HERITAGE IMPACT STATEMENT

CAULFIELD PRIMARY SCHOOL No 773
724 Glen Huntly Road Caulfield South

Prepared by
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Victoria Heritage Register [VHR] number for the place is H1708
Listing Authority: Victorian Heritage Register

VHR Registration
August 20, 1982

Amendment to Registration
June 25, 1998

Municipality  Glen Eira City

Glen Eira City Planning Scheme HO30
Heritage Impact Statement

This Heritage Impact Statement is for the construction of 1 double storey 10 module portable classroom.

APPENDIX 1
Extract from Section 73 of the Heritage Act 2017

APPENDIX 2
Definitions from Section 3 of the Heritage Act 2017

APPENDIX 3
Definitions from The Burra Charter - The Australia ICOMOS Charter for the Conservation of Places of Cultural Significance, 2013

ATTACHMENT A
Plans and elevations for a double storey 10 module, portable classroom

ATTACHMENT B
Letter of support
Heritage Impact Statement for: -

Caulfield Primary School No 773
724 Glen Huntly Road Caulfield South

This Statement forms part of a permit application for: -
The removal of a single story portable classroom.
The proposed placement of a double storey 10 module, portable classroom.

Date: November 2019

Victoria Heritage Register [VHR] number for the place is H1708
Listing Authority: VHR

Glen Eira City Planning Scheme HO30

Address and property description:
724 Glen Huntly Road Caulfield South

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Documents submitted with the application and referred to in this Heritage Impact Statement include:

1. Plans and Elevation of the double storey 10 module, portable classroom (Attachments)
2. Site Plan showing existing conditions. (Attachment)
3. Site Plan showing proposed siting of the 10-module portable classroom (Attachment)
1. **Introduction**

The Department of Education and Training (DET) is proposing to locate a portable double storey 10 module, classroom at the Caulfield Primary School campus. The application for these works has been submitted by the Grove Group on behalf of DET. The Grove Group are the manufacturers and installers of the portable classroom. This change to the registered site is in response to a need for additional classrooms because of a projected increase in the school population.

The plans and elevations have been provided as attachments to the permit application. Please refer to these attachments for further information with regard to the project.

2.0 **Existing condition of the registered place**

The registered place is located at 724 Glenhuntly Road, and has as its boundaries three residential streets: Poplar, Cedar and Olive Streets. The registered area includes three significant buildings: a large polychrome brick Gothic Revival building with a distinctive tower built over three stages (1877, 1888 & 1890-91); a 1921 two & three storey red face brick building with a Marseilles tile roof and a rectangular timber shelter shed.

The Gothic Revival building faces onto Glenhuntly Road, with the 1921 brick building located at the rear of the site (on Olive Street) but facing into the site and the timber shelter shed is located within the site.

The grounds include a carpark off Poplar street, landscaped areas (open area, shrubberies and trees) and hard playground areas.

The condition of the three significant buildings is good and they have a high integrity. It is clear that regular maintenance and timely repairs have contributed to the condition of all three buildings.

The school grounds are also well maintained and this includes all of the landscaped areas. The extant trees contribute to the contemporary landscaped areas.

**Figures 1 & 2**

- View from west looking north
- View from south looking north
Current use of the registered place
The registered place has retained its original use and is a Primary School.

Proposed Works
Removal of existing building and the location of a new classroom
The proposed location for the double storey portable classroom is the current location of a single storey Mod 5 portable classroom. (See Figure 3 & 4) Prior to the location of the new classroom, the current single storey building will be removed. The footprint of both buildings is similar, with the new building being marginally longer but not as wide. (See Figure 4 - site plan).

The removal of the extant classroom and the relocation of the new classroom will require breaking open a section of the extant fencing (this is not a significant feature) and other minor works to the site. The fence and site will be returned to existing conditions once the new building is constructed. It is not anticipated that the works will markedly compromise the site as the extant building does not have footings as such. Instead it is anchored at a number of points. It will be ‘released’ from these points and then removed. The new double storey classroom will be brought to the site and will be anchored in the same manner as the extant classroom. This method of construction will have a minimal impact on the registered land (grounds) and any damage or alteration will be easily rectified and the site will return to existing conditions.

Figure 3 View to the proposed site – the current single storey portable school room. This is proposed to be removed and replace with a double storey portable building.
Figure 4 Site plan
This site plan shows the extent of the footprint of the existing classroom (pale shading under the plan).
Note that the extant classroom is wider than proposed classroom building. The proposed classroom will extend into the playground.

Statement of Cultural Heritage Significance
The following is the statement of cultural heritage significance for the registered place. It is sourced from the Victorian Heritage Register [VHR] Database [retrieved 26 October 2019]

Statement of Significance
What is Significant?
The first school in Caulfield, supported by the Denominational Board of Education, opened in January 1860. Caulfield Common School at the corner of Glenhuntly and Glen Eira roads was opened in June 1864. In 1877, the school was transferred to a new building on Glenhuntly Road designed by architect Henry Robert Bastow.

The extension of rail services through Elsternwick to North Brighton, and from Glenhuntly to Oakleigh and settlement in Caulfield increased the school population. By 1888 attendance grew to 300. In 1888 and 1890-91, extensions were built to cope with this population growth. The 1890-91 addition consisted of a large classroom and an office with a turret. No structural changes have been made since. In 1889 the introduction of the horse tramway in Glenhuntly Road was followed by another increase in school numbers to 450.
The opening of electric tram services in Hawthorn and Glenhuntly Roads in 1913 was another spur to increased attendance and 700 children were enrolled. In 1921 a separate two-storey building designed by architect E Evan Smith was opened, accommodating 1221 children at the school.

The 1877 school building is single storey and constructed of polychrome brick. A prominent feature of the building is the turret office and square tower over the entry. The intact interior includes its coved ceilings and glazed partitions added in 1908. The 1921 building is a freestanding two storey building with a three-storey section at one end. Constructed of red brick with a Marseilles tile roof, the building is simple in style with large multi-pane windows with concrete lintels and prominent chimneys that are corbelled at their base. Contained on the site is a rectangular timber shelter shed with a verandah around all sides.

How is it Significant?

Caulfield Primary School No. 773 is of architectural, social and historical importance to the State of Victoria.

Why is it Significant?

Caulfield Primary School No.773 is of architectural importance because the 1877 building is a representative example of a school which has developed from one room to a large urban school with little alteration, apart from re-roofing. Its design for the original room in polychrome brick with a jerkin head roof was a prototype for other schools. Of particular interest are the turret over the office and the square tower built in 1890-91. Both are clad in glazed terracotta shingles and the tower has tracery panels under the louvred vents. The 1921 building is a particularly intact example of a school building of that period and is a rare example of the construction of a separate school rather than addition to existing building when expansion was required. The timber shelter shed on the site is an unusual example of a rectangular shade structure which demonstrates an essential aspect of school life and a response to climatic conditions. The shed is also unusual as it contains glass windows, indicating that it may have been used as a classroom at some stage.

Caulfield Primary School No. 733 is of social and historical importance as the 1877 building is an example of a school built in response to the 1872 Education Act which gave access to a free, compulsory and secular education. Its expansion reflected the expansion of the suburb of Caulfield, particularly in the boom years of the 1880s and the interwar period of the twentieth century, when the 1921 building was constructed. The buildings are important for their physical manifestation of the changing needs of families and of population changes in the Caulfield area.

History

Contextual History

Caulfield began as a stopping-place for herds of cattle on their way to Melbourne saleyards from Gippsland (Peter J. Murray 1980 p.85). In 1850 Princes Bridge was opened, becoming the point of access to Melbourne for travellers and livestock from the east Dandenong Road became the main south-east route to Melbourne. Travelling livestock was banned from the streets of Melbourne during business hours. Drovers preferred to move stock during daylight hours and Melbourne’s stock markets were on the west side of the Yarra. This meant that drovers from the east had to stop on the outskirts of residential Melbourne. Caulfield had adequate supplies of water and was a...
suitable place to stop. It was the last opportunity to fatten stock. From there it was a short distance to the market and the cattle arrived in good condition.

When Caulfield was subdivided, large areas in northern Caulfield were set aside as temporary reserves. In addition, several Gippsland graziers bought land to be used as droving rests for their cattle. Other land in Caulfield was used for farming and market gardening and for residential purposes for professional and business families who worked in Melbourne.

Caulfield was subdivided during the boom years of the 1880s. During the 1880s developers began cutting up large blocks for housing estates of cottages, especially around railway stations (Peter J. Murray 1980 p.85). Land prices doubled in the period 1880-1 and many mansions were built in Caulfield (Peter J. Murray 1980 p.85). The economic depression of the 1890s slowed development but land subdivision accelerated after about 1905. Many of the large mansions were turned into hospitals and nursing homes. Between 1913 and 1920 Caulfield’s population grew by over 20,000 (Peter J. Murray 1980 p.85).

The Architect

Bastow, Henry Robert (1839- 1920) was born on 3 May 1839. He migrated to Australia from Bridport, Dorset. He practised as an architect and surveyor in Tasmania in 1863 and is known to have designed the Union Chapel in Hobart (illus wood engraving by Samuel Calvert in Picture Collection, State Library of Victoria). He took up an appointment with the Victorian Public Service on 30 April 1866, working as a draughtsman for the Victorian Water Supply and later as an architect and civil engineer for the Railway Department. In 1873 he was appointed to the Education Department as head of the architecture branch (Bibliography File, State Library of Victoria).

The introduction of free compulsory and secular education in Victoria in 1872 led to a wave of building of schools all over the state. As the architect in charge of the provision of school buildings, Henry Bastow left a huge legacy to the State in the form of hundreds of schools of every type and size. Bastow was attached to the Education Department from 1873 to 1883 when he and his staff were transferred to the Public Works Department as part of the State Schools Division (L. Burchell. Victorian Schools. P. 162). By 1885 he was Senior Architect. He then had responsibility for the design and execution of all architectural works.

Bastow supervised the design of the new Crown Law Offices in 1892. He was retrenched on 30 April 1894, when reductions in the public service were made during the economic depression. (Jacobs & Twigg p. 35). He worked as an orchardist at Harcourt until his death on 30 September 1920 (Bibliography File, SLV).

History of Place

The first school in Caulfield, supported by the Denominational Board of Education, opened on January 1860. In June 1864, the Caulfield Common School opened at the corner of Glenhuntly and Glen Eira Roads. In 1877, the school transferred to a new building costing £665.

The extension of rail services through Elsternwick to North Brighton, and from Glenhuntly to Oakleigh in settlement in Caulfield and increased the school population. By 1888 attendance grew to 300. In 1888 and 1890-
91, extensions were built. The 1890-91 addition consisted of a large classroom and an office with a turret. No structural changes have been made since. In 1889 the introduction of the horse tramway in Glenhuntly Road was followed by another increase in school numbers to 450. The partitioning of the classroom was done in 1908. The expansion of cable tram services in Hawthorn Road in 1914 was another spur to increased attendance and 700 children were enrolled. In 1922 a separate two-storey building was opened, accommodating 1221 children at the school (L.J. Blake, 1973 Vol.3 307).

Assessment Against Criteria

Criterion A
The historical importance, association with or relationship to Victoria’s history of the place or object.
Caulfield Primary School is historically important as an example of a school built in response to the 1872 Education Act which gave access to a free, compulsory and secular education. Its expansion reflected the expansion of the suburb of Caulfield, particularly in the boom years of the 1880s and the interwar period of the twentieth century.

Criterion B
The importance of a place or object in demonstrating rarity or uniqueness.
The shelter shed at Caulfield Primary School is important as an unusual example of a rectangular shade structure which demonstrates an essential aspect of school life and a response to climatic conditions.

Criterion C
The place of object’s potential to educate, illustrate or provide further scientific investigation in relation to Victoria’s cultural heritage.

Criterion D
The importance of a place or object in exhibiting the principal characteristics or the representative nature of a place or object as part of a class or type of places or objects.

Extent of Registration
To the extent of buildings marked B-1, B-2 and B-3 on diagram 604923 held by the Executive Director.
To the extent of land marked L-1 on diagram 604923 held by the Executive Director, being part of the land described in Book 243 pages 738, 739 and 740 of Government Gazette 16/10/1874.

5.0 What physical and/or visual impact will result from the proposed works?

i.e.: what will be the effect on the cultural heritage significance of the place

Physical Impact

There will be no physical impacts on any of the culturally significant fabric. The proposed double storey classroom is an autonomous building – it has no physical connection with any of the significant buildings.
The physical impact on the site in general, and from the construction of this classroom, will be minimal.

The new building is to be brought to the site by truck, and then it will be located on the site with the use of cranes and supportive machinery. The transfer of buildings will have no impact on any of the significant buildings. There is sufficient space within the grounds for this to occur.

The site works are minimal and any damage will be rectified with the intent to return the site to its current condition. The works will require the boundary fences to be opened up and these will be returned to their current condition as part of the completion of works.
Visual Impact

**Figures 5 & 6**

**Views from within the site towards the former shelter shed**

Visually there are two aspects that need to be assessed. These are the view lines (within the site and from the public domain) to the significant buildings, and the retention of an appropriate setting.

Currently the significant buildings sit within a typical school playground with complementary landscaped areas. This setting provides an appropriate context as well as enhancement of the aesthetic values. The setting allows for all buildings to have a physical autonomy, as was originally designed, and to be fully appreciated. These values will be not be compromised.

There will be no visual impact on the Gothic Revival building. Its primary view lines from the public domain have been retained and its aesthetic and historic cultural significance is readily appreciated. This also applies to any view lines that are internal to the site. When viewing the site from Glenhuntly Road the building completely dominates this frontage and it will retain this historic and aesthetic primacy. The main visual access points and view lines from Glenhuntly Road are unimpeded. The setting of this primary fabric will not be compromised by the location of the proposed classroom.

There will be no visual impact on the 1921 school building. Its primary view lines within the site are maintained and there is no impact on any view lines when viewing this building from Olive Street. Its setting will be unchanged.

The proposed construction of a two-storey classroom will not have any impact on any visual relationship between public domain and the shelter shed. The proposed construction of the proposed two storey classroom will have a minimal impact on the internal view lines to this building. The proximity and scale of the proposed building will have some impact on the setting of the shelter shed but this will be somewhat offset by an increased setback.

Overall the proposed construction of the two-storey classroom will have little impact on the overall historic and aesthetic cultural values of the whole of the registered site.
What measures are being proposed to avoid, limit or manage the detrimental impacts?

The proposed location for this classroom will provide the least impact on the whole of the registered site. Any other site would have a greater impact on significant fabric and/or the setting and view lines. There are playground areas that in theory could be used, but this would prevent an appropriate use of the site, where play is part of the educational philosophy. The location is the best outcome within a restricted site.

The proposed classroom is a neutral modernist structure. The finishes are typical – Colorbond custom orb and powder coated metal. It is recognised that the design is contemporary and is a simple utilitarian building and this is reflective of current education building policies. The proposed colour scheme, and this includes the contrasts found within the external finishes, has been developed in response to the providing a design solution that is restrained, but through the definition of finishes is one that contributes to the overall architectural variety of built fabric that is found within the site.

Has the design been influenced by, or had to address any Local Planning Scheme provisions?

The primary school is included in the Local Planning Scheme as HO30.

The relevant Decision Guidelines as set out in Cl43.1 The Heritage Overlay are as follows:

Before deciding on an application, in addition to the decision guidelines in Clause 65, the responsible authority must consider, as appropriate:

- The significance of the heritage place and whether the proposal will adversely affect the natural or cultural significance of the place.
- Any applicable statement of significance (whether or not specified in the schedule to this overlay), heritage study and any applicable conservation policy.
- Whether the location, bulk, form or appearance of the proposed building will adversely affect the significance of the heritage place.
- Whether the location, bulk, form and appearance of the proposed building is in keeping with the character and appearance of adjacent buildings and the heritage place.
- Whether the demolition, removal or external alteration will adversely affect the significance of the heritage place.
- Whether the proposed works will adversely affect the significance, character or appearance of the heritage place.

Cl 22.012 Objectives

To identify the City’s heritage assets and to give effect to the recommendations of the Glen Eira Heritage Management Plan 1996, the Addendum to the Glen Eira Heritage Management Plan 2014 and the Glen Eira Review of Existing Heritage Precincts 2017.
- To protect places identified as having architectural, cultural or historic significance and which demonstrate the various eras of Glen Eira’s development.
- To encourage retention, preservation and restoration of all of significant and contributory heritage places within Glen Eira.
- To preserve the scale and pattern of streetscapes in heritage precincts.
- To ensure that additions and new buildings and works to a heritage place respect the significance of the place and/or precinct.
- To ensure the design of new development respects, complements and responds to the heritage significance of the precinct.
- To promote design excellence which supports the ongoing significance of heritage places.

**Figure 7 Heritage Overlay areas**

The following Decision Guidelines [Clause 43.01-4] have been considered with regard to the proposal:

*The State Planning Policy Framework and the Local Planning Policy Framework, including the Municipal Strategic Statement and local planning policies.*

The two-storey classroom building is assessed as meeting the objectives of these policies.
The significance of the heritage place and whether the proposal will adversely affect the natural or cultural significance of the place.

The two-storey classroom building will have a minimal impact on the cultural heritage significance of the place.

It is noted that the Cedar Street location will give the structure some prominence in the streetscape. However, this section of Cedar Street is not included in any Heritage Overlays. However, in terms of general design and appropriateness with regard to development in a residential area it is considered that the proposed classroom will have little if any impact on the residential amenity of this street. The height of the retaining wall between the school and Cedar Street provides a visual barrier for the residential area.

Any applicable statement of significance, heritage study and any applicable conservation policy.

The statement of significance(s) and all appropriate studies and policies have been considered.

Whether the location, bulk, form or appearance of the proposed building will adversely affect the significance of the heritage place.

As already noted the location, bulk, form and appearance of the proposed building will have a minimal impact on the cultural heritage significance of the place.

Whether the location, bulk, form and appearance of the proposed building is in keeping with the character and appearance of adjacent buildings and the heritage place.

The 2-storey classroom will have a presence in the streetscape but as already noted this section of the street is not included in any Heritage Overlay.

Heritage Overlay HO66
The site does contribute to HO66 – The Caulfield South Shopping Centre and Environs, South Caulfield.

See below for an extract from the Glen Eira Schedule to the Heritage Overlay:

<table>
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<th>Heritage Overlay</th>
<th>4U Shorncliffe Avenue, Caulfield</th>
<th>392-394 Shorncliffe Avenue, Caulfield</th>
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<td>HO66</td>
<td>No</td>
<td>No</td>
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<td>No</td>
</tr>
</tbody>
</table>

The registered site contributes to HO66 through being located on Glenhuntly Road. The proposed addition to the rear will have no impact on any of the cultural values of HO66.
The proposal addresses both the objectives and design guidelines found in Cl43.1 The Heritage Overlay and Cl22.012 Local Policy. There are no identified heritage issues that would diminish the local cultural heritage values.

Additional Considerations as per:

Extract from Section 101 of the Heritage Act (2017)

101 Determination of permit applications

(d) if the applicant is a public authority, the extent to which the application, if refused, would unreasonably detrimentally affect the ability of the public authority to perform a statutory duty specified in the application;

It is clear that if this application was refused it would have an unreasonable affect, and it would be detrimental to the ability of the Department of Education and Training to provide an equitable educational opportunity for children within this catchment area. Public Schools have to meet the requirements of their catchment areas and have no ability to refuse children even if the facilities are unable to cope.

See Attachment – Letter in support from the Principal Peter Gray.

Conclusion:

It is the professional opinion of the author of this assessment that the proposed changes will have a minimal impact on the cultural heritage values of this historic place for the following reasons:

- The location to the rear of the 19th century historic school building ameliorates most of the potential visual impacts. This also applies to the early 20th century school building facing onto Olive Street.

- The shelter shed still retains its relationship with the playground, and this is readily appreciated and interpreted. The new classroom will not impact on these values.

- The impact of the development through the scale of the building, while greater than the shelter shed, is modified by the maximum achievable setbacks. The shelter shed still retains a presence through the view lines and its setting. The new building is to one side (street side) and this boundary location minimises any impact on the cultural values.

- It is important to consider that the use of these types of buildings takes developmental pressures off the historic fabric.

- Any new structure will to a degree compromise any historic site. The proposed relocatable building has been selected primarily to meet the immediate needs for the school. Any other location would place the building well within the curtilage and setting of the other historic buildings. This is the most ideal area for any new building. It also meets with the access and safety requirements of the school.
It is noted that the relative permanent status of any structure within an historic site is not germane to the granting of a permit. However, this building is a relocatable building that is used by the DET to assist with peaks in demographics. Relocatable buildings are part of the management tools that the DET use and they assist schools to maintain current educational philosophies. This allows for a flexibility of development that is reversible.

This type of ‘temporary’ development is sometimes more preferable to the construction of permanent buildings and/or modifications to existing significant fabric. This is because school populations can be fluid and if this is a short term change to the management of facilities it is better to have a light touch on the site.

The cultural values identified in the VHR statement of significance will not be markedly compromised. The integrity of the physical fabric is maintained as there will be no intervention or alterations to any culturally significant fabric. There is a minimal visual impact but this has been modified by the proposed location of the portable classroom.

The Glen Eira Planning Scheme policies have been considered and there will be no impact on the identified local cultural heritage significance.

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Appendix 1

Extract from Section 101 of the Heritage Act (2017)

101 Determination of permit applications

(1) After considering an application the Executive Director may—

(a) approve the application and—

(I) issue the permit for the proposed works or activities; or

(ii) issue the permit for some of the proposed works or activities specified in the application; or

(b) refuse the application.

(2) In determining whether to approve an application for a permit, the Executive Director must consider the following—

(a) the extent to which the application, if approved, would affect the cultural heritage significance of the registered place or registered object;

(b) the extent to which the application, if refused, would affect the reasonable or economic use of the registered place or registered object;

(c) any submissions made under section 95 or 100;

(d) if the applicant is a public authority, the extent to which the application, if refused, would unreasonably detrimentally affect the ability of the public authority to perform a statutory duty specified in the application;

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(e) if the application relates to a listed place or to a registered place or registered object in a World Heritage Environ Area, the extent to which the application, if approved, would affect—

(i) the world heritage values of the listed place; or

(ii) any relevant Approved World Heritage Strategy Plan;

(f) any matters relating to the protection and conservation of the registered place or registered object that the Executive Director considers relevant.

(3) In determining whether to approve an application for a permit, the Executive Director may consider— (a) the extent to which the application, if approved, would affect the cultural heritage significance of any adjacent or neighbouring property that is—

(i) included in the Heritage Register; or

(ii) subject to a heritage requirement or control in the relevant planning scheme; or

(b) any other relevant matter.
Appendix 2

Definitions from Section 3 of the *Heritage Act 2017*

“*alter*”, in relation to a place or object, means to modify or change the appearance or physical nature of the place or object, including any modification or change by way of structural or other works, by painting, plastering or other decoration;

“*place*” includes—

(a) an archaeological site; and
(b) an area of land covered with water; and
(c) a building; and
(d) a garden; and
(e) a landscape; and
(f) a precinct; and
(g) a shipwreck; and
(h) a site; and
(i) a tree; and
(j) land associated with anything specified in paragraphs (a) to (i);

“*building*” includes a structure, work and fixture, and any part of a building, structure, work or fixture;

“*conservation*” includes—

(a) the retention of the cultural heritage significance of a place or object; and
(b) any maintenance, protection, preservation, restoration, reconstruction or sustainable use of a place or object;

“*cultural heritage*” means places and objects of—

(a) cultural heritage significance; or
(b) State-level cultural heritage significance;

“*cultural heritage significance*” means aesthetic, archaeological, architectural, cultural, historical, scientific or social significance.

“*develop*”, in relation to a place, means—

(a) to construct or alter the place or a building on the place; or
(b) to demolish or remove a building or structure on the place; or
(c) to carry out any works on, over or under the place; or
(d) to subdivide or consolidate land comprising the place, including any building or airspace; or
(e) to place or relocate a building or structure on the place; or
(f) to construct or put up for display signs or hoardings;

“harm”, in relation to a place or object, includes moving or removing any part of the place or object;

“works” includes—

(a) any physical intervention, excavation or action that may result in a permanent or temporary change to the appearance or physical nature of a place or object; and
(b) any change to the natural or existing condition or topography of land; and
(c) any removal or destruction of trees; and
(d) any removal of vegetation or topsoil;
Appendix 3
Definitions from *The Burra Charter - The Australia ICOMOS charter for the conservation of places of cultural significance*, 2013

**Article 1 – Definitions**

1.4 *Conservation* means all the processes of looking after a place so as to retain its cultural significance.

1.5 *Maintenance* means the continuous protective care of the fabric and setting of a place, and is to be distinguished from repair. Repair involves restoration or reconstruction.

1.6 *Preservation* means maintaining the fabric of a place in its existing state and retarding deterioration.

1.7 *Restoration* means returning the existing fabric of a place to a known earlier state by removing accretions or by reassembling existing components without the introduction of new material.

1.8 *Reconstruction* means returning a place to a known earlier state and is distinguished from restoration by the introduction of new material into the fabric.

1.9 *Adaptation* means modifying a place to suit the existing use or a proposed use.

1.10 *Use* means the functions of a place, as well as the activities and practices that may occur at the place.

1.11 *Compatible use* means a use which respects the cultural significance of a place. Such a use involves no, or minimal, impact on cultural significance.

1.12 *Setting* means the area around a place, which may include the visual catchment.
Appendix 4

Plans and Elevations for the 1 double storey 10 module portable classroom.