

INTERPRETATION PLAN

Roseville College, 27 Bancroft Avenue, Roseville

April 2024



ROSEVILLE COLLEGE, 27 BANCROFT AVENUE, ROSEVILLE

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GBA Heritage Pty Ltd

Level 1, 71 York Street

Sydney NSW 2000, Australia

T: (61) 2 9299 8600

F: (61) 2 9299 8711

E: gba@gbaheritage.com

W: www.gbaheritage.com

ABN: 56 073 802 730

ACN: 073 802 730

Nominated Architect: Graham Leslie Brooks - NSW Architects Registration 3836

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1.0

INTRODUCTION

1.1 REPORT OVERVIEW

This report has been prepared in response to the following condition of Development Consent by the Independent Planning Commission, Application Number SSD-9912:

Heritage Interpretation Plan

D23. Prior to the commencement of operation, the Applicant must submit a Heritage Interpretation Plan to acknowledge the heritage of the site to the satisfaction of the Planning Secretary. The plan must:

- (a) be prepared by a suitably qualified and experienced heritage expert in consultation with Council;*
- (b) include provision for naming elements within the development that acknowledges the site's heritage; and*
- (c) incorporates interpretive information as part of the development that evidences the school's evolution and growth over the past century.*

1.2 REPORT OBJECTIVES

The aim of including interpretation as a condition of consent is to provide interpretation of the place in addition to the conservation of the place itself.¹

The terms *Interpretation Plan* and *Interpretation Strategy* are often used interchangeably; plan is more commonly used by the NSW Heritage Council and strategy by local government consent authorities. The following definition is sourced from the NSW Heritage Council endorsed publication *Interpreting Heritage Places and Items Guidelines* (2005):

Interpretation Plan is a document that provides the policies, strategies and detailed advice for interpreting a heritage item. It is based on research and analysis and plans to communicate the significance of the item, both during a conservation project and in the ongoing life of the item. The plan identifies key themes, storylines and audiences and provides recommendations about interpretation media. It includes practical and specific advice about how to implement the plan.

1.3 BACKGROUND

Roseville College is currently in the construction phase of a new 'Student Wellbeing (SWELL) Centre', located at the north-east corner of the property, fronting Bancroft Avenue. The SWELL Centre will be a part 3 and 4 storey building, with a 1-2 storey height to Bancroft Avenue.

1.4 METHODOLOGY AND STRUCTURE

Effective interpretation is based on a sophisticated understanding of the significance of the site, a detailed knowledge of the needs and desires of potential audiences, and sound communications skills.

For the purposes of this Interpretation Strategy we have established a methodology, based on the NSW Heritage Office publication *Interpreting Heritage Places and Items Guidelines* (2005). In addition, the methodology set out in the *ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites* (April 2007) has been adopted.

Interpretation - The Ingredients for Best Practice

The following guidelines are taken from the NSW Heritage Office publication *Interpreting Heritage Places and Items* (2005):

Ingredient 1: Interpretation, People and Culture - Respect for the special connections between people and items

Ingredient 2: Heritage Significance and Site Analysis - Understand the item and convey its significance

Ingredient 3: Records and Research - Use existing records of the item, research additional information and make these publicly available (subject to security and cultural protocols)

Ingredient 4: Audiences - Explore, respect and respond to the identified audience

¹ NSW Heritage Office, *Interpreting Heritage Places and Items Guidelines*, 2005

Ingredient 5: Themes - Make reasoned choices about themes, stories and strategies

Ingredient 6: Engage the Audience - Stimulate thought and dialogue, provoke response and enhance understanding

Ingredient 7: Context - Research the physical, historical, spiritual and contemporary context of the item, including related items, and respect local amenity and culture

Ingredient 8: Authenticity, Ambience and Sustainability - Develop interpretation methods and media which sustain the significance of the items, its character and authenticity

Ingredient 9: Conservation Planning and Works – Integrate interpretation in conservation planning and in all stages of a conservation project

Ingredient 10: Maintenance, Evaluation and Review – Include interpretation in the ongoing management of an item; provide for regular maintenance, evaluation and review

Ingredient 11: Skills and Knowledge – Involve people with relevant skills, knowledge and experience

Ingredient 12: Collaboration – Collaborate with organisations and the local community

ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites

This *ICOMOS Charter* defines the basic objectives and principles of site interpretation in relation to authenticity, intellectual integrity, social responsibility, and respect for cultural significance and context. It seeks to encourage a wide public appreciation of cultural heritage sites as places and sources of learning and reflection about the past as well as being valuable resources for sustainable community developments and intercultural and intergenerational dialogue. The Interpretation Strategy will be guided by the following principles outlined in the *ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites* (2007):

- 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

The definitions adopted in this report are those defined in the *The Burra Charter: the Australia ICOMOS Charter for Places of Cultural Significance*, 2013, also known by its more common title *The Burra Charter*, and the NSW Heritage Office publication *Interpreting Heritage Places and Items Guidelines* (2005). For ease of reference, a glossary has been included as an appendix to this report.

1.5 SITE IDENTIFICATION

The subject site consists of the main campus site at 27-29 Bancroft Avenue and a Federation house at 37 Bancroft Avenue, Roseville.

The overall Roseville College campus has two primary street frontages, Bancroft Avenue to the north and Victoria Street to the south. It is also accessible from Recreation Avenue to the east. 37 Bancroft Avenue is located on the southern side of Bancroft Avenue and is on the western boundary to the main campus.

Roseville College is described by NSW Land Registry Services (LRS) as Lot 2003, DP 1084428 and Section C Lot 18 DP 5035.

1.6 SOURCES

The following book has informed the preparation of this Interpretation Strategy:

- Thomas, Denise, *Memories and Dreams: Roseville College 1908-2008*, Sydney, Roseville College, 2008

This report has also been extensively informed by advice from the school archivist, Brooke Hillsdon.

1.7 AUTHORSHIP

This report has been prepared by Dr Cameron Hartnell, Senior Heritage Consultant, of GBA Heritage and has been reviewed by the Director, Graham Brooks. Unless otherwise noted, all of the photographs and drawings in this report are by GBA Heritage.

1.8 REPORT LIMITATIONS

This report provides a strategic framework for interpretation of the subject site. Details of the design, construction and installation of interpretive material, including obtaining permission to use copyrighted material (images, photographs, plans, drawings, etc), are outside the scope of this report.

While this report is limited to the investigation of European cultural heritage values, GBA Heritage recognises that for over forty thousand years or more Aboriginal people occupied the land that was later to be claimed as a European settlement. Recommendations have been made on the basis of documentary evidence viewed and inspection of the existing fabric.

Interpretation of the Archaeological and Indigenous significance of the subject site has not been included in this report.

1.9 ACKNOWLEDGEMENT OF COUNTRY

GBA Heritage acknowledges the Gadigal people as the Traditional Custodians of the land on which this report was written, as well as the Darramuragal people on which the subject site is located. We recognise their connection to Country, and pay our respects to Elders, past, present and emerging.

1.10 REPORT COPYRIGHT

Copyright of this report remains with GBA Heritage.

2.0

SITE DESCRIPTION

2.1 DESCRIPTION OF ROSEVILLE COLLEGE

The subject site is located in the upper North Shore of Sydney, in the suburb of Roseville within the Local Government Area (LGA) of Ku-ring-gai. Roseville is a predominantly residential area characterised by small parks and reserves with wide leafy, tree lined streets. The locality has a strong heritage character and housing is typified by single and double storey dwellings interspersed with residential flat buildings. Most residences occupy large lots extant from Federation subdivisions and backyard tennis courts are a relatively common feature throughout the locality.

Roseville College is positioned between the Clanville Conservation Area and the Lord Street / Bancroft Avenue Conservation Area. It has a double street frontage to Victoria Street to the south and Bancroft Avenue to the north. The College began on one lot comprising a single cottage, but has slowly purchased and amalgamated with surrounding properties over the past century. Due to its founding in 1908, its consistent presence in Roseville and its history of community fund raising, the College has a strongly embedded presence in the Roseville locality with well established community ties.

Today, the college has a unique character across its campus with a mix of adaptively reused Federation cottages that provide administrative services, Inter-war development, Postwar and late twentieth century buildings from a key period of growth between the 1960s to 1980s and contemporary buildings from the early twenty first century. The college has an established presence along Bancroft Avenue that first began with the construction of the boarding house at No. 29 in 1935. This was then expanded with the purchase of Hobbs House at No. 27 in the 1970s, and further by the purchase of Rose Cottage at No. 31 in 1994. The College has maintained a formal entry on Bancroft Avenue since 1964 when the Davies memorial gates were constructed. The tennis courts were constructed c.2001, which has strengthened the College's established presence. The retention and reuse of Hobbs House, the original boarding house and Rose Cottage has allowed the College to expand and provide the necessary facilities needed for a modern day educational institution while respecting the heritage character to the western end of Bancroft Avenue. These key buildings along Bancroft Avenue are described below.



Figure 2.1
Aerial image looking north showing the extent of Roseville college in 2020
Source: Nearmap



Figure 2.2
Street presence of Roseville College and its adaptively reused Federation cottages and c.1935 boarding house on Bancroft Avenue
Source: Google Streetview



Figure 2.3
Street presence of Roseville College from the intersection of Bancroft and Glencroft Avenue, showing the c.2000s tennis courts
Source: Google Streetview

2.1.1 ROSE COTTAGE

Rose Cottage, also known as “Kingswood”, is a single storey Federation cottage located at 31 Bancroft Avenue, Roseville. The cottage has been in ownership of the College since 1994 and was until recently used for ICT, Science and TAS offices. Externally, Rose Cottage is intact and is an excellent quality example of a Federation cottage. It exudes many characteristic features of the style including its sandstone base, street facing gable with roughcast render, wrap around verandah with timber posts and brackets, slate shingle roof with finials, face brick exterior, shingled awning over front window and rendered chimneys with terracotta pots. It also retains its Federation front garden with tessellated tile path, low brick fence with brick piers, hedging and other low shrub landscaping. Rose Cottage holds a prominent and highly visible position on Bancroft Avenue, particularly when approaching the College from Glencroft Avenue. It also relates well to the opposite heritage items, being of a similar era, style, form and scale.

2.1.2 BOARDING HOUSE

The original boarding house, now known as the student services building, is located at 29 Bancroft Avenue. It is a two storey Inter-War building constructed in c.1935. The boarding house was the College’s first building along Bancroft Avenue and is the oldest purpose-built structure on the campus. For this reason, it holds significance to the College and the locality. It presents as an Inter-War style building with face brick exterior, terracotta tile roof and has a relatively formal, academic vernacular with two large double height, street facing gables and a double height, protruding gable with arched feature window. The boarding house is highly visible along Bancroft Avenue due to the lack of mature trees to this part of the street. It has a strong relationship to neighbouring 31 and 27 as the row of buildings maintain the same street setback, formal gardens with hedging and similar face brick. The building ceased use as a boarding house in 1957 but has continued its use as an educational facility since.

2.1.3 HOBBS HOUSE

Hobbs House, located at 27 Bancroft Avenue, was likely a Federation style cottage at the time the College purchased it in the 1970s. The College subsequently added a second storey in the late 1970s to early 1980s. It is currently used by the College as the main administration building. Today, Hobbs House presents to Bancroft Avenue as a modified two storey face brick Federation style building. There is a slight colouration difference in the face brick between the first and second storey, and the second storey windows are steel framed. This addition reduces its quality and contribution to the street, but it does still retain some characteristic features such as the timber box framed

windows to the first floor, the face brick appearance, and hipped terracotta tile roof. This reduction in quality is further softened by the rose garden within the front setback which also comprises hedging and two small trees. The scale and appearance of Hobbs House relates well to the adjacent boarding house which is “joined” by the main entrance between the two buildings. Hobbs House makes the least contribution to the streetscape of the three College buildings.



Figure 2.4
Rose Cottage at 31 Bancroft Avenue, exuding characteristic features of the Federation style such as the face brick, street facing gable, sandstone base and wrap around verandah



Figure 2.5
The former boarding house at 29 Bancroft Avenue built c.1935, the oldest surviving purpose-built structure on the College campus
Source: Google Streetview



Figure 2.6
Hobbs House at 27 Bancroft Avenue, a modified Federation building with late twentieth century second storey addition, retains some characteristic features and is partially shielded by the rose garden



Figure 2.8
The Mary Richardson Building
Source: *CM Projects website*



Figure 2.10
The Joy Yeo Performing Arts Centre
Source: *TZG website*

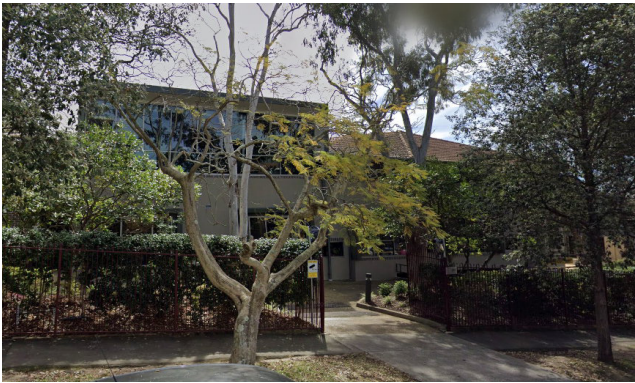


Figure 2.9
The Roseville College library, when viewed from Victoria Street
Source: *Google Streetview*



Figure 2.10
The Roseville College library (left) and the junior school (right)
Source: *CM Projects website*

3.0

THE INTERPRETIVE APPROACH

3.1 INTRODUCTION

Interpretation of heritage places and items of significance is a way to facilitate the dissemination of information into communities and cultures, and allows the values and physical fabric of items, buildings or landscapes to be explored, understood and appreciated in an appropriate and respectful way by both the local community and by visitors.

A forecast of the potential audience helps to direct the media choices for the interpretive message. This audience assessment guides the use of the interpretive resource material. Successful interpretation of appropriate material increases accessibility, reinforces cultural significance, and promotes a sense of respect and appreciation.

A vital tenet of heritage principles relating to conservation and interpretation is access to the cultural significance of the places we seek to protect. Publicly accessible interpretation of the cultural heritage significance of the site is crucial to providing an understanding of, and access to, the place.

Interpretation seeks to be:

- *Entertaining* – it seeks to hold the audience’s attention
- *Relevant* – it seeks to make connections with the audience’s knowledge, interests, concerns and experience
- *Organised* – it will be structured in a way that makes it easy for the audience to follow
- *Thematic* – it will be structured around a central message or series of message
- *Best Practice* – it will be based on the best contemporary research in interpretation and scholarship
- *Consultative* – it will involve former staff, community interest groups and other stakeholders in planning and delivering interpretation

- Audience focussed – ongoing audience research and evaluation will contribute to planning and delivery of interpretation

Interpretation of the subject site should focus on the variety of uses of the land and link into the wider historical context of the area. Typically, interpretation generally falls into one of two categories:

1. Primary Interpretation Sites

These may include heritage buildings, residence-based museums, relics, memorials or sites of significant natural history where the heritage item or landscape is the reason for visitation. Such sites may contain interpretive centres, education units, or exhibition spaces where diverse interpretive strategies may engage the audience, that is multimedia, signage, printed materials and public programmes. Equally, they may be simply interpreted with signage or a plaque. The key factor is that the built, movable or natural heritage element is interpreted for its significance, with no other purpose associated with it.

2. Secondary Interpretation Sites

This group comprises sites where new or adaptive reuse developments occur. While there are significant layers of history which require interpretation, the primary purpose of visitation is for purposes not usually associated with the history of the site. For this reason, interpretation should be uncomplicated, without high maintenance requirements nor too many themes and stories, which result in an overload of information and waste of resources

Roseville College is a secondary interpretive site, and is representative of the evolution and development of the Roseville area. Interpretation of the site should highlight its role and place within its historical context.

3.2 AUDIENCES

The effective interpretation and presentation of the cultural significance of a place or item through the identified interpretive themes is dependent on the accurate identification of target audiences. The identification of a particular audience will influence the choice of media for interpretation of the place and the content of the information provided. Identifying multiple audiences may necessitate multiple strategies in order to target those audiences in different manners.

In the case of the SWELL centre interpretation project, which is at the construction phase of development, that will unfold over a number of months, the audiences for the interpretation will primarily be associated with the long term occupants of the site.

Long Term Occupation of the Site

The long term audience for any interpretation plan will comprise the static student population as well as school employees and visitors, including parents.

The student and employee audience has the time to examine the available information more closely but will soon lose interest in displays that simply provide static information with no additional cultural or artistic benefit.

Visiting parents may also be interested in learning about the place before, during or after their visit. They have the advantage of not being exposed to any particular interpretive material on a continuing basis, so are likely to show more interest in the displays during their visits.

3.3 GUIDELINES FOR INTERPRETATION

The interpretation for the site should be guided by the condition of consent, detailed in Section 1.1 of this report.

3.4 CONSIDERATION OF THE OWNER / USER NEEDS

The needs of the owners and occupiers of the school should be considered when formulating interpretive options for the site. It is an essential requirement of the owners that the interpretation device is consistent with the overarching strategy to presenting the site's history through the involvement of the school archivist.

3.5 SITE CONSIDERATIONS

An Interpretation Strategy for the subject site entails selection of the most likely effective methods with which to convey information about the history or meaning of the place. Effective interpretive devices act as a positive marketing tool, with more deliberate and dramatic devices commonly being a popular talking point and even serving as a reference point by which people identify the site.

Interpretation of the site must seek to inform effectively, without complex devices that will prove intrusive in the open or built space, lobby, corridors, etc. A pragmatic approach to the issue of interpretation will clearly impart the necessary information to target audiences without obstructing traffic, obscuring significant fabric or otherwise proving detrimental to the site.

The new Sports and Wellbeing (SWELL) Centre, under construction, is a three / four storey structure comprising a car park swilling pool, amenities, gym, learning areas, food technology space and rooftop sports courts.

The Joy Yeo Performing Arts Centre is a two storey structure with basement parking containing a large auditorium, a drama studio, and various other rooms serving the music and drama program at the school. The building is situated on a sloping site. with the main entrance and foyer located on the second floor, at the western side of the building.

4.0

ESTABLISHED CULTURAL SIGNIFICANCE OF THE SITE

4.1 INTRODUCTION

Heritage, or “cultural” value, is a term used to describe an item’s value or importance to our current society and is defined as follows in *The Australia ICOMOS Burra Charter*, 2013, published by Australia ICOMOS (Article 1.0):

Cultural significance means **aesthetic, historic, scientific or social or spiritual value** for past, present or future generations.¹

This section documents the heritage status of the site, its established heritage significance and its thematic context.

4.2 HERITAGE MANAGEMENT FRAMEWORK

Roseville College is **not** listed as a heritage item in any statutory instrument. However, its north-east corner, at 37 Bancroft Avenue, Roseville, is located within the *Clanville Conservation Area (C32)*, which is listed in Schedule 5 of the *Ku-ring-gai Local Environmental Plan (LEP) 2015* as having Local heritage significance. The following Statement of Significance for the Clanville Conservation Area has been sourced from the Ku-ring-gai LEP 2015 Heritage Data:

Statement of Significance:

The Clanville HCA has high historic significance as the David Dering Mathew grant of 400 acres called “Clanville”, whose boundaries are evident through the following streets; Archbold Road, Boundary Street Pacific Highway and Tryon Road. Successive subdivisions in the late nineteenth century were spurred by the development of the North Shore Railway Line in 1890-1893. This subdivision reflects improved transport connections due to the construction of the North Shore Railway line. Further subdivisions took place in the early twentieth century.

The HCA has high aesthetic significance as a cohesive early twentieth century and Interwar development and for the high proportion of quality houses.

4.3 THEMES

The NSW Heritage Office (now Heritage NSW of the Department of Premier and Cabinet) has developed a series of themes from which key historical activities can be grouped to better contextualise their role in the cultural development of Australia. Historical themes are considered at national, state and local levels.

The 38 State themes, sub-classified under the National themes, address the following:

- (Australia’s natural evolution) the natural environment;
- (peopling the nation) Aboriginal, convict and ethnic origins, and migration;
- (developing a range of economies) agriculture, commerce, communication, the cultural landscape, events, exploration, fishing, forestry, health, industry, mining, pastoralism, science, technology and transport;
- (settling the country) urbanisation, land tenure, utilities and accommodation;
- (work) labour;
- (education) education;
- (government) defence, government and administration, law and order and welfare;
- (cultural development) domestic life, creative endeavour, leisure, religion, social institutions and sport; and
- (the phases of life in Australia) birth and death, persons.

Localised themes reduce the National and State themes to their association with and/or impact upon the activities of local society and the inter-relationships between people, social groups, the environment and their cultures and values.

¹ *The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance*, 2013, p.2

Interpretive themes and messages that can be derived from the physical and documentary evidence available for the subject site are identified in the following table.

AUSTRALIAN THEME	NSW THEME	SITE SPECIFIC THEME
Educating	Education	From its inception, Roseville College has been identified with strong sense of community and of focus on the care and wellbeing of its students. Correspondingly, the college logo represents friendship and co-operation.

5.0

AVAILABLE RESOURCES

5.1 DOCUMENTARY RESOURCES

This Interpretation Strategy has been based on the historical summary of the site prepared by Roseville College in association with GBA Heritage, which has been included as an appendix.

The historical summary is primarily drawn from the book *Memories and Dreams, Roseville College 1908-2008*, written by Denise Thomas, as well as the documentary sources available in the school's archives.

5.2 HIGH RESOLUTION IMAGES

The sample image for the proposed interpretation device is sourced from the Roseville College archives.

The image included in this report is understood to be available as a medium sized PDF file.

GBA Heritage is not responsible for obtaining high resolution images for inclusion within the final interpretive device. The graphic designers and/or panel manufacturers are to organise any high resolution images, if required. Such material can generally be ordered directly from the school archives. Contact should be made to the school archivist, Brooke Hillsdon at archivist@roseville.nsw.edu.au.

5.3 COPYRIGHTED MATERIAL

Images, photographs, plans, drawings, logos and other archival records are generally subject to copyright and require permission from the copyright owner before they can be reproduced on interpretive devices.

The provisions regarding the term of copyright are set out in the *Copyright Act*.¹ The Australian Copyright Council provides up to date information on copyright laws in Australia, including specific information pertaining to graphic designers.²

GBA Heritage is not responsible for obtaining the reproduction rights for any material included in this report. The graphic designers and/or device manufacturers are to obtain the required copyright clearances and permissions to reproduce the selected material. The graphic designers are also responsible for appropriately referencing the material they are using on any interpretive device(s).

1 Australian Copyright Council, *An Introduction to Copyright in Australia, Information Sheet*, G010v18, March 2014
2 See their website www.copyright.org.au

6.0

INTERPRETATION PLAN

6.1 SELECTED STORYLINE

Based on the established significance of the site and the available resources, the following storylines have been selected from primary interpretive themes identified in this report.

STORYLINE	INTERPRETIVE THEMES
From its inception, Roseville College has been identified with strong sense of community and of focus on the care and wellbeing of its students. This was evident in the letter written to Miss Isobel Davies by all school students in 1908.	The school identity.
The school has had a house system since 1935. It was updated in 1987 including renaming the houses to NSW women that had made an authentically Australian contribution.	

6.2 INTERPRETIVE STRATEGIES

Considering the identified themes and storylines, available resources, identified audiences and site considerations, a number of strategies have been developed in consultation with the site owners / managers. These strategies are to be implemented as indicated in the following table:

STRATEGY	IMPLEMENTATION STAGE
1 Display Panel	Construction
Naming of facilities	Construction

6.3 IMPLEMENTATION PLAN

The following plan shows the indicative location of the interpretive display panel to be installed at the foyer of the Joy Yeo Building.

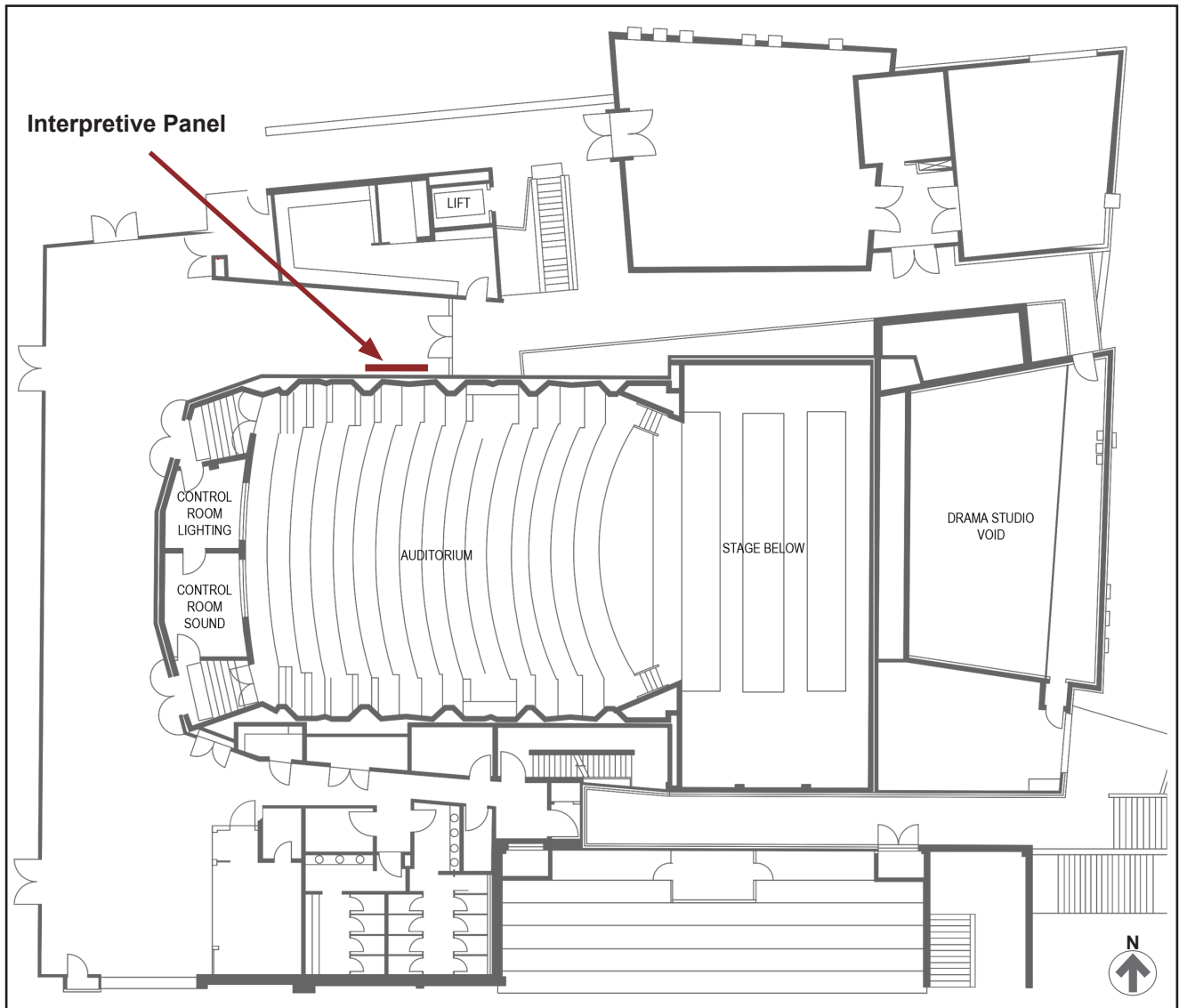


Figure 6.1
Plan of level 2 of the Joy Yeo Performing Arts Centre, indicating the proposed location of the interpretive display panel
Source: Roseville College

Media	DISPLAY PANEL
Background	As a method of interpretation that incorporates text and imagery, an interpretive display is an effective and straightforward device to present information, particularly in the public realm and in open spaces.
New Internal Display Panel	One internal display panel will be provided in foyer of the Joy Yeo Building to the interpret the social history of Roseville College
Dimensions	Format of approximately 900mm x 1,400mm, Portrait orientation
Materials	<ul style="list-style-type: none"> • Panels should be of a durable material that is suitable for internal spaces • Panels should be securely and permanently fixed to the wall • Fixing should be flush with the surface of the panel and pinned off the wall • Information should be clearly legible in appropriate font and size • Panel should be designed by an experienced graphic designer
Panel Text	Should be adapted from the text in the Historical Summary provided in Appendix 3.
Panel Image	The display Image is to be taken from the Panel Image provided in Appendix 2.
Location	The one panel is to be positioned in the level 2 foyer of the Joy Yeo Building as indicated on the implementation plan in Section 6.3 of this report.

Media

NAMING

Background

Naming is a means by which the components and associations of a place can be clearly linked to the present day site. The actual name of a new development or structure can be chosen to reflect or celebrate some aspects of the significance of the place. This could be a significant historical figure or a name which reflects the historical use of the place.

A naming strategy is a condition of consent for the subject project, see condition D23(b).

New Naming

It is proposed to name the new pool after a former principal of the college. It will be called the 'Mavis Honey Pool'.

7.0

MAINTENANCE AND EVALUATION

The NSW Heritage Council endorsed publication *Heritage Interpretation Policy* notes that interpretive planning should “develop interpretation that strengthens and sustains the significance of the item, its character and authenticity”.¹

In order for interpretive material to meet this goal, review, maintenance and refurbishment of interpretation media and programs should be an integral part of ongoing heritage management. Further historical research should be periodically integrated into the interpretation on the site and regular maintenance should ensure that the interpretive devices are kept in good condition. Periodic audits of audience groups and site users will also ensure that the interpretive material continues to be relevant. This process can aid in reaching new audiences that may have emerged since the initial development of the interpretation policies, and update the information presented to the audience.

With a focus on maintenance and sustainability, this strategy has considered the following:

- Durability of the proposed devices
- Longevity of the interpretation message
- Longevity of social context/approach to interpretation
- Opportunities for periodic revision/updating of content

The points below demonstrate this assessment process in relation to the recommended devices in the Interpretation Strategy for the subject site.

Maintenance

- Repair and maintenance of the panel

Evaluation

- Survey for target audience feedback, carried out in the vicinity of the site, to determine success of interpretive display
- Updating of historical information as additional details become available
- Ensure captioning and presentation remains culturally appropriate and target-oriented
- Install new interpretive elements when opportunities arise.

¹ *Heritage Interpretation Policy*, endorsed by the Heritage Council of NSW, August 2005

8.0

RECOMMENDATION

- The design and manufacture of the interpretive panel is to be prepared by professional graphic designers and manufacturers experienced in heritage interpretation

9.0

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Roseville College Archives

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APPENDIX ONE: GLOSSARY

The definitions adopted in this report are those defined in the *The Burra Charter: the Australia ICOMOS Charter for Places of Cultural Significance*, 2013, also known by its more common title *The Burra Charter*, and the NSW Heritage Office publication *Interpreting Heritage Places and Items Guidelines* (2005).

The Burra Charter Definitions

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*.

Heritage Office Definitions

Aboriginal people(s) with cultural association – means Aboriginal people(s) with a cultural or historical association with an area not necessarily deriving from descent from original inhabitants. Consideration must also be given to Aboriginal people who reside in an area where there are no identified traditional owners or Aboriginal people who have traditional association to that country (see also Traditional owner).

Aboriginal Culture – The culture of a group of people or groups of peoples comprising of the total ways of living built up and passed on from one generation to the next, and evolving over time.

Aboriginal Heritage – The heritage of a group of people or groups of peoples is represented in all that comes or belongs to them by reason of birth and includes their spirituality, language and relationship to land.

Associations mean the special connections that exist between people and an item.

Conservation management plan (CMP) means a document that identifies the heritage significance of an item and sets out policies for retaining that significance and is prepared in accordance with Heritage Council guidelines.

Conservation Management Strategy (CMS) means a document that identifies the impact an activity may have on a heritage significance of an item and sets out measures to minimise the impact of a proposed activity on the heritage significance of the item and is prepared in accordance with Heritage Council guidelines.

Environmental heritage means those places, buildings, works, relics, infrastructure, movable objects, landscapes and precincts, of State or local heritage significance.

Fabric means the physical material of the item including components, features, objects and spaces.

Heritage Impact Statement (HIS) means a document that records the heritage significance of an item by using a Heritage Data form and sets out broad strategies for retaining that significance and is prepared in accordance with Heritage Council guidelines.

Heritage significance refers to meanings and values in relation to the historical, scientific, cultural, social, archaeological, architectural, natural or aesthetic importance of the item. Heritage significance is reflected in the fabric of the item, its setting, use, associations, meanings, records, related places and related objects. Items may have a range of values and meanings for different individuals or groups, over time.

Interpretation means all the ways of presenting the significance of an item. Interpretation may be a combination of the treatment and fabric of the item; the use of the item; the use of interpretive media, such as events, activities, signs and publications, or activities, but is not limited to these.

Interpretation plan is a document that provides the policies, strategies and detailed advice for interpreting a heritage item. It is based on research and analysis and plans to communicate the significance of the item, both during a conservation project and in the ongoing life of the item. The plan identifies key themes, storylines and audiences and provides recommendations about interpretation media. It includes practical and specific advice about how to implement the plan.

Interpretation policy: consists of clauses and guidelines that provide an intellectual and conceptual framework for communicating the significance of an item. Policies may deal with fabric, setting, history, archaeology audiences and other people, contents, related places and objects, disturbance of fabric, research, records.

Meanings denote what an item signifies, indicates, evokes or expresses.

Media means the tools, techniques and technologies used to convey the interpretation. These can include signs, orientation, notices, guided and self guided walks, audio guides, installations, displays, models, dioramas, exhibitions, lighting, street naming, holograms, films, video, soundscapes, oral history, maps, brochures, books and catalogues, public art, writers and artists in residence programs, events, activities, role play, demonstrations, educational programs, websites, CD ROM programs, reconstructions, sets, and replicas and other means of communication.

Traditional owner – an Aboriginal person directly descendent from the original inhabitants of an area who has cultural association with the area deriving from traditions, observances, customs, beliefs or history of the original Aboriginal inhabitants of the area. Authorisation to obtain or document information about Aboriginal heritage may be obtained from an Aboriginal person or people who have traditional association to country; these may include traditional owners.

APPENDIX TWO: PANEL IMAGE

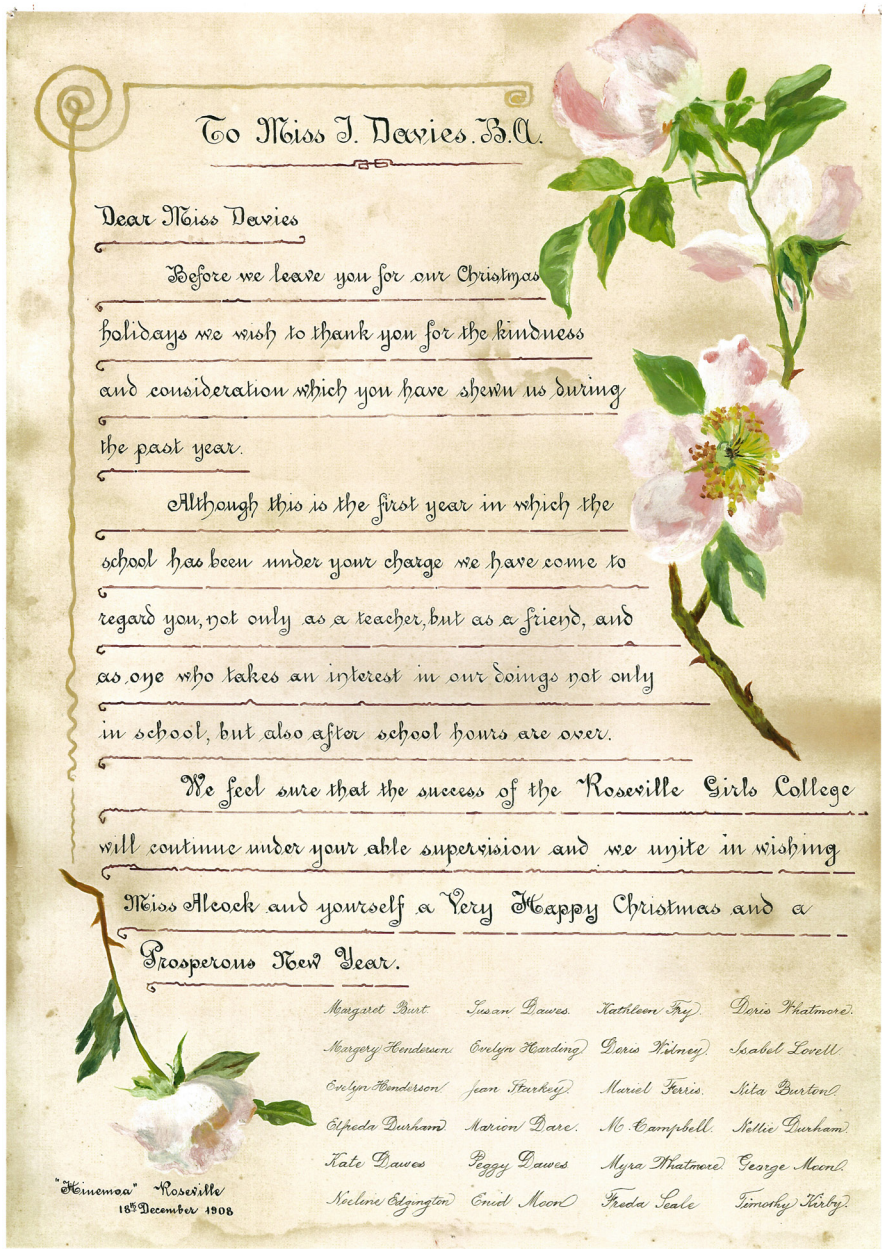


Image 1
 1908 letter to Miss Davies
 Source: Roseville College

APPENDIX THREE: HISTORICAL SUMMARY

COLLEGE IDENTITY

In 1908, the College's first year, all twenty-four students jointly penned a letter to Miss Isobel Davies thanking her for the kindness and consideration which she had shown them. They noted that "we have come to regard you, not only as a teacher, but as a friend, and as one who takes an interest in our doings not only in school, but also after school hours are over". From the beginning, the College was known for the depth of care offered to students.

Until 1952, a scroll with the letters RGC across it was the identifying logo of the College. Given the value placed on relationship and community at the College, the College logo introduced in 1952 includes hands symbolising friendship and cooperation, as well as other motifs.

In 1935 the House system was introduced, with three Houses named Macquarie, Wentworth and Parkes. In 1987 the House system was reviewed and a fourth House was introduced. The names of Chisholm, Cuthbert, Franklin and Preston were chosen in recognition of "the work and achievement of women in NSW in the fields of human endeavour, philanthropy, sport, literature and art, and whose contribution could be labelled as authentically Australian".