

HERITAGE IMPACT STATEMENT

**TRINITY GRAMMAR
SCHOOL**

URBIS

PREPARED FOR TRINITY GRAMMAR SCHOOL

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EXECUTIVE SUMMARY

Urbis has been engaged by Bloompark Consulting Pty Ltd on behalf of Trinity Grammar School to prepare this Heritage Impact Statement. This report has been prepared to accompany a State Significant Development (SSD) Application (SSD-10371) seeking consent for redevelopment of new teaching and educational facilities at the subject site at 119 Prospect Road, Summer Hill.

The subject site is listed under Schedule 5 of the Ashfield Local Environment Plan 2013 as item 608: School – headmaster’s house and chapel, 119 Prospect Road, Summer Hill, Local Significance. The site is also located in the vicinity of a number of heritage items and heritage conservation areas, as listed under Schedule 5 of the Ashfield Local Environment Plan 2013 and the C1 The Abergeldie Estate Heritage Conservation Area, Local Significance, as listed under Schedule 5 of the Marrickville Local Environment Plan 2011. Therefore, this report has been prepared to assess the potential heritage impact of the proposed works on the significance of the subject site, and the listed items and heritage conservation area in the vicinity of the site.

The significance of the subject site as a whole has been assessed in Section 4 of this report. In summary it is considered that the significant elements on the site include the Headmaster’s Residence and the Chapel.

The significance of the Headmaster’s Residence is assessed individually in Section 4. It was constructed in the Victorian period however features external elements which more closely demonstrate characteristics from the Federation or Inter War period, demonstrative of Horbury Hunt’s innovative design approach. The building does not holistically represent any one cohesive design aesthetic, possibly given that this is a relatively early example of Horbury Hunt’s work. It is therefore unusual in his body of work. The Headmaster’s Residence however has been substantially altered internally. All fireplace surrounds and ceiling roses being removed. The original stair is the only remnant significant internal fabric.

In addition to the above it is considered that the following elements make a contribution to the significance of the site overall:

- Headmaster’s Residence and Chapel Garden;
- Chapel Gates and Way;
- War Memorial Chapel Court;
- Dining Hall;
- Presentation of the Quad Building to the Quadrangle; and
- Quadrangle (form).

The plan has been developed in consultation with Urbis to ensure that the significant and contributory elements on the site are conserved. The Headmaster’s Residence and Chapel would be retained in their entirety. All demolition would be confined to areas of no/little significance which generally includes mid – late 20th century utilitarian buildings with no remarkable design features. The contributory elements identified above would be retained.

The following observations have been summarised from the detailed heritage impact assessment set out in Section 5 of this report:

- The closest buildings to the Headmaster’s Residence and the Chapel would either be retained in their entirety or would have demolition/refurbishment confined to interior spaces. Further, there is no substantial development proposed in close proximity to the significant areas. As such, the character and scale of the immediate setting around the items would be retained.
- There is no new development proposed in the setback of the Headmaster’s Residence from Prospect Road. Existing view lines towards the significant fabric would therefore be retained.
- The items which contribute to the significance and setting of the significant items would be retained, including the Dining Hall and the Quad Building. The Dining Hall and the Quad Building were constructed in the mid-20th century in a Tudor Revival Style. The style of the buildings, though anachronistic, are

indicative of the institutional use of the place and aesthetically reflect the style of educational precincts in the UK. Demolition is proposed for the internal walls of the Quad Building. This is acceptable from a heritage perspective as the contribution that the building makes to the significance of the site overall is vested in its presentation to the Quad and the works would support the ongoing education use on the site as the fabric is adapted to meet contemporary educational requirements.

- The quad is not identified in the heritage listing for the site; however, the element is considered to make a strong contribution to the significant elements of the identity of the school generally as discussed in the point above. The retention of this form through both the retention of early building and the sympathetic footprint of the new buildings constitutes a positive conservation action.
- The 5-storey bulk of the new development (library) would be visible from the quad. However, the prominence of the eastern façade of the North Quad Building would be retained when viewed from the Quad given the appropriate setback of the new building, enhanced by the step back of the form at Level 4 and the retention of both roof planes of the existing building.
- Undulating screens in neutral tones are proposed to create a subtle backdrop to the quadrangle building and landscaping at Level 4 will ensure the building is further recessive. The use of brick will further complement the existing materiality on the site.
- The proposed development is concentrated to the centre of the site in areas which are currently occupied by existing buildings (to be demolished). It is not considered that the proposed works would have a notable impact on the scale of the school when viewed from the surrounding streets particularly as the most substantial building decreases in size towards the edges. Further given the new development would replace buildings of no identified significance and would be of a high quality, contemporary character the proposed works would not dominate or detract from the surrounding heritage items or conservation areas.
- Approximately 8 trees in the area surrounding the quad are proposed to be removed. None of these trees are of identified significance. Further, none of these trees are in the courtyard to the north/east of the Headmaster's residence, as such the removal of the trees would not impact on the setting of the significant elements.
- It is proposed to remove 4 dwellings along Seaview Street. The three westernmost properties are not within the heritage listed curtilage of the school. The easternmost property is located within the heritage listed curtilage however it has been identified as being of no heritage significance. The impact of the replacement development on the opposite conservation areas has been assessed as acceptable. The removed dwellings would be replaced by the Junior School play area and a modest two storey maintenance building. The development would therefore be sympathetic to the scale of the street.
- Further to the above, it is noted that the existing streets which surround the site are sufficient separation when considering the relationship of new development to a conservation area. Consistent with the findings of the Land and Environment Court judgment (*Trinity Grammar School v Ashfield Council* (2007) – NSWLEC733) the orientation of the dwellings within the Victoria Square Conservation Area away from the subject site would ensure that new development on the site would not visually dominate the contributory items.

In accordance with the observations set down in this report, the proposed works are supported from a heritage perspective.

1. INTRODUCTION

1.1. BACKGROUND

Urbis has been engaged by Bloompark Consulting Pty Ltd on behalf of Trinity Grammar School to prepare the following Heritage Impact Statement. This Heritage Impact Statement has been prepared to accompany a State Significant Development (SSD) Application (SSD-10371) seeking consent for redevelopment of new teaching and educational facilities.

1.2. SITE LOCATION

Trinity Grammar School is located at 119 Prospect Road, Summer Hill (refer to Figure 2). The legal definition of the site is Lot 11 Deposited Plan 1171965. Summer Hill is a suburb located in the inner west of Sydney, approximately 7 kilometres west of the Sydney central business district. The lot is located on a block bounded by Seaview Street to the north, Prospect Road to the east, Yeo Park to the south, and Victoria Street to the west.

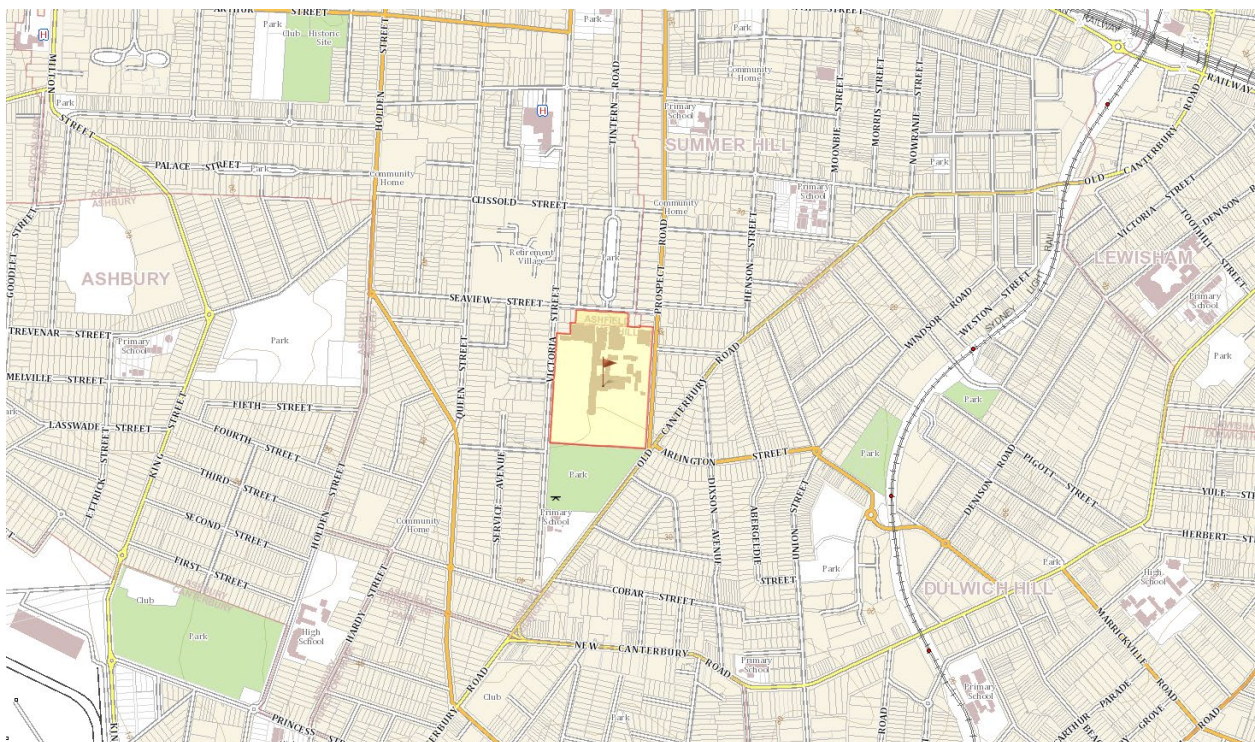


Figure 1 – Locality map with location of the subject site indicated by highlight

Source: Six Maps, 2019

1.3. HERITAGE LISTING

As listed under Schedule 5 of the Ashfield Local Environment Plan 2013, heritage listings that relate to the subject site include (refer to Figure 2):

- Item 608: School – headmaster's house and chapel, 119 Prospect Road, Summer Hill, Local Significance.

The site is located in the vicinity of the following heritage items and heritage conservation areas, as listed under Schedule 5 of the Ashfield Local Environment Plan 2013:

- Item 338: House, 142 Victoria Street, Ashfield, Local Significance.
- Item 586: House, 296 Canterbury Road, Summer Hill, Local Significance;
- Item 524: House, 16 Hurlstone Avenue, Summer Hill, Local Significance;
- Item 611: House, 26 Seaview Street, Summer Hill, Local Significance;
- Item 294: House, 1A Seaview Street, Summer Hill, Local Significance;
- Item 333: Chapel, Cardinal Freeman Village, 137 Victoria Street, Ashfield, Local Significance;
- Item 334: House ("Glentworth") and stone and iron palisade boundary fencing, Cardinal Freeman Village, 137 Victoria Street, Ashfield, Local Significance;
- Item 337: House, 141 Victoria Street, Ashfield, Local Significance;
- Item 339: House, 153 Victoria Street, Ashfield, Local Significance;
- Item 149: House, 11 Holwood Avenue, Ashfield, Local Significance;
- Item 340: House, 175 Victoria Street, Ashfield, Local Significance;
- Item 341: House, 185 Victoria Street, Ashfield, Local Significance;
- Item 335: Yeo Park (public reserve), Victoria Street, Ashfield, Local Significance;
- C49: Prospect Hall Conservation Area;
- C23: Victoria Square Conservation Area;
- C1: Ambleside and Holwood Conservation Area;
- C7: Harland Estate Conservation Area; and
- C18: Service Avenue Conservation Area.

Additionally, the site is located in the vicinity of the C1 The Abergeldie Estate Heritage Conservation Area, Local Significance, as listed under Schedule 5 of the Marrickville Local Environment Plan 2011.

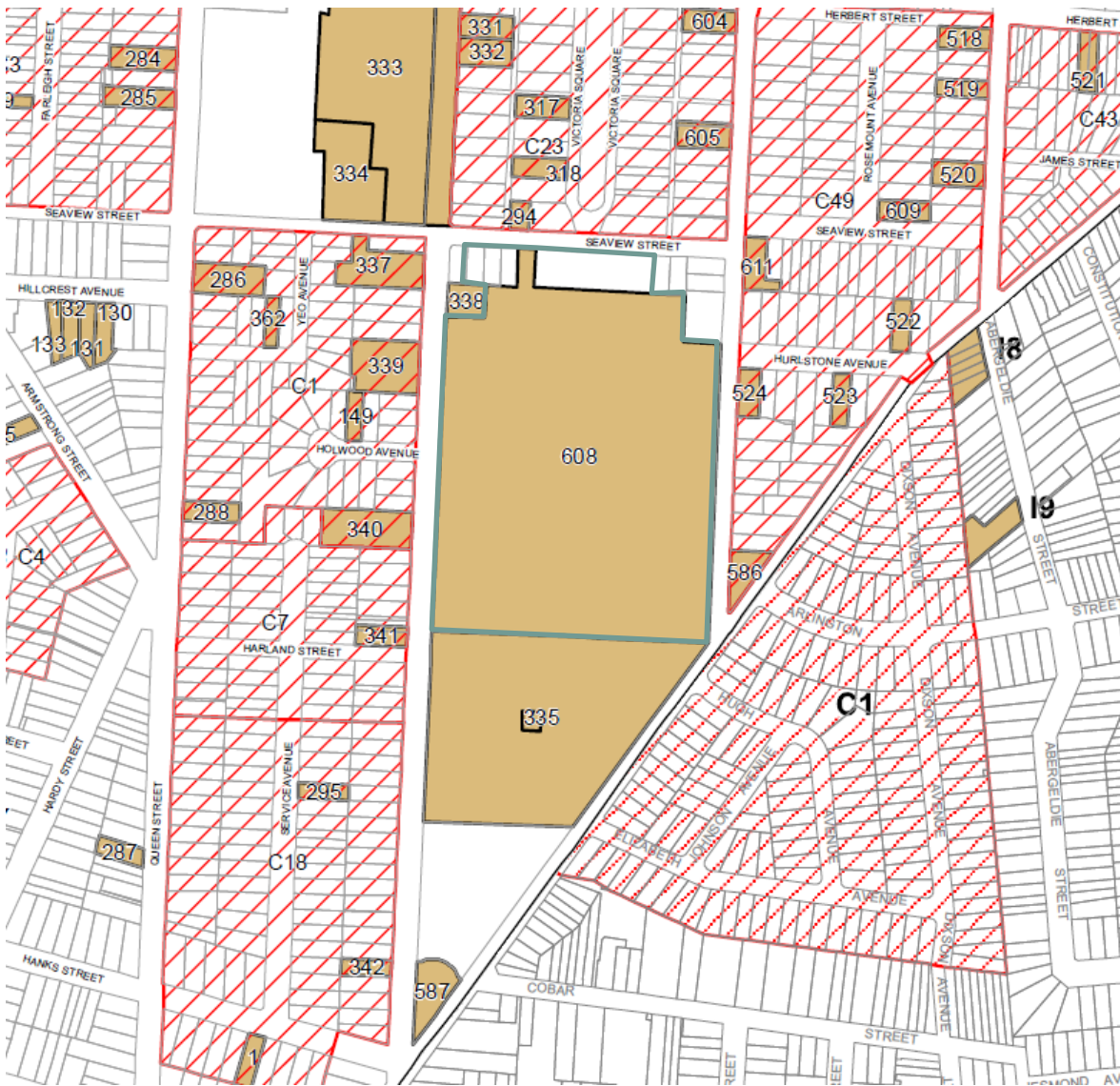


Figure 2 – Extract of heritage maps with approximate boundaries of subject site indicated by blue outline

Source: Ashfield Local Environment Plan 2013, Heritage Map HER_002 and Marrickville Local Environment Plan 2011, Heritage Map HER_001

1.4. METHODOLOGY

This Heritage Impact Statement has been prepared in accordance with the NSW Heritage Division guidelines 'Assessing Heritage Significance', and 'Statements of Heritage Impact'. The philosophy and process adopted is that guided by the *Australia ICOMOS Burra Charter* 1999 (revised 2013).

Site constraints and opportunities have been considered with reference to relevant controls and provisions contained within the Ashfield Local Environmental Plan 2013 and the Inner West Comprehensive Development Control Plan 2016.

1.5. AUTHOR IDENTIFICATION

The following report has been prepared by Alexandria Barnier (Senior Consultant) and Annabelle Cooper (Heritage Assistant). This report has been reviewed and endorsed by Jonathan Bryant (Director – Heritage).

Unless otherwise stated, all drawings, illustrations and photographs are the work of Urbis.

1.6. THE PROPOSAL

The proposed development seeks detailed built form approval of new teaching and educational facilities, as detailed below:

- New five (5) storey building at the heart of the Campus to accommodate contemporary, flexible teaching and learning spaces;
- Improve movement and flow for students, with better east-west and north-south links across the school grounds and between levels, including more accessible connections between the Junior School, ovals and car park, and providing strong visual and physical connections;
- Renewal and Refurbishment of existing teaching and learning facilities;
- Reconfiguration and connection of underground car park improve traffic flow for the school drop-off and pick-up zone and improve the safety of boys and visitors who enter the school grounds as pedestrians from Victoria Street;
- New multipurpose pavilion between Ovals 1 and 3 containing a championship size basketball court with practice overlay, spectator seating and amenities;
- Demolition of school-owned residences at 46, 48, 50 and 52 Seaview Street, improving the existing service, maintenance and delivery facilities; and
- Improvement and extension to Junior School outdoor teaching, assembly and recreational area.

The following plans prepared by PMDL (dated 03/02/2020) have been referenced in the preparation of this report:

- DA001 - Cover Page
- DA002 - Existing Site Plan
- DA003 - Site Masterplan
- DA010 - Site Analysis
- DA020 - Perspectives
- DA030 - Shadow Diagrams
- DA100 - Site Demolition Plan B2
- DA101 - Site Demolition Plan B1
- DA102 - Site Demolition Plan L0
- DA110 - Proposed Site Plan B2 1:500
- DA111 - Proposed Site Plan B1 1:500
- DA112 - Proposed Site Plan L0 1:500
- DA113 - Proposed Site Roof Plan 1:500
- DA120 - Proposed T&L Precinct Plan B1 1:200
- DA121 - Proposed T&L Precinct Plan L0 1:200
- DA122 - Proposed T&L Precinct Plan L1 1:200
- DA123 - Proposed T&L Precinct Plan L2 1:200

- DA124 - Proposed T&L Precinct Plan L3 1:200
- DA125 - Proposed T&L Precinct Plan L4 1:200
- DA130 - Proposed Performing Arts Precinct Plan & Multipurpose Pavilion Plan B2 1:200
- DA131 - Proposed Performing Arts Precinct Plan & Multipurpose Pavilion Plan B1 1:200
- DA132 - Proposed Performing Arts Precinct Plan & Multipurpose Pavilion Plan L0 1:200
- DA133 - Proposed Performing Arts Precinct Plan & Multipurpose Pavilion L1 1:200
- DA134 - Proposed Performing Arts Precinct Plan & Multipurpose Pavilion L2 1:200
- DA135 - Proposed Performing Arts Precinct Plan & Multipurpose Pavilion L3 1:200
- DA140 - Proposed Maintenance Plan B1 1:200
- DA141 - Proposed Maintenance Plan L0 1:200
- DA142 - Proposed Maintenance Plan L1 1:200
- DA200 - Street Elevations 01, 02
- DA201 - Street Elevations 03, 04
- DA300 - Site Sections AA, BB, GG
- DA301 - Site Sections CC, DD
- DA302 - Site Sections EE, FF
- DA400 - Temporary Accommodation

The landscape plans prepared by Arcadia (dated February 2020 Issue A) have been referenced in the preparation of this report.

2. SITE DESCRIPTION

The site comprises multiple built forms and landscape elements. This report identifies individual elements of importance. It provides a brief description and historical overview which has informed a high-level assessment of risks and opportunities associated with the development of the Master Plan. The nomenclature has been

The nomenclature has been established by Trinity Grammar School. In some instances, however, it has been necessary to develop a naming structure as to define specific built elements. Figure 3 overleaf, is the publicly available plan of the site; this plan is presented alongside Figure 4, an aerial image of the site.



Figure 3 – Site aerial identifying building on the site.

Source: PMDL

2.1. BUILT ELEMENTS

2.1.1. Headmasters Residence

The Headmaster's Residence is located south-east of the dining hall between Prospect Road and the main quadrangle. The residence was constructed during the early 1880s as the Hurlstone Teacher Training College for Female Teachers. The house was designed by renowned architect Horbury Hunt. Since the inception of Trinity College in 1913, the dwelling has been the headmaster's residence and is presently occupied by the current headmaster of Trinity College.

The house was constructed in the Victorian period however demonstrates characteristics more closely aligned with the aesthetic of the Federation and Inter War periods, demonstrative of Horbury Hunt's forward thinking.

The house has undergone significant alterations throughout its history. While some original window openings remain, original internal fabric is limited. The house has been modified periodically to accommodate for the various headmasters' and their families. The original composition of the front façade and verandah have been retained. Additionally, all external facades remain as face brick.

The most notable remaining element internally is the main staircase and the layout of the principal rooms on the ground floor. The kitchen has a contemporary fitout. The principal rooms have been refit with later cornices, ceiling roses, fireplace surrounds etc.

The primary façade of the dwelling fronts north onto formal landscaped gardens belonging to the residence. Mature hedging shields the property from Prospect Road, Summer Hill.



Figure 4 – Primary façade (north) and entrance, Headmaster's residence.

Source: Urbis, 2020



Figure 5 – Formal gardens, Headmaster's Residence.

Source: Urbis, 2020



Figure 6 – East façade, Headmaster's Residence.

Source: Urbis, 2019



Figure 7 – East façade, Headmaster's Residence.

Source: Urbis, 2020



Figure 8 – Window settings, headmaster's residence.

Source: Urbis, 2020



Figure 9 – Kitchen, Headmaster's residence.

Source: Urbis, 2020



Figure 10 – Formal lounge room, Headmaster's Residence.

Source: Urbis, 2020



Figure 11 – Formal dining room, Headmaster's residence.

Source: Urbis, 2020

2.1.2. James Wilson Hogg Assembly Hall

The James Wilson Hogg Assembly Hall is located in proximity to the Quadrangle, adjacent to the New Founder's Building. The entrance references that of the New Founder's Building, featuring a red brick construction and arched colonnade. An internal inspection of the building was not undertaken during the site inspection however, consultation of available internal images indicates that the hall is a brick construction with parquetry floor and tiered seating.

The James Wilson Hogg Assembly Hall is named in honour of James Wilson Hogg, a previous Headmaster of Trinity Grammar School. James Wilson Hogg arrived as the new Headmaster in January 1944. Wilson Hogg was to become the longest serving Head Master of Trinity to date serving in the role between 1944 and 1974.¹ The James Wilson Hogg Assembly Hall was opened in 1974 with capacity to seat over 1000. It was in this period that the Founder's Building had been extended and remodelled to house the school library.²

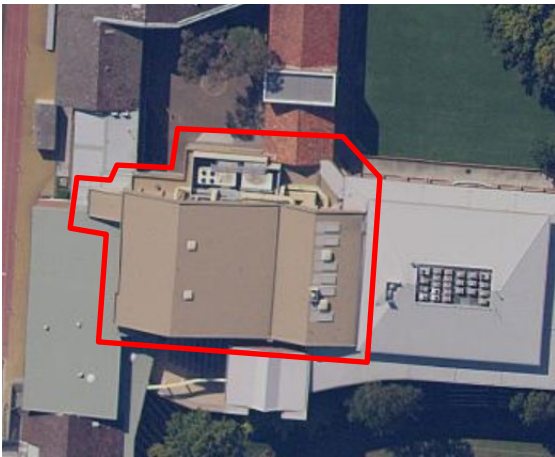


Figure 12 – Aerial image of the James Wilson Hogg Assembly Hall indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 13 – View from within Quadrangle to the assembly hall, indicated in red.

Source: Urbis, 2019

¹ History of Trinity Grammar School , http://community.trinity.nsw.edu.au/navbar/about/docs/11_History%20of%20TGS_final.pdf, accessed 14 February 2019

² History of Trinity Grammar School , http://community.trinity.nsw.edu.au/navbar/about/docs/11_History%20of%20TGS_final.pdf, accessed 14 February 2019



Figure 14 – View from within Quadrangle to the assembly hall entrance, indicated in red.

Source: Urbis, 2019



Figure 15 – Internal view of James Wilson Hogg Assembly Hall.

Source: Trinity Grammar Online Community

2.1.3. War Memorial Chapel

The War Memorial Chapel was constructed in 1957 and is located to the north of the Dining Hall. The chapel is designed in a referential Tudor style. The chapel is a prominent building on the site, architecturally distinct and makes a positive contribution to the Quadrangle and 'historic precinct' of the site. The chapel forms the northeast corner of the Quadrangle.

Externally, the chapel is a rectangular building eight bays long with a polygonal east end. The chapel features a parapeted west gable with crenelated side parapets. Four centred arch windows with perpendicular tracery is positioned in alternate bays. Internally the building features curved principal rafters on timber brackets with exposed purlins and rafters top lined with tongue and groove boarding. Internal brick piers with staff beads and a highly decorated stained-glass east window contribute to the character of the chapel.



Figure 16 – Aerial image of War Memorial Chapel indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 17 – View of War Memorial Chapel from Prospect Road bus entry (north elevation).

Source: Urbis, 2019



Figure 18 – Entrance to the Chapel from the west elevation.

Source: Urbis, 2019



Figure 19 – Internal view of Chapel and stained-glass windows.

Source: Urbis, 2019



Figure 20 – Exterior detail of the War Memorial Chapel.

Source: Urbis, 2019

2.1.4. Delmar Gallery

Delmar Gallery was historically housed in a Victorian mansion known as Delmar (Figure 22). The original Delmar was located opposite the school's western entrance at 175 Victoria Road and was utilised as a gallery from 1966. By 1978, the maintenance costs of Delmar influenced the decision to sell the property. It was not until 1987 that the property was sold, and the decision made to construct a new gallery on the school site.³

The purpose-built Delmar Gallery (Figure 23-Figure 24) opened in 1988, as a venue for the Trinity Grammar School Society of the Arts. The Gallery is located in the north-west corner of the site. Each year the society hosts a range of exhibitions and concerts featuring professional Australian and international artists. The Gallery is a simple, two-storey brick structure. A classical style portico with Doric columns forms the main entrance with 'The Delmar Gallery' in metal letters on the entablature. The exterior is a mixture of exposed brick and rendered finish. That the entrance fronts Victoria Street makes the gallery accessible to the general public.



Figure 21 – Aerial image of Delmar Gallery indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 22 – The Delmar mansion, original home of the gallery, located at 175 Victoria Road (not within the subject site).

Source: www.onthefhouse.com.au

³ Philip J. Heath, *Trinity: The Daring of your name*, (North Sydney, 1990), p. 253



Figure 23 – Exterior of Delmar Gallery

Source: Urbis, 2019



Figure 24 – Interior of Delmar Gallery

Source: Reproduced from 'Trinity Grammar School: A Centennial Portrait', Harris, 2013

2.1.5. The Design Centre

The Design Centre is connected to the School of Science building and is located in the north-west corner of the site, to the east of the Delmar Gallery. The location of the Design Centre had historically housed sheep pens and a rifle range. The Arts and Crafts Block was constructed on the site in 1969. The Arts and Crafts Block was expanded on in 1989, in order to form the Design Centre. The rebuilding program stemmed from an increase in student numbers.⁴ During this rebuilding programme, a number of new buildings were constructed or extended to cope with the expanding student numbers. In 2019, the building is understood to incorporate the Design Centre and a Gymnasium.

⁴ Jonathan C. Harris, *Trinity Grammar School, A Centennial Portrait, Mind, Body, Spirit* (Cremorne, 2013), p.63.

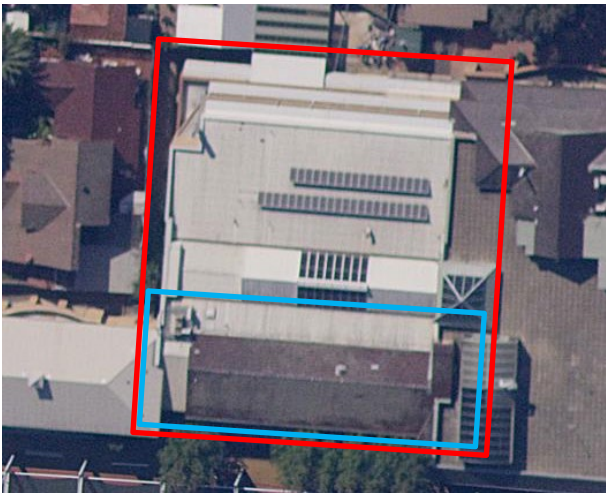


Figure 25 – Aerial image of Design Centre indicated in red, Arts and Crafts section of the building indicated in blue.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 26 – South elevation of the Design Centre (indicated), located between the Delmar Gallery and the School of Science. This section of the building is the original Arts and Crafts portion of the building.

Source: Urbis, 2019

2.1.6. The Dining Hall

The building that houses the Dining Hall is located on the eastern side of the campus, adjacent to the Headmasters Residence and Office and south of the Chapel. The building forms the eastern side of the quadrangle. The building is a two-storey rectangular, brick building, with a hipped roof form. The east elevation has a colonnade with sandstone arches (in a Tudor style) and is covered in ivy. The west elevation, which faces inward to the quadrangle, has minimal detailing, though features distinct twelve-pane windows. All doorways leading into the Hall are Tudor style, reflecting the interior. The ceiling detail and fireplace are Tudor in style and the timber panelling, installed in 1951, by the Old Trinitarian' Union as a memorial to those Trinitarians who served in World War II.



Figure 27 – Aerial image of the Dining Hall indicated in red.

Source: Urbis, 2019 with Urbis Overlay



Figure 28 – East elevation of the Dining Hall.

Source: Urbis, 2019



Figure 29 – West elevation of the Dining Hall.

Source: Urbis, 2019



Figure 30 – Interior of the Dining Hall, showing ceiling battens, timber panelling and fireplace.

Source: Urbis, 2019

2.1.7. Junior School Building

The Junior School Building is located to the north of the site and fronts onto Seaview Street. The building was opened in October 2012. It is understood that the construction of the Junior School Building facilitated Kindergarten to Year 2 classes to relocate from Lewisham, to be reunited with the rest of the school at Summer Hill. The building is a contemporary construction.



Figure 31 – Aerial image of Junior School Building indicated in red.

Source: SIX maps, 2019 with Urbis Overlay



Figure 32 – View of Junior School from Seaview Street.

Source: Urbis, 2019



Figure 33 – View of Junior School Building from Seaview Street.

Source: Urbis, 2019



Figure 34 – View of the Victoria Square Conservation Area (C23) from the Junior School Building.

Source: Urbis, 2019

2.1.8. New School

The New School was constructed in 1982 along with the Latham Theatre which is connect to the east.⁵ The New School Building is located between the School of Science and the Health Centre building. The building is a two-storey structure constructed in the late-twentieth century, featuring face exposed brick and a modular form. A colonnade that extends the length of the west elevation creates a covered walkway that extends to the School of Science. The building was constructed on the site of the Hurlstone Agricultural College Buildings, which were demolished c. 1961.

⁵ Trinity Grammar School Archives, "Buildings and Campuses", <http://trinity.nsw.libguides.com/c.php?g=5492&p=22491>.

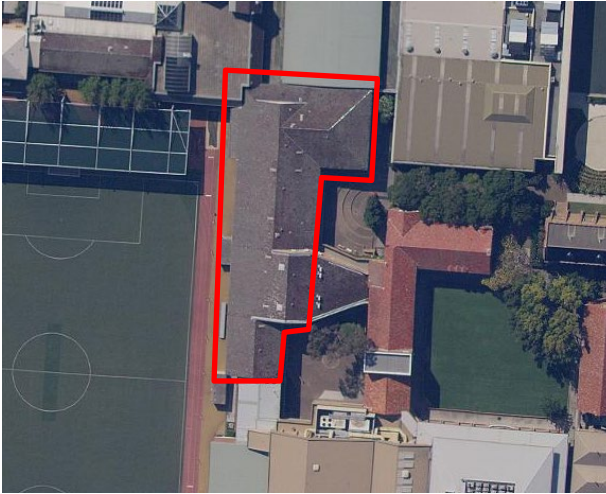


Figure 35 – Aerial image of New School Building, indicated in red.

Source: SIX Maps 2019 with Urbis Overlay



Figure 36 – West elevation of the New School Building.

Source: Urbis, 2019



Figure 37 – View across No. 2 Oval to the New School Building (to the left of frame).

Source: Urbis, 2019



Figure 38 – Colonnade of the New School Building.

Source: Urbis, 2019

2.1.9. Health Centre Building, Southern Building and Loading Dock

The Health Centre Building, Southern Buildings and Loading Dock are three distinct built forms, though the buildings connect and form the southern spine of the block located at the site. The Roderick West School of Music is located to the south of the buildings with the New School Building located to the north.

The buildings are rectangular in form and has been constructed of brick and concrete. Each of the buildings have been separately constructed which is evident from the differing roof forms. The roof form of the Health Centre Building and the Southern Building is flat, which contrasts with the hipped roof form of the New School building, to the north. The Loading Dock has a hipped roof form.

The Health Centre Building was constructed c.1982, at the same time as that of the New School Building. The date of construction of the Southern Building and Loading Dock is unknown however a visual inspection of the buildings suggests a late twentieth century (Southern Building) and contemporary (Loading Dock) construction date.

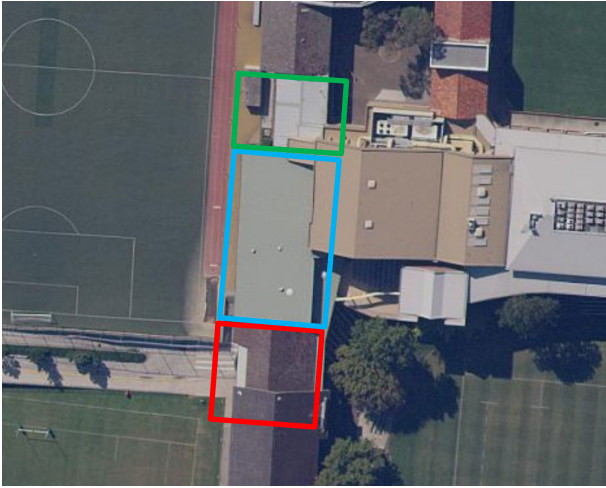


Figure 39 – Aerial image of the site, Health Centre indicated in green.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 40 – View across No.2 Oval to the west elevation of buildings, Health Centre (green), Southern Building (blue) and Loading Dock (red).

Source: Urbis, 2019



Figure 41 – West elevation of the Southern Building.

Source: Urbis, 2019



Figure 42 – West elevation of the Loading Dock

Source: Urbis, 2019



Figure 43 – West elevation of the Health Centre Building.

Source: Urbis, 2019

2.1.10. New Founder's Building

The New Founder's Building has been designed to reference the Old Founder's Building, including the colonnade and face brick. The Old Founder's Building was located in the same location and had been built in 1937.

The New Founder's Building was opened in 2002 and constitutes the southern building of the Quadrangle. The James Wilson Hogg Assembly Hall is located to the west of the New Founder's Building, with the Dining Hall and Headmaster's Office located to the east. The building is a four-storey, red brick building. The two upper floors are finished in cladding with the fourth floor set back in response to the scale of other buildings located in proximity to the Quadrangle. The north elevation facing inward to the Quadrangle has an open, third floor veranda and colonnade. Segmental arches form a key appearance on the structure within the Quadrangle. It is understood that the New Founder's Building houses The Arthur Holt Library and The James Mills Drama Centre.

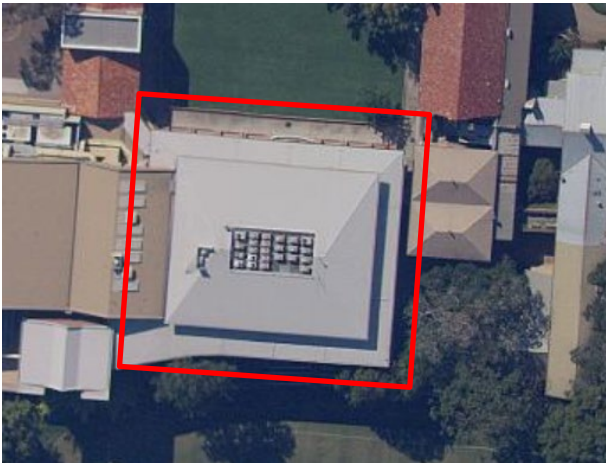


Figure 44 – Aerial image of New Founder's Building, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 45 – View of the New Founder's Building from the Quadrangle.

Source: Urbis, 2019



Figure 46 – View of New Founder's Building from No. 1 Oval.

Source: Urbis, 2019

2.1.11. The Latham Theatre

The Latham Theatre was constructed in 1982, along with the New School adjacent to the west. Additionally, the theatre connects to the North Quad Building, located to the east.⁶ The structure is an irregular shape and has a pale-yellow face brick finish. Two courtyards are positioned adjacent to the building, known as Compass Court and the Greek Theatre. There are two entrances to the theatre, from the north and south respectively. Latham Theatre is named in honour of Mr Latham's Geology Laboratory that was historically located in this position.⁷



Figure 47 – Aerial image of the Latham Theatre, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 48 – Northern entrance to the Latham Building.

Source: Urbis, 2019



Figure 49 – View of the Latham Theatre connecting to the North Quad Building.

Source: Urbis, 2019

2.1.12. The Centenary Centre

The Centenary Centre is located to the east of the site and fronts onto Prospect Road. The Centenary Centre was constructed in 2015 and opened early 2016. The architect was Gardner Wetherill + Associates. The building is sympathetic to the built form of the site, utilising face brick and traditional forms. The primary

⁶ Trinity Grammar School Archives, "Buildings and Campuses", <http://trinity.nsw.libguides.com/c.php?g=5492&p=22491>.

⁷ 'History of Trinity Grammar School', http://community.trinity.nsw.edu.au/navbar/about/docs/11_History%20of%20TGS_final.pdf

view of the building, from Prospect Road, has been constructed out of exposed brick with two street-facing gables.



Figure 50 – Aerial image of the Centenary Centre, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 51 – View of east elevation of Centenary from Prospect Road.

Source: Urbis, 2019



Figure 52 – View of east elevation of Centenary Centre from Prospect Road.

Source: Urbis, 2019



Figure 53 – West elevation of Centenary Centre.

Source: Trinity NSW Newsletter,
<https://newsletter.trinity.nsw.edu.au/bulletin-article/14126/43/27/666/14129>

2.1.13. Swimming Centre (Centenary Centre)

The school historically had an outdoor pool sited in proximity to the chapel, this pool was demolished following the construction of the indoor Swimming Centre in 1985. The Swimming Centre is rectangular in form and has a flat roof. Two sides of the building (the western and southern) feature glazed walls. Later modifications were undertaken to the Swimming Centre, including the addition of the western wall which identifies the indoor pool as part of the Centenary Centre.



Figure 54 – Aerial image of the Swimming Centre, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 55 – West elevation of the Centenary Centre.

Source: SIX Maps, 2019



Figure 56 – South elevation of the Swimming Centre.

Source: Urbis, 2019



Figure 57 – Interior view of the Swimming Centre.

Source: Reproduced in "Trinity Grammar School: A Centennial portrait." By Harris, 2013

2.1.14. The Roderick West School of Music

The Roderick West School of Music is located to the south of the site and is positioned between No. 1 and No. 3 Ovals. The building is named after Roderick Ian West, Headmaster between 1975-1996. The building was constructed in 1996. It is understood that the building contains a choir room, orchestra room, band room, music-composing computer labs, a recording studio and 30 music studios. The building is a three-storey structure with a pitched roof. It is constructed out of brick and reinforced concrete.



Figure 58 – Aerial image of Roderick West School of Music, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 59 – West elevation of the Roderick West School of Music.

Source: Urbis, 2019

2.1.15. School of Science

The School of Science is located to the north of the No. 2 Oval and is located between the Design Centre to the west and the Sports Centre to the east. The School of Science building includes an atrium in the centre of the building that connects it to the Design Centre. The New School Building is located to the south of the School of Science. The primary entrance to the building is to the north, accessible from Seaview Street.



Figure 60 – Aerial image of the Swimming Centre, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 61 – View of the School of Science, (indicated) from No.2 Oval.

Source: Urbis, 2019



Figure 62 – Internal atrium of the School of Science and Design Centre.

Source: Urbis, 2019



Figure 63 –View of north elevation of the School of Science, (indicated), from Seaview Street.

Source: Reproduced in "Trinity Grammar School: A Centennial portrait." By Harris, 2013 with Urbis Overlay

2.1.16. Sports Centre

Consultation of aerial images of the site indicates that the Sports Centre has a flat roof form and is completely built in. With the Junior School located to the north, Centenary and Swimming Centre to the east, the New School to the south and Design Centre to the west. The interior of the building has not been inspected by Urbis Heritage.

The Sports Centre was constructed in 1989, the same year as the Design Centre. It is understood that the Sports Centre replaced an earlier gymnasium (constructed 1962) that was located alongside the outdoor pool (both now demolished).⁸

⁸ Trinity Grammar School Archives, "Buildings and Campuses", <http://trinity.nsw.libguides.com/c.php?g=5492&p=22491>

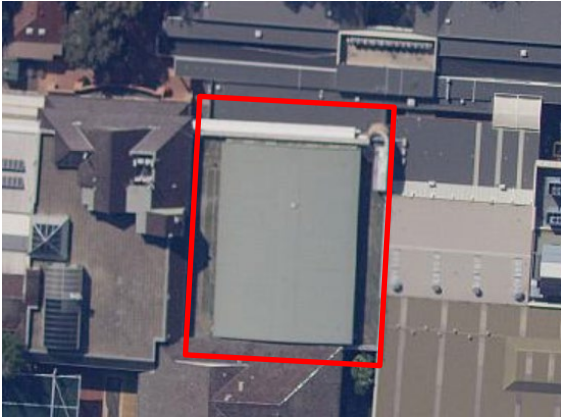


Figure 64 – Aerial image of Sports Centre, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 65 – Former Gymnasium, previously located in proximity to former outdoor swimming pool.

Source: Reproduced in "Trinity Grammar School: A Centennial portrait." By Harris, 2013

2.1.17. North Quad Building

The North Quad Building comprises the northern and western boundary of the Quadrangle.

The North Quad Building was constructed in 1959.⁹ It creates a through site link between the Quadrangle and the Latham Theatre and New School buildings to the west. It is constructed in a Tudor-style, sympathetic to the Dining Hall which is located on the eastern side of the Quadrangle. It is understood that the building is used as classroom and office space.

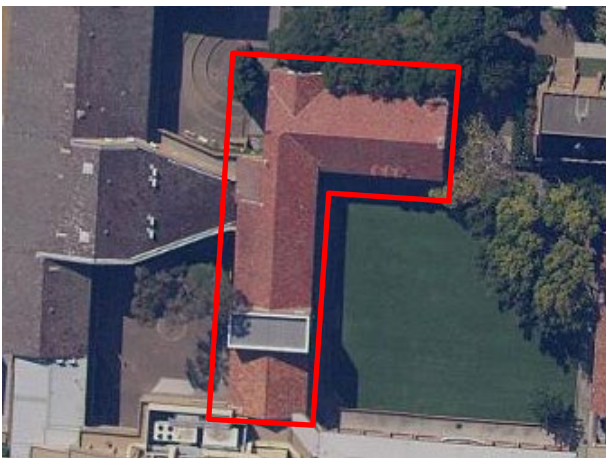


Figure 66 – Aerial image of the North Quad Building, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 67 – View of northern portion of the North Quad Building from within the Quadrangle.

Source: Urbis, 2019

⁹ Trinity Grammar School Archives, "Buildings and Campuses", <http://trinity.nsw.libguides.com/c.php?g=5492&p=22491>.



Figure 68 – View of northern and western portions of the North Quad Building from within the Quadrangle, showing the upper, central functionalist element.

Source: Urbis, 2019



Figure 69 – View of hallway inside the North Quad Building.

Source: Urbis, 2019

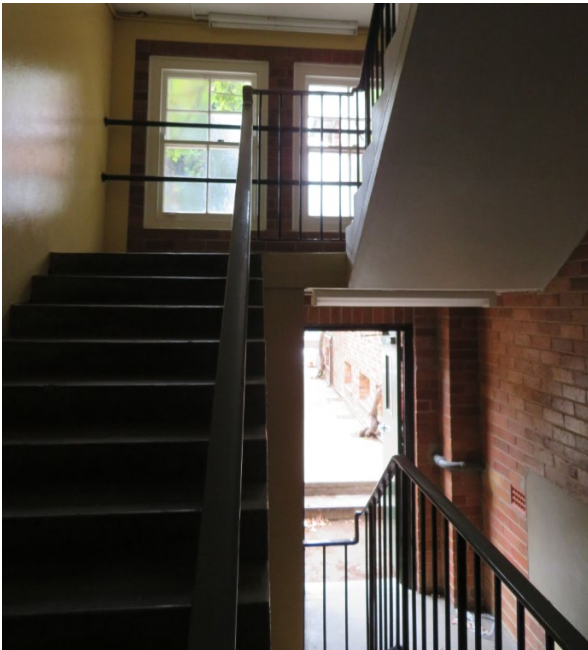


Figure 70 – Internal staircase, the North Quad Building.

Source: Urbis, 2019

2.2. LANDSCAPE AND CURTILAGE

2.2.1. Chapel Gates and Way

The Chapel Gates and Way is accessed from Prospect Road. The gates are prominent sandstone gates that are located on the western side of Prospect Road. The gates present an impressive entrance to the school site and are positioned to the south of the Centenary Building. The way provides a cul-de-sac entrance to the school. It is understood that the Chapel Way is utilised by buses transporting students. This use is reflected in the bus shelter that is located on the south side of the Chapel Way. The bus shelter is a contemporary brick construction with a glass awning. The form of the bus shelter references the Tudor style of other buildings on site through the incorporation of sympathetic arches. The Chapel Gates and Way were a gift of the Old Trinitarians Union. The Gates and Way were officially opened in 19 June 1962, by Bishop Chambers.

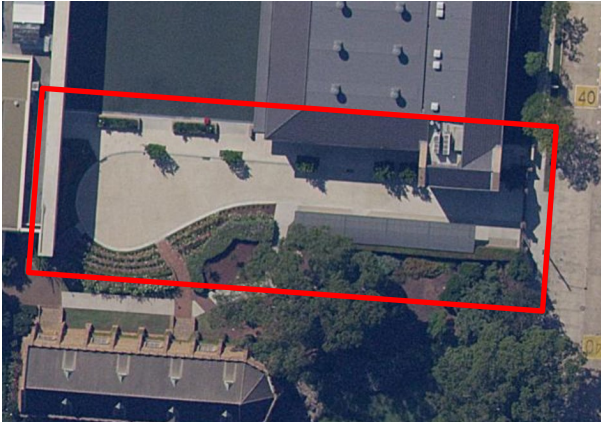


Figure 71 – Aerial image of the Chapel Way and Gates, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 72 – View of Chapel Gates and Way from Prospect Road.

Source: Urbis, 2019



Figure 73 – Bus shelter near site boundary on Chapel Way.

Source: Urbis, 2019

2.2.2. Headmaster's Residence and Chapel Garden

The Headmaster's Residence and Chapel Garden is an area of formal landscaping in proximity to two prominent buildings located on the site. The garden makes a positive contribution to the setting of the residence and chapel. Furthermore, the landscape serves as a buffer between these built elements and the public domain.

Consultation of historical aerials of the site indicates that there has consistently been a formal garden in this area of the site. It is understood that this would be on account of the residence currently and historically being the home of the Headmaster of Trinity Grammar School. The Prospect Road gates are located to the south of the area identified as the garden however it is understood that historically these sandstone gates would have been located further north and sited in the vicinity of the Headmaster's Residence.



Figure 74 – Aerial image of Headmaster's Residence and Chapel Garden, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 75 – View of Prospect Road entrance from inside the gardens.

Source: Urbis, 2019



Figure 76 – Formal landscaping inside the gardens.

Source: Urbis, 2019



Figure 77 – Formal landscaping inside the gardens.

Source: Urbis, 2019



Figure 78 – View of garden located north of Headmaster's Residence.

Source: Urbis, 2019

2.2.3. The Quadrangle

The Quadrangle is a focal landscape feature within the site. The central entrance point to The Quadrangle is from the north with the Quadrangle bordered by the War Memorial Chapel to the northeast, the North Quad Building to the northwest and west, the Dining Hall to the east, and New Founders Building to the south. It is understood that Quadrangle operates as an assembly and meeting place for the school community.

The Quadrangle is bordered by some of the most prominent and historical buildings located on the site. The enclosure of the space and the raised grassed lawn has formed a formal space that is a traditional feature in many academic institutions.



Figure 79 – Aerial image of The Quadrangle, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 80 – View of The Quadrangle and the North Quad Building.

Source: Urbis, 2019



Figure 81 – View of the Quadrangle and the New Founders Building.

Source: Urbis, 2019



Figure 82 – View of The Quadrangle and the Dining Hall Building.

Source: Urbis, 2019

2.2.4. Ovals

There are three ovals located within the subject site. No. 1 Oval and No. 3 Oval are located to the south of the site, in proximity to Yeo Park (identified as Heritage Item 335). The No. 2 Oval is located to the north of No. 3 Oval and is located adjacent to the New School Building.

Contemporary alterations to the No. 2 Oval have allowed for the oval to be retained and serve as the roof of an underground parking for the site (accessible from Victoria Road). The No. 2 Oval is not grassed, rather it has a running track around the outside and features artificial grass within.



Figure 83 – Aerial image of ovals.

Source: SIX Maps, 2019



Figure 84 – View south from No.2 Oval.

Source: Urbis, 2019



Figure 85 – View south to the No. 1 and No. 3 Oval.

Source: Urbis, 2019



Figure 86 – Underground parking facilities below No.2 Oval.

Source: Urbis, 2019

2.2.5. War Memorial Chapel Court

The War Memorial Chapel Court is located southeast of the chapel, and to the north of the Dining Hall Building. The courtyard contains commemorative plaques to former Headmasters, staff, Trinitarians, School Councillors, and supporters the courtyard is associated with the chapel though was constructed in 1962 (the War Memorial Chapel was constructed in 1957).

The War Memorial Chapel Court has been altered throughout its history, with the earlier fountain having been replaced for a central tree and hedge feature. It is understood that the commemorative plaques are still insitu and can be seen surrounding about the space.



Figure 87 – Aerial image of site, approximate location of War Memorial Chapel Court indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 88 – Chapel Court.

Source: Urbis, 2019

2.2.6. Hurlstone Court

Hurlstone Court was constructed in 1977 and is located on the western side of the Headmasters Residence. The courtyard contains general landscaping and a central seated area. The courtyard connects the Headmaster's Residence and office to the buildings located to the west.



Figure 89 – Aerial image of Hurlstone Court, indicated in red.

Source: SIX Maps, 2019 with Urbis Overlay



Figure 90 – View from within Hurlstone Court.

Source: Urbis, 2019

2.2.7. Greek Theatre and Compass Court

The Greek Theatre and Compass Court are located to the north and south of the Latham Theatre respectively. It is understood that the theatre and courtyard were constructed c. 1982 along with the construction of the Latham Theatre.

The Greek Theatre has incorporated a semi-circular form with wide steps, mimicking the style of an outdoor Greek Theatre. The Compass Court has incorporated a compass into the centre of the circular courtyard and is used as a turning circle for delivery vehicles. Both courtyards are used as access points to the Latham Theatre.



Figure 91 – Aerial image of The Greek Theatre (indicated in red) and Compass Court (indicated in blue).

Source: SIX Maps 2019 with Urbis Overlay



Figure 92 – Greek Theatre, to the north of the Latham Theatre.

Source: Urbis, 2019



Figure 93 – Compass Courtyard, south of the Latham Theatre.

Source: Urbis, 2019

3. HISTORICAL OVERVIEW

3.1. AREA HISTORY

The following historical account has been reproduced from the Inner West Council:

Prior to the arrival of the First Fleet in Port Jackson in 1788, the area of land we now know as Summer Hill, and surrounding areas, was the home of the Wangal and Cadigal Aboriginal peoples. What is now called the Hawthorne Canal (and was originally the Long Cove Creek) appears to have marked the boundary between the Cadigal and Wangal Aboriginal group lands. Today there is a small park in Summer Hill, called Cadigal Reserve, located at 1-4 Grosvenor Crescent. A bronze plaque placed by Ashfield Council names the reserve after the Cadigal (Eora) group of Koori people. Iron Cove and the mangrove-lined estuaries of the Long Cove and Iron Cove Creeks would have provided a good source of fish and molluscs, the most common food of the coastal tribes in the Sydney basin¹⁰.

Upon white settlement, the area now referred to as Summer Hill, and surrounding areas Marrickville, Dulwich Hill, Ashfield, Ashbury and Hurlstone Park was known as 'The Kangaroo Ground' (Figure 94) The name "Summer Hill" was coined in 1876 for a subdivision of land adjacent to the current St Andrews Church. The suburb was officially named upon the opening of the train station in September 1879.



Figure 94 – 'A map of the hitherto explored by country contiguous to Port Jackson, 1793, Watkin Tench.

Source: State Library of New South Wales, FL3536815

¹⁰ Ashfield Council, "History", Summer Hill, (2013), http://www.ashfield.nsw.gov.au/page/summer_hill/html.

The first non-indigenous landowner was former convict Henry Kable, who was granted farmland in 1794. Kable was associated with emancipist and boat builder James Underwood, also an early landholder in the area.

In 1814, owner of the nearby Canterbury Estate, Robert Campbell acquired the farmland belonging to John Palmer. Campbell subsequently owned majority of the land in Summer Hill, south of Smith Street. In 1882 James Underwood purchased Henry Kable's farmland, consequently owning most of the land north of Smith Street to Paramatta and Liverpool Road. After Underwood's death in 1844, the estate took some 30 years to resolve.

Early development began in Summer Hill in the early 1870s and began to rapidly increase after the opening of the train station in 1879. Further subdivision continued and the late nineteenth century saw a significant increase in suburban development and the expansion of railways. The train station at Summer Hill was subsequently updated to accommodate the rapid growth. In addition to the train, a tram service ran from Hurlstone Park to Summer Hill train station from 1915 to 1933. The tram ran along Prospect Road and Smith Street. In 1933, the tramline was replaced by bus services.

From 1880 to 1910 the area developed into an upper-class suburb, popular among city-dwellers working in the banking and insurance industries. Subdivisions of gardens for housing continued throughout the 1920s and 1930s. As the socioeconomic profile of the suburb changed, some of the wealthier inhabitant re-located to Sydney's North Shore. During the 1970s most of the remaining, stately mansions were demolished to facilitate the erection of home units, especially in those areas within walking distance from the railway station.

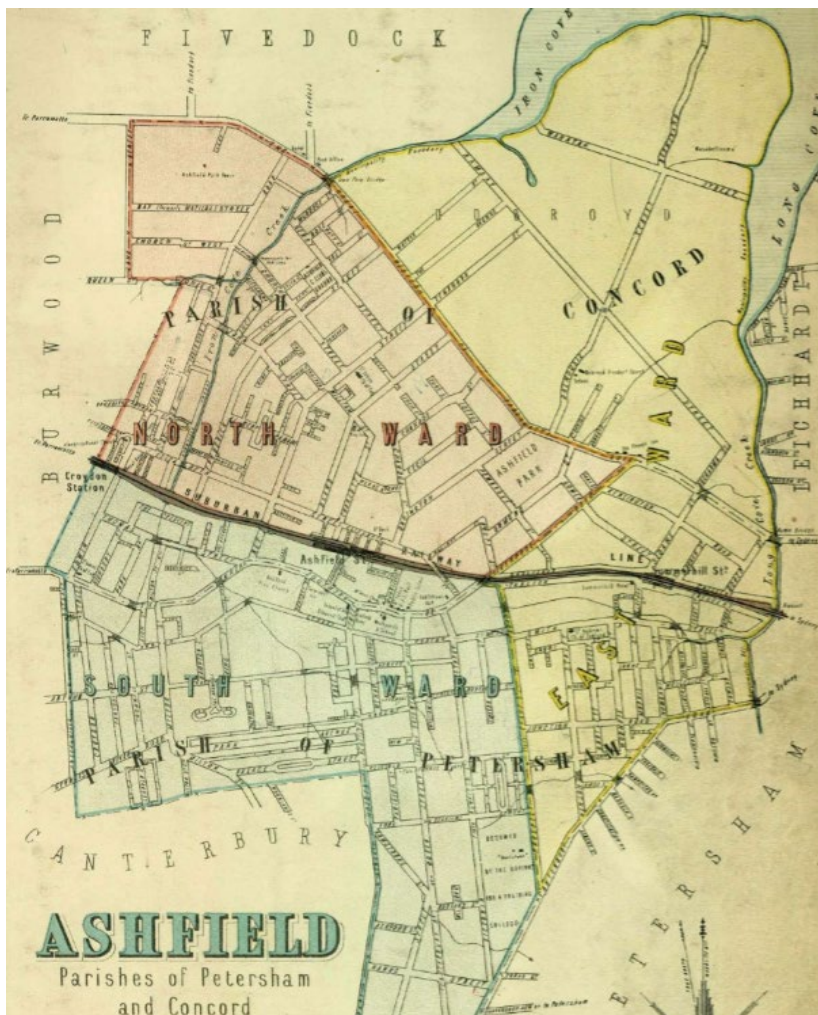


Figure 95 – Hinginbotham & Robinsion Parish Map of Ashfield, 1886-1888.

Source: City of Sydney Archives



Figure 96 – Lackey Street Summer Hill, c. 1814, prior to the tram tracks being laid.

Source: State Library of New South Wales; Image 15198



Figure 97 – Lackey Street Summer Hill c. 1920, tram tracks are now visible down the centre of the road.

Source: State Library of New South Wales, Mitchell Library; Box 102 No. 924



Figure 98 – Summer Hill Post Office, Smith Street c. 1920.

Source: State Library of New South Wales, Mitchell Library Box 102



Figure 99 – Summer Hill Train Station.

Source: National Museum Australia

3.2. SITE HISTORY

3.2.1. Pre-European Occupation

The historical account reproduced in section 3.2.1 has been sourced from Statement of Heritage Impact, Trinity Grammar School Proposed Aquatic Centre, September 2013 by NBRSP+Partners.

Archaeological evidence found in Shea's Creek (Botany Bay) indicates aboriginal occupation dating from over 5,000 years ago and may be over 7,000 years old. At the time of European settlement there were three main Aboriginal tribes, based on linguistic groups, in the Sydney region - the Guringai (north of Sydney Harbour), the Dharug (around the Harbour and to the west), and the Tharawal (to the south of Botany Bay).

The arrival of the Europeans had a devastating effect on Aboriginal life within the region. The introduction of many diseases resulted in the deaths of half the Sydney population within two years of settlement. Governor Phillip had been instructed by the British government to avoid conflict as far as possible, and relations between the Aboriginal population and Europeans in the first few years appears to have been relatively harmonious. The expansion of settlement and the disruption of the Aboriginal people's way of life eventually lead to an organised guerilla campaign lead by Pemulwuy of the Bidjigal band (centred on Castle Hill-Toongabbie region) against the Europeans.

One of the earliest accounts of contact in the Ashfield area was written by Augustus Alt in April 1797, and deals with the burning and ransacking of his house, believed to be the first house built in Ashfield.

Although there is archaeological evidence (in the form of midden deposits) of Aboriginal occupation in the Municipality of Ashfield, there is no evidence of former occupation within the boundaries of the study site.

3.2.2. Early Land Grants

During the period between the departure of Governor Phillip and the arrival of Captain John Hunter, the colony was ruled by Major Francis Grose. In 1783, Grose made two land grants in the area of Petersham Hill. The first grantee was the chaplain of the colony, Reverend Richard Johnson, who was given the land spanning the southernmost boundary of the Trinity site, to the banks of the Cook River. This area was named Canterbury Vale. The second land grant was made to Ensign Clephan in 1794, comprising 100 acres, which was largely used for farming land. It is this section of the Canterbury Estate that encompassed the land that would become Trinity Grammar School.

During the early 1800s, the subject land was acquired by Robert Campbell who had obtained most of the land around the Petersham area including the new village of Ashfield which he named after his ancestral home in Scotland. By 1811, Campbell had become the largest private holder of cattle in the colony and required fertile lands for grazing stock. Campbell Holdings occupied the land for the next 20 years, and in 1830 Robert Campbell built a country home for his family which he named Canterbury Park. Following Campbell's death in 1846, the estate was divided among his heirs. The land on which Trinity stands was passed down through the Campbell family, eventually transferring to Miss Sophia Ives Campbell.



Figure 100 – Extract from undated Map of Parish of Petersham, indicating various land grants on and north of the Cooks River.

Source: Parish Map Preservation Project, NSW Land & Property Information.



Figure 101 – Sketch of Canterbury Estate and Village, c. 1850-1859

Source: Source: NLA MAP F 322.

3.2.3. History of Hurlstone College

In 1869, Minister of the Pitt Street Congregational Church, Reverend John Graham purchased Miss Campbell's 3 parcels of land in the Canterbury Estate for £1,205. He sold 26-acre lot in 1874 to John Kinloch for £1,734. Kinloch, originally from Dublin was a mathematics tutor at University Hall in Elizabeth Street, Sydney, with ambitions to establish a school on the Trinity site. Kinloch was one of the first students to be educated at the University of Sydney.

In 1876, Kinloch commissioned architect John Horbury Hunt to design a college and school, headmaster's residence and gymnasium to be built on his newly purchased land in the Canterbury Estate. Kinloch and Hunt were well acquainted, having previously been neighbours in Bourke Street near where Kinloch had been running a university college in William Street. Kinloch named his new school 'Hurlstone', after his mother Helen Kinloch nee Hurlstone, who died in 1849 of influenza.

Kinloch's plans for the school were advertised in newspapers at the time;

'Hurlstone School and College, Ashfield, Principal John Kinloch, M.A. Mr Kinloch intends opening the above in January 1878. The building is being erected on a healthy site, in the highest part of Ashfield, within a few minutes walk of the station... Four acres of level ground have been set apart for house and school purposes, cricket and gymnastic grounds etc, and about 16 acres, well sheltered and watered for recreation ground and run for ponies¹¹.

¹¹ Hurlstone School and College, Sydney Morning Herald 29th September 1877, p10.

Kinloch's vision of the school included a large teaching and administration building containing a headmaster's residence, boarding accommodation, a gymnasium, servants quarters and stables. Some of the sandstock bricks survive the original building and are set into a wall in the Pillar Room beneath the James Wilson Hogg Assembly Hall. The Headmaster's residence and the Hurlstone Court are monuments of Kinloch's first school on the Trinity site.

'The two-storey college wing with a bell turret contained the schoolroom with dormitory above. The residence, also two storeys, is brick with a gabled slate roof and positioned side-on to the street. The bulk of the house appears to be symmetrical...Hunt achieved his desired asymmetry by setting back and reducing the height of the kitchen wing. The house chimneys...contrast with the buttressed obelisk-like kitchen stack. The staircase enclosure is a bay projecting into the verandah, its roof a continuation of the main roof slope. The entry front, originally with irregularly grouped windows, has a buttress rising to a strong course which continues as a label mould over the window arches'¹².

The school opened in 1878 as planned, however it failed within two years of opening as he failed to attract sufficient students to make the school financially viable. Additionally, Hurlstone College had been a costly build. Hoping to recoup his financial losses, Kinloch advertised the property for sale in November 1880, advertised as the "Hurlstone Estate", comprising "twenty-seven acres of magnificent and highly improved land surrounded by main thoroughfares, now divided into large suburban blocks and villa sites"¹³. In December of the same year Bradley, Newton and Lamb, advertised the private sale of the school furniture, apparatus and instruments of Hurlstone College, by order of "Mr Kinloch who is retiring"¹⁴. In January 1881, the same auctioneers advertised for the private sale of John Kinloch's "superior household furniture and effects".¹⁵

John Kinloch was born in Dublin, Ireland in 1832 arriving in Australia with his family in the 1840s. He attended Reverend James Fullerton's Presbyterian School in Sydney and was admitted as one of the first cohort of 24 students to the University of Sydney in 1852. Kinloch graduated with first class honours in Mathematics and in Chemistry and Experimental Physics. He obtained a Bachelor of Arts in 1857 and a Master of Arts in 1859. Throughout his studies, Kinloch lived at home with his father, a piano tuner. Kinloch went on to teach at Sydney Grammar School from 1858 to 1860. He was accomplished sportsman, playing in the First Cricket Eleven at the University of Sydney and becoming an intercolonial representative in cricket for New South Wales. Kinloch died at the Royal Prince Alfred Hospital in April 1897.

3.2.4. John Horbury Hunt

This history has been adapted from *Hunt, John Horbury (1838-1904)* by J.M Freeland, published in the *Australian Dictionary of Biography, Volume 4, 1972*.

John Horbury Hunt (1838-1904) was born New Brunswick, Canada. He was the eldest son of carpenter and builder William Hunt and his wife Frances, nee Horbury. Hunt's architectural career began under the tutelage of Charles F. Sleeper of Roxbury, west of Boston. Hunt worked under Sleeper for a brief time before transferring to Edward Clarke Cabot. Cabot closed his offices upon the commencement of the American civil war. This prompted Hunt's decision to migrate to India. In 1863 Hunt sailed on the *Tropic* to Sydney, where he would continue his career as an architect over the next 40 years. Upon settling in Sydney, Hunt made initial connections with acting colonial architect, James Barnet, and the colony's leading architect Edmund Blacket. Hunt joined Blacket, becoming his chief assistant and gaining exposure to important acquisitions and commissions. Hunt's career began to develop a distinctive eccentricity, often viewed as controversial and complex. Hunt's unconventional approach to design heavily influenced the work produced by Blacket's firm and would later become known as Blacket's 'queer period'.

After his time with Blacket, Hunt began a partnership with Frederick Tilly, however, this proved unsuccessful and was disbanded after only a few months. Hunt went on to set up his own firm and would practice for the next thirty years. Hunt is recognised for revolutionary influence on Australian architecture. His buildings were defined by their presence, unique character and excellent use of exposed, natural materials. Hunt had a particular aptitude for working with timber and detailed brickwork. Asymmetrical balance and high-quality craftsmanship became hallmark characteristics of Hunt's designs. Hunt is credited with designing an array of

¹² Reynolds, et al., op. cit., pp 91-92.

¹³ Sydney Morning Herald, 6 November 1880, p15.

¹⁴ Sydney Morning Herald, 17 December 1880, p8.

¹⁵ Sydney Morning Herald, 15 January 1881, p11.

well-known landmarks including several prominent buildings in rural settings. Many of Hunt's designs were for wealthy clients who favoured quality over cost, resulting in complex, highly individualised buildings. Hunt's most revered buildings include several ecclesiastical buildings, namely; St Matthia's Church, Denman (1871), St John's, Branxton (1873), St Luke's Osborne Memorial Church, Dapto (1882), the Anglican Cathedrals at Armidale (1871) and Grafton (1880) and the Chapel of the Sacred Heart Convent at Rose Bay (1896). Hunt's domestic works include Cloncorrick at Darling Point (1884), Booloominbah at Armidale (1888), Camelot at Narellan (1888), Pribrac at Warrawee and Highlands at Wahroonga (1888) and Tudor House at Moss Vale (1891).



Figure 102 – John Horbury Hunt (1838-1904).

Source: *State Library of New South Wales*, ON 6/25x30/Box 7

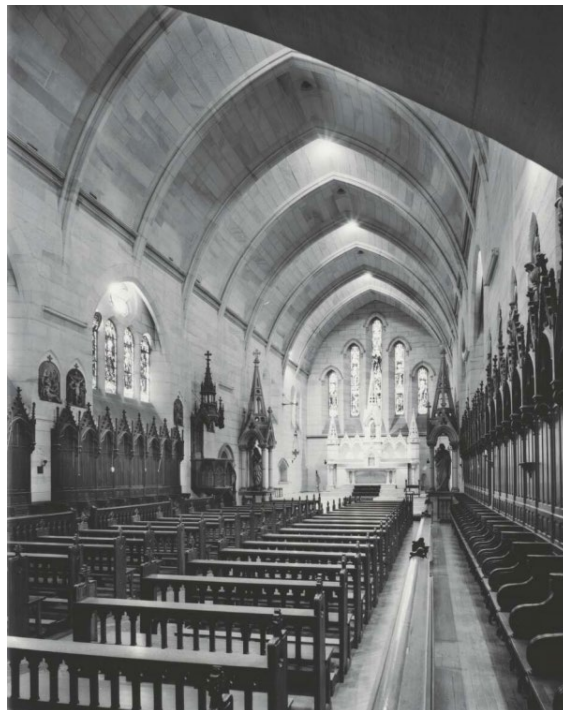


Figure 103 – Kincoppal-Rose Bay, School of the Sacred Heart, Rose Bay, New South Wales c. 1977

Source: *National Library of Australia* PIC/17270 #PIC/17270/16/nla.obj-187965127

Hunt was eccentric, highly emotive and often found himself involved in very public disagreements. Hunt was well-known for his quick temper, and unusual personality. Hunt became a founding member of the local Society for the Promotion of Architecture and Fine Art, a precursor to the Institute of Architects of New South Wales. He resigned in 1873 before re-joining in 1887. Hunt was president between 1889 and 1895, however, his peculiarities sparked conflict, leaving him with only 14 members. Despite this, Hunt reconstituted the institute in 1891. In the same year Hunt was elected a fellow to the Royal Institute of British Architects. In 1893, under Hunt's presidency, the Institute of Architects of New South Wales was granted alliance with the Royal Institute of British Architects. Hunt was made an honorary member of the American Institute of Architects the same year. Though Hunt was famously discourteous amongst his peers, Hunt was an enthusiastic lover of animals. He was an active member and vice-president of the Animals Protection Society.

Despite his success, Hunt became impoverished towards the end of his life. His practice collapsed during the depression and never recovered. After the death of his wife Elizabeth, nee Kidd in 1895 he was diagnosed with a form of kidney disease and became a recluse during his final years. His Rose Bay home, Cranbrook Cottage was sold in 1902 to repay his debts. Hunt died in a charity ward at Royal Prince Alfred Hospital, Camperdown in 1904. He was spared a pauper's funeral with the help of old friends with Presbyterian rites. He was allowed to be buried beside his wife in the Anglican section of South Head cemetery.



Figure 104 – “Camelot” (Horbury Hunt mansion of Mrs White, owner of the racehorse *Carbine*) Camden.

Source: *State Library of New South Wales, FL3418982*

3.2.5. Hurlstone Teacher Training College of Female Teachers

The historical account reproduced in Section 3.2.5 has been sourced from Statement of Heritage Impact, Trinity Grammar School Proposed Aquatic Centre, September 2013 by NBRS+Partners.

William Clarke and William Sanford purchased the entire Hurlstone Estate at the November 1880 auction, comprising Lots 13 and 28 of the Canterbury Estate.¹⁶ During 1881 the Department of Public Instruction negotiated with Clarke and Sanford and purchased the property for the sum of £5520, finally registered in June 1882¹⁷. During the year, the Government commenced work converting John Kinloch's former school to a new institution to be known as the Hurlstone Teacher Training College of Female Teachers. Simultaneously Sir Henry Parkes travelled to England to locate and engage a female principal for the new college, ultimately employing Caroline Mallett. The Hurlstone Teacher Training College opened in January 1883 with 25 boarding students in the college, ranging in ages from 18 to 23 and all having worked as teachers in the public-school system. Additions to the school were erected in 1884¹⁸ “whereby the number of students can be materially increased”¹⁹ and tenders called for turfing tennis courts and croquet lawns²⁰.

Hurlstone College operated as a boarding establishment and received State Government funds for maintenance granted to the residential female students and the wages of the teaching staff, matron and servants. The system and funding arrangements were heavily criticised. Correspondent “Astonishment” was critical of the government tax levelled on householders to maintain the Hurlstone Training College for “the expense of these girls is out of proportion to the return they make to the State”²¹. “Retrenchment”

¹⁶ Certificates of Title Vol 514 Fols 70 and 71, NSW Land & Property Information.

¹⁷ Certificate of Title Vol 586 Fol 246, NSW Land & Property Information

¹⁸ Sydney Morning Herald, 9 July 1884, p5. Tender of Innes & Winchester accepted for the sum of £1645.

¹⁹ “Hurlstone Training College”, Sydney Morning Herald, 14 June 1884, p9.

²⁰ Sydney Morning Herald, 28 August 1884, p2.

²¹ Letter...Sydney Morning Herald, 29 April 1893, p13.

complained that “most of the young ladies taught there get married, and at the end of three years give over teaching”²².

The pupil-teacher training system had been introduced at Fort Street School in 1851 and introduced into other schools progressively where the head teacher was sufficiently qualified and the average attendance exceeded 70 (reduced to 50 in 1861). The male and female training colleges were separated in 1883 with the establishment of Hurlstone College. In 1902, Knibbs and Turner were appointed as Royal Commissioners to undertake a review of New South Wales Education. One of the major outcomes of their review of the education system here and overseas was the amalgamation of the two teacher training colleges, Hurlstone Residential College for women and Fort Street Training College for men, announced in February 1905 by the Minister for Public Education, Mr B.B. O’Conor:

We have determined to separate the Training College from the Fort Street School, amalgamate it with the Girls’ Training College at Hurlstone, and place the combined college under one principal²³.

The Male Training College moved from Fort Street to Blackfriars, near Broadway, Sydney in 1905, and the women joined them from Hurlstone College in 1906 after it closed in December 1905. The first Principal of the new Sydney Teachers College was Alexander Mackie. From that date teacher training comprised a standard two-year course and three years for those who showed special ability; a one-year course was available for students wishing to be appointed to small bush schools. The new Teachers Training College building was erected in the grounds of the University of Sydney in 1925, though students occupied temporary quarters there from 1920.



Figure 105 – Illustration depicting Hurlstone Teaching Training College of Female Teachers, c.1883.

Source: Reproduced from *Trinity Grammar School: A History*, 1974 p6.

²² Letter, Sydney Morning Herald, 23 February 1895, p6.

²³ “Male and Female Training Schools to be amalgamated”, Sydney Morning Herald, 23 February 1905, p4.

3.2.6. Hurlstone Agricultural High School

This history is drawn from the following report: Graham Brooks and Associates, Department of Education and Training Sites Roy Watts Road, Glenfield Heritage Assessment, June 2009.

The Hurlstone Agricultural Continuation School was established at Ashfield in 1907, partly in response to Superintendent of Technical Education Turner's view that "there was a need for students practically and technically trained to fit them for a life on the land. Hurlstone College was designed specially to fulfil this "ever growing need of scientifically and technically trained agriculturalists in Australia."

The twenty-six acres of land comprising the Ashfield site was used for instruction in cropping, orcharding, market/flower gardening, dairying, poultry and beekeeping. The school also taught farm carpentry and black smithing. It initially acted as a feeder school for the Hawkesbury Agricultural College which provided tertiary level education. The course at Hurlstone was two years, and graduating students were given one year's advance standing at Hawkesbury College.

Education reforms saw Hurlstone renamed a high school in 1911, with the addition of an extra year of curriculum. This arose from the Board's new 1911 high school syllabus, which made provision for an agricultural course to be given in country high schools. The course was practical in outlook, devoting a considerable proportion of weekly teaching to scientific studies and field work. This course was only applied at Hurlstone after it had been raised to the status of a high school.

By 1915 the Department realised the Ashfield site was too small to allow for development of the school. It had already had to restrict the number of boarding pupils to forty-one. In 1916 agricultural courses were offered at the high schools in Albury, Wagga Wagga, Orange, Casino and Yass. These five schools failed completely at agricultural studies, and after a revision of the whole area of agricultural education, plans were made for the removal of Hurlstone High to a more remote area where large tracts of land were available, and made plans for the establishment of a new agricultural high school at Yanco. Hurlstone Agricultural High School was relocated to Glenfield in 1926 when there were 148 students²⁴.

²⁴ Graham Brooks and Associates, Department of Education and Training Sites Roy Watts Road, Glenfield Heritage Assessment, June 2009, pp30-33.



Figure 106 – Principal's residence, Hurlstone Agricultural College, c. 1907

Source: *City of Canterbury Local History Photograph Collection, 010362*



Figure 107 – Principal's Residence, Hurlstone Agricultural High School, 1913.

Source: *SLNSW: Government Printing Office 1-17218*



Figure 108 – Hurlstone Agricultural High School Principal and family in cart outside residence, Ashfield, 1913.

Source: SLNSW: Government Printing Office 1 -17222

3.2.7. Trinity Grammar School

The historical account reproduced in Section 3.2.7 has been sourced from Statement of Heritage Impact, Trinity Grammar School Proposed Aquatic Centre, September 2013 by NBRS+Partners.

The following brief summary of the history of the school was sourced from three books, C.E. Latham and Alan Nichols, *Trinity Grammar School: a history* (1974), Philip J. Heath, *Trinity: The Daring of Your Name* (1990) and an undated history published on the school website.

Trinity Grammar School was opened in 1913 at Dulwich Hill in response to reforms to the NSW Education Act in 1911. Reverend George Alexander Chambers, rector of the parish of Holy Trinity, established an Anglican school for boys in the parish of Holy Trinity Church, Dulwich Hill. The Parish Council installed him as Warden. The School was opened on 13 February 1913 by the Archbishop of Sydney Rt Rev J C Wright; the School was formally registered under the Bursaries Endowment Act, from 1 Jan 1913²⁵.

The School was initially run in a house called 'Hazeldene' in The Boulevarde (backing onto New Canterbury Rd), Dulwich Hill, which also served as the boarding house and parish Rectory. Later that year the students were transferred to the Parish Hall for three months before relocating again, this time to a larger house - "The Towers" which was purchased in February 1913 and extended to accommodate the growing school. It was ready for occupation in September when there were 55 pupils enrolled at the school.

The School formulated its motto, "Detur Gloria Soli Deo" (Give glory God alone) in November 1915, and the School colours were chosen to reflect the liturgical season of Trinity, namely green. Simultaneously, The Towers buildings were extended, but the growing number of students continued to put pressure on the

²⁵ History of Trinity Grammar School, http://www.trinity.nsw.edu.au/navbar/about/docs/11_History%20of%20TGS_final.pdf, Trinity Grammar School

facilities. Further expansion of The Towers facilities occurred with the construction of an open-air dormitory as well as classrooms and a library which opened in September 1917. By 1918 there were 150 students enrolled, including 45 boarders. In April 1921, an addition to the Boarding house, with Masters' Common Room and classrooms, was opened.

In 1923, Chambers clinched negotiations with the Department of Education to buy 17 acres of the Hurlstone Agricultural High School and grounds site for £13,000 in exchange for the Dulwich Hill site for use as a public school. As the Hurlstone Agricultural High School site at Glenfield would not be ready for occupation for two years, and Trinity Grammar School was required to vacate The Towers by February 1924, a temporary day school was held in cramped conditions in the Holy Trinity Dulwich Hill's parish hall and boarders lived in "Holwood", Victoria Street, Ashfield (opposite the new site). Consequently, school enrolments fell during this period.

The Department of Public Instruction legally conveyed 17 acres 34 ¼ perches of the Hurlstone Agricultural High School site to George Alexander Chambers, David Petrie Sinclair and John Henry Smith in December 1926²⁶. The remaining 13 acres was transferred to Ashfield Municipal Council and was transformed into Yeo Park. When Trinity Grammar assumed ownership of the new site, it consisted of the main boarding house and headmaster's residence and old wooden buildings, corresponding to an area now occupied by the Headmaster's residence, the Founders Block and what is now the Compass courtyard, a long wooden building, and an old shed at the corner of Seaview Street and Prospect Road.

The Governor General, Lord Stonehaven, officially opened the new Trinity Grammar School on 17 April 1926 on which occasion he expressed pleasure at being present officially and "stressed the improvement of education as one of the most important works that could be undertaken by Australia"²⁷. The school when opened consisted of the boarding school block, headmaster's house, a long wooden building which doubled as chapel, assembly hall and several classrooms partitioned off from one another, and a fourth building used as the Intermediate room which later became the groundsman's cottage²⁸. By June 1926, there were 177 students enrolled, of which 66 were boarders. The boarding students were housed in the rear portion of the headmaster's residence with an overflow group located at "Holwood"²⁹. The only new construction in this period was a wooden science block erected in 1927.

Immediately prior to the onset of the Great Depression, the school subdivided the property and sold 21 allotments in Seaview Street, Prospect Road and Victoria Street which raised £7895³⁰. Following the subdivision, the school site was reduced to 14 acres two roods 28 ¼ perches in size. Notwithstanding the money generated by this land sale, the school had a large debt to sustain, falling enrolments and difficulty retaining quality staff. Simultaneously the school launched the Bosch Appeal wherein George H. Bosch gave a gift of £15,000 subject to an equal contribution from the community; the appeal closed in 1930 and raised approximately £22,000. In the middle of this period the school had 118-day students and 45 boarders (1929)

According to the school history published on their web page:

The depression had a significant effect on the School's income, as parents were affected, paid late and students were withdrawn. Staff salaries were also reduced, and at the time Council members even supplied funds for wages from their own pockets. Strathfield Grammar was more successful than Trinity in maintaining its economic balance. The outcome was the merger of the two schools in 1932, with the Strathfield site being the home of all academic studies, with the Summer Hill site providing the playing fields and Boarders' residence.

In spite of the school's financial woes, they managed to complete construction of a new cricket oval in September 1930. The new oval was officially opened by the Governor General on the occasion of the 14th Annual Athletics Sports Carnival. They planned to construct a third oval on the site shown in the picture where the cars are parked. Following the Depression the School embarked on a modest building expansion with the completion of the first 'Founder's' block opened in 1937 by Archbishop Mowll and comprising new classrooms, library, a masters' common room and offices. Construction of a new swimming pool was completed in 1938. School enrolments rebounded at the end of World War II when 347 students and over 100 boarders were enrolled in 1945. The following year the Dining Room and Kitchen were erected by the

²⁶ Certificate of Title Vol 586 Fol 246, NSW Land & Property Information

²⁷ "New School Trinity Grammar, Speech by Governor-General", Sydney Morning Herald, 19 April 1926, p15

²⁸ Latham, C,E and Nichols, Alan, Trinity Grammar School: a history, The Council of Trinity Grammar School, Sydney, 1974. 30 Heath, Phillip J,

²⁹ Heath, Phillip J, Trinity: the daring of your name, Allen & Unwin, 1990.

³⁰ 30 Heath, Phillip J, Trinity: the daring of your name, Allen & Unwin, 1990.

new Headmaster, Mr James Wilson Hogg. The School house block with accommodation for 60 boarders was completed in 1947.

Student numbers more than doubled by the mid-1950s necessitating construction of additional facilities including in 1948 completion of the second stage of the Boarding House and formation of the School of Arts (1951). The Quadrangle was completed in 1959 with the construction of a three-storey block of eight new classrooms built on the north west corner of the Quad to which the Tower block was later joined as well as the Headmaster's study on the north side of the Quad. School expansion continued in the 1960s. 1962 was an important year for the school as a block of four new science laboratories were built next to No. 2 Oval, a new gymnasium was constructed and the War Memorial Chapel, Gates and Way were also dedicated and opened. Meanwhile in 1965 the school purchased 175 Victoria Street from Mrs Delmar in 1965 as a venue for art exhibitions.

Enrolments reached an all-time high in 1974 with 1123 students at Trinity Grammar School. That year the James Wilson Hogg Assembly Hall was opened, while the Founders Building was extended and remodelled for the school library. Three years later Hurlstone Court replaced a number of wooden buildings on the south side of Hurlstone. Throughout the 1980s the school continued to upgrade and expand their facilities, comprising construction of a new Senior School administration building adjoining Hurlstone and extending towards No. 1 Oval (1984), replacement of the original swimming pool with an enlarged pool in an enclosed complex with new gymnasium facilities (1985) and a new Design Centre built and opened in conjunction with extensions to the Arts and Crafts block (1989).

School growth in the 1990s was marked by the opening of a new School of Science block in 1995 and the Roderick West School of Music the following year. The continual development and improvement of school buildings and facilities continued after 2000 when the old Founder's block was demolished in 2001 and a new building erected in its place in 2002 incorporating the Arthur Holt Library and James Mills Drama Centre. The following year a bus shelter was erected in Chapel Way in 2003. Most recently opened in January 2010 was the redevelopment of No. 2 Oval Incorporation basketball courts, fitness centre, storage facilities and underground car park with 250 spaces. In 2010 the school commenced construction of a new Junior School building.



Figure 109 – The Governor General, Lord Stonehaven, setting the School foundation stones at the Hurlstone College site, 1926.

Source: *History of Trinity Grammar School*,
http://trinity.nsw.edu.au/navbar/about/docs/11_History%20of%20TGS_final.pdf



Figure 110 – Trinity Grammar School group, Hurlstone visible behind c. 1927

Source: *Trinity Grammar School Archives*



Figure 111 – Oblique aerial view of Trinity Grammar School, showing original outdoor swimming pool and tennis courts adjoining Hurlstone, c. 1930.

Source: Trinity Grammar School Archives



Figure 112 – Oblique aerial view of Trinity Grammar School, Summer Hill c. 1947.

Source: *Trinity Grammar School Archives*



Figure 113 – Trinity Grammar School, Headmaster's Residence, 1965.

Source: *City of Canterbury Local History Photograph Collection: 12142 s*



Figure 114 – Hurlstone, the Headmaster's Residence, Trinity Grammar School, c. 1970s.

Source: Trinity Grammar School Archives

3.3. DATES OF CONSTRUCTION

Table 1 – Dates of Construction

Building	Date of Construction
'Hurlstone' – Headmaster's Residence	Early 1880s
Old New Founders Building	1937
Current New Founders Building	1982
Dining Hall	1950s
War Memorial Chapel	1956
North Quad Building	1959
Chapel Gates and Way	1962
War Memorial Chapel Court	1962
Design Centre Arts and Crafts Block	1969
James Wilson Hogg Hall	1974
Hurlstone Court	1977
Greek Theatre and Compass Court	1982
New School	1982

Building	Date of Construction
Health Care Centre	1982
Latham Theatre	1982
Indoor Swimming Centre	1985
Delmar Gallery	1988
Sports Centre	1989
School of Science	Late 20th century
The Roderick West School of Music	1996
Junior School Building	2012
Centenary Centre	2015

4. HERITAGE SIGNIFICANCE

4.1. WHAT IS HERITAGE SIGNIFICANCE?

Before making decisions to change a heritage item, an item within a heritage conservation area, or an item located in proximity to a heritage listed item, it is important to understand its values and the values of its context. This leads to decisions that will retain these values in the future. Statements of heritage significance summarise the heritage values of a place – why it is important and why a statutory listing was made to protect these values.

4.2. SIGNIFICANCE ASSESSMENT – HEADMASTER’S RESIDENCE

The Heritage Council of NSW has developed a set of seven criteria for assessing heritage significance, which can be used to make decisions about the heritage value of a place or item. There are two levels of heritage significance used in NSW: state and local. The following assessment of heritage significance has been prepared in accordance with the ‘Assessing Heritage Significance’ guides.

Table 2 – Assessment of heritage significance

Criteria	Significance Assessment
A – Historical Significance <i>An item is important in the course or pattern of the local area’s cultural or natural history.</i>	<p>The Headmaster’s Residence is evidence of the early institutional development of the site, having been purpose constructed for the Headmaster of Hurlstone College which opened in 1878.</p> <p>Since the inception of Trinity College in 1913, the dwelling has been the Headmaster’s Residence and is presently occupied by the current headmaster of Trinity College. The residence has been continuously located on the site since its construction and it is understood that there is continued interest in retaining the place as the Headmaster’s Residence.</p> <p>The place is considered to have local historic significance for its long and continuous demonstration of the association between the headmaster and the school.</p>
<u>Guidelines for Inclusion</u> <ul style="list-style-type: none"> shows evidence of a significant human activity <input checked="" type="checkbox"/> is associated with a significant activity or historical phase <input type="checkbox"/> maintains or shows the continuity of a historical process or activity <input checked="" type="checkbox"/> 	<u>Guidelines for Exclusion</u> <ul style="list-style-type: none"> has incidental or unsubstantiated connections with historically important activities or processes <input type="checkbox"/> provides evidence of activities or processes that are of dubious historical importance <input type="checkbox"/> has been so altered that it can no longer provide evidence of a particular association <input type="checkbox"/>

Criteria	Significance Assessment
<p>B – Associative Significance</p> <p><i>An item has strong or special associations with the life or works of a person, or group of persons, of importance in the local area's cultural or natural history.</i></p>	<p>The Headmaster's Residence has local associative significance for its associations with John Horbury Hunt and the succession of headmasters associated with both Trinity Grammar School and the previous Hurlstone College.</p> <p>The Headmaster's Residence has been substantially altered and internally is no longer readily distinguishable as a Horbury Hunt Building. However, the external characteristics of the place represent those typical of a Horbury Hunt building, including an asymmetrical form, exposed brick and design elements innovative for their time. As such it is considered that the association remains discernible.</p> <p>Hunt's work was featured and exhibited in a number of architectural textbooks and publications (e.g. been included by Max Freeland in his study of Australian architecture) and an association was formed to research the building called the "Horbury Hunt Club". He is therefore an individual of demonstrated importance.</p> <p>The building is also historically and almost continuously associated with the headmaster's of both Trinity Grammar and Hurlstone College.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> • shows evidence of a significant human occupation <input type="checkbox"/> • is associated with a significant event, person, or group of persons <input checked="" type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> • has incidental or unsubstantiated connections with historically important people or events <input type="checkbox"/> • provides evidence of people or events that are of dubious historical importance <input type="checkbox"/> • has been so altered that it can no longer provide evidence of a particular association <input type="checkbox"/>

Criteria	Significance Assessment
<p>C – Aesthetic Significance</p> <p><i>An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in the local area.</i></p>	<p>The building retains an austerity typical of Horbury Hunt and is similar to many of Horbury Hunt's buildings in that it incorporates elements which are not typically attributed to the period of construction of the building. The building was constructed in the Victorian period however features elements including the window, porch, roof and chimney, designed more closely in line with the Federation or Inter War period.</p> <p>Horbury Hunt was considered to be innovative in regard to his residential buildings which often adopted Queen Anne Revival or Federation Art and Crafts style in buildings constructed in the late 19th century. This building does not holistically represent any one cohesive design aesthetic, possibly given that this is a relatively early example of his work. It can therefore be considered unusual in the oeuvre of Horbury Hunt and is distinct in this regard.</p> <p>The Headmaster's residence however has been substantially altered internally with all fireplace surrounds and ceiling roses being removed. The original stair is remnant however and has significance.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> • shows or is associated with, creative or technical innovation or achievement <input type="checkbox"/> • is the inspiration for a creative or technical innovation or achievement <input type="checkbox"/> • is aesthetically distinctive <input checked="" type="checkbox"/> • has landmark qualities <input type="checkbox"/> • exemplifies a particular taste, style or technology <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> • is not a major work by an important designer or artist <input type="checkbox"/> • has lost its design or technical integrity <input type="checkbox"/> • its positive visual or sensory appeal or landmark and scenic qualities have been more than temporarily degraded <input type="checkbox"/> • has only a loose association with a creative or technical achievement <input type="checkbox"/>
<p>D – Social Significance</p> <p><i>An item has strong or special association with a particular community or cultural group in the local area for social, cultural or spiritual reasons.</i></p>	<p>The place is likely to have special significance to the Trinity 'Old Boys' or 'Old Trinitarians'. Given the continuous function of the school from the early 20th century this is likely to be a considerable group of individuals.</p>

Criteria	Significance Assessment
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> is important for its associations with an identifiable group <input checked="" type="checkbox"/> is important to a community's sense of place <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> is only important to the community for amenity reasons <input type="checkbox"/> is retained only in preference to a proposed alternative <input type="checkbox"/>
<p>E – Research Potential</p> <p><i>An item has potential to yield information that will contribute to an understanding of the local area's cultural or natural history.</i></p>	<p>The Headmaster's Residence is not considered to be an intact example of Horbury Hunt Building. It therefore is not considered to yield information that is not available from other sources.</p> <p>It is beyond the scope of this report to assess archaeological potential.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> has the potential to yield new or further substantial scientific and/or archaeological information <input type="checkbox"/> is an important benchmark or reference site or type <input type="checkbox"/> provides evidence of past human cultures that is unavailable elsewhere <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> the knowledge gained would be irrelevant to research on science, human history or culture <input type="checkbox"/> has little archaeological or research potential <input type="checkbox"/> only contains information that is readily available from other resources or archaeological sites <input checked="" type="checkbox"/>
<p>F – Rarity</p> <p><i>An item possesses uncommon, rare or endangered aspects of the local area's cultural or natural history.</i></p>	<p>Horbury Hunt designed residences, including those built within the context of a school, are not considered to be rare in the context of NSW. Further, substantially more intact residences are remnant. Note that Hunt's domestic works include Cloncorrick at Darling Point (1884), Booloominbah at Armidale (1888), Camelot at Narellan (1888), Pribrac at Warrawee and Highlands at Wahroonga (1888) and Tudor House at Moss Vale (1891).</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> provides evidence of a defunct custom, way of life or process <input type="checkbox"/> demonstrates a process, custom or other human activity that is in danger of being lost <input type="checkbox"/> shows unusually accurate evidence of a significant human activity <input type="checkbox"/> is the only example of its type <input type="checkbox"/> demonstrates designs or techniques of exceptional interest <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> is not rare <input checked="" type="checkbox"/> is numerous but under threat <input type="checkbox"/>

Criteria	Significance Assessment
<ul style="list-style-type: none"> shows rare evidence of a significant human activity important to a community <input type="checkbox"/> 	
<p>G – Representative</p> <p><i>An item is important in demonstrating the principal characteristics of a class of NSWs (or the local area's):</i></p> <ul style="list-style-type: none"> cultural or natural places; or cultural or natural environments. 	<p>The building is not strongly representative of a particular period of architecture. However, it does represent the complexity of Horbury Hunt's design approach and his incorporation of elements that were unusual for the time and become more common in the following decades.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> is a fine example of its type <input type="checkbox"/> has the principal characteristics of an important class or group of items <input type="checkbox"/> has attributes typical of a particular way of life, philosophy, custom, significant process, design, technique or activity <input checked="" type="checkbox"/> is a significant variation to a class of items <input checked="" type="checkbox"/> is part of a group which collectively illustrates a representative type <input type="checkbox"/> is outstanding because of its setting, condition or size <input type="checkbox"/> is outstanding because of its integrity or the esteem in which it is held <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> is a poor example of its type <input type="checkbox"/> does not include or has lost the range of characteristics of a type <input type="checkbox"/> does not represent well the characteristics that make up a significant variation of a type <input type="checkbox"/>

4.3. STATEMENT OF SIGNIFICANCE

The Headmaster's Residence has historic, associative and aesthetic significance at a local level and has representative value.

The Headmaster's Residence has local associative significance for its associations with John Horbury Hunt and the succession of headmasters associated with both Trinity Grammar School and the previous Hurlstone College. Hunt's work was featured and exhibited in a number of architectural textbooks and publications (e.g. been included by Max Freeland in his study of Australian architecture) and an association was formed to research the building called the "Horbury Hunt Club".

The building retains an austerity typical of Horbury Hunt and similar to many of Horbury Hunt's buildings, it demonstrates elements which are not typically attributed to the period of construction of the building. The building was constructed in the Victorian period however features elements including the window, porch, roof and chimney, designed more closely in line with the Federation or Inter War period.

Horbury Hunt was considered to be substantially ahead of his time in regard to his residential buildings which often adopted Queen Anne Revival or Federation Art and Crafts style with the buildings largely being constructed in the late 19th century. This building does not wholly represent any one cohesive design

aesthetic, possibly given that this is a relatively early example of his work. It can therefore be considered unusual in the oeuvre of Horbury Hunt and is distinct in this regard.

The Headmaster's Residence however has been substantially altered internally with all fireplace surrounds and ceiling roses being removed. The original stair is remnant however and has significance.

4.4. SIGNIFICANCE ASSESSMENT – SITE

The Heritage Council of NSW has developed a set of seven criteria for assessing heritage significance, which can be used to make decisions about the heritage value of a place or item. There are two levels of heritage significance used in NSW: state and local. The following assessment of heritage significance has been prepared in accordance with the 'Assessing Heritage Significance' guides.

Table 3 – Assessment of heritage significance

Criteria	Significance Assessment
<p>A – Historical Significance</p> <p><i>An item is important in the course or pattern of the local area's cultural or natural history.</i></p>	<p>The site has significant associations with Trinity Grammar School (and its use as a boarding school) since 1918 and prior to that, Hurlstone College. The College further has strong associations with the Anglican Church. The buildings which best exemplify this association include the Headmaster's Residence (addressed above) and the Chapel. The dining hall and the Quad Building also make a strong contribution to an understanding of the historical development of the site.</p> <p>The remaining buildings on the site range from mid to late 20th century construction and while they generally represent the development of the site, they do not make a notable contribution to its significance.</p> <p>Local historic significance: Headmaster's Residence, Chapel.</p> <p>Contributory value: Dining Hall, Quad Building.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> shows evidence of a significant human activity <input type="checkbox"/> is associated with a significant activity or historical phase <input type="checkbox"/> maintains or shows the continuity of a historical process or activity <input checked="" type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> has incidental or unsubstantiated connections with historically important activities or processes <input type="checkbox"/> provides evidence of activities or processes that are of dubious historical importance <input type="checkbox"/> has been so altered that it can no longer provide evidence of a particular association <input type="checkbox"/>
<p>B – Associative Significance</p> <p><i>An item has strong or special associations with the life or works of a person, or group of persons, of importance in the local area's cultural or natural history.</i></p>	<p>Except the Headmaster's Residence it is not considered that any of the buildings on the site have any strong or special associations with individuals of particular importance in the area's history.</p> <p>Local associative significance: Headmaster's Residence.</p>

Criteria	Significance Assessment
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> shows evidence of a significant human occupation <input type="checkbox"/> is associated with a significant event, person, or group of persons <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> has incidental or unsubstantiated connections with historically important people or events <input type="checkbox"/> provides evidence of people or events that are of dubious historical importance <input checked="" type="checkbox"/> has been so altered that it can no longer provide evidence of a particular association <input type="checkbox"/>
<p>C – Aesthetic Significance</p> <p><i>An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in the local area.</i></p>	<p>The most distinguishable forms on site include the Headmaster's Residence (discussed above) and the Chapel which was constructed in a referential Tudor Style. The significance of these places is enhanced by the open landscaped character of their settings. The Chapel Garden and the Chapel Gates and Way therefore have contributory aesthetic value.</p> <p>The Dining Hall and the Quad Building were constructed in the mid-20th century in a Tudor Revival Style. The style of the buildings, though anachronistic, are indicative of the institutional use of the place and aesthetically reflect the style of educational precincts in the UK. They further generally complement the setting of the significant items described above. These items therefore have contributory aesthetic value.</p> <p>The form of the quad created by several buildings of various periods (including the Dining Hall and the North Quad Building) represents an association with the design of Gothic Institutional sites in the UK and generally complements the setting of the school buildings. The form of the quad therefore has contributory aesthetic value, note that this includes the space formed by the surrounding building rather than the buildings themselves.</p> <p>All other remaining buildings on the site are of mid – late 20th century construction, are of no remarkable design quality and do not have aesthetic significance.</p> <p>Local aesthetic significance: Headmaster's Residence, Chapel.</p> <p>Contributory value: Chapel Gates and Way, Chapel Garden, Dining Hall, North Quad Building, Quad (form),</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> shows or is associated with, creative or technical innovation or achievement <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> is not a major work by an important designer or artist <input type="checkbox"/> has lost its design or technical integrity <input type="checkbox"/>

Criteria	Significance Assessment
<ul style="list-style-type: none"> • is the inspiration for a creative or technical innovation or achievement <input type="checkbox"/> • is aesthetically distinctive <input checked="" type="checkbox"/> • has landmark qualities <input type="checkbox"/> • exemplifies a particular taste, style or technology <input checked="" type="checkbox"/> 	<ul style="list-style-type: none"> • its positive visual or sensory appeal or landmark and scenic qualities have been more than temporarily degraded <input type="checkbox"/> • has only a loose association with a creative or technical achievement <input type="checkbox"/>
<p>D – Social Significance</p> <p><i>An item has strong or special association with a particular community or cultural group in the local area for social, cultural or spiritual reasons.</i></p>	<p>The place is likely to have special significance to the Trinity 'Old Boys' or 'Old Trinitarians'. Given the continuous function of the school from the early 20th century this is likely to be a considerable group of individuals.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> • is important for its associations with an identifiable group <input checked="" type="checkbox"/> • is important to a community's sense of place <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> • is only important to the community for amenity reasons <input type="checkbox"/> • is retained only in preference to a proposed alternative <input type="checkbox"/>
<p>E – Research Potential</p> <p><i>An item has potential to yield information that will contribute to an understanding of the local area's cultural or natural history.</i></p>	<p>It is not considered that any of the buildings on the site comprise any information that is not readily available from other sources.</p> <p>It is beyond the scope of this report to assess archaeological potential.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> • has the potential to yield new or further substantial scientific and/or archaeological information <input type="checkbox"/> • is an important benchmark or reference site or type <input type="checkbox"/> • provides evidence of past human cultures that is unavailable elsewhere <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> • the knowledge gained would be irrelevant to research on science, human history or culture <input type="checkbox"/> • has little archaeological or research potential <input checked="" type="checkbox"/> • only contains information that is readily available from other resources or archaeological sites <input type="checkbox"/>
<p>F – Rarity</p> <p><i>An item possesses uncommon, rare or endangered aspects of the local area's cultural or natural history.</i></p>	<p>School sites with a combination of early mid and recent buildings, including those which incorporate main buildings of individual significance are common in Sydney. There are also other examples of school buildings which incorporate better examples of Horbury Hunt buildings than the subject site, including Kambala School at Rose Bay.</p>
<p><u>Guidelines for Inclusion</u></p>	<p><u>Guidelines for Exclusion</u></p>

Criteria	Significance Assessment
<ul style="list-style-type: none"> provides evidence of a defunct custom, way of life or process <input type="checkbox"/> demonstrates a process, custom or other human activity that is in danger of being lost <input type="checkbox"/> shows unusually accurate evidence of a significant human activity <input type="checkbox"/> is the only example of its type <input type="checkbox"/> demonstrates designs or techniques of exceptional interest <input type="checkbox"/> shows rare evidence of a significant human activity important to a community <input type="checkbox"/> 	<ul style="list-style-type: none"> is not rare <input checked="" type="checkbox"/> is numerous but under threat <input type="checkbox"/>
<p>G – Representative</p> <p><i>An item is important in demonstrating the principal characteristics of a class of NSWs (or the local area's):</i></p> <ul style="list-style-type: none"> cultural or natural places; or cultural or natural environments. 	<p>The site is representative of one which has operated almost continuously as a school since its establishment and which demonstrates a range of period of development.</p>
<p><u>Guidelines for Inclusion</u></p> <ul style="list-style-type: none"> is a fine example of its type <input type="checkbox"/> has the principal characteristics of an important class or group of items <input type="checkbox"/> has attributes typical of a particular way of life, philosophy, custom, significant process, design, technique or activity <input type="checkbox"/> is a significant variation to a class of items <input type="checkbox"/> is part of a group which collectively illustrates a representative type <input type="checkbox"/> is outstanding because of its setting, condition or size <input type="checkbox"/> is outstanding because of its integrity or the esteem in which it is held <input type="checkbox"/> 	<p><u>Guidelines for Exclusion</u></p> <ul style="list-style-type: none"> is a poor example of its type <input type="checkbox"/> does not include or has lost the range of characteristics of a type <input type="checkbox"/> does not represent well the characteristics that make up a significant variation of a type <input type="checkbox"/>

4.5. STATEMENT OF SIGNIFICANCE

It is concluded that the significant elements on the site constitute the Headmasters House and grounds and the War Memorial Chapel. It is also considered that the following elements make a contribution to the significance of the site overall and should be retained:

- Headmaster's Residence and Chapel Garden;
- Chapel Gates and Way;
- War Memorial Chapel Court;
- Dining Hall;
- Presentation of the North Quad

The site has significant associations with Trinity Grammar School (and its use as a boarding school) since 1918 and prior to that, Hurlstone College. The school further has strong associations with the Anglican Church. The buildings which best exemplify this association include the Headmaster's Residence (addressed above) and the Chapel. The dining hall and the North Quad Building also make a strong contribution to an understanding of the historical development of the site.

The most distinguishable forms of on site include the Headmaster's Residence (discussed above) and the Chapel which was constructed in a referential Tudor Style. The significance of these places is enhanced by the open landscaped character of their settings. The Chapel Garden and the Chapel Gates and Way therefore have contributory aesthetic value.

The Dining Hall and the North Quad Building were constructed in the mid-20th century in a Tudor Revival Style. The style of the buildings, though anachronistic, are indicative of the institutional use of the place and aesthetically reflect the style of educational precincts in the UK. They further generally complement the setting of the significant items described above. These items therefore have contributory aesthetic value.

The form of the quad created by several buildings of various periods (including the Dining Hall and the North Quad Building) represents an association with the design of Gothic Institutional sites in the UK and generally complements the setting of the school buildings. The form of the quad therefore has contributory aesthetic value, note that this includes the space formed by the surrounding building rather than the buildings themselves.

All other remaining buildings on the site are of mid – late 20th century construction, are of no remarkable design quality and do not have aesthetic significance.

4.6. SIGNIFICANCE MAPPING

The site consists of multiple built forms and landscape elements. The assessment of significance in this report concludes that the below built forms have individual heritage significance (marked with an asterisk) or make a positive contribution to the overall site and significance of the school overall:

- Headmaster's Residence and Office*;
- War Memorial Chapel*;
- War Memorial Chapel Court;
- Chapel Garden;
- Chapel Gates and Way;
- Dining Hall;
- Presentation of the North Quad Building to the Quad; and
- Quadrangle (form).

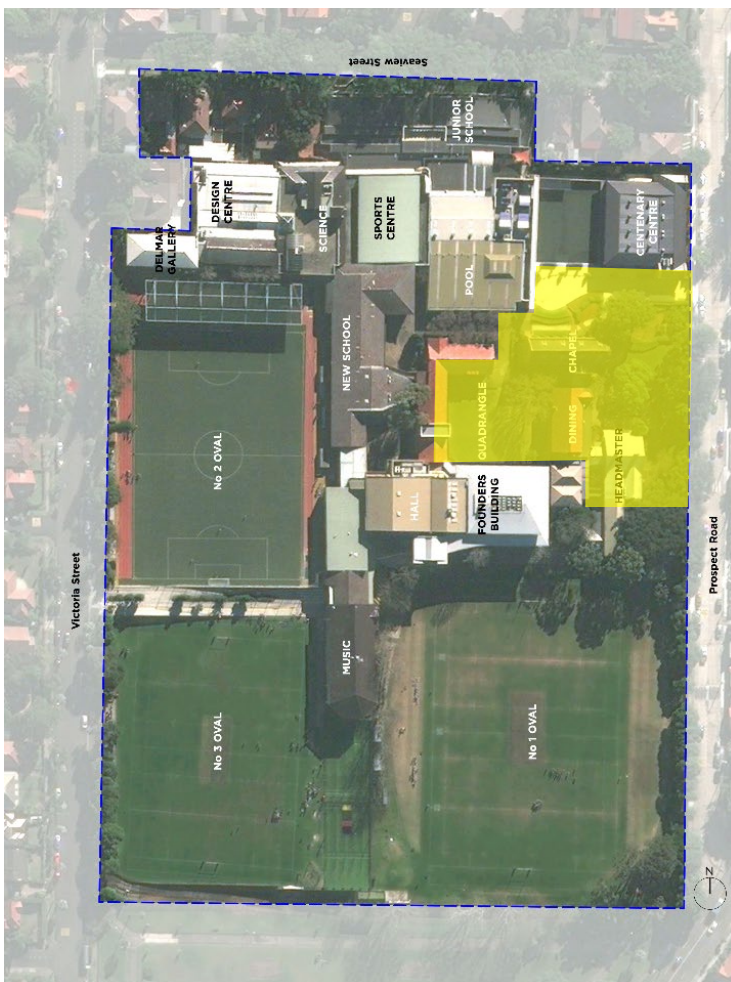


Figure 115 – Approximate boundaries of subject site indicated by blue outline with area of identified heritage significance or contributory value by yellow highlight.

Source: SixMaps with Urbis Overlay 2019

5. IMPACT ASSESSMENT

5.1. STATUTORY CONTROLS

5.1.1. Ashfield Local Environmental Plan 2013

The proposed works are addressed in the table below in relation to the relevant clauses in the LEP.

Table 4 – Ashfield Local Environmental Plan 2013

Clause	Discussion
<p>(2) Requirement for consent</p> <p>Development consent is required for any of the following—</p> <p>(a) demolishing or moving any of the following or altering the exterior of any of the following (including, in the case of a building, making changes to its detail, fabric, finish or appearance)—</p> <p>(i) a heritage item,</p> <p>(ii) an Aboriginal object,</p> <p>(iii) a building, work, relic or tree within a heritage conservation area,</p> <p>(b) altering a heritage item that is a building by making structural changes to its interior or by making changes to anything inside the item that is specified in Schedule 5 in relation to the item,</p> <p>(c) disturbing or excavating an archaeological site while knowing, or having reasonable cause to suspect, that the disturbance or excavation will or is likely to result in a relic being discovered, exposed, moved, damaged or destroyed,</p> <p>(d) disturbing or excavating an Aboriginal place of heritage significance,</p> <p>(e) erecting a building on land—</p> <p>(i) on which a heritage item is located or that is within a heritage conservation area, or</p> <p>(ii) on which an Aboriginal object is located or that is within an Aboriginal place of heritage significance,</p> <p>(f) subdividing land—</p> <p>(i) on which a heritage item is located or that is within a heritage conservation area, or</p> <p>(ii) on which an Aboriginal object is located or that is within an Aboriginal place of heritage significance.</p>	<p>As listed under Schedule 5 of the Ashfield Local Environment Plan 2013, the subject site is listed as item 608: School – headmaster’s house and chapel, 119 Prospect Road, Summer Hill, Local Significance.</p> <p>The site is located in the vicinity of various heritage items and heritage conservation areas, as listed under Schedule 5 of the Ashfield Local Environment Plan 2013 and set out in Section 1.3 of this report.</p> <p>Additionally, the site is located in the vicinity of the C1 The Abergeldie Estate Heritage Conservation Area, Local Significance, as listed under Schedule 5 of the Marrickville Local Environment Plan 2011.</p> <p>Therefore, this report is required to assess the potential heritage impact of the proposed works on the subject site, and the proximate heritage items and conservation areas.</p>

Clause	Discussion
<p>(4) Effect of proposed development on heritage significance</p> <p>The consent authority must, before granting consent under this clause in respect of a heritage item or heritage conservation area, consider the effect of the proposed development on the heritage significance of the item or area concerned. This subclause applies regardless of whether a heritage management document is prepared under subclause (5) or a heritage conservation management plan is submitted under subclause (6).</p>	<p>This report has been prepared to assess the potential impact of the proposed works on the significant fabric comprised within the subject site and in the vicinity. Refer to the table below for a detailed assessment of the potential heritage impact. In summary, it is considered that the proposed works respect the significance of the place.</p>
<p>(5) Heritage assessment</p> <p>The consent authority may, before granting consent to any development:</p> <ul style="list-style-type: none"> (a) on land on which a heritage item is located, or (b) on land that is within a heritage conservation area, or (c) on land that is within the vicinity of land referred to in paragraph (a) or (b), <p>require a heritage management document to be prepared that assesses the extent to which the carrying out of the proposed development would affect the heritage significance of the heritage item or heritage conservation area concerned.</p>	<p>This report has been prepared to respond to this condition.</p>

5.1.2. Comprehensive Inner West Development Control Plan 2016

The proposed works are addressed in the table below in relation to the relevant provisions in the DCP.

Table 5 – Comprehensive Inner West Development Control Plan 2016

Control	Discussion
2.2 External Form and Setting	
C1 Retain features (including landscape features) that contribute to the significance of the item.	<p>The Headmaster's Residence and Chapel would be retained in their entirety.</p> <p>The Dining Room, the elevations of the Quad building which front the quad and the quad itself are considered to have contributory value to the place overall. The new development would facilitate the retention of the quad and reinforce it at the heart of the school. The Dining Room and the primary elevations of the Quad Building (to the quad) would be retained in their entirety.</p> <p>The immediate context of the Headmaster's Residence and the Chapel is defined by mature landscaping. Review of historical aerials of the site indicates that there has consistently been a formal garden in this area of the site. The landscaping has been altered since the construction of the elements however the general landscape character as well as the Chapel Garden and Courtyard and Hurlstone Court contribute to the significance of the items. There are no works proposed within the definable setting of the significant items on the site including to the items themselves.</p>
C2 Remove unsympathetic elements and reconstruct significant elements where possible or appropriate.	<p>The Headmaster's residence which is one of the two most significant elements on the site is a building originally designed by Horbury Hunt. The building has been substantially altered internally. There may be an opportunity in the future to undertake further research and reinstate the original design intent. However, this area is currently outside the scope of the works and given the primary significance of the building is to the north facade it is not considered necessary at this stage that unsympathetic elements are required to be removed.</p>
C3 New work is to be consistent with the setback, massing, form and scale of the heritage item.	<p>The definable curtilage around the significant items on the site, which is defined by their garden settings. Would be entirely retained, therefore the setbacks maintained by the appropriately scaled development is considered to be appropriate.</p> <p>There would be no works in the setback of the Headmaster's Residence from Prospect Road.</p> <p>The separation between the most substantial new development (Teaching and Learning Building – 5 storeys) and the significant items on the site (Headmaster's Residence</p>

Control	Discussion
C4 Retain significant fabric, features or parts of the heritage item that represent key periods of the item.	and Chapel) would ensure that the higher scale would not dominate the items. The separation is established by the Quad Building, the Quad and the Dining Hill. There are no works proposed within the definable setting of the significant items on the site including to the items themselves as discussed above.
C5 Alterations and additions are to be generally located away from original and intact areas of the heritage item.	The entire site is within the listed curtilage of the heritage item. However, there are no works proposed within the definable setting of the significant items on the site including to the items themselves as discussed above. The most substantial development would be concentrated to the centre of the site and would have no physical impact on the significant items.
2.3 Interior Elements of Heritage Items	
C1 Minimise change to significant internal room configurations, layouts and finishes of heritage items.	There are no changes proposed to significant buildings including the Headmaster's Residence or to the Dining Room which is considered to be a contributory item. The Quad Building has some significance which is vested in its presentation to the quad. It is considered that the proposed changes to the internal room layout is acceptable given it is not identified to be of significance.
8.1 Demolition affecting heritage items or within heritage conservation areas	
C1 The demolition of heritage items and contributory buildings will not be supported by Council.	The mapped curtilage of the heritage item includes the entire school however this report has determined that the significant items on the site are confined to the Headmaster's Residence and the Chapel. Contributory areas are confined to those mapped at Figure 115. No demolition of these items or areas is proposed as part of this application.

5.2 HERITAGE DIVISION GUIDELINES

The proposed works are addressed in relation to relevant questions posed in the Heritage Division's 'Statement of Heritage Impact' guidelines.

Table 6 – Heritage Division Guidelines

Question	Discussion
The following aspects of the proposal respect or enhance the heritage significance of the item or conservation area for the following reasons:	<p>The plan has been developed in consultation with Urbis to ensure that the significant and contributory elements on the site are conserved. The Headmaster's Residence and Chapel would be retained in their entirety. All demolition would be confined to areas of no/little significance which generally includes mid – late 20th century utilitarian buildings with no remarkable design features. The closest buildings to the Headmaster's Residence and the Chapel would either be retained in their entirety or would have demolition/refurbishment confined to interior spaces.</p> <p>The character and scale of the immediate setting around the significant and contributory items would be retained. There is no new development proposed in the setback of the Headmaster's Residence from Prospect Road. The 5-storey bulk of the new development (library) would be visible from the quad. However, the prominence of the eastern façade of the North Quad Building would be retained when viewed from the Quad given the appropriate setback of the new building, enhanced by the step back of the form at Level 4 and the retention of both roof planes of the existing building.</p>
<p>The following aspects of the proposal could detrimentally impact on heritage significance.</p> <p>The reasons are explained as well as the measures to be taken to minimise impacts:</p>	There are no aspects of this proposal which are anticipated to impact the significance of the place.
The following sympathetic solutions have been considered and discounted for the following reasons:	N/A
<p>Major partial demolition</p> <p>Is the demolition essential for the heritage item to function?</p> <p>Are particular features of the item affected by the demolition (e.g. fireplaces in buildings)?</p> <p>Is the detailing of the partial demolition sympathetic to the heritage significance of the item (e.g. creating large square openings in internal walls rather than removing the wall altogether)?</p>	<ul style="list-style-type: none"> The items which contribute to the significance and setting of the significant items would be retained, including the Dining Hall and the Quad Building. Demolition is proposed for the internal walls of the North Quad Building. This is acceptable from a heritage perspective given the building does not have significance in its own right due to its mid-century construction and anachronistic detailing. The contribution that the building makes to the significance of the site overall is vested in its presentation to the Quad. Therefore, it is proposed to retain the facades which present to the quad and to adapt the remainder of the building to contemporary educational needs. It is proposed to remove 4 dwellings along Seaview Street. The three westernmost properties are not within the heritage listed curtilage of the school. The easternmost property is located within the heritage listed curtilage however it has been identified as being

Question	Discussion
<p>If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?</p> <p>How is the impact of the addition on the heritage significance of the item to be minimised?</p> <p>Can the additional area be located within an existing structure? If no, why not?</p> <p>Will the additions visually dominate the heritage item?</p> <p>Is the addition sited on any known or potentially significant archaeological deposits?</p> <p>Is the resolution to partially demolish sympathetic to the heritage significance of the item?</p> <p>If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?</p>	<p>of no heritage significance. The impact of the replacement development on the opposite conservation areas has been assessed as acceptable. The removed dwellings would be replaced by the Junior School play area and a modes two storey maintenance building. The development would therefore be sympathetic to the scale of the street.</p>
<p>New development adjacent to a heritage item</p> <p>How does the new development affect views to, and from, the heritage item?</p> <p>What has been done to minimise negative effects?</p> <p>How is the impact of the new development on the heritage significance of the item or area to be minimised?</p> <p>Why is the new development required to be adjacent to a heritage item?</p> <p>How does the curtilage allowed around the heritage item contribute to the retention of its heritage significance?</p> <p>Is the development sited on any known, or potentially significant archaeological deposits?</p> <p>If so, have alternative sites been considered? Why were they rejected?</p> <p>Is the new development sympathetic to the heritage item?</p>	<p>The mapped curtilage of the heritage item includes the entire site. However, the significant and contributory elements are limited to one area, mapped at Figure 115. The major additions to the site are therefore considered to be in the vicinity of the heritage items and the proposal has been assessed against the Heritage Division questions opposite in terms of impact on the heritage items on the site and adjacent to the site.</p> <ul style="list-style-type: none"> • There are no existing views eastward from Victoria Street to the significant precinct to the east of the site given the existing development in between (including the New School, Hall and Founders Building). Therefore, the new building to the centre of the school would not obscure any existing significant views. • The 5-storey bulk of the new development (library) would be visible from the quad. However, the prominence of the eastern façade of the North Quad Building would be retained when viewed from the Quad given the appropriate setback of the new building, enhanced by the step back of the form at Level 4 and the retention of both roof planes of the existing building.

Question

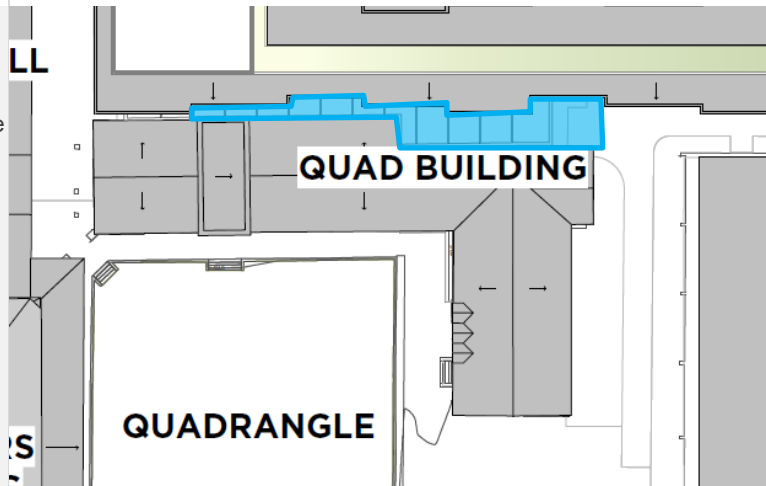
In what way (e.g. form, siting, proportions, design)?

Will the additions visually dominate the heritage item?

How has this been minimised?

Will the public, and users of the item, still be able to view and appreciate its significance?

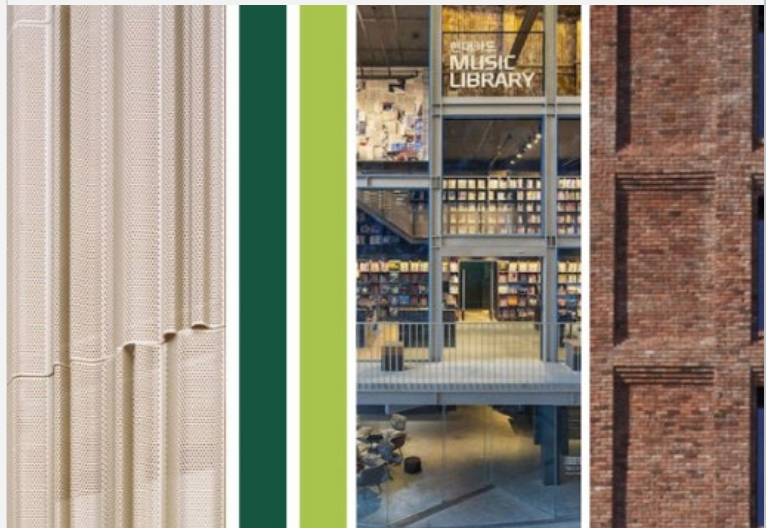
Discussion



Separation between the existing Quad Building and the Teaching and Learning Building (shaded blue).

Source: PDML

- The connection between the new Teaching and Learning Building and the Quad Building will only be at ground and Level 1 such that the connections are not visible from inside the quad.
- Undulating screens in neutral tones are proposed to create a subtle backdrop to the quadrangle building and landscaping at Level 4 will ensure the building is further recessive. The use of brick will further complement the existing materiality on the site. Refer materials palette below.



Source: PDML

- The removed dwellings to Seaview Street would be replaced by the Junior School play area and a modest two storey maintenance building. The development would therefore be sympathetic to the scale of the street.

Question	Discussion
	<ul style="list-style-type: none"> • The proposed development is concentrated to the centre of the site in areas which are currently occupied by existing buildings (to be demolished). The primary aim of the design of the new 5 storey building is to activate the western frontage of the site. However, it is not considered that the proposed works would have a notable impact on the scale of the school when viewed from the surrounding streets given the building is designed to reduce in size towards the edges. • Given the new development would replace buildings of no identified significance and would be of a high quality, contemporary character the proposed works would not dominate or detract from the surrounding heritage items or conservation areas. • Further to the above it is noted that the existing streets which surround the site are sufficient separation when considering the relationship of new development to a conservation area. Consistent with the findings of the Land and Environment Court judgment (Trinity Grammar School v Ashfield Council (2007) – NSWLEC733) the orientation of the dwellings within the Victoria Square Conservation Area away from the subject site would ensure that new development on the site would not visually dominate the contributory items.
<p>New landscape works (including car parking and fences)</p> <p>How has the impact of the new work on the heritage significance of the existing landscape been minimised?</p> <p>Has evidence (archival and physical) of previous landscape work been investigated? Are previous works being reinstated?</p> <p>Has the advice of a consultant skilled in the conservation of heritage landscapes been sought? If so, have their recommendations been implemented?</p> <p>Are any known or potential archaeological deposits affected by the landscape works? If so, what alternatives have been considered?</p> <p>How does the work impact on views to, and from, adjacent heritage items?</p>	<ul style="list-style-type: none"> • The landscape plans generally enhance the setting of the significant and contributory items. • Note that there are no defined landscape precincts in the immediate vicinity of the Headmaster's House. As such the existing landscape setting would be retained. • The Chapel Drive Entry landscape precinct is in close proximity to the chapel. This area (the Chapel Garden) is noted as being one which contributes to the significance of the place overall. The general configuration of this area would be retained, including the large central tree between the cul de sac and garden. The entry gates would also be entirely retained. It is considered that the landscape of this area would continue to provide a sympathetic setting to the Chapel and would enhance the appreciate of the significant as a revitalised area of congregation in its vicinity.
<p>Tree removal or replacement</p> <p>Does the tree contribute to the heritage significance of the item or landscape?</p>	<p>Approximately 8 trees in the area surrounding the quad are proposed to be removed. None of these trees are of identified significance. Further, none of these trees are in the courtyard to the north/east of</p>

Question	Discussion
<p>Why is the tree being removed?</p> <p>Has the advice of a tree surgeon or horticultural specialist been obtained?</p> <p>Is the tree being replaced? Why? With the same or a different species?</p>	<p>the Headmaster's residence, as such the removal of the trees would not impact on the setting of the significant elements.</p>

6. CONCLUSION AND RECOMMENDATIONS

The plan has been developed in consultation with Urbis to ensure that the significant and contributory elements on the site are conserved. The Headmaster's Residence and Chapel would be retained in their entirety. All demolition would be confined to areas of no/little significance which generally includes mid – late 20th century utilitarian buildings with no remarkable design features. The closest buildings to the Headmaster's Residence and the Chapel would either be retained in their entirety or would have demolition/refurbishment confined to interior spaces.

The character and scale of the immediate setting around the significant and contributory items would be retained. There is no new development proposed in the setback of the Headmaster's Residence from Prospect Road. The 5-storey bulk of the new development (library) would be visible from the quad. However, the prominence of the eastern façade of the North Quad Building would be retained when viewed from the Quad given the appropriate setback of the new building, enhanced by the step back of the form at Level 4 and the retention of both roof planes of the existing building.

In accordance with the observations set out in this report the proposed works are supported from a heritage perspective.

7. BIBLIOGRAPHY AND REFERENCES

7.1. BIBLIOGRAPHY

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