
Murwillumbah Education Campus development

Statement of heritage impact (SSDA 16848913)

Prepared for Built. on behalf of the NSW Department of Education
March 2022

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Client

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Executive Summary

ES1 Overview

School Infrastructure NSW (SINSW), tasked by the Department of Education (DoE), is proposing the redevelopment of the Murwillumbah High School campus located in the town of Murwillumbah, in northern NSW. The Murwillumbah Education Campus will bring together students from Murwillumbah Primary School, Murwillumbah East Primary School, Murwillumbah High School, and Wollumbin High School.

Secretary's environmental assessment requirements (SEARs) for the project were issued on 5 May 2021 (SSDA 16848913). Under the requirements of the SEARs, SINSW is to prepare an Environmental Impact Statement (EIS) in accordance with the *Environmental Planning and Assessment Regulation 2000*. This SOHI has been prepared by EMM to primarily address the SEARs issued for the project.

The proposed works to Murwillumbah High School that have been listed for development include:

Based on the provided documentation, the Murwillumbah Education Campus masterplan proposal and SSDA includes but is not limited to the following works:

- the demolition of Building E and the demolition of all inground slabs, pathways, hardstands and footings.
- the construction of new Buildings 1, 2, 3 and 4:
- new landscaping and embellishment of outdoor playgrounds;
- retention and refurbishment of Building A;
- creation of new public school and high school outdoor learning spaces to support future focused learning outcomes; and
- 'Kiss n drop' zone and parking off Nullum Street.

Note, the demolition of blocks B, C, D, E, G, H, M, P, S are proposed but will be conducted under a separate REF.

ES2 Site description

Murwillumbah High School is located at 86 Riverview St, Murwillumbah and is legally defined as Lot 2 in DP 578679 and Lots 5 and 6 in DP 820602. The school site is located within the Tweed Shire Council Local Government Area (LGA) and the land is owned by the NSW Department of Education (DoE).

Murwillumbah High School is listed as Item 49 (I49) of local significance within the Tweed Local Environmental Plan 2014 (TLEP) and is also listed within the Section 170 (s170) Heritage and Conservation Register (Section 170 Register) of the Department of Education.

Murwillumbah High School was established as the first high school in the Tweed region in 1929 and moved into its current site in that year with the opening of a three-storey building in the inter-war Georgian revival style. The building, now referred to as Block A, has become a well-known landmark in Murwillumbah. Since 1929 many buildings have been added with major development beginning in the 1960s.

ES3 Impact assessment

The majority of the original, c.1929 structures, setting and layout to Block A have been retained in the proposed design with a prescribed function for the site. This is a positive heritage outcome and in line with Article 7 of the *Burra Charter*.

The demolition of Block E in particular, would constitute the removal of an intrusive structure to the prominent north elevation of Block A and would have an overall positive impact, contingent on the manner in which Block E is demolished and restoration and reconstruction works are conducted.

The construction of four new buildings and associated landscaping would have minor visual impacts however the overall design and scale, setting and massing of the proposed buildings is largely sympathetic to the Block A building.

The works proposed to the Block A building are largely acceptable with minor to moderate in impacts to selected original elements and significant fabric. A majority of the internal and external fabric would be retained and with the application of the mitigation measures impacts may be further mitigated without compromising the overall, proposed design intent for the Block A building.

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1 Introduction

1.1 Overview

School Infrastructure NSW (SINSW), tasked by the Department of Education (DoE), is proposing the redevelopment of the Murwillumbah High School campus located in the town of Murwillumbah, in northern NSW.

Murwillumbah High School is listed as Item 49 (I49) of local significance within the Tweed Local Environmental Plan 2014 (TLEP) and is also listed within the Section 170 (s170) Heritage and Conservation Register (Section 170 Register) of the Department of Education. The subject item of significance singled out within both listings is the main school building (Block A). The building, constructed in c.1929, is three-storeys and of a primarily brick and concrete structure and designed in a style associated with the inter-war period. It is the first public high school in the region and one of the oldest co-educational secondary schools in NSW.

The proposal would require the demolition of existing buildings at the school site. The Block E building is to be included under the project SSDA and all other buildings identified for demolition will be demolished under a separate REF. Block A is to be retained and all new structures, facilities and landscapes would occupy the surrounding site.

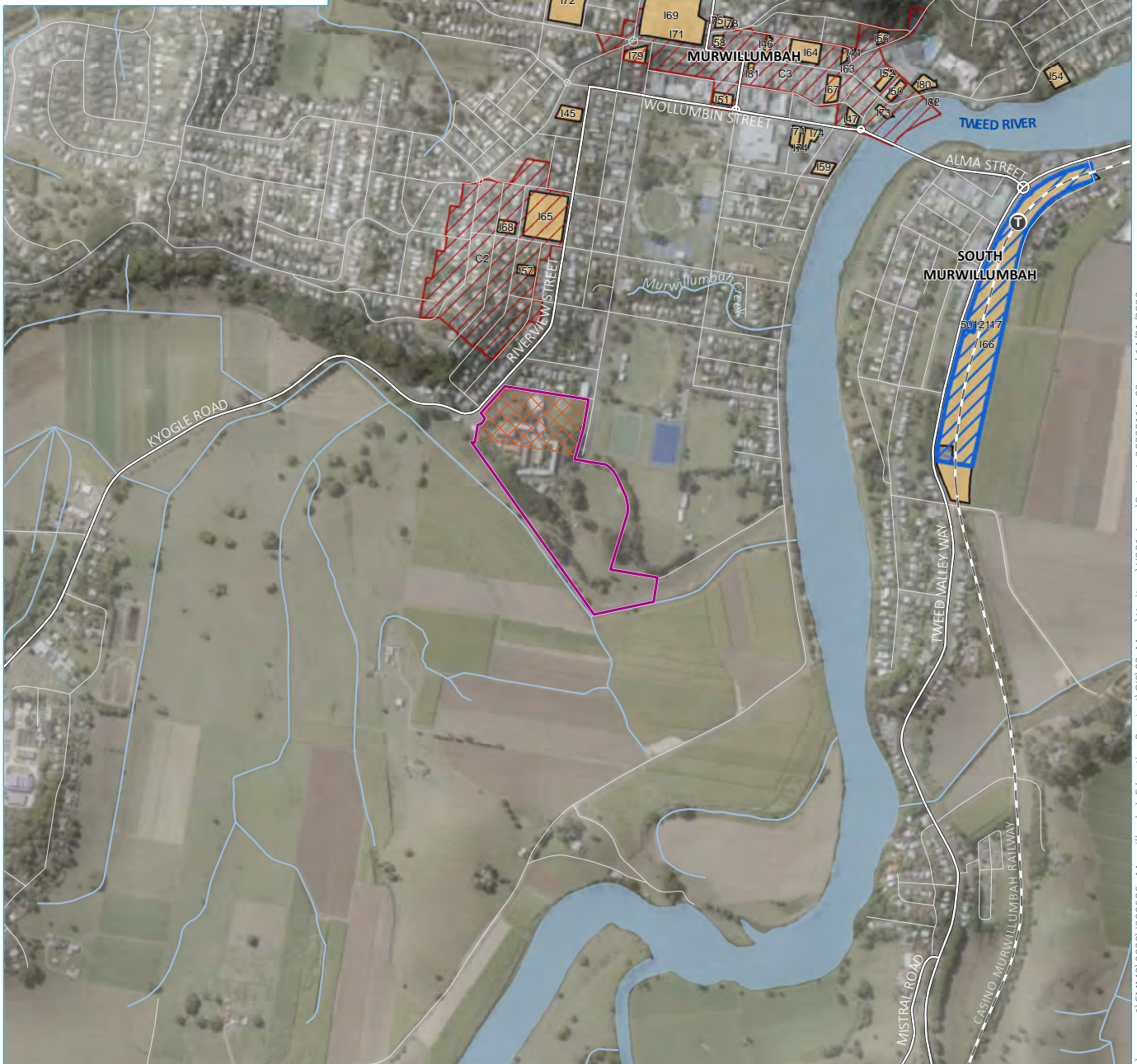
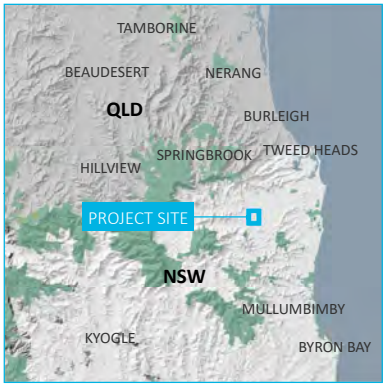
Secretary's environmental assessment requirements (SEARs) for the project were issued on 5 May 2021. Under the requirements of the SEARs, SINSW is to prepare an Environmental Impact Statement (EIS) in accordance with the *Environmental Planning and Assessment Regulation 2000*. With regard to historic heritage (Section 7 of the SEARs), the preparation of a statement of heritage impact (SOHI) is required to address the impacts of the development on the heritage significance of the site and adjacent areas.

This SOHI has been prepared by EMM to primarily address the SEARs issued for the project as well as the *Heritage Practice Notes* dated 22 July 2020, provided by SINSW (Section 1.3).

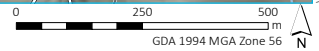
1.2 Site location and context

The proposed development is located in the current site of the Murwillumbah High School (the subject site) with a formal address of 86 Riverview Street, bordered by High School Lane and Nullum Street in Murwillumbah, New South Wales, 2484. The subject site has a real property description of Lot 6 DP820602, Lot 5 DP820602 and Lot 2 DP578679, located within the parish of Murwillumbah, the county of Rous and the local government area of Tweed. Lots 5 and 6 of DP820602 contains the majority of the buildings and facilities related to the function of the high school, including the heritage significant Block A building. The proposed development footprint is largely confined to Lots 5 and 6. The southern segment of Lot 2 DP578679 predominantly consists of open sporting and recreation fields and would not be affected by the proposed development.

The subject site is located approximately 1 km from the town centre and is bordered on the east by a collection of sports fields, courts, clubs and outdoor recreational zones, and to the south and west by open rural and agricultural land. A small creek frames the high school lot and terminates at the Tweed River that lies approximately 500 m west of the subject site. To the north the subject site abuts an established urban area with single and double storey residential homes. Refer to Figure 1.1 and Figure 1.2.



Source: EMM (2022); DFSI (2017); GA (2011); ASGC (2006); MetroMap (2022)



KEY

- Project area
- I49 'Murwillumbah High School (Block A)' – TLEP 2014
- LEP Heritage item
- State Heritage Act
- Conservation Area - General
- Item - General

- Train station
- Rail line
- Major road
- Minor road
- Watercourse/drainage line
- Waterbody

INSET KEY

- NPWS reserve
- State forest

Local context

Murwillumbah High School upgrade
Statement of Heritage Impact
Figure 1.1



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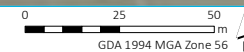


- KEY**
- Project area
 - Block A subject building
 - 149 'Murwillumbah High School (Block A)' – TLEP 2014
 - Cadastral boundary
 - Watercourse/drainage line

Site context

Murwillumbah High School upgrade
Statement of Heritage Impact
Figure 1.2

Source: EMM (2022); DFSI (2017); MetroMap (2022)



1.3 Assessment guidelines and requirements

This SOHI has been prepared in accordance with the requirements of the NSW Department of Planning, Industry and Environment (DPIE) and relevant agencies, which are set out in the Secretary’s Environmental Assessment Requirements (SEARs) for the project, issued on 5 May 2021 (Application No.: SSD-16848913). The SEARs identify matters which must be addressed in the EIS.

The SEARs requires the preparation of a Statement of Heritage Impact (SOHI) prepared by a suitably qualified heritage consultant. This SOHI has been prepared to satisfy all the requirements listed in Section 7 of the SEARs and in accordance with the relevant government assessment requirements, guidelines and policies.

A copy of the SEARs is attached as Appendix A, while Table 1.1 lists the individual requirements relevant to this historical heritage assessment and SoHI and where they are addressed in this report.

Table 1.1 Historical heritage – fulfilment of relevant SEARs requirements in SOHI

Requirement	Section addressed
Provide a Statement of Heritage Impact (SOHI) prepared by a suitably qualified heritage consultant in accordance with the guidelines in the NSW Heritage Manual (Heritage Office and DUAP, 1996) and Assessing Heritage Significance (OEH, 2015). The SOHI is to address the impacts of the development on the heritage significance of the site and adjacent areas and is to identify:	This SoHI is to be submitted as part of the project’s EIS.
how the development is consistent with any relevant Conservation Management Plan.	A Conservation Management Plan (CMP) has not been produced for the site or heritage item. This report outlines a Preliminary Conservation Approach in Section 8 of this report.
all heritage items (state and local) within the vicinity of the site including built heritage, landscapes and archaeology, curtilage and setting of the items, detailed mapping of these items, and assessment of why the items and site(s) are of heritage significance.	All heritage items associated with project are identified in Section 3.5 and the assessment of significance for these heritage items and site is provided in Section 6 of this report.
the impacts of the development on heritage item(s), heritage significance or cultural heritage values of the site, including visual impacts, required BCA and DDA works, new fixtures, fittings and finishes, any modified services.	Provided in Section 9 of this report.
the attempts to avoid and/or mitigate the impact on the heritage item(s), heritage significance or cultural heritage values of the site.	Provided in both Section 9 and Section 10 of this report.
justification for any changes to the heritage fabric or landscape elements including any options analysis.	Provided in Section 9 of this report.
If the SOHI identifies impact on potential historical archaeology, a historical archaeological assessment should be prepared by a suitably qualified archaeologist in accordance with the Archaeological Assessment Guidelines (NSW Heritage Office, 1996) and Assessing Significance for Historical Archaeological Sites and ‘Relics’ (Heritage Council of NSW, 2009). This assessment should identify what relics, if any, are likely to be present, assess their significance and consider the impacts from the development on this potential archaeological resource. Where harm is likely to occur, it is recommended that the significance of the relics be considered in determining an appropriate mitigation strategy. If harm cannot be avoided in whole or part, an appropriate Research Design and Excavation Methodology should also be prepared to guide any proposed excavations or salvage programme.	Assessment of archaeological potential provided in Section 5.6 of this report.

The SINSW *Heritage Practice Notes* dated 22 July 2020 that requires the preparation of a series of heritage reports to support the EIS for Phase 1 (Master Planning) and Phase 2 (Feasibility / Concept Planning) of the project development. This SoHI will satisfy the required information and documentation outlined in the *Heritage Practice Notes*.

This SOHI and related field survey were undertaken using the principles of *The Australian International Council on Monuments and Sites, Charter for Places of Cultural Significance* (also known as the *Burra Charter*, Australia ICOMOS 2013) and the New South Wales (NSW) *Heritage Manual* (Heritage Office 1996 with regular additions).

The Burra Charter: The Australian ICOMOS charter for places of cultural significance (ICOMOS (Australia), 2013) sets a standard of practice for those who provide advice, make decisions about, or undertake works to places of cultural significance including owners, managers and custodians. The *Burra Charter* defines the concept of cultural significance as ‘aesthetic, historic, scientific, social or spiritual value for past, present or future generations’ (Australia ICOMOS 2013, Article 1.2). It identifies that conservation of an item of cultural significance should be guided by the item’s level of significance. The Charter provides specific guidance for physical and procedural actions that should occur in relation to significant places. A copy of the charter can be accessed online at <http://icomos.org/australia>.

The Burra Charter consists of 34 articles, arranged into five sections: definitions, conservation principles, processes and practice. The principal articles of the Burra Charter are:

- conservation is based on significance;
- a cautious approach is required – changing as much as necessary, but as little as possible; and
- maintenance is fundamental to conservation.

Further articles relate to preservation (maintaining fabric in its current state), restoration and reconstruction, adaptation and the introduction of new structures or extensions.

The *Heritage Manual* comprises the following guidance documents:

- *Statements of Heritage Impact Guidelines* (Heritage Office 2006);
- *Investigating Heritage Significance* (Heritage Office 2004);
- *Assessing Heritage Significance* (Heritage Office 2001); and
- *Assessing Significance for Historical Archaeological Sites and ‘Relics’* (Heritage Branch Department of Planning 2009).

These documents have been used to guide this SOHI.

1.4 Assessment objectives

This SOHI aims to satisfy SEARs and will include:

- the results of a comprehensive the site inspection conducted over two (2) days that included photography and a detailed recording of the interior and exterior of all buildings/features and site, particularly the heritage significant Block A building;
- a historical overview of the proposed site, Murwillumbah High School and the Block A building;

- a physical analysis of Murwillumbah High School, Block A and its surrounds;
- an identification of heritage significance;
- a description of the proposed masterplan design and works as provided within the most up to date architectural documentation;
- a statement of heritage impact including an assessment of documentation compliance with SAHG/Burra Charter/Design Guide for Heritage based on the most up to date preliminary, schematic drawings;
- recommendations based heritage guidelines that can assist in the mitigation of any negative impacts to the heritage fabric during the ongoing design process and advice on appropriate masterplan responses to heritage significance of the school site and heritage items.
- preparation of a preliminary conservation approach for heritage items and the site;

1.5 Research sources

The production of the historical summary (Section 3) involved research using both online and textual sources, both primary and secondary. Established histories, descriptions and determinations of significance for Murwillumbah High School and Block A recorded in heritage listings have been sourced from the Office of Environment and Heritage online State Heritage Inventory (SHI) database (<https://www.heritage.nsw.gov.au/search-for-heritage/search-for-nsw-heritage/>). Visual media and textual information were primarily sourced from online, historical databases and collections including but not limited to:

- Trove (<https://trove.nla.gov.au/>);
- The State Library of NSW (<https://www.sl.nsw.gov.au/>);
- The National Library of Australia (<https://www.nla.gov.au/>);
- The NSW State Archives (<https://www.records.nsw.gov.au/>); and
- NSW Land and Register Services - Historical Land Records (HLRV) (<https://hlrv.nswlrs.com.au/>);

Physical descriptions of the subject site, Murwillumbah High School and Block A (Section 4), are based on a site inspection that included photographic documentation, conducted on the 4 and 5 April 2021 as well as contemporary, aerial and general photographs of subject site produced by external sources.

1.6 Acknowledgements

This report was prepared by EMM, written by Anthony Dakhoul (Heritage Consultant) and reviewed by Susan Lampard (Associate Archaeologist - Defence Heritage Lead). Unless otherwise noted, all of the images and photographs in this report have been produced by EMM. Special thanks and credit to the Tweed Regional Museum for providing a number of the historic images used in this report.

1.7 Limitations

The historical overview provides sufficient historical background to develop an understanding of the subject site and the Block A building in order to assess significance and provide relevant recommendations, however, it is not intended as an exhaustive history of subject site. Archaeological assessment of the subject site is outside the scope

of this report. This report is limited to the analysis of built heritage. A separate Aboriginal Due Diligence report has been prepared by EMM.

Section 2 provides an overview of the statutory and non-statutory obligations of the client in relation to heritage. The overview is based on the authors' experience within the heritage sector. It is not legal advice. Legislation, regulations and guidelines change and users are encouraged to ensure statutory obligations have not changed since the report was written.

2 Murwillumbah education campus proposal

2.1 Introduction

The NSW Department of Education SINSW have proposed the development of an education campus, including a primary school and high school, at the Murwillumbah High School site. The Murwillumbah Education Campus development involves the co-location of Murwillumbah Primary School, Murwillumbah East Primary School, Murwillumbah High School, and Wollumbin High School, to establish a new primary school and a new high school as part of the same education campus.

The proposal has gone through three previous iterations; the first being a massing site plan and indicative renders provided by Billard Leece Partnership Architects & Urban Planners provided in March 2020. The second iteration was a masterplan design produced by SJB Architects and expanded on the initial design by BLP and provides greater detail in terms of design intent.

The current iteration of the masterplan design has been prepared by Architectus and is dated 19 November 2021 for a 100% SSDA submission and minor revisions to drawings SSDA0010, SSDA0011 and SSDA0012 dated 15 March 2022. The provided architectural documentation has been included in this report as Appendix B.

Certain architectural drawings to a previous iteration of the masterplan design prepared by Architectus on 15 October 2021 have also been used as a reference for the impact assessment in this SOHI where works are unchanged between both iterations.

2.2 Proposed works

Based on the provided documentation, the Murwillumbah Education Campus masterplan proposal and SSDA would involve the following:

- the demolition of Building E
- the demolition of all inground slabs, pathways, hardstands and footings including those to blocks B, C, D, G, H, M, P, S, AW and AZ;
- the construction of new Buildings 1, 2, 3 and 4:
 - Building 1 – New public school building comprising general learning spaces, administration, canteen, School Support Unit (SSU) and library;
 - Building 2 – Hall building including a public school hall, out of school hours care (OSHC) facilities, high school hall/gymnasium and other spaces for physical education and creative and performing arts (CAPA);
 - Building 3 – New high school building including the following facilities; general and specialist learning spaces, SSU, and library.
 - Building 4 - New high school building including the following facilities; science, support, administration and canteen;

- new landscaping and embellishment of outdoor playgrounds;
- ground works required to facilitate the construction of new buildings and landscaped areas;
- retention and refurbishment of Building A and introduction of DoE offices and school community health facilities along with associated access requirements.
- retention and refurbishment of Building F to provide learning space for agricultural education;
- retention of existing building AY (shed).
- creation of new public school and high school outdoor learning spaces to support future focused learning outcomes;
- required civil and infrastructure works; and
- 'Kiss n drop' zone and parking off Nullum Street.

Note, the demolition of blocks B, C, D, E, G, H, M, P, S are proposed but will be conducted under a separate REF.

3 Statutory Framework

3.1 Legislation

In NSW, heritage items and relics, that is archaeological sites assessed to be of local or State significance, are protected by two main pieces of legislation: the EP&A Act and the NSW *Heritage Act 1977*. An additional layer of protection is added, in certain circumstances, by the Commonwealth *Environment Protection and Biodiversity Conservation Act 1999*.

3.2 Environment Protection and Biodiversity Conservation Act 1999 (Commonwealth)

The EPBC Act provides a legal framework to protect the environment. The EPBC Act definition of environment includes places of natural, Indigenous and historic heritage value. Under the EPBC Act, heritage places can be listed on:

- World Heritage List (WHL) – places inscribed on the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage List;
- National Heritage List (NHL) -places of significance to the nation; and
- Commonwealth Heritage List (CHL) - items belonging to the Commonwealth or its agencies.

The EPBC Act requires actions on Commonwealth land (Section 26) and actions undertaken by a Commonwealth agency (Section 28) to be assessed to determine whether they are likely to have a significant impact on the environment. Heritage places may be listed on a statutory register, such as the WHL, NHL, CHL or State-based registers, or may be an unlisted item identified by a Commonwealth agency.

Additionally, actions that may impact on Matters of National Environmental Significance (MNES) must also be assessed for impacts. MNES that relate to heritage include identification on the WHL or NHL. Under the EPBC Act, an action that may have a significant impact on a MNES is deemed to be a ‘controlled action’ and can only proceed with the approval of the Commonwealth Minister for the Environment. An action that may potentially have a significant impact on a MNES is to be referred to the Department of Energy and the Environment (DoEE) for determination as to whether or not it is a controlled action. If deemed a controlled action the project is assessed under the EPBC Act for approval.

The project **will not** impact on any world heritage properties or places listed on the WHL or sites identified within the NHL or CHL, therefore the EPBC Act is not discussed further.

3.3 Heritage Act 1977 (NSW)

The *Heritage Act 1977* (Heritage Act) serves to conserve the heritage places, items and objects of NSW. The Heritage Council of NSW is constituted under the Heritage Act to advise the Minister with responsibility for heritage on matters relating to the conservation of the State’s heritage. In practice, this power is largely delegated to Heritage NSW.

Under the Heritage Act, items of significance to the State can be recognised on the State Heritage Register (SHR). Items on the SHR cannot be demolished, damaged, developed, altered or excavation undertake without approval from the Heritage Council of NSW (or its delegate) under Section 59 of the Act.

Archaeological relics, defined as “any deposit, artefact, object or material evidence that relates to the settlement of the area that comprises New South Wales, not being Aboriginal settlement, and is of State or local significance”, are protected under Section 139 of the Heritage Act. A person cannot knowingly disturb or excavate land when they suspect a relic to be present without holding an excavation permit or an exemption. Section 139 applies to all land in NSW not listed on the SHR. Section 146 requires persons to notify the Heritage Council of NSW within a reasonable time if an unanticipated relic is discovered. The Heritage Act identifies the category of ‘works’, which refers to historical infrastructure, and is viewed as separate to that of archaeological ‘relics’ under the Heritage Act. ‘Works’ may be buried, and are therefore archaeological in nature, but exposing a ‘work’ does not trigger reporting obligations under the Heritage Act unless it is of demonstrable significance.

3.3.1 Section 170 (s170)

Section 170 of the Heritage Act requires State government agencies establish and maintain a register of heritage items that are owned and operated by the State, to be known as a Heritage and Conservation Register. State agencies are required to undertake due diligence with regard to the care, control and management of items listed on their Section 170 Heritage and Conservation Register. Additionally, State agencies must notify the Heritage Council of NSW 14 days in advance if they intend to remove an item from their register, transfer ownership, cease occupation, demolish. Section 170 does not place statutory requirements on individuals or non-State government entities.

3.4 Environmental Planning and Assessment Act 1979 (NSW)

The EP&A Act establishes the framework for development assessment within NSW, with one of the objects of the Act being to promote the sustainable management of built and cultural heritage, including Aboriginal cultural heritage.

As the majority of development assessment and consent is undertaken by Local Government (council), the EP&A Act directs council to prepare a local environmental plan (LEP) and development control plans (DCPs) for their local government. LEPs are to be developed under the standard instrument, which provides planning consistency across the State. Schedule 5 of the Standard Instrument provides a list of identified environmental heritage within the LGA, impacts to which are to be considered during the development assessment and approval process. DCPs provide policies that are specific to the local environment and character of the LGA or a subset of the LGA. The NSW department with responsibility for planning may also prepare state environmental planning policies (SEPPs) to guide planning across the State.

Government departments developing infrastructure such as roads, assess their proposed works through the preparation of a review of environmental factors (REF). This process is self-assessed and while council has the opportunity to comment, it does not have powers of approval. Other Acts, such as the Heritage Act, still apply in this instance.

Due to the size, economic value or impacts, some types of development are assessed as State Significant Development (SSD) or State Significant Infrastructure (SSI). Where a project is identified as SSD or SSI, the NSW department with responsibility for planning is the consent authority and directs the proponent to prepare an application for the secretary’s environmental assessment requirements (SEARs), which define the various studies and guidelines for the preparation of an environmental impact statement (EIS) and supporting technical reports.

The purpose of all assessment processes is to consider impacts to, among other things, cultural heritage items and places as well as archaeological sites and deposits associated with the proposal and to identify measures to avoid, mitigate or ameliorate impacts.

3.5 Identifying listed heritage items

Listing on statutory registers provides a basis under which the item or place is protected, and change is managed through project approval. Statutory listings provide legal protection for heritage items under the legislation outlined above.

Statutory registers reviewed as a part of this assessment include:

- World Heritage List (WHL) – the register is managed under the EPBC Act;
- National Heritage List (NHL) - the register is made under the EPBC Act;
- Commonwealth Heritage List (CHL) - the register is made under the EPBC Act;
- State Heritage Register (SHR) - this register is made under Part 3A of the Heritage Act;
- s170 register - this register is made under Section 170 of the Heritage Act;
- Schedule 5 of the Tweed Local Environmental Plan 2014 (TLEP); and
- State Heritage Inventory (SHI), which was cross-checked with Schedule 5 of TLEP and the s170 register. The SHI is not a single statutory register, but a central collection of locally listed statutory heritage items maintained by Heritage NSW.

Non-statutory listing is an acknowledgment of a site's or place's importance to sections of the community. Listings on such registers do not place legal requirements on development, but nevertheless influence the future of such listed items. Non-statutory registers reviewed as a part of this assessment include:

- National Trust of Australia, NSW (NT) - the NT is made up of autonomous state chapters. Each chapter is a community-based and non-government organisation, with a mandate to conserve and promote Australia's natural and cultural heritage. Classification by NT is a strong acknowledgment of heritage significance and while statutory constraints are not applicable, classification offers protection through visibility and community action.
- Register of the National Estate (RNE) - the RNE is an archived list of heritage items that were protected under the now repealed Commonwealth *Heritage Commission Act 1975*, which was replaced by the EPBC Act. While many items were transferred from the RNE to the NHL or CHL, those that were not remain on the RNE as an indication of their heritage value.

3.5.1 Heritage status

The Murwillumbah High School site and its associated structures are not listed individually or collectively as items of heritage significance in the WHL, CHL, NHL or the SHR. There is also no listing included on the NT or RNE, both of which are non-statutory registers.

Murwillumbah High School is listed as an item of local heritage significance in Schedule 5 of the *Tweed Local Environmental Plan 2014* (TLEP) as item number 49 (I49) 'Murwillumbah High School (Block A)' within the boundary of Lot 6 of DP820602. This listing focuses specifically on the Block A building and other extant elements connected with the original structure and its surrounds. The building is described on the Office of Environment and Heritage's website as:

A school of Georgian Rival Interwar style, built in 1929. A large 3 storey brick building with school hall and stage complex in a prominent position on Uki/Kyogle Road overlooking the town. Repetitive simple regularity. Symmetry with projecting gabled ends and central parapet gable. Stepped parapet. Narrow bays formed by pilasters. Too narrow for Classical proportions. Vertical motif at top of pilaster. Central facade. Spandrels expressing story dimensions. Vertical structural elements treated as pilasters. Vertical double hung windows. Gridded facade.

Source: SHI Online DB: 2520043

As of December 2019, Murwillumbah High School has been listed in the s170 register as 'Murwillumbah High School - Building B00A'. As per the listing within Schedule 5 of the TLEP, the s170 listing focuses on the Block A building, however no description or determination of significance has been provided in the listing (SHI Online DB: 2520043).

Although the site and Block A building is listed in the Tweed Shire LEP as being of Local Significance, this project qualifies as an SSD and this report been prepared as part of SEARs. As such, the main consent authority will be the NSW Department of Planning, Industry and Environment. Tweed Shire Council would be consulted at the end of the development

3.5.2 Neighbouring items of significance

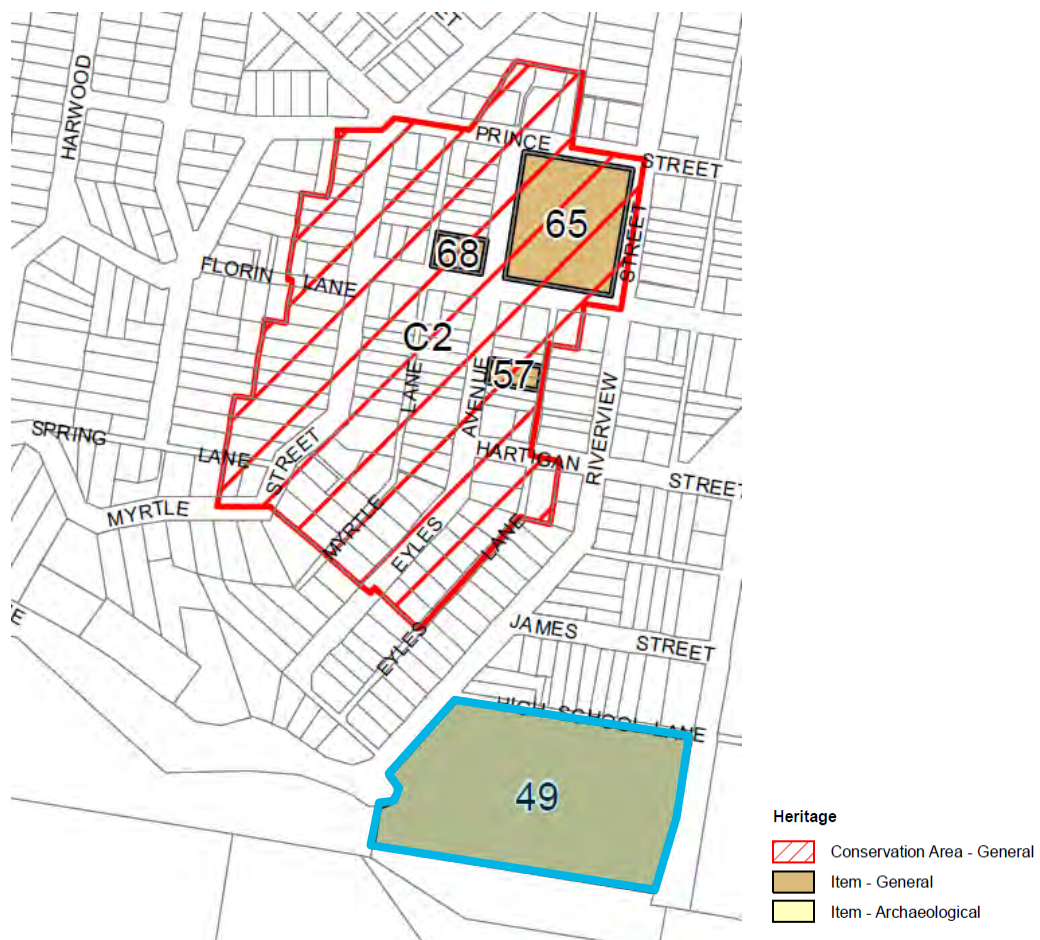


Plate 3.1 Heritage Map – Sheet HER_005 (subject site highlighted in blue). Source: Tweed Local Environmental Plan 2014.

The subject I49 is described as being the *Murwillumbah High School Block A*. The following items of heritage significance listed in Table 3.1 are located within proximity to the subject site, as identified and described in the TLEP 2014:

Table 3.1 Nearby items of heritage significance - TLEP 2014

Item No.	Item name	Property description	Significance
C2	<i>Hartigans Hill Conservation Area (Murwillumbah)</i>	Located to the west of the Murwillumbah township and Main Street heritage conservation area.	Local
I57	<i>"Goldsborough" (residence)</i>	4 Eyles Avenue (Lots 5 and 6, Section 28, DP 8950)	Local
I65	<i>Murwillumbah Public School, 1911 block</i>	Prince Street and Eyles Avenue (Lot 1, DP 937265)	Local
I68	<i>Residence</i>	13 Eyles Avenue (Lots 7 and 8, Section 24, DP 5042)	Local

The C2 'Hartigan's Hill Conservation Area (Murwillumbah)' lies directly north of Murwillumbah High School and west of the Murwillumbah township. It contains three items of local heritage significance including two residences and the Murwillumbah Public School. The Hartigan's Hill HCA is significant for the range of housing that represent key phases of development in Murwillumbah from the end of the nineteenth and into the early twentieth century including examples of Victorian, Federation and Interwar dwellings.

Early settlement of Murwillumbah is reflected in the built form and characteristics evident in the houses on Hartigan's Hill that collectively contribute to a greater understanding of the growth of the town of Murwillumbah. The conservation area and a number of the structures within it predate Murwillumbah High School and represent the residential and educational zones and facilities present in Murwillumbah before rapid growth within in the early twentieth century and the construction of Murwillumbah High School. The Hartigan's Hill Conservation Area is described in the Tweed Development Control Plan 2016 (TDCP) as:

...an important location in the early settlement of Murwillumbah being more prestigious and desirable for its views to the surrounding Tweed region, leading to more substantial or stylistic residences to be constructed. The scale and quality of buildings is reflective of the stability of the local economy during the key period from the end of the 19th century to the beginning of the twentieth century due to timber and dairy industries.

The historic development of the main street of Murwillumbah is also reflected in Hartigans Hill in streets such as Eyles Avenue where early residential buildings exhibit a stylistic development similar to commercial buildings in Murwillumbah Street.

The scale of the houses varies, in accordance with means as well as social station, providing a combination of workers cottages, merchant and professional houses. A former corner shop and adjoining local Primary School with classrooms and facilities provide evidence of community uses.

The built form provides an insight into the social structures of the historic periods as the scale and quality of buildings is indicative of social standing in the community and financial means.

TDCP 2016, p. 25

There is a strong historic and social connection with the Hartigan's Hill HCA and Murwillumbah High School, the first being that the land on which both were developed was originally the property of local landowner Mr. Denis Hartigan who is considered one of the early pioneers of the Tweed region. In regard to setting and views, the Hartigan's Hill conservation area and the site of the Murwillumbah High School are notable for being developed on a natural, high ridge in the Murwillumbah township and for the views provided from their elevated position along the Byangum Ridge of broad vistas across the town, Tweed River Valley and the surrounding Border Ranges.

The Murwillumbah School, located within the Hartigan's Hill HCA, was the first secondary public education facility in the region and as described in Section 4.1, operated as such until the completion of Murwillumbah High School in 1929.

3.6 Tweed Shire Council Local Environmental and Development Control Plans

The Tweed Local Environmental Plan 2014 (TLEP) provides a list of the statutory controls that apply to the Block A building and is supported by the guidelines presented in the Tweed Development Control Plan 2016 (TDCP). Local planning instruments have been considered as a general guide in terms of the impact assessment and recommendations provided in this report.

4 Historical Summary

4.1 Pre-European and Indigenous history

The study area is in the territory of the Bundjalung people. The country of the Bundjalung extended between the Clarence and Logan Rivers, and west to Tenterfield. At the time of European settlement, the rainforest reached to the riverbanks in most places and extended into the McPherson Range and north to Mt Tamborine (Sharpe 1985, p.105). The high diversity and abundance of natural resources available to Aboriginal people in the North Coast Bioregion resulted in a high density of Aboriginal occupation in the north-east of the state, particularly around the northern rivers close to the coast (NPW 2003).

The Tweed Valley around Wollumbin (Mt Warning) contained plentiful plant and animal resources. Higher topographical features were often the focus of social and spiritual customs. Wollumbin located 13 km south-west of the School is a place of spiritual significance and a focus for Aboriginal people.

A measles outbreak in the 1850s killed up to a third of the Tweed Valley Aboriginal population. Nevertheless, Joshua Bray, a local settler refers to hundreds of Aboriginal people camped in the plain opposite the Rous River near Murwillumbah around 1901 (APHS 2003, p. 13).

4.2 Early European settlement

In 1839, the Port Macquarie Pastoral District extended along the coastal districts of NSW. As pastoral activities expanded in the 1840s, new districts were established, namely Moreton Bay, Darling Downs, Macleay River and Clarence River. The Clarence River Pastoral District, gazetted in March 1842, covered the catchments of the Clarence, Richmond and Tweed Rivers and the site of the Murwillumbah township was located on the Tweed River and formed part of this pastoral district (Boileau 2004, p. 43).

The first Europeans in the area were cedar getters in the early 1840s and the first camp was established at Terranora in 1844, near the current site of Murwillumbah. Permanent settlement in the Tweed Valley was not instigated until the Robertson Land Act implemented in the 1860s that facilitated the ownership of land in the region and throughout NSW to small farmers and landowners by breaking the power of squatters and wealthy landowners (Boileau 2004, p. 48). Between 1867 and 1880 a majority of the land to the east of Murwillumbah was purchased by settlers and selectors (Boileau 2004, p. 48).

The first survey of the land that would become Murwillumbah was conducted in 1868 and in March 1869 Joshua Bray acquired an area of 161 acres on 'Hospital Hill' that would be gazetted as a water reserve divided into 19 sections. A Public School and Courthouse were erected on Bray's land by 1873, during the development of the township (Boileau 2004, p. 54). The township of Murwillumbah was formally opened in 1878, by 1888 23 buildings were present in the township and by 1892 the total population was noted as numbering approximately 200 with 100 children attending school, most of which travelled long distances to Murwillumbah from outer regions and areas (Boileau 2004, p. 55-56). In 1894 the railway line from Lismore was introduced to Murwillumbah however a direct link from Sydney to Murwillumbah was not established till the 1930s (Boileau 2004, p. 56).

4.3 Murwillumbah High School and the 'Block A' Building

Secondary education in the Tweed Valley began in 1909 when Murwillumbah Public School was upgraded to a Superior School. In 1923 it became a District School and from 1924 to 1929 it was an Intermediate High School with primary and high school students accommodated in the same buildings (Johansen 1992).

The proposition of a new, purpose built high school in Murwillumbah was brought forward by the local community in 1919 (Plate 4.2) and the first formal request for a was submitted by the Parents and Citizens Association to the

Chief Inspector of Schools Mr. H. Celland in 1923 on the basis that primary school attendance Murwillumbah Public School was increasing rapidly and that a high school would be required for the provision of secondary education within the region (Plate 4.3).

Approval for the new high school was granted a year later in 1924 by the then Minister of Education and an eight-acres and twenty-nine perches plot of land named 'Hartigan's Estate' was purchased for around £1,900 as the future site of the school (. The land was part of a large plot that stretched from Hartigans Hills to the Tweed River, purchased by Denis Hartigan, an Irish immigrant, in 1892 (Johansen 1992). Part of the land purchased was also sourced from land owned by John Fulford. Historical information on Fulford is limited however historic mapping indicates his property was located to the north of Hartigan's Estate (Plate 5.35).

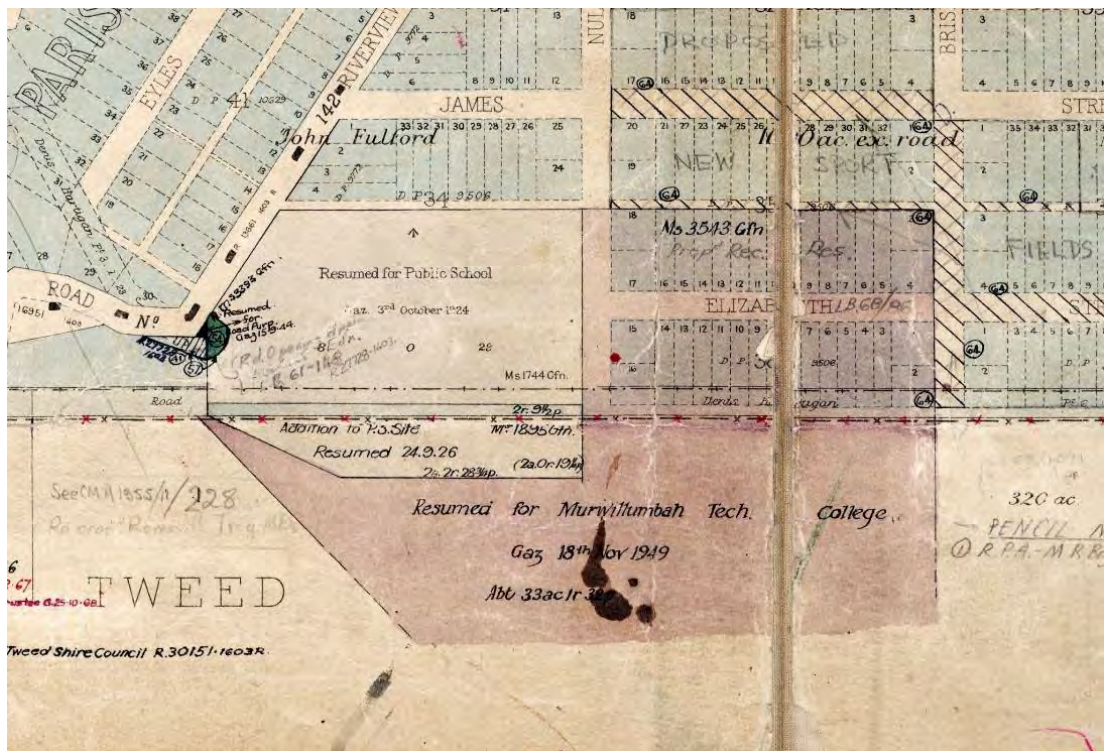


Plate 4.1 Murwillumbah Parish map c.1934 showing land resumed for Murwillumbah High School inc.1924 and later in c.1949. Source: HLRV.

Upon the completion of an architectural drawings set designed by Mr. R.M.S. Wells (Schools Architect 1909-1926) in 1925, the tender process began. The proposed building design was in a Georgian Inter-War style with a brick and concrete form. The construction of the new high school building was placed on the urgent works list, however a change in government and the appointment of a new Minister of Education prompted the stalling of the project.

MURWILLUMBAH HIGH SCHOOL.

Mr. F. W. Stuart while in Sydney called upon the Minister for Education and interviewed him on the question of the local school accommodation, and also in connection with the proposed High School for Murwillumbah. He explained (says the "Tweed Daily") that the original plans for this High School allowed for five rooms, but it had been proposed that these should be altered to three rooms, and asked for the plans of the building. The plans were not on hand, but the Minister promised that if five rooms had been recommended by the inspecting surveyor, this recommendation would not be departed from. The Minister further stated that he would establish the High School as soon as there were 65 pupils available, and in the meantime as soon as the results of the pupil teachers came to hand, if sufficient trainees were available, High School subjects would be commenced.

Plate 4.2 **MURWILLUMBAH HIGH SCHOOL** (1919, June 21). *Northern Star (Lismore NSW 1876-1954)*, p. 4. Source: National Library of Australia.

MURWILLUMBAH.

Request for High School.—A deputation from the Parents and Citizens' Association asked the Chief Inspector of Schools (Mr. H. D. McClelland) to have a High School established at Murwillumbah. The school attendance, it was stated, had largely increased since the district school was established, and, as Murwillumbah was making good progress, the Government would be justified in raising the status of the school. Mr. McClelland replied that there was difficulty in the way of building a High School. No such thing as free education was as good as cheap education. If the people wanted their children educated they must pay for it. He promised to put their case before the department.

Log Rolls over a Man.—H. Lee was cutting down a tree on Condong Creek, when a log rolled over him. Lee had a strip of flesh torn off his right arm, and sustained severe bruises about the body. He was taken to the hospital.

Plate 4.3 **MURWILLUMBAH** (1923, June 26). *The Brisbane Courier* (1864-1933), pg. 7. Source: National Library of Australia.

The new minister for education inspected subject site in early 1926 and described it as "one of the most beautiful in the state" and an extra two acres and twenty-eight porches of land were purchased from Mr. Denis Hartigan for £150. In 1927, the tender process was reinitiated and by the end of the year, Mr. A. S. Webb was selected for the construction of the high school for the sum of £17,000 (Johansen 1992).

The architectural drawings previously created were maintained as the basis for the future construction works, with the new building being described as "a fine commodious building of modern architecture". Land clearing and initial construction works began rapidly on a natural hill within the purchased site that afforded views to Murwillumbah city and the adjacent districts. By March 1928, the first foundation stones were laid in a ceremony by the new education minister Mr. D. H. Drummond with the local community in attendance.

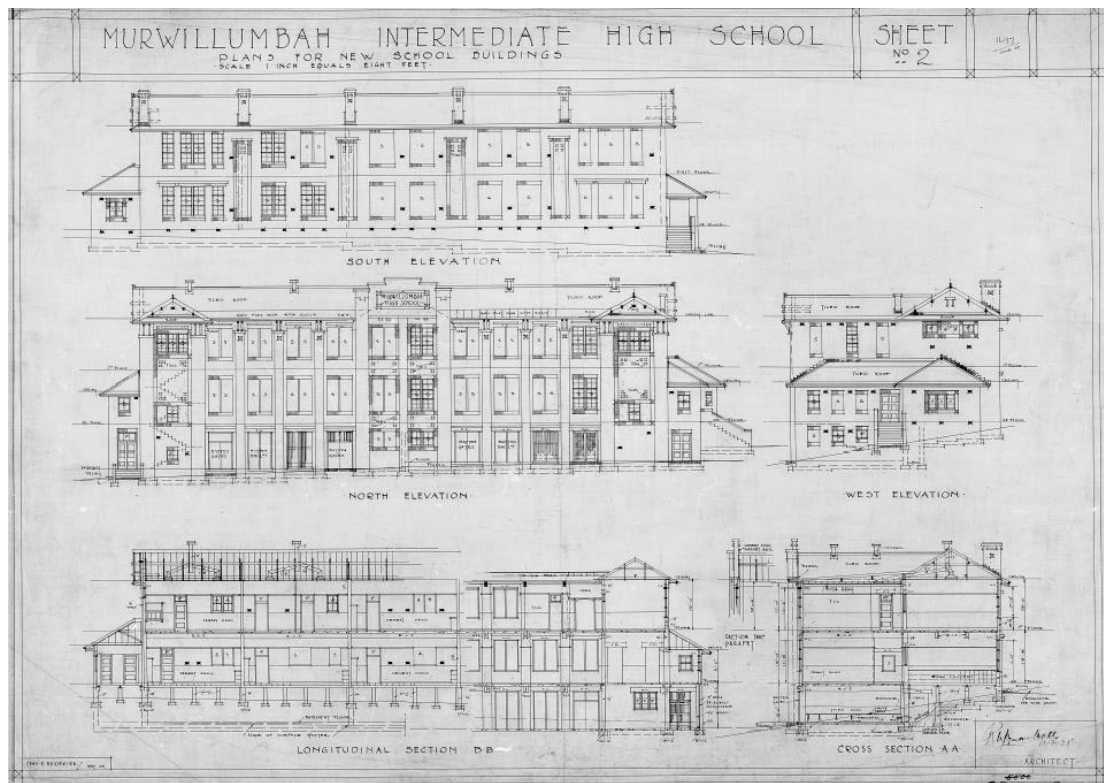


Plate 4.4 Elevations and Sections, Main Block Murwillumbah High School, dated 10 June 1925 by R.M.S. Wells. Source: NSW Plan Services Drawings MHS.

Construction works were completed one year later in 1929 and the school was officially opened on the 21 September 1929 by the Director of Education Mr. S. H. Smith with attendance of the Parents and Citizens Association and a large crowd of spectators and local community members. The completed structure spanned three levels with a concrete basement, two upper levels of brick and plaster and a tiled roof. Internally, the building consisted of a total of eight classrooms, science and preparation rooms, assembly hall, staff rooms, two recreation rooms and the latest amenities and facilities for advanced education.

A separate gas plant for educational purposes, a septic system and boys' and girls' closet blocks were constructed externally, adjacent to the main building. The main building sat at a higher elevation to its surroundings, framed by open paved areas to the front and rear and a retaining wall with stairs to a large open playground introduced to the north of the main building at a lower elevation for recreational purposes shortly after the construction of the Block A building. The retaining wall was constructed using brickwork and included a timber balustrade and timber seating applied to the lower level, facing the recreation zone. This recreational zone was developed into an enclosed sports court with retaining walls in the 1930s and was not part of the original plan or intent of the high school, but a later addition.



Plate 4.5 From Hartigan's Hill looking across to Riverview Street showing commencement of construction initial earthworks works on Hartigan's Estate for the future Murwillumbah High School. c. 1928. Source: M19-34, Tweed Regional Museum archives. Photographer Unknown.



Plate 4.6 Construction of Murwillumbah High School with lower floors c. 1928. Source: M12-33, Tweed Regional Museum archives. Source: Tweed Regional Museum Archives (unknown photographer).

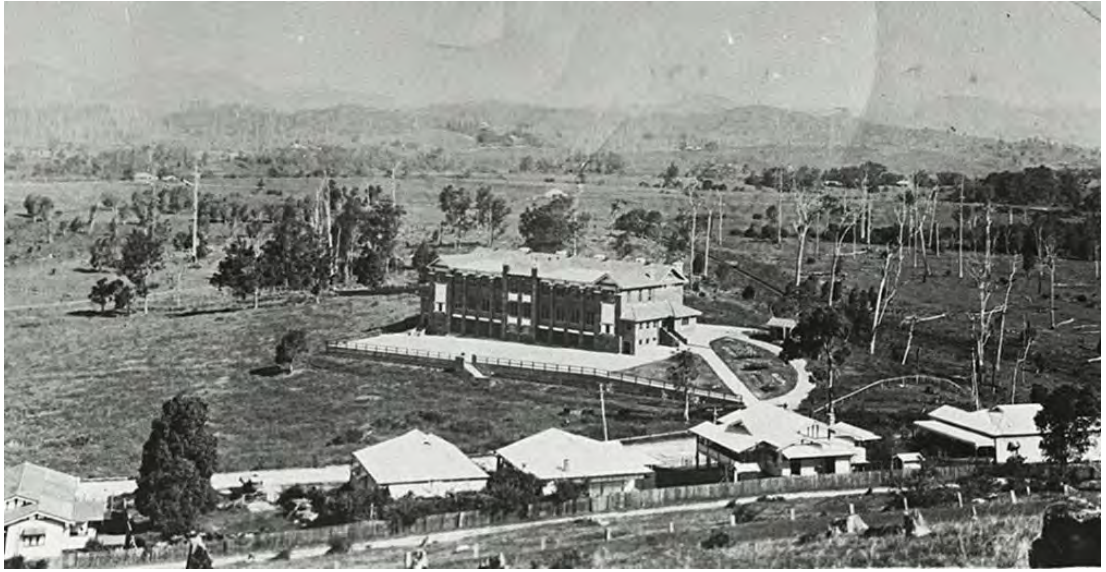


Plate 4.7 Completed building and surrounding landscape of Murwillumbah High School prior to opening C. 1929. Source: M19-11, Tweed Regional Museum archives. Source: Tweed Regional Museum Archives (unknown photographer).



Plate 4.8 Murwillumbah High School building at the finalisation of its construction c. 1929 showing original features including timber batten gates (highlighted in blue) for entryways to the basement level. Source: M19-17, Tweed Regional Museum archives. Photographer Unknown.



Plate 4.9 Official opening of Murwillumbah High School, C. September 1929. Source: Tweed Regional Museum Archives (photographed by I.C. Thyer).

In 1936, the Manual Training and Domestic Science block (Block M) became the first additional structure completed on the high school site to facilitate instruction for metalwork and woodwork. During World War II, practice slit trenches were dug across the playground by the fathers of pupils in the anticipation of the call of duty.

Enrolments continued to increase into the 1940s and in 1951 temporary classrooms were erected, in 1953 an oval was introduced and in 1957 Block S was completed containing four classrooms, a canteen, armoury and a new science room, with the old science room in Block A becoming the new library. A small extension to the south-west corner of the main building was completed in 1962 for a new headmaster's office and clerk's room. Between 1965 and 1970, major changes occurred on subject site including three constructions of three new blocks and the planting of 750 new trees.

Block B was completed in 1963 and Block E in 1969. Block E is currently the only building that directly abuts Block A obscuring a segment of the front facade at ground level and was constructed over a segment of the original open paved area zone. A new library (Block G) was completed in 1992 and in mid-1997 a multi-purpose centre (Block M) was also completed as the last major building project initiated at the school.

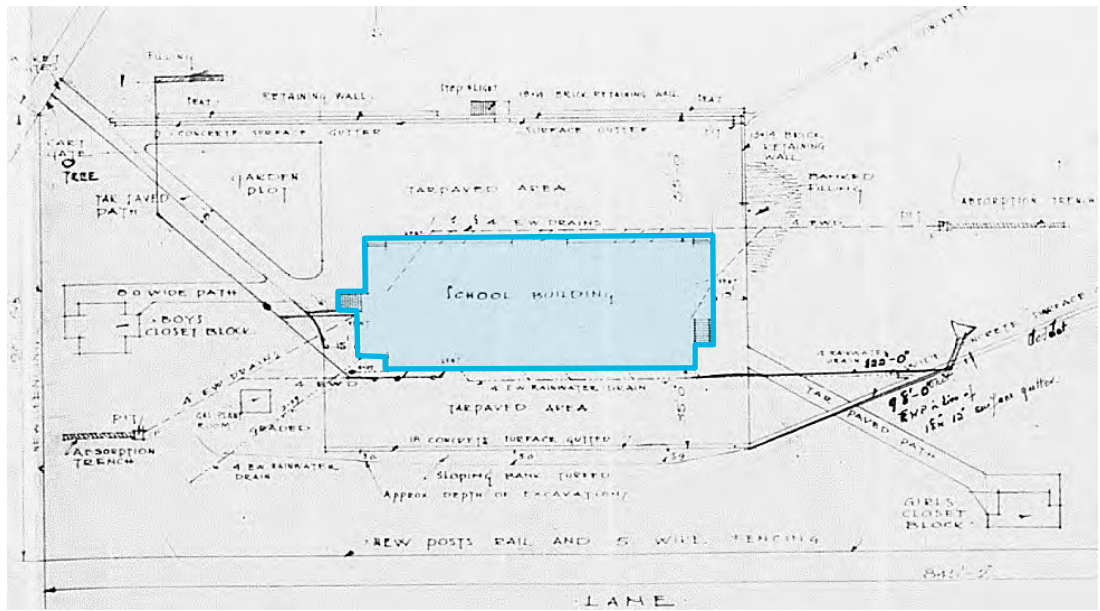


Plate 4.10 Site plan drawing of the first 'School Building' c.1925 showing (Block A – highlighted in blue), including a paved area surrounding the building, retaining wall and other secondary structures. Source: NSW Plan Services Drawings MHS.



Plate 4.11 Pathway leading to the Block A building c.1950 indicating original paved floor finish and the now demolished boys closet block to the foreground (rear right). Source: M19-27, Tweed Regional Museum archives. Photographer Unknown.

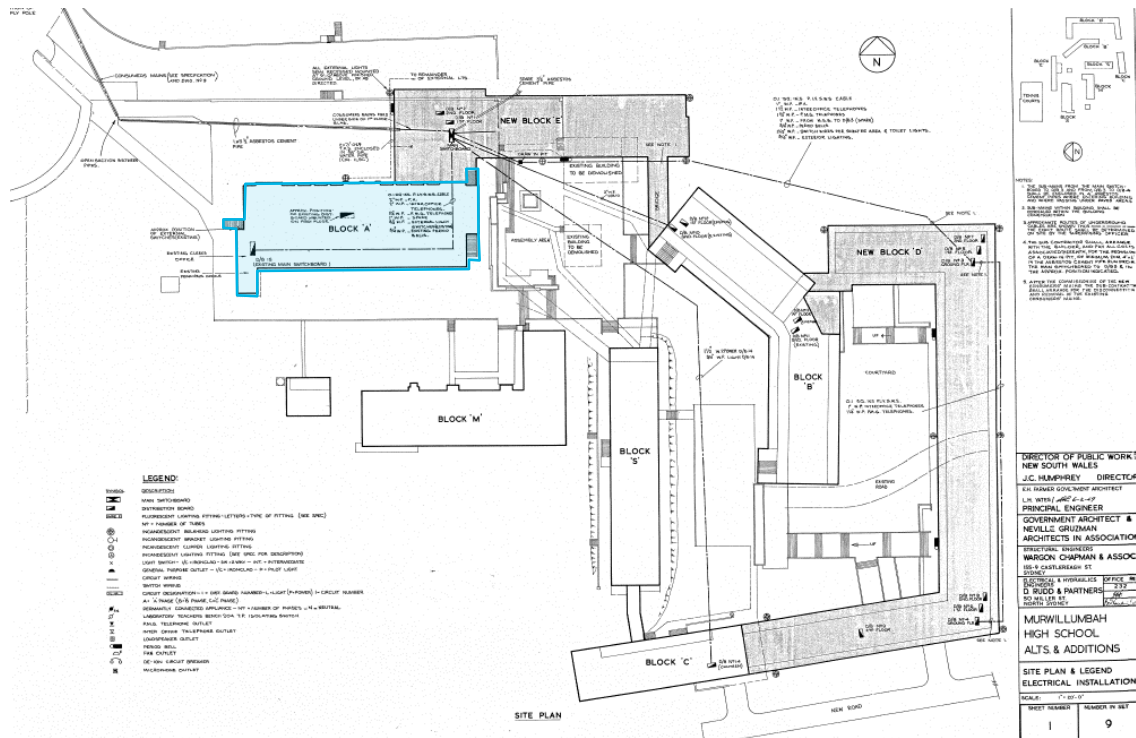


Plate 4.12 Site plan of Murwillumbah High School with structures built up to c.1969 incl. the proposed Block E that connected to the subject Block A (highlighted in blue). The original paved area is to a large degree maintained. Source: NSW Plan Services Drawings MHS.

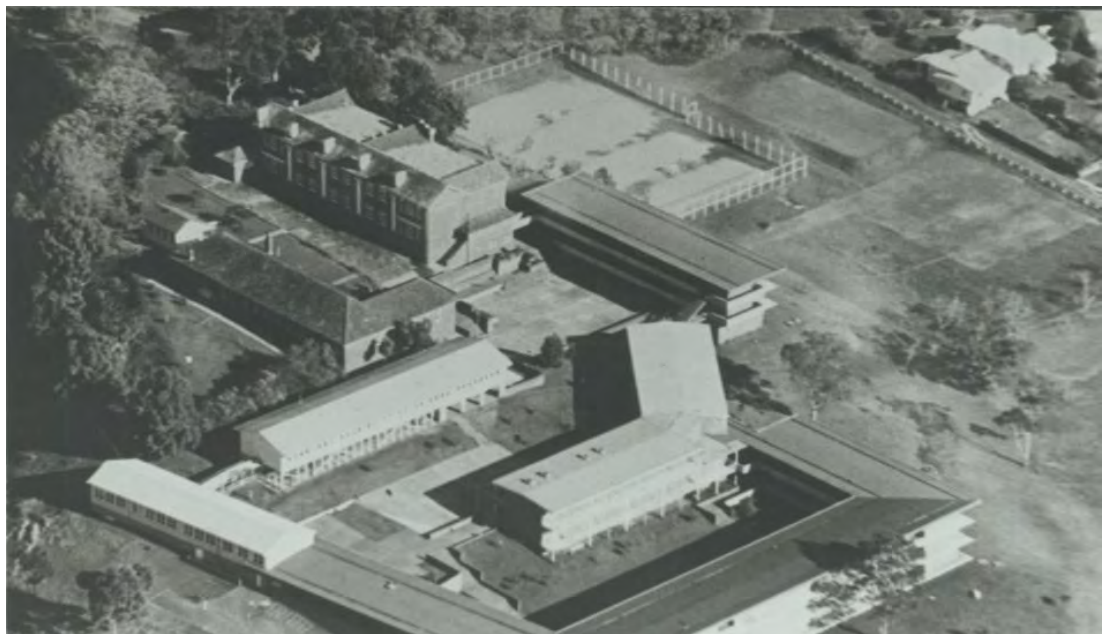


Plate 4.13 Aerial photograph of Murwillumbah High School c.1970. Source: M19-12, Tweed Regional Museum archives. Photographer Unknown.

5 Physical analysis

5.1 Preamble

A physical inspection of the Murwillumbah High School Block A was conducted on the 04 and 05 April 2021 by Anthony Dakhoul (EMM) that involved an investigation into the built form, landscape, setting and views of Murwillumbah High School. The only identified item of heritage significance is the Block A building and associated external and internal features therefore the focus of the inspection was directed to the elements associated with Block A. External and internal inspections of the other buildings in the school site were also conducted and inform the descriptions and analysis in the inventory of existing buildings provided in Section 5.5.

The focus of this section of the document is a description of the components that make up the Murwillumbah High School site, with a focus on the Block A building, and investigates the fabric to highlight the phases of development on the site. The description begins with the big picture by examining the location of the Block A building within the landscape, views to and from the building as well as the surrounding vegetation. A detailed physical description of Block A has also been provided to determine what of the original fabric still exists, physical and structural condition and to assist in highlighting and describing their significance.

5.2 Site description

5.2.1 Site and setting

Murwillumbah High School is situated on rolling hills with low relief (50–100 m) and gentle slopes. Within the site the elevation rises from 4 m at the perimeter up to 20 m at its highest point, which is represented as a narrow crest to the north – where the Block A building is located. The nature of the site prior to the construction of the High School, which began in 1928, is difficult to ascertain, however, it was part of the Hartigan’s Estate and is likely to have been open, sparsely vegetated land that may have experienced vegetation clearance and minor earth works for pastoral or farming purposes. Since the introduction of the high school most of the landscape within the site has been highly disturbed and modified due to the ongoing development of the current school footprint, including numerous structures, outdoor areas, established playing fields and a berm that appears to have been installed to prevent flooding.

Block A building is situated at the peak of a thin extension of the natural ridgeline indicating a topographic connection between the High School and the nearby residential zone (Plate 5.1). Based on historic photographs, the naturally high ridgeline was further heightened through earthworks and landscape manipulation during the construction works (Plate 4.5). As such, Block A sits at a higher elevation than most of the structures and buildings within the site.

To the north-west, the topography begins to rise as it extends into the residential zone that is at a slightly higher elevation to Block A. To the north-east and south-east the topography gradually flattens towards the Tweed River. To the south-west the natural ridgeline experiences a significant drop in elevation at its boundary terminates and it transitions into an open, rural area.



Plate 5.1 Topographic map of Murwillumbah High School and neighbouring residential zone along natural ridgeline (purple topographic linework). Source: SIX Maps 2020.

5.2.2 Prominent views

It is likely that site for the construction of Block A was consciously selected for its naturally high topography. Further earthworks to heighten the landscape and the construction of Block A at the highest point in the landscape is another conscious decision to make the building a visually prominent feature in the township due to its importance as a facility and structure. Although Block E impedes views to the north and, Block P and Block H are located near to and at similar elevations, the bulk and height of Block A has allowed it to dominate views and it has largely maintained its setting and visual prominence throughout the development of the school site. Intrusive vegetation and landscaping present currently pose the greatest impact in terms of impeding views to and from Block A.

The following significant views have been established based on the original intent of the Block A building.

i View 1 – Riverview Street and neighbouring residential area

The views of Block A while moving along Riverview Street and as viewed within the residential zones to the north-west have historical significance and have been documented in early photography of the site (Plate 5.2). Plate 4.5 and Plate 4.7 illustrate the open viewing of the school site from the north and north-west within the residential zone. Procession along Riverview Street is the primary and historic route to school site and affords significant views to Block A while moving south-west towards the primary drop-off and parking zone located to the west of the school site. The school boundary and open areas to the north and north west of Block A are currently lined with trees that impede the views along Riverview Street. No structures exist within the space to the north of Block A that would greatly obstruct views to and from the building.



Plate 5.2 Diagram highlighting prominent View 1. Source: EMM.

ii View 2 – drop off zone and formal entry to school site

Views of Block A are also experienced at the transition point of Riverview Road and Kyogle Street, where students are dropped off (Plate 5.3). The viewing of Block A from this point has historically been important as this is the location where users have first interacted with and access the site. The existing fencing at the drop off zone and plantings including mature trees in the open area to the north-west of the site, at the main entry, currently impeded views.



Plate 5.3 Diagram highlighting prominent View 2. Source: EMM.

iii View 3 - within the school grounds to the north of Block A

This viewing location is within the School grounds and provides full views to the north elevation of Block A and retaining wall. Maintaining a visual connection to and from Block A and the open area to the north where students have historically undertaken outdoor recreation was part of the original intent of the building and one of the main reasons the building was set in its high location. This view should also be maintained for safety and security reasons.



Plate 5.4 Diagram highlighting prominent View 3. Source: EMM.

5.3 Block A building analysis

5.3.1 Style and design

Murwillumbah High School Block A is a civic example of the inter-war Georgian revival style that gained popularity in Australia in the second decade of the twentieth century (Apperly, Irving and Reynolds, 1989) (Plate 5.5). This style is based on a new twentieth century idiom in conjunction with references to early nineteenth century Australian and American architecture. This style was viewed as synonymous with 'good taste' and national heritage in its time. The Block A building represents all the key characteristics of the style including a clarity of form and plan, a restrained and simplified classicism and reasonable proportions. The building is significant in that most examples of this style are residential or buildings of a domestic scale, where commercial or civic examples such as Block A are less common.

5.3.2 Exterior physical analysis

The building spans three storeys consisting of a basement level, Ground Level and first floor. The basement level and floor plates to all levels are of a concrete construction with traditional bearing brickwork to internal and external walls. The north elevation (facade) and south elevation are both predominantly an un-rendered, red face brick with regular, repetitive fenestrations between vertical brickwork extrusions (Plate 5.5). Both elevations exhibit a number of large openings and doorways at ground level with timber panel doors that provide access to the internal basement level (Plate 5.6).

Decorative elements include full and partial, brown brickwork borders with square, pyramidion corner tiles to windows, particularly to windowsills and lintels, crème coloured, rectilinear plasterwork panels above and in-between fenestrations and small decorative square tiles inset into plasterwork in simple patterns (Plate 5.7).

Most windows are of timber construction, rectilinear and consist of two rows of three square louvred panels with four panes of glass to each (twelve panes in total for each row), typical of the Georgian style. Timber mullions and timber panels to doors are painted green with yellow/crème frames and lintels.



Plate 5.5 View of the Block A facade (north elevation). Source: EMM 2021.



Plate 5.6 View of the lower portion of Block A with entry ways to basement level. Source: EMM 2021.



Plate 5.7 View of facade detail to north elevation. Source: EMM 2021.



Plate 5.8 View of the Block A south elevation. Source: EMM 2021.

The building is inset into the landscape and experiences a swift shift in elevation from the north to the south elevation (Plate 5.9). The basement level is accessed from the facade and internally; the first floor is accessed by staircases to the west, east and south elevations, and a rampway to the south elevation to the staff rooms (formerly the headmasters' rooms till c.1969).

The Block E building abuts and shares a structural connection with Block A, obscuring the eastern corner of the north elevation, up to the first-floor level. A canopy and pathway also abuts the eastern elevation creating a covered

walkway between Block A and Block E. The building is framed by asphalt open spaces that predominantly function as parking zones. The asphalt area maintains, to a large degree, the outline of the originally constructed open paved space.



Plate 5.9 View of the Block A western elevation and entry way indicating change in elevation from north to south. Source: EMM 2021.

The roof structure is a simple, pitched form with corrugated sheeting. The form consists of two box gables at both ends of the north elevation that run east-west, transacted by a box gable that extends across the entire rear elevation, east-west (Plate 5.11). Gable rakes extend past the north elevation and are lined with simple eaves that frame inset rendered and face brick walls.

A large decorative parapet with framed lettering 'Murwillumbah High School' at the centre of the north elevation extends above the roof line concealing a pitched roof and five equidistant chimney shafts extend above the roof line towards the south elevation. Chimneys are simple in form and painted white with the cap and rectangular, decorative elements painted in yellow.

Simple, pitched roofs with corrugated sheeting to the east and west elevations cover the lower, side elements of the structure. Gutters are fixed to simple fascias and soffits are painted with timber truss elements to the north elevation. Downpipes and other services elements including air conditioning units and electrical wiring are fixed to external elevations.



Plate 5.10 Aerial view of the Block A and adjacent Block E indicating current roof form and materiality. Source: Google Maps © Andre Reis, 2018.



Plate 5.11 View of Block A south elevation and chimney shafts. Source: EMM 2021.

5.3.3 Interior physical analysis

i Ground Level

The Ground Level of Block A consists of a generally symmetrical floor plan separated by a load bearing, partition wall. To the far east and west are two access points to circulation spaces that include staircases to the upper levels, storage rooms (Plate 5.14) and hallways to the central spaces. The use of these spaces has remained consistent since the construction of the building. Directly adjacent to the central partition wall is two storage spaces enclosed by three quarter height brick walls with plasterboard fill to the upper segments (Plate 5.15). These spaces are shown as open in the original floor plans and formerly functioned as the showers and change rooms.

The Ground Level includes two large open spaces that formerly functioned as the recreation rooms; the first is a performance hall space to the western segment of the Ground Level accessed primarily from the large doors to the north elevation (Plate 5.16). This space is simple in materiality and includes concrete floors, painted brickwork partition walls and timber seating. To the east of the building is a large vacant room that shares the same finish and characteristics as the performance hall space including timber seating and painted brickwork walls (Plate 5.17). During the construction of Block E in the 1960s, the space to the north of this vacant room appears to have been partitioned and annexing into the new building and can be accessed from within the Block E entry space. These spaces currently function as the sick rooms.

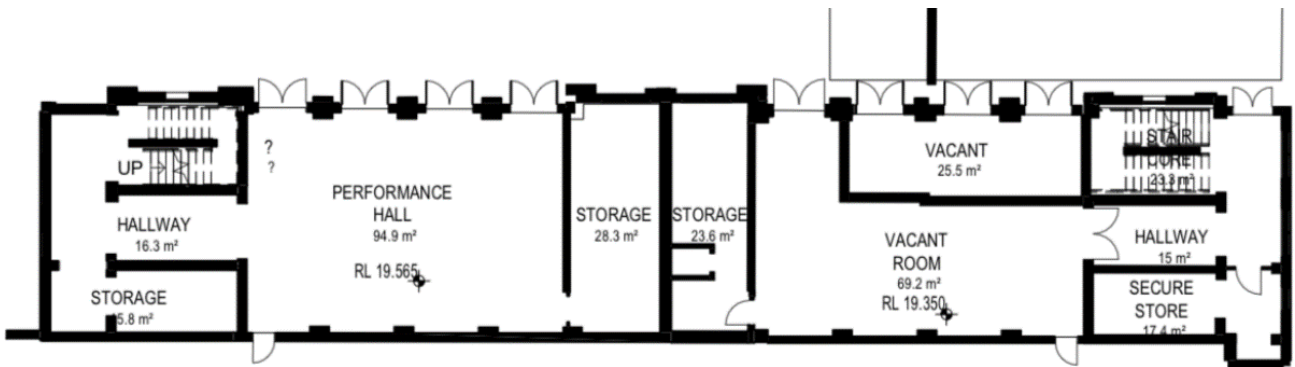


Plate 5.12 Indicative Ground Level plan c.2021. Source: Architectus.

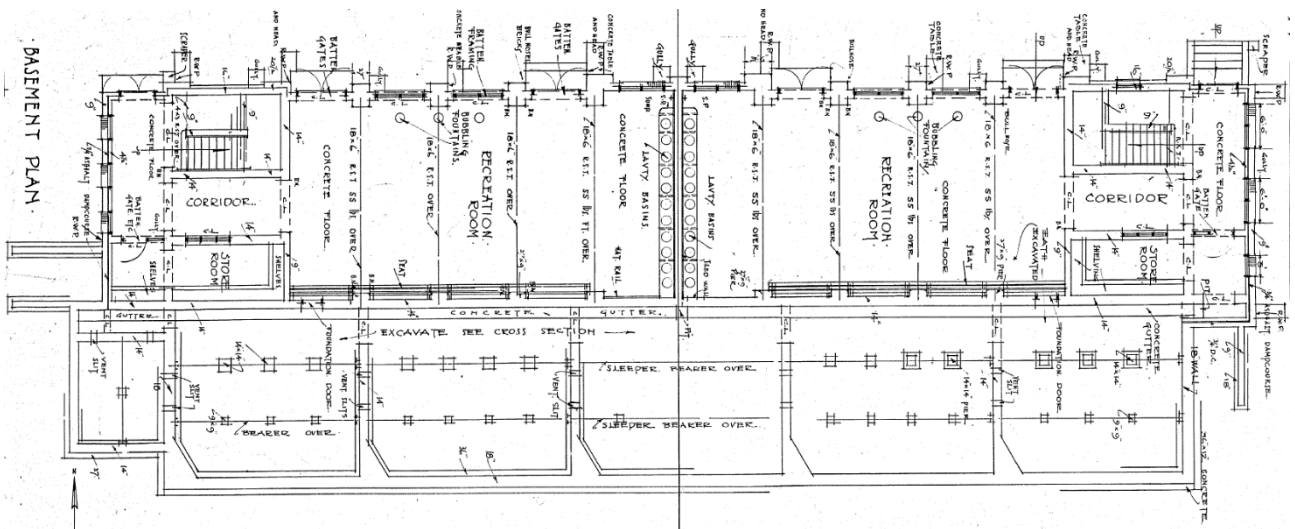


Plate 5.13 Ground Level plan (labelled Basement Plan) as designed c.1925. Source: NSW Plan Services Drawings MHS.



Plate 5.14 Ground Level - Eastern storage room. Source: EMM 2021.



Plate 5.15 Ground Level - Storage partition wall. Source: EMM 2021.



Plate 5.16 Ground Level - western Performance Hall space. Source: EMM 2021.



Plate 5.17 Ground Level - eastern vacant space. Source: EMM 2021.

ii Level 1

Level 1 is accessed either through the eastern and western circulation spaces from the Ground Level or via two external staircases also to the east and west. The circulation spaces on Level 1 include an accessible toilet to the west and storeroom to the east. The building may also be accessed to the north-east via a concrete bridge the connects to Block E.

The two main spaces on the level within the northern segment are the performance room (Plate 5.20) and performance hall (Plate 5.21) that were originally one space that functioned as the assembly hall. These spaces are separated by a recent partition wall and include added elements such as a more recent stage, secondary walls, services, lighting and acoustic panelling to the ceiling to modify the space for its current function. The performance hall has been painted black including original walls and wall elements.

Five equal sized classrooms are located in the southern segment of Level 1, maintaining their original function. Each classroom includes original features such as brick and stone fireplaces, blackboards, cupboards, picture rails, skirting

and vents. To the far west of Level 1 is two staff room spaces. The partition wall to the southern segment includes original windows to all classroom spaces.

The northern space was formerly the principal's office and was extended in the mid-twentieth century to introduce the southern space and disabled access point to the south elevation.

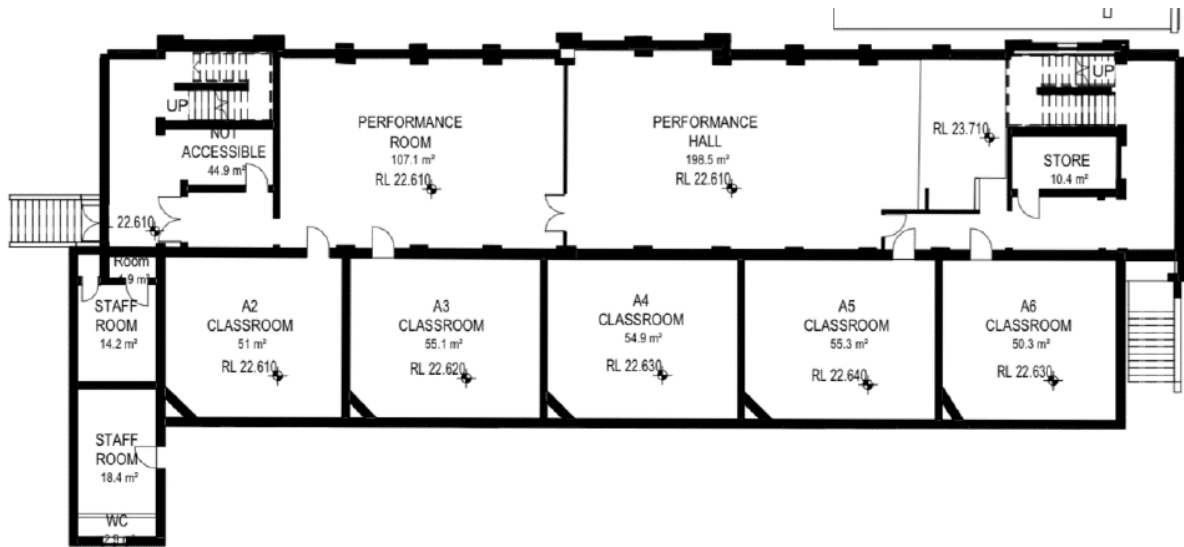


Plate 5.18 Indicative Level 1 plan c.2021. Source: Architectus.

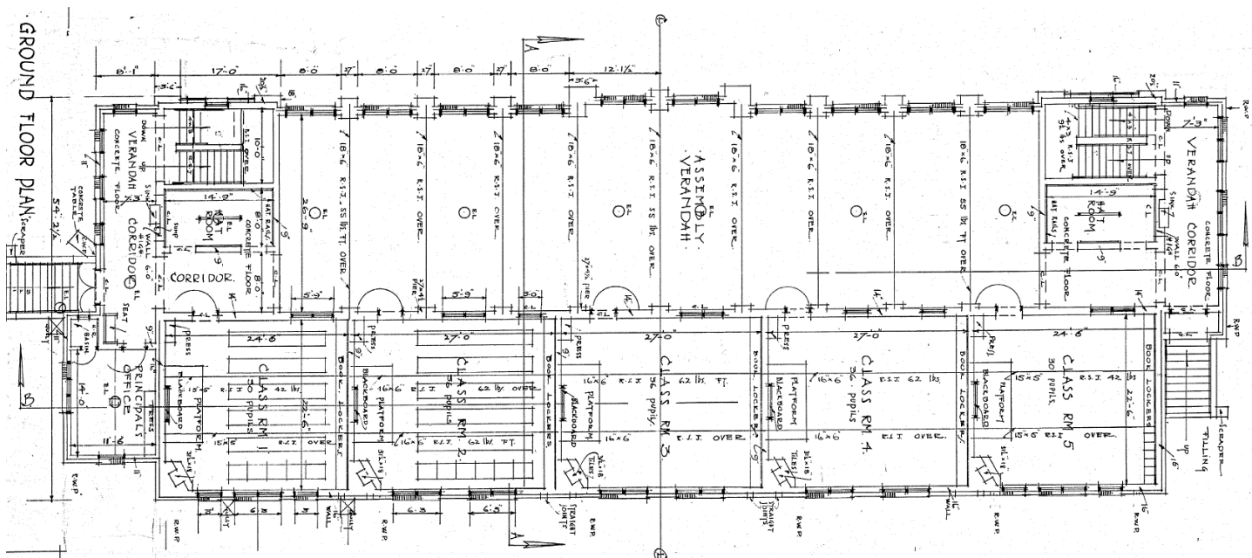


Plate 5.19 Level 1 floor plan (labelled Ground Level) as designed c.1925. Source: NSW Plan Services Drawings MHS.



Plate 5.20 Level 1 – Performance room. Source: EMM 2021.



Plate 5.21 Level 1 – Performance hall. Source: EMM 2021.

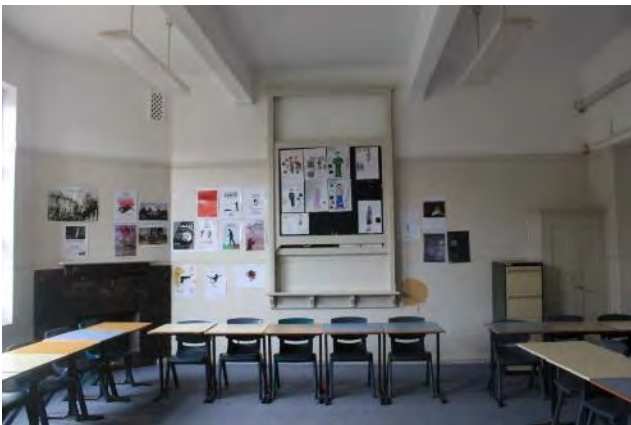


Plate 5.22 Level 1 – typical classroom space with original features. Source: EMM 2021.



Plate 5.23 Level 1 – circulation space and doorway to concrete bridge to Block E. Source: EMM 2021.

iii Level 2

Level 2 is accessed only through the eastern and western circulation spaces to small hallways that lead to a larger hallway that extends east-west through the level, connecting both circulation spaces (Plate 5.26).

To the far east and far west of Level 2 at both ends of the large hallway are two staff rooms that formerly functioned as study and preparation rooms. The northern segment of Level 2 includes a large classroom space and three staff rooms. As per Level 1 these spaces were originally one large assembly hall space that was likely partitioned into the large classroom and staff room in the inter-war to mid-twentieth century based on the design and style of the current partition walls, doors and windows to those spaces (Plate 5.27). These partition walls are made of a lightweight construction with a timber panelled surface, extend to the original ceiling height and include timber windows and doors.

The southern segment of Level 2 includes four classrooms, the largest of which is located to the far west that formerly functioned as the science room. A small store room is located between two classrooms that formerly

functioned as the library space. The original partition wall of the southern segment includes original windows and doors to all classroom spaces (Plate 5.28).

As per Level 1, the classroom spaces to the southern segment include original features such as brick and stone fireplaces, blackboards, cupboards, picture rails, skirting and vents. The interior paintwork varies for different rooms; the northern segment and teachers' rooms to the far west and east exhibiting diverse coloured paintwork (Plate 5.29), and the classrooms to the south, main hallway and circulation spaces exhibit a crème coloured paintwork that is typical of much of the internal spaces to all levels.

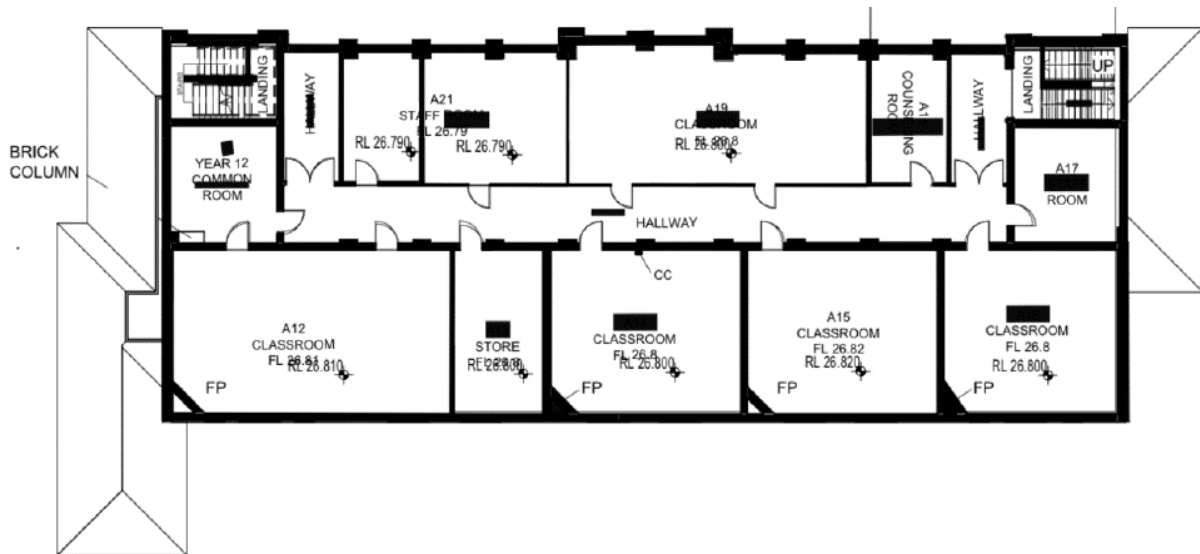


Plate 5.24 Indicative Level 2 plan c.2021. Source: Architectus.

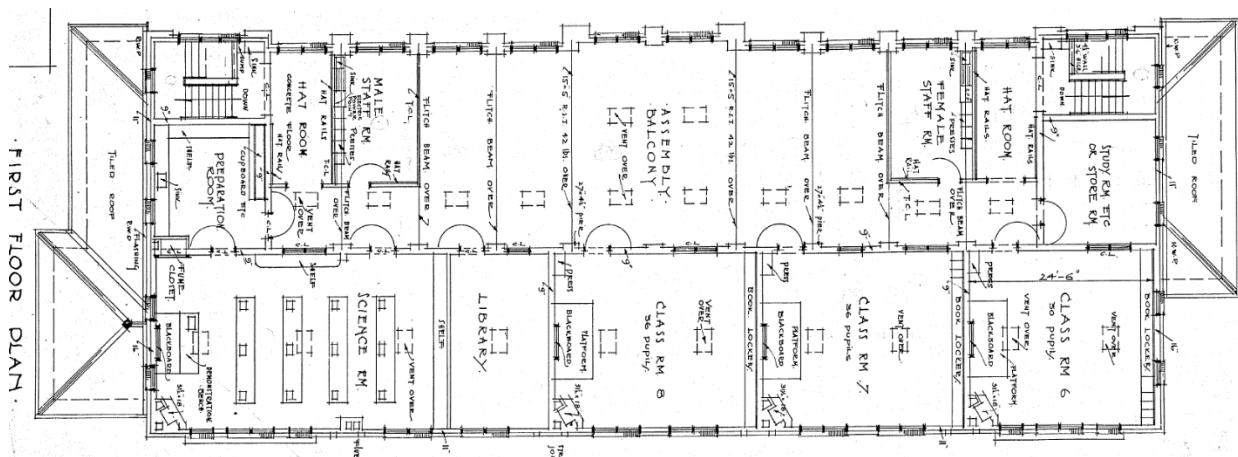


Plate 5.25 Level 2 floor plan (labelled Ground Level) as designed c.1925. Source: NSW Plan Services Drawings MHS.



Plate 5.26 Level 2 – western circulation stairwell. Source: EMM 2021.



Plate 5.27 Level 2 – main hallway and later partition wall. Source: EMM 2021.



Plate 5.28 Level 2 – typical classroom space and walls with original windows and doors. Source: EMM 2021.



Plate 5.29 Level 2 – southern segment storage space with varied paintwork. Source: EMM 2021.

5.4 Defined heritage elements

The TLEP listing for 149 ‘*Murwillumbah High School (Block A)*’ refers exclusively to the Block A building as the heritage item, and this report makes an assessment of potential impacts to Block A, based on the proposed masterplan design. Note that the TLEP heritage mapping for the High School identifies Block A as being located on Lot 6 of DP820602 (Plate 3.1). Based on the historical analysis (Section 4) and the physical and condition analysis (Section 7), this report has identified three elements within the Lot 6 boundaries that are related to the heritage significance of Block A. These three elements are associated with the design and intent of the original c.1929 Murwillumbah High School and site.

5.4.1 Lot 6 of DP820602

Lot 6 of DP820602 is associated with the original land purchased in 1924 by the Education department to construct the High School. The lot is approximately 3.2 hectares (ha) or 8 acres, the size of the original land purchase that was

a significant portion of the historic 'Hartigans Estate' (Plate 5.35). Early photography of the High School (Plate 4.7) indicates that the site remained largely un-developed when the Block A building and associated elements were formally completed in c.1929. Since then, the site has experienced significant structural and landscape developments including the introduction of sports fields, courts and plantings, as well as new school structures and associated terrain modifications. The school site has also expanded over time to include more lots in the surrounding area to the east and south.

The focus of the impact assessment will consider Lot 6 in terms of:

- impacts to the site setting. The natural landscape characteristics helped define the location and setting of the Block A building that sits prominent atop a hill at a higher elevation; and
- impacts to view lines associated with the setting and structure of the Block A building, particularly as viewed along Riverview Street.



Plate 5.30 Diagram of Lot 6 of DP820602. Source: EMM.

5.4.2 Original Murwillumbah High School outdoor areas and structures

An open, paved courtyard space and walkways were constructed in the area surrounding the Block A building upon its construction in c.1929. This open space frames Block A and was part of the original design and intent of the High School and included in the c.1925 architectural drawings (Plate 4.10). To the north and east, a retaining wall was also introduced at the edge of the open courtyard space. As noted in the Section 7 condition analysis:

- much of the original footprint of the open courtyard space is extant, including the triangular garden bed, with some significant modifications to its finish, particularly the removal of original concrete tiles and replacement with asphalt. Other modifications include:
 - a segment of the courtyard to the east has been removed due to the introduction of the courts to the east in the mid-twentieth century;

- all original pathways to the east and west leading to the former boys and girls closet blocks, original to the High School, are no longer present.
- the northern segment of the retaining wall and associated stairs are also still present however the eastern segment is may have been fully destroyed due to the construction of Block E.

The original footprint and retaining wall are significant as they are both elements original to the c.1929 High School and are spatially and architecturally associated with the Block A building (Plate 4.7). The open courtyard surrounding Block A also provides movement and visual space around the building. Currently, the western segment of the Block E building abuts the Block A facade (north elevation) and extends within the northern segment of the original courtyard and is considered to be intrusive to both.



Plate 5.31 Diagram of the former (red) and surviving (orange) footprint of the original High School open courtyard and retaining wall (blue). Source: EMM.

5.4.3 Block A building

This building is the focus of the TLEP listing for I49. The building was constructed in c.1929 as the sole structure on the site and wholly represented the original ‘Murwillumbah High School’. It was not until 1936 that the Block H building to the south was introduced to the site. Impacts of the proposed works will be assessed primarily in relation to this building.

Based on an assessment of the exterior, the structure remains in good condition and many of its original features and detailing are still present. For the assessment of significance, refer to Section 6.

Refer to Plate 5.32 below for location of the Block A building in relation to the remainder of the school site and Plate 5.33 for a visual representation of the three elements that contribute to the heritage curtilage of the Block A building.



Plate 5.32 Diagram of the Block A Building in relation to site. Source: EMM.



Plate 5.33 Diagram with c.1925 open paved area boundary superimposed on an aerial photograph of the current site. Source: EMM 2020.

5.5 Inventory of existing buildings

The following table (Table 5.1) includes all the existing buildings within the development area, listed chronologically in terms of their date of completion. A brief description of each building has also been included as well as a

preliminary attribution of significance based on the conducted site inspection as well as available photographs and documentation pertaining to each building. Plate 5.34 indicates their geographic location within the High School.

Table 5.1 Existing building catalogue – Murwillumbah High School





No	Building	Date	Discussion	Significance attribution in relation to I49 'Murwillumbah High School (Block A)' (TLEP)	Image
1	Block H	1936	<p>Originally the Domestic Science block. Second building constructed in the high school site. currently functions as the TAS food and textiles building. With regard to significance:</p> <ul style="list-style-type: none"> • is not identified in the established heritage listings as being of particular significance in relation to the Block A building; • is a secondary building constructed predominantly outside the defined PLEP Lot 6 boundary. • the building has not been identified as being associated with notable local or State groups or individuals; • the building is a general example of a building in the inter-war style and does not exhibit any particular or notable architectural elements or features nor high technical achievement; and • the building has little research value. <p>The overall condition of the building is good. Changes in the function of the building and ongoing replacement of fittings and fixtures have resulted in significant interior modifications.</p>	Non-contributory.	  
2	Block P	1950s	<p>Originally a temporary classroom block. Currently functions as an office space. Interior and exterior has been significantly modified.</p> <ul style="list-style-type: none"> • is not identified in the established heritage listings as being of particular significance in relation to the Block A building; • is a minor, temporary building constructed in the mid-twentieth century outside the defined PLEP Lot 6 boundary. 	Non-contributory.	

Table 5.1 Existing building catalogue – Murwillumbah High School





No	Building	Date	Discussion	Significance attribution in relation to I49 'Murwillumbah High School (Block A)' (TLEP)	Image
.			<ul style="list-style-type: none"> the building has not been identified as being associated with notable local or State groups or individuals; the building does not exhibit any particular or notable architectural elements or features nor high technical achievement; and the building has little research value. 		
3	Block S	1957	<p>Built as a single building containing four classrooms, a canteen, armoury and a science room. Currently functions as a general learning building.</p> <p>The building is a general architectural example of mid-century development at the site and is not identified in the established heritage listings as being of particular significance in relation to the Block A building.</p>	Non-contributory.	 
4	Block C	1957	<p>Originally the Manual Training building. Currently functions as the Canteen and support unit.</p> <p>The building is a general architectural example of mid-century development at the site and is not identified in the established heritage listings as being of particular significance in relation to the Block A building.</p>	Non-contributory.	

Table 5.1 Existing building catalogue – Murwillumbah High School





No	Building	Date	Discussion	Significance attribution in relation to I49 'Murwillumbah High School (Block A)' (TLEP)	Image
5	Block B	1963-1964	<p>Constructed as two wings that included a science and classroom block to the northern wing and an arts and music block to the southern wing. Currently functions as a general learning building.</p> <p>The building is a general architectural example of late mid-century development at the site and is not identified in the established heritage listings as being of particular significance in relation to the Block A building.</p>	Non-contributory.	
7	Block D	1969-1970	<p>Constructed as a general learning building that includes classrooms and workshops. Maintains this function.</p> <p>The building is a general architectural example of late mid-century development at the site and is not identified in the established heritage listings as being of particular significance in relation to the Block A building.</p>	Non-contributory	
8	Block F	Post-1970	<p>Agricultural building of recent construction. The building is not identified in the established heritage listings as being of particular significance in relation to the Block A building.</p>	Non-contributory.	
9	Block G	1992	<p>Constructed as the sole library building and maintains this function.</p> <p>Recent construction. The building is not identified in the established heritage listings as being of particular significance in relation to the Block A building.</p>	Non-contributory.	

Table 5.1 Existing building catalogue – Murwillumbah High School

No	Building	Date	Discussion	Significance attribution in relation to I49 'Murwillumbah High School (Block A)' (TLEP)	Image
10	Block M	2000s	Constructed as multi-purpose building. Currently functions as a gymnasium. Recent construction. The building is not identified in the established heritage listings as being of particular significance in relation to the Block A building.	Non-contributory.	
11	SS2	Recent	Open covered area of a recent construction. The structure is not identified in the established heritage listings as being of particular significance in relation to the Block A building.	Non-contributory	
12	AW, AY and AZ	Recent	Simple storage sheds of a recent date of construction. The structures are not identified in the established heritage listings as being of particular significance in relation to the Block A building.	Non-contributory	

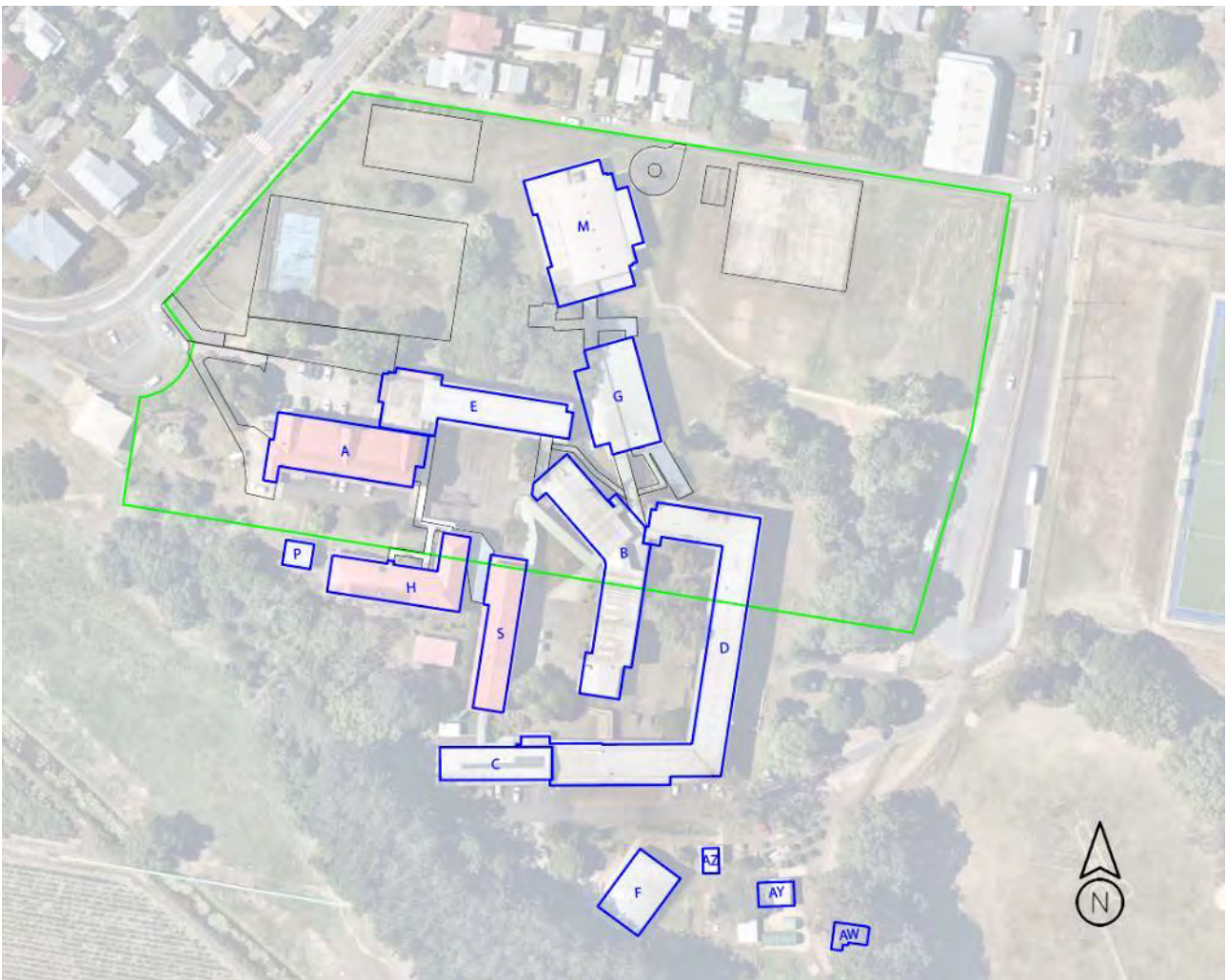


Plate 5.34 Site map of Murwillumbah High School with existing buildings (blue) and I49 (TLEP) heritage Lot 6 boundary (green) and Block A curtilage. Source: EMM

5.6 Historical archaeological potential

5.6.1 Introduction

The information gathered during the desktop survey and site inspection has been analysed to understand the probability of archaeological resources being present in the site. Desktop information was drawn from primary and secondary resources such as maps, diaries, newspapers, pictures and reports. The site inspection was undertaken to identify archaeological resources present above ground, or indication of sub-surface resources.

5.6.2 Assessment

Prior to the construction of Murwillumbah High School in 1929, the land on which it was constructed was part of 'Hartigan's Estate', which stretched from Hartigans Hills to the Tweed River and the estate of John Fulford (Plate 5.35). The land was first purchased by Mr. Denis Hartigan in 1892 however it is unclear if Hartigan utilised the land for a specific purpose or if it was left vacant. The location of the high school site was selected in c.1924 in an area that was residentially or commercially developed, away from the main Murwillumbah township centre to the north and close to known swamp area and flood zone. The selected location may have been acceptable for livestock

cultivation but likely not ideal for the erection of permanent structures in the nineteenth and early twentieth centuries.

Available primary and secondary resources were consulted, including historic mapping and survey plans, and no evidence of archaeological sensitivity in the form of historic structures or features were noted between 1892 and 1929 (37 years). The earliest sourced map for the Murwillumbah Parish dating from c.1907 (Plate 5.35 below) does not indicate the presence of structures in 'Hartigan's Estate' or the estate of John Fulford at the location of the future Murwillumbah High School.

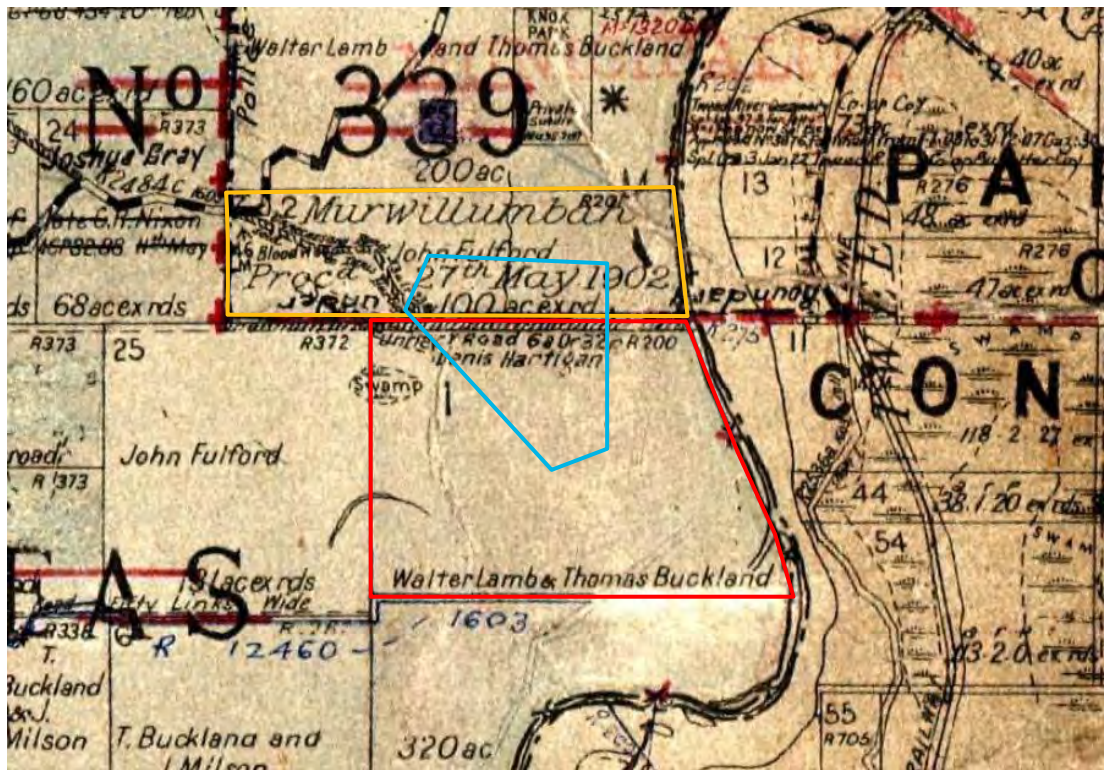


Plate 5.35 Murwillumbah Parish map c.1907 with 'Hartigan's Estate' highlighted in red, the estate of John Fulford in yellow and the approximate curtilage of the current Murwillumbah High School in blue. Source: HLRV.

Historic photographs of the high school site during the early stages of the construction of Block A (Plate 4.5) indicates two small structures being present at the school site, however they are likely to be associated with the construction process and appear to have been removed upon the completion of works in c.1929 (Plate 4.7).

Block A was constructed on a natural ridge that would have been a more ideal location for historic structures, however the process of its construction and earthworks between c.1928 and 1929 is likely to have disturbed, displaced, destroyed or buried archaeological resources that may have been present on the ridge.

During the inspection no above surface archaeological resources were noted that would indicate possible sub-surface deposits. In addition, the high school site was examined for European plantings and some were identified near to the Block A building however these do not appear to indicate any former dwellings or homesteads and, based on early photography, were planted either during or after the construction of the high school in c.1929.

The subject site is unlikely to possess archaeological potential and has an overall low potential for the discovery of subsurface resources during excavation works throughout the site. The results of the site inspection supported the desktop findings.

6 Heritage significance

6.1 The significance framework

In NSW, historical value is ascribed to buildings, places, archaeological sites and landscapes modified in the Australian historical period for purposes other than traditional Aboriginal use. The assessment of heritage significance is based on the *Burra Charter* (Australia ICOMOS 2013) and further expanded upon in *Assessing Heritage Significance* (NSW Heritage Manual Heritage Office 2001). The heritage manual lists seven criteria to identify and assess heritage values that apply when considering if an item is of state or local heritage significance:

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

6.2 Statement of significance

6.2.1 Established significance

The statement and assessment of Significance of Item 49 'Murwillumbah High School (Block A)' as sourced from the NSW Heritage Inventory states the following:

- The high school was the first public high school in the Tweed Shire;
- Important in the course of the history of the Tweed shire as the first high school in the district, where the educational needs of the local children were met; and
- This item is aesthetically representative.

6.2.2 Summary of significance

Block A of Murwillumbah High School is of *local* significance. The significance of the Block A building lies firstly in its contribution to the local history of Murwillumbah, in particular the educational activities associated with teaching,

learning and the social and political forces that lead to its realisation. Not only is the school significant as being the first public high school in the region, but it is also an example of a building that was heavily guided and funded by the local community, in particular the local Parents and Citizens Association.

The project was actualised over a ten-year period through an ongoing dialogue between various political bodies and survived multiple changes in governments and numerous delays. The building illustrates the importance placed by the local community on continued, higher education in regional areas and through the building, a means to address a growing community whose educational infrastructure was not adequate in facilitating this prior to its construction.

Secondly, the building is a fine, largely intact example of an architectural style and design that has survived significant changes to school site since its completion in 1929, particularly with the ongoing introduction of a new buildings and facilities to subject site as well as demolition of a number of original and older structures associated with it. Parts of the original secondary structures and external areas also remain extant in various degrees of intactness.

The building was constructed in its time to support and provide the most up to date facilities and spaces for higher education contained in a building that was designed in a style, synonymous with the ‘good taste’ of the period, the culture of academia and the higher aspirations of the local community. Its elevated position and location on subject site and township maintained its prominence as an important civic and educational structure, representing the starting point of the provision of purpose-built facilities for public higher education in the region.

6.3 Gradings of significance

The heritage manual also identifies the heritage gradings for which items (or features or components) that were recorded on site have been assessed against which provide context for each individual item’s contribution to the cultural landscape. These gradings have been listed in Table 6.1 below.

Table 6.1 NSW heritage assessment gradings

Grading	Justification	Status
Exceptional	Rare or outstanding element directly contributing to an item’s local or state significance.	Fulfils criteria for local or State listing.
High	High degree of original fabric. Demonstrates a key element of the item’s significance. Alterations to not detract from significance.	Fulfils criteria for local or State listing.
Moderate	Altered or modified elements. Elements with little heritage value, but which contribute to the overall significance of the item.	Fulfils criteria for local or State listing.
Little	Alterations detract from significance. Difficult to interpret.	Does not fulfil criteria for local or State listing.
Intrusive	Damaging to the item’s heritage significance.	Does not fulfil criteria for local or State listing.

Source: *Assessing heritage significance* (NSW Heritage Office 2001, p.11).

The result of the assessments of significance may determine that an individual component does not meet the threshold for local or State significance as an individual item, but that it does contribute to the significance of the cultural landscape.

Based on the above definitions within Table 6.1, the following gradings can be applied to individual elements within Item 49 ‘Murwillumbah High School (Block A)’ and the proposed work zone:

Table 6.2 **Significance of elements – For 149 ‘Murwillumbah High School (Block A)’**

Element	Grading
Murwillumbah High School Block A building (c.1929) including all original building elements and features.	High
Original brickwork retaining wall and stairs incl. associated elements.	Moderate-High
Original paved open space footprint surrounding the Block A building including garden bed footprints.	Moderate
The original high school site – Lot 6, DP820602	Moderate
Views to and from the Block A building.	Moderate
Secondary retaining walls and courts north of Block A.	Little
Asphalt walkways and parking zone.	Intrusive
Segments of Block E Building that intersect or abut Block A.	Intrusive

7 Integrity and intactness

This section of the report provides a preliminary list of original, modified and intrusive elements associated with the Block A building and other items of heritage significance. Each element is described and attributed a level of significance based on the broad items listed in Table 6.2. Identifying original and non-original elements in conjunction with the preliminary conservation approach detailed in Section 8, will assist in mitigating heritage impacts during the ongoing development of the design proposal.

7.1 Block A - External

Externally, Block A is both structurally sound and retains many of the original features and elements that were present in the initial design intent. The general form and scale of the building has been maintained with only the addition of Block E that has significantly alter scale, form or materiality, internally and externally, the north-eastern segment of Block A (Refer to 7.1.1). Original external elements were identified during the site inspection by referencing early photographs and original structural and architectural documentation of the Block A building. Original external elements are identified in Table 7.1, including an assessment of significance.

Table 7.1 Block A – remaining original elements



No.	Element	Significance	Image
1	original face brick, external walls including pilasters and spandrels.	High	
2	original double hung, timber windows - many exhibit original hardware and glazing.	High	

Table 7.1 **Block A – remaining original elements**



No.	Element	Significance	Image
3	Remaining two original batten panels to north elevation (highlighted in blue).	High	
4	window and door brickwork and cement lintels, sills and ceramic tile trim above window and door lintels.	High	

Table 7.1 **Block A – remaining original elements**

No.	Element	Significance	Image
5	decorative rendered and cement wall elements between narrow bays formed by pilasters and spandrels including darker brickwork framing windows and blue tiles.	High	
6	the roof structure and roof features including parapet, eaves, soffits, brackets, gable, gable rakes and decorative moulding.	High	

Table 7.1 **Block A – remaining original elements**







No.	Element	Significance	Image
7	terracotta wall vents to all elevations.	High	
8	the original foundation stone to north elevation.	High	
9	original framed 'Murwillumbah High School' wording applied to the parapet to the north elevation.	High	
10	chimney stacks and decorative moulding.	High	

Table 7.1 **Block A – remaining original elements**

No.	Element	Significance	Image
11	Doors providing access to Level 1 above east and west external staircases.	High	
12	ceramic/terracotta drains to ground level.	Moderate	

Various modifications, alterations and additions to the original external fabric have occurred over time that have, to varying degrees, impacted the integrity of the building both physically and in terms of heritage values. These modifications are not considered significant fabric and their insertion often resulting in damage to original fabric and the introduction of intrusive elements. Based on the conducted physical inspection with reference to the early photographs and original structural and architectural documentation of the Block A building, the following modifications to Block A externally are provided in Table 7.2.

Table 7.2 Block A - External alterations/modifications to original structure or form



No.	Alterations/modifications	Significance	Image
1	minor replacement of brickwork and general repointing to all elevations.	Little	
2	general repainting of all external, painted surfaces incl. decorative elements, windows, doors, chimneys and roof elements has occurred in multiple phases. The building appears to have been recently re-painted.	Recent paintwork – Little Original paintowrk – High	

Table 7.2 **Block A - External alterations/modifications to original structure or form**

No.	Alterations/modifications	Significance	Image
3	replacement of all original, large timber batten gates and doors to the north elevation with later, sympathetic timber doors including new hardware, panels, architraves and lighting elements.	Moderate	
4	replacement of the original timber batten gate to the north elevation with later window, lintel, sill and brick infill (near to Block E);	Little	
5	Replacement of glazed window panes and segments of framing of select windows to the north elevation that includes modification of the window frame.	Little	




Table 7.2 Block A - External alterations/modifications to original structure or form

No.	Alterations/modifications	Significance	Image
6	removal of original, external window hardware to majority of large windows to north and south elevations and select windows to west and east elevations.	<p>Remaining original window hardware – High</p> <p>Recent window hardware - Little</p>	
7	replacement of all guttering and full or partial replacement of downpipes and associated drains.	<p>Recent downpipes and gutters – Little</p> <p>‘Metters’ downpipe segments to north and south elevation – High</p>	

Table 7.2 **Block A - External alterations/modifications to original structure or form**

No.	Alterations/modifications	Significance	Image
8	later, services applied to external walls including piping, air conditioning units and signage.	Recent services – Intrusive Early services – Moderate	   

Table 7.2 Block A - External alterations/modifications to original structure or form

No.	Alterations/modifications	Significance	Image
9	replacement of original window to Level 1 north elevation with later door and concrete bridge to Block E.	Little	
10	original roof tiles have been replaced recently with corrugated sheeting and flashing.	Little	
11	East elevation staircase	High	

7.1.1 Introduction of Block E

The Block E building completed in c.1969 and the walkway canopy to the eastern elevation are the two intrusive elements directly connected to the Block A structure. The structural integration of both blocks did not involve the demolition of any significant structural elements on the north elevation of Block A. Both blocks remain, to a certain degree, structurally separate with roof, floor and wall elements of Block E directly abutting the north elevation of Block A creating an enclosed space that is now the school’s administration area.

The various modifications to Block A as a result of the construction of Block E and associated canopies are considered intrusive. Table 7.3 lists the intrusive elements and modifications.

Table 7.3 Alterations/modifications to Block A through introduction of Block E.




No.	Alterations/modifications	Image
1	concrete roof plate intersection with north elevation brickwork and window and door lintels.	
2	internal ceiling and curtain wall intersection with north elevation brickwork and external features.	
3	<p>modifications to the western segment of the north elevation in the enclosed reception space including:</p> <ul style="list-style-type: none"> • internal annexation and partition of now vacant space with brickwork walls to create; • removal of original large timber batten doors and batten panels and introduction of timber and brick door and infill segments; • painting of face brick; • introduction of skirting to brickwork; • introduction of series of steel support beams slightly offset from brickwork (appears to be separate from Block A). 	

Table 7.3 Alterations/modifications to Block A through introduction of Block E.

No.	Alterations/modifications	Image
4	removal of original smaller window and infill of window cavity with brickwork (approximate location in blue).	
5	introduction of concrete walkway to Level 1, abutting brickwork to north elevation.	
6	roof elements of walkway canopy fixed to the north and east elevations and obscuring windows to east elevation.	

Table 7.3 Alterations/modifications to Block A through introduction of Block E.

No.	Alterations/modifications	Image
7	segment of Block E roof structure, waterproofing and services applied to north elevation brickwork and decorative elements.	

7.1.2 Mid-twentieth century extension

A small extension to former headmaster's office the south-west corner of the main building was completed in 1962 to introduce a new room and toilets to the building. This extension involved the following works:

- removal of the original south elevation wall to the principal's office;
- removal of brickwork to west elevation wall of office principal's office;
- construction of the building extension including:
 - integration of new brickwork with existing brickwork to west elevation wall;
 - a new roof structure;
 - new windows including replacement of original window frame and casement;
 - replacement of internal doors and removal of internal detailing to original structure; and
 - introduction of disabled access ramp to east elevation wall of extension at a later date that provides access to the building to the east elevation wall of the extension.

The elements that make up this extension and the various alterations applied to the original structure during its construction is considered to be of little to moderate significance.



Plate 7.1 Mid-twentieth century extension. Source: EMM 2021.



Plate 7.2 Mid-twentieth century extension at point of intersection with original structure. Source: EMM 2021.



Plate 7.3 Disabled access ramp to extension. Source: EMM 2021.

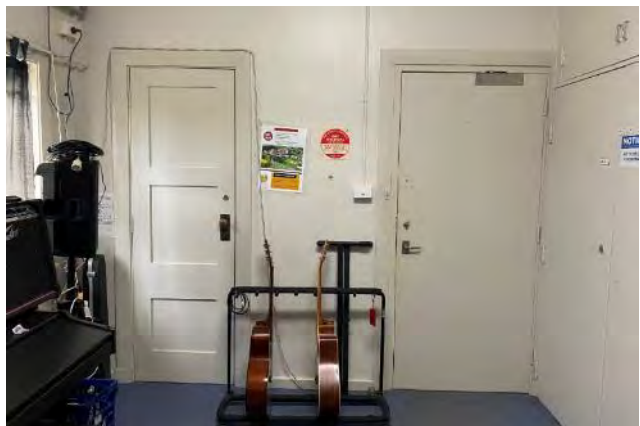


Plate 7.4 Original door (left) and mid-twentieth century door (right) to interior. Source: EMM 2021.

7.1.3 Original outdoor area and footprint

A small number modifications and changes have occurred to the original outdoor area and footprint associated with and constructed in conjunction with Block A, as described in Section 5.4.2. This includes:

- the original small boys' and girls' closet blocks were removed at an unknown date including the removal of the footpaths to those buildings;
- changes to the outline and extent of the open paved zone surrounding the building. The eastern footprint has been altered due to the excavation works and construction works related to the introduction of Block E and the nearby open playground;

- the replacement of the original paved surface with asphalt, its conversion to a car park with gutters and the reduction in its extent due to the encroachment of the footprint of buildings built at later dates (Plate 7.5 and Plate 7.6);
- introduction of new plantings and general turfing.



Plate 7.5 Asphalt car parking zone to north of Block A. Source: EMM 2021.



Plate 7.6 Asphalt car parking zone to south of Block A. Source: EMM 2021.

7.1.4 Original brick retaining wall

The original northern segment of the retaining wall to the north of Block A remains both exposed and largely intact. The feature is in a stable condition however there is evidence of generalised water and moss damage to brickwork and degradation and discolouration of pointing. Remaining original elements are identified in Table 7.4

Table 7.4 Original retaining wall – remaining original elements


No.	Element	Significance	Image
1	a majority of the fundamental structure constructed using similar brickwork to Block A extending from the school drop off zone to the point of intersection with Block E, increasing in height eastward. Balustrade cut-outs to wall are original to the wall.	High	

Table 7.4 Original retaining wall – remaining original elements

No.	Element	Significance	Image
2	brickwork staircase structure with concrete blocks capping steps.	High	
3	brickwork columns to staircase with concrete capping.	High	
4	handrails to the staircase.	Moderate	

Based on the conducted physical inspection with reference to the early photographs and original structural and architectural documentation, the modifications to the original retaining wall outlined in Table 7.5 are considered intrusive.

Table 7.5 Original retaining wall - External alterations/modifications to original structure or form






No.	Alterations/modifications	Image
1	intersection of intrusive asphalt and gutter to carpark to upper segment of retaining wall.	
2	replacement of original timber balustrades with metal balustrade fixed to original brickwork cut-out.	

Table 7.5 Original retaining wall - External alterations/modifications to original structure or form

No.	Alterations/modifications	Image
3	services applied to brickwork.	
4	cement rendered segment of the wall.	
5	lighting and signage applied to brickwork.	

Based on the physical inspection of the intersection between Block E and the retaining wall, the north-west corner of the wall has likely been maintained and integrated into the lower structure of Block E. An exposed segment of the cement or concrete rendered wall revealed brickwork and coursework similar or matching that of the exposed retaining wall and dissimilar to the newer brickwork to the Block E building. Further investigation may be required to determine the extent of the original retaining wall that has been incorporated into Block E.



Plate 7.7 Mid-twentieth century extension. Source: EMM 2021.



Plate 7.8 Mid-twentieth century extension at point of intersection with original structure. Source: EMM 2021.

7.2 Block A - Internal

7.2.1 Ground Level

Table 7.6 Block A – Ground Level remaining original elements

No.	Element	Significance	Image
1	masonry walls, pilasters and ogee brick detailing	High	

Table 7.6 **Block A – Ground Level remaining original elements**




No.	Element	Significance	Image
2	original timber benched and brick supports.	High	
3	Reinforced steel joists	High	
4	Low rails above seating	Moderate	

Table 7.6 **Block A – Ground Level remaining original elements**

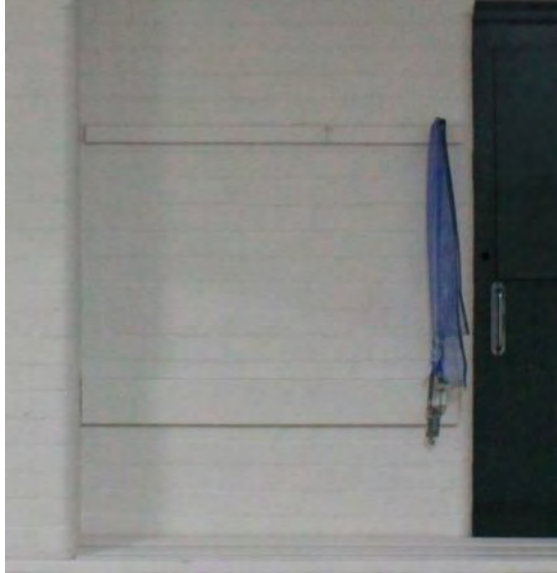

No.	Element	Significance	Image
5	remaining 'hat rails'	Moderate	
6	timber batten gate to western storage rooms	Moderate	

Table 7.6 **Block A – Ground Level remaining original elements**



No.	Element	Significance	Image
7	internal windows to all store rooms	Moderate	
8	'foundation doors' panel and frame	Moderate	

Table 7.6 **Block A – Ground Level remaining original elements**

No.	Element	Significance	Image
9	Concrete floor	Moderate	

Table 7.7 **Basement Level - alterations/modifications to original structure or form**

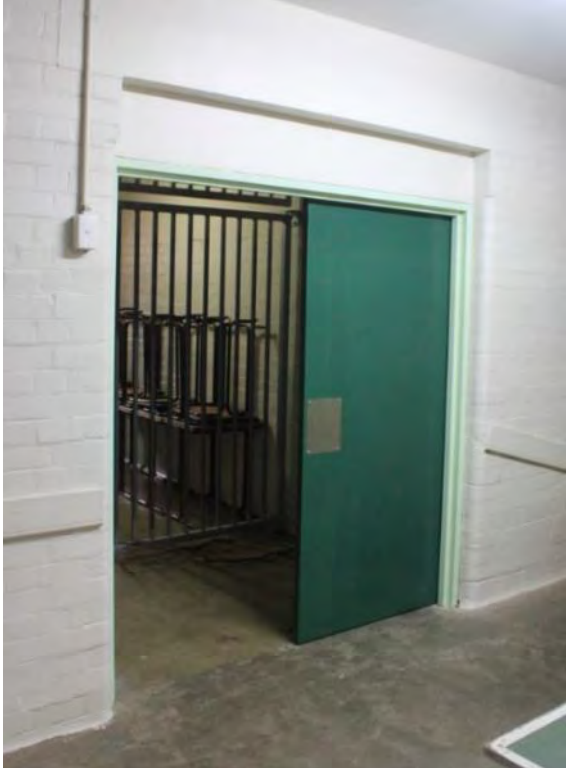



No.	Alterations/modifications	Significance	Image
1	all non-original internal doors and gates incl. large timber doors to north elevation and double swing doors to corridors.	Little	

Table 7.7 **Basement Level - alterations/modifications to original structure or form**

No.	Alterations/modifications	Significance	Image
2	Low internal walls to both sides of central partition wall including lightweight upper infill and doors.	Moderate	
3	replacement of batten gate with mid-twentieth century infill and door.	Little	

Table 7.7 **Basement Level - alterations/modifications to original structure or form**

No.	Alterations/modifications	Significance	Image
5	non-original shelving and additions to store rooms.	Intrusive	
6	non-original low rails to western wall of performance hall.	Little	
7	square tile floor finish to former wet areas.	Little	

7.2.2 Level 1

Table 7.8 Block A – Level 1 remaining original elements



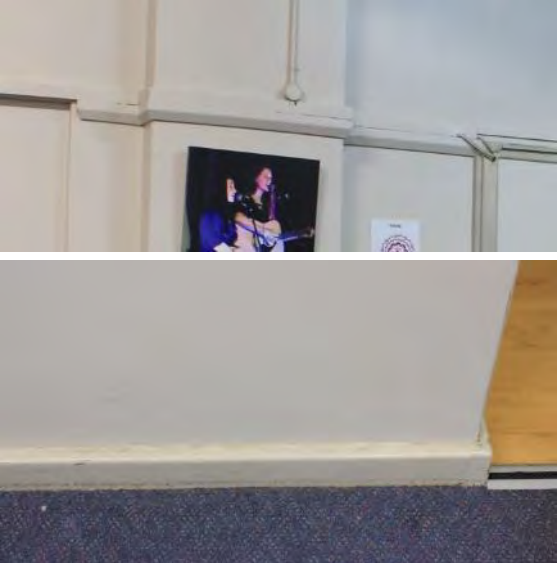
No.	Element	Significance	Image
1	original masonry walls incl. openings, dado and chamfered pilaster and wall edges.	High	
2	original classroom and store room door panels and frames	High	
3	timber skirting and wall rails	High	

Table 7.8 Block A – Level 1 remaining original elements

No.	Element	Significance	Image
4	all door hardware identified as original or early	High	
5	Metal vent plates	Intact – High Dilapidated - Moderate	
6	masonry fireplaces to classrooms incl. stone mantle and metal plates.	High	

Table 7.8 **Block A – Level 1 remaining original elements**

No.	Element	Significance	Image
7	Original sliding black boards	High	
8	internal classroom and store room windows incl. original hardware	High	

Table 7.8 **Block A – Level 1 remaining original elements**




No.	Element	Significance	Image
9	Classroom timber cupboards and original hardware	High Non-original hardware - Little	
10	original decorative ceilings to all spaces incl. incl. vents, cornices and moulding.	High	
11	Reinforced steel joists	High	

Table 7.9 **Level 1 - alterations/modifications to original structure or form**


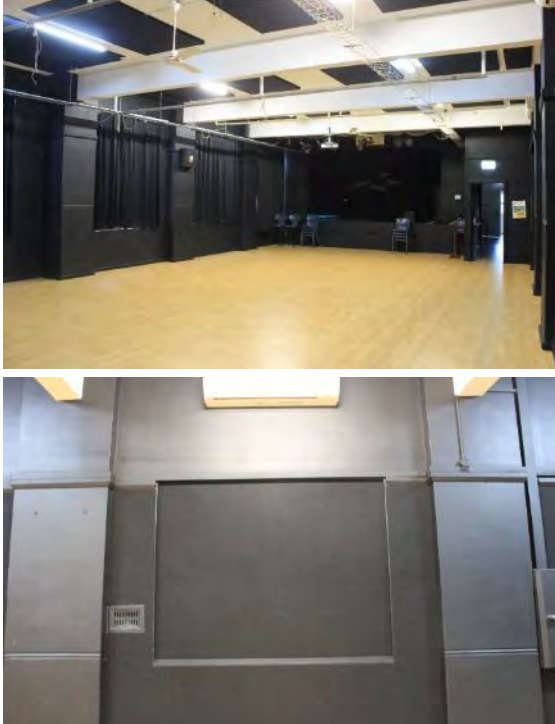
No.	Alterations/modifications	Significance	Image
1	All non-original doors	Little	
2	intrusive and modified elements within Level 1 performance hall incl. <ul style="list-style-type: none"> • stage and associated lightweight walls; • services, wiring, cable trays and lighting applied to walls and ceiling; • acoustic panels applied to ceiling; • vinyl/recent timber floor finish; • black paint to original elements incl. masonry walls; • lightweight sheeting applied to openings; • drapes/curtains. 	Intrusive	

Table 7.9 Level 1 - alterations/modifications to original structure or form




No.	Alterations/modifications	Significance	Image
3	intrusive and modified elements within Level 1 performance room incl. <ul style="list-style-type: none"> • carpet flooring; • ceiling fans and wall A/C units; • blinds; • services, wiring, cable trays and lighting applied to walls and ceiling; • lightweight sheeting applied to openings; • stage and associated structures and elements. 	Intrusive	
4	later partition wall incl. door spatting performance room and performance hall.	Little	
5	all non-original window hardware to external and internal windows	Early – Moderate Recent – Little/Intrusive	

Table 7.9 Level 1 - alterations/modifications to original structure or form



No.	Alterations/modifications	Significance	Image
6	services, wiring, cable trays and other intrusive elements applied to masonry walls and ceilings.	Early – Little Recent - Intrusive	 <p>The top photograph shows a white wall with a colorful children's drawing of a blue sky and a red door. Below it, a white cable tray is mounted on the wall, containing several black cables. To the right, a white electrical outlet is visible. The bottom photograph shows a white door with a silver handle. To the right of the door, a wooden shelf holds various items, including a purple bag and a blue trash bin. A white cable tray is also visible on the wall above the shelf.</p>
7	all non-original door hardware.	Early – Moderate Recent - Intrusive	 <p>The photograph shows a close-up of a door handle and lock mechanism. The handle is a modern, cylindrical metal knob with a textured surface. To the right of the handle is a keyhole. Below the handle is a silver metal pull handle. The door is white.</p>

Table 7.9 Level 1 - alterations/modifications to original structure or form

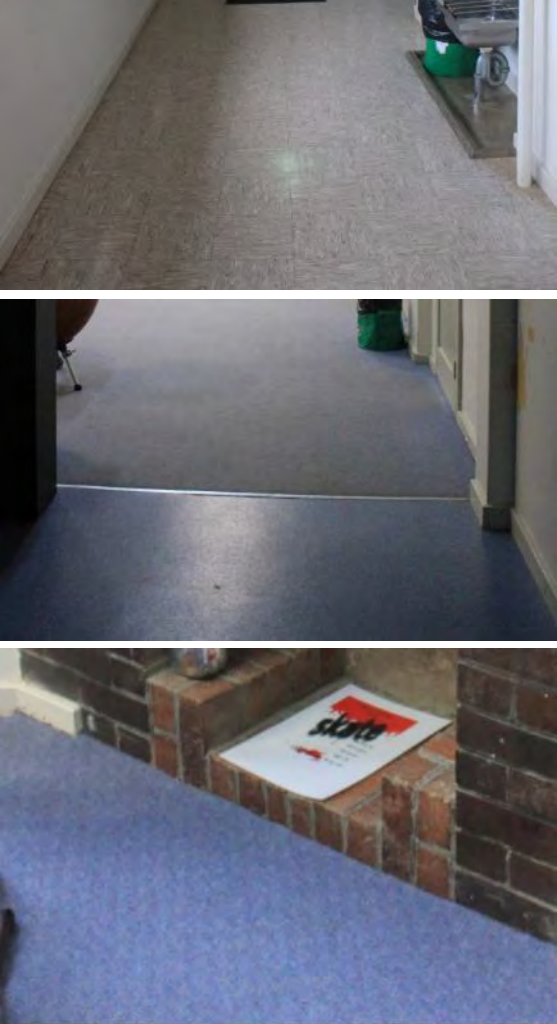

No.	Alterations/modifications	Significance	Image
8	all non-original flooring incl. <ul style="list-style-type: none"> • all vinyl flooring to circulation spaces; • vinyl/recent timber floor finish; • carpet flooring to classrooms and performance room. 	Intrusive	 <p>The image column contains three photographs stacked vertically. The top photograph shows a hallway with light-colored, patterned vinyl flooring. The middle photograph shows a hallway with blue carpeting. The bottom photograph shows a close-up of blue carpeting on a brick ledge, with a white sign featuring the word 'skate' in red and black text.</p>

Table 7.9 **Level 1 - alterations/modifications to original structure or form**

No.	Alterations/modifications	Significance	Image
9	all non-original joinery and furniture	Intrusive	

7.2.3 Level 2

Table 7.10 Block A – Level 1 remaining original elements


No.	Element	Significance	Image
1	original masonry walls incl. openings, dado and chamfered pilaster and wall edges.	High	 The image block contains two photographs. The top photograph shows a close-up of a wall corner with a white dado rail and a chamfered pilaster. The bottom photograph shows a hallway with blue carpeting, white walls, and several doors, illustrating the original masonry elements mentioned in the table.

Table 7.10 **Block A – Level 1 remaining original elements**


No.	Element	Significance	Image
2	original classroom and store room door panels, frames and transom windows.	High	

Table 7.10 **Block A – Level 1 remaining original elements**

No.	Element	Significance	Image
3	timber skirting and wall rails	High	
4	all door hardware identified as original or early	High	
5	Metal vent plates	Intact – High Dilapidated - Moderate	

Table 7.10 **Block A – Level 1 remaining original elements**

No.	Element	Significance	Image
6	masonry fireplaces to classrooms incl. stone mantle and metal plates.	High	
7	Original sliding black boards	High	

Table 7.10 **Block A – Level 1 remaining original elements**

No.	Element	Significance	Image
8	internal classroom and staff room windows incl. all original hardware.	High	
9	Classroom timber cupboards and original hardware	High Non-original hardware - Little	

Table 7.10 **Block A – Level 1 remaining original elements**

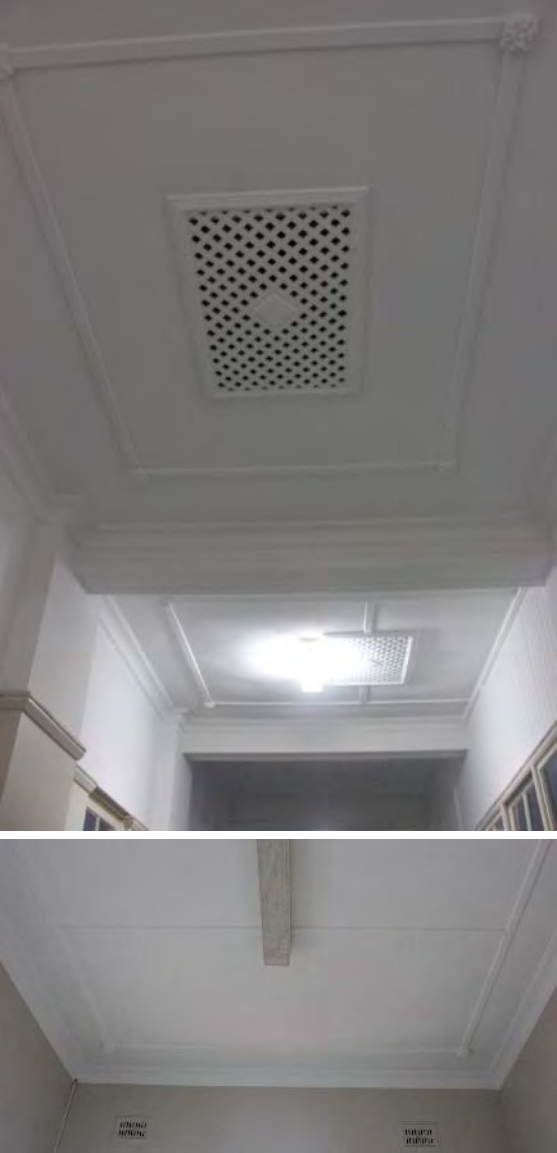
No.	Element	Significance	Image
10	original decorative ceilings to circulation and main hall spaces incl. vents, cornices and moulding.	High	 The image block contains two photographs. The top photograph shows a perspective view of a hallway with a white ceiling featuring a central square vent with a decorative lattice pattern. The ceiling is framed by a multi-layered cornice. A bright light fixture is visible further down the hallway. The bottom photograph is a close-up of a similar ceiling, showing a wooden beam or support structure in the center and the intricate moulding details of the cornice.

Table 7.10 **Block A – Level 1 remaining original elements**




No.	Element	Significance	Image
11	Reinforced steel joists and 'fitch' beams	High	
12	Hat rails to circulation spaces	High	
13	Sink zone	<p data-bbox="663 1379 847 1435">Concrete base and drain – High</p> <p data-bbox="663 1480 847 1514">Sink/bubbler – Little</p> <p data-bbox="663 1559 778 1581">Tiles - Little</p>	

Table 7.11 Level 1 - alterations/modifications to original structure or form

No.	Alterations/modifications	Significance	Image
1	inter-war to mid-twentieth century partition wall to hall way incl. upper segment windows, doors and other associated elements.	Little-Moderate	 <p>The top photograph shows a long, narrow hallway with a dark carpet. On the left side, there is a partition wall made of light-colored wood paneling. Above the paneling, there is a series of windows with multiple panes. The hallway leads to a brighter area at the end. The bottom photograph is a close-up of a door with a window. The door is light-colored wood with a brass handle and lock. The window has a grid pattern and looks into an office space with desks and chairs. A red fire alarm pull station is visible on the wall to the left of the door.</p>

Table 7.11 **Level 1 - alterations/modifications to original structure or form**


No.	Alterations/modifications	Significance	Image
2	inter-war to mid-twentieth century partition wall within northern segment of Level 2.	Little	

Table 7.11 **Level 1 - alterations/modifications to original structure or form**



No.	Alterations/modifications	Significance	Image
3	inter-war to mid-twentieth century additions to internal areas incl. kitchenette, shelving	Little	
4	portal through segment of original masonry wall (inter-war to mid-twentieth century)	Intrusive	

Table 7.11 **Level 1 - alterations/modifications to original structure or form**



No.	Alterations/modifications	Significance	Image
5	All non-original doors	Intrusive - Little	
6	Early electrical fixtures	Moderate	

Table 7.11 **Level 1 - alterations/modifications to original structure or form**


No.	Alterations/modifications	Significance	Image
7	all non-original window hardware to external and internal windows	Early – Moderate Recent – Little/Intrusive	

Table 7.11 Level 1 - alterations/modifications to original structure or form

No.	Alterations/modifications	Significance	Image
8	services, wiring, cable trays and other intrusive elements applied to masonry walls and ceilings.	Early – Little Recent - Intrusive	
9	all non-original door hardware.	Early – Moderate Recent - Intrusive	
			

Table 7.11 Level 1 - alterations/modifications to original structure or form

No.	Alterations/modifications	Significance	Image
10	all non-original flooring incl. <ul style="list-style-type: none"> • all vinyl flooring to circulation spaces; • carpet flooring to classrooms and performance room. 		
			
11	all recent blinds applied to windows to all spaces	Intrusive	

Table 7.11 Level 1 - alterations/modifications to original structure or form



No.	Alterations/modifications	Significance	Image
12	infill to fireplace cavities	Intrusive	
13	all non-original joinery and additions to classroom and staff room walls.	Early – Moderate Recent - Little	

Table 7.11 Level 1 - alterations/modifications to original structure or form

No.	Alterations/modifications	Significance	Image
14	paintwork applied to window glazing and door	Intrusive	
15	handrails to circulation spaces	Little	

8 Preliminary Conservation Approach

Conservation can be regarded as the management of change by seeking to safeguard that which is significant to an item within a process of change. The conservation policies applied to a site are intended to assist in its ongoing use, maintenance and conservation, and aimed at ensuring that any proposed works to the Block A building is undertaken in a manner that will respect its established heritage significance.

This report aims to provide a preliminary conservation approach and policies in order to establish the foundations for conservation throughout the ongoing design phase and will be expanded upon a future Conservation Management Plan (CMP) for the site is produced.

8.1 The Burra Charter Approach

In Australia, the ICOMOS Burra Charter and Practice Notes is the pre-eminent document providing guidance for the conservation and management of places of heritage significance. The 2013 Burra Charter is available for download at <https://australia.icomos.org/publications/burra-charter-practice-notes/#bc>.

The main principles of the Burra Charter include:

- cautious approach to change - do as much as is necessary but as little as possible;
- making use of all the skills and disciplines that can contribute to the care and study of a place;
- preferring traditional techniques and materials for the conservation of significant fabric;
- considering all aspects of cultural significance without unwarranted emphasis on any one value at the expense of others;
- considering all the factors affecting the future of a place such as the owner's needs, resources, external constraints and its physical condition; and
- policy for managing a place must be based on an understanding of its cultural significance.

8.2 Preliminary policies

8.2.1 Managing impacts and change

Table 8.1 Preliminary conservation policies – Managing impacts and change

No.	Policy
Policy 1	All future works to the property must be guided by and reference the Statement of Significance, as provided in Section 5 of this report, together with any additional research undertaken.
Policy 2	Significant fabric identified in this report and during the ongoing development must be retained and conserved in accordance with recognised conservation principles and procedures, like those identified in the Australian ICOMOS Burra Charter 2013.
Policy 3	The approach to changes to the fabric identified as being of exceptional, high or otherwise identified for retention and conservation, requires a cautious approach of changing only as much as is necessary, but as little as possible.

Table 8.1 Preliminary conservation policies – Managing impacts and change

No.	Policy
Policy 4	Intervention for purposes other than conservation of the fabric must be restricted to areas of lesser rather than higher significance.
Policy 5	<p>The graded heritage significance of the components of a place provides a basis for making conservation decisions. Refer to the schedule of significance of individual building elements identified in Section 6 of this report. The following outlines permissible work, based on the significance of the component or space: -</p> <ul style="list-style-type: none"> • Elements of Exceptional and High significance must be retained. The preferred conservation process to be used for fabric of Exceptional and High significance are maintenance, preservation and restoration, in accordance with the Burra Charter. • Elements of Moderate significance should preferably be retained. They could be adapted, as necessary. Removal may be acceptable in certain circumstances. • Elements of Little significance may be retained, adapted, or removed, as necessary. - • Intrusive elements should be removed or adapted to reduce their adverse impact on the significance of the place, as the opportunity arises.
Policy 6	Proposed changes or development must be considered within the context of the property as a whole. Piecemeal or incremental change must be avoided.
Policy 7	Relevant and experienced conservation advice and practitioners must be used to assist the development of works proposals for the place, for assessment and works programs for the place, grounds and archaeological remains, for carrying out conservation and related works on significant elements and fabric.
Policy 8	Any repair, conservation or reconstruction works to significant elements or facades must be undertaken with appropriate direction by a suitably qualified heritage consultant, architect and/ or relevant materials specialist/s or conservator and with reference to historical documentation.
Policy 9	All work shall be carried out by suitably qualified tradespersons with practical experience in conservation and restoration of similar heritage items.
Policy 10	New work should be readily identifiable as such but must respect and have minimal impact on the cultural significance of the place.
Policy 11	The reconfiguration of spaces within Block A to facilitate its continued use and function in accordance with the DDA and Australian Standards may be appropriate in certain circumstances if the heritage fabric is not significantly impacted and the cultural significance of the building is appropriately maintained.
Policy 12	Future changes that return the Block A building to earlier and significant configurations, based on documentary and physical evidence, are encouraged. Examples include the removal of later internal partition walls to all levels within the building.
Policy 13	<p>Change management must include the development and implementation of mitigation measures. Mitigation measures are to be proportionate with the scale and scope of the proposed works. Changes should be managed to mitigate adverse physical impact on the fabric of elements of exceptional and high significance and visual impacts on the setting of the place, by means such as:</p> <ul style="list-style-type: none"> • adoption of the principle of reversibility; • avoid permanent physical damage to fabric and finishes; • avoid use on incompatible materials and finishes adjacent to significant fabric and finishes; e.g: that cause staining; that cause erosion of masonry; that introduce dissimilar metals; • Interruption of significant views and vistas; and • Compartmentation of significant spaces.

8.2.2 Significant fabric

Table 8.2 Preliminary conservation policies – Significant fabric

No.	Element	Policy
Policy 14	Joinery	Any joinery identified as being early or original must remain intact and extant.
Policy 15	Brickwork	Original brickwork should be retained intact and maintained. Where brick repairs are required, the original bricks should be reused wherever possible, or recycled bricks of the same size and shape as the originals.
Policy 16		Repointing if required should be carried out to match existing work without widening of existing masonry joints, in a mortar of similar appearance and strength to the original. Areas of previous pointing using inappropriate materials or methods should be removed and reconstructed. Remove any previous repointing in cement rich and/or mismatching mortar.
Policy 17		Exterior facework should only be cleaned if it is necessary to remove deposits that are causing damage to the masonry surface. Cleaning methods should be gentle and non-abrasive and undertaken at mains pressure only. Great care should be taken during cleaning to preserve tooling marks and pointing.
Policy 18	Floors	Non-original flooring and floor finishes are to be carefully removed in order to protect original flooring, both concrete and timber, if present below.
Policy 19		Original timber floor boards should be retained in situ.
Policy 20	Painting	All exterior and interior unpainted surfaces (including polished finishes) originally intended to be unpainted should remain unpainted. Exposed surfaces originally intended to be unpainted that have subsequently been painted, should when practicable be returned to their original state.
Policy 21		Exposed surfaces that were previously painted and originally intended for painting as a preservative measure should be repainted when needed bearing in mind technical and heritage requirements. Sound painted surfaces should be repainted without disturbing the original decorative surfaces underneath.
Policy 22	Windows and doors	Original windows and doors are to be retained and repaired, if necessary, including the retention of original hardware and glazed elements.
Policy 23		All intrusive and non-original hardware and additions to windows and doors are to be carefully removed and all new door hardware is to be consistent across the building and of a make and materiality that is complimentary to original door panels and hardware.

8.2.3 Setting, landscaping and views

Table 8.3 Preliminary conservation policies – Setting, landscaping and views

No.	Policy
Policy 24	Future designs for and work to areas surrounding Block A must take into account available documentary, physical and/or archaeological evidence of the earlier layout, character and detailing, and interpret these as part of the conservation, adaptation and upgrading of these areas.
Policy 25	Re-landscaping, or introducing new landscaping, is acceptable provided it does not damage the building fabric of Block A or the retaining wall.
Policy 26	Access via the current driveway/entryway must be maintained as it represents the historical approach to the Block A building.

Table 8.3 Preliminary conservation policies – Setting, landscaping and views

No.	Policy
Policy 27	The existing asphalt carpark spaces surrounding Block A and abutting the retaining wall are intrusive elements in the landscape setting. Parking should be relocated to a less visually prominent location within the site and away from all historically significant items. All asphalt is to be carefully removed so as not to damage original fabric to Block A and the retaining wall.
Policy 28	Significant views to and from the site identified in Section 3.2.2 must be conserved. Change to items must not impede or obstruct a significant view and must not negatively impact upon a contributing element to a view.
Policy 29	Significant views must be taken into account during the design phase and reviewed with the heritage impact assessment process. The Statement of Heritage Impact should outline what measures have been implemented to limit the impacts to the views.

8.2.4 Accessibility, code compliance and services

The DDA makes it unlawful to discriminate against people on the grounds of their disability. Section 23 of the DDA requires non-discriminatory access to premises that the public or a section of the public is entitled or allowed to use. Where the DDA does apply, heritage places are not exempt from it, although the Australian Human Rights Commission has advised that heritage significance may be taken into account when considering whether providing equitable access would result in unjustifiable hardship.

Table 8.4 Preliminary conservation policies – Setting, landscaping and views

No.	Policy
Policy 30	Changes to facilitate equitable access may only be acceptable if they can be designed and implemented to affect areas of lesser significance rather than those of higher significance, and where all the options to create reasonable access have been conscientiously investigated (and this investigation is demonstrated).
Policy 31	Insertion of a lift to facilitate access to the upper levels of Block A is acceptable, subject to policy 28.
Policy 32	Buildings must not be used for any purpose for which compliance with building regulations would adversely affect their significance. This policy is not intended to rule out, for example, the sympathetic installation of fire safety equipment.
Policy 33	Changes to achieve fire safety may be acceptable provided they are planned to occur in areas of lesser significance in preference to higher significance.
Policy 34	The insertion of new services (for instance for electricity, gas, drainage and communication) is acceptable, so long as their installation minimises damage to fabric and they are concealed from view within areas of lesser significance or located in inconspicuous positions or cavities and designed to be self-effacing. The shortest distance between two points should not be considered necessarily the best solution for the chasing of conduits. Policy
Policy 35	The use of wireless technology for the introduction of new electronic services must be considered.
Policy 36	Historic services and fixtures are to be identified and retained.
Policy 37	The replacement of existing services (for instance for electricity, gas, drainage, heating, cooling, communication and internal access) is acceptable, so long as removal and installation of replacement services minimises damage to fabric and they are concealed from view within areas of lesser significance or located in inconspicuous positions and designed to be self-effacing.

Table 8.4 Preliminary conservation policies – Setting, landscaping and views

No.	Policy
Policy 38	Adaptation of fabric identified to be conserved where shown to contain or requiring removal of asbestos or other hazardous materials is acceptable. Removal of fabric, where it cannot practically be sealed from future disturbance, is acceptable. In such cases and where exposed to view in its normal configuration, fabric must be replaced with fabric of matching appearance.
Policy 39	Stabilisation of fabric to prevent structural failure of existing fabric is acceptable, provided that alteration of significant fabric is minimised. Relevant and experienced advice from a heritage engineer will be required.

8.3 Maintenance and special programs

8.3.1 Preliminary maintenance schedule

The following preliminary maintenance schedule has been prepared with consideration of the requirements in the *Minimum Standards of Maintenance and Repair* under section 118 of the NSW Heritage Act (accessed at <https://www.legislation.nsw.gov.au/view/html/inforce/current/sl-2012-0401#pt.3>). These actions may be enacted prior to construction works and during the ongoing design development phase in order to further ascertain the condition of certain elements, continue their maintenance and establish a more detailed response to their maintenance that will be further detailed in the future CMP for the site.

Table 8.5 Preliminary maintenance schedule – Block A and retaining wall

Building/structure element	Maintenance	Status
Roof, roof structure and roof elements	<ul style="list-style-type: none"> inspect for loose or raised sheets, rust stains, check that sheets overlap adequately; Check fastenings are tight; inspect for damp or water egress; inspect for dilapidation or water damage to soffits and timber elements; inspect for loose, slipped or raised flashing; check for cracking or missing member to elements. 	Not critical – roofing recently replaced.
Gutters and downpipes	<ul style="list-style-type: none"> clean debris from gutters, downpipe boxes and outlets; check for growth, moss or stains surrounding downpipes. These things can indicate blockages; check that stormwater drains are not blocked; check whether birds are nesting on downpipe offsets and whether bird proofing is adequate. 	Not critical – gutters and downpipes recently replaced.
Brickwork	<ul style="list-style-type: none"> inspect for missing, crumbling or decaying bricks. inspect for decaying or missing mortar in joints. inspect for salt deposits/attack on the surface, which could indicate excess moisture. inspect for water egress or water damage incl. build-up of biological growth and areas of significant rising damp. check if external vents are not blocked or covered with soil. Ensure the vents are of an appropriate type. 	Critical – to establish overall health of the Block A and retaining wall structures and if repair/replacement of brickwork pointing is required.

Table 8.5 Preliminary maintenance schedule – Block A and retaining wall

Building/structure element	Maintenance	Status
Timber elements including flooring, windows, doors and joinery.	<ul style="list-style-type: none"> establish extent of original timber flooring and if present ensure that boards are secure; inspect for decay and weathering, does the timber require treatment to protect it? inspect for termite activity. Engage a professional to undertake an inspection and plan a treatment method, if necessary; check windows and door structures to ensure all timber elements are not decaying. Assess whether they need repainting or repair. 	Critical – many of the original features are still present and constructed using timber.
Joinery	<ul style="list-style-type: none"> inspect for loose or damaged mouldings, putty and architraves. 	Not critical
Paint	<ul style="list-style-type: none"> check window joinery and sills, door frames for paint deterioration and wreathing; check external walls for flaking or deterioration. 	Not critical
Doors and windows	<ul style="list-style-type: none"> inspect for loose hinges; inspect for inoperable doors and windows; inspect for redundant or inoperable hardware; ensure moulding is secure and door operates smoothly. 	Not critical
Services	<ul style="list-style-type: none"> ensure sewerage outlets are operational and free- flowing; ensure there are no water leaks, that taps are not dripping; ensure water is not ponding near foundations; check for pooling water in areas surrounding Block A and retaining wall; check for and identify redundant or inoperable services, wiring and electrical fixtures. 	Not critical

8.3.2 Special programs

Special programs may be applied to sites where there are critical issues that require immediate attention as they pose a current and ongoing impact to the heritage fabric and significance of items. No such critical issues were identified during the conducted site inspection in relation to Block A, the retaining wall and open areas surrounding Block A.

8.4 Preliminary conservation works list

Table 8.6 Preliminary conservation works list – Block A and retaining wall

No.	Issue	Image	Action
1	Damaged or broken lintel trim ceramic/terracotta tiles.		<p>Replace damaged or missing terracotta/ceramic tiles to match.</p> <p><u>Hold Point: identify if any original tiles are stored on site</u></p>

Table 8.6 Preliminary conservation works list – Block A and retaining wall





No.	Issue	Image	Action
2	damage to timber elements of original windows and other timber elements		putty or apply non-toxic and reversable resin to cavities and damaged segments. Do not repaint.
3	infilled fireplaces within classrooms.		remove intrusive brickwork to re-open fireplace cavities.
4	missing original vent plates to Level 1 and Level 2		provide cover/plates to cavities that does not impact undamaged fabric.

Table 8.6 Preliminary conservation works list – Block A and retaining wall

No.	Issue	Image	Action
5	damaged or dilapidated original vent plate to Level 1 and Level 2		<p>If highly damaged, highly warped, missing screws or partially unscrewed:</p> <ul style="list-style-type: none"> • document location of plate; • carefully remove plate; • store plate on site • provide cover/plates to cavities that does not impact undamaged fabric.
6	Peeling paintwork and potential damp issues to north-west corner of Level 2, classroom A19.		<p>Strip back paintwork, identify and rectify source of water ingress and assess damp levels. Do not repaint until ingress is rectified.</p>
7	Intrusive boarding to internal windows to all levels.		<p>Carefully remove boarding and identify and document feature behind. Putty or apply non-toxic and reversable resin to cavities and damaged segments.</p>

9 Heritage impact assessment

9.1 Assessment guidelines

The proposed works as identified in Section 8 includes works that are to occur directly and adjacent to the Block A building and within the boundaries of Lot 6, DP820602. This assessment of heritage impact has been conducted in relation to the following relevant assessment questions identified in the Heritage NSW guidelines for the preparation of a statements of heritage impact for:

- 1. Minor or major partial demolition (including internal elements)**
 - a) is the demolition essential for the heritage item to function?
 - b) are important features of the item affected by the demolition?
 - c) is the resolution to partially demolish sympathetic to the heritage significance of the item?
 - d) if the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?
- 2. Change of use**
 - a) does the existing use contribute to the significance of the heritage item?
 - b) why does the use need to be changed?
 - c) what changes to the fabric are required as a result of the change of use?
 - d) what changes to the site are required as a result of the change of use?
- 3. Minor/major additions**
 - a) how is the impact of the addition on the heritage significance of the item to be minimised?
 - b) can the additional area be located within an existing structure? If no, why not?
 - c) will the additions visually dominate the heritage item?
 - d) are the additions sympathetic to the heritage item? In what way (e.g. form, proportions, design)?
- 4. New development adjacent to a heritage item (including additional buildings and dual occupancies)**
 - a) how is the impact of the new development on the heritage significance of the item or area to be minimised? What has been done to minimise negative effects?
 - b) how does the curtilage allowed around the heritage item contribute to the retention of its heritage significance?
 - c) why is the new development required to be adjacent to a heritage item?

- d) how does the new development affect views to, and from, the heritage item? 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?
- e) is the new development sympathetic to the heritage item? In what way (eg form, setting, proportions, design)?

5. New landscape works and features (including carparks and fences)

- a) how has the impact of the new work on the heritage significance of the existing landscape been minimised?
- b) has evidence (archival and physical) of previous landscape work been investigated? Are previous works being reinstated?
- c) how does the work impact on views to, and from, adjacent heritage items?

The assessment of the degree of impacts made in this report has been developed by Denis Gojack to provide a systematic assessment method.

Table 9.1 Impact assessment gradings

Impact Grading	Impact type
Major	Impacts that substantially affects fabric or values of State significance. Visual impacts will substantially affect the significance and the setting of the item.
Moderate	Impacts that cause irreversible loss of fabric or values of local significance; minor impacts on State significance. Visual impacts will affect the significance and the setting of the item but can be ameliorated through active management.
Minor	Impacts that cause reversible loss of local significance fabric or where mitigation retrieves some value of significance; loss of fabric not of significance but which supports or buffers local significance values. Visual impacts may affect the significance and the setting of the item but can be ameliorated through active management.
Negligible	Negligible or no impacts (enhances access to understanding or conservation of fabric or values of State significance. Visual impacts to significance and setting will not be noticeable.
Minor positive	Impacts that enhance access to understanding or conservation of fabric or values of local significance. The enhancement of visual qualities and setting are a result of the design.
Major positive	Impacts that enhance access to understanding or conservation of fabric or values of State significance. The significant enhancement of visual qualities and setting are a result of the design.

9.2 Statement of heritage impact

9.2.1 Works to Block A

The demolition and construction works proposed to Block A include:

i Demolition of the eastern elevation staircase and section of Level 1 external wall

The works have been proposed to provide improved universal access through the addition of a new lift (external) and associated structural connection/access to the existing building as shown in Plate 9.1. The works proposed involve the demolition of both a section of original brickwork to the Level 1 east elevation and the full demolition of an original staircase to the east elevation that provides access to the Ground Level of the Block A building. The staircase is comprised of a brick retaining wall with brick capping, metal handrails and concrete steps.

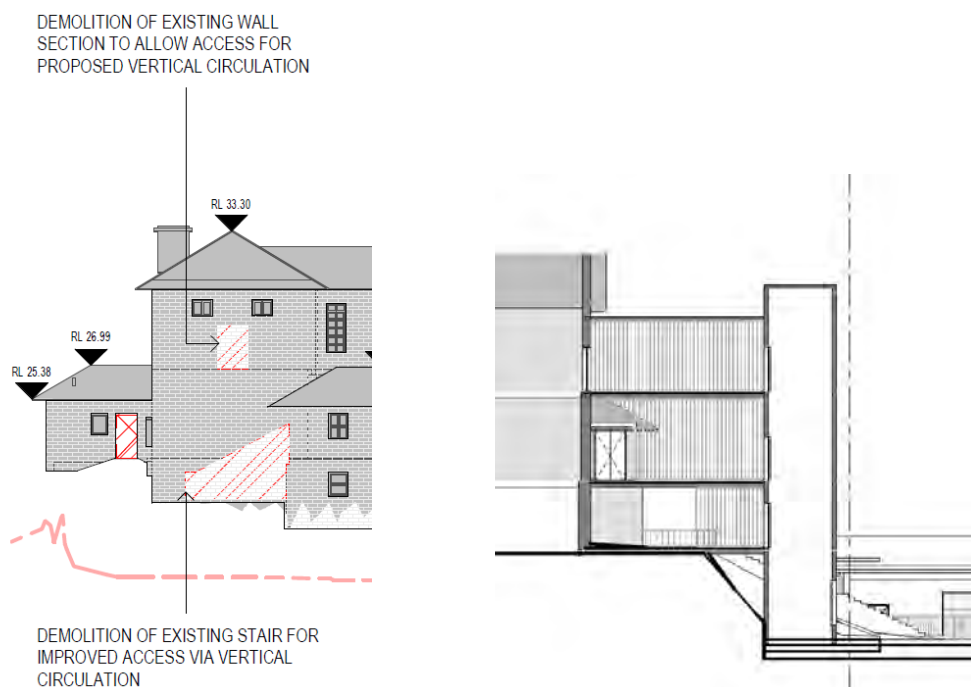


Plate 9.1 Proposed demolition works to brick wall and stairs to east elevation. Source: Architectus

Is the demolition essential for the heritage item to function?

Yes. In order to continue to operate as a school, modern accessibility standards requires that Block A meets access requirements as there is an application for the approval for new building work.

Are important features of the item affected by the demolition?

The modifications to the eastern elevation will involve the removal of original fabric. However works are to provide the required accessibility to the Block A building. These works have been selected following extensive options exploration, which took into consideration the significance of Block A and the heritage fabric and constitute the least impact to the building in terms of location, visual impacts and physical impacts.

Is the resolution to partially demolish sympathetic to the heritage significance of the item?

On balance, the resolution will allow Block A to be retained as an operational building within the school.

If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?

Partial demolition is not a result of the condition of the fabric, but rather changing operational requirements.

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

The impetus for these works is related to the provision of accessibility. Section 14 of the Taree DCP provides guidelines around accessible design and indicates that protecting the heritage significance whilst meeting universal access requirements is the desired outcome and care needs to be taken when designing accessibility modifications to ensure that the impact on the heritage significance is minimised. Based on the provided drawings and significance of Block A, the location selected is the most appropriate from both an accessibility and heritage perspective due to the following:

- it would be a less desirable heritage outcome to introduce penetrations to the more prominent north, south and west elevations due to their position in significant view lines and the greater cluster of significant elements. The location of the Level 1 penetration is to the east elevation, away from established, significant view lines and will not impact nearby windows or wall detailing. As such visual impacts are mitigated;
- the nature of the east elevation positions it as the most suitable location to provide access to all the levels of the Block A building due to its lower elevation and location near to the proposed courtyard to the east that is to be at a lower elevation. This would mean that only one accessibility structure, rather than multiple structures and interventions, would be required to provide accessibility to the Block A building and surrounding area.
- the Level 1 penetration will be kept to minimum dimensions required;
- the vertical shaft structure is to be constructed away from the Block A building with only minor points of intersection between the horizontal bridges to the Block A east elevation; and
- the majority of the east elevation and Block A side structure will be retained.

The demolition of the staircase poses the greatest impacts to the heritage significance of Block A as it would constitute the permanent removal of an original external feature. Impacts are somewhat mitigated due to:

- the location of the staircase to a less prominent elevation; and
- its overall condition which appears to be stable, particularly to concrete elements.

Note that the north elevation included a staircase original to the building that was likely removed during the construction of Block E and associated ground levelling works. In conjunction, the north elevation to the eastern side structure has experienced the most significant alterations. Further demolition would compound the physical impacts to this section of the building, but is acceptable given that it is the best solution to provide universal access.

Can the additional area be located within an existing structure? If no, why not?

The impacts to the heritage fabric would be greater if the lift shaft were introduced within the Block A building as it would likely result in the destruction and damage of a greater percentage of original/ significant fabric. This is not a good outcome from a heritage perspective.

Will the additions visually dominate the heritage item?

The vertical and horizontal elements of the lift shaft are located to the east of Block A and are of an appropriate scale and height that would not dominate Block A. Significant view lines are maintained, particularly towards the north elevation. Minor visual impacts may occur as viewed east of the building due to the vertical elements, however, much of the east elevation would remain visible.

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

The vertical lift shaft is simple in its form and design and is the minimum dimensions required. The horizontal elements provide screening to the walkways that connect the lift shaft and Block and are similarly simple in their design and are of an appropriate scale and form.

Summary

The overall physical impacts to the Block A building would be **moderate** and visual impacts would be **minor**.

The provision of accessibility is required for this project and the proposed location of these works is the most appropriate in terms of location and potential visual and physical impacts to the Block A building. The majority of the east elevation wall and the general Block A exterior will be retained.

ii Demolition of south elevation concrete ramp and doorway to staff room.

Is the demolition essential for the heritage item to function?

The current accessibility ramp is non-compliant and is to be replaced with proposed accessibility lift (refer to Item 1 above).

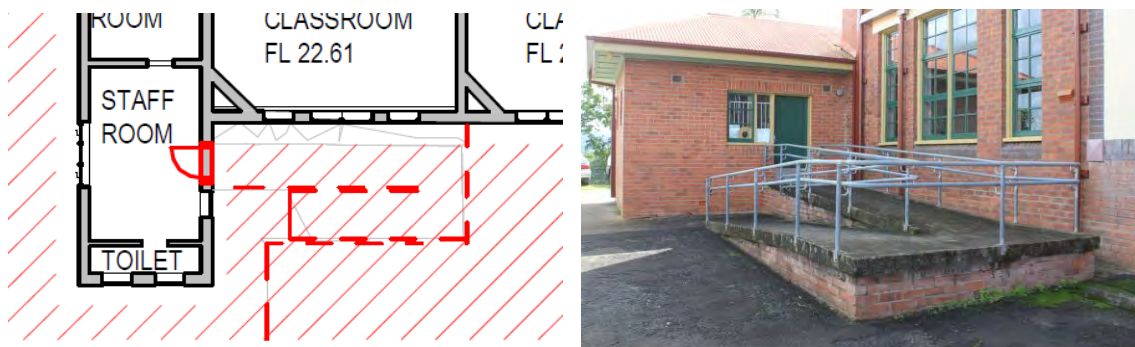


Plate 9.2 Demolition plan (left) of mid-twentieth century ramp and door (right). Source: Plan by Architectus. Photograph by EMM 2021.

Are important features of the item affected by the demolition?

No. The south elevation concrete ramp and doorway are not original to the Block A building and were introduced in the mid-twentieth century with the associated Staff Room extension. The ramp is not physically connected to the Block A south elevation.

Is the resolution to partially demolish sympathetic to the heritage significance of the item?

The removal of the ramp and door would entail the removal of a non-original and visually intrusive structure element to the south elevation and allowing the building to be experienced closer to its original design and intent.

If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?

No. The ramp would be made redundant and is to be replaced with proposed accessibility lift.

Summary

The removal of these elements would have an overall **minor positive** impact to the significance of the Block A building.

- iii Demolition of three (3) doors and introduction of three (3) wall penetrations to Ground Level classroom walls. Existing doors are to be removed and door cavities filled.

Is the demolition essential for the heritage item to function?

The demolition of wall elements has been proposed to improve circulation, connectivity and access. The sections of the A3, A4 and A5 classroom partition walls to the north-west corner would be removed to provide new double doors and facilitate linear circulation between all the proposed Community Health Facilities spaces.

The demolition of doors is not essential to the function of the future Community Health Facilities.

Are important features of the item affected by the demolition?

The three doors proposed for demolition have been identified as original to the building. Note that the door located in the second performance room has been painted black however the door frame is in good condition and the early/original door handle is present. Their removal would constitute an unnecessary loss of original fabric and would impact the visual cohesion throughout the level and performance spaces. Impacts would be overall moderate and potentially minor if the doors were retained and were able to be reinstated in the future if required see recommendations.

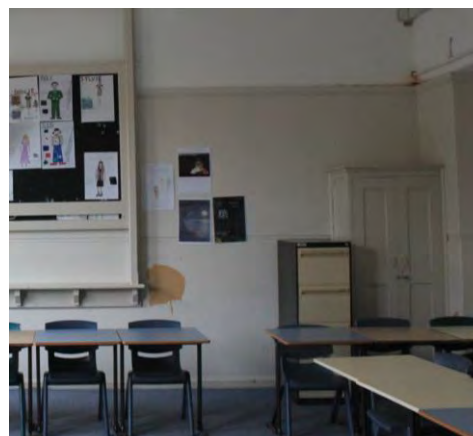


Plate 9.3 Doors proposed for removal (left) and typical Ground Level classroom west wall (right).
Source: EMM 2021.

The demolition of a section of the west wall to classrooms would require the removal of original wall fabric and may also require the demolition/removal of original cabinetry. Both of these features have been designated high significance to the Block A building. The wall openings and introduction of double doors are also likely to impact the original blackboards that are also of high significance. Overall heritage impacts would be moderate due to the number of penetrations proposed, the likely removal of three original cabinets and the size of the circulation openings that are likely to encroach and impact original blackboards.

Is the resolution to partially demolish sympathetic to the heritage significance of the item?

Generally yes. Although the demolition works would result in the loss of original fabric, that would constitute moderate physical impacts, a majority of the heritage fabric to the Ground Floor classroom would be retained and impacts can be sited to avoid the demolition or damage of original cabinets and blackboards.

If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?

No, the identified heritage fabric is in good condition. The proposed works are solely to improve spatial quality and circulation for the proposed Community Health Facilities spaces.

Summary

The overall physical impacts to the Block A building would be **moderate**, however impacts can be mitigated for a better heritage outcome (refer to Section 10.3 for work specific recommendations).

iv Demolition of three (3) select internal partition walls to Level 1.

Is the demolition essential for the heritage item to function?

No. The aim of the removal of the select walls is to provide an open plan space for the future DoE Offices on Level 1.

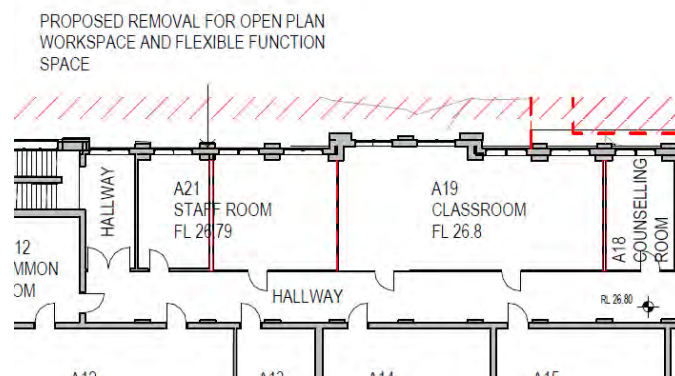


Plate 9.4 Demolition plan of select walls (left) and Level 1 inter-war partition wall to be demolished in staff room (right). Source: Plan by Architectus. Photograph by EMM 2021.

Are important features of the item affected by the demolition?

Two of the walls proposed for demolition, associated with the small A21 western staff room and A19 classroom, are original to the Block A building (Plate 9.5). Impacts would be minor through the removal of the A21 western staff room wall as the fabric has been modified in the past to include a portal, impacting its overall significance.

Removal of the wall between classrooms A18 and A19 would result in the removal of minor wall detailing such as skirting, dados and cornices and includes non-significant shelving in A18. The classrooms do not exhibit significance wall elements such as original blackboards. The removal of the full extent of the wall would constitute the irreversible loss of original fabric and moderate heritage impacts.

The partition wall between the A19 classroom and A21 staff room was likely constructed in the inter-war period to mid-twentieth century and is of little significance and would have a generally minor impact. The main wall to the hallway also constructed in the interwar period would be retained.



Plate 9.5 Original wall fabric to staff room A21 (left) and classroom A19 proposed for demolition.
Source: EMM 2021.

Is the resolution to partially demolish sympathetic to the heritage significance of the item?

Broadly yes. Although two full sections of walls original to the building are to be demolished, the walls have, to some degree, experienced modification from their original intent and the removal of the inter-war central wall would move the space closer to its original, open plan layout.

If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?

No. The walls proposed for demolition are in good condition.

Summary

The overall physical impacts to the Block A building would be minor to moderate. Impacts through the removal of original walls can be mitigated for a better heritage outcome (refer to Section 10.3 for work specific recommendations).

v Upgrade to all internal stairs for BCA/DDA compliance.

The internal staircases to the west and east of the building do not comply with current BCA and DDA standards requiring rectification. Treads have been noted as being inconsistent and posing safety issues. Works would involve the replacement of handrails, the removal of the current mid-century floor application to the original concrete stairs and the reforming of stairs in two possible methods:

- the scabbing of the original concrete surface and reforming of stairs to meet standards; or
- the application of a new, separate surface to the original concrete stairs to meet standards.

Both options are also necessary to meet fire safety requirement as the stairs will be utilised as fire stairs.

Is the demolition essential for the heritage item to function?

Yes. In order to continue to operate as a school, modern safety standards requires that Block A meets fire stair and fire safety requirements as there is an application for the approval for new building work.

Are important features of the item affected by the demolition?

The current handrails have been assessed as being of little significance and their removal would have a negligible impact to heritage significance.

Due to the current mid-century vinyl flooring, it is difficult to ascertain the nature and condition of both of the original concrete stairs. It is assumed that the vinyl flooring was applied directly to the original concrete surface. The heritage significance of the east and west stairs would be moderate as they are original but modified elements that were utilised exclusively for circulation and the steps do not exhibit any unique or significant architectural detailing.



Plate 9.6 Western Block A stairway with vinyl flooring. Source: EMM 2021.

Is the resolution to partially demolish sympathetic to the heritage significance of the item?

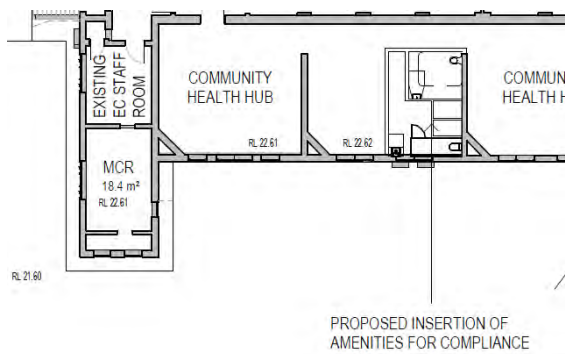
The proposed works would retain the majority of the character and structure to the staircases and associated detailing within minor new additions in the form of railing and floor applications.

Summary

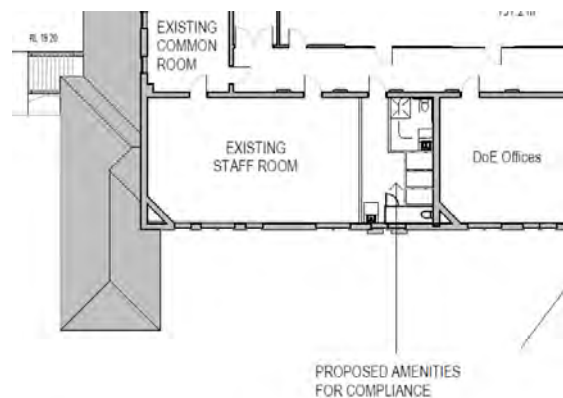
Fire safety upgrades to meet compliance for fire stairs are likely have an overall minor impact to the heritage significance of the Block A building.

vi Insertion of amenities to Ground Level and Level 1

The works would involve the construction of new internal partition walls, wet areas and toilets to provide amenities into the A3 classroom space to the Ground Level and the A13 store room to Level 1 (Plate 9.7). The amenities would cater to the proposed Community Health Facilities spaces and DoE offices. Note that a detailed set of drawings outlining the works required for the amenities spaces has not been produced. The provided drawings are only indicative.



4 BUILDING A GROUND LEVEL - PROPOSED
SCALE: 1:250



8 BUILDING A LEVEL 01 - PROPOSED
SCALE: 1:250

Plate 9.7 Proposed amenities spaces to Ground Level and Level 1. Source: Architectus.

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

The introduction of amenities and associated structures to the proposed classroom space walls and store room would require the waterproofing of spaces and surfaces, potential penetrations into floors, walls and ceilings and the loss of original/significant fabric. The impacts would vary contingent on a final design and the nature of the works required.

The location of the proposed Ground Level amenities would be within a current classroom space to the east and south walls. The east wall to classrooms does not generally include elements or features of particular significance (refer to photograph below) as the west wall does (blackboards, fireplaces and cabinets). The defined space of the proposed amenities to the Ground Floor would include a window to the south wall, which is to be retained as well as the majority of the east and south wall surface area. Overall impacts would be minor to moderate.

The Level 1 amenities will be introduced to the current storeroom space that is similar in level of wall detailing to the Ground Level classroom east walls however it is more intact in terms of previous penetrations and physical interventions to its fabric. The space includes non-significant shelving that would have no impact to the heritage significance of the space if removed (refer to image below). The Level 1 amenities would require greater intervention to original fabric as it would be bounded by four original walls. Impacts are likely to be moderate.



Plate 9.8 Typical Ground Level classroom east wall (left) and Level 1 store room (right). Source: EMM 2021.

Can the additional area be located within an existing structure? If no, why not?

No. There are currently no dedicated amenities to the interior of Block A building and the proposed works are required to comply with current regulations.

Will the additions visually dominate the heritage item?

No, the amenities will be located within the Block A structure and be contained within a room.

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

The proposed amenities spaces are of a reasonable footprint so as not to dominate the interior spaces they would occupy. The Level 1 amenities are to be introduced to an existing space and would therefore sit within a space original to the building.

Summary

The overall physical impacts to the Block A building would be **minor to moderate** to introduce the proposed amenities spaces however impacts can be mitigated for a better heritage outcome (refer to Section 10.3 for work specific recommendations).

- vii Introduction of two new functions to the Block A building; the Community Health Facilities (Ground Level) and DoE offices (Level 1)

Does the existing use contribute to the significance of the heritage item?’

The functions of the Block A building have historically changed over time, however, part of its significance is around its continued connection with higher education, student life and the local community.

The introduction of the Community Health Facilities and DoE offices would provide a new, but related and complimentary function to the Block A building and would represent the next iteration in its use for the school and community.

Why does the use need to be changed?

The majority of the High School related functions will be transferred to new purpose built buildings. As such, the proposal aims to introduce to new functions to maintain Block A’s use, upkeep and provide spaces that the students, teachers and community can interact with.

What changes to the fabric are required as a result of the change of use?

The basement level of the building and performance rooms will maintain their existing function for use by students and the Community Health Facilities will also be utilised by students, teachers and the local community. A majority of the internal and external heritage fabric would be maintained with the introduction of the two new functions that are largely sympathetic to the history of the building and its ongoing use within the school.

Minor impacts due to the change of the use would occur as the current and historic classroom function to the Ground Level and Level 1 would be ceased however the proposed design does not inhibit the reinstatement of the classroom function in the future, if required.

What changes to the site are required as a result of the change of use?

No changes to the wider school site are required and the majority of the Block A building structure would be retained, through the introduction of the Community Health Facilities and DoE offices.

Summary

The overall impacts would be negligible to minor.

9.2.2 Works to Murwillumbah High School site in relation to Block A

- i Demolition of existing car parking area (incl. asphalt) and construction of parking areas to the north, west and south of Block A

The current outdoor parking areas to the north and south of the Block A building are in poor condition and do not meet the parking requirements as per the proposal. With limited parking space across the site, parking has been proposed to the north, south and west of Block A.

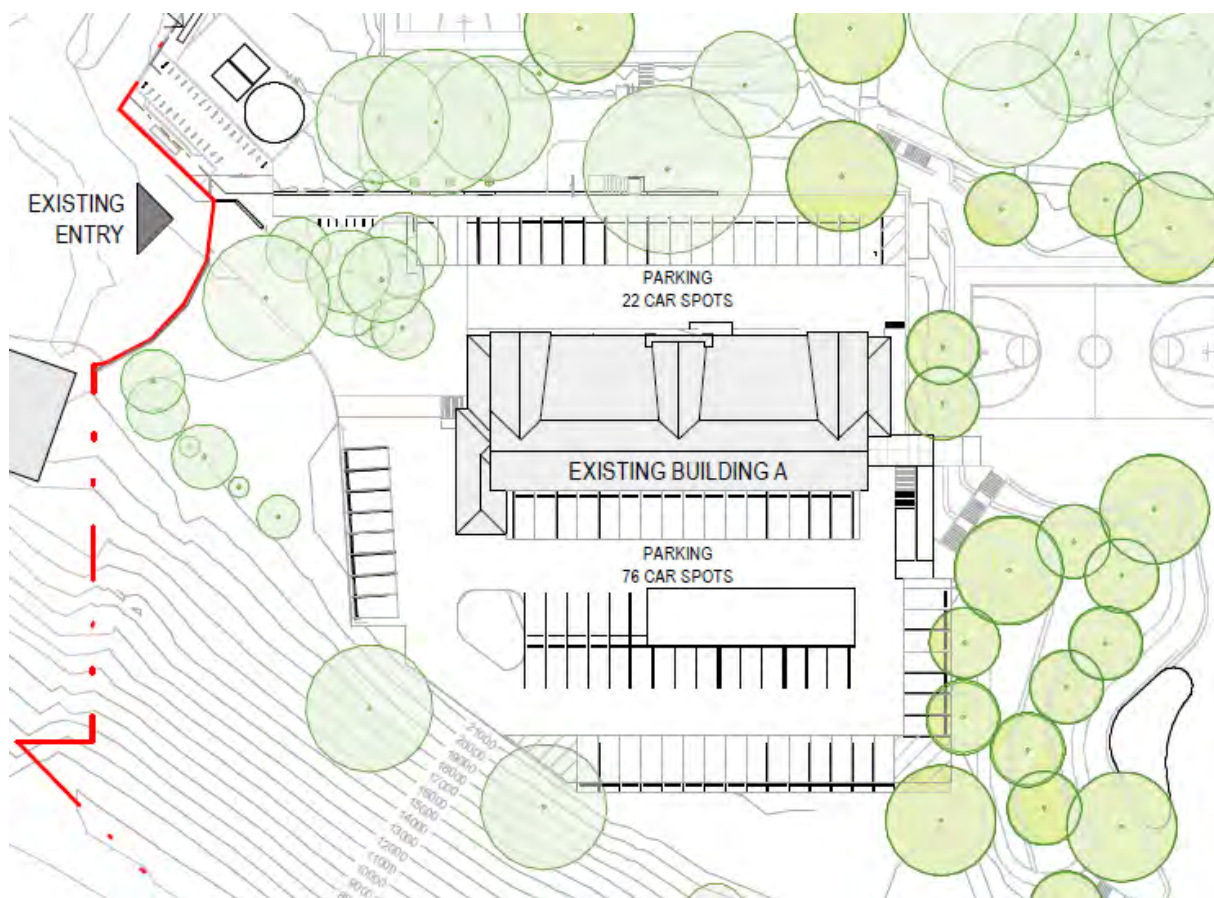


Plate 9.9 Proposed parking space layout surrounding Block A. Source: Architectus.

How has the impact of the new work on the heritage significance of the existing landscape been minimised?

Whilst car parking spaces are not part of the original intent and design of the c.1929 high school and use of the open space to the north of Block A, several parking spaces were introduced in the twentieth century surrounding Block A and directly onto the north and south building elevations.

Although the most heritage sensitive option would be to avoid any parking spaces surrounding Block A, particularly the prominent north elevation, parking spaces are a requirement of the school's function. During the course of design development, there has been several iterations of parking configuration around Block A for the new works including two separate consultation sessions with GANSW. We understand that the proposed parking around Block A has been designed with consideration of TDCP requirements for the amount of parking on the site as a whole. Consideration has also been incorporated into the design to provide a safe parking area that is outside of the 1:100

year flood event that effects the area of the site directly adjacent to Cullum Street. In light of the above, impacts have been reviewed based on the current use and configuration of parking spaces.

The proposal minimises impacts by removing all parking spaces directly to the north elevation of the building however it retains the spaces that are located on the brick retaining wall to the north. This would constitute some visual impacts to the north elevation and potential physical impacts to the brick retaining wall however impacts would be minimised due to the following:

- the majority of the building fabric to the north elevation would largely be un-obscured as viewed from Riverview Street and within the school due to the building's elevation, setting and the removal of car parking spaces directly onto the building elevation;
- the building will be full visible as viewed in close proximity to the north elevation and as approaching from the school's entrance to the west;
- the proposal provides adequate space between the north elevation and proposal parking spaces near to the retaining wall; and
- the proposal provides adequate space away from the brick retaining wall.

The proposal maintains the use of parking to the south of Block A with an increase in allocation to this area. The south elevation is a less prominent elevation and visual impacts would be minor with no obstruction of significant view lines. The proposal does however retain the current parking spaces directly to the south elevation. Parking spaces located directly on the south elevation pose minor visual impacts however there are likely to be potential and ongoing impacts to the integrity of the external fabric through physical damage caused by vehicles and direct exposure to car pollution. These impacts may compound over time increasing the need for maintenance of building fabric.

The proposal includes parking spaces to the west of Block A. These are considered acceptable as they constitute no physical impacts to Block A and are located an area that would not visually obscure Block A with overall minor visual impacts.

Has evidence (archival and physical) of previous landscape work been investigated? Are previous works being reinstated?

Part of the heritage significance of the Block A building is connected to its surroundings and original setting and external spaces. The current parking areas were not part of the original intent of the site and currently impact the manner in which those elevations are viewed.

The general footprint of the outdoor areas around Block A have been retained. The proposed design largely reflects this original layout and maintains the brick retaining wall, associated stairs and north-western garden bed, all of which were constructed with Block A in c.1929 (Plate 4.31). This is a positive heritage outcome.

How does the work impact on views to, and from, adjacent heritage items?

The north elevation is of a greater significance due to its location, its prominence and the architectural detailing it exhibits. Any car spaces proposed to the north elevation would have a moderate impact on the manner in which that elevation is viewed.

Parking spaces to the west elevation and south elevation would also pose visual impacts, however impacts would be minor as they are less prominent and with the south elevation in particular, away from significant view lines.

Based on the number and location of the proposed parking spaces, visual impacts would be minor for the south and west elevations and moderate to the north elevation.

Summary

Visual impacts are minor to moderate with potential minor physical impacts over time as a result of vehicular pollution and to a lesser degree, direct vehicular physical impacts. The proposal would improve on the current parking spaces by removing the spaces adjacent to the northern elevation, thereby improving views towards this primary elevation.

ii The demolition of Block E

Justification of works

Building E has been deemed poor in terms of function and ability to provide adequate functional space for the future function of the education campus.



Plate 9.10 Proposed demolition plan for the Murwillumbah High School site. Source: Architectus.

Impact assessment

The most heritage significant items at the school site, being the Block A building and associated original elements including the brick retaining wall and setting, are to be retained in the proposed design. This is a positive heritage outcome.

The demolition of Block E, the eastern walkway and associated structures and elements will be overall positive in impact as it would entail the removal of intrusive elements to the Block A north elevation and east elevations.

There would however be potential impacts that may exceed minor during the demolition of Block E, particularly to the north elevation of Block A. Block E was constructed in the 1960s onto the north-east corner of the north elevation of Block A resulting in loss and damage of fabric and modifications to the building structure, the extent of which is unclear.

Physical impacts would vary and are primarily associated with the reversal of structural additions to Block A, associated with Block E including internal and external walls, joinery, roofing and the upper level concrete walkway. In conjunction, several unknown and unexpected impacts may arise during demolition works that may have varying levels of impact.

After the demolition of Block E, the exposed north elevation would result in significant visual impacts due to nature of the interventions of the structural additions to Block A and the prominence of its north elevation. Impacts would be mitigated through the restoration and reconstruction of the north elevation resulting in overall positive impacts. Article 18 of the *Burra Charter* supports the removal of accretions and the repair, restoration and reconstruction of the north elevation of Block A. Article 18 also notes that the reinstatement of previously removed building sections, including returning the north elevation to a state closer to its original intent can be conducted in conjunction with the provision of a needed function, if required.

Note that certain restoration and reconstruction works, for example, paint stripping and the removal of other bonding materials from masonry walls, may however cause permanent damage to original fabric and would require the consultation with a nominated heritage consultant if considered.

Summary

Overall, the demolition of Block E would have positive impacts as, although the process of demolition would result in various known and unknown physical impacts to the Block A building, these impacts are contained to a specific section of the building and would ultimately result in the removal of a later, intrusive element to the primary elevation. Upon the demolition of Block E, significant visual impacts would arise if the structural and aesthetic inconsistencies are not addressed. This assessment of a positive impact is therefore contingent on the careful and considered restoration and reconstruction of the affected sections of the Block A north elevation. Refer to recommendations for the appropriate pathways to achieve this.

A separate letter of heritage advice (LOA) has been prepared by EMM to address the demolition of all other existing buildings and structures, as they are not subject to this SSDA.

iii Demolition of all inground slabs, pathways, hardstands and footings including those to blocks B, C, D, G, H, M, P, S, AW and AZ

The demolition of pathways, walkways and headstands, particularly surrounding Block A will have an overall positive impact, reducing visual clutter and removing visually intrusive elements from the school site that are currently obstructing views to and from Block A.

The demolition of the building pads and other concrete slabs are to buildings that would be demolished and do not contribute the heritage significance of Block A. These built elements are largely away from Block A and outside the heritage boundary established in the TLEP.

The slabs, pathways and canopies surrounding Block A are visually inconsistent and their removal would have an overall positive impact. Physical impacts to the external fabric of Block A may arise during the demolition of these elements that are directly adjacent or structurally connected to Block A.

- iv The construction of four (4) new buildings at the high school site incl. ground works required to facilitate the construction of new buildings and landscaped areas

The proposed Murwillumbah High School campus new buildings would address the current requirements of the school in terms of more adequate and better equipped functional spaces and facilities for learning at the school.



Plate 9.11 Proposed new school buildings to be constructed at the Murwillumbah High School site.
Source: Architectus.

How is the impact of the new development on the heritage significance of the item or area to be minimised? What has been done to minimise negative effects? How does the new development affect views to, and from, the heritage item? 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?

The following design decisions with regard to the proposed new buildings and landscaping have assisted in minimising impacts with positive heritage outcomes:

- levelling works have been proposed however the landscape elevation and setting of Block A would be largely maintained;
- the construction of all new buildings would not require any physical interventions to the Block A building;
- although larger in scale, all proposed new buildings are to be constructed at a lower elevation and their upper roof lines would not extend past that of Block A;



Plate 9.12 Proposed East-west (upper) and north-south (lower) sections. Source: Architectus.

- the Block A building would be able to be viewed at multiple locations along all bounding roads to the west, north and east. The roof line and upper sections of the Block A building would be able to be viewed looking west from Nullum Street;
- the north sports field and open area will remain largely undeveloped maintaining existing significant view lines along Riverview Street and to the north of Block; and
- the location of the current Block M (to be demolished) and area directly to the east will be structurally undeveloped in the proposal. This allows for greater landscaped space to the north, north-east and east of Block A and promote new view lines within the campus.

How does the curtilage allowed around the heritage item contribute to the retention of its heritage significance?

The locations of new buildings are to be constructed outside the buffer zone that is the original setting to Block A (Plate 4.31) maintaining Block A’s prominence within the site and significant views and sightlines. Adequate landscaping space has been provided between Block A and the closest new building (Building 3) to the east.

Why is the new development required to be adjacent to a heritage item?

New buildings must be constructed within the Murwillumbah High School site boundaries. Development space is limited within the site due to surrounding flood prone lands. However, the proposed locations of buildings will not significantly impact views to Block A and do not pose any physical impacts.

Is the new development sympathetic to the heritage item? In what way (eg form, setting, proportions, design)?

The proposed new buildings are larger in scale and proportions to the Block A building however due to their setting and location well outside the setting of Block A, they are largely sympathetic. The design also subtly references the symmetry, simplicity and rectilinear nature of the Block A building through the indicative exterior form, as presented in the provided elevation drawings.

Summary

There would be no physical impacts, minor visual impacts to the Block A building through the construction of the four proposed new school buildings and associated landscaping and some minor positive impacts in terms of views and introduction of open space surrounding Block A.

v **New landscaping and embellishment of outdoor playgrounds**



Plate 9.13 Proposed landscape plan near to and surrounding Block A. Source: Arcadia

How has the impact of the new work on the heritage significance of the existing landscape been minimised?

The proposed landscaping plan (Plate 9.13) indicates that no major landscaping elements including large or mature trees are to be located in close proximity or near to the Block A building. Only soft landscaping is to be introduced to the proposed car parking zone to the north and south of Block A. The open area to the north of Block A acts as a large buffer zone that does not include landscaping and plantings that would obstruct the building's prominent north elevation.

Landscaping to the sports field will be largely turf area with existing mature trees and plantings near to the brick retaining wall to the north of Block A retained with minimal new plantings. A sports court will be introduced to the east of Block A and new landscaping to the south-east would not obstruct views

Has evidence (archival and physical) of previous landscape work been investigated? Are previous works being reinstated?

Based on the history of the site and available historic photographs, the original Block A building and high school (c.1929) did not include any significant or notable landscaping. The proposed landscape design retains the small green space located to the north-west of block A in a similar form to the original intent. This is a reference to the original design and a positive heritage outcome.

How does the work impact on views to, and from, adjacent heritage items?

Significant views to and from Block A will largely be retained and unchanged due to the higher setting and elevation of the building in relation to the school site and the minimal number of new plantings that are to be introduced. New plantings and landscaping in the sports field to north and landscaping to the east of Block A will be at a lower elevation and are likely to not obstruct views to the building, as experienced in both areas.

Summary

The proposed landscaping is largely acceptable from a heritage perspective as landscaping is minimal near to Block A and views to and from the building are largely unobstructed. Minor visual impacts may arise through new plantings located to north of Block A. Existing mature trees are to be retained along Riverview Street and in the sports field to the north and impacts are mitigated through the maintenance of the setting and higher elevation of Block A. Significant view lines to and from Block A can be maintained and opened and promoted as part of the landscape design (refer to recommendations).

vi retention and refurbishment of Building F to provide learning space for agricultural education and retention of existing building AY (shed).

There would be no physical or visual heritage impacts through these works as both buildings are located outside the heritage curtilage and are not in close proximity to Block A. These works are acceptable from a heritage perspective.

10 Conclusion

10.1 Summary of heritage impact

Murwillumbah High School and the Block A building are significant to the Murwillumbah township and wider region. The proposed works would allow for the redevelopment of the Murwillumbah High School site to create the Murwillumbah Education Campus, including a new primary school and a new high school.

The proposed works have varying levels of direct and indirect impact to the heritage significance of the site and the Block A building. It is important to note that the majority of the original, c.1929 structures, setting and layout have been retained in the proposed design with a prescribed function for the site. This is a positive heritage outcome and in line with Article 7 of the *Burra Charter*.

The demolition of Block E in particular, would constitute the removal of an intrusive structure to the prominent north elevation of Block A and would have an overall positive impact, contingent on the manner in which Block E is demolished and restoration and reconstruction works are conducted.

The construction of four new buildings and associated landscaping would have minor visual impacts however the overall design and scale, setting and massing of the proposed buildings is largely sympathetic to the Block A building. There are also some minor positive impacts associated with the promotion of existing significant view lines, the retention of the majority of original fabric and the provision of a large amount of open space surrounding the Block A building that maintains its prominence within the high school site.

The works proposed to the Block A building are largely acceptable with minor to moderate in impacts to selected original elements and significant fabric. A majority of the internal and external fabric would be retained and with the application of the mitigation measures outlined in Section 10.2 and 10.3 below, impacts may be further mitigated without compromising the overall, proposed design intent for the Block A building.

10.2 General recommendations

The following recommendations are to be considered during the ongoing schematic design process to mitigate or avoid impacts to the heritage fabric and significance of the site. The implementation of these recommendations will embed the detailed preliminary conservation approach within the design process. The recommendations are:

- an update of this SoHI would be required if minor changes to the works proposed to Block A occurs in future iterations of the design. A separate statement of heritage impact (SoHI) may be required should the masterplan be re-designed or significantly altered from its current intent;
- a separate demolition and reconstruction plan for the demolition of Block E is to be prepared by a nominated heritage consultant or heritage architect that provides:
 - a physical assessment of the areas of intersection between Block E and Block A, prior to demolition works, that identifies all points of structural connection between both buildings and identifies missing original fabric;
 - a clear definition of the correct processes that would inform the careful demolition of Block E with minimal impacts to Block A; and
 - a detailed process for the restoration and reconstruction plan for the impacted sections of Block A based on the information and preliminary conservation policies provided in this report or any future conservation strategies or plans that may be prepared (see point below).

- it is recommended that a Conservation Management Strategy (CMS) for the Block A building and surrounding original fabric be prepared by a nominated heritage consultant, to be implemented prior any works to the building. The plan is to build on the Preliminary Conservation Approach in Section 8 of this report and would aim to provide policies and action frameworks that would assist in, for example, the:
 - rectification of any damage and impacts due to the construction and demolition of Block E and restore the prominent north elevation to Block A;
 - rectification of general structural and cosmetic issues to all internal and external spaces;
 - internal and external detailing of Block A to reduce visual inconsistency and clutter;
 - retention and repair of the original retaining wall and stairs to the north of the Block A Building and remove intrusive elements where possible; and.
 - the ongoing maintenance of the Block A building and other original elements and structures.
- the identified significant and non-significant elements detailed in Section 7 and the preliminary conservation approach in Section 8, particularly the conservation policies, detailed in Section 8.2, are to guide the ongoing design process in terms of how proposed works may impact the heritage fabric;
- consideration must be made in future iterations of the detailed design of the maintenance of view lines to the Block A building along Riverview Street and nearby residential zone. New buildings to the north of subject site should be conscious of the neighbouring residential zone in terms of their bulk and finish;
- retaining walls framing the courts to the north of Block A and the original retaining wall were introduced in the 1930s and are early additions to the site. While they are not part of the original intent or design of the original Block A, they do contribute to the setting and the significance. It is recommended that these retaining walls be maintained and integrated into the design, if possible. If their removal is unavoidable then a full archival recording of the features is to be conducted and the brickwork salvaged and stored for use in repairs or brickwork replacements to Block A or the original retaining wall; and
- a full archival recording of the entire school site is recommended prior to the commencement of any works.

10.3 Works specific recommendations

1. Demolition of the eastern elevation staircase and section of Level 1 external wall

- the location of the penetration to the Level 1 east elevation is to be kept at the minimum requirement and position equidistant between the two upper level windows and is to avoid damage or removal of terracotta vents and any other wall detailing including the pyramidion corner tiles to windows and crème plasterwork panels with decorative tiles;
- the design and construction of the vertical and horizontal elements to the accessibility tower are to be of a materiality and form that compliments the Block A building and all connection points between the new structure and Block A are to be detailed with consultation from a nominated heritage consultant to reduce visual and physical impacts;
- a full archival recording of the Block A building, particularly the east elevation and elements that are to be demolished is to be completed prior to the commencement of any construction or pre-construction works; and

- if possible, all intact brickwork to the east elevation wall and staircase that is removed during demolition is to be stored on site for future reuse in building repairs and as replacement for damaged, original brickwork.
- 2. Demolition of south elevation concrete ramp and doorway to staff room.**
- ensure that during the demolition process that physical impacts to original external brickwork walls, windows and features is avoided.
- 3. Demolition of three (3) doors and introduction of three (3) wall penetrations to Ground Level classroom walls.**
- the most heritage sensitive option would be to explore a different design solution and avoid penetrations into the walls;
 - if required as part of the design, wall penetrations in the proposed locations (north-west corner of classroom spaces) are to be avoided. The location of openings that would be the most heritage sensitive is between the blackboard and cabinets (refer to photograph above);
 - a cavity the width of a double door would likely impact significant wall elements (blackboards and cabinets) and is to be avoided. Openings are to be constrained to the width between the blackboards and cabinets and are to avoid their damage or removal;
 - all significant wall elements are to be retained including original blackboards. All works are to avoid damage to significant wall features to all classroom spaces; and
 - all original doors are to be retained and incorporated in the proposed design if possible. This is the most heritage sensitive option and the design does not provide an adequate justification for their removal. If the design requires the closure of doors, the closure of the door cavity from within the current classroom spaces is recommended. This would protect the original doors and should be conducted in a manner that can be reversed in the future, if required.
- 4. Demolition of three (3) select internal partition walls to Ground Level.**
- ensure that during the demolition process physical impacts to original and significant walls, ceiling and architectural elements is avoided.
- 5. Demolition of three (3) select internal partition walls to Ground Level.**
- demolition of original walls to staff room A21 and classroom A19 is broadly acceptable but may require a structural assessment by a qualified structural engineer to assess if walls are load bearing. Partial demolition and the creation of a portal to original walls is to be considered as a more heritage sensitive option that would allow for the retention of part of the original fabric, maintain structural stability and also provide the required open space; and
 - ensure that during the demolition of the identified inter-war partition wall, physical impacts to original and significant walls, ceiling and architectural elements is avoided.
- 6. Upgrade to all internal stairs for BCA/DDA compliance.**
- the option of least heritage impact would be the removal of the current vinyl flooring and replacement and application of a new, separate flooring to the original concrete, in order to meet compliance. The physical modification of the original form of the concrete stairs is not recommended;

- removal of handrails is to be conducted with care to mitigate further damage walls. Openings are to be filled and made good. New penetrations are to be kept to a minimum;
- proposed new handrails are to be of a style and make that compliments the original structure, selected in consultation with a nominated heritage architect; and
- all dado wall detailing and skirting is to be retained during stair modification works. Damage of these elements is to be avoided during works.

7. Insertion of amenities to Ground Level and Level 1

- it is recommended that the proposed amenities spaces be self-contained units, if possible, and introduced away from original wall, ceiling and floor fabric in order to avoid physical impacts. This is the most heritage sensitive option;
- if the above is not possible, the amenities space including services and fittings should be constructed, offset from original walls and ceilings onto a separate substrate. This would allow minimal intervention into original fabric and would be more easily reversible. The cavity between the substrate and the original surfaces can also be utilised as a channel for services and piping; and
- existing penetrations, if present, are to be utilised. Where penetrations are required into original flooring, ceilings and walls, they are to be kept at a minimum and positioned away from any detailing or significant features including windows, doors, dados, skirting, vents or cornices.

8. Demolition of existing car parking area (incl. asphalt) and construction of parking areas to the north, west and south of Block A.

- wheel stops are to be introduced to the parking spaces adjacent to the brick retaining wall to the north of Block A to mitigate potential physical damage to the structure and for overall safety;
- no parking spaces are to be located directly onto the prominent north elevation of the Block A building in order to minimise obstruction of significant view lines;
- it is recommended that all parking spaces directly to the south elevation be relocated to at least 1m off the south elevation and the inclusion of wheel stops to mitigate potential physical damage to the building by vehicles;
- the proposed configuration and location of parking spaces near to the west elevation is acceptable; and
- any future Conservation Management Strategy (CMS) is to include policies and actions to monitor and rectify current and future car pollution to the Block A building fabric and other significant or original structures or elements such as the brick retaining wall.

9. Demolition of all inground slabs, pathways, hardstands and footings including those to blocks B, C, D, G, H, M, P, S, AW and AZ

- care is to be taken during the demolition and removal of all pathways, slabs, walkways and canopies adjacent to Block A, particularly those that are structurally connected to and located to the east elevation of the building. Unwanted damage to the external fabric of Block A is to be avoided.

10. The construction of four (4) new buildings at the high school site

- all landscaping in close proximity to Block A is to be of a height and density that does not impede the established and new view lines to the building. A landscape design is to be prepared with consultation from the nominated heritage consultant and project architect; and
- the future materiality of the proposed buildings is to be of an appropriate and complimentary finish that respects the character of the Block A building and where possible, references its architectural language.

11. New landscaping and embellishment of outdoor playgrounds

- all landscape levelling works are to maintain the surrounding natural ridge and setting that the Block A building is situated on and avoid landscaping that may affect the prominence of Block A or impede on sightlines, particularly as viewed along Riverview Street to the north;
- it is recommended that plantings and mature trees along Riverview Street and near to the brick retaining wall to the north of Block A be assessed by a qualified arborist and dead or diseased trees be removed and healthy trees to be trimmed to open view lines to the Block A building from the roadway and public areas to the west and in the sports field to the north.

10.4 Archaeological measures

An historical archaeological assessment of the site has concluded that there is low archaeological potential. An unexpected finds protocol, including the provision for human remains, must be included in the Environmental Conservation Management Strategy or Plan in the unlikely event that relics are identified during demolition and construction works.

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Appendix A

SEARs

A.1 Planning Secretary’s Environmental Assessment Requirements (SEARs)

SSD-16848913

Dated 5 May 2021

Planning Secretary's Environmental Assessment Requirements

Section 4.12(8) of the *Environmental Planning and Assessment Act 1979*
Schedule 2 of the *Environmental Planning and Assessment Regulation 2000*

Application Number	SSD-16848913
Project Name	Murwillumbah Education Campus
Location	86 Riverview Street, Murwillumbah
Applicant	Department of Education
Date of Issue	5 May 2021
General Requirements	<p>The Environmental Impact Statement (EIS) must be prepared in accordance with and meet the minimum requirements of clauses 6 and 7 of Schedule 2 the Environmental Planning and Assessment Regulation 2000 (the Regulation).</p> <p>Notwithstanding the key issues specified below, the EIS must include an environmental risk assessment to identify the potential environmental impacts associated with the development.</p> <p>In addition, the EIS must include:</p> <ul style="list-style-type: none"> • an executive summary. • a complete description of the development, including: <ul style="list-style-type: none"> ○ the need for the development. ○ justification for the development. ○ suitability of the site. ○ alternatives considered. ○ likely interactions between the development and existing, approved and proposed operations in the vicinity of the site. ○ a description of any proposed building works. ○ a description of existing and proposed operations, including: <ul style="list-style-type: none"> ▪ staff and student numbers, hours of operation, and details of any proposed before/after school care services and/or community use of school facilities. ▪ details of how the school would continue to operate during construction activities, including proposed site management and mitigation measures to ensure the safety of users. ○ site survey plan, showing existing levels, location and height of existing and adjacent structures / buildings and site boundaries. ○ a detailed constraints map identifying the key environmental and other land use constraints that have informed the final design of the development. ○ plans, elevations and sections of the proposed development. ○ cladding, window and floor details, including external materials. ○ a site plan showing all infrastructure and facilities (including any infrastructure that would be required for the development, but the subject of a separate approvals process). ○ plans and details of any advertising/business identification signs to be installed, including size, location and finishes.

	<ul style="list-style-type: none"> ○ a description of any proposed construction or operational staging including relevant timing and dependencies. ○ details of construction and decommissioning including timing. ○ an estimate of the retained and new jobs that would be created during the construction and operational phases of the development along with details of the methodology to determine the figures provided. <ul style="list-style-type: none"> ● a detailed assessment of the key issues identified below, and any other significant issues identified in the risk assessment, including: <ul style="list-style-type: none"> ○ a description of the existing environment, using sufficient baseline data and methodology to establish baseline conditions. ○ an assessment of the potential impacts of all stages of the development on all potentially impacted environments, sensitive receivers, stakeholders and future developments. The assessment must consider any relevant legislation, policies and guidelines. ○ consideration of the cumulative impacts due to other related development proposed or underway on the site, including development progressed under other assessment pathways and all other developments in the vicinity (completed, underway or proposed). ○ identification of all proposed monitoring or required changes to existing monitoring programs. ○ measures to avoid, minimise and if necessary, offset predicted impacts, including detailed contingency plans for managing any significant risks to the environment and triggers for each action. ○ details of alternative measures considered. ● a consolidated summary of all the proposed environmental management and monitoring measures, identifying all commitments included in the EIS. ● the reasons why the development should be approved and a detailed evaluation of the merits of the development, including consequences of not carrying out the development. <p>The EIS must be accompanied by a report from a qualified quantity surveyor providing a detailed calculation of the capital investment value (CIV) (as defined in clause 3 of the Regulation) of the proposal, including details of all assumptions and components from which the CIV calculation is derived.</p>
Key issues	<p>The EIS must address the following specific matters:</p> <p>1. Statutory Context, Strategic Context and Policies</p> <p>Address the statutory provisions contained in all relevant legislated and draft environmental planning instruments, including but not limited to:</p> <ul style="list-style-type: none"> ● State Environmental Planning Policy (State and Regional Development) 2011. ● State Environmental Planning Policy (Infrastructure) 2007. ● State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017. ● State Environmental Planning Policy No 64 – Advertising and Signage. ● State Environmental Planning Policy No 55 – Remediation of Land. ● Draft State Environmental Planning Policy (Remediation of Land). ● Draft State Environmental Planning Policy (Environment). ● Draft State Environmental Planning Policy (Educational Establishments and Child Care Facilities).

- Tweed Shire Local Environmental Plan 2014

Having regard to the relevant environmental planning instruments:

- address the permissibility of the development, including the nature and extent of any prohibitions.
- identify compliance with the development standards applying to the site and provide justification for any contravention of the development standards.
- adequately demonstrate and document how each of the provisions in the listed instruments are addressed, including reference to necessary technical documents.

Address the relevant planning provisions, goals and strategic planning objectives in all relevant planning policies including but not limited to the following:

- NSW State Priorities.
- State Infrastructure Strategy 2018 – 2038 Building the Momentum.
- Future Transport Strategy 2056.
- Crime Prevention through Environmental Design (CPTED) Principles.
- Better Placed: An integrated design policy for the built environment of New South Wales (Government Architect NSW (GANSW), 2017).
- Healthy Urban Development Checklist (NSW Health, 2009).
- Draft Greener Places Design Guide (GANSW).
- Koala Habitat Protection Guideline (DPIE, 2020).
- Tweed Development Control Plan 2008.
- Tweed Local Strategic Planning Statement.
- North Coast Regional Plan.

2. Built Form and Urban Design

- Address:

- the height, density, bulk and scale, setbacks and interface of the development in relation to the surrounding development, topography, streetscape and any public open spaces.
- design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials and colour palette.
- how Crime Prevention through Environmental Design (CPTED) principles are to be integrated into development.
- how good environmental amenity would be provided, including access to natural daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility.
- how design quality will be achieved in accordance with Schedule 4 Schools – design quality principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools (GANSW, 2018).
- how services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.

- Provide:

- a detailed site and context analysis to justify the proposed site planning and design approach including massing options and preferred strategy for future development.

- a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.

3. Trees and Landscaping

- Provide:
 - where relevant, an arboricultural impact assessment prepared by a Level 5 (Australian Qualifications Framework) Arborist, which details the number, location and condition of trees to be removed and retained, includes detailed justification for each tree to be removed and details the existing canopy coverage on-site.
 - a detailed site-wide landscape strategy, that:
 - details the proposed site planting, including location, number and species of plantings, heights of trees at maturity and proposed canopy coverage.
 - provides evidence that opportunities to retain significant trees have been explored and/or informs the plan.
 - considers equity and amenity of outdoor play spaces, and integration with built form, security, shade, topography and existing vegetation.
 - demonstrates how the proposed development would:
 - contribute to long term landscape setting in respect of the site and the streetscape.
 - mitigate the urban heat island effect and ensure appropriate comfort levels on-site.
 - contribute to objectives to increase urban tree canopy cover.
 - a detailed landscape plan prepared by a suitably qualified person.

Relevant Policies and Guidelines:

- Australian Standard 4970 Protection of trees on development sites.
- Draft Greener Places Design Guide (GANSW).
- Technical Guidelines for Urban Green Cover in NSW (Office of Environment and Heritage (OEH), 2015).

4. Environmental Amenity

- Assess amenity impacts on the surrounding locality, including solar access, visual privacy, visual amenity, overshadowing, wind impacts and acoustic impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated.
- Provide:
 - shadow diagrams.
 - a view analysis, where relevant, of the site from key vantage points and streetscape locations and public domain including photomontages or perspectives showing the proposed and likely future development.
 - an analysis of proposed lighting that identifies lighting on-site that will impact surrounding sensitive receivers and includes mitigation management measures to manage any impacts.
 - details of the nature and extent of the intensification of use associated with the proposed development, particularly in relation to the proposed increase in staff and student numbers and detail measures to manage and mitigate the impacts.

5. Transport and Accessibility

Provide a transport and accessibility impact assessment, which includes, but is not limited to the following:

- analysis of the existing transport network to at least the existing or proposed enrolment boundary, including:
 - road hierarchy.
 - pedestrian, cycle and public transport infrastructure.
 - details of current daily and peak hour vehicle movements based on traffic surveys and / or existing traffic studies relevant to the locality.
 - existing transport operation for 1hr before and after (existing or proposed) bell times such as span of service, frequency for public transport and school buses, pedestrian phasing for signals.
 - existing performance levels of nearby intersections utilising appropriate traffic modelling methods (such as SIDRA network modelling).
- details of the proposed development, including:
 - a map of the proposed access which identifies public roads, bus routes, footpaths and cycleways.
 - pedestrian site access and vehicular access arrangements, including for service and emergency vehicles and loading/unloading, including swept path analysis demonstrating the largest design vehicle entering and leaving the site and moving in each direction through intersections along the proposed transport routes.
 - car and motorcycle parking, bicycle parking and end-of-trip facilities.
 - drop-off / pick-zone(s) and arrival/departure bus bay(s).
 - pedestrian, public transport or road infrastructure improvements or safety measures.
- analysis of the impacts due to the operation of the proposed development, including:
 - proposed modal split for all users of the development including vehicle, pedestrian, bicycle riders, public transport, school buses and other sustainable travel modes.
 - estimated total daily and peak hour vehicular trip generation.
 - a clear explanation and justification of the:
 - assumed growth rate applied.
 - volume and distribution of proposed trips to be generated.
 - type and frequency of design vehicles accessing the site.
 - details of performance of nearby intersections and level crossings with the additional traffic generated by the development both at the commencement of operation and in a 10-year time period (using SIDRA network modelling).
 - cumulative traffic impacts from any surrounding approved development(s).
 - adequacy of pedestrian, bicycle and public transport infrastructure and operations to accommodate the development.
 - adequacy of car and motorcycle parking and bicycle parking provisions when assessed against the relevant car / bicycle parking codes and standards.
 - adequacy of the drop-off / pick-up zone(s) and bus bay(s), including assessment of any related queuing during peak-hour access.

- adequacy of the existing / proposed pedestrian infrastructure to enable convenient and safe access to and from the site for all users.
- measures to ameliorate any adverse traffic and transport impacts due to the development based on the above analysis, including:
 - travel demand management programs to increase sustainable transport (such as a Green Travel Plan / School Transport Plan).
 - arrangements for the Travel Coordinator roles.
 - governance arrangements or relationships with state and local government transport providers to update roads safety.
 - infrastructure improvements or protection measures, including details of timing and method of delivery.
- a preliminary school transport plan detailing an operational traffic and access management plan for the site, pedestrian entries, the drop-off / pick-up zone(s) and bus bay(s).
- analysis of the impacts of the traffic generated during construction of the proposed development, including:
 - construction vehicle routes, types and volumes.
 - construction program (duration and milestones).
 - on-site car parking and access arrangements for construction, emergency and construction worker vehicles.
 - cumulative impacts associated with other construction activities in the locality (if any).
 - road safety at identified intersections and level crossings near the site due to conflicts between construction vehicles and existing traffic in the locality.
 - measures to mitigate impacts, including to ensure the safety of pedestrian and cyclists during construction.
- a preliminary Construction Traffic and Pedestrian Management Plan.

Note: Further guidance is provided in the TfNSW advice attached to the SEARs.

Relevant Policies and Guidelines:

- Guide to Traffic Generating Developments (Roads and Maritime Services, 2002).
- EIS Guidelines - Road and Related Facilities (Department of Urban Affairs and Planning (DUAP), 1996).
- Cycling Aspects of Austroads Guides.
- NSW Planning Guidelines for Walking and Cycling (Department of Infrastructure, Planning and Natural Resources (DIPNR), 2004).
- Guide to Traffic Management Part 12: Integrated Transport Assessments for Developments (Austroads, 2020).
- Australian Standard 2890.3 Parking facilities, Part 3: Bicycle parking (AS 2890.3).

6. Ecologically Sustainable Development (ESD)

- Identify:
 - how ESD principles (as defined in clause 7(4) of Schedule 2 of the Regulation) would be incorporated in the design and ongoing operation phases of the development.
 - proposed measures to minimise consumption of resources, water (including water sensitive urban design) and energy.

- how the future development would be designed to consider and reflect national best practice sustainable building principles to improve environmental performance and reduce ecological impact. This should be based on a materiality assessment and include waste reduction design measures, future proofing, use of sustainable and low-carbon materials, energy and water efficient design (including water sensitive urban design) and technology and use of renewable energy.
- how environmental design will be achieved in accordance with the GANSW Environmental Design in Schools Manual (GANSW, 2018).
- Provide:
 - an assessment against an accredited ESD rating system or an equivalent program of ESD performance. This should include a minimum rating scheme target level.
 - a statement regarding how the design of the development is responsive to the NARClIM projected impacts of climate change.
 - an Integrated Water Management Plan detailing any proposed alternative water supplies, proposed end uses of potable and non-potable water, and water sensitive urban design.

Relevant Policies and Guidelines:

- NSW and ACT Government Regional Climate Modelling (NARClIM) climate change projections.

7. Heritage

- Provide a Statement of Heritage Impact (SOHI) prepared by a suitably qualified heritage consultant in accordance with the guidelines in the NSW Heritage Manual (Heritage Office and DUAP, 1996) and Assessing Heritage Significance (OEH, 2015). The SOHI is to address the impacts of the development on the heritage significance of the site and adjacent areas and is to identify:
 - how the development is consistent with any relevant Conservation Management Plan.
 - all heritage items (state and local) within the vicinity of the site including built heritage, landscapes and archaeology, curtilage and setting of the items, detailed mapping of these items, and assessment of why the items and site(s) are of heritage significance.
 - the impacts of the development on heritage item(s), heritage significance or cultural heritage values of the site, including visual impacts, required BCA and DDA works, new fixtures, fittings and finishes, any modified services.
 - the attempts to avoid and/or mitigate the impact on the heritage item(s), heritage significance or cultural heritage values of the site.
 - the attempts to interpret the heritage significance identified into the development.
 - justification for any changes to the heritage fabric or landscape elements including any options analysis.
- If the SOHI identifies impact on potential historical archaeology, a historical archaeological assessment should be prepared by a suitably qualified archaeologist in accordance with the Archaeological Assessment Guidelines (NSW Heritage Office, 1996) and Assessing Significance for Historical Archaeological Sites and 'Relics' (Heritage Council of NSW, 2009). This

assessment should identify what relics, if any, are likely to be present, assess their significance and consider the impacts from the development on this potential archaeological resource. Where harm is likely to occur, it is recommended that the significance of the relics be considered in determining an appropriate mitigation strategy. If harm cannot be avoided in whole or part, an appropriate Research Design and Excavation Methodology should also be prepared to guide any proposed excavations or salvage programme.

8. Aboriginal Cultural Heritage

- Provide an Aboriginal Cultural Heritage Assessment Report (ACHAR) that:
 - identifies and describes the Aboriginal cultural heritage values that exist across the site.
 - includes surface surveys and test excavations where necessary.
 - has been prepared in accordance with the Guide to investigating, assessing and reporting on Aboriginal Cultural Heritage in NSW (OEH, 2011) and Code of Practice for Archaeological Investigations of Aboriginal Objects in NSW (OEH, 2010).
 - incorporates consultation with Aboriginal people in accordance with Aboriginal Cultural Heritage Consultation Requirements for Proponents (Department of Environment, Climate Change and Water, 2010).
 - documents the significance of cultural heritage values of Aboriginal people who have a cultural association with the land.
 - identifies, assesses and documents all impacts on the Aboriginal cultural heritage values.
 - demonstrates attempts to avoid any impact upon cultural heritage values and identify any conservation outcomes. Where impacts are unavoidable, the ACHAR and EIS must outline measures proposed to mitigate impacts.
 - demonstrates attempts to interpret the Aboriginal cultural heritage significance identified into the development.

Any Aboriginal objects recorded as part of the Aboriginal Cultural Heritage Assessment Report must be documented and notified to the Aboriginal Heritage Information Management System (AHIMS) within Heritage NSW of the Department of Premier and Cabinet.

9. Social Impacts

- Provide a Social Impact Assessment prepared in accordance with the draft Social Impact Assessment Guideline 2020.

Relevant Policies and Guidelines:

- Draft Social Impact Assessment Guideline 2020 (Department of Planning, Industry and Environment)

10. Noise and Vibration

- Provide a noise and vibration impact assessment that:
 - includes a quantitative assessment of the main noise and vibration generating sources during demolition, site preparation, bulk excavation and construction.
 - details the proposed construction hours and provide details of, and justification for, instances where it is expected that works would be carried out outside standard construction hours.

- includes a quantitative assessment of the main sources of operational noise, including consideration of any public-address system, school bell, mechanical services (e.g. air conditioning plant), use of any school hall for concerts etc. (both during and outside school hours) and any out of hours community use of school facilities.
- outlines measures to minimise and mitigate the potential noise impacts on nearby sensitive receivers.
- considers sources of external noise intrusion in proximity to the site (including, road rail and aviation operations) and identifies building performance requirements for the proposed development to achieve appropriate internal amenity standards.
- demonstrates that the assessment has been prepared in accordance with policies and guidelines relevant to the context of the site and the nature of the proposed development.

Relevant Policies and Guidelines:

- NSW Noise Policy for Industry 2017 (NSW Environment Protection Authority (EPA).
- Interim Construction Noise Guideline (Department of Environment and Climate Change, 2009).
- Assessing Vibration: A Technical Guideline 2006 (Department of Environment and Conservation, 2006).

11. Biodiversity

- Provide a Biodiversity Development Assessment Report (BDAR), that assesses the biodiversity impacts of the proposed development in accordance with the requirements of the Biodiversity Conservation Act 2016, Biodiversity Conservation Regulation 2017 and Biodiversity Assessment Method, except where a BDAR waiver has been issued in relation to the development or the development is located on biodiversity certified land.
- Where a BDAR is not required, because a BDAR waiver has been issued, in relation to the development, provide:
 - a copy of the BDAR waiver and demonstrate that the proposed development is consistent with that covered in BDAR waiver.
 - an assessment of flora and fauna impacts where significant vegetation or flora and fauna values would be affected by the proposed development.

12. Contributions

- Identify:
 - any Section 7.11/7.12 Contribution Plans, Voluntary Planning Agreements or Special Infrastructure Contribution Plans that affect land to which the application relates or the proposed development type.
 - any contributions applicable to the proposed development under the identified plans and/or agreements. Justification is to be provided where it is considered that the proposed development is exempt from making a contribution.
 - any actions required by a Voluntary Planning Agreement or draft Voluntary Planning Agreement affecting the site or amendments required to a Voluntary Planning Agreement affected by the proposed development.

13. Staging

- Assess impacts of staging where it is proposed and detail how construction works, and operations would be managed to ensure public safety and amenity on and surrounding the site.

14. Utilities

- In consultation with relevant service providers:
 - assess the impacts of the development on existing utility infrastructure and service provider assets surrounding the site.
 - identify any infrastructure upgrades required off-site to facilitate the development and any arrangements to ensure that the upgrades will be implemented on time and be maintained.
 - provide an infrastructure delivery and staging plan, including a description of how infrastructure requirements would be co-ordinated, funded and delivered to facilitate the development.

15. Stormwater Drainage

- Provide:
 - a preliminary stormwater management plan for the development that:
 - is prepared by a suitably qualified person in consultation with Council and any other relevant drainage authority.
 - details the proposed drainage design for the site including on-site detention facilities, water quality measures and the nominated discharge point.
 - demonstrates compliance with Council or other drainage authority requirements.
 - stormwater plans detailing the proposed methods of drainage without impacting on the downstream properties.
- Where drainage infrastructure works are required that would be handed over to Council, provide full hydraulic details and detailed plans and specifications of proposed works that have been prepared in consultation with Council and comply with Council's relevant standards.

Relevant Policies and Guidelines:

- Guidelines for developments adjoining land managed by the Office of Environment and Heritage (OEH, 2013).
- Tweed Shire Council Development Design Specification D5 – Stormwater Drainage Design.
- Tweed Shire Council Development Design Specification D7 – Stormwater Quality.

16. Flooding

- Identify any flood risk on-site in consultation with Council and having regard to the most recent flood studies for the development area and the potential effects of climate change, sea level rise and an increase in rainfall intensity.
- Assess the impacts of the development, including any changes to flood risk on-site or off-site, and detail design solutions to mitigate flood risk where required.

Relevant Policies and Guidelines:

- NSW Floodplain Development Manual (DIPNR, 2005).

17. Soil and Water

- Provide:
 - an assessment of potential impacts on surface and groundwater (quality and quantity), soil, related infrastructure and watercourse(s) where relevant.
 - details of measures and procedures to minimise and manage the generation and off-site transmission of sediment, dust and fine particles.
 - an assessment of salinity and acid sulphate soil impacts, including a Salinity Management Plan and/or Acid Sulphate Soils Management Plan, where relevant.

Relevant Policies and Guidelines:

- Managing Urban Stormwater - Soils and Construction Volume 1 (Landcom, 2004).
- Acid Sulfate Soil Manual, (NSW Acid Sulfate Soil Management Advisory Committee, 1998).
- Acid Sulfate Soils Assessment Guidelines (DoP, 2008).
- Managing Urban Stormwater: Soils and Construction Volume 1 (Landcom 2004) and Volume 2 (A. Installation of Services; B. Waste Landfills; C. Unsealed Roads; D. Main Roads; E. Mines and Quarries) (DECC, 2008).
- Guidelines for development adjoining land managed by the Office of Environment and Heritage (OEH, 2013).
- Tweed Shire Council Development Design Specification D7 – Stormwater Quality.
- Dewatering in the Tweed: A Guideline for the Management of Dewatering Operations (Tweed Shire Council, 2020)

18. Waste

- Identify, quantify and classify the likely waste streams to be generated during construction and operation.
- Provide the measures to be implemented to manage, reuse, recycle and safely dispose of this waste.
- Identify appropriate servicing arrangements (including but not limited to, waste management, loading zones, mechanical plant) for the site.
- Provide a hazardous materials survey of existing aboveground buildings that are proposed to be demolished or altered.

Relevant Policies and Guidelines:

- Waste Classification Guidelines (EPA, 2014).

19. Contamination

- Assess and quantify any soil and groundwater contamination and demonstrate that the site is suitable for the proposed use in accordance with SEPP 55. This must include the following prepared by certified consultants recognised by the NSW Environment Protection Authority:
 - Preliminary Site Investigation (PSI).
 - Detailed Site Investigation (DSI) where recommended in the PSI.
 - Remediation Action Plan (RAP) where remediation is required. This must specify the proposed remediation strategy.
 - Preliminary Long-term Environmental Management Plan (LEMP) where containment is proposed on-site.

	<p><u>Relevant Policies and Guidelines:</u></p> <ul style="list-style-type: none"> • Managing Land Contamination: Planning Guidelines - SEPP 55 Remediation of Land (DUAP, 1998). • Sampling Design Guidelines (EPA, 1995). • Consultants Reporting on Contaminated land – Contaminated Land Guidelines (EPA, 2020). • Northern Rivers Contaminated Land Program - Contamination Report Summary Table (https://www.tweed.nsw.gov.au/ContaminatedLand). • National Environment Protection (Assessment of Site Contamination) Measure (National Environment Protection Council, as amended 2013). <p>20. Hazards and Risk</p> <ul style="list-style-type: none"> • Provide: <ul style="list-style-type: none"> ○ a preliminary risk screening regarding all dangerous goods and hazardous materials associated with the development. ○ a Preliminary Hazard Analysis, if required where the development includes handling or storage of dangerous or hazardous materials. <p>21. Bush fire</p> <ul style="list-style-type: none"> • Provide a bush fire assessment that details proposed bush fire protection measures and demonstrates compliance with Planning for Bush Fire Protection (NSW RFS, 2019). <p>22. Aviation</p> <ul style="list-style-type: none"> • Provide: <ul style="list-style-type: none"> ○ details of impact of the proposed development on Aviation and Airspace protection considering the Obstacle Limitation Surface (OLS) for Bob Whittle Murwillumbah Airfield. ○ Details of the potential impacts of the future development on the aviation operations of any nearby airports and affected flight paths of any existing on shore Helicopter Landing Site (HLS) in accordance with the relevant sections of the National Airports Safeguarding Framework (NASF). <p><u>Relevant Policies and Guidelines:</u></p> <ul style="list-style-type: none"> • National Airports Safeguarding Framework and associated guidelines.
<p>Plans and Documents</p>	<p>The EIS must include all relevant plans, architectural drawings, diagrams and relevant documentation required under Schedule 1 of the Regulation. Provide these as part of the EIS rather than as separate documents. Any plans and diagrams included in the EIS must include key dimensions, RLs, scale bar and north point.</p> <p>In addition to the plans and documents required in the General Requirements and Key Issues sections above, the EIS must include the following:</p> <ul style="list-style-type: none"> • Section 10.7(2) and (5) Planning Certificates (previously Section 149(2) and (5) Planning Certificate). • Design report to demonstrate how design quality would be achieved in accordance with the above Key Issues including: <ul style="list-style-type: none"> ○ architectural design statement. ○ diagrams, structure plan, illustrations and drawings to clarify the design intent of the proposal. ○ detailed site and context analysis.

	<ul style="list-style-type: none"> ○ analysis of options considered to justify the proposed site planning and design approach. ○ summary of feedback provided by GANSW and NSW State Design Review Panel (SDRP) and responses to this advice. ○ summary report of consultation with the community and response to any feedback provided. <ul style="list-style-type: none"> ● Geotechnical and Structural Report. ● Accessibility Report.
Consultation	<p>During the preparation of the EIS, you must consult with the relevant local, State or Commonwealth Government authorities, service providers, community groups, relevant special interest groups, including local Aboriginal land councils and registered Aboriginal stakeholders and affected landowners. In particular, you must consult with:</p> <ul style="list-style-type: none"> ● the relevant Council. ● Government Architect NSW (through the NSW SDRP process). ● Transport for NSW. <p>Consultation should commence as soon as practicable to inform the scope of investigation and progression of the proposed development.</p> <p>The EIS must describe and include evidence of the consultation process and the issues raised and identify where the design of the development has been amended in response to these issues. Where amendments have not been made to address an issue, a short explanation should be provided.</p> <p>Targeted consultation in accordance with the draft Social Impact Assessment Guideline 2020 (Department of Planning, Industry and Environment) must also occur where there is a requirement to prepare and submit a Social Impact Assessment.</p>
Further consultation after two years	<p>If you do not lodge a development application and EIS for the development within two years of the issue date of these SEARs, you must consult further with the Planning Secretary in relation to the preparation of the EIS. If any other significant issues are identified in the risk assessment, that are not identified in this SEARs, the Planning Secretary must be consulted in relation to the preparation of the EIS.</p>
References	<p>The assessment of the key issues listed above must consider, but not be limited to, relevant guidelines, policies, and plans as identified.</p>

Appendix B

Architectural and landscape documentation

B.1 Murwillumbah Education Campus

Architectural documentation Prepared by Architectus

Landscape plan prepared by Arcadia

Pty Ltd. Use only figured dimensions. Any other required dimensions are to be referred to and supplied by the landscape architect. All discrepancies to be referred to the project manager and Arcadia Design Group Pty Ltd prior to construction. Ensure compliance with the Building Code of Australia and all relevant Australian Standards and Authority requirements.



DRAFT

HIGH SCHOOL LANE

RIVERVIEW STREET

NULLUM STREET



Revision	Revision Description	Revision Date
2	100% DD	14.03.22
1	50% DD	25.01.22

Project
MEC
 86 Riverview St,
 Murwillumbah,
 NSW, 2484

Project Status
Tender
 Client
 Schools Infrastructure NSW

Drawing No. **1000** Drawing Name
 Masterplan

Job No. 21-725
 Issue 2
 Scale 1:500 @ A1

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ARCADIA

8.5