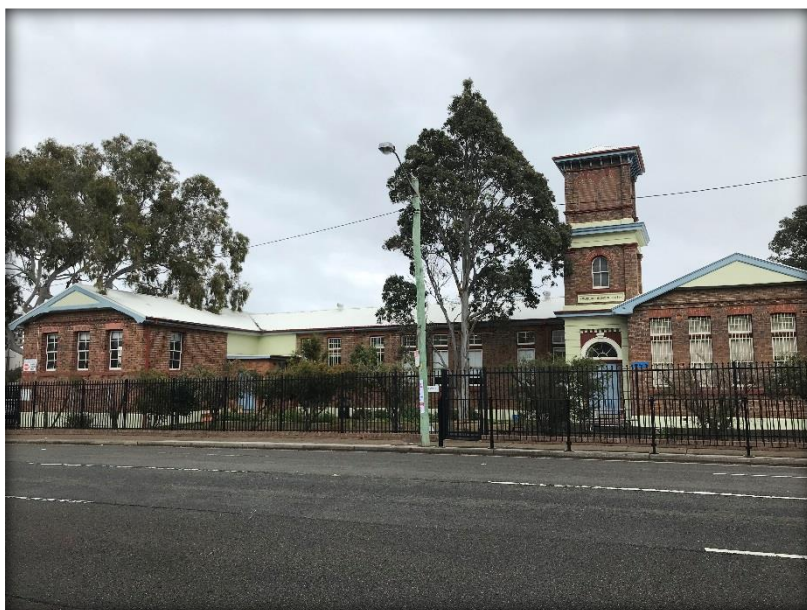


STATEMENT OF HERITAGE IMPACT

**Proposed development at
HURSTVILLE PUBLIC SCHOOL
80 Forest Road,
Hurstville**



Job No. 8224
October 2018

Heritage21
CULTURAL BUILT HERITAGE IN THE 21ST CENTURY

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Acknowledgement of Country

Heritage 21 wishes to acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and community. We pay our respects to them and their cultures; and to elders both past and present.

Cover page: View to the primary façade of the subject site at Hurstville Public School, from Forest Road, facing west.
(Source: Heritage 21, 27.08.18).

The following Table forms part of the quality management control undertaken by Heritage 21 regarding the monitoring of its intellectual property as issued.

Issue	Description	Date	Written by	Reviewed by	Issued by
1	Draft report (D1) issued for comment.	15.10.18	LS	-	LS
2	Report issued (RI).	19.10.18	LS	-	LS

1.0 INTRODUCTION

1.1 Background

This Statement of Heritage Impact ('SoHI' or 'report') has been prepared on behalf of the owner of the subject site in the context of a development application for Gardner Wetherill & Associates Architects who have been engaged by Hurstville Public School to submit a development application for the construction of an extension of an existing building at the site.

1.2 Site Identification

The site at 80 Forest Road, Hurstville comprises Lot 30 DP 842051 & Lot 32 DP 842051 and is situated on the eastern side of Forest Road. The allotment is situated within the boundaries of the Georges River Council Local Government Area ('LGA').



Figure 1. Aerial view of locality with approximate boundaries of the subject site outlined in red. (Source: NSW Land and Property Information, 'SIX Maps', n.d., <http://maps.six.nsw.gov.au/>.)

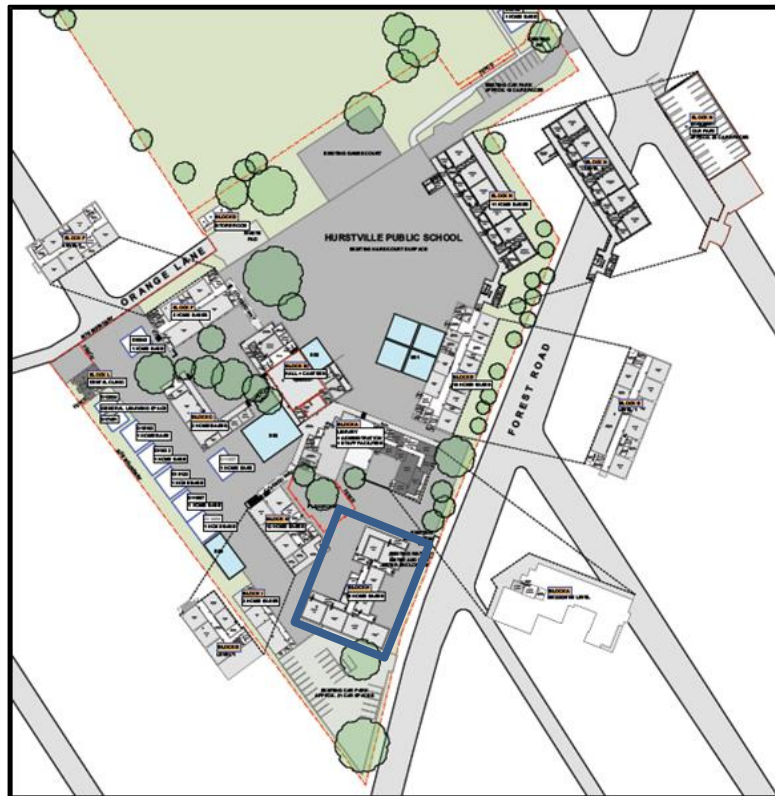


Figure 2. The existing subject site with the heritage item (I28) outlined in blue. (Source: Gardner Wetherill Associates).

1.3 Heritage Context

1.3.1 Heritage Status

The site contains a building that is listed as an item of environmental heritage in Schedule 5 of the Hurstville Local Environmental Plan 2012 ('HLEP'). The details of this listing below:

Item name	Address	Significance	Item no
Hurstville Public School	80 Forest Road	Local	I28

It is also noted on the State Heritage Inventory that the listing includes the main building only.

1.3.2 Heritage Conservation Areas

In addition, the site is **not** located within the boundaries of any Heritage Conservation Areas listed in the HLEP 2012.

1.3.3 Heritage Items in the Vicinity

The site is also situated within the general vicinity of other items of environmental heritage identified in the HLEP 2012 (refer to Figure 3 below). These heritage items follow below:

Item Name	Address	Significance	Item No
Georges River College – Hurstville Boys Campus	Kenwyn Street	Local	I30
Allawah Reservoir (WS 0001)	2 Forest Road	Local	I27
Old Ryan's Dairy	117 Botany Road	Local	I7
Californian Bungalow	76 Lily Street	Local	I36

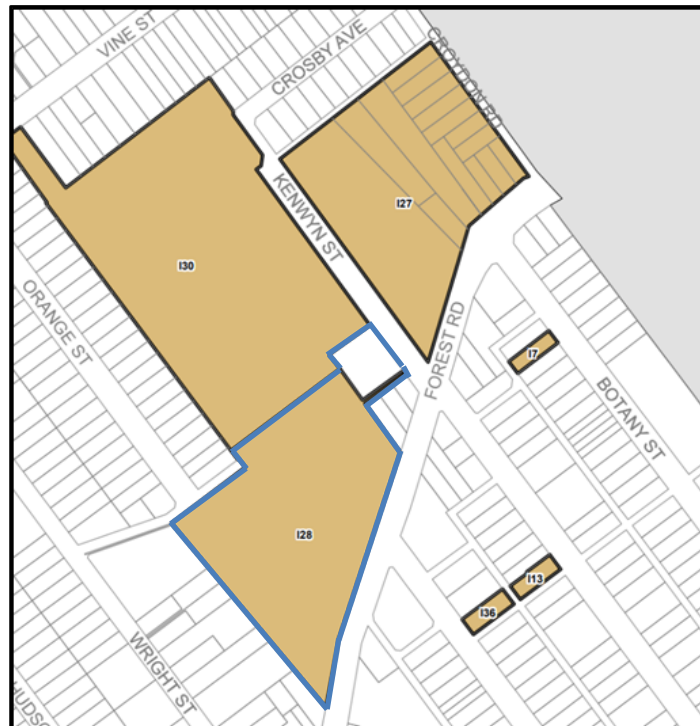


Figure 3. Heritage map 008B; the subject site is outlined in blue and heritage items, some of which are within the vicinity of the site, are marked brown. (Source: NSW Legislation Online, <http://www.legislation.nsw.gov.au/#/view/epi/2013/313/maps>).

The proposed development of the site is not located within the visual catchment of heritage items I7, I13 or I36 listed above and neither is it considered to be sufficiently proximate to those places to warrant discussion in the Heritage Impact Assessment contained in Section 6.0 of this SOHI. Accordingly, the discussion in Section 6.0 of this SOHI of the potential heritage impact of the proposal on heritage items in the vicinity is limited to I30 and I27.

1.4 Purpose

The subject site contains an item of environmental heritage and is located in the vicinity of a heritage item, all of which are listed under Schedule 5 of the HLEP 2012. Sections 5.10(4) and 5.10(5) of the HLEP 2012 require Georges River Council to assess the potential heritage impact of non-exempt development, such as the proposed works (refer to Section 5.0) on the heritage significance of the abovementioned heritage items and, also, to assess the extent (whether negative, neutral or positive) to which the proposal would impact the heritage significance of those heritage items. This assessment is carried out in Section 6.0 below.

Accordingly, this SOHI provides the necessary information for Council to make an assessment of the proposal on heritage grounds.

1.5 Methodology

The methodology used in this SOHI is consistent with *Statements of Heritage Impact* (1996) and *Assessing Heritage Significance* (2001) published by the Heritage Division of the NSW Office of Environment and Heritage and has been prepared in accordance with the principles contained in the most recent edition of *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance* 2013 ('Burra Charter').

1.6 Authors

This Statement of Heritage Impact ('SOHI' or 'report') has been prepared by Lauren Schutz, Graduate Heritage Consultant of Heritage 21. Its findings have been reviewed and endorsed by Paul Rappoport, Director of Heritage 21.

1.7 Limitations

- This SOHI is based upon an assessment of the heritage issues only and does not purport to have reviewed or in any way endorsed decisions or proposals of a planning or compliance nature. It is assumed that compliance with non-heritage aspects of Council's planning instruments, the BCA and any issues related to services, contamination, structural integrity, legal matters or any other non-heritage matter is assessed by others.
- This SOHI essentially relies on secondary sources. Primary research has not necessarily been included in this report, other than the general assessment of the physical evidence on site.
- It is beyond the scope of this report to address Indigenous associations with the subject site.
- It is beyond the scope of this report to locate or assess potential or known archaeological sub-surface deposits on the subject site or elsewhere.
- It is beyond the scope of this report to assess items of movable heritage.
- Heritage 21 has only assessed aspects of the subject site that were visually apparent and not blocked or closed or to which access was not given or was barred, obstructed or unsafe on the day of the arranged inspection.

1.8 Copyright

Heritage 21 holds copyright for this report. Any reference to or copying of the report or information contained in it must be referenced and acknowledged, stating the full name and date of the report as well as Heritage 21's authorship.

2.0 HISTORICAL DEVELOPMENT

2.1 Local History

The land in which Hurstville is now located traditionally belonged to the Biggegal people of the Eora Nation.

The suburb of Hurstville was formed within a land grant of 1950 acres made to Captain John Townson (1760-1835) in 1808. This grant stretched from King Georges Road to Stoney Creek Road to beyond Kogarah Railway Station. A further 250 acres was added north of Stoney Creek Road in 1810.¹ Townson's brother, Robert, received a similarly large grant which included Penshurst, Mortdale and parts of Peakhurst. It is likely the land was not occupied or used by the brothers, being as it was unsuitable for wool production.² In 1812, Simeon Lord (1771-1840), a wealthy merchant, purchased Captain John Townson's land, after which it became known as Lord's Forest or Lord's Bush. It is thought that it may have been leased to timber getters.³

Michael Gannon purchased the land in 1850 following Lord's death and proceeded to subdivide the land into small and large farms along what is now Croydon Road. At this time the centre of what was later Hurstville was known as Gannon's Forest. The Mitchells Line of Road (established 1843) from Cooks River to the settlements in the Illawarra to the south ran through Gannon's Forest and became known as Gannon's Forest Road. Later the Gannon's was dropped, resulting in today's Forest Road.⁴ This road did not generate much traffic, being only suited to travellers on horseback from Woronora to Wollongong. Nevertheless, the road did begin to open the Hurstville area up for settlement and early development.⁵

Early industry in the heavily wooded area was dominated by timber-getters, but as land was cleared, pastoral and agricultural uses grew, and a tobacco manufacturer was also established.⁶

By 1901 the population of Hurstville was 4,000, climbing to 7,339 by 1911.⁷ The swampy land opposite the station was drained and a two storey building containing four shops was built in 1907, occupied by a grocer, fruiterer, tailor and confectioner. Later Bert Jolley owned the whole building which became Jolley's Emporium, and Jolley's Arcade was built underneath. A stationmaster's cottage was built near the station and an official Post Office built up the hill in 1907. Shops were not built on the railway side of Forest Road until the 1920s and 1930s as the railways owned the land

¹ Pollon, F., *The Book of Sydney Suburbs*, Sydney: Cornstalk, 1996, pp. 130-131.

² Hurstville City Council, *History of Hurstville*, <http://www.hurstville.nsw.gov.au/preview.aspx?PageID=179> accessed 28 January 2014.

³ Hurstville City Council, *History of Hurstville*, accessed 28 January 2014.

⁴ Pollon, *The Book of Sydney Suburbs*, pp. 130-131.

⁵ Hurstville City Council, *History of Hurstville*, accessed 28 January 2014.; and Pollon, *The Book of Sydney Suburbs*, pp. 130-131.

⁶ Pollon, *The Book of Sydney Suburbs*, pp. 130-131.

⁷ Lawrence, J. *St George Pictorial Memories: Rockdale, Kogarah, Hurstville*. Crows Nest, NSW: Kingsclear, 1996, p. 108.

and sold it off in sections. Memorial Park in front of the station was formerly used as a taxi stand and bus stop.⁸

2.2 History of Hurstville Public School

The following history of Hurstville Public School is extracted from the Hurstville Public School website:

Until 1875, the education of the children of Hurstville was catered for by a Church of England School which was located not far from the present site of Hurstville Public School.

However, the teacher, a Mr George Palmer, indicated that he wished to retire at the end of the 1875 school year. The Church of England Minister felt that it was not desirable for the school to continue and he supported the establishment of a public school. A committee was formed and a site chosen. It was a little under two acres in area and was adjacent to the Post Office and opposite the Blue Post Inn. It had been purchased for the Council of Education from Michael Gannon for 30 pounds.

To support the appeal for the establishment of the school, the committee pointed out that the nearest school was three miles away. They indicated that there were 104 children between 4 and 14 years living within two miles of the proposed site.

The School Inspector, Mr W.M McIntyre, visited the locality to investigate the claims of the Council. He recommended that a school room large enough to accommodate 60 would be sufficient.

Plans for the school building were prepared by Mr Benjamin Backhouse and tenders were called for in February 1876. A building large enough to hold 60 pupils was completed in October 1876 at a cost estimated at 600 pounds.

The first teacher to be appointed was Mr Michael Lappan. For some reason, neither he nor the school seemed very popular. Attendance was poor as enrolment was about 60 but there were said to be another 60 children in the area who did not attend. Of those enrolled, usually only half of them were in regular attendance. Mr Lappan suggested that the reason for this was the lack of a school bell tower.

Mr Jones, School Inspector, suggested the poor attendance was due to Mr Lappan's "advanced age and weakness of discipline". He was also not impressed

⁸ Hurstville City Council, *History of Hurstville*, accessed 28 January 2014.

with the results of exercises he gave to 3rd Class. These exercises included parsing, dictation, a spelling test of 20 words such as "....unnecessary, mignonette, chrysalis, heifer, Reuben and archipelago", and a scripture lesson which necessitated the children placing the following names in the order they were born ...Terah, John the Baptist, Seth, Hagar, Herod, Lot and Christ.

None of them performed particularly well and Mr Jones took their papers with him as evidence of claims against Mr Lappan. These papers exist today in the Department's Archives. Mr. Lappan eventually decided Hurstville was not for him and, in 1879, he was succeeded by Mr Locrin Tiddy.

Around 1886, there was a sudden growth in population, due to the completion of the railway. Mr Felix Thistlethwayte was the Principal at this time and enrolment at the school was over 200. Mr Thistlethwayte decided the school should be organised into two departments - Boys and Girls – not the more usual Infants and Primary. He felt this division would render the school population more manageable as they would be of approximately equal size and that a female teacher would best suit female students, thus securing a larger and more regular attendance. The girls' department was established in 1889.

The school numbers continued to grow and, in 1913, Acting Chief Inspector McLelland reported that there were 400 children enrolled in the Infants Department but only 280 seats. In the Primary Department, three girls were sitting in each dual desk and eight or nine boys were crowded into a long nine-foot desk. This marked the next step in the Hurstville Public School expansion that still continues today.



Figure 4. "Early impression of school showing Bell Tower, original School Building and Teachers' Residence," c.1892 (Source: Georges River Libraries, <https://georgesriver.spydus.com/cgi-bin/spydus.exe/FULL/OPAC/ALLENQ/2403618/17747107,31?FMT=IMG>)



Figure 5. Hurstville Public School, c.1910. (Source: Georges River Libraries, <https://georgesriver.spydus.com/cgi-bin/spydus.exe/FULL/OPAC/ALLENQ/2403618/17748001,25?FMT=IMG>)

3.0 PHYSICAL CONTEXT

3.1 Locality

The suburb of Hurstville, located approximately 16 kilometres south of the Sydney CBD, is considered part of the St George Area. It is the administrative centre of the Georges River Council with a population as of the last census of around 29,822.

3.2 Streetscape

The primary entrance to Hurstville Public School is located on Forest Road, which is a main thoroughfare within Hurstville. Surrounded by primarily residential streets, the section of Forest Road in which this school is located contains car dealerships and retail spaces.

3.3 Views

The principal views – from the public domain – towards the site are at street level from Forest Road. A tall metal palisade fence surrounds the site.

3.4 The Existing Site

Hurstville Public School is bound by Forest Street, Orange Lane, Kenwyn Street and Georges River College, the Hurstville Boys Campus to the rear. The subject site contains an operational public school that comprises a number of permanent buildings, as well as portable classrooms set upon brick supports and soft and hard landscaping.

3.5 Photographic Evidence

The following photographs, taken by Heritage 21 on 27.08.18, provide a visual survey of the site and its setting.



Figure 6. View to Block E, from Forest Road, facing north-west.



Figure 7. View to Block H, from Forest Road, facing south.



Figure 8. Block H.



Figure 9. Block H.



Figure 10. Block I.



Figure 11. Block I and Block A, facing west.



Figure 12. Interior of existing library.



Figure 13. Interior of existing library.



Figure 14. View from library, facing south-west.



Figure 15. View of rear of Building G.



Figure 16. View to portable classrooms, facing west.



Figure 17. View to Building F.



Figure 18. View to exterior of Hall.

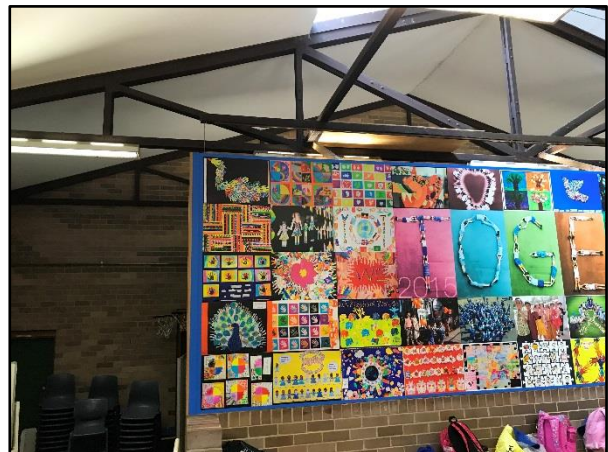


Figure 19. View to interior of Hall.



Figure 20. View to sports storage, interior of hall.



Figure 21. View to interior of canteen.



Figure 22. View towards Georges River College, facing north-west.



Figure 23. View towards rear of Hurstville Public School, facing east.

4.0 HERITAGE SIGNIFICANCE

4.1 Established Significance

The following Statement of Significance is available for the site on the State Heritage Inventory:

Hurstville Public School is a good example of a Federation educational building. It has historical association with Hurstville since commencing its operation in 1891.

4.2 Assessment of Significance

Prior to assessing the level of heritage impact and/or compatibility of a proposed development it is crucial to understand the cultural heritage value of a place. This understanding of significance then informs and guides decision-making so as to retain values into the future. The assessment to ascertain the significance of a place is carried out below, based upon criteria specified by NSW OEH.

Criterion	Assessment
A. Historical Significance An item is important in the course, or pattern, of NSW's or the local area's cultural or natural history (state/local significance).	<p>The site, in operation since 1875, is important as one of the earliest public schools in the suburb of Hurstville. Established in response to the growing population of the surrounding area, the infrastructure has largely failed to keep up with the demand since the outset culminating in the extensive use of portable classrooms. The subject site has remained a key site for education within Hurstville since construction.</p> <p>Therefore, the site attains the requisite standard of historic significance at a local level.</p>
B. Associative Significance An item has strong or special association with the life or works of a person, or group of persons, of importance in NSW's or the local area's cultural or natural history (state/local significance).	<p>There is no known significant human occupation or event, person or group of importance which used the site or was associated with it since its construction. Whilst there is a list of Head Teachers/Principals, research has not indicated that these individuals were significant beyond their contribution to Hurstville Public School.</p> <p>Accordingly, the site does not attain the requisite standard of significance under this criterion.</p>
C. Aesthetic Significance An item is important in demonstrating aesthetic characteristics and/or high degree of creative or technical achievement in NSW or the local area (state/local significance).	<p>Aside from Buildings H which is a listed heritage item, the permanent buildings do not demonstrate a particular architectural style. As such, the mixture of the classrooms within the subject site are permanent and portable classrooms.</p> <p>Accordingly, the site does not attain the requisite standard of significance under this criterion.</p>
D. Social Significance An item has a strong or special association with a particular community or cultural group in NSW or	<p>Whilst the site is likely valued by the local community for reasons of amenity – a factor which does not contribute to this criterion – it is also</p>

Criterion	Assessment
the local area for social, cultural or spiritual reasons (state/local significance).	<p>plausible that it is valued as an enduring educational resource and an important contributor to the immediate district.</p> <p>Generations of students, staff and parents – a community of users – may have a strong attachment with the site, for instance as a place of personal development, education, and/or employment.</p> <p>However, to determine the extent to which site satisfies this criterion – i.e. evidence of demonstrated attachment – a community research/assessment study would be required.</p>
E. Technical/Research Significance An item has potential to yield information that will contribute to an understanding of NSW's or the local area's cultural or natural history (state/local significance).	<p>There is no evidence to suggest that Hurstville Public School has the potential to contain information not available in other sources.</p> <p>Accordingly, the site does not attain the requisite standard of significance under this criterion.</p>
F. Rarity An item possesses uncommon, rare or endangered aspects of NSW's or the local area's cultural or natural history (state/local significance).	<p>The permanent buildings on the site are not unique to the subject site but are located throughout Sydney.</p> <p>Accordingly, the site does not attain the requisite standard of significance under this criterion.</p>
G. Representativeness An item is important in demonstrating the principal characteristics of a class of NSW's or the local area's cultural or natural places or cultural or natural environments (state/local significance).	<p>The site is representative of early education within New South Wales, as the changes within the site reflect the response of the Department of Education to the fluctuation in enrolment numbers and the buildings established on site are reflective of the periods in which they were constructed.</p> <p>Accordingly, the subject site attains the requisite standard of representative qualities at a local level.</p>

4.3 Statement of Cultural Significance

In operation since 1876, Hurstville Public School was one of the earliest sites of education within the immediate area. Aside from Building H which is an item of environmental heritage, the subject site contains a mixture of permanent and temporary classrooms. The mixture reflects the inability to keep up with the demand of the growing number of students. The built evolution and recorded pedagogical changes reflect the growth of Hurstville and the changing principles of education within New South Wales. Demonstrating historical, social and representative qualities at a local level, the subject site does not attain the requisite standards of associative, technical or rarity at a local or state level.

5.0 PROPOSED WORKS

5.1 Description of Proposal

From the set of drawings provided by Gardner Wetherill Associates, dated 11.10.18, it is understood that the proposal would include the following:

Demolition/Removal

- The existing toilets and covered walk way of Block C to be demolished;
- Removal of minimal sections of the existing soft landscaping; and
- Removal of the steel stair to Block G.

Construction

- Four new home bases;
- New toilets;
- New COLA;
- New Canteen;
- New Lift;
- Extensions to the existing library and hall; and
- To improve the playground and perimeter landscaping.

5.2 Drawings

Specific details of the proposed development are shown in drawings by Gardner Wetherill Associates, dated 11.10.18, received by Heritage 21 on 12.10.18. These are partly reproduced below at small scale for reference purposes; the full-size drawings accompanying the application should be referred to for any details.

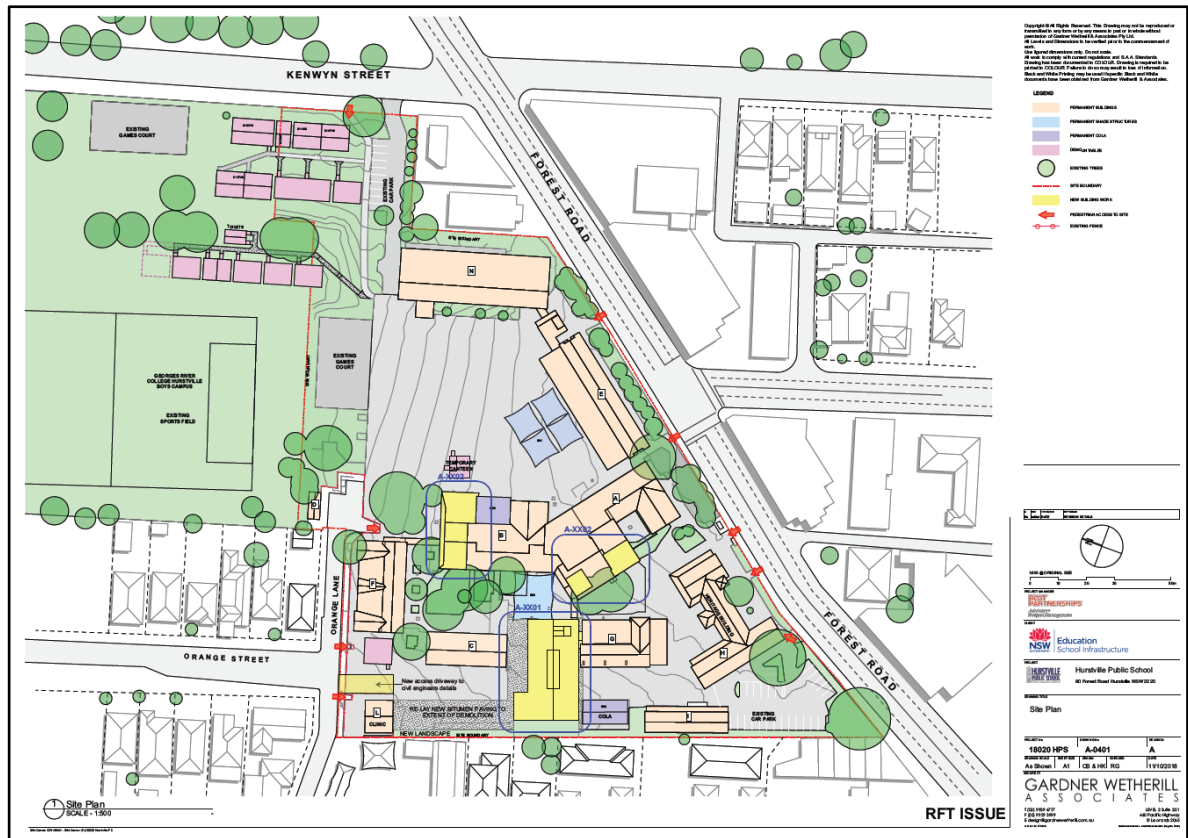


Figure 24. Site Plan, A-0401.

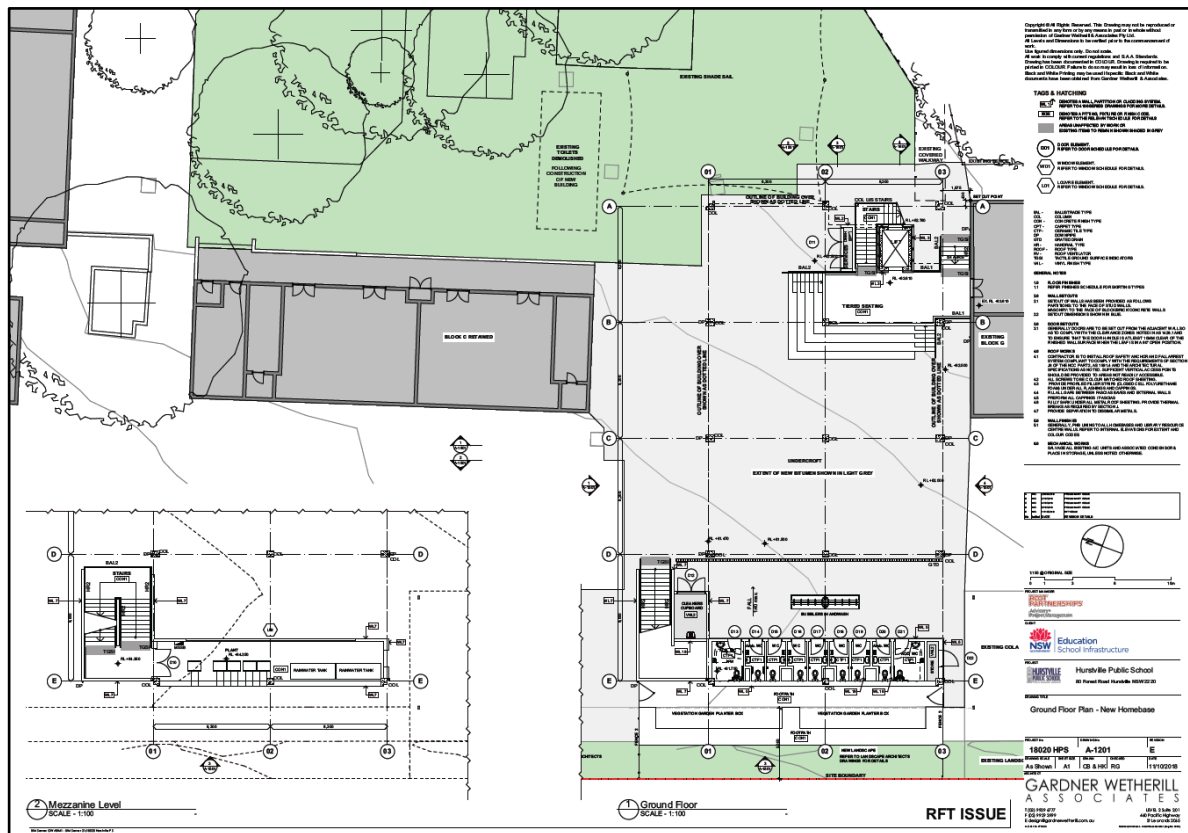
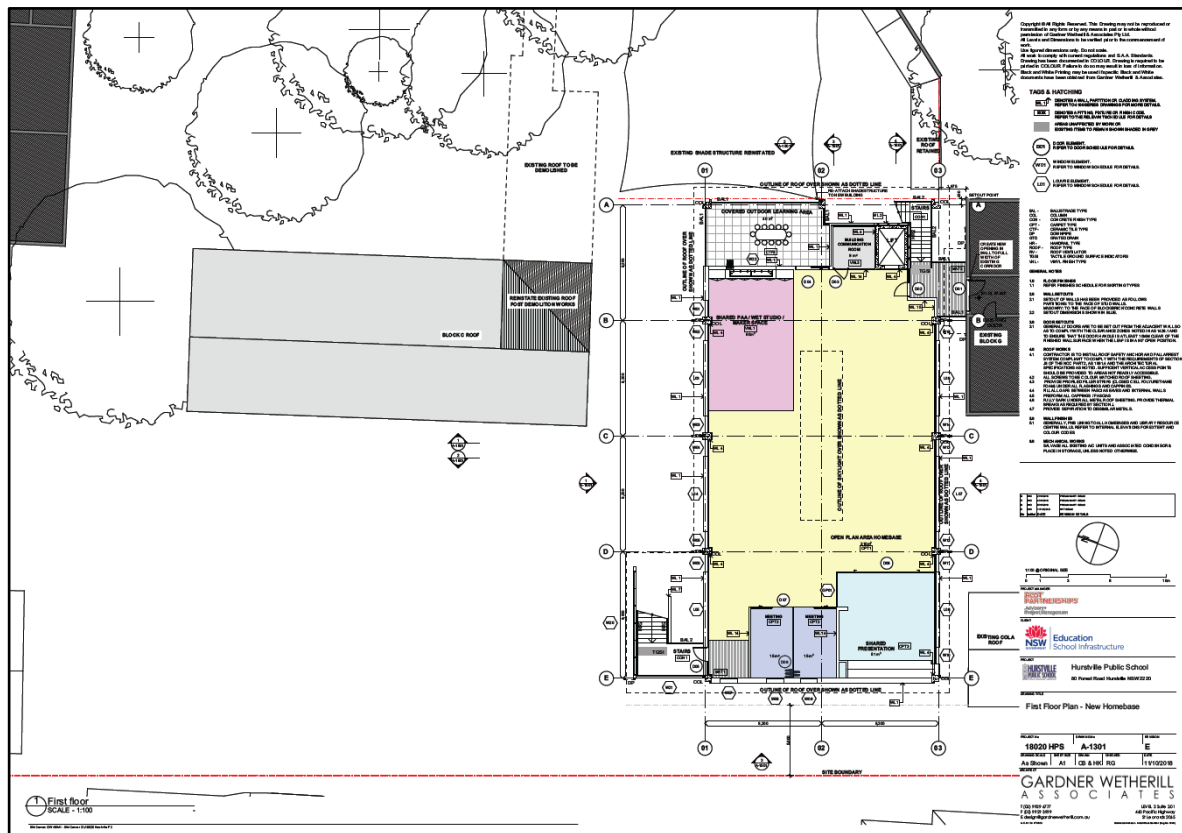
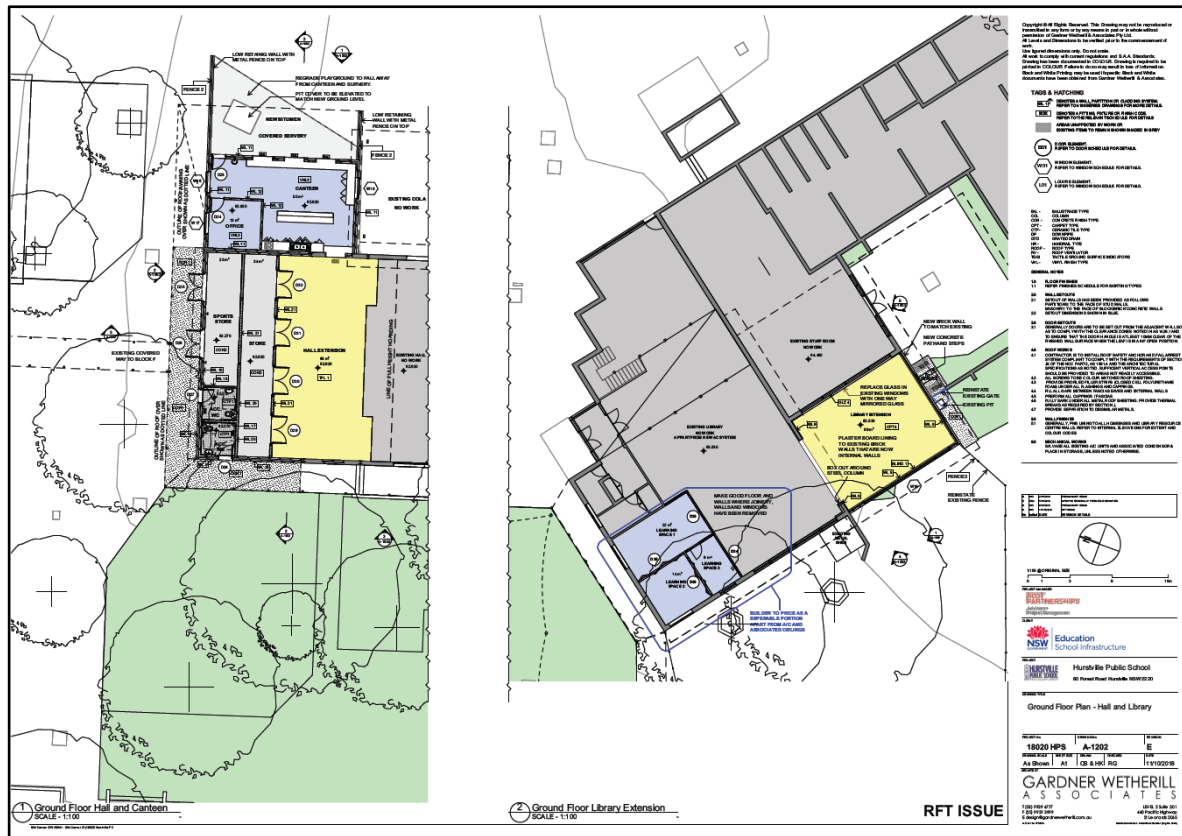


Figure 25. Ground Floor Plan – New Homebase, A-1201.



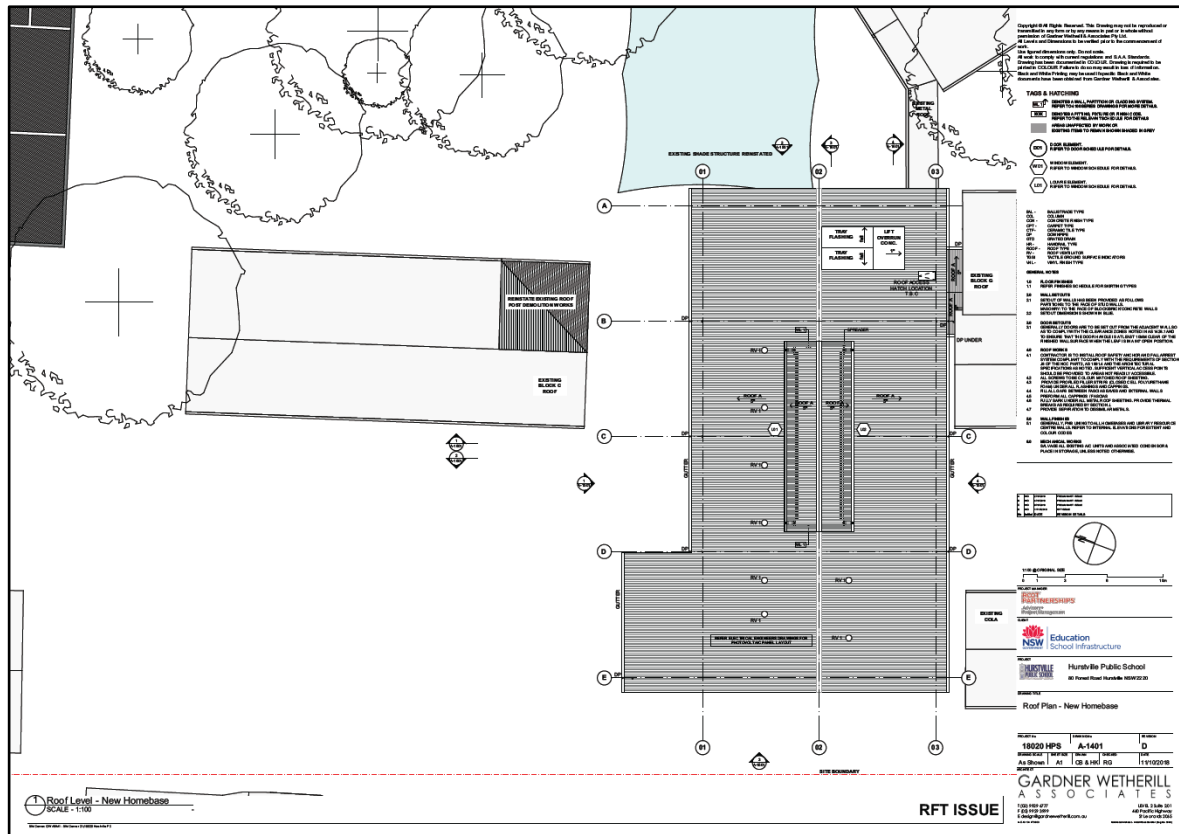


Figure 28. Roof Plan – New Homebase, A-1401.

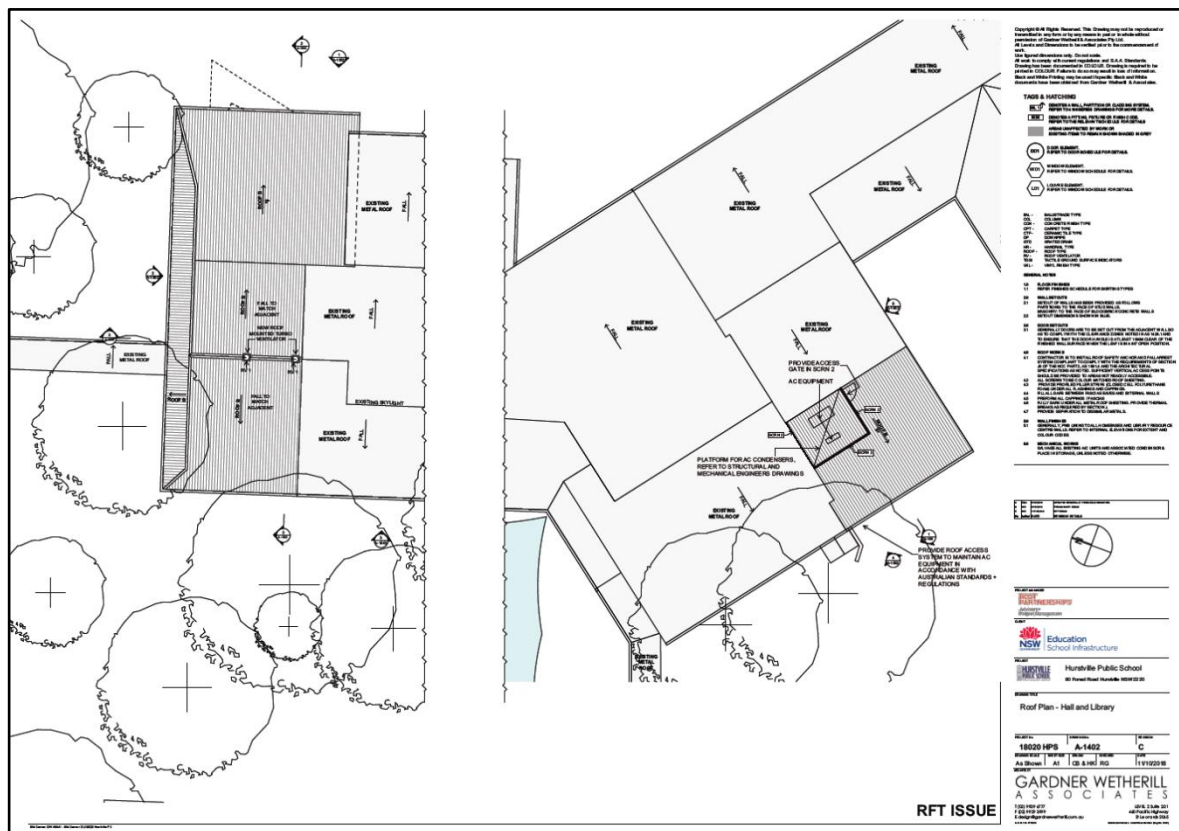


Figure 29. Roof Plan – Hall and Library, A-1402.

6.0 ASSESSMENT OF HERITAGE IMPACT

6.1 Heritage Management Framework

Below we outline the heritage-related statutory and non-statutory constraints applicable to the subject site including the objectives, controls and considerations which are relevant to the proposed development as described in Section 5.0 above. These constraints and requirements form the basis of this Heritage Impact Assessment.

6.1.1 Hurstville Local Environmental Plan 2012 ('HLEP')

The statutory heritage conservation requirements contained in Section 5.10 of the HLEP 2012 are pertinent to any heritage impact assessment for future development on the subject site. The relevant clauses for the site and proposal are outlined below:

- (1) Objectives
- (2) Requirement for consent
- (4) Effect of proposed development on heritage significance
- (5) Heritage assessment

6.1.2 Hurstville Development Control Plan No.1 ('HDCP')

Our assessment of heritage impact also considers the heritage-related sections of the HDCP No.1 that are pertinent to the subject site and proposed development. These include:

Section 3 – General Planning Considerations

6.1.3 Recommended Management

The following management recommendation is listed on the State Heritage Inventory:

The building should be retained and conserved. A Heritage Assessment and Heritage Impact Statement should be prepared for the building prior to any major works being undertaken. Archival and photographic recording, in accordance with Heritage Council guidelines, should be undertaken before major changes.

6.1.4 NSW Office of Environment & Heritage guidelines

In its guidelines for the preparation of Statements of Heritage Impact, the NSW Office of Environment & Heritage provides a list of considerations in the form of questions aiming at directing and triggering heritage impact assessments.⁹ These are divided in sections to match the different

⁹ Ibid.

types of proposal that may occur on a heritage item, item in a heritage conservation area or in the vicinity of heritage. Below are listed the considerations which are most relevant to the proposed development as outlined in Section 5.0 of this report.

Major additions (see also major partial demolition)

- *How is the impact of the addition on the heritage significance of the item to be minimised?*
- *Can the additional area be located within an existing structure? If not, why not?*
- *Will the additions tend to visually dominate the heritage item?*
- *Are the additions sited on any known, or potentially significant archaeological deposits? If so, have alternative positions for the additions been considered?*
- *Are the additions sympathetic to the heritage item? In what way (e.g. form, proportions, design)?*

6.2 Heritage Impact Assessment

Below we assess the impact that the proposed development would have upon the subject site and the heritage items in the vicinity. This assessment is based upon the Site Investigation (refer to Section 3.0), Heritage Significance (refer to Section 4.0), the Proposal (refer to Section 5.0) a review of the Heritage Management Framework (refer to Section 6.1) and the assessment of the impact of the proposal on the relevant heritage items situated in the vicinity of the site (refer to Section 1.3).

6.2.1 Summary

The proposed additions to the Hurstville Public School site would not seek to impact upon the existing heritage item. The proposed new home base building addition would be setback from the existing heritage item and the visual impact would be minimised by the construction of the addition to the rear of the existing Building G. The design of the proposed building would not replicate the existing heritage item and the articulation would clearly indicate the difference between the old and new builds. The proposal would also ensure the continued use of the site as an educational facility and would ensure the replacement of the existing demountable classrooms, and the introduction of additional hard landscaping. This would not only improve the general amenity of the subject site but would improve the existing conditions of the educational facilities.

6.2.2 Response to the relevant OEH questions

Major additions (see also major partial demolition)

- *How is the impact of the addition on the heritage significance of the item to be minimised?*

Response – The proposed addition would be located to the rear of existing Building G which would minimise the visual impact of the proposed addition on the existing heritage item. In addition, the proposed works would not include the construction of an addition to the existing heritage item. The proposed materials, finishes, and scale of all additions have also been designed to minimise the visual impact upon the heritage item within the subject site.

- *Can the additional area be located within an existing structure? If not, why not?*

Response – No, numerous demountable classrooms are currently being used on the site. As such, the proposed works would include the removal of the existing demountables and would require an additional permanent building to accommodate for the growing student numbers.

- *Will the additions tend to visually dominate the heritage item?*

Response – No, the proposed scale of the additions would be in line with the existing. In particular, the addition to Building G would maintain the scale of the existing and would be set behind the existing to further minimise the visual impact.

- *Are the additions sited on any known, or potentially significant archaeological deposits? If so, have alternative positions for the additions been considered?*

Response – Unknown, it is beyond the scope of this report.

- *Are the additions sympathetic to the heritage item? In what way (e.g. form, proportions, design)?*

Response – Yes, the proposed additions would not seek to replicate the existing heritage item and the proposed materials and finishes would be sympathetic to the heritage item.

7.0 CONCLUSION & RECOMMENDATIONS

7.1 Impact Summary

The NSW OEH's guidelines (1996) require the following aspects of the proposal to be summarised. This is based on the assessment of impact provided in Section 6.0 of this SoHI.

7.1.1 Aspects of the proposal which respect or enhance heritage significance

In our view, the following aspects of the proposal would respect the heritage significance of the subject site and heritage items in the vicinity:

- The proposed works would not impact upon the setback from Forest Road;
- The proposed works would not impact upon the historic use of the subject site as an educational facility;
- The proposed works would include the replacement of existing demountable classrooms which would improve the general amenity of the subject site;
- The proposed addition would not generate a negative visual impact upon the existing heritage item on the subject site due to the proposed siting and location of the proposed additions;
- The proposed works would not include the construction of alterations or additions to the heritage item; and
- The proposed design would not seek to replicate the heritage item.

7.1.2 Aspects of the proposal which could have detrimental impact on heritage significance

In our view, there are no aspects of the proposal which could be detrimental to the significance of the subject site and heritage items in the vicinity. The positive impacts of the proposal have been addressed above in Section 7.1.1.

7.1.3 Sympathetic alternative solutions which have been considered and discounted

Heritage 21 provided heritage advice to the applicant which has not been incorporated in the final proposal as described in Section 5.0 and which includes:

- The setback of the proposed addition to Building G. Heritage 21 had advised that a further setback and low-level link to Building G would be more appropriate.

7.2 General Conclusion

The proposed additions would not generate a negative visual impact on the existing heritage item. In particular, the proposed addition to Building G would be located to the rear of the existing building which would minimise the visual impact of the proposed addition on the heritage item. Heritage 21 is therefore confident that the proposed development complies with pertinent heritage controls and would have a neutral impact on the heritage significance of the subject site and heritage items in the vicinity.

8.0 SOURCES

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