

STATEMENT OF HERITAGE IMPACT

MILLTHORPE PUBLIC SCHOOL (FORMERLY SPRING GROVE PUBLIC SCHOOL) CNR OF PARK AND VICTORIA STREETS MILLTHORPE NSW



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Cover Photo: Principal William Webb (far right) with the boys enrolled at Millthorpe Public School circa 1890. Block D in the background. Block C on the left. *Source Millthorpe Public School.*

1. INTRODUCTION

EJE Heritage has been requested to provide a Heritage Assessment and subsequent Heritage Impact Statement for the proposed development of Millthorpe Public School, Millthorpe NSW, which involves Demolition of the 1981 former library building, removal of 8 demountable classrooms, relocation of two sheds, and the construction of a new two-storey classroom building / learning hub in the northwest corner of the site.

The initial section of the report places the site within an historical context, and examines the physical condition and context of the current buildings. With the history and physical condition and context of the buildings understood, a heritage assessment of the site can be completed using the NSW Heritage Branch guidelines encompassing the Australia ICOMOS *Burra Charter 2013* heritage values: historical significance; aesthetic significance; scientific significance; and social significance.

The Statement of Heritage Impact that follows examines the proposed works, identifying any impacts which the proposal might have on the significance of the heritage items, and any measures which should be taken to mitigate any negative impacts, if these are in fact identified.

The Historical Context section of this report was prepared by Stephen Batey.
This Statement of Heritage Impact was prepared by EJE Heritage. The project team consisted of:

- q Barney Collins – (Director), Conservation Architect.
- q Stephen Batey – Architect

Unless otherwise acknowledged, photographic images are by EJE.

1.1 METHODOLOGY

This report has been undertaken in accordance with the NSW Heritage Office publications, *Assessing Heritage Significance and Statements of Heritage Impact*, together with the Australia ICOMOS, *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance 2013*.¹

1.2 CONSTRAINTS AND LIMITATIONS

EJE is not qualified to offer structural opinions. This report is not intended to convey any opinion as to the structural adequacy or integrity of the structure, nor should it in any way be construed as so doing. Similarly, the author's observations are limited to the fabric only: he does not comment on the capacity, adequacy, or statutory compliance of any building services.

1.3 STATUTORY HERITAGE LISTINGS

The site and building are listed as a Heritage Item of Local significance in Blayney Local Environmental Plan 2012, Schedule 5 Part 1, as hereunder:

Suburb	Item	Address	Description	Significance	Item No.
Millthorpe	Public school group, including buildings and old growth trees	32 Park Street	Lot 1, DP 561913; Lot 18, DP 7929; Lot 7, DP 750384	Local	I280

¹ Burwood: Australia ICOMOS, 2013.

The subject site is within a Heritage Conservation Area: Millthorpe Heritage Conservation Area

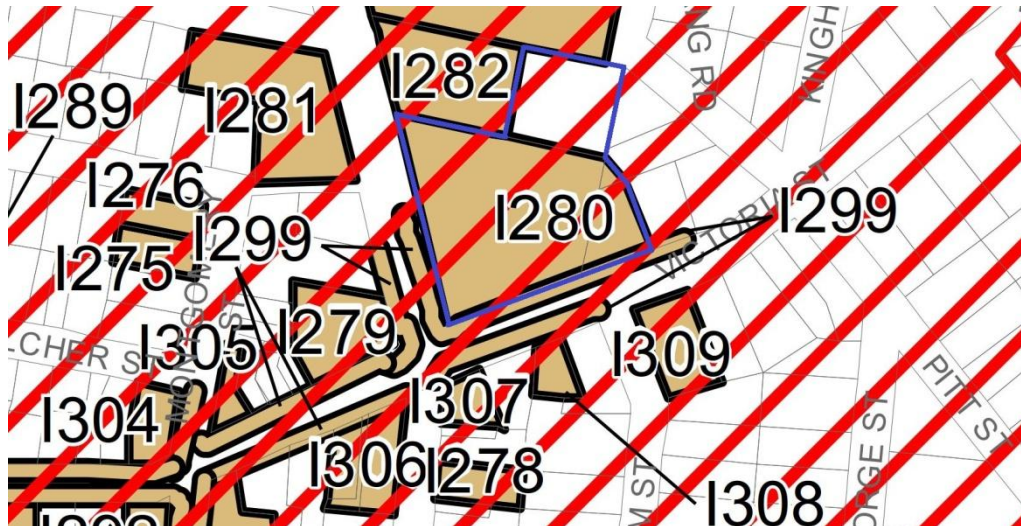


Figure 1: Extract of Blayney LEP 2012 Heritage Map 0850_COM_HER_004A_020_20161123. Subject site outlined in Blue. Red Cross-hatch denotes the Heritage Conservation Area

The subject site is in within sight of further Heritage Items of various significance, as hereunder:

Suburb	Item	Address	Description	Significance	Item No.
Millthorpe	Cottage	5 Montgomery Street	Lot 12, Section 3, DP 1112	Local	1275
Millthorpe	Cottage and garden	7 Montgomery Street	Lot 11, Section 3, DP 1112	Local	1276
Millthorpe	Shop and residence	24 Park Street	Lot 3, DP 3098	Local	1278
Millthorpe	Commercial Hotel and stables (former)	29 Park Street	Lot 9, DP 3537	Local	1279
Millthorpe	Museum Precinct including buildings and moveable collection	37 Park Street	Lot 10, DP 862121	Local	1281
Millthorpe	Police station, residence and stables	40 Park Street	Lot 100, DP 1152319	Local	1282
Millthorpe	Redmond Oval including oval, memorial gates and tree plantings	44 Park Street	Lots 9 and 235, DP 750384	Local	1283
Millthorpe	Basalt kerbs and guttering	Victoria Street, Pym Street and Park Street	Road reserve	Local	1299
Millthorpe	Grand Western Lodge Hotel (former)	27 Victoria Street	Lot 3, DP 11941	State	1304
Millthorpe	Australian Bank of Commerce Ltd (former)	29 Victoria Street	Lot 5, DP 3537	Local	1305

Millthorpe	Bank of NSW (former), residence and gardens ("Rosebank")	38-42 Victoria Street	Lot 1, DP 356275; Lot 4A, DP 1713; Lot 5, DP 1064760	Local	I306
Millthorpe	Post Office	44 Victoria Street	Lot 419, DP 1105026	Local	I307
Millthorpe	School of Arts	48 Victoria Street	Lot 22, DP 3098	Local	I308
Millthorpe	"Braeside Manor", house	52 Victoria Street	Lot 1, Section G, DP 3361	Local	I309

Buildings B, C, D and significant trees are also listed as being of heritage significance under the Schools Infrastructure NSW Section 170 Register (Buildings B, C & D)

1.4 NON STATUTORY HERITAGE LISTINGS

The site and building D are also listed by the National Trust as being of significance.

Millthorpe Village as a whole is listed by the National Trust as an Urban Conservation Area and the village inclusive of the surrounding hills are listed in the Register of the National Estate (now defunct) as an historic place.

1.5 SITE IDENTIFICATION

The site is identified as 32 Park Street Millthorpe NSW; it is located within the Blayney Local Government Area. The real property description covers three lots which are: Lot 1, DP 561913; Lot 18, DP 7929; Lot 7, DP 750384. The site is zoned RU5 Village.

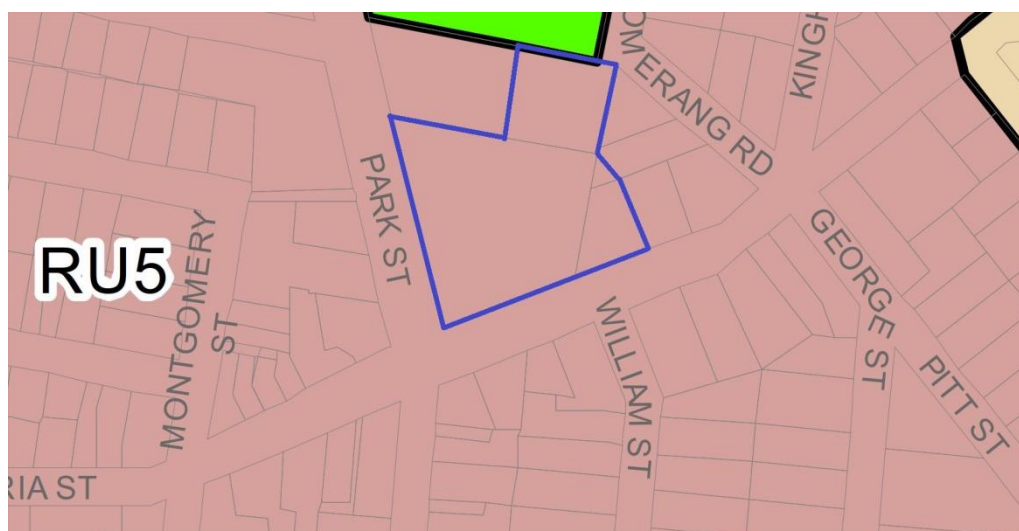


Figure 2: Extract of Blayney LEP 2012 Zoning Map 0850_COM_LZN_004A_020_20190528. Subject Site outlined in Blue.



Figure 3: Aerial Photo of locality. The subject site is outlined in blue. Note the photo was taken prior to the construction of the 2011 Library, 2012 BER Hall and 2014 Canteen. Source: SIX Maps

2. HISTORICAL CONTEXT

2.1 Aboriginal habitation in the district of Blayney

The area around Blayney was traditionally the home of the Wiradjuri people. This area is at the far north of the understanding of their territory which extended as far south as Wagga Wagga and Tumut and nearly as far west as Hay. The Great Dividing Range provided the natural eastern boundary of their lands.

The local aboriginal people used the land for hunting and gathering. The perennial streams in the area meant that green pick was still available even well into dry periods.

Initial contact with the Wiradjuri people from European settlers was amicable enough. The Wiradjuri revealed the yams which they were harvesting west of the mountains. The settlers reasoned that if yams were growing well, so would potatoes. Misunderstandings between the peoples occurred at potato harvesting time when the Wiradjuri who had shared their yams started digging the potatoes too. This sadly escalated to violence and a long standing struggle. European diseases such as small pox caused further fatalities amongst the Wiradjuri.

European pastoralists continued to settle through these lands, setting up farms, planting crops and having children. The increase of landowner's properties and the increase of population meant there was a corresponding decrease of land available for the Wiradjuri people.

2.2 Public Schools Act and the Spring Grove Public School

On the 1st of January 1867, the Public Schools Act came into operation for the purpose of providing educational facilities to the growing number of communities which were becoming recognised throughout the colony. Through the Act the Government either established or inherited schools throughout the State of NSW. Locally this began in Canobolas and Spring Grove² (Millthorpe) in 1867 and Eglinton (Bathurst) in 1868. The new Act consolidated the Board of National Education and the Denominational School Board into the one entity – the Council of Education. The Act also set up practices for the appointment, training and examination of teachers in the thus established Public Schools.

2.3 The former school site and first school building.

In the small community of Spring Grove, there were approximately 300 inhabitants which included approximately 85 children of which 34³ were attending a newly established school. The school was overseen (temporarily) by the local Church of England while applications were made to the Government under the new Public Schools Act for assistance. The school building was 32 feet long and 16 wide constructed of wooden slab walls and a shingled roof. It had cost £135 to construct.⁴ A residence for the head teacher, Mr James Bryan Simpson was located adjacent to the school building. The land upon which the school and residence stood was donated by Mr John Pocock and was half a mile north of the current school location. Historic Parish maps reveal that Mr Pocock's land was on the northwest corner of Millthorpe Road and Richard's Lane and actually in the Parish of Shadforth, not the Parish of Graham in which the main town, the cemetery and the Church of England were located.

² Description of the beginnings of Spring Grove Public School is given in detail below.

³ Millthorpe Public School 1867-1967p10

⁴ ibid

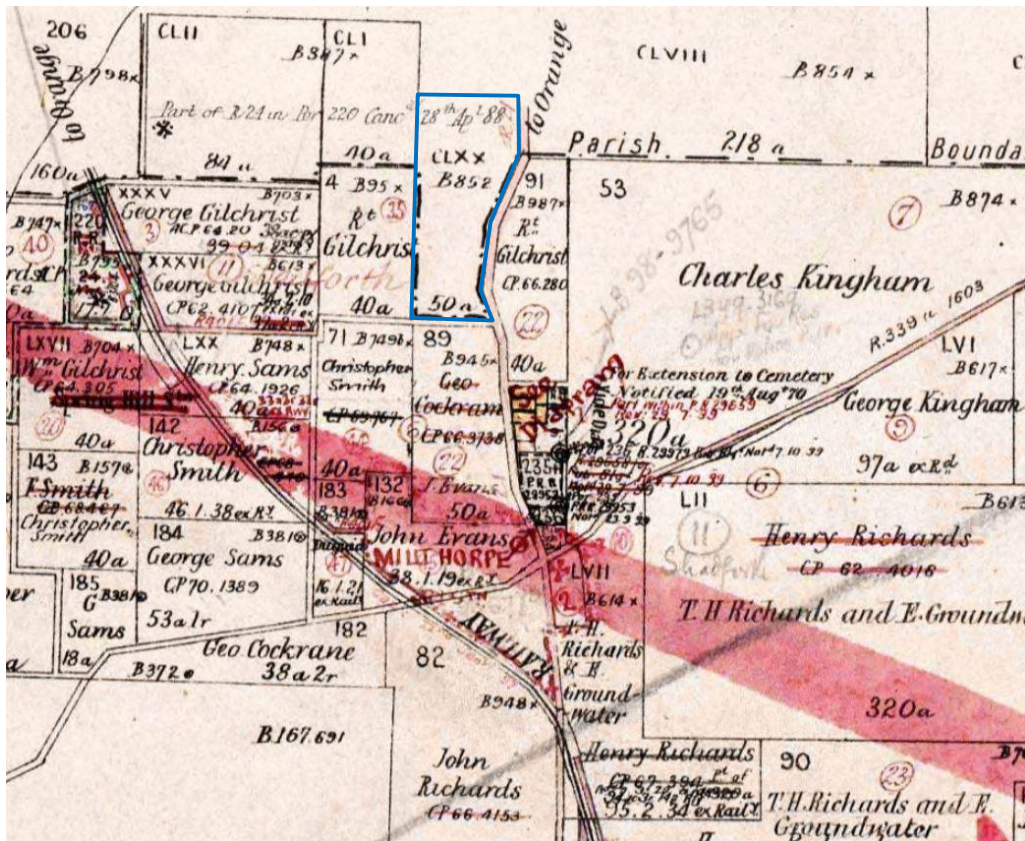


Figure 4: 1884 Parish Map. Parish of Graham borders with the Parish of Shadforth at the top of the image. Parish boundary line in heavy dot-dash line near the top. John Pocock's land is outlined in blue. Source Lands Department Historic Map viewer

Once the school was running, a group of the community's parents drafted a letter to the Council of Education. It was delivered in mid 1867 and read as follows:

'Gentlemen,
We the undersigned local Patrons of a School at Spring Grove near King's Plains require some help if it is your power to grant it. We have just put up a nice school house and master's residence at our own expense but being very poor and most of us free selectors find it very hard to furnish books etc. for the children's use. Would you give us a grant of books – maps – we can scarcely get on without your assistance and shall feel very grateful for the same.
Please to address any communication or parcels to George Kingham, care of Dr Favelle, Frederick's Valley near Orange.
We remain gentlemen, your obedient servants
James Treverth
George Kingham
John Sharpless⁵

The district school inspector came to visit the area and agreed the existing facility was suitable for a Provisional School and thus an official application was lodged in June 1867. Its status as a Provisional School was granted and quickly upgraded as it was known even as early as 1868 as the Spring Grove Public School.

The first principal, Mr Simpson, resigned in 1869 and was replaced by Mr Webb that November. Despite the buildings being only two or so years old, Mr Webb was recorded as being appalled by the condition of them. The school apparently had no floor and the residence appeared to be

⁵ Millthorpe Public School 1867-1967p10

falling in around him.⁶ He quickly set about making some repairs and settled in and his efforts in the education of the children and involvement in the community were quickly noticed. Not quite three years after his commencement, a travelling correspondent from the Australian Town and Country Journey described the school:

*'The Spring Grove Public School is a Non-vested building, and is occasionally used as an Episcopal Church. Mr William Webb is the teacher and Messrs. Ezzy, Pearce, Evans, Cockram, Kingham and Allen, are the members of the local board. During the five years that have elapsed since the Public Schools' Act came into operation, I have visited several schools in various parts of the country, but I do not recollect having ever witnessed (comparatively speaking), such satisfactory evidences of the beneficial effects of the Public School system as were afforded in the case of Spring Grove Public School... Mr. Webb's method of instruction is characterised by great animation and earnestness of manner; and it was pleasing to observe that the exercise of those qualities was singularly effectual in sustaining the attention of the pupils. Mr Webb is also laudably endeavouring to elevate the moral and intellectual standard of the adults and young men of the neighbourhood by inviting them to evening tuition...'*⁷

The reason the school was 'non-vested' as noted above was because it was on property owned by the Church of England, not the State. This caused some concern with community members of other denominations or none. Another disadvantage of the school was the lack of water supply. The students had to bring their own each day.

The enrolment at the school which was liable to fluctuate with the seasons, mainly due to the predominance of farming families in the community who needed all hands to bring in the harvest, significantly increased under the tutelage of Mr Webb. The population in the Community did so also. Plans began to be discussed to provide a new school building and in July 1872 a new site (the current site initially 2 acres) was set aside by the Surveyor General and dedicated for use as a school.⁸ The site was a prominent one lying as it was on the intersection of the main roads to Bathurst and Blayney.

2.4 The 1876 bluestone building

There was some uncertainty as to the accommodation needs of the school in to the future and therefore funding and planning for a new building to be positioned on the new site took more than two years to eventuate. In 1875 the Council of Education agreed to build a room to accommodate 50-60 students with a Principal's residence attached. The Bluestone building now known as Block D on the corner of Park and Victoria Streets was completed in 1876 in a Victorian Gothic Revival style. Mr Webb moved in and his family including six children were accommodated in the attached residence. Another travelling correspondent described the dramatic transformation of the school premises.

The building is of lofty elevation, and its proportions could hardly be better. The old schoolhouse was a most wretched structure, the snow in the winter season obtaining such ready ingress through the roof that master and pupils had to vacate the room. To obviate a repetition the roof of the new edifice has been lined with wood... Mr Webb has in each previous report received the highest praise, which is but his due, for he takes most strenuous pains to inculcate the prescribed lessons, and having a happy method his success is acknowledged on all sides by the parents... The present schoolhouse was opened for the first time on the last anniversary of the Queen's Birthday. Such being the case, we were surprised to notice what assiduity had been displayed in bringing into shape the garden facing the building. The beds have an appearance as though they had been a long time

⁶ Millthorpe Public School 1867-1967p11

⁷ Article: 'Notes of a Tour from Rockley to Wellington' Australian Town and Country Journal 27th July 1872 page 22

⁸ Millthorpe Public School 1867-1967p11

*under cultivation, and this is sustained by the condition of the plants, all of which are of the choicest description...*⁹

2.5 A change of name for the town

Because of the quantity of agricultural activity in the district, Flour Milling also became prevalent. Flour Mills first appeared around 1840 but the largest in the area was constructed in Spring Grove in 1882 and is likely to have been the instigator for the change of the town's name to Millthorpe on the 21st of March 1884.

Now known as Millthorpe Public School, the enrolment was full to capacity. The Department assigned a Student Teacher to assist Mr Webb. A new individual classroom (Block C) was constructed in 1887 fifteen feet from the main room. The building was likely a standard design classroom building from the Schools Architect W. E. Kemp while James Barnet was Colonial Architect. The extra teaching space would have no doubt made the accommodation of the students easier, however the separation of the classrooms made it difficult for Mr Webb to supervise the student teacher.



Figure 5: Photo of the children circa 1888 next to Block C. Source: Millthorpe Public School

2.6 The turn of the century and a change of principal

Mr Webb, long serving Principal of the school retired at the end of 1899 and was replaced by Mr Rockliff. Mr Rockliff was recognised to be a strict but also very effective teacher. He had the wellbeing of the school and staff in mind and could foresee the growth the school would have to undergo to keep up with the development and increase of the town of Millthorpe. He immediately lobbied the council to convert the existing weathershed into a temporary classroom then set in motion plans to procure a new large and permanent classroom building (Block B) which was completed in March 1900¹⁰. The new dedicated classroom accommodation made way for the teaching space of the Bluestone building to be converted into two additional rooms for the Principal's residence.¹¹

⁹ Article: 'Trip through the Western Districts – Spring Grove' Sydney Mail 22nd December 1877 page 775

¹⁰ Millthorpe Public School 1867-1967p13

¹¹ Ibid

The southern gable of Block B contains a terracotta plaque announcing a build date of 1899. The Orange 'Leader' newspaper reports that the school's first dedicated library was opened in the building in June 1900.¹² J.S. Wigram was Schools Architect in the NSW Colonial Architect's Office at the time. Walter Liberty Vernon was the Colonial Architect responsible for the output of the office.

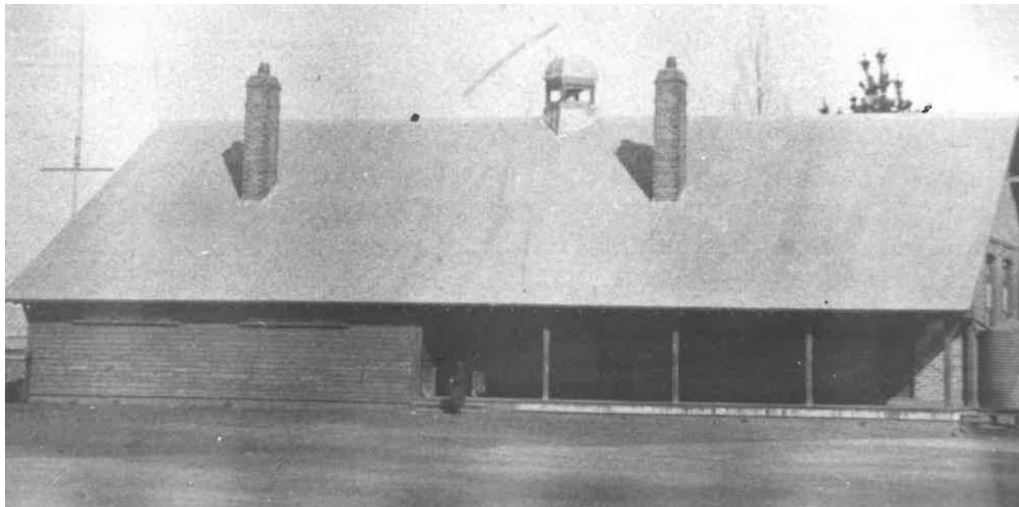


Figure 6: The earliest known photo of Block B prior to the 1911 alterations and additions. Note the closed verandah / weathershed to the south (left) and open to the north (right). Cupola for ventilation is already extant. Note flagpole to left of the building. *Source Millthorpe Public School*

Under the direction of Mr Rockliff soon after his arrival in 1899, a flower garden was grown and attended by the school children. Around 1904 a vegetable garden was added. By 1907 the female students had been charged with the upkeep of the Flower Garden and the male students the Vegetable Garden. Early photos show that the Vegetable Garden was to the north of Block B and included a greenhouse. The Flower Garden appears to have been to the south of Block B possibly continuing to the front of Block D.

The school's first purpose built library was opened in the building in June 1900 and was opened by Mr J.W. Hayes J.P. in front of a sizable group of attendees. Mr Hayes congratulated Mr Rockliff and the staff upon having such a magnificent building and congratulated the teachers and children on having such a creditable even splendid library.¹³ A collection of books were donated on behalf of the girl students, the boy students and the teachers. Miss Bates thanked Mr Hayes for his donations which represented a selection from some of the best authors of which the works of Jules Verne would take a prominent place.¹⁴

Mr Eggins became Principal in 1908 though was regularly ill and ready to retire. He finished his service in 1909 and Mr John Champion became principal in 1910. It was under Mr Champion that major additions were carried out on both the 1899 building (Block B) and the 1887 building (Block C)

Block B was extended to the north by one bay of windows by first removing the northern gable wall. A joint line is visible in the brickwork of the western facade to confirm this alteration. Six of the windows on the west facade had their sills and window sashes lowered with a new high-light added to the top of the opening. The most northerly window on the west facade remained as original and the new window matched the original not the amended opening. The windows to the northern facade were constructed with low sills and highlights over and reused the original window frames similar to the west side. The northeast verandah which had been open was enclosed to form a weathershed and hat room. Two more chimneys were added to the building. An ablutions

¹² Article: 'Public School Library' The Leader (Orange) 23rd June 1900 page 05.

¹³ Ibid

¹⁴ Ibid

block was extended from the centre of the east facade and the internal space was sectioned into four classrooms.

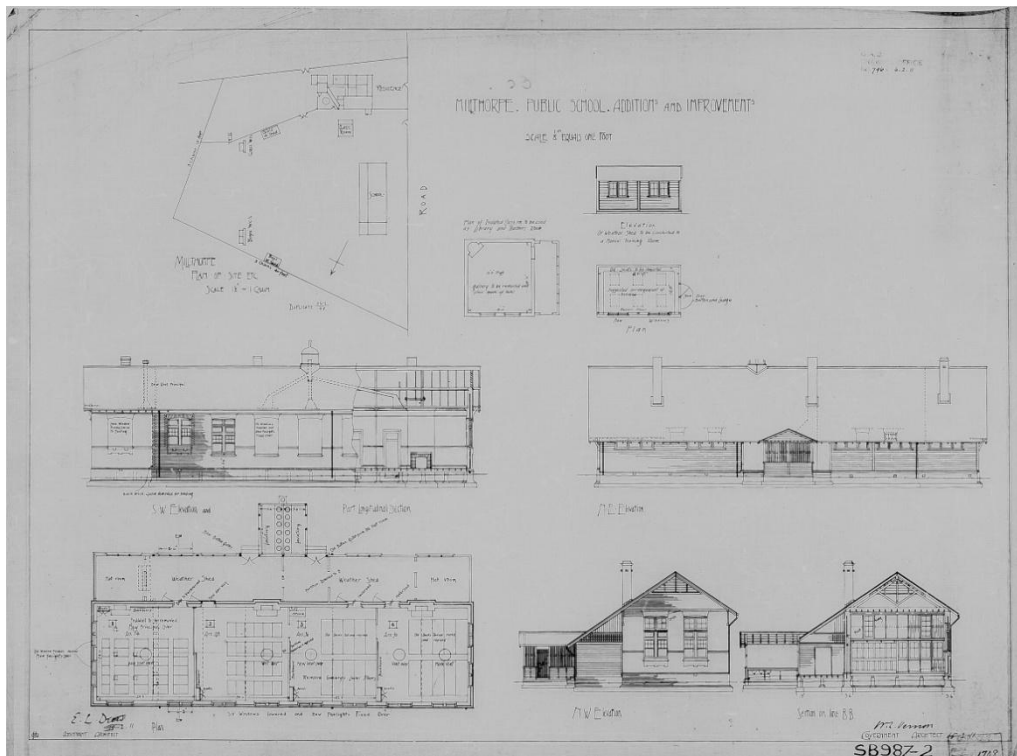


Figure 7: 1911 drawing of the alterations and additions to Block B. The drawing is signed in the bottom right corner by W.L. Vernon Government Architect. Source SINSW

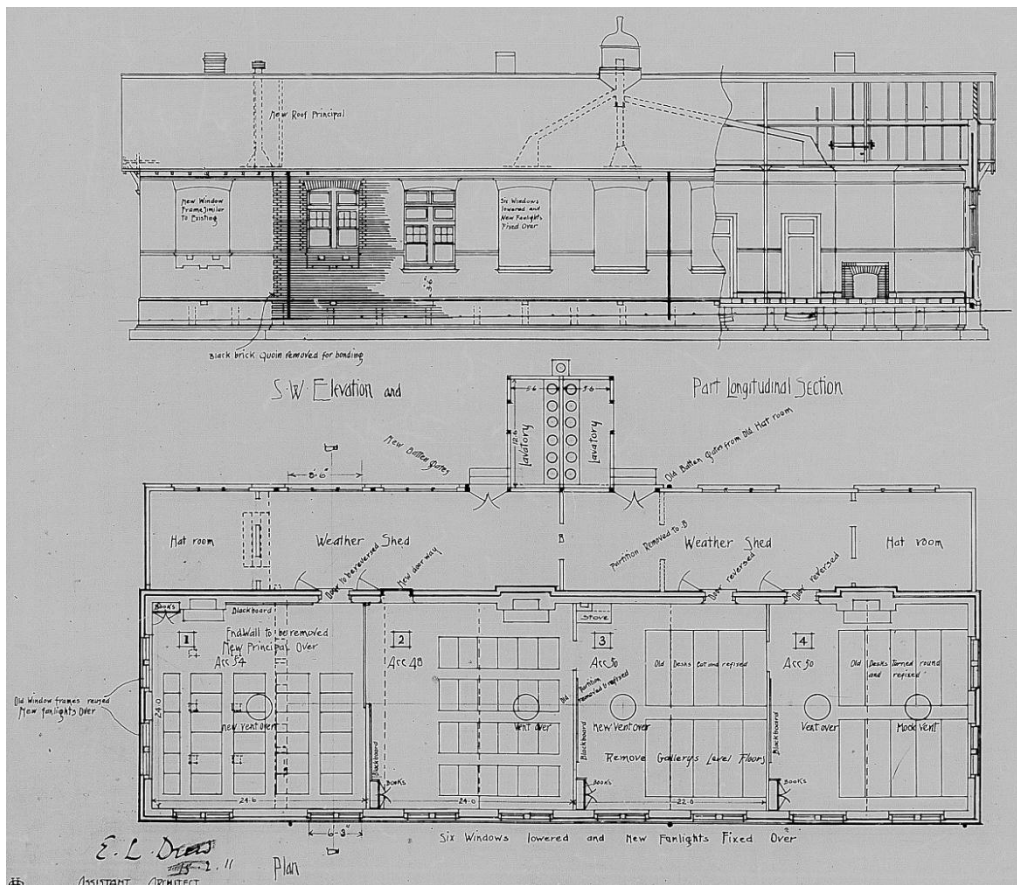


Figure 8: Closer view of plan and elevation of alterations and additions to Block B. Source SINSW



Figure 9: Photo of Block B showing the 1911 additions, but also showing the condition of the vegetable garden circa 1920 and the boys tending to it. Note what appears to be a greenhouse close to the Park Street boundary. *Source: Millthorpe Public School*



Figure 10: Photo of Block B circa 1950 showing the flower garden south of the building facade. Mr Bob Eve is pictured in the garden. *Source: Millthorpe Public School*

Concurrent with the 1911 extension of Block B, Block C also received an addition which practically doubled its size. The building was extended to the north with the fireplace originally in the northeast corner opened up to be in the centre of the eastern wall. The hat room was extended slightly east and the veranda extended north. The new roof over the addition was pitched at right angles to the original creating valley gutters and an asymmetrical facade which was a common feature for that era.

Other works noted on the drawing include the erection of a new weathershed and the relocation of the Girls toilet block.

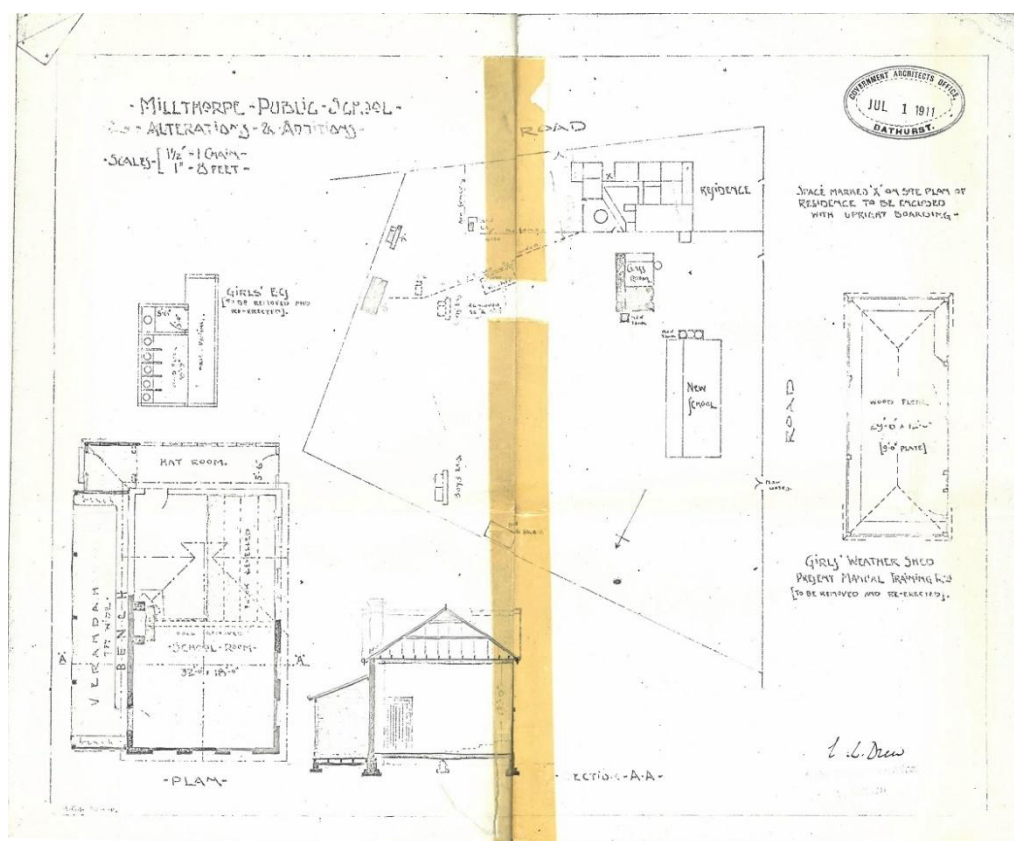


Figure 11: 1911 drawing of the addition to Block C. The drawings for the Block C addition are not signed by the Government Architect W.L. Vernon. They do however bear the stamp of the Government Architect's Office in Bathurst (top right corner). *Source Millthorpe Public School*

Curiously, by the mid 1920s Block C was not being used for teaching space but was instead being used by the school of arts as a Gymnasium.¹⁵

2.7 Technological upgrades

Electricity was connected to the residence in 1935 and the school in 1936.¹⁶

In 1937 the School Bell and a Flag Pole were donated and installed by the school P&C committee¹⁷

From 1963 to 1966 extensive works were carried out by the Department. 1964 Septic system installed (Block F) the pan man was no longer required to collect the waste. The buildings were painted and Block D was extensively remodelled and renovated in 1966.¹⁸

2.8 Centenary celebrations

School Centenary in 1967 was commemorated with special events which were well attended. A memorial plaque and garden were created and a time capsule was buried for opening in 2017.

¹⁵ Millthorpe Public School 1867-1967p13

¹⁶ Ibid p14

¹⁷ History of Schooling in Millthorpe p11 (Source Millthorpe Public School)

¹⁸ Millthorpe Public School 1867-1967p14

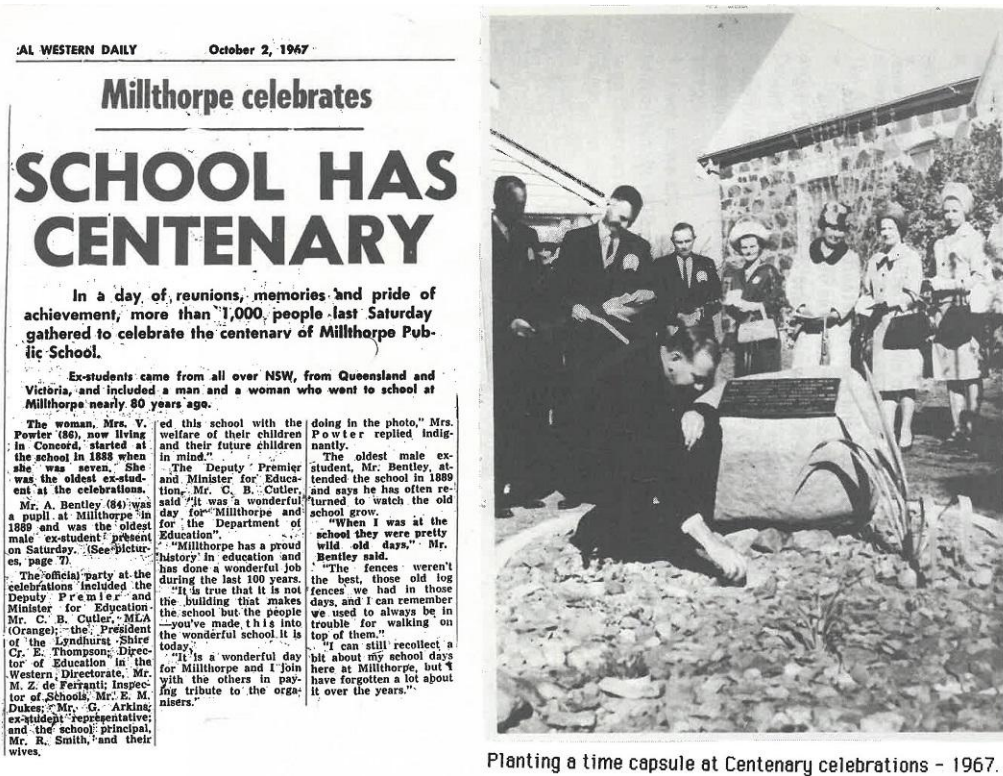


Figure 12: Newspaper clipping from the Central Western Daily of the Centennial celebrations and burying the time capsule. Source: Millthorpe Public School



Figure 13: Another photo of the centennial celebrations. Note Block F in the background. Source: Millthorpe Public School

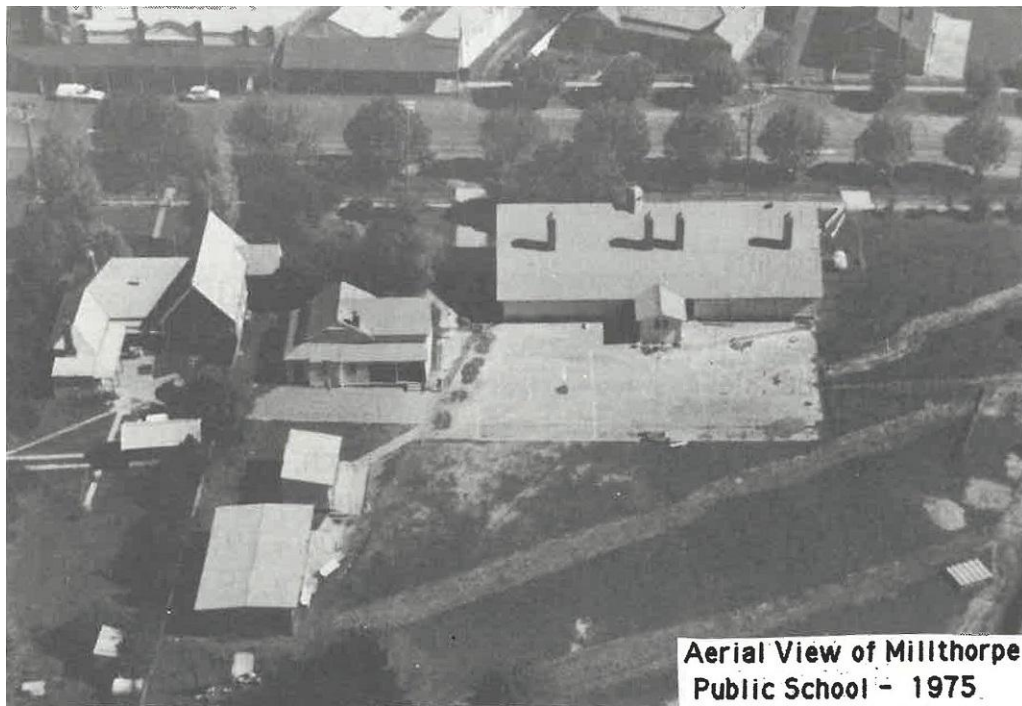


Figure 14: Aerial photo showing the school's configuration in 1975. The avenue of trees along Park and Victoria Streets are clearly established. Note the original configuration of Block E (now demolished). *Source: Millthorpe Public School*

The school's second purpose built library was constructed and opened in 1981. The design of the building is believed to have been penned by John Alexander Rabong of the Government Architect's Office Schools Section. Through the 1960s and into the 70s, the designers in the Government Architect's Office broke new ground and set new standards in the design of public buildings in NSW. Under the guidance of E. H. Farmer, the Government Architect's Office gained great respect from the Architectural Community and Farmer himself was awarded the RAIA Gold Medal, their highest award, in 1972.

The 'Sydney School' aesthetic which the Government Architect's Office had been applying to Educational buildings during that period utilised a limited palette of unfinished (or at most minimally finished) materials to create a raw and natural composition which was able to settle naturally into a landscape. The Block A former library building is a clear progression of these designs using a palette of textured bricks and unpainted plywood lining.

Millthorpe Public School celebrated its 125th anniversary in 1993. A positive year in the life of the school was only marred when a fire broke out in Block C, used as the Art and Craft Room at the time, over the Anzac long weekend. It caused inconvenience for many months with the room not reopening for use until the beginning of Term 4.



Figure 15: Block C photograph taken after the fire on Anzac Day 1993. *Source Millthorpe Public School*

2.9 Major investment and upgrades

Millthorpe Public School's third purpose built library was installed in 2011, opening in Term 4 of that year. The project involved the removal of the former Block E Weathershed / Storage Shed located between Block D and the Block F toilets. The new library was brought to the site in six 'modules' on the back of trucks and bolted together in position on the site. Site works including the long ramp required for accessing the floor level of the library were then constructed by the contractor around the building insitu.

Commencing in 2009 across Australia, the Building the Education Revolution economic stimulus scheme was being enacted. Every school in the nation was invited to apply for funding to construct new infrastructure or upgrade existing facilities. Millthorpe Public School was granted funding for upgrades to the assembly court and a brand new School Hall. A square parcel of land to the north of the site was acquired and the Hall set out upon it. Four demountable classrooms which had been placed along the northern edge of the oval were turned around to back onto the lot of the Police Station. The school now had a gate directly accessing Redmond Oval.

The BER Hall was designed to a standard design which was implemented in many schools throughout NSW with local and regional variations to suit available materials. It was opened in July 2012 which was quite late in the BER process.¹⁹ The school was very happy with their new facility and it was reported in the local newspaper, the Central Western Daily, in the article "Top Marks for Millthorpe School Hall" on the 13th of November 2012.

The new canteen building, which was designed in the same materials as (though at quite a different scale to) the BER Hall was constructed and opened in 2014.

¹⁹ The Blayney Chronicle, in an article titled 'Education Revolution Success' covering the opening of the new BER Hall claimed 'the hall was the last Building the Education Revolution hall project to start and the last to finish in the state.' (Blayney Chronicle 9th August 2012 – accessed online on the 6th of November 2019) This claim has not been able to be corroborated.



Figure 16: Completion of the New BER Hall at the school in November 2012. Source: *Central Western Daily* (accessed online)

2.10 Sesquicentenary celebrations

The school's Sesquicentenary occurred in 2017 and was another major and well-attended event. The time capsule from 1967 was unearthed and reviewed renewing the links with the history of the school with the tangible evidence uncovered. The school bell was restored by the P&C association and new paving was laid which was lettered showing a timeline of the history of the school giving dates and names of significant people and events from the school's past. After the main celebrations, the time capsule was re-buried and a new 2017 capsule was buried alongside it to continue the story of the past. The two time capsules are scheduled to be unearthed in 2067 for the School's Bicentenary.



Figure 17: Students at the Sesquicentenary holding the contents of the time capsule. Source: *Central Western Daily* (accessed online)

3. PHYSICAL CONDITION AND CONTEXT

3.1 THE SITE

The site covers an area of approximately 12,000 sq.m. consisting of gently sloping land between Park Street and Victoria Street Millthorpe. Park Street, which extends in a northerly direction and forms the western boundary of the school, has a substantial avenue of Liquid Amber trees to either side of the carriageway. Victoria Street which forms the southern boundary of the school also has trees to both sides but to a lesser extent than Park Street. The two street frontages are where the majority of the buildings on the site are aligned. In the centre and east of the site are the playing areas, and climbing equipment as well as numerous other large trees which were planted potentially even as early as 1890. Additional land purchased for the school over the years has allowed it to expand slightly eastwards but also northwards where at the northern extremity the school abuts Redmond Oval.

3.2 THE BUILDINGS

Block A – Special Programs / ICT (originally a Library)

This building was constructed in 1981 to a standard design called the 'Library Type 3' from the Government Architects Office while J. W. Thomson was Government Architect. The design architect is believed to be John Alexander Rabong who was an Architect Grade IV in the Schools Section.²⁰ It was optioned with caramel coloured brick walls, aluminium windows and custom orb sheeted roof. Internally the walls are plywood sheet finished and ceilings are similarly sheeted in plywood with exposed rafters. It is not considered by the Section 170 Register or the National Trust as being of Heritage significance. There is no mention of Block A in the State Heritage Inventory.



Figure 18: Block A eastern looking west.

²⁰ Government Gazette of NSW: Friday 19th October 1979 p5327



Figure 19: Block A north facade



Figure 20: Block A internal

Block A appears to be substantially intact compared with its original design. Its simple gabled form and robust neutral finishes are features of Sydney School architecture which was widely used for schools through the 1960s and 70s under E.H. Farmer, G.P. Webber, Charles Weatherburn and J.W. Thomson. School design changed during the 1980s making Block A a

late example of the style before the transition. The finishes were originally selected to withstand heavy use and appear to have done so admirably. Block A is aesthetically distinctive and markedly different to the other buildings within the school. Since the gazettal of the Conservation Area in May 2000, the design style inclusive of the roof pitch and materiality of Block A could be considered as intrusive within Millthorpe. Such designs have thus been discouraged by the relevant planning controls since this time.

Block B – General Learning

This southern end of this building was first constructed in 1899 as demonstrated in the terracotta plaque embedded in the southern gable of the building. The school's first dedicated Library was opened in this building in June 1900. J.S. Wigram was schools Architect at the time of the building's construction and W.L. Vernon the Colonial Architect. The building was extended in 1911 / 1912 when the northern end of the building was removed and shifted to the north enabling the shell to contain four classrooms. R.M. Seymour Wells was Schools Architect at the time of the additions and W.L. Vernon was finishing his period as Government Architect. As described in the history, the build quality was poor and a number of elements were altered immediately before the building was put into use. Further additions were constructed following this e.g. in 1981 when timber clad additions were formed on the east side to create a Principal's Office, Clerical Office, Clerical Workroom, storeroom and staffroom.



Figure 21: Block B southern facade showing the original configuration of design details e.g. window sizes, head and sill details, vented gables, eaves linings and brackets etc.



Figure 22: Terracotta plaque located in southern gable.



Figure 23: Block B Eastern facade with multiple additions clad in painted weatherboard.



Figure 24: Block B east side. Structure on the left is part of the 1911 additions while that on the right with the aluminium windows is from 1981.



Figure 25: Block B East and North Facades. Note chimneys and ventilation cupola.



Figure 26: Block B north and West facades. Note the difference in sill height of the northernmost windows on the west side. This is the original configuration of the typical windows. The larger windows date from design of the 1911 alterations.



Figure 27: brick joint where the 1911 additions were keyed into the earlier structure.



Figure 28: View looking north of the inside of the original verandah now enclosed.



Figure 29: View looking southwest of the inside of the original enclosed weathershed.



Figure 30: Internal view of typical classroom looking west.

Interesting technical features of Block B include the ventilation system which extracts air through ducts in the ceiling to a cupola on the roof and the former glazed partitions which separated the classrooms. These features were common to the work of J.S. Wigram in this time period as is evidenced by a contemporary article about his design methodology:

Mr J.S. Wigram, architect for our Public School buildings, has of late been busy... In the designing of these buildings Mr Wigram has adopted a uniform style of architecture, open kiln bricks with a darker coloured brick band and green slate roof being generally used. The result is an imposing effect at a minimum cost. Provision for light and air, combined with ample floor space per child, has been made a feature in each drawing. The light and ventilation have been arranged on modern principles, the exhaust ventilation discharging into upcast flues which in turn discharge into a central roof turret. In most instances the class rooms are divided from each other by means of sliding glazed partitions. These can be so drawn back as to throw the whole school into one large room for special occasions. But when in use these partitions separate the classes, and yet allow the head teacher full view of all that is going on in the school. In other respects the buildings are designed to meet the requirements of the particular district or suit the condition of the chosen site.²¹

²¹ Article: "Buildings and Works – Some Current Enterprises – Suburban Schools": Sydney Morning Herald 25th August 1903 page 07.



Figure 31: Block B internal details - clockwise from upper left. Door heads with high-lites between verandah and classrooms. Glazed partitions between classrooms which have been painted over. Classroom door panels front and back.

Block C – General Learning / Craft Room

This building is dated to 1887 and was altered in 1911. It is believed to be the second building constructed on this site for the school and was originally a single room classroom. It appears to be a standard plan classroom building of this era when W. E. Kemp was Schools Architect and James Barnet was Colonial Architect. The original portion is towards the south with an east-west roof ridge line. The hat room on the southern side is possibly original to the structure. It is visible in a photo of the school which is dated to 1890 (see front cover image) barely three years after Block C's construction.

The 1911 alterations effectively doubled the size of the building extending it to the north adding an additional classroom and a verandah along the east side. The alterations have a north south

roof ridge and while the western windows match the original, the northern windows are much taller in height.

Block C suffered fire damage on the Anzac Day Long weekend in 1993 but was subsequently repaired. Externally it is constructed with a combination of paint-finished brickwork to the main part of the building and painted weatherboards to the enclosed skillion verandah and hat room. The main gabled roof is sheeted in custom orb. Windows are timber framed in a 4-pane double hung sash style and painted. A concrete ramp with metal handrail has been added in recent times to provide equitable access to the building via the eastern verandah.

This building is identified in the Section 170 Register as being of heritage significance.



Figure 32: Block C eastern facade. Block D visible beyond. (Compare with Figure 15)



Figure 33: Block C western facade.



Figure 34: Block C internal view. Note the centre beam across the ceiling separating original building and addition. The window heights and direction of ceiling cladding change either side of the beam.

Block D – Admin / Staff Facilities

This is the original building on this school site and dates back to 1876. It is constructed in exposed Bluestone with steeply pitched gables and carved barges. The original roof early photos show as being shingled has been replaced with modern custom orb sheeting. The building was originally to be constructed as Schoolhouse and Teacher's Residence. It has performed this double duty on multiple occasions. It was set aside by Mr Rockliff in 1900 purely as a residence, but in 1989 was renovated in order to contain the school music store, staff facilities and the school administration functions.

Plan drawings from 1911 reveal that Block D had an additional wing to the east opposite the main building, adjacent to the cistern and enclosing a small courtyard. The extra wing is recorded as containing a bathhouse and kitchen and was constructed circa the 1890s. A covered way linked the kitchen wing across to the main building through a door opening which has been visibly closed off in the eastern bluestone wall. This additional kitchen wing is still visible in photos dated from the 1940s though had been removed by the 1970s.

The main space of Block D which was the former classroom is lofty with a vaulted ceiling. The lower walls up to window head / picture rail height are smooth plastered and painted. Above the picture rails appears to be painted stucco applied to the bluestone as some of the stonework texture is still obvious in the finish. The ceiling is of timber boards running longitudinally to the room. The southern parts of the building which are more residential in scale have smooth plastered walls and either flat sheeted ceilings with battened joints or pressed metal ceilings. The pressed metal, being common from the 1890s on is not expected to be original but to have been introduced in one of the renovations – possibly during the time of Mr Rockliff.

Some internal partitioning of lightweight studwork and plasterboard has been introduced to reconfigure the internal layout of the building during its adaptation to an Admin Office.



Figure 35: Block D West facade



Figure 36: Detail photo of gable, bargeboards, pendant and finial, window heads and building plaque.



Figure 37: Block D North Facade



Figure 38: Block D West facade. Note filled in former doorway on right.



Figure 39: Detail of former residence portion of Block D. Note clashing verandah roof lines in the corner suggesting alterations.



Figure 40: Block D South facade.



Figure 41: Detail photo of in filled former doorway. The infill is lightweight and plastered over with the apparent stonework an applied finish in paint. White paint applied to the stone wall outlines the former portico which existed here. A square hole in the concrete path at the very corner of the building is believed to be a remnant of the former fence which separated Block D when it was used as a residence from the rest of the school.



Figure 42: Inside the main room of Block D facing west. Note the wall finishes and timber lined ceiling.



Figure 43: Inside the admin office in Block D. Door panels and architraves may be original though door hardware is clearly not. The pressed metal ceiling is expected to be an alteration circa the 1890s to early 20th century.

Block E – Pupil Facilities / Building Services (Demolished)

Block E was a weathershed / storage garage which was removed to make way for the new library Block G circa 2010-11. Believed to have originated in the 1960s, it was visibly present in the aerial photo from 1975 (Figure 14). It was extended in 1989 to include storage capacity. There had been an earlier weathershed in a similar location as evidenced in the site plans from 1911 (Figures 7 & 11) but they were on quite a different alignment. Block E was a combination of timber weatherboard and Hardiplank cladding with a gabled roof. It was not noted to be of heritage significance.



Figure 44: Block E circa 2005 prior to demolition. *Source: Department of Education and Training Asset Management Directive Heritage report December 2005*

Block F – Pupil Facilities

The Department of Education Section 170 register notes this building as dating to 1970 however it is clearly extant in a photograph from the 1967 Centenary celebrations of the school. (Figure 13) Consequently, Block F is believed to date to 1964 when the septic system was installed. It is constructed in masonry with a low pitched roof, ribbon windows between vertical brick piers, and expanded metal mesh screens protecting the glazing. It is in a modern style similar to what the Government Architect's Office was producing at the time under E. H. Farmer Government Architect. It is possible that the Government Architect's Office Schools Division was the designer of the building. The finishes are paint finished brickwork (originally red facework), custom orb roofing at a minimal pitch, timber fascias and barges and aluminium windows. It is not noted as being of heritage significance.



Figure 45: Block F eastern facade



Figure 46: Block F northern facade

Block G – Library

This building is a modular design of six separable modules which were installed onsite in 2011 in a NSW government infrastructure program called the MDR Library Program Commissioning Works. In the southwest region of NSW under this programme, libraries were installed at Canobolas, Gol Gol, Millthorpe and Nashdale Public Schools. The design and documentation were carried out by the Government Architect's Office with Peter Mould as Government Architect. It has a combination of painted Compressed Fibre-cement cladding and colorbond on the walls with visible cover plates at each module joint. The roof is a skillion design allowing clerestory glazing high in the volume of the space. A verandah on the western side is a lower level skillion

draining in the opposite direction to the main roof. The library is not noted to be of heritage significance.



Figure 47: Block G west facade (on right). Photo looking north.

Block H – shed

Block H is actually a pair of storage sheds having been installed within the last ten years. They are generic structures, colorbond sided and roofed with roller shutters and are erected on concrete slabs. They are used for garden tool and other miscellaneous storage. They are not noted as being of heritage significance.



Figure 48: Block H looking north. Block A is on the left and one of the demountables on the right.

Block I – Bulk Store

This building is a generic shed near Victoria Street which was installed in 2012. It is colorbond clad with roller shutters, a gable roof and a concrete slab base. It is not noted to be of heritage significance.



Figure 49: Block I southern and western facades

Block J – BER Hall

Block J was funded under the Building the Education Revolution scheme and was opened in July 2012. It is a standard design of the BER scheme with face brick lower walls, Renlita type folding doors, colorbond cladding to the upper walls, colorbond roof with large over-sailing eaves, roof ventilators and integrated COLA. It is not noted to be of heritage significance. The Blayney Chronicle reported that the Hall was 'the last Building the Education Revolution hall project to start and the last to finish in the state.'²² If this could be confirmed as fact then it would add to the historic significance of Block J.



Figure 50: Block J looking north

²² Article 'Millthorpe Murmurs' Blayney Chronicle 9th August 2012 Accessed online November 2019



Figure 51: Block J internal space looking north

Block K – Canteen

The canteen is the newest permanent building upon the school site having been constructed in 2014. It is very similar in style, material and colour as the Block J Hall which is immediately adjacent. The canteen is not noted as being of heritage significance.



Figure 52: Block K western facade. Block J Hall immediately on left.

Demountables (8 off)

There are eight demountable buildings within the school grounds providing classroom accommodation. They are all of standard department design. It is unknown if these demountables have served other schools prior to Millthorpe Public School however they have been installed on site in the following years: c2003 (1), c2005 (1), c2010(3), 2014(1), 2015(1) & 2017(1). None of these buildings are noted as being of heritage significance.

Shade Structure / Assembly Area

The Shade Structure was attached to the eastern side of Block B to cover the asphalt playground sometime between 2006 and 2010. It comprises of steel columns supporting steel rafters and a colorbond / polycarbonate hipped roof form above. Below the gutter line a frieze of shaped metal pickets approximates a federation style verandah element. The Shade structure is not noted to be of heritage significance.



Figure 53: Shade structure looking northeast toward Hall. Note bent pickets to frieze.

3.3 SURROUNDING CONTEXT

School fences and gates

The perimeter fencing to the school consists of a mix of styles and none of the fences or gates are believed to be original to the site. The fencing along the entire Park Street boundary and partway along Victoria Street in the location of Block D is consistent and sympathetic to the heritage buildings and heritage conservation area. It consists of a low timber post and rail fence with cyclone wire infill. The gates are made of bent metal piping with scrolled metal embellishment. The whole fence is painted in a Cream / Magnolia colour which is typical of the NSW Department of Education and appropriate in the conservation area. The Park Street boundary fence appears to have been in location since approximately the 1970s. Historic photos of the school (e.g. Front cover photo) show a timber picket fence, in places quite tall, was previously installed in this location.



Figure 54: In the northwest corner of the site. Post and rail fence with wire infill and decorative iron gate.



Figure 55: Post and rail fence continues down and partly around the southwest corner of the site. Gates are similarly ornate.

The rest of the length of Victoria Street is fenced with an olive green colorbond fence with grey uprights and rails. It may be 20-30 years old. Historic photos of the school e.g. from the 1967 Centenary (Figure 13) show a timber paling fence was previously located along this boundary. Within the boundary, green palisade fencing is a recent installation. The fencing to the other boundaries are typically grey metal panelled and of relatively recent construction.



Figure 56: Along most of southern boundary has colorbond or green metal palisade fencing.



Figure 57: Along eastern boundary abutting the residential area is typically grey colorbond fence with matching posts and rails.



Figure 58: Along northern boundary facing the park is a grey metal panel fence with metal posts, timber rails and metal rural style gate.

Landscaping

There is a long history of landscape interventions in the school. During the 1890s it was common for NSW Public Schools to receive plants and trees along with associated gardening implements with which they were to beautify the school's grounds. Some schools would perform this task on an annual 'Arbor Day'. There are old-growth trees at the centre of the Millthorpe Public School site which are believed to have existed from this period of time.



Figure 59: Large trees of significant age in the centre of the site. These include an oak which must date back to the beginning of the 20th century.

Under the direction of Mr Rockliff soon after his arrival in 1899, a flower garden was grown and attended by the school children. Around 1904 a vegetable garden was added. By 1907 the female students had been charged with the upkeep of the Flower Garden and the male students the Vegetable Garden. Early photos show that the Vegetable Garden was to the north of Block B and included a greenhouse. The Flower Garden appears to have been to the south of Block B possibly continuing to the front of Block D.

The tradition of colourful landscaping has continued to the present day though the students are not involved in the upkeep and there is not expected to be any remnant of the 1890s garden and planting remaining. In front of the Administration Building Block D there are box trimmed hedges and decorative shrubs. Along the Park Street fence there are Agapanthus rows. Near the north end of Block B there appears to be a row of rose bushes. There is a Persimmon tree planted to the north of Block B which bears reference to the Vegetable Garden which once grew in this location. Some recently constructed raised garden beds have been added near the playground equipment though it is unknown how much the students contribute to the upkeep of these beds. There are many other areas on planting around the school of various size, age and species. There are wide areas of lawn also which facilitate outdoor play.



Figure 60: South of Block B where the flower garden is believed to have existed. Substantial planting is still visible though consists more predominantly of shrubs and clipped hedges.



Figure 61: The Persimmon Tree north of Block B is understood to not be of advanced age however does bear reference to the Vegetable Garden which existed in this location at the school.

Beyond the school grounds along the verge of Park Street but not so prevalently along Victoria Street are avenues of Street Tree planting. These Street trees are long established and contribute greatly to the character of the streets and township in the vicinity of the school.



Figure 62: The Street Tree planting along Park Street is of substantial size, age and contributes to the character of this vicinity.

Terras Landscape Architects are a part of the project team and have drafted a Tree Retention Plan which prioritises the retention of trees on and adjacent to the site dependant on their age, condition and contribution. This retention plan will inform the design development of the proposed works.

Play Equipment

Play equipment is located in the centre of the site near the old Oak Tree. There is believed to have been play equipment in this position for nearly thirty years. The P&C Association contributed to the construction of an Adventure Playground in 1981 however the current equipment has been installed within the last few years.



Figure 63: The Play Equipment located at the centre of the site is a recent installation.

Old Cistern

Behind / to the east of Block D is an old brick formed cistern. It is partly submerged in the ground with only its domed top exposed. This cistern would have provided water for the use of the teacher's residence which is why it is located as it is between the former residence and the now demolished kitchen / bathhouse structure. Cisterns such as this are a common feature of Victorian age buildings.



Figure 64: The Old Cistern located adjacent to Block D would have been the water supply.

Memorials and plaques

A small number of memorials and plaques exist within the school grounds and each represents a significant event or period in the school history. Gathered within this category we will give mention and analysis to the School flagpoles and the School Bell which has been recently restored.

The main and most important memorial was placed near Block B to celebrate the school centenary in 1967. It is a cast bronze plaque with raised lettering and affixed to a large stone. The stone is then surrounded by planting to create a monumental composition. The second important memorial is associated with the first and identifies the location of the 'Time Capsule' which has been buried to be reopened in another fifty years time.

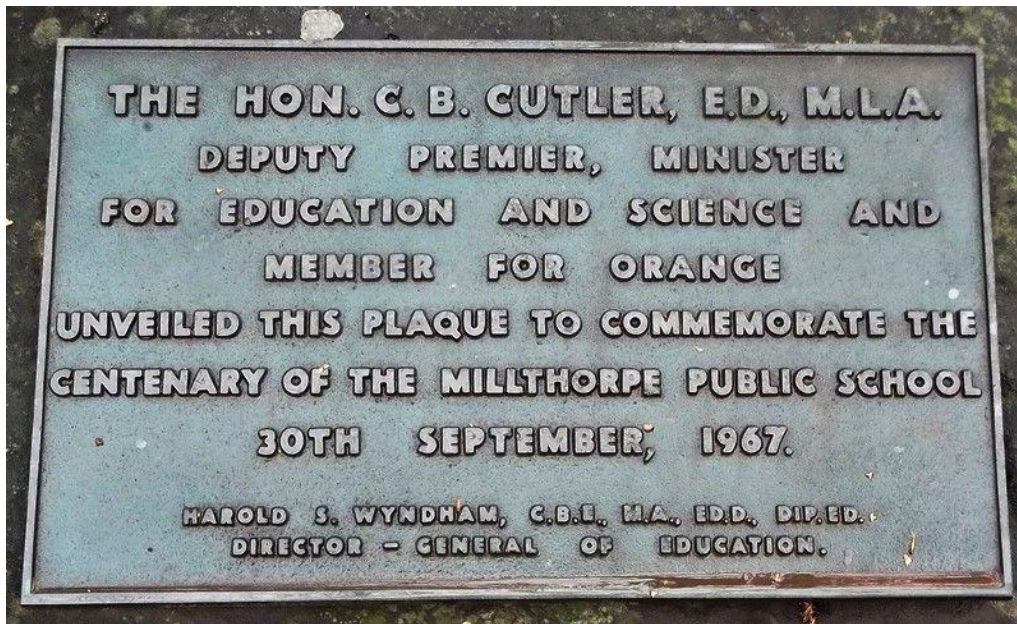


Figure 65: School Centenary Memorial plaque unveiled in 1967 remains near Block B. Source Monument Australia



Figure 66: A Time Capsule buried in 1967 was uncovered in 2017 and re-encapsulated along with a new time capsule for unearthing in 2067. These plaques are located adjacent to the centenary plaque.

The third memorial plaque is to commemorate a student who died in 1993 while she was a student at the school. A small plaque with engraved lettering is affixed to a large rock and placed near the southern boundary fence east of the demountable buildings and near the pedestrian gate to Victoria Street.



Figure 67: Tribute plaque to Jodie Moore, a student who died in 1993.

The next memorial is a series of clay pavers which were installed in 2017 for the school's Sesquicentenary. The pavers commemorate past and present teachers and principals at Millthorpe Public School. The pavers commence beside the path at the gate to Park Street and continue in to the grounds to wrap around the (original) School Bell which was restored for the same occasion. Adjacent to the Bell are more pavers with the School Crest, Aboriginal Flag and names of some significant school families.



Figure 68: Timeline Pavers commemorate former school teachers and principals from 1867 to 2017.



Figure 69: Recently restored School Bell with surrounding pavers.

The final item in this category is the collection of three flagpoles near the fence to Park Street. Earlier photographs indicate that at least one flagpole was historically located in this position. (See Figures 6 & 10) The current flagpoles are visibly shorter than the earlier historic example and must have been installed in relatively recent times.



Figure 70: School flagpoles are located near Block B and Park Street.

4. HERITAGE SIGNIFICANCE

The NSW heritage assessment criteria encompass four generic values in the Australian ICOMOS *Burra Charter 2013*: historical significance; aesthetic significance; scientific significance; and social significance.

These criteria will be used in assessing heritage significance of the place.

The basis of assessment used in this report is the methodology and terminology of the *Burra Charter 2013*; James Semple Kerr, *The Conservation Plan: A Guide to the Preparation of Conservation Plans for Places of European Cultural Significance*;²³ and the criteria promulgated by the Heritage Branch of the NSW Office of Environment and Heritage. The *Burra Charter 2013*, Article 26, 26.1, states that:

Work on a place should be preceded by studies to understand the place which should include analysis of physical, documentary, oral and other evidence, drawing on appropriate knowledge, skills and disciplines.

Places and items of significance are those which permit an understanding of the past and enrich the present, allowing heritage values to be interpreted and re-interpreted by current and future generations.

The significance of the place is determined by the analysis and assessment of the documentary, oral and physical evidence presented in the previous sections of this document. An understanding of significance allows decisions to be made about the future management of the place. It is important that such decisions do not endanger its cultural significance.

The *NSW Heritage Manual*, prepared by the former NSW Heritage Branch and Department of Urban Affairs and Planning, outlines the four broad criteria and processes for assessing the nature of heritage significance, along with two added criteria for assessing comparative significance of an item.

Heritage Significance Criteria

The NSW assessment criteria listed below encompass the following four values of significance:

- q Historical significance
- q Aesthetic significance
- q Research/technical significance
- q Social significance

²³ (7thed). Burwood: Australia ICOMOS, 2013.

Listed below are the relevant Heritage Assessment Criteria identified in the Heritage Act:

- Criterion (a) An item is important in the course, or pattern, of NSW's cultural or natural history (or the cultural or natural history of the local area).
- Criterion (b) An item has strong or special association with the life or works of a person, or group of persons, of importance in NSW's cultural or natural history (or the cultural or natural history of the local area).
- Criterion (c) An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW (or the local area).
- Criterion (d) An item has strong or special association with a particular community or cultural group in NSW (or the local area) for social, cultural or spiritual reasons.
- Criterion (e) An item has the potential to yield information that will contribute to an understanding of NSW's cultural or natural history (or the cultural or natural history of the local area).
- Criterion (f) An item possesses uncommon, rare or endangered aspects of NSW's cultural or natural history (or the cultural or natural history of the local area).
- Criterion (g) An item is important in demonstrating the principle characteristics of a class of NSW's cultural or natural places; or cultural or natural environments (or a class of the local area's cultural places; or cultural or natural environments).

An Assessment of Significance requires that a level of significance be determined for the place. The detailed analysis uses the levels of significance below:

LOCAL	Of significance to the local government area.
STATE	Of significance to the people of NSW.
NATIONAL	Exhibiting a high degree of significance, interpretability to the people of Australia.

4.1 ANALYSIS OF SIGNIFICANCE

Historical Significance

Criterion (a) An item is important in the course, or pattern, of NSW's cultural or natural history (or the cultural or natural history of the local area).

Block A – Special Programs / ICT (Former Library): Constructed at the start of the 1980s, it is not associated with a significant activity or historical phase. It is not considered to be of historic significance.

Block B – General Learning: Is significant historically as the third building to be built for the school on the site and the location for the first school library. It has provided the main classroom facilities for the students since its initial construction in 1899. It is considered to have high historical significance in a local context.

Block C – General Learning / Craft Room: is historically significant as the second school building upon this site and the first stand-alone purpose built classroom. (Building D was a classroom / teacher's residence). While it has been modified, these alterations are now over a century old themselves and can be identified relatively easily. Block C is considered to demonstrate high historic significance in a local context.

Block D – Admin / Staff Facilities: is of highest significance as the first school building constructed upon the site having been constructed in 1875-6 on land secured for the school in 1872. It demonstrates high significance in a local context under this criterion.

Block E – Pupil Facilities / Building Services (Demolished)

Block F – Pupil Facilities: This building is believed to date to 1964 coinciding with the installation of the septic system upon the school site which replaced the former pan system where the waste would have been collected and disposed of. If the construction date is correct, Block F was designed and constructed when the Government Architect's Office was at the forefront of the Architectural Profession in NSW and winning multiple awards. If this can be confirmed, it may add to the significance of the building though it is unlikely to reach the threshold for heritage protection. Block F is considered to be of little to moderate historic significance in the local context.

Block G – Library: was constructed under the MDR 2011 Library Programme. This programme is not believed to be a significant historical event. This latest library structure is not considered to be historically significant.

Block H – Shed: is recently constructed and not considered to be historically significant.

Block I – Bulk Store: is a recently constructed colorbond shed. It is not associated with any significant activity or phase. It is not considered to be of historic significance.

Block J – BER Hall: The Building the Education Revolution Programme was only a recent event however it made a sizeable and significant impact upon a majority of schools in Australia. It is not yet of historical significance, but we believe in time the BER will be considered a significant

historical phase and significant historical event. Block J has clear and undeniable links with the BER programme. If it can be confirmed that Block J was the last BER Hall to be commenced and completed in NSW, this fact would add to its historical significance.

Block K – Canteen: Is the most recent permanent structure on the site. It is not linked to any particular historical event. It is not considered to be of historical significance.

Demountables (8 off): Have been brought to the school and relocated around the school to provide temporary accommodation to meet current requirements as has happened in most NSW Department of Education schools around the state. They are not associated with a significant activity or historic phase at the school. They may be considered to demonstrate a historical process of school expansion across the state of NSW, though their ability to demonstrate this significance in an accessible way is hampered by the remoteness of the site from the centre of departmental activity. The demountables at Millthorpe Public School are considered to have little historical significance under this criterion.

Shade Structure / Assembly Area: is a recently introduced structure and has no associations with significant historical events, activities or phases. It is not considered to be significant under this criterion.

School fences and gates: None of the school fences and gates are identified as being original. The historic photos of the school show timber picket or paling fences with matching gates which have all been replaced sometime in the last fifty or so years. None of the fences or gates are considered to be of historical significance.

Landscaping: upon the site is associated with significant historical phases of the development of Millthorpe Public School such as the State programme to beautify the grounds of the public Schools and the involvement of the former students in the tending of the school gardens. While few plants may survive from this historic period; the large trees at the centre of the site being the prime exception, much of the other landscaping extant at the school maintains the continuity of that historical activity. The Persimmon tree for example provides direct reference to the former vegetable garden which grew in this location of the school grounds. The Landscaping within the school grounds demonstrates at least moderate local historical significance. The large trees in the centre of the site are likely to demonstrate high significance under this criterion.

Play Equipment: is not considered to be historically significant.

Old Cistern: is historically significant for its association with the 1876 Block D building and may contribute to the intactness of that building.

Memorials and plaques: The memorials and plaques and other items all have associations with significant activities or phases in the history of Millthorpe and the Millthorpe Public School, whether that was the Centenary, Sesquicentenary, the original School Bell or the sudden loss of a loved student. All can be considered to demonstrate a minimum of moderate local significance under this criterion.

Criterion (b) An item has strong or special association with the life or works of a person, or group of persons, of importance in NSW's cultural or natural history (or the cultural or natural history of the local area).

Block A – Special Programs / ICT (Former Library): Has associations with the NSW Government Architect J. W. Thomson and the design architect believed to be J. A. Rabong. No other associations with persons of importance are known. Block A demonstrates little significance under this criterion.

Block B – General Learning: this building has a strong association with the school's third principal, Mr John Rockliff who directly influenced the provision of the building and its incorporation into the school. It has associations with the Government Architect W. L. Vernon but most strongly with the Schools Architects J. S. Wigram who designed the original building and R. M. Seymour Wells who designed the additions. It is considered to have high significance in a local context.

Block C – General Learning / Craft Room: has strong associations to Mr Webb, early and longest serving principal of the school. It has associations with James Barnet Colonial Architect but more particularly with W. E. Kemp Schools Architect at that time in NSW. Block C may be considered to demonstrate high significance in a local context due to its historic associations.

Block D – Admin / Staff Facilities: this building has strong associations with Mr Webb, early and longest serving principal of the school. Mr Webb was instrumental in the securing of the current site for the school and for the procurement of this building. It is considered to demonstrate high significance in a local context for this historic association.

Block E – Pupil Facilities / Building Services (Demolished):

Block F – Pupil Facilities: have associations with the Government Architect E.H. Farmer who had steered the philosophy and output of the Government Architects Office to the present pinnacle of influence under which it operated and designed at the time. These associations are shared with countless other buildings around the state of NSW, many of which were more directly influenced by Farmer himself. The association with E.H. Farmer is not considered to contribute to the significance of Block F.

Block G – Library: has known associations with the Government Architect's office under Peter Mould, the Government Architect at the time. The design architect is unknown. No other associations with persons of importance are known. Block G demonstrates little significance under this criterion.

Block H – Shed: has no known associations with important persons or groups. It is not considered to be of historic significance.

Block I – Bulk Store: has no known associations with important persons or groups. It is not considered to be of historic significance.

Block J – BER Hall: The Building the Education Revolution Programme was only a recent event however it made a sizeable and significant impact upon a majority of schools in Australia. It does

not yet demonstrate significance, but we believe in time the BER will be considered a significant historical phase and significant historical event. Block J has clear and undeniable links with the BER programme.

Block K – Canteen: Has no known associations with persons of importance in the history of Millthorpe. It is not considered to be of significance for its historical associations.

Demountables (8 off): Have no known associations with persons of importance in the history of Millthorpe or of NSW. They are not considered to be of significance for its associations.

Shade Structure / Assembly Area: has no known associations with important historical events, persons or groups of persons and is not considered significant under this criterion.

School fences and gates: none of the fences or gates have any known associations with important persons or groups of persons in the history of the school or of Millthorpe. They are not considered to be of significance under this criterion.

Landscaping: has associations with Mr Rockliff and in the case of the oldest trees perhaps even Mr Webb, two of the earliest principals of the school who were formative in the way the school was developed. The school landscaping is likely to contribute at least a moderate amount of local significance under this criterion with the large trees at the centre of the site able to demonstrate high local significance.

Play Equipment: has associations with the school P&C Association who are important to the ongoing operation and upkeep of the school. The P&C are however connected with many elements of the school grounds equally. For their direct association, the Play Equipment may demonstrate little to moderate local significance.

Old Cistern: may demonstrate associations to Mr Webb and Mr Rockliff, two of the earliest principals of the school who were formative in the way the school was developed, who both lived in the residence of Block D. The connection to these two gentlemen is incidental only, as there is no known evidence that these men were instrumental in the provision of the water supply or construction of the cistern. The cistern may demonstrate little to no more than moderate local significance for its historic associations.

Memorials and plaques: The memorials and plaques and other items all have associations with significant events, persons or groups of persons in the history of Millthorpe and the Millthorpe Public School, whether that was the Centenary, Sesquicentenary, the original School Bell or the sudden loss of a loved student. All can be considered to demonstrate a minimum of moderate local significance under this criterion.

Aesthetic And Technical Significance

Criterion (c) An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW (or the local area).

Block A – Special Programs / ICT (Former Library): is an example of a late 'Sydney School' style building extensively by the Government Architect's Office through the 1960s and 70s. School

design diverted from this aesthetic later in the 1980s. Its aesthetic is unusual within the school and rare within the locality of Millthorpe though since the gazettal of the Heritage Conservation Area, this style is considered unwelcome and even intrusive within the town.

Block B – General Learning: is a pleasing but not exceptional or distinctive example of a Federation style classroom building. It has appealing form and details, especially when viewed from Park Street on the west from which perspective it has landmark qualities. The 1980s addition and reconfiguration of the 1911 addition on the East side can be considered as intrusive as they detrimentally impact the visual symmetry of the composition otherwise. The rest of the 1911 additions, which while sympathetically carried out in form and material make amendments to the window shape and layout which are curious but do not add to the aesthetic of the building. Technically, Block B has a natural ventilation system involving roof ducts and a cupola which are interesting. Internally, the building previously had glazed partitions which allowed views right throughout the classrooms internally. This was a technique that J. S. Wigram used on other school buildings of this time period. These glazed partitions have been painted thus losing the views through but are an interesting technical innovation. Due to the modifications to the original, Block B can be considered to have moderate significance under this criterion in a local context.

Block C – General Learning / Craft Room: the original southern portion of the building is a Victorian era design by W. E. Kemp (Schools Architect 1880-1896) though is very simple in detail and almost devoid of ornament excepting slight arches to the window heads and a small amount of fretted timber work to the apex of the gables. Sympathetic additions to the building neither detract, nor add to the significance of the structure under this criterion. It is not outstanding either aesthetically or technically. It is considered to have little significance under this criterion.

Block D – Admin / Staff Facilities: Block D has high aesthetic significance for its architectural composition and proportions as well as for its use of materials and detail despite its designer not being known. It is a landmark element on the corner of Park and Victoria Streets (the main streets criss-crossing the town) and is regularly identified in descriptions of the town of Millthorpe. Block D is singled out in: 1. The Register of the National Estate (now defunct) listing for the Millthorpe Settlement, 2. The National Trust Listing for the Millthorpe Conservation Area, 3. The Blayney Shire Heritage Review of 2010 as well as general and online travel guides. It is considered to demonstrate high significance in a local context.

Block E – Pupil Facilities / Building Services (Demolished)

Block F – Pupil Facilities: demonstrates the typical design methodology and style which the Schools Section of the NSW Government Architect's Office was producing at the time and has some aesthetic merit. Whilst the Government Architect's Office is an important designer, Block F is not considered to be one of their major works and demonstrates only little significance under this criterion.

Block G – Library: has known associations with the Government Architect's office under Peter Mould, the Government Architect at the time. The design architect is unknown. The Library is a pattern type building which was replicated on numerous sites throughout the state. It is not considered to be a major work by the Government Architect's Office. It is not particularly distinctive, is not considered to have landmark qualities and is not considered to demonstrate technical innovations. It is not considered to be significant under this criterion.

Block H – Shed: Is a pair of simply designed colorbond sheds with gables projected over the roller shutter openings. It is not considered to be of aesthetic significance.

Block I – Bulk Store: Is a simple gabled colorbond shed. It has no fine or distinctive aesthetic qualities and is not considered to be of aesthetic significance.

Block J – BER Hall: Block J is a typical design Hall building of which numerous examples were constructed throughout the state. The typical details and features of the design distinguish it as a Hall from the BER programme as applied in the state of NSW.

Block K – Canteen: It is a typical pattern minor utility building recently produced in substantial numbers by Schools Infrastructure NSW. It is not considered to be of aesthetic or technical significance.

Demountables (8 off): Are typical pattern demountable buildings produced in substantial numbers by Schools Infrastructure NSW and spread throughout the state. Individually or as a group of seven at the school, they are not considered to be of aesthetic or technical significance.

Shade Structure / Assembly Area: Is a large recently introduced structure. The design of the structure is sympathetic to the historical buildings and includes some detail which is complementary to the earlier (particularly Federation period) buildings but is still recognisable as being new construction by way of the materials it is made out of thus abiding by the Articles of the Burra Charter. Some damage to the pickets of the frieze to the structure has left them bent (see Figure 53) and this detracts from the aesthetics of the structure. It is not considered to be significant under this criterion.

School fences and gates: The timber post-and-rail fence and gates along Park Street and the corner of Victoria Street has been selected to be sympathetic to the Heritage items and the Heritage Conservation Area though is not aesthetically distinctive or exemplary. They are not considered to demonstrate aesthetic or technical significance. Neither are the other fences which are relatively recent metal panelled units.

Landscaping: within the grounds was most significant during the Victorian and Federation eras when there were significant trees planted and the gardens designed to the contemporary preferences of the day. Little survives of the layout and smaller planting and as such the gardens have lost much of the design integrity of that period despite still being aesthetically appealing. The large trees in the centre of the site and the street tree planting around the site are both substantial and have definite landmark qualities for their age, size and in the case of the street trees, their arrangement. The landscaping of the grounds and the street trees, due to their altered elements, are thus able to demonstrate moderate local aesthetic significance.

Play Equipment: is a relatively standard type modern installation. It is not considered to demonstrate significance under this criterion.

Old Cistern: is a commonly constructed service element associated with buildings of the Victorian era. It is not considered to be aesthetically significant. It does represent the current technology for water supply during the era in which it was built so may demonstrate some measure of

technical significance; however its main significance is likely to be elsewhere. It is considered to have little significance under this criterion.

Memorials and plaques: whilst they are typically well considered and clever, most of the memorials and plaques are not aesthetically distinctive or technically innovative. The exception might be the Centenary memorial which is a well designed arrangement of hard and soft landscaping with the plaque as a centrepiece. The growth of the planting around it has somewhat reduced the aesthetic impact of the original design however thus degrading its significance under this criterion. The memorials and plaques can be considered to demonstrate little significance under this criterion.

Social Significance

Criterion (d) An item has strong or special association with a particular community or cultural group in NSW (or the local area) for social, cultural or spiritual reasons.

Block A – Special Programs / ICT (Former Library): demonstrates associations with the Millthorpe Public School and particularly with graduates and teachers since its construction in 1981. This association to the school community is shared by all other buildings on the site and is considered to be incidental. Block A is not considered to be significant under this criterion.

Block B – General Learning: has associations with the staff and students of Millthorpe Public School and has done for 120 years, meaning that all surviving students of the school have been educated within this building and all surviving teachers from the school have likely taught within this building. Block B is considered to be important to the community's sense of place. It is considered to demonstrate high significance under this criterion in a local context.

Block C – General Learning / Craft Room: has associations with the staff and students of Millthorpe Public School and has done for 132 years, meaning that all surviving students of the school have been educated within this building and all surviving teachers from the school have likely taught within this building. Block C is considered to be important to the community's sense of place. It is considered to demonstrate high significance under this criterion in a local context.

Block D – Admin / Staff Facilities: has strong associations with the staff and students of Millthorpe Public School and has done for 143 years, meaning that all surviving staff and students of the school have utilised this building. Block D is considered to be important to the community's sense of place. It is considered to demonstrate high significance under this criterion in a local context.

Block E – Pupil Facilities / Building Services (Demolished):

Block F – Pupil Facilities: has associations with the staff and students of Millthorpe Public School however it serves a purely functional purpose and is not important to the community's sense of place. It is not considered to be significant under this criterion.

Block G – Library: has associations with the staff and students of Millthorpe Public School. It is the current and at least the third Library facility utilised within the School site and is not considered to be of particular importance to the community's sense of place. It is not considered to be significant under this criterion.

Block H – Shed: has associations with the staff and students of Millthorpe Public School however it serves a purely functional purpose and is not important to the community's sense of place. It is not considered to be significant under this criterion.

Block I – Bulk Store: has associations with the staff and students of Millthorpe Public School however it serves a purely functional purpose and is not important to the community's sense of place. It is not considered to be significant under this criterion.

Block J – BER Hall: Block J has strong associations to the Millthorpe Public School students and staff over the last decade.

Block K – Canteen: Providing sustenance for the pupils and teachers at the school, the canteen by its usage will demonstrate some measure of importance under this criterion. It may be considered that this importance is only for amenity reasons, however as eating together is a strong socially inclusive activity the canteen block is considered to at least demonstrate little significance in a local context under this criterion.

Demountables (8 off): Individually or as a group of seven at the school, these buildings are not considered to be of social significance to the school or community of Millthorpe.

Shade Structure / Assembly Area: has associations with the staff and students of Millthorpe Public School and because it is used for school assemblies and presentations its function will carry some importance of the structure to the school community. It is considered to demonstrate little to moderate local significance under this criterion.

School fences and gates: has associations with the staff and students of Millthorpe Public School however it serves a purely functional purpose and is not important to the community's sense of place. It is not considered to be significant under this criterion.

Landscaping: has associations with the staff and students of Millthorpe Public School and because the past (perhaps some of the present) students have been involved in tending the planting or at the very least have played under the cover of the old trees the landscaping is considered to be important to this community. It is considered to demonstrate moderate to high local significance under this criterion.

Play Equipment: has associations with the staff and students of Millthorpe Public School. Many past and present students will have played on the previous 'Adventure Playground' which has now been replaced. The purpose and the location of the play equipment however remain the same and are able to continue to represent that activity of play in the school. Due to the altered elements (replacement of the equipment) the Play Equipment is considered to have moderate local significance under this criterion.

Old Cistern: has some association with past principals of the school, and perhaps some tenuous association with other staff or students. It is not considered to be important to the community's sense of place and is likely to only demonstrate little social significance.

Memorials and plaques: The memorials and plaques have strong associations to the Millthorpe Public School students and staff over the last fifty years. The recently introduced timeline pavers commemorate staff back to the earliest days though those teachers will not be strongly associated with the new pavers. Many of these items will be important to the community's sense of place mainly because these memorials commemorate the long social occupation and history of the place. These elements may be considered to have moderate to high local significance under this criterion.

Research Significance

Criterion (e) An item has the potential to yield information that will contribute to an understanding of NSW's cultural or natural history (or the cultural or natural history of the local area).

Block A – Special Programs / ICT (Former Library): is a typical pattern design building of which there will be many throughout the state of NSW. The information which might be gained is readily available from other resources. It is not considered to be significant under this criterion.

Block B – General Learning: has potential to reveal information about the historic development of NSW Government schools most particularly around the turn of the 19th to 20th centuries. Information regarding the design work of J. S. Wigram may also be discovered within Block B though this must be tempered by the fact the building has been altered from original. Similar information is available in numerous other places around the state though none which are known in proximity to Millthorpe. Block B can be considered to demonstrate moderate significance in a local context under this criterion.

Block C – General Learning / Craft Room: has potential to reveal information about the historic development of NSW Government schools most particularly at the end of the 19th century. Information regarding the design work of W. E. Kemp may also be discovered within Block C though this must be tempered by the fact the building has been altered from original. Similar information is available in other places around the state though none which are known in proximity to Millthorpe. Block C can be considered to demonstrate moderate significance in a local context under this criterion.

Block D – Admin / Staff Facilities: has potential to reveal information in regards to historic building construction in Millthorpe. Block D can be considered to demonstrate moderate significance in a local context under this criterion.

Block E – Pupil Facilities / Building Services (Demolished)

Block F – Pupil Facilities: is not believed to have been positioned on the site of former toilet facilities. It is not considered likely to have archaeological or research potential and is not considered to be significant under this criterion.

Block G – Library: is not expected to reveal substantial scientific information. The library has been constructed upon the site of a former weathershed and store (Block E) which dated from approximately the 1960s / extended in the 1980s and was placed on a concrete slab. Remnants of this building, if they exist will lie below the floor of Block G. Block G is considered to have little research significance.

Block H – Shed: is a recently constructed pair of storage sheds. It is not likely to have archaeological or research potential and is not considered to be significant under this criterion.

Block I – Bulk Store: is a recently constructed store room. It is not likely to have archaeological or research potential and is not considered to be significant under this criterion.

Block J – BER Hall: Block J is a typical design Hall building of which numerous examples were constructed throughout the state. The typical details and features of the design distinguish it as a Hall from the BER programme as applied in the state of NSW. This information is available at many other sites around the state.

Block K – Canteen: The canteen is not considered to be significant for its research or archaeological potential.

Demountables (8 off): The information which may be learned from the demountable buildings at Millthorpe Public School is readily available at most of the other NSW Department of Education Schools throughout the state. They are not considered to be significant under this criterion.

Shade Structure / Assembly Area: is not considered to be significant for its research or archaeological potential.

School fences and gates: are not considered to be significant for its research or archaeological potential.

Landscaping: within the school grounds has continued to develop historically and is able to provide evidence of the development of Public School grounds in regional NSW. This information may be available in other locations around the State however; Millthorpe will provide a unique example different to other schools due to its different weather conditions and different personalities involved. The landscaping of the school site is likely to demonstrate moderate to high local research significance.

Play Equipment: is a relatively recent installation replacing a former playground which was also not particularly old. It is not considered to demonstrate research significance.

Old Cistern: has potential to provide evidence which can inform the understanding of Victorian era technology in construction and in building servicing. These cisterns are still relatively commonly found within the State of NSW and as such the information will be available in numerous other places potentially even within Millthorpe which underwent significant development during this time period. It is considered to demonstrate little research significance.

Memorials and plaques: typically commemorate an historical event or phase in the school and are able to provide accurate dates to aid research into the history of the school. The new timeline pavers are a valuable and tangible resource to catalogue the long progression of staff through the school. These elements are able to demonstrate a moderate to high level of local research significance.

Rarity Significance

Criterion (f) An item possesses uncommon, rare or endangered aspects of NSW's cultural or natural history (or the cultural or natural history of the local area).

Block A – Special Programs / ICT (Former Library): is a standard design school library building from the 1980s which is likely to have been used widely throughout the state of NSW. It is not considered to possess rarity significance.

Block B – General Learning: is not considered to demonstrate significance under this criterion.

Block C – General Learning / Craft Room: is not considered to demonstrate significance under this criterion.

Block D – Admin / Staff Facilities: is unusual as being a stone built building within Millthorpe, though is not unique. It demonstrates moderate significance in a local context under this criterion.

Block E – Pupil Facilities / Building Services (Demolished)

Block F – Pupil Facilities: in a local context, is a relatively rare example of a 1960s service building which can contribute to the understanding of development in the school and in Millthorpe during this period. It is unlikely that its significance is enough to warrant heritage protection under this criterion.

Block G – Library: is a standard pattern building produced by the Government Architect's Office for replication in situations throughout NSW as required. It is not considered to be rare and therefore is not considered to be significant under this criterion.

Block H – Shed: Is a pair of simple colorbond sheds. It is not rare. It is not considered to be significant under this criterion.

Block I – Bulk Store: Is a simple colorbond shed. It is not rare. It is not considered to be significant under this criterion.

Block J – BER Hall: Block J is not considered to be rare.

Block K – Canteen: Is a standard pattern utility building which will have been constructed in substantial numbers throughout NSW. It is not considered to be rare. It is not considered to be significant under this criterion.

Demountables (8 off): These buildings are standard demountable classroom buildings and are not considered to be rare. They are not considered to be significant under this criterion.

Shade Structure / Assembly Area: is not considered to be rare.

School fences and gates: are not considered to be rare or therefore significant under this criterion.

Landscaping: within the school demonstrates defunct customs and human activity important to a community; i.e. the beautification and development of the Public School grounds, which is unique in Millthorpe (there is only the one school) but common throughout the wider area and indeed the State of NSW. Whilst it is important to and rare within Millthorpe, the school landscaping is considered to have little local significance in the context of the Blayney LEP.

Play Equipment: is not considered to be rare or significant under this criterion.

Old Cistern: is not considered to be rare or significant under this criterion.

Memorials and plaques: are not considered to be rare or therefore significant under this criterion.

Representative Significance

Criterion (g) An item is important in demonstrating the principal characteristics of a class of NSW's cultural or natural places; or cultural or natural environments (or a class of the local area's cultural places; or cultural or natural environments).

Block A – Special Programs / ICT (Former Library): has the attributes typical of a late Sydney School design as employed by the NSW Government Architect's Office when designing school buildings. Block A is believed to be substantially intact and able to well represent those attributes. It is however unwelcome and potentially intrusive to the Millthorpe Heritage Conservation Area and considered to have little significance under this criterion.

Block B – General Learning: is an interesting and visually appealing example of a Federation period NSW Public School Classroom building which was designed by Schools Architect J. S. Wigram albeit altered by R.M. Seymour Wells in 1911 and on subsequent occasions since. Some of the alterations detract from the significance of the building though interpretation is still possible. Block B is considered to demonstrate moderate significance under this criterion in a local context.

Block C – General Learning / Craft Room: is a simple but visually appealing example of a Victorian period NSW Public School Classroom building which was designed by Schools Architect W. E. Kemp albeit altered in 1911 and on subsequent occasions since. The alterations are generally sympathetic and neither detracts from the significance of the building nor adds to it. Block C is considered to demonstrate moderate significance under this criterion in a local context.

Block D – Admin / Staff Facilities: is a fine and unusual example of an 1870s public school building. It is outstanding because of its setting and the esteem in which it is held. It has been altered throughout its existence though these alteration typically do not detract from the significance of the item. It is considered to demonstrate high local significance under this criterion.

Block E – Pupil Facilities / Building Services (Demolished)

Block F – Pupil Facilities: is a regular and not outstanding or fine example of its type. Its condition is not intact enough to warrant protection under this criterion.

Block G – Library: is a good example of its relatively recent type of building however is not considered to be outstanding in any particular way, is not a significant variation of a particular type, and is not considered to belong to an important class or group of items. It is not considered to be significant under this criterion.

Block H – Shed: Is a pair of simple colorbond sheds. It is neither a fine example nor an outstanding example of its type. It is not considered to be significant under this criterion.

Block I – Bulk Store: Is a simple colorbond shed. It is neither a fine example nor an outstanding example of its type. It is not considered to be significant under this criterion.

Block J – BER Hall: Block J is a typical example of a BER Hall which is still intact and representative of that type of building as constructed in Public Schools in NSW.

Block K – Canteen: Is a fairly typical example of its type. It is not considered to be particularly fine or outstanding in any particular way. It is not considered to be significant under this criterion.

Demountables (8 off): Are fairly typical examples of their type. They are not considered to be particularly fine or outstanding in any particular way. They are not considered to be significant under this criterion.

Shade Structure / Assembly Area: is neither a fine example nor an outstanding example of its type. It is not considered to be significant under this criterion.

School fences and gates: The timber post-and-rail fences with its decorated gates are fairly typical examples of their type. They are not considered to be particularly fine or outstanding in any particular way. They are not considered to be significant under this criterion. The recently introduced metal panel fences are not considered to be significant under this criterion either.

Landscaping: whilst it has lost much of its original design and / or technical features, the landscaping of the school has been a process which has continued throughout the history of the school and is held in high esteem by the community. It is considered to demonstrate moderate local representative significance.

Play Equipment: is not considered to be significant under this criterion.

Old Cistern: is a fairly common Victorian artefact item. It is not exceptional or outstanding but is a well preserved and fine example of its type. Its association with the Block D Bluestone building is able to contribute to the significance of the heritage item. The cistern is likely to demonstrate high local representative significance

Memorials and plaques: are not considered to be significant under this criterion.

4.2 STATEMENT OF SIGNIFICANCE

Block A – Special Programs / ICT (Former Library): is a locally rare and substantially intact example of a late Sydney School style design employed by the NSW Government Architect's Office widely through the state of NSW in the 1960s and 70s under E. H. Farmer and J. W. Thomson (Thomson in the case of this building). The creation of the Millthorpe Conservation Area has discouraged further buildings of similar style and has thus the building may even be considered as intrusive to the Conservation Area.

Block B – General Learning: The significance of this building is manifold. It is important historically and socially for its long-term service within the school meaning that all of the surviving people who were educated at Millthorpe Public School were educated at some point within this building. Similarly, all surviving teachers who served at this school are likely to have taught within this building. Block B has strong associations to J. S. Wigram (Schools Architect 1896-1908), R. M. Seymour Wells (Schools Architect 1909-1926) and to Mr Rockliff (school principal 1898-1908). Mr Rockliff was instrumental in the procurement of this building for the school. Block B is also important for its technical innovation comprising of ventilation systems and partitioning which were employed by J. S. Wigram in this and other buildings of this period. Block B is able to provide information about these designs and innovations which have the potential to add to the understanding of the development of NSW School buildings and the work of J. S. Wigram. Block B is representative of Wigram's school design in this historical period.

Block C – General Learning / Craft Room: is important mainly for its social significance to the staff and students past and present of the Millthorpe Public School. All of the surviving people who were educated at Millthorpe Public School were educated at some point within this building. Similarly, all surviving teachers who served at this school are likely to have taught within this building. It is also important due to its strong associations to W. E. Kemp (Schools Architect 1880-1896), and to Mr Webb (school principal 1869-1898). It demonstrates significance historically as being the first standalone purpose built classroom building (and the second school building upon the site), and is representative of a Victorian period simple regional school building. It is able to add to the understanding of the development of NSW Public Schools in regional NSW and also in regards to the work of W. E. Kemp.

Block D – Admin / Staff Facilities: is a fine and representative example of an 1870s NSW Public School building, unusual for its stone construction and highly esteemed by the Millthorpe Community. It is highly distinctive in the aesthetics of its design in a Victorian Gothic Revival style and is a landmark element within the town regularly identified in descriptions of Millthorpe. It is highly significant as the first school building constructed upon this current site, for its association with Mr Webb the longest serving School Principal who was instrumental in the securing of the site and procurement of the building. It is also highly significant for its importance to past and present staff and students of the school who will all have had associations with this building.

Block E – Pupil Facilities / Building Services (Demolished)

Block F – Pupil Facilities: is a relatively rare 1960s services building in the local context and is believed to have associations with the Government Architect's Office at the pinnacle of its influence under E.H. Farmer. The main significance of Block F however is its understood

association with the installation of the septic system to the school site which would have been a major event in the day-to-day operation of the school.

Block G – Library: Has associations with the Government Architect's Office in NSW and the MDR 2011 Library Programme. There is slight potential to uncover archaeological evidence of the former Block E below the footprint of the current building. None of these elements are of more than little significance and thus Block G is not considered to meet the threshold for heritage protection.

Block H – Shed: Is a pair of recently constructed, simple gable-ended colorbond sheds on concrete slabs. It is not distinctive, outstanding, rare or fine. The only point of interest is the projected gables which provide shelter over the roller shutter openings. It is not considered to be significant under any of the seven criteria and is not considered to be of significance.

Block I – Bulk Store: Is a recently constructed, simple gable-ended colorbond shed on a concrete slab. It is not distinctive, outstanding, rare or fine. It is not considered to be significant under any of the seven criteria and is not considered to be of significance.

Block J – BER Hall: Block J is a typical, intact and representative example of a School Hall building constructed in the Public Schools of NSW under the Building the Education Revolution Programme. This programme is still considered to be too recent to warrant heritage protection however, given time, the BER will be considered a significant historic phase and significant historic event. Fine examples of buildings from this period; if they remain substantially intact have potential in the future to be of significance. Its opening in 2012 places it very late in the BER process. If it can be confirmed that Block J was the last BER Hall to be commenced and completed in NSW, this fact would add to its historical significance.

Block K – Canteen: Demonstrates some measure of significance socially for the pupils and teachers of the school as a source of sustenance for communal eating at meal times. It is not considered to be significant enough socially to warrant heritage protection however. It is a typical pattern small utility building commonly found in NSW and is not considered to be significant under any other criterion.

Demountables (8 off): The demountable buildings at Millthorpe Public School are not considered to be significant in a local context.

Shade Structure / Assembly Area: Other than the importance to the social significance of the school for its function as the venue for school related assemblies, gatherings and presentations, the Shade Structure / Assembly Area bears no significance. It is only significant to the local school community for its social function.

School fences and gates: are all introduced within the last fifty or so years. None of them are considered to demonstrate significance under any of the heritage criteria. Though they are neither considered to be intrusive which would encourage their removal. The timber post-and-rail fence and gates along Park Street and part of Victoria Street are noted to be aesthetically sympathetic to the Heritage Conservation Area.

Landscaping; the planting within the school grounds is significant on a number of levels for a number of reasons. Some of the Old-growth trees such as the large Oak in the centre of the site may date back to the 1890s-1900s and therefore have great historic significance as well as associations to Mr Rockliff or perhaps even Mr Webb two of the earliest and most influential principals of the formation of the school. Mr Webb was the first to plant a flower garden and Mr Rockliff instrumental in the creation of a vegetable garden which was tended by the students of the school thereby adding to the social significance of the planting in the school grounds. The current landscaping on the site, whilst it has lost much of its original design or technical integrity through alterations and the loss of some species, can demonstrate a continuity of the historical activity which was set up by Mr Rockliff. The landscaping is able to provide information about the historical development of the school grounds at Millthorpe Public School.

Play Equipment: is a place which continues to provide safe play and social interaction beneath the cover of the ancient Oak Tree in the centre of the school site. It has associations with the school P&C Association which is important to the operation and upkeep of the school.

Old Cistern: is representative of the Victorian era origins of Block D and the Millthorpe Public School on this particular site. It is associated with Mr Webb and Mr Rockliff who would have used this cistern for water while they resided at the school residence. It has a small measure of social significance for its associations with the wider school body and may be a source for information regarding Victorian construction techniques and technology.

Memorials and plaques in the school which consist of; a) the Centenary Plaque and setting, b) the Time Capsule markers, c) the tribute to Jodie Moore, d) the timeline pavers for the Sesquicentenary, e) the restored School Bell and f) the flagpoles all demonstrate significance historically, for their historical associations and for their social importance to the past and present students and staff of Millthorpe Public School.

5. PROPOSED WORKS

Numerous options were considered for the proposed upgrade of the facilities at Millthorpe Public School. An option was decided upon, and presented in a business case for this project in approximately April 2020. Since that date the design has been developed and the accommodation to be provided has been amended accordingly. The proposal which is analysed in this report removes all temporary demountable buildings and provides permanent accommodation for all school activities which is a substantial positive outcome for the school.

In summary the works proposed at Millthorpe Public School seek to:

- Demolish the existing Block A Special Programs / ICT building (Former Library)
- Relocate storage containers and the Block H storage sheds to alternate positions on site.
- Remove all 8 Demountable Buildings from site
- Provide a New Learning Hub Building consisting of
 - 10 new permanent classrooms in a building designed to Future Focused Design principles.
 - Relocate the Library from Block G to a new space on the upper level overlooking the landscaped areas of the school grounds
- Upgrade the 4 existing learning spaces in the Heritage Block B building. The upgrades will be to Future Focused Design principles and will include a support unit classroom for Special Needs students.
- Provide a new Special Programme space in the Heritage Block C.
- Create two new spaces within the Heritage Block D for an office and a Sick Bay using lightweight partitions.
- Provide new fitout of Block G (2011 Library) to convert it from a Library to a Staff Room
- Provide new OOSH facility and COLA extension between Blocks J (BER Hall) and K (Canteen)

The removal of demountable classrooms with their associated pathways, and consolidating that space into a single building, has the flow-on advantage of enlarging the available playing space within the grounds of the school and reducing the remoteness that demountable classrooms may experience when compared to the rest of the school.

The works typically avoid the areas of landscaping.

The Internal Upgrade works to Block B have the potential to reinstate or reinterpret the original features of the building while upgrading to the new Future Focused Design principles. There is the potential in the detailed design of the works to reveal original fabric of the original glazed partitions (which have been painted over) and use them to interpret the original design of the building.

6. STATEMENT OF HERITAGE IMPACT

This is the Statement of Heritage Impact for:	New two-storey building plus alterations and additions to one existing building at Millthorpe Public School
Date:	This statement was completed in February 2021, and updated in November 2021 with additional analysis of the Park St setback of the New two-storey Learning Hub
Address and Property Description:	32 Park Street Millthorpe NSW 2798. Lot 1, DP 561913; Lot 18, DP 7929; Lot 7, DP 750384
Prepared by:	EJE Group
Prepared for:	Schools Infrastructure NSW

The following aspects of the proposal respect or enhance the heritage significance of the item or area for the following reasons:

- All of the primary buildings recognised as possessing heritage significance (Blocks B, C & D) and all of the old-growth trees are proposed to be retained.
- The immediate surroundings to Block C & D will remain unaffected by the works. The gardens and hedges between the boundary and these buildings are also unaffected. Their visual perception from within and from without the school remain unaffected and therefore there is no anticipated impact upon their significance.
- The Internal Upgrade works to Block B have the potential to reinstate or reinterpret the original features, such as the glazed partitions, of the building while updating to the new Future Focused Design principles.
- Internal upgrades to Block C will be minimal, typically limited to floor finishes, paint and minor services upgrades which will have no more than negligible impact upon the significance of the building.
- Internal upgrades to Block D introduce two lightweight partitions which will be fully removable and reversible in the future and will not remove any original fabric. Other upgrades will be limited to floor finishes and paint which will not affect original fabric or spaces and will have no more than negligible impact upon the significance of the building.
- Internal alterations to Block G will affect one of the most recent buildings upon the site. They will not alter the setting or views to or from the noted Heritage Blocks C and D which are adjacent.
- Alterations to Blocks J and K affect the two most recent structures on the site and are located well away from the noted Heritage buildings.
- The placement of the proposed new building in the current location of Block A positions the main incursion into the site in a corner of the site which minimises visual impact from the main intersection of Park and Victoria Streets which provide the primary viewpoints to the school, and due to the existing building additions and COLA causes only minor visual impact from the centre of the school when viewing Blocks B, C & D.
- The demolition of Block A removes a potentially intrusive building from the Millthorpe Heritage Conservation Area.
- The proposed building is set away from Block D to allow it to retain its prominence and position within the streetscape of Park Street.
- The existing avenue of trees along Park Street forms a unifying element to the buildings in the streetscape which will assist in minimising the impact of the proposed new building.

- The design of the proposed new building aims to be sympathetic to the heritage buildings and draws cues from Block B.
 - Its western facade is in line with Block B.
 - The roof over the western portion matches the height and pitch of the Block B roof to assist with fitting into the streetscape.
 - The upper ridge height of the new building at Park Street is no higher than Block B to keep the scale of the new two storey building within the scale of the historic single storey Block B.
 - The length of the proposed new building is articulated in plan and elevation to reduce the bulk and scale of the building presented to the street and to the school.
 - Sympathetic materials and window proportions are used which reference and respond to the historic buildings.
- Removal of 8 Demountables, replacing them with a permanent structure, will enhance the significance of the school institution.

The following aspects of the proposal could detrimentally impact on the heritage significance of the item or area for the following reasons:

- The proposal has been designed in discussion with the EJE Heritage and detrimental impacts have typically been addressed. Recommendations have been made below to avoid or at least minimise any impacts upon heritage significance.
- The introduction of new partitions into the former classroom space of the Heritage Block D will alter the perception of this space. The impact of this is however mitigated by the fact that this alteration will be simple to fully reverse and remove thus restoring the former space and condition.

The following sympathetic design solutions were considered and discounted for the following reasons:

- Several options were explored for the upgrade of the school facilities though the options were typically differentiated per the scope and cost of the works proposed. All options investigated retained and protected Blocks, B, C & D – the primary heritage structures. All options involved a certain amount of demolition of a relatively recent (approximately 40 years old) building and the removal or relocation of demountable classrooms. Many options also involved an addition to Block B.

The following actions are recommended to minimise disturbance and/or enhance the interpretation of the heritage significance of the item or area:

- Care is to be taken when relocating storage sheds and Block H sheds so that the landscaping inclusive of the substantial tree planting, play equipment, chessboard and tribute to Jodie Moore are not affected or covered by the relocated structures. Similar care is to be exercised during the temporary relocation of Demountables D1 and D2.
- Further heritage advice and/or reviews through the detailed design and documentation of the new building are recommended to ensure that the form, detail and materials of the building remains sympathetic and minimises impact upon the School and Conservation Area.
- The Persimmon tree between the Assembly Court and the Block A building is a valuable reference to the former Vegetable Gardens which grew in this location and is well appreciated by the school. It is recommended that allowance be made to carefully relocate the Persimmon tree to a suitable nearby position where it will be unaffected by the built works.

7. CONCLUSION

The proposed works at Millthorpe Public School have been designed in consultation with EJE Heritage in order to minimise Heritage impact of the works upon both the Heritage Item and the Millthorpe Heritage Conservation Area.

The focus of the Heritage listing is the 1876 Bluestone Building (Block D) which externally will be unaffected by the new building works which are located well away from this building. All views of this prominent item at the intersection of Park Street and Victoria Road will remain unchanged. Internally, Block D will have two partitions inserted in the open former classroom space which will section off the northeast end of this room. These alterations will not remove an original fabric and will be fully removable and reversible.

The proposed works will remove all eight demountable buildings from the site and replace them with a permanent structure which has the potential to enhance the significance of the Millthorpe Public School institution.

The only permanent building to be removed is a former library building dating from 1981 adjacent to the 1899 Block B building. The design of the proposed new building takes cues from the adjacent 1899 building in terms of height, bulk and scale as well as form and materials to ensure that the new building will sit comfortably alongside the historic building and not overpower it within the streetscape or the Heritage Conservation Area. The avenue of trees along the verge of Park Street also assist in unifying the streetscape composition and minimising impact upon the Conservation Area.

Works within the Heritage Blocks B and C are predominantly limited to floor finishes, paint and minor services upgrades relevant to the proposed accommodation to be provided. The works will not remove any original fabric and are of no more than negligible impact. The works within Block B have the potential to reinstate or reinterpret the original features, such as the glazed internal partitions, of the building while updating to the new Future Focused Design principles thus enhancing significance.

The other works to Blocks G, J and K will not affect the noted heritage buildings or any views to or from them. They are considered to have no impact to significance.

Works within the grounds of the school will not impact the old growth or significant trees within or adjacent to the site.

The proposed scope of works will result in only a negligible impact to either the school or the Conservation Area. A few recommendations have been made for the continuation of the project to ensure that impact is minimised.

8. BIBLIOGRAPHY

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Newspapers

Australian Town and Country Journal

The Bathurst Times

'Education' (journal)

The Grenfell Record and Lachlan District Advertiser

The Leader (Orange)

The Lyndhurst Shire Chronicle

Molong Argus

Mudgee Guardian and North Western Representative

National Advocate (Bathurst)

Sydney Mail

The Sydney Morning Herald

Western Champion (Parkes)

Online Resources

Google Maps: <https://www.google.com.au/maps>

Google Earth

University of Newcastle: *Cultural Collections* - <https://www.flickr.com/photos/uon/>

NSW Land & Property Information: *Historical Lands Records Viewer* - <http://images.maps.nsw.gov.au/>

NSW LPI: *NSW Globe* - <http://globe.six.nsw.gov.au/>

NSW LPI: *Spatial Information Exchange* - <http://maps.six.nsw.gov.au/>

MILLTHORPE PUBLIC SCHOOL STATEMENT OF HERITAGE IMPACT

9. APPENDIX 1: REVIEW OF SETBACK OF NEW LEARNING HUB



Aerial view of Millthorpe Public School site

9.1 INTRODUCTION

This Appendix to the Statement of Heritage Impact has been prepared in response to the comment relating to the Park Street setback of the New Learning Hub at Millthorpe Public School, raised by the Western Regional Planning Panel (the Panel).

Following a site visit to the school by the members of the WRPP on 8th November 2021, the following comment was made by the Panel in regard to the Park Street setback of the New Learning Hub building:

The prominence of the proposed Park Street 2 storey building and its relationship to the heritage qualities of the single storey Block B building was discussed. As a result, Panel members requested that Council officers discuss with the applicant the possible further setback of the proposed 2 storey building from Park Street to ensure that the Block B building would not be visually dominated by the proposed building and would thereby retain its prominence in the streetscape. A further building setback would also be likely to facilitate the retention of the two Eucalyptus trees in the front setback area.

Blayney Shire Council subsequently approached the Design Team to provide a response to the Panel's comments, which is outlined in the following sections:

- Part 9.2 provides a background to the heritage considerations and proposed design of the New Learning Hub
- Part 9.3 outlines and compares options: Option 1 is the current design, and Option 2 is an alternative design with an increased setback.
- Part 9.4 outlines the preferred option, and
- Part 9.5 is the Conclusion.

9.2 BACKGROUND

9.2.1 HERITAGE OVERVIEW

EJE Heritage were appointed in 2019 to undertake a Heritage Assessment and subsequent Statement of Heritage Impact (SOHI) relating to the proposed redevelopment of Millthorpe Public School. The redevelopment scope includes demolition of the 1981 former library building, removal of 8 demountable classrooms, relocation of two sheds, and the construction of a new two-storey Learning Hub in the northwest corner of the site.

A number of options were considered for the proposed upgrade of the facilities at Millthorpe Public School. A preferred option was decided upon, and presented in a business case for this project in mid 2020. The proposal which is analysed in the SOHI report removes all temporary demountable buildings and provides permanent accommodation for all school activities which is a substantial positive outcome for the school.

The SOHI examines the proposed works, identifying any impacts which the proposal might have on the significance of the heritage items, and any measures which should be taken to mitigate any negative impacts, if these are in fact identified.

In relation to the position of the New Building, the SOHI (p73-74) notes:

- *The placement of the proposed new building in the current location of Block A positions the main incursion into the site in a corner of the site which minimises visual impact from the main intersection of Park and Victoria Streets which provide the primary viewpoints to the school, and due to the existing building additions and COLA causes only minor visual impact from the centre of the school when viewing Blocks B, C & D.*
- *The demolition of Block A removes a potentially intrusive building from the Millthorpe Heritage Conservation Area.*
- *The proposed building is set away from Block D to allow it to retain its prominence and position within the streetscape of Park Street.*
- *The existing avenue of trees along Park Street forms a unifying element to the buildings in the streetscape which will assist in minimising the impact of the proposed new building.*
- *The design of the proposed new building aims to be sympathetic to the heritage buildings and draws cues from Block B.*
 - *Its western facade is in line with Block B.*
 - *The roof over the western portion matches the height and pitch of the Block B roof to assist with fitting into the streetscape.*
 - *The upper ridge height of the new building at Park Street is no higher than Block B to keep the scale of the new two storey building within the scale of the historic single storey Block B.*
 - *The length of the proposed new building is articulated in plan and elevation to reduce the bulk and scale of the building presented to the street and to the school.*
 - *Sympathetic materials and window proportions are used which reference and respond to the historic buildings.*
- *Removal of 8 Demountables, replacing them with a permanent structure, will enhance the significance of the school institution.*

9.2.2 STREETScape

The SOHI identified that the primary view to the site is from the corner of Victoria and Park St, as illustrated in Figure 71 below. This shows the prominence of the original school house (Building D), and the avenue of heritage London Plane trees along Park Street that are the prominent feature of the street. Note that the southern end of Building B is visible from the corner, but the western façade sits behind the tree line.



Figure 71: Image of Millthorpe Public School site from the corner of Victoria and Park Streets

Figure 72 below illustrates the Park Street frontage of the school viewed from the western end. The Police Station to the north of the site is shown on the left. Building B is set behind the line of London Plane trees. A second row of trees and shrubs sits close to the boundary within the site. In this part of the site the dominant feature is the landscape, with buildings set behind the trees.



Figure 72: Park St frontage of Millthorpe Public School site from the western end

9.2.2 SITE FEATURES

Within the school site, the central playground space and significant trees, including a 100 year old Oak tree, are important features that provide informal and formal play spaces for the students, and greenspace for the site as a whole. Images of the central play area are shown in Figures 73 and 74 below.



Figure 73: The centre of the Millthorpe Public School site showing play areas and existing Oak tree



Figure 74 Central playspace and greenspace within the Millthorpe Public School site, viewed from the COLA

9.2.5 SETBACK OF THE NEW LEARNING HUB BUILDING

In relation to the character of the area and determining the setback for the new building, the following was considered:

- The prominence of Building D is highlighted with a greater setback at the corner of Victoria and Park Streets.
- Once away from the corner, a setback line of 8m is set by the front of building B and the Police station building to the north of the site.
- The row of established London Plane trees in Park Street are a significant feature of the streetscape. The existing buildings are viewed through the line of trees.

These items are illustrated graphically in Figure 75 below.

Existing Site Setback & Heritage Character

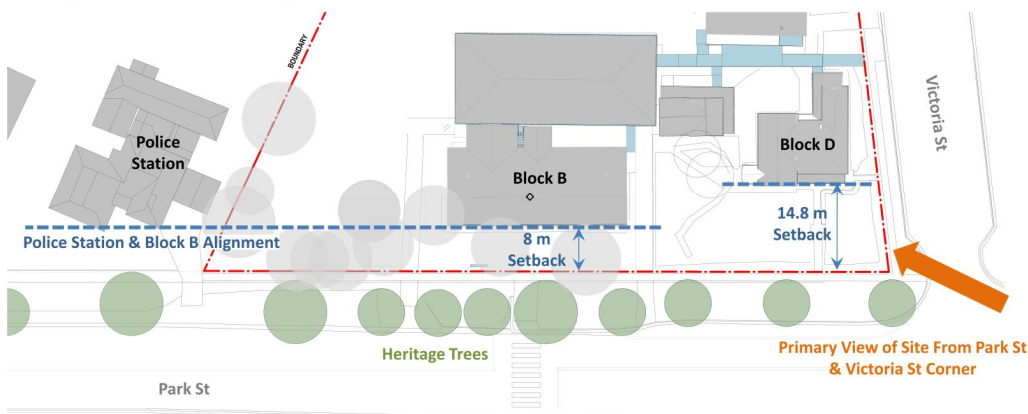


Figure 75: Existing Site Setbacks and Heritage Character

As part of the upgrade of the Millthorpe Public School site, a new student entry point is to be established adjacent to Building B, providing easy access to the learning areas on the site. This has led to the position and form of the New Learning Hub building being designed to sit alongside the Building B frontage, to frame the new entry. This is illustrated in Figure 76 below.

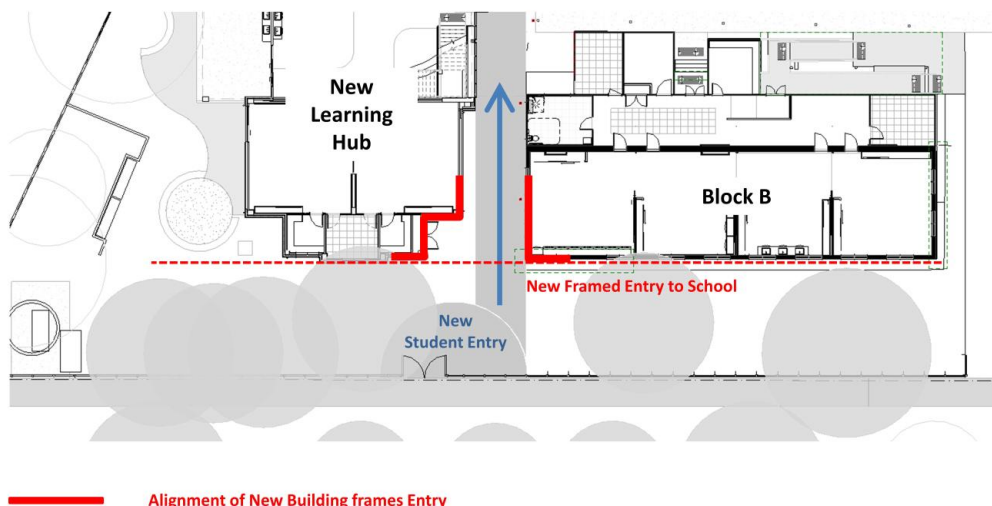


Figure 76: Position of New Learning Hub to frame the New Student Entry

9.2.4 POSITION OF THE NEW LEARNING HUB BUILDING ON THE SITE

In order to preserve the primary view to the site from the corner of Victoria and Park St, and to maintain the play space and significant trees in the centre of the site, it was determined that the best position for the New Learning Hub was in the north west corner of the site.

This area contains Building A and a range of storage buildings, and is under-utilised due to its separation from the central play area and difficulty of supervision of children. This area is also the lowest point of the site, which provides the best opportunity to minimise the impact of the height of the new two storey building, as it can be designed to match the ridge height of the adjacent Building B.

Images of this area of the site are included in Figures 77 and 78 below.



Figure 77: The area of the site proposed for the New Learning Hub, with Building A and storage sheds shown.



Figure 78: The Park St frontage of the site where the New Learning Hub is proposed, set back 7m from the boundary to line up with the Building B frontage. The pine trees at the boundary are to be retained, and the electrical kiosks are to be removed.

9.3 REVIEW OF SETBACK OPTIONS

As requested by the Panel, EJE have reviewed the Park Street setback of the New Learning Hub. As outlined below, Option 1 illustrates the current building design, and Option 2 examines a further 7m setback to Park Street.

9.3.1 OPTION 1: NEW LEARNING HUB WITH 8M SETBACK TO ALIGN WITH BUILDING B

The first Option examined is the current design, with the New Learning Hub setback 8m from the street frontage, to align with Building B and the Police Station, as indicated in Figures 79 and 80 below.

Option 1 – New Learning Hub aligned with street setback of Police Station and Building B

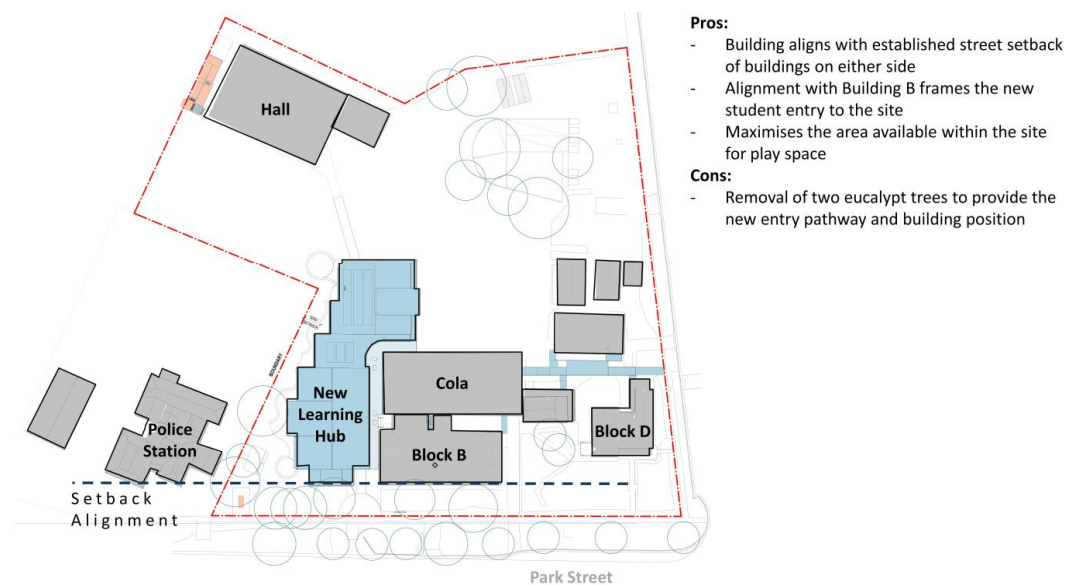


Figure 79: Option 1 with New Learning Hub setback aligning with Building B



Figure 80: The Buildings along Park Street, with the New Learning Hub setback 8m from the boundary.

This Option provides a generous setback of 8m to Park Street, to align with Building B and the Police Station, whilst maintaining as much as possible of the greenspace within the site. The form of the New Learning Hub building relates to the materials and height of Building B to ensure it is sympathetic with the character of the streetscape. The new building is positioned behind existing trees on Park Street and along the boundary, but will require removal of two eucalypt trees.

Images of the streetscape with the New Learning Hub positioned to align with the frontage of Building B are shown below.

Figure 81 from the Victoria St corner shows that due to the significant row of street trees the New Learning Hub is not visible along the frontage. Only a small portion of the roof is visible behind the existing COLA.

Figure 82 shows the New Learning Hub beside Building B, but behind the rows of trees in the road reserve and along the site boundary. The colours, materials, eaves and ridge heights of the new building are designed to be in keeping with the character of Building B.



Figure 81: View from the Victoria Street Corner with New Learning Hub setback 8m from boundary



Figure 82: Streetscape Image from Park Street, showing the New Learning Hub with 8m setback

9.3.2 OPTION 2: NEW LEARNING HUB SETBACK INCREASED BY 7M

The second Option examined increases the setback of the New Learning Hub from 8m to 15m from the street frontage, as indicated in Figures 83 and 84 below.

Option 2: New Learning Hub setback 7 metres from alignment of Building B

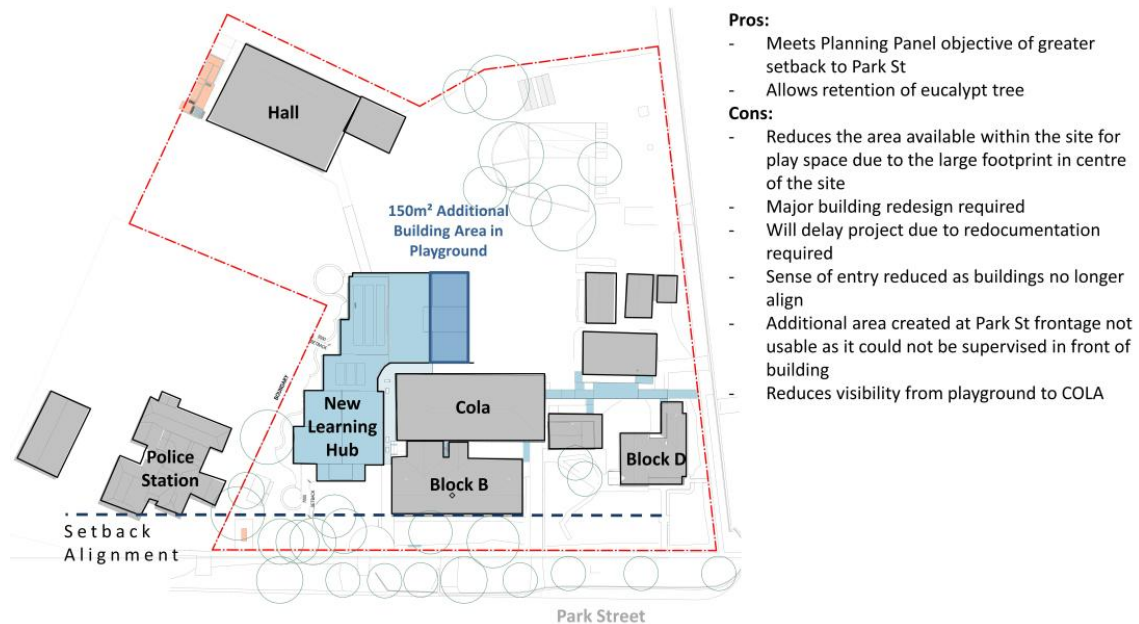


Figure 83: Option 2 with New Learning Hub setback 7m from the front of Building B

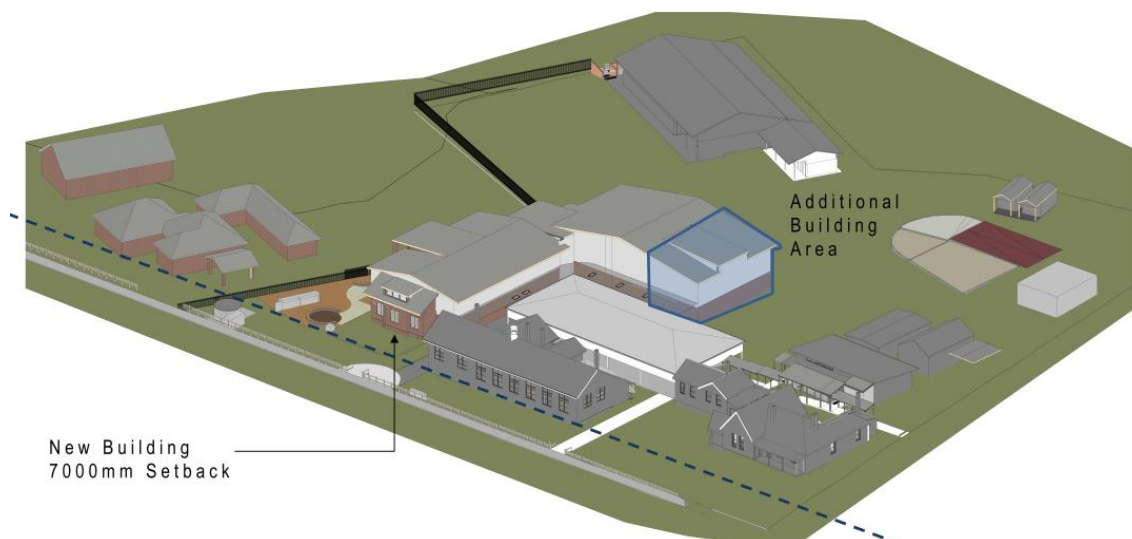


Figure 84: The Buildings along Park Street, with the New Learning Hub setback an additional 7m, a total of 15m from the boundary.

This Option increases the setback of the New Learning Hub by 7m, providing a total setback of 15m to Park Street. This option achieves the Planning Panel's objective of a greater setback, and allows one of the eucalypt trees in front of the new building to be retained. The tree closest to Building B is required to be removed in this Option to allow for the new student entry, as it is directly in the pathway between the existing and proposed building.

However, increasing the setback in this Option results in an additional 150m² footprint within the site, which reduces the available greenspace, and reduces the line of site from the central playground to the COLA area. The greater setback also creates a 15m zone at the Park Street frontage that can't be used by the school due to its isolation and difficulty of supervision.

Images of the streetscape with the New Learning Hub positioned 7m back from the frontage of Building B are shown below.

Figure 85 from the Victoria St corner shows that due to the significant row of street trees the New Learning Hub is not visible along the frontage. Only a small portion of the roof is visible behind the existing COLA.

Figure 86 shows the New Learning Hub setback behind Building B and the rows of trees in the road reserve and along the site boundary. The colours, materials, eaves and ridge heights of the new building are designed to be in keeping with the character of Building B.



Figure 85: View from the Victoria Street Corner with New Learning Hub setback 15m from boundary



Figure 86: Streetscape Image from Park Street, showing the New Learning Hub with 15m setback

9.4 PREFERRED OPTION

Following preparation and consideration of the Options above, it has been determined by the Design Team that the most appropriate position for the New Learning Hub is Option 1, with the setback aligned with the front of Building B. This is for the following reasons:

- The primary view of the site is from the Victoria and Park Street corner, and positioning the New Learning Hub beside Building B minimises its impact from this corner
- The setback of the New Learning Hub is aligned with the 8m setback of Building B and the adjacent Police Station, maximising the usable space within the site, whilst being appropriate within the heritage character of the area.
- The alignment between the front of the new Learning Hub building and Building B frames the new student entry created at this point. Setting back the building a further 7m would not achieve this design intent.
- The impact on student play areas and greenspace is minimised by keeping the building aligning with Building B.
- The 8m setback results in the new building being viewed behind the row of London Plane trees within the road reserve, and a row of pine trees within the site, maintaining the landscape character of this part of Park Street.
- A greater setback from Park Street as proposed in Option 2 for the new building creates a 15m zone that is not accessible by students as it is detached from the play spaces and not able to be supervised.
- Setting the building back further from the street as proposed in Option 2 also results in a loss of play space within the site, due to the footprint of the building moving back into the site.
- The increased building footprint in the centre of the site in Option 2 creates additional operational issues for the school with decreased lines of sight to and from the COLA area.

Prior to finalising the design, the preferred position for the building was carefully considered by the design team and the school. Figure 87 below shows a photo of the site with the footprint for the new building (as proposed in Option 1) marked out on the site, to check that student supervision and sight lines were maintained, and to ensure that the minimum area of greenspace was taken up by the new building.



Figure 87: The area of the site for the New Learning Hub, with the building footprint shown by the red spray painted lines on the grass.

In addition to positioning the new building to align with Building B and the Police Station setbacks, the following design responses have been included to ensure the new Learning Hub building is sympathetic to the Heritage character of Millthorpe Public School and appropriate in the Park Street context:

- The height of the new building is designed to be in keeping with the height of Building B.
- Sympathetic building materials have been used to ensure that the new building complements the existing heritage building. The brick selection closely matches the existing brickwork, and its extent of use on the façade facing Park Street suggests a continuation of the existing buildings.
- The roof of the pop out section of the new building facing Park Street replicates the roof pitch, height and form of the adjacent Building B.
- The windows facing Park Street replicate the windows of the adjacent Heritage Building to continue the spacing rhythm, size and height.
- The new building was intentionally placed on the lowest part of the site to facilitate the development of a two storey building that would minimise the footprint whilst still respecting the height of the adjacent buildings.

9.5 CONCLUSION

In response to the request from the WRPP as provided by Blayney Shire Council, the Park Street setback of the New Learning Hub has been reviewed. This is included as Options 1 and 2 in this Appendix document.

Following preparation and consideration of the options, it has been determined by the Design Team that the most appropriate position for the New Learning Hub is Option 1, with the setback aligned with the front of Building B. The design and setback of the building in the preferred option is sympathetic with the character of the streetscape and Building B, whilst maintaining the greatest amount of greenspace within the site, and minimising the operational issues of student supervision and line of sight between outdoor areas for the school. Greater discussion of the reasons for the preference of Option 1 are outlined in Section 9.4.

It is noted that the current design included as Option 1 is supported by the School and local community. Only one submission was received as a result of the DA notification, and that single submission was in support of the proposal.

The removal of eight demountables and provision of a new Learning Hub Building will create 10 new Learning Spaces that will provide larger flexible spaces with enhanced technology, and a new Library. This will enhance the ability of the school to incorporate contemporary learning pedagogies, including problem based learning and team teaching methods, to enhance the learning opportunities for students at Millthorpe Public School. The new building will provide additional storage, group learning spaces, and undercover access between all learning spaces and to toilets, all of which are not currently available with the existing demountable arrangement.

From a Heritage Impact perspective, the preferred design as outlined in Option 1, respects or enhances the heritage significance of the area for the following reasons:

- All of the primary buildings recognised as possessing heritage significance (Blocks B, C & D) and all of the old-growth trees are proposed to be retained.
- The immediate surroundings to Block C & D will remain unaffected by the works. The gardens and hedges between the boundary and these buildings are also unaffected. Their visual perception from within and from without the school remain unaffected and therefore there is no anticipated impact upon their significance.
- The placement of the proposed new building in the current location of Block A positions the main incursion into the site in a corner of the site which minimises visual impact from the main intersection of Park and Victoria Streets which provide the primary viewpoints to the school, and due to the existing building additions and COLA causes only minor visual impact from the centre of the school when viewing Blocks B, C & D.
- The demolition of Block A removes a potentially intrusive building from the Millthorpe Heritage Conservation Area.
- The proposed building is set away from Block D to allow it to retain its prominence and position within the streetscape of Park Street.
- The existing avenue of trees along Park Street forms a unifying element to the buildings in the streetscape which will assist in minimising the impact of the proposed new building.
- The design of the proposed new building aims to be sympathetic to the heritage buildings and draws cues from Block B.
 - Its western facade is in line with Block B.
 - The roof over the western portion matches the height and pitch of the Block B roof to assist with fitting into the streetscape.
 - The upper ridge height of the new building at Park Street is no higher than Block B to keep the scale of the new two storey building within the scale of the historic single storey Block B.
 - The length of the proposed new building is articulated in plan and elevation to reduce the bulk and scale of the building presented to the street and to the school.
 - Sympathetic materials and window proportions are used which reference and respond to the historic buildings.
- Removal of 8 Demountables, replacing them with a permanent structure, will enhance the significance of the school institution, providing students in this area with high quality teaching spaces.