HERITAGE IMPACT STATEMENT

LINDFIELD LEARNING VILLAGE

URBIS

7 JUNE 2017
PREPARED FOR DEPARTMENT OF EDUCATION

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EXECUTIVE SUMMARY

Urbis has been engaged by Design Inc on behalf of the Department of Education to prepare the following Heritage Impact Statement for the proposed works to former UTS Ku-Ring-Gai campus at Eton Road, Lindfield.

The proposed works would facilitate the 'Lindfield Learning Village' (the 'School') which would accommodate approximately 2,200 students from kindergarten to Year 12. The School is a new model of learning with six "home bases" of around 350 students, based on their learning progression rather than age.

The subject site is identified as an item of local heritage significance by Ku-ring-gai Council, item: I422 (Ku-ring-gai Local Environmental Plan 2015). As such, this Heritage Impact Statement is required to assess the impact of the proposed works on the identified heritage significance of the item which is set out in Section 4.

The heritage item is identified as exceptionally significant for its historic, aesthetic, associative values. It was originally constructed as a tertiary education establishment (William Balmain Teachers' College). Considering the identified significance of the place it is fortunate that the Department of Education have a need which allows the meaningful adaptive reuse of the item, which in turn facilitates its conservation. The reuse of the place as a primary – secondary school is appropriate as it constitutes its continued use as an educational establishment and facilitates the most minimal physical intervention of any other conceivable adaptive reuses. Specifically, the new use allows for the reuse of many of the principal existing elements which can be reused for their original purpose including the auditoriums, the cafeteria and the gymnasium.

The overall form and massing of the building is an element of exceptional identified significance and the proposed works have been development with cognisance for this significance. It is considered that the proposed external alterations including the installation of various fire stairs and the child care pavilion to level 7 would not obscure the original form of the building. Rather the existing building is of such a robust character that it lends itself well to necessary contemporary additions whilst still presenting as a unified series of modulated elements which culminate in a fine representation of the Brutalist style.

This application proposes a contemporary overlay of colour through the pre-finished external panels and fire stair finishes such that the building is more visually enticing to younger people. While it is appreciated that the existing building has a largely neutral materials palette characterised by unfinished brick, timber and concrete there are existing elements within the building which deviate from the neutral palette with their bright colouring such as the pink balustrades and the orange bathroom finishes. It is considered that the proposed colouring of various elements enhances the application of bright feature colours in various areas whilst serving to highlight contemporary elements and ensuring they are readily identifiable as such.

It is understood that significant internal reconfiguration as proposed is necessary for the heritage item to function. While the proposed use of the building is the most sympathetic of any other conceivable use, the spaces were designed for the education of tertiary level students and for the accommodation of a large staff number in small offices. The proposed reuse of the building for younger students requires larger spaces and greater transparency in fabric. As such it is appreciated that the demolition of fitout and non-structural walls is necessary to facilitate the desired sympathetic reuse of the place. Notwithstanding it is appreciated that many of the replacement glazed walls would be introduced along generally the same alignment as the existing brick internal walls proposed to be demolished such that the essential layout of the public spaces would be retained and referential to an Italian Hill Village as originally intended.

The landscape philosophy has been developed in consultation with Bruce Mackenzie so that the building retains the concept of natural landscape surrounding the buildings and on its planted terraces.

The meaningful adaptive reuse of a place is necessary in ensuring its conservation and ongoing maintenance which is of the utmost importance. In summary, it is assessed that the proposed works are necessary and appropriate in facilitating the future use of the place and that they would not obscure the original, significant character of the building.

Recommendations

- A methodology should be prepared for the cleaning of the concrete in consultation with the heritage consultant.
- A genuine effort must be made to retain the extant timber ceiling of the existing library area. A methodology should be prepared for the removal and salvage of the ceiling and its reinstatement, after the installation of services. A methodology should also be prepared for the installation of services through the ceiling such that removal of fabric is minimised;

- There is one set of spiral stairs towards the southern boundary of the building (Stage 1 area) between level 2 and 3 which is understood to require removal as it does not satisfy BCA standards and is not required to connect the home bases. As this stair constitutes original, characteristic fabric it is recommended that it is not removed as proposed, but that it be locked and retained in situ for potential future reuse.
- Detailed design development should be subject to ongoing and demonstrated heritage consultant input as a condition of consent. Areas for further design development which should be subject to heritage consultant input include but are not limited to the following:
    - Application of any coloured panels to the facades;
    - Landscaping including play equipment in courtyards and application of shade structure;
    - Opportunities for retention of built in furniture;
    - Areas for application of new floor finishes (epoxy, bright coloured carpet).

1. INTRODUCTION

1.1. BACKGROUND

Urbis has been engaged by Design Inc on behalf of the Department of Education to prepare the following Heritage Impact Statement for the proposed works to former UTS Ku-Ring-Gai campus at Eton Road, Lindfield.

The subject site is identified as an item of local heritage significance by Ku-ring-gai Council, item: I422 (Ku-ring-gai Local Environmental Plan 2015).

As such, this Heritage Impact Statement is required to assess the impact of the proposed works on the identified heritage significance of the item.

1.2. SITE LOCATION

The site is located at 100 Eton Road, Lindfield and is legally described as Lot 2 DP1151638 (Figure 1).

Figure 1 – Aerial Photograph.

Source – Google Earth

1.3. METHODOLOGY

This Heritage Impact Statement has been prepared in accordance with the NSW Heritage Branch guideline 'Assessing Heritage Significance' (2001). The philosophy and process adopted is that guided by the *Australia ICOMOS Burra Charter* 1999 (revised 2013).

A request was made to the Minister for the Secretary's Environmental Assessment Requirements (SEARs), pursuant to Clause 3, Schedule 2 of the *Environmental Planning and Assessment Regulation 2000.* This

report fulfils provision 9 which requires that a Heritage Impact Statement be prepared for the proposed works.

This report sources large amounts of information, including site description, historical overview and significance assessment from previous documentation prepared for the site. This documentation includes the below and the authors are acknowledged with thanks.

- UTS Ku-Ring-Gai Campus, Heritage Assessment prepared by City Plan Heritage, June 2004; and
- Heritage Assessment & Conservation Strategy, UTS Campus Ku-Ring-Gai prepared by Graham Brooks and Associates Pty Ltd, July 2004.

1.4. LIMITATIONS

We understand that no consultation has been undertaken with the original architect David Turner. Due to timing constraints Urbis Heritage has not undertaken any consultation with Ku-Ring-Gai Council. Post the DA lodgement we anticipate opportunities for consultation to facilitate further design development.

This report also addresses the Building Elements Guide prepared by Design Inc 26 May 2017. This document sets out concept elements. Only building elements specifically assessed in Section 6 have been considered for their heritage impact.

1.5. THE PROPOSAL

'Lindfield Learning Village' (the 'School') is proposed to accommodate approximately 2,200 students from kindergarten to Year 12. The School is a new model of learning with six "home bases" of around 350 students, based on their learning progression rather than age.

The school will take enrolment pressure off surrounding primary schools exceeding student capacity, and accommodate future population growth within Ku ring gai Local Government Area (LGA). The school will contain high quality classrooms, collaborative learning spaces, open play spaces, sports courts and associated facilities.

Specifically, this application seeks development consent for the following works at the site:

- Internal reconfiguration and refurbishment of the former UTS Ku-ring-gai Campus to create:
    - New learning spaces for the Lindfield Learning Village, accommodating approximately 2,100 students across Kindergarten to Year 12;
    - A 92-space child care centre; and
    - Administration facilities for Aurora College (distance education).
- Construction of lightweight pavilions at Level 7 to accommodate new internal spaces for the child care centre;
- Minor external alterations to revitalise the existing building facades and accommodate new access and fire stairs;
- Upgrades to the existing facilities and car parking to address the Building Code of Australia (BCA) and access requirements;
- Minor earthworks are proposed for the construction of footpaths, shade structures and fencing; and
- Landscaping and open space throughout the site.

As the extent of works largely involve internal refurbishment of the existing building, there is no change to the overall height, bulk, scale and setbacks of the building.

The following plans prepared by Designinc and Lacoste + Stevenson have been referenced in the preparation of this report:

Architectural Drawings

• DA-000	Cover Sheet	Rev F
• DA-001	Location Plan	Rev D
• DA-100	Site Plan	Rev E
• DA-200	Proposed Floor Plan Level 0	Rev E
• DA-201	Proposed Floor Plan Level 1	Rev E
• DA-202	Proposed Floor Plan Level 2	Rev E
• DA-203	Proposed Floor Plan Level 3	Rev E
• DA-204	Proposed Floor Plan Level 4	Rev E
• DA-205	Proposed Floor Plan Level 5	Rev E
• DA-206	Proposed Floor Plan Level 6	Rev E
• DA-207	Proposed Floor Plan Level 7	Rev E
• DA-210	Existing and Demolition Plan Level 0	Rev D
• DA-211	Existing and Demolition Plan Level 1	Rev D
• DA-212	Existing and Demolition Plan Level 2	Rev D
• DA-213	Existing and Demolition Plan Level 3	Rev D
• DA-214	Existing and Demolition Plan Level 4	Rev D
• DA-215	Existing and Demolition Plan Level 5	Rev D
• DA-216	Existing and Demolition Plan Level 6	Rev D
• DA-217	Existing and Demolition Plan Level 7	Rev D
• DA-300	North and South Building Elevation	Rev F
• DA-301	East and West Building Elevation	Rev F
• DA-310	Façade Elevations – Sheet 1	Rev C
• DA-400	Building Sections – Sheet 1	Rev E
• DA-401	Building Sections – Sheet 2	Rev E
• DA-900	Building Perspectives	Rev E
• DA-901	Building Perspectives	Rev B
• DA-902	Photomontages	Rev A
• DA-903	Photomontages	Rev A
• LA-100	Landscape Concept Plan	Rev B

Landscape Drawings

• LA-0000	Cover Sheet and Drawing Register	Rev A
• LA-0001	Landscape Masterplan	Rev A
• LA-0002	Landscape Plan – Level 2 and Level 3	Rev A
• LA-0003	Landscape Plan – Level 4	Rev A
• LA-0004	Landscape Plan – Level 5 & Level 6	Rev A
• LA-0005	Landscape Plan – Level 7	Rev A
• LA-0006	Precent Images and Planting Palette	Rev A

This report also addresses the Building Elements Guide prepared by Design Inc 26 May 2017.

2. SITE DESCRIPTION

The subject site is located at 100 Eton Road, Lindfield and is legally described as Lot 2 DP1151638. The site is within the Ku-ring-gai Local Government Area (LGA) and comprises is an irregular parcel of land with a total area of approximately 3.6ha.

The former UTS Ku-ring-gai Campus currently occupies the site and it is proposed to be refurbished to accommodate the new Lindfield Learning Village. The building consists of a single concrete structure and has six storeys with basement and rooftop plant rooms and an astronomy observation tower.

Vehicular and pedestrian access to the campus is available via Eton Road, with rows of car parking located to the east of the existing building reflecting the topography of the site and dense pockets of native vegetation. A total of 184 marked parking spaces are currently available within the site, including 35 spaces within the basement and 149 at-grade spaces. A pedestrian footbridge over Dunstan Grove links the main campus building to the gymnasium.

The existing building is surrounded by grassed areas, which extend from the building to the Lane Cove National Park and form the southern and eastern boundaries of the site.

Figure 2 – External images of the subject site.

Picture 1 – View west towards entrance (Stage 2).

The former UTS Ku-ring-gai Campus currently occupies the site and it is proposed to be refurbished to accommodate the new Lindfield Learning Village. The existing campus was constructed in the early 1970s and originally opened as the William Balmain Teachers College. The facilities later became the Ku-ring-gai College of Advanced Education and in 1989 it was amalgamated into the UTS.

The site is an important example of the Brutalist style of architecture, characterised by the use of robust materials including concrete and brickwork. The building consists of a single concrete structure and has six storeys with basement and rooftop plant rooms and an astronomy observation tower. The massing of the building consists of various heights, which step down in response to the topography of the site. Lower levels of the building have rooms that open onto roof decks and the massing of the building is broken by small courtyards and concrete linking bridges.

The overall height of the existing building is 24m, however due to its fragmented composition, the various forms of the building range in height from 2 storeys (6.3m) to five storeys (17m). The building footprint covers an area of approximately 12,200sqm, which represents a site coverage of 33.9 per cent. The total internal floor area of the building is approximately 28,900sqm.

Figure 3 – External images of the building.

Picture 2 – Main entrance to the building. (Stage 2 area).

Picture 3 – View east along part of the southern façade of the building. (Stage 1 area).

Picture 4 – View west along part of the southern façade of the building. (Stage 1 area).

Picture 5 – View towards part of the east façade of the building. (Stage 1 area).

Picture 6 – View east towards Stage 1 entry.

Picture 7 – View south across courtyard area. (Stage 1).

The building comprises the following existing specialised spaces:

- Greenhalgh auditorium (910 seat capacity);
- Large lecture theatre (180 seat capacity);
- Small lecture theatre (100 seat capacity);
- Library resource centre;
- Gymnasium building comprising dance studio and weights room;
- Drama and music facilities;
- Science labs; and
- Wood and metal technology facilities.

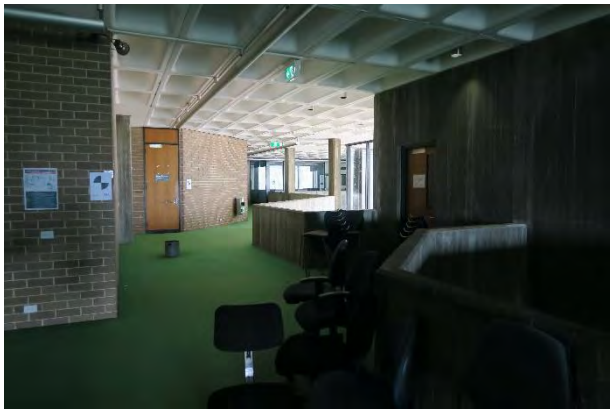
The following site description has been sourced directly from the City Plan Heritage Assessment dated June 2004. Images have been taken by Urbis.

The sole entry point to the site is at its north end via Eton Road. At the entrance to the Campus is a small gatehouse built using off-form textured concrete, consistent with the character of the main buildings. Adjacent to the gatehouse is the caretaker's residence, which was built as part of Stage 1. The caretaker's residence is built in the same style as the main buildings, using off-form concrete, pre-cast concrete window hoods, and infill brickwork. One of the principal features is a concrete portico to the entry. The quality of the building however does not appear to be as high as that demonstrated in the main buildings. The caretaker's residence is built on the edge of a slope, and looks into the canopy of native vegetation and towards the valley to the east. The building relates well to its site and bush setting.

Immediately to the north of the gatehouse and caretaker's residence is the entry to the north east carpark which is located down the slope and terraced out of the bedrock of the hill side. The carpark is well screened from the upper level by the native vegetation. The exposed rock cuttings are a feature of the carpark. Further to the north of the gatehouse on the east side of the entry road is a bus turning bay and bus stop. The turning bay was constructed using off-form concrete, and elevated above the sloping ground level on concrete piers. The bus bay is simple in its design, but sympathetic to the style of the main buildings. It is a substantial feature but constructed in such a way that disruption to the site was minimised, and it is sensitively screened by native plantings.

An access road along the north side of the oval provides entry to the north-west carpark and the child-care centre. The north-west carpark is a large open parking area occupying the north-west corner of the site. The ground is level and tarred, and the rows of parking bays are divided by beds of native plantings. The carpark area adjoins bushland on its north, south and west sides.

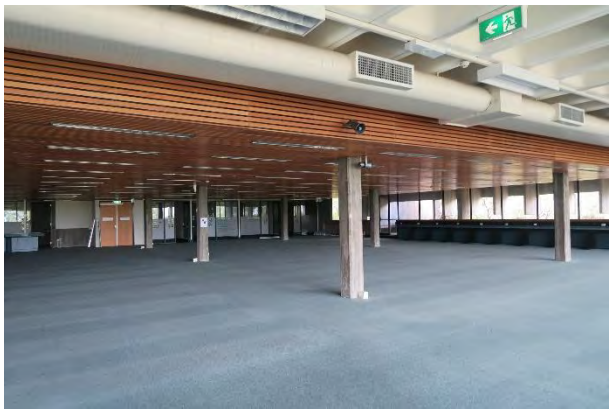
Figure 4 – Internal images of the Stage 1 section of the building.



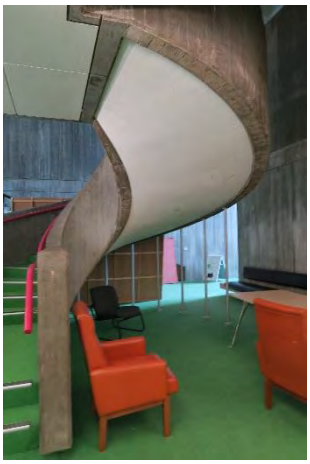
Picture 8 – View north across main circulation spine on level 5.

Picture 9 – View north across main circulation spine from level 5.

Picture 10 – View east down hallway on level 4.



Picture 11 – View across library at level 5.



Picture 12 – View of concrete staircase.

Picture 13 – View across ancillary space on level 4 showing waffle slab.

The child-care centre is located to the north west of the oval. It is a single storey building which incorporates the original change rooms built as part of Stage 2, and a later extension (1985). The child care centre is reasonably sympathetic to the character of the earlier buildings in its use of face brickwork and flat roof. It is diminutive in scale. The former change rooms have been altered through their conversion for chid-care use, including the removal of internal fabric and the insertion of window openings to the south elevation. These

changes, while sympathetic, have compromised the original integrity of this building. A large colourbond shed is located to the south of the child-care centre.

The oval occupies the centre of the site, providing a large open space and recreation area. It is partly cut into the bedrock of the site leaving exposed rock cuttings, particularly on the east side, and partly built up on fill using the boulder method. The north side of the oval features off-form concrete spectator seating along its whole length. The seating has weathered to give an aged patina, and blends well with adjoining exposed bedrock cuttings. The boulder embankment on the south side of the oval is heavily vegetated with ferns. Invasive weeds are present. Owing to the elevated height of the oval, the area lying immediately to the south is heavily shadowed.

To the south of the oval are the basketball/tennis courts. These were originally built as part of Stage 2 works. The courts are on levelled ground, fenced, and surrounded by a grassed area. The courts appear to have been upgraded since construction. The playing courts lie adjacent to untouched bushland to the west and south west.

Figure 5 – Internal images of the Stage 2 section of the building.

Picture 14 – View north across main circulation spine on level 5.

Picture 15 – View north across cafeteria towards atrium on level 5.

Picture 16 – View south across main circulation spine on level 6.

Picture 17 – View across main circulation space at level 5.

To the south east of the oval is the gymnasium building. Constructed as part of Stage 3 (1974), the gymnasium is connected to the main building via a linking bridge. The link bridge is built on two levels using off-form concrete and waffle slab ceilings. The upper level is enclosed with aluminium framed windows, while the lower level is open. The link bridge extends over a service road leading from the main entry, past the gymnasium, and down to the rear of the lower Stage 1 building. The service road is partly cut into the bedrock. One of the distinctive features of bedrock cuttings on the site is in the infill of gaps in the bedrock with dry stone walling.

The gymnasium building is divided into three sections. The west side of the building is occupied by a large gymnasium, three levels in height. The gymnasium is functional in its design. Walls are face brick infill

between off-form concrete. The gymnasium is roofed with steel beams painted red, and a matted straw ceiling. The main entry to the gymnasium building is located on the east side. The east side of the building is divided into the two large sections, a dance studio and auxiliary gymnasium. The centre of the building is mostly occupied by change rooms and store rooms. The level above includes offices and class rooms used by the physical education section of the Campus. The building is designed in the same manner as the Stage 1 and 2 buildings, however owing to cut-backs in funding, the building was constructed in a simpler manner and with less expense on materials and finishes.

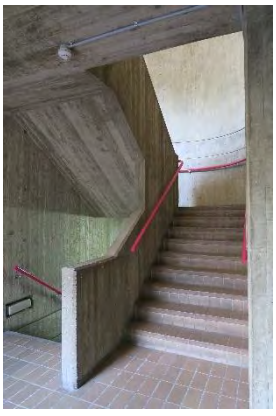
Figure 6 – Images of the Stage 3 section of the building.

Picture 18 – View across gymnasium.

Picture 19 – View across gymnasium.

Picture 20 – View across link to level 2.

Picture 21 – View across link to level 2.



Picture 22 – View of stairs adjacent to gym.

Picture 23 – View across locker room adjacent to gym.

The main building was mostly constructed in Stages 1 and 2, with peripheral additions in Stages 4 and 5. The main building rises to five storeys at its maximum height, plus lift overrun and astronomy tower. However, given the slope of the site, the building steps down the hill on which it is sited, and its bulk is

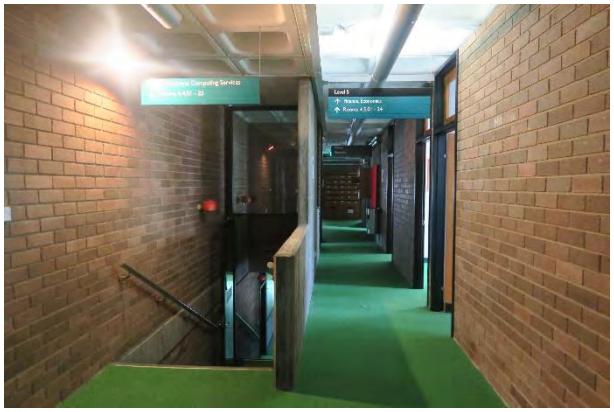
heavily modulated and elevations articulated. The entrance to the building at the northern end is no more than two storeys in height. The design, materials and construction techniques are consistent throughout. The Campus buildings are built with off-form concrete and face brick infill walls. Strongly textured off-form concrete with a high quality of finish is a particular feature of the building. Window hoods and sun louvres are of pre-cast concrete.

The main building appears as an agglutinative complex, of functional components each one added to another. The design of the College is based upon function, with the outward form being determined by the internal functions, as opposed to the building being designed from the outside in.

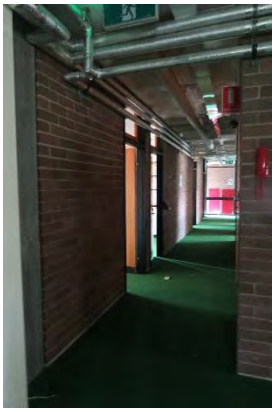
The building is unified internally by the central circulating corridor, pictured by the building's designer as a central 'street' running through the building. The circulation spine begins at the main entry to the building, which is located at its northern end, and forms a main lobby area to the building. Administration offices are located immediately to the left upon entering the building. The central circulation corridor runs past the Greenhalgh Auditorium and the dining hall and common rooms. Moving through the building, the corridor moves from these more public and communal areas to the teaching areas grouped according to disciplines, for example the science block, the arts/crafts block, music teaching, and nursing. The auditorium, dining and administration areas formed the core of the Stage 2 building. Stage 1 established the principal teaching areas and facilities, and the library. The library is one of the principal components of the Stage 1 building and is built over two levels. The exterior of the library is one of the most distinctive elements of the building. In contrast to the majority of the building, the library has a much higher proportion of off-form concrete walls rather than brick infill, and the south elevation presents double height glazed openings screened by a bank of tall pre-cast concrete sun hoods tied by steel rods. The east elevation features deep concrete terraces and

Stage 4 (built 1977) comprised the building of a new linking block at the north end of the Stage 2 building adjoining the Greenhalgh Auditorium. This addition matches the earlier stages in its design and materials. It created an enclosed courtyard area lightwell/courtyard area which features a natural rock outcrop and remnant native vegetation which well illustrates the manner in which the construction of the College could be achieved while retaining existing landscape features in close proximity to the buildings.

Figure 7 – Images of the Stage 4 section of the building.



Picture 24 – View south west across hall on level 5.



Picture 25 – View north east across hall on level 5.

Picture 26 – View across hall on level 5.

Picture 27 – View of doorway on level 5.

Stage 5 (built 1984) was constructed as a result of the expansion of the College into teaching nursing. The Stage 5 building comprised a new wing at the south west corner of the Stage 1 building. This last major construction phase still followed the same architectural style and detailing used since Stage 1 of the College, and blends sympathetically with the original stages.

3. HISTORICAL OVERVIEW

A comprehensive history of the subject site was prepared by City Plan Heritage in the UTS Heritage Assessment 2004. This information below in this section including the pictures have been summarised directly from that document and the authors are acknowledged with thanks.

3.1. SITE HISTORY

A major part of today's Campus site is located on two early land grants to Thomas Jenkins. According to historical research the first land grant of 103 acres occurred in February 1869 and the second land grant of 69 acres occurred three years later in August 1872 (Portions 441 and 440).[1] Both of these land grants bordered Blue Gum Creek. The land remained undeveloped until his widow Maria Elizabeth Jenkins decided to subdivide the property, in order to facilitate the sale of the land. In this regard, sales of the newly subdivided lots commenced in 1913. It took several years to sell the lots with the final lots sold in 1923.

John Jenkins (a fruit merchant of Chatswood who it is believed was probably related to Maria Jenkins) purchased several lots around the end of Shirley Road.[2] Each lot had a covenant to ensure that any building constructed thereon was worth no less than 300 pounds. In 1915 the Commonwealth of Australia acquired part of John Jenkins original land grant.

In September 1876, a grant adjacent to Thomas Jenkins land was made to Alexander Couper and Hugh Henry Ould. Two years later the ownership of the land was transferred by James Channon (manufacturer), Isaac Doust (importer) and Thomas Edward Bray to several tenants-in-common. They were James Channon, Isaac Doust, Maria Thomas (widow), Robert Thomas (storekeeper of Parkes), Emily Bray (wife of Thomas Bray), Charles Stockwell (engineer), Edward Nathan (Cobb & Co manager of Forbes), and Henry Crouch (surveyor of Orange). The Commonwealth resumed parts of this land totalling 22 acres in 1915 and 1916.[3]

An earlier grant of 40 acres was made to Henry Wood, in January 1842. When this land was later subdivided, Lots 4 and 5 totalled just over 2 acres with a frontage to Greville Street. This land was later purchased by the Commonwealth of Australia in 1925. In the same year the Commonwealth of Australia also acquired a strip of land along the Lane Cove River, totalling around 1 acre, which had been granted to Maria Jenkins in March 1895. By the end of 1925 the Commonwealth holding was around 73 acres.[4]

In 1935 ownership of part of the Commonwealth property was transferred to Ku-ring-gai Council for road works together with additional resumed land located to the south of Blue Gum Creek. By 1939, the Commonwealth's total holding had increased to just over 107 acres. The only recorded user of this land during this period was the Army who had rifle range on the slopes between 1915-1917. The land was used by an Army base located on the former CSIRO Site on Delhi Road during World War II.[5] The Commonwealth sold parts of these lands in 1958 and 1959.[6]

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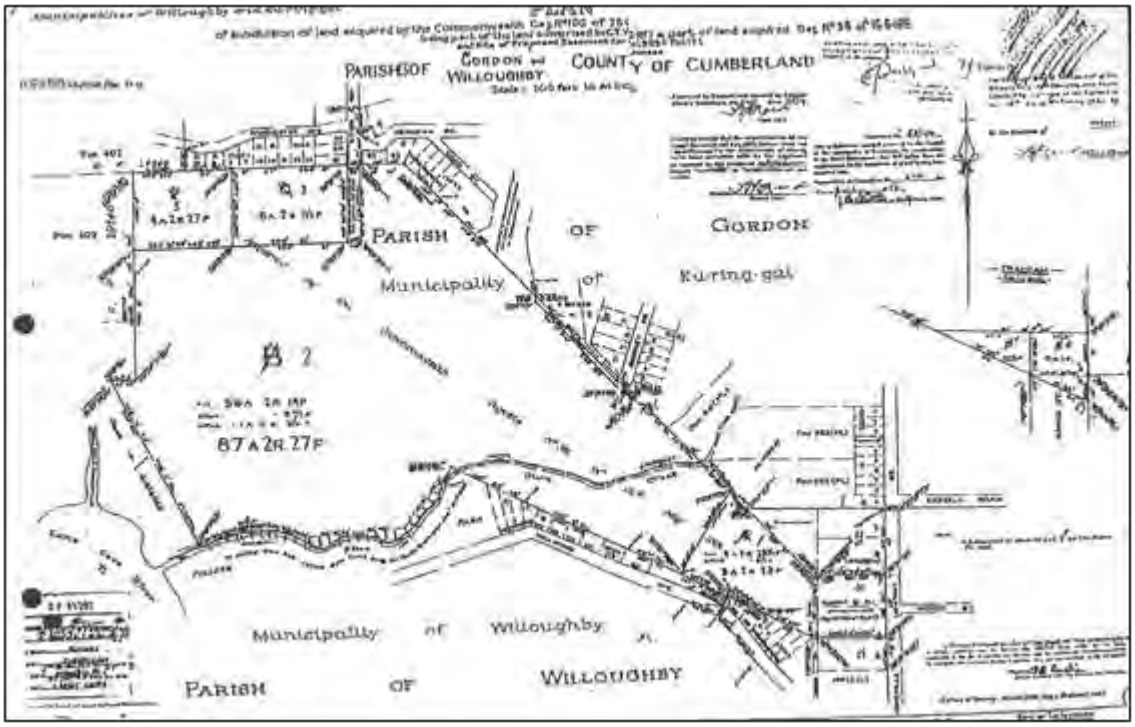
[1] LPI Vol 2387 Fol 178.
[2] LPI Vol 2533 Fol 101.
[3] LPI Vol 1265 Fols 37 to 43, Notification of Resumption No A210667.
[4] LPI Vol 3729 Fol 49.
[5] Turney, C. & Taylor, J., To Enlighten Them Our Task: A history of teacher education at Balmain & Kuring-gai Colleges, 1946-1990, Sydmac Academic Press, St. Ives, NSW, 1996, p.124.
[6] LPI Vol 9358 Fols 159 to 163.

Figure 8 – Deposited plan 32292, showing the Commonwealth land holding after several sales in the late 1950s. Lot 2 was subsequently subdivided further in Deposited Plan 523448.

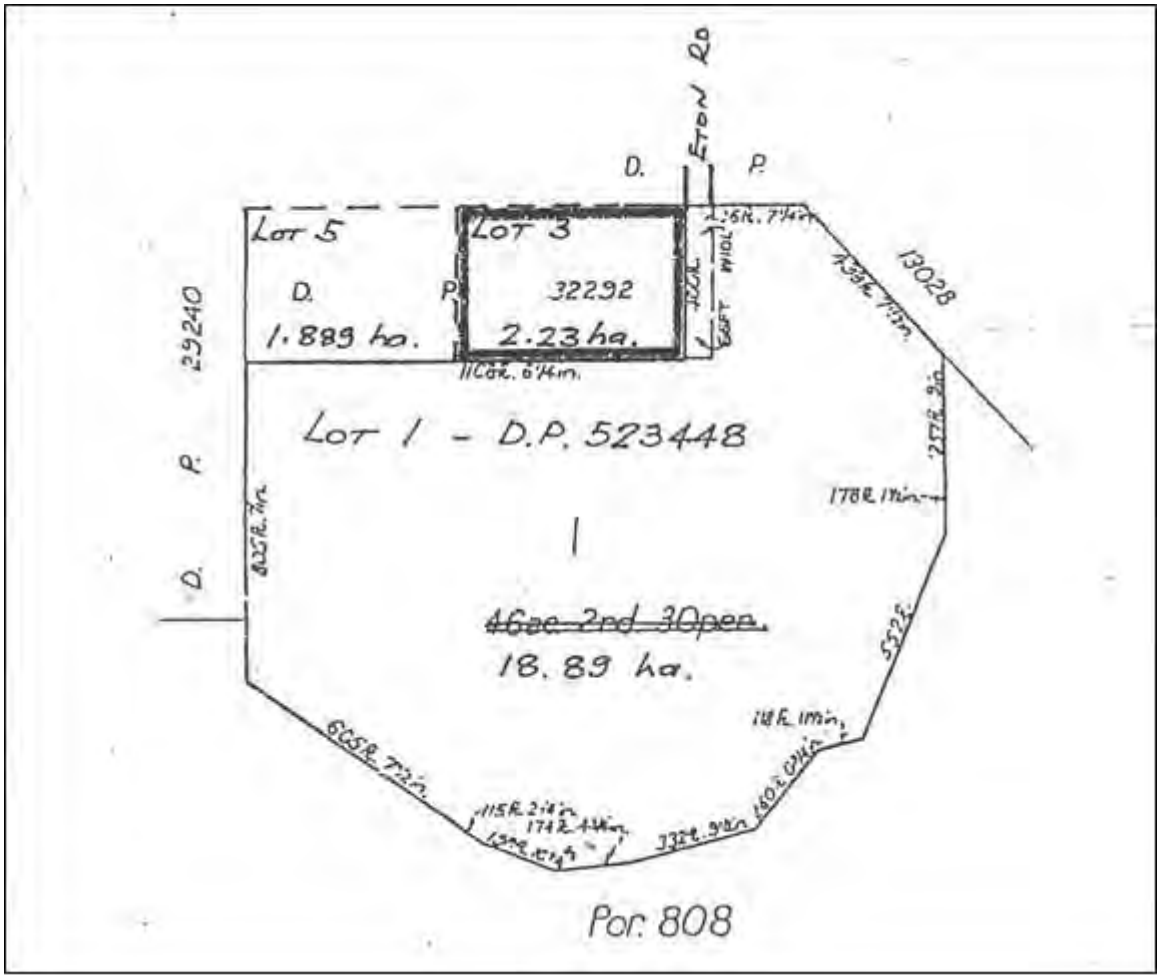


Source: Department of Lands

In 1961, the Minister of Education for the State of New South Wales acquired the subject site (Lot 1 of Deposited Plan 523448, 18.9 hectares and Lot 5 of Deposited Plan 32292, 1.9 hectares, illustrated below) from the Commonwealth.

In September 1971, the William Balmain Teachers College located to the site. After the College was taken over by the University of Technology, Sydney ownership of the car park land (Lot 5) was transferred to UTS in 1994 and finally the ownership of Lot 1 (the main Campus) was transferred to UTS in 1997.

Figure 9 – Plan of the College site (Lot – DP 523448).



Source: Department of Lands

3.2. ESTABLISHMENT OF THE COLLEGE AT LINDFIELD

The William Balmain Teachers College was established in 1946 and was the third teachers college established in NSW after the Sydney and Armidale teachers colleges. The College was a result of post-war expansion in education and was originally located at the Smith Street Superior School site in Balmain. By the 1950s, support for the construction of the new teacher's college was high due to the conditions and restrictions at the College. In 1956 the Teacher's Federation had passed a motion to replace the College. However, it was not until the 1960s that the Government decided to establish the College at Lindfield as a replacement for the William Balmain Teachers College.

At the same time it was also decided to establish three new colleges to meet the growing demand for teacher training. These three colleges were to be funded by the Commonwealth Government and it was determined that these buildings should not only become a vessel of new standards for the teaching profession but also that these buildings should be of high quality and have a unique identity. As a result the design and construction of these buildings involved the close collaboration of the Department of Public Works, Government Architect's Branch and the project architect David Turner.

Though no official decision had been announced, Dr Harold Wyndham, Director-General of Education, had apparently decided as early as 1955 that the Lindfield site was the most appropriate location for one of the new colleges, despite the problems of access and its bushland setting.[7] Other sites were considered on the

[7] Turney, C. & Taylor, J., To Enlighten Them Our Task: A history of teacher education at Balmain & Kuring-gai Colleges, 1946-1990, Sydmac Academic Press, St. Ives, NSW, 1996, p.126-127.

North Shore, including a site neighbouring the one selected for Macquarie University. By 1966, the Lindfield site was the preferred option of the Teachers Federation.[8] The other new colleges identified for construction were to be located at Newcastle and Goulburn.[9]

The Lindfield site was considerably larger than the existing campus site in Balmain. In 1961, a further 92 acre portion of adjacent land was acquired by the NSW Education Department under the Public Instruction Act. However, the current campus site is a much smaller site than that acquired in 1961, being approximately 46 acres in total.[10]

The students of the Balmain Teachers College visited the Lindfield site in 1964 and were allowed to prepare plans of their vision for a new college, including a scale model.[11] It was not until February 1967 that an official announcement was made that the College would move to the Lindfield site.[12] The Commonwealth Government provided grants to establish three new teachers colleges and $3 million was allocated to fund the construction of the new college on the Lindfield site.[13] The establishment of Colleges of Advanced Education was further supported by the Martin Committee Report in the early 1970s which recommended the expansion of teachers colleges to offer a wider range of vocationally orientated courses. The colleges were funded federally, and administered by the State's Higher Education Board.[14]

In 1969, prior to the commencement of construction works, Bruce Mackenzie's landscape team surveyed the site in order to mark out possible locations for the proposed building footprints and access corridors based on the location of vegetation identified for retention or removal. Individual trees on the site were labelled. During this survey the team discovered that the site contained the widest variety of Banksias within an eighty-kilometre radius of Sydney. Unfortunately, the day after the preliminary survey work was completed, a bushfire swept across the site, damaging most of the existing vegetation.

It was proposed to construct the College in several stages. The contract for Stage 1 of the College was the largest approved by the Department of Education up until that date.[15] Completion of the new College had been projected for 1970, but delays in construction meant that it was not opened until 1971. Unfortunately, this placed Balmain Teachers College in a position where it was temporarily unable to cope with the projected student enrolments intended for the new college in 1970. A temporary annexe was therefore located between 1970 and 1972 at the North Sydney Technical High School which had been closed in 1969 to meet this demand.

In September 1971, the College was declared a College of Advanced Education and the first principal of the College was Alton Greenhalgh, who was also the former Principal of the Balmain College. By July 1973, it was announced that the College would become an autonomous and multi-disciplinary institution. In April of the following year the Minister for Education announced the name change of the College to the Kuring-gai College of Advanced Education. The purpose of the name change was to indicate its growing links with the local community. The name derives from "Kuringgai" or Guringai", believed to be the generic term for aboriginal tribes which lived along the eastern coast from Port Jackson, north beyond the Hawkesbury River and west to the Lane Cove River.[16] Between 1974 and 1990, the site maintained this name. Later that year, the College was constituted as a corporate body with an 18 member Council.[17]

In the following sections of this report the subject site is referred to as the "College", other than where referring specifically to the period since its transfer to the University of Technology. It should be noted that the changes in the name reflect changes in government education policy from the time the College was founded.

3.3. DESIGN OF THE COLLEGE

To oversee the planning and development of the new colleges, the Department of Education appointed a committee comprising David Turner from the Government Architects Office, Rae McLintock from the

[8] Turney, 1996, p.125.
[9] Turney, 1996, p.135.
[10] Turney, 1996, p.124-125.
[11] Turney, 1996, p.128.
[12] Turney, 1996, p.131.
[13] Turney, 1996, p.124.
[14] Annual Report, 1978, p.4.
[15] Turney, 1996, p.141.
[16] Annual Report, 1984, p.4.
[17] Annual Report 1974, pp.7-8.

Department of Education, and Ron Underwood, a lecturer at the Balmain Teachers College. The principal objective of the new college was the training of secondary school science teachers. In order to achieve this, the staff at the Balmain Teachers College was consulted during the design phase so that their requirements were taken on board during the initial planning phase. The 55 acre site was a challenging one comprising bushland that steeply sloped down to the Lane Cove River. This necessitated a compact building form on the few level areas on the site.

The contract for the design of the first stage of the College was awarded to the NSW Government Architect's Office, which at the time was headed by Government Architect E.H. Farmer and the project architect was David Turner who was appointed to supervise the design and construction of the new teachers college at Lindfield. Turner also worked in administrative capacity in relation to the Newcastle and Goulburn colleges, but was directly responsible for design of the college at Lindfield.

Alongside the Government Architects Office and David Turner, Allen Jack & Cottier were appointed to prepare the design documentation for Stage 1. Their involvement with the College was long and fruitful spaning from 1952 to 2002. Peter Stronach was the architect principally responsible for design documentation of the College within Allen Jack & Cottier.

Allan Correy, the first full-time landscape architect appointed to the Government Architect's Office and a lecturer in landscape architecture at the University of Sydney was also closely involved in the Lindfield College as a result of the introduction of a policy in 1967 to include a landscape consultant on each project.

Though David Turner left the Government Architect's Office in 1973 he went on to complete the design and documentation for Stage 3 the following year. In the following years, Turner was appointed to work in collaboration with College architect David Lake to work on Stage 4 (1975), the Dining Terraces (1977), Stage 5 (1984), and the child care facilities (1985). Turner was also consulted on internal alterations to the building during these years. Turner's involvement in the college spanned over 25 years.

Also, closely involved in the design of the College was Landscape Architect Bruce Mackenzie. Mackenzie was appointed to design the landscape setting of the college and gardens. Mackenzie brought to the project an understanding of the native bushland setting of the new college, and his previous experience in integrating new buildings into bushland settings while endeavouring to retain as much as possible of the indigenous vegetation and utilising the topography of the site. Mackenzie, endeavoured "to extol the virtues of indigenous planting as a design imperative on this truly impressive site of native flora and grand Hawkesbury Sandstone outcropping". The aim of the landscape scheme was to achieve the appearance that the buildings had been lowered into the landscape, and equally important, minimising the number of new plantings required.[18]

The College was planned to provide an environment where social interaction between students and staff was facilitated. In order to do this successfully the building was designed to allow free flow on all levels with access to central circulation spaces through large folding doors. This allowed the building to be segmented according to the particular teaching requirements of the different disciplines, e.g. music, art or science as well as drawing together all the functions of the college. According to an article that appeared in Architecture Australia, February 1973, this functional form allowed the college to become "the first in Australia to come to grips successfully with the essence of a college as a close collection of teachers and students – a social entity". Moreover, the building design successfully capitalised on its location by providing views, vistas, light shafts and roof decks that take advantage of the landscape design.

An email from David Turner to Jacqueline Urford dated the 14th November, 2003 clearly describes the design philosophy of the College as being influenced by Frank Lloyd Wright and the Griffins, through the deliberate integration of the buildings into the existing environment, thus preserving and enhancing the surrounding environment. This harmonised with Mackenzie's landscape design philosophy.

Despite, the damage caused by the bushfire in the late 1960s which seriously affected the site immediately prior to construction, by completion of Stage 1, the landscape had completely recovered and Mackenzie was able to implement the above steps to achieve the sense of the College having been dropped into the site.

It should be noted that various published and unpublished sources document contradicting stages of development for the College. As a result this report provides a broad overview below of the separate design phases highlighted from the historical information gathered. The 6 stages outlined in the RAIA SHR Nomination Draft stages are as follows:

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[18] Bruce MacKenzie, UTS Kuring-gai Campus – Its Landscape Development and Conservation, dated 11th November, 2003, p. 1.

- **Stage 1**: (1968-1971) – library, lower lecture rooms, art/craft area, TV studio, teaching and science blocks, astronomy tower, greenhouse;
- **Stage 2**: (1972) – sports field, basketball courts, medical teaching block, union and administration area, assembly hall. Additional parking was also provided to the north and east of the main building;
- **Stage 3**: (1974) – gym and sports facilities linked via a walkway from the main complex;
- **Stage 4**: (1977) – lecture rooms, offices and dining terraces;
- **Stage 5**: (1984) – additional lecture rooms and offices; and
- (1985) – child care facilities.

These stages are detailed below.

3.3.1. Stage 1

The early design phase of the College began in 1967 when it was agreed to build the College in a number of stages. The first stage of construction was completed in April 1971 providing for the immediate needs of the college and consisted of a library, lower lecture rooms, art/craft area, TV studio, teaching spaces, science block, astronomy observation tower, internal car parking and temporary accommodation for ancillary uses.

Figure 10 – Undated. Stage 1 Construction Works

Source: DPWS

The main building is described as having “a fortress like appearance” with five main floor levels, additional level for an astronomy observation tower, together with basement and roof plant rooms. The main building also had lower roof levels which were developed as gardens with the aim of giving the students and staff immediate access to exterior and interior areas. Turner used the analogy of an Italian Hill village with a central circulation spine to describe the provision of a large flexible free flowing central circulation area for the Stage 1 building.

Figure 11 – Library prior to alterations, dated 17 September, 1971.

Source: State Library, NSW Government Printing Office, Frame no.2, GPO 2-39179

Figure 12 - The Italian hill village inspired central spine, undated (completed Stage 2). The green carpet was especially chosen to represent grass with the aim of bringing the outdoors indoor as part of the attempts to unify the building to its surroundings.

Source: Max Dupain

Native plant species were added throughout internal courtyards and on top of the roof creating roof gardens. Though approximately 75% of roof gardens were later removed as a result of the failure of the roof membranes and their repairs. In their place the exposed roofing was decorated with scattered stones and pots.[19]

19 Letter from David Turner to RAIA, February 2004.

Figure 13 – Undated. Roof garden.

Source: Bruce Mackenzie

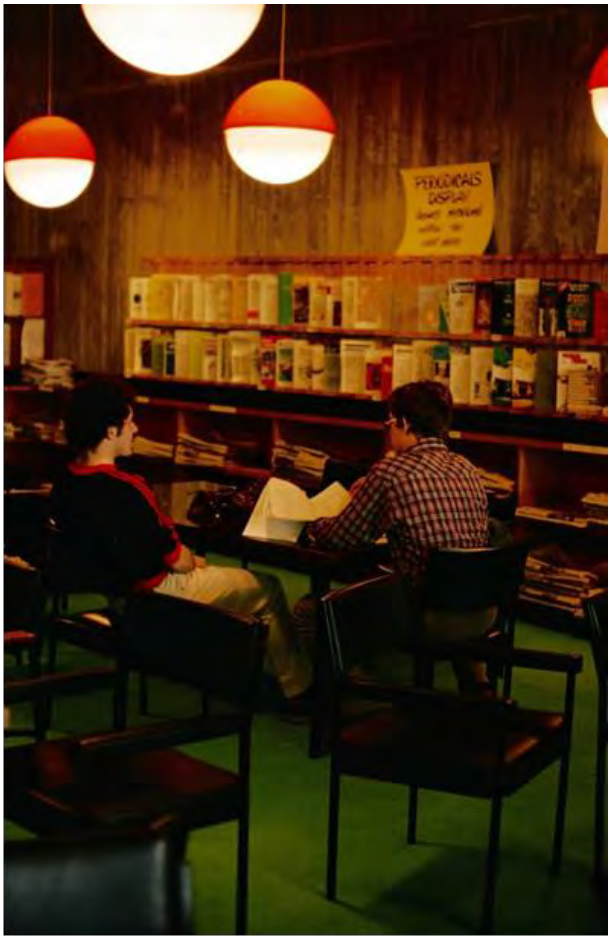
Figure 14 – Undated. Roof garden.

Source: Bruce Mackenzie

Another concern for the designers was the energy efficiency of the building with air-conditioning used sparingly in the library, TV studios, and assembly hall with the remainder of the building cooled by the means of natural ventilation coupled with external sun hoods.[20]

[20] Email from David Turner to Jaqueline Urford, 11th November 2003.

Figure 15 – c1970s. Library.



Source: DWPS

Figure 16 – Interior, Assembly Hall (Completed stage 2).

Source: DWPS

According to NSW Builder dated 1973, the construction works for the College buildings utilised reinforced concrete slabs, columns and walls. Walls were also constructed using infill brickwork. The floor slabs utilised a waffle pan concrete method. Exposed concrete wall surfaces had an off-form Oregon board finish. Sunhoods were precast. Membrane and ceramic or asbestos cement tiles were used for roofing. Windows were of anodised aluminium frames. Flooring was generally carpeted, with vinyl in the science area and ceramic tiles in the art/craft area. Ceilings were painted, timber or plaster together with suspended ceilings in air-conditioned sections.[21]

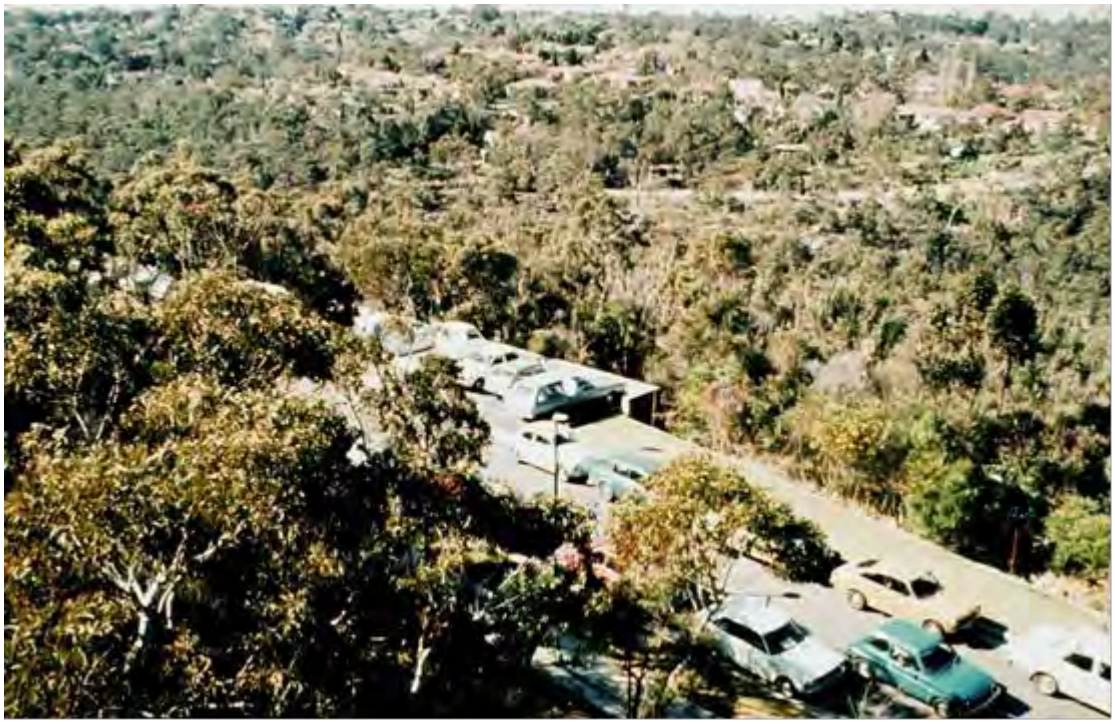
[21] NSW Builder, Official Journal of the Master Builders' Association of NSW, Volume 2, No. 1, February 1973, p.8.

Figure 17 – Interior, William Balmain Teachers College, Lindfield, dated 17/09/1971

Source: State Library NSW, Frame No. GPO 2 - 39179

There were major disruptions to the construction of Stage 1 as a result of Council and local resident concern over the impact on traffic, parking and access to the site, including damage to the entry roads caused by construction vehicle traffic. Relief only came when the government decided to provide funds to Ku-ring-gai Council to assist in repairs and maintenance to Eton Road.[22] The first stage was completed in April 1971, a year later than planned at a cost of $3.4 million.

Figure 18 – Access Road to Ku-Ring-Gai College and parking.



Source: DWPS

[22] Turney, 1996, p.142.

In the following year, the building won a Merit Award for an Outstanding Building from the NSW Chapter of the Royal Institute of Architects.[23]

3.3.2. Stage 2

The second phase of development commenced in April 1971 with a planned completion date of March 1973. According to Stateworks the estimated contract cost for this stage was to be $1.8 million, with combined costs of both stages estimated at $5.2 million.[24]

The works are described as "mainly two storey construction with accommodation on each side of an extension to the concourse in Stage 1 to the main entrance".[25] The building was designed to accommodate an assembly hall, dining hall and kitchen, staff and medical rooms and the students union. It was originally planned to construct the gymnasium and connecting bridge link during this stage.

However, owing to budgetary cut backs by the Whitlam government Stage 2 was scaled back also, resulting in the deletion of the proposed art works, a fountain, the organ for the assembly hall, and the proposed concrete roof for the Stage 3 gymnasium was replaced by a cheaper option.[26] The Annual Report dated 1974 Stages 1 and 2 were mostly completed by January 1974.[27]

3.3.3. Stage 3

When the College became a corporate body in 1974, the formal relationship to the PWD came to an end, and the College was free to choose its own architect. However, David Turner's services were retained, working in association with College architect David Lake. This continued association of the original designer with the university came to an end following the transfer of the college to UTS. David Turner formally resigned in 1993.[28]

In 1974, funding was provided for the third stage of construction by the Australian Commission on Advanced Education. The Planning Committee of the College approved modifications to the original design and called for tenders. It was anticipated that this stage would be complete in 1976.[29] In the same year the College began preparation of the Triennium funding submission for 1976/1978, to gain funding for the building of Stage 4 and other capital works for the College.[30]

From the beginning of 1974, the Commonwealth Government took over the funding of advanced education courses.[31] Funding for previous building works at the College had been provided for under the provisions of the States Grants (Teacher's College) Act 1967, and from 1974 the wider ranging States Grants (Advanced Education) Act. Tenders were called for Stage 3 in November 1974, and preliminary site work began in late December of the same year.

It should be noted that Stages 1 to 3 were integrated, allowing movement under cover in all areas with Stage 3 consisting of the gymnasium, general physical education facilities, rooms for lecturing staff, as well as a dance studio, student work rooms, stores, change/shower rooms, lecture room with audio visual equipment, anatomical aids, special human performance equipment, and lecturer's studies. Many of the building works scheduled for Stage 3 of the College were originally part of Stage 1. But delays due to rising costs meant that some of the works including the gymnasium were postponed.

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[23] Source: UTS Archivist.
[24] Stateworks, September 1971, p.11.
[25] NSW Builder, 1973, p.8.
[26] Turney, 1996, pp. 142-143.
[27] Annual Report 1974, p.26.
[28] Turney, 1996, p.143.
[29] Annual Report 1974, p.13.
[30] Annual Report 1974, p.15.
[31] Annual Report 1974, p.25.

Stage 3 works commenced in 1975 and was completed in time for the College's reopening in Semester 1, of the following year.[32] In 1976, additional landscaping works occurred around the north western car park as well as the newly completed Stage 3 building. The need for the increased accommodation provided during this phase of construction was largely due to the commencement of the nursing program at the College.[33]

3.3.4. Stage 4

By 1975, David Turner was appointed as architect to work alongside David Lake the in-house architect to begin design works on Stage 4. This stage included additional teaching and administrative space, staff offices, a computer centre and audio-visual services. In all, a net built area of 3,000m2 was proposed.[34] Stage 4 of construction works began at the College in 1978 with a planned completion date in 1979. As part of this program of works, a new office accommodation building was constructed, relieving the pressure on lecture space which had been formerly occupied by offices. This stage also included:

- Computer centre in the office building;
- Dining terraces;
- Installation of lights to north west car park;
- Human Performance Laboratories commenced in the gymnasium;
- Additional works to the gymnasium; and
- Extensions to North West and lower car park.

Stage 4 construction works were completed as planned in August 1979.[35]

3.3.5. Stage 5

No sooner had construction works begun on Stage 4, the College began seeking funding for another stage of works to provide for additional teaching and staff office space that would be required to meet the demands of the growing College. In 1977, the College announced a proposal for a new three level academic staff wing to be constructed between 1978 and 1980, subject to the provision of additional access road from Lady Game Drive, additional parking facilities, including a parking station over the lower student's car park, and a proposed building on the west side of the Campus for teaching and staff accommodation.[36] While waiting for the approval for Stage 5 works, the College was awarded the Sulman Medal for Architecture in recognition of its outstanding architecture.

[32] Annual Report 1976, p.28.
[33] Annual Report 1976, p.44.
[34] Annual Report 1974, pp.29-30.
[35] Annual Report 1980, p.5.
[36] Annual Report 1977, p.10.

Figure 19 – Sulman Award for Architectural Merit 1978.

Source: DPWS

By 1984, the need for additional accommodation became crucial with the expansion of the academic curriculum to include nursing studies the following year. In order to achieve approval of the proposed works, the College took the matter to the Land and Environment Court over conditions regarding traffic, in particular a condition for the College to bear the cost of improving traffic flow in the surrounding area.

The College was successful in its appeal to the Court and the plans for expanded facilities, internal alterations and childcare facilities were approved with conditions for an alternative access route along Lady Game Drive, to be subject to an Environmental Impact Statement.[37] Towards the end of 1985, the Stage 5 building works were approved.[38] During Semester 2, 1986, construction works began for Stage 5.[39]

3.3.6. Stage 6

In 1993 UTS submitted a development application to provide child care facilities, to expand the library and access road. Though this DA was accompanied by a more detailed and sympathetic Environmental Impact Statement than that which accompanied a previous DA lodged in 1991 with the Council for 2 new access roads the Council refused permission for the access road and approved the new library works. The extension to the library was completed in 1994.

3.3.7. Additional Works

Following the major construction phases noted above, the expanding needs and general maintenance of the College were facilitated through minor works. Some of these works are briefly described in this section.

In 1982, the College considered upgrading the Greenhalgh Auditorium as well as the relocation of the bank, bookshop, and student publications office.[40] During the same year the College approached the NSW Higher Education Board for a special capital works grant to replace the college roof, which was now in a serious state of disrepair. In this regard, the Public Works Department and the Delhi Road CSIRO Experimental

[37] Annual Report 1986, p.1.
[38] Annual Report 1985, p.4.
[39] Annual Report, 1984, p.2.
[40] Annual Report 1982, p.15.

Building Station were consulted to determine the best means of repairing or replacing the existing roofing system.[41]The approved roof works were conducted in 1983 and included the repairs of roofs over the library and administration blocks. Further works were to be conducted as funds became available.[42] It should be noted that from this time the resurfacing of the College roof continues as an ongoing project. The proposed upgrade of the Auditorium was not conducted.[43]

The takeover of the College by UTS in 1989 spelled the end of Turner's direct involvement. Aside from some initial design and documentation for alterations for the College architect, further consultation was not forthcoming. Turner was not short listed for the expansion and redesign of the library, and despite the offer of his services, the Campus has not sought them in the intervening period.

David Turner in his letter to Jacqueline Urford notes the changes to the main college building as follows: replacement of carpets, exposed conduits and unsympathetic emergency lighting, library alterations, additional floor inserted to dining hall, unsympathetic disabled access arrangements, seating in the dining hall and outside meeting terrace. In addition, David Turner further notes that he was unaware when the alterations had been carried out and he believed that the final design had been altered without consultation with the original architect contrary to legislation.

3.4. TEACHING AND EXPANSION OF THE COLLEGE

The Ku-ring-gai UTS Campus of the University of Technology, Sydney, has its origins in the Balmain Teachers College. The post war bay boom and influx of new immigrants into NSW resulted in a need for more teachers. It was therefore decided by the Department of Education in the 1960s to build three new teacher colleges.

Teaching at the College did not commence until May 1971, with the Balmain Teachers College finally closing its doors in July of the same year. Alton Greenhalgh, assumed the role of the first principal of the College and upon moving to the new building he instructed his ground staff to uproot a tree from the old Balmain site and replant it on the College grounds during a small ceremony. It is reported that the tree died the next day.

On the 1st September 1971, the William Balmain Teachers College was declared a College of Advanced Education. This was the first steps towards achieving autonomy as a corporate College. Two years later, the College became an autonomously governed and multi-purpose College. Over the following years the teacher training courses expanded with the establishment of the School of Teacher Education, the School of Financial and Administrative Studies both in 1974, the School of Library and Information Studies in 1976 and the College of Law in 1977.

The College achieved full corporate status in 1977 and a College Council was constituted. One of the first changes of the new governing body was to change the name of the College to Kuring-gai College of Advanced Education. In the same year the College was affiliated with the St Leonard's College of Law and the Practical Legal Training Department was added to the Colleges teaching areas.[44]

Since the College opened its doors it has strived to maintain a policy of providing community access to its facilities, including the library, theatres, lecture rooms and recreational facilities, for example though the Greenhalgh Auditorium was not at this stage able to be used as a public hall the College undertook to investigate obtaining a licence for its use as a public hall.[45]

The College was originally designed to cater for 900 students. By 1980, the College had more than 3,000 students with a wide variety of courses available ranging from recreation to legal. Further expansion occurred during this decade not only as a result of the growing numbers but also as a direct response to the State Government's initiative to move nursing education out of hospitals and into colleges. As a consequence the School of Nursing and the School of Leisure, Tourism and Community Studies was established in 1986.

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[41] Annual Report 1982, p.29.
[42] Annual Report 1983, p.23.
[43] Annual Report 1983, p.12.
[44] Annual Report, 1977.
[45] Annual Report 1987, p.51.

By the 1990s student numbers within the University began to decline despite projections of future growth. Despite this the number of students with cars continued to rise and UTS submitted another development application to Council in 1994. The new access road was approved in 1995 subject to conditions which also included that UTS sign the Conservation Agreement for bushland management.

The construction of the new road was put on hold by the University as a result of the planned Parramatta Rail Link as it was considered that a station on its campus would provide them with an alternative means of access for students. By 2001, the railway station on the Campus did not eventuate as Government realised that the predicted patronage of the University was overly optimistic.

4. HERITAGE SIGNIFICANCE

4.1. WHAT IS HERITAGE SIGNIFICANCE?

Before making decisions to change a heritage item, an item within a heritage conservation area, or an item located in proximity to a heritage listed item, it is important to understand its values and the values of its context. This leads to decisions that will retain these values in the future. Statements of heritage significance summarise a place's heritage values – why it is important, why a statutory listing was made to protect these values.

4.2. SIGNIFICANCE ASSESSMENT

The Heritage Council of NSW has developed a set of seven criteria for assessing heritage significance, which can be used to make decisions about the heritage value of a place or item. There are two levels of heritage significance used in NSW: state and local.

The following assessment of heritage significance has been sourced directly from the Heritage Assessment prepared by City Plan Heritage in 2004. Urbis has reviewed the assessment and concurs with the conclusions.

Table 1 – Assessment of heritage significance

Criteria	Significance Assessment
A – Historical Significance *An item is important in the course or pattern of the local area's cultural or natural history.*	The UTS Ku-ring-gai Campus at Lindfield was one of three teacher's colleges earmarked for construction in the late 1960s (Lindfield, Newcastle and Goulburn), to meet the growing demand for teacher training in NSW, previously met by the Sydney and Armidale Teachers Colleges, and from the 1940s, the Balmain Teachers College. It was the third purpose built teachers college to be constructed in NSW. The College provides evidence of the investment by State and Federal Government in the late 1960s and 1970s into Higher Education. The scale and architectural quality of the Ku-ring-gai Campus is particularly illustrative of the unprecedented scale of the investment into the new teachers colleges. The location of the College at Lindfield is reflective of the campaigning by residents of the North Shore for the College to be located there, and of the influential role of the then Director General of Education, Dr Harold Wyndham, who favoured the location of the new College on the North Shore. The College was one of the most important products of the NSW Government Architect's office under Government Architect E.H. Farmer, and demonstrates the work of respected architects David Turner and Peter Stronach (Allen, Jack & Cottier), and landscape architects Bruce Mackenzie and Alan

Criteria	Significance Assessment
	Correy. The College is historically important for its role in the development of architecture in Australia in the second half of the 20th Century (see criterion (c) below). In particular, the College provides evidence of the Neo-Brutalist architectural style, which became popular in the 1960s and 1970s, and continued to be practised into the 1980s. The Neo-Brutalist style became especially popular for public buildings, including educational buildings. The College at Ku-ring-gai was important in influencing contemporary and subsequent buildings in the Neo-Brutalist style. The College represents a significant variation to the style, illustrating the simultaneous influence of the Sydney School of Architecture in the softening of the 'Brutalist' aspects of the building. The College is historically important for its contribution to the development of landscape architecture in Australia, and especially the retention and adaptation of natural bushland settings, closely associated with the aims of the Sydney School. Having regard to the Assessing Heritage Significance inclusion guidelines, the College is "associated with a significant activity or historical phase", namely the development of Australian Architecture in the second half of the 20th Century, on account of its architectural style and spatial planning, and the influential way in which College buildings were integrated with the natural bush landscape.
Guidelines for Inclusion ▪ shows evidence of a significant human activity ☐ ▪ is associated with a significant activity or historical phase ☒ ▪ maintains or shows the continuity of a historical process or activity ☐	**Guidelines for Exclusion** ▪ has incidental or unsubstantiated connections with historically important activities or processes ☐ ▪ provides evidence of activities or processes that are of dubious historical importance ☐ has been so altered that it can no longer provide evidence of a particular association ☐
B – Associative Significance *An item has strong or special associations with the life or works of a person, or group of persons, of*	Phases 1 to 3 of the College were designed by the NSW Government Architect's office under E.H. Farmer, with architect David Turner undertaking the role of project architect. Turner was influenced by

Criteria	Significance Assessment
importance in the local area's cultural or natural history.	the work of noted Australian architect John Andrews on Scarborough College, Ontario, Canada. Noted landscape architect Bruce Mackenzie was responsible for the landscape design of the College and the method of integrating the buildings into the natural bushland setting. Input into the landscape design was also provided by Alan Correy of the Government Architect's Office. Peter Stronach of Allen Jack & Cottier was the architect principally responsible for design documentation. The principal architects involved in the design of the College have each played important roles in the development of Australian Architecture in the second half of the twentieth century. In particular, Bruce Mackenzie had an important influence on the development of landscape architecture in Australia, which was still a young and developing branch of design in the 1960s. Mackenzie's techniques and emphasis on working with the natural environment had a definite effect on the developing appreciation for natural bushland settings and native species, which was complimentary to the ethos of the Sydney School of Architecture which was developing at the same time. At this site, Mackenzie helped to pioneer and develop important Australian indigenous landscape design principles, particularly in the careful integration of large buildings into a bushland setting and in measures to protect significant vegetation during the construction phase. David Turner and the NSW Government Architect's Office played an important role in the changing nature of Australian Architecture during the 1960s and 1970s, in particular the role of Neo-Brutalism and its application to public and educational buildings. At the Lindfield College, this was merged with the ethos of the Sydney School and its concerns with the conjunction between the built and natural environment, and the social role of buildings.
Guidelines for Inclusion ▪ shows evidence of a significant human occupation ☒ ▪ is associated with a significant event, person, or group of persons ☐	**Guidelines for Exclusion** ▪ has incidental or unsubstantiated connections with historically important people or events ☐ ▪ provides evidence of people or events that are of dubious historical importance ☐ ▪ has been so altered that it can no longer provide evidence of a particular

Criteria	Significance Assessment
	association ☐
C – Aesthetic Significance *An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in the local area.*	The UTS Ku-ring-gai Campus is recognised as a seminal example of Neo-Brutalist architecture in Australia, combined with the influence of the Sydney School in terms of its consideration of the natural environment and spatial planning to create a socially interactive environment. The Campus is one of the most expressive examples of the 1960-70s Neo-Brutalist buildings, and its "brutalism' is moderated by the way in which the College was designed to respond to the topography and bushland setting of the site. The design of the College also gave close attention to the role of the building as an educational facility, and the manner in which its spatial planning could facilitate interaction between students and teaching staff. The quality of the internal environment for learning and study is reflected in the use of bright colours for carpet and fixtures contrasted with the juxtaposition of textured off-form concrete and the warmth of internal brickwork. The significance of the carefully designed relationship between the College and the natural environment cannot be underestimated. The consideration given to the integration of the buildings into the site with as little impact on the existing topography/landforms, and native vegetation as possible, was the result of a clear and conscious effort to integrate the built and natural environments. The fact that this goal was successfully achieved in the building of the College, and the impact this had on contemporary design and landscape architecture, gives the College a high degree of significance for its ability to successfully demonstrate the attributes of an influential design in the development of Australian Architecture and Landscape Architecture in the second half of the 20th Century. In this respect the UTS Ku-ring-gai Campus was quite different from some other contemporary tertiary educational institutions such as the Mitchell College of Advanced Education at Orange, which was developed on a highly modified former agricultural college site. Bruce MacKenzie's landscape design for the UTS Ku-ring-gai Campus is a fine demonstrator of his philosophy that existing contours, rocks and trees can be the main determinants of composition. His intervention was "just sufficient to make [the landscape] more habitable so that the marks of

Criteria	Significance Assessment
	change are barely discernible'. The often subtle juxtapositions between built elements and soft landscaping and remnant bushland on the site demonstrate the careful attention to detail that went into the landscape design. This is reflected in the great variety of outlooks achieved from internal spaces. The Sulman Award Jury Citation made particular mention of the way in which the building "invites and rewards explorations" with pleasant surprises at almost every turn. The citation goes on to mention that "The building capitalises on its location with views, vistas, light shafts and roof decks; it is here that the detailed consideration of landscape design makes most significant contribution to its success". The internal courtyards, water feature and main roof garden are all fine examples of building and landscape design, providing staff and students with a mix of inspirational and practical environments for contemplation and passive recreation. The entry for the UTS Kuring-gai Campus in Graham Jahn's book Sydney Architecture, states "An institutional college which revels in its plateau bushland setting. This was a very different approach to the college campus after the clearfell site approach of the 1960s……..Concepts were ruggedness, extendibility and a commitment to the native landscape." The College has undergone some refurbishment work and repairs to original fabric, but is still largely intact, in particular the Stage 1 and 2 buildings. The architectural significance of the Campus is recognised through the inclusion of the College in published works on modern Australian Architecture, its listing on the Register of the National Estate, the Royal Australian Institute of Architects 20th Century Heritage Register, and the award of the Sulman Medal in 1978, and a 1972 RAIA Merit Award. The landscape architectural significance of the Campus is recognised through the award of the Royal Australian Horticultural Society Award for Bush Landscape Design.

Criteria	Significance Assessment
Guidelines for Inclusion ▪ shows or is associated with, creative or technical innovation or achievement ☒ ▪ is the inspiration for a creative or technical innovation or achievement ☒ ▪ is aesthetically distinctive ☒ ▪ has landmark qualities ☒ ▪ exemplifies a particular taste, style or technology ☒	**Guidelines for Exclusion** ▪ is not a major work by an important designer or artist ☐ ▪ has lost its design or technical integrity ☐ ▪ its positive visual or sensory appeal or landmark and scenic qualities have been more than temporarily degraded ☐ ▪ has only a loose association with a creative or technical achievement ☐
D – Social Significance *An item has strong or special association with a particular community or cultural group in the local area for social, cultural or spiritual reasons.*	The concern expressed in the local and wider community at the prospect of the UTS Ku-ring-gai Campus becoming subject to residential development appears to indicate that the site is highly regarded by different sectors in the community for different reasons. The entry of the Campus on the Royal Australian Institute of Architects' Register of 20th Century Heritage, and subsequent nomination for State Heritage Register listing, indicates an appreciation for the site in terms of its significance for the development of Australian Architecture and Landscape Architecture in the second half of the 20th Century. The concern expressed by students and staff, including through protest, indicates an attachment to the Campus for the educational services which it provides, in particular within the context of the North Shore. The attachment of staff and in particular students also appears to be strong because it is they who have an appreciation of the experience of working and studying there, and feel that the buildings are well designed for this purpose, resulting in a positive experience. The planning of the College and its relationship to the bushland setting outside is an important factor. Having regard to the Assessing Heritage Significance guidelines, the Campus is considered to be "important to a community's sense of place". The role of the Campus in the community as an educational resource appears to be locally significant, while the recognition of the Campus for its architectural significance is more extensive than the local community and users of the College, and is

Criteria	Significance Assessment
	therefore considered to be significant at State level.
Guidelines for Inclusion ▪ is important for its associations with an identifiable group ☒ ▪ is important to a community's sense of place ☐	**Guidelines for Exclusion** ▪ is only important to the community for amenity reasons ☐ ▪ is retained only in preference to a proposed alternative ☐
E – Research Potential *An item has potential to yield information that will contribute to an understanding of the local area's cultural or natural history.*	This assessment has concentrated upon the College phase of development on the site, and does not address in detail the earlier history of the site as a rifle range, or Aboriginal occupation prior to European settlement. An archaeological assessment would be necessary to determine the potential for pre- and post- contact archaeological remains on the site where unaffected by the construction of the College e.g. in the rock outcrops and shelters in the remnant bushland beyond the buildings. The College is largely intact and has the capacity to illustrate award winning design and construction and landscape techniques associated with the period and architectural styles with which the College is significantly associated. Having regard to the Assessing Heritage Significance guidelines, the College "is an important benchmark or reference site or type". The location of the campus within a natural bushland setting has rendered it particularly effective for the teaching of environmental studies.
Guidelines for Inclusion ▪ has the potential to yield new or further substantial scientific and/or archaeological information ☐ ▪ is an important benchmark or reference site or type ☒ ▪ provides evidence of past human cultures that is unavailable elsewhere ☐	**Guidelines for Exclusion** ▪ the knowledge gained would be irrelevant to research on science, human history or culture ☐ ▪ has little archaeological or research potential ☐ ▪ only contains information that is readily available from other resources or archaeological sites ☐
F – Rarity *An item possesses uncommon, rare or endangered*	The College is rare as an example of a Neo-Brutalist public building which was designed to be closely integrated with the topography and natural bushland

Criteria	Significance Assessment
aspects of the local area's cultural or natural history.	setting of the chosen site. In this manner, the College illustrates a rare combination of the Neo-Brutalist fashion for public buildings merged with the natural landscape ethos closely associated with the contemporary Sydney School of architecture. The Brutalist nature of the building is relieved by the use of masonry walling and the strongly textured pattern given to the off-form concrete work. In its consideration for the impact on the natural environment, the College is a rare example of this style. The UTS Campus site and adjoining bushland provide habitat for a number of protected, rare, vulnerable, not well known or uncommon indigenous plant species. Rare species likely to occur in the area include Boronia serrulata (Brown Boronia, 2RC), Lomandra brevis (Tufted Mat-rush, 2RC), and Pteris vittata (Chinese Brake, R). Vulnerable species include Darwinia biflora (Darwinia, 2VC) and Tetratheca glandulosa (Black-eyed Susan, 2VC). Epacris purpurascens var. purpurascens (Epacris, 2KC) is not well-known. Having regard to the 'Assessing Heritage Significance' guidelines, the College "demonstrates designs or techniques of exceptional interest".
Guidelines for Inclusion ▪ provides evidence of a defunct custom, way of life or process ☐ ▪ demonstrates a process, custom or other human activity that is in danger of being lost ☐ ▪ shows unusually accurate evidence of a significant human activity ☐ ▪ is the only example of its type ☐ ▪ demonstrates designs or techniques of exceptional interest ☒ ▪ shows rare evidence of a significant human activity important to a community ☐	**Guidelines for Exclusion** ▪ is not rare ☐ ▪ is numerous but under threat ☐
G – Representative *An item is important in demonstrating the principal characteristics of a class of NSWs (or the local*	The UTS Ku-ring-gai Campus is an important representative example of the Neo-Brutalist style in Australian architecture of the later 20th Century, and also of landscape design and techniques associated

Criteria	Significance Assessment
area's): • *cultural or natural places; or* • *cultural or natural environments.*	with the Sydney School. The landscape setting of the College and the manner in which the buildings were constructed with minimal impact on the natural environment, is representative of the development of Australian landscape architecture in the 1960s and 1970s, and its concern with retaining and working with bushland sites and native species, commonly associated with the influential and eclectic Sydney School. The College is an important and influential representative example of both the Neo-Brutalist style and the landscape ethos of the Sydney School, and is representative of major educational buildings erected in the late 1960s and the 1970s. The landscape is an important example of the body of work of Bruce Mackenzie, which also includes residential dwellings in the Pettit and Sevitt Homes Village, Richmond Avenue, St Ives; Long Nose Point (Yurilbin Park), Birchgrove; Sir Joseph Banks Park, Botany; and Illoura Reserve, Balmain. Having regard to the Assessing Heritage Significance inclusion guidelines, the College is "a fine example of its type", "has the principal characteristics of an important class of items", "is a significant variation to a class of items", "is outstanding because of its setting, condition or size", "is outstanding because of its integrity or the esteem in which it is held", and "has attributes typical of a particular way of life, philosophy, custom, significant process, design, technique or activity".
Guidelines for Inclusion ▪ is a fine example of its type ☒ ▪ has the principal characteristics of an important class or group of items ☒ ▪ has attributes typical of a particular way of life, philosophy, custom, significant process, design, technique or activity ☒ ▪ is a significant variation to a class of items ☐ ▪ is part of a group which collectively illustrates a representative type ☐ ▪ is outstanding because of its setting, condition or size ☐ ▪ is outstanding because of its integrity or the esteem in which it is held ☒	**Guidelines for Exclusion** ▪ is a poor example of its type ☐ ▪ does not include or has lost the range of characteristics of a type ☐ ▪ does not represent well the characteristics that make up a significant variation of a type ☐

4.3. STATEMENT OF SIGNIFICANCE

The UTS Ku-ring-gai Campus is of historic significance at State level, primarily due to the important role of the College in the development of Australian Architecture in the second half of the 20th Century, and in particular the role of the College in the development of Australian landscape design, and an appreciation for natural bush settings associated with the influential Sydney School. The College also influenced the design of educational buildings, with a particular emphasis on spatial planning to create a social environment. The College is also historically significant for its place in the development of teachers' education in NSW, and in particular is representative of the substantial investment by State and Federal Government into Higher Education in the 1960s and 1970s. The College also has historical significance at a local level, for the role the College has played in education on the North Shore.

The UTS Ku-ring-gai campus has significant associations with important government and private practice architects and landscape architects. The association with Bruce Mackenzie is particularly important, as the College retains the ability to clearly illustrate the landscape design and construction techniques closely associated with the work of this influential landscape designer.

The UTS Ku-ring-gai Campus has a high level of aesthetic significance. Winner of the Sulman Medal in 1978, a 1972 RAIA Merit Award and a Royal Australian Horticultural Society Award for Bush Landscape Design, the College is still largely intact, and is a seminal example of the Neo-Brutalist style in Australia, moderated by the influence of the Sydney School. The manner in which the building was integrated with the natural bushland setting and topography of the site is particularly significant. The building was also influential on the design of educational buildings, with an emphasis on spatial planning to create a social environment for students and staff.

The appreciation expressed for the UTS Ku-ring-gai Campus in the recent past is indicative of the esteem in which the College is held. The College appears to be strongly appreciated by students and staff and people in the local area, and is appreciated at a State level for its aesthetic significance. The concern expressed by past and present students and staff over redevelopment threats to the site is a strong measure of its social value to the contemporary community.

The College is both a representative example of the design influences present in the building and its landscaped setting, and also rare in the combination of Neo-Brutalist and Sydney School influences on such a scale and with such a high degree of success. The presence of protected, rare, vulnerable and uncommon indigenous plant species in the vegetation of the site and its surroundings adds to the rarity value.

5. CONSERVATION STRATEGIES

In 2004 Graham Brookes and Associates prepared a Heritage Report for the place which included an acknowledgement of its ability to accept change and strategies for managing this change. The strategies were developed in conjunction with David Turner and Bruce Mackenzie through a series of workshops.

The conservation strategies which have guided this development have been reproduced below.

Conservation and Development of the Overall Site

4. The existing buildings should be largely retained, with uses that support its on-going conservation and relevance to the wider community. Re-use of the main building complex should respect its architectural character and integrity.

Conservation and Adaptive Re-Use of the Buildings

1. The external architectural integrity, composition and massing of the main building complex, and the existing primary external materials should be retained and conserved as part of an on-going use or future re-use program.

2. The internal architectural integrity, composition and massing of the main public areas within the building complex, and the existing materials, shall be retained and conserved, to the extent that they are compatible with appropriate alternate uses.

3. Alteration or adaption of the spaces that are accessed directly from the main circulation spine, shall utilise the existing patterns of black anodised glazing.

4. Adaption and alteration of the enclosed “working” spaces within the building shall be permissible, including removal of internal dividing walls.

5. Installation of new services and compliance requirements shall continue to be undertaken in a manner that respects the architectural character and integrity of the building complex and its materials.

6. Original light fittings should be retained and upgraded in the public areas, where possible.

7. The original landscape planting to the planter boxes on the roof terraces should be recovered then maintained, where possible.

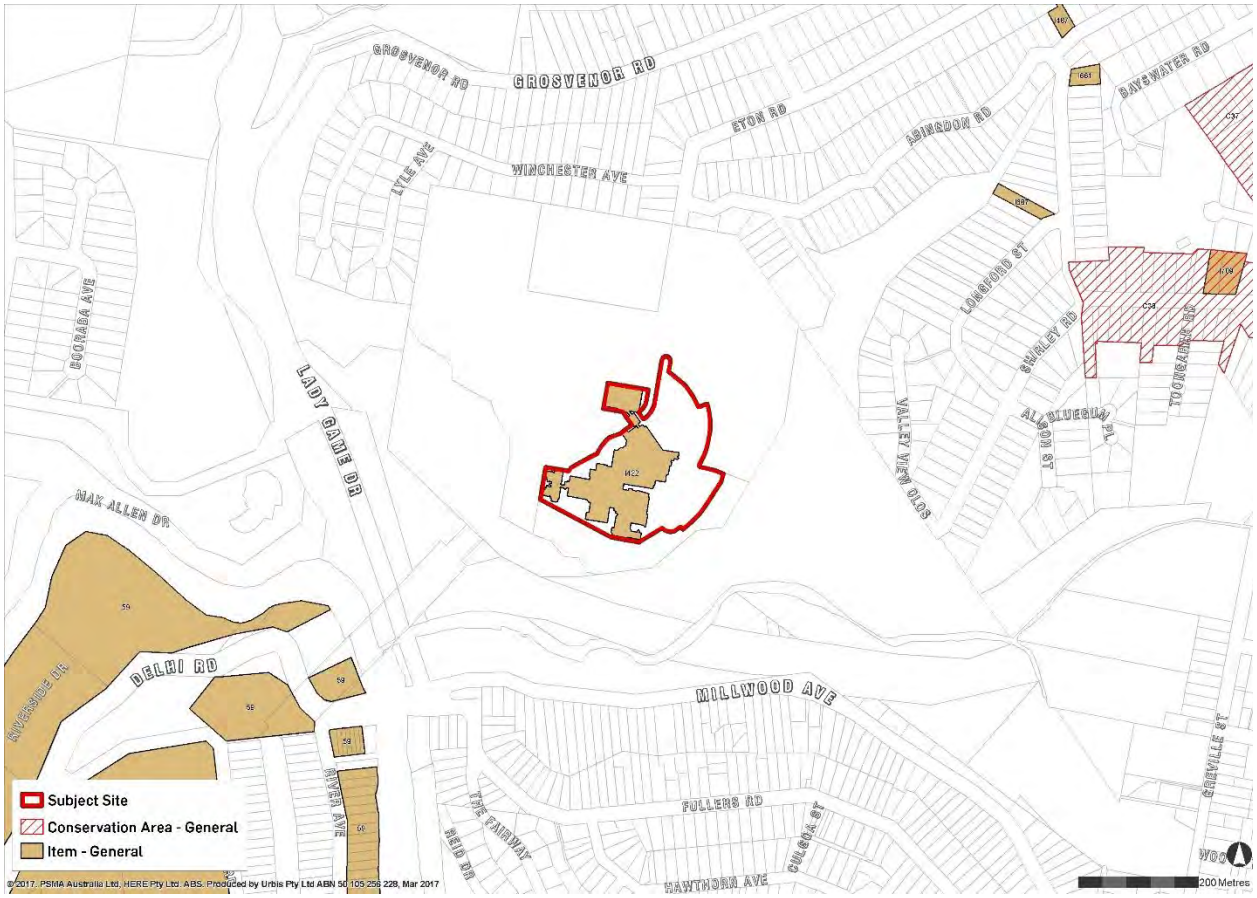
6. IMPACT ASSESSMENT

6.1. HERITAGE LISTING

The subject site is identified as an item of local heritage significance by Ku-ring-gai Council, item: I422 (Ku-ring-gai Local Environmental Plan 2015), subject site outlined in red below.

As such, this Heritage Impact Statement is required to assess the impact of the proposed works on the identified heritage significance of the item as set out in 4.3 above.

Figure 20 – Heritage map indicating the approximate extends of the subject site (blue).



Source – Ku-ring-gai Local Environmental Plan 2015

6.2. STATUTORY CONTROLS

The NSW Department of Planning is the consent authority for the application. The *Ku-ring-gai Local Environmental Plan 2015* (KLEP) is not directly relevant to this application and assessment of the proposal against its provision is not statutorily required. Notwithstanding, the proposal has been assessed against the KLEP in the subsections below as an exercise of best practice as the place is heritage listed under Schedule 5 of the LEP. Overall, the proposal complies with all relevant provisions.

6.2.1. Local Environmental Plan

The proposed works are addressed in the table below in relation to the relevant clauses in the LEP.

Table 2 – Local Environmental Plan

CLAUSE	DISCUSSION
5.10 Heritage conservation Note. Heritage items (if any) are listed and described in Schedule 5. Heritage conservation areas (if any) are shown on the Heritage Map as well as being described in Schedule 5. (1) Objectives The objectives of this clause are as follows: (a) to conserve the environmental heritage of Ku-ring-gai, (b) to conserve the heritage significance of heritage items and heritage conservation areas, including associated fabric, settings and views, (c) to conserve archaeological sites, (d) to conserve Aboriginal objects and Aboriginal places of heritage significance.	It is considered that the proposed works have been designed in accordance with the objectives set out in the KLEP 2015. Refer to the sub section below for a detailed assessment.
(2) Requirement for consent Development consent is required for any of the following: (a) demolishing or moving any of the following or altering the exterior of any of the following (including, in the case of a building, making changes to its detail, fabric, finish or appearance): (i) a heritage item, (ii) an Aboriginal object, (iii) a building, work, relic or tree within a heritage conservation area, (b) altering a heritage item that is a building by making structural changes to its interior or by making changes to anything inside the item that is specified in Schedule 5 in relation to the item, (c) disturbing or excavating an archaeological site while knowing, or having reasonable cause to suspect, that the disturbance or excavation will or is likely to result in a relic being discovered, exposed, moved, damaged or destroyed, (d) disturbing or excavating an Aboriginal place of heritage significance,	The subject site is identified as an item of local heritage significance by Ku-ring-gai Council, item: I422 (Ku-ring-gai Local Environmental Plan 2015), subject site. As such, this Heritage Impact Statement is required to assess the impact of the proposed works on the identified heritage significance of the item which is set out in 4.3 above.

(e) erecting a building on land: (i) on which a heritage item is located or that is within a heritage conservation area, or (ii) on which an Aboriginal object is located or that is within an Aboriginal place of heritage significance, (f) subdividing land: (i) on which a heritage item is located or that is within a heritage conservation area, or (ii) on which an Aboriginal object is located or that is within an Aboriginal place of heritage significance.	
(5) Heritage assessment The consent authority may, before granting consent to any development: (a) on land on which a heritage item is located, or (b) on land that is within a heritage conservation area, or (c) on land that is within the vicinity of land referred to in paragraph (a) or (b), 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 report has been prepared in response to this provision. The individual items of works have each been set out and assessed in detail in the subsections below.

6.2.2. Assessment of Proposed Works – Use

The heritage item was originally constructed as a tertiary education establishment (William Balmain Teachers' College). It is proposed under this application to adaptively reuse the building as a Kindergarten – year 12 school. Adaptive reuse of a Heritage Item is permissible under Clause 5.10.10 of the KLEP where the conservation of the Heritage Item is facilitated.

Considering the identified significance of the place it is fortunate that the Department of Education have a need which allows the meaningful adaptive reuse of the item. The reuse of the place as a primary – secondary school is considered appropriate as it constitutes its continued use as an educational establishment and facilitates the most minimal physical intervention of any other conceivable adaptive reuses. Specifically, the new use allows for the reuse of many of the principal existing elements which can be reused for their original purpose including the auditoriums, the cafeteria and the gymnasium.

The proposed reuse of the place is therefore in line with conservation strategy 5 set out in the Heritage Report 2004 which states that uses should support its ongoing conservation and relevance to the wider community. It is further appreciated that the physical works to the building as set out below are imperative in facilitating this continued use.

6.2.3. Assessment of Proposed Works – External

Overall Form

In accordance with the conservation strategy 1 (GBA 2004 Section 5.3), the proposed works are largely contained within the existing footprint of the building and would have no impact on the presentation of the building. The overall form of the building including its essential composition and massing, would be retained and conserved (in accordance with KDCP Part 19E C4). However, there are four proposed items of work which would have some impact on the overall form of the building including: the construction of new fire stairs; the level 7 pavilion addition; the covered outdoor learning areas; and the homebase 2 entrance.

It is proposed to construct several new sets of fire stairs around the building. These fire stairs would be visible on the south, east and west elevations. It is appreciated that they are necessary to address pertinent fire egress requirements. These fire stairs would not obscure the original form of the building, as they will be distinct as part of a later phase of development (in accordance with KDCP Part 19E C3). Further, cognisant of the existing fenestration pattern and the significant presentation of the primary facades generally, the fire stairs have been sited such that they are located in front of blank walls (in accordance with KDCP Part 19E C7).

The building has a robust character which lends itself well to robust external additions. The geometry of the new stairs is referential to both origami (to contrast the existing prismatic forms) and to the original, robust geometric forms on the site generally. Therefore, their morphology is a contemporary interpretation of the heritage fabric. It is considered that the additional stair wells would not visually dominate the building and would appropriately read as contemporary, yet referential elements.

The fire stairs would be clad in either prefabricated powder coated aluminium, pre-painted fibre cement or steel such that they are distinguishably new. The fire stairs would be painted in various pastel colours. It is appreciated that the coloured stair wells are necessary in terms of way finding for young students as they will represent identifiable landmarks near the home base entrances.

Figure 21 – Perspective view looking north west over the site.

Source: Designinc

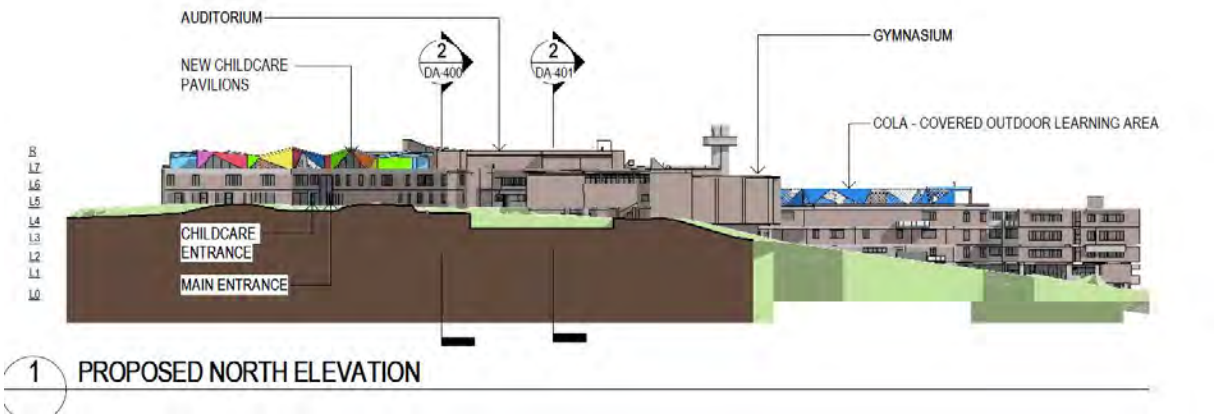
It is proposed to construct a rooftop addition to the eastern side of the building at level 7. It would comprise preschool play rooms, toddler playrooms and ancillary spaces in the form of glass pavilion structures joined by a common roof. This addition would be constructed over the Stage 2 section of the building (northern half constructed 1972) which is identified to be of exceptional heritage significance. It is recognised that Stage 2 of the building is relatively low (2-3 storeys high). The childcare addition would surmount the two-storey section such that the apparent alteration to the height of the building would be minimal (in accordance with KDCP Part 19E C6). There would be no increase to the height of the building (3 storeys) overall and the relationship of the building to the landscape would therefore be retained as shown in Figure 22 below.

The addition would be comparatively small in the context of the item. It would be minimally visible in the presentation of the building to the south and the new structures would be set back from the masonry facades such that there are not unduly dominant in the primary presentation of the building to the east. The vertical

planes which constitute the walls of the addition would be largely glazed such that they sit lightly on the building and don't obscure its form. The addition would have a contemporary character which is largely vested in its solid, multi coloured, overhanging roof which would connect the pavilion elements and which would only extend down to the existing rooftop at certain points. This would ensure that the addition is distinguishable as a new element and visually floats above the existing roof line rather than being extruded vertically from it.

The pavilion rooftop addition constitutes an appropriate overlay of contemporary development in order to increase the amenity of the site.

Figure 22 – Proposed north elevation showing new childcare pavilions.



Source: Designinc

Three covered outdoor learning areas (COLAs) are proposed to the rooftops in order to fulfil the operational requirements of the building. These are discernibly new structures. Similar to the new childcare pavilion, they would have predominantly transparent vertical planes with solid planes having only small contact points with the existing fabric such that the solid roofs 'float' above the building.

While the COLAs constitute robust new structures, they would appropriately respond to the strength in the original form of the heritage item. They would also be set back from the existing building facades. As the building is largely only visible from its immediate curtilage, only sections of the new roofs would be visible behind the roofline of the heritage item (refer image directly below). The roofs would be angled and distinctively modern. The image below demonstrates the success of the COLA in achieving visual submission to the heritage item despite being contemporary and robust.

Figure 23 – Proposed north elevation.

Source: Designinc.

Homebase 2 would be accessed through the southern façade of the building. It would require removal of fabric to that elevation at level 3 to create a pedestrian entry. It is appreciated that the area of fabric to be removed does not comprise any particularly remarkable elements, rather it presents as a blank brick wall to the south. The visible concrete slab between level 3 and 4 would be retained. It is considered appropriate that the new penetration is in this area as opposed to an area which comprises highly characteristic elements.

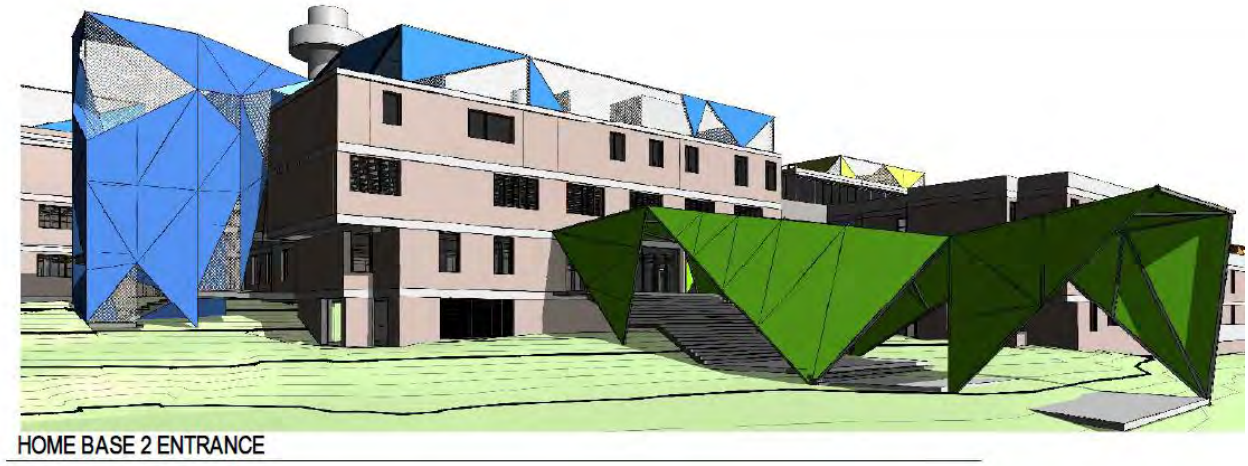
The homebase requires a large COLA immediately to the south. It is appreciated that it is an operational requirement for the building and would facilitate its ongoing use. This COLA would be clearly identifiably as new development while having the same referential strong forms as the structures assessed above. The COLA would touch the building itself lightly and have minimal physical impact on its fabric.

The robust structure would obscure, to some degree, views towards the primary south façade of the Stage 1 section from the west. However, it is considered that the most significant view to the façade is the view from the east which also captures part of the eastern façade. This view would not be obscured. The relatively flat roof of the COLA would ensure that it does not obscure the original window openings or characteristic concrete window awnings on level 4 and 5 of the associated façade.

Figure 24 – Image of part of the southern façade.

Source: Urbis.

Figure 25 – Home base two entrance.



Source: Designinc

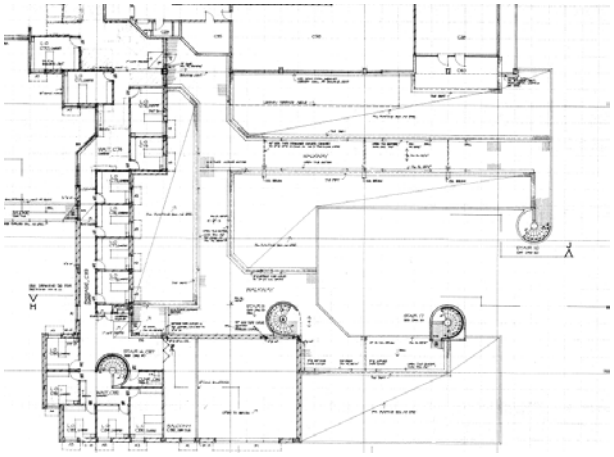
The other proposed minor alterations to the building would minimally alter its original form. At level 3 in the Stage 1 section of the building, the spaces around the existing east facing courtyard would be rationalised to allow for larger internal spaces (refer Figure 26 below). This alteration would require the removal of only three small external walls which project north towards the centre of the building such that they are not visible in true eastern elevation. This area has been previously altered to extend the internal space to the north of the terrace south (see early plan below), which required the removal of the original planter along the northern boundary of the terrace. As such, it is noted that this would not constitute change to intact fabric.

Further, when viewed in the context of the entire item it is not considered that this item of work would have a notable impact on its existing form. The most notable impact to the building as a result of this work would be the partial removal of the two planter boxes to the terrace to allow better access and amenity for children (impact discussed further below under *Roof Outdoor Play*).

It is considered that the proposed external alterations to the building would not notably change its form. The building would still present as a unified series of elements which culminate in a fine representation of the Brutalist style.

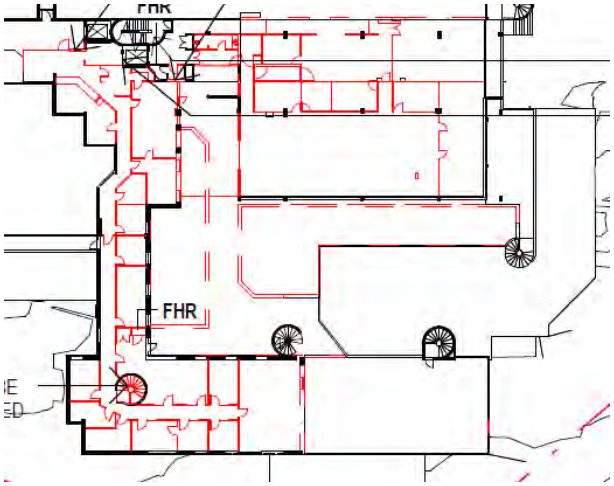
All other proposed external items of work including new openings and fencing etc have been addressed in the respective sections below.

Figure 26 – Comparison between early drawings and proposed demolition plan – level 3 terrace.



Picture 28 – Early plan of the south-western section.

Source: Courtesy of client



Picture 29 – Existing plan/proposed demolition plan.

Source: Designinc

Conservation Works - Concrete

All concrete facades would be cleaned and retained in their current state. This is a positive conservation action. A methodology for the cleaning should be developed in consultation with the heritage consultant.

The non-accessible roofs would be cleaned and repaired with new waterproofing membranes to ensure water ingress is prevented. The membranes would be protected by a layer of pebbles.

Fenestration

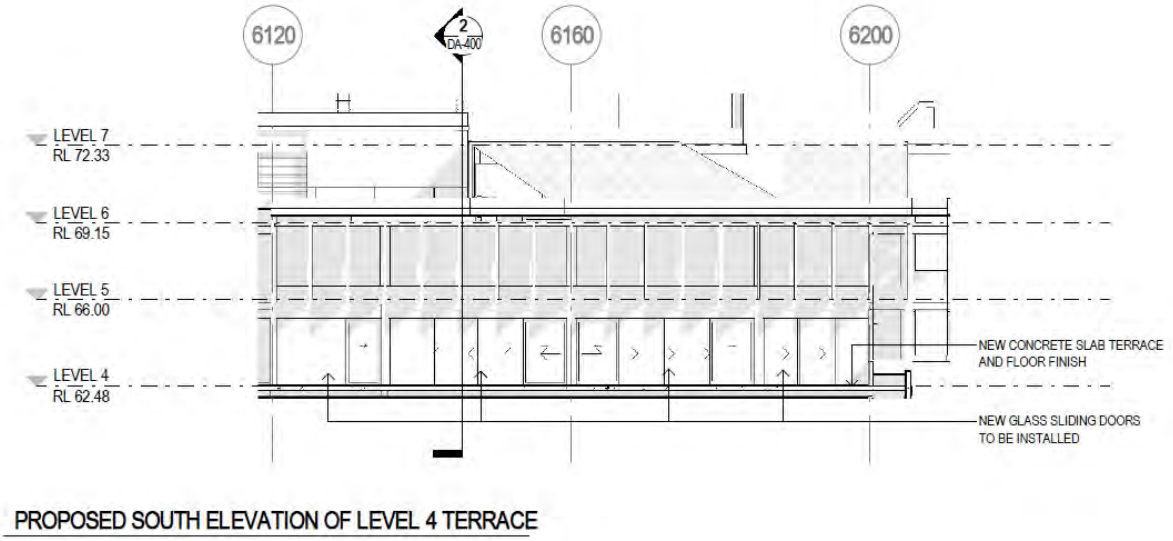
Cognisant of the contribution that the fenestration makes to the character of the building including the complex modulation of each element, changes to existing windows and doors are minimal and confined to those necessary to facilitate the proposed function of the building.

The client is currently replacing all existing windows, due to the presence of asbestos, as part of an early works package. The replacement of the existing windows with windows to match the existing was assessed by Urbis to have a minor impact. It did not include any allowance to change the existing proportions of the windows. Any work to alter the proportions of windows has been assessed under this SSD application.

It is proposed to alter the proportions of the windows to the southern elevation of the existing library at level 4. The windows would be replaced with sliding glass doors. The purpose of this is to allow access directly from the adjacent internal spaces to the proposed new terrace outside (assessed immediately above) and to allow children to visually access to outdoors spaces. It acknowledged that this requires the removal of

original fabric. However, this façade has been previously altered (concrete upstand between level 4 and 5 is non-original. Further, the southern façade of the library is orientated 'inwards' to address a deep courtyard extending from the eastern façade. The alteration would therefore be minimally visible in the context of views towards the entire item from the east and would not impact on the presentation of the building from any other direction. Further, the new sliding doors are proposed to retain the same horizontal proportions as the windows existing and the windows on the level above. As such, the existing rhythm of the fenestration on this façade would be respected when viewed from the associated courtyard.

Figure 27 – Proposed south elevation (to existing library).



Source: Designinc

It is proposed to replace some doors throughout the building with solid swing doors in bright colours. This is in keeping with the overlay of contemporary development generally. It is understood that the design of this element has not been resolved at this stage. Application of contrasting tones to the building should be designed in consultation with the heritage consultant to ensure that it does not obscure the significant character of the building.

Roof Outdoor Play

It is proposed to create various roof outdoor play areas. One of these areas would be located each on level 3, 4 and 6, and two on level 5. It is appreciated that roof outdoor play takes advantage of an opportunity to locate play areas away from the significant bushland surrounding the site and considered that this would have a lessor heritage impact than expanding the hard landscaping around the building to accommodate play areas.

The COLA structures associated with these play areas have been assessed above under *Overall Form*.

It should be considered that some roof areas of the building comprise landscaped areas of significance. Each of the areas proposed as roof outdoor play areas has a different nature and therefore the works will have a different impact on each as outlined below.

There would be two roof play areas on level 5 (refer image below). They would be located on the westernmost section of the Stage 1 building. Arial imagery indicates that these roof spaces do not comprise any plantings. It appears that the roofs comprise only waterproof membranes. It is further noted that the larger space is orientated to the north west and away from the principal presentation of the building, which is to the south and east.

At this stage, it is proposed only to cover the surface in soft play/astro turf and to construct toilets to the western boundary (the COLA and fence is assessed above under *Overall Form*). The replacement of the roof surface would have no impact on the significant massing of the building and would not be visible except

from on that rooftop and within the building. The additional toilet to the western edge of the western play area would constitute a minor addition. It is considered that, subject to sympathetic design development of any additional elements, works on this rooftop would not have an impact on the significance of the building.

Figure 28 – Location of level 5 roof top play areas (red).

Source: nearmaps

It is proposed to retain the existing accessible outdoor area on level 4 to the south-east corner of the building (Stage 1 area). Cognisant of the exceptional heritage significance of the southern presentation of the building it is appropriately proposed to retain this as a non-accessible area such that high fences are not required. This area comprises various planter beds with mature vegetation. The existing planter beds are in generally the same configuration as those in the original plans for the building and it is therefore anticipated that they are original. It is proposed to retain these existing planter beds. Notwithstanding, consultation with the original landscape architect Bruce Mackenzie revealed that the planter beds may have been replanted as a result of drainage issues. As such, the replacement of the existing vegetation in the subject planter bed is acceptable.

To the north of the abovementioned space on level 4 it is proposed to construct an outdoor play space. This play space would be located above the level 3 terrace and would surmount fabric which constitutes a later addition to the building. As such, the physical works involved in constructing the play area including removal of the existing metal roof are acceptable as those which would impact non-original fabric. There would be a new planter box around the boundaries of the play space. The new planter would appropriately have a low native hedge. This play area would not have a detrimental impact on the item.

Figure 29 – View north across level 4 rooftop space (over Stage 1).

Source: Image by Designinc

An outdoor play area is proposed on level 3 to the eastern façade in an area which already constitutes an accessible outdoor area. This area comprises large, original planter beds which are proposed to be significantly cut back to accommodate the reconfiguration of the surrounding internal spaces which will reduce the size of the terrace. The partial removal of these original planter beds will compromise, to some degree, an understanding of the original landscaping associated with the place which has already been compromised by the removal of the planter box removed in the far south east corner (replaced with new roof membrane). However, it is understood that these works are required to facilitate the ongoing use of the surrounding internal spaces which require access to the terrace and acknowledged that an understanding of the original locations of the planter boxes would be retained through their partial retention. Further, as stated above, it is appreciated that the utilisation of existing roof/terrace spaces for play areas reduces the need for intervention into the surrounding intact, significant landscape. The proposed coloured concrete, synthetic turf and rubber softfall to the ground would not be visible from outside the building and therefore would have no impact on its character.

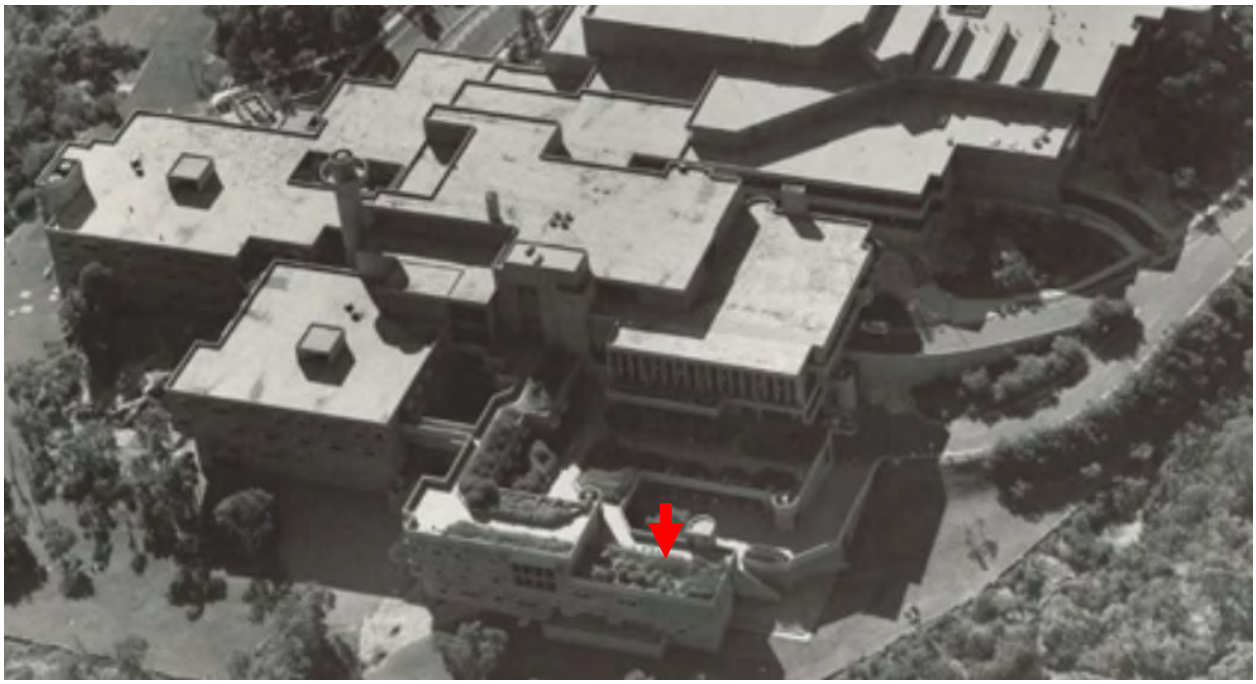
Figure 30 – View north across level 3 rooftop space (over Stage 1).

Source: Image by Designinc

The space to the far south east of level 3 is also proposed to be part of the outdoor play area. In this area, there was originally another planter box which occupied nearly the entire plane. In order to reinstate an understanding of the terrace planter boxes to level 3, the design development of this area includes the reinstatement of a planter box to this area which is visible from the ground plane to the east and south of the building.

The landscape philosophy has been developed in consultation with Bruce Mackenzie so that the building retains the concept of natural landscape surrounding the buildings and on its planted terraces.

Figure 31 – undated. Photo of stage 1 showing planter box previously removed recommended to be interpreted (red arrow).



Source: City Plan Heritage 2004.

An outdoor play area is proposed to level 6 in the Stage 1 section. There is currently no landscaping to this space which requires retention. This area is proposed as soft play. There is no existing significant vegetation in this area which required retention. The proposed coloured concrete, synthetic turf and rubber softfall to the ground would not be visible from outside the building and therefore would have no impact on its character.

Exterior fences to this area is required under pertinent standards and is assessed with the COLA under *Overall Form* above. In summary, the roof would be at the same height as the level 7 roof; as such it would not alter the existing height of the building. It would similarly not obscure the existing building massing and would reduce needs for more covered outdoor learning areas outside the footprint of the building and in areas of significant native vegetation.

Figure 32 – Location of level 6 roof top play area (bounded red).

Source: nearmaps

Fabric Awnings

It is proposed to apply retractable fabric awnings to various areas in the building to provide summer shade. It is appreciated that the awnings would be largely confined to inward facing areas as indicated in the concept design elements catalogue and that they would be reversible. Further, they would ensure that freestanding structure are not necessary throughout the courtyards, which could obscure the form of the latter.

However, given the design of this element has not been resolved yet and that it has potential to impact on the presentation of the building, the design of these elements including their method of installation and their colour should be developed in consultation with the heritage consultant to ensure that they do not detract from the character of the building or generate any irreversible physical impacts.

Landscaping

The landscaping philosophy for the areas surrounding the building is one of minimal intervention. Existing landscaping surrounding the building would be retained and deadwood would be removed. There would be the introduction of some vehicular security gate which is considered minor and necessary.

It should be noted that Bruce Mackenzie emphasised the use of indigenous plant species in the courtyard design. A landscape philosophy has been developed in consultation with Bruce Mackenzie to reflect his original design intent. Landscaping works retain existing indigenous plant species and where new landscaping is proposed, seeks to introduce indigenous species. In accordance with conservation strategy 7 (GBA 2004 Section 5.4), landscape design seeks to retain the fixed furniture and incorporate them into the new design. In particular, the existing seating plinths to the northernmost courtyard at level 4 and the orange furniture to the eastern teachers retreat would be retained and upgraded.

Figure 33 – Views towards furniture to be retained.

Picture 30 – Type picture caption here.

Source: Google Earth

Picture 31 – Type picture caption here.

Source: Google Earth

The concept elements catalogue indicates that the planter boxes would become fruit and vegetable planters. It is noted that some of the existing planter beds are devoid of any plantings however that other planters retain indigenous species. It is acceptable to use some beds as planters for fruits and vegetables as it is understood that the planters may have already been replanted (in some areas it is clear that they have been). There should however remain a predominance of native species.

Exterior Balustrades

Exterior balustrades for outdoor circulation areas are a requirement under the BCA and pertinent Department of Education requirements. Design detail for exterior balustrades has not been resolved at this stage. However, the concept Building Elements Guide indicates that the balustrades would be referential to the handrails internally in terms of design, but with perforated steel mesh which would ensure that the massing of the existing concrete balustrades would not change. The guide also indicates that they would be confined to a concentrated area and would be appropriately angled away from the façades such that visual impact is minimised when the facades are viewed from the ground level. It is appreciated that this element is required to facilitate the ongoing use of the place as an educational facility.

Figure 34 – Proposed style of balustrades to select areas.

Source: Designinc

Site Fencing

The installation of a 2.1-metre-high security fence is proposed around the perimeter of the former campus site. It is understood that this is required under pertinent legislation and is a standard element on all schools which cater for children up to year 12.

The proposed fence does have the ability to compromise, to some degree, an appreciation of the original setting of the building, and the intended seamless relationship between the building and the natural environment. However, it is appreciated that it is required in order to facilitate the ongoing use of the site. Further, the fence would be sited such that it is far enough away from the facades such that it does not detract from the building's character and such that it would have no physical impact on mature indigenous vegetation surrounding the building which is of identified significance.

The fence will not detract from an appreciation of the building from the public domain as, given the proximity of mature indigenous vegetation, the building is currently appreciable only from a small area in its immediate vicinity which essentially constitutes the space inside the proposed boundaries of the fencing.

As such, it is assessed that the fence would not preclude an appreciation of the place and is vital for its sympathetic reuse.

6.2.4. Assessment of Proposed Works – Internal

Internal Reconfiguration of Work Spaces

The internal works have been designed such that the essential character of the building is retained. The most public and characteristic elements would be retained including the frame of exposed off form concrete, the central circulation spine, the atrium and the auditoriums.

However, reconfiguration and replacement of existing partition walls with glazed walls is understood to be necessary in the reuse of the building for two reasons: to achieve the necessary visibility into classrooms from common areas; and to allow the widening of spaces for utilisation by younger people than the building was originally intended for. As noted in the GBA Heritage Report 2004 it is acceptable that the enclosed working spaces are reconfigured to accommodate new uses. Therefore, various internal brick and lightweight partition walls will be demolished and replaced with glazed sliding walls/doors.

Notwithstanding the above, it is appreciated that the building was designed with reference to an Italian Hill Village with a central circulation spine. Therefore, the ability to interpret the original layout and character of the building through the retention of the public spaces should be retained as part of any proposed works. Various brick and glazed walls to the circulation spine are proposed to be removed and replaced with glazed

walls similar to those existing in other areas of the building. It is appreciated that many of these new glazed walls would be introduced along generally the same alignment as the existing brick walls such that the essential layout of the public spaces would be retained (see Figure 35) and that the brick walls to be removed constitute a comparatively small proportion of the brick walls in the circulation spine. Further, the building is largely characterised by its off form concrete planes and columns which would be entirely retained as a framework for the various spaces. It is considered that the character of the spine would remain appreciable at present.

Figure 35 – Treatment of internal walls.

Picture 32 – Existing circulation area.

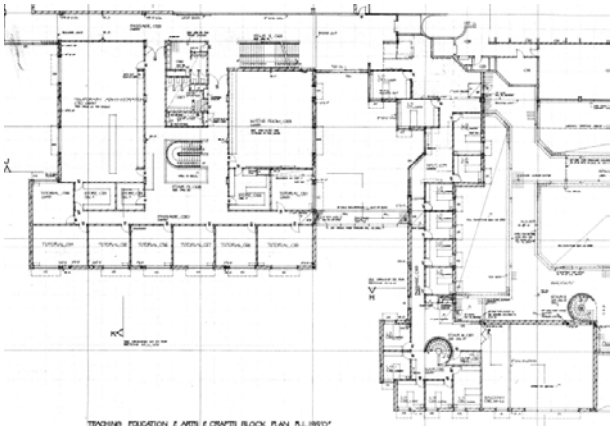
Source: Designinc

Picture 33 – Proposed circulation area.

Source: Designinc

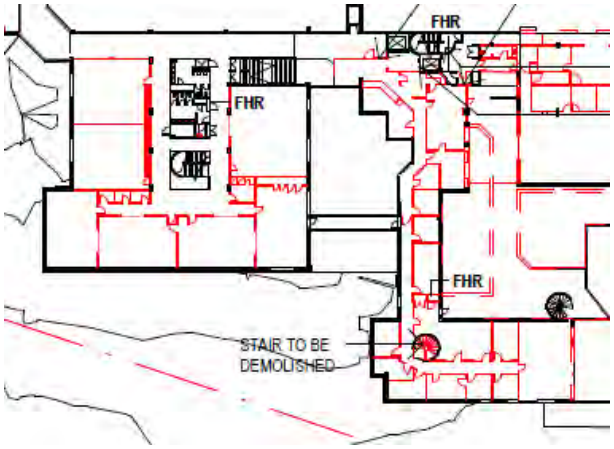
Many of the additional walls to be demolished constitute lightweight partition walls in areas that do not contribute to the main circulation spine and which do not contribute to the overall character of the building. Such walls include those towards the southern boundary of level 3 as shown in the image below.

Figure 36 – Comparison between early drawings and proposed demolition plan – level 3 terrace.



Picture 34 – Early plan.

Source: Courtesy of client.



Picture 35 – Existing/proposed demolition plan.

Source: Designinc

Voids and Ceilings Works

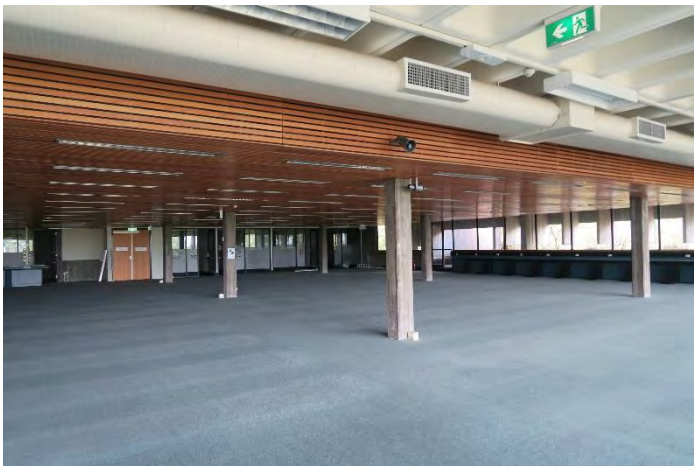
Voids will be created between various floors to provide vertical visual connection between the home bases and to provide natural light from new skylights. Specifically, there is a light void proposed through the ceiling of the library between level 4 and level 7. It is appreciated that at present, this space is deep and unable to be effectively lighted without artificial devices. As such, the void is required to ensure that the amenity of the place is sufficient for its continued use as an education facility. While it is appreciated that the void is proposed through the characteristic timber ceiling of the library which extends across level 4 and level 5, it is

considered that it is a small area in the context of a large expanse of timber ceiling. The character of the space to which the ceiling contributes would remain appreciable.

Ceilings throughout are generally proposed to be retained, including the characteristic waffle slab. The waffle slab would be lit in various places with LED lights. It is appreciated that this will both increase the amenity in the building and will highlight the unique ceiling form. A methodology should be developed in consultation with the heritage consultant to ensure that penetrations are minimal and/or reversible.

It is understood that there is a requirement to remove the timber ceiling in the library to allow for the installation of sprinklers and services. It should be noted that the ceiling is original and contributes to the character of the space. The ceiling must therefore be salvaged and reinstated after the installation of the services above the ceiling. New penetrations for services must be minimal. Consultation should be undertaken with the heritage consultant during the construction phase to ensure the appropriate treatment of the fabric.

Figure 37 – View north across library at level 5.



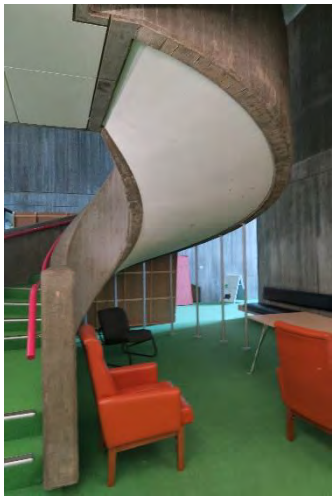
Source: Urbis 2017

Vertical Circulation

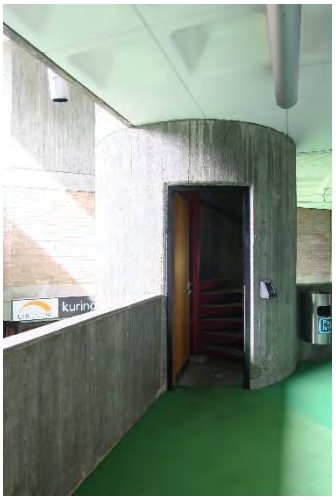
There are a number of original concrete staircases around the building which strongly contribute to its character. Cognisant of the significance of these stairs, they have been thoughtfully incorporated into the design. This includes the extending the existing stairs, where required, to level 6 and 7 rather than replacing the original stairs.

There is one set of spiral stairs towards the southern boundary of the building (Stage 1 area) between level 2 and 3 which requires removal as it does not satisfy BCA standards and is not required to connect the home bases. As this stair constitutes original, characteristic fabric of an individual design it is recommended that it is not removed as proposed, but that it be locked and retained in situ for potential future reuse or used for staff circulation only.

Figure 38 – insert caption here



Picture 36 – Concrete staircase in main circulation space to be retained (level 5).



Picture 37 – Concrete stair from level 6 to be retained.

Between level 2 and level 5 it is proposed to remove a small section of concrete wall on the west side of the southernmost lift shaft on each level. This is required to accommodate a new double sided lift. The proportions of the lift shaft would not be altered. It is considered that this would not have a negative impact on the character of the building.

A new lift is proposed in the gym space. The gym space has a lesser identified level of significance than the earliest forms of the building (albeit still high). It is considered that the proposed list is a small addition in the context of the gym and that it would constitute a relatively minor alteration in the space overall (only a small section of the floor slab would be demolished). As such, the work is considered necessary and appropriate.

Further to the above, it is understood that the lift cars throughout are required to be replaced due to their failure to comply with pertinent BCA requirements. In accordance with conservation strategy 5 (GBA 2004 Section 5.4), the standard non-compliant lift cars would be removed, however the architectural character of the building including its materials would be conserved through the retention of the concrete lift shafts.

Wet Areas

The existing bathrooms throughout would be replaced by new facilities. It is appreciated that this is required in order to achieve compliance with Australian Standards. Further, the bathrooms do not comprise any particularly remarkable fabric in their own right. In accordance with conservation strategy 5 (GBA 2004 Section 5.4) which states that 'installation of new services…shall continue to be undertaken in a manner that respects the architectural character..' the new bathrooms would have a similar colour scheme to those existing i.e. brightly coloured laminex surfaces.

Figure 39 – Image of existing bathroom.

Source: Designinc

BCA Compliance

It is understood that the existing handrails do not meet pertinent BCA and Department of Education requirements. As such, it is proposed to retain the existing handrails and install a secondary new handrail above the existing on all stairwells. The new handrail would have the same profile as the existing and would be painted in a matching pink tone which is consistent with the original character of the building. This is considered to be appropriate and sympathetic.

It is understood that a higher balustrade is required the existing balustrade bounding the main circulation spine at level 6. It is proposed to install a double balustrade painted orange with intermittent coloured panels in various colours. It is assessed that the proposed treatment of this element is referential to the treatment of the original handrails throughout other parts of the building i.e. robust, metal and painted in a colour to contrast the neutral concrete. A methodology for the installation of the handrail should be developed in consultation with the heritage consultant such that no irreversible physical impacts are generated.

Any further works to achieve BCA compliance (yet to be determined) should be designed in consultation with the heritage consultant.

Floor Finishes

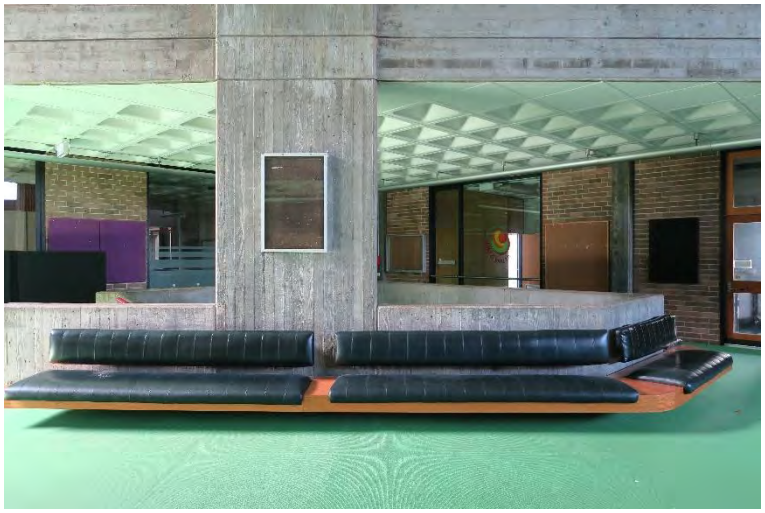
The green carpet throughout much of the building was included in its original design as a design feature which would bring the 'outside in'. Its retention is therefore strongly encouraged. It is understood that there is potential to retain this fabric at least in part however the proposed floor finishes throughout have not been resolved yet. The building elements catalogue indicates that there is potential to retain the green carpet with a setback from the walls which is finished in concrete such that the floors and wall have a seamless finish. It is appreciated that this is a contemporary interpretation of the original design intent.

It is understood that there is also potential for other colours to be introduced to the floor finishes and that epoxy flooring may be considered. Design resolution of floor finishes should be undertaken in consultation with the heritage consultant to ensure the appropriate application of introduced colours and materials to the internal spaces.

Built in Furniture

The existing built in furniture contributes to both the character of the building and its identified significance. Design development should seek to retain all furniture. Where this is not possible an approach should be determined in consultation with the heritage consultant by which relocation of furniture to be removed is investigated.

Figure 40 – Image of built in furniture on level 5.



6.3. HERITAGE OFFICE GUIDELINES

The proposed works are addressed in relation to relevant questions posed in the Heritage Office's 'Statement of Heritage Impact' guidelines

Table 3 – Heritage Office Guidelines

QUESTION	DISCUSSION
The following aspects of the proposal respect or enhance the heritage significance of the item or conservation area for the following reasons:	The reuse of the place as a primary – secondary school is appropriate as it constitutes its continued use as an educational establishment and facilitates the most minimal physical intervention of any other conceivable adaptive reuses. Specifically, the new use allows for the reuse of many of the principal existing elements which can be reused for their original purpose including the auditoriums, the cafeteria and the gymnasium. The overall form and massing of the building is an element of exceptional identified significance. It is considered that the proposed external alterations including the installation of various fire stairs and the child care pavilion to level 7 would not notably change the form of the building. The existing building is of such a robust character that it lends itself well to necessary contemporary additions whilst still presenting as a unified series of modulated elements which culminate in a fine representation of the Brutalist style. All concrete facades would be cleaned and retained in their current state. This is a positive conservation action. A methodology for the

QUESTION	DISCUSSION
	cleaning should be developed in consultation with the heritage consultant. The non-accessible roofs would be cleaned and repaired with new waterproofing membranes to ensure water ingress is prevented. The membranes would be protected by a layer of pebbles.
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:	It is understood that significant internal reconfiguration as proposed is necessary for the heritage item to function. While the proposed use of the building is the most sympathetic of any other conceivable use, the spaces were designed for the education of tertiary level students and the accommodation of a large number of staff in small offices. The proposed reuse of the building for younger students requires larger spaces and greater transparency in fabric. As such it is appreciated that the demolition is necessary to facilitate the desired sympathetic reuse of the place. Notwithstanding it is appreciated that many of the replacement glazed walls would be introduced along generally the same alignment as the existing brick walls such that the essential layout of the public spaces would be retained and referential to an Italian Hill Village as originally intended. The proposed site fence does have the ability to compromise, to some degree, the intended seamless relationship between the building and the natural environment. However, it is appreciated that it is required in order to facilitate the ongoing use of the site. Further, the fence would be sited such that it is far enough away from the facades such that it does not detract from the buildings character.
The following sympathetic solutions have been considered and discounted for the following reasons:	N/A
Major partial demolition Is the demolition essential for the heritage item to function? Are particular features of the item affected by the	It is understood that the demolition as proposed, such as internal non-structural walls, is necessary for the heritage item to function. While the proposed use of the building is the most sympathetic of any other conceivable use, the spaces were designed for the education of tertiary

QUESTION	DISCUSSION
demolition (e.g. fireplaces in buildings)? Is the detailing of the partial demolition sympathetic to the heritage significance of the item (e.g. creating large square openings in internal walls rather than removing the wall altogether)? If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired? How is the impact of the addition on the heritage significance of the item to be minimised? Can the additional area be located within an existing structure? If no, why not? Will the additions visually dominate the heritage item? Is the addition sited on any known or potentially significant archaeological deposits? Is the resolution to partially demolish sympathetic to the heritage significance of the item? If the partial demolition is a result of the condition of the fabric, is it certain that the fabric cannot be repaired?	level students and the accommodation of a large number of staff in small offices. The proposed reuse of the building for younger students requires larger spaces and greater transparency in fabric. As such it is appreciated that the demolition is necessary to facilitate the desired sympathetic reuse of the place. Notwithstanding, it should be considered that the appropriate reuse allows for the continued use of significant elements such as the auditoriums, the cafeteria and the gymnasium for their original use.
Major additions How is the impact of the addition on the heritage significance of the item to be minimised? Can the additional area be located within an existing structure? If not, why not? Will the additions tend to visually dominate the heritage item? Are the additions sited on any known or potentially significant archaeological deposits? If so, have alternative positions for the additions been considered? Are the additions sympathetic to the heritage item? In what way (e.g. form, proportions, design)?	The only major addition to the exterior of the building constitutes the proposed level 7 pavilions which is for a pre-school and the COLAs. The following is summarised from the assessment above in relation to these additions: • It is recognised that Stage 2 of the building over which the pre school would be constructed is relatively low (2-3 storeys high). The childcare addition would surmount the two-storey section such that the apparent alteration to the form of the building would be minimal. There would be no increase to the height of the building (3 storeys) overall and the relationship of the building to the landscape would therefore be retained. • The pavilion type elements of the pre school would perforate the additional form and lessen its dominance over the robust concrete structure below.

QUESTION	DISCUSSION
	• The pre school addition would be comparatively small in the context of the item. It would be minimally visible in the presentation of the building to the south and the new structures would be set back from the masonry facades such that there are not unduly dominant in the primary presentation of the building to the east. • The pre school additions and the COLAs would have a contemporary character which is largely vested in its overhanging roof which would ensure that it is distinguishable as a new element. In summary, the pavilion rooftop addition and the COLAs constitutes a sympathetic overlay of contemporary development in order to increase the amenity of the site.

7. CONCLUSION AND RECOMMENDATIONS

The heritage item is identified as exceptionally significant for its historic, aesthetic, associative values. It was originally constructed as a tertiary education establishment (William Balmain Teachers' College). Considering the identified significance of the place it is fortunate that the Department of Education have a need which allows the meaningful adaptive reuse of the item which in turn facilitates its conservation. The reuse of the place as a primary – secondary school is appropriate as it constitutes its continued use as an educational establishment and facilitates the most minimal physical intervention of any other conceivable adaptive reuses. Specifically, the new use allows for the reuse of many of the principal existing elements which can be reused for their original purpose including the auditoriums, the cafeteria and the gymnasium.

The overall form and massing of the building is an element of exceptional identified significance and the proposed works have been development with cognisance for this significance. It is considered that the proposed external alterations including the installation of various fire stairs and the child care pavilion to level 7 would not notably change the form of the building. Rather the existing building is of such a robust character that it lends itself well to necessary contemporary additions whilst still presenting as a unified series of modulated elements which culminate in a fine representation of the Brutalist style.

This application proposes an overlay of colour through the pre-finished external panels and fire star finishes such that the building is more visually enticing to younger people. While it is appreciated that the existing building has a largely neutral materials palette characterised by unfinished brick, timber and concrete there are existing elements within the building which deviate from the neutral palette with their bright colouring such as the pink balustrades and the orange bathroom finishes. It is considered that the proposed colouring of various elements enhances the application of bright feature colours in various areas whilst serving to highlight contemporary elements and ensure they are readily identifiable as such.

It is understood that significant internal reconfiguration as proposed is necessary for the heritage item to function. While the proposed use of the building is the most sympathetic of any other conceivable use, the spaces were designed for the education of tertiary level students and the accommodation of a large number of staff in small offices. The proposed reuse of the building for younger students requires larger spaces and greater transparency in fabric. As such it is appreciated that the demolition is necessary to facilitate the desired sympathetic reuse of the place. Notwithstanding it is appreciated that many of the replacement glazed walls would be introduced along generally the same alignment as the existing brick walls such that the essential layout of the public spaces would be retained and referential to an Italian Hill Village as originally intended.

The meaningful adaptive reuse of a place is necessary in ensuring its conservation and ongoing maintenance which is of the utmost importance. In summary, it is assessed that the proposed works are necessary in facilitating the future use of the place and that they would not obscure the original, significant character of the building.

Recommendations

- A methodology should be prepared for the cleaning of the concrete in consultation with the heritage consultant.
- A genuine effort must be made to retain the extant timber ceiling of the existing library area. A methodology should be prepared for the removal and salvage of the ceiling and its reinstatement, after the installation of services. A methodology should also be prepared for the installation of services through the ceiling such that removal of fabric is minimised;
- There is one set of spiral stairs towards the southern boundary of the building (Stage 1 area) between level 2 and 3 which is understood to require removal as it does not satisfy BCA standards and is not required to connect the home bases. As this stair constitutes original, characteristic fabric it is recommended that it is not removed as proposed, but that it be locked and retained in situ for potential future reuse.
- Detailed design development should be subject to ongoing and demonstrated heritage consultant input as a condition of consent. Areas for further design development which should be subject to heritage consultant input include but are not limited to the following:
    - Application of any coloured panels to the facades;
    - Landscaping including play equipment in courtyards and application of shade structure;
    - Opportunities for retention of built in furniture;
    - Areas for application of new floor finishes (epoxy, bright coloured carpet).

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[Note: Some government departments have changed their names over time and the above publications state the name at the time of publication.]

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