Figure 68 — Therry Building. NBRS+Partners, 2015.

Figure 69 — O’Neil Wing viewed from the Therry Basketball Courts. NBRS+Partners, 2015.
Figure 70 — Wallace Wing viewed from the north from Therry Basketball Courts. NBRS+Partners, 2015.

Figure 71 — Ramsay Hall viewed from northeast. NBRS+Partners, 2015.
Figure 72 — South colonnade of Ramsay Hall. NBRS+Partners, 2015.

Figure 73 — Ramsay Hall viewed from southwest. NBRS+Partners, 2015.
Figure 74 — The Woods. NBRS+Partners, 2015.

Figure 75 — From left to right – Remnant Handball Court, Therry Building and Vaughan Wing. NBRS+Partners, 2015.
Figure 76 — At centre – the eastern elevation of the Administration building. NBRS+Partners, 2015.

Figure 77 — The southern colonnade of the Wallace Wing. NBRS+Partners, 2015.
3.6  **Boarding Houses Zone**

This zone includes the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Figure 2 Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>St John’s House (1973)</td>
<td>18</td>
</tr>
<tr>
<td>Kevin Fagan House (2000)</td>
<td>19</td>
</tr>
<tr>
<td>Tennis Courts (1-5)</td>
<td>25</td>
</tr>
<tr>
<td>Tennis Courts (6-9)</td>
<td>26</td>
</tr>
</tbody>
</table>

*Figure 78 — Kevin Fagan House. NBRSPartners, 2015.*
Figure 79 — St John’s House with Kevin Fagan House at background right. NBRS+Partners, 2015.
3.7 **The Observatory Zone**

This zone includes the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Figure 2 Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observatory (1915)</td>
<td>29</td>
</tr>
<tr>
<td>Brick Residence</td>
<td>52</td>
</tr>
<tr>
<td>Telescope, Library and Seismograph</td>
<td>61</td>
</tr>
</tbody>
</table>

*Figure 80 — The Observatory - telescope. NBRS+Partners, 2015.*
Figure 81 — Instrument house with retractable roof. NBRS+Partners, 2015.

Figure 82 — Seismograph House. NBRS+Partners, 2015.
Figure 83 — Brick residence. NBRS+Partners, 2015.
3.8 The ‘Agriculture’ Zone

This zone includes the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men’s Quarters</td>
<td>44</td>
</tr>
<tr>
<td>Agricultural Plots</td>
<td>45</td>
</tr>
<tr>
<td>Agriculture Classrooms and Storage</td>
<td>46</td>
</tr>
<tr>
<td>Garden Cottage</td>
<td>58</td>
</tr>
<tr>
<td>Cattle Shed</td>
<td>59</td>
</tr>
<tr>
<td>Laundry Store Room</td>
<td>60</td>
</tr>
</tbody>
</table>

Figure 84 — Agriculture Classrooms and Storage from east. NBRS+Partners, 2015.
Figure 85 — Agriculture Classrooms and Storage from west. NBRS+Partners, 2015.

Figure 86 — Men’s Quarters. NBRS+Partners, 2015.
3.9 The Infirmary Zone
This zone includes the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Figure 2 Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Centre (Infirmary) (1883)</td>
<td>17</td>
</tr>
<tr>
<td>Jesuit Community</td>
<td>22</td>
</tr>
<tr>
<td>Wrigley Cottage</td>
<td>43</td>
</tr>
</tbody>
</table>

Figure 87 — Jesuit Community. NBRS+Partners, 2015.
Figure 88 — Health Centre (Infirmary). NBRS+Partners, 2015.

Figure 89 — Health Centre carport. NBRS+Partners, 2015.
3.10 **First Field & Slopes**

This zone includes the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Figure 2 Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr Mac Pavilion</td>
<td>15</td>
</tr>
<tr>
<td>The Slopes</td>
<td>24</td>
</tr>
<tr>
<td>Old Pavilion</td>
<td>31</td>
</tr>
<tr>
<td>First Field</td>
<td></td>
</tr>
<tr>
<td>Soccer Field</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 90 — First Field. NBRS+Partners, 2015.*
Figure 91 — First field looking north to Riverview Street. NBRS+Partners, 2015.
3.11 **Second Field**
This zone includes the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Figure 2 Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gartlan Sports Centre (1991)</td>
<td>16</td>
</tr>
<tr>
<td>Second Field</td>
<td></td>
</tr>
</tbody>
</table>

*Figure 92 — Gartlan Sports Centre from west. NBRS+Partners, 2015.*
Figure 93 — Gartlan Sports Centre with Second Field from southwest. NBRS+Partners, 2015.
3.12 Fourth Field
This zone includes the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>Figure 2 Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather Station</td>
<td>13</td>
</tr>
<tr>
<td>Gate House</td>
<td>34</td>
</tr>
<tr>
<td>68 Riverview Street</td>
<td>54</td>
</tr>
<tr>
<td>66 Riverview Street</td>
<td>55</td>
</tr>
<tr>
<td>62 Riverview Street</td>
<td>56</td>
</tr>
<tr>
<td>Fourth Field</td>
<td></td>
</tr>
</tbody>
</table>

3.13 Regis Campus
The junior school campus known as Regis Campus is not included in the study area of this report.

<table>
<thead>
<tr>
<th>Element</th>
<th>Figure 2 Map Ref</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fr Charles Fraser House</td>
<td>20</td>
</tr>
<tr>
<td>Regis Campus (Junior Campus)</td>
<td>21</td>
</tr>
<tr>
<td>Regis Basketball</td>
<td>27</td>
</tr>
<tr>
<td>Regis Hall</td>
<td>40</td>
</tr>
<tr>
<td>Mirrabook Childcare</td>
<td>41</td>
</tr>
<tr>
<td>Head of School Residence</td>
<td>42</td>
</tr>
<tr>
<td>Residences (1988)</td>
<td>53</td>
</tr>
<tr>
<td>Fifth Field</td>
<td></td>
</tr>
<tr>
<td>Sixth Field</td>
<td></td>
</tr>
</tbody>
</table>
4.0 STATEMENT OF SIGNIFICANCE

4.1 Statement of Significance

In September 2004, Noel Bell, Ridley Smith & Partners (now NBRS+Partners), prepared a draft Conservation Management Strategy for St Ignatius’ College’s ‘Main Quadrangle Heritage Precinct’ and stated the cultural significance of that part of the site as being:

The Main Quadrangle Precinct of St Ignatius College, ‘Riverview’ comprising the Main Block, The Doyle Wing, the Entry Archway and Western Wing, The Dalton Memorial Chapel and St Michaels House has cultural significance covering Historic Evolution and Associations, Aesthetic and Social values at Local and State levels of importance. The buildings are representative of the large Roman Catholic colleges established in the late 19th century throughout New South Wales in response to the secularisation of education through The Public Instruction Act of 1880 and the cessation of State Aid.

The College has significance through the many associations with significant persons who have passed through the school and its associated organisations.

The principal cultural significance of the place is its ability to demonstrate the evolution of Liberal Catholic Education under the influence of the Jesuit Order over 125 years of occupation of the site. This influence is seen in the impact of former pupils and staff at all levels of Australian society.

The physical environment of the main quadrangle is a significant component of the historic evolution of the larger ‘Riverview’ site and in the esteem of present and past boys and teachers being the focus of historical, social and religious life on the campus. The buildings and their setting on the Lane Cove River are outstanding in their scale and character representing a major local landmark.¹³

4.2 Schedule of Significant Elements

The 2004 draft Conservation Management Strategy graded the significance of spaces and individual elements covered in that report in accordance with NSW Heritage Assessment Criteria, which establishes a hierarchy of five grades as follows, together with the acceptable action to affected fabric:

<table>
<thead>
<tr>
<th>LEVEL OF SIGNIFICANCE</th>
<th>JUSTIFICATION</th>
<th>ACCEPTABLE ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>Rare or outstanding element. Directly contributes to an item’s local and state significance.</td>
<td>Preservation, restoration or reconstruction. Adaptation in accordance with the Burra Charter guidelines may also be acceptable provided the change is compatible with retaining the overall significance of the place.</td>
</tr>
<tr>
<td>High</td>
<td>High degree of original fabric. Demonstrates a key element of the item’s significance. Alterations do not detract from significance.</td>
<td>Preservation, restoration or reconstruction. Adaptation in accordance with the Burra Charter guidelines may also be acceptable provided the change is compatible with retaining the overall significance of the place.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Altered or modified elements. Elements with little heritage value, but which contribute to the overall significance of the item.</td>
<td>Preservation, restoration or reconstruction or adaptation to assist in ensuring the continual use and security of the building provided that no adverse effect is created to more significant fabric.</td>
</tr>
<tr>
<td>Little</td>
<td>Alterations detract from significance. Difficult to interpret.</td>
<td>More radical adaptation treatment of fabric with some significance may be acceptable to ensure the continual usability and security of the place as a whole.</td>
</tr>
<tr>
<td>Intrusive</td>
<td>Damaging to the item’s heritage significance.</td>
<td>Modification or removal in order that the significance of the building is enhanced by reduction of adverse effect.</td>
</tr>
</tbody>
</table>

Exceptional

- The external fabric of the main building comprising the original section, central block and east extension.
- The Main Stair.
- The Stained Glass of the Dalton Chapel.
- The setting fronting the Lane Cove River
- Distant views to and from the south front of the building.
- The open garden areas to the south of the main block.
- The bushland setting down to the River on the south of the precinct.
High

- The surviving main internal spaces of the main building including the Memorial Hall, the Refectory, the Parlour.
- St Michael's House (original and early portions)
- Dalton Memorial Chapel (original and early portions)
- The Quadrangle space
- The Entry Archway

Moderate

- The surviving intact secondary spaces in the main block.
- The West Block
- The Doyle Wing
- The 20th century bronze statue of St Ignatius
- The Palm Trees in the central courtyard
- The Sacred Heart statue in the circular garden

Little

- The northern extension to St Michael's house.
- The stone retaining walls to the north of the precinct.
- The eastern setting of the Doyle Wing

Intrusive

- Aluminium framed windows to the Main building and the Doyle Wing
- The bus parking area to the west of the precinct
- The road and ramp separating the Dalton Memorial Chapel from the Administration Block.
STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

Figure 94 — Key Heritage Zones. PMDL base map. NBRS+Partners, 2015.
5.0 THE PROPOSAL

The proposed staged development application for St Ignatius College Riverview the subject of this assessment includes:

- concept proposal for the staged redevelopment of the school over nine stages, comprising demolition, new buildings, alterations and additions, refurbishment works, access arrangements, circulation and landscaping; and,

- detailed plans for the first stage of development comprising the detailed design of Stage 1 – alterations and additions to Therry and O’Neil Wings.

The Master Plan and Stage 1 proposed development has been designed by PMDL Architects and is described in the SSDA Submission – Design Concept Package October 2015 and on drawings as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Reference</th>
<th>Issue</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cover Page</td>
<td>DA000</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Site Analysis</td>
<td>DA100</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Site Plan</td>
<td>DA101</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Site Access Plan</td>
<td>DA102</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Demolition Plan - Ground</td>
<td>DA110</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Demolition Plan - Level 1</td>
<td>DA111</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Demolition Plan - Level 2</td>
<td>DA112</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Demolition Plan - Level 3</td>
<td>DA113</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Demolition Plan - Roof</td>
<td>DA114</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Floor Plan - Ground</td>
<td>DA120</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Floor Plan - Level 1</td>
<td>DA121</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Floor Plan - Level 2</td>
<td>DA122</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Floor Plan - Level 3</td>
<td>DA123</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Plan - Roof</td>
<td>DA124</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Elevations 01</td>
<td>DA200</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Elevations 02</td>
<td>DA201</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Sections</td>
<td>DA202</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Shadow Diagrams</td>
<td>DA300</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Shadow Diagrams</td>
<td>DA301</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Photo Montage</td>
<td>DA400</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Photo Montage</td>
<td>DA401</td>
<td>A</td>
<td>October 2015</td>
</tr>
<tr>
<td>Photo Montage</td>
<td>DA402</td>
<td>A</td>
<td>October 2015</td>
</tr>
</tbody>
</table>
5.1 Design Statement

The following design statements for the Masterplan as a whole and for the stage one works have been provided by PMDL Architects.

Masterplan

The Masterplan proposals for Saint Ignatius’ College Riverview provide a broad framework for the College’s future development, forming a strong basis for decision making at a number of levels.

The existing campus, like many school campus developments is characterised by a collection of buildings and facilities which have been developed in isolation without recognition of the opportunities for collaboration and connection nor the importance of the spaces between buildings.

Whilst there are core areas of learning, boarding, administration, service and recreation, these are not clear and are poorly connected. Usage of the existing facilities lacks a defined structure with the development of the campus, including ongoing changes of use, being a more of a ‘knee jerk’ response to demands and changes in the learning and pastoral environments and simply making the best of what is there.

The concept approach for the Masterplan broadly recognises and addresses the following.

• The need to develop identifiable precincts linked by clear and simple circulation, forming strong pedestrian streets improving way finding.

• The value of the existing buildings on site of heritage significance, with a commitment to optimise their utilisation by repurposing them with appropriate uses that retain their relevance and celebrate their provenance.

• The College’s commitment to the responsible management of resources, energy, water, waste and biodiversity with an undertaking to implement an overall ESD vision for the campus as it develops and include key sustainability initiatives in the Stage 1 works as the benchmark for future development.

• The safety and amenity issues associated with the main vehicular route circumnavigating the entire site by reducing it to the northern end of the campus with the objective of containing the majority of traffic, be that buses, service vehicles and student pick up/drop off, to this area.

• The importance of the outdoor space between buildings and design of these as extensions of the learning occurring within the buildings and with the ambition of creating ‘place’ in lieu of space.

• The need for an architectural language for future development that respects the provenance of the site but departs from the historical form, detail and materials of the original buildings and the defensive and cellular nature of the latter buildings by being simple, transparent, articulated and dynamic.
solutions. The introduction of an architectural expression that assists in unifying the campus buildings.

The Masterplan shows generally 11 stages of development including Stage 1, being the extension and refurbishment of the Therry Building. The other 10 stages are as follows.

**Wallace Precinct** - Demolish the existing Wallace and Administration buildings and replace with new facility of greater footprint in a similar location. Height of new building at 5 levels will be 1 level higher than the existing facility which will equate to the existing top floor level of the existing Doyle and Vaughan Buildings. The new building will provide improved learning opportunities for Science, Technology, Engineering and Mathematics as a STEM facility.

Given its important location within the learning precinct, where it will be read in relation to the east and courtyard elevations of the Main Building and Doyle Wing as well as the Chapel and St Michaels House, the new Wallace Building will require a sensitive architectural response that respects the heritage nature of the existing buildings on site by not attempting to mimic the material, form or detail of these but rather by celebrating it as a building of its time and function, a transparent, well articulated building responsive of its context, use and environmental ambitions.

**Food & Beverage Precinct** - Provide a new and expanded Food and Beverage offer as a two storey building, north of the existing refectory building and west of St Michael’s House, to replace the existing canteen that, from a service perspective, is poorly located centrally within the campus. This building is envisaged as a simple glazed box to read as a lightweight contemporary addition to the existing masonry refectory building, similar in aesthetic to the new stair addition to the Main Building.

**Main Building Precinct** - Consolidate administration and staff into the existing Main Building and reinstate a sense of ‘Front’ door with new reception at ground floor. Locate staff on top two levels and connect these to ground level with new enclosed stair attached to northern facade. this is perceived as a light framed glass element, reading as a sympathetic contemporary addition to the masonry facade.

**St Michael's House Precinct** - Develop St Michael's House as Heritage Centre providing forum for display and celebration of College’s provenance, currently stored in archives at basement of Main Building. Remove most recent northern additions to building to reinstate the house to its original form. Landscape northern area to provide generous areas for the School community to gather and eat.

**Vaughan Precinct** - Refurbish lower 2 levels of Vaughan Building to create improved contemporary learning environments, House bases, staff areas and better connection between levels. Refurbish the existing library to better locate administration facilities to the west end and open up the learning areas to connect with lower levels of Vaughan and the new Wallace building. Plans to modify the external envelope and appearance of the building are planned to the bottom two levels in order to soften the austere western facade and create improved visual connection between the interior and Gorman Field.
Boarding Precinct - Consolidate Boarding into a defined ‘home’ precinct with a new building of similar footprint and scale, but different aesthetic to the existing Kevin Fagan Boarding house. Given its prominence as one of the first buildings encountered on entry via the Campus’s lower entrance road the architectural treatment will convey the campus’s shift to a more contemporary and transparent architectural language. This building will accommodate existing boarders from St John and Fraser Boarding houses, both of which will be demolished.

Located on the slopes to the east and downslope of the existing boarding house the new boarding facility will be elevated on a podium to provide parking under and an appropriate landscape solution between the new and existing boarding houses with the raised terraced courtyard providing vital connections and quality outdoor space, reinforcing a sense of place and community.

Community Precinct - Develop central communal hub with catering, function, maintenance and sports facilities over 4 levels. The building will be accommodated wholly within the existing sloping site with parking and services at the bottom level accessed via the lower road and tennis courts reinstated at the top level which will align with the upper road. With the majority of this building located in the ground it’s aesthetic will mainly be viewed from the east as a structure integrated into the landscape.

Sports Precinct - Consolidate main playing fields and support facilities, which will include the replacement of the Father Mac Grandstand as a contemporary structure accommodating a greater number of spectators, as well as change and function facilities.

Recreation Courts Precinct - Expansion of the existing recreation courts as a level podium spanning the existing road and connecting to Gartlan Sports Centre and recreation fields as a series of landscaped terraces and stairs. The podium will provide additional courts as well as improved connection and safer access between the learning and recreation precincts.

The area created under the podium will provide space for reinstatement of parking spaces lost through the development with potential for further car spaces depending on the extent of excavation.

New Learning Precinct - Create additional learning facilities to cater for the specialised and flexible needs of contemporary learning and the College’s diverse co-curriculum opportunities. Designed in a similar vain to the Stage 1 Therry additions it will be a contemporary solution incorporating the ESD initiatives and aesthetic response derived in the first stage.

Stage 1 Design Statement

Stage 1 proposals involve the major refurbishment of the existing Therry and O’Neil buildings and additions to these buildings on the west, north and NE facades. It is proposed the existing Therry and part of O’Neill will be demolished back to their concrete frame structure over 3 levels to provide maximum opportunity to reconfigure these spaces and seamlessly connect to the additions.
The existing building currently used for learning in individual classroom arrangements accessed off an external corridor, will be transformed into a centre for contemporary learning accommodating the following.

- A range of different opportunities for learning
- The College’s pastoral structure as House groups in home bases
- More generous and visible areas for staff
- Improved connections and circulation within and through the 3 levels.

The planning of the spaces has been driven by the College’s ambition to create a variety of opportunities for learning to cater for a range of group sizes, curriculum, and teaching approach and provide the College with a building that enables them to transition their teaching and learning from ‘old school’ to 21st Century in more transparent, connected and activated environments.

The design is based around the introduction of key node points that incorporate the generous and open vertical connections between levels as well as the home bases for the House groups and location for faculty bases, both of which will contribute to activating these areas. Fundamental to realising this approach was the ability to connect 3 levels as open stairs. Whilst initially conceived as a DTS sprinklered solution, this has been achieved through a fire engineered approach that omits the need for these.

There are 3 nodes distributed equally throughout the plan. The two end nodes to the west and NE are incorporated into the additions to the building thereby providing maximum opportunity to create strong vertical connection. The central node is accommodated wholly within the new northern addition to Therry as a 3 storey void with a central stair that floats within the space.

The learning has been designed around the nodes with the aim of creating a variety of spaces that have the ability to connect to one another and the circulation, which becomes an extension of the learning and activity. At ground level the GLAs have been designed so that the learning can extend outside by opening up external doors to the courtyard spaces.

ESD has been an important consideration in the design with key initiatives incorporated into Stage 1 that will set the benchmark for future development. The College has committed to developing a non AC solution that relies on the building to be passively ventilated in Summer and warm air harvested in Winter. Some assisted ventilation and radiant heating will be required at extreme periods to supplement the passive solution.

The design of the additions with sloping roof profiles as simple skillion roofs provide the opportunity for high level ventilation, enabling the building to be purged as required. All facades will be designed with openable doors and windows to encourage cross ventilation when required. The glazing to the existing south elevation will be replaced to achieve openable windows and doors and meet the thermal properties of Section J requirements.

The architectural expression has evolved in response to a number of factors, being the scale and context, environment and ambition to create a softer,
more transparent and articulated aesthetic than the existing austere and
defensive appearance of the O’Neill and Vaughan buildings.

The West and NE nodes have been designed with the ambition of creating an
expression for the new building elements that read distinctly different to the
existing building fabric. These are designed as simple planar forms and
elements of varying transparency to create a subtle dynamic that can be used
throughout the future development as a unifying language.

The treatment and finessing of the facades are a direct response to
environmental considerations. The west elevations are treated as more solid
elements whilst the NE node is more transparent to receive desirable winter
sun and showcase the activity behind, being a main circulation node.

The northern addition that accommodates the learning has been designed
with generous roof overhang to restrict Summer sun to all levels but enable
Winter sun into the bottom 2 levels. A screen element has been introduced
as an element that slopes perpendicular to the 12 degree roof pitch. It
projects some distance from the building but is fixed back to the structure at
1st floor, leaving the ground level unobstructed by columns.

This screen is treated as a glazed secondary skin to the building to create a
sealed space that heats the air drawn in from below and either dispels it
through upper level louvres in Summer or harvests it into the building in
Winter.

The landscape around the buildings has been developed with the ambition of
creating quality space providing further opportunities for learning,
socialisation, activity and reflection. the Landscape Design Statement
outlines the design intent for these areas.
6.0 **STATUTORY CONTEXT**

The Secretary's Environmental Assessment Requirements require that the Environmental Impact Statement address a Statutory Context including:

- *State Environmental Planning Policy (State & Regional Development) 2011*;
- *State Environmental Planning Policy (Infrastructure) 2007*;
- *State Environmental Planning Policy No.55 – Remediation of Land*; and,
- *Lane Cove Local Environmental Plan 2009*.

6.1 **State Environmental Planning Policy (State & Regional Development) 2011**

This environmental planning instrument has no specific provisions in relation to the assessment of impacts on cultural heritage.

Clause 11 of this environmental planning instrument excludes the application of development control plans.

6.2 **State Environmental Planning Policy (Infrastructure) 2007**

Clause 14 of this environmental planning instrument provides for consultation with councils for development with impacts on local heritage carried out by or on behalf of a public authority but has no specific provisions in relation to the assessment of impacts on cultural heritage for development carried out by private entities such as at the College. The SEARs provide explicitly for consultation with Lane Cove Council in any case.

6.3 **State Environmental Planning Policy No.55 – Remediation of Land**

This environmental planning instrument has no specific provisions in relation to the assessment of impacts on cultural heritage.

6.4 **Lane Cove Local Environmental Plan 2009**

Sub-clause 5.10(5) of this environmental planning instrument provides that ‘the consent authority may, before granting consent to any development … on land on which a heritage item is located … require a heritage management document to be prepared that assesses the extent to which the carrying out of the proposed development would affect the heritage significance of the heritage item or heritage conservation area concerned.’ This Statement of Heritage Impact is provided in satisfaction of this provision as explicitly interpreted in the SEARs.

6.5 **Lane Cove Development Control Plan 2010**

Notwithstanding clause 11 of *State Environmental Planning Policy (State & Regional Development) 2011* excluding the application of development control plans, the heritage provisions from section B.9 of the Lane Cove Development Control Plan 2010 are set out below for information:
B.9 Heritage

9.1 Heritage Items and the Conservation Area
a) Ensure that new additions to heritage buildings are appropriate to the scale of the heritage item.

b) Any alterations or additions to heritage buildings should be clearly discernible from the heritage fabric.

c) Final occupancy of development associated with the heritage item should not be issued unless all works to the heritage item are also completed.

d) Photographic records of all heritage listed items to be demolished or to be changed is to be undertaken prior to release of the construction certificate.

e) A Heritage Impact Statement is to be prepared as part of any DA for a Heritage item or a site in the Greenwich Heritage Conservation Area.

f) Development involving a heritage item may be required to be in accordance with an up-to-date Conservation Management Plan and/or Specific Element Conservation Policy (SECP).

g) An archaeological assessment may be required by Council prior to excavation works on non-residential sites.

9.2 Adaptive reuse of heritage items
a) A conservation architect is to be part of the design team for any Development Application (DA) for the adaptive re-use, additions and/or alterations to a heritage item.

b) Adaptation of building interiors is to aim at maximum retention of original significant spaces and fabric while allowing for the adaptation to new uses.

9.3 Development in the vicinity of heritage items
a) A Heritage Impact Statement is to be prepared as part of any DA for development “in the vicinity of a heritage item”.

b) “In the vicinity of a heritage item” is to be interpreted as meaning “adjacent to or adjoining” that item.
7.0 HERITAGE IMPACT ASSESSMENT
7.1 Introduction
The following assessment of this application is based on the guidelines set out by the NSW Heritage Office (now Heritage Branch of the Department of Environment and Heritage) publication ‘Statements of Heritage Impact’, 2002. The standard format has been adapted to suit the circumstances of this application.

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

- The Master Plan continues the evolution of the College to provide amenities to facilitate the College’s significant use for secondary education through conservation, adaptive reuse and new structures.
- The Master Plan retains elements of high and exceptional significance and their settings including significant views to the place from the public domain to the south, east and west.
- The Stage One Development adopts a minimal intervention approach to adapting buildings of little significance in a way that does not impact significantly and adversely on elements of high significance or their setting.

The following aspects of the proposal could detrimentally impact on heritage significance. The reasons are explained as well as the measures to be taken to minimise impacts:

- The Master Plan is a strategic level plan and potential detrimental impacts will need to be reassessed during the process of implementation of subsequent stages.
- The Stage One Development has a minor adverse impact by the removal of part of the remnant handball courts. This has been mitigated by the retention of the westernmost court but should also be supplemented with heritage interpretation to explain the form use, significance and extent of the courts.

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

- The Master Plan and the Stage One Development are sympathetic and have been arrived at from consideration of heritage impacts at the earliest stages of the Plan’s development.

7.2 Demolition of a building or structure
Have all options for retention and adaptive reuse been explored?

- Master Plan – Yes. The Master Plan has been developed with an understanding of the relative cultural significance of elements within the campus so as to minimise adverse impacts. The Master Plan has also been developed sustainably to minimise removal of existing structures that can be adaptively reused. Elements to be demolished in the Master Plan include: the northern façade of St Michael’s House which is of little significance and whose removal would allow reconstruction of this part of the building; St John’s House which is of little significance; the Wallace Wing and the
Administration Building which are of little significance; and, the Father Mac Building which is of relatively low significance.

- **Stage One Development** – Refer Minor Partial Demolition below.

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

- **Master Plan** – All elements of high and exceptional significance would be kept and new development sited elsewhere or involve only minor additions or modifications.

*Its demolition essential at this time or can it be postponed in case future circumstances make it retention and conservation more feasible?*

- **Master Plan** – The Master Plan is staged with the first stage involving adaptive reuse of existing structures of little significance with demolition of structures of little significance being part of later stages.

Has the advice of a heritage consultant/specialist been sought? Have the consultant's recommendations been implemented? If not, why not?

- **Master Plan** – Yes. NBRS+Partners have provided heritage advice from its initial draft Conservation Management Strategy of 2004 and as part of the Master Plan.

- Refer also Tree IQ's Arboricultural Advice.

- Refer also Comber Consultants’ Aboriginal and Historic Archaeological Advice.

### 7.3 Minor partial demolition (including internal elements)

*Is the demolition essential for the heritage item to function?*

- **Master Plan** – Future stages of the Master Plan’s implementation will involve partial demolition. Impacts arising from such proposals would need to be assessed for heritage impacts once the detail of the proposed stages is known.

- **Stage One Development** - Demolition in the Stage One development is limited to fabric within the Therry Building, O’Neil Wing and part of the remnant handball courts. The Therry Building and O’Neil Wing are of little significance and alteration and modification of their fabric is acceptable. The remnant sections of the handball courts, aside from the westernmost court which will be retained, are currently not able to be used in their intended function.

 Are important features of the item affected by the demolition (eg fireplaces in buildings)?

- **Stage One Development** – Yes. Although the Therry Building and O’Neil Wing are of little significance and may be modified with some freedom, the handball courts are relatively early structures and demonstrate historical sports at the place. The westernmost handball court will be retained as a sample of the courts.
Is the resolution to partially demolish sympathetic to the heritage significance of the item (eg creating large square openings in internal walls rather than removing the wall altogether)?

- **Stage One Development** – Yes. The westernmost handball court will be retained. The earlier presence and loss of the other handball courts should be interpreted to assist in understanding this element of place’s significance.

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

- **Stage One Development** – The partial demolition of the moderately significant handball courts is not a result of the condition of its fabric but is to facilitate the continuing use of the place as a whole for its culturally significant educational use. The greater part of the courts proposed to be demolished have already been removed and repair by reconstruction – even if useful – would represent the greater part of the courts and would be inauthentic.

### 7.4 Major and Minor additions

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

- **Master Plan** – The impact of the additions proposed in the Master Plan are minimised by keeping the new structures away from key views and the setting of the most significant elements. Impacts should be reassessed when the detail of future stages is known.

- **Stage One Development** – The impacts are minimised by confining additions to building elements of little significance and by maintaining the overall scale of these buildings.

**Can the additional area be located within an existing structure? If not, why not?**

- **Master Plan** – No. The Master Plan provides for the growth of the school and its amenities and requires additional floor area. It includes repurposing of buildings, adaptive reuse and relocation of some functions within existing structures.

- **Stage One Development** – The existing Therry Building and O’Neil Wing will be retained and reused.

**Will the additions visually dominate the heritage item?**

- **Master Plan** – No. The heritage item is a complex of structures and spaces within a riverside setting. The location and size of proposed additions will not visually dominate the elements of highest significance. As stated above, impacts should be reassessed when the detail of future stages is known.

- **Stage One Development** – No. The proposed locations of additions are visually removed from the Main Building and the zones of highest significance.

**Is the addition sited on any known, or potentially significant archaeological deposits? If so, have alternative positions for the additions been considered?**

- Refer Comber Consultants’ Aboriginal and Historic Archaeological Advice.
Are the additions sympathetic to the heritage item? In what way (eg form, proportions, design)?

- **Master Plan** – Yes. The additions are subordinate in scale and located so as not to intrude upon significant views.
- **Stage One Development** – Yes. The additions are of subordinate scale to an element of little significance.

Material selections for the external facades will be contemporary products from a neutral palette of earth colours to ensure they complement the heritage items. A large majority of the new facades will be glazed to provide transparency, light and air into and views out of the building. The simple glazed facades are an appropriate response in the immediate context of the heavy and repetitious masonry buildings. The actual selections should be reviewed and confirmed prior to construction.

### 7.5 New development adjacent to a heritage item (including additional buildings and dual occupancies)

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

- **Master Plan** – New development proposed in the Master Plan is sited in zones of secondary significance, outside the significant elements of the setting including views into and out of the site and is subordinate in scale to the Main Building. Detailed assessment of impacts will be necessary prior to implementation of subsequent stages of the Master Plan.

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

- **Master Plan** – The Master Plan is for the whole of the senior campus which comprises the whole of the heritage item albeit that elements within the heritage item vary in the nature and degree of cultural significance.

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

- **Master Plan** – The site is a complex one which comprises buildings and large open spaces within the setting of the Headland Fringe and Lane Cove River itself. The curtilage of the larger campus and individual elements within it that is provided for in the Master Plan retains views and the existing scale of the campus.

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

- **Master Plan** – The significant views into and out of the site shown on the View Analysis at Figure 23 on page 27 have been retained and the scale of new development has been limited to be subordinate in scale to the Main Building.

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

- Refer also Comber Consultants’ Aboriginal and Historic Archaeological Advice.
Is the new development sympathetic to the heritage item? In what way (eg form, siting, proportions, design)?

- **Master Plan** – The siting and form respects significant views and settings and is subordinate in scale to the Main Building. Detailed assessment of impacts will be necessary prior to implementation of subsequent stages of the Master Plan.

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

- **Master Plan** – No. The additional structures are subordinate in scale to the Main Building and setback away from the significant views.

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

- **Master Plan** – Yes. Views from the public domain outside the site will not be significantly intruded upon and its landmark and aesthetic significance will not be intruded upon.

8.0 CONCLUSION

The redevelopment of the site to continue to facilitate and promote the College’s significant use as an educational establishment and the first stage of its implementation as described in the Master Plan and the Stage One implementation do not significantly and adversely impact upon the identified heritage significance of the place as a listed heritage item. As the impacts are minor and acceptable, NBRS+Partners recommend the heritage aspects of this application be approved subject to the following conditions:

- Continued assessment of the Master Plan’s subsequent stages for heritage impacts when proposed – such assessment will include detailed assessment of impacts where works are proposed to or in close proximity to elements of high and exceptional significance and where new structures will be visible in significant views to the place from the south, east and west;

- Archival photographic recording of existing buildings and spaces prior to modification;

- Confirmation of selected materials and finishes to be used in the Stage One adaptation of the Therry Building and O'Neil Wing; and,

- Stage One implementation of ‘heritage interpretation’ to present the significance, use, former extent and removal of the hand ball courts.

Don Wallace
Senior Heritage Consultant
NBRS+PARTNERS

October 2015
STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

APPENDIX – SITE PLAN

9.0 APPENDIX – SITE PLAN

STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

APPENDIX – SITE PLAN

STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

APPENDIX – SITE PLAN
10.0 APPENDIX – STATE HERITAGE INVENTORY FORM

St. Ignatius College, Headland

Item details

Name of item: St. Ignatius College, Headland
Other name/s: Riverview
Primary address: 2 Riverview Street (Gis) 15.5.03 Tambourine Bay Road, Lan NSW 2066
Local govt. area: Lane Cove

All addresses

<table>
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<tr>
<th>Street Address</th>
<th>Suburb/town</th>
<th>LGA</th>
<th>Parish</th>
<th>County</th>
<th>Type</th>
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<td>2 Riverview Street (Gis) 15.5.03 Tambourine Bay Road, Lane Cove</td>
<td>Lane Cove</td>
<td>Lane Cove</td>
<td></td>
<td></td>
<td></td>
<td>Primary Address</td>
</tr>
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Statement of significance:

A fine example of a Victorian institutional building on a commanding site dominating the Lane Cove River landscape and including a number of important associated buildings, structures and landscape features.

Note: There are incomplete details for a number of items listed in NSW. The Heritage Branch intends to develop or upgrade statements of significance and other information for these items as resources become available.

History

Historical notes: A large private school complex on a commanding river headland overlooking the Lane Cove River. The site includes a number of structures of importance, such as:

- Main building - west wing 1887
- - centre 1906
- - east wing 1920
- Infirmary 1888
- Servants quarters 1910
- Second Division Locker Room & Archway 1938
- St. Michael's House (William Wardell) 1880
- Dalton Memorial Chapel 1909 (T. McCarthy)
- Tea House - 1909 (roof 1880s)
- Vic Regal Pavilion 1892
- Handball courts 1917
- Paved stairways dating from 1896s
- Wharf - (planking from the original)
- Band-house - c1908 (presumed to have been inspired by the Federation Pavilion)
- Rowing Shed 1953
- Remnant swimming baths dating from 1883


1/2
STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

10/13/2015

St Ignatius College, Headland | NSW Environment & Heritage

- Juniors Dressing Shed 1941 (ruined state)
- Boatman’s cottage
- Observatory 1903
- Associated landscape features, including: Formal planting layouts from late Victorian, Edwardian and mid-war periods.

Listings

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<th>Heritage Listing</th>
<th>Listing Title</th>
<th>Listing Number</th>
<th>Gazette Date</th>
<th>Gazette Number</th>
<th>Gazette Page</th>
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<td>Local Environmental Plan</td>
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<td>19 Feb 10</td>
<td></td>
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Study details

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<th>Number</th>
<th>Author</th>
<th>Inspected by</th>
<th>Guidelines used</th>
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<td>Lane Cove Heritage Study</td>
<td>1987</td>
<td>B204</td>
<td>Robert Moore, Penelope Pike and Lester Tropman &amp; Associates</td>
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References, internet links & images

None

Note: Internet links may be to web pages, documents or images.

Data source

The information for this entry comes from the following source:
Name: Local Government
Database number: 1920196

Return to previous page

11.0 APPENDIX – ABORIGINAL HERITAGE INFORMATION MANAGEMENT SYSTEM (AHIMS) SITE RECORDING FORMS
STATEMENT OF HERITAGE IMPACT: St Ignatius' College, Riverview

Site name: RIVERVIEW
Owner: ST. IGNATIUS COLLEGE
Locality: RIVERVIEW
NSW District: SYDNEY
Region: METROPOLITAN

Reason for investigation: SURVEY OF METROPOLITAN SYDNEY

Surveyor: Michael Guido
Date: 28th January 1990

Other sites in locality: Yes/No
Are sites in NPWS Register: Yes/No
Unregistered sites plans for future recording: Yes/No

Have artefacts been removed from site? Yes/No/Don't know. Where?
By whom?
Identified where?

Is site important to local Aboriginals? Yes/No/Don't know.
Give contact(s) name(s) + address(es)

Contacted for this recording? Yes/No.
(Associate additional information separately) If not, why not?

Verbal/written reference sources: Personal Investigation

Site recorded by: Michael Guido
Address/Institution: ROYAL EXCHANGE
          B.O. Box R32
          SYDNEY NSW 2000
STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

SITE POSITION & ENVIRONMENT

1. Land form e.g. beach/hill slope/ridge top, etc:

2. Describe briefly & mark on diagram provided or on your own sketch the position of the site:

3a. Local rock type: Sandstone

3b. Rock type at site:

3c. Site aspect:

3d. Slope:

4. Distance from drinking water: 10 minutes walk

5. Vegetation:

6. Edible plants noted: Port Jackson Fig Trees

7. Faunal resources (include shellfish)

DESCRIPTION OF SITE & CONTENTS

Site type(s):

Note state of preservation of site & contents. Do NOT dig, disturb, damage site or contents. Attach sketches etc., eg. plan & section of shelter, show relation between site contents, indicate scale.

Attached annotated photos (sterile where useful) showing scale, particularly for art sites.

Rock Shelter facing South right beside private road. Floor has been cut away during road building. Erosion has occurred at front, approx. Length 30ft, Height 10ft, Depth 12ft. Only traces of shell remain. Mainly Sydney Rock Oyster - Saccostena Commercialis. A few feet further west is another shelter containing slight middle deposit.
**STATEMENT OF HERITAGE IMPACT:** St Ignatius’ College, Riverview

**National Parks and Wildlife Service**

**Standard Site Recording Form**

**45-6-1975**

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<th>MAP NAME</th>
<th>EDITION</th>
<th>SCALE</th>
<th>REFERENCE</th>
<th>HEAD OFFICE USE ONLY:</th>
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</thead>
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<td>2nd</td>
<td>1:25,000</td>
<td>1936</td>
<td>NWPS site no: 45-6-1975</td>
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<td>9180-8-W</td>
<td></td>
<td></td>
<td></td>
<td>Site types: <strong>Shelter &amp; Midden</strong></td>
</tr>
</tbody>
</table>

**Site name:** Riverview

**Owner:** St Ignatius College

**Local address:**

**Locality:** Riverview

**NPWS District:** Sydney

**Region:** Metropolitan

**Reason for investigation (give H.O. instruction no. or full title of accompanying report where applicable):**

Survey on Metropolitan Sydney

**Portion no:**

**Other land category:**

**Plan/sketch/section of site attached? Yes/No:**

**How many?**

**Air photo refs. (for stereo pair):**

**Annotated photos attached? Yes/No**

**How many?**

**Condition of site:** Very Poor

**Causes of damage/disturbance/threat to site:**

**Deposit has been dug out and robbed away**

**How to get to the site (refer to permanent features, give best approach to site e.g. from above, below, along cliff. Draw diagram on separate sheet if necessary):**

**IN GROUNDS OF ST. IGNATIUS COLLEGE SEE ATTACHED SKETCH**

**Other sites in locality? Yes/No:**

**Site Types include:** Shell middens and Gwee paintings

**Are sites in NPWS Register? Yes/No:**

**Unregistered sites/plans for future recording? Yes/No:**

**Have artefacts been removed from site? Yes/No:**

**By whom?**

**Deposited where?**

**Is site important to local Aboriginal people? Yes/No:**

**Give contact(s) name(s) & address(es):**

**Contacted for this recording? Yes/No:**

**(Attach additional information separately) If not, why not?**

**Verbal/written reference sources:**

**Personal Investigation**

**Site recorded by:** Michael Guider

**Address/institution:**

**Date:** 28th January 1990

**Royal Exchange**

**P.O. Box R32**

**Sydney NSW 2000**
STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

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---

**SITE POSITION & ENVIRONMENT**

1. Land form e.g. beach/hill slope/ridge top, etc:

2. Describe briefly & mark on diagram provided or on your own sketch the position of the site:

3a. Local rock type: Sandstone  
3b. rock type at site:  
3c. site aspect:  
3d. slope:

4. Distance from drinking water: 10 minutes walk  
5. Vegetation:

6. Edible plants noted: Port Jackson Figs
7. Fauna/resources (include shellfish)

---

**DESCRIPTION OF SITE & CONTENTS**

<table>
<thead>
<tr>
<th>Site type(s):</th>
</tr>
</thead>
</table>
| Note state of preservation of site & contents. Do NOT dig, disturb, damage site or contents.  
| Attach sketches etc, eg. plan & section of shelter, show relation between site contents, indicate scale.  
| Attach annotated photos (size where useful) showing scale, particularly for art sites.  

Rock shelter facing South right beside private road floor has been cut away during road building and erosion has done the rest.

Length 30 ft  
Height 10 ft
Depth 12 ft

Slight shell middens remains scattered in shelter.

Sydney Cooleys – Aranda trapeziq

Sydney Rock Oyster – Saccostrea Commercialis

Only a few feet away to the east is another shelter with the same approx. measurements. By the small amount of shell visible these shelters although large where probably only minor sites.
STATEMENT OF HERITAGE IMPACT: St Ignatius' College, Riverview
STATEMENT OF HERITAGE IMPACT: St Ignatius' College, Riverview

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STATEMENT OF HERITAGE IMPACT: St Ignatius’ College, Riverview

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SITE POSITION & ENVIRONMENT

1. Landform e.g. beach/nhill slopes/ridge top, etc:

2. Describe briefly & mark on diagram provided or on your own sketch the position of the site:

3a. Local rock type:

3b. Rock type at site:

3c. Site aspect:

3d. Slope:

4. Distance from drinking water: 10 mins walk Source: Tamborine Bay

5. Vegetation:

6. Edible plants noted:

7. Faunal resources (include shellfish):

DESCRIPTION OF SITE & CONTENTS:

Site type(s):

Note state of preservation of site & contents. Do NOT dig, disturb, damage site or contents. Attach sketches etc., eg. plan & section of shelter, show relation between site contents, indicate scale. Attach annotated photos (stereo where useful) showing scale, particularly for art sites.

Rock Shelter Facing South
Length 25 ft H7 ft D7 ft
Floor Soil and fragmented shell midden.
ART on ceiling is what appears to be two EMU FEET AND LEGS, DONE IN RED OCHRE.

There is also a shell midden consisting of Sydney Rock Oyster - Saccostrea commercialis

Sydney Cockle - Anadara trapezia

Australian Mud Whelk - Velacumanius australis

Stone flakes are to be seen on floor directly below the art.

This shelter has been used by school boys from St Ignatius College as a smoking den and of course there is graffiti and the cigarette butts litter the floor.
12.0 APPENDIX – DRAFT CONSERVATION MANAGEMENT STRATEGY