

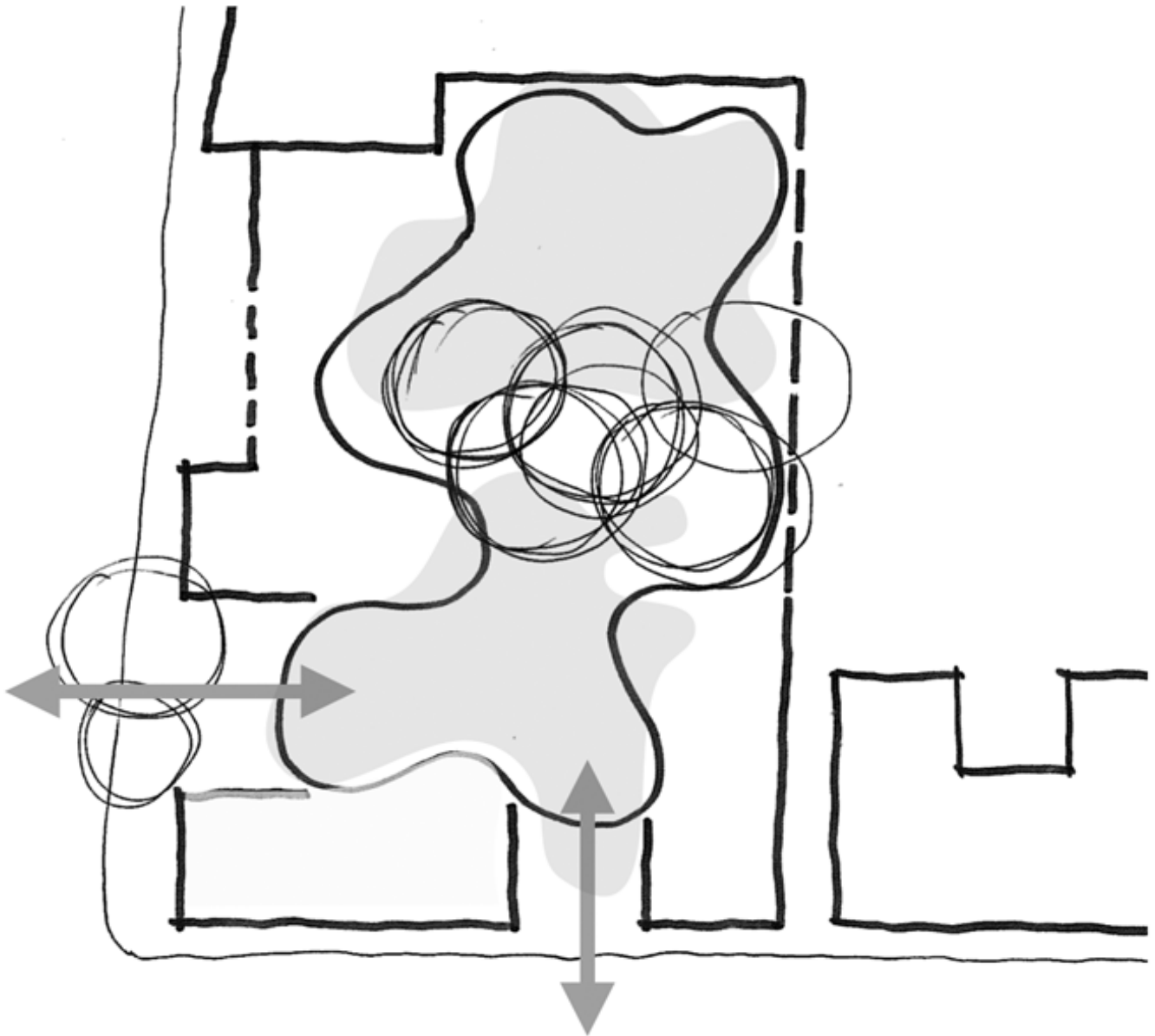
# DARLINGTON PUBLIC SCHOOL REDEVELOPMENT

## Appendix M — Heritage Impact Statement

SSD-9914

Prepared by GML

For NSW Department of Education



# School Redevelopment Program

SSD 9914

## Heritage Impact Statement

### Darlington Public School

Golden Grove Street, Chippendale

Report prepared for Department of Planning, Industry and Environment

Final June 2020



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## Report Register

The following report register documents the development and issue of the report entitled Darlington Public School Redevelopment Program SSD 9914—Heritage Impact Statement undertaken by GML Heritage Pty Ltd in accordance with its quality management system.

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# 1.0 Introduction

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## 1.1 Project Background and Overview

Schools Infrastructure New South Wales (SI NSW) has engaged GML Heritage Pty Ltd (GML) on behalf of the Department of Planning, Industry and Environment to prepare a Heritage Impact Statement (HIS) for the proposed Darlington Public School Redevelopment Program (the proposed redevelopment). The HIS forms part of the Environmental Assessment for the project that is subject to assessment as State Significant Development (SSD) under the NSW *Environmental Planning and Assessment Act 1979*.

This HIS describes the history of the site and its heritage significance, as well as the potential impacts of the proposed redevelopment on the heritage significance of heritage items in the vicinity and the adjacent conservation area.

Darlington Public School (the school) is located at Golden Grove Street, Chippendale. The scope of the school project redevelopment includes demolition of all buildings and landscape features on the school site (the site) and redevelopment of the site with new school facilities featuring cultural interpretation arising from community consultation. FJMT Architects (FJMT) have prepared the architectural documentation for the school redevelopment in association with SI NSW and representatives from the Darlington Public School community.

The school is not listed as a heritage item on Schedule 5 of the *Sydney Local Environmental Plan 2012* (Sydney LEP) but is in the vicinity of a number of locally listed heritage conservation areas (HCA) and heritage items.

As part of early concept design for the masterplan, SI NSW undertook a process of community consultation including workshops and surveys covering Aboriginal cultural heritage, Aboriginal community views and new landscape design over a period from March 2019 to May 2020. GML has separately provided heritage advice for the project in regard to community consultation.

GML has reviewed the architectural documentation for the proposed development prepared by FJMT in April 2020 (refer to Section 7.0).

The proposed redevelopment is being assessed as SSD (SSD 9914) and will be accompanied by the Environmental Impact Statement (EIS) as prepared by Ethos Urban. Secretary's Environmental Assessment Requirements (SEARs) were issued on 19 March 2019 and are addressed under the Heritage Impact Assessment section of this HIS report (refer to Section 7.0).

The concept design was reviewed and supported by the Government Architect's NSW State Design Review Panel (GANSW SDRP) in February 2020. The GANSW SDRP comments in regard to heritage are addressed in this HIS (refer to Appendix B).

## 1.2 Site Identification

The proposed school redevelopment site is located in Chippendale, Sydney, built across Lot 592 DP752049 and Lot 100 DP623500. The school is bound by Golden Grove Street (to the east), Abercrombie Street (to the south), with buildings from the University of Sydney's Abercrombie Precinct (Darlington Campus) on the other boundaries. The University of Sydney Regiment building (former IXL Building) occupies the corner of Golden Grove Street and Darlington Land, but is not part of the school site.



The school site is located adjacent to the part of Darlington which the University of Sydney has expanded into, south of City Road. The former Eveleigh Railway yards are also close by, to the south.

The location and extent of the Darlington Public School site is shown in Figure 1.1 and Figure 2.2 below.



Figure 1.1 Aerial photograph showing the school site in the context of the surrounding suburbs—the site is circled in red. (Source: SIX Maps with GML overlay addition, 2019)



Figure 1.2 Location of the school site—the site is outlined in red. (Source: SIX Maps with GML overlay addition, 2019)





Figure 1.3 The school's location in relation to the University of Sydney and Carriageworks. (Source: FJMT 2020)

### 1.3 Other Heritage Reports

Relevant heritage reports prepared for the proposed redevelopment are:

- Casey and Lowe, Darlington Public School, Historical Archaeological Assessment, April 2019 (2019 AA report);
- GML, Darlington Public School—Aboriginal Archaeological Due Diligence, prepared for Schools Infrastructure NSW, February 2019 (2019 DD report);
- GML, Darlington Public School—Aboriginal Cultural Heritage Assessment Report, prepared for the Department of Education, April 2020 (2020 ACHAR); and
- Lamb, Dr R and Maze-Riley, Jane; Darlington Public School, Proposed Redevelopment, Visual Assessment Report, prepared for NSW Department of Education, February 2019 (2019 VAR).
- Ethos Urban, Darlington Public School SSDA, Visual Impact Assessment, prepared for Schools Infrastructure NSW 3 May 2020 (2020 VIA).

Relevant outcomes of the above reports have been included in or referenced in this HIS report.

### 1.4 Author Identification and Acknowledgements

This report has been prepared by Catherine Macarthur, GML Associate, assisted by Courtney Fung, GML Student Planner. Review has been undertaken by Catherine Forbe, GML Principal.

## 1.5 Methodology

### 1.5.1 Approach

This report has been prepared in accordance with the following documents:

- *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 2013* (the Burra Charter);
- the *Statements of Heritage Impact Guidelines*, published by the Heritage Office and Department of Urban Affairs and Planning 1996, revised 2002;
- *Design in Context Guidelines for Infill Development in the Historic Environment*, published by the Heritage Office and Department of Urban Affairs and Planning, 2005;
- *Movable Heritage Principles*, NSW Heritage Office / NSW Ministry for the Arts, 2000; and
- *Better Placed. Design Guide for Heritage*, Government Architect NSW 2018
- *Better Placed. Design Guide for Schools*, Government Architect NSW 2018

Work of the following reports has been summarised, or referenced, as follows in this HIS report:

- Assessment of historical and Aboriginal archaeology potential of the site has been undertaken in the previous 2019 AA and 2019 DD reports, and is briefly summarised only.
- Information on Aboriginal art collections, and the impacts of the proposed school redevelopment in regard to Aboriginal archaeology and community values, is addressed in the 2020 ACHAR. This information is summarised in this HIS.

### 1.5.2 Consultation and Review

#### **Government Architect NSW State Design Review Panel**

The initial Concept Design Report prepared by FJMT in 2019 was reviewed by the Government Architect's NSW State Design Review Panel (GANSW SDRP), and formal advice and recommendations on the options presented was provided in August 2019. Heritage considerations were raised at this stage of the process.

FJMT in association with SI NSW developed the selected concept design masterplan and proceeded to general design development, incorporating recommendations of the GANSW SDRP. The design was again reviewed by the GANSW SDRP in November 2019. The GANSW SDRP has indicated support for the scheme and it is understood that no further reviews are required in the preparation of this HIS report.

#### **Aboriginal Cultural Heritage**

As part of early concept design for the masterplan, SI NSW undertook a process of community consultation including workshops and surveys covering Aboriginal cultural heritage, Aboriginal community views and new landscape design over a period from March 2019 to May 2020.

Aboriginal and school community consultation has followed three avenues of investigation during the development of the 2020 ACHAR.

- A formal process of Aboriginal community consultation adhering to the OEH's guidelines has been undertaken.<sup>1</sup>

- Over the past two years, the school has undertaken informal consultation into the values of the place. In addition, all NSW schools undertake consultation with their students; schools with a higher proportion of Aboriginal children are asked two specific additional questions about their connection. The outcomes from these consultations have been provided and used to underpin the direction for further specific community consultation.
- A program of community consultation was developed by JOC Consulting and GML, in collaboration with Darlington Public School, the project architects and SI NSW. The aim was to develop an understanding of key values held by three specific user groups who are connected with the school.

Aboriginal community consultation undertaken by GML with SI NSW as part of the ACHAR identified the following aspects of the school that are important to the local Aboriginal community and general school community (Aboriginal and non-Aboriginal students, teachers and parents).

Four main categories of community response were identified by teachers and parents:

- Celebrating and Recognising Aboriginal Culture and History.
- Teaching Aboriginal Culture.
- Culturally Valued Learning Spaces.
- Art and Display of Aboriginal Culture.

This HIS has included (directly) text from the 2020 ACHAR as relevant to the description of the place, significance of the school and assessment of heritage impact. Further details can be found in the 2020 ACHAR.

GML has separately provided heritage advice and a methodology for the project regarding community consultation, to guide the proposed redevelopment of the school site and facilitate recognition of cultural needs, in particular the importance of Aboriginal culture and heritage to the school community. The outcomes of this separate commission were the AA report and the ACHAR report respectively. Both have contributed to the school design.

### **1.5.3 Limitations**

This heritage significance assessment and impact assessment of this report has been limited by the following factors.

The site is not a listed heritage item; however, a preliminary heritage assessment of the existing school buildings has been made to enable impacts of the proposed school redevelopment in relation to the site. This takes into account the original school design, culturally adapted spaces, social value of the school and integral artwork. As would normally be required for a heritage item it has been limited as follows:

- Understanding the evolution and potential significance of the current school site has been limited to desktop research.
- Detailed analysis of the site to identify recent changes to the buildings has not been undertaken.
- Comparative analysis of the school site has not been undertaken. This could include school campus buildings built in the 1970s and other complexes designed in the Brutalist style.
- Trees on the site have not been assessed for heritage significance in this HIS report.

- The NSW Government 2013 plan for Aboriginal affairs, OCHRE,<sup>2</sup> provides policy and guidance. This document has been drawn upon in the 2020 ACHAR in relation to developing recommendations, but not referred to in this HIS report.

## 1.6 Terminology

The terminology used in this report is consistent with the *NSW Heritage Manual*, prepared by the Heritage Office (now Heritage Division), and the Burra Charter.

- **Place** means site, area, land, landscape, building or other work, group of buildings or other works, and may include components, contents, spaces and views.
- **Cultural significance** means aesthetic, historic, scientific, social or spiritual value for past, present or future generations. Cultural significance is embodied in the place itself, its fabric, setting, use, associations, meanings, records, related places and related objects. Places may have a range of values for different individuals or groups.
- **Fabric** means all the physical material of the place including components, fixtures, contents, and objects.
- **Conservation** means all the processes of looking after a place so to retain its cultural significance.
- **Maintenance** means the continuous protective care of the fabric and setting of a place, and is to be distinguished from repair. Repair involves restoration or reconstruction.
- **Preservation** means maintaining the fabric of a place in its existing state and retarding deterioration.
- **Restoration** means returning the existing fabric of a place to a known earlier state by removing accretions or by reassembling existing components without the introduction of new material.
- **Reconstruction** means returning the place to a known earlier state and is distinguished from restoration by the introduction of new material into the fabric.
- **Adaptation** means modifying a place to suit the existing use or a proposed use.
- **Use** means the functions of a place, as well as the activities and practices that may occur at the place.
- **Compatible use** means a use which respects the cultural significance of a place. Such a use involves no or minimal impact on cultural significance.
- **Curtilage** is defined as the area of land surrounding an item that is required to retain and interpret its heritage significance. The nature and extent of the curtilage will vary and can include but is not limited to lot boundaries and visual catchments.
- **Setting** means the area around a place, which may include the visual catchment.
- **Related place** means a place that contributes to the cultural significance of another place.
- **Movable heritage** is a term used to define any natural or manufactured object of heritage significance. It does not include archaeological relics found underwater or underground.
- **Fixed heritage** as above, but usually fixed in place.

## 2.0 Statutory Context and Heritage Listings

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### 2.1 Statutory Context

This section provides a summary of relevant heritage listings and discusses the state and local statutory planning context as it relates to heritage and potential archaeological resources of the site. In NSW, items of heritage significance and archaeological remains (referred to as ‘objects’ or ‘relics’) are afforded statutory protection under the following Acts:

- *National Parks and Wildlife Act 1974* (NSW) (NPW Act);
- *Heritage Act 1977* (NSW) (Heritage Act); and
- *Environmental Planning and Assessment Act 1979* (NSW) (EPA Act).

#### 2.1.1 National Parks and Wildlife Act 1974 (NSW)

All Aboriginal objects and places receive statutory protection under the NPW Act. Aboriginal objects are defined in the Act as:

*any deposit, object or material evidence (not being a handicraft made for sale) relating to the Aboriginal habitation of the area that comprises New South Wales, being habitation before or concurrent with (or both) the occupation of that area by persons of non-Aboriginal extraction, and includes Aboriginal remains.*

Under the Act, applicants must seek approval prior to disturbance of sites with potential to contain Aboriginal objects or cultural material. Harming Aboriginal objects and harming or desecrating Aboriginal places is also a liability offence under the Act. ‘Harm’ includes to destroy, deface, damage or move an Aboriginal object or declared Aboriginal place.

#### 2.1.2 Heritage Act 1977 (NSW)

The objectives of the Heritage Act are to conserve NSW’s environmental heritage. The Act is used to regulate the impacts of development on the state’s heritage assets. The Act defines a heritage item as ‘a place, building, work, relic, moveable object or precinct’.

#### Archaeology

Specifically, for archaeology, ‘relic’ means any deposit, object or material:

- (a) *that relates to the settlement of the area that comprises of New South Wales, not being Aboriginal settlement; and*
- (b) *that is of State or local heritage significance.*

Archaeological features and deposits are afforded statutory protection by the ‘relics’ provision of the Heritage Act (as amended in 1999).

Section 139(1) of the Heritage Act states that:

*A person must not disturb or excavate any land knowing or having reasonable cause to suspect that the disturbance or excavation will or is likely to result in a relic being discovered, exposed, moved, damaged or destroyed unless the disturbance is carried out in accordance with an excavation permit.*

Excavation permits may be issued under Section 141 of the Heritage Act by the Heritage Council of NSW, or by the Heritage Division, Department of Premier and Cabinet (DPC), under delegation.

### 2.1.3 Environmental Planning and Assessment Act 1979 (NSW)

The EPA Act is administered by the NSW Department of Planning, Industry and Environment and provides for environmental planning instruments to be made to guide the process of development and land use. The EPA Act also protects local heritage items and conservation areas by listing them on Local Environmental Plans (LEPs) and State Environmental Planning Policies (SEPPs), which provide local councils with the framework required to make planning decisions.

#### SEARs

The redevelopment of Darlington Public School is being assessed as SSD (SSD 9914). Secretary's Environmental Assessment Requirements (SEARs) were issued on 19 March 2019. Key Issues of the SEARs relevant to this report, and addressed under the Heritage Impact Assessment section 7.0 below, are:

#### 4. Built Form and Urban Design

#### 8. Heritage

Requirements for historical archaeology, also under Key Issue 8, are addressed separately in the 2019 AA report. The SEARs for Key Issue 10, Aboriginal heritage, are addressed separately in the ACHAR report also by GML.

The SEARs require adherence to the following Office of Environment and Heritage policy and documents:

- *Criteria for the Assessment of Excavation Directors*, NSW Heritage Council, Office of Environment and Heritage;
- *NSW Heritage Manual* guidelines for the preparation of Statements of Heritage Impact, NSW Department of Urban Affairs and Planning and the Heritage Council of NSW, first edition, 1996; and
- the Burra Charter.

The table below provides a summary in response to the key issues SEARs Assessment Requirements as relevant to this HIS.

Table 2.1 SEARs Assessment Requirements.

| SEARs Assessment Requirements   | HIS Response  |
|---|---|
| <b>Key Issue 4—Built Form and Urban Design</b>  |   |
| <ul style="list-style-type: none"> <li>Address the height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces.</li> </ul>                         | <p>The proposed school design will sit well in its context being sited on the street alignment and reflecting both the rhythms of the terrace house forms in the vicinity and diversity of industrial building nearby.</p> <p>GML has responded in more detail to urban design considerations in Section 7.0.</p>                                     |
| <ul style="list-style-type: none"> <li>Address design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials, and colours.</li> </ul> | <p>The proposed school will primarily address Golden Grove Street and the corner of Abercrombie Streets, which will assist it to be compatible in the historic streetscape context. Façade treatment, roof forms, articulation and materiality reference the context as well as interpreting the 1970s school buildings which will be demolished.</p> |

| SEARs Assessment Requirements  | HIS Response  |
|--|---|
|  | GML has responded to urban design considerations in Section 7.0.  |
| <ul style="list-style-type: none"> <li>Provide details of any digital signage boards, including size, location and finishes.</li> </ul>  | <p>Illuminated signage is proposed at key entry points to the site and to identify the school and preschool entries. The proposal is considered appropriate in context.</p> <p>GML has responded to signage considerations in Section 7.0 below.</p>  |
| <ul style="list-style-type: none"> <li>Provide a detailed site-wide landscape strategy, including consideration of equity and amenity of outdoor play spaces, and integration with built form, security, shade, topography and existing vegetation.</li> </ul> | <p>The Landscape Plan shows tree to be removed, and new landscaping which will include culturally appropriate learning spaced and indigenous species.</p> <p>GML has responded to the Landscape Plan in Section 7.0.</p>  |
| <ul style="list-style-type: none"> <li>Provide a visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.</li> </ul>           | <p>GML provides an assessment of impact of the proposed development on key views along Abercrombie Street and Golden Grove Streets in this HIS.</p> <p>A more detailed assessment is included in the 2020 VIA and the 2019 VAR..</p>  |
| <ul style="list-style-type: none"> <li>Demonstrate that Aboriginal culture and heritage is considered and incorporated holistically in the design proposal.</li> </ul>   | <p>The 2020 ACHAR prepared by GML addresses Aboriginal culture and heritage. This HIS summarises or refers to the 2020 ACHAR. Artwork is of particular importance in the proposed school design as follows:</p> <ul style="list-style-type: none"> <li>Movable artworks (and objects) will be removed and stored prior to commencement of demolition. The new design of the school will include culturally appropriate placement of the artworks.</li> <li>Fixed art works (and objects) will be archivally recorded. Where possible they will be retained, and otherwise fabric will be considered for salvage and interpretive re-use in the new landscape design.</li> </ul> |

#### Key Issue 8—Heritage

The EIS must provide a heritage assessment addressing potential impacts to any state or local heritage items, including, but not limited to, conservation areas, relics and views. Where impacted the assessment must:

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>be undertaken by a suitably qualified heritage consultant(s) (note: where archaeological excavations are proposed the relevant consultant must meet the NSW Heritage Council's Excavation Director criteria)</li> </ul> | <p>GML has prepared this HIS report and associated heritage reports (including the 2019 DD and the 2020 ACHAR). GML is a recognised heritage firm with over 30 years' experience.</p> <p>Casey and Lowe prepared the 2019 AA (draft) and is also a firm with recognised expertise in archaeology.</p>   |
| <ul style="list-style-type: none"> <li>outline the proposed mitigation and management measures generally consistent with the <i>NSW Heritage Manual</i> (1996)</li> </ul>  | <p>Refer below to Section 7.9 Mitigation Measures.</p>  |
| <ul style="list-style-type: none"> <li>consider impacts including, but not limited to, vibration, demolition, archaeological disturbance</li> </ul>  | <p><b>Vibration</b></p> <p>There is potential for construction works associated with the proposed development to impact heritage items (and buildings in HCAs) in the vicinity. A separate construction methodology should be provided to ensure that impacts related to vibrations (due to excavation, demolition and construction) do not impact heritage items in the vicinity (or are minimised), including:</p> <ul style="list-style-type: none"> <li>former Jones IXL factory garage including interiors;</li> </ul> |



| SEARs Assessment Requirements   | HIS Response  |
|---|---|
|   | <ul style="list-style-type: none"> <li>• St Michael's Church group;</li> <li>• Terrace Group including interiors, 124–131 Darlington Road, Darlington; and</li> <li>• contributory buildings opposite the school site and within the C18 Golden Grove, Heritage Conservation Area.</li> </ul> <p>Other heritage items and heritage conservation areas, including the SHR listed University of Sydney Heritage Conservation Area, are considered too distant for potential impact.</p> <hr/> <p><b>Demolition</b></p> <p>No buildings on site have been assessed to be of heritage significance; there would be little or no heritage impact as a result of the proposed demolition.</p> <p>The significance of the trees on site has not been assessed.</p> <p>Demolition, alone, would not impact the context of conservation areas in the vicinity.</p> <hr/> <p><b>Archaeological Disturbance</b></p> <p>The 2019 AA indicates that:</p> <ul style="list-style-type: none"> <li>• The school site has the potential to retain archaeological remains in relation to early urban occupation of Golden Grove Estate from 1879. However, any archaeological remains are unlikely to hold heritage value at the local level and would probably not be defined as 'relics' under the NSW Heritage Act.</li> </ul> <p>The 2019 DD report, which assesses the site for its potential to retain Aboriginal objects (under the NPW Act), concluded that:</p> <ul style="list-style-type: none"> <li>• The site is not considered to hold archaeological potential for Aboriginal objects (as afforded statutory protection under the NPW Act). The proposed redevelopment of the site would therefore be unlikely to have any impact in this regard.</li> </ul> <p>Refer to these reports for further detail.</p> |
| <ul style="list-style-type: none"> <li>• where potential archaeological impacts have been identified develop an appropriate archaeological assessment methodology, including research design, to guide physical archaeological test excavations, and include the results of these test excavations</li> </ul> | <ul style="list-style-type: none"> <li>• Aboriginal archaeology should be managed through an unexpected finds policy.</li> <li>• Historical archaeology management is set out by Casey &amp; Lowe.</li> </ul> <p>Refer to the 2019 AA and 2019 DD reports for further detail.</p>   |

| SEARs Assessment Requirements  | HIS Response   |
|--|--|
| <ul style="list-style-type: none"> <li>provide a statement of significance and an assessment of the impact on the heritage significance of the heritage items on the site and within proximity and the adjoining heritage conservation area in accordance with the guidelines in the <i>NSW Heritage Manual</i></li> </ul> | <p>Statements of significance are included in this HIS Section 5.0.</p> <p>Heritage items in the vicinity include:</p> <ul style="list-style-type: none"> <li>Former Jones IXL factory garage including interiors, 2–10 Golden Grove Street, Darlington;</li> <li>St Michael's Church group including buildings and their interiors and grounds, 2–10 Golden Grove Street, Darlington;</li> <li>Terrace group including interiors, 19–23 Golden Grove Street, Newtown; and</li> <li>Terrace group 'University Terrace' including interiors, 124–131 Darlington Road, Darlington.</li> </ul> <p>The school site is not located within any LEP conservation areas but is located in the vicinity of the following areas:</p> <ul style="list-style-type: none"> <li>C5 University of Sydney Conservation Area (state); and</li> <li>C18 Golden Grove Conservation Area (local).</li> </ul> <p>The significance of heritage items and conservation areas in the vicinity of the school is addressed in this HIS at Section 5.0.</p> <p>The assessment of the impact on the heritage significance of heritage items in the vicinity and conservation areas in the vicinity of the site are included in this report below under 7.3 Planning Controls.</p> <p>The school site is not a heritage item; however, a preliminary assessment of significance of the site has been provided to enable consideration of impacts of demolition.</p> |
| <ul style="list-style-type: none"> <li>address any archaeological potential and significance on the site and the impacts the development may have on this significance</li> </ul>  | <p>Archaeological potential and significance of the site is addressed in the 2019 AA and 2019 DD reports.</p> <ul style="list-style-type: none"> <li>The 2019 AA concluded that remains associated with the former housing and shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research.</li> <li>The 2019 DD report concludes that the site is not considered to hold archaeological potential for Aboriginal objects and therefore the proposed redevelopment of the site would be unlikely to have any adverse impact in this regard.</li> </ul> <p>Demolition, excavation and new construction will impact the site, but the archaeological potential is considered low as above.</p>   |
| <ul style="list-style-type: none"> <li>address the significance of the buildings proposed to be demolished</li> </ul>  | <p>As above, the school site is not a heritage item; however, a preliminary assessment of significance of the site has been provided to enable consideration of impacts of demolition.</p> <p>Refer to Section 5.0 of this assessment and a summary of the assessment work of the 2020 ACHAR which assesses the significance of some spaces within the school and Aboriginal artwork (fixed and movable). The work of the ACHAR has informed the proposed new school design.</p>   |

## Sydney Local Environmental Plan 2012

The study area is located within the City of Sydney local government area (LGA). The Sydney LEP contains the following provisions relevant to the heritage items in Part 5 Clause 10—Heritage Conservation. The relevant objectives 5.10(1) are listed as:

- (a) to conserve the environmental heritage of the City of Sydney,*
- (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.*

Clause 5.10(2) establishes the requirement for development consent as it applies to heritage items:

*Development consent is required for any of the following:*

*(a) demolishing or moving any of the following or altering the exterior of any of the following (including, in the case of a building, making changes to its detail, fabric, finish or appearance):*

- (i) a heritage item,*
- (ii) an Aboriginal object,*
- (iii) a building, work, relic or tree within a heritage conservation area,*

*(b) altering a heritage item that is a building by making structural changes to its interior or by making changes to anything inside the item that is specified in Schedule 5 in relation to the item,*

*(c) disturbing or excavating an archaeological site while knowing, or having reasonable cause to suspect, that the disturbance or excavation will or is likely to result in a relic being discovered, exposed, moved, damaged or destroyed,*

*(d) disturbing or excavating an Aboriginal place of heritage significance,*

*(e) erecting a building on land:*

- (i) on which a heritage item is located or that is within a heritage conservation area, or*
- (ii) on which an Aboriginal object is located or that is within an Aboriginal place of heritage significance,*

*(f) subdividing land:*

- (i) on which a heritage item is located or that is within a heritage conservation area, or*
- (ii) on which an Aboriginal object is located or that is within an Aboriginal place of heritage significance.*

The school site is not a heritage item, however, Clause 5.10(5) establishes the requirement for a heritage management document that assesses the extent to which the carrying out of the proposed development would affect the heritage significance of the heritage item or heritage conservation area concerned.

*The consent authority may, before granting consent to any development—*

- (a) on land on which a heritage item is located, or*
- (b) on land that is within a heritage conservation area, or*
- (c) on land that is within the vicinity of land referred to in paragraph (a) or (b),*

The school site is not a heritage item, but is in the vicinity of a number of local heritage items and the Golden Grove Heritage Conservation Area.

Clause 5.10(7) addresses the requirements for archaeological sites and Clause 5.10(8) addresses the requirements for places of Aboriginal significance. These requirements are addressed in the 2019 AA, 2019 DD, and 2020 ACHAR reports and summarised in this HIS.

## DCP 2012

Part 3.9 of the *Sydney Development Control Plan 2012* (DCP 2012) includes controls relating to the management of heritage properties and supplements the provisions of the Sydney LEP.

Section 3.9.1 sets out the requirements for preparing a HIS to accompany development applications that affect:

- (a) *heritage items identified in the Sydney LEP 2012; or*
- (b) *properties within a Heritage Conservation Area identified in Sydney LEP 2012.*

The redevelopment of the school site requires the preparation of a HIS to accompany the development application due to the site being adjacent to four HCAs as well as the potential impact of the proposed works on the significance of heritage items in the vicinity. The requirements for the HIS report to address under the DCP 2012 are as follows (DCP Section 3.9.1 (4):

- (a) *the heritage significance of the heritage item or the contribution which the building makes to the heritage significance of the heritage conservation area;*
- (b) *the options that were considered when arriving at a preferred development and the reasons for choosing the preferred option;*
- (c) *the impact of the proposed development on the heritage significance of the heritage item, heritage items within the vicinity, or the heritage conservation area; and*
- (d) *the compatibility of the development with conservation policies contained within an applicable Heritage Conservation Management Plan or Conservation Management Strategy, or conservation policies within the Sydney Heritage Inventory Report.*

The provisions of Section 3.9.3 (3) and (4) are included below:

(3) *Alterations and additions to buildings and structures and new development of sites in the vicinity of a heritage item are to be designed to respect and complement the heritage item in terms of the:*

- (a) *building envelope;*
- (b) *proportions;*
- (c) *materials, colours and finishes; and*
- (d) *building and street alignment.*

(4) *Development in the vicinity of a heritage item is to minimise the impact on the setting of the item by:*

- (a) *providing an adequate area around the building to allow interpretation of the heritage item;*
- (b) *retaining original or significant landscaping (including plantings with direct links or association with the heritage item);*
- (c) *protecting, where possible and allowing the interpretation of archaeological features; and*

*(d) Retaining and respecting significant views to and from the heritage item.*

The HIS addresses these provision as the school redevelopment site is in the vicinity of a number of local heritage items and the Golden Grove Heritage Conservation Area.

## **2.2 Heritage Listings**

Darlington Public School is located in Chippendale in the vicinity of a number of HCAs and heritage items included on the Sydney LEP. The Sydney LEP Heritage Map identifies these areas and items which are in the vicinity of the site (refer to Figure 1.3).

The school site is not listed as a heritage item within the Sydney LEP.

The school site is not listed on the State Heritage Register (SHR), is not included on the NSW Department of Education Government Schools Section 170 Heritage and Conservation Register (S170 Register) and is not included on the Australian Institute of Architects Register of Significant Buildings in NSW.

### **2.2.1 Conservation Areas in the Vicinity**

The school site is located in the vicinity of the following HCAs:

- C5 University of Sydney Conservation Area (state significance);
- C18 Golden Grove Conservation Area (local significance);
- C45 Union Street West Conservation Area (local significance); and
- C47 King Street Heritage Conservation Area (local significance).

Golden Grove Conservation Area is immediately adjacent to the school site, to the south, and C45 and C47 are also nearby to the northwest. The University of Sydney Conservation Area is up the hill to the north of the school site (refer to Figures 2.1 and 2.2). The University of Sydney Conservation Area is also included on the NSW State Heritage Register (SHR) (refer to Figure 2.3). These HCAs mostly comprise 'contributory' properties.

### **2.2.2 Heritage Items in the Vicinity**

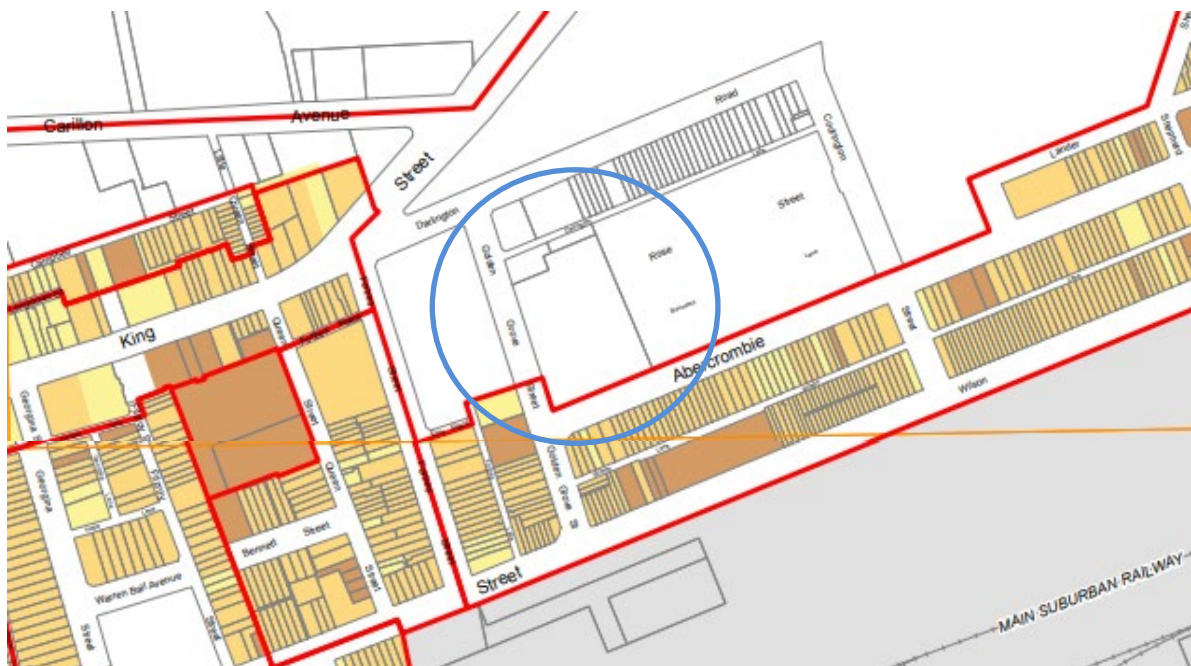
There are a number of heritage items in the vicinity of the school site—the most relevant being those most likely to be impacted by redevelopment of the school site (refer to Figures 2.1). These include:

- Former Jones IXL factory garage including interiors, 2–10 Golden Grove Street, Darlington;
- St Michael's Church group including buildings and their interiors and grounds, 2–10 Golden Grove Street, Darlington;
- Terrace group including interiors, 19–23 Golden Grove Street, Newtown; and
- Terrace group 'University Terrace' including interiors, 124–131 Darlington Road, Darlington.

Locations and summaries of statutory heritage register citations of these area and items are included at Table 5-3 below. Further detail can be obtained from the listings themselves at the NSW Heritage website (<https://www.environment.nsw.gov.au/heritageapp/heritagesearch.aspx>).



**Figure 2.1** City of Sydney Heritage Map identifying conservation areas (red hatched), heritage items (brown shading) and the project site (circled in blue). (Source: *Sydney Local Environmental Plan 2012*, Heritage Map Sheets HER009 and HER\_010, viewed April 2019)



**Figure 2.2** City of Sydney Heritage Map identifying conservation areas (for HCA numbers see figure above), heritage items (brown shading) and the project site (circled in blue). (Source: *Sydney Development Control Plan 2012*, Building Contributions Map 009 and 010, viewed April 2019)





State Heritage Register - SHR: 01974 - Plan: 2734  
The University of Sydney, University Colleges and Victoria Park  
Corner of Parramatta and City Roads, Camperdown

Gazetted Date: 31 August 2018  
0 100 200 300 400  
Metres

Scale: 1:9,000  
Datum/Projection: GCS GDA 1994



**Figure 2.3** Conservation area map for SHR Item 10974 identified as the University of Sydney, University Colleges and Victoria Park. Note the subject site, circled in blue, is located south of this conservation area. (Source: SHR listing, viewed May 2019 <<https://www.environment.nsw.gov.au/heritageapp/ViewHeritageItemDetails.aspx?ID=5056444>>)

## 2.3 Endnotes

- <sup>1</sup> Department of Environment Climate Change and Water NSW 2010, *Aboriginal Cultural Heritage Consultation Requirements for Proponents*, Department of Environment, Climate Change and Water (NSW).
- <sup>2</sup> NSW Department of Aboriginal Affairs, *OCHRE. NSW Government Plan for Aboriginal affairs: education, employment & accountability*, 2013, NSW Department of Aboriginal Affairs.,

## 3.0 Historical Outline and Historical Context Review

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The following brief history of Darlington Public School includes extracts from the ACHAR and AA reports and select secondary sources.

### 3.1 Ethnohistory

The Aboriginal people that lived in the area now occupied by Darlington Public School were either Cadigal or Wan(n)gal. These groups are local descent groups, otherwise referred to as local clans or territorial clans. Some confusion remains as to which clan is associated with what are now the grounds of the school, arising from conflicting information contained within two historical quotes:

*The tribe of Cadi inhabit the south side, extending from the sought head to Long-Cove; at which place the district of Wanne, and the tribe of Wangal, commences, extending as far as Parra-mata, or Rose-Hill.<sup>1</sup>*

*From the entrance of the harbour, along the south shore, to the cove adjoining this settlement the district is called Cadi, and the tribe Cadigal; the women, Cadigalleon. The south side of the harbour from the above-mentioned cove to Rose Hill, which the natives call Parramatta, the district is called Wann, and the tribe Wanngal.<sup>2</sup>*

The original inhabitants of the Sydney region relied on food gained through fishing and hunting, and gathering plants and small animals. The land and its rivers and estuaries were the source of a range of plant and animals for food, medicines, and raw materials for tools, weapons, shelters and body decoration.<sup>3</sup> A variety of tools were used for obtaining food and raw materials, carrying small objects, and equipment making. Weapons were required for either offensive or defensive purposes.<sup>4</sup>

The landforms that comprise Darlington Public School are low gradient middle slopes below a ridgeline (now King Street), which ran into the area which is now Sydney University. These landforms comprised part of the wider landscape which was inhabited by Aboriginal people, who would have accessed plant resources, and likely fresh water from the small ephemeral creeks. However, being located near but not on the harbour suggests this specific area was not a focus for habitation activities which could have resulted in a dense or extensive archaeological signature. Visitation would have been most likely transient, rather than longer term repeat visitation to known or established sites or habitation locations. Regardless, the length of Aboriginal habitation across the Cumberland Plain and around Sydney Harbour has resulted in an enduring legacy of archaeological sites, and intangible connection with Country, place and the land, which endures today and is personified through the Aboriginal connections in Darlington Public School.

### 3.2 Early European History

The area that is now Darlington was part of the Crown Reserve which was set aside by Governor Phillip in the early 1790s for school purposes. At the time Darlington was well forested, being covered in turpentines and ironbarks. In 1801 it was granted to the trustees of the Female Orphan School, who never used the land but instead leased it to timber-getters. Over the next 18 years the area was progressively cleared by the timber-getters, who provided a regular source of income for the Female Orphan School.

In 1819 the land of the Crown Reserve was divided and partly regranted, with land given to Thomas Shepherd and William Chippendale (who gives his name to the suburb). William Hutchinson, a former convict and later successful businessman, received a parcel of land which was called 'Golden Grove', which covered the current school site. Hutchinson used the land for grazing, probably for cows destined



for Sydney butchers and markets, and the land was said to be called the Bullock Paddock in reference to this<sup>1</sup>

Hutchinson's land continued to be used for grazing through the middle of the nineteenth century. Darlington and the area around Cleveland Street (which bordered Hutchinson's land) remained sparsely populated at this time, with less than 12 houses being recorded in 1860. However, the introduction of the railway to the south in the 1850s and the planning of the Eveleigh Railyards in 1875 caused the population to swell, as workers' terraces were built to house the workers employed at the railyard and their families. Golden Grove was subdivided in parts from 1879 through to the middle of the 1880s as part of this process and terrace houses were built upon it. Darlington meanwhile had been declared its own municipality in 1864, as it was outside the boundaries of the City of Sydney which ended at Cleveland Street.<sup>2</sup>

### **3.3 Establishment of the First Darlington Public School, 1877**

The first Darlington Public School was established in 1877 to meet the needs of the growing community who were coalescing in area because of the Eveleigh Railyards. This school was located at Maze Crescent within the University of Sydney (now Cadigal Green of the University of Sydney) and was designed by George Allen Mansfield, an architect to the Council of Education. Darlington was one of several schools he designed.

By 1880 education was made compulsory. The effect was a dramatic increase in the student intake at the school, which increased from 361 in 1880 to 1064 by 1890. This matched the continued growth of the Darlington area, which became an important centre of employment for workers. This included a growing population of Aboriginal people, for whom the railyards were one of the biggest employers. Most of these Aboriginal employees lived in the Darlington to Redfern area, and many sent their children to the old Darlington school.

### **3.4 Closure of the Old Darlington School**

Through the early twentieth century Darlington continued to be a suburb dominated by working-class families who worked in the various factories, railyards and industries around Eveleigh, Redfern and Chippendale. Following World War II, Darlington increasingly came into the view of the University of Sydney who saw the suburb as a key area it could expand into. Darlington was made available for the University to develop outside of regular planning regulations by the County of Cumberland Planning Scheme of 1951.<sup>3</sup>

The University was given permission to purchase 36 acres of land in Darlington to expand into, which it diligently began doing in the 1960s after purchasing land in previous years. This included the land of the Old Darlington School. Over the next 15 years, many Darlington properties were acquired and redeveloped for new university buildings. This caused upheaval in the local community, which had come to have a strong Aboriginal character by the middle of the twentieth century, especially towards Redfern and The Block.<sup>4</sup>

Up to the 1970s the Old Darlington School was the main school that parents in the Redfern and Darlington Aboriginal community sent their children to. By the 1970s the school was in a poor condition. This, in conjunction with the rapid development around the school by the University, resulted in a proposal to build a new school in Darlington within the community. In 1975 the Old Darlington School closed and ownership was transferred to Sydney University, where the school building remains to today.

### **3.5 Present-day Darlington Public School**

The new Darlington Public School was constructed in 1975 in a cleared block between Abercrombie Street, Golden Grove Street, Rose Lane and Darlington Lane. The new school buildings had been designed earlier in 1973 by the Government Architect, being simple functional Brutalist buildings.

In 1989 the effects from the Newcastle earthquake impacted buildings in Sydney. This included the Blackfriars school in Chippendale, which had also been designed by Mansfield in 1884. The damage caused by the earthquake significantly damaged the school, causing its closure. Younger students who attended the school were then moved to Darlington Public School.

Adaptations to the Darlington Public School complex occurred in the 1990s, and is understood to have involved adaptation of spaces to reflect the cultural use of the school by the Aboriginal community, as well as, notably, a number of significant Aboriginal artworks important to the school community. The 1973 Government Architect's site plan shows the northern edge of the school bounded by Rose Street; however, the present school site playground extends over Rose Street with the northern boundary at Darlington Lane, suggesting additional land was acquired for the school (refer to Figure 4.12). Records also indicate that kindergarten buildings were added to the school in the 1990s, which accords with the above boundary change, but this has not been confirmed.

Darlington Public School has had a part in providing public education for 44 years to date. The school has a current student population of 183. The school is renowned for its connection with the local Aboriginal community and currently 25 per cent of Darlington Public students identify themselves as Aboriginal, taught by 21 teachers, six of whom are Aboriginal.

### **3.6 Aboriginal Education at Darlington Public School**

Darlington continues to have a large Aboriginal population, many of whom were educated at Darlington Public School and who now send their children to the school. The school is renowned for its connection with the local Aboriginal community, having worked collaboratively with Aboriginal Elders, parents, teachers and students since 1975. These collaborations have given the school a unique character, as it is filled with artworks, cultural spaces and references to the Aboriginal community, including the Jarjums Rugs and the emphasis on teaching Aboriginal culture and promoting awareness.



**Figure 3.1** Circa 1920–1929 photograph of World War I Memorial Gates and Wall at the Darlington Public School. (Source: Australian War Memorial Photograph Collection)



**Figure 3.2** 1977 photograph of Darlington Public School and playground on Abercrombie Street, Darlington. (Source: City of Sydney Archives)

### 3.7 Land Use Summary

Casey and Lowe summarised the early land use of the site:

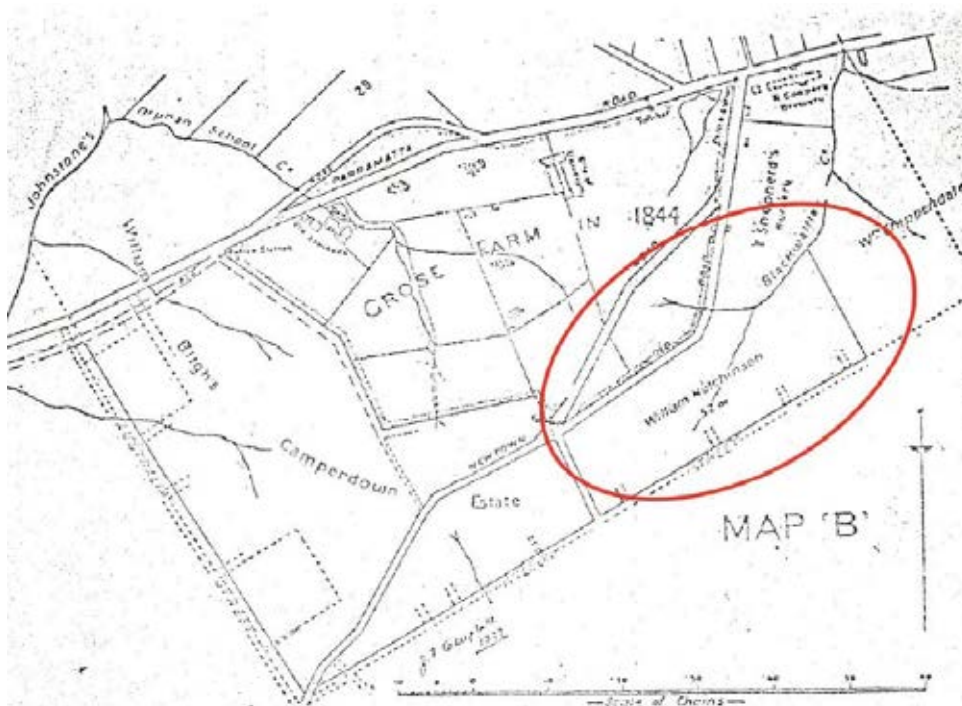
*The early use of the study area following European settlement in 1788 was for timber felling and grazing of cattle. By 1819 the land was granted to William Hutchinson whose estate retained ownership until the land was subdivided into the Golden Grove Estate.*

**Table 3.1** Phases and Land Uses (Source: Casey and Lowe).

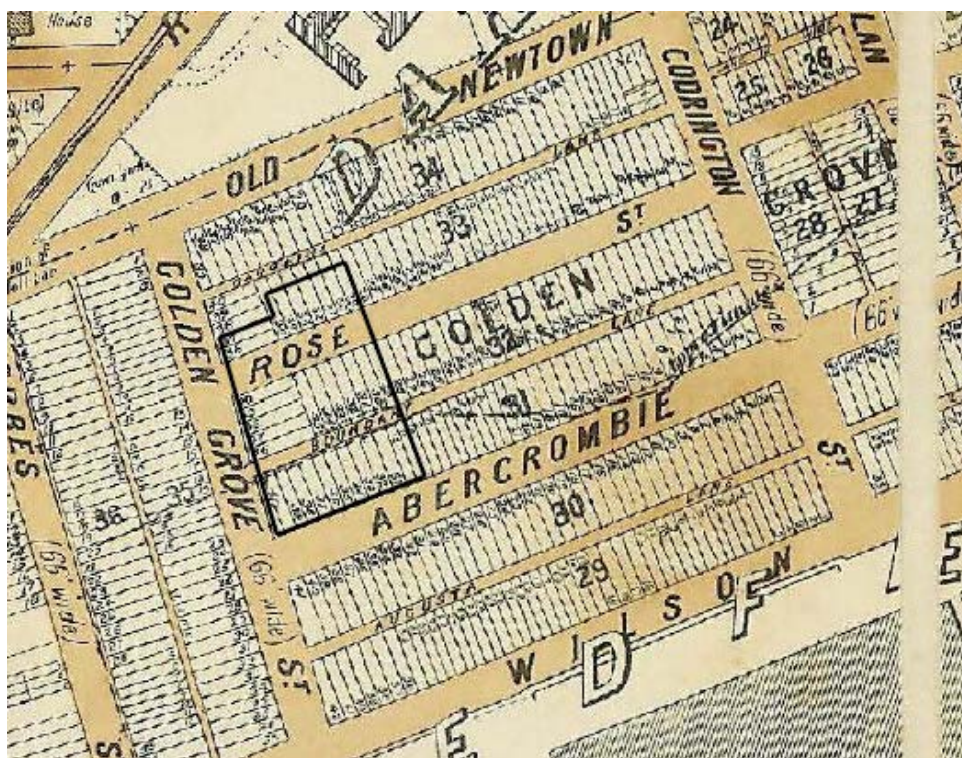
| Phase     | Land Use   |
|-----------|--|
| Pre-1788  | Natural landscape and Aboriginal occupation.                       |
| 1788–1819 | Vacant land in the ownership of the Orphan School.                 |
| 1819–1879 | Vacant land in the ownership of William Hutchinson and his estate. |
| 1879–1893 | Initial subdivision and the sale of the Golden Grove Estate.       |
| 1893–1968 | Occupation of the houses on the edge of the University of Sydney.  |
| Pre-1975  | Purchase and demolition of majority of houses for the school.      |
| 1975      | Darlington Public School moved to its present location             |

### 3.8 Historic Maps of the Locality

The following historic maps provide an overview of the development of the Darlington locality. Blackwattle Swamp Creek is shown to run through William Hutchinson's land grant in 1819. The creek is identified on the 1886 and 1892 land surveys showing subdivisions and building locations, in the general areas of the Darlington Public School site. Refer to Figures 3.3 to 3.5.

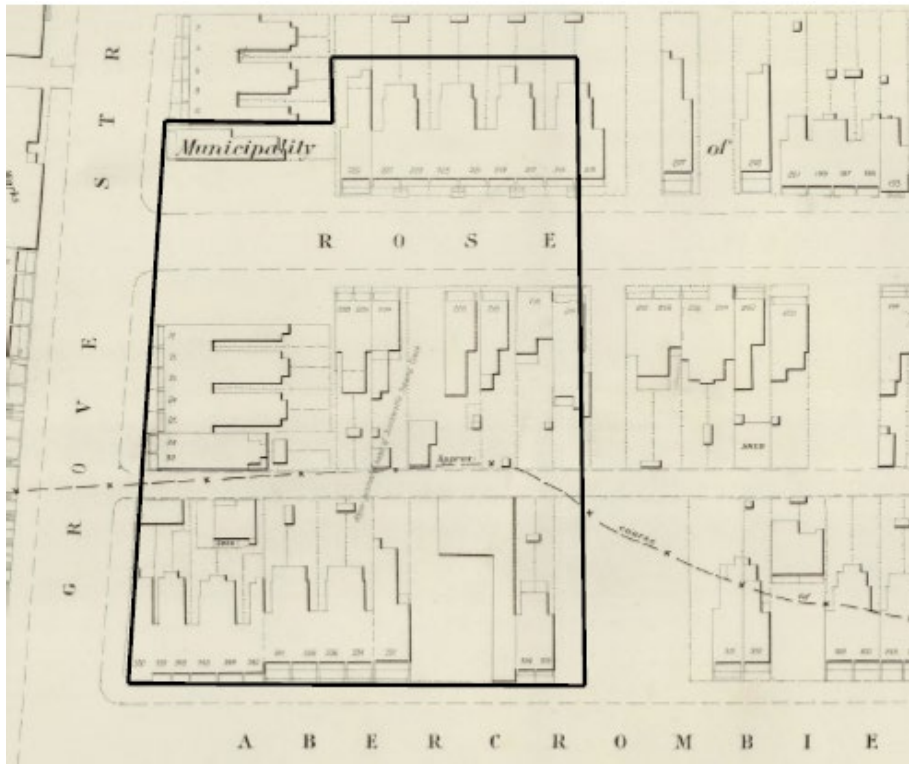


**Figure 3.3** 1819 plan showing the location of William Hutchinson's land and Blackwattle Creek. The University is located on the site of Grose Farm while the Darlington Public School site is on William Hutchinson's grant (circled). (Source: Connybeare Morrison and Partners 1990s, Map A, via Casey and Lowe)

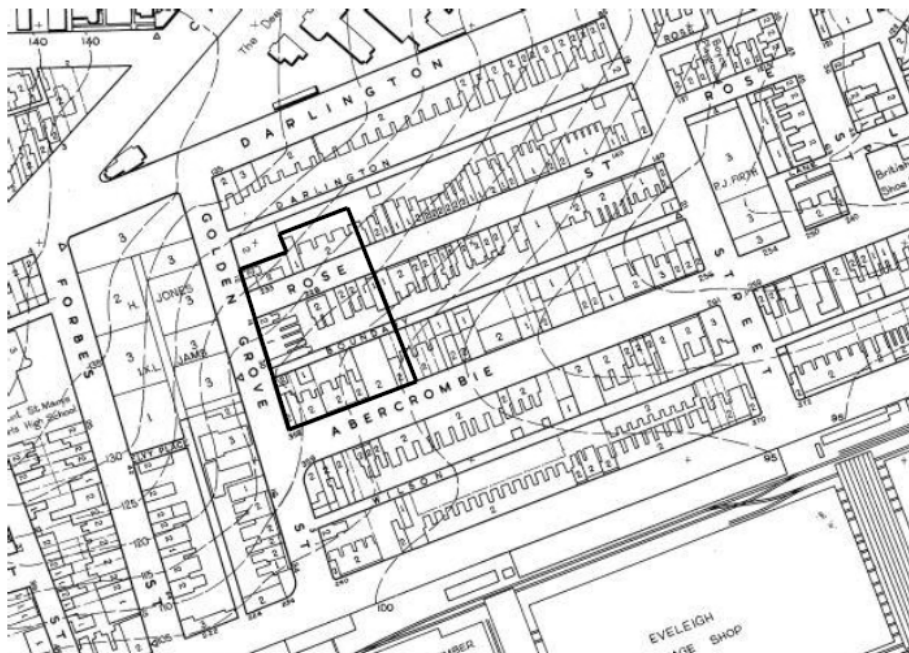


**Figure 3.4** Detail of the 1886 City of Sydney – Glebe, Camperdown, Darlington plan. (Source: Glebe, Camperdown, Newtown, Macdonaldtown & Darlington, 1886, Higinbotham & Robinson, Publishers, Archives ID A-00880473 <<https://archives.cityofsydney.nsw.gov.au/nodes/view/1709400>>, cited in Archaeological Assessment, Casey and Lowe, April 2019)

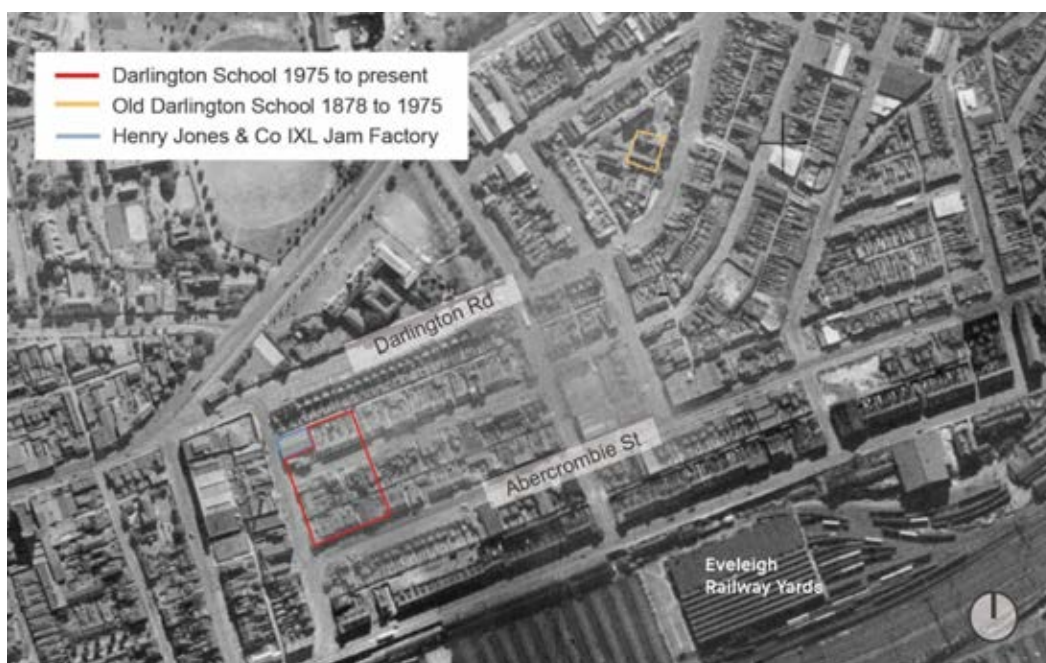




**Figure 3.5** Detail of the 1892 Metropolitan Detail Services survey plan of the area. The subject site is shown outlined in black. The broken line reads 'approx. course of Blackwattle Boundary Swamp Creek'. The vertical writing within the study area is 'Approx position of head of Blackwattle Swamp Creek'. (Source: Archaeological Assessment, Casey and Lowe, April 2019)



**Figure 3.6** City of Sydney Civic Survey 1938-50. The study area is outlined. (Source: Archaeological Assessment, Casey and Lowe, April 2019)



**Figure 3.7** Location of the study area overlaid on the 1943 aerial photograph showing the Old Darlington School, rows of Victorian terraces that characterised Darlington, including houses across the area later occupied by the Darlington Public School; the Eveleigh railway yards; and the Henry Jones & Co IXL Jam Factory. (Source: SIX Maps, with GML additions 2019)



**Figure 3.8** Location of the study area overlaid on the 1943 aerial photograph showing the Old Darlington School, rows of Victorian terraces that characterised Darlington, including houses across the area later occupied by the Darlington Public School; the Eveleigh railway yards; and the Henry Jones & Co IXL Jam Factory. (Source: SIX Maps)

### 3.9 Context Review—Historical Photographs

No photographs have been found of the residential building and corner store demolished on the site to make way for the new Darlington Public School by 1975.

The following historic photographs of buildings in the vicinity (some remaining, some demolished) provide an indication of the urban form and character of the nineteenth-century buildings that previously occupied the Darlington Public School site.



**Figure 3.9** Historic views of the local context—Elvy's butchery and residence in Codrington Street (corner Rose Street) Darlington, 1890s. (Source: City of Sydney Archive, ID number A-00031736)



**Figure 3.10** Historic views of the local context—Elvy's butchery and residence in Codrington Street Darlington, 1971. (Source: City of Sydney Archive, ID number A-00031733)



**Figure 3.11** Historic views of the local context—demolition site for the University of Sydney, 15–16 Codrington Street, Darlington (now Butlin Avenue). View northwest from near the intersection of Codrington Street and Darlington Road along Codrington Street towards City Road, 1965. (Source: City of Sydney Archive, ID A-00046511)



**Figure 3.12** Historic views of the local context at 266–268 Abercrombie Street, Darlington at corner of Shepherd Lane and Abercrombie Street. Side wall showing Winfield cigarette advertising sign is visible, as well as Salems Handy Store, gifts, hardware, gadgets and kitchenware store at 268 Abercrombie Street on right, 1970. (Source: City of Sydney Archive, Series SSMC Heritage Photographic Survey, ID A-00063585)





**Figure 3.13** Historic views of the local context—St Kieran's Roman Catholic Church at 21–25 Golden Grove Street, Darlington, circa 1977. View looking north along Golden Grove Street with St Kieran's Roman Catholic Church (opposite Abercrombie Street) and school and Henry Jones Jam Factory advertising IXL jam. (Source: City of Sydney Archive, Series SSMC Heritage Photographic Survey\_ID A-00062861)



**Figure 3.14** Historic views of the local context—industrial area on Golden Grove Street, Darlington, circa 1977. View south from Darlington Road. (Source: City of Sydney Archive, Series SSMC Heritage Photographic Survey\_ID A-00062525)



**Figure 3.15** Hall area mural. Shown in the mural background are representations of the evolution of the Darlington schools and locality (not dated). (Source: GML 2020) (refer also Figure 4-29)



## 4.0 Description of the School Site and Context

### 4.1 Darlington / West Redfern Locality

The school site is located within the Darlington / West Redfern locality as defined in the Sydney DCP 2012, Section 2.3.2. Refer to Figure 4.1. The description of this area from the DCP is included below:

*This locality is bounded by Cleveland Street and City Road to the north, Forbes Street to the west, Wilson Street and the railway lines to the south and the Redfern Waterloo Authority sites around Eveleigh Street to the east.*

*This locality is a predominantly residential neighbourhood mainly comprised of terrace rows. The consistency of terrace rows: their scale and proportions, roof design and materials palette, is very important to the quality of the streetscape. High quality additions and alterations are encouraged to maintain the character and protect residential amenity.*

*The emerging centre around Codrington Street on the former Eveleigh Railway Yards site is encouraged.*

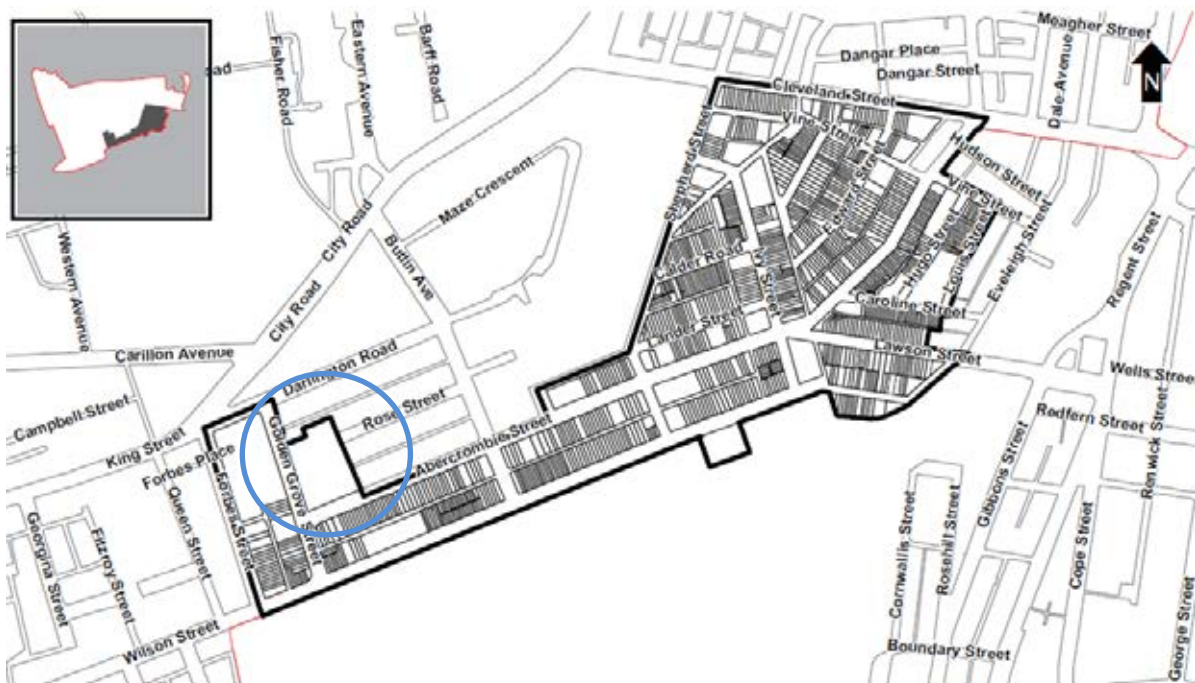


Figure 4.1 City of Sydney Heritage Map identifying DCP 12 Locality Statement for Chippendale (outlined area). Note the subject site, circled in blue, is included in the Chippendale locality. (Source: Sydney Development Control Plan 2012, Chippendale Locality Statement Map, viewed April 2019)

### 4.2 Heritage Conservation Areas in the Vicinity

Heritage conservation areas in the vicinity of the school site are identified in Section 2.0 above, and shown in photographs of the urban context provided below at Section 4.4. The significance of these HCAs is provided at Section 5.1.2.

### 4.3 Heritage Items in the Vicinity

Heritage items in the vicinity of the school site are identified in Section 2.0 above and are described in Section 5.1.3 below, along with photographs and statements of heritage significance.

## 4.4 Urban Context and Views

The following location plan and images provide an overview of the urban context and the location of key views towards the school site, as well the location of the school buildings at the intersection of Abercrombie and Golden Grove Streets.

### 4.4.1 Key Views and Visual Catchment

Key views to the school site are looking north and south along Golden Grove Street and looking west along Abercrombie Street, as shown by the arrows on the Location Plan below. The 2019 VAR describes the public domain views associated with the site in relation to a previous scheme for the site (but remains generally valid) as follows:

*The potential public domain visual catchment of the site is limited and local, predominantly constrained to the immediately surrounding streets by semi-continuous walls of both low and taller built forms. Therefore public domain views to the site are limited. The composition of views from the majority of locations inspected are characterised by a foreground of built form including roads and street wall elevation of school buildings and the canopy of vegetation within the school grounds. It is unlikely that any public domain views to distant, scenic or highly valued features would be available across and beyond the site that could be affected by the proposal. Views to the Melkite Catholic Cathedral are available from Golden Grove Street and Abercrombie Street. Where it terminates the vista south in Abercrombie Street.*

The 2020 VIA defines the visual catchment of the site as follows:

*The visual catchment of the site (ie, from where the site can be seen) is contained to parts of Abercrombie Street, Golden Grove Street, **Darlington** Lane and the site to the east largely due to the relatively level topography, continuous or near continuous terrace rows and taller nearby buildings.*

*While not within the visual catchment, the nearby Carriageworks complex is a notable feature of the broader surrounding urban landscape.*

### 4.4.2 Built Form

The buildings forming the street corner are the Darlington Public School and the two storey verandahed Victorian corner shop building opposite. St Michael's Church is located at the T-intersection. The terrace housing directly south and north of the site are remnants of the late nineteenth-century subdivisions of Golden Grove forming Darlington. Medium-scale public housing c1980s is located to the west of the school site on Golden Grove Street and more large-scale, recent university buildings are located to the east.

### 4.4.3 Future Built Form

We are advised that a scheme for three to four level medium density housing associated with the University of Sydney has recently been approved, and will be located on the rear portion of land of the Darlington Street terrace houses (heritage item), addressing Darlington Lane. Block A of this development faces the north side of the school site.

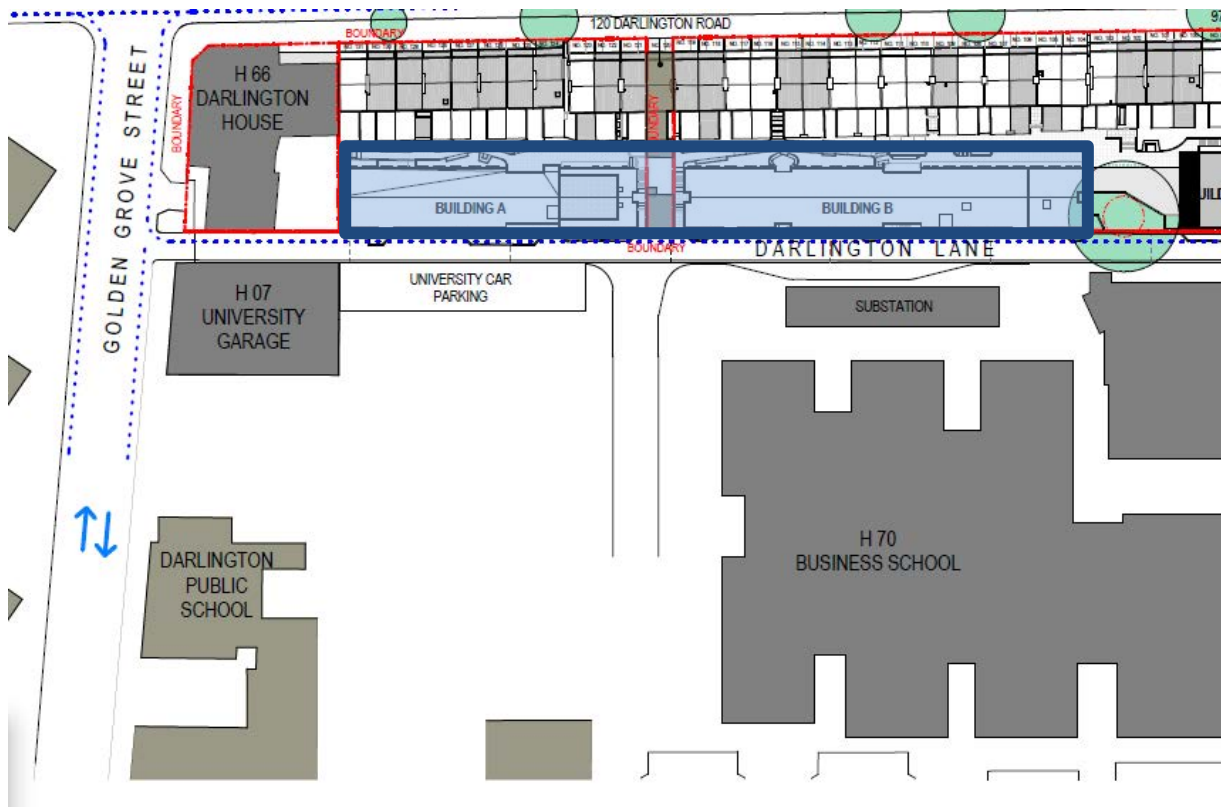


Figure 4.2 Recently approved University of Sydney development (outlined in blue) addressing Darlington Lane and facing the north boundary of the school site. (Source: Allen Jack and Cottier Architects, 25.11.2016)

#### 4.4.4 Street Trees

Review of Council's Street Tree Master Plan (2011)<sup>5</sup> indicates that trees in the vicinity of the site are:

- Golden Grove Street—tallowwood (*Eucalyptus microcorys*); and
- Abercrombie Street—Queensland brush box (*Lophostemon confertus*).

These trees are not identified as heritage items in the LEP but may be located within the adjacent heritage conservation areas.



**Figure 4.3** Darlington Public School location plan with key views indicated. Note: St Michael's Church is incorrectly identified, and this text should be swapped with the item below it. (Source: FJMT 2020)

### *Darlington Public School—Urban Context and Views*



**Figure 4.4** View looking north along Golden Grove Street. St Michael's Church group is to the left, and Darlington Public School is to the right behind the roundabout. View A above. (Source: GML, 2019)



*Darlington Public School—Urban Context and Views*



**Figure 4.5** View along Golden Grove Street looking south. The site is to the left behind the former Jones IXL factory garage (the dark brick building). (Source: GML, 2019)



**Figure 4.6** View along Golden Grove Street looking south. The site is to the left. View B above. (Source: GML, 2019)



**Figure 4.7** View looking east along Darlington Lane, from Golden Grove Street. (Source: GML, 2019)



**Figure 4.8** View looking east along Darlington Lane, which forms the north boundary of the site. (Source: GML, 2019)



**Figure 4.9** View along Abercrombie Street looking west. The site is to the right, and the St Michael's Church group on Golden Grove Street terminates this view. (View C above) (Source: GML, 2020)



**Figure 4.10** View along Abercrombie Street looking west. The corner of the site is visible at the right, and the St Michael's Church group on Golden Grove Street terminates this view. (Source: GML, 2019)

### *Darlington Public School—Urban Context and Views*



**Figure 4.11** View looking east along Abercrombie Street. (Source: GML 2020)



**Figure 4.12** Detail view of the south side of the school facing Golden Grove Street looking south and adjacent building (to the east). (Source: GML 2020)

## **4.5 Darlington Public School**

### **4.5.1 School Site**

The Darlington Public School site and context plan at Figure 4.2 above shows the arrangement of school buildings and open space on the school site. As noted in the history above, some changes have occurred, including land acquisition extending the site to the north and a new kindergarten block.

Built to the footpath alignment, the school is primarily enclosed by brick walls of the school buildings and its courtyards on Abercrombie and Golden Grove Streets. The remainder of these street frontages are enclosed by a modern metal fence. The former IXL building (now University of Sydney Regiment) is located at the corner of Golden Grove Street and Abercrombie Lane and is not part of the school site.

The school presents itself as a place connected with Aboriginal culture, heritage and education. The school has designed and adapted spaces with Aboriginal art, song, and language. Some of these elements are clearly visible to visitors, such as the school entrance way, whilst other elements of the place are intangible, such as cultural practice and the school song. These adaptations are described in Section 4.5.3 below.

### **4.5.2 Landscape and Open Space**

The landscape areas of the school site comprise the smaller paved courtyards associated with the school buildings, the adapted central Adventure Playground and a larger open playground to the north. The open area is gently terraced to the fall of the site, is covered in bitumen and modern sport surfaces. The central courtyard has a number of mature trees, the canopies of which are prominent visually from the surrounding streets.

### **4.5.3 The Buildings and Courtyards**

The school building complex, as designed in 1973, comprises single and two-storey brick buildings utilising a concrete frame. The school site plan below at Figure 4.12 shows the school as built in more detail notably: blocks A, B and C (separated by four distinct paved courts). The complex is designed in a simple, Brutalist manner, with its walls built to the building line on Abercrombie Street and Golden Grove Street and, along with two other buildings, forms the urban corner. Minor changes over time have occurred. The photographs below show the school in its current form.





Figure 4.13 Darlington Demonstration Public School site plan, signed 31.3.73 by Ted Farmer, the Government Architect. Working drawings are attributed to Bruce Taylor, Architect. The 1973 Government Architect's site plan shows the northern edge of the school bounded by Rose Street; however, the present school site playground extends over Rose Street with the northern boundary at Darlington Lane, suggesting additional land was acquired for the school. (Source: Plan SB461/14, sheet no.1)

### *Darlington Public School—Photographs of Site, Buildings and Landscape*



Figure 4.14 View of fenced school grounds along Golden Grove Street looking south. (Source: GML 2020)



Figure 4.15 View of north side of school buildings from Golden Grove Street. (Source: GML 2020)

*Darlington Public School—Photographs of Site, Buildings and Landscape*



**Figure 4.16** View of school wall along Golden Grove Street looking south. (Source: GML 2020)



**Figure 4.17** View of west side of school facing Golden Grove Street looking south. (Source: GML 2020)



**Figure 4.18** View of school at corner of Golden Grove Street and Abercrombie Street. (Source: GML 2020)



**Figure 4.19** View of south side of school facing Abercrombie Street. (Source: GML 2020)



**Figure 4.20** Detail view of entry at west side of the school facing Golden Grove Street looking south. (Source: GML 2020)



**Figure 4.21** Detail view of south side of school facing Golden Grove Street looking south. (Source: GML 2020)



*Darlington Public School—Photographs of Site, Buildings and Landscape*



**Figure 4.22** Entrance courtyard with indigenous plants and Aboriginal artworks. (Source: GML 2019)



**Figure 4.23** The Year 6 art wall, and Yarning Place. (Source: GML 2019)



**Figure 4.24** Engraved sandstone blocks in the school yard. (Source: GML 2019)



**Figure 4.25** The school's main hall decorated with Aboriginal flags, and six Jarjums rugs, designed by Aboriginal children in collaboration with their Elders. (Source: GML 2019)

#### **4.5.4 Aboriginal Heritage in Space and Design Elements**

An understanding of the physical school elements that present an outward expression of connections to the Aboriginal community underpins the assessment of intangible elements of education. This section provides a brief review of the school's aesthetics, notably Aboriginal art and specific spaces or elements within the school that have been identified as important by teachers and students. Further detail is included in the 2020 ACHAR.

##### **Golden Grove Street Entry and Courtyard**

Visitors to the school enter through a large bright red door on Golden Grove Street. This door has become a symbol for entry into the school and designates a point of arrival (no specific cultural connection has been described with this door). The school is symbolised by an Aboriginal logo of a kangaroo encircled by kangaroo footprints and the school name (Figure 4.44). This was designed by

former teacher Neil Thorne (who also designed and ‘burnt’ Aboriginal artwork into a door and created several burnt wood artworks, and the school totems).

The small entrance courtyard contains numerous indigenous plantings and Aboriginal artworks (Figure 4.20), leading past an acknowledgement of Country to the entrance foyer. This area is resplendent with a large mural beneath the reception desk (Figure 4.21), and display cases with Aboriginal objects. Moving along a narrow wall with a large Aboriginal language map, and past the burnt wood door, the school’s main hall contains ribbons of Aboriginal flags, images of Aboriginal people (Figure 4.22), and six Jarjums rugs which were designed by Aboriginal students in collaboration their Elders (Figure 2.6, and Section 2.3.2).<sup>6</sup>

### **The Yarning Place**

The Yarning Place is constructed from sandstone blocks and sits beneath the Year 6 artworks (Figures 4.22 and 4.23). The area is used by students to sit and talk, or discuss important matters. The space is valued by students and teachers and provides a safe location for discussion.

Darlington Public School teachers present an Acknowledgement of Country at the start of every day, often in a space described as a ‘yarning circle’. Development of a specific acknowledgement has been led by the pre-school Aboriginal teachers.

Nearby, one of the school courtyards features sandstone blocks with Aboriginal engravings (Figure 4.23).

### **4.5.5 School Space and Artworks**

Darlington Public School currently holds a large collection of Aboriginal artworks, murals and objects produced by students, teachers and significant Australian artists. These represent a collection amassed over the school’s 40 years of operation.

The school halls, walls, external spaces and surfaces are covered with Aboriginal art, motifs, symbols and items that create connections across the school and a journey through the corridors and spaces of the school. The art leads children through their day, between classes, providing a backdrop and context to their everyday activities. The development of the school and its aesthetic character has been organic, unplanned and matured with the school and its teachers. Every painting, depiction, symbol etc has a story—some happy; some connected to events; some with people. Most teachers know some part of the story behind any particular artwork—only when they come together to talk, or yarn, is the full story told.

The art provides a tangible expression of connection between the school and its Aboriginal origins and heritage—for all students, teachers and parents, past and present.

The artworks described below and in the following photographs are identified in the ACHAR as the most important to the school community.

An overview of the artworks that hold the greatest attachment for current teachers, as identified in the 2020 ACHAR, is presented below and are arranged by Artworks (Fixed) and Artworks (Moveable) for the purposes of this report. Moveable artwork includes items which could be unscrewed and stored.

### **Year 6 Art Wall**

The Year 6 art wall contains specifically designed artworks, produced each year by the students in Year 6, with the assistance of professional artists and the art teachers (Figure 4.22). The artworks are

specifically designed by the year and recreate one of the school totems; children make individual artworks which they take home with them at the end of the year. To date four works have been produced: goannas, frilled-neck lizards, koalas and owls—there are 10 further totems to be produced.

*They are really important because they link the kids who have current gone through school to the art works. You see the kids who have left the school, come back to the school, and they still remember making their art work—'I made that' or 'that's my name there'—it creates a community, who feel they link back to all of the school's history, and brings it up to now. [John Askew, 8 May 2019]*

### **The Jarjums Rugs**

On the wall of the school's main hall hangs six hand-crafted rugs, each measuring 2m by 2.9m (Figures 4.45 to 4.51). These are the 'Jarjums rugs', which were designed by Aboriginal students at the school in collaboration with their Elders. The rugs were initially visualised and drawn on paper, followed by a process of creating a physical three-dimensional design. The designs were reviewed by 'The Rug Collection', which selected six designs for manufacture using hand tufted wool.

The rugs are described by principal Liz Sinnott as 'one of the most authentic cultural exchanges I have been involved in, in my 30 plus years of teaching', and 'an authentic piece of children working with elders to give their song lines a visual presence'.

Each of the six rugs holds significance to the school and the children and demonstrates the connections between the school and Aboriginal culture. A description of the story or songline for each rug is provided by the students:

#### ***Bucca***

*The rug shows my home in the Nambucca Valley and my home town, Bowraville and the places my family gather to spend time together, to yarn and connect. In my design there are the meeting places at the Island (Nambucca Heads) and meeting places in Bowra, where I and my extended family come from. The green mountains and bush represents the Mountains of Bowra.*

*The water represents the freshwater of Bowra and my favourite beach at Bucca the Island. These are special places to me and places I miss because we live in Sydney. [Mandawuy Jarrett]*

#### ***Home***

*My mother is from salt water country Gumbaynggirr, on the mid North Coast of NSW, and my father is from freshwater country, Nooghaburra, in North Western NSW.*

*The yellow and green side of the rug is the freshwater, the purple and black is the saltwater. The circle in the middle represents me and a place to call "Home". The lines that lead into the circle is the connection where it belongs. [Maawa Mumbulla]*

#### ***Mother Earth and the Raging Sands***

*This design shows the story of Mother Earth and the Raging Sands.*

*The different colours in this design represent the different sands; the red and brown are the desert sands; the dark grey are the muddy river sands; the creamy white in the middle represent the beach sands. Our Mother Earth owns these sands and will one day walk to the sands. [Kohen Sines]*

#### ***Quindalup***

*This design is about family and us all coming together. The circles are the campfires with my family sitting around them and then the two rivers that join them. I have called this rug Quindalup which means 'a happy place'. [Kyleigha Crawford]*

### ***Spiritual Animal***

*The Owl is a spirit animal. When the Owl spirit appears it is a sign to let family members know that there is an announcement of significance. Most likely symbolic, like a life transition. [Antwon Peckham]*

### ***Traditional Island Hunting Connections***

*The red line represents the hunting grounds and the connection between islands. The islands of the Torres Strait are depicted in grey while the blue represents the sea. This shows the connection between the Iamo (Yam Island) and Badu Island. [Denis Tarrant]*

## **Classroom Identification**

'The educators at Darlington PS show a strong awareness of Aboriginal culture through ongoing experiences' (Clarence Slockee, 18 April 2019). This awareness is present in the everyday actions of teachers, the naming of the classes, and the connection with Aboriginal culture which underpins the education methods of the school. It is implemented by all teachers—both Aboriginal and non-Aboriginal.

At Darlington Public School each class is allocated a name relating to Australian fauna: Scarlet Robins, Rainbow Lorikeets, Echidnas, Owls, Turtles, Frogs, Dingoes, Platypuses, Koalas, Geckos, Goannas and Frilled-neck Lizards.<sup>7</sup> Each class is referred to by its animal name, and each classroom contains a painted depiction of its animal totem. These totems were designed and painted by Aboriginal Elders and former teacher Neil Thorne (Figure 4.32). These totems have come to form the basis for the Year 6 artworks.

## **Our Reconciliation Sand Time Line**

The themes of reconciliation and healing are regularly practised and implemented by the teachers, often through collaborative events and the creation of specific artworks. A recent example of reconciliation is the creation of 'Our Reconciliation Sand Time Line' (Figure 4.33), which is displayed with decorated Aboriginal objects in the school's main entrance foyer:

### ***Our Reconciliation Sand Time Line***

*This is the Darlington Public School Reconciliation Sand Time Line which was created by students, teachers, families and the local community.*

*It signifies that 'We all walk together on this land as one,' it was created using soil, natural white and red sand which represent different areas of Australia and the land in which we are standing today. All students got to place a cup of sand within the box which represents all students, families and the local community who contributed becoming one.*

### **4.5.6 The Art Collection**

Darlington Public School holds a considerable quantity of Aboriginal artworks, over 100, as well as Aboriginal objects (eg Figure 4.40) They represent a collection amassed over the school's 44 years of education. Many of the artworks have been gifted, produced or manufactured in collaboration with Aboriginal Elders, parents, teachers and students. The art provides a tangible expression of connection between the school and its Aboriginal origins and heritage—for all students, teachers and parents, present and past. SI NSW has prepared a catalogue of all artworks, which is presented in Appendix E of the 2020 ACHAR.



*Darlington Public School—Photographs of Select Artworks (Immovable)*



**Figure 4.26** Artworks (wall mural)—part of Year 6 Art Wall. (Source: GML 2020)



**Figure 4.27** Artworks (wall mural), part of Year 6 Artworks and Totems. (Source: FJMT 2020)



**Figure 4.28** Artworks (wall mural)—this mural was created by a prominent grandparent in the school community. It shows all the totem animals living harmoniously together. (Source: FJMT 2020)



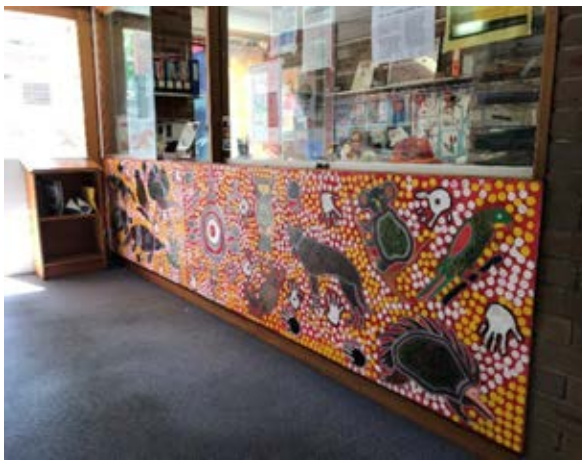
**Figure 4.29** Artworks (wall mural)—hall area mural. Shown in the mural is former preschool teacher, former Aboriginal Education Officer [Auntie Norma], and children who attended the school at the time. In the background are representations of what the former schools used to look like and the background shows the evolution of Darlington School. (source: GML 2020)



**Figure 4.30** Artworks (wall mural)—birds wall mural. Painted by Peter Oxley (from the band the Sunnyboys) and Jenny (a mum at the school). (Source: GML 2020)



*Darlington Public School—Photographs of Select Artworks (Movable)*



**Figure 4.31** Artworks (wall mural)—entrance foyer with Aboriginal mural. School children painted this with a local artist. (Source: GML 2019)



**Figure 4.32** Hanging mural painted on board, Year 6 artwork, 2015. (Source: GML 2019)



**Figure 4.33** Artworks—this work was made by Sally Morgan, who is a prominent NSW artist and author of the book *My Story*. (Source: GML 2020)



**Figure 4.34** Artworks (wall mural)—entrance courtyard with indigenous plants and Aboriginal artworks. (Source: GML 2019)



**Figure 4.35** Artworks (wall mural)—frog mural in Preschool Courtyard. (Source: GML 2020)

*Darlington Public School—Photographs of Select Artworks (Movable)*



Figure 4.36 Frilled-neck lizard, class totem painting. (Source: GML 2019)



Figure 4.37 'Our Reconciliation Sand Time Line'. (Source: GML 2019)



Figure 4.38 Artworks—unknown. (Source: GML 2020)



Figure 4.39 Artworks—NAIDOC Week, A4 wooden boards. Made by Uncle Neil Thorne each year for NAIDOC Week. (Source: GML 2020)



Figure 4.40 Selected artworks, burnt door—the door represents the Aboriginal education office. (Source: FJMT 2020)



Figure 4.41 Artworks—didgeridoos (outside the music room). (Source: GML 2020)



*Darlington Public School—Photographs of Select Artworks (Movable)*



**Figure 4.42** Artworks—The Wheel on the Holden. Kerry Toomey, a teacher at the school, painted a lot of the stories that Auntie Wendy (Wendy Notley) made through video and songs with the school children. (Source: GML 2020)



**Figure 4.43** Artworks—Boomerang. This massive boomerang represents the A-frame of a house. (Source: GML 2020)



**Figure 4.44** Artworks—Platypus, 2012 class artwork for NAIDOC Week poster. Each child in the class painted or coloured in a different part of the platypus. (Source: GML 2020)

*Darlington Public School—Photographs of Select Artworks (Movable)*



**Figure 4.45** School logo designed by Neil Thorne [the former Aboriginal resource education officer at the school]. (Source: ACHAR, GML 2020)



**Figure 4.46** The six Jarjums rugs hanging on the school wall. The rugs were designed by Aboriginal students at the school in collaboration with their Elders. (Source: GML 2019)

*Detail—The Six Jarjums rugs*



**Figure 4.47** *Bucca* by Mandawuy Jarrett. (Source: The Rug Collection)



**Figure 4.48** *Home* by Maawa Mumbulla. (Source: The Rug Collection)



**Figure 4.49** *Mother Earth Raging Sands* by Kohen Sines. (Source: The Rug Collection)



**Figure 4.50** *Quindalup* by Kyleigha Crawford. (Source: The Rug Collection)



**Figure 4.51** *Spiritual Animal* by Antwon Peckham. (Source: The Rug Collection)



**Figure 4.52** *Traditional Island Hunting Connections* by Denis Tarrant. (Source: The Rug Collection)

## 5.0 Heritage Significance

The assessment of heritage significance and preliminary statement of significance of the Darlington Public School below is not required as the site is not listed as a heritage item in the 2012 Sydney LEP. The following preliminary assessment, however, provides a basis for the heritage impact assessment, in addition to the considerations for HCAs and heritage items in the vicinity, which follows at Section 6.0 of this report.

Comparative analysis of similar school campuses was not undertaken. Comparison with other contemporary school campuses including those with Brutalist buildings would enable more detailed assessment particularly under criterion C (aesthetic significance). Comparative analysis of Aboriginal cultural adaptations to a school (or other institutional site) would also enable more detailed assessment under criterion G (representativeness).

### 5.1 Heritage Significance Assessment

#### 5.1.1 The School Site

The assessment of heritage significance of the school site uses the standard criteria identified in the NSW Heritage Office's publication *Assessing Heritage Significance*.<sup>8</sup> This assessment is considered preliminary only and based on available desktop research and recent community consultation in association with the planned school redevelopment. Key points from the 2020 ACHAR and the 2019 AA report have been included in the assessment below. Further detail can be found in these reports.

Trees on the site have not been assessed for heritage significance.

The assessment below indicates that the school has some significance at a local level under some criteria (A, B, C, D and G).

Table 5.1 Preliminary Assessment of Heritage Significance—Darlington Public School.

| Criterion  | Assessment   |
|--|--|
| <b>Criterion A (Historical Significance)</b><br>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)  | <ul style="list-style-type: none"> <li>The school has some historic significance locally as the second public school in Darlington, having replaced the 1878 Old Darlington School in 1974.</li> <li>The school site has the potential to retain archaeological remains in relation to early urban occupation of Golden Grove Estate from 1879.</li> </ul> <p>The school site has some significance at the local level under criterion A.</p>  |
| <b>Criterion B (Historical Association)</b><br>An item has strong or special association with the life or works of a person, or group of persons, of importance in the cultural or natural history of NSW (or the cultural or natural history of the local area) | <ul style="list-style-type: none"> <li>The school has some historic associations, having been built for the education of children in the local community whose parents typically worked in various public and private industries nearby. While the industrial workplaces have changed and the local community has evolved, including undergoing gentrification, and the establishment of the Aboriginal community in the Block, some cultural associations remain.</li> <li>The school has subsumed earlier Darlington housing, both of which have some historic association to the local community.</li> </ul> <p>The school site has some significance at the local level under criterion B.</p> |
| <b>Criterion C (Aesthetic Significance)</b>  | <ul style="list-style-type: none"> <li>The school buildings present as a cohesive school campus designed in the Brutalist style, typical of school architecture in NSW of the 1970s.</li> </ul>  |



| Criterion   | Assessment  |
|---|---|
| An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW (or the local area)  | <ul style="list-style-type: none"> <li>Comparative analysis has not been undertaken and the relative architectural value of the school campus has not been assessed.</li> <li>Aboriginal adaptations to the school and artwork associated with the school community has been identified as important by teachers and students.</li> </ul> <p>The school buildings, some spaces and artwork have some significance at the local level under criterion B.</p>   |
| <b>Criterion D (Social Significance)</b><br>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  | <p>Aboriginal community consultation has informed the following values associated with the school site.</p> <ul style="list-style-type: none"> <li>Celebrating Aboriginal culture.</li> <li>Teaching Aboriginal culture, and Aboriginal ways of learning and teaching.</li> <li>Learning spaces: general outdoor areas, yarning circles, edible gardens, native trees.</li> <li>Traditional Aboriginal art and artefacts within the school site.</li> <li>Recent Aboriginal art and murals (including works by students and teachers).</li> </ul> <p>The school site, some spaces and artwork have been identified as having significance under criterion D at a local level.</p>   |
| <b>Criterion E (Research Potential)</b><br>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)  | <ul style="list-style-type: none"> <li>Little research potential has been identified for the school site in regard to the existing buildings.</li> <li>Remains associated with the shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research, although the site of the corner shop at the corner of Abercrombie and Golden Grove Streets may retain some research value.</li> </ul> <p>There may be some limited local research potential at the school site in regard to archaeology under criterion E. The school buildings are not likely to be significant</p>  |
| <b>Criterion F (Rarity)</b><br>An item possesses uncommon, rare or endangered aspects of NSW's cultural or natural history (or the cultural or natural history of the local area)   | <ul style="list-style-type: none"> <li>The school buildings are typical of a small school complex built in NSW in the 1970s and are not likely to be rare.</li> <li>Any archaeological remains would not be considered rare.</li> </ul> <p>The school site is not considered significant under criterion F.</p>   |
| <b>Criterion G (Representativeness)</b><br>An item is important in demonstrating the principal characteristics of a class of NSW's (or a class of the local area's): <ul style="list-style-type: none"> <li>cultural or natural places; or</li> <li>cultural or natural environments</li> </ul> | <ul style="list-style-type: none"> <li>The school buildings are typical of a small school complex built in NSW in the 1970s, and represent this era architecturally to some degree.</li> <li>Comparative analysis has not been undertaken and the representative value of the school campus has not been assessed; however, the Aboriginal cultural adaptations may be considered representative.</li> <li>In terms of potential archaeological remains on the school site, the examples of footings and house layout may be representative of inner-city housing in 1890s Sydney; however, they are likely to be in poor and fragmented condition and would not meet the threshold for representativeness.</li> </ul> <p>The school site, its buildings and potential archaeological remains may have some significance under criterion G.</p> |

## 5.1.2 Aboriginal Culture and Heritage

### Themes

The 2020 ACHAR identified the following themes relating to Aboriginal culture and heritage. A summary of what is important about the school under each theme is summarised from the ACHAR, to enable assessment of the heritage impact of the proposed school design.

#### *Celebrating and Recognising Aboriginal Culture and History*

Darlington Public School has a demonstrated and strong connection with Aboriginal culture and heritage. The school community perceives Darlington as *the* 'Aboriginal school', where exemplary teaching, understanding, presentation and inclusion of Aboriginal culture foster an inclusive atmosphere for all students, Aboriginal and non-Aboriginal.

#### *Teaching Aboriginal Culture*

Darlington Public School's educational awareness and ability to teach students about Aboriginal culture is considered important. It promotes cultural continuity through the passing on of Aboriginal knowledge, culture and traditions from one generation to the next.

#### *'Spaces'*

In general, Aboriginal cultures view and use 'space' differently from other cultures. There are traditions around the use of and access to space, and the need for spaces which provide unique cultural and social engagements. Teachers have developed specific spaces within the current school for different cultural purposes. The presence of these spaces, their cultural links and importance to the school community is valued by the school community. Seating/Meeting/Yarn Space (Circle, Campfire Feel) is considered important for storytelling activities as an integral part of Aboriginal culture. The concept of class totems is valued.

#### *Art and Display of Aboriginal Culture*

Darlington Public School contains and displays a significant collection of art and artefacts that reflect Aboriginal culture and heritage. These items dominate the aesthetic of the place, creating an atmosphere and setting which is rare and possibly even unique within a NSW school. The school community have a strong connection with the art and display of Aboriginal culture in the school and see these aspects as underpinning the connection between the school, local community and Aboriginal culture. The current 'random' approach to display of artwork throughout the school is not considered important.

#### *Totems*

The totems (artwork from Year 6 students) have been at the school for 20–30 years and are considered important.

#### *The Art Collection*

The heritage value of the art, embodied through the social and aesthetic values, is difficult to describe due to the complexities associated with inherent and hidden meaning, the stories behind each art piece, and individual connections teachers and students hold with the art.

The range of connections between the school community and the art collection is diverse and every artwork has a backstory. Results of consultation are presented in the 2020 ACHAR. Cultural meaning

and value were attributed to some artworks; others were considered universally important, holding importance to the history of the school. To teachers who were new to the school the artworks proved to be part of their cultural immersion in Darlington Public School. In summary, the art collection defines the character of the school, its spaces, teachers and students.

For detailed outcomes from the consultation refer to the 2020 ACHAR.

### **The Most Important Items/Features of Darlington**

The 2020 ACHAR identified the following items/features as being the most important considerations for the heritage assessment of the new design:

- *The school is located in Darlington/Redfern. Redfern is special, with a rich and important history. There are also many firsts here—the first Aboriginal medical centre, first Aboriginal legal centre and the home of Aboriginal Legal Service (ALS), Aboriginal Medical Service (AMS), Black Theatre etc.*
- *We value safety for our students and community. We want the school to be a safe space for people to come and feel comfortable. More than 90 per cent of students feel that their teachers understand Aboriginal culture.*
- *This school is about relationships. We need spaces to have a yarn, to talk, to debrief. This is important for people to share and listen, to open up about any trauma and heal. For instance, we could build a 'student's staffroom', where students can chat and debrief.*
- *Our culture is valuable and powerful. We are more than just a representation of culture, we are living, breathing culture.*
- *Darlington PS is more than art on walls. We need to create a strong sense of belonging and connection, that can inspire our Aboriginal children as well as foster greater understanding in the wider community.*

## **5.2 Statement of Significance**

### **5.2.1 Preliminary Statement of Significance**

Darlington Public School was built in 1975, replacing the earlier school of the same name built in 1877. Darlington Public School has some historical and associative significance in the Darlington local area. Both schools were purpose built for the local communities of the time. The first Darlington Public School served the growing community associated with the various nearby public and private industries, as well as the Eveleigh Railway Yards. The archaeological remains associated with the buildings from the early urban occupation of Golden Grove Estate (from 1879) which were demolished to make way for the new school are likely to be of some local significance historically. These remains are considered to have little research potential, with the exception of the site of the corner shop at the corner of Abercrombie and Golden Grove Streets.

The design of the school campus displays architecture typical of the 1970s Brutalist style, and presents to the street as a single and two storey brick walled complex with mono-pitched roofs to the three main buildings. Built to the street alignment, the school complex responds harmoniously in scale to the Victorian architecture of the adjacent conservation areas, formally holding the corner. The school campus design is not likely to be rare, but is likely to have some representative value architecturally, as well as for its archaeological remains. Comparative analysis of the school campus with other similar government schools, or other examples of low-scale Brutalist public architecture, has not been undertaken.

The school site, located in an area which has undergone gentrification, retains strong local associations, notably for the local Aboriginal community. School Aboriginal cultural activities, some spaces and artwork have been identified to be important to students and teachers: the art collection defining the character of the school, its spaces, teachers and students. These promote Aboriginal cultural continuity through enabling the passing on of Aboriginal knowledge, culture and traditions from one generation to the next.

### **5.2.2 Aboriginal Heritage Values Statement of Significance**

The following assessment of Aboriginal heritage values connected with Darlington Public School as included in the 2020 ACHAR used four of the NSW heritage assessment criteria as follows: historic value, social and spiritual values, aesthetic value and scientific value.

*Darlington PS holds heritage significance to generations of families in the local community, notably the local Aboriginal community. The current Darlington PS is valued by the local community as a place of cultural respect, appreciation, learning and tradition. The history of the school itself is considered important by the community, because it is associated with the industrial growth of Darlington, Redfern and Chippendale during the late nineteenth century, and with the later economic and social growth of these suburbs, particularly with respect to Aboriginal history.*

*The school's focus on inclusion and Aboriginal culture has created a unique aesthetic which provides a visually stimulating, sociable, and safe space for students and other community members to gather. The school's large collection of Aboriginal art, both movable and an essential part of the fabric of the school, creates a setting which envelopes the teachers and students in Aboriginal traditions and teaching. This aesthetic underpins the teaching methods, creating unique spaces with both social and functional use. Darlington PS exemplifies methods of teaching, the use of space and aesthetics, and demonstrates principles of inclusion and acceptance, that established a benchmark for NSW education standards and direction.*

### 5.2.3 Heritage Conservation Areas (in the vicinity)

Table 5.2 Statutory Heritage Register Citations—Heritage Conservation Areas in the Vicinity.

| Name   | Proximity and Significance  | ID No.               | Level          |
|--|---|----------------------|----------------|
| C5 University of Sydney Heritage Conservation Area | <p>This CA is located to the north of the redevelopment site. The SHR listing boundary (refer to Figure 2.3) does not include University of Sydney land or buildings located south of City Road, ie where the school site is located.</p> <p>The following is extracted from the State Heritage Inventory database:</p> <p><b>Significance</b></p> <p><i>The University of Sydney, University Colleges and Victoria Park is of state historical significance, as a vestige of Governor Phillip's original 1,000 acres (404 ha) 'Kangaroo Ground' Crown reserve of 1790 and for its connection to the 18th century British government's approach to colonialism and its concept of 'terra nullius' as the foundation for dispossession of Aboriginal land in the immediate area of Sydney.</i></p> <p><i>The University of Sydney is of state historical significance as the first and oldest university in Australia, dating from 1850. Reflecting in the cultural landscape changes in tertiary education, landscape design, institutional architecture, economic development and social attitudes; including pioneering university education for women in NSW (1881) and the establishment of the first university college for women in Australia, Women's College in 1892.</i></p> <p><i>The University of Sydney and Victoria Park as connected landscapes have tangible links to Charles Moore, Director of the Royal Botanic Gardens (1848–1896) and subsequent designers using prevalent 19th century theories of landscape design, plant material and horticultural techniques.</i></p> | C5<br>01974<br>(SHR) | Local<br>State |
| C18 Golden Grove Heritage Conservation Area        | <p>This CA is located immediately to the south of the redevelopment site and includes Abercrombie Street and Golden Grove Street.</p> <p>The following is extracted from the State Heritage Inventory database:</p> <p><b>Significance</b></p> <p>The Golden Grove Estate has historic significance as the earliest grant in the area and as a representative area of late nineteenth century residential subdivision and late nineteenth century housing. The area developed largely within the period 1880 – 1890, illustrating the influence of the Eveleigh Railway Workshops on the surrounding area. The terraces and streetscapes are substantially intact and have aesthetic value for their harmony and consistency and in their ability to represent working class and middle class housing and community in the late Victorian period.</p>   | C18                  | Local          |







| Name                                       | Proximity and Significance  | ID No. | Level |
|--|---|--------|-------|
| C45 Union Street West Conservation Area    | This CA is located to the west of the redevelopment site and is not considered close enough to warrant heritage impact assessment.      | C45    | Local |
| C47 King Street Heritage Conservation Area | This CA is located to the northwest of the redevelopment site and is not considered close enough to warrant heritage impact assessment. | C47    | Local |

### 5.2.4 Heritage Items (in the Vicinity)

Summaries of the heritage significance of these items are included below. Further detail can be obtained from the listings themselves at the Heritage NSW website.

Table 5.3 Statutory Heritage Register Citations—Heritage Items in the Vicinity.

| Address and Image  | Name and Significance  | ID No. | Level |
|--|--|--------|-------|
|  <p><b>Figure 5.1</b> 2–10 Golden Grove Street, Darlington. Lot 20, DP 1196550. (Source: Google Street View. 2019)</p> | <p>Former Jones IXL factory garage including interiors (now used by the Sydney University Regiment)</p> <p>The following is extracted from the State Heritage Inventory database:</p> <p><b>Significance</b></p> <p><i>Built in 1937 as a motor garage for the Henry Jones and Company factory, this former garage represents the industrial development of Darlington during the mid-twentieth century. The Henry Jones and Company garage is historically significant for its connection to the development of the Australian food processing industry for jams, tinned fruits and other processed foods. The construction of the garage to house delivery trucks for the former IXL jam factory also represents technological advancements of the inter-war period through the growing use of motor vehicles for the distribution of products. The property also has aesthetic / architectural significance and has potential social value.</i></p> | I2244  | Local |

| Address and Image   | Name and Significance   | ID No. | Level |
|---|---|--------|-------|
|  <p><b>Figure 5.2</b> 19–23 Golden Grove Street, Newtown. Lots 23–28, Section 35, DP 111120; Lot 14, DP 66240; Lot 15, DP 82954; Lot 16, DP 67786. (Source: Google Street View. 2019)</p>                                  | <p>St Michael's Church group including buildings and their interiors and grounds</p> <p>The following is extracted from the State Heritage Inventory database:</p> <p><b>Significance</b></p> <p><i>St Michael's Church Group includes two storey Post-War Church, two storey Victorian Gothic style school and three storey Federation hall. While there is no significance assessment on the State Heritage Inventory (SHI), the church has aesthetic and historic significance for its range of architectural values and eras (including post war) as well as social value to the local attending community.</i></p> | I979   | Local |
|  <p><b>Figure 5.3</b> 104–123 Darlington Road, Darlington. Lots 1–12, DP 33326; Lot A, DP 185532; Lot 1, DP 1067807; Lots A and B, DP 436059; Lot 1, DP 185534; Lot 1, DP 1038854. (Source: Google Street View. 2019)</p> | <p>Terrace group including interiors</p> <p>The following is extracted from the State Heritage Inventory database:</p> <p><b>Significance</b></p> <p>Two-storey Victorian Italianate style terrace group, associated with the development of the Golden Grove Estate and the expansion of workers' housing related to the development of the Eveleigh Railway Workshops in the 1880s and 1890s.</p>   | I534   | Local |
|  <p><b>Figure 5.4</b> 124–131 Darlington Road, Darlington. Lots 30–35, Section 34, DP 11112. (Source: Google Street View. 2019)</p>  | <p>Terrace group 'University Terrace' including interiors</p> <p>The following is extracted from the State Heritage Inventory database:</p> <p><b>Significance</b></p> <p>Two storey Victorian Italianate style terrace group, associated with the development of the Golden Grove Estate and the expansion of workers' housing related to the development of the Eveleigh Railway Workshops in the 1880s and 1890s.</p>  | I535   | Local |

## 5.3 Endnotes

- <sup>1</sup> King cited in Hunter, J 1793 [1968], *An Historical Journal of the Transactions at Port Jackson and Norfolk Island*, Australian Facsimile Editions No. 148. Library Board of South Australia, J. Stockdale, London, p 412.
- <sup>2</sup> Phillip, A 1790 [1892], *Letter from Governor Phillip to Lord Sydney, Government House, Sydney Cove 13 February*, vol. 1 (2), HR NSW. Phillip 1783-1792, p 309.
- <sup>3</sup> Benson, D and Howell, J 1990, *Taken for Granted: The Bushland of Sydney and its Suburbs*, Kangaroo Press in association with the Royal Botanic Gardens Sydney, Sydney.  
 Attenbrow, V 2010, *Sydney's Aboriginal Past: Investigating the Archaeological and Historical Records*, University of New South Wales Press, Kensington, NSW.  
 Kohen, J L 1986, 'Prehistoric Settlement in the western Cumberland Plain: Resources, environment and technology', Phd Thesis, Macquarie University.
- <sup>4</sup> Heritage Management Consultants et al., University of Sydney, Grounds Conservation Plan, vol. 1, report prepared for Facilities Management Office, University of Sydney, October 2002.
- <sup>1</sup> Fitzgerald, S 2008, 'Darlington', *Dictionary of Sydney*, viewed 1 May 2020 <<https://dictionaryofsydney.org/entry/Darlington>>.
- <sup>2</sup> Fitzgerald, S 2008, 'Darlington', *Dictionary of Sydney*, viewed 1 May 2020 <<https://dictionaryofsydney.org/entry/Darlington>>.
- <sup>3</sup> Fitzgerald, S 2008, 'Darlington', *Dictionary of Sydney*, viewed 1 May 2020 <<https://dictionaryofsydney.org/entry/Darlington>>.
- <sup>4</sup> Fitzgerald, S 2008, 'Darlington', *Dictionary of Sydney*, viewed 1 May 2020 <<https://dictionaryofsydney.org/entry/Darlington>>.
- <sup>5</sup> City of Sydney, 'Street Tree Master Plan 2011', viewed 1 May 2020  
 <[https://www.cityofsydney.nsw.gov.au/\\_\\_data/assets/pdf\\_file/0015/130236/STMP2011\\_150501-PartA.PDF](https://www.cityofsydney.nsw.gov.au/__data/assets/pdf_file/0015/130236/STMP2011_150501-PartA.PDF)>.
- <sup>6</sup> The Jarjums rugs are sold through 'The Rug Collection' <<https://www.therugcollection.com.au/product-category/rugs/designer-collection/indigenous-collection/>>.
- <sup>7</sup> Darlington Public School, 'Classes', viewed 27 March 2019 <<https://darlington-p.schools.nsw.gov.au/classes.html>>.
- <sup>8</sup> NSW Heritage Office 2001, *Assessing Heritage Significance*, NSW Heritage Office, Sydney.

## 6.0 The Proposal

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The information in this section has been provided by FJMT Studio on behalf of the Department of Education (the 'Applicant') and has been summarised from the Darlington Public School SSD-9914 Architectural Design Statement.

SI NSW proposes to redevelop the existing Darlington Public School site to accommodate up to 437 students. It is proposed that the existing buildings will be replaced with a modern education building that will meet the current and future learning needs of the students and provide a comfortable working environment for staff. The current school population is 183 students and 24 preschool children.

As the development has a Capital Investment Value exceeding \$20 million, a State Significant Development Application (SSDA) will be submitted to the Department of Planning and Environment.

### 6.1 The Brief

The brief is to deliver a school for 415 students, to be accommodated in 19 home bases, with potential to increase capacity up to 437 students, and to provide a new preschool on the site.

The proposed Darlington Public School Master Plan is based on the NSW Department of Education's Educational Facilities, Standards and Guidelines for a Core 14 school.

### 6.2 Scope of Work

#### Demolition, tree removal and site preparation

- Demolition of all existing buildings in two stages:
  - Stage 1 will require the partial demolition of Block C
  - Stage 2 will require the demolition of all remaining buildings, Blocks A, B and C
- Tree removal
- Site remediation
- Minor excavation works to facilitate the new building
- Installation of civil, hydraulic and electrical services

#### New buildings

- Construction of a new 2 and 3 storey primary school building in 2 stages with integrated administration facilities, library, staff facilities, canteen and communal hall, as well as an integrated preschool and community clinic.
- Covered Outdoor Learning Area (COLA)

#### Yarning Circle and Selected Artworks

- Implementing yarning circle fabric and into the new landscape design
- Where possible, all artworks, murals and objects have been retained and integrated into the new school design.

#### Landscaping

- Retention of some existing trees as nominated in the Landscape report.
- Landscaping works throughout the site, connecting pathways, new play areas, and assembly area.

#### Other works

- Fences, entry gates and Signage zones
- Modifications to existing pick-up / drop-off arrangements



### 6.3 Description of Proposed Works

The proposed master plan involves demolition of all existing school buildings (built in 1975) in two stages, and redevelopment of the 7,253m<sup>2</sup> site. It proposes to accommodate a maximum of 437 primary school students (providing an additional two home bases), an associated preschool for 60 children and a Community Clinic.

This involves construction of a new two and three storey primary school building in 2 stages with integrated administration facilities, library, staff facilities, canteen and communal hall, as well as an integrated preschool. The new buildings are linear and arranged parallel to Golden Grove Street, with the Preschool adjacent to the former IXL factory. The buildings extend from Abercrombie Street to the former IXL factory. The west elevation of the building presents to Golden Grove Street as a lower single storey plinth of light coloured face brick with an arched entry, below a series of darker face brick sawtooth roof forms. The street corner is a return of the plinth, and the adjacent south elevation on Abercrombie Street comprises taller built form (for half of the street front only). The remainder of this street frontage will have a 2m high wall with sliding gates (vertical metal blades) with a secondary school entry which is set back, widening the footpath in part. The eastern elevation faces the school grounds and is highly modulated. Signage is proposed to both street frontages at the entries of the school and preschool.

Landscaping works will be developed throughout the site, including a new games court (which is to be assessed separately and not included in this SSDA), connecting pathways, new play areas, and an assembly area. Many artworks, murals and objects have been retained and integrated into the new school design.

A number of opportunities for Art and Indigenous Interpretation are utilised within the new school design. Retained sections of fixed art work (painted murals) are integrated into the landscape plan and placement of specific art work and cultural objects has been considered in the design of interior spaces, aiming to inspire children and foster a greater understanding in the wider community. Painted murals that cannot be retained in the new school design will be recorded, their salvaged fabric potentially utilised in the landscape design, along with new placement of the existing yarning circle stones.

Twenty five trees will be removed from the site, 17 trees will be retained (including street trees), and 35 new trees are proposed. The 12 associated street trees along the street frontages are proposed to be retained and resin bonded gravel is proposed to the tree surrounds along Golden Grove Street including at the Main Entrance and the entrance to the Preschool.

The proposed streetscape works includes upgrades to the existing concrete footpath (to match existing and an extension of internal unit pavers to emphasise the school address to Golden Grove Street. The concrete footpath to Abercrombie Street will be retained / made good as required.

#### Aboriginal Cultural and Heritage Context

Architectural Design Statement references the previous workshops/consultations, studies and the ACHAR report conducted, and have considered the following in the proposed school design:

- Celebrate, recognise and preserve Aboriginal Culture and History
- Continue the current atmosphere, learning culture and spirit of community
- Allow for the teaching of Aboriginal Culture, inside and outside the classroom
- Design spaces to be culturally considered and embody cultural values and learning

- Provide a strong integration of art and display of Aboriginal Culture

## 6.4 Proposed School Redevelopment Drawings

The following drawings, prepared by FJMT as part of the architectural documentation package issued in February 2020, were reviewed by GML for this HIS.

### 6.4.1 Architectural Drawings

Table 6.1 Architectural Drawings.

| Number | Issue Date    | Title                                   |
|--------|---------------|---|
| 1000   | 17 April 2020 | Cover Sheet and Drawing Schedule        |
| 1200   | 17 April 2020 | Existing Site Plan                      |
| 1201   | 17 April 2020 | Proposed Site Plan                      |
| 2050   | 17 April 2020 | Lower Ground Floor Plan                 |
| 2051   | 17 April 2020 | Upper Ground Floor Plan                 |
| 2052   | 17 April 2020 | Level 1 Plan                            |
| 2053   | 17 April 2020 | Level 2 Plan                            |
| 2054   | 17 April 2020 | Roof Plan                               |
| 2101   | 17 April 2020 | Demolition Plan                         |
| 2811   | 17 April 2020 | Upper Ground Floor Plan – S2 Play Areas |
| 3200   | 17 April 2020 | Elevations – 1:200                      |
| 3300   | 17 April 2020 | Elevations – signage                    |
| 4200   | 17 April 2020 | Sections – 1:200                        |
| 4201   | 17 April 2020 | Sections – 1:200                        |
| 4300   | 17 April 2020 | Western Façade                          |
| 4301   | 17 April 2020 | Western Facade                          |
| 4302   | 17 April 2020 | Eastern Façade                          |
| 6000   | 17 April 2020 | Photo Montages                          |

### 6.4.2 Landscape Drawings

The following drawings were prepared by FJMT

**Table 6.2** Landscape Drawings.

| Number / Rev  | Issue Date    | Title                                       |
|---------------|---------------|---|
| 8001/ (-)     | April 2020    | SS Landscape Ground Plane Plan SSDD         |
| 8003 (rev 02) | 17 April 2020 | Landscape Plans Tree Management Plans SSDA  |
| 8101 (rev 02) | 17 April 2020 | Landscape Plans Detail Areas                |
| 8102 (rev 02) | 17 April 2020 | Landscape Plans Detail Areas                |
| 8103 (rev 02) | 17 April 2020 | Landscape Plans Detail Areas                |
| 8203 (rev 1)  | 17 April 2020 | Landscape Plans Indicative Planting Palette |

Select images from the following documents are also included in the next section to describe the proposal visually:

- FJMT, Darlington Public School SSD – 9914, Architectural Design Statement, April 2020; and
- FJMT, Darlington Public School SSD – 9914, Landscape Report, April 2020.

## 6.5 Site Plan, 3D Views and Elevations

### Site Plans



Figure 6.1 Demolition plan for Stage 2 demolition. Stage 1 demolition will be will take place under a separate authority. (Source: FJMT, April 2020) (refer also to figures 6-13 to 6-15 which show locations of retained and demolished murals).



Figure 6.2 Site plan. (Source: FJMT, April 2020)

## 3D Views

### Selected Master Plan Option

- The design that was been developed for the Master Plan Proposal is an amalgamation of Options C and D.
- The developed option removes some floor area that was above the required brief area, creating more open space along the eastern boundary of the site.
- A wall has been proposed along the Abercrombie Street boundary in the location to respond to the surrounding context and provide privacy and security to the school.
- Further development of this option is shown in the Concept Design Proposal on the following pages.



Figure 6.3 3D model of the selected masterplan. (Source: FJMT, April 2019)

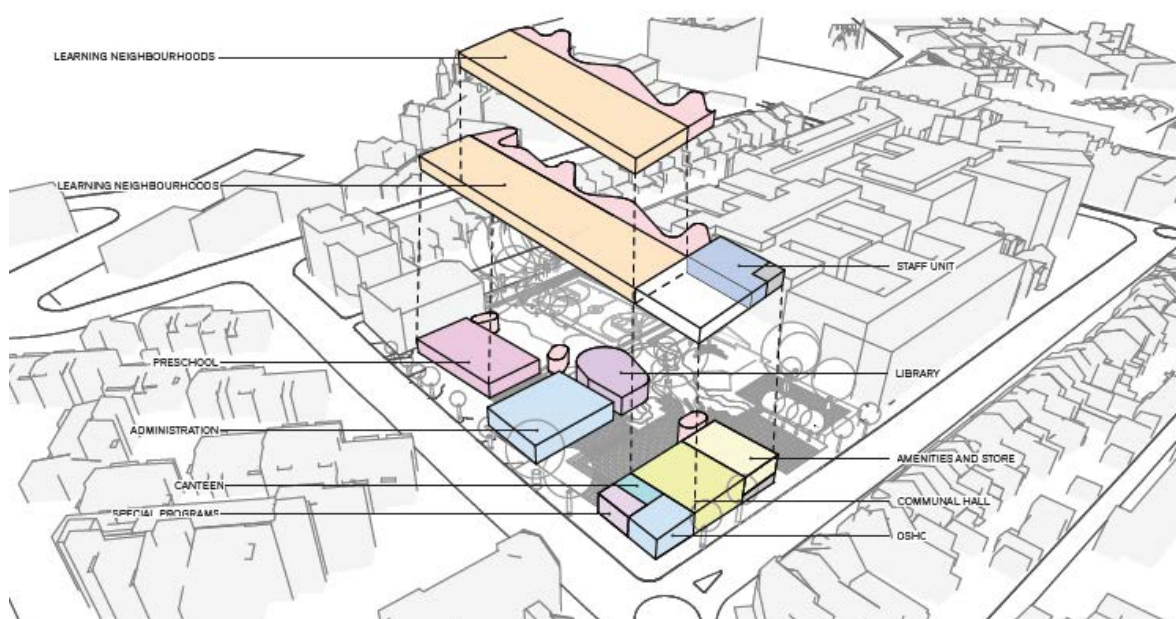


Figure 6.4 Site plan, faculty locations. (Source: FJMT, April 2020)



*3D Views*



Figure 6.5 3D view of the masterplan. (Source: FJMT, April 2020)



Figure 6.6 Perspective view of the school viewed from the corner of Abercrombie and Golden Grove Streets. (Source: FJMT, April 2020)

## Public Elevations

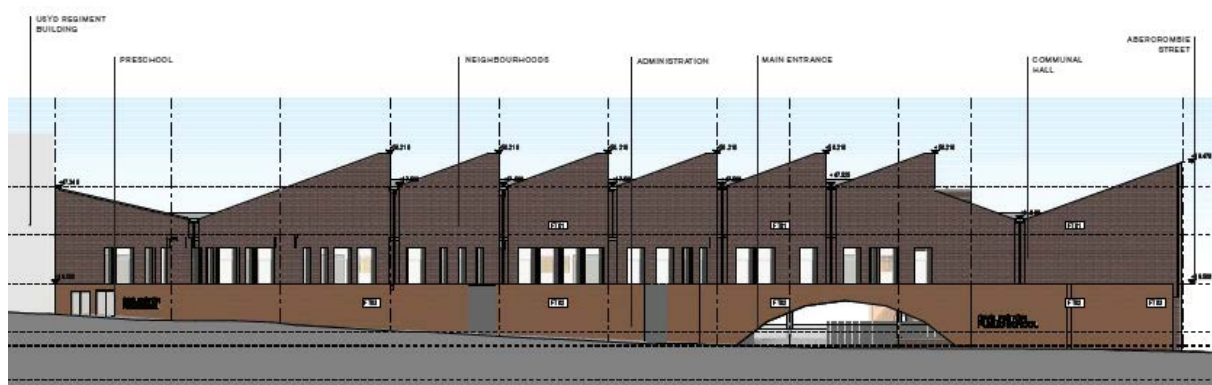


Figure 6.5 West elevation—Golden Grove Street elevation. (Source: FJMT, April 2020)

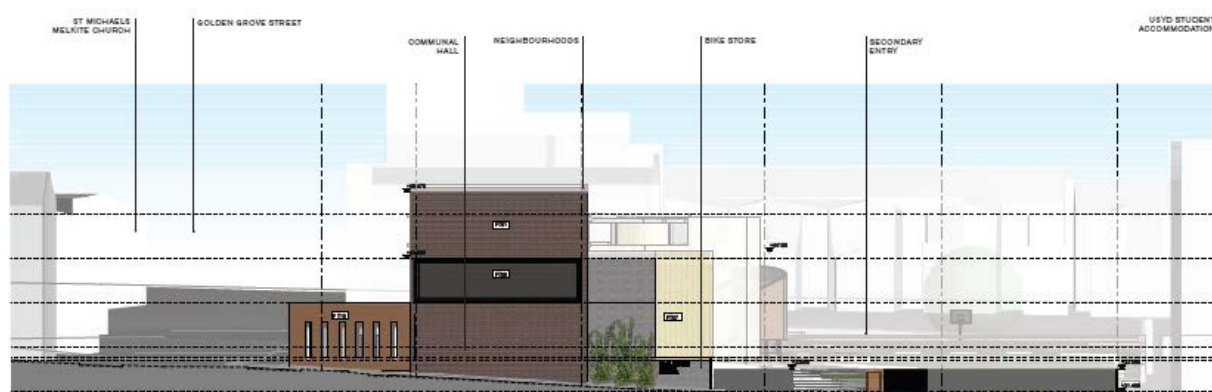


Figure 6.6 South elevation—Abercrombie Street elevation. (Source: FJMT, April 2020)

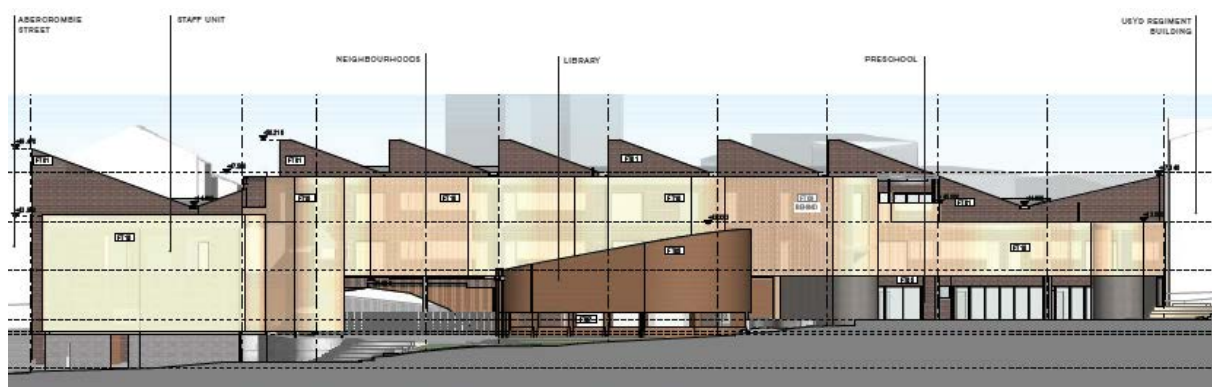


Figure 6.7 Eastern (internal) elevation, facing the school grounds. (Source: FJMT, April 2020)

Site Plans – Existing Vegetation

EXISTING VEGETATION

Tree management plan



Figure 6.8 Existing trees and Tree Management Plan. (Source: FJMT 2020)



*Site Plans – Proposed Trees*

## PROPOSED TREES



RETAINED TREES: 5 (WITHIN SITE BOUNDARY)  
12 (STREET TREES)

REMOVED TREES: 25  
PROPOSED TREES: 35



PROPOSED TREE

Figure 6.9 Proposed trees. (Source: FJMT 2020)

Site Plans - Entries and Fence Line

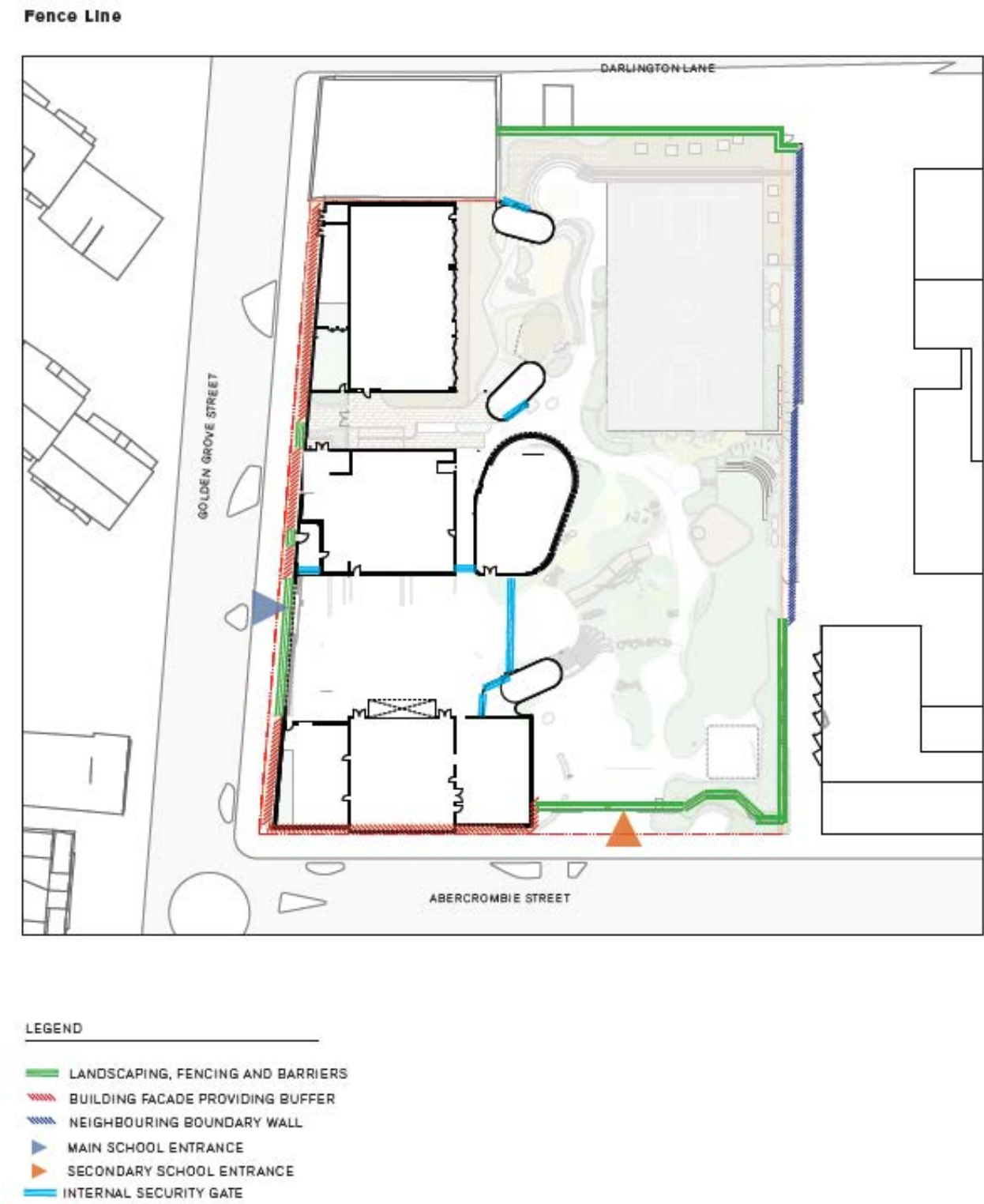


Figure 6.10 Entries and Fence Line. (Source FJMT 2020)



*Site Plans – Fixed Art Work (Painted Wall Murals) Demolition – Stage One Demolition*

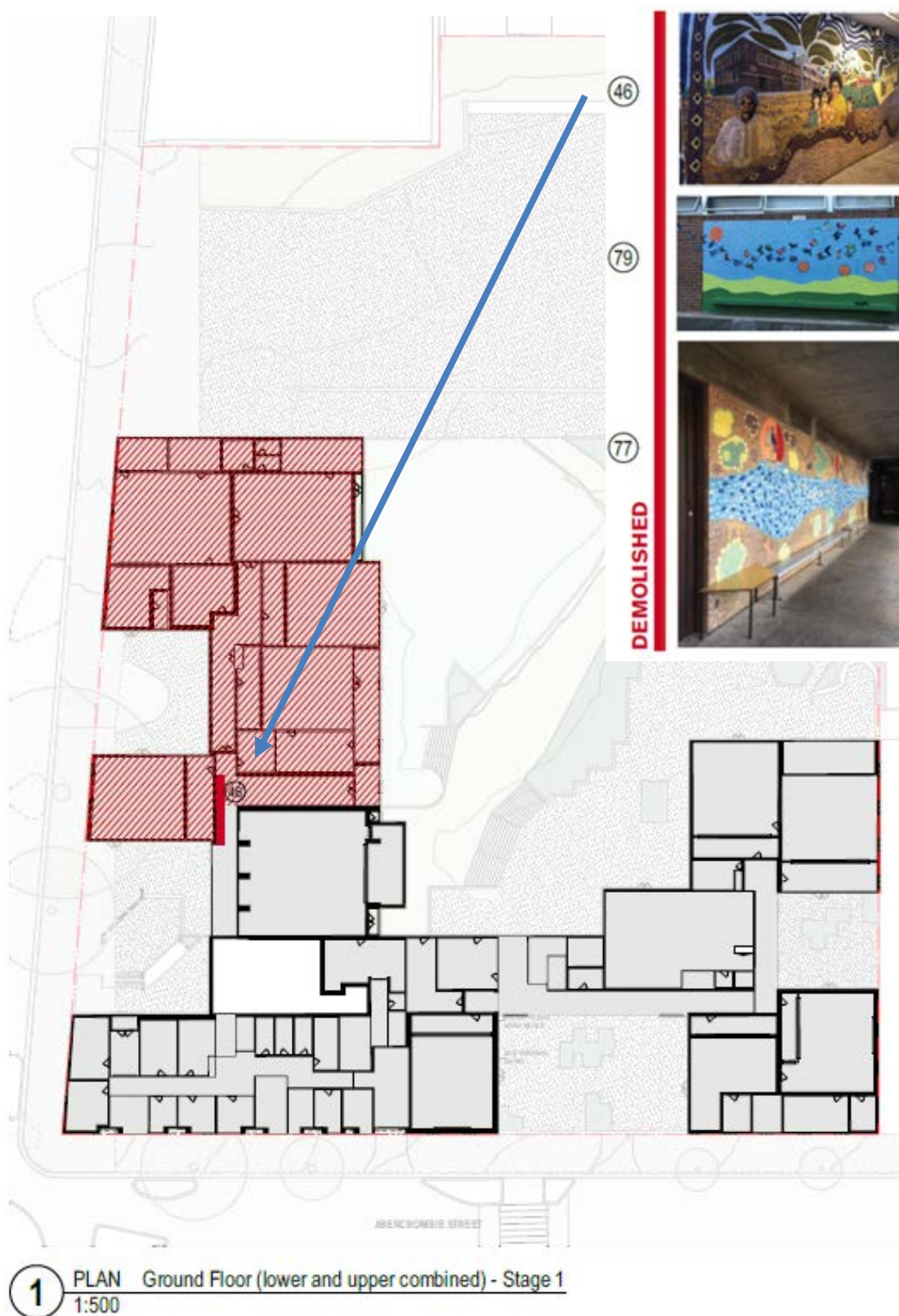


Figure 6.11 Brick Mural Demolition Plans, Stage One. (Source FJMT 2020)

Site Plans – Fixed Art Work (Painted Wall Murals) Demolition – Stage Two Demolition

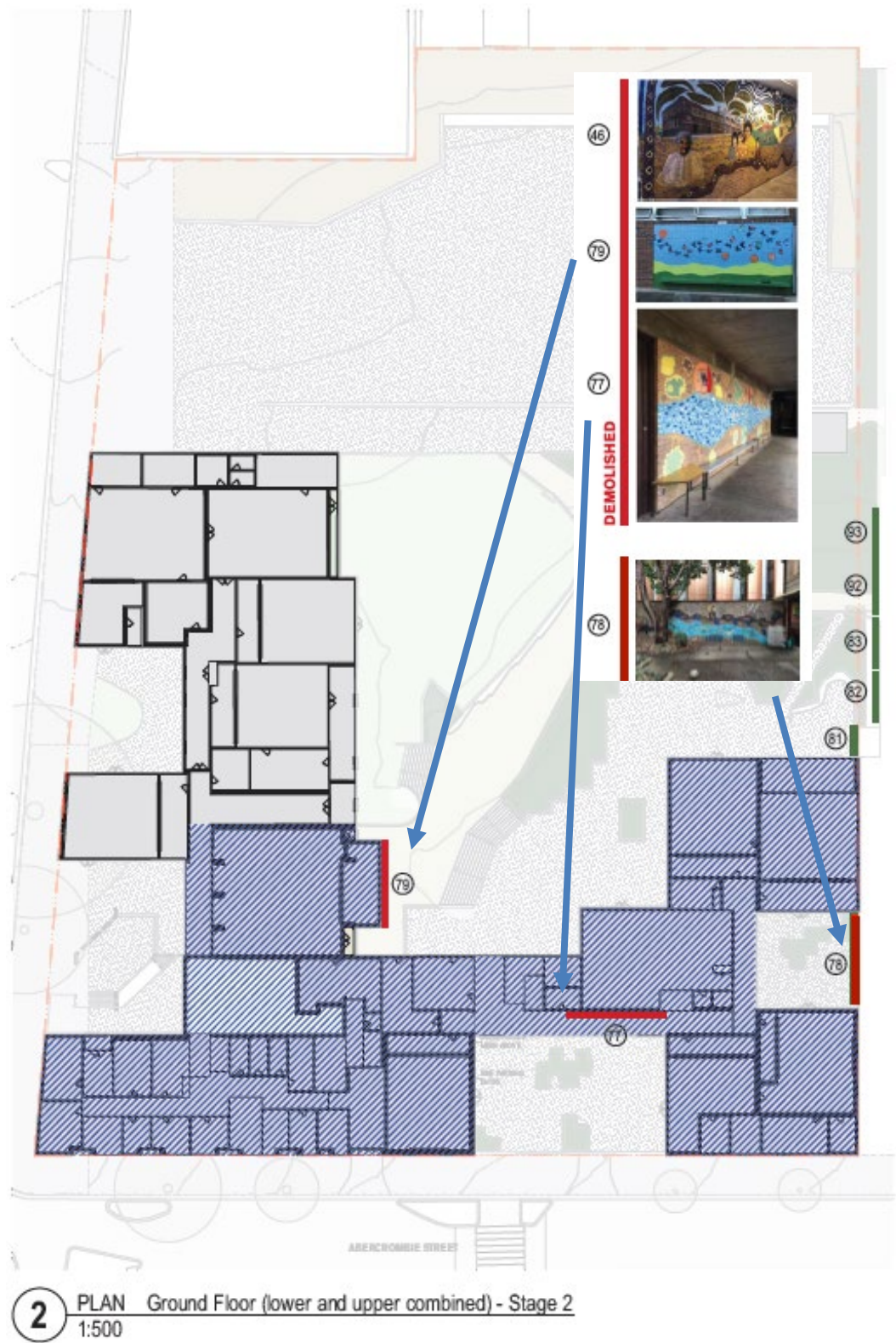


Figure 6.12 Brick Mural Demolition Plans, Stage Two. (Source FJMT 2020)



*Site Plans – Fixed Art Work (Painted Wall Murals) Retention – Stage Two Demolition*

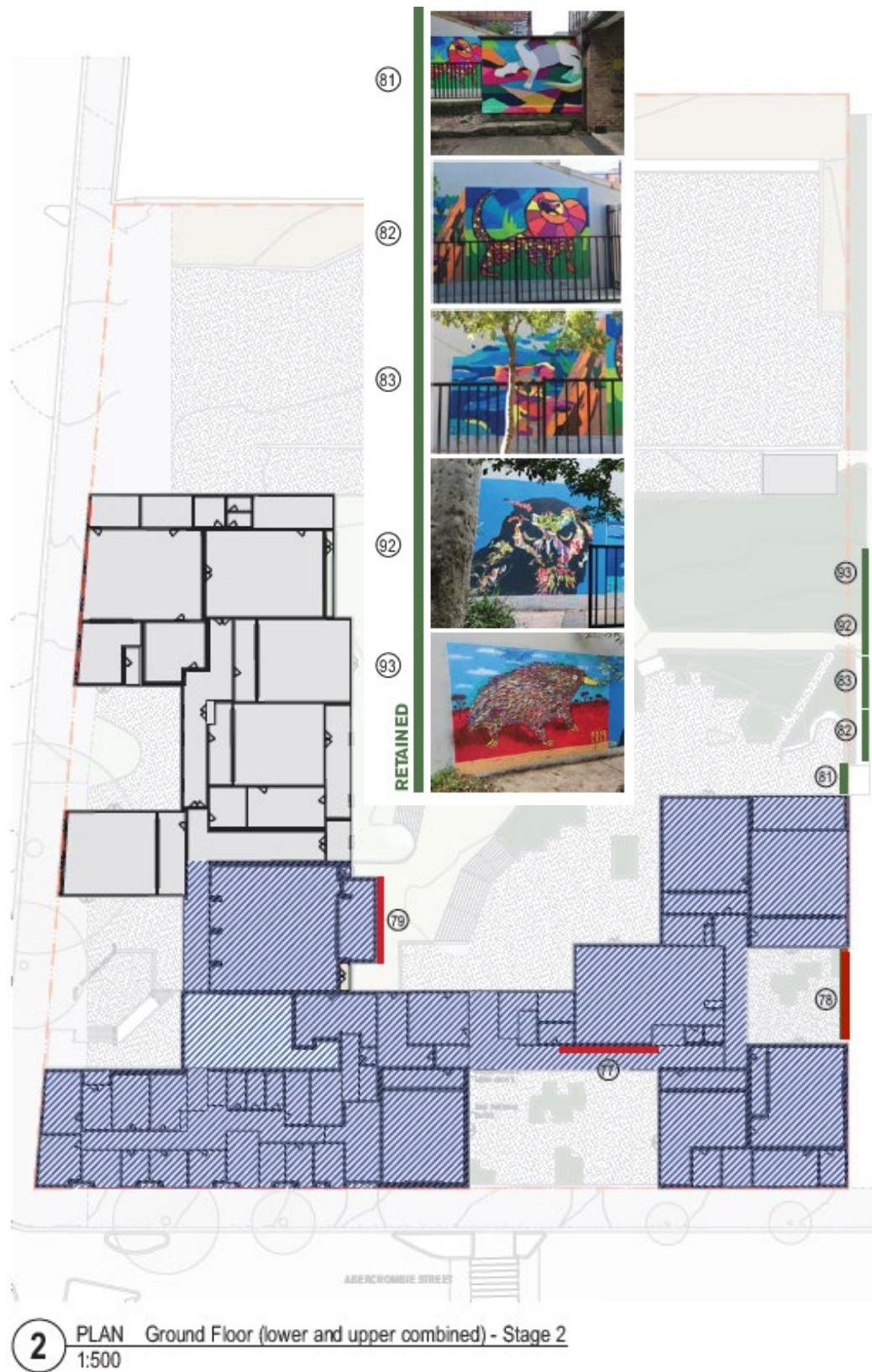


Figure 6.13 Brick Mural Demolition Plans, Stage Two, showing retained Painted Wall Murals. (Source FJMT 2020)

Site Plans – Indigenous Overlay Artwork (Painted Wall Murals) Retained and New Art Opportunities

Indigenous Overlay and Artwork

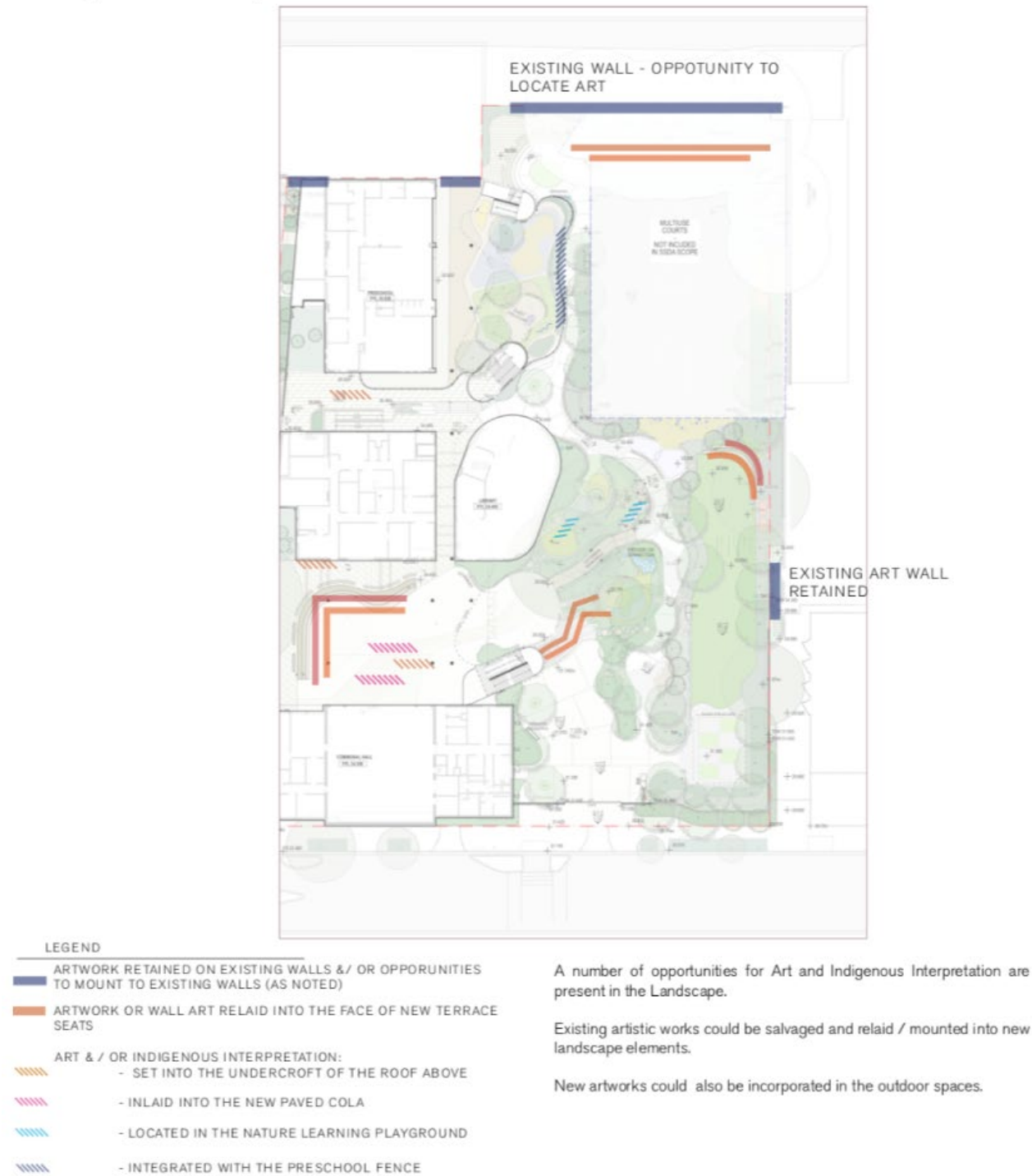


Figure 6.16 Indigenous overlay and artwork-Concept. (Source: FJMT, May 2020)



*Photo Montages*



Figure 6.17 View south along Golden Grove Street. (Source: FJMT, Mayl 2020)



Figure 6.18 View north east from Golden Grove Street roundabout. (Source: FJMT, Mayl 2020)



Figure 6.19 View west along Abercrombie Street. (Source: FJMT, Mayl 2020)



## 6.6 Architect's Design Statement

Excerpts from the FJMT design statement are included below. Further detail is included at Appendix A.

### 6.6.1 Executive Summary

*The proposal for the school will reflect the values as stated in Darlington Public School's Vision Statement in the 2018 School Plan:*

*"At Darlington Public School we educate on purpose. Our vision is that all students receive strong educational foundations on which independent, critical thinking, lifelong learners are developed. Our goal is that all Darlington Public school students are able to use their educational opportunities to make a positive difference in their own lives and in the wider community."*

*One of the fundamental principles of our response is to develop a strong identity and a sense of place for the campus, which will support the school as an inclusive, community focused campus that can support the holistic education of each learner. Our response unlocks the potential of the site through a number of strategic moves which provide ongoing opportunities for increased amenity and functionality.*

### 6.6.2 Proposed Design

- *The development of a concept for Darlington public school is drawn from the project brief and analysis of the site. The proposal locates the main bulk of the buildings along the edge of the site following the roads and referencing the walls that currently encircle the school.*
- *The facade is opened up in selected places, allowing generous access points into the school, and making the school accessible to the community.*
- *The lower built-form along Golden Grove St provides a human scale to the entry points and helps to hold back the main volume of the learning neighbourhoods from the road edge.*
- *The building forms an L-shape to frame selective views into the school site from the roads and to help enclose and secure the school without the need for extensive fencing.*
- *The exterior facades are very linear and aligned to a grid to reflect the urban fabric surrounding the site, while the inward-facing facade that addresses the playground is curved to provide a gentler character to the school.*
- *The volume of the school hall, located on the corner of Golden Grove and Abercrombie Streets, reaches upwards as a welcoming gesture to the local community.*
- *The library and main COLA have been located in the centre of the school, representing the heart of the campus.*

### 6.6.3 Implementation of Early Heritage Advice

Between the 2019 and 2020 iterations of landscape and architectural design for the new school, the ACHAR was finalised as a draft and issued to the project architects. The heritage values and associated management policy of the ACHAR was considered during planning for the new design, with a direct response to heritage in the architectural and landscape design of the proposed development.

Several aspects of the design that have been included in the revised 2020 ADS and landscape designs are as follows:

- recognition and celebration of Aboriginal cultural heritage throughout the design, as a key consideration underpinning the development of the new school. The need for consideration of Aboriginal cultural heritage is a key part of the Architectural Design Statement (ADS).

- consideration of heritage aspects in certain key spaces in the new school design, including the entry undercroft, school hall, library, classrooms, yarnning circles;
- the design acknowledges artwork, murals and objects as being integral to the school's identity. The design has sought to integrate these aspects into the new school. Key murals such as the Year 6 art wall will be retained. Consideration is provided for future expansion of these artworks;
- there has been further consideration given to the special placement of key artworks, including: the Jarjum rugs, year six artwork and totems, murals, the burnt door and carved sandstone blocks;
- the new landscaping challenges the natural constraints of the site, and develops external gardens, grounds and play spaces linked to learning games and different learning languages, featuring natural elements such as sand and rock;
- the new external landscaping seeks to retain existing 'heritage' fabric from school murals that cannot be retained during redevelopment. These aspects will be incorporated into landscaping. Re-use of items such as bricks from former murals will create an interesting, tangible and visual connection between the old and new schools;
- there has been consideration of key ESD principles which focus on natural elements including light, water and wind. These considerations have investigated the changing seasonal movement of light and wind, and sought to highlight these elements in the new building design, allowing for passive cooling of the buildings; and
- movement through the new school design is based on a network of pathways, lines, spaces and shortcuts. These movement corridors should allow for interaction with the site, considering the needs of a range of users.

## 7.0 Heritage Impact Assessment

### 7.1 Approach

This assessment of heritage impact has been prepared with reference to the guideline document ‘Statements of Heritage Impact’ (2002), prepared by the then NSW Heritage Office and contained within the *NSW Heritage Manual*. It is also consistent with the relevant principles and guidelines of the Burra Charter, which defines the principles and procedures to be followed in the conservation of Australian heritage places.

In order to clarify the potential impact of the proposed work, GML has developed a ranking methodology for measuring the level of potential impacts on heritage values, which is applied in table 7.1 below. The methodology used to rate the impact level is explained below.

Table 7.1 Extent of Heritage Impact.

| Ranking  | Extent of Impact   |
|----------|--|
| Adverse  | Actions that would have an adverse impact on a heritage item. Actions in this category would include removal of an important part of a heritage item's fabric or additions of new structures in its vicinity that destroy the visual setting of the item. (Some actions which have a lesser impact may be described as having a ‘minor adverse’ impact.) |
| Neutral  | Actions that would have no heritage impact.  |
| Positive | Actions that would bring a benefit to a heritage item, such as removal of intrusive elements or fabric or a substantial improvement to the item's visual setting.  |

State Government requirements of this HIS precede the impact assessment. The impact assessment first addresses the planning controls of the City of Sydney (2012 LEP and DCP), followed by impact assessment which follows the *NSW Heritage Manual* Guidelines.

### 7.2 State Government Requirements

#### 7.2.1 SEARs Key Issue 8—Heritage

SEARs for redevelopment of the school site issued on 19 March 2019 are addressed in brief in Table 2.2 above in this report. Key issues of the SEARs relevant to this report are:

- 4. Built Form and Urban Design
- 8. Heritage

#### Government Architect of NSW Design Guides

Principles and objectives from the design guides relevant to consideration of heritage impact are included below.

**Table 7.2** Design Guide for Schools—Better Design for Schools, Design Guide for Heritage—Better Placed.

| Design Guide   | HIS Response  |
|--|---|
| Design Guide for Schools—Better Design for Schools   |   |
| <p>Principle 1—Context, built form and landscape</p> <ul style="list-style-type: none"> <li>Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage.</li> <li>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.</li> </ul>                                       | <p>The impacts of the proposed new school on setting, landscape, heritage and views are addressed in this HIS.</p> <p>Consultation with the school and Aboriginal community, as outlined in the 2020 ACHAR, identified a series of principles which were provided to inform the new design. Inclusion of these principles is important to ensure recognition, continuity and connection between the Aboriginal values and traditions associated with the old school and the new.</p> <p>Landscape design considerations are presented in the FJMT Landscape Report, which addresses street trees, trees on site, and new landscape design which incorporates retention/reinstatement of some fixed artwork (painted wall murals).</p> |
| <p>Principle 7—Aesthetics</p> <ul style="list-style-type: none"> <li>Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.</li> <li>The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.</li> </ul> | <p>The impacts of the proposed new school on the quality and character of the neighbourhood (Darlington/West Redfern Locality and Orange Grove HCA) is addressed in this HIS in Section 7.3.2 below.</p>  |
| Design Guide for Heritage—Better Placed  |   |
| <p>Objective 1—‘Better fit’</p> <ul style="list-style-type: none"> <li>Character, scale, form, siting, materials and colours and details of important aspects of the new design to ensure the new design will respect the local context.</li> </ul>  | <p>The impacts of the proposed new school design on local context in regard to: character, scale, form, siting, materials and colours and details addressed in this HIS in other sections below.</p>  |
| <p>Objective 3—‘Better for community’</p> <ul style="list-style-type: none"> <li>Interpretation of the Aboriginal social values of the school community to build knowledge and understanding of the cultural heritage of Aboriginal Australia, to be incorporated into the new school design.</li> </ul>   | <p>The ACHAR included policy and guidelines to incorporate Aboriginal social values in the new school design, such as:</p> <ul style="list-style-type: none"> <li>the need for spaces to be designed to accommodate specific art works (reference 3) below); and</li> <li>flexible learning spaces, such as yarnning circles, how they function, their spatial requirements and why these spaces are important.</li> </ul> <p>The school community has identified values, and aspects of intangible and movable heritage that need to be included in the new school design and building.</p>  |
| <p>Objective 4—‘Better look and feel’</p> <p>The new school should respect the spatial qualities of its heritage context, including views to and from the school site.</p>   | <p>These qualities are addressed in this HIS.</p>   |

## Government Architect NSW State Design Review Panel

The GANSW SDRP has advised on relevant policies and objectives and provided comments on the school redevelopment masterplan. Two sessions with the panel have been held, on 14 August 2019 and 6 November 2019. The responses of the panel are included at Appendix B.

Comments were made on:

- massing, scale and streetscape;
- heritage;
- Aboriginal culture;
- landscape and open space; and
- sustainability.

While all aspects of review are relevant, the heritage component of these discussions is included below.

| GANSW SDRP Comment   | Architect's Response   |
|--|--|
| <p>Heritage</p> <ul style="list-style-type: none"> <li>• Explore ways in which the existing fabric of the school could be repurposed in the built form and/or landscape treatments.</li> <li>• The panel anticipates further engagement with the Aboriginal community leading to a meaningful manifestation of cultural heritage in the built form, landscape, art, wayfinding and other elements of the project.</li> </ul> | <ul style="list-style-type: none"> <li>• It is envisaged that the bricks from the existing school will be recycled and used in selected locations. Further development of these ideas will occur during detailed design.</li> <li>• Refer to the Section 5.1.2 of this report and the separate ACHAR report. Further consultation with the community will occur during detailed design.</li> </ul> |

In summary, the GANSW SDRP indicated the proposal was acceptable and no further consultation with them was required. This HIS did not involve any direct liaison with the panel.

## 7.3 Planning Controls

### 7.3.1 Sydney LEP 2012, Clause 5.10

The school site is not a heritage item. It is, however, in the vicinity of a number of heritage items and heritage conservation areas.

Historical archaeology and Aboriginal heritage significance in relation to the proposed redevelopment are addressed separately in other reports, specifically the DD, AA and ACHAR reports, as noted above. Select reference is made to these reports below.

The potential heritage impacts of the proposed works are discussed below. The extent of heritage impact is generally stated to be nil (or little), adverse or positive, or not assessed.



Table 7.3 Discussion of Heritage Impacts of Proposed Works in relation to Sydney LEP 2012, Clause 5.10.

| Proposed Works   | Discussion of Potential Heritage Impacts and mitigation measures to minimise or compensate impacts  | Extent of Heritage Impact on Heritage Significance  |
|--|---|---|
| Demolition <ul style="list-style-type: none"> <li>Existing buildings on site</li> </ul>  | <p>The site is not a heritage item; however, the school has been assessed as having some local heritage significance.</p> <p>Any heritage impact as a result of the proposed demolition of the 1970s (or later) school buildings would be balanced by a new school on the site, which integrates the existing Aboriginal cultural values of the site. The school should be photographically recorded.</p> <p>The significance of the trees on site has not been assessed.</p> <p>The potential impacts of vibrations on adjacent heritage items is discussed in Table 7.2 above.</p>  | <p><b>Adverse (minor)</b></p> <p>(Trees not assessed)</p> <p><b>Adverse (potential)</b></p> |
| Demolition <ul style="list-style-type: none"> <li>Any Aboriginal object</li> </ul>   | <p>The DD report concludes that the proposed redevelopment of the site would be unlikely to have any impact on Aboriginal objects. Refer to the DD report for further detail.</p> <p>Community consultation associated with the ACHAR report found that some spaces and Aboriginal artworks are of social significance to the Aboriginal community. The movable items are proposed to be relocated to the new school and social values have otherwise informed the new school design. This is considered positive.</p> <p>Fixed Aboriginal artwork will be retained or reinstated where possible. This will have both positive and adverse impacts (refer Table 7.6 below).</p> <p>An archival photographic recording of the fixed artworks should be undertaken.</p>   | <p><b>Neutral</b></p> <p><b>Positive</b></p> <p><b>Positive / Adverse</b></p>               |
| Demolition <ul style="list-style-type: none"> <li>A building, work, relic or tree within a heritage conservation area</li> </ul> | <p>The school site is not located within any LEP conservation areas but is located in the vicinity of the following areas:</p> <ul style="list-style-type: none"> <li>C5 University of Sydney Conservation Area (state);</li> <li>C18 Golden Grove Conservation Area (local);</li> <li>C45 Union Street West Conservation Area (local); and</li> <li>C47 King Street Heritage Conservation Area (local).</li> </ul> <p>It is not likely that there will be any impact on buildings, works, relics or trees within C5, C45 and C47, due to the distance of these conservation areas from the school site.</p> <p>The significance of street trees associated with CA18 (and adjacent to the school site) has not been assessed, but trees will generally be retained in line with council's Street Tree Master Plan (2011). Street trees should be protected during excavation and construction works.</p> <p>The potential impacts of vibrations on adjacent conservation areas are discussed in Table 7.2 above.</p> | <p><b>Neutral</b></p> <p><b>Neutral</b></p> <p>–</p>  |

| Proposed Works   | Discussion of Potential Heritage Impacts and mitigation measures to minimise or compensate impacts  | Extent of Heritage Impact on Heritage Significance         |
|--|---|--|
| Altering a heritage item   | The school site is not a heritage item.   | –  |
| Disturbing or excavation an archaeological site  | While there is potential for archaeological disturbance through demolition and excavation, the AA report concludes that the site has little research potential. Remains associated with the shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research. Refer to the AA report.  | Neutral  |
| Disturbing or excavating an Aboriginal place of heritage significance  | The 2019 DD report concludes that the site is not considered to hold archaeological potential for Aboriginal objects and therefore the proposed redevelopment of the site would be unlikely to have any adverse impact in this regard.<br><br>Refer to the 2019 DD report.<br><br>Impacts on artwork, which is considered significant, are addressed elsewhere in this section.   | Neutral  |
| Demolition, excavation and construction <ul style="list-style-type: none"> <li>Heritage items in the vicinity</li> </ul> | Given their proximity to the school site there is potential for the construction process (including heavy machinery) to impact heritage items in the vicinity, including: <ul style="list-style-type: none"> <li>Former Jones IXL factory garage including interiors;</li> <li>St Michael's Church group including buildings and their interiors and grounds;</li> <li>Terrace group including interiors; and</li> <li>Terrace group 'University Terrace' including interiors.</li> </ul> The most at risk heritage item is the Former Jones IXL Factory garage, given its boundary / building line directly adjoins the proposed new school buildings.   | Adverse (potential)  |
| Erecting a new building <ul style="list-style-type: none"> <li>Heritage significance of the site</li> </ul>              | The ACHAR includes policy and guidelines to incorporate Aboriginal social values in the new school design. In response to this the proposed school design includes: <ul style="list-style-type: none"> <li>spaces to be designed to accommodate specific movable artworks;</li> <li>flexible learning spaces, such as yarning circles, have been incorporated in the school and landscape design;</li> <li>retained fixed artwork elements in the landscape design are shown retained where possible (painted wall murals and carved sandstone blocks). Some painted wall murals will be demolished.</li> </ul> Social values of the Aboriginal community are not attributed to the physical fabric of the school building. A positive outcome through design is anticipated through recognition of Aboriginal social values of the school community. | Positive<br><br>Positive<br><br>Positive / Adverse (minor) |
| Erecting a new building  | Given their proximity to the school site there is potential for the proposed new school design to impact heritage items in the vicinity including:  |  |

| Proposed Works  | Discussion of Potential Heritage Impacts and mitigation measures to minimise or compensate impacts  | Extent of Heritage Impact on Heritage Significance           |
|---|---|--|
| <ul style="list-style-type: none"> <li>Heritage items in the vicinity</li> </ul>  | <ul style="list-style-type: none"> <li>Former Jones IXL factory garage including interiors;</li> <li>St Michael's Church group including buildings and their interiors and grounds; and</li> <li>Terrace groups in Darlington Road, including interiors.</li> </ul> <p>The new school design is set lower than the adjacent former Jones IXL factory garage building, and abuts the south wall. This wall is a secondary façade, originally designed to be adjacent to another building. There will be little or no heritage impact.</p> <p>The main public elevation of the new school design along Golden Grove Street will face in part the St Michael's Church group but not dominate it. The new built form will also reinforce the urban corner but not dominate the Church group which terminates the urban vista along Abercrombie Street.</p> <p>The rear of the terrace houses along Darlington Road 'face' the new school design, but as both the terraces and the new school building design are set back from Darlington Lane, there will be limited heritage impact visually.</p>   | <p>Neutral</p> <p>Positive / Neutral</p> <p>Neutral</p>      |
| <p>Erecting a new building</p> <ul style="list-style-type: none"> <li>Conservation Areas in the vicinity</li> </ul>       | <p>The school site is located in the vicinity of the following areas, but due to the scale of the new development, the potential public and private domain visual catchment of the site being small (2020 VIA) and/or the topography, it is unlikely to have any adverse impacts on their significant values:</p> <ul style="list-style-type: none"> <li>C5 University of Sydney Conservation Area (state);</li> <li>C45 Union Street West Conservation Area (local); and</li> <li>C47 King Street Heritage Conservation Area (local).</li> </ul> <p>The school site is located adjacent to the C18 Golden Grove Conservation Area (local). The proposed school design will not have an adverse impact on its significant values due to the siting of the new main built form on Golden Grove Street which faces a range of existing buildings of varied type and scale. Positively, the design reinforces the urban corner of Golden Grove Street and Abercrombie Street.</p> <p>The 'gap' in built form where the school site is open (fenced) to Abercrombie Street does not contribute to or detract from the predominant character of the Golden Grove HCA opposite, which represents working class and middle class housing and community in the late Victorian period.</p> | <p>Neutral</p> <p>Neutral</p> <p>Positive</p> <p>Neutral</p> |
| <p>Erecting a new building</p> <ul style="list-style-type: none"> <li>Impact on subdivision pattern and views.</li> </ul> | <p>Significant views identified in this report (Section 4.4 above) will not be adversely impacted.</p> <p>Refer to 7.4.3 c) below.</p> <p>This assessment is consistent with the views expressed in the 2020 VIA which concluded that the proposed development would not create any significant negative visual effects in</p>  | <p>Neutral</p>   |

| Proposed Works | Discussion of Potential Heritage Impacts and mitigation measures to minimise or compensate impacts | Extent of Heritage Impact on Heritage Significance |
|----------------|--|--|
|                | relation to the character or composition of public or private domain views.                        |  |

### 7.3.2 Sydney DCP 2012—Darlington / West Redfern Locality

The school site is located within the Darlington / West Redfern Locality as identified in the Sydney DCP 2012, Section 2.3.2. The DCP provides guidance for new development in the form of design principles, which would apply to the proposed new school design. Comments are made in regard to these principles below.

**Table 7.4** Discussion of Heritage Impacts of Proposed Works in relation to Sydney DCP 2012—Darlington / West Redfern Locality.

| Principles   | Comment—Proposed New School Design  |
|--|---|
| a) Development must achieve and satisfy the outcomes expressed in the character statement and supporting principles.   | <p>The proposal, while not residential in nature, is a high quality addition to the area and <b>does not detract from the character of the area</b> as identified in the locality character statement.</p> <p><b>The proposal satisfies</b> the supporting principles in regard to items b), f), g), i) and j) below.</p>   |
| b) Development is to respond to and complement heritage items and contributory buildings within heritage conservation areas, including streetscapes and lanes. | <p><b>Satisfies</b> this principle as the proposed design as it does not detract from or dominate heritage properties in the vicinity (most of which are contributory) within the Golden Grove heritage conservation area, and heritage items in the vicinity.</p> <p>Heritage items are addressed in street character comments, and separately below:</p> <p><b>Satisfies</b> this principle in regard to streetscapes, as the proposed school development is built to the street alignment (as the Victorian residential built form and later industrial buildings are). It is compatible in the context of Darlington Laneway, Abercrombie Street and Golden Grove Street. The school will have a strong presence on the corner particularly when viewed along Abercrombie Street, but not preclude views of St Michael's Church at the end of the vista. All street trees are retained.</p> <p>The Darlington Laneway and its heritage character of Victorian terrace house rear wings is not adversely impacted by the proposed new school which presents to Golden Grove Street and is set back significantly from the laneway.</p> <p>The Golden Grove Street character is varied, notably including Victorian row housing, St Michael's Church buildings of various form and design and the former IXL factory garage building. It is not adversely impacted by the proposed new school which presents as a new sawtooth roofed form, on a base plinth, to Golden Grove Street built to the street alignment, as is typical of historic buildings in this area.</p> <p>The Abercrombie Street character is defined by the regular terrace housing of the Golden Grove HCA on the south side (opposite the school site), and a variety of larger university buildings on the north side (adjacent to the school site). The proposed new school which returns on the street corner and is</p> |

| Principles   | Comment—Proposed New School Design  |
|--|---|
|  | <p>open to Abercrombie Street (ie enclosed by a school fence) is atypical, but acceptable given the strong corner address.</p> <p><b>Satisfies</b> this principle in regard to the former Jones IXL factory garage building. The proposed school's built form is of a larger scale overall, but a lower height adjacent. The new school buildings would not be read directly against the Darlington Lane side of the former Jones IXL factory garage building, and would read as compatible contemporary building when viewed from Golden Grove Street.</p> <p><b>Satisfies</b> this principle in regard to the St Michael's Church group, which terminates the vista along Abercrombie Street towards the west. The historic and proposed built form along this view, with buildings located on the street alignment, reinforces this urban vista.</p> |
| c) Maintain the curtilage of the industrial buildings in the Eveleigh Rail Yards.  | n/a   |
| d) Enhance views along Codrington Street from City Road to the Eveleigh Rail Yards Arts Centre.  | n/a   |
| e) Preserve distant views across the Eveleigh Rail Yards site.   | n/a   |
| f) Retain the low scale of built form and consistent building types particularly terrace rows.   | <b>Satisfies</b> this principle in regard to low scale development. It does not seek to replicate the terrace house form of the earlier subdivision of the area.  |
| g) Design infill to respond to the height, massing and predominant horizontal and vertical proportions of existing buildings.                                  | <b>Satisfies</b> this principle overall. Discussed above.   |
| h) Design additions and alterations to retain the scale and massing of front elevations and the original roof form as viewed from the primary street frontage. | n/a   |
| i) Retain and protect distinctive early industrial buildings.  | <b>Satisfies</b> this principle. The former Jones IXL factory garaged building is retained, but is not part of the school site. Although adjoining the site, it will remain separate from the proposed new school development.  |
| j) Design institutional development to be sympathetic to the low scale and fine grain of the neighbourhood.  | <p><b>Satisfies</b> this principle in regard to the low scale and fine grain of the neighbourhood. The proposed new main school building is compatible in scale to the adjacent heritage items and employs sympathetic modulation and materiality in its elevational treatment, which draws on the existing school buildings and the former industrial buildings, notably the former industrial buildings in the vicinity, particularly the former Jones IXL factory garage building adjacent.</p> <p>The contemporary corner treatment of the proposed new school provides as strong corner presence in response to the historic urban form, notably the Victorian shop building opposite, and the shop building which preceded the 1970s school buildings.</p>  |
| k) Encourage sympathetic street block perimeter development on public housing sites.   | n/a   |



### 7.3.3 Sydney DCP 2012—3.9 Heritage

Section 3.9 of the DCP includes provisions for heritage items and properties located within a heritage conservation area. The school site is not a heritage item nor located within a heritage conservation area. Regardless, most principles that would be considered under the DCP are included in the tables above in relation to the Darlington/West Redfern Locality.

The 2019 AA, 2019 DD and 2020 ACHAR have been prepared for the proposed redevelopment of the school.

## 7.4 NSW Heritage Manual Guidelines

The Heritage Office publication 'Statements of Heritage Impact' forms part of the *NSW Heritage Manual* and provides a standardised approach to the assessment and presentation of heritage impacts. It contains a checklist of the types of questions that should be considered when assessing impacts under the relevant categories of the proposed changes.

This assessment does not refer to change of use, fire upgrading or signage.

### 7.4.1 Summary of Statement of Heritage Impacts

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

Under the proposed new school design by FJMT:

- The public domain presentation of the main new school building has formal qualities which interpret the 1970s school building (in form and materiality).
- A lower scale of built form is proposed on the Golden Grove Street building line, with taller built form generally set back, which also holds the historic corner at Golden Grove and Abercrombie Streets. This will enable the new school buildings to be compatible in scale with the row housing of the conservation area opposite, and act as a transition to the larger, more recent institutional buildings in the vicinity, as well as the 1980s public housing opposite to the west.
- Street trees are proposed to be retained.
- On-site landscape design, while necessarily removing hard landscaping and 29 trees, involves planting of new landscapes which will include culturally informed learning spaces and local indigenous and education replacement planting (ie bush tucker gardens).
- Community consultation has resulted in a design which aims to retain and respect cultural identity through recreation of significant spaces (ie the yarning circle), culturally informed art placement (movable items) in the new design and retention of fixed artworks (wall murals) where possible in the new landscape design, typically to the perimeter walls of the site. These are indicated in table 7.6 below.
- Photographic archival recording, use of the NSW Heritage Council Movable Heritage Polices, preparation of an art management strategy, a construction methodology, and an interpretation plan are recommended in this HIS, which will contribute to managing the cultural heritage aspects of this project prior to and during construction work.

b) The following aspects of the proposal could detrimentally impact on heritage significance.

Under the SI NSW brief, the new school design requires:

- Demolition of the school buildings will result in the loss of the school complex designed by the Government Architect in the 1970s. The school is not a heritage item, but nonetheless has some local heritage value, architecturally and culturally for the local community.
- Removal of 30–40 trees on site could impact the visual quality of the area through loss of these tree canopies.
- The fixed artworks (wall murals) and yarning circle will be impacted. Section 7.9 outlines mitigation measures achieved through early input to the new design and construction processes.
- The movable and fixed art (and object) collection could be impacted through removal from their current locations (ie loss, damage and compromised associations). The recommendations of Section 8.0 are provided to ensure protection, care and placement / reinstatement / interpretation of these items are consistent with the expectations of the school community and are carried out.

c) The following sympathetic solutions have been considered and discounted for the following reasons:

Retention of the existing school buildings with additions and alterations to the site.

- This option was discounted as the site did not have the potential to expand appropriately to future projected student needs and numbers.

Retention of the existing school buildings and site unchanged with additional school buildings provided on another site nearby.

- The cultural identity of the school includes associations with this site and was considered important to retain. Further, no other sites were available in the vicinity.

Various masterplan options for placement of new buildings were considered and an amalgamation of Options C and D was selected for development in consultation with SI NSW.



Figure 7.1 Concept masterplan options. (Source: FJMT 2020)

## 7.4.2 Demolition of a Building or Structure

### a) *Have all options for retention and adaptive re-use been explored?*

The following options have been explored.

- Alternatives to demolition of the school buildings have been considered. Further adaptation of the school buildings would not enable the school to expand to future projected student needs and numbers.
- As a purpose-built school in the inner city, adaptation for another use is not likely to be appropriate or desirable to SI NSW.
- Full retention of the fixed art (painted wall murals) was not considered feasible given the scale of new development and level changes proposed for the site.

### b) *Can all of the significant elements of the heritage item be kept and any new development be located elsewhere on the site?*

The school site is not a heritage item.

### c) *Is demolition essential at this time or can it be postponed in case future circumstances make its retention and conservation more feasible?*

Postponement of demolition would mean that the proposed new school development would not be able to proceed.

### d) *Has the advice of a heritage consultant been sought? Have the consultant's recommendations been implemented? If not, why not?*

GML has been consulted at the early stages of the project (including for previous school design by other architects), through to the stage of the DA submission (SSD) of the current proposal.

Heritage advice provided and implemented includes:

- community consultation (school staff, students and parents) as presented in the 2020 ACHAR;
- recognition of cultural values of the site, including artworks;
- new building design to integrate findings of community consultation, in particular culturally appropriate learning spaces, Aboriginal art (fixed and movable); and
- new building design to include built form to the street alignment (Golden Grove and Abercrombie Streets) and maintain a presence at the street corner.

### 7.4.3 New Development Adjacent to a Heritage Item

#### *a) How is the impact of the new development on the heritage significance of the item or area to be minimised?*

- The public domain presentation of the proposed new main school building has formal qualities which are of a lower scale of built form on the Golden Grove Street building line, with taller built form generally set back, which will also turn the historic corner at Golden Grove and Abercrombie Streets.

This placement of form and the saw tooth roof design will enable the new school buildings to be compatible in scale and rhythm with the row housing of the conservation area opposite, and contribute to the formal corner defined by the other heritage items and the former shop of the Golden Grove HCA opposite. The tallest proposed school building element (fronting Abercrombie Street) will not exceed the height of the St Michael's Church group.

The stepped scale of the proposed school will also act as a transition to the larger, more recent institutional buildings in the vicinity, as well as the 1980s public housing opposite to the west.



**Figure 7.2** St Michael's Church group, heritage item and part of the Golden Grove HCA. (Source: VAR, 2019)



**Figure 7.3** Corner shop and row housing and part of the Golden Grove HCA. (Source: VAR, 2019)



**Figure 7.4** Proposed new school buildings on corner of Abercrombie and Golden Grove Streets. (Source: FJMT, 2020)

- The proposed new main school building abuts the south side of heritage item; the former Jones IXL factory garage building, but is not taller than this building so will not dominate. This wall is a secondary façade of face brick and there are no windows. Potential impacts of new construction immediately adjacent are addressed in Table 7.2 SEARs Assessment Requirements above.
- The proposed new main school building will not visually impact the heritage items (terrace housing) at 104–123 Darlington Road, Darlington, given the positioning of the new buildings 'behind' the former Jones IXL factory garage building and the fall of the land. The rear of these heritage items faces the school site.



Figure 7.5 Former IXL building, south side. (Source: GML. 2019)



Figure 7.6 Darlington Lane looking east. (Source: GML. 2019)



Figure 7.7 Darlington Lane looking east. (Source: GML. 2019)

- Character, scale, form, siting, materials and colours and details of the proposal respect the local context and minimise impact on its significance by:
  - placing the main mass (stepped in form to reduce the overall scale) along Golden Grove Street and at the corner, thereby reinforcing historic corner in a contemporary way;
  - contemporary use of forms (sawtooth roof shape), materials (brickwork) and colours which interpret the existing school; and
  - contemporary use of traditional materials and details which reflect the existing school and the diversity of the local context, as well as responding to the former industrial character of the area, including the former Jones IXL factory garage building adjacent. Materiality selected includes face brickwork, both new and recycled from the demolished school. The recycled brickwork (dark brown) is proposed to be used on the community centre which faces Abercrombie Street, and other public domain elevations are a combination of lighter toned brick (base plinth) and dark brown areas above. Modern mesh sheeting will feature on the Abercrombie Street wall and within the school complex. Details such as windows and screening are modern, and generally compatible with the housing of the Golden Grove HCA and the former industrial buildings nearby.



Figure 7.8 Materiality and façades (selected images). (Source: FJMT, 2020)

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

- The new development is sited to address the Golden Grove Street frontage, and is to be built to the street alignment, like the existing school and the former Jones IXL factory garage building; this is the best location to achieve greater capacity at the school, leaving the eastern portion of the site undeveloped for the playground area and landscaping.
- Following land acquisition and closure of Boundary Lane for the school, the former Jones IXL factory garage building sits at the northwest corner of the school site. As the south side of the former Jones IXL factory garage building which will adjoin the new school buildings is a secondary façade, and the new building will be of a lower height, there will be little visual impact.



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

The former Jones IXL factory garage building was designed to address the corner of Darlington Lane and Golden Grove Street, and was built in an urban setting of row housing adjacent, when Boundary Lane still existed. The curtilage of the former Jones IXL factory garage building is not adversely impacted by the proposed new school buildings.



**Figure 7.9** Former Jones IXL factory garage building, c1943, showing terrace houses adjoining. (Source: SIX Maps extract of figure 3.8 above)

*c) How does the new development affect views to, and from, the heritage item? What has been done to minimise negative effects?*

Under the proposed new school design by FJMT, views to and from heritage items will not be significantly impacted:

- The proposed new building will hold the corner of Golden Grove Street and Abercrombie Street and while dominant in the vista terminating at St Michael's Church group (view C, refer to Section 4.4 above) will not impede views to the Church group, or adversely impact views of heritage items looking towards the school site (view A).
- The view along Golden Grove Street of the former Jones IXL factory garage building (View B) will not be adversely impacted.



**Figure 7.10** View A. (Source: GML, 2019)



**Figure 7.11** View B. (Source: GML, 2020)



**Figure 7.12** View C. (Source: GML, 2020)

This assessment is consistent with the general assessment of the 2020 VIA which concluded that the proposed development would not create any significant negative visual effects in relation to the character or composition of public or private domain views

*d) Is the development sited on any known, or potentially significant archaeological deposits? If so, have alternative sites been considered? Why were they rejected?*

Alternative sites have not been considered.

- The 2019 AA concluded that remains associated with the former housing and shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research.
- The 2019 DD report concluded that the site is not considered to hold archaeological potential for Aboriginal objects and therefore the proposed redevelopment of the site would be unlikely to have any adverse impact in this regard.

Refer to the refer to the 2019 AA and 2019 DD reports.

*e) Is the new development sympathetic to the heritage item? In what way (e.g. form, siting, proportions, design)?*

The proposed new school design by FJMT interprets to some degree the 1970s school building. Various architectural forms are utilised:

- The former Jones IXL factory garage building will retain its street presence and will not be dominated by new school forms.
- The St Michael's Church group is also a collection of distinct buildings of various eras, styles and built form. This grouping will not be compromised by the proposed new school development.
- The terrace housing of the Golden Grove HCA will not be adversely affected by the proposed new school development.

While the new building is of a different form, and larger than the current school buildings, it is sympathetic to the various adjacent heritage items and the Golden Grove HCA in the vicinity

*f) Will the additions visually dominate the heritage item? How has this been minimised?*

The proposed new school design by FJMT will generally not visually dominate heritage items in the vicinity and the Golden Grove HCA, as discussed above, although the tall roof form addressing Abercrombie Street will be distinctive. The new corner form will hold this urban corner.

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

Under the proposed new school design by FJMT, the public and users of the heritage items in the vicinity will still be able to view and appreciate their significance.

#### 7.4.4 New Services

*a) How has the impact of the new services on the heritage significance of the item been minimised?*

GML and Casey Lowe have provided heritage advice on historical and Aboriginal archaeological considerations. (Refer to the 2019 DD and 2019 AA reports.)

*b) Are any of the existing services of heritage significance? In what way? Are they affected by the new work?*

No services of significance have been identified.

*c) Has the advice of a conservation consultant (e.g. architect) been sought? Has the consultant's advice been implemented?*

GML and Casey Lowe have provided heritage advice on historical and Aboriginal archaeological considerations. (Refer to the 2019 DD and 2019 AA reports.)

- d) Are any known or potential archaeological deposits (underground and under floor) affected by the proposed new services?

New services are not anticipated to impact potential archaeological deposits of significance:

- The 2019 AA concluded that remains associated with the former housing and shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research.
- The 2019 DD report concludes that the site is not considered to hold archaeological potential for Aboriginal objects and therefore the proposed redevelopment of the site would be unlikely to have any adverse impact in this regard.

Refer to the 2019 AA and 2019 DD reports.

#### 7.4.5 New Landscape Works and Features (including Carparks and Fences)

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

The new proposed new school design landscape plans are informed by a study of trees, wall murals, and school pedagogy. A number of landscape character zones have been developed.

The social and cultural significance of the school landscape is largely related to the school's Aboriginal cultural activities, some spaces and artwork. The art collection, including murals in the existing landscape, defines the character of the school, its spaces, teachers and students. In relation to outdoor activities and artwork:

- The yarning circle will be demolished but replaced with similar spaces in the landscape, informed by community consultation outlined in the ACHAR.
- Fixed artworks (and objects) will be archivally recorded. Where possible it will be retained, and otherwise fabric will be salvaged for interpretive re-use in the new landscape design. (Refer to Section 6, Site Plans, figures 6-13 to 6-16).

**Table 7.5** Fixed Artwork Heritage Impacts (item numbers refer to Site Plan Figures as shown in 6-13 to 6-15 this report).

| Item No.         | Fixed Artwork                               | Proposed Change   | Heritage Impact—Comment   |
|------------------|---|---|---|
| 81,82, 83,92, 93 | Painted wall murals—Year 6 wall             | Retained in full.   | <b>Positive</b> – in addition, new extension walls are proposed to the site perimeter for future art creation.  |
| 46               | Painted wall mural—hall mural (Aunty Norma) | Demolition.   | <b>Adverse</b> – however the recommended art strategy includes recording and salvage (where possible) of these murals.<br><br><b>Positively</b> – the landscape design provides opportunity for future painted wall murals and other site artworks. |
| 77               | Total Animals Living Harmoniously           |   |   |
| 78               | Painted wall mural—Year 6 wall (part)       |   |   |
| 79               | Birds Wall Mural                            |   |   |
| -                | Engraved sandstone blocks                   | To be demolished during site redevelopment, but set aside and | <b>Adverse</b> —through loss of position in yarning circle.   |

| Item No. | Fixed Artwork | Proposed Change  | Heritage Impact—Comment   |
|----------|---------------|--|---|
|          |               | protected during the construction process. These stones form part of the yarning circle. | <b>Positive</b> —due to plan to salvage and reuse these stones in the new landscape design. |

Trees are addressed in Section 7.7 below.

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

Addressed in the section above.

- c) Has the advice of a consultant skilled in the conservation of heritage landscapes been sought? If so, have their recommendations been implemented?

No, the input on conservation of heritage landscapes has been based on the consultation presented in the 2020 ACHAR and this HIS.

- d) Are any known or potential archaeological deposits affected by the landscape works? If so, what alternatives have been considered?

Alternatives have not been considered:

- The 2019 AA concluded that remains associated with the former housing and shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research.
- The 2019 DD report concludes that the site is not considered to hold archaeological potential for Aboriginal objects and therefore the proposed redevelopment of the site would be unlikely to have any adverse impact in this regard.

Refer to the 2019 AA and 2019 DD reports.

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

Refer to 7.7.3 d) above.

## 7.4.6 Tree Removal or Replacement

- a) *Does the tree contribute to the heritage significance of the item or landscape?*

Under the proposed new school design by FJMT:

- 29 existing trees are proposed to be removed from the school site and five existing trees will be retained on the site (subject to levels); and
- All street trees are proposed to be retained, with one of these currently under investigation for viability in association with the new school entrance.

The school site is not a heritage item, and trees have not been separately assessed for heritage significance. However, the central courtyard includes mature trees, the canopies of which are prominent visually from the surrounding streets.

Street trees are not identified as heritage items in the 2012 LEP as individual items and are not referenced in the Golden Grove HCA, but are included in Council's Street Tree Master Plan (2011).<sup>1</sup>

*b) Why is the tree being removed?*

Tree removal on the site is proposed to enable construction of the new school buildings on the site in the context of anticipated new levels for the playground areas.

The one street tree is currently under consideration for removal depending on entry requirements for the school.

*c) Has the advice of a tree surgeon or horticultural specialist been obtained?*

Yes, Arborist (Moore Trees) and Biodiversity Consultant (Eco Logical Australia) have been consulted throughout the design process.

*d) Is the tree being replaced? Why? With the same or a different species?*

The FJMT Landscape Plan shows the approach to tree removal and replacement. The Tree Management Plan included at Figure 6.10 in this report (extracted from the Landscape Plan) shows trees to be retained and removed, and replacement tree locations.

New planting is planned and includes trees, shrubs, ground covers, native grasses and a sensory garden. Indigenous plants are proposed. Further details are available in the Landscape Drawings set by FJMT.

## 7.4.7 New Signage

*a) How has the impact of the new signage on the heritage significance of the item been minimised?*

Signage is shown in the architectural drawings prepared by FJMT (Sheet No. 3300).

- There are two main entry signs on Golden Grove Street which identify the separate preschool and school entries. They are shown to be (backlit) large format metal lettering fixed (approx. 3m and 5.3 metres in length respectively) to the new street wall of the school. A similar sign is to be located on the new Abercrombie Street wall.
- A vertical illuminated signage zone is shown centrally located on the proposed new metal fence to Abercrombie Street, which is set back from the street alignment.

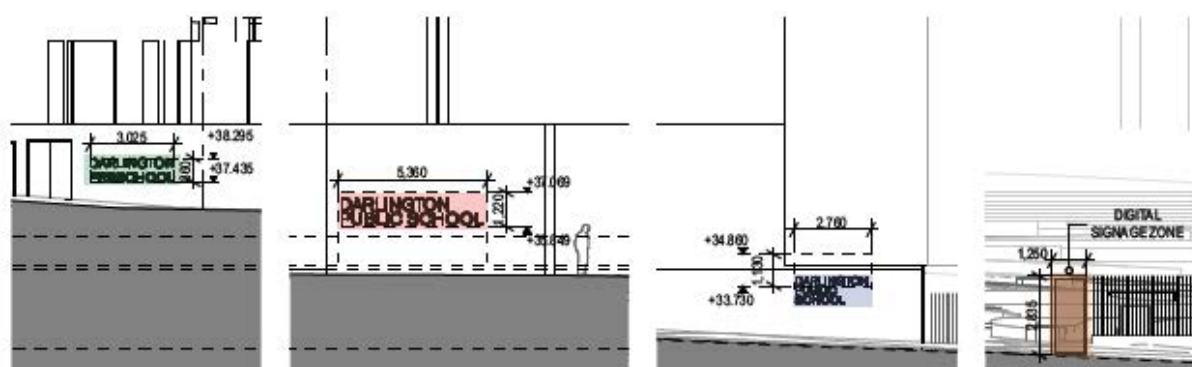


Figure 7.13 Elevation—signage. (Source: FJMT 2010, plan 3300)



These signs would have little impact, with the illuminated sign having the greatest potential visual impact on the Golden Grove HCA opposite. Illumination levels should be managed adequately by other Council controls.

b) Have alternative signage forms been considered (e.g. free standing or shingle signs). Why were they rejected?

Alternative signage was not considered necessary, given the building is to be demolished.

c) Is the signage in accordance with section 6 , 'Areas of Heritage Significance', in Outdoor Advertising: An Urban Design-Based Approach? How?

The project planner advises that new signage is consistent with this approach.

d) Will the signage visually dominate the heritage item/ heritage conservation area or heritage streetscape?

As above in this section, these signs would have little impact, with the illuminated sign having the greatest potential visual impact on the Golden Grove HCA. Illumination levels should be managed adequately by other Council controls.

e) Can the sign be remotely illuminated rather than internally illuminated?

The project planner advises that new signage illumination will be static and illuminated and complies with the planning controls.

## **7.5 Mitigation Measures**

### **Historical Archaeology**

The AA report concluded that little research potential has been identified for the school site in regard to the existing buildings and historical archaeological potential. Remains associated with the shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research. Mitigation measures are not provided.

### **Aboriginal Archaeology**

The DD report concluded that the proposed redevelopment of the site would be unlikely to have any impact on Aboriginal objects. Recommendations were made in case any Aboriginal objects were identified during the development works. Refer to the separate report for further detail.

### **Impacts of Construction Process**

In this HIS, in regard to built heritage, a construction methodology should be required to manage potential damage to the heritage items in the vicinity, in particular the former Jones IXL factory garage building. This would mitigate damage due to vibration and other damage during demolition, excavation and construction of the proposed school redevelopment which adjoins the new building. The street trees of the Golden Grove HCA and the Darlington / West Redfern Locality have not been assessed as part of this report, but their protection should be included in the construction methodology.

### **Loss of the Existing Darlington Public School Buildings**

Demolition of the existing school building will result in a loss of a 1970s school complex built by the Government Architect, which may have some local heritage significance although it is not listed as a local heritage item. Architecturally, this is mitigated to some degree by the interpretive elements of the

new school design, in particular the sawtooth roof form addressing Golden Grove Street and face brick materiality of the building, potentially including use of salvage bricks from the existing school.

Demolition of spaces which have undergone cultural adaptations for the Aboriginal school community and loss of some fixed art murals (painted brick walls) to be demolished has been mitigated to some degree by early input into the school design brief. Walls with murals will be retained where possible as shown in figure 6-14. The school community has identified values, and aspects of intangible and movable heritage that have been integrated into the new school design, ie culturally informed spaces and places specifically designed for artworks and objects.

### **Presentation to the Public Domain and Local Character**

The public domain presentation of the main new school building has formal qualities which interpret the 1970s school building (in form and materiality), provide a low scale on the street alignment, with taller built form set back and holding the corner at Golden Grove and Abercrombie Streets. While the proposed new school building is larger in scale than the current school, its greatest form is proposed adjacent to, and comparable with, the larger public housing development adjacent, and on Abercrombie Street in association with the corner.

The proposed new school buildings do not seek to replicate the historic character of the original Victorian terrace housing or corner shop, or the adjacent Golden Grove Conservation Area and the Darlington / West Redfern Locality. The proposed new forms are mitigated by the concentration of built form on Golden Grove Street, varying scale to the street and its interpretive contribution (in relation to the 1970s school forms). Further, the visual catchment of the school site is small.

## 8.0 Conclusion and Recommendations

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### 8.1 Conclusion

The proposed new school will require demolition of all existing school buildings, removal of some extant landscaping and redevelopment across the whole site. The proposed new school buildings would be predominantly sited along the Golden Grove Street frontage, with a single-storey base plinth built to the street alignment and a taller roof form behind. The main school entry would be located centrally along this frontage. Buildings would be consolidated at the western half of the site, with landscaped playground areas to the east and accessible from Abercrombie Street.

The proposed development is generally compatible in scale and form with the Darlington / West Redfern Locality design principles (and the character of the adjacent Golden Grove Conservation Area) and heritage items in the vicinity. The formal street corner of the new school design has a dominant roof form which will mark the historic corner at the intersection of Abercrombie Street with Golden Grove Street in a contemporary manner, and not exceed the height of the tallest proposed school building element (fronting Abercrombie Street) will not exceed the height of the main St Michael's Church group building. This corner features the corner shop building (within the Golden Grove HCA) and the St Michael's Church group, which terminates the vista along Abercrombie Street. While the proposed school would appear larger than the current school buildings, important views (and vistas) along Abercrombie Street and Golden Grove Street would essentially be retained. Views to St Michael's Church group would not be obscured. Existing street trees will be retained. This assessment is consistent with the advice of the 2020 VIA which concluded that proposed development would not create any significant negative visual effects in relation to the character or composition of public or private domain views.

The siting, form, details and materials of the proposed new school buildings will be compatible with heritage items in the vicinity, which vary in scale and building type. In particular, although the new development abuts the former Jones IXL factory garage building, it will not adversely impact this building; this is because the new development adjoins this building on a secondary façade (with no windows), is lower in height and utilises face brickwork. The rear wings of the heritage items (two-storey terrace house rows) which back on to Darlington Lane will not be impacted by the school design given the distance from these rear wings. Further, a scheme has recently been approved for significant new development in the rear of these terrace houses.

Salvaged bricks from the existing 1970s school buildings (to be demolished) are being considered for reuse in select locations on the site. The materiality and form of the main Golden Grove elevation with its saw tooth roof also references the existing 1970s architecture, as well as the scale and rhythm of terrace housing in the adjacent conservation areas. While the school building is not a listed heritage item, it nonetheless has some local heritage significance as a small school complex designed by the NSW Government Architect in the Brutalist style. Despite this loss of the existing school buildings, the proposed redevelopment of the site has the potential for a positive heritage impact overall. This will be achieved through the continued educational use of the site, interpretive aspects of the new school design, incorporation of Aboriginal cultural values through the design of specific learning environments (such as the yarning circle), a place-based design approach for specific movable artworks and objects including the Art Collection and retention of fixed artwork in the landscape.

A significant number of trees are proposed to be removed from the site as a result of proposed level changes and to make way for the new school buildings. The heritage value of the school trees has not

been assessed; however, it is noted that the 2019 VAR identifies that the composition of views in relation to the school site and in the general area includes street wall elevation of school buildings and the canopy of vegetation within the school grounds. New trees and site landscaping, including indigenous plants, are proposed.

Previous archaeological investigations of the site have identified that the remains associated with the former housing and shop on the corner of Abercrombie and Golden Grove Streets are not anticipated to make a contribution to current research, and that the site is not considered to hold archaeological potential for Aboriginal objects. The proposed redevelopment of the site would be unlikely to have any adverse impact on historical or Aboriginal archaeology. Further detail is provided in the 2019 AA and 2019 DD reports.

An understanding of the physical school elements which present an outward expression of connections to the Aboriginal community underpins the assessment of intangible elements of education at the school which were identified in the ACHAR to be: Celebrating and Recognising Aboriginal Culture and History, Teaching Aboriginal Culture, 'Spaces', Art and Display of Aboriginal Culture, Art and Display of Aboriginal Culture and The Art Collection.

Darlington Public School holds significant heritage values connecting the school with the teachers, students and local Aboriginal community. The proposed development has the potential to impact these values, if the values are not recognised and considered during the project's planning, consent authority approval processes and implementation stages.

The art collection defines the character of the school, its spaces, teachers and students. Movable artworks (and objects) will be removed and stored prior to commencement of demolition. New design of the school will include culturally appropriate placement of the artworks, positively retaining these works and their cultural associations. Most fixed artworks (and objects) will be necessarily impacted by redevelopment of the site. This will be mitigated by archival photographic recordings being undertaken prior to demolition, retention of fixed art work (where possible) and planned salvage of fabric for interpretive re-use in the new design.

Further detail in regard to community consultation, identified Aboriginal cultural values, heritage impacts and recommendations in regard to Aboriginal heritage in space and design, culture and history refer to the 2020 ACHAR. A separate assessment of how the school's values may be directly or indirectly affected by the proposal is provided in the ACHAR [Table 6.1] and included in this report at Appendix A of this HIS report.

## 8.2 Recommendations

The following recommendations arising from the assessment of potential heritage impact of the proposed school redevelopment and the work of the ACHAR are made to guide managing the cultural heritage aspects of this project prior to and during construction work. They are provided to ensure protection, care and placement / reinstatement / interpretation of these items are carried out.

Review of the proposed school redevelopment by consent authorities should have regard for the consultation work, assessments and recommendations of the ACHAR.

Approval of the Darlington Public School masterplan proposed by SI NSW and prepared by FJMT Architects should include:

- A **construction methodology** should be prepared to ensure against damage to the heritage items in the vicinity, in particular the former Jones IXL factory garage building. Damage of concern

includes vibration and other damage during demolition, excavation of the site and construction of the proposed school redevelopment. The methodology should also include care of street trees and trees retained on the school site. It should also include the care of retained fixed art and salvaged fabric to be reinstated (in new locations) in the landscape design (including demolished mural bricks and Yarning Circle carved sandstone blocks). This approach should align with the Art Management Strategy (refer below) and be required prior to issue of the construction certificate.

- A **photographic archival recording** of the school, its buildings, exterior/interior spaces, artwork (movable and fixed) and landscape, should be undertaken in accordance with NSW Heritage Office guidelines whilst the school is still operational, and should be completed prior to issue of the construction certificate. This should include professional photography of all the fixed artworks (painted wall murals).
- An **Art Management Strategy** should be prepared to manage movable and fixed artwork, by representatives of the school community, to inform design development of the proposed school, care and storage during construction and reinstatement of artwork in the new school when complete. It is recommended that this is prepared as soon as possible and should be completed prior to change at the site (ie school decampment or demolition at the site). The Strategy should:
  - allow for ongoing management and care of current and future movable and fixed art collections of the Darlington Public School, and should recognise the role of private individuals and community custodians in caring for their movable / fixed heritage.
  - include a formal photographic inventory/catalogue of all movable artworks based on the basic catalogue created as part of the ACHAR report (and included in that report at Appendix E of that report). This should be prepared prior to removal of artworks from buildings / site. Removal, storage and protection of these items prior to demolition should also be addressed. Further detailed recommendations on placement of specific moveable items are included in the ACHAR report. FJMT have also prepared preliminary schedules of art and artefacts which are included at Appendix E of this report..
  - specifically address fixed artworks and objects (including the painted wall murals and carved sandstone blocks which currently form the outdoor yarning circle). These items should be documented in the photographic archival recording of the school site, and locations keyed to a plan. The retention or reinstatement of these items should also be detailed in the schedule of conservation works. Opportunities for new fixed artworks in the new school design should be addressed in the Strategy.
  - During the school redevelopment process management of the movable artwork, including historic objects, and to some degree the fixed artworks, representatives of the school community and SI NSW could be guided by the **NSW Heritage Office Moveable Heritage Principles**<sup>3</sup> (refer to Appendix C).
- An **Interpretation Plan** should be prepared, in association with representatives of the school community, and could include stories of the site's geography (including the Blackwattle Swamp Creek which runs through the site), early land use, education at Darlington Public School (including the original Victorian school building), Victorian residential development of the site, the Orange Grove subdivision and Aboriginal cultural values are represented on the site. It could be guided by the **NSW Heritage Office Interpreting Heritage Places and Items Guidelines**<sup>4</sup>



- Recommendations of the 2020 AHCAR could be incorporated in the Interpretation Plan, the following detailed could be included:
  - A teacher/student guide to the art including details on each artwork, the story behind its creation or acquisition, and information on the meaning and importance of each item. This can be connected with the archival recording publication on the old school.
  - Opportunities for cross-cultural learning can be provided by sharing and active participation in cultural activities—for instance, development of a Darlington Aboriginal cultural program.
  - Identification of key trees within the school to be retained and conserved. These are likely to be habitat trees for native animals and birds. Reference to the ecological assessment for the school should be made when determining which trees to retain.

### 8.3 Endnotes

<sup>1</sup> City of Sydney, 'Street Tree Master Plan 2011', viewed 1 May 2020

<[https://www.cityofsydney.nsw.gov.au/\\_\\_data/assets/pdf\\_file/0015/130236/STMP2011\\_150501-PartA.PDF](https://www.cityofsydney.nsw.gov.au/__data/assets/pdf_file/0015/130236/STMP2011_150501-PartA.PDF)>.

<sup>3</sup> NSW Government, 'What is moveable heritage and why is it important?', viewed 1 May 2020

<<https://www.environment.nsw.gov.au/Heritage/aboutheritage/movableheritage.htm>>.

<sup>4</sup> NSW Government, 'Interpreting Heritage Places and Items', viewed 1 May 2020

<<https://www.environment.nsw.gov.au/resources/heritagebranch/heritage/NSWHeritageOfficeGuidelinesinfointerpreting.pdf>>



## 9.0 Appendices

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### **Appendix A**

Statement of Heritage Impact (2020 ACHAR)

### **Appendix B**

NSW SDRP Consultation

### **Appendix C**

NSW Heritage Office Moveable Heritage Principles

### **Appendix D**

Architectural Drawings of School, 1975

### **Appendix E**

Preliminary Schedules of Art and Artefacts, prepared by FJMT, 2020



## Appendix A: Statement of Heritage Impact (2020 ACHAR)

This section is an extract from the ACHAR and provides a description of the proposed activity and identifies the Aboriginal values that could be impacted directly or indirectly by the activity. The impact assessment underpins the development of heritage management policy (Section 7) which should guide the development process for the new Darlington PS.

### Statement of Heritage Impact

Darlington PS does not contain any known Aboriginal objects (as afforded statutory protection under the NPW Act), and is not considered to hold archaeological potential for Aboriginal objects. As such, the proposal will not 'harm' Aboriginal objects.

However, Darlington PS holds significant heritage values connecting the school with the teachers, students and local Aboriginal community (outlined in Table 5.1, of the ACHAR). The proposed development has the potential to impact these values, if the values are not recognised and considered during the project's planning and implementation stages. An assessment of how the place's values may be directly or indirectly affected by the proposal is provided in at Table 6.1 of the ACHAR included below.

Table 9.1 Statement of Potential Heritage Impacts.

| Value      | Manifest Through  | Potential Impacts and Mitigation Strategies  |
|------------|---|--|
| Historical | <p>The history of education in Darlington PS since 1875.</p> <p>The connection between the local community, the economics and social history of Darlington and the educational facility.</p> <p>The Aboriginal historical value is not embodied in the current buildings.</p> | <p>The school redevelopment would create a new phase of education in Darlington consistent with other historic changes and developments to the school since 1875.</p> <p>The new design has considered the context of Darlington PS and its social history through the implementation of key design themes. Providing that the key design themes underpin the redevelopment, the impact of the proposed work on the historic values of the place would be minimal.</p>   |
| Scientific | <p>The ability of the school to teach traditional Aboriginal values in a safe and meaningful context.</p> <p>The ability of the school to provide new direction with respect to educational methods and standards exemplifying cultural appreciation and understanding.</p>   | <p>The current school provides space for a unique method of teaching within a specific setting. Redevelopment of the school will impact (or change) this value, irrespective of how the new design is implemented.</p> <p>The new design must allow for the natural development of teaching methods by the staff, along with a natural evolution of the use of space. It is important that all spaces are therefore not 'filled', but the new school can grow to fill its new space.</p> <p>The new school design has included specific places and items connected with Aboriginal culture, such as the 'yarning' space. The specific design of these spaces needs to consider the functional use of each space, so that the educational values can be maintained.</p> |



| Value     | Manifest Through   | Potential Impacts and Mitigation Strategies   |
|-----------|--|---|
| Social    | <p>The connection between the school and the Darlington to Redfern community, notably the Aboriginal community.</p> <p>The function of the school as both an educational institution, and a centre for social acceptance, a safe space, and core hub to the local community.</p> <p>The school's identification with local Aboriginal people, and notably Aboriginal culture and heritage.</p> | <p>The new school needs to understand its place as part of the local community and its function beyond an educational facility. If this connection can be maintained, this value will not be impacted.</p> <p>The new school design process needs to seek out and understand the Aboriginal cultural connections with key physical elements of the existing spaces and specifically how these aspects function and are used on a daily basis. If the design is able to include these aspects this value should not be impacted.</p> <p>Implementation of key design themes means that safeguards have been put in place to protect the social values of the school including:</p> <ul style="list-style-type: none"> <li>• ongoing involvement of the local and school community in design decisions;</li> <li>• inclusion of specific physical elements and spaces to reflect the aspirations of the Aboriginal community including edible gardens, yarning circles; and</li> <li>• involvement of the school children in development of external spaces.</li> </ul> <p>Beyond the design process, the assessment has sought to include key stakeholder groups identified by the school, in a process of assessment that identifies key elements and values.</p> <p>Policy developed for the maintenance of heritage values (Section 7) needs to be implemented.</p> |
| Aesthetic | <p>The outer appearance of the school to the wider public—such as the red doors on Golden Grove.</p> <p>The inner function of the school, where the appearance governs the identity and use of space.</p> <p>The school's collection of art and objects.</p>   | <p>Any demolition of fabric and surfaces containing murals and art will result in an impact on the school's aesthetic value.</p> <p>The Year 6 art walls will be retained and not impacted.</p> <p>All movable art and objects can be retained and stored for re-use, and thus the inherent value of these items can be retained.</p> <p>The new school design provides a 'blank canvas' for new art and design. The mode of implementing new art and design through the school has the potential to impact this value (and the connected social value) because the aesthetic value is an aspect which has grown over 45 years—it is something which has been created by the local community. Installation of 'manufactured' Aboriginal design (that is design that is not developed and implemented by the school community specifically for the school) would likely not be accepted by the local community and would impact this value.</p>  |

## **Appendix B: NSW SDRP Consultation**

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21.08.2019

Karissa Kendall,  
Project Director, SINSW

Via email –  
[karissa.kendall@det.nsw.edu.au](mailto:karissa.kendall@det.nsw.edu.au)

PROJECT: Darlington Public School  
RE: SDRP SESSION 37 – 14.08.19 (third review)

Dear Karissa,

Thank you for the opportunity to review the above project a third time at the SDRP session held on 14.08.19.

The panel acknowledges and commends SINSW for their commitment to delivering design excellence demonstrated by undertaking a project review and change of direction, with a new design team.

The panel generally supports the design development of the project. In particular the following aspects of the design proposal are supported:

1. Rigorous process of analysis to unpack the complexity and diversity of issues affecting the site;
2. Clarity of the masterplanning options presented;
3. Engagement with the urban context and streetscape pattern;
4. Location of the hall to facilitate shared community access;
5. Retention of trees;
6. Response to topography and hydrology of the site;
7. Masterplanning to facilitate incorporation of passive design strategies as design develops;
8. Minimisation of fencing by using the building as secure line where possible.

The following commentary provides advice and recommendations for the project:

#### Massing and scale

- The panel supports the location of the hall at the corner of Abercrombie and Golden Grove streets. The hall should have a clear street presence, welcoming aspect and engagement with the urban context. The height of the hall should be considered together with its architectural expression to determine an appropriate 3-dimensional response to its location.
- The concentration of 3-story elements along the southeast and northwest boundaries is supported. Detail should be provided to illustrate how built forms will interact with the student housing and Regiment buildings adjacent.
- The approach illustrated in options C & D, with one or several functions perpendicular to Golden Grove Street has the potential to more

successfully accommodate the slope of the site. Further detail should be provided to illustrate this potential including multiple sectional views.

#### Heritage

- Explore ways in which the existing fabric of the school could be repurposed in the built form and/or landscape treatments.
- The panel anticipates further engagement with the Aboriginal community leading to a meaningful manifestation of cultural heritage in the built form, landscape, art, wayfinding and other elements of the project. Applicants may contact GANSW for assistance or advice on integration of Indigenous Culture and Heritage.

#### Landscape and open space

- The panel supports the approach presented of the COLA areas to create an interface between the school grounds and the public domain. Further detail is required to illustrate these areas and the amenity provided, ensuring the spaces do not become too low or too deep.
- Clarify and illustrate retention of existing trees along Darlington Lane.
- Clarify any roof areas which will be used as play areas and/or landscaped open space.

#### Sustainability

- Detail ESD initiatives and performance targets, including passive and active energy modes, overshadowing, solar access, energy generation, water collection and reuse, etc.

The panel saw merit in options A, C and D and look forward to seeing the development and consolidation of these schemes manifested in the next presentation.

Please refer to the design package requirements form for information on materials to be provided at the next SDRP.

Please contact GANSW Design Advisor, Carol Marra (Carol.Marra@planning.nsw.gov.au), if you have any queries regarding this advice.

Sincerely,



Rory Toomey  
Principal Design Excellence  
Chair, SDRP

CC  
NSW SDRP Panel members  
  
GANSW Design Advisor  
DPIE

Ashley Dunn, Isabelle Toland, Richard  
Johnson, Rory Toomey (Chair – GANSW)  
Carol Marra  
Andrew Beattie

City of Sydney  
SINSW

FJMT  
Mace Group

Peter Hill  
Lyndall Smith, Glen Irwin, Aaron Smith,  
Carmen Debsieh  
Elizabeth Carpenter, Cassandra Cutler  
Daniel Iuliano, Josh Malin



12.11.2019

Karissa Kendall,  
Project Director, SINSW

Via email –  
[karissa.kendall@det.nsw.edu.au](mailto:karissa.kendall@det.nsw.edu.au)

PROJECT: Darlington Public School  
RE: SDRP SESSION 43 – 06.11.19 (fourth review)

Dear Karissa,

Thank you for the opportunity to review the above project at the SDRP session held on 06.11.19.

The selected masterplan and general design development of the project is supported. In particular the following aspects of the design proposal are supported:

- Clarity and logic of the selected masterplan option;
- Engagement with the urban context and streetscape pattern;
- Scale and massing of the building forms which respond and contribute to the surrounding neighbourhood;
- Proposed materiality and incorporation of salvaged items such as the red gates and murals;
- Location of the hall to facilitate shared community access;
- Retention of existing trees;
- Response to topography and hydrology of the site;
- Masterplanning to facilitate incorporation of passive design strategies;
- Minimisation of fencing by using the building as secure line where possible.

The following commentary provides advice and recommendations for the project:

#### Aboriginal Culture

- The approach to understanding and engaging with local Aboriginal culture is commended as a starting point. Provide details of how the connection to Country will be made evident throughout the school grounds: for example, using landscape, materials, plant selection, art installations/murals, naming, wayfinding devices, play equipment, paving, colour, texture and so on.

#### Landscape

- The landscape strategy incorporating connected spaces at various scales is supported. The landscape design should be further detailed to incorporate robust surfaces, materials and plantings, particularly in areas of high play traffic.
- The setbacks along Golden Grove Street should be further detailed to demonstrate the continuity of the urban realm with robust and low-

maintenance materials and landscaping. These areas should be illustrated to indicate how sightlines between the street and the pre-school will be resolved.

- Explore and illustrate how natural environmental systems (ie water) can be integrated into play areas.
- Clarify and illustrate access to and visual appearance of the Library roof.
- Provide a plan illustrating the potential use of the upper level circulation/outdoor learning spaces.

#### Hall & Streetscape

- The possibility of a community foyer at the south west corner of the Hall is supported and should be further developed.
- Illustrate the treatment of street edges at the setback along Golden Grove Street and whether these can incorporate street seating or other public amenity.
- Provide a view illustrating the proposed visual connection from Abercrombie Street through the street-wall into the school at the service entry and assembly area.
- The design of the entry fence as a place-specific screen integrated with the built form is supported and further details should be provided. Explore versions where a staggered fence line addresses spatial generosity to both sides of the fence where needed.

#### Sustainability

- Detail ESD initiatives and performance targets, including passive and active energy modes, overshadowing, solar access, energy generation, water collection and reuse, etc.

The items noted above should be addressed in the EIS submission.

Please contact GANSW Design Advisor, Carol Marra  
(Carol.Marra@planning.nsw.gov.au), if you have any queries regarding this advice.

Sincerely,



Rory Toomey  
Principal Design Excellence  
Chair, SDRP

CC  
NSW SDRP Panel members  
  
GANSW Design Advisor  
DPIE  
City of Sydney

Ashley Dunn, Isabelle Toland, Peter Mould,  
Rory Toomey (Chair – GANSW)  
Carol Marra  
Jason Maslen  
Peter John Cantrill

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FJMT  
Mace Group

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**Appendix C: NSW Heritage Office Moveable Heritage Principles**

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# HERITAGE INFORMATION SERIES

## MOVABLE HERITAGE PRINCIPLES



## MOVABLE HERITAGE PROJECT

The Movable Heritage Principles were developed as part of a Movable Heritage Project, managed jointly by the NSW Heritage Office and the NSW Ministry for the Arts. They were written by John Petersen, NSW Heritage Office, in collaboration with a Movable Heritage Reference Group providing expert advice. Its members were Meredith Walker, Australia ICOMOS, Kylie Winkworth, heritage consultant and author of an earlier Heritage Council of NSW taskforce report on movable heritage, David Ellis, Ministry for the Arts, Ian Stephenson, National Trust of Australia (NSW), James Broadbent, Historic Houses Trust of NSW, Ian Arthur, Institution of Engineers Australia, Lisa Newell, Ku-ring-gai Municipal Council, Pat Townley, Powerhouse Museum, Kay Söderlund, Museums Australia, Maisy Stapleton, Museums and Galleries Foundation of NSW, Dennis Gojak, NSW National Parks and Wildlife Service, Phil Gordon, Arts Advisory Council Museums Committee and Vanessa Mack, University of Sydney Macleay Museum. NSW cultural institutions also provided input through the Ministry for the Arts.

The Heritage Council of NSW endorsed the Movable Heritage Principles in December 1998.

## DISCLAIMER

Any representation, statement, opinion or advice, expressed or implied in this publication is made in good faith but on the basis that the State of New South Wales, its agents and employees are not liable (whether by reason of negligence, lack of care or otherwise) to any person for any damage or loss whatsoever which has occurred or may occur in relation to that person taking or not taking (as the case may be) action in respect of any representation, statement or advice referred to above.

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Locked Bag 5020  
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[www.heritage.nsw.gov.au](http://www.heritage.nsw.gov.au)

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HO 00/07

Front cover graphics:

Aboriginal hand stencils, South Coast. *Photograph courtesy of National Parks and Wildlife Service*

Interior of Belltrees shearing shed, built near Scone in NSW in 1879 by architect J. Horbury Hunt.

Artefacts from the site of first Government House Archaeology Collection. *Photograph courtesy of Museum of Sydney on the site of first Government House*

Grose Valley, Blue Mountains, NSW. *Photograph courtesy of National Parks and Wildlife Service*

Back cover graphics:

Australia Square, Sydney

Entrance to the central temple, Sze Yup Temple, Glebe. *Photograph by Karl Zhao*

Lands Department Building, Sydney

The bow of iron steamer, *Merimbula*, wrecked near Currarong in 1928. *Photo by David Nutley*

Snowy Mountains Scheme. *Photograph courtesy of the Snowy Mountains Hydro-electric Authority*

St Mark's Anglican Church, Darling Point, Sydney. *Photograph by Stuart Humphreys*

Belltrees Shearing Shed, near Scone, NSW.

Detail from the crypt floor of St Mary's Cathedral, Sydney. *Photograph courtesy of St Mary's Cathedral*



## **MOVABLE HERITAGE PRINCIPLES**

The aim of the Movable Heritage Principles is to assist New South Wales Government and community organisations to manage their movable heritage items and collections and to develop appropriate conservation policies.

### **INTRODUCTION**

“Movable heritage” is a term used to define any natural or manufactured object or collection of heritage significance.

Responsibility for movable heritage is shared by private owners and government and community organisations. The Movable Heritage Principles will underpin efforts to identify and care for movable heritage objects and collections in their context. They will strengthen partnerships, co-operation and focus policies to achieve good practice in NSW.

The principles recognise the importance of:

- researching, understanding and retaining the significance of movable heritage as an integral part of the heritage and cultural diversity of New South Wales;
- documenting provenance, physical context, associations and ownership and conserving movable heritage as part of our heritage legacy to future generations;
- promoting the value of movable heritage to the community through access, education and interpretation programs;
- managing movable heritage items and collections in their significant place and community context;
- recognising the role of private individuals and community custodians in caring for movable heritage;
- establishing partnerships between owners of movable heritage and the government, professional and community organisations which can assist them.

## THE PRINCIPLES

### ***1. Movable heritage relates to places and people.***

Movable heritage exists in a variety of contexts in addition to museum, library and archive collections. It may be associated with places, regions, people and communities. It is often best to care for items and collections in this context.

### ***2. Educating the community about how to identify and manage movable heritage assists in conserving items and collections.***

Community education is an effective way to protect movable heritage in the long term. Private owners and community custodians have information and knowledge about movable heritage and why it is important. Communities need to be involved in managing and interpreting their cultural material.

### ***3. Assess the heritage significance of movable items and collections before making decisions on managing them.***

Decisions on managing movable heritage, including acquisition, should be based on their significance, including their relationships to places and people. The wishes of private owners and community custodians should also guide decisions.

Where relevant, conservation management plans should include policies that integrate the management of heritage places and their significant items.

### ***4. Recognise the significance of indigenous movable heritage to indigenous communities and its unique role in cultural maintenance, cultural renewal and community esteem.***

It is important to respect indigenous intellectual property rights and the cultural traditions of indigenous people, including cultural restrictions.

Consult with the relevant indigenous community and key indigenous bodies and use their advice to guide decisions

on identifying and managing movable heritage, including access and interpretation. \*

***5. Retain movable heritage within its relationship to places and people, unless there is no prudent or feasible alternative to its removal.***

Movable heritage often derives significance from its relationship to a region, building or site. Removing items from a place can diminish or damage the significance of both the items and the place. Explore opportunities for conserving movable heritage in its context where this is possible.

***6. Remove movable heritage from its relationship to places and people only when the items and collections are under threat and this is the only means of safeguarding or investigating significance.***

Moving items and collections may alter and diminish significance and cause damage. However, it may not always be possible, practical or desirable to retain movable heritage in its context. It may be necessary for the cultural custodian to relocate the items and collections for cultural reasons or to remove them for research. It may be necessary to remove them temporarily for conservation treatment, exhibition or during works to a building or site. Removing items may be the only means of ensuring their security and may be necessary for health and safety or to protect the place. Minimise the impact on heritage significance if moving items. Where possible and culturally appropriate, keep movable heritage in another location at the place.

---

\* Museums Australia has a policy guidelines document entitled *Previous Possessions, New Obligations: Policies for Museums in Australia and Aboriginal and Torres Strait Peoples*.

**7. *Provide community access to movable heritage and encourage interpretation.***

Community access to movable heritage is important because it helps people to understand and maintain cultural traditions and practices. Its also encourages the conservation of significant movable items. Interpret movable heritage and places and educate people to understand uses, functions, community history and cultural practices.

**8. *Document movable heritage.***

Documentation includes researching history, assessing significance, recording provenance, physical context, associations with a building, site, region or community and the history of conservation and exhibition. Documenting items and collections can assist in exploring conservation options to return or reinstate movable heritage to places or people should circumstances change. Keep systematic records of the subsequent location of items both with the site or building records and with the items and collections themselves.

**9. *Acquire movable heritage where there is no alternative to removal, where this serves clearly defined collecting policies.***

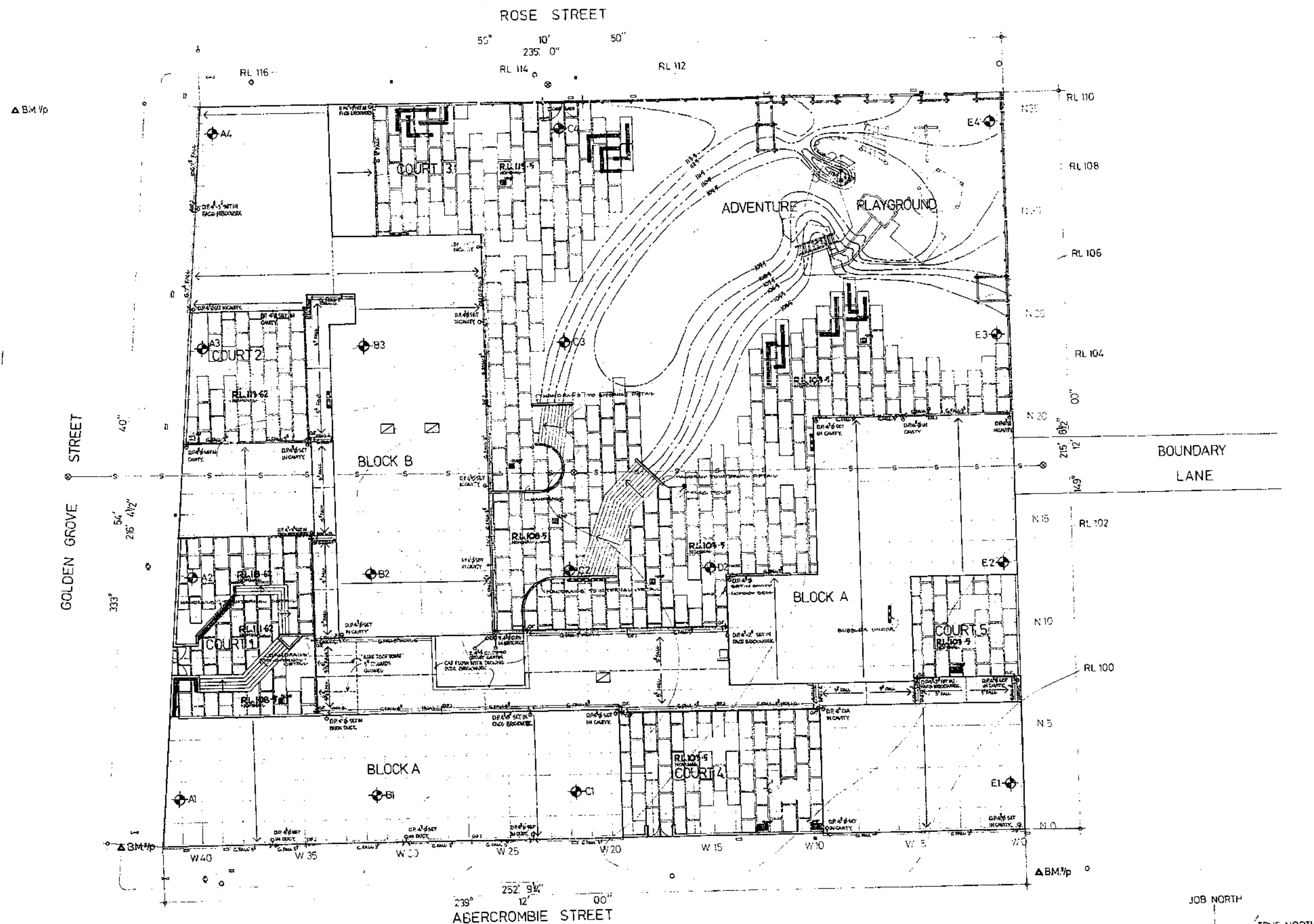
Organisations acquiring items and collections should identify their collecting intentions in cooperation with other bodies in their region. Where possible, movable heritage should form part of a collection that can be interpreted to promote an understanding of its significant place and community associations.

**10. *Reinstate or return items and collections to places and people when circumstances change.***

It is important to understand the heritage significance of items and collections before making decisions about moving, relocating, disposing or giving them away. If possible, and if culturally appropriate, reinstate or return the items and collections to their significant context. Relevant community and cultural groups should inform such decisions.

## **Appendix D: Architectural Drawings of School, 1975**

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STANDARD DATUM  
 PLOTTED FROM: CADASTRAL PLANS  
 OF THE AREA & LEVEL BOOK 1264  
 ORIGIN OF LEVELS: B.M. 164 OUT IN  
 CONCRETE AT TOP OF STEPS WITHIN  
 NEWTOWN TEACHERS' COLLEGE  
 GROUND ABOUT 40' NE OF END  
 OF ROSE STREET RL 123.41  
 SURVEYED BY T.J. FORT ON 17-6-71

SCHEMATIC OF  
 BENCH MARKS  
 B.M. 164 KERB OPPOSITE S.B.L. ROSE ST.  
 RL 117.82  
 B.M. 164 ON KERB ON N.B.L.  
 ABERCROMBIE ST.  
 RL 115.74  
 B.M. 164 ON KERB APPROX. 240 FT. NE  
 INTERSECTION OF GOLDEN GROVE  
 ST & WESTERN BOY OF  
 ABERCROMBIE ST.  
 RL 98.66

- TEST BOREHOLE
- ELECTRIC LIGHT POLE
- PMG COVER
- HYDRANT
- WATER
- STOP VALVE
- SEWER PIPE
- SEWER MANHOLE
- BUBBLES
- EXTERNAL FIXED SEATING
- CAR BARRIERS
- GARDEN BAY FENCE

DEPARTMENT OF PUBLIC WORKS  
 NEW SOUTH WALES  
 J.C. HUMPHREY, DIRECTOR

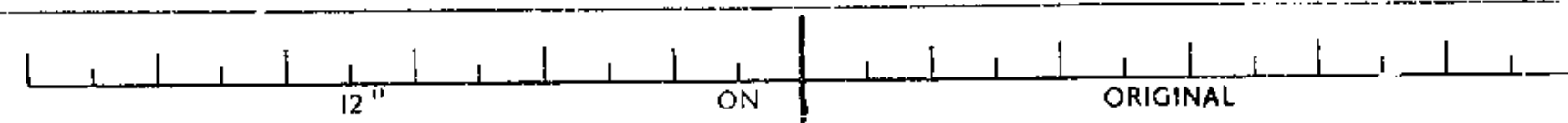
*J. C. Humphrey*  
 31-3-73  
 GOVERNMENT ARCHITECT

|  |  |        |
|--|--|--------|
| design by                                      | GOVERNMENT ARCHITECT   | office |
| working drawings by                            | BRUCE TAYLOR & ASSOCIATES LTD.<br>11 Mill St. Roseville 2059 | office |
| consulting engineers (structural)              | McMILLAN BRITTON & KELL<br>167 Kent St. Sydney 2000          | office |
| consulting engineers (mechanical & electrical) | NSW DEPT OF PUBLIC WORKS                                     | office |

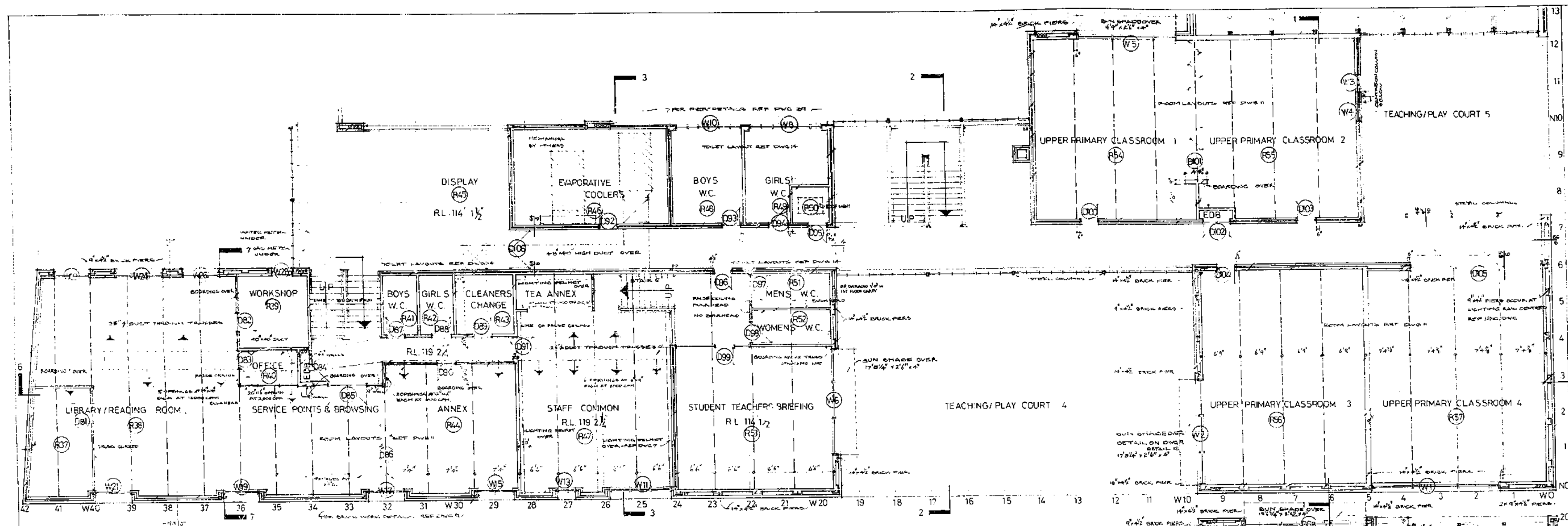
**DARLINGTON  
 DEMONSTRATION  
 PUBLIC SCHOOL**  
 abercrombie & golden grove sts darlington

|                         |    |
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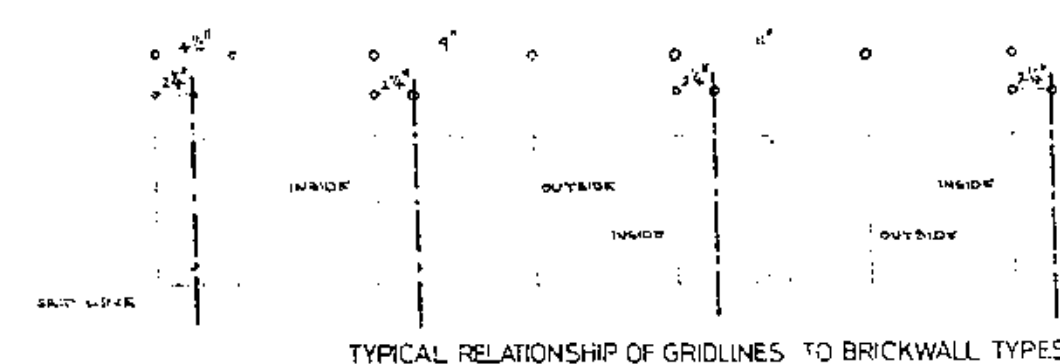
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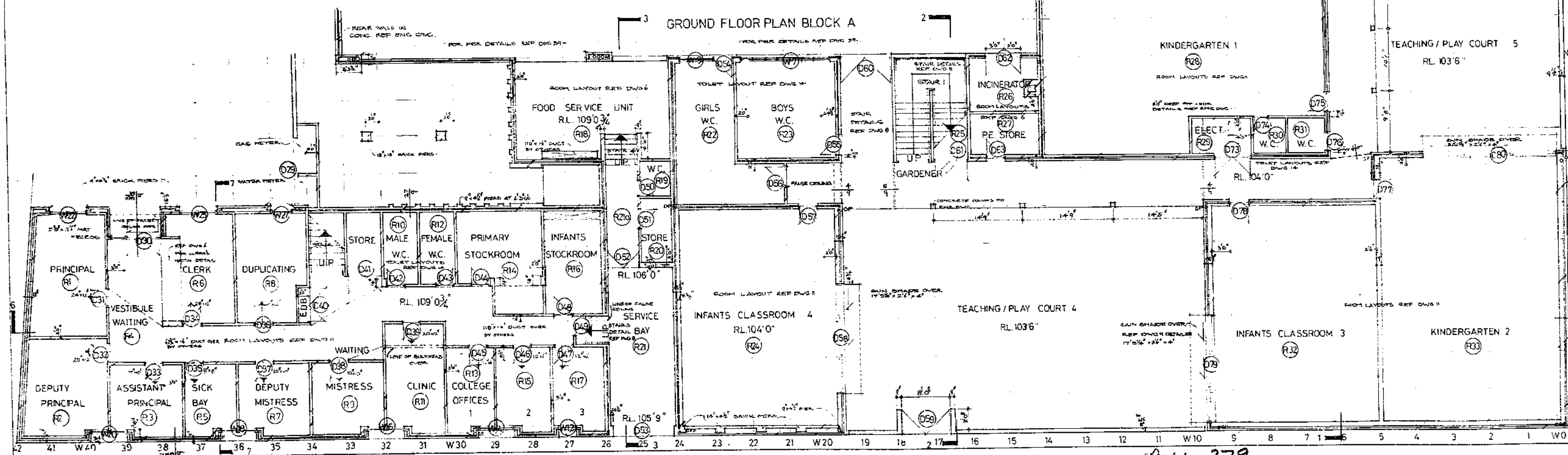




FIRST FLOOR PLAN BLOCK A



NOTE: 1. WALLS UNLESS OTHERWISE NOTED ARE RELATED TO GRID LINES AS SHOWN ABOVE OR AS SET OUT ON SITE.  
2. A 1/2" DIA. HORIZONTAL GRID IS SET OUT FROM THE SOUTH EAST CORNER OF THE SITE ON THE DAY SURFACE AND IS NOT NORTH BOUNDARY.



GROUND FLOOR PLAN BLOCK A

DEPARTMENT OF PUBLIC WORKS  
NEW SOUTH WALES  
J.C. HUMPHREY, DIRECTOR

*John J. Jones*  
31.8.73  
GOVERNMENT ARCHITECT

design by  
GOVERNMENT ARCHITECT  
working drawings by  
BRUCE TAYLOR AND ASSOCIATES  
157 Kent St. Sydney N.S.W.  
consulting engineer  
MENELAN ENGINEERING  
157 Kent St. Sydney N.S.W.  
consulting engineer  
MENELAN ENGINEERING  
157 Kent St. Sydney N.S.W.

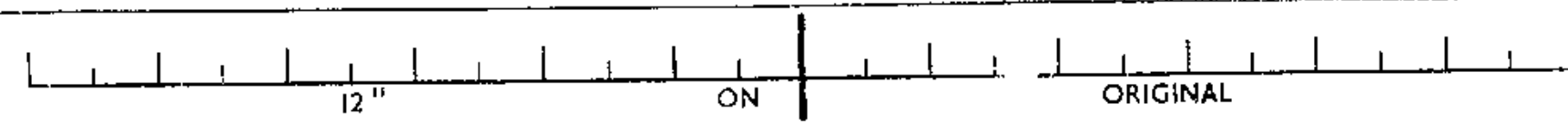
DARLINGTON  
DEMONSTRATION  
PUBLIC SCHOOL  
6 Abercrombie Rd. or 11 Grove St. Darlington

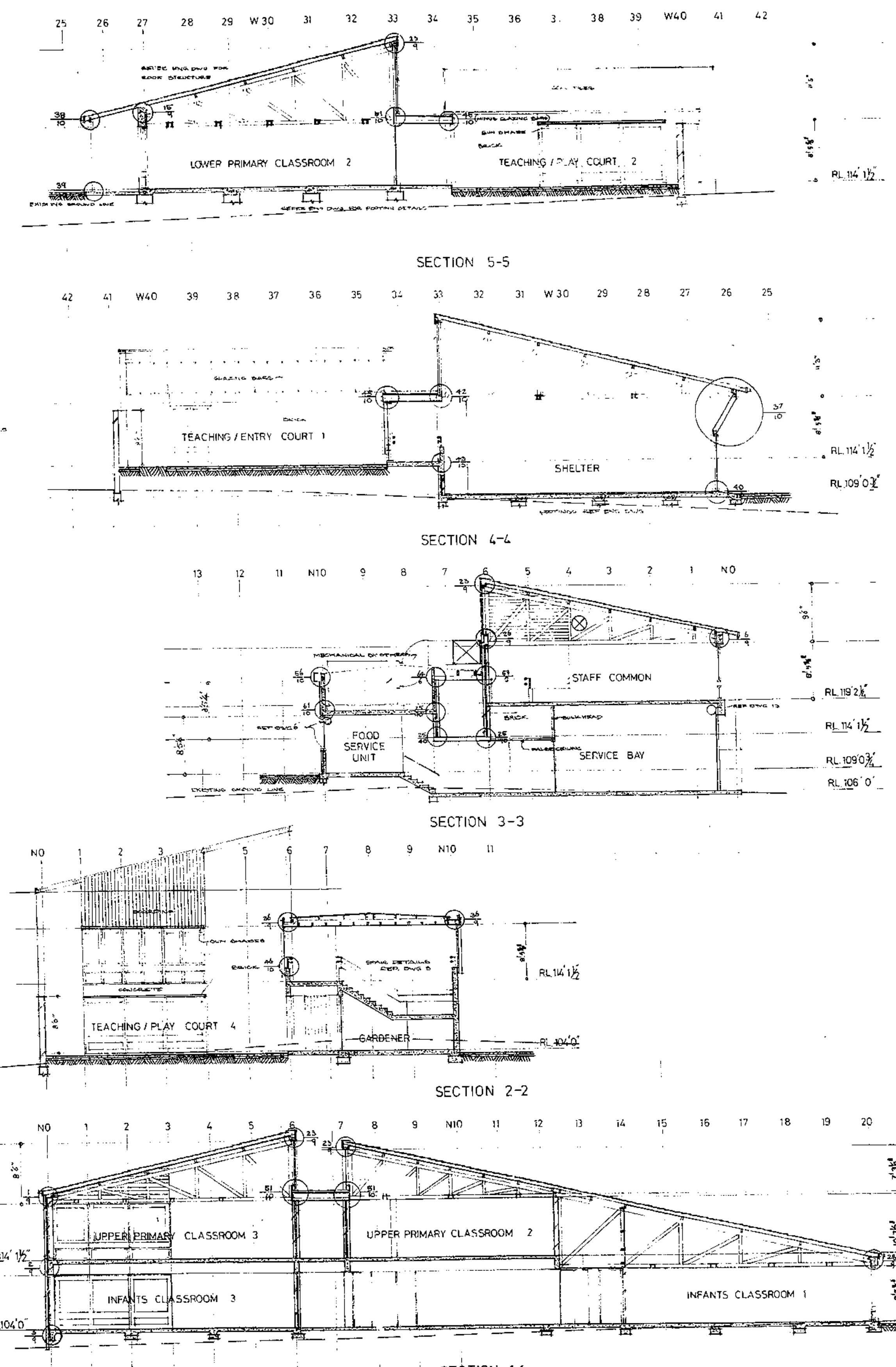
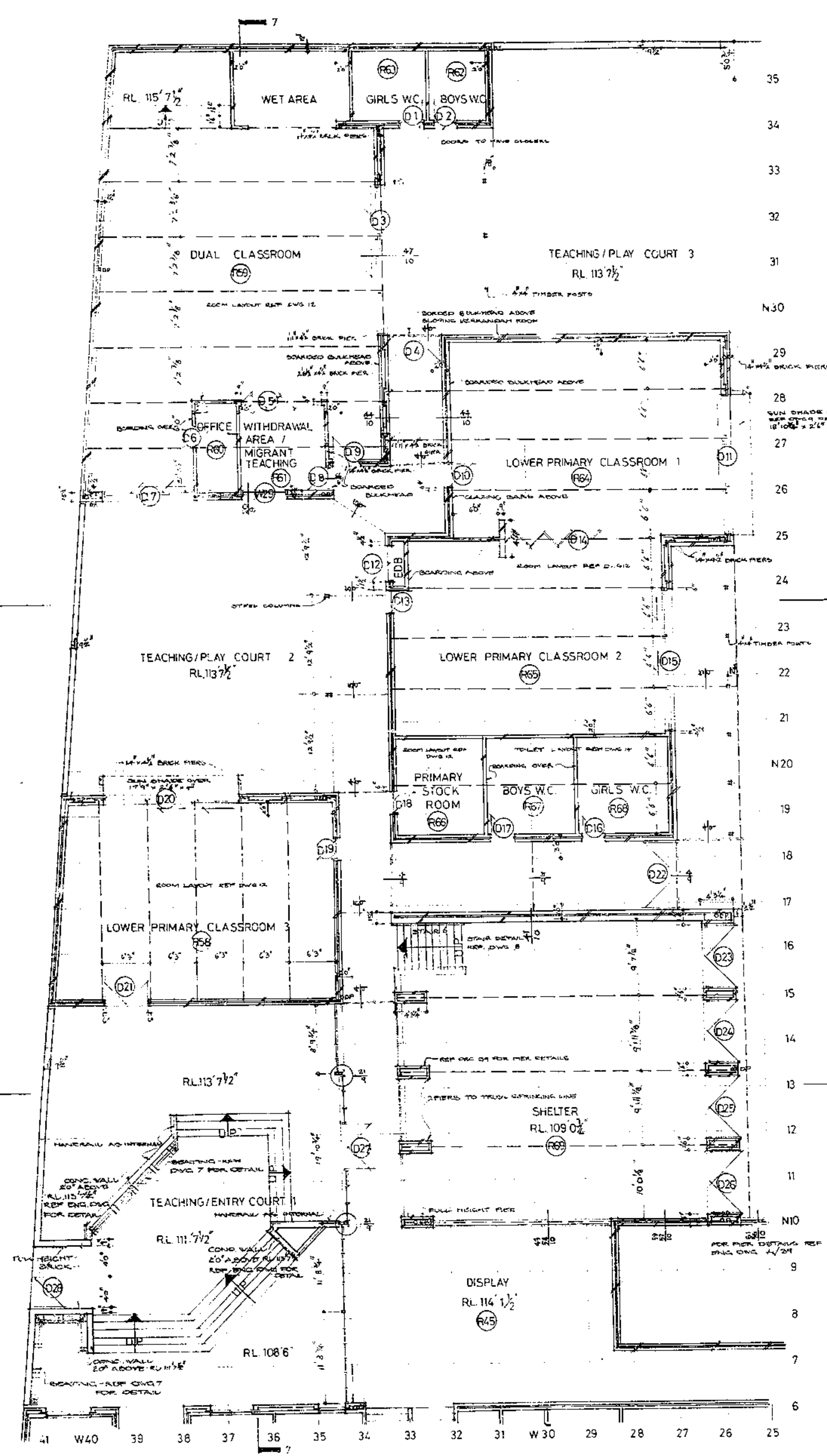
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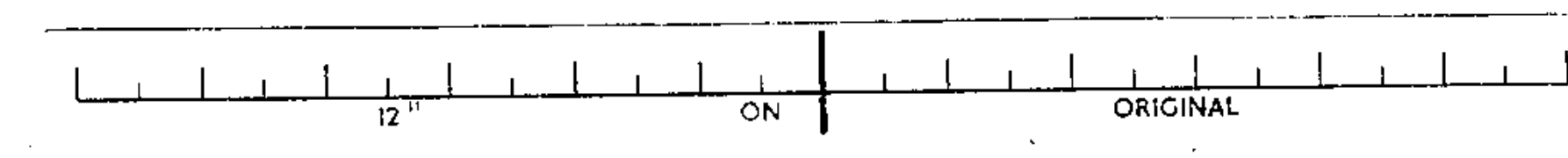
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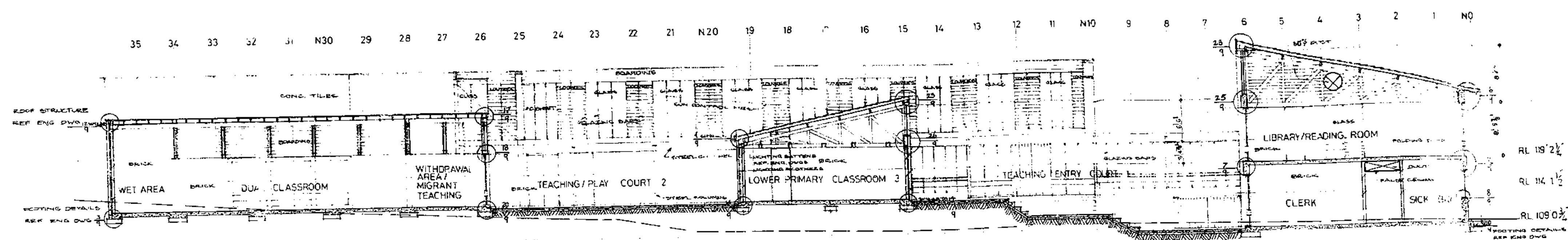




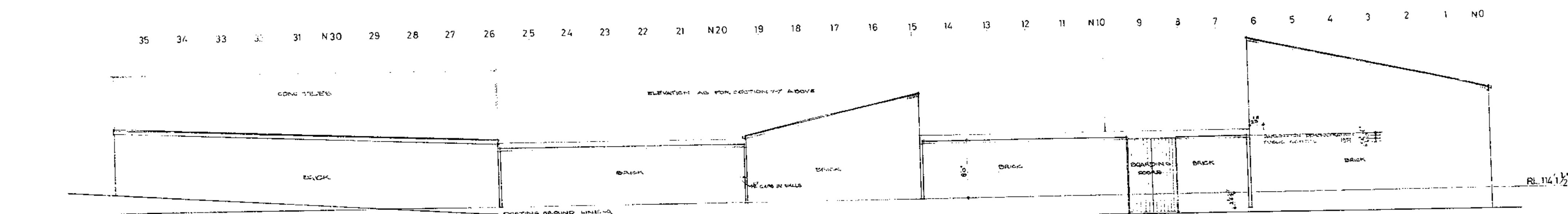
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|---|---|
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| <i>Paul J. Jones</i><br>31.8.73<br>GOVERNMENT ARCHITECT                                     |   |
| Design by   | GOVERNMENT ARCHITECT                                  |
| Working drawing   | BRUCE TAYLOR ARCHITECTS PTY LTD<br>11 Hill St. Sydney |
| Consulting engineer   | McMILLAN ARCHITECTS PTY LTD<br>157 Kent St. Sydney    |
| Consulting engineer   | mechanical & electrical<br>NSW DEPT OF PUBLIC WORKS   |
| <b>DARLINGTON DEMONSTRATIC PUBLIC SCHOOL</b><br>Abercrombie & Golden Grove S.D.s of Lingdon |   |
| <b>PLAN BLOCK B</b><br><b>SECTIONS</b>  |   |
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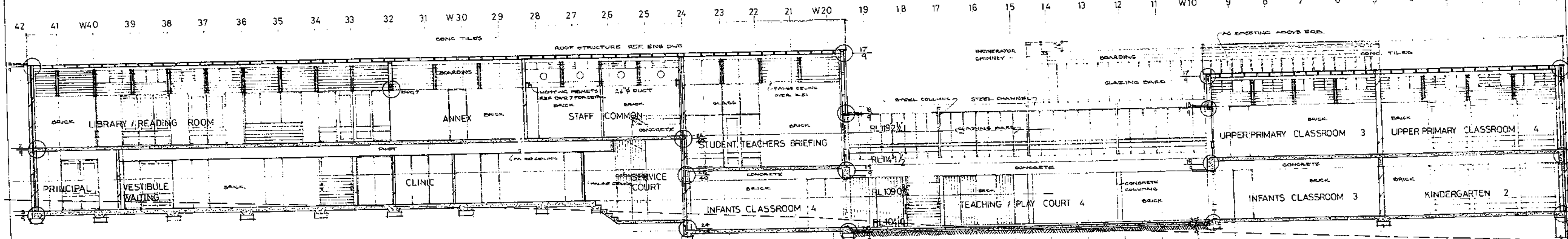
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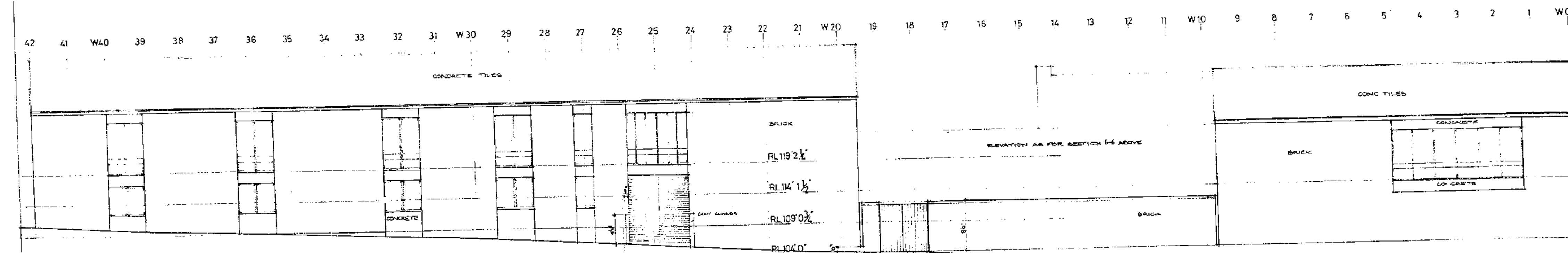
SECTION 7-7



WEST ELEVATION



SECTION 6-6



SOUTH ELEVATION

DEPARTMENT OF PUBLIC WORKS  
NEW SOUTH WALES  
J.C. HUMPHREY, DIRECTOR

*Paul Jones*  
31-8-73

GOVERNMENT ARCHITECT

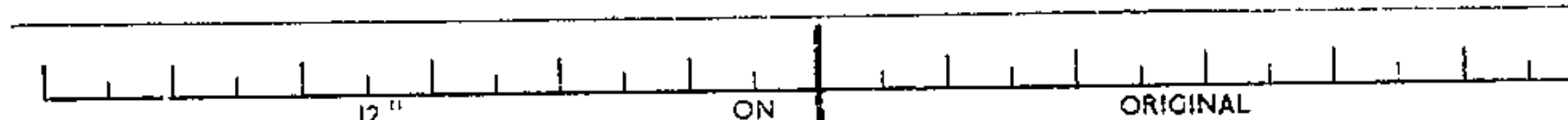
design by  
GOVERNMENT ARCHITECT  
working drawings by  
BRUCE & CO. LTD.  
11 Hill St. Sydney  
consulting engineer  
McMILLAN & CO. LTD.  
107 Kent St. Sydney  
mechanical & electrical  
NSW DEPT OF PUBLIC WORKS

**DARLINGTON  
DEMONSTRATION  
PUBLIC SCHOOL**

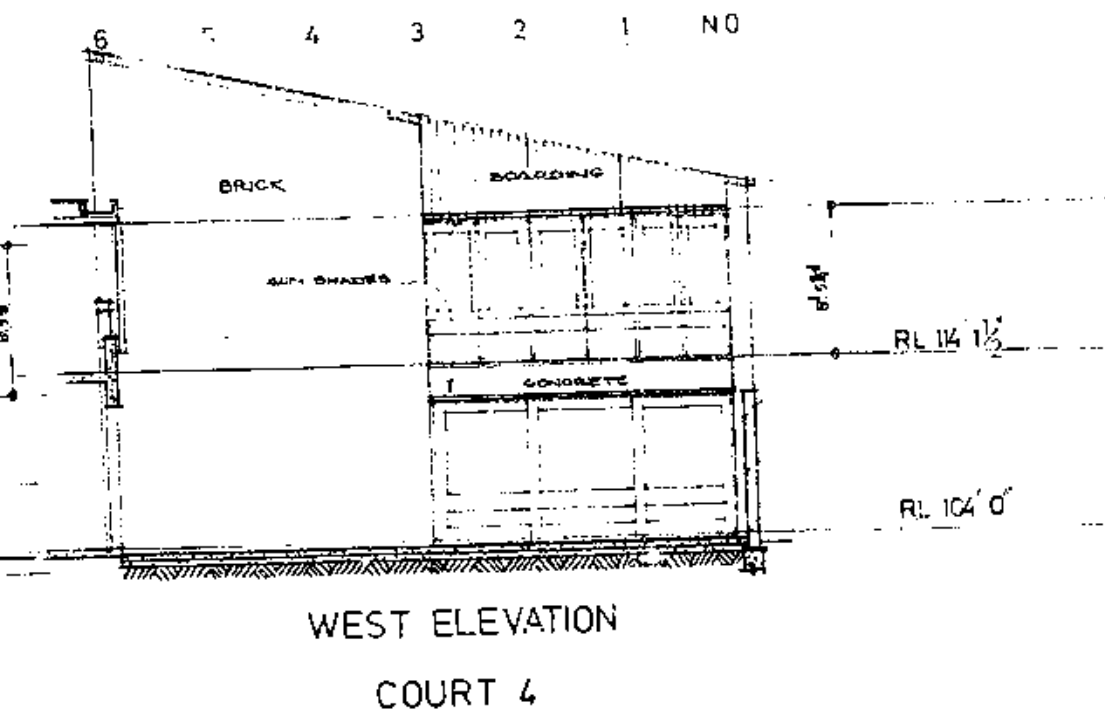
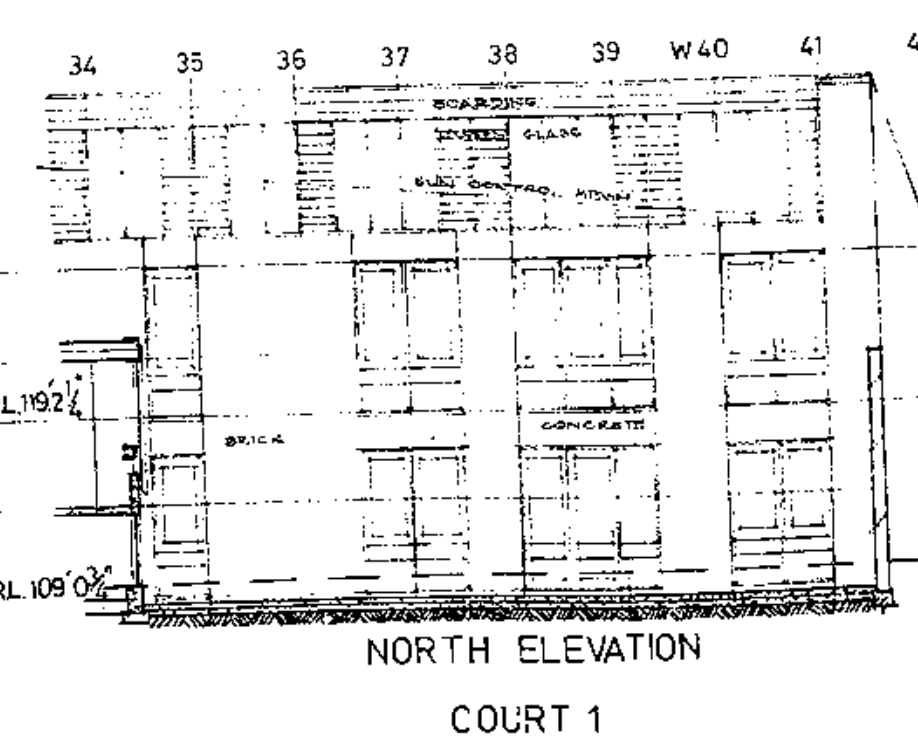
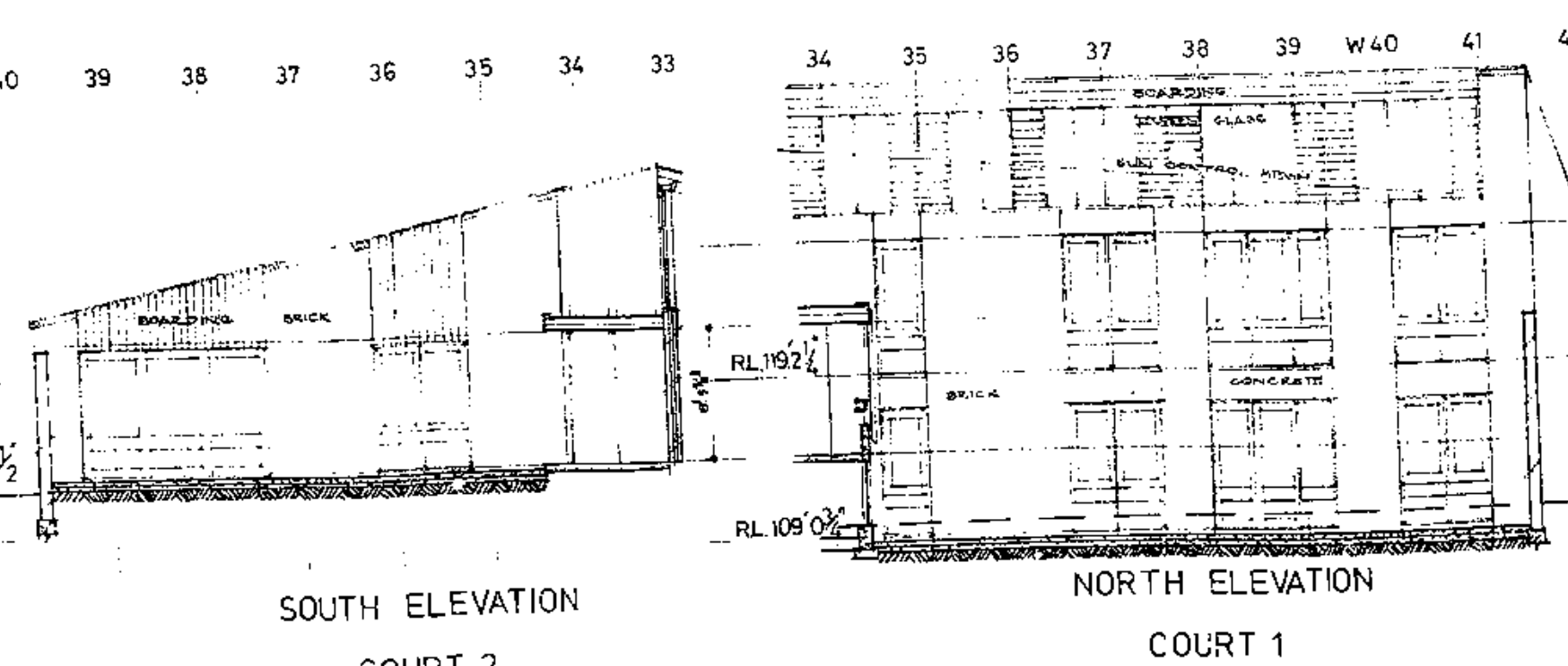
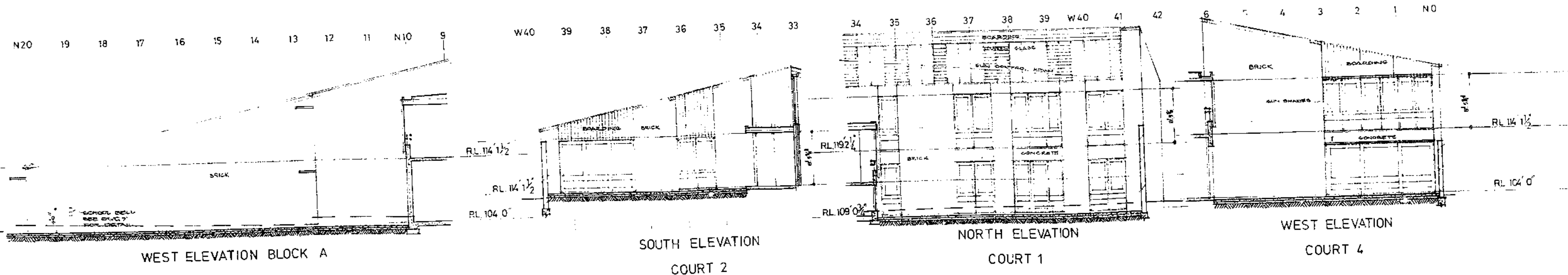
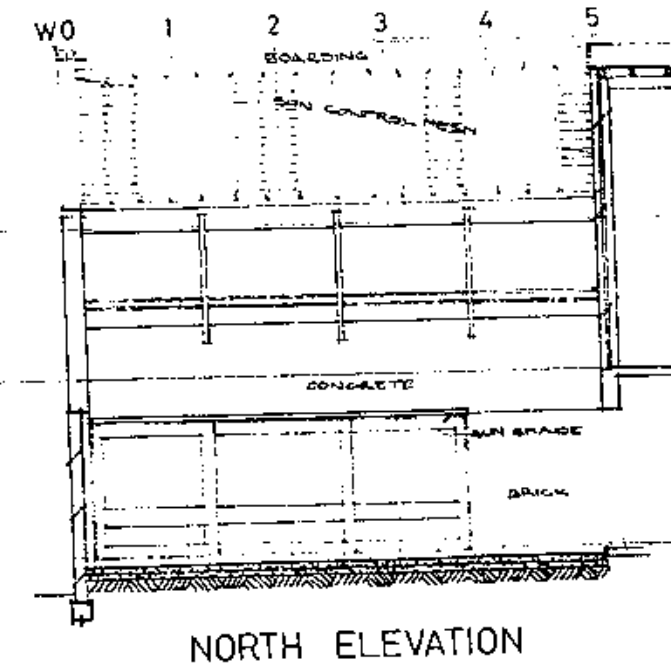
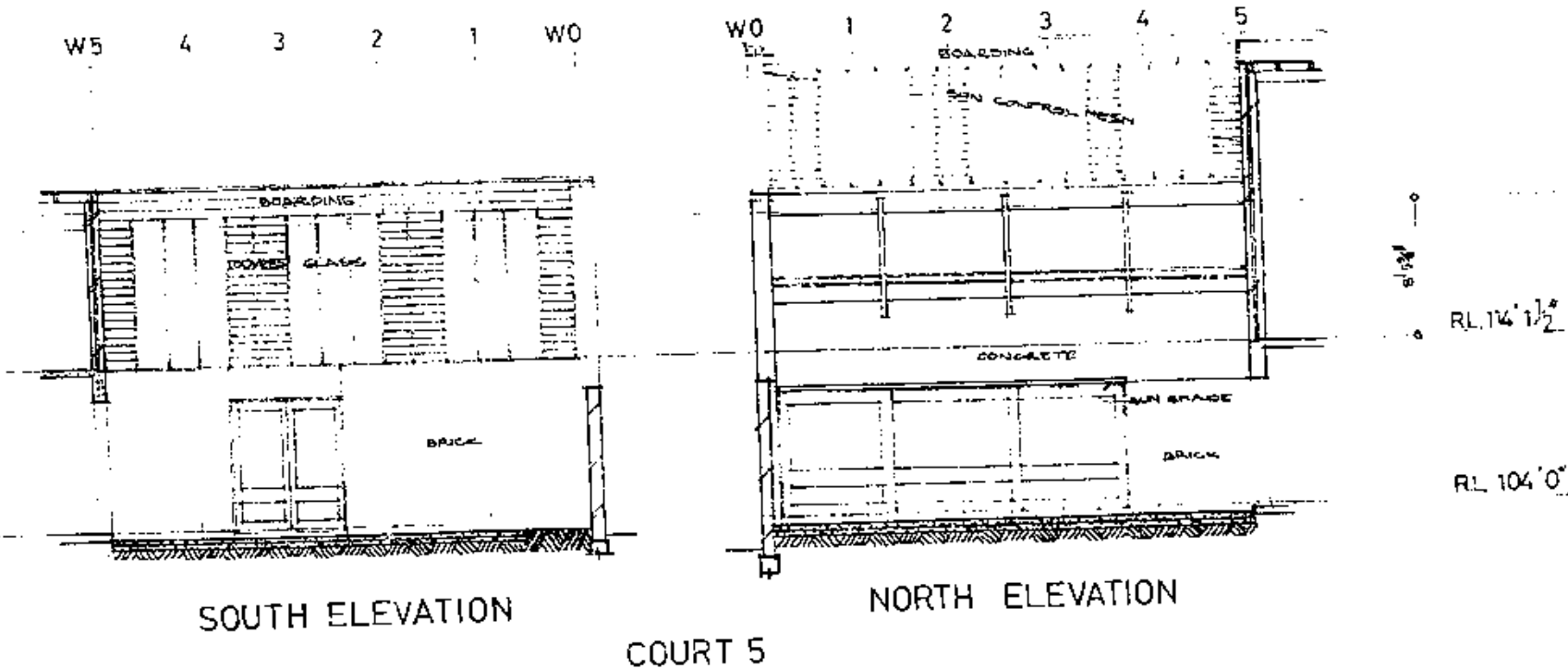
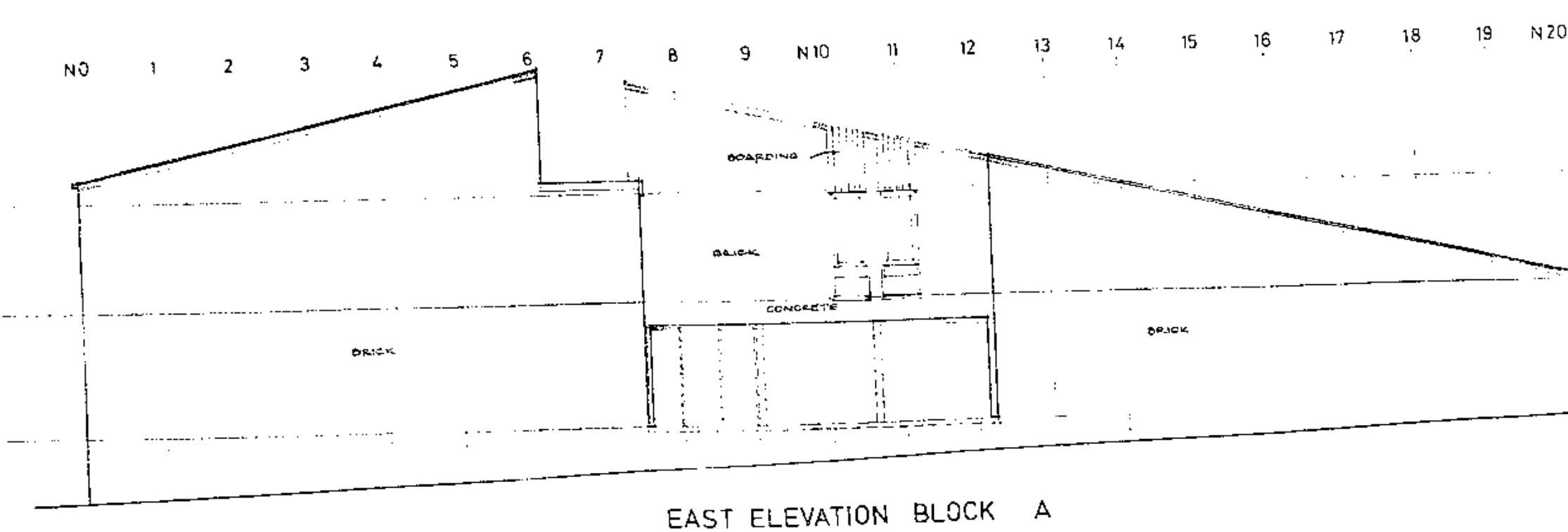
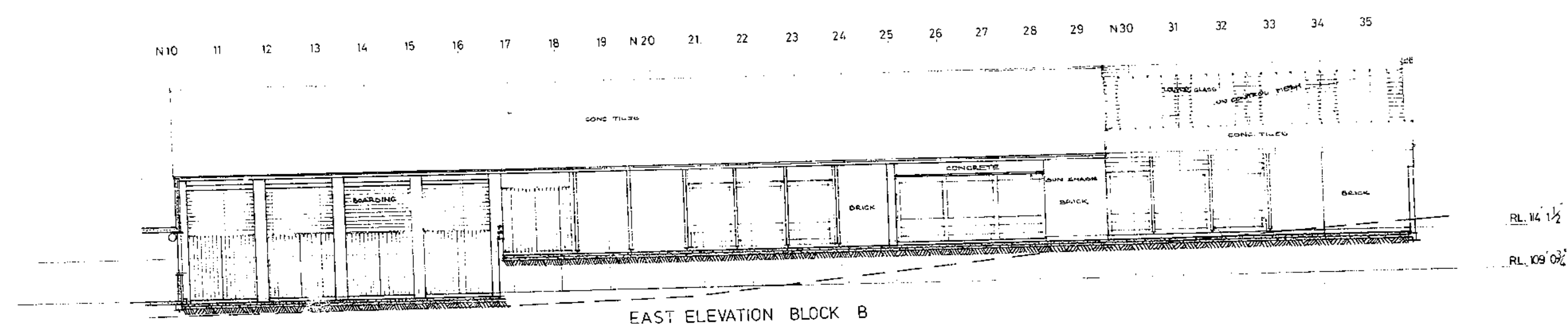
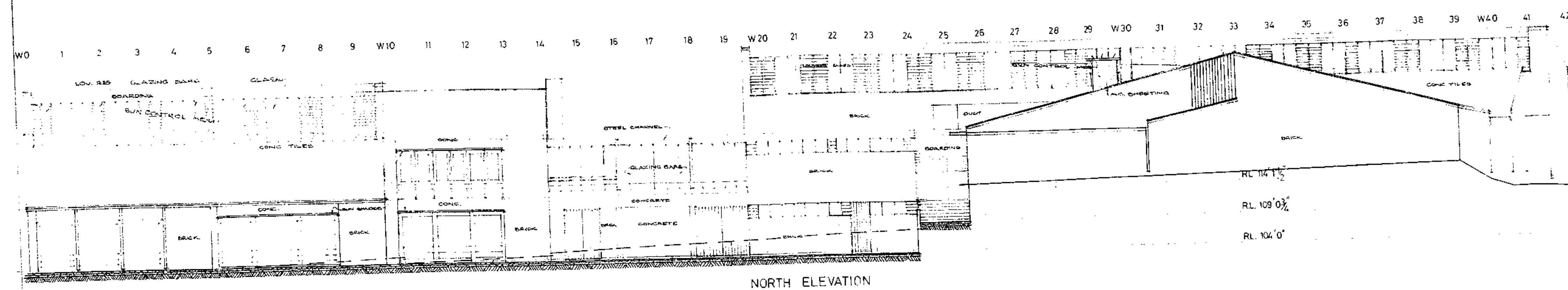
ELEVATIONS AND  
SECTIONS

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NUMBER 52  
IN SET 4  
PLAN ROOM NUMBER 58461/17

ROLL 379







DEPARTMENT OF PUBLIC WORKS  
NEW SOUTH WALES  
J. C. HUMPHREY, DIRECTOR

31.8.73

GOVERNMENT PROJECT

design by  
GOVERNMENT  
working drawing by  
BRUCE T. ...  
11 Hill St. ...

consulting engineer  
McMILLAN, D. W. & S. A.  
167 Kent St. S.W.

consulting engineers  
mechanical & electrical  
NSW DEPT OF PUBLIC WORKS

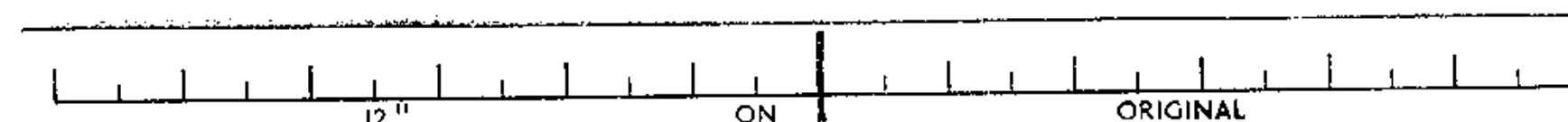
**DARLINGTON  
DEMONSTRATION  
PUBLIC SCHOOL**  
abercrombie S. golden

ELEVATIONS

1/8" = 1'0"

52 5  
PLAN ROOM NUMBER 58461/1E

ROLL 379



**Appendix E: Preliminary Schedules of Art and Artefacts, prepared  
by FJMT, 2020**





























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




















**DARLINGTON PUBLIC SCHOOL  
ARTEFACT SCHEDULE**

| ITEM No. | Artefact Name      | Image  | Existing Location                           | Details  | Dimensions   | Future Status  | Future Location       | Notes |
|----------|--------------------|--|---|--|--|--|-----------------------|-------|
| 1        | Display Cabinet    |   | Reception Entry                             | <ul style="list-style-type: none"> <li>- 2 display cabinets</li> <li>- Items include tools, boomerangs, art, sculptures, etc.</li> </ul>           | Wall mounted cabinet: 1840 (L) x 280 (W) x 860 (H)<br>Floor mounted cabinet: 1700 (L) x 580 (W) x 1000 (H) | Artefacts to be retained and installed in new display unit | TBC                   |       |
| 2        | Display Cabinet    |   | Admin corridor                              | <ul style="list-style-type: none"> <li>- Loose furniture - display cabinet</li> <li>- Items include bowls,</li> </ul>                              | 960 (L) x 380 (W) x 1530 (H)   | Artefacts to be retained and installed in new display unit | TBC                   |       |
| 3        | Display Cabinet    |   | Admin corridor                              | <ul style="list-style-type: none"> <li>- Wall mounted display cabinet</li> <li>- Items include tools, boomerangs, art, sculptures, etc.</li> </ul> | 1700 (L) x 280 (W) x 700 (H)   | Artefacts to be retained and installed in new display unit | TBC                   |       |
| 4        | Sandstone Carvings |   | Second Entry Courtyard                      | Carvings in sandstone blocks   | Varies   | Retained and reinstalled in new landscape                  | TBC                   |       |
| 5        | Sandstone Carvings |   | Central Courtyard                           |  | Varies   | Retained and reinstalled in new landscape                  | TBC                   |       |
| 6        |                    |  | Corridor between hall and central courtyard | Various artworks including sculptures and cutouts of Aboriginal persons if interest  | Varies   | TBC  | TBC                   |       |
| 7        | Didgeridoos        |   | Music Room                                  |  |  | Didgeridoos to be retained and installed in new display    | Special programs room |       |
| 8        | Main Entry Gate    |   | Main Entry                                  | Red Double door  | 2150 (L) x 2920 (H)  | Documented and demolished                                  | -                     |       |
| 9        | Blue Bus           |   | Central Courtyard                           | Darlington School Bus converted into an learning space as part of P&F grant  |  | Documented and demolished                                  | -                     |       |
| 10       | Framed Boomerangs  |  | Principals Office                           | - Wall hung  | 640 (L) x 430 (H)  | TBC  | TBC                   |       |



**DARLINGTON PUBLIC SCHOOL  
ARTWORK SCHEDULE**

| ITEM No. | Name/Artist  | Image   | Existing Location                | Details   | Dimensions                                    | Future Status                 | Future Location | Notes   |
|----------|--|---|----------------------------------|---|---|-------------------------------|-----------------|---|
| 1        | Unknown  |    | Main Entry Courtyard             | - Acrylic on Boards<br>- Face fixed to brick wall<br>- 3 Equal panels       | 2660 (L) x 1200 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 2        | Unknown  |    | Main Entry Courtyard             | - Acrylic on Boards<br>- Face fixed to brick wall<br>- 4 equal panels       | 1700 (L) x 2450 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 3        | Unknown  |    | Main Entry Courtyard             | - Acrylic on Boards<br>- Face fixed to brick wall<br>- 4 Panels (1 missing) | 1700 (L) x 2450 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 4        | Unknown  |    | Main Entry Courtyard             | - Acrylic on Boards<br>- Face fixed to brick wall<br>- 3 Equal panels       | 1450 (L) x 2850 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 5        | Local artist and children                                    |    | Reception Entry                  | - Acrylic on Boards<br>- Face fixed to brick wall<br>- 2 Equal panels       | 4120 (L) x 950 (H)                            | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 6        | Unknown  |    | Reception Entry                  | - Acrylic on Canvas<br>- Wall hung  | 1000 (L) x 770 (H)                            | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 7        | Unknown  |    | Admin Corridor                   | - Laminated Lino prints<br>- Wall mounted                                   |   | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 8        | Sally Morgan Artwork   |    | Admin Corridor                   | - Acrylic on Boards<br>- Face fixed to pinboard/partition wall              | 1220 (L) x 930 (H)                            | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 9        | Burnt Door<br>Neil Thorne                                    |    | Admin Office Door                | - Engravings on door panel  | 890 (L) x 2200 (H)                            | Retained                      | TBC             | Door to be relocated to potentially the Library. Discuss with school community.   |
| 10       | Unknown  |    | Admin Corridor                   | - Wall hung A3 Frame  | 640 (L) x 520 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 11       | Unknown  |   | Admin Corridor                   | - Wall hung A3 Frame  | 640 (L) x 520 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 12       | Unknown  |  | Admin Corridor                   | - Wall hung print   | 640 (L) x 860 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 13       | Operation Art 2012<br>Hanna Cai                              |  | Library/Hall Stair               | - Wall hung A3 Frame  | 640 (L) x 520 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 14       | Operation Art 2012<br>Elissa Tennant                         |  | Library/Hall Stair               | - Wall hung A3 Frame  | 640 (L) x 520 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 15       | Operation Art 2012<br>Melisa Hau                             |  | Library/Hall Stair               | - Wall hung A3 Frame  | 640 (L) x 520 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 16       | Operation Art 2012<br>Billie Wild                            |  | Library/Hall Stair               | - Wall hung A3 Frame  | 640 (L) x 520 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 17       | Unknown  |  | Library/Hall Stair               | - Acrylic on Boards<br>- Face fixed to brick wall                           | 840 (L) x 2620 (H)                            | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 18       | Unknown  |  | Library/Hall Stair               | - Wall Hung Print   | 2480 (L) x 1200 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 19-37    | Koori Week Boards<br>Neil Thorne                             |  | Library/Hall Stair               | - A4 wooden boards with etchings/<br>engravings                             |   | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 38       | Unknown  |  | Staffroom                        | - Stretched pattern fabric, wall hung                                       | 600 (L) x 600 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 39       | Unknown  |  | Block A Level 1 Staff<br>Toilets | - Mixed media on paper, wall hung   | 2400 (L) x 1200 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 40-45    | The Wheel on the<br>Holden<br>Kerry Toomey &<br>Wendy Notley |  | Hall Area                        | - Wall hung A3 Frames   | A3 Frames x 6                                 | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 46       | Unknown  |  | Hall Area                        | - Paint on Brick wall   | 5400 (L) x 2550 (H)                           | Photographic<br>Documentation | TBC             | Refer attached commentary. Photograph, demolish and re interpret in a publicly accessed area.   |
| 47       | Unknown  |  | Block C Corridor                 | - Acrylic on Boards<br>- Face fixed to brick wall                           | 1920 (L) x 1250 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 48-53    | Jarjum Rugs<br>Various Artists                               |  | Hall                             | - 6 x wall mounted rugs   | Single Rug dimensions: 1440 (L) x<br>2320 (H) | Retained                      | Hall            | Assess condition and relocate into new school. Jarjum rugs to be displayed in the new communal hall.  |
| 54       | Unknown  |  | Hall                             | - Wall hung print   | 3000 (L) x 1650 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 55       | Year 6 2015  |  | Block A & B Corridor<br>Link     | - acrylic on board<br>- Face fixed to brick wall<br>- Year 6 artwork        | 1840 (L) x 1200 (H)                           | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |
| 56-60    | Operation Art  |  | Block A & B Corridor<br>Link     | - Wall hung A3 Frames   | 640 (L) x 520 (H)                             | Retained                      | TBC             | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived. |

| ITEM No. | Name/Artist   | Image   | Existing Location               | Details   | Dimensions           | Future Status                                 | Future Location       | Notes   |
|----------|---|---|---------------------------------|---|----------------------|---|-----------------------|---|
| 61-63    | Operation Art   |    | Block A & B Corridor Link       | - Wall hung A3 Frames   | 640 (L) x 520 (H)    | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 64-71    | Operation Art   |    | Block A & B Corridor Link       | - Wall hung A3 Frames   | 640 (L) x 520 (H)    | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 72-74    | Operation Art   |    | Block A & B Corridor Link       | - Wall hung A3 Frames   | 640 (L) x 520 (H)    | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 75       | Unknown   |    | Block A & B Corridor Link       | - Acrylic on canvas/fabric<br>- Wall hung<br>- 2 equal canvases   | 2260 (L) x 2550 (H)  | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 76       | Unknown   |    | Secondary Entry Courtyard       | - Acrylic on Boards<br>- Face fixed to brick wall<br>- 4 Panels   | 7350 (L) x 2500 (H)  | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 77       | Mural by J.P. Simon, Darlington Students and Community (1986) |    | Secondary Entry Courtyard       | - Paint on brick wall   | 10250 (L) x 2550 (H) | Photographic Documentation                    | TBC                   | Refer attached commentary. Photograph, demolish and re interpret in Pre School zone.  |
| 78       | Unknown   |    | Block B Courtyard               | - Paint on brick wall   | 8800 (L) x 2500 (H)  | Photographic Documentation                    | TBC                   | Retain in situ  |
| 79       | Bird Wall Mural   |    | Hall Exterior                   | - Paint on brick wall   | 5800 (L) x 2300 (H)  | Photographic Documentation/<br>Interpretation | Potentially Preschool | As noted in the ACHAR this mural "was supposed to be painted as the rainbow wall, but when it was painted by Peter Oxley (from the band "the Sunnyboys") and Jenny (a mum at the school), they followed their instinct and painted birds flying through the air". "Teachers noted that this art has become a favoured location for younger children to sit beneath and eat lunch." Page 44 ACHAR V4. Refer attached commentary. |
| 80       | Eco Murals Hotbed Designs & DPS Year 4,5 & 6 2000             |    | Central Courtyard               | - Acrylic on Boards<br>- Face fixed to brick wall<br>- 5 Panels<br>- Bottom of panels are damaged/missing | 6250 (L) x 3700 (H)  | Photographic Documentation                    | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 81       | Totem Murals 2015   |    | East Boundary Wall              | - Paint on brick wall   | 3050 (L) x 2150 (H)  | Photographic Documentation                    | TBC                   | Retain in situ  |
| 82       | Totem Murals 2016   |    | East Boundary Wall              | - Paint on brick wall   | 3050 (L) x 2150 (H)  | Photographic Documentation                    | TBC                   | Retain in situ  |
| 83       | Totem Murals 2017   |    | East Boundary Wall              | - Paint on brick wall   | 3050 (L) x 2150 (H)  | Photographic Documentation                    | TBC                   | Retain in situ  |
| 84       | Eco Murals Hotbed Designs & DPS Year 4,5 & 6 2000             |   | Northern Heritage Boundary Wall | - Acrylic on boards fixed to brick wall<br>- 2 equal panels   | 1200 (L) x 3700 (H)  | Retained                                      | TBC                   | Retain in situ  |
| 85       | Unknown   |  | Preschool Play Area             | - Acrylic on board fixed to brick wall  | 2760 (L) x 1200 (H)  | Photographic Documentation                    | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 86       | Unknown   |  | Preschool Play Area             | - Acrylic on boards fixed to brick wall<br>- 3 equal panels   | 2880 (L) x 1200 (H)  | Photographic Documentation                    | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 87       | Unknown   |  | Preschool Courtyard             | - Acrylic on boards fixed to brick wall<br>- 3 equal panels   | 2760(L) x 1200 (H)   | Photographic Documentation                    | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 88       | Frog Mural  |  | Preschool Courtyard             | - Acrylic on board fixed to brick wall  | 3700 (L) x 1200 (H)  | Photographic Documentation                    | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 89       | Unknown   |  | Principal's Office              | - Wall hung artwork   | 560 (L) x 470 (H)    | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 90       | Unknown   |  | Principal's Office              | - Wall hung artwork   | 600 (L) x 775 (H)    | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
| 91       | Unknown   |  | Principal's Office              | - Wall hung artwork   | 800 (L) x 600 (H)    | Retained                                      | TBC                   | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |
|          | Boomerang   |  | Unknown                         |   |                      |   |                       | Assess condition and relocate into new school. If condition is poor, photograph and re interpret. Discuss with school community whether this piece should be displayed or archived.   |