



# **Heritage Interpretation Strategy & Plan**

**St Luke's Grammar School**


**800 Pittwater Road, Dee Why NSW 2099**

Submitted to EPM Projects

On Behalf of St Luke's Grammar School

March 2025

## REPORT REVISION HISTORY

Revision	Date Issued	Revision Description		
01	02/08/2024	DRAFT		
		<b>Prepared by</b>	<b>Reviewed by</b>	<b>Verified by</b>
		Alexandra Gangan <i>Assistant Heritage Consultant</i>	Kerime Danis <i>Director - Heritage</i>	 Kerime Danis <i>Director - Heritage</i>
		Kerime Danis <i>Director - Heritage</i>		
02	07/03/2025	FINAL		
		<b>Prepared by</b>	<b>Reviewed by</b>	<b>Verified by</b>
		Carole-Lynne Kerrigan <i>Associate Director - Heritage</i>	Kerime Danis <i>Director - Heritage</i>	Kerime Danis <i>Director - Heritage</i>
03	27/03/2025	FINAL - Amended		
		<b>Prepared by</b>	<b>Reviewed by</b>	<b>Verified by</b>
		Kerime Danis <i>Director - Heritage</i>	Kerime Danis <i>Director - Heritage</i>	Kerime Danis <i>Director - Heritage</i>

*This report has been reviewed and approved for issue in accordance with City Plan's quality assurance policy and procedures.*

### Acknowledgement of Country

City Plan acknowledges the First Nations Peoples upon whose lands and waters we live and work, we respect their cultural heritage and continuing connection to Country and thank them for protecting the coastline and its ecosystems through time. We acknowledge that sovereignty over these lands and waters has never been ceded and extend our respect to Elders past, present and emerging.

We proudly operate from the lands of the Gadigal, Darkinyung, Danggan Balun and Turrbal Peoples.

### Copyright

Historical sources and reference material used in the preparation of this report are acknowledged and referenced at the end of each section and/or in figure captions. Reasonable effort has been made to identify, contact, acknowledge and obtain permission to use material from the relevant copyright owners.

Unless otherwise specified or agreed, copyright in this report vests in City Plan Heritage P/L and in the owners of any pre-existing historic sources or reference material.

### Disclaimer

This report has been prepared by City Plan Heritage P/L with input from a number of other expert consultants (if relevant). To the best of our knowledge, the information contained herein is neither false nor misleading and the contents are based on information and facts that were correct at the time of writing. City Plan Heritage P/L accepts no responsibility or liability for any errors, omissions or resultant consequences including any loss or damage arising from reliance in information in this publication.

### Right to use

City Plan grants to the client for this project (and the client's successors in title) a perpetual royalty-free right to reproduce or use the material from this report, except where such use infringes the copyright of City Plan Heritage P/L or third parties.

Copyright © City Plan Heritage P/L  
ABN 46 103 185 413

### City Plan Heritage P/L

Level 6, 120 Sussex St, Sydney NSW 2000  
P +61 2 8270 3500

[CITYPLAN.COM.AU](http://CITYPLAN.COM.AU)

## TABLE OF CONTENTS

<b>1. Introduction .....</b>	<b>5</b>
1.1. Project Background.....	5
1.2. Aims of the Heritage Interpretation Strategy & Plan .....	5
1.3. Methodology.....	5
1.4. Physical Evidence .....	6
1.5. Author Identification .....	6
1.6. Limitations .....	6
1.7. Definitions .....	6
1.7.1. The Burra Charter .....	6
1.7.2. ICOMOS Charter 2008 .....	7
<b>2. The Place.....</b>	<b>8</b>
2.1. Site Context.....	8
2.2. Site Description .....	9
<b>3. Heritage Management Framework.....</b>	<b>13</b>
3.1. Heritage Status .....	13
3.2. Statements of Significance .....	14
3.2.1. The subject site - Warringah LEP 2011 listing.....	14
3.2.2. Heritage items in the vicinity - Warringah LEP 2011 listing .....	14
<b>4. History .....</b>	<b>15</b>
4.1. Brief Aboriginal History of Northern Beaches .....	15
4.2. Brief History of the Suburb .....	15
4.3. Historical Summary .....	16
<b>5. Guiding principles.....</b>	<b>18</b>
5.1. The Burra Charter .....	18
5.2. ICOMOS Charter 2008.....	19
<b>6. Interpretation Strategy .....</b>	<b>24</b>
6.1. Principles Appropriate to Required Interpretation .....	24
6.2. Relevant Historical Themes .....	25
6.3. Identifying the Audience .....	26
<b>7. Interpretation plan.....</b>	<b>29</b>
7.1. Site considerations.....	29
7.2. Interpretation by Fabric and Design.....	30
7.3. Interpretive Signage .....	30
7.3.1. Proposed Locations .....	31

7.3.2. Signage Content .....	33
<b>Sign 01 - External Panel</b> .....	33
<b>Sign 02 - Timeline</b> .....	35
<b>Sign 03 - Common Area Name Identification</b> .....	45
7.4. Naming Strategy .....	45
7.5. Website .....	45
<b>Design Examples</b> .....	46
<b>8. Maintenance and Evaluation</b> .....	48
<b>9. Conclusion and Recommendations</b> .....	48
<b>APPENDIX A: Detailed site history</b>	

## FIGURES

Figure 1: Aerial image showing the subject site (indicated in red) and the surrounding context. ....	8
Figure 2: Cadastral map showing the subject site (indicated in red) in relation to the 'Stony Range Flora Reserve' HCA (C6) to the north-east and the 'Bus Shelter' (item no. I5) to the west (Source: SIX Maps 2019).....	9
Figure 3: Looking northeast toward the western façade of the subject building within 800 Pittwater Road, from the south-west corner of the site. ....	10
Figure 4: Looking south from the northern corner of the subject site towards the carpark. ....	10
Figure 5: The western elevation of the building contains a flat overhanging roof. ....	11
Figure 6: Looking toward the northern elevation Pittwater Road and the curved former canteen. ....	11
Figure 7: The clock tower is comprised of the same rendered masonry finish as the northern (Fitness First) entrance, with a large clock face on the western façade. ....	12
Figure 8: Cadastral map showing the 'Former Wormald Building' .....	13
Figure 9: Current view along Pittwater Road showing the existing bus shelter and the approximate location of the recommended Sign 01 - External Panel .....	31
Figure 10: Enlarged western elevation showing the alternative location for Sign 01 - External Panel attached to retaining wall along pedestrian entrance .....	32
Figure 11: Enlarged new public reception area showing the approximate locations of the recommended Sign 02 - Timeline.....	33
Figure 12: The display panels used in this heritage interpretation for Ballast Point consists of concrete section with timeline history information. ....	34
Figure 13: Information panel at the Bedlam Bay interpretive walk by the Parramatta River. ....	35
Figure 14: An information panel within the Bedlam Bay interpretive walk .....	35
Figure 15: An external freestanding marker installed at Nihon University, Newcastle.....	35
Figure 16: Sketch of Old Pittwater Road c.1860 .....	36
Figure 17: undated, pre 1886 map showing the approximate location of the subject site (indicated in red) beneath Wheeler estate .....	37

Figure 18: Plan 352 portions at Harbord, Parish Manly Cove, County Cumberland: within the Sydney population area proclaimed 22nd April 1886 / sale on the ground on Saturday the 21st and 28th August 1886.....	37
Figure 19: Top Dog Men's Wear Production Centre during construction.....	38
Figure 20: The Top Dog Men's Wear production centre with the James' service station and Sydney bus in the foreground, c. 1951.....	38
Figure 21: 1951 Top Dog Men's Wear Production Centre, Dee Why .....	39
Figure 22: Advertisement for Top Dog Men's Wear promoting the National Savings Bonds and War Savings Certificate, c. 1943.....	39
Figure 23: 1956 image of the Top Dog Factory with bus shelter .....	40
Figure 24: Looking south-east towards the 'Top Dog' production centre, c. 1956 .....	40
Figure 25: The Top Dog building in 1956 .....	40
Figure 26: 1997 image showing major alterations to accommodate new tenancies, Officeworks.....	41
Figure 27: An example of multiple panels affixed to the interior of Nihon University in Newcastle .....	42
Figure 28: Example of the wall panel affixed to the interior of a building at 1 Kent St, Millers Point ...	43
Figure 29: An example of a double sided multiple panels forming one panel affixed to the interior of Newcastle East End Washington House Building by TZG .....	43
Figure 30: An example of an interpretation panel focusing on the dissemination of information through a "timeline" display. ....	44
Figure 31: An example of a "timeline" display located along a wall within a building. ....	44
Figure 32: An example of a set of interpretive drawings, used for a timeline display within the foyer of 9 Watt Street, Newcastle.....	44
Figure 40: Screenshot of history section at Bankstown North Public School website .....	46
Figure 41: Screenshot of an interactive webpage dedicated within the Nihon University Newcastle Campus website .....	47

## TABLES

Table 1: Historical summary of the site .....	16
Table 2: Relevant historical themes for the subject site .....	25

## 1. INTRODUCTION

### 1.1. Project Background

City Plan Heritage (CPH) has been engaged by EPM Projects on behalf of St Luke's Grammar School to prepare the following Heritage Interpretation Strategy & Plan for 800 Pittwater Road, Dee Why (the subject site). The State Significant Development (SSD) Consent (SSD-10291) was granted for the change of use, and alterations and additions to two buildings at St Luke's Grammar. Approved re-purposing includes office spaces, learning spaces, auditorium, pool and sporting complex.

The works were approved on 19 April 2023 with the following condition (No. B13) indicating the requirement for a Heritage Interpretation Plan, which would incorporate the Interpretation Strategy as a framework for the required Plan:

*Prior to the issue of any construction certificate for works at the Pittwater Road site, the Applicant must submit a Heritage Interpretation Plan to acknowledge the heritage of the site, including the adjacent heritage bus shelter on Pittwater Road, to the satisfaction of the Planning Secretary. The plan must:*

- (a) be prepared by the project heritage consultant required under condition A44;*
- (b) be prepared in consultation with the Council;*
- (c) include provision for naming elements within the development that acknowledges the site's heritage;*
- (d) incorporates interpretive information as part of the development; and*
- (e) be developed in accordance with the Heritage Division of the NSW Environment and Heritage Group's publications *Interpreting Heritage Places and Items Guidelines* (2005) and *Heritage Interpretation Policy* (2005).*

### 1.2. Aims of the Heritage Interpretation Strategy & Plan

The aim is to have an interpretation strategy & plan for the subject site that:

- Responds to The State Significant Development (SSD) Consent (SSD-10291) quoted above.
- Provides general content of interpretation through interpretive themes which communicate the historic significance of the site.
- Identifies appropriate locations for the interpretation of various themes.
- Provides the thematic context to inspire and develop interpretation proposals.
- Provides guidelines for the preparation and implementation of interpretive devices throughout the site.

### 1.3. Methodology

This Heritage Interpretation Strategy & Plan has been prepared in accordance with the NSW Heritage Council guidelines, *Interpreting Heritage Places and Items* (2005) and *Heritage Interpretation Policy* (2005).

The general philosophy and process adopted is that guided by *The Burra Charter: Australia ICOMOS 2013* (The Burra Charter) and *ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites*, 2008 (ICOMOS Charter 2008).

Research is based on the following resources:

- Heritage Impact Statement for St Luke's Grammar School prepared by City Plan Heritage in November 2019

## 1.4. Physical Evidence

The physical evidence available for interpretation at the subject site includes the conserved canteen, main entrance and clock tower. Due to extensive modifications, original fabric is largely limited to the above listed areas.

The retention and conservation of such significant fabric will aid in the interpretation of the place.

## 1.5. Author Identification

The following report has been prepared by Alexandra Gangan (Assistant Heritage Consultant) (MSCE, BCE, CertIVBusAdmin) in association with Kerime Danis (Director - Heritage) (BArch, MHeritCons (Hons), Associate RAIA, MICOMOS, ICOMOS AdCom) who has also reviewed and endorsed its context. Kerime is an expert member and the current President of ICOMOS International Committee on Interpretation and Presentation of Cultural Heritage Sites (ICIP); and is a member, and is a past Secretary of Interpretation Australia.

## 1.6. Limitations

- Interpretation of the archaeological and Indigenous significance of the site does not form part of this report.
- The historical overview is not intended to be an exhaustive history of the site. It has been developed to provide an understanding of the place that will enable the exploration of interpretation concepts.
- This report provides a strategic framework for the interpretation of the subject site. Details of the design (including text and imagery), construction and installation of interpretive material are beyond the scope of this report.

## 1.7. Definitions

The terminology used in this report draws on the definitions presented within Article 1 of The Burra Charter (2013) as well as the ICOMOS Charter (2008). These definitions have been extracted in full from the relevant documents.

### 1.7.1. The Burra Charter

**Place** means a geographically defined area. It may include elements, objects, spaces and views. Place may have tangible and intangible dimensions.

**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.

**Fabric** means all the physical material of the place including elements, fixtures, contents and objects.

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

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

**Preservation** means maintaining a place in its existing state and retarding deterioration.

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



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

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

**Use** means the functions of a place, including the activities and traditional and customary practices that may occur at the place or are dependent on the place.

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

**Setting** means the immediate and extended environment of a place that is part of or contributes to its cultural significance and distinctive character.

**Related place** means a place that contributes to the cultural significance of another place.

**Related object** means an object that contributes to the cultural significance of a place but is not at the place.

**Associations** mean the connections that exist between people and a place.

**Meanings** denote what a place signifies, indicates, evokes or expresses to people.

**Interpretation** means all the ways of presenting the cultural significance of a place.

### 1.7.2. ICOMOS Charter 2008

**Interpretation** refers to the full range of potential activities intended to heighten public awareness and enhance understanding of cultural heritage site. These can include print and electronic publications, public lectures, on-site and directly related off-site installations, educational programmes, community activities, and ongoing research, training, and evaluation of the interpretation process itself.

**Presentation** more specifically denotes the carefully planned communication of interpretive content through the arrangement of interpretive information, physical access, and interpretive infrastructure at a cultural heritage site. It can be conveyed through a variety of technical means, including, yet not requiring, such elements as informational panels, museum-type displays, formalized walking tours, lectures and guided tours, and multimedia applications and websites.

**Interpretive infrastructure** refers to physical installations, facilities, and areas at, or connected with a cultural heritage site that may be specifically utilised for the purposes of interpretation and presentation including those supporting interpretation via new and existing technologies.

**Site interpreters** refers to staff or volunteers at a cultural heritage site who are permanently or temporarily engaged in the public communication of information relating to the values and significance of the site.

**Cultural Heritage Site** refers to a place, locality, natural landscape, settlement area, architectural complex, archaeological site, or standing structure that is recognized and often legally protected as a place of historical and cultural significance.



## 2. THE PLACE

### 2.1. Site Context

The subject site is located in Dee Why, a suburb within the Northern Beaches local government area (LGA) approximately 14.5 km north-east of the Sydney CBD. The subject site is approximately 1.7 km west of Dee Why Beach.

The subject site is bounded by the 'Stony Range Flora Reserve' HCA (C6) (north), Pittwater Road (north-west), Harbord Road (west), Headland Road and properties at 226, 228 and 275 Harbord Road (south-west) and St Luke's Grammar School (east) (Figure 1). The subject site is situated on the eastern side of Pittwater Road, north of the intersection with Warringah and Harbord Roads.

St Luke's Grammar School is a dual campus to accommodate students in kindergarten to year 12. It includes a multi-purpose hall, administration office, library resource centre, four-storey multi-purpose centre with basketball and tennis courts, class and function rooms, green areas and a two-storey car-park.

The subject site is within proximity of heritage item 'Bus Shelter' (item no. 15), listed under Part 1 of Schedule of the Warringah LEP 2011. The subject site is also within proximity of the 'Stone Range Flora Reserve' HCA (C6), listed under Part 2 of Schedule 5 of the Warringah LEP 2011.



Figure 1: Aerial image showing the subject site (indicated in red) and the surrounding context. The subject site is comprised of 800 Pittwater Road (indicated in green) and 224 Headland Road (indicated in blue) (Source: SIX Maps 2019).

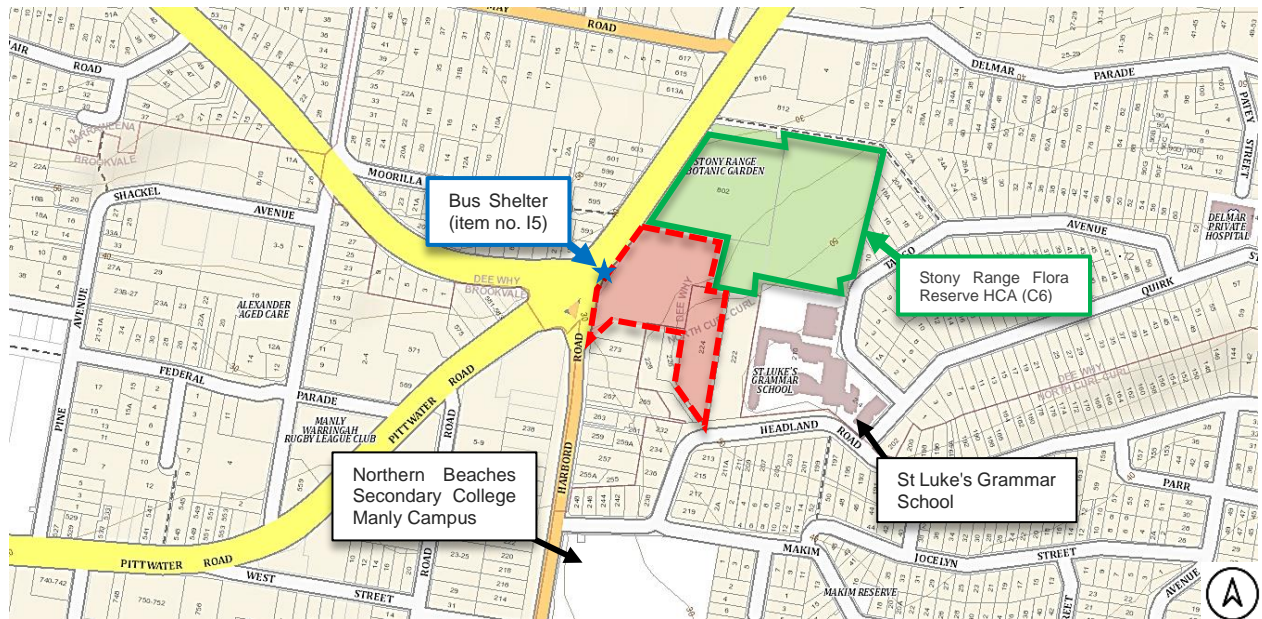


Figure 2: Cadastral map showing the subject site (indicated in red) in relation to the 'Stony Range Flora Reserve' HCA (C6) to the north-east and the 'Bus Shelter' (item no. 15) to the west (Source: SIX Maps 2019).

## 2.2. Site Description

The site is an irregular shape with an approximate area of 1.00 hectares. It has a primary frontage and elevation to Pittwater Road, which in turn provides access into the site. The subject site is orientated from north to south with a gradual slope descending toward the south-west (Figure 3). The subject site is obscured when viewed from Pittwater Road to the east (Figure 4).

The subject building comprises the majority of the lot. A concrete paved customer carpark bounds the subject building to the north, west and south, accessed via Pittwater Road in the south-western corner of the site (Figure 3). The subject is listed under the Warringah LEP 2011 as an item of local significance - 'Former Wormald Building (front entrance, tower and curved former canteen only)' (item no. 149).

### The Exterior

The subject building is an example of 'post-war factory architecture', with light-coloured rendered masonry walls and a prominent off-centre clocktower. The building 'steps up' to the east, in unison with the topography, with 3-4 storeys at the Pittwater frontage (Figure 3) and a single-storey warehouse at the rear, which currently houses 'Officeworks'.

Entrance to the building is gained from the Pittwater frontage (western façade) (Figure 3, Figure 5 and Figure 7). The northern-most entry provides access to the Fitness First gym via a set of steps (Figure 5 and Figure 7) and the southern entrance provides access to Officeworks, which is accessed directly from the ground level via the carpark (Figure 5). An undercover carpark is also accessible from the south with an exit located at the south-western corner (Figure 3).

The northern and southern facades are similar in style, featuring the same aluminium-framed windows (Figure 3 and Figure 6). The northern façade is unique and includes a curved 'former canteen' fitted with windows of the same design (Figure 6).

The tower is located in the northern half of the subject building. The tower is comprised of the same rendered masonry finish as the northern (Fitness First) entrance, with a large clock face on the western façade (Figure 7). Steel-framed windows bound the south-western corner (Figure 3).





Figure 3: Looking northeast toward the western façade of the subject building within 800 Pittwater Road, from the south-west corner of the site. Note: The area identified as heritage fabric is indicated in red. Original fabric (building footprint) along the western elevation includes the structure below the glazing.



Figure 4: Looking south from the northern corner of the subject site towards the carpark. Note: the land slopes down from the subject building towards Pittwater Road.



Figure 5: The western elevation of the building contains a flat overhanging roof. The building footprint retains original fabric. This includes the base of the building and columns.



Figure 6: Looking toward the northern elevation Pittwater Road and the curved former canteen. Note: The area identified as heritage fabric is indicated in red.



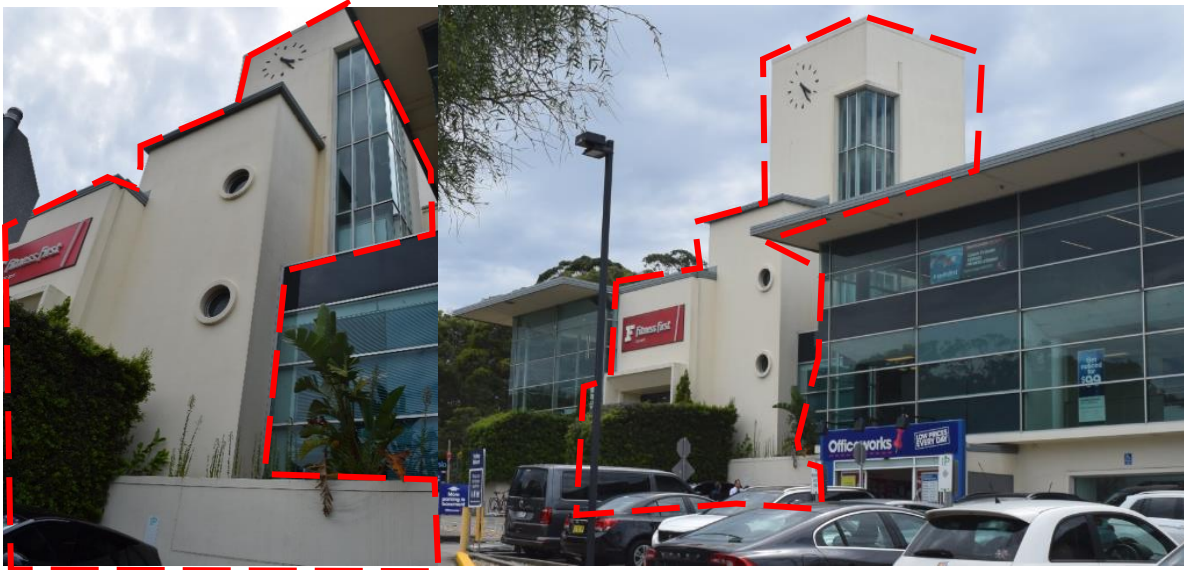


Figure 7: The clock tower is comprised of the same rendered masonry finish as the northern (Fitness First) entrance, with a large clock face on the western façade. Note: original fabric is indicated in red.

## The Interior

The interior of the subject building at 800 Pittwater Road currently comprises three retail and commercial tenancies (Officeworks supply store, Fitness First gymnasium and a medical centre) and has been greatly altered since its initial construction

### Officeworks

The Officeworks tenancy is accessed via the ground floor with access to the store itself by both a set of stairs and supplementary ramp. Internally the Officeworks tenancy features a large, open-plan warehouse with exposed trusses, structural beams, hanging lights and concrete walls. The fitout is standard for the Officeworks brand and features a series of stock aisles, cashiers and metal shelving throughout.

### Fitness First

The Fitness First tenancy is accessed via a separate entry staircase to the reception which comprises a split level. To the north of the reception area is a café and seating area which make use of the existing former canteen and rounded design to the northern façade. The gymnasium is located down a set of stairs to the south.

The Fitness First gymnasium is comprised of three storeys and contains weights and cardio training sections, a cycle studio, and group exercise space on the top floor. Staff offices and internal tenancies, including a hair salon, are situated in the southern axis of the first floor. The swimming pool is directly behind reception and central to the layout of the gymnasium.

### Medical Centre

The medical centre comprises the eastern-most (rear) extension accessed from the north.

### Clocktower

The clocktower is accessed through the Fitness First reception area. Corner windows provide views from the second and third floors. A timber staircase affixed to the walls provides access to the roof of the clocktower.

The roof to the clocktower features a wooden viewing platform. The roof provides views toward 224 Headland Road to the south-east and Pittwater Road to the west.

### 3. HERITAGE MANAGEMENT FRAMEWORK

#### 3.1. Heritage Status

The subject site includes the local heritage item listed under Part 1, Schedule 5 of the *Warringah Local Environmental Plan (LEP) 2011* as 'Former Wormald Building (front entrance, tower and curved former canteen only)', located at 800 Pittwater Road (item no. I49).

The subject site is also located in proximity to the following heritage items:

Environmental Planning and Assessment Act, 1979

Warringah Local Environmental Plan (LEP) 2011

#### Part 1 Heritage items

- 'Bus Shelter', 800 Pittwater Road, item no. I5

#### Part 2 Heritage conservation areas

- 'Stony Range Flora Reserve', 802 Pittwater Road, C6

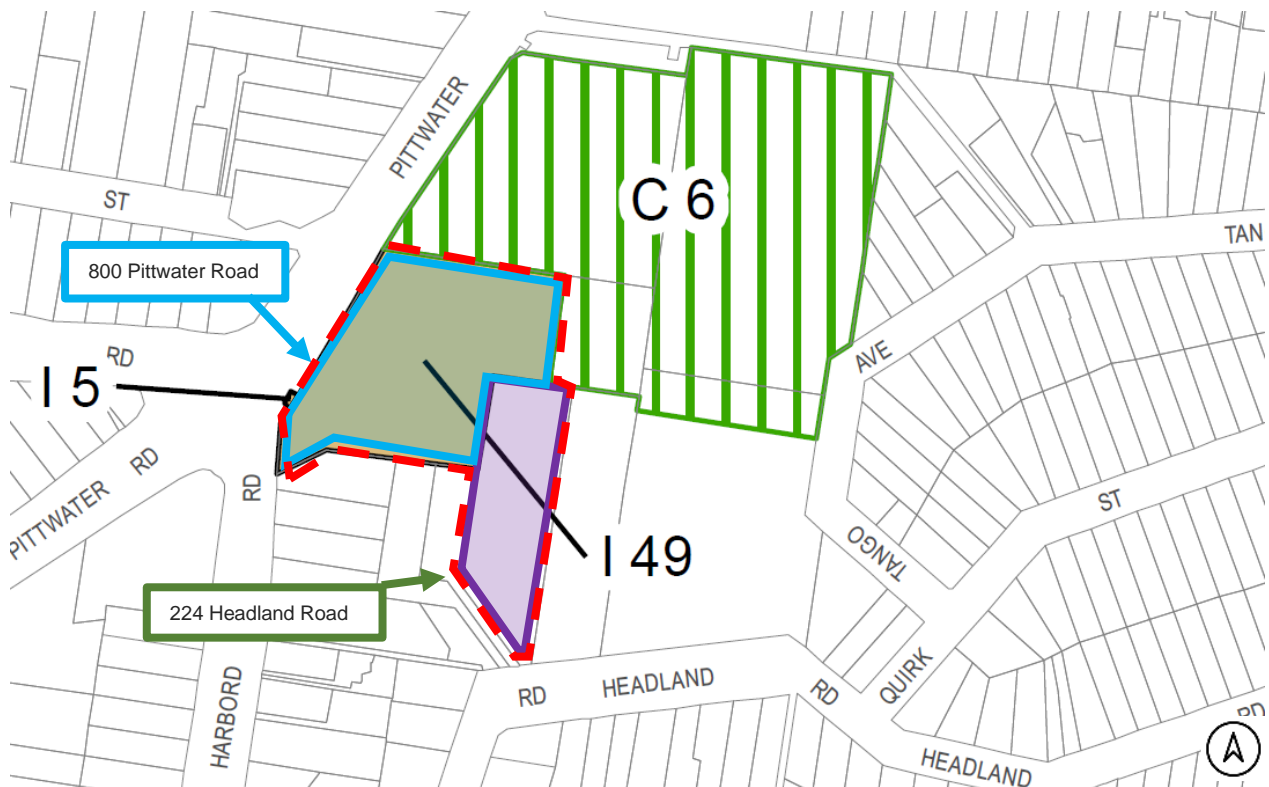


Figure 8: Cadastral map showing the 'Former Wormald Building (front entrance, tower and curved former canteen only)' (item no. I49) in relation to the approximate location of the subject site (indicated in red). Proximal heritage items 'bus shelter' (item no. I5) and the 'Stony Range Flora Reserve' HCA (item no. C6) are also visible) (Source: Warringah LEP 2011, Heritage Map 10A).

## 3.2. Statements of Significance

### 3.2.1. The subject site - Warringah LEP 2011 listing

'Former Wormald Building (front entrance, tower and curved former canteen only)

'Former Wormald Building (front entrance, tower and curved former canteen only)' (item no. 149) is listed on the Warringah LEP 2011 under the following two criteria: Criterion a) Historical significance, and Criterion c) Representativeness.

#### Statement of Heritage Significance

The following statement of significance has been extracted in full from the SHI form:

*An excellent representative & relatively rare example of early post-war factory architecture. Displays high creative & technical integrity. Historically evidence of the growth of industry in the area. Socially, a landmark which many local people worked in.<sup>1</sup>*

### 3.2.2. Heritage items in the vicinity - Warringah LEP 2011 listing

The following table provides a list of items in proximity to the subject site and, where available, the relevant statement of significance.

Heritage Item	Statement of Significance
'Bus Shelter' (Item no. 15)	<i>An excellent representative &amp; rare example of a transport shelter in the post-war international style. Designed specifically to complement the adjacent factory &amp; built by the company. Socially important as an e.g. of facilities provided for employees.<sup>2</sup></i>
'Stony Range Flora Reserve' (HCA C6)	<i>The Stony Range Flora and Fauna Reserve has a high degree of local significance for growing a wide range of native flora, mostly endemic to the Sydney Region, and for contributing to community awareness of them. It is a skilfully and aesthetically designed, laid out and planted cultural landscape which has a combination of scientific, research and educational functions which are much valued by the community, both local and regional.<sup>3</sup></i>

<sup>1</sup> 'Former Wormald Building (front entrance, tower and curved former canteen only)', heritage item ID 2610055, State Heritage Inventory (SHI) form, accessed via <https://www.hms.heritage.nsw.gov.au/App/Item/ViewItem?itemId=2610055>

<sup>2</sup> 'Bus Shelter', heritage item ID 2610056, State Heritage Inventory (SHI) form, accessed via <https://www.hms.heritage.nsw.gov.au/App/Item/ViewItem?itemId=2610056>

<sup>3</sup> 'Stone Range Flora Reserve Conservation Area', heritage item ID 2610089, State Heritage Inventory (SHI) form, accessed via <https://www.hms.heritage.nsw.gov.au/App/Item/ViewItem?itemId=2610089>



## 4. HISTORY

### 4.1. Brief Aboriginal History of Northern Beaches

The following history has been extracted from Northern Beaches Council files<sup>4</sup>:

*Pittwater and the Northern Beaches area was formerly known as Guringai country, the land of the Garigal or Caregal people...*

*The Garigal or Caregal clans lived in family groups and moved around the area. The coast provided an abundant food supply. Fish was the staple diet, including shellfish such as oysters, whelks and mussels. Stranded whales were eaten, but not hunted directly. Men and women were highly skilled at fishing, both from the shore and from canoes using spears, lines with shell or bone hooks, and nets, with chewed shellfish or discarded fish for bait. Often a small fire was kept alight on a bed of seaweed in the canoe and the catch cooked on board. Other food sources were birds, reptiles, marsupials, as well as roots, fruits, berries and nuts. Initially the Aboriginal community were hospitable towards European explorers, but misunderstanding and hostility developed. European settlement in 1788 brought disaster for the Aboriginal people. Between April 1789 and 1790 many died of diseases, to which they had no immunity, such as smallpox, and measles. Most of those who survived moved away from the coast as Europeans invaded their territory competing for food and territory.*

### 4.2. Brief History of the Suburb

The following history of Dee Why has been extracted from *The Book of Sydney Suburbs*:<sup>5</sup>

*Between Collaroy and Curl Curl on the Barrenjoey Peninsula north of Sydney, Dee Why has a fine ocean beach, a saltwater pool, and a lagoon rich in bird life. The origin of the suburb's name is not clear. It could have been derived from an Aboriginal word, 'Diwai', applied to a bird that frequented the lagoon. The historical claim, however, is that James Meehan (1774 - 1826), who surveyed the area in 1818, recorded on his map 'DY Beach, marked a honeysuckle near beach'. The 'DY' could be an abbreviation for the Greek word 'dyspropositos' which means 'difficult to reach', a feasible explanation since the beach would have been shielded by thick undergrowth and swamp surrounding Dee Why lagoon.*

*In the 1820s and 1830s Dee Why was part of James Jenkin's property... In 1900 this land passed to the Salvation Army and in about 1906 they subdivided the area between Pacific and Dee Why Parades. Harper's estate was also subdivided in 1906, and once these two estates were broken up, the area began to develop. The Salvation Army has homes in the area, and it periodically sells some of its land.*

*A peaceful seaside suburb until after the Second World War, when it became a residential area and a rash of high-rise unit buildings increased the population dramatically, Dee Why is now heavily populated. The shopping centre on both sides of the main road, Pittwater Road, flowed into side streets and now it offers a wide range of merchandise. A good bus service connects Dee Why with Sydney, an important factor for people who live here.*

*A beauty spot well worth a visit, especially in spring, is the Stony Range Flora Reserve. Situated on Pittwater Road just south of Dee Why, it has a collection of native flora in a controlled but natural bush garden.*

*On 27 September 1979, a small area on the south-east side of Dee Why Lagoon was dedicated as the James Meehan Reserve. Meehan worked as a surveyor in New South Wales and Van Dieman's Land from the time of his arrival in Sydney in 1800 until his retirement in 1823. The park*

<sup>4</sup> Northern Beaches Council, Aboriginal People, accessed via <https://files-preprod-d9.northernbeaches.nsw.gov.au/nbc-prod-files/documents/general-information/pittwaters-past/lh-aboriginalpeople.pdf>

<sup>5</sup> Pollen, F., *The Book of Sydney Suburbs*, Harper Collins, 1988

*honours the claim that Meehan, a former convict, put Dee Why's name 'on the map' and was one of the first white men to explore the area.*

### 4.3. Historical Summary

The history of the subject site has been researched extensively in the production of the 2019 Heritage Impact Statement for the site by City Plan Heritage. The history contained in the 2019 HIS has been utilised to inform this historical summary to communicate and provide understanding of the site's historical development and its relative significance. The full history has been extracted from the HIS and included in Appendix A for ease of reference.

Table 1: Historical summary of the site

Date	Event
Pre-1788	Dee Why was, and continues to be, part of the traditional land of the Aboriginal people formerly known as Guringai country, the land of the Garigal or Caregal people.
1826	Old Pittwater Road (now Pittwater Road) was constructed by James Jenkins with the aid of convict labourers
1831	James Wheeler purchased 90 hectares including the subject sites, with Mathew Charlton similarly occupying part of the area to the south.
1881 - 1886	Subject sites subdivided into Lots 367 - 371, with Lot 369 set aside for 'public reservation'
1886	Jane Malcolm occupied Lots 370 and 371
1914	Lot 368 subdivided into Lots 368 and 2112
1927	F.J Sargood and William Garddiner merged businesses to create Sargood Gardiner Ltd, soon opening offices in every Australian state
1940s	Previous office and warehouse sold with the intention to build a new factory at the subject site
1949 - 1951	First factory opens at the subject site to provide a 'worker-friendly' warehouse for Top Dog Men's Wear designed by Spencer, Spencer & Bloomfield
1957	Top Dog products ceased production and the factory building was sold to Bonds The Stony Range Regional Botanic Garden was established north of the subject sites, previously the site of the Dee Why Hill (also known as 'Cable Hill') quarry
1958 - 1972	The factory remained under the ownership of Bonds
1970s - 1990s	Factory owned by Wormald International until its sale and internal subdivision to accommodate a gymnasium
1993 - 1997	Building saw major additions and alterations with only the tower and façade retained ( <a href="#">BA5001/4631</a> , <a href="#">BA5002/1066</a> , <a href="#">BA5002/1201</a> , <a href="#">BA5002/3003</a> and <a href="#">BA5002/4407</a> )
2008	Additions and alterations to the interior of the gymnasium (DA2008/1535 and CC2008/1201)
2009	New internal fitout installed to accommodate the existing medical centre (DA2009/1421)
2011	Further additions and alterations undertaken related to installation of the existing Officeworks (DA2010/1836)

Date	Event
2013	Subject sites purchased by St Luke's Grammar School
2014 - 2019	Minor works carried out to interior of the gymnasium and extension of operating hours (DA2017/0881, CDC2014/0302 and CDC2018/1211).

## 5. GUIDING PRINCIPLES

### 5.1. The Burra Charter

The Burra Charter provides guidance for the conservation and management of places of cultural heritage significance. It also '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'

Articles of the Burra Charter that are appropriate and relevant to the St Luke's Grammar School include:

#### *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 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.*

#### *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. This is the Burra Charter Process.*
- 6.2 *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.*
- 6.4 *In developing an effective policy, different ways to retain cultural significance and address other factors may need to be explored.*
- 6.5 *Changes in circumstances, or new information or perspectives, may require reiteration of part or all of the Burra Charter Process.*

#### *Article 12. Participation*

*Conservation, interpretation and management of a place should provide for the participation of people for whom the place has significant associations and meanings, or who have social, spiritual or other cultural responsibilities for the place.*

#### 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 and its use should be guided by the cultural significance of the place and its appropriate interpretation.*

#### Article 22. New work

- 22.1 *New work such as additions or other changes to the place may be acceptable where it respects and does not distort or obscure the cultural significance of the place, or detract from its interpretation and appreciation.*

#### 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 engagement and be culturally appropriate.*

## 5.2. ICOMOS Charter 2008

The ICOMOS *Charter for the Interpretation and Presentation of Cultural Heritage Sites* (ICOMOS Charter 2008) provides the guiding principles upon which interpretation and presentation should be based. Ratified in 2008, this international charter defines its purpose as being:

*to define the basic principles of Interpretation and Presentation as essential components of heritage conservation efforts and as a means of enhancing public appreciation and understanding of cultural heritage sites*

The guiding principles within the Charter include:

- Principle 1: Access and understanding
- Principle 2: Information Sources
- Principle 3: Attention to Context and Setting
- Principle 4: Preservation of Authenticity
- Principle 5: Planning for sustainability
- Principle 6: Concern for Inclusiveness
- Principle 7: Importance of Research, Training and Evaluation.

Those that are appropriate and relevant to St Luke's Grammar School include:

#### ***Principle 1: Access and Understanding***

- 1.1 *Effective interpretation and presentation should enhance personal experience, increase public respect and understanding, and communicate the importance of the conservation of cultural heritage sites.*

- 1.2 *Interpretation and presentation should encourage individuals and communities to reflect on their own perceptions of a site and assist them in establishing a meaningful connection to it. The aim should be to stimulate further interest, learning, experience, and exploration.*
- 1.3 *Interpretation and presentation programmes should identify and assess their audiences demographically and culturally. Every effort should be made to communicate the site's values and significance to its varied audiences.*
- 1.4 *The diversity of language among visitors and associated communities connected with a heritage site should be taken into account in the interpretive infrastructure.*
- 1.5 *Interpretation and presentation activities should also be physically accessible to the public, in all its variety.*
- 1.6 *In cases where physical access to a cultural heritage site is restricted due to conservation concerns, cultural sensitivities, adaptive re-use, or safety issues, interpretation and presentation should be provided off-site.*

### **Principle 2: Information Sources**

- 2.1 *Interpretation should show the range of oral and written information, material remains, traditions, and meanings attributed to a site. The sources of this information should be documented, archived, and made accessible to the public.*
- 2.2 *Interpretation should be based on a well researched, multidisciplinary study of the site and its surroundings. It should also acknowledge that meaningful interpretation necessarily includes reflection on alternative historical hypotheses, local traditions, and stories.*
- 2.3 *At cultural heritage sites where traditional storytelling or memories of historical participants provide an important source of information about the significance of the site, interpretive programmes should incorporate these oral testimonies—either indirectly, through the facilities of the interpretive infrastructure, or directly, through the active participation of members of associated communities as on-site interpreters.*
- 2.4 *Visual reconstructions, whether by artists, architects, or computer modelers, should be based upon detailed and systematic analysis of environmental, archaeological, architectural, and historical data, including analysis of written, oral and iconographic sources, and photography. The information sources on which such visual renderings are based should be clearly documented and alternative reconstructions based on the same evidence, when available, should be provided for comparison.*
- 2.5 *Interpretation and presentation programmes and activities should also be documented and archived for future reference and reflection.*

### **Principle 3: Context and Setting**

- 3.1 *Interpretation should explore the significance of a site in its multi-faceted historical, political, spiritual, and artistic contexts. It should consider all aspects of the site's cultural, social, and environmental significance and values.*
- 3.2 *The public interpretation of a cultural heritage site should clearly distinguish and date the successive phases and influences in its evolution. The contributions of all periods to the significance of a site should be respected.*

- 3.3 *Interpretation should also take into account all groups that have contributed to the historical and cultural significance of the site.*
- 3.4 *The surrounding landscape, natural environment, and geographical setting are integral parts of a site's historical and cultural significance, and, as such, should be considered in its interpretation.*
- 3.5 *Intangible elements of a site's heritage such as cultural and spiritual traditions, stories, music, dance, theater, literature, visual arts, local customs and culinary heritage should be considered in its interpretation.*
- 3.6 *The cross-cultural significance of heritage sites, as well as the range of perspectives about them based on scholarly research, ancient records, and living traditions, should be considered in the formulation of interpretive programmes.*

**Principle 4: Authenticity**

- 4.1 *Authenticity is a concern relevant to human communities as well as material remains. The design of a heritage interpretation programme should respect the traditional social functions of the site and the cultural practices and dignity of local residents and associated communities.*
- 4.2 *Interpretation and presentation should contribute to the conservation of the authenticity of a cultural heritage site by communicating its significance without adversely impacting its cultural values or irreversibly altering its fabric.*
- 4.3 *All visible interpretive infrastructures (such as kiosks, walking paths, and information panels) must be sensitive to the character, setting and the cultural and natural significance of the site, while remaining easily identifiable.*
- 4.4 *On-site concerts, dramatic performances, and other interpretive programmes must be carefully planned to protect the significance and physical surroundings of the site and minimise disturbance to the local residents.*

**Principle 5: Sustainability**

- 5.1 *The development and implementation of interpretation and presentation programmes should be an integral part of the overall planning, budgeting, and management process of cultural heritage sites.*
- 5.2 *The potential effect of interpretive infrastructure and visitor numbers on the cultural value, physical characteristics, integrity, and natural environment of the site must be fully considered in heritage impact assessment studies.*
- 5.3 *Interpretation and presentation should serve a wide range of conservation, educational and cultural objectives. The success of an interpretive programme should not be evaluated solely on the basis of visitor attendance figures or revenue.*
- 5.4 *Interpretation and presentation should be an integral part of the conservation process, enhancing the public's awareness of specific conservation problems encountered at the site and explaining the efforts being taken to protect the site's physical integrity and authenticity.*
- 5.5 *Any technical or technological elements selected to become a permanent part of a site's interpretive infrastructure should be designed and constructed in a manner that will ensure effective and regular maintenance.*



- 5.6 *Interpretive programmes should aim to provide equitable and sustainable economic, social, and cultural benefits to all stakeholders through education, training and employment opportunities in site interpretation programmes.*

#### **Principle 6: Inclusiveness**

- 6.1 *The multidisciplinary expertise of scholars, community members, conservation experts, governmental authorities, site managers and interpreters, tourism operators, and other professionals should be integrated in the formulation of interpretation and presentation programmes.*
- 6.2 *The traditional rights, responsibilities, and interests of property owners and host and associated communities should be noted and respected in the planning of site interpretation and presentation programmes.*
- 6.3 *Plans for expansion or revision of interpretation and presentation programmes should be open for public comment and involvement. It is the right and responsibility of all to make their opinions and perspectives known.*
- 6.4 *Because the question of intellectual property and traditional cultural rights is especially relevant to the interpretation process and its expression in various communication media (such as on-site multimedia presentations, digital media, and printed materials), legal ownership and right to use images, texts, and other interpretive materials should be discussed, clarified, and agreed in the planning process.*

#### **Principle 7: Research, Training, and Evaluation**

- 7.1 *The interpretation of a cultural heritage site should not be considered to be completed with the completion of a specific interpretive infrastructure. Continuing research and consultation are important to furthering the understanding and appreciation of a site's significance. Regular review should be an integral element in every heritage interpretation programme.*
- 7.2 *The interpretive programme and infrastructure should be designed and constructed in a way that facilitates ongoing content revision and/or expansion.*
- 7.3 *Interpretation and presentation programmes and their physical impact on a site should be continuously monitored and evaluated, and periodic changes made on the basis of both scientific and scholarly analysis and public feedback. Visitors and members of associated communities as well as heritage professionals should be involved in this evaluation process.*
- 7.4 *Every interpretation programme should be considered as an educational resource for people of all ages. Its design should take into account its possible uses in school curricula, informal and lifelong learning programmes, communications and information media, special activities, events, and seasonal volunteer involvement.*
- 7.5 *The training of qualified professionals in the specialised fields of heritage interpretation and presentation, such as content creation, management, technology, guiding, and education, is a crucial objective. In addition, basic academic conservation programmes should include a component on interpretation and presentation in their courses of study.*
- 7.6 *On-site training programmes and courses should be developed with the objective of updating and informing heritage and interpretation staff of all levels and associated and host communities of recent developments and innovations in the field.*

- 7.7 *International cooperation and sharing of experience are essential to developing and maintaining standards in interpretation methods and technologies. To that end, international conferences, workshops and exchanges of professional staff as well as national and regional meetings should be encouraged. These will provide an opportunity for the regular sharing of information about the diversity of interpretive approaches and experiences in various regions and cultures.*

## 6. INTERPRETATION STRATEGY

The role of a Heritage Interpretation Strategy is to provide strategies and advice for interpreting a heritage item. An Interpretation Strategy is based on research and analysis that is utilised to communicate the significance and history of the item. It identifies key themes, storylines and audiences and provides recommendations about interpretation media. It also includes practical and specific advice about how to implement these strategies (Refer 7. Interpretation Plan).

The *NSW Heritage Council Heritage Interpretation Policy* (August 2005) presents the following 'Ingredients for Best Practice in Heritage Interpretation':

- (1) *PEOPLE AND CULTURE: Respect for the special connections between people and items*
- (2) *SIGNIFICANCE: Understand the item and convey its significance*
- (3) *RECORDS AND RESEARCH: Good research is at the heart of effective interpretation. Use existing records of the item, research additional information, and make the records and research publicly available (subject to security and cultural protocols)*
- (4) *AUDIENCE: Explore, respect and respond to the identified audience*
- (5) *THEMES: Make reasoned choices about themes, ideas and stories*
- (6) *ENGAGING THE AUDIENCE: Stimulate thought and dialogue, provoke response and enhance understanding*
- (7) *CONTEXT: Research and understand the physical, historical, spiritual and contemporary context of the item and related items; and respect local amenity and culture*
- (8) *SUSTAINING SIGNIFICANCE: Develop interpretation that strengthens and sustains the significance of the item, its character and authenticity*
- (9) *CONSERVATION PLANNING: Integrate interpretation in conservation planning, and in all subsequent stages of a conservation project*
- (10) *MAINTENANCE, EVALUATION AND REVIEW: Include interpretation in the ongoing management of an item; provide for regular maintenance, evaluation and review*
- (11) *SKILLS & KNOWLEDGE: Involve people with relevant skills, knowledge and experience*
- (12) *COLLABORATION: Collaborate with organisations and the local community*

### 6.1. Principles Appropriate to Required Interpretation

The Interpretation Strategy considers the following principles appropriate to deliver the range of interpretation required for the St Luke's Grammar School. These principles draw on the 'ingredients for best practice' listed above.

#### Principle 1 - A sense of place

Interpretation will create a linkage between the visiting audience, local residents, businesses and community with the place. It will be structured around a central message, or series of messages.

#### Principle 2 - Integration with the surrounding context

Through meaningful design, interpretation will communicate the historic layers of the place within the built, natural and cultural landscape.

#### Principle 3 - Media

Interpretation will include a wide range of media and platforms to create a sustainable and effective interpretation infrastructure. It will be structured in a way that makes it easy for the audience to understand.

#### Principle 4 - Community engagement and consultation

The development of interpretation will draw on the community, former staff and other stakeholders as participants to ensure a sense of ownership.

### Principle 5 - Audience focussed

Ongoing audience research and evaluation will contribute to planning and delivery of interpretation.

### Principle 6 - Entertaining

Interpretation will seek to hold the audience's attention.

### Principle 7 - Best practice

Interpretation will be based on best practice contemporary research in interpretation and scholarship.

## 6.2. Relevant Historical Themes

The historical development of an area or item can be understood as occurring in a thematic way, with different layers representing progressively earlier themes. The NSW Heritage Council developed a thematic framework for use in heritage assessment and management. Thinking about a place in terms of themes can help understanding of its significance as well as establish the interpretative storylines. The organising principle for the thematic framework is the dynamism of human activity. The following framework identifies a number of historical themes within the National and State framework and organises them by relevance to the site.

The following themes and messages that can be derived from the physical and documentary evidence available for the St Luke's Grammar School are identified in the following table.

Table 2: Relevant historical themes for the subject site

National Theme	NSW Theme	Local (site specific) Theme	Examples
1. Tracing the natural evolution of Australia	Environment - naturally evolved	There are two aspects to this theme:  (1) Features occurring naturally in the physical environment which have significance independent of human intervention.  (2) Features occurring naturally in the physical environment which have shaped or influenced human life and cultures.	The subject site evolved over time to accommodate community needs, starting with undeveloped land in early days, being set aside for 'public reservation' in 1880's, being used as office and warehouse by Sargood Gardiner Ltd in 1920's - 1940's, evolving into a factory in 1940's - 1990's, becoming a gymnasium and later being used as retail and medical facilities until present when it is transforming again into grammar school.
2. Peopling Australia	Aboriginal cultures and interactions with other cultures	Activities associated with maintaining, developing, experiencing and remembering Aboriginal cultural identities and practises, past and present; with demonstrating distinctive ways of life; and with interactions demonstrating race relations.	Dee Why was, and continues to be, part of the traditional land of the Aboriginal people formerly known as Guringai country, the land of the Garigal or Caregal people.
2. Peopling Australia	Convict	Activities relating to incarceration, transport, reform, accommodation and working during the convict period in NSW (1788-1850) – does not include activities associated	The subject site is located along a stretch of Pittwater Road which was originally part of the original Old Pittwater Road constructed

National Theme	NSW Theme	Local (site specific) Theme	Examples
		with the conviction of persons in NSW that are unrelated to the imperial 'convict system': use the theme of Law & Order for such activities.	in 1826 by James Jenkins with the aid of convict labourers
3. Developing local, regional and national economies	Commerce	Activities relating to buying, selling and exchanging goods and services.	Subject site was partially used as a retail premises since 1990's until present.
3. Developing local, regional and national economies	Health	Activities associated with preparing and providing medical assistance and/or promoting or maintaining the wellbeing of humans.	Subject site was partially used as a medical space since 2000's until present.
3. Developing local, regional and national economies	Industry	Activities associated with the manufacture, production and distribution of goods.	Subject site was used as office and warehouse by Sargood Gardiner Ltd in 1920's - 1940's and as a factory in 1940's - 1990's
5. Working	Labour	Activities associated with work practises and organised and unorganised labour.	The subject site was used as a warehouse, factory, gymnasium, retail, medical centre
6. Educating	Education	Activities associated with teaching and learning by children and adults, formally and informally.	The subject site was used as a gymnasium since 1990's
9. Making the phases of life	Persons	Activities of, and associations with, identifiable individuals, families and communal groups.	The site is associated with Sargood Gardiner Ltd, Top Dog Men's Wear, Spencer, Spencer & Bloomfield, Bonds, Wormald International

### 6.3. Identifying the Audience

The effective interpretation of the cultural significance of a place is dependent on the accurate identification of target audiences. People will have different associations with items and, as such, understanding each of these key audiences will inform the content and the media used for interpretation.

The key potential audience groups for the St Luke's Grammar School site include local residents, employees, visitors, students, adults, delivery/maintenance people and the passer-by.

### Local residents

Profile	This group includes residents within the immediate neighbourhood and their visitors who have come from other places. These people are likely to view the site in the course of daily life in the area.
Activities	<ul style="list-style-type: none"> <li>Walk past the St Luke's Grammar School</li> </ul>

### Employees of St Luke's Grammar School

Profile	<p>Employees of the St Luke's Grammar School constitute one of the core target groups to be considered for heritage interpretation.</p> <p>This group will spend the majority of time within the school and around the site and therefore develop the greatest familiarity with the site and its historical values.</p>
Activities	<ul style="list-style-type: none"> <li>Enter and exit the building</li> <li>General access to the site</li> <li>Access the interior of the building for work</li> </ul>

### Students of St Luke's Grammar School

Profile	<p>This group will comprise the largest overall group and may be regarded as the principal core audience. As students will spend extended periods of time within the site, studying, socialising and using available facilities, this provides an opportunity to foster an interest and appreciation of both the history of the site and the area in general.</p> <p>As a population group, this audience will be generally stable, although there will be periodic turnover with completion of educational periods.</p>
Activities	<ul style="list-style-type: none"> <li>Enter and exit the site and buildings.</li> <li>Spend extended time in the building while residing, socialising, studying and using the site facilities.</li> <li>Interact with the building in the course of studying, residing and using facilities offered by the school.</li> </ul>

### Visitors

Profile	This group consists of people visiting the site for short periods of time as visitors of the school, this may include guest lecturers, visiting delegations from educational institutions or visitors to the residents. This group of people are likely to have engagement with the site for a short period of time but with an awareness of the quality of the surrounding environment.
Activities	<ul style="list-style-type: none"> <li>Enter and exit the site and buildings.</li> <li>Access the interior of the building for work.</li> </ul>

### Visitors

- View site through work or inspections.

### Delivery and maintenance people

Profile	It is expected that delivery and maintenance workers will also need to access the buildings periodically and are therefore another target audience.
Activities	<ul style="list-style-type: none"> <li>▪ Enter and exit the site/ building</li> <li>▪ Spend limited time in the building to undertake repair and maintenance work, deliver goods and communicate with employees</li> </ul>

### The passer-by

Profile	<p>It is expected that numerous other people would pass by the subject site on a daily basis. Amongst others, casual passers-by are expected to include local workers and visitors of the area who casually walk through the neighbourhood or walk past the area on their way to and from work.</p> <p>Compared to the other audience groups, these people may have only occasional opportunity to experience the exterior of the building.</p>
Activities	<ul style="list-style-type: none"> <li>▪ Walk past the school</li> </ul>



## 7. INTERPRETATION PLAN

As defined in *The Burra Charter*, interpretation is "all the ways of presenting the cultural significance of a place". This may be a 'combination of the treatment of fabric'; 'the use of and activities of a place'; and 'the use of introduced explanatory material'.

According to the *NSW Heritage Council Heritage Interpretation Policy* (August 2005), "Heritage interpretation is a means of sharing Australian culture and history within communities and with other communities, new citizens, visitors and people overseas. It is also a means of passing on the knowledge and appreciation of Australian culture to new generations".

In addition to the 'best practice' principles outlined in section 5, CPH believes that the design of interpretive signs and interpretive devices is crucial to providing an understanding of the place. Accordingly, the following key elements of effective interpretive signage and text usage should be consistent across all new signage and display areas of the subject site:

- Communication is most effective when text is aimed towards a 5th grade reading level so that it can be easily read and comprehended by people of most ages, backgrounds, and abilities. This does not imply that text must be 'dumbed down', but rather it should not incorporate jargon, overly scientific expressions, or difficult vocabulary words. Simplifying is best.
- Sentences should be simply composed and uncomplicated (generally no more than 15 words).
- Text written in a conversational tone is more effective than academic or didactic 'textbook' text. Most people learn and absorb information better when it is subjective rather than objective.
- Use familiar words.
- Use positive rather than negative statements (e.g. 'These frogs move south in the winter' rather than 'These frogs will not migrate until winter').
- Use a limited number of qualifying phrases to make the text less complicated (e.g. The Bubonic Plague, which killed more than 10,000 people in Australia, first hit Sydney in 1900). A better example of phrasing would be 'The Bubonic Plague first hit Sydney in 1900. It has killed more than 10,000 people in Australia since that time.'
- Text is more readable and far more approachable when it is formatted well. Information is best when it is presented in layers, using headings, sub headings, and standard text size. Additional 'tidbits' of information can be located at the end of a paragraph, in a smaller font size. This indicates that the information is secondary and the reader can choose to read it if they want. This type of sub-text should be kept short and concise and not incorporate more than 1 to 3 sentences.
- Breaking up text into small neat paragraphs makes it easier for the reader to engage and gives the eyes a rest while reading.
- Margins should be left justified with standard spacing between words.
- Text and background colour should provide a clear contrast for easy reading (dark against a light background is best).

### 7.1. Site considerations

Interpretation of the site should inform effectively without being elaborate, intrusive to open or built spaces, obstruct traffic, or obscure significant fabric. Effective interpretive devices will act as a marketing tool, while dramatic devices will become a talking and reference point by which people will identify with the site. Accordingly, the emphasis should be on visual strategies with textual information limited to a small number of interpretive devices.

Based on recommendations and assessment, Department of Planning and Environment approved the proposed works with requirement for development of interpretation devices to acknowledge the heritage of the site, including the adjacent heritage bus shelter on Pittwater Road and provision for naming elements within the development that acknowledges the site's identified heritage. Based on the above recommendations, following are the interpretative methods that are recommended to be used in

conveying the occupation history of the subject site, and the historic development of the site and its surrounds.

## 7.2. Interpretation by Fabric and Design

This Interpretation Plan responds to Condition of Consent B13 of the State Significant Development (SSD) Consent (SSD-10291). It is known that from 1993 the subject site saw a high number of additions and alterations related to the installation of a gymnasium and adjacent tenancy with only the tower, former curved canteen and front entrance retained. The current approved proposal includes major alterations and additions to the subject site to accommodate the proposed development, however, the original portions of the subject building have been retained and incorporated into the new redeveloped site with all of its significant fabric conserved as an adaptively reused educational facility. The additions have been designed in a way that is responsive to the character of the original building, including the form, choice of colours and finishes.

## 7.3. Interpretive Signage

The use of signage for interpretation provides an opportunity for all audience groups to access information about the site's history. It is especially important as a fixed means of providing immediate interpretation when directly encountered by audience groups both externally and internally. The interpretive signage arranged for St Luke's Grammar School will see use both internally and externally, providing interpretation of the general history of the site, historic functions, information regarding the interpretive naming of rooms as well as historical timelines of both the subject site and the bus shelter on Pittwater Road. The recommended locations and content of the interpretive signage to be installed are provided in the following sections.

Signage Identifier	Location/Form	Content
Sign 01	External Panel (next to the bus shelter either as a horizontal panel on the boundary retaining wall or as a vertical pillar within the grassed verge)	General History
Sign 02	Timeline and/or interpretation panel (within public foyer and the café area – see marked up plan below for a few blank walls to be considered either as one panel or combination of series of panels depending on the space available and future internal refurbishment). The panel next to the Temp Café Kitchen could have the timeline panel with images while the smaller one next to the lift could have the information on the clock tower pointing out its stair entry nearby.	General History on The Top Dog Factory and the Bus Shelter
Sign 03	Common Area Name Identification	Interpretive Common Area Name Info & suggestions for naming of spaces within the complex incorporating to the Clock Tower

### 7.3.1. Proposed Locations

The potential locations for signage within the subject site must take a cautious approach so as not to distract from the heritage significance of the remnant significant elements and any visual interpretation of them while remaining easily accessible to the prospective audience. Signage in all instances has been set in meaningful locations to help connect the audience to the significance of the place, while also remaining secondary to the importance of the fabric. Further the locations of signage have also taken into account their visual accessibility where they can be placed at a height which is readable from both upright and seated positions.

It is considered by CPH that the appropriate location for the proposed Sign 01 - External Panel would be on the retaining wall in close proximity to the bus shelter. Alternative locations are the main entrance, pedestrian site entrance areas or carparking areas.

It is noted that former clock tower will be closed for general public and used for storage area therefore the appropriate location for the proposed timeline is the new public reception area.

The following images/drawings provided the indicative location of interpretive media devices to be installed at St Luke's Grammar School.

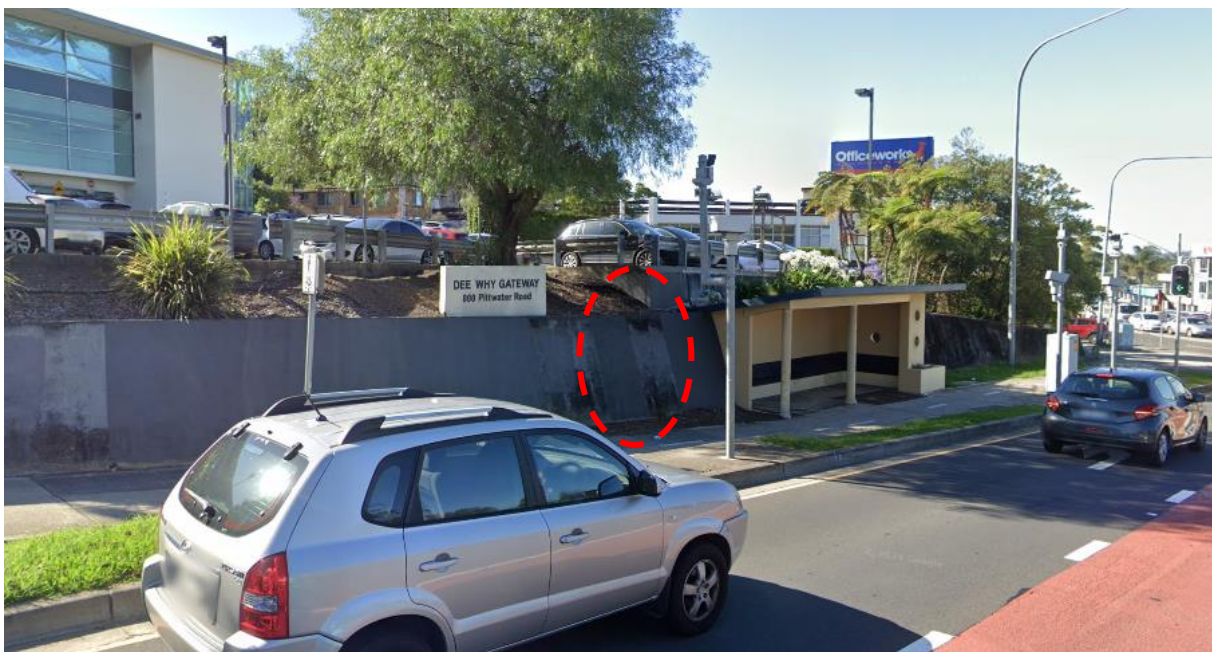


Figure 9: Current view along Pittwater Road showing the existing bus shelter and the approximate location of the recommended Sign 01 - External Panel (Source: Google Street View, December 2021, accessed August 2024)

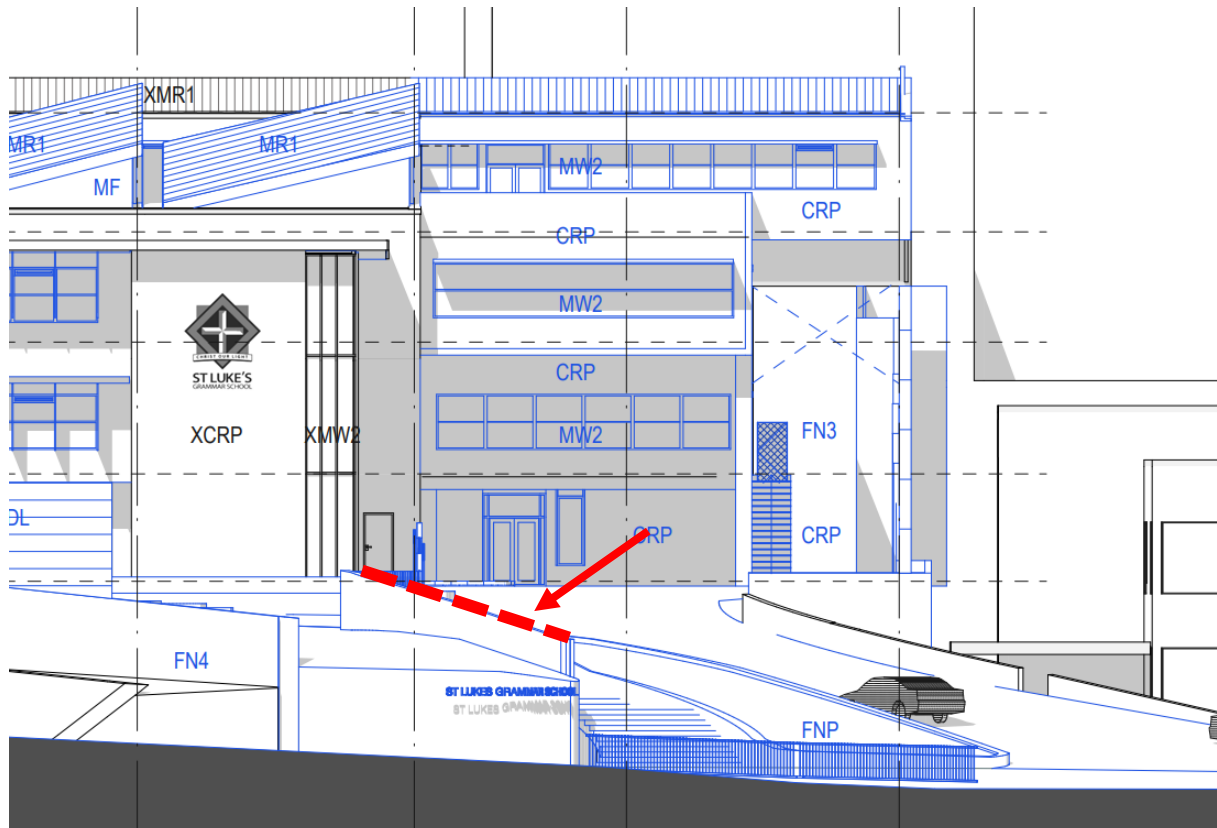


Figure 10: Enlarged western elevation showing the alternative location for Sign 01 - External Panel attached to retaining wall along pedestrian entrance (Source: Approved plans, Elevations West + North\_800, rev B, A-210 prepared by Tonkin Zulaikha Greer Architects and dated 13 January 2021)

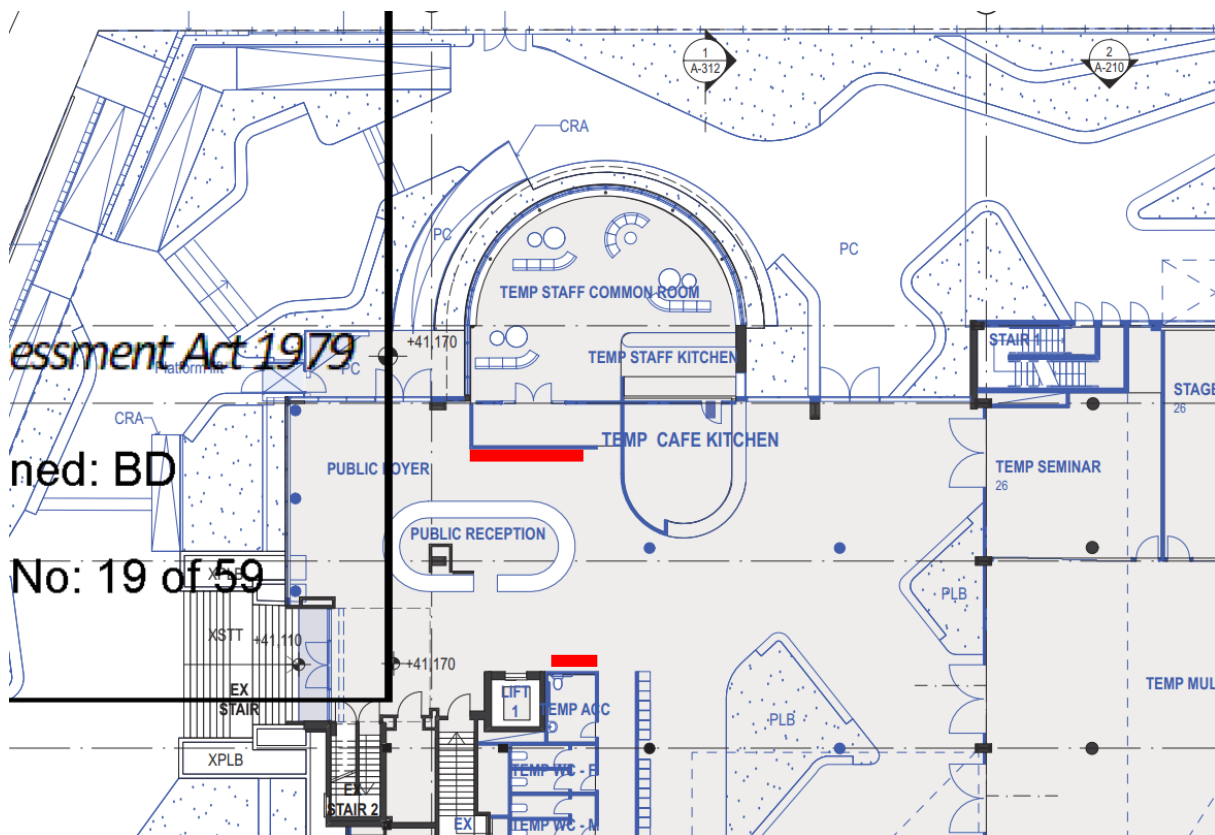


Figure 11: Enlarged new public reception area showing the approximate locations of the recommended Sign 02 - Timeline (Source: Approved plans, Level 1 Plan - Stage 2\_800, rev D, A-111 prepared by Tonkin Zulaikha Greer Architects and dated 16 January 2023)

### 7.3.2. Signage Content

The following is suggested text that could be incorporated into the heritage interpretation plaque to facilitate a simple and accessible path through the history of the site and its significance to the area.

#### Sign 01 - External Panel

The proposed plaque should be simplistic in design and be straightforward in its information.

##### The Top Dog Factory

Designed by the architectural firm Spencer, Spencer & Bloomfield the Top Dog factory was constructed in 1950 for the clothing company Sargood Gardiner Ltd as a building designed to be 'worker friendly'. The same year it was awarded the prestigious Sir John Sulman Medal for architecture. The judges commented that 'we consider this building extremely well designed, planned and executed and that it adds a valuable contribution to industrial architecture.'

The building was a source of employment for Italian migrant women who staffed the factory as machinists. Sargood Gardiner operated the factory until 1957. It was then sold to Bonds who operated there from 1958 to 1972.

The building was later owned and operated by Wormald International following its purchase from Bonds through to the 1990s.



In 1990's the building was converted to a gymnasium with adjacent tenancy and saw a high amount of additions and alterations until 2010's including accommodation of Office Works, Fitness First and medical centre.

Currently, only the tower, former curved canteen and front entrance remain as a reminder of the building's former design.

#### Bus Shelter

The adjacent bus shelter on Pittwater Road was built in 1949 by the company, as part of the Top Dog Menswear Production Centre. It was designed specifically to complement the adjacent Top Dog Factory.

### Design Examples

The following images are some examples of heritage interpretation that would be suitable for the panels at the subject site.



Figure 12: The display panels used in this heritage interpretation for Ballast Point consists of concrete section with timeline history information. The display serves as a retaining wall as well as a display. This could potentially be used in some areas.



Figure 13: Information panel at the Bedlam Bay interpretive walk by the Parramatta River. The walk has been specifically devised so as to highlight areas where significant artefacts are located. (Phillips Marler website, Projects and Landscape Architecture)



Figure 14: An information panel within the Bedlam Bay interpretive walk. (Phillips Marler website, Projects and Landscape Architecture)




Figure 15: An external freestanding marker installed at Nihon University, Newcastle (CPH)



## Sign 02 - Timeline



Sign 02 will see the installation of a timeline featuring detailed history of the subject site. The signage could be constructed in a contemporary manner, allowing for a visually clear display of information. The content for the timeline has been provided below and details the site's history in simple English with associated historic images valuable in helping create a tangible link to the site's past.





An example of display panel provided in Figure 32 below is a mural style panel and was prepared by primary & secondary school students using their imagination and take from the historical background of the respective site. A similar approach could be utilised through engaging St Luke's Grammar School students in the making the artwork for the timeline.




Date	Event	Suggested Images
Pre-1788	Dee Why was, and continues to be, part of the traditional land of the Aboriginal people formerly known as Guringai country, the land of the Garigal or Caregal people.	
1826	Old Pittwater Road (now Pittwater Road) was constructed by James Jenkins with the aid of convict labourers	 <p>Figure 16: Sketch of Old Pittwater Road c.1860 (Source: 'A view through the trees', c.1860, William Andrews from album 'Sketches of Sydney and environs', Image No. c12837 0021, State Library of NSW, available at <a href="http://www.pittwateronlinenews.com/roads-to-pittwater---the-pittwater-road.php">http://www.pittwateronlinenews.com/roads-to-pittwater---the-pittwater-road.php</a>)</p>


Date	Event	Suggested Images
1831	James Wheeler purchased 90 hectares including the subject sites, with Mathew Charlton similarly occupying part of the area to the south.	 <p>Figure 17: undated, pre 1886 map showing the approximate location of the subject site (indicated in red) beneath Wheeler estate (Source: Parish of Manly Cove County of Cumberland Cove, AO Map No.322, accessed via NSW Land Registry Services)</p>
1881 - 1886	Subject sites subdivided into Lots 367 - 371, with Lot 369 set aside for 'public reservation'	 <p>Figure 18: Plan 352 portions at Harbord, Parish Manly Cove, County Cumberland : within the Sydney population area proclaimed 22nd April 1886 / sale on the ground on Saturday the 21st and 28th August 1886. Approximate location of the subject site outlined in red (Source: Trove via <a href="https://nla.gov.au/nla.obj-230211686/view">https://nla.gov.au/nla.obj-230211686/view</a>)</p>
1886	Jane Malcolm occupied Lots 370 and 371	
1914	Lot 368 subdivided into Lots 368 and 2112	

Date	Event	Suggested Images
1927	F.J Sargood and William Garddiner merged businesses to create Sargood Gardiner Ltd, soon opening offices in every Australian state	
1940s	Previous office and warehouse sold with the intention to build a new factory at the subject site	 <p>Figure 19: Top Dog Men's Wear Production Centre during construction (Source: Northern Beaches Council, History Hub, accessed via <a href="https://northernbeaches.recollect.net.au/nodes/view/5109">https://northernbeaches.recollect.net.au/nodes/view/5109</a>)</p>  <p>Figure 20: The Top Dog Men's Wear production centre designed by Spencer, Spencer and Bloomfield photographed by Ted Hood with the James' service station and Sydney bus in the foreground, c. 1951 Source: State Library NSW accessed via the Daily Telegraph website <a href="https://www.dailytelegraph.com.au/newslocal/manly-daily/the-changing-face-of-the-sulman-medalwinning-top-dog-building-at-dee-why/news-story/94dc1981eef49be69026e499091415c1">https://www.dailytelegraph.com.au/newslocal/manly-daily/the-changing-face-of-the-sulman-medalwinning-top-dog-building-at-dee-why/news-story/94dc1981eef49be69026e499091415c1</a>)</p>



Date	Event	Suggested Images
		 <p>Figure 21: 1951 Top Dog Men's Wear Production Centre, Dee Why (Source: Northern Beaches Council, History Hub, 40953, accessed via <a href="https://northernbeaches.recollect.net.au/nodes/view/15509">https://northernbeaches.recollect.net.au/nodes/view/15509</a>)</p>
1949 - 1951	First factory opens at the subject site to provide a 'worker-friendly' warehouse for Top Dog Men's Wear designed by Spencer, Spencer & Bloomfield. The adjacent bus shelter on Pittwater Road was built in 1949 by the company, as part of the Top Dog Menswear Production Centre. It was designed specifically to complement the adjacent Top Dog Factory.	 <p>Figure 22: Advertisement for Top Dog Men's Wear promoting the National Savings Bonds and War Savings Certificate, c. 1943 (Source: Smith's Weekly, 26 June 1943, accessed August 2019 via <a href="http://www.hibeach.net/topdog.html">http://www.hibeach.net/topdog.html</a>).</p>

Date	Event	Suggested Images
		 <p>Figure 23: 1956 image of the Top Dog Factory with bus shelter (Source: State Library NSW, FL2197000, IE2196994, accessed via Trove <a href="https://trove.nla.gov.au/work/235782095?keyword=top%20dog%20dee%20why">https://trove.nla.gov.au/work/235782095?keyword=top%20dog%20dee%20why</a>)</p>
1957	<p>Top Dog products ceased production and the factory building was sold to Bonds</p> <p>The Stony Range Regional Botanic Garden was established north of the subject sites, previously the site of the Dee Why Hill (also known as 'Cable Hill') quarry</p>	 <p>Figure 24: Looking south-east towards the 'Top Dog' production centre, c. 1956 (Source: State Library of New South Wales, reference 230302, IE 2200760).</p>
1958 - 1972	<p>The factory remained under the ownership of Bonds</p>	 <p>Figure 25: The Top Dog building in 1956 (Source: State Library NSW accessed via the Daily Telegraph website <a href="https://www.dailytelegraph.com.au/newslocal/manly-daily/the-">https://www.dailytelegraph.com.au/newslocal/manly-daily/the-</a></p>

Date	Event	Suggested Images
		<a href="https://www.abc.net.au/news/2019-09-14/94dc1981eef49be69026e499091415c1">changing-face-of-the-sulman-medalwinning-top-dog-building-at-dee-why/news-story/94dc1981eef49be69026e499091415c1</a> )
1970s - 1990s	Factory owned by Wormald International until its sale and internal subdivision to accommodate a gymnasium	
1993 - 1997	Building saw major additions and alterations with only the tower and façade retained	 <p>Figure 26: 1997 image showing major alterations to accommodate new tenancies, Officeworks (Source: Northern Beaches Council, History Hub, accessed via <a href="https://northernbeaches.recollect.net.au/nodes/view/2103">https://northernbeaches.recollect.net.au/nodes/view/2103</a>)</p>
2008	Additions and alterations to the interior of the gymnasium (DA2008/1535 and CC2008/1201)	To be sourced if possible
2009	New internal fitout installed to accommodate the existing medical centre (DA2009/1421)	To be sourced if possible
2011	Further additions and alterations undertaken related to installation of the existing	To be sourced if possible

Date	Event	Suggested Images
	Officeworks (DA2010/1836)	
2013	Subject sites purchased by St Luke's Grammar School	To be sourced if possible
2014 - 2019	Minor works carried out to interior of the gymnasium and extension of operating hours (DA2017/0881, CDC2014/0302 and CDC2018/1211).	To be sourced if possible
2022-2024	Redevelopment of the site and growth of St Luke's Grammar	To include perspectives as applicable and if agreed

## Design Examples



Figure 27: An example of multiple panels affixed to the interior of Nihon University in Newcastle (Source: photo taken by Minale Tattersfield)



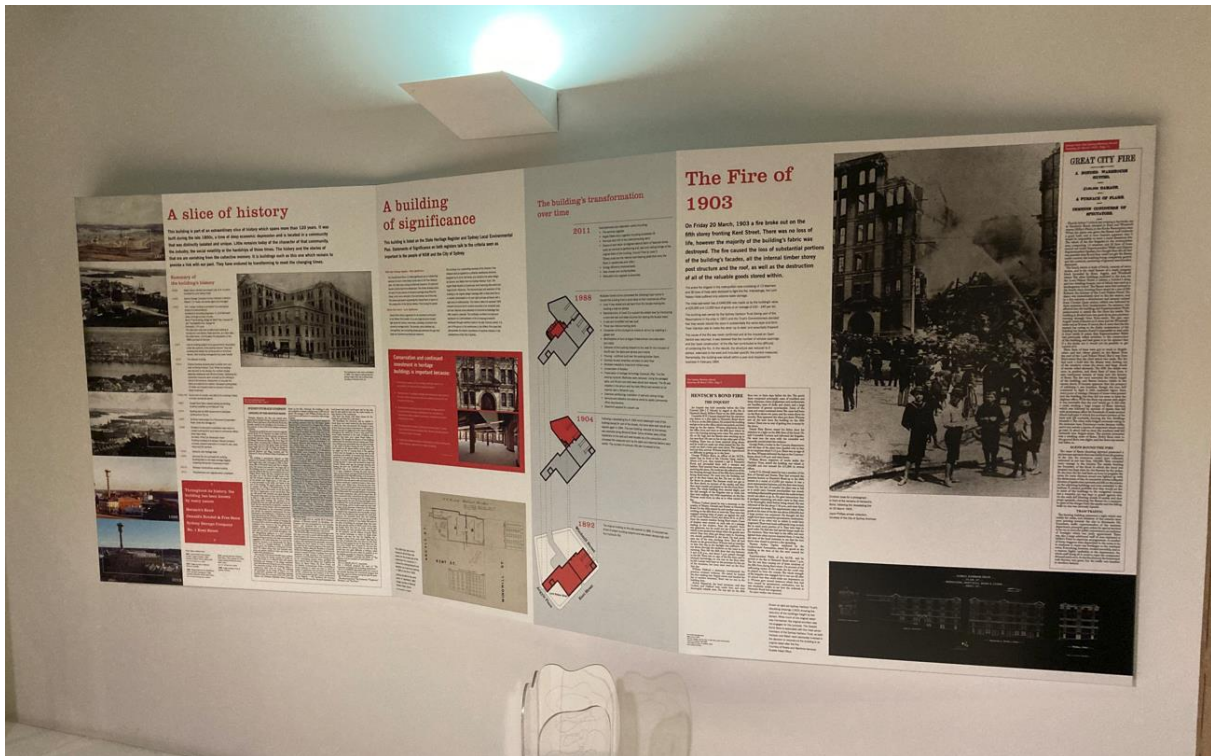


Figure 28: Example of the wall panel affixed to the interior of a building at 1 Kent St, Millers Point (Source: photo taken by Kerime Danis of City Plan Heritage)



Figure 29: An example of a double sided multiple panels forming one panel affixed to the interior of Newcastle East End Washington House Building by TZG (Source: photo taken by Kerime Danis of City Plan Heritage)



Figure 30: An example of an interpretation panel focusing on the dissemination of information through a "timeline" display. (Source: COROFLOT website, accessed 7 July 2017 via <http://www.coroflot.com/dmaurand/environmental-graphics>)



Figure 31: An example of a "timeline" display located along a wall within a building. (Source: United Way website, accessed 7 July 2017 via <http://www.unitedwayla.org/pictures/united-ways-wall-of-history/>)



Figure 32: An example of a set of interpretive drawings, used for a timeline display within the foyer of 9 Watt Street, Newcastle. The drawings are interspersed with photographs of the actual building. This mural style panel was prepared by primary & secondary school students. A similar approach could be utilised engaging St Luke's Grammar School students in making the artwork. (Source: Dr Michael McAuley for 9 Watt Street, Newcastle, 2015)

## Sign 03 - Common Area Name Identification

### 7.4. Naming Strategy

In addition to the physical interpretive panels and displays that could be installed across the site, various common areas could be attributed a name that provides insight into the history of the site. For example, the following spaces within the St Luke's Grammar School could be renamed:

- To be discussed with the School and Project Team

Suggested examples of names that could be employed to these spaces include but not limited to the following:

- **Guringai, Garigal or Caregal** - Guringai country, the land of the Garigal or Caregal people. The Garigal or Caregal clans lived in family groups and moved around the area. The coast provided an abundant food supply. Men and women were highly skilled at fishing, both from the shore and from canoes using spears, lines with shell or bone hooks, and nets, with chewed shellfish or discarded fish for bait. Often a small fire was kept alight on a bed of seaweed in the canoe and the catch cooked on board. Other food sources were birds, reptiles, marsupials, as well as roots, fruits, berries and nuts. Bungaree was the Guringai's last traditional old man. Bungaree was also the first indigenous Australian to sail around the Australian continent, first with Mathew Flinders and then with Philip Parker King<sup>6</sup>.
- **Dee Why** - 'Diwai' or 'DY'? 'Diwai' is an Aboriginal word, applied to a bird that frequented the lagoon. The 'DY Beach...' was marked on the map prepared by James Meehan (1774 - 1826), who surveyed the area in 1818. The 'DY' could be an abbreviation for the Greek word 'dyspropositos' which means 'difficult to reach'.
- **James Meehan** (1774 - 1826) - surveyed the area in 1818. Meehan, a former convict, worked as a surveyor in New South Wales and Van Dieman's Land from the time of his arrival in Sydney in 1800 until his retirement in 1823. James Meehan Reserve honours the claim that Meehan put Dee Why's name 'on the map' and was one of the first white men to explore the area.
- **James Jenkins** - In the 1820s and 1830s Dee Why was part of James Jenkin's property. James Jenkins with the aid convict labourers constructed Pittwater Road which was originally part of the Old Pittwater Road constructed in 1826.
- **Sargood Gardiner Ltd or F.J Sargood and William Garddiner** - used the site as office and warehouse in 1927 - 1940's and built the factory and the bus shelter in 1949
- **Top Dog Factory** - designed by Spencer, Spencer & Bloomfield and awarded the prestigious Sir John Sulman Medal for architecture
- **Bonds** - operated the factory from 1958 to 1972
- **Wormald International** - owned the building until the 1990's

### 7.5. Website

To provide relevant and easily accessible information about the St Luke's Grammar School site and its historic role as a former factory, it is recommended that St Luke's Grammar School website dedicates a webpage within their website to disseminate the Historical Summary included in Appendix A under the 'History of the Site' and or proposed timeline detailing important information about the site, its former use as a factory and the interpretation of the site's history. The website will allow the user to explore the interpretive elements of the site including detailed information on timelines of Pittwater and Dee Why, and the former Top Dog Factory. This will provide valuable and accessible information for audiences wishing to further enhance their experience and knowledge of the site.

<sup>6</sup> <https://walkaboutpark.com.au/guringai-darkinjung/>




## Design Examples

NSW Department of Education

Log in

MAKE A PAYMENT | ENROLMENT | NEWS | NEWSLETTER | EVENTS | GALLERY



# Bankstown North Public School

Skill with Honour

T: 02 9709 5506 E: bankstownn-p.school@det.nsw.edu.au

About our school

Supporting our students

Learning at our school

Students

Notes to parents

Uniforms

Contact us

Newsletter

Q

[Home](#) / [About our school](#) / [History](#)

## History

← About our school

Principal's message

**History**

School planning and reporting

Location and transport

Enrolment

Financial contributions and assistance

Our staff

Rules and policies

What we offer

The history of Bankstown North Public School is a long, rich and varied one.

The school began in a weatherboard Anglican Church Hall in 1868. The first public school building was opened in 1880 and, at its present site near the water tower on the Hume Highway, a new two-storey school was opened in 1924. Extensions to this building were completed in 1944, a four-room infants department was built in 1953, and another permanent building with two classrooms was erected in 1959. Demountable classrooms became a feature of the school in the 1980s.

In 2011, our refurbished library in the school hall was completed, and a new hall and canteen were added to the existing layout of the school.

In 2013 Bankstown North Public School had approximately 365 students and a growing enrolment pattern; serving a diverse, multicultural and transient population.

For those interested in more details about this school, the library has available for loan a booklet, written in 1993, to commemorate the 125th Anniversary of the school. It is a rich source for those with a love of history.








Figure 33: Screenshot of history section at Bankstown North Public School website accessible via <https://bankstownn-p.schools.nsw.gov.au/about-our-school/history.html>

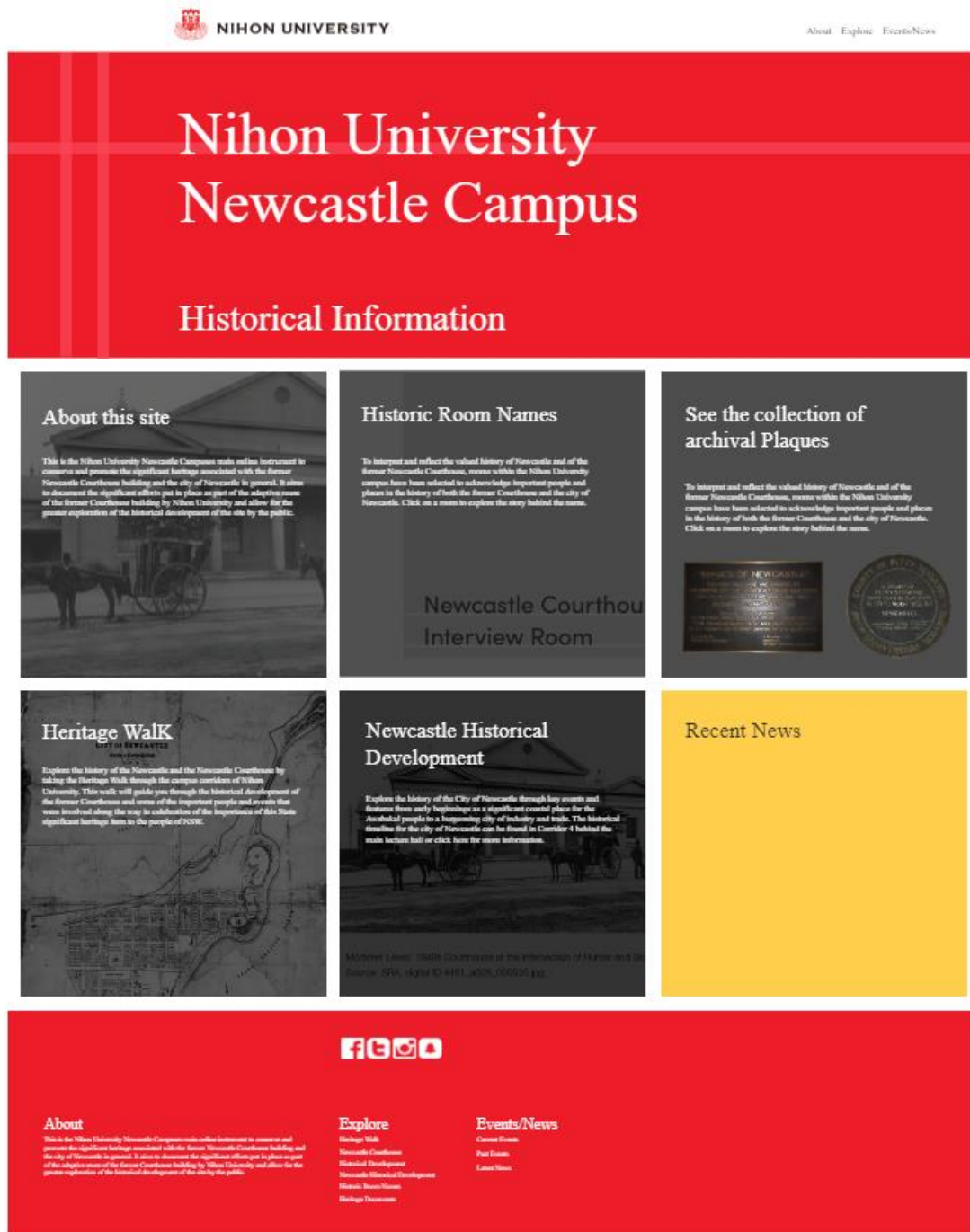


Figure 34: Screenshot of an interactive webpage dedicated within the Nihon University Newcastle Campus website prepared following adaptive reuse of the Newcastle Courthouse, It is accessible via <https://www.nihon-u.ac.jp/en/newcastlecampus/>

## **8. MAINTENANCE AND EVALUATION**

The review, maintenance and refurbishment of interpretive material should be integral to the heritage management of the site. Further, historical research should be periodically integrated into the interpretation as appropriate, and regular maintenance should ensure that the interpretive devices are kept in good condition. In addition, periodic audits of audience groups and visitors should be carried out to confirm that the interpretive material remains relevant, ensuring that new audiences are catered for and relevant information is presented. Evaluation of interpretive devices should consider the durability of the device; interpretation message; social context (culturally appropriate and target oriented); and the potential for revised content compiled in consultation with a suitably qualified heritage professional.

## **9. SITE HISTORY CONCLUSION AND RECOMMENDATIONS**

In conclusion, City Plan Heritage considers that the proposed Heritage Interpretation Plan incorporating interpretation framework and strategy for the St Luke's Grammar School adequately responds to Condition of Consent no B13 of the State Significant Development SSD -10291 that requires the production of a heritage interpretation plan by a suitably qualified heritage consultant.

The suggested interpretative external panel, timeline and naming strategy explore the overall history, development and function of the site, including the adjoining bus shelter. Future actions resulting from the adoption of the Heritage Interpretation Strategy & Plan include the following:

- This Plan is to be implemented through the actions identified in Section 7 above in order to fulfil the requirements of the Condition of Consent;
- Prepare, as part of the implementation of the Heritage Interpretation Plan, detailed graphic designs of the external interpretation panel, timeline and signs for naming strategy;
- The heritage consultant, Planning Secretary and the Council to approve all final designs prior to manufacturing;
- Undertake consultation with the community, potentially through a newspaper call out, to see if any additional photographs can be provided for incorporation in the heritage interpretation timeline.

Following endorsement of this report, and upon confirmation of the location and design of the interpretative options, it is recommended that the approved interpretation media is manufactured and installed as set forth in this Plan.

CITY PLAN HERITAGE

March 2025

## Appendix A: Detailed site history



### 3. HISTORY

#### 3.1. Brief Suburb History

The following history of Dee Why has been extracted from *The Book of Sydney Suburbs*:<sup>5</sup>

*Between Collaroy and Curl Curl on the Barrenjoey Peninsula north of Sydney, Dee Why has a fine ocean beach, a saltwater pool, and a lagoon rich in bird life. The origin of the suburb's name is not clear. It could have been derived from an Aboriginal word, 'Diwai', applied to a bird that frequented the lagoon. The historical claim, however, is that James Meehan (1774 - 1826), who surveyed the area in 1818, recorded on his map 'DY Beach, marked a honeysuckle near beach'. The 'DY' could be an abbreviation for the Greek word 'dyspropositos' which means 'difficult to reach', a feasible explanation since the beach would have been shielded by thick undergrowth and swamp surrounding Dee Why lagoon.*

*In the 1820s and 1830s Dee Why was part of James Jenkin's property... In 1900 this land passed to the Salvation Army and in about 1906 they subdivided the area between Pacific and Dee Why Parades. Harper's estate was also subdivided in 1906, and once these two estates were broken up, the area began to develop. The Salvation Army has homes in the area, and it periodically sells some of its land.*

*A peaceful seaside suburb until after the Second World War, when it became a residential area and a rash of high-rise unit buildings increased the population dramatically, Dee Why is now heavily populated. The shopping centre on both sides of the main road, Pittwater Road, flowed into side streets and now it offers a wide range of merchandise. A good bus service connects Dee Why with Sydney, an important factor for people who live here.*

*A beauty spot well worth a visit, especially in spring, is the Stony Range Flora Reserve. Situated on Pittwater Road just south of Dee Why, it has a collection of native flora in a controlled but natural bush garden.*

*On 27 September 1979, a small area on the south-east side of Dee Why Lagoon was dedicated as the James Meehan Reserve. Meehan worked as a surveyor in New South Wales and Van Dieman's Land from the time of his arrival in Sydney in 1800 until his retirement in 1823. The park honours the claim that Meehan, a former convict, put Dee Why's name 'on the map' and was one of the first white men to explore the area.*

#### 3.2. History of the Subject Site

The landscape surrounding the subject site was noted by early colonialists to be heavily forested, however most of the area was cleared for lumber before 1889.<sup>6</sup> The subject site is located along a stretch of Pittwater Road which was originally part of the original Old Pittwater Road<sup>7</sup>, which was constructed in 1826 by James Jenkins with the aid convict labourers (Figure 62).<sup>8</sup> Jenkins was also responsible for the construction of 13 bridges along the route.<sup>9</sup> One undated map suggests that the road even ran through the area now occupied by the subject site (Figure 64).

<sup>5</sup> Pollen, F., *The Book of Sydney Suburbs*, Harper Collins, 1988

<sup>6</sup> C. B. PITTWATER. (1889, January 12). 'There is a society where none intrudes By the deep sea, and music in its roar.' *Freeman's Journal* (Sydney, NSW : 1850 - 1932), p. 17. Accessed 24 September 2019 via: <<http://nla.gov.au/nla.news-article115380870>>.

<sup>7</sup> Plan 352 portions at Harbord, Parish Manly Cove, County Cumberland: within the Sydney population area proclaimed 22nd April 1886 / sale on the ground on Saturday the 21st and 28th August 1886 Land & Water Conservation Map, Plan 352, accessed 24 September 2019 via: <<https://nla.gov.au/nla.obj-230211686/view>>.

<sup>8</sup> Roads to Pittwater: the Pittwater Road 2018 Pittwater online News, Accessed 24 September 2019 via: <<http://www.pittwateronlinenews.com/roads-to-pittwater---the-pittwater-road.php>>.

<sup>9</sup> Roads to Pittwater: the Pittwater Road 2018 Pittwater online News, Accessed 24 September 2019 via: <<http://www.pittwateronlinenews.com/roads-to-pittwater---the-pittwater-road.php>>.

By 1831 the pastoralist James Wheeler had purchased one of the first properties in the area, a 90 hectare holding directly to the north of the subject site, while a Mathew Charlton occupied part of the site to the south (Figure 64).<sup>10</sup> The site was apparently subdivided between 1881 and 1886 into the Lots 367 - 371 (Figure 64 and Figure 65), according to the 1886 Cumberland County plan.<sup>11</sup> From 1886 Lots 370 and 371 were occupied by a Jane Malcom, however the site remained undeveloped until as recently as 1943. By 1914 Lot 368 had been subdivided into 368 and 2112.<sup>12</sup> Part of the subject site (Lot 369) was originally land put aside for 'public reservation'.<sup>13</sup> The Stony Range Regional Botanic Garden which was established in 1957 and now comprises this lot (Figure 66).<sup>14</sup> Originally this was the site of the Dee Why Hill (or alternatively Cable Hill<sup>15</sup>) quarry, which produced ballast for the construction of the Narrabeen tramway (Figure 66).<sup>16</sup>

In 1950 the Top Dog factory was constructed on the subject site for the clothing company Sargood Gardiner Ltd as a building designed to be 'worker friendly'<sup>17</sup> (Figure 67). The building was designed by the architectural firm Spencer, Spencer & Bloomfield and was awarded the prestigious Sir John Sulman Medal for architecture the same year<sup>18</sup> (Figure 68 to Figure 71). The judges commented that 'we consider this building extremely well designed, planned and executed and that it adds a valuable contribution to industrial architecture'.<sup>19</sup> One of the architects involved, Frank l'Anson Bloomfield, was renowned for his work in NSW during the Inter-War and Post-War periods. Most notably, a number of buildings of his design are included on the Australian Institute of Architects register of Significant Buildings, including Craigend House in Darling Point and the Northern Suburbs Crematorium.<sup>20</sup> The building was a source of employment for Italian migrant women who staffed the factory as machinists.<sup>21</sup> Sargood Gardiner operated the factory until 1957. It was then sold to Bonds who operated there from 1958 to 1972.<sup>22</sup>

The building was later owned and operated by Wormald International following its purchase from Bonds through to the 1990s.

10 Parish of Manly Cove County of Cumberland Cove, Land & Water Conservation Map 140776, accessed 24 September 2019 via: [hlrv.nswlrs.com.au](http://hlrv.nswlrs.com.au)

11 Plan 352 portions at Harbord, Parish Manly Cove, County Cumberland: within the Sydney population area proclaimed 22nd April 1886 / sale on the ground on Saturday the 21st and 28th August 1886 Land & Water Conservation Map, Plan 352, accessed 24 September 2019 via: [nla.gov.au/nla.obj-230211686/view](http://nla.gov.au/nla.obj-230211686/view).

12 Parish of Manly Cove County of Cumberland metropolitan Land District. Accessed 24 September 2019 via: [hlrv.nswlrs.com.au](http://hlrv.nswlrs.com.au).

13 1886 plan of subject site. Accessed 24 September 2019 via: <http://nla.gov.au/nla.obj-230211686/view>.

14 Stony Range Regional Botanic Gardens, accessed 24 September 2019 from: <https://www.anbg.gov.au/chabg/bg-dir/101.html>.

15 Merchant, B. The Manly Tramways - NSW 1903-1939, Trolley Wire 1984 25(6):6.

16 TRAMWAY CONNECTION WITH NARRABEEN. (1912, March 6). The Sydney Mail and New South Wales Advertiser (NSW : 1871 - 1912), p. 35. Accessed 24 September 2019 via: <http://nla.gov.au/nla.news-article164295089>.

17 Morcombe, J. October 1 2015 'There's still a lot of life in the old Top Dog building.' Manly Daily, accessed on 24 September 2019 via: <https://www.dailytelegraph.com.au/newslocal/northern-beaches/theres-still-a-lot-of-life-in-the-old-top-dog-building/news-story/4cdd5d7dd2e37864bbe5656782f44e00>.

18 Merchant, B. The Manly Tramways - NSW 1903-1939, Trolley Wire 1984 25(6):6.

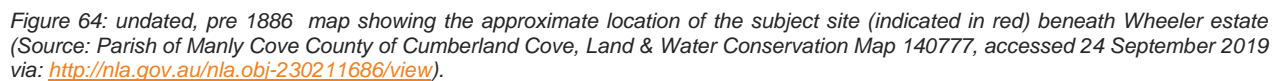
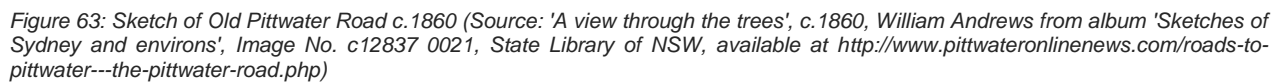
19 Sulman Medal to Industrial Building, Building and engineering - October 24 1951.

20 RAI NSW Chapter Register of Significant Buildings, April 2018, accessed 24 September 2019 via:

[https://repository.architecture.com.au/download/notable\\_buildings/nsw/raia-nsw-chapter-register-of-significant-buildings-july-2018-lr.pdf](https://repository.architecture.com.au/download/notable_buildings/nsw/raia-nsw-chapter-register-of-significant-buildings-july-2018-lr.pdf).

21 Graham, T. 2008 Dee Why accessed 24 September 2019 via: [https://dictionaryofsydney.org/entry/dee\\_why](https://dictionaryofsydney.org/entry/dee_why).

22 Betteridge, C., Betteridge, M., Phillips, P., Burge, R. and Hutton, M. 2016 Bonds Factory Site, Dunmore Road, Wentworthville Conservation Management Plan. Unpublished conservation management plan prepared for JST (NSW) Pty Ltd.





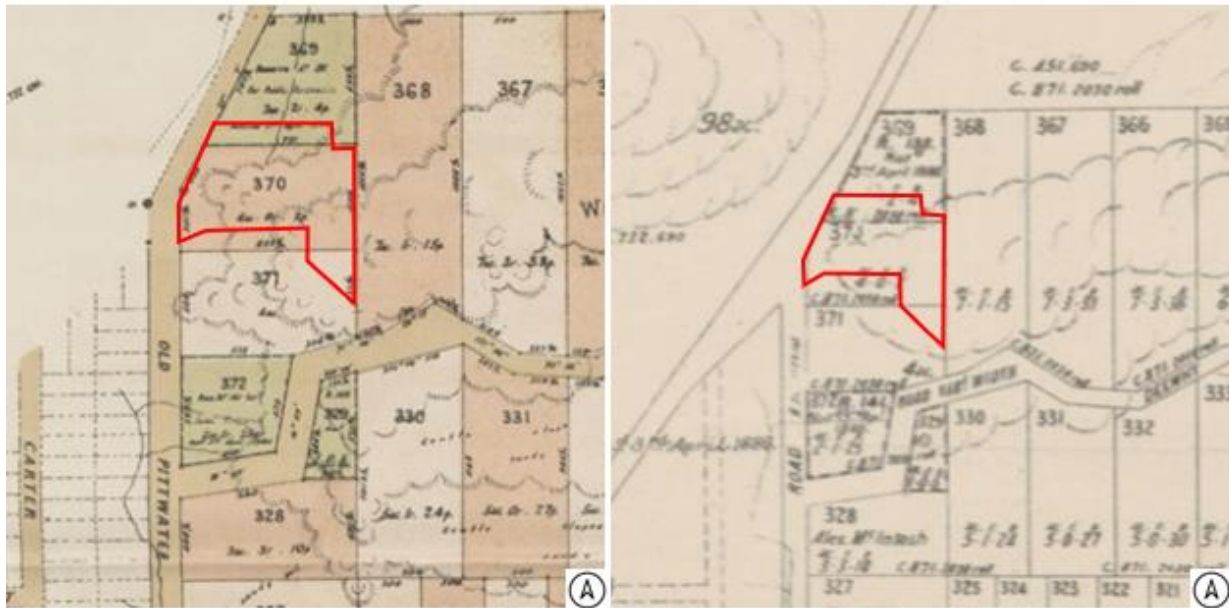


Figure 65: 1886 (left) and 1890 (right) parish maps of the subject site (indicated in red) indicating that the land had been subdivided by this time (Source: Left - Source: Plan 352 Parish Manly Cove, County Cumberland, 1888, available at <https://nla.gov.au/nla.obj-230211686/view>; Right - Parish Manly Cove, County Cumberland, Map 151, available at <http://nla.gov.au/nla.obj-229917580/view>)



Figure 66: Stony Range Flora Reserve c.1980 (left); the Narrabeen tramway c.1913 (right) (Source: Left - Stony Range Flora Reserve, Dee Why, c.1980, available at <https://trove.nla.gov.au/work/162271178?q=stony+range+reserve+dee+why&c=picture&versionId=176852317>; Right - Narrabeen Tram, 15 December 1913, *The Sydney Morning Herald*, p.10)



Figure 67: Advertisement for Top Dog Men's Wear promoting the National Savings Bonds and War Savings Certificate, c. 1943 (Source: Smith's Weekly, 26 June 1943, accessed August 2019 via <http://www.hibeach.net/topdog.html>).





Figure 68: The Top Dog Men's Wear production centre designed by Spencer, Spencer and Bloomfield photographed by Ted Hood with the James' service station and Sydney bus in the foreground, c. 1951 (Source: Warringah Local Studies).



Figure 69: Looking north-east towards the 'Top Dog' production centre, c. 1956 (Source: State Library of New South Wales, reference 230301, IE2187481).





Figure 70: Looking south-east towards the 'Top Dog' production centre, c. 1956 (Source: State Library of New South Wales, reference 230302, IE 2200760).



Figure 71: Looking towards the western façade of the 'Top Dog' production centre, c. 1956 (Source: State Library of New South Wales, reference 224315, IE 2081993).

**Table 1** provides a summary of the history of the site.

Table 1: Summary history of the subject site.

Date	Event
Pre-1788	Dee Why was, and continues to be, part of the traditional land of the Aboriginal people we have come to call the Guringai.
1826	Old Pittwater Road (now Pittwater Road) was constructed by James Jenkins with the aid of convict labourers
1831	James Wheeler purchased 90 hectares including the subject sites, with Mathew Charlton similarly occupying part of the area to the south.
1881 - 1886	Subject sites subdivided into Lots 367 - 371, with Lot 369 set aside for 'public reservation'
1886	Jane Malcolm occupied Lots 370 and 371
1914	Lot 368 subdivided into Lots 368 and 2112
1927	F.J Sargood and William Garddiner merged businesses to create Sargood Gardiner Ltd, soon opening offices in every Australian state
1940s	Previous office and warehouse sold with the intention to build a new factory at the subject site
1949 - 1951	First factory opens at the subject site to provide a 'worker-friendly' warehouse for Top Dog Men's Wear designed by Spencer, Spencer & Bloomfield
1957	Top Dog products ceased production and the factory building was sold to Bonds The Stony Range Regional Botanic Garden was established north of the subject sites, previously the site of the Dee Why Hill (also known as 'Cable Hill') quarry
1958 - 1972	The factory remained under the ownership of Bonds
1970s - 1990s	Factory owned by Wormald International until its sale and internal subdivision to accommodate a gymnasium
1993 - 1997	Building saw major additions and alterations with only the tower and façade retained ( <a href="#">BA5001/4631</a> , <a href="#">BA5002/1066</a> , <a href="#">BA5002/1201</a> , <a href="#">BA5002/3003</a> and <a href="#">BA5002/4407</a> )
2008	Additions and alterations to the interior of the gymnasium (DA2008/1535 and CC2008/1201)
2009	New internal fitout installed to accommodate the existing medical centre (DA2009/1421)
2011	Further additions and alterations undertaken related to installation of the existing Officeworks (DA2010/1836)
2013	Subject sites purchased by St Luke's Grammar School
2014 - 2019	Minor works carried out to interior of the gymnasium and extension of operating hours (DA2017/0881, CDC2014/0302 and CDC2018/1211).

### 3.3. Alterations and Additions

From 1993 - 1997 the subject site saw a high amount of additions and alterations related to the installation of a gymnasium and adjacent tenancy ([BA5001/4631](#), [BA5002/1066](#), [BA5002/1201](#), [BA5002/3003](#) and [BA5002/4407](#)).<sup>23</sup> Historical research to date has not identified the true extent of the works however

<sup>23</sup> Short, K. 2017 Development Application Assessment Report, 800 Pittwater Road DEE WHY NSW 2099 Accessed 24 September 2019 via: < <https://eservices.northernbeaches.nsw.gov.au/ePlanning/live/Public/XC.Track/SearchProperty.aspx?id=128956>>.