

FORMER PYREE SCHOOL
PYREE NSW

**CONSERVATION MANAGEMENT
PLAN**

PREPARED FOR

SHOALHAVEN CITY COUNCIL
BRIDGE ROAD NOWRA NSW



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TROPMAN & TROPMAN ARCHITECTS

Architecture Conservation Landscape Interiors Urban Design Interpretation
55 LOWER FORT STREET SYDNEY NSW 2000 FAX (02) 9251 6109 PHONE (02) 9251 3250

Tropman Australia Pty Ltd ABN 71 088 542 885 ACN 088 542 885 Incorporated in New South Wales

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1.0 Executive Summary

Conservation Management Plan for the Former Pyree School, Pyree

The overall aim of this Conservation Management Plan is to investigate and analyse the documentary and physical evidence available to formulate a statement of cultural significance, and to provide management guidelines to enable this significance to be retained in future use and development. It has been prepared for the Former Pyree School, which is located on Greenwell Point Road in Pyree for the Shoalhaven City Council.

The main points of this study can be understood by reading the following sections.

- **Analysis of Documentary and Physical Evidence (Section 5.0)**

This study in brief concludes that the Former Pyree School is in relatively good condition however there is evidence of water damage from a faulty gutter and the brickwork of the subject building requires urgent attention. The building's original form and interior configuration can be clearly understood.

It is critical that any works at the site be documented and implemented in a way that allows for the retention in-situ of the maximum amount of existing significant fabric.

- **Statement of Cultural Significance (Section 6.0)**

The Former Pyree School has historic and aesthetic significance at a state level and social and technical/ research significance at a local level.

- **Constraints and Opportunities (Section 7.0)**
- **Conservation Policy (Section 8.0)**

This study suggests appropriate uses for the site, as well as various recommended actions which should be taken to conserve the existing site and structures.

Any present and/or future design proposals should be evaluated and reviewed in association with the conservation policies and recommendations provided in this report to ensure that the significant heritage values of the site and structures are retained and fully interpreted by the community.

In summary, we believe that if the site is carefully developed and regular maintenance is undertaken the site can retain its heritage significance, be able to be interpreted as a former school site and play an important function for the local community.

2.0 Introduction

2.1 Brief

The aim of this Conservation Management Plan is to assess the heritage significance of the subject site and use the findings of this assessment to provide conservation management guidelines to enable this significance to be retained in future use and development. The report has been prepared for the Former Pyree School, Greenwell Point Road, Pyree, for the Shoalhaven City Council.

This report includes the following.

Documentary Research

- Of the site/institutions/families/people associated with the site.
- Of the development of the site over time ie. Dates of construction and past additions/alterations.

Physical Investigation

- Description of site and building (internal and external) and its setting.

Assessment of Significance

- Heritage assessment using Heritage Office guidelines.
- Significance ratings of building's fabric and setting.

Conservation Policy

- Conservation approach.
- Future development of the site.
- Physical conservation action recommended and other relevant issues such as use; investigation; etc.

Implementation Strategy

- Identification of immediate works required.
- Identification of future works recommended for the site.
- Identification of landscaping works required and recommended for the site.
- Options for future use of the site.

2.2 Study Area

For the purposes of this report the *place*, as defined in the Burra Charter (please refer to Section 8.1 of this report), is to be known as the study area.

2.2.1 SUBJECT SITE

The subject site consists of Lot 126, DP 821471 located on Greenwell Point Road, Pyree. The site also includes Lot 127 DP821471 (created as a Crown Road in 1992).

It should be noted that Lot 126 DP 821471 is Crown Reserve R180005 for Community Purposes

Please refer to Figure No. 1 of this report.

2.2.2 SUBJECT BUILDING

The subject building consists of the face brick Former Pyree School Building.

The following buildings are located on the subject site and will also form part of this report:

- Weatherboard and corrugated iron weather shed
- Recent brick toilet block
- Portable classroom
- Garage / storage shed
- Open covered shed

Located adjacent to the subject site is the former school masters residence. This building is privately owned and does not form part of the subject site.

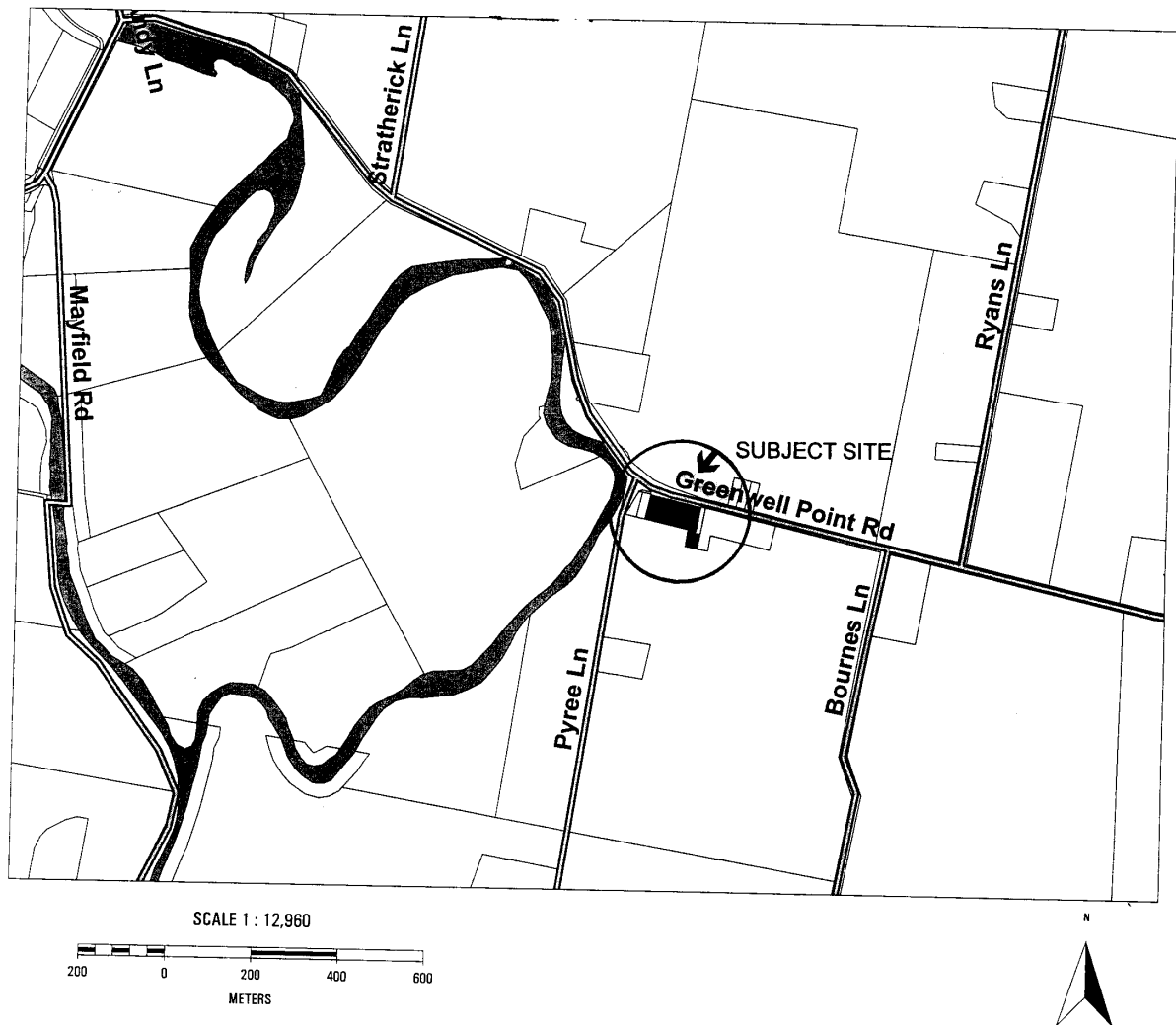


Figure No. 1: Location Plan

2.4 Methodology

The method follows that set out in the NSW Heritage Manual provided by the NSW Heritage Office and NSW Department of Urban Affairs and Planning and is in accordance with the ICOMOS *Burra Charter*. The method is outlined below.

Investigate the significance

- Investigate the historical context of the item of study area
- Investigate the community's understanding of the item
- Investigate the history of the item
- Investigate the fabric of the item

Assess the significance

- Summarise your knowledge of the item or study area
- Describe the previous and current uses of the item, its associations with individuals or groups and its meaning for those people
- Assess significance using the NSW heritage assessment criteria
- Check whether you can make a sound analysis of the item to support the statement of heritage significance (use the identified historical themes, and the inclusion and exclusion guidelines provided in *Heritage Assessments* as a guide)
- Determine the items level of significance (local or state)
- Prepare a succinct statement of heritage significance
- Get feedback
- Write up all your information

Manage the significance

- Analyse the management implications of the item's level of significance
- Analyse the constraints and opportunities arising out of the item's significance (including appropriate uses)
- Analyse owner and user requirements
- Prepare conservation and management recommendations
- If any obvious options are not suitable, explain why
- Get feedback from the community
- Analyse statutory controls and their relationship to the items significance
- Recommend a process for carrying out the conservation and management strategies

2.4 Limitations

No intervention to fabric was undertaken.

2.5 Author Identification

TROPMAN & TROPMAN ARCHITECTS:

John Tropman	Director
	Heritage Conservation Architect
Melissa Ferguson	Geographer / Interpretation Planner
Monique Quinlan	Architect
Olivia Munroe	Architectural Assistant

SUB-CONSULTANTS:

RF Historical Research Service	
Robyn Florence	Historian

3.0 Documentary Evidence

The following historical background has been prepared by historian Robyn Florence.

3.1 Introduction

The small rural settlement of Pyree is located about 8 km east of Nowra and is situated between the town of Nowra and the village of Greenwell Point in the City of Shoalhaven. Originally part of a crown grant to Alexander Berry & Edward Wollstonecraft the Pyree Farms originally formed part of the Berry Estate farmlands known as Upper Numba, and Pyree was once known as "Swamp Paddock". Pyree is said to be an aboriginal word meaning '*a place of box trees*'.

Alexander Aberdeen took up the first clearing lease in the district in 1852, and according to the reminiscences of his son Robert, huge gum and blackbutt trees grew right down to the water's edge. Aberdeen was followed by other tenants who used the large slabs of timber to build their homes. The produce they grew was sent to nearby Greenwell Point for marketing.

With the population increase, a school was established as well as postal facilities. The first school of cabbage-tree slabs and shingle roof was built on the Greenwell Point Road by public subscription, and opened in September 1860 as a Public School, but within seven years the school was said to be in a 'wretched state...the place is not fit for a stable'. After much agitation David Berry erected a brick school in 1877 on the other side of the road, and it was also used for religious and social gatherings.

William Cuthbert Morison opened the first Pyree Post Office on 1st May 1869, adjacent to his butcher's shop. James Caines initially carried the mail six times a weekly between Nowra and Pyree, the run taking 90 minutes on horseback. This was later changed to a Numba - Pyree run. The first telephone was installed at the post office in May 1915.

The Pyree Mutual Improvement Society was an active local group, but it received widespread publicity in 1869 when Robert Keene made allegations of 'Fenianism' before the Legislative Assembly Select Committee. The society subsequently conveyed its 'indignant feelings' on the matter.

The Pyree Cricket Club was formed in 1888 and proceeded to dominate the Shoalhaven association, with more premierships than any other club for the first half of the 20th century. Artie Smith, Merv and Toby Bice all had long and successful careers. Matches were always played on the property of a local farmer.

The Pyree Football Club was formed in the 1890s while the Rugby League Club formed in the 1920s won three lower grade premierships in the South Coast competition over the next 25 years. Tennis courts were first erected on the school property in front of the teacher's residence, and later at the entrance to the butter factory at Jindiandy.

Many of the district's pioneers leased land from the Berry Estate and were tenants on the Pyree farms, some occupying the same holding for several generations. When the Berry Estate was broken up in 1892 many families who had first settled it purchased the Pyree land.

The Pyree Literary Institute and School of Arts Hall was, because of the depressed times, built of galvanised iron in 1894, with library, gymnasium and meeting room. It has served the community well, and was used as the South Shoalhaven Municipal Council chambers from 1935 until amalgamation in 1948.

A major Shoalhaven Shire Council initiative in the 1960s saw flood mitigation schemes developed to reduce the damage done to Pyree properties by flooding of the Shoalhaven River.¹

3.2 Education in the Shoalhaven District

The NSW Board of National Education was set up in 1848 to administer Government aid granted to establish and maintain schools without religious affiliation within the colony. Schools were conducted according to Lord Stanley's National System of Education, which had been successfully employed in a number of other countries, notably Ireland.²

They were under the control of local bodies known as Boards of Local Patrons, which had considerable power and responsibility in school matters. They had to provide for the repair of school premises, to ensure regular attendance of pupils, to protect the teacher from 'frivolous and vexatious complaints' and to treat the teacher in such a way as to 'second his efforts to improvement of the children'. When a new school was established, the first initiative had to be taken by local citizens and up until 1875 they had to contribute one-third of the cost.

Department of Education records indicate that the first National School in the Shoalhaven, and the 51st in the State, was at 'Worragee' (earlier called Boston and later spelt Worrigea). Mr W. Rose opened this on 12th June 1855. Prior to this, there had been moves to establish a school, for in his diary on 27th November 1854 Bernard Brown wrote "*Old Mr Hodgkinson offered his services to the master of the National School*".

Five days later he wrote of "*Meeting of Local Patrons met a Hyam's (Hotel). Mr Graham, Mr Ryan, Mr Hyam and self agreed to write to Mr Hills to recommend Mr Hodgkinson for a teacher for the National School, and to get into communication for the purchase of 10 acres of land to endow the school with*".

In the earlier part of the century, churches assumed responsibility for education and this was the case in the Shoalhaven where several were organising their own schools, mainly at Terara and Numba. The two Presbyterian groups, the Established Church led by Rev. John Garven, and the Free Church of Scotland led by Rev. William Grant, each had schools in their respective charges.

By 1853 Doherty's Catholic School was in operation at Berellan and Mrs Mary Ann de Mestre had donated land at Terara to the Church of England parish to establish a Sunday School. Mr Henry Thistleton established a Church of England Day School, in the Sunday School buildings, at Adam's Wharf, in 1854.³

The *Illawarra Mercury* of 7th July 1856 carried a report of an examination day for the 23 children at St John's School. Fees were stated to be one shilling per week for each student and five pence per week for additional students from the same family. This school catered for Terara children until the late 1870's.

The National School system made slow progress in establishing schools due to the difficulties many communities had in raising one third of the cost of buildings. This system was modified in 1857 to include non-vested schools.

Non-vested school premises remained the property of the owner, and were not paid for by the National Board. The Board provided the books; the teacher's salary and the school followed the National Program. Outside of school hours the proprietors were free to use school premises for other purposes, such as religious services, which was not permitted in vested schools.

¹ Clark Alan, *Villages of Shoalhaven*, Shoalhaven Tourism Board, Nowra, 1994 – Pyree p. 16

² Fletcher J & Burnswood J., *Government Schools of New South Wales*, Department of Education NSW, Sydney 1977, p. 19

³ Florance Robyn, *Schools in the Shoalhaven District, An Alphabetical List of Known Schools 1850-1991*, Shoalhaven Family History Society Inc. Pyree, 1991

The popularity of the non-vested scheme was evident when after only two years of its introduction in NSW, the number of schools under the Board's control doubled.⁴

During 1859 Pyree residents had school buildings erected. However it was August in the following year before the first classes were conducted by the teacher, Mr Henry Ireland, who was appointed by the Local Board. Average attendance for the year was 36, and 27 students made themselves available for a night class.⁵

November 1861 saw two further schools opened, at Coolangatta and Boolong (later to be known as Bolong). The Coolangatta venture was in a building leased from the Berry Estate. It functioned as a private school for six months before application was made for it to become a National School.

Nowra's first school under the National System of Education was opened on 3rd February 1862. The next school to be established was at the southern settlement of Tomerong in October 1862.⁶

The churches were still well involved in education, and when the Shoalhaven Catholic parish was established in 1863, Fr David D'Arcy opened a Catholic School at Berellan (Brundee), and made plans for another at Terara.⁷

In 1867 National Schools were renamed Public Schools. Three more schools were established in the district that year, at Nowra Hill, Bomaderry and Meroo.⁸

In this era the teacher's wife was often used as an assistant to teach needlework, considered so necessary for the girls. It was a frustrating time for all teachers as attendance was erratic through the youngsters often being required to help at home with farm chores.⁹

The national curriculum specified the subjects taught. First class was taught the 3R's, reading, writing and arithmetic. Second, third and fourth classes were taught parsing (grammar) geography and object lessons. Object lessons involved the examination of a particular physical object and this could incorporate many subjects such as history, geology and nature study.¹⁰

NSW education policy was that all pupils at the school be taught in a single schoolroom, employing teachers, pupil-teachers and monitors. Pupils sat in long rows composed of long desks, typically nine feet long and 1½ feet wide, including the groove for pens, along which holes for inkwells were spaced every 20 inches. There were also galleries of tiered seating, often at one end of the long schoolroom, where smaller groups could be drilled collectively in the 3R's.¹¹

The Public Instruction Act of 1880 resulted in government aid being withdrawn from all denominational schools in 1882. The Council of Education formed the basis for the establishment of the Education Department, which gradually developed free, secular and compulsory schooling. It provided for the establishment of Public Schools, Superior Public Schools, Evening Public Schools and separate high schools for boys and girls.

The Department of Public Instruction was responsible for teacher training, building construction as well as the encouragement of a system of part time schools, provisional schools and travelling

⁴ Barcan Alan, *Two Centuries of Education in NSW*, NSW University Press, 1988

⁵ State Records NSW – Pyree School File 5/17397-2A

⁶ Florance Robyn, *Schools in the Shoalhaven District, An Alphabetical List of Known Schools 1850-1991*, Shoalhaven Family History Society Inc. Pyree, 1991

⁷ Clark Alan, *Education in the Shoalhaven District*, Draft dated 198. Copy held by Robyn Florance

⁸ *Shoalhaven District, An Alphabetical List of Known Schools 1850-1991*, Shoalhaven Family History Society Inc. Pyree, 1991

⁹ Clark Alan, *Education in the Shoalhaven District*, op cit

¹⁰ Barcon op. cit.

¹¹ Barcon op.cit.

schools in isolated country areas. The minimum attendance for public schools was twenty and provisional schools twelve. Pupils were required to attend school for 140 days each year.¹²

3.3 The First Pyree School (National School 8/1860 –Public School 3/1872)

'Built of Slabs with cabbage tree roof'

Pyree was one such non-vested School. Built on low-lying land belonging to the Berry Estate, it was located on the opposite side of Greenwell Point Road to the existing school building and opposite the Pyree Literary Institute.¹³

In 1859 a Local Committee was formed to establish a school in the area. On the 16th May 1859 John Waddell, Chairman of the Local Committee, wrote to the Council of Education stating that

"...a school has just been erected with a house for the teacher attached, put up by subscription amongst the settlers on a quarter of an acre of ground given by Mr Alexander Campbell, who holds off Mr Berry a lease of seven years...."

The building was described as a school room 24ft by 16ft and a dwelling of two rooms, one of which was 12ft by 12ft while the other measured 10ft by 12ft. Both buildings were built of slabs with board floors and cabbage tree roof.¹⁴

The Local Committee calculated on the attendance of 40 to 50 children, and a request for the appointment of a Schoolmaster, as well as a Schoolmistress to teach the girls sewing was sent to the Council of Education.

Six desks and two forms were provided as school furniture. The necessary books for the school were consigned to Mr D. McLean, schooner *Janet* c/- Mr Robert Vessey, Common Agent, Phoenix Wharf.¹⁵

The Local Board advertised for a teacher for the National School in 13th July 1860 edition of the *Illawarra Mercury*. According to Alexander Aberdeen the first teacher was a Mr Spillane. The second was Mr Ireland. The local board appointed Henry Ireland and his wife, on 6th August 1860.¹⁶

The school was vested as a National School on the 27th August 1860 but owing to incessant rains and the illness of many children; the attendance had not been up to expectations. Twenty-seven scholars made themselves available for night class while the average attendance for 1860 was 35.¹⁷

The third teacher was James McNab who was appointed in October 1861. The school was built on land that was subject to flood inundation and the *Illawarra Mercury* description of the school at Pyree in 1867

*"The wretched and miserable state of the building and furniture was the subject of general comment of all present...the place is not fit for a stable...."*¹⁸

McNab was transferred in 1870 and was replaced by Mr David Lewis who experienced difficulty in keeping a large family of young children on his income of £120 per annum. Mr Lewis was

¹² NSW Government Schools op. cit. p. 10

⁹ Aberdeen Alexander diary written in 1947 – copy located in the Shoalhaven Historical Society archives.

¹⁴ State Records NSW – Pyree School File 5/17397-2A

¹⁵ Wallis J.R. *Greenwell Point – An early Shoalhaven Port*, Greenwell Point Bicentennial Committee, 1988.

¹⁶ Aberdeen Diary op cit

¹⁷ State Records NSW – Pyree School File 5/17397-2A

¹⁸ Bayley William A., *Shoalhaven*, Shoalhaven Shire Council, Nowra, 1975, p. 84

previously stationed at Ulladulla and was in the unfortunate position of having no money to move. The cost of removal was £10 and he could not travel overland because of the state of the roads.

On the 4th November 1869 Mr Aldcorn, in a letter to the school board, suggested urging Mr Berry to erect a new school and dwelling house, which he had for some time intended to build. Mr Berry had made promises but no real steps to provide better and more suitable premises had been taken.¹⁹

In July 1870 the teacher's residence was considerably damaged by floodwater. The water was up to the eaves of the house and the teacher had to live at Greenwell Point. On the site where Berry promised to erect the new school buildings, the 1870 flood was two feet deep.

Early in 1871 Mr Alexander Berry wrote that the lack of progress of the new school building was due to repeated floods, stating that 20,000 acres was four to five times covered with water in one year. He maintained that the Government's failure to bring in a Bill to prevent the practice of throwing timber into the creek was responsible for the destruction of the building material prepared for the Pyree School building.

It was eventually stated that Mr Berry was only producing time wasting excuses about the amount of time it was taking to build a new school. By this time floods had forced the school corner to be called the 'water hole'.

In December 1871, Mr John Monaghan, Secretary to the Board of Local Patrons, asked Mr Berry to fulfil his promise made some years before to provide new buildings and was informed that the foundation stone, bricks, doors and windows were ready and that the present building would be repaired pending the erection of the new one.

On 20th January 1872 the teacher, Mr Lewis, referring to the school, stated that the fireplace had broken up, the bark (a great portion) had fallen off the roof and Parents refrained from sending their children to school when it rained as water came through the old cabbage tree roof.²⁰

Owing to the delay in the new school being built Mr Lewis was removed from the old school in March 1872. An inventory of the school equipment was handed over to local patrons and Mr Monaghan attempted to appoint another teacher without success and the school closed.

3.4 The Second Pyree School (Public School 1877 to 1976)

'Brick School with Shingle Roof'

Mr Berry took a long time to complete the new school buildings. It was not until 1875, three years after the school had closed, that Mr Hicks, the School Inspector, reported that the new premises were 'nearly ready for opening'. Mr John Houston wrote to the Council of Education with the following information:

'that the buildings were first class, in fact few are as good outside Sydney'

Mr Bartholomew Carey, a stonemason/carpenter employed by the Berry Estate, erected the new school building and School Master's residence. The brick building was erected on sandstone 'ashlar block' foundations with some 45,000 locally made sandstock bricks being used in the construction. The school was designed in the Victorian Georgian style with a high pitched hipped roof. The schoolroom measured 50 feet by 22 feet with a gabled central porch with a gabled porch to one side and rear. Each porch measuring 7 feet by 6½ feet.

¹⁹ State Records NSW – Pyree School File 5/17397-2A

²⁰ State Records NSW – Pyree School File 5/17397-2A

Mr Carey also erected the School Master's Residence at this time. It contained six rooms with a shingled roof.

After the buildings were completed, Mr Alexander Aberdeen laid out the ground. The Coral Trees that line the avenue were planted at that time.²¹

Following completion of the school buildings a teacher was required. Following much correspondence and suggested agreements Mr Stewart Richardson was appointed teacher of the new school on 6th July 1877. In December the same year Miss Agnes Patterson, of Nowra, (afterwards Mrs Thomas C. Kennedy) was appointed pupil teacher.

Mr Richardson held the classification of 2B and received a salary of £108 per annum. He had previously taught at Cleveland Street Public School. Richardson was a single man and his sister was appointed as teacher of needlework at £1 per month.

During his nine years at the school, 19 pupils entered the service of the Department of Education. The pupils were Thomas McPhee, Thomas Brodie, Hugh Bates, Katherine Bates, William McDonald, Annie McDonald, Thomas C. Kennedy, Sarah Kennedy, John Housten, Rachel Richardson, Archibald Richardson, Francis Ryan, John Armstrong, Oswald Armstrong, Allan McLean, John Neil McLean, Reginald Connolly, Alexander Noble and John Graham Monaghan. Alexander Noble became Inspector and another to rise successfully in the service was John Monaghan, who gained his M.A. degree.²²

The Scale of School Fees were set by Richardson on 12th February 1878 and subsequently approved.

	Per Week	Per Quarter
One child	9d	8/-
Two children of the same family	7½d	6/-
Three children of the same family	6d	5/-
For each additional child	3d	2/6d

Miss Patterson was unable to obtain lodgings at Pyree and found the ride by horse, sidesaddle, from Nowra each morning too much and resigned in March 1878. Her replacement was Mr Thomas McPhee, of Pyree, who was appointed on 1st April 1878.

Mr Richardson gave instructions to trainees (pupil teachers). He applied for an allowance of £3 for three months instruction to Mrs A Bates to enable her to take charge of a small school.²³

The enrolment of Pyree School in 1879 was 111, with an average attendance of 72. Mr Richardson applied for a second pupil teacher and John Housten Jnr was appointed. Housten resigned in November 1886.²⁴

In 1885 the Council of Education proposed the purchase or resumption of the school site and requested School Inspector C.J. Pitt to send a description of the site to the Sydney office. Inspector Pitt inspected the site and in a Memorandum dated 6th June 1885 described the school.

He stated that the premises were well situated, built of brick on stone foundations and comprised the following:

- (a) A large and spacious school room capable of accommodating 100 pupils.
- (b) A comfortable residence for the Teacher, consisting of six rooms

²¹ Aberdeen Diary op cit

²² Aberdeen Diary op cit

²³ State Records NSW – Pyree School File 5/17397-2A

²⁴ State Records NSW – Pyree School File 5/17397-2A

- (c) Two large weather sheds and suitable out offices
- (d) Playground in area one acre – securely fenced and provided with a good water supply

Mr David Berry did not want to sell the property but agreed to continue to maintain the school for the benefit of his tenants.

In 1886 complaints were made concerning the inferior quality of drinking water which came from the well. Mr Berry was quite agreeable to improve matters at his own cost, in the form of 270ft of guttering and 3 x 400-gallon water tanks. The work was carried out by local tradesman, William Braithewaite, of Nowra, at a cost of £28.

Mr Louis Witts was appointed teacher in March 1886 with Mrs Witts being appointed sewing teacher. The Pyree climate did not agree with Mrs Witts and she was granted three months leave of absence from her sewing duties on account of 'ill health'. In May 1887 Miss Annie McDonald was appointed pupil teacher.

In July 1888 Louis Witts complained that better ventilation was needed in the schoolroom and recommended that the windows be swung on pivots to allow thorough ventilation. The School Inspector agreed with the request and the work was sanctioned.

John Armstrong carried out the work. His tender of £3/15/- included *'to swing the windows on pivots, supply & fix ropes and brass cleats for holding them in position; provide and fix cedar guards in front of all desks and bore 48 holes for inkbottles'*.²⁵

Several educational innovations of 1889-90 related to the use and ornamentation of school grounds, which until that time had generally been barren, little wastes. The new Minister, Joseph Carruthers, enthusiastically promoted the enlargement and beautification of sites, the formation of children's gardens and experimental plots.

With the Department distributing seeds and tools, and bonuses for teachers, many school sites were enriched with flower gardens or vegetable gardens.²⁶ Mr Witts established a school garden in the front of his residence and received bonus's for his work in maintaining it (with help from his students).

In March 1889 Mr Witts applied for leave of absence, his wife having died suddenly at a school picnic, and he was unable to conduct the school. Mr Witts applied for removal to St Ives, Lane Cove River.

Mr Thomas Kennedy was appointed temporary teacher on 26 March 1889 at a salary of £6 per month. Miss Mary Monaghan was appointed teacher of needlework, but resigned a few months later in July for Miss Florence Burnside to take up the appointment.

In July 1889 the school bell (second hand) was purchased at a cost of £3 from Watson & Crane, 265 Pitt Street, Sydney, and erected on "a new post" by J. J. Armstrong for £1/12/6d.²⁷

Miss Jane Watkins one of the pupil teachers experienced difficulty in coming to school. The only place she could obtain board was situated 1½ miles from the school, and for four months she had to wade through water a foot deep.

Miss Watkins applied for a removal on the 10th July 1890 and was transferred to another school. Mark Walker, who had transferred from Jamberoo Public School, filled her position.

²⁵ State Records NSW – Pyree School File 5/17397-2A – Memorandum No. 88.972

²⁶ Department of Education, *Sydney and The Bush*, The Department of Education, Sydney, 1980, p. 123

²⁷ State Records NSW – Pyree School File 5/17397-2A

David Berry died in 1889 and the property passed to his cousin John Hay who was obliged to sell off the Estate land to meet bequests.

In 1890 the Department of Public Instruction began negotiations with the Trustees of the Berry Estate to purchase the four school sites situated on the Berry Estate farmlands. The schools being Pyree, Bomaderry, Boolong and Toolijooa.

The Berry Estate Trustees declined to accept the offer made by the Department and arranged for Mr William Isley, a local builder, to inspect each school and prepare separate valuations.²⁸ The Department kept up negotiations with the Trustees in an attempt to purchase the school site.

PYREE SCHOOL

School of brick with 14" walls, on good freestone ashlar, with through stone base, all beds and joints chiselled and face finished with clean draft and dab work, freestone steps and sills.

(3) Porches 7' x 8' inside

School room 50' x 20', 13 ft high ceiling with good ventilation

1 double weather shed, Buggy shed and stable

2 W.C's weatherboard, good well with pump to complete

The above school valued at £815-3-0

Residence

Consist of Brick Cottage (4) four rooms 14ft x 10ft with 5ft hall 10ft high ceilings and front verandah 6ft, Back 5ft.

Attached kitchen built of 14" brickwork with pantry and storeroom. Size including pantry and store 20ft x 12ft 6". Also closet and well complete with good garden £515

To fencing gates and other minor work £70

Total valuation of school as at present £1400-3-0

(Signed) W. Isley 7th December 1890

On 16th January 1891 Mr McPhee requested to be supplied with a Douglas force pump together with eleven feet of tubing, for the well at the school. In his letter to Inspector Lawford he stated that:

The supply of water from tanks is very limited and should two or three weeks of dry weather set in, we would have to ball back on the well for our supply of water. I understand that Mr Witts obtained a bonus for keeping his garden in good condition but without a pump the plants will perish from want of water.

To my surprise Mr Witts took away the pump and tubing last Wednesday afternoon. It is strange that a well should have been sunk here years ago and no appliance for lifting the water provided. I respectfully request that you will consider my application as urgent and recommend that a pump be furnished.²⁹

In March 1892 the Department authorised the local School Inspector to attend the auction sale of the Pyree lands and bid for the site. The site (Lot 127 DP 2813) was subsequently purchased by the Crown from the Estate Trustees and the Certificate of Title granted on the 31st October 1892.³⁰

Once the Department had purchased the school property it became necessary for the site to be fenced. In January 1893 fencing to the cost of £65 was approved.

²⁸ State Records Bomaderry School File 5/14993 A - Valuation

²⁹ State Records NSW – Pyree School File 5/17397-2A Correspondence dated 16th January 1891

³⁰ NSWLTO Certificate of Title Volume 1074 Folio 163

At the same time it was then found the W.C's 'were defective and insufficient in accommodation' As 'they were wide enough to make two seats in each' the appropriate repairs were carried out. Screens were also erected at one end of the W.C's, 'as boys can look directly into the girls W.C. Both weathershed floors were also repaired.³¹

By 1895 the school was badly in need of extensive repairs. The work was approved and the School Inspector authorised to advertise for tenders. Four tenders were received with Mr William Gruer of Ulladulla being successful with his quote of £63.9.0 (the lowest). Although Mr Gruer commenced work on the school he was engaged in erecting new premises at Termeil and was compelled to employ Mr Joseph Kennedy to complete the repairs. Mr Gruer was fined £1 for leaving paint stains on the school floor.³²

SPECIFICATION of proposed improvements required
at
Pyree Public School

Residence

1. Repair all damaged cement work of internal walls and repaint with two coats of paint. Repaint with two coats all woodwork previously painted, internal and external.
2. Provide and fix in position new ridge capping for all roofs, repair guttering where necessary providing new where required. Replace all damaged shingles with new ones. The ridge capping is to be 18" in 6ft lengths with 6" lap at all joints, and secured firmly with screws and washers 12" apart.
3. Repair all damaged door locks: provide new ones where necessary – best carpenter's rim locks
4. Repair floor of front and back verandahs
5. Clean thoroughly internal walls of kitchen and repaint same with two coats
6. Rebuild chimneys where destroyed: bricks to be of best quality hard and thoroughly burnt and perfectly sound.

School

1. Clean thoroughly and repaint (two coats) all internal walls and ceilings and repaint all woodwork (internal and external) previously painted two coats
2. Repair all locks and windows where necessary: provide new locks if required
3. Repair roof; replace all damaged shingles with new ones. Cover all ridges with 18" galv.iron fitted as specified for residence
4. Repair all tankstands where necessary
5. *Whitewash (in side) all out offices, and replace all damaged woodwork with new approved timber*

Fencing

Provide 62 rods of fencing (more or less) where required to enclose additional area of site and repair all damaged or decayed fencing where pointed out by the teacher. The material and workmanship of the new fencing including repairs to be as follows:

Posts 7ft 6" in ground: well charred to 3" above ground, firmly rammed, and mortised with 2 rails. The rails to be 9ft long, not less than 7" wide x 2" thick, securely and closely fitted into mortise holes. At each corner of fence erect round post not less than 10" diameter, 8 feet long, sunk 3ft in ground, charred and rammed as stated above. Repair and replace with new if required all gate fittings leaving gates in thorough working order.

Paint

The paint is to be of the best quality best linseed oil and whitewash mixed in proper proportions. The last coat is to be finished off of an approved tint.

Note: All work not specified herein but clearly and reasonably necessary to the proper completion of the improvements, is to be done as though specified with extra charge.

Inspector's Office – Nowra 14th September 1895

³¹ State Records NSW – Pyree School File 5/17397-2A Correspondence from Inspector Lawford dated 19th January 1893

³² State Records NSW – Pyree School File 5/17397-2A Memorandum dated 23rd December 1895

Arbor Day was celebrated at the Pyree School of Arts on 1st September 1897 and the school children were invited to take part in the sports and tree planting, some of the trees were planted in the school ground.³³

After receiving correspondence from Mr Richardson regarding the condition of the school weathershed the Chief Clerk of Works inspected the school site in October 1898 and reported that the old weathershed was in a bad state of repair and prepared specifications for the erection of a new one. Mr Jeremiah Carmody was paid £32.12.6 to pull down the existing shed and build a new one.³⁴

Mr Alfred J. Buttsworth was appointed teacher in 1899 replacing Archibald Richardson.

In September 1900 local builder Mr Walter Jarrett carried out improvements at the school. His tender being the lowest at £22.10.0.

SPECIFICATION FOR PROPOSED IMPROVEMENTS, FENCING & C.

Note: All required material for the above to be supplied by the contractor and must be of best quality obtainable. The work must be completed in a workmanlike manner to the satisfaction of the Inspector or other authorised person: to be finished within a month from date of acceptance of tender.

Fire grate The firegrate in school to be built into fireplace securely with iron bar across chimney breast to support bricks. Bricks to be of good quality, and mortar made of best lime and sand mixed in proper proportions.

Tank Supply and fix on wooden stand in proper position one 400-gallon iron ship's tank with piping through kitchen wall, and tap in kitchen. An overflow with downpiping to be fixed, also necessary piping to connect with spouting of house.

Tank-Stand The stand to be of similar material and thickness to the one on which school tanks rest. Upright supports may be of brick.

Shower-Bath Supply and fix securely in position in bathroom one Boston shower bath to cost 37/6d exclusive of carriage from Sydney (supplied by M. Moss & Co.). Contractor to show receipt of cost.

Fencing Decayed posts and rails to be taken out and stacked in heap where indicted by Teacher. Their places to be supplied with new material of best hardwood procurable. No hearts to be used in posts or rails and post must average 2" thick and 8" wide. Lengths to be the same as remainder of fence.

Posts 50 new ones. Two corner posts of garden to be round, and not less than 6" in diameter exclusive of sap. Rails must not be less than 1½" thick or 6" wide. Lengths to be the same as the remainder of fence. Posts to be charred 2ft 3", placed 2 ft in ground, and well rammed: holes in posts to be suitably mortised. 234 new rails are required, and to fit securely in mortised holes of posts.

Palings The palings round front garden to be removed, and the best of them used to repair paling fence at rear of residence. Supply, and nail securely round front garden 750 split palings each 6ft long, averaging not less than 4" in width. They must fit closely together and be nailed to rails with 4 nails each: top ends of palings pointed. At each post palings must be cut so as to extend above top of post as in margin.

Gates &

Padlocks Provide and fasten on gates 4 strong bolts and padlocks, also large gate at rear of kitchen to be re-hung properly.

John Beattie was appointed to the school in 1901. At that time John Beattie had a family of eight children, 5 boys and 3 girls, which brought the school enrolments higher.

His requested the following additions to the residence:

- (1) The addition of a dining room to the residence
- (2) Repairing, cleaning and coloring (sic) the walls and ceiling of the kitchen
- (3) Painting residence internally and externally and papering some of the walls

³³ State Records NSW – Pyree School File 5/17397-2A Correspondence dated 27th August 1897

³⁴ State Records NSW – Pyree School File 5/17397-2A Correspondence dated 28th September 1898

- (4) Supply a large corrugated iron tank to hold about 2000 gallons of rainwater
- (5) The supply of a new and larger stove for the kitchen.

In October 1904 repairs to fences and the re-painting of the interior of the school was necessary. The inspector pointing out that 'at one time the Schoolroom was the Public Hall, hence the urgent necessity to improve the appearance of the walls '. Mr Kirkley completed the work at a cost of £14.7.6.³⁵

Specification for repairs for the Public School at Pyree

Gates and Picket Fence

Thoroughly repair front gates and picket fence, by replacing with new timber, all decayed and worm eaten, and ant eaten portions. Timber to be similar to that in present use Gate at rear of residence to be removed and re-erected where directed by Teacher.

Palings

Supply about 200 approved hardwood palings (5'), and securely nail them to the school fence where shown

Rails

About thirty-rails now stacked on premises, to be properly placed in the school fences as directed.

Glazing

Supply and fix new panes of glass where required

Painting

Re-paint dado of schoolroom, also three doors (externally) two coats. Walls of schoolroom above dado, walls of porch, and walls of lavatories, and all internal woodwork and joiners work one coat

Before repainting, the walls to be thoroughly cleaned and re-plastered where necessary, also all old paint to be removed where blistered and peeling. Paint to be of best white lead and linseed oil, and of similar colours to present paint. All materials to be supplied by contractor and to be of the best quality.

John Beattie had a family of eight children, 5 boys and 3 girls, and when he was appointed to the school in 1901. The residence was too small and in 1906 he requested that the School Master's residence be enlarged to accommodate his family. He stated in his letter that he had been in charge for over five years and during that time *"only minor repairs, chiefly in connection with exterminating white ants, have been effected to the residence, and I believe none were carried out during my predecessor's occupation of the premises."*

In 1910 lighting in the schoolroom needed to be improved. The windows on the south side were cleaned and old frosting removed from 132 panes of glass and 66 panes were re-frosted. New sash cords were supplied to each of the 8 swinging windows. Mr Joseph Kennedy carried out this work at a cost of £2/10-.³⁶

Beattie remained at the school until February 1913. Mr Beattie was very much admired by the residents in the district and he and his family were given a send-off at the Pyree School of Arts the day before departure. After farewell speeches and gifts were presented to Mr Beattie and his family a program of musical and other items was enjoyed.³⁷

Mr Albert Bush was appointed to the school to replace Mr Beattie in 1913 and in April of that year requested that Mrs L. Hazlett be appointed as a sewing teacher. The Department approved her appointment as Teacher of Needlework at the rate of 2/6 per hour but was to be employed for not more than 4 hours weekly.

In October 1914 Mr Bush was nominated for the position of Post Master. Departmental approval was sought and the Post Office, the third in Pyree, was eventually located in a room in the School Master's Residence.

³⁵ State Records NSW – Pyree School File 5/17397-2A Correspondence dated 19th October 1904

³⁶ State Records NSW – Pyree School File 5/17397-2B – Joseph Kennedy Tender

³⁷ *The Shoalhaven Telegraph* 26th February 1913

"Dad" Bush who rules with a quince rod, and the dictum "spare the rod and spoil the child". He's not a bad teacher for he has to cope with six primary classes plus odd pupils who stay on for a year or two after 6th. His daughter teaches sewing, and is also the postmistress. The mail comes down each day at noon by a Mr Swift with a pony and a sulky, then on to the Point and returns in the afternoon. Dad Bush has a pony 'Dix' which he uses to go fishing and shooting, a milk cow, and a floppy eared dog, which could be a retriever, which howls when the school bell rings.³⁸

In 1919 a committee of 'Ladies & Gentlemen' requested a tennis court to be built on the school grounds. The court was to be on a sight that would not interfere with the playground area. Permission was given provided the department had full control of the court. Departmental guidelines required the Teacher to be a member of the committee; the court was to be available for use by the school pupils when not otherwise required and that no play on Sundays to be allowed. The court was subsequently built and the Pyree Public School & Citizens Tennis Club was formed.

In March 1920 the average attendance was 48.7 and the enrolment was 62 and an assistant teacher was required to help ease the workload. The Parents and Citizens of Pyree sent a petition to the Minister for Education, requesting the appointment of a teacher's assistant.

By late 1924 the School and Residence were in much need of repair and a petition signed by over 100 parents and citizens was sent to the Under Secretary to have the work carried out.

In July 1931 Mr Bush requested improvements to the school ground. He stated in his letter to the Department that:

Parts of the playground around the school building have become so worn; (to a depth of six inches in places) that during wet weather the water lies in these places for several days. The worn hollow lies immediately in front of the weathershed and at the back of the school building.

Eventually sixteen yards of gravel was spread of the school ground to level the play area.³⁹

In April 1933 the teacher Peter Thomson requested removal of the coral trees from the playground as a large limb had fallen off one of the trees and the situation was proving dangerous. He stated *'there are (7) seven of these trees over 50 years old and recommend that they be cut down, and the timber stacked in the playground to be burnt later. The wood from these trees is no good as firewood. One resident has advised that this could be done for £1 a tree.'*

The Department gave approval and the teacher was advised to secure tenders for the cutting down of the trees and stacking of the timber.⁴⁰

Mr Francis McCormick was appointed as teacher in charge in 1933 and in May 1934 in a report to the District Inspector wrote of the whooping cough epidemic in the district and stated that only 14 pupils of the 46 enrolled were eligible to attend school. In accordance with regulations all children with suspicious coughs were excluded.⁴¹

In 1936 the number of pupils enrolled was 50 with an average attendance of 40.

Apart from his teaching Mr McCormick was mechanically inclined and his skill in fixing clocks and watches was well known in the district. He built his own pleasure boat and trailer. He also built a

³⁸ Woolley P., *A Trip to the Point – Sunday Driving 50 years ago* – Published in The Shoalhaven Chronograph n.d.

³⁹ State Records NSW – Pyree School File 5/17397 – 2B – Correspondence from A. Bush dated 5th July 1931

⁴⁰ State Records NSW – Pyree School File 5/17397 – 2B – Correspondence from P.H. Thomson dated 17/4/1933

⁴¹ State Records NSW – Pyree School File 5/17397-2B

caravan for holiday travelling. Mr McCormick excelled in cake decorating and his art was much sought after; all favours were gratis; he never undertook anything that he could not accomplish.⁴²

The Second World War had an impact on the school. All school uniforms were dyed black (including shirts and blouses), presumably so the children could not be seen from aircraft flying over the school. Much practice was given to the evacuation procedures and air raid trenches were dug in the playground.

Mr McCormick left Pyree School in 1949 and the next teacher was Mr Robert Henderson.

Centenary Celebrations were held on 21st to 23rd September 1960. The celebrations opened with an official luncheon in the Pyree Literary Institute with approximately 250 persons in attendance and about 100 children, who were served with their lunch outside the Hall on the lawn. Following the luncheon, a commemoration plaque was unveiled in the school.⁴³

Mr Henderson retired in 1971 and was succeeded by Mr Peter Geyer as Headmaster.

Commemorative Plaque

After the luncheon, Mr Watson (District Inspector) unveiled a commemorative plaque in the schoolroom, containing the names of the sixteen teachers who taught at the Pyree School during the past 100 years. Mr Keith McCormick, son of the late Mr Frank McCormick, who was the teacher prior to Mr Henderson's appointment, spoke most appropriately on behalf of the teachers.

In 1976 the children were housed in the original building (two classrooms), a demountable building (one classroom and library), *one partly obscuring the original school* and two portable buildings (three classrooms and an office).⁴⁴ Of the 179 pupils enrolled, 115 were from Culburra, 55 from the Currarong, Callala Bay/Beach area and 9 from Pyree.

New growth areas saw schools opened at Nowra East (1964), Illaroo Road (1969), Sanctuary Point and Culburra (both 1976). The opening of Culburra School coincided with the close of the long established Pyree School.

After 116 years of education the Pyree School closed on Friday 27th August 1976 and the staff and pupils were transferred to the new Culburra Public School. The nine pupils from Pyree were transferred to Greenwell Point Public School. In 1976 when the Pyree Public School closed so did the Post Office.

The Shoalhaven Teacher's Association used the school building for some time for meetings and as a resource centre. The School Master's residence began to decay through lack of use.

The school site remains in Government ownership although in the mid 1980s the Department of Land & Water Conservation took over the responsibility for the property from the Education Department. A survey of the site was undertaken at this time.

In July 1987 the Shoalhaven Family History Society Inc. began leasing the school building and established a comprehensive library and Family History Research Centre.

⁴² Aberdeen Diary op cit

⁴³ *The Shoalhaven & Nowra News* 27th September 1960

⁴⁴ Bayley William A. *Shoalhaven* op cit p. 239-240

In 1988 the land was subdivided and a new plan drawn up with the western section containing the original school house becoming Lot 126 and the lot containing the School Master's Residence Lot 128 of Deposited Plan No. 821471.

The School Master's Residence was sold to Kim & Ron McGuire, who began restoration work on the cottage, while Lot 126 containing the School Building is still owned by the State Government and leased through the Shoalhaven City Council.

3.5 Teachers-in-charge

1st School

Henry Ireland	6.8.1860
James McNab	1861-1870
David Lewis	1870- 1872

2nd School

Stewart Richardson	1877-1886
Louis H. Witts	1886-1889
Thomas Kennedy	26.3.1889
Alexander R. McPhee	1889-1893
Walter Jones	1893-1895
Charles Raymond	1893-1896
Archibald G. H. Richardson	1896-1899
Alfred Buttsworth	1899-1901
John Beattie	1901-1913
Albert Bush	1913-1932
Peter Harold Thomson	1932-1933
Francis McCormick	1933-1949
Robert Henderson	1949-1971
Peter Geyer	1971-1976

School Closed

3.6 Pyree Post Office

In November 1867, a petition for a Post Office at Pyree was lodged by the residents stating that roads linked the shipping places of Greenwell Point and Terara, passing through the district of Pyree, Crookhaven and Greenwell Point. They stated that the population of the district was 400 persons. A non-official office opened on 1st May 1869 with William Cuthbert Morison in charge. The Post Office was located on Greenwell Point Road adjacent to his butcher's shop. The mail was carried by horseback to Numbaa.⁴⁵

An increase in population saw two other Post Offices opened in the district. Greenwell Point on 1st August 1879 in charge of Archibald McLean and Brundee under the name of Barellan on 1st January 1880 in charge of Mr H. R. Hodgkinson. Charles Bindon was the mailman and the mail run from Nowra included Terara, Numbaa, Barellan and Pyree.

In 1879 the Pyree Post Office was transferred across the road from Morison's to Duncan and Isobel Finlayson's property. The Misses Finlayson conducted the Post Office was from 1879 to 1914.⁴⁶

In October 1914 Mr Bush was nominated for the position of Post Master.⁴⁷ The Post Office, the third in Pyree, was located in a room in the School Master's Residence. The slot for the mail was still visible in 1994.

3.7 The Builder

Bartholomew Carey was born in Ireland c. 1827 the son of John Carey and his wife Ellen (Hagen), a bricklayer, and Ellen, his wife. He married Mary O'Dea at St Mary's Chapel Sydney on 21st November 1842 and the couple resided in Sydney where for children were born; Ellen (9th June 1845), Mary Ann (12th January 1847), Patrick (6th February 1851) and Margaret (1st April 1853).

Around 1860 the Carey family moved to the Shoalhaven district and resided at Greenwell Point. A son Bartholomew was born there in 1860 but sadly died in infancy. Their daughter Margaret died on 12th June 1860 aged 7 yrs and 2 months. She was buried in the Catholic Cemetery (North Street) in Nowra on the 14th June 1860.⁴⁸

They lost another daughter, Ellen, who died of heart failure on 1st July 1872 and is buried beside her sister Margaret in Nowra. Their only surviving daughter Mary Ann married Walter Caffery in 1872 who was a farmer, residing at Jindiandy.

Mary Carey died on the 6th January 1875 aged 53 years. Bartholomew Carey died at the home of his daughter and son-in-law, Walter Caffery, at Jindiandy on 6th May 1885 aged 58 years of age. He is buried in the Roman Catholic Section of the Nowra General Cemetery.⁴⁹

3.8 The School Grounds

After the school buildings were completed, Mr Alexander Aberdeen, a tenant on the Berry Estate, laid out the school ground. The Coral Trees that line the avenue were planted at that time.⁵⁰

⁴⁵ Cremmer Van - Pyree Post Office History, Historical Section, PMG Department n.d.

⁴⁶ Wallis op.cit. p. 114

⁴⁷ Cremmer Van - Pyree Post Office History, Historical Section, PMG Department n.d.

⁴⁸ Florance Robyn Births, *Deaths, Marriages, Obituaries, Inquests, Funeral Notices & In Memoriams, Extracted from 'The News' Shoalhaven 1867-1873*, Shoalhaven Family History Society Inc, Pyree, 1982

⁴⁹ Death Certificate

⁵⁰ Aberdeen Diary op cit

Arbor Day

Several educational innovations of 1889-90 related to the use and ornamentation of school grounds, which until that time had generally been barren, little wastes. The new Minister, Joseph Carruthers, enthusiastically promoted the enlargement and beautification of sites, the formation of children's gardens and experimental plots. With the Department distributing seeds and tools, and bonuses for teachers, many school sites were enriched with flower gardens or vegetable gardens.

The greatest enthusiasm was reserved for Arbor Day, an annual extravaganza inaugurated at Ryde Public School in 1890. The Department supplied trees and shrubs and met half the costs of expenses.⁵¹

The Superintendent of School Gardens, Mr Albert Gale, visited the Pyree School on 26th May 1892 and reported that the whole area occupied by the teacher's residence, schoolhouse and out offices is but a little over 1/3 of an acre. The portion of the site available for play purposes is very limited.

He gave a brief description of the school grounds in his report:

"There is a broad right-of-way leading to the school; on either side of this road are some very fine specimens of coral trees (erytherina arborea) they are very picturesque and showy. A few seedlings of acacia pyenauthea about 5ft high.

The teacher's garden is well cared for and from appearances, has been under cultivation for many years with good results. Grapevine, stone fruits, kitchen vegetables and a large collection of flowering plants, are the products wider cultivation and from an educational point of view a perpetual object lesson for the school children.

No Arbor Day was held last season but action is being taken to do something to commemorate the day this year."⁵²

It appears that Arbor Day was first observed at Pyree in 1897.

The school ground supports fine specimens of the Coral Tree, Moreton Bay Fig, Norfolk Island Pine and Camphor Laurel.

Empire Day

On Empire Day 24th May 1922 a tree donated by Mr William Caffery, J.P., was planted in memory of local and fallen soldiers of the War 1914-1918. In his diary Alexander Aberdeen describes the ceremony

'...The planting of the Memorial Tree was an impressive little ceremony, taking place on Empire Day with Mr Albert Bush in charge of the school. In the afternoon he marched the scholars to where the tree was planted. After being addressed by the scribe the children stood to attention in silence while the tree was placed in position...'

The Tennis Court

In 1919 a committee of 'Ladies & Gentlemen' requested a tennis court to be built on the school grounds. The court was to be on a sight, in front of the school residence that would not interfere with the playground area. Permission was given provided the department had full control of the court. Departmental guidelines required the Teacher to be a member of the committee; the court was to be available for use by the school pupils when not otherwise required and that no play on

⁵¹ Department of Education, *Sydney and The Bush*, The Department of Education, Sydney, 1980, p. 123

⁵² State Records Pyree School File 5/17397 2A- Memo to Superintendent Technical Branch Department of Public Instruction received 12th July 1892 No. 38245

Sundays to be allowed. The court was subsequently built and the Pyree Public School & Citizens Tennis Club was formed.

The courts were used for many years by the club and the school children. In the 1930's problems arose when access to the courts was restricted. This meant that members could not use the courts for the District Tennis Competition.

On 6th September 1933 at a special meeting of the Tennis Club, members decided to erect a new tennis court on private property.

A letter was forwarded to the Department of Education advising of the action taken by the club and requested the use of the school court until the new court was completed. The Secretary further advised that the sum of £5 of the Club funds would be left in trust for the use of the school children in connection with tennis court requirements in the future.⁵³

3.9 The Pyree Literary Institute & School of Arts Hall

Prior to the erection of the hall, the Public School near by was used for church and social entertainments but not dancing. Dances were held in what was known as the 'Long Room' or hall at Numbaa or more often in private barns (erected by the Berry Estate) as in most instances the floors were in good condition.

*The school then belonged to the Berry Estate rented at a nominal fee to the Government with the right to be used as mentioned above. When the late David Berry died great changes came about with the result the school was taken over by the Educational Department thereby lessening the privileges enjoyed by the residents previously. A permit had to be obtained from the teacher in charge before any entertainments and so forth could be held. It was not long before this was found not altogether satisfactory hence came the move to build a hall independently of the Educational Department.*⁵⁴

A public meeting of local residents unanimously agreed that a public hall was necessary in the locality and a small committee was elected to meet with Mr John Hay in the view of obtaining a block of land to erect a hall. Messrs James Morison, Gerard Armstrong, and Robert Aberdeen Snr were successful with their request and subsequently the land was secured.⁵⁵

At this time the residents had very heavy commitments to meet. They had purchased their property from the Berry Estate (previously tenants) and returns from farming were much less than that of today. Therefore finances were very limited to erect a hall.

This obstacle was overcome when Messrs John Monaghan, James Morison, Robert Aberdeen Snr, James Caines and E. Kennedy agreed to become guarantors for bank finance.

Local tradesman Joseph Kennedy built the hall. *Owing to the depressed times the architecture of the hall was not all that was desired. It was built of galvanised iron.*⁵⁶ The original structure contained the hall with two rooms at the southern end, one intended for a library, the other for general purposes. Mr Cordery carried out the painting of the building.⁵⁷

⁵³ State Records NSW – Pyree School File 5/17397 – 2B - Department Correspondence dated 26/9/1933

⁵⁴ Aberdeen Diary op.cit.

⁵⁵ Aberdeen Diary op.cit.

⁵⁶ Bayley William A. *Shoalhaven* op.cit. p. 118

⁵⁷ Aberdeen Diary op. cit.

A good second hand piano (Ronich) was obtained for the hall and a Concert arranged. The first concert held in the hall featured two singers Miss Alpin and Miss Kate Rooney who afterwards became a 'World famed singer'. The concert was a gigantic success and the committee decided to hold two large functions during the year, A Concert in December and a Ball in June. These entertainments were the main source of income.

Keen interest was shown in the Institute and to strengthen the financial position the committee decided to hold fortnightly dances at a nominal fee. Music at social functions was provided gratis in the early days by Mr Gerard Armstrong on the violin and Miss Caines on the piano.⁵⁸

A small library was established when the committee arranged for a loan of books from the Free Public Library in Sydney. A box of books would be delivered and when read would be returned and another consignment forwarded. This arrangement continued for some time until a permanent library was established.

South Shoalhaven Municipal Council Chambers were set up in the library room in July 1935 which continued to be its home until amalgamation in 1948.⁵⁹

Over the years alterations and additions have been carried out. Two more rooms were added to the northern end of the building, one becoming a cloakroom, the other a library. A Ladies Room was also added to the eastern side of the building.

Please refer to Appendix A for Historical Figures and Documentation

⁵⁸ Aberdeen Diary op.cit.

⁵⁹ Antill R.G. *Settlement in the South*, Weston & Co. Kiama, 1982, p. 75

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3.11 Acknowledgments

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4.0 Physical Evidence

4.2 Identification of existing fabric

The physical evidence of the subject site was investigated through non-intrusive observation of the fabric.

4.1.1 STREETSCAPE

The subject site is located within a section of Greenwell Point Road which is chiefly rural. The Pyree Literary Institute is located to the west of the subject site. The Literary Institute consists of a single storey corrugated iron building which is screened to some extent from the view of the subject site by mature camphor laurel trees (*Cimmanonum camphora*). To the east of the subject site is the original schoolmasters residence. This 1877 residence consists of a single storey face brick and iron roofed cottage with a timber extension and corrugated iron annex. The building is now privately owned and is no longer a part of the subject site.

4.1.2 SUBJECT SITE

The subject site consists of a relatively large and mostly open area located on Greenwell Point Road, Pyree. As well as the subject building, the former school building, there are a number of other built elements located on the subject site. These include the following.

Weather shed

The weather shed is located to the south (rear) of the subject building and is constructed from timber weatherboards with a corrugated iron roof. The interior of the structure is divided into two sections (originally one for boys and one for girls) and the timber bench seats remain to the rear of the structure.

The northern elevation of the structure was originally open but has been enclosed with fibro sheeting.

Toilet block

The toilet block which is located to the south west of the subject building is of recent construction and is intrusive to the site. The building is constructed from face brick and contains facilities for both 'boys' and 'girls'. A concrete path has been constructed leading from the subject building to the toilet block which is also not appropriate to the site.

Portable classroom

The portable classroom located to the west is constructed from timber weatherboards and has a corrugated iron roof. The building, which consists of one large room is accessed via a ramp and steps. There is a verandah with sinks to the front of the building which faces north. The structure rests upon brick piers.

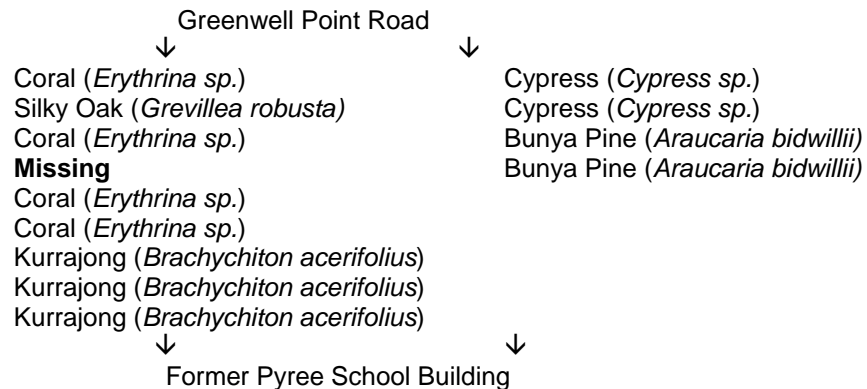
Storage shed and open covered shed

These structures are constructed from metal. Both of these structures face north. The open shed contains a firing kiln.

Landscaping

The subject site contains a number of notable landscape features/plantings including the following:

- A mature Pepper tree (*Schinus*) located adjacent to the weather shed
 - A large mature Camphor Laurel tree (*Cinnamomum camphora*) located to the north-west of the subject building
 - An avenue of mature trees leading from Greenwell Point Road to the former school building.
- The species of these trees are as follows:



Archaeological Potential

There are a number of areas within the subject site which hold archaeological potential including the following:

- The area between the recent toilet block and the weather shed to the rear of the subject building. It is believed that a timber stable (later adapted for use as a car shed in the 1930s – 1940s) was located in this area and remains of the building may exist.
- The area immediately to the south of the Former School Building was paved with asphalt which is believed to remain underneath the existing grassed surface.
- The area to the west of the entry to the site was the location of tennis courts. Physical remains of these courts may exist.
- The remains of the half-length cricket pitch situated approximately in the middle of the open space which was used as the school oval remain in situ.
- The areas to the south east and south west of the subject building which contained toilet facilities (Note: the area to the south west has lower archaeological potential through its disturbance in order to construct the existing toilet facilities).

Please refer to Figure No.2: Subject Site.

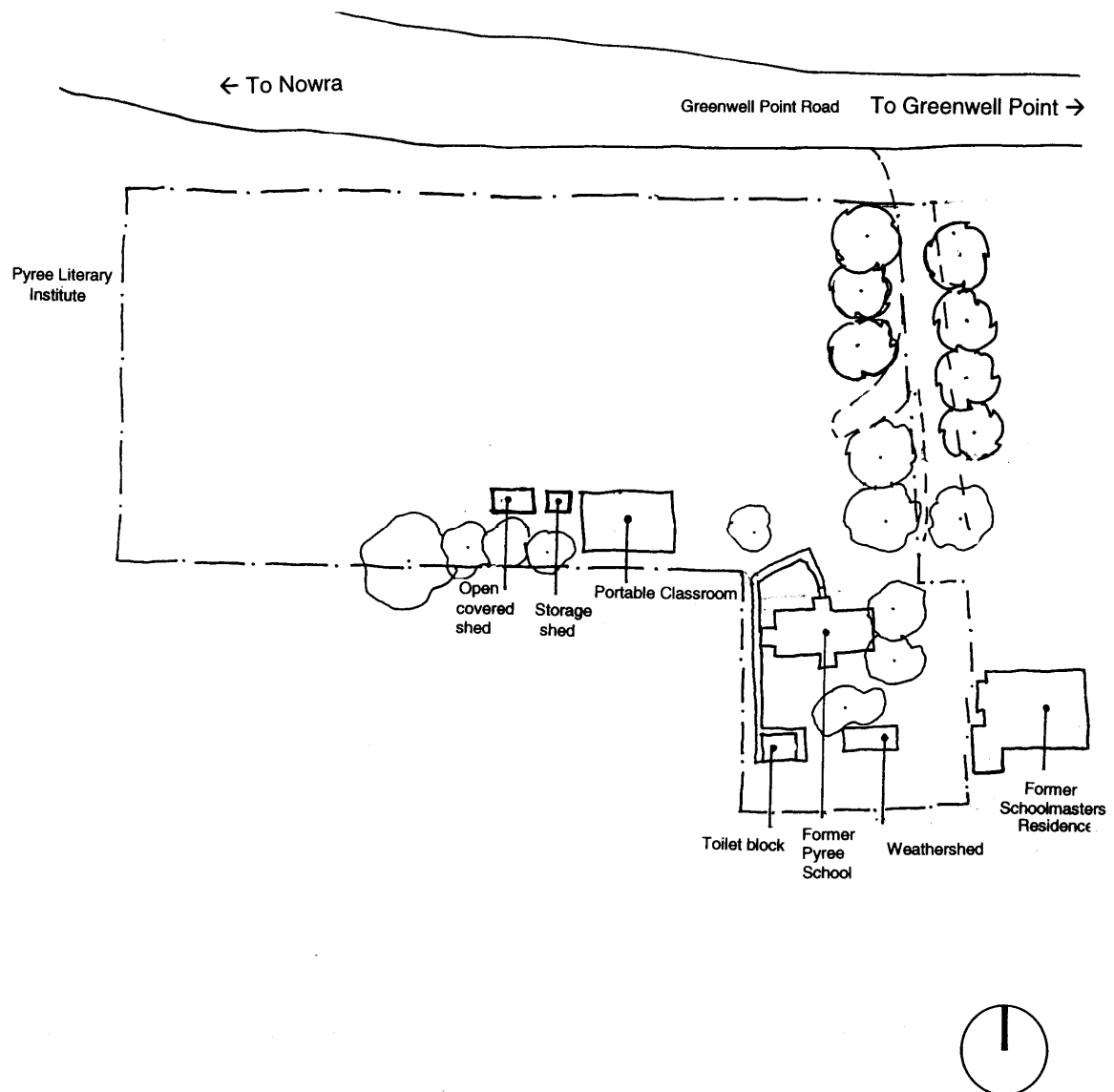


Figure No. 2: Subject Site

4.1.3 SUBJECT BUILDING (Former School Building)

Exterior

The Former Pyree School Building is a Victorian Georgian style school building constructed of face brick in English bond. The building is constructed upon sandstone blocks and is symmetrical in design with a rectangular plan and a hipped iron roof.

The front of the building has a gabled entrance porch with sandstone steps to the entrance flanked by unsympathetic metal hand rails. There is an oval window above the four paneled timber entry door. The entry door has two twelve paned pivoting windows to either side which are covered by metal wire.

The rear of the building has three windows the same as those to the front of the building, also covered in metal wire. There are two additional entry points into the building, one at the rear of the building and one to the western side. These doors open into small gabled projections from the main section of the building and are reached by sandstone steps. The building has a single, simple chimney.

The eastern elevation has a bulls-eye and cricket stumps painted onto the brickwork in white paint.

Interior

The interior of the subject building consists of the entry vestibule (S1), two main rooms (S2, S3) and two smaller rooms (S4, S5) projecting from the main rooms.

The entry vestibule receives light from the oval window above the entry door. The area retains fittings from the time of use of the building as a school including rails lining the walls with hooks attached to hang school bags, coats etc.

The main section of the building is divided into two rooms, the eastern room (S2) which the entry vestibule leads into being the larger of the two. The rooms do not have ceiling cornices and have simple skirting boards. The high ceilings are decorated with moulded ceiling features and the walls of both rooms have picture rails. The timber floors are covered with linoleum.

One of the two small rooms (S5) is located to the rear of the building (accessed internally from the eastern main room), the other (S4) is located to the western side of the main section of the building (accessed internally through the western main room). These two rooms are used as a kitchen and store room respectively.

Please refer to Figure No.3 – Subject Building

Please refer to Appendix B for a photographic survey of the subject building.

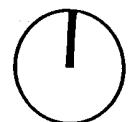
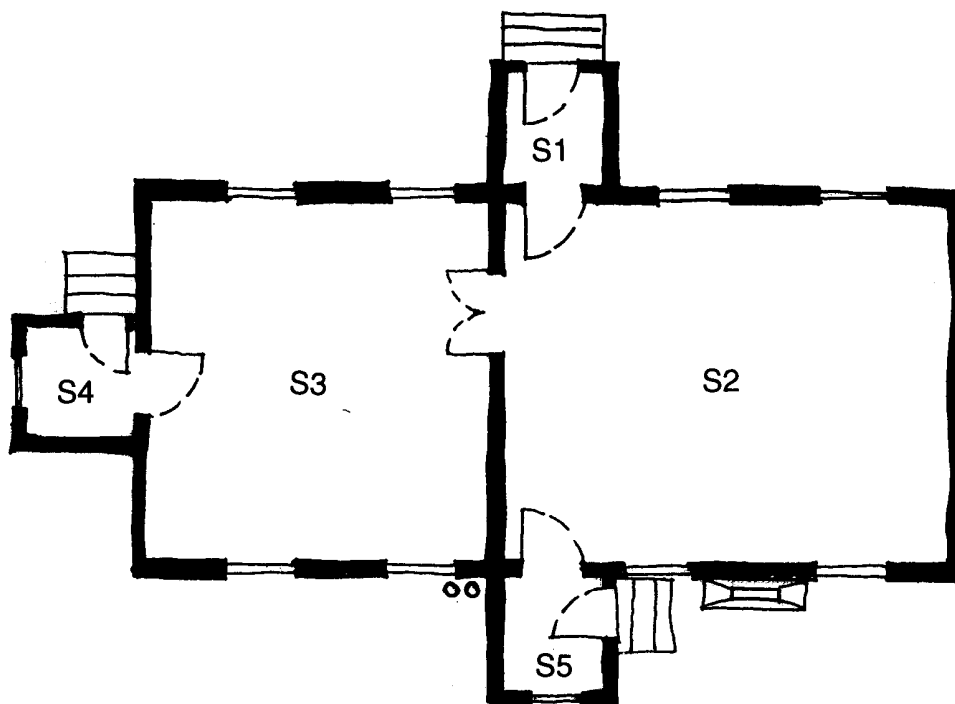


Figure No. 3: Subject Building

5.0 Analysis of Documentary and Physical Evidence

5.1 Analysis of Documentary Evidence

There is a great deal of written documentary evidence however not many historical plans of the actual subject site have been located. The majority of the historical images found are of the surrounding area. An aerial photograph taken on the 24th September 1975 by HMAS Albatross shows another portable classroom situated to the west of the existing storage shed and open shed (which were not extant at the time). A photograph taken in 1975 shows the subject building with a white timber picket fence to the front of the subject building (please refer to Appendix A). A sketch of the subject site done in 1919 by A. Bush (teacher) (please refer to Appendix A) showing the proposed location for the tennis court shows gates to the proposed tennis courts (indicating that the whole of the site was fenced) and toilet facilities to the south east and south west of the weather shed, probably the male and female facilities.

5.2 Analysis of Physical Evidence

Much of the original fabric of the site has been retained, allowing a clear confirmation of the documentary evidence of the site. The heater which was located in the south western corner of the smaller main room has been removed however the hole in the roof remains as evidence of its existence. The subject building has not been dramatically altered since its construction in 1877.

There is no remaining physical evidence of any fencing to the site.

6.0 Assessment of Cultural Significance

6.1 NSW Heritage Assessment Criteria

This assessment of cultural significance for the Former Pyree School has been based on the following criteria and guidelines contained in the NSW Heritage Manual produced by the NSW Heritage Office and NSW Department of Urban Affairs and Planning.

State significance means significance to the people of NSW.

Local significance means significance within the local government area.

An item will be considered to be of state (or local) heritage significance if, in the opinion of the Heritage Council of NSW, it meets **one or more** of the following criteria.

- Criterion (a) -** an item is important in the course, or pattern, of NSW's cultural or natural history (or the cultural and natural history of the local area);
- Criterion (b) -** an item has strong or special association with the life or works of a person, or group of persons, of importance in NSW's cultural or natural history (or the cultural and natural history of the local area);
- Criterion (c) -** an item is important in demonstrating aesthetic characteristics and/or a high degree of creative or technical achievement in NSW (or the local area);
- Criterion (d) -** an item has strong or special association with a particular community or cultural group in NSW (or the local area) for social, cultural or spiritual reasons;
- Criterion (e) -** an item has potential to yield information that will contribute to an understanding of NSW's cultural or natural history (or the cultural or natural history of the local area);
- Criterion (f) -** an item possesses uncommon, rare or endangered aspects of NSW's cultural or natural history (or the cultural or natural history of the local area);
- Criterion (g) -** an item is important in demonstrating the principal characteristics of a class of NSW's
- cultural or natural places; or
 - cultural or natural environments.
- (or a class of the local area's
- cultural or natural places; or
 - cultural or natural environments.)

An item is not to be excluded from the Register on the ground that items with similar characteristics have already been listed on the Register

6.2 Statement of heritage significance

The Former Pyree School has historic and aesthetic significance at a state level and social and technical/research significance at a local level for the following reasons:

- 6.2.1. The subject site is important to the state of NSW as an early school which is related to the history of education in the Shoalhaven area.

The site was part of an original crown grant to Alexander Berry and Edward Wollstonecraft, two of the major land grantees in the area. The school was built on the instruction of David Berry, brother of Alexander Berry, as part of the Berry Estate.

- 6.2.2. The former school building is important to the Shoalhaven region and is a good representative example in NSW of a Victorian Georgian school building whose interior spaces are relatively intact and thus are an effective reminder of the buildings original function.

- 6.2.3. The avenue of trees and the large mature plantings have landmark qualities which makes the site a prominent feature in the landscape of the Nowra area.

- 6.2.4. The subject site was significant to the local community as a school and the location of clubs such as cricket and football clubs. The site continues to play an important role in the local Shoalhaven community through its use by the Shoalhaven Family History Society, and the Shoalhaven Potters.

- 6.2.5. The subject site is important to the Shoalhaven area as it has the potential to reveal further information about the activities undertaken at the school site through items such as the cricket pitch and the potential archaeological sites of the tennis courts and the timber stables/garage.

- 6.2.6. The subject site is a good representative example of an intact school complex in the Shoalhaven region. The relatively complete nature of the site is enhanced by its relationship to a group of buildings including the former school masters residence, the weathershed and the portable classroom as well as individual elements such as the avenue planting and the cricket pitch remains.

- 6.2.7. The portable school building is significant in the Shoalhaven area for its capacity to illustrate the changing needs of the site throughout its 116 years of education. The building is also of significance in itself as a substantial and intact example of its type.

- 6.2.8. The subject site has a significant association with the School of Arts building, which is adjacent to the subject site.

6.3 Nature of significance

6.3.1. HISTORICAL SIGNIFICANCE

The Former Pyree School, c1877, has historical significance for its association with the development of education in the Pyree district. It was a part of the original Crown grant of the area to Alexander Berry and Edward Wollstonecraft. It is also historically important for its association with David Berry, the brother of Alexander Berry, who was responsible for the development of much of the infrastructure of the time in the area. The former school building was possibly designed by GA Mansfield.

6.3.2. AESTHETIC SIGNIFICANCE

The Former Pyree School has aesthetic significance as a good example of a Victorian Georgian school building which is relatively intact.

6.3.3. SOCIAL SIGNIFICANCE

The Former Pyree School had a high social significance for the local community during the 116 years it was used as a school. It has continued to hold social significance into the present through its use for community purposes.

6.3.4. TECHNICAL / RESEARCH SIGNIFICANCE

The Former Pyree School has technical / research significance as a relatively intact school complex which illustrates different phases of the use of the site through the retention of the portable classroom. The site also has the potential to reveal additional information through an archaeological investigation.

6.4 Items of significance

6.4.1 Following are individual elements located on the subject site which are considered to be of heritage significance:

- Avenue of mature trees from Greenwell Point Road to the subject building
- Camphor laurel tree (*Cinnamomum camphora*) located to the front of the school building
- Mature pepper tree (*Schinus areira*) located adjacent to the weather shed
- Remains of the cricket pitch
- Bulls-eye and cricket 'wickets' which have been painted on the eastern wall of the subject building.
- Weathershed

6.4.2 Following are individual elements of the subject building which are considered to be of heritage significance:

- Coat hooks attached to the walls in the entry vestibule
- The fireplace in the main classroom S2
- Decorative elements in the ceiling
- Picture rails
- Opening in ceiling for former heater

6.4.2 The portable classroom has been identified as being significant to the continuing history, evolution and intact nature of the subject site.

6.5 Heritage Assessment Matrix

Value	Representative	Rare
Historical	State	
Aesthetic	State	
Social	Local	
Technical/Research	Local	

6.6 Grading of Significance

Considering the physical and documentary evidence gathered, the Statement of Significance and various constraints, requirements and opportunities, the grading of significance is possible.

This grading of significance has been based on the NSW Heritage Manual provided by the NSW Heritage Office and NSW Department of Urban Affairs and Planning.

Exceptional significance (Fulfil criteria for local or State listing)
Rare or outstanding item of local or State significance.
High degree of intactness.
Item can be interpreted relatively easily.

High significance (Fulfil criteria for local or State listing)
High degree of original fabric.
Demonstrates a key element of the item's significance.
Alterations do not detract from significance.

Moderate significance (Fulfil criteria for local or State listing)
Altered or modified elements.
Elements with little heritage value, but which contribute to the overall significance of the item.

Little significance (Does not fulfil criteria for local or State listing)
Alterations detract from significance.
Difficult to interpret.

Intrusive (Does not fulfil criteria for local or State listing)
Damaging to the item's heritage significance.

6.6.1 SUBJECT SITE

The zones of significance are indicated on the site plan and are rated according to intactness from the highest level, one (1) down to the lowest, five (5).

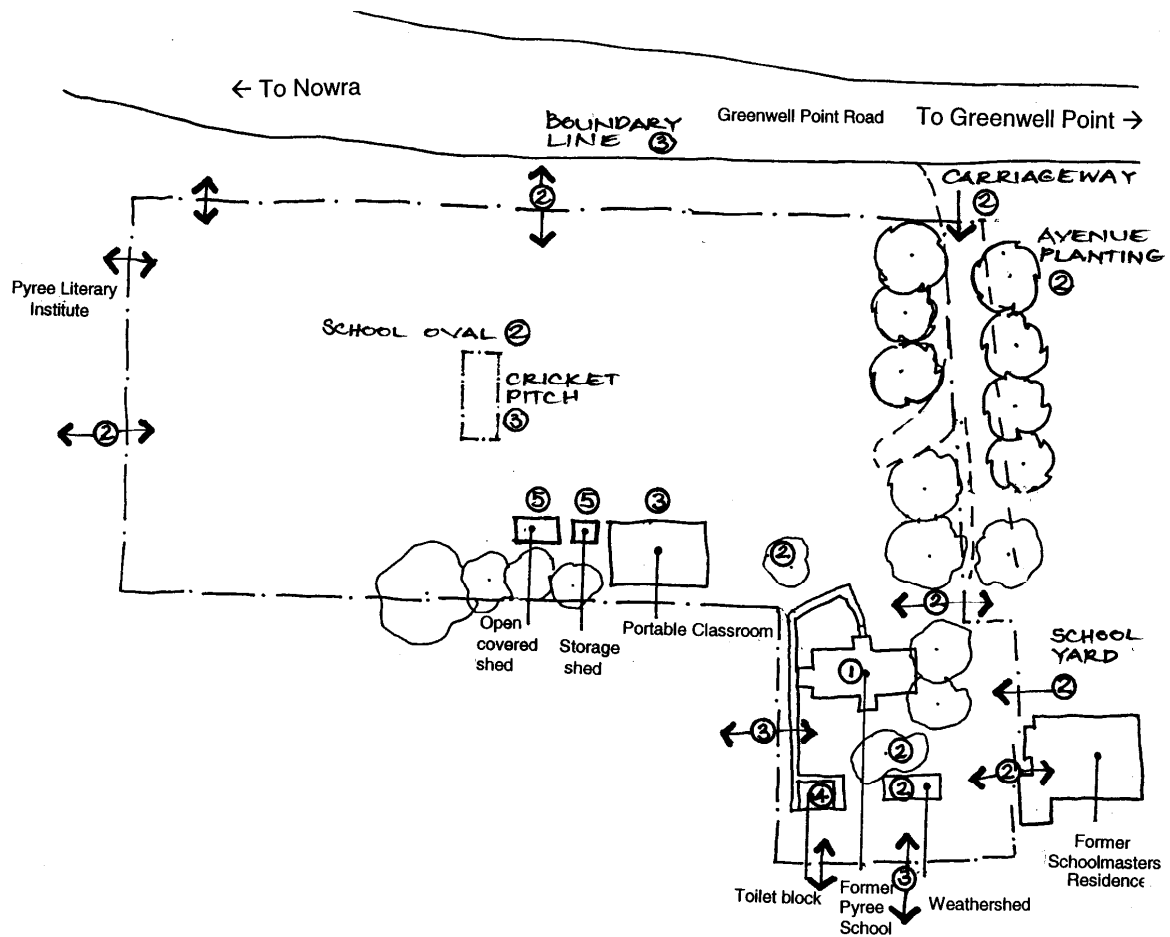
6.6.1.1 EXCEPTIONAL SIGNIFICANCE (CATEGORY 1)

6.6.1.2 HIGH SIGNIFICANCE (CATEGORY 2)

6.6.1.3 MODERATE SIGNIFICANCE (CATEGORY 3)

6.6.1.4 LITTLE SIGNIFICANCE (CATEGORY 4)

6.6.1.5 INTRUSIVE (CATEGORY 5)



LEGEND

- 1 ~ Exceptional significance
- 2 ~ High significance
- 3 ~ Moderate significance
- 4 ~ Little significance
- 5 ~ Intrusive

Figure No. 4: Levels of Significance - Subject Site

6.6.2 SUBJECT BUILDING

The zones of significance are indicated on the floor plan and are rated according to intactness from the highest level, one (1) down to the lowest, five (5).

Because of the limited nature of this assessment, this grading of significance is only an approximate based on the following considerations.

- (i) Period of Construction
- (ii) Architectural and historical quality
- (iii) Architectural integrity

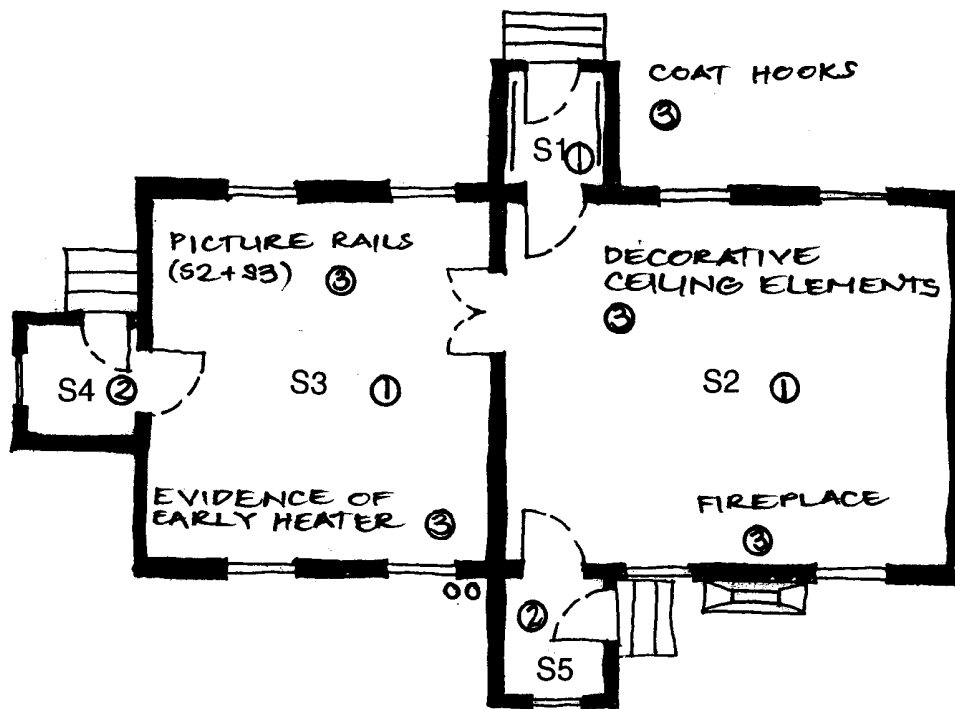
6.6.2.1 EXCEPTIONAL SIGNIFICANCE (CATEGORY 1)

6.6.2.2 HIGH SIGNIFICANCE (CATEGORY 2)

6.6.2.3 MODERATE SIGNIFICANCE (CATEGORY 3)

6.6.2.4 LITTLE SIGNIFICANCE (CATEGORY 4)

6.6.2.5 INTRUSIVE (CATEGORY 5)



LEGEND

- 1 ~ Exceptional significance
- 2 ~ High significance
- 3 ~ Moderate significance
- 4 ~ Little significance
- 5 ~ Intrusive

Figure No.5: Levels of Significance - Subject Building

6.7 Definition of curtilage

An analysis of the documentary and physical evidence has determined that the existing boundaries of the subject site (please refer to Figure No.2: Subject site) form an appropriate curtilage for the subject building and other items of significance located on the site. However, consideration of proposals for development in the surrounding area especially the site occupied by the former schoolmasters residence to the east and the Pyree Literary Institute to the west should take into account the significance of the subject site.

7.0 Constraints and Opportunities

This section outlines the main constraints and opportunities which need to be addressed in the conservation management policy for the subject site and building.

7.1 Physical constraints and requirements arising from the statement of significance

- 7.1.1 No activity should be allowed that will confuse the fact that the Former Pyree School constitutes an important component of the cultural development of the Pyree area and the Shoalhaven district.
- 7.1.2 The subject sites early planning, detailing and design features which identify it as a former school should be conserved.
- 7.1.3 The subject building should be conserved as an example of Victorian period Georgian style school building. No additions or alteration should be allowed which compromise this significance.
- 7.1.4 Significant landscape elements and plantings should be retained and conserved. These include the pepper tree (*Schinus*), camphor laurel tree (*Cinnamomum camphora*) and the avenue to trees leading from Greenwell Point Road to the former school building.
- 7.1.5 Significant fabric should be retained in-situ and conserved. Fabric may be removed to reveal fabric which is identified to be more significant however a sample should be retained in-situ for interpretation purposes.
- 7.1.6 Associated items of significance should be retained in-situ and conserved. These include the remains of the cricket pitch, bulls-eye and cricket 'wickets', coat hooks, fireplace, decorative ceiling elements, picture rails and the opening in the ceiling for heater.
- 7.1.7 No activity should take place which could destroy a potential archaeological resource. This applies to the areas below and in the vicinity of the subject site as defined in Section 2.2.1.
- 7.1.8 Any new building, services, landscaping or activities on the site or in the vicinity of the site should have regard to the setting and design of the property and to the scale, style and character of adjacent development.

7.2 Procedural requirements (conservation methodology)

Since the subject site is of cultural significance, any work at the site or in the vicinity of the site should be done in accordance with the principles of the Australia ICOMOS Burra Charter. In particular the following procedural requirements (conservation methodology) should be noted.

Burra Charter

- Article 3-** *Conservation work should be based on a respect for existing fabric. It should not distort the evidence provided by the fabric.*
- Article 13-** *Restoration is appropriate only if there is sufficient evidence of an earlier state of the fabric and only if returning the fabric reveals the cultural significance of the place.*
- Article 15-** *Restoration is limited to the reassembling of displaced components or removal of accretions in accordance with Article 16.*
- Article 16-** *Contributions of all periods must be respected.*
- Article 20-** *Adaptation is acceptable where the conservation of the site cannot otherwise be achieved, and where adaptation does not substantially detract from its cultural significance.*
- Article 23-** *Existing fabric should be recorded before any disturbance.*
- Article 24-** *Study of the site by any disturbance of the fabric or by archaeological excavation should be undertaken where necessary to provide data essential for decisions on the conservation of the place.*

7.3 Constraints and requirements arising from the physical and documentary evidence

It is reasonable to assume that more evidence, both physical and documentary may come to light as a result of further research or during the implementation of major conservation works at the site. This may include information on early decorative schemes, archaeological information, or further evidence revealed, for example, by intervention to the fabric or from other resources. This new information should be taken into account when making any decisions regarding the future of the item.

7.4 Constraints and requirements arising from the physical condition

7.4.1 GENERALLY

Generally, the subject building retains sufficient of its fabric to allow interpretation of its early configuration. Many early design features remain in place.

7.4.2 STRUCTURAL STABILITY

The general condition of the buildings located on the subject site appears to be sound. It should be noted that a detailed structural engineers study has not been prepared in conjunction with this study. Regular monitoring and repair of damaged structures as necessary is essential.

7.4.3 WATER DAMAGE

Water damage is evident in the subject building, especially to the western side of the entry porch. This is caused by a faulty downpipe. The interior of the building has also been affected. Repair of the downpipe in this location is essential.

The recent concrete path has been constructed too close to the stone base of the north western side of the subject building. The ground level has also risen too far up the coursing. This affects the ventilation and drainage away from the building and has the potential to cause water damage to the subject building.

The weather shed shows a small amount of water damage in the form of rusting of the roof in places and rotting of a limited number of floorboards.

The other buildings located on the subject site do not show any evidence of water damage.

7.4.4 PEST INFESTATION

No evidence of pest infestation has been able to be detected. It should be noted that a detailed pest infestation study has not been prepared in conjunction with this study.

7.4.5 PEDESTRIAN ACCESS

Pedestrian access to the site is currently available from Greenwell Point Road. There is currently no disabled access into the subject building. The portable classroom is accessible.

7.4.6 VEHICLE ACCESS, CAR PARKING AND DELIVERY

Vehicle and delivery access are currently available from Greenwell Point Road. Car parking takes place in front of the subject building and in front of the portable classroom in lieu of any formal car parking.

7.5 External constraints

7.5.1 STATUTORY HERITAGE CONSTRAINTS

Approval from the following authorities is required before major changes are made to the items included in their heritage registers.

7.5.1.1 NSW Heritage Council

The subject site is not listed on the State Heritage Inventory

7.5.1.2 Shoalhaven City Council

The subject site is listed in the City of Shoalhaven Local Environmental Plan, 1985.

7.5.1.3 Department of Urban Affairs and Planning

The subject site is listed in the Illawarra Regional Environmental Plan.

7.5.2 NON-STATUTORY HERITAGE CONSTRAINTS

The following are non-statutory lists with no legally binding requirements. However, a listing on these registers is generally regarded as being an authoritative statement about the heritage significance of an item.

7.5.2.1 Australian Heritage Commission

The subject site is not listed on the Register of the National Estate.

7.5.2.2 National Trust Of Australia (NSW)

The Former Pyree School is listed on the National Trust Heritage Register in a listing which incorporates the former schoolmasters residence.

7.6 Opportunities and constraints arising out of ownership and use

7.6.1 OWNERSHIP

The site is owned by the State of New South Wales. Shoalhaven City Council is the appointed Trust Manager with the site being under the control of a Management Committee by delegation pursuant to Section 377 of the Local Government Act 1993.

Lot 126 DP 821471 was created as a Crown Road in Government Gazette date 18th September 1991. This is Crown Reserve R180005 for Community Purposes.

The final decision regarding major development rests with the Minister administering the Crown Land Act 1999.

Shoalhaven City Council requires maximum use of the site whilst retaining and conserving the heritage significance and values.

The subject site is zoned 1(G) Rural (Flood Liable). Thus, under the Local Government Act 1993, it has a number of requirements, guidelines and constraints which apply to it. The objectives of the zone are as follows:

The objectives are:

- a). to limit the erection of structures of land subject to periodic inundation;*
- b). to ensure that dwelling-houses are erection on land subject to periodic inundation only in conjunction with agricultural use;*
- c). to ensure that the effect of inundation is not increased through development;*
- d). to restrict development and how it is carried out so that its potential to have an adverse impact on site and off site on acid sulfate soils is reduced or eliminated ; and*
- e). to conserve and maintain the productive potential of prime crop and pasture land.*

7.6.2 USES

The subject building has always been in community use from its time as a school to the present. Following are the present uses of the site.

7.6.2.1 Generally

Craft markets are held by the potters on the open space to the north of the portable classroom on a periodic basis.

7.6.2.2 Subject Building

The Former School Building is currently used by the Genealogical Society. They are the sole users of the school and have a verbal agreement with the Management Committee for exclusive use. All of the records of the Genealogical Society are stored in the building and thus it is not practical for security reasons for other groups to share usage of the building. The society has been using the building for over ten years and it is opened to the public every Sunday.

7.6.2.3 Portable Classroom

The portable classroom is currently used by the Shoalhaven Potters. They are also the sole users of the building and have been using the structure for over ten years. The building is used by the group every day of the week.

7.6.2.4 Weathershed

Half of the weather shed is used for storage, the other half remains unused.

8.0 Conservation Policy

The following is a conservation policy arising out of the Statement of Significance, the Physical Condition and other constraints (refer to Section 7.0). An approach should be chosen for the subject site that allows as many as possible of these conservation policies to be implemented.

The implementation of this policy will allow the clear interpretation of the significance of the site and the most appropriate way of caring for the significant fabric.

8.1 Definitions

Following are definitions of conservation terms as used in the Burra Charter.

Place means site, area, land, landscape, building or other work, group of buildings or other works, and may include components, contents, spaces and views.

(For the purposes of this report the *place* is to be known as the study area).

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

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

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

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

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

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

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

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

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

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

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

8.5 Conservation procedures at the site

8.2.1 BURRA CHARTER CONSERVATION METHODOLOGY

Generally, treat the site as being of cultural heritage significance, and consequently guide works and activities at the site by the provisions of the Australia ICOMOS Burra Charter.

8.2.2 MANAGEMENT OF THE SITE

Manage the site in a way which allows the maximum of this policy to be implemented and followed.

The policies outlined in this document should be adopted as the guide to future planning and work at the site.

8.2.3 CONSERVATION TEAM

Personnel skilled in disciplines of conservation practice, including professionals, skilled building and engineering trades, etc should be engaged as appropriate to advise or implement conservation works at the site.

Personnel involved in the documentation and implementation of works at the site should be recorded for future reference.

8.2.4 SYSTEMATIC RECORD

Carry out, catalogue and archive systematic surveys of the site, before, during and after any works in accordance with NSW Heritage Office and NSW Department of Urban Affairs and Planning Guidelines.

Any new information that comes to light during and after works at the site shall be recorded in a report, a copy of which shall be held at the archive of the site.

8.2.5 ARCHIVE OF THE SITE

Assemble, catalogue and make readily available to the public for inspections, copies of all known historical drawings, pictorial documents and written records relating to the site in a permanent archive of the site.

8.2.6 REVIEW THIS CONSERVATION MANAGEMENT PLAN

This Conservation Management Plan should be revised after major works have been carried out at the site and otherwise at regular intervals, firstly five (5) years from its adoption.

8.2.7 DOCUMENTATION OF CONSERVATION WORKS

Any proposed works to heritage items shall be documented in a way that allows scrutiny by others before they are executed and can be retained for posterity. The documentary or physical evidence upon which conservation decisions are made for each part of the element should be cited. A copy of the documentation, including schedules and drawings, shall be held at the archive of the site.

8.2.8 ARCHAEOLOGICAL FINDS

Assemble, catalogue and safely house all archaeological finds that have been or are in the future removed from the site.

8.2.9 INTERPRETATION

The subject site and building should be easily interpreted as being a former school site. Any future uses should be related to educational activities to assist this interpretation.

Significant structures which were previously located on the subject site such as the timber stables, original toilet facilities and the tennis courts should be interpreted.

Any landscaping features such as fencing and pathways should also be interpretive, reflecting features and layouts of the site.

8.2.10 COMMUNITY INVOLVEMENT

The local community should be given the opportunity to participate in and contribute to decisions which are made about the use and management of the site.

8.2.11 FUNDING

Avenues for funding and sponsorship should be explored.

8.3 Subject site

8.3.1 The relationship between the buildings located on the subject site should be conserved. In particular, the relationship between the former school building, the former school masters residence, the weather shed and the portable classroom.

8.3.2 Any development in the vicinity of the subject site should be carefully considered to ensure that it does not negatively impact on the significance of the subject site.

8.3.3 The portable classroom and weather shed should be considered to be of significance to the subject site and should be retained and conserved.

8.3.4 The significant plantings located on the subject site should be conserved. These include the avenue planting of coral (*Erythrina sp.*), silky oak (*Grevillea robusta*), bunya pine (*Araucaria bidwillii*), cypress (*Cypress sp.*) and kurrajong (*Brachychiton acerifolius*) trees, the camphor laurel tree (*Cinnamomum camphora*) located to the front of the former school building and the mature pepper tree (*Schinus areira*) located to the rear of the former school building.

8.3.5 The avenue planting should be replanted between the existing trees as they become senescent. A tree of an appropriate species (either coral (*Erythrina sp.*) or silky oak (*Grevillea robusta*)) should be planted to replace the one which is missing (refer to Section 4.1.2 of this report).

8.3.6 All sub-surface areas below and adjacent to the site should be considered to have archaeological potential.

8.3.7 Generally, any new works to the subject site should be carefully designed to avoid any disturbance of archaeological items located on the site and adjacent areas.

8.3.8 In the event of any disturbance having to take place, a suitable heritage consultant or archaeologist should be engaged to assess, record and monitor the works.

8.3.9 The subject site should continue to be used for educational and/or community purposes in keeping with the historical use of the site.

- 8.3.10 Picket fencing should be reconstructed to the front of the subject building. This would help to define the subject building and assist in the interpretation of the structure as a school building.

From an analysis of the physical evidence it appears that the picket fencing may have extended around the whole site, or at least along the northern boundary. To interpret this, picket fencing is proposed for a small section on either side of the entry gate.

Please refer to Figure No.6

- 8.3.11 A formalised car parking area should be developed. This area should be located so as to not interfere with views and vistas to and from the subject building and should not intrude upon the significance of the site.

A possible location for car parking for the site is in the area to the rear of the weather shed. Cars parked in this area would not impact upon the aesthetic significance of the site and the area does not appear to have potential for archaeological remains however further research is needed.

- 8.3.12 The remains of the cricket pitch should be uncovered to assist in the interpretation of the site.

- 8.3.13 The recent toilet facilities should be screened from the view of the subject building.

This may be done through the use of screening vegetation or another method such as a brick wall sympathetic to the values and significant fabric of the site.

- 8.3.14 Any concrete paving located on the subject site should not abut the subject building to allow for drainage of water away from the building.

Any paving which currently abuts the subject building should be removed.

- 8.3.15 Additional buildings may be constructed along the western perimeter of the open area (former sports ground) adjacent to the portable classroom with minimal impact on the heritage significance of the site to house these facilities as necessary.

- 8.3.16 Investigate the feasibility of using the site as an arts and crafts 'precinct' for the district.

This would be in keeping with the historical educational use and the current uses of the site (the Shoalhaven Genealogical Society, Shoalhaven Literary Institute and Shoalhaven Potters).

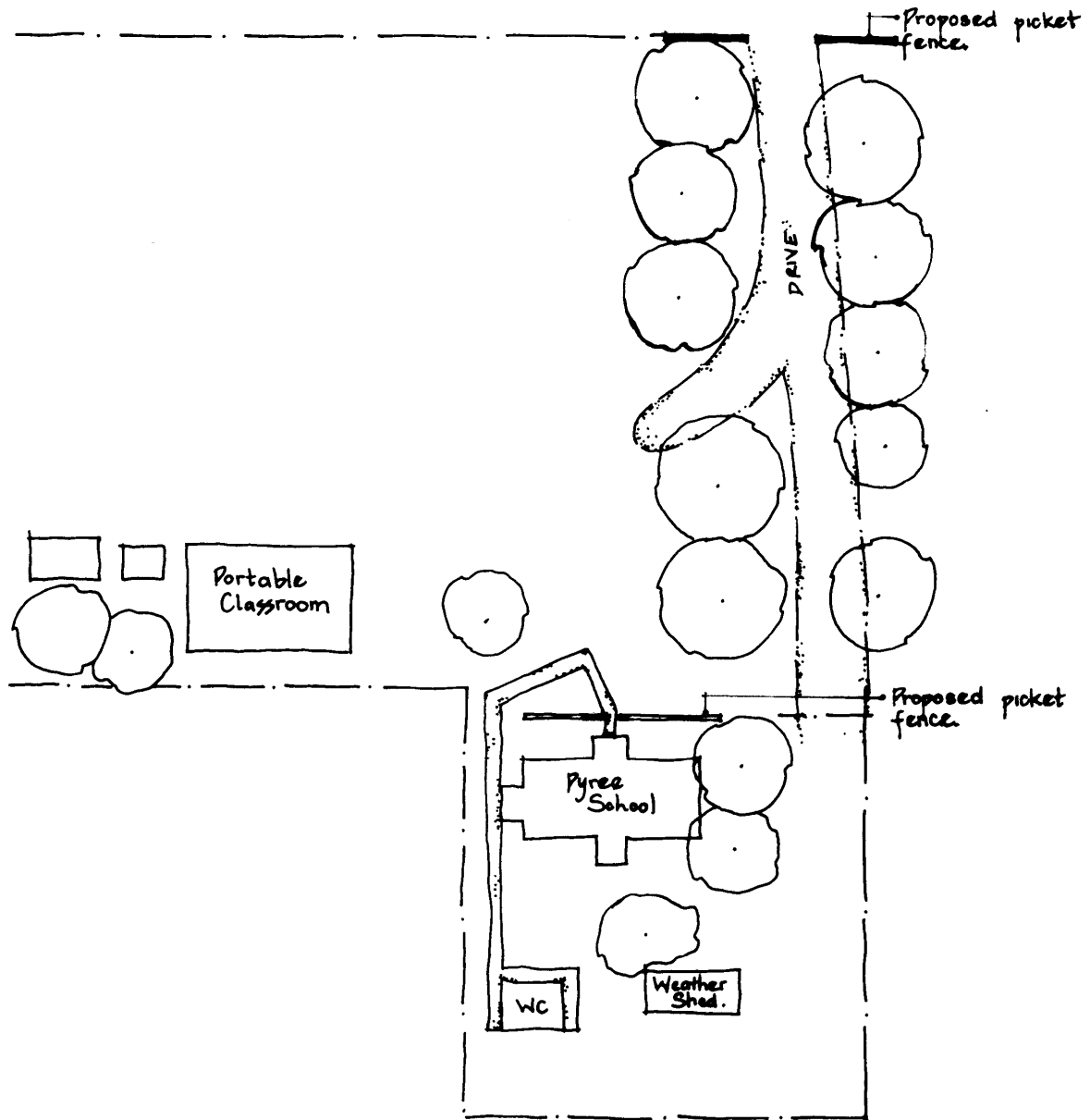


Figure No.6: Proposed location of picket fencing

8.4 Subject building

- 8.4.1 The character of the subject building, which is that of an educational and/or community facility, should be conserved.
- 8.4.2 Any new use of the subject building should relate to the historical use of the building as an educational facility.
- 8.4.3 Any new works to the building should be carefully designed so as to not interfere with the significance of the building and have limited impact on significant fabric.

- 8.4.4 Original and early significant fabric should be conserved. These include but are not limited to:

Externally

- Stonework
- Brickwork
- Steps
- Windows
- Roof framing
- Chimneys
- Eaves
- Painted bulls-eye and cricket stumps

Internally

- Flooring
- Skirting
- Walls
- Picture rails
- Ceiling
- Joinery

Intrusive elements include but are not limited to the handrail to the entry stairs, metal screens to the windows, recent intrusive services and the internal and external lighting.

both internal and external significant fabric such as brickwork, joinery, moulded ceiling features, coat hooks etc.

- 8.4.5 The fireplace should be uncovered and used. Should current use prove to be incompatible with this objective, it should be regularly cleaned or capped to prevent deterioration.
- 8.4.6 New interventions including repairs should be reversible, sympathetic and clearly interpreted by means of introduced interpretative devices or by method of style of construction, as new work.
- 8.4.7 All exposed services including gas, water and electricity should be rationalised and made to be more sympathetic to the subject building.
- 8.4.8 The existing lighting to the northern elevation of the subject building should be made to be more sympathetic to the subject building.
- Refer to the Schedule of Maintenance Works, Section 2.2.1, contained in Appendix C of this report.
- 8.4.9 Metal security wire across the windows of the subject building should be removed and replaced with a more sympathetic material and/or design.
- 8.4.10 The subject building should be accessible to the general public, including those in wheelchairs. Disabled access should be provided.

9.0 Implementation Strategy

This implementation strategy is not prescriptive, rather it is intended as a set of recommendations for the implementation of the conservation policy. Any other proposals for the site should comply with the conservation policies contained in Section 8 of this report.

9.1 Immediate Works

- 9.1.1. General conservation works should be undertaken immediately by Council to prevent further deterioration of the significant fabric of the building.

The works should follow the recommendations of the Schedule of Maintenance Works contained in Appendix C of this report. All works should be done in accordance with the conservation policies contained in Section 8 of this report, especially policy 8.2.3.

- 9.1.2 General maintenance should be undertaken on a regular basis, beginning immediately, including cleaning gutters, mowing grass and ensuring branches from nearby trees do not overhang any of the structures on the site.

9.2 Future Works

- 9.2.1 Disabled access should be provided into the subject building.

Disabled access should be provided to the rear (southern) side of the subject building. This will allow ease of access from the proposed car parking area and will allow visitors to be brought into the main room of the subject building (the room which is also accessed by the front door). The front elevation of the subject building should not be altered by the introduction of ramps necessary for disabled access.

- 9.2.2 Adopt the proposed colour scheme for the site which is contained in Appendix D of this report.

- 9.2.3 The lights which are attached to the subject building that illuminate the path to the toilet block should be removed. If lighting of the path is considered essential for safety purposes, lighting should be attached to the toilet block and directed along the path towards the north and any other lighting should be free-standing, located along the path.

9.3 Landscaping

- 9.3.1 Landscaping of the site should be undertaken in accordance with the conservation policies contained in Section 8 of this report as follows:

- Conserve significant plantings (8.3.4)
- Replant avenue planting and replace missing tree (8.3.5)
- Reinstall picket fencing (8.3.10)
- Develop a car parking area (8.3.11)
- Screen the toilet block from view (8.3.13)
- Remove any concrete abutting the subject building (8.3.14)

- 9.3.2 An arborist should be consulted regarding the ongoing management of the significant plantings at the site.

- 9.3.3 The avenue planting should be either inter-planted or replacement-planted as the existing trees become senescent.

- 9.3.4 The roadways should consist of gravel and dirt and should be graded and compacted on a yearly basis or after damage by weather conditions.

9.4 Options for future use

The feasibility of these options should be investigated with close reference to the constraints and requirements of this Conservation Plan and the conservation policies contained in Section 8 of this report.

The use of the subject site should relate to the original educational use of the site. This may include uses such as:

- Childcare
- Pre-school
- Primary school
- Other community educational uses

9.4.1 SCHOOL

Ideally, the subject site and building would be returned to its former use as a primary school. This is not a feasible option however, for a number of reasons. The site should nonetheless be used for an educational purpose.

9.4.2 CONTINUE EXISTING USE

The existing use of the subject site as an educational resource centre (the Shoalhaven Family History Society Inc.) is appropriate and should continue. However, there is significant potential for the other areas of the site to be more fully utilised.

9.4.3 ARTS AND CRAFTS PRECINCT

The preferred use of the site is as an arts and crafts 'centre' or 'precinct'. This would achieve a number of objectives and would assist in the conservation of the site.

This use would be in keeping with the historically educational nature of the site. The use of the site as an arts and crafts 'precinct' would fulfil the role of educating the local community and visitors about the works of the significant arts and crafts community in the area. The existing use of the site by the Shoalhaven Family History Society Inc. and the Shoalhaven Potters, in conjunction with the Shoalhaven Literacy Society would form an appropriate basis of any such arts and crafts 'precinct'. The existing use appears to work effectively and does not have a negative impact on the site.

A need has been identified for a centre which not only displays the arts and crafts of the area but which has the facilities for teaching crafts such as pottery, drawing, painting etc. This may be achieved at the subject site with additional sympathetic development along the western boundary of the site.

A use such as this would encourage tourism in the area and at the site. The subject site has the potential to not only become self-sufficient, but to make a profit from activities undertaken at the site and may even encourage this form of use at other similar sites in the region.

With careful design this option will enhance the significance of the site and assist in its conservation through the continued use of the subject site and buildings.

9.4.4 WEATHERSHED

The weathershed may be used as the location for interpretation of the subject site. Interpretation in the weathershed may consist of interpretive signs, oral history, items and other media as is determined to be appropriate.

Works should be undertaken to the weathershed to allow it to be interpreted as having once been open without allowing the elements to have a negative impact on the significant fabric. This should involve replacing the fibro sheeting with glazing, folding timber doors or corrugated iron.

Refer to Figure No.7

9.4.5 FUTURE DEVELOPMENT

As the subject site is zoned 1(G) Rural (Flood Liable) and proposed development would be assessed under the Shoalhaven Local Environment Plan 1985 – Part III Special Provisions – Clause 32. *Conservation Incentives*

Conservation incentives

32. Nothing in this plan prevents the Council from granting consent for the use, for any purpose, of a building or place, or the land on which a building is erected if the Council is of the opinion that the building or place has historic, scientific, cultural, archaeological, architectural, natural or aesthetic significance and the Council is satisfied

- a). that the proposed use would have little or no adverse effect on the amenity of the locality or on the building or place's conservation and heritage values; and
- b). that the conservation of the building or place depends on the Council granting that consent.

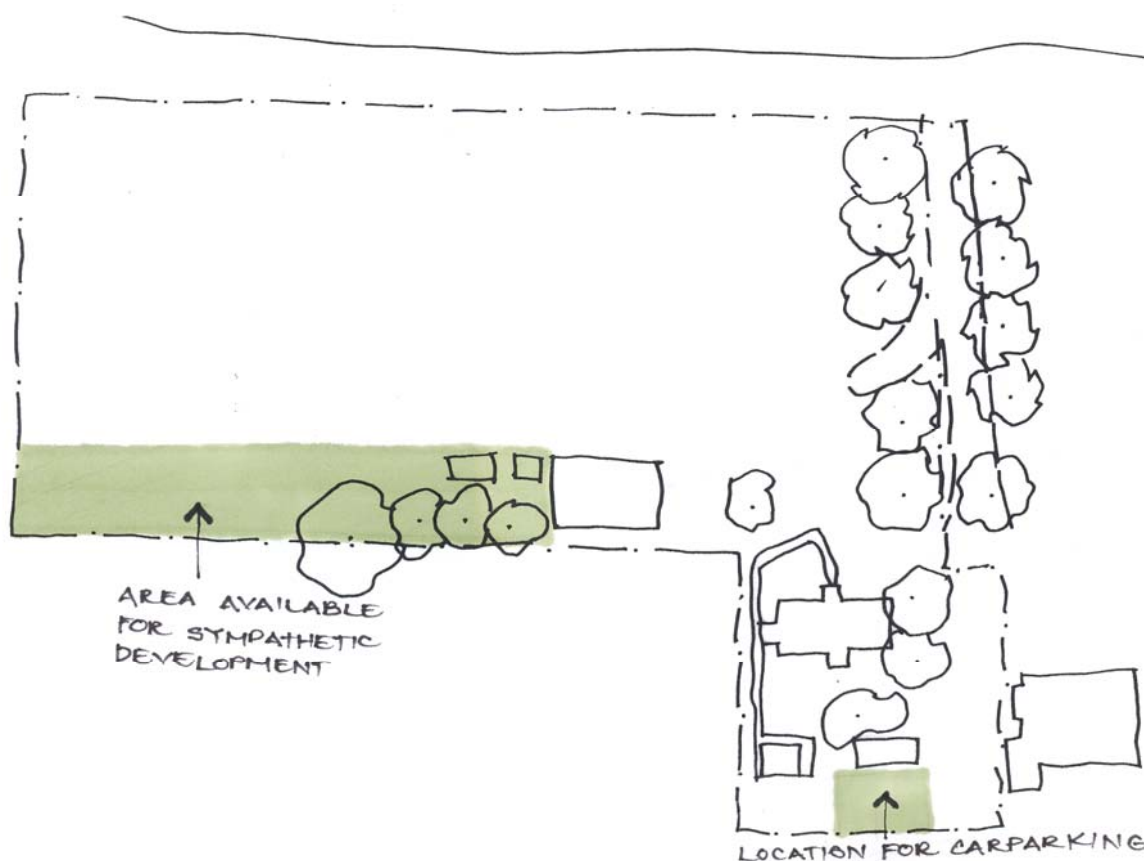


Figure No.7: Options for future use

9.5 Management

Future day-to-day management of the site should be undertaken by a Management Committee by Delegation pursuant to Section 377 of the Local Government Act 1993. This is a requirement of section 377 of the Local Government Act 1993.

9.6 Funding Opportunities

The Shoalhaven City Council may be eligible for grant funding to assist them to meet the costs of conservation at the site. Possible sources of funding include:

- NSW Heritage Office program – next running towards the end of 2001
- Local Council grants
- Department of Land and Water Conservation

It should be noted that competition for the Heritage Office funding is very strong and the NSW Heritage Office prefers that adaptive reuse occurs at a site such as the Former Pyree School to allow it to be run at a revenue neutral (or profit) for Council rather than relying on grants.

Appendix A

Historical Figures and Documentation

CERTIFICATE OF TITLE.

(C.)

New South Wales.

[Reference to last Certificate.]

[Vol. 1035 Folio 123]



REGISTER BOOK,

Vol. 1074 Folio 163

CANCELLED ☒ W

ON ISSUE OF NEW FOLIO 127/2813

Her Most Gracious Majesty Queen Victoria

TRANSFERS under Instrument of Transfer from *John Hay and James Solon*
numbered *201758* for the purposes of the Public Instruction Act of 1880
to now the proprietor of an Estate in Fee Simple,

subject nevertheless to the reservations and conditions, if any, contained in the Grant hereinafter referred to, and also subject to

such encumbrances, liens, and interests as are notified hereon in *That* piece of land situated at *Pyree*

in the Parish of *Numbucca*, and County of *S. Vincent*

containing *Five acres*, or thereabouts,

as shown on the Plan hereon, and therein edged red, being Lot *One hundred and twenty seven*

Section on a Plan deposited in the Land Titles Office, Sydney, numbered *2813* and part
of *One thousand five hundred acres delineated in the Public Map of the said Parish*
deposited in the Office of the Surveyor-General, originally granted to *Edward*
Hollistercraft by Crown Grant dated the *Twelfth* day of *June* *One thousand eight*
hundred and twenty five 2^d Ed.

In witness whereof, I have hereunto signed my name and affixed my Seal, this *Thirty first* day of
October one thousand eight hundred and ninety *two*

and the *31st* day of *October* 1892,

in the presence of *P. E. Grates*

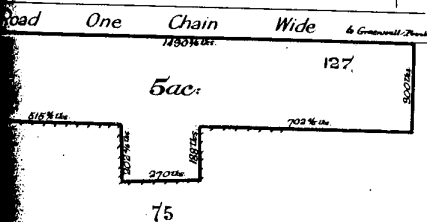
By Registrar General.



NOTIFICATION REFERRED TO.

REGISTERED PROPRIETOR	<i>The State of New South</i>
Witnessed By Transfer	<i>W54296 Registered 20-1-1986</i>

NO FURTHER DEALINGS TO BE REGISTERED



*Declaration under Act
section 257, 1923
made by me
W 154 29 3a 19
Gunn*

Figure 1

Land Title transfer of Lot 127, DP 2813 for the purposes of "Public Instruction" on October 31, 1892.

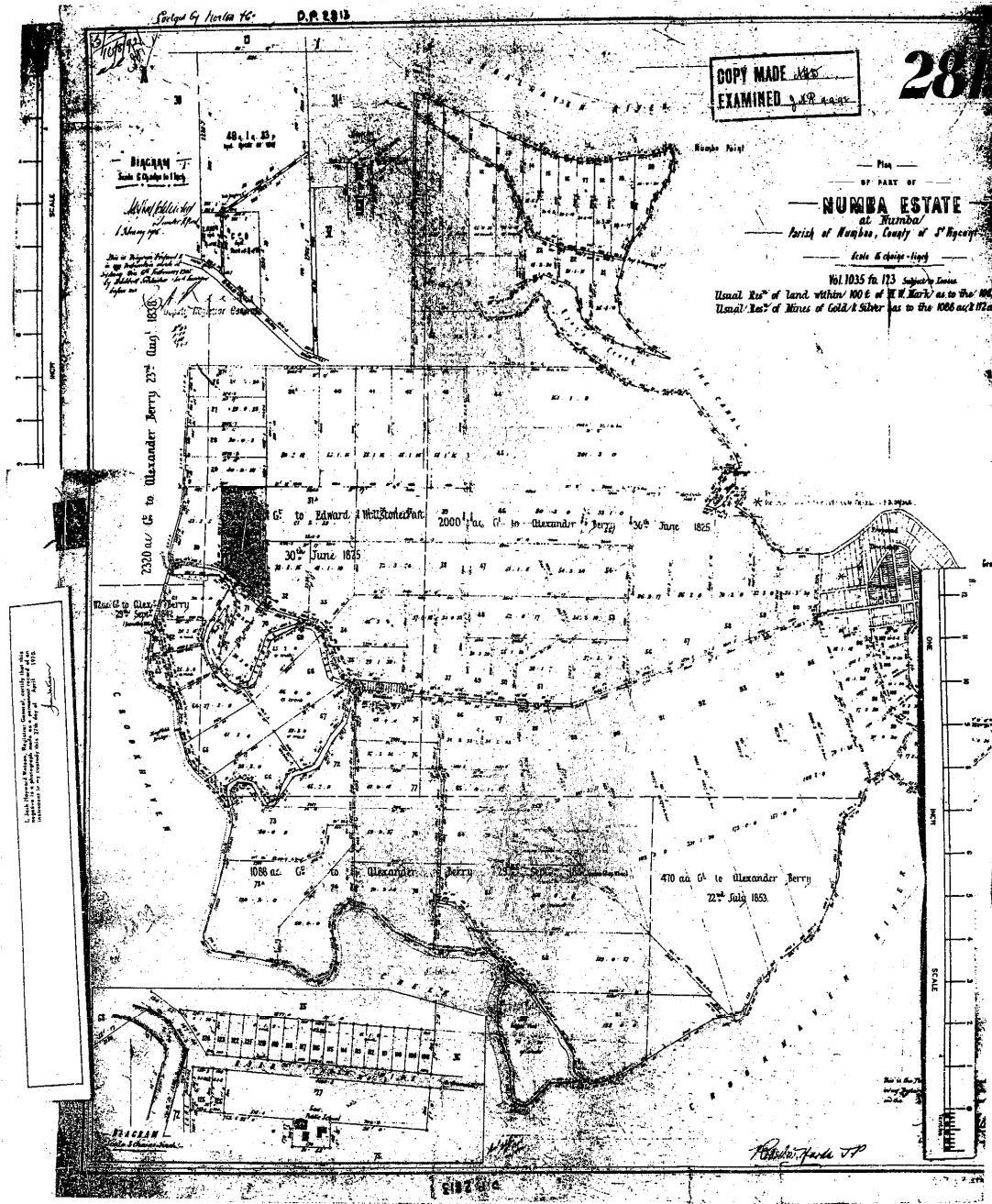
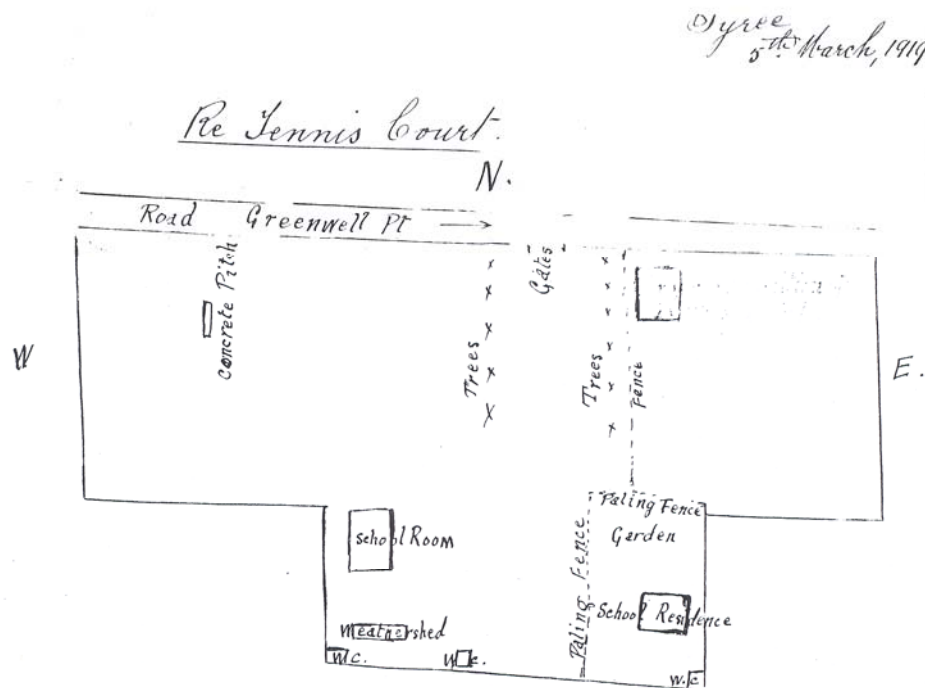


Figure 2 Part Plan “Numba Estate” showing School Land as part of original grant to Edward Wollstonecraft in 1825.



Sketch of Grounds. Position of proposed Tennis court shown in red.

Answers to Questions.

- 1. Dept. to be given full control.*
- 2. Yes.*
- 3. Yes*
- 4. No*
- 5. No.*

*I have the honor to be
Sir
your obedient servant,
A. Bush
Teacher.*

Figure 3 Sketch of proposed Tennis Court built in the School Grounds in 1919.

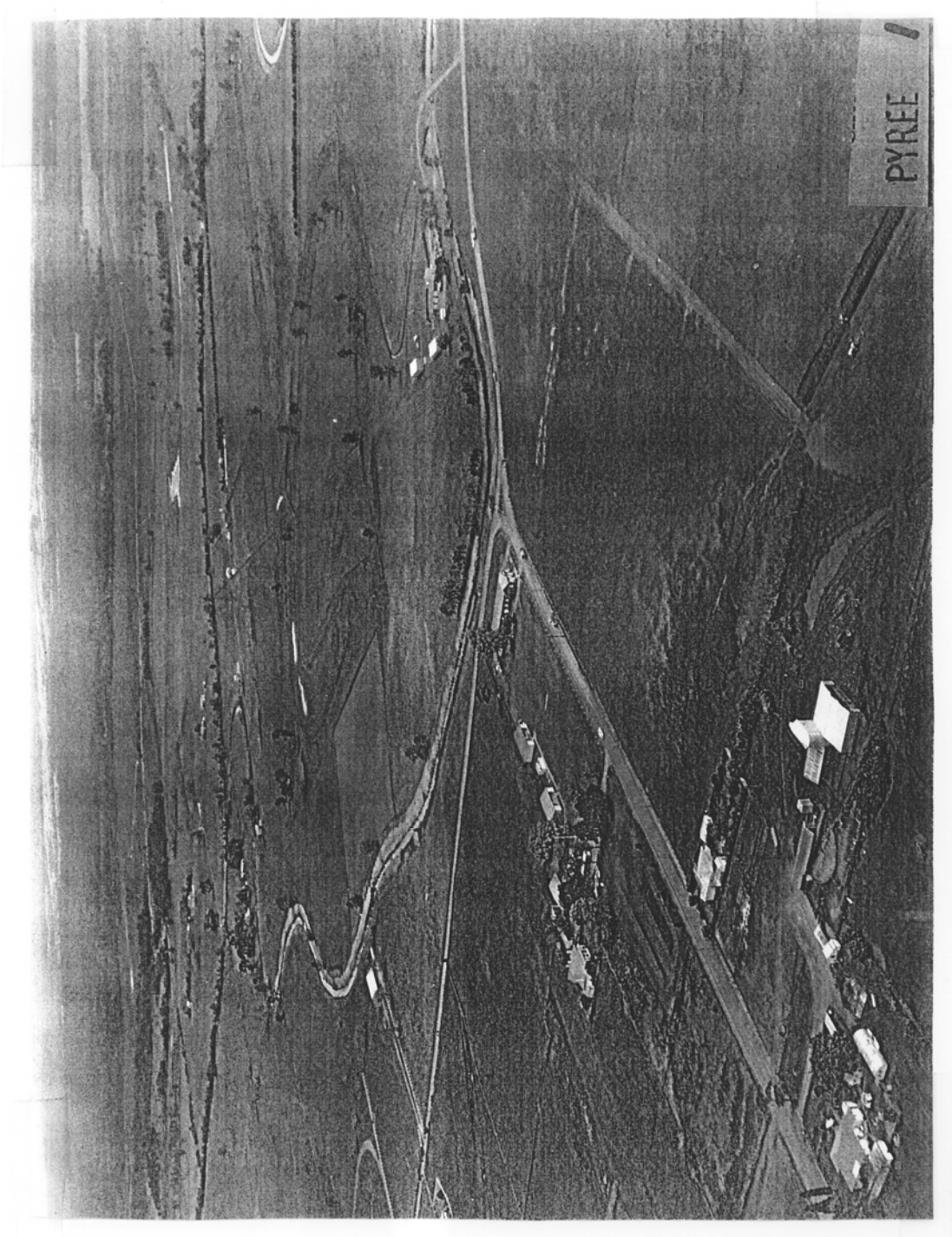


Figure 4 Aerial photograph of School Land, 1975

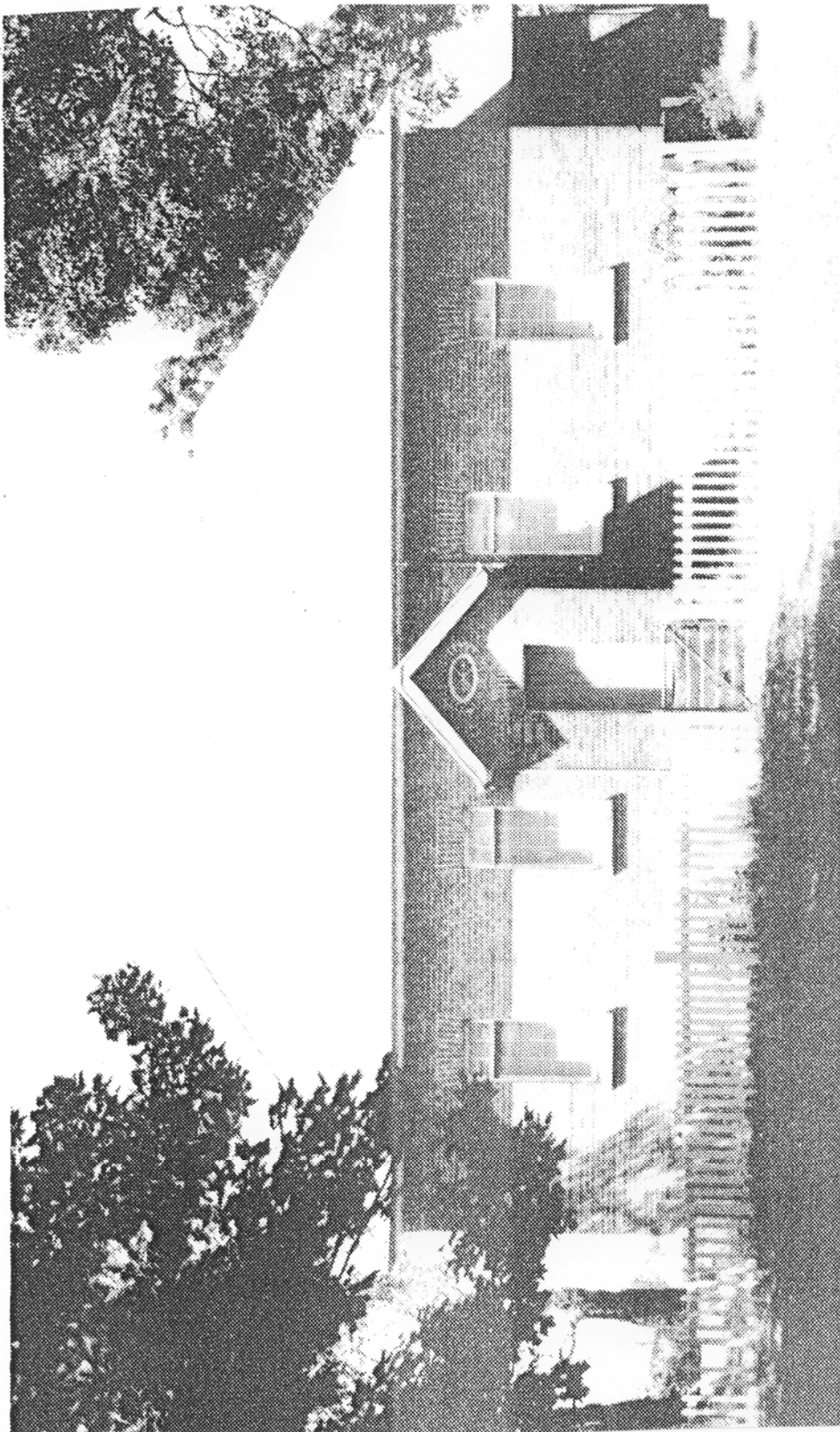


Figure 5 Photograph of the Pyree School 1975 showing the white picket fence to the front of the school

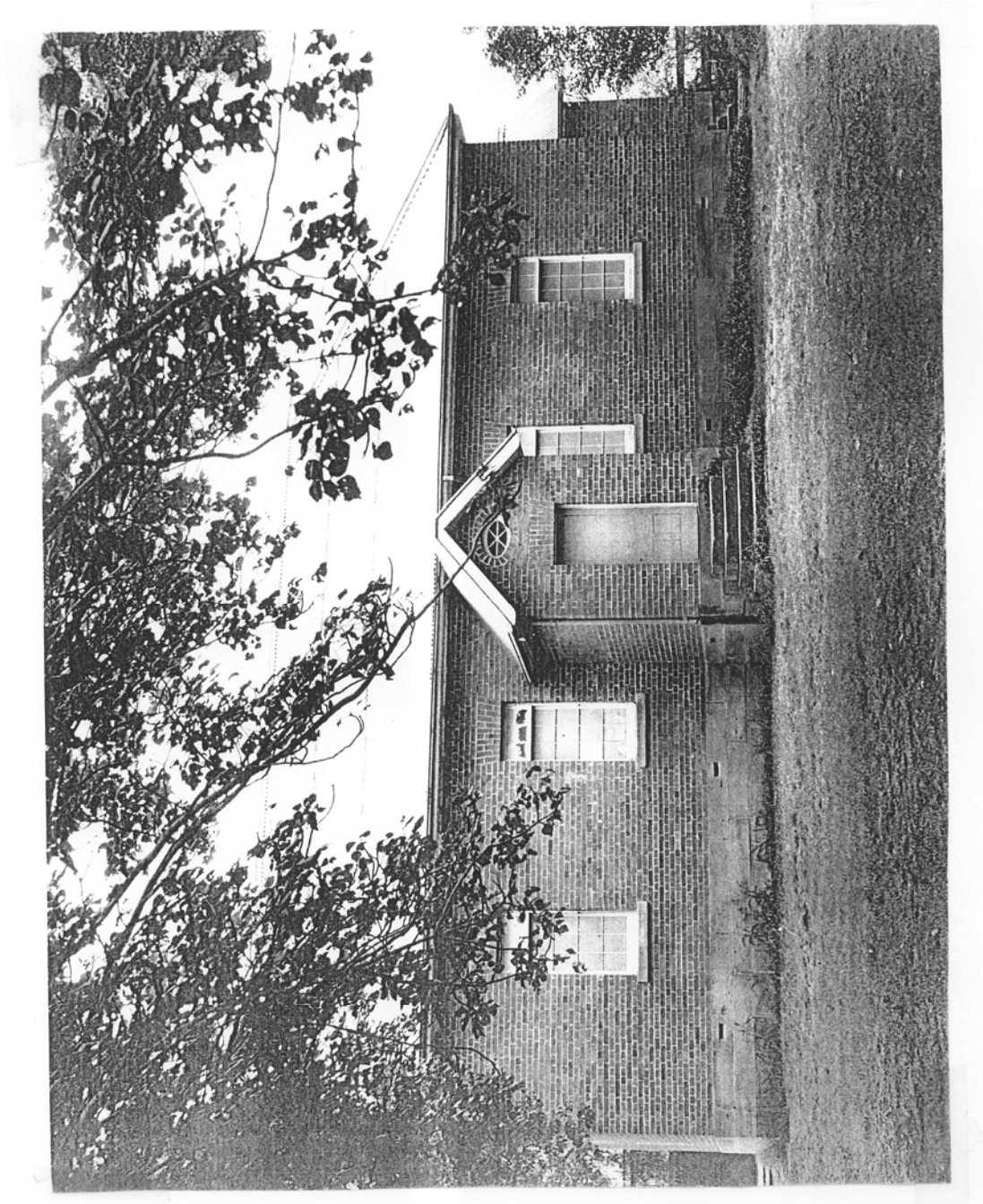
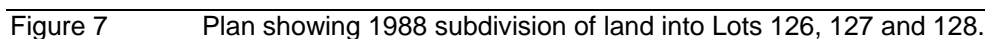


Figure 6 Later photograph of the Pyree School.



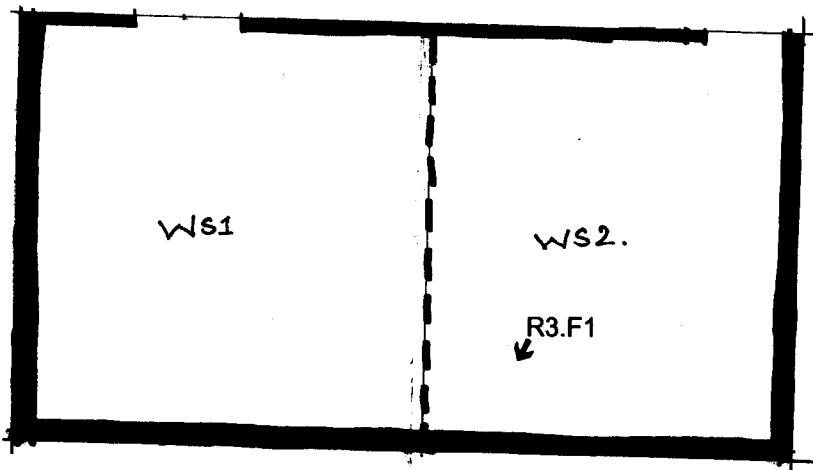
Appendix B

Photographic Survey

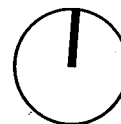
Insert Photographic Catalogue

LIST OF FIGURES

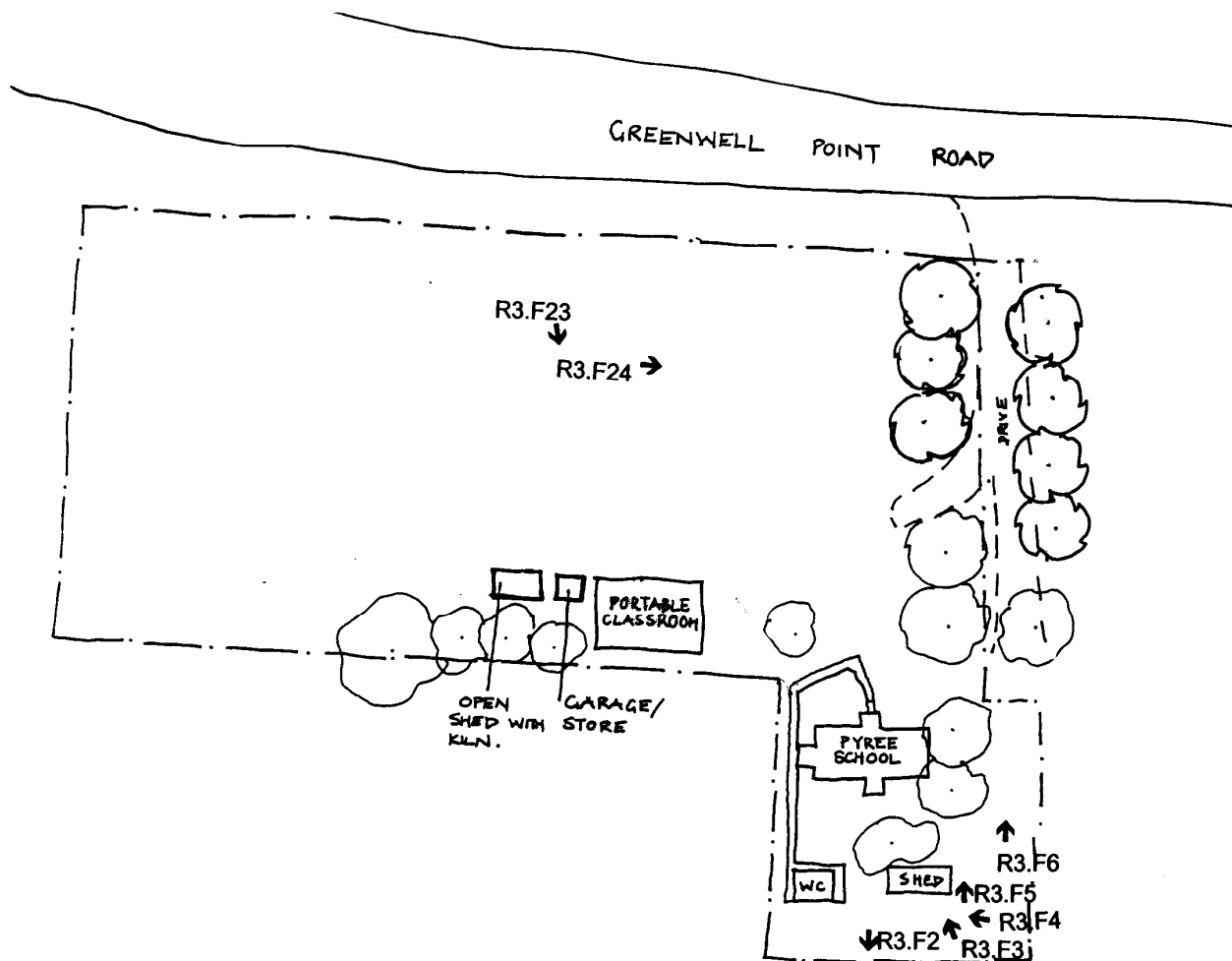
Figure No 1:	Pyree Public School as seen from Greenwell Point Road.
Figure No 2:	Entrance to school from road, showing avenue of trees.
Figure No 3:	Looking west to portable class room from drive.
Figure No 4:	Northern elevation of portable class room, garage/store and open shed with kiln.
Figure No 5:	Tree on edge of drive with view to portable class room behind.
Figure No 6:	Looking east towards Coral, Bunyan, Currajong + Pine trees on either side of entry drive.
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Figure No 11:	Rear of school building.
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Figure No 14:	Detail of south-western side of school building, showing eroding brickwork.
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Figure No 20:	Detail of bricks of school building.
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Figure No 22:	Gutter detail. Note water damage + vegetation growing from uncleared gutters.
Figure No 23:	Faulty gutter and down pipe detail.
Figure No 24:	Entry porch – interior. Note hooks on wall.
Figure No 25:	Main room of school building – S2. Note moulded ceiling features.
Figure No 26:	Main room of school building – S2. Note double picture rails.
Figure No 27:	Main room of school building – S2
Figure No 28:	S2
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Figure No 40:	Entrance to weather shed.
Figure No 41:	North / east corner of weather shed. Note infilled front.
Figure No 42:	Weather shed interior – Note internal timber board, sliding dividing wall.
Figure No 43:	Sheet roof detail. Note rusting.
Figure No 44:	Weather shed interior – exposed stud wall.
Figure No 45:	Timber wall with attached seating.
Figure No 46:	Weather shed interior.
Figure No 47:	Looking south from behind weather shed.



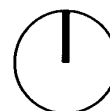
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TROPMAN & TROPMAN ARCHITECTS Architectural, Heritage Conservation, Landscape, Interiors, Urban Design, Interpretation WYONG HOUSE 55 LOWER FORT STREET SYDNEY NSW 2000 FAX:9251 6109 PHONE:9251 3250	FORMER PYREE SCHOOL, PYREE SITE PLAN - PLAN NTS <table><tr><td data-bbox="590 1937 861 1971">PHOTOGRAPHER: JT</td><td data-bbox="1197 1937 1426 1971">DATE: 09-5-01</td></tr><tr><td data-bbox="590 1971 861 2004">CAMERA: NIKON</td><td data-bbox="1228 1971 1426 2004">LENS: 52MM</td></tr><tr><td colspan="2" data-bbox="590 2004 1426 2038">FILM TYPE: FUJICHROME</td></tr><tr><td colspan="2" data-bbox="590 2038 1426 2072">FILM NUMBER/ REFERENCE: rOLL 1</td></tr><tr><td data-bbox="590 2072 670 2105">1 OF 7</td><td data-bbox="1340 2072 1426 2105">PAGE</td></tr><tr><td colspan="2" data-bbox="590 2105 1426 2139">DRAWING SOURCE: TROPMAN &TROPMAN ARCHITECTS</td></tr><tr><td data-bbox="590 2139 670 2172">0101</td><td data-bbox="1340 2139 1426 2172">MAY.</td></tr></table>	PHOTOGRAPHER: JT	DATE: 09-5-01	CAMERA: NIKON	LENS: 52MM	FILM TYPE: FUJICHROME		FILM NUMBER/ REFERENCE: rOLL 1		1 OF 7	PAGE	DRAWING SOURCE: TROPMAN &TROPMAN ARCHITECTS		0101	MAY.
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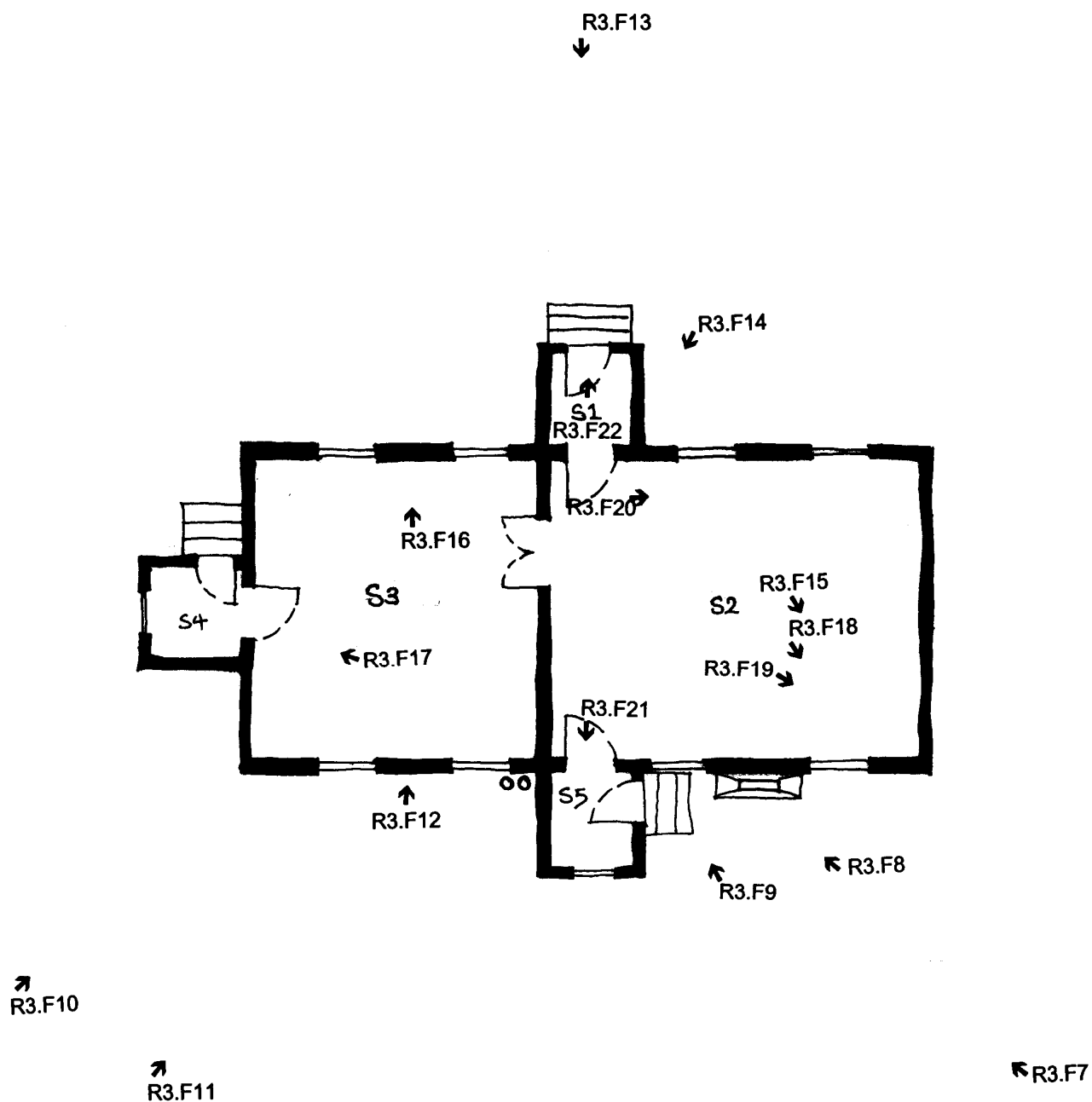
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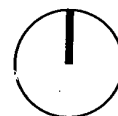
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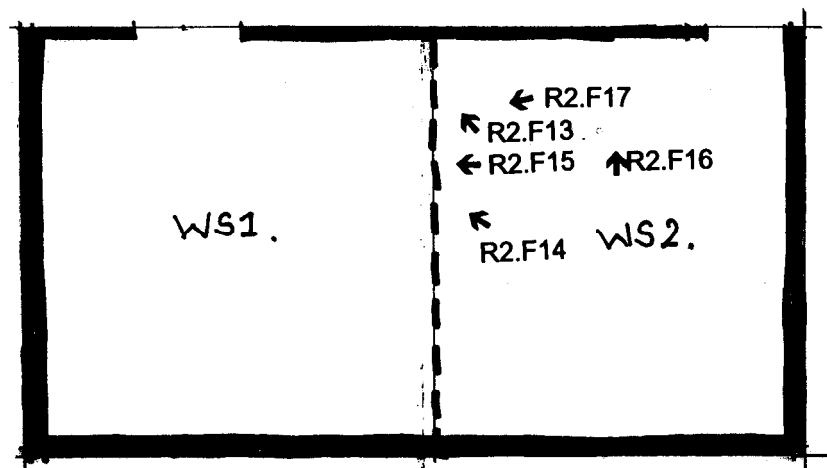
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WEATHER SHED - PLAN NTS**

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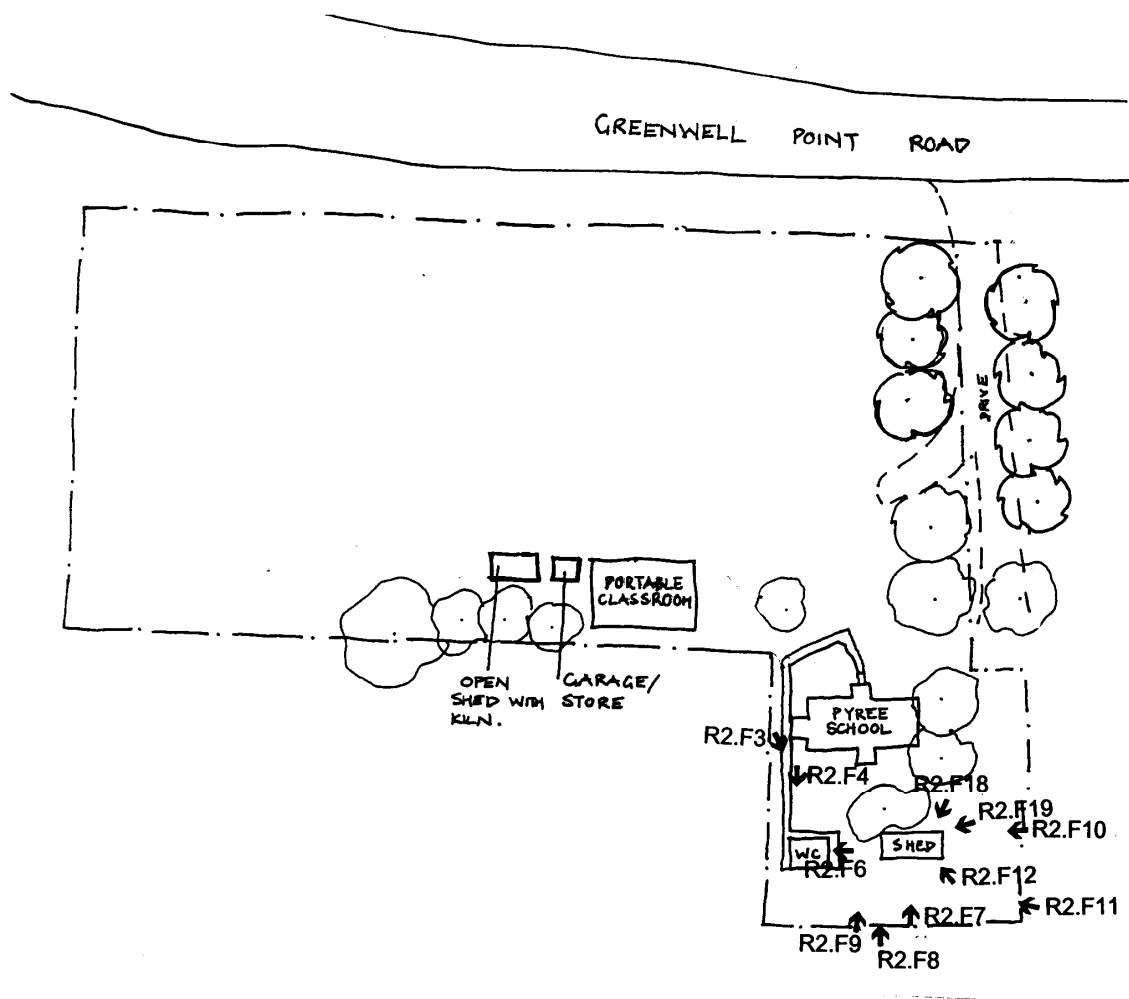
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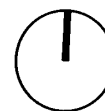
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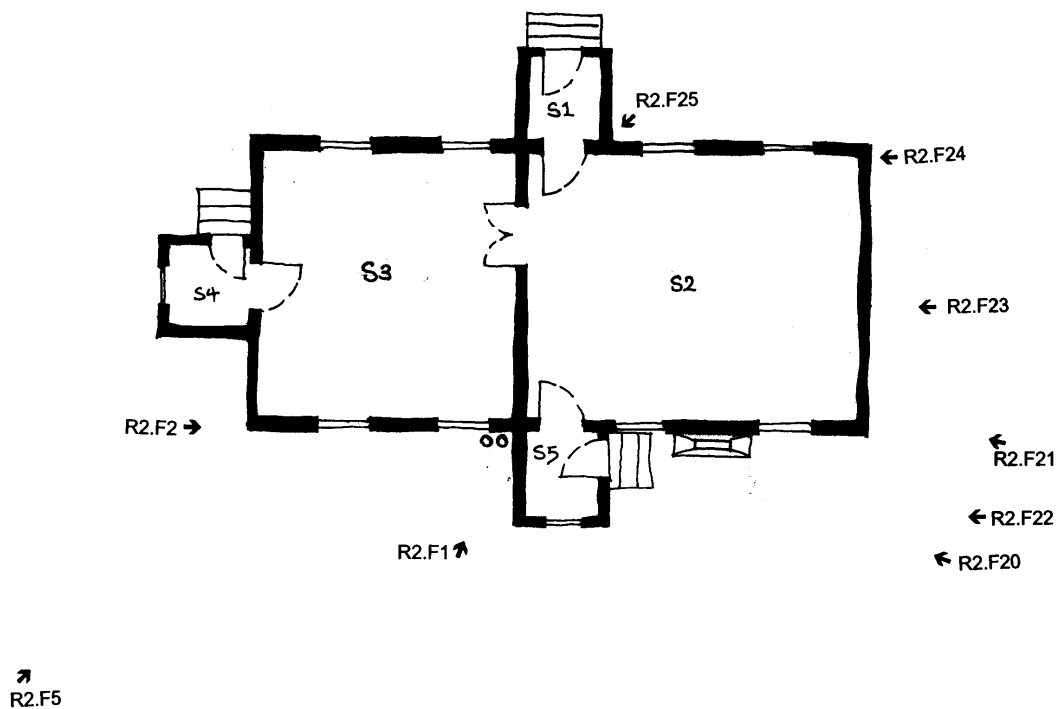
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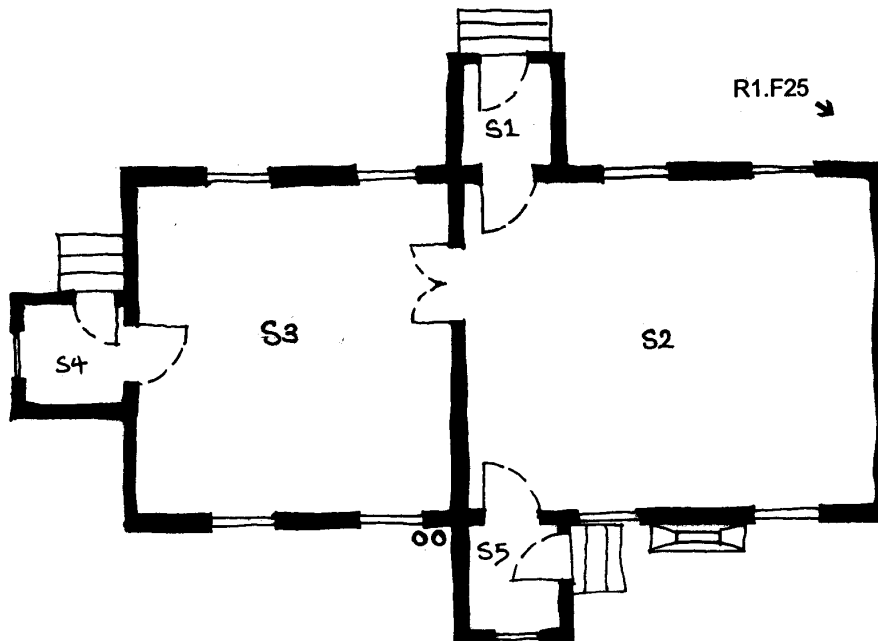
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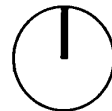
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LENS: 52MM

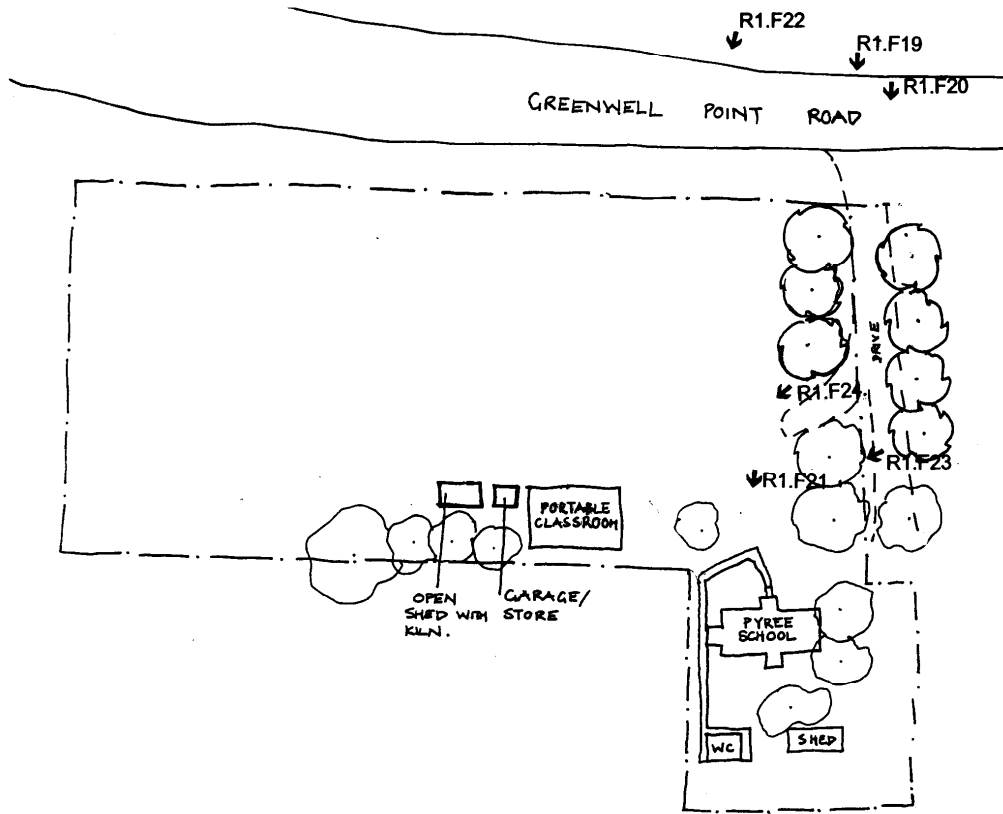
OF 7

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0101

DRAWING SOURCE: TROPMAN &TROPMAN ARCHITECTS

MAY.



R = Role
F = Frame



**TROPMAN & TROPMAN
ARCHITECTS**

Architectural, Heritage Conservation, Landscape,
Interiors, Urban Design, Interpretation
WYONG HOUSE 55 LOWER FORT STREET
SYDNEY NSW 2000
FAX:9251 6109 PHONE:9251 3250

**FORMER PYREE SCHOOL, PYREE
SITE PLAN - PLAN NTS**

PHOTOGRAPHER: JT

DATE: 09-5-01

CAMERA: NIKON

LENS: 52MM

FILM TYPE: FUJICHROME

FILM NUMBER/ REFERENCE: rOLL 3

PAGE 6

OF 7

DRAWING SOURCE: TROPMAN &TROPMAN ARCHITECTS

MAY.

0101



Figure 1 Pyree Public School as seen from Greenwell Point Road.
Figure 2 Entrance to school from road, showing avenue of trees.



Figure 3 Looking west to portable class room from drive.

Figure 4 Northern elevation of portable class room, garage/store and open shed with kiln.



Figure 5 Tree on edge of drive with view to portable class room behind.
Figure 6 Looking east towards Coral, Bunyan, Currajong + Pine trees on either side of entry drive.



Figure 7 Northern elevation of school building.

Figure 8 Front of school building including entry porch.



Figure 9 Detail of faulty drainage to the western side of the entry.
Figure 10 South/West corner of school building



Figure 11 Rear of school building.

Figure 12 Portion of remaining bitumen at the south/west corner of building + Gas line entry to building.



Figure 13 Southern facade of school building.

Figure 14 Detail of south-western side of school building, showing eroding brickwork.



Figure 15 Detail of rear door of subject building.

Figure 16 View of chimney on southern wall of school building.



Figure 17 East wall of school building. Note painted bullseye + cricket 'wickets'.



Figure 18 Detail of east wall showing painted bullseye + cricket 'wickets'.

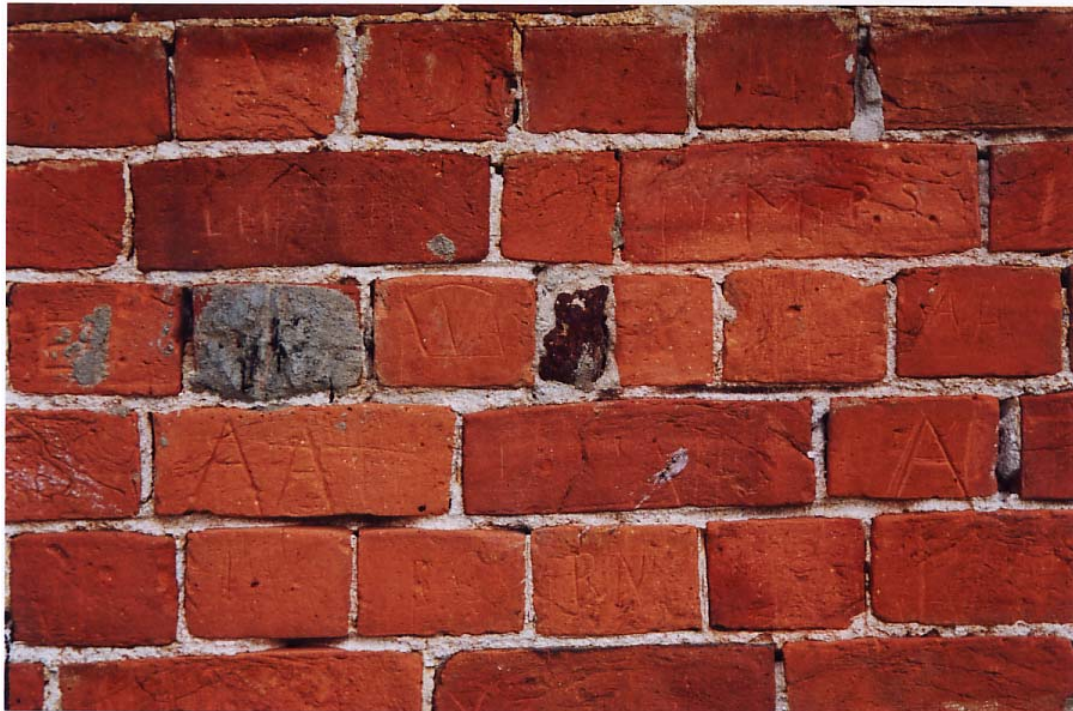


Figure 19 East corner of north facade of school building with former schoolmasters residence in the background.
Figure 20 Detail of bricks of school building.



Figure 21 Detail of sand stone and brick work .



Figure 22 Gutter detail. Note water damage + vegetation growing from uncleared gutters.
Figure 23 Faulty gutter and down pipe detail.



Figure 24 Entry porch – interior. Note hooks on wall.



Figure 25 Main room of school building – S2. Note moulded ceiling features.
Figure 26 Main room of school building – S2. Note double picture rails.



Figure 27 Main room of school building – S2
Figure 28 S2



Figure 29 Room 2, west internal wall – S3
Figure 30 Room 2 – S3. Note double picture rails.



Figure 31 View into kitchen – S5. Note fridge positioned in front of door.



Figure 32 View to toilet block and weather shed south of school building.
Figure 33 Concrete path to toilet block.



Figure 34 Large tree adjacent to toilet block.



Figure 35 Interior of toilet block.
Figure 36 Shed + toilet block to rear of school building.



Figure 37 South / East corner of shed to rear of school building + view down main drive.
Figure 38 South elevation of shed.



Figure 39 Damage to south wall of weather shed.



Figure 40
Figure 41

Entrance to weather shed.
North / east corner of weather shed. Note infilled front.



Figure 42 Weather shed interior – Note internal timber board, sliding dividing wall.
Figure 43 Sheet roof detail. Note rusting.



Figure 44 Weather shed interior – exposed stud wall.
Figure 45 Timber wall with attached seating.



Figure 46 Weather shed interior.



Figure 47 Looking south from behind weather shed.

Appendix C

Schedule of Maintenance Works

1.0 INTERNAL WORKS PYREE SCHOOL BUILDING

NO.	ITEM
1.1	GENERALLY
1.1.1	Ensure all work is carried out with the consideration of patrons safety at all times
1.1.2	Clean carefully all surfaces including but not limited to walls, ceilings, joinery windows and doors
1.1.3	Check over original timber joinery including but not limited to skirtings, picture rails and door architraves
1.1.4	Ensure to leave internal walls at least 3 months to dry out after external work is completed before continuing with internal work
1.1.5	Check for any deterioration of plaster and repair where necessary
1.1.6	Check all existing hooks and fixtures and secure
1.1.7	Prepare and paint all prepainted surfaces to SCS unless otherwise directed by the HCA
1.1.8	Check all existing electrical outlets and repair if necessary
1.1.9	Ensure samples are provided as requested by HCA at no extra cost
1.1.10	SUBTOTAL GENERALLY
	\$15,000

NO.	ITEM
1.2	INTERNAL ROOMS
	NORTH VESTIBULE
1.2.1	Ensure wall has dried out before repairing render to wall
	ROOM 1
1.2.2	Uncover fireplace and put in working order Ensure current lighting is maintained
	KITCHEN
1.2.3	Remove fridge from doorway and ensure door is in working order
	ROOM 2
1.2.4	Ensure current lighting is maintained
	STORE ROOM
1.2.5	Clean all existing fixtures including but not limited to the sink and shelving
1.2.6	SUBTOTAL ROOMS \$ 5,000
1.3	TOTAL INTERNAL WORKS PYREE SCHOOL BUILDING \$20,000

2.0 EXTERNAL WORKS PYREE SCHOOL BUILDING

NO.	ITEM
2.1	GENERALLY
2.1.1	Ensure all work is carried out by experienced tradespeople
2.1.2	Prepare and paint any prepainted surfaces to selected colour scheme
2.1.3	Clean face brick walls and sandstone base carefully by hand with soft bristle brush and hot soapy water – do not use high pressure water. Take special care to ensure white painted bullseye and stumps are not damaged during cleaning.
2.1.4	Repair wall where bricks have been eroded by removing individual damaged bricks and relaying reversed
2.1.5	Check over brickwork and sandstone block joints and repoint where necessary with a soft mortar mix TME
2.1.6	Check joints around door and window openings and clean and fill with soft mortar mix
2.1.7	Ensure any new fixings in the brickwork are non corrosive and non ferrous
2.1.8	Check metal air- vents and ensure that they are open and repair with vermin proof mesh if necessary
2.1.9	Check over all door hardware and repair if necessary
2.1.10	Check over all window components including but not limited to metal hardware, timber frame, sill and sashes, and glazing
2.1.11	Remove metal security mesh grills from all windows and replace, if needed, with more sympathetically detailed grill or timber shutters
2.1.12	Check over asbestos sheet eaves and refix and replace sheets where necessary
2.1.13	Dispose of carefully and safely any asbestos fabric designated for removal
2.1.14	Check over timber fascia and repair where necessary
2.1.15	Check over asbestos sheet eaves and refix and replace sheets where necessary
2.1.16	Rationalise all exposed services including gas, water and electricity
2.1.17	Ensure samples are provided of removed fabric
2.1.18	SUBTOTAL GENERALLY
	\$45,000

2.0 EXTERNAL WORKS PYREE SCHOOL BUILDING

NO.	ITEM
2.2	ELEVATIONS
2.2.1	NORTH ELEVATION
	Carefully clean brick and sandstone wall next to entry vestibule to remove water stains
	Maintain existing light fixture to the left of the entry and replace light to the right, if needed, with similar fitting
	Replace metal handrails with sympathetic metal rails to a future detail and ensure that the supports are not fixed on the face of the building but supported from the ground
	EAST ELEVATION
2.2.2	Carefully clean wall taking care to retain painted cricket stumps and bullseye
	SOUTH ELEVATION
2.2.3	Carefully clean the face brick chimney breast, takeing special care with the severely eroded faces of some sections of brickwork
2.2.4	Maintain existing light fitting
2.2.5	Clean stairs carefully by hand with soft bristle brush and hot soapy water – do not use high pressure water
2.2.6	Replace broken pane in left hand window TME
	WEST ELEVATION
2.2.7	Check over fascia corner and replace section where necessary
2.2.8	SUBTOTAL ELEVATIONS
	\$15,000

NO.	ITEM
2.3	ROOF
2.3.1	Replace downpipe beside north vestibule with two downpipes servicing the vestibule roof and the main roof
2.3.2	Reposition two existing downpipes from front face of south vestibule to east and west faces of vestibule
2.3.3	Refall gutters to positions of new or moved downpipes
2.3.4	Check over all metal gutters and downpipes and ensure that there are no blockages
2.3.5	Ensure gutters and downpipes are checked on a regular 3 month basis
2.3.6	Repair or replace gutters if necessary TME
2.3.7	Check over corrugated iron roof and refix and replace sheets where necessary
2.3.8	Prepare and repaint roof, gutters and downpipes to SCS
2.3.9	SUBTOTAL ROOF \$ 7,000
NO.	ITEM
2.4	PATHWAYS
2.4.1	Replace pathway adjacent to school at entry north vestibule and west vestibule with sympathetic paving layed on a sand bed
2.4.2	Remove remaining bitumen hard surface sections adjacent to external walls and if hard surface is needed replace with paving bricks on a sand bed
2.4.3	Remove earth from all facades of the school to expose three complete levels of sandstone coursing
2.4.4	SUBTOTAL PATHWAYS 10,000
2.5	TOTAL EXTERNAL WORKS PYREE SCHOOL BUILDING \$77,000
2.6	TOTAL WORKS \$97,000 PYREE SCHOOL BUILDING

2.0 EXTERNAL WORKS PYREE SCHOOL BUILDING

NO.	ITEM
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3.0 INTERNAL WORKS PYREE SCHOOL WEATHER SHED

NO.	ITEM
1.2	GENERALLY
2.1.19	Ensure all work is carried out with the consideration of patrons safety at all times
2.1.20	Ensure any asbestos sheet is disposed of safely and carefully
2.1.21	Prepare and paint all prepainted surfaces to SCS unless otherwise instructed by the HCA
2.1.22	Ensure that the maximum amount of significant heritage fabric is retained
2.1.23	Ensure samples are provided as requested by HCA
2.1.24	Clean all internal timber walls
2.1.25	Repair internal timber boarded wall using salvaged timbers and if needed new timbers TME
2.1.26	Sweep timber floor in both rooms and remove weeds from edge of floors
2.1.27	Clean underside of corrugated iron roof and timber roof framing
2.1.28	Check all existing hooks and fixtures are secure
2.1.29	TOTAL INTERNAL WORKS WEATHER SHED
	\$ 5,000

4.0 EXTERNAL WORKS WEATHER SHED

NO.	ITEM
4.1	GENERALLY
4.1.1	Ensure all work is carried out by experienced tradespeople
4.1.2	Dispose of carefully and safely any asbestos fabric designated for removal
4.1.3	Ensure all excavation around the building is carried out with consideration for the Archaeological significance of the site
4.1.4	Remove a minimum of 150mm of earth around structure
4.1.5	Ensure samples are provided of removed fabric
4.1.6	Check over weatherboards and repair carefully where necessary and clean
4.1.7	Check over all timber fascias and repair where necessary
4.1.8	Ensure that if lighting is needed the fixture is similar to those existing on the school house soffits
4.1.9	Prepare and paint any prepainted surfaces to SCS
4.1.10	SUBTOTAL GENERALLY
	\$ 5,000

4.0 EXTERNAL WORKS WEATHER SHED

NO.	ITEM
4.2	ELEVATIONS
	NORTH ELEVATION
4.2.1	Check over corrugated iron and repair and clean carefully
4.2.2	Remove asbestos cement sheeting in an appropriate manner and dispose of safely and carefully
4.2.3	Replace sheeting with corrugated iron TME
4.2.4	Prepare and repaint to selected colour scheme (Refer to 5.1.5)
4.2.5	Clean carefully timber doors D1
4.2.6	Check door hardware and repair if necessary as well as rehanging the door correctly with the external face to the outside
4.2.7	Replace missing door with new timber panelled door and rehang with salvaged and new hardware
4.2.8	Prepare and repaint to SCS both doors (Refer to 4.1.3)
	EAST ELEVATION
4.2.9	Replace timber edge batten on north edge of wall TME
4.2.10	Prepare and paint timber post beside building
	SOUTH ELEVATION
4.2.11	Ensure all rubble and bricks are cleared from base of wall
4.2.12	Replace timber weatherboards TME and check over remaining boards
	WEST ELEVATION
4.2.13	Ensure tree's branches adjacent to the weathershed sre kept clear of the structure and gutterings
4.2.14	SUBTOTAL ELEVATIONS \$ 5,000

4.0 EXTERNAL WORKS WEATHER SHED

NO.	ITEM
4.3	ROOF
4.3.1	Fix 2 new circular downpipes at east and west ends of south wall servicing the existing roof and draining to existing stormwater drains
4.3.2	Prepare and paint to SCS (Refer to 1.1.3)
4.3.3	Fix new gutter along south facade and fall to new east and west downpipes
4.3.4	Ensure gutters are checked on a regular 3 month basis
4.3.5	Check over corrugated iron roof and carefully refix and replace sheets where necessary
4.3.6	Prepare and repaint to SCS (Refer to 1.1.3)
4.3.7	SUBTOTAL ROOF
4.4	TOTAL EXTERNAL WORKS WEATHER SHED \$15,000
4.5	TOTAL WORKS WEATHER SHED \$20,000

Appendix D

Proposed Colour Scheme

SELECTED COLOUR SCHEMES

The colour choices of the proposed scheme for Pyree School, weathershed and toilet block are listed below with the colour scheme for the school building illustrated in figure 0..

Note: These colours have been expressed in Australian Standard Colours K185-1968, 2700S-1996

PROPOSED PYREE SCHOOL EXTERNAL COLOUR SCHEME

No on Figure	Element	Australian Standard Colour	Manufacturers Paint Colour
	Walls		
1.	Face brick wall	Do not paint	
2.	Timber Fascia	Stone	
3.	Fibre cement Soffit	Sandstone	
		Stone	
	Doors		
4.	Timber Door Architrave	Indian red	
5.	Timber Door leaf	Red	
	Windows		
6.	Sandstone window sill	Do not paint	
7.	Timber Window body	Red	
8.	Timber Window Sash	Red	
9.	Timber Window sill and frames	Red	
	Roof		
10.	Corrugated iron Roof Sheeting	Red	
11.	Metal Guttering	Red	
12.	Metal Downpipes	Red	
13.	Face Brick Chimney breast	Do not paint	

PROPOSED PYREE SCHOOL INTERNAL COLOUR SCHEME

No in Figure	Element	Australian Standard Colour	Manufacturers Paint Colour
	Rendered main Wall	Cream	
	Rendered wall between	Off white	
	Rendered wall frieze	White	
	Plastered Ceiling	White	
	Timber Picture Rail *(Top)	Merino	
	Timber Picture Rail (Bottom)	Merino	
	Timber Doors and Architraves	Merino	
	Timber Windows and surrounds	Merino	

PROPOSED PYREE SCHOOL WEATHERSHED AND TOILET BLOCK EXTERNAL COLOUR SCHEMES

Element	Australian Standard Colour	Manufacturers Paint Colour
Weather shed		
Timber weatherboard walls	Do not paint	
Corrugated Iron walls		
Timber Fascia		
Corrugated iron Roof Sheeting, Metal Guttering and Metal Downpipes		
Toilet Block		
Face Brick walls	Do not paint	
Timber Fascia	Cream	
Timber Barge board	Cream	
Rendered doorway	Cream	
Corrugated iron Roof Sheeting,	Red	
Metal Guttering	Red	
Metal Downpipes	Red	



Appendix E

Copy of the Burra Charter

Appendix F

Consultant Brief