CONSERVATION MANAGEMENT PLAN

FOR
THE FORMER CLUNES PRIMARY SCHOOL NO 136 CLUNES BOTTLE MUSEUM 70 BAILEY STREET, CLUNES, VICTORIA 3370

MAY 2017

A CONSERVATION MANAGEMENT PLAN

FOR

THE FORMER SOUTH CLUNES SCHOOL NO 136
70 BAILEY STREET, CLUNES, VICTORIA

FOR

HEPBURN SHIRE, VICTORIA

MAY 2017

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CONTENTS

EXECUTIVE SUMMARY

The Conservation Management Plan provides an assessment of the cultural heritage significance of the former South Clunes School No 136 (1881/1882) and on the basis of this, recommends a suite of conservation policies to guide its future management. The report broadly follows the methodology recommended by the Australia ICOMOS (International Council on Monuments and Sites) guidelines for the preparation of conservation plans as set out in the Australian ICOMOS Burra Charter 2013.

The CMP includes:

- ➢ A brief history of the school and site.
- ➢ A survey of the existing buildings and site
- ➢ Condition and integrity
- ➢ A comparative analysis and statement of the significance
- ➢ The identification of elements and areas of different levels of significance.
- ➢ General conservation policies and recommendations

Conclusions and Recommendations

Statement of Significance

The former South Clunes School No 136 is of historic (Criterion A), aesthetic (Criteria D and E) and social (Criterion H) significance to the Hepburn Shire, Victoria.

- It has historic significance for its long history as one of the earliest schools in Clunes, established in 1857 by George Kempson, owned by Church of England under the Denominational School Board, known as No 136. By the mid 1870s the school, now a Commons School, was under pressure to accommodate 500 students, necessitating the construction of the present building in 1881-1882. The building was constructed by Cocks and Brown, builders, to the design of Henry Bastow, Education Department architect. In 1892 the South Clunes School, No136, amalgamated with the North Clunes School, No1552, and was used as an infant school until 1922 when it closed (Criterion A and D).
- It is significant as a good representative example of a new type of school which was designed during the late 1878, known for its special characteristics that addressed the hot arid conditions of the locality. Innovative features included a hybrid mechanical ventilation systems, massive roof with extensive use of verandahs. Architecturally it is the most sophisticated of the schools erected locally.
- It is historically significant as a landmark building at the entrance to Clunes. It marks the peak period of gold mining during the nineteenth century, which shaped the economic development of Clunes and Victoria.

- It is historically significant for its association with the Victorian textile industry. In 1923 the Clunes Knitting and Manufacturing Company Limited purchased the school building from the Crown and converted the school to a knitting mill. It is as an excellent surviving illustration of the practice of outsourcing textile manufacturing to small towns in country Victoria during the early 20th century.
- The South Clunes School building is a fine example of picturesque Victorian Gothic architecture set in rural Australia (Criterion E) associated with the 19th century Victorian Education Department.
- It has social significance as a former local school, former knitting mill that employed many local women during the early to late 20th century. It is the repository of the George Lee Medlyn bottle collection since 1984 when the textile mill closed. Since 1994 the building has been renovated as the Clunes Bottle Museum and is a focus for community activity.

Condition and Integrity

The former South Clunes School No 136 has had a number of changes to the fabric over the past hundred years that relate to its use as a knitting textile mill. Renovation has been incremental but progressive. This has included removal of asbestos material from the rear extension, re-roofing, structural repairs to damage caused to the building during its use as a textile mill, structural repairs for inadequate support for the new roof, removal of structural walls and roof and subfloor ventilation among other things.

The overall structure of both the school and former knitting mill annex is relatively intact and the authenticity is comparatively high. However, the condition of the building is deteriorating.

It is acknowledged that heritage properties deteriorate over time and are ultimately destroyed through various weaknesses inherent in the design, construction and components of the materials. The causes of deterioration have been analyzed in this study and recommendations are made on how to conserve the building in accordance with its cultural heritage significance and values.

While there is obvious basic evidence of deterioration caused through age and the effects of gravity the most insidious factor of decay relates to poor ventilation and lack of internal moisture control and temperature. Inspection of the fabric reveals that damage caused by hygroscopic salts condition is severe in some areas. This will cause serious progressive failure. The condition is latent, the crystalline salts accumulating and extending through capillary action sometimes over decades.

The damage caused by intermittent wet spots can be unseen but nevertheless, historic plaster and brickwork slowly crumbles, the various salts dissolving in moisture and in time losing structural integrity. Collateral damage caused by internal condensation in an atmosphere of dust, microscopic growth and intermittent use is affecting timber members and paintwork.

Recommended Conservation Principles and Guidelines

The Conservation Management Plan recommends conservation principles and guidelines that protects the fundamental values of the building. The parts of the building that are most worthy of preservation are the external polychrome brick walls and roof, internal rooms and ceilings, fireplaces and flues, and all timber joinery and joisted timber floors and original ventilation system.

A major recommendation of this study is to restore the former school building's room volumes and room relationships and to renovate the ventilation of the roof and building. This recommendation compliments and works in tandem with the foremost recommended remedial action. The immediate and highest level of remedial action is to renovate the heritage ventilation system in the design and installation of a new heating and exhaust air system.

Recommended remedial action includes surveying the existing ventilation system, looking at how the building design, layout, function and fabric constitute part of this system and whether it can be restored.

As well as its present condition and an understanding of the impact of proposed renovations on the heritage building. The design and installation of an effective ventilation and heating system requires a raft of different considerations including climate calculations and tenant requirements. The aims of the conservation principles should guide design options at each stage.

Tenants should be informed about the special characteristics of the building and its cultural heritage role in the region. This could inform and modify requirements and user patterns so that the ventilation and renovated heating systems will function optimally.

These remedial recommendations will result in reduced damage caused by hygroscopic condensation and deterioration of the hard plaster and brick walls; and better working conditions for the tenants; and controlled ambient air temperatures for museum exhibits. Other remedial and conservation works are recommended to preserve damaged fabric.

The former knitting mill annex has more capacity for change then the former school building. The ability of the external walls, roof structure and flooring to accommodate new works, interventions and additions is high. It is here that location of solar panels can occur. Installation of large new banks of external window and door openings providing access to the outside garden, natural light, sun and exchange of fresh air is encouraged.

The internal space of the annex can be subdivided and services installed or the building envelope extended. The external sheds are not presently fit for interior work but may be developed as storage sheds or upgraded for other uses. The external detached toilets should in the future be upgraded with additional universal access toilet incorporated within the main building.

The former South Clunes school building is a landmark, a spectacular picturesque Gothic building. The interior voluminous coved timber lined ceilings are dramatic and very unusual and add considerable appeal to the interior. The front projecting gable room has an intact unpainted coved ceiling above the suspended false ceiling which can all be restored. Together with the specially designed and located banks of tall windows on three sides of the room, once restored, this internal room would be a great asset to the place. The large 1920s industrial designed annex is well suited to adaptation. In contrast to the original building it can provide easy visual and physical access to the extensive garden setting of the place.

INTRODUCTION

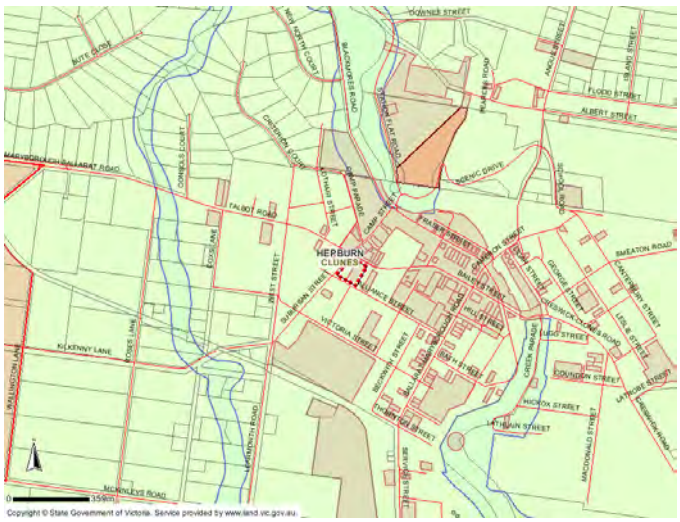
1. Background
2. Location
3. Methodology
4. Heritage Listing

1.1 Background

This report has been commissioned and funded by Hepburn Shire. The preparation of this Conservation Management Plan 2017 provides an assessment of the cultural heritage significance of the 1881 former South Clunes State School No 136 Building, and on the basis of this, recommends a suite of conservation policies to guide its future management.

1.2 Location

The former South Clunes State School No 136, corner of Bailey and Suburban Streets, Clunes. (Figures 1, 2 and 3)



The property, Crown Allotment 1 Section 31, consists of five lots, Allotment 1-5 Section 31 PP5178 of which Allotment1 has a heritage overlay extending over the area.

A Conservation Management Plan (CMP) explains the heritage values of a place and is intended to assist personnel, site managers, planners and contractors associated with the place in managing the heritage values of significance appropriately and in a highly practical way. This Conservation Management Plan 2017 (CMP) sets out conservation policies, strategies and action plans that recommend methods and techniques to minimize damage to significant heritage fabric during routine maintenance and future development works. The recommended conservation principles included have been informed by previous historic assessments and reports of the place.

1.3 Methodology

The structure of this CMP has been prepared in accordance with Heritage Victoria's guidelines for conservation management plans- January 2003.The CMP has also been prepared in accordance with the principles of The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 2013, the recognized benchmark document within the Australian heritage industry. A condensed version of this document can be viewed at the Australian ICOMOS website www.icomos.org/australia under the section 'Charters and Publications'.

A site visit was undertaken on Wednesday 5th May to inspect the site.

1.4 Heritage Listing

Hepburn Planning Scheme

The former South Clunes State School No 136 is identified as H0178 within the Heritage Overlay to Hepburn Planning Scheme. Permits will be required for subdivision, new buildings, conservation works that alter the existing fabric and any works.

Extract of the statement of significance for the place from the Talbot and Clunes conservation Study 1988 prepared by Richard Aitkens :-

> Architecturally this is the most sophisticated of the schools erected locally despite its conversion to a knitting mill, these qualities have been retained. the manner in which the building has been altered for use as a mill provides a reminder of the social and economic history of Clunes in the period following cessation of mining. The school is a relatively early example (although one of a number throughout Victoria) which demonstrates the incorporation of verandahs in state school design. The building is a key element in Talbot Road, the main entry to Clunes from the north.

Previous Heritage Reports

informs this CMP. Other archival documents include the Contract Drawings held by Public Record Office, Victoria (PRO/SSO 136.1 to 136.3, Blake (ed), *Visions and Realisation*, Vol 2, pp 627-628 and Lawrence Burchell, *Victorian Schools*, Victorian Education Department, 1980, pp.164-168, 175.

Site Ownership and Management

The former South Clunes School No 136 is managed by Hepburn Shire with an elected committee of management that manage the Clunes Bottle Museum including the Medley Bottle Collection. The property is shared by the Clunes Neighbourhood House Inc.

Acknowledgements

The contemporary photographs and images were taken by Julie Millowick, professional photographer (www.juliemillowick.com) and are all low exposure taken without flash. Images of the interior spaces of the museum exhibition are particularly difficult to capture by camera as there is little daylight due to the design of the dioramas.

HISTORY

Figure 2: Clunes 1907 State Library of Victoria, Accession No 96. 1623, the South Clunes State School is shown in the upper right-hand side of the image behind the church.

2.1 Background: Clunes
Based on extracts from the Talbot and Clunes Conservation Study, Richard Aitkens, 1988.

The commissioner of Crown Lands, (later Chief Commissioner of the Goldfields) William Henry Wright, visited Clunes in 1851 to find 100 gold diggers panning for alluvial gold in the creek, Creswick Creek, after the disclosure of gold finds in July of that year on Donald Cameron's run. Cameron named his run 'Clunes" after his home town in Scotland. His run of 12,800 hectares supported 15,000 sheep. In the year, 1850, he applied for a home block, his right of pre-emption under the 1847 New South Wales order-in council that allowed squatters to purchase up to 640 acres (256 hectares) or one square miles around the home station. Later Cameron's pre-emptive right area later was reduced to 480 acres as the government became aware that the land was auriferous that is it was gold bearing.

The initial gold-digging settlement in Clunes was short lived and no further development occurred until the mid 1850s. In 1854, Surveyor Thomas Burr undertook a survey of the Clunes pre-emptive right calling the area 'The Dyke of Quartz' named after the stratified rocks that crossed the area containing grains of gold visible to the eye. There was an initial rush to the area of over 500 miners who attempted to mine the quartz reefs.

However, the gold reef could only be developed using scientific methods by an experienced large capital rich mining company. This company was to be the Port Phillip and Colonial Gold Mining Company, its operations provided in time the greatest contribution to the development of Clunes and in turn the history of the state of Victoria. The Port Phillip Company under the mine manger, Rivett Henry Bland, so transformed Victorian mining that Robert Brough Smythe, Minister for Mines, declared that its works in 1869 were the finest in the Southern Hemisphere.

The question of mining on private land, Cameron's pre-emptive right, occurred late 1850s, when there was pressure to extend mining across his land. In 1858, John Templeton, government surveyor, surveyed the home station area. In 1860 land sales were auctioned to the public, minus sections reserved for lease to mining companies.

The creation of a quasi-military Goldfields Commission in response to the early gold finds created a virtual martial law on the early goldfields with declaration of police districts, political boundaries, survey districts, local courts, and local government boundaries. These were accompanied by many unofficial boundaries. The newly formed Borough of Clunes was declared in 1860 followed shortly by selection of reservations for police and hospital reserves, church and school reserves, council and market reserves, areas for botanical gardens, cemeteries, sale-yards with residential development occupying the remaining sections of the town plan.

Early dwellings were erected on Crown Land with properties based on Miners Rights. The practice of living near the gold workings meant that there was always the danger to the local inhabitants of excessive dust, noise and obnoxious poisonous carried by different quartz reef mining methods such as the cyanide processes of extracting gold. The cyanide killed what little vegetation was left after widespread clearing of land by the gold mining works, resulting in very poor environmental conditions.

The deep low-lying valley of Creswick Creek, a mix of several large mines, mine tailings, commercial activities and housing was subject to flooding which exacerbated the many sanitary problems of the area. In consequence, early institutional buildings, the hospital, churches, houses and schools were located on the upper slopes of the valley. Shortly the township of Clunes spread over the entire area of Cameron's pre-emptive right and home station.

The major deep quartz mining companies attracted a stable mine workforce and supporting services. Gold production peaked in 1867-68 and declined somewhat during 1870-1876, again peaking in the late 1870s-1880s and then stopped in the early 1890s. Major investment by companies into gold mining extraction signaled a new era of large scale mining. This in turn led to consequential urban consolidation around the workings, as the work force became permanent.

The boom of the late 1860s and late 1870s was over by the mid 1880s. But for these twenty years, mining remained central to the economy of the area. During this period, a new layer of more substantial buildings and long-term land use was over laid on the digging towns, funded by the wealth from the goldfields.

The decay of earlier flimsy structures in Clunes all contributed to a remarkable rebuilding of the commercial area in Fraser Street in 1869-1870 followed by major institutional building development in the 1870s such as the town hall in 1872, courthouse, police structures, the churches, banks, mechanic institutes and free library as well as schools in 1875-1882.

View of Templeton Street as it intersects with Bailey Street in the upper distance, and Fraser Street in the mid distance with Creswick Creek in the foreground. The former south Clunes State School is to the far-right hand side of the photograph. State Library of Victoria, also curtesy of the Clunes Museum, sourced via Victorian Collection.

Background: Education

In the early years of the gold discovery in the colony education was in its infancy. It was marked by denominational differences as well as the controversy between secular and religious educational instruction. A complex organizational system meant that the two competing systems vied for a small amount of government funding.

Following separation from the New South Wales in 1851, Lieutenant Governor La Trobe set up the Denominational Schools Board. However, the Victorian National Board of Education had also been created in 1851 to continue the Sydney based National Board of Education which had previously been administered by the Port Phillip District. In contrast to religious denominations eager to establish schools, the government initially provided tents for goldfields schools followed by prefabricated iron or slab shingle roofed buildings. Local architects and builders later contributed to the schools building program with support by local community.

In 1862, the Common Board of Education was established under the Common Schools Act. Over seven hundred schools were vested in the Common Board of Education. They proceeded to control new school plans and regulations, generally in accordance with English prototypes, and included prefabricated iron school houses imported such as from Frances Moreton and Company of Liverpool and Manchester (Campbell and Proctor, 2014:42).

Existing denominational schools were referred to as ’non-vested’. Many of the local ‘non-vested’ schools combined. Aid was granted to the new schools, of which the South Clunes School (1869 later rebuilt in 1881/82) the subject of this report, was one. Other local schools included Clunes Wesleyan School, Big Swamp School, Beckworth’s Creek School, Talbot, Evansford and Mount Cameron schools among many other small private schools.

The Victorian Education Act of 1872 followed the example of the English Education Act of 1870. It introduced revolutionary approach to schooling with the creation of the Education Department. The Government assumed full responsibility for the provision of all schools and the role of local architects and designers was limited to the few new private schools.


Talbot Denominational School behind the state school, Johns, 1968 1888 State Library of Victoria

The St Paul's Anglican Church School Hall in Fraser Street before it was relocated to Bailey Street in 1869. Reproduction Victorian Collections, Clunes Museum, State Library of Victoria.

An immense building programme was implemented by the new Education Department within its Architecture Branch under its chief architect, H.R. Bastow. The largest education building program ever seen in this country began in 1872 when education was proclaimed free, secular and compulsory. Minister of Public Instruction, James Wilber-Stephen wanted Bastow to design buildings that had a strong visual presence. He wanted education to dominate the landscape; to be a symbol of Government supremacy.

The 'free, secular and compulsory' *Education Act 1872* cast primary education in a mold that would last for over 100 years. It created a department of education under a minister of the Crown, withdrew effective power from local authorities and parents, withdrew state aid from church schools, centralized recruitment, training and dispersal of teachers, separated secular from religious instruction, abolished fees and mandated attendance for children between the ages of six and fifteen years old.

The new Education Department recognized the inadequacy of the buildings currently in use and the urgent need for more and bigger urban schools. Government, on behalf of the community, took responsibility for educating all children and young people. The 1872 legislation required all children aged 6-15 years to attend school unless they had a reasonable excuse. Parents who did not send their children to school were liable for fines up to five shillings for a first offence, with the penalty increasing to 20 shillings for each repeat offence.

During the following three years almost one third of the total number of schools provided by the Education Department in the 19th century were built. Six hundred schools were built around Victoria, either remodeled from existing structures or built from new. School size increased from a maximum of three hundred to one thousand pupils, and included landmark multi-storey school buildings, and

generally included attached residences. The local legacy of this era includes the present schools of Talbot (1875), North Clunes (1875), South Clunes (1882) and the former school of Amherst (1874).

The challenging job of designing and constructing hundreds of new schools throughout the state was made significantly easier for the Department of Education by the employment of Henry Robert Bastow as Chief Architect and Surveyor. Through his vision and leadership, 615 schools were built in just five years. He achieved this by creating templates for various sized buildings and adapting each to meet the specific environmental needs of the individual schools accommodating 800 to 1000 students.

With only plans received from the London School Board to serve as a guide and estimates from the Public Works Department which were much too high, the then Minister of Public Instruction, James Wilberforce Stephen, decided to appoint his own architect, Henry Robert Bastow. Since Bastow, himself had no experience of designing school buildings, local architects were invited to submit competitive designs for schools falling into three categories — a single-storey building for 1000 students, a building for 1000 students over two floors and a school to accommodate 500 students.

Early in May 1873, and shortly after the Departmental Architect, Mr. Bastow, had been appointed, the Hon. J. W. Stephen, then Minister of' Public Instruction, decided to advertise for competitive plans for certain large town schools. The employment of the following architects, Messrs. Wharton and Vickers, Schneider, Ellerker, and Crouch were selected from this competitive process, with Messrs. Terry and Webb, architects, who assisted in adjudicating over the competition. (Parliamentary Papers 1882).

These competition designs were subsequently re-used and modified on a number of different sites. The school types that belong to these designs are generally in the Italian Renaissance style with Gothic details such as the North Clunes School built in 1875, and picturesque Gothic such as the South Clunes school. During this era class sizes were large and rooms were cavernous. It was believed that the physical environment was important to effective teaching and learning. Effective learning was believed to occur with repetition and practice, and by keeping attention on the group rather than the individual student.

In 1882 the Royal Commission into Education transferred responsibility for the design and construction of schools to the Public Works Department. Bastow became architect for the State Schools Division, and two years later, Senior Architect of the Public Works Department.

In the late 1878s a new style of school design was introduced, exemplified by the Avoca State School 1878. The design was innovative and addressed specific climate conditions faced by hot arid conditions of rural Victoria. The designs were mainly in the rural Picturesque Gothic architectural style. This period of school development across Victoria was also marked by the large number of additions to existing schools, the provision of detached residences, and the building of a number of architecturally impressive large urban schools. The latter were predominantly in the Gothic style, with polychrome brickwork, and steeply pitched slate roofs punctuated with dormer vents, finials, elaborate chimneys and a picturesque bell tower.


Avoca State school no.4, 1878: Photographs of State School Buildings. Department of Education: VPRS 1396-p0-3: Reproduced with permission of the keeper of public records, Public Records Office of Victoria.

These landmark school designs were varied under the influence of the Public Works Department architects by more eclectic designs incorporating, Picturesque Gothic, Queen Anne, Flemish and other stylistic motifs, followed by the Edwardian single room schools, Infants Pavilions, and timbered gables of the early 20th Century.

The 1884 map of Victoria showing the distribution of state schools after the first 12 years of state education, 1884: National Library of Australia


South Clunes State School rebuilt in 1881/1882 in the rural Picturesque Gothic style. View to the left side of Mr Kempson's school established in 1857. Reproduction Victorian Collection, Clunes Museum, State Library of Victoria.

The South Clunes school design is very similar to the Avoca School, without verandahs extending across the front and incorporation of the metal fleche tower. In addition, the jerkin style gablets are single rather than double. The Avoca school was designed to accommodate 1000 students while the South Clunes school between 500-700 students.

Long Gully State School No.2120, 1879: Photographs of State School Buildings. Department of Education: VPRS 1396-p0-4: Reproduced with permission of the keeper of public records, Public Records Office of Victoria

North Clunes State School No.1552, 1875: Photographs of State School Buildings. Department of Education: VPRS 1396-p0-4: Reproduced with permission of the keeper of public records, Public Records Office of Victoria
Maryborough State School no.404, in 1874: Photographs of State School Buildings. Department of Education: VPRS 1396-p0-4: Reproduced with permission of the keeper of public records, Public Records Office of Victoria

Talbot State School no.954, 1875: Photographs of State School Buildings. Department of Education: VPRS 1396-p0-4: Reproduced with permission of the keeper of public records, Public Records Office of Victoria
Daylesford State School no.1609, 1875: Photographs of State School Buildings. Department of Education: VPRS 1396-p0-4: R

In addition, 230 portable schools were supplied to sites throughout the State, and a new type of pre-fabricated school was produced and exhibited in the 1880 Royal Exhibition. In 1882 the Royal Commission into Education transferred responsibility for the design and construction of schools to the Public Works Department. Bastow became architect for the State Schools Division, and two years later, Senior Architect of the Public Works Department.

The depression of the 1890s left the teaching service demoralized. Buildings deteriorated and the curriculum stagnated until 1902 when Frank Tate was appointed Victoria's first Director of Education,

charged with implementing recommendations of the 1899 Fink Royal Commission to modernize the system.

Tate became the apostle of a child focused pedagogy, introducing kindergarten methods into the Infant Departments and broadening the primary curriculum to include the manual arts, elementary science, music, literature, history and physical education. Tate's innovations set the pattern for state education until the 1950s. Existing schools were remodeled to provide smaller teaching spaces, each of which would be presided over by an individual teacher. New schools were surrounded by larger grounds, allowing for a greater variety of children's play, and infant departments were formalized, with an infant mistress placed in charge of the first three of the nine years of primary education.

By 1904 the stepped floors designed to improve sight lines from pupil to teacher were considered dangerous, and were subsequently phased out in favour of flat floors with teacher's platforms. New Education Department Building Regulations in 1911 were the impetus for enlarging the windows of many earlier schools, and from 1899 to 1923, most schools were fitted with the distinctive conical roof ventilators still evident today. In 1912 a cheap, portable, open-air pavilion classroom was developed; initially to serve as new country and outer-suburban schools, but later enclosed with glazing or shutters they provided additional accommodation at other sites.

Figure 8: From where the Sweet Australian Peas bloomed: State School Gardens in Victoria 19012-1914 by S. Hunt, Planting the Nation, Australian Garden History Society, 2001. Jeetho School Department Annual report 1909-1910 and Coburg School Department Annual Report 1911-1912, State Library of Victoria.

Background: School Garden Schemes and Site Development

Cultivation of school gardens was an initiative of Frank Tate, Victoria's first director General of Education in 1902.

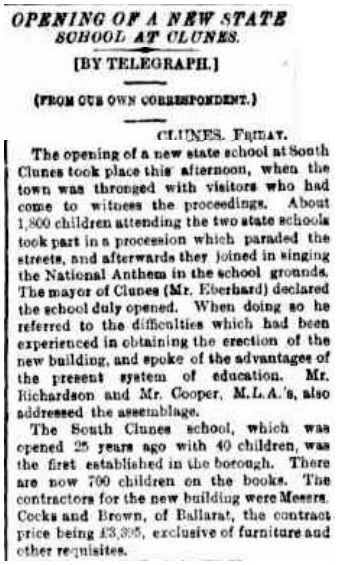
'The art of gardening in his opinion was more than the 'beautification' of school grounds: it was a tool whereby students could learn firsthand about nature, science, mathematics, geography, horticulture and botany.'[1]

The school grounds extended over an acre, located on the rise of a prominent hill. The area is located in an arid hot region of Victoria, and the original native vegetation, Ironbark open woodlands, was possibly degraded by the effects of nearby gold mining works. Early photographs show a garden area around the main buildings was fenced off from the gravel school parade yard, which was located to the side, and was likewise separated from a Monterey pine planting around the rear perimeter of the school.

Documentary evidence reveals that the school was a successful participant in the School Garden Scheme. Arbor day was also an important part of the school calendar marked by tree planting. The flower gardens were located in front of the school building, commonly each grade had a flower bed designed and planted out in the colours of the school, brown, gold and blue.[2]

[1] S. Hunt, Planting the Nation, Australian Garden History Society, 2001 p. 12
[2] Ibid p. 12

2.2 The Site and Building



OPENING OF A NEW STATE SCHOOL AT CLUNES.

[BY TELEGRAPH.]

(FROM OUR OWN CORRESPONDENT.)

CLUNES, FRIDAY.

The opening of a new state school at South Clunes took place this afternoon, when the town was thronged with visitors who had come to witness the proceedings. About 1,800 children attending the two state schools took part in a procession which paraded the streets, and afterwards they joined in singing the National Anthem in the school grounds. The mayor of Clunes (Mr. Eberhard) declared the school duly opened. When doing so he referred to the difficulties which had been experienced in obtaining the erection of the new building, and spoke of the advantages of the present system of education. Mr. Richardson and Mr. Cooper, M.L.A.'s, also addressed the assemblage.

The South Clunes school, which was opened 25 years ago with 40 children, was the first established in the borough. There are now 700 children on the books. The contractors for the new building were Messrs. Cocks and Brown, of Ballarat, the contract price being £3,395, exclusive of furniture and other requisites.

Reproduction Victorian Collections, Clunes Museum, and digitalized newspapers, State Library of Victoria.

Educational buildings until the early 1870s were largely dependent on private charity. The first school in Clunes became the Church of England School No 136, managed under a committee of the Denomination School Board. It was established by Peter Kempson, also a very activity member of St Paul's Anglican Church. He opened a school in an abandoned restaurant sited on Camp Hill. The school was owned by the Church of England although the building was purchased by subscription with a large donation from the manager of the Port Phillip Gold Mining Company, Mr R. H Bland.

South Clunes School, Reproduction Victorian Collections, Clunes Museum, State Library of Victoria

Note the very tall elaborate Gothic styles metal finials on each gable, the jerkin bracketed gablets and upper clerestory rows of windows and exemplary polychrome brick walls.


South Clunes School, Reproduction Victorian Collections, Clunes Museum, State Library of Victoria

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South Clunes School, Reproduction Victorian Collections, Clunes Museum, State Library of Victoria.

By 1900 and after the recessions of the 1890s some quite large centers of population supporting schools of consequence had declined and were recycled for other uses.


Photographs of textile mills in Victoria, Castlemaine on the right. Reproduction Victorian Collections, State Library of Victoria.


Reproduction Victorian Collections, State Library of Victoria.

2.3 The Users and Function

The building is now used to house the Clunes Bottle Museum as well as accommodate the Clunes Neighbourhood House organization.

The Lee Medlyn Bequest Collection, which forms the majority of the Clunes Bottle Museum was donated to the Museum in 1994. George Lee Medlyn (1921-1994) was a local sheep farmer and wool classer and collector of rare colonial bottles. During 1985 he deposited his collection in the former Clunes Knitting Mill building and on his death in 1994 bequeathed the collection to the Shire of Talbot and Clunes.

The work of volunteers under Committee of Management to display and manage the bottle collection has become a focus for community activity for over 25 years. In the December of 2006/2007 the Hepburn Shire Council engaged Anthony Bagshaw, archaeology consultant, to compile a catalogue of the Lee Medlyn Bequest Collection, as well as make an assessment of the significance of the collection. The report found that the entire collection of 7,810 bottles within the Clunes Bottle Museum is of great historical significance to Australia and especially to Clunes and the surrounding area.

The recommendations include management of the collection, conservation, preservation, display, housing and exhibition. The collection illustrates the beginnings of the soda water industry in Australia and the United Kingdom. There are bottles from all periods from the late 1700's in the collection, which can illustrate all technological developments in glass bottles in Australia and around the world. Unlike other collections of this type the Clunes Collection has a representation of nearly every type of bottle found in Australia from the 1840's onwards ranging from chemist to ink bottles and everything in between.

The majority of items are from the George Lee Medlyn collection but sub-collection themes have been developed and include the local Eberhard Soft Drink Factory manufacturing equipment, local dairy bottles as well as examples of the very large knitting machines that were used in the building when it was operated by the Interlocking Textile Company. The Bottle Museum exhibition takes up about seventy five percent of the building area.

PHYSICAL SURVEY

_JUL9449.jpg

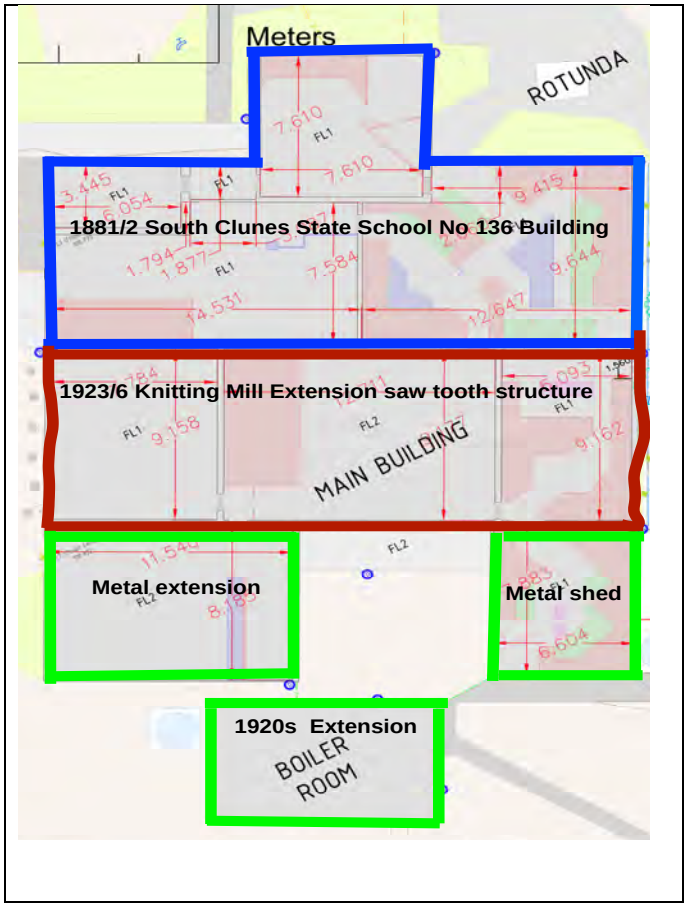
West side entrance to the school

3.1 The Site and Curtilage

The school is a landmark in the area, set on along the top of Camp Hill, adjacent the St Paul's Anglican Church complex and scattered residential development.

Front entrance facing Bailey Street, Clunes.

The roof is elaborately designed with jerkin head, half hip form gables, dormers and tall decorative chimneys. The original roof ventilation system and vents were removed when the original slate roof tiles were replaced.



1881/1882 original school building

1923/1926 extension to incorporate the Clunes Knitting mill

1920s metal structure additions

Boiler House

The South Clunes School was constructed in 1881-1882, to the design by Henry Robert Bastow on the hill overlooking Creswick Creek and the South Clunes mine. Bastow was at the time the architect to the State Schools Division of the Public Works Department. Stylistically the building is derivative of Victorian Rustic Gothic, using free interpretation of medieval motifs which was characteristic of Bastow's style.

It belongs to a series of mainly rural schools, where the use of the verandah is a major element in the design. The verandah is well integrated with the design, extending all around the building, except for on the east double storey side. Here the lower windows are shaded deep bracketed window hoods. The building is constructed in polychrome red, brown and blond brick with blue stone foundations and is constructed in a simple rectangular plan form with projecting front room.

The roof construction is of timber trusses of various forms. The original slate roof has been replaced with new slate tiles, while the front section of the roof has been replaced with green colourbond which has now changed to a dull yellow olive colour. The complex and varied steep roof forms are highlighted by finials, strutted gables ends and hoods, jerkin gable ends, and high dormer windows. The roof vents have been removed.

The whole affect is crowned by a tall hexagonal fleche located in the center of the main projecting gable ridge. To either side, the roofs extends over a deep verandah. The verandah posts have bracketed capitals. The verandahs to the east wing were removed during the 1950s for extension to the knitting mill.

The polychrome brickwork is confined to dark and light string courses and fretwork pattern on the upper section of the main exterior walls.

The narrow windows in the main wall areas are grouped in twos and threes with narrow six on six panel sashes below cement rendered label moulds. The tent like roof, deep verandahs, banks of high windows and roof ventilators gives the school a distinctive architectural form.

A very unusual feature of the South Clunes School is the eye-catching projecting front window with its Gothic arches and two storey height surmounted by triple windowed bracketed jerkin style gable and copper metal fleche. Instead of an upper room, the space has a cathedral style dramatic timber lined ceiling, currently blocked by a low suspended false ceiling.

The school building is important for its architectural style and layout design. Major contributory elements are the roof form and design, chimneys, verandahs, polychrome brickwork, windows and doors and internal joinery details.




In 1923 a large rectangular saw tooth industrial extension was added across the rear of the school building. The addition most likely resulted in the removal of rear verandahs and windows. The addition is industrial in design and construction with single leaf brick walls set between a series of externally expressed brick piers supporting a angles metal truss saw tooth roof. A series of upper level bank of windows were incorporated between the piers providing natural daylight to the interior.

Several metal sheds were constructed abutting the factory with a detached metal structure to house the large boilers. The images above show the juxtaposition of the metal buildings and boiler room, the mid 20th century brick toilets and recently restored small rectangle simple ridge roomed lunch room.

The historic buildings are set well back on the site, resulting in minimal distance between the rear wall and boundary fence with the neighbouring residential properties. The early boundary plants have been removed in sections due to senescence of the pine trees.

The Interior Spaces

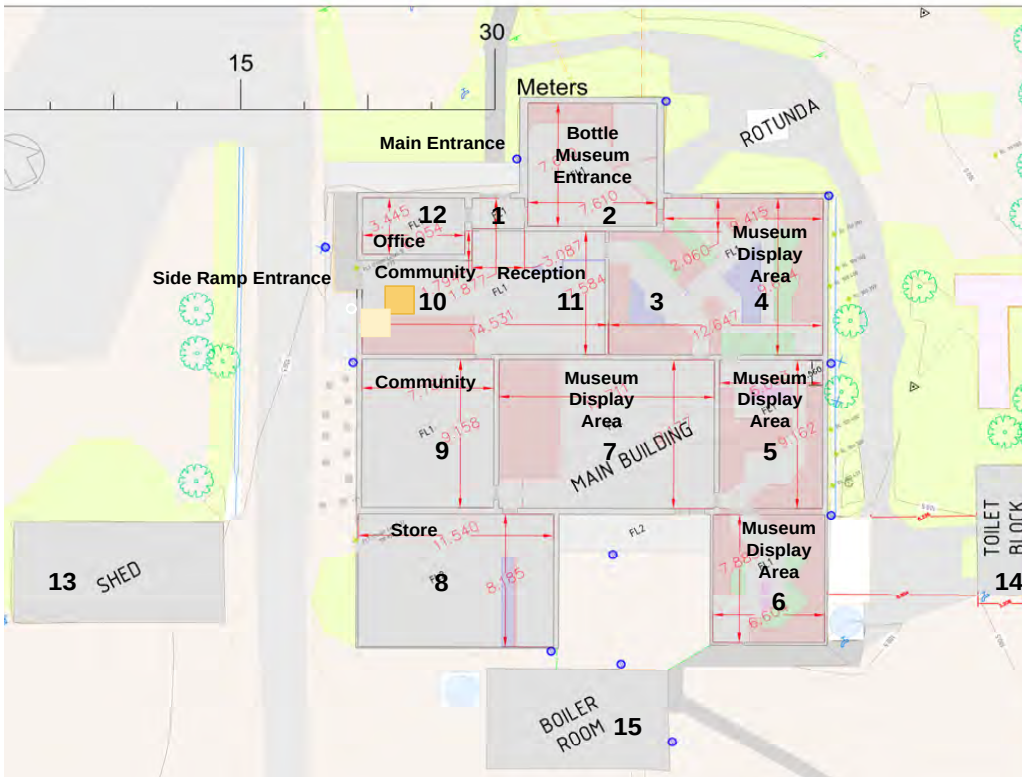
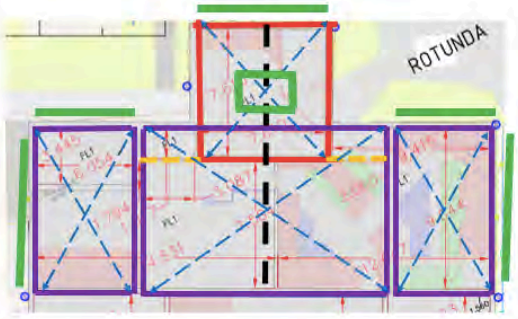


Diagram prepared by Hepburn Shire

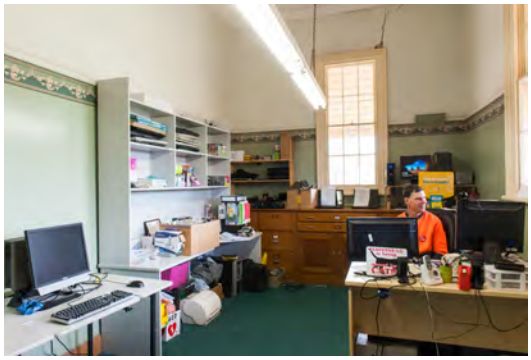
Room 1: Front Entrance to the Clunes Bottle Museum



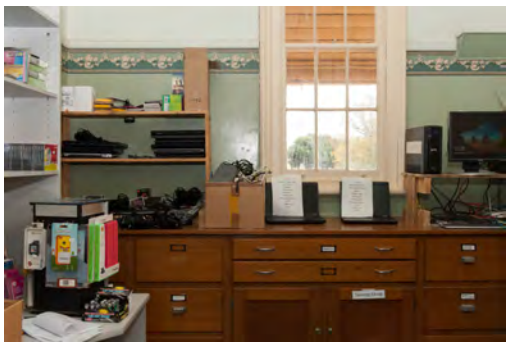
Geometric diagram showing the roof design
Each purple rectangle represents a coved ceiling.
The central purple rectangle is one large room, divided in two.
Green lines represent roof jerkin or gable ends
Red rectangle represents the projecting front gable room
Orange dotted line represents the two front entrances.
Along the centre black dotted line rests the fleche tower.

The entrance to the school building is small narrow and the original ceiling, which is still intact, is part of the roof structure of the class room behind. The west front entrance is duplicated by the entrance to the east. The roof design is complex but apart from the missing roof vents, is intact to its original configuration. The large class room located behind the central projecting gable room receives natural day light from the glazed entrance doors, high roof lights and banks of clerestory windows on the south wall, and also from the row of windows on the west and east exterior walls. The main building consisting of four large spaces is designed like a massive tent.

It is unclear whether there were ever internal corridors extending from the from the two front entrances to the rear. It is highly probable that there were windows on the exterior south walls.



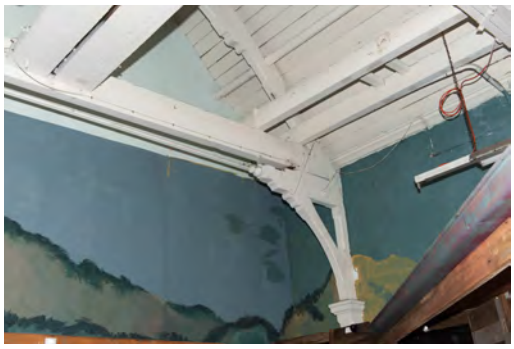
Room 12: West Front Office.



Room 2: Central Projecting Gable Room, Bottle Museum Entrance, Office, Kitchenette.

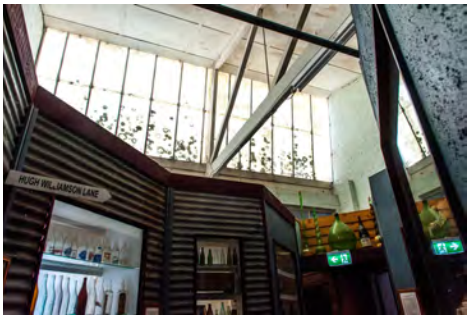
The Bottle Museum entrance office and kitchenette are accommodated within the most elegant space of the building. The room has been especially designed with rows of windows on three sides to allow cross ventilation and massive cathedral style ceiling. The south wall has a fire place and massive brick flue. The paraphernalia of the museum and kitchenette obscures the architectural space.

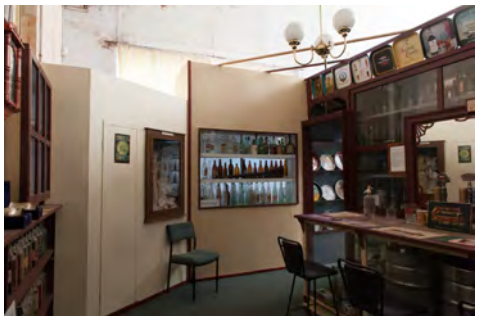
East Front Entrance, Room 3 and Room 4: Bottle Museum Exhibition Display



The two former classrooms were converted into the knitting mill machinery room with the installation of two massive knitting machine fixed to the floor in the centre of the space. The museum exhibitions obscure the architectural space and prevents adequate cross flow of ventilation and ambient natural light from illuminating the displays. The strong colours used on the walls and wall hugging diorama with the bright coloured partially painted timber floors further disorients visitors.

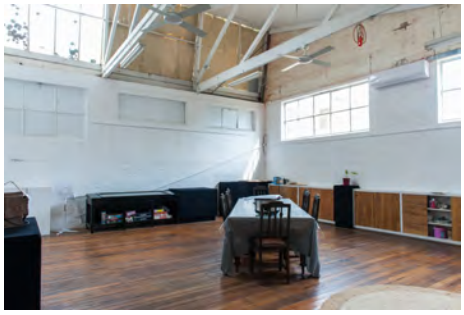
Room 5, Room 6 and Room 7: Bottle Museum Exhibition Display





Room 10 and Room 12: Neighbourhood House Reception

Room 9 : Neighbourhood House Work Space



Room 8 : Exterior Shed

3.3 Condition and Integrity

Integrity

The former South Clunes School has a high degree of integrity this includes the following:-

- The exterior original roof form and design, all external and internal original windows and doors and other timber joinery. The roof slates were replaced at which time the roof vents were removed. The polychrome walls are in good condition and the verandah and timber posts are also intact and in good condition.

- Internally, the major room spaces, timber ceilings and joinery details are insitu. Although, the original four room interior classroom layout appear to have been re-modeled during the 20th century resulting from the new rear factory addition in the 1920s.

- The circa 1882s front projecting gable room apart from later accretions has a high degree of integrity.

- The visual setting of the school and adjacent sheds are intact. All the modern buildings and former school outbuildings are sited to the rear of the heritage listed buildings and are visible from the front road.

- The landscape design and early historic framework of the school layout is intact. However, the majority of the garden beddings, tree planting, post and rail fencing and other land landscape details have been lost.

Condition

The different categories of decay are commonly investigated according to a pattern of development. In this section, the different natural agents of deterioration and the impact of human actions are examined with regard to how these impacts detrimentally on the integrity and significant values of the building.

An important characteristic of the cultural heritage significance of early Australian government school buildings is the complex roof designs and integrated ventilation systems. Roofs were tent-like, massive, beautifully detailed, heavy and operated like a mechanical ventilation system. The integrity of the roof structure depended on adequate support from massive masonry walls, the interaction of the complex roof timber members, the vents and location of windows and doors.

The very high window sill levels in the school building were designed to accommodate the steeply raked floors of the class rooms, associated with 19th century teaching methods. The classrooms were voluminous, with exceedingly high ceilings. The interior spaces are mainly top lit by high tall windows, clerestory lighting as well as roof lighting in the very high but beautiful angled timber ceilings. It is here that the ventilation system excels. It was designed as a hybrid ventilation system that was based on changes in ambient air pressure through mechanical, natural and stack (brick flue) ventilation as well as slotted vents in the walls and subfloor area. These measures controlled temperature, humidity, pressure and comfort levels. The outdoor temperature and wind conditions afforded by the elevated location, were utilized to create a good indoor climate.

The extensive roof ventilation system by which the interior air was regularly circulated cooled and refreshed via external roof vents were partially removed in the 1950-90s. Removal of interior masonry walls in the mid 20th century left inadequate support for the re-roofed section. The original slate tiles were partially replaced by new tiles which placed additional dead load on the walls beneath. The ventilation system no longer functions well.

In addition, different types of tenant use over the past hundred years have resulted in severe hygroscopic moisture or condensation deterioration. This means that the moisture or condensation levels of the interior are too high for the building fabric.

Historic brickwork, mortar and plaster is inherently composed of impure salts that attract moisture. The water attracting crystals can migrate through capillary action away from the source causing extensive damage. Evidence of hygroscopic condensation in internal plaster and brick walls is progressive in some areas. Without remedial action, more serious structural failure is likely to follow.

Human Agents of Deterioration

Over the past hundred years the co-lateral damage to the building caused by human agents includes among other things:- the former use of heavy equipment, vibration of machinery, inadequate roof plumbing, removal of essential roof design features; additional dead load of new roofing sections on a masonry structure where structural walls have been removed beneath; damage caused by excessive dead load of textile mill machinery on the tongue and groove timber flooring and subfloor structure; poor design of junctions between the 19th century building and the single brick metal saw roof 1920s factory annex; removal of verandahs; inadequate control of internal humidity, resultant condensation and mould damaged surfaces; hygroscopic condensation; and excessive lateral thrust on the historic building rear wall by the factory annex.

Weaknesses in the original design

The 1882 school building was specifically designed to respond to contemporary teaching methods, sanitation standards of the day, and use by hundreds of children in a hot arid climate. These special design features can be seen in the roof and verandah design, the massive walls and ventilation system throughout. Ventilation in the building is a fundamental function. The original ventilation system is not only a technical function but also an expression of the building's authenticity and character worthy of protection. It is also fundamental to the preservation of the building.

COMPARATIVE ANALYSIS

_JUL9449.jpg

West elevation of the former South Clunes School

Comparative Assessment taken from the *Historic Government Schools In Victoria. An Assessment Of Seven Schools Currently Included On The Government Buildings Register For Transfer To The Historic Buildings Register* for the Historic Buildings Council February 1993

The physical expression of the history of education in Victoria encompasses a wide range of school buildings. These range from the first timber school house built in William Street in 1837, the tent schools and late timber portable schools of the goldfields in the 1850s. Extending through to the architectural masterpieces of the late nineteenth century and the industrialized approach of the immediate post WW2 years, to today's approach of core school plus portables. The (above) study looked at three different types of criteria for comparing different Victorian schools.

Comparative Assessment Criteria: Cultural Significance

Ten major categories of school types were identified in the study, within which similar schools were comparatively assessed in terms of integrity, demonstration of sequences of use, architectural development, historical associations etc., as related to the Historic Buildings Council criteria. The most applicable of these criteria are:

* demonstrates creative accomplishment in the history of architecture or building in Victoria
* a representative or extraordinary example of a building type * an essentially intact example of a building type * a rare example of a building type
* demonstrates new and innovative solutions to user requirements
* demonstrates a changing sequence of architectural styles. occupancy, function or sequence of usages over time
* a representative or extraordinary example of an architectural style or an architect's work.

Other criteria such as "demonstrates typical craftsmanship in building construction", and "demonstrates a representative application of particular materials" are generally applicable to most schools. Similarly, it can be argued that most schools are highly valued by Victorians for educational associations, at least

by their past pupils. Many schools have associations with important figures who were past pupils or teachers, however they cannot often be shown to clearly demonstrate that association.

Comparative Assessment Criteria: Changes in Educational Provision of Classrooms.

The evolution of school designs and layout generally followed changes in the approach to the provision of education in Victoria. These changes include:

- the initial private setting up of National and Denominational Schools;
- the establishment of Common Schools by the Government;
- the early Education Department Schools based on designs achieved through a local competition, in response to new standards and requirements;

    1. the portable schools;
    2. the standard single and multi-room schools;
    3. the larger urban schools in various elaborate architectural styles;
    4. the eventual recognition of and response to climatic demands, demonstrated by the verandah type;
    5. the later architectural styles, conforming to general changes in architectural style through Edwardian and neo-Georgian, to new methods of construction and functional architectural expression.

Comparative Assessment Criteria: Chronological Development of Education in Victoria.

For the purposes of this analysis it is useful to relate the built form to the chronological development of the provision of education in Victoria, in terms of what was provided, who provided it, and in accordance with what policy.

With the passing of the Education Act in 1872, the Government became responsible for the provision of all schools. The new Education Department set up its own Architecture Branch under H.R. Bastow. During the following three years almost one third of the total number of schools provided by the Education Department in the 19th century was built. School size increased from a maximum of three hundred to one thousand pupils, and to more than one storey. They generally included attached residences.

The Chief Architect Bastow was assisted in his task by the provision of a number of designs through a competition for local architects. A particularly significant design was developed in response to the climate of north-west Victoria, incorporating deep verandahs and hooded high-level windows. The following years were marked by the large number of additions to existing schools, the provision of detached residences, and the building of a number of architecturally impressive large urban schools. The latter were predominantly in the Gothic style, with polychrome brickwork, and steeply pitched slate roofs punctuated with dormer vents, finials, elaborate chimneys and a picturesque bell tower. These were varied under the influence of the Public Works Department architects by more eclectic designs

incorporating Queen Anne, Flemish and other stylistic motifs, followed by the Edwardian single room schools, Infants Pavilions, and timbered gables of the early 20th Century.

By 1904 the stepped floors designed to improve sightlines from pupil to teacher were considered dangerous, and were subsequently phased out in favour of flat floors with teacher's platforms. New Education Department Building Regulations in 1911 were the impetus for enlarging the windows of many earlier schools, and from 1899 to 1923, most schools were fitted with the distinctive conical roof ventilators still evident today.

Category 6 the Verandah Type or Horsham-Avoca type designed by H.R. Bastow.

South Clunes School No 136 is identified with **Category 6**, schools designed in recognition of and response to climatic demands, demonstrated by the verandah type; designed by Architecture Branch under H.R. Bastow of the Education Department.

The school can be compared with Geelong South, which used the same design but has been greatly altered, and is not on the Government Buildings Register. The other three significant schools in this category are at Avoca, California Gully, Long Gully School, Eaglehawk No 210, and Mortlake No 397. While similar in concept and response to climate, these are different in detail and plan form.

Long Gully Primary School
California Gully primary school No 123

Wandiligong primary school
Castlemaine Primary School No 2051

ASSESSMENT OF SIGNIFICANCE

5.1 Assessment Criteria and Methodology

The significance of the South Clunes School has been assessed against the criteria used by the Australian Heritage Commission and that used by Victorian Heritage Council.

Assessment Against Criteria

- **HV A** The historical importance, association with or relationship to Victoria's history of the place or object.
- **AHC A3** Importance in exhibiting unusual richness or diversity of cultural landscapes or features.
- **AHC A4** Importance for association with events, developments or cultural phases, which have had a significant role in the human occupation and evolution of Victoria.

  i.e. For its association with the mining booms of the nineteenth century which shaped the economic development of Clunes and Victoria.
- **AHC HI** Importance for close associations with individuals whose activities have been significant within the history of Victoria.

  i.e. For the association with prominent Victorian architect, Henry R Bastow
- **HV B** The importance of a place or object in demonstrating rarity or uniqueness.
- **AHC B2** Importance in demonstrating a distinctive way of life, custom, process, land use, function or design no longer practiced, in danger of being lost, or of exceptional interest.
- **HV D** The importance of a place or object in exhibiting the principal characteristics or the representative nature of a place or object as a part of a class or type of places or objects.

  i.e. Representative of a rare class of building,

  i.e. Demonstrative of the early methods of climatic control in school buildings.
- **HV E** The importance of the place or object in exhibiting good design or aesthetic characteristics and/or in exhibiting a richness, diversity or unusual integration of features.
- **AHC EI** Importance for a community for aesthetic characteristics held in high esteem or otherwise valued by the community.

- **AHC FI** Importance for its technical, creative, design or artistic excellence, innovation or achievement.

  i.e. A fine example of Victorian Gothic architecture.

- **HV G** The importance of the place of object in demonstrating social or cultural associations.

- **AHC GI** Importance as a place highly valued by a community for reasons of religious, spiritual, symbolic, cultural, education, educational, or social associations.

  i.e. As an important gathering place for education from Clunes' earliest days.

5.2 Statement of Significance

What is significant?
The South Clunes School No 136 designed by the Education Department architect, Henry R. Bastow, was constructed in 1881-1882 and built by Crawford Brothers, Sandhurst, for a sum of 2,745 pounds. It was built on the former Church of England Reserve (2 acres) in Bailey Street, which was sold to the Department of Education. The former Common School No 136, established in 1867, was demolished to make way for the new school. In the 1892 was amalgamated with the North Clunes School No 1552, to become the infant school, an arrangement which lasted from 1892-1922. During 1923, the school was purchased by the Clunes Knitting Mill and an extension was added. In 1984 the textile mill closed and the place was used by local sheep farmer George Lee Medlyn to house his historic bottle collection. In 1994 the former school was renovated as the Clunes Bottle Museum under a committee of management with Hepburn Shire. Stylistically, the building is derivative of Victorian Rustic Gothic, using free interpretation of medieval motifs which was characteristic of Bastow's style. It belongs to a series of mainly rural schools, where the use of the verandah is a major element in the design (classified as Category 6: Horsham-Avoca Type). The verandah once extends around the building, except for the front central projecting gable room. The building is constructed in polychrome red, brown and blond brick with blue stone foundations and is constructed in a simple rectangular plan form.

How is it significant?
The former South Clunes School No 136 is of historical, aesthetic and social cultural heritage significance to the Hepburn Shire.

Why is it significant?
The former South Clunes School, constructed in 18881-1882, is significant as a good representative example of the work of Henry R. Bastow, architect to the State Schools Division of the Public Works Department of Victoria, in the 1870s and 1880s.

The former South Clunes School is important in its ability to demonstrate a new solution to user requirements and response to climatic conditions, and also as an essentially intact example of this building type.

The South Clunes School is important in its ability to demonstrate creative accomplishment in the history of architecture in Victoria. It is a fine example of institutional Victorian Gothic architecture in rural Australia. The former South Clunes School is significant as an example of high quality craftsmanship in building construction and use of materials.

The former South Clunes School has social and cultural significance as an important gathering place for education from Bendigo's earliest days. The former South Clunes School and associated timber classroom are historically significant for their association with the mining booms of the nineteenth century, which shaped the economic development of Bendigo and Victoria.

CONSERVATION & MANAGEMENT

6.1 Statement of Approach

The following conservation policy applies to the whole school site, namely the area included within the extent of the Heritage Overlay listing inclusive of the rectangular grass area on the south of the building complex.

The conservation policy has been developed with regard to the cultural significance of South Clunes School. It includes both general and specific policies applying to the buildings, significant spaces and elements, and the site as a whole. The intention of the policy is to provide direction and guidelines for the future use, conservation and adaptation of the place and its components, and of the site as a collective entity.

The conservation policy has been prepared having regard for the need to:-

- ➢ Retain or reveal significance
- ➢ Accommodate compatible future uses
- ➢ Guide the approach to adaptation and expansion

With regard to the assessed significance of the place the policies are framed to:

- ➢ Retain and conserve all significant fabric as identified in the conservation management plan as relating to its original construction in 1881-1882 for the main School.

- ➢ Retain those built features and characteristics which distinguish the building as a Picturesque/Rustic Gothic style associated with Henry R. Bastow and the Victorian Education Department.

- ➢ Maintain the relationship between the school buildings, its environs and streetscape, particularly with regard to its prominent landmark position overlooking Bailey Street and Creswick Creek.

- ➢ Retain and conserve the fine aesthetic qualities of the building.

- ➢ Retain, reveal and conserve the significant spatial qualities and relationship between the former school garden, fencing and tree planting.

6.2 Conservation Policies

The following general and specific policies apply to the whole of the former South Clunes School complex. Recommended actions are set out in conjunction with relevant Burra Charter principle articles. It is intended to provide an overall framework within which the future management of the place can be structured, a conservation strategy plan developed and future schedules of work and specifications undertaken. The foundational principle of all conservation philosophy is that minimum effective intervention is best.

In conjunction with other conservation measures, it is recommended that the most effective preventative measure is to encourage changes in human behaviour with regard use that would result in a decrease in the deterioration of the fabric. Fundamental to the long-term conservation and preservation of the building is the adoption of the statement of cultural significance as the basis for future management, development, use and interpretation.

General Conservation Policies.

- All future conservation, maintenance and adaptation works which affect elements of significance should be carried out having regard for the principles of the Australia ICOMOS (Burra Charter) 2012, and have regard to the long-term preservation of the building.
- The statement of cultural heritage significance is accepted as the basis for future planning.
- The Burra Charter principles and recommended conservation policies shall be explained to all those who may be involved in the place. There should be general agreement with the recommended conservation polices and alternate options prior to carrying out works.
- Those elements identified as being of primary significance should be conserved in accordance with the conservation policy identified in this study.

6.3 Levels of Significance **Conservation Policies.**

Three levels of significance have been assigned to the various components of the School complex: primary, contributory, little or no significance.

Elements of Primary Significance

Those elements that contribute to the fundamental way of understanding the cultural significance of the buildings and site. They are also predominately intact in building form and fabric. They are fundamental to an understanding of the history, functions and operations of the place. These include:

The entire 1882 external fabric, including the verandahs and roofscape. All elevations and verandah of the school building. The interior 1882 fabric to the extent of the original form and materials, but excluding all later alterations and additions. The original timber joinery, doors and windows, ceilings and floors. The remnant front garden and boundary tree planting to the south and open space in front of the school building.

Elements of Contributory Significance

Those elements that are of secondary or supportive nature. They retain their original form but are incomplete examples. These include:

Remaining early to mid 20thcentury Clunes Knitting mill rear extension in the main school building.

Elements of Little or No Significance

Those elements that are not associated with the significant development of the school. These include:

All later additions and structures, false ceilings, modern services and installations, museum installations and diorama, and new building development since the closure of the knitting mill as well as out buildings and sheds.

All the walkways and ramps, external toilets and at the rear of the main school building.

Conservation Policy (Articles2-4 of the Burra Charter)

Article 2. Conservation and management
2.1 Places of cultural significance should be conserved.
2.2 The aim of conservation is to retain the cultural significance of a place.
2.3 Conservation is an integral part of good management of places of cultural significance.
2.4 Places of cultural significance should be safeguarded and not put at risk or left in a vulnerable state.

Article 3. Cautious approach
3.1 Conservation is based on a respect for the existing fabric, use, associations and meanings. It requires a cautious approach of changing as much as necessary but as little as possible.
3.2 Changes to a place should not distort the physical or other evidence it provides, nor be based on conjecture.

Article 4. Knowledge, skills and techniques
4.1 Conservation should make use of all the knowledge, skills and disciplines which can contribute to the study and care of the place.

6.4 The Building Fabric Conservation Policies

- Any additions and alterations to the buildings, re-instatement of lost elements, including interpretive works to elements of cultural heritage significance shall be subject to consultation with a heritage practitioner. This recommendation is made to ensure that all people concerned are clearly informed and understand what the potential unintended long-term consequence of an action may be to the preservation of the building.
- All future repairs and maintenance to the building, its structure, exterior and interior facades and spaces, should be carried out within the principles established in the Burra Charter and in a manner consistent with the assessed significance of the individual elements. Where existing fabric needs to be renewed or replaced they should match the original in design, weight, texture, profile, materials and construction.
- The exterior of the building and interior timber ceilings, are all considerably intact. The overriding conservation approach should be to retain and conserve the original fabric of the exterior and the view of the buildings from the street.
- The roof and all missing roof elements should be re-instated and retained. Where existing fabric needs to be renewed or replaced, it should match the original in design, weight, texture, colour, materials and construction. Roof slate may be replaced with heritage style corrugated metal sheeting so long as all accoutrements are retained and replaced i.e. ridge capping, finials and vents which were originally metal.
- The roof and building ventilation system should be renovated in conjunction with an appropriate heating system which has regard to the long-term effects on the preservation of significant fabric.
- The major interior spaces and elements are intact to 1904. The major subdivisions of the interior spaces, including the ceilings and original configuration of the rooms should be retained.
- The original voluminous spaces of the interior rooms should be reinstated. The timber coved ceiling should be renovated and conserved. Modern metal framed glazed partition walls and new doorways are permitted but should be sympathetic to the original design.

- Although the floor coverings and in some places the suspended ceiling are not original, there are generally timber floors and ceilings throughout. These should be retained and conserved where possible. Where original timber joinery is present, these should be retained and conserved. Painted timber floors should be restored to original surfaces.
- Adaptation of the building should be carried out within the conservation guidelines. Adaptation of the buildings to new and existing uses should only occur if this results in no diminution in the significance of the building and site. Intervention in the 1926 factory facade is permitted if sympathetic to the visual appearance of the annex. Large sections of metal glazed windows and doors are permitted in the exterior walls. Suspended ceilings and new non-load bearing internal partitions are permitted.
- Interpretation of the building and museum exhibits as well as future use of the place should have regard for those factors which have been identified in the statement of significance as contributing to its significance and should not detract from the identified cultural significance of the place.
- The function of the building and changes of uses should be compatible with the cultural heritage values of the building and its preservation, and should not result in detrimental impacts to the fabric or structure of the place.
- Removal of exhibit displays that cover outer walls of the former school rooms should be removed and re-designed as central display units, bench style with glazed top surfaces to allow universal access as well as to best principles of conservation.
- Newly installed services or updating of existing services should be designed to have minimum visual impact on the significant fabric. Services may be chafed into walls.
- Non-original alterations, obsolete services, fixtures and/or finishes should be either removed and the original building detail/finish restored, or altered to an extent that it no longer detracts from the heritage value of the asset.
- External conditions that are contributing to the deterioration of fabric such as high ground levels, plantings in front of the building and poor drainage should be rectified.
- Original plans of the building are held in the Department of Education archives, these plans should guide future re-statement of verandahs that were removed from the school during the 20th century.
- All future repairs and maintenance to the buildings should be carried out within the principles established in the Burra Charter and in a manner consistent with the assessed significance of the individual elements. Where existing fabric needs to be renewed, replacement should match the original in design and materials and construction.

Conservation Policy (Article 6 of the Burra Charter)

Article 6. Burra Charter Process
6.1 The cultural significance of a place and other issues affecting its future are best understood by a sequence of collecting and analysing information before making decisions. Understanding cultural significance comes first, then development of policy and finally management of the place in accordance with the policy. This is the Burra Charter Process.
6.2 Policy for managing a place must be based on an understanding of its cultural significance.
6.3 Policy development should also include consideration of other factors affecting the future of a place such as the owner's needs, resources, external constraints and its physical condition.
6.4 In developing an effective policy, different ways to retain cultural significance and address other factors may need to be explored.

6.5 The Setting Conservation Policies

- The historical setting of the complex should be maintained. New works should not compromise the open space in the forefront of the buildings nor the views of the buildings from the streets.
- New planting should reinforce the original school landscape and garden setting.

- Significant trees should be maintained and replaced around the boundary of the site.
- Timber paling fencing should be reinstated in front of the building. The planting in around the main building should not obscure the building façade.
- Major landscape designs and development works should be subject to consultation with a suitably qualified landscape designer.
- Parking bays should be minimized and clearly defined parking spaces in front of the main school building is discouraged. The finished surface should be crushed gravel or asphalt. Maximum amount of soft landscaping is encouraged to ensure proper site drainage and water reticulation for landscaping, which should be included in the Master Plan. Additional parking should be permitted in the adjoining side areas.

Conservation Policy (Article 8 of the Burra Charter)

Article 8. Setting
Conservation requires the retention of an appropriate setting. This includes retention of the visual and sensory setting, as well as the retention of spiritual and other cultural relationships that contribute to the cultural significance of the place.

6.6 Client Requirements: Adaptation & Use Conservation Policies

Many heritage buildings all over the world are facing conservation management issues concerning energy efficiency, running costs and thermal comfort. Preserving cultural heritage and valuable environments for tenants requires a great deal of experience and knowledge.

> We draw on the 'heritage as a spatial vector' approach, which positions heritage in relation to its physical and social context. It is recognized that actors may attach different meanings, values and interests to heritage, therefore the ways in which heritage is preserved and enhanced can vary. However, these different views can also lead to tensions in conservation. Furthermore, utility values such as user experience, usability, thermal comfort and energy efficiency play a role in people's valuations.

This often means that while capital investment in heritage buildings is required it may become dependent on the suitability of indoor comfort conditions. If the historic building envelope has not been designed to handle the newly imposed temperature and vapour pressure gradients, mould growth and hygroscopic condensation conditions may occur, putting at risk the survival of the heritage building.

Appropriate moisture and temperature control is a prerequisite for energy efficient and damage free design of restoration and rehabilitation measures for existing heritage buildings.

- Use of the buildings should only occur if this results in no diminution in the significance of the building and site or acceleration in the deterioration of the fabric.
- For example, assistance should be provided to the Clunes Bottle Museum to encourage adoption of best practice principles of conservation. It is essential that the building can dry out naturally, provide cross ventilation and change of fresh air and air pressure. This will prevent mold growth, dry and wet rot, hygroscopic condensation deterioration of the plaster, brick walls, timber members. A simple re-design of the museum display and changes in surface finishes in the former school building and in the reception room will make a dramatic difference to the survival of the building. The re-design is compatible with recommendations made in 2007 in the Significance Assessment Report prepared by archaeologist.
- The front projecting gable room should be restored and the kitchenette removed.
- A conservation strategy plan should be prepared to guide ongoing guidance for the different options for adaptation and interpretation of the building.

- The further development of the site be located so as to give the significant buildings continued prominence as landmark items in the streetscape. Any new works should be physically and visually separated from the existing significant buildings.
- The building should be made safe for the comfort, health and safety of users with universal access.

Conservation Policy (Article 11, 12, 14 of the Burra Charter)

Article 11. Related places and objects
The contribution which related places and related objects make to the cultural significance of the place should be retained.

Article 12. Participation
Conservation, interpretation and management of a place should provide for the participation of people for whom the place has significant associations and meanings, or who have social, spiritual or other cultural responsibilities for the place.

Article 14. Conservation processes
Conservation may, according to circumstance, include the processes of: retention or reintroduction of a use; retention of associations and meanings; maintenance, preservation, restoration, reconstruction, adaptation and interpretation; and will commonly include a combination of more than one of these. Conservation may also include retention of the contribution that related places and related objects make to the cultural significance of a place.

Article 16. Maintenance
Maintenance is fundamental to conservation. Maintenance should be undertaken where fabric is of cultural significance and its maintenance is necessary to retain that cultural significance.

Article 17. Preservation
Preservation is appropriate where the existing fabric or its condition constitutes evidence of cultural significance, or where insufficient evidence is available to allow other conservation processes to be carried out.

Article 18. Restoration and reconstruction
Restoration and reconstruction should reveal culturally significant aspects of the place.

Article 19. Restoration
Restoration is appropriate only if there is sufficient evidence of an earlier state of the fabric.

Article 20. Reconstruction
20.1 Reconstruction is appropriate only where a place is incomplete through damage or alteration, and only where there is sufficient evidence to reproduce an earlier state of the fabric. In some cases, reconstruction may also be appropriate as part of a use or practice that retains the cultural significance of the place.
20.2 Reconstruction should be identifiable on close inspection or through additional interpretation.

Article 21. Adaptation
21.1 Adaptation is acceptable only where the adaptation has minimal impact on the cultural significance of the place.
Article 25. Interpretation
The cultural significance of many places is not readily apparent, and should be explained by interpretation. Interpretation should enhance understanding and engagement, and be culturally appropriate.

6.7 Adoption & Implementation Conservation Policies

The Conservation Management Plan should be reviewed at regular intervals and a statement of development intent (conservation design philosophy for future development) should be outlined for the complex.
The Hepburn Shire in partnership with the users should have the responsibility for the implementation of the conservation plan.

Article 26. Applying the Burra Charter Process
26.1 Work on a place should be preceded by studies to understand the place which should include analysis of physical, documentary, oral and other evidence, drawing on appropriate knowledge, skills and disciplines.

Article 29. Responsibility
The organisations and individuals responsible for management and decisions should be named and specific responsibility taken for each decision.

Article 30. Direction, supervision and implementation
Competent direction and supervision should be maintained at all stages, and any changes should be implemented by people with appropriate knowledge and skills.

Article 31. Keeping a log
New evidence may come to light while implementing policy or a plan for a place. Other factors may arise and require new decisions. A log of new evidence and additional decisions should be kept.

Article 32. Records
32.1 The records associated with the conservation of a place should be placed in a permanent archive and made publicly available, subject to requirements of security and privacy, and where this is culturally appropriate.

Article 33. Removed fabric
Significant fabric which has been removed from a place including contents, fixtures and objects, should be catalogued, and protected in accordance with its cultural significance.
Where possible and culturally appropriate, removed significant fabric including contents, fixtures and objects, should be kept at the place.

Article 34. Resources
Adequate resources should be provided for conservation.

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CRITERIA FOR ASSESSMENT OF CULTURAL HERITAGE SIGNIFICANCE

(Criteria adopted by the Heritage Council on 6 March 1997 pursuant to Sections 8*(c)* and 8*(2)* of the Heritage Act 1995)

CRITERION A. The historical importance, association with or relationship to Victoria's history of the place or object.

CRITERION B. The importance of a place or object in demonstrating rarity or uniqueness.

CRITERION C. The place or object's potential to educate, illustrate or provide further scientific investigation in relation to Victoria's cultural heritage.

CRITERION D. The importance of a place or object in exhibiting the principal characteristics or the representative nature of a place or object as part of a class or type of places or objects.

CRITERION E. The importance of the place or object in exhibiting good design or aesthetic characteristics and/or in exhibiting a richness, diversity or unusual integration of features

CRITERION F. The importance of the place or object in demonstrating or being associated with scientific or technical innovations or achievements.

CRITERION G. The importance of the place or object in demonstrating social or cultural associations.

CRITERION H. Any other matter which the Council considers relevant to the determination of cultural heritage significance.