



**BALDIVIS PRIMARY SCHOOL (fmr)
342 BALDIVIS ROAD, BALDIVIS WA**

CONSERVATION PLAN

Final Report
September 2011

Prepared for
City of Rockingham

By
Renée Gardiner – Earth Imprints Consulting
Stephen Carrick – Stephen Carrick Architects
Carmel Given

Copyright

The concepts and information within this document remain the copyright of Earth Imprints Pty Ltd and may not be reproduced or copied in whole or part without written consent and remains subject to compliance with any obligations or duties arising under any agreement including any applicable law.

Ownership of the primary materials created in the course of the research remains the property of Earth Imprints Pty Ltd.

This report has been prepared on behalf of and for the exclusive use of Earth Imprints Pty Ltd's Client and is subject to and issued in connection with the provisions of the agreement between Earth Imprints Pty Ltd and the Client. Earth Imprints Pty Ltd accepts no liability or responsibility for or in respect to any use of or reliance upon this report by any third party.

Disclaimer

Whilst every effort has been made to ensure that all relevant data has been presented, Earth Imprints Pty Ltd is not accountable for any omissions and inconsistencies that may result from information which may come to light in the future but was not forthcoming at the time of this investigation. The results, conclusions and recommendations within this report are based on information available at the time of its preparation.

Document History

Review history

Revision	Date Issued	Reviewed By	Approved By	Date Approved
V1	11 May 2011	R. Gardiner	R. Gardiner	11 May 2011
V2	16 August 2011	R. Gardiner	R. Gardiner	30 September 2011
V3	30 September 2011	R. Gardiner	R. Gardiner	3 October 2011

Distribution of copies

Version	Issued To	Copies Issued	Date Issued
Draft	Carly Kroczeck, City of Rockingham	1 (by email)	11 May 2011
Final	Carly Kroczeck, City of Rockingham	1 (by email) 2 (hard bound)	3 October 2011
Final	Stephen Carrick Architects	1 (hard bound)	3 October 2011

Document details

Printed	3 October 2011 5:21 PM
File Name	P1016_Baldivis PS Conservation Plan_Final
Client Name	City of Rockingham
Project Name	Baldivis Primary School Conservation Plan
Project Number	P1016
Project Director	Renée Gardiner
Project Manager	Renée Gardiner
Field Manager	NA
Document Name	Baldivis Primary School (fmr), 214 Fifty Road, Baldivis WA Conservation Plan_Final Report
Document Version	V3
Document Author	Renée Gardiner, Stephen Carrick, Carmel Given

ABBREVIATIONS

EIC	Earth Imprints Consulting
HIS	Heritage Impact Statement
km	kilometres
m	metre
mm	millimetres
P&C	Parents & Citizens Group
SCA	Stephen Carrick Architects
SROWA	State Records Office of Western Australia

EXECUTIVE SUMMARY

Earth Imprints Consulting (EIC) has been commissioned by the City of Rockingham to provide a Conservation Plan for the Baldivis Primary School (fmr), which is included on the City of Rockingham's Municipal Inventory (Place No. 002) and on the Heritage Council of Western Australia's Assessment Program (Place ID P3127).

The City commissioned an engineering assessment¹ in 2009, which found that the Relocated Classroom is in worse condition than the Original Classroom. However, it was possible for both buildings to be remediated and repaired.

In 2010 the City of Rockingham commissioned a Heritage Impact Statement (HIS) to assist in decision-making.² Following the HIS, the City of Rockingham Council moved to retain the buildings and commissioned this Conservation Plan to guide the future conservation and development of the place.

The information contained within this document is based on the Heritage Council of Western Australia's Assessment Documentation as well as research undertaken for this Conservation Plan by Renée Gardiner of Earth Imprints Consulting and Carmel Given, History and Heritage Consultant. Stephen Carrick of Stephen Carrick Architects and Renée Gardiner of Earth Imprints Consulting contributed to the physical evidence and policy components.

The Baldivis Primary School (fmr), Baldivis dates from 1923 and comprises two single room timber, weatherboard and fibrous cement (asbestos) classrooms. The Original Classroom building was constructed on the site in 1923. A second classroom, the Relocated Classroom was relocated to the site in 1956 to meet increasing enrolment numbers.

The site is located on Lot 1376 on P190710, Reserve R 23952, at 342 Baldivis Road, Baldivis, on the northwest corner of Fifty Road and Baldivis Road, approximately 2 km north of Baldivis and 46 km south of Perth (Appendix D).

Historical Overview

In the 1920s the Baldivis area was small-scale, mixed farming forming part of the Peel Estate Group Settlement. The original school building was constructed in 1923 with a second school building relocated to the site in 1954.

From 1976 and 1978 a land swap was negotiated between the Education Department and the then Shire of Rockingham to construct a new primary school to the west of the original school location. During this time the Shire of Rockingham was in the process of creating a bushland reserve around the northern and western margins of the original school. The Shire of Rockingham acquired the former primary school site with the bushland reserve as a community asset with a portion of land excised from the reserve for the construction of a new primary school by the Education Department. The former school remains surrounded by a bushland reserve within a local area characterised by rural-residential-industrial development.

¹ *Baldivis Primary School Condition Report*, Strutterre Consulting Engineers, October 2009.

² *Baldivis Primary School Heritage Impact Statement*, Earth Imprints Consulting, August 2010.

Physical Overview

The Baldivis Primary School (fmr) comprises a pair of single-storey, single-volume, timber-framed, fibrous cement (asbestos) and weatherboard pavilion-style, gable buildings with corrugated iron roofs. Skillion weatherboard and timber verandahs are located at the front (east) and rear (west) of the school buildings with storage rooms along the south elevations. Enamel-lined wash basins and metal bag racks are located at the west end of the buildings.

Both school buildings maintain original internal features including, timber floorboards (although some of these have been replaced), light fittings, ceiling vents and blackboards.

The main buildings are separated approximately 50 m apart by a grassed courtyard, bordered by garden beds containing small flowering shrubs and rose bushes. A number of secondary buildings are located in the western portion of the site including a fibrous cement (asbestos) and corrugated iron shed and two small structures at the rear of the Relocated Classroom building. The buildings are all connected by bitumen/ gravel pathways, with separate male and female toilets located at the far west of the site.

A number of mature peppermint trees (*Agonis flexuosa*) are located across the site.

Statement of Significance

The Baldivis Primary School (fmr), comprising two single-room, timber-framed, weatherboard and fibre cement sheeting clad and corrugated iron roofed former classrooms, and various other sheds and structures, has cultural heritage significance for the following reasons:

the place has historical significance for its association with Group Settlements established on the Peel Estate from 1922;

the place is the only example of a Group Settlement School surviving intact in its original location in the wider Perth metropolitan region;

the place contributes to our understanding of the development of education and Group Settlement in Western Australia;

the place has aesthetic value as modest weatherboard, fibrous cement, timber and iron school buildings dating from the 1920s set in pleasant surroundings;

the place has some potential for archaeological deposits to remain at the site relating to the use and development of the school from the 1920s;

the place is of social significance to the local community for its relationship to the development of the area through the Peel Group Settlement Scheme and for its continued community use for educational and recreational purposes; and,

the place represents the typical single room country school buildings characteristic of the Inter-War period.

Conservation Policy Intentions

The Conservation Plan and specifically the conservation policies recommend that Baldivis Primary School (fmr) should be retained and conserved in a manner which ensures the recognition and conservation of it as a place of aesthetic, historic, scientific and social significance.

The main aim of the conservation policy for Baldivis Primary School (fmr) is to provide a framework for the conservation of the place, acknowledging the ongoing use and the place's location within the City of Rockingham.

The aims of the conservation policy for Baldivis Primary School (fmr) are:

- To provide guidance to the owners of the place, regarding the significance of the place as a whole and individual elements;
- To provide practical recommendations for the conservation of the significant fabric and policies for restoration, reconstruction and maintenance of the significant elements;
- To identify practical means by which the place can be presented through appropriate interpretation; and
- To provide guidance for future adaptation and development that may be required to meet changing functional requirements.

Summary of Conservation Policy

- Policy 1.1** The statement of significance for Baldivis Primary School (fmr) and the recommendations of the Conservation Plan should be used by the owners and the future users of the place, as well as all relevant authorities, as a key guiding document for decisions about conservation, management, maintenance, development and future use of the place.
- Policy 1.2** The Conservation Plan should be reviewed every ten years to ensure that the policies continue to be relevant and are being implemented in an appropriate manner; that changes are recorded; and that any further information that comes to light is properly included and assessed. It is not a requirement that this document has to be rewritten.
- Policy 1.3** If there are major changes to the place that impact on the relevance and accuracy of this Conservation Plan then this report should also be updated at the completion of those works.
- Policy 1.4** All work undertaken to conserve or adapt the place should be appropriate to the significance of the place and should be guided by experienced conservation practitioners.

Summary of Implementation Strategy

The owners of the Baldivis Primary School (fmr), the City of Rockingham, is responsible for the implementation of the Conservation Plan.

A coordinated approach to conservation works and ongoing maintenance is essential to the conservation of the place.

Generally the Original Classroom is in fair to good condition. The Relocated Classroom is in poor to fair condition and requires immediate attention.

A schedule of works recommended to be undertaken in the short, medium and long term is included at the end of the policy section of the Conservation Plan.

The Conservation Plan for the Baldivis Primary School (fmr) should be adopted by the City of Rockingham as the guiding document for future conservation and management of the place.

The conservation policy for the Baldivis Primary School (fmr) should be reviewed and updated every five years by appropriately qualified heritage consultants. It is the responsibility of the owner of the place to commission the review.

TABLE OF CONTENTS

COPYRIGHT	2
DISCLAIMER	2
DOCUMENT HISTORY	3
ABBREVIATIONS.....	4
EXECUTIVE SUMMARY	5
TABLE OF CONTENTS	9
LIST OF FIGURES	13
LIST OF TABLES.....	16
1. INTRODUCTION	17
1.1. TERMINOLOGY.....	21
1.2. HERITAGE LISTINGS	21
1.3. METHOD	21
1.4. DEFINITIONS	22
1.5. LIMITATIONS	23
1.6. CONSULTANT TEAM	23
1.7. ACKNOWLEDGEMENTS.....	23
2. DOCUMENTARY EVIDENCE.....	24
2.1. HISTORY AND CONTEXT.....	24
2.1.1. <i>Pre European Settlement</i>	24
2.1.2. <i>European Settlement of the Rockingham and Baldivis areas</i>	24
2.1.3. <i>Establishment of the Group 50 and 54 School 1923</i>	25
2.1.4. <i>Brief History of Baldivis Primary School 1924 – 1977</i>	27
2.1.5. <i>A new primary school for Baldivis</i>	33
2.1.6. <i>The original school site 1978-2011</i>	34
2.1.7. <i>Further Research</i>	35
2.2. ASSOCIATIONS	35
2.2.1. <i>Group Settlement Scheme</i>	35
2.2.2. <i>PWD Inter-War Country Schools</i>	36
2.3. CHRONOLOGICAL SUMMARY.....	37
3. PHYSICAL EVIDENCE.....	39
3.1. DESCRIPTION OF THE SITE AND SETTING.....	39
3.1.1. <i>Context of Baldivis</i>	39
3.1.2. <i>Description of the Site</i>	39
3.2. CURRENT FUNCTION OF THE PLACE AND ITS COMPONENTS	40
3.3. DESCRIPTION OF THE BUILT FABRIC	46
3.3.1. <i>Building No.1: Original Classroom (1923) External Description</i>	46

3.3.2. Building No.1: Original Classroom (1923) Internal Description.....	52
3.3.3. Building No.2: Relocated Classroom (1954) External Description.....	56
3.3.4. Building No.2: Relocated Classroom (1954) Internal Description.....	61
3.3.5. Other Structures	65
3.4. ASBESTOS	70
3.4.1. Original Classroom.....	70
3.4.2. The 1927 Shed	70
3.4.3. Relocated Classroom	70
3.5. DESCRIPTION OF THE ARCHAEOLOGICAL POTENTIAL OF THE PLACE	70
4. ANALYSIS OF DOCUMENTARY AND PHYSICAL EVIDENCE	72
4.1. DEVELOPMENT	72
4.1.1. Site	72
4.1.2. Buildings	72
4.1.3. Archaeological potential.....	72
4.2. COMPARATIVE ANALYSIS	73
4.2.1. Group Settlement Scheme	73
4.2.2. Inter-War Country Schools.....	73
4.3. CONCLUSION	74
4.4. UNRESOLVED ISSUES.....	74
5. ASSESSMENT OF SIGNIFICANCE	75
5.1. PREAMBLE	75
Aesthetic significance	75
Historical significance	75
Scientific significance.....	75
Social significance.....	76
Rarity	76
Representativeness.....	76
Condition	76
Integrity	76
Authenticity	76
6. STATEMENT OF SIGNIFICANCE	77
7. GRADED ZONES AND ELEMENTS OF SIGNIFICANCE	78
7.1. INTRODUCTION	78
7.2. ZONES.....	78
7.3. ELEMENTS	81
8. CONSERVATION POLICY ISSUES.....	82
8.1. INTRODUCTION	82
8.2. GUIDE TO THE CONSERVATION POLICY.....	82
8.3. CONSERVATION AIMS	83
8.4. REQUIREMENTS ARISING OUT OF THE BURRA CHARTER.....	84
8.4.1. Policies arising from the Burra Charter	84

9.	POLICIES ARISING FROM THE CULTURAL SIGNIFICANCE OF THE PLACE	85
9.1.	INTRODUCTION	85
9.2.	REQUIREMENTS ARISING FROM THE STATEMENT OF SIGNIFICANCE	85
9.3.	REQUIREMENTS FOR GRADED ZONES AND ELEMENTS OF SIGNIFICANCE	86
9.3.1.	<i>Policies for Graded Zones and Elements of Significance</i>	<i>86</i>
10.	POLICIES ARISING FROM THE PHYSICAL CONDITION OF THE PLACE	89
10.1.	CONSERVATION OF THE SITE AND LANDSCAPE ELEMENTS.....	89
10.1.1.	<i>Policies for Site and Landscape Elements.....</i>	<i>89</i>
10.2.	CONSERVATION OF POTENTIAL ARCHAEOLOGICAL VALUES.....	90
10.2.1.	<i>General archaeological policies.....</i>	<i>90</i>
10.2.1.	<i>Policies relating to artefact management.....</i>	<i>90</i>
10.3.	CONSERVATION OF THE BUILDINGS	91
10.3.1.	<i>General Planning Policies</i>	<i>91</i>
10.3.2.	<i>Conservation of External Fabric.....</i>	<i>92</i>
10.3.3.	<i>Conservation of Internal Fabric</i>	<i>94</i>
10.4.	ASBESTOS	96
10.4.1.	<i>Policies relating to Asbestos</i>	<i>96</i>
11.	POLICIES ARISING FROM THE REQUIREMENT TO INTERPRET THE PLACE.....	97
11.1.	INTRODUCTION.....	97
11.2.	REQUIREMENTS FOR INTERPRETATION	97
11.2.1.	<i>Policies for interpretation</i>	<i>97</i>
12.	POLICIES ARISING FROM EXTERNAL REQUIREMENTS	99
12.1.	INTRODUCTION	99
12.2.	CURRENT HERITAGE LISTINGS.....	99
12.2.1	<i>Policies arising from Current Heritage Listings.....</i>	<i>99</i>
12.3.	STATUTORY AUTHORITIES.....	100
12.3.1	<i>Policies Arising out of Statutory Requirements</i>	<i>100</i>
13.	POLICIES ARISING FROM REQUIREMENTS FOR OWNERS AND USERS OF THE PLACE	101
13.1.	INTRODUCTION	101
13.2.	ADAPTATION AND NEW DEVELOPMENT	101
13.3.	POLICIES ARISING FROM PROPOSED DEVELOPMENT	103
13.4.	KEY FACTORS OF THE CONSERVATION PLAN	104
14.	POLICIES ARISING RELATING TO THE USE, IMPLEMENTATION OF POLICIES AND MANAGEMENT STRATEGY OF THE PLACE	105
14.1.	RESPONSIBILITY	105
14.2.	CONSERVATION AND MAINTENANCE	105
14.3.	ADOPTION OF THE POLICY	105
14.4.	REVIEW	105
14.5.	PHYSICAL CONSERVATION WORKS	105
14.5.1.	<i>General Issues.....</i>	<i>106</i>

14.5.2. Short term (0-12 months)	106
14.5.3. Medium term (1 –3 years)	110
14.5.4. Long term (over 3 years).....	110
14.6. IMPLEMENTATION OF THE INTERPRETATION STRATEGY	110
15. BIBLIOGRAPHY	111
<i>Primary Sources</i>	111
<i>Secondary Sources</i>	111
APPENDIX A: CONSERVATION PLAN STUDY BRIEF - INTRODUCTION TO CONSERVATION PLANS, HERITAGE COUNCIL OF WESTERN AUSTRALIA, OCTOBER 2002.	113
APPENDIX B: CRITERIA OF CULTURAL HERITAGE SIGNIFICANCE FOR ASSESSMENT OF PLACES FOR ENTRY INTO THE REGISTER OF HERITAGE PLACES, HERITAGE COUNCIL OF WESTERN AUSTRALIA, NOVEMBER 1996.....	125
APPENDIX C: THE BURRA CHARTER: THE AUSTRALIA ICOMOS CHARTER FOR PLACES OF CULTURAL SIGNIFICANCE, 1999.	131
APPENDIX D: CITY OF ROCKINGHAM PROPERTY INFORMATION SHEET.	162
APPENDIX E: CITY OF ROCKINGHAM MUNICIPAL HERITAGE INVENTORY PLACE RECORD FORM.	165
APPENDIX F: HERITAGE COUNCIL OF WESTERN AUSTRALIA NOMINATION OF NEW PLACE FOR ASSESSMENT.....	169
APPENDIX G: INSPECTION SCHEDULES.....	174
APPENDIX H: STRUTTERRE’S BALDIVIS PRIMARY SCHOOL CONDITION REPORT, 3 OCTOBER 2009.	181
APPENDIX I: PAUL HUDSON MAINTENANCE QUOTE, 25 MARCH 2010.	198

LIST OF FIGURES

FIGURE 1. LOCATION OF THE BALDIVIS PRIMARY SCHOOL (FMR), BALDIVIS, WA.	18
FIGURE 2. AERIAL VIEW OF BALDIVIS PRIMARY SCHOOL (FMR) SITE, MANAGED BY THE CITY OF ROCKINGHAM. THE SHADED AREA INDICATES THE LOCATION OF THE ORIGINAL GROUP SETTLEMENT SCHOOL (AND THE STUDY AREA FOR THIS CONSERVATION PLAN).....	18
FIGURE 3. STUDY AREA FOR THIS CONSERVATION PLAN (THE LOCATION OF THE ORIGINAL GROUP SETTLEMENT SCHOOL).	19
FIGURE 4. SITE PLAN SHOWING CURRENT SITE LAYOUT.	20
FIGURE 5. PLAN OF THE PEEL ESTATE SHOWING LOCATION THE PROPOSED BALDIVIS PRIMARY SCHOOL (FMR) SITE (IN RED).	26
FIGURE 6. PLAN OF A TYPICAL GROUP SETTLEMENT SCHOOL ROOM AND TOILETS DATING FROM C.1920S.....	27
FIGURE 7. PLAN SHOWING PROPOSED SCHOOL SITE, PWD PLAN 48517-181, 19.4.77.....	34
FIGURE 8. SITE PLAN SHOWING KEY TO BUILDINGS.	41
FIGURE 9. BALDIVIS HERITAGE BUILDINGS SITE SURVEY, BAS10411, 25.1.2011.....	42
FIGURE 10. MATURE PEPPERMINT TREES LOCATED NORTH OF THE RELOCATED CLASSROOM, VIEW NORTHWEST.....	44
FIGURE 11. BLDG 1, ORIGINAL CLASSROOM IN FOREGROUND AND BLDG 2, RELOCATED CLASSROOM IN BACKGROUND, VIEW NORTHEAST.	44
FIGURE 12. GROUNDS, VIEW WEST.	44
FIGURE 13. GROUNDS, VIEW EAST.	44
FIGURE 14. BLDG 1, ORIGINAL CLASSROOM IN FOREGROUND AND BLDG 2, RELOCATED CLASSROOM IN BACKGROUND, VIEW NORTHEAST.....	44
FIGURE 15. BLDG 2, RELOCATED CLASSROOM IN FOREGROUND AND BLDG 1, ORIGINAL CLASSROOM IN BACKGROUND, VIEW SOUTHEAST.....	44
FIGURE 16. BLDG 3, 1927 SHED, VIEW NORTH.....	45
FIGURE 17. MALE TOILETS WITH BLD 3, 1937 SHED AND BLDG 1, ORIGINAL CLASSROOM IN BACKGROUND, VIEW NORTHEAST.	45
FIGURE 18. TENNIS COURTS TO WEST OF SITE, VIEW WEST.....	45
FIGURE 19. CHILDREN’S PLAYGROUND NORTH OF SITE, VIEW NORTH.	45
FIGURE 20. BLDG 1, ORIGINAL CLASSROOM (1923).....	49
FIGURE 21. BLDG 1 ORIGINAL CLASSROOM NORTH ELEVATION, VIEW SOUTH.....	50
FIGURE 22. BLDG 1 ORIGINAL CLASSROOM SOUTH ELEVATION, VIEW NORTH.....	50
FIGURE 23. BLDG 1 ORIGINAL CLASSROOM SOUTH AND EAST ELEVATIONS, VIEW NORTHWEST.....	50
FIGURE 24. BLDG 1 ORIGINAL CLASSROOM EAST ELEVATION, VIEW WEST.....	50
FIGURE 25. BLDG 1 ORIGINAL CLASSROOM WEST ELEVATION, VIEW EAST.....	50
FIGURE 26. BLDG 1 ORIGINAL CLASSROOM WEST ELEVATION, VIEW EAST.....	50
FIGURE 27. BLDG 1 ORIGINAL CLASSROOM EAST VERANDAH.....	51
FIGURE 28. BLDG 1 ORIGINAL CLASSROOM EAST VERANDAH.....	51
FIGURE 29. BLDG 1 NORTH ELEVATION TIMBER STUMP.....	51
FIGURE 30. BLDG 1 SOUTH ELEVATION FORMER STEEL SUPPORT, VIEW NORTH.	51
FIGURE 31. BLDG 1 SOUTH ELEVATION TREE, VIEW EAST.....	51
FIGURE 32. BLDG 1 SOUTH ELEVATION WINDOW DETAIL.....	51
FIGURE 33. BLDG 1 WATER TANK ON SOUTH ELEVATION, WEST END, VIEW NORTHEAST.	52
FIGURE 34. BLDG 1 WATER TANK ON SOUTH ELEVATION, EAST END, VIEW NORTH.....	52

FIGURE 35. BLDG 1 MAIN ROOM, EAST WALL.....	53
FIGURE 36. BLDG 1 MAIN ROOM, WEST WALL.....	53
FIGURE 37. BLDG 1 MAIN ROOM, NORTH WALL.....	53
FIGURE 38. BLDG 1 MAIN ROOM, SOUTH WALL.....	53
FIGURE 39. BLDG 1 BLACKBOARD ALONG WEST WALL.	54
FIGURE 40. BLDG 1 FLOORBOARDS REPLACED IN MAIN ROOM	54
FIGURE 43. BLDG 1 MAIN ROOM DADO, NORTH WALL.....	54
FIGURE 44. BLDG 1 MAIN ROOM WINDOW DAMAGE, NORTH WALL.	54
FIGURE 45. BLDG 1 MAIN ROOM EAST ENTRY DOOR AND AIRCONDITIONING UNIT.	54
FIGURE 46. BLDG 1 MAIN ROOM CEILING.	54
FIGURE 41. BLDG 1 WEST VERANDAH HAND BASINS.	55
FIGURE 42. BLDG 1 WEST VERANDAH BAG AND COAT HOOKS.	55
FIGURE 47. BLDG 1 STORE INTERIOR SKILLION ROOF.	55
FIGURE 48. BLDG 1 STORE INTERIOR ENTRANCE DOOR.	55
FIGURE 49. BLDG 1 STORE INTERIOR WINDOW.....	55
FIGURE 50. BLDG 1 STORE INTERIOR.	55
FIGURE 51. BLDG 2, RELOCATED CLASSROOM (1954).....	58
FIGURE 52. BLDG 2 RELOCATED CLASSROOM NORTH AND WEST ELEVATIONS SHOWING RELATIONSHIP TO BLDG 1, VIEW SOUTHEAST.....	59
FIGURE 53. BLDG 2 RELOCATED CLASSROOM NORTH ELEVATION, VIEW SOUTH.	59
FIGURE 54. BLDG 2 RELOCATED CLASSROOM SOUTH ELEVATION, VIEW NORTH.	59
FIGURE 55. BLDG 2 RELOCATED CLASSROOM EAST ELEVATION, VIEW WEST.	59
FIGURE 56. BLDG 2 RELOCATED CLASSROOM WEST ELEVATION, VIEW EAST.	59
FIGURE 57. BLDG 2 RELOCATED CLASSROOM NORTH ELEVATION SUN HOOD, VIEW SOUTHEAST.	59
FIGURE 58. BLDG 2 RELOCATED CLASSROOM SOUTH ELEVATION WINDOWS.	60
FIGURE 59. BLDG 2 RELOCATED CLASSROOM EAVE AND WINDOW DETAIL.	60
FIGURE 60. BLDG 2 RELOCATED CLASSROOM WEST ELEVATION MODERN BOARDS.	60
FIGURE 61. BLDG 2 RELOCATED CLASSROOM EAST VERANDAH WEATHERBOARDS.....	60
FIGURE 62. BLDG 2 RELOCATED CLASSROOM WATER TANK SOUTH ELEVATION, VIEW EAST.....	60
FIGURE 63. BLDG 2 RELOCATED CLASSROOM NORTH ELEVATION WINDOW SILL.....	60
FIGURE 64. BLDG 2 MAIN ROOM, EAST WALL.....	61
FIGURE 65. BLDG 2 MAIN ROOM, WEST WALL.....	61
FIGURE 66. BLDG 2 MAIN ROOM, NORTH WALL.....	62
FIGURE 67. BLDG 2 MAIN ROOM, SOUTH WALL.....	62
FIGURE 68. BLDG 2 WEST VERANDAH ENTRY DOOR.....	62
FIGURE 69. BLDG 2 MAIN ROOM WEST DOOR.	62
FIGURE 70. BLDG 2, WEST VERANDAH.	63
FIGURE 71. BLDG 2 MAIN ROOM SOUTH WALL, FORMER BLACKBOARD.....	63
FIGURE 72. BLDG 2 MAIN ROOM WHITE ANT DAMAGE.	63
FIGURE 73. BLDG 2 MAIN ROOM WHITE ANT DAMAGE.	63
FIGURE 74. BLDG 2 MAIN ROOM WHITE ANT DAMAGE.	63
FIGURE 75. BLDG 2 MAIN ROOM CEILING VENT.	63
FIGURE 76. BLDG 2 MAIN ROOM ASSUMED LOCATION OF FORMER HEATER.....	64
FIGURE 77. BLDG 2 WEST VERANDAH.	64

FIGURE 78. BLDG 2 EAST ELEVATION ENTRY DOOR, VIEW WEST.....	64
FIGURE 79. BLDG 2 STORE ENTRY DOOR, VIEW SOUTHWEST.	64
FIGURE 80. BLDG 2 STORE INTERIOR, VIEW SOUTH.	65
FIGURE 81. BLDG 2 STORE INTERIOR.	65
FIGURE 82. BLDG 3 1927 SHED, NORTH ELEVATION.	67
FIGURE 83. BLDG 3 1927 SHED, SOUTH ELEVATION.	67
FIGURE 84. BLDG 3 1927 SHED, EAST ELEVATION.	67
FIGURE 85. BLDG 3 1927 SHED, WEST ELEVATION.	67
FIGURE 86. BLDG 4 CEMENT BESSER BLOCK STORE WITH CORRUGATED IRON ADDITION (REPLACED IN 2011), NORTH ELEVATION.....	68
FIGURE 87. BLDG 4 STORE, EAST ELEVATION.....	68
FIGURE 88. BLDG 4 STORE AND SANDPIT, WEST ELEVATION.	68
FIGURE 89. STRUCTURE 5 BBQ SHELTER.	68
FIGURE 90. BLDG 6 FEMALE TOILETS, VIEW NORTH.	68
FIGURE 91. BLDG 6 FEMALE TOILETS.....	68
FIGURE 92. FEMALE TOILET BLOCK CUBICLES, VIEW NORTH.	69
FIGURE 93. FEMALE TOILET BLOCK SURFACE, VIEW NORTH.	69
FIGURE 94. BLDG 7 MALE TOILET LOCATED AT SOUTHWEST CORNER OF SITE, VIEW NORTHEAST.....	69
FIGURE 95. STRUCTURE 8 MEMORIAL PLAQUE	69
FIGURE 96. STRUCTURE 8 MEMORIAL PLAQUE.	69
FIGURE 97. ROSEBUSHES ADJACENT TO PATHWAY.	69
FIGURE 98. ZONES OF SIGNIFICANCE - SITE.	79
FIGURE 99. ZONES OF SIGNIFICANCE – INDIVIDUAL ELEMENTS.	80

LIST OF TABLES

TABLE 1. HERITAGE LISTINGS FOR THE BALDIVIS PRIMARY SCHOOL (FMR).....	21
TABLE 2. CHRONOLOGICAL SUMMARY FOR THE BALDIVIS PRIMARY SCHOOL (FMR).	37
TABLE 3. ZONES OF SIGNIFICANCE FOR THE BLADIVIS PRIMARY SCHOOL (FMR).	78
TABLE 4. LEVELS OF SIGNIFICANCE FOR INDIVIDUAL ELEMENTS.	81

1. INTRODUCTION

Earth Imprints Consulting (EIC) has been commissioned by the City of Rockingham to provide a Conservation Plan for the Baldivis Primary School (fmr), which is included on the City of Rockingham's Municipal Inventory (Place No. 002) and on the Heritage Council of Western Australia's Assessment Program (Place ID P3127).

The site is located on Lot 1376 on P190710, Reserve R 23952, at 342 Baldivis Road, Baldivis, on the northwest corner of Fifty Road and Baldivis Road, approximately 2 km north of Baldivis and 46 km south of Perth (refer Figure 1 to Figure 4 and Appendix D).

In the 1920s the area was small-scale mixed farming as a part of the Peel Estate Group Settlement. The original school building was constructed in 1923. A second school building was relocated to the site in 1954 (Figure 4).

From 1976 and 1978 a land swap was negotiated between the Education Department and the then Shire of Rockingham to construct a new primary school to the west of the original school location. During this time the Shire of Rockingham was in the process of creating a bushland reserve around the northern and western margins of the original school. The Shire of Rockingham acquired the former primary school site with the bushland reserve as a community asset with a portion of land excised from the reserve for the construction of a new primary school by the Education Department. The former school remains surrounded by a bushland reserve within a local area characterised by rural-residential-industrial development.

The City commissioned an engineering assessment³ in 2009, which found that the Relocated Classroom is in worse condition than the Original Classroom. However, it was possible for both buildings to be remediated and repaired.

In 2010 the City of Rockingham commissioned a Heritage Impact Statement (HIS) to assist in decision-making.⁴ Following the HIS, the City of Rockingham Council moved to retain the buildings and commissioned this Conservation Plan to guide the future conservation and development of the place.

³ *Baldivis Primary School Condition Report*, Strutterre Consulting Engineers, October 2009.

⁴ *Baldivis Primary School Heritage Impact Statement*, Earth Imprints Consulting, August 2010.

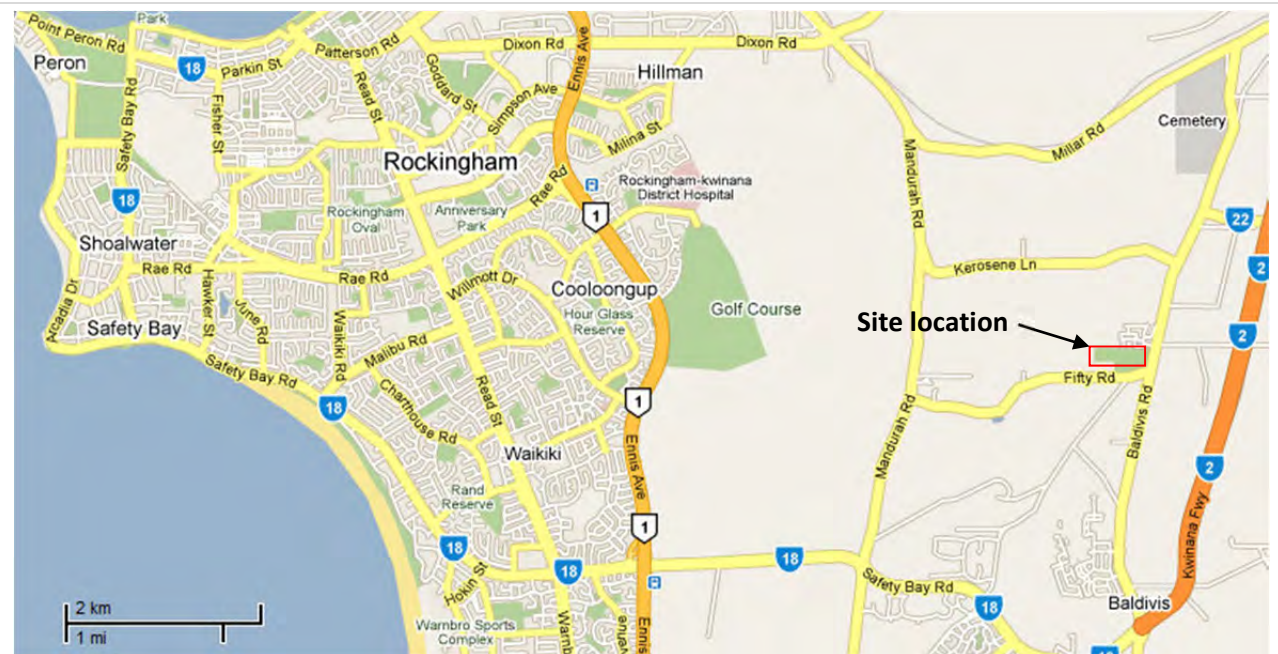


Figure 1. Location of the Baldivis Primary School (fmr), Baldivis, WA.

Source: <http://maps.google.com.au/maps>, accessed 17.3.2011.

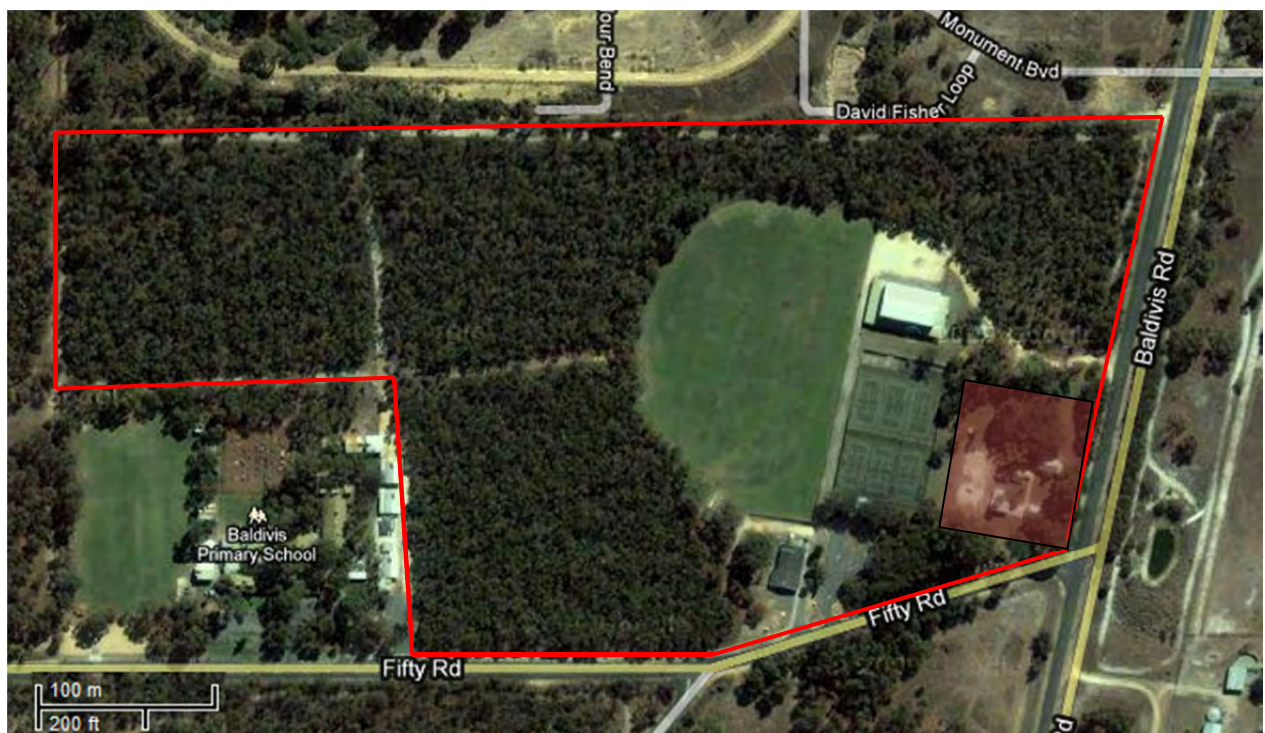


Figure 2. Aerial view of Baldivis Primary School (fmr) site, managed by the City of Rockingham. The shaded area indicates the location of the original Group Settlement School (and the study area for this Conservation Plan).

Source: <http://maps.google.com.au/maps?hl=en&tab=w/>, accessed 17.3.2011.



Figure 3. Study Area for this Conservation Plan (the location of the original Group Settlement School).

Source: City of Rockingham.

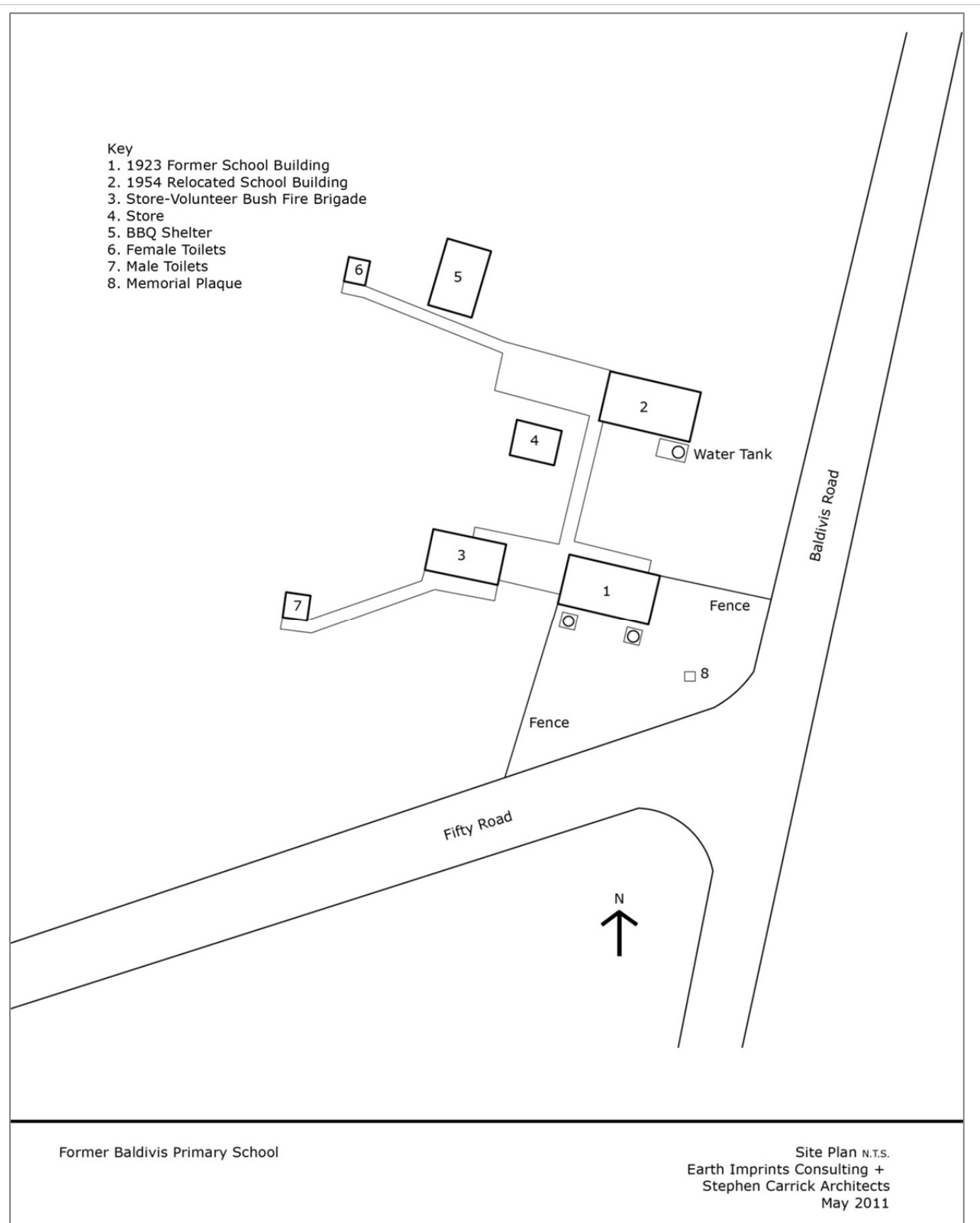


Figure 4. Site plan showing current site layout.

1.1. Terminology

The Baldivis Playgroup occupies the 1923 building. Throughout the Conservation Plan, this building will be referred to as the Original Classroom.

The Baldivis Visual Arts Society has occupied the Group 39 school building relocated in 1954 since the late 1970s until it was relocated in early 2011. Throughout the Conservation Plan, this building will be referred to as the Relocated Classroom.

The asbestos and corrugated iron shed built in c1927 with P&C funds will be referred to as the 1927 Shed.

1.2. Heritage Listings

Table 1. Heritage listings for the Baldivis Primary School (fmr).

Register/ Listing	Place ID	Status	Date Registered
Heritage Council of Western Australia			
• State Register of Heritage Places	P3127	Assessment program	30 October 2009
Shire of Rockingham			
• Municipal Inventory	No. 002	Adopted – Category A	25 March 2008

The former Baldivis Primary School is included on the City of Rockingham's Municipal Heritage Inventory as a place of exceptional significance for its aesthetic, historic and social values (refer to Appendix E for a copy of the listing documentation). It is included in the Heritage List adopted by the Council under clause 5.4.2 of Town Planning Scheme No.2. It has Management Category A - Exceptional Significance – recommended for entry into the State Register of Heritage Places.

The Baldivis Primary School (fmr) is included on the Heritage Council of Western Australia's Assessment Program for potential inclusion on the State Register of Heritage Places (refer to Appendix F for a copy of the nomination documentation).

1.3. Method

This Conservation Plan has been prepared in accordance with the guidelines established in J. S. Kerr's *The Conservation Plan* (National Trust of NSW, 1996).⁵

In this process the heritage significance of a place is determined. This is then followed by a detailed policy. The policy outlines how to conserve that significance.

This report includes:

1. Assessment of cultural heritage significance of the place:
 - Documentary evidence based on archival research using both primary and secondary source materials.

⁵ J. S. Kerr, *The Conservation Plan: A guide to the preparation of Conservation Plans for places of European cultural significance*, National Trust of NSW, 1996.

- Physical evidence based on site investigation.
 - Oral evidence including information obtained from meetings and discussions with the City of Rockingham and users of the place.
2. Assessment of cultural significance as defined by the *Heritage of Western Australia Act* 1990 and stated in terms of Heritage Council of Western Australia's Criteria for Entry in the Register of Heritage Places (Appendix B).
 3. Conservation policy:
 - Requirements and constraints arising from the statement of significance.
 - Client's requirements.
 - Requirements of statutory bodies.
 - Requirements arising from the physical condition of the place.
 4. Implementation of policy.

1.4. Definitions

The preparation of a Conservation Plan involves the use of terms and procedures which are defined in the *Burra Charter*⁶ to have specific meaning (Appendix C). The following list provides a guide to the terminology used in this report:

- 1.1 Place means site, area, land, landscape, building or other work, group of buildings or other works, and may include components, contents, spaces and views.
- 1.2 Cultural Significance means aesthetic, historic, scientific, social or spiritual value for past, present or future generations.
- 1.3 Fabric means all the physical material of a place including components, fixtures, contents and objects.
- 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, contents 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.

⁶ The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 1999.

- 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 the place, which may include the visual catchment.
- 1.13 Related place means a place that contributes to the cultural significance of another place.
- 1.14 Related object means an object that contributes to the cultural significance of a place but is not at the place.
- 1.15 Associations mean the special connections that exist between people and a place.
- 1.16 Meanings denote what a place signifies, indicates, evokes or expresses.
Interpretation means all the ways of presenting the cultural significance of a place.

1.5. Limitations

The historical background has been prepared with the available documentary sources with some information taken from primary and secondary sources.

This study has not investigated any possible Aboriginal cultural associations that might pertain to the study area.

1.6. Consultant Team

The Earth Imprints Consulting project team includes the following people:

- **Renée Gardiner – Earth Imprints Consulting**
Project Manager, Heritage Consultant and Archaeologist
- **Stephen Carrick – Stephen Carrick Architects**
Heritage Architect
- **Carmel Given – Heritage and History Consultant**
Historian

1.7. Acknowledgements

The consultants would like to acknowledge the assistance and co-operation of the following people and organisations in the preparation of this document:

- Staff of the Battye Library of WA.
- Staff of the State Records Office.
- Staff at the City of Rockingham.
- City of Rockingham local community members.

2. DOCUMENTARY EVIDENCE

The following documentary evidence provides a concise history of the development of Baldivis Primary School (fmr). The documentary evidence is based on records held by the Battye Library of Western Australia, the State Records Office, the City of Rockingham records and various secondary sources.

Note: A search of the Battye Library Pictorial Collection did not uncover any early photos of the Baldivis Primary School. There are several photos of Peel Estate Group Settlement farms and families (not from Groups 50 or 54), and one photo of the Richardson's Swamp School c1929.

2.1. History and Context

2.1.1. Pre European Settlement⁷

Prior to European settlement the Baldivis area and the South West was occupied solely by Noongar people. Archaeological evidence from Perth and Albany suggests that the Noongar people have lived in the area for at least 45,000 years. Their social structure was focused on the family with Noongar family groups occupying distinct areas of Noongar Country.

In the Perth area, the main source of food came from the sea, the Swan River and the extensive system of freshwater lakes that once lay between the coast and the Darling Escarpment. Noongars travelled within their country to trade with other families, often for hundreds of kilometres on foot between each family group. Europeans arrived on the West Coast in 1829, and British colonisation and the expansion of settlement disrupted Noongar life, culture and customs.

2.1.2. European Settlement of the Rockingham and Baldivis areas⁸

In 1827 Captain James Stirling explored the Swan River and two years later returned, landing at Garden Island with the new colony's first settlers. In 1830, during a severe gale, the ship 'Rockingham' anchored in Cockburn Sound, broke its capstan and was driven aground just to the north of the town that now bears its name. A number of attempts were made at establishing settlements in the area but it was not until the early 1850s that families took up land to the East of the Rockingham town site and started farming. Opening up the inland Jarrah forests at Jarrahdale in 1871 enabled overseas timber shipping and this quickly became the principal industry for the area. A saw mill was established, a jetty built at Rockingham port to load the timber onto ships and a rail line linking the two was developed. Rockingham flourished and in 1897 the township of Rockingham was formally recognised with its own local government - the Rockingham Road Board. As Rockingham became more accessible it soon became a popular seaside resort for holiday makers and by the 1920s was well recognised for its beaches, bathing, sailing, fishing and hotels.

The Group Settlement Scheme was responsible for the establishment of groups on the Peel Estate from 1922. See Section 2.2.1 for Information on the Group Settlement Scheme.

⁷ Summarised from South West Aboriginal Land and Sea Council website: <http://www.noongar.org.au/noongar-people-history.php> accessed 15.3.2011.

⁸ Summarised from Rockingham Visitor Centre website: <http://www.rockinghamvisitorcentre.com.au/pages/local-history/> accessed 15.3.2011.

2.1.3. Establishment of the Group 50 and 54 School 1923

Because of the government's policy to build schools on Group Settlements to cater for the needs of the settlers' children, schools on the Peel estate in the 1920s were prolific, albeit single-room, one-teacher schools.⁹

Groups 50 and 54 were first to make an application for a school to the Department of Education in July 1923.¹⁰ In August 1923 the Director of Education informed the Executive Engineer of the Department of Lands and Surveys that an application had been made to the Minister for Education to erect a school and quarters for Groups 50, 54 and 66. The proposed site was a 5 acre portion on the southeast corner of Block 310 in the Peel Estate (refer Figure 5).¹¹

A total area of 2.5 acres was cleared at a cost of £12:6:0 per acre and construction of the buildings was completed on 26 October 1923.¹² A memorandum on 7 November 1923 from the Department of Lands and Surveys to the Director of Education, which apparently expressed the Department's objection to the site, had been lost.¹³ At any rate, the memo had been written after the construction was complete.

...regarding the school erected on Peel Estate Lot 310...I would point out that we first communicated with your Executive Engineer about this land on the 20th August, 1923, and we did not know of any objection to the building being erected there until the receipt of your memo. of the 24th June – eight months after the erection of the building.¹⁴

A note on file showed that the site selected for Group 66 had been Lot 524.¹⁵ This lot is immediately to the south of Lot 30 (See Figure 5). Lot 310 was to serve Groups 50 and 54.¹⁶

Possibly as a result of confusion surrounding the approval of lots, it is not until 1926 that No 19372 (School Site), 5 acres of Lot 310 (Lot 758) is gazetted retrospectively by the Department of Lands and Surveys.¹⁷

The school was officially opened by Mr Julian S Price (the first teacher) on 4 February 1924.¹⁸ In Price's School Journal he notes that '45 scholars presented themselves for admission'.¹⁹ The school building, a single-volume pavilion structure of timber framing and weatherboard and asbestos cladding was typical

⁹ Draper, R., *Rockingham – The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p 145.

¹⁰ Taggart, N. *Rockingham Looks Back: A History of the Rockingham District 1829-1982*. Rockingham District Historical Society, Rockingham, 1984, p. 166.

¹¹ Letter, 20.8.1923 in Education Department, 1953/F1787, *Baldivis Primary School – Lands*. SROWA Cons 5957.

¹² Letter, 24.6.1924, from Undersecretary for Lands to Dir. of Education in Education Department, 1953/F1787, *Baldivis Primary School – Lands*. SROWA Cons 5957. The cost of land clearing was incurred by the Group Settlement Dept, and later recouped from the Dept of Works and Trading Concerns, as per memo dated 1.4.1925 from Undersecretary to Dir. of Education in Education Department, 1953/F1787, *Baldivis Primary School – Lands*. SROWA Cons 5957.

¹³ The reason for the Department's objection is not recorded.

¹⁴ Letter, 31.7.1924 from Dir. of Education to Undersecretary for Lands in Education Department, 1953/F1787, *Baldivis Primary School – Lands*. SROWA Cons 5957.

¹⁵ Note for File, 27.8.1923 in Education Department, 1953/F1787, *Baldivis Primary School – Lands*. SROWA, Cons 5957.

¹⁶ Letter 4.8.1924 from Dir. of Education to Undersecretary for Works and Labour in Education Department, 1953/F1787, *Baldivis Primary School – Lands*. SROWA, Cons 5957.

¹⁷ Note on file, extract from Govt Gazette 12.11.1926 p2255 in Education Department, 1953/F1787, *Baldivis Primary School – Lands*, SROWA Cons 5957.

¹⁸ Handwritten note in Education Department, 1953/F1787, *Baldivis Primary School – Lands*, SROWA, Cons 5957.

¹⁹ Journal Entry 4.2.1924 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

of its period (refer Figure 6). It was constructed so that it could be divided into two by a folding partition or curtain if necessary, to make two classrooms. However in the first months most classes were held outdoors due to a lack of seating.²⁰ The Inspector notes that:

*This is a difficult school to manage. There are two teachers working in the one room. There is only one table, and one cupboard, and everything is cramped and congested. The playground is dirty, the children get very filthy and grimy, and there is a shortage of water.*²¹

The back verandah decking was added in mid-1925.²² Also in this year a lot of work was spent by the children and families in establishing the school gardens, including a vegetable patch.²³

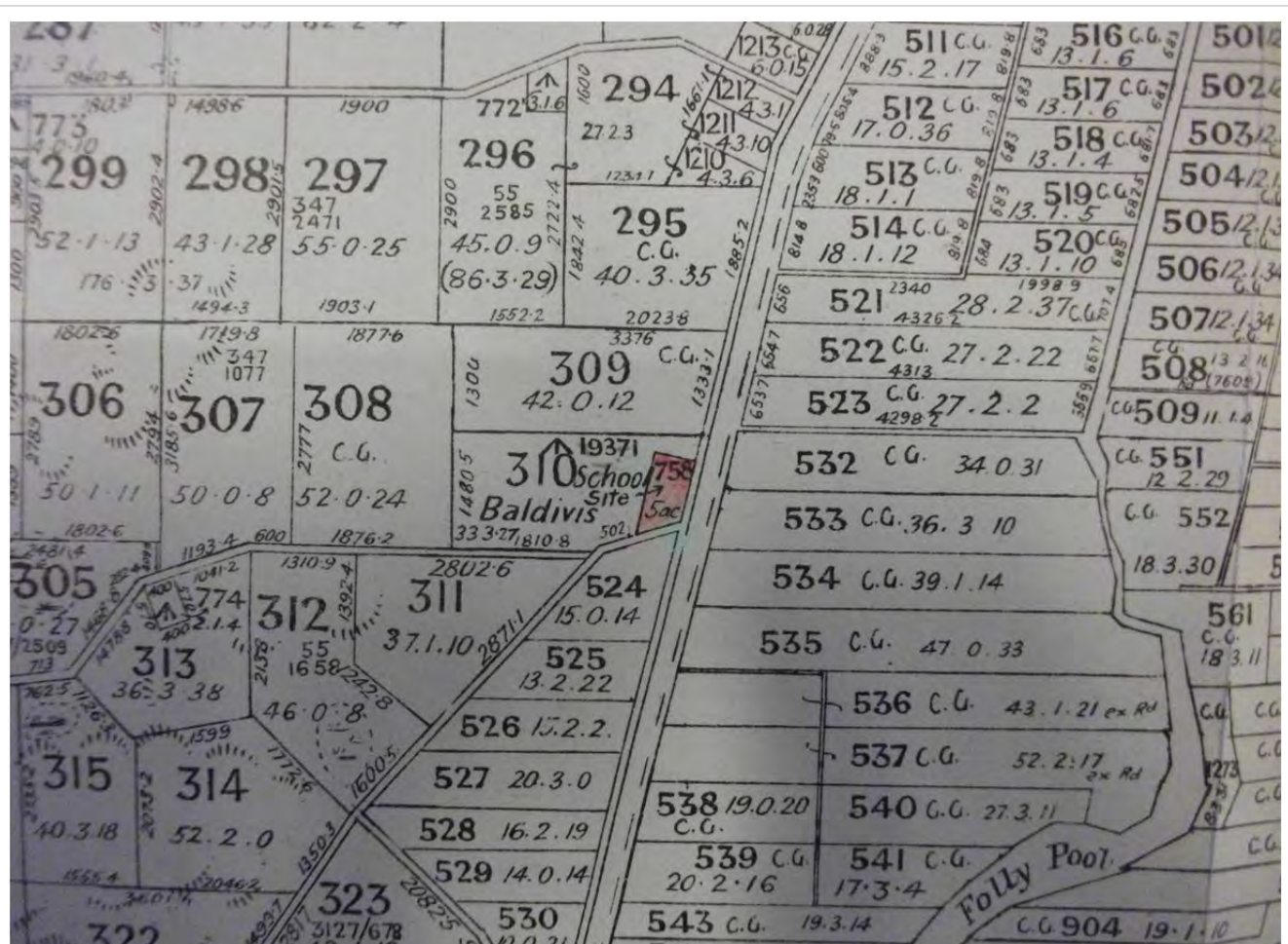


Figure 5. Plan of the Peel Estate showing location the proposed Baldvis Primary School (fmr) Site (in red).

Source: ED file 1953/F1787, SROWA Cons 5957.

²⁰ Journal Entry 11.4.1924 in Baldvis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

²¹ Inspector's Report 9.12.1924 in Baldvis Primary School (Group Settlement No. 50 - Peel Estate), *Inspector's Reports*, 1924/13 SROWA Cons 1203.

²² Journal Entry 26.6.1925 in Baldvis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

²³ Various journal entries 1924–1926 in Baldvis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

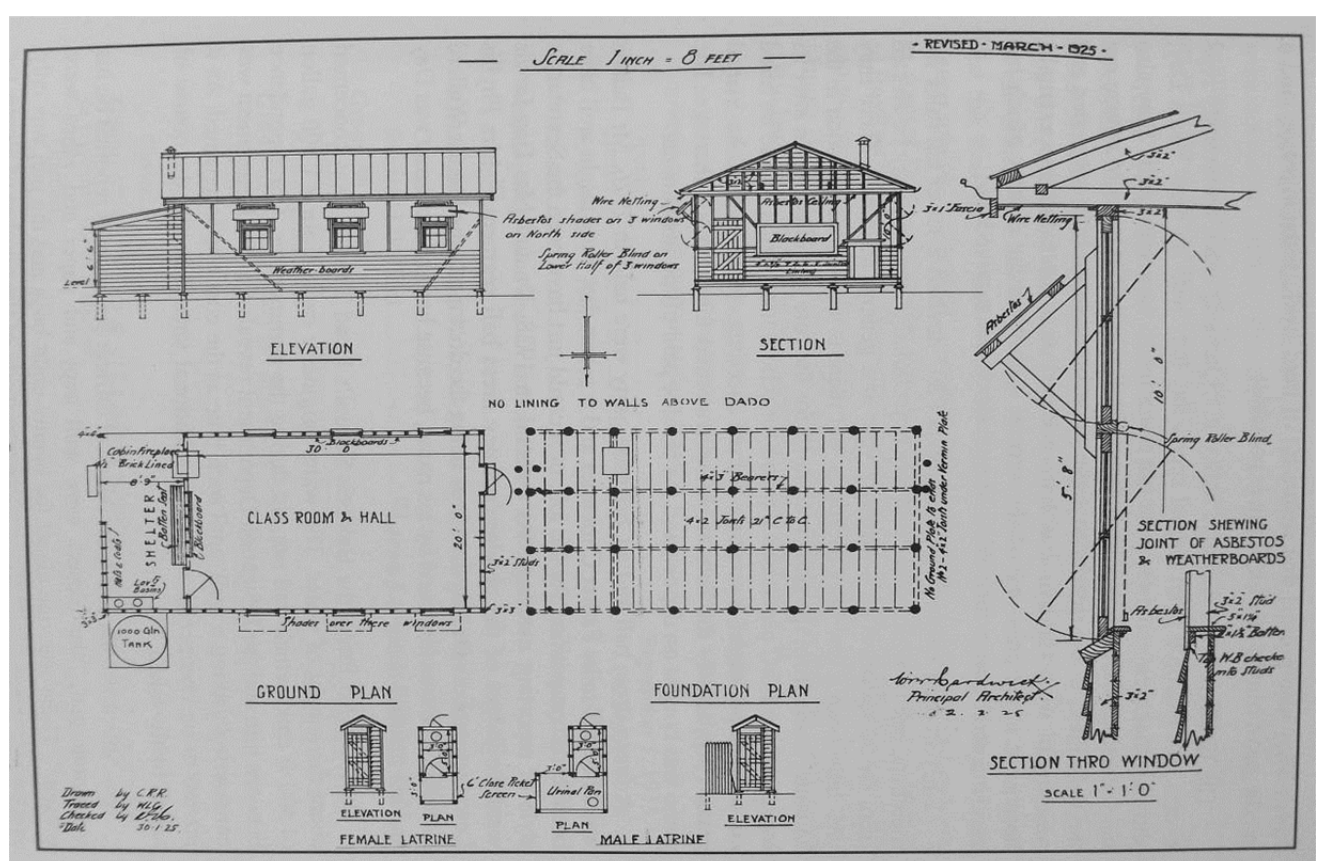


Figure 6. Plan of a typical Group Settlement school room and toilets dating from c.1920s.

Source: Draper, R., *Rockingham – The Visions Unfold: A History of the Rockingham District*, City of Rockingham, Rockingham, 1997, p 147.

2.1.4. Brief History of Baldvis Primary School 1924 – 1977

Group Settlement schools were usually single-teacher schools run with the help of assistant teachers as required. After the first head teacher, Julian Price, Baldvis Primary School (fmr) saw a succession of teachers from 1924 until 1929 when Mr Linley H. W. Thompson commenced teaching. He remained at the school until 1935 and the school maintained a high turnover rate in teaching staff again until Mr Ernie H. Sedgwick started in 1937, remaining until 1945.²⁴

In 1924, due to insufficient water supplies during summer, the Department of Education considered installing a well at the school. However, it was found to be cheaper to supply a second rain water tank.²⁵

The Baldvis Parents & Citizen's group (hereafter P&C) formed in 6 June 1926.²⁶ In the early years they fundraised for a shelter-shed for the pupils, which involved organising many social occasions for the local community. The shelter was also intended to be a place for local socials and dances and for teaching drill

²⁴ Draper, R., *Rockingham – The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p 146.

²⁵ Draper, R., *Rockingham – The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p 148.

²⁶ Journal Entry 8.6.1926 in Baldvis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

at school.²⁷ The shed was constructed to the west of the main school building and remains (in a dilapidated condition) on site today.

In July 1926 a portion of the site was cleared for a local hockey match.²⁸ The P&C also arranged for the purchase of a piano in early 1927, which could be hired out for a fee of £0:12:6 per night. It was free for use at church meetings, which were held in the school house for a short period of time.²⁹ Services alternated between the Anglicans and Methodists, but many settlers attended both, regardless of sect, because 'it was the only time you knew it was Sunday' – dairy farming not being conducive to the routine of a five day working week.³⁰ The school community developed in the early years through social and sporting activities, such as soccer matches and fancy dress parties. The 1927 Christmas concert raised funds for a school Christmas tree.³¹

In 1926, 54 students attended the school. In early 1927 the first two weeks of the school year saw an average attendance of 22-30 students, which the school's teacher credited to the lack of an assistant teacher.³²

From 1926 Group 54 was served by the Wellard Primary School, so the Group 50 and 54 school was renamed Baldivis Primary School. "Baldivis" is a name coined by local settlers after three ships that brought them to WA in 1922, the "**Bal**ranald", the "**Di**ogenes" and the "Jervis Bay".³³ The three ships arrived in WA between September and December 1922.³⁴ Many of the road names in Baldivis (e.g. Sixty Eight Road, Fifty Road) originate from the group numbers.

In June 1927 a severe storm blew down the school chimney.³⁵ On 23 November 1927, the Education Department's medical officer inspected the primary school and reported on the hygienic conditions of the male's water closet, which 28 boys used. He noted that the pan lids were made of kerosene cans. No comment was made as to the presence or condition of the female toilets.³⁶

On 11 July 1927 the school journal mentions a visit from a Sunday Times photographer, and they were allowed to take a photo of the children.³⁷ The paper featured the Peel State Group Settlement for a number of weeks. However, no photos of the school children were published.³⁸

²⁷ Draper, R., *Rockingham—The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, pp145-146.

²⁸ Draper, R. *Rockingham—The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p146.

²⁹ Draper, R., *Rockingham—The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p148.

³⁰ Taggart, N. *Rockingham Looks Back: A History of the Rockingham District 1829-1982*. Rockingham District Historical Society, Rockingham, 1984, p. 174.

³¹ Journal Entry 3.12.1927 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

³² Draper, R., *Rockingham—The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p 149.

³³ Western Australian Land Information Authority. "[History of metropolitan suburb names](http://www.landgate.wa.gov.au/corporate.nsf/web/History+of+metropolitan+suburb+names)". <http://www.landgate.wa.gov.au/corporate.nsf/web/History+of+metropolitan+suburb+names> Accessed 14.3.2011.

³⁴ Information on dates of ship arrivals can be found at National Archives of Australia Online Passenger Arrivals Index: <http://naa12.naa.gov.au/Scripts/PassengerSearch.asp> accessed 16.3.2011. There is no record of the Diogenes, however the online index is yet to be completed. Other NAA records show it arrived in Albany on 14/11/1923, and Fremantle was the port of call before Albany on the passage to Melbourne.

³⁵ Journal Entry 17.6.1927 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

³⁶ Draper, R., *Rockingham—The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, pp. 148.

³⁷ Journal Entry 11.7.1927 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

³⁸ Sunday Times microfilms checked from 3.7.1927 through to 28.8.1927.

Standards of education in the 1920s were not acceptable and the teachers struggled with addressing these issues mainly due to poor attendance. Various reasons could account for this, including inclement weather, when some farms were cut off from roads, and outbreaks of whooping cough, ring worm, influenza, diphtheria and so on.³⁹ In 1928 a journal entry notes that ‘several children left district owing to reorganisation of groups’ [Settlement groups]. Difficulties facing pioneers caused many families to leave the district and enrolment had dropped to 19 by October 1928, and as low as 13 by the beginning of the 1929 school year.⁴⁰

The school almost closed several times as numbers dropped below the amount set by the Education Department, which was required to keep a school open. In desperation the P&C wrote to the Department and asked that Baldivis be made the central school for the district. It was not until the closure of Group 81, Karnup and Wellard Schools in 1941 and 1942 that numbers grew sufficiently to guarantee Baldivis School’s existence.⁴¹ In the meantime, when attendances were very low, such as in 1939 when only 7 children were enrolled, the district made arrangements for children under the age of 6 to be enrolled if necessary, to keep numbers up.⁴²

February 1933 was extremely hot – one day reaching 116.5 degrees Fahrenheit (47degrees Celsius). The teacher allowed the children to spend their time under the trees ‘reading stories, or doing nothing. They asked not to be sent home, as, if they were, they would have had to work.’ The hot weather also brought with it bush fires, and the school was threatened later that week, saved only by Mr D Pugh who burned breaks and fought off the fire.⁴³

A new recreation ground across the road from the school was cleared in early 1934, which was an improvement on the present playground which was very sandy.⁴⁴

On Arbor Day 1937, the Rockingham Road Board planted 12 trees – six Chile Pines (*Araucaria araucana*), and six WA Peppermints (*Agonis flexuose*). A Mrs Davis planted a Coral tree (*Erythrina* sp.) and a Poplar (*Populus* sp.). Later in the week two English oaks (*Quercus robur*) were donated by the Tree Planters Association.⁴⁵ These trees would have beautified the area if it had not been for a bushfire in February of 1938 which destroyed ten of them, and came dangerously close to destroying the quarters.⁴⁶ It is not known where the school quarters were located in relation to the Classroom. There is no mention of which

³⁹ Diphtheria resulted in the death of the baker’s young daughter, and was noted in the School Journal because the teacher allowed the boys [presumably the brothers] to go home and even cancelled their attendance marks: Journal Entry 4.4.1930 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴⁰ Various journal entries 1924 – 1928 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴¹ The Principal’s Pen. <http://www.baldivisps.det.wa.edu.au/Principal's%20Pen.htm>; Draper, R., *Rockingham – The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, pp. 149-150 and p 232.

⁴² Journal Entry 14.2.1939 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴³ Journal Entry 10.2.1933 and 13.2.1933 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴⁴ Journal Entry 12.2.1934 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴⁵ Journal Entry 9.7.1937 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴⁶ Journal Entry 5.2.1938 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

ten trees were destroyed. The following Arbor Day four new trees were planted, and in 1939 six each of Pines and Peppermint trees were again supplied by the Rockingham Road Board.⁴⁷

During World War II the P & C existed 'in name only' and class activities were overshadowed by the war effort.⁴⁸ The teacher's school journal, mainly concerned with attendance, notes that:

*owing to rubber shortage some children are unable to get tyres for their bicycles to come to school about 4 or 5 miles. One boy required to help sometimes on the dairy farm; father and elder brother are in the army and no help available.*⁴⁹

In October 1953 the P&C wrote to the Legislative Assembly requesting that an area of 10 acres near the school be set aside for recreational use by the students as the previous land located near the Wellard Hall had been resumed for developments in Kwinana.⁵⁰ The request was rejected on the grounds that the 5 acre area surrounding the school was considered sufficient for the school's use.

In 1953 meetings were held to discuss the need for alterations and renovations to the school buildings.⁵¹ It is not known what these entailed, or if works were undertaken, however, the following year the former Group 39 school building was relocated from Lot 425 on the Peel Estate⁵², to the site to accommodate the changing needs of the school and increasing student numbers. The building is located to the north east of the original Baldivis Primary School building.⁵³

The new classroom was officially opened on 2 April 1954, attended by Dr L Robertson (Director of Education), Mr J Tonkin (Minister of Education), Sir Ross McLarty MLA, Mr Anderson (Superintendent of the Education Department), Mr Henning MLA, Mr G Black (Secretary of Rockingham Road Board) and Messrs Powell and Young, members of the Rockingham Road Board. The President of the P&C, Mr G Foster, introduced the numerous speakers.⁵⁴

The new recreation ground was officially opened on 20 December 1955 by Sir Ross McLarty and members of the Rockingham Road Board.⁵⁵

On Saturday 16 March 1957 a bushfire swept through the school grounds. The girl's lavatories were severely damaged, with only one cubicle left usable, a shelter shed was destroyed, and fence posts were

⁴⁷ Journal Entry 8.7.1938 and 5.7.1939 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴⁸ Journal Entry 6.4.1941 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁴⁹ Journal Entry 7.8.1942 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁵⁰ Letter 20.10.1953 from Hon Sir Ross McLarty MLA to Minister for Education, Hon Mr Tonkin in Education Department, 1953/F1787, *Baldivis Primary School – Lands*, SROWA, Cons 5957.

⁵¹ Journal Entry 23.4.1953 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/14 SROWA Cons 1203.

⁵² Letter 20.12.1924 from the Director of Education to the Surveyor General, 1923/03896, *School site - group 39 - Peel Est. Lot 418*, SROWA Cons 1699.

⁵³ *Municipal Heritage Inventory Place Record Form – LGA Place No 002, Baldivis Primary School*, City of Rockingham, April 2008.

⁵⁴ Journal Entry 2.4.1954 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁵⁵ Journal Entry 20.12.1955 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

burnt and fencing wire brought down by trees and fire fighters.⁵⁶ It was not identified which shelter shed was destroyed, but it was likely to be one adjacent to the girls' lavatories. During the mid-year break in 1960 septic toilets were installed.⁵⁷

In 1961 the school journal notes that the recreation area adjacent to the school was being graded for a running track.⁵⁸ Later that month trees supplied by the PWD were planted in the grounds, including flame trees, jacarandas, and two species of Eucalypts (*Eucalyptus erythrocorys* and *Eucalyptus torquata*). By September a new cricket pitch was completed, funded jointly by the Rockingham Shire Council and the P & C.⁵⁹

The house was wired up to the school generator in August 1961.⁶⁰ By December 1962 the school buildings were connected to the State electricity grid.⁶¹

Six pine trees were planted along the path near the school gate in 1965.⁶²

In March 1966 the floor in the Senior Room was replaced, and classes had to be carried out in the Shed.⁶³ The 1969 inspection recorded that the stairs in front of the Junior room were in need of repair, and the downpipes on the shed and Junior room tank were loose and required re-strapping.⁶⁴ It is not clear which building was the Junior room.

The 1970 inspection revealed that the two single pavilion-type classrooms were extremely neat and clean, surrounded by very large trees and neat, extensive, well attended lawns. The Inspector remarked that 'those responsible for cleaning the school should be complimented.'⁶⁵ The tall well-developed trees were considered to 'add dignity and beauty to the environment'.⁶⁶

Student numbers hovered around 50 in the late 1960s and into the 1970s, organised into the Junior room (Grades 1-3) and the Senior Room (Grades 4-7).⁶⁷ The large turnover of enrolments in 1970 was attributed to the movement of families temporarily housed at the Waikiki Caravan Park. The school inspector

⁵⁶ Journal Entry 18.3.1957 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁵⁷ Journal Entry 5.9.1960 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁵⁸ Journal Entry 18.7.1961 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁵⁹ Journal Entry 11.9.1961 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁶⁰ Journal Entry 4.8.1961 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁶¹ Journal Entry 1.12.1962 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁶² Journal Entry 18.6.1965 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁶³ Journal Entry 14.3.1966 in Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1924/15 SROWA Cons 1203.

⁶⁴ Inspection Report, 9.12.69, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁶⁵ Notes accompanying Inspection report, 1.12.70, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁶⁶ Inspection Report, 1.12.71, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁶⁷ Inspection Reports and accompanying Notes, 9.12.69, 1.12.70, 1.12.71, 27.10.72, 1.8.73, 20.7.76 in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

suggested that the numbers should stabilise at approximately 50 pupils with the introduction of new legislation prohibiting permanent domicile in such conditions (meaning the Waikiki Caravan Park).⁶⁸

At this time it was considered that the two classrooms should be adequate for the foreseeable future, with a stable enrolment of about 50 pupils.⁶⁹ In 1972, a decline in pupils (45) was accredited to economic recession,⁷⁰ but by the following year numbers were once again up to 54 pupils.⁷¹

In 1972 a kindergarten was opened in Baldivis under the Baldivis Primary School.⁷²

In 1973 the possibility of a new school is mentioned:

*Storage space remains a problem and the possibility of a new building depends on at least two factors: (i) the maintenance of the present enrolment and (ii) the implementation of the expected policy of up-dating primary schools throughout the state.*⁷³

In 1974 the school celebrated its 50th Anniversary with many past students and teachers attending. Principal, Mr Len Walker, was concerned about the condition of the old buildings. Mrs Waymark recalled the difficulties of trying to do her office work in a tiny space amid piles of books, paper and mice. Poor conditions saw some parents choose to move their children to Rockingham.⁷⁴

By 1976 the inspection report notes that the buildings were old and much in need of repair and renovation.⁷⁵ Furthermore, regarding accommodation:

*The school is in an area which may be expected to attract growing numbers of home owners who prefer to live on the fringe of industrial activity. An enrolment of sixty children can be expected for 1977.*⁷⁶

*A difficult situation could arise next year if the population increases markedly. The two old buildings are scarcely aorth [sic] the expenditure required to refurbish them to a desirable level. It appears that the question of replacement has been a subject of ministerial investigation for some time.*⁷⁷

⁶⁸ Notes accompanying Inspection report, 1970, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁶⁹ Notes accompanying Inspection report, 1.12.70, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁷⁰ Inspection Report, 27.10.72 and notes in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁷¹ Inspection Report, 1.8.73, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁷² Draper, R., *Rockingham—The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p 307.

⁷³ Notes accompanying Inspection report, 1.8.73, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁷⁴ The Principal's Pen. <http://www.baldivisps.det.wa.edu.au/Principal's%20Pen.htm>

⁷⁵ Inspection Report, 20.7.76, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁷⁶ Notes accompanying Inspection report, 20.7.76, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁷⁷ Notes accompanying Inspection report, 20.7.76, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

2.1.5. A new primary school for Baldivis

By 1976 the school was up for replacement but it was not considered desirable to replace the original school by rebuilding on the same site due to its close proximity to the busy intersection and increasing traffic on Fifty and Baldivis Roads.⁷⁸

The location of the new site was negotiated between the Education Department and the Shire of Rockingham, who in early 1976 were developing a 33 acre area to the west and north of the primary school as a public reserve.⁷⁹ Agreement was reached between the two parties and 7.81 acres of the proposed reserve was excised for the purposes of a new primary school. In return, the original school site was transferred to the Shire for recreational purposes. Joint development of this site was undertaken for playing fields and recreational use, with the Education Department contributing \$15,000 to establish reticulation and construct two netball courts. The facilities were to be made available to the school during the week or when required.⁸⁰

In April 1977 a site survey was requested for the replacement primary school.⁸¹ The new reserve area incorporating the Baldivis Primary School (fmr) was gazetted on 10 March 1978 and the new Baldivis Primary School was gazetted on 20 January 1978, opening for the beginning of the school year. Closer subdivisions and developments created an increase in pupils and in the first year of the new school opening there was an enrolment of 102 pupils.⁸²

⁷⁸ Letter 28.7.76 from Superintendent of Planning to Deputy Director General of Education, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁷⁹ Letter 28.7.76 from Superintendent of Planning to Deputy Director General of Education, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

⁸⁰ Letter 8.7.1977, from D J Cuthbertson, Rockingham Shire Clerk to PWD; Letter 21.7.77 from PWD to Dir Gen of Education Mr M Gatti in Education Dept, 1953/F1787, *Baldivis Primary School – Lands*, SROWA, Cons 5957.

⁸¹ Memo from A Buckley to M L Clark, 22.4.77 in Education Dept, 1977/F0686, *Baldivis Primary School – site*, SROWA, Cons 1690.

⁸² Inspection report and Notes, 30.3.78, in PWD File 1924/F1562, *Baldivis Primary School – Inspections*, SROWA, Cons 5957.

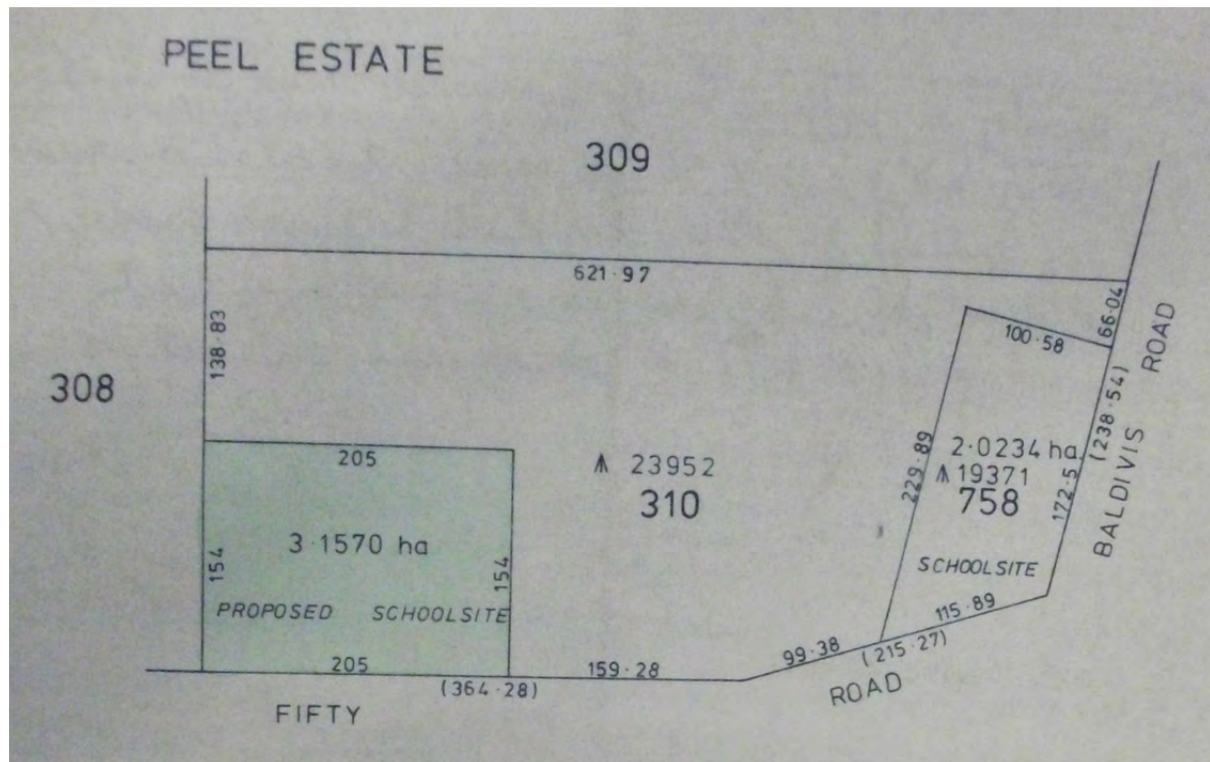


Figure 7. Plan showing proposed school site, PWD Plan 48517-181, 19.4.77.

Source: PWD File, Education Department, 1977/F0444, Baldivis Primary School – Relocation, SROWA, Cons 6706.

2.1.6. The original school site 1978-2011

Upon the exchange of land between the Shire of Rockingham and the Education Department, it was noted that:

*The existing school buildings on the site are weatherboard and asbestos and CGI and little value to the site. A demountable classroom is to be detained and moved by the Education Department.*⁸³

Since that time the Baldivis Primary School (fmr) site, as part of a larger 33 acre reserve has remained under local government management.

The Rockingham Visual Arts Society, which formed in late 1976,⁸⁴ has operated from the site since that time and occupied the Relocated Classroom until 2010 when they were relocated due to the poor condition of the building.

The Baldivis Volunteer Bush Fire Brigade used the Old Shed from the late 1900s to early 2000s. They then relocated to new premises on the corner of Eighty Road and Tranby Drive. A painted mural on the wall of the shed still exists.⁸⁵

⁸³ Letter 31.7.77 from A/Property and Valuation Officer to PWD in Education Dept, 1977/F0444, Baldivis Primary School – Relocation, SROWA, Cons 6706.

⁸⁴ Draper, *Rockingham—The Visions Unfold: A History of the Rockingham District*, City of Rockingham, 1997, p 316.

The Baldivis Play Group has occupied the original Group 50 and 54 school building, built in 1923 from the late 1900s until present (2011) and remains the sole user of the building.

In 2009 the City commissioned an engineering assessment⁸⁶ which found that the Relocated Classroom is in worse condition than the Original Classroom. However, it was possible for both buildings to be remediated and repaired.

In 2010 Parsons Brinckerhoff Australia Pty Ltd prepared an *Asbestos Management Plan and Asbestos Containing Material Register* for the City of Rockingham, as both classrooms and the shed contain asbestos.

In 2010 the City of Rockingham commissioned a Heritage Impact Statement (HIS), completed by Earth Imprints Consulting followed by this Conservation Plan to assist in decision-making.⁸⁷

2.1.7. Further Research

A search of the Battye Library Pictorial Collection did not uncover any early photos of the Baldivis Primary School. There are several photos of Peel Estate Group Settlement farms and families (not from Groups 50 or 54), and one photo of the Richardson's Swamp School c1929.

Members of the Baldivis Progress Association, local residence and members of the Baldivis Play Group and Visual Arts Society may possess local knowledge of the place, and perhaps some early photographs.

Constraints with this project have not allowed further research or oral histories to be recorded.

2.2. Associations

2.2.1. Group Settlement Scheme⁸⁸

The Group Settlement Scheme was a mass migration program established in 1919 by James Mitchell while serving as Minister for Agriculture. Over 6,000 British migrants were attracted to Western Australia with the promise that they would become prosperous farmers due to the offer of free land. Ships were built especially for the purpose of bringing migrant families from the United Kingdom to Australia.⁸⁹ Under the Group Settlement Scheme wheat and dairy farms were carved from virgin bushland in the South-West of Western Australia. Most blocks were about 100 hectares in size and were allocated by ballot amongst the members of the Group. The settlers were organised into groups consisting of between twelve and fourteen families.

The program was seen as a way of strengthening a British cultural identity while simultaneously providing employment and opening up valuable farm lands throughout the State's Wheatbelt and South-West, thus reducing the State's dependence on food imports from interstate. The scheme was effectively a follow

⁸⁵ Some attempts were made to contact representatives from the BVFBF, but time constraints have not allowed further pursuit of this.

⁸⁶ *Baldivis Primary School Condition Report*, Structerre Consulting Engineers, October 2009.

⁸⁷ *Baldivis Primary School Heritage Impact Statement*, Earth Imprints Consulting, August 2010.

⁸⁸ Summarised from State Library of Western Australia's website, accessed 14.3.2011:

http://www.slwa.wa.gov.au/wepon/settlement/html/group_settlement.html.

⁸⁹ The *Jervis Bay*, built in the UK in 1922, was one such ship built primarily for the Group Settlement Scheme – see Museum Victoria website: <http://museumvictoria.com.au/collections/themes/3665/ship-history-ss-jervis-bay> accessed 16.3.2011.

on from the Soldier Settlement Scheme which was undertaken immediately after World War I. Mitchell became Premier in 1921 and continued to enthusiastically back the scheme.

The first Group Settlement was formed in Manjimup in 1921. Other areas in the State settled under the scheme included Northcliffe, Denmark, Nornalup, Walpole and Bridgetown. A program of draining the vast floodplains above the Peel-Harvey Estuary was instigated during the same period. This freed up potential farmland in the Peel Estate which was subdivided and allocated to many of the groups. This became the beginnings of the development of Baldivis.

Within a few days of arrival, the settlers were sent to their allocated area. Inadequate resources were provided, as well as the settlers and their Australian foremen often lacking the necessary farming skills and suitability for rural enterprise in an unfamiliar environment. Unsuitable equipment was often supplied for clearing the immense hardwood timber forests. Farm sizes were too small and in some areas, particularly in Baldivis, poor land quality led to failures. The sandy soils were of poor quality and mostly unsuited for cattle grazing or pastures. Many settlers found themselves living on the edge of the forest in difficult and isolating conditions.

It is not surprising then, that by April 1924, when Mitchell left office, more than a third of the misinformed, disillusioned British settlers had walked off their land as a result of the government's poor planning. For those that remained, living conditions were primitive at first, with shacks and temporary shelters slowly giving way to more permanent settler homes.

A Royal Commission was held in 1924-25 on Group Settlement.⁹⁰ The Scheme was carried on by Labour Premier Phil Collier while he was in office between 1924 and 1928, and Mitchell still supported the Scheme when he became Premier again in 1928.

It was hoped that the Scheme would reduce the State's dependence on dairy imports - and in hindsight it can be deemed to have succeeded. By the 1930s a successful dairy industry was developed throughout the South-West. In addition, members of the Group Settlements helped to build the infrastructure of the State's South-West. Roads and railway tracks were pushed through previously inaccessible areas to provide access to lands newly cleared by settlers on the Groups.

In 1930, the Depression and the collapse of dairy produce prices resulted in the government withdrawing its support and the Group Settlement Board was handed over to the Agricultural Bank and the Roads Board in 1931.⁹¹

2.2.2. PWD Inter-War Country Schools⁹²

The Inter-War country-style schools were typically weatherboard and asbestos-clad, gable-corrugated iron roof structures with evenly spaced, vertical, timber-framed, double-hung sash windows with sunshades, a hipped corrugated iron roof and weatherboard cladding to the lower section of the walls with asbestos sheeting above. The country-style single classroom schools were built in rapidly developing

⁹⁰ See Parliamentary Library website on Royal Commissions. <http://www.parliament.wa.gov.au>. The report can be found in the Government Gazette. 48, 12 September 1924, p. 1623.

⁹¹ Taggart, N. *Rockingham Looks Back: A History of the Rockingham District 1829-1982*. Rockingham District Historical Society, Rockingham, 1984, p. 177.

⁹² Extracted from HCWA Nomination of New Place for Assessment, Appendix G, and HCWA database for Place No 3127.

agricultural areas, small country towns and newly established suburbs. They were cheap to build because of the timber and fibrous cement construction. The buildings were designed so that the internal space could be partitioned to create two separate class rooms to accommodate the changing needs of the school.

2.3. Chronological Summary

Table 2. Chronological summary for the Baldivis Primary School (fmr).

Period	Historical Event	Detail
Pre 1829	Occupation and use of land by Noongar people for past 45, 000 years.	
1829	Capt James Stirling landed at Garden Island, settling the Swan River Colony.	Disruption of Noongar life, culture and customs.
1830	Ship <i>Rockingham</i> driven aground off coast of Rockingham area.	Township of Rockingham alter name after this ship.
1850	Settlements established in Rockingham area.	Farms established.
1871	Jarrah forests opened up.	Saw mills established, and rail link to jetty for timber export. Timber becomes principal industry in area.
1897	Rockingham Roads Board established.	Rockingham made more accessible through development of infrastructure.
1919	Group Settlement Scheme established.	Scheme of mass migration from UK to the State's South West.
1920s	Rockingham a tourist town.	Rockingham established as popular seaside resort for holidaymakers.
1922	Peel Estate Group Settlement Ships <i>Jervis Bay</i> , <i>Balranald</i> and <i>Diogenes</i> sailed from UK to WA.	Suburb of Baldivis named after these ships, which brought many of the area's settlers to the region.
1923	Groups 50 & 54 appealed to government for a local school.	Establishment of Group 50 & 54 School, construction completed 26 October
1926	Baldivis P&C formed. Group 54 served by Wellard school.	Group 50 & 54 School renamed as Baldivis Primary School.
c1927	Shed constructed.	Built with funds raised by P&C.
1941-42	Other Peel Estate Group Settlement Schools closed.	
1954	Group 39 school relocated to Baldivis site.	
1972	Kindergarten added to site.	
1974	50 th Anniversary celebrations.	
1976	Site selected for new Baldivis Primary School.	Land exchange between Shire of Rockingham and Department of Education.
1976 - 2010	Rockingham Visual Arts Group formed.	Occupy Relocated Classroom.

Period	Historical Event	Detail
Late 1900s – 2011 (continuing use)	Rockingham Play Group.	Occupy Original Classroom.
Late 1900s to early 2000s	Baldivis Volunteer Bush Fire Brigade.	Occupy 1927 Shed.
2009	<i>Baldivis Primary School Condition report.</i>	By Structerre Consulting Engineers.
2010	<i>Asbestos Management Plan and Asbestos Containing Material Register. Baldivis Primary School Heritage Impact Statement.</i>	By Parsons Brinckerhoff Australia Pty Ltd. By Earth Imprints Consulting.
2011	Replaced corrugated portion of Building No.4.	Replaced by the City of Rockingham.

3. PHYSICAL EVIDENCE

In order to present the physical evidence of the place, the site and buildings will be described under the following section headings:

- Description of the site and setting.
- Current function of the place and its components.
- Description of the built fabric.
- Description of the archaeological potential of the site.

3.1. Description of the Site and Setting

3.1.1. Context of Baldivis

(Figure 1)

Baldivis is approximately 40 km southwest of the Perth CBD in the City of Rockingham. The City of Rockingham encompasses a total land area of about 260 km², including significant areas of coastline and parkland. It is bounded by the Town of Kwinana in the north, the Serpentine-Jarrahdale Shire in the east, the Shire of Murray and the City of Mandurah in the south and the Indian Ocean in the west. The City is a rapidly developing residential area, with substantial industrial and commercial areas, and a naval area on Garden Island.⁹³

The Baldivis Primary School (fmr) is located Lot 1376 on P190710, Reserve R 23952 (Appendix D) at 342 Baldivis Road, Baldivis, on the northwest corner of Fifty Road and Baldivis Road, and approximately 2 km north of Baldivis. Fifty Road runs in an east-west direction, between Mandurah Road (west) and Baldivis Road (east). Baldivis Road runs in a north-south direction, from Millar Road West in the north to Safety Bay Road to the south.

The site is bounded by Fifty Road to the south and Baldivis Road to the east. Baldivis Nature Park lies to the west, with more vegetated reserve to the north, and Monument Boulevard and suburban housing beyond.

3.1.2. Description of the Site

(Figure 2 - Figure 19)

The Baldivis Primary School (fmr) is located on the corner of Baldivis and Fifty Road, Baldivis. The site gently rises from the east (Baldivis Road) to the west.

There are 7 buildings or structures and a memorial plaque on the site. The two former School Buildings are the main buildings. They are located to east of the site and both address Baldivis Road. For the purpose of this description of the physical evidence the individual buildings/structures are referred to as:

⁹³ City of Rockingham website: <http://www.rockingham.wa.gov.au/City-and-community/About-Rockingham/Profile-and-statistics.aspx> accessed 17.3.2011.

- **Building No.1**
Original Classroom (1923)
- **Building No.2**
Relocated Classroom (1954)
- **Building No.3**
1927 Shed
- **Building No.4**
Store
- **Structure No.5**
BBQ shelter
- **Building No.6**
Female toilets
- **Building No.7**
Male toilets
- **Structure No.8**
Memorial plaque

See site plan (Figure 8) for the location of each of the buildings or structures.

To the west of the site are six tennis courts and further west is the current Baldivis Primary School. To the north of the site is a public recreation open area with a child's playground, picnic tables and seating. The BBQ shelter is part of the recreation reserve. The reserve is heavily treed. An access road forms a visual boundary to the north of the former Baldivis School site.

There are numerous mature trees to the boundaries of Baldivis and Fifty Roads. The subject site is not formally landscaped. There are a series of 1900mm wide concrete paths linking the two main buildings. There are also a series of bitumen paths linking the toilets, located to the west of the site, to the main buildings. The open space formed between the main buildings is grassed with rose bushes lining the path to the west. There is a steel flag pole adjacent to the rose bushes.

Fencing to the site is a mixture of timber post and top rail and treated pine post and top rail with steel wire infill panels.

The site and buildings were inspected on 10 January 2011, 16 and 20 April 2011. Inspections were undertaken by Stephen Carrick.

3.2. Current Function of the Place and its components

The site of the Baldivis Primary School (fmr) is a public open area with BBQ facilities located to the north of the relocated building, Building No.2. The original Baldivis Primary School classroom, Building No.1, continues to be used for early childhood education and is occupied by the Baldivis Play Group. The relocated classroom, Building No.2, was vacated by the Baldivis Visual Arts Group in late 2010 as it poses a health and safety risk to occupants. Temporary fencing is located around the building preventing access to it.

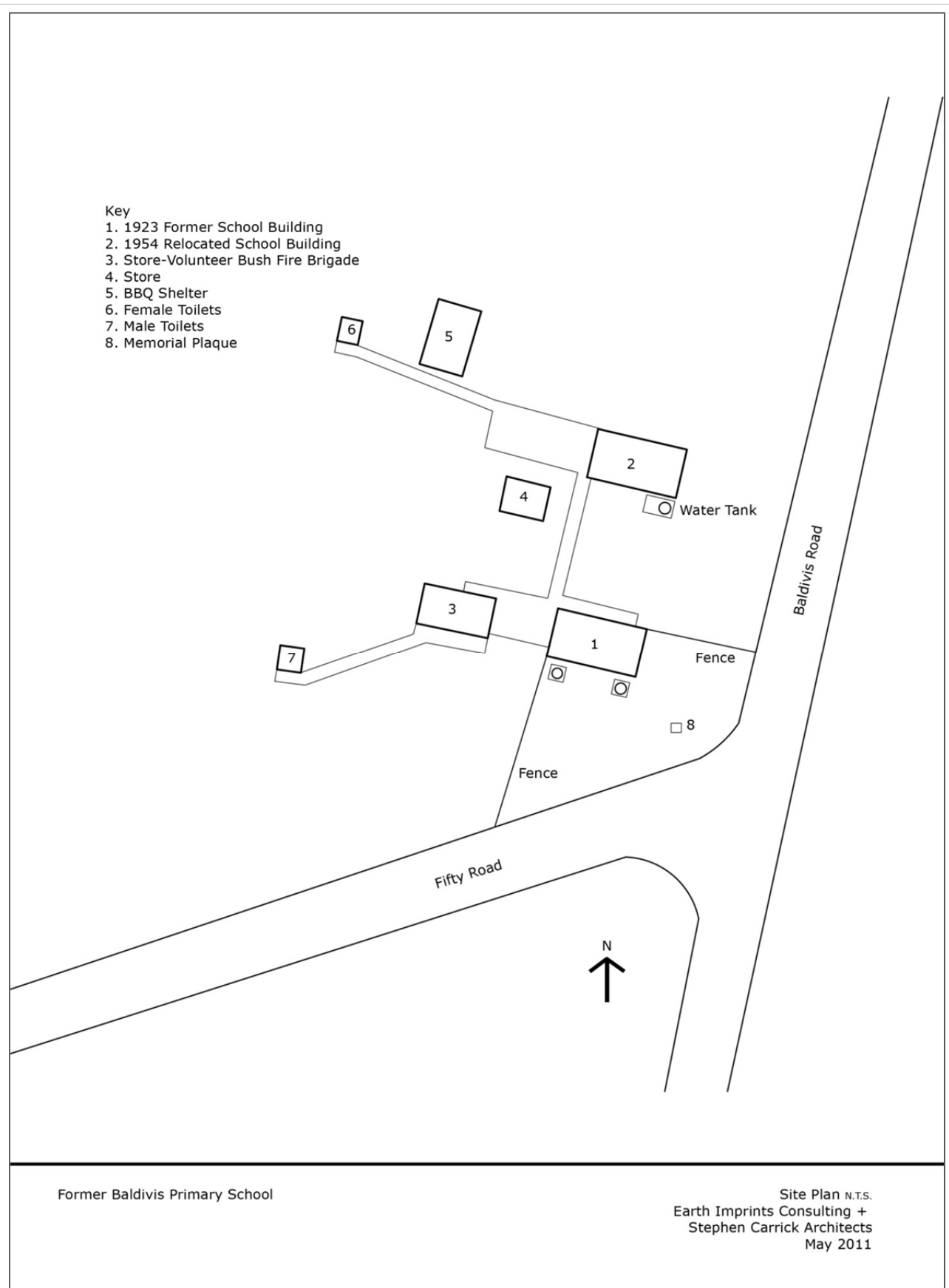


Figure 8. Site Plan showing key to Buildings.

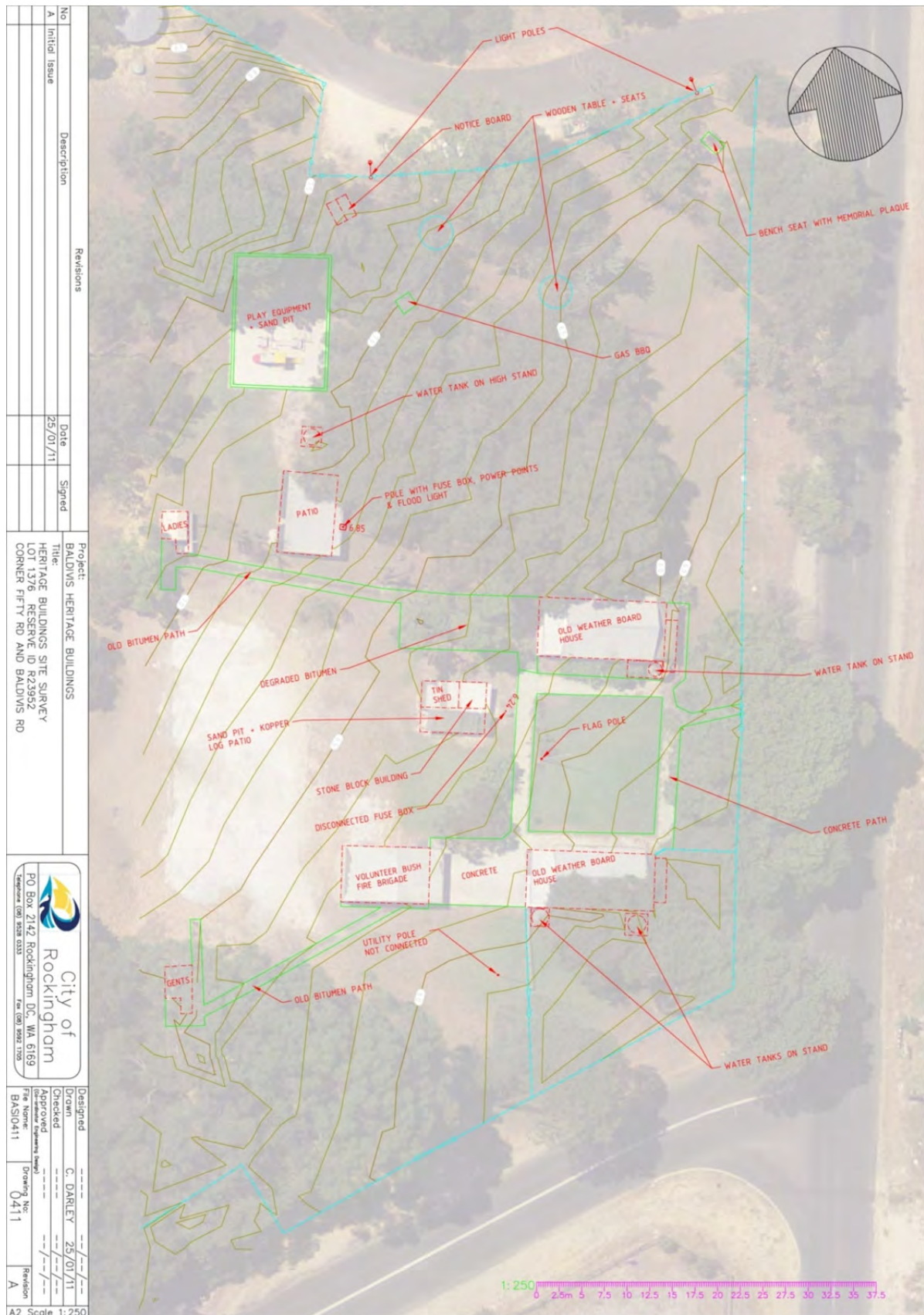


Figure 9. Baldvis Heritage Buildings Site Survey, BAS10411, 25.1.2011.

Source: City of Rockingham, 2011.



Figure 10. Mature peppermint trees located north of the Relocated Classroom, view northwest.



Figure 11. Bldg 1, Original Classroom in foreground and Bldg 2, Relocated Classroom in background, view northeast.



Figure 12. Grounds, view west.



Figure 13. Grounds, view east.



Figure 14. Bldg 1, Original Classroom in foreground and Bldg 2, Relocated Classroom in background, view northeast.



Figure 15. Bldg 2, Relocated Classroom in foreground and Bldg 1, Original Classroom in background, view southeast.



Figure 16. Bldg 3, 1927 Shed, view north.



Figure 17. Male toilets with Bld 3, 1937 Shed and Bldg 1, Original Classroom in background, view northeast.



Figure 18. Tennis Courts to west of site, view west.



Figure 19. Children's playground north of site, view north.

3.3. Description of the Built Fabric

3.3.1. Building No.1: Original Classroom (1923) External Description

(Figure 20 - Figure 34)

The building is single storey with verandahs to the east and west elevations. The main roof is a gable with skillion roofs to both verandahs. The building is constructed of timber stumps (90 x 90 mm), timber sub-floor structure, timber wall framing with compressed fibre cement sheeting (asbestos) with cover battens cladding, some weatherboard wall cladding, timber doors and windows and a corrugated iron roof. The roof is timber framed with unlined eaves except for chicken wire for bird proofing.

The building is in good condition.

North Elevation

The long, north elevation has the side elevation of the verandahs at both ends. The cladding is compressed fibre cement sheeting (asbestos) with cover battens. The sheeting varies in width between 900 and 1200 mm and the walls are two sheets high. The eaves are unlined except for chicken wire and there is a timber fascia. There is a modern profile gutter with a downpipe located at the eastern end. The downpipe extends the length of the eastern skillion roof to connect with a water tank.

There are three pivot style timber windows with timber framed sun hoods. The windows have two sashes with six glass panes to each sash and have sloping timber sills. The sun hoods are timber framed with sloping hoods. The hoods are a flat profiled material and they appear to be compressed fibre cement sheeting (asbestos). There is still evidence of some original window hardware (hooks and catches).

There are six timber stumps supporting the main building and two to the verandah.

The verandah to the east has a timber balustrade with steel mesh infill. There is a 190 mm deep timber fascia skirt to the verandah. There is a steel child safety gate to the eastern end adjacent to the verandah.

South Elevation

The long, south elevation has the side elevation of the verandahs at both ends. The elevation is dominated by two mature trees planted close to the building. The wall cladding is compressed fibre cement sheeting (asbestos) with cover battens. The sheeting varies in width between 900 and 1200 mm and the walls are two sheets high. The eaves are unlined except for chicken wire and there is a timber fascia. There is a modern profile gutter with a rectangular section downpipe located at the western end and is connected to a water tank. A downpipe is also connected to another water tank at the eastern end of the building. There is a vent pipe through the roof to the western end.

There are externally mounted services to the western end of the elevation.

There are three pivot style timber windows. The windows have two sashes with six glass panes to each sash. Each sash is 900 mm in width and height. The glass panes are 260 mm wide by 360 mm high. There is a simple profiled timber architrave, 70 x 20 mm. The windows have sloping timber sills 40 mm deep and 140 mm in width. There is still evidence of some original window hardware (hooks and catches).

There are six timber stumps supporting the main building.

At the eastern and western ends are circular corrugated iron water tanks. The tanks are on platforms. The platforms are constructed of circular steel posts supporting a timber frame and timber boards to the platform. There is enough space on the platform for a second water tank.

The sheet walls are painted a pale green. There is physical evidence of three paint layers, including the top coat. Starting from the base sheet the colours are; pale yellow, a pale green similar to eau de nil and pale green. The timber fascia is a brown colour similar to mission brown. The window frames show physical evidence of two layers of paint, with both layers white.

East Elevation

The east elevation has the gable end to the main roof and a lower skillion roof to the verandah. The gable end is clad with compressed fibre cement sheeting (asbestos) with cover battens. The east elevation of the main building is clad with 150 x 22 mm (approximate) timber weatherboards to the lower half and compressed fibre cement sheeting (asbestos) with cover battens to the upper half.

The verandah is enclosed at the southern end to form a separate store room accessed from the verandah. It is full height clad with timber weatherboards to the east and weatherboards to the lower half (1250 mm) and compressed fibre cement sheeting (asbestos) with cover battens to the upper half to the north. There is a timber framed casement window to the store.

The verandah is 2700 mm deep and 3800 mm wide. The verandah roof is supported by 95 mm square timber posts with the roof structure unlined except for chicken wire. The verandah has 80 mm wide timber boards and a simple timber balustrade. There is a timber ramp (1200 mm wide by 3400 mm long) that runs 'up' from south to north. There is an air conditioning unit installed above the entry door, an electrical switchboard to the wall and a single pendant light fitting with a metal shade. The entry door is timber boarded with a timber fly screen door (fly mesh to the top half of the door). The store door is timber boarded with an aluminium fly screen.

The verandah roof gutter connects into a rectangular downpipe at the southern end and discharges directly onto the ground surface.

West Elevation

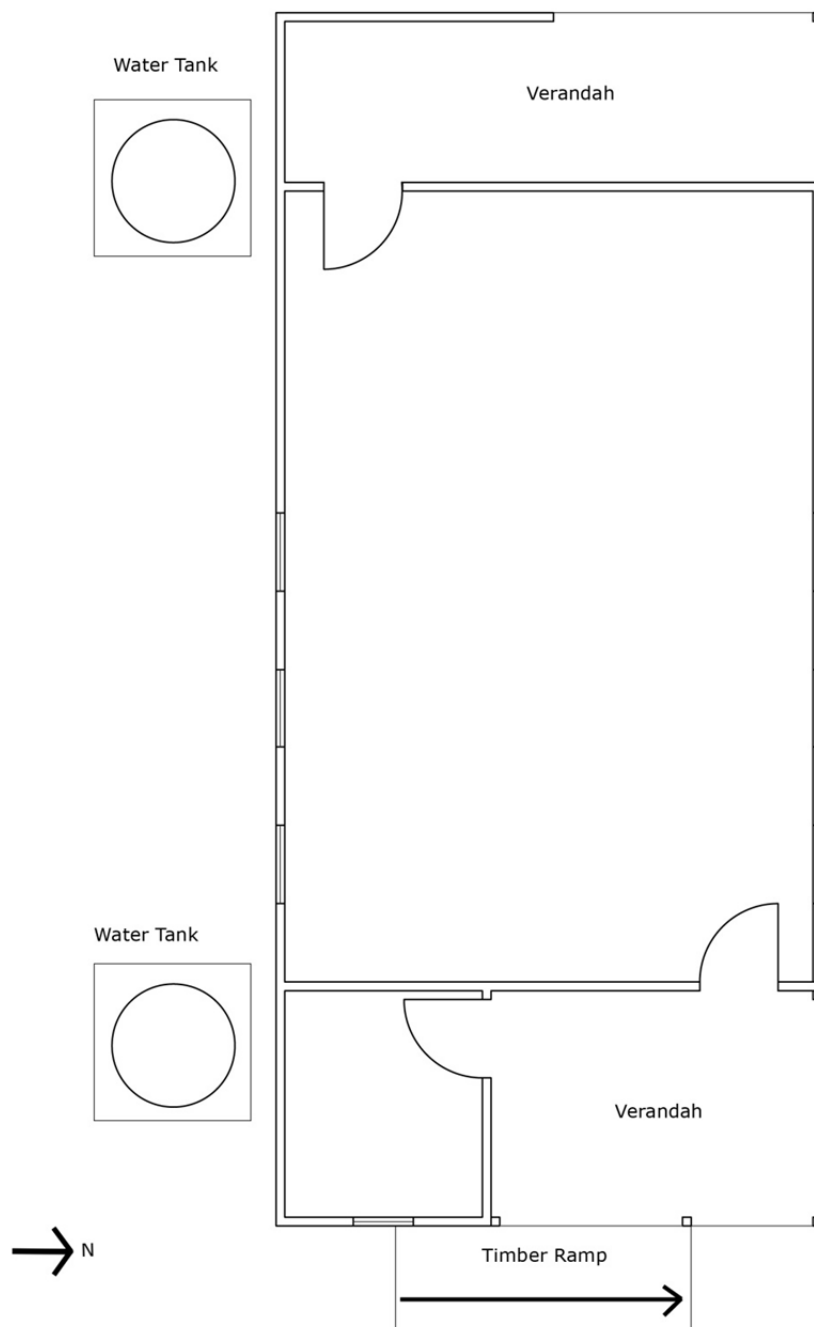
The west elevation has the gable end to the main roof and a lower skillion roof to the verandah. The gable end is clad with compressed fibre cement sheeting (asbestos) with cover battens. The west elevation of the main building is clad with 150 mm (approximate) timber weatherboards to the lower half and compressed fibre cement sheeting (asbestos) with cover battens to the upper half.

The verandah is semi enclosed at the southern end. It is enclosed with timber weatherboards to the west and compressed fibre cement sheeting (asbestos) with cover battens to the south.

The verandah roof is supported by 95 mm square timber posts. There are two hand basins with single brass taps to the internal south wall. There are three staggered rows (six in the first row, seven in the second row and six in the third row) of bag and coat hooks to the internal west wall and another single row to the west elevation. The verandah has timber boards.

The entry door is timber boarded with an aluminium fly screen door. There is a timber threshold and architrave.

The rectangular downpipe to the southern end discharges directly onto the ground surface.



Former Baldivis Primary School
Former 1923 School Building

Floor Plan N.T.S.
Earth Imprints Consulting +
Stephen Carrick Architects
May 2011

Figure 20. Bldg 1, Original Classroom (1923).



Figure 21. Bldg 1 Original Classroom north elevation, view south.



Figure 22. Bldg 1 Original Classroom south elevation, view north.



Figure 23. Bldg 1 Original Classroom south and east elevations, view northwest.



Figure 24. Bldg 1 Original Classroom east elevation, view west.



Figure 25. Bldg 1 Original Classroom west elevation, view east.



Figure 26. Bldg 1 Original Classroom west elevation, view east.



Figure 27. Bldg 1 Original Classroom east verandah.



Figure 28. Bldg 1 Original Classroom east verandah.



Figure 29. Bldg 1 north elevation timber stump.



Figure 30. Bldg 1 south elevation former steel support, view north.



Figure 31. Bldg 1 south elevation tree, view east.



Figure 32. Bldg 1 south elevation window detail.



Figure 33. Bldg 1 Water Tank on south elevation, west end, view northeast.



Figure 34. Bldg 1 water tank on south elevation, east end, view north.

3.3.2. Building No.1: Original Classroom (1923) Internal Description

(Figure 35 - Figure 50)

Note: A detailed inspection schedule of fabric and condition is at Appendix G.

There are two rooms, the main former school room and a store.

Main Room

The main room is a rectangular, single-volume space. The dominant materials are timber floor boards; 60 mm timber 'V' jointed timber boards below dado level; compressed fibre cement sheeting with cover battens above dado level and a compressed fibre cement sheet with cover battens to the flat ceiling.

A feature of the space is the pivot timber window sashes. There are three windows to the north and three to the south. There are two sashes to each window. The lower sash has three fixed steel bars installed horizontally across the window. It is presumed that this is a security addition to the original room.

There are two ledged and braced timber boarded doors at the east and west ends. There is some original door and window hardware still evident. A blackboard is extant to the west wall and there are timber frames to the south and east walls indicating the previous location of blackboards.

The internal condition is good. Currently the building is occupied by the Baldivis Play Group with furnishings and loose fixtures consistent with the use.

Store

The store is accessed from the eastern verandah and is formed by the enclosure of the southern section of the verandah. The floor is timber boards, walls and ceiling are compressed fibre cement sheeting with cover battens. The ceiling follows the angle of the skillion verandah roof. There is a ledged and braced timber boarded door and timber casement window.

The store has timber shelving for storage.



Figure 35. Bldg 1 main room, east wall.



Figure 36. Bldg 1 main room, west wall.

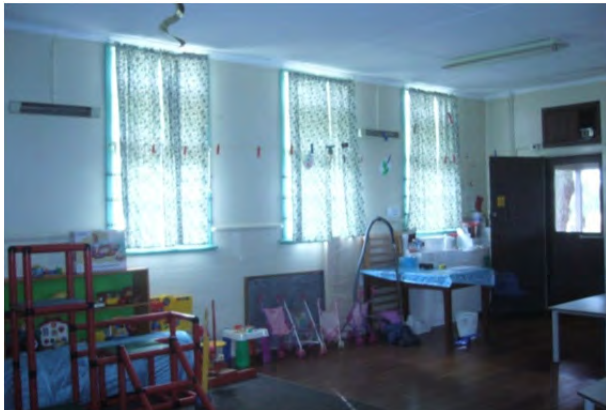


Figure 37. Bldg 1 main room, north wall.



Figure 38. Bldg 1 main room, south wall.



Figure 39. Bldg 1 blackboard along west wall.



Figure 40. Bldg 1 floorboards replaced in main room



Figure 41. Bldg 1 main room dado, north wall.



Figure 42. Bldg 1 main room window damage, north wall.



Figure 43. Bldg 1 main room east entry door and airconditioning unit.



Figure 44. Bldg 1 main room ceiling.



Figure 45. Bldg 1 west verandah hand basins.



Figure 46. Bldg 1 west verandah bag and coat hooks.



Figure 47. Bldg 1 store interior skillion roof.



Figure 48. Bldg 1 store interior entrance door.



Figure 49. Bldg 1 store interior window.



Figure 50. Bldg 1 store interior.

3.3.3. Building No.2: Relocated Classroom (1954) External Description

(Figure 51 Figure 52 - Figure 63)

The building is single storey with verandahs to the east and west elevations. The main roof is a gable with skillion roofs to both verandahs. The building is constructed of timber stumps (90 x 90mm), timber sub floor structure, timber wall framing with compressed fibre cement sheeting (asbestos) with cover battens cladding, some weatherboard wall cladding, timber doors and windows and a corrugated iron roof.

Currently, the building has a temporary perimeter security steel fence erected approximately two metres from the building. The building is in poor condition.

North Elevation

The long, north elevation has the side elevation of the verandahs at both ends. The cladding is compressed fibre cement sheeting (asbestos) with cover battens. There are timber battens to the eaves, timber fascia and a modern profile gutter. A rectangular section downpipe is located to the east end and connects with the lower skillion roof.

There are four pivot style timber windows with timber sun hoods. The windows have two sashes with six glass panes to each sash. The windows have sloping timber sills. The sun hoods are timber framed with sloping hoods. The hoods are clad with a flat profile material and they appear to be compressed fibre cement sheeting (asbestos).

There are six timber stumps supporting the main building.

When viewed from the north a level drop in the centre of the building is clearly evident. The sill to the window located to the eastern end has dropped approximately 25mm across the length of the sill, indicating some failure in the structure. There is evidence of debris in the gutter.

South Elevation

The long, south elevation has the side elevation of the verandahs at both ends. The cladding is compressed fibre cement sheeting (asbestos) with cover battens. There are timber battens to the eaves and a timber fascia. There is modern profile gutter to half the elevation with no gutter to the western end of the elevation. A rectangular section downpipe is located to the east end and is connected to the water tank. A downpipe is also connected to the water tank from the lower skillion roof.

There is a vent pipe through the roof at the western end.

There are four pivot style timber windows. The windows have two sashes with six glass panes to each sash. The windows have sloping timber sills.

There are six timber stumps supporting the main building. A water tap is attached to building at the western end.

At the eastern end is a circular corrugated iron water tank. The tank is on a platform. The platform is constructed of circular steel posts supporting a timber frame and timber boards to the platform. There is enough space on the platform for a second water tank.

East Elevation

The east elevation has the gable end to the main roof and a lower skillion roof to the verandah. The gable end is clad with compressed fibre cement sheeting (asbestos) with cover battens. The east elevation of the main building is clad with 150 mm (approximate) timber weatherboards to the lower half and compressed fibre cement sheeting (asbestos) with cover battens to the upper half.

The verandah is enclosed at the southern end to form a separate store room accessed from the verandah (not accessible at the time of inspection). It is clad with compressed fibre cement sheeting (asbestos) with cover battens. There are three timber framed windows with four panes per window.

The verandah roof is supported by 95 mm square timber posts. The verandah has 80 mm wide timber boards. There is a timber ramp that slopes up from south to north.

The verandah roof gutter connects into a rectangular downpipe that discharges into the corrugated iron water tank. There is evidence of debris in the gutter.

West Elevation

The west elevation has the gable end to the main roof and a lower skillion roof to the verandah. The gable end is clad with compressed fibre cement sheeting (asbestos) with cover battens. The west elevation of the main building is clad with 150 mm (approximate) timber weatherboards to the lower half and compressed fibre cement sheeting (asbestos) with cover battens to the upper half.

The verandah is semi enclosed at the southern end. It is enclosed with a textured fibre cement board (Hardie's 'HardiPlank' or similar) to the lower half and compressed fibre cement sheeting (asbestos) with cover battens to the upper half.

The verandah roof is supported by 95 mm square timber posts. There are two hand basins to the internal south wall. The verandah has 120 mm wide timber boards.

The rectangular downpipe has been disconnected just below the level of the gutter and discharges directly onto the ground surface.

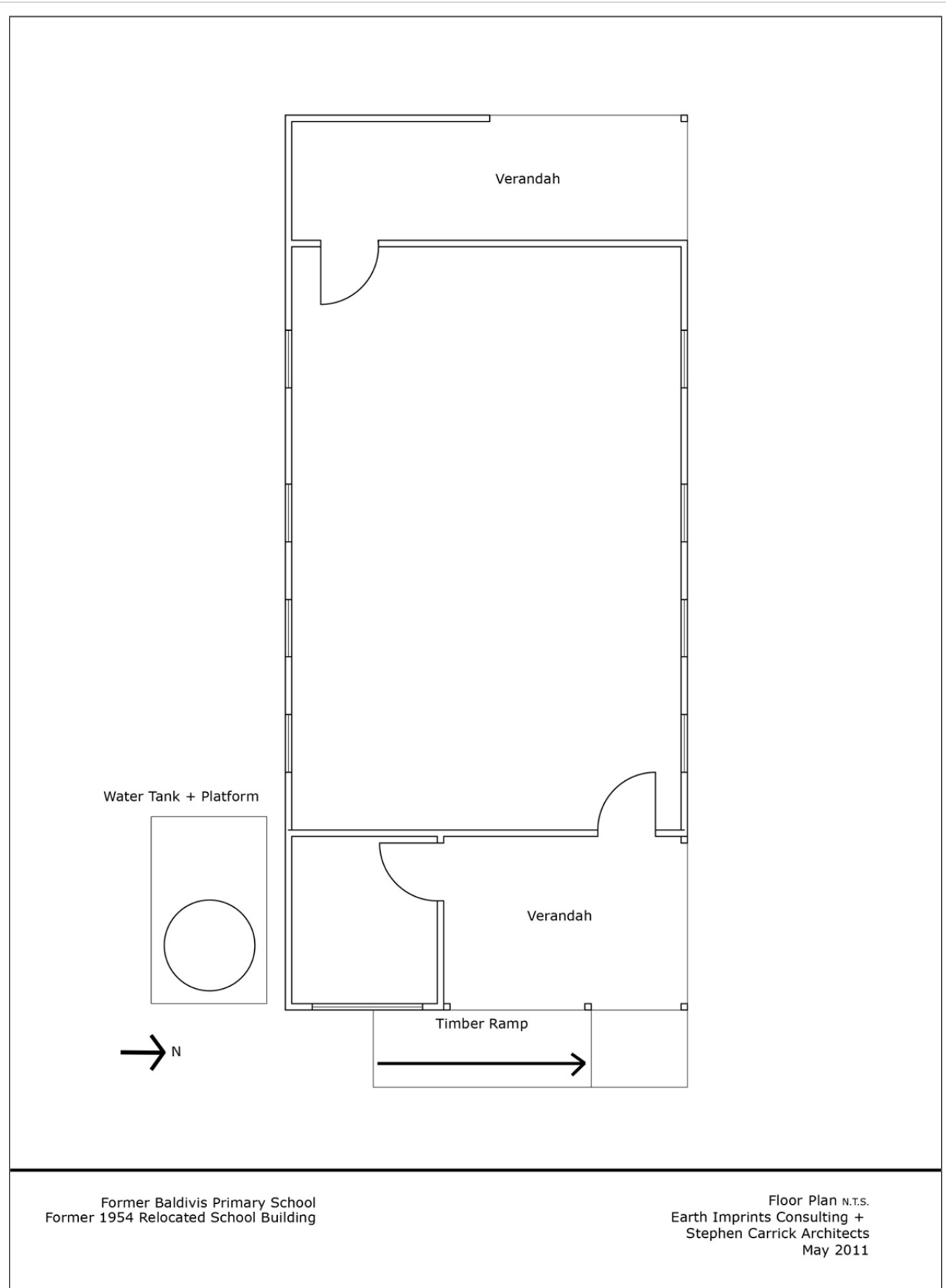


Figure 51. Bldg 2, Relocated Classroom (1954).



Figure 52. Bldg 2 Relocated Classroom north and west elevations showing relationship to Bldg 1, view southeast.



Figure 53. Bldg 2 Relocated Classroom north elevation, view south.



Figure 54. Bldg 2 Relocated Classroom south elevation, view north.



Figure 55. Bldg 2 Relocated Classroom east elevation, view west.



Figure 56. Bldg 2 Relocated Classroom west elevation, view east.



Figure 57. Bldg 2 Relocated Classroom north elevation sun hood, view southeast.



Figure 58. Bldg 2 Relocated Classroom south elevation windows.



Figure 59. Bldg 2 Relocated Classroom eave and window detail.



Figure 60. Bldg 2 Relocated Classroom west elevation modern boards.



Figure 61. Bldg 2 Relocated Classroom east verandah weatherboards.



Figure 62. Bldg 2 Relocated Classroom water tank south elevation, view east.



Figure 63. Bldg 2 Relocated Classroom north elevation window sill.

3.3.4. Building No.2: Relocated Classroom (1954) Internal Description

(Figure 64 - Figure 81)

Note: A detailed inspection schedule of fabric and condition is at Appendix G.

There are two rooms, the main former school room and a store.

Main Room

The main room is a rectangular single volume space. The dominant materials are timber floor boards; compressed fibre cement sheeting with cover battens to the walls and a plasterboard ceiling with four ceiling ventilators.

A feature of the space is the pivot timber window sashes. There are four windows to the north and three to the south. There are two sashes to each window. The lower sash has three fixed steel bars installed horizontally across the window. It is presumed that this is a security addition to the original room. There have also been additional timber sections installed across the central locking rail for security.

There are two ledged and braced timber boarded doors at the east and west ends. There is some original door and window hardware still evident. A blackboard is extant to the west wall and there are timber frames to the south and east walls indicating the previous location of blackboards.

The internal condition is poor. Currently the building is unoccupied and access is restricted. The building was previously occupied by the Rockingham Visual Arts Society. There is evidence of sub floor structural damage with significant floor level changes. There is also evidence of extensive white ant activity especially to the lower section of all walls.

Store

The store is accessed from the eastern verandah and is formed by the enclosure of the southern section of the verandah. The store was not accessed at the time of inspection.

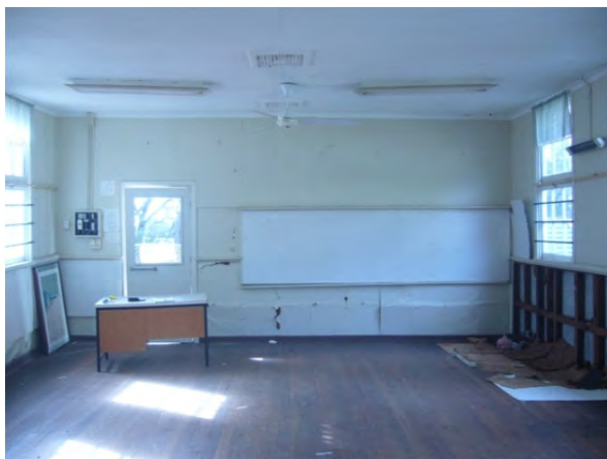


Figure 64. Bldg 2 main room, east wall.



Figure 65. Bldg 2 main room, west wall.



Figure 66. Bldg 2 main room, north wall.



Figure 67. Bldg 2 main room, south wall.



Figure 68. Bldg 2 2est verandah entry door.



Figure 69. Bldg 2 main room west door.



Figure 70. Bldg 2, west verandah.



Figure 71. Bldg 2 main room south wall, former blackboard.



Figure 72. Bldg 2 main room white ant damage.



Figure 73. Bldg 2 main room white ant damage.



Figure 74. Bldg 2 main room white ant damage.



Figure 75. Bldg 2 main room ceiling vent.



Figure 76. Bldg 2 main room assumed location of former heater.



Figure 77. Bldg 2 west verandah.



Figure 78. Bldg 2 east elevation entry door, view west.



Figure 79. Bldg 2 store entry door, view southwest.



Figure 80. Bldg 2 store interior, view south.



Figure 81. Bldg 2 store interior.

3.3.5. Other Structures

(Figure 82 - Figure 97)

Building No. 3

This structure, located to the west of the main buildings, is constructed of a number of different building materials. It is a gable roofed building that appears to have been modified with different materials to the western section of the structure.

The western section of the structure is clad in profiled metal deck placed vertically. The eastern section is clad with timber weatherboards to the lower half and flat compressed fibre cement sheeting (asbestos) with cover battens to the upper half of the walls. The east elevation has corrugated iron placed vertically. Both door and window openings are covered by timber boarding. The timber roof structure is still evident. The weatherboards are 150 mm boards with a 30 mm overlap.

To the south elevation are two large side hinged doors. The doors are constructed of metal deck. Lettering to the south elevation reads:

BALDIVIS VOLUNTARY

BUSH FIRE BRIGADE

There is graffiti to the south elevation and overall the structure is in poor condition.

Building No. 4**Store**

The store, located to the west of the main buildings, has two separate sections. There is a metal clad flat roofed structure to the west. Immediately adjacent to the east is a limestone block walled with a flat corrugated iron roof structure. The limestone walls have extensive hard cement repairs to the east and north elevation. The roof structure is constructed of treated pine. There are two openings that are both covered with timber ply boarding. The door to the north elevation is timber boarded, similar to the classroom doors. Internal access was not available. Externally, the store is in fair condition.

To the south of the store is a children's sand pit with a treated pine shelter

Structure No. 5**BBQ Shelter**

A rectangular shelter is located to the north west of the site. The structure is open on three sides and enclosed, with vertical steel cladding, on the western elevation. The structure has square section steel posts and a steel deck flat roof. The flooring is concrete slab pavers. There is a raised area adjacent to the west wall. The area has a concrete slab with a metal clad low height wall to counter level. Within the area is a sink and bench.

Building No. 6 & 7**Female (North) and Male (South) Toilets**

These two separate and small structures are timber framed with corrugated iron roofs, located to the west of the site. The Male toilets are located to the south and the Female toilets to the north. The structures are connected to the main section of the site by bitumen paths. There are privacy entry corrugated iron screens to both structures. The roof structures have timber rafters. The bitumen is continued from the paths to the toilets as flooring.

Structure No. 8**Memorial Plaque**

A memorial plaque is located in the south east corner of the site. The plaque is mounted on the east face of a large stone plinth.

The plaque reads (Capitals and lower case are as per the text on the plaque):

ERECTED TO THE MEMORY OF THE PIONEERS OF THE DISTRICT 1923

BY THE

Wellard / Baldivis C.W.A. Established May 1932 at the St. Albans Hall

Baldivis P&C School opened February 1924

The Rockingham Shire Rural Ratepayers & Residents Association

TO COMMEMORATE THE GRANTING OF CITY STATUS TO ROCKINGHAM

IN THE BICENTENNIAL YEAR OF AUSTRALIA 1988

Unveiled By: MARY DAVIES on the 11 September 1988



Figure 82. Bldg 3 1927 Shed, north elevation.



Figure 83. Bldg 3 1927 Shed, south elevation.



Figure 84. Bldg 3 1927 Shed, east elevation.



Figure 85. Bldg 3 1927 Shed, west elevation.



Figure 86. Bldg 4 Cement besser block store with corrugated iron addition (replaced in 2011), north elevation.



Figure 87. Bldg 4 store, east elevation.



Figure 88. Bldg 4 Store and sandpit, west elevation.



Figure 89. Structure 5 BBQ Shelter.



Figure 90. Bldg 6 Female Toilets, view north.



Figure 91. Bldg 6 Female Toilets.



Figure 92. Female toilet block cubicles, view north.



Figure 93. Female toilet block surface, view north.



Figure 94. Bldg 7 male toilet located at southwest corner of site, view northeast.



Figure 95. Structure 8 Memorial Plaque

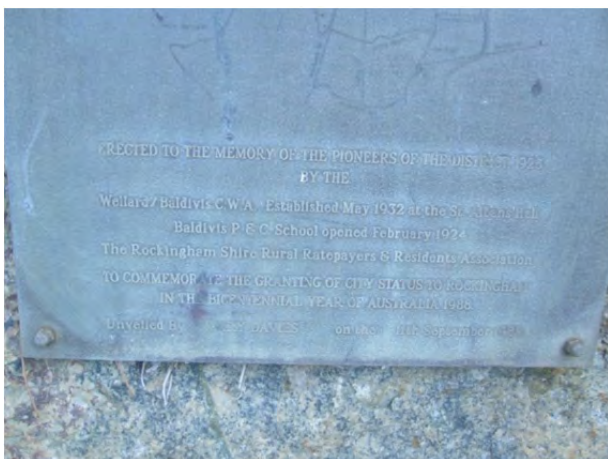


Figure 96. Structure 8 Memorial Plaque.



Figure 97. Rosebushes adjacent to pathway.

3.4. Asbestos

In 2010 Parsons Brinckerhoff Australia Pty Ltd prepared an Asbestos Management Plan and Asbestos Containing Material Register for City of Rockingham. The purpose of the Asbestos Management Plan was to assist the City of Rockingham to identify the locations of asbestos materials at their facilities and to manage the risk and prevent exposure. The Asbestos Management Plan outlines four control strategies for asbestos hazards:

- Leave in situ.
- Encapsulation.
- Enclosure.
- Removal.

Within the study area for this Conservation Plan there are three buildings on the City of Rockingham asbestos register. These buildings are:

- Baldivis Original Classroom (1923).
- Baldivis Old Fire Station (1927 Shed).
- Baldivis Relocated Classroom (1956).

3.4.1. Original Classroom

Asbestos material was identified in seven different areas. The main materials are the fibre cement wall sheets and cover strips to the exterior and gable ends of the building. There is also sheeting to the store room and the main ceiling area. The overall condition is recorded as good (some recorded as average) and retention in situ is acceptable except for some linoleum lining to shelves in the store room that is recommended for removal.

3.4.2. The 1927 Shed

Asbestos material was identified in two different areas. The main materials are the fibre cement wall sheets and cover strips to the internal and external of the building. The overall condition is recorded as poor and removal is recommended.

3.4.3. Relocated Classroom

Asbestos material was identified in six different areas. The main materials are the fibre cement wall sheets and cover strips to the exterior and gable ends of the building. The overall condition is recorded as good (some recorded as average) and retention in situ is acceptable.

3.5. Description of the Archaeological Potential of the Place

No surface archaeological remains were observed at the Baldivis Primary School (fmr). However, given the continuous use of the site as a school from 1923 until 1977, there is likely to be an accumulation of archaeological deposits, including artefacts such as children's toys, on site relating to the use and occupation of the site from the 1920s.

The subfloor area and area surrounding the Original Classroom is of particular archaeological sensitivity. Material traces including evidence of former paths, structures and garden treatments are also likely to remain.

Any potential archaeological remains are likely to be intact due to the low levels of ground disturbance on the site.

A site inspection was completed by Renée Gardiner on 10 January 2011.

4. ANALYSIS OF DOCUMENTARY AND PHYSICAL EVIDENCE

4.1. Development

4.1.1. Site

Little development has occurred to the site since it closed in 1977. The established peppermint trees along Baldivis and Fifty Roads remain as evidence of earlier beautification works during the first half of the twentieth century. The relationship between the Original Classroom and Relocated Classroom remains intact through connection with footpaths and the grassed area between the two buildings.

4.1.2. Buildings

There have been no substantial changes to either the Original Classroom or the Relocated Classroom. The 1972 Shed has been modified over time to cater for the needs of the Baldivis Fire Brigade. The toilet facilities have been upgraded and it is unknown whether they remain in their original location.

The location of the former quarters at the school is presently unknown. Photographic evidence may yield more information about its form and location.

The Original Classroom and Relocated Classroom buildings maintain a high degree of authenticity.

4.1.3. Archaeological potential

Given the continuous use of the site as a school from 1923 until 1977, there is likely to be an accumulation of archaeological deposits, including artefacts such as children's toys, on site relating to the use and occupation of the school from the 1920s.

The subfloor area and area surrounding the Original Classroom is of particular archaeological sensitivity. Material traces including evidence of former paths, structures and garden treatments are also likely to remain.

The location of the former quarters on site is unknown. Footings and material culture relating to the use and construction of this structure may remain *in situ*.

Any potential archaeological remains are likely to be intact due to the low levels of ground disturbance on the site.

Historical photographs would be useful for assessing the potential for archaeological evidence relating to structures and landscape features on the site.

4.2. Comparative Analysis⁹⁴

4.2.1. Group Settlement Scheme

There are 21 places on the database associated with Group Settlement. Only one of these is a school: P00418 *Old Vasse School* (1901) – The school is constructed of Jarrah weatherboard up to the gable iron roof. It has a high pitched corrugated iron roof and brick chimney and consists of one room and a verandah. It has double hung sash windows, which are shaded by projecting eaves. There are no exterior awnings. The latter is now partially enclosed with wash basins at one end and the interior was lined with fibro asbestos about 1913. Two rainwater tanks adjoin the building.

The Baldivis Primary School (fmr) was built after petitions submitted to the Education Department from the Group Settlements in that area. The Group Settlers of the South West and Peel Region had to petition for schools. They were transient populations; therefore no substantial school buildings were built. Most often the schools were tents or timber frame and canvas constructions and these have not survived.

4.2.2. Inter-War Country Schools

There are 24 schools listed on the HCWA database constructed of weatherboard and built between 1918-1928. The following five places are located in the metropolitan area.

P17794 Pavilion – Applecross Primary School (1919) – The Pavilion classroom is a single storied timber framed building, clad with timber weatherboard dado and fibro sheeting. The roof is made of corrugated galvanized iron. The present structure consists of the original 1919 pavilion classroom and a second pavilion classroom built in 1948, which is joined to the original 1919 structure. The classroom is on the State Register of Heritage Places as part of parent P01542 *Applecross Primary School (Original Buildings)*.

P10349 Technical Education Centre (Former Forrestfield Primary School) (1927) – Comprises two weatherboard lined buildings with sash windows. The weatherboarding is to the lower half with fibrous sheeting above. The verandah is now enclosed.

P18473 Darlington Primary School (1924) – The Language Classroom and the Shelter Shed are timber framed structures clad with weatherboards supported on timber stumps. The classroom is covered with a corrugated galvanised iron gable roof. It consists of two rooms: an entry foyer on the north-western side provides access to the classroom on the southern side and a small room to the east. Four evenly spaced windows on the southern side of the classroom are double hung sashes with awning beneath. Three evenly spaced louvered windows are located in the northern wall.

P11348 Hillcrest Primary School (c.1920) - This is a timber framed one room building with a gable roof of corrugated metal with large eaves which overhang on all sides supported by angled braces from the side walls. A small lean-to porch at one end provides entry and four double hung sash windows on each side provide light. The exterior walls are clad below sill height with jarrah weatherboard and the remainder with fibre cement sheeting. The whole building is supported on timber stumps. In 1950 this original

⁹⁴ Extracted from HCWA Nomination of New Place for Assessment, Appendix G, and HCWA database for Place No 3127.

building was relocated from its East Fremantle site to the rapidly expanding, new, Post-War suburb of Bedford Park.

P17526 CALM School Classroom Wanneroo (c. 1910) - The Education Department relocated this building from Highgate School to Wanneroo in 1947. There is no information to its actual construction date and according to the HCWA database it “appears to have originally been constructed in the early to mid-decades of the 1900s. It is a single storied timber framed pavilion classroom that sits on timber stumps. It is clad with vertical tongued and grooved timber boards to sill height with horizontal weatherboard lining to the vented gables. The gabled roof is low pitched and clad with Colorbond and has timber lined eaves and no gutters. There are entrances to the east and west sides of the building comprising a pair of timber panelled doors which are accessed via timber steps and platform. It has double hung sash windows on one side. It appears it could have had six windows, three with awnings when on its original site, and may have been modified when reconstructed though this is unclear.

4.3. Conclusion

The Baldivis Primary School (fmr) is a rare example of a surviving group settlement school, as most were constructed of timber frame and canvas or tents.

The school is also a rare example of an Inter-War weatherboard and fibre cement (asbestos) single classroom school existing on its original site, as other schools were relocated.

4.4. Unresolved Issues

Early photographic evidence has not been found as part of the documentary research. Historic photographs would assist with early internal and external features and detail of the Baldivis Primary School (fmr).

Oral histories relating to the school and the development of the area would shed more light on the site and its relationship to the community. The recording of oral histories was outside the brief of this project.

5. ASSESSMENT OF SIGNIFICANCE

5.1. Preamble

The significance of Baldivis Primary School (fmr) is assessed in accordance with requirements established in the Criteria for Entry into the Register of Heritage Places. (November 1996, HCWA) (Appendix B). This employs the terms outlined by the *Australia ICOMOS Charter for Places of Cultural Significance – Burra Charter* (1999) (Appendix C) The Burra Charter defines 'cultural significance' to mean 'aesthetic, historic, scientific, social or spiritual value for past, present or future generations.'⁹⁵

The degree of significance is determined by the level of rarity and representativeness. Significance is also affected by the condition, integrity and authenticity of the place.

The assessment of cultural heritage significance has been adapted from the statement of significance provided in the *City of Rockingham Municipal Heritage Inventory Place Record Form* (Appendix E) and the Heritage Council of Western Australia's *Nomination of New Place for Assessment* documentation for P3127, Baldivis Primary School (Appendix F).

Aesthetic significance

Criterion 1. It is significant in exhibiting particular aesthetic characteristics.

Baldivis Primary School (fmr) buildings are of aesthetic significance as modest weatherboard, timber and iron school buildings dating from the 1920s.

Historical significance

Criterion 2. It is significant in the evolution or pattern of the history of Western Australia.

Baldivis Primary School (fmr) is of historical significance for its association with Group Settlements established on the Peel Estate from 1922.

The place is also important for its link to the development of education during the 20th century.

Scientific significance

Criterion 3A It has demonstrable potential to yield information that will contribute to an understanding of the natural or cultural history of Western Australia.

Baldivis Primary School (fmr) is of scientific significance for its archaeological potential to provide further information about the use and development of the site as a Group Settlement School from the 1920s.

Criterion 3B It is significant in demonstrating a high degree of technical innovation or achievement.

⁹⁵ The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 1999.

Social significance

Criterion 4 It is significant through association with a community or cultural group in Western Australia for social, cultural, educational or spiritual reasons.

Baldivis Primary School (fmr) is of social significance to the local community for relationship to the development of the area through the Peel Group Settlement Scheme and the place's continued community use for community and educational purposes.

The place has a strong identity in the community who are aware and proud of its history.

Rarity

Criterion 5 It demonstrates rare, uncommon or endangered aspects of the cultural heritage of Western Australia.

Baldivis Primary School (fmr) is the only surviving example of a Group Settlement School surviving intact in its original location in the wider Perth metropolitan region. The school buildings are also rare examples of their type within the metropolitan region.

Representativeness

Criterion 6 It is significant in demonstrating the characteristics of a class of cultural places or environments in the State.

Baldivis Primary School (fmr) buildings represent the typical single-room country school buildings characteristic of the Inter-War period.

Condition

The Baldivis Primary School (fmr) is in fair condition.

Integrity

The Baldivis Primary School (fmr) has moderate integrity, due to it no longer being used as a school but remaining in use as a community and educational centre.

Authenticity

The Baldivis Primary School (fmr) has high authenticity, as the Original Classroom and Relocated Classroom buildings retain most of their original fabric and spaces. The site and landscape retain a moderate-high degree of authenticity – some of the buildings i.e. the quarters no longer remain.

6. Statement of Significance

The Baldivis Primary School (fmr), comprising two single-room, timber-framed, weatherboard and fibre cement sheeting clad and corrugated iron roofed former classrooms, and various other sheds and structures, has cultural heritage significance for the following reasons:

the place has historical significance for its association with Group Settlements established on the Peel Estate from 1922;

the place is the only example of a Group Settlement School surviving intact in its original location in the wider Perth metropolitan region;

the place contributes to our understanding of the development of education and Group Settlement in Western Australia;

the place has aesthetic value as modest weatherboard, fibrous cement, timber and iron school buildings dating from the 1920s set in pleasant surroundings;

the place has some potential for archaeological deposits to remain at the site relating to the use and development of the school from the 1920s;

the place is of social significance to the local community for its relationship to the development of the area through the Peel Group Settlement Scheme and for its continued community use for educational and recreational purposes; and,

the place represents the typical single room country school buildings characteristic of the Inter-War period.

7. GRADED ZONES AND ELEMENTS OF SIGNIFICANCE

7.1. Introduction

Levels of significance have been assigned to the various structures, site elements and landscape features identified in this report. Levels of significance are based on levels identified as appropriate by J. S. Kerr and published in The Conservation Plan.⁹⁶ The grading is based on an assessment of the issues arising from the Statement of Significance (Section 6) the authenticity and integrity of the place. The following levels of significance are referred to in this report:

- Exceptional significance.
- Considerable significance.
- Some significance.
- Little significance.
- Intrusive element.

On this basis, elements assessed as being of 'some significance' are considered to be on the threshold for entry into the National Trust of Australia Classified List and entry into Heritage Council of Western Australia's Register of Heritage Places. The levels of significance for the site and interior of the place are indicated in Figure 98 and Figure 99. Elements of significance are listed in Section 7.3.

7.2. Zones

In general, zones of higher significance include those elements of greater significance. These zones may include some elements and details that are not significant in their own right. The zones of significance are presented in Table 3 and shown in Figure 98. **Error! Reference source not found..**

Table 3. Zones of significance for the Baldivis Primary School (fmr).

Level of significance	Zones of significance
Exceptional	<ul style="list-style-type: none"> • NIL
Considerable	<ul style="list-style-type: none"> • Original Classroom zone.
Some	<ul style="list-style-type: none"> • Relocated Classroom zone.
Little	<ul style="list-style-type: none"> • Landscape to north and west of main buildings zone.
Intrusive	<ul style="list-style-type: none"> • NIL

⁹⁶ J. S. Kerr, op. cit.



Figure 98. Zones of significance - site.

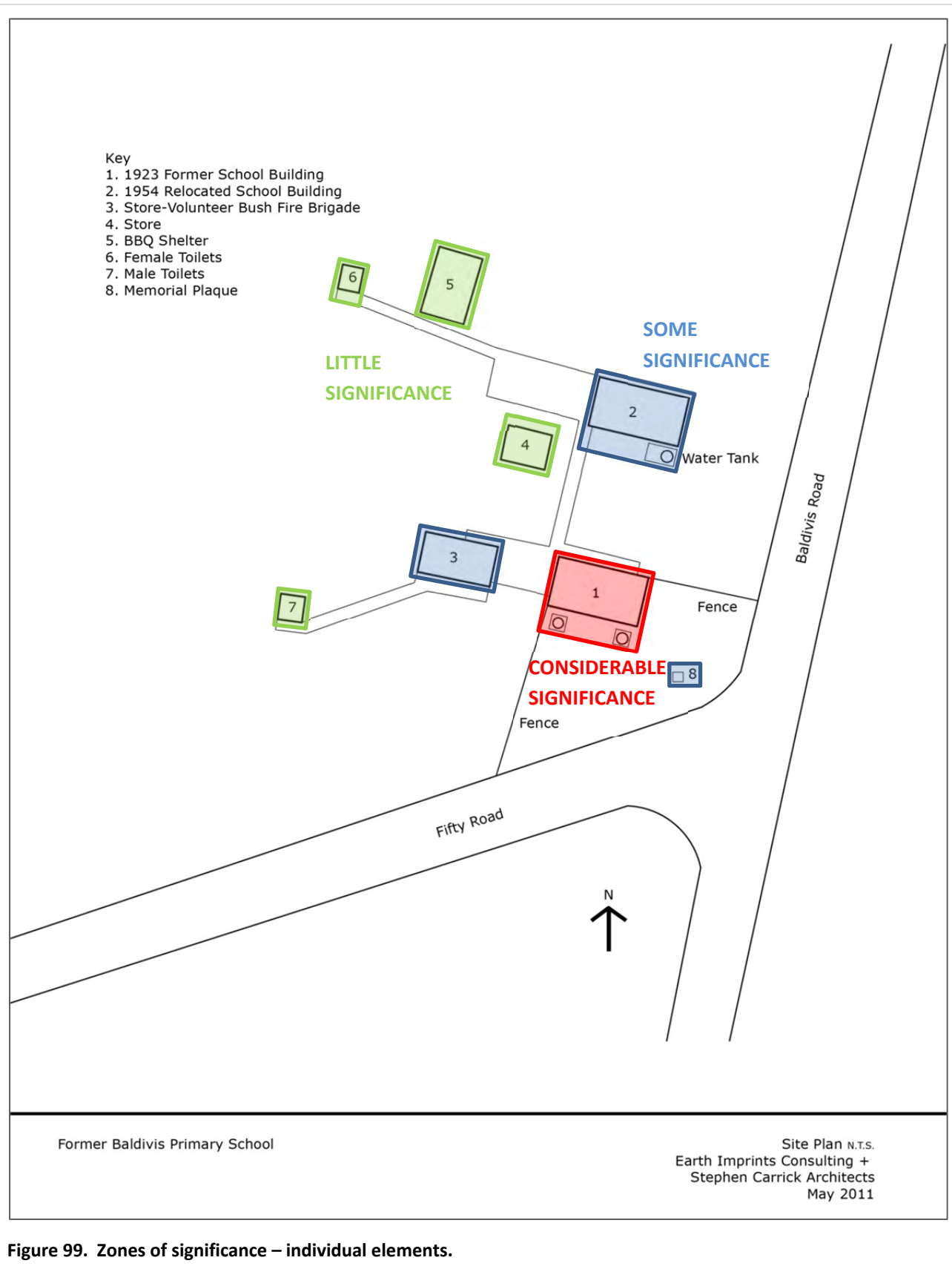


Figure 99. Zones of significance – individual elements.

7.3. Elements

The levels of significance for individual elements of the place have been assigned as shown in Figure 99 and Table 4.

Table 4. Levels of significance for individual elements.

Significance rating	Elements of significance
Exceptional	<ul style="list-style-type: none"> • NIL
Considerable	<ul style="list-style-type: none"> • Building 1. Original Classroom. • Established peppermint trees along Baldivis Road and Fifty Road.
Some	<ul style="list-style-type: none"> • Building 2. Relocated Classroom. • Building 3. 1927 Shed. • Structure 8. Memorial
Little	<ul style="list-style-type: none"> • Landscape to north and west of main buildings. • Building 4. Store. • Structure 5. BBQ Shelter. • Building 6. Female Toilets. • Building 7. Male Toilets.
Intrusive	<ul style="list-style-type: none"> • NIL

8. CONSERVATION POLICY ISSUES

8.1. Introduction

The development of a conservation policy for a place of assessed cultural heritage significance involves drawing together all the information relevant to the future of the place in order to provide an appropriate framework for decision-making. A conservation policy is concerned with providing a practical guide for conservation of heritage significance, which also takes account of client's needs, statutory requirements (including planning, building and health regulations and relevant heritage legislation), the condition, authenticity and integrity of the place and the need for conservation, restoration and maintenance of the fabric.

The aims of the conservation policy for Baldivis Primary School (fmr) are:

- To provide guidance to the owners of the place, regarding the significance of the place as a whole and individual elements.
- To provide practical recommendations for the conservation of the significant fabric and policies for restoration, reconstruction and maintenance of the significant elements.
- To identify practical means by which the place can be presented through appropriate interpretation.
- To provide guidance for future adaptation and development that may be required to meet changing functional requirements.

8.2. Guide to the Conservation Policy

The conservation policy is presented under the following general headings:

Policies arising out of the cultural significance of the place

This covers the requirements outlined in the articles of the Burra Charter, requirements that arise out of the statement of significance and requirements arising from the graded zones of significance.

Policies arising from the physical condition of the place

This covers detailed policies for the conservation of the significant fabric of the place.

Policies arising from the requirement to interpret the place

This details policies for interpretation of the cultural heritage significance and assessed values of the place.

Policies arising from external requirements

This outlines current heritage listings and their implications as well as requirements of statutory authorities.

Policies arising from the requirements of owners and users of the place

This looks at present ownership and use status, the expectations and requirements of community and users of the building, and issues of compatible future use and development.

Policies relating to the use, implementation of policies and management strategy of the place

The final section outlines policies regarding future decisions for the place and gives a timeframe for the implementation of conservation policies.

8.3. Conservation Aims

The Conservation Plan and specifically the conservation policies recommend that Baldivis Primary School (fmr) should be retained and conserved in a manner which ensures the recognition and conservation of it as a place of aesthetic, historic, scientific and social significance.

The main aim of the conservation policy for Baldivis Primary School (fmr) is to provide a framework for the conservation of the place acknowledging the ongoing use and the place's location within the City of Rockingham.

The Conservation Plan has identified areas and elements within the site as being of considerable, some and little significance. Some elements have also been assessed as being intrusive. (Refer to Section 7 Graded Zones and Elements of Significance). This assessment has taken into account the authenticity and integrity of the building.

Specific policies and recommendations are made for each of the assessed areas or elements. Generally conservation of elements of exceptional, considerable and some significance should be considered as a higher priority than the conservation of elements of little significance. The conservation of elements of little significance should be considered in the context of the future use and development of the site and building as a whole. Elements identified as intrusive should be removed. Generally, in the case of Baldivis Primary School (fmr), intrusive elements should be removed if no longer required.

Policy 1.1 The statement of significance for Baldivis Primary School (fmr) and the recommendations of the Conservation Plan should be used by the owners and the future users of the place, as well as all relevant authorities, as a key guiding document for decisions about conservation, management, maintenance, development and future use of the place.

Policy 1.2 The Conservation Plan should be reviewed every ten years to ensure that the policies continue to be relevant and are being implemented in an appropriate manner; that changes are recorded; and that any further information that comes to light is properly included and assessed. It is not a requirement that this document has to be rewritten.

Policy 1.3 If there are major changes to the place that impact on the relevance and accuracy of this Conservation Plan then this report should also be updated at the completion of those works.

Policy 1.4 All work undertaken to conserve or adapt the place should be appropriate to the significance of the place and should be guided by experienced conservation practitioners.

8.4. Requirements arising out of the Burra Charter

The Conservation Plan and policy for Baldivis Primary School (fmr) recommends the conservation and interpretation of the existing buildings and site be carried out in accordance with the principles established in the Burra Charter⁹⁷ (refer Appendix C). The Burra Charter sets out definitions of conservation terminology, conservation principles and conservation processes and provides the basis for the recommendations in this Conservation Plan.

The Burra Charter indicates certain principles which should guide conservation. Generally, original fabric is considered to be of greatest significance; however, in some cases more recent fabric is of equal significance because it tells the story of the ongoing development and use of the place.

The principles of the Burra Charter focus on the means of conserving significant fabric in order to preserve the authenticity of the heritage place. For example, where fabric has deteriorated to the point where it is no longer viable, reconstruction should be carried out using replacement material which matches the original as closely as possible. However, since the greatest value is placed on authentic material dating from the period of construction, conservation of this is of the highest priority and replacement should only be carried out when all means of conserving the original fabric have been investigated.

Conservation of existing fabric does not require that the fabric appear as new. Part of the understanding of a place of heritage significance includes the patina of age resulting from minimum interference with original fabric. Conservation, however, does require a well-managed maintenance program.

8.4.1. Policies arising from the Burra Charter

- Policy 2.1** The definitions and principles of the Australia ICOMOS Charter for the Conservation of Places of Cultural Significance (the Burra Charter) should be used to guide all considerations for the future conservation, adaptation or use of the buildings and the precinct and any associated requirements for physical works. (Section 10. Policies Arising from the Physical Condition of the Place)
- Policy 2.2** The conservation of significant elements should be carried out in accordance with the principles outlined in the Burra Charter.

⁹⁷ Australian ICOMOS, *Charter for the Conservation of Places of Cultural Significance*, 1999.

9. POLICIES ARISING FROM THE CULTURAL SIGNIFICANCE OF THE PLACE

9.1. Introduction

The Assessment of Significance (Section 5) and Statement of Significance (Section 6) define the cultural significance of Baldivis Primary School (fmr) in terms of aesthetic, historic, scientific and social significance, and in terms of its rarity and representativeness. The significance of a place must be capable of being observed in the fabric, the site features, building and other elements of physical evidence in order that the conservation of these can ensure the conservation of significance. The significance of Baldivis Primary School (fmr) is defined in this Conservation Plan as follows:

The Baldivis Primary School (fmr), comprising two single-room, timber-framed, weatherboard and fibre cement sheeting clad and corrugated iron roofed former classrooms, and various other sheds and structures, has cultural heritage significance for the following reasons:

the place has historical significance for its association with Group Settlements established on the Peel Estate from 1922;

the place is the only example of a Group Settlement School surviving intact in its original location in the wider Perth metropolitan region;

the place contributes to our understanding of the development of education and Group Settlement in Western Australia;

the place has aesthetic value as modest weatherboard, fibrous cement, timber and iron school buildings dating from the 1920s set in pleasant surroundings;

the place has some potential for archaeological deposits to remain at the site relating to the use and development of the school from the 1920s;

the place is of social significance to the local community for its relationship to the development of the area through the Peel Group Settlement Scheme and for its continued community use for educational and recreational purposes; and,

the place represents the typical single room country school buildings characteristic of the Inter-War period.

9.2. Requirements arising from the Statement of Significance

The statement of significance for Baldivis Primary School (fmr) and the implementation of the conservation policies in this Conservation Plan provide the basis for the conservation of the significance of the place. (Refer Policy 1.1 & 1.2)

Policy 3.1 Baldivis Primary School (fmr) should be retained and conserved in a manner that respects and supports the assessed significance of the place and its component parts.

- Policy 3.2** The future use of Baldivis Primary School (fmr) should take account of the significance of the place as well as the requirements of the owners.
- Policy 3.3** The context of the place as a former school should be respected by providing an appropriate setting. The use of traditional planting schemes, where possible, can assist with the setting for the place.
- Policy 3.4** The building elements and site features assessed as being of considerable significance should be conserved or adapted in accordance with the recommendations of the Conservation Plan.
- Policy 3.5** The building elements and site features assessed as being of some significance should be conserved or adapted in accordance with the recommendations of the Conservation Plan.
- Policy 3.6** The building elements and site features assessed as being of little significance may be retained or demolished on the basis of the requirements of use.
- Policy 3.7** The building elements and site features assessed as being intrusive should be removed when the opportunity arises and the place restored, as relevant, in accordance with the recommendations of the Conservation Plan.
- Policy 3.8** Opportunities for interpreting the significance of the place and its development over time should be developed and implemented in accordance with the recommendations of the Conservation Plan. (Section 11)

9.3. Requirements for Graded Zones and Elements of Significance

The Graded Zones and Elements of Significance for the place have been outlined in section 7. These levels have been assigned based on levels identified by J. S. Kerr and published in The Conservation Plan.⁹⁸

The following recommendations for the different graded zones and elements of significance are based on those outlined in Heritage Council of Western Australia's 'Conservation Plan Study Brief,' (Appendix A) but have been adapted to suit the specific requirements of Baldivis Primary School (fmr) (Refer Section 7 Graded Zones and Elements of Significance).

9.3.1. Policies for Graded Zones and Elements of Significance

(Refer Section 7 Graded Zones and Elements of Significance)

Exceptional significance

Comment: There are no zones or elements of exceptional significance to the Baldivis Primary School (fmr).

⁹⁸ J. S. Kerr, op. cit.

Considerable Significance

Policy 4.1 The significant fabric of such spaces or elements should be preserved, restored or reconstructed as appropriate. Reconstruction is desirable provided sufficient detailed information is available.

Adaptation is acceptable to the extent of installing reversible small fixtures, services and partitions, provided this does not affect any external or internal fabric which is of considerable significance. Any internal partitions should be fully reversible. No significant fabric should be removed or action taken to confuse the sense of the space.

Structural adaptation is generally unacceptable. However, minor structural adaptation may be considered if it is in keeping with the overall aims of the conservation policy and has minimal impact on the significant fabric. Any alterations to the fabric should be thoroughly documented.

There should be no new works which will obscure important views to and from the site.

Comment: This policy refers to the Original Classroom, building fabric and its curtilage.

Some Significance

Policy 4.2 The significant fabric of these spaces or elements should be preserved, restored or reconstructed as appropriate. Adaptation is acceptable to the extent of installing fixtures, services and reversible partitions provided this does not affect the significant external and internal appearance of the building. Discrete structural additions and openings can be made. New or different finishes are acceptable, provided these do not obscure or damage important evidence of significant materials and finishes.

There should be no new works in areas which will adversely affect the setting of the buildings or obscure important views to and from the site.

Comment: This policy refers to the Relocated Classroom, building fabric and its curtilage. It also refers to the memorial stone and plaque and the established peppermint trees to the Baldivis Road and Fifty Road. This policy generally refers to significant fabric dating from the original building or fabric that was introduced as part of the early adaptation works. Retention and conservation of this fabric should be undertaken as part of any further adaptation works to the building or site.

Little Significance

Policy 4.3 The fabric of such spaces or elements may be retained or removed depending on the future use requirements. However, care should be taken to ensure that any such works do not detract from the significance of adjoining spaces or elements. Before removal, ensure that comprehensive photographic and graphic recording is completed.

Comment: This policy refers to the store, BBQ Shelter, Female and Male Toilets. This policy generally refers to fabric which has been introduced as part of the adaptation of the building and site in recent times. It may be retained or removed on the basis of the requirements of use. Its presence is not, however, affecting the heritage significance of the place.

Intrusive Elements

Policy 4.4 Intrusive spaces or elements have been identified as detracting from the significance of the place and their removal, and/or replacement, with more appropriate detailing, should be encouraged. Their removal needs to be assessed against other considerations, such as function and economy, before implementation. Before removal/demolition ensure that comprehensive photographic and graphic recording is completed.

Comment: This policy generally refers to fabric which has been introduced as part of adaptation and repairs to the building in recent times but which are reducing its heritage significance. Generally this fabric should be removed and the buildings and site restored to original detail or adapted in a more appropriate manner.

10. POLICIES ARISING FROM THE PHYSICAL CONDITION OF THE PLACE

10.1. Conservation of the Site and Landscape Elements

The conservation policy must address the issues related to the conservation of the fabric of the buildings and site. Generally the place is in fair condition. However, there are some aspects of the building that require attention.

The physical setting of the building, site boundaries and landscape issues has been discussed in Section 3.1. The following policies arise out of this discussion, in conjunction with other issues arising out of the Analysis of Documentary and Physical Evidence, Assessment, Statement and Levels of Significance (Sections 4 to 6 and 7.2.).

The Burra Charter defines setting as the area around a place, which may include the visual catchment. Article 8 of the Charter refers to conservation requiring the retention of an appropriate visual setting and that new construction, demolition, intrusions or other changes which would adversely affect the setting or relationships are not appropriate.

10.1.1. Policies for Site and Landscape Elements

(Refer Section 3.1)

- Policy 5.1** Original ground levels should be investigated and where possible reinstated.
- Policy 5.2** An examination of roof and ground drainage needs to be investigated and documented. Prior to any repair work to damaged building fabric all drainage rectification works should be implemented.
- Policy 5.3** Retain the Baldivis Primary School (fmr) buildings as the dominant elements on the site.
- Policy 5.4** New buildings or structures must not obscure elements identified as significant.
- Policy 5.5** Prepare a simple landscape plan using the existing landscape, the requirements of the owner and the users of the place.
- Policy 5.6** Where early planting schemes are not evident appropriate plantings should be selected that respect the aesthetic heritage values of the place.
- Policy 5.7** The setting should be simply treated.
- Policy 5.8** Ensure fencing is kept simple and utilitarian.
- Policy 5.9** The pathways should be resurfaced to match the existing.

10.2. Conservation of potential Archaeological values

10.2.1. General archaeological policies

- Policy 6.1** Ground disturbance work in the areas of considerable and some cultural heritage significance should consider the archaeological potential of the area. If archaeological deposits including structural remains and artefacts are uncovered during any ground disturbance works, work should cease and an historical archaeologist should be consulted to determine the appropriate course of action. All contractors should be made aware of the archaeological potential of the site, particularly when working around the area of the Original Classroom building.
- Policy 6.2** Archaeological test excavations may be undertaken to test the archaeological sensitivity of the site for management purposes and to provide information to feed into site interpretation.
- Policy 6.3** A public archaeological program should be considered if any archaeological excavations are to take place.
- Policy 6.4** All archaeological investigations including the use of both invasive and non-invasive techniques should be conducted within an archaeological research framework, which focuses on answering specific research questions or problems. A thorough understanding of the site's history is required prior to commencing any archaeological investigations.
- Policy 6.5** All historical archaeological work should be undertaken by a suitably qualified and experience historical archaeologist.
- Policy 6.6** The Department of Indigenous Affairs should be consulted prior to undertaking any archaeological excavations on site to determine any permit requirements.

10.2.1. Policies relating to artefact management

- Policy 6.7** Any artefacts collected from the site (previously or during subsequent investigations) should be curated as part of a collection.
- Policy 6.8** The collection should be stored in well-labeled polythene bags and boxes. The labels should include details such as the site name, collection date, location of find and other relevant provenance information.
- Policy 6.9** The collection should be entered into a catalogue of archaeological artefacts. A hard-copy of the catalogue should be kept with the artefacts.
- Policy 6.10** The collection should be stored in a suitable place and kept onsite at the Baldivis Primary School (fmr) or with the local historical society.

10.3. Conservation of the Buildings

10.3.1. General Planning Policies

(Ref. Section 3.3)

Policy 7.1 The Baldivis Primary School (fmr) should be retained and conserved. The original floor plan of the buildings should be retained intact. The external and internal walls of the building should be retained and conserved.

Policy 7.2 The advice of a structural engineer should be sought to advise on the structural adequacy and ongoing monitoring of the building.

Structerre Consulting Engineers inspected the Original Classroom and the Relocated Classroom in October 2009 and provided an engineering assessment of the buildings. The major recommendations were:

Original Classroom

- Remove tress immediately adjacent to the structure;
- Restump the structure;
- Wood rot timbers to the front deck to be replaced;
- Licensed timber pest inspector be engaged to conduct a survey of the building; and
- Inspect rafter end connections and upgrade to current Australian Standard fixings if appropriate.

Relocated Classroom

- External inspection noted that the structure is in a dilapidated condition, that there is severe distortion of the structure, there is limited access beneath the building for restumping and there is wood rot;
- Opinion of the consultant that the structure had reached the end of its useful economic life; and
- Noted that it would be possible to remediate the structure.

Whilst cognisant of the 2009 structural report the level of cultural heritage significance of both buildings has influenced the recommendation to retain and conserve both buildings. The ongoing involvement of a structural engineer is required to conserve the buildings and to address building codes and standards.

Policy 7.3 There should be minimal adaptation to the original fabric of the buildings.

Policy 7.4 The remaining original internal spaces should be conserved and retained.

- Policy 7.5** Fabric and elements assessed as being of some significance should be retained and conserved. Fabric of little significance may be removed or retained and intrusive elements should be removed.
- Policy 7.6** New works should be identifiable as such and wherever possible be reversible.
- Policy 7.7** Implement a maintenance program for monitoring of condition of fabric including a strategy for rectification of identified problems.

Maintenance of the built fabric is essential for protecting the significant fabric. Periodic inspection of the Baldivis Primary School (fmr) is required to identify potential problems early. The maintenance strategy will need to address specific areas. These include:

- Preferred maintenance procedures.
- The intervals at which inspections should be carried out for different elements.
- The interval at which maintenance works should be carried out.
- Regular pest inspection.
- Period at which painted elements should be repainted and the appropriate paint system for each element.
- Maintenance strategy to be reviewed on a regular basis.

10.3.2. Conservation of External Fabric

Policies refer to the Original Classroom and the Relocated Classroom.

(Ref. Section 3.3)

External Walls

- Policy 8.1** Remove compressed fibre cement (asbestos) cladding to all external walls and replace with a material of a similar form and appearance. Match the same size of sheet and detailing with cover battens.
- Policy 8.2** Retain and conserve timber weatherboards to the external walls. Where boards are white ant damaged or deteriorated beyond conservation replace with a similar profiled timber board.

Roofing and Roof Plumbing

- Policy 8.3** Retain and conserve the existing corrugated steel roof. When the roof substructure is inspected by the structural engineer inspect the roof sheeting. Where roof sheets are damaged or deteriorated beyond repair replace with a similar profiled material.

- Policy 8.4** Retain and conserve timber fascia and barge boards. Where fascias or barge boards are damaged or deteriorated beyond repair replace with timber to match the existing size and profile. Refer to documentary evidence for size.
- Policy 8.5** Replace modern profile gutters with quadrant profile gutters in accordance with documentary evidence.
- Policy 8.6** Replace rectangular section downpipes with circular downpipes.

Doors

- Policy 8.7** Retain all doors that are original or are related to the period of use as a classroom.
- Policy 8.8** Retain all hardware that is original or is related to the period of use as a classroom. Hardware also includes door hinges, locking bolts, mortice locks, safety hooks and keys.
- Policy 8.9** Retain all fittings and fixtures to doors that illustrate the former use as a classroom.
- Policy 8.10** All external joinery should be sanded, primed and painted. Undertake paint scrapes to assist in determining an appropriate colour scheme. If paint scrapes are inconclusive use a scheme that is appropriate to the period of construction for the classrooms.

Windows

- Policy 8.11** All original window openings, window sashes and window frames should be retained and conserved. Where they require replacement as a result of deterioration, the new window should match the detail of the original or referenced from documentary evidence
- Policy 8.12** All external joinery should be sanded, primed and painted. Undertake paint scrapes to assist in determining an appropriate colour scheme. If paint scrapes are inconclusive use a scheme that is appropriate to the period of construction for the classrooms.
- Policy 8.13** Where new window openings have been created and new windows installed retain the windows. When the windows require replacement ensure that appropriate conservation advice is sought.

Other

- Policy 8.14** The hand basins at the western end of the classroom buildings should be re-enamelled in a colour and finish to match the original.
- Policy 8.15** The coat hooks at the western end of the classroom should be retained as evidence of the former use of the place.
- Policy 8.16** The joists, bearers and decking on the verandahs should be replaced, where necessary, to match the original.

Policy 8.17 The Original and Relocated Classroom buildings should be restumped as an immediate priority.

Policy 8.18 The mature peppermint trees (*Agonis flexuosa*) at southern side of the Original Classroom building should be removed immediately.

10.3.3. Conservation of Internal Fabric

Policies refer to the Original Classroom and the Relocated Classroom.

(Ref. Section 3.3)

Floors

Policy 9.1 Retain and conserve timber boarded floors. Check for white ant damage and treat accordingly. Repair or replace damaged boards if required using boards of matching profile and species. Where timber floors are to remain exposed they should be dressed with a water based wax finish that protects the timber without providing an impervious seal. Polyurethane finish should not be used.

Policy 9.2 If parts of the timber floor need to be covered to allow a specific use then a simple or neutral patterned finish is acceptable. Allow a section of the timber boards to be left exposed to assist interpretation.

Walls and Skirtings

Policy 9.3 Retain and conserve the original internal walls. If walls are to be removed to facilitate a viable ongoing use for the place then openings within walls should be made rather than the removal of the wall. This should only occur if there are no other viable uses for the place.

Policy 9.4 Retain and conserve timber dado and v jointed timber boards below the dado.

Policy 9.5 Remove compressed fibre cement (asbestos) cladding to all internal walls and replace with a material of a similar form and appearance. Match the same size of sheet and detailing with cover battens.

Policy 9.6 Investigate and examine early finishes and colours to all walls. Where appropriate use the evidence to inform the wall finish and colour.

Policy 9.7 Retain all original wall vents where they remain extant.

Ceilings and Cornices

Policy 9.8 Remove compressed fibre cement (asbestos) cladding to all ceilings and replace with a material of a similar form and appearance. Match the same size of sheet and detailing with cover battens.

Policy 9.9 When ceilings need to be replaced due to failure avoid elaborate detailing and decoration. Maintain simple profiles.

Policy 9.10 Retain and conserve simple timber cornices.

Policy 9.11 New light fittings and services should use existing penetrations for fixings.

Services

Policy 9.12 Electrical, plumbing or other services which may be altered or added to the buildings should be introduced in a manner that has minimal impact on the existing significant fabric. For example, conduit, pipes, ducts, etc, should be surface mounted rather than chased into the wall.

Policy 9.13 Introduction of new services should be done in a manner which does not require removal of significant fabric.

Policy 9.14 Where possible new services should be located in spaces originally designed for services or areas which will always be concealed from view. Existing service runs should be re-used as far as practicable.

Policy 9.15 Cabinets and switchboards for new services should be concealed within cupboards or storage rooms wherever possible. Sympathetically designed cupboards should be constructed around units which cannot be concealed otherwise.

Technological advancement has introduced a need for additional servicing to buildings which were never designed for them. The principle of introducing new services should always be to minimise intrusion upon significant fabric. Other general principles that should be used as a guide to services are:

- Chasing of masonry walls should be avoided.
- Demolition of original ceilings must be avoided. Installation of new suspended ceilings at a lower level may be appropriate to conceal services in preference to demolishing original ceilings.
- Air-conditioning units and exhaust fans should not be located in the windows.
- Slimline skirting ducts of appropriate colour and design are preferable to removal of timber skirtings or chasing walls.
- Surface mounted ducts should be avoided on walls or ceilings (excluding skirting ducts).
- Where conduit runs are installed for a new service, they should be sized to accommodate future additional lines.

Policy 9.16 Retain evidence of known original services or ducts wherever possible.

The retention of original service pipes, ducts or fixtures enables the continued interpretation of the history of the buildings. Where a service line, duct or riser is known to have been part of the original building operation, a representative example of that element should be retained within the building or precinct. This includes fireplaces, chimneys, access shafts.

Policy 9.17 Access panels to be discretely designed to match adjacent finishes, levels and details.

Signage & Lighting

Policy 9.18 Prepare a simple signage policy for former Baldivis Primary School.

Policy 9.19 Investigate external lighting for both places which will enhance the presentation of the significant structures.

Other

Policy 9.20 Retain and conserve all furniture and fixtures of significance.

10.4. Asbestos

The Asbestos Management Plan prepared by Parsons Brinckerhoff Australia Pty Ltd identifies remediation recommendations for the three buildings within the study area. The report identified asbestos material in different areas within the Baldivis Original Classroom and Relocated Classroom. The main areas are the fibre cement wall sheeting and cover strips to the external walls and gables.

The remediation recommendation is to leave in situ (defer). This recommendation has been made where the identified or suspected asbestos is in a reasonably good condition and the likelihood of disturbance is low. Continual use of the structures and equipment is recommended with labelling appropriately placed warning of the presence of asbestos containing materials. The material needs to be inspected on a regular basis to ensure its integrity is maintained.

10.4.1. Policies relating to Asbestos

Policy 10.1 As asbestos material has been identified in the fibre cement sheets it is recommended that when the Baldivis Original Classroom and Relocated Classroom are conserved the sheeting is removed in accordance with the National Occupational Health and Safety Commission Code of Practice for the Safe Removal of Asbestos.

Policy 10.2 A similar profiled non asbestos material is to be specified to replace the existing fibre cement sheeting (external and internal) and cover strips to the walls, ceilings and gables.

11. POLICIES ARISING FROM THE REQUIREMENT TO INTERPRET THE PLACE

11.1. Introduction

The assessment of significance of Baldivis Primary School (fmr) has identified historic and social values of the place to be high. Therefore, the interpretation of the place is of importance as a means of conserving the significance of the place.

11.2. Requirements for Interpretation

The interpretation of a place of assessed cultural heritage significance involves the way in which the significance is conveyed to the users of the place, including visitors. Well-developed interpretation engages the visitor and enriches the visitor's experience.

Interpretive material may include furniture, colour schemes, lighting, light fittings, signs, plaques, displays and other material as a means of explaining the history or reflecting the era of significance of the place. Interpretive material is used to integrate the story of the history of the place with ongoing practical use.

The significance of Baldivis Primary School (fmr) can be separated into broad themes for the purposes of interpretation. These are:

- History of education in the district and Western Australia.
- The Groups Settlement Scheme and the development of Baldivis.
- Social History – the stories and experiences of those who have used the building over its life.

11.2.1. Policies for interpretation

Policy 11.1 An Interpretation Plan, to assist, guide and coordinate the interpretation for the Baldivis Primary School (fmr), should be prepared.

Policy 11.2 Ensure a copy of this Conservation Plan is held at Baldivis Primary School (fmr), for general information.

Policy 11.3 Provide a copy of this Conservation Plan to be held in the City of Rockingham's public library for general information.

Policy 11.4 Ensure that interpretation of the place includes:

- The history and significance of the place itself in the context of Western Australia and the local area.
- The social and historic values associated with the place through labelling, displays, and other means compatible with the current use.
- Interpretative elements to demonstrate the change in the use of the site. These elements should be included within the public areas, as the uses of the site may vary over time with changing social requirements and values.

- Policy 11.5** Interpret the fabric of the various sections of the building as part of the conservation process. Conservation of Baldivis Primary School (fmr) in a manner which enables the original intention of the place and the spaces to be understood is an important aspect of its interpretation. Provide information about the conservation process when works are being undertaken.
- Policy 11.6** Retain and conserve those elements of fixed and movable heritage that have been identified as significant in this Conservation Plan. This includes fixtures and fittings such as hand basins, coat hooks and blackboards.
- Policy 11.7** Interpret the use of the place by the Visual Arts and Play Groups. Maintaining compatible uses in heritage places is a vital factor in the process of conservation. The role of groups such as these is often overlooked when interpretation is being considered and implemented.
- Policy 11.8** Oral history relating to the place's use as a primary school should be gathered and used to enrich the interpretation of the place.
- Policy 11.9** Prepare drawings, for display, that clearly illustrates the development of the site over time.

12. POLICIES ARISING FROM EXTERNAL REQUIREMENTS

12.1. Introduction

The Conservation Plan should take account of external statutory requirements including those of the City of Rockingham and the Heritage Council of Western Australia (HCWA).

Generally, any development or adaptation of the place should comply with statutory constraints including building and health requirements administered by the local authority. In the case of properties included on the Register of Heritage Places, requirements of HCWA also apply.

12.2. Current Heritage Listings

Heritage Council of Western Australia

The Baldivis Primary School (fmr) is not on the State Register of Heritage Places at the Heritage Council of Western Australia (HCWA). It is recorded as Place No 3127 on the HCWA Database, and is on their Assessment Program for potential inclusion on the State Register. Refer to Appendix F for a copy of the nomination documentation.

City of Rockingham

The Baldivis Primary School (fmr) is included on the City of Rockingham's Municipal Heritage Inventory as a place of exceptional significance for its aesthetic, historic and social values (refer to Appendix E for a copy of the listing documentation). Listing in the Municipal Inventory does not carry any legal requirements.

It is included in the Heritage List adopted by the Council under clause 5.4.2 of Town Planning Scheme No.2. It has Management Category A - Exceptional Significance – recommended for entry into the State Register of Heritage Places.

12.2.1 Policies arising from Current Heritage Listings

- Policy 12.1** Any proposals for alterations, additions or any minor modifications by users must be discussed and agreed by the City of Rockingham prior to any applications for licences, permits or the undertaking of any works. This includes works deemed to be conservation works.
- Policy 12.2** Baldivis Primary School (fmr) has not been entered on the Heritage Council of Western Australia's State Register of Heritage Places. In the event that it was to be included on the State Register of Heritage Places all applications for development, including demolition, adaptation or change of use, would be required to be referred to HCWA for approval.
- Policy 12.3** A copy of this Conservation Plan should be provided to the Heritage Council of Western Australia, for information.

Policy 12.4 A copy of this Conservation Plan should be kept by the City of Rockingham. The Conservation Plan should become one of the key guiding documents regarding heritage, maintenance and planning decisions for the place.

12.3. Statutory Authorities

Fire safety regulations, Health Acts, the Australian Building Code regulations and other constraints operating on any property apply and the future use of the building will be influenced by these requirements. Appropriate procedures for approval should be followed for any proposed or future use of the building or site, however all applications should be accompanied by a statement indicating the heritage significance of the place and any heritage listings. All applications should involve a process of negotiation in order to ensure that requirements are met with minimum interference to significant fabric and other heritage values.

12.3.1 Policies Arising out of Statutory Requirements

Policy 13.1 Where elements have been assessed as having cultural heritage significance, any works arising from requirements to comply with statutory regulations should be evaluated against this conservation policy to ensure minimum impact on significant fabric.

Policy 13.2 Professional advice should be sought to ensure that both compliance issues such as health and safety and conservation issues are fully documented and assessed. When conflicting priorities are present it is essential that the various professional disciplines meet and negotiate with regard to options. If practicable, on site meetings are preferable.

13. POLICIES ARISING FROM REQUIREMENTS FOR OWNERS AND USERS OF THE PLACE

13.1. Introduction

As at May 2011, the place is owned and managed by the City of Rockingham. The occupants are the Baldivis Play Group, who occupies the Original Classroom, Building No.1. The Relocated Classroom, Building No.2 is currently vacant. The other buildings and structures on site also remain unused at present.

13.2. Adaptation and New Development

The Baldivis Primary School (fmr) is currently used as public open space with BBQ and park facilities located to the north of the former school buildings. The Original Classroom is occupied by the Baldivis Playgroup. The Relocated Classroom is currently vacant.

It should be noted that it is essential to the survival of the place that it has an ongoing compatible use. This is the best method for ensuring its continued survival and ongoing conservation.

Generally, the most appropriate uses are those that can be accommodated without requiring major alteration to significant fabric. Any adaptation of the spaces or fabric of the building should be carried out within the parameters of the conservation policies provided in this Conservation Plan. Whilst there is little scope for the extension of the Original Classroom and Relocated Classroom buildings without significantly compromising the cultural heritage significance of the place, there is scope for new development to the site.

Opportunities exist to develop some sections of the site without compromising the significance of the place and its setting. Any new building proposed for the site should be designed to respect the cultural heritage significance of the place. The existing significant buildings should be the dominant structures on the site. The existing significance buildings should remain in their existing location.

Designing a building to be compatible with an existing heritage building does not imply designing a new building to look like an old building. Rather, there is a preference for new buildings of good contemporary design to complement the heritage building. New development must respect the materials, style and detailing of the original building, but avoid mimicking.

Policy 14.1 All efforts should be made to ensure the place continues to be occupied with an appropriate ongoing use, preferably community and educational uses and associated uses that allow some public access.

Policy 14.2 Where new development is required to facilitate an ongoing use of the place, fabric identified as significant should be protected.

- Policy 14.3** An appropriately designed and scaled new building may be situated in the zone of little significance to the west of the Original Classroom and Relocated Classroom buildings.
- Policy 14.4** New development should respect the cultural heritage of the place by being compatible in terms of scale and proportions without copying the original structure.
- Policy 14.5** There should be a clear physical separation of the existing building from the new building.
- Policy 14.6** If any extensions or additions to the existing building are proposed there needs to be a rigorous design and approval process implemented. The preference is that no major extensions or additions to the elevations or roof of the Original and Relocated Classroom buildings are allowed, however, planning constraints might require the examination of proposals for extensions or additions.
- Policy 14.7** A Heritage Impact Statement should be prepared for all major developments and works proposed for the site.
- Policy 14.8** All new tenants are to be made aware of the cultural significance of Baldivis Primary School (fmr) prior to signing of a lease or renewing leases.
- Policy 14.9** Existing tenants should be made aware of the existence of this Conservation Plan as a management guiding document for the future management and development of the place and of specific implications upon their lease area.
- Policy 14.10** The City of Rockingham should consider referencing this Conservation Plan in lease agreements to ensure that tenants are made aware of the document and any specific implications upon their lease area.
- Policy 14.11** A copy of this Conservation Plan should be retained by the City of Rockingham to guide their management and future planning of the place.
- Policy 14.12** The City of Rockingham should consider incorporating the recommendations in this Conservation Plan into the Shire's future planning for the site and adjacent lands.
- Policy 14.13** A copy of this Conservation Plan should be provided to the Heritage Council of Western Australia for their records.
- Policy 14.13** Design guidelines should be prepared to assist with the design of any new elements, structures or buildings within the site.

Any replacement structure should be cognisant of the cultural heritage values of the precinct and should be sympathetically designed. Design guidelines need to consider the following design criteria:

- Character.
- Scale.
- Form.
- Siting.

- Materials and colour.
- Detailing.

13.3. Policies arising from Proposed Development

The works proposed for the Baldivis Primary School are based on Structerre's *Baldivis Primary School Condition Report*, dated 3 October 2009 (refer Appendix H), and are outlined in the quote for works provided by Paul Hudson Maintenance, dated 25 March 2010 (refer Appendix I).

The following conservation policies have been developed as recommendations for the appropriate management of the place as a part of the proposed development and conservation works:

- Policy 15.1** The cultural heritage significance of the site should not be compromised by the expenditure required to maintain it. While the Relocated Classroom is suffering from degeneration of materials and slumping due to movement of stumps, the structure is to be retained and conserved and not demolished.
- Policy 15.2** The link between the historical use for the site and early childhood education remains today through the Baldivis Play Group's use of the Original Classroom. It is considered important that this link be maintained for as long as practically possible.
- Policy 15.3** The original colour palette of the Original Classroom should be retained and any new colour schemes should be informed by the original colour palette.
- Policy 15.4** The material used for re-cladding of the Original Classroom should be in keeping with the current appearance of the building. The new cladding should maintain the same form and design as the current asbestos cladding.
- Policy 15.5** A photographic record of the site was made during the site inspection on 13 May 2010. As such it is not considered necessary to undertake further photographic recording prior to the commencement of works on site. However, it is recommended that the progression of the works and key milestones be documented through photographic recording with a copy kept with the City of Rockingham's records.
- Policy 15.6** Interpretation of the site in the form of discrete, detached signage including information about the historical, architectural and social background of the school at a public vantage point should be considered.
- Policy 15.7** Remove peppermint trees from the southern side of the Original Classroom to ensure that the structural integrity of the building is not undermined further due to intrusion of the trunk on the structure. This will ameliorate the risk of damage caused by the overhanging branches and root system.
- Policy 15.8** The demolition of the 1927 Shed is acceptable. A new shed of similar dimensions and form is proposed for the same location and will maintain the link between the primary (the original school building) and secondary (shed) structures on site in this area.

13.4. Key factors of the Conservation Plan

The place is of considerable cultural heritage significance and should therefore be retained and conserved. The following key factors form the basis of the policies for this Conservation Plan

- The Baldivis Primary School (fmr) should be retained and conserved.
- Few or no new additions should be made to the buildings of considerable and some significance.
- Intrusive elements should eventually be removed.
- The landscape elements, including the peppermint trees should be retained. Where they are having a detrimental impact to the structures of considerable and some significance they should be removed.
- There is the potential for archaeological deposits, particularly under the floorboards and around the Original Classroom dating from the 1920s, when the school was first established. Evidence of former features including paths, structures and garden treatments is also likely to remain at the site. The archaeological potential of the site should be considered prior to ground disturbance works.
- Interpretation on site to tell the story of the place is highly recommended.

14. POLICIES ARISING RELATING TO THE USE, IMPLEMENTATION OF POLICIES AND MANAGEMENT STRATEGY OF THE PLACE

14.1. Responsibility

The City of Rockingham, as the owner and manager of Baldivis Primary School (fmr), is responsible for the implementation of the Conservation Plan.

It is the responsibility of the owner to ensure that all consultation and statutory approvals are sought from the relevant bodies before commencement of any work to the building or site.

14.2. Conservation and Maintenance

It is essential to the conservation of the buildings and site that a coordinated program of management and maintenance of the physical fabric be established and carried out on a regular basis. Some works have been identified as urgent and should be carried out in the short term. Other works are less immediate and may be carried out as part of an ongoing maintenance program for the place. In addition some works are desirable but not essential and may be carried out at any time in the future.

The development of a maintenance plan and programme should be undertaken irrespective of any implementation of conservation works.

A schedule of works recommended to be undertaken in the short, medium and long term is at Section 14.5.

14.3. Adoption of the Policy

The Conservation Plan for Baldivis Primary School (fmr) should be adopted by the City of Rockingham and used to inform their decision making for the place and their overall heritage asset management plan.

14.4. Review

The conservation policy for Baldivis Primary School (fmr) should be reviewed and updated every ten years by appropriately qualified heritage consultants. It is the responsibility of the City of Rockingham as the owner of the place to commission the review. The review involves checking the work that has been carried out against the Conservation Plan and updating the information accordingly. Rewriting of the document is not necessary.

14.5. Physical Conservation Works

There are a number of issues concerning the physical conservation of the buildings and site. The following short, medium and long term priorities for the physical conservation of the buildings is based on works required to conserve the physical fabric only. Works required are identified as follows:

14.5.1. General Issues

For final specification details of conservation and maintenance works it is important that current physical evidence and documentary evidence, such as Figure 7 in this Conservation Plan 'Typical Group Settlement School Room Plan, Elevation, Section and Details' are referenced.

14.5.2. Short term (0-12 months)

Original Classroom

Pest Inspection

- Undertake a termite and pest inspection. Establish a pest monitoring program for the buildings. Ensure inspections are documented in a written report that provides all the details related to the inspection and not just the required maintenance or replacement works. This reporting enables informed decisions to be made by the owner on all aspects of the building and site. Use the report to inform maintenance and conservation of the building and site in an ongoing maintenance program.
- Ensure the buildings are adequately protected from termites.

Structural

- Engage a structural engineer to undertake a structural report for the building. The report brief to require an inspection of all structural elements to ascertain what elements can be conserved and what elements need to be replaced. The structural engineer is to be briefed by a conservation architect as part of the briefing.
- Implement any temporary repairs immediately and budget for permanent longer term repairs.

Schedule of Works

- Prepare a schedule of conservation works considering the structural engineer report, pest inspection and client requirements.

External

- Restump the existing building.
- Remove compressed fibre cement (asbestos) cladding to all external walls.
- Reclad the walls with a material of a similar form and appearance and match the detailing.
- Conserve timber weatherboards to the east and west external walls.
- Replace white ant damaged or deteriorated boards with a similar profiled timber board.
- Undertake an inventory of window and door hardware. Inspect for any required maintenance.
- Inspect verandah timber floors.
- Repair or replace damaged boards to the verandah.

- Inspect all windows including the timber pivot windows. Prepare a schedule of repairs for the windows to make operational.
- Reputty windows if required.
- Replace cladding to window awnings with a material of a similar form and appearance and match the detailing.
- Inspect timber struts to window awnings and repair or replace any damaged members.
- Conserve timber ledged and braced doors.
- External joinery should be sanded, primed and painted to good tradesmanship standards. Good external quality oil based paint should be used. Paint scrapes could be carried out to determine original paint colour schemes.
- Inspect the corrugated steel roof and where roof sheets are damaged or deteriorated repair or replace with a similar profiled material.
- Replace the modern profile gutters with a quadrant profile gutters.
- Replace the rectangular section downpipes with round downpipes.
- Inspect the rainwater tanks and platforms. Reuse or replace tanks based on the inspection.
- Upgrade the Maintenance Plan for the Baldivis Primary School (fmr) considering the recommendations from this Conservation Plan.

Note: All of these works are urgent and are not listed in an order of priority.

Internal

- Repair and maintain existing 80 mm timber floor boards.
- Repair and maintain existing 20 mm timber square profile skirting.
- Repair and maintain existing 60 mm 'v' jointed timber boards below the dado to the wall.
- Repair and maintain existing timber dado.
- Remove compressed fibre cement (asbestos) cladding and replace with a material of a similar form and appearance and match the detailing.
- Repair and maintain two existing timber ledged and braced timber doors.
- Repair and maintain existing hardware.
- Repair and maintain existing timber thresholds to two doors.
- Review security requirements. Until security plan is agreed leave steel bars to windows *in situ*.
- Repair and maintain existing flat profile timber cornice.
- Remove compressed fibre cement (asbestos) ceiling and replace with a material of a similar form and appearance and match the detailing.
- Retain evidence of former classroom use, blackboards and evidence of former heater/fireplace.

- Investigate the existing electrical services to ensure that it complies with current standards. Upgrade as required.
- Rationalise services to satisfy future uses and ensure they comply with policies within this Conservation Plan.
- Repair and maintain coat hooks to west verandah.
- Retain and re-enamel hand basins to west verandah.

Relocated Classroom

Pest Inspection

- Undertake a termite and pest inspection. Establish a pest monitoring program for the buildings. Ensure inspections are documented in a written report that provides all the details related to the inspection and not just the required maintenance or replacement works. This reporting enables informed decisions to be made by the owner on all aspects of the building and site. Use the report to inform maintenance and conservation of the building and site in an ongoing maintenance program.
- Ensure the buildings are adequately protected from termites.
- Note: This building has been severely damaged by termites and is in poor physical and structural condition. Use the information from pest inspection and structural report to inform conservation works.

Structural

- Engage a structural engineer to undertake a structural report for the building. The report brief to require an inspection of all structural elements to ascertain what elements can be conserved and what elements need to be replaced. The structural engineer is to be briefed by a conservation architect as part of the briefing.
- Implement any temporary repairs immediately and budget for permanent longer term repairs.

Schedule of Works

- Prepare a schedule of conservation works considering the structural engineer report, pest inspection and client requirements.

External

- Restump the existing building.
- Remove compressed fibre cement (asbestos) cladding to all external walls.
- Reclad the walls with a material of a similar form and appearance and match the detailing.
- Conserve timber weatherboards to the east external wall.
- Replace the modern cladding to the west elevation with timber weatherboards to match existing.
- Replace white ant damaged or deteriorated boards with a similar profiled timber board.

- Undertake an inventory of window and door hardware. Inspect for any required maintenance.
- Inspect verandah timber floors.
- Repair or replace damaged boards to the verandah.
- Inspect all windows including the timber pivot windows. Prepare a schedule of repairs for the windows to make operational.
- Reputty windows if required.
- Replace cladding to window awnings with a material of a similar form and appearance and match the detailing.
- Inspect timber struts to window awnings and repair or replace any damaged members.
- Conserve timber ledged and braced doors.
- External joinery should be sanded, primed and painted to good tradesmanship standards. Good external quality oil based paint should be used. Paint scrapes could be carried out to determine original paint colour schemes.
- Inspect the corrugated steel roof and where roof sheets are damaged or deteriorated repair or replace with a similar profiled material.
- Replace the modern profile gutters with a quadrant profile gutters.
- Replace the rectangular section downpipes with round downpipes.
- Inspect the rainwater tanks and platforms. Reuse or replace tanks based on the inspection.
- Upgrade the Maintenance Plan for the former Baldivis Primary School considering the recommendations from this Conservation Plan.

Note: All of these works are urgent and are not listed in an order of priority.

Internal

- Repair and maintain existing 80 mm and 105 mm timber floor boards.
- Repair and maintain existing 90 mm timber skirting.
- Repair and maintain existing timber dado.
- Remove compressed fibre cement (asbestos) cladding and replace with a material of a similar form and appearance and match the detailing.
- Repair and maintain two existing timber ledged and braced timber doors.
- Repair and maintain existing hardware.
- Repair and maintain existing timber thresholds to two doors.
- Review security requirements. Until security plan is agreed leave steel bars to windows *in situ*.
- Repair and maintain existing flat profile timber cornice.

- Remove plasterboard ceiling and replace with a material of a similar form and appearance and match the detailing.
- Retain evidence of former classroom use, e.g. blackboards.
- Investigate the existing electrical services to ensure that it complies with current standards. Upgrade as required.
- Rationalise services to satisfy future uses and ensure they comply with policies within this Conservation Plan.

14.5.3. Medium term (1 –3 years)

- Investigate internal and external colour schemes in accordance with outcomes from paint scrapes.
- Prepare an interpretation plan.
- Prepare a landscape plan for the former Baldivis Primary School.
- Prepare a simple signage policy for the buildings.
- Prepare and implement an external lighting scheme to highlight the cultural heritage significance of the buildings and to also assist with security for the former Baldivis Primary School.
- Inspect and maintain the gutters and downpipes.
- Inspect and manage mature trees.
- Undertake annual maintenance inspections in line with the upgraded maintenance plan.

14.5.4. Long term (over 3 years)

- Remove intrusive elements when no longer required.

14.6. Implementation of the Interpretation Strategy

It is the responsibility of the City of Rockingham as the owners and the managers of the place to implement the recommendations for interpretation. The Conservation Plan recommends that this should be incorporated with proposed programs of works for each section of the building. Consideration should be given at the planning stage for the way in which the story of the former use of the place will be integrated in the adapted building, so that it can be known and understood by present and future generations.

15. BIBLIOGRAPHY

Primary Sources

Education Department, 1924/F1562, *Baldivis Primary School – Inspections*. SROWA Cons 5957.

Education Department, 1953/F1787, *Baldivis Primary School – Lands*. SROWA Cons 5957.

Education Department, 1978/F0420, *Baldivis Primary School –Pre Primary Transfer*. SROWA Cons 5957, (1978-1992) [not relevant to this site]

Education Department, 1986/F0196, *Baldivis Primary School – Buildings and Works*. SROWA Cons 5957. (1986-1992) [not relevant to this site]

Education Department, 1977/F0686, *Baldivis Primary School – Site*. SROWA Cons 1690.

Education Department, 1977/F0444, *Baldivis Primary School – Relocation*, SROWA Cons 6706.

Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *Inspector's Reports*, 1924/13 SROWA Cons 1203 (1924-1953).

Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1954/14, SROWA Cons 1203 (1924-1953).

Baldivis Primary School (Group Settlement No. 50 - Peel Estate), *School Journal*, 1954/15, SROWA Cons 1203 (1954–1967).

Newspapers

Sunday Times 3.7.1924 – 28.8.1927

Photographs at Battye Library Pictorial Collection

BA417 – Group Settlement

Series816B: A2819, 3184-3185, 3315-3322, 3717-3722.

510B/26 – Richardson's Swamp School, Peel Estate, c1929.

Secondary Sources

Department of Education Heritage Inventory: *A Pictorial Guide to Standard Terminology for Government School Buildings (1890-1945)*. September 2001.

Draper, R. 1997. *Rockingham – The Visions Unfold: A History of the Rockingham District*. City of Rockingham, Rockingham.

Taggart, N. *Rockingham Looks Back: A History of the Rockingham District 1829-1982*. Rockingham District Historical Society, Rockingham, 1984.

Other

Charter for Places of Cultural Significance (Burra Charter), Australia International Council on Monuments and Sites. 1999.

Municipal Heritage Inventory Place Record Form – LGA Place No 002, Baldivis Primary School, City of Rockingham, April 2008.

Nomination of New Place for Assessment – P3127, Baldivis Primary School – Day Centre & Art Centre, Heritage Council of Western Australia, October 2009.

Paul Hudson Maintenance, Quote # 199, 25 March 2010.

Parsons Brinckerhoff Australia Pty Ltd, *Asbestos Management Plan and Asbestos Containing Material Register*, prepared for City of Rockingham, 22 February 2010.

Planning Policy 3.1.7 – Heritage Conservation and Development Policy, City of Rockingham, 2008.

Structerre Consulting Engineers, *Baldivis Primary School Condition Report*, prepared for City of Rockingham, 3 October 2009.

Websites

'The Principal's Pen', www.baldivisps.det.wa.edu.au,

Western Australian Land Information Authority. "[History of metropolitan suburb names](http://www.landgate.wa.gov.au/corporate.nsf/web/History+of+metropolitan+suburb+names)", <http://www.landgate.wa.gov.au/corporate.nsf/web/History+of+metropolitan+suburb+names>.

APPENDIX A: Conservation Plan Study Brief - Introduction to Conservation Plans, Heritage Council of Western Australia, October 2002.



Conservation Plan

STUDY BRIEF

Introduction to Conservation Plans



This Study Brief was originally derived from a base document developed by the Department of Contract and Management Services. The Heritage Council of Western Australia acknowledges and appreciates the opportunity to utilise this brief.

This Study Brief was reviewed and amended in October 2002. It provides an outline of the sections and information to be included when preparing Conservation Plans.

A Conservation Plan is recognised as the primary guiding document for the conservation and future use of a place. The main objective of the Conservation Plan is to ensure that all future decisions about a place are carried out with regard to its cultural heritage significance.

The Conservation Plan should be presented in a manner, which is suitable for use by the Heritage Council of Western Australia, by conservation practitioners, and by owners and occupiers who may not be familiar with conservation philosophy and practice.

Background information should include:

- why the Conservation Plan is being prepared including acknowledgment of funding as appropriate;
- brief description of the history of the place including former uses;
- information about the place from the client and/or other relevant bodies;
- drawings or references to known primary and secondary sources; and
- heritage listings/status for the place.

Specific requirements are as set out in this brief. In general, the work should be carried out in accordance with the guidelines and principles of J. S. Kerr's *The Conservation Plan*¹ and the *Australia ICOMOS Burra Charter, 1999*² (or *The Illustrated Burra Charter*³). Reference should be made to the 'Guidelines to the Burra Charter: Cultural Significance', 'Guidelines to the Burra Charter: Conservation Policy' and 'Guidelines to the Burra Charter: Procedures for undertaking studies and reports'. The document should also be produced in accordance with *Style Manual for Authors, Editors and Printers, 2002*⁴.

The Australian Natural Heritage Charter: Standards and Principles for the Conservation of Places of Natural Heritage Significance should also be used when relevant.

When providing quotations for Heritage Grants Program funded Conservation Plans, consultants are requested to make clear to the Heritage Council if any parts of the information required by this brief are excluded from the quotation.

If there have been time or other constraints during the preparation of the Conservation Plan, these should be addressed in the relevant sections.

Where the Heritage Council is not a client, variations to Conservation Plans not in accordance with this brief should be agreed between the consultant and the commissioning body. For such Conservation Plan reports, the Heritage Council would appreciate the opportunity to offer review comments at draft stage, and to receive a copy of the final report for Heritage Council records.

¹ J. S. Kerr, *The Conservation Plan*, National Trust of Australia (NSW), 2000, fifth edition.

² *The Australia ICOMOS Charter for Places of Cultural Significance (The Burra Charter)*, 1999.

³ Marquis-Kyle, P. & Walker, M., *The Illustrated Burra Charter*, Australia ICOMOS, 1992.

⁴ Australian Government Publishing Service, revised by Snooks & Co., *Style manual for authors, editors and printers*, 6th Edition, John Wiley & Sons, 2002

Conservation Plans should include the following sections:

EXECUTIVE SUMMARY

The principal findings of the report should be summarised and appear at the beginning of the Conservation Plan as an Executive Summary. This section should be concise, self-contained and easily understood by a broad audience.

The Executive Summary should include: why the study was prepared; a description of the study area; a brief historical overview; a brief physical description; the Statement of Significance; the intentions of the Conservation Policy; and, a summary of the Conservation Policy and Implementation Strategy.

INTRODUCTION

The introduction should include:

- background information about the place and the study including a description of the study area and a list of all buildings/features on site;
- ii) a location plan showing the regional (broad) context of the place, a location plan showing the local context of the place, and a clearly defined study area/site plan, shown graphically, listing all buildings on site, including land title information and also showing a defined curtilage/boundary for the site;
- iii) current heritage listings of the place;
- iv) an outline of the methodology employed by the consultant in the preparation of the report;
- v) study team and management structure for the project; and
- vi) acknowledgments.

EVIDENCE

The sections of the report presenting the documentary and physical evidence should avoid subjective statements and critical assessment of the implications of the evidence.

The assessment should be carried out in accordance with the 'Guidelines to the Burra Charter: Cultural Significance'. In the preparation of documentary and physical evidence, consideration should be given to the items listed in Section 3.2 of the Burra Charter Guidelines. These are as follows:

Collection of Information

Information relevant to the assessment of cultural significance should be collected. Such information concerns:

- i) the developmental sequence of the place and its relationship to the surviving fabric;
- ii) the existence and nature of lost or obliterated fabric;
- iii) the rarity and/or technical interest of all or any part of the place;
- iv) the functions of the place and its parts;
- v) the relationship of the place and its parts with its setting;
- vi) the cultural influences which have affected the form and fabric of the place;
- vii) the significance of the place to people who use or have used the place, or descendants of such people;
- viii) the historical content of the place with particular reference to the ways in which its fabric has been influenced by historical forces or has itself influenced the course of history;
- ix) the scientific or research potential of the place, including, for archaeological features, special consideration for the potential of material to reveal information;
- x) the relationship of the place to other places, for example in respect of design, technology, use, locality or origin; and
- xi) any other factor relevant to an understanding of the place.

Illustrations, plans and photographs (with sources and captions) which illustrate and/or support the documentary and physical evidence should be reproduced in the relevant section. Other items supporting information in the evidence may also be included as an appendix. These may include Certificates of Title, HCWA assessment documentation or municipal heritage listings.

The documentary and physical evidence should be presented as separate sections in the report. **Note:** Technical expertise should be used appropriate to the condition and nature of the place. This evidence should also be presented as a separate section in the report. Other experts may include a landscape architect, historical archaeologist, or structural engineer.

1. DOCUMENTARY EVIDENCE (to be prepared by an historian)

The documentary evidence is to provide:

- i) pre-European occupation (where relevant);
- ii) historical context - for example, its place within the development of a locality/region or its association with the development of a particular industry;
- iii) a history of the place from its establishment/construction up to the present day including its role and associations; and
- iv) a summarised chronology of major events.

Dates of registration/listing on various heritage registers should be included in the documentary evidence.

The documentary evidence should be based on primary source material where possible. If no primary sources have been located, secondary source material should be used. In the event that the documentary evidence has been based on secondary information, this should be acknowledged in the introduction to the section.

Where an unsuccessful attempt has been found to locate information, this should be noted in the documentary evidence (types of sources and depositories/locations searched).

Potential oral sources of information may also be investigated and, where possible, archival plans and photographs are to be provided to document the development of the place.

2. PHYSICAL EVIDENCE (to be prepared by an architect, historical archaeologist, engineer and/or landscape architect or other person with expertise as appropriate to the nature and condition of the place)

The physical evidence is to provide:

- i) the context of the building(s)/features within the landscape/setting;
- ii) a description of the current function of the place and building(s); and
- iii) a description of the surviving fabric (including any artefacts/movable heritage) for each physical element.

For complex sites with a number of buildings and/or physical features, each element should be discussed in a separate sub-section.

For archaeological sites, a description of all features remaining on the site and the relationship between structures remaining on the site, artefact scatters and any exotic vegetation should be included. The description should also include any depressions or mounds that do not appear to be natural.

Floor plans of major built elements should be included in the physical evidence. Current photographs should be taken to document the present form and the internal and external condition of the place and building(s). Plans and photographs should be sourced and dated.

Room by room schedules should be prepared noting the nature of the principal elements, their condition and authenticity. These schedules should be included as an appendix.

If there are buildings on site that are unlikely to be significant under the HCWA criteria, it may not be necessary to prepare room schedules for such buildings.

3. ANALYSIS OF THE DOCUMENTARY AND PHYSICAL EVIDENCE

This section should address the following points:

- i) The sequence of development of the place based on the documentary and physical evidence. This should be presented as a chronology focussing on major changes to the fabric of the place, including changes to earlier finishes and decorative details, and identifying structural alteration to the fabric. For archaeological sites, any later building or activity on the site which altered the use patterns should be described and the impact of that activity on previous occupancy noted. It is recommended that this sequence also be presented graphically.

- ii) Discuss and identify any questions not resolved about the development of the place or any conflicts arising from the documentary and physical evidence. This sub-section should also identify any areas of further research such as archaeological investigations, historical research, etc.
- iii) Comparative analysis of the place. The purpose of this sub-section is to provide supporting evidence for the assessment of the rarity and/or representativeness of the place. This could discuss a range of issues such as use, period, region, association or style. Suggested sources of comparative information are the HCWA database, the Department of Housing and Works database, Thematic Histories, and Municipal Heritage Inventories. A conclusion should be stated, rather than merely providing a list of comparative places.

Note: The analysis section should be cross-referenced to relevant sections of the documentary and physical evidence.

4. ASSESSMENT OF SIGNIFICANCE

The aim of this section is to discuss the issues arising from the documentary and physical evidence which contribute to the significance of the place. The assessment of significance must derive from the evidence presented in previous sections and no new information should be introduced.

The assessment of significance is set out using the Heritage Council's 'Criteria of Cultural Heritage Significance for Assessment of Places for Entry into the Register of Heritage Places'. It aims to establish the 'nature' and 'degree' of significance in terms of aesthetic, historical, scientific and social significance, as well as rarity and representativeness.

The assessment of significance should take into account:

- i) the assessment of the complex as a whole (within both a state and a regional context);
- ii) the assessment of component parts or aspects;
- iii) the identification of elements/aspects of particular significance; and
- iv) the assessment of the authenticity (fabric), integrity (use) and condition of the place and the identification of elements of little significance or those that are considered to be intrusive.

Note: The assessment of significance and the Statement of Significance should be cross-referenced to the evidence in the previous sections.

5. STATEMENT OF CULTURAL HERITAGE SIGNIFICANCE

The Statement of Significance is the primary means by which a place is preserved and conserved. It must be based on the statements made in the assessment of significance (no new information should be introduced) and it must form the basis of the conservation policies and policy implementation. This section must address whether the place is significant, why it is significant and how it is significant.

The values identified in the assessment of significance should be **summarised** into a concise and succinct Statement of Significance. Statements should be written in descending order with each point able to stand and make sense on its own.

Note: The assessment of significance and the Statement of Significance should be cross-referenced to the evidence in the previous sections.

6. GRADED ZONES, SECTIONS AND ELEMENTS OF SIGNIFICANCE

The purpose of this section is to identify and discuss zones, sections and elements of the place that have varying degrees of significance. These gradings should be considered in relation to the evidence, the assessment of significance and authenticity. All parts of the study area, including landscape, setting, building(s), physical features and elements should be assessed in this section.

The graded levels of significance must be presented graphically, with the various zones, sections and elements easily distinguishable. Separate plans may be provided for ease of presentation. Whether to include graded zones, sections and/or elements will depend on the nature and complexity of the place.

Do not use colours to indicate different zones and elements on diagrams, as they do not reproduce well. Hatching/shading should be used to show different gradings, with a key to this grading included on the same page as the plan.



Generally, a five tier grading system is used to identify those parts of the place that are of:

- exceptional significance
- considerable significance
- some significance
- little and/or No significance (neither contributes nor detracts from the significance of the place); and
- intrusive (detracts from or has an adverse affect on the significance of the place).

Refer to Section 7.2 (iv) below for further explanation of these gradings.

All five tiers may not apply to each place. This will depend on the nature of the place and the assessment of significance. Conversely, if a place is particularly complex, additional gradings may be required.

Note: Integrity, authenticity and condition should be considered in association with the zones of significance in the conservation policy section.

7. CONSERVATION POLICY

The aim of this section is to establish clear policies based on the Statement of Significance and the evidence presented in the previous sections. In general, the policies should address how to:

- retain or reveal significance of the place;
- identify feasible and compatible uses for the place;
- meet statutory requirements; and
- work within procurable resources.

Policies should be clearly numbered and highlighted using a **bold** or *italicised* format. Policies should be discussed in supporting text.

The following points must be addressed in the Conservation Policy.

7.1 Introduction

This section should contain:

- an explanation about the purpose of conservation policy;
- a summary of the major issues considered and cross referenced to more specific policy statements; and
- key policy statements which establish a conservation framework for all future decisions and work.

7.2 Policies Arising out of the Cultural Heritage Significance of the Place.

The following points should be discussed as appropriate:

- The relevance of the Burra Charter.**
- Identification of general actions and controls to conserve the cultural heritage significance of the place.** This should be directly related to the Statement of Significance.
- Opportunities arising from the Statement of Significance.**
- Policies arising from the graded zones, sections and elements of significance.**

To ensure a consistent approach to the conservation of places, it is recommended that the policies for the different zones and elements be based on those provided below. It is expected that these will be developed to include reference to site specific issues such as landscape, archaeology, moveable heritage, etc.

Zones of exceptional significance

The fabric of such spaces or elements should be preserved or restored in such a way as to demonstrate their significance. Furnishings and decoration should respect the historic character of the place and activities controlled so as not to prejudice the association of the spaces with their significant use(s).

Intrusive elements should be removed (after photographic recording) and new finishes that are detrimental to the significant fabric should not be applied. Building elements that are damaged are to be restored.

Adaptation is acceptable to the extent of introducing new services, provided this does not adversely affect the significant fabric of the space or element. Structural adaptation is generally unacceptable. However, minor structural adaptation may be considered if it is in keeping with the overall aims of the conservation policy and has minimal impact on the significant fabric. Any alterations to the building fabric should be documented.

For archaeological sites, the area should not be disturbed except in the event of an archaeological dig.

Landscape elements should not be removed without due consideration of their heritage values. Where removal of significant trees is necessary due to their condition, replacement plantings of the same species should be made.

There should be no new works in open space areas which will adversely affect the setting of the place or obscure important views to and from the site.

Zones of considerable significance

The significant fabric of such spaces or elements should be preserved, restored or reconstructed as appropriate. Reconstruction is desirable provided sufficient detailed information is available. Adaptation is acceptable to the extent of installing reversible small fixtures, services and partitions, provided this does not affect any external or internal fabric which is of exceptional or considerable significance. No significant fabric should be removed or action taken to confuse the sense of the space. Structural adaptation is generally unacceptable. However, minor structural adaptation may be considered if it is in keeping with the overall aims of the conservation policy and has minimal impact on the significant fabric. Any alterations to the building fabric should be documented.

For archaeological sites, disturbance of the area should be avoided where possible. Where disturbance cannot be avoided, an archaeological examination should be undertaken prior to other works taking place.

Landscape elements should not be removed without due consideration of their heritage values. Where removal of significant trees is necessary due to their condition, replacement plantings of the same species should be made.

There should be no new works in open space areas which will adversely affect the setting of the building or obscure important views to and from the site.

Zones of some significance

The significant fabric of such spaces or elements should be preserved, restored or reconstructed as appropriate. Adaptation is acceptable to the extent of installing fixtures, services and reversible partitions provided this does not affect the significant external and internal appearance of the building. Discrete structural additions and openings can be made. New or different finishes are acceptable, provided these do not obscure or damage important evidence of significant materials and finishes. Any alterations to the building fabric should be documented.

For archaeological sites, disturbance of the area should be avoided where possible. Where disturbance cannot be avoided, an archaeologist should be present when works are undertaken in order to identify and/or collect material of archaeological significance.

Landscape elements should not be removed without due consideration of their heritage values. Where removal of significant trees is necessary due to their condition, appropriate replacement plantings should be made.

There should be no new building work in open space areas which will adversely affect the setting of the building or obscure important views to and from the site.

Zones of little or no significance

The fabric of such spaces or elements may be retained or removed depending on the future use requirements. However, care should be taken to ensure that any such works do not detract from the significance of adjoining spaces or elements. Before removal ensure that comprehensive photographic and graphic recording is completed.

Intrusive zones

Intrusive spaces or elements have been identified as detracting from the significance of the place and their removal, and/or replacement with more appropriate detailing, should be encouraged. Their removal needs to be assessed against other considerations, such as function and economics, before implementation. Before removal/demolition, ensure that comprehensive photographic and graphic recording is completed.



- **Policies Related to the Physical Setting**

- a) Any landscape issues within the study boundaries which may not have already been addressed above.
- b) The impact of the setting, surrounding development and/or use in relation to the significance of the place.

- **Interpretation**

It is considered desirable to interpret the history and significance of a heritage place for visitors and/or users.

This policy section should discuss broad principles or themes for appropriate methods and expertise for interpretation, use of interpretive material, and/or future recommendations.

7.3 Policies Arising from the Physical Condition of the Place

The implications of the current physical condition of the place should be assessed and policies developed in this section. Structural engineering reports may be commissioned as appropriate and the findings/recommendations used to develop policy.

The following points should be considered:

- i) The nature, urgency and potential impact of any current or proposed maintenance works.
- ii) The nature and urgency of any maintenance works identified as being required (as part of the physical inspection for this report). These may be used in the development of future works and/or maintenance.
- iii) Any other relevant issues, such as the possibility of hazardous materials or the need for pest inspection/control.

Works should be prioritised in terms of urgent works (to be actioned immediately), short term works (two years), medium term works (five years), long term works (ten years) and desirable works.

7.4 External Requirements

The following issues should be considered and policies developed accordingly:

i) Current Heritage Listings/Registrations

Discuss current heritage listings for the place, including a description of what is registered, the date of the listing and the implications of the listing. Discussions of listings should include, but not necessarily be limited to:

- Register of Heritage Places (Heritage Council of Western Australia);
- Classified List (National Trust of Australia [WA]);
- Municipal Heritage Inventory (refer to the relevant local government);
- Town Planning Scheme (refer to the relevant local government);
- Register of the National Estate (Australian Heritage Commission);

If the place is entered into the State Register of Heritage Places the implications of registration should be discussed in detail, particularly in relation to the statutory requirements regarding the development process. This issue should also be discussed if the report is recommending that the place be considered for entry into the Register.

Further to the above and based on the findings of the assessment of cultural heritage significance, if the Consultant believes the place is worthy of inclusion in any heritage list (and has not yet been considered for that list), a recommendation to that effect should be made.

ii) State Government Policy

If the place is owned by the State Government reference must be made to the *Government Heritage Property Disposal Process*. Also discuss other Government policy that may be relevant to the use or function of the place.

iii) Statutory Requirements

Consider the possible impact of Town Planning Schemes, Health Acts, Building Code regulations, the Disability Discrimination Act, fire safety regulations, and any other restraints which may affect the place. Identify issues arising from the statutory requirements that may have future implications.

7.5 Requirements and Resources of the Client, Owner, Occupants and/or Users

The following issues should be considered and policies developed accordingly:

- i) Constraints or opportunities arising from the requirements, resources and expectations of the client, owner, occupants, users and/or any other interested parties of the place based on consultation with the relevant parties.
- ii) Possible community attitudes and expectations regarding the place.
- iii) Social, religious or other cultural constraints which may impact on the place.

7.6 Compatible Use

Issues that should be considered are:

- i) the current use, proposed new uses and/or future development and possible impact on the cultural heritage significance of the place;
- ii) areas and/or zones where future development may be appropriate (this should be presented graphically).

Principles

The use to which a place was originally built is always the preferred ongoing use, but if this is not viable then compatible uses are preferred. For example:

- i) maintain the integrity of the place, including retention of interior and exterior spaces;
- ii) require only adaptations that can be easily reversed without causing damage to the significant fabric;
- iii) not require partitioning or fixtures that cannot be easily removed without damaging other fabric;
- iv) not destroy the opportunity for interpretation of the place; and
- v) take the opportunity to conserve fabric described in other sections of the document.

7.7 Other

Identify any other areas not addressed in the above policy sections and develop specific policies on these issues.

If an interpretation or other plan is to be recommended, then specific issues to be addressed in this plan are to be stated and justified. If such a plan is required, the consultant should recommend/nominate the relevant professional expertise to be engaged.

8. POLICY IMPLEMENTATION

The Consultant must determine/identify who will be responsible for policy implementation, a timeframe for the policy implementation, and the process involved:

- i) **Identify who will be responsible for implementing each policy.** This may include the identification of a management structure through which the Conservation Plan may be implemented, day to day management and decision making responsibilities, and the means by which security and regular maintenance can be provided. It may also be appropriate to identify particular skills which should be part of this management structure. Any management structures already in place should be discussed in this section.
- ii) **Determine when each policy should be implemented.** This should be in the form of a time frame that identifies which policies will require immediate action as well as those which may be implemented in the medium or long term. Ongoing implementation requirements should also be covered. A clear definition of the recommended time frame should be included.
- iii) **Determine how each policy should be implemented.** This should indicate/discuss any specific process which should be followed in the implementation of policy.

No new policies should be introduced in this section.

APPENDICES

Any information which may be critical to an understanding of the Conservation Plan report or its preparation should be included as an appendix. Appendices could include such things as:

- i) documentary and physical evidence. For example, title deeds, reports and plans, building schedules, etc.;
- ii) 'Guidelines to The Burra Charter: Cultural Significance' and/or 'Guidelines to The Burra Charter: Conservation Policy';
- iii) the Heritage Council's 'Criteria of Cultural Heritage Significance for Assessment of Places for Entry Into the Register of Heritage Places';
- iv) details of heritage listings/registrations; and
- v) the Conservation Plan Study Brief.

Other issues to be addressed:

REFERENCING

Referencing should follow the format laid out in the Heritage Council's Style Notes for Assessment Documentation dated 25 August 2000. This will be made available to the consultant on request.

In general, referencing should be consistent and include the following information: Author's Name, *Title of Document*, Publisher, Place Published, Year of Publication, Page Number.

All figures, including illustrations, photographs and plans, should have captions and be sourced. The caption should be a description of the item and must be dated.

Footnotes

The source of information, including all quotations, must be footnoted and referenced.

Cross Referencing

The Conservation Plan should be cross-referenced to ensure that information contained within the report is clearly supported by the evidence and that related sections and policies are easily identifiable. Cross-referencing should include:

- i) reference to relevant photographs and figures in documentary and physical evidence;
- ii) reference to relevant sections of the documentary and physical evidence in analysis of evidence;
- iii) reference to relevant sections of the documentary and physical evidence and the analysis of evidence in the assessment of significance and Statement of Significance;
- iv) reference to the graded zones and elements of significance when discussing the corresponding policies;
- v) reference to related policies within the conservation policy section;
- vi) reference to relevant conservation policies in the policy implementation section; and
- vii) other appropriate sections.

Bibliography

A full bibliography (with a **complete list** of all sources used in the documentation and consulted during the compilation of the report) should be included as an appendix to the report. Primary sources and secondary sources should be listed in separate sections in this Bibliography. Please note that sources should be listed in alphabetical order by author's surname.

CONSULTATION

Consultation is an important part of the Conservation Plan. Consultation should be carried out throughout the preparation process and any issues should be addressed/incorporated into the Conservation Plan. Consultation should be undertaken with:

- i) the Client to identify requirements for the place, any proposed major changes to the place and relevant sources of information that may be held by the Client;

- ii) the occupiers/tenants/users of the place to identify their requirements for the use of the place;
- iii) the local government for information about the place and referrals to local sources of information;
 - relevant community groups;
 - the Heritage Council of Western Australia;
 - the National Trust of Australia (WA), Australian Heritage Commission and Department of Indigenous Affairs to ascertain prior listings and assessments of cultural heritage significance; and
 - others as appropriate.

All people consulted during the preparation of the Conservation Plan should be acknowledged in the report's introduction.

Letters of introduction can be supplied on request.

REPORT

- i) The report is to be in A4 portrait format, with A3 drawings if necessary.
- ii) The report must have a table of contents including references to page numbers and must be followed by a list of figures (a list of all plans and photographs).
- iii) Each page of the report should be numbered and contain a header/footer denoting the title of the report and date.
- iv) All plans should be orientated with the north point facing in the same direction.
- v) Draft reports should be of a quality acceptable for review purposes. The word 'draft' should be clearly visible on the draft report.
- vi) One (1) copy of the draft report is to be provided.
- vii) Three (3) bound, laser quality black and white photocopies of the final report are to be provided. **(Note:** Archival standard unbound copies are no longer required.) The provision of an electronic version of the final document (on floppy disc or CD and in addition to the hardcopies) is optional.

REPORT STANDARDS

The standards to be followed are:

- Photographs:** Photographs are to be genuine black and white only (not colour printed black and white) or digital.
- If using either digital photographs or scanned images, laser quality, black and white photocopies of the computer print outs are required (as the long-term stability of computer generated images has not yet been established).
- If including original photographs in one (1) final report, these should be attached by archival tape or glue (i.e. - wheat starch adhesive, neutral adhesive, gummed linen tape).
- Photographs, negatives and/or slides may be lodged with the Heritage Council of Western Australia. They should be labelled numerically, and packaged in archival quality slide pockets, with an index describing each image attached.
- The Heritage Council would appreciate receiving a representative selection of electronic images, in jpeg format, for Heritage Council records and assessment purposes.
- Paper:** Should be of a good quality (i.e. Reflex 80 gsm).
- Photocopying:** Copying must be done on black and white (carbon based) laser quality photocopier.
- Binding:** It is preferred that copies be bound with plastic coated metal spirals. The front cover should be protected with a sheet of clear film.

COPYRIGHT

The contract between the Client and the Consultant should contain appropriate clauses defining who owns copyright of the completed Conservation Plan report.

PRESENTATION MEETING

The Consultant should allow for a progress meeting with the Client before the draft report is submitted. The Consultant should also allow for a meeting to present the document to the Client and other interested parties.

REVIEW

The draft document will be reviewed by the Heritage Council of Western Australia. The Consultant is expected to respond to any comments in writing outlining how comments were incorporated into the final document, or giving reasons why particular comments were not addressed.

STUDY TEAM

It is envisaged that the study team will need to incorporate the skills of a variety of relevant professionals. Specific expertise **must** include:

- **Historical**
- **Architectural**

Other expertise may include:

- Landscape.
- Archaeological.
- Engineering.
- Planning.
- Property Consulting.

The Consultant is to clearly identify personnel working on the Conservation Plan, their credentials and experience, and the management structure for the project.

TIME FRAME

The Consultant is to commence the project one week after appointment.

It is essential that the Consultant maintain a close working relationship with the Client and advise of progress regularly.

The due date for the final draft is 12 weeks after appointment. The final draft should contain information addressing all aspects of the project brief.

The final report is due four weeks after the review period.



The Heritage Council of WA

108 Adelaide Terrace

EAST PERTH WA 6004

Telephone: (08) 9221 4177

Freecall: 1800 644 177

Facsimile: (08) 9221 4151

Email: heritage@hc.wa.gov.au

Website: www.heritage.wa.gov.au

APPENDIX B: Criteria of Cultural Heritage Significance for Assessment of Places for Entry into the Register of Heritage Places, Heritage Council of Western Australia, November 1996.



INFORMATION PAPER REGISTER OF HERITAGE PLACES

BACKGROUND

1. The Heritage of Western Australia Act 1990 creates the Register of Heritage Places as a comprehensive list of places throughout the State having cultural heritage significance. The Act also refers to the Data Base and requires local municipal authorities to prepare Municipal Inventories.

A primary function of the Heritage Council is to provide advice to the Minister for Heritage on the entry (and removal) of places into (from) the Register. The make-up of the Council was designed specifically to be a broadly representative, expert body which could provide credible and consistent advice on heritage significance.

STATUTORY BASIS FOR THE REGISTER

2. Section 46 of the Heritage of Western Australia Act establishes the Register of Heritage Places. Section 47(1)(a) empowers the Minister to direct that a place be entered in the Register where it -
 - (i) is of cultural heritage significance; or
 - (ii) possesses special interest related to or associated with the cultural heritage, and is of value to the present community and future generations; and
 - (iii) that the protection afforded by this Act is appropriate notwithstanding that the place may be afforded protection by the operation of any other written law or law of the Commonwealth".

The process of entry of a place in the Register is set out in Attachment 1.

3. Cultural heritage significance is defined in Section 3 of the Act as -

"in relation to a place, the relative value which that place has in terms of its aesthetic, historic, scientific or social significance, for the present community and future generations".
4. The definition of what should be entered in the Register is elaborated in Section 47(2) with the following preamble -

"without prejudice to the generality of subsection (1) and with the intent that there should be compiled a comprehensive register of heritage rather than merely an index of examples...."

5. Section 47(2) goes on to list some of the features which may be taken into account in determining significance -
- (a) *any distinctive features or scarcity value, the character of the environs of the place, its landscape or townscape value and, in the case of a building, its beauty and proportions, the degree of unity of its materials, design and scale, and any contribution it makes to the significance of any area, precinct, group of buildings, or amenity or which it forms part, or to its setting or the setting of any other place or feature;*
 - b) *Any strong association which the place has with any historic personage or significant event or discovery or any development or cultural phase, or whether or not the place provides a notable example of a particular period or type important for general educational, architectural or archaeological reasons that distinguish it from other such examples, or has intrinsic merit and is commonly agreed to be -*
 - i) *a work of art in itself that enriches the environment; or*
 - (ii) *held in high public esteem or sentiment; and*
 - (c) *in the case of places of particular scientific or other special interest, the extent to which the place has contributed, or may be likely to contribute, to knowledge or research."*
6. Section 48 of the Act enables the Minister to register a group of places as an Historic Precinct even though the component places individually may not satisfy cultural heritage significance criteria.

SCOPE OF THE REGISTER

7. The Register is intended to include all places on land, in estuaries or adjacent to the coast which cross a threshold of significance and where that significance relates to human values.

Currently, Council will focus on places of non Aboriginal significance. Where there is overlap with Aboriginal issues they should be taken into account.

PURPOSE OF THE REGISTER

8. The Register is designed as a planning tool and as a vehicle for public education about heritage issues generally. It is protective in that it is linked directly to the development approvals process. Entry of a place in the Register does not mean that it cannot be modified, redeveloped or even demolished. Entry imposes on decision-making bodies such as the Department of Planning and Urban Development and local municipal councils a requirement to consult with the Heritage Council and to take heritage values into account in future development decisions.

Whilst it is clearly desirable to conserve in situ the State's cultural heritage, this may not be achievable in all cases. The referral mechanism for heritage places will ensure adequate documentation of any place to be moved or demolished so that information about that place is not lost completely.

**CRITERIA OF CULTURAL HERITAGE SIGNIFICANCE
FOR ASSESSMENT OF PLACES FOR ENTRY INTO THE
REGISTER OF HERITAGE PLACES**

Nature of Significance

1. AESTHETIC VALUE

Criterion 1. ***It is significant in exhibiting particular aesthetic characteristics .***

- 1.1 Importance to a community for aesthetic characteristics.
- 1.2 Importance for its creative, design or artistic excellence, innovation or achievement.
- 1.3 Importance for its contribution to the aesthetic values of the setting demonstrated by a landmark quality or having impact on important vistas or otherwise contributing to the identified aesthetic qualities of the cultural environs or the natural landscape within which it is located.
- 1.4 In the case of an historic precinct, importance for the aesthetic character created by the individual components which collectively form a significant streetscape, townscape or cultural environment.

2. HISTORIC VALUE

Criterion 2. ***It is significant in the evolution or pattern of the history of Western Australia.***

- 2.1 Importance for the density or diversity of cultural features illustrating the human occupation and evolution of the locality, region or the State.
- 2.2 Importance in relation to an event, phase or activity of historic importance in the locality, the region or the State.
- 2.3 Importance for close association with an individual or individuals whose life, works or activities have been significant within the history of the nation, State or region.
- 2.4 Importance as an example of technical, creative, design or artistic excellence, innovation or achievement in a particular period.

3. SCIENTIFIC VALUE

Criterion 3A *It has demonstrable potential to yield information that will contribute to an understanding of the natural or cultural history of Western Australia.*

- 3.1 Importance for information contributing to a wider understanding of natural or cultural history by virtue of its use as a research site, teaching site, type locality, reference or benchmark site.
- 3.2 Importance for its potential to yield information contributing to a wider understanding of the history of human occupation of the locality, region or the State.

Criterion 3B *It is significant in demonstrating a high degree of technical innovation or achievement.*

- 3.3 Importance for its technical innovation or achievement.

4. SOCIAL VALUE

Criterion 4 *It is significant through association with a community or cultural group in Western Australia for social, cultural, educational or spiritual reasons.*

- 4.1 Importance as a place highly valued by a community or cultural group for reasons of social, cultural; religious, spiritual, aesthetic or educational associations.
- 4.2 Importance in contributing to a community's sense of place.

Degree of Significance

5. RARITY

Criterion 5 *It demonstrates rare, uncommon or endangered aspects of the cultural heritage of Western Australia.*

- 5.1 Importance for rare, endangered or uncommon structures, landscapes or phenomena.
- 5.2 Importance in demonstrating a distinctive way of life, custom, process, land-use, function or design no longer practiced in, or in danger of being lost from, or of exceptional interest to, the locality, region or the State.

6. REPRESENTATIVENESS

Criterion 6 *It is significant in demonstrating the characteristics of a class of cultural places or environments in the State.*

- 6.1 Importance in demonstrating the principal characteristics of a range of landscapes or environments, the attributes of which identify it as being characteristic of its class.
- 6.2 Importance in demonstrating the principal characteristic of the range of human activities (including way of life, philosophy, custom, process, land-use, function, design or technique) in the environment of the locality, region or the State.

Condition, Integrity and Authenticity

Condition refers to the current state of the place in relation to each of the values for which that place has been assessed. Condition reflects the cumulative effects of management and environmental events.

Integrity is a measure of the likely long-term viability or sustainability of the values identified, or the ability of the place to restore itself or be restored, and the time frame for any restorative process.

Authenticity refers to the extent to which the fabric is in its original state.

Because it is important that the Register be credible it is desirable that places in that Register have at least reasonable levels of condition and integrity. However it is possible for a place of poor condition or integrity to be entered in the Register on the basis of a value where these things are relatively unimportant eg. an historic ruin.

Places entered in the Register should also have a high degree of authenticity although it will be possible to include places which exhibit evolution of use and consequent change where this is harmonious with the original design and materials

APPENDIX C: The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 1999.

The Burra Charter

1999

The Australia ICOMOS Charter for Places of Cultural Significance



THE BURRA CHARTER

The Australia ICOMOS Charter for Places
of Cultural Significance 1999

with associated Guidelines and Code on the
Ethics of Co-existence



Australia ICOMOS Inc

International Council of Monuments and Sites

© Australia ICOMOS Incorporated 2000

Permission is granted to reproduce part or all of this publication for non-commercial purposes provided the source is acknowledged.

Cover photograph by Ian Stapleton.

Published by Australia ICOMOS
Incorporated

Australia ICOMOS Secretariat
c/o Faculty of Arts
Deakin University
Burwood VIC 3125
Australia

www.icomos.org/australia

Australia ICOMOS gratefully acknowledges the assistance of the Australian Heritage Commission and the Department of Communications and the Arts (now Department of Communications Information Technology and the Arts) with the preparation and publication of this document.

National Library of Australia cataloguing-in-publication data:

The Burra Charter: the Australia
ICOMOS Charter for Places of Cultural
Significance.

ISBN 0 9578528 0 0

1. Cultural property - Protection - Australia. 2. Historic sites - Australia - Conservation and restoration. 3. Historic buildings - Australia - Conservation and restoration. 4. Monuments - Australia - Conservation and restoration.

363 690994

contents

The Burra Charter, 1999	1
Guidelines to the Burra Charter: Cultural Significance, 1988	11
Guidelines to the Burra Charter: Conservation Policy, 1988	14
Guidelines to the Burra Charter: Procedures for Undertaking Studies and Reports, 1988	18
Code on the Ethics of Co-existence in Conserving Significant Places, 1998	20
Notes on the 1999 revisions to the Burra Charter	22
Conversion table: Burra Charter, 1999 and previous version	23

ICOMOS

ICOMOS (International Council on Monuments and Sites) is a non-governmental professional organisation formed in 1965, with headquarters in Paris. ICOMOS is primarily concerned with the philosophy, terminology, methodology and techniques of cultural heritage conservation. It is closely linked to UNESCO, particularly in its role under the World Heritage Convention 1972 as UNESCO's principal adviser on cultural matters related to World Heritage. The 5,000 members of ICOMOS include architects, town planners, demographers, archaeologists, geographers, historians, conservators, anthropologists and heritage administrators. Members in the 84 countries belonging to ICOMOS are formed into National Committees and participate in a range of conservation projects, research work, intercultural exchanges and cooperative activities. ICOMOS also has a number of International Scientific Committees that focus on particular aspects of the conservation field. The members meet triennially in a General Assembly.

Australia ICOMOS Inc.

The Australian National Committee of ICOMOS (Australia ICOMOS Inc.) was formed in 1976. It elects an Executive Committee of 15 members, which is responsible for carrying out national programs and participating in decisions of ICOMOS as an international organisation. It provides expert advice as required by ICOMOS, especially in its relationship with the World heritage Committee. Australia ICOMOS acts as a national and international link between public authorities, institutions and individuals involved in the study and conservation of all places of cultural significance. Australia ICOMOS members participate in a range of conservation activities including site visits, training, conferences and meetings.

Revision of the Burra Charter

The Burra Charter was first adopted in 1979 at the historic South Australian mining town of Burra; minor revisions were made in 1981 and 1988. Following a five year review, more substantial changes were made resulting in this version which was adopted by Australia ICOMOS in November 1999. All Australia ICOMOS documents are regularly reviewed and Australia ICOMOS welcomes any comments.

This booklet also contains the three Guidelines to the Burra Charter and the Code on the Ethics of Co-existence. These have yet to be revised to accord with the 1999 Charter, but are included here for completeness. Australia ICOMOS plans to update them with the aim of completing a consistent suite of documents when the Charter itself is next reviewed.

To assist those familiar with previous versions of the Charter, this booklet also contains some notes explaining the key changes made and a conversion table relating articles in the 1999 Charter to those of the previous version.

Important Note

The 1988 version of the Burra Charter has now been superseded and joins the 1981 and 1979 versions as archival documents recording the development of conservation philosophy in Australia.

Citing the Burra Charter

The full reference is *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance 1999*.

Initial textual references should be in the form of the *Australia ICOMOS Burra Charter, 1999* and later references in the short form (*Burra Charter*).

The Burra Charter

(The Australia ICOMOS Charter for Places of Cultural Significance)

Preamble

Considering the International Charter for the Conservation and Restoration of Monuments and Sites (Venice 1964), and the Resolutions of the 5th General Assembly of the International Council on Monuments and Sites (ICOMOS) (Moscow 1978), the Burra Charter was adopted by Australia ICOMOS (the Australian National Committee of ICOMOS) on 19 August 1979 at Burra, South Australia. Revisions were adopted on 23 February 1981, 23 April 1988 and 26 November 1999.

The Burra Charter provides guidance for the conservation and management of places of cultural significance (cultural heritage places), and is based on the knowledge and experience of Australia ICOMOS members.

Conservation is an integral part of the management of places of cultural significance and is an ongoing responsibility.

Who is the Charter for?

The Charter sets a standard of practice for those who provide advice, make decisions about, or undertake works to places of cultural significance, including owners, managers and custodians.

Using the Charter

The Charter should be read as a whole. Many articles are interdependent. Articles in the Conservation Principles section are often further developed in the Conservation Processes and Conservation Practice sections. Headings have been included for ease of reading but do not form part of the Charter.

The Charter is self-contained, but aspects of its use and application are further explained in the following Australia ICOMOS documents:

- Guidelines to the Burra Charter: Cultural Significance;

- Guidelines to the Burra Charter: Conservation Policy;
- Guidelines to the Burra Charter: Procedures for Undertaking Studies and Reports;
- Code on the Ethics of Coexistence in Conserving Significant Places.

What places does the Charter apply to?

The Charter can be applied to all types of places of cultural significance including natural, indigenous and historic places with cultural values.

The standards of other organisations may also be relevant. These include the Australian Natural Heritage Charter and the Draft Guidelines for the Protection, Management and Use of Aboriginal and Torres Strait Islander Cultural Heritage Places.

Why conserve?

Places of cultural significance enrich people's lives, often providing a deep and inspirational sense of connection to community and landscape, to the past and to lived experiences. They are historical records, that are important as tangible expressions of Australian identity and experience. Places of cultural significance reflect the diversity of our communities, telling us about who we are and the past that has formed us and the Australian landscape. They are irreplaceable and precious.

These places of cultural significance must be conserved for present and future generations.

The Burra Charter advocates a cautious approach to change: do as much as necessary to care for the place and to make it useable, but otherwise change it as little as possible so that its cultural significance is retained.

Articles

Article 1. Definitions

For the purposes of this Charter:

- 1.1 *Place* means site, area, land, landscape, building or other work, group of buildings or other works, and may include components, contents, spaces and views.
- 1.2 *Cultural significance* means aesthetic, historic, scientific, social or spiritual value for past, present or future generations.

Cultural significance is embodied in the *place* itself, its *fabric*, *setting*, *use*, *associations*, *meanings*, records, *related places* and *related objects*.

Places may have a range of values for different individuals or groups.
- 1.3 *Fabric* means all the physical material of the *place* including components, fixtures, contents, and objects.
- 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.
- 1.13 *Related place* means a place that contributes to the *cultural significance* of another place.

Explanatory Notes

The concept of place should be broadly interpreted. The elements described in Article 1.1 may include memorials, trees, gardens, parks, places of historical events, urban areas, towns, industrial places, archaeological sites and spiritual and religious places.

The term cultural significance is synonymous with heritage significance and cultural heritage value.

Cultural significance may change as a result of the continuing history of the place.

Understanding of cultural significance may change as a result of new information.

Fabric includes building interiors and sub-surface remains, as well as excavated material.

Fabric may define spaces and these may be important elements of the significance of the place.

The distinctions referred to, for example in relation to roof gutters, are:

- maintenance — regular inspection and cleaning of gutters;
- repair involving restoration — returning of dislodged gutters;
- repair involving reconstruction — replacing decayed gutters.

It is recognised that all places and their components change over time at varying rates.

New material may include recycled material salvaged from other places. This should not be to the detriment of any place of cultural significance.

Articles

- 1.14 *Related object* means an object that contributes to the *cultural significance* of a *place* but is not at the place.
- 1.15 *Associations* mean the special connections that exist between people and a *place*.
- 1.16 *Meanings* denote what a *place* signifies, indicates, evokes or expresses.
- 1.17 *Interpretation* means all the ways of presenting the *cultural significance* of a *place*.

Conservation Principles

Article 2. Conservation and management

- 2.1 *Places* of *cultural significance* should be conserved.
- 2.2 The aim of *conservation* is to retain the *cultural significance* of a *place*.
- 2.3 *Conservation* is an integral part of good management of *places* of *cultural significance*.
- 2.4 *Places* of *cultural significance* should be safeguarded and not put at risk or left in a vulnerable state.

Article 3. Cautious approach

- 3.1 *Conservation* is based on a respect for the existing *fabric, use, associations* and *meanings*. It requires a cautious approach of changing as much as necessary but as little as possible.
- 3.2 Changes to a *place* should not distort the physical or other evidence it provides, nor be based on conjecture.

Article 4. Knowledge, skills and techniques

- 4.1 *Conservation* should make use of all the knowledge, skills and disciplines which can contribute to the study and care of the *place*.
- 4.2 Traditional techniques and materials are preferred for the *conservation* of significant *fabric*. In some circumstances modern techniques and materials which offer substantial conservation benefits may be appropriate.

Explanatory Notes

Associations may include social or spiritual values and cultural responsibilities for a place.

Meanings generally relate to intangible aspects such as symbolic qualities and memories.

Interpretation may be a combination of the treatment of the fabric (e.g. maintenance, restoration, reconstruction); the use of and activities at the place; and the use of introduced explanatory material.

The traces of additions, alterations and earlier treatments to the fabric of a place are evidence of its history and uses which may be part of its significance. Conservation action should assist and not impede their understanding.

The use of modern materials and techniques must be supported by firm scientific evidence or by a body of experience.

Articles

Article 5. Values

- 5.1 *Conservation* of a *place* should identify and take into consideration all aspects of cultural and natural significance without unwarranted emphasis on any one value at the expense of others.
- 5.2 Relative degrees of *cultural significance* may lead to different *conservation* actions at a place.

Article 6. Burra Charter process

- 6.1 The *cultural significance* of a *place* and other issues affecting its future are best understood by a sequence of collecting and analysing information before making decisions. Understanding cultural significance comes first, then development of policy and finally management of the place in accordance with the policy.
- 6.2 The policy for managing a place must be *based* on an understanding of its *cultural significance*.
- 6.3 Policy development should also include consideration of other factors affecting the future of a *place* such as the owner's needs, resources, external constraints and its physical condition.

Article 7. Use

- 7.1 Where the *use* of a place is of *cultural significance* it should be retained.
- 7.2 A *place* should have a *compatible* use.

Article 8. Setting

Conservation requires the retention of an appropriate visual *setting* and other relationships that contribute to the *cultural significance* of the *place*.

New construction, demolition, intrusions or other changes which would adversely affect the setting or relationships are not appropriate.

Explanatory Notes

Conservation of places with natural significance is explained in the Australian Natural Heritage Charter. This Charter defines natural significance to mean the importance of ecosystems, biological diversity and geodiversity for their existence value, or for present or future generations in terms of their scientific, social, aesthetic and life-support value.

A cautious approach is needed, as understanding of cultural significance may change. This article should not be used to justify actions which do not retain cultural significance.

The Burra Charter process, or sequence of investigations, decisions and actions, is illustrated in the accompanying flowchart.

The policy should identify a use or combination of uses or constraints on uses that retain the cultural significance of the place. New use of a place should involve minimal change, to significant fabric and use; should respect associations and meanings; and where appropriate should provide for continuation of practices which contribute to the cultural significance of the place.

Aspects of the visual setting may include use, siting, bulk, form, scale, character, colour, texture and materials.

Other relationships, such as historical connections, may contribute to interpretation, appreciation, enjoyment or experience of the place.

Articles

Explanatory Notes

Article 9. Location

- 9.1 The physical location of a *place* is part of its *cultural significance*. A building, work or other component of a place should remain in its historical location. Relocation is generally unacceptable unless this is the sole practical means of ensuring its survival.
- 9.2 Some buildings, works or other components of *places* were designed to be readily removable or already have a history of relocation. Provided such buildings, works or other components do not have significant links with their present location, removal may be appropriate.
- 9.3 If any building, work or other component is moved, it should be moved to an appropriate location and given an appropriate use. Such action should not be to the detriment of any *place* of *cultural significance*.

Article 10. Contents

Contents, fixtures and objects which contribute to the *cultural significance* of a *place* should be retained at that place. Their removal is unacceptable unless it is: the sole means of ensuring their security and *preservation*; on a temporary basis for treatment or exhibition; for cultural reasons; for health and safety; or to protect the place. Such contents, fixtures and objects should be returned where circumstances permit and it is culturally appropriate.

Article 11. Related places and objects

The contribution which *related places* and *related objects* make to the *cultural significance* of the *place* should be retained.

Article 12. Participation

Conservation, interpretation and management of a *place* should provide for the participation of people for whom the place has special *associations* and *meanings*, or who have social, spiritual or other cultural responsibilities for the place.

Article 13. Co-existence of cultural values

Co-existence of cultural values should be recognised, respected and encouraged, especially in cases where they conflict.

For some places, conflicting cultural values may affect policy development and management decisions. In this article, the term cultural values refers to those beliefs which are important to a cultural group, including but not limited to political, religious, spiritual and moral beliefs. This is broader than values associated with cultural significance.

Conservation Processes

Article 14. Conservation processes

Conservation may, according to circumstance, include the processes of: retention or reintroduction of a *use*; retention of *associations* and *meanings*; *maintenance*, *preservation*, *restoration*, *reconstruction*, *adaptation* and *interpretation*; and will commonly include a combination of more than one of these.

There may be circumstances where no action is required to achieve conservation.

Article 15. Change

- 15.1 Change may be necessary to retain *cultural significance*, but is undesirable where it reduces cultural significance. The amount of change to a *place* should be guided by the *cultural significance* of the place and its appropriate *interpretation*.
- 15.2 Changes which reduce *cultural significance* should be reversible, and be reversed when circumstances permit.
- 15.3 Demolition of significant *fabric* of a *place* is generally not acceptable. However, in some cases minor demolition may be appropriate as part of *conservation*. Removed significant fabric should be reinstated when circumstances permit.
- 15.4 The contributions of all aspects of *cultural significance* of a *place* should be respected. If a place includes *fabric*, *uses*, *associations* or *meanings* of different periods, or different aspects of cultural significance, emphasising or interpreting one period or aspect at the expense of another can only be justified when what is left out, removed or diminished is of slight cultural significance and that which is emphasised or interpreted is of much greater cultural significance.

When change is being considered, a range of options should be explored to seek the option which minimises the reduction of cultural significance.

Reversible changes should be considered temporary. Non-reversible change should only be used as a last resort and should not prevent future conservation action.

Article 16. Maintenance

Maintenance is fundamental to *conservation* and should be undertaken where *fabric* is of *cultural significance* and its maintenance is necessary to retain that *cultural significance*.

Articles

Article 17. Preservation

Preservation is appropriate where the existing *fabric* or its condition constitutes evidence of *cultural significance*, or where insufficient evidence is available to allow other *conservation* processes to be carried out.

Article 18. Restoration and reconstruction

Restoration and *reconstruction* should reveal culturally significant aspects of the *place*.

Article 19. Restoration

Restoration is appropriate only if there is sufficient evidence of an earlier state of the *fabric*.

Article 20. Reconstruction

20.1 *Reconstruction* is appropriate only where a *place* is incomplete through damage or alteration, and only where there is sufficient evidence to reproduce an earlier state of the *fabric*. In rare cases, reconstruction may also be appropriate as part of a use or practice that retains the *cultural significance* of the place.

20.2 *Reconstruction* should be identifiable on close inspection or through additional *interpretation*.

Article 21. Adaptation

21.1 *Adaptation* is acceptable only where the adaptation has minimal impact on the *cultural significance* of the place.

21.2 *Adaptation* should involve minimal change to significant fabric, achieved only after considering alternatives.

Article 22. New work

22.1 New work such as additions to the *place* may be acceptable where it does not distort or obscure the *cultural significance* of the place, or detract from its *interpretation* and appreciation.

22.2 New work should be readily identifiable as such.

Explanatory Notes

Preservation protects fabric without obscuring the evidence of its construction and use. The process should always be applied:

- where the evidence of the fabric is of such significance that it should not be altered;
- where insufficient investigation has been carried out to permit policy decisions to be taken in accord with Articles 26 to 28.

New work (e.g. stabilisation) may be carried out in association with preservation when its purpose is the physical protection of the fabric and when it is consistent with Article 22.

Adaptation may involve the introduction of new services, or a new use, or changes to safeguard the place.

New work may be sympathetic if its siting, bulk, form, scale, character, colour, texture and material are similar to the existing fabric, but imitation should be avoided.

Articles

Article 23. Conserving use

Continuing, modifying or reinstating a significant *use* may be appropriate and preferred forms of *conservation*.

Article 24. Retaining associations and meanings

- 24.1 Significant *associations* between people and a *place* should be respected, retained and not obscured. Opportunities for the *interpretation*, commemoration and celebration of these associations should be investigated and implemented.
- 24.2 Significant *meanings*, including spiritual values, of a *place* should be respected. Opportunities for the continuation or revival of these meanings should be investigated and implemented.

Article 25. Interpretation

The *cultural significance* of many places is not readily apparent, and should be explained by *interpretation*. Interpretation should enhance understanding and enjoyment, and be culturally appropriate.

Conservation Practice

Article 26. Applying the Burra Charter process

- 26.1 Work on a *place* should be preceded by studies to understand the place which should include analysis of physical, documentary, oral and other evidence, drawing on appropriate knowledge, skills and disciplines.
- 26.2 Written statements of *cultural significance* and policy for the *place* should be prepared, justified and accompanied by supporting evidence. The statements of significance and policy should be incorporated into a management plan for the place.
- 26.3 Groups and individuals with *associations* with a place as well as those involved in its management should be provided with opportunities to contribute to and participate in understanding the *cultural significance* of the place. Where appropriate they should also have opportunities to participate in its *conservation* and management.

Article 27. Managing change

- 27.1 The impact of proposed changes on the *cultural significance* of a *place* should be analysed with reference to the statement of significance and the policy for managing the place. It may be necessary to modify proposed changes following analysis to better retain cultural significance.
- 27.2 Existing *fabric*, *use*, *associations* and *meanings* should be adequately recorded before any changes are made to the *place*.

Explanatory Notes

These may require changes to significant fabric but they should be minimised. In some cases, continuing a significant use or practice may involve substantial new work.

For many places associations will be linked to use.

The results of studies should be up to date, regularly reviewed and revised as necessary.

Statements of significance and policy should be kept up to date by regular review and revision as necessary. The management plan may deal with other matters related to the management of the place.

Articles

Explanatory Notes

Article 28. Disturbance of fabric

- 28.1 Disturbance of significant *fabric* for study, or to obtain evidence, should be minimised. Study of a *place* by any disturbance of the fabric, including archaeological excavation, should only be undertaken to provide data essential for decisions on the *conservation* of the place, or to obtain important evidence about to be lost or made inaccessible.
- 28.2 Investigation of a *place* which requires disturbance of the *fabric*, apart from that necessary to make decisions, may be appropriate provided that it is consistent with the policy for the place. Such investigation should be based on important research questions which have potential to substantially add to knowledge, which cannot be answered in other ways and which minimises disturbance of significant fabric.

Article 29. Responsibility for decisions

The organisations and individuals responsible for management decisions should be named and specific responsibility taken for each such decision.

Article 30. Direction, supervision and implementation

Competent direction and supervision should be maintained at all stages, and any changes should be implemented by people with appropriate knowledge and skills.

Article 31. Documenting evidence and decisions

A log of new evidence and additional decisions should be kept.

Article 32. Records

- 32.1 The records associated with the *conservation* of a *place* should be placed in a permanent archive and made publicly available, subject to requirements of security and privacy, and where this is culturally appropriate.
- 32.2 Records about the history of a *place* should be protected and made publicly available, subject to requirements of security and privacy, and where this is culturally appropriate.

Article 33. Removed fabric

Significant *fabric* which has been removed from a *place* including contents, fixtures and objects, should be catalogued, and protected in accordance with its *cultural significance*.

Where possible and culturally appropriate, removed significant fabric including contents, fixtures and objects, should be kept at the place.

Article 34. Resources

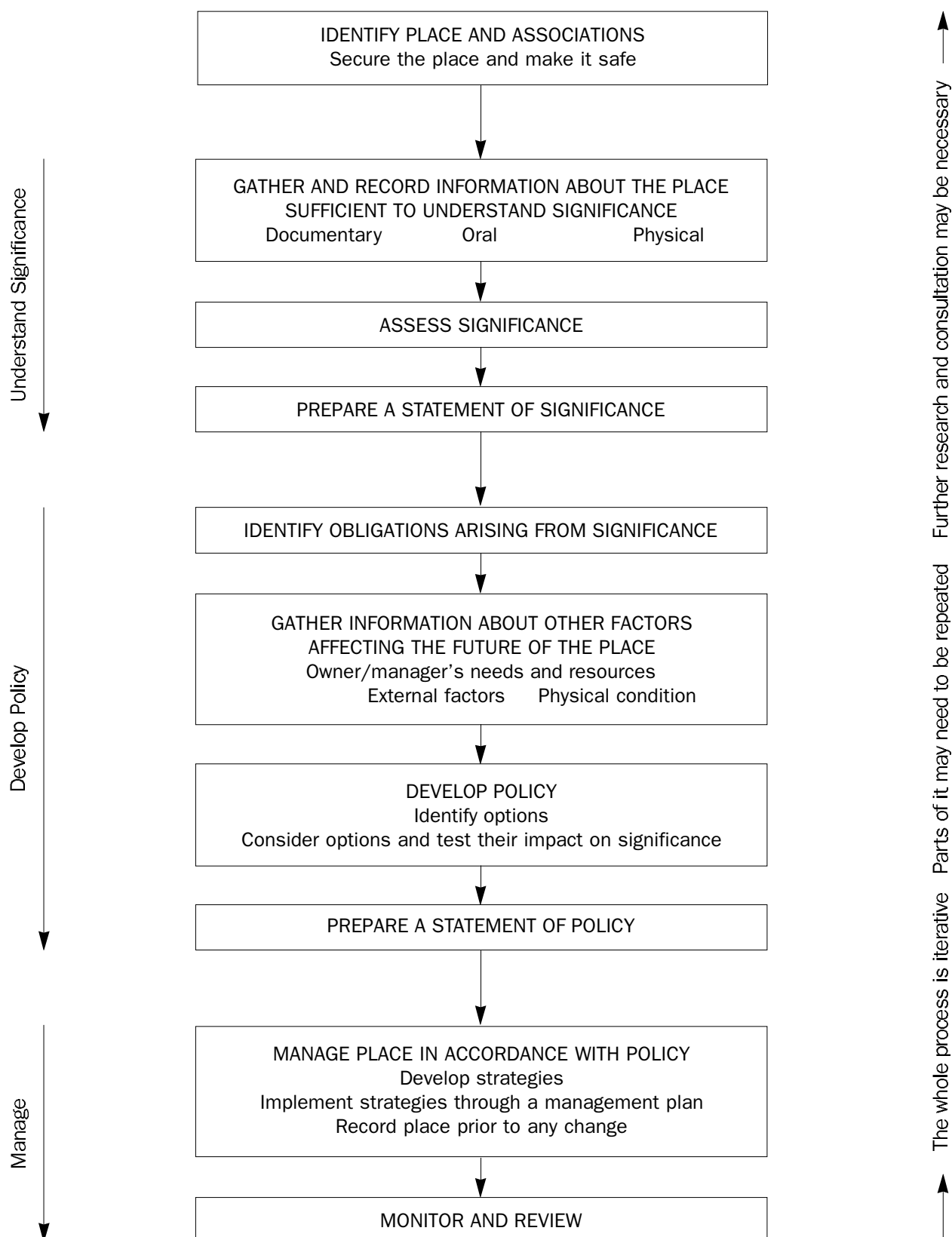
Adequate resources should be provided for conservation.

Words in italics are defined in Article 1.

The best conservation often involves the least work and can be inexpensive.

The Burra Charter Process

Sequence of investigations, decisions and actions



Guidelines to the Burra Charter: Cultural Significance

These guidelines for the establishment of cultural significance were adopted by the Australian national committee of the International Council on Monuments and Sites (Australia ICOMOS) on 14 April 1984 and revised on 23 April 1988. They should be read in conjunction with the Burra Charter.

Contents

1.0 Preface

- 1.1 Intention of guidelines
- 1.2 Applicability
- 1.3 Need to establish cultural significance
- 1.4 Skills required
- 1.5 Issues not considered

2.0 The Concept of Cultural Significance

- 2.1 Introduction
- 2.2 Aesthetic value
- 2.3 Historic value
- 2.4 Scientific value
- 2.5 Social value
- 2.6 Other approaches

3.0 The Establishment of Cultural Significance

- 3.1 Introduction
- 3.2 Collection of information
- 3.3 The assessment of cultural significance
 - 3.3.1 Extent of recording
 - 3.3.2 Intervention in the fabric
 - 3.3.3 Hypotheses
- 3.4 Statement of cultural significance

4.0 The Report

- 4.1 Content
- 4.2 Written material
- 4.3 Graphic material
- 4.4 Sources
- 4.5 Exhibition and adoption

1.0 Preface

1.1 Intention of guidelines

These guidelines are intended to clarify the nature of professional work done within the terms of the Burra Charter. They recommend a methodical procedure for assessing the cultural significance of a place, for preparing a statement of cultural significance and for making such information publicly available.

1.2 Applicability

The guidelines apply to any place likely to be of cultural significance regardless of its type or size.

1.3 Need to establish cultural significance

The assessment of cultural significance and the preparation of a statement of cultural significance, embodied in a report as defined in section 4.0, are essential prerequisites to making decisions about the future of a place.

1.4 Skills required

In accordance with Article 4 of the Burra Charter, the study of a place should make use of all relevant disciplines. The professional skills required for such study are not common. It cannot be assumed that any one practitioner will have the full range of skills required to assess cultural significance and prepare a statement. Sometimes in the course of the task it will be necessary to engage additional practitioners with special expertise.

1.5 Issues not considered

The assessment of cultural significance and the preparation of a statement do not involve or take account of such issues as the necessity for conservation action, legal constraints, possible uses, structural stability or costs and returns. These issues will be dealt with in the development of a conservation policy.

2.0 The Concept of Cultural Significance

2.1 Introduction

In the Burra Charter cultural significance means “aesthetic, historic, scientific or social value for past, present or future generations”.

Cultural significance is a concept which helps in estimating the value of places. The places that are likely to be of significance are those which help an understanding of the past or enrich the present, and which will be of value to future generations.

Although there are a variety of adjectives used in definitions of cultural significance in Australia, the adjectives “aesthetic”, “historic”, “scientific” and “social”, given alphabetically in the Burra Charter, can encompass all other values.

The meaning of these terms in the context of cultural significance is discussed below. It should be noted that they are not mutually exclusive, for example, architectural style has both historic and aesthetic aspects.

2.2 Aesthetic value

Aesthetic value includes aspects of sensory perception for which criteria can and should be stated. Such criteria may include consideration of the form, scale, colour, texture and material of the fabric; the smells and sounds associated with the place and its use.

2.3 Historic value

Historic value encompasses the history of aesthetics, science and society, and therefore to a large extent underlies all of the terms set out in this section.

A place may have historic value because it has influenced, or has been influenced by, an historic figure, event, phase or activity. It may also have historic value as the site of an important event. For any given place the significance will be greater where evidence of the association or event survives in situ, or where the settings are substantially intact, than where it has been changed or evidence does not survive. However, some events or associations may be so important that the place retains significance regardless of subsequent treatment.

2.4 Scientific value

The scientific or research value of a place will depend on the importance of the data involved, on its rarity, quality or representativeness, and on the degree to which the place may contribute further substantial information.

2.5 Social value

Social value embraces the qualities for which a place has become a focus of spiritual, political, national or other cultural sentiment to a majority or minority group.

2.6 Other approaches

The categorisation into aesthetic, historic, scientific and social values is one approach to understanding the concept of cultural significance. However, more precise categories may be developed as understanding of a particular place increases.

3.0 The Establishment of Cultural Significance

3.1 Introduction

In establishing the cultural significance of a place it is necessary to assess all the information relevant to an understanding of the place and its fabric. The task includes a report comprising written material and graphic material. The contents of the report should be arranged to suit the place and the limitations on the task, but it will generally be in two sections: first, the assessment of cultural significance (see 3.2 and 3.3) and second, the statement of cultural significance (see 3.4).

3.2 Collection of information

Information relevant to the assessment of cultural significance should be collected. Such information concerns:

- (a) the developmental sequence of the place and its relationship to the surviving fabric;
- (b) the existence and nature of lost or obliterated fabric;
- (c) the rarity and/or technical interest of all or any part of the place;
- (d) the functions of the place and its parts;
- (e) the relationship of the place and its parts with its setting;
- (f) the cultural influences which have affected the form and fabric of the place;
- (g) the significance of the place to people who use or have used the place, or descendants of such people;
- (h) the historical content of the place with particular reference to the ways in which its fabric has been influenced by historical forces or has itself influenced the course of history;
- (i) the scientific or research potential of the place;
- (j) the relationship of the place to other places, for example in respect of design, technology, use, locality or origin;
- (k) any other factor relevant to an understanding of the place.

3.3 The assessment of cultural significance

The assessment of cultural significance follows the collection of information.

The validity of the judgements will depend upon the care with which the data is collected and the reasoning applied to it.

In assessing cultural significance the practitioner should state conclusions. Unresolved aspects should be identified.

Whatever may be considered the principal significance of a place, all other aspects of significance should be given consideration.

3.3.1 Extent of recording

In assessing these matters a practitioner should record the place sufficiently to provide a basis for the necessary discussion of the facts. During such recording any obviously urgent problems endangering the place, such as stability and security, should be reported to the client.

3.3.2 Intervention in the fabric

Intervention in, or removal of, fabric at this stage should be strictly within the terms of the Burra Charter.

3.3.3 Hypotheses

Hypotheses, however expert or informed, should not be presented as established fact. Feasible or possible hypotheses should be set out, with the evidence for and against them, and the line of reasoning that has been followed. Any attempt which has been made to check a hypothesis should be recorded, so as to avoid repeating fruitless research.

3.4 Statement of cultural significance

The practitioner should prepare a succinct statement of cultural significance, supported by, or cross referenced to, sufficient graphic material to help identify the fabric of cultural significance.

It is essential that the statement be clear and pithy, expressing simply why the place is of value but not restating the physical or documentary evidence.

4.0 The Report

4.1 Content

The report will comprise written and graphic material and will present an assessment of cultural significance and a statement of cultural significance.

In order to avoid unnecessary bulk, only material directly relevant to the process of assessing cultural significance and to making a statement of cultural significance should be included.

See also Guidelines to the Burra Charter: Procedures for Undertaking Studies and Reports.

4.2 Written material

The text should be clearly set out and easy to follow. In addition to the assessment and statement of cultural significance as set out in 3.2, 3.3 and 3.4 it should include:

- (a) name of the client;
- (b) names of all the practitioners engaged in the task;
- (c) authorship of the report;
- (d) date;
- (e) brief or outline of brief;
- (f) constraints on the task, for example, time, money, expertise;
- (g) sources (see 4.4).

4.3 Graphic material

Graphic material may include maps, plans, drawings, diagrams, sketches, photographs and tables, and should be reproduced with sufficient quality for the purposes of interpretation.

All components discussed in the report should be identified in the graphic material. Such components should be identified and described in a schedule.

Detailed drawings may not be necessary. A diagram may best assist the purpose of the report.

Graphic material which does not serve a specific purpose should not be included.

4.4 Sources

All sources used in the report must be cited with sufficient precision to enable others to locate them.

It is necessary for all sources consulted to be listed, even if not cited.

All major sources or collections not consulted, but believed to have potential usefulness in establishing cultural significance should be listed.

In respect of source material privately held the name and address of the owner should be given, but only with the owner's consent.

4.5 Exhibition and adoption

The report should be exhibited and the statement of cultural significance adopted in accordance with Guidelines to the Burra Charter: Procedures for Undertaking Studies and Reports.

Guidelines to the Burra Charter: Conservation Policy

These guidelines, which cover the development of conservation policy and strategy for implementation of that policy, were adopted by the Australian national committee of the International Council on Monuments and Sites (Australia ICOMOS) on 25 May 1985 and revised on 23 April 1988. They should be read in conjunction with the Burra Charter.

Contents

1.0 Preface

- 1.1 Intention of guidelines
- 1.2 Cultural significance
- 1.3 Need to develop conservation policy
- 1.4 Skills required

2.0 The Scope of the Conservation Policy

- 2.1 Introduction
- 2.2 Fabric and setting
- 2.3 Use
- 2.4 Interpretation
- 2.5 Management
- 2.6 Control of physical intervention in the fabric
- 2.7 Constraints on investigation
- 2.8 Future developments
- 2.9 Adoption and review

3.0 Development of Conservation Policy

- 3.1 Introduction
- 3.2 Collection of Information
 - 3.2.1 Significant fabric
 - 3.2.2 Client, owner and user requirements and resources
 - 3.2.3 Other requirements and concerns
 - 3.2.4 Condition of fabric
 - 3.2.5 Uses
 - 3.2.6 Comparative information
 - 3.2.7 Unavailable information
- 3.3 Assessment of information
- 3.4 Statement of conservation policy
- 3.5 Consequences of conservation policy

4.0 Implementation of Conservation Policy

5.0 The Report

- 5.1 Introduction
- 5.2 Written material
- 5.3 Graphic material
- 5.4 Sources
- 5.5 Exhibition and adoption

1.0 Preface

1.1 Intention of guidelines

These guidelines are intended to clarify the nature of professional work done within the terms of the Burra Charter. They recommend a methodical procedure for development of the conservation policy for a place, for the statement of conservation policy and for the strategy for the implementation of that policy.

1.2 Cultural significance

The establishment of cultural significance and the preparation of a statement of cultural significance are essential prerequisites to the development of a conservation policy (refer to Guidelines to the Burra Charter: Cultural Significance).

1.3 Need to develop conservation policy

The development of a conservation policy, embodied in a report as defined in Section 5.0, is an essential prerequisite to making decisions about the future of a place.

1.4 Skills required

In accordance with the Burra Charter, the study of a place should make use of all relevant disciplines. The professional skills required for such study are not common. It cannot be assumed that any one practitioner will have the full range of skills required to develop a conservation policy and prepare the appropriate report. In the course of the task it may be necessary to consult with other practitioners and organisations.

2.0 The Scope of the Conservation Policy

2.1 Introduction

The purpose of the conservation policy is to state how the conservation of the place may best be achieved both in the long and short term. It will be specific to that place.

The conservation policy will include the issues listed below.

2.2 Fabric and setting

The conservation policy should identify the most appropriate way of caring for the fabric and setting of the place arising out of the statement of significance and other constraints. A specific combination of conservation actions should be identified. This may or may not involve changes to the fabric.

2.3 Use

The conservation policy should identify a use or combination of uses, or constraints on use, that are compatible with the retention of the cultural significance of the place and that are feasible.

2.4 Interpretation

The conservation policy should identify appropriate ways of making the significance of the place understood consistent with the retention of that significance. This may be a combination of the treatment of the fabric, the use of the place and the use of introduced interpretive material.

In some instances the cultural significance and other constraints may preclude the introduction of such uses and material.

2.5 Management

The conservation policy should identify a management structure through which the conservation policy is capable of being implemented. It should also identify:

- (a) those to be responsible for subsequent conservation and management decisions and for the day-to-day management of the place;
- (b) the mechanism by which these decisions are to be made and recorded;
- (c) the means of providing security and regular maintenance for the place.

2.6 Control of physical intervention in the fabric

The conservation policy should include provisions for the control of physical intervention. It may:

- (a) specify unavoidable intervention;
- (b) identify the likely impact of any intervention on the cultural significance;
- (c) specify the degree and nature of intervention acceptable for non-conservation purposes;
- (d) specify explicit research proposals;
- (e) specify how research proposals will be assessed;
- (f) provide for the conservation of significant fabric and contents removed from the place;
- (g) provide for the analysis of material;
- (h) provide for the dissemination of the resultant information;
- (i) specify the treatment of the site when the intervention is complete.

2.7 Constraints on investigation

The conservation policy should identify social, religious, legal or other cultural constraints which might limit the accessibility or investigation of the place.

2.8 Future developments

The conservation policy should set guidelines for future developments resulting from changing needs.

2.9 Adoption and review

The conservation policy should contain provision for adoption and review.

3.0 Development of Conservation Policy

3.1 Introduction

In developing a conservation policy for the place it is necessary to assess all the information relevant to the future care of the place and its fabric. Central to this task is the statement of cultural significance.

The task includes a report as set out in Section 5.0. The contents of the report should be arranged to suit the place and the limitations of the task, but it will generally be in three sections:

- (a) the development of a conservation policy (see 3.2 and 3.3);
- (b) the statement of conservation policy (see 3.4 and 3.5);

- (c) the development of an appropriate strategy for implementation of the conservation policy (see 4.0).

3.2 Collection of Information

In order to develop the conservation policy sufficient information relevant to the following should be collected:

3.2.1 Significant fabric

Establish or confirm the nature, extent, and degree of intactness of the significant fabric including contents (see Guidelines to the Burra Charter: Cultural Significance).

3.2.2 Client, owner and user requirements and resources

Investigate needs, aspirations, current proposals, available finances, etc., in respect of the place.

3.2.3 Other requirements and concerns

Investigate other requirements and concerns likely to affect the future of the place and its setting including:

- (a) federal, state and local government acts, ordinances and planning controls;
- (b) community needs and expectations;
- (c) locational and social context.

3.2.4 Condition of fabric

Survey the fabric sufficiently to establish how its physical state will affect options for the treatment of the fabric.

3.2.5 Uses

Collect information about uses, sufficient to determine whether or not such uses are compatible with the significance of the place and feasible.

3.2.6 Comparative information

Collect comparative information about the conservation of similar places (if appropriate).

3.2.7 Unavailable information

Identify information which has been sought and is unavailable and which may be critical to the determination of the conservation policy or to its implementation.

3.3 Assessment of information

The information gathered above should now be assessed in relation to the constraints arising from the statement of cultural significance for the purpose of developing a conservation policy.

In the course of the assessment it may be necessary to collect further information.

3.4 Statement of conservation policy

The practitioner should prepare a statement of conservation policy that addresses each of the issues listed in 2.0, viz.:

- fabric and setting;
- use;
- interpretation;
- management;
- control of intervention in the fabric;
- constraints on investigation;
- future developments;
- adoption and review.

The statement of conservation policy should be cross-referenced to sufficient documentary and graphic material to explain the issues considered.

3.5 Consequences of conservation policy

The practitioner should set out the way in which the implementation of the conservation policy will or will not:

- (a) change the place including its setting;
- (b) affect its significance;
- (c) affect the locality and its amenity;
- (d) affect the client owner and user;
- (e) affect others involved.

4.0 Implementation of Conservation Policy

Following the preparation of the conservation policy a strategy for its implementation should be prepared in consultation with the client. The strategy may include information about:

- (a) the financial resources to be used;
- (b) the technical and other staff to be used;
- (c) the sequence of events;
- (d) the timing of events;
- (e) the management structure.

The strategy should allow the implementation of the conservation policy under changing circumstances.

5.0 The Report

5.1 Introduction

The report is the vehicle through which the conservation policy is expressed, and upon which conservation action is based.

See also Guidelines to the Burra Charter: Procedures for Undertaking Studies and Reports.

5.2 Written material

Written material will include:

- (a) the statement of cultural significance;
- (b) the development of conservation policy;
- (c) the statement of conservation policy;
- (d) the strategy for implementation of conservation policy.

It should also include:

- (a) name of the client;
- (b) names of all the practitioners engaged in the task, the work they undertook, and any separate reports they prepared;
- (c) authorship of the report;
- (d) date;
- (e) brief or outline of brief;

- (f) constraints on the task, for example, time, money, expertise;
- (g) sources (see 5.4).

5.3 Graphic material

Graphic material may include maps, plans, drawings, diagrams, sketches, photographs and tables, clearly reproduced.

Material which does not serve a specific purpose should not be included.

5.4 Sources

All sources used in the report must be cited with sufficient precision to enable others to locate them.

All sources of information, both documentary and oral, consulted during the task should be listed, whether or not they proved fruitful.

In respect of source material privately held, the name and address of the owner should be given, but only with the owner's consent.

5.5 Exhibition and adoption

The report should be exhibited and the statement of conservation policy adopted in accordance with Guidelines to the Burra Charter: Procedures for Undertaking Studies and Reports.

Guidelines to the Burra Charter: Procedures for Undertaking Studies and Reports

These guidelines for the preparation of professional studies and reports were adopted by the Australian national committee of the International Council on Monuments and Sites (Australia ICOMOS) on 23 April 1988. They should be read in conjunction with the Burra Charter.

Contents

1.0	Preface
2.0	Agreements between client and practitioner
3.0	Responsibility for content of report
4.0	Draft report
5.0	Urgent action
6.0	Additional work
7.0	Recommendations for further investigations
8.0	Exhibition and comment
9.0	Adoption and review of report
10.0	Further evidence
11.0	Accessibility of information

1.0 Preface

These guidelines make recommendations about professional practice in the preparation of the studies and reports within the terms of the Burra Charter.

Attention is also drawn to the advice about ethical, procedural and legal matters provided in the practice notes issued by various professional bodies.

2.0 Agreements between client and practitioner

Before undertaking a study or report, the client and the practitioner should agree upon:

- (a) the extent of the task, for example, up to the preparation of a statement of significance, up to the preparation of a statement of conservation policy or up to the preparation of a strategy for implementation;
- (b) the boundaries of the place;
- (c) any aspect which requires intensive investigation;
- (d) the dates for the commencement of the task, submission of the draft report and submission of the final report;
- (e) the fee and basis upon which fees and disbursements will be paid;
- (f) the use of any joint consultant, sub-consultant or other practitioner with special expertise;
- (g) the basis for any further investigation which may be required, for example, within the terms of 7.0 below or Section 3.3 of Guidelines to the Burra Charter: Conservation Policy;
- (h) the representative of the client to whom the practitioner will be responsible in the course of the task;
- (i) the sources, material or services to be supplied by the client including previous studies or reports;
- (j) any requirements for the format or reproduction of the report;
- (k) the number of copies of the report to be supplied at each stage;
- (l) copyright and confidentiality;
- (m) how the authorship will be cited;
- (n) the condition under which the report may be published or distributed by the client, the practitioner or others;
- (o) the procedure for any required exhibition of the report;
- (p) the basis for comment upon the report and any consequent amendment;
- (q) the responsibility for affecting archival storage in accordance with Article 28 of the Burra Charter (Article 32 of the Burra Charter, 1999).

3.0 Responsibility for content of report

The content of the report is the responsibility of the practitioner. The report may not be amended without the agreement of the practitioner.

4.0 Draft report

It is useful for the report to be presented to the client in draft form to ensure that it is understood and so that the practitioner may receive the client's comments.

5.0 Urgent action

If the practitioner believes that urgent action may be necessary to avert a threat to the fabric involving, for example, stability or security, the practitioner should immediately advise the client to seek specialist advice.

6.0 Additional work

Where it becomes clear that some aspect of the task will require more investigation or more expertise than has been allowed within the budget or the terms of the agreement, the practitioner should advise the client immediately.

7.0 Recommendations for further investigations

In respect of major unresolved aspects of cultural significance, conservation policy or of strategies for implementation of conservation policy, recommendations for further investigation should be made only where:

- (a) the client has been informed of the need for such investigation at the appropriate stage and it has been impossible to have it undertaken within the budget and time constraints of the task;

- (b) further information is anticipated as a result of intervention in the fabric which would not be proper at this stage, but which will become appropriate in the future.

Such recommendations should indicate what aspects of cultural significance, conservation policy or implementation might be assisted by such study.

8.0 Exhibition and comment

The report for any project of public interest should be exhibited in order that interested bodies and the public may comment and reasonable time should be allowed for the receipt and consideration of comment. Where public exhibition is not appropriate, comment should be sought from relevant individuals, organisations and specialists.

9.0 Adoption and review of report

Recommendations should be made for the formal adoption of the report and for any subsequent review.

10.0 Further evidence

If after the completion of the report further evidence is revealed, for example, by intervention in the fabric or information from other sources, it is desirable for this evidence to be referred to the original practitioner so that the report may be amended if necessary.

11.0 Accessibility of information

All material relating to the cultural significance of the place should be made readily available to increase the common pool of knowledge. Publication by the client and/or practitioner should be encouraged.

Code on the Ethics of Co-existence in Conserving Significant Places

(Adopted by Australia ICOMOS in 1998)

Preamble

This Code has been drafted in the context of several national and international agreements and statutes, such as:

- the *Australia ICOMOS Charter for the Conservation of Places of Cultural Significance (the Burra Charter) 1981*, last revised 1988;
- the *Code of Ethics of the Australian Archaeological Association*, 1991;
- the *Racial Discrimination Act 1975* (Australia);
- the *Australian Heritage Commission Act 1975*;
- the UNESCO *Declaration of the Principles of International Cultural Co-operation 1996*; and
- the UN Decade for the Cultural Development (1988-1997);

Assumptions

The Code assumes that:

- (i) the healthy management of cultural difference is the responsibility of society as a whole;
- (ii) in a pluralist society, value differences exist and contain the potential for conflict; and
- (iii) ethical practice is necessary for the just and effective management of places of diverse cultural significance.

Definitions

Article 1.

For the purpose of this Code:

- 1.1 *values* means those beliefs which have significance for a cultural group — often including, but not limited to, political, religious and spiritual, and moral beliefs;

- 1.2 *cultural group* means a group of people holding common values, expressed through the sharing of beliefs, traditions, customs and/or practice;
- 1.3 the *national estate* means ‘those places in the Australian environment which have aesthetic, historic, scientific, social or other special value for the present community and for future generations’;¹
- 1.4 *cultural significance* means ‘aesthetic, historic, scientific or social value for past, present or future generations’;²
- 1.5 *conflict* means a relationship in which ‘two or more parties perceive their values or needs to be incompatible’;³
- 1.6 *dispute* means a relationship in which two or more parties perceive their goals, interests or needs to be incompatible and in which each seeks to maximise fulfilment of its own goals, interests or needs; and
- 1.7 *conflict resolution*, as a generic term, includes the management of conflict through both mediated dispute settlement and the acceptance of value co-existence.

Ethical Principles

Article 2.

The co-existence of diverse cultures requires acknowledgment of the values of each group.

- 1 based on the *Australian Heritage Commission Act 1975*, section 4
- 2 Australia ICOMOS, *Australia ICOMOS Charter for the Conservation of Places of Cultural Significance (the Burra Charter)*, Article 1.2
- 3 G Tillett, *Resolving Conflict*, 1991

Article 3.

Conserving the national estate requires acknowledgment of, and sensitivity to, the values of all associated cultural groups.

Article 4.

Each cultural group has a primary right to identify places of cultural significance to it and this right may include the withholding of certain information.

Article 5.

Each cultural group has the right of access to pertinent information and to any decision-making process affecting places it has identified as significant.

Article 6.

In identifying places of significance to it, a cultural group assumes some custodial responsibility towards those places.

Article 7.

In the case of indigenous peoples, and other peoples, the right to identify significant places may extend to the right to their full custodianship.

Ethical Practice

In assessing or managing a place of significance to different cultural groups, the practitioner shall:

Article 8.

adopt a co-ordinated multi-disciplinary approach to ensure an open attitude to cultural diversity and the availability of all necessary professional skills;

Article 9.

identify and acknowledge each associated cultural group and its values, while accepting the cultural right of groups to withhold certain information;

Article 10.

enable each cultural group to gain access to pertinent information and facilitate the exchange of information among groups;

Article 11.

enable each cultural group to gain access to, and inclusion and participation in, the decision-making processes which may affect the place;

Article 12.

apply a decision-making process which is appropriate to the principles of this Code;

This will include:

- co-responsibility among cultural groups for the assessment and management of the cultural significance of the place;
- accepted dispute settlement practices at each stage at which they are required; and
- adequate time to confer with all parties, including the least outspoken, and may require the amendment of existing procedures in conservation practice.

Article 13.

whilst seeking to identify issues and associated cultural groups at the beginning of the process, accept new issues and groups if they emerge and accommodate evolving positions and values;

Article 14.

where appropriate, seek co-existence of differing perceptions of cultural significance rather than resolution; and

Article 15.

accept compensation as a possible element in managing irreconcilable cultural difference.

Notes on the 1999 revisions to the Burra Charter

These notes are about the changes made in the 1999 revisions to the Burra Charter and are intended for those familiar with previous versions. They do not form part of the Charter.

Key changes

1. ***Fabric, Use, Associations and Meanings***

The revisions broaden the understanding of what is cultural significance by recognising that significance may lie in more than just the fabric of a place. Thus significance “is embodied in the place itself, its setting, use, associations, meanings, records, related places and related objects” (Article 1.2). Use, associations and meanings are defined (Articles 1.10, 1.15 and 1.16) and the need to retain significant uses, associations and meanings is explained (Articles 7.1, 23 and 24). Related places and related objects are defined in Articles 1.13 and 1.14, and the need to retain their contribution to significance is explained in Article 11.

2. ***Planning process explained***

Article 6 and the flowchart now provide a clear explanation of the sequence of decisions and actions of the conservation planning process, namely:

- understand significance;
- develop policy;
- manage in accordance with the policy.

3. ***Peopling the Charter***

The way the Charter deals with social value has been improved (through the recognition that significance may be embodied in use, associations and meanings); spiritual value has been included (Article 1.2); and the need to consult and involve people has been made clear (Articles 12 and 26.3).

4. ***Co-existence of values***

The Charter encourages the co-existence of cultural values, especially where they conflict (Article 13).

5. ***Interpretation***

The revisions recognise the importance of interpretation and also that restoration and reconstruction are acts of interpretation (Articles 1.17 and 25).

6. ***Explanatory preamble***

The preamble has been enlarged to make the document more approachable, with sections on Who is the Charter for?, Using the Charter, and What places does the Charter apply to?

7. ***Why conserve***

A short statement in the preamble to provide some explanation for why places of cultural significance should be conserved.

8. ***Language***

Within the limits of retaining the ‘look and feel’ of the previous document, the revisions make the Charter longer, but easier to understand.

9. ***Heritage places should be conserved***

Changes to Article 2 provide an obligation to conserve and importantly, recognise that conservation is an integral part of good management.

10. ***The title***

The changes to the title reflect its common use and make the Charter applicable to all places of cultural significance, not just those that are being actively conserved.

Things that have not changed

The fundamental concepts of the Burra Charter have not changed. The 1999 revisions were made to bring the Charter up to date, not to change its essential message.

The 1999 revisions preserve the structure of previous versions. Following the Preamble there are three main sections: Conservation Principles, Conservation Processes and Conservation Practices. These have a hierarchy with principles in the first being further developed in the second or third sections: for example the higher order principle of Article 12 (Participation) is further developed in regard to practice in Article 26.3; Article 5.1 (Values) in Article 15.4; Article 6.1 (Process) in Articles 26.1, 26.2 and 26.3; and Article 10 (Contents) in Article 33.

Conversion table: Burra Charter, 1999 and previous version

This table relates article numbers and subjects in the current (1999) version of the Charter to those of the previous (1988) version. The table does not form part of the Charter.

1999	Subject	1988	1999	Subject	1988
1	Definitions	1		Conservation Processes	
1.1	<i>Place</i>	1.1	14	Conservation processes	1.4
1.2	<i>Cultural significance</i>	1.2	15	Change	16
1.3	<i>Fabric</i>	1.3	16	Maintenance	–
1.4	<i>Conservation</i>	1.4	17	Preservation	11
1.5	<i>Maintenance</i>	1.5	18	Restoration and reconstruction	14, 17
1.6	<i>Preservation</i>	1.6	19	Restoration	13
1.7	<i>Restoration</i>	1.7	20	Reconstruction	17–19
1.8	<i>Reconstruction</i>	1.8	21	Adaptation	20, 21
1.9	<i>Adaptation</i>	1.9	22	New work	–
1.10	<i>Use</i>	–	23	Conserving use	–
1.11	<i>Compatible use</i>	1.10	24	Retaining associations and meanings	–
1.12	<i>Setting</i>	–	25	Interpretation	–
1.13	<i>Related place</i>	–		Conservation Practice	
1.14	<i>Related object</i>	–	26	Applying the Burra Charter process	23, 25
1.15	<i>Associations</i>	–	27	Managing change	–
1.16	<i>Meanings</i>	–	28	Disturbance of fabric	24
1.17	<i>Interpretation</i>	–	29	Responsibility for decisions	26
	Conservation Principles		30	Direction, supervision and implementation	27
2	Conservation and management	2	31	Documenting evidence and decisions	27
3	Cautious approach	3	32	Records	28
4	Knowledge, skills and techniques	4	33	Removed fabric	29
5	Values	5	34	Resources	–
6	Burra Charter process	6			
7	Use	7			
8	Setting	8			
9	Location	9			
10	Contents	10			
11	Related places and objects	–			
12	Participation	–			
13	Co-existence of cultural values	–			



APPENDIX D: City of Rockingham Property Information Sheet.



Property Information Sheet

Disclaimer: Information shown hereon is a composite of information from various data sources. Users are warned that the information is provided by the City of Rockingham in this format as a general resource on the understanding that it is not suitable as a basis for decision making without verification with the original source.

PARCEL INFORMATION

PARCEL ID: Lot 1376 on P190710

RESERVE ID: R 23952



PROPERTY INFORMATION

ASSESSMENT No: 923952

CoR PARCEL No: 35736

VG No. (VEN): 1391510

STREET ADDRESS: Fifty RD BALDIVIS
HERITAGE STATUS: LGA Place No. 002

OWNER INFORMATION

OWNER/S: City of Rockingham
MAILING ADDRESS: Civic Boulevard
ROCKINGHAM WA 6168

APPENDIX E: City of Rockingham Municipal Heritage Inventory Place Record Form.

MUNICIPAL HERITAGE INVENTORY
PLACE RECORD FORM

LGA Place No: 002

Baldivis Primary School

Other Names

Day Centre & Art Centre

HCWA Number

03127



LOCATION

Street Number	342
Lot Number	1376
Street Name	Baldivis Road
Suburb	Baldivis

LAND TITLE INFORMATION

Reserve No. 23952, Peel Estate Location 1376

DESCRIPTION

Place Type	Individual Building(s) or Group
Construction Date	1923-24
Date Source	
Construction Materials	Timber weatherboards, iron
Architectural Period	Inter-War

MUNICIPAL HERITAGE INVENTORY
PLACE RECORD FORM

LGA Place No: 002

Baldivis Primary School

USE

Original Use

EDUCATIONAL - Primary School

Present Use

EDUCATIONAL - Other

Other Use

DESCRIPTION NOTES

Condition

Good

Integrity

High

Authenticity

Moderate-High

A pair of single-storey one-roomed weatherboard buildings with corrugated iron gable roofs and timber-framed skillion verandahs to the front (east) and rear (west) elevations. The buildings feature regularly spaced, vertically-proportioned timber-framed windows, each of which is fitted with a fixed metal awning. Both buildings also feature small corrugated iron rainwater tanks (located on the east elevation) and timber ramps to the verandah. The buildings are located approximately 50m apart, forming a central grass quadrangle between them. There are a number of mature peppermint trees (*Agonis flexuosa*) surrounding the buildings, particularly along Baldivis Road. A number of secondary buildings are also located around the site.

HISTORICAL NOTES

The school was built during the time that Group Settlements were established on the Peel Estate, from 1922. Four schools were built in all; the first at Baldivis, followed by those at Karnup, Wellard and Group 81. The first application for a school was made by the settlers on Group 50 and 54, in July 1923. It was completed on 20 October 1923 and opened in February of the following year. At first it was known as Group 50-54 School, but in June 1926 its name was changed to Baldivis, since by that time, Group 54 was served by the Wellard School. The schools were of the usual one-roomed country school type, constructed so that the room could be divided if required.

In most of the Group Settlement areas, the population of school-age children declined. The Group 81 School closed around 1936; the Karnup School around 1940; and the Wellard School around 1947-48. Only the Baldivis School was left in 1950. There the school population was increasing. In 1950, a new shelter shed was built. In 1953, the school population was 52. In 1954, the former Group 39 School was removed and re-erected at Baldivis. In 1978, a new brick building was opened at Baldivis.

MUNICIPAL HERITAGE INVENTORY PLACE RECORD FORM

LGA Place No: 002

Baldivis Primary School

SIGNIFICANCE

Statement of Significance

Aesthetic Value:	the place features modest but pleasing weatherboard and iron school buildings dating from the 1920s
Historic Value:	the place is associated with the Group Settlements established on the Peel Estate from 1922
Social Value:	the place is valued by the community for its association with the development of the Group Settlement areas
Representativeness:	the school buildings are representative of the one-roomed country school type, designed so that the room could be subdivided if required
Rarity:	the buildings are the only former Group Settlement Schools remaining in the district

MANAGEMENT

Management Category A

ASSOCIATIONS

Associations

Association Type

HERITAGE LISTINGS

City of Rockingham Municipal Inventory, Adopted 24.10.1995, modified 25.03.2008, modified 14.12.2010



APPENDIX F: Heritage Council of Western Australia Nomination of New Place for Assessment.

Nomination of New Place for Assessment

HCWA #	P3127
Place Name	Baldivis Primary School – Day Centre & Art Centre
Other name(s)	Day Centre & Arts Centre
Location	214 Fifty Road (Lot 1323), Baldivis

Owner	Department of Education
--------------	-------------------------

Local Government	City of Rockingham
MI Listing	Adopted 25/03/2008, Category 1

OTHER LISTINGS

National Trust – No
Register of National Estate - No
Other

PHYSICAL EVIDENCE

Dates of Construction	1923 - 24
Architectural Style	Inter-War Country School
Original Use	EDUCATIONAL – Primary School
Current Use	EDUCATIONAL – Other

Description

The Primary School comprises two buildings: the original Baldivis Primary school, and the re-located School 39 building. There is no mention in the MI of the original location of School 39. The MI states “A pair of single-story one-roomed weatherboard buildings with corrugated iron gable roofs and timber-framed skillion verandas to the front (east) and rear (west) elevations. The buildings feature regularly spaced, vertically proportioned timber-framed windows, each of which is fitted with a fixed metal awning. Both buildings also feature small corrugated iron rainwater tanks (located on the east elevation) and timber ramps to the verandah.

The buildings are located approximately 50 m apart [separated by a grassed court]. ...There are a number of mature peppermint trees (*Agonis flexuosa*) surrounding the buildings, particularly along Baldivis Road. A number of secondary buildings are also located around this site.”

DOCUMENTARY EVIDENCE

The Group Settlement Scheme was responsible for the establishment of groups on the

Report Created: October 2009

Report Amended:

Reg Com Decision: 30 October 2009

Peel Estate from 1922.¹ The Principal's Pen states, "The school opened on the 4th of February 1924 meeting the educational needs of two settlement groups, 50 and 54, that surrounded the school site."² The school was named Group 50-54 school, but in 1926 the P&C was formed and the school was renamed Baldivis after the three ships that had brought the group settlers to Western Australia. The children had to walk to and from school on dirt tracks many of which, after waking early, had to participate in chores in the dairies and farms of the settlements.³

The Principal's Pen states, "In the years that followed the difficulties facing pioneers caused many families to leave the district. The school almost closed several times as numbers dropped below the amount set by the Education Department to keep a School open. In desperation the P&C wrote to the Department and asked that Baldivis be made the central school for the district. It was not until the closure of group 81, Karnup and Wellard Schools in 1941 and 1942 that numbers grew sufficiently to guarantee Baldivis School's existence."⁴

The MI states, "Only the Baldivis school was left in 1950. There the school population was increasing."⁵ In 1954 the former Group 39 school building was removed from its original site and re-erected next to the Baldivis school to accommodate the growing numbers of children.⁶

The Principal's Pen states "In 1974 the school celebrated its 50th Anniversary with many past students and teachers attending. Principal, Mr Len Walker, was concerned about the condition of the old buildings. Mrs Waymark recalled the difficulties of trying to do her office work in a tiny space amid piles of books, paper and mice. Poor conditions saw some parents choose to move their children to Rockingham.

By 1978, the first buildings of the present school and the pre-primary were completed on the new site on Fifty Road."⁷

The buildings in 2009 used as a Day Centre and Art Centre.

SIGNIFICANT ASSOCIATIONS

Architect:

Builder:

Owners:

COMPARATIVE INFORMATION

Inter-War Country School

The Inter-War Country type style school typically had three timber framed double hung sash windows with sunshades, a hipped corrugated iron roof and weatherboard cladding to the lower section of the walls with asbestos sheeting above. The country style single classroom schools were built in rapidly developing agricultural areas, small country towns

¹ City of Rockingham Municipal Inventory, April 2008. P.46.

² The Principal's Pen. <http://www.baldivisps.det.wa.edu.au/Principal's%20Pen.htm>

³ *ibid.*

⁴ *ibid.*

⁵ City of Rockingham Municipal Inventory, April 2008. P.46.

⁶ *ibid.*

⁷ The Principal's Pen. <http://www.baldivisps.det.wa.edu.au/Principal's%20Pen.htm>

Report Created: October 2009

Report Amended:

Reg Com Decision: 30 October 2009

and newly established suburbs. They were cheap to build because of the timber and fibrous cement construction.⁸

There are 21 schools listed on the HCWA database constructed of weatherboard and built between 1918-1928. The following 4 places are located in the metropolitan area, one of which is registered.

- 17794 *Pavilion – Applecross Primary School* (1919) – The Pavilion Classroom is a single storied timber framed building, clad with timber weatherboard dado and fibro sheeting. The roof is made of corrugated galvanized iron. The present structure consists of the original 1919 pavilion classroom and a second pavilion classroom built in 1948, which is joined to the original 1919 structure. The classroom is registered as part of parent P01542 *Applecross Primary School (Original Buildings)*.
- 10349 Technical Education Centre. Forrestfield Primary School. Forrestfield TAFE. (1927) – Comprises two weatherboard lined buildings with sash windows. The weatherboarding is to the lower half with fibrous sheeting above. The verandah is now enclosed.
- 18473 Darlington Primary School, Language Classroom & Shelter Shed (1924) - The Language Classroom and the Shelter Shed are timber framed structures clad with weatherboards supported on timber stumps. The classroom is covered with a corrugated galvanised iron gable roof. It consists of two rooms: an entry foyer on the north-western side provides access to the classroom on the southern side and a small room to the east. Four evenly spaced windows on the southern side of the classroom are double hung sashes with awning beneath. Three evenly spaced louvred windows are located in the northern wall.
- 11348 Hillcrest Primary School (c.1920) - This is a timber framed one room building with a gable roof of corrugated metal with large eaves which overhang on all sides supported by angled braces from the side walls. A small lean-to porch at one end provides entry and four double hung sash windows on each side provide light. The exterior walls are clad below sill height with jarrah weatherboard and the remainder with fibre cement sheeting. The whole building is supported on timber stumps. In 1950 this original building was re-located from its East Fremantle site to the rapidly expanding, new, post-war suburb of Bedford Park.

The school that was formally at Highgate and is now part of CALM School Classroom P17526 Wanneroo did not appear on the comparative list from the database. The MI states "In December 1947 approval was given to the Education Department to relocate this building from Highgate School to Wanneroo to reduce overcrowding. This classroom became the annexe to the old Wanneroo School." There is no information to its actual construction date and according to the MI it "appears to have originally been constructed in the early to mid decades of the 1900s. It is a single storied timber framed pavilion classroom that sits on timber stumps. It is clad with vertical tongued and grooved timber boards to sill height with horizontal weatherboard lining to the vented gables. The gabled roof is low pitched and clad with Colorbond and has timber lined eaves and no gutters. There are entrances to the east and west sides of the building comprising a pair of timber panelled doors which are accessed via timber steps and platform. It has double hung sash windows on one side. It appears it could have had six windows, three with awnings when on its original site, and may have been modified when reconstructed though this is unclear.

The Baldivis Primary School – Day Centre & Arts Centre is a rare example of an interwar school consisting entirely of weatherboarding on all sides and no fibrous sheet cladding. It is also a rare example of this type of school existing on its original site, as other schools

⁸ Department of Education Heritage Inventory. A Pictorial Guide to Standard Terminology for Government School Buildings (1890-1945). September 2001.

Report Created: October 2009

Report Amended:

Reg Com Decision: 30 October 2009

were re-located.

Group Settlement Scheme

There are 21 places on the database associated with Group Settlement. Only one of these is a school P00418 *Old Vasse School. Old Vasse Primary School Precinct.*

- 00418 *Old Vasse School. Old Vasse Primary School Precinct* (1901) – The school is constructed of Jarrah weatherboard up to the gable iron roof. It has a high pitched CGI roof and brick chimney and consists of one room and a verandah. It has double hung sash windows, which are shaded by projecting eaves. There are no exterior awnings. The latter is now partially enclosed with wash basins at one end and the interior was lined with fibro asbestos about 1913. Two rainwater tanks adjoin the building.

The Baldivis Primary School – Day Centre & Arts Centre was built after petitions submitted to the Education Department from the Group Settlements in that area. The Group Settlers of the South West and Peel Region had to petition for schools. They were transient populations; therefore no substantial school buildings were built. Most often the schools were tents or timber frame and canvas constructions and these have not survived.

The Baldivis Primary School – Day Centre & Arts Centre is therefore a rare example of a surviving group settlement school, as most were constructed of timber frame and canvas or tents.

SOURCES	City of Rockingham Municipal Inventory, April 2008. The Principle's Pen. www.baldivis.det.wa.edu.au
----------------	--

VALUES

- The place is a rare example in the metropolitan area of a school from this period consisting entirely of weatherboard.
- The place is rare example in the metropolitan area of a weatherboard school surviving intact on its original site.
- The place is a rare example of a surviving Group Settlement School.
- The place is rare as the only surviving example of a Group Settlement School located in the metropolitan area.
- The place has historic value as part of the Group Settlement Scheme associated with the Peel Region, which was the only Group Settlement region close in proximity to Perth, the others being located in the South-West of Western Australia.
- The place has a strong identity in the community who are aware and proud of its history and its contribution to rural students of the area, past and present.

OTHER COMMENTS

While managed by the local government, the buildings are located on the primary school site and are owned by the State Government.

Report Created: October 2009

Report Amended:

Reg Com Decision: 30 October 2009

APPENDIX G: Inspection Schedules.

STEPHEN CARRICK ARCHITECTS PTY LTD

INSPECTION SCHEDULE – INTERNAL

Place: Former Baldivis Primary SchoolDate: April 2011Room: Original Classroom (Building No.1) – Main Room

Element	Description	Condition	Significance	Action
Sub Floor	Timber stumps, bearers and joists	Good. No visible signs of structural failure.	Some	Maintain
Floor	80mm timber boards	Good	Some	Maintain
Skirting	20mm timber square profile	Good	Some	Maintain
Walls	Below dado 60mm v jointed timber boards. Timber dado and compressed cement sheeting above dado.	Good	Some	Maintain
Doors	2 x timber ledged and braced with v jointed boards. Some original hardware (mortice lock to both). Modern hardware as well. Timber threshold to both doors.	Good	Some	Maintain & conserve evidence of original hardware
Windows	Timber pivot 2 sashes. 6 panes to each sash. 60mm timber architrave. Some original hardware with drop and side bolts. Timber sill. 3 horizontal steel bars to lower sash installed for security.	Fair. Windows require maintenance	Some	Maintain & conserve evidence of original hardware
Cornice	Timber flat profile with square beading strip.	Good	Some	Maintain
Ceiling	Flat profile compressed fibre cement sheets (?) with cover battens.	Good	Some	Maintain or replace if required for health & safety reasons.
Electrical	4 x double fluoro lights.			

	4 x wall mounted heaters. 2 x ceiling fans. A/C unit above east door. Electrical board to east wall. 1 x double GPO & 1 x single GPO visible.			
Fixtures /Furniture	Room contains fitout for playgroup. All reversible and non-invasive.			
Notes	Telephone to east wall. Water purifier to s-w corner. Blackboard to west wall. Evidence of former blackboards to south and east walls. Timber frames still evident. Evidence of former heater/fireplace to n-w corner. Different wall sheeting and evidence in floor finish.			

STEPHEN CARRICK ARCHITECTS PTY LTD

INSPECTION SCHEDULE – INTERNAL

Place: Former Baldivis Primary SchoolDate: April 2011Room: Original Classroom (Building No.1) – Store

Element	Description	Condition	Significance	Action
Sub Floor	Timber stumps, bearers and joists	Good. No visible signs of structural failure.	Some	Maintain
Floor	60mm timber boards	Good	Some	Maintain
Skirting	60mm timber	Good	Some	Maintain
Walls	Compressed cement sheeting.	Fair	Some	Maintain
Doors	1 No. timber ledged and braced with v jointed boards. 60mm timber architrave. Timber threshold.	Good	Some	Maintain
Windows	1 No. timber casement.	Fair.	Some	Maintain & conserve.
Cornice	Cove asbestos.	Good	Some	Maintain or replace.
Ceiling	Flat profile compressed fibre cement sheets with cover battens on the rake.	Good	Some	Maintain or replace if required for health & safety reasons.
Electrical	1No.x pendant light fitting. 1No.x single GPO visible.			
Fixtures /Furniture	Timber shelving for storage.			
Notes				

STEPHEN CARRICK ARCHITECTS PTY LTD

INSPECTION SCHEDULE – INTERNAL

Place: Former Baldivis Primary SchoolDate: April 2011Room: Relocated Classroom (Building No.2) – Main Room

Element	Description	Condition	Significance	Action
Sub Floor	Timber stumps, bearers and joists	Poor. Visible signs of movement.	Some	Repair & Maintain
Floor	80mm timber boards to the majority of floor. 105mm to northern section	Fair	Some	Repair & Maintain
Skirting	90mm timber with a splayed top & quarter round.	Fair	Some	Maintain
Walls	Compressed fibre cement sheeting with a timber dado to the underside of windows.	Poor	Some	Repair /Replace
Doors	2no. x timber ledged and braced with v jointed boards. 65mm timber architrave. Timber screen door with top panel of mesh. Timber threshold to both doors.	Fair	Some	Repair & Maintain
Windows	4No timber pivot 2 sashes to north & south elevations. 6 panes to each sash. 60mm timber architrave. Some original hardware with drop and side bolts. Timber sill. 3 horizontal steel bars to lower sash installed for security. Also timber pieces installed to secure the windows.	Fair/Poor.	Some	Maintain & conserve evidence of original hardware
Cornice	Timber flat profile with square beading strip.	Fair	Some	Repair & Maintain
Ceiling	Plasterboard sheets (?) with cover battens. 4No. central ventilators. Opening for manhole or former heater at n-w corner.	Poor	Some	Repair & Maintain or replace if required for health & safety reasons.

Electrical	4 x double fluro lights. 4 x wall mounted heaters. 2 x ceiling fans. Electrical board to east wall. 1 x GPO to south wall & 1 x GPO with 4No. outlets to south wall visible.			
Fixtures /Furniture	Blackboard to west wall. Evidence of former blackboards to south and east walls. Timber frames still evident. Used as pin up boards.	Fair	Some	Repair & maintain.
Notes	Evidence of extensive termite damage to lower section of walls. Cupboard mounted on west wall for housing of TV (No TV evident) Overall the place is in poor condition and requires extensive work prior to occupation.			

STEPHEN CARRICK ARCHITECTS PTY LTD

INSPECTION SCHEDULE – INTERNAL

Place: Former Baldivis Primary SchoolDate: April 2011Room: Relocated Classroom (Building No.2) – Store Room

Element	Description	Condition	Significance	Action
Sub Floor	STORE ROOM NOT ACCESSIBLE DUE TO NO KEY			
Floor				
Skirting				
Walls				
Doors				
Windows				
Cornice				
Ceiling				
Electrical				
Fixtures /Furniture				
Notes				

APPENDIX H: Structerre's Baldivis Primary School Condition Report, 3 October 2009.

13 October 2009

Our Ref: S460656/TW

Paul Hudson Maintenance
5/5 Nasmyth Rd
ROCKINGHAM WA 6168

Dear Paul

BALDIVIS PLAY GROUP – CONDITION REPORT

1. INTRODUCTION

As instructed Mr Tim Wilson, Structural Engineer, attended at the above site on Wednesday 7 October 2009 to inspect the existing structure and provide an engineering assessment of the condition of the building.

2. OBSERVATIONS

The Baldivis Play Group building is a lightweight transportable structure on timber stumps. The writer was advised that the building is of heritage significance.

The front deck has suffered from wood rot to the decking timbers, floor framing, railings and stumps.

The rear porch showed evidence of previous termite activity and numerous rafters had split longitudinally.

A number of stumps around the perimeter of the structure were knife tested and found to be rotten. No significant failure of the stumps has occurred at this point, as evidenced by the reasonably straight ridge and gutter lines, however based on the degree of rot noted by the author it is likely that the building will begin to distort over the next few years.

Several trees have been allowed to grow in close proximity to the structure and are causing localised uplift of the building.

Access to the interior of the Play Group building was not available at the time of inspection.

General photographs of the structure and detail photos of areas of damage and dilapidation are attached (see *Photos 1 - 16*).

3. RECOMMENDATIONS

The trees immediately adjacent the structure need to be removed as soon as practicable to prevent further uplift of the structure. The trees are not mature and could potentially cause significant damage via both localised uplift and direct contact with the building.

The building then requires re-stumping as soon as is practicable. The existing stumps appear to be severely weakened by wood rot and failure of stumps is likely over the next five years. Note that due to low clearance beneath the structure it is recommended that the internal tongue-and-groove jarrah floor boards be lifted to allow access from above. Due to the reported shallow depth of the groundwater table in this area it would be prudent to consider concrete stumps to minimise future deterioration of stumps due to moisture.

All wood rot affected timbers to the front deck area should be removed and replaced with similar items. Note that as the building is Heritage Listed replacement of timbers with non-identical items may not be permitted.

The splitting noted to the original jarrah rafters to the rear porch may simply be due to the timber being of low grade, however it can also be symptomatic of timber pests. Considering that termite damage was noted to one of the porch wall studs, it is strongly recommended that a licensed timber pest inspector be engaged to conduct a thorough survey of the building and implement a timber pest management plan.

On the condition that no timber pest damage is revealed by such an investigation, the rafters will be adequate for gravity loads due to the short span and minimal loading. The fixings of the rafters to the wall plate and pitching beam are likely to have been compromised by splitting of timbers, however, which may result in uplift of the roof under high wind conditions. It would be prudent to engage a carpenter to remove the roof sheets, inspect the rafter end connections and upgrade to current AS1684 fixings if appropriate.

4. CONCLUSION

It is hoped the preceding comments have addressed the issues discussed on site. If this Office can be of further assistance or if clarification is needed on any comments in this report, please do not hesitate to contact the Site Office on 9205 4520.

Yours faithfully



Tim Wilson
Project Engineer
B.Eng. MIEAust



Shane Just
Project Engineering Manager
B.Eng.

Encl.

- Photographs 1 to 8

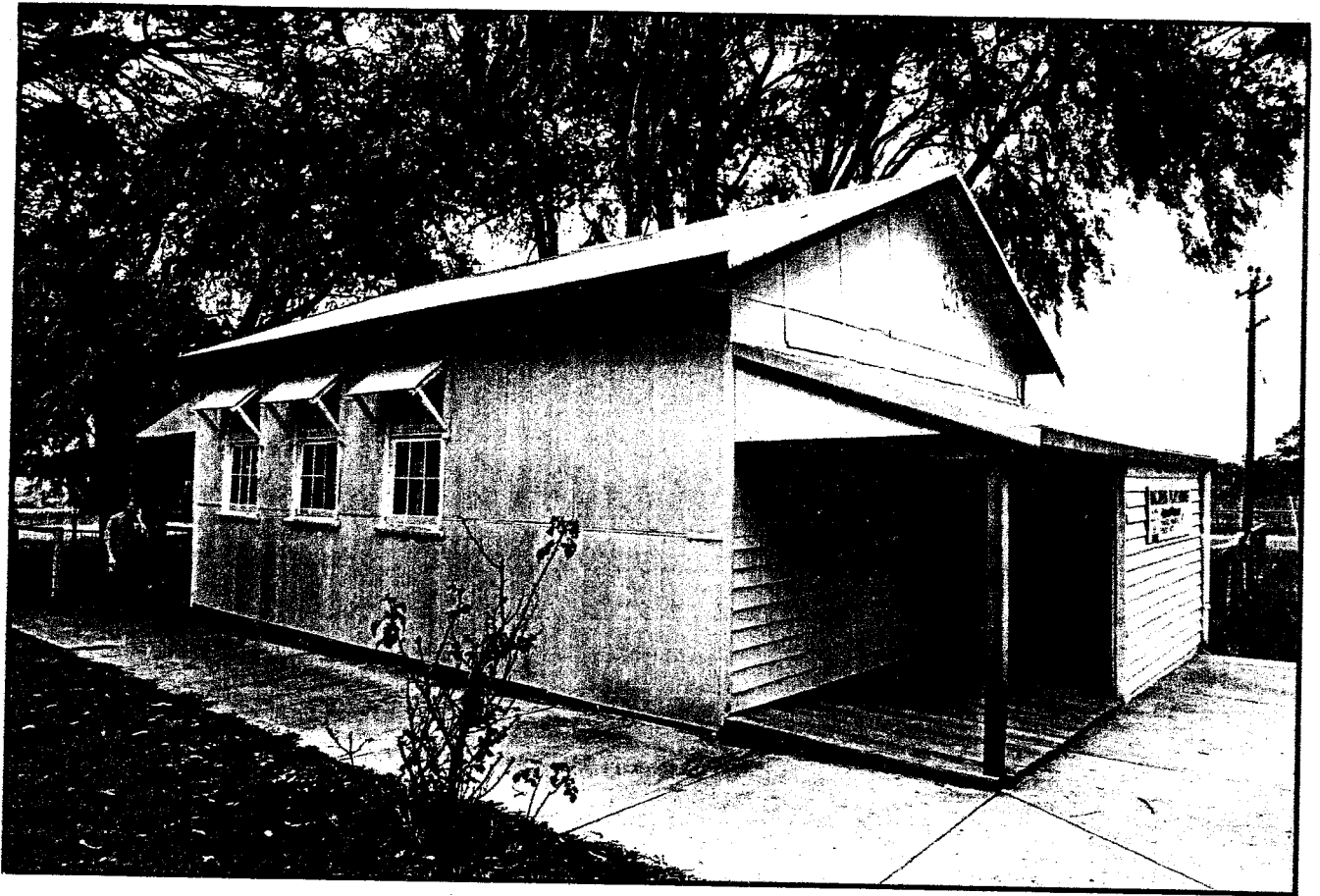


Photo 1 - General view of rear entrance to Play Group building

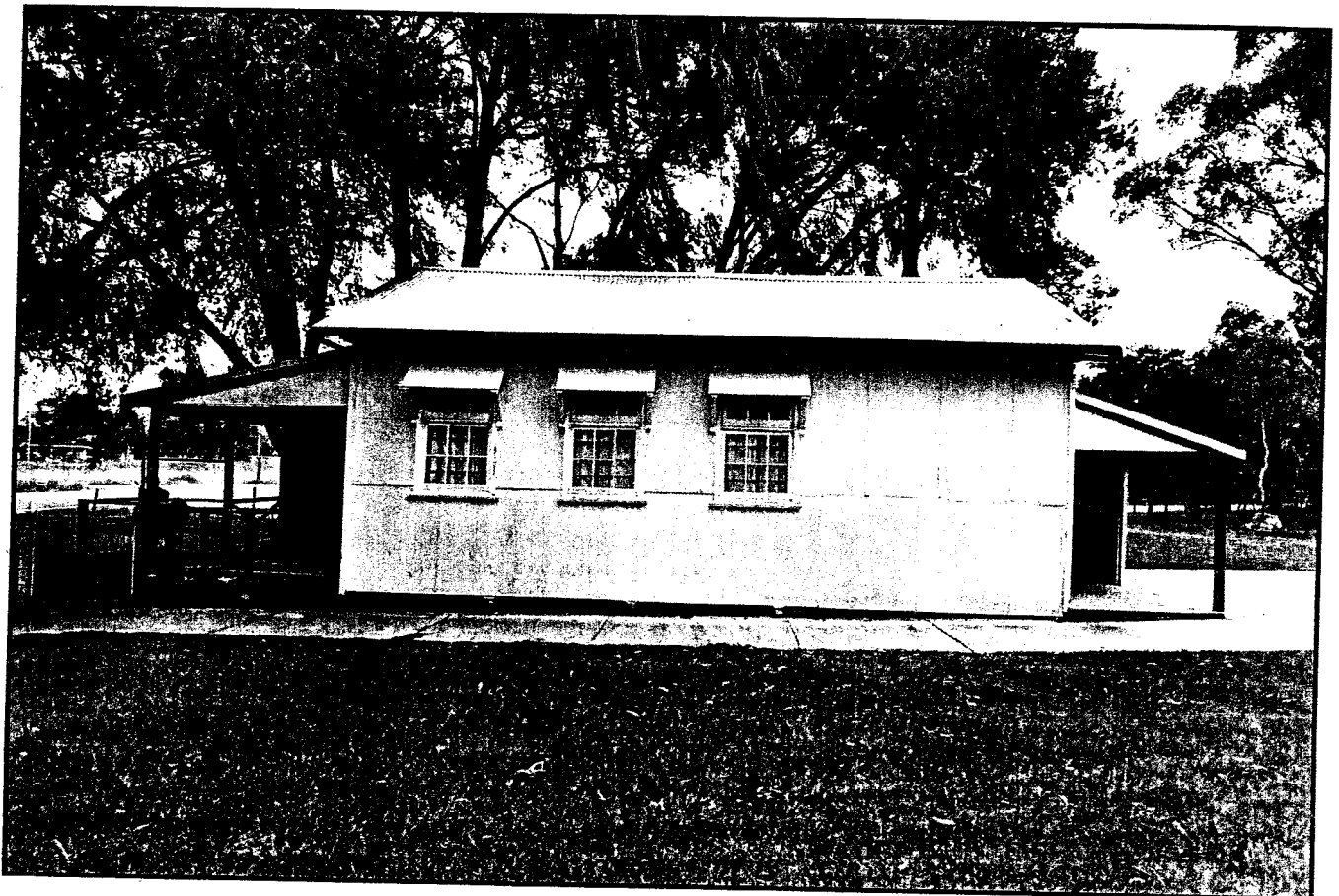


Photo 2 - General view of side of Play Group building; note straight alignment of ridge, gutter and window sills

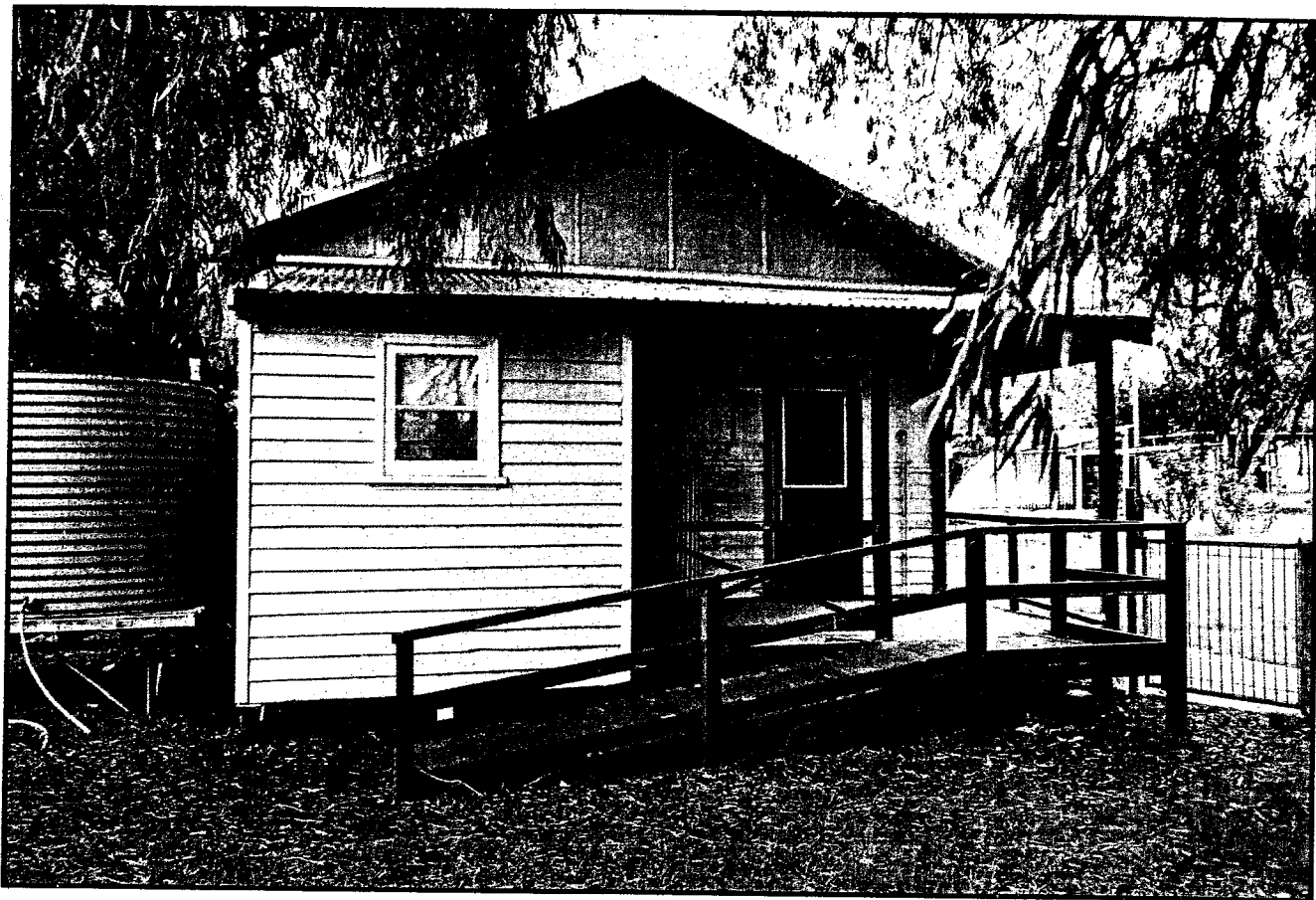


Photo 3 - General view of front elevation of Play Group building

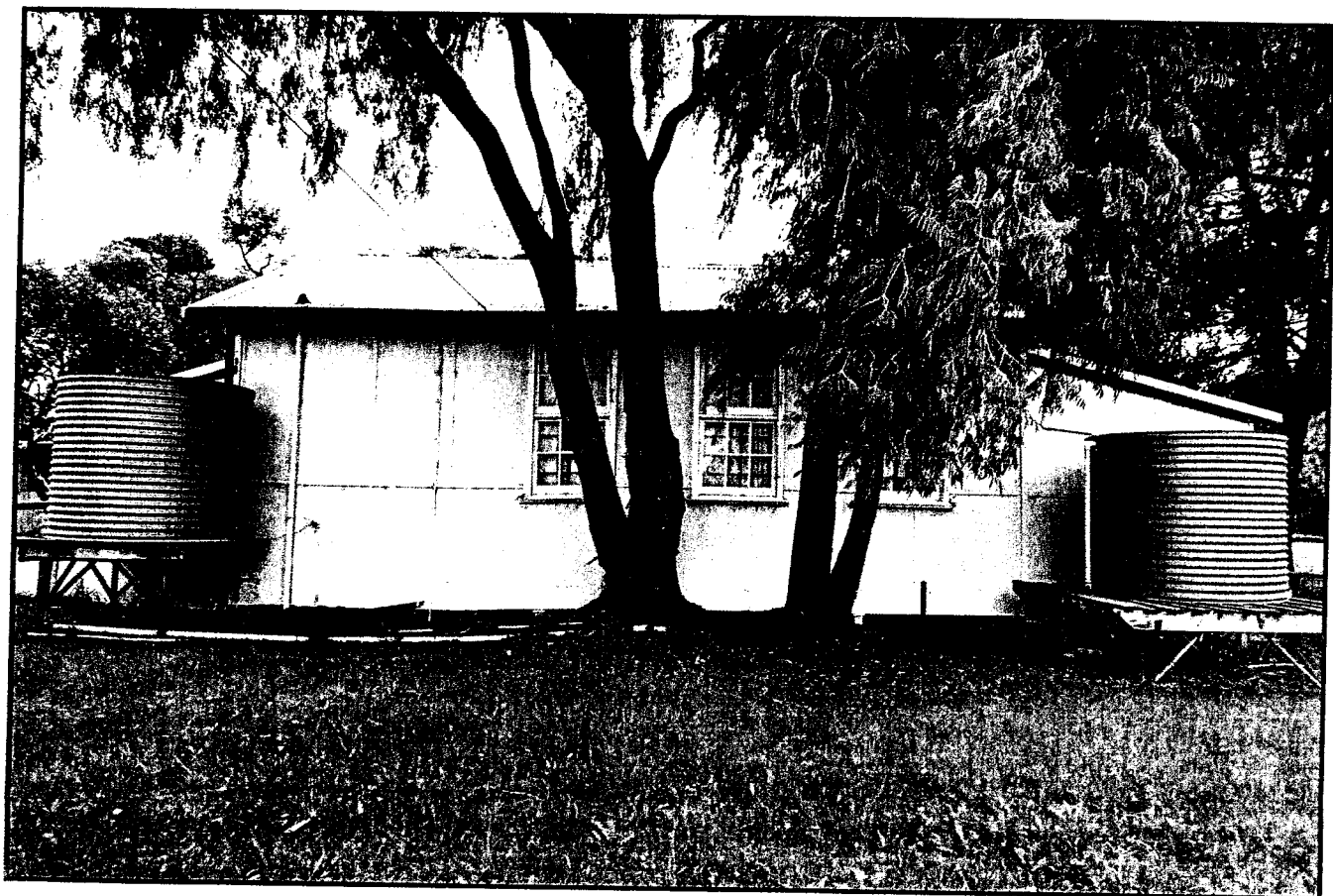


Photo 4 - General view of side elevation of Play Group building; note proximity of trees to structure and slight uplift of window sills immediately adjacent trees

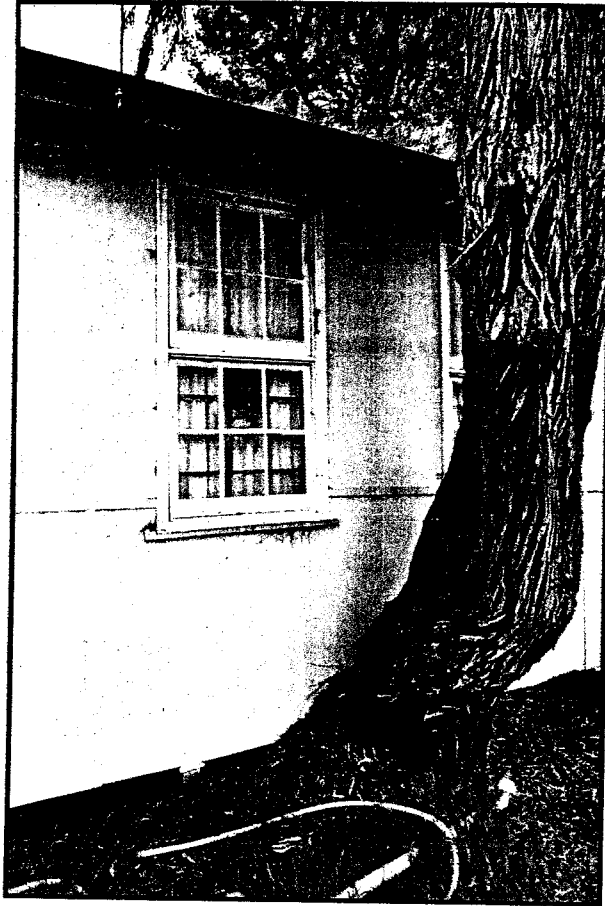


Photo 5 - Tree is beginning to cause uplift of the Play Group building

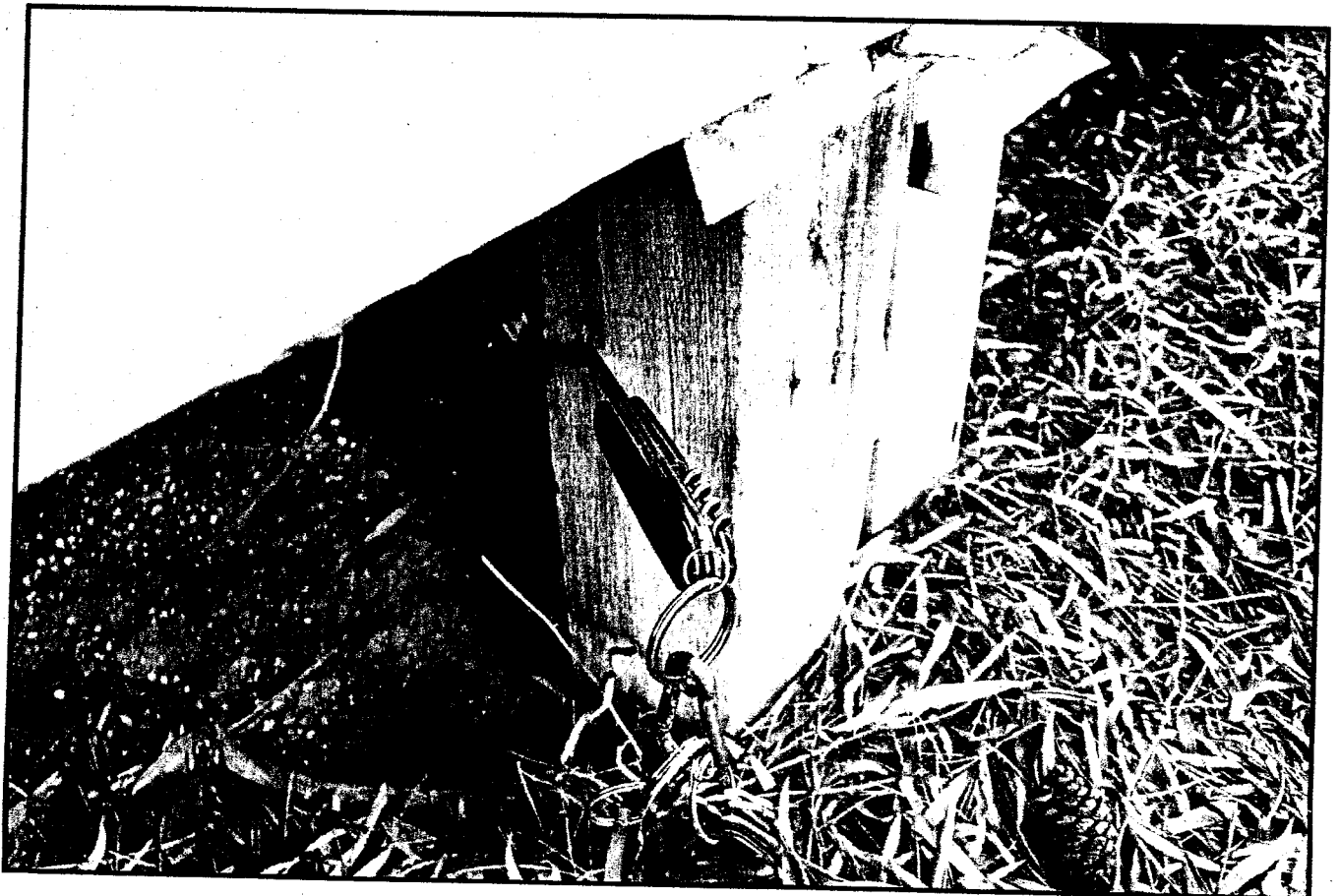


Photo 6 - Stumps have been affected by wood rot or timber pests and require replacement throughout (note low ground clearance)



Photo 7 - Front deck has suffered from wood rot and members require replacement



Photo 8 - Front deck has suffered from wood rot and members require replacement



Photo 9 - General view of rear porch

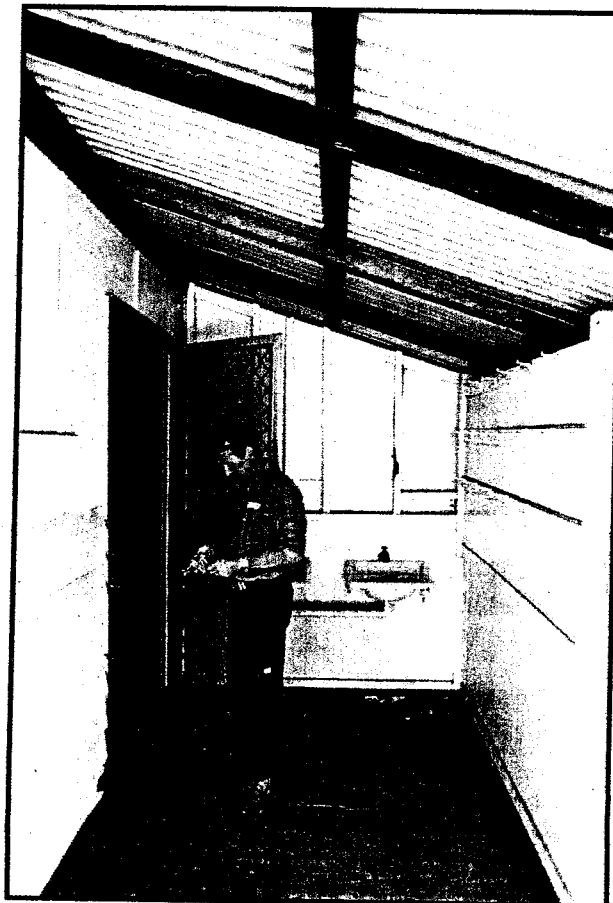


Photo 10 - General view of rear porch

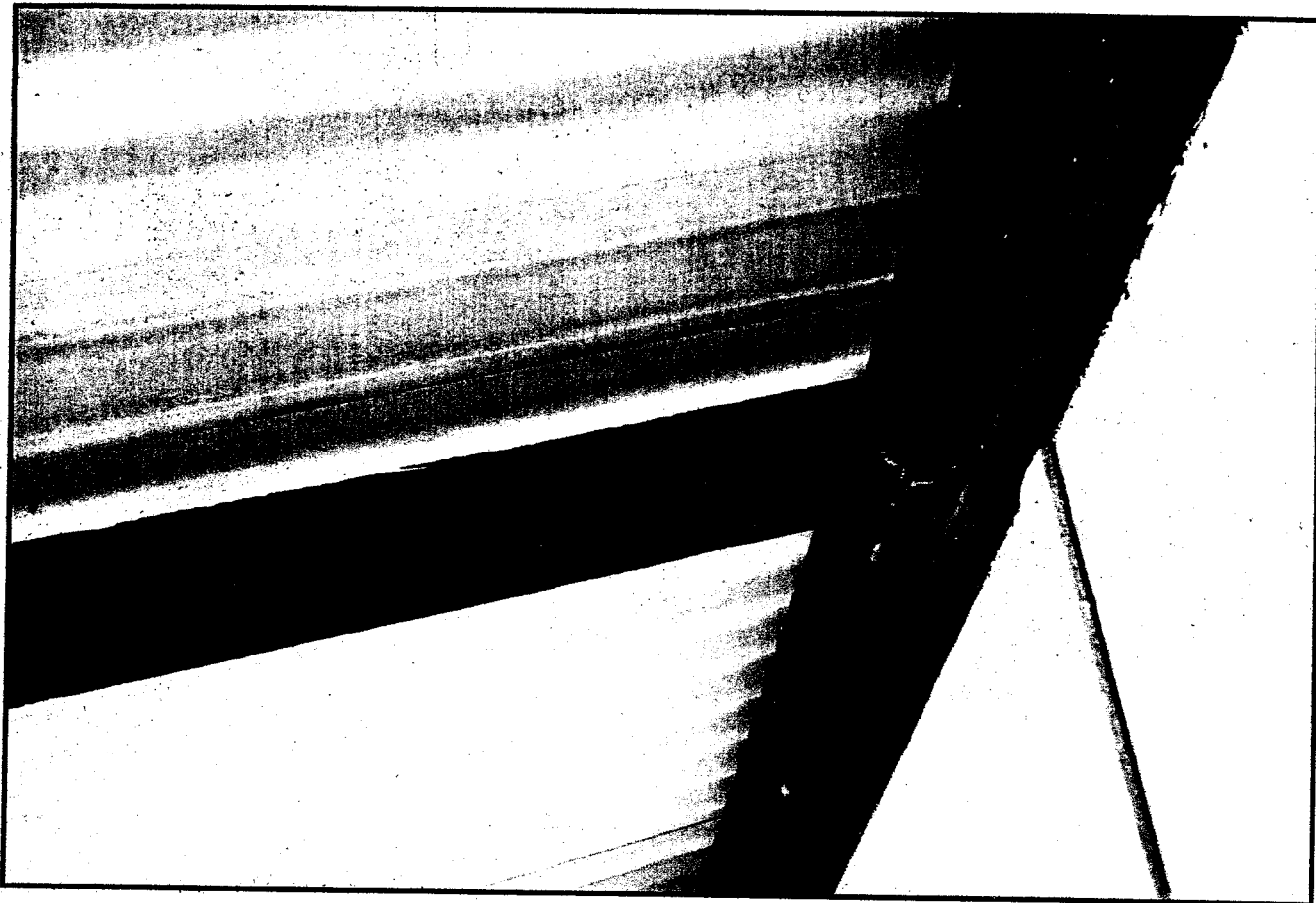


Photo 11 - Split rafter over rear porch

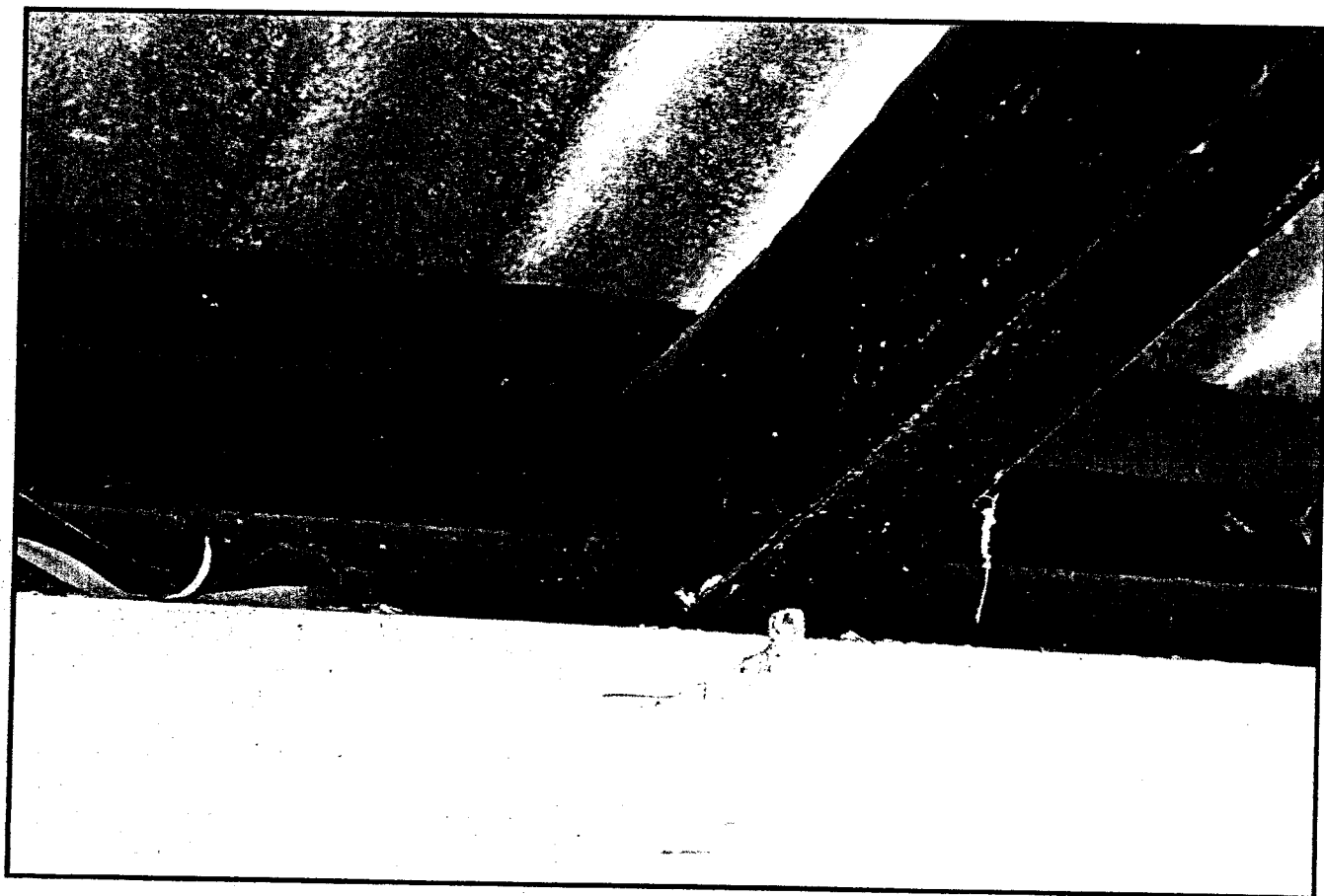


Photo 12 - Split rafter over rear porch



Photo 13 - Termite damage to porch wall stud



Photo 14 - Split rafter over rear porch

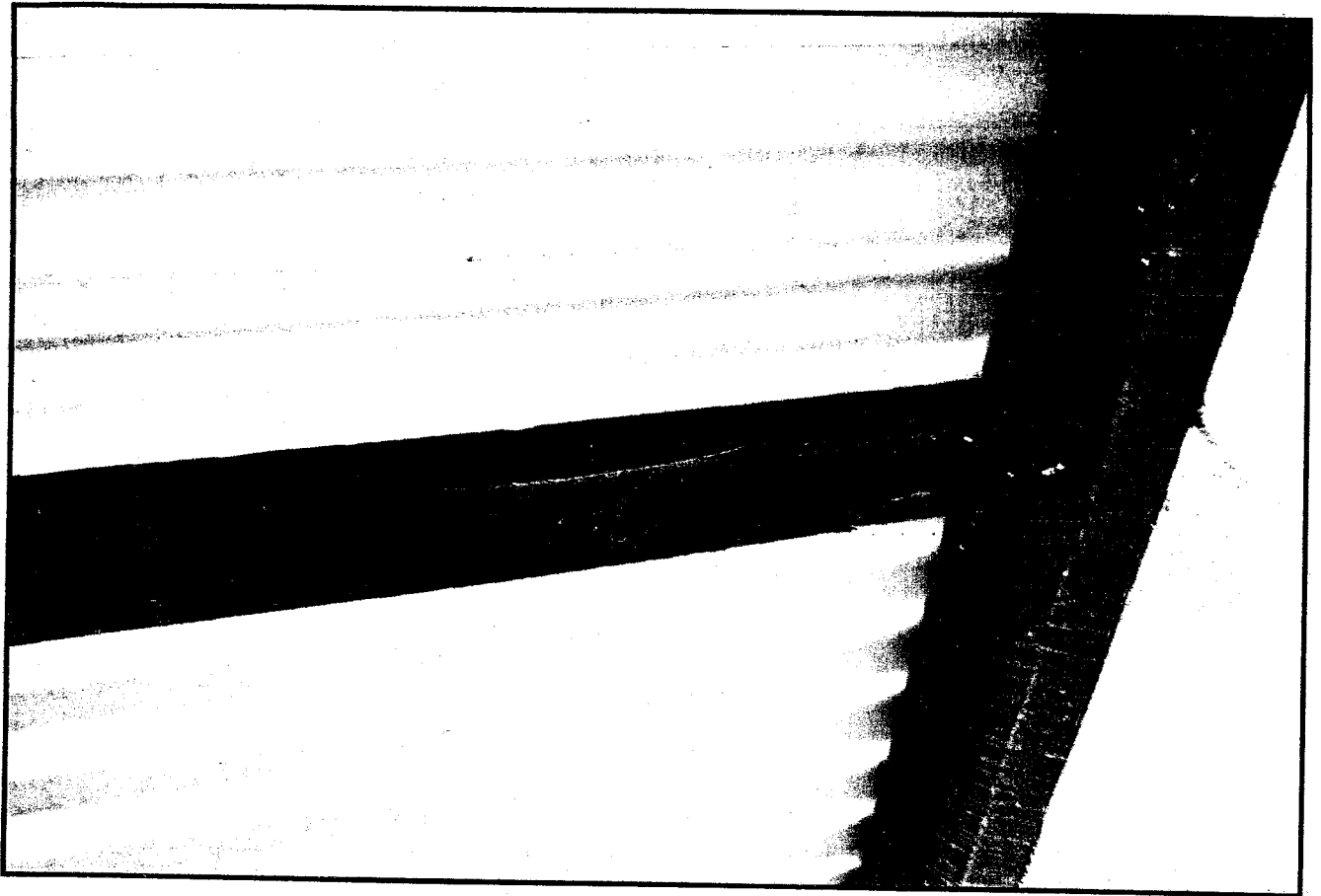


Photo 15 - Split rafter over rear porch

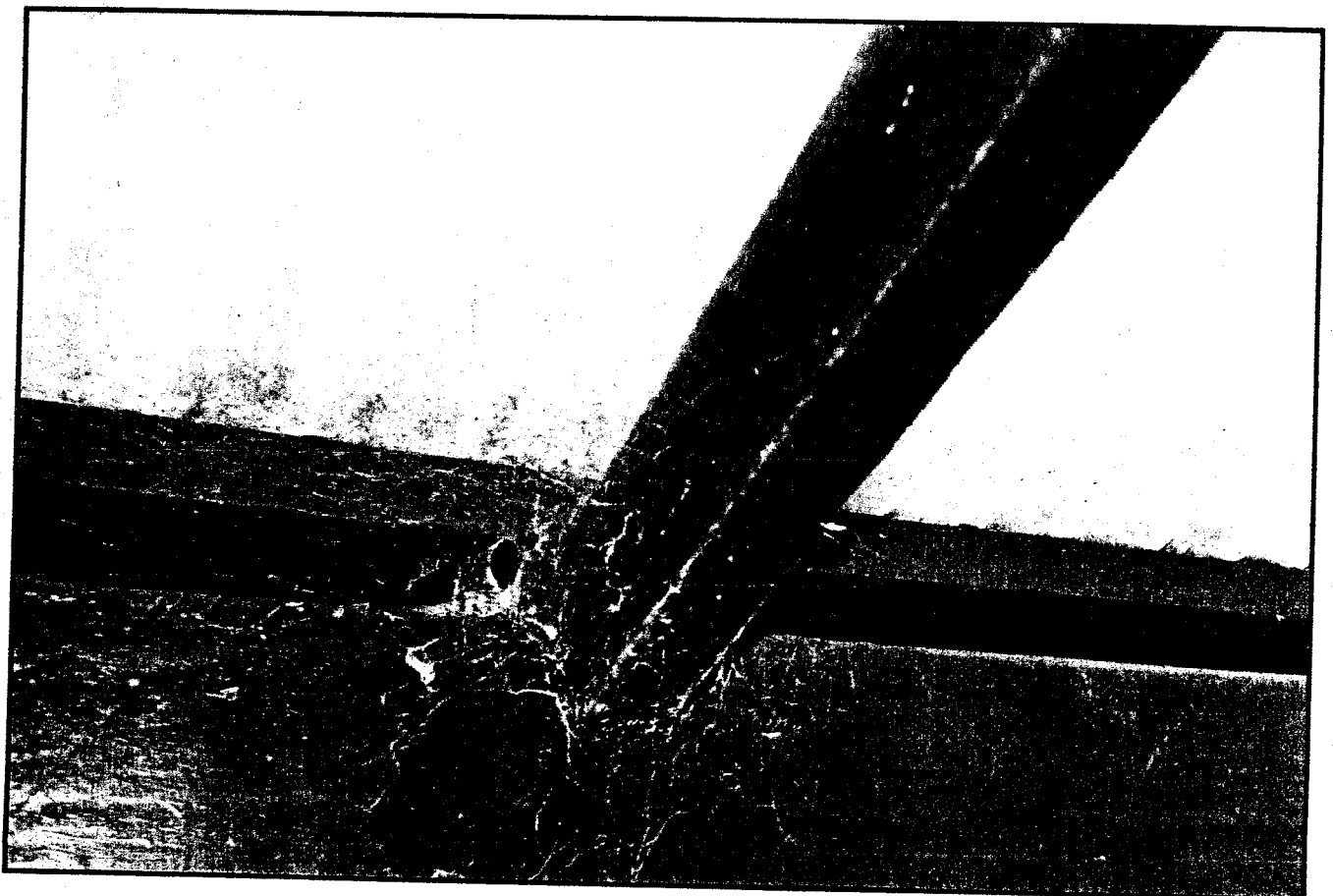


Photo 16 - Split rafter over rear porch

13 October 2009

Our Ref: S460669/TW

Paul Hudson Maintenance
5/5 Nasmyth Rd
ROCKINGHAM WA 6168

Dear Paul

ROCKINGHAM VISUAL ARTS SOCIETY BUILDING – CONDITION REPORT

1. INTRODUCTION

As instructed Mr Tim Wilson, Structural Engineer, attended at the above site on Wednesday 7 October 2009 to inspect the existing structure and provide an engineering assessment of the condition of the building.

2. OBSERVATIONS

The Rockingham Visual Arts Society building is a lightweight transportable structure on timber stumps.

The structure has suffered significant distortion due to settlement and rotation of the timber stumps (see *Photos 5 - 8*) and is generally in a dilapidated condition. Evidence of wood rot was noted to the front verandah area.

Access was not available beneath the building to inspect the floor framing and stumps due to limited ground clearance, and access to the interior of the building was also unavailable at the time of inspection.

3. RECOMMENDATIONS

On the basis of the external dilapidation noted at the time of inspection, the severe distortion of the structure, the need to re-stump with limited access beneath the building and the presence of wood rot, it is the considered opinion of the writer that the structure has reached the end of its useful economic life.

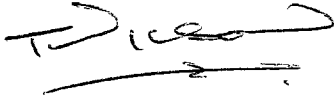
Note that it would be possible to remediate the structure if so desired by the Owner however the cost of such remediation is likely to exceed the cost of purchasing and relocating to site a similar structure in good condition.

Client: Paul Hudson Maintenance
Site: Rockingham Visual Arts Society Building – Condition Report
Ref: S460669/TW

2

It is hoped the preceding comments have addressed the issues discussed on site. If this Office can be of further assistance or if clarification is needed on any comments in this report, please do not hesitate to contact the Site Office on 9205 4520.

Yours faithfully



Tim Wilson
Project Engineer
B.Eng. MIEAust



Shane Just
Project Engineering Manager
B.Eng.

Encl.

- Photographs 1 to 8



Photo 1 - General view of front elevation

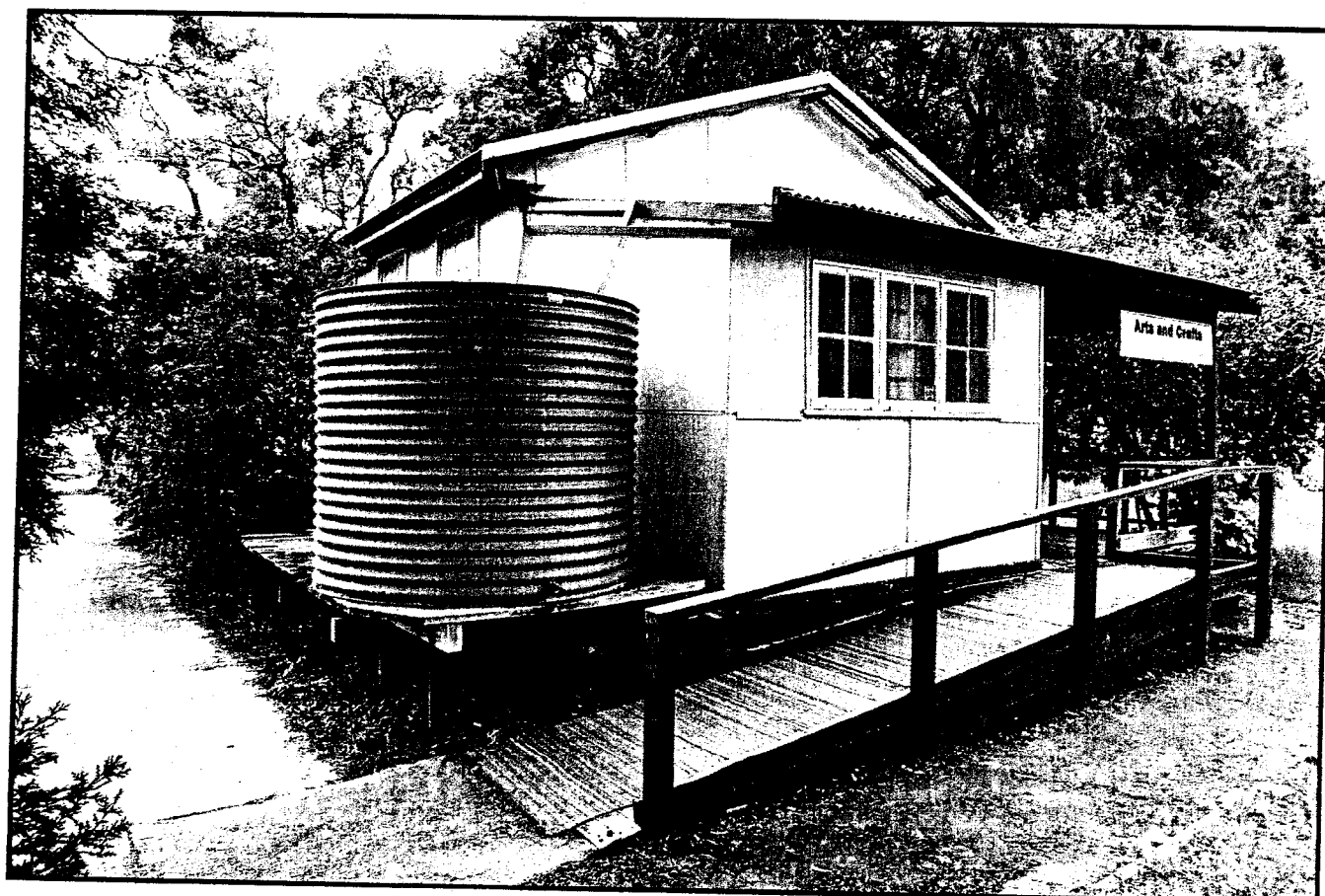


Photo 2 - General view of front elevation

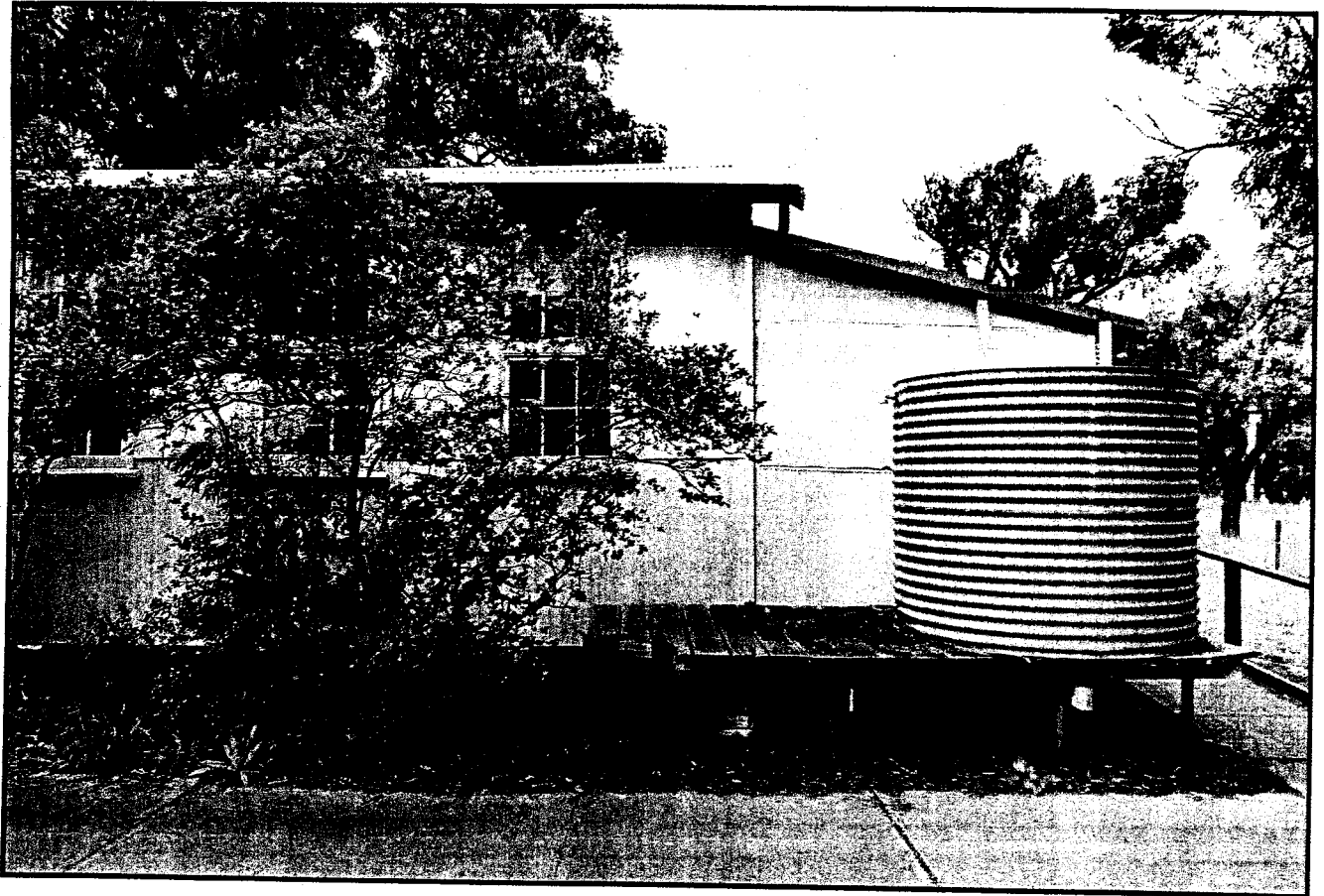


Photo 3 - General view of side elevation

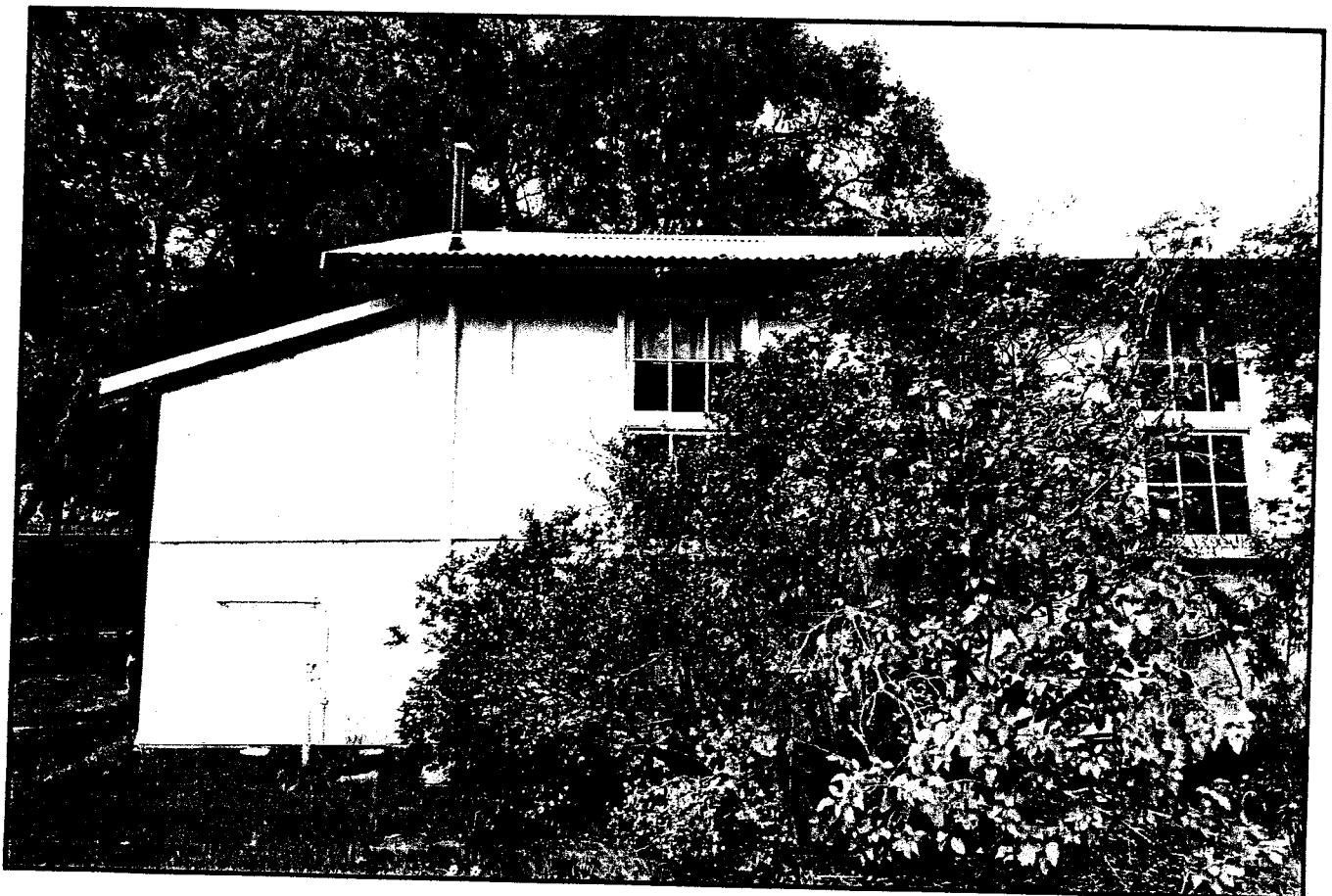


Photo 4 - General view of side elevation

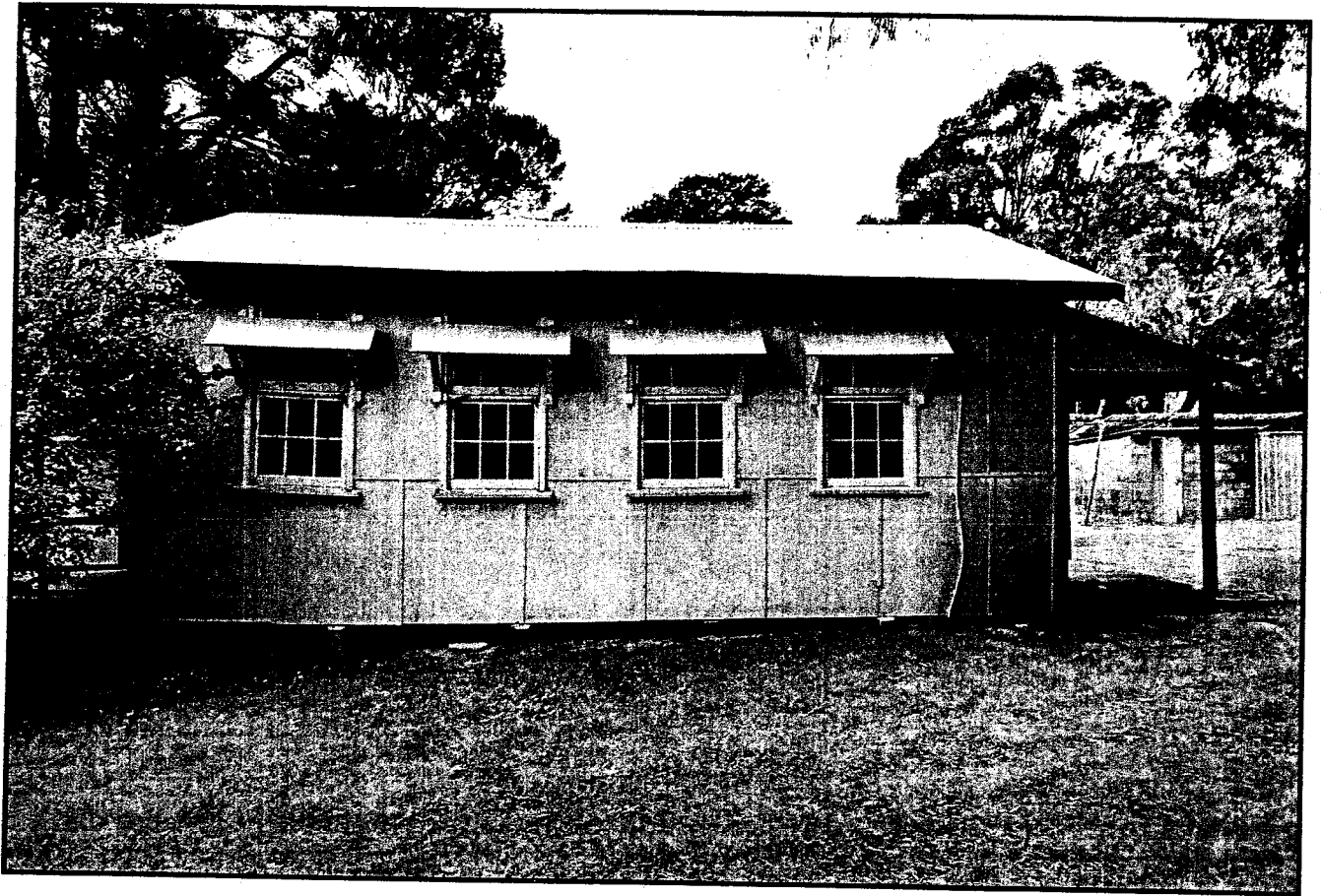


Photo 5 - General view of side elevation; note distortion of ridge, gutter and window sill line due to differential settlement of stumps



Photo 6 - Note rotation of stumps (typical)



Photo 7 - Wood rot to front verandah

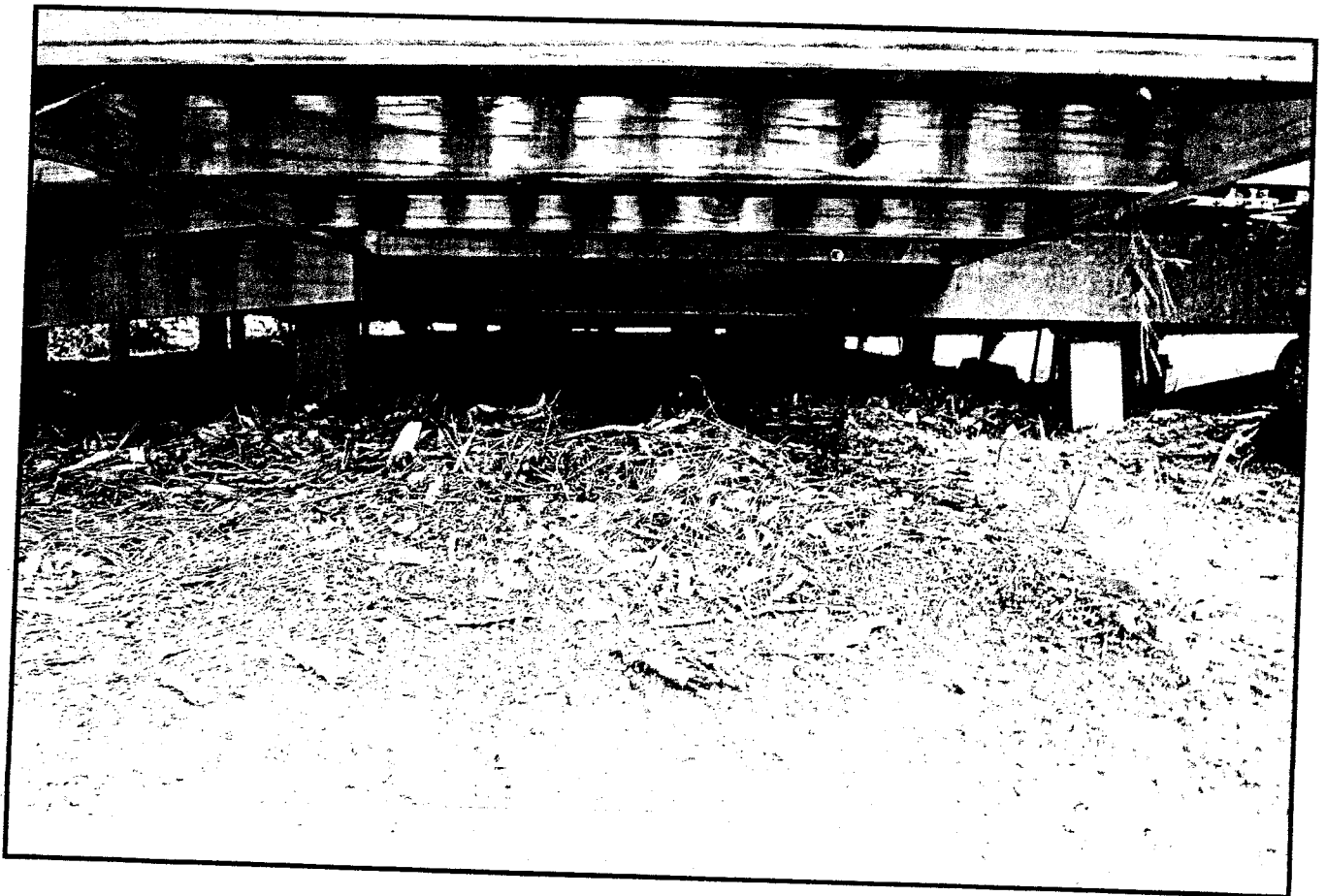


Photo 8 - Note rotation of sumps (typical)

APPENDIX I: Paul Hudson Maintenance Quote, 25 March 2010.

Paul Hudson Maintenance

Unit 5/5 Nasmyth Road
Rockingham
WA 6168

Estimates

Date	Quote #
25/03/2010	199

Name / Address
City of Rockingham PO Box 2142 Rockingham DC, WA 6967

Terms	Account #	Project
Net 30	CityRK001	Baldivis Heritage Sc...

Description		Tax	TAX AMT	Qty	Unit	Total
Shed Demolition: The removal of asbestos and full removal of shed including slab		GST	430.10	1		4,301.00
Installation of 9700 x6150 x2450 Shed with 3000 wide roller door and 1100 wide personal access door		GST	1,443.75	1		14,437.50
Visual Arts Building: The removal of asbestos and demolition of building and clean up of site		GST	966.00	1		9,660.00
Water isolation		GST	120.00	1		1,200.00
Electrical isolation		GST	200.00	1		2,000.00
Play Group Building: Removal of asbestos cladding on all external walls		GST	688.75	1		6,887.50
The removal of old windows and the installation of new windows to match existing		GST	1,923.26	1		19,232.60
Glazing new windows with putty		GST	302.00	1		3,020.00
Electrical Isolation and re-connection		GST	450.00	1		4,500.00
Water isolation and re-connection and installation of taps to basin		GST	522.00	1		5,220.00
Cladding to external walls		GST	1,286.50	1		12,865.00
Re-enamel hand basins		GST	168.00	1		1,680.00
Repairs to veranda joists and bearers and replacement of decking		GST	1,265.00	1		12,650.00
Re-stump external perimeter of building		GST	605.00	1		6,050.00
Painting of wall cladding, window frames, external timbers and oiling of decking		GST	885.00	1		8,850.00
Tempory fencing during re-cladding		GST	350.00	1		3,500.00
Phone #	Fax #	E-mail		Subtotal		\$116,053.60
08 9592 8005	08 9592 8002	info@hudsonwa.com		Tax		\$11,605.36
				Total		\$127,658.96

Company Business Number	59 607 768 556
-------------------------	----------------

Signature and Date: _____