

THE FORMER PORT KEMBLA SCHOOL

114-126 MILITARY ROAD,
PORT KEMBLA NSW

HERITAGE INTERPRETATION MANAGEMENT STRATEGY



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Prepared for:

MMJ Real Estate

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Frontispiece Children in the playground and Port Kembla Primary School 1982 with the Copper Smelter Chimney beyond

Source: Wollongong City Library P23692 (Fairfax Collection)

1.0 INTRODUCTION

1.1 THE BRIEF

The following report has been prepared to provide a Heritage Interpretation Management Strategy in connection with the proposed redevelopment of the former Port Kembla Public School at 114-126 Military Road, Port Kembla, NSW. The report has been prepared on behalf of MMJ Real Estate.

The former school buildings have been demolished and are to be redeveloped for a medium density, residential or mixed use development.

1.2 BACKGROUND

A Planning Proposal for the redevelopment of the site has been considered by Wollongong City Council. Note 4 of Council's business paper for the proposal dated 10th May 2021 required:

4. The applicant prepare a Heritage Interpretation Management Strategy which is to comprise of the following and will inform the design guidelines of the site, and which is to be exhibited with the draft Planning Proposal –

I Key views and site lines into and out of the site;

II Historic built form locations and building siting, access points etc;

III Social History of the site and the significance of past debates over conflicts with adjacent industrial development and the school and school activism in this space which eventually led to the relocation of the school;

IV The role of the school in providing education to the local Aboriginal community;

V Appropriate means for providing on site interpretation and recognition of historic significance of the site; and

VI Consideration of any special Aboriginal Cultural Significance, and/or archaeological significance attached to the site.

This Strategy has been prepared in response to the Condition. The Interpretation Plan has been the subject of comment from Wollongong City Council and the report has been revised to address the comments.

1.3 LIMITATIONS AND TERMS

The terms *fabric, conservation, maintenance, preservation, restoration, reconstruction, adaptation, compatible use and cultural significance* used in this report are as defined in the Australia ICOMOS Burra Charter.

Further research was carried out for this report.

1.4 OTHER REPORTS

A Historical Heritage Assessment has been prepared the place:

Biosis, *Lot 1 Military Road, Port Kembla, Historical Heritage Assessment*, dated March 2018 (HHA)

An urban Design Analysis has prepared for the site:

Studio GL, *Former Port Kembla Primary School Site, Urban Design Analysis Report*, updated December 2021 (UDR)

The Design Analysis has been updated to reflect the recommendations in this report.

1.5 METHODOLOGY

This report was prepared in accordance with the NSW Heritage Office *Interpreting Heritage Places and items Guidelines* (2005) and the guidelines in the *Heritage Information Series Heritage Interpretation Policy* (2005).

The philosophy adopted is that guided by the Australia ICOMOS Burra Charter 2013.

1.6 AUTHORS AND ACKNOWLEDGMENTS

This report was prepared by John Oultram of John Oultram Heritage & Design, unless otherwise noted. John Oultram Heritage & Design was established in 1998 and is on the NSW Heritage Office list of heritage consultants.

We acknowledge First Australian peoples as the Traditional Custodians of this country and their continued connection to land, sea, and culture. We pay their respects to the resilience and strength of Ancestors and Elders past, present, and emerging and extends that respect to all First Australian peoples.

Aboriginal and Torres Strait Islander people should be aware that this report may contains images and names of deceased persons.

1.7 THE STUDY AREA

The study area is Lot 1 in DP 811699 at Port Kembla, Parish of Kembla County of Camden (Figures 1.1A and 1.1B).

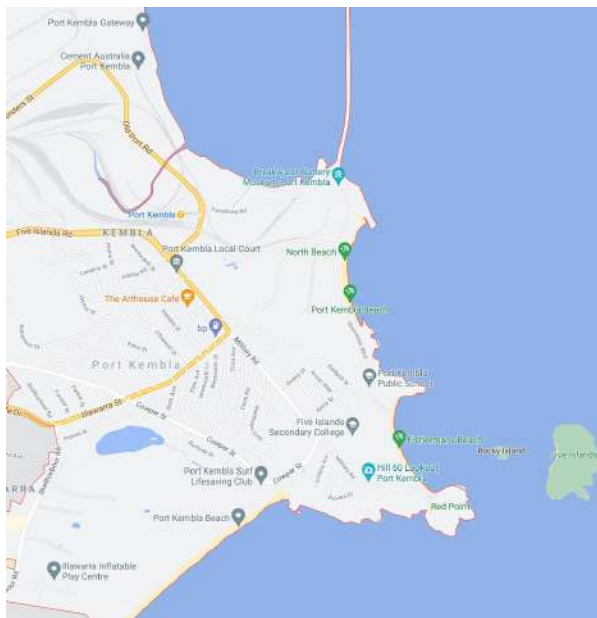


Figure 1.1 Location Plan

Source: Google Maps

The site is to the southeast of the Port Kembla township and is bounded by Military Road, Marne Street, Reservoir Street and Electrolytic Street.

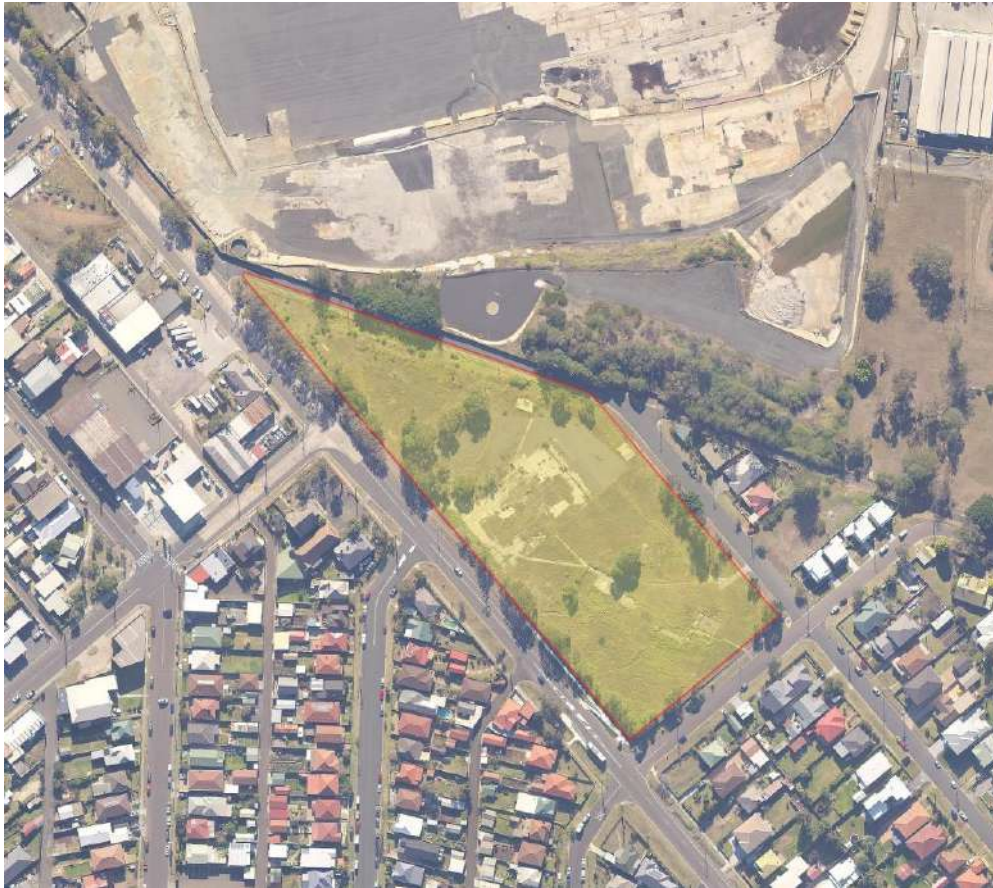


Figure 1.2 The study area

Source: Six Maps

2.0 INTERPRETATION

2.1 DEVELOPMENT OF AN INTERPRETATION POLICY

Interpretation of a place can play an important role in understanding the historical and physical development of the place. The interpretation can inform the public and specialists alike and allow the place to be understood and change to be readable.

Interpretation is not limited to descriptive plaques but can be represented in the methods used to make changes to allow that change to be readable. Interpretation can also include representation of previous forms, or layouts, with modern materials (e.g. building footprints). It can also include simply leaving material in place even it has been modified. In this instance the former school buildings have been demolished and any remains would in the form of archaeological remains (e.g. footings) though there are some surface materials visible (concrete and asphalt hardstands, brick retaining walls and paths).

Interpretation is based on the known history of a place and the assessment of significance of the place and its elements. This assessment is contained in the HHA prepared for the site. The focus of interpretation is usually based on the more significant events or elements at the place but can also reflect the more mundane roles of a place as the collective memory of a place is based on both important and insignificant events.

The built methods for interpretation can be quite subtle, or more pronounced, depending on the required readability or significance of the element being altered. The work may involve *conservation restoration*, or *reconstruction*¹ to maintain a place or return it to a known, previous state. Decisions as to this work should be guided by the heritage studies that have been prepared and the relative significance of the elements.

This process is well illustrated in the *Illustrated Burra Charter*² that gives a good background as to why the process is important and the methods for achieving it. These methods can be quite subtle, or more pronounced, depending on the required readability or significance of the element being altered.

The following themes have been selected for interpretation:

- Aboriginal Occupation and Settlement
- Post European Historical Development including:
 - Development of Port Kembla
 - Development of the former Port Kembla Primary School

¹ As defined in the *ICOMOS Burra Charter* 1999

² Marquie-Kyle, Peter & Meredith Walker 1992

3.0 HISTORICAL DEVELOPMENT

3.1 PREAMBLE

The history of the study area was outlined in Section 3.0 of the HHA and a summary of the development of the place is noted below with some additional material from other sources.

3.2 ABORIGINAL OCCUPATION

3.2.1 Aboriginal Settlement

The earliest dated Aboriginal site in the area is a rock shelter at Burrill Lake that is dated 20,000 BP. To the south, along the coast just north of Shellharbour, the site of Bass Point has been dated at 17,101 +/- 750 BP. Carbon dating at Bass Point of a campsite of the Dharawal-speaking Wodi Wodi clan places people in Illawarra twenty thousand years ago. Most local stories say that people were always here, from the beginning, others say that they arrived by canoe.,

Australia was affected by the Ice Age and as the ice receded, the sea levels steadily rose. A Yuin creation story tells of the sea covering land that was once dry. The Five Islands north of Bass Point were joined to Hill 60 at Port Kembla, forming part of an undulating range of small inland hills,

Aboriginal people came over several millennia to comprise two major groups, the Dharawal and Dhurga. The Dharawal clans shared a common language and one country, but at least three dialects were native to the Dhurga with several clans within their own territory born to each one. Coastal river valleys, lakes and estuaries in particular were more densely populated, so it is likely that Dharawal and Dhurga people together numbered 4-5,000 living in a dozen or more clans in each country.

Near Wollongong, the Wodi Wodi clan was perhaps the biggest in Illawarra numbering about 250, inhabited the land south from Lake Illawarra to the Shoalhaven River and inland to Mittagong. The clan remained on the coastal plains during the warm seasons, taking advantage of their abundant marine resources. The vast middens there, destroyed in the 1860s to make lime, gave the township of Shellharbour its name. Lake Illawarra was a good source of food throughout the year³.

The study area is recognised as being within the traditional lands of the Wodi Wodi tribal group, which extended from around Stanwell Park to the Shoalhaven River, and inland to Picton, Moss Vale and Marulan. The Wodi Wodi spoke the Dharawal language. However, Dharawal (Tharwal) was not a word they had heard of or used themselves. Many of the town and place names of the Illawarra are derived from the Dharawal language.

Knowledge of the social organisation of Aboriginal people prior to European contact is, to a large extent, reliant on documents written by European people. Such documents are affected by the inherent bias of these authors. They can, however, be used in conjunction with archaeological information in order to gain a picture of Aboriginal life in the region.

³ Donaldson, Mike, Les Bursill and Mary Jacobs, A History of Aboriginal; Illawarra, Volume 1, Before Colonisation

According to Yuin Elder, Guboo Ted Thomas:

The Lake (Illawarra) is a livelihood. That's where the tribes would come from south and north and everywhere. They can stay here for two or three days. Plenty of mussels, bimballas, oysters, fish and everything. They can have a couple of days here and then move on. Tucker was always plentiful.

For longer periods, many of the Wodi Wodi camped at Bass Point during the season of January and February. Their favourite camping grounds also included Tongarra, Shellharbour Village and Minnamurra.

All the communities of Illawarra have different stories about how time began but all of them tell of how creative spirits made dreaming tracks, particular paths around the continent and throughout Illawarra, bringing life. In the process, they formed its natural physical features, the escarpment, lakes, swamps, forests, creeks, coastline and mountains. Birrangooloo, the mother of all and her husband Biame, the father of all, are two creation beings particularly active in the region.

Illawarra then was not a wilderness like much of the National Park is now, for over millennia it was slowly transformed and carefully managed by Dharawal and Dhurga people according to the Law, an oral tradition governing ecology and human relationships backed by custom and sanctions, which formed part of the Dreaming. 'Country' is not considered inanimate, for it has a pulse, it breathes and it nurtures; it talks, listens, rejoices, suffers and punishes.

There was substantially more grassland and more open forest, and less rainforest and less undergrowth than today. The grassy areas, like the delightful camping and picnic grounds in the National Park around Audley and Wattamolla, were larger and more numerous. They alternated patchwork fashion with open forest, pleasant to stroll through, and with almost impenetrable rainforest with towering timbers festooned with climbing plants. This alternation of meadows with woodland and with thick forest, evident in the painting *Five Islands Aborigines* (1815) by Edward Close, was the product of generations of peoples' gradual, regular and systematic intervention over hundreds of years.

Middens, accumulations of materials created in the course of daily life, would have been much easier to see, for some of them were huge. In Port Kembla, one midden runs for 600 metres, taking in Boilers Point and the northern end of Fisherman's Beach near Hill 60.

The natural world is alive. Everything exists because it has a spirit that gives it the characteristic shape that makes it what it is, a rock, a hill, a red gum, a possum, a dolphin or a child. Fire, water, wind and rain have spirits. On leaving the body of a porpoise at its death, a spirit will make another, even different, shape by becoming a human, say, or a goanna or a tree.

Each clan in Illawarra sustained its own ground and knew it intimately. They managed not only the plants that they preferred but also those that the animals they ate relied upon, providing the sweetest feed, safe scrub and plenty of shelter for them.



Figure 3.1 Edward Close. Five Islands Aborigines, 1815

Source: NSW State Library

The grassy meadows they created helped animals to flourish and also made living resources predictable and available. Aborigines established a circuit of such places within their own country, moving to the next preferred spot when they had harvested sufficiently from the area within which they were camped. When the time was right, people travelled seasonally to use known and established resources that, over many, many generations, they had made convenient and accessible. Clans were able to move to camp sites where they knew food would be because they had shaped these places to provide reliably for them. Clans were responsible for the country that provided for almost all their needs.

3.2.2 Hill 60

One significant area in the Port Kembla locality was Hill 60 where the land had long been occupied by the local Aboriginal community. In 1909 the land was acquired by the Commonwealth under the *Lands Acquisition Act 1906* for defence purposes at Port Kembla, however once acquired little was done and as such it was continued to be occupied by the local Aboriginal people who had maintained a connection to the land for thousands of years.

Hill 60 to the south of the subject site seems to have been the main centre of Aboriginal encampments and the coastal strip was an important focus for Aborigines who relied heavily on fishing and shellfish collection for foodstuffs. There was also a camp at Coomaditchie and Perkins Beach.

Aboriginal groups lived on around Hill 60 until the 1940s when due to war, they were moved to Bombo and Hill 60 became a gun site and army camp. The Aboriginal use of the subject site is not known but it is close to the foreshore and known areas where Aborigines lived.

3.2.3 Dreamtime Stories

The transmission of Aboriginal knowledge and legends often revolved around dream time stories around significant sites and landmarks such as the Five Islands, Mount Kembla and Mount Keira.

The Aboriginal people of the Illawarra call their dreaming the *Alcheringa*. The main creator spirit of the Illawarra is Biamie (from which is derived the word Kiama). Biamie sent his two sons to the earth; one was Duramulun, the law-giver, who, during the dreaming, taught the local people traditional laws and customs related to kinship, totems, religion and social observances⁴.

All the communities of Illawarra have different stories about how time began but all of them tell of how creative spirits made dreaming tracks, particular paths around the continent and throughout Illawarra, bringing life. In the process, they formed its natural physical features, the escarpment, lakes, swamps, forests, creeks, coastline, mountains. Birrangooloo, the mother of all and her husband Biame, the father of all, are two creation beings particularly active in the region⁵.

The Five Islands lie just off the coast and are named Cobbyr (Flinder's Islet), Munnumgang (Bass Island) Booirodoong (Big Island), Rocky Islet and Martin Islet.

Mount Kembla and Mount Keira are important landmarks in the Illawarra landscape. Kembla is believed to be derived from the Aboriginal word Jum-bulla or Djembellab, the name Europeans recorded as the word the local people used to refer to the mountains. It is thought to mean a place of good hunting and is the Dharawal's men's mountain for hunting and initiation



Figure 3.2 *Entrance to Illawarra Lake from the sea* by Robert Marsh Westmacott (1840-1846) showing Mount Kembla and Mount Keira

Source: National Library of Australia PIC Volume 162#672-T703 NK762/1-32 Drawings of New South Wales

⁴ Coomaditchie United Aboriginal Corporation, *Dreaming Stories*

⁵ Donaldson op. cit. p.4

Mount Keira is believed to come from the Dharawal word Djeera meaning wild turkey and is known as the women's mountain, a teaching place.

Captain Cook described Mount Kembla as looking like the crown of a hat and was known by early Europeans as Hat Hill.

The mounts are visible from the subject site and the islands are partly visible and form important landmarks that can be interpreted through view corridors and introduced devices including the dreamtime stories.

3.3 ILLAWARRA

3.3.1 Early Post Contact Settlement

From the deck of the Endeavour, Lieutenant James Cook first sighted the locality of Port Kembla on 27 April 1770 and smoking fires were observed Aboriginal camps. Cook named the peninsula Red Point after the colour of the sands and what would become Mount Keira, formally known as Hat Hill. It was not until March 1796 that Matthew Flinders, George Bass and a crewman named Martin in the Tom Thumb set foot in the district.

Early settler Alexander Stewart recorded Aboriginal people around Tom Thumb Lagoon in 1828 noting that they lived mainly on fish. Artist John Skinner Prout depicted Aboriginal people in a number of compositions camping and fishing on the shores of Tom Thumb Lagoon in the 1840s and Stewart encountered an estimated 100 Aboriginal people gathering at Spring Hill in 1828 for a corroboree⁶.



Figure 3.3 Tom Thumbs Lagoon (John Skinner Sprout 1844)

Source: GHD Australian Industrial Energy, *Port Kembla Gas Terminal, Aboriginal Heritage Due Diligence Assessment*, November 2018 Section 2.2.1 (Private Collection)

⁶ GHD Australian Industrial Energy, *Port Kembla Gas Terminal, Aboriginal Heritage Due Diligence Assessment*, November 2018 Section 2.2.1

The study area is situated within the grant made to David Allan on 24 January 1817 and consisted of 2,200 acres which was situated at Five Islands and included Red Point. The grant became known as "*Illawarra Farm*" and David Allan built a comfortable cottage on this property, but by June 1822 Allan departed the colony and the whole 2,200 was advertised for lease including the cottage and offices. An area of 200 acres had been cleared and it was subdivided into paddocks. Richard Jones purchased the whole 2,200 acres of Illawarra Farm on the 31 October 1827 for the sum of £1,617.18

Eventually, Illawarra Farm was purchased by William Charles Wentworth on 31 July 1828 for £1,700 who renamed the property Five Islands Estate. During this time Five Islands Estate was mainly comprised of agricultural leases, the study area was located within a part of the estate known as "Cotton Tree Flat". William Charles Wentworth died on 20 March 1872 leaving his Five Islands Estate to his son Darcy Bland Wentworth. There is no indication of any structures or historical features within the study area during this time.

3.3.2 Industrial Developments at Port Kembla

Darcy Bland Wentworth leased 30 acres to Mount Kembla Coal and Oil Company on 1 July 1882.²⁰ In 1883 the company completed a coal loading jetty and railway from the port to its mine at Mount Kembla. In 1887 the Wollongong-based Southern Coal Company constructed its jetty, which shipped coal from its mines at Mount Keira, Mount Pleasant Corrimall and South Bulli.

The Mount Kembla Company's jetty comprised a total of four houses, a store and the school with a similar number of houses associated with the Southern Coal Company's jetty.

The *Port Kembla Harbour Act 1898* changed this situation as a deep-water harbour was planned for Port Kembla. In 1900, the Public Works Department opened a quarry, built a railway between the quarry and the site of the eastern breakwater, and began reclamation work on swampy land around the harbour. The quarry, which borders the northern boundary of the study area but was exhausted by 1906 with operations moving elsewhere.

In 1908 saw the establishment of a new copper smelter at Port Kembla by the Electrolytic Refining and Smelting Company of Australia Ltd (ER&S). ER&S employed around 300 to 350 men whilst significantly boosting the labour market and enabled the town of Port Kembla to be established.

The configuration of Port Kembla in 1911 is shown in Figure 2.1.

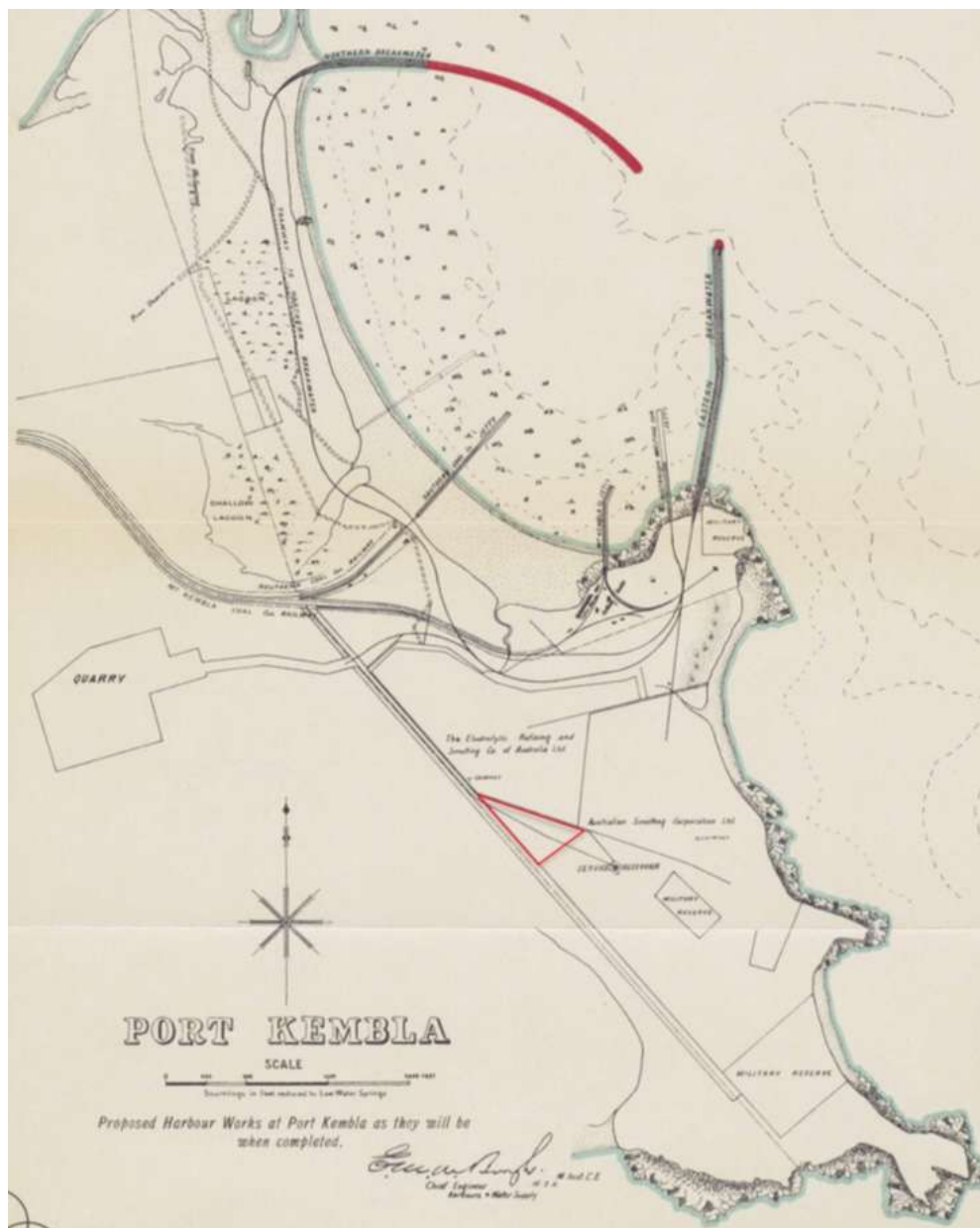


Figure 3.4 The configuration of Port Kembla and the proposed harbor works at Port Kembla

Source: HHA p. 22

The study area is located within the land resumed as part of the harbour works. No development can be attributed to the study area during this time. The adjacent land was subject to subdivision in 1913 as part of the second subdivision of the Five Islands Estate

With the subdivision of Five Islands Estate came an influx of new buildings, one of these was the first St Stephens Anglican Church which was initially built in 1903 of a simple weatherboard structure, however this was replaced by the current church which was built in 1924-1925. The former Fire Station built c.1920 and opened in 1928.

3.3.3 Early Schooling in Port Kembla

On 1 March 1890 an application was made for the establishment of a Public School at Port Kembla as there were approximately 25 children in the neighbourhood who required educational facilities.

The application was approved and the school came into operation in July 1890. The school was opened in a small cottage or iron building rented from the Mount Kembla Coal Company near No. 3 jetty of Port Kembla Harbour. By March 1892, there were 16 students enrolled at Port Kembla with an average attendance of 13. At this time Berkeley had 16 students enrolled with an average attendance of 10. From 1892 Port Kembla and Berkeley Public Schools became half-time schools. The Department had implemented half-time schools since 1867 in order to provide an alternative to closure where two schools with low enrolments were close enough together to consolidate teaching resources.

This arrangement persisted until 1901. The location of school in relation to the study area can be seen in Figure 2.2.



Figure 3.5 1909 survey of Port Kembla showing the configuration of late nineteenth century buildings including the 1890 – 1901 school in relation to the study area (identified in red)

Source: HHA p. 23

3.3.4 First Port Kembla Public School

Following the resumption of the land for the Port Kembla Harbour which increased the local workforce school enrolments dramatically increased. In 1901, tenders were called for the erection of a Public School at Port Kembla on a site to the northwest of the study area. The schoolhouse was described as:

*"The building will be a wooden structure, and the size of the school room 36 feet by 21 feet, affording floor space for 94 pupils. No school house ever before was erected in the district that was more needed than this, as teachers, pupils, and parents can testify by latte experience."*³²

The school was opened on 9 July 1902 and was described as being:

"...situated on a nice hill overlooking the waters of the bay. The building is a wooden one, capable of accommodating some 90 pupils, and the playground is ample."

An additional row was added in 1903 to accommodate further pupils.

The construction of the deep-water harbour and the continued development of the coal mining industry led to the development of secondary industries in Port Kembla. In 1907 the Public Works department opted to sell 50 acres of resumed land and construct Military Road on the western boundary of this property.

These proposed works encompassed the Port Kembla Public School and as a result, the Department of Education were required to seek an alternative location. This presented a number of difficulties as the current school was located close to the workers camp associated with the harbour works and an alternative location for this camp had not been determined. By 1908 the Department of Public works had determined that the camp should be located in the north of the resumed area and the school was provided with a corresponding location close to the proposed camp location.

The school closed on 4 February 1908 and the school buildings were dismantled and relocated to their new location. Unfortunately the camp ended up not being relocated to the anticipated location that left the school over one kilometre from the town. The majority of students as a result had to cross a railway line and Salty Creek (formerly known as Salt Water Creek) to get to the school. Salt Water Creek was subject to repeated flooding which often left it with over two foot of water over the crossing.

This resulted in a great level of concern by local parents and locals. Criticism was levelled at the Department of Education over the selection of the new site, with claims that an alternative site closer to the township of Port Kembla should have been selected. The Port Kembla Progress Association was formed in 1908 and began to actively lobby the Public Instruction Department for a new school. By 1911 the school had an enrolment of around 120 which rose to 155 by 1914.

A portable room had to be erected and a class had to be taken in a rented room in the town, however the school remained overcrowded. Whilst a commitment was given in 1915 by the Minister for Education to erect a new public school in the township of Port Kembla and despite intense local pressure no school was forthcoming until 1916.

The Department of Education issued a call for tenders on 22 September 1916 for the erection of a new school building at Port Kembla. The school was described as:

*"The school is erected on an elevated site containing an area of two acres, just above the electrolytic works. It is of two storey, constructed of brick, with pick dressing, and contains six class rooms 24 feet and 22 feet,, head master's room 12 x 12, cloak rooms 12 x 12, store room 8 x 12, concrete stairs and floors. The class rooms on each floor are divided by folding partitions, while special attention has been given to ventilation and light The roof is of asbestos slate. Verandahs and balconies surround the building, being enclosed with ornamental wire. First class lavatory accommodation has also been provided, and the grounds are enclosed with lawn wire fencing. The contract price, with extras, will be about £4,700."*⁴⁴

The enrolment at this time was over 200 and the first headmaster was Mr. James Henry. Attendance at the school increased and it became necessary to provide two portable classrooms to accommodate the students. It was not until April 1929 that the portable classroom was installed, furthermore it was not until July 1931 that the extensions were ready.

The extensions to the Public School, plus renovation works were done by the Education Departments own building staff at a cost of £5,500.45 A two storey extension was added in 1931 which increased the number of classrooms from six to 10. In addition to the classrooms a new porch verandah and extensions, two bathrooms, store, and fireproof staircase and additions to the outbuildings were completed. As such the double portable classroom was taken away.

The enrolment at the Public School had increased to around 460 pupils by 1934 with an increase to 480 by May of the same year. This led the Parents and Citizens Association to ask the Department to increase the school site by buying the two lots adjoining the school between Military and Reservoir Street. This area, as previously discussed had been subdivided and auctioned by the Department of Public Works in 1916. The land inspector was eager to acquire the land for the school but was over-ruled on the grounds that three acres was ample.

The Department came to acquire all 14 allotments within the block. The purchases and resumptions were undertaken during 1935- 36.

Expansion of the Port Kembla Public School continued into 1939 with the discussion to erect an infant's building to accommodate the 600 enrolled children. A double portable classroom had been erected in 1937 to solve the overcrowding issues, while waiting for the new building to be built.

The delay of construction was due to the outbreak of WWII in 1941, Port Kembla was evacuated and enrolment fell to 382. By 1943 most of the evacuees returned and the accommodation issue increased and remained a problems until 1947 when a double portable classroom arrived.

The school underwent further improvements in 1949:

The concreting of a wide area entirely around the school is progressing steadily. When this is completed there will be assembly space for the three departments. It is hoped to terrace the rest of the grounds and put them under grass. This should be most effective, especially when the unsightly portable rooms are removed. However, the headmaster Mt Reilly believe that even when the new infants' school is built, the portables will still be necessary, so rapidly is the enrolment increasing.

Already it has been necessary to resume, as playing area the ground occupied by a nearby cottage, as well as another allotment. 48

The long-awaited construction of the new infant's building was underway during 1953 and was near completion:

The new building for the Infants' Department for the Port Kembla Public School is progressing so satisfactorily it is hoped to enter into occupation after the May vacation.

This will release the whole downstairs floor of the present building to the Boy's Department. in the grounds of the new school a most up-to-date Oslo-lunch-cutting room, fully equipped, will be provided.

Part of this room will be furnished with tables and chairs, where the children may eat their lunches.

The Infants' Department was finally opened in November 1953. It was a two-storey structure with 11 rooms and a hall. A canteen and shelter also opened.

The 1948-51 aerial shows the original school building (building 1), and the brick shop, building 2 as outlined in the 1935 plan. Building 3 could be that of the various portable buildings that occupied the study area throughout the occupation period of the Port Kembla Public School. Building 4 as depicted in the 1935 plan and Plate 2 could be that of the GI shed.

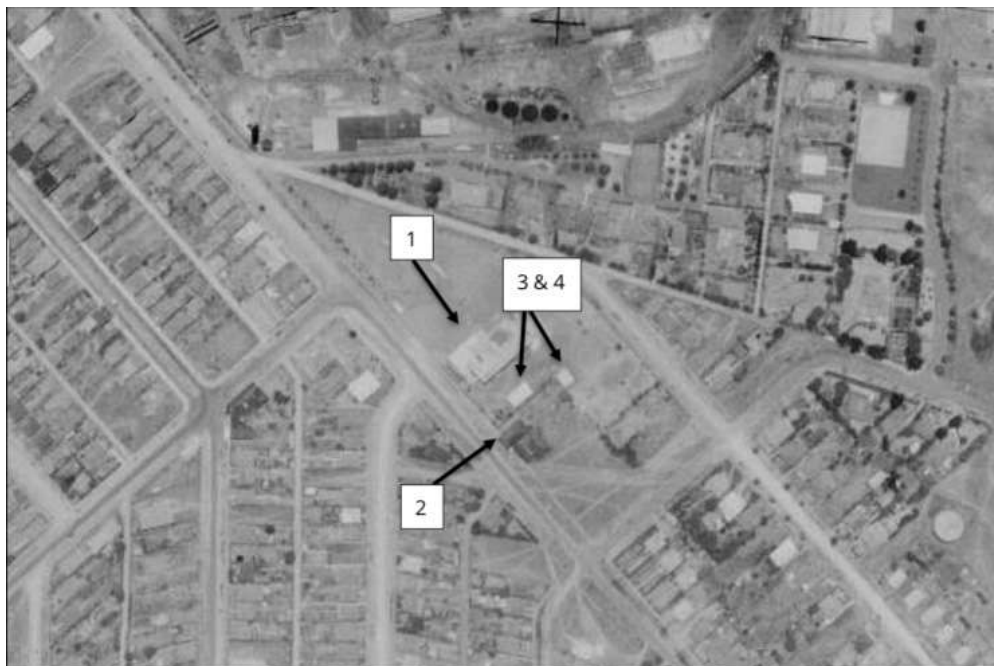


Figure 3.6 Aerial view of the subject site 1948-1951

Source: HHA p. 33

The school has Aboriginal students but little is known of their experiences though some recollections are contained in *Aboriginal Women's History, Wollongong*⁷. Muriel Davies noted:

I went to school at Port Kembla primary school which is situated on Military Road, Port Kembla. There were other Koori kids that went to that school. Some of them were Thelma Brown, Rita Timbery, Elaine Dixon, Phoebe Carne, Joan Carne, they were all in my class. Margaret Brown was in my sister's class.

Thelma Brown-Henry notes:

I went to Port Kembla Infants School. We used to walk all the way from the Official Camps to Port Kembla Pool when we were in Infants (primary school).

Rita Timbery-Bennet recorded the less savoury side of the school:

We walked to Port Kembla School (from the Official Camps). There was so much racism at the school that we fought every day. Often people took their kids to Sydney (with them) because they couldn't get jobs in Port Kembla.

The 1961 aerial shows the original Public School building (Building 1), the Infants' Building (building 8) and the associated outbuildings (buildings, 9, 10, 11, 12 and 13). It can be seen that one of the possible portable buildings is still occupying the same space as in the 1948-51 aerial.

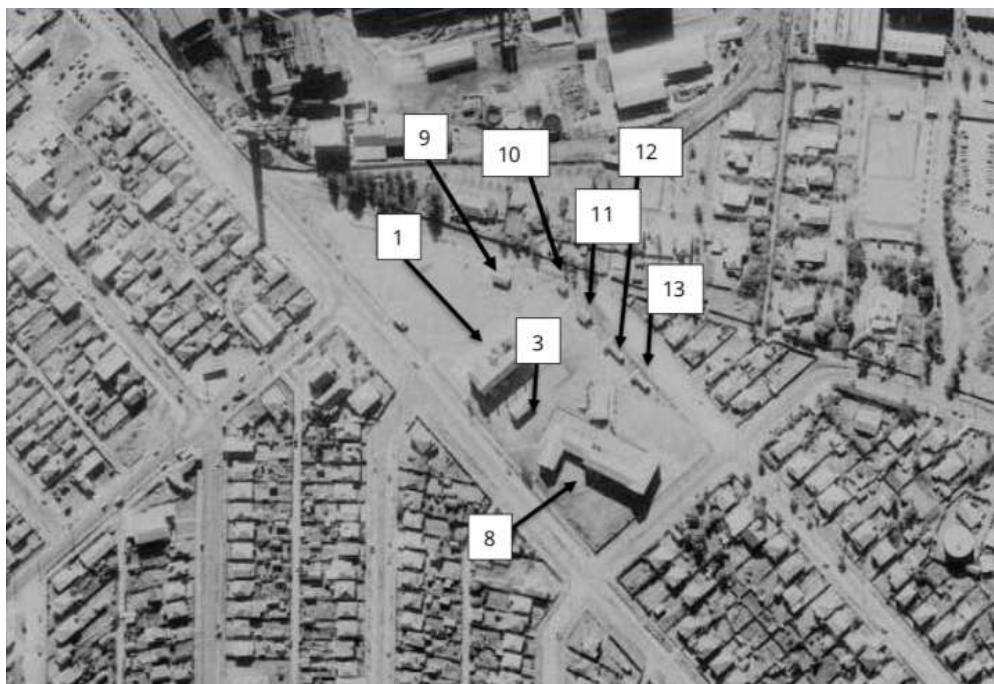


Figure 3.7 Aerial view of the subject site 1961

Source: HHA p. 34

⁷ Department of Environment and Conservation, NSW, *Aboriginal Women's History, Wollongong*, June 2004

The neighbouring ER and S Co., having changed their name to "Southern Copper Limited", closed the plant in January 1995. However, in December of 1996 the NSW Government decided to grant a Japanese consortium a licence to reopen the copper smelter. The plan to reopen the smelter in 1999 caused frustration in the community due to the unsafe levels of lead and arsenic in the soils found in the school's ground.

In March 1997, after years of complaining about the health fears of the neighbouring smelter, the Premier, Mr Carr agreed to remove the children declaring that the Government:

Maintains its views that environmental conditions imposed on the development are stringent and will be met...the education of children would have been disrupted by the ongoing concern among parents and teachers about the school's existing location

The new school was built for 240 students on a former warehouse site on Gloucester Boulevard. This saw the closure of the Port Kembla Public School in 1999 although; the new school was not opened until March 2000. The former Port Kembla Public School was later bought by Port Kembla Copper in 2001.

The abandoned school building burned down in January of 2013. Later that month, the remains of the school were demolished.

4.0 STATEMENT OF SIGNIFICANCE

The HHA contained an assessment and statement of significance:

4.1 PORT KEMBLA SCHOOL

The site of the Port Kembla Public School is of significance for the local area for historical, associative and social community reasons. Although the study area no longer contains the school buildings it still has historical significance as a site of education of the children of the Port Kembla region since 1916 and its association with James Henry who was notable as a headmaster in the locality. The study area is also of importance for the local community for social reasons due to its 80 year history as a school where the majority of local residents would have attended.

*The item is considered to be significant at a **local** level.*

HHA p. 50

5.0 SITE INSPECTION AND VIEWS

5.1 Site

An inspection of the site was carried out by John Oultram in June 2021.

The former Port Kembla School Site is a trapezoidal site bounded by Military Road, Marne Street, Reservoir Street and Electrolytic Street. The site is relatively level at the upper section to the southeast but falls gradually to the northwest and north with series of embankments and retaining walls. The site falls more steeply to the northwest corner where there is a lower section with embankments to the adjoining streets.

The site has been largely cleared but there are remnant boundary walls, concrete and brick paths, concrete and asphalt hardstands, steps and retaining walls. Some brick footings are also visible.

The site is open to the southwest and laid to lawn with some perimeter plantings and a line of trees to the centre. The lower section has more plantings including shrubs and a line of Pine trees to Military Road.

There are extensive views from the site to the south, north and west.



Figure 5.1 Upper site area



Figure 5.2 Central site area



Figure 5.3 Central site area



Figure 5.4 Lower site area



Figure 5.5 Views to the site from Military Road and Hill 60

6.0 INTERPRETATION POLICY

6.1.1 Preamble

The place is most closely associated with the development of the Port Kembla Primary School and this will be the focus of the interpretation along with the Aboriginal occupation of the place.

It is axiomatic that the cultural significance of a place is largely embodied in its fabric but this has been mostly removed apart from some footings, pathways, hardstands, retaining walls and steps.

6.2 INTERPRETATION POLICY

6.2.1 Scope

From the above it is possible to develop policies for the interpretation of the place in regard to:

- Aboriginal Occupation and Settlement
- Post European Historical Development including:
 - Development of Port Kembla
 - Education in Port Kembla
 - Development of the former Port Kembla Primary School

Interpretation will be in the form of introduced devices like display panels but will also be reflected in the design of the works in an area set aside for interpretation.

6.3 FORM OF THE INTERPRETATION

The interpretation will be in the form of:

6.3.1 Retention of Landscape

- Retention of mature trees

6.3.2 Demolished Structures

- Introduced devices
- Footing markings of main school building in public areas

6.3.3 Introduced Devices

The term *introduced devices* refers to features, sculptures plaques and the like that may demonstrate, describe or reflect an important aspect of the site.

The interpretation will take the form of:

- Layout to reflect both Aboriginal and Educational themes
- Artwork/structures to allow interpretation of Aboriginal themes
- Interpretation panels at the selected interpretation area and at the new development

The themes and information for the interpretation are identified in Appendix A.

6.4 LOCATION AND METHOD OF INTERPRETATION

An area to the northwest of the site is to be dedicated to RE2 Zone Public Recreation.

The area has expansive views to the east, north and west including to the harbour, the foreshore, the former copper refinery, the steel works and the Illawarra escarpment. Beyond there are views to some of the Five Islands, the Illawarra escarpment, Mount Keira and Mount Kembla.



Figure 6.1 Site plan showing the proposed development – interpretation will be carried out in the green area at the corner of Electrolytic Street and Military Road

Source: Client



Figure 6.2 View to the area selected for interpretation



View to the east



View to the north

Figure 6.3 Views from the interpretation area

The area can be landscaped with built structures reflecting the development of the site with the following interpretive elements suggested:

Aboriginal Themes	Yarning circle
	Totem poles with Aboriginal images and place names in the direction of views
	Indigenous plantings
	Introduces plaques
	Dreamtime stories of Mount Kembla, Mount Keira and the Five Islands
Development Port Kembla	Introduces plaques
	View references to the industrial development
Port Kembla Public School	Introduces plaques at the interpretation area and on the new building close to the former school
	Play equipment
	Ground material using salvaged brickwork from the school site
	Footing lines in public areas to show the location of the main school building
	Retention of mature trees



Figure 6.4 Totems on the Kiama coastal path

Source: Alamy



Figure 6.5 Approximate location of the former school (in red) on proposed layout

Recent work at the Western Sydney University gives some design ideas as to the treatment of the interpretation area.

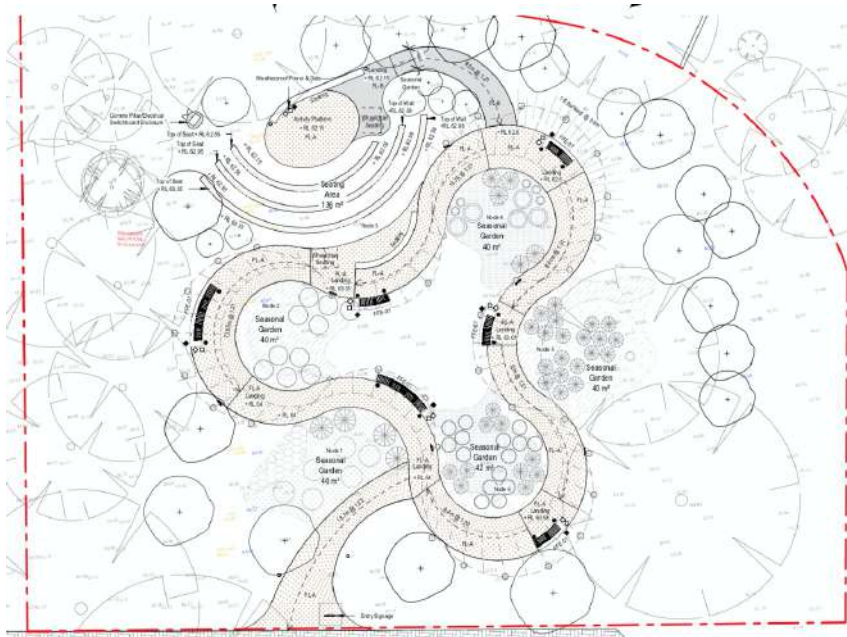


Figure 6.6 Proposed First Peoples Walk at Western Sydney University

Source: Kaunitz Yeung Architecture

There has also been interpretation of Aboriginal themes at Red Point.

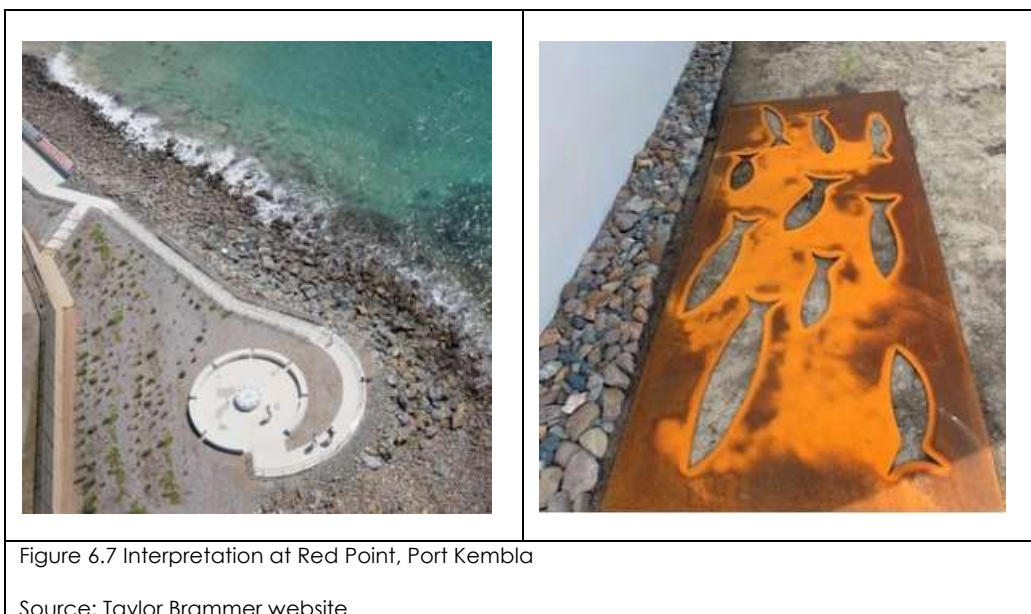
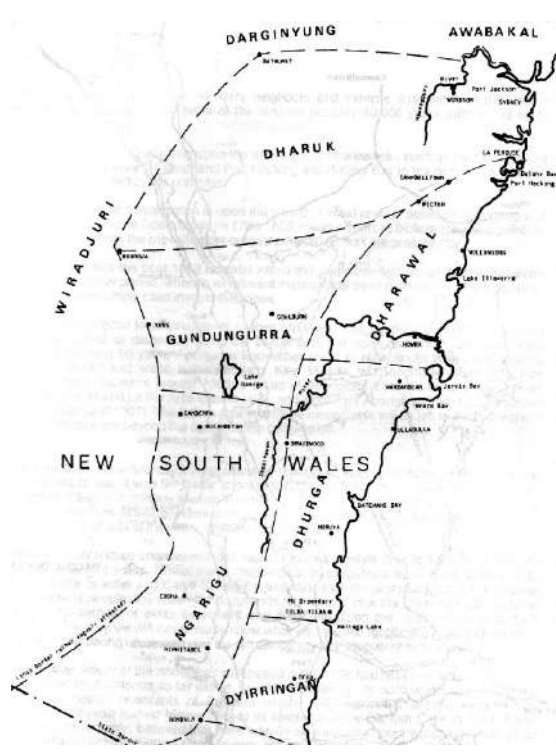



Figure 6.7 Interpretation at Red Point, Port Kembla

Source: Taylor Brammer website

7.0 APPENDIX A - INTERPRETATION DEVICES AND THEMES

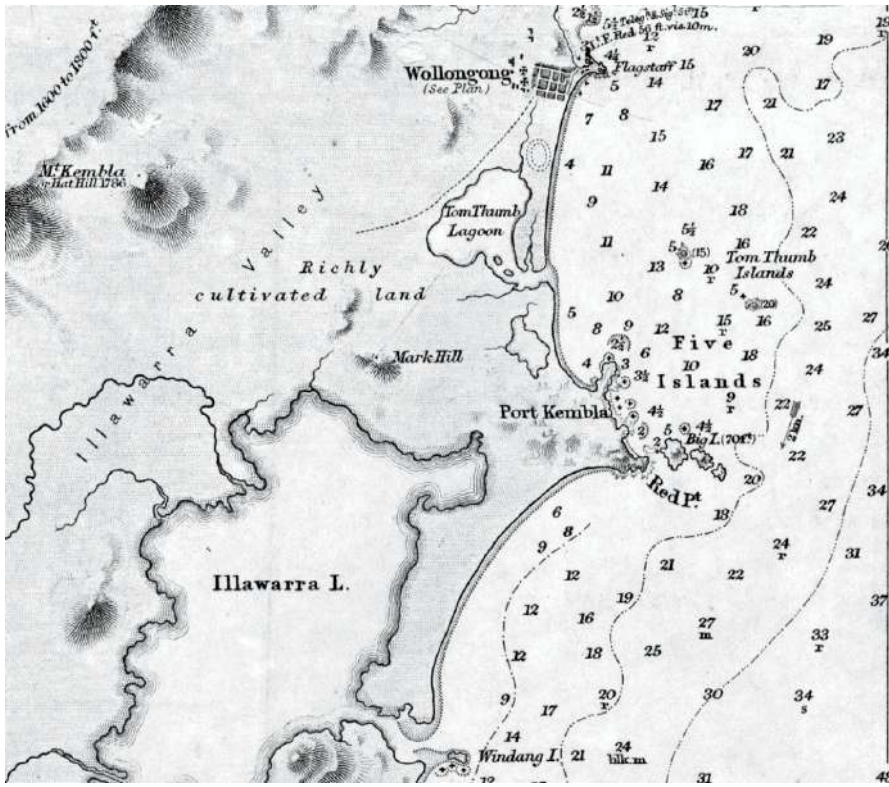

7.1 A1 ABORIGINAL THEMES

INTERPRETATION	
THEME	ABORIGINAL OCCUPATION
ABORIGINAL OCCUPATION	Introduces Devices
BUILT	Aboriginal poles marked for views to surrounding area with Aboriginal symbols and place names
TEXT	<p>Knowledge of the social organisation of Aboriginal people prior to European contact is, to a large extent, reliant on documents written by European people.</p> <p>The study area is recognised as being within the traditional lands of the Wodi Wodi tribal group who are a part of the Dharawal Nation, which extended from around Stanwell Park to the Shoalhaven River, and inland to Picton, Moss Vale and Marulan.</p> <p>The Wodi Wodi spoke the Dharawal language. However Dharawal (Tharwal) was not a word they had heard of or used themselves. Many of the town and place names of the Illawarra are derived from the Dharawal language.</p> <p>Dharawal people are distinguished as fresh water, bitter water or salt water people depending on whether they occupied the coastal regions, the swamps, or the plateaus and inland river valleys.</p> <p>Traditional stories tell of their arrival at the mouth of Lake Illawarra in canoes. They brought the dharawal (cabbage tree palm) with them from the north and are given their name from this sacred tree</p>
IMAGE	
SOURCE	Kiama Library Aboriginal Nations Map

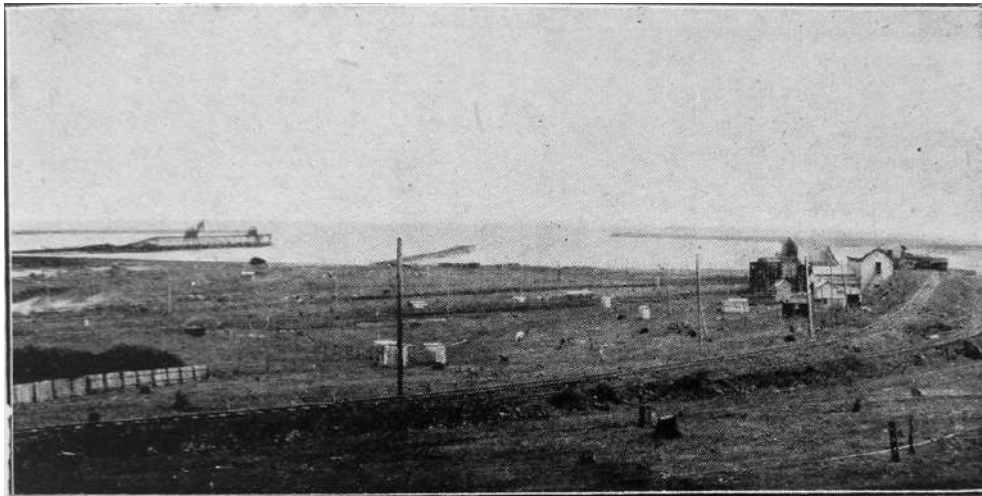
INTERPRETATION	
THEME	ABORIGINAL OCCUPATION
ABORIGINAL OCCUPATION	Introduces Devices
BUILT	Plaques or other devices with dreamtime stories of Mount Kemplabla, Mount Keira and the Five Islands
TEXT (SAMPLE)	<p>In dreamtime legend, the West Wind, lived on top of Merrigong. With the West Wind were his six little daughters Mimosa, Wilga, Lilli Pilli, Wattle, Clematis and Geera.</p> <p>Sometimes the children's cousins, who lived in a seaside camp just north of Red Point, came up the mountain for a visit. The little children brought gifts of fish, pretty sea-shells, fruit and flowers, but Mimosa, an unpleasant child, was sulky and disagreeable to the visitors. When her sisters played and laughed with their cousins, Mimosa scratched and fought. Oola-boolawoo was so annoyed at his daughter's rude behaviour he snatched off the piece of the mountain upon which she sat and threw it out to the sea.</p> <p>How strange to see a large piece of rock flying through the air with the little black girl, Mimosa, clinging to it! Plop! went the great rock into the sea, giving Mimosa a shower bath, which cooled her naughty temper. "Whoosh, gurgle, goggle," she cried, coughing and choking. She looked about and was startled to see she was some distance from the land. In fact, she was on an island, to which neither her sisters nor her friends could swim, for fear of sharks. Poor Mimosa! Too late she regretted her naughtiness. Day after day she sat on the island, until she turned into a mermaid, slid into the sea and swam about.¹</p> <p>Mimosa's fate should have been a lesson to her sisters, but, bye and bye, they grew lazy, careless and disobedient. One evening Oola-boola-woo, the West Wind, came home, at sunset, to find Wilga lying on a warm rock, playing with a pet lizard. She had not washed her face or combed her hair, nor had she tidied the house. Oola-boola-woo felt that his patience was at an end. He had had a hard day blowing up dust storms in the west and helped to fan a great bushfire, near Appin, so he was tired.</p> <p>Taking a big breath, he blew Wilga and her rock out to sea. How surprised the people in the camp were next morning, to see two islands in the sea, not far from the coast. It wasn't long until Lilli Pilli, Wattle and Clematis were blown out to sea, on pieces of rock so that there were five islands, with five little mermaids sunning themselves. So Geera was the only child left in Oola-boola-woo's home on the mountain top. How lonely she was! Her father was often away, so there was no one to talk to. There was no one to play with, for the children in the camp had long grown tired of climbing the mountain side to visit the unruly family, on the top.</p> <p>Geera sat hunched, with her arms around her ankles, gazing down at the smoke of the blacks' camp, or staring out at the Five Islands. Year after year she sat, so still and quiet she turned to stone. Dust and dead leaves fell upon her, grass and wild flowers grew over her, and so she became part of the mountain range. She is now known as Mount Keira</p> <p>(The Coomaditchie United Aboriginal Corporation <i>Dreamtime Interpretation of the Five Islands</i> has a book on the same with a lyrical telling of the tale with illustrations by Aboriginal children)</p>
IMAGE	
SOURCE	Coomaditchie United Aboriginal Corporation <i>Dreamtime Interpretation of the Five Islands</i> Copyright reserved and for illustration only

7.2 A2 DEVELOPMENT PORT KEMBLA

INTERPRETATION	
THEME	REPRESENTATION
DEVELOPMENT OF PORT KEMBLA	Introduces Devices
TEXT	<p>From the deck of the Endeavour, Lieutenant James Cook first sighted the locality of Port Kembla on 27 April 1770 and named the peninsula Red Point after the colour of the sands and what would become Mount Keira, formally known as Hat Hill. It was not until 1796 that Matthew Flinders, George Bass and a crewman named Martin in the Tom Thumb set foot in the district.</p> <p>The development of Port Kembla is inextricably linked with coal mines, iron, steel, copper and shipping.</p> <p>The greater part of Port Kembla, is located within the 2,200 acres (890 ha.) formally granted to David Allan by Governor Macquarie in 1817. The land at Illawarra was named Illawarra Farm that by 1827 Illawarra Farm was owned by William Charles Wentworth. Over the remaining decades of the nineteenth century Allan's land at Port Kembla was owned by WC Wentworth and his family.</p> <p>The sea frontage north of Red Point provided a sheltered port, which was developed initially by local mining companies. The first to do so was the Mount Kembla Coal and Oil Company, which was formed in 1878 to mine coal at Mount Kembla. Between 1880 and 1883 the Company completed a railway to and a jetty at Port Kembla. In 1887 the Southern Oil Company had built another commercial jetty at Port Kembla.</p> <p>In 1898 the NSW government decided to build a deep water port, and in 1900 work commenced on building the first breakwater that was completed in 1908. The coal jetty, known as No 1 Jetty, was completed in 1915. The local coal mines closed the small sea jetties, and shifted to rail transport of coal to Port Kembla. Work commenced on the northern breakwater in 1912, and this was completed in 1925.</p> <p>The <i>Port Kembla Harbour Act</i> provided for the resumption of land necessary for the harbour works, and an area of 496 1/2 acres (201 ha) was acquired in 1900 from the Wentworth family. This resumed area was east of Military Road.</p> <p>On completion of the first breakwater in 1908 the resumed area east of Military Road evidently was surplus to government requirement and was sold. The first development in this area came with the Electrolytic Refining and Smelting Co (ERS), which was founded at Port Kembla in December 1908, and commenced smelting copper ore in 1909.</p> <p>Following opening of the port facility the Wentworth family subdivided a portion of its estate west of Military Road to form a town centre. This land release, sold as the 1st Subdivision of the Five Islands Estate in June 1909.</p> <p>Some of the very earliest developments at Port Kembla were located outside the 1909 land release including the public school that commenced in 1890, the first post office agency that opened in 1901 and the first church, St Stephen's (from about 1902). Over the 1910s Wentworth Street developed into the commercial centre for Port Kembla and included licensed hotels including the Great Eastern Hotel (1912) and the Port Kembla Hotel (1917). 1915 saw the opening of the Empire Hall on the former site of the former Whiteway Theatre.</p>

IMAGE	
	Detail from the Admiralty survey of the east coast of Australia (NSW Sheet III) completed in 1867 and corrected in 1873
Source	National Library of Australia (obj-230056569)
IMAGE	
	Detail from the NSW Department of Lands map of Parish of Wollongong (Co. Camden) dated 1915 showing the areas resumed by the government from 1900 for harbour works. Also shown is the private township subdivision (Wentworth Street)
Source	National Library of Australia (obj-233990061)

IMAGE

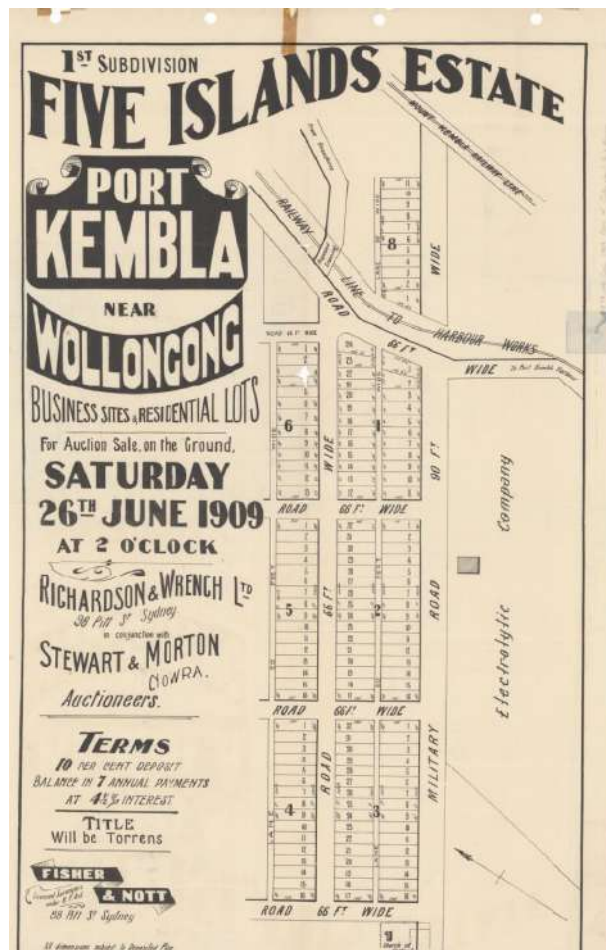


Looking from the Great Eastern Hotel (later Steelworks) toward the harbour at Port Kembla in 1919

Source

Port Kembla the lake suburb, Lake Illawarra, Henry F Halloran & Co, 1919


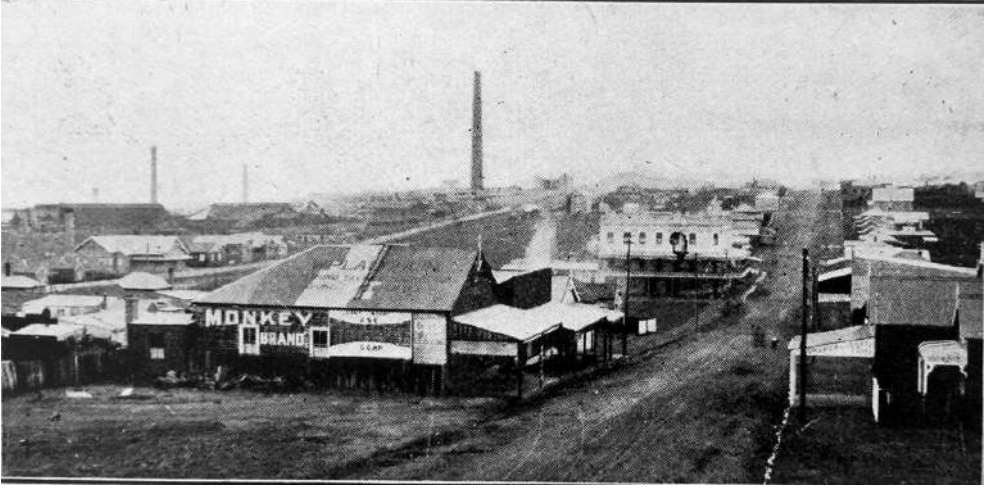
IMAGE



Auctioneers plan of the 1st Subdivision of the Five Islands Estate at Port Kembla, that developed as the township of Port Kembla

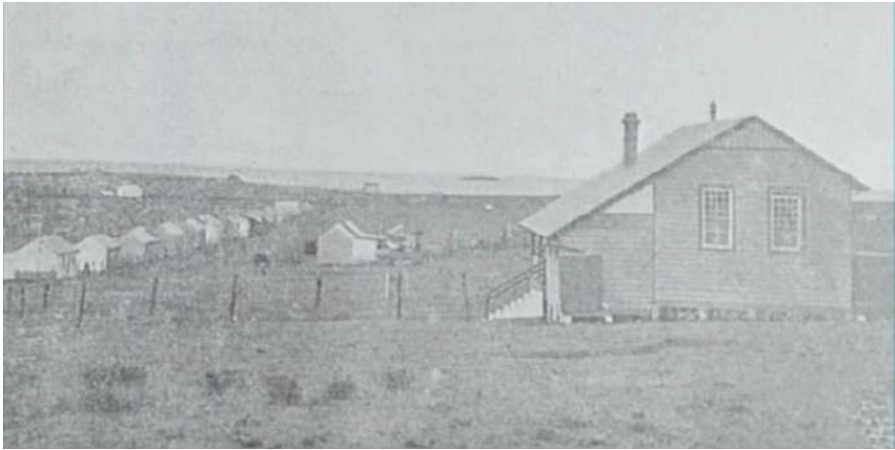
Source

State Library of New South Wales (Z/TP/P3/7)

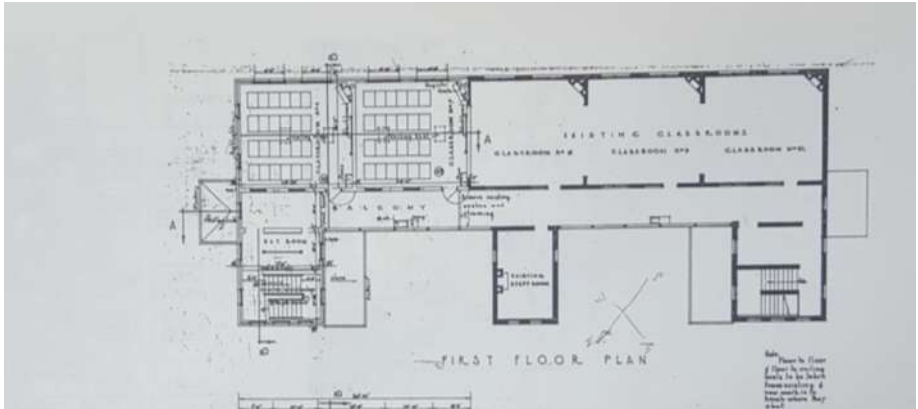
IMAGE	
	<p>Looking toward the harbour. The rising ground of the northern length of Wentworth Street in this photograph was characterised by vacant allotments and a handful of commercial developments. Not dated, but late 1910s</p>
Source	<p>Wollongong City Library (P02/268)</p>
IMAGE	
	<p>Wentworth Street in 1919. At right is the Empire Hall</p>
Source	<p>Henry F Hallaron & Co., <i>Port Kembla the lake suburb</i>, John Sands, 1919</p>

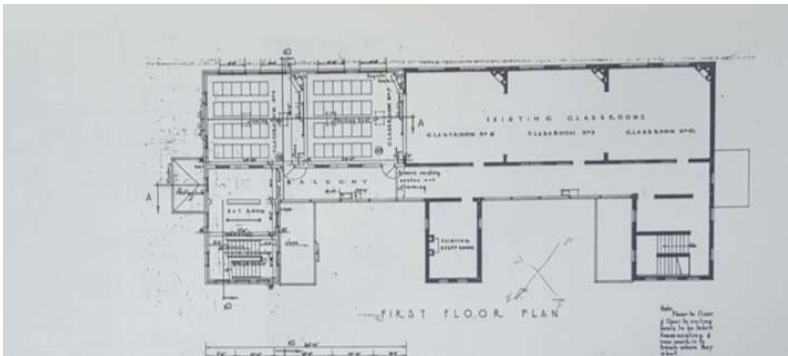
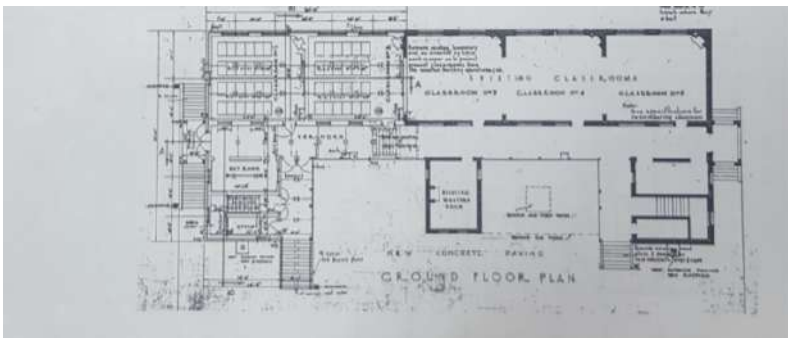
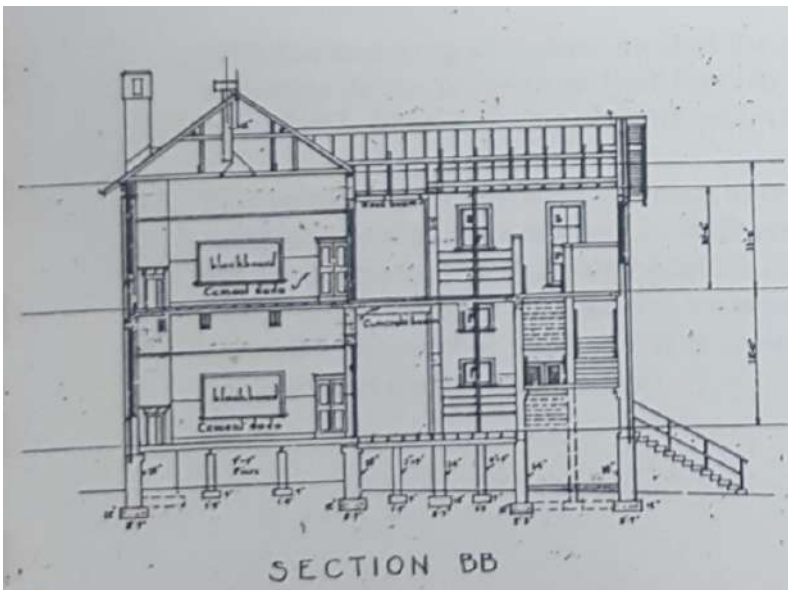
7.3 A3 EDUCATION IN PORT KEMBLA

INTERPRETATION	
THEME	REPRESENTATION
EDUCATION IN PORT KEMBLA	Introduces Devices
TEXT	<p>On 1 March 1890 an application was made for the establishment of a Public School at Port Kembla as there were approximately 25 children in the neighbourhood who required educational facilities.</p> <p>The application was approved and the school came into operation in July 1890. The school was opened in a small cottage or iron building rented from the Mount Kembla Coal Company near No. 3 jetty of Port Kembla Harbour. By March 1892, there were 16 students enrolled at Port Kembla with an average attendance of 13.</p>




INTERPRETATION	
THEME	REPRESENTATION
DEVELOPMENT OF PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
THE FIRST SCHOOLS	
TEXT	<p>The study area is located within the land resumed as part of the harbour works.</p> <p>In 1901, tenders were called for the erection of a Public School at Port Kembla on a site to the north-west of the study area. The school house was described as:</p> <p><i>"The building will be a wooden structure, and the size of the school room 36 feet by 21 feet, affording floor space for 94 pupils. No school house ever before was erected in the district that was more needed than this, as teachers, pupils, and parents can testify by latte experience."</i>³²</p> <p>The school was opened on 9 July 1902 and was described as being:</p> <p><i>"...situated on a nice hill overlooking the waters of the bay. The building is a wooden one, capable of accommodating some 90 pupils, and the playground is ample."</i></p> <p>An additional row was added in 1903 to accommodate further pupils.</p> <p>Works for the deep-water harbour and the continued development of the coal mining industry led to the Department of Education were required to seek an alternative location. The school closed in February 1908 and the school buildings were dismantled and relocated to a new location though this proved unsatisfactory being a kilometre from the township.</p> <p>The Port Kembla Progress Association was formed in 1908 and began to actively lobby the Public Instruction Department for a new school. By 1911 the school had an enrolment of around 120 which rose to 155 by 1914 and the school became overcrowded. The Minister for Education committed to erect a new public school at Port Kembla that arrived 1916.</p>
IMAGE	
	The first Port Kembla Public School
Source	South Coast Times and Wollongong Argus, 21 December p. 5

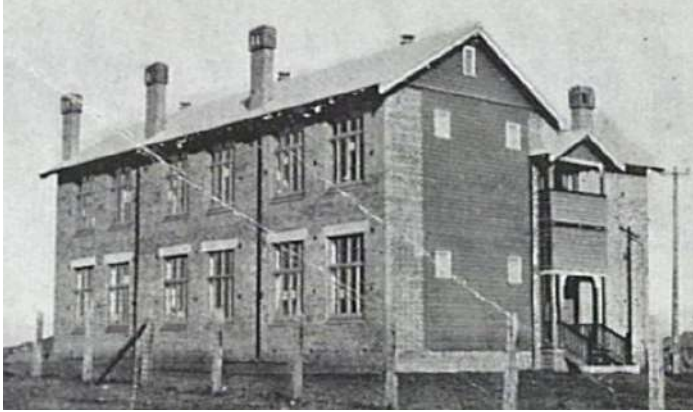

7.4 A4 PORT KEMBLA PUBLIC SCHOOL



INTERPRETATION	
THEME	REPRESENTATION
DEVELOPMENT OF PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
PORT KEMBLA PUBLIC SCHOOL	
TEXT	<p>The Department of Education issued a call for tenders on 22 September 1916 for the erection of a new school building at Port Kembla. The school was described as:</p> <p><i>"The school is erected on an elevated site containing an area of two acres, just above the electrolytic works. It is of two storey, constructed of brick, with pick dressing, and contains six class rooms 24 feet and 22 feet,, head master's room 12 x 12, cloak rooms 12 x 12, store room 8 x 12, concrete stairs and floors. The class rooms on each floor are divided by folding partitions, while special attention has been given to ventilation and light The roof is of asbestos slate. Verandahs and balconies surround the building, being enclosed with ornamental wire. First class lavatory accommodation has also been provided, and the grounds are enclosed with lawn wire fencing. The contract price, with extras, will be about £4,700."</i>⁴⁴</p> <p>The enrolment at this time was over 200 and the first headmaster was Mr. James Henry. Attendance at the school increased and a two storey extension was added in July 1931.</p>
IMAGE	 <p>The image is a detailed architectural floor plan for the first floor of a school extension. It shows a central corridor with several rooms branching off. On the left side, there are three existing classrooms, each labeled 'EXISTING CLASSROOM'. To the right of the corridor is a new classroom, labeled 'NEW CLASSROOM'. Below the new classroom is a store room, labeled 'STORE ROOM', and further down is a lavatory, labeled 'LAVATORY'. The plan also shows a verandah area at the bottom. A scale bar is located at the bottom left, and a north arrow is at the bottom right. The title 'FIRST FLOOR PLAN' is centered at the bottom.</p>
	1931 Floor plans for the school extension
Source	NSW Public Works



INTERPRETATION	
THEME	REPRESENTATION
PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
IMAGE	 <p>A detailed architectural ground floor plan for a school extension. The plan shows a long, rectangular building with a central corridor. On the left side, there are several classrooms labeled 'CLASSROOM 101' through 'CLASSROOM 106'. On the right side, there are more classrooms labeled 'CLASSROOM 107' through 'CLASSROOM 112'. The plan also shows a 'HALL' and a 'STAIRS' area. The title 'FIRST FLOOR PLAN' is centered at the bottom. A scale bar is located at the bottom left, and a north arrow is at the bottom right.</p>
	1931 Ground floor plan for the school extension
Source	NSW Public Works
IMAGE	 <p>A detailed architectural first floor plan for a school extension. The plan shows a long, rectangular building with a central corridor. On the left side, there are several classrooms labeled 'CLASSROOM 101' through 'CLASSROOM 106'. On the right side, there are more classrooms labeled 'CLASSROOM 107' through 'CLASSROOM 112'. The plan also shows a 'HALL' and a 'STAIRS' area. The title 'GROUND FLOOR PLAN' is centered at the bottom. A scale bar is located at the bottom left, and a north arrow is at the bottom right.</p>
	1931 First floor plan for the school extension
Source	NSW Public Works
IMAGE	 <p>A detailed architectural section drawing of a school extension. The drawing shows a cross-section of the building, revealing the internal structure, including the roof, walls, floors, and stairs. The title 'SECTION BB' is centered at the bottom. A scale bar is located at the bottom left, and a north arrow is at the bottom right.</p>
	1931 Section for the school extension
Source	NSW Public Works

INTERPRETATION	
THEME	REPRESENTATION
DEVELOPMENT OF PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
PORT KEMBLA PUBLIC SCHOOL	
TEXT	<p>The enrolment at the Public School had increased to around 460 pupils by 1934 with an increase to 480 by May of the same year. This led the Parents and Citizens Association to ask the Department to increase the school site by buying the two lots adjoining the school between Military and Reservoir Street.</p> <p>The Department came to acquire all 14 allotments within the block during 1935-1936.</p> <p>Expansion of the Port Kembla Public School continued into 1939 with aims to erect an infant's building to accommodate the 600 enrolled children.</p> <p>The school underwent further improvements in 1949:</p> <p><i>The concreting of a wide area entirely around the school is progressing steadily. When this is completed there will be assembly space for the three departments. It is hoped to terrace the rest of the grounds and put them under grass. This should be most effective, especially when the unsightly portable rooms are removed. However, the headmaster Mt Reilly believe that even when the new infants' school is built, the portables will still be necessary, so rapidly is the enrolment increasing.</i></p> <p><i>Already it has been necessary to resume, as playing area the ground occupied by a nearby cottage, as well as another allotment. 48</i></p> <p>The long awaited construction of the new infant's building was underway during 1953.</p> <p><i>The new building for the Infants' Department for the Port Kembla Public School is progressing so satisfactorily it is hoped to enter into occupation after the May vacation.</i></p> <p><i>This will release the whole downstairs floor of the present building to the Boy's Department. in the grounds of the new school a most up-to-date Oslo-lunch-cutting room, fully equipped, will be provided.</i></p> <p><i>Part of this room will be furnished with tables and chairs, where the children may eat their lunches.</i></p> <p>In March 1997, after years of complaining about the health fears of the neighbouring smelter, the Premier, Mr Carr agreed to remove the children declaring that the Government:</p> <p><i>Maintains its views that environmental conditions imposed on the development are stringent and will be met...the education of children would have been disrupted by the ongoing concern among parents and teachers about the school's existing location</i></p> <p>The new school was built for 240 students in Gloucester Boulevard. The Port Kembla Public School in 1999 and the abandoned school building burned down in January of 2013. Later that month, the remains of the school were demolished.</p>

INTERPRETATION	
THEME	REPRESENTATION
PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
IMAGE	
	Port Kembla Public School
Source	Wollongong City Library P09/P09043
IMAGE	
	Port Kembla Public School 1917
Source	Wollongong City Library (Illawarra Mercury Collection) P24446
IMAGE	
	Port Kembla Public School 1917
Source	Wollongong City Library (Illawarra Mercury Collection) P24445

INTERPRETATION	
THEME	REPRESENTATION
PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
IMAGE	
	Port Kembla Public School 1919
Source	Wollongong City Library P13/P13348
IMAGE	
	Port Kembla Public School 1994
Source	Wollongong City Library P09/P09042

INTERPRETATION	
THEME	REPRESENTATION
PUPILS OF PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
IMAGE	
	Pupils at Port Kembla Public School 1937
Source	Wollongong City Library P15/P15215
IMAGE	
	Pupils at Port Kembla Public School 1941
Source	Wollongong City Library P15/P15214

INTERPRETATION	
THEME	REPRESENTATION
PUPILS OF PORT KEMBLA PUBLIC SCHOOL	Introduces Devices
IMAGE	
	Pupils at Port Kembla Public School 1958
Source	Wollongong City Library P24228
IMAGE	
	Pupils at Port Kembla Public School 1973
Source	Wollongong City Library P18/P18153