

Former Sunshine Technical College

111 and 129-133 Derby Road, Sunshine (Brimbank City)

Wurundjeri Country



Executive Director recommendation

Under section 37 of the *Heritage Act 2017* (the Act) I recommend to the Heritage Council of Victoria (Heritage Council) that the Former Sunshine Technical College, located at 111 and 129-133 Derby Road Sunshine, Brimbank City is not of State-level cultural heritage significance and should not be included in the Victorian Heritage Register (VHR).

I note that the place is already included in the Heritage Overlay of the local planning scheme.

I suggest that the Heritage Council determine that:

- the Former Sunshine Technical College, 111 and 129-133 Derby Road Sunshine, is not of State-level cultural heritage significance and should not be included in the VHR in accordance with section 49(1)(b) of the Act.



STEVEN AVERY
Executive Director, Heritage Victoria

Date of recommendation: 15 January 2024



Explanatory note to readers

The system of heritage protection in Victoria essentially operates at two levels.

Most heritage places in Victoria will be important at a local level to particular communities. These heritage places may be appropriate for protection by local government by means of a Heritage Overlay under the local planning scheme.

A much smaller percentage of places and objects will be important at a State level. This means that they tell an important story in the history of Victoria, rather than the history of their local area or region. Places and objects of State-level cultural heritage significance may be considered for inclusion in the VHR under the Act.

The very high benchmark or 'threshold' for inclusion in the VHR is demonstrated by the fact that as of November 2023, there were about 2,350 places of State-level significance which were included in the VHR. This compares to over 19,000 places of local-level importance protected by Victoria's 79 councils in Heritage Overlays. In other words, roughly 10% of Victoria heritage places were protected at a State-level by inclusion in the VHR compared with 90% being protected by local government.

In the case of the Former Sunshine Technical College, it has already been established by Brimbank City Council that the place is of heritage significance at the local level as demonstrated by its inclusion in the Heritage Overlay of the Brimbank Planning Scheme.

Heritage Victoria's responsibility is to assess whether a place or object is of cultural heritage significance at the State level. Heritage Victoria cannot assess or advise as to whether a place is of local-level significance, this being a matter for local government.

This current process under the Act has been initiated to establish not whether the place is of heritage significance (since that has already been established) but rather, whether the place is of cultural heritage significance to the State of Victoria. Any recommendation or finding of this current process does not in any way diminish the significance that the place may hold to the community, local government area or region.

More information about heritage protection in Victoria can be found on the [Heritage Council website](#).



The process from here

1. The Heritage Council publishes the Executive Director's recommendation (section 41)

The Heritage Council will publish the Executive Director's recommendation on its website for a period of 60 days.

2. Making a submission to the Heritage Council (sections 44 and 45)

Within the 60-day publication period, any person or body may make a written submission to the Heritage Council. This submission can support the recommendation, or object to the recommendation and a hearing can be requested in relation to the submission. Information about making a submission and submission forms are available on the Heritage Council's website.

3. Heritage Council determination (sections 46 and 49)

The Heritage Council is an independent statutory body. It is responsible for making the final determination to include or not include the place or object in the VHR or amend a place or object already in the VHR.

If no submissions are received the Heritage Council must make a determination within 40 days of the publication closing date.

If submissions are received, the Heritage Council may decide to hold a hearing in relation to the submission. The Heritage Council must conduct a hearing if the submission is made by a person or body with a real or substantial interest in the place or object. If a hearing does take place, the Heritage Council must make a determination within 90 days after the completion of the hearing.

4. Obligations of owners of places and objects (sections 42 and 43)

The owner of a place or object which is the subject of a recommendation to the Heritage Council has certain obligations under the Act. These relate to advising the Executive Director in writing of any works or activities that are being carried out, proposed or planned for the place or object.

The owner also has an obligation to provide a copy of this statement of recommendation to any potential purchasers of the place or object before entering into a contract.

5. Further information

The relevant sections of the Act are provided at Appendix 1.



Description

The Former Sunshine Technical College is located on the traditional land of the Wurundjeri people.

The following is a description of the Former Sunshine Technical College at the time of the site inspection by Heritage Victoria in October 2023.

The Former Sunshine Technical College is a complex of buildings located in the suburb of Sunshine, on the north-west portion of the block bounded by Derby Road, Morris Street, Hampshire Road and Graham Street. Sunshine Primary School is on the eastern part of the block and is not part of this assessment. Former Sunshine Technical College is located around 1km south of Sunshine Marketplace, and less than 400m south-west of Sunshine Railway Station.

The buildings with the greatest potential significance are the Nash Block (former Sunshine Girls' Technical College) and the Henty Wing (former Sunshine Boys' Technical College). Both were designed by Percy Everett, Chief Architect of the Public Works Department from 1934 to 1953.

The Nash Block is located on Derby Road. It is a cream brick building in the Moderne style. On the western side of the front elevation is a curved room, set forward from the rest of the building. Narrow bands of brown brickwork provide a decorative element to this prominent section. The main entrance of the Nash Block is reached by a small set of steps. A flagholder above the entrance — not currently in use and missing its flagpole — provides a subtle vertical element to the elevation. Above the entrance is a sign for Sunshine Secondary College, which occupied the building after the technical college was closed. Extending to the east is a long, one storey wing, featuring a continuous band of windows which emphasise the horizontal lines of the building. These windows have been shuttered with metal sheeting. The concrete paving and grounds around the Nash Block are a little degraded.

The Nash Block interiors include brown tiling on the walls of hallways and classrooms. The rooms are largely empty, most containing only blackboards and radiators. Floor coverings and lighting appear to be mostly non-original. There is some damage to walls and ceilings, particularly cracks and water damage. The Nash Block is connected to the abutting 1980s building, known as the Beavan Wing, by a corridor and short flight of stairs. The Beavan Wing is a three-storey grey concrete structure in the Brutalist style.

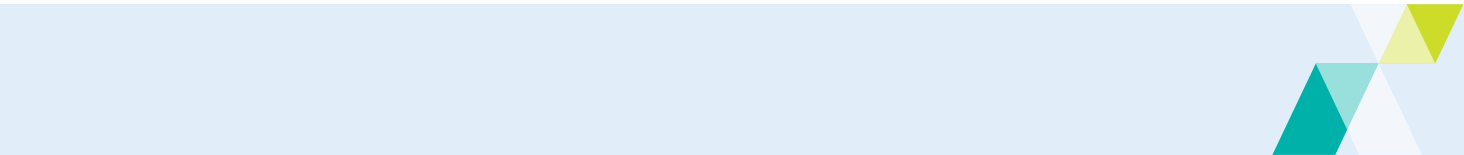
The Henty Wing is a two-storey Moderne building. It is constructed of red brick, which has been almost entirely rendered on the northern street elevation as part of Everett's design. The rendering features inset horizontal lines between the floors. The most distinctive feature of the building is a large curved stairwell. This section protrudes from the front elevation, and is further distinguished by the use of curved window panes and a tall, streamlined roof. Several windows have been removed on the ground floor, replaced by metal roller doors. On the second floor, the windows have been largely covered by long horizontal slats.

Internally, the Henty Wing has been cleared of nearly all furniture and fittings, except for a car lift, some engines, piping and vents, tool storage boards, blackboards and some non-original signage. Some classrooms on the second-floor feature inbuilt desks, likely to have been installed during the building's time as Sunshine Secondary College. The building is in generally good condition, though some mould was reported, carpets and floors are stained, and there was evidence of vandalism and window breakage.

South of the Henty Wing, fronting Graham Street, is the Ferguson Wing, a three-storey concrete brutalist building which was opened in the 1980s. This was to become the main public entrance to the school with the school office, teachers' staff room and amenities on the ground floor and a series of classrooms on the upper floors.

The Library is a single storey orange-brick building of portal frame construction. Shelving and books have been removed, leaving a large space with brick walls, flanked by offices clad with vertical timber panelling. It is not entirely clear when this building was constructed, though its architecture and progressive aerial photos of the site (see: Historical images) indicate that it was built in the 1960s to 1980s.

The Library is situated between the Ferguson and Beavan Wings and helps to form one side of a semi-enclosed internal courtyard space with paving, seating and several trees.



At the rear of the site is a cream brick auditorium, constructed in the 1960s. The auditorium is an irregular hexagonal shape, with a large internal space consisting of brick walls, a stage, and basketball hoops, as well as upper gallery seating on a mezzanine-level balcony. To the immediate south of the auditorium is the school incinerator.

Description images

All photographs taken during October 2023 site visit by Heritage Victoria staff.



Layout of site now. Aerial image from Google Maps.



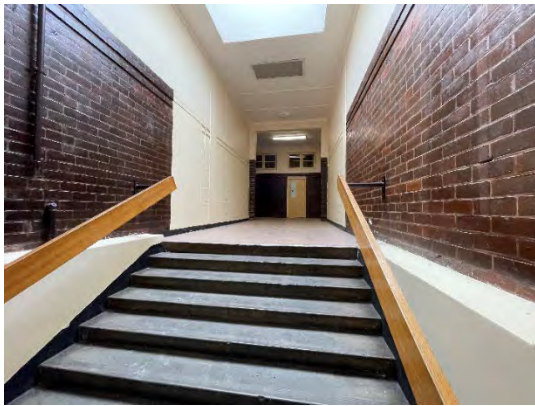
Nash Block.



Nash Block, classroom.



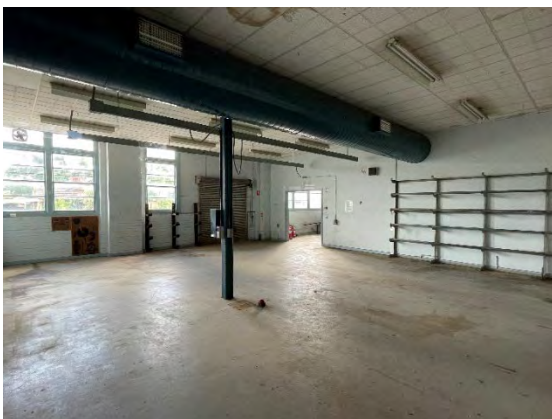
Nash Block, art room.



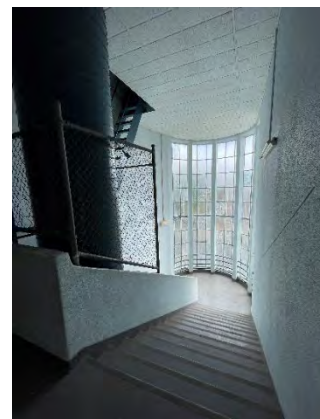
Nash Block, hallway.



Nash Block, abutting the Beavan Block.



Henty Wing, classroom.



Henty Wing, curved stairwell.



Henty Wing, external.



Henty Wing (right) and Beavan Wing (left).



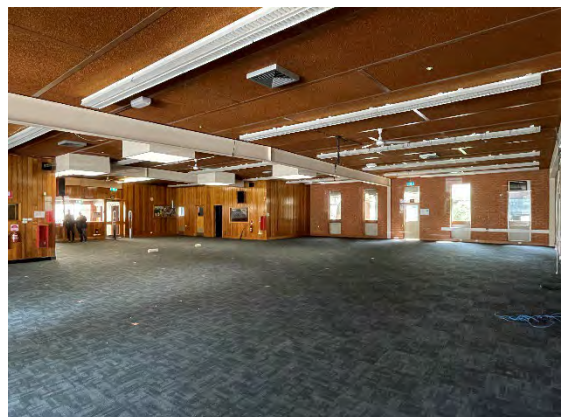
Auditorium, exterior.



Auditorium, interior.



Library, exterior.



Library, interior.



History

Technical Schools

Technical schools were designed to equip students with the skills needed to work at a manual trade. Common classes included woodwork and joinery, plumbing, metalwork, and later electronics, radio communications, and motor mechanics. For women and girls, some technical schools offered classes in needlework, dressmaking millinery and cookery.

Early technical education in Victoria was haphazard and did not have a central organisation. The first real technical schools were the Schools of Mines in Ballarat (1870) and Bendigo (1873). The Industrial and Technological Museum opened in 1873 and offered evening classes in a range of practical maths and science subjects. Technical subjects were also taught at mechanics institutes, and at schools of art and design from 1873. These were the precursors to the more generalist technical schools.

Early technical college included the Melbourne Working Men's College (now RMIT, established 1887), the Gordon Institute of Technology (1887) and the Horsham Working Men's College (1890). However, these schools, as well as schools of mines and art and design, continued to be hampered by lack of government funding and central organisation.

A Royal Commission on Technical Education was held from 1899-1901. The Commission examined Victoria's ten schools of mines, five schools of arts, and three technical colleges, and recommended that technical education be improved and expanded. The Royal Commission resulted in the *Education Act 1910*, and a complete reorganisation of state secondary education.¹ Under this Act, the State Government created junior technical schools, providing government-funded post-primary technical education for the first time. The Education Department also established senior technical schools, which would cater to adults and apprentices. Sunshine Technical College, opened in 1913, was one of the first three schools established after the Act passed Parliament. It had both junior and senior classes on campus.

In Melbourne, technical schools became common in the industrial suburbs of the north and west. Until 1943 the only technical school in the eastern suburbs was the Eastern Suburbs Technical School in Hawthorn (now Swinburne University of Technology, established 1908).

During World War II, technical schools played a critical role in defence training, and in re-training military personnel. By 1945 there were 32 technical schools, and 28 junior technical schools. In 1965 there were 52 technical schools in Melbourne and suburbs and 33 in the country, with one high school also offering a technical section.

Today, technical schools have been largely subsumed by the TAFE systems, or into regional university campuses.

Sunshine Technical College


Sunshine Technical College was the longest running junior technical school in Victoria, operating from 1913 to 1991. It also operated as a campus for a senior technical school.

It was one of the first three technical schools created after the Education Act 1910, and thus one of the first run by the Education Department. The other two were West Melbourne Junior Technical School (1912, moved to Essendon 1939) and Collingwood Technical School (1912).

Association with H.V. McKay and Sunshine Harvester Works

Hugh Victor McKay (1865-1926) was the primary benefactor of Sunshine Technical College. McKay made his fortune through his company, the Sunshine Harvester Works, founded in Ballarat in 1889. In 1904, McKay purchased the Braybrook Implement Company works in Braybrook Junction and transferred his operations to this site, completing the move in 1907. The suburb of Braybrook Junction was renamed Sunshine in 1907, in recognition of McKay and his company. The facility expanded to become one of the largest and most active industrial plants in Australia, producing a wide range of agricultural implements. McKay introduced labour saving machine tools, the piecework system and time

¹ Until 1905 only independent schools offered classes beyond the primary level. The first government-funded secondary school was the Melbourne Continuation School. It was the only state secondary school operating until the passing of the *Education Act 1910*. The Act established two new branches of state schooling- a secondary division, and a technical division. The secondary division established what we would now call state high schools, focused on 'liberal arts' and professional skills, while the technical division administered junior technical schools, focused on practical training. The division between the secondary and technical divisions was abolished in the early 1980s.



and motion studies, making the Sunshine Harvester Works one of the few Australian manufacturers to employ mass production methods.

McKay wanted a technical school in Sunshine to ensure skilled workers for his factory. He even offered his apprentices a half-day off every week to attend classes- a unique and innovative decision. At opening, over half of the enrolments at the senior division of Sunshine Technical College were apprentices employed at Sunshine Harvester Works.

McKay's investment in Sunshine Technical College was part of his desire to create a model working class community. McKay subdivided much of the land surrounding his factories and donated it for the construction of housing and public amenities for his workers. As well as giving land and money for Sunshine Technical College, McKay funded gardens (now the H.V McKay Memorial Gardens – VHR H1953), a church, railway station and hospital, as well as electric lighting and windbreaks.

McKay remained president of the Sunshine Technical School Council until his death in 1926. After his death, members of his family and senior staff of Sunshine Harvester Works continued to sit on the School Council. In 1930, Sunshine Harvester Works merged with Massey Harris, weakening the ties between the company and Sunshine Technical College (Vines, 2007). In 1953, Massey-Harris amalgamated with Harry Ferguson. The McKay family interest was bought out by this company in 1955.

Buildings at Sunshine Technical College

The first buildings at Sunshine Technical College were a wooden administration building and large iron workshop. In 1915 the science lab was partitioned to accommodate female students, who were to learn shorthand, typewriting and bookkeeping. In 1921 Sunshine Girls' Technical College was officially established, with its own headmistress. It was the first dedicated girls' technical school in Victoria.

A purpose-made girls' school building was officially opened in 1940 and was named the Nash Block in honour of the first headmistress of Sunshine Girls' Technical School. The building was designed in the Moderne style by Chief Architect of the Public Works Department, Percy Everett. Everett was instrumental in promoting Moderne architecture in public buildings. Everett was a product of technical schools, receiving his education at Gordon Technical College and taking on the role of headmaster at Brunswick Technical School and Brighton Technical School. He considered the Moderne style suitable for technical schools in particular, as a modern and state-of-the-art expression. Everett undertook extensive planning for schools, and introduced entirely new types of technical, high, consolidated and elementary schools. His work was highly influential, and other Australian states adopted his planning and designs.

In 1941 a new brick workshop was opened at the corner of Derby Road and Graham Street. Funded by the Department of Defence, the building was part of the Commonwealth Defence Technical Training Scheme. Men and women would be trained to work at the munitions and explosives factories in the district.

In 1945 the Public Works Department granted a tender to construct additions to the 1941 workshop. The Percy Everett design remodelled and extended the workshop, adding a second floor and curved stairwell in a Moderne design. The resulting building, named the Henty Boys' Trade Block, was completed in 1947.


An auditorium was opened on site in 1963, funded by the Education Department and parents and friends of Sunshine Technical College. In the 1980s the 1913 building was demolished to make way for a three-storey brutalist building, known as the Beavan Wing. The original 1913 workshops were also demolished in to accommodate the brutalist Ferguson Wing.

Educational innovations at Sunshine Technical College

Sunshine Technical College opened in 1913, with facilities for both a junior and senior classes. The junior classes provided a secondary education for working-class boys, while the senior classes catered for apprentices. At opening, over half of these apprentices worked for McKay at Sunshine Harvester Works.

The junior division was particularly significant, as Sunshine Technical College was one of the first government-controlled junior technical schools in Victoria (the others being Collingwood and West Melbourne Junior Technical School).

Sunshine Technical College was the first technical school in Victoria where an employer allowed his apprentices half a day to attend classes. H.V. McKay made this promise in 1911, when he offered the Education Department land and money to set up a technical school in Sunshine. This arrangement was unique and highly influential, and the model spread to the entire state in 1928, under the Victorian Apprenticeship Commission.



In 1917 the school introduced a vocational retraining scheme, to reskill repatriated servicemen. This became the model for the scheme operated by the Commonwealth Rehabilitation Commission between 1918 and 1923.

The girls' school was the first dedicated girls' technical school in Victoria. As early as 1915 Sunshine Technical College was offering education for girls and women, with typewriting, shorthand and bookkeeping classes. A girls' school was formally established in 1921, with its own headmistress. When Emily McPherson College opened in 1927, Sunshine Girls' Technical School became a feeder school. The girls' school building (Nash Block) opened in 1940.

Timeline

1904-1907	H.V. McKay relocates the operations of his company, Sunshine Harvester Works, to Braybrook Junction. The suburb is renamed Sunshine, after the company.
1910	Education Act passed in Victorian Parliament, vesting control of junior technical education with the State Education Department.
1911	McKay agrees to provide land and an endowment to establish a technical school in Sunshine. He also offers his apprentices half day a week to train there.
1913	Sunshine Junior and Senior Technical School opened, with McKay president of the school council.
1915	Start of girls' education at Sunshine Technical, with typewriting, shorthand and bookkeeping classes.
1917	McKay initiates a scheme to retrain repatriated servicemen at Sunshine Technical College. This serves as a model for the Vocational retraining scheme operated by the Commonwealth Rehabilitation Commission between 1918 and 1928.
1919	Sunshine Technical College is used as a temporary hospital during the influenza epidemic.
1921	Formal establishment of the Sunshine Technical Girls' School.
1926	McKay dies.
1930	Sunshine Harvester Works merges with Massey-Harris.
1938	Tender granted by Public Works Department to construct a new building (the Girls' School).
1940	Girls' School building (Nash Block) is officially opened in October.
1941	Brick workshop constructed for the Commonwealth Defence Technical Training Scheme.
1945	Tender granted by Public Works Department for additions to south and east of the 1941 workshop to become Henty Boy's Trade Wing.
1947	Henty Wing completed.
1953	Massey-Harris amalgamates with Harry Ferguson.
1963	Auditorium opened.
1980s	1913 buildings demolished. New three-storey brutalist building constructed between the Nash Block and Henty Boy's Trade Wing. The three-storey Ferguson Wing was constructed to the south of the Henty Wing.
1986	Massey Ferguson complex (formerly Sunshine Harvester Works) is sold.
1991	Sunshine Technical School closed. The campus becomes a campus for VCE students at the new Sunshine Secondary College.
2020	Sunshine Secondary College moves to a new, consolidated campus.

Historical images



Sunshine Technical School, 1914 – one year after opening. Neither of these early buildings exist today. Source: Sunshine Technical Prospectus, Exchange Press Pty Ltd, Federation University Historical Collection.



Sunshine Technical College, circa 1954. Note the centre 1913 building, now demolished. Photographer: Charles Daniel Pratt. Source: Crop of image 'Aerial view of Sunshine, Victoria', State Library of Victoria, John Etkins collection.



Vocational training for returned soldiers at Sunshine Technical School, 1919. These pictures would have been taken in the original 1913 workshops, which have now been demolished. Source: Repatriation (Volume 1, number 5, 25 July 1919), available at nla.gov.au.

Development of site



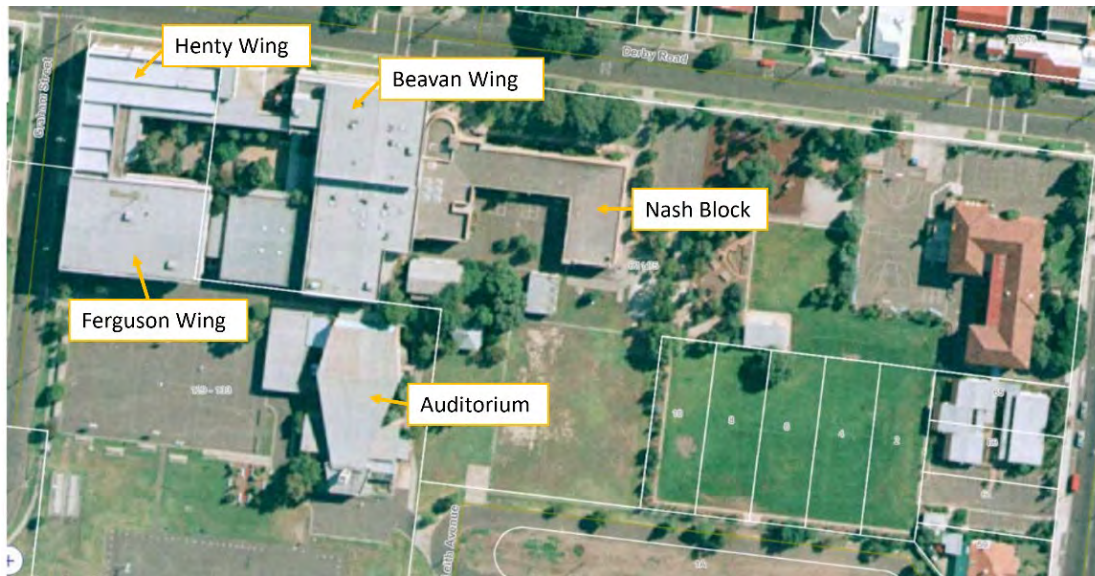
Aerial photo of site, with labels, November 1931. Source: Landata.



Aerial photo of site, with labels, December 1945. Source: Landata.



Aerial photo of site, with labels, March 1954. Source: Landata.



Aerial photo of site, with labels, February 1989. The main buildings which are still extant were in place at this stage. Source: NearMap.



Aerial photo of site, with labels, 2023. Source: Google Maps.

Nash Block



The Nash Block, shortly after completion. The curved front room was designed to be a dressmaking room. Source: PROV VPRS 10516/P1.

Henty Wing



The first stage of the Henty Wing, Derby Road elevation. This section, a brick workshop building, was funded by the Department of Defence, as part of the Commonwealth Defence Technical Training Scheme. Source: PROV VPRS 10516/P1.



The 1913 workshops can be seen to the right. The first stage of the Henty Wing is to the left. View from Graham Street. Source: PROV VPRS 10516/P1.



Completed Henty Wing, after addition of an upper storey, curved stairwell, and additional west bay. Source: PROV VPRS 10516/P1.



Completed Henty Wing. Source: PROV VPRS 10516/P1.



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Further information

Traditional Owner Information

The place is located on the traditional land of the Wurundjeri people. Under the *Aboriginal Heritage Act 2006*, the Registered Aboriginal Party for this land is the Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation.

Victorian Aboriginal Heritage Register

The place is in an area of Aboriginal cultural heritage sensitivity associated with the Kororoit Creek.

Integrity

The integrity of the place is good. It is easily recognisable as a school, with proof of vocational training still present. However, the significance of the school in the development of technical schooling, and the association of the school with H.V. McKay, cannot be easily read in the extant fabric.

(October 2023)

Intactness

The intactness of the place is good.

The Nash Block is still largely intact, with minimal external alterations. The Beavan Wing abuts directly onto the western elevation, and renovations have created a corridor which joins the two buildings. Internally there have been some minor changes, and some original features from the 1930s and 1940s have been removed.

The Henty Wing is substantially less intact. While the original Moderne design can be easily read in the curved stairwell, there have been major changes to key elevations. Multiple windows on the Derby Street and Graham Street elevations have been removed, with some replaced with metal roller doors which disrupt the horizontal lines. The second-floor windows are covered by external slats. On the Graham Street elevation, a substantial new brutalist building has been constructed to the south (the Ferguson Wing). Internally there have been some renovations, and original features from the 1930s and 1940s, such as tools, plant, and inbuilt furniture, have been mostly removed and/or replaced.

The auditorium and Ferguson and Beavan Wings are largely intact, with many original features from their time of construction.

(October 2023)

Condition

The condition of the place is good. Evidence of mould and water damage was evident in the Henty Wing and Nash Block, as well as mortar degradation in the bricks of the Nash Block.

(October 2023)

Note: The condition of a place or object does not influence the assessment of its cultural heritage significance. A place or object may be in very poor condition and still be of very high cultural heritage significance. Alternatively, a place or object may be in excellent condition but be of low cultural heritage significance.

Heritage Overlay	H056 Brimbank Planning Scheme: Henty Wing and Ferguson Wing H057 Brimbank Planning Scheme: Nash Block, Beavan Wing, library No overlay over the auditorium
Other Overlays	There are no other overlays for the place.
Other Listings	There are no other listings for the place.
Other Names	Former Sunshine Technical School Former Sunshine Secondary College
Date of construction/creation	Nash Block: 1938-1940 Henty Wing: 1941 & 1945-1947 Auditorium: 1960s Beavan Wing and Ferguson Wing: 1980s
Architect//Builder/Designer/Maker	Nash Block and Henty Trade Wing: Percy Everett
Architectural style	Nash Block and Henty Trade Wing: Moderne Beavan Wing and Ferguson Wing: Brutalist



Heritage overlays H056 and H057 over Former Sunshine Technical College. Note that H0110 is related to Sunshine Primary School and is not part of this assessment.

Statutory requirements under section 40

Terms of the recommendation (section 40 (3)(a))

The Executive Director recommends that the Former Sunshine Technical College is not included in the VHR.

Information to identify the place or object (section 40(3)(b))

Name: Former Sunshine Technical College

Location: 111 and 129-133 Derby Road Sunshine, Brimbank City

Location diagram



Reasons for the recommendation, including an assessment of the State-level cultural heritage significance of the place (section 40(3)(c))

Following is the Executive Director's assessment of Former Sunshine Technical College against the tests set out in [The Victorian Heritage Register Criteria and Thresholds Guidelines \(2022\)](#). A place or object must be found by the Heritage Council to meet Step 2 of at least one criterion to meet the State level threshold for inclusion in the VHR.

CRITERION A: Importance to the course, or pattern, of Victoria's cultural history.

Step 1 Test for Criterion A

No.	Test	Yes/No	Reason
A1)	Does the place/object have a clear association with an event, phase, period, process, function, movement, custom or way of life in Victoria's cultural history?	Yes	<p>The place has a clear association with the following historical phases in Victoria's cultural history:</p> <ul style="list-style-type: none"> a) Building Victoria's industries and workforce: developing manufacturing capacity through improving technical skills amongst workers b) Providing secondary and higher education to women and girls.
A2)	Is the event, phase, period, process, function, movement, custom or way of life of historical importance, having made a strong or influential contribution to Victoria?	Yes	<p>These phases are of historical importance having made a strong and influential contribution to Victoria.</p> <ul style="list-style-type: none"> a) The technical school movement provided educational opportunities for working class young people. Sunshine Technical College was established at a key period, shortly after the State Government established a new system of government-run post-primary education. Senior technical schools, which trained adults and apprentices, were also brought under government control, formalising the government's commitment to improving the technical skills of the workforce. b) Technical schools were key in providing secondary and higher education to women and girls, training them in skills such as typing, dressmaking and shorthand. This allowed women entry into the skilled workforce.
A3)	Is there evidence of the association to the event, phase, period, process, function, movement, custom or way of life in Victoria's cultural history?	Yes	<p>There is evidence of the association between the place and these historical phases:</p> <ul style="list-style-type: none"> a) There is extensive documentary evidence of Sunshine Technical College's role in improving technical skills amongst workers and young people. b) There is extensive documentary evidence of Sunshine Technical College's role in providing secondary and higher education to women and girls, as the location of the first dedicated girls' technical school in Victoria.

If A1, A2 and A3 are all satisfied, then Criterion A is likely to be relevant (but not necessarily at the State level)



Executive Director's Response: Yes Criterion A is likely to be relevant.

Step 2 State-level test for Criterion A

No.	Test	Yes/No	Reason
SA1)	Does the place/object allow the clear association with the event, phase, period, process, function, movement, custom or way of life of historical importance to be understood better than most other places or objects in Victoria with substantially the same association?	No	<p>a) The place does not allow the association with phase of improving technical education to be better understood than most other similar schools. Other technical schools in the VHR have substantially the same association and are more intact. Moreover, there is no extant fabric from the early years of Sunshine Technical College which reflects the school's more innovative and influential programs, especially relating to apprentice training and the reskilling of repatriated soldiers.</p> <p>b) The place does not allow the association with phase of women's technical education to be better understood than most other similar technical and secondary schools built for women and girls. Though Sunshine Technical College was the first technical school to establish a specialised girls' school, the extant Nash Block was built years after this occurred. There is nothing in the remaining fabric which indicates the school's importance as an innovative girls' technical school. Other girls' schools, such as Emily McPherson College and the highly influential Moderne MacRobertson Girls' High School building, were constructed prior to Nash Block.</p>

If SA1 is satisfied, then Criterion A is likely to be relevant at the State level

Executive Director's Response: No Criterion A is not likely to be relevant at the State level.

CRITERION B: Possession of uncommon, rare or endangered aspects of Victoria's cultural history.

Step 1 Test for Criterion B

No.	Test	Yes/No	Reason
B1)	Does the place/object have a clear association with an event, phase, period, process, function, movement, custom or way of life of importance in Victoria's cultural history?	Yes	<p>The place has a clear association with the following historical phases which are of importance in Victoria's cultural history:</p> <p>a) Building Victoria's industries and workforce: developing manufacturing capacity through improving technical skills amongst workers</p> <p>b) Providing secondary and higher education to women and girls.</p>



B2)	Is there evidence of the association to the historical phases etc identified at B1)?	Yes	There is extensive documentary evidence of the association between the place and its role as a technical school, including its role in providing secondary and higher education to women and girls.
B3)	Is there evidence that place/object is rare or uncommon, <u>or</u> has rare or uncommon features?	No	<p>B3(i) There is no evidence that the place is rare or uncommon. There are extant technical school buildings throughout Victoria, including several in the Victorian Heritage Register. A number of these were designed in the Moderne style, like the Nash Block and Henty Wing. Brutalist structures, such as the Ferguson and Beavan Wings, are also common throughout Victoria.</p> <p>B3(ii) There is no evidence that the place has rare or uncommon features. There is nothing in the remaining fabric which indicates the school's importance as an innovative girls' technical school. Other girls' schools, such as Emily McPherson College and the highly influential Moderne MacRobertson Girls' High School building, were constructed prior to Nash Block. Click or tap here to enter text.</p>

If B1, B2 AND B3 are satisfied, then Criterion B is likely to be relevant (but not necessarily at the State level)

Executive Director's Response:	No	Criterion B is not likely to be relevant.
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CRITERION C: Potential to yield information that will contribute to an understanding of Victoria's cultural history.

Step 1 Test for Criterion C

No.	Test	Yes/No	Reason
C1)	Does physical fabric and/or documentary evidence and/or associated oral history or cultural narratives relating to the place/object indicate a likelihood that the place/object contains evidence of cultural heritage significance that is not currently visible and/or well understood or available from other sources?	No	No reliable or verifiable physical, documentary, or oral history evidence exists to provide a reasonable indication that physical evidence of research potential may be present.
C2)	And, from what we know of the place/object, is the physical evidence likely to be of an integrity and/or condition that it could yield information through detailed investigation?	No	The integrity and condition of the place may be good, but it is unlikely to yield information through investigation that is not currently visible and/or well understood or available from other sources.

If both C1 AND C2 are satisfied, then Criterion C is likely to be relevant (but not necessarily at the State level)

Executive Director's Response:	No	Criterion C is not likely to be relevant.
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CRITERION D: Importance in demonstrating the principal characteristics of a class of cultural places and objects

Step 1 Test for Criterion D

No.	Test	Yes/No	Reason
D1)	Is the place/object one of a class of places/objects that has a clear association with an event, phase, period, process, function, movement, custom or way of life in Victoria's history?	Yes	<p>The Nash Block and Henty Wing belong to the class of technical school buildings constructed in the Moderne style. These classes have a clear association with the following in Victoria's history:</p> <ul style="list-style-type: none"> a) Building Victoria's industries and workforce: developing manufacturing capacity through improving technical skills amongst workers b) Providing secondary and higher education to women and girls.
D2)	Is the event, phase, period, process, function, movement, custom or way of life of historical importance, having made a strong or influential contribution to Victoria?	Yes	<p>Technical schools, built during the 1930s-1950s, have made a strong and influential contribution to Victoria. The number of Moderne technical schools in Victoria, most designed by Percy Everett, are evidence of the importance and growth of technical schools during the 1930s-1950s. The schools were particularly influential during World War II, as they were used for defence training and re-training of military personnel. The Moderne style used by Everett was influential throughout Victoria, becoming one of the dominant architectural styles of the period.</p> <p>Technical schools were also influential in the development of dedicated post-primary education for women. As early as the 1910s these schools allowed women to gain higher education and the opportunity to enter the skilled workforce in fields such as typing, dressmaking, secretarial work, and domestic arts.</p>
D3)	Are the principal characteristics of the class evident in the physical fabric of the place/object?	Yes	<p>As the buildings were reused by Sunshine Secondary College, which also conducted technical training on site, there is some evidence of technical education including large rooms, plant and equipment, blackboards, etc. However, there is no evidence that any plant or objects are from the 1930s-1950s period or were associated with Former Sunshine Technical School in particular.</p> <p>Externally, the Nash Block shows the key characteristics of the Moderne style in its design, with strong horizontal lines. The Henty Wing, while less intact, also shows key Moderne features in the circular stairwell design. These are key elements of technical school construction in the 1930s to 1950s.</p> <p>The principal characteristics of a technical school for women is not evident in the physical fabric of the place. There is no remaining fabric which highlights the Nash Block's role as a dedicated building for female students.</p>

If D1, D2 AND D3 are satisfied, then Criterion D is likely to be relevant (but not necessarily at the State level)



Executive Director's Response:	Yes	Criterion D is likely to be relevant.
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Step 2 State-level test for Criterion D

No.	Test	Yes/No	Reason
SD1)	Is the place/object a notable (fine, influential or pivotal) example of the class in Victoria?	No	The buildings at Former Sunshine Technical College are not notable examples of Moderne technical school buildings. The Henty Wing has been much changed, reducing the fine qualities of the original Moderne design. The Nash Block, while more intact, is not an outstanding example of a Moderne technical school. A number of other Moderne technical school buildings in Victoria display more notable qualities, as outlined in the comparisons section of this recommendation.

If SD1 is satisfied, then Criterion D is likely to be relevant at the State level

Executive Director's Response:	No	Criterion D is not likely to be relevant at the State level.
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CRITERION E: Importance in exhibiting particular aesthetic characteristics.

Step 1 Test for Criterion E

No.	Test	Yes/No	Reason
E1)	Does the physical fabric of the place/object clearly exhibit particular aesthetic characteristics?	No	The physical fabric of the place does not clearly exhibit aesthetic characteristics which evoke strong feelings or special meaning. The place does not have special compositional or uncommonly attractive qualities.

If E1 is satisfied, then Criterion E is likely to be relevant (but not necessarily at the State level)

Executive Director's Response:	No	Criterion E is not likely to be relevant.
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CRITERION F: Importance in demonstrating a high degree of creative or technical achievement at a particular period.

Step 1 Test for Criterion F

No.	Test	Yes/No	Reason
F1)	Does the place/object contain physical evidence that clearly demonstrates creative or technical achievement for the time in which it was created?	No	Former Sunshine Technical College does not contain physical evidence that clearly demonstrates creative or technical achievement for the time in which it was created.
F2)	Does the physical evidence demonstrate a high degree of integrity?	Yes	The physical evidence at the place demonstrates a high degree of integrity.

If both F1 and F2 are satisfied, then Criterion F is likely to be relevant (but not necessarily at the State level)

CRITERION G: Strong or special association with a particular present-day community or cultural group for social, cultural or spiritual reasons

Step 1 Test for Criterion G

No.	Test	Yes/No	Reason
G1)	Does the place/object demonstrate social value to a community or cultural group in the present day in the context of its cultural heritage significance? Evidence must be provided for all three facets of social value listed here:		
i)	Existence of a community or cultural group; <u>and</u>	Yes	There are a large number of people who have an interest in the place, particularly residents of Sunshine and previous students of Sunshine Technical College and Sunshine Secondary College. The nomination has come from Brimbank Council, which is evidence of community attachment. There is also an Alumni association for Former Sunshine Technical College and Sunshine Secondary College, and a Facebook page which has over 500 followers.
ii)	Existence of a strong attachment of a community or cultural group to the place or object; <u>and</u>	No	<p>There is no evidence of a strong or special attachment to the Former Sunshine Technical College. Though there is great interest in the site locally (demonstrated by the huge interest shown when the buildings were under threat), the Alumni group does not have a clearly defined common interest beyond the general networking and memory-sharing standard for Alumni groups.</p> <p>Most Victorians will have a strong interest and sentimental attachment to their former school, and Alumni associations are common across Victorian schools. Therefore, existence of an Alumni association in itself is not evidence of any particular strong or special attachment.</p>
iii)	Existence of a time depth to that attachment.	No	<p>Though evidence of time depth has not been provided, we can assume that the community and alumni have a longstanding attachment to the school. However, this is hard to prove due to lack of evidence (for example, it is unclear when the Alumni association was started).</p> <p>Further complicating this assessment, the Alumni group represents past students of all six schools which merged into Sunshine Secondary College. It therefore represents many alumni who did not attend the Former Sunshine Technical College and have no particular attachment to the place.</p> <p>The threat of demolition caused huge interest from the community, including the Brimbank Council which nominated the place. However, it is unclear whether there was any time-depth to this community activity and</p>

campaigning. Evidence of ongoing community campaigns to protect the school buildings has not been provided.

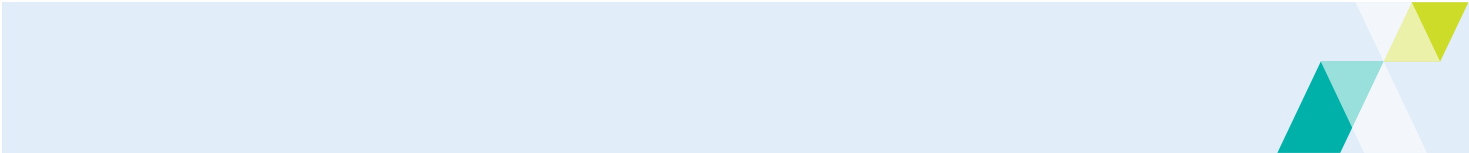
If all facets of G1 are satisfied, then Criterion G is likely to be relevant (but not necessarily at the State level)

Executive Director's Response:	No	Criterion G is not likely to be relevant.
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CRITERION H: Special association with the life or works of a person, or group of persons, of importance in Victoria's history.

Step 1 Test for Criterion H

No.	Test	Yes/No	Reason
H1)	Does the place/object have a direct association with a person, or group of persons who has made a strong or influential contribution in their field of endeavour?	Yes	<p>H1(i) There is a direct association between Former Sunshine Technical College and businessman H.V McKay. McKay was the principal benefactor establishing Sunshine Technical College. He donated not only the land, but one-third of the original construction costs. He remained active on the school's council until his death in 1926.</p> <p>H1(ii) H.V. McKay made a strong or influential contribution towards the development of technical education in Victoria. As a member of the Sunshine Technical College school board, he approved many of the innovations in technical education which were introduced at the school.</p>
H2)	Is there evidence of the association between the place/object and the person(s)?	No	There is extensive evidence of the association between the Former Sunshine Technical College and McKay. However, this evidence is documentary as the extant buildings were constructed more than a decade after McKay's death. There is no clear evidence in the present day fabric of the school's association with McKay.
H3)	Does the association relate: <ul style="list-style-type: none"> • directly to achievements of the person(s); <u>and</u> • to an enduring and/or close interaction between the person(s) and the place/object? 	No	<p>H3(i) The association between the Former Sunshine Technical College and McKay relates directly to the achievements of McKay, as his business success allowed him to donate land and money to establish the school.</p> <p>H3(ii) The association does not relate to a close and enduring interaction between McKay and the Former Sunshine Technical College.</p> <p>McKay was pivotal in setting up the school. However:</p> <ul style="list-style-type: none"> • McKay was instrumental in developing the suburb of Sunshine. Most public buildings and amenities in Sunshine built during the 1910s and 1920s have some association with McKay. • McKay was one of many people on the school council, so his direct association with some of the innovations introduced at the school in technical education are unclear. • His association with the school ends with his death in 1926. The remaining fabric of the school was constructed more than a decade after 1926,



meaning McKay had no part in the construction or development of the extant fabric. McKay's influence on the school cannot be clearly read in the extant fabric.

Though members of his family and Harvester Works employees continued to sit on the school council after McKay's death, this is not sufficient to show an enduring relationship between H.V. McKay and the school. Moreover, the Brimbank *Post contact Cultural Heritage Study Volume 3* notes that "ties with the Harvester Works only weaken(ed) when the firm moved into a multinational mode as Massey-Ferguson".

If all facets of H1, H2 AND H3 are satisfied, then Criterion H is likely to be relevant (but not necessarily at the State level)

Executive Director's Response:	No	Criterion H is not likely to be relevant.
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Comparisons

The following place types were selected as comparators to the Former Sunshine Technical College:

- Technical and vocational schools (with a focus on Moderne Percy Everett designs)
- Other Moderne buildings (with a focus on educational buildings)
- Brutalist buildings (with a focus on Public Works Department designs)
- Sites associated with H.V. McKay and the Sunshine Harvester Works.

Technical and vocational schools

Other technical and vocational schools in the Victorian Heritage Register include:

- Ballarat School of Mines (VHR H1463)
- Bendigo School of Mines (VHR H1505)
- Emily McPherson College (VHR H1646)
- Former Essendon Technical School (VHR H1295)
- Former Maryborough Technical School (VHR H2142)
- Gordon Technical College (VHR H1019)
- William Angliss College (VHR H1507)
- RMIT Building No. 9 (VHR 1506)

Five places have been selected for comparison as their history, design and function is considered most like the Former Sunshine Technical College.

Former Essendon Technical School

**38 Buckley Street, Essendon, Moonee Valley City
H1295**

Essendon Technical School was designed in 1938 by Percy Everett. The bold semi-circular stairwell of glass bricks and banded brickwork, juxtaposed by rectangular shapes of brick surfaces and metal-framed windows, remains a striking monument to the Moderne movement. The circular landscaping at the school's entrance contributes to the play of geometrical shapes.

The school is historically significant for its World War Two associations, and for the large number of apprentices it trained for Victoria's aircraft and munition industries.



Former Essendon Technical School. Source: Heritage Council Victoria.

William Angliss College

**537-557 LaTrobe Street & 552-578 Little Lonsdale Street, Melbourne, Melbourne City
H1507**

William Angliss Food Trades School opened in 1940, as Australia's first purpose built technical school for the food and hospitality industry. It was funded with a donation from Sir William Angliss, first President of the school and its patron until his death in 1957. Percy Everett was responsible for the distinctive design, which combines elements of Moderne styling together with classical form and planning. The main facade was designed as a proscenium of full height horizontal brick fins dividing up the recessed window plane.



William Angliss College. Source: Google Maps.

Gordon Technical College

6 Fenwick Street, Geelong, Greater Geelong City

H1019

Gordon Technical College was founded in 1887, with Hon. Francis Ormond MLC as a principal benefactor. It is a large complex with several significant buildings constructed over many years. The Textile Building and Wool School were designed by Percy Everett. The Textile School is significant as it successfully combines a grand Moderne design with the adjacent classicising facades. The extensive buildings set aside for the training of workers in the wool trade reflects Geelong's central position as a textile centre.



*Gordon Technical College, Technical College, circa 1940.
Photographer: Robert Pockley. Source: State Library of Victoria.*

RMIT Building No. 9

1-55 Franklin Street, Melbourne, Melbourne City

H1506

RMIT Building No.9 was designed by Percy Everett and built in two stages from 1938 to 1941. The construction is noteworthy for its unusual treatment of materials, favouring face brickwork clad over a concrete frame. The horizontal emphasis of the building is accentuated by continuous bands of brick spandrel panels and windows. The curved corners further emphasise the streamline design. The entrance tower provides a vertical counterpoint to the building with overtones of neo-Gothicism given by the protruding vertical fins dividing the double height window. The original multi-panelled, steel framed windows were replaced in 1983 with plainer reflective window panels.



RMIT Building No. 9, 2019. Photographer: Canley. Source: Wikimedia Commons.

Emily McPherson College

379-405 Russell Street, Melbourne, Melbourne City

H1646

The College was established with a bequest from Sir William McPherson. The two-storey neo-classical building was designed by Public Works Department architect Evan Smith in 1926 and opened in April 1927. The controlled simplicity of the design reflects the kind of values to be imparted to the College's students.

The College reflects a time when young women's access to post-secondary education was very limited, with a broader education largely only obtainable in the context of domestic training.



Emily McPherson College. Source: Heritage Council Victoria.

Summary of Comparisons

- Sunshine Technical College was one of the first technical schools to be built under the *Education Act 1910*, which established a formalised system of government-funded post-primary education in Victoria. However, all buildings from this early period have been demolished. In contrast, Gordon Technical College has extant buildings from the foundation of the school in 1887 through to the mid-20th century. Therefore, Gordon Technical College better represents the development of technological education over time, reflecting the provision of post-primary education before the *Education Act 1910*, and after.
- During World War I Sunshine Technical College developed an innovative scheme for retraining repatriated servicemen. In this, it was uniquely influential amongst technical schools in Victoria. However, there is no evidence of this program in the extant fabric, and all buildings used during this time have been demolished. The Henty Wing is directly associated with war training during World War II, as the first floor was funded by the Department of Defence. However, during this period the training of servicemen and women at technical schools was a program which was deployed across Victoria (and, indeed, all of Australia). Former Essendon Technical School is particularly notable for its World War II role.
- Former Sunshine Technical College is strongly associated with its founding benefactor, H. V. McKay. However, analysis of comparative technical schools shows that this is not unusual, as William Angliss College, Gordon Technical College and Emily McPherson College were also founded with the support of an influential benefactor.
- Former Sunshine Technical College is noteworthy as the first technical school to establish a defined school for girls and women, run by its own headmistress. The Nash Building, constructed almost 20 years after the establishment of the girls' school, was constructed specifically to hold classes for female students. Other places, such as Emily McPherson College, hold substantially the same significance, reflecting the increased provision for girls' and women's vocational training in the interwar period. It is noted that, though Sunshine Girls' Technical College was established three years prior to the Emily McPherson College, the extant Emily McPherson College building is older than the Nash Block, and therefore represents an earlier phase in girls' and women's vocational training. Like the Nash Block, Emily McPherson College was designed specifically for female pupils.

Other Moderne buildings

Moderne architecture (also known as streamline moderne or jazz style) was popular during the interwar period, through to the 1950s. This style of architecture was a response to opulent Art Deco design, and focused on streamlined, austere forms. Key features of Moderne architecture are simple geometry, incorporation of curving forms, long horizontal lines, minimal ornamentation, cement render or light-coloured brickwork, and a contrasting vertical element.

Over 50 Moderne-style buildings are listed in the Victorian Heritage Register. In addition to some of the Moderne technical schools highlighted in the section above, the following buildings are considered the most relevant comparisons to Former Sunshine Technical College.

Primary School No. 1924

153-161 Princes Way, Drouin, Baw Baw Shire

H1627

The 1936 building was designed by Percy Everett, and is an early example of the Public Works Department's work in the Moderne style. It is symmetrically planned, with the front facade featuring a central rectangular mass, flanked by porches and curved wings, and a curved, cantilevered porch roof. Flat roofs, cantilevered concrete sections, horizontal glazing bars in strips of windows and doors, and the distinct use of dark clinker brickwork for the lower facade, all help to emphasise the horizontal character of the building. Contrasting verticality is provided by a central motif, with flagpole.



Drouin Primary School. Source: Heritage Council Victoria.

MacRobertson Girls' High School

350 Kings Way, Melbourne, Port Phillip City

H1641

The 1934 Moderne design of MacRobertson Girls' High School, by architect Norman H Seabrook, was revolutionary in Victoria for its time. It was informed by Seabrook's firsthand knowledge of the work of leading contemporary Dutch architect Willem Dudok and his followers on the Continent and in Britain. MacRobertson Girls' High School was influential in the introduction of the Modernist modes of architecture and the growth in their acceptance in the 1930s in Victoria. The design of the school was refined in its conceptual clarity, its internal traffic efficiency, and skilful zoning of various educational activities. MacRobertson Girls' High School set a new standard for school architecture by the Public Works Department in subsequent decades under Percy Everett.



MacRobertson Girls' High School. Source: Heritage Council Victoria.

Summary of Comparisons

With so many Moderne buildings in the Victorian Heritage Register, places recognised for their architectural significance tend to be the most extraordinary, unique and innovative examples of the style.

Sunshine Technical College does not have a particularly notable design for a Moderne building. The changes to the Henty Wing have diminished its Moderne styling, particularly the removal of windows which disrupt the horizontal lines of the building. While the Henty Wing still has an intact curved stairwell, this feature can also be seen at Former Essendon Technical College, which overall is a very intact building and better shows how the stairwell relates to the overall architectural composition.

The Nash Block is a more intact example of Moderne design, and displays the simple geometry, curving forms and long horizontal lines which characterise this form of architecture. However, the Nash Block does not have any distinct or fine features which distinguish it from other Moderne educational buildings in the VHR. It does not use unique materials (eg. RMIT Building No. 9) or possess any unique style elements (eg. William Angliss College). There is also a lack of strong contrasting verticality in the design, which is usually seen with Moderne buildings. Contrasting verticality is perhaps most impressively evidenced at Gordon Technical College, though one-storey Moderne designs in the Register also display this feature (eg. Drouin Primary School). At Sunshine Technical College, the flagpole provides some verticality, but is not nearly as prominent as in other Moderne designs.

Former Sunshine Technical College was not an influential design, as both the Henty Wing and Nash Block were constructed when the popularity of Moderne design was already well-established in Victoria. In contrast, MacRobertson Girls' High School and Drouin Primary School both represent the early development of Moderne educational architecture in the State. Both influenced the popularity of Moderne public building design in Victoria, and can therefore be considered influential examples of the style.

Brutalist buildings

Brutalist architecture is characterised by exposed concrete or brick, and the use of angular shapes. The style is minimal with few decorative elements and an emphasis on structural elements. Brutalism emerged in the 1950s, becoming popular in Australia in the subsequent decades.

Brutalist buildings are less common in the VHR, with the most significant examples added to the Register in the last 20 years. Two of these places, both built by the Public Works Department, have been selected for comparison with the Ferguson and Beavan Wings at Former Sunshine Technical College.

Footscray Psychiatric Hospital

160 Gordon Street, Footscray, Maribyrnong City

H2395

The Footscray Psychiatric Centre is architecturally significant for its dramatic design which exhibits the principal characteristics of the Brutalist style, including use of textured concrete, exterior expression of interior features and highlighting of building services and paths of travel. It is noteworthy for its particularly monolithic interpretation of the style. It is an important example of the use of the Brutalist style in Victoria and a key example of the employment of the style by the Victorian Public Works Department for a major institutional work.



Footscray Psychiatric Hospital. Source: Heritage Council Victoria.

Moe Courthouse

59-61 Lloyd Street, Moe, LaTrobe City

H2432

The Moe Court House demonstrates a large range of the defining characteristics of Brutalist architecture in Victoria. These include its monumental scale and fortress-like character, off-form concrete, jagged roofline, industrial-style glazing and bold sculptural expression of curving elements, angled forms and projecting planes and masses. It also demonstrates less frequently seen characteristics, such as the concrete spouts with rain-chains and a conspicuous external expression of services to a degree uncommonly evident in other similar buildings.



Moe Courthouse. Source: Heritage Council Victoria.

Summary of Comparisons

Like the Footscray Psychiatric Hospital and Moe Courthouse, the Ferguson and Beavan Wings at Sunshine Technical College were designed by Public Works Department architects. However, the Ferguson and Beavan Wings do not display the same notable or fine characteristics, nor any innovative features which would give them state-level architectural significance.

Moreover, the Ferguson Wing cannot be easily read as a distinct building, but abuts hard-up against the adjacent Henty Wing. Similarly, the Beavan Wing attaches to both the Nash Block and Henty Wing. As standalone buildings which can be read and appreciated 'in the round', Moe Courthouse and Footscray Psychiatric Ward better display the monumental scale and fortress-like character of Brutalist architecture.

Sites associated with H.V. McKay and the Sunshine Harvester Works

Massey Ferguson Complex

Devonshire Road and Hampshire Road and Harvester Road, Sunshine, Brimbank City

H0667

The Massey Ferguson industrial complex (formerly known as Sunshine Harvester Works) is of historical significance for its association with agricultural implement manufacture for nearly a century, and for its association with company founder H. V. McKay. At one time the complex was one of the most active manufacturers in Australia, as well as one of its largest employers.



Massey Ferguson Complex. Source: Heritage Council Victoria.

HV McKay Offices

2 Devonshire Road, Sunshine, Brimbank City

H1966

Office buildings for Sunshine Harvester Works were first built on the triangular Devonshire Road in 1909, and the area became the site of all the later head office activity for the company. The 1909 office building is a single storey masonry construction decorated in an Edwardian Baroque/Arts and Crafts style. The architect is unknown. A new Head Office building was completed in 1926, the year HV McKay died. The 1926 office building was designed in a rusticated classical style by architect J. Raymond Robinson.



H.V. McKay Offices. Source: Heritage Council Victoria.

HV McKay Memorial Gardens and Church

118-122 Anderson Road, Sunshine, Brimbank City

H1953

McKay personally commissioned the gardens, which were laid out in 1909 to designs by FA Horsfall. The gardens were a key component of the wider industrial complex envisaged by McKay, providing housing and public amenities to his workers. It is one of only two industrial gardens left in Australia.

McKay also contributed funds towards the construction of the church building on site, which was opened in 1928. This replaced an earlier building, also funded by McKay. McKay laid the foundation stone in 1926, shortly before his death. To honour him, the Church was named the HV McKay Memorial Church. Internally, it features a marble tablet and stained-glass window memorialising HV McKay. The pulpit and ministers chair feature commemorative plaques memorialising his brother, George McKay who died in 1927.



H.V. McKay Memorial Gardens with the church in the background, 2012. Photographer: Reinthal. Source: Wikimedia Commons.

Summary of Comparisons

The entire area of Sunshine is closely associated with H.V. McKay, and the suburb is named after McKay's Sunshine Harvester Works factory. H.V. McKay was instrumental in planning the area as the Sunshine Residential Estate, designed to be a model worker's town for his employees and their families. Sunshine Technical College was likely part of this vision, providing education and technical skills for his workers. As well as donating land for Sunshine Technical College and providing a large amount of funding, McKay funded electric street lighting, public buildings, and a library. The most notable of these public amenities is the H.V. McKay Memorial Gardens and Church.

Sunshine Technical College differs from the three comparators above in the following ways:

- H.V. McKay was directly involved in the planning of Massey Ferguson Complex ('Complex'), HV McKay Offices ('Offices') and HV McKay Memorial Gardens and Church ('Gardens'). Most of the extant buildings and gardens were designed and constructed during his lifetime. Though the HV McKay Memorial Church in the Gardens were completed after his death, he was present for the laying of a foundation stone, and the building remains as a clear monument to McKay's life and works, evidenced by the marble tablet and stained-glass windows which were constructed in his memory. In contrast, the extant buildings at Former Sunshine Technical College were constructed after the death of H.V. McKay. McKay did not have a direct role in planning or commissioning the extant features of the place. In addition, there are no extant features which refer to McKay and his contribution to the place.
- H.V. McKay had clear control over the development of the Complex and Offices up until his death in 1926. Though McKay was the primary benefactor and sat on the school council of Sunshine Technical College, the place was ultimately controlled by the Education Department.
- The spatial relationship between the Complex, Offices and Gardens is still evident, as the three places are located close together (see map below). The notion of the 'worker's town' is therefore readable, particularly the relationship between the 'work' and 'leisure' aspects of the Sunshine Residential Estate. While Former Sunshine Technical College is located only one kilometre from the Gardens, development between the places means that there is no sense of this spatial association. It is not immediately clear from the extant fabric that Former Sunshine Technical College has any relationship with the Former Sunshine Harvester Works and the concept of the 'worker's town'.

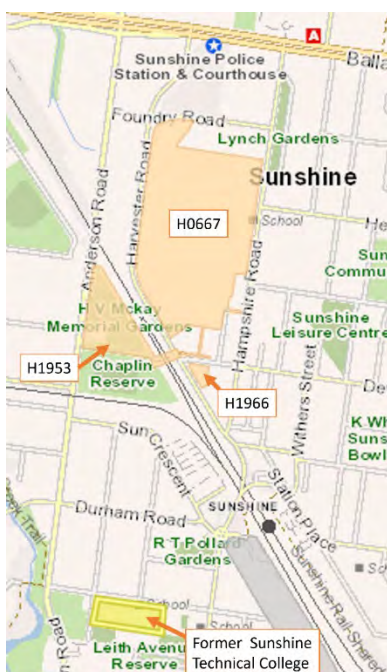


Figure 1: A map showing the spatial relationship between Former Sunshine Technical College and other sites associated with H.V. McKay.

Appendix 1

Heritage Council determination (section 41)

The Heritage Council is an independent statutory body that will make a determination on this recommendation under section 49 of the Act. It will consider the recommendation after a period of 60 days from the date the notice of recommendation is published on its website under section 41.

Making a submission to the Heritage Council (section 44)

Within the period of 60 days, any person or body with a real and substantial interest in the place or object may make a submission to the Heritage Council regarding the recommendation and request a hearing in relation to that submission. Information about making a submission and submission forms are available on the Heritage Council's website.

Consideration of submissions to the Heritage Council (section 46)

- (1) The Heritage Council must consider—
 - (a) any written submission made to it under section 44; and
 - (b) any further information provided to the Heritage Council in response to a request under section 45.
- (2) The Heritage Council must conduct a hearing in relation to a submission if—
 - (a) the submission includes a request for a hearing before the Heritage Council; and
 - (b) the submission is made by a person or body with a real or substantial interest in the place or object that is the subject of the submission.
- (3) Despite subsection (2), the Heritage Council may conduct a hearing in relation to a submission in any other circumstances the Heritage Council considers appropriate.

Determinations of the Heritage Council (section 49)

- (1) After considering a recommendation that a place or object should or should not be included in the Heritage Register and any submissions in respect of the recommendation and conducting any hearing into the submissions, the Heritage Council may—
 - (a) determine that the place or part of the place, or object, is of State-level cultural heritage significance and is to be included in the Heritage Register; or
 - (b) determine that the place or part of the place, or object, is not of State-level cultural heritage significance and is not to be included in the Heritage Register; or
 - (c) in the case of a recommendation in respect of a place, determine that the place is not to be included in the Heritage Register but—
 - (i) refer the recommendation and any submissions to the relevant planning authority for consideration for an amendment to a planning scheme; or
 - (ii) determine that it is more appropriate for steps to be taken under the Planning and Environment Act 1987 or by any other means to protect or conserve the place; or
 - (d) in the case of a recommendation in respect of additional land which has been nominated to be included in the Heritage Register as part of a registered place in accordance with section 32, determine that the land be included in the Heritage Register if—
 - (i) the State-level cultural heritage significance of the place would be substantially less if the land or any part of the land which is or has been used in conjunction with the place were developed; or
 - (ii) the land surrounding the place is important to the protection or conservation of the place or contributes to the understanding of the place; or

- (e) determine that the object is integral to understanding the cultural heritage significance of a registered place or a place the Heritage Council has determined to be included in the Heritage Register.
- (2) The Heritage Council must make a determination under subsection (1)—
 - (a) within 40 days after the date on which written submissions may be made under section 44; or
 - (b) if any hearing is conducted into the written submissions, within 90 days after the completion of the hearing.
- (3) A determination that a place or part of a place, or object, should be included in the Heritage Register may include categories of works or activities which may be carried out in relation to the place or object for which a permit under this Act is not required, if the Heritage Council considers that the works or activities would not harm the cultural heritage significance of the place or object.
- (4) If the Heritage Council determines to include a place in the Heritage Register, with the consent of the owner of the place, the Heritage Council may determine to include in the Heritage Register additional land of the owner that is ancillary to the place.
- (5) If a member of the Heritage Council makes a submission under section 44 in respect of a recommendation, the member must not take part in the consideration or determination of the Heritage Council.
- (6) The Heritage Council must notify the Executive Director of any determination under this section as soon as practicable after the determination.

Obligations of owners of places and objects (section 42)

- (1) The owner of a place or object to whom a statement of recommendation has been given must advise the Executive Director in writing of—
 - (a) any works or activities that are being carried out in relation to the place or object at the time the statement is given; and
 - (b) any application for a planning permit or a building permit, or for an amendment to that permit, that has been made in relation to the place but not determined at the time the statement is given; and
 - (c) any works or activities that are proposed to be carried out in relation to the place or object at the time the statement is given.
- (2) An advice under subsection (1) must be given within 10 days after the statement of recommendation is given under section 40.
- (3) The owner of a place to whom a statement of recommendation has been given must advise the Executive Director in writing of an application, permit or amendment if, before a determination under section 49 or 52 in respect of a place—
 - (a) an application for a planning permit or a building permit or for an amendment to that permit in relation to the place is made; or
 - (b) a planning permit or building permit or an amendment to that permit in relation to the place is granted.
- (4) An advice under subsection (3) must be given within 10 days after the making of the application or the grant of the permit or amendment.
- (5) The owner of a place or object to whom a statement of recommendation has been given must advise the Executive Director in writing of the following activities or proposals if, before a determination is made under section 49 or 52 in respect of a place or object—
 - (a) any activities are carried out in relation to the place or object that could harm the place or object;
 - (b) any activities are proposed to be carried out in relation to the place or object that could harm the place or object.
- (6) An advice under subsection (5) must be given within 10 days after the owner becomes aware of the activity or the proposal, as the case requires.

- (7) If, before a determination is made under section 49 or 52 in respect of a place or object, a proposal is made to dispose of the whole or any part of the place or object, the owner of the place or object must advise the Executive Director in writing of that proposal.
- (8) An advice under subsection (7) must be given at least 10 days before entering into the contract for the disposal of the place or object.
- (9) The owner of a place or object who proposes to dispose of the whole or any part of the place or object before a determination is made under section 49 or 52 in respect of the place or object must, before entering into a contract for that disposal, give a copy of the statement of proposed contract, is to acquire the place or object or part of the place or object.

Owners of places and objects must comply with obligations (section 43)

An owner of a place or object to whom section 42 applies must comply with that section.

Penalty: In the case of a natural person, 120 penalty units;

In the case of a body corporate, 240 penalty units.