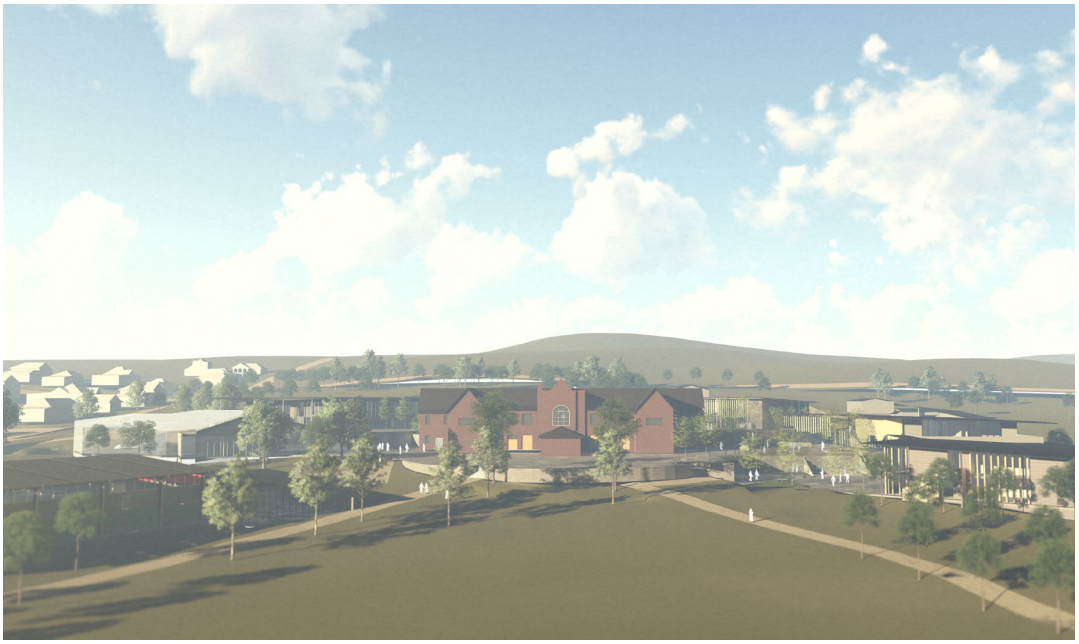
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HERITAGE

STATEMENT OF HERITAGE IMPACT

Armidale Secondary College
Proposed New Buildings
SSD 9095



Butler Street, Armidale

16 OCTOBER 2018

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ISSUED	REVIEW	ISSUED BY
10 October 2018	Draft Report	Alice Steedman
16 October 2018	Final Report	Grazi Prada

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STATEMENT OF HERITAGE IMPACT

ARMIDALE SECONDARY COLLEGE

1.0 INTRODUCTION

1.1 REQUIREMENTS FOR THIS REPORT

This Heritage Impact Assessment has been prepared for NBRSArchitecture on behalf of the Department of Education (School Infrastructure NSW) for the Armidale Secondary College (SSD 9095).

The site is a locally listed heritage item (*Armidale Dumaresq LEP 2012* item No. I049 – Armidale High School) and listed in s.170 of the Education Department Heritage and Conservation Register. The site has been the subject of a detailed Heritage Assessment by NBRSArchitecture, completed in June 2018.

The site is also adjacent to two other locally listed items:

- Street Planting of Poplar Trees (*Armidale Dumaresq LEP 2012* item No. I247)
- Arboretum, 216-236 Kentucky Street (*Armidale Dumaresq LEP 2012* item No. I251)

This Statement of Heritage Impact has been prepared on the basis that an Early Works package will be completed before the commencement of new building works on the site. The Early Works include:

- Demolition of existing buildings, footings and services back to the mains for building A, C, D, E, F, G, H, I, K, L, M, N. (refer attached demolition plan)
- Ground works to make battering around block I safe.
- Hazmat Removal to Block B
- Minor alterations or additions, restoration, replacement or repair of original school building (Block B).
- Demolition of existing agriculture sheds
- Demolition of existing basketball courts adjacent Butler Street.
- Ground works to make battering around basketball courts safe.
- Removal of contaminated soils as a result of demolition.

This Statement of Heritage Impact therefore assesses the impacts of the proposed new buildings and landscape on the heritage significance of Armidale High School, Street Planting of Poplar Trees and Arboretum.



Figure 1 – Aerial view of Armidale showing location of town centre, Armidale High School, Street planting of Poplar trees and the Arboretum. (Source: SIXMaps)

1.2 METHODOLOGY

The methodology and form of this Statement of Heritage Impact is based on the guidelines set out by the NSW Heritage Office (now Heritage Division of the Office of Environment & Heritage) publication 'Statements of Heritage Impact', 2002. It follows the approach set out in the *Australia ICOMOS Charter for Places of Cultural Significance* (The *Burra Charter*) and *The Conservation Plan* by J.S.Kerr (Australia ICOMOS, 7th edition 2013).

The terms fabric, place, preservation, reconstruction, restoration, adaptation and conservation used throughout this report have the meanings given them in the *Burra Charter*.

1.3 SITE LOCATION

The site is located at Butler Street, Armidale which forms its east boundary. It is bounded by Kentucky Street to the south and Mann Street and its continuation into Lambs Avenue to the north. The west boundary meets Miller, Barry, Mossman and Stephen Streets.

The subject site comprised of several parcels of land as follows:

- Lot 1, DP 196298
- Lot 704, DP 755808
- Lots 1 and 2, Section 49, DP 758032
- Lot 1, Section 161, DP 758032
- Lot 1151, DP 821627
- Lot 7005, DP 1052246



Figure 2 – Site location map with buildings delineated thereon. (Source: NSW Land & Property Information, SIXMaps)



Figure 3 – Aerial view of the subject site shaded yellow. (Source: NSW Land & Property Information, SIXMaps)

1.1 HERITAGE MANAGEMENT FRAMEWORK

The subject site is identified on the following statutory lists:

- *Armidale Dumaresq Local Environmental Plan 2012* - Armidale High School—original circa 1921, 2-storey building, grounds (I049)
- Department of Education, School Heritage, DEC S170 Heritage and Conservation Register – SHI Number 4640014 Armidale High School

Locally listed heritage sites in the vicinity include:

- Street planting of Poplar trees (I247), Kentucky Street (formerly, New England Highway) between Butler and Miller Streets, Road Reserve

- Arboretum (I251), 216-236 Kentucky Street, Lot 701, DP 93982, Lot 701 DP755808, Lots 7006 and 7077 DP 93981.

1.2 LIMITATIONS

This report is limited to the assessment of potential impacts on the European cultural heritage values of the site and does not include Aboriginal and Archaeological assessment. This report only addresses the relevant planning provisions relating to heritage.

1.3 AUTHORSHIP

This report was prepared by Alice Steedman, Senior Heritage Architect of NBRSArchitecture, using physical and documentary evidence contained in Heritage Assessment - Armidale High School, NBRSARCHITECTURE, 20 June 2018 (See Appendix A of this report).

1.4 COPYRIGHT

Copyright of this report remains with the author, NBRSARCHITECTURE. Unless otherwise noted, all images are by the author.

2.0 DOCUMENTARY EVIDENCE

The following provides a summary of the historical development of Armidale High School taken from Heritage Assessment for Armidale High School prepared by NBRSArchitecture, June 2018 (See Appendix A).

2.1 ESTABLISHMENT OF ARMIDALE

Armidale was first settled by European colonists in 1833 following an expedition and survey noting the agricultural potential of the land by Surveyor-General John Oxley in 1818.

The town site was surveyed in 1848 and its development was secured by the population growth of the gold rush in the following decade. The Church of England and Roman Catholic authorities selected Armidale as a diocesan seat and both constructed cathedrals in the town. These were complimented by major public buildings including a courthouse and ne post and telegraph office. Armidale's status as the capital of New England was affirmed with the completion of the railway and the opening of the railway station in 1883.

Armidale had a public school providing basic elementary education from 1861. This expanded to provide two years post-primary education and was renamed Armidale Superior Public School in 1886. In 1908 it became Armidale District School.

2.2 HISTORY OF ARMIDALE HIGH SCHOOL

A site for the public high school in Armidale was set aside in 1917 after seven years of lobbying from local residents for the provision of a separate institution to deliver secondary education due to overcrowding in the District School. Whilst the high school was established in 1920 it operated from the District School adding to problems of overcrowding in the interim. In May 1921 tenders were called for the construction of the new high school.

The *Armidale Chronicle* reported that the new Armidale High School, when completed, would accommodate 259 pupils and the newspaper furnished the following description of the planned building.

> *It will be a two-storied structure of simple and effective design in picked local bricks, with stone dressings covered with fibro cement.*
>
> *The ground floor will consist of four class-rooms, staff rooms for both sexes, and Principal's room, an assembly verandah equal in size to three class-rooms, being 100ft x 24ft, hat and cloak rooms, lavatories, stationery store, boiler house, kitchen for preparation of hot lunches, and large entrance hall approached by curved drive and the large verandah.*
>
> *The first floor will be approached from two fire-proof staircases, and contain assembly balcony 100ft x 24ft, as ground floor, three class-rooms, library, science room, and hat and cloak rooms.*[1]

The proposal was not without controversy, with a sizeable movement in the town questioning the placement of the school building with a southerly aspect facing Hargrave Street instead of fronting Butler Street to the east or the Railway Station to the north. Representatives of the local Labor League met with Colonel Wells (Education Department Architect) and Mr Bruce (Director of Public Buildings) in Armidale to explain the position that "Owing to the contour of the ground, the plan would have the effect of the main entrance by (sic) 8 feet lower than Hargrave Street". Colonel Wells pointed out that any fears were groundless, as the

[1] "Armidale High School", *Armidale Chronicle*, 17 December 1921, p6

building would be an architectural monument, every consideration been given to the elevation and consideration having been given to the elevation and contour…".[2]

The headmaster Rev Canon Arehdall's concerns regarding the siting were also presented to the Minister for Education drawing the following response:

> *May I say that the first consideration that is now given in the building of schools is the lighting arrangements, so far as the pupils are concerned. Secondly, the Departments architects endeavour to take into the aspect of the building in relation to the surrounding country and in relation to the surrounding buildings. In these respects, I am quite sure that when the building is completed the people of Armidale will be proud of the result. The rear of the building has been specially designed, at extra expense, in order that the view from the railway will be quite pleasing, in fact there will be no difference from an architectural point of view between the front and rear of the building."*[3]

The foundation stone of the "first high school building to be erected in New England" was laid on 3 December 1921 by the Minister for Education. The Armidale High School was completed by January 1923 and officially opened in March. The plans were designed by the Architect to the Department of Education (under the supervision of Colonel RMS Wells) and the buildings were erected by the Constructor for Public Buildings (under the supervision of Edward W Edwards) at a total cost of £22,300. GF Nott won a tender for the supply and construction of the brickwork.



Figure 4 - Armidale High School – new building, Sheet No. 8 (Elevations) / R Wells 1920. (Source: Plan Services - Information Management, ICT, SB37-6)

[2] "The High School", *Armidale Chronicle*, Saturday 13 August 1921 p. 4
[3] Local and General News - High School. *Armidale Express and New England General Advertiser*, Friday 9 September 1921, p.4



Figure 5 – View from northeast. Armidale High School, 31 December 1925. On left Mr J Killip (Headmaster) and on right, Mr J Larum (Deputy Headmaster). (Source: State Archives & Records, Digital ID: 15051_a047_000215)

School enrolment doubled in the years following the opening of the new building and in 1930 tenders were invited for additions to the east and west ends to accommodate another four classrooms. The first floor assembly area was also converted a sewing room, art room and library at this time.



Figure 6 – Armidale High School c1930s showing paved approach road from Mann Street to the northeast. – (Source: Information Management, ICT 15304827977)

In 1939 new domestic science and manual training buildings were constructed to the east and west of the main building marking the first of the separate teaching blocks that later clustered around the 1923 building.

In the following years timber-framed classroom blocks were added to the grounds in a bid to relieve ongoing issues of overcrowding.

Whilst the grounds developed further in the 1950s with the formal dedication of the northern entrance road and oval in memory of former school principal RB White, it wasn't until the 1960s that other larger scale buildings were constructed on the school grounds. These included the changerooms (1960 – F block), Demonstration Classrooms (c1962 - demolished), Administration, library and classroom building (1962 – A block), Assembly Hall (1962 – H block), large additions to the domestic science and manual arts (1963 – C and I block), additional classrooms, music and art rooms (1968 – G block).

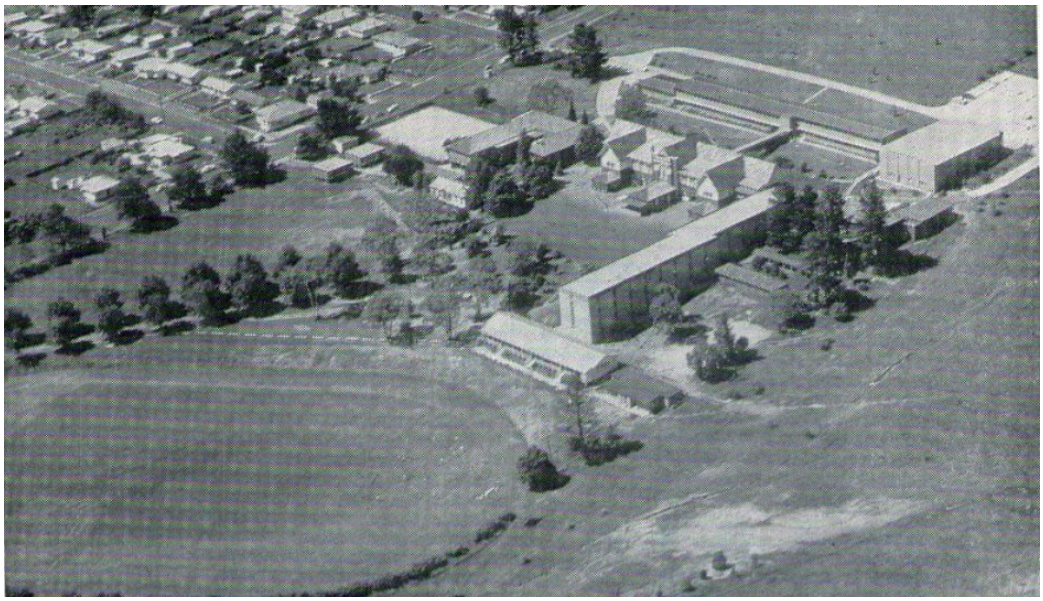


Figure 7 – Oblique aerial of Armidale High School, 1969. (Source: The Armidale of Yesteryear Facebook page, 19274988_1330255717021848_4728667350417455756_n)

About 19 acres (7.68 hectares) of land have been added to the site since it was first established. This included various parcels of land dedicated in 1941, 1959, 1960 and 1963, including Lots 1 to 7 and part of Lots 8 to 10 inclusively in Section 67 of the Town of Armidale. Hargrave Street between Butler and O'Dell Streets was dedicated in September 1960. Hargrave Street within the school was never formally gazetted or sealed and A Block was constructed on its alignment in 1962.

The area of the grounds is now 44½ acres (18 hectares) which are bounded by roads and fenced. Within these grounds the school has eight netball courts, four basketball courts, three hockey fields, one soccer field, two football fields and six tennis courts.

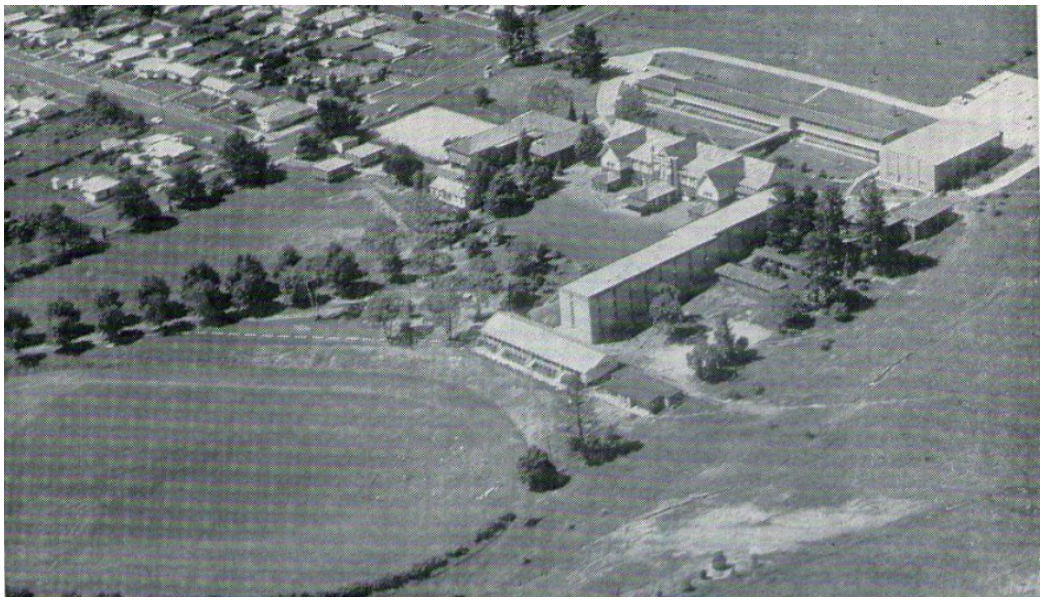


Figure 8 – Oblique aerial of Armidale High School, 1969. (Source: The Armidale of Yesteryear Facebook page, 19274988_1330255717021848_4728667350417455756_n)

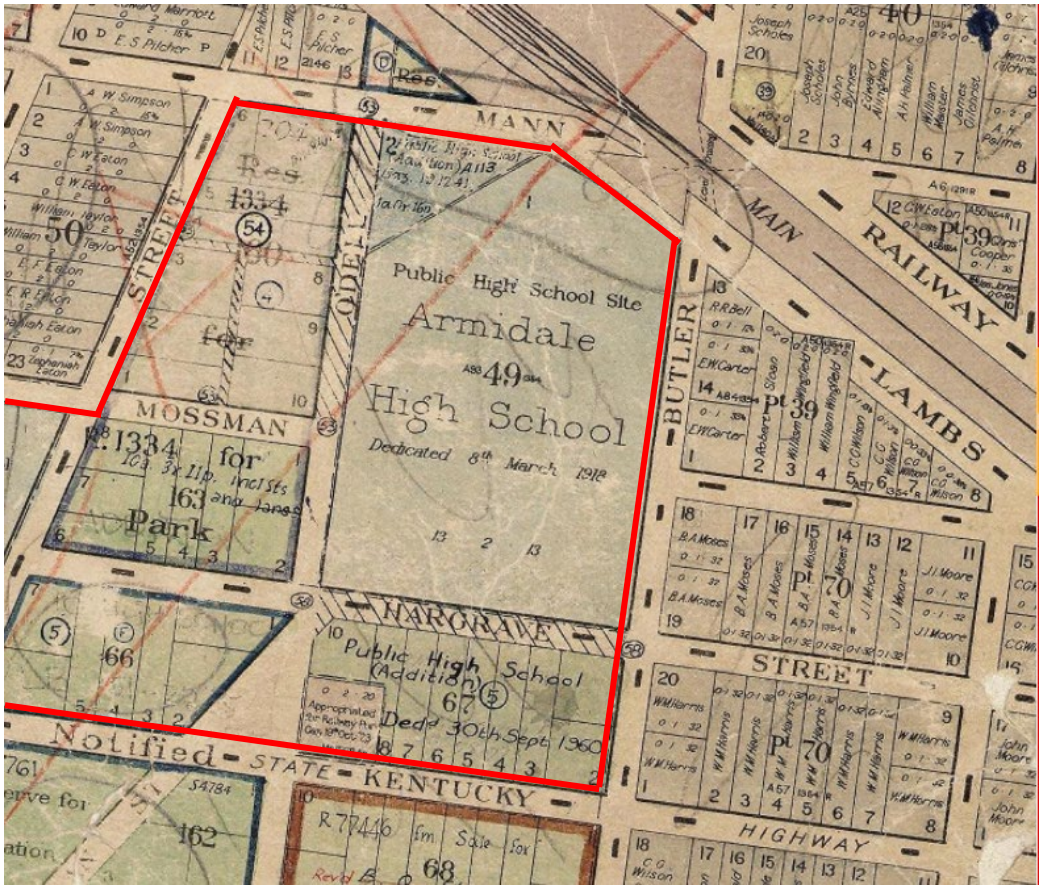


Figure 9 – Detail from County of Sandon, Parish of Armidale, Edition 6 Sheet 1, 1935 showing Armidale High School site (shaded blue). Annotations to the plan shows additional land dedicated in September 1960 comprising Lot 1-8 & 10 in Section 67 of the Parish (shaded green). The current boundary of the school (portion) is highlighted red. (Source: NSW Land Research Services, HLRV).

A new library/laboratory block was erected at the school in 1971 (E block). Agricultural education has been an important component of Armidale school with a large section of the

grounds to the south west of the site used for this purpose. The area contains various yards and sheds. A brick machine shed was constructed in 1977. The assembly area and retaining wall was altered in c1990 and the gymnasium was constructed in c2010.

2.3 ASSOCIATED INDIVIDUALS

The place is associated with various individuals who have contributed to its development and to the life of the school. These include: architect Richard McDonald Seymour Wells who designed the 1922 classroom building; George Frederick Knott, local building contractor responsible for its construction; RB White, former school principal; Peter Allen, former student and international entertainer.

The school is also associated with all former students and staff who attended the school since 1923 and have maintained strong community associations with the place through its substantial collection of memorials and honour boards, furniture and memorabilia.

3.0 PHYSICAL EVIDENCE

3.1 SETTING AND PHYSICAL CONTEXT

Armidale High School is set on an expansive site on the outskirts of the central townsite above the railway line on a north-facing hillside. The original building, constructed in 1923, is cut into the steep hillside in the southern portion of the site. It has a semi-circular paved assembly area to the north and faces an embankment to the south.

The site has a number of mature trees and landscape features from various stages of its construction. The Mann Street driveway lined by Elm trees (RB White Memorial Drive) is the most distinctive of these features as it provides a direct connection from the school to the town centre, and in conjunction with the RB White Memorial Oval and gates, it provides a tangible reminder of the history of development of the school.

The assembly area established during the construction of the school is retained and provides views across the site to the north.

Other small groupings of established trees are located along the Mossman Street entry drive and at the Hargrave Street entrance.

All other buildings on the site established between 1939 and c1970 have been demolished as part of an early works application for the site.



*Figure 10 - View of site from Kentucky Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 11 - View of site from Hargrave Street gate on Butler Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 12 - View of site from Mossman Street gate on Butler Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 13 - View from Mann Street gate (RB White Memorial gate). Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 14 - View of 1923 building from the north near Building G. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 15 - View of site from Mann Street to northwest. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 16 - View looking north from assembly area to RB White Memorial Oval. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 17 - View towards Mann Street gate (RB White Memorial gate). Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 18 - View looking southwest from RB White memorial drive. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 19 - View looking west from Butler Street north of Hargrave Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 20 - View looking northwest to Building B from Hargrave Street drive. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 21 - View looking southeast to Building B from Hargrave Street drive. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 22 – Assembly area flagpoles and dais. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 23 - Amphitheatre. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 24 – Trees at Hargrave St gates. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 25 – Trees northeast of assembly area. Photography. **NBRS**ARCHITECTURE, February 2018)*

3.2 BUILDING (B-BLOCK)

Constructed in 1922 and extend in 1931, the two-storey B-Block has remained a reasonably intact example of a standard early Twentieth Century school design applied to a number of schools throughout NSW. It is constructed in dark red-brown face brick and stucco with sills, reveals and string courses in salmon brick. It has a steeply pitched gabled roof with glazed Marseilles tiles. The single storey wings to the north have hipped roofs. The two-storey additions added to the east and west in 1931 are discernible through a change in terracotta wall vent detailing externally.

The building was conserved and refurbished as part of an early works application for the site and will provide specialist performing and visual arts teaching spaces for the proposed new school.



*Figure 26– North elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 27– Southeast view. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.3 MOVEABLE HERITAGE

An extensive collection of moveable heritage from the history of the school in the form of plaques, honour boards, photographs, memorabilia, photographs and artworks, furniture and display boards have been retained which reflect and document the history of the school and its students and teachers.

The names of former staff and students are recorded on pavers which formed part of the entry to the administration area in Building A and in the amphitheatre north of the assembly area reflecting an ongoing association with the community.

A number of student art installations also existed on the buildings.

A comprehensive inventory of moveable heritage was completed prior to the temporary closure of the school for its redevelopment. This information will form the basis of an interpretation strategy for the development of an installation interpreting the history of the school.

4.0 ESTABLISHED HERITAGE SIGNIFICANCE

4.1 HERITAGE STATUS

The subject property is listed in the *Armidale Dumaresq Local Environment Plan 2012* as Armidale High School—original building circa 1921, 2-storey building, grounds (I049). It is also listed the Department of Education, School Heritage, DEC S170 Heritage and Conservation Register – SHI Number 4640014 Armidale High School.



Figure 28 – Detail from the Armidale Dumaresq LEP 2012 heritage map. Heritage items are shaded brown. The subject site is outlined blue. Source: Armidale Dumaresq LEP 2012, Heritage Map HER_002AA and Heritage Map HER_002AAA

4.2 SIGNIFICANCE OF THE SUBJECT SITE

The Statement of Significance for the subject site contained in the *Armidale Dumaresq LEP 2012* is as follows:

> *The original High School building, surviving essentially unaltered. Local example of typical public school building of the period. Connected with the important theme of education. Institutional landscaping from about the 1950's possibly earlier, of local significance.*

The Statement of Significance for the subject site contained in the Department of Education s170 Inventory is as follows:

> *The original High School building, surviving essentially unaltered. Local example of typical public school building of the period. Connected with the important theme of education.*

The Statement of Significance contained in the NBRSArchitecture Heritage Assessment is as follows:

> *Armidale High School (1922 -) containing 14 buildings and a number of notable site features is significant for the following reasons:*
>
> *It has been the place of secondary schooling since 1923 and is highly significant in the community's sense of identity and sense of place;*
>
> *The place is associated with the lives of former students and staff members who have contributed to the life of the school, locality, state or international community*

It contains a wide array of artefacts, memorials and memorabilia associated with the history and development of the school over the past 98 years;

The place contains the original 1922 Arts and Crafts Style Building associated with the initial formation of the school and which was the first high school constructed in New England;

The 1922 building is a good example of an Arts and Crafts style school building attributed to the design of RMS Wells and produced by the Public Works Department of NSW; and,

The place contains significant plantings and landscape features associated with the development of site, memorials and ceremonies.

4.3 SIGNIFICANCE OF HERITAGE ITEMS IN THE VICINITY

4.3.1 STREET PLANTING OF POPLAR TREES, KENTUCKY ST BETWEEN BUTLER AND MILLER STS

The Statement of Significance for the Street Planting of Poplar Trees contained in the *Armidale Dumaresq LEP 2012* is as follows:

First documentation in Armidale of a large number of social organisations joining together to undertake a significant tree planting. This is a socially significant event in Armidale's history.

Historical notes included in the listing are as follows:

The Department of Education applied for the closing of Kentucky Street (a travelling stock route), between Dangar and Faulkner Streets and a council special sub-committee recommended the closure. A resolution passed on 28 January 1930 agreed to the closure of the street but no action was taken. The Pastures Protection Board appealed against the decision because the closure would interfere with the movement of stock. D.H Drummond approached council in June 1934 on the possibility of closing Kentucky Street behind the Teachers College to carry out beautification to the lower grounds and sports area. A month later, the Department of education withdrew its request and announced its intention to plant trees along the line of the footpath with the trees to be protected by a low brick wall. Council then rescinded its January 1930 decision to close the street between Dangar and Faulkner Streets. In January 1931 the Main Roads Board announced that tenders would be called within the next few weeks for the work of reconstructing portion of the road for the new State Highway through Armidale. Council tarred the deviation to Kentucky Street along the Dangar, Barney and Marsh Streets in March 1932 with grants from the Main Roads Board. In that same month, the Main Roads Board which had taken responsibility for the new deviation in Kentucky Street announced its intention to have the new road tarred (Armidale Express, 9 March 1932, p.8).

Principal of the Teachers' College, C.B. Newling suggested a scheme to plant trees along the highway section of Kentucky Street. In June 1932, D. Little, a member of the Armidale and District Horticultural Society, sponsored the scheme and released details of a proposal to plant an avenue of trees along the Kentucky Street Highway. He called for a public donation of money and trees to assist the campaign to plant 250 trees. The society decided in July to undertake the tree-planting project and two public meetings presided over by the mayor, unanimously accepted poplars as the suggested trees for planting. A large gathering of citizens and school children attended the official opening of the poplar avenue on Wednesday 3 August. To that stage, 225 trees had been planted.

F. Seaborn, engineer of the Dumaresq Shire did all the survey work and supervised the pegging. Eventually thirty organisations including the Teachers' College planted trees. During 1934, Kentucky Street south of the Armidale High School and leading to the Dangar Street overhead bridge was opened. This Street provided another outlet to the city. Trees were planted in July 1934 to replace the dead ones and the section from the overhead bridge and the Dangarsleigh Road was completed in 1935. All dead trees planted along the highway were removed and replaced with flowering trees in August 1939. In November 1940 the president of the Horticultural Society, C.K. Stewart criticised council for the lack of care leading to the loss of poplar trees. Fifty poplars were planted in the highway referred to as Uralla Road, in July 1941. Fifty trees, mostly replacements, were planted in June 1946.

Council decided to remove the western end of the poplar avenue between Butler and Allingham Streets in May 1962 because of their interference with sewer pipes and other installations. In November 1964, all the poplar trees on the southern side of Kentucky Street were removed to allow for drainage (Armidale Express, 18 November 1964).

4.3.2 ARBORETUM, 216-236 KENTUCKY STREET

The Statement of Significance for the Arboretum contained in the *Armidale Dumaresq LEP 2012* is as follows:

Arboretum with indigenous eucalypts and exotic species. Local significance, but potentially of regional significance.

The Armidale Arboretum land (an area of thirty acres) was gazetted as a public reserve on 7 August 1882. Over one hundred years later, the Armidale Bicentennial Arboretum Plan which was launched by the NSW Premier Mr Neville Wran, on 10 August 1985 and funded from Bicentennial project monies. The arboretum was officially opened on 8 October 1988 by the vice-chairman of the NSW Bicentennial Council, Thelma McCarthy AM. By that stage the sixteen hectare site included aquatic gardens, waterfall, senses garden for the disabled, community wall constructed by members of the community, native gardens, exotic gardens, New England flora bed, walking tracks, lookout, picnic shelter and toilet facilities. The project involved service clubs, schools, business houses, individuals and the City Council. The total cost of the project was financed by the NSW Bicentennial Council ($200 000); council ($17 000) and community effort ($54 000).

The senses garden was totally funded and constructed by community groups including Armidale High, Dumaresq Lions, Armidale Garden, Sandon County, Apex, Quota, and Rotary Clubs. The community wall was funded by the NSW Arts Council and the public who donated bricks carved by community members. Council constructed the toilet block with special funding. The aquatic garden, designed by John Wrigley, was funded by a major part of the bicentennial grant. The native gardens, designed by Mrs Maria Hitchcock were constructed in stages by students from The Armidale School and Technical and Further Education using an unemployment grant. The lookout was funded and constructed by the Rotary Club as their major bicentennial project. The exotic gardens were designed by Mrs Marilyn Pidgeon with the bulbs being donated by the Leitch family.

Detailed historical notes can be found at:
http://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=1010675

5.0 THE PROPOSAL

5.1 DESCRIPTION OF THE PROPOSAL

The proposal involves the construction of new buildings at Armidale Secondary college for the provision of a school for 1580 student enrolments. It includes the incorporation of the original 1923 school building nad significant landscape elements in the new design. There are minor additions proposed to the early building in the form of covered areas to the canteen and covered porches to the east and west entries. The existing building and existing significant landscape elements are integrated into the proposal through the proposed new landscape plan.

5.2 DOCUMENTS REVIEWED

The following documents have been reviewed in the preparation of this report.

Drawing/Document Name	Drawing number	Issue	Date
Cover Page	17352-NBRS-DA-000	A	04.10.2018
Site Analysis Part 01	17352-NBRS-DA-002	1	04.10.2018
Site Analysis Part 02	17352-NBRS-DA-003	1	04.10.2018
Site Considerations	17352-NBRS-DA-004	1	04.10.2018
Building Envelope 3D	17352_NBRS-DA-005	1	04.10.2018
Existing Site Plan	17352_NBRS-DA-006	1	04.10.2018
Proposed Site Plan	17352_NBRS-DA-012	1	04.10.2018
Site Circulation, Vehicle & Pedestrian Path	17352_NBRS-DA-082	1	04.10.2018
Constraints Diagram - Combined	17352_NBRS-DA-085	1	04.10.2018
Site General Arrangement Plan – Lower Ground	17352_NBRS-DA-100	1	04.10.2018
Site General Arrangement Plan –Ground Floor	17352_NBRS-DA-101	1	04.10.2018
Site General Arrangement Plan – Upper Ground	17352_NBRS-DA-102	1	04.10.2018
Site General Arrangement Plan – First Floor	17352_NBRS-DA-103	1	04.10.2018
Site General Arrangement Plan – Second Floor	17352_NBRS-DA-104	1	04.10.2018
Site Roof Plan	17352_NBRS-DA-105	1	04.10.2018
Elevations	17352_NBRS-DA-300	1	04.10.2018
Elevations and Sections – Zone 1 & O Block	17352_NBRS-DA-301	1	04.10.2018
Elevations and Site Sections	17352_NBRS-DA-400	1	04.10.2018
New Build Sections	17352_NBRS-DA-401	1	04.10.2018
External Finishes Board	17352_NBRS-DA-980	1	04.10.2018
Internal Finishes Board	17352_NBRS-DA-981	1	04.10.2018
Signage	17352_NBRS-DA-1050	1	04.10.2018
Shadow Diagrams	17352_NBRS-DA-1100	1	04.10.2018
Aerial View from Butler Street	17352_NBRS-DA-1200	1	04.10.2018
View of Administration and Point of Arrival	17352_NBRS-DA-1201	1	04.10.2018
View of Central Courtyard	17352_NBRS-DA-1202	1	04.10.2018
Aerial View from Mann Street	17352_NBRS-DA-1203	1	04.10.2018
B Block – Plan – Upper Ground	17352_NBRS-DA1010	A	10.10.2018
B Block – Plan – Level 1	17352_NBRS-DA1011	A	10.10.2018
Roof Plan – B Block	17352_NBRS-DA1026	A	10.10.2018
B Block – Elevations	17352_NBRS-DA1041	A	10.10.2018
Cover page (Landscape)	17352-NBRS-L-000	H	15.10.2018
Site survey	17352-NBRS-L-001	H	15.10.2018
Landscape demolition plan	17352-NBRS-L-002	H	15.10.2018
Proposed landscape site plan	17352-NBRS-L-003	H	15.10.2018
Proposed landscape detailed plan	17352-NBRS-L-004	H	15.10.2018
Landscape fencing plan	17352-NBRS-L-005	H	15.10.2018
Landscape hardscape and materials palette	17352-NBRS-L-100	H	15.10.2018
Landscape hardscape and materials plan - sheet 1	17352-NBRS-L-101	H	15.10.2018
Landscape hardscape and materials plan - sheet 2	17352-NBRS-L-102	H	15.10.2018
Landscape hardscape and materials plan - sheet 3	17352-NBRS-L-103	H	15.10.2018
Landscape hardscape and materials plan - sheet 4	17352-NBRS-L-104	H	15.10.2018
Landscape hardscape and materials plan - sheet 5	17352-NBRS-L-105	H	15.10.2018
Landscape hardscape and materials plan - sheet 6	17352-NBRS-L-106	H	15.10.2018
Landscape hardscape and materials plan - sheet 7	17352-NBRS-L-107	H	15.10.2018
Landscape hardscape and materials plan - sheet 8	17352-NBRS-L-108	H	15.10.2018
Planting palette	17352-NBRS-L-200	H	15.10.2018

Drawing/Document Name	Drawing number	Issue	Date
Landscape planting plan – Sheet 1	17352-NBRS-L-201	H	15.10.2018
Landscape planting plan – Sheet 2	17352-NBRS-L-202	H	15.10.2018
Landscape planting plan – Sheet 3	17352-NBRS-L-203	H	15.10.2018
Landscape planting plan – Sheet 4	17352-NBRS-L-204	H	15.10.2018
Landscape planting plan – Sheet 5	17352-NBRS-L-205	H	15.10.2018
Landscape planting plan – Sheet 6	17352-NBRS-L-206	H	15.10.2018
Landscape planting plan – Sheet 7	17352-NBRS-L-207	H	15.10.2018
Landscape planting plan – Sheet 8	17352-NBRS-L-208	H	15.10.2018
Landscape sections 2	17352-NBRS-L-301	H	15.10.2018
Landscape sections 3	17352-NBRS-L-302	H	15.10.2018
Landscape details 1	17352-NBRS-L-400	H	15.10.2018
Landscape details 2	17352-NBRS-L-401	H	15.10.2018
Landscape details 3	17352-NBRS-L-402	H	15.10.2018
Tree Assessment Report	Dan McArdle and Sons Pro Tree Service		June 2018
Aboriginal Archaeological Assessment	Apex Archaeology		June 2018
Armidale High School Biodiversity Development Assessment Report	Ecological Australia		June 2018
Architects Design Statement	NBRS Architecture		July 2018
17352 – consultation timeframe	NBRS Architecture		June 2018
Views Analysis	NBRS Architecture		March 2018



Figure 29- Architectural rendering of the proposed Armidale Secondary College showing administration and point of arrival. (NBRSArchitecture)



Figure 30– Architectural rendering of the proposed Armidale Secondary College from the east of the heritage building illustrating courtyard and amphitheatre to the south of the heritage building (B Block) (NBRSArchitecture)



Figure 31 – Architectural rendering of the proposed Armidale Secondary College from Butler Street (NBRSArchitecture)

5.3 DESIGN STATEMENT

The following text is contained in Introduction of the Armidale Secondary College - Architects Design Statement, NBRSArchitecture June 2018:

Project Description

A new, purpose built Department of Education high school with capacity for 1580 students will be constructed on the existing Armidale High School Site. The new school will bring together Armidale High School and Duval High School into a combined learning environment.
Armidale's wider community will benefit through access to state-of-the-art sporting, performance and gathering facilities and through economic development associated with building the new school.

The school will play an important role in the broader Armidale and New England communities. The new facilities will include flexible learning spaces, specialist subject facilities for science and technology, creative arts, industrial arts and performance facilities and sporting facilities.

Design Summary

The design solution responds to many factors. This design summary document articulates the unique contextual influences that have determined sighting, circulation, environmental responsiveness, heritage and cultural responsiveness.

The design has taken cues from social influences and educational aspirations. Armidale has a unique defined seasonal climate. It is a sophisticated, inclusive, education hub. It is youthful, active, with a cultural mix.

The complex weave of all these levers has led to a design concept that is contextual, environmentally respectful and aspirational in striving for an inclusive campus of wellness and support. The central design idea is to create a symbolically unifying campus which respects context, heritage, circulation and safety. The basic education building block is based around creating neighbourhoods which respond to the Educational Principles articulated by the school community.

5.4 DEVELOPMENT OPTIONS CONSIDERED

The design of the Armidale Secondary College was developed through a process of consultation with the Armidale and Duval Schools through the formal instrument of a Project Reference Group (PRG). The schematic design stage, completed in November 2017, resulted in the development of three planning concepts as illustrated in Figure 39. Of these concepts NBRS Architecture were instructed by Department of Education that concept numbers 1 and 3 were deemed acceptable to present to the PRG on the basis that Option 2 was not acceptable due to greater service reticulation, lifecycle and construction costs.[4]

The PRG approved Concept 3 "The Learning Hub" as the proposed model of site planning for the new school in December 2017.[5]

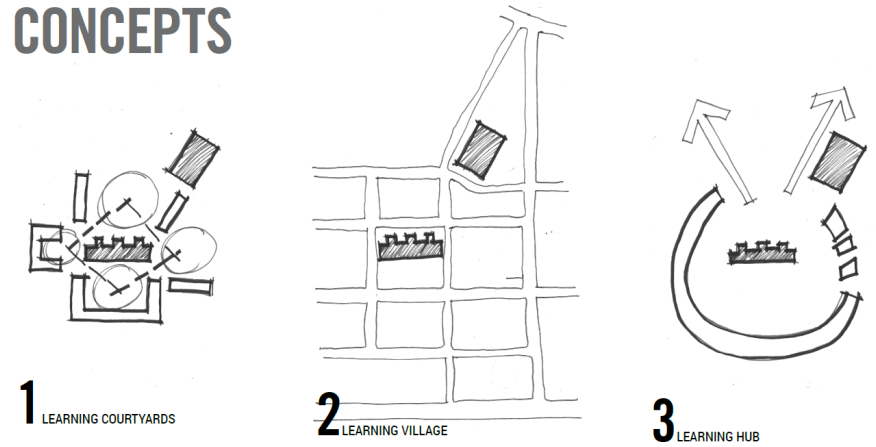


Figure 32– Concept Presentation (NBRS Architecture 2017)

[4] Minutes of Meeting Armidale High School Redevelopment Project 9/11/17.
[5] Minutes of Meeting Armidale High School Redevelopment Project 20/12/17.

6.0 EVALUATION OF HERITAGE CONTROLS

6.1 STATUTORY FRAMEWORK

The local consent authority for the site for the majority of development requiring approval is Armidale Regional Council, under the *Armidale Dumaresq Local Environmental Plan 2012*.

In this instance the project meets the criteria for State Significant Development (SSD).

State Significant Development (SSD) is a category of development for large scale or complex projects. These are declared to be SSD under the State and Regional Development SEPP 2011, or by order of the Planning Minister. These are deemed to have State significance due to the size, economic value or potential impacts that a development may have.[6]

6.1.1 SSD PROCESS IN RELATION TO HERITAGE LEGISLATION

A summary of the SSD process in so far as it relates to heritage legislation is as follows:

1 Applicant applies for the Director General's Requirements (DGRs) which determine firstly whether the proposed development qualifies as SSD and secondly what needs to be covered in the required environmental impact assessment.

In preparing the DGRs, the Director-General must consult with relevant public authorities such as OEH and Local Council

A Heritage Impact Statement may be required as one of the DGRs

2 Environmental Impact Statement is prepared. This includes a list of approvals that may be obtained under any other Act, e.g. from OEH.

Applicant consults with local council, Government Agencies and the community when preparing the EIS.

3 A Development Application is prepared, which includes the EIS, and sent to the Director-General.

4 The DA is assessed, as per S 79C of the EP&A Act. Considerations of assessment include:

- The provisions of relevant environmental planning instruments (LEPs, SEPPs). Note that under S 89E (3) of the EP&A Act, Development consent may be granted despite the development being partly prohibited by an environmental planning instrument.

- 'Development control plans do not apply to SSD. This is because development control plans are generally concerned with local or specific issues and do not provide appropriate planning controls for large, complex developments of importance to the State or region.'[7]

- 'However, in responding to a development application, a local council can identify controls within a development control plan that relate to a proposed development and can request that they be addressed in the EIS.'[8]

6.1.2 HERITAGE ACT 1977 – S 170 HERITAGE AND CONSERVATION REGISTER

Under Section 170 of the Heritage Act 1977, government instrumentalities are required to create and maintain Heritage and Conservation Registers:

[6] https://www.planningportal.nsw.gov.au/understanding-planning/assessment-systems/state-significant-development
[7] http://www.planning.nsw.gov.au/Assess-and-Regulate/Development-Assessment/Systems/~/media/26E45F0B682A4D5C97DB547B92C7BC64.ashx
[8] http://www.planning.nsw.gov.au/Assess-and-Regulate/Development-Assessment/Systems/~/media/26E45F0B682A4D5C97DB547B92C7BC64.ashx

170 Heritage and Conservation Register

(1) (Repealed)

(2) Words and expressions used in this section which are defined in the Annual Reports (Statutory Bodies) Act 1984 or the Annual Reports (Departments) Act 1985 have the same meanings as in the Act in which they are defined.

(3) A government instrumentality shall establish and keep a register entitled the "Heritage and Conservation Register".

(4) A government instrumentality shall enter in the register details of each item of the environmental heritage:

(a) which is of a class prescribed by the regulations, and

(b) which:

(i) in the case of a statutory body, is owned or occupied by the statutory body, or

(ii) in the case of a Department Head, is vested in or owned or occupied by, or subject to the control of, the appropriate Minister or the relevant Department.

(5) A government instrumentality shall review and, if necessary, amend its register not less than once each year.

(6) A government instrumentality shall furnish a copy of its register and of any amendments to its register to the Heritage Council in accordance with such directions as may be given by the Heritage Council.

(7) A person may inspect a government instrumentality's register or a copy of the register at the office, or principal office, of the government instrumentality or the Heritage Council during the ordinary office hours of the government instrumentality or the Heritage Council.

(8) A register or copy may be inspected free of charge, but a fee may be charged for the making of a copy or an extract.

Department of Education will be required to update the s170 register to reflect the approved changes to the site.

6.1.3 REQUIREMENTS AND OBLIGATIONS OF OWNERS

Under the Act, state government agencies have the same obligations as private owners of heritage items, places and areas. [9]

Many items on s 170 register are also listed as heritage items on their relevant LEP or the SHR. In these cases, the usual requirements for consent to heritage items, and the usual consent authorities apply. Where items on s 170 registers are not also listed on an LEP or the SHR, however, the relevant government instrumentality carries out heritage management to the item, under s 170A of the Heritage Act, which states as follows:

170A Heritage management by government instrumentalities

(1) A government instrumentality must give the Heritage Council not less than 14 days written notice before the government instrumentality:

(a) removes any item from its register under section 170, or

(b) transfers ownership of any item entered in its register, or

(c) ceases to occupy or demolishes any place, building or work entered in its register.

(2) Each government instrumentality is responsible for ensuring that the items entered on its register under section 170 and items and land to which a listing on the State Heritage Register applies that are under its care, control or management are maintained with due diligence in accordance with State Owned Heritage Management Principles approved by the Minister on the advice of the Heritage Council and notified by the Minister to government instrumentalities from time to time.

(3) The Heritage Council can from time to time issue heritage asset management guidelines to government instrumentalities, being guidelines with respect to the conservation of the items

[9] http://www.environment.nsw.gov.au/resources/heritagebranch/heritage/localgovernmentheritageguidelines.pdf

entered on registers under section 170 and items and land to which a listing on the State Heritage Register applies that are under the care, control or management of the government instrumentality. The guidelines can relate to (but are not limited to) such matters as maintenance, repair, alteration, transfer of ownership and demolition. A government instrumentality must comply with the guidelines.

(4) (Repealed)

6.1.4 ARMIDALE AND DUMARESQ LEP 2012 AND ARMIDALE AND DUMARESQ DEVELOPMENT CONTROL PLAN (DCP) 2012

The heritage related controls and objectives of the LEP and DCP will be considered and assessed as part of the Heritage Impact Statement.

6.2 SEARS REQUIREMENTS

The SEARs require that the Environmental Impact Statement address the statutory provisions contained in all relevant environmental planning instruments and policies related to the statutory and strategic context and all relevant planning provisions, goals and strategic planning objectives. Those with heritage provisions applicable to Armidale Secondary College that would apply as if those provisions applied to the carrying out of the project, including the following:

- State Environmental Planning Policy (State and Regional Development) 2011;
- State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017;
- State Environmental Planning Policy (Infrastructure) 2007;
- State Environmental Planning Policy No 55 – Remediation of Land;
- State Environmental Planning Policy No. 64 – Advertising and Signage;
- Armidale Dumaresq LEP 2012
- NSW State Priorities;
- Draft New England North West Regional Plan;
- Draft Future Transport Strategy 2056 and supporting plans;
- Crime Prevention Through Environmental Design (CPTED) Principles;
- Healthy Urban Development Checklist, NSW Health;
- New England Development Control Strategy 2010; and
- Armidale Development Control Plan 2012.

6.2.1 STATE ENVIRONMENTAL PLANNING POLICY (STATE AND REGIONAL DEVELOPMENT) 2011

This SEPP applies to Armidale Secondary College as set out in Schedule 1, Clause 15:

Educational establishments
(1) Development for the purpose of a new school (regardless of the capital investment value).
(2) Development that has a capital investment value of more than $20 million for the purpose of alterations or additions to an existing school.[10]

This SEPP has no specific heritage provisions.

6.2.2 STATE ENVIRONMENTAL PLANNING POLICY (EDUCATIONAL ESTABLISHMENTS AND CHILDCARE) 2017

This SEPP applies to Armidale Secondary College redevelopment as set out in Schedule 4, - design quality principles. In relation to heritage, Principle 1 establishes that schools should be designed to respond and enhance the positive qualities of their setting:

[10] State Environmental Planning Policy (State and Regional Development) 2011, Schedule 1, pp.5-6.

Principle 1—context, built form and landscape
Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.

Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.

School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.

The proposed development responds to and enhances the positive qualities of its setting, landscape and heritage. The overall layout and planning addresses the steep site and utilises the natural topography to respond to significant retained features and elements of the heritage item and the overall setting and significant views to and from the site. The historically important north facing open space of the assembly area is retained and enhanced. Its strong connection to RB White Memorial Drive is reinstated and its connection to the RB White Memorial Oval and views to the surrounding countryside area retained.

The original 1922 school building, identified as the heritage item is retained and adaptively reused. Its continued function as a canteen and teaching facility retains the integrity of the significant building. The original design intention of the south façade as the 'front' of the building is reinforced by opening up the hillside to the south in an amphitheatre and setting the new building well back so that views to the south façade form part of the everyday life of the school. The views to the prominent north façade are maintained.

6.2.3 STATE ENVIRONMENTAL PLANNING POLICY (INFRASTRUCTURE) 2007;

Part 2.1.14 of this document requires that consultation is required for development with impacts on local heritage items as outlined below:

Part 2 General, Division 1 Consultation, Clause 14
Consultation with councils—development with impacts on local heritage
(1) This clause applies to development carried out by or on behalf of a public authority if the development:
(a) is likely to affect the heritage significance of a local heritage item, or of a heritage conservation area, that is not also a State heritage item in a way that is more than minor or inconsequential, and
(b) is development that this Policy provides may be carried out without consent.
(2) A public authority, or a person acting on behalf of a public authority, must not carry out development to which this clause applies unless the authority or the person has:
(a) had an assessment of the impact prepared, and
(b) given written notice of the intention to carry out the development, with a copy of the assessment and a scope of works, to the council for the area in which the heritage item or heritage conservation area (or the relevant part of such an area) is located, and
(c) taken into consideration any response to the notice that is received from the council within 21 days after the notice is given.

NBRSArchitecture and representatives of the Department of Education have met with Armidale Dumaresq Council to discuss the project on at least three occasions being: 3 November 2017, 7 February 2018, and 9 May 2018.

6.2.4 STATE ENVIRONMENTAL PLANNING POLICY NO 55 – REMEDIATION OF LAND

This SEPP has a general heritage requirement for consent for remediation where it is proposed to be carried out in an area of heritage conservation as noted in Section 9.

> *9 Category 1 remediation work: work needing consent*
> *For the purposes of this Policy, a category 1 remediation work is a remediation work (not being a work to which clause 14 (b) applies) that is:*
> *(a) designated development, or*
> *(b) carried out or to be carried out on land declared to be a critical habitat, or*
> *(c) likely to have a significant effect on a critical habitat or a threatened species, population or ecological community, or*
> *(d) development for which another State environmental planning policy or a regional environmental plan requires development consent, or*
> *(e) carried out or to be carried out in an area or zone to which any classifications to the following effect apply under an environmental planning instrument:*
> *(i) coastal protection,*
> *(ii) conservation or heritage conservation,*
> *(iii) habitat area, habitat protection area, habitat or wildlife corridor,*
> *(iv) environment protection,*
> *(v) escarpment, escarpment protection or escarpment preservation,*
> *(vi) floodway,*
> *(vii) littoral rainforest,*
> *(viii) nature reserve,*
> *(ix) scenic area or scenic protection,*
> *(x) wetland, or*
> *(f) carried out or to be carried out on any land in a manner that does not comply with a policy made under the contaminated land planning guidelines by the council for any local government area in which the land is situated (or if the land is within the unincorporated area, the Western Lands Commissioner).*

The Early Works application for the site included demolition and category 1 site remediation for the removal of hazardous materials.

6.2.5 STATE ENVIRONMENTAL PLANNING POLICY NO 64 – ADVERTISING AND SIGNAGE

The Assessment Criteria included in Schedule 1 of this SEPP relates to Armidale Secondary College Redevelopment in relation to any proposed signage.

Control	Compliance
1 *Character of the area* • *Is the proposal compatible with the existing or desired future character of the area or locality in which it is proposed to be located?* • *Is the proposal consistent with a particular theme for outdoor advertising in the area or locality?*	The proposed signs are a standard school sign style as installed through NSW. The is no theme for signage in the locality.
2 Special areas • *Does the proposal detract from the amenity or visual quality of any environmentally sensitive areas, heritage areas, natural or other conservation areas, open space areas, waterways, rural landscapes or residential areas?*	The signs do not detract from the significant heritage items on the site.

Control	Compliance
3 Views and vistas • *Does the proposal obscure or compromise important views?* • *Does the proposal dominate the skyline and reduce the quality of vistas?* • *Does the proposal respect the viewing rights of other advertisers?*	The proposed signage does not obscure or compromise important heritage views. The proposal does not dominate the skyline and reduce the quality of vistas. There are no advertisers.
4 Streetscape, setting or landscape • *Is the scale, proportion and form of the proposal appropriate for the streetscape, setting or landscape?* • *Does the proposal contribute to the visual interest of the streetscape, setting or landscape?* • *Does the proposal reduce clutter by rationalising and simplifying existing advertising?* • *Does the proposal screen unsightliness?* • *Does the proposal protrude above buildings, structures or tree canopies in the area or locality?* • *Does the proposal require ongoing vegetation management?*	The signage is subordinate to the scale of the site and development. It is set within the boundaries of the school site and provides an integrated bulletin board and identifying signage. The signage is integrated in the overall planning of the site and does not provide any screening. The signage does not protrude above buildings and does not require ongoing vegetation management.
5 Site and building • *Is the proposal compatible with the scale, proportion and other characteristics of the site or building, or both, on which the proposed signage is to be located?* • *Does the proposal respect important features of the site or building, or both?* • *Does the proposal show innovation and imagination in its relationship to the site or building, or both?*	The signage is subordinate to the scale of the site and development. The proposed signage is set within the site boundaries and does not detract from important site features. The proposed signage is of a standard commercial type applied to schools across NSW.
6 Associated devices and logos with advertisements and advertising structures • *Have any safety devices, platforms, lighting devices or logos been designed as an integral part of the signage or structure on which it is to be displayed?*	The proposed signage is of a standard commercial type applied to schools across NSW. It is a fully integrated product incorporating lighting, signage and the school identification.
7 Illumination • *Would illumination result in unacceptable glare?* • *Would illumination affect safety for pedestrians, vehicles or aircraft?* • *Would illumination detract from the amenity of any residence or other form of accommodation?* • *Can the intensity of the illumination be adjusted, if necessary?* • *Is the illumination subject to a curfew?*	The illumination and movement of images/text on the sign is controlled through web-based design to suit the sensitivity of the locality. The illumination will not affect safety of pedestrians, vehicles or aircraft. The illumination times and intensity can be controlled to suit the requirements of the locality.

Control	Compliance
8 Safety • *Would the proposal reduce the safety for any public road?* • *Would the proposal reduce the safety for pedestrians or bicyclists?* • *Would the proposal reduce the safety for pedestrians, particularly children, by obscuring sightlines from public areas?*	The signage is set within the site boundary and will not reduce the safety of the public road or impact on pedestrian and cyclist safety. The placement of the signage does not obscure slight lines as it is set back inside the site boundary.

6.2.6 ARMIDALE DUMARESQ LEP 2012

Part 5 clause 5.10 of *Armidale Dumaresq Local Environmental Plan 2012* outlines provisions for Heritage Conservation for land in Armidale Dumaresq.

Heritage items are listed in Schedule 5 of the LEP and are shown on the appended Heritage Maps.

The objectives of Clause 5.10.1 are as follows:

(a) to conserve the environmental heritage of Armidale Dumaresq,

(b) to conserve the heritage significance of heritage items and heritage conservation areas, including associated fabric, settings and views,

(c) to conserve archaeological sites,

(d to conserve Aboriginal objects and Aboriginal places of heritage significance.

The proposal is assessment relates to the provisions of the LEP:

Control	Compliance
Clause 5.10.2 – Requirement for development consent for: a) Demolition or alteration of exterior detailing, fabric, finish or appearance; b) Alteration by making structural changes to the interior of a specified item in relation to Schedule 5; c) Disturbing or excavating an archaeological site; d) - e) Erecting a new building	This proposal seeks approval for the addition of new ramps, decking and awnings to the north, east and west entries to the original school building on the site. The original classroom building which is a noted element in Schedule 5 of the LEP has been conserved and refurbished as a component of the early works application for the site. The Assembly Area is re-paved, re-using the curved retaining wall and reinforcing the connection to RB White Memorial Drive. The RB White Memorial Oval continues to be used for sporting activities with a proposed new athletic track. The new buildings include facilites for administration, general and specialist teaching areas, staff areas, library and agriculture. The buildings are located to the south, east and west of the 1922 building, taking advantage of the northern aspect, and are generally in a similar position to previous development.
Clause 5.10.3 - when consent is not required	The development is not an exempt development under *State Environmental Planning Policy (Exempt and Complying Development Codes) 2008.*

Control	Compliance
Clause 5.10.4 – the consent authority must consider the effect of the proposed development on the heritage significance of the heritage item or area.	This document provides a Heritage Impact Statement assessing the extent to which the proposed development affects the heritage significance of the site.
Clause 5.10.5 - the consent authority can request a heritage impact statement be prepared.	This document provides a Heritage Impact Statement assessing the extent to which the proposed development affects the heritage significance of the site and heritage items in the vicinity.
Clause 5.10.6 – the consent authority can request a Conservation Management Plan be prepared.	A Conservation Management Plan has not been requested for this site. NBRSArchitecture Heritage Studio provides ongoing advice and guidance to the design team according to best practice conservation management principles as set out in the Australia ICOMOS Burra Charter.
Clause 5.10.7 - requirements for archaeological sites.	The Armidale Secondary College is not an archaeological site as set out in Part 3 of Schedule 5 of the LEP. The Heritage Assessment of Armidale High School, contained in this report, does not assess archaeological potential however archaeological material may be uncovered during the works.
Clause 5.10.8 - requirements for Aboriginal places of heritage significance.	Aboriginal Heritage is examined in a separate report.
Clause 5.10.9 - demolition of State heritage Items.	The item is not a state heritage item and no demolition is proposed as part of this application.
Clause 5.10.10 - conservation incentives.	The proponent is not seeking to rely on the incentives clause for this development.

6.2.7 NSW STATE PRIORITIES

In September 2015, then NSW Premier Mike Baird unveiled 12 personal priorities and 18 state priorities to grow the economy, deliver infrastructure, protect the vulnerable, and improve health, education and public services across NSW.

These priorities set the agenda for the NSW Government Sector over the coming years. The priority with most relevance to heritage conservation is 'increasing cultural participation'.

The retention, conservation and re-use of Building B, RB White Memorial Oval, Drive and Gates, significant plantings and moveable heritage provides ongoing use and underpins the sustainability of cultural heritage in education and the Armidale community.

6.2.8 NEW ENGLAND NORTH WEST REGIONAL PLAN 2036

"*The New England North West Regional Plan 2036 encompasses a vision, goals, directions and actions aiming to deliver greater prosperity in the years ahead for those who live, work and visit this important region.*"[11]

The vison states "*Acknowledging, protecting and celebrating the Aboriginal cultural heritage and historic heritage reinforces the character of the region, while consolidating community well being and a strong sense of wellbeing and a strong sense of belonging.*"[12]

The document sets out a number of goals in which goal 4 states, "*Historic heritage assets will be protected through revitalisation, supporting thriving communities and great places to live.*"[13] In response to the goals it provides directions and actions. Direction 24 - Protect the region's historic heritage assets provides the following actions:

Action	Response
24.1 - Prepare, review and update heritage studies in consultation with the wider community to identify and protect heritage items, and include appropriate local planning controls	The Armidale High School Heritage Assessment, NBRSArchitecture, June 2018 reviewed, updated and provided a significantly more in-depth analysis of the heritage significance of Armidale High School site than was available through the LEP or s170 register. The Heritage Assessment was subject to an independent peer review by John Carr Heritage Design commissioned by DoE. The comments contained in the peer review have been incorporated into the heritage assessment contained in this report. (See Appendix A) The Heritage Assessment concluded that Armidale High School place is of local heritage significance and the curtilage defined by the LEP is retained. The primary significance of the place relates to its social and historic values; - highly significant in the community's sense of identity and sense of place. The 1922 Arts and Crafts style building is individually significant as the first high school constructed in New England and as a good example of an Arts and Crafts style school building designed by RMS Wells.

[11] *New England North West Regional Plan 2036*, August 2017, Foreword by Anthony Roberts MP, Minister for Planning and Housing, Special Minister of State.
[12] *New England North West Regional Plan 2036*, August 2017, p.8.
[13] *New England North West Regional Plan 2036*, August 2017, p.49.

Action	Response
	The site contains significant plantings and landscape features associated with the social, historic and aesthetic development of the site. Significant views to and from the site are defined in the report. These were based on a views analysis completed by NBRSArchitecture in March 2018. The conclusions of the Heritage Assessment regarding the significant views were supported by independent peer review commissioned by DoE.
24.2 - Ensure best-practice guidelines are considered such as the Australia International Council on Monuments and Sites Charter for Places of Cultural Significance and the NSW Heritage Manual when assessing heritage significance.	The completion of the Heritage Assessment and provision of ongoing advice from experienced heritage consultants during the design and development of the proposal fulfils the principles of the ICOMOS Burra Charter and NSW Heritage Manual.
24.3 - Develop conservation management policies for heritage items and areas to provide for sympathetic and adaptive use of heritage items and assets.	The proposal has been developed with ongoing professional heritage advice to ensure the heritage values associated with the site are retained.

6.2.9 DRAFT FUTURE TRANSPORT STRATEGY 2056 AND SUPPORTING PLANS

The Future Transport Strategy 2056 does not have any specific heritage provisions.

6.2.10 CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN (CPTED) PRINCIPLES

The CPTED principles do not contain specific heritage provisions.

6.2.11 HEALTHY URBAN DEVELOPMENT CHECKLIST, NSW HEALTH

This document provides a checklist primarily, although not exclusively, designed to assist health professionals to provide advice on urban development policies, plans and proposals. It aims to:

- Provide a standardised tool to guide and inform feedback and advice to, for instance, local government and developers on urban development policies and plans in NSW
- Evaluate the health aspects of urban developments
- Support engagement between urban planners and developers and health professionals
- Inform others (planners, developers, policy makers) about the range of factors that need to be considered in healthy urban developments.

The findings of the report recognise the role of heritage in identity, social cohesion and connectivity and its impact on the overall health of the community. The following portions of the document specifically relate to historic heritage.

Checklist Questions	Response
PS5: Preservation and enhancement of places of natural, historic and cultural significance.	
PS5.3 Have items of local heritage (Indigenous and non-Indigenous) significance been preserved? How have these items been reflected in the proposed public spaces?	The proposed development retains and enhances an item of local heritage significance through the continued use of Armidale High School for educational and community purposes. Areas and elements of high and moderate significance are being retained, reused, conserved and enhanced including the original school building, landscape features, opens spaces, and views. A Photographic Archival Record has been completed The creation of active open space to the south of Building B is a positive action to interpret the original (but never realized) design intent for the south façade as the front of the building.
SC2: Promote a sense of community and attachment to the place	
SC2.1 Does the policy, plan or proposal promote neighbourhoods and/or buildings with distinctive character that are likely to be perceived as attractive, quality development?	The proposal is based on the creation of neighbourhoods within the new school buildings to encourage inclusion and identity within a large school environment. The design recognizes and enhances the distinctive character of the 1922 building through maintaining a respectful distance, enhancing views, maintaining active use, not imitating the historic architectural design and not challenging the prominence of the significant element - particularly its dominant façade to the north.
SC2.2 Does the policy, plan or proposal recognise and build on the site's natural and cultural heritage?	The proposal builds upon the site's natural and cultural heritage through retaining and enhancing significant site features, interpreting the site's history and planning the new building to respond to the topography, setting and the colour pallete of the area.

6.2.12 NEW ENGLAND DEVELOPMENT CONTROL STRATEGY 2010

The New England Development Strategy 2010 prepared by Worley Parsons for the New England Strategic Alliance Councils including Armidale Dumaresq, Guyra, Uralla and Walcha. identifies the following objectives for Heritage and Landscape with the aim of conserving the sub-regions heritage for tourism and for maintaining culture and identity:

- *The New England Sub-region will be a place where the rural landscape is valued as an important vista to the open, treed character of its urban neighbourhoods.*
- *European heritage is identified, protected and valued.*
- *Agencies will be encouraged to identify and protect Aboriginal heritage and Aboriginal Cultural Landscapes.*

The Armidale High School is not identified within the maps included in the report however it does note there are 332 heritage items listed in a range of registers in Armidale Dumaresq.

The following policies and strategic actions are noted:

Policies and Strategic Actions	Compliance
Policies	
Heritage and landscape will be taken into account by implementing standard LEP provisions and DCP guidelines.	The proposal follows the provisions of the LEP and DCP 2012.
Existing environment protection zones will be incorporated into the new LEP and DCP provisions as appropriate	The site of Armidale Secondary College is included as a heritage item in the Armidale Dumaresq LEP. Compliance with the heritage provision of the DCP are evaluated in section 6.2.13 of this Heritage Impact Statement.
Where there is a lack of information on these issues, further investigation will be required prior to zoning amendments or development consent	A detailed Heritage Assessment has been carried out for Armidale High School to enable the heritage values of the place to be fully understood, retained and enhanced in the redevelopment proposal. (See Appendix A)
Strategic Actions	
Strategy – Implement standard LEP clauses	Not applicable to this development proposal.
Identify conservation areas and heritage items with overlays. Overlay maps will provide a trigger for further investigations	The Heritage Assessment has provided overlay maps which inform and provide opportunity for the proposal to respect and enhance the stated heritage significance of the site. The proposal responds to these overlays through retention, conservation and adaptive reuse of areas and elements of high and moderate significance.
Separately distinguish built heritage from sensitive environmental areas through overlays.	The Heritage Assessment addresses the cultural heritage of the site in relation to its use as a school since 1922. This Statement of Heritage Impact is limited to assessment of heritage provisions in this regard.

6.2.13 ARMIDALE DEVELOPMENT CONTROL PLAN 2012

<u>European Heritage</u>

Armidale Dumaresq DCP 2012 Chapter 2.3 provides provisions for European Heritage with the following objectives:

- *To protect and conserve items and places with heritage significance in Armidale Dumaresq;*
- *To assist in the implementation of relevant Heritage Studies.*
- *To promote and encourage appropriate and sympathetic design solutions where restoration or new work is proposed for properties or places of heritage significance in the area.*

- *To improve the appearance of local streetscapes.*
- *To ensure the setting of places of heritage significance and the streets in which they are located are not compromised by unsympathetic new development.*
- *To provide potential developers and the general public with clear information on heritage conservation.*

The DCP provides detailed guidance for residential heritage properties and heritage properties within the Armidale Commercial Centre. These do not include the site of Armidale Secondary College however the design of Armidale Secondary College supports the objectives of the Armidale Dumaresq Development Control Plan.

Tree Preservation

Armidale Dumaresq DCP 2012 Chapter 2.2 provides provisions for Tree Preservation with the following requirements:

Requirements	Compliance
Council approval is required for tree removal or pruning of a tree with heritage significance.	Consent will be required for any proposed tree removal or pruning
Development consent is required where the tree is, or forms part of a heritage item; is within a heritage conservation area; is an Aboriginal object or is within an Aboriginal place of heritage significance (see LEP 2012 Clause 5.10).	Consent will be required for proposed tree removal.
The applicant will be notified of Council's decision in writing and any consent may include conditions relating to the tree removal or pruning.	Consent will be required for proposed tree removal or pruning.
A heritage management document may be required as part of any consent process. The heritage management document will assess the impact of the tree removal on the heritage significance of the item or heritage conservation area. Council will advise an applicant where this is required.	The proposal involves the retention and integration of trees on the site as an integral component of the new school design. Some trees were removed as a component of the early works application. The recommendations of the heritage Assessment and Tree Assessment report provide guidance for the ongoing management of important trees on the site. Tree plantings which are significant for social, historical and aesthetic reasons are being retained and enhanced in the proposed development.

Requirements	Compliance
The State Environmental Planning Policy (Exempt and Complying Development Codes) 2008 (Codes SEPP) includes provisions for the removal of a tree as part of development under a Complying Development Certificate. Please refer to the SEPP (Exempt and Complying Development Codes) 2008 and LEP 2012 Clauses 3.2 and 3.3 for relevant provisions. Where the Complying Development Certificate application involves the removal or pruning of a tree or other vegetation that does not meet the provisions outlined in the above legislation, a permit or development consent for the tree removal or pruning will be required.	n/a
A permit or development consent must not be granted unless Council has assessed the following matters: *a) the reasons for the proposed work;* *b) the contribution to the local landscape or streetscape;* *c) the heritage significance of the vegetation or landscape;* *d) the type and rarity of the species;* *e) the ecological significance of the tree;* *f) the effect on threatened species, populations or ecological communities, or their habitats;* *g) the number of trees in the vicinity;* *h) the risk to life or property;* *i) whether new compensatory plantings are proposed;* *j) any impact on solar access to properties;* *k) any soil conservation and erosion issues.*	The development proposes new and complimentary planting and reinstatement of missing plantings from the avenue of Elms along RB White Memorial Drive.

Signage

Armidale Dumaresq DCP 2012 Chapter 2.10 provides provisions for Signage with the following additional controls and guidelines for heritage items:

Controls and Guidelines	Compliance
Signs shall be designed so that they fit within the architectural forms of the building, shall not obscure architectural features (including windows and doors, verandahs or balustrades) of the building and/or adjoining buildings and shall not break into the parapet line and be located in traditional signage areas on the building.	Identifying signage for the school is located along the Butler Street boundary. It utilises double-sided, internally lit signs with LED signage as required by DoE. The signage is of a commercial type and typical of new school signage. Identifying signage is proposed on the new building and is integrated into the architectural form.
Existing historic signage shall be retained and conserved, and new signage must not obscure or diminish existing heritage signage.	There is no existing heritage signage.

Controls and Guidelines	Compliance
Signs on heritage buildings should be in keeping with the age and style of the building.	There is no proposed signage on the heritage building.
Preferred materials for signs are painted timber or metal sheet, or powder coated timber or metal sheet.	The identifying signs along the boundary of the site are of a commercial type and do not impact on the identified significant features of the site. The signs are standard school sign types as installed throughout NSW.
Signage colours are required to compliment heritage colour schemes and fluorescent and/or iridescent paints are not to be used.	The proposed signage is a contemporary design and does not reference the heritage building.
Signs shall be displayed in such a way that they do not damage the heritage fabric of the building in their construction or removal.	The signs are located at the perimeter of the site along Butler Street and do not impact the fabric of the heritage building.
Boxed signs and projecting wall signs shall not be above awning level.	n/a
Flashing, colour change or movement signs are not permitted.	The boundary signs involve digital noticeboards with the ability for changing images and text. The signs are standard school sign types as installed throughout NSW. Operation of the signs is through web-based software which can control degree of light and colour change to suit the requirements of the school and local community.
Roof signage is not permitted.	Roof signage it not proposed.
A maximum of one (1) under awning sign and one (1) above awning sign are permitted per building, although above awning signs are not encouraged on heritage items or in heritage conservation areas.	n/a

Parking

Armidale Dumaresq DCP 2012 Chapter 2.9 provides provisions for Parking with the following objectives:

Objectives	Compliance
To give consideration to reduced off-street parking provision to assist in the conservation of heritage items.	
Council will consider excluding from parking calculations the floor space of a heritage item when determining the total number of parking spaces to be provided on site.	Refer to Traffic Management Report.
This will be considered in a similar fashion to clause 5.10 of LEP 2012, which requires conservation incentives to be considered in the context of an approved heritage management document. This will only apply if Council is satisfied that the provisions of Clause 5.10 are met.	Refer to Traffic Management Report.
Where applicants seek such consideration, a traffic impact/parking demand study shall be completed by a suitably qualified	Refer to Traffic Management Report.

6.3 COMPLIANCE WITH THE HERITAGE ASSSSMENT

Different components of a place make different relative contributions to its heritage value. Establishing the relative contribution of an item and its elements guides the development of the Statement of Significance and contributes to guidelines for the future management of the site.

Loss of integrity, authenticity and condition may diminish significance. The following definitions are given:

Condition refers to the current state of the place in relation to each of the values for which that place has been assessed. Condition reflects the cumulative effects of management and environmental events. The condition is described as very good, good, sound or poor. Archaeological condition is described as very intact, intact or poor.

Integrity is a measure of the likely long-term viability or sustainability of the values identified, or the ability of the place to restore itself or be restored, and the time frame for any restorative process. The integrity is assessed as high, moderate or low.

Authenticity refers to the extent to which the fabric is in its original state. The authenticity is assessed as high, moderate or low.

The following table summarises the response of the redevelopment proposal to the gradings of significance provided in the Armidale High School Heritage Assessment 2018.

Gradings	Justification
Exceptional	Rare or outstanding item of local or State significance. High degree of intactness. Item can be interpreted relatively easily.
High	High degree of original fabric. Demonstrates a key element of the item's significance. Alterations do not detract from significance
Moderate	Moderate degree of original fabric. Demonstrates a key element of the item's significance. Alterations detract from significance. Elements which contribute to the overall significance of the item
Little	Alterations to the element detract from its significance. The item or element neither adds nor detracts from the heritage significance of the place
Intrusive	Damaging to the item's heritage significance.

Provided below is an assessment of the site's various elements and their individual significance. Only the retained elements of the site are identified in the following list. For a full list of site elements see Appendix A of this report.

Element/Building	Condition	Integrity	Authenticity	Grading of Significance
Armidale High School	Poor	Moderate	High	Moderate
RB White Memorial Oval (1958)	Good	High	Moderate	Moderate
RB White Memorial Gates (1958)	Good	High	Moderate	Moderate
Mann St Driveway (1920s)	Sound	High	Low	Moderate
Butler Street entry (1962)	Poor	High	Moderate	Little
Playing field (1974)	Poor	Moderate	Low	Little
Assembly Area (1922)	Sound	High	Good	Moderate
Moveable Heritage	Very good	High	High	High

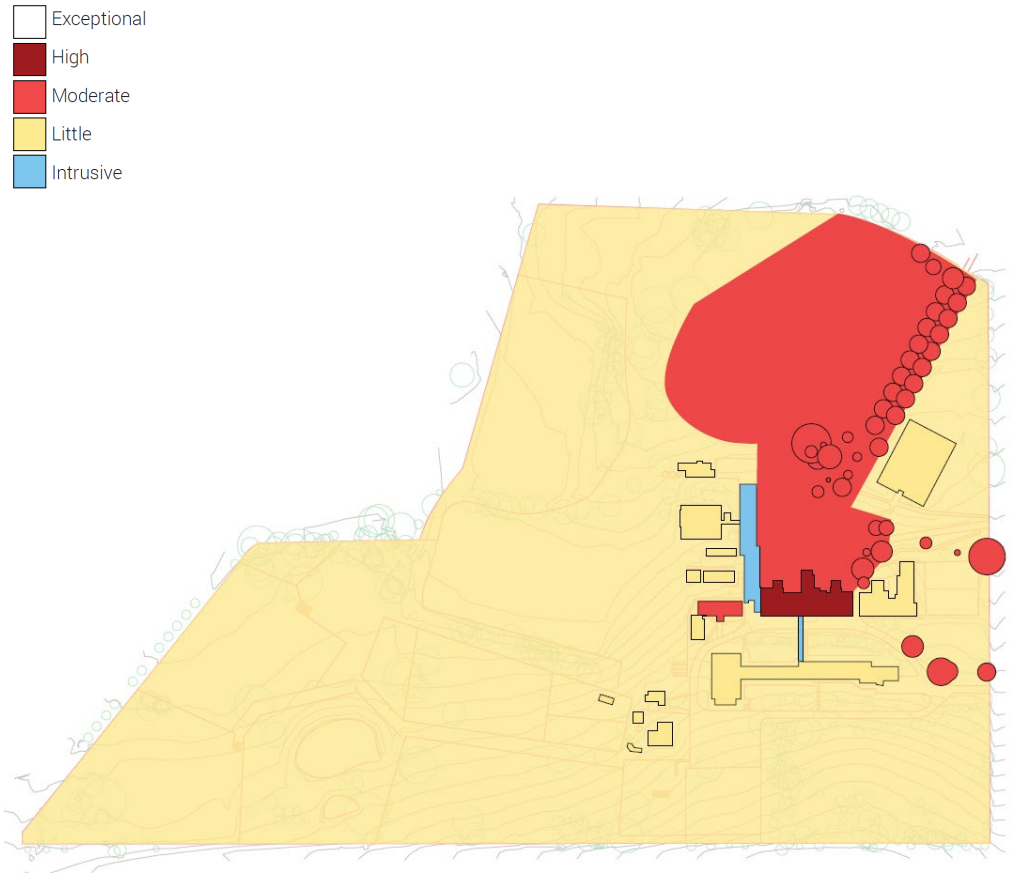


Figure 33 – Gradings of significance for Armidale High School (NBRSArchitecture)

Significant Views

Primary views to and within the site include:

- View along Mann Street entry road to and from the school along the avenue of Elms,
- View to and from north elevation of the 1922 Classroom Building from the Assembly Area and from the wider sports ground to the north of the site.

Secondary views to and within the site include:

- View from the former Butler Street carriageway approaching the 1922 Building from the east
- View from the former Butler Street carriageway approaching the 1922 Building from the west
- Views from the first floor of Building B to the surrounding town and countryside in the north-west direction would be restored following the removal of Building G.

The topography of the area and vegetation on the site generally restricts views to the buildings from Kentucky Street.

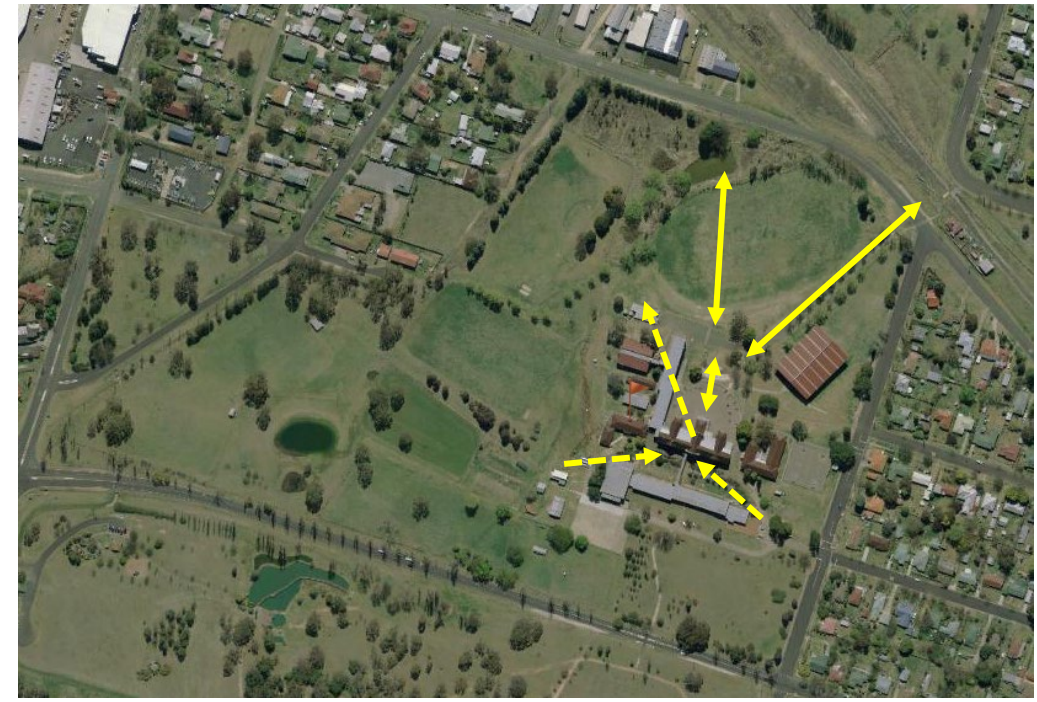


Figure 34 – Significant views (NBRSArchitecture, 2018)

The following approach to management of significant fabric and spaces has been adopted to provide guidance for the assessment of development proposals:

Views	Response
Primary views	
• *View along Mann Street entry road to and from the school along the avenue of Elms,* • *View to and from north elevation of the 1922 Classroom Building from the Assembly Area and from the wider sports ground to the north of the site.*	The primary views to the north of the 1922 building will be retained in the proposed development.
Secondary views	
• *View from the former Butler Street carriageway approaching the 1922 Building from the east and west*	The view from Butler Street approaching the 1922 building is retained in the design along the pedestrian approach via the administration area and through the amphitheatre.

Views	Response
• *Views from the first floor of Building B to the surrounding town and countryside in the north-west direction would be restored following the removal of Building G.*	The views for the first floor of building B over the surrounding countryside is retained and enhanced.

The design further responds to views within the site by creating an enhanced view of the 1922 building's south façade which was intended front façade in its original design but had been obscured due to topography, lack of access and the construction of Building A and its link in 1962.

Guidelines and items	Compliance
Approach to Areas and Elements of High Significance • *Reconstruction is desirable, providing sufficient detailed information is available.* • *Adaptation is acceptable, to the extent of installing reversible small fixtures, services and partitions, provided this does not affect any external or internal fabric or spaces, that are of exceptional significance.* • *No significant fabric should be removed, or action taken to confuse the sense of space.* • *Structural adaptation is generally unacceptable. However, minor structural adaptation may be considered if it is in-keeping with the overall aims of the Conservation Policy and has a minimal impact on the significant fabric.* • *Alterations to the fabric should be archivally recorded.* • *There should be no new works in open spaces that will adversely affect the setting of the place or obscure important views to and from the site.*	
- *Building B* - *Moveable Heritage*	Building B has been conserved and refurbished for performing and visual arts teaching spaces. The canteen has been retained on the northern wing. The proposal involves construction of covered deck areas to the north of the building to service the canteen and covered entry porches to the east and west entries providing improved ramp and stair access to the original school building. The northern decks extend into the assembly area through the provision of tiered steps and ramps enhancing the use of the assembly area for social, teaching and ceremonial activities associated with the school. Moveable heritage retained by the school and will be re-presented in the new and retained building. External items such as the pavers and plaques and artwork are incorporated into the landscape of the proposed development.

Approach to Areas or Elements of Moderate Significance

- *Adaptation is acceptable to the extent of installing fixtures, services and reversible partitions, provided this does not adversely affect any external or internal appearance of the building.*
- *Discrete structural additions and openings can be made. New or different finishes are acceptable, provided these do not obscure or damage important evidence of significant materials and finishes.*
- *Any alterations to the fabric should be archivally recorded.*
- *There should be no new building works in open space areas that will adversely affect the setting of the building or obscure important views into and out of the site.*

- *RB White Memorial Oval* - *RB White Memorial Gates* - *RB White Memorial Drive (Mann St Driveway)* - *Assembly area*	Conservation and adaptation of areas and elements of moderate significance is proposed. The Memorial Gates and Driveway are retained and enhanced though replanting of lost elements and strengthening of the connection of the Drive to the assembly area. The Oval is redeveloped to meet new requirements for physical education facilities but will still be retained as open space and will retain its association with RB White. The assembly area is retained and enhanced allowing its continuity of use as a social and ceremonial gathering space. The retention of the open area to the north of Building B retains the prominence of its north façade.

Approach to Areas Little Significance

- *The fabric of such spaces or elements may be retained or removed depending on the future use requirements. Care should be taken to ensure that such works do not detract from the significance of adjoining spaces or elements.*
- *Before removal ensure that archival recording is completed.*

- *Butler Street Entry, Playing Field (1974)*	A Photographic Archival Recording of the site was completed before the commencement of works. The Butler Street Entry gates are retained for vehicular access. The pedestrian gate is relocated further north to avoid a cross-over of vehicular and pedestrian pathways. The 1974 Playing field is redeveloped for tennis courts as part of the expanded provision required for the new school.

Approach to Intrusive Fabric

- *Intrusive fabric may be modified or removed in order that the significance of the building is enhanced by reduction of adverse effect.*

	Intrusive elements were removed during early works.

6.4 IMPACT ON HERITAGE ITEMS IN THE VICINITY

The Street Planting of Poplars (Item I247) and Arboretum (item I251) are both historically linked to the development of Armidale High School as a result of the progressive subdivision and reservation of land for public, recreational and educational purposes and the development and beautification of the town through the planting of trees.

The community and student involvement with tree planting in the arboretum and road reserve provides a social and historical connection between the three heritage items.

The proposed redevelopment of Armidale Secondary College retains the historic and social connection between the sites. The proposal does not involve any loss of fabric or disruption of views to heritage items in the vicinity.

7.0 HERITAGE IMPACT ASSESSMENT

7.1 INTRODUCTION

The following assessment of this application is based on the guidelines set out by the NSW Heritage Office (now Heritage Division of the Office of Environment & Heritage) publication 'Statements of Heritage Impact', 2002. The standard format has been adapted to suit the circumstances of this application.

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

- The proposal respects and enhances the heritage significance of the site through the retention, conservation and/or adaptive reuse of elements of high and moderate significance and the interpretation of elements of little significance;
- The proposal retains the use of the place for secondary education, providing an ongoing contribution to the community's sense of identity and sense of place;
- The proposal retains artefacts, memorials and memorabilia associated with the history of the school and incorporates the interpretation of these items in its design;
- The proposal retains, conserves, adaptively reuses and enhances the setting of the 1922 Arts and Crafts style building which was the first high school constructed in New England and is attributed to the design of RMS Wells; and,
- The proposal retains and enhances significant plantings and landscape features associated with the development of the site.

7.2 MINOR ADDITIONS

Minor additions are required Building B to provide covered outdoor learning and recreational spaces.

Guidelines	Assessment of Heritage Impact
How is the impact of the addition on the heritage significance of the item to be minimised? *Can the additional area be located within an existing structure? If not, why not?* *Will the additions visually dominate the heritage item?* *Is the addition sited on any known, or potentially significant archaeological deposits? If so, have alternative positions for the additions been considered?* *Are the additions sympathetic to the heritage item? In what way (eg form, proportions, design)?*	• The additions to the north courtyards of Building B create two covered learning and recreational space associated with the use of Building B for Drama and Arts and for the re-use of the central space as a canteen. • The additions of new entry porches to the east and west of the building result from the removal of significantly modified fabric to provide improved accessibility to the building. The porches retain and conserve original porch wall elements in the design. • The existing building does not contain spaces that can be adapted to provide covered outdoor areas. • The area around the building may contain archaeological deposits although resurfacing of the area in the 1990s is likely to have resulted in significant disturbance of any pre-existing archaeological material. • The proposed porches, northern decks and covered areas are of contemporary design

Guidelines	Assessment of Heritage Impact
	and materials with minimal and lightweight connections to the existing building. • The covered areas and porches are designed to allow light to penetrate the northern windows of the 1922 hall and not detract from the prominence of the northern façade.

7.3 MAJOR ADDITIONS

New buildings are proposed to provide administration, classrooms and specialist teaching spaces to for an expected enrolment of 1580 students.

Guidelines	Assessment of Heritage Impact
How is the impact of the addition on the heritage significance of the item to be minimised? *Can the additional area be located within an existing structure? If not, why not?* *Will the additions tend to visually dominate the heritage item?* *Are the additions sited on any known, or potentially significant archaeological deposits? If so, have alternative positions for the additions been considered?* *Are the additions sympathetic to the heritage item? In what way (eg form, proportions, design)?*	• The new buildings are located to the south, east and west of the 1922 building in an area that has historically been used for placement of additional school facilities. • The new building is set back from the 1922 building and follows the form of the site's topography to minimize the visual impact of the new building on the significant element. • The site has the potential to contain archaeological deposits due to its ongoing use as a school since 1923 and the incremental nature of the site's development. The new buildings are substantially in the footprint of buildings and structures which have been demolished. Significant ground disturbance has occurred as a result of demolition and site remediation. • The new buildings respect the context, strength, scale and character of the original building. Despite the large scale of the new development as required for the facility provision of the new school, the design does not overpower the original significant element. The proposal does not attempt to imitate historic form or detailing but responds to the materiality of the 1922 building through the use of face brick to the ground floor and light coloured materials above. This reinforces the horizontality of the original design whilst allowing it to retain its prominence on the site.

7.4 NEW DEVELOPMENT ADJACENT TO A HERITAGE ITEM

The proposed development is in the vicinity of two other heritage items.

Guidelines	Assessment of Heritage Impact
How is the impact of the new development of the heritage significance of the item or area to be minimised? *Why is the new development required to be adjacent to heritage item?* *How does the curtilage allowed around the heritage item contribute to the retention of its heritage significance?* *How does the new development affect views to, and from, the heritage item?* *What has been done to minimise negative effects? Is the development sited on any known, or potentially significant archaeological deposits? If so, have alternative sites been considered? Why were they rejected?* *Is the new development sympathetic to the heritage item? In what way (eg form, siting, proportions, design)?* *Will the additions visually dominate the heritage item? How has this been minimised? Will the public, and users of the item, still be able to view and appreciate its significance?*	• The proposed new development is not directly adjacent to the heritage items in the vicinity due to the extensive land area of Armidale High School. • The proposed new development follows the topography of the land and does not interfere with views to and from heritage items in the vicinity. A Views Analysis (See Appendix B) supports the identification of significant views contained in the Heritage Assessment. The Heritage Assessment and Views Analysis have been subject to independent peer review and the findings of the reports have been verified. • The form and setting of the adjacent heritage items will not be adversely affected.

7.5 NEW SERVICES

New services are required for the proposed new buildings and additions to B-Block.

Guidelines	Assessment of Heritage Impact
How has the impact of the new services on the heritage significance of the item been minimised? *Are any of the existing services of heritage significance? In what way? Are they affected by the new work?* *Has the advice of a conservation consultant (eg architect) been sought? Has the consultant's advice been implemented?* *Are any known or potential archaeological deposits (underground and under foot) affected by the proposed new services?*	• New services will be incorporated in the new building fabric and not impact on the early structures or existing tree planting on the site.

7.6 FIRE UPGRADING

New fire services are required for the new building.

Guidelines	Assessment of Heritage Impact
How has the impact of upgrading on the heritage significance of the item been minimised? *Are any of the existing services of heritage significance? In what way? Are they affected by the new work?* *Has the advice of a conservation consultant (eg architect) been sought? Has their advice been implemented?* *Are there any known or potential archaeological deposits (underground or under floor) affected by the proposed new services?* *Has the advice of a fire consultant been sought to look for options that would have less impact on the heritage item? Will this advice be implemented? How?*	• None of the existing services are of heritage significance. • New services will not involve heritage fabric of the site. • There are no known archaeological deposits. • The advice of a heritage consultant has been obtained.

7.7 NEW LANDSCAPE WORKS AND FEATURES (INCLUDING CARPARKS AND FENCES)

New landscape works and features are proposed.

Guidelines	Assessment of Heritage Impact
How has the impact of the new work on the heritage significance of the existing landscape been minimised? *Has evidence (archival and physical) of previous landscape work been investigated? Are previous works being reinstated?* *Has the advice of a consultant skilled in the conservation of heritage landscapes been sought? If so, have their recommendations been implemented?* *Are any known or potential archaeological deposits affected by the landscape works? If so, what alternatives have been considered?* *How does the work impact on views to, and from, adjacent heritage items?*	• The new work respects and enhances significant landscape features • Existing historically significant landscape features are being retained and enhanced and reinforced with new plantings of the same species where these elements are missing. • The RB White Memorial Gates and Butler Street gates are retained. • Interpretation reinforces the line of the former Hargrave Street footprint through the new school buildings to the south of the 1922 building. The paved apron and small retaining wall to the south of the 1922 building are retained as the base of a new tiered amphitheatre, retaining the formality of the space. • The existing curved retaining wall and smaller amphitheatre to the north are retained and their use for memorial purposes strengthened with the proposed relocation of memorial pavers and plaques from demolished buildings.

7.8 TREE REMOVAL OR REPLACEMENT

Tree replacement is proposed.

Guidelines	Assessment of Heritage Impact
Does the tree contribute to the heritage significance of the item or landscape? *Why is the tree being removed?* *Has the advice of a tree surgeon or horticultural specialist been obtained?* *Is the tree being replaced? Why? With the same or a new species?*	• Most significant trees are being retained. Two memorial trees are reinstated as a result of the proposed landscape plan. • A Tree Report was prepared for the project by McArdle and Sons, 2018. • New landscaping will be constructed following construction of the buildings. • Four elm trees in the RB White Memorial Drive are being replaced with like species due to existing specimen loss. • Existing artwork by indigenous students is being relocated to a new indigenous garden.

7.9 NEW SIGNAGE

New signage includes statutory, directional and identifying signage.

Guidelines	Assessment of Heritage Impact
How has the impact of the new signage on the heritage significance of the item been minimised? *Have alternative signage forms been considered (eg free standing or shingle signs). Why were they rejected?* *Is the signage in accordance with Section 6, 'Areas of Heritage Significance', in Outdoor Advertising: An Urban Design-Based Approach?*[14] *How?* *Will the signage visually dominate the heritage item/heritage conservation area or heritage streetscape?* *Can the sign be remotely illuminated rather than internally illuminated?*	• Identification and informational signage is limited to three locations on the inside of the site boundary adjacent to Butler Street. The signage does not impact on significant heritage features of the site. • This proposed signage is free standing and is of a sign type typically applied to schools across NSW. • This signage will not visually dominate the significant heritage features of the site and illumination can be controlled to suit the requirements of the locality. • Signage is also integrated into the architectural design of the new building. • There is no proposed signage on the exterior of the heritage building.

[14] A joint publication by the Department of Planning (NSW) & Department of Planning and Housing (Vic). Published by the Department of Planning (NSW), Sydney, 1991

8.0 RECOMMENDATIONS AND CONCLUSION

8.1 RECOMMENDATIONS

To mitigate any potentially adverse impacts from the proposal, we make the following recommendations:

R2 – An archaeological watching brief should form part of the contract for construction.

8.2 CONCLUSION

The proposed Armidale Secondary College at Butler Street Armidale, will have an acceptable impact on the heritage significance of Armidale High School. There is no impact on heritage items in the vicinity including Street Planting of Poplar Trees and Arboretum.

The design of the new buildings and the construction of covered outdoor areas and ramped entries to the 1922 building has been carefully considered. The new buildings are set back from the significant 1922 building and respect the context, strength, scale and character of the original building. Despite the large scale of the new development as required for the facility provision of the new school, the design does not overpower the original significant element. The proposal does not attempt to imitate historic form or detailing but responds to the materiality of the 1922 building through the use of face brick to the ground floor and light coloured materials above. This reinforces the horizontality of the original design whilst allowing it to retain its prominence on the site.

The proposal does not detract from the significance of heritage items in the vicinity or their relationship to Armidale High School.

All significant views to and from the heritage item will be retained and conserved.

The proposed development contains interpretative elements which recognise the importance of the social and historical significance of Armidale High School to its community. These include the re-use of memorial pavers and plaques on the memorial wall; the salvage and retention of bricks from demolished buildings for use in gabion walls and conservation works; relocation of artworks; and, interpretation of the alignment of the former Hargrave Street entry driveway.

The proposed development involves the reinstatement of missing trees in significant landscape elements.

The proposed development is consistent with the heritage provisions contained in planning policies, strategies and objectives as outlined in the SEARs including the heritage objectives within the *Armidale LEP 2012* and the *Armidale DCP 2012*. In our view, the consent authorities should have no hesitation, from a heritage perspective, in approving this application.



Alice Steedman
Senior Heritage Architect
NBRSARCHITECTURE
16 October 2018

9.0 APPENDICIES

9.1 APPENDIX A – HERITAGE ASSESSMENT ARMIDALE HIGH SCHOOL, NBRSARCHITECTURE, JUNE 2018

9.2 APPENDIX B – VIEWS ANALYSIS, NBRS ARCHITECTURE, MARCH 2018

NBRSARCHITECTURE.
HERITAGE

HERITAGE ASSESSMENT

Armidale High School
Butler Street, Armidale



29 JUNE 2018

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This report has been prepared under the guidance of the Expert Witness Code of Conduct in the Uniform Civil Procedure Rules and the provisions relating to expert evidence

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ISSUED	REVIEW	ISSUED BY
13 April 2018	For DoE review	Alice Steedman
29 June 2018	Final report	Alice Steedman

EXECUTIVE SUMMARY

This Heritage Assessment was prepared by NBRSArchitecture Heritage Studio as part of the Armidale Future School project involving the redevelopment of the site. The site is listed as an item of local heritage significance within Armidale and as a section 170 Heritage Item in the Education Department Heritage Inventory. The s170 heritage listing recommends an assessment of significance of the site as a whole is carried out prior to any major works. This document fulfils that requirement.

The site contains 14 buildings dating from 1922 to c2010, a large number of trees and other landscape features. This Heritage Assessment identifies heritage values associated with the site and its elements in accordance with the standard assessment criteria. The heritage values and statement of significance determine the approach to interpretation or recording of the site and its history and the appropriate adaptive re-use and conservation of the remaining buildings and site features.

Armidale High School (1922 - 2018) containing 14 buildings and a number of notable site features is significant for the following reasons:

It has been the place of secondary schooling since 1923 and is highly significant in the community's sense of identity and sense of place;

The place is associated with the lives of former students and staff members who have contributed to the life of the school, locality, state or international community

It contains a wide array of artefacts, memorials and memorabilia associated with the history and development of the school over the past 98 years;

The place contains the original 1922 Arts and Crafts Style Building associated with the initial formation of the school and which was the first high school constructed in New England;

The 1922 building is a good example of an Arts and Crafts style school building attributed to the design of RMS Wells and produced by the Public Works Department of NSW; and,

The place contains significant plantings and landscape features associated with the development of site, memorials and ceremonies.

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HERITAGE ASSESSMENT - ARMIDALE HIGH SCHOOL

1.0 INTRODUCTION

1.1 BACKGROUND

This Heritage Assessment was prepared by NBRSArchitecture Heritage Studio as part of the Armidale Future School project involving the redevelopment of the site. The site is listed as an item of local heritage significance within Armidale and as a section 170 Heritage Item in the Education Department Heritage Inventory. The s170 heritage listing recommends an assessment of significance of the site as a whole is carried out prior to any major works. This document fulfils that requirement.

The site contains 14 buildings dating from 1922 to c2010. Based on this assessment of significance of buildings on the site, the 1922 building (Building B) is to be retained as the centrepiece of the redevelopment. Two small buildings and several sheds related to the agriculture teaching facility, the gym (Building O) and a large number of trees and other landscape features are also retained.

This Heritage Assessment identifies heritage values associated with the site in accordance with the standard assessment criteria. The heritage values and statement of significance determine the approach to interpretation or recording of the site and its history and the appropriate adaptive re-use and conservation of the remaining buildings and site features.

1.2 METHODOLOGY

This report generally follows the format set out in the document entitled *Assessing Heritage Significance (2001)* published by the NSW Heritage Office. The terms *fabric, place, preservation, reconstruction, restoration, adaptation* and *conservation* used throughout this report have the meaning given them in *Australia ICOMOS Charter for the Conservation of Places of Cultural Significance (Burra Charter)1999.*

1.3 DEFINITION OF THE STUDY AREA

The site is located on Butler Street, Armidale situated on the south-west side of the railway and north of the Armidale Bicentennial Arboretum. It is bounded by Butler, Mann, Barry and Kentucky Streets, Armidale.

The subject site is comprised of several parcels of land as follows:

- Lot 1, DP 196298
- Lot 1151, DP 821627
- Lots 1 and 2, Section 49, DP 758032
- Lot 704, DP 755808
- Lot 1, Section 161, DP 758032

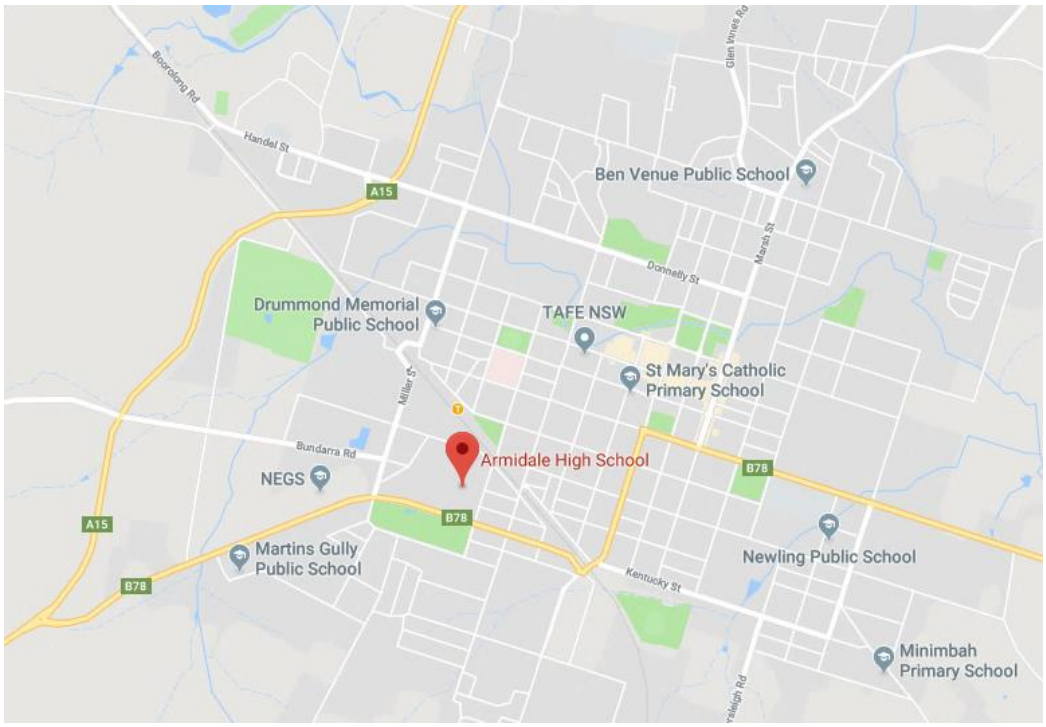


Figure 1 – Location of Armidale High School within Armidale, NSW. (Source: Google Maps)



Figure 2 – Aerial view of the subject site shaded yellow. (Source: NSW Land Research Services, SIXMaps)



Figure 3 – Site location map with buildings delineated thereon. (Source: NSW Land Research Services, SIXMaps)



Figure 4 – Code to buildings at Armidale High School site. (Source: SIXMaps 2018)

List of buildings
Building A – Administration and Classroom building (1962)
Building B – Classroom Building (1922, 1931)
Building C – Domestic Science (1939, 1963, 1977, 2010)
Building D – Toilets (former Girls Toilets) (1922, 1939, 1961, 1975)
Building E – Library and Science Classrooms (1971)
Building F – Change Rooms (1960)
Building G – Classrooms (1968)
Building H – Assembly Hall (1962)
Building I – Manual Arts (Former Technical School) (1939, 1963, 1975)
Building K – Agricultural Science (unknown)
Building L – Agricultural Science (1977)
Building M – Staff Offices and Classroom (Demountable) (unknown)
Building N – Agricultural Science Machine Shed (c 2010)
Building O – Gymnasium (c.2010)

Other site features:
1 - RB White Memorial Oval (former sports field) (1958)
2 - RB White Memorial Gates (1958)
3 - Entry road from Mann Street (later named RB White Memorial Drive) (1920s)
4 - Butler Street Entry (1961)
5 - Tennis Courts (1923, 1977)
6 - Playing field (1974)
7 – Assembly Area (1922, 1930s, 1960s, 1990s)

1.4 HERITAGE LISTINGS

The subject site is listed as an item of local heritage significance:

- *Armidale Dumaresq Local Environmental Plan 2012* (Schedule 5) - Armidale High School—original circa 1921, 2-storey building, grounds (I049)

The site is not located within a Conservation Area however is in the vicinity of two other locally listed items:

- Armidale Dumaresq Local Environmental Plan 2012 – Street planting of Poplar trees, Kentucky Street, road reserve between Butler Street and Miller Streets (I247)
- Arboretum, 216-236 Kentucky Street (I251)

The site is also listed on the Department of Education and Community Services (DECS) Section 170 Heritage and Conservation Register.

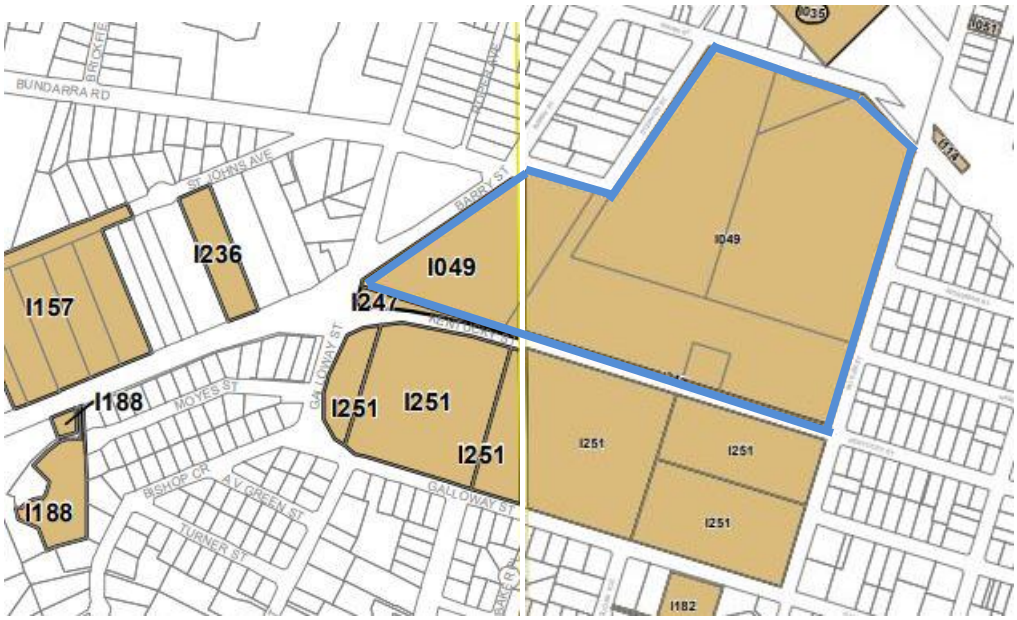


Figure 5 - Detail from the Armidale Dumaresq LEP 2012 heritage map. Heritage items are shaded brown. The subject site is outlined blue. Source: Armidale Dumaresq LEP 2012, Heritage Map HER_002AA and Heritage Map HER_002AAA

1.5 HERITAGE SIGNIFICANCE

The Statement of Significance for the subject site contained in the Armidale Dumaresq LEP is as follows:

> *The original High School building, surviving essentially unaltered. Local example of typical public school building of the period. Connected with the important theme of education. Institutional landscaping from about the 1950's possibly earlier, of local significance.*

The Statement of Significance for the subject site contained in the Department of Education s170 Inventory is as follows:

> *The original High School building, surviving essentially unaltered. Local example of typical public school building of the period. Connected with the important theme of education.*

1.6 AUTHORSHIP

This report was prepared by Alice Steedman, Senior Heritage Consultant, using research and a history written by Léonie Masson, Historian, all of **NBRS**ARCHITECTURE.

1.7 LIMITATIONS

This report is limited to the assessment of potential impacts on the European cultural heritage values of the site and does not include Aboriginal and Archaeological assessment.

1.8 COPYRIGHT

Copyright of this report remains with the author, **NBRS**ARCHITECTURE. Unless otherwise noted, all images are by the author.

2.0 DOCUMENTARY EVIDENCE

2.1 PRE-EUROPEAN HISTORY

Prior to European occupation the area was inhabited by the Nganaywanya, or Anaiwan, people. The Nganaywanya developed extensive trading networks with their neighbours, based on rich plant and animal resources. The area also provided a rich source of hard volcanic rock for tool making and ceremonial purposes.

After the arrival of Europeans to the Armidale area the Anaiwan people established a semi-permanent camp on Drummond's Hill. From here they established close ties to the large pastoral runs in the area, particularly with the White family. Oral histories indicate that Anaiwan people were employed at Booloominbah as domestic staff.

2.2 EUROPEAN ERA HISTORY

Surveyor-General John Oxley was the first European to explore the New England area in 1818, whilst returning from an expedition along the Macquarie River in inland NSW. He ascended the ranges on horseback and camped near Apsley Falls. He noted the 'parkland' he found on the plateau in his diary. He later recommended the region for grazing, paving the way for European settlement of the locality. Other early European visitors to pass through the area included Alan Cunningham in 1825, Charles Sturt in 1828 and Thomas Mitchell in 1833.

The early pastoral settlement of the Armidale area commenced with Henry Dangar in 1833, and a host of squatters and settlers took up pastoral leases in the region. Notable among the new arrivals were William and Henry Dumaresq who established Tilbuster and Saumarez stations in 1834-35.

In May 1839, George James Macdonald was appointed Commissioner for Lands for the New England. He set up his station "*on an extensive open plan, well watered and sheltered and centrally situated*". More precisely, the headquarters was located along the present Beardy Road at the place he called "Armadale" after the ancestral home of his ancestor, Lord Macdonald, on the Isle of Skye in Scotland.

There were 93 residents in the village and surrounding area by 1843. A town survey was carried out in 1848 by Assistant Surveyor John Galloway and the Government announced that "a site has been fixed upon for a township at Armadale" (in the district of New England) the following year.[1]

Between 1849 and 1851, there was little progress in the town itself. Progress in the district came in the form of new farms on the periphery of the village. The discovery of gold at nearby Rocky River, Gara Gorge and Hillgrove in the 1850s heralded a large population influx and building boom in Armadale. Between 1851 and 1856, the years of the goldrush, the population grew 52% to nearly 1000 persons. This figure declined marginally in 1861 when 910 residents are recorded in the town.

On 13 November 1863, the "Municipality of Armidale" was gazetted and the first election of the Council took place in January the following year. By this date, the spelling "Armidale" was widely accepted and adopted across the board. During the 1860s, the Church of England and Roman Catholic authorities selected Armidale as a diocesan seat and consequently each religion built a cathedral in the heart of the town. A wave of building activity accompanied

[1] *Government Gazette*, 23 March 1849

the growth of Armidale in the 1860s, and included public buildings such as court house (1860) and new post and telegraph office (1865).

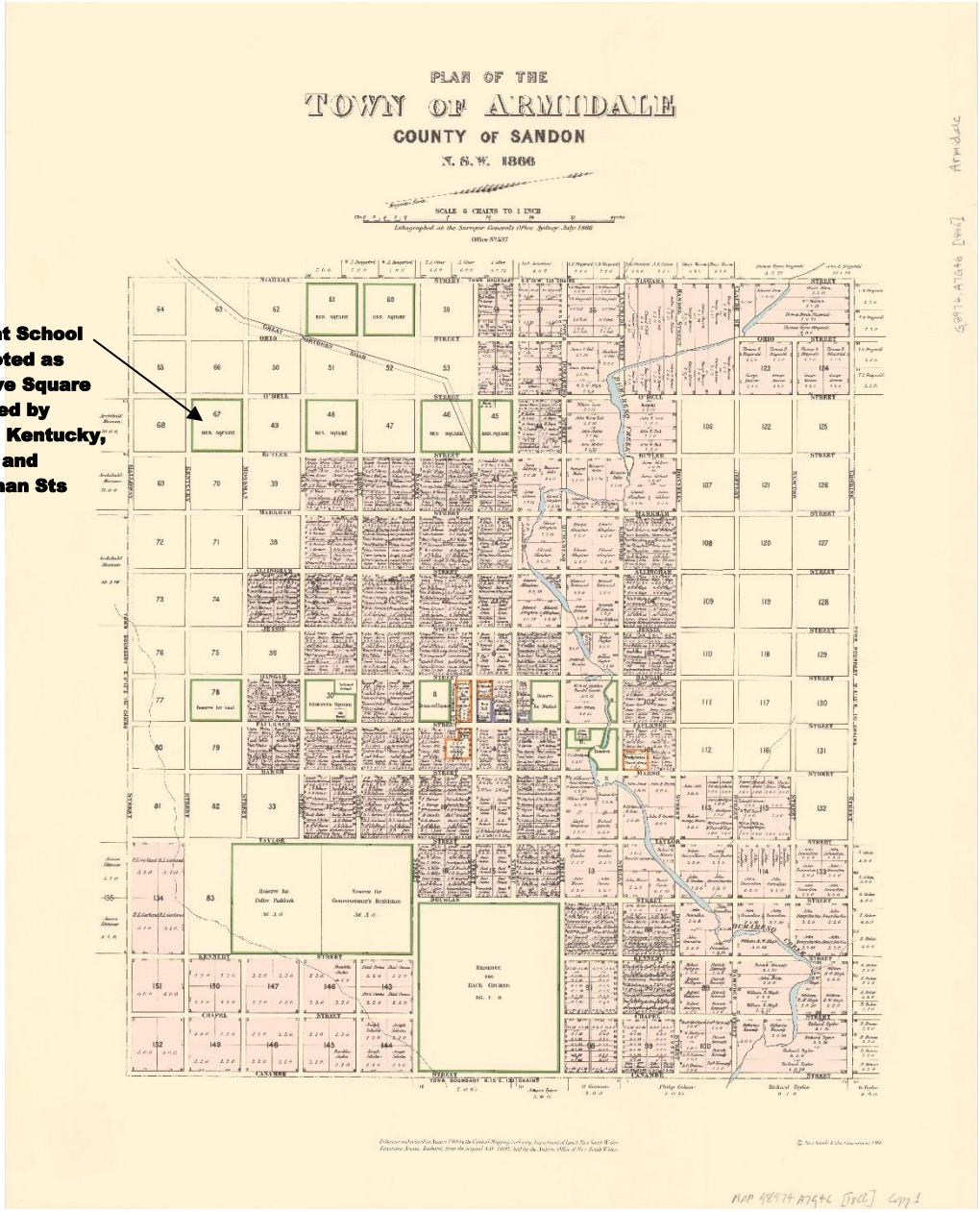


Figure 6 – Plan of the Town of Armidale, County of Sandon, NSW 1866. (Source: NLA, MAP G8974.A7G46 [1866] (Copy 1))

Armidale's status as the capital of New England was affirmed in 1882 when the railway reached the town, and the railway station opened in 1883. Coinciding with this event, *Australian Town and Country Journal* furnished a description of the town and surroundings. The principal buildings in Armidale included the "*handsome and commodious*" cathedral churches of the Anglicans and Catholics and churches erected by the Presbyterians, Wesleyans and other bodies. The new town hall was under construction at this date, promising to be "*one of the neatest and most commodious public buildings in the colony*". The town also boasted "*several banks, stores, and hotels that would be creditable anywhere*". The telegraph office was singled out as "*a miserable little hole*".

> *The prospects of the town are A1. The town is well situated. The streets are wide, and well laid, and have sufficient fall for sanitary purposes, and there is no cramping for space.*[2]

Two years after this article appeared in print, the town was proclaimed a city, ushering in an era of steady and continuous growth.

On 2 November 1923, the Armidale Express and new England General Advertiser declared that development in Armidale since the 1880s had "*resulted in the fine up-to-date, progressive, and prosperous city we know to-day, and which continues to expand, with its surrounding district, in such a gratifying ratio.*"

> *From raw and humble beginnings Armidale is today a sophisticated cosmopolitan city nestled in the beautiful New England High Country of New South Wales half way between Sydney and Brisbane on the Northern Tablelands. With a population in excess of 26,000 it grew to support the surrounding agricultural industry, particularly fine wool, sheep and cattle, before developing into a major educational centre. The home to the University of New England, as well as a number of highly regarded private, independent and public schools, it is this standing as a centre of education which differentiates Armidale from other regional centres*.[3]

2.3 DEVELPOMENT OF PUBLIC EDUCATION

Government schools began in 1848 with the establishment of the Board of National Education. This was replaced by The Council of Education in 1867 and became the Department of Education in 1880. In addition to government schools were private and denominational schools and boarding schools in Sydney.[4]

The evolution of public education in Armidale and a definition of the school types is as follows:[5]

- Public School, June 1861- September 1886

> *A basic elementary school known as national schools from 1848 to 1866, and as public schools since 1867. Originally the attendance of 30 children were required for the establishment of a school, but this was reduced to 25 in 1867 and 20 in 1880. In 1957 when provisional schools were converted to public schools, and the minimum figure was reduced to nine.*
>
> *Until 1875 parents had to pay one-third of the cost of buildings, but the Council of Education and the Department have since met the total costs. Until the 1880s there were no government secondary schools, and no official post-primary courses in public schools. After 1913 many public schools incorporated one or more distinct secondary departments*

[2] "Armidale and surroundings", *Australian Town and Country Journal*, 24 February 1883, p24
[3] "History of Armidale", Armidale Dumaresq Council, 2012, http://www.armidaleregion.com.au/why-armidale/history, viewed 1 November 2017
[4] Information provided by John Carr in a letter to D Logan GHD regarding Review on Heritage Assessment for the proposed redevelopment of Armidale High School, dated 31 May 2018.
[5] Information provided by John Carr in a letter to D Logan GHD regarding Review on Heritage Assessment for the proposed redevelopment of Armidale High School, dated 31 May 2018.

or 'schools'. The modern development of high schools has meant that, with some exceptions like the central schools, most public schools now offer only primary courses.[6]

- Superior Public School, 1886 - 1908

  A public school officially recognised from 1881 as providing both primary and post-primary education. From 1913 superior public schools were re-organised, being restricted to offering two-year vocational courses – commercial, home science or junior technical. An individual school could provide one or more of these.

  By 1925 there was a less rigid vocational emphasis, and courses had been extended to three years and students could sit for the Intermediate Certificate examination. After 1931 the term superior public school was abandoned, super-primary schools being known only be the names of the courses offered.[7]

- District School, 1908 - March 1920

  Established in 1906, district schools combined both primary and secondary departments in regional areas as adjuncts of superior public schools. They were designed to provide a two-year course of study for qualified children preparing for entry to teachers colleges, however more generally, they provided higher education for children in regional areas. By 1914 district schools had developed into schools offering literary or academic courses like those taught in high schools and intermediate high schools. Many were promoted to intermediate high schools as their enrolments increased, and others formed the basis for the establishment of separate high schools.

- Armidale Public School, April 1920 – today

  A basic elementary school known as national schools from 1848 to 1866, and as public schools since 1867. Originally the attendance of 30 children were required for the establishment of a school, but this was reduced to 25 in 1867 and 20 in 1880. In 1957 when provisional schools were converted to public schools, and the minimum figure was reduced to nine.

  Until 1875 parents had to pay one-third of the cost of buildings, but the Council of Education and the Department have since met the total costs. Until the 1880s there were no government secondary schools, and no official post-primary courses in public schools. After 1913 many public schools incorporated one or more distinct secondary departments or 'schools'. The modern development of high schools has meant that, with some exceptions like the central schools, most public schools now offer only primary courses.[8]

- Armidale High School, April 1920 – today

  First established in 1883, high schools played a very small part in the education system until the reorganisation of secondary education after 1910. It was then that secondary education was officially sub-divided into a variety of types of courses and schools, with high schools offering an academic course to a selected intake of pupils. However, from the 1920s there was a long-term trend was towards comprehensive high schools, and by the 1950s many of the other types of secondary schools were either being transformed into or

[6] *Glossary of School Types*, accessed 18 June 2018, https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/school-database-search/glossary
[7] *Glossary of School Types*, accessed 18 June 2018, https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/school-database-search/glossary
[8] *Glossary of School Types*, accessed 18 June 2018, https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/school-database-search/glossary

> *closing in favour of comprehensive high schools. Since the late 1960s all new high schools have been co-educational, and many older schools have been converted into co-educational schools.*[9]

Thomas Donnelly of Sydney was appointed as the teacher of the first Public School in Armidale which opened in June 1861. The 1866 Public Schools Act consolidated the Board of Education and the Denomination Schools Council into a Council of Education to exercise control over the administration of education across the colony. There were 259 schools by 1867 which had grown to over 1100 by early 1880.[10]

The Public Instruction Act 1880 saw major changes to the delivery of education in New South Wales including the introduction of compulsory education, establishment of government provided secondary education, and creation of new school types including superior public schools, high schools and evening public schools. Superior public schools combined primary and secondary students in one school offering 3 years of post-primary education for nominal fee. Entry to high schools was by competitive examination. Fees were relatively high and courses were generally academic intended for students planning to continue to university.[11]

An early 1900s Royal Commission into education saw the initiation of reforms in primary, secondary and technical education. Students had to sit a Qualifying Certificate to successfully complete primary school. Those students with sufficient academic ability would progress to High School whereas others would progress to Superior Public Schools or Evening Continuation Schools. District Schools were established in country areas which combined primary and secondary school education. From 1911, high school fees were abolished. An Intermediate Certificate could be gained after the first two years and a Leaving Certificate two years later. High Schools proved very popular and were soon unable to cope with increased numbers of students.[12]

In the 1920s many high schools introduced a wider range of courses, recognising the need for pre-vocational as well as academic education in all secondary schools. The official school leaving age was increased in the 1940s from 14 to 15 years with most students gaining two to three years secondary schooling. Most high schools were no longer 'selective' and students attended the nearest high school.[13]

Between 1945 and 1950, the student aged population had doubled, as a result of increased immigration and higher birth rates. Alongside this "baby boom", there was a chronic shortage of building materials and labour and a shortage of teachers. The problem was exacerbated by years of underspending and investment in schools since the Depression. The Department's immediate response to one of the State's biggest post-war problems was the erection of prefabricated portable classrooms in school grounds (the timber classrooms were made in the department's own workshops). 1500 such classroom were in use in 1950, with another 300 under construction.[14] This was a temporary solution at best, as there was

[9] *Glossary of School Types*, accessed 18 June 2018, https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/school-database-search/glossary
[10] Public Schools Act 1866 https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/government-schools/public-schools-act-1866.
[11] Public Instruction Act 1880. https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/government-schools/public-instruction-act-1880
[12] Reform Movement. https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/government-schools/reform-movement.
[13] Reform Movement. https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/government-schools/reform-movement.
[14] "School shortages are State's big problem", *Sydney Morning Herald*, 1 February 1950, p2

a predicted school population growth from 352,000 in 1948 to 700,000 in 1952. At the same time, the department imported a large number of prefabricated aluminium schools from England. The prefabricated building programme was wound back in the late 1950s in favour of curtain wall and pre-cast concrete construction.

The 1962 Wydham Scheme formalised the trend towards co-educational, comprehensive high schools and extended the full high school course from five to six years. Consequently, the NSW Government Architect's Branch responded to the demand by developing a range of standard school building designs including Michael Dysart's "doughnut school", demountable classrooms designed by John Zaat in the Branch in 1965, consortium schools, and the Study 1, 2 and 3 Schools.

It wasn't until The Education Amendment Act 2009 that the minimum school leaving age was increased to 17 resulting in most student gaining a full six years of secondary education.[15]

The number of separate secondary schools across NSW grew from just 4 in 1900 to 29 in 1922. By 1939 there were 66 separate secondary schools and 225 in 1962. In 1977 there was 343.[16]

2.4 HISTORY OF THE SUBJECT SITE

In 1917, Lot 1 of Section 49, a truncated site bounded by Butler, Hargrave, and portions of Mann and O'Dell Streets was surveyed for a public high school site (Figure 7). The site was formally dedicated on 8 March 1918. Seven years earlier, Mr Peter Board, Director of Education, had visited Armidale and met a deputation requesting the construction of a High School and a Technical College. The community representatives were informed that Armidale was on a list of four or five centres proposed for High Schools and that there would be sufficient funds to enable this work to be carried out in the near future.

[15] Reform Movement. https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/government-schools/reform-movement.
[16] Number of government schools (1848-2015). https://education.nsw.gov.au/about-us/our-people-and-structure/history-of-government-schools/media/documents/number_of_government_schools_AA.pdf.

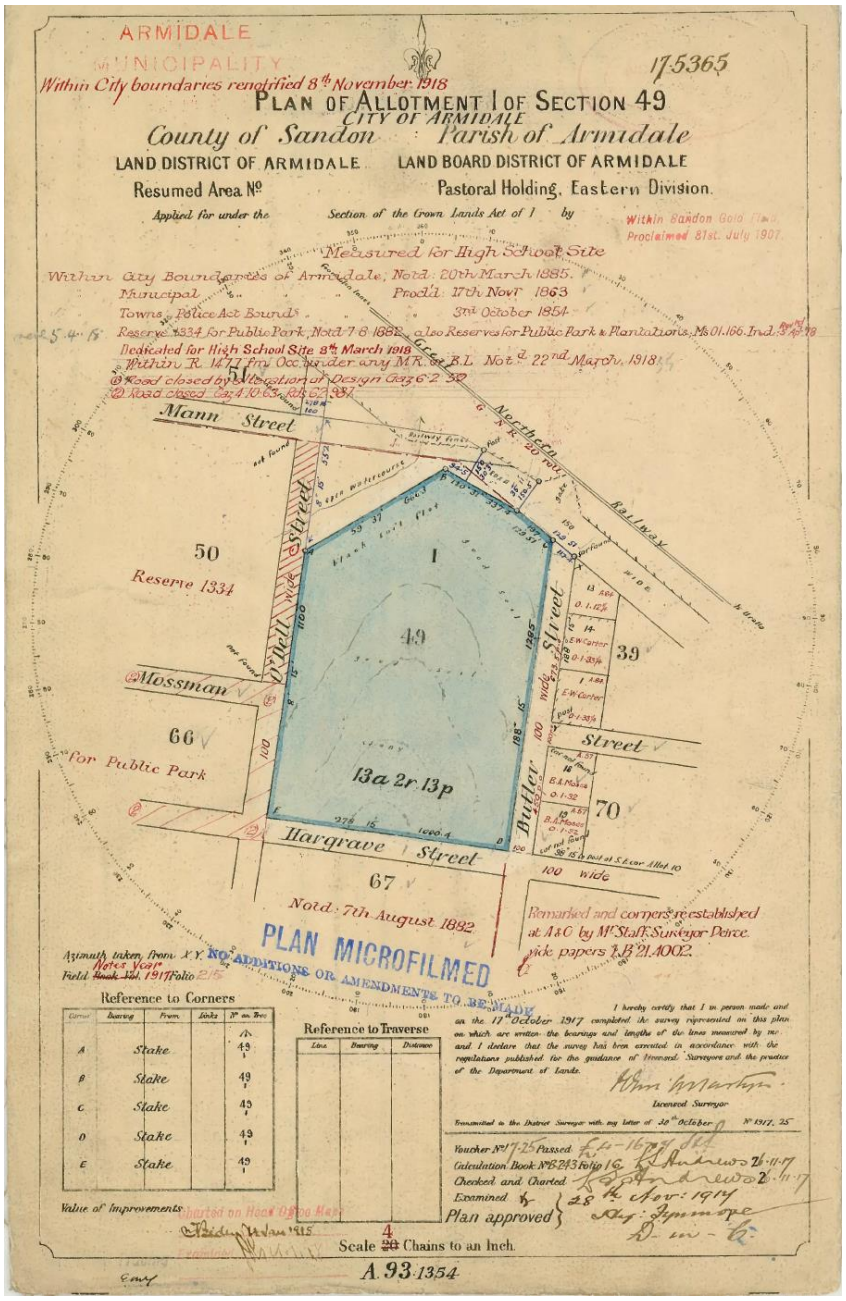


Figure 7 – Plan of Allotment 1 of Section 49 City of Armidale County of Sandon…measured for high school site, 1917. (Source: NSW Land & Property Information, Crown Plan A93.1354)

By 1919, there was an average of 126 secondary students in the Armidale District School resulting in overcrowding in the Primary School building. In March 1918 a deputation from the Armidale community met with the Minister for Education requesting additional accommodation to the district school. In response, he "*stated that he would recommend that a High School be built, and plans and specifications prepared immediately*".[17]

Despite his assurances, no immediate action was taken in that regard. Instead, in March 1920, the Minister announced that a high school building would not be erected immediately,

[17] "Armidale High School", Sydney Morning Herald, 27 March 1919, p6

but in the interim, the district school would be converted to a high school.[18] The newly constituted Armidale High School commenced operation in April with over 180 students under the supervision of AW Cusbert.[19]

Over twelve months later, in May 1921, the Department of Education announced tenders for a new high school building at Armidale; the tender by Construction of Buildings, Public Works Department was accepted at a cost of £19,474. One of the local newspapers interpreted this announcement that the high school would be effectively built by day labour in lieu of accepting an outside tender for the work and "*in respect to materials, etc, he [Mr Bruce] would apparently, secure the greater part locally, though many machine made fittings would be brought from the State timber works*".[20]

The *Armidale Chronicle* reported that the new Armidale High School, when completed, would accommodate 259 pupils and the newspaper furnished the following description of the planned building.

> *It will be a two-storied structure of simple and effective design in picked local bricks, with stone dressings covered with fibro cement.*
>
> *The ground floor will consist of four class-rooms, staff rooms for both sexes, and Principal's room, an assembly verandah equal in size to three class-rooms, being 100ft x 24ft, hat and cloak rooms, lavatories, stationery store, boiler house, kitchen for preparation of hot lunches, and large entrance hall approached by curved drive and the large verandah.*
>
> *The first floor will be approached from two fire-proof staircases, and contain assembly balcony 100ft x 24ft, as ground floor, three class-rooms, library, science room, and hat and cloak rooms.*[21]

The proposal was not without controversy, with a sizeable movement in the town questioning the placement of the school building with a southerly aspect facing Hargrave Street instead of fronting Butler Street to the east or the Railway Station to the north. Representatives of the local Labor League met with Colonel Wells (Education Department Architect) and Mr Bruce (Director of Public Buildings) in Armidale to explain the position that "Owing to the contour of the ground, the plan would have the effect of the main entrance by (sic) 8 feet lower than Hargrave Street". Colonel Wells pointed out that any fears were groundless, as the building would be an architectural monument, every consideration been given to the elevation and consideration having been given to the elevation and contour…".[22]

The headmaster Rev Canon Arehdall's concerns regarding the siting were also presented to the Minister for Education drawing the following response:

> *May I say that the first consideration that is now given in the building of schools is the lighting arrangements, so far as the pupils are concerned. Secondly, the Departments architects endeavour to take into the aspect of the building in relation to the surrounding country and in relation to the surrounding buildings. In these respects, I am quite sure that when the building is completed the people of Armidale will be proud of the result. The rear of the building has been specially designed, at extra expense, in order that the*

[18] "Armidale High School", *Evening News*, 8 March 1920, p8
[19] "Armidale High School", *Armidale Express and New England General Advertiser*, 16 April 1920, p4
[20] "Armidale High School", *Armidale Express and New England General Advertiser*, 1 July 1921, p3
[21] "Armidale High School", *Armidale Chronicle*, 17 December 1921, p6
[22] "The High School", *Armidale Chronicle*, Saturday 13 August 1921 p. 4

view from the railway will be quite pleasing, in fact there will be no difference from an architectural point of view between the front and rear of the building."[23]

The foundation stone of the "first high school building to be erected in New England" was laid on 3 December 1921 by the Minister for Education. The Armidale High School was completed by January 1923 and officially opened in March. The plans were designed by the Architect to the Department of Education (under the supervision of Colonel RMS Wells) and the buildings were erected by the Constructor for Public Buildings (under the supervision of Edward W Edwards) at a total cost of £22,300. GF Nott won a tender for the supply and construction of the brickwork. A full description of the building and grounds was furnished in the Sydney Morning Herald in April (Figure 14).

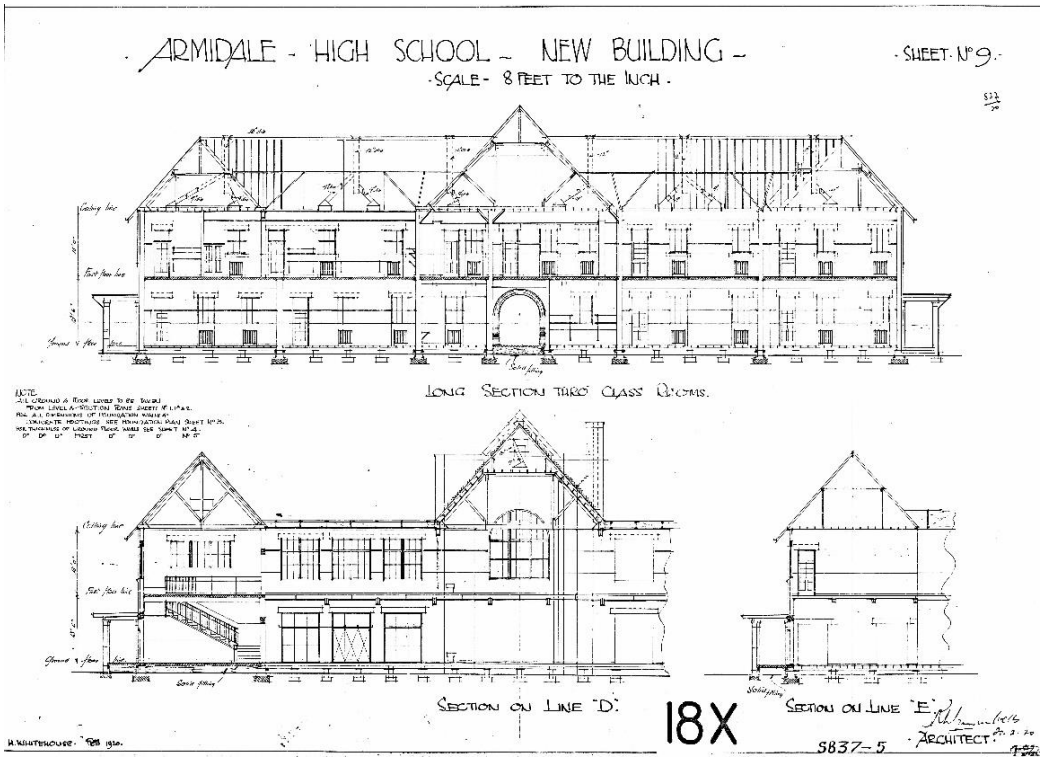


Figure 8 – Armidale High School – new building, Sheet No. 9 (Sections) / R Wells, 1920. (Source: Plan Services - Information Management, ICT, SB37-5)

[23] Local and General News - High School. *Armidale Express and New England General Advertiser*, Friday 9 September 1921, p.4



Figure 9 - Armidale High School – new building, Sheet No. 8 (Elevations) / R Wells 1920. (Source: Plan Services - Information Management, ICT, SB37-6)

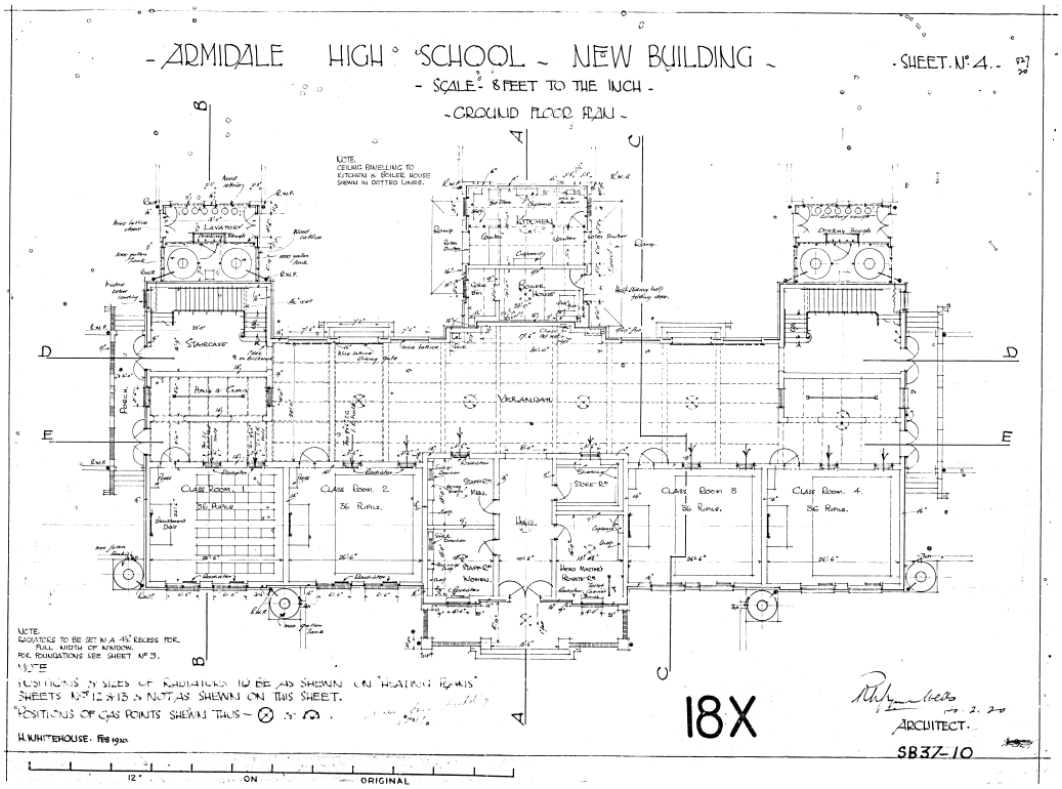


Figure 10 – Armidale High School – new building, Sheet No. 4 (Ground Floor Plan) / R Wells, 1920. (Source: Plan Services - Information Management, ICT, SB37-10)

The illustrations reproduced in *Construction and Local Government Journal* on 9 August 1922 were captioned as follows:

> *Armidale has become a wonderful centre for higher education, and the Government is not behindhand in the realisation of the climatic and other advantages of this salubrious district, for it has provided building replete with every convenience. Both gas and electricity have been installed. Lighting and ventilation have been adequately provided for. Radiators are set in 4 ½ in. recesses. The great enclosed verandah is realised as a useful appendage in educational work, for in addition to giving easy access between the class rooms, it can also be turned into an assembly room or screened to provide emergency class rooms.*
>
> *This fine building has been established to provide higher education for Armidale. The design being shorn of all architectural embellishments, depends for its effect upon the composition and colouring of the materials; the lower storey and central bay being in brick and the upper walls being rough casted. A noticeable feature is the very high-pitched roof; the harshness is taken off in the central bays by the levelling up of the brick wall to form buttresses and parapets. Ample provision for natural lighting has been made in the numerous and large windows.*



Figure 11 – View from north. Armidale High School when being built, 31 December 1923. (Source: State Archives & Records, Digital ID: 15051_a047_000221)



Figure 12 – View from west. Armidale High School when being built, 31 December 1923. (Source: State Archives & Records, Digital ID: 15051_a047_000221)



Figure 13 – View from southeast. Armidale High School when being built, 31 December 1923. (Source: State Archives & Records, Digital ID: 15051_a047_000224)

BUILDINGS AND WORKS.

ARMIDALE HIGH SCHOOL.

The new High School just completed at Armidale stands on an excellent building site on the southern side of the railway line, not far from the railway station, and will accommodate about 300 students. The main building is a commodious brick structure of two stories, roofed with red fibrous cement slates. On the ground floor are provided four classrooms, each seating 36 pupils; a commodious assembly verandah 100ft long by 24ft wide; staff rooms for both male and female teachers; and an office for the principal, as well as ample storage accommodation. There is a spacious central entrance hall, entered from a neatly designed piazza, and two side porch entrances are provided to give access to the ground floor, as well as two staircase halls. The staircases are arranged at each end of the building, and are of reinforced concrete, as are also the floors of the first-floor classrooms. The classroom floors are covered with wood. A complete tuck shop and a boiler-house in connection with the hot-water system have been provided. On the upper floors there are three classrooms similar to the ground-floor rooms, a large science room with a storeroom adjoining, and a library. Over the ground-floor verandah is an assembly balcony, about 100ft x 24ft. Four hat and cloak rooms have been provided conveniently to the entrances. The building is planned on modern lines, all the rooms being amply lighted on the left side of the students, and windows have been provided to secure complete cross ventilation, to avoid any possibility of stagnant air where teaching is being conducted. The walls throughout are plastered smooth, and care taken to keep the building as free as possible from projections which would catch dust. The classrooms are fitted with modern single-desk furniture and sliding blackboards with teachers' platforms. The science room is completely equipped with modern benches, and with sinks, and gas and water services. The outbuildings have been designed on pavilion lines. Extensive ground improvements have been carried out, including the formation of a large tarpaved assembly area, the forming of turfed embankments and a front entrance drive, and also the enclosing of the entire site with suitable fencing. The plans were designed by the architect to the department, and the buildings were erected by the Constructor for Government Buildings, the total cost being about £21,500.

Figure 14 – Feature article on Armidale High School. (Source: Sydney Morning Herald, 18 April 1923, p9)



Figure 15 – View from north. Armidale High School when being built, 31 December 1923. (Source: State Archives & Records, Digital ID: 15051_a047_000222)



Figure 16 – View from northeast. Armidale High School, 31 December 1925. On left Mr J Killip (Headmaster) and on right, Mr J Larum (Deputy Headmaster). (Source: State Archives & Records, Digital ID: 15051_a047_000215)

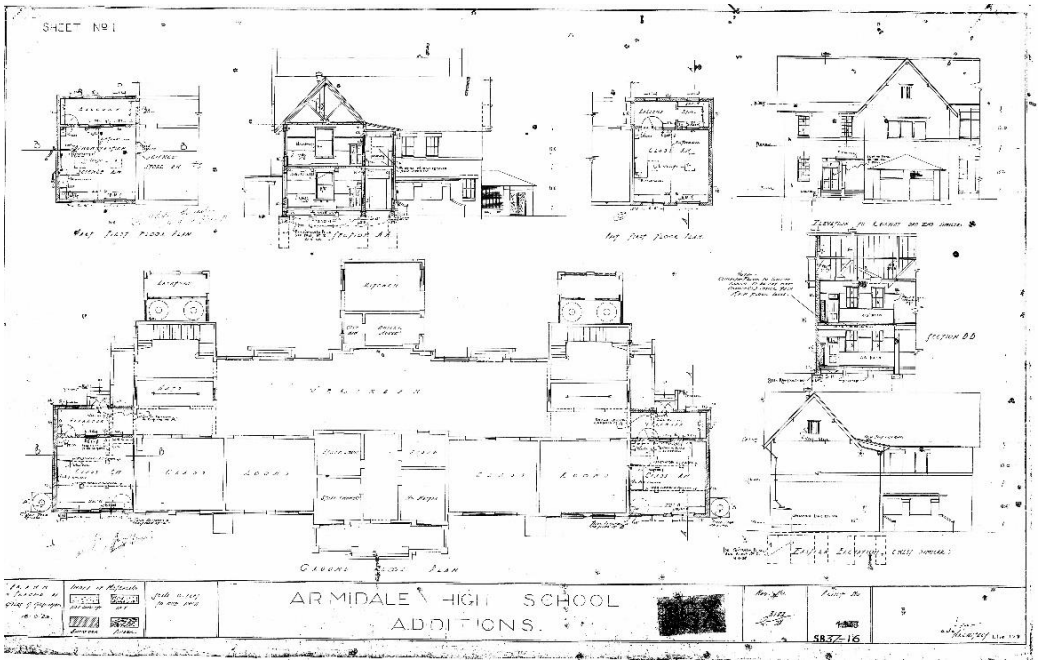


Figure 17 – Armidale High School Additions, 1928. (Source: Plan Services - Information Management, ICT, SB37-16)

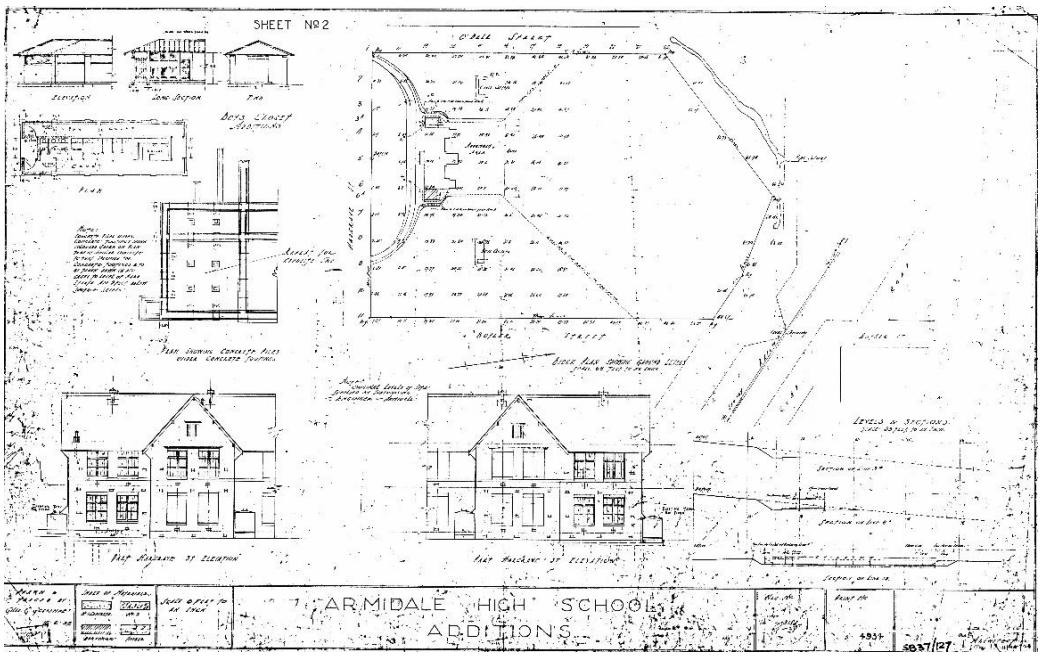


Figure 18 – Armidale High School Additions, 1928. (Source: Plan Services - Information Management, ICT, SB37/127)

School enrolment doubled in the seven years since opening in 1920 and the principal presented a scheme to the Department of Education for additional accommodation. Plans were prepared in the Department but no further action was taken immediately owing to lack of funds. Tenders were invited in August 1930 for construction of two new wings at Armidale High School for about £3000. EA Tolhurst, supervising architect for the Public Works Department for the Armidale District informed the Council that the construction work would

be undertaken by local unemployed labour under the supervision of a department general foreman.[24]

The official opening of the extensions was carried out by the Minister for Education, Hon W Davies, MLA on 28 March 1931 in the presence of a large crowd. The additions comprised four classrooms with accommodation for 192 pupils, and conversion of the assembly hall on the first floor to sewing room, library and art room.[25]



Figure 19 – View from north. Armidale High School, 1933. (Source: State Archives & Records)



Figure 20 – View from east. Armidale High School, 1933. (Source: State Archives & Records)

[24] "Figures challenged Additions to High School", *Armidale Express and New England General Advertiser*, 15 August 1930, p4
[25] "Higher education", *Armidale Express and New England General Advertiser*, 30 March 1931, p6



Figure 21 – Armidale High School c1930s showing paved approach road from Mann Street to the northeast. – (Source: Information Management, ICT 15304827977)



Figure 22 – Detail from County of Sandon, Parish of Armidale, Edition 6 Sheet 1, 1935 showing Armidale High School site (shaded blue). Annotations to the plan shows additional land dedicated in September 1960 comprising Lot 1-8 & 10 in Section 67 of the Parish (shaded green). (Source: NSW Land Research Services, HLRV)

School and community involvement in improvements to the grounds were encouraged by various headmasters and teachers, one of those being a Mr Clark who organised students for Arbour Day plantings in 1933. These included two golden cypresses, a *juniper hibernica* and spruce.[26]

Tenders were called in May 1937 for new domestic science and manual training blocks at Armidale High School. The contract was awarded in July to Skinner and Skinner of Tamworth for the sum of £7357/7.[27] Construction commenced the following month and the Armidale Express and New England General Advertiser reported in early September that a good start had been made on the new buildings at the school. The buildings were designed by the Government Architect's branch, Department of Works and Local Government.

> *The domestic science block, situated on the western side of the main school building, is farther advanced than the manual training block, but the contractor, Mr Bert Skinner, of Tamworth…has the work well in hand, and it is expected the new buildings will be ready for occupation by the opening of the first school term of 1938.*
>
> *The foundations of the domestic science block had been laid, and the brickwork is already at floor level. The concrete bases for the manual training block, on the eastern side of the school have been poured ready for the brickwork to be proceed.*
> *Both blocks will be of brick, single storey, with tiled roofs, and the latest type of local face bricks will be used, with raked joints.*[28]

The new blocks at Armidale High School were officially opened by the Minister for Education, Mr Drummond and his wife on 6 May 1939.

In 1945, the school population had risen to between 550 and 600 resulting in severe overcrowding characterised by oversized classes (40 or more students per class) and a shortage of classroom accommodation. The Parents and Citizens' Association released a report in November that year calling for immediate action as "there are many more classes than classrooms, that no additions have been made to the main building since its erection 24 years ago, despite the fact that the school is graded first class, and is a demonstration unit for University students."[29] Furthermore, there was a need for a proper Assembly Hall and Demonstration Theatre. Two years later, the Department of Public Works invited tenders for a double portable classroom.[30]

By 1951, the Government had sanctioned building improvements to the school which were delayed owing to a lack of local tenders. The building development took place the following year when the District Inspector, Armidale, invited tenders for provision of dressing room accommodation for boys and girls, and lavatory extensions and alterations.[31] In late 1954, the headmaster was advised that the Department of Education had approved construction of new demonstration block, containing four rooms in a row with a wide verandah set on a position overlooking the oval. Consequently, the following month, tenders were invited for "four (4) classroom timber-framed building, connected to Demonstration Rooms".[32]

[26] "Armidale High School Tree Planting" *Armidale Express and New England General Advertiser*, 14 August 1933, p. 4
[27] "Education tenders", *Armidale Express and New England General Advertiser*, 30 July 1937, p4
[28] "£15,000 Job, new blocks at high school", *Armidale Express and New England General Advertiser*, 3 September 1937, p9
[29] "More classes than classrooms", *Armidale Express and New England General Advertiser*, 9 November 1945, p8
[30] "Department of Public Work NSW", *Armidale Express and New England General Advertiser*, 10 October 1947, p10
[31] "Tenders", *Armidale Express and New England General Advertiser,* 15 February 1952, p?
[32] "Tenders", *Armidale Express and New England General Advertiser,* 6 December 1954, p7

The early community concerns for the Hargrave Street frontage were not unfounded. A new ramp had been constructed giving access to Hargrave Street in 1950 but by 1953 Hargrave Street was still an unmade road. The Hargrave Street alignment to the south of the school was located on crown land and the Council advised the school that is was unable to commit its funds for its improvement. Up until this time it had been usual for visitors to the school to approach the school '..through the back. With our increased numbers, this often means breaking through classes and groups working in the hall. If access could be given as requested, visitors would come straight to the administrative offices'.[33]

Following the death of the highly respected Principal, Mr R.B White in 1955, it was planned to construct an oval and gates in his memory. The R.B. White memorial gates at Mann Street were constructed in 1958 and the R.B. White Memorial Oval was begun in early 1959 with the assistance of the Dumaresq Shire, and the pupils and teachers of the school. The oval was ready for grass sowing by the spring of the same year. At that stage the school grounds comprised 25 acres. A 1959 aerial photograph shown in figure 25 shows the school site still relatively undeveloped. Hargrave Street to the south of the school remains unmade with narrow paths leading down to the school building. The remaining gazetted roads which form part of the current school site including portions of O'Dell, Mossman and Hargrave were either unmade tracks or non-extant at this time. Mature trees are shown on the Hargrave, Butler and Mann Street boundaries, lining the driveway from Mann Street and in a cluster north and west of the Domestic Science Building.

In 1962, new library accommodation was completed, providing a main reading room, a senior study, a small study, a stock room and a workroom. In the following year a new wing, an assembly hall, a manual arts room, a home economics room and change and shower rooms were officially opened. These were located to the south of the 1922 and 1939 buildings on the alignment of former Hargrave Street.



Figure 23 – North elevation. Armidale High School, ca1950s. (Source: State Archives & Records)

[33] 'New entrance wanted for High School", *Armidale Express and New England General Advertiser*, 2 August 1950, p.5

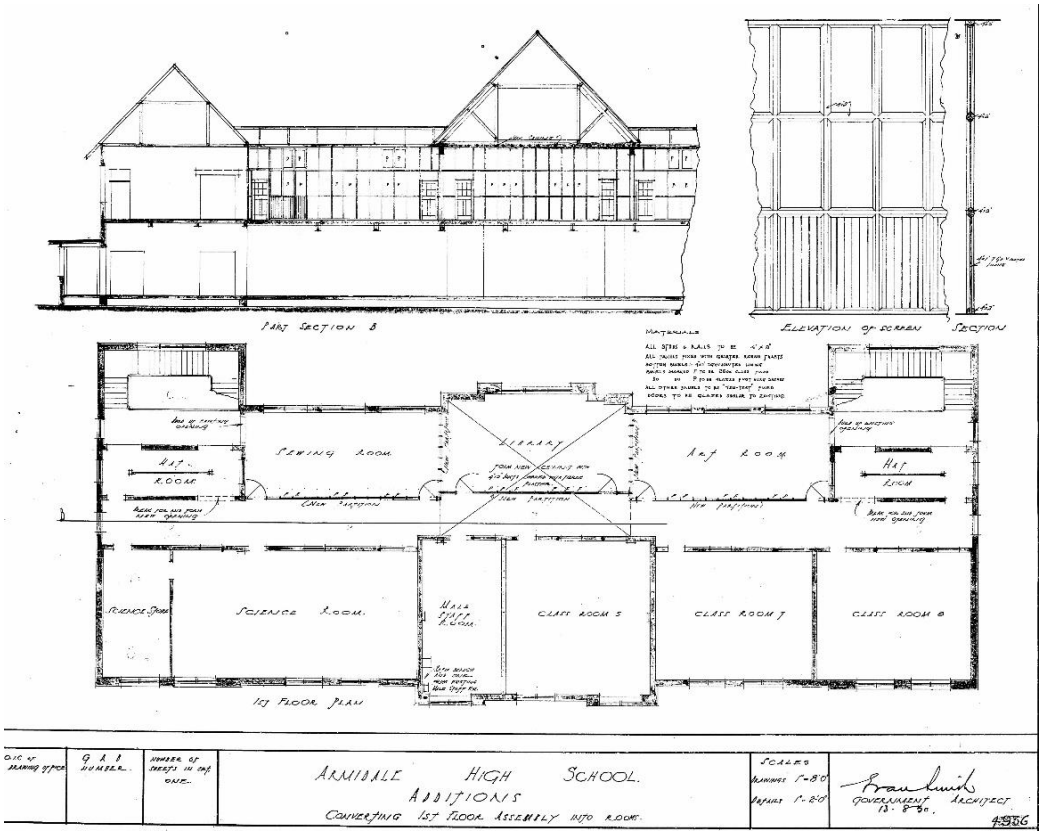


Figure 24 – Armidale High School Additions Converting 1st floor assembly into rooms, 1950. (Source: Plan Services - Information Management, ICT, SB37-19)



Figure 25 – Detail from aerial survey of Armidale showing Armidale High School, April 1959. Note Demonstration Classroom to the southern edge of the sports ground. (Source: The Armidale of Yesteryear Facebook page)



Figure 26 – Armidale High School, ca1960s with Demonstration Classroom in the foreground. (Source: State Archives & Records)



Figure 27 – Demonstration classroom, ca1962. (Source: State Archives & Records)

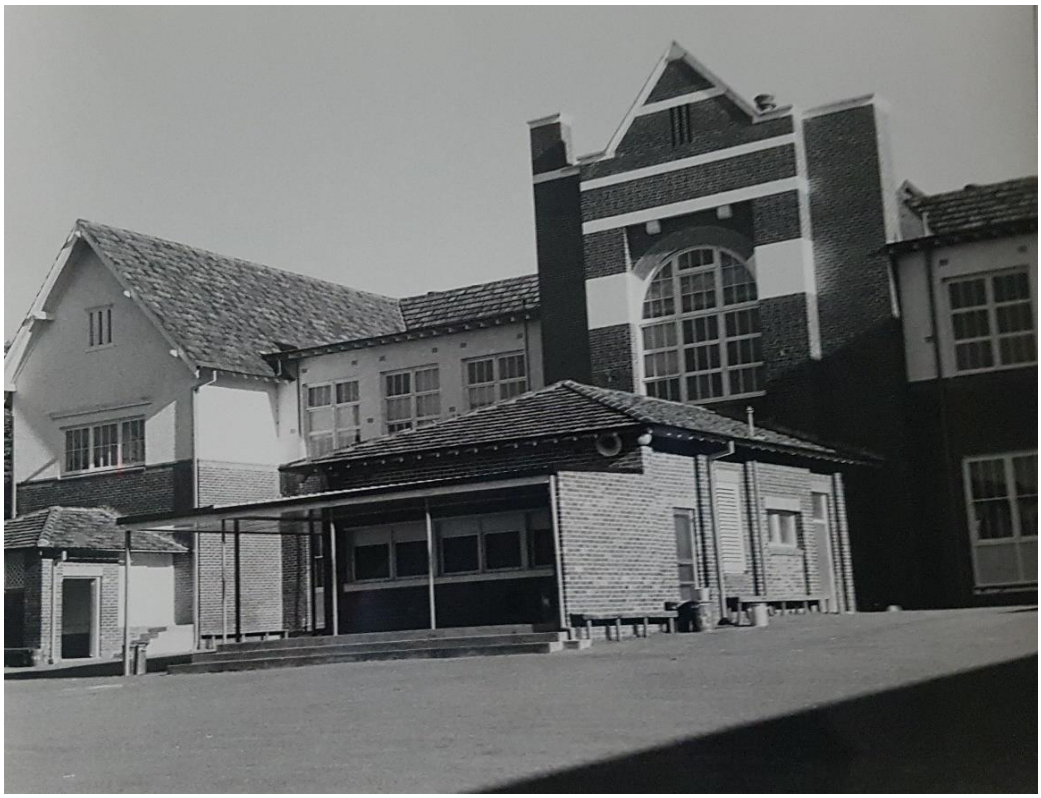


Figure 28 – Armidale High School, main building, ca1962. With canteen opening to north onto the Assembly area. (Source: State Archives & Records)

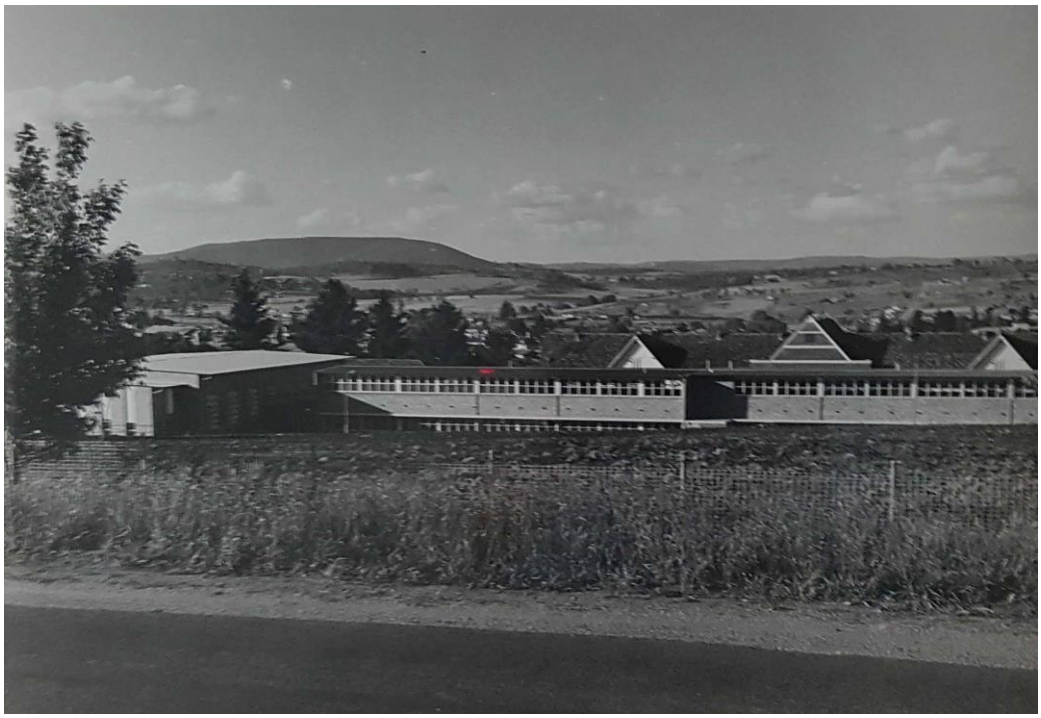


Figure 29 – Armidale High School, November 1962. View over the school site above Kentucky Street. (Source: State Archives & Records)

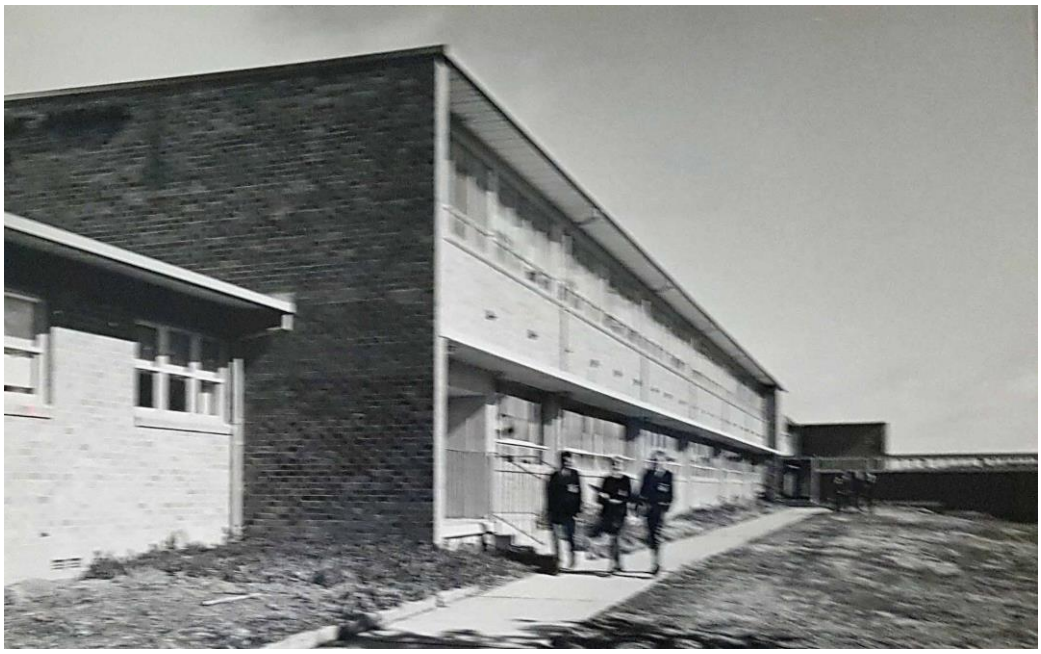


Figure 30 – Armidale High School, May 1968. View looking west along the north façade of the administration and classroom building (Source: State Archives & Records)

The Education Department granted approval in October 1966 for the construction of four 'B' type classrooms, an art room, a music room with store, a needlework room and ancillaries, a metalwork room, a senior study centre, two 'B3" type science laboratories, a staff study and toilet and extensions to the food preparation unit. The estimated cost of the project was $356,466. Consequently, tenders were called and one month later a contract was accepted from R and B Constructions P/L of South Lismore for $269,512. Construction commenced in December 1966 and the building was occupied in January 1968. The project was fully completed in February 1969 at a cost of approximately $288,000. This two to three storey building was located perpendicular to the other buildings to the west of the assembly area.

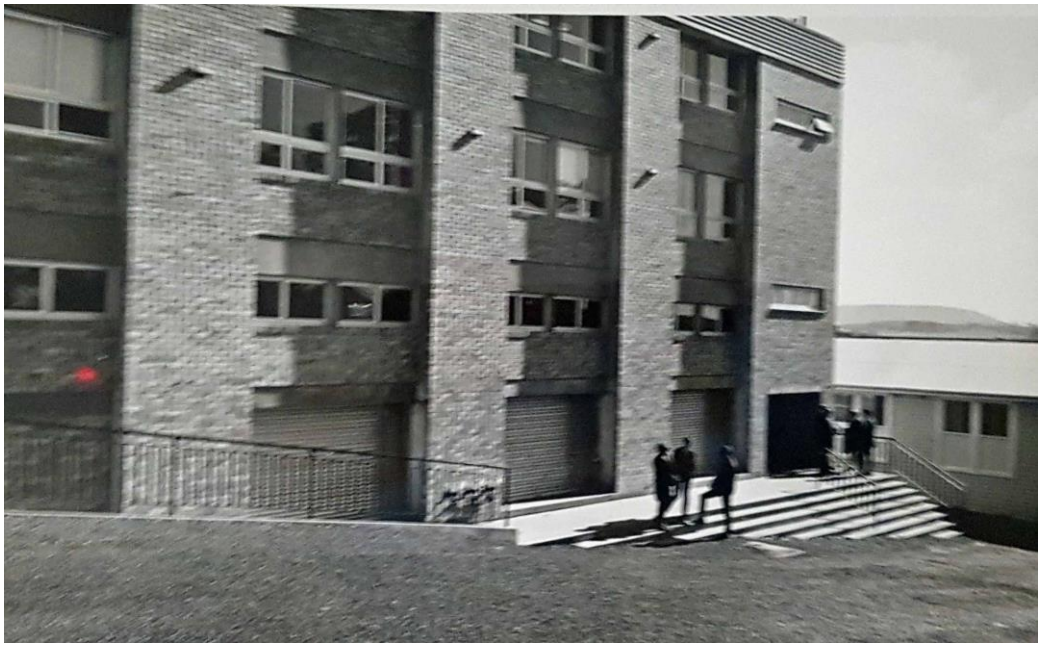


Figure 31 – Armidale High School, May 1968. (Source: State Archives & Records)

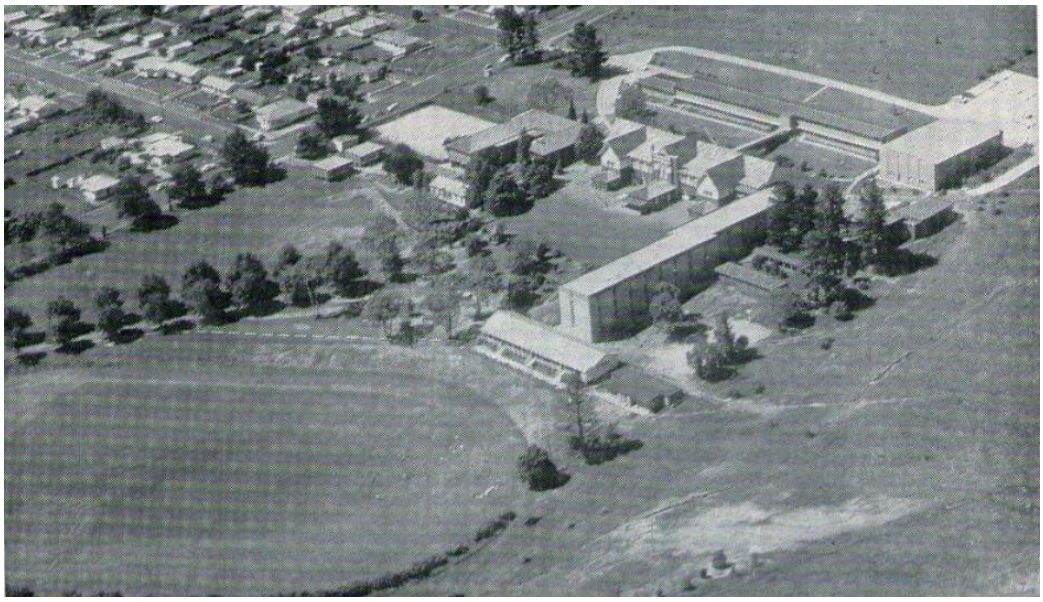


Figure 32 – Oblique aerial of Armidale High School, 1969. (Source: The Armidale of Yesteryear Facebook page, 19274988_1330255717021848_4728667350417455756_n)

Since 1960 about 19 acres (7.68 hectares) of land have been added to the site and the area of the grounds is now 44½ acres (18 hectares) which are bounded by roads and fenced. Within these grounds the school has eight netball courts, four basketball courts, three hockey fields, one soccer field, two football fields and six tennis courts. The additional land was dedicated for the expansion of the school site in 1941, 1959, 1960 and 1963, including Lots 1 to 7 and part of Lots 8 to 10 inclusively in Section 67 of the Town of Armidale. Hargrave Street between Butler and O'Dell Streets dedicated in September 1960.

A new library/laboratory block was erected at the school in 1971. The Standard LL (Library & Lab) Block Type A 1970 was a design in the Government Architects Branch by J Moran.

The assembly area and retaining wall was altered in c1990 and the gymnasium was constructed in c 2010.



Figure 33 - Oblique aerial of Armidale High School, 1973. (Source: The Armidale of Yesteryear Facebook page, 19274882_1331178216929598_5784748414577148945_n)



Figure 34 – Construction works at Armidale High School, ca1990. (Source: The Armidale of Yesteryear Facebook page, 19554067_1340299066017513_8445934724921344089_n)

2.5 PHASES OF DEVELOPMENT

2.5.1 CONSTRUCTION OF ARMIDALE HIGH SCHOOL (1922/23)

- two-storey brick building with fibre cement slate roof containing four classrooms on ground floor and 3 classrooms, science room, store room and library on first floor; single storey wings at rear containing girls and boys wash rooms and water tank enclosures to either side and kitchen and boiler house to centre;
- assembly area to north of building;
- girls and boys toilets in brick buildings, located to the north east and north west of the building.

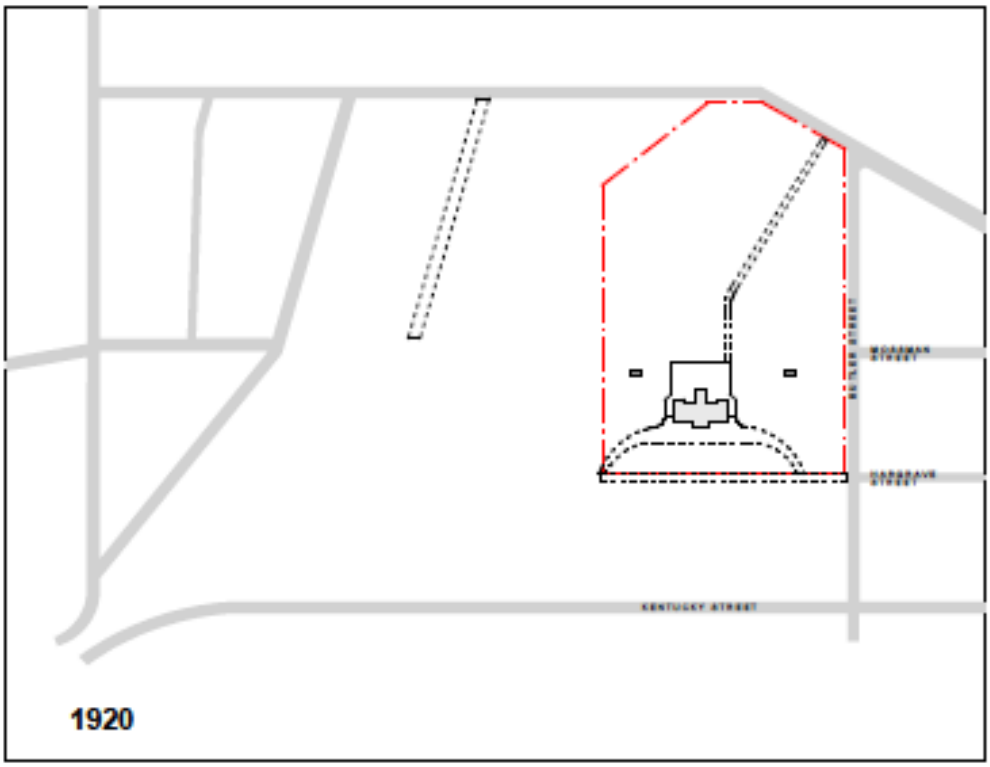


Figure 35 – Construction of Armidale High School 1922.

2.5.2 FIRST STAGE OF GROWTH (1924 – 1939)

- 1931 - completion of additions and alterations to Building B comprising four classrooms, and alterations to assembly hall on 1st floor.
- Construction of tennis court and playing field, 2 boys bicycle sheds and 1 girls bicycle shed; connection of toilets to sewer.
- 1939 - Official opening of Domestic Science (Building C) and Manual Training Building (Building I).
- Road from assembly area to Mann St sealed

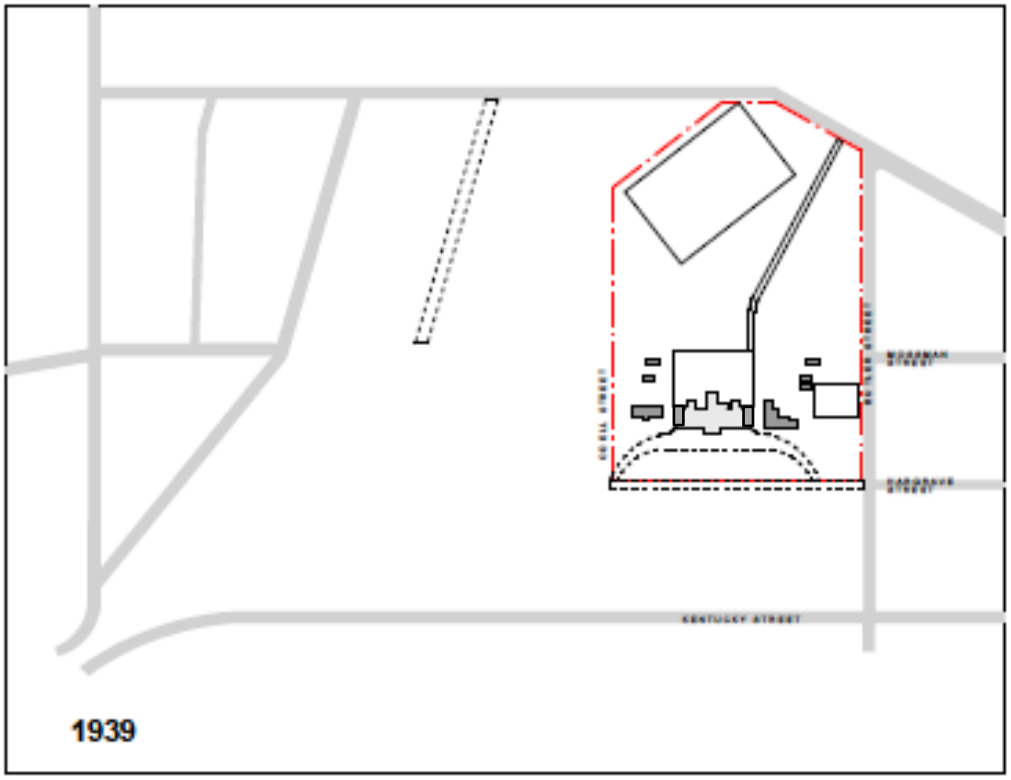


Figure 36 – First stage of growth.

2.5.3 SITE EXPANSION, NEW ADMINISTRATION AND CLASSROOM BUILDING (1940 – 1962)

- 1954 - Demonstration School built to north of assembly area
- 1955 - Construction of four classroom timber framed building classroom connected to Demonstration Rooms
- 1958 – RB White Memorial Gates constructed
- 1959 – RB White Memorial oval formed on site of old playing field, new playing field formed to east of Mann St driveway; Mann St driveway becomes RB White memorial driveway; incorporation of land to northwest.
- Additions to girls and boys toilets
- Sheds constructed in grounds
- 1960 - Erection of dressing room accommodation for boys and girls to west of demonstration classroom: boys and girls lavatory extensions and alterations (Building F)
- 1962 – Completion of new administration building, classrooms (Building A) and Assembly Hall (Building H) to south of original building; extensions to manual arts and domestic science buildings; incorporation of land to south.

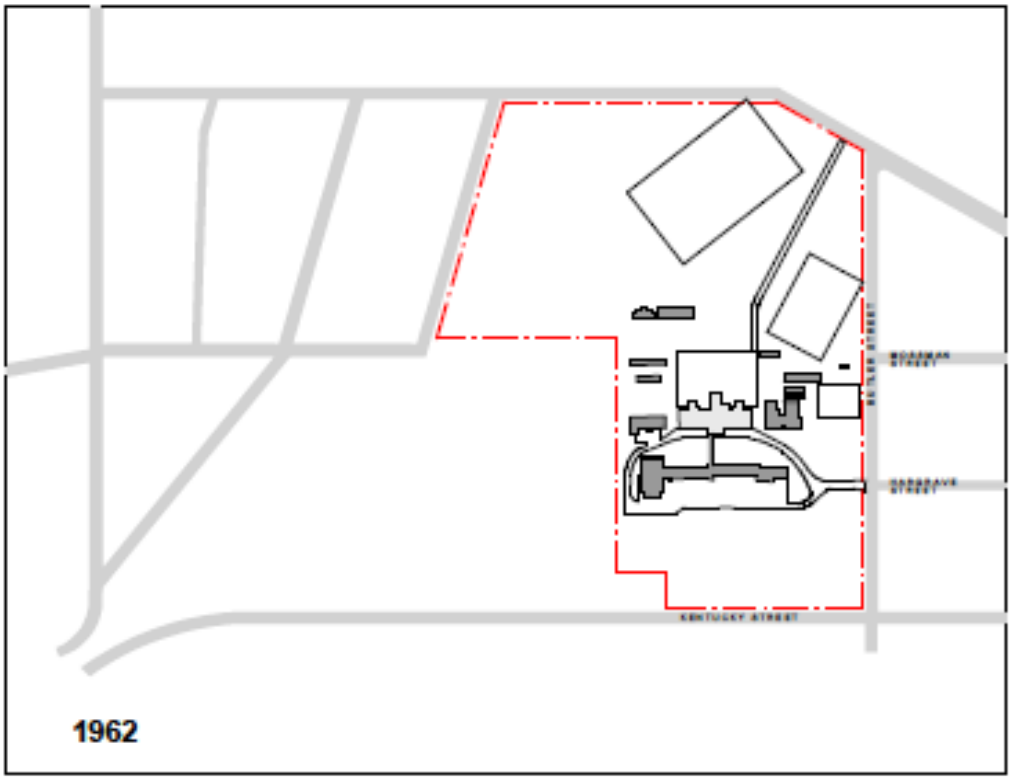


Figure 37 – Site expansion.

2.5.4 GROWTH IN STUDENT NUMBERS (1963 - 1970)

- 1963 – small addition to Manual Arts building (Building I)
- 1966 - New two-three storey classroom building (Building G) perpendicular to other building layout
- 1966 - Addition to Manual Arts Building (Building I) for metalwork
- 1966 - Demolition of boys bicycle sheds and expansion of girls bicycle shed
- Expansion of school site to southwest
- New playing field to west

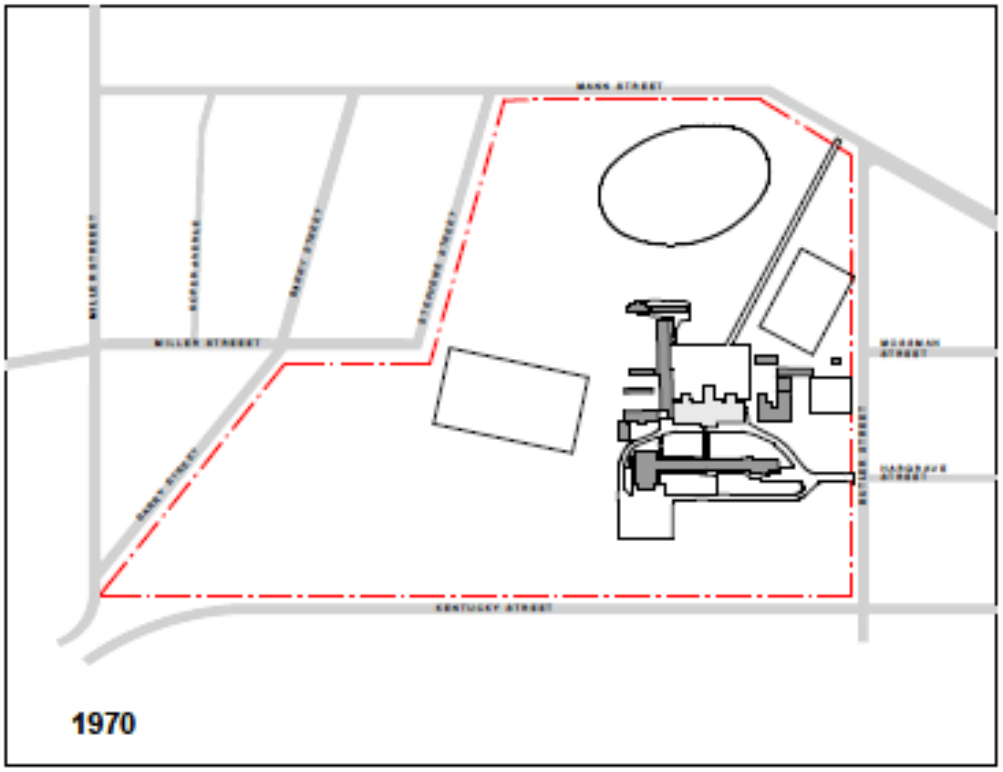


Figure 38 – GF Nott, Armidale. (Source: The Catholic Press, 25 March 1920, p36)

2.5.5 DEMOLITION AND CONSOLIDATION (1971 - 2018)

- 1971 – construction of Library and laboratory block (Building E)
- Demolition of demonstration classrooms, boys toilets and removal of sheds and bicycle shed
- Alterations to girls toilets to provide facilities for both girls and boys
- 1977 – construction of brick machine shed and store for agriculture
- 1977 – upgrade of buildings and services throughout school
- Demountable building located on site of girls bicycle sheds
- Assembly area retaining wall remade and area repaved
- c2010 – new gymnasium
- New shed constructed for agriculture

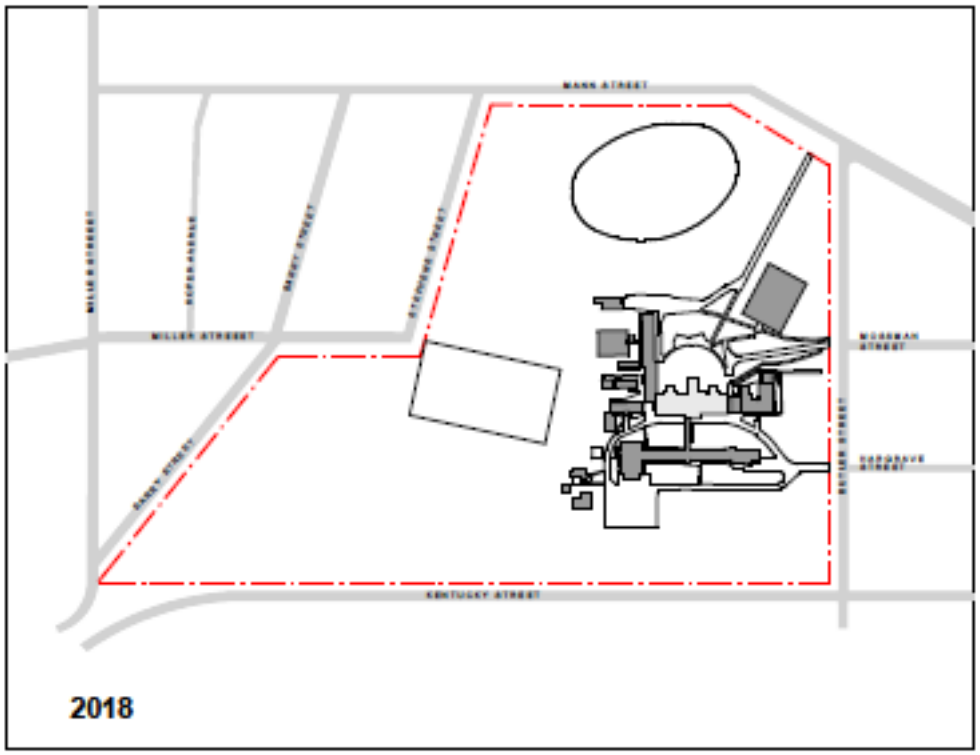


Figure 39 –Demolition and consolidation

3.0 PHYSICAL EVIDENCE

3.1 SETTING AND PHYSICAL CONTEXT

Armidale High School is set on an expansive site on the outskirts of the central townsite above the railway line on a north-facing hillside. The original buildings are cut into the hill, north of the former Hargrave Street alignment, opening out to the assembly area to the north and facing an embankment to the south. Whilst early buildings were sparsely laid out over the hillside in pavilion style, buildings of the 1960s and 70s tried to create connections and consolidate the site often creating awkward junctions between new and existing buildings. Measures to address mobility and access across the steep site are evident around all buildings with extensive construction of ramps.

The site has a number of mature trees and landscape features from various stages of its construction. The Mann Street driveway lined by Elm trees (RB White Memorial Drive) is the most distinctive of these features as it provides a direct connection from the school to the town centre and has been in use since the early days of the school (see figure 31), in conjunction with the RB White Memorial Oval and gates it provides a tangible reminder of the history of development of the school.

The assembly area established during the construction of the school continues to be used for school gatherings and formalities and provides views across the site to the north.

Other small groupings of established trees are located along the Mossman Street entry drive, at the Hargrave Street entrance and surrounding Building E. It is believed those at Mossman and Hargrave Street entries may relate to Arbour Day plantings in 1933.

There are memorial trees located adjacent to the driveway leading from the Hargrave entrance (Tree 122 – Golden Ash/Claret Ash and boulder with plaque) and to the north of the Tennis Courts (Tree 104 – Liquidambar and in-ground plaque).



*Figure 40 - View of site from Kentucky Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 41 - View of site from Hargrave Street gate on Butler Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 42 - View of site from Mossman Street gate on Butler Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 43 - View from Mann Street gate (RB White Memorial gate). Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 44 - View of 1923 building from the north near Building G. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 45 - View of site from Mann Street to northwest. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 46 - View looking north from assembly area. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 47 - View towards Mann Street gate (RB White Memorial gate). Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 48 - View looking southwest from RB White memorial drive. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 49 - View looking west from Butler Street north of Hargrave Street. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 50 - View looking northwest to Building B from Hargrave Street drive. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 51 - View looking southeast to Building B from Hargrave Street drive. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 52 – Assembly area flagpoles and dais. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 53 - Amphitheatre. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 54 – Trees at Hargrave St gates. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 55 – Trees northeast of assembly area. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 56 – Memorial Tree 104. Photography. **NBRS**ARCHITECTURE, February 2018)*



*Figure 57 – Memorial Tree 122. Photography. **NBRS**ARCHITECTURE, February 2018)*

3.2 INDIVIDUAL BUILDINGS



Figure 58 – Code to buildings (Source: NBRSArchitecture, 2018)

3.2.1 BUILDING A (B00A) – ADMINISTRATION/GENERAL LEARNING 1962

The administration and classroom building constructed in 1962 comprises a single storey administration office building connected to 2 identical lengths of standard design two-storey classroom modules each with terrazzo stairs with steel handrails.

It is constructed of rich cream coloured face brick and a steel decking roof. It has reinforced concrete sunshades to the north ground floor windows and the roof extends over the upper floor windows. The north windows are a combination aluminium sliding and hopper style to the classrooms on the north, with sliding windows only to the corridor on the south. Cross ventilation is achieved through internal highlight vertical louvre windows along the classroom walls.

Building A is connected to Building H (Hall) to the west by a single storey brick link and to Building B to the north by a reinforced concrete and asbestos cement sheet clad walkway.

The building is in fair condition for its age and shows evidence of minor changes to room fit out. There is evidence of steel reinforcement corrosion in concrete sunshades and foundation movement causing cracking to the western end of the building.



*Figure 59– Part north elevation of classrooms. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 60– Part south elevation of classrooms. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 61– North elevation showing windows and sunshades Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 62– North elevation of administration offices. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 63 – South elevation of Administration offices. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 64 –South elevation of link to building H. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 65– West elevation of link to building B. Photography. **NBRS**ARCHITECTURE, February 2018.*

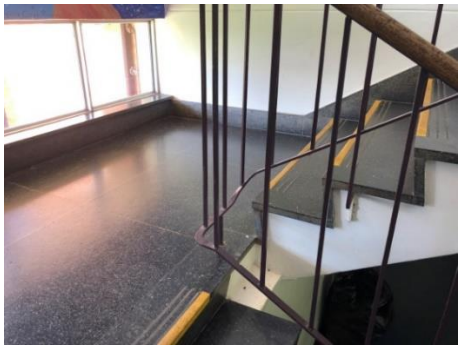


*Figure 66– Detail of stair landing and handrail. Photography. **NBRS**ARCHITECTURE, February 2018.*

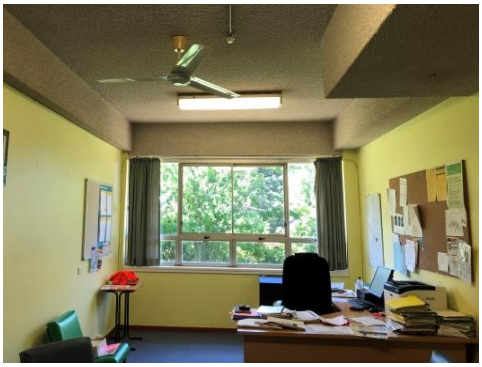


*Figure 67– Typical administration office. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 68– Typical ground floor classroom. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 69– Typical first floor classroom. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 70– Typical first floor corridor. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 71– Typical ground floor corridor. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 72– Typical classroom internal partition wall with louvre windows. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 73– Corrosion of steel in concrete sunshade. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 74– Cracking to west end of building A. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.2 BUILDING B (B00B) – CLASSROOMS (1922)

Building B was constructed in 1922 as the first classroom and administration building on the site. It is a two-storey building with three single-storey wings to the north creating two north-facing courtyards. It is a derivation of a standard design applied to a number of schools (see Comparative Analysis). It is constructed in dark red-brown face brick and stucco with sills, reveals and string courses in salmon brick. It has a steeply pitched gabled roof with glazed Marseilles tiles. The single storey wings have hipped roofs. The building had two-storey additions added to the east and west in 1931 which are discernible through a change in terracotta wall vent detailing externally.

Bullnosed salmon-coloured bricks are used in feature work around doorways, to porch balustrades and to window sills. Rendered drip-moulds are present above gable vents and windows to gables. Windows are six-paned (vertically) timber framed throughout with double hung sash windows to the east and west ends and bays of six awning windows to the south and north.

A flat roofed entry porch is located on the south and two similar porches are located to either end of the north side of the building. Access to the two north courtyards is through double doors flanked to either side by banks of six awning windows with a framed infill panel below. Ramps have been constructed at the south, east porch and west porch and at the entrance to the building from the northeast courtyard. The east, west and northeast courtyard ramps are covered with steel deck roofs.

The building is connected to Building A to the south at first floor level and to Building G to the west at both ground and first floor levels. Both connections interfere with the ability to view the building's south and west elevations.

Classrooms are located to the south side of the building with large central halls to the north on both ground and first floor. Expansive views over the town and countryside to the north are available from the first-floor hall however are somewhat obscured by construction of Building G.

The classrooms have concrete floors overlaid with timber boards whereas the northern halls at ground and first floor have timber floors. All floors, except for the ground floor hall and one first floor storeroom, are covered with carpet or vinyl. The central two rooms on the first floor have coffered ceilings. The coffered ceiling originally intended in the first-floor hall is covered by a flat ceiling which obscures the large arched window in the centre of the north elevation. Ceilings throughout are generally sheeted in compressed sheet except for original corridor spaces at the east and west ends of the building which are battened plasterboard sheets. Ceilings generally have simple stepped cornices. All walls are hard plastered with a coved dado line. Ceilings on the ground floor have plastered beams running north-south across the rooms. The classrooms have paired awning windows to the hall and corridor spaces with each sash containing three panes vertically. Internal walls in classrooms also feature a recess previously occupied by classroom gas heaters and most rooms have a timber-framed tall cupboard with two three-panel doors.

Reinforced concrete stairs with steel balustrades and timber handrails are located at the north-east and north-west of the halls. A glazed lift has been installed in the west stairwell.

The building is in a fair condition for its age and shows signs of numerous but generally minor modifications over time. The original diamond-pattern asbestos cement shingle roof

was replaced c1950s with glazed roof tiles. Stormwater ingress is noted at the base of valley gutters throughout. Site drainage against the south wall of the building requires attention.



*Figure 75– Southeast view. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 76– Southwest view. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 77– North elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 78– Central arched window on northern gable. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 79– Northeast gable. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 80– Gable detail. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 81– Roof. Photography. **NBRS**ARCHITECTURE, February 2018.*

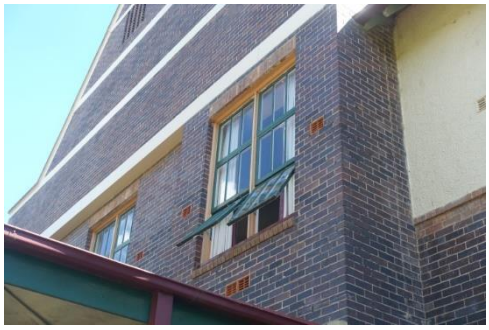


*Figure 82– Central south gable showing awning windows. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 83 – South porch. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 84– Walkway entry from Building A into south facade. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 85 – Brickwork damage on south facade. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 86– Northeast porch with ramp and roof addition. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 87– Northeast courtyard with ramps and roof to ramp and canteen servery windows. Photography. **NBRS**ARCHITECTURE, February 2018.*

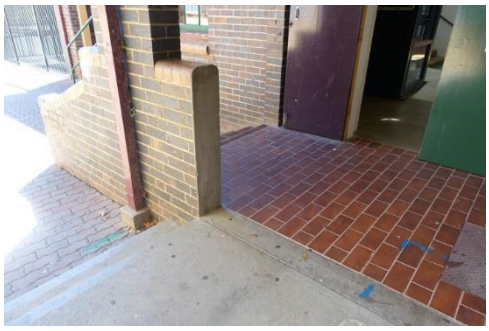


*Figure 88– Modifications to northwest porch with link to Building G. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 89– Modifications to northwest porch with toilet addition on ground floor. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 90– Modifications to northwest porch; reinforced concrete walkway at first floor. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 91– Junction of Building G to Building B on west elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 92– Later addition to north of canteen. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 93– Drinking fountains at north end of north-eastern and north-western wings. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 94– Entry hall from south porch with staff offices. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 95– Archway to ground floor hall from entry hall. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 96– Steel conduit to ground floor hall. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 97– Paired awning windows to internal walls of classrooms and recess for gas heater. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 98– Ground floor classroom. Photography. **NBRS**ARCHITECTURE, February 2018.*

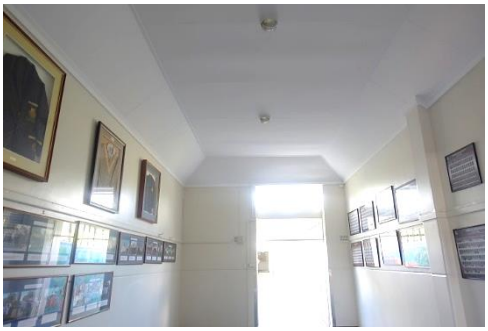


*Figure 99– Coffered ceilings on first floor; window removed for link to Building B. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 100– First floor classroom. Photography. **NBRS**ARCHITECTURE, February 2018.*

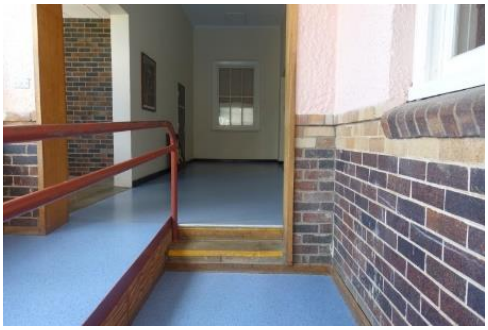


*Figure 101– First floor link from Building G. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 102– First floor modified opening leading to Building A link. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 103– Typical joinery detail. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 104– North windows. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 105– Lift installation on ground floor. Photography. **NBRS**ARCHITECTURE, February 2018.*

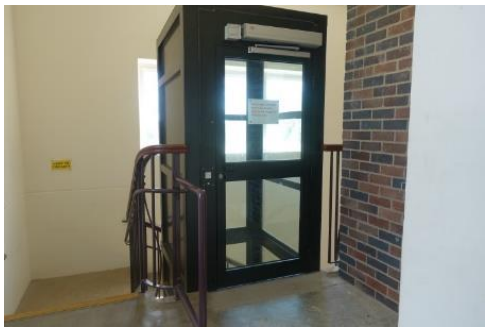


*Figure 106 – Lift installation on first floor. Photography. **NBRS**ARCHITECTURE, February 2018.*



Figure 107– *Windows to northeast courtyard. Photography.* ***NBRS****ARCHITECTURE, February 2018.*



Figure 108– *Canteen servery windows. Photography.* ***NBRS****ARCHITECTURE, February 2018.*



Figure 109– *Canteen servery to hall. Photography.* ***NBRS****ARCHITECTURE, February 2018.*



Figure 110– *Canteen - servery to east. Photography.* ***NBRS****ARCHITECTURE, February 2018.*



Figure 111– *Canteen ceiling and walls. Photography.* ***NBRS****ARCHITECTURE, February 2018.*



Figure 112– *Canteen - servery to north boarded over. Photography.* ***NBRS****ARCHITECTURE, February 2018.*

3.2.3 BUILDING C (B00C) - MATERIALS AND FOOD TECHNOLOGY (1939, 1961, 1970)

The Domestic Science building was constructed in 1939 as a single storey brick building with a hipped Marseille tile roof and central flat-roofed porch. A wing to the southwest was constructed in 1961 with similar detailing but with a lower ceiling height and concrete floor. The addition and the western portion of the original building have been highly modified internally to cater for upgrades to facilities and changes to food science education. The two small offices and textiles room remain relatively unchanged although new ceilings have been installed.

All windows are three pane (horizontal) double hung timber framed sashes in fair condition. Original four panel timber doors remain to the front entry however these are in a poor condition and have been modified with additional ventilation grilles. Original ceilings and joinery remain to the short central corridor.

The building is in a poor condition with structural settlement and damp ingress noted in several locations through the building.



*Figure 113– South elevation of Domestic Science building. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 114– Detail of elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 115– North elevation showing changes to openings. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 116– Addition to the south west. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 117– Entry to addition with ramp constructed over stairs. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 118– Basement storage area. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 119– Mortar loss on walls behind downpipes. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 120– Original front entry. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 121– Classroom interior in 1961 addition. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 122– Preparation room/pantry in 1939 building. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 123– Food Science classroom in 1939 building. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 124– Food Science teaching area in former 1939 dining room and laundry. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 125 – Central hallway. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 126 – Textiles classroom 1939 building. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 127– Settlement cracking to east end of 1939 building. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 128– Settlement cracking to south end of 1961 building. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.4 BUILDING D (B00D) - TOILETS (FORMER GIRLS TOILETS) (1923, 1939, 1961, 1975)

The former girls toilets (Building D) constructed in 1923 is a simple rectangular building, constructed to a standard design, with a glazed Marseille tile hipped roof. It has additions to the east and west ends (c1961) when it was altered to cater for both girls and boys. The additions have been carried out in a similar style with a minimal change in brick colour and bonding detail of the attached piers. The timber framed windows with fixed glazing and louvres appear to have been added.

Internally the layout is highly modified with evidence of changes in wall openings and with recent plastic laminate panel toilets partitions, stainless steel wash troughs and ceramic toilet fixtures.

The building is in a fair condition for its age and degree of change.



*Figure 129– South elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 130– North elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 131– East elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 132– Window detail. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 133– West addition illustrating change in brick colour and pier detail. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 134– Interior. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.5 BUILDING E (B00E) – LIBRARY (1971/72)

The Library and Science Laboratory block was constructed in 1971-72 to a standard design. It is a two-storey pale brick building with features in off-form concrete including external escape stair to west end, stair and link building to east end and delineation of the first-floor level. Rectangular in plan, it has a split gable with central flat roof and features concrete gutter spouts to each end. Windows to the ground floor are large aluminium framed sliding sashes between attached piers to the ground floor science rooms and aluminium framed louvres in slim recessed panels to the first floor.

Internally, the science rooms show recent fit out with vinyl and carpet floor coverings, contemporary benches and acoustic plasterboard ceilings. The library has carpeted floors with a ceiling lined on the rake with a narrow central mezzanine accessed via steel stairs.



Figure 135– South elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 136– West elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 137– North and east elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 138– Link building and east elevation. Photography.
***NBRS**ARCHITECTURE, Month, Year.*



Figure 139– Escape stair at west. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 140– Roof viewed from Building G. Photography.
***NBRS**ARCHITECTURE, February 2018.*



*Figure 141– Ground floor corridor. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 142– Typical science classroom. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 143– Science prep room. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 144– Science staff room. Photography. **NBRS**ARCHITECTURE, February 2018.*

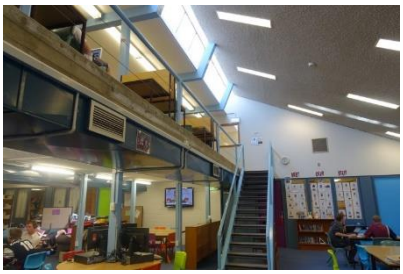


*Figure 145– Library interior. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 146– Library mezzanine. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 147– Link detail. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 148– Link looking east towards building G. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.6 BUILDING F (B00F) – STORE (FORMER CHANGE ROOMS) (1960, 1977)

Constructed in 1960 as change rooms, this building is now used as the store for maintenance and grounds. It is recessed in the bank facing towards the RB White Oval, with a concrete retaining wall incorporated in the rear wall of the structure and extending past the east and west ends of the pale-coloured brick building. It has a low-pitched metal deck roof, flush panel doors and timber framed louvre windows.

It is a fair condition for its age externally and was not inspected internally. It is not known if this building is a standard design for change rooms.



Figure 149– East elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 150 – North elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 151 – West elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 152 – South elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*

3.2.7 BUILDING G (B00G) – CLASSROOMS (1968)

Building G constructed in 1968 comprises two floors of classrooms and a basement storage area and toilets, originally intended as a shelter shed with kitchen.

The building is in salmon-coloured brick with a flat roof with prominent steel fascia. Windows are aluminium-framed awning sashes and all doors are flush panel.

Internally, the building comprises of two identical two-storey standard design classroom modules offset around a central stair. Further stairs are located at the north and south ends of the building. All stairs are concrete with steel balustrades. Corridors are located on the western side with classrooms to the east. Walls between the classrooms and corridor are vertical timber-boarded partitions with highlight louvre windows for cross ventilation. Internally all brickwork generally remains unpainted face-work. Concrete floors have carpeted or vinyl finishes.

The building is in a good condition for its age and modifications to the lower ground floor.



Figure 153 – East elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 154 – West elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 155 – North elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 156 – Exterior detail – west elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 157– Ground floor corridor looking north. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 158– Detail of internal partitions. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 159– First floor corridor looking south. Photography.
***NBRS**ARCHITECTURE, February 2018.*

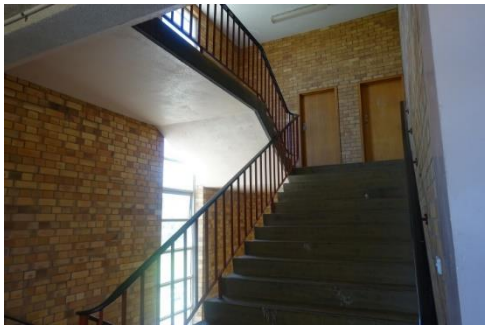


Figure 160– Stairs – northern end. Photography.
***NBRS**ARCHITECTURE, February 2018.*

3.2.8 BUILDING H (B00H) – ASSEMBLY HALL (1962)

Building H is constructed in salmon coloured brick with a low-pitched gable roof to a standard design. It has large banks of east and west facing aluminium framed awning windows. A stage is located at the north end with toilets and change rooms accommodated

in a basement level below. A lobby, chair store, kitchen and plant room are located at the southern end. A portion of the southern end appears to have been reconstructed or substantially altered as there are darker bricks used at the south-west corner.

Internally the building has a timber floor to the main auditorium and stage and concrete floors elsewhere. It has plastered ceilings and walls. The building is in a fair condition for its age although it has a large crack through the northern gable.



Figure 161– West elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 162– East elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 163– South elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 164– North elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 165– Window detail. Photography.
***NBRS**ARCHITECTURE, February 2018.*

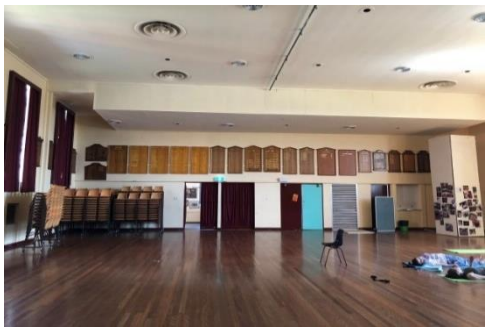


Figure 166– Interior looking south. Photography.
***NBRS**ARCHITECTURE, February 2018.*



*Figure 167– Interior looking north. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 168– Wood panelling to proscenium. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 169– Back stage. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 170– Crack to north elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.9 BUILDING I (B00I) – MANUAL ARTS (1939, 1966, 1974, 1977)

The Manual Arts building was constructed in 1939 and progressively enlarged in at least three stages. It has undergone significant internal modification to cater for changes in building technology and is in a poor condition.

The original building is a single storey brick structure with a hipped Marseille tile roof and central flat roofed porch. Windows are three-pane (horizontal) timber framed sashes throughout. Internal doors and joinery vary with building additions and level of change to spaces. Brick colours are not consistent across building additions. Original battened plasterboard ceilings remain in one classroom, the central corridor and in storerooms. Ceilings in other classroom show a variety of finishes.

There is evidence of structural settlement in the northern wall of the original building. A basement storeroom is located at the northeast end of the building and a flat-roofed steel framed storage area has been constructed at the southwest corner.



Figure 171 – Western side of south elevation. Photography.
***NBRS**ARCHITECTURE, Month, Year.*



Figure 172– Eastern side of south elevation. Photography.
***NBRS**ARCHITECTURE, Month, Year.*



Figure 173 –East elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 174– North elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 175– West elevation of east wing. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 176– West elevation of east wing. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 177– East elevation of west wing. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 178– West elevation of west wing. Photography.
***NBRS**ARCHITECTURE, February 2018.*

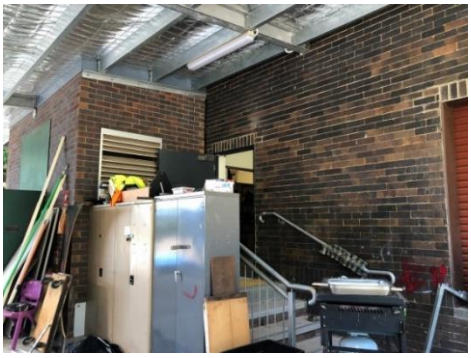


*Figure 179– Enclosure to west elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 180– Brickwork over rear porch. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 181– Internal corridor. Photography. **NBRS**ARCHITECTURE, February 2018.*

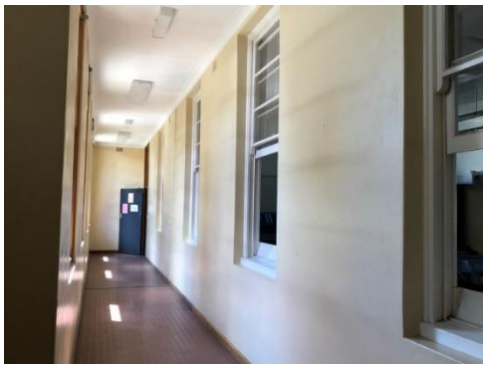


*Figure 182– Corridor in east wing. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 183– Southeast classroom. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 184– Northwest classroom. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 185– Storeroom. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 186– Cracking in corridor. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 187– Cracking adjacent to rear porch. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.10 BUILDING K (B00K) – AGRICULTURAL SCIENCE (DEMONSTRATION SHEARING SHED)

This timber-framed weatherboard building appears to have been constructed in two stages with the northern side clad to all walls in rusticated profile weatherboards and the southern side, added later, in a splayed weatherboard to external walls only. Both sections are timber framed with no interior linings. The northern section has timber tongue and grooved floorboards whereas the southern section, containing the shearing shed and pens, has an open slatted timber floor.

It is supported on steel stumps and it appears that the northern section of the building was not constructed on this site. It has a timber ramp and balustrade to its north and east end.

The building is in a poor condition. This building does not appear to be a standard Education Department or Public Works design.



*Figure 188–West and north elevations. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 189– South and east elevations. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 190– Stock ramp to south. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 191– Interior. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.11 BUILDING L (B00L) – AGRICULTURAL SCIENCE (FORMER MACHINE SHED) (1977)

The former machine shed constructed in 1977 is a compact pale brown brick building with a metal deck roof and central breezeway. It contains a staff office, small and large store rooms and a toilet and has concrete floors throughout. It has aluminium framed louvre windows set in timber frames. It is in a fair condition for its age. It is not known if this building is a standard design.



Figure 192– East elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 193– West elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 194– North elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 195– South elevation. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 196– Window detail. Photography.
***NBRS**ARCHITECTURE, February 2018.*



Figure 197– Entrance to former machine shed. Photography.
***NBRS**ARCHITECTURE, February 2018.*

3.2.12 BUILDING M (B00M) – DEMOUNTABLE/S

Building M is a demountable building. It has a more recent demountable building located immediately to the west. The date of its construction or installation on the site is unknown.

Building M is supported on brick piers and the adjacent building on concrete block piers. Both are of panel construction with sliding aluminium framed windows to north and south elevations and low-pitched metal deck roofs.



*Figure 198– Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 199– Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 200– Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.13 BUILDING N (B00N) – AGRICULTURE MACHINE SHED

Building N is a recently constructed metal shed and roofed enclosure used for agricultural machines and equipment storage.



*Figure 201– North elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 202– South elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.2.14 BUILDING O (B000) – GYMNASIUM (C20010)

The New England Regional Sporting Complex is a large steel framed and concrete panel low-pitched gable roofed building constructed c2010 to the northeast of other buildings on the site. It is used for school and community purposes.

Internally the building has a concrete floor overlaid with timber in the main hall and finished with carpet to the lobby and tiles to the toilets and changeroom areas. It also contains a small staff office and storeroom on the ground floor and has a mezzanine over these amenities located at the southern end of the hall. Aluminium framed highlight windows are located in the southeast and northwest walls below the eaves and a large window is centrally located on the southwestern elevation.

The building is in a poor condition for its age with structural movement noted in the footings and general degradation of exterior finishes. The floor of the main hall is worn however the amenities appear in good condition.



*Figure 203– Southwest elevation. Photography. **NBRS**ARCHITECTURE, Month, Year.*



*Figure 204– Northeast elevation. Photography. **NBRS**ARCHITECTURE, Month, Year.*



*Figure 205– Southeast elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 206– Northwest elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 207 – Escape stair to northwest elevation. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 208– Typical structural movement in footing. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 209– Interior looking north. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 210– Interior looking northeast from mezzanine. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 211– Looking southeast along mezzanine. Photography. **NBRS**ARCHITECTURE, February 2018.*

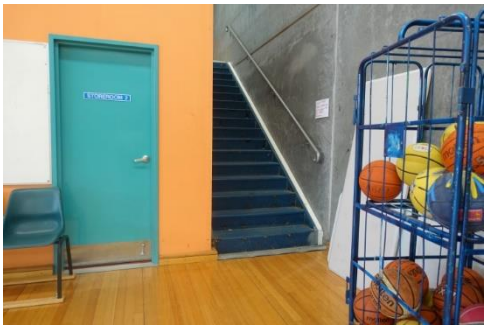


*Figure 212 – Stairs to mezzanine. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 213– Artwork on mezzanine. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 214– Artwork on mezzanine. Photography. **NBRS**ARCHITECTURE, February 2018.*

3.3 MOVEABLE HERITAGE

An extensive amount of moveable heritage is distributed around the school in the form of plaques, honour boards, photographs, memorabilia, photographs and artworks, furniture and display boards which reflect and document the history of the school and its students and teachers.

The names of former staff and students are recorded on pavers forming part of the entry to the administration area in Building A and in the amphitheatre north of the assembly area reflecting an ongoing association with the community.

A number of student art installations also exist on the buildings.



*Figure 215– Trophy cabinet and contents (Building A) Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 216–Honour Boards (Building H) Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 217–Honour Boards (Building H) Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 218– Honour Boards (Building H) Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 219 – Memorabilia Collection (First floor B Block) Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 220– Science laboratory historical display (Ground floor Building E) Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 221– Science laboratory historical display (Ground floor Building E) Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 222– Class picture (Building H) Photography. **NBRS**ARCHITECTURE, February 2018.*



Figure 223 – Memorial paving (Amphitheatre) Photography. NBRSARCHITECTURE, February 2018.



Figure 224 –Memorial Paving (Building A entry) Photography. NBRSARCHITECTURE, February 2018.



Figure 225 – Memorial Paving (Building A entry) Photography. NBRSARCHITECTURE, February 2018.

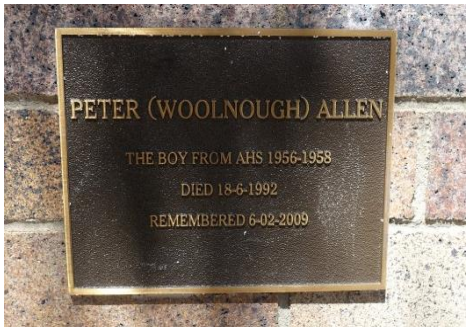


Figure 226 – Peter (Woolnough) Allen memorial plaque. Photography. NBRSARCHITECTURE, February 2018.



Figure 227 – Plaque for official opening of new facilities in Building C 2010. Photography. NBRSARCHITECTURE, February 2018.



Figure 228 – Irvine Nay Auditorium (Building H). Photography. NBRSARCHITECTURE, February 2018.

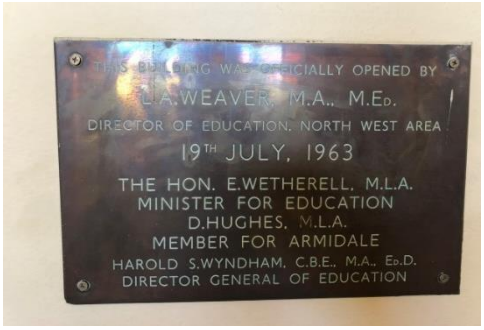


Figure 229– Plaque commemorating the opening of Building H. Photography. NBRSARCHITECTURE, February 2018.



Figure 230 – RB White Memorial Oval sign. Photography. NBRSARCHITECTURE, February 2018.



*Figure 231– Art installation to the west of Building E Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 232– Art installation in Building G. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 233– Art installation on west of Building E. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 234– Art Installation in Building G. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 235– Art Installation in Building G. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 236– Art Installation in Building G. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 237– Art installation in Building A. Photography. **NBRS**ARCHITECTURE, February 2018.*



*Figure 238– Memorial to Carolyn Brennan 1963-82. Photography. **NBRS**ARCHITECTURE, February 2018.*

4.0 ANALYSIS OF CULTURAL HERITAGE SIGNIFICANCE

4.1 ANALYSIS OF DOCUMENTARY AND PHYSICAL EVIDENCE

4.1.1 SITE AND CONTEXT

The assembly area, and the driveway to Mann Street are important elements of the site illustrating the connection of the school to the community and town across the railway line to the station and the town centre. The assembly area was laid out during the 1922 construction of the school and is important for its social and ceremonial function and for retaining open views of the dominant north façade of B Block to the surrounding countryside. The Mann St driveway, initially a rough path, has been paved and tree-lined since at least 1939.

In addition, the Mann St driveway, gates and the oval are all named in the memory of former principal RB White and are important for his association with the school.

A few groupings of mature trees are important for their contribution to the overall setting of the site and are potentially related to early Arbour Day plantings which occurred at the school. The memorial trees are important for their historical associations with the school and individuals memorialised.

The accessway from Butler Street at the Hargrave Street alignment and the curved roadway across the south of Building B, illustrates continued attempts by the school to provide adequate access to the south facing administrative area of Building B. The construction of Building A with a replacement administration area on the Hargrave Street alignment illustrates resolution of this issue with provision of new facilities in 1962.



Figure 239 – Site plan showing existing trees, site features and buildings (NBRSArchitecture, 2018)

4.1.2 BUILDINGS

The original 1922 high school building (Building B) is important as the first high school constructed in New England. It is in a good condition for its age and, further to the additions made in 1931, it has undergone only a number of minor internal changes. The construction of the link to Building A on the south, the construction of Building G and its first-floor link to the west have resulted in loss of building fabric and detract from an appreciation of the building. The flat steel roof porch additions to the east and canteen also detract from the presentation of the building due to their ad hoc nature and poor construction detailing.

Internally, the insertion of the lift, the store rooms at the first-floor stair lobbies, the first-floor hall ceiling, the servery and ramp to the canteen, and the ad hoc enclosures at the end of the east and west corridors are poorly detailed and detract from an appreciation of the interior spaces of the building. The building's dominance to the north of the site, despite the construction of Building G is still evident due to the open space of the assembly area and views retained to the north.

The Domestic Science and Manual Arts buildings (Buildings C and I,1939) demonstrate the introduction of pre-vocational as well as academic education in secondary schools from the 1920s. Both Buildings are in poor structural condition. Whilst Building C is highly modified internally, its original exterior form is generally evident despite the 1961 addition to its south-west. Building I is highly modified internally and has had numerous additions which have altered an understanding of the original design intent of the building. As the buildings have provided for technical education, the facilities have been required to respond to changing technologies and standards in pre-vocational training.

The 1922 girls toilet (Building D) has also been substantially altered. The tennis courts are in the same location as they were originally placed in 1922 although appear to have been significantly upgraded over time.

There have been minor alterations to the buildings constructed in the second half of the Twentieth Century including Building F (1960), Building A (1962), Building H (1962), Building G (1968), Building E (1971) and Building L (1977). Most of these buildings are in a reasonable condition for their age and illustrate a range of the standardised building types deemed appropriate for high school education during this era. They are substantially different to the 1922 building although still illustrate the work of the Public Works Department in the development of standardised school buildings.

4.1.3 DEMOLISHED BUILDINGS AND STRUCTURES

The site contains the locations of a number of demolished or removed structures including boys toilets and two bicycle sheds, a girls bicycle shed, the demonstration classroom and a further temporary classroom. It also contains a number of buildings with timber floors and sub-floor spaces which have the potential to conceal artefacts.

Most paved areas appear to have been subject to some degree of overlaying increasing the likelihood of artefacts being found in these areas.

The site therefore may have archaeological potential relating to its use for school purposes since 1922 although the high level of ground disturbance due to the ongoing program of building and site works may have reduced this potential.

There is no surface evidence of the location of the demolished buildings including the boys toilet, girls and boys bicycle sheds, demonstration classroom, various sheds and portable classrooms recorded as being constructed on the site.

4.2 ASSOCIATED INDIVIDUALS

4.2.1 RICHARD MCDONALD SEYMOUR WELLS

The Government Architect during the design and construction of Armidale High School was George McRae however the building plans were signed in 1920 by Richard McDonald Seymour Wells (Government Architect 1927-1929).

Wells was born in Australia in 1865 and was the first Australian born Architect to be appointed to the position of NSW Government Architect in 1927. He had joined the Department of Public Instruction in 1881 working on the design of schools and was transferred between there and the Government Architect's Branch as the responsibility for school design changed between departments.[34] The responsibility for design and building schools and colleges transferred to the Department of Public Works in November 1904.

Several extant public buildings attributed to Wells are stylistically similar to Armidale High School's 1922 building, with the Arts and Crafts style applied to many public buildings throughout NSW. These include Public School Military Road, Mosman; Birchgrove Public School, originally opened in 1885 and established as Birchgrove Evening Public School in 1910; Pyrmont Fire Station (c1910) and Darlinghurst Fire Station (1910).

Walter Liberty Vernon (Government Architect 1890-1911) is recorded as being very influential in the move to incorporate Arts and Crafts Style into public buildings. Prior to taking the government position Vernon had been in partnership with WH Wardell, being responsible for the construction of many banks, shops and businesses including the rebuilding of the huge store for David Jones and Co. He later went on to design portions of the State Library of NSW, Fisher Library, Mitchell Library, National Art Gallery, Central Railway Station and Parliament House. He ascended to the position of Colonel in the Army[35]

Vernon may have been influential on the younger Wells having worked together for some years. The 1922 building type appears to have been reproduced at many school sites throughout the state in both urban and country areas.

The Armidale High School Building B represents Arts and crafts Style buildings attributed to the design of Richard McDonald Seymour Wells in his various roles as a public works architect. It is a good example of the work of RMS Wells but not an exemplar building of this style.

[34] Walter Liberty Vernon (1890-1911). https://en.wikipedia.org/wiki/New_South_Wales_Government_Architect#Richard_Wells_(1927%E2%80%931929).
[35] Death of Colonel Vernon. Architect and Soldier. Notable Citizen. Sydney Morning Herald, Monday 19 January 1914



Figure 240–Birchgrove Public School (Google Maps)



Figure 241– Public School, Military Road, Mosman (Google Maps)

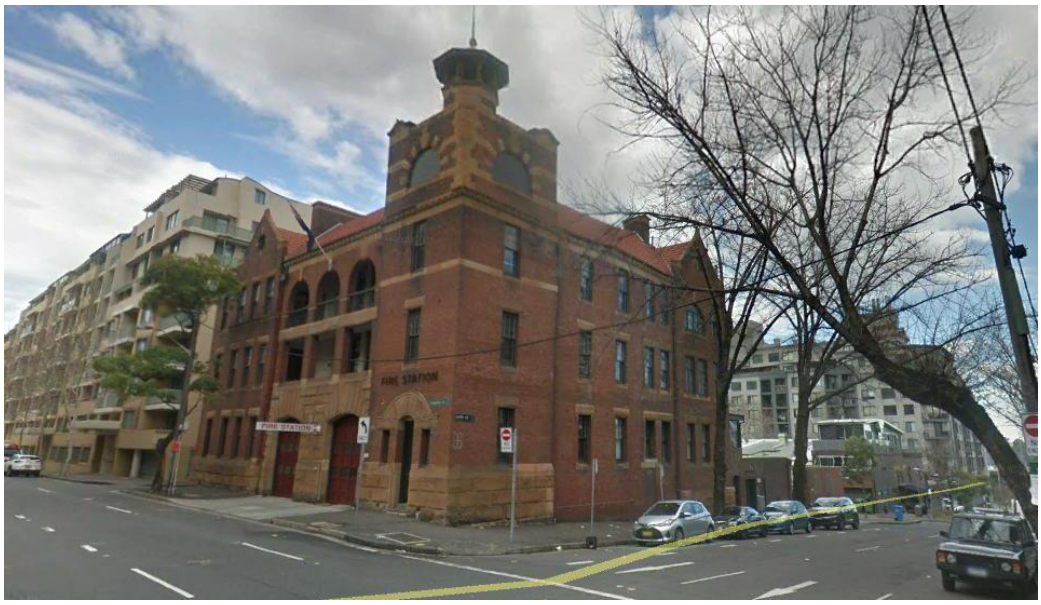


Figure 242 - Pyrmont Fire Station (Google Maps)



Figure 243–Darlinghurst Fire Station (Google Maps)

4.2.2 GEORGE FREDERICK NOTT, CONTRACTOR 1922

In 1901-02, George Nott took over the brickworks and kiln of William Palmer in Bundarra Road, Armidale. He constructed a large chimney stack and three new kilns each capable of taking 85,000 bricks.

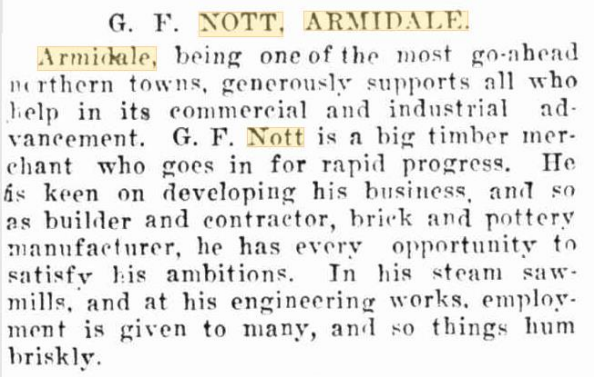
> *"In 1913, 'The Armidale Steam Brick and Pottery Works' was described as being replete with powerful and modern machinery, and about to install a machine which was the last word in pottery manufacture, capable of making pipes up to 2 ft in diameter. The bricks were so*

renowned that the Government was the amongst the biggest customers of the Works, taking Armidale bricks all along the North and especially for government jobs at Newcastle."[36]

In addition to the brickworks, Nott established a timber and joinery works in Rusden Street. Here, in 1913, he added additional accommodation and new modern woodworking machines.[37]

By the time of his death in 1940, Nott owned several brickyards and timber mills in Northern New South Wales and was one of the principal builders and contractors in this part of the State.

Nott's company was responsible for providing locally made bricks for the 1922 building (Building B).



G. F. NOTT, ARMIDALE.

Armidale, being one of the most go-ahead northern towns, generously supports all who help in its commercial and industrial advancement. G. F. Nott is a big timber merchant who goes in for rapid progress. He is keen on developing his business, and so as builder and contractor, brick and pottery manufacturer, he has every opportunity to satisfy his ambitions. In his steam sawmills, and at his engineering works, employment is given to many, and so things hum briskly.

Figure 244 – GF Nott, Armidale. (Source: The Catholic Press, 25 March 1920, p36)

4.2.3 RB WHITE, PRINCIPAL

R. B. White had been the deputy headmaster at Lismore High School for three years, before being transferred to Armidale to become the headmaster of Armidale High School at the end of 1953.[38] He was a strong defender of government schools,[39] having been educated in the public system and having previously taught at Parramatta Intermediate High School, Leeton Intermediate High School,[40] and Taree High School.[41] Prior to his appointment in Lismore, he had also served as an English master at Lithgow High School for five years, teaching English and History and serving as the highly esteemed editor of the school's magazine, director of school plays and prefect master.[42]

The memorials around the school dedicated to White demonstrate the esteem in which he was held during his tenure at Armidale.

[36] Palmer's Brickworks, Heritage Futures Database, http://hfrc.une.edu.au/heritagefutures/nearchaeology/frame.php?enterFlg=front&area=site&ID=S17&form=3&fileLetter=S&userID=MMu634115477812, accessed 5 October 2017
[37] "Local enterprise", *Armidale Chronicle*, 22 January 1913, p3
[38] Personal, *Northern Star*, 24 November 1954, p4; Transfers from High School, *Northern Star*, 13 January 1954, p4
[39] Correspondence. Independent Schools, *The Armidale Express*, 14 June 1954, p3
[40] New Teachers, *The Murrumbidgee Irrigator*, 2 February 1932, p3
[41] Scholastic, *The Wingham Chronicle and Manning River Observer*, 3 February 1939, p2
[42] High School English Master Transferred, *Lithgow Mercury*, 21 November 1950, p3

4.2.4 PETER (WOOLNOUGH) ALLEN, STUDENT

Peter Allen singer songwriter and entertainer, was born in Tenterfield in 1944 and grew up in Armidale, attending Armidale High School. He began playing in the ladies lounge of the New England Hotel when he was eleven but left school after his violent alcoholic father committed suicide in 1958.

From Lismore he travelled to Surfers Paradise to look for work where he met Chris Bell. Bell and Allen formed the Allen Brothers and were successful in signing a recording contract in Sydney the following year. Their introduction to the American stage came through Judy Garland who saw them perform in Hong Kong in 1964 and invited them to join her US tour.

In 1990 Allen was appointed an Order of Australia (AM) in recognition of his contribution to performing arts. He died in 1992 and was posthumously inducted into the Australian Recording Industry Association (ARIA) Hall of Fame in 1993.

Peter Allen is recorded on a plaque attached to the amphitheatre.

4.2.5 FORMER STUDENTS AND STAFF

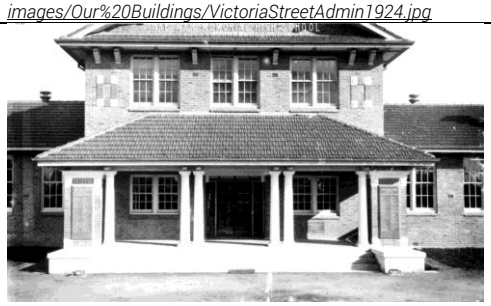
The place has been associated with higher education in Armidale since the opening of the school in1923 and therefore has strong community associations which are demonstrated through a substantial collection of memorials, honour boards, furniture and memorabilia related to the life of the school.

4.3 COMPARATIVE ANALYSIS

The 1910s and 20s saw a progressive increase in the number of school buildings constructed around the state by the Public Works Department under Government Architects George McRae (1911-1923), Gorrie McLeish Blair (1923-1926) and Richard Wells (1927-1929).

The table on the following pages illustrates high schools and specialist secondary schools from 1907 to 1930. The dates given refer to dates of opening of the school and not necessarily dates of construction of the school building. Building B illustrates the type of standard school building applied to many high school sites across NSW in the period 1907 to 1930.

The Armidale High School demonstrates a range of building types which have been added to the school to address increased demand due to population growth or changes in the provision of public education. The range of different buildings demonstrates changes in standard school buildings as a result of changes in architectural and pedagogical thought at various times of the site's expansion. The place does not however demonstrate the full range of educational facilities designed by the Department of Public Instruction, Government Architects Office and Public Works and as such does not provide an exemplar site.

Date	High School Opened	Building Example
1907-9	Hurlstone Agricultural Macarthur Memorial Sydney Technical	 *Hurlstone Agricultural School 1907 (https://s3-ap-southeast-2.amazonaws.com/srnsw-public-photos/15051_a047_006717.jpg*
1911-12	Fort Street Girls Fort Street Boys Grafton Wagga Wagga Orange	 *Fort Street Girls High (http://nla.gov.au/nla.obj-142770767/view)*
1913	Goulbourn Bathurst Paramatta	 *Parramatta High School http://arc.parracity.nsw.gov.au/wp-content/uploads/2013/12/PHS2.jpg*
1914-16	North Sydney Girls North Sydney Boys Mudgee St George Girls	 *St George High School (http://www.sgghs.com.au/my-images/Our%20Buildings/VictoriaStreetAdmin1924.jpg*
1917-19	Dubbo Conservatorium Hay War Memorial Tamworth	 *Hay War Memorial High (https://collections.museumvictoria.com.au/content/media/46/161696-small.jpg)*

Date	High School Opened	Building Example
1920	Broken Hill Albury Armidale Lismore	 *Albury High(https://bizzorg.com/Australia/54196.jpg*
1922/23	Yanco Agricultural High Broadmeadow Central Newcastle Central Hunter Girls School	 *Yanco High School (https://s3-ap-southeast-2.amazonaws.com/srnsw-public-photos/549_a029_a029000335.jpg)*
1925/6	Canterbury Boys High School Taree Granville	 *Canterbury Boys High School (https://s3-ap-southeast-2.amazonaws.com/srnsw-public-photos/15051_a047_002504.jpg)*
1928-29	Glen Innes High Belmore High Newcastle Girls High School Murwillumbah High	 *Newcastle Girls High School (http://www.environment.nsw.gov.au/maritimeheritageapp/resources/Heritage/shi/217/2173871b2.jpg)*

Date	High School Opened	Building Example
1930	Bowral High Canterbury Girls High School	 *Bowral High School (https://www.highlandsnsw.com.au/past_present/images/bowralhs1930.jpg)*

4.4 HISTORIC THEMES

National Theme	*NSW Themes*	*Local Themes*	Ability to demonstrate
Developing Local, regional and national economies	*Events*	*Activities and processes that mark the consequences of natural and cultural occurrences.*	The site demonstrates the construction of the first high school in New England and the subsequent expansion of the site and facilities to meet changes in demand due to population growth and change in educational requirements.
Educating	*Education*	*Activities associated with teaching and learning by children and adults, formally and informally*	The place illustrates a range of educational facilities provided at different times and for specific educational uses.
Marking the phases of life	*Persons*	*Activities and associations with identifiable individuals, families and communal groups.*	Armidale High School has a collection of artefacts and memorials recording the association of former students and teachers with the place.

4.5 CURTILAGE

The NSW Heritage Office (now NSW Heritage Division) defined Heritage Curtilage as *"the area of land (including land covered by water) surrounding an item or area of heritage significance which is essential for retaining and interpreting its heritage significance. It can apply to either: land which is integral to the heritage significance of items of the built heritage; or a precinct which includes buildings, works, relics, trees or places and their setting."*[43]

The four types of heritage curtilage defined in the NSW Heritage Office's (now NSW Heritage Division) publication *'Heritage Curtilages'* (1996) include Lot Boundary Heritage Curtilage, Reduced Heritage Curtilage, Expanded Heritage Curtilage and Composite Heritage Curtilage.

Lot Boundary Heritage Curtilage is the most common type of heritage curtilage and comprises the boundary of the property containing the heritage item, or items. The property may also contain associated buildings, gardens and other significant features, including walls, fences, driveways or tennis courts, which may contribute to the heritage significance of the property.

[43] NSW Heritage Office and Department of Urban Affairs and Planning, *Heritage Curtilages*, 1996

The heritage curtilage for Armidale High School as defined in the Armidale Dumaresq LEP 2012 is a Lot Boundary Curtilage. There are no proposed changes to this curtilage which covers the entire current school site.

5.0 ASSESSMENT AND STATEMENT OF SIGNIFICANCE

5.1 BASIS OF CULTURAL HERITAGE ASSESSMENT

This assessment of heritage is based on the methodology and guidelines set down by the NSW Heritage Office and considers the standard values or criteria which arise from the history, construction and use of the building and its site as well as any levels of esteem by recognised groups for the site.

Heritage significance, cultural significance and cultural value are all terms used to describe an item's value or importance to our own society. This value may be contained in the fabric of an item, its setting and its relationship to other items, the response that the item stimulates to those who value it now and in the historical record that allow us to understand it in its own context. An assessment of what is significant is not static. Significance may increase as more is learnt about the past and as items become rare, endangered or are found to document or illustrate aspects that achieve a new recognition of importance.

Determining cultural value is the basis of all planning for places of historic value. Determination of significance permits informed decisions or future planning that ensures that the expressions of significance are retained, enhanced or at least minimally impacted upon. A clear understanding of the nature and degree of significance will determine the parameters for flexibility of future planning and development.

The analysis of physical and documentary evidence and comparative analysis provide the context for assessing significance, which is made by applying standard evaluation criteria to the development and associations of an item. The NSW Heritage Manual has produced standard evaluation criteria that are compatible with the criteria used by the Australian Heritage Commission in assessing items for the Register of the National Estate, and with those included in The Burra Charter.

5.2 ASSESSMENT OF CULTURAL SIGNIFICANCE

5.2.1 CRITERION (A) HISTORICAL EVOLUTION

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).

Armidale High School (Building B) is important as the first high school constructed in New England.

The site demonstrates the response of Public Works Department architects to changes in pedagogy, architectural thought and demands for new buildings driven by student population growth from 1922 to the present.

The site has been continuously used for public high school education in Armidale since 1923.

5.2.2 CRITERION B - HISTORICAL ASSOCIATIONS

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 cultural or natural history of the local area).

Armidale High School has strong historical associations with former principal RB White who is memorialised in the gates, drive and oval and with many teachers and students and their activities which are recorded in the wide range of artefacts present at the school.

It also has associations with the work of architect RMS Wells, who later became Government Architect of NSW, and with local building contractor GF Nott.

5.2.3 CRITERION C - AESTHETIC VALUES

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

The 1922 Building B has aesthetic merit as a good example of an Arts and Crafts style school building attributed to the design of RMS Wells and produced by the Public Works Department.

The views over the surrounding countryside available from the assembly area and Building B, collections of mature trees, and the tree-lined RB White Memorial Drive contribute to the aesthetic values of the site.

No other structures on the site demonstrate any notable aesthetic values.

5.2.4 CRITERION D - SOCIAL VALUE

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.

Armidale High School is important to its former students and staff for its social and cultural associations. It is highly significant in the community's sense of place and identity having been the place of schooling in the City of Armidale since 1923.

Armidale High School has an extensive collection of items of moveable heritage such as honour boards, plaques, trophies, photographs and other memorabilia relating to the history and development of the school.

5.2.5 CRITERION E - TECHNICAL / RESEARCH VALUE

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).

The site of Armidale High School has little archaeological potential due to the degree of modification of the site as a result of its progressive development.

5.2.6 CRITERION F - RARITY

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

Armidale High School demonstrates the construction of a high school building on a new site in the 1920s. Due to its siting and political influence of the local community architectural features were applied to its south and north façade, the latter defaulting to its main entrance due to steep terrain and un-made roads on its intended south frontage.

5.2.7 CRITERION G - REPRESENTATIVENESS

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

Armidale High School demonstrates a range of school building types produced by the Public Works Department between 1922 and 1977. It does not however contain a full representative example of all building types produced.

B-Block is a fine example of a standard two-storey classroom and administration building constructed in the Inter-War period by the Public Works Department of NSW.

5.3 STATEMENT OF CULTURAL HERITAGE SIGNIFICANCE

Armidale High School (1922 -) containing 14 buildings and a number of notable site features is significant for the following reasons:

It has been the place of secondary schooling since 1923 and is highly significant in the community's sense of identity and sense of place;

The place is associated with the lives of former students and staff members who have contributed to the life of the school, locality, state or international community

It contains a wide array of artefacts, memorials and memorabilia associated with the history and development of the school over the past 98 years;

The place contains the original 1922 Arts and Crafts Style Building associated with the initial formation of the school and which was the first high school constructed in New England;

The 1922 building is a good example of an Arts and Crafts style school building attributed to the design of RMS Wells and produced by the Public Works Department of NSW; and,

The place contains significant plantings and landscape features associated with the development of site, memorials and ceremonies.

5.4 GRADING OF SIGNIFICANCE

Different components of a place may make different relative contributions to its heritage value. Establishing the relative contribution of an item and its elements guides the development of the Statement of Significance and contributes to guidelines for the future management of the site.

Loss of integrity, authenticity and condition may diminish significance. The following definitions are given:

Condition refers to the current state of the place in relation to each of the values for which that place has been assessed. Condition reflects the cumulative effects of management and environmental events. The condition is described as very good, good, sound or poor.

Integrity is a measure of the likely long-term viability or sustainability of the values identified, or the ability of the place to restore itself or be restored, and the time frame for any restorative process. The integrity is assessed as high, moderate or low.

Authenticity refers to the extent to which the fabric is in its original state. The authenticity is assessed as high, moderate or low

5.4.1 GRADING OF SIGNIFICANCE – SITE AND INDIVIDUAL FEATURES

All components of a place make a different contribution to its heritage value. The grading of significance allows individual elements to be assigned a level of significance based on the findings of this report.

The gradings of significance reflect the categories defined in *Assessing Heritage Significance*, NSW Heritage Office, 2001 as set out below:

GRADING	JUSTIFICATION	STATUS
Exceptional	Rare or outstanding item of local or State significance. High degree of intactness. Item can be interpreted relatively easily.	Fulfils criteria for local or State listing.
High	High degree of original fabric. Demonstrates a key element of the item's significance. Alterations do not detract from significance.	Fulfils criteria for local or State listing.
Moderate	Moderate degree of original fabric. Demonstrates a key element of the item's significance. Alterations detract from significance. Elements which contribute to the overall significance of the item.	Fulfils criteria for local or State listing.
Little	Alterations to the element detract from its significance. The item or element neither adds nor detracts from the heritage significance of the place.	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.

Provided below is an assessment of the site's various components and their individual significance.

Element/Building	Condition	Integrity	Authenticity	Grading of Significance
Armidale High School	Poor	Moderate	High	Moderate
RB White Memorial Oval (1958)	Good	High	Moderate	Moderate
RB White Memorial Gates (1958)	Good	High	Moderate	Moderate
Mann St Driveway (1920s)	Sound	High	Low	Moderate
Butler Street entry (1962)	Poor	High	Moderate	Little
Tennis courts (1922)	Sound	Low	Low	Little
Playing field (1974)	Poor	Moderate	Low	Little
Assembly Area (1922)	Sound	High	Good	Moderate
Building A (1962)	Poor	Moderate	Moderate	Little
Building B (1922,)	Sound	High	Moderate	High
Building C (1939)	Poor	Moderate	Low/Moderate	Moderate
Building D (1922)	Sound	Low	Low	Little
Building E (1971)	Sound	Low	Low	Little
Building F (1960)	Poor	Low	Low	Little
Building G (1968)	Sound	Moderate	Moderate	Intrusive
Building H (1962)	Poor	Moderate	Moderate	Little
Building I (1939)	Poor	Moderate	Low	Little
Building K	Poor	Low	Low	Little
Building L (1977)	Poor	Moderate	Moderate	Little
Building M	Poor	Moderate	Moderate	Little

Building N (c 2010)	Good	High	High	Little
Building O (c.2010)	Poor	Moderate	High	Little
Moveable Heritage	Good	High	High	High

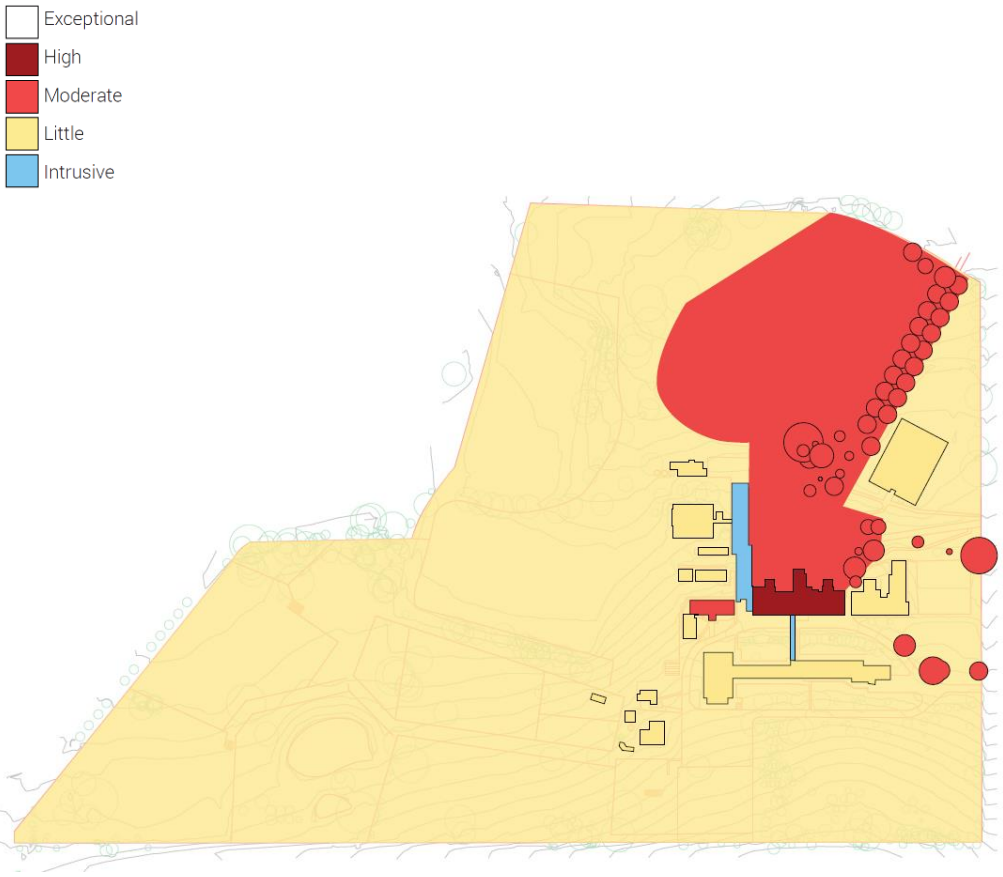


Figure 245 – Gradings of significance for Armidale High School (NBRSArchitecture, 2018)

The Armidale High School is of moderate significance at a local level for its social, historic significance. The site contains the original 1922/23 classroom building (B Block) which is of high significance at a local level as the first high school building constructed in New England and a fine example of an Arts and Crafts style classroom to the design of Richard McDonald Seymour Wells. It is the most intact of the early buildings and should be retained in any redevelopment proposal. The site also contains trees and landscape features which are of moderate significance at a local level.

The Armidale School has a large collection of moveable heritage which is highly significant at a local level for its social significance.

5.4.2 SIGNIFICANT VIEWS

Views to, from and within a place can also contribute to its heritage value through the influence on setting and streetscape. Significant views are defined as primary and secondary views.

Primary views to and within the site include:

- View along Mann Street entry road to and from the school along the avenue of Elms,

- View to and from north elevation of the 1923 Classroom Building from the Assembly Area and from the wider sports ground to the north of the site.

Secondary views to and within the site include:

- View from the former Butler Street carriageway approaching the 1923 Classroom Building (Building B) from the east
- View from the former Butler Street carriageway approaching the 1923 Classroom Building (Building B) from the west
- Views from the first floor of Building B to the surrounding town and countryside in the north-west direction would be restored following the removal of Building G.

The topography of the area and vegetation on the site generally restricts views to the buildings from Kentucky Street.

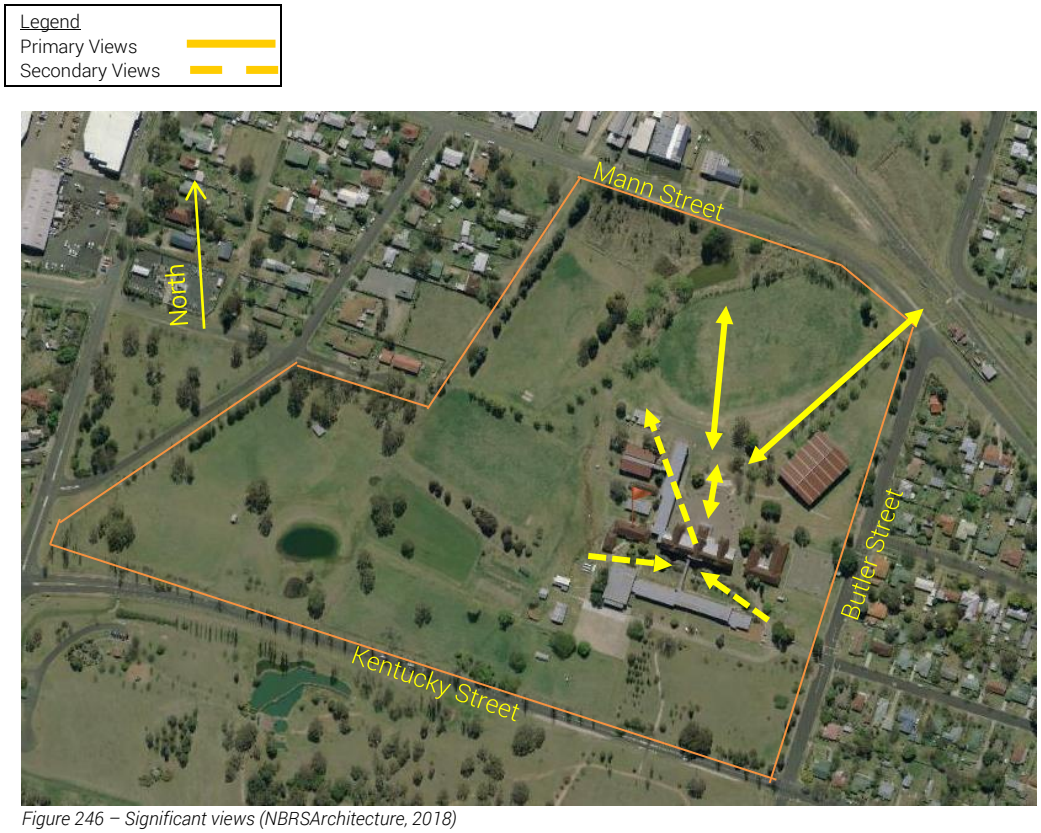


Figure 246 – Significant views (NBRSArchitecture, 2018)

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View Analysis

Armidale High School


23
22
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VIEW 1 - KENTUCKY STREET



VIEW 2 - KENTUCKY STREET



VIEW 3 - KENTUCKY STREET



VIEW 4 - KENTUCKY STREET



VIEW 5 - KENTUCKY STREET



VIEW 6 - KENTUCKY STREET



VIEW 7 - KENTUCKY STREET



VIEW 8 - KENTUCKY STREET



VIEW 9 - CORNER OF KENTUCKY
AND BUTLER STREET



VIEW 10 -BUTLER STREET


VIEW 11 - BUTLER STREET


VIEW 12 - BUTLER STREET



VIEW 13 - BUTLER STREET



VIEW 14 - BUTLER STREET



VIEW 15 - BUTLER STREET



VIEW 16 - BUTLER STREET



VIEW 17 - BUTLER STREET



VIEW 18 - CORNER BUTLER STREET
AND MANN STREET



VIEW 19 - MANN STREET GATES



VIEW 20 - MANN STREET



VIEW 21 - MANN STREET



VIEW 22 - MANN STREET



VIEW 23 - MANN STREET

View analysis Hargrave
Street alignment and entry
ramp





VIEW ALONG HARGRAVE STREET FROM THE EAST



VIEW OF BUTLER STRET GATES APPROACHING JUNCTION OF HARGRAVE STREET AND BUTLER STREET



VIEW ALONG ENTRY DRIVEWAY AT BUTLER STREET GATES



VIEW TOWARDS ADMINISTRATION BUILDING



VIEW DOWN HARGRAVE STREET RAMP TOWARDS HERITAGE BUILDING



VIEW APPROACHING HERITAGE BUILDING DOWN HARGRAVE STREET RAMP



VIEW OF APPROACHING HERITAGE BUILDING



VIEW OF HERITAGE BUILDING FROM FORECOURT



VIEW LOOKING EAST ALONG FORECOURT



VIEW OF HERITAGE BUUILDING FROM WEST END OF HARGRAVE STREET RAMP



VIEW OF HERITAGE BUILDING FROM WEST



VIEW OF HERITAGE BUILDING FROM THE WEST



VIEW OF HERITAGE BUILDING FROM LAWN NORTH OF CURRENT BUILDING A



VIEW OF HERITAGE BUILDING FROM LAWN OF BUILDING A



VIEW OF HERITAGE BUILDING NEAR CURRENT ADMINISTRATION AREA



VIEW OF HERITAGE BUILDING FROM NORTH OF BUILDING A



VIEW OF HERITAGE BUILDING FROM NORTH OF BUILDING A

Sloping site





VIEW OF HILL TO SOUTH OF BUILDING A



VIEW FROM HARGRAVE STREET GATES
LOOKING TOWARDS HERITAGE BUILDING



VIEW FROM WITHIN FIRST FLOOR OF BUILDING A
LOOKING TOWARDS HERITAGE BUILDING



VIEW FROM HARGRAVE STRET RAMP WEST OF HERITAGE BUILDING LOOKING TOWARDS AGRICULTURE



VIEW FROM DRIVEWAY TO PARKING AREA
LOOKING EAST TOWARDS HARGRAVE
STREET GATES



VIEW FROM WITHIN STAIR WELL OF BUILDING A LOOKING TOWARDS HERITAGE BUILDING



VIEW OF RETAINING WALL NEAR HERITAGE BUILDING



VIEW OF BUILDING A FROM THE SOUTH

Significant views





VIEW ALONG AVENUE OF ELMS



VIEW OVER RB WHITE MEMORIAL OVAL



VIEW ALONG AVENUE OF ELMS
TOWARDS MANN STREET
GATES



VIEW OF BUILDING B FROM THE SOUTH END OF AVENUE OF ELMS



VIEW OF HERITAGE BUILDING FROM THE AMPHITHEATRE LOOKING SOUTH



VIEW OVER SURROUNDING COUTRYSIDE AND RB WHITE MEMORIAL OVAL FROM THE ASSEMBLY AREA



VIEW OF HERITAGE BUILDING FROM THE ASSEMBLY AREA



VIEW OF HERITAGE BUILDING FROM BUTLER STREET RAMP LOOKING NORTHWEST



VIEW OF HERITAGE BUILDING FROM BUTLER STREET RAMP LOOKING NORTHEAST



VIEW OF HERITAGE BUILDNG FROM LAWN NORTH OF BUILDING A



VIEW OF HERITAGE BUILDING FROM LAWN NORTH OF BUILDNG A



VIEW OF HERITAGE BUILDING FROM BUTLER STREET TO THE NORTH OF THE BUTLER STREET ENTRY GATES



VIEW FROM AGRICULTURE OVER THE PLAYING FIELDS