

Leppington Public School Upgrade

Statement of Heritage Impact

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 activity of Leppington Public School (LPS) (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 proposed activity involves upgrades to the existing Leppington Public School (LPS), located at 144 Rickard Road, Leppington, NSW, 2179, to enhance its capacity and functionality.

The purpose of this report is to evaluate the potential impacts of the proposed works on the school’s-built heritage significance and surrounding environment.

EMM Consulting Pty Limited prepared a summary report of initial site investigations on behalf of School Infrastructure New South Wales to identify significant heritage elements on the grounds (Appendix A).

The Summary Report of Initial Site Investigations concluded that the buildings that were:

- Identified in the Department of Education’s *S170 Heritage and Conservation Register*, and Item 9 on the State Environmental Planning Policy (Precincts – Western Parkland City) 2021 and do possess heritage significance and should be retained. These buildings are:
 - B00H, B00I, B00J, B00K, B00L, B00M.
- It also identified other buildings with merit in terms of aesthetic (criterion e) and historical significance (criterion a), and these should also be retained if possible. These buildings are:
 - Buildings A, B, C and D.

From this point, the buildings that are identified heritage items will be referred to with the prefix of B00; all other buildings will be referred to as Building X; for instance, Building A.

As such, the changes proposed for LPS upgrade will have a minor impact on the overall heritage significance of the place and a minor impact on the listed heritage buildings B00H, B00I, B00J, B00K, B00L, and B00M.

Building C, located north of the site and outside the locally listed curtilage, will be demolished to meet modern standards and accommodate expansion plans, resulting in the total loss of its aesthetic significance. Despite its contributory aesthetic significance and historical significance as part of a mid-century development group built between 1966 and 1968, Building C fails to provide adequate passive surveillance and does not fulfill current needs. To manage this impact, a photographic archival recording is suggested during the pre-commencement phase of the project to document its historical and aesthetic contribution to the site before demolition.

Buildings A, B, and D, noted for their historical and aesthetic significance, will be retained. The proposed additions to the northeast, including a new three-storey building and a Hall/ Covered outdoor learning area (COLA), may have a minor visual impact on existing structures. However, this impact can be mitigated through setbacks, landscaping, and ensuring the architecture of the new Hall/COLA is sympathetic to the existing buildings. The design will incorporate similar materials and be in keeping with the style of the adjacent Library Building.

Further, the landscape plan involves removing some trees, retaining high-value trees, and adding native trees, shrubs, and groundcovers to create a cohesive and distinct design. The proposed landscape design will enhance the rural character of the school and incorporate standard learning and recreational outdoor spaces. A yarning circle will be placed in the current green space within 10 meters of the highly significant B00H. The proposed

yarning circle is expected to have a minor impact on the heritage significance of the overall site and B00H. It will enhance the cultural and educational experience for the school community while respecting the proximity and setting of B00H.

The movable items impacted by the proposed work include the 1981 plaque in Building E and the 1998 plaque in Building A, both of which should be recorded, removed, stored off-site, and reinstated after construction. Memorials impacted include the 2016 ANZAC memorial and the 2014 paving, both located behind Building D. In both instances, these plaques and memorials contribute to understanding the school's post-mid-century growth but are not directly associated with the heritage significance of Buildings A, B, and D or the overall place. They hold non-heritage social significance for the school children and the community but do not have historical importance to the heritage items.

To prevent damage or loss during construction, it is recommended to record and remove the plaques before the commencement of the proposed works. The plaques should be safely stored off-site and reinstated at eye level in a suitable location after construction is completed, ensuring their contribution to the site's historical context is preserved and accessible.

The mitigation 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	Archival Recording	Prior to commencing any project-related work and upon its completion, create an archival recording of Building C and the area of the proposed works around B00H, B00I, B00J, B00K, B00L, and B00M. This should adhere to the guidelines outlined in the <i>Photographic Recording of Heritage Items Using Film or Digital Capture</i> (NSW Heritage Office 2006).	Records historical features and current conditions to support reference, restoration, and research, preserving a detailed account of heritage elements prior to the commencement of construction and demolition.
3	Future SoHI Preparation	This SoHI addresses the current proposal. A SoHI must be prepared for subsequent stages of the Leppington PS Upgrade Project.	Assesses heritage impacts for future activity.

Table E.1 **Abbreviations used in this report**

Abbreviation	Long form
B00x	Building identifier
CEMP	Construction environmental management plan
CMP	Conservation management plan
COLA	Covered outdoor learning area
DoE	Department of Education
DP	Deposited Plan
ID	Identification
FDB	Functional design brief
LPS	Leppington Public School
LEP	Local environmental plan
OSHC	Outside school hours care
PS	Public School
SHR	State Heritage Register
SINSW	School Infrastructure New South Wales
SRISI	Summary report of initial site investigations
S170	Heritage and Conservation Register made under section 170 of the <i>Heritage Act 1977</i> by state government authorities to list heritage items under their care, control and/or ownership.
TS	Teaching space

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1 Introduction

1.1 Purpose of this report

School Infrastructure New South Wales (SINSW), the infrastructure arm of the Department of Education (DoE) commissioned EMM Consulting Pty Limited (EMM) to prepare a Summary report of initial site investigations (SRISI) for LPS with the aim of upgrading buildings and grounds. The SRISI was finalised in September 2023 (Appendix A).

Following a master planning and design process, an option for the school has been selected. EMM has been commissioned to prepare a Statement of Heritage Impact (SoHI) to assess and address the potential impacts of the proposed design as part of the school's Review of Environmental Factors (REF) approval process. This report has been prepared with the SRISI (2023) included in Appendix A and, therefore, does not repeat information. Instead, it builds upon the initial heritage impact assessment and mitigation measures.

The historical development of the site, analysis of the buildings, their spatial arrangement and a preliminary assessment of significance were addressed in the SRISI (Appendix A). It is of note that research potential with respect to relics (that is, archaeological resources that are of local or State significance) was assessed to be *low*, and therefore no further archaeological investigation is required except in the event of unexpected finds.

The SRISI (EMM, 2023) (Appendix A) concluded that a number of buildings possess heritage significance in that they represent two major phases of the school's development: 1920s and 1950–60s. Unlisted buildings with historical and aesthetic significance include:

- Building A
- Building B
- Building C
- Building D

The buildings that were recommended for retention in the SRISI will be retained.

Listed building identified on Department of Education's *Heritage and Conservation Register* and the State Environmental Planning Policy (SEPP) 2021 for the Western Parkland City Precinct:

- B00H
- B00I
- B00J
- B00K
- B00L and
- B00M (EMM 2022, p.61).

In addition, the SoHI has identified additional non-heritage movable items and memorials anticipated to be impacted by the proposed works that are recommended for retention. These items include:

- The 1981 plaque commemorating the opening of the new accommodation, Building E, by Hon. Paul Landa, Minister for Education (located in Building E).

- The 1998 plaque commemorating the opening of the Covered Outdoor Learning Area (COLA) by Hon. John Aquilina, Minister for Education and Training (located in Building A).
- Consideration to be given to integrating a new commemorative feature in the new construction to continue honouring the ANZAC Day activities and the contributions of the students and school community (located behind Building D). The contemporary constructions hold non-heritage social significance but lack historical importance and are in the path of the proposed construction, necessitating their demolition.

This report has been prepared to assess the impacts and suitability of the design with reference to the heritage significance of the subject site and the surrounding items.

The plates of development plans and elevations included in this report are excerpts from the building and landscape architect plans, which are integral to the proposed activity forming part of the REF submission.

1.2 Assessment guidelines

This SoHI has been prepared in accordance with the relevant government assessment requirements, guidelines, and policies. The mitigation measures were developed with consideration of the principles of *The Australian International Council on Monuments and Sites, Charter for Places of Cultural Significance* (also known as the *Burra Charter*, Australia ICOMOS 2013) and the New South Wales (NSW) *Heritage Manual* (Heritage Office 1996, with regular additions). In addition, the SINSW panel scope of work has been addressed as much as possible for a report.

The Burra Charter (2013) sets a standard of practice for those who provide advice, make decisions about, or undertake works to places of cultural significance including owners, managers, and custodians. The *Burra Charter* defines the concept of cultural significance as ‘aesthetic, historic, scientific, social or spiritual significance for past, present or future generations’ (Australia ICOMOS 2013, Article 1.2). It identifies that conservation of an item of cultural significance should be guided by the item’s level of significance. The Charter provides specific guidance for physical and procedural actions that should occur in relation to significant places. A copy of the charter can be accessed online at <http://icomos.org/australia>.

1.3 Subject site location

The school has a street address of 144 Rickard Road, Leppington on the eastern side of Rickard Road, north of Ingleburn Road and south of Byron Road. LPS is in the Camden local government area (LGA), Parish of Cook, County of) (Figure 1.1). The site has an area of 3.013 ha and comprises 4 allotments, legally described as:

- Lot 1 DP 127446
- Lot 1 DP 439310
- Lot 38E DP 8979
- Lot 39C DP 8979

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

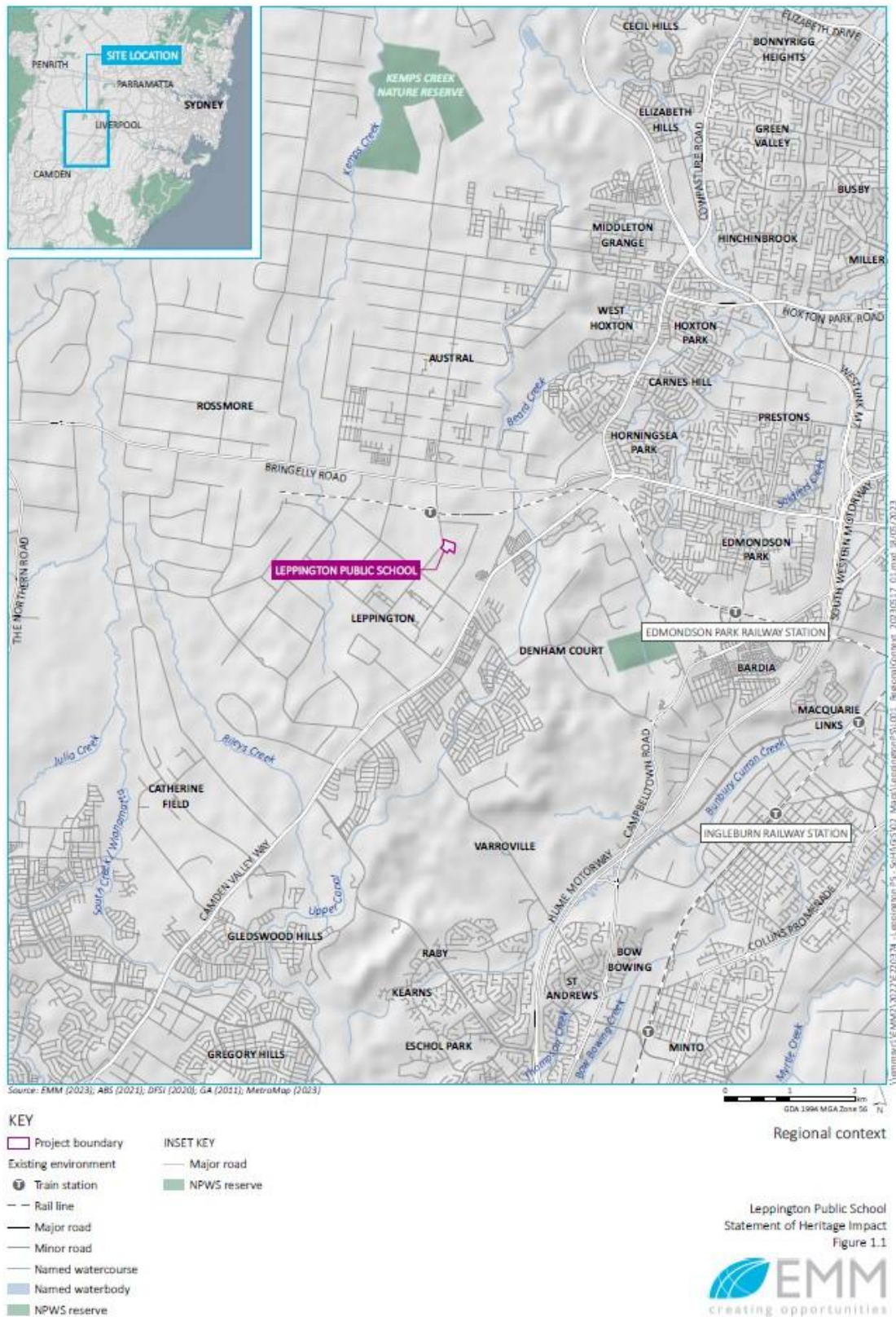
- 14 permanent buildings;
- 11 demountable structures (including 2 male/female toilet blocks);
- interconnected paths;
- covered walkways;

- play areas; and
- at-grade parking.

The site also contains locally listed heritage buildings along its southern boundary.

The buildings are 1 storey in height and there is a sports oval in the eastern portion of the site. The existing buildings are clustered in the north-western part of the site.

Figure 1.1 Location of the subject site



1.4 Existing environment

Lots 38E and 39C of Deposited Plan (DP) 8979 make the original school boundary (Plate 1.1), which contains the buildings listed on the Department of Education's S170 Register. The buildings identified in the S170 listing are, B00H, B00I, B00J, B00K, B00L and B00M and are all located inside the original school site boundary. For a detailed description of the listing status, refer to EMM 2023, p.14–15; refer also to Plates 2.1 and 2.2 of EMM 2023 for graphic representation of the listing.

The immediate setting of the school is semi-rural, surrounded by farmland, industrial land, and low-density housing. However, the Leppington Town Centre Precinct in the South West Growth Area will bring overall densification and changes in land uses, urbanising the land around the existing LPS as urbanisation expands from the east, west, north, and south.

The earliest historical aerial photography accessed for this report dates to 1954 (Plate 1.1) and captures the first (B00H - 1922) and second (B00K - 1950) school buildings on the site. A building, possibly a farm shed, is visible along the inside of the northern perimeter of the current boundary (yellow). The unidentified building is in the vicinity of what is now Building B, or directly to the east of it.

At this time, the area was rural with little urban development (Liverpool was the nearest urban centre located approximately 14 km to the north-east) and would have been accessed along smaller, single-lane roads.



Source: NSW Spatial Services; Image Tile 228_26_147

Plate 1.1 LPS 1954 (rough outline in blue)



Source: Pedavoli Architects 2023, p.7 'Existing accommodation, REF 3321-REP-RE005

Plate 1.2 Existing school identifiers



Source: Metromaps sourced 05/02/2024

Plate 1.3 Aerial view of the immediate landscape surrounding the school (indicated by the red square)

1.4.1 Moveable items and memorials

The following moveable items, signage and memorials have been noted in Table 1.1.

Table 1.1 **Moveable Items, Signage, and Memorials**






Image	Year	Description	Current location
	1983	Time capsule added. Opened during the centennial celebration and reburied with a new capsule. This area is referred to as the 'Founders Memorial.'	The location of the time capsule sits in the gardens between Building E and Building D.
 	Post-1956	Farming equipment and bricks from c1823 Leppington House at Denham Court Road were likely brought to the school after it burnt down. This area is referred to as the 'Founders Memorial.'	The location of the time capsule sits in the gardens between Building E and Building D.
	Date unknown, likely after 1956.	Sign likely commemorating the founding and closing dates of Raby Public School, as well as the establishment of LPS	Location on B00H
	1998	Commemorating the opening of the COLA by Hon. John Aquilina Minister for Education and Training.	Location Building A

Table 1.1 **Moveable Items, Signage, and Memorials**


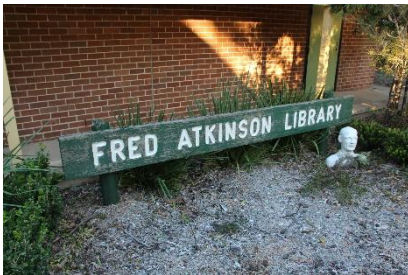



Image	Year	Description	Current location
	1981	Commemorating the opening of the new accommodation, Building E by Hon. Paul Landa, Minister for Education.	Building E
	Unknown, likely after 1981	Commemorating the transition from a new accommodation into a library.	Building E
 	2024	Interpretation of the Yarning Circle addition.	Play area
	1998	Mural depicting the school's history for the 75 th Anniversary.	Building D

Table 1.1 **Moveable Items, Signage, and Memorials**

Image	Year	Description	Current location
			
 	2016	ANZAC memorial for ANZAC Day commemoration activities	Behind Building D
 	2014	Paving of 26 family names commemorating the 'Year 4/5/6 Runners up of the Department of Veteran Affairs ANZAC Competition'. This national competition recognises the work of students, teachers and schools who engage with veterans and honour Australia's wartime history.	Behind Building D

1.5 Objectives of this report

Broadly, the objectives of this report are to assess the impacts and suitability of the design with reference to the heritage significance of the subject site. The summary of objectives as defined by SINSW European Heritage Panel and EMM's response are provided in Table 1.2.

Table 1.2 Summary of objectives – LPS

Deliverables	Section in this report
c) 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:	This report
(i) How the development is consistent with any relevant Conservation Management Plan;	Not applicable, as the site does not have a 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;	Section 3.3
(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;	This report
(iv) The attempts to avoid and/or mitigate the impact on the heritage item(s), heritage significance or cultural heritage values of the site;	Section Error! Reference source not found.
(v) The attempts to interpret the heritage significance identified into the development; and	This is not part of this scope, as the proposed works within the listed curtilage are anticipated to have a low to minor impact on the listed heritage significance. The buildings will continue to contribute to the historical, aesthetic, rarity, and social significance of the site, with the exception of Building C, which has been managed through the mitigation measure of a photographic archival recording.
(vi) Justification for any changes to the heritage fabric or landscape elements including any options analysis.	Provided
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 Archaeological Assessment Guidelines (NSW Heritage Office, 1996) and Assessing Significance for Historical Archaeological Sites and 'Relics' (Heritage Council of NSW, 2009).	Potential for relics or archaeological resources found to be <i>low</i> in the SRISI (EMM 2023)
d) 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.	This report and appendices.
e) 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.	This report.
f) 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.	Demolition of listed heritage items is not proposed.

2 The project

2.1 The proposed works

The proposed activity involves upgrades to the existing LPS. The intent of the activity is to allow for upgrades to LPS that will provide a 'CORE 35' school standard in line with the Educational Facilities Standards and Guidelines (EFSG). The activity will increase the capacity of the school from 430 to 621 students.

The upgrades to the school grounds, which are the subject of this stage of work, are illustrated in Plate 2.1 and will involve the addition of the following:

Proposed additions:

- Erection of a new 3-storey teaching space along the northern boundary that includes 20 permanent teaching spaces and 3 support teaching spaces
- Erection of a new hall and COLA comprising of a hall, canteen and OSHC hub towards the eastern boundary of site
- Extension of the existing library (Building E) and adjoining playground
- New services including tanks and fire hydrant and sprinkler booster assemblies
- New substation with new hardstand and easement
- Landscaping works including paving, games court, playing field and yarning circle

Modifications:

- Upgraded sports and play facilities
- Removal of existing ground rainwater and sewer septic tanks
- The dismantle and reconstruction of the 2016 ANZAC memorial, located between Building C and Building B, and adjacent to the 2014 paving commemorating 26 family names for the 'Year 4/5/6 Runners up of the Department of Veteran Affairs ANZAC Competition.

Demolitions:

- Removal of non-significant trees
- Demolition of existing concrete pathway around Building E
- Demolition of slab and fence next to B00I
- Demolition of existing fence for new electrical substation
- Removal of demountable and non-significant structures, with the exception of Building C (moderate significance)

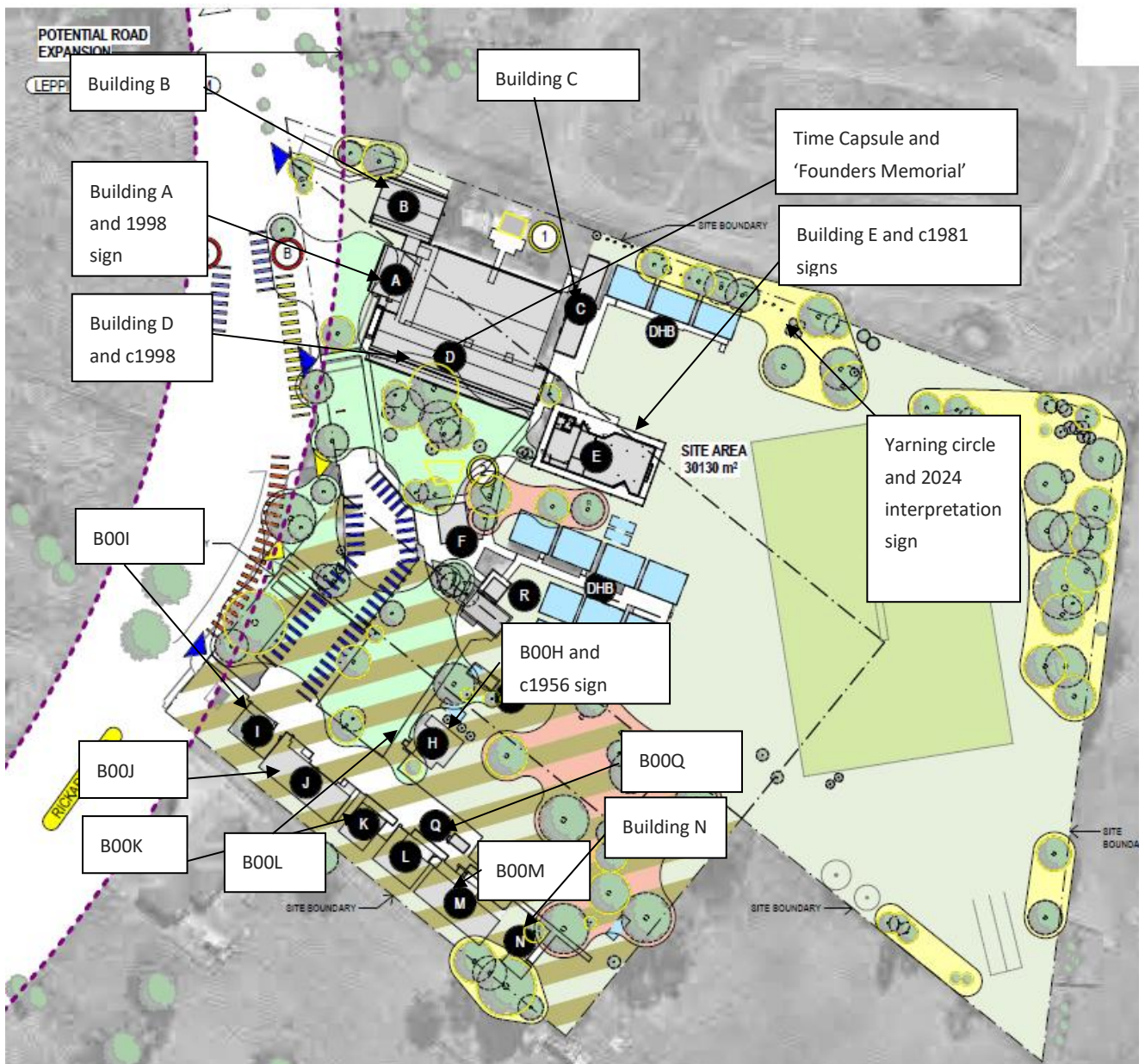
The buildings comprising the S170 listings do not form part of the activity and will remain intact; the proposed yarning circle will be located inside the curtilage of the original school, 10 m of north of B00H. In addition to the proposed demolition of Building C, plans include the construction of additional teaching spaces and a COLA northeast of Buildings A, B, and D. These buildings are recognised for their aesthetic and historical significance.

The landscape proposal shown in in Plate 2.1 has been updated to exclude the car park (not shown here). Note that the annotations in Plate 2.1 :

- Buildings on the S170 Register are to be retained, that is B00H, B00I, B00J, B00K, B00L, and B00M.
- Building C, also recommended for retention (EMM 2022) will not be retained.

With respect to the proposed treatment of trees currently on the school campus, the shading on Plate 2.1 identifies trees with varying constraints: low (green), medium (yellow), and high (red). The proposed landscaping works are detailed in this reference Plate 2.1.

- Native trees in mulch to provide amenity to the street frontage and shade for the new car park– trees will be planted to enhance this small stand.
- Existing trees of high value are retained with additional tree planting to form a quiet open space for students to play and relax.
- Shale Plains Woodland are to be protected and retained in a mulch bed.
- Gathering space with one informal yarning circles are nestled amongst the existing trees.
- Informal path meanders through the existing trees and new Cumberland Plain Shale Woodland plantings.
- Perimeter planting provides a buffer to the adjoining property (northern perimeter), but existing trees set back from the boundary will be removed to accommodate the proposed three-storey school building.
- Extension of trees from the Cumberland Shale Plains Woodland along the southern boundary.

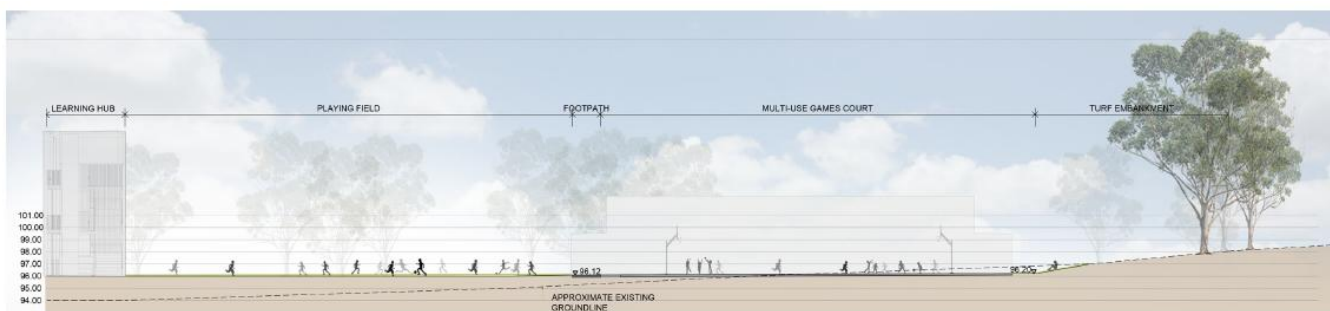


Source: Pedavoli Architects 04 December 2024, LPS-PA-00-ZZ-DR-A-REF_001 Revision A

Plate 2.1 Proposed site plan

2.2 Setting

The landscape has been designed to incorporate native trees, shrubs, and groundcovers into the overall school setting (Plate 2.2). This is in keeping with the character of the school presently, and as the school grows, will ensure that the semi-rural and leafy character is retained.



Source: TaylorBrammer, 05 December 2024, Revision A

Plate 2.2 Excerpt from the landscape proposal

Elevations of the proposed new buildings are shown in Plate 2.3 and Plate 2.4. The drawings are of buildings of standard school design that is functional and blends in well with the surrounding environment.



Source: Pedavoli Architects 04 December 2024, LPS-PA-00-ZZ-DR-A-REF_111 Revision A G

Plate 2.3 Excerpts from the design proposal

The design is represented schematically in the massing diagram that demonstrates that of the new buildings and landscaping will be located on the northern boundary of the school property. The green in the centre of the school provides a space that allows for the differentiation of old and new, as well as creating an expanse that impedes the overshadowing of the buildings with historical significance.

This spatial arrangement will also hold the open, green character of the school as urban development encroaches.



Source: Pedavoli Architects 04 December 2024, LPS-PA-00-XX-DR-A-REF_000 Revision A

Plate 2.4 Massing of the design proposal

2.3 Demolition

The proposed activity involves the demolition of structures and trees identified as non-significant in the arborist report (Plate 2.5) to accommodate the upgrades to the subject site. These elements were assessed by Allied Tree Consultancy in a separate arborist report. Note that Plate 2.5 shows the buildings to be retained in purple and the structures and trees to be demolished, in broken red outline.

3 Assessment of impacts

3.1 Heritage recommendations 2022

The SRISI (Appendix A) recommended that new activity is away from the cluster of the oldest buildings along the southern boundary and this recommendation has been incorporated into the development proposal.

Refer to Table 4.2. for the recommendation made in 2022 (EMM) and the response to the proposed works.

3.2 Impact to the heritage item

The buildings designated as having significant heritage significance, as officially listed on the Department of Education S170 Register and the Western Parkland City Precinct SEPP (2021), include B00H, B00I, B00J, B00K, B00L, and B00M. Notably, these structures are all situated within the original school site boundary. Importantly, the heritage items are largely unaffected by the planned upgrades to the school.

The one proposed addition located within the curtilage mapped area is the yarning circle, which will be added to the northern boundary of the original school lot (Plate 3.2). The yarning circle will be placed in what is currently a green space and within 10 meters of the highly significant B00H. The proposed yarning circle is expected to have a minor visual impact on the heritage significance of the overall place and B00H, enhancing the cultural and educational experience for the school community while respecting the proximity and setting of B00H.

A yarning circle is a harmonious, creative and collaborative way of communicating to: encourage responsible, respectful and honest interactions between participants, building trusting relationships foster accountability and provide a safe place to be heard and to respond promote student–student interactions and student–school–community connectedness enrich learning experiences for students (Pedavoli Architects 2023, p.14),

It is a school cultural activity shared from Aboriginal and Torres Strait Islander culture (Pedavoli Architects 2023, p.15).¹



Source: Pedavoli Architects 5 April 2023 Rev 1 REF 3321-REP-RE005, p.14

Plate 3.1 Illustration of a yarning circle

¹ Adapted from the QLD Government Queensland Curriculum & Assessment Authority: <https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>

Additionally, the building cannot continue its original use. Coupled with the projected growth and development in the surrounding area, its removal is necessary to accommodate proposed expansion plans, ensuring better positioning of facilities for school functionality and future developments.



Plate 3.3 Building C view, facing north

3.3 Impacts to items in the vicinity

The predicted growth in families into the area is the reason for the school upgrade. These changes will not have a direct or visual impact on heritage items in the vicinity of LPS.

Plate 3.4 is an excerpt from the NSW Planning Portal Spatial Viewer (NSW Government) capturing heritage items within 2 km from the heritage listed lot of the school. The closest heritage item (ID #01373) Upper Canal System, which at the closest point to the school grounds (that is, north-east corner of the school property, is 1.3 km away and separated by commuter rail line to the north, riparian tree lines and paddock trees. For this reason, a detailed assessment of visual impacts to the heritage items is not considered to be useful.

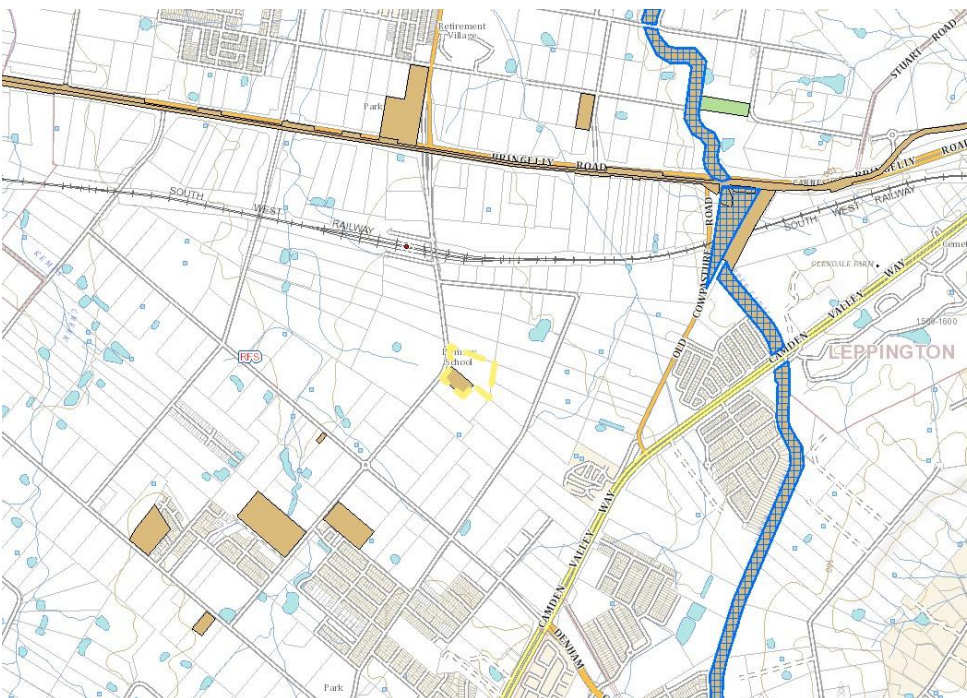


Plate 3.4 The heritage context around the school (outlined in yellow)

3.4 Impacts to the setting

The activity is situated in what is currently a largely rural area, but which will change and urbanise as the anticipated residential development increases. The heritage item in question is the original school lot, which will be largely left intact. The listed buildings will be used for school purposes and therefore will be maintained and repaired as required.

The upgrade design incorporates new trees to replace the trees that will be removed (refer to Plate 2.5 and Plate 2.1), which will change the setting of the school to a lesser degree and for a temporary period of time. Many of the trees that are proposed for removal are small to moderately sized and at the conclusion of the school upgrade, new native trees and shrubs will be planted across the campus, and the total number will exceed the number removed.

As urban residential expansion advances toward the school, the surrounding setting will transform with the addition of new roads and higher-density housing. In light of these changes, it will be increasingly important for the school to preserve elements of its rural heritage and maintain the calming character of a green, tree-filled outdoor environment. This vision will be reflected in the final design of the upgraded school, ensuring that the redevelopment aligns with the Leppington Town Centre Precinct and the Indicative Layout Plan outlined in the Camden Growth Centre Development Control Plan.

Building C is a mid-century facilities-building situated perpendicular to the northern boundary of the school (Plate 1.2), which was identified as one to consider retaining (EMM 2023). This building is part of a group, also comprising Building A, Building B, Building D, Building F and Building G, and its significance is founded in its ability to contribute to an understanding of the mid-century growth of the school.

The demolition of Building C will result in a total loss of its historical significance as a physical structure but only a minor loss of historical and aesthetic significance to the existing setting.

3.5 Cumulative impacts

Cumulative impact refers to the combined effect of multiple projects or activities over time, which may collectively erode the heritage significance of a site. For LPS, the proposed upgrades are situated within the South West Growth Area (SWGA), an area experiencing significant urban development and densification. This includes the recently exhibited draft Leppington Town Centre Rezoning review, which seeks to amend land use zoning, building heights, and density near the school. These changes, alongside the construction of a new high school to the immediate south, necessitate careful consideration of cumulative impacts. Key concerns include the reduction of open buffers and alterations to the historical layout of the site, as well as visual impacts resulting from increased building height and density, particularly with the new three-storey structure and Hall/COLA.

The design prioritises the preservation of key sightlines by maintaining open green spaces, keeping significant heritage structures visually prominent within the streetscape. Retention of heritage elements, such as the curtilage and listed buildings (B00H-B00M), highlights their historical significance. Sympathetic landscaping has been integrated, with additional native vegetation and planting schemes creating seamless transitions between old and new elements. Ongoing heritage management protocols support the historical character of the site as development progresses. The proposed activity introduces thoughtfully planned elements that complement the historical spatial arrangement, meeting the needs of the growing community while celebrating the site's historical and cultural identity.

3.6 Impacts to relics and movable items and memorials

Impacts to relics are not anticipated. The proposed work will occur in areas that have been identified as possessing *low* archaeological potential.

Table 1.1 identifies movable items, signage, and memorials within LPS. Aside from the items assessed below, no impacts are noted to occur on the proposed identified items in Table 1.1.

The non-heritage movable items impacted by the proposed work at Building E and Building A are:

- The 1981 plaque commemorating the opening of the new accommodation, Building E, by Hon. Paul Landa, Minister for Education.
- The 1998 plaque commemorating the opening of the COLA by Hon. John Aquilina, Minister for Education and Training.

These plaques contribute to an understanding of the school's post mid-century growth but are not directly associated with the heritage significance of Buildings A, B, and D. They hold non-heritage social significance for the school children and the community but do not have historical importance to the heritage items or the overall heritage significance of the place.

The plaques should be recorded and removed before the commencement of construction to prevent damage or loss. The plaques should be safely stored off-site. After construction is completed, the plaques should be reinstated in a suitable location at eye level, ensuring their contribution to the historical context of the site's development is preserved and accessible.



Plate 3.5 Building A, plaque commemorating the opening of the COLA by Hon. John Aquilina Minister for Education and Training. 1998.

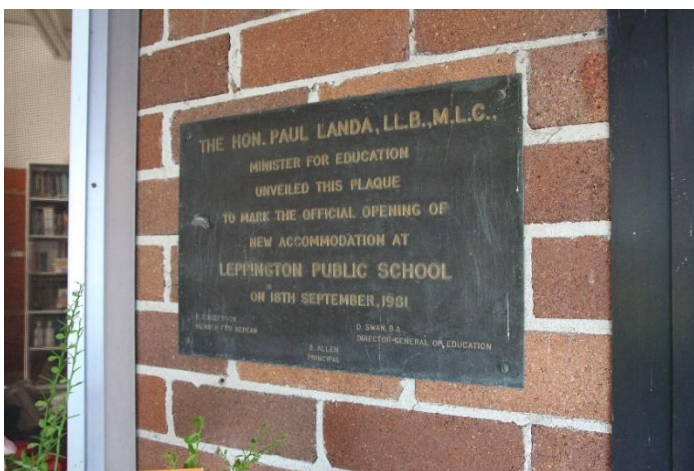


Plate 3.6 Building E, plaque commemorating the opening of the new accommodation, Building E by Hon. Paul Landa, Minister for Education. 1981.

The memorials impacted by the proposed works include the 2016 ANZAC memorial for ANZAC Day commemoration activities Plate 3.7 and the 2014 paving of 26 family names commemorating the 'Year 4/5/6 Runners up of the Department of Veteran Affairs ANZAC Competition' Plate 3.8. Both are located behind Building D.

The 2016 ANZAC memorial consists of a bricked-up garden bed and three flags, while the 2014 paving recognises the work of students, teachers, and schools who engage with veterans and honour Australia's wartime history.

These constructions are contemporary, specifically built to host ANZAC Day activities and hold non-heritage social significance for the school children and the community. However, they do not have historical importance to the heritage items and overall heritage significance of the place. Despite their non-heritage social significance, their location falls in the path of the proposed construction route, necessitating their demolition.

The demolition of the 2016 ANZAC memorial and the 2014 paving will have no impact on the site's historical heritage, as they are located away from the listed heritage buildings. Their contemporary nature and lack of historical significance further support this assessment Plate 3.7. It is recommended to consider integrating a new commemorative feature in the new construction to continue honouring the ANZAC Day activities and the contributions of the students and school community.



Plate 3.7 **2016 ANZAC memorial for ANZAC Day commemoration activities**



Plate 3.8 **2014 paving of 26 family names commemorating the 'Year 4/5/6 Runners up of the Department of Veteran Affairs ANZAC Competition'**

3.7 Statement of heritage impact

The changes proposed for the LPS upgrade will have a minor impact on the overall heritage significance of the place and a minor impact on the listed heritage buildings B00H, B00I, B00J, B00K, B00L, and B00M.

The majority of the changes will be focused on the remaining lots to the north and east of the listed area of the school. These changes are being proposed to increase the school's operational capabilities and accommodate the anticipated increase of urbanisation and population growth in the suburb and its surrounds. All heritage listed buildings will be retained, as will the curtilage of the original school grounds that date to 1922.

The proposed activity at LPS includes the addition of a yarnning circle near B00H.

Building C, located north of the site and outside the locally listed curtilage, will also be demolished, resulting in a total loss of heritage significance. Despite its contributory aesthetic significance as part of a mid-century development group, Building C fails to meet modern standards and does not provide adequate passive surveillance for the safety of children. Its removal is necessary to accommodate expansion plans, resulting in the total loss of its historical and aesthetic significance.

The yarnning circle, proposed within the locally listed curtilage 10 meters from B00H, will have a minor visual impact on the heritage significance of the overall site and B00H. It is intended to enhance the cultural and educational experience for the school community, providing a space for respectful and collaborative interactions, in line with Aboriginal and Torres Strait Islander traditions.

The new constructions, including a new three-story building and a Hall/COLA to the northeast of Buildings A, B, and D, are expected to have minor visual impacts on existing structures. These impacts can be mitigated through setbacks and landscaping, ensuring a harmonious integration of new and old elements.

Movable items, such as commemorative plaques from Building E and Building A, and memorials behind Building D, should be carefully recorded, removed, stored off-site, and reinstated post-construction. Although these items hold non-heritage social significance, they are not directly associated with the heritage significance of the key heritage buildings.

4 Conclusion and mitigation measures

4.1 Concluding remarks

This report addresses potential impacts arising from the planned upgrades to the LPS. It must be read in conjunction with the *Leppington Public School Summary Report of Initial Site Investigation* prepared by EMM in September 2023, as that report includes the historical analysis of the subject site and the preliminary assessment of significance (Appendix A).

The proposed upgrade will have a minor impact on the overall heritage significance of LPS and a minor impact on the listed heritage buildings B00H, B00I, B00J, B00K, B00L, and B00M, provided that the recommendations and mitigation measures outlined in this report are adhered to.

A yarning circle is proposed within the locally listed curtilage, 10 meters from the highly significant B00H. The yarning circle is expected to have a minor impact on the heritage significance of the overall place and B00H, while enhancing the cultural and educational experience for the school community. This feature aligns with the current rural setting and will be situated away from the main group of school buildings, providing a quiet, contemplative space. Yarning circles are designed for honest, respectful conversations that build trust and foster accountability (Pedavoli Architects 2023, p.14).

In contrast, north of the site and outside the locally listed curtilage, Building C will be demolished due to its inability to meet modern standards, resulting in a total loss of heritage significance. Despite its contributory historical and aesthetic significance as part of a mid-century development group built between 1966 and 1968, it fails to provide adequate passive surveillance for the safety of children. Its removal is necessary to accommodate expansion plans and optimise facility positioning for future activity. Although its retention was initially suggested in the SRISI (Appendix A) based on its historical and aesthetic significance, its demolition is deemed necessary considering its inability to fulfill current needs and the projected growth in the surrounding area.

Buildings A, B, and D will be retained and refurbished. These buildings, noted for their historical and aesthetic significance, demonstrates the historical development to the north of the site from 1966 to 1968. This created a clear pattern of development and a unique public site within the local area, featuring two distinct clusters of buildings that share similar designs and construction periods. The proposed additions to the northeast, including a new three-storey building and a Hall/COLA, may have a minor-moderate visual impact on the existing structures but can be mitigated through setbacks and landscaping.

The movable items impacted by the proposed work at Building E and Building A include the 1981 plaque commemorating the opening of the new accommodation by Hon. Paul Landa, and the 1998 plaque commemorating the opening of the COLA by Hon. John Aquilina. These plaques contribute to understanding the mid-century growth of the school. To prevent damage during construction, it is recommended to record and remove the plaques, store them off-site, and reinstate them at eye level after construction.

The memorials impacted by the proposed works include the 2016 ANZAC memorial for ANZAC Day activities and the 2014 paving of 26 family names commemorating the 'Year 4/5/6 Runners up of the Department of Veteran Affairs ANZAC Competition,' both located behind Building D. The 2016 ANZAC memorial consists of a bricked-up garden bed and three flags, while the 2014 paving recognises the work of students, teachers, and schools in engaging with veterans. Although these constructions hold non-heritage social significance, they lack historical importance and fall in the path of the proposed construction route, necessitating their demolition. The demolition will have a no impact on the site's historical heritage. Integrating a new commemorative feature into the new construction is recommended to ensure the continued recognition of ANZAC Day activities and the contributions of the school community.

Lastly, the landscape plan proposed at the design involves the removal of some trees, the retention of high-value trees and the addition of other native trees, shrubs, and groundcovers, that will pull the design together in a

cohesive and distinct way. The planting regime will be completed in stages that will follow the overall redesign of the school.

4.2 Mitigation measures

The mitigation measures below are consistent with the measures included in the SoHI for the school prepared by EMM (2023); those measures and the responses to them based on the current design are presented in Table 4.2 and Table 4.2, below.

Table 4.1 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	Archival Recording	Prior to commencing any project-related work and upon its completion, create an archival recording of Building C and the area of the proposed works around B00H, B00I, B00J, B00K, B00L, and B00M. This should adhere to the guidelines outlined in the <i>Photographic Recording of Heritage Items Using Film or Digital Capture</i> (NSW Heritage Office 2006).	Records historical features and current conditions to support reference, restoration, and research, preserving a detailed account of heritage elements prior to the commencement of construction and demolition.
3	Future SoHI Preparation	This SoHI addresses the current proposal. A SoHI must be prepared for subsequent stages of the Leppington PS Upgrade Project.	Assesses heritage impacts for future activity.

Table 4.2 **Design response to SRISIS 2022 recommendations**

Element	Recommendations SRISI 2022	Design response
Archaeology	<ul style="list-style-type: none"> Further archaeological research is not required. An unexpected finds procedure is to be incorporated into the Construction Environmental Management Plan. 	<ul style="list-style-type: none"> The design has avoided the areas of archaeological potential. An unexpected finds procedure is to be incorporated into the Construction Environmental Management Plan. If unexpected finds are unearthed any time during the project, work will cease, and an archaeologist will be called to assess the find. Unexpected finds may take the form of Aboriginal artefacts, historical artefacts, or human skeletal remains.
New Development	<ul style="list-style-type: none"> It is preferred that all new activities occur away from clusters of historic buildings along the southern boundary and to the north of the project area. New activities are recommended to stay in the eastern, central, and north-eastern sections of the site. 	<ul style="list-style-type: none"> The proposed activity is expected to have a minor to moderate impact on the overall heritage significance of LPS, provided recommendations and mitigation measures are followed. A yarning circle is proposed within the locally listed curtilage, 10 meters from the highly significant B00H, enhancing the cultural and educational experience with minor impact on heritage significance. Building C, north of the site and outside the locally listed curtilage, will be demolished due to its inability to meet modern standards, despite its aesthetic and historical significance, resulting in the total loss of its significance. Movable items, including commemorative plaques and ANZAC memorials, will be recorded, removed, and reinstated post-construction to prevent damage. The landscape plan includes the removal of some trees, retention of high-value trees, and addition of native vegetation, enhancing the overall design in stages.
Retention of Existing Buildings	<ul style="list-style-type: none"> Buildings A, B, C, D, B00H, B00I, B00J, B00K, B00L, B00M and Building Q should be retained, and conservation works including any repair or maintenance work should be undertaken for each of these buildings. 	<ul style="list-style-type: none"> The buildings in the S170 listing, being B00H, B00I, B00J, B00K and B00M will be retained. Buildings Building A, Building B and Building D, which are not listed, but recommended for retention will also be retained. Buildings A and D will be retained and refurbished, maintaining their historical and aesthetic significance. Building C, initially recommended for retention, will be demolished. This building, which holds contributory aesthetic significance as part of a group of mid-century facilities built between 1966 and 1968, will experience a total loss of its significance due to the proposed demolition. Include a detailed archival record of Building C (refer to mitigation measures in section 4.2)

Table 4.2 **Design response to SRISIS 2022 recommendations**

Element	Recommendations SRISI 2022	Design response
Heritage Sympathetic Design	<ul style="list-style-type: none"> Proposed activities should consider the key phases of development in the project area, particularly in terms of the different building and construction typologies used in the two different parts of the subject site. The weatherboard constructions to the south section and brick construction to the central and reinterpreted and considered in terms of the design of the new school buildings. 	<ul style="list-style-type: none"> The descriptions in this section are based on the graphics shown in the architectural drawings (Pedavoli Architects 2024). The design of the buildings is modern and rectilinear, with clean lines and a combination of face brickwork, sheet wall Prefinished Compressed Fibre Cement (CFC) cladding, and metal roofing. The design follows precedents set by other contemporary schools. Colour palettes will be neutral, with light to medium tones and accent colours on the vertical shade walls. The new activity will be clustered at the northern end of the school property and will not crowd the buildings listed on the S170 Register. The two groups of buildings – the heritage listed, and the new, will be separated by green space and vegetation, but visible across the lot. This spatial arrangement is a suitable juxtaposition of old and new, which will provide opportunities for the school community and external viewers to appreciate the history of the school while moving into the future of learning.
Construction near Heritage Items	<ul style="list-style-type: none"> Any proposed construction or modifications near buildings designated as having significant or moderate heritage value (designated as B00A, B00B, B00C, B00D, B00H, B00I, B00J, B00K, B00L, and B00M) or in proximity to the existing local heritage designations, including lots 38E and 39C, DP 8979 will necessitate the submission of a SOHI). This statement evaluates the potential effects of the proposed actions on these buildings and the broader significance of the project area. If demolition or relocation of heritage items were proposed as part of the activity, the SOHI would be required to assess the acceptability of the proposed activity and make recommendations to minimise and/or mitigate heritage impact. 	<ul style="list-style-type: none"> This report has addressed the 2022 recommendation.
Structures - High Heritage Significance	<ul style="list-style-type: none"> The building of high heritage significance (B00H) is to be retained, repaired, and conserved with advice provided by a nominated heritage consultant. 	<ul style="list-style-type: none"> Building B00H and its context is excluded from the proposed works.

Table 4.2 **Design response to SRISIS 2022 recommendations**

Element	Recommendations SRISI 2022	Design response
Structures - Moderate Heritage Significance	<ul style="list-style-type: none"> Buildings with moderate significance (B00A, B00B, B00C, B00D, B00I, B00J, B00K, B00L, and B00M) are to be retained and integrated into the future design, if possible, particularly those within the heritage curtilage defined in the S170 (the original school site). If demolition or relocation of heritage items were proposed as part of the activity, the SOHI would be required to assess the acceptability of the proposed activity and make recommendations to minimise and/or mitigate heritage impact. 	<ul style="list-style-type: none"> The heritage listed buildings – B00H, B00I, B00J, B00K and B00M will be retained in their context. Other than a yarning circle, the activity will be occurring on the original school lot. The activity incorporates three of the four buildings recommended for retention, being Building A, Building B and Building D, all located in the north-west area of the school ground. Building C will be removed to accommodate the three-storey learning space. The existing Block C comprises an toilets/utilities block, which is no longer fit for purpose due to outdated facilities and services. With projected growth and changes in the surrounding area, its removal is necessary to accommodate proposed expansion and better positioning of facilities for school functionality and future activities, leading to a complete loss of heritage significance.
Structures - Little or no Heritage Significance	<ul style="list-style-type: none"> Buildings of little and no heritage significance (Building E, Building F, Building G, Building N, Building P, Building R) can be retained or demolished as required. 	<ul style="list-style-type: none"> The building identified here will be demolished as part of the project. Building C is proposed to be demolished.
Archival Recording	<ul style="list-style-type: none"> Prior to construction and demolition works, a photographic archival recording should be undertaken of the overall site, setting, landscape, interconnecting views, and buildings of high and moderate significance that complies with the NSW guidelines <i>Photographic Recording of Heritage Items Using Film or Digital Capture</i> (NSW Heritage Office 2006) and <i>How to prepare archival records of heritage items</i> (NSW Heritage Office 1998). 	<ul style="list-style-type: none"> The recommendation for the preparation of a photographic archival record has been carried through to this report.

5 References

Australia ICOMOS (2013). *The Australian International Council on Monuments and Sites, Charter for Places of Cultural Significance*.

EMM Consulting Pty Ltd. (2023). *Leppington Public School Summary Report of Initial Site Investigation*.

Heritage Office (1996). *New South Wales Heritage Manual*.

Appendix A

SRISI

Leppington Public School

Summary Report of Initial Site Investigation

Prepared for School Infrastructure NSW

September 2023

Leppington Public School

Summary Report of Initial Site Investigation

School Infrastructure NSW

E2203734 RP# 1

September 2023

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3	23/06/2023	Anthony Dakhoul	Emilia Zambri	Updated final report
4	13/09/2023	Courtney Culley	Emilia Zambri	Addressing comments

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This report has been prepared in accordance with the brief provided by School Infrastructure NSW and has relied upon the information collected at the time and under the conditions specified in the report. All findings, conclusions or recommendations contained in the report are based on the aforementioned circumstances. The report is for the use of School Infrastructure NSW and no responsibility will be taken for its use by other parties. School Infrastructure NSW may, at its discretion, use the report to inform regulators and the public.

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1 Introduction

EMM Consulting Pty Ltd (EMM) has been engaged by School Infrastructure NSW (SINSW) to undertake a Summary Report of Initial Site Investigations (SRISI) for the proposed upgrades to Leppington Public School (project area) located in Leppington, NSW.

SINSW proposes the upgrade of the school campus (the development) in order to accommodate the predicted population growth in the south-western Sydney region. The development includes the provision of additional teaching spaces to accommodate 1,000 students, which is double the current roster.

The project area is comprised of four lots, two of which (Lot 39C, DP 8979 and Lot 38E, DP 8979) have been identified as a Built Heritage item in the Department of Education's Section 170 Register and State Environmental Planning Policy (SEPP) 2021 for the Western Parkland City Precinct. The project area includes several historic buildings dating from various periods of the school's development.

1.1 Project area location

The project area, identified as Leppington Public School, is located at the formal address of 144 Rickard Rd, Leppington, 38 km south-west of the Sydney Central Business District, within the Camden Local Government Area (LGA), the parish of Minto and the county of Cumberland (Figure 1.1). The project area covers approximately 30,000 sqm (3 ha) and is comprised of four (4) lots:

- Lot 39C, DP 8979 (south) – includes a cluster of eight (8) school buildings bounded by turfed, open areas
- Lot 38E, DP 8979 (central-south) – includes an open parking area and three (3) school buildings
- Lot 1, DP 439310 (central-north) and Lot 1, DP 127446 (north) – includes six (6) school buildings, a large oval, sports court, and awning covered areas.

Access to the project area is achieved via Rickard Road from the west with residential lots and rural properties bounding the project area to the south, east and north. The project area is largely turfed with asphalt ground surfaces adjacent to the school buildings, with various plantings and mature trees clustered throughout, particularly to the west and east lot boundaries.

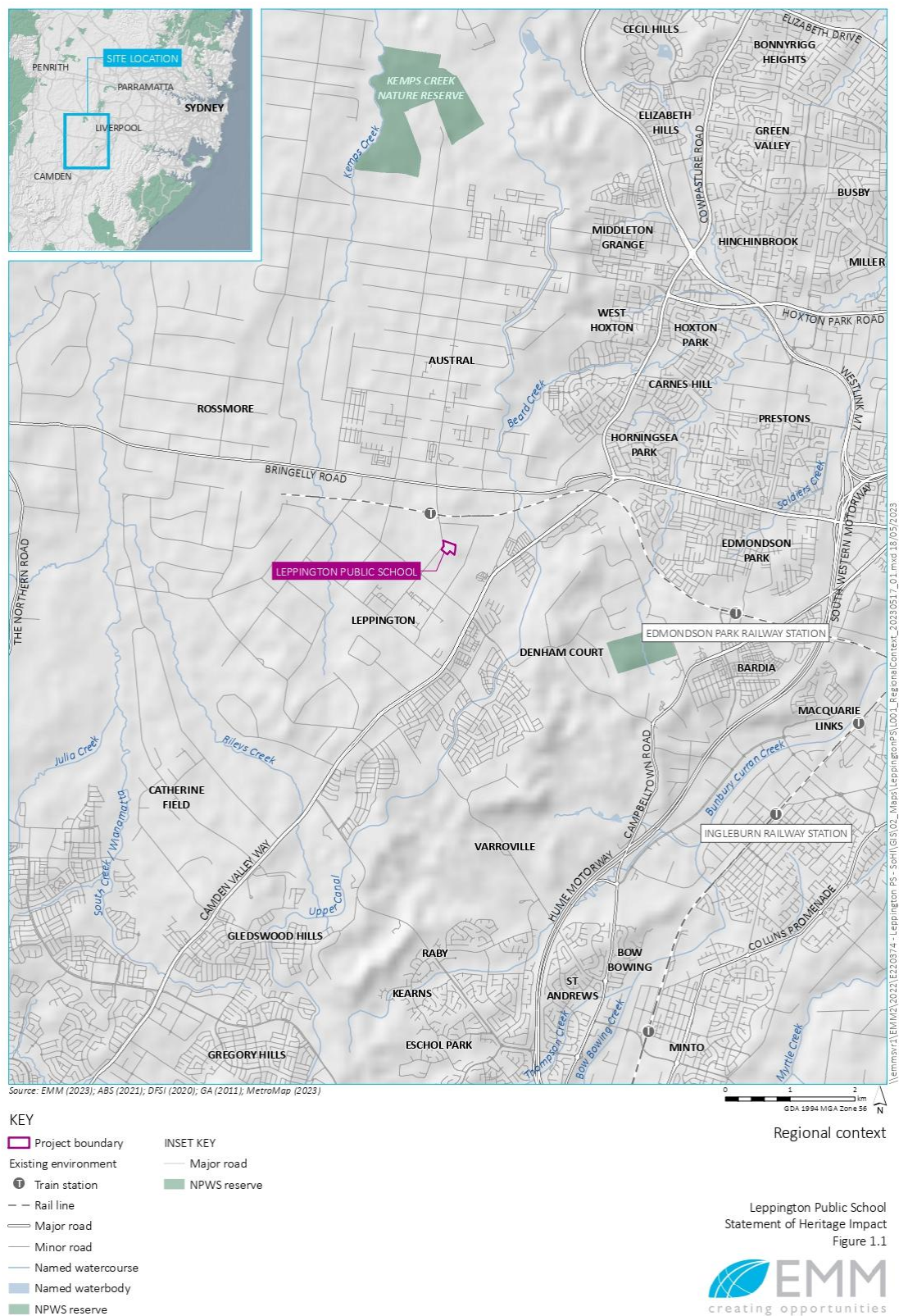


Figure 1.1 Location of the subject site

1.2 Project area context

Plate 1.1 provides a diagrammatic map of the project area and individual buildings that make up the school campus. The map provides an alphabetic identification or a description to the built elements in the project area that have been used in this report when referring to specific buildings or locations.



Plate 1.1 Diagrammatic map of the Leppington Public School site, associated school buildings and functions

Table 1.1 identifies the seventeen school buildings, their current function and location within the project area based on three groupings (north, centre or south of the project area). A physical description of these buildings has been provided in Section 4 of this report.

Table 1.1 Existing buildings at Leppington Public School

Building	Current function	Location
B00A	Administration	North of project area
B00B	General Learning	North of project area
B00C	Pupil Facilities	North of project area
B00D	General Learning	North of project area
B00E	Library/Tiered Learning	North of project area
B00F	Pupil Facilities	Centre of project area
B00G	Pupil Facilities	Centre of project area
B00H	Staff Facilities	South of project area
B00I	General Learning	South of project area
B00J	General Learning	South of project area
B00K	General Learning	South of project area
B00L	General Learning	South of project area
B00M	General Learning	South of project area
B00N	Administration	South of project area
B00P	Administration	Centre of project area
B00Q	Pupil Facilities	South of project area
B00R	Pupil Facilities	Centre of project area

1.3 Objectives

Broadly, the objectives of this SRISI are to provide:

- the required physical and historical context of the project area and built elements within it
- the results of an investigation of the project area;
- the heritage planning frameworks and controls relevant to the new development in the project area
- a list of potential areas of constraints and opportunities based on the above in order to embed the mitigation of heritage impacts throughout the design development process.

Table 1.2 provides a summary of the deliverables for this project, noting the sections in this report that satisfy deliverables applicable to this SRISI.

Table 1.2 Summary of project deliverables – Leppington Public School

Deliverables	Section in this report
Review relevant background literature and databases including NSW State Heritage Register (SHR) and the relevant council Local Environmental Plans and relevant Development Control Plans.	Section 2
Stakeholder consultation at the beginning of the project regarding the brief and return brief and provide any draft report and final report to Heritage SINSW deliverable at each phase and any draft or final report required for a statutory planning application prior to its submission for planning approval.	Not Applicable
Confirm if the site contains items listed on the National Heritage Listing, NSW State Heritage Register, NSW Department of Education Heritage and Conservation Register, NSW Heritage Inventory, any NSW Environmental Planning instrument or on a non-statutory heritage list.	Section 3
Review the existing heritage development standards and controls and identify the existing heritage items and potential heritage items on the site (including Aboriginal and historical archaeology, potential general landscape and movable heritage item, heritage item curtilages and significant views), by carrying out a site inspection, comparative analysis, additional primary research, and other approaches according to heritage best practice with the project team.	Section 4 and 5
A site survey of the study area.	Section 5 and 6
Review historical records, database searches and background for the study area including review of aerial photography and land use to determine disturbance and potential for additional historical archaeological sites or values. 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 4 and 5
Assessment of any potentially significant trees (in coordination with the Arborist Services supplier).	Section 4
Review the existing CMP, heritage inventory sheets and Statement of Significance (if applicable).	Section 7 and 8
Provide advice on opportunities and constraints, based on the integrity, significance, and statutory compliance (without being influenced by preconceived ideas about future site management) for adaptive reuse, alterations and/or additions to heritage buildings and recommend initiatives.	Section 7
Produce a heritage framework that includes potential locations for new development, height and setback requirements and details of any site constraints and restrictions such as heritage curtilage, potential archaeology, potential Aboriginal archaeology, significant items and significant views to and within the site.	Section 6

Table 1.2 **Summary of project deliverables – Leppington Public School**

Deliverables	Section in this report
Review and advise on the approach proposed to respond to heritage issues for the Statutory Planning Application with the project team including processes, investigations and critical issues to be addressed prior to lodging the Planning Application.	Section 7
Attend meetings with the project team and coordinate with other Service suppliers as required.	Not Applicable
Look for opportunities to adapt and integrate significant heritage buildings into new works to ensure their viability into the future.	Section 7
Advise on the preparation of appropriate heritage management documents to manage the significance of the site and comply with statutory requirements.	Section 7
Review design and provide preliminary advice on the design options.	Not Applicable
Attend project team meetings and coordinate with other Service suppliers as required.	Not Applicable
Allow for submission of a Draft report, one client revision before final submission.	Not Applicable

1.4 Methodology

To achieve the objectives identified in Section 1.3, the following works have been undertaken and included in this report (refer to Table 1.2):

- a search of relevant heritage registers to determine the heritage status and established significance of the project area and built elements
- a review previously completed heritage assessments including regional reviews, historical mapping and historical aerial photographs of the project area
- additional historical research and provide an updated historical analysis, including comparative analyses, where required
- a description of the project area and landscape, including a diagrammatic illustration of historical phases of development based on available historical mapping and aerial photographs
- a fabric analysis of built elements, particularly heritage listed or historic buildings including a physical description and condition assessment
- a preliminary identification of archaeological potential
- a preliminary assessment of potential heritage impacts
- an updated assessment of significance for all built elements in the project area
- an identification of appropriate measures to mitigate heritage impacts if required, in accordance with appropriate legislation;
- further advice as to further heritage considerations and pathways are required based on the findings of this report, including the preparation of a Statement of Heritage Impact (SoHI) and stakeholder consultation.

1.5 Assessment guidelines

This SRISI has been prepared in accordance with the relevant government assessment requirements, guidelines and policies. The report and field survey were undertaken with consideration of the principles of *The Australian International Council on Monuments and Sites, Charter for Places of Cultural Significance* (also known as the *Burra Charter*, Australia ICOMOS 2013) and the New South Wales (NSW) *Heritage Manual* (Heritage Office 1996, with regular additions).

The Burra Charter: The Australian ICOMOS charter for places of cultural significance (ICOMOS (Australia) 2013) sets a standard of practice for those who provide advice, make decisions about, or undertake works to places of cultural significance including owners, managers and custodians. The *Burra Charter* defines the concept of cultural significance as ‘aesthetic, historic, scientific, social or spiritual value for past, present or future generations’ (Australia ICOMOS 2013, Article 1.2). It identifies that conservation of an item of cultural significance should be guided by the item’s level of significance. The Charter provides specific guidance for physical and procedural actions that should occur in relation to significant places. A copy of the charter can be accessed online at <http://icomos.org/australia>.

1.6 Assumptions and limitations

This report has been prepared by EMM to provide regarding the constraints and opportunities for the proposed development on the site, in keeping with the heritage significance of the site and the assessment of significance undertaken as part of this report. Section 2 provides an overview of the statutory and non-statutory obligations of the client in relation to heritage. Heritage advice provided in this report 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. All images in this report have been provided by EMM unless otherwise noted.

2 Planning framework

2.1 Legislation

In NSW, heritage items and relics, that is archaeological sites assessed to be of local or State significance, are protected by two main pieces of legislation: the *Environmental Planning and Assessment Act 1979* (EP&A Act) and the NSW *Heritage Act 1977* (Heritage Act). An additional layer of protection is added, in certain circumstances, by the Commonwealth *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act).

2.1.1 Environment Protection and Biodiversity Conservation Act 1999 (Commonwealth)

The 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.

The subject property is not identified on the World, Commonwealth or National Heritage Lists. The EPBC Act is therefore not relevant to the management of the project area.

2.1.2 Heritage Act 1977 (NSW)

The *Heritage Act 1977* (Heritage Act) serves to conserve the heritage places, items and objects of NSW. The Heritage Council of NSW is constituted under the Heritage Act to advise the Minister with responsibility for heritage on matters relating to the conservation of the State's heritage. In practice, this power is largely delegated to Heritage NSW.

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.

Under the Heritage Act, items deemed of State level significance are recognised on the State Heritage Register (SHR) and are given automatic protection under the Heritage Act. Items on the SHR cannot be demolished, damaged, developed, altered or excavation undertake without approval from the Heritage Council of NSW (or its delegate) under section 59 of the Act.

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.

i Section 170 Registers (s.170)

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 that 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.

Leppington Public School is a government managed site therefore the NSW Department of Education s170 heritage and conservation register, (hereafter S170 register) is applicable to this project.

2.1.3 Environmental Planning and Assessment Act 1979 (NSW)

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.

LEPs are to be developed under the standard instrument, which provides planning consistency across the State. Schedule 5 of the Standard Instrument provides a list of identified environmental heritage within 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 archaeological sites and deposits associated with the proposal and to identify measures to avoid, mitigate or ameliorate impacts.

i Camden Local Environmental Plan 2010

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

- a) to conserve the environmental heritage of Camden
- 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.

2.2 State Environmental Planning Policy (Precincts – Western Parkland City) 2021

The State Environmental Planning Policy is an important regulatory framework that facilitates the development of identified growth centres. The site falls within the jurisdiction of Appendix 5 Camden Growth Centres Precinct Plan of the *State Environmental Planning Policy (Precincts – Western Parkland City) 2021*, (SEPP).

According to Section 3.4 of the Western Parkland City SEPP, unless stated otherwise in a Precinct Plan, the council serves as the consent authority for developments to the site.

The Camden Growth Centre Precinct Plan, outlined in Appendix 5 of the Western Parkland City SEPP, applies to the site. The zoning of the land is identified in the SEPP Land Zoning Map. The objectives of each zone and the types of development permitted with consent, without consent, or prohibited are specified in the Land Use Table provided in Appendix 10.

The land use zones applicable to the site are as follows:

- B7 Business Park Additionally

Leppington Public School is recognised as an item of environmental heritage, as listed in Schedule 5 of Appendix 5 of the SEPP. This acknowledges the significance of Leppington Public School within the broader context of environmental heritage.

2.3 Non-statutory heritage registers

Non-statutory listing is an acknowledgment of a sites 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.

2.4 Identifying listed heritage items

Listing on statutory registers provides a basis under which the item or place is protected, and change is managed through project approval. Statutory listings provide legal protection for heritage items under the legislation outlined above. Statutory registers reviewed as a part of this assessment include:

- World Heritage List (WHL) – the register is managed under the EPBC Act

- National Heritage List (NHL) - the register is made under the EPBC Act
- Commonwealth Heritage List (CHL) - the register is made under the EPBC Act
- State Heritage Register (SHR) - this register is made under Part 3A of the Heritage Act;
- the NSW Department of Education section 170 (s170) heritage and conservation register - under Section 170 of the Heritage Act;
- Schedule 5 of the Camden Local Environmental Plan 2010 (CLEP)
- State Heritage Inventory (SHI), which was cross-checked with Schedule 5 of the SLEP and the S170 register. The SHI is not a single statutory register, but a central collection of locally listed statutory heritage items maintained by Heritage NSW.

Non-statutory listing is an acknowledgment of a sites or places 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 (NTA) - 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.

2.5 Heritage status

The search of relevant statutory registers indicates that the project area does not hold any designation of national or State level significance in the WHL, CHL, NHL, and SHR. The project area is currently listed as a local heritage item (Item No. 9) in the Camden Growth Centres Precinct Plan as Lots 38E and 39C, DP8979 which forms part of the State Environmental Planning Policy (SEPP) 2021 for the Western Parkland City Precinct.

A portion of the project area comprising two lots (Lot 39C, DP 8979 and Lot 38E, DP 8979) is also identified as Item 131 '*Leppington Public School - Buildings B00H-B00M*' of heritage significance in the NSW Department of Education S170 heritage and conservation register (refer to Plate 2.1 and Plate 2.2).

The S170 listing for the item (Heritage Item ID: 5065988) notes that the listing relates specifically to buildings H, I, J, K, L and M, being the earliest buildings constructed in the project area. In conjunction the curtilage defined in the S170 listing illustrated the boundaries of the original school site.



Plate 2.1 Map showing the extent of Leppington Public School/project area (yellow dashed) and the southwestern section identified as the heritage item in the S170 register (gold)

(Source: NSW Government NSW Planning Portal)



Plate 2.2 Heritage curtilage indicated as the brown shaded south-western section of the subject site comprising blocks H, I, J, K, L, M and

(Source: NSW Government NSW Planning Portal)

No items of national or State heritage significance are located in the vicinity (within 1 km) of Leppington Public School, however, three sites of local heritage significance are listed in the State Environmental Planning Policy (SEPP) 2021 for the Western Parkland City Precinct and can be found in Table 2.1 below.

Table 2.1 **Leppington Public School – Nearby items of heritage significance**

Jurisdiction	Heritage Register	Place ID	Name if item	Distance from subject site
Local	State Environmental Planning Policy (Precincts – Western Parkland City) 2021	19	Leppington Progress Hall	560 m SW
Local		20	66 Rickard Road (cottage)	670 m S
Local		21	43 Rickard Road (cottage)	877 m S

3 Brief historical analysis

3.1 Suburb of Leppington and the 'Raby' Estate

The suburb of Leppington had its beginnings in the exploratory voyages of the Georges River in 1795 by George Bass and Matthew Flinders. 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.

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 area that comprises the current suburb of Leppington was originally part of two large land parcels granted in the early nineteenth century:

- A 700 acre (283 ha) parcel of land granted to William Cordeaux in 1821 named 'Leppington Park'.
- A 3,000 acres (1,214 ha) parcel of land granted by Governor Lt Paterson in 1816 to Alexander Raby Riley between Eastwood Road and Cowpasture Road, to the south of Bringelly Road.

The project area is located in the northern section of the Riley land grant (Plate 3.1).

Riley, who emigrated from London to New South Wales in 1804, was appointed Secretary of the Colony in 1809, named his extensive land grant 'Raby' (the Raby Estate) possibly after Raby Castle in Durham, England where the Riley family may have originated from. Riley subsequently returned to England in 1817, however, the Raby Estate remained in the ownership of the Riley family for three generations.

William Moore, a grazier, purchased the entire Raby Estate in c. 1867. He is known to have utilised the land as a mixed farm that included livestock and initiated land clearing and the erection of fencing (Australian Museum Business Services 2012: 19). Moore built a house and associated outbuildings in the south east corner of the Raby Estate that is listed on the SHR (#01694) and which is approximately 4.5 km from the project area. Upon Moore's death in 1878, the Raby Estate was collectively inherited by his widow and eight children.

Based on available historical sources, particularly historical mapping, it is unclear as to whether the Raby Estate was used or developed, including for pastoral or agricultural activities from its granting to Riley in 1816 and its subsequent sale to William Moore in c.1867. It is known that Moore used the land for pastoral purposes and likely introduced minor built elements including fencing, however their location within the property is unclear.

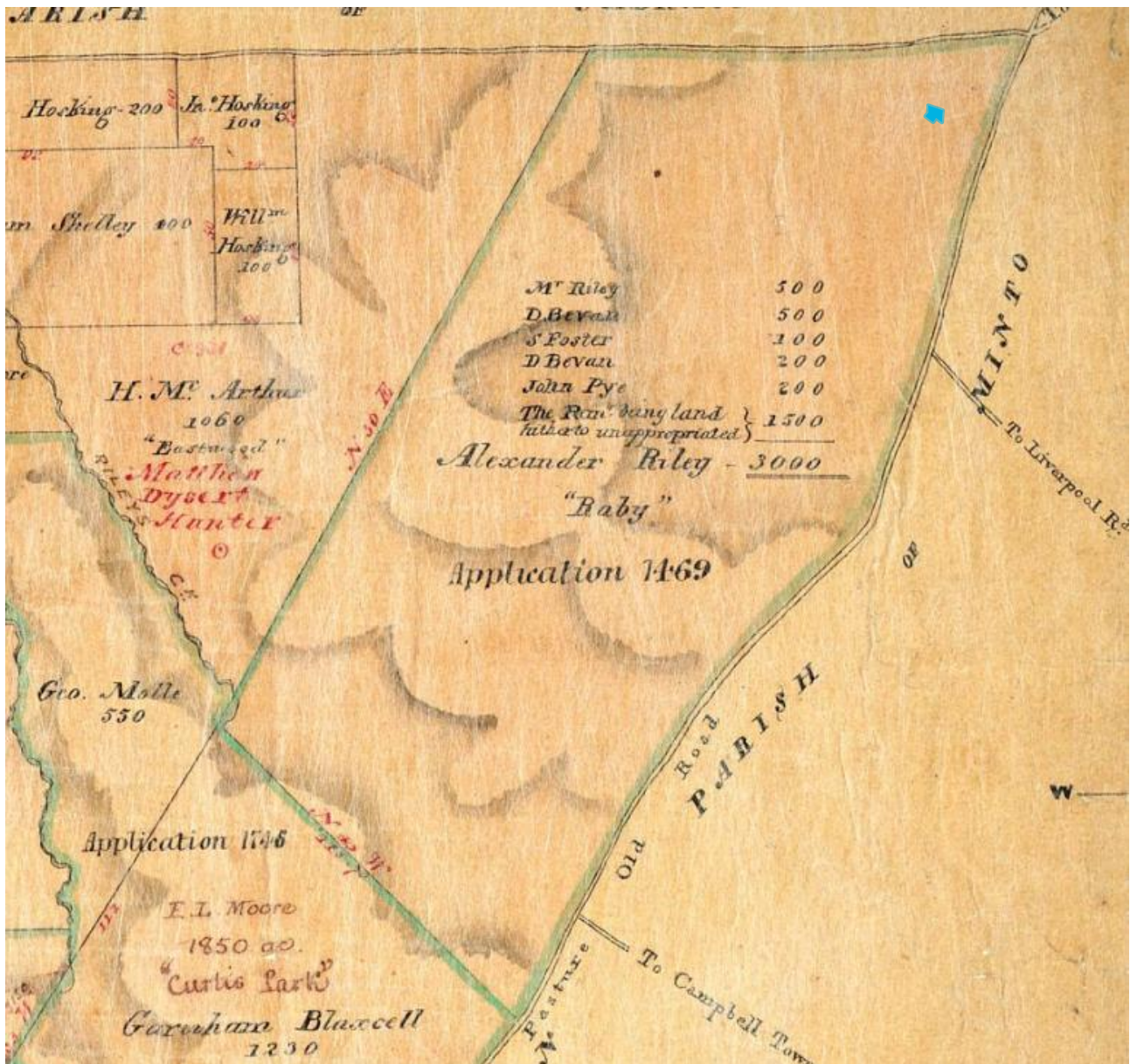


Plate 3.1 Historical map of the Parish of Cook dating from the early nineteenth century illustrating the extent of Alexander Riley's land grant and the approximate location of the project area in blue

(NSW Land and Water Conservation: AO Map Number 25700)

3.2 Subdivision of the 'Raby' property

In 1905, the property was transferred from the entire Moore family to Albert Stephen Bircher, a grazier and Caroline Moore, the widow of William Moore. In 1907, Bircher and Moore subdivided the Raby Estate into five large lots (Plate 3.2). The largest portion of the property was transferred to Moore's son, Arthur Barrington Moore, who acquired the southern Lots 1 and 2, totalling 1,756 acres (710 ha).

In 1914, a small portion of Lot 4, where the project area is located, was noted as being resumed to establish a public school (Plate 3.3) and would later become the site for the Raby Public School established in 1922 (refer to Section 2.2). By 1915, Lot 4 was further subdivided into smaller lots as part of the 'Raby Estate' subdivision, for sale and development. The project area was located in Lot 39 (Plate 3.4) that was subdivided into two smaller lots

in 1918, Lots 39C and 38E, and purchased by NSW Realty Co. Limited. NSW Realty Co. Limited purchased a significant number of surrounding lots between 1916 and 1920.

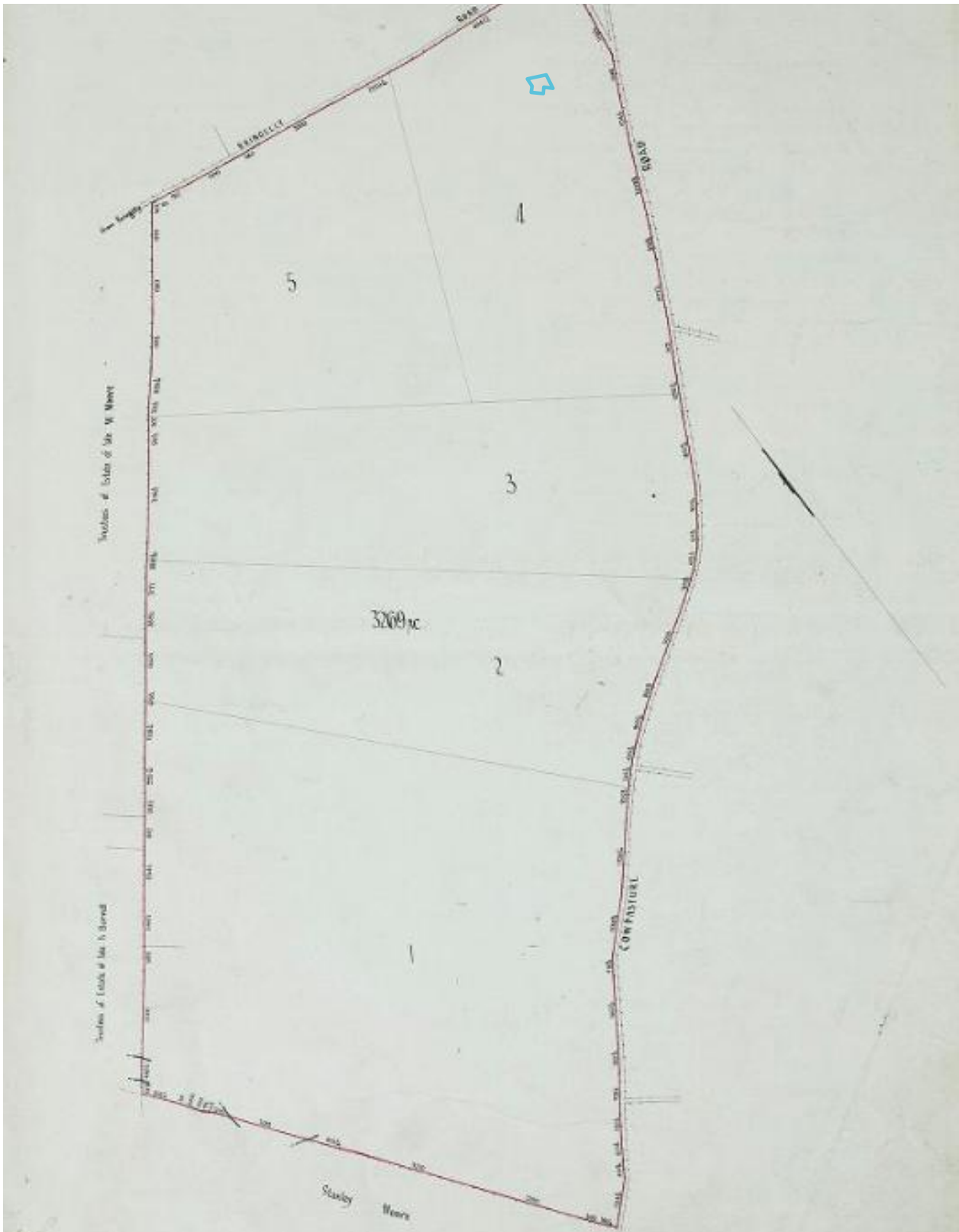


Plate 3.2 Land title map of the five lot subdivision of the Raby Estate c. 1907 with the approximate location of the subject property in blue

(NSW Land Records Viewer, Vol 1793 Folio 506)

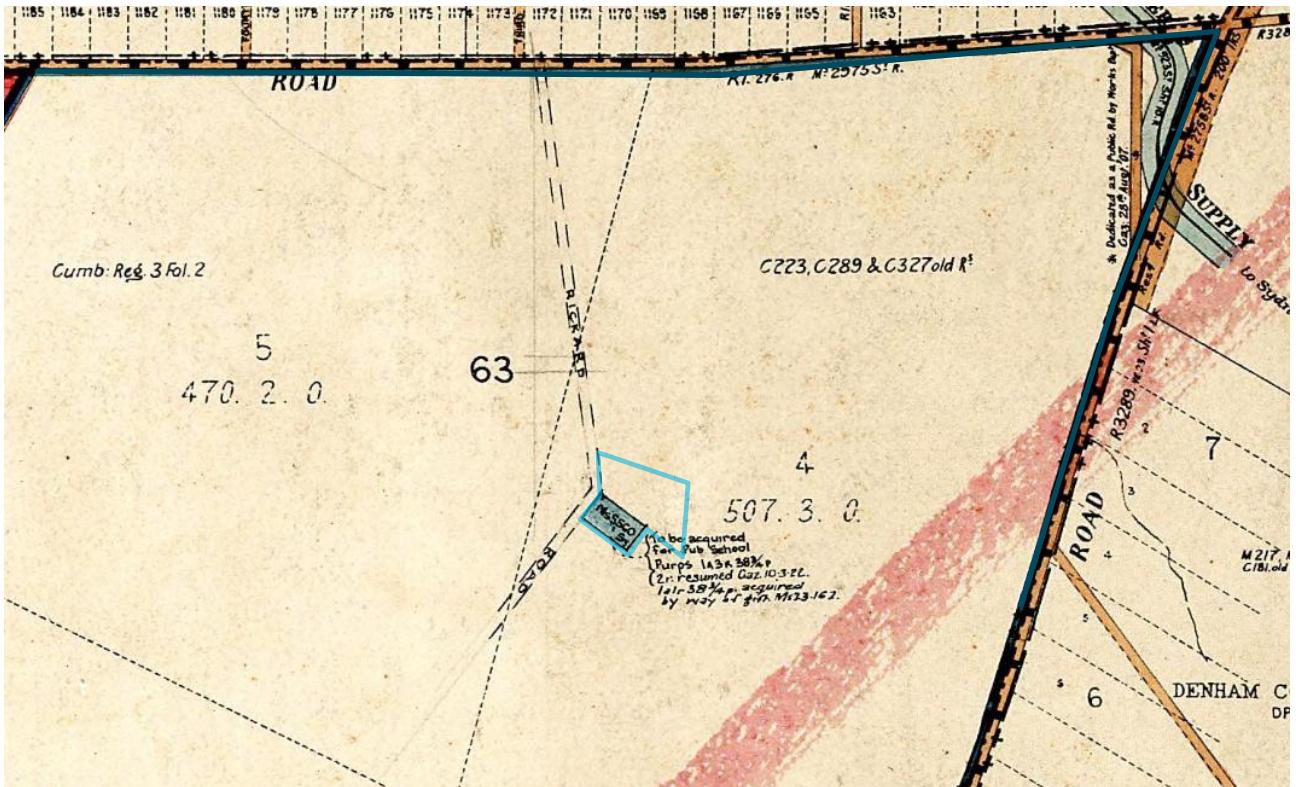


Plate 3.3 Historical map of the Parish of Cook c. 1914 illustrating Lot 4 subdivision of the Raby Estate and the proposed location of a future public school. The extents of the project area are illustrated in blue

(NSW Land and Water Conservation: AO Map Number 25747)

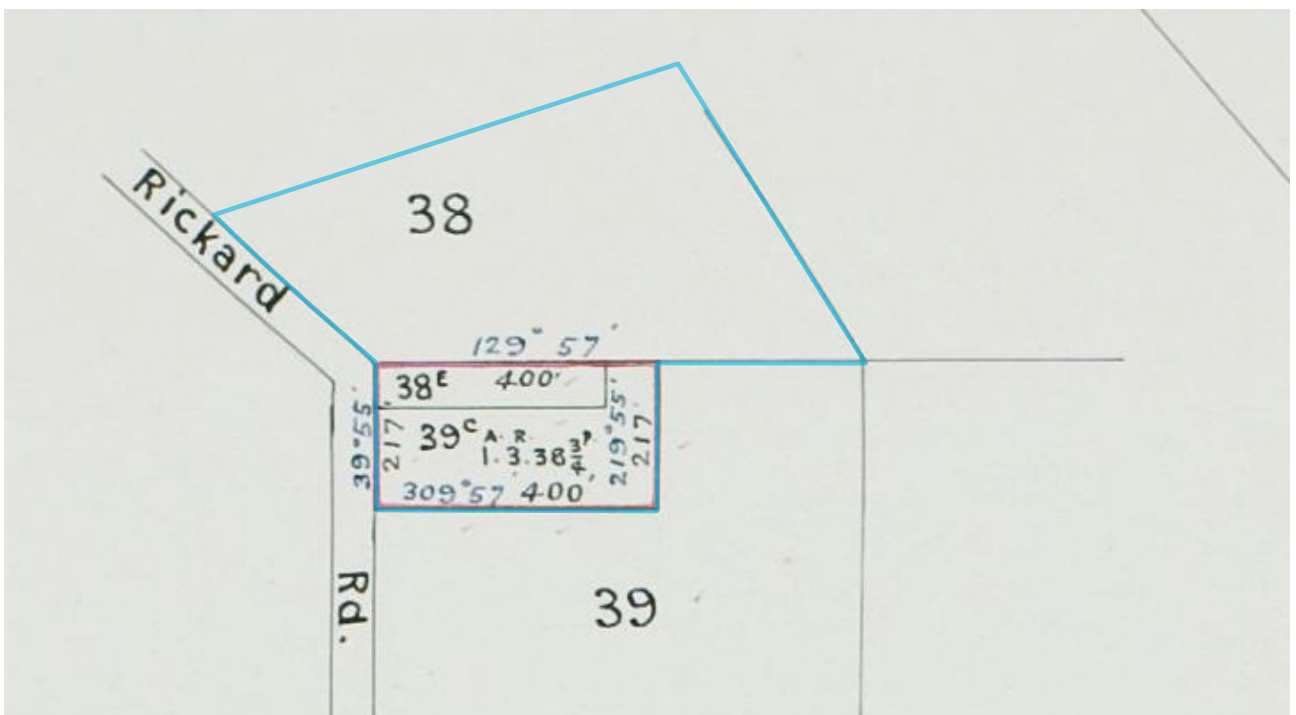


Plate 3.4 Land title map c. 1918 of Lots 39C and 38E subdivided from Lot 39 property with the approximate extents of the project area in blue

(NSW Land Records Viewer, Vol 2828 Folio 146)

3.3 Leppington Public School

3.3.1 Establishment of the school site

The introduction of a public school in the Leppington area was deemed necessary to support the increasing population occasioned by the lots associated with the Raby Estate subdivision being purchased, developed for residential purposes and occupied. The location for the school was identified as early as 1914 (Plate 3.3) however, traction with its development did not gain momentum until the early 1920s when local populations became entrenched.

The selected location of the new school was within the lots purchased by NSW Realty Co. Limited (Lots 39C and 38E) in 1918 (Plate 3.4). Approval for the school was granted in 1922 and these lots were transferred to the Crown in the same year for public education purposes (Plate 3.5). This transfer defined the area and boundaries of the original public school.

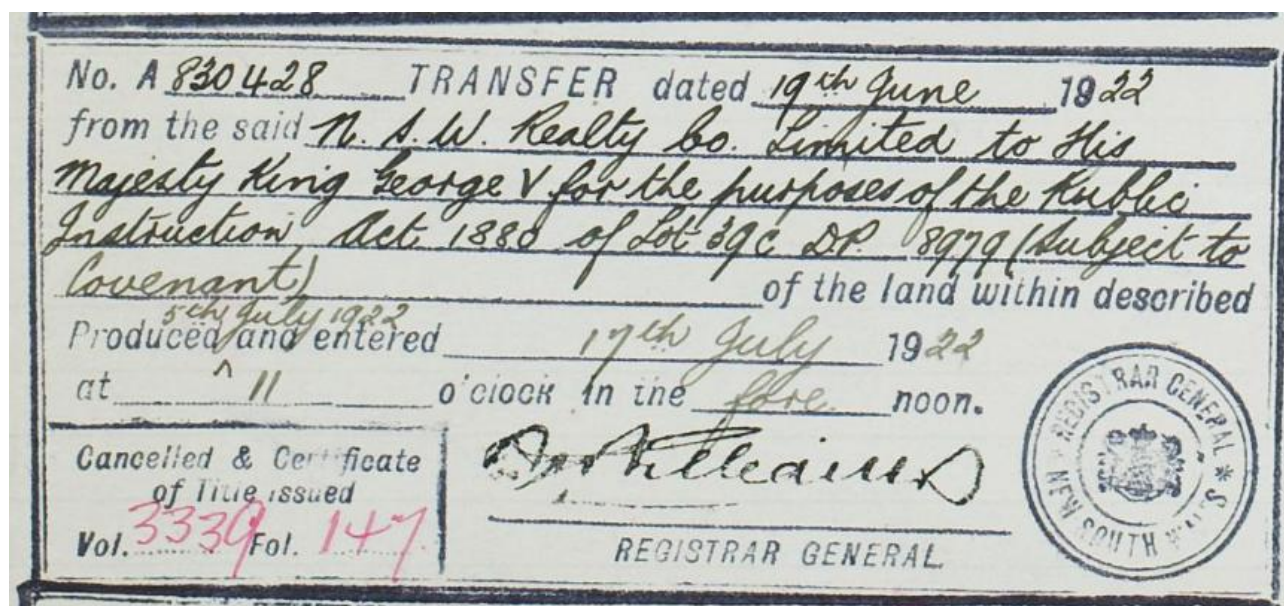


Plate 3.5 Record of transfer of Lots 39C and 38E to the Crown for the establishment of a public school in the Raby Estate subdivisions

(NSW Land Records Viewer, Vol 2828 Folio 146)

3.3.2 Structural developments

The construction of the first school building took place in 1922, and it served the initial 28 enrolled students when the school officially opened in January 1923 under the name 'Raby Public School'. This building, which still stands within the project area (B00H), was originally a weatherboard single-story structure. It featured a single internal classroom space, a wrapping verandah, and an open fireplace (Plate 3.6). In 1942, an extension was added to the eastern side of the building to accommodate a larger number of students, necessitating the partial enclosure of the verandah (Australian Museum Business Services 2012: 138).



Plate 3.6 **Photograph of the original Raby Public School building (B00H) c. 1923, looking eastward**

(Australian Museum Business Services 2012: 139)

As the population of the district grew after the Second World War, additional school buildings were introduced to the project area from the mid to late nineteenth century, particularly between 1950 and 1970. Historical aerial photographs record these twentieth century developments (Appendix A) and are analysed below.

The earliest available historic aerial photograph of the project area dates to 1950 (Appendix A.1) and illustrates that only the original school building (B00H) was present with smaller, ancillary structures located to the south-west and south-east. Early architectural drawings of the site indicate that the ancillary buildings to the far east of the site were small staff and student toilets.

In 1961 (Appendix A.2), the school underwent significant changes. This included the removal of vegetation as well as smaller ancillary buildings, including the original toilets in preparation for the construction of five new buildings along the south-west boundary. The five new buildings included:

- three single storey weatherboard classrooms (B00K, B00L and B00M)
- a small weatherboard shed (B00N)
- ablutions shed (B00Q).

In 1955, the school underwent a name change and became known as 'Leppington Public School' (Leppington Public School 1972: 19). Alongside the name change, the school premises underwent a substantial expansion by acquiring two additional lots to the north, encompassing an extra five acres of land. This acquisition defined the present-day area and boundaries of Leppington Public School.

Between 1961 and 1970 (Appendix A.3), an open car parking area was introduced in the centre of the Rickard Road frontage. In conjunction, eight brick buildings were introduced throughout the project area:

- a portable, weatherboard classroom building (B00I), likely transported to the site and placed adjacent to the south-west school boundary

- a single storey, weatherboard classroom building on brick foundations (B00L), constructed to the south-west boundary
- a brick canteen building (B00F) constructed in 1968 at the centre of the project area
- a brick washroom and toilet block (B00G) constructed in 1968 at the centre of the project area
- a collection of four single storey, weatherboard classroom buildings on brick foundations constructed between 1966 and 1968 in the north of the project area (B00A, B00B, B00C and B00D). These four buildings framed an open sports court.

Between 1970 and 1986 (Appendix A.4), a sports field was introduced in the east of the project area in c. 1981 the building that current contains the library (B00E) was constructed. Minor additions to existing buildings including awnings and covered walkways to B00D, B00A and B00B were also introduced. An awning structure was recently introduced to the open courts B00D, B00A and B00C in 1998. No large-scale developments have occurred since 1986.

From establishment in 1922, the school has experienced consistent developments and building activity in line with population growth and demand, with very few structures being demolished. The majority of buildings and structures introduced remain existing and functioning within the project area.

3.3.3 Development timeline

Table 3.1 below provides a summarised timeline for the project area with regard to its key historical developments.

Table 3.1 Leppington Public School – Development timeline

Year	Key development/s
1816	<ul style="list-style-type: none"> • 3,000 acre land parcel granted to Alexander Riley • Named the 'Raby Estate'
1866	<ul style="list-style-type: none"> • The Raby Estate is purchased by William Moore • Moore utilises the property for pastoral purposes. Minor structures erected
1875	<ul style="list-style-type: none"> • Raby house constructed in south east corner of Estate, approximately 4.5 km south east of the project area
1878	<ul style="list-style-type: none"> • William Moore dies, and the Raby Estate is transferred to his wife Caroline and their eight children
1905	<ul style="list-style-type: none"> • The Raby Estate is transferred to Albert Stephen Bircher and Caroline Moore
1907	<ul style="list-style-type: none"> • The Raby Estate is subdivided into five large lots
1914	<ul style="list-style-type: none"> • Location of a future public school is established in Lot 4 of the subdivision
1915	<ul style="list-style-type: none"> • Lot 4 is further subdivided into smaller lots and sold as part of the 'Raby Estate' subdivision
1918	<ul style="list-style-type: none"> • NSW Realty Co. Limited purchases Lots 39C and 38E that would make up the original site boundaries of the public school (the project area)
1922	<ul style="list-style-type: none"> • NSW Realty Co. Limited transfer Lots 39C and 38E to the Crown for the establishment of a public school • The 'Raby Public School' established • First school building (B00H) constructed • Original verandah enclosed on three sides
1923	<ul style="list-style-type: none"> • Formal opening of the school and attendance of first students

Table 3.1 **Leppington Public School – Development timeline**

Year	Key development/s
1942	<ul style="list-style-type: none"> • Enlargement and modifications to the original school building (B00H)
1950-1961	<ul style="list-style-type: none"> • Construction of three single storey weatherboard classrooms (B00K, B00L and B00M), a small weatherboard shed (B00N) and ablutions shed (B00Q)
1955-1956	<ul style="list-style-type: none"> • School renamed 'Leppington Public School' • School site extended to include two new lots to the north
1961-1970	<ul style="list-style-type: none"> • Construction of a portable, weatherboard classroom building (B00I), a weatherboard and brick classroom building (B00L), a brick canteen building (B00F) constructed in 1968, a brick washroom and toilet block (B00G) constructed in 1968, and a collection of four (4) weatherboard and brick classroom buildings between 1966 and 1968 (B00A (1967), B00B (1968), B00C (1966) and B00D (1966))
1979-1986	<ul style="list-style-type: none"> • Construction of the school library in 1982 (B00E) • Addition of awnings and covered walkways to B00D, B00A and B00B
1986-Present	<ul style="list-style-type: none"> • Little development • Introduction of awning above open court near to B00A, B, C and D in 1998 • Minor alterations and additions to existing buildings and build elements

4 Existing environment

Understanding environmental context assists with predictions of archaeological potential, such as the likelihood of archaeological material being present in the landscape, its spatial distribution, and its preservation. Landscape features were an important factor for the choice of settlement in the early history of the State.

Migrants to the early colony looked for the same landscape characteristics but manipulated their environment in ways that left more obvious marks. Potable water, level or gently sloping ground, and suitable soils to grow crops and animals was sought after. Therefore, understanding environmental factors assists with predicting where sites are likely to occur. Additionally, natural, and cultural (human-made) site formation processes that occur after the deposition of archaeological material influence the way archaeological material is distributed and preserved across a landscape.

The project area falls within the Sydney Basin Bioregion and the Cumberland subregion (Department of Climate Change Energy the Environment and Water 2020). The region is characterised by low rolling hills (Triassic Wianamatta geologic group) and wide valleys prone to flooding (Clark and Jones 1991). Prior to European settlement, the vegetation of the subregion predominantly consisted of grey box (*Eucalyptus aniculata*), spotted gum (*Corymbia anicula*), forest red gum (*E. tereticornis*) and ironbark (*E. aniculata*) woodlands. Much of the vegetation within the study area has been cleared and deep fertile soils subject to disturbance and the introduction of fill associated with agricultural and pastoral activities.

Historical disturbance and land clearance within the project area likely began sometime after 1816 when Alexander Raby Riley was granted 3,000 acres of land and continued during the acquisition of the land by William Moore in 1866, possibly until the death of Albert Stephen Bircher, up into the beginnings of subdivision of the Raby Estate in 1913–1915. The land occupying the Raby Estate was likely used primarily for pastoral purposes throughout the nineteenth century (Liverpool City Library Local History Collection, n.d.). Moore and Bircher were both pastoralists and would have likely conducted various landscape disturbing activities that assisted their pastoral activities including land and tree clearing and the erection of fencing, huts and stockyards.

The public school was established in 1922 in a small segment of the Raby Estate, located at the furthest extent from the Raby Estate house, which is located near the corner of Camden Valley Way and Deepfields Road. In the same year a school building was constructed on the south lots. The introduction of this building and establishment of the site would have likely resulted in ground disturbance and modification of the landscape including the clearing of vegetation and localised ground surface levelling works.

By the 1950s, most of the wider project area had been cleared of its original vegetation, and the school premises expanded to the north. From the 1960s to the 1980s the school site was modified to introduce new buildings, walkways, a parking area and sports fields. The ongoing disturbance due to developments after 1922 would have had a significant impact on the surface and subsurface integrity of the soils and vegetation.

5 Physical analysis

5.1 Site inspection

A site survey was undertaken by Vidhu Gandhi on the 5 July 2022, and included a general overview of the project area, an examination of the site for archaeological evidence, and documentation of the existing structures in the project area (Plate 2.1).

The subject site includes the school oval along the eastern section of the site. As a result of recent rain, the oval area was wet and boggy, and thick ground cover included tall grasses resulting in low visibility of much of the surface of the oval. The survey did not identify footings, features, artefact scatters or other evidence of historical use of the site.

The survey focused primarily on the extant buildings on site, including inspection of interiors of all structures. There are six weatherboard buildings on site and of these B00H, I, J, K, and L were inspected externally and internally.

B00M, a weatherboard classroom, and B00N, a fibrous cement sheet and weatherboard watershed, were both inaccessible for internal inspection due to the poor condition of the structures. Building Q, the brick ablution shed was also inspected.

The northern and central section of the project area contains of B00A, B, C, D, E, F, G, R and P, all of which are brick in construction and in generally good condition. Roof works to Building E, the school library, were being conducted during the inspection. The nine demountable classrooms on site were accessible only from the exterior.

Other features on the site include a collection of farming equipment including ploughs and a chaff cutter painted red and fixed on a brick and concrete base. There are several mature trees and planting on the subject site.

The key findings of the site inspection include:

- the existing weatherboard buildings on site including B00H, I, J, K, L, M, N and Q are extant buildings from the initial and early phases of development in the project area
- the brick school buildings located to the central and north-western sections of the site mark later mid-twentieth century developments and the expansion of the school grounds
- the difference in the construction materials from weatherboard to brick represent both changes in architectural styles as well as the nature of funding received for the school's development
- ground disturbance is evident throughout the project area
- the outdoor turfed areas, including the main oval and the east section of the project area were largely inaccessible due to overgrowth and waterlogging, therefore could not be examined comprehensively
- the outdoor turfed areas appeared to be largely undeveloped and include a number of plantings, which reflects the historic development of the subject site.

5.2 Itinerary of existing historical buildings

Table 5.1 provides an itinerary of existing historical buildings in the project area and includes a physical and architectural description, likely date of construction, condition assessment and location. B00P and B00R are recent in construction and have been excluded.

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**


Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00A	Administration	North of project area	1967	<p>A single storey building characterised by:</p> <ul style="list-style-type: none"> • a red brick structure • open gable roof structure that extends into an awning to the west elevation • timber bargeboards and fascias • metal gutters and downpipes • terracotta, Marseilles roof tiles • tall, two panel timber framed awning and sliding windows to west elevation • small, upper level, timber framed awning windows to the east elevation. <p>The building is a general example of mid-twentieth century school building architecture and does not include any notable built elements or detailing.</p>	<ul style="list-style-type: none"> • The building is stable and in generally good condition both externally and internally. • Largely intact externally with various internal modifications. • Later additions including accessibility ramps, air conditioning units, awnings and connective structures have been introduced externally. • Downpipes and gutters appear to be original with sections recently replaced. 	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**



Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00B	General Learning	North of project area	1968	<p>A single storey building characterised by:</p> <ul style="list-style-type: none"> • a red brick structure with an enclosed and covered verandah to the extent of the south elevation • an asymmetric, open gable roof structure that extends into a small awning to the north elevation and into the verandah roof structure to the south elevation • the enclosed verandah includes a timber balustrade and posts supporting the verandah roof structure • timber bargeboards and fascias • metal gutters and downpipes • terracotta, Marseilles roof tiles • timber framed, double hung windows and timber framed doors. <p>The building is a general example of mid-twentieth century school building architecture and does not include any notable built elements or detailing.</p>	<ul style="list-style-type: none"> • The building is stable and in generally good condition both externally and internally. • Largely intact externally with various internal modifications. • Downpipes and gutters appear to be original with sections recently replaced. 	 

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**


Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00C	Pupil Facilities	North of project area	1966	<p>A single storey building characterised by:</p> <ul style="list-style-type: none"> • a simple, long, red brick structure extending north to south • a simple skillion roof with corrugated sheeting • only high level, small, timber framed windows to the east and west elevations • frameless standard doors with timber door panels • larger timber panel double doors to the west elevation. <p>The building is a general example of mid-twentieth century school building architecture and does not include any notable built elements or detailing.</p>	<ul style="list-style-type: none"> • The building is stable and in generally good condition both externally and internally. • Largely intact externally with various internal modifications. • Later additions including accessibility ramps, guttering and downpipes. 	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**



Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00D	General Learning	North of project area	1966	<p>A single storey building characterised by:</p> <ul style="list-style-type: none"> • a long building form with an east to west orientation; • red brick structure onto brick foundations with access via two sets of concrete and brick stairs with metal handrails to the north elevation • open gable roof structure; terracotta, Marseilles roof tiles • timber bargeboards and fascias • metal gutters and downpipes • tall, three panel timber framed awning and sliding windows to the south, west and north elevations. <p>The building is a general example of mid-twentieth century school building architecture. The three panel timber windows are distinctive architectural features, also present to B00J.</p>	<ul style="list-style-type: none"> • the building is stable and in generally good condition both externally and internally. • Largely intact externally with various internal modifications. • Later additions including accessibility ramps, air conditioning units, awnings and connective structures have been introduced externally. • The awning to the southern elevation is a later addition that is applied to a smaller, original awning that extends from the roof structure. • Downpipes and gutters appear to be original with sections recently replaced. 	 

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**



Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00E	Library/ Tiered Learning	North of project area	1981	<p>A single storey brick building with a Dutch gable roof structure and terracotta, Marseilles roof tiles. The roof structure extends into a wraparound awning to all elevations, supported by timber posts.</p> <p>The building is a general example of a late twentieth century school building.</p>	<p>The building is stable and in generally good condition internally with some dilapidation noted externally to the main roof structure and awning roof structure. During the inspection, roof works were being conducted to the building to rectify damaged roof tiles and awning plates.</p>	 

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**


Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00F	Pupil Facilities	Centre of project area	1968	<p>A single storey brick building consisting of two building sections. Both building sections include a skillion roof and corrugated roof sheeting.</p> <p>The north elevation of the structure includes a decorative wall largely consisting of diamond motif 'breeze blocks'.</p> <p>The west elevation includes a continuous row of timber framed awning windows to the upper wall.</p> <p>The building is a general example of mid-twentieth century school building architecture.</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>Later additions to the building include an accessibility ramp and air condition units introduced to the east elevation.</p>	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**

Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00G	Pupil Facilities	Centre of project area	1968	<p>A single storey brick building with a skillion roof and corrugated roof sheeting. All windows are located to upper wall sections, are rectilinear and single hung.</p> <p>The north elevation includes two large openings that provide access into the building as well as a single door opening that includes a timber door panel and fanlight window.</p> <p>The building is a general example of mid-twentieth century school building architecture.</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>Building R was recently introduced as a separate structure to the north of Building G. This new building is not structurally connected but in close proximity to Building G and shares a common brick construction and skillion roof.</p>	

Table 5.1 Leppington Public School – Itinerary of existing historic buildings



Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00H	Staff Facilities	South of project area	1922, 1942 (ext.)	<p>A single storey building characterised by:</p> <ul style="list-style-type: none"> • a timber structure elevated onto recent piers • horizontal weatherboard cladding • a transverse Dutch gable roof structure with corrugated roof sheeting. A section of the roof structure transitions into the verandah awning supported by timber posts • a fireplace and chimney stack • double hung, timber sash windows • a verandah that includes timber floorboards and a timber balustrade • concrete and brick stairs lead to the verandah area where main access to the building is achieved • windows to the rear of the building include decorative timber awnings supported by timber brackets to shade lower sashes. <p>The building is unique in its architectural expression within the project area and includes detailing that is indicative of the period of its construction (1922).</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>The building has experienced modifications and alterations since its construction including:</p> <ul style="list-style-type: none"> • an extension of the structure to the east in 1942 that resulted in the modification of the roof structure and wall structure of the building, both internally and externally • the extension of the building resulted in the enclosure of south-west and north-east aspects, and partial closure to the façade of the building. The original verandah that would have warped around the structure • the original timber steps to the building have been replaced with the current concrete and brick stairs • original piers have been replaced with cylindrical concrete piers • the fireplace is extant but has been made inoperable. 	 

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**


Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B001	General Learning	South of project area	Intro. 1960–1970	<p>A single storey timber structure with vertical weatherboard cladding, an open gable roof structure with corrugated sheeting and a front verandah. The roof structure extends above the verandah space and is supported by timber posts. The verandah includes timber floor boards and a simple timber balustrade consisting of two rows of timber rails.</p> <p>The building includes detailing of an earlier period than that when it was introduced (1960s). The building is noted as being a portable timber classroom that is easily disassembled and transported and of a style that was first introduced in 1912. Features of the building that suggest it may date from the early twentieth century rather than the mid-twentieth century include vertical weatherboard cladding, double hung, timber sash windows and the overall external and internal form. This may suggest that the building was introduced to the project area as an existing structure from another site, rather than a newly constructed building.</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>The building interior and exterior has experienced some additions and modifications. including the addition of railing, air conditioning units and metal bracing to the front verandah roof structure. The later modification would indicate that the building may be experiencing some structural issues that require rectification.</p>	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**

Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00J	General Learning	South of project area	1961–1970	<p>A single storey timber structure constructed onto a brick foundation, characterised by:</p> <ul style="list-style-type: none"> horizontal weatherboard cladding an open gable roof structure with corrugated metal sheeting tall, three panel timber framed awning and sliding windows to the south and north elevations two entry points to the east and west ends of the building, onto the north elevation, accessed via two brick stairs with concrete floor tiles and metal handrails Stair platforms include flat roof awning structures supported by metal posts small, louvered ventilation openings. <p>The building is distinct in the southern cluster of school buildings for its brick foundations, and shares a distinctly similar style of window, stairs and balustrades to B00D. These buildings may share a common date of construction based on both the design and substantiated by</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>Roof sheeting, downpipes and gutters appear to be original largely replaced.</p> <p>North elevation entry awnings appear to be recent additions to the building.</p>	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**


Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
				historic aerial photographs (Appendix A).		
BOOK	General Learning	South of project area	1950–1961	<p>A small, single storey timber structure with weatherboard cladding and an open gable roof structure clad in corrugated sheeting. The building is constructed onto brick piers.</p> <p>The building includes a partially enclosed front verandah with timber floor panels. The roof structure transitions into a verandah awning supported by timber posts.</p> <p>Windows are timber framed and double hung and doors include timber panels and framing.</p> <p>The building is a general example of a rural, weatherboard school building that was introduced in the mid twentieth century however exhibits a style and make more indicative of the early twentieth century (1915 onwards).</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>A recent accessibility ramp has been introduced to the north (main) elevation.</p> <p>Roof sheeting, downpipes and gutters appear to be original largely replaced.</p>	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**


Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00L	General Learning	South of project area	1950-1961	<p>A single storey timber structure with weatherboard cladding and an open gable roof structure clad in corrugated sheeting. The building is constructed onto brick piers.</p> <p>The building includes a partially enclosed front verandah with timber floor panels. The roof structure transitions into a verandah awning supported by timber posts.</p> <p>Windows are timber framed and double hung and doors include timber panels and framing.</p> <p>This building shares a similar structure and design to B00K however the building occupies a large footprint and physically abuts the nearby B00M.</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>A recent accessibility ramp has been introduced to the north (main) elevation.</p> <p>Roof sheeting, downpipes and gutters appear to be original largely replaced.</p>	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**


Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00M	General Learning	South of project area	1950–1961	<p>A single storey timber structure with weatherboard cladding and an open gable roof structure clad in corrugated sheeting. The building is constructed onto brick piers.</p> <p>The north elevation includes the main entry doorway accessed via concrete stairs to a verandah with timber floor panels, timber balustrade and awning structure supported by timber posts.</p> <p>Windows are timber framed and double hung and doors include timber panels and framing.</p> <p>This building shares a similar structure and design to B00K and B00L. The building occupies the largest footprint of these three buildings and the verandah is not partially enclosed.</p>	<p>The building is stable and however appeared to be in poor condition externally. As such access into the building was not possible during the inspection.</p> <p>The verandah structure exhibited the highest levels of dilapidation including damaged floor structures and broken balustrade segments.</p> <p>A recent accessibility ramp and concrete stairs have been introduced to the north (main) elevation and air conditioning units have been introduced to the east elevation.</p> <p>Roof sheeting, downpipes and gutters appear to be original largely replaced.</p>	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**



Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00N	Admin	South of project area	1950–1961	<p>A single storey weatherboard and fibro sherd structure with a skillion roof. The shed is constructed onto brick piers and includes concrete steps to the main entry at a single point to the north elevation. A large window of varied make is present to the north elevation.</p> <p>The building is a general weatherboard shed with no distinct or notable architectural features or built elements.</p>	<p>The building was noted as being in generally poor condition and was inaccessible during the site inspection. It has been noted that the building has experienced severe termite damage and cannot be occupied or utilised.</p> <p>The building appears to have been significantly modified including the replacement of the original weatherboard north elevation with fibro sheeting, modifications to the window and changes to the roofing and roof structure.</p> <p>The significance B00N has been impacted by the above noted dilapidation and modification. of the building.</p>	

Table 5.1 **Leppington Public School – Itinerary of existing historic buildings**

Building	Current function	Location	Date	Physical/ architectural description	Condition	Image
B00Q	Pupil Facilities	South of project area	1950–1961	<p>A small ablutions shed characterised by a semi-enclosed structure consisting of a single brick wall and three wall sections constructed of timber panelling, onto brick foundations. The roof structure is skillion with corrugated metal sheeting and includes timber facias and a metal gutter and downpipe.</p> <p>Square tiles are applied to the flooring and the interior of the structure includes metal bubblers and sinks.</p> <p>Access to the structure is via two brick stairs to the west and east elevations that lead to a timber door panels that includes timber panels fixed to a braced door frame.</p> <p>The shed is unique within the project area in terms of its design, form and function and is the only semi-enclosed structure.</p>	<p>The building is stable and in generally good condition both externally and internally.</p> <p>Roofing, gutters and downpipes appear to be recent changes to the structure however many of the built elements and fixtures appear to be both original and intact.</p>	

5.3 Building attributions for B00A, B00B, B00C, B00D and B00J

The report on the Austral and Leppington North Precincts Historic Heritage Project (Australian Museum Business Services 2012) attributes only two school buildings in the project area to a particular architect, namely B00D and B00J. Both buildings exhibit similar architectural detailing and are credited to designer J. Van der Steen, who was employed as a designer at the NSW Government Architects Office (GAO) from 1955 to 1964 (Australian Museum Business Services 2012: 146). Additionally, the similarities between B00D and the nearby buildings B00A, B00B, and B00C, in terms of location, form, materiality, and close construction dates (1966–1968), suggest a common designer.

Further research has been conducted to verify the attributions of B00J and B00D to J. Van der Steen, as well as to explore potential attributions for B00A, B00B, and B00C. This research involved utilizing available resources, considering the physical analysis conducted (Table 5.1), and analysing various historic architectural documentation related to the developments at Leppington Public School provided by SINSW.

The following information regarding attribution has been determined through this additional research:

- Online historical resources do not provide conclusive evidence regarding the design, construction, and development of B00A, B00B, B00C, B00D, and B00J, including information about their respective designers.
- Public buildings dating from 1960 to 1970 were likely designed by the GAO. However, there is no conclusive evidence to suggest a particular designer at the office, including the then Government Architect Edward (Ted) Farmer (1958 to 1973), in the design of B00A, B00B, B00C, B00D, and B00J.
- Historic aerial photography (Appendix A) reveals that B00A, B00B, B00C, B00D, and B00J were not present in the project area prior to 1961 and were fully constructed by 1970. However, the nine-year gap in aerial photography does not provide sufficient evidence to verify construction dates within this range or attributions.
- B00J is likely to have been designed and constructed first as it is located in the original school lot. B00A, B00B, B00C, and B00D are likely to have been constructed between 1966 and 1968 in the northern site extension (established in 1955) as a collective.
- SINSW have provided historical technical and architectural documentation only dating from before and after their construction and does not identify the designers or constructors of B00A, B00B, B00C, B00D, and B00J.
- B00D and B00J share significant similarities in terms of built elements, such as the use of red brick, window and door types, and balustrade design. It is possible that the design of B00J influenced that of B00D. However, there are also clear architectural differences between them:
 - B00J is predominantly timber-framed and weatherboard-clad, resting on brick foundations, while B00D is entirely constructed of brick.
 - B00J exhibits a more traditional construction style, reminiscent of earlier buildings to the south of the project area, whereas B00D is architecturally associated with nearby buildings B00A, B00B, and B00C, reflecting the late 1960s developments.
 - Although both B00J and B00D feature open gable roof structures (common to most buildings in the project area), they differ in terms of roof materiality, with B00J having corrugated sheeting and B00D featuring terracotta roof tiles.

- Both buildings possess distinct forms, aspects, footprints, internal layouts, and access points.
- B00J is located along the southern boundary of the project area, separate from the cluster of B00A, B00B, B00C, and B00D to the north. This suggests that B00J was constructed as a stand-alone building, likely introduced to enhance capacity in the southern, original section of the project area.
- B00A, B00B, B00C, and B00D share a common location and planning, exhibiting similar built elements, including brick structures. However, there are noticeable differences between these buildings that may indicate the involvement of different designers. These differences include construction dates, varied forms, footprints, roof structures, and built element designs, particularly windows.
- It is likely that the construction of B00A, B00B, B00C, and B00D was part of a deliberate planning decision for the development of the northern section of the project area in the late 1960s. However, analysing the individual buildings does not provide evidence of them being collectively designed as a unified collection at the same time, nor does it suggest the work of a single designer.

5.3.1 J. Van der Steen attributions comparative analysis

To determine the comparability of the design of B00J and B00D with other buildings attributed to J. Van der Steen within a ten-year timeframe, a comparative analysis has been conducted.

The 1980 Russell C. Jack thesis identified four educational buildings that have been attributed to J. Van der Steen during his tenure at the GAO:

- Beverley Hills Girls High School (1957)
- Manly Girls High School (1958)
- The UNSW Roundhouse (1959)
- Seaforth Technical College (1962).

The following comparative analysis aimed at identifying contextual, architectural, or design similarities between the aforementioned buildings and B00A, B00B, B00C, B00D, and B00J situated within the project area.

i Beverley Hills Girls High School (1957-Present)

The earliest attributed building to J. Van der Steen is the first Beverly Hills Girls High School, located at Broadarrow Road, Beverly Hills NSW, designed and constructed in 1958. The school was opened in 1960 and remains in use. There is very little information pertaining to the design and construction of the building and no available architectural documentation. Images of the building are similarly scarce. Based on the two images of the building (historical and recent), sourced from the school website (Plate 5.1 and Plate 5.2), the first school building is characterised by the following:

- a distinctly modernist architectural style defined by clean lines, and a lack of ornamentation
- a long, rectilinear form covering 2–3 storeys
- a flat roof structure
- the use of concrete for the main building structure and brick for minor elevations
- thin, metal-framed curtain wall that characterises the upper levels of the building's elevations containing in-fills of glass (upper) and metal panels (lower), defined by a simple grided pattern

- small awning windows seamlessly integrated into the curtain wall structure
- the lower sections of the building are characterised by evenly spaced concrete columns supporting a covered area and the extensive use of large, glazed panels for walls and doors
- simple flat roofed awnings, integrated into the mains structure and supported by concrete posts.

In summary, the building is an example of the application of modernist architectural principles, differing considerably from the context and design of B00J and B00D, which are more reflective of the architectural styles of the early to mid-twentieth century. Although brickwork is present in the Beverly Hills Girls High School building, it is exclusively utilised externally for minor elevations rather than the main building materiality. The building does not include any weatherboard. In conjunction, the first Beverly Hills Girls High School building was constructed between five and ten years before B00J and B00D, is in a similar (then) non-city context yet exhibits a modernist design, style, and construction that was more reflective of the popularised "new trends in the design of state schools" dating from the late 1950s to the late 1960s (Plate 5.3).



Plate 5.1 Early photograph of the first school building at Beverly Hills Girls High School (1957)

(<https://enewsletter.coralcommunities.com/8f4603a3>)



Plate 5.2 Recent photograph of the first school building at Beverly Hills Girls High School (1957).

(<https://enewsletter.coralcommunities.com/8f4603a3>)



Plate 5.3 A 1964 article with a photograph of Beverly Hills Girls High School (1957)

(<https://enewsletter.coralcommunities.com/8f4603a3>)

ii Manly Girls High School (1958-1982)

The first Manly Girls High School is the second school building attributed to J. Van der Steen and was constructed in 1958. The school ceased operation in 1982, and it is unclear whether the school building is still present or has been demolished. There is very little information relating to the building's design and construction in available historical resources, exacerbated by its short period of operation and a lack of current school archives.

One photo has been sourced of the school building (Plate 5.4) that illustrates the following:

- the building shares many architectural similarities to the first Beverly Hills Girls High School building in terms of its modernist design, its long form and prolific use of curtain walls of a similar form and make
- the building covers both 1 to 2 storeys

- the building includes an open gable roof structure that extends into an awning constructed using metal joists, beams and bracing
- blonde brickwork utilised exclusively for minor external elevations, base coursing and small sections to external walls.

The building shares some minor similarities with B00J and B00D, including an open gabled roof and the use of brickwork. However, the building primarily exemplifies the modernist design, style, and construction. Nevertheless, due to a substantial dearth of visual or written evidence, it is challenging to thoroughly analyse this building.



Plate 5.4 The Manly Girls High School building (1958)

(<https://events.humanitix.com/50th-renunion-manly-girls-high-school-1967-1972-lunch>)

iii UNSW Roundhouse (1959-Present)

The UNSW Roundhouse building is the most prolific and notable building attributed to J. Van der Steen. The building was constructed in 1959 and opened in 1961 with J. Van der Steen as the project architect representing the GAO, in collaboration with the architecture practice Edwards, Madigan, Torzillo, Briggs Architects. The building was considered at the time a cutting-edge architectural statement as Sydney's first-ever circular educational building, and one of the only buildings solely dedicated to student recreation on a university campus in NSW (refer to Plate 5.5 and Plate 5.6).

The building is characterised by the following:

- a two storey, circular form and floor plan and skillion roof structure that follows this form
- thin, metal-framed curtain wall that fully wraps around the building to the ground floor and upper level. Curtain walls include in-fills of glass to all segments in a three panel, repeated grid
- a unique balcony that wraps around the entire semi-enclosed walkway to the upper level of the building that includes angled, metal balustrades, angled metal bracing at regular intervals and thin metal handrails. The balcony can be accessed via external stairs to the ground floor.

The building bears no resemblance to B00J and B00D. The Roundhouse shares some common elements with J. Van der Steen's previously mentioned attributions, particularly in terms of adhering to a modernist design, style, and construction. The building is, however, unique and an exceptional example of this style due to its circular form, distinct architectural detailing, and its location and context within a major university. J. Van der Steen is credited as the principal architect of the building, but it is worth noting that the design likely involved collaboration within the GAO, and external architects are known to have been involved in the design and documentation process.



Plate 5.5 Photograph of the UNSW Roundhouse building dating from the 1960s

(<https://www.inside.unsw.edu.au/campus-life/roundhouse-memories-pretty-groovy-building>)



Plate 5.6 A recent photograph of the UNSW Roundhouse building.

(<https://www.bowerbird.io/kits/unsw-roundhouse>)

The final buildings attributed to J. Van der Steen are those constructed for the former Seaforth Technical College campus in 1962. The buildings are still present at the corner of Frenchs Forest Road and Sydney Road in Seaforth, NSW however the college is no longer in operation and the buildings have undergone significant modifications to their exterior and interior.

There is very little information relating to the buildings' design and construction in available historical resources. The three images below dating from 1991 (Plate 5.7, Plate 5.8 and Plate 5.9) were the only images of the buildings able to be sourced, prior to their modification. Note that a central building is present in these photographs that is later addition. Based on its design and architectural style, it was likely introduced in the latter half of the twentieth century (1980-1990).

The buildings that make up the original Seaforth Technical College campus are characterised by the following:

- two separate, parallel buildings of the same design but different footprint, connected by a perpendicular intermediate building
- the buildings include a ground level and two additional storeys within a simple, rectilinear form
- the building appears to be a concrete structure supported by concrete columns. The ground level to both buildings were recessed and include a covered walkway that wraps around all building elevations
- brickwork is used for only minor elevations
- the upper levels to long elevations are curtain walls that include only glazed panels and decorative, horizontal extensions of the curtain wall frame at regular intervals that follow the curtain wall fenestration. These extensions were likely incorporated for shade, privacy and are in line with modern design principles
- the ground floor also predominately includes curtain walls with some wall sections constructed with brickwork
- both buildings include flat roof structures.

The original buildings at the former Seaforth Technical College campus bear no resemblance to B00J and B00D. However, they serve as another testament to J. Van der Steen's consistent embrace of modernist design principles, style, and construction methods.



Plate 5.7 **View of Seaforth Technical College in 1991 at the south-east corner along Sydney Road**

(Northern beaches Council Archives. RN:MML/3447)



Plate 5.8 **View of Seaforth Technical College in 1991 at the corner of Kempbridge Avenue and Sydney Road**

(Northern beaches Council Archives. RN:MML/3446)



Plate 5.9 View of entry to intermediate building of the Seaforth Technical College in 1991

(Northern beaches Council Archives. RN:MML/3464)

5.3.2 Summary of findings

Based on the findings presented, several conclusions can be drawn about the design attributions of buildings B00A, B00B, B00C, B00D, and B00J:

- **Limited historical evidence:** There is a lack of available online resources that provide comprehensive historical information about these buildings, including design attributions, funding details, construction methods, and the individuals involved. The major phase of development between 1960 and 1970 remains poorly documented.
- **Aerial photographs:** Historical aerial photographs from 1961 and 1970 reveal patterns of development on the site but do not offer insights into the specific design attributions of the buildings in question.
- **Absence of direct mention:** There is no direct mention in historical records of J. Van der Steen or any other architect, designer, or builder being the sole or collaborative designer of these buildings, both within or outside the GAO.
- **Unreliable sources:** The sources cited in the Austral report, such as an unverified verbal conversation and a thesis that makes no reference to J. Van der Steen as the designer, are considered unreliable. Therefore, these sources do not support the claim of J. Van der Steen's involvement in the design of buildings in the project area.
- **Architectural style and timeline:** J. Van der Steen's attributed buildings predominantly date from the late 1950s, several years before the construction of B00A, B00B, B00C, B00D, and B00J. His works exhibit a distinct design language and modern architectural principles, which differ from the architectural style and elements present in the school buildings. The latter buildings reflect an earlier mid-twentieth-century style, likely influenced by their rural context and budgetary limitations.

- Role at the GAO: While J. Van der Steen was part of the GAO from 1955 to 1964, B00A, B00B, B00C, and B00D were constructed between 1966 and 1968, four years after his departure. It is unlikely that he played a major role in the detailed design and construction of these buildings. While B00J may have been designed and constructed during J. Van der Steen's tenure at the GAO there is inconclusive evidence to support his direct or indirect involvement.
- Geographic considerations: J. Van der Steen's attributed buildings are primarily located near Sydney, rather than in rural areas like the project site in question. This geographical pattern suggests that he may have been more involved in projects closer to the city.
- Lack of architectural significance: The school buildings (B00A, B00B, B00C, B00D, and B00J) do not exhibit notable architectural qualities or align with the modern design principles seen in J. Van der Steen's works. Given the inconclusive evidence and the minor architectural commonalities between his buildings and the school structures, it is unlikely that J. Van der Steen was their designer.

Considering the above analysis, it is more plausible to attribute the design of these buildings to a broader team of designers working at the GAO between 1960 and 1970, rather than attributing them to any specific architect or designer, internally or externally. Lastly, it should be noted that not all buildings designed by the GAO or the Government Architect hold architectural or heritage significance. In the context of designs produced by the GAO and J. Van der Steen during the mid-twentieth century, if any attribution is assumed, these buildings are not considered examples of import.

6 Preliminary assessment of archaeological potential

Archaeological potential describes the likelihood of archaeological relics being present in an area, considering the historical patterns of development and use of the subject site, physical features of the landscape and the results of the site inspection. The grading criteria within the *Archaeological Assessments* guidelines (NSW Heritage Office, 1996) helps determine the level of archaeological potential of a site.

The construction of the weatherboard buildings to the south-western section of the site between 1922 and 1960s, the majority of which are on piles, would have included disturbance to ground conditions in the form of trenching and excavation for building foundation, ground levelling works and piling. The subsequent clearing and development of the central and north sections of the site from the 1950s onwards, accompanied with the construction of existing brick buildings and structures would have further disturbed the subject site.

The open turfed areas to the east section of the site, including the main oval, have both historically been minimally developed and have experienced ground disturbance to introduce the sports fields, bleachers, courts, and ovals. These areas have also been actively and historically been used by students and require ongoing maintenance including re-turfing and lawn mowing. This has resulted in consistent and ongoing surface disturbance.

There is no clear or direct historic source that indicates that the subject site was developed structurally from its acquisition in 1816 as part of the land parcel granted to Alexander Riley and known as the Raby Estate until the formal opening of Leppington (formerly Raby) Public School in 1922. Raby Estate is known to have been utilised primarily for pastoral purposes. The site may have included minor built elements such as historic fencing, cattle tracks or possibly wells. The site inspection did not identify any major or minor built elements that would date from the history of the site, prior to the introduction of the school. The likelihood that relics survive in the subject site is assessed to be low.

The subject site has functioned as a school site since its opening in 1922. As such historical resources, artefacts, and object fragments from all periods of the school's history may be unearthed, in situ or disturbed, if excavation or trenching were to occur. The school grounds may possess archaeological resources in the form of cesspits, wells and deposits. The type, make, condition and frequency of these resources and artefacts 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 (1922 to the mid-twentieth century), if found or uncovered, may be assessed as being of heritage significance depending on their nature and extent. However, the potential for such deposits to yield information not available from other sources is considered to be low.

7 Preliminary significance assessment

7.1 Established heritage significance

Leppington Public School is an item of heritage significance on the Department of Education's S170 Register and State Environmental Planning Policy (SEPP) 2021 for the Western Parkland City Precinct. There is however, no listing sheet for Leppington Public School nor an identified statement or assessment of significance for the school in the State Heritage Inventory (SHI) listing (Heritage Item ID: 5065988).

The report prepared by the Australian Museum Business Services in 2012, includes the following summary of significance for Leppington Public School (Australian Museum Business Services 2012: 149):

The original Raby Public School building and the associated weatherboard classrooms form a coherent aesthetic group reflecting the early development of Leppington Public School and the surrounding district in the early- to mid-twentieth century. The expansion of the semi-rural school in the 1950s and 1960s, and the shift from weatherboard to brick classroom buildings, is demonstrative of a real population increase and demand for education during the post-war era in the Austral and Leppington areas. A link between the early and later periods, and between the southern and northern parts of the school, is provided in the weatherboard and brick Van der Steen designed classroom buildings. A mature fig and pine along the Rickard Road boundary likely mark the original school site and are visual landmarks in the local area. The school continues to play an important role in the local community and to provide a link with the migrant and agricultural history of the area.

The Leppington Public School, Rickard Road, Leppington, meets the following criteria for local heritage significance: a), b), c), d), f) and g).

The report also includes the following gradings of significance for buildings and site elements within the project area:

School Element	Grading of Significance				
	Exceptional	High	Moderate	Little	Intrusive
Old Raby Public School building (Building H)		✓			
Weatherboard Van der Steen building (Building J)		✓			
Group of weatherboard buildings (Buildings I-M)			✓		
Weather shed (Building N)				✓	
Ablution shed (Building Q)		✓			
Brick Van der Steen building (Building D)			✓		
Group of brick buildings (Buildings A-E)			✓		
Buildings F, G and P			✓		
Farming implements			✓		
Mature plantings along Rickard Road (fig and pine)		✓			
Other cultural plantings (rose bushes, brush box trees in front of Building H, row of pines behind J Peck Oval)			✓		

Plate 7.1 Gradings of significance for built elements at Leppington Public School as per the 2012 Australian Museum Business Services report

(Australian Museum Business Services 2012: 149)

7.2 Preliminary updated significance assessment

This preliminary re-assessment of the project area, including the existing buildings, built elements, and landscaping has been conducted based on the guidelines outlined in the *Assessing Heritage Significance* document from the NSW Heritage Manual (Heritage Office 2001) and the seven criteria for heritage significance.

The assessment also takes into account the relevant articles of the Burra Charter (Australia ICOMOS 2013). It incorporates the findings of this report, including the historical background of the school, the results of the inspection, additional research, and an updated analysis of building attributions.

7.2.1 Leppington Public School (the project area)

Table 6.1 Preliminary updated assessment of significance – Leppington Public School

Criterion	Assessment
Criterion a) Historical Significance an item is important in the course, or pattern, of NSW's cultural or natural history	<p>The land on which Leppington Public School is situated has a rich historical background. Originally, it was a small section of the extensive 3,000 acre land parcel granted to Alexander Riley in 1816 known as the 'Raby Estate.' In 1867, the land was transferred to William Moore and the Moore family, who utilised it for pastoral purposes. The land remained in use for this function until it was subdivided in the early twentieth century. The homestead associated with the Raby Estate is located at the south extent of the original grant, while the project area is located at the north extent. The project area is in an outlying area of the 1816 Raby Estate and does not contribute to the significance of the SHR listed portion (SHR #01694) of the original grant.</p> <p>The establishment of 'Raby Public School' in 1922 marked a significant milestone for the area. The NSW government resumed the project area to meet the educational needs of the growing population, driven by the purchase of Raby Estate subdivisions and subsequent development. The school played a crucial role in fulfilling the demand for public education in Leppington, and its evolution paralleled the growth and development of the local community from 1922 until the late 1960s. Notably, the post-war period witnessed a major phase of development between 1950 and 1970, evident in the expansion of the school site in 1955 and the rapid introduction of several school buildings.</p> <p>The project area meets this criterion for local heritage significance.</p>
Criterion b) Historical Association Significance 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	<p>Leppington Public School's association with the early landowners of the 'Raby Estate Subdivision' is primarily incidental. The project area is located at the north extent of the original Raby Estate, while the homestead, as the nucleus for the Estate, was located at its south extent. On subdivision of the Raby Estate, the school site was initially purchased by the relatively unknown company NSW Realty Co. Limited and subsequently resumed by the NSW Government. From 1816 until the establishment of the school in 1922, the project area remained undeveloped and while part of the SHR listed Raby Estate (SHR#1694), lacked a specific development associated with the Raby Estate and the notable individuals associated with it. No significance is identified in relation to the Raby Estate, Riley or Moore.</p> <p>Regarding the original school building (B00H – 1922) and the early buildings on the site (B00K, L, M, Q, and N), the identities of their designers and builders have not been definitively established. Through comparative analysis, it has been determined that B00J and B00D, as well as B00A, B, and C, were unlikely to be designed by J. Van der Steen but were more likely the work of the Government Architects Office, consistent with other public buildings across the State.</p> <p>Furthermore, the project area is not known to have any significant association with or importance to the work or life of notable individuals or groups in the local area.</p> <p>The project area does not meet this criterion for State or local listing.</p>
Criterion c) Aesthetic/Technical Significance an item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW	<p>The school site of Leppington Public School can be divided into two distinct sections, each representing significant periods of development and showcasing cohesive architectural expressions.</p> <p>The first section, situated to the south of the project area, encompasses the original school site. It features the historic weatherboard Raby Public School building (B00H), along with associated weatherboard classrooms (B00K, L, and M), ablutions shed (B00Q), and a small shed (B00N), all of which were constructed and introduced in the 1950s. These buildings form a visually harmonious cluster that reflects the early development of Leppington Public School. Notably, the original school building (B00H) exhibits a unique and well-preserved detailing, adding to its significance.</p> <p>The second section of the project area, located to the north, comprises a cluster of several brick buildings constructed between 1966 and 1968 (B00A, B, C, D, F, and G). These buildings share similar forms and brick construction, contributing to a cohesive architectural identity. The southern</p>

Table 6.1 Preliminary updated assessment of significance – Leppington Public School

Criterion	Assessment
	<p>and northern sections of the school site are visually connected through the architectural style of B00J (1960-1970), which incorporates elements of both weatherboard and brick, along with a similar window design to B00D.</p> <p>Furthermore, it is likely that B00I, an earlier building introduced to the site in the 1960s, represents an example of a temporary school building that was first utilised as early as 1912. This building adds to the historical layers and evolution of the school site.</p> <p>The southern cluster of buildings holds greater significance as they not only represent the earliest structures in the project area but are also situated within the original boundaries of Raby Public School. It is the collective grouping of these buildings, rather than individual structures, that satisfies the criterion for heritage significance since the majority of individual buildings on the school site do not exhibit a high degree of creative or technical achievement.</p> <p>In addition to the architectural features, the presence of mature plantings such as a fig and pine trees along the Rickard Road boundary, as well as a row of pines along the east boundary of the J Peck Oval, contributes to the visual landmarks within the local area.</p> <p>The project area meets this criterion for local heritage significance.</p>
<p>Criterion d) Social/Cultural Significance an item has strong or special association with a particular community or cultural group in NSW for social, cultural or spiritual reasons</p>	<p>Since its establishment in 1922, Leppington Public School has played a crucial role in the local area, serving as an essential site for public education and adapting to meet the growing population. As the first educational establishment in the Leppington area, the school holds significant social significance. Over the years, it has nurtured and educated numerous individuals who have gone on to become alumni, many of whom continue to live, work, and contribute to the local community. The relatively small scale of the school site is in line with the size of the local population it serves. This scale reflects the close-knit community and the personalised approach to education. The historic buildings on the site further enhance this sense of community and continuity, as they embody the historical development of the school and are in harmony with the rural aesthetic.</p> <p>With its longstanding presence, Leppington Public School remains a vital educational institution, providing quality education and shaping the lives of students. Its continued commitment to educational excellence and its enduring impact on the local community make it a valued cornerstone of the area's educational landscape.</p> <p>The project area meets this criterion for local heritage significance.</p>
<p>Criterion e) Research Potential an item has potential to yield information that will contribute to an understanding of NSW's cultural or natural history</p>	<p>The scale, materiality, and design of the historic buildings align with the rural character of the area. Their architecture and construction materials do not provide research potential. No archaeological deposits or features have been identified. It is considered that the site has limited archaeological potential.</p> <p>The project area does not meet this criterion for State or local significance.</p>
<p>Criterion f) Rarity an item possesses uncommon, rare or endangered aspects of NSW's cultural or natural history</p>	<p>The majority of the buildings on the school site date from the 1950s to the 1970s and do not possess exceptional rarity or uniqueness in their design or construction. However, within the southern section of the school, one building (B00H, dating back to 1922) exhibits a distinctive architectural expression, both within the school and potentially within the local community.</p> <p>The development and expansion of the site has followed an uncommon pattern compared to the surrounding area. The clustering of weatherboard buildings near the original school building (B00H), along with the northward expansion of the school site in 1955 and the introduction of a new cluster of buildings in the late 1960s, contribute to the unique layout of the site. Notably, there has been minimal demolition and landscape modifications, resulting in the preservation of the majority of the historic buildings on the premises.</p> <p>This preservation of historic buildings, coupled with the integrity of the original school building is rare at a local level.</p> <p>The project area meets this criterion for local heritage significance.</p>

Table 6.1 Preliminary updated assessment of significance – Leppington Public School

Criterion	Assessment
Criterion g) Representative an item is important in demonstrating the principal characteristics of a class of NSW's cultural or natural places, or cultural or natural environments.	Leppington Public School, situated in a rural setting, features buildings that exhibit a standard design and construction typical of public schools. While the architecture may not encompass the key distinguishing characteristics associated with historic rural or school sites, the school remains an essential educational institution within the local community. The project area does not meet this criterion for State or local significance.

7.2.2 Updated statement of significance

Leppington Public School meets criterion a), c), d) and f) for local heritage significance.

The school site is important in the development of the local area being firstly part of the 3,000 acre Raby Estate land grant that was used for pastoral purposes from the early nineteenth century until the early twentieth century. While not strongly associated with the Raby Estate, it was the subdivision of the 3,000 acres that prompted the construction of the school. The school was established in 1922, in response to the growing population that was occupying the subdivided lots of the Raby Estate and development at the site has consistently mirrored the increases in population, particularly between 1950 and 1970, after the Second World War.

The built landscape of the school is directly linked with three phases of construction, being: the introduction of the first school building in 1922 (B00H), the weatherboard school building developments to the south of the site between 1950 and 1960 (B00K, L, M, N and Q), and the later additions of B00I and B00J and the brick school building developments to the north of the site from 1966 to 1968 (B00A, B, C and D). This has created a clear pattern of development and a unique public site within the local area with two distinct clusters of buildings that share a similar designs and periods of construction.

The various phases of development throughout the site's history have not resulted in significant demolition works with the vast majority retained in use continuously from 1922 to the present day. In conjunction, very few buildings have experienced significant modifications, with only minor additions and alterations noted. This is uncommon in the context of the development of public schools.

Although the majority of buildings within the site are of no particular aesthetic or architectural significance, one building was noted as unique and rare; the original school building (B00H). The building is unique in function and in detailing and represents the earliest phases of development at the school site. Significance is also derived from the distinct building clusters to the south and north of the site, together with their uniform architectural expressions.

The school continues to hold social significance in the local area as the first and one of the few continuous, public education facilities in the local area and an early site in the development of Leppington after the subdivision of large land grants in the early twentieth century.

7.2.3 Gradings of significance for individual built elements

Different components of a place may make a different relative contribution to its heritage value. Loss of integrity or condition may diminish significance. In some cases, it may be useful to specify the relative contribution of an item or its components. The *NSW Heritage Manual* identifies the heritage gradings for which items (or features or components) that were recorded on site have been assessed against which provide context for each individual item's contribution to the cultural landscape. These gradings have been listed in below in Table 6.1.

Table 7.1 **NSW heritage assessment gradings**

Grading	Justification	Status
Exceptional	Rare or outstanding element directly contributing to an item's local or state significance.	Fulfil criteria for local or State listing.
High	High degree of original fabric. Demonstrates a key element of the item's significance. Alterations to not detract from significance.	Fulfil 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.	Fulfil criteria for local or State listing.
Little	Alterations detract from significance. 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.

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. Based on the findings of this report and preliminary updated significance assessment for the project area the following gradings of significance have been applied to buildings and site elements within the project area. Refer to Plate 6.2 for a diagrammatic illustration of the updated gradings of significance.

Table 7.2 **Updated gradings of significance for built and landscape elements**

Building	Date	Heritage significance criterion (NSW Heritage Manual)							Updated grading of significance
		a)	b)	c)	d)	e)	f)	g)	
B00A	1967	Yes	No	No	Yes	No	No	No	Moderate
B00B	1968	Yes	No	No	Yes	No	No	No	Moderate
B00C	1966	Yes	No	No	Yes	No	No	No	Moderate
B00D	1966	Yes	No	No	Yes	No	No	No	Moderate
B00E	1981	Yes	No	No	Yes	No	No	No	Little
B00F	1968	Yes	No	No	No	No	No	No	Little
B00G	1968	Yes	No	No	No	No	No	No	Little
B00H	1922	Yes	No	Yes	Yes	No	Yes	No	High
B00I	1960–1970	Yes	No	No	Yes	No	No	No	Moderate
B00J	1961–1970	Yes	No	No	Yes	No	No	No	Moderate
B00K	1950–1961	Yes	No	No	Yes	No	No	No	Moderate

Table 7.2 Updated gradings of significance for built and landscape elements

Building	Date	Heritage significance criterion (NSW Heritage Manual)							Updated grading of significance
B00L	1950–1961	Yes	No	No	Yes	No	No	No	Moderate
B00M	1950–1961	Yes	No	No	Yes	No	No	No	Moderate
B00N	1950–1961	Yes	No	No	No	No	No	No	Little
B00P	Recent	No	No	No	No	No	No	No	None
B00Q	1950–1961	Yes	No	No	Yes	No	No	No	Moderate
B00R	Recent	No	No	No	No	No	No	No	None

c. 2022



Plate 7.2 Indicative diagram illustrating the updated gradings of significance for built elements for Leppington Public School

8 Preliminary impact assessment

The project is currently in its initial stages and formalised development plans for Leppington public School are yet to be prepared. The following assessment of potential impact provides guidance with regard to existing historical buildings.

8.1.1 Impact to existing buildings and recommendations

Original building existing on site that have **high significance**, and which need to be retained as part of any proposed development of the project area are:

- The original school building (B00H).

This building exhibits unique and significant detailing that should be retained.

B00A, B00B, B00C, B00D, B00I, B00J, B00K, B00L, B00M and B00Q have **moderate significance** and are critical in demonstrating the two of the three key phases of development in the project area (1922, 1950–1960 and 1960–1970) and have been constructed in southern and northern clusters that share common architectural expression. While the majority of the buildings are not particularly significant in terms of aesthetic or architectural design, they contribute to the overall significance of the site when considered as clusters. Efforts should be made to retain these buildings and integrate them into any future design, including adaptive reuse. This includes holistic and consistent repairs to all buildings, particularly to B00M.

Exceptions to the above that are part of the two major periods of developments but have been designated as being of **little significance** are:

- B00N due to its high level of dilapidation, modification and historic function as a shed.
- B00F and B00G were both constructed in 1968 but are minor buildings within the project area, hold minor functions, are not associated with B00A, B00B, B00C and B00D in terms of planning and are not of particular architectural significance. The retention of these buildings is not required and their removal would not constitute major heritage impacts.
- B00E is a late twentieth century building with little heritage significance. Its retention, along with any other late twentieth and twenty-first century developments, is not required.

Any proposed development, including expansion of the school grounds to the north and south of the site, should consider key phases of development in the project area, particularly in terms of the different building and construction typologies used in the two different parts of the subject site: the weatherboard constructions to the south section and brick construction to the central and northern sections. This difference should be maintained, interpreted and considered onto in terms of the design development of new school buildings.

8.1.2 Historical archaeology

The eastern sections of the project area have been minimally developed but have been subject to disturbance associated with the construction and ongoing maintenance of the oval, sports fields, courts, and other recreation areas. The potential for relics in the subject site is low.

9 Conclusion

The results of this SRISI indicate that the project area (Leppington Public School) is not listed as item of National, State heritage significance or statutory heritage registers. However, the project area is listed as a local heritage item in the Department of Education's Section 170 Register and State Environmental Planning Policy (SEPP) 2021 for the Western Parkland City Precinct. Through the historical and physical analysis provided in this report, the project area has been identified as satisfying four of the seven NSW heritage criteria at a local heritage level as the project area contains a collection of historic buildings and built elements that contribute to its significance to varying degrees.

It has been found that various phases of development throughout the site's history have not resulted in significant demolition works to historic buildings with the vast majority retained in use continuously from 1922 to the present day. In conjunction, very few buildings have experienced significant modifications, with only minor additions and alterations noted.

This report has conducted further research into the history of the project area and has updated building attributions and gradings of significance based on the findings and in relation to the heritage study prepared by Australian Museum Business Services (2012). A comparative analysis has found that there is no conclusive evidence to suggest that B00D and B00J were designed by J. Van der Steen, a notable designer in the Government Architect's Office.

One building was identified at the site as being of high heritage significance (B00H) and is recommended for retention and conservation. Key buildings of moderate significance dating from the two subsequent major phases of development at the school site are to be integrated into any future design, namely B00A, B00B, B00C, B00D, B00I, B00J, B00K, B00L, B00M and B00Q.

It has been assessed that there is a generally low potential for uncovering significant built elements such as building foundations or footings related to historic buildings dating from all periods of the school's history. The possibility of any relics or artefacts on site would be related to the functions of the school across all periods of the school's history and use.

Overall, the subject site is acceptable for development, contingent on the future proposed works considering the findings of this report and the recommendations below.

9.1 General recommendations

The findings of this report should be incorporated into the proposed planning and design development phase by SINSW. Considering the findings of this report, the following preliminary recommendations have been provided:

- Further archaeological research is not required. An unexpected finds procedure is to be incorporated into the Construction Environmental Management Plan.
- It is preferred that all new developments occur away from clusters of historic buildings along the southern boundary and to the north of the project area. New development is recommended to the eastern, central, and north-eastern sections of the site.
- Blocks B00A, B00B, B00C, B00D, B00H, B00I, B00J, B00K, B00L, B00M and B00Q should be retained, and conservation works including any repair or maintenance work should be undertaken for each of these buildings.
- Proposed development should consider the key phases of development in the project area, particularly in terms of the different building and construction typologies used in the two different parts of the subject site. The weatherboard constructions to the south section and brick construction to the central and

northern sections. This difference should be maintained, reinterpreted, and considered in terms of the design development of new school buildings.

- Any proposed construction or modifications near buildings designated as having significant or moderate heritage value (designated as B00A, B00B, B00C, B00D, B00H, B00I, B00J, B00K, B00L, B00M, and B00Q) or in proximity to the existing local heritage designations, including lots 38E and 39C, DP 8979 will necessitate the submission of a SOHI). This statement evaluates the potential effects of the proposed actions on these buildings and the broader significance of the project area. If demolition or relocation of heritage items were proposed as part of the development, the SOHI would be required to assess the acceptability of the proposed development and make recommendations to minimise and/or mitigate heritage impact..
- The building of high heritage significance (B00H) are to be retained, repaired and conserved with advice provided by a nominated heritage consultant.
- Buildings with moderate significance (B00A, B00B, B00C, B00D, B00I, B00J, B00K, B00L, B00M and B00Q) are to be retained and integrated into the future design, if possible, particularly those within the heritage curtilage defined in the S170 (the original school site). If demolition or relocation of heritage items were proposed as part of the development, the SOHI would be required to assess the acceptability of the proposed development and make recommendations to minimise and/or mitigate heritage impact.
- Buildings of little and no heritage significance (B00E, B00F, B00G, B00N, B00P, B00R) can be retained or demolished as required.
- Prior to construction and demolition works, a photographic archival recording should be undertaken of the overall site, setting, landscape, interconnecting views, and buildings of high and moderate significance that complies with the NSW guidelines *Photographic Recording of Heritage Items Using Film or Digital Capture* (NSW Heritage Office 2006) and *How to prepare archival records of heritage items* (NSW Heritage Office 1998).

9.2 Next steps

A heritage consultant should be engaged to assist SINSW to develop a design that respects and enhances the historical significance of the project area. When a sensitive design has been developed, a Statement of Heritage Impact (SoHI) should be completed as part of the approval process.

10 References

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Appendix A

Historical aerial photography

A.1 Subject site c.1950



A.2 Subject site c.1961



A.3 Subject site c.1970



A.4 Subject site 1986



A.5 Subject site existing Historic Buildings



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