



Orange Grove Public School Upgrades

Review of Environmental Factors

Statement of Heritage Impact

Report prepared for SINSW

June 2026—Issue 7

Acknowledgement of Country

We respect and acknowledge the First Nations people of the lands and waterways on which we live and work, their rich cultural heritage and their deep connection to Country, and we acknowledge their Elders past and present. We are committed to truth-telling and to engaging with First Nations people to support the protection of their culture and heritage. We strongly advocate social, cultural and political justice and support the Uluru Statement from the Heart.

Cultural warning

Aboriginal and Torres Strait Islander readers are advised that this report may contain images or names of First Nations people who have passed away.

Report register

The following report register documents the development of this report, in accordance with GML's Quality Management System.

Job No.	Issue No.	Notes/description	Issue date
24-0095	1	Draft Report	14 November 2024
24-0095	2	Draft Final Report	17 December 2024
24-0095	3	Final Report	1 April 2025
24-0095B	4	Revised REF Report	3 November 2025
24-0095B	5	Updated Figure 4.1	19 January 2026
24-0095D	6	Revised REF Report	9 March 2026
24-0095D	7	Post-Exhibition Report	1 June 2026

Quality management

The report has been reviewed and approved for issue in accordance with the GML quality management policy and procedures.

It aligns with best-practice heritage conservation and management, *The Burra Charter: the Australia ICOMOS Charter for Places of Cultural Significance, 2013* and heritage and environmental legislation and guidelines relevant to the subject place.

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Executive summary

The Department of Education is proposing upgrades to Orange Grove Primary School (OGPS) (the school or subject site).

OGPS is a co-educational primary school located at 2–8 Perry Street, Lilyfield, 2040 in Sydney. The school is listed as a heritage item of local significance on the Department of Education's Section 170 heritage and conservation register and is in the vicinity of several heritage items listed on the *Inner West Local Environmental Plan 2022*.

OGPS has operated from the site since 1882 and contains a range of historical school buildings of heritage significance constructed from 1894 to 1928.

This Statement of Heritage Impact (SOHI) has been prepared to accompany a Review of Environmental Factors (REF) for an activity proposed by the Department of Education under Part 5 of the NSW *Environmental Planning and Assessment Act 1979* and the *State Environmental Planning Policy (Transport and Infrastructure) 2021*.

This report identifies the subject site's heritage context and the items in the vicinity of the subject site, and assesses the potential impacts of the proposed development on the school itself and nearby heritage items.

The proposed upgrades to OGPS comprise the following:

- demolition of Building C;
- removal of ancillary structures such as paths and fencing;
- removal of posts on sports courts (to be undertaken in consultation with the school);
- removal of existing assembly Covered Outdoor Learning Area (COLA) south of Building C;
- removal of portable classroom buildings;
- removal of one tree;
- construction of a three-storey building (Building J);
- construction of a COLA south of Building J;
- use of a portable building as a library during construction works; and
- associated works including stormwater drainage works, services works including installation of a substation, installation of an onsite detention tank, waste storage facilities, landscaping and fencing.

The primary project objective is to upgrade the school and replace existing aged facilities with new permanent facilities and learning spaces. This includes the removal of all demountable teaching spaces and facilities at the school. New permanent facilities and learning spaces would meet increased enrolment capacity and provide suitable facilities for collaborative teaching methods, resulting in improved learning outcomes.

The preferred design of the proposed upgrade was developed based on feedback from the community and stakeholders and is designed to respond to their needs. GML has provided heritage advice during the design development to address heritage issues and mitigate the heritage impacts of the preferred design of the proposed upgrades.

This report concludes that the proposed upgrades to OGPS would have a moderate adverse impact to the settings, views and vistas of the school and a minor adverse impact on the landscape of the school. The proposed works would have no heritage impact to the Austenham Estate HCA and other nearby heritage items.

GML has recommended a range of mitigation measures in Section 6 of this report that, if implemented, could reduce the level of adverse impact to the setting, views and vistas of the school from moderate to minor. This is because less historical views would be lost, the new building would sit more harmoniously in the site, and the significance of the school would be better understood.

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1 Introduction

This Statement of Heritage Impact (SOHI) has been prepared to accompany a Review of Environmental Factors (REF) for an activity proposed by the Department of Education under Part 5 of the *Environmental Planning and Assessment Act 1979* (EP&A Act) and *State Environmental Planning Policy (Transport and Infrastructure) 2021* (SEPP TI).

This document has been prepared in accordance with the *Guidelines for Division 5.1 assessments* (the Guidelines) by the Department of Planning, Housing and Infrastructure.

This report examines and takes into account the relevant environmental factors in the Guidelines and Section 170, Section 171 and Section 171A of the *Environmental Planning and Assessment Regulation 2021* (EP&A Regulation) as outlined in Table 1.1.

Table 1.1 Summary of relevant section of Part 5 of the Guidelines and Environmental Planning and Assessment Regulation 2021.

Regulation/guidelines section	Requirement	Response	Report section
e) Any effect on a locality, place or building having aesthetic, anthropological, archaeological, architectural, cultural, historical, scientific or social significance or other special value for present or future generations	(e1) impacts on heritage items (local, state and commonwealth), conservation areas and Aboriginal heritage (including intangible cultural significance), draft and interim items. Both at / or near the site (e2) impacts on Aboriginal cultural heritage values on the land and connection to Country (e3) direct or indirect impacts on the heritage significance of environmental heritage, impacts to archaeological resources (e4) impacts on aesthetic, anthropological, architectural, cultural, historical, community values and identity,	This SOHI identifies the heritage values, archaeological potential, and significant fabric of Orange Grove Public School (OGPS). It provides an assessment of the potential impacts of the proposed upgrades on the heritage values, archaeology, and significant fabric, as well as impacts to adjacent heritage items. GML Heritage Pty Ltd (GML) has also prepared a separate Aboriginal Due Diligence (ADD) report to identify the potential for Aboriginal objects to be present at the school.	Refer to Section 3 for an identification of the heritage values of OGPS. Refer to Section 5 for an assessment of the potential impacts of the proposed upgrades on the heritage values of the site and surrounding heritage items.

Regulation/guidelines section	Requirement	Response	Report section
	scenic values, scientific or social significant items, or items of other special value for present or future generations	Refer to this document for discussions of the potential for impacts on Aboriginal cultural heritage.	

1.1 Proposed activity description

The proposed activity is for upgrades to Orange Grove Public Primary School (OGPS) (the school or subject site) and comprises the following:

- demolition of Building C;
- removal of ancillary structures such as paths and fencing;
- removal of posts on sports courts (to be undertaken in consultation with the school);
- removal of existing assembly Covered Outdoor Learning Area (COLA) south of Building C;
- removal of portable classroom buildings;
- removal of one tree;
- construction of a three-storey building (Building J);
- construction of a COLA south of Building J;
- use of a portable building as a library during construction works; and
- associated works including stormwater drainage works, services works including installation of a substation, installation of an onsite detention tank, waste storage facilities, landscaping and fencing.

1.2 Activity site

OGPS is a co-educational primary school located at 2–8 Perry Street, Lilyfield, 2040. The school has street frontage to Perry Street, Balmain Road, Emmerick Street and Rayner Street. The site comprises 15 allotments with a total area of 17,956m² including:

- Lots 21 and 22 Deposited Plan (DP) 3796;
- Lots 1 and 5 DP 114899;
- Lot 1 DP 122488;
- Lot 1 DP 169451;
- Lots 1–3 DP 312710;
- Lot 1 DP 449967;
- Lots 1 and 2 DP 925435;
- Lot 1 DP 931891;
- Lot 1 DP 1037366; and
- Lot 102 DP 1160224.

The existing permanent buildings on the site include:

- Building A: Two-storey, neo-Georgian, interwar brick building built in 1928 containing administration and staff areas, along with seven homebases/classrooms;
- Building B: Single-storey, pre-World War I brick structure containing four homebases;
- Building C: Single-storey brick building containing library and music rooms;
- Building D: Single-storey L-shaped building (c1894) containing six homebases;
- Building E: Single-storey preschool building facing Balmain Road;
- Building G: Amenities building;
- Building H: Canteen; and
- Building I: Storage shed.

Demountable classrooms are located in the northeastern and northwestern corners of the school site. A Covered Outdoor Learning Area (COLA) is located centrally within the site. The COLA links Buildings A, B and C. Playing areas are located on the northern, western and eastern boundaries of the site.

An aerial photograph of the site is provided in Figure 1.1 below.

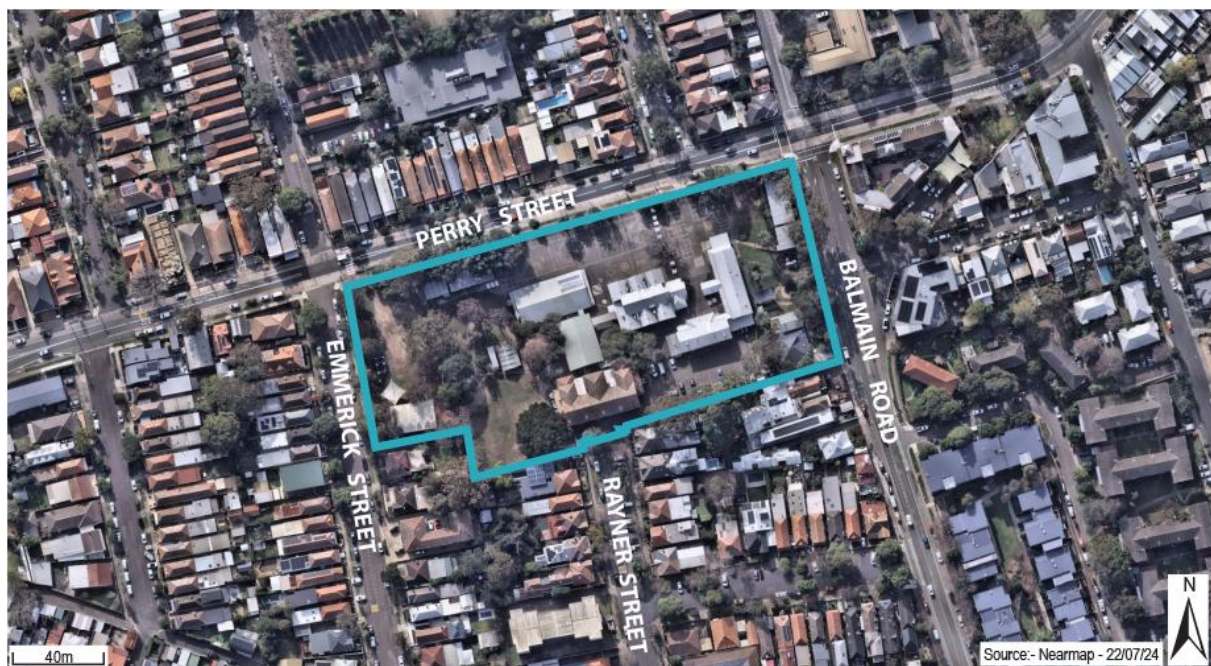


Figure 1.1 Aerial photograph of the site. (Source: Nearmap with GML overlay)

The existing hours of operation for the site includes the following:

- School: Monday to Friday (during school term), 9am to 3pm;
- Preschool: Monday to Friday (during school term), 9am to 3pm;
- OSHC: Monday to Friday (during school term), 7am to 9am and 3pm to 6pm;
- Vacation care: Monday to Friday (during school holidays), 7am to 6pm; and
- Organic markets: Saturdays, 8am to 1pm (set up from 7am, pack down to 4pm) and up to four special occasions per year not on a Saturday.

1.3 Heritage overview

OGPS is listed as a heritage item of local significance on the Department of Education's Section 170 heritage and conservation register.

This SOHI report has been prepared as a standalone document to accompany the REF for the proposed upgrades to OGPS. This report identifies the subject site's heritage context and the items in the vicinity of the subject site, and assesses the potential impacts of the proposed development on the school itself and nearby heritage items.

GML has provided heritage advice during the design development to address heritage issues and mitigate the heritage impacts of the proposed upgrades.

1.4 Methodology

This report has been prepared with reference to the following documents and guidelines:

- *Assessing Heritage Significance: Guidelines for Assessing Places and Objects Against the Heritage Council of NSW Criteria* (Assessing Heritage Significance guidelines);¹
- *Guidelines for Preparing a Statement of Heritage Impact*; ² and
- the relevant principles and guidelines of *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 2013* (the Burra Charter).³

1.4.1 Limitations

- GML has relied on the following documentation to inform the significance assessment and gradings of significance in this SOHI:
 - Heritage Assessment Report, Orange Grove Public School, 2–8 Perry Street Lilyfield NSW 2040 by Nimbus Architecture and Heritage (Revision B, November 2019);⁴
 - Orange Grove Public School, Peer Review of Heritage Assessment by GML Heritage (August 2023);⁵
 - Orange Grove Public School, Historic Cultural Landscape Heritage Assessment by GML Heritage (November 2023);⁶ and
 - [Orange Grove Primary School] Concept Design—Tree Assessment and Landscape Heritage Assessment by CAB Consulting (2023).⁷
- The Aboriginal archaeological potential of the site has been assessed in the Aboriginal Due Diligence (ADD) Report prepared by GML in 2024, which is separate from this report. Refer to the ADD report for a detailed overview of the Aboriginal archaeological potential of the site.

1.5 Authorship and acknowledgements

This report has been prepared by Patrick Atkinson (Senior Heritage Consultant), Sophie Jennings (Associate) and Andie Coulson (Heritage Consultant). Julian Siu (Principal) provided input and reviewed the report.

1.6 Endnotes

- ¹ NSW Department of Planning and Environment, *Assessing heritage significance: Guidelines for assessing places and objects against the Heritage Council of NSW criteria*, NSW Department of Planning and Environment, May 2023 (<https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Heritage/assessing-heritage-significance-guidelines-assessing-places-objects-against-criteria-230167.pdf>).
- ² NSW Department of Planning and Environment, *Guidelines for preparing a statement of heritage impact*, NSW Department of Planning and Environment, June 2023 (<https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Heritage/guidelines-for-preparing-a-statement-of-heritage-impact-230201.pdf>).
- ³ Australia ICOMOS Inc, *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance*, 2013, Australia ICOMOS Inc, Burwood, Vic, 2000.
- ⁴ Nimbus Architecture and Heritage, Heritage Assessment Report, Orange Grove Public School, 2–8 Perry Street Lilyfield NSW 2040, Revision B, November 2019, prepared for School Infrastructure NSW, Department of Education.
- ⁵ GML Heritage 2023, Orange Grove Public School, Peer Review of Heritage Assessment, August 2023, prepared for School Infrastructure NSW, Department of Education.
- ⁶ GML Heritage 2023, Orange Grove Public School, Historic Cultural Landscape Heritage Assessment, 13 November 2023, prepared for School Infrastructure NSW, Department of Education.
- ⁷ CAB Consulting 2023, [Orange Grove Public School] Concept Design—Tree Assessment and Landscape Heritage Assessment, prepared for School Infrastructure INSW, Department of Education.

2 The heritage item

2.1 Site description

2.1.1 Heritage items

OGPS at 2–8 Perry Street, Lilyfield, is listed twice on the Department of Education S170 register as a heritage item of local significance. The Department is currently reconciling the duplicate listings.

The S170 heritage listings cover three historical buildings on site, Buildings A, B and D. Landscaping and trees are not included in the listing.

A small portion of the southern edge of the school site is within the Austenham Estate Heritage Conservation Area (HCA). This section does not include any of the school buildings.

Table 2.1 Statutory listings of heritage items within the site.

Listing type	Item name and document details	Listing number
State agency's S170 heritage and conservation register	<i>Orange Grove Public School</i> Department of Education S170 register	5064537
State agency's S170 heritage and conservation register	<i>Orange Grove Public School – Buildings B00A, B00B and B00D</i> Department of Education S170 register	5067073
Local HCA	<i>Austenham Estate Heritage Conservation Area</i> Inner West Local Environmental Plan 2022 (IWLEP)	C62

Heritage items in the vicinity

There are several heritage items and an HCA in the vicinity of the site. The heritage items are mainly street trees, but a small portion of the NSW State Heritage Register (SHR) listed Callan Park is located diagonally across the street from the northeast corner of the school. Refer to Table 2.2 for details of these items.

Heritage items and HCAs that are further afield and do not have a visual connection to the school are not listed.

A map of the heritage overlay of the surrounding area is provided in Figure 2.1.

Table 2.2 Statutory listings of heritage items in the vicinity of the site.

Listing type	Item name and document details	Listing number
SHR	<i>Callan Park Conservation Area & Buildings</i>	00818
Local heritage item	<i>Street trees—avenue of Brush Box and one Brachychiton</i> (Eric Street) IWLEP	I1194
Local heritage item	<i>Street trees—row of 3 Camphor Laurels</i> (Fredbert Street) IWLEP	I1196
Local heritage item	<i>Street trees—avenue of Brush Box and 1 Brachychiton</i> (Rayner Street) IWLEP	I1205
Local HCA	<i>Austenham Estate Heritage Conservation Area</i> IWLEP	C62

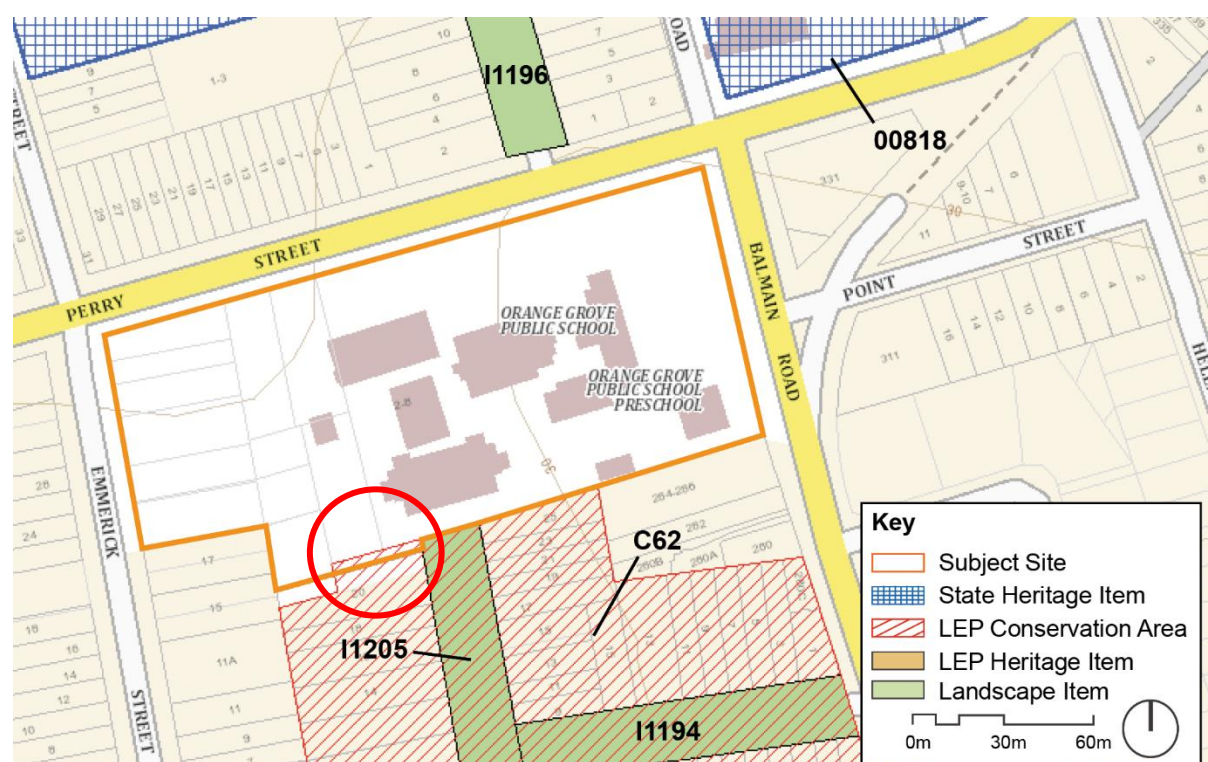


Figure 2.1 Heritage items in the vicinity of OGPS. The overlay between the school and the Austenham Estate HCA is circled in red. (Source: NSW ePlanning Portal with GML overlay 2024)

2.1.2 Site and its context

The school is on a prominent corner site at the intersection of Perry Street and Balmain Road in the residential suburb of Lilyfield.

Most surrounding buildings are single-storey residences that date from the early twentieth century. This includes the houses to the south of the school on Rayner Street, which are within the Austenham Estate HCA, the houses to the west along Emmerick Street, and north across Perry Street. To the east and northeast across Balmain Road are commercial buildings of the local neighbourhood centre and part of the former Rozelle Hospital site.

The primary entry to the school is via gates off Perry Street, with vehicular access to the carpark available from Rayner Street to the south. Entrance to the preschool, which is in the southeast corner of the site, is from Balmain Road.

The school is located towards a ridge and is largely flat, though Balmain Road slopes down from north to south.

2.2 Site summary history

The following section contains a summary timeline history of the OGPS site. It draws upon the comprehensive history in Unearthed Archaeology & Heritage's 2019 Orange Grove Public School, Perry Street Lilyfield, Historical Archaeological Assessment.¹ It is supplemented by additional research by GML.

2.2.1 Timeline

Table 2.3 Timeline history of the development of OGPS.

Date	Comment
Pre-European	The study area is located on Wangal Country.
Post-1788	European colonisation in 1788 significantly disrupted Aboriginal society, including the Wangal. Impacts for Aboriginal people included the loss of access to land, food and resources, exacerbated by the introduction of new diseases and colonial violence. Despite dramatic changes to Aboriginal lifeways, Aboriginal people have always maintained their connections with Country and culture, and continue to practise and hand down cultural knowledge today within their communities and more broadly.
1819	Land grant given to John Austen for Spring Grove.
1822	Spring Grove advertised for lease.

Date	Comment
1824	Austen sold Spring Grove Farm to Thomas Wylde Esquire; the sale was formalised in 1835.
1835	Spring Grove purchased by Captain Samuel Augustus Perry for £1,250.
1838	Evidence of multiple structures on the land grant. Renamed to Austenham and prepared for subdivision into six, then later eight large allotments, though none were sold.
1839	Re-subdivision of the remaining Austenham Estate into 43 allotments, becoming the Village of Austenham.
1840	Robert Campbell purchased Perry's 22 acres including Austenham House (partly within the study area).
1842–1844	Campbell advertised Austenham House and grounds for sale but was unsuccessful.
1846	J Frederick Castle leased Austenham House and grounds and opened a school, of which there is scant information.
1853	Austenham House was again put up for auction.
1856	Austenham House and grounds were in the possession of Walter Beames, who advertised the house for lease after Castle's school was moved to Newtown.
1865–1867	Beames defaulted on his mortgages and Austenham House was put up for sale by his mortgagees in 1867. It was purchased by Frederick Parsons for £1,500.
1875	Parsons converted the property to Torrens Title. The accompanying survey plans show the house, outbuildings, fences and a garden north of the house to Perry Street.
1880	The Austenham estate sold to John Keep, though Parsons continued to live on the estate.
1880	The <i>Public Institution Act</i> introduced changes to public education, including compulsory education for children aged 6–14. The subsequent increase in enrolments created extra demand for government schools.
March 1882	Appeal was made to the Department of Public Instruction to establish a school for 57 school-aged children in the Leichhardt locality.
July 1882	Application approved and proposed new school to be named 'Leichhardt West'. A private ladies school was opened at Austenham House, adjacent to the study area.

Date	Comment
1883	The Minister for Public Instruction resumed two acres of the grounds of Austenham for the Leichhardt West Public School. A temporary timber building was constructed.
1885	Completion of construction of an additional temporary timber-framed classroom added to the north of the 1883 building. Austenham House and gardens was offered for sale but not sold. It was offered for lease in 1887.
1889	Tree planting day attended by staff, pupils, parents and friends saw 55 trees planted along three sides of the school boundary.
1894	A new, permanent brick school building was constructed (Building D). Designed by William Edmund Kemp, it featured a long central classroom building with a north and south wing. One of the timber buildings was removed and the other was retained, repaired, repainted and white ant damage treated.
January and June 1897	Lead ridge capping on the main building was stolen, and replaced with galvanised iron.
1898	The school acquired an additional 3 roods and 24 perches from Austenham Estate to extend the school grounds.
1900–1905	John Keep subdivided Austenham Estate to form several streets with cottage allotments, conveying these progressively to local builders Herbert Rayner Steward and Frederick Henry Emmerick.
1901	An 'experimental farm' garden was established in the school grounds around its main entrance from Wharf Road (now Balmain Road).
1902	Austenham House demolished. Secondary classes offered for the first time at the school.
1904	Water pipes were laid in grounds to support the school gardens.
1908	Produce from the experimental garden was exhibited at the Royal Easter Show.
1910	Infants' Department formally opened in a new red brick building (Building B).
1912	Partitioning and enclosure of the Building D verandah to create a headmaster's office and storeroom.

Date	Comment
	Leichhardt West Public School renamed as Orange Grove Public School.
1913	Acquisition of another three lots of the Austenham Estate. Construction of an additional three classrooms to the Infants' Department (Building B).
1915	School garden abandoned and neglected, though the main entrance remained from Wharf Road (Balmain Road).
1923–1925	An additional three lots were acquired of Austenham Estate.
1927	Building D was significantly remodelled and altered. This included insertion of new windows, new ceiling vents, removal of fireplaces, relocation of partitions for a new classroom layout, new door openings and windows, infill of old doorways and windows, moving timber classroom partitions to create a new classroom layout with doors created/infilled to match, and removal of fireplaces.
1928	A new two-storey building for the Girls' Department was constructed adjacent to Rayner Street (Building A). The school remained gender-segregated at the time.
1938	Major damage sustained in Building D caused by fire, resulting in the demolition of the north wing in the following year.
1951	OGPS became co-educational, with the Girls' and Boys' Departments merged.
1957	The southern wing of Building D was altered, with a classroom removed and replaced with a brick toilet block of a smaller size.
1970–1973	Residential allotments to the east of the school were resumed for the school.
1975	New building constructed in the southeastern corner of the school.
1981	Freestanding kit library (Building C) constructed northwest of the former infants' wing (Building B).
c1986	The preschool (Building E) was constructed in the southeast of the site.
1995	Acoustic aeroplane noise treatment works were carried out to the school buildings, requiring modifications to roofs, ceilings and windows. An office room was added to the north of Building D, where the former north wing was located.
1996	Approval for the Orange Grove Markets first granted.

Date	Comment
2000–2001	The toilet block (Building G) was constructed to the northwest of Building A.
2007	The storage shed (Building I) on the southern boundary and the metal fencing around the school was constructed.
2009	The existing pitched roof COLA was built, with a covered walkway to Building B installed the following year.
2010	A pitched-roof canteen building (Building H) was constructed adjoining the western elevation of Building D's south wing.
2017–2019	The demountable buildings were installed progressively at the site, beginning with the ones on the boundary to Balmain Road.

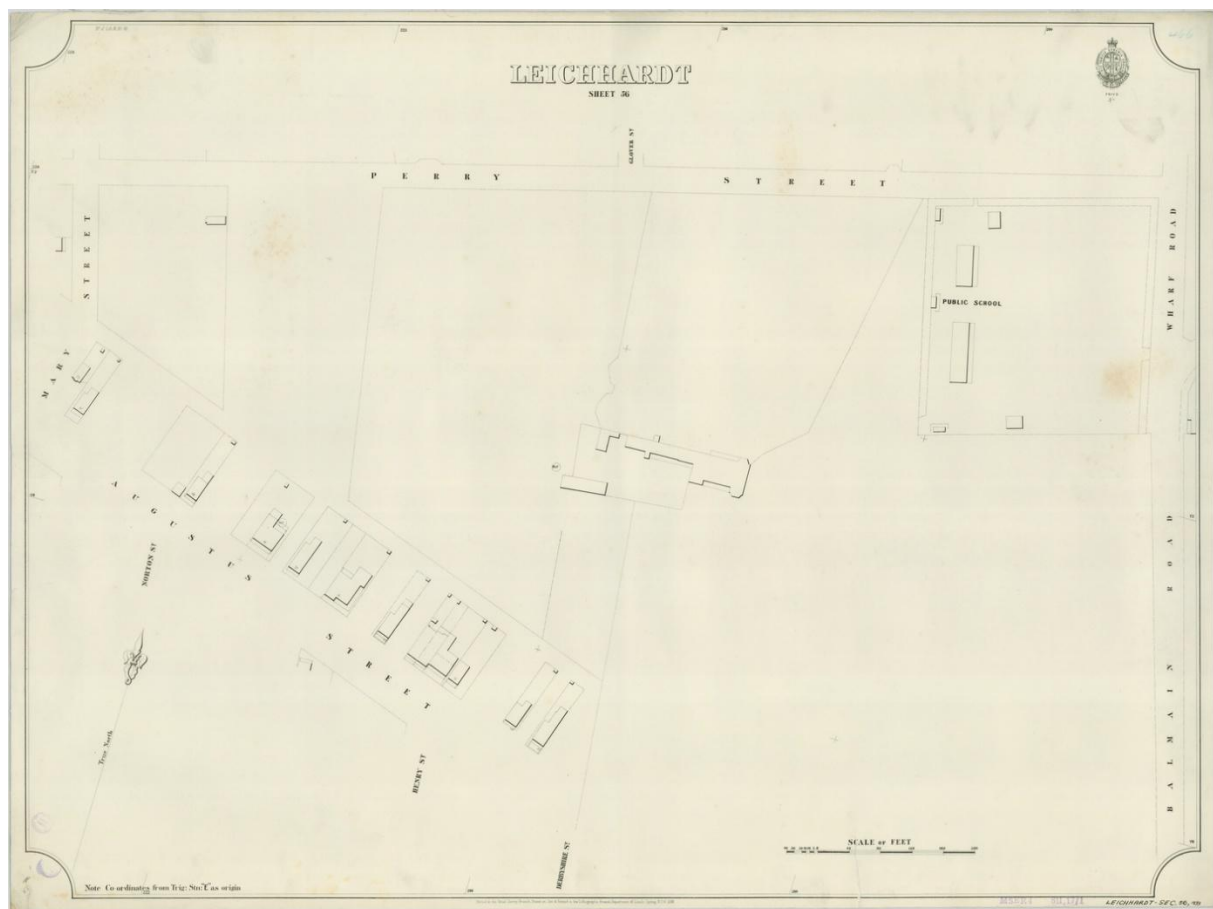


Figure 2.3 Detail Survey Leichhardt Sheet 36, printed November 1891. Shows Austenham House, buildings in adjoining streets and Leichhardt West Public School. (Source: State Library of NSW, a1367218h)

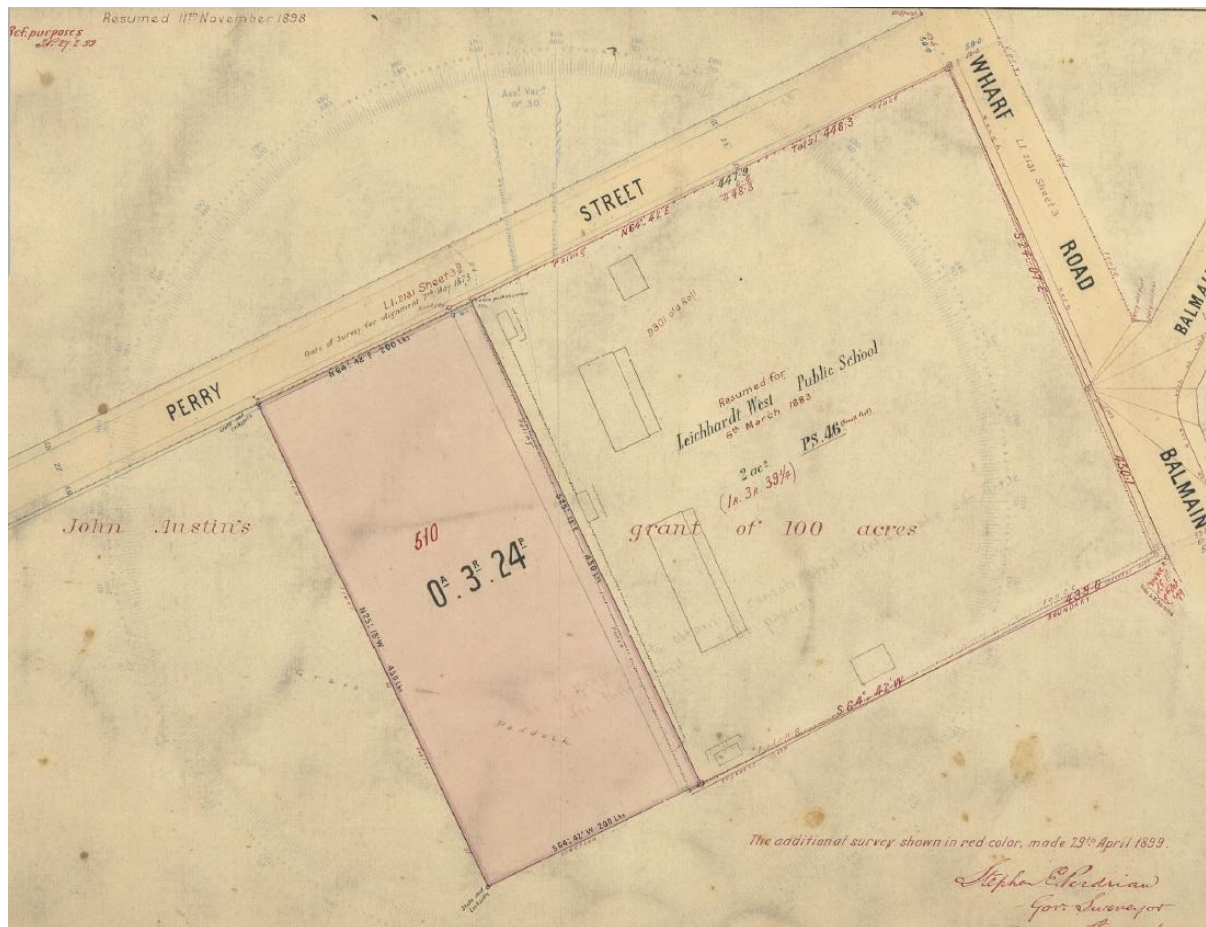


Figure 2.4 Detail of plan showing land to be resumed as an addition to the public school site at Leichhardt West. Survey completed 26 July 1898. (Source: NSW Land Registry Services, Crown Plan 1386.3000)

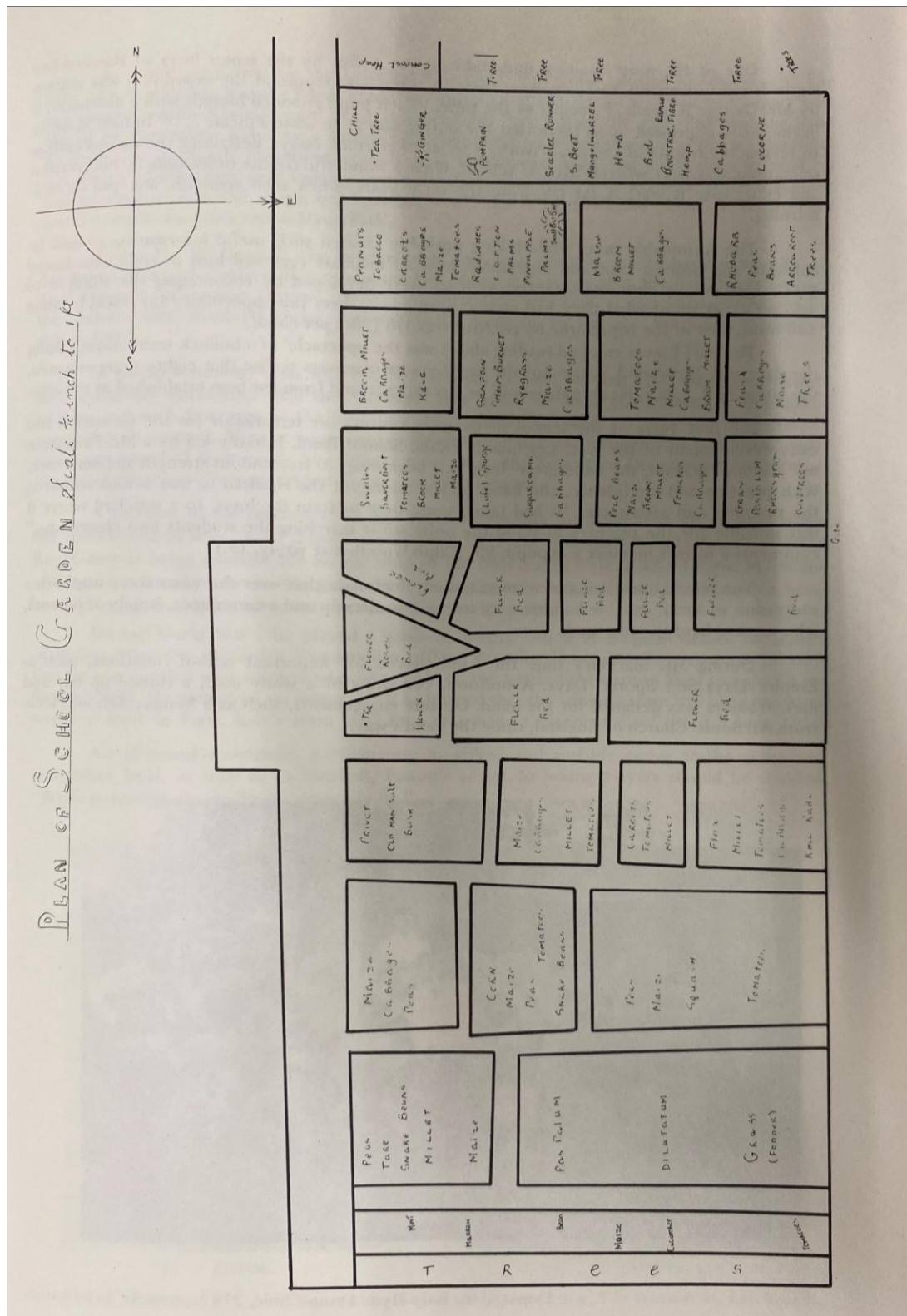


Figure 2.5 Undated, hand-drawn plan of the school garden. (Source: *Under the Old Fig Tree: A century of school days at Orange Grove Public School 1883–1983*, p 13)



Figure 2.6 A c1903 photograph of the agricultural gardens to the east of Building D. (Source: Museums of History NSW Western Sydney Records Centre, NRS-15041-1-25-[1421]-1)

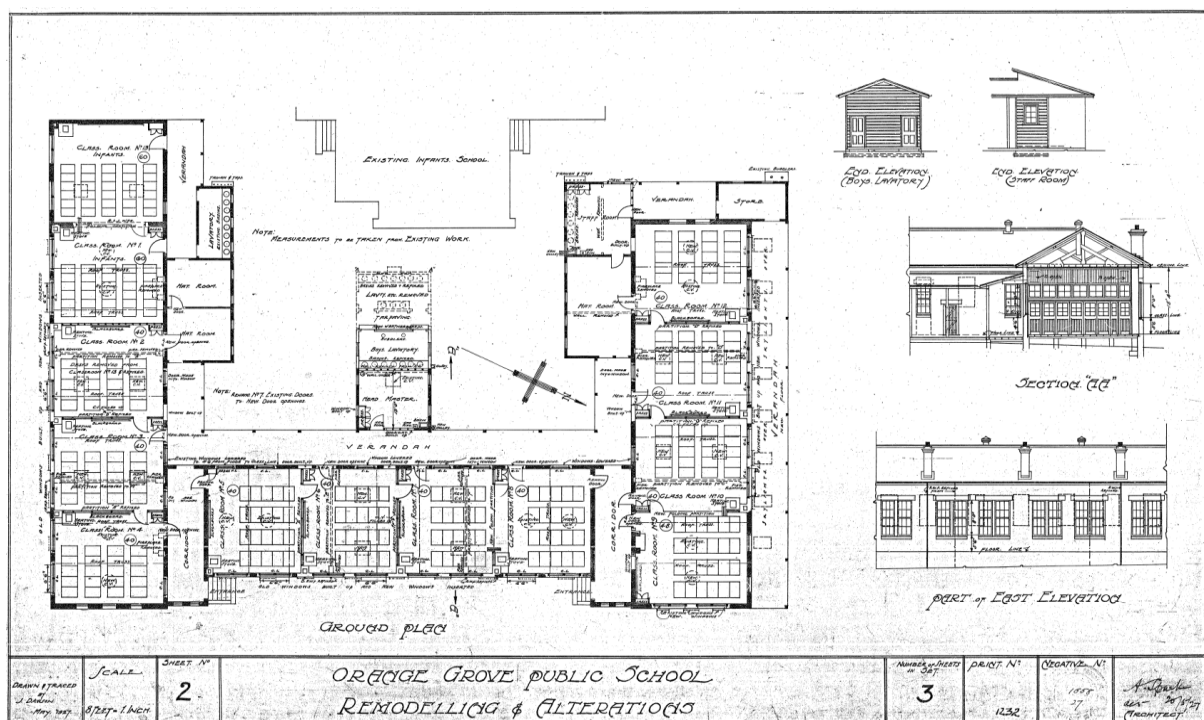


Figure 2.7 Drawing prepared for the 'Remodelling & Alterations' at OGPS, dated May 1927. (Source: NSW Public Works [SB1168-7])

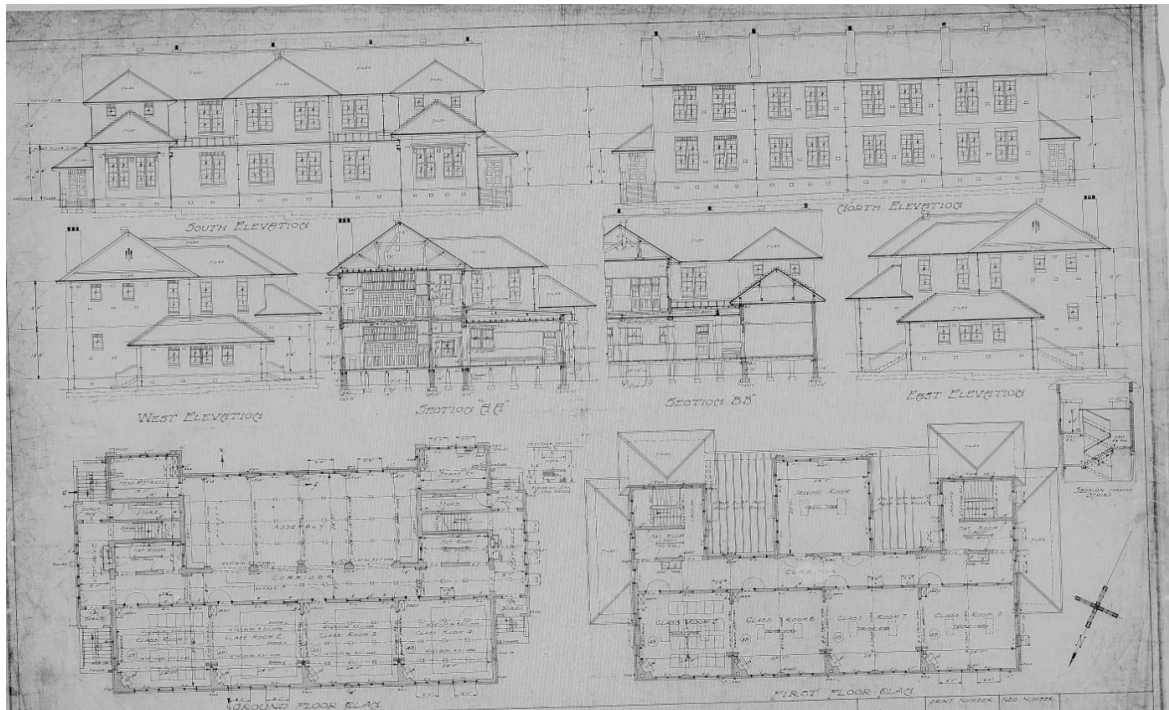


Figure 2.8 Drawing prepared for the construction of the 'New Girls School' at OGPS, dated April 1927. (Source: NSW Public Works [SB1168-6])

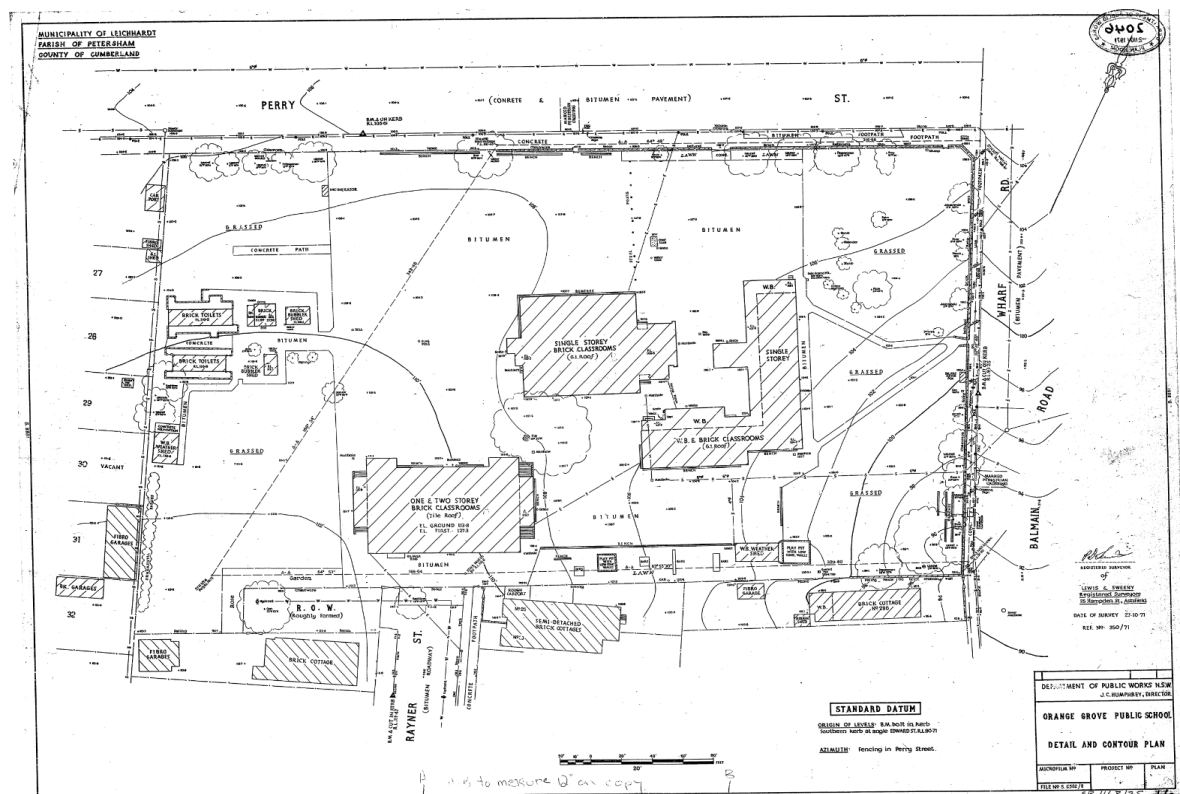


Figure 2.9 A survey plan of OGPS dated 27 October 1971. (Source: NSW Public Works [SB1168-35])



Figure 2.10 1943 aerial photograph of the OGPS study area. (Source: NSW Spatial Collaboration Portal with GML overlay, 2024)



Figure 2.11 1961 aerial photograph of the OGPS study area. (Source: NSW Spatial Collaboration Portal with GML overlay, 2024)



Figure 2.12 1978 aerial photograph of the OGPS study area. (Source: NSW Spatial Collaboration Portal with GML overlay, 2024)



Figure 2.13 1986 aerial photograph of the OGPS study area. (Source: NSW Spatial Collaboration Portal with GML overlay, 2024)



Figure 2.14 2017 aerial photograph of the OGPS study area. (Source: Nearmap with GML overlay, 2024)



Figure 2.15 2024 aerial photograph of the OGPS study area. (Source: Nearmap with GML overlay, 2024)

2.3 Physical analysis

The school is a large rectangular site in a residential context. It can be roughly divided into three between the preschool and lawn in the east, the school buildings towards the east and centre, and the open grass lawn on the west.

The evolution of the school over the past century has resulted in an assemblage of building from different eras, centred around a core of early school buildings that date from 1894 to 1928.

The buildings are described below, using their official designations. Their locations are shown in Figure 2.16.



Figure 2.16 A breakdown of the building on site, with their official designations. (Source: Nearmap 2025 with GML overlay)

2.3.1 Buildings

Building A

Building A is a two-storey interwar brick building constructed in 1928. It contains administration and staff areas, interior school hall with stage, and various classrooms, bathrooms and wet areas.

Building A demonstrates elements of the Inter-War Georgian Revival style, as applied to a functional school building. Its defining architectural elements are its symmetrical face-brick construction, the tiled hipped and gable roof form, and its evenly spaced multi-pane double-hung timber sash windows. Entry to the building is via two covered porches on its east and west sides.

Originally constructed as the Girls' Department school building when the school was gender-segregated, the building is highly intact and in good condition. There has been minor modification to its exterior, save for a ramp installed to the west porch entrance, and the services and stormwater enclosure added to the west elevation. The interior has had some modification for modern classroom equipment and acoustic window treatments.



Figure 2.17 Building A, south elevation.



Figure 2.18 Building A, east elevation.



Figure 2.19 Building A, west elevation.



Figure 2.20 Detail of the west elevation, where the new lift would be installed.



Figure 2.21 The western entrance to Building A, where the new lift and ramp would be built.



Figure 2.22 The western entrance viewed from Rayner Street.

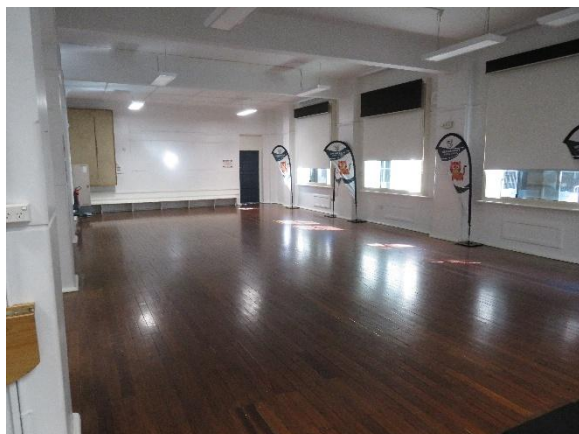


Figure 2.23 Building A's ground level hall.

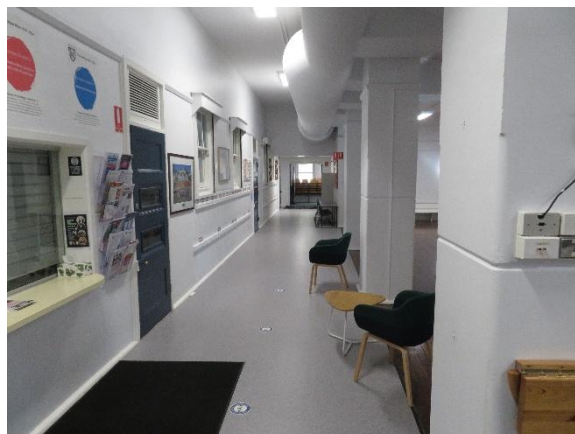


Figure 2.24 Building A's ground level hallway.



Figure 2.25 Typical example of a room in Building A.



Figure 2.26 The western entrance hall in Building A.



Figure 2.27 A ground-level bathroom, which would be upgraded for the project.



Figure 2.28 The second-level wet area, where the lift landing would be built.

Building B

Building B is a single-storey Federation-era brick building constructed in 1910 and extended in 1913. It contains a central hall with six classrooms to its north and south, staff rooms to its east, and bathrooms and storerooms to its west. Building B was built as the Infants' Department.

The exterior of the building is centred around a double-height gable roof, with groups of three single-storey projecting gable roofs to the north and south elevations, which corresponds to the classrooms. The roof is clad in corrugated iron sheeting, with new and apparently plastic gutters and downpipes. It largely retains its original external details, including double-hung timber sash windows, save for the large mural that covers the north and west elevation of the building. Windows have grilles installed to the exterior, likely to prevent balls damaging the windowpanes.

Building B is intact and contains a range of original finishes to most rooms. This includes timber board ceilings, dado to classroom walls, carved timber skirting boards, multi-pane interior doors and windows to the hall, fireplaces with marble mantelpieces, and timber sliding partitions. The central hall has a double-height timber board ceiling with vaulted timber trusses and clerestory windows.

Building B shows some condition issues, including missing or crumbling mortar and rotting timber boards to the eaves.



Figure 2.29 Building B, north elevation.



Figure 2.30 Building B, east elevation.



Figure 2.31 Building B, east and south elevation.



Figure 2.32 Building B, west elevation.



Figure 2.33 Typical example of a classroom in Building B.



Figure 2.34 Detail of the acoustic window treatments to Building B.

Building C

Building C is a single-storey brick building constructed in 1981. It contains a library and music rooms. The design of the building was a standard kit library design, and the building is typical of the era. Building C has a prominent pitched gable roof and is located northwest of Building B, at the edge of the core of buildings.



Figure 2.35 Building C, north and east elevation.



Figure 2.36 Building C in relation to Building B, with Building A in the background.

Building D

Building D is a single-storey Victorian-era brick school building constructed in 1894 and modified several times in the twentieth century. It is the earliest building on site and contains six classrooms in a central and south wing with stores, corridors and wet areas in an enclosed verandah, and toilets, a kitchenette and storage in ancillary rooms.

The central wing of Building D fronts to Balmain Road, reflecting the original entry to the school and the location of the drive and experimental farm garden. The south wing joins to the central wing to its west to form a courtyard with Building B. Between the two wings of Building D is a small toilet block from 1957. Building D was originally L-shaped, with a matching north wing, though this was demolished in 1939 after a fire. A small brick storeroom was added to the north elevation of Building D in 1995 in the location of the north wing.

Building D has a steeply pitched gable roof that is clad in corrugated iron sheeting with overhanging lined eaves and pairs of brackets. It is constructed of brick on a rusticated sandstone base, with evenly spaced multi-pane double hung timber sash windows to the façade. These windows were installed in 1927 during refurbishment works and the original keystones of the 1894 windows can still be seen in the façade. The 1927 modifications significantly changed the external appearance of the building and the layout of windows and doors.

On the west side of Building D is the skillion-roof verandah, which was enclosed with timber weatherboard walls in 1912 and has been subject to several phases of modification. The enclosed verandah forms corridors that provide entry to the building's classrooms. It has double-hung timber sash windows and timber double-doors to provide access to the building.

The interior of Building D is partly intact, with original timber bi-fold partitions, slate thresholds, bag hooks and windows in the classrooms, and a marble World War I honour roll. Windows have acoustic treatments internally.



Figure 2.37 Building D, east elevation.



Figure 2.38 Building D, north elevation.



Figure 2.39 Building D, west elevation, showing the enclosed verandah.



Figure 2.40 The courtyard between Building B and D, which has a timber-deck amphitheatre.



Figure 2.41 Building D, south wing.



Figure 2.42 Building D, showing the small toilet block between the two wings.



Figure 2.43 A corridor of Building D in the enclosed verandah.

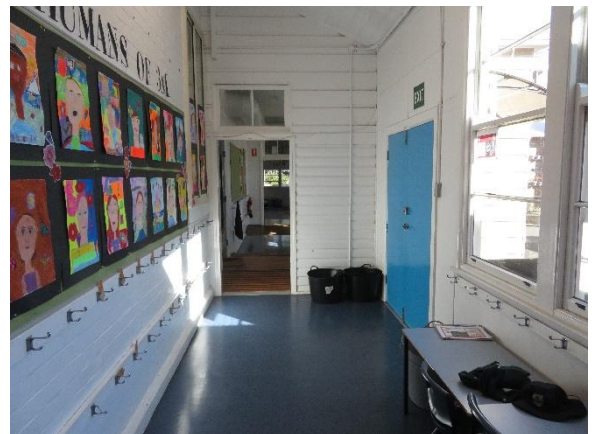


Figure 2.44 A corridor and internal wet-area room of the enclosed verandah.

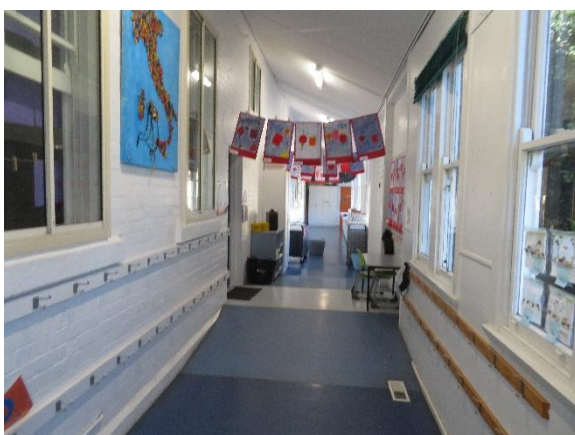


Figure 2.45 The corridor showing the internal ramping to reach the level of the classrooms.



Figure 2.46 A later partition in the northernmost classroom.



Figure 2.47 Typical example of a classroom in Building D.



Figure 2.48 Early double-hung timber sash windows of the enclosed verandah.

Other buildings

A range of ancillary buildings that support the functioning of the school are located elsewhere on the site. These buildings are modern and include:

- Building E, a c1986 single-storey preschool building located southeast of Building D that faces Balmain Road and has a separate playground from the rest of the school (Figure 2.49);
- Building G, a 2000–2001 single-storey brick amenities building constructed northwest of Building A (Figure 2.50);
- Building H, a 2010 single-storey brick canteen constructed adjoining the west elevation of Building D's south wing (Figure 2.51);
- Building I, a 2007 metal storage shed on the southern boundary of the site in the staff carpark (Figure 2.52); and
- demountables, temporary classroom buildings erected between 2017 and 2019 along the Perry Street and Balmain Road boundaries of the school (Figure 2.53 and Figure 2.54).



Figure 2.49 Building E, the preschool building.



Figure 2.50 Building G, the amenities block.



Figure 2.51 Building H, the canteen.



Figure 2.52 Building I, the storage shed.



Figure 2.53 The demountable classrooms along the Balmain Road boundary.



Figure 2.54 The demountable classrooms along the Perry Street boundary.

2.3.2 Landscape

As described earlier, the landscape of the school can be roughly divided into three: the preschool and lawn to the east; the school building in the core; and the open grass lawn to the west.

The lawn to the east is the former school gardens and is associated with the historical horticultural and agricultural teaching at the school in the early twentieth century (Figure 2.55). This area complements Building D, partly reflecting its original setting, and contains a row of mature trees to the Balmain Road boundary and within the lawn. It is partially divided by the preschool, which fences off a portion of the grassed area.

The central core of school buildings is the built-up area of the school site. The landscape in this area is mainly asphalt hardstand, which is marked for a range of activities such as netball, handball, chess and, south of Building D, for the school carpark. A large Moreton Bay Fig is in the centre between Buildings A, B and D. This is potentially a remnant of the Austenham Estate and is visible in historical aerials of the site.

The large, open grass lawn to the west is a later addition to the site, having reached its current extent in the early 1970s, and contains a range of mature trees and playground equipment. The lawn area has a high amenity value, providing large and unique green space in an otherwise urban school. It corresponds with the location of the former Austenham Estate Garden (Figure 2.55).



Figure 2.55 Annotated plan of the Austenham House gardens and school gardens site within OGPS. (Source: NSW Land Registry Services, SIX Maps, with GML overlay)

Covered Outdoor Learning Area

Between Buildings A and C in the central core of the school is a large open-sided, gable roof steel structure built in 2009 and known as the COLA. This provides covered space for outdoor learning and protection during poor weather.



Figure 2.56 The COLA between Buildings A and C.



Figure 2.57 The east lawn, where the former school gardens were located.



Figure 2.58 The open lawn area in the western side of the school.

2.3.3 Views

Key external views to OGPS are from Perry Street, which provides a largely uninterrupted view of the key built form of school. Buildings B, C and D are prominent in these views. Some secondary views are found on Balmain Road and Rayner Street to the historical buildings. Views to Building D from Balmain Road reflect the original viewpoint of the building but are now partly obscured by the demountables. Building A is still prominent at the end of Rayner Street, though it presents a sheer wall to what has always been a secondary entrance to the school.

Internally, there are a range of views across the site, though key views are to the core of historical buildings near the centre of the school site. The mural on Building B features prominently in these views, being a conspicuous and defining element. Historically views were enjoyed from many angles to the historical Buildings A, B and D, despite them forming a largely enclosed courtyard. Some of these views have been interrupted by later development, including building C, which obscured Building A when viewed from the north.



Figure 2.59 The school as viewed from across Perry Street.



Figure 2.60 The school as viewed from across Balmain Road.



Figure 2.61 The school viewed from Rayner Street.

2.3.4 Aboriginal archaeological potential

An assessment of the Aboriginal archaeological potential has been developed for OGPS within the Aboriginal Due Diligence (ADD) assessment for the proposed upgrade works (GML 2024). The following summarises the outcomes of the ADD.

The study area forms part of the traditional lands of the Wangal people, and is situated on a ridgeline landform on the GyMEA and Blacktown soil landscapes. The ADD assessment has determined that there is nil to low likelihood for Aboriginal objects to be present within the study area (Figure 2.62) on the basis that disturbance associated with prior and ongoing land use of the OGPS site has resulted in disturbance to or truncation of the A soil horizon deposits, ie those deposits on the site capable of retaining Aboriginal archaeological material. This conclusion is supported by examination of the results of geotechnical testing undertaken at two locations in the northeast of the study area, which indicate the soil profile consists of asphalt and introduced fill directly overlying B horizon soils, suggesting that the A horizon has been fully truncated in at least some areas of OGPS. Any Aboriginal objects that do remain within the study area are likely to comprise isolated artefacts that have been displaced from their original contexts. The proposed upgrade works are considered unlikely to cause harm to Aboriginal objects, and may proceed subject to caution under an Unexpected Finds Procedure (UFP).



Figure 2.62 Aboriginal archaeological sensitivity of the study area. (Source: Nearmap with GML overlay, 2024)

2.3.5 Historical archaeological potential

The historical archaeological resource of the study area relates to material remains, including features, artefact deposits and landscape evidence, that were generated during occupation and use of the study area over the past ~230 years. This section considers the study area's potential to contain historical archaeological remains based on examination of historical information related to the site's development and occupation, current site conditions and previous disturbance. The assessment of archaeological potential has been informed by the findings of previous assessments for the project including the Historical Archaeological Assessment (HAA) prepared by Unearthed Archaeology and Heritage in 2019 and the Historic Cultural Landscape Heritage Assessment (HCLHA) prepared by GML in 2023. An assessment of the significance of potential historical archaeological remains is presented in Section 0.

Prior to 1883, the study area lay within the grounds of Austenham House (Figure 2.63). The western half of the study area was identified on historical plans as a 'garden'. There is low potential for evidence of the formal garden. Landscaping and construction of existing school buildings and former housing along Emmerick Street will have likely disturbed or completely removed evidence of the garden. If present, remains of the garden could include truncated and/or fragmentary remains of garden paths, plant beds, remnant soils and plant boles.

In 1883 the eastern half of the study area became the site of the Leichhardt West Public School (Figure 2.63). By 1885 the school consisted of two timber school buildings located towards the centre of the study area flanked by weather sheds and earth closets located around the perimeter. Building D was constructed by 1894, and Building B replaced the earlier timber buildings by 1912.

There is low potential for remains of the 1883-85 timber school buildings, evidence of which could comprise brick or timber footings (ie piers or postholes) and occupation deposits. There is low to moderate potential for remains of the northern wing of the 1894 school building, which was demolished in 1939. A geotechnical investigation consisting of two boreholes within the footprint of the northern wing noted the presence of geotextile at 300mm below the ground surface, which was capped by a dark brown gravelly sand fill.² The presence of geotextile suggests that this area had been previously remediated and clean fill introduced. This action will have likely removed any deposits associated with the school building, although there is potential for building footings to survive below the geotextile. There is also a low potential for occupation or underfloor deposits associated with the 1894 brick building (Building D). There is low to moderate potential for remains of the c1927 toilet blocks to survive towards the western edge of the study area.

There is low potential for evidence of the agricultural gardens along the eastern portion of the study area (Figure 2.63). Historical photographs of the garden show that it was laid out in timber-edged beds (Figure 2.6). Documentary records also indicate that an underground watering system was added, although it is not known whether this watering system was fed by an underground cistern or above-ground water tanks. A review of aerial photographs shows that the garden beds were removed by the 1930s. This part of the study area remained undeveloped until the 1980s when the preschool building was added in the southeast corner. During the site inspection evidence of localised landscaping and earthworks was observed that will have impacted on the survival of any garden soils.

There is moderate potential for remains of early twentieth-century houses along the Emmerick Street frontage that were demolished in the 1970s when the school purchased the land.

A school history records that air raid trenches were dug in the rose gardens opposite Fredbert Street, and two linear features visible on the 1943 aerial photograph may be remains of these trenches (Figure 2.64). If the features are the air raid trenches, there is low potential for evidence of these to survive in the northeast corner of the study area.



Figure 2.63 Annotated plan of study area showing key historical features. (Source: NSW Land Registry Services, SIX Maps with GML additions)



Figure 2.64 1943 aerial photograph. The potential air raid trenches are indicated by the red arrows. (Source: NSW Spatial Services with GML overlays)

2.4 Endnotes

- ¹ Unearthed Archaeology & Heritage, 2019, Orange Grove Public School, Perry Street, Lilyfield, Historical Archaeological Assessment, report prepared for Nimbus Architecture and Heritage on behalf of the Department of Education, pp 11–37.
- ² Tetra Tech Coffey, 2024, Targeted Contamination and Geotechnical Assessment, Orange Grove Public School, Lilyfield NSW, report prepared for School Infrastructure NSW c/o RPS Group, 9 August 2024.

3 Significance assessment

3.1 Statements of significance

OGPS at 2–8 Perry Street, Lilyfield, is listed twice on the Department of Education S170 register as a heritage item of local significance. The Department is currently reconciling these duplicate listings.

Nimbus Architecture and Heritage (Nimbus) prepared a heritage assessment of the school in 2019, which was subsequently peer reviewed by GML in 2023. GML also prepared a Historic Cultural Landscape Heritage Assessment in 2023 for the Austenham House gardens and the Orange Grove Public School agricultural gardens, remnants of which are in the school.

The statement of significance from these assessments is reproduced below, with GML edits based on the peer review.

The study area is significant as part of the early nineteenth century Austenham Estate and gardens owned and developed by Deputy Surveyor General Captain Samuel Augustus Perry between 1835 and 1846.

Orange Grove Public School was resumed from 22 acres of the Austenham Estate in 1883 to provide public education to local children. The continuous development and additional building stock constructed on the site from 1883 until 1928 highlight the growth of the locality and the need for educational facilities. Since the establishment of the school, the site has been continuously used to provide education to Sydney's inner west.

Orange Grove Public School likely has social significance in the community, being a historical educational facility which has operated for over 140 years in Lilyfield.

Building D is the earliest extant building on the site and was designed by architect William Edmund Kemp, although infill and additions were completed after its 1894 construction. Building B is reflective of the next stage of construction from 1910–1913 and Building A from 1928. Despite alterations and modifications to each of the buildings, they retain their form, scale and detailing and are representative of their type. They remain intact overall and are distinct from other school buildings in the locality.

The austere aesthetic qualities of Buildings A and B reflect their periods of construction in the inter- and pre-war times, respectively. Building A reflects Inter-War Georgian Revival style aesthetic qualities and Building B displays some Arts and Crafts stylistic features. The symmetrical façade of Building A has a landmark presence when viewed from Rayner Street. The contrast of this façade with the staggered façade that faces into the schoolyard creates architectural interest. The central hall of Building B includes the technically creative use of vaulted trusses. The utilitarian characteristics of Building D are architecturally pleasing in their simplicity and symmetry.

The diversity between the architectural styles visible across Buildings A, B and D offers an understanding of the school infrastructure in New South Wales and its development between 1894 and 1928. The buildings display an institutional application of their corresponding architectural styles.¹

Additionally, a small portion of the school is within the Austenham Estate HCA. The statement of significance for this HCA states:

- [Austenham Estate is] One of a number of conservation areas that collectively illustrate the nature of Sydney's early suburbs and Leichhardt's suburban growth, particularly between 1871 and 1891, with pockets of infill up to the end of the 1930s (ie prior to World War II). This area is important for illustrating development following the 1890s Depression and was built over a very short period of time from 1901–1910.
- Demonstrates, by contrast with East Balmain or South Leichhardt, the effect of the Width of Streets and Lanes Act of 1881 on the layout of suburban subdivisions.
- Through its pattern of subdivision allowing for double and single-fronted detached and attached houses and through the scale, shape, siting and materials of its buildings, it provides a good example of a turn-of-the- century tradesmen's suburb.
- It is of streetscape value for the unity of its scale, shape, setbacks and materials as a result of having been built up over a short period of time.
- It clearly illustrates through its construction materials the ready availability of machine-made face bricks during the period of its development.²

3.2 Grading of significance

As part of its heritage assessment, Nimbus prepared comprehensive gradings of significance for the school's significant buildings, which GML broadly concurs with.³

Nimbus's gradings of significance only cover Buildings A, B and D. These buildings are the historical school buildings and are explicitly mentioned in the statement of significance.

The other buildings on site—Buildings C, E, F, G, H, I, the COLA and the demountables—were not graded as they are not considered to be of heritage significance.

3.2.1 Landscape gradings of significance

The landscaping and trees within OGPS are not included in the S170 heritage listing of OGPS, which only covers Buildings A, B and D.

Nonetheless, the Department of Education and SINSW engaged consultants to assess the significance of landscaping and trees within OGPS, the details of which are discussed below.

CAB Consulting assessment, October 2023

On 8 October 2023 the Department of Education engaged Craig Burton of CAB Consulting Pty Ltd to prepare a report assessing the significant landscape areas and items (plantings) at OGPS.⁴

In the assessment CAB Consulting links areas and extant plantings within the school grounds to several phases of historical development, assigning them a significance grading level (Figure 3.1). CAB Consulting's report concludes that areas 1 (former school gardens) and 3 (whole school grounds) and a range of trees throughout the school are of high significance.

This report did not strictly follow Heritage NSW's 'Assessing heritage significance' guidelines, though indicates the areas and trees grading as high significance would reach the threshold of local significance.

Relevant text of CAB Consulting's report is reproduced below, with edits for clarity of the gradings of significance.

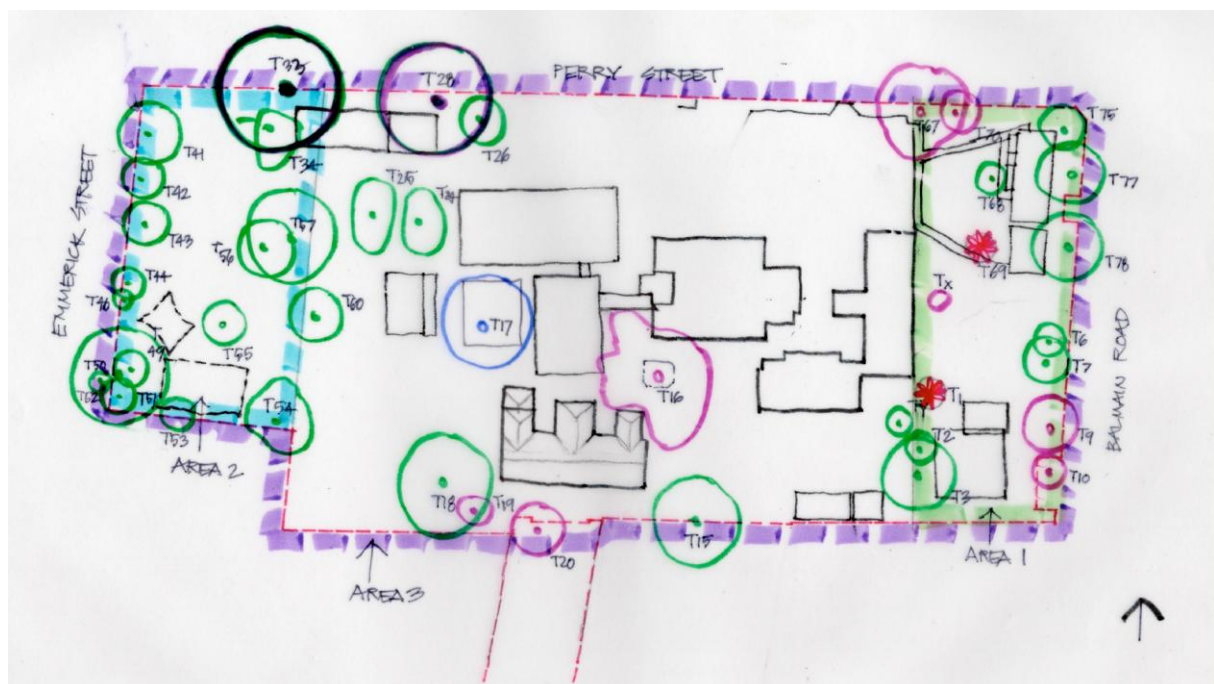


Figure 3.1 'Orangeville [sic] Public School Leichhardt Landscape Heritage Significance: Significant Areas and Items, October 2023'. (Source: CAB Consulting)

SIGNIFICANT LANDSCAPE AREAS AND ITEMS

The levels of significance are categorised as follows:

1. Exceptional
2. High
3. Moderate
4. Little
5. Intrusive

A - AREAS

AREA 1: Former School Gardens. Associated with the school teaching and learning curriculum regarding agriculture and horticulture and containing remnant fabric from different periods in the evolution of the School Gardens. **Grading of significance: 2 (High)**

AREA 2: 1971 Extension of School Grounds post 1971. Associated with the National Identity Period (1963–1979) with the use of a variety of Australian plants to create an integrated and harmonious landscape setting. **Grading of significance: 3 (Moderate)**

AREA 3: Whole School Grounds. Identity of the whole school grounds with the former Garry Owen Orangery to the east of Balmain Road together with horticultural and agricultural productions of former School Gardens and plantings within the school grounds. **Grading of significance: 2 (High)**

B. ITEMS

1 Historical association:

- T16, *Ficus macrophylla* (Moreton Bay Fig). May be associated with the former landscape setting of Austenham House. **Grading of significance: 2 (High)**
- T67, *Cinnamomum camphora* (Camphor Laurel). Associated with the early row tree planting to define the extent of the former School Gardens area. Consistent with species planted in the 1890s (Edwardian Period 1890–1910 and the Federation Period 1896–1919) and the Inter-War Period (1920–1939). **Grading of significance: 3 (Moderate)**
- Tx, *Corymbia ficifolia* (Red Flowering Gum WA). Associated with the former School Garden. **Grading of significance: 2 (High)**
- T1, T69, *Phoenix canariensis* (Canary Island Palm). Associated with the former School Garden. **Grading of significance: 2 (High)**
- T20, T75, *Lophostemon confertus* (Brush Box). Associated with the Victorian Period (1835–1889), the Inter-War Period (1920–1939) and the Modern Period (1940–1962). **Grading of significance: 2 (High)**

- T70, *Schinus aerira* (Peppercorn Tree). Associated with the Victorian Period (1835–1889) and possibly a remnant of the original tree row along Perry Street boundary to define the former School Garden. **Grading of significance: 3 (Moderate)**
- T9, T10, *Araucaria cunninghamii* (Hoop Pine). Associated with the Colonial Period (1810–1850) and the Victorian Period (1835–1889). **Grading of significance: 2 (High)**
- T19, *Pinus halepensis* (Aleppo Pine). Associated with the Victorian Period (1835–1889) and in the Inter-War Period (1920–1939) as a commemorative planting to honour the war dead (Lone Pine). **Grading of significance: 3 (Moderate)**

2 Aesthetic quality:

- T17, *Metasequoia glyptostroboides* (Dawn Redwood). Associated with the Contemporary Period (1963 to present). **Grading of significance: 3 (Moderate)**
- T18, *Ficus macrophylla* (Moreton Bay Fig). **Grading of significance: 3 (Moderate)**
- T28, *Ficus x hillii* (Hills Weeping Fig). Contributes to the streetscape of Perry Street and a good shade tree. **Grading of significance: 3 (Moderate)**
- T3, T15, T33, T56, T57, T77, T78, *Corymbia citriodora* (Lemon Scented Gum). Associated with the Federation Period (1896–1919) and the Inter-War Period (1920–1939). A large spreading tree of great scale. **Grading of significance: 2 (High)**
- T41, T42, T43, *Eucalyptus populnea* (Bimble Box). An unusual and rare planting of this species in Sydney. They are indigenous to the Western Plains of NSW. **Grading of significance: 2 (High)**
- T44, T50, T51, *Eucalyptus scoparia* (Wallangarra Gum). Associated with the National Identity Period (1963–1979). **Grading of significance: 3 (Moderate)**
- T45, T49, T52, T60 *Lophostemon confertus* (Brush Box). Associated with the Victorian Period (1835–1889), the Inter-War Period (1920–1939) and the Modern Period (1940–1962). **Grading of significance: 2 (High)**
- T24, T25, T34, T54, T55 *Eucalyptus sideroxylon* (Mugga Ironbark). Associated with the National Identity Period (1963–1979). **Grading of significance: 3 (Moderate)**
- T46, T53, T71, T72, T74 *Banksia integrifolia* (Coastal Banksia). Associated with the National Identity Period (1963–1979) and Twenty First Century Period (2000–Present). **Grading of significance: 2 (High)**
- Ty, *Banksia serrata* (Old Man Banksia). Associated with the National Identity Period (1963–1979) and Twenty First Century Period (2000–Present). **Grading of significance: 2 (High)**
- T6, T26 *Melaleuca quinquenervia* (Broad Leaved Paperbark). Associated with the National Identity Period (1963–1979) and Twenty First Century Period (2000–Present). **Grading of significance: 3 (Moderate)**

3 Locale association:

- T3, T15, T33, T56, T57, T77, T78, *Corymbia citriodora* (Lemon Scented Gum). Associated with the Federation Period (1896–1919) and the Inter-War Period (1920–1939). A large spreading tree of great scale. **Grading of significance: 2 (High)**
- T20, T75, T45, T49, T52, T60 *Lophostemon confertus* (Brush Box). Associated with the Victorian Period (1835–1889), the Inter-War Period (1920–1939) and the Modern Period (1940–1962). **Grading of significance: 2 (High)**

GML Heritage assessment, November 2023

The CAB Consulting assessment was supplemented in November 2023 by a Historic Cultural Landscape Heritage Assessment prepared by GML.⁵ This report assessed the significance of the former Austenham House gardens and the Orange Grove Public School agricultural garden in line with Heritage NSW’s ‘Assessing heritage significance’ guidelines. It was informed by the CAB Consulting assessment.

GML’s assessment identifies that the Austenham House Gardens and Orange Grove Public School agricultural garden, as identified in Figure 2.55, reach the threshold of local significance. GML’s assessment concurs with CAB Consulting’s assessment of trees, though notes there is no documentary evidence to confirm the connection of the Trees T16 (Moreton Bay Fig), T9 and T10 (Hoop Pines) with the Austenham House Garden.

Although GML’s assessment identifies elements of the OGPS landscape as having heritage significance at a local level, the heritage listing for the school only covers Buildings A, B and D.

3.3 Assessment of historical archaeological significance

While subsurface archaeological remains often form an integral component of the overall significance of a heritage place, it is necessary to assess them independently from aboveground as well as other historic elements. Assessing the heritage value of these subsurface archaeological remains is made more difficult by the fact that their extent and nature is often unknown. It becomes necessary for judgements to be made on the basis of expected or potential attributes. The following significance assessment of the potential historical archaeology is undertaken within the NSW 2009 guidelines for assessing archaeological significance.⁶

Criterion	Possible heritage value
(a) an item is important in the course, or pattern, of NSW's cultural or natural history (or the local area)	If present and relatively intact, potential archaeological remains of the Austenham House garden would be of historical significance as evidence of the early development of Lilyfield by wealthy landowners in the colonial-era. Numerous air raid shelters were constructed in public parks and school grounds across Sydney in response to the threat of the Second World War reflecting the public and government's concerns regarding potential military attack. If present, the air raid trenches are associated with the impact of the Second World War on Sydney's history and potential archaeological remains may meet this criterion at a local level.
(b) an item has a strong or special association with the life or works of a person, or group of persons, of importance in NSW's cultural or natural history (or the local area)	No special associations with individuals or groups have been identified that could be directly connected to the potential archaeological remains, which do not meet the threshold for significance under this criterion.
(c) An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW (or the local area).	The potential archaeological remains are of building types (school buildings, domestic houses) that are known from other sources and are not expected to yield evidence of technical or creative achievement or demonstrate aesthetic characteristics.
(d) An item has strong or special association with a particular community or cultural group in NSW (or the local area) for social, cultural or spiritual reasons.	No community consultation has been undertaken for this project. However, the potential archaeological remains could hold social significance for current and former staff and students at OGPS. If present and relatively intact, the potential archaeological remains could meet this criterion at a local level.

Criterion	Possible heritage value
(e) an item has potential to yield information that will contribute to an understanding of the area's cultural or natural history	If present and reasonably intact, remains of the Austenham House garden could yield information about its layout and plantings (through pollen data) that is not currently known through documentary sources and would be of local significance under this criterion. Evidence for the northern wing of Building D would likely be limited to truncated footings. As the layout of this portion of the building is known from historical plans, the archaeological remains have limited potential to provide new information on the school building and would not be considered to meet the threshold for significance under this criterion. Evidence for the agricultural gardens is likely to have been disturbed by subsequent development and landscaping of this area. As the range of plants grown by students is well documented in historical records, the potential archaeological remains have limited capacity to enhance our knowledge of the operation of this program and would not meet the threshold for significance under this criterion. Other archaeological remains associated with the school and the Emmerick Street houses are not expected to be extensive or intact with little potential to contribute new knowledge on the history of the school and would not meet the threshold for significance under this criterion.
(f) An item possesses uncommon, rare or endangered aspects of NSW's cultural or natural history (or the cultural or natural history of the local area).	The potential archaeological remains are of site types (private estate gardens, school buildings and agricultural gardens) that are known from other sites across Sydney and would not meet the threshold for significance under this criterion.
(g) An item is important in demonstrating the principal characteristics of a class of NSW's cultural or natural places; or cultural or natural environments (or the local area).	Remains of the school buildings are not expected to be highly intact and would have little potential to demonstrate the principal characteristics of the development of NSW schools in the late nineteenth and early twentieth centuries. Furthermore, there are numerous examples of extant late nineteenth-century and twentieth-century school buildings at other public schools around Sydney and potential archaeological remains are therefore not considered to be rare or uncommon in this context. Evidence of later nineteenth-century gardens and agricultural schools are known from other sites around Sydney and given the low potential for evidence of these to survive within the study area, the potential archaeological remains

Criterion	Possible heritage value
	would be unlikely to demonstrate the principal characteristics of these endeavours and are not expected to meet the threshold for significance under this criterion.

3.3.1 Statement of archaeological significance

If present, potential archaeological remains of the Austenham House gardens would be of historical and research significance at a local level. Potential archaeological remains associated with former school buildings and the agricultural gardens are not anticipated to be highly intact and would have limited potential to contribute new information on the development of public schools in Sydney and would not meet the threshold for significance. Remains of the Second World War air raid trenches may be of historical significance associated with the impact of the Second World War on Sydney's history.

Consultation would be required to determine whether the potential archaeological remains hold social value to the local community.

3.3.2 Summary

Table 3.1 presents the summary of the assessed significance of potential historical archaeological remains within the study area.

Table 3.1 Summary of potential archaeological remains and significance.

Possible archaeological remains	Potential	Significance
Austenham (House) gardens: Garden paths, plant bed, plant boles, remnant soils, paleoenvironmental evidence (ie pollens).	Low	Local, if extensive and intact
Former school buildings: 1883–85 timber school buildings, weather shed, earth closets. - Building D—structural remains of northern wing, occupation deposits below extant structure. 1927 toilet blocks.	Low to Moderate	None
Emmerick Street houses: Brick or sandstone footings, services (ceramic, metal), isolated artefacts.	Moderate	None

Possible archaeological remains	Potential	Significance
Agricultural gardens: - Plants beds, plant boles, remnant soils, paleoenvironmental evidence (ie pollens). - Pipes for watering system, cistern(s)	Low	None
Air raid trenches: Backfilled trenches, isolated artefacts.	Low	Local, if present and reasonably intact

3.4 Endnotes

- ¹ Nimbus Architecture and Heritage 2019, Heritage Assessment Report: Orange Grove Public School, 2–8 Perry Street Lilyfield, NSW 2040, revision B, November 2019, report prepared for School Infrastructure NSW, Department of Education, pp 62–63.
- ² Godden Mackay Logan 2004, Leichhardt Heritage Review Stage 2, report prepared for Leichhardt Municipal Council.
- ³ Nimbus Architecture and Heritage 2019, Heritage Assessment Report: Orange Grove Public School, 2–8 Perry Street Lilyfield, NSW 2040, revision B, November 2019, report prepared for School Infrastructure NSW, Department of Education, pp 77–91.
- ⁴ CAB Consulting 2023, [Orange Grove Public School] Concept Design—Tree Assessment and Landscape Heritage Assessment, prepared for School Infrastructure NSW, Department of Education.
- ⁵ GML Heritage 2023, Orange Grove Public School, Historic Cultural Landscape Heritage Assessment, 13 November 2023, prepared for School Infrastructure NSW, Department of Education.
- ⁶ Heritage Branch [now Heritage NSW], December 2009, *Assessing Significance for Historical Archaeological Sites and 'Relics'*, Heritage Branch of the Department of Planning, Sydney.

4 Proposed works

4.1 The proposal

The proposed activity is for upgrades to OGPS and comprises the following:

- demolition of Building C;
- removal of ancillary structures such as paths and fencing;
- removal of posts on sports courts (to be undertaken in consultation with the school);
- removal of existing assembly Covered Outdoor Learning Area (COLA) south of Building C;
- removal of portable classroom buildings;
- removal of one tree;
- construction of a three-storey building (Building J);
- construction of a COLA south of Building J;
- use of a portable building as a library during construction works; and
- associated works including stormwater drainage works, services works including installation of a substation, installation of an onsite detention tank, waste storage facilities, landscaping and fencing.

No works to buildings of heritage significance in the school are proposed in the REF, though works will occur in the vicinity of these buildings. Refer to Figure 4.1 for a site plan of the proposed upgrades.

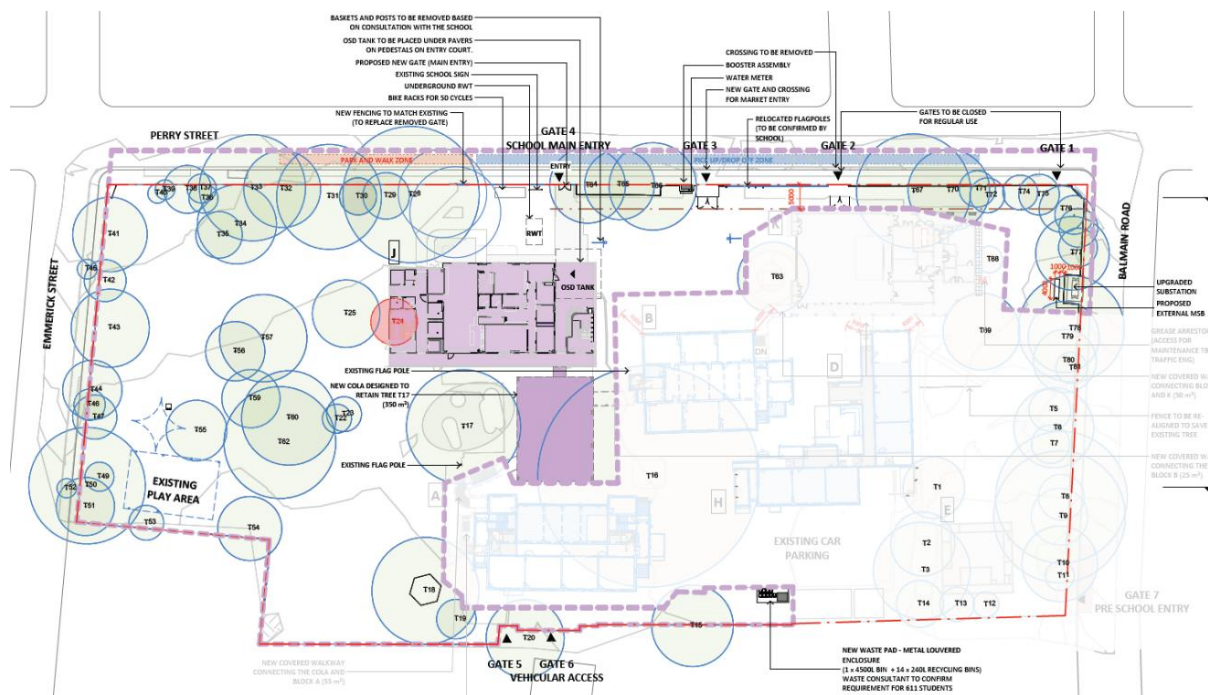


Figure 4.1 Proposed site plan of OGPS. (Source: PTW 2026)

4.1.1 Rationale

The rationale for the project provided by SINSW is below:

The key drivers for the upgrade of Orange Grove Public School are to meet the enrolment capacity from population driven demand and address asset suitability to support that capacity.

In assessing upgrade options for Orange Grove Public School, [a] do minimum scenario was assessed. This option was to allocate costs to keep the current schools 'safe and operating' as well as any additional costs associated with increased spatial density or demountable buildings for teaching spaces and core facilities essential to meet the statutory obligations.

Further assessment of this option however, resulted in economic costs to students, the NSW Government, and the broader State community largely associated with the use of learning spaces which do not align with future-focused pedagogy but also costs associated with the effects of overcrowded classrooms.

The current use of 6 demountable teaching spaces to meet increases in enrolment demand in the absence of permanent capacity has resulted in the school being unable to provide students with facilities and space necessary for collaborative teaching methods. Without intervention, the continued use of demountable teaching spaces will be less effective in delivering learning outcomes. The project will enable removal of all demountable teaching spaces and amenities. All other options, therefore, considered a mix of new buildings and refurbishment of existing buildings to meet the key project drivers.

4.1.2 Demolition of existing buildings

Proposed upgrades would require the demolition of the following buildings, which are not of heritage significance:

- Building C (1981);
- Building G (2000–2001); and
- demountables (2017–2019).

4.1.3 New building

Proposed upgrades include the construction of a new building at the school:

- Building J, a three-storey classroom and staff office building.

More detailed description of the building is provided below.

New Building J

New Building J would be built in the location of the demolished Building C, though further north closer to Perry Street. It is proposed that Building J would contain staff facilities on ground level, with eight general learning spaces and two shared learning spaces across levels 1 and 2.

Building J is proposed to be a three-storey contemporary school building approximately 12m in height (Figure 4.2). It would be a concrete and steel structure with patterned brick façades. The north elevation, which faces Perry Street, would have steel fins on the upper levels to provide protection from sunlight. On the south elevation are external balcony walkways to provide access to classrooms. These are accessed by stairs and lifts that are housed in separate structures on the east and west elevations of the new building. The east staircase structure has a carved-out section with seating to form a forecourt from Perry Street.

This area will include a Connecting With Country artwork to the east façade of the main built form to create visual interest and promote engagement with First Nations culture and history of the local area.

Despite being three storeys, Building J has been designed to closely match the height and datums of Building A to ensure that it does not dominate in the school. The new building will be screened from Perry Street by trees, which will soften the presence of the new three-storey building on this area.



Figure 4.2 Proposed Building J north and south elevation. (Source: PTW 2024)

4.1.4 Landscape

Proposed upgrades include the following landscape works:

- tree removal (T24);
- fencing works, including modifying the arrangement of school gates on Perry Street;
- demolition and replacement of the COLA between Buildings A, B and the new Building J. The upgraded COLA will have a contemporary curved structural beam design. The pitch of the roof would be lower than the existing COLA, with skylights for sunlight;
- installation of a covered walkway between Building J and the COLA;
- associated works including stormwater drainage works, services works including installation of a substation, installation of an onsite detention tank, waste storage facilities, landscaping and fencing; and
- an outdoor staff area on the northern elevation of Building J.

4.1.5 Documentation

This report has assessed the potential impact of the proposed upgrades on OGPS and on items in the vicinity of the site based on the following documentation:

- PTW Architects—Orange Grove Public School Upgrade, REF Submission Design, Architectural drawings, 25 October 2025; and
- PTW Architects—Orange Grove Public School Upgrade, REF Submission Design, Landscape drawings, 25 October 2025.

4.2 Background

4.2.1 Pre-lodgement consultation

The design team has engaged in substantial amounts of consultation with the community and school stakeholders prior to the preparation of the REF. This includes a master planning process, which has influenced the design.

This master planning process related to an upgrade of the whole school, and not just the upgrades proposed in this REF.

Details of this consultation can be found in the Social Impact Assessment Report, prepared by Urbis for the upgrade.

A pre-DA meeting with Inner West Council (IWC) was also held in May 2022 for the project. IWC provided a range of heritage and design feedback, including:

- Setbacks of new buildings should align with the existing Building C setback.
- The roof forms of new buildings should be gable form.
- The north elevation of Building J should have a skillion roof verandah.
- New building façades should delineate between storeys and bays and elements should align with the architectural details of adjacent buildings.
- New building façades should avoid blank or unarticulated side or rear elevations.
- Large expanses of glass are to be avoided and masonry/solid elements should be dominant rather than glazing.
- A Heritage Impact Statement, streetscape elevations and materials palette should be provided with any application.

The materiality of the buildings should be complementary to the surrounding streetscape, be brick or masonry, and use light, warm, earthy tones.

4.2.2 Previous advice by GML

PTW engaged GML to provide heritage advice on the design of the upgrades to OGPS from July 2024 onwards to ensure that the development responded to the heritage values of the school. By this time, the design of the upgrades had been through several iterations based on community and stakeholder feedback (discussed in Section 4.2.3 below) which defined the preferred locations of buildings. GML provided iterative review and advice on the concept designs to mitigate their heritage impacts within this framework.

Heritage input into the design occurred via emails and meetings in late 2024. GML's advice related to the concept designs of an upgrade to the whole school, and was not just limited to the upgrades proposed in this REF.

Written advice was provided regarding proposed works to Building A, B and D and another building, which are not part of the proposed scope for this REF.

Heritage review of the scale, materiality and design of Building J and the new COLA was primarily through two meetings with PTW held in August and October 2024. GML's heritage advice to PTW regarding the was:

- reducing the size of the structural beams of the new COLA and adoption of a design language to better match the design of Building A;
- minimising the size of the covered walkways' structural members to reduce the bulk of the structures and rearranging their location to sympathetically match the architectural features of the heritage buildings. For example, avoiding support beams in front of windows;
- softening the visual impact of Building J through new tree plantings and retention of mature trees along the Perry Street boundary of the school;
- ensuring datums of Building J corresponded with Building A, and the prominence of Building A was not reduced by ensuring it remained the tallest building at the school; and
- reiterating that sympathetic materials should be used on Building J to compliment the significant buildings of OGPS.

These recommendations were addressed and are reflected in PTW's final scheme.

GML did not provide recommendations for significant design changes to Building J in these meetings, acknowledging the following:

- Its size and location was established through a masterplanning process and in consultation with the community and stakeholders, prior to our engagement.
- It was not felt that changes to the design would mitigate impacts related to the building's size and location.

4.2.3 Considerations of alternatives

Feedback from the community and stakeholder consultation has guided the development of the design, which has gone through three design options to reach its current form. Selection of the preferred design was largely a result of considerations other than heritage.

A summary of earlier designs and the reasons they were discounted is provided below. For a detailed discussion of the alternatives considered and how stakeholder and community input informed design development refer to Section 3.2 and 5.1 of the REF report.¹

Design option 1—2022 design



Figure 4.3 Design option 1—the 2022 design. (Source: PTW)

Design option 1 proposed new buildings in the open lawn areas in the west of the school with minimal changes to the existing heritage buildings except for accessibility upgrades.

This option preserved existing views to Buildings A, B and D from the north and east, only affecting views from the west. However, it required the removal of several mature trees and would have involved construction within the area of the former Austenham House Gardens, assessed as having a low potential for archaeological resources of local significance, if extensive and intact.

Design option 1 was relatively low heritage impact, though was discounted due to significant community objections to the loss of the open lawn areas in the west of the school and the loss of trees.

Design option 2—2023 design



Figure 4.4 Design option 2—the 2023 design (Source: PTW)

In response to community and stakeholder feedback, the design of the upgrade was changed to remove one of the buildings in the open lawn areas in the west of the school. This option proposed to upgrade Building A and D for classrooms and Building B for a library and classrooms. Notably, it proposed a lift to Building A and substantial additions to Building D. Building J was introduced, but in a reduced size as it was for classrooms only.

Design option 2 had greater heritage impacts than design option 1, involving significant intervention into the fabric of Building D and view impacts due from the north due to the new buildings.

Design option 2 was discounted as it did not fully address community and stakeholder feedback to maintain the open lawn areas of the school and the preserve trees.

Design option 3—2024 design (preferred)



Figure 4.5 Design option 3—the 2024 design, which is the preferred option (Source: PTW)

Design option 3, the preferred option, was developed to fully respond to community and stakeholder feedback to retain the open lawn areas and trees. This option was also informed by further investigation into the landscape and heritage values of the site which saw a reduction in amount of works proposed to the heritage buildings.

In this option, new buildings would be built in the central area of the school near to the Perry Street boundary. Building J was redesigned to be three storeys to accommodate the extra capacity required by the school.

Building A and D would be upgraded for classrooms, while Building B would be adapted for a library.

This option proposed substantially less intervention into the fabric of Building D compared to design option 2, extending to the removal of later intrusive additions. Modifications to Building A and D remained much the same as design option 2.

While more impactful than design option 1, design option 3 was chosen as the preferred option as it addresses significant community feedback while reducing direct heritage impacts. It also proposed the removal of intrusive additions to Building D. This came at the expense of introducing new large buildings in areas which would have a visual impact.

4.3 Endnotes

- ¹ DFP Planning 2026, *Review of Environmental Factors: Orange Grove Public School upgrade*, prepared for NSW Department of Education, 26 February 2026. pp 42-44, 57-59.

5 Heritage impact assessment

5.1 Introduction

Table 5.1 defines the terminology used in this report when assessing the heritage impacts of the proposed design.

Table 5.1 Heritage impact rating definitions.

Rating	Definition
Major adverse	Actions that would have a severe, long-term and possibly irreversible impact on the heritage item. Actions in this category would include partial or complete demolition of a heritage item or addition of a new structure in its vicinity that destroys the visual setting of the item. These actions cannot be fully mitigated.
Moderate adverse	Actions that would have an adverse impact on a heritage item. Actions in this category would include removal of an important aspect of a heritage item's setting or temporary removal of significant elements or fabric. The impact of these actions could be reduced through appropriate mitigation measures.
Minor adverse	Actions that would have a minor adverse impact on a heritage item. This may be the result of the action affecting only a distant/small part of the setting of a heritage place. The action may also be temporary and/or reversible.
Neutral	Actions that would have no heritage impact.
Minor positive	Actions that would bring a minor benefit to a heritage item, such as an improvement in the item's visual setting.
Moderate positive	Actions that would bring a moderate benefit to a heritage item, such as removal of intrusive elements or fabric, or a substantial improvement to the item's visual setting.
Major positive	Actions that would bring a major benefit to a heritage item, such as reconstruction of significant fabric, removal of substantial intrusive elements/fabric or reinstatement of an item's visual setting or curtilage.

5.2 Matters for consideration

The *Guidelines for preparing a Statement of Heritage Impact* (2023) outline matters for consideration when assessing the heritage impact of a proposal.

The impact of the proposal against the matters for consideration is discussed in the subsections below.

5.2.1 Fabric and spatial arrangements

The proposed works would not result in any impacts to the fabric or spatial arrangements of Building A, B and D.

5.2.2 Setting, views and vistas

Construction of the proposed Building J would have an adverse impact on the views and vistas to the historical school buildings from Perry Street. Refer to Figure 5.1 for a visualisation of the school from Emmerick Street and Figure 5.2 for Perry Street.

Building J would screen views to Building D from the west along Perry Street. This would remove view lines that have been available since the construction of Building B in 1910 and Building D in 1894. However, in general, views to Building B from Perry Street would be maintained, including the landmark north elevation with its mural. Removal of the demountables would also improve the visibility of Building D from Balmain Road.

Building A is presently partly obscured when viewed from Perry Street due to Building C. Building J would exacerbate this effect due to its additional height, though the distance of Building A from Perry Street helps to alleviate some of this impact.

The loss of these views would affect the setting of Building A, B and D and obscure the original arrangement of the school when viewed from Perry Street. However, it would not affect their distinct character, form, scale, detailing and representativeness school buildings from 1894 to 1928, for which they are significant.

The visual impacts arise from the height of Building J, and are not due to other proposed works. This includes the introduction of a new COLA, which is replacing an existing structure with a slimmer structure.

Efforts to alleviate this impact has been integrated into the design. For example, Building J has been designed to respond to the height of Building A to ensure it does not dominate the whole site. Owing to the topography of the site, Building A would remain the tallest structure on the site. Glimpse views through Building J to Building A have also been enabled by separating the stairwells from the main structure of Building J.

Materials such as brick have been used in the design of Building J to reflect the materiality of the heritage Buildings A, B and D.

Overall, the new building J would have a **moderate adverse impact** on the setting, views and vistas of the school, resulting in the permanent loss of some significant views due to the size and location of the building. The construction of the new COLA would not result in any additional impact.

This impact could be reduced to a minor impact through mitigation measures that ensure glimpse views to Building A through Building J are maximised, sympathetic materials and colours are adopted on Building J, and heritage interpretation is provided. Increasing the visual permeability of Building J would increase the amount of views available to Building A from Perry Street, enabling its significant design to continue to be understood from this angle. Sympathetic materials and colours would also reduce the prominence of Building J in the site, allowing the focus to remain on the historical buildings. Heritage interpretation would also provide the public the opportunity to learn about the history of the school and its heritage significance, ensuring the significance of the school is understood and appreciated.

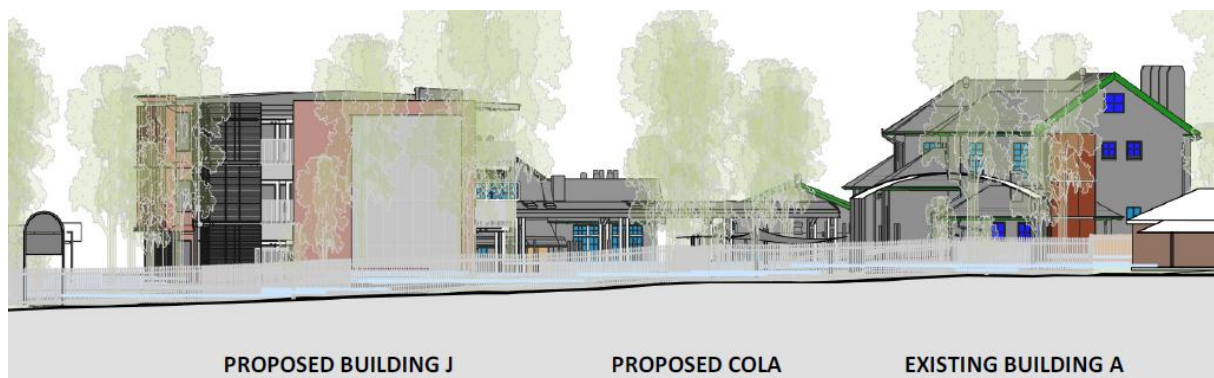


Figure 5.1 Street elevation from Emmerick Street. (Source: PTW 2024)



Figure 5.2 Street elevation from Perry Street. (Source: PTW 2024)

5.2.3 Landscape

Landscape works to the fencing, garden beds and landscaping would largely affect fabric of little or no significance. This would result in minimal modifications to the setting of the heritage buildings at the site and would not affect landscape elements of heritage significance.

Tree removal would result in the loss of one Mugga Ironbark tree, which was assessed by CAB Consulting as being of moderate significance (T24) (refer to Section 3.2.1).

The removal of this tree is necessary to construct the new Building J on the northern side of the school. This tree dates from the 1970s or later and contribute to the amenity of the landscape. Its removal would result in a minor loss of this layer of landscape at OGPS. However, this does not relate to the primary era of significant development at the school, nor would it affect the heritage values of OGPS as listed on the S170 register, which relate to Buildings A, B and D . It would not undermine the significance of the landscape. Nonetheless, its removal would have a minor adverse impact.

Replacement of the COLA between Buildings A, B and J would result in a minimal change to the landscape as the built form of the existing COLA would largely be replicated, with some improvements to the design. This would have a neutral impact.

Removal of the demountables would restore the historical open character of the landscape on the north and east boundaries of the school. This would have a minor positive benefit.

Overall, GML assesses that the upgrades would have a **minor adverse impact** on the landscape of OGPS.

5.2.4 Use

The proposal would not change the use of the school. The historic and continuing primary school/educational use of the site is maintained and integral to its heritage value.

5.2.5 Demolition

Demolition of Building C, Building G and the demountables would have a neutral heritage impact, as these buildings are not considered significant.

5.2.6 Curtilage

The proposal would not affect the curtilage of the school.

5.2.7 Movable heritage

The proposal would not impact movable heritage as none was identified at the school.

5.2.8 Aboriginal cultural heritage

The school does not have Aboriginal cultural heritage values identified as part of the heritage listings of the site.

GML has prepared a separate Aboriginal Due Diligence (ADD) report to identify the potential for Aboriginal objects to be present at the school. Refer to the ADD document for discussions of the potential for impacts on Aboriginal cultural heritage.

In summary, the proposed upgrade works are considered unlikely to cause harm to Aboriginal objects, and may proceed subject to caution under a UFP.

5.2.9 Historical archaeology

The study area has low potential for archaeological evidence of the former Austenham House gardens and World War II air raid trenches.

Demolition of Building C, Building G and the demountable buildings in the northwest of the study area may have an impact on archaeological evidence of the former Austenham gardens where these works involve ground disturbing activities.

Construction of Building J including excavation for foundations, services, lifts and other ground disturbance would remove any archaeological evidence of the former Austenham gardens within the building footprint.

5.2.10 Natural heritage

The proposal would not impact natural heritage values as there are none identified in or near the school.

5.2.11 Conservation areas

A small area of the school is within the Austenham Estate HCA, on its southern boundary to the west of Building A.

The only works proposed in this area is the removal of a small ancillary structure of no heritage significance. There is potential for the proposed Building J to be visible from the HCA, primarily from the west side of Rayner Street. However, the works would not impact the pattern of subdivision or the unity, scale, setback and materials of the Austenham Estate HCA, being located at the edge of the HCA and some distance away.

The proposed works would therefore have a neutral heritage impact to the Austenham Estate HCA.

5.2.12 Cumulative impacts

The proposed upgrades would contribute to the cumulative loss of significant views at OGPS. However, it would ensure the ongoing viability of the school into the future.

The design has been carefully considered to minimise heritage impacts where possible, contributing to a sensitively designed upgrade that balances the need to deliver new school infrastructure with conservation.

The heritage significance of the school is partly derived from the diversity of architectural styles in the buildings. This emerged from the continuous development of the school from 1883 to 1928 in response to growth in demand for education in the locality.

The proposed upgrades are compatible with this element of the school's significance, representing another era of development in response to increasing demand.

The contemporary design of the new building and COLA similarly reflects a truthful expression of this era of development, just as Buildings A, B and D were when they were constructed.

5.2.13 Other heritage items in the vicinity

The impacts of the proposal on the views, vistas and setting of heritage items in the vicinity are discussed in Table 5.2 below.

Table 5.2 Impacts on the views, vistas and setting of heritage items in the vicinity of OGPS.

Heritage item	Listing details	Heritage impact assessment
Callan Park Conservation Area & Buildings	SHR 00818	Neutral Works would result in minimal modification to the setting of the Callan Park Conservation Area.
Street trees—avenue of Brush Box and one Brachychiton (Eric Street)	IWLEP I1194	Neutral The upgrades would not affect the trees or their future viability and would result in minimal changes to their setting.
Street trees—row of 3 Camphor Laurels (Fredbert Street)	IWLEP I1196	Neutral As above.
Street trees—avenue of Brush Box and 1 Brachychiton (Rayner Street)	IWLEP I1205	Neutral As above.

5.2.14 Commonwealth/National Heritage significance

The proposal does not impact a place listed on the Commonwealth Heritage List or National Heritage List.

5.2.15 World Heritage significance

The proposal does not impact a World Heritage property.

6 Mitigation measures

Mitigation measures are recommended below. If implemented in the project, they would assist in mitigating the impacts of the proposed works.

Table 6.1 Heritage mitigation measures.

Mitigation number/name	When is the mitigation measure to be complied with?	Mitigation measure	Reason for mitigation measure
HMM1—Archival recording	Prior to construction	An archival recording of OGPS should be undertaken prior to the commencement of works for the whole of the project (covering the REF and DA scope). The recording should be conducted in accordance with the appropriate Heritage NSW guidelines for archival recordings.	Enable future research and conservation of the school.
HMM2—Building J	During detailed design	Ensure glimpse views to Building A through the walkways between the stairwells and main structure of Building J are maximised by using lightweight balustrades and increasing the width of the gap. This will increase the permeability of the building and reduce its visual impact.	To mitigate the visual impact of Building J.
HMM3—Building J Mural	During detailed design/construction	Ensure the future mural has a minimal visual impact by adopting a sympathetic or complimentary palette to Building A, B and D.	To minimise visual impacts
HMM4—Heritage interpretation	During detailed design/construction	To mitigate the impact of Building J, provide heritage interpretation along the Perry Street boundary which interprets the history of the school and identifies the significance of Building A, B and D.	To mitigate the visual impact of Building J.

Mitigation number/name	When is the mitigation measure to be complied with?	Mitigation measure	Reason for mitigation measure
HMM5—Heritage Advice	During construction	A suitably qualified and experienced heritage expert should provide ongoing heritage advice during the construction phase of the upgrades to OGPS with the aim of reducing heritage impacts.	To minimise heritage impacts during construction and provide heritage input for potential design changes.
HMM6—Unexpected archaeological relics	During construction	If any unexpected archaeological relic (or potential relic) of heritage significance is discovered during any construction work, all work in the vicinity must cease and the area must be appropriately protected. Materials should not be removed from the ground wherever possible. The DoE Heritage Team is to be notified, and an archaeologist engaged to undertake a site inspection to ascertain whether the finds are significant relics. Construction works cannot recommence in that area until advised by the archaeologist, in consultation with DoE's Heritage Team. Should significant relics be identified, external approvals to impact the relics may be required.	Protection of archaeology
HMM7—Unexpected Aboriginal Heritage	During construction	If any unexpected Aboriginal object/s, site/s or place/s (or potential Aboriginal objects, site or places) are discovered during any construction work, all works in the vicinity must cease and the area must be appropriately protected.	Protection of Aboriginal Cultural Heritage

Mitigation number/name	When is the mitigation measure to be complied with?	Mitigation measure	Reason for mitigation measure
		The DoE Heritage Team is to be notified, and an archaeologist engaged to undertake a site inspection to assess the find in consultation with the Registered Aboriginal Parties (RAPs). Following the on-site assessment, the archaeologist and RAPs (if they attended the site) are to advise on whether further management, mitigation or approvals are required in consultation with DoE's Heritage Team. Should Aboriginal objects be identified, these are to be registered in the Aboriginal Heritage Information Management System (AHIMS). Impact to Aboriginal heritage sites would only proceed under an Aboriginal Heritage Impact Permit (AHIP).	
HMM8—Human Remains	During construction	If human remains are identified, work must cease and the area around where the remains are found must be protected from all disturbance. Finds are not to be displaced from the location where they are found. If human skeletal material less than 100 years old is discovered, the NSW Police are to be contacted in accordance with the <i>Coroners Act</i> 2009. The DoE Heritage Team is to be notified, and a specialist archaeologist engaged to assess the find. Aboriginal burials (older than 100 years) are protected under the <i>National Parks and Wildlife Act</i> 1974 and should not be disturbed.	Protection of Aboriginal Cultural Heritage/ protection of archaeology

Mitigation number/name	When is the mitigation measure to be complied with?	Mitigation measure	Reason for mitigation measure
		Should the skeletal material prove to be archaeological Aboriginal remains, Heritage NSW and the Local Aboriginal Land Council must be notified. Notification should also be made to the Commonwealth Minister for the Environment, under the provisions of the <i>Aboriginal and Torres Strait Islander Heritage Protection Act 1984</i> .	

7 Evaluation of environmental impacts

This report has identified the potential heritage impacts of the proposed upgrades on OGPS and heritage items in the vicinity. Based on the findings of the report, the following conclusions are made:

- The proposed upgrades would have a moderate adverse impact on the overall setting, views and vistas at the school because proposed Building J would screen Buildings A and B from Perry Street, resulting in the loss of historical views of these buildings.
- The proposed upgrades would have a minor adverse heritage impact on the landscape of the school due to removal of a tree of moderate significance.
- The proposed upgrades would have no impact on the Austenham Estate HCA.
- The proposed upgrades would have no heritage impact on other nearby heritage items and conservation areas due to the substantial distance between the primary areas of impact and these items.
- The study area has low potential for locally significant historical archaeological remains of Austenham House gardens and World War II air raid trenches. Demolition of existing buildings and construction of Building J and landscaping may have an impact on these remains.
- Based on the assessed low potential for historical archaeological remains, the unexpected archaeological relics identified in the mitigation measures in Section 6 is sufficient to manage archaeology as part of the works.
- The heritage impacts of the proposed upgrades are partially mitigated by the sensitive design of the new built forms near significant buildings.
- Further mitigation of heritage impacts can be achieved through implementation of the additional mitigation measures in Section 6. If implemented, the level of adverse impact to the setting, views and vistas of the school would be reduced from moderate to minor, as less historical views would be lost, the new building would sit more harmoniously in the site, and the significance of the school would be better understood.