David Turner summarised the campus as: "designed as a compact building complex with all facilities linked together with mainly internal circulation route."

In addition to the apparent deference to the 'organic' ideologies of Walter Burley Griffin and Wright, David Turner identified a further influence on the design of the site and structures:

> *The other concept was an Italian Hill village with internal circulation, and a building that was energy-efficient (only the Library, TV Studios & Assembly Hall were air-conditioned) with external sun breakers, and access to the surroundings.*
>
> *Choice of material and integration of services have been carried out with great care so that maintenance is minimised. Colour is introduced is materials and finishes which by nature is renewable. The use of colours complements and emphasises the quality of the beautifully modulated and studied spatial relationship*.[83]

The buildings are sited to minimise impacts on the landscape in a series of elements leading off a generous circulation spine. The buildings incorporate sun shading devices and natural ventilation principles are constructed of off form board marked concrete with brick infill. A number of interesting interior spaces results and a series of roof top gardens look out over the valley.

Following the completion of Stage 1, *Architecture Today* described the complex building, where "everything provided in the first section of the project is in one building:"

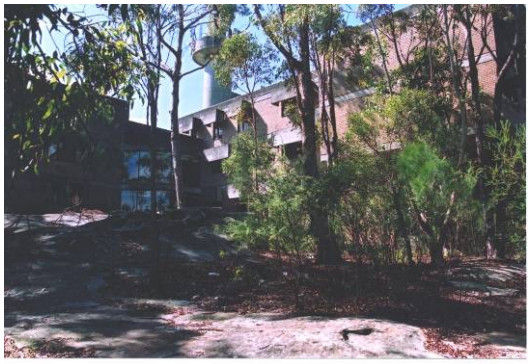
> *Outside [the main entrance] sun protection is provided by an elegant screen of grey toughened glass freely suspended from a concrete beam to which the glass panels are fixed with prominent brass fittings.*
>
> *In the big entrance hall a grass-green carpet contrasts with the grey concrete. Right in the centre is a curved concrete stair surrounded by sweeping balustrades (finished with lollypink handrails). Add to this black-and-orange cantilevered seats, a number of very good contemporary paintings and sculptures, the rich forms of the white waffle slab ceiling and the subdued neutral brick infill walls and you have interiors which are bright, original and impressive.*
>
> *Adjoining the entrance hall is the two-storey library where the green carpet is contrasted with a slatted natural timber acoustic ceiling and a desk with a laminated curved timber screen.*
>
> *Halls and stairways lead up and down to the various, more or less self-contained sections, which are generally more simple and neutral in finish and detail.*
>
> *There are two large lecture halls with sloping floors and orange fibreglass seats, a sound-proofed music section with small individual practice rooms, science laboratories with rather elegant light timber benches, a very simple canteen overlooked from a small mezzanine section, professionally equipped workshops, a needlework and textile section, and a fully equipped language laboratory.*[84]

The college building was accorded a Merit Award in 1972, and by the completion of Stage Two, Kuring-gai College was given the Sulman Award in 1978:

> *Kuring-gai College houses various teaching departments, auditorium, library, lecture spaces and administration elements, all set out along a broad internal circulation spine. Considerable dispersion of the building's component parts is made to form platforms in sympathy with the topography, and thus adjust the building to its site.*[85]

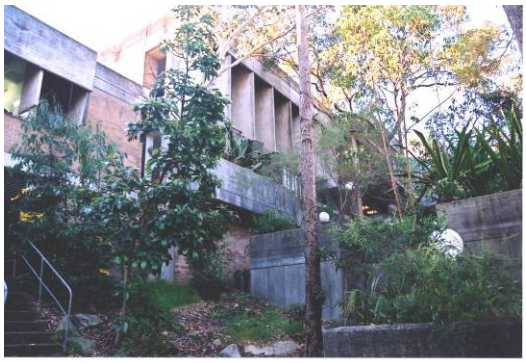
[83] David Turner to Jacqueline Urford, email, 10 November 2003.
[84] *Architecture Today*, July 1971.
[85] Cited in Metcalfe, *Architecture in Transition: The Sulman Award 1932-1996*.

Stage One entry

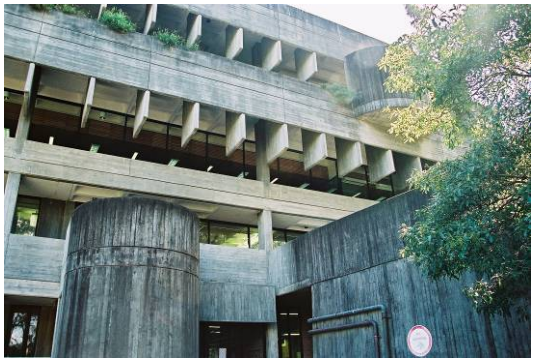


Dense bushland in close association to the southern elevation of Stage One

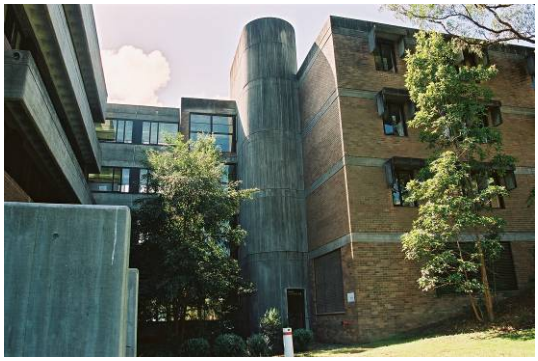
Stage Two, now the main entry to the College



Intensive bushland regrowth adjacent to the building.

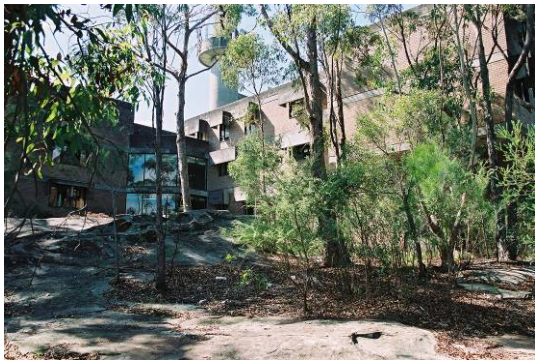


Stage One Library elevation

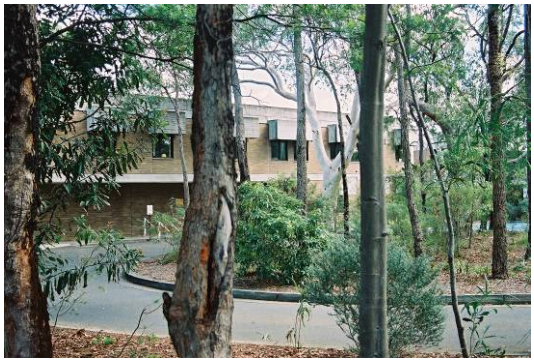


Junction between Stage One and Stage Five on the left

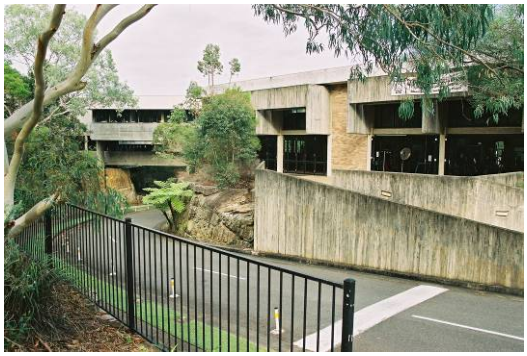
Southern elevation of Stage One



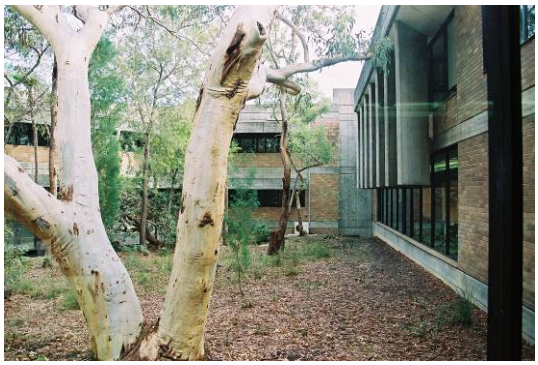
Bushland relationship to the south of Stage One



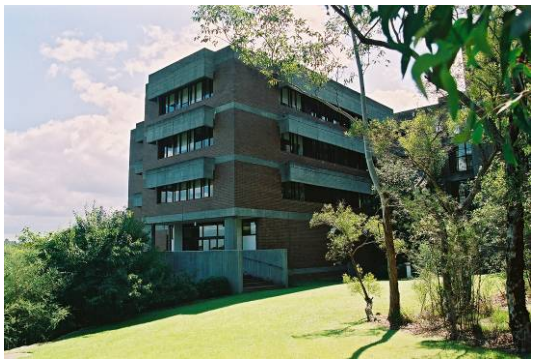
Bushland setting of main entry



Stage Three Gymnasium and road cutting



Bushland contained by Stage Four courtyard



Dramatic scale of Stage Five against the bushland and sloping topography

Internal circulation spine

Internal circulation spine

Internal circulation spine

Curved staircase within i*nternal circulation spine*

3.3 The Landscape Context and Playing Fields

The *Register of the National Estate* listing summarised the campus landscape as:

> *Typical of the ridge and gully country of this area, consist[ing] of a sandstone ridge which drops steeply away on three sides to two small tributaries of the Lane Cove River. The indigenous vegetation cover, undisturbed over half of the site, consists of open forest with some woodland. A diversity of plant communities is found, a result of the variation in topography, soils and aspect on the site. Within this range of habitat numerous species of bird and some amphibians, reptiles and small mammals are found. This natural environment is used extensively for field studies as part of the teaching of environmental studies to students and practicing teachers.*[86]

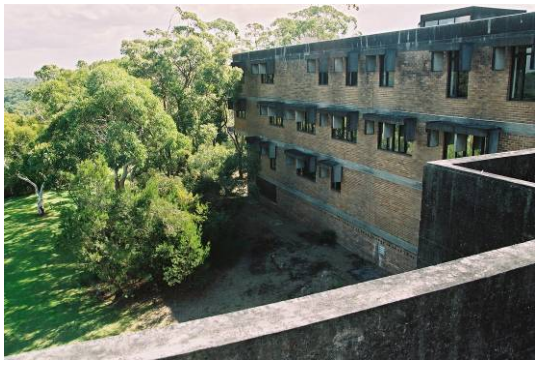
Initially, a tree-planting ceremony was carried out on the new Lindfield site. A cutting from the 'one tree' – the camphor laurel at Smith Street School – was planted as part of continuity from the old school site. In all likelihood this idea was Greenhalgh's, but the cutting did not survive and rapidly withered and died. At a later date, a second cutting replaced the failed first attempt, but also failed "in mysterious circumstances." Turley suggested that this was due either to ring-barking by rabbits, or that the plant was damaged by environmentalists who objected to an introduced species being planted among the native flora.[87]

Bruce Mackenzie noted:

> *At first envisaged as a sheer concrete retaining wall of some 12 metres height, the downslope edge of the sports oval would have been a formidable element spanning the wild rocky gully. A landscape initiative stimulated by the recently constructed and successful boulder embankments of the Sydney-Newcastle motorway, had the concrete wall construction converted to a formed boulder embankment. Naturally occurring seed of native plant species regenerated from the fill incorporated with the builders. We encouraged the regeneration process by broadcasting more seed into the interstices of the embankment*.[88]

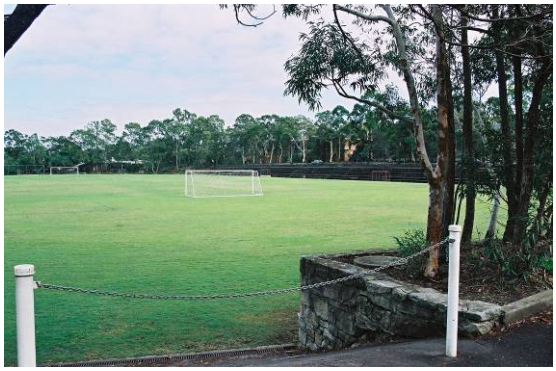
The bushland setting is a powerful component of the sense of place at the College

[86] Register of the National Estate, ID 2854; 1/13/020/0009
[87] Turley, *Enlighten Them Our Task*, p.150.
[88] Mackenzie, "UTS Kuring-gai Campus… Its Landscape Development and Conservation" 14 November 2003, for RAIA.



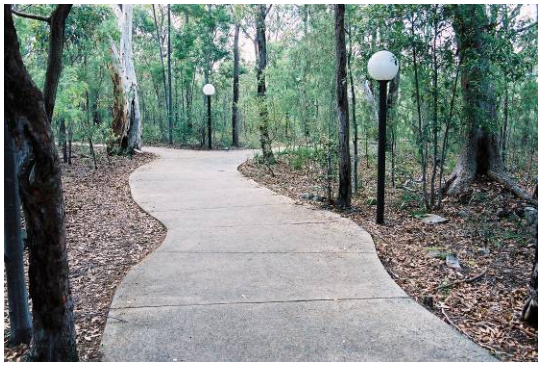
Stage One maintains a close relationship with the bushland

Mature bushland directly against the Dining Terraces

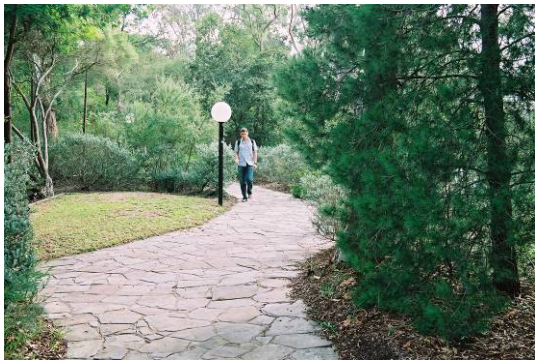


The recreational Oval, viewed from the entry roadway and parking area.

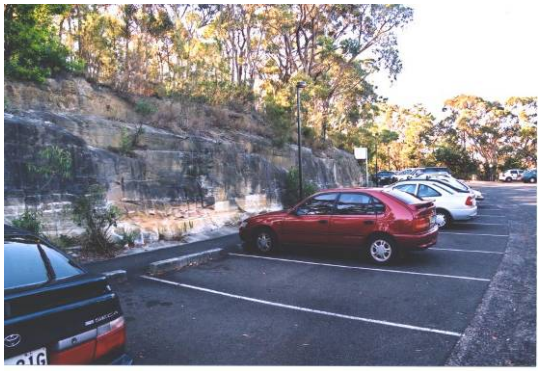
The southern edge of grassland is clearly delineated against the surrounding bushland



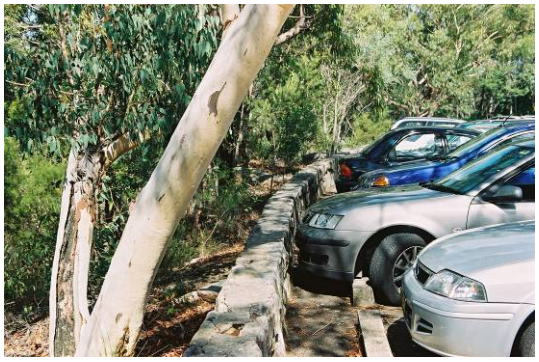
The entry pathway system circulates freely through the bush, and encourages pedestrians to stay on the paved surface.



A variety of natural materials has been used for the pedestrian network.



The eastern car parks are cut deeply into the rocky slope with bushland growing hard to the exposed edges of the cuttings.



Retaining walls provide a clear distinction between car park and bushland, on the sloping topography.

3.4 Condition and Integrity

At present, the site has a high degree of integrity, with the built structures in generally good condition, although roof elements have been significantly altered and the condition of the concrete in some areas requires attention. While there is continual maintenance of the grounds, some small incidence of exotic plant and animal species has been gradually encroaching on the site in localised areas, due principally to nearby urban development. The Greenhouse sun-shading louvres need maintenance.

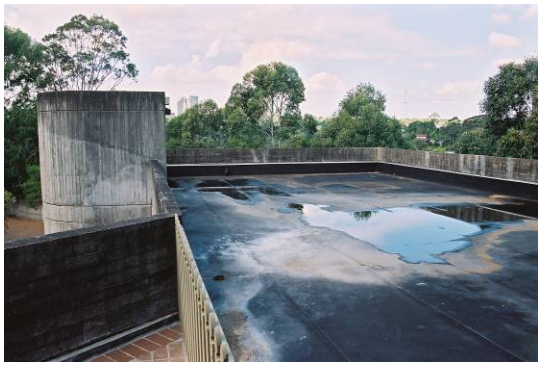
The majority of the interiors of the buildings have been reworked on at least one major occasion, however most of that work was confined within office and teaching areas. The major public areas have remained largely intact and in a well maintained condition, although details such as light fittings, directional signage, fire fighting equipment, drinking fountains and emergency signs have been updated. Minor problems are related to the installation of surface mounted conduit and additional fittings in some of the public areas.

Most, if not all the major art works, including the Ken Unsworth sculpture and the Judy Cassab portrait of Greenhaulgh, which had been originally displayed in the major spaces appear to have been removed. It is not known if any remain in storage.

Due to the failure of the roof membrane over the years most of the original planting has been removed, as has a majority of the original access tiles laid over the membrane. Some of the old paving over the membrane has been replaced with a stones or a few potted plants, while some sections of steel roofing has been added to the Library, along with air conditioning pipe work.

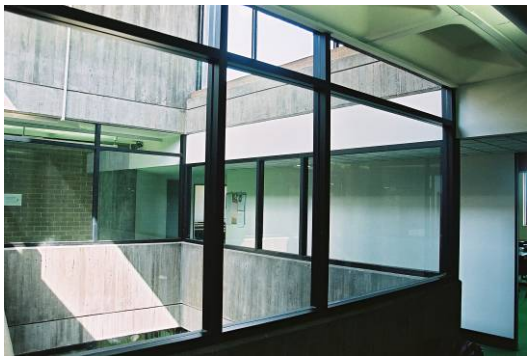
The surrounding bush to the east, south and south west of the main buildings is in relatively fair condition, having rejuvenated from the last major fire in 1994. There is evidence of weed infestation in places and a build up of ground cover near the buildings to the south west. The bushland needs on-going horticultural management for public safety.

Roof terrace planting, and mobile phone installation on tower

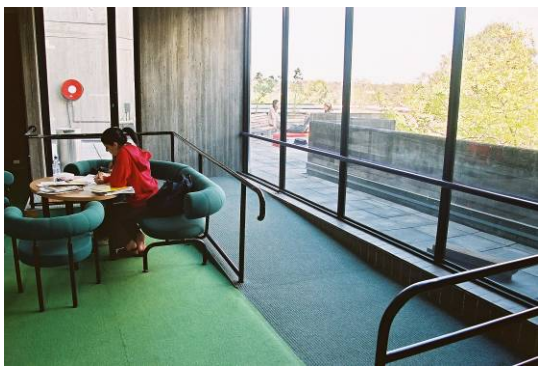


New roof membrane but no replacement of roof garden

New glazed doors and screen at the base of an internal staircase.



Safety and smoke management glazing around internal light well.

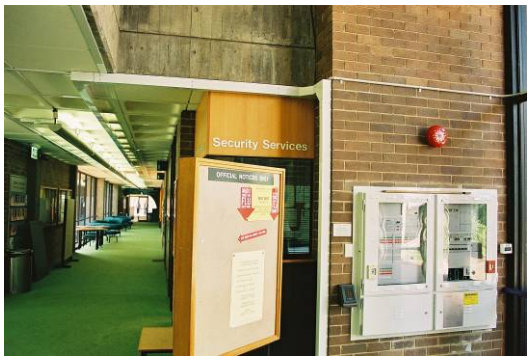


Access ramp for internal circulation to terrace doorway.

Internal glazed screen to retail area within pedestrian circulation spine.

Surface mounted air conditioning ductwork in typical classroom space.

Mezzanine area and new wall linings to Student Cafeteria.



Surface mounted conduit and service equipment on face brickwork and off-form concrete near main entry.

3.5 Comparative Assessment

While no two sites contain the same combination of cultural, historical, architectural, environmental and educational influences, the Kuring-gai UTS campus can be considered to be rare for its strong Post War Brutalist architectural expression, its close and confident association between architecture and its bushland landscape, its demonstration of the conceptual basis of the Post War Sydney School of Architecture, its adoption of the internal street and compact organisational planning and the level of design continuity that came from the involvement of the original design architect in all major stages of development. An immediate association can be found between the subject site and its sister institutions of Goulburn and Newcastle Teachers' Colleges.

David Turner considers that there are no equivalent buildings within Australia, in relation to the architectural expression that he developed for the then William Balmain College. He spoke of references to Le Corbusier's work in Marseilles and La Tourette, and of John Andrews' Scarborough College in Toronto, as the most closely related international models. He also referred to his own work at the Government Offices in Albury (1968) as the fore-runner to his designs for Kuring-gai.

In Sydney the most apparent similarity in the Post War Brutalist architectural expression is the NSW Masonic Centre in Castlereagh Street. This 1974 building was originally designed by Joseland and Gilling to have a tall office tower above the Masonic Centre. This tower is currently under construction, with completion likely in late 2004.

4.0
Assessment of Heritage Significance

4.1 Assessment of Significance

Managing the UTS site requires assessment and understanding of its significance. The *NSW Heritage Manual* has a set of significance assessment criteria. An item will be considered to be of state (or local) heritage significance is it meets one or more of the following criteria.

Criterion (a)
An item is important in the course, or pattern, of New South Wales' cultural or natural history (or the cultural or natural history of the local area)

The former William Balmain Teachers College, now the UTS Kuring-gai campus was an representative component of the development of tertiary level teacher training institutions in New South Wales in the late 1960s. It was one of three major new educational centres for teacher training at the time, the others being at Newcastle and Goulburn. The three colleges represented a major investment in this form of training, in recognition of a need for greater numbers of qualified teachers within the State school system. Other, major educational institutions developed during this period include Macquarie University.

It is of local significance to Kuring-gai as the only major post World War Two educational institutional complex within the Municipality.

Criterion (b)
An item has strong or special association with the life or works of a person, or group of persons, of importance in New South Wales' cultural or natural history (or the cultural or natural history of the local area)

The former William Balmain Teachers College is of local significance for its association with the development of tertiary education in New South Wales. Its initial association was with teacher education and the relocation of this well-known Teachers College from Balmain to a new campus in Lindfield. In its original organisational format and subsequently as the Kuring-gai College of Advanced Education and more recently as the Kuring-gai campus of the University of Technology Sydney, the campus has direct associations with the educational institutions that utilised it or were based there.

The College is strongly associated with the institutional building design programme of the Government Architect's Office. While successive Government Architects were most visibly given recognition for the work, the campus is most closely associated with its design architect, David Don Turner, who was responsible for the design work for all of the major stages of work, from 1968 until 1989. The initial and subsequent detailed design and contract design work of the various major stages of its development involved a number of architectural and engineering firms including Allen Jack and Cottier and Taylor Thompson Whitting. Construction contractors included E A Watts Pty Ltd.

The natural bushland character and setting of the campus is closely associated with the well known and influential Landscape Architect, Bruce Mackenzie and Associates.

Criterion (c)
An item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in New South Wales (or the local area)

The former William Balmain Teachers College is significant at a State level for its successful combination of a well executed architectural and site planning programme set within a managed natural bushland setting. It is an important example of the Post War International Brutalist architectural style, combined with the philosophical bases of the Sydney School for its setting within a natural landscape. The college was conceived as an "Italian Hill Town", set confidently on a prominent wooded ridgeline, and designed to be viewed from a distance, while retaining the majority of the original bushland setting to the east, south and west, through a compact building footprint.

The College introduced the concept of an internal pedestrian street as a major planning device for educational buildings in NSW. This had been used internationally in such places as Scarborough College in Toronto, and responded well to the design brief requirement for a close interaction between students and teaching staff. It also facilitated the proposal to minimise the use of outdoor spaces for students, letting the natural bushland come as close as possible to the buildings as a visual backdrop, visible through large windows.

The College was recognised for its architectural, planning and landscape qualities at both State and International levels. It was awarded the Sulman Award for architecture in 1978 by the NSW Chapter of the Royal Australian Institute of Architects, and received an Honourable Mention in the Structures Section of the Concrete Institute Awards in Japan (1973).

Criterion (d)
An item has strong or special association with a particular community or cultural group in New South Wales (or the local area), for cultural or spiritual reasons

The College is of significance at a local level for its associations with the thousands of college students, teaching and administrative staff who have used the place since it was initially constructed in 1971, initially as the Teachers College, and subsequently as the Kuring-gai College of Advanced Education and as UTS Kuring-gai. It also has links with the former William Balmain Teachers College, which was transferred to the site.

The College has positive associations with the wider Kuring-gai community who utilise its community facilities, with the architectural and landscape architectural community for its strongly expressed design and planning principles, and with the wider public who see the main buildings rising above the bushland setting from the south east.

Criterion (e)
An item has potential to yield information that will contribute to an understanding of New South Wales' cultural or natural history (or the cultural or natural history of the local area)

The College is of local significance for its ability to reveal the success of its carefully managed construction techniques that ensured the bushland setting was retained in close association with the completed buildings. It is an example of how bushland management can encourage regeneration after major fires and interventions.

The overall site is not expected to yield additional information about prior usage or of former ownership patterns. Given that the original settlement function was orcharding, followed by Commonwealth development of the rifle range, little archaeological material with historic significance can be anticipated.

Criterion (f)

An item possesses uncommon, rare or endangered aspects of New South Wales' cultural or natural history (or the cultural or natural history of the local area)

The Kuring-gai UTS campus is important at a State level for its strong Post War Brutalist architectural expression, its close and confident association between architecture and its bushland landscape. It demonstrates the conceptual basis of the Post War Sydney School of Architecture, its adoption of the internal street and compact organisational planning and the level of design continuity that came from the involvement of the original design architect in all major stages of development.

Criterion (g)
An item is important in demonstrating the principal characteristics of a class of New South Wales' (or the local area's) cultural or natural places, or cultural or natural environments

Kuring-gai campus is of local significance as a purpose-built tertiary education facility, developed in the late 1960s as part of a major Commonwealth funded State initiative, and designed to specifically address the educational needs of the period.

It is representative of the campus style of institutions constructed throughout Australia in the 1960s and 1970s.

4.2 Statement of Heritage Significance

The former William Balmain Teachers College, now the UTS Kuring-gai campus was a component in the late 1960s development of tertiary level teacher training in NSW. It was one of three major new teacher training centres at the time, the others being at Newcastle and Goulburn, in recognition of a need for greater numbers of qualified teachers within the State school system. Its initial association was with the well-known Teachers College from Balmain to a new campus in Lindfield. Subsequently it became the Kuring-gai College of Advanced Education and more recently as the Kuring-gai campus of the University of Technology Sydney, indicating the progressive integration of teacher training into mainstream tertiary education.

The College is associated with the institutional building design programme of the Government Architect's Office, most notably with its design architect, David Don Turner, who was closely involved in the design work for all of the major stages of work from 1968 until 1989. The natural bushland character and setting of the campus is also closely associated with the well known and influential Landscape Architect, Bruce Mackenzie and Associates.

It may be considered important at a State level for its strong Post War Brutalist architectural expression, its close and confident relationship between architecture and its bushland setting, its adoption of the internal street and compact organisational planning and the level of design continuity that came from the involvement of the original design architect in all major stages of development. The college was conceived as an "Italian Hill Town", set confidently on a prominent wooded ridgeline, designed to be viewed from a distance, while retaining the majority of the original bushland setting to the east, south and west, by the use of a compact building footprint.

The new College was designed at a time when the suburban expansion of the Northern Suburbs of Sydney were pushing out from the Federation and Interwar settlement of the ridgelines into the surrounding heavily wooded sloping topography. The Sydney School of Architecture, known from the work of a number of pioneer architects and landscape design professionals, developed a strong affinity with and respect for the bushland settings of the many houses that epitomised this movement. At an institutional level, the College translated these ideas into a major educational complex.

The College introduced the concept of an internal pedestrian street as a major planning device for educational buildings in NSW. This had been used internationally in such places as Le Corbusier's housing development in Marseilles and Andrew's Scarborough College in Toronto. It responded well to the requirement for a close interaction between students and teaching staff. It also facilitated the minimal use of the bush by students, letting the natural bushland come as close as possible to the buildings as a visual backdrop, visible through large windows. The setting reveals the success of its carefully managed construction techniques that protected the surrounding natural landscape. It is an excellent example of how bushland management can encourage regeneration after major fires and construction intervention.

The College may be considered significant at a local level for its associations with the thousands of students, teaching and administrative staff since it was initially constructed in 1971. It has positive associations with the wider Kuring-gai community who utilise its community facilities, with the architectural and landscape architectural community for its strongly expressed design and planning principles, and with the wider public who see the main buildings rising above the bushland setting from the south east. The College was recognised for its architectural, planning and landscape qualities. It was awarded the Sulman Award for architecture in 1978.

The overall site is not expected to yield additional information about prior usage or of former ownership patterns. Given that the original settlement function was orcharding, followed by Commonwealth development of the rifle range, the site is unlikely to contain any material of historical archaeological significance.

4.3 Curtilage

There are two particular aspects of curtilage identified in the Heritage Assessment:

- Those related to the campus as a whole
- Those related to the immediate context of the main buildings.

The curtilage of the site as a whole in an important factor in future conservation, management and additional development. The site is clearly defined by its entry from Eton Road, the adjoining residential and Film Australia lands and the surrounding bushland on the east, south and west.

It should be recognised however that a large percentage of the overall site has been developed for either buildings, roads, parking areas and pathways, recreational facilities or grassed areas. All these have required intervention into the natural bushland of the overall site.

The immediate curtilage around the main building complex varies in its current form from the bushland setting on the south and west, to the developed areas on the immediate north west and east. In discussion with David Turner and Bruce Mackenzie in March 2004, it became clear that the most important curtilage for the buildings was the direct interface with the bushland. This occurs on the north, south and west of the building, against Stages One, Two and Five. The curtilage to the north west and east, relative to the recreation areas, was not regarded by either as being of the same significance. The relationship was only functional, given the original project brief requirement for the Oval and Tennis Courts to be located in relatively close proximity to the buildings and with roads and car parks developed at the other interfaces. Neither David nor Bruce regarded the recreation areas as being as significant as the bushland on the other faces of the buildings.

5.0
Conservation Strategies

5.1 Management of Significance

In the absence of any listing on Federal, State or local heritage registers, the role of this Heritage Assessment and Conservation Strategies report is to ensure that the identified heritage values of the overall site are taken into account, managed and protected during the consideration of a future for the campus and the site as a whole. It is clear from the above analysis that the original concept for the campus, which was founded in the late 1960s educational system, has been modified and expanded progressively over the years. Originally designed to cater for about 900 students, the campus currently accommodates close to 3,000. In the period from 1968 until the late 1980s, the organic growth and physical evolution of the campus was guided by the original design architect, David Turner. This resulted in a unity of vision and architectural integrity that is unmatched on most major educational campuses. Subsequent growth, change and responses to code compliance have been managed by the UTS within the strongly defined architectural framework and character established by David Turner.

The challenge facing UTS and others in the current circumstances is to continue the evolutionary growth of the place, or allow a new direction to emerge, while protecting the character and values of the place. It is simply the challenge of managing change.

Several major options are currently being explored by UTS for the existing building, as part of a wider review of their entire operations and distribution of facilities.

- Retention of the existing building by another educational institution, possibly within the community or private sector.

- Retention of the site for re-use and partial redevelopment for a series of alternative uses. The potential for some of the community based facilities within the main building complex to remain available for on-going community use is considered to be part of this option.

The Concept Plan / State Significant Site Amendment application is part of the process of identifying the capacity of the site to accept change and further development without undue impact on the values of the place. Furthermore, the proposed development scheme aims at maximising the flexibility of the potential permissible uses on the site.

5.2 UTS Operational Requirements

The UTS is presently evaluating the future of the Kuring-gai campus in the context of its overall teaching and management requirements and its use of physical resources, including property. It is currently examining a variety of options that will most effectively enable it to continue as a viable and worthwhile component of the NSW Educational System. Part of that examination is to identify a range of options for the future of the Lindfield campus. The current Concept Plan / State Significant Site Amendment application is part of that process.

When the William Balmain teachers College was first established in Lindfield, it was a stand alone educational institution, deliberately separated from the main university system. The Lindfield campus was effectively a self contained operation. Since that time, teacher education has become more closely integrated into the tertiary education system, particularly for high school teachers. This alone requires closer integration with mainstream activities.

UTS has been responsible for the campus since the early 1990s and has progressively integrated the operation of the place into its central activities, based at Haymarket. There is a third campus, located adjacent to the Royal North Shore Hospital in St Leonards. Over the

last ten years the University has experimented with a number of different courses and faculties at Kuring-gai, and currently has Nursing, Teacher Training within the Faculty of Education and sections of the Faculty of Business based there. There are currently some 3,000 students and 500 staff members located on the campus, which does not enable the University to deliver its services to this number of students in as economical a manner as in the Haymarket campus.

Access to the site has always been an issue, as evidenced by the continuing requests from Kuring-gai Council for improved road access, including a direct access from Lady Game Drive. This has proven impossible to achieve, given the environmental impact on the bushland and topographical constraints. A second option, that of a new rail station, was removed by the State Government. The major educational competitor for UTS in the region, Macquarie University, will be provided with a rail station by 2008. UTS has found that many of its students simply do not want to study at Kuring-gai, given its remote location and difficulty of public transport access. Students, particularly those who are part time and based in the city, are unwilling to spend the additional time, while others coming from the Central Coast find the additional transport connections difficult. Even the majority of North Shore based students, who tend to prefer studying the humanities, are more attracted by facilities such as the ABC and Powerhouse Museum, near the Haymarket or at Macquarie University.

The current Concept Plan / State Significant Site Amendment application will identify the most likely and the most suitable future use and development opportunities, within a framework that protects the values of the site and the buildings.

5.3 Conservation and Development of the Overall Site

Several key strategies have emerged as part of the conservation, re-use and development of the overall site. These have emerged in part from the Heritage Assessment in combination with a number of other specialist studies of the site and in part from a series of workshops which included the participation of David Turner and Bruce Mackenzie, in addition to CRI, DEM and Graham Brooks and Associates, in early 2004.

1 New development on the site should be largely contained within the areas that have already been developed for either buildings, roads and parking areas or recreation facilities.

2 The strongly defined bushland character of the site should be retained and the close integration of major buildings with the bushland, primarily by way of sharply defined edges and interfaces, be regarded as a core principle for future development.

3 The bushland edges of the site should be regarded as a community asset and be available for as many members of the on-site population as possible. Close visual connections within the surrounding bushland are preferred to direct physical access, if the natural qualities of the bushland are to be protected.

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

5 The existing roads and parking areas, combined with pedestrian pathways and stairways, particularly within the eastern and southern portions of the site should be retained and re-used where possible.

6 The introduction of new roads within the area identified for development should be reduced to the minimum necessary for residential and emergency vehicle access.

7 The introduction of new roads or landscaped road reservations into the bushland should be restricted to those required for emergency and fire fighting vehicles.

8 The embankment below the existing Oval, that delineates the change in levels in that part of the site should be retained as a significant site feature, although some limited modification is permissible.

9 Any new semi formal common open space should be located near the entry road to retain the contrast with the retained bushland character around the edges of the site.

10 New buildings or extensions to the existing building complex should not be erected to the east, south or south west of the complex. In these locations new building elements would obscure the original architectural imagery, alter its profile on the skyline or reduce its immediate relationship with the surrounding bushland.

11 New development is acceptable, in principle, within the zone extending to the north west of the main building complex, including on the Oval, Tennis Courts and north western car park. The zone to the north east, associated with the existing car parks, roads and adjacent existing residential development, is also considered appropriate for development.

12 New development should be arranged on site in a manner that respects the philosophy of a strong interface with the edge of the surrounding bushland, with the main pedestrian and vehicle access routes being located away from the bushland edges. New parking should be underground to minimise additional impacts on the site character. Building footprints and circulation routes should be compact to reflect the scale and compactness of the original college layout and maximise opportunities for new or retained natural landscape. New development should respond to the existing topography of the site.

13 New development to the north west of the main building complex should include a network of pedestrian ways that connect to the original pedestrian street and link the new development into the public functions or new uses of the existing complex. These pathways might be partially enclosed and partially open within the circulation networks of the site.

14 New development on the boundary north-western car park should be scaled to respond to the surrounding residential areas. Major trees should be retained if possible. New roadways should respond to the location of major trees.

15 New development on the site, with the possible exception of single houses on the north-western and integrated houses in the north-eastern extremities, should achieve a unity in design and external materials that reflect the unity of the retained college buildings. This is not to say that the architectural style or external materials should be replicated, but that the sense of a unified development character and imagery should be achieved.

16 Future construction management activities should be modelled on those utilised during the initial development stages, to minimise the extent of any damage to existing bushland and maximise the potential for regeneration. Limited clearing of the bushland edge interface to new or existing buildings in order to reduce fire damage, should respond to the techniques used to the south of Stage One, with limited areas of grass and stone retaining walls.

17 Careful management of the bushfire asset protection zones will be required to retain as much of the bushland character as possible, within constraints for controlling fuel loads under the tree canopies. New fire fighting vehicle access routes across the bushland frontage of any new or existing development should be limited to fire trails in preference to public roadways.

18 There is no requirement to retain the existing child care centre or outbuildings located to the north west of the Oval, although this facility may be relocated on site.

19 There is no requirement for the retention of the Oval and Tennis Courts on site, given the most likely future change in or departure from an educational focus.

20 If the Gymnasium building is removed or extensively adapted, the facilities could be relocated on site.

21 Any future use or redevelopment of the site should include a reliable and enduring procedure, appropriately resourced, for the management and maintenance of the site's landscape qualities.

5.4 Conservation and Adaptive Re-use of the Buildings

A number of important strategies have emerged for the conservation and adaptive re-use of the main building complex.

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

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

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

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

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

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

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