

HERITAGE INTERPRETATION PLAN

2 & 2A Bullecourt Avenue, Milperra
(Former WSU Milperra)

Dharug Country

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Project code	P0049163
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Urbis acknowledges the Traditional Custodians of the lands we operate on.

We recognise that First Nations sovereignty was never ceded and respect First Nations peoples continuing connection to these lands, waterways and ecosystems for over 60,000 years.

We pay our respects to First Nations Elders, past and present.



Male gang gang cockatoo.

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EXECUTIVE SUMMARY

OVERVIEW

Urbis have been engaged by Mirvac to prepare the following Heritage Interpretation Plan (HIP) for the former Western Sydney University (WSU) Milperra site at 2 & 2A Bullecourt Avenue, Milperra (hereafter referred to as 'the site' or 'the subject site').

In 2019, Mirvac and WSU developed a concept scheme to re-zone the subject site from educational uses to low rise residential uses associated with a series of open spaces and communal and retail facilities. A Planning Proposal (PP/2021/5837) to rezone the subject site was determined by the South Sydney Planning Panel in July 2023. A site-specific Development Control Plan (DCP) for the subject site was adopted by Canterbury-Bankstown Council on 24 October 2023.

Section 3.9 Heritage of the WSU Milperra Site Specific DCP includes Control C1, specifically requiring a HIP to be prepared for future Development Applications (DAs).

Mirvac have adopted a staged program of State Significant Development Application (SSDA) to deliver the proposed development. In light of this program, this HIP has been prepared to provide an overarching strategy guiding the development and implementation of heritage interpretation across the future applications.

This HIP provides an analysis of the subject site from an interpretive perspective, identify key stories for interpretation, and recommend interpretive elements which will express these key stories to site users.

RECOMMENDATIONS

The following key stories for interpretation have been developed for the subject site:

- **On Country**
- **A Place to Call Home**
- **Learning and Discovery.**

The following interpretive elements have been recommended for the subject site:

Core Elements

- Acknowledgement of Country
- Ground plane and functional elements
- Native plantings and landscaping
- Signage.

Complementary Elements

- Naming strategy
- Play spaces.
- Public art.

The next stage of the interpretive planning process is the development of a **Detailed Design Package** containing the fully realised, finalised content, designs, materiality and locations for interpretive elements at a site prior to commencing of works. It is expected that approved interpretive elements will be subject to detailed design and implementation in future stages of the development. The Detailed Design Package should be consulted on and approved by all stakeholders prior to finalisation.

1. INTRODUCTION



1. INTRODUCTION

1.1 BACKGROUND

This Heritage Interpretation Plan is submitted to the Department of Planning, Housing and Infrastructure (the Department) on behalf of Mirvac Residential (NSW) Pty Ltd (the Applicant) in support of a State Significant Development Application (SSDA) for a staged residential development at 2 and 2A Bullecourt Avenue (the site).

In 2019, Mirvac and WSU developed a concept scheme to re-zone the subject site from educational uses to low rise residential uses associated with a series of open spaces and communal and retail facilities. A Planning Proposal (PP/2021/5837) to rezone the subject site was determined by the South Sydney Planning Panel in July 2023. A site-specific Development Control Plan (DCP) for the subject site was adopted by Canterbury-Bankstown Council on 24 October 2023.

Section 3.9(C1) Heritage of the WSU Milperra Site Specific DCP includes a control specifically requiring heritage interpretation, as follows:

C1 A Heritage Interpretation Plan must be provided as part of any future Development Application or Subdivision that highlights the historical and cultural significance of the subject site.

Mirvac have adopted a staged delivery for works to deliver the proposed development. Therefore, this HIP has been prepared to provide an overarching strategy guiding the development and implementation of heritage interpretation across the site. This HIP will provide an analysis of the subject site from an interpretive perspective, identify key stories for interpretation, and recommend interpretive elements which will express these key stories to site users.

This HIP will accompany the SSDA to the Department. Following the approval of this HIP, it is expected that approved interpretive elements will be subject to detailed design and implementation in future stages of the development.



 THE SITE

NOT TO SCALE



Figure 1 – Location of the subject site marked in red.
Source: Mirvac Residential

1. INTRODUCTION

1.2 SITE LOCATION

The site is currently owned by Western Sydney University and is located within the Canterbury Bankstown LGA at 2 and 2A Bullecourt Avenue, Milperra, being legally described as Lot 2 in DP1291984 and Lot 1 in DP101147. It is located on Dharug/Darug Country and is culturally administered by the Gandangara Local Aboriginal Land Council (LALC).

The total site has an area of approximately 19.64ha and is the subject of numerous easements affecting the site, including two easements to drain water, easements for electricity and other purposes, and a right of carriageway.

Since the demolition of the previous buildings on the site, the site currently comprises:

- Existing at-grade car park (within Zone 4) to be repurposed as parking and hardstand area for the temporary sales office.
- Existing at-grade car park (generally within the location of the future Road 2B).
- At-grade roads.
- Outdoor recreation spaces including a large oval to the south.
- The Western Sydney University Early Learning Centre (Child-care centre).
- Vegetation of varying significance, including Cumberland Plain Woodland.

The site is bound by the M5 Motorway to the south, Ashford Avenue / existing residential dwellings to the west, Bullecourt Avenue / existing industrial development to the north, and Horsley Road / existing industrial development to the east. Adjoining the site along the southeastern boundary is Mount St Joseph Catholic College.

A substantial number of bus stops are located along Bullecourt Avenue and Horsley Road, servicing routes that connect passengers both within and beyond the LGA, including direct links to Bankstown Central (approximately 8.5km drive from the site), Westfield Burwood, and Westfield Miranda. While the nearest train line is the T8, accessible via East Hills, Panania, and Revesby stations, the T6 line at Bankstown Station can also be reached via bus services operating near the site.



Figure 2 – Location of the subject site marked in red.
Source: NearMaps, 2024

1. INTRODUCTION

1.3 THE PROPOSED DEVELOPMENT

The project will be delivered in stages and across two separate SSDA Projects, and comprises the construction of construction of up to 430 dwellings including houses, dual occupancies and attached dwellings, three (3) public parks, new roads and shared paths, civil infrastructure, a car park, and the management of conservation land.

Specifically, across the two SSDAs, consent is sought for:

- Tree removal
- Site remediation (excluding works carried out as category 2 remediation works)
- Construction of bulk earthworks, public roads and landscaping, and services
- Augmentation of existing services and road infrastructure
- Construction of three (3) public parks
- Construction of up to 430 dwellings including houses, dual occupancies and attached dwellings.
- Construction of a carpark to service the existing childcare centre and E1 Local Centre zoned land
- Subdivision resulting in up to 430 residential lots, infrastructure lots, remaining super lots across the stie, and the creation of a community title lot for land zoned C2 Environmental Conservation and E1 Local Centre
- Conservation works including the management of >2Ha Cumberland Plain Woodland Species.



Figure 3 – the Proposed Development
Source: Mirvac

1. INTRODUCTION

1.3 THE PROPOSED DEVELOPMENT

This SSDA comprises of all Civil works across the entirety of the sites as well as the construction of all 62 dwellings in Stages 1 and 2 only, which are as follows:

- Stage 1 – Commencement of site-wide tree removal and land remediation, creation of two (2) super lots and total of 22 residential lots, and construction of 22 dwelling houses fronting Ashford Avenue. This will be the first stage to be delivered and will connect into the existing infrastructure that located within Ashford Avenue.
- Stage 2 – Creation of four (4) super lots, a new lot (Lot 25) across the RE1 Public Recreation zoned land, and 27 residential lots. This stage also involves the construction of 27 dwellings within Stage 2, and the construction of new roads and the new public park referred to in the Civil Plans as the 'Central Park'.
- Stage 3a – Creation of a new super lot, and the construction of perimeter roads surrounding the existing childcare centre and C2 Environmental Conservation zoned land. It is proposed all associated civil works required to enable the operation of the existing childcare centre will be delivered under this stage. The new traffic intersections at both Bullecourt Avenue and Horsley Road will be constructed.
- Stage 3b – Creation of three (3) lots to be delivered under a Community Title Scheme, and the construction of a new car park to service the childcare centre and E1 Local Centre zoned land.
- Stage 4 – Creation of eight (8) super lots, a new lot (Lot 50) across the RE1 Public Recreation zoned land, and a new lot (Lot 49) across the SP2 Infrastructure zoned land. This stage also involves the construction of new roads, the stormwater infrastructure Basin 1 and Basin 2, and the new public park referred to in the Civil Plans as the 'Southern Park', all to be dedicated to Council.
- Stage 5 – Creation of six (6) super lots, and construction of new roads and civil works.
- Stage 6 – Creation of nine (9) super lots and a new lot (70) across the RE1 Public Recreation zoned land. This stage also involves the construction of new roads and civil works, and the new public park referred to in the Civil Plans as the 'Northern Park', all to be dedicated to Council.
- Stage 7 – Creation of six (6) super lots, and construction of road and civil works.

The second SSDA will seek consent for all outstanding works in stages 3 to 7, which are as follows:

- Stage 3 – Construction of the Childcare Alterations and Additions and Construction of a permanent structure for Commercial use.
- Stage 4, 5, 6 & 7 – Creation of the subsequent subdivision into residential lots and construction of dwellings.

1. INTRODUCTION

1.4 ABOUT HERITAGE INTERPRETATION

Heritage conservation seeks to sustain the values of heritage landscapes, places and objects, individually and collectively, so that the community and visitors can continue to appreciate, experience and learn from them and about them, and that they may be passed on to future generations.

Heritage interpretation is the process of celebrating, acknowledging and revealing the layered stories of places, and communicating the significance of a place to those who use it. Through engaging, well-researched content delivered in creative and innovative ways, heritage interpretation can add meaning to new places, revitalise old places and contribute to a memorable visitor experience. As well as presenting the stories of a site, heritage interpretation can also present points of view about history, places and people.

Meaningful, engaging heritage interpretation can act as a catalyst for the 'virtuous circle', ultimately promoting a sustainable enjoyment of a heritage place by its present and future audiences. The virtuous circle shows the interrelationships between understanding, valuing, caring and enjoying sites of heritage significance.

An **Interpretation Plan (this document)** is the first stage of the interpretive planning process, providing a broad strategic approach for interpreting a site and synthesising key overarching themes and narratives. Opportunities for interpretive elements are identified and general recommendations for content and locations are presented.

The next stage of the interpretive planning process is the development of a **Detailed Design Package** containing the fully realised, finalised content, designs, materiality and locations for interpretive elements at a site prior to manufacture and installation. The Detailed Design Package should be consulted on and approved by all stakeholders prior to finalisation.



Figure 4– The 'virtuous circle' has been adapted from economic theory and applied to heritage conservation.

Source: Thurley,S, English Heritage 2005

1. INTRODUCTION

1.5 METHODOLOGY & GUIDELINES

This HIP has been prepared in accordance with best practice guidelines for heritage interpretation to ensure strategic, meaningful and accessible interpretive elements are embedded into the new residential site and public domain.

Our general philosophy and process is guided by the Australia ICOMOS *Burra Charter*. The *Burra Charter* defines interpretation as “all the ways of presenting the *cultural significance* of a place” and it may be a combination of the treatment of the fabric; the use of and activities of the place; and the use of introduced materials (Article 1.17). Interpretation should provide and enhance understanding of the history, significance and meaning of the building. Interpretation should respect and be appropriate to the cultural significance of the building (Article 25).

This HIP has been informed by the following best practice guidelines:

- NSW Heritage Council, *NSW Heritage Manual*
- NSW Heritage Council, *Interpreting Heritage Places and Items: Guidelines*
- NSW Heritage Council, *Heritage Interpretation Policy*
- Australian Heritage Commission, *Ask First: A Guide to Respecting Indigenous Heritage Places and Values*
- Government Architect NSW, *Draft Connecting with Country Framework*.

The best practice ‘ingredients’ for successful interpretation, as provided in the NSW Heritage Council’s *Interpretive Heritage Places and Items: Guidelines* is outlined in Table 1.

1.6 KEY SUPPORTING DOCUMENTS

This HIP has been prepared with reference to the following documents:

- Extent Heritage, 2025. Western Sydney University Milperra Campus: Statement of Heritage Impact. Report prepared for Mirvac.
- Urbis, 2022. WSU Milperra Campus Redevelopment: Urban Context Report. Report prepared for Mirvac.

Please refer to the Extent Heritage report for a full history of the subject site.

Table 1. *Interpreting Heritage Places and Items: Guidelines* lists best practice ‘ingredients’ for successful interpretation.

‘Ingredient’	Details
Interpretation, People and Culture	Respect for the special connections between people and items
Heritage Significance and Site Analysis	Understand the item and convey its significance
Records and Research	Use existing records of the item, research additional information and make these publicly available
Audiences	Explore, respect and respond to the identified audience
Themes	Make reasoned choices about themes, stories and strategies
Engaging the Audience	Stimulate thought and dialogue, provoke response and enhance understanding
Context	Research the physical, historical, spiritual and contemporary context of the item, including related items, and respect local amenity and culture
Authenticity, Ambience and Sustainability	Develop interpretation methods and media which sustain the significance of the items, its character and authenticity
Conservation Planning and Works	Integrate interpretation in conservation planning and in all stages of a conservation project
Maintenance, Evaluation and Review	Include interpretation in the ongoing management of an item; provide for regular maintenance, evaluation and review
Skills and Knowledge	Involve people with relevant skills, knowledge and experience
Collaboration	Collaborate with organisations and the local community

1. INTRODUCTION

1.7 LIMITATIONS & EXCLUSIONS

The Urbis heritage team has prepared this HIP utilising site knowledge and documentation from the Urbis design team, who have conducted extensive site investigations through the design development for the project. As such, no additional site inspections for interpretation have been undertaken to inform this report.

This HIP has been prepared as part of the strategic approach to heritage interpretation for the WSU Milperra development and provides recommendations for interpretive elements that will be implemented as part of the staged development (Section 6.1).

Following the approval of this HIP by the City of Canterbury-Bankstown, it is expected that approved interpretive elements will be subject to detailed design and implementation in future stages of the development.

1.8 AUTHORSHIP & ACKNOWLEDGEMENTS

This HIP has been prepared by Maria Glaros (Heritage Consultant), Darrienne Wyndham (Senior Heritage Consultant) and reviewed by Fiona Binns (Associate Director, Heritage).

The Urbis heritage team has collaborated closely with the Urbis design team and would like to acknowledge the work of Yen Vu (Associate Director, Design), Kelsey Pearce (Senior Landscape Architect) and Latham Brook (Consultant, Design).

Urbis would also like to thank Renee Barilla of Mirvac.



Figure 5– View of WSU Milperra site.

2. SITE CONTEXT



2. SITE CONTEXT

2.1 MILPERRA

The former WSU Milperra site at 2 & 2A Bullecourt Avenue is located 25 kilometres from the Sydney Central Business District and 8 kilometres west of the Bankstown Central Business District, within the Canterbury-Bankstown LGA.

Milperra is located on Dharug Country, which has been cared for by Dharug people since deep time. Country has always been a source of food, shelter and story for the Dharug community, with a rich, complex and cyclical relationship between people and the plants, animals, earth, air and sky of this land.

The County of Milperra is part of the Cumberland Plain Woodland, set in undulating hills fed by the many natural watercourses. Although much of the Cumberland Plain Woodland in Milperra was cleared during the post-colonial period for agriculture purposes, remnant pockets of this ecological community remain within the site. The name of Milperra reflects the Aboriginal cultural values of the place, with L. Beckett's *Milperra Memories* noting the name is derived from a local word that means 'a company, a welcome, a place of recovery of men injured in tribal war or initiation, or a gathering of people'.

The residential development of Milperra has been shaped by the area's history as part of the Bankstown Soldier Settlement Scheme following the First World War. This history can be seen in the names of the local streets, many of which were chosen in honour of First World War battles or Australian winners of the Victoria Cross. The streets surrounding the subject site include Bullecourt, Amiens, Fleurbaix, and Pozieres Avenues, named after key French battle sites, alongside and Ashford Avenue, which was named after the wartime Minister for Lands. Milperra is a mixed industrial and residential neighbourhood with a diverse community of young families, commuting workers and older residents.

As part of the Canterbury-Bankstown LGA, the Milperra area is set for growth, with Local Strategic Planning Statement – Connective City 2036, the Canterbury-Bankstown Housing Strategy 2020 and Canterbury-Bankstown Affordable Housing Strategy 2020 guiding future housing land planning.



Figure 6 – Location plan.

2. SITE CONTEXT

2.2 THE SUBJECT SITE AND PROPOSED DEVELOPMENT

Legally described as Part Lot 103 DP874035 and Lot 1 DP101147, the site occupies a 19.64ha land abutting the M5 Motorway. Aside from the motorway, the site is bounded by three streets along the northern, western and eastern boundaries. There is one access point off each one of these external roads.

The site is currently occupied by the Milperra campus of the WSU and contains a number of buildings associated with its former educational purpose. The campus is no longer in use by the university. The northeastern corner of the site contains a patch of Cumberland Plain Woodland, which is classified as a critically endangered ecological community.

The site is situated in the middle of low-density buildings and industrial warehouses in Milperra and surrounded by a network of open spaces along the Georges River. There is a sports field adjacent to the north-western site corner (Milperra Reserve) and Mount St. Joseph Secondary School is located immediately to the east.

As part of the Planning Proposal PP/2021/5837, the subject site was rezoned from educational uses to low rise residential uses associated with a series of open spaces and communal and retail facilities. A site-specific Development DCP for the subject site was adopted by Canterbury-Bankstown Council on 24 October 2023. The masterplan for the site is shown in Figure 7.

The proposal provides a high-quality residential development in the heart of Milperra. All existing buildings on the site associated with WSU are set to be demolished for the residential development, which includes up to 430 dwellings, three new public parks, one area of retained bushland and a childcare precinct (refer to Proposal discussion above in section 1.3) .

The residential development at the former WSU Milperra site unlocks a vision for a thriving community to live, work and grow in a liveable precinct that is situated in a high-quality environment with a strong sense of place.



Figure 7 – WSU Milperra site masterplan.

2. SITE CONTEXT

2.3 HERITAGE CONTEXT

The subject site is not a listed heritage item and is not located within a heritage conservation area under any statutory heritage registers.

However, the site is adjacent to, and bounded by, Ashford and Bullecourt Avenues, both of which are listed as part of the 'Milperra Soldier Settlement (Roads)' (LEP Item No. I218) under Schedule 5, Part 1 of the *Canterbury-Bankstown Local Environmental Plan (LEP) 2023*.

The heritage context of the site is shown opposite.

STATEMENT OF SIGNIFICANCE

The statement of significance for the 'Milperra Soldier Settlement (Roads)' (LEP Item No. I218) heritage item, as extracted from the State Heritage Inventory, is as follows:

The Milperra Soldiers Settlement is historically significant because it was part of a national scheme that was intended to repatriate returning servicemen during and after World War I. It reflects then-current attitudes towards the appropriate ways to develop the country and ensure its growth and prosperity.

The Settlement was a rare event in the history of Bankstown and was a relatively late and unusual form of agricultural development in the Bankstown area. Apart from this, it represents very early settlement within the area and resulted in the locality being named Milperra.

The road layout of the principal streets provides the only tangible evidence of the subdivision that was formed to accommodate the Settlement.



Figure 8 – Heritage map showing the heritage context of the subject site, indicated in red.
Source: ePlanning Spatial Viewer

3. HISTORICAL CONTEXT



3. HISTORICAL CONTEXT

DEEP TIME



This land has been cared for by Aboriginal people since deep time. The landscape of today's Milperra was originally Cumberland Plain Woodland, with gentle ridgelines of woodland interspersed with clear areas, fed by tributaries of local watercourses. These landscapes were carefully nurtured and managed by the Dharug, who read the signs of the seasons in the changing landscape.

The site is within the traditional lands of the Dharug. Since deep time, the Dharug raised their families on this Country, sharing art and knowledge, camping by freshwater sources, hunting in the bushlands, fishing in the rivers.

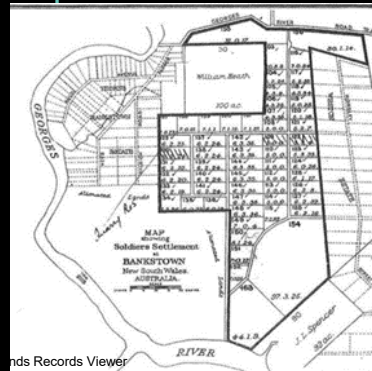
EARLY LAND GRANTS (1810 – 1916)



Following the arrival of colonists, the Dharug were gradually dispossessed of their traditional lands around today's Milperra. Land grants around the subject site began in 1819, when George Johnston Junior received an allotment of 650 acres included the subject site. This was consolidated with an initial 500 acre land grant at Bankstown given to Johnston in 1804, and was collectively known as the Georges Hall Park Estate. While Johnston lived at the family estate near Prospect Creek, the use of the subject site as part of his holdings is not known. It is likely that the area was used for agricultural purposes, like much of the land on the Johnston estate, or remained uncleared altogether.

Other early land grants around the Georges Park Hall Estate were allotted to Thomas Bevan, William Mitchell, William Heath, John Connell, Edward Weston. Esther Julian and James Connell.

BANKSTOWN SOLDIERS' SETTLEMENT (1916-1923)



In 1916, a substantial portion of the Georges Park Hall Estate was offered to the New South Wales government for six hundred pounds. At this time, the government was investigating the possibility of re-settling returned soldiers from the First World War in rural areas, with the Department of Lands establishing a Returned Soldiers Settlement Branch early on in the war. In this scheme, the government provided land, farming equipment and training for returned soldiers to set themselves up as poultry, fruit or vegetable farmers depending on their abilities and physical and psychological fitness.

Part of the land was assessed as 'salt swamp, practically useless' in a 1917 government report, while 'suckling timber with thick undergrowth ti-tree and thorn tree scrub', with a recommendation that the land be used for poultry farming and vegetable growing.

The site was formally purchased on 11 April 1917, with a total of 56 farms made available. It was known as Soldiers' Group Purchase No. 14, Bankstown.



Planners had a genuine desire to establish community at the soldier's settlement, with administration officers, management areas, portions reserved for Methodist and Presbyterian churches, a portion of land update for a school of arts and a recreational area planned. A school, known as Milperra, was established in 1918, with the local word 'milperra' chosen to reflect the intention of the area as a welcome place of meeting and respite for soldiers discharged from the forces due to medical reasons.

The residents had been discharged from active combat for various reasons, including loss of limbs, shell shock, malaria, typhoid or tuberculosis, or from gunshot wounds. While psychological affects of their service were never noted, but undoubtedly compounded the returned soldiers' physical wounds. All had lost their previous livelihoods and had turned to resettlement as a way to live with dignity. Only thirteen of the ninety-five total returned soldiers who lived at the site had ever had any farming experience.

3. HISTORICAL CONTEXT

TEACHING AND LEARNING (1923-1983)

WESTERN SYDNEY UNIVERSITY (1983-2021)



At first, the settlement showed mild success, with thirty families living on site by March 1918. However, the adjustment to post-combat life, and to farming in particular, was difficult for all and impossible for many. Raising chickens was a challenge, while the Inspector for Agriculture notes in 1922 that 'no block in the area is suitable for commercial vegetable growing...from a market gardener's point of view I would not give it one moment's consideration'.

The experience of one returned soldier, Henry Herbert Collins, was published in June 1922 as 'Bogged, Bewildered, Broke: Settling a Soldier on a Saltwater Farm'. Another local column in 1917 was headlined 'Flooded Fowl-yards: Bankstown Diggers Try to Evolve the Water-Proof Hen'.

From the 95 returned soldiers that settled at Milperra, only ten families stayed longer than six years. Glenys Allison described the scheme as a 'total financial disaster' with a human cost to match.



While the settlement largely failed, the subject site continued to be used for agricultural purposes into the twentieth century. Milperra Public School, established in the northern portion of the site near Bullecourt Avenue in 1918, continued to be utilized until it was moved to Pozieres Avenue (outside the subject site) in 1975.

By 1971, the site had begun to develop into a more education-focused area, with the Milperra College of Advanced Education (CAE) established in 1973. The CAE focused on teacher education, providing a rigorous program for future teachers supported by the Whitlam Government.

Within ten years, the Milperra CAE had consolidated with the Campbelltown campus to form the Macarthur Institute of Higher Education, focused on the subject site.



The Macarthur Institute of Higher Education was absorbed into the University of Western Sydney in 1989, becoming the third campus in the university's network following the Hawkesbury and Nepean campuses. The campus quickly grew, with existing buildings extended and multiple new buildings constructed during the 1990s and 2000s.

The campus provided education spaces, student accommodation and staff officers for a growing proportion of students around Milperra, training generations of new professionals. At its peak, the campus included 29 buildings. By 2016, the Milperra campus supported approximately 8,166 students, 195 academic staff and 128 professional staff.



With the planning of the new Bankstown campus announced in 2019, the Milperra WSU campus was earmarked for rezoning.

A Planning Proposal (PP/2021/5837) to rezone the subject site was determined by the South Sydney Planning Panel in July 2023.

3. HISTORICAL CONTEXT



Bullecourt Avenue, Milperra 1920. Source: State Archives and Records



Grain store, 1921. Source: State Archives and Records



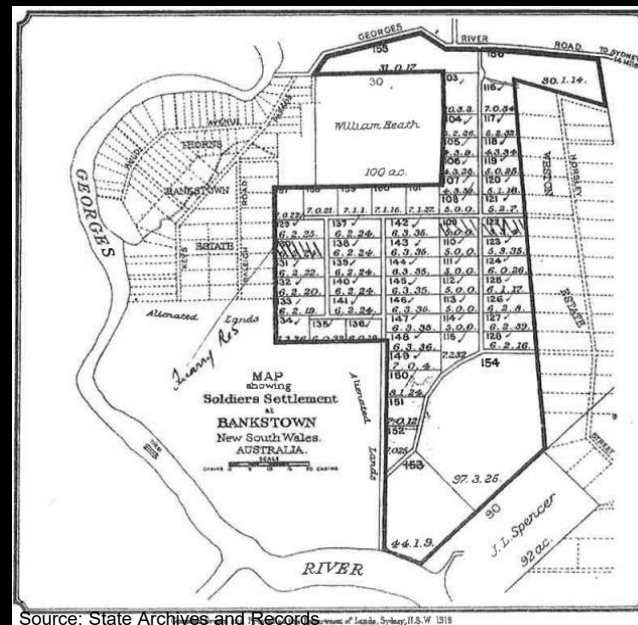
A serviceman in his potato field, 1921. Source: State Archives and Records



A pioneer poultry farm at Milperra, 1917. Source: State Archives and Records



Weatherboard cottage at Milperra, 1917. Source: State Archives and Records



Source: State Archives and Records



Married men's camp at Milperra, c.1921. Source: State Archives and Records

3. HISTORICAL CONTEXT



Bankstown Campus at Milperra, 1980s. Source: WSU



Milperra CAE, 1983. Source: WSU



Western Sydney University at Milperra, 1976. Source: WSU



Western Sydney University Library. Source: WSU



Bankstown Campus, 2021. Source: WSU

4. INTERPRETATION PLAN

4. INTERPRETATION PLAN

4.1 INTRODUCTION

This section provides a strategic plan to guide the development of the heritage interpretation for the former WSU Milperra site. This section provides an analysis of the people who will use the site, a thematic framework to guide development of elements and content, a program for future consultation with relevant stakeholders and guidance on how interpretation will integrate with the current site design and access.

This HIP is the first stage in the interpretive planning process and does not include detailed content or finalised designs. The next stages involve the development of a content and designs for interpretive elements and their production and installation. These stages are outside the scope of this report.

4.2 AIMS FOR INTERPRETATION

Interpretation is important in the process of reimagining the former WSU Milperra site, embedding stories of the past into the public domain of a new residential area in the heart of Milperra. This HIP guides the interpretive planning for the site by identifying relevant themes and recommending a set of suitable interpretive elements to integrate into the project. The aims of this HIP are as follows:

- Utilise documentary research to identify the historic stories and significance of the former WSU Milperra site.
- Identify an approach for these stories to be communicated in a creative manner that resonates with site-users.
- Utilise heritage interpretation to spark curiosity, promote play and express culture in the public domain of a new residential site.
- Respect and reveal the site's unique, layered heritage through the recommendation of innovative interpretive elements that can be seamlessly integrated into physical areas of the development, with other elements that can guide future wayfinding and naming of the site.
- Ensure that interpretive elements are engaging and accessible for future residents, including children and families.
- To meet to the relevant Control C1 of the WSU Milperra Site Specific DCP as set out by the Canterbury-Bankstown Council.

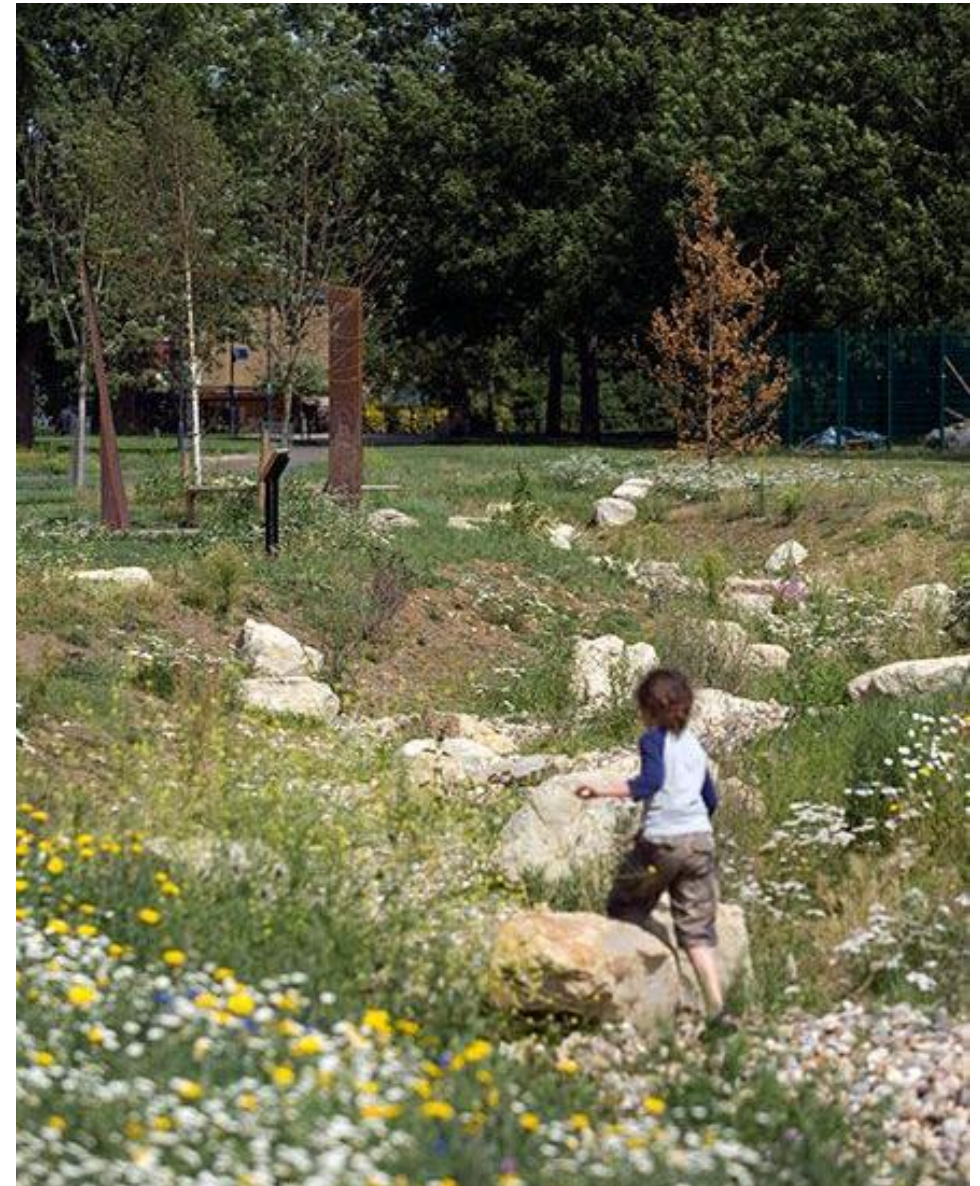


Figure 9 – Interpretation in the public domain.
Source: Urbis Design

4. INTERPRETATION PLAN

4.3 AUDIENCE ANALYSIS

Interpretation should respond to the specific needs of real-time users, ensuring that people who visit the site are able to access, engage with and understand the interpretive elements onsite.

The audiences for the subject site, therefore, should be identified and analysed to achieve this aim and create a relevant interpretive experience. It is important to identify specific audiences at an early stage of the planning process, considering factors such as literacy levels, disability, gender, ethnicity and age.

Table 3 shows the audience groups identified as being relevant to the future use of the subject site. To provide a successful interpretive outcome, the onsite heritage interpretation should be engaging, seamlessly integrated into the public domain design, and accessible to all ages, focusing on dynamism, interactivity and graphics with minimal text elements.

Table 3. Audience analysis

Category	Analysis
Local community	The public domain will be visited by members of the local communities of Milperra and neighbouring suburbs. These audience members may have vested interest in the site from the construction process or their own history living in the area. It is likely that these audience members would utilise the landscaped areas for recreation, notably for the sporting and play facilities and would have considerable dwell time in interpretation spaces.
Residents	A large portion of foot traffic will be the new residents of the site, who will be curious about their new home. As a new residential development, it is likely that the WSU Milperra site will be occupied by a diverse community of workers, young and older families and retirees, who will utilize the streetscapes, public domain areas and facilities every day via vehicle and on foot. Residents will be most active in the morning and early evening, with a low dwell time, or weekends which will have a higher dwell time. These audience members will be a wide range of ages, interests, languages and backgrounds.

Workers within the precinct

This includes people working and visiting the precinct includes workers and visitors to the community as a result of the generated uses that will be produced from the future development on the site and within the vicinity.

4.4 STAKEHOLDER ENGAGEMENT

Stakeholder engagement is an essential part of the heritage interpretation planning process, ensuring that the interpretive elements produced are meaningful and appropriate for the subject site while engaging groups relevant to its past and future use.

Urbis recommends liaison with the following stakeholders to inform the development of heritage interpretation for the subject site:

- Mirvac and WSU project team
- Site architects, landscape architects and designers
- Canterbury-Bankstown Council and any associated groups recommended by Council, including (but not limited to) any First Nations artists or groups
- Bankstown Historical Society Inc (if relevant, e.g. for signage)
- Gandangara Local Aboriginal Land Council (e.g. for Acknowledgement of Country).

Further, Urbis recommends that the following institutions should be contacted as valuable sources of stories and images for future interpretation:

- Western Sydney University Archives
- Canterbury-Bankstown Library (History@Bankstown, Watson Anzac website. Remember Canterbury-Bankstown).

4. INTERPRETATION PLAN

4.5 THEMES & KEY STORIES

To provide clarity during the heritage interpretation planning process, it is necessary to identify and categorise key themes and stories that will be addressed by interpretive elements onsite. The following themes and stories relevant to the former WSU Milperra site have been identified from the history of the site.

4.5.1 NSW HISTORICAL THEMES

The NSW Historic Themes were drafted by the Heritage Council of New South Wales to provide broad categories to understand and identify common threads in the state's history. The themes relevant to the subject site are included in the below table.

Table 4. NSW Historical Themes

Australian Theme	NSW and Local Theme	Interpretive Summary
Tracing the natural evolution of Australia	Environment – naturally evolved Features occurring naturally in the physical environment which have shaped or influenced human life and cultures.	The natural environment of Milperra is Cumberland Plain Woodland, which has grown here since deep time and still grows in pockets on the site.
Peopling Australia	Aboriginal cultures and interactions with other cultures Activities associated with maintaining, developing, experiencing and remembering Aboriginal cultural identities and practises, past and present; with demonstrating distinctive ways of life; and with interactions demonstrating race relations.	The subject site is on Dharug Country, which has been cared for by the Dharug people for tens of thousands of years. Interactions between the Dharug people and the land, waters and sky of the area. Milperra as a word meaning 'welcome, community, a place of coming together'.
Developing local regional and national economies	Agriculture Activities relating to the cultivation and rearing of plant and animal species, usually for commercial purposes, can include aquaculture	The intention of the Bankstown Soldiers' Settlement to pivot returned soldiers to agricultural pursuits, and the varying stories of their successes and hardships. Difficulties of farming land which is not suited versus traditional practices of managing the land.
Building settlements, towns and cities	Towns, suburbs and villages Activities associated with creating, planning and managing urban functions, landscapes and lifestyles in towns, suburbs and villages	The legacy of the Bankstown Soldiers' Settlement at Milperra, from the street layout and names to the patterns of residential and industrial development we see today.
Educating	Education Activities associated with teaching and learning by children and adults, formally and informally.	The proud tradition of education in the later history of the site, from the Milperra public school that operated here from 1918-1975, to the Milperra CAE providing teacher training and the long occupation of the Milperra UWS campus.
Governing	Welfare Activities and process associated with the provision of social services by the state or philanthropic organisations.	The Bankstown Soldiers' Settlement as a well-intended, but ultimately doomed government scheme to resettle injured soldiers from the First World War.
Marking the phases of life	Persons Activities of, and associations with, identifiable individuals, families and communal groups.	Associations with soldiers and their families who participated in the Bankstown Soldiers' Settlement scheme. Associations with the various iterations of educational facilities on the site, from the CAE, Macarthur Institute of Higher Education and the University of Western Sydney.

4. INTERPRETATION PLAN

4.5.2 KEY STORIES

The identified historical themes have been refined into three key stories to be explored through interpretive elements at the former WSU Milperra site.



ON COUNTRY

At Milperra, you are on Dharug Country. This place has been a source of food, shelter and lore since deep time, cared for by generations of Dharug people. Precious parts of remnant Cumberland Plain Woodland, like at Milperra, are places where the sights, sounds and smells of the Country have remained the same since deep time.

This theme will acknowledge and celebrate Dharug Country, encouraging young and old alike to learn more about their place and how to care for Country.



A PLACE TO CALL HOME

The concept of 'home' has been a part of Milperra's identity since 1917, when the site was divided into farms for discharged soldiers as part of the Bankstown Soldier's Settlement. The very word 'Milperra', chosen for the suburb, means 'a gathering, place of welcome' in the local language.

This theme will explore how ideas of 'home' and 'community' at Milperra have changed – from the cottages of the returned soldiers, to the buildings of the university – and look to the future of Milperra as a new community.



LEARNING AND DISCOVERY

Milperra has always been a place where knowledge is passed down. The local Dharug people learned from and on Country, passing lore through generations. A public school was one of the first buildings at the Bankstown Soldiers' Settlement. And for 48 years, the site was home to the Western Sydney University campus, where thousands of students continued this proud tradition of learning.

This theme will explore the histories of knowledge, learning and discovery at the WSU Milperra site.

4. INTERPRETATION PLAN

4.6 SITE ANALYSIS

4.6.1 SITE ACCESS AND CIRCULATION

The design of the development anticipates use by vehicles, pedestrians and green travellers; ultimately however, the aim is to create a walkable development that encourages foot traffic from both the residents and the surrounding community around the many public domain spaces.

The subject site is bounded on three sides by Ashford Avenue (west), Bullecourt Avenue (north) and Horsley Road (east), each with vehicular, and pedestrian access to the site. The main entrance is anticipated to be at Bullecourt Avenue, with the northern park, revitalised sports fields and new childcare centre planned for this area. There is also a green lane specifically for pedestrians linking Ashford Avenue and the southern park and a planned cycle network on at least one side of all major vehicular thoroughfares.

4.6.1 THE PUBLIC DOMAIN

The public domain of the proposed development is centred across three parks located in the northern, central and southern portions of the subject site. Onsite interpretation will be focused on these parks.

Each park will have a distinct intent and character, aiming to provide residents and the local community with a tailored leisure experience including open lawn areas, structured and free play areas, planted basins and bush gardens.



Figure 10 – WSU Milperra site masterplan, with main entrances indicated in red.

4. INTERPRETATION PLAN

4.7 ACCESSIBILITY

It is crucial that interpretation is accessible to a variety of physical and intellectual abilities, particularly as part of a public domain which will be used by a diverse audience. It is particularly important to ensure that interpretive elements can be read and accessed by all site users, particularly in regard to accessible text zones. This should be at least to the standard of access requirements; however, current best practice requirements go further than the access requirements.

Signage, notably text, should be located within the 'accessible zone', which is generally considered to be 1200mm to 1600mm above the relative floor/ground level. Additionally, text should be of suitably contrasting colours and sufficient size to ensure ease of visibility (Access and Wayfinding Strategy is outlined in the Landscape Masterplan SSDA Report).

4.8 MAINTENANCE AND MANAGEMENT

The upkeep and general maintenance of interpretive elements is critical as it ensures longevity of the elements and enhances accessibility and visibility. The materiality of the proposed interpretive elements should be chosen for its durability as well as its high quality; however, periodic maintenance will be necessary to keep these elements looking their best. Maintenance of the elements should include regular assessment of condition, regular cleaning, removal of any graffiti, and replacement should the elements be severely damaged.

The maintenance of the interpretation elements should be incorporated into the schedule/s of general maintenance for the public domain at the WSU Milperra site, with any maintenance costs incorporated into schedules and budgets by the appropriate operator.

For long term maintenance, it is recommended that the interpretation elements should be reviewed every 10 years to assess relevance, suitability and general appearance and condition. Should the elements require an upgrade or replacement, a suitable consultant or designer should be engaged to ensure any new interpretive elements continue to be in line with the recommendations in the

HIP.

4.9 IMAGE REPRODUCTION

Images reproduced within the HIP may be under copyright and require permissions and approval for public reproduction in interpretive elements.

Prior to manufacture of interpretive elements containing high-resolution images, the copyright of each image should be ascertained, and permission sought (if needed). Copyright laws in Australia is typically in place for 70 years from the death of the creator of an image, or alternatively 70 years from the year in which an image was first published. Outside of these dates an image is out of copyright, though permission and a credit line should be sought from the image holder. Inside of these dates an image is in copyright, and permission must be obtained from the copyright holder to publish the image. This may involve a copyright fee and sourcing fee.

Sourcing of image copyrights and high-resolution images will form part of the Detailed Design Package for interpretation for the WSU Milperra site, anticipated to be implemented as part of future design development.

5. INTERPRETATION ELEMENTS



5. INTERPRETATION ELEMENTS

5.1 INTRODUCTION

To create a holistic package of heritage interpretation that expresses the key stories of the former WSU Milperra site, the proposed interpretive elements have been categorised into two groups: core and complementary interpretive elements.

The core interpretive elements form the basis for the heritage interpretation and should be designed, manufactured and installed onsite as part of the Detailed Design Package expected to be conditioned for the DA.

The following core interpretive elements are detailed in this section:

- Acknowledgement of and respecting Country
- Ground plane and functional elements
- Native plantings and landscaping
- Signage.

The proposed core elements are shown on the plan opposite.

The complementary interpretive elements are proposed to enrich the core interpretive elements and therefore should be considered by the project team as part of the approved redevelopment of the site; however, implementation as part of future DAs is optional.

The following complementary interpretive elements are detailed in this section:

- Naming strategy
- Play spaces.
- Public art.

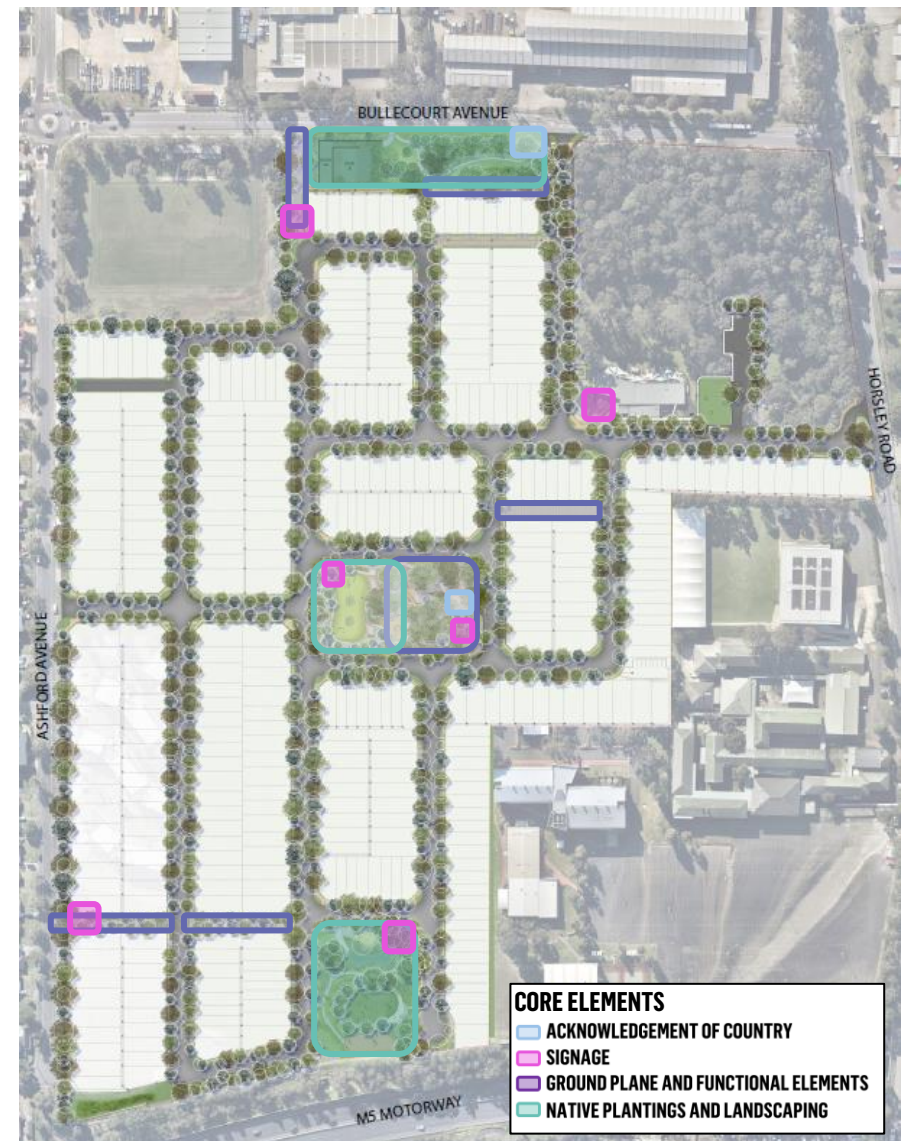


Figure 11– WSU Milperra site masterplan with zones for interpretation elements marked.

5. INTERPRETATION ELEMENTS

5.2 RESPECTING COUNTRY

The vital importance of paying respect to the traditional custodians of Country is increasingly being recognised throughout Australia, with the inclusion of an Acknowledgement or a Welcome to Country in line with current best practice for place-making.

A *Welcome* to Country can only be performed by a Traditional Custodian to welcome visitors to their ancestral lands, whereas an *Acknowledgement* of Country can be performed by an Aboriginal or non-Aboriginal person acknowledging the Traditional Custodians and their long care for the lands and waters of Country. Physical Acknowledgements of Country are an effective approach to permanently embed an acknowledgement of the Traditional Custodians of a particular place.

ACKNOWLEDGEMENT OF DHARUG/DARUG COUNTRY

The former WSU Milperra site is located on Dharug Country, with a deep, unbroken connection between the local Dharug community who have cared for this place since deep time. Therefore, a physical Acknowledgement of Country is recommended for a prominent location at the site. The potential locations identified for an Acknowledgement of Country are as follows:

- The main vehicular entrance at Bullecourt Avenue
- Within the central park, perhaps in conjunction with planned bush tucker gardens

The main vehicle entry location is in close proximity to the remnant Cumberland Plain Woodland, the endangered ecological community which would have grown over the entire site prior to the arrival of colonists. Alternatively, the main park provides a more centralised location, at the heart of the redevelopment and encouraging interaction with park users. The final location should be determined by Mirvac.

The medium for an Acknowledgement of Country is flexible and should be developed in consultation with Mirvac and the landscaping designers, with investigations undertaken into combining the element with any planned signage for the Bullecourt Avenue entrance. A large-scale sign with appropriate wording or a more figurative artwork by a local Aboriginal artist would be the most appropriate for these locations. An Acknowledgement of Country artwork, however, should be considered in addition to the signage.

Wording, if used, should be approved by the Gandangara LALC and any Aboriginal stakeholders.



Figure 12 – Recommended locations for the Acknowledgement of Country.

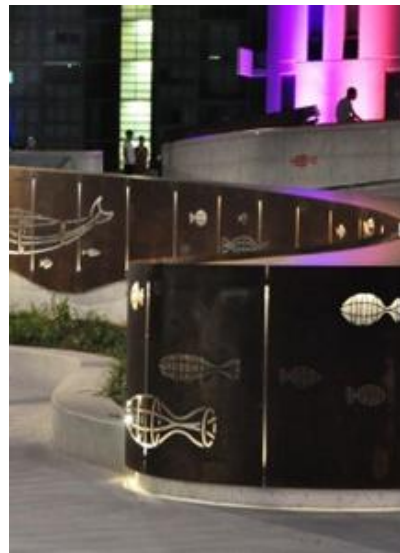
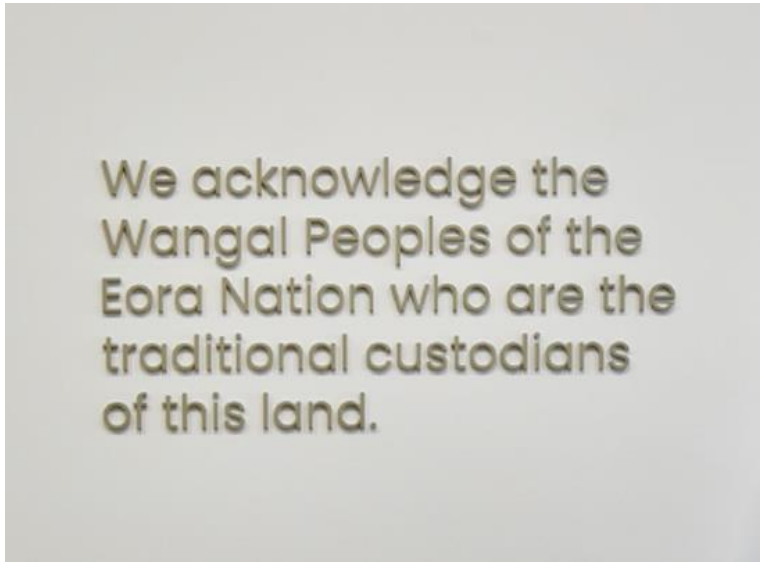


Figure 13 – Examples of successful artwork-style acknowledgement at Camperdown Park, Newtown (left) and signage style acknowledgement at Marrickville Library, Marrickville (right).

Source: Inner West Council

5. INTERPRETATION ELEMENTS

5.2 REFLECTING TRADITIONAL HISTORY/ CULTURE – REFERENCES



5. INTERPRETATION ELEMENTS

5.3 LANDSCAPING

Interpretive landscaping is an element which can be both subtle and deeply affecting, informing the ways that site users experience a place and understand the layers of its historical uses. The effective use of landscaping engages all five senses and can change with the seasons, with meanings and messages conveyed via choices of plantings, landforms and shapes, and pathway and garden edge materialities.

The planting of native shrubs, grasses and groundcovers that would have been present prior to colonisation can connect a new development back to Country, giving site users a perspective on what grew on the land for generations. The natural environment can be a powerful and immersive interpretive device, as well as a contributor to connection, belonging and healing.

NATIVE PLANTINGS

The planting palette for WSU Milperra includes endemic species which represent the characteristics of the Cumberland Plain in the public domain, streetscapes and public parks. While each planting palette for the proposed parks is slightly different to facilitate a new experience, the general approach focuses on creating a rich landscape which retains some existing trees, adds endemic flowering trees, shrubs and ground cover. New trees should be clumped rather than placed in rows to ensure naturalistic character.

A bush tucker garden is also proposed for the Central Park, which should include complementary signage (Section 5.5) to give context to the native plantings and how each plant can be used by the Dharug people.

SHRUBS AND GROUNDCOVERS



Banksia spinulosa
Hairpin Banksia



Acacia myrtifolia
Myrtle Wattle



Dianella revoluta
Sydney Red Gum



Dichelachne micrantha
Sydney Red Gum



Themeda australis
Sydney Red Gum



Paspalidium distans
Sydney Red Gum

TREES



Eucalyptus punctata
Grey Gum



Corymbia gummifera
Spotted Gum



Eucalyptus tereticornis
Forest Red Gum

Figure 14 – Proposed planting palette for Southern Park.
Source: Urbis

5. INTERPRETATION ELEMENTS

5.4 INLAYS

Inlays are an artistic method of presenting ‘bursts’ of interpretive information associated with the history of a site, such as brief grabs of text, images, or artistic motifs. Embedding heritage interpretation elements in this way adds a sense of context to a new site and evokes curiosity and conversation about its history.

Onsite structures including pathways, hardstand, seating, fall mats in play areas, drainage grates or tree grates are all suitable canvases for inlays, depending on their location and materiality. Materials and colours for inlays should typically be determined based on the proposed structure in order to ensure the paving inlays create suitable contrasts, allowing them to be seen and appreciated by visitors to the site. Appropriate materials for inlays include brick, stone or bold metals such as brass and copper, with concrete surfaces able to be sandblasted or etched.

DHARUG GROUND INLAY

Embedding designs referencing Dharug culture into the ground plane connects a new site directly to Country, with inlays providing a tangible way for site users to understand significant physical, social or spiritual features of Milperra that may otherwise be only understood through oral traditions.

A bespoke inlay designed by a local Dharug artist with connections to Country should be considered as an approach for the ground plane of the public domain, focusing on the ground and feature walls of the Central Park, with a possibility to extend to the area surrounding the remnant Cumberland Plain Woodland. Please refer to Figure 11 for the proposed locations.

Once the locations for the inlay are finalised, the Dharug artist should be engaged by Mirvac to complete concept designs.

The graphics in this ground inlay may be appropriate to connect to the proposed signage (Section 5.5) or native plantings (Section 5.3).

BANKSTOWN SOLDIERS SETTLEMENT INLAY

It is recommended that graphics or wording relating to the site’s history as the Bankstown Soldiers Settlement and educational facility should be considered for application on the ground plane or functional elements of the site in the Ashford Avenue site-link and the entrance to the sports ground from Bullecourt Avenue. Please refer to Figure 10 for the proposed locations.

A sandblasted or etched concrete or brass inlay would complement the planned landscaping while adding richness and interest to these areas. The opportunities for integrating this inlay in specific functional elements should be determined by Mirvac and the landscaping team, with concepts for graphics to be designed by a graphic designer. Alternatively, graphic concepts may be sourced from graphic design students of WSU or local schools. Potential graphics speaking to the history of the site are provided in the table below.

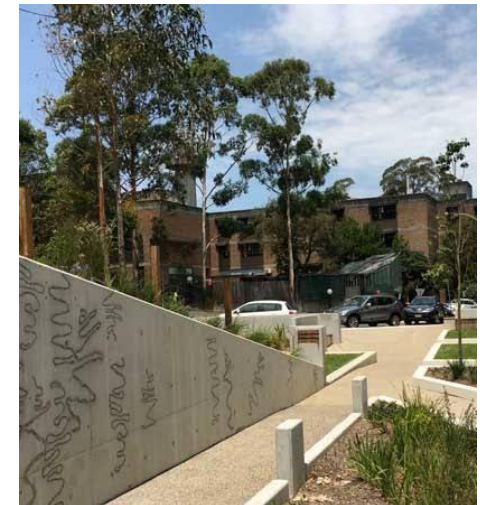
This inlay may be appropriate to connect to the proposed signage (Section 5.4)

Table 5. Potential graphics

Graphic	Historical notes
Slouch hat	Symbol of the returned soldiers of the Bankstown Soldiers Settlement.
Poultry / grains / vegetables	Symbol of the activities undertaken by returned soldiers on the site as part of the Bankstown Soldiers Settlement.
Federation cottages	Symbol of the accommodation at the Bankstown Soldiers Settlement, line drawings can be sourced through historical photographs.
Milperra school	Line drawing of the school which stood on the site from 1918-1975 can be sourced through historical photographs.
Bullecourt, Pozieres, Amiens, Fleurbaix	Names of the streets in Milperra that reference First World War battlesites.

5. INTERPRETATION ELEMENTS

5.4 GROUND AND FUNCTIONAL INLAYS MOOD BOARD



5. INTERPRETATION ELEMENTS

5.5 SIGNAGE

Interpretive signage, as a primarily text-based medium, is a particularly effective device for conveying key stories and timelines of a place. When well-written and creatively designed in high-quality materials, interpretive signage can draw the eye and deepen engagement with the site's stories. Signage may feature text, images, drawings or digitally rendered images.

Signage should not be visually or otherwise intrusive, instead seeking to subtly enhance the existing architecture, landscape and wayfinding design at the subject site. Wayfinding signage within the development may provide an additional opportunity for heritage interpretation, with patterning or graphic motifs similar to the inlays (Section 5.4) able to be incorporated into wayfinding signage for a holistic approach.

INTERPRETIVE SIGNAGE

Interpretive signage is at its most effective when custom-designed for a particular site, considering the needs of site users, the site layout and the key stories it should be telling. At WSU Milperra, signage should be a mixture of freestanding and seat-mounted signs with a naturalistic colour palette and materialities such as timber and corten steel incorporated. Content and design development should be undertaken in the Detailed Design Package for the project, anticipated to be conditioned in future DAs. The following interpretive sign themes are recommended for the site, cross-referenced to the masterplan opposite.

Table 6. Recommended sign themes

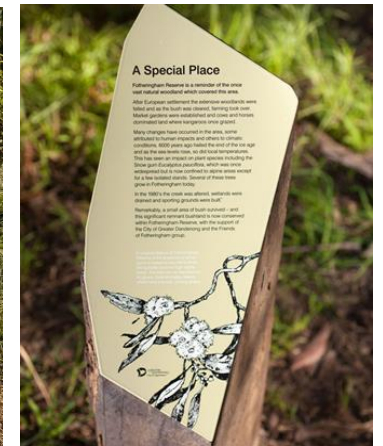
Colour	Sign theme
	Sign exploring a timeline of the site, including original school that stood near this area.
	Sign exploring the Dharug cultural connections to the site and the Cumberland Plain Woodland.
	Sign exploring the proposed bush tucker gardens, Country and cultural uses of any plants. May be accompanied by complementary signs on bush tucker plants.
	Signage about the buildings that used to stand onsite, accompanied by general history.
	Signage about the Bankstown Soldiers Settlement and personal stories.
	Signage about the educational history of the site, focusing on learning and WSU.



Figure 15 – WSU Milperra site masterplan with proposed sign opportunities marked.

5. INTERPRETATION ELEMENTS

5.5 SIGNAGE MOOD BOARD



5. INTERPRETATION ELEMENTS

5.6 NAMING STRATEGY (COMPLEMENTARY)

A simple but effective interpretive approach involves the use of words relevant to the history of the site within a new development. Elements of the site's history are thus embedded in key spaces, becoming part of the everyday experience of the site. This is especially appropriate in a new residential setting with memorable names assisting site users with wayfinding.

NAMING OPPORTUNITIES

As a new residential development, WSU Milperra presents exciting opportunities for integrating naming into key areas, including new internal thoroughfares (streets and laneways) and public domain areas (parks and remnant Cumberland Plain Woodland area). It is recommended that a Naming Strategy is developed by Mirvac and Urbis which suggests potential names associated with the key stories of the site, with specific recommendations made for each internal thoroughfare, the three public domain areas and the remnant Cumberland Plain Woodland area. A whole-of-site name may also be considered in consultation with Mirvac and WSU. Names for streets should be cross-checked with the Geographical Names Board to ensure suitability and it is noted that Milperra already features a number of thematic street names, associated with the First World War.

This Naming Strategy may require input from WSU, the Canterbury-Bankstown Council or Gandangara LALC (if names in Dharug language are recommended).

5.7 PLAY SPACES (COMPLEMENTARY)

Play spaces are important places where the community can safely enjoy a recreational outdoor area throughout the day and into the evening. A well-designed play space, embedded with heritage stories in creative and subtle ways, allows parents and children of various ages to integrate educational experiences into their daily life.

Equipment and landscaping can be customized to suit the key stories for interpretation, with materials, shapes or motifs integrated into play equipment or soft fall spaces. In play spaces, interpretive elements should be highly visual/tactile, with simple text if required to support play-based learning. Special purpose play spaces, such as the bush tucker garden at Central Park, other proposed bush trails or water play, could also be opportunities for incorporating interpretive elements. The proposed play spaces within the development could be linked via a discovery trail, visually connected by motifs (such as inlays, see Section 5.4), stepping stones or a physical map incorporated into wayfinding (Section 5.7).

It is recommended that opportunities for incorporating interpretive elements into the proposed play spaces be investigated further by Mirvac and the landscaping team, alongside any play space designers.



Figure 16 – Examples of successful play spaces at Gosford Leagues Club (left) and Oatley Park (right).

Source: Gosford Leagues Club, Georges River Council

5. INTERPRETATION ELEMENTS

5.8 PUBLIC ART (COMPLEMENTARY)

Artworks can be a powerful way of expressing the heritage significance of a site while enhancing the cultural and aesthetic experience for visitors. Artworks in the form of murals, sculpture, digital displays or textiles can contribute positively to the place-making for a new site by creating an 'iconic' entrance or highlighting a space within a new development.

It is expected that the preparation of a Public Art Strategy will be a Condition of Consent for the DA. Urbis recommends that the key interpretive stories identified within this HIP be used to guide the development of meaningful public art that speaks to the unique heritage of the site. If artwork engaging with Aboriginal themes and stories is identified as appropriate, a local Dharug artist with connections to Country must be engaged.

Public art created for the development should be accompanied by a small interpretation sign or artist's statement with contextual information available on digital/printed material.

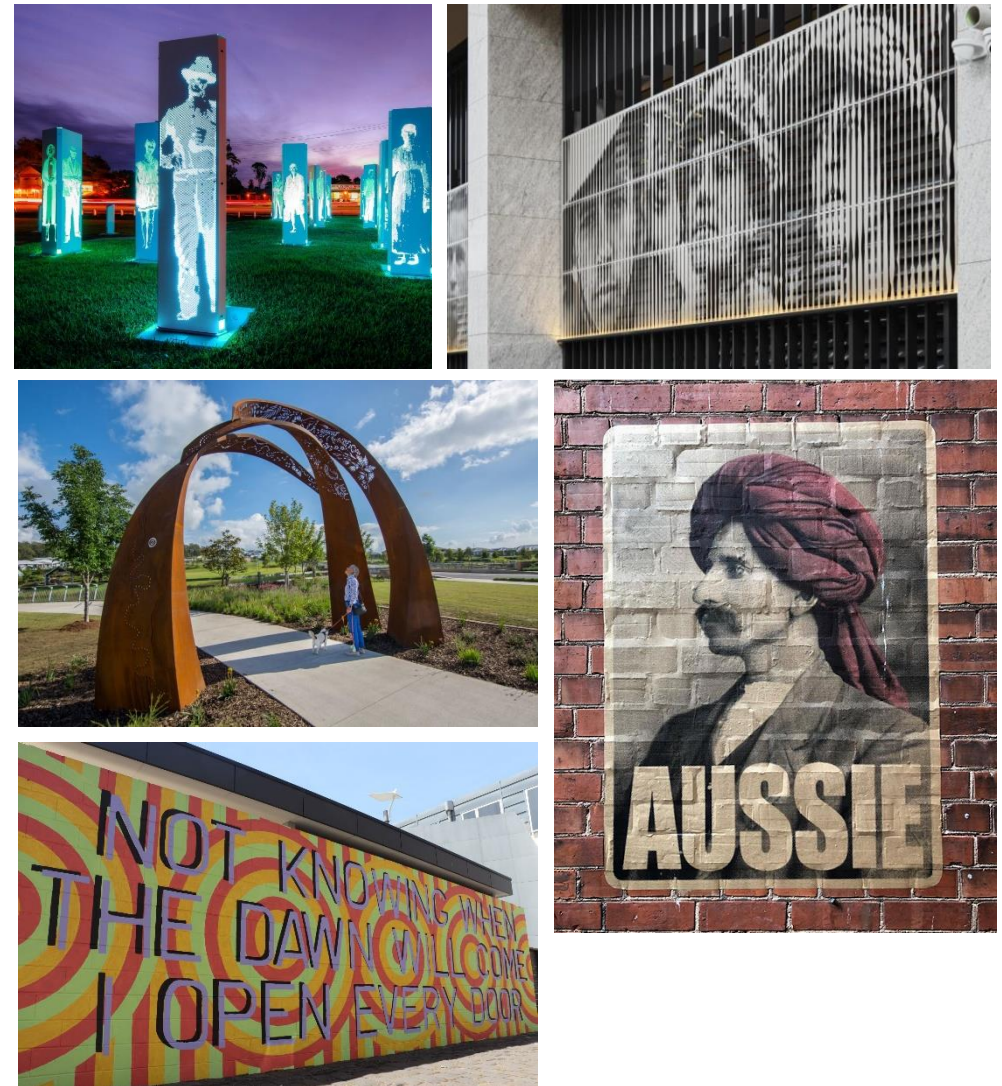


Figure 17 – Examples of successful public art referencing heritage values, from top left to bottom right; City of Logan's Forest of Memories, Petersham RSL, Calderwood, Peter Drew's 'Aussie' and Briony Galligan's 'Open every Door' in Ballarat.

6. IMPLEMENTATION



6. IMPLEMENTATION

6.1 IMPLEMENTATION PLAN

Implementation of this strategy into the detailed design process is key to the success of the heritage interpretation and conservation outcome. To assist with that interconnectivity, this document should guide future establishment of the interpretive elements at the subject site and must be implemented to satisfy anticipated future DA conditions.

The following table is intended as a guide to inform the next steps for implementation of each proposed core and complementary element.

Table 7. Implementation plan

Ref	Element	Next steps
Core Elements		
1	Acknowledgment of and Respecting Country	- Confirm location and medium of Acknowledgement of Country - Collaborate with Mirvac, WSU and appropriate stakeholder groups to draft proposed wording - Source and engage Dharug artist (if required). Artist / designer must be engaged separately by Mirvac. - Consult on Acknowledgement of Country wording and design with appropriate stakeholder and consent authorities - Design, manufacture and install element.
2	Landscaping	Continue to develop landscape design including endemic plantings.
3	Inlays	- Confirm location, medium and theme for inlays - Source and engage Dharug artist and / or graphic designer (if required). Artist / designer must be engaged separately by Mirvac. - Incorporate other elements (e.g. ground inlays) into landscaping design - Manufacture and install.
4	Signage	- Confirm location, medium and theme for signage - Urbis to prepare content, including historical photographs. Source a graphic designer (if required). - Consult on content and design with appropriate stakeholder and consent authorities - Manufacture and install.
Complementary Elements		
5	Naming strategy	- Preparation of Naming Strategy - Consultation with appropriate consent authorities.
6	Play spaces	- Landscaping and play teams, and other consultants as required, to design and receive approval of concept - Other consultants to design, implement and install.
7	Public art	- Public Art Strategy expected to be conditions as part of the DA consent. - Urbis can assist with engagement of artists or designers as required through preparation of artist briefs. Artist / designer must be engaged separately by Mirvac.

