

# HERITAGE MANAGEMENT PLAN

**Alexandria Park Community School**

**7 Park Road,**

**ALEXANDRIA**



Job No. 8423

April 2019

**Heritage21**  
CULTURAL BUILT HERITAGE IN THE 21ST CENTURY

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## Acknowledgement of Country

*Heritage 21 wishes to acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and community. We pay our respects to them and their cultures; and to elders both past and present.*

**Cover page:** View to Block C from the interior of the subject site of Alexandria Park Community School.  
(Source: Heritage 21, 27 March 2019)

The following Table forms part of the quality management control undertaken by Heritage 21 regarding the monitoring of its intellectual property as issued.

Issue	Description	Date	Written by	Reviewed by	Issued by
1	Draft report (D1) issued for comment.	29.03.19	LS	PR	LS
2	Report issued (R1).	02.04.19	LS	PR	LS
3	Report issued (R12).	02.04.19	LS	-	LS

## 1.0 INTRODUCTION

### 1.1 Background

This Heritage Management Plan ('report') has been prepared for Alexandria Park Community School, on behalf of Richard Crookes Constructions. The proposed works includes the demolition of the existing buildings located in the southern section of the subject site and the construction of a new permanent school on the Park Road campus.

### 1.2 Site Identification

The subject site is located at 7-11 Park Road, Alexandria, and comprises Lot 1/DP 74696, Lot 11/DP 615964, Lots 2&3/DP 69494, Lots A&B/DP 109038. The site is situated on the western side of Park Road, as depicted in Figure 1 below, and falls within the boundaries of the Sydney City Council local government area ('LGA').

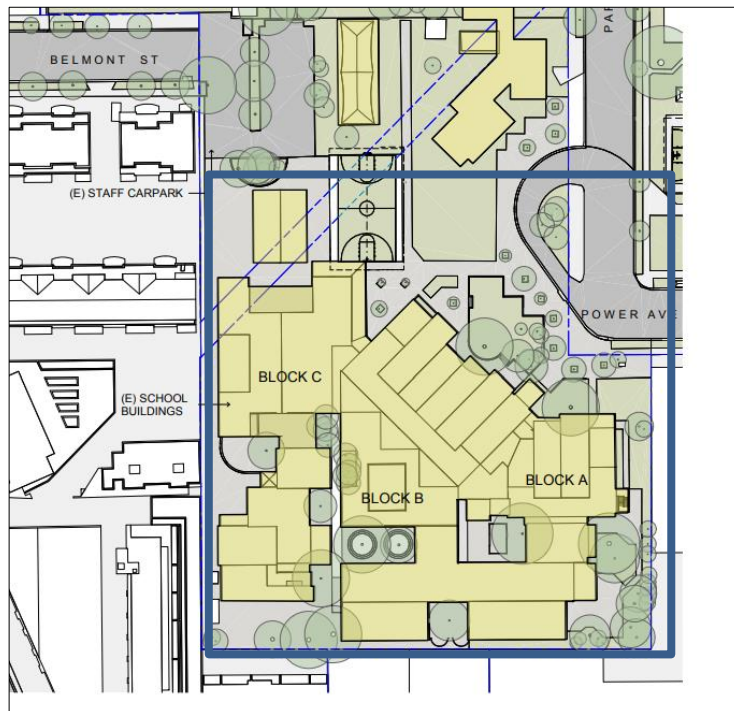


**Figure 1.** Aerial view of locality with approximate boundaries of the subject site outlined in red. (Source: NSW Land and Property Information, 'SIX Maps', n.d., <http://maps.six.nsw.gov.au/>.)





**Figure 2.** Aerial view of locality with approximate boundaries of the subject site outlined in red. The section of the site associated with Phase 1 of development is outlined in blue. (Source: NSW Land and Property Information, 'SIX Maps', n.d., <http://maps.six.nsw.gov.au/>.)



**Figure 3.** The buildings outlined in blue are the buildings associated with Phase 1 of development. (Source: TKD Architects)

### 1.3 Heritage Context

#### 1.3.1 Heritage Status

The site is **not** listed as an item of environmental heritage in Schedule 5 of the Sydney Local Environmental Plan 2012 ('SLEP').

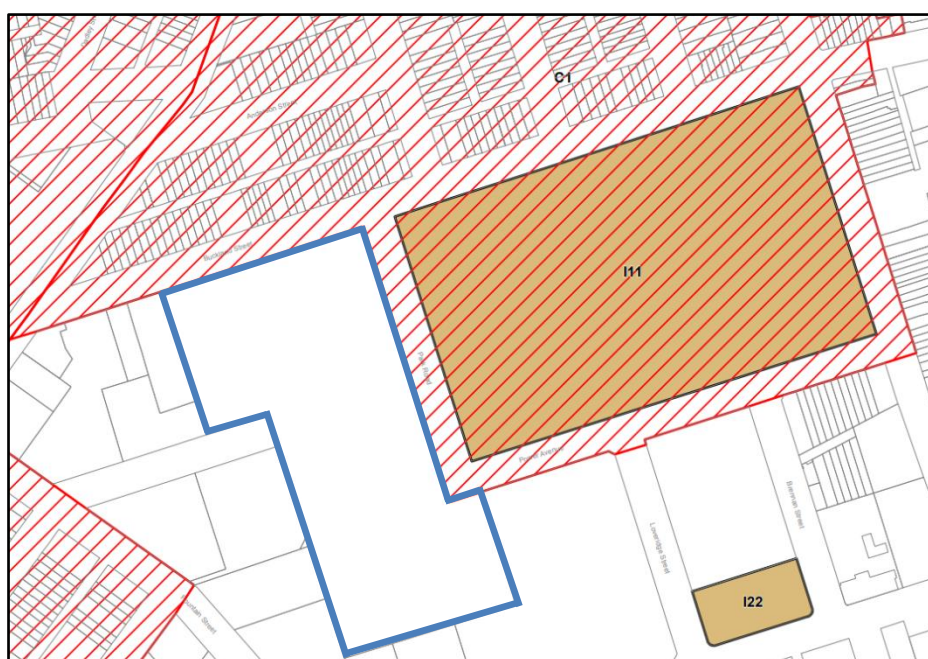
#### 1.3.2 Heritage Conservation Areas

The site is **not** located within the boundaries of any Heritage Conservation Areas ('HCA') listed in the SLEP 2012.

#### 1.3.3 Heritage Items in the Vicinity

The site **is** situated within the general vicinity of other items of environmental heritage identified in the SLEP 2012.

Item name	Address	Significance	Item no
Alexandria Park including entrance gates, landscaping and grounds	Buckland Street	Local	I11
Former industrial building including interior	111-117 McEvoy Street	Local	I22
Alexandria Park HCA	-	Local	C1



**Figure 4.** Heritage map HER\_016 showing the location of subject site outlined in blue. Heritage items in the vicinity are shaded brown and the adjacent HCA is crosshatched red. (Source: SLEP 2012)

## 1.4 Purpose

This report describes the physical fabric of the site and is intended as a guide for the essential conservation of the place. The purpose of this document is not to extinguish the patina or marks of age, nor to attain perfection of detail and finish. It should inform the nature, approach and extent of work required to avoid the loss of existing significant fabric at the site as well as to retain its established cultural heritage significance. The following recommendations may be implemented independently of, or in conjunction with, works required to adapt the subject building to any future development.

## 1.5 Methodology

This report recommends that the following general 'Conservation Philosophy' guide all decisions impacting heritage fabric at the place, be it permanent or temporary work:

- All work should be undertaken in accordance with the principles of Australia ICOMOS, *The Burra Charter*, 2013.
- All work to the place should be informed by a respect for existing historical and/or significant fabric.
- Traditional techniques and materials are preferred for the conservation of historic and/or significant fabric. In some circumstances, modern techniques, detailing or materials which offer substantial conservation benefits may be appropriate.
- The use of modern materials and techniques is supported for temporary protection works.
- Specialists carrying out investigative works should have proven experience assessing similar projects.
- All work should be carried out by professionals and/or contracts with appropriate levels of experience and knowledge of traditional construction skills and materials applicable to the place.
- If in doubt, seek expert advice.

**Note** – Care should be taken where work is being undertaken to or in the vicinity of heritage fabric and a keen eye should be kept out for revealed original fabric and/or detailing. Should concealed fabric be uncovered a Heritage Consultant should be notified immediately to advise further action.



## 1.6 Definitions

The following definitions, which derive from the *Burra Charter 2013* and used throughout this report, are provided:

<b>Place</b>	... a geographically defined area. It may include elements, objects, spaces and views. Place may have tangible and intangible dimensions.
<b>Cultural Significance</b>	... aesthetic, historic, scientific, social or spiritual value for past, present or future generations.  Cultural significance is embodied in the <i>place</i> itself, its <i>fabric</i> , <i>setting</i> , <i>use</i> , <i>association</i> , <i>meanings</i> , records, <i>related places</i> and <i>related objects</i> .  Places may have a range of values for different individuals or groups.
<b>Fabric</b>	...all the physical material of the <i>place</i> including elements, fixtures, contents and objects.
<b>Conservation</b>	...all the processes of looking after a <i>place</i> so as to retain its <i>cultural significance</i> .
<b>Maintenance</b>	... the continuous protective care of a <i>place</i> , and its <i>setting</i> .  Maintenance is to be distinguished from repair which involves <i>restoration</i> or <i>reconstruction</i> .
<b>Preservation</b>	... maintaining a <i>place</i> in its existing state and retarding deterioration.
<b>Restoration</b>	... returning a <i>place</i> to a known earlier state by removing accretions or by reassembling existing elements without the introduction of new materials.
<b>Reconstruction</b>	... returning a <i>place</i> to a known earlier state and is distinguished from <i>restoration</i> by the introduction of new material.

## 1.7 Authors

This Heritage Management Plan was prepared by Lauren Schutz, Heritage Consultant of Heritage 21, and overseen by Paul Rappoport, Director of Heritage 21.

## 1.8 Limitations

Site inspections were carried out on 27 March 2019 and 04 April 2019 by the authors of this report, in which full access was provided to the subject site, informs this report. The limitations of this report are as follows:

- This HMP addresses the non-indigenous historical development and cultural significance of the subject property and does not assess Indigenous associations with the place, which is deemed to be beyond the scope of this document.
- This HMP is based on the physical evidence found on site. Aspects of the subject site that were not visually apparent, blocked, inaccessible, barred, obstructed or unsafe on the day of the arranged inspection (basement, ceilings spaces, service and roof) are excluded from this report and may be the subject of general recommendations for further inspection.
- All care has been given to provide an accurate assessment of the extant materials and conditions of the site in its current presentation; however, should there be any discrepancies



between this report and the qualified trade experts' findings, the heritage architect should be consulted before any modifications are made to the specifications prescribed in this report.

It is beyond the scope of this report to address Indigenous associations with the subject site.

## 1.9 Copyright

Heritage 21 holds copyright for this report. Any reference to or copying of the report or information contained in it must be referenced and acknowledged, stating the full name and date of the report as well as Heritage 21's authorship.

## 2.0 HISTORICAL DEVELOPMENT

### 2.1 Local History

Following European arrival, the land in which the existing Alexandria Park Community School is located was subdivided and in 1823 a fourteen-thousand-acre grant was issued to former convict William Hutchinson. He sold the land to Daniel Cooper and Solomon Levey in 1825 and the land continued to be used for agriculture and for the construction of residential dwellings. During the 1860s industrial development ceased in the city of Sydney and largely relocated to the Alexandria, Waterloo and Botany areas.

In 1853 Daniel Cooper died and his estate was passed onto his nephew by the same name, during the early 20<sup>th</sup> Century the land began to be subdivided.

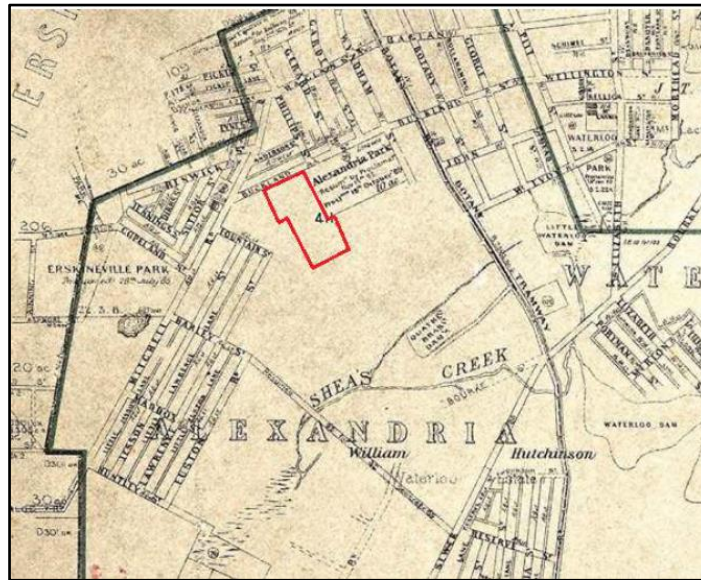


Figure 5. 1854 Woolcott and Clark Map showing the Waterloo Estate and the swampland around Shea's Creek.

### 2.2 Subject Site

The subject site was split into two areas during the subdivision of the early 20<sup>th</sup> Century.

#### Northern Portion

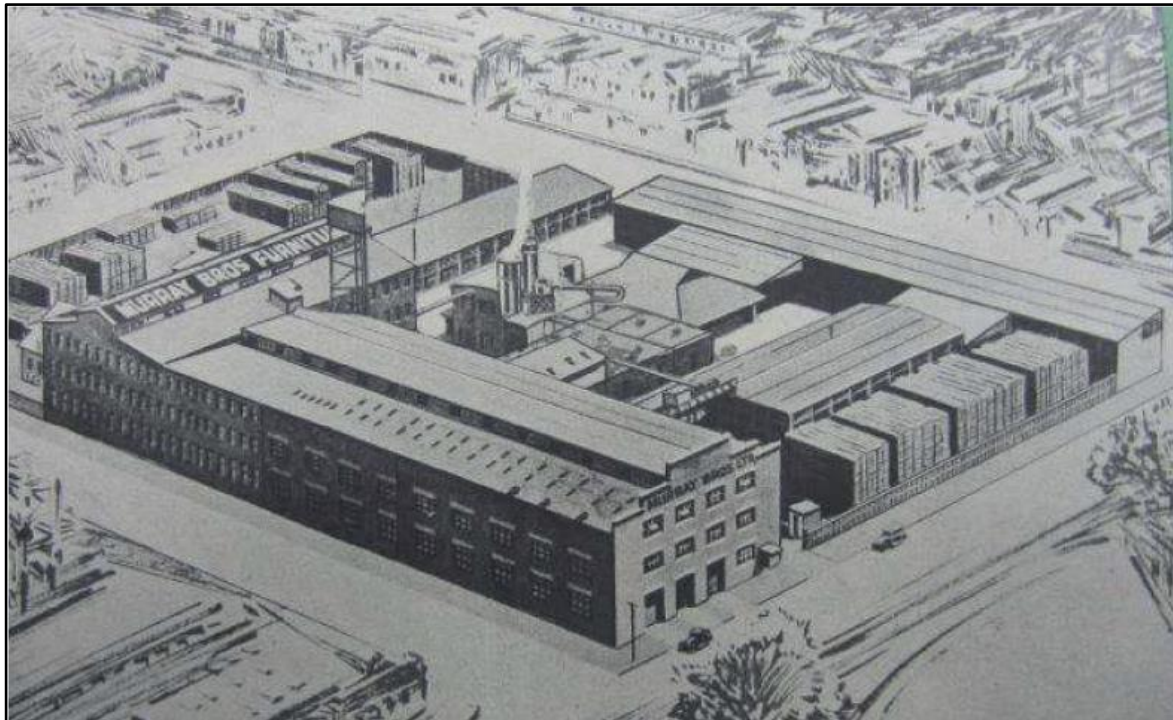
The northern section of the subject site was conveyed to Charles Hillman, a milk contractor, for £1494 in 1910. However, due to financial difficulty it was sold in 1913 for £3400 to Elizabeth Murray. At that time, it was reported that the land contained a partially completed stone factory and stable.

The Murray family established a furniture factory on the site and by 1921 the northern section of the subject site contained a three-storey brick, stone and iron building, timber rack, open saw, planning mill, destructor and garage.

By May 1930 the Murray Brothers sought to expand their factory and acquired land that was owned by Glendon Court Pty Ltd and Mr Meader who had purchased the allotments from John O’Riordan. The consolidated allotment is the allotment which now belongs to the Alexandria Park Community School.

With approximately 400 employees prior to World War II, the Murray Bros manufactured furniture, doors, window frames and sashes. During WWII the factory produced items for the Allied war effort.

By the 1960s the Murray Brothers had moved operations to Villawood and the Alexandria site was leased to a number of tenants. The Minister for Education resumed the site during the 1970s, the official notification occurring on 1 November 1978.



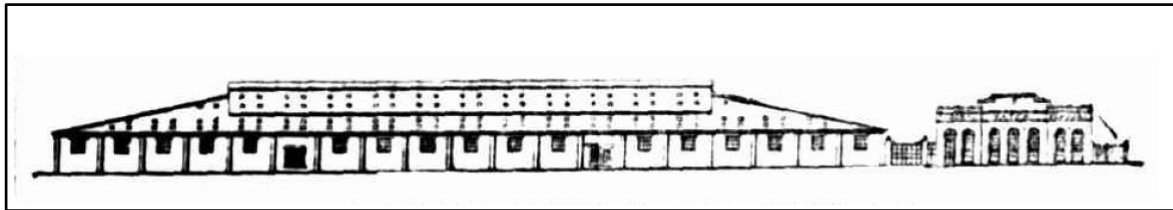
**Figure 6.** Depiction of Murray Brothers furniture works, 1943. (Source: Alexandria: *"The Birmingham of Australia"* 1868-1943 – 75 Years of Progress, Sydney. 1943, reproduced in Kass 2016).

### Southern Portion

The southern section of the subject allotment was sold by the Cooper Estate to Mack Ltd in 1914, two weeks later it was sold to Quirk’s Lighting and Engineering Co Ltd. In 1914 an eastern portion of the land was sold to Carl Gustave Sundstrom who submitted a real property application for the establishment of two separate companies in that section of the site. The smaller portion of

Sundstrom's parcel was transferred to the Continental Paper Bag Company of Australasia Pty Ltd and the larger to the Federal Match Company.

In 1920 the timber and brick single storey factory building of the Continental Paper Bag Company was destroyed by fire and the allotment was transferred to the Federal Match Company. By 1921 the Federal Match Company had acquired the land and eventually the Company also acquired the land owned by Quirk's Lighting and Engineering Co Ltd and two allotments to the south. With the acquired land the Federal Match Company undertook extensive additions to the factory building. Following the completion of the extensions, it was estimated that the factory covered 70, 000 square feet. The upgrades also included the construction of tennis courts, a bowling green, and other sports areas within the grounds.



**Figure 7.** Elevation of the “extensive additions,” 1931. (Source: Sydney Morning Herald, 10 February 1931)



**Figure 8.** The tennis courts at the Federal Match Company, c.1940. (Source: State Library of Victoria, H2012.195/9 – Hall Photographs)

The Federal Match Company ceased operations on the site in 1975 and was resumed by the Minister for Education, the resumption was notified on 5 October 1977.



### 2.3 Alexandria Park Community School

The site of the two former factories was redeveloped by the Department of Education as the site of the new Waterloo High School. Designed by the Department of Public Works Government Architect's Branch as one of three new high schools in the inner metropolitan Sydney area, the architect was John Rabong and documentation was prepared by the architectural firm Brown Brewer and Gregory. Constructed by Jennings Industries, the school merged with Cleveland Boys' High School in January 1982.

Despite initial plans to adaptively reuse the former factory buildings, it was eventually decided to demolish the buildings and for the construction of a new school. The school was one of two that was nominated by the Government architect's Branch for a Royal Institute of Architects (NSW Chapter) Merit Award.



**Figure 9.** Photographs of the Cleveland Street High School, shortly after completion. (Source: "Cleveland Street High School," undated and unattributed brochure, c.1983)

Initially operating as a high school, in 2002 it became a community school, offering classes for students from Kindergarten through to Year 12. In January 2003, Alexandria Public School, Redfern Public School and Waterloo Public School merged with Cleveland Street into Alexandria Park Community School.

### 2.4 Timeline of the subject site

1823	14,000-acre grant made by Governor Brisbane to William Hutchinson
1825	Undeveloped land sold to Cooper and Levey
Until 1882	Land used for agriculture and market gardening
1910-1914	Sale of the study area, as part of the subdivision of the Cooper Estate
1913	Murray purchases the northern portion of the subject site
1914	Mack and Quirks Lighting & Engineering acquire the site and begin redevelopment of the land
	Carl Gustave Sundstrom acquires the southern portion of the study area and sets up Federal Match Co. and Continental Paper Bag Co.

1920	The factory of the Continental Paper Bag Co. is destroyed by fire and the land is acquired by Federal Match Co.
1931	Federal Match Co redevelops the land, including the construction of tennis courts and a bowling green
1960s	The primary operations of the Murray Bros move to Villawood
1978	The subject site is resumed by the Minister for Education
C1980	The study area is redeveloped for use as a school
2002	The school began offering classes from kindergarten until year 12
2003	Alexandria Public School, Redfern Public School and Waterloo Public School merged with Cleveland Street into Alexandria Park Community School

## 3.0 PHYSICAL EVIDENCE

### 3.1 General Description

#### 3.1.1 Site Location

Situated within the inner-city suburb of Alexandria, which is located approximately 4 kilometres south of the Sydney CBD, Alexandria has undergone significant redevelopment. Initially established with residential housing, the terraces were eventually cleared for industrial use. To this day the suburb is a mixture of industrial buildings with medium to high residential dwellings.

#### 3.1.2 Setting

Located within a previously industry dominated precinct of Alexandria, the school is adjacent to the Alexandria Public Park and is surrounded by light industrial buildings, residential dwellings and former industrial buildings that have been adaptively re-used.

The southern section of the subject site has ceased operations as an active school site, the school is operating within temporary classrooms in the northern section of the site.

#### 3.1.3 Exterior

Blocks A, B and C comprise the three primary buildings associated with phase 1 of the development. Located within the southern section of the subject site, the buildings were constructed between 1979-1982 and comprise of brick and concrete facades.

#### 3.1.4 Interior

The massing of the three primary buildings is interspersed with courtyards and soft landscaping. The design of the buildings was heavily influenced by the Sydney School, as shown by the extensive use of exposed timber, concrete and landscaping.

#### 3.1.5 Additional Structures

In addition to the school buildings, the section of the subject site under redevelopment includes basketball courts and soft landscaping.

### 3.1.6 Reference Floor Plan

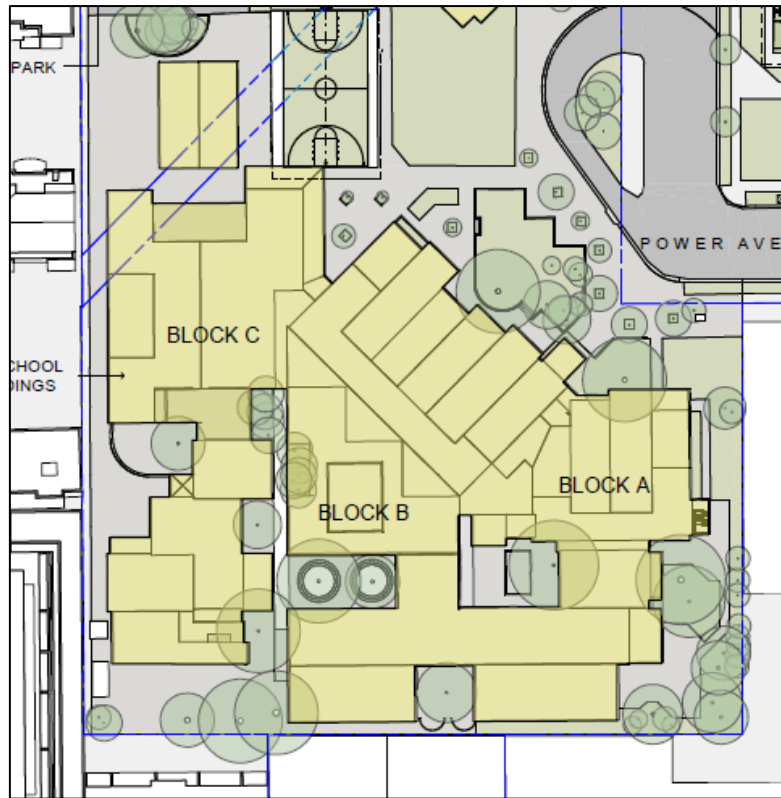


Figure 10. The existing buildings located in the southern section of the subject site. (Source: TKD Architects).

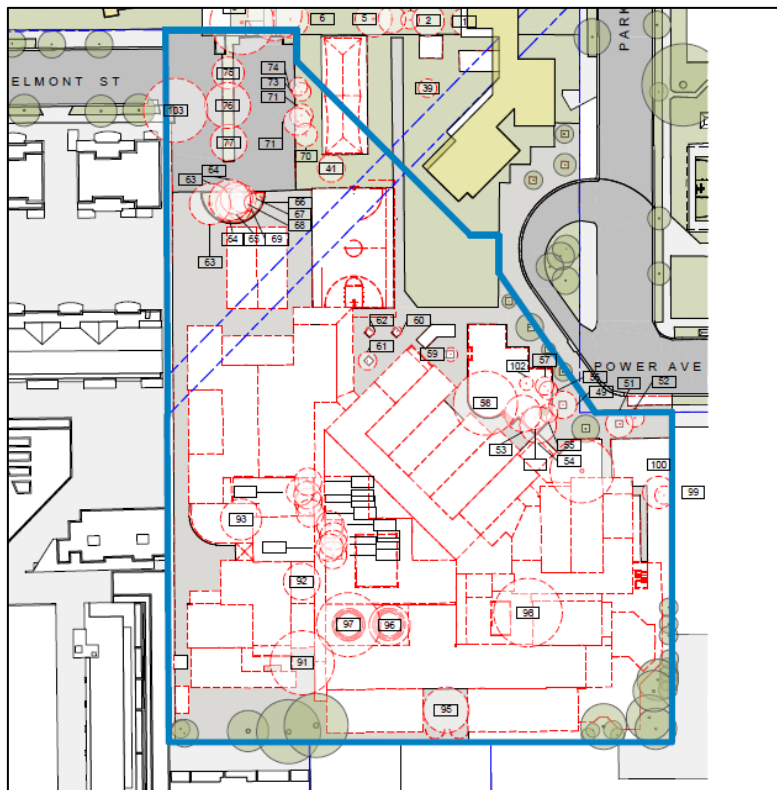


Figure 11. Proposed demolition plan for Phase 1 of development. (Source: TKD Architects).



## 4.0 ASSESSMENT OF SIGNIFICANCE

### 4.1 Significance Assessment Guiding Principles

The following discussion and Assessment of Significance of the subject site, Alexandria Park Community School, is drawn in part from the guidelines set out in the *NSW Heritage Manual* (prepared by the Heritage Division, NSW Office of Environment and Heritage) which identifies the criteria below for assessing heritage significance. These guidelines incorporate the cultural heritage values identified in *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance 2013*. *The Burra Charter* defines cultural significance as: "...aesthetic, historic, scientific, social or spiritual value for past, present and future generations." Under the NSW Heritage Manual guidelines, an item is assessed in accordance with the following specific criteria:

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

Items assessed as being of State significance may be considered for inclusion on the State Heritage Register (SHR) by the Heritage Council of NSW.

The Statement of Cultural Significance at Section 4.9 comprises a general statement of cultural significance for the place as a whole, based on the research conducted on the subject site.

#### 4.1.1 State Historical Themes

Historical themes relevant to NSW are set out by the Australian Heritage Commission and the Heritage Division, NSW Office of Environment and Heritage in the *NSW Heritage Manual* can provide a context within which the cultural significance of an item can be understood, assessed and compared. This approach provides a useful framework within which cultural significance can be assessed by emphasising the underlying historical influences which have shaped the subject site. These historical themes are general, so that usually a heritage item will relate to more than theme. Historical themes relevant to the subject site are set out below.

Australian Theme	NSW Theme	Notes	Relationship to Alexandria Park Public School
3. Developing local, regional and national economies	Industry	Activities associated with the manufacture, production and distribution of goods	The land on which the School now stands contained both the factories of the Murray Bros. Ltd and the Federal Match Company, in addition to numerous other tenants that had acquired land within the subject site since the initial subdivision in 1823. The Murray Bros. Ltd produced furniture and joinery and also assisted with the Allied war effort during World War II.
5. Working	Labour	Activities associated with work practises and organised and unorganised labour	The subject site was associated with extensive employment, particularly for the Murray Bros. Ltd with reportedly 400 employees prior to World War II.
6. Educating	Education	Activities associated with teaching and learning by children and adults, formally and informally	In 1977 the Department of Education resumed the entire allotment, after all factory activities had ceased on the site. In 1982 the Cleveland Street Boys' High School and Waterloo High School merged. From 2001 the school became a community school, offering classes from Kindergarten to Year 12. The school merged with Alexandria Public School, Redfern Public School and Waterloo Public School in 2003.
8. Developing Australia's cultural life	Sport	Activities associated with organised recreational and health promotional activities	The Federal Match Company established the initial sports activities on the subject site, with the construction of tennis courts and a bowling green to assist with the health and wellbeing of employees. When the site was established as a school a number of outdoor

			spaces were retained including an oval, playgrounds and basketball courts.
9. Marking the phases of life	Birth and Death	Activities associated with the initial stages of human life and the bearing of children, and with the final stages of human life and disposal of the dead.	In addition to the educational facility constructed in 1982, the subject site also offered a baby health clinic which provided services to members of the local community.

## 4.2 Assessment of Significance

Heritage 21 have assessed the significance of the subject site based upon criteria specified by NSW OEH.

Criterion	Assessment
<b>A. Historical Significance</b> An item is important in the course, or pattern, of NSW's or the local area's cultural or natural history (state/local significance).	<p>Associated with the subdivision of Alexandria, the land on which the school is situated was first associated with Michael Hutchinson, in addition to Daniel Cooper, his nephew of the same name, and Solomon Levey.</p> <p>The site was then associated with the industrial development of Alexandria, which occurred following the removal of industry from the city of Sydney. Notably, the establishment of the factories of the Murray Bros Ltd., Federal Match Company, Quirk's Lighting &amp; Engineering Co Ltd., the Continental Paper Bag Company of Australasia and Mack Ltd.</p> <p>The conversion of the subject site into an educational facility in 1982 reflected the changing needs of the surrounding area, including urban consolidation and population shifts.</p> <p>Therefore, the subject site does attain the requisite standard of historical significance at a local level.</p>
<b>B. Associative Significance</b> An item has strong or special association with the life or works of a person, or group of persons, of importance in NSW's or the local area's cultural or natural history (state/local significance).	<p>The historical subdivision of the subject site is associated with Michael Hutchinson, Daniel Cooper, his nephew of the same name, and Solomon Levey.</p> <p>In addition, the existing school buildings are associated with John Rabong, the project architect from the Department of Public Works Government Architect's Branch.</p> <p>Therefore, the subject site attains the requisite standards of historical significance at a local level.</p>
<b>C. Aesthetic Significance</b> An item is important in demonstrating aesthetic characteristics and/or high degree of creative or technical achievement in NSW or the local area (state/local significance).	<p>Constructed in 1982, the school buildings were designed by John Rabong, in conjunction with Brown, Brewer and Gregory and were constructed by Jennings Industries. Nominated by the Government Architect's branch for a Royal Australian Institute of Architects (NSW) Merit Award, the principle of the design was to integrate outdoor spaces throughout the buildings, incorporating soft landscaping and courtyards.</p> <p>The Sydney School architectural style is reflected in the design, notably combining the use of concrete, exposed timber and the use of landscaping throughout.</p> <p>Therefore, the subject site attains the requisite standard of aesthetic significance at a local level.</p>



Criterion	Assessment
<b>D. Social Significance</b> An item has a strong or special association with a particular community or cultural group in NSW or the local area for social, cultural or spiritual reasons (state/local significance).	<p>As an educational facility, the subject site has a close association with past and present students, teachers, parents and members of the local community.</p> <p>Therefore, the subject site does attain the requisite standard of significance at a local or state level.</p>
<b>E. Technical/Research Significance</b> An item has potential to yield information that will contribute to an understanding of NSW's or the local area's cultural or natural history (state/local significance).	<p>Constructed in 1982, the subject site does not demonstrate techniques or the use of materials other than those still used today. As such, it does not offer the potential to further our understanding of techniques or materials not used or understood today.</p> <p>As such, the subject site does not attain the requisite standard of significance at a local or state level.</p>
<b>F. Rarity</b> An item possesses uncommon, rare or endangered aspects of NSW's or the local area's cultural or natural history (state/local significance).	<p>Alexandria Park Community School does not attain the requisite standard of rarity, as there are other schools located throughout NSW that were constructed during a similar period and in a similar architectural style that are more intact than the existing buildings.</p> <p>Therefore, the subject site does not demonstrate the requisite standard of rarity at a local or state level.</p>
<b>G. Representativeness</b> An item is important in demonstrating the principal characteristics of a class of NSW's or the local area's cultural or natural places or cultural or natural environments (state/local significance).	<p>Established during the 1980s, the school buildings are representative of the Sydney School style of architecture, the changing needs of the surrounding area and the modifications reflect the changing needs of the students and teachers.</p> <p>Therefore, the subject site does demonstrate the requisite standard of representative qualities at a local or state level.</p>

### 4.3 Comparative Analysis

This portion of the HMP seeks to contextualise Alexandria Park Community School in an effort to highlight the rarity and/or representativeness of school institutions in New South Wales constructed in a similar period.

The following buildings have been chosen with information sourced from the NSW Office of Environment and Heritage and additional information supplied by Heritage 21.

#### 4.3.1 Sydney Secondary College Blackwattle Bay Campus

Established in 1979 as Glebe High School, the classrooms were initially located in temporary demountable classrooms, but the buildings were eventually constructed in the early 1980s. Established in response to the changing needs of the inner-city, the increase in local residential development had resulted in the need for a high school. Initially established for only year 7s, in 2002 it became part of Sydney Secondary College and in 2005 it officially became the senior campus.



**Figure 12.** View to Sydney Secondary College, Blackwattle Bay Campus, view from Taylor Street, Glebe. (Source: Wikipedia, [https://en.wikipedia.org/wiki/Sydney\\_Secondary\\_College\\_Blackwattle\\_Bay\\_Campus#/media/File:Sydney\\_Secondary\\_College.JPG](https://en.wikipedia.org/wiki/Sydney_Secondary_College_Blackwattle_Bay_Campus#/media/File:Sydney_Secondary_College.JPG))

#### 4.3.2 Concord High School

Previously used as the site of a tannery firm, Farleigh Nettheim & Co., in 1970 the site was acquired by the NSW Department of Education and in 1974 it was announced that there would be a school located on the subject site. By 1976 the site had been cleared of all factory buildings and the school commenced operations by 1980 with an official opening held by Sir James Rowland, the governor of New South Wales on 6 May 1981.



**Figure 13.** View to Concord High School, image taken shortly after the opening of the school. (Source: Concord High)

#### **4.3.3 Conclusion**

The following conclusions can be drawn from the comparison of the subject site with the two additional schools listed above:

- The schools were all established in response to the changing needs of the local areas and the increase in residential development in the immediate area;
- Concord High School was also constructed on a site previously used for industrial purposes. Similar to Alexandria Park Community School, the factory buildings were demolished rather than adaptively reused;
- The Blackwattle Campus buildings were also constructed in the Sydney School architectural style, reflective of the existing buildings at Alexandria Park Community School.

## 4.4 Significance Assessment

### 4.4.1 Significance of Components

The methodology used to assess the heritage significance of elements is based on NSW Office of Heritage directive, the *NSW Heritage Manual: Assessing Heritage Significance* (2001), which determines five grades of significance (see Table 2). This system can be used as a planning tool as the various grades of significance generate different requirements for retention and conservation of individual spaces. Based on the same guidelines, the fabric is also graded in terms of condition, of which there are also five grades (see Table 1).

Fabric Significance	Explanation of fabric significance grading
Exceptional	Rare or outstanding element directly contributing to an item's local and State significance.
High	High degree of original fabric. Demonstrates a key element of the item's significance. Alterations do not detract from significance.
Moderate	Altered or modified elements. Elements with little heritage value, but which contribute to the overall significance of the item.
Little	Alterations detract from the significance. Difficult to interpret.
Intrusive	Damaging to the item's heritage significance.

### 4.4.2 Condition Assessment

Condition Grading	Explanation of Fabric Element Condition Grading
Very Good	Little or no deterioration.
Good	Stable fabric unlikely to require much attention in the next 5 years other than regular inspections and maintenance as required.
Fair	Fabric of less stable integrity requiring monitoring in the next 5 years. Likely to require sundry repairs/conservation.
Poor	Fabric identified as having lost its essential structural integrity on the basis of observed deterioration. Likely to require essential maintenance and repair in the immediate to medium term.
Very Poor	Fabric requiring immediate attention due to its observed dilapidation.

Please note that all photographs were taken by Heritage 21 on 28 March 2019 unless otherwise stated.



## 4.5 Block A

### 4.5.1 External Façade


DESCRIPTION	Two-storey brick structure.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Fair, usual signs of wear and tear.				
CONDITION SURVEY					
					

Figure 14. View to the façade of Block A (Source: Google Maps).

### 4.5.2 Roof





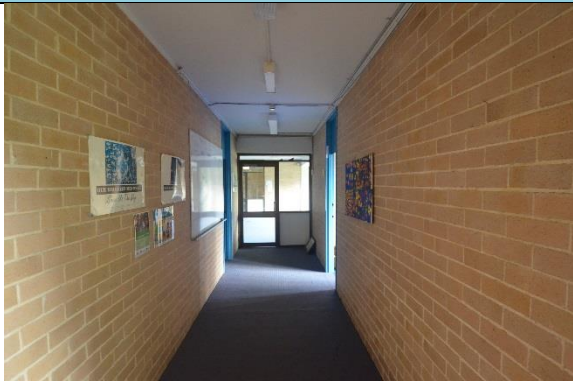
DESCRIPTION	Metal sheeting.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Not able to undertake a close inspection of the roofing material. However, evidence of water leaks within the building indicates corrosion and/or dislodgement.				
CONDITION SURVEY					
					

Figure 15. View to the roof form from the interior of Building A first floor.

## 4.5.3 Ceilings

DESCRIPTION	Suspended ceilings, timber and plasterboard.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Little signs of damage.				
CONDITION SURVEY					
					
Figure 16. View to plasterboard ceiling of first floor classroom.			Figure 17. View to timber and plasterboard ceiling.		

## 4.5.4 Walls

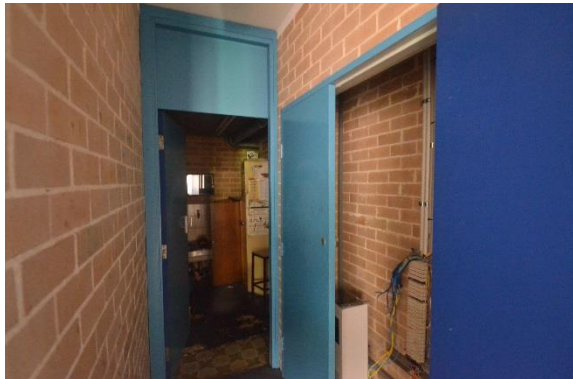


DESCRIPTION	Brick and plasterboard walls.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	General signs of wear and tear, in addition to holes from services that have been removed and evidence of peeling paint. Brick walls show little signs of deterioration.				
CONDITION SURVEY					
					
Figure 18. View to plasterboard walls.			Figure 19. View to brick walls.		

## 4.5.5 Floor



DESCRIPTION	Combination of carpet and vinyl.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Vinyl – general signs of wear and tear. Carpet – due to water damage, sections of the carpet are presenting signs of mould in addition to the general signs of wear and tear.				
CONDITION SURVEY					
					
Figure 20. Interior of reception.			Figure 21. Interior of reception, note the mould and water damage.		
					
Figure 22. View to interior of former science rooms, vinyl flooring.			Figure 23. Carpet and vinyl flooring within single classroom space.		
					
Figure 24. View to interior of first floor classroom, carpet in generally good condition.			Figure 25. View to interior of first floor classroom, carpet in generally good condition.		



## 4.5.6 Joinery and Fixtures

DESCRIPTION	Timber trusses and door frames.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Doorways have been subjected to significant movement, shown with scuff marks and the loss of paint in sections.				
	Timber trusses are in good condition and show little signs of damage.				
CONDITION SURVEY					
					
Figure 26. Internal doorway and services cupboard.			Figure 27. Internal doorway, typical detailing.		
					
Figure 28. View to exposed timber trusses.					

#### 4.5.7 Fenestrations

DESCRIPTION	Timber doors, including timber doors with glass panels and aluminium window frames.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Timber doors show signs of general wear and tear, notably with sections removed in paint. No signs of damage to existing aluminium window frames.				
CONDITION SURVEY					
					
Figure 29. View to interior of classroom, note aluminium window frames and glass doors.			Figure 30. Timber doors located on the first floor.		

#### 4.5.8 Stair


DESCRIPTION	Internal concrete stair connecting the ground floor to the first floor. Vinyl flooring and compliant handrail.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	General wear and tear, extensive use by students is particularly noticeable on the stair treads.				
CONDITION SURVEY					
					



Figure 31. View to internal concrete stair and balustrade with vinyl covering.



## 4.5.9 Services


DESCRIPTION	Services include the air conditioning units and heaters.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Services have been installed with little consideration to the visual impact upon the building. However, the services appear to be in working order.				
CONDITION SURVEY					
					
Figure 32. View to ducts within first floor classroom.			Figure 33. Heating unit in addition to ceiling fans.		
					
Figure 34. View to kitchen services and air-conditioning vent.			Figure 35. View to internal lift.		

## 4.5.10 Concrete Balustrade and Columns


DESCRIPTION	Concrete balustrades and columns, a significant feature within the Sydney School architectural style.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	No clear signs of damage other than general wear and tear.				
CONDITION SURVEY					
					
Figure 36. View to the internal stair, note the concrete in which the metal balustrade is fixed.			Figure 37. View to the internal concrete columns and balustrade.		

## 4.6 Block B


### 4.6.1 External Façade

<b>DESCRIPTION</b>	Brick and off form concrete façade.				
<b>SIGNIFICANCE</b>	EXCEPTIONAL	HIGH	MODERATE	<b>LOW</b>	INTRUSIVE
<b>CONDITION</b>	VERY GOOD	GOOD	<b>FAIR</b>	POOR	VERY POOR
Fair, usual signs of wear and tear.					
<b>CONDITION SURVEY</b>					
					
<b>Figure 38.</b> View to façade of Block B from internal courtyard.					

### 4.6.2 Roof



<b>DESCRIPTION</b>	Metal sheeting.				
<b>SIGNIFICANCE</b>	EXCEPTIONAL	HIGH	MODERATE	<b>LOW</b>	INTRUSIVE
<b>CONDITION</b>	VERY GOOD	GOOD	FAIR	<b>POOR</b>	<b>VERY POOR</b>
Not able to undertake a close inspection of the roofing material. However, evidence of water leaks from the interior indicates corrosion and dislodgement.					
<b>CONDITION SURVEY</b>					
					
<b>Figure 39.</b> View to the roof of Block B.					

## 4.6.3 Ceilings

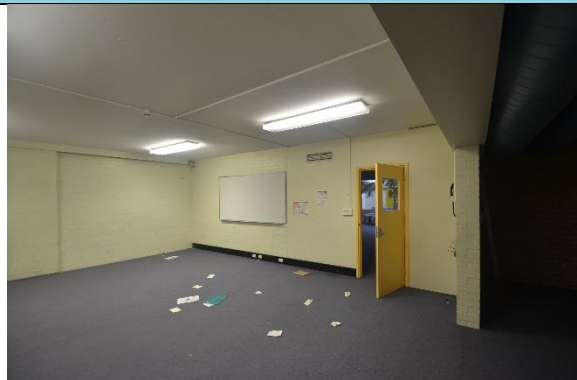

DESCRIPTION	Suspended ceilings and plasterboard.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Little signs of damage.				
CONDITION SURVEY					
					
Figure 40. View to ceiling detailing of atrium.			Figure 41. View to bathroom ceiling.		
					
Figure 42. Plasterboard ceiling in ground floor classroom.			Figure 43. View to interior of former storage room.		



## 4.6.4 Walls

DESCRIPTION	Mixture of brick and plasterboard walls.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	General signs of wear and tear, in addition to holes from services that have been removed and evidence of peeling paint. Brick walls show little signs of deterioration.				
CONDITION SURVEY					
					
Figure 44. Internal brick walls including water fountains.			Figure 45. View to internal plasterboard and brick walls.		

## 4.6.5 Floor

DESCRIPTION	Combination of carpet, vinyl and tiling.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Vinyl – general signs of wear and tear.				
	Carpet – due to water damage, sections of the carpet are presenting signs of mould in addition to the general signs of wear and tear.				
Tiling – located throughout the bathrooms, general wear and tear but no clear signs of damage.					
CONDITION SURVEY					
					
Figure 46. View to carpet of ground floor classroom.			Figure 47. View of vinyl flooring in internal courtyard.		



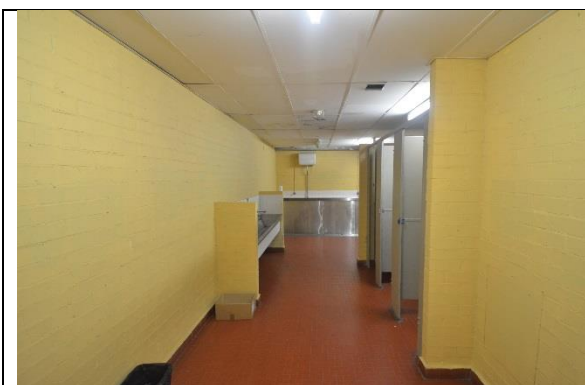


Figure 48. View to internal bathroom tiling.



Figure 49. View to interior of classroom with vinyl and carpet flooring.

#### 4.6.6 Joinery and Fixtures

DESCRIPTION	Timber trusses and door frames.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Doorways have been subjected to significant movement, shown with scuff marks and the loss of paint in sections. Timber trusses are in good condition and show little signs of damage.				

#### CONDITION SURVEY



Figure 50. View to external service cupboards.



Figure 51. View to internal swing doors.

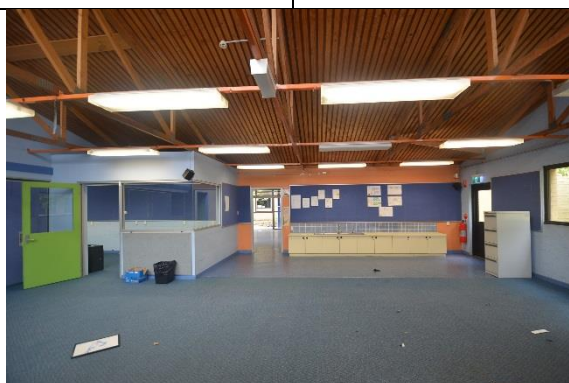


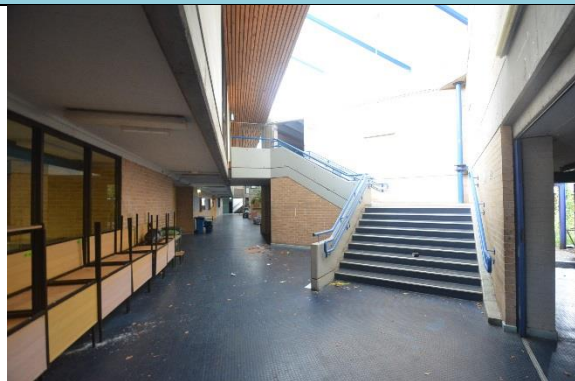
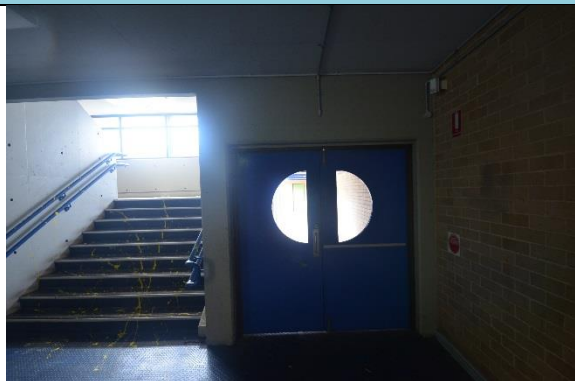


Figure 52. View to timber trusses.



#### 4.6.7 Fenestrations

DESCRIPTION	Timber doors, including timber doors with glass panels and aluminium window frames.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Timber doors show signs of general wear and tear, notably with sections removed in paint.				
CONDITION SURVEY					
					
Figure 53. View to aluminium window frames.			Figure 54. View to internal classroom.		



#### 4.6.8 Stair

DESCRIPTION	Concrete stair and balustrade with vinyl flooring.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Concrete stair and balustrade do not demonstrate signs of poor condition. Vinyl shows signs of general wear and tear.				
CONDITION SURVEY					
					
Figure 55. View to internal stairs.			Figure 56. View to internal stairs, note splattered paint across balustrade and vinyl.		

## 4.6.9 Services

DESCRIPTION	Services include the air conditioning units and heaters.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Services have been installed with little consideration to the visual impact upon the building. However, the services appear to be in working order.				
CONDITION SURVEY					
					
Figure 57. View to interior of classroom on first floor with ceiling fans.			Figure 58. View to interior of classroom with vents.		



## 4.6.10 Safe

DESCRIPTION	The former safe, the emblem states Cyrus Price & Co, Wolverhampton.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Clear scratches and dints in the existing.				
CONDITION SURVEY					
					
Figure 59. Close-up view of safe.			Figure 60. View to interior of safe.		





## 4.7 Block C

### 4.7.1 External Façade

DESCRIPTION	Brick façade with corrugated iron features and roller door.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
General signs of wear and tear.					
CONDITION SURVEY					
					
Figure 61. View to exterior of Block C, facing south-east.			Figure 62. View to side elevation of Block C.		

### 4.7.2 Roof

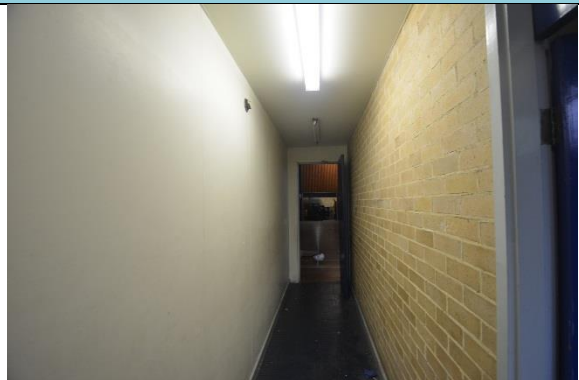
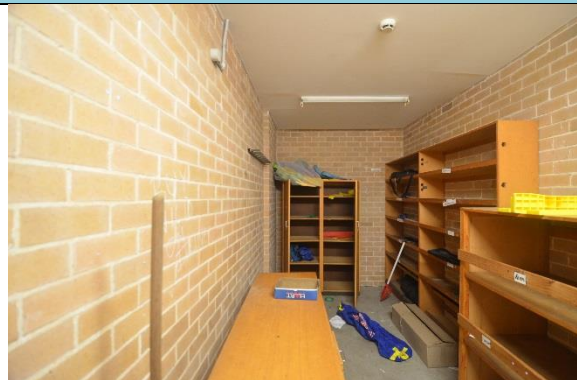
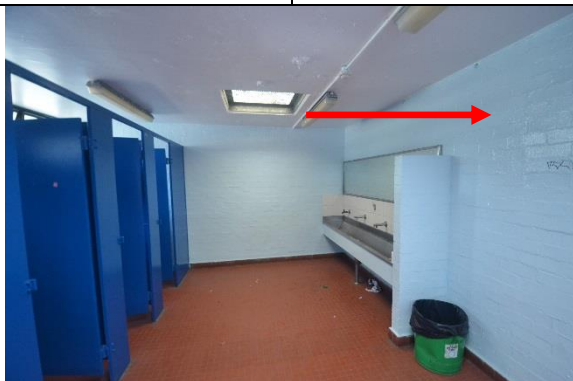
DESCRIPTION	Metal sheeting.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
Not able to undertake a close inspection of the roofing material however evidence of water leaks from the interior indicates corrosion and dislodgement.					
CONDITION SURVEY					
					
Figure 63. View to existing gutters.			Figure 64. View to northern elevation.		

## 4.7.3 Ceilings

DESCRIPTION	Suspended ceilings, plasterboard and timber.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Little signs of damage.				
CONDITION SURVEY					
					
Figure 65. View to interior of the gymnasium, note the timber ceiling.			Figure 66. View to interior of bathroom.		
					
Figure 67. View to timber ceiling and trusses in the rear kindergarten classrooms.			Figure 68. View to interior of kindergarten classrooms with plasterboard ceilings.		
					
Figure 69. View to timber ceiling within the former kindergarten.					





## 4.7.4 Walls

DESCRIPTION	Brick and plasterboard walls. The existing bathroom walls are tiled.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	General signs of wear and tear, in addition to holes from services that have been removed and evidence of peeling paint. Brick walls show little signs of deterioration. Tiling on bathroom walls in fair condition, no signs of mould or deterioration.				
CONDITION SURVEY					
					
Figure 70. View to internal brick and plasterboard walls.			Figure 71. View to internal brick walls.		
					
Figure 72. View to interior of primary bathroom, red arrow indicates tiled wall.					



## 4.7.5 Floor

DESCRIPTION	Combination of carpet, tiling and parquetry flooring.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Tiling – general signs of wear and tear.				
	Carpet – general signs of wear and tear.				
Parquetry flooring – general signs of wear and tear.					
CONDITION SURVEY					
					
Figure 73. View to interior of gymnasium, timber floor with painted lines.			Figure 74. View to parquetry flooring.		
					
Figure 75. View to tiling in additional bathroom within the former kindergarten.			Figure 76. View to carpet and timber flooring within kindergarten classroom.		


#### 4.7.6 Joinery and Fixtures

DESCRIPTION	Timber trusses and door frames.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Doorways have been subjected to significant movement, shown with scuff marks and the loss of paint in sections. Timber trusses are in good condition and show little signs of damage.				
CONDITION SURVEY					
					
Figure 77. View to timber ceiling and trusses.			Figure 78. Internal sliding doors.		

#### 4.7.7 Fenestrations

DESCRIPTION	Doors, including timber and glass and aluminium window frames.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Timber doors show signs of general wear and tear, notably with sections removed in paint.				
CONDITION SURVEY					
					
Figure 79. Glass sliding door.			Figure 80. Rear elevation, includes glass sliding doors, louvres and additional windows, set in aluminium frames.		

## 4.7.8 Stair

<b>DESCRIPTION</b>	Stair with metal balustrade and vinyl covering.				
<b>SIGNIFICANCE</b>	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
<b>CONDITION</b>	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
<b>CONDITION SURVEY</b>					
					
<b>Figure 81.</b> View to internal staircase in rear former kindergarten building.					



## 4.8 Additional Features

### 4.8.1 Courtyards

DESCRIPTION	Courtyards were integrated into the design of the Alexandria Park Community School to separate the massing of the three core school buildings.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
Due to the vacant nature of the school, little maintenance has occurred with the soft landscaping.					
CONDITION SURVEY					
					
					
					



#### 4.8.2 Sporting Facilities


DESCRIPTION	Former basketball courts.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	The				
CONDITION SURVEY					
					

Figure 82. View to the former basketball courts.

#### 4.8.3 Outdoor Structure


DESCRIPTION	Metal outdoor structure.				
SIGNIFICANCE	EXCEPTIONAL	HIGH	MODERATE	LOW	INTRUSIVE
CONDITION	VERY GOOD	GOOD	FAIR	POOR	VERY POOR
	Little signs of deterioration.				
CONDITION SURVEY					
					

Figure 83. View to the outdoor shade structure.

#### 4.9 Statement of Cultural Significance

The Alexandria Park Public School site attains the requisite standard of historical, aesthetic, associative and social significance at a local level due to its association with both the historical development of Alexandria, and the use of the site as an educational facility. The subject site is closely associated with the industrial development of the surrounding area and in turn its transformation into an increasingly residential suburb. Representative of the Sydney School architectural style and incorporating key elements such as brick, concrete and the integration of courtyards and soft landscaping, the school demonstrates representative qualities at a local level. However, the school does not demonstrate the requisite standard of rarity.

## 5.0 CONSTRAINTS AND OPPORTUNITIES

The discussion in the following categories are not conclusions or recommendations, but rather observations based on the circumstances of the site and matters that require consideration as part of conservation policy formation.

The role of the conservation policies in this report is to provide specific guidelines for the conservation, ongoing care, development and use of Alexandria Park Community School, so that its cultural significance is appropriately maintained and enhanced.

Development of a useful set of conservation policies require consideration of a range of issues which are generally divided into the following categories:

- The constraints on, and opportunities for use and development of the site arising from the Statement of Significance;
- The requirements of the site users and owners, available resources and appropriate uses;
- The physical condition and degree of integrity of the fabric of the place; and
- Requirement imposed by external factors and agencies including statutory authorities.

### 5.1 Significance of the Place

The future conservation, development and ongoing management of the place should take account of constraints arising from the identified heritage values of the site and its setting. An Assessment of Heritage Significance, Statement of Significance and Significance of Components are provided in Section 4 of this CMS and should be referred to when planning development and proposing alterations to the site. Opportunities to retain, reveal and interpret these heritage values should also be investigated, implemented and integrated into the daily use and ongoing care of the place.

The future conservation and development of the place should be carried out in accordance with the principles of *The Burra Charter: The Australia ICOMOS Charter for the Places of Cultural Significance* (2013). The *Burra Charter* outlines conservation processes relevant to items of identified cultural significance. It is essential that *The Burra Charter* be applied to every aspect of the conservation processes relating to the site.

Aspects of significance identified in the Statement of Significance relevant to the constraints and opportunities:

- The continued use of the site as an educational facility;
- The use of courtyards to separate the massing; and
- The influence of the Sydney School architectural style.

## 5.2 Condition of the Place

This document provides a general analysis of the condition as well as the significance of Alexandria Park Community School.

## 5.3 Statutory Requirements

### 5.3.1 Environmental Planning and Assessment Act ('EPA') 1979

The NSW EPA Act allows for the preparation of planning instruments to direct development and activities in NSW and provide the framework to local councils for determining planning approvals. This includes Local Environmental Plans ('LEPs') which are administered by local governments and principally determine land-use and the process for development applications. The EPA Act considers the heritage impact to items of cultural significance and requires LEPs to include a schedule of identified heritage items and clauses requiring that heritage be considered during the development process in order to conserve cultural heritage significance.

### 5.3.2 Sydney City Council Local Environmental Plan ('SLEP') 2012

Alexandria Park Community School is located in the vicinity of items of environmental heritage listed under Schedule 5 of the SLEP 2012. The heritage conservation controls contained the SLEP 2012, Section 5.10, will be pertinent to any heritage impact assessment for future development of the subject site.

### 5.3.3 Sydney Development Control Plan ('SDCP') 2012

Development to the subject site is also subject to the SDCP 2012. DCPs provide non-statutory controls to guide development and generally include heritage-related objectives for sites located in the vicinity of heritage items. Even though non-statutory, these controls are used as the base for determining approvals by Councils in their assessment of Development Applications and should be considered in any proposal for works to be carried out on the subject site.

### 5.3.4 Other Statutory Requirements

Depending upon the nature of any proposed changes or development on the site, a number of additional statutory constraints may be applicable, including but not limited to State Environmental Planning Policies ('SEPPs'), National Construction Code ('NCC'), formerly known as the Building Code of Australia ('BCA'), Australian Standards ('AS') and the Disability Discrimination Act ('DDA').

## 5.4 Conservation Policies

### 5.4.1 General Conservation Management Policies

Conservation guidelines shall identify areas where significant fabric can or cannot be disturbed as different components of a place may make a different contribution to its heritage value. The treatment of all components of the place shall be directly related to the nature and degree of their significance, with priority given to the conservation of components of exceptional or high significance. The degree of professional involvement appropriate to any disturbance shall also be identified and appropriate levels of investigation of the fabric for conservation of the place and for scientific research addressed. Fabric or spaces comprising built and landscape elements of the place have been given a grading of Exceptional, High, Moderate, Little, or Intrusive in Section 4.5 of this CMS and this grading shall be referred to in the context of any works being proposed or permitted at the place. Proposed changes to the place shall take into account the significance of fabric and spaces in accordance with the following guidelines:

- Elements or Aspects of Exceptional or High Significance.

Proposed changes to the fabric and elements identified in this CMS as being of exceptional or high significance shall be strictly conserved and shall be restored or reconstructed as required by their condition. Such works shall be limited to what is necessary for conservation of the element and shall only be acceptable if they do not result in a reduction of their significance. Such spaces and elements shall never be demolished or removed and appropriate planned maintenance of them shall be undertaken.

Any new work proposed to these exceptionally or highly significant spaces and elements shall be sympathetic to the original fabric and any modifications to such fabric shall be subject to a formal Statement of Heritage Impact in accordance with the guidelines published by the NSW Office of Environment & Heritage, and where applicable be the subject of A Photographic Archival Recording in accordance with the guidelines of the authority above.

- Elements or Aspects of Moderate Significance.

Proposed changes to fabric and elements identified in this CMS as being of moderate significance may take place so long as it does not result in a reduction of the significance constituted in the spaces and elements identified in this report as possessing exceptional or high significance. Demolition of such spaces or elements for logistical reasons would be generally permissible in order to allow the site to continue in its historic use so long as it does not result in a reduction of the significance constituted in the elements and spaces identified in this report as possessing exceptional or high significance.

Any fabric proposed for modification or demolition shall be subject to a formal Statement of Heritage Impact in accordance with the guidelines published by the NSW Office of Environment &



Heritage, and where applicable be the subject of A Photographic Archival Recording in accordance with the guidelines of the authority above.

- Elements or Aspects of Little Significance.

Proposed changes to fabric identified in this CMS as being of little significance may take place so long as it does not result in a reduction of the significance constituted in the elements and spaces identified in this report as possessing exceptional or high significance and minimises impact on elements and spaces identified as possessing moderate significance.

Removal or demolition of such spaces or elements is generally permissible where appropriate. Any new work proposed to such spaces and elements identified as possessing little significance shall be sympathetic to the original fabric and any modifications to such fabric shall be subject to a formal Statement of Heritage Impact in accordance with the guidelines published by the NSW Office of Environment & Heritage, and where applicable be the subject of A Photographic Archival Recording in accordance with the guidelines of the authority above.

- Intrusive Elements or Aspects.

Proposed changes to fabric identified in this CMS as being intrusive may take place so long as it does not result in a reduction of the significance constituted in the elements and spaces identified in this report as possessing exceptional or high significance. Such intrusive spaces and elements should be removed or modified so as to eliminate or minimise their detrimental impact on the significance of the site.

Removal of intrusive fabric shall be subject to a formal Statement of Heritage Impact in accordance with the guidelines published by the NSW Office of Environment & Heritage, and where applicable be the subject of A Photographic Archival Recording in accordance with the guidelines of the authority above.

## 6.0 CONCLUSION AND RECOMMENDATIONS

Heritage 21 notes the proposed demolition of the existing structures located in the southern section of the subject site and the construction of new buildings for Alexandria Park Community School.

Insofar as the non-Indigenous archaeology is concerned, it is our opinion that the demolition of the current reinforced concrete slab at ground level is unlikely to result in any destruction of archaeological remains due to the fact that;

- a) The ground under the slabs would have been significantly altered at the time in which the slabs were poured due to the necessary excavation and reinforcement in preparation of the floor slab construction; and
- b) The jackhammering of the existing slab is unlikely to penetrate the earth under the slab by any more than 150 millimetres.

Based upon the assessment of fabric within the subject site, Heritage 21 would support the demolition of the existing buildings, including the ground slabs, and the continued use of the subject site as an educational facility with the construction of new buildings.