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MOSMAN HIGH SCHOOL, MOSMAN NEW SOUTH WALES

HISTORICAL ARCHAEOLOGICAL ASSESSMENT &
ARCHAEOLOGICAL RESEARCH DESIGN

FINAL REPORT

Multiplex on behalf of Schools Infrastructure NSW

30 March 2021

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EXECUTIVE SUMMARY

Austral Archaeology (Austral) has been commissioned by Multiplex on behalf of Schools Infrastructure NSW (the Proponent) to undertake a Historical Archaeological Assessment (HAA) and Archaeological Research Design for the proposed redevelopment of Mosman High School, located at 745 Military Road (Lot 1, DP1268793), Mosman New South Wales (NSW). The study area consists of the entirety of the following lots and DPs:

The location and cadastral information of the study area can be seen in Figure 1.1 and Figure 1.2.

Austral has previously completed a Preliminary Historical Archaeological Assessment (PHAA) for the study area which determined that parts of the site have the potential to contain archaeological relics relating to the original late 19th century school buildings (Austral Archaeology Pty Ltd 2020).

The purpose of this HAA and ARD is to support an Environmental Impact Statement being prepared to meet the requirements of the Planning Secretary's Environmental Assessment Requirements (SEARs) in terms of historical archaeological values (SSD-10465). As such, this report seeks to assess the impact of the proposed development on the archaeological resource within the study area. The report will provide suitable management recommendations should impacts to heritage values be anticipated.

HISTORICAL BACKGROUND

The original inhabitants of Mosman were Aboriginal people of the Borogegal tribe, who were neighbours to the Cammeragal that inhabited the area that is modern day Cammeray, the two tribes shared many similar practices (Attenbrow 2010, pp.31–35, Souter 2012, pp.5–6).

The Borogegal were highly dependent on the harbour, and in the summer months would catch and eat the fish and shellfish that inhabited the area. In the winter months the people would move further inland to stay warm while gathering and hunting the local flora and fauna to survive. In April 1789, an outbreak of smallpox decimated the Aboriginal population in the Sydney region as the traditional owners had no immunity against the disease. (Souter 2012, p.11). The survivors were pushed out to the rugged and undevelopable areas north of the harbour and by the 1870s, the last of the Borogegal had passed away or left the Mosman area (Carroll 1963, p.5).

Mosman was largely ignored by the Europeans until 1798 when the *Sirius* was scuttled there for repairs. Upon inspection it was decided that the area was suitable for whaling. In 1831, grants were given out for to people wishing to start whaling businesses in the area, with Archibald Mossman being one of the grantees. Mossman did well from whaling and decided to invest his profits in the properties surrounding his grant. By 1850 the area became a hot spot for pleasure gardens, with tourists visiting for picnics. The land containing the study area was purchased by Richard Harnett, with the plan to subdivide the land and create a suburb. By 1876 there were still very few settlers in the area; however, Harnett decided to sell a plot of land to the Government for the purposes of a school in 1883. A year later, he decided to auction the lots of land around the school, and he was successful in selling many. This started the development and expansion of Mosman as a suburb.

Mossman's Bay Public School, as the school was first known, was established in 1883, and swiftly people started moving into the area. The school was originally made up of two buildings; a stone schoolhouse and a headmaster's residence. However, the suburb continued to expand very quickly, and the school quickly outgrew its facilities with a new schoolhouse was constructed in 1904, requiring the demolition of the original building. There is an extra building shown on an unsold portion map from 1889 related to the school, but it is unknown if this building was a temporary structure or not. Again, space was at a premium and the school had to expand, constructing two new buildings bringing enrolments to 2,053.

The sections of land along Belmont Street, Gladstone Avenue and Avenue Road initially related to the residential development of the area, which began in the mid-1880s and did not really take off until the 1890s. Most of these buildings were of a construction that is similar in nature and style to many other residential buildings still standing in Mosman currently. There is little to note about these buildings, as they were quickly resumed by the government to make room for the school's expansion in 1925.

One building that is notable was Dr Frank W Doak's house on the corner of Belmont Street and Military Road. This house was the location for Doak's surgery and his home for 40 years, until the building was resumed by the Government to be used as a children's library. It later became part of the school through to 1962, when it was destroyed to make room for the new building being constructed. Additional school buildings were constructed in 1989 to bring the school to its current layout.

PROPOSED WORKS

The proposed works include the construction of a new building along the eastern and north-eastern parts of the study area shown in Figure 8.1, along with all additional infrastructure required for this building. The main components of the proposed development that are considered in this document are:

- Demolition of existing buildings B, C and part of E;
- Removal of existing sports court and surrounding retaining walls and nominated trees;
- Construction of a new part 3/ part 4 storey building plus lift overrun and net enclosure to rooftop multi-court (Building G) on the corner of Military Road and Belmont Road providing:
 - Administration and staff facilities
 - Multipurpose gym/hall
 - Library
 - Canteen facilities
 - General and senior learning units
 - Science learning unit
 - Health / PE and performing arts unit
 - Learning and admin support unit
- Associated landscaping works including new outdoor play areas, a rooftop play space and multi-purpose court; and
- Relocation of the main pedestrian entrance to the junction of Military Road and Belmont Road.

STATEMENT OF SIGNIFICANCE

The Mossman's Bay Public School, which was established in 1883 was one of the first public buildings in the Mosman area. As such, it was an important signifier that the area was slowly becoming a suburb and required somewhere for the local children to be educated. It therefore played a significant role in lives the children of the time and has continued to do so up until the present day. The importance of education within society is likely to have seen this location as an important stalwart of the community within Mosman for the life of the suburb.

The study area relates to education which can be seen as an analogue for the growth and rapid development of the suburb of Mosman. This can be seen through the changing buildings, growth in their size, and the resumption of land surrounding the school to attempt to fit the burgeoning suburb's children into the space provided. Allowing the interpretation of the site through its multiple phases.

The section of the study area relating to the 1880-1925 residential lots are less significant in relation to the school. This is due to many examples of residential buildings of this time period existing within Mosman presently, as such these are much better references for study as they are complete and thus more intact archaeologically.

Frank W. Doak's house is one exemption as the doctor used this house as a medical practitioner for approximately 40 years. This building was likely important to people as a medical clinic for many years, then as the Mosman Children's Library then becoming part of the school. However, much of this building will have been destroyed when Building B was constructed in 1962. This does not affect its significance and finds associated with the buildings are likely to span multiple phases of its life.

As such, the archaeological resource present in the study area is assessed as being of local significance.

CONCLUSIONS

Based on the known development history of the study area, it is concluded that the study area is considered likely to contain archaeological material or relics which may be impacted by the proposed works. The study area is likely to primarily contain archaeological material associated with the numerous late 19th century residential structures along the various frontages of the study area, along with Doak's House, which was located in the north-eastern corner of the site. Furthermore, the study area may contain archaeological material and relics associated with the 1883 development of the school which presently occupies the site. Archaeological material associated with both the school and the residential buildings has been assessed of being of local significance.

While previous impacts may have already removed much of the remains present within the study area, there are parts of the site where archaeological material may still remain. This includes fabric which may be associated with the original school buildings as well as with the various residential structures which front the northern and western parts of the study area. The proposed works are likely to impact on areas of both moderate and high archaeological potential.

RECOMMENDATIONS

It is recommended that:

1. Given that parts of the study area have been assessed as having high archaeological potential, and relics of local significance are likely to be impacted during the proposed construction works, it will be necessary to undertake investigative works prior to commencement of construction works. A research design detailing the proposed methodology for undertaking archaeological investigations within the study area is included as Appendix A to this report. A suitably accredited archaeologist who is approved by Heritage NSW to oversee the excavation of sites of local significance will need to be nominated as Excavation Director.
2. Should the proposed development be altered significantly from the proposed concept design, then a reassessment of the heritage/archaeological impact may be required. This includes any impacts not explicitly stated in Section 8 and the installation of any subsurface services.
3. A copy of this assessment should be lodged by the proponent in the local history section of the local library, and in the library maintained by the Heritage NSW.

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1. INTRODUCTION

1.1 BACKGROUND

Austral Archaeology (Austral) has been commissioned by Multiplex on behalf of Schools Infrastructure NSW (the Proponent) to undertake a Historical Archaeological Assessment (HAA) and Archaeological Research Design (ARD) for the proposed redevelopment of Mosman High School, located at 745 Military Road (Lot 1, DP1268793), Mosman, New South Wales (NSW).

The location and cadastral information of the study area can be seen in Figure 1.1, Figure 1.2 and **Error! Reference source not found..**

Austral has previously completed a Preliminary Historical Archaeological Assessment (PHAA) for the study area which determined that parts of the site have the potential to contain archaeological relics relating to the original late 19th century school buildings (Austral Archaeology Pty Ltd 2020).

The purpose of this HAA and ARD is to assess the impact of the proposed development on the archaeological resource within the study area. The report will provide suitable management recommendations should impacts to heritage values be anticipated. The HAA and ARD is required to support a State Significant Infrastructure (SSI) application.

1.2 PROPOSED WORKS

The proposed works include the construction of a new building along the eastern and north-eastern parts of the study area shown in Figure 8.1, along with all additional infrastructure required for this building. The main components of the proposed development that are considered in this document are:

- Demolition of existing buildings B, C and Part of E;
- Removal of existing sports court and surrounding retaining walls and nominated trees;
- Construction of a new part 3/ part 4 storey building plus lift overrun and net enclosure to rooftop multi-court (Building G) on the corner of Military Road and Belmont Road providing; administration and staff facilities, multipurpose gym/hall, library, canteen facilities, general and senior learning units, science learning unit and learning and admin support
- Associated landscaping works including new outdoor play areas, a rooftop play space and rooftop multi-purpose court; and
- Relocation of the main pedestrian entrance to the junction of Military Road and Belmont Road.

1.3 METHODOLOGY

The methodology supporting this report involved a period of research to locate additional background material and to prepare a synthesis of the historical research to better reflect and understand the historical context of the study area.

The report is underpinned by the philosophy of the International Council on Monuments and Sites (ICOMOS) and their *Burra Charter: Australia ICOMOS Charter for Places of Cultural Significance*, 2013 (Australia ICOMOS 2013) [Burra Charter], the practices and guidelines of Heritage NSW of the Department of Premier and Cabinet (DPC), and the requirements of the *Mosman Local Environmental Plan 2012* (Mosman LEP) and *Mosman Development Control Plan 2012* (Mosman DCP).

1.4 OBJECTIVES

The purpose of this HAA and ARD is to support an Environmental Impact Statement being prepared to meet the requirements of the Planning Secretary's Environmental Assessment Requirements (SEARs) in terms of historical archaeological values. The following table demonstrates how this assessment meets the specific requirements of the SEARs.

Table 1.1 Outline of historical archaeological requirements of Condition 9 of the SEARs (SSD-10465).

SEARs Requirement	Location
A Statement of Heritage Impact (SOHI) prepared by a suitably qualified heritage consultant in accordance with the guidelines in the NSW Heritage Manual. The SOHI is to address the impacts of the proposal on the heritage significance of the site and adjacent areas and is to identify the following: <ul style="list-style-type: none"> all heritage items (state and local) within the vicinity of the site including... archaeology, detailed mapping of these items, and assessment of why the items and site(s) are of heritage significance 	Entirety of this assessment
<ul style="list-style-type: none"> the attempts to avoid and/or mitigate the impact on the heritage significance or cultural heritage values of the site and the surrounding heritage items 	Section 8.3
If the SOHI identifies impact on potential historical archaeology, an historical archaeological assessment should be prepared by a suitably qualified archaeologist in accordance with the heritage guidelines 'Archaeological Assessment' 1996 and 'Assessing Significance for Historical Archaeological Sites and Relics' 2009.	Entirety of this assessment
This assessment should identify what relics, if any, are likely to be present...	Section 4.2 & Section 6.3
...assess their significance...	Section 7
...and consider the impacts from the proposal on this potential archaeological resource.	Section 8
Where harm is likely to occur, it is recommended that the significance of the relics be considered in determining an appropriate mitigation strategy. If harm cannot be avoided in whole or part, an appropriate Research Design and Excavation Methodology should also be prepared to guide any proposed excavations or salvage programme.	Appendix A

The purpose of this HAA & ARD is therefore to assess the potential impact of the development on the archaeological resource within the study area. The report will provide suitable management recommendations should impacts to heritage values be anticipated.

Specifically, the objectives of this report are to:

- Synthesise the necessary historical and other information from historical research into a cohesive, stand-alone archaeological assessment.
- Identify any potential historical heritage values within or in the vicinity of the study area;
- Produce an archaeological predictive model and sensitivity map to guide any management decisions regarding the study area.
- Make a statement of significance regarding any historical heritage values that may be impacted by the proposed development.
- Assess the impact of the proposed works on any identified heritage values.
- Make appropriate management and mitigation recommendations.
- Develop a research design and methodology to guide any required excavation works.

1.5 PROJECT TEAM AND ACKNOWLEDGEMENTS

The assessment was project managed by David Marcus (Director, Austral), and was authored by William Andrews (Graduate Archaeologist, Austral) under the supervision of David Marcus. All GIS mapping in this assessment was prepared by William Andrews. David Marcus reviewed the draft report and provided input into the management recommendations.

1.6 LIMITATIONS OF THE REPORT

This assessment includes an assessment of archaeological values to support the Environmental Impact Statement being prepared. It does not include an assessment of Aboriginal cultural heritage that may be present within the study area.

The results, assessments and judgements contained in this report are constrained by the standard limitations of historical research and by the unpredictability inherent in archaeological zoning from the desktop. Whilst every effort has been made to gain insight to the historical values of the study area, Austral cannot be held accountable for errors or omissions arising from such constraining factors.

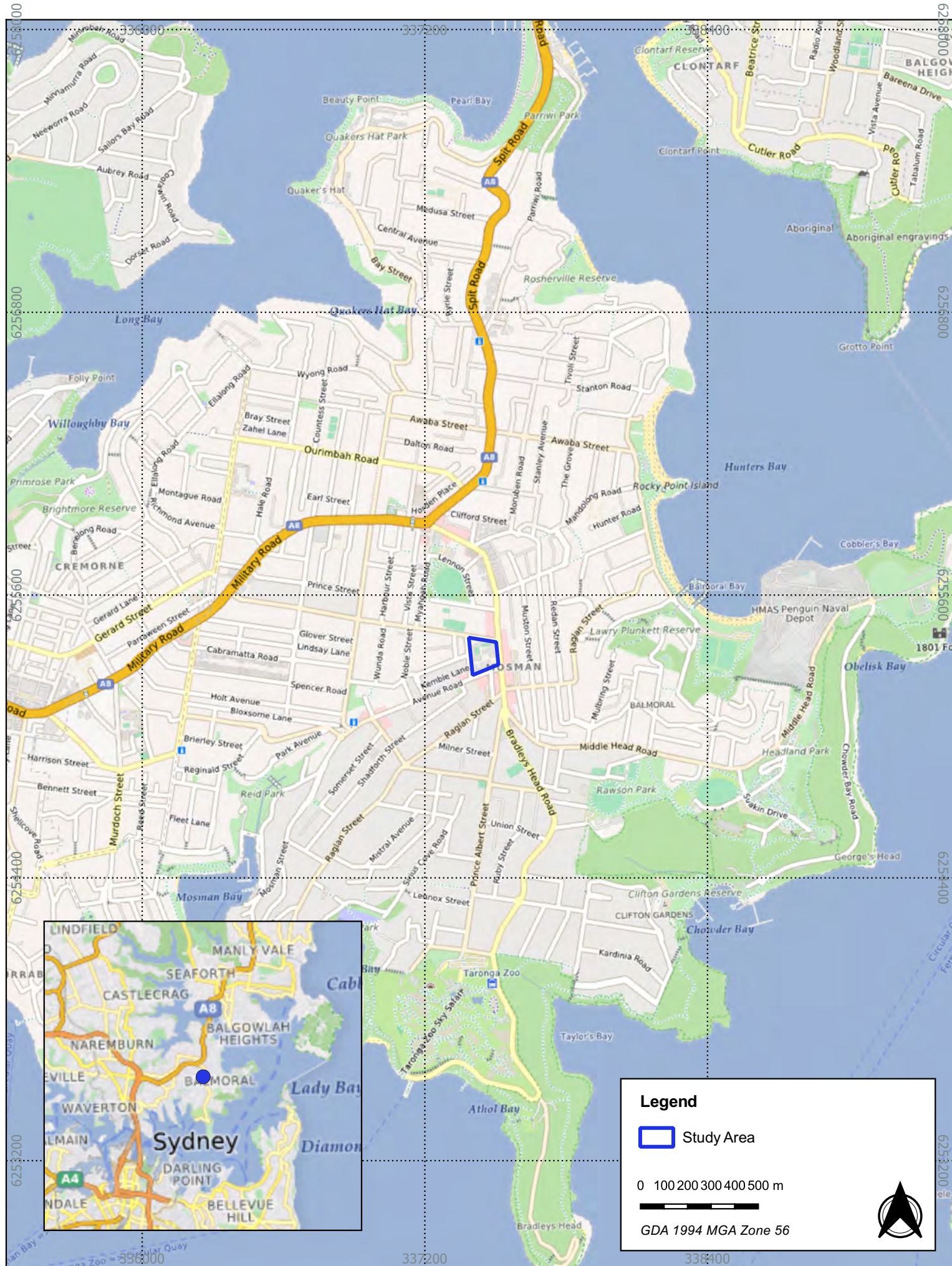


Figure 1.1 Location of the Study Area

Mosman High School

Source: Open Street Map

Drawn by: WA Date: 2020-06-18



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Figure 1.2 Detailed Aerial of the Study Area

Mosman High School

Source: Nearmap

Drawn by: WA Date: 2020-06-18



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1.7 ABBREVIATIONS

The following are common abbreviations that are used within this report:

Austral	Austral Archaeology Pty Ltd
ARD	Archaeological Research Design
Burra Charter	<i>Burra Charter: Australia ICOMOS Charter for Places of Cultural Significance 2013</i>
CBD	Central Business District
CHL	Commonwealth Heritage List
DCP	Development Control Plan
DPC	Department of Premier and Cabinet
EIS	Environmental Impact Statement
EPA Act	<i>Environmental Planning and Assessment Act 1979</i>
EPBC Act	<i>Environmental Protection and Biodiversity Act 1999</i>
EPI	Environmental Planning Instrument
HAA	Historical Archaeological Assessment
Heritage Act	<i>NSW Heritage Act 1977</i>
ICOMOS	International Council on Monuments and Sites
IHO	Interim Heritage Order
LEP	Local Environmental Plan
LGA	Local Government Area
Mosman DCP(a)	<i>Mosman Development Control Plan 2012 - Residential</i>
Mosman DCP(b)	<i>Mosman Development Control Plan 2012 – Business Centres</i>
Mosman LEP	<i>Mosman Local Environmental Plan 2012</i>
NHL	National Heritage List
NPW Act	<i>National Parks and Wildlife Act 1974</i>
NSW	New South Wales
The Proponent	Schools Infrastructure NSW
RNE	Register of the National Estate
SEARs	Planning Secretary's Environmental Assessment Requirements
SHI	State Heritage Inventory
SHR	State Heritage Register
SSD	State Significant Development
Study Area	Mosman High School

Refer also to the document Heritage Terms and Abbreviations, published by the Heritage Office and available on the website: <http://www.environment.nsw.gov.au/heritage/index.htm>.

2 STATUTORY CONTEXT

2.1 INTRODUCTION

The following section summarises the relevant statutory context, including heritage listings, acts, and environmental planning instruments which are relevant to the study area and its cultural heritage.

2.2 ENVIRONMENT PROTECTION & BIODIVERSITY CONSERVATION ACT 1999

The *Environment Protection and Biodiversity Conservation Act 1999* (EPBC Act) established the Australian Heritage Council (formerly the Australian Heritage Commission) and provides for the protection of cultural heritage at a national level and for items owned or managed by the Commonwealth. The EPBC Act has two established heritage registers:

- Commonwealth Heritage List (CHL): for significant items owned or managed by Commonwealth Government agencies;
- National Heritage List (NHL): for items assessed as being of national cultural significance.

A referral under the EPBC Act that is approved by the Australian Heritage Council is required for works to an item registered on either of these lists to ensure that the item's significance is not impacted upon.

No part of the study area appears on either the CHL or the NHL.

The Australian Heritage Council is also responsible for keeping the Register of the National Estate (RNE). In 2007 the RNE was frozen and no further sites were added to it. For Commonwealth properties, the RNE was superseded by the CHL and NHL lists. The RNE is now retained as an archive of information about more than 13,000 places throughout Australia.

No part of the study area appears on the RNE.

2.3 NSW HERITAGE ACT 1977

The Heritage Council is the approval authority under the *NSW Heritage Act 1977* (Heritage Act) for works to an item on the State Heritage Register (SHR). Section 57(1) of the Heritage Act identifies the need for Heritage Council approval if the work involves the following tasks:

- demolishing the building or work;
- damaging or despoiling the place, precinct or land, or any part of the place, precinct or land;
- moving, damaging or destroying the relic or moveable object;
- excavating any land for the purpose of exposing or moving the relic;
- carrying out any development in relation to the land on which the building, work or relic is situated, the land that comprises the place, or land within the precinct;
- altering the building, work, relic or moveable object;
- displaying any notice or advertisement on the place, building, work, relic, moveable object or land, or in the precinct; and
- damaging or destroying any tree or other vegetation on, or removal of any tree or other vegetation from the place, precinct or land.

Demolition of an SHR item (in whole) is prohibited under the Heritage Act, unless the item constitutes a danger to its occupants or the public. A component of an SHR item may only be demolished if it does not contribute to the significance of the item.

Section 57(1) of the Heritage Act also applies to archaeological remains (such as relics) within an SHR site, and excavation can only proceed subject to approval of a Section 60 application by Heritage NSW.

No part of the study area is listed on the SHR.

EXCAVATION PERMITS

Archaeological remains on sites not listed on the SHR are addressed under Section 139 of the Heritage Act, which 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 or excavation is carried out in accordance with an excavation permit.

Relics are defined by the Heritage Act to be:

any deposit, artefact, object or material evidence that:

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

An excavation permit is also required if a relic has been discovered in the course of excavation without a permit (Section 139(2) of the Heritage Act). Section 139 of the Heritage Act applies to all relics which are not listed on the SHR or protected by an Interim Heritage Order (IHO). Relics protected by an SHR listing or an IHO are subject to approval under Section 57(1) of the Heritage Act and require a Section 60 Application instead.

If an excavation permit is required by Section 139 of the Heritage Act, an application is made under Section 140 of the Act. To obtain an excavation permit, the Section 140 application must include an archaeological assessment and Research Design. The archaeological assessment establishes the archaeological sensitivity of the site, its significance and the likely impact of the proposed development. The Research Design outlines the method proposed to mitigate the impact of the development (such as monitoring, test excavation, sampling, or open area excavation). The Research Design also provides research questions which the archaeological resource has the potential to answer. An archaeological assessment, which includes a Statement of Heritage Impact (SoHI) and research design, needs to be prepared in accordance with the Heritage Council's relevant guidelines, including Historical Archaeological Sites and the Historical Archaeology Code of Practice. For further details of these guidelines, refer to the Heritage Division website:

<http://www.environment.nsw.gov.au/heritage/publications/index.htm>

The Heritage Act also contains provisions for the unintentional disturbance of archaeological relics. Under Section 146 of the Act, the Heritage Council must be immediately notified in the event of relics being unintentionally located or disturbed. Works may be required to cease, pending consultation and further research.

HERITAGE AND CONSERVATION REGISTER (SECTION 170 REGISTER)

Under Section 170 of the Heritage Act, government instrumentalities must keep a Heritage and Conservation Register (a Section 170 Register) which contains items under the control or ownership of the agency and which are, or could, be listed as heritage items (of State or local significance). The road reserves within which the study area is located are owned by the local council.

The study area is listed on the Section 170 Register maintained by the Department of Education as:

- **Mosman High School (SHI #5065614)**
- **Mosman High School – Buildings B00A and B00D (SHI #5065612)**

2.4 ENVIRONMENTAL PLANNING INSTRUMENTS

An Environmental Planning Instrument (EPI) is made under the EPA Act. An EPI can be a Development Control Plan (DCP), Local Environmental Plan (LEP) or a State Environmental Planning Policy.

MOSMAN LOCAL ENVIRONMENTAL PLAN 2012

The current LEP for the study area is the Mosman LEP. Part 5.10 of the Mosman LEP deals with heritage conservation, and subsections (2) and (3) determine whether development consent needs to be granted by Mosman Council prior to any activities occurring which may impact cultural heritage. Heritage items are listed under Schedule 5, Part 1 of the Mosman LEP.

The study area is listed as an item of local heritage significance in Schedule 5 of the Mosman LEP as:

- **Mosman High School, group of two buildings (I161)**

The study area also falls within:

- **Military Road Heritage Conservation Area (C7)**

MOSMAN DEVELOPMENT CONTROL PLAN 2012

There are two applicable DCPs for the study area; the *Mosman Residential Development Control Plan 2012* (Mosman Residential DCP) and the *Mosman Business Centres Development Control Plan 2012* (Mosman Business Centres DCP). Part 5.6 of the Mosman Residential DCP outlines design controls to be implemented when dealing with heritage items in residential areas. Part 6.1 of the Mosman Business Centres DCP deals with design controls to be implemented when dealing with heritage items in business centres.

2.5 NON-STATUTORY HERITAGE LISTINGS

Several organisations maintain registers of buildings or sites which they have assessed and believe to be of cultural heritage significance. These registers have no statutory authority. However, the inclusion of a place on a non-statutory register suggests a certain degree of community esteem and appreciation. Non-statutory registers include the National Trust Register, the Royal Australian Institute of Architects (RAIA) 20th Century Register of Significant Buildings, and the Art Deco Society of NSW Art Deco Building Register.

The study area is not listed on the National Trust Register, the RAIA 20th Century Register of Significant Buildings, or the Art Deco Building Register.



Figure 2.1 LEP Listed Heritage Items

Mosman High School

Source: Mosman LEP, Nearmap

Drawn by: WA Date: 2020-06-19



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2.6 SECTION SUMMARY

Table 2.1 lists the relevant statutory and non-statutory registers, listings, and orders, and identifies those in which any part of the site is listed.

Table 2.1 Summary of heritage register listings for the subject study area.

Register/Listing	Inclusion	Statutory implications
NHL	No	No
CHL	No	No
RNE	No	No
SHR	No	Yes
Mosman LEP	Yes	Condition 5.10 of LEP
Mosman DCP	Yes	Part 5.6 & 6.1 of DCP
Register of the National Trust (NSW)	No	No
The RAIA 20 th century Register	No	No
The Art Deco Society's Art Deco Building Register	No	No

3 HISTORICAL BACKGROUND

The following historical background is designed to contextualise a site-specific history which will aid in the understanding of heritage significance of the study area. The historical background will provide a useful and concise summary of the history and heritage significance of the study area. It must be noted that the title searches for the study area were unsuccessful as it revealed either cancelled titles or titles that could not be located. As such, this has restricted the ability to attain a detailed history associated with the ownership and tenancy of the study area.

3.1 ABORIGINAL BACKGROUND AND POST CONTACT HISTORY

The original inhabitants of Mosman were Aboriginal people of the Borogegal tribe, who were neighbours to the Cammeragal that inhabited the area that is modern day Cammeray, the two tribes shared many similar practices (Attenbrow 2010, pp.31–35, Souter 2012, pp.5–6).

The Borogegal were highly dependent on the harbour, and in the summer months would catch and eat the fish and shellfish that inhabited the area. In the winter months the people would move further inland to stay warm while gathering and hunting the local flora and fauna to survive. In April 1789, an outbreak of smallpox decimated the Aboriginal population in the Sydney region as the traditional owners had no immunity against the disease. (Souter 2012, p.11). The survivors were pushed out to the rugged and undevelopable areas north of the harbour and by the 1870s, the last of the Borogegal had passed away or left the Mosman area (Carroll 1963, p.5).

3.2 DEVELOPMENT OF MOSMAN

The first occasion that those living in the colony had a reason to be in Mosman occurred in 1789 when the *Sirius* was damaged on submerged rocks and the ship was scuttled in Mosman Bay to be repaired (Partners et al. 1988, pp.23–24). For ten years relatively little happened in the area until the north shore was determined as being an ideal spot for the harbour's defence and a battery of artillery was constructed at George's Head (Souter 2012, p.76).

In 1828, it was decided by Governor Darling that whaling should be one of the staple exports of the new colony. Mitchell proposed *Sirius Bay* (now Mosman Bay) as one of the possible locations for a whaling industry, as it was located far from the main colony and would not affect it with its noxious fumes. In 1831 grants were given out in the area; ten allotments of land of 4 acres each and one of 3 acres all with water frontage. Archibald Mossman, Charles Staples, and John Bell were all granted land free of charge to set up their fledgling businesses (Partners et al. 1988, p.26, Souter 2012, pp.39–41).

By 1835, Mossman had invested his money from whaling wisely and had purchased 108 acres of land surrounding his original grant (Figure 3.1). Having had his fill with the whaling industry, Mossman sold his whaling station in 1838 (Souter 2012, p.44).

Very little development occurred in Mosman at the time, primarily due to its remoteness and association with whaling (Partners et al. 1988, p.29). The land that was granted in the area was mostly made up of the large land holdings of James King and Henry Stuart Russell. The first subdivision occurred in 1853, with Russell selling 25 large plots of land. None of this land was built on immediately, but bought purely by investors while some of the land was also put aside for civic purposes, including for a church, school and library (Souter 2012, pp.84–85). At the time, the only simple way to access the area was by sea so all comings and goings came from the water. If there was a desire to reach Mosman by land, one had to trek through the bush on a small foot track that had been created by the military from St Leonards in 1840 (Souter 2012, p.76).

By the late 1850s, Mosman had become a destination of choice for Sydneysiders, with people travelling by ferry to visit the many pleasure gardens that had opened along the bay (Souter 2012, pp.63–64). Archibald Mossman's original 108 acres was bought by Richard Harnett from John Stirling in 1859, who sought to try and create a picnic resort on the land. However, Harnett went insolvent and was forced to sell the land to Henry Russell in 1860. Russell in turn also went insolvent in 1870 and was forced to sell as well. Harnett had financially recovered, due to inheriting a large sum of money from an uncle in Ireland, and was able to repurchase the land. Harnett renovated and moved into Mosman's old house near to Mosman Bay and named it 'The Nest' (Souter 2012, pp.87–89). By this time, the borough of St Leonards was formed, with Mosman dedicated as a ward within it (Lawrence 1999, preface).

A small foot track had been created between North Sydney and Mosman by the military. There was a large desire from both the military and the small group of people living in Mosman to have an overland access way. As such, the track was eventually turned into a gravel road in 1871 named Military Road, and which serviced the fortifications at Bradleys, Middle and Georges heads (Souter 2012, p.76). The creation of Military Road led Harnett to create another road from Mosman Bay to Mosman Junction, with a village named Ballaklava laid out along the road's route. The study area was within the original Ballaklava subdivision (Figure 3.1). However, due to the remoteness, lack of transport and services the village did not take off, with very few sales (Souter 2012, pp.87–88).

Harnett continued to purchase property in the Mosman area, adding another 370 acres to his already purchased 120 acres (Partners et al. 1988, p.87). He was determined to make Mosman a residential suburb and set out to create better transport options so the area would become desirable. To do this he constructed wharves in Mosman Bay and cleared the bush from the bay to Ballaklava called "Avenue Road" (Souter 2012, p.88). In 1874, Harnett first began to subdivide the land into 45 allotments and an auction was held on the land with the promise of ferry access to the city. However, the interest in the land was disappointing and it would not be until the 1880s that development in the area took off (Partners et al. 1988, p.33, Souter 2012, pp.88–89).

In 1876 there were only 20 residences in Mosman, including a few large estates (Souter 2012, p.91). By the 1880s, development in Sydney took off with many subdivisions created around the city, and Mosman was one of the places that quickly developed with plots in the "Mosman Bay Township" auctioned off in 1884. Based on the success of the first round, another auction occurred a few months later. Other people joined Harnett in creating subdivisions in Mosman, with Arthur Muston developing 96 plots along Keston Avenue, Gladstone Avenue and Avenue Road. The desire to buy in Mosman was increased due to the size of the allotments, which were large in comparison to the rest of the city. Small groups of houses were the most common form of residencies with large mansions interspersed between them (Souter 2012, p.96).

3.3 SITE SPECIFIC HISTORY

The study area remained empty land up to this point with no development occurring. A Crown Plan from 1878 that documents the survey and alignment of Military Road shows that the area was fenced and owned by Stuart and Harnett, but no development had occurred. The plan shows none of the roads that surround the study area had been constructed yet and very few buildings being constructed along Military Road at this point in time (Figure 3.2). A subsequent resurvey of Military Road in 1884 again showed no development within the study area, with basic roads being constructed in the area and the Mosman Post Office and Public School shown on the opposite side of the road to the study area (Figure 3.3).

The following sections look at the development of each part of the study area individually from this point onwards until they are subsumed by the school.

DOAK'S HOUSE 1882-1943

This section of the study area was part of Archibald Mossman's original grant in 1838 (Figure 3.1). From there the land changed hands many times, most likely due to investors bowing in and out of the development of Mosman. In 1882, RH Harnett and Company sold a block of land which included a parcel to the north and south of Belmont Street to Arthur Muston and Charles Bull. Arthur Muston was one of the big developers of the area at this time, and the property was one part of that development. In 1885, they sold this block of land to Henry William Walton, who then quickly subdivided the block again, detaching the part of the land that was to the south of Belmont Road from the rest of the property. This section was purchased by Dr Frank Doak in 1897, who became only the second medical doctor in the town. Doak was also a prominent member of the many sporting clubs in the Mosman area, and was especially keen on swimming and golf.

It appears that Doak did not finish constructing his a large two storey house called "Warrenden" until late 1898 as the building is shown in Figure 3.4, but it is omitted from Figure 3.6. The Sand's directory has Doak living at the residence from 1899 (John Sands Ltd 1899).

By 1906, there was also a Dentist and Chemist run by Terence Hinder at the Doak's residence which suggests that the building was his surgery as well as his home (Mosman Mail 1906).

Due to Warrenden's location next to the school, the office of the Minister of Public Instruction had their eye on the land and in 1925 it was resumed, although keeping the large 19-roomed house intact as an extension of the school (Souter 2012, p.260). However, the Sand's directory shows that Doak and another Medical Practitioner by the name of Clarke E Dagnall were still using the building as a medical centre until at least 1933 (John Sands Ltd 1933). By 1943, there was a need for a children's library in the area and Doak's residence was the location chosen to house it. This library was one of the first free library's in the state, with only two other known examples predating it (Souter 2012, pp.260–261). Doak's house can clearly be seen in the 1943 aerial imagery of the study area, confirming that the house remained standing until this point in time (Figure 3.5). It is likely the house remained in place until the construction of Building B in 1962.

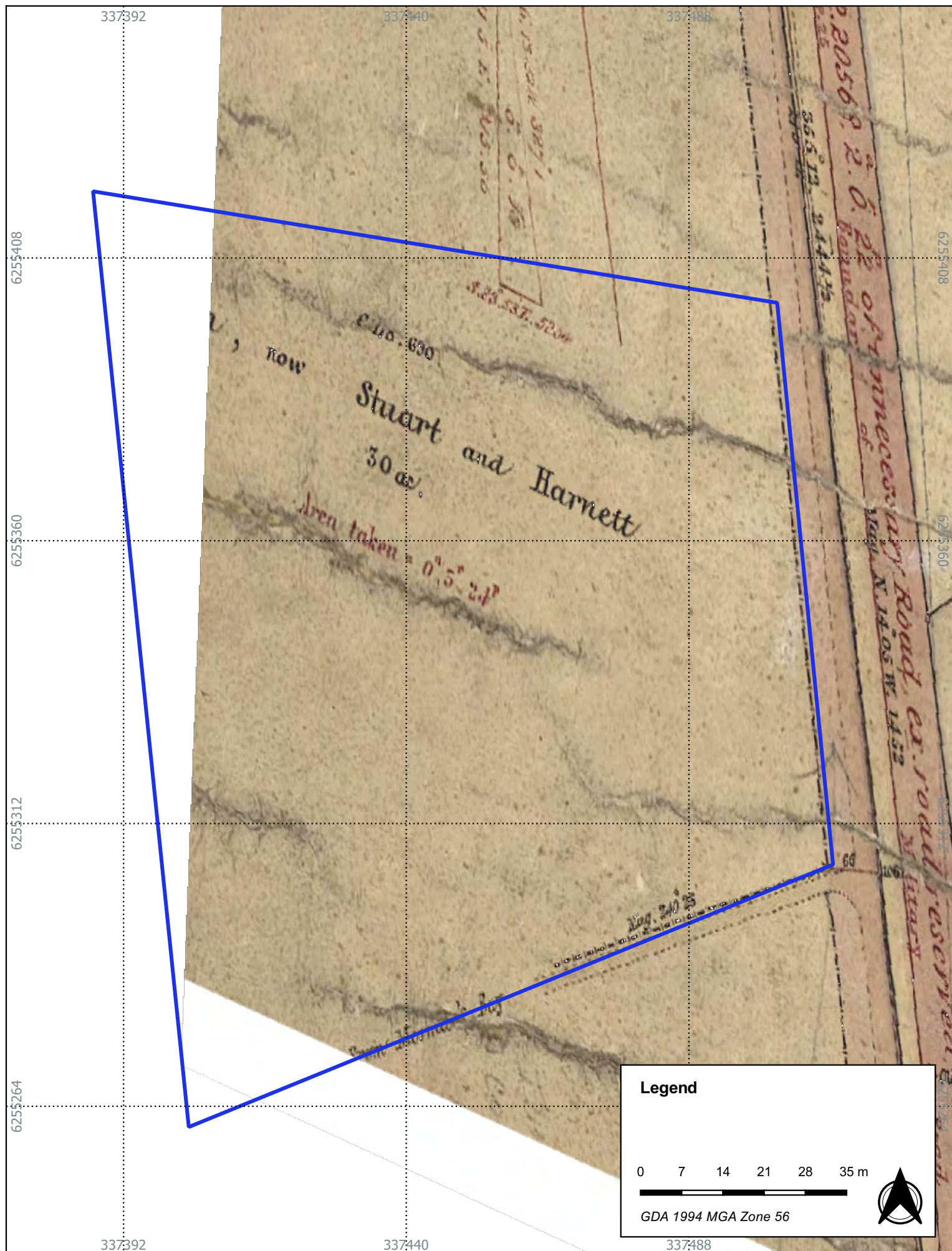


Figure 3.2 1878 Military Road Survey

Mosman High School

Source: CP S18.1990

Drawn by: WA Date: 2020-06-22



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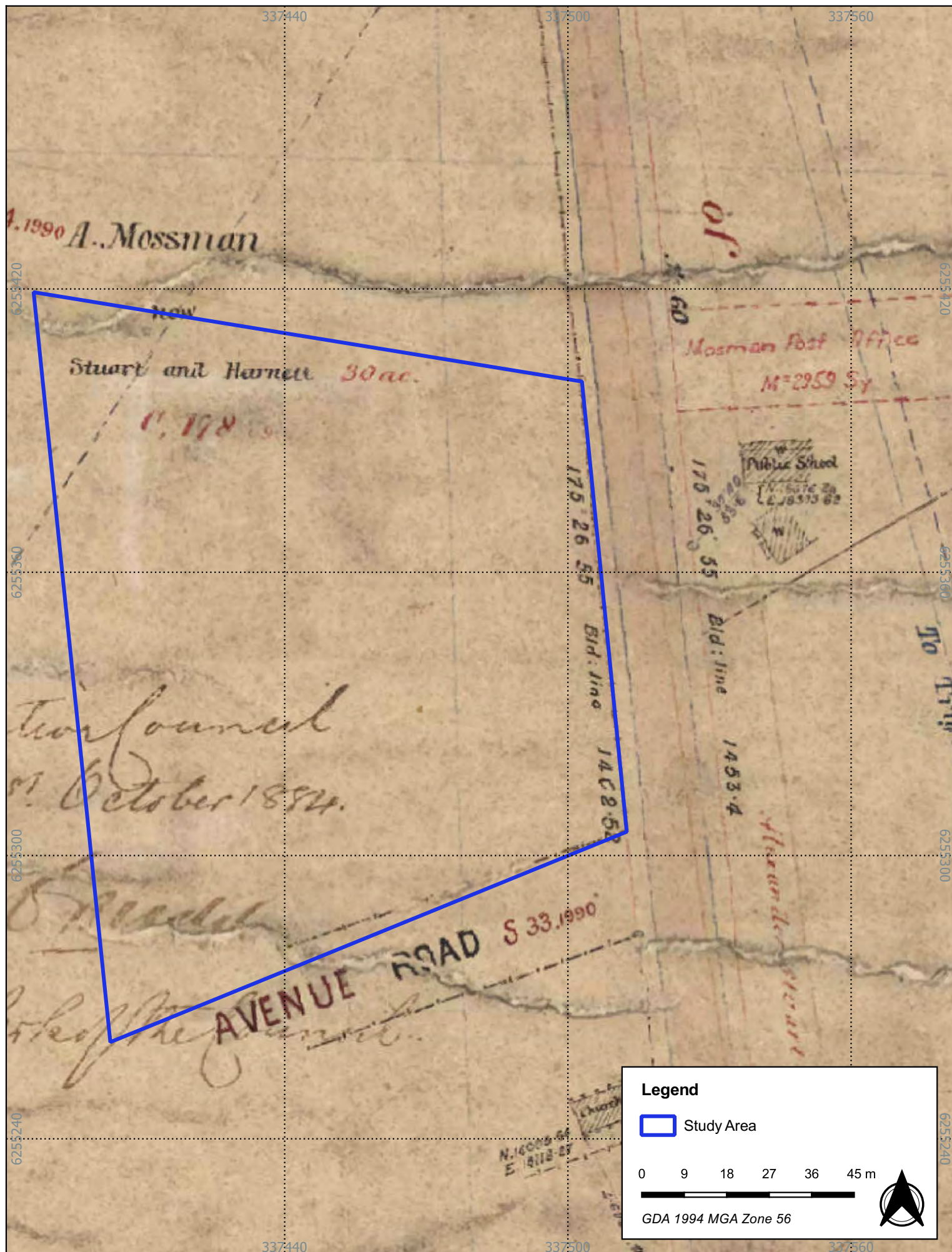


Figure 3.3 1884 Resurvey of Military Road

Mosman High School

Source: CP S21.1990

Drawn by: WA Date: 2020-06-22



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Figure 3.4 1898 Auction Map for Lennon's Estate

Mosman High School

Source: NLA MAP Folder 105, LFSP
1592, Nearmap

Drawn by: WA Date: 2020-06-22



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Figure 3.5 1943 Historic Aerial Imagery

Mosman High School

Source: NSW DFSI

Drawn by: WA Date: 2020-06-26



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BELMONT STREET AND GLADSTONE AVENUE 1889 – 1925

This section of the study area was part of the original 1838 grant to Archibald Mossman. As discussed above, Mossman's land went through many hands until it came into Richard Harnett's ownership for the second time and development began in the area.

This section of land was sold to Arthur Muston in 1889 and was populated by three small houses along Belmont Street and three larger buildings along the Gladstone Avenue (previously Blakesley Avenue). The buildings fronting Gladstone Avenue appeared to be semi-detached style dwellings. The location, layout and names of some of the buildings can be seen in Figure 3.6. This figure details the location of two of the empty blocks along the Belmont Street yet to be auctioned. It is worth noting that there may have been a house under construction in lot 5. However, another map from a Hadie and Gorman auction in 1901 also omits the same blocks (Figure 3.7).

The land concerned with Muston's 1889 subdivision was then resumed in 1925 for the construction of the large U-shaped school building along the western boundary, and the carpark along the northern boundary of the study area (Purcell 2019).

The Sands Directory details 13 different people occupying of the houses along Belmont Street from 1894 to 1925. Their names and the approximate dates they occupied the area are shown below in Table 3.1.

Table 3.1 Occupiers of property along Belmont Street

Name	From	To
William Hughes	1894	1904
James Berry	1899	1909
Mrs. A. Allen	1899	1909
Samuel Rowley – "Stonehenge"	1899	1925
John McKurtrie – "Macquarie Lodge"	1904	1914
H.J. Banks – "Mabel"	1909	1914
Miss L Horberry – "Silverling"	1914	1919
E.R. Daunt – "Ina"	1914	1919
Miss M Allan	1919	1924
Mrs May Harris	1919	1924
John McMurtie	1919	1924
Charles Halehelor	1924	1925
Mrs S. McMuririe	1924	1925

The Sands Directory from 1880 to 1933 details the following people listed as living in the properties located along Gladstone Avenue and the approximate time period which they occupied the land (Table 3.2). There are many different occupiers shown, as such it is likely there were many renters in the semi-detached buildings that fronted Gladstone Avenue.

Table 3.2 **Occupiers of properties along Gladstone Avenue**

Name	From	To
Miss Muston	1891	1894
William Hutchinson	1891	1894
George Newbury	1891	1894
F. Cabarroces	1894	1899
W.J. Whidden	1894	1899
F.M. Tilghman	1894	1899
F. White	1894	1899
H. Wallace – "Nuie"	1899	1904
F.H. Bayley – "Vila"	1899	1904
Edward Flemming – "Tarella"	1899	1904
Mrs. W.M. Scott – "Vavau"	1899	1904
A Sharpe	1899	1904
Mrs McKellar Clarke - Nurse	1899	1904
J.P. Smith Sydney – "Moreton"	1904	1909
E. Lawrance – "Tarella"	1904	1909
G. Snow – "Eastwood"	1904	1909
Herbert C. Charlton – "Casa" - Dental Surgeon	1904	1909
Mrs M. J. C. James – "Nuie"	1909	1919
Miss Ella James - Piano and Violin Teacher	1909	1919
H. W. Cotton – "Vila"	1909	1925
H.C. Tincombe – "Vavau"	1909	1919
Mrs Gubbins – Costumiere	1909	1914
R.E. Weleh – "Tarella"	1914	1925
Mrs E. M. Cameron	1914	1924
Miss I Finlayson – "Kaifong"	1914	1924
Mrs L. M. Rodd "Casa"	1919	1924
Miss Laura Freeman – "Vavua"	1919	1925
Mrs Isabel Walsh – "Nuie"	1924	1925
E. H. Welch – "Tarella"	1924	1925
Miss M. I. Spence - Piano Teacher	1924	1925

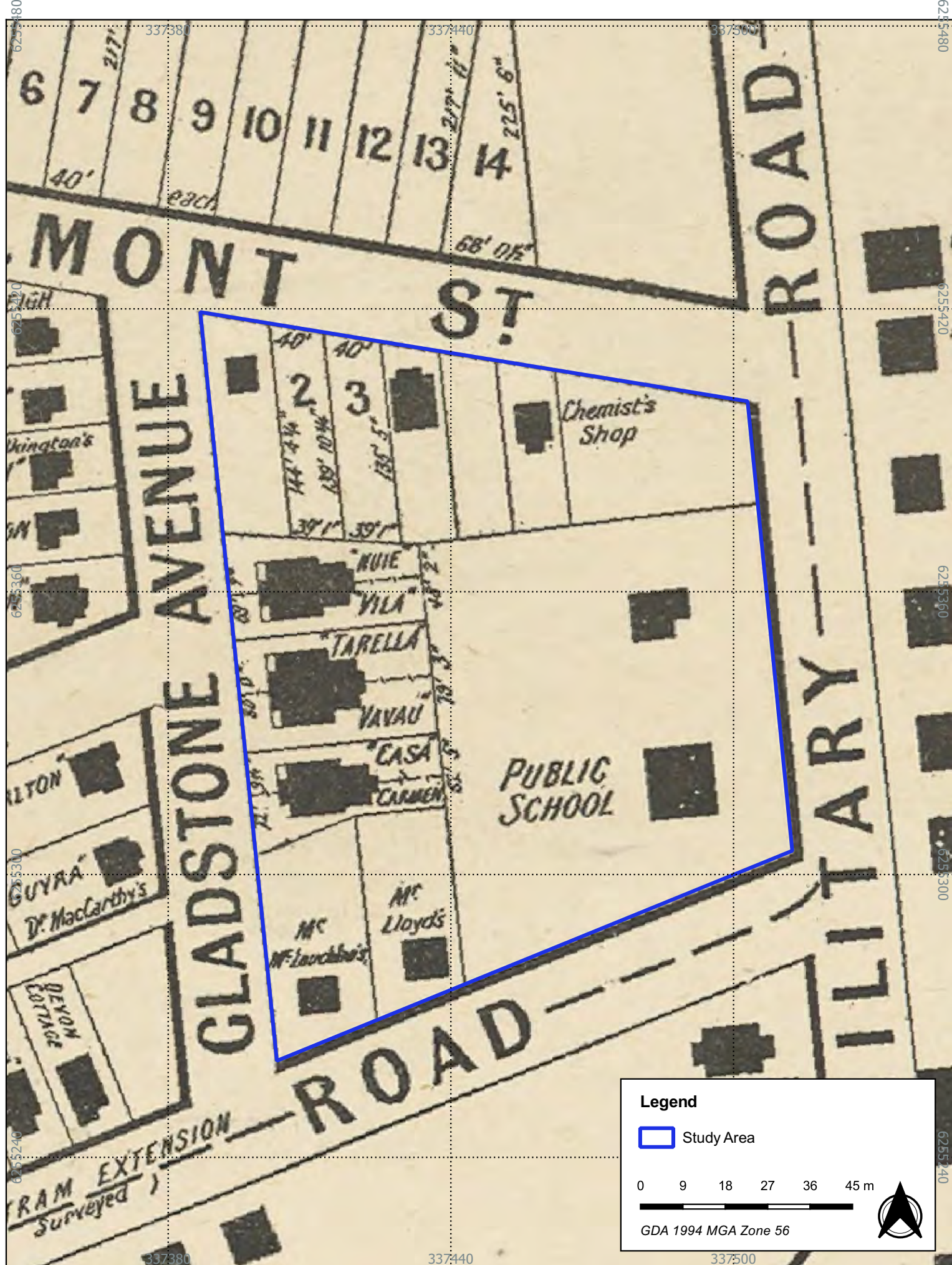


Figure 3.6 1898 R&W Auction Map

Mosman High School

Source: NLA MAP Folder 108, LFSP 1652

Drawn by: WA Date: 2020-06-22



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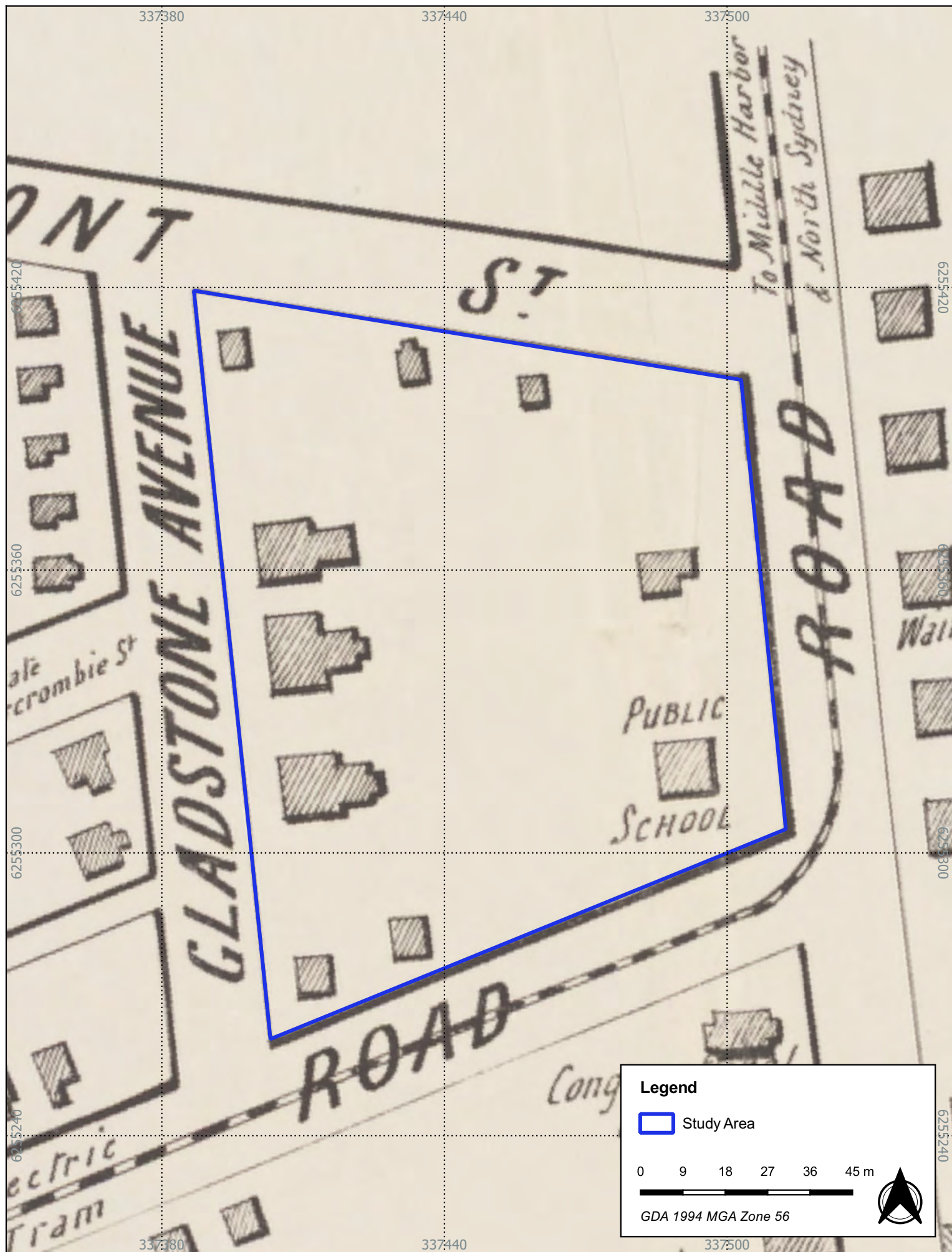


Figure 3.7 1901 Hardie and Gorman Auction Map

Mosman High School

Source: NLA MAP Folder 108
LFSP1663

Drawn by: WA Date: 2020-06-22



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MOSMAN PUBLIC SCHOOL 1883 - NOW

The following historical summary is taken directly from the Mosman High School Section 170 Register inventory sheet prepared by TKD Architects in 2016, and is quoted below directly from Purcell 2020:

The history of Mosman High School extends back to the establishment of Mosman Public School at the end of the 1870s. In March 1879, a committee of residents at what was known as Mosman's Bay applied to the Council of Education for the establishment of a school in the locality. The request was approved and during December 1879 the Council entered into an agreement to purchase land off landowner, developer and property speculator Richard Harnett. However, in February 1880 Harnett offered the Council rental of a house on Military Road, opposite the future school site, and the school finally occupied the premises the following October. Following this a permanent site was soon selected.

Mosman High School (and before that Mosman Public School) is situated on part of a 30 acre (12.14 hectare) grant of land made to Mosman in 1838. This initial portion of the school site was acquired after the title to about 1½ acres (0.607 hectares) of land was transferred to the Crown by Richard Harnett, and his business partner Alexander Stuart on 20 June 1882. Harnett, who acquired land owned by Mosman from 1859, had purchased Mosman's 30 acre grant off Mitchell Boyd in February 1876 while Boyd had acquired it about ten years earlier, in June 1866.

In January 1883 the construction of a stone school house and teacher's residence commenced on the site. The work was undertaken by contractor J W Eaton. To deal with growing numbers of pupils, additions were made to the building in 1888-89, 1892 and 1897. The school became officially known as Mosman Public School in March 1894. Following recommendations in 1899 that separate boys' and girls' departments be established a further addition to provide a classroom for girls was undertaken and officially opened on 14 August 1901.

In 1903 the school's status was upgraded when it became a Superior Public School, abetted by the efforts of the Mosman Progress Association. At the beginning of June that year a library was formally opened at the school. This was followed by the opening of the first stage of a projected four-wing building, for which tenders for construction had been accepted during October 1903. The building was completed in the middle of September 1904 and situated on the corner of Military and Avenue Roads, despite appeals from the local community to relocate the school on a site away from the risks associated with dangerous local traffic on Military Road. The two-storey building contained three long classrooms on each level, each separated into two sections by glazed along with long single-loaded corridors on one side that served as picture galleries. The other three wings were not completed, but around this time an infants' department was formed. It was housed in a temporary five-room timber building. The tender of contractors Grace & Boulton for its construction was accepted in March 1906 and the building was completed the following June.

Two portable classrooms were relocated from schools at Crows Nest and North Sydney to Mosman in 1912. In the middle of that year an "indignation meeting" was held in Mosman Town Hall in response to the Department of Public Instruction's unsatisfactory ongoing refusal to address grievances about overcrowding and the deficiencies of the school site. A deputation met with the Minister for Education the following September, who rebutted its suggestions. However, at the beginning of 1913 the status of the school was upgraded to that of a Superior Public School, with a Domestic Science Department and Commercial Department offering secondary education.

By April 1913 plans were well underway for a new infants' school building and the following October the Minister approved the resumption of land in Belmont Road to the west of the Public School for the site of the new school. In February 1914 the site was acquired, the contract for the building's construction was let in June 1914 and the completed two-storey building was officially opened in June 1915.

The school became an Intermediate High School in 1921, offering primary and secondary classes with an academic course of instruction to Intermediate Certificate standard. Over an acre of land along Belmont Road and Gladstone Avenue was resumed during 1923. The land was part of the Model Township subdivided and partly developed by bank manager Arthur Muston at the end of the 1880s. Sales were slow, so in 1893 Muston started auctioning off unsold allotments. The allotments that were subsequently resumed were sold at various times between 1889 and 1894 and were developed with a mix of detached and semi-detached residences. The resumed land was to provide a site for a large new school building, part of a large scheme that included two new buildings. The foundation stone of the new building was laid on 13 February 1925 by the Minister of Education. The entire scheme was comprehensive in scope, containing 28 classrooms and administration spaces along with a separate domestic and manual training block, and two weather sheds with attached lavatories. The buildings were designed in the Government Architect's Office, built by G Hogden, and was officially opened by the Minister for Education on 17 July 1926. The following description was published in the Sydney Morning Herald:

The main school building is carried out in brick on concrete footings, and the main roofs are covered with improved French pattern tiles, with a mottled effect. The elevational treatment is simple and effective. It consists of a brick base with rough-cast walling over. The latter are broken up with simple pilaster treatment, the pilasters being in rough-cast. Special attention has been given to lighting, heating, and ventilation, and an attractive column stands at the entrance to each of the three porches. Each column, which is ornamental and serviceable, is surmounted by a large electric light globe. The domestic science and manual training block is a two-storey building of brick on concrete footings, and with tiled roof. Externally the walls are roughcasted from the first-floor window sills upward. The ground floor contains a model kitchen and laundry, a manual training-room, and offices; while on the first floor are situated a demonstration room, science room and preparation room. There are model bedrooms, sitting-rooms, and bathrooms. The laundry contains four set-in tubs and an ironing table, with three points. In the kitchen are two gas stoves of white enamel, and also a gas copper. The manual training-room is fitted with benches, lockers, and timber racks, and in every respect the science and manual training block is fitted up as an admirable centre for both boys and girls, and as a feeder for the Technical College.

In addition to the features described in the Sydney Morning Herald, the main school building incorporated separate assembly areas for boys and girls within the ground and first floor verandahs, separate male and female staff areas, and classrooms that were linked by bi-folding sets of doors. Boys occupied the southern half of the school, girls the northern half. The building was considered to be the largest public school building in NSW at that time. The construction of the imposing new building coincided with a high point in enrolments. In 1925 there were 2,053 pupils attending the (868 boys, 641 girls and 558 infants).

Mosman Public School became a Public School and Boys' Intermediate High School during 1938. In August 1960 the Department of Education announced that the Mosman Home Science School and the Boys' Intermediate High School were to be amalgamated to form the coeducational Mosman High School, which was established in January 1961.

At the beginning of 1962 a new two-storey science block on the Military Road side of the site was documented in the Government Architect's Branch. It included a gymnasium and covered open space on the ground floor and teaching spaces on the first floor. The construction of the building necessitated the demolition of the 1880s teacher's residence. Extensive internal modifications were documented to the 1926 Public School building in 1970, which provided more staff and pupil facilities, the loss of the first floor assembly spaces. About three years later part of the first floor of the building was converted to a library. These works were accompanied by the construction of a multi-purpose hall on another part of the site, which was documented in 1972.

Internal modifications to the 1904 building were documented during 1985, adapting it for use as an art learning block. This was followed by the design and construction of a large teaching block near Avenue Road (Building E), plans for which were prepared by architects Jackson Teece in 1987. The following year alterations and additions were documented for the science block (Building B). Plans were also prepared for major modifications to the domestic science block (Building C) and further alterations to the 1920s Public School. Schwager Brooks were consulting architects for these works. The building program was completed in 1992.

The layout of buildings past and present can be seen overlaid on a modern aerial imagery in Figure 3.9, all building names referenced below are shown in this map.

As stated above, prior to the construction of the public school in its current location, a temporary school was established in 1880 on the opposite side of Military Road. The location of the school, which was offered to the Council of Education by Richard Harnett can be seen in Figure 3.3. Harnett had allowed the Council to use the house next to the post office on the eastern side of Military Road whilst the current location was being constructed.

A teacher's residence was located to the north of the stone school building; this building can be seen in Figure 3.6. This building housed the headmaster of the school, DM Ferguson (John Sands Ltd 1884). Ferguson was replaced by Charles Doyle in 1890, who remained the headmaster through the 1890s (John Sands Ltd 1899). William Black took over as the headmaster in 1903 (John Sands Ltd 1904). It appears by 1943 all remnants of the headmaster's house had been removed from the school grounds, as can be seen in Figure 3.5. The building was likely demolished to make room for the increase in number of children, so they would have adequate space for a playground.

The buildings constructed within the permanent site for the public school were built c.1883 and remained in use until c.1920 when they were demolished. Building A was constructed in 1904 and remains standing today. Buildings C and D were constructed in 1925 and are also in use today (Purcell 2019). Slit trenches from Second World War preparations and defences can also be seen in the in the south-west corner of the block in the historic aerial (Figure 3.5), however these were at least partially destroyed by the construction of Buildings labelled E (Figure 3.9).

Building B dates from c. 1962 and Building E was constructed in 1989. As can be seen from Figure 3.9, most of the previous buildings will have been demolished by the development of the school throughout its history. However, there are two houses along the northern boundary (Belmont Road) in the carpark whose footings may have survived the construction of the carpark. On Gladstone road, it appears that one of the semi-detached houses was not completely covered by the construction of Building D, along with the eastern end of the other two semi-detached buildings. It is also highly likely that at least footings from the 1883 original school buildings survived the demolition process and the subsequent construction of Building A, while the Second World War slit trenches may also still be present within the study area. It is possible, though unlikely that some remnants of the footings for the 1883 headmaster's residence still remain below Building B.



Figure 3.9 Building Outlines

Mosman High School

Source: Nearmap

Drawn by: WA Date: 2020-06-22



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4 ARCHAEOLOGICAL PREDICTIVE MODELLING

4.1 INTRODUCTION

An assessment of archaeological potential usually considers the historic sequence of occupation in comparison to the structures which are currently extant, as well as the impact that the more recent constructions and works would have had on the earlier occupation phases and, as such, the likely intactness of the archaeological resource. This, in turn, is tied in with the extent to which a site may contribute knowledge not available from other sources to current themes in historical archaeology and related disciplines.

In regard to the assessment of the study area, the archaeological potential depends upon the anticipated likelihood for the survival of buried structural fabric and cultural deposits as well as an estimation of archaeological integrity. Structural fabric refers to what is generally regarded as building or civil engineering remnants. Cultural deposits refer to archaeological deposits, i.e. deposited sediments containing artefacts etc.

Having analysed the historical evidence in the previous chapters, the following section presents a summary of the potential for a physical archaeological resource to be present in the study area, that is, its archaeological sensitivity/potential.

4.2 PREDICTIVE MODEL

The following predictive statement draws on the areas of known archaeological sensitivity. As a general rule of archaeology, sites first redeveloped in either the late 19th or early 20th century can also retain evidence of occupation from earlier periods. It is also very common that such evidence can be recovered even when sites have been redeveloped or disturbed by modern developments. Based on the detailed background history, the following general predictive statements can be made.

- There is a high potential for archaeological remains to be present which relate to the original 1883 school building and its demolition in 1904. The remains are likely to be footings and associated construction remains that were difficult to remove from the property when the building was demolished.
- There is a low potential for archaeological remains to be present which relate to the headmaster's residence that was constructed in 1883 and was demolished prior to 1943. Due to the size of Building B the foundations of the building are likely to be quite large, as such most of the remnants of the headmaster's residence will have been removed when building was constructed in 1962.
- There is a low potential for archaeological remains to be present which relate to the additional school building shown in Figure 3.8. This map is the only reference to the building in any reference material, so its only known date of existence is 1898. It was likely a temporary structure, and such is unlikely to have left a large trace in the archaeological record.
- There is a low potential for archaeological remains to be present which relate to "Warrenden", Dr Frank W. Doak's house. This building was constructed in 1898 and was subsequently removed in 1962 when the construction of Building B occurred. Again, due to the possible large foundations associated with Building B there is unlikely a great deal of remains associated with Doak's house left. There is a possibility that some of the building that falls outside the foundations of Building B may remain.
- There is a high potential for archaeological remains associated with the residential constructions located along Belmont Street, Gladstone Avenue and Avenue Road constructed from 1883-1925. This is especially true of the constructions that did not fall under the footings of Building D. However, these buildings are likely to have low significance.

5 SITE INSPECTION

The existing Heritage Impact Statement (Purcell 2020) is considered adequate for the purposes of categorising the site disturbance history and archaeological potential of the study area. As such, a standalone site survey was not conducted as part of the preparation of this assessment.

6 HISTORICAL LAND USE AND SENSITIVITY MAPPING

An assessment of archaeological potential usually considers the historic sequence of occupation in comparison to the structures which are currently extant, as well as the impact that the more recent constructions and works would have had on the earlier occupation phases and, as such, the likely intactness of the archaeological resource. This, in turn, is tied in with the extent to which a site may contribute knowledge not available from other sources to current themes in historical archaeology and related disciplines.

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Having analysed the historical evidence in the previous chapters, the following section presents a summary of the potential for a physical archaeological resource to be present in the study area, that is, its archaeological sensitivity/potential. As a rule, archaeology sites first redeveloped in either the 19th or early 20th century can also retain evidence of occupation from earlier periods. It is also very common that such evidence can be recovered even when sites have been redeveloped or disturbed by modern construction activity. Based on the detailed background history, the following general predictive statements can be made:

6.1 HISTORICAL LAND USE

The study area formed part of a portion of land granted to Archibald Mosman in 1835; nothing was done with the site as it was initially purchased as an investment. In 1859, Richard Harnett bought the land containing the study area and sought to subdivide it; however, the land was bought and sold by a series of investors before eventually coming back into the hands of Richard Harnett again in 1870.

By this time, a small track had been created by the military which allowed better access to the area now known as Mosman. This led to the creation of more roads, such as Avenue Road, which runs along the southern border of the study area. Harnett held auctions of parcels of land in Mosman which were successful, which in turn led to the true beginning of Mosman becoming a suburb of Sydney.

During this time, the study area had not been touched and it was not until 1883 that a portion of the study area was purchased by the Government as part of the auctions to be turned into grounds for a school. Sections of the study area surrounding the school were subdivided and sold off as residential lots. However, there were a few commercial lots present along Avenue Road, and also mixed usage buildings such as Frank W. Doak's "Warrender", located within the study area, which was both a house and doctor's surgery.

The areas surrounding the school remained residential blocks of land mostly until 1925 when large portions along Belmont Street and Gladstone Avenue were resumed to make way for the school's expansion.

Since then the study area has remained as a school, now named Mosman High School.

6.2 DEGREE OF HISTORICAL DISTURBANCE AND IMPACTS

The largest impacts to the site have occurred due to the demolition and construction of new school buildings to try and cope with the continued increase in population within Mosman. This has resulted in a loss of most of the physical fabric associated with the houses located on Belmont Street, Gladstone Avenue and Avenue Road.

However, whilst these disturbances are large on the surface, the remains of the buildings' footprints are likely to still be intact as previous building methods did not require the removal of the buildings' footings and foundations.

Some buildings are likely to have larger impacts, resulting in more of the remains being removed to make way for the subsequent buildings. This includes the semi-detached houses along Gladstone Avenue and Doak's House on the corner of Military Road and Belmont Road. The location of the original school building is likely to remain largely undisturbed despite limited impacts caused by the subsequent construction of Building A. The location of the second school building has also remained relatively undisturbed.

This leads to most of the demolished buildings foundations likely to only be located under a layer of asphalt, as it would be very expensive and difficult to remove the large foundations of earlier buildings when no further work was anticipated at that location. This applies to the houses along Belmont Street and the southern-most semi-detached house on Gladstone Avenue, while the Second World War slit trenches are also likely to remain at least partially intact in the south-western corner of the study area.

As such, *in situ* archaeological remains are likely to be present across the study area.

6.3 ARCHAEOLOGICAL SENSITIVITY MAPPING

The results of Section 4 and Section 6.2 are depicted in an Archaeological sensitivity map below (Figure 6.1). This map shows the degree of predicted historical archaeological potential with the study area following site development. The map forms the basis for the conclusions and management recommendations outlined in Section 9. However, one key point to note is that potential does not equal significance, and areas of even moderate archaeological potential may not contain archaeological material which is considered significant (See Section 7).

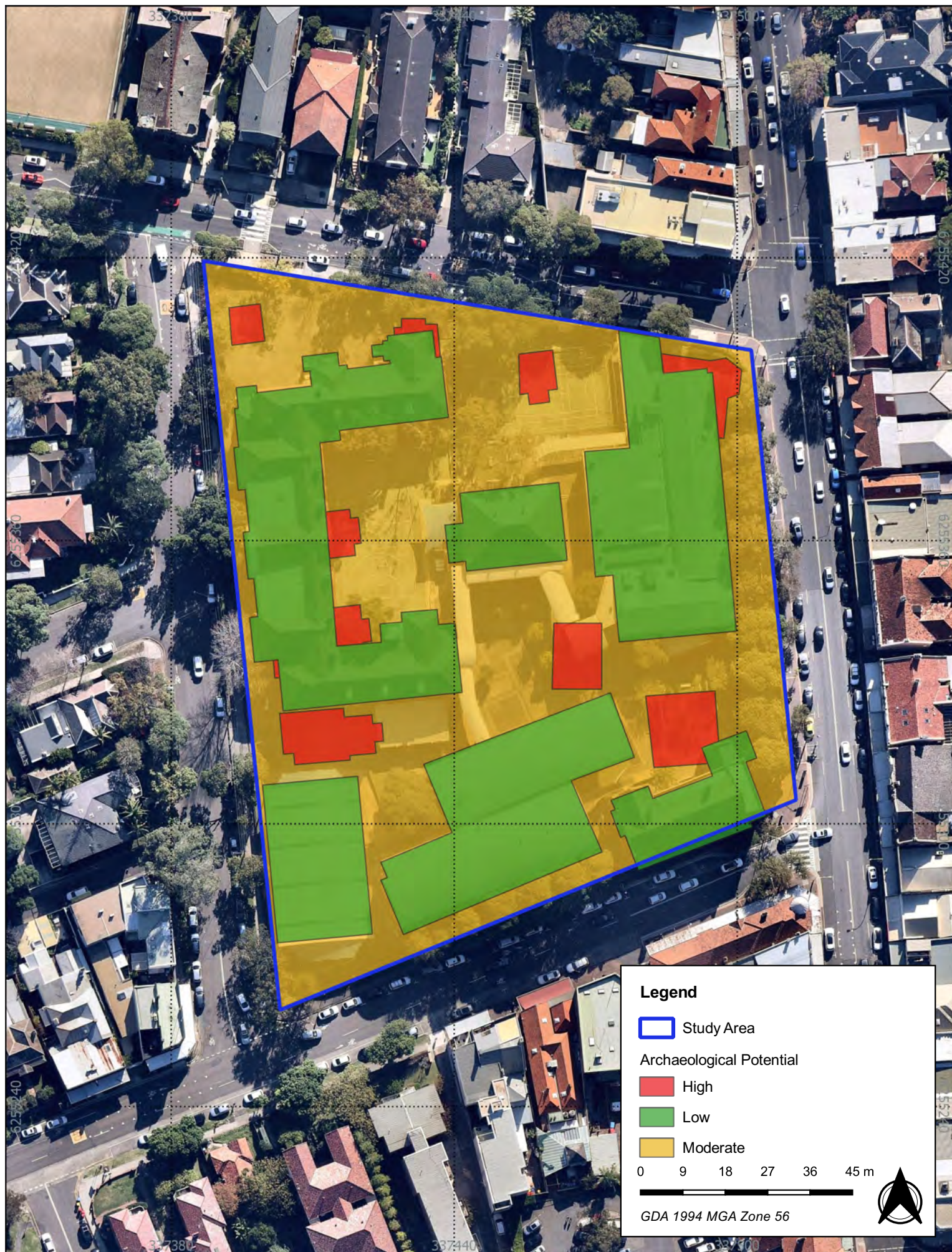


Figure 6.1 Archaeological Sensitivity Map

Mosman High School

Source: Nearmap

Drawn by: WA Date: 2020-06-23



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7 ASSESSMENT OF SIGNIFICANCE

7.1 INTRODUCTION

An assessment of cultural significance seeks to establish the importance that a place has to the community. The concept of cultural significance is intrinsically tied to the fabric of the place, its history, setting and its relationship to other items in its surrounds and the response it evokes from the community.

7.2 BASIS FOR ASSESSMENT

The Burra Charter of Australia ICOMOS was formulated in 1979 (revised 1999 and 2013) [Australia ICOMOS 2013], mainly based on the Venice Charter (for International Heritage) of 1966. The Burra Charter is the standard adopted by most heritage practitioners in Australia. The Charter divides significance into four categories for assessment. They are Aesthetic, Historical, Scientific/Technical, and Social significance.

The Heritage Council of NSW has established a set of seven criteria to be used in assessing cultural heritage significance in NSW, and specific guidelines have been produced to assist archaeologists in assessing significance for subsurface deposits (Heritage Council of New South Wales 2009; NSW Heritage Office 2001). The Heritage Council's criteria incorporate those of the Burra Charter but are expanded to include rarity, representative value, and associative value.

To determine the significance of a historical site, the Heritage Council have determined that the following seven criteria are to be considered (NSW Heritage Office 2001):

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

These criteria were designed for use on known or built heritage items, where above-ground heritage is both tangible and easily identified. As the nature of archaeology is that it is invisible until disturbed, the presence and attributes of archaeological material must be assumed based on the recorded levels of disturbance, known site history and the creation of predictive statements. Ultimately, the actual presence of archaeological material can only ever be framed in terms of the potential for it to be present.

Heritage NSW has assisted archaeologists by creating questions which are framed around the main NSW Heritage Criteria, and which can be used to assess the relative importance of any archaeology which is likely to be present. The questions to be asked of an archaeological deposit differ from the main criteria. Still, they can be seen to be referential to them, to create a suitable framework for assessing archaeological sites.

7.3 SIGNIFICANCE ASSESSMENT

The following section addresses the significance of the potential archaeological resource in accordance with the criteria adopted in the Heritage Council's significance guidelines for archaeological deposits (Heritage Council 2009:11-13), using selected questions from the guidelines.

ARCHAEOLOGICAL RESEARCH POTENTIAL

NSW HERITAGE CRITERION E

- ***To which contexts (historical, archaeological and research-based) is it anticipated that the site will yield important information?***

It is anticipated that the site may yield information that relates to historical (i.e. the occupation history of the site), archaeological (i.e. function and location of buildings and structures) and research-based contexts (i.e. artefactual material which can be analysed).

- ***Is the site likely to contain the mixed remains of several occupations and eras, or is it expected that the site has the remains of a single occupation or a short time-period?***

The study area is likely to contain archaeological deposits associated with the residential buildings surrounding the original school boundary from 1883 to 1925.

The portion of the study area associated with the school is likely to contain archaeological deposits from the establishment of Mossman's Bay Public School (1883) to the demolition of the original school buildings in 1904

- ***Is the site rare or representative in terms of the extent, nature, integrity and preservation of the deposits (if known)?***

The study area has potential to contain archaeological material dating back to the 1883, which is comparable to many other school sites, and as such is unlikely to contain rare items. The preservation of the items is also likely to be low, and as such, the site is however representative of other contemporary schools. Examples of schools from similar dates which are still extant include Stanmore Public School (1884) and Drummoyne Public School (1886). Recent archaeological investigations in Parramatta in advance of the Arthur Phillip High School development have examined deposits associated with school buildings which are of similar ages to this site (GML Heritage 2016)

The residential sites that originally surrounded the school are likely to be representative of houses of the area and time. Many of which are still standing today, and thus in better condition.

- ***Are there a large number of similar sites?***

There are numerous other archaeological sites of similar nature throughout Sydney, however there are very few of these sites in Mosman, in regard to the educational aspect of the site.

- ***Is this type of site already well-documented in the historical record?***

There are many early school sites that have been well documented in the historical record.

Such as Arthur Phillip High School (GML Heritage 2016) and Stanmore Public School (Dudman 2002)

Descriptions of residential buildings from the 1890s are common in the historical record and too numerous to record here.

- ***Is the excavation of this site likely to enhance or duplicate the data set?***

While the site may contain aspects, which are unique to this particular site, overall, the excavation of this site is likely to duplicate the existing dataset.

- ***What is the ability of the archaeological evidence to provide information about a site that could not be derived from any other source and which contributes to the archaeological significance of that site?***

Archaeological remains relating to the various residences surrounding the school are likely to only provide incidental amounts of information that contribute to the significance of the site, and this relates to the internal layout of the buildings. However, it is also possible that this information could be derived from an analysis of extant housing from the surrounding area.

The study area is expected to contain archaeological evidence relating to the establishment of the Mossman's Bay Public School in 1883 to today. The evidence will relate to the structural remains of the original school buildings present within the study area. This is likely to be able to tell us of the internal layout of the building, its means of construction, and it may possibly include associated and discarded finds that relate to lives of the children and teachers who used it. Historical research can only provide so much information on the day to day activities of the students and teachers at this time and it is likely that the archaeological material will be able to examine this question in more depth.

As such, the study area satisfies NSW Heritage Criterion (e) at a local level in this regard.

ASSOCIATIONS WITH INDIVIDUALS, EVENTS OR GROUPS OF HISTORICAL IMPORTANCE

NSW HERITAGE CRITERIA A, B AND D

- ***Does the archaeological site link to any NSW Historic Themes? Will the site contain 'relics' and remains which may illustrate a significant pattern in State or local history?***

The relevant themes which may be applied solely to the archaeological remains within the study area are listed below in Table 7.1.

Table 7.1 Historical Themes

Australian Theme	NSW Theme	Local Themes
3 Developing local, regional, and national economies	Health	Activities associated with preparing and providing medical assistance and/or promoting or maintaining the well being of humans. Frank W. Doak's House "Warrenden"
3 Developing local, regional, and national economies	Transport	Activities associated with the moving of people and goods from one place to another, and systems for the provision of such movements Taxi Cab and Fuel Services along Avenue Road
4 Building settlements, towns and cities	Towns, suburbs and villages	Activities associated with creating, planning and managing urban functions, landscapes and lifestyles in towns, suburbs and villages Mosman High School

Australian Theme	NSW Theme	Local Themes
4 Building settlements, towns and cities	Accommodation	Terrace, apartment, semi-detached house, holiday house, hostel, bungalow, mansion, shack, house boat, caravan, cave, humpy, migrant hostel, homestead, cottage, house site (archaeological).
6 Educating	Education	Activities associated with teaching and learning by children and adults, formally and informally Mosman High School
8 Developing Australia's cultural life	Domestic life	Domestic artefact scatter, kitchen furnishings, bed, clothing, garden tools, shed, arrangement of interior rooms, kitchen garden, pet grave, chicken coop, home office, road camp, barrack, asylum.

- ***Is the site widely recognised?***

Building A, C and D are recognised for their historical value within the local community as they continue to function as school buildings and as such are listed various heritage registers. The archaeological resource associated with earlier buildings are unlikely to be recognised across the local community.

- ***Does the site have symbolic value?***

Mosman High School holds symbolic value as a location of education within Mosman. However, while the archaeological remains of the original buildings are unlikely to have to have the same level of symbolic value, they still hold value as a symbol of the start of Mosman as a suburb.

The residential developments within the study area are unlikely to hold any symbolic value.

- ***Is there a community of interest (past or present) which identifies with, and values the specific site?***

The past students, teachers, workers, and community around the school would identify strongly with and value the study area.

As the residential houses were not around for long, it is unlikely that it is associated with an interest group in the area. This is with the exception of Frank W. Doak's house "Warrenden" which would be of interest to the local community as there are probably still people in the area who remember using the children's library which utilised the building.

- ***Is the site likely to provide material expression of a particular event or cultural identity?***

The sites long history with education is likely to have disturbed much of the archaeological material present on the site. As such, the only events likely to be expressed by the archaeological record will be the construction of the original buildings and their subsequent demolition.

There are no known particular events associated with the study area and as such it is unlikely any specific events will be identified by the material evidence in these locations.

- ***Is the site associated with an important person? (the role of the person in State or local history must be demonstrated/known)***

The school site is not associated with any specific important person. Many people have studied at the school since its inception and it is likely that important people who have had a role in the development of NSW and Australia studied at Mosman High School. However, the school itself is more a reflection of the many pupils that have passed through its doors rather than one singular person.

Dr. Frank W Doak is strongly associated with the Doctor's Surgery that existed on the corner of Military Road and Belmont Street. Doak was one of the first doctors in the area and continued to provide services to people in the area for over forty years. As such, he is an important person in a local sense.

The other residential buildings while may have been associated with long term residents in the past, enough time has passed that these areas are no longer associated with people, just the school grounds.

What is the strength of association between the person and the site?

The strength of Doak's association with the site is likely to have faded with time, especially as the strength of his connection to the site drastically reduced when "Warrenden" was demolished to make way for a new building in 1962.

- ***Did the person live or work at the site? During the phase of their career for which they are most recognised? Is that likely to be evident in the archaeology /physical evidence of the site?***

Doak both lived and worked at the site; Warrenden was a large building as such afforded Doak the luxury of being able to live and work at the same location. Later in his life, the size of Warrenden allowed multiple medical practitioners to also use the space for their work.

Doak lived at the location for much of his life and as such worked there for the period of his career that he was most recognised. However, as most the archaeological material would have been removed when the building was demolished in the early 1960s, as such it is possible but not probable there is physical evidence of Dr Doak at this location.

- ***Did a significant event or discovery take place at the site? Is that evident/or likely to be evident in the archaeology/physical evidence of the site?***

The opening of Mossman's Bay Public School in 1883 was a significant event for the suburb of Mosman at the time. Evidence relating to the construction of the buildings are likely to be present within the study area.

No significant events occurred within the previous residential section of the area.

- ***Do the archaeological remains have particular associations with individuals, groups and events which may transform mundane places or objects into significant items through the association with important historical occurrences?***

It is unlikely that any archaeological remains present within the study area are associated with significant individuals, groups or events, and that the archaeological material likely to be encountered is mundane in nature. Despite the strong association between Doak and the study area, it is unlikely that any evidence relating to his life remains within the site.

Overall, however it is considered that any archaeological material likely to be present in the study area does not satisfy NSW Heritage Criteria (a), (b) and (d) at a local level.

AESTHETIC OR TECHNICAL SIGNIFICANCE

NSW HERITAGE CRITERION C

- ***Does the site/is the site likely to have aesthetic value?***

Any archaeological fabric present within the study area is unlikely to contain any aesthetic values, although individual artefacts may be identified which are aesthetically pleasing.

- ***Does the site/is the site likely to embody a distinctive architectural or engineering style or pattern/layout?***

In terms of the archaeological resource associated with the study area, the site is unlikely to embody a distinctive architectural or engineering style.

- ***Does the site demonstrate a technology which is the first or last of its kind?***

The study area is unlikely to demonstrate a technology which is the first or last of its kind.

- ***Does the site demonstrate a range of, or change in, technology?***

The study area may be able to show how the construction and materials of buildings improved from 1883 to the present. Both residential and government buildings.

- ***Will an archaeological excavation reveal highly intact and legible remains in the form of aesthetically attractive artefacts, aged and worn fabric and remnant structures, which may allow both professionals and the community to connect with the past through tangible physical evidence?***

There exists potential for study area to contain archaeological remains and artefacts which may be intact and could be considered aesthetically attractive. Both structural evidence and associated artefacts from its occupation would be of direct interest to professionals and could be used for public interpretation of the history of the site.

The ability for archaeological material to be of interest to the wider community is solely dependent on the level of preservation of the built elements which may survive. However, it is considered that the archaeological material associated with the 1883 original school building and the remains of Frank W. Doak's house, is likely to demonstrate an easily understood, tangible connection to the past, providing a contextual view of the study area.

It is considered that the site would provide material which would be of interest to the local community, as well as professionals, and therefore satisfies NSW Heritage Criteria (c) in this regard at the local level.

ABILITY TO DEMONSTRATE THE PAST THROUGH ARCHAEOLOGICAL REMAINS

NSW HERITAGE CRITERIA A, C, F AND G

- ***Does the site contain well-preserved or rare examples of technologies or occupations which are typical of particular historic periods or eras of particular significance?***

The study area is unlikely to contain any rare examples of technologies or occupations which are of particular significance. In areas where archaeological deposits are likely to be better preserved, these deposits are likely to be typical of late 19th century education and occupation.

- ***Was it a long-term or short-term use?***

Mossman's Bay Public School was established in 1883 and has been continuously used as a School up until the present day. However, any archaeological remains are likely to relate to the short-term operation of school buildings from between 1883 to their demolition in 1903.

The residential areas surrounding the school were in use from the early 1880s until 1925 and as such was a rather short-term usage of the space.

- ***Does the site demonstrate a short period of occupation and therefore represents only a limited phase of the operations of a site or technology or site? Or does the site reflect occupation over a long period?***

The archaeological remains present within the study area reflect only limited periods of operation or technology.

- ***Does the site demonstrate continuity or change?***

The site represents both continuity and change, as while the school has been in place since the 1880s, the actual buildings have changed dramatically to reflect how the school had to grow with the surrounding population. This has resulted in the demolition of the earliest buildings known to be present within the study area.

Are the remains at the site highly intact, legible and readily able to be interpreted?

If present, the remains of the 1883 original school building are likely to be intact, as the demolition of the building are unlikely to have entirely removed the footings of the building. The subsequent works for the construction of Building A within this portion of the study area are unlikely to have caused deep impacts as only part of the building was affected.

The footings of the residential buildings and possibly some of Doak's house may be present within the study area, if present, the footings of these buildings and some associated artefacts are likely to be intact and able to be interpreted.

- ***Do the archaeological remains have an ability to demonstrate how a site was used, what processes occurred, how work was undertaken and the scale of an industrial practice or other historic occupation.***

The archaeological remains present within the study area are likely to provide large amounts of information on the function of the building, including the specific functions of separate rooms. Understanding of these functions will require a detailed analysis of the artefactual remains but should help demonstrate the activities undertaken within the buildings. However, in the event that cesspits or rubbish pits are identified, this will improve the level of detail regarding how the site was used.

It is considered that the study area meets NSW Heritage Criteria (a), (c), (f) and (g) in this regard at a local level.

7.4 STATEMENT OF SIGNIFICANCE

The Mossman's Bay Public School, which was established in 1883 was one of the first public buildings in the Mosman area. As such, it was an important signifier that the area was slowly becoming a suburb and required somewhere for the local children to be educated. It therefore played a significant role in lives the children of the time and has continued to do so up until the present day. The importance of education within society is likely to have seen this location as an important stalwart of the community within Mosman for the life of the suburb.

The study area relates to education which can be seen as an analogue for the growth and rapid development of the suburb of Mosman. This can be seen through the changing buildings, growth in their size, and the resumption of land surrounding the school to attempt to fit the burgeoning suburb's children into the space provided. Allowing the interpretation of the site through its multiple phases.

The section of the study area relating to the 1880-1925 residential lots are less significant in relation to the school. This is due to many examples of residential buildings of this time period existing within Mosman presently, as such these are much better references for study as they are complete and thus more intact archaeologically.

Frank W. Doak's house is one exemption as the doctor used this house as a medical practitioner for approximately 40 years. This building was likely important to people as a medical clinic for many years, then as the Mosman Children's Library then becoming part of the school. However, much of this building will have been destroyed when Building B was constructed in 1962. This does not affect its significance and finds associated with the buildings are likely to span multiple phases of its life.

As such, the archaeological resource within the study area is considered to meet the Heritage Significance Criteria (a), (c), (e), (f) and (g) at the local level.

8 STATEMENT OF HERITAGE IMPACT

The purpose of this section is to present a comprehensive assessment of the impacts to the identified heritage values associated with the study area from the proposed works.

8.1 PROPOSED WORKS

The proposed works include the construction of a new building along the eastern and north-eastern parts of the study area shown in Figure 8.1, along with all additional infrastructure required for this building. The main components of the proposed development that are considered in this document are:

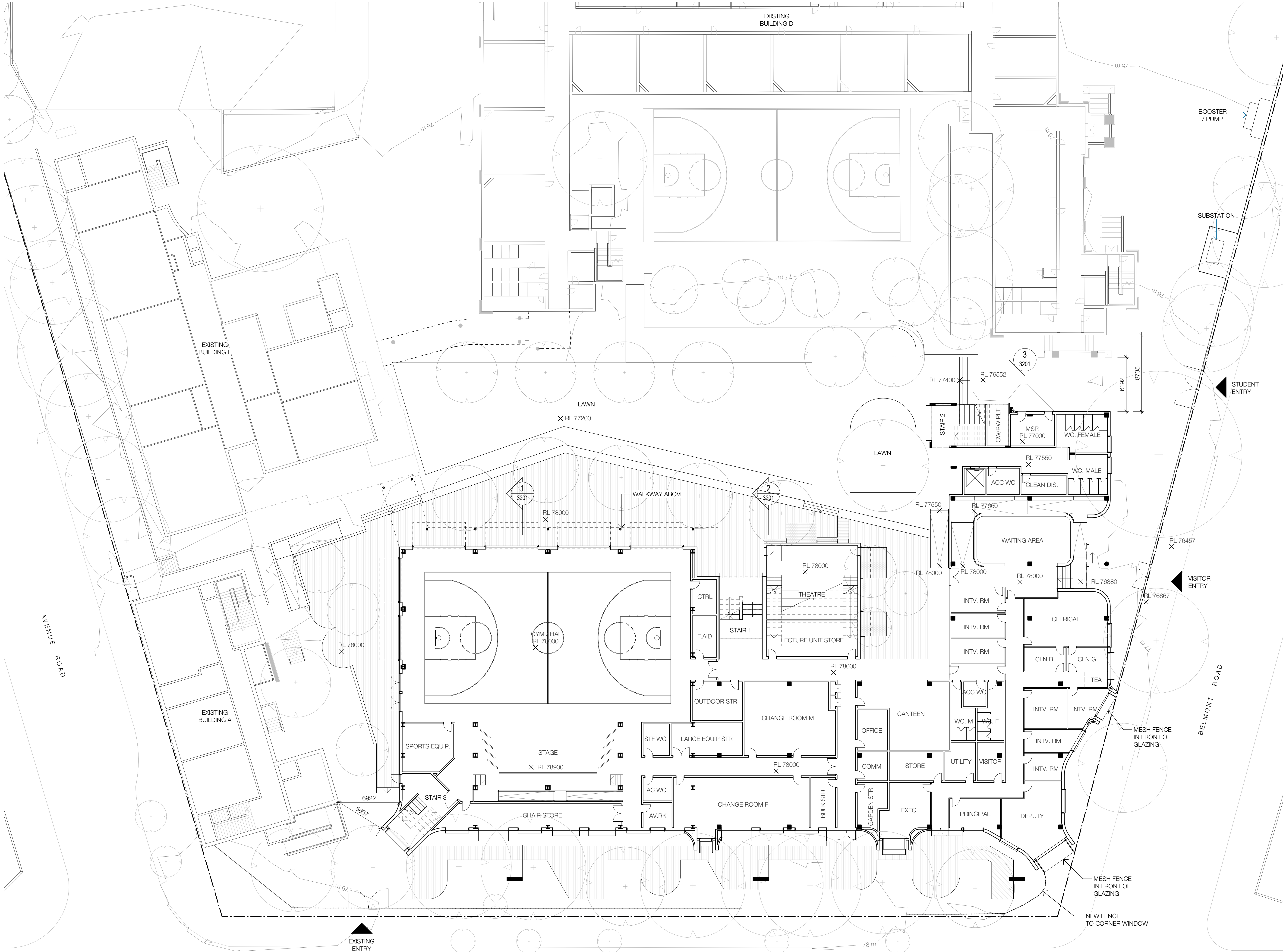
- Demolition of existing buildings B, C and Part of E;
- Removal of existing sports court and surrounding retaining walls and nominated trees;
- Construction of a new part 3/ part 4 storey building plus lift overrun and net enclosure to rooftop multi-court (Building G) on the corner of Military Road and Belmont Road providing; administration and staff facilities, multipurpose gym/hall, library, canteen facilities, general and senior learning units, science learning unit and learning and admin support
- Associated landscaping works including new outdoor play areas, a rooftop play space and rooftop multi-purpose court; and
- Relocation of the main pedestrian entrance to the junction of Military Road and Belmont Road.

8.2 ASSESSED IMPACTS

The proposed impacts will have the following effects on archaeological material:

- A high level of impact resulting in the total destruction of potential archaeological material associated with Doak's House, its footings and potential discarded material, however, the previous impact caused by the construction of Building B is likely to have already removed much of the archaeological material.
- Partial destruction of the potential archaeological material associated with the original 1883 school building by the construction of Building G.
- Total destruction of potential archaeological material associated with the headmaster's house, which was likely already removed by the construction of Building B.
- Partial destruction of potential archaeological material associated with the extra building shown on the 1889 unsold portion map (Figure 3.8). However, this may have potentially been a temporary structure with ephemeral footings.
- Total destruction of the potential archaeological material associated with the house west of Doak's House on Belmont Road.

The current concept plans for the proposed works, provided by the proponent, are shown in Figure 8.1, while the correlation between the proposed development and earlier buildings present within the study area is shown on Figure 8.2.



Recent revision history		
#	Status	Description
Date		

Notes
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Contractor must verify all dimensions on site before commencing work or preparing shop drawings.
Do not scale drawings.

Project
MOSMAN HIGH SCHOOL

Client
SCHOOL INFRASTRUCTURE NSW

Issuer

MULTIPLEX
W-B
WOODS BAGOT

Project number
121468
Checked
Checker
Approved
Approver
Size check
25mm
Sheet size
A1
Scale
1:200

Sheet title

GROUND FLOOR PLAN

Sheet number
DA-2201
Status
PRELIMINARY
Revision

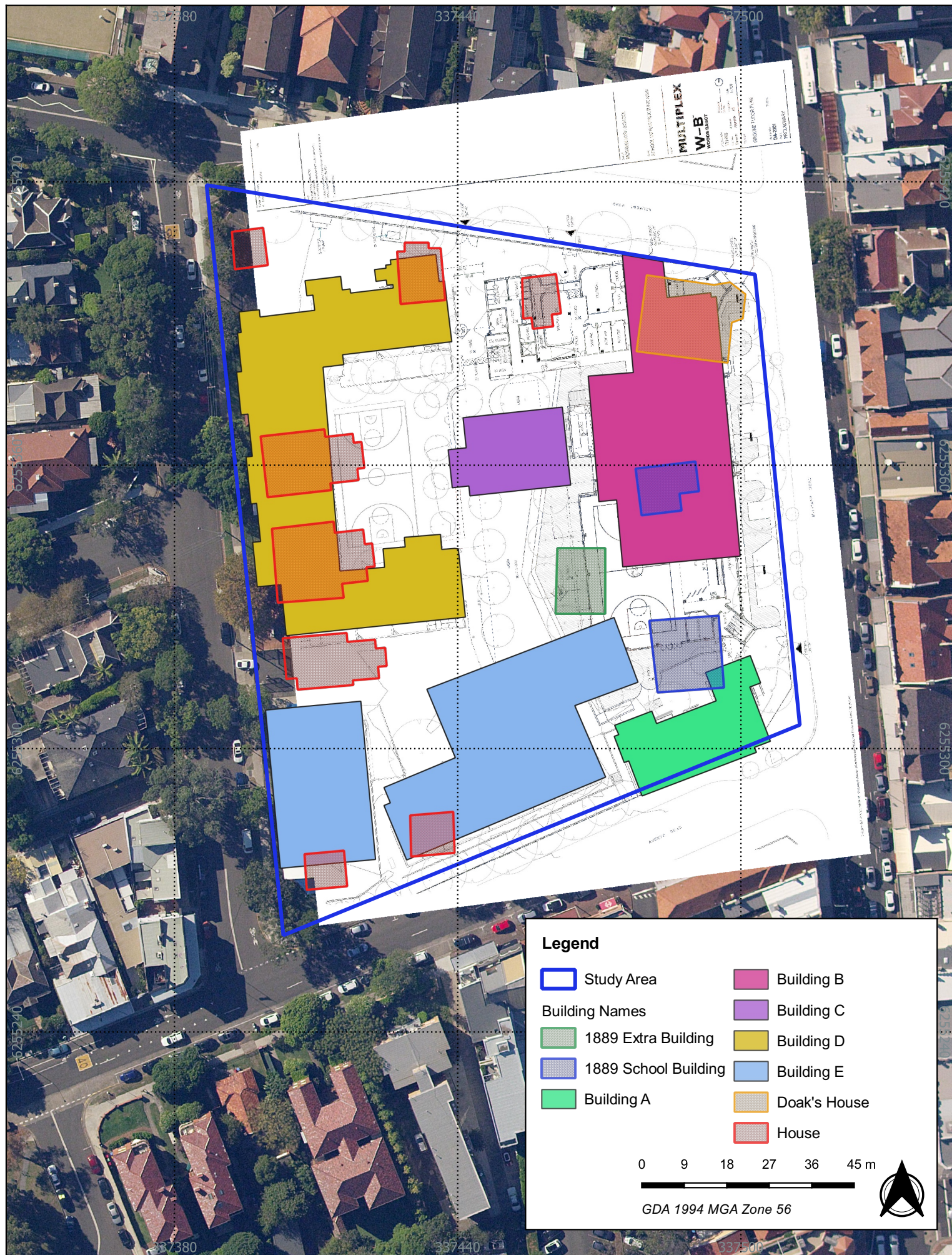
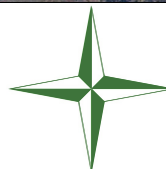


Figure 8.2 Site Plan with Historic Buildings

Mosman High School

Source: MULTIPLEX DA-2201, NSW
LPI Aerial

Drawn by: WA Date: 2021-03-16



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8.3 CONSIDERATION OF HERITAGE VALUES IN THE DESIGN PROCESS

The following questions are taken from the Heritage Division's guidelines to preparing statements of heritage impact.

What aspects of the proposal respect or enhance the heritage significance of the study area?

The building is being designed to reflect the heritage appearance of the school, to keep the aesthetic of the study area and surrounding heritage zones.

What aspects of the proposal could have a detrimental effect on the heritage significance of the study area?

Excavation and subsequent construction of the new building and associated infrastructure will have an adverse effect on archaeological material present within its footprint, resulting in the likely destruction of archaeology relating to the original 1883 school building and various private residences..

Total destruction of the area associated with Doak's house is likely to remove any archaeological material associated with the building and the phases the building has been through.

Have more sympathetic options been considered and discounted?

The archaeological consultant did not have an opportunity to provide input into any other design options which may have been more sympathetic to the archaeological resource.

9 CONCLUSIONS & RECOMMENDATIONS

9.1 CONCLUSIONS

Based on the known history of the study area, it can be concluded that the study area is likely to contain archaeological material relating to the site of the original schoolhouse constructed in 1883. This site is likely to be encroached on by the proposed development. The identification of this building will require archaeological testing and analysis to be performed in the identified area which is deemed significant at a local level.

Whilst the headmaster's residence and Doak's house have been removed in the past, there is small chance that archaeological material relating to these sites remain. These sites will have to be investigated once demolition of Building B has been completed, to ensure no material is in existence.

Along Belmont Road only one building relating to the prior residential development surrounding the school will be impacted by the proposed works. While it is likely that remnants of this building remain, the remains are likely to be of little to no significance as many examples of residential development from the period of 1883-1925 still stand in the nearby area.

9.2 RECOMMENDATIONS

It is recommended that:

1. Given that parts of the study area have been assessed as having high archaeological potential, and relics of local significance are likely to be impacted during the proposed construction works, it will be necessary to undertake investigative works prior to commencement of construction works. A research design detailing the proposed methodology for undertaking archaeological investigations within the study area is included as Appendix A to this report. A suitably accredited archaeologist who is approved by Heritage NSW to oversee the excavation of sites of local significance will need to be nominated as Excavation Director.
2. Should the proposed development be altered significantly from the proposed concept design, then a reassessment of the heritage/archaeological impact may be required. This includes any impacts not explicitly stated in Section 8 and the installation of any subsurface services.
3. A copy of this assessment should be lodged by the proponent in the local history section of the local library, and in the library maintained by the Heritage NSW.

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APPENDIX A – ARCHAEOLOGICAL RESEARCH DESIGN

The following section outlines a research design to undertake the archaeological works proposed for the study area.

THE ROLE OF RESEARCH DESIGNS IN AUSTRALIAN HISTORICAL ARCHAEOLOGY

The research design presented here builds on the understanding already gained of the study area through the historical research documented above. The objective of the currently proposed archaeological investigation is to record any archaeological features or deposits in detail, gain a full understanding of the site and produce meaningful and new information that enhances the understanding of Sydney's past.

The formulation of a focused research design is a fundamental element in the process of archaeological investigation and is a necessity for guiding research in the direction of whichever questions are considered most worthy of attention. In a heritage management context, such as that to approved works outlined in the development consent for the project, this process will primarily be concerned with the testing and salvage of historical and archaeological information from the site prior to its destruction due to the proposed development. However, the mere retrieval of information is not a professionally or ethically sufficient outcome for society in terms of the mitigation of the impact of such development (Murray & Mayne 2002, p.3). Instead, current philosophies regarding the retrieval of data through archaeological investigation demand that such recovery be further justified by the provision of a meaningful contribution to understanding the past.

Accordingly, it is vital that a solid research framework is established from the outset of a project; one that includes a variety of questions and problems to focus investigation in a way that is both theoretically relevant and at the same time realistic and achievable. Such questions should encompass the full spectrum of human activity, ranging from local to regional questions, and further up the scale to the national and international perspectives (Murray & Mayne 2002, p.4).

In *The Archaeologists Field Handbook*, Burke & Smith (2004, p.3) defines the initial movement of constructing a research design as defining a problem and determining its relevance. They state:

"The most important first step in designing research is to outline the problem. This is essentially why you think your research is important, and how you think it will contribute to the discipline of archaeology. Some research problems might contribute new light on theories of human behaviour in the past, while others might contribute new methods for how we go about collecting or analysing archaeological data."

In light of the above statement, the study area therefore presents two key avenues to define the research problems that can then form the basis of subsequent research questions. What can the material culture in the study area tell us about past human behaviour? And how can the material culture in the study area be used to develop more rigorous and insightful methodologies of use to the discipline of archaeology?

More recently Schacht (2010, p.61) has identified a 'preliminary thematic framework for Australian historical archaeology' as part of a broad review of themes in historical archaeological publications in Australia. As part of her work, Schacht identified several thematic groupings which are relevant to the current study area including the development of the urban rural fringe, the development of the built environment, and questions relating to status and class (Schacht 2010, pp.71–73). The study area presents numerous opportunities for exploring these arenas of investigation in a meaningful way.

RESEARCH PROBLEMS REGARDING PAST HUMAN BEHAVIOUR

The chief areas that shape the research problem of the study area primarily revolves around the various school buildings known to have been present within the study area, and the various private residences fronting Belmore Street, on the basis that these archaeological remains are likely to be the least disturbed on site. Problems revolve around how the archaeological remains associated with these buildings can be examined in order to produce substantial new information about the past through an improved understanding of their function. Who constructed them? When were they constructed? How? What function did they serve? These are all basic questions that can be used as an entry point into the investigation of these items. These questions form the basis for broader problems relating to the nature of occupation within the study area.

RESEARCH PROBLEMS REGARDING ARCHAEOLOGICAL THEORY AND METHOD

The central methodological issue at stake in this study area is the correlation between the historical and archaeological records and the reconciliation of any discrepancies that might arise, especially with regards to the discrepancies between documentary records such as titles and maps. In particular, the various maps showing the study area all relate to the sale of adjacent land and as such, the accurate portrayal of the school buildings may not have been a priority. As such, the maps all show various different configurations for the layout of the earlier school buildings. It is also unclear to what degree these buildings were permanent structures, made out of stone, or more temporary structures made out of wood. This leads to a requirement to consider how historical archaeology can supplement the visual depiction of an item in the historical record?

The presence, dimensions of structures and outbuildings within the study area, their overall manner of construction and broad area of use have all been left somewhat unanswered by the historical record. It is hoped, therefore, that further archaeological investigation can provide more insight regarding the past, particularly in relation to the late 19th and early 20th century phases of development.

Research Questions

These research questions are presented in four parts, reflecting general themes, built heritage, social themes and the comparison of historical and archaeological sources. Many of these research questions build on the framework developed by Schacht (2010).

General Themes

- What is the level of archaeological preservation is present within the study area? How is this reflected between the existing building footprints and areas that have remained undeveloped – is this reflected in higher levels of preservation?
- What is the earliest evidence for post-European material within the study area? Does it relate to Mossman or Harnett's ownership of the land, or the subsequent development of the school?
- The study area was known to be utilised for both residential and educational needs; what evidence of differential use and change over time can be discerned for the structural elements, soil profiles and artefactual deposits of the site?

Built Heritage

- What can the archaeological remains tell us about the structure and layout of the former built elements of the site?
- What evidence for changes in use/function of the various buildings can be discerned from the archaeological remains and artefactual deposits?
- What is the manner of construction of former buildings, and is a change visible over time?
- Does the architectural style or layout of school buildings or residential structures match those of contemporary buildings or is a different style being used within the new suburb?

Social Themes

- Is it possible to determine social class of the occupants of any residential buildings investigated within study area through the archaeological material?
- Is there evidence of a socio-economic status for the children attending the school? Does the location of the school within a newly formed suburb demonstrate that the families of the children were within a higher band of wealth?
- Do artefacts from the school site comply with the expected gender organisation within the education system?
- What does the archaeological record tell us about the experience of children as they pass through the school?

Historical Images and Archaeology

- There are clear, although contradictory depictions of structures from within the study area. How do these plans correspond with identified archaeological features and what elements of information has the archaeological investigation identified as the best means to supplement the lack of visual depictions of buildings?
- In what way do does evidence of structures in the archaeological record differ from those proposed by the historical record?
- What particular structural features are unrepresented or misrepresented in the historical descriptions? Are there patterns in the types of features which are unrepresented or misrepresented?
- Does the archaeological evidence provide details of the interior of buildings such as structural divisions or divisions into activity areas that cannot be arrived at by the examination of the extant historical accounts?
- How do clear visual depictions and planned drawings of the structure influence the excavation process and how can this assisted form of excavation be made to produce more useful information and better conservation results?

METHODOLOGY

The aim of the proposed archaeological investigation within the study area is to confirm the level of preservation of the potential archaeological resource within the study area. The overall excavation methodology presented here aims to carry out comprehensive testing and recording of the archaeological resource prior to the construction works undertaken for the proposed development. Recording of the site includes written description, drawings, photographs, measured plans, collection and analysis of artefacts and a response to the research questions.

Investigation will be consistent with following documents and guidelines;

- *NSW Heritage Manual*, Heritage Office and Department of Urban Affairs & Planning 1996 (Heritage Office & Department of Urban Affairs and Planning 1996)
- *The Burra Charter*, Australia ICOMOS 2013 (Australia ICOMOS 2013)
- *Archaeological Assessment Guidelines*, Heritage Office and Department of Urban Affairs & Planning 1996.
- *Historical Archaeological Sites: Investigation and Conservation Guidelines*, NSW Department of Planning, Heritage Council of NSW 1993 (Heritage Council of NSW 1993)
- *Historical Archaeological Excavations: Code of Practice*, NSW Department of Planning, Heritage Council of NSW 2006.
- *Photographic Recording of Heritage Items Using Film and Digital Capture*, Heritage Branch Department of Planning 2006. (Heritage Office 2006)
- *How to prepare archival records of heritage items*, Heritage Office and Department of Urban Affairs & Planning 1998. (Heritage Office 1998)

ARCHAEOLOGICAL TESTING AND SALVAGE METHODOLOGY

The main Historical Archaeological Assessment (HAA) details the history of the study area and both the potential and significance of the archaeological resource present within the study area. In summary, there are areas of high archaeological potential, based on the lack of development within the footprint of earlier buildings, and the archaeological resource is of local significance. As such, this methodology does not require a program of archaeological testing in advance of the preparation of the Environmental Impact Statement (EIS). It is also noted that it would not be possible to undertake archaeological investigations in advance of the main construction process due to difficulties in undertaking a testing program in the central part of a working school complex and as part of the area of impact underlies extant buildings.

While there are numerous examples of such buildings documented through archaeological investigations from across Sydney, the archaeological testing and salvage methodology also aims to cover a 'precautionary principle'. This methodology therefore proposes archaeological testing is of certain late 19th century residential structures present within the study area which would not normally warrant archaeological investigations.

Excavation Area Location

Archaeological investigations will focus on areas within the proposed development footprint which correspond with the location of previous structures. Therefore, in the first instance, areas of high archaeological potential are proposed to be subject to archaeological testing and, dependant on the nature of the archaeological material identified, salvage.

The archaeological test excavation will target the areas of moderate and high potential identified in the HAA that will be subject to impact through the development. The trenches will be undertaken once access to the site is possible and prior to the commencement of bulk earthworks. The trenches will comprise:

- Trench 1 will target the location of the original school building.
- Trench 2 will target the location of Doak's House, both inside and outside of the footprint of Building B.
- Trench 3 will target the location of the residential structure to the west of Building B which fronted Belmont Road.
- Trench 4 will target the location of the Headmaster's cottage and will determine the level of impact caused by the construction of the later building.
- Trench 5 will target the location of the possible temporary building shown in the

The trenches will be two metres wide and between 10 and 20 metres long. The location of these trenches in comparison to the areas of high potential are outlined in Figure 4. The exact location of each trench will be determined *in aggro* by the Excavation Director and may need to be altered depending on the identification of underground services or other obstacles.

General Excavation Methodology

A Safe Work Method Statement (SWMS) will be prepared for the work. All Austral Archaeology staff hold general Construction Industry Training Induction cards.

General demolition of buildings present within the study area can occur without the oversight of an archaeologist. However, lifting of any concrete slabs or footings from within areas of moderate or high archaeological potential will require archaeological supervision.

Mechanical excavation of the trenches will proceed via a series of shallow scrapes of no more than 100 millimetres, undertaken by a mechanical excavator of no more than 10 tonnes, equipped with a smooth-edged mud bucket so that the exposed surface in the pit or trench is progressively reduced in a controlled manner. This process will continue until the extent of the structural remains in this area has been identified.

Concurrent with this, targeted manual excavation will occur where required by qualified archaeologists. Small hand tools such as picks, shovels, pointing trowels, brushes and pans will be used in manual excavation, either for cleaning up excavated areas or revealing exposed features or deposits. Where an *in situ* historic feature that is the target of the excavation is located, mechanical excavation will cease. The feature will then be cleaned up by hand and recorded. The archaeologist will endeavour to expose and identify all significant historic features and deposits.

In the event that structural fabric is not located, excavation will stop when culturally sterile or natural deposits have been reached. This is expected to be no more than 0.5 metres in depth in most instances.

Provenance data and fabric descriptions will be recorded on numbered context recording sheets and the vertical and horizontal positions of all significant deposits and features will be recorded with reference to a permanent site datum. This survey information will be transferred to scaled site plans showing the spatial relationships between features revealed during the course of the investigation. Documentary records of the excavation will be supplemented by the preparation of Context Schedules and a Harris Matrix for the excavation area (where significant stratigraphic relationships are identified).

All significant elements will be photographed with a scale bar. Digital media will be used for general photographic recording. Artefacts will be collected but will not be processed during this phase of works. All artefacts will be retained for later analysis.

Artefacts will be bagged in suitable polyethylene or paper bags, double tagged with Tyvek (or similar) labels and put in temporary secure storage on Austral Archaeology's premises. The labels will be annotated with the trench or pit number as well as the context or layer number using permanent ink pens. Where possible, the artefacts will be subjected to a detailed statistical analysis in order to fully answer the research questions outlined above. There are a number of statistical and analytical tools, such as a Ceramic Variation Index for determining the social standing of the users of a ceramic assemblage, available to archaeologists in order to make far reaching statements relating to class, gender and social customs and these can be employed to further enhance the understanding of the site. At the conclusion of the project they will be handed over to the proponent for retention and/or lodgement in an appropriate storage facility.

In the event that Aboriginal archaeological material or deposits are encountered during earthworks, all work within a 50 metre radius will cease immediately to allow an archaeologist to make an assessment of the find. The archaeologist will consult with Heritage NSW and the relevant Aboriginal stakeholders, regarding the Aboriginal cultural material.

Conclusion of Test Excavation Programme

Dependent on the results of the test excavations, excavation of the test trenches will either mark the completion of the archaeological investigation or will demonstrate the need to undertake an open area excavation within the area of high archaeological potential.

Open Area Excavation

Once the Excavation Director is fully cognisant of the archaeological potential of the study area based on the results of the test trenches, they will be able to determine whether any further archaeological excavation will be required. If an open area excavation is justified, the trenches will be extended until the full extent of archaeological material present within any area of proposed impacts is uncovered. As required, the open area excavation will extend into areas of moderate or low archaeological potential.

Temporary and Permanent Artefact Storage Locations

All artefacts are to be temporarily stored at the offices of Austral Archaeology at Suite 1, 159-165 Northumberland Street, Liverpool NSW 2170, until such a time as the artefacts are cleaned and catalogued. Following analysis of the artefacts by a suitably experienced specialist, diagnostic artefacts and those which contribute to the overall significance of the site will be returned to the Proponent for storage. It is recommended that the artefacts are stored in perpetuity in a specified location within the study area, and any such artefacts may also be used as part of any site interpretation, which could be incorporated into a heritage display, potentially in the original cottage.

State Level Trigger

Archaeological material encountered within the study area is not expected to reach the threshold of State significance. In the event that potential archaeological material of State significance is identified, David Marcus (Director, Austral Archaeology Pty Ltd) and Alexander Beben (Director, Austral Archaeology Pty Ltd) are to determine whether the threshold for State significance has been met. If so, work is to cease while additional research questions and an appropriate investigation methodology are developed, and discussions are held with staff of Heritage NSW.

INTERPRETATION STRATEGY

It is important that the history of the site and information from an archaeological investigation program be disseminated to the public both during and after archaeological investigations. Dependant on the results of the archaeological testing phase, the Proponent is encouraged to undertake a public open day during the investigation process. In addition, interpretation of archaeological results should be displayed within the adaptively reused heritage dwelling, if required. As the archaeological resource is likely to be of local significance, the general public should be given the opportunity to learn about the remains where possible. To this end it is recommended that a copy of the subsequent excavation report be lodged with the local history collection of any nearby libraries or historical societies.

POST EXCAVATION ANALYSIS AND REPORTING

At the completion of the archaeological program the results of the excavation and analysis of the artefacts will need to be completed. The final report will require a synthesis of the plans, field notes and descriptions of the archaeological features and deposits for each trench and overview of the site as a whole. Interpretation of the results will be used to respond to the research questions to produce a meaningful outcome.

Specialists will analyse the artefacts and produce a catalogue consistent with, or comparable to, current data systems and according to best practice methodologies. The artefacts will be catalogued according to location, context number, catalogue number, and stored in zip lock polypropylene bags (or paper bags as appropriate) in labelled archive boxes. Lodgement of the collection in a repository with appropriate accompanying documentation will be required. The Client will be responsible for the storage of artefacts.

Further historical research will be conducted as necessary to complete and enhance the archaeological findings. The research would focus on site specific features and the economic background of late 19th and early 20th century Mosman. It is anticipated that the majority of this research can be carried out with the use of secondary sources gained from desktop investigation.

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Figure 2 Proposed Test Trench

Mosman High School

Source: Nearmaps

Drawn by: WA Date: 2020-06-29



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