

Port Hedland State School (fmr), 10 McKay Street, Port Hedland



JUNE 2023

Heritage Assessment and
Heritage Impact Statement



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1.0 Introduction

Marine Rescue Port Hedland has requested a heritage assessment and heritage impact statement of their marine rescue operations centre which is housed within part of the Port Hedland State School (fmr) building on McKay Street.

Port Hedland State School (fmr) is entered on the Town of Port Hedland's Heritage Inventory 2017 and Heritage List 2017 as a grade B place. The place has also previously been referred to DPLH in 2015 as part of the disposal process for a State Government owned place to which DPLH confirmed that the place did not meet the threshold for entry into the State Register, further confirming in 2020 that the place does not need further referral or reconsideration through the GHPDP process.

This report seeks to assess the heritage significance of the place in its current condition and assess the impact of Marine Rescue Port Hedland's development proposals on the significance of the place.

2.0 Location

Lots 55-57 on Deposited Plan 223062 known as no. 10 McKay Street, Port Hedland. The property is located on the south western side of McKay Street opposite the intersection with Kingsmill Street and just south of the intersection with Richardson Street.

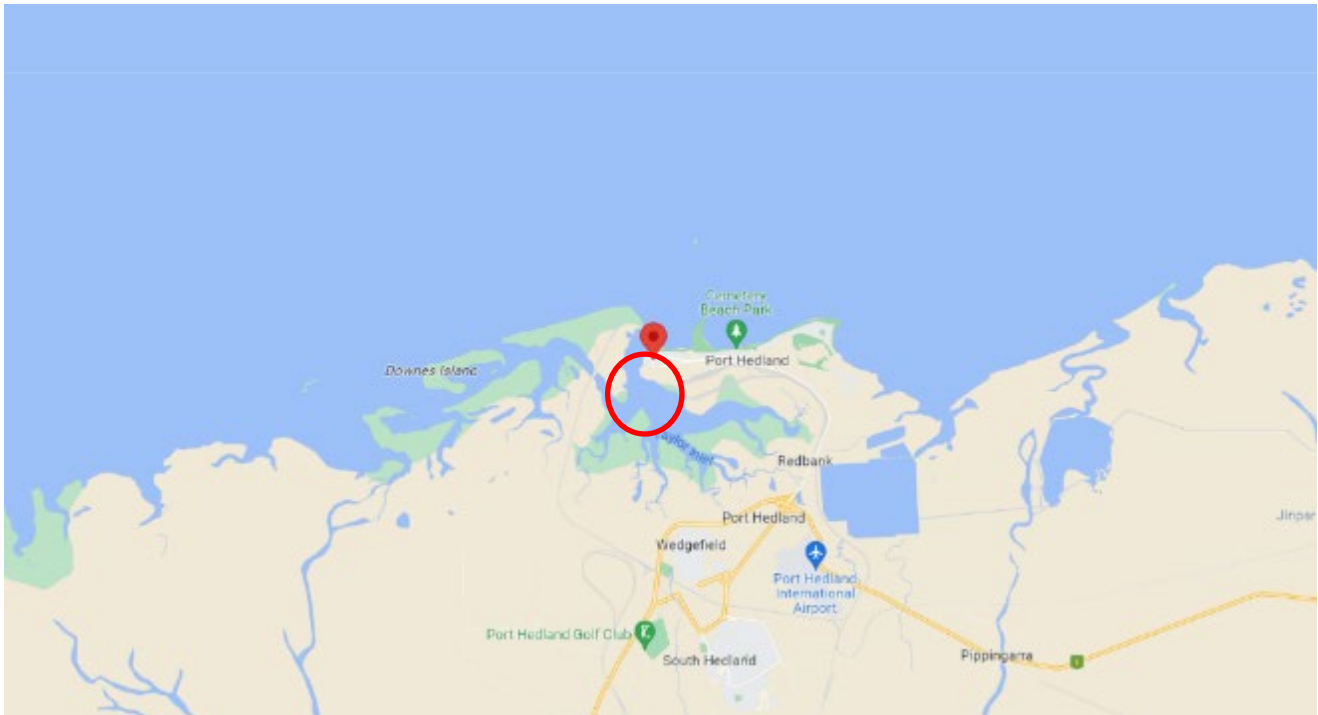


Figure 1: Location of no. 10 McKay Street, Port Hedland in a local context
Courtesy Google Maps, 2023



Figure 2: Location of no. 10 McKay Street in a regional context
Courtesy Google Maps, 2023



Figure 3: Lots 55-57 McKay Street, Port Hedland
Courtesy Landgate 2023



Figure 4: Aerial view of No 10 McKay Street, Port Hedland
Courtesy Nearthmap, February 2023

3.0 Heritage Listings

P2289 Lot 869 Tower Street, Gwalia benefits from the following heritage listings:

Listing Type	Status	Date	Comment
State Register		28/08/2015	RHP: Does not warrant assessment
Heritage List	Adopted	23/08/2017	Town of Port Hedland
Municipal Inventory	Adopted – Category B	23/08/2017	Town of Port Hedland

4.0 Statement of Significance

The following Statement of Significance is taken from the place record form for the entry of the place into the Town of Port Hedland's Heritage Inventory 2017:

Port Hedland State School (fmr) is significant as the first education facility in Port Hedland, and associations with staff and students between 1906 to 1942, and 1953 to 1961.

The World War Two period of associations when utilised as a mess is significant, as is the use by community organisations.

The place makes a significant contribution to the historic character and streetscape of the town of Port Hedland.

5.0 Historical Background

The town of Port Hedland was gazetted 1896 and the community began to slowly grow requiring new services and facilities. The need for a school soon became obvious and representations were sent by the community to the Government to build a school and provide a teacher.

In 1905, lots 54, 55 and 56 McKay Street were allocated for a school and in March 1906 tenders were called for the building of the school and a teacher's quarters alongside. Construction was undertaken in the middle of the year and the school opened on 1st October 1906 with Mr. James G Young the School Master. When the school opened the official enrolments were 14 school aged children.

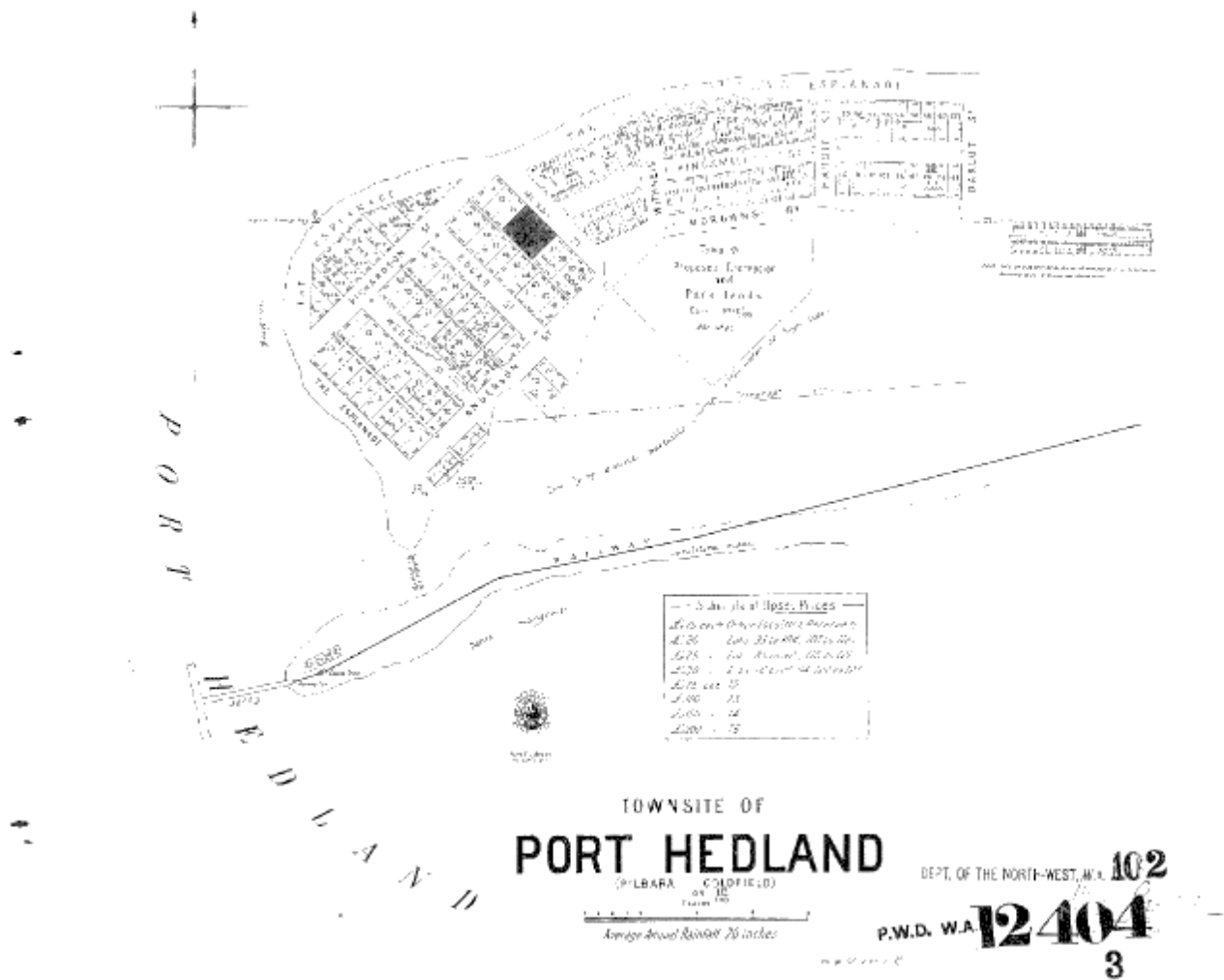


Figure 5
Courtesy

Location plan showing lots 1905.
SROWA Cons 1647 item 12404.

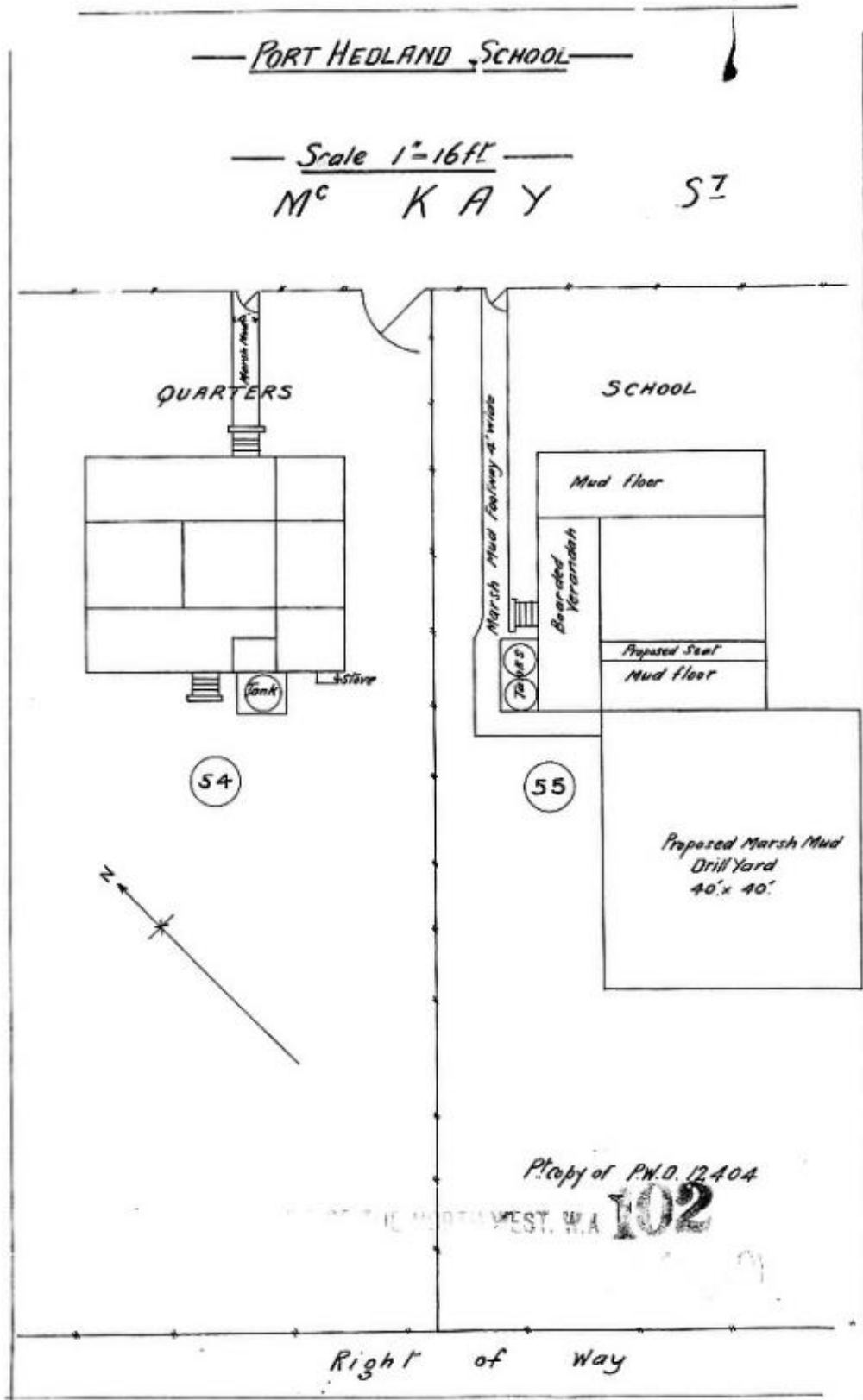


Figure 6 Site plan showing the school and teacher's quarters.
Courtesy SROWA Cons 1647 item 12404.

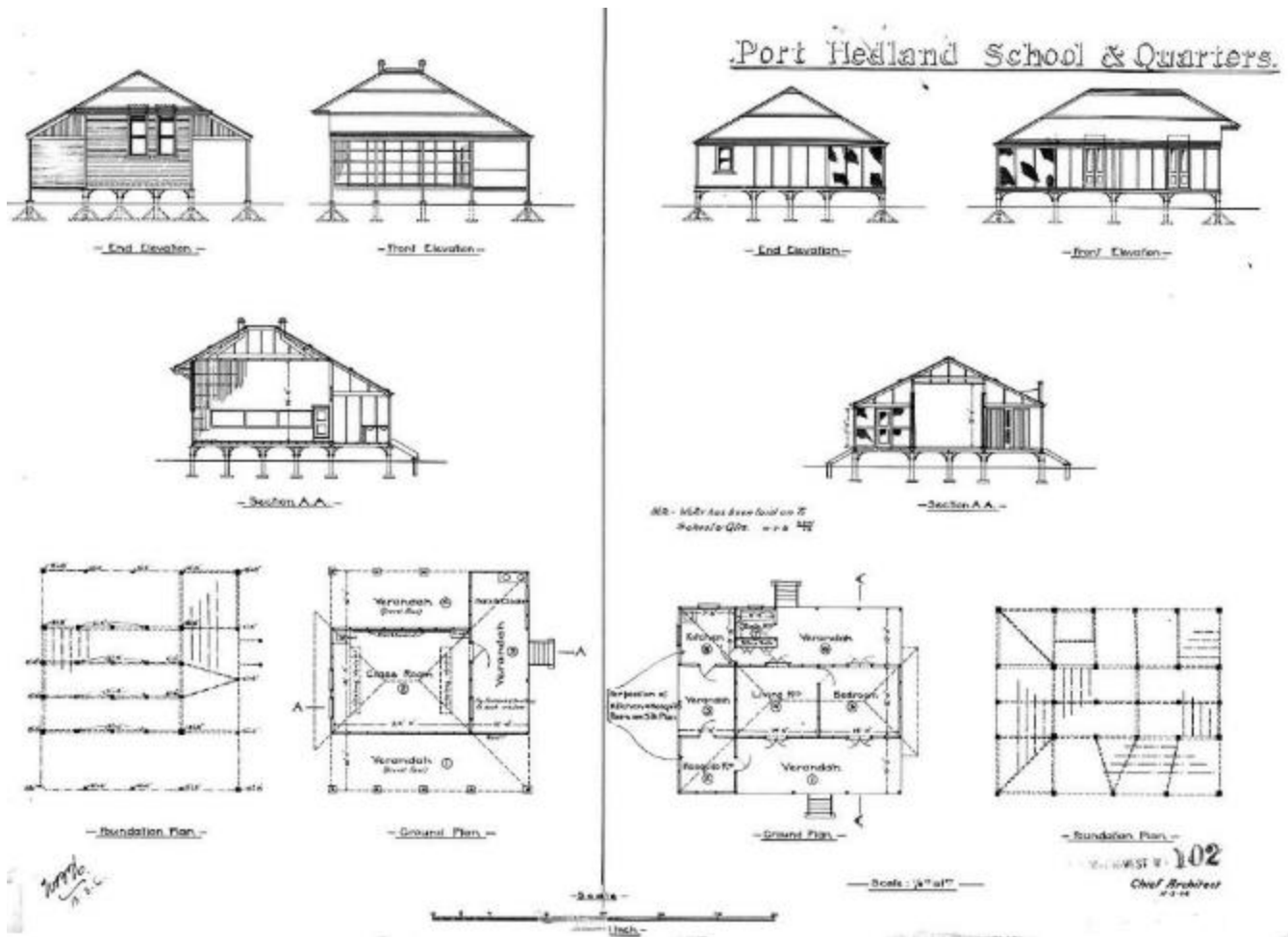


Figure 7 Plans and elevations for school and teacher's quarters.
Courtesy SROWA Cons 1647 item 12404

The number of the students grew steadily and by October 1907 there were 25 enrolled students. In subsequent years there were fluctuations in numbers and there was difficulty in retaining a School Master in the town. When no teacher was available the school was closed for several weeks.

One former student recalled her experiences of the school between 1906 and 1912.

'The school building itself was very small, only one room to begin with, an overhanging verandah roof on one side, under which stood a corrugated iron tank stand. This provided the school's only source of drinking and necessary ablutions water in those early days. Inside, ranged along the floorboards, in three or four rows, were long pinewood school desks with their individual ink wells and pen and pencil grooves, each desk accommodating five or six pupils, all sitting on an equally long wooden stool, or form as it was called.

Along the length of an end wall, facing the seated students, was a large blackboard with a narrow, bottom shelf, grooved to hold the sticks of crisp white chalk and a timber backed yellow felt duster.

.....

Rather inadequate ventilation and light found their way through fly screened windows, set high up in the side walls, so that we press-ganged youngsters were less likely, in theory, to be distracted by outside activity. That school room was stifling hot in those first summer days of our formal introduction to the three "R's", height of windows discouraging any errant breeze from reaching an estimated twenty students below. Coupled with crowded conditions and totally inadequate supply of drinking and ablutions water, the oven-like heat greatly affected summertime ability to concentrate on learning'.¹

In these early years, the conditions in the school room during the hot summer months was so criticized by parents that the school was 'black listed' and children kept home. The 'strike action' by parents lead to negotiations and alterations to the school building. The most significant changes were the lowering of the windows to improve air circulation, extension of the verandah around all sides of the building, and provision of more water taps and basins in a new cloakroom. These changes are apparent in plans prepared in 1912 held at the State Records Office. This 1912 plan shows the extension of the classroom into the verandah by 6 feet. It is not clear when all the extension was completed.²

The typical school day in these early decades started at 8am and finished at lunchtime, with students attending until they were 14.³

¹ Banks, Jill [et.al] Through Dusty Eyes: The History of Port Hedland Primary School, Port Hedland Primary School, 1998. p. 7.

² Ibid, p. 8.

³ Ibid, p. 14.

Port Hedland School Additions

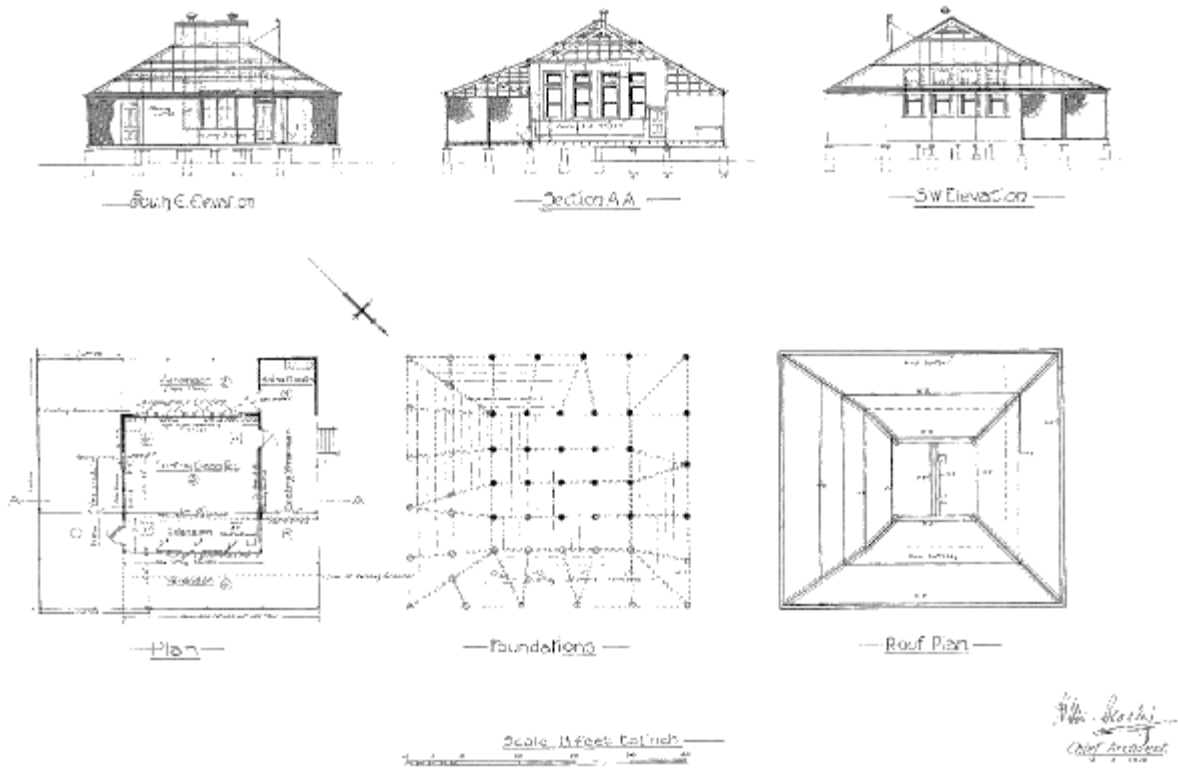


Figure 8 Plans and elevations for school and teacher's quarters.
Courtesy SROWA Cons 1647 item 12404.

In 1917, the Head Teacher Mr. W. M. Richardson established the provision of postal tuition for the 12 children living too remotely to attend school. This service grew to become the 'School of the Air' program.

Mr Richardson also provided the Education Department a unique snapshot of the school when he sent photographs of the school in 1916. The selection of photographs were taken by a 'shy boy' William Gray (sp).⁴

⁴ Letter to Director of Education, 26 February 1916, Cons 1497 item 1916/1346. SROWA.



Figure 9 Views of Port Hedland School 1916.
Courtesy SLWA Photographic Collection 28007P -28017P.



Figure 10
Courtesy

Children in Port Hedland playground, 1916
SLWA image b1923407



Figure 11
Courtesy

View of Port Hedland, 1922. School and Teacher's quarters highlighted
'Through Dusty Eyes', p. 13.

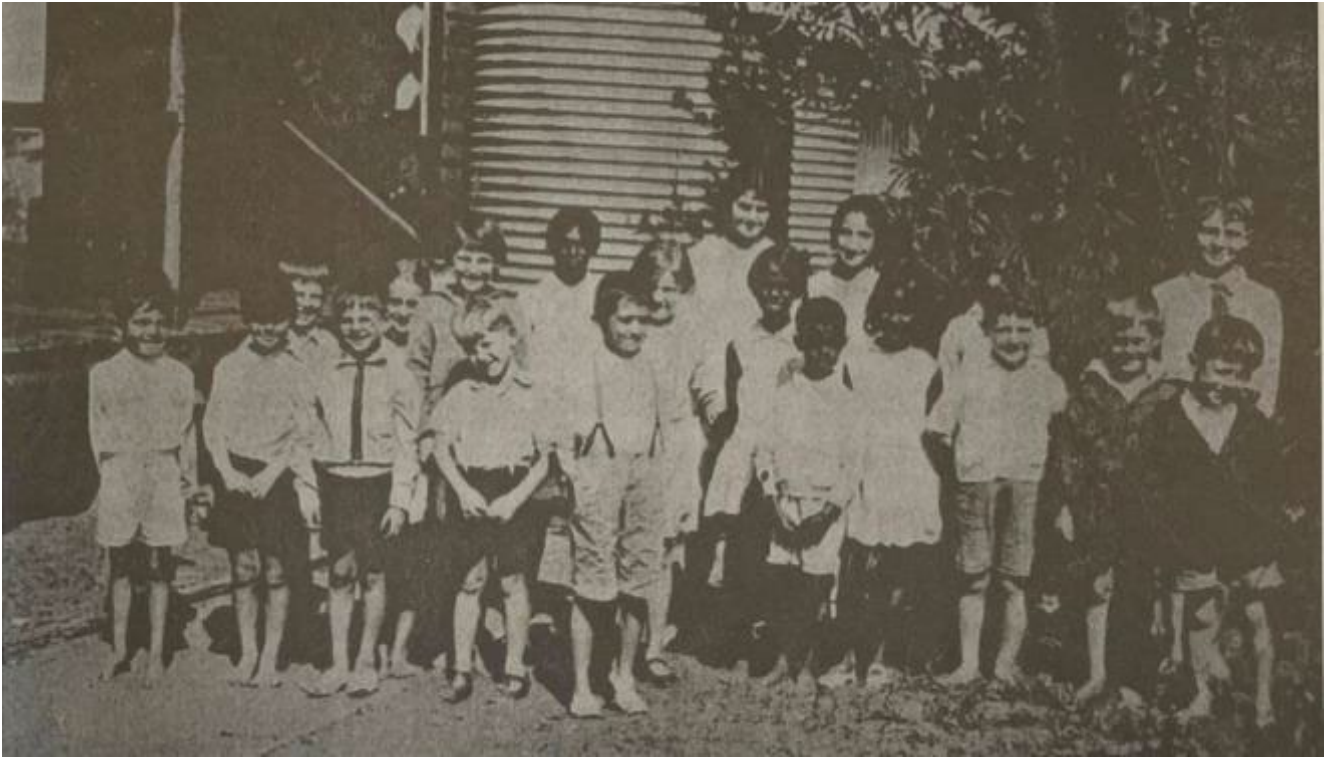


Figure 12 Port Hedland School, 1928. Showing water tank and verandah and original weatherboard cladding.
Courtesy 'Through Dusty Eyes', p. 15.



Figure 13 School play rehearsal with enclosed verandah, 1920s
Courtesy 'Through Dusty Eyes', p. 18.

Throughout the 1920s and 1930s the school continued to serve the community although in 1930 there was some criticism of the condition of the building from the Director of Education.⁵ By this time the school days were longer with most students going home for lunch as most lived close by.

During World War Two, the local population were encouraged to evacuate the town, particularly after the bombing of Broome in 1942. Because of these reasons the school was closed and the premises used as a kitchen for the AIF men and women serving in Port Hedland.⁶ Port Hedland was bombed twice during World War Two however the school building and teacher's quarters were undamaged.

The school reopened in 1944 with Mr. Robert Burns as the Head Teacher.⁷ In 1947, Mr. Laurie Phillips was appointed Head Teacher and described the school when he taught his class of approximately 20 students.

The school consisted of one room with a verandah all round. It was well designed for the climate by the standards of the time. The bottom section of the wall (about 1 meter) was hinged in the form of shutters which could be opened to allow air to circulate. There was a ceiling fan also, I think, and the verandahs were latticed which greatly reduced the sunlight falling on the walls. The verandah supports were steel, bolted to the roof timber and set in concrete below ground. This construction was used (and on the school house also) to withstand cyclones and was very effective.⁸

⁵ Banks, Jill [et.al] *Through Dusty Eyes: The History of Port Hedland Primary School*, Port Hedland Primary School, 1998. p. 21.

⁶ *Ibid*, p. 26.

⁷ *Ibid*, p.27.

⁸ *Ibid*, p. 30.



Figure 14 Interior of the Port Hedland School, 1947.
Courtesy 'Through Dusty Eyes', p. 30.

In the 1950s, the school remained unchanged and the Head Teacher Mr Keith Arthurs 1951-1953 recalled the conditions.

All we had was an ancient four-bladed fan suspended from the ceiling which served to circulate the hot air. For water we depended on rain water tanks which had to be augmented by water trucked in from either 'twelve mile' or the 'twenty six' mile, the latter being the better water. There was tap water but it was totally unpalatable being brackish and salty. It was a monitor's job to fill the canvas water bag which hung from a verandah railing. The children were all water conscious and there was little wastage.⁹

⁹⁹ Ibid. p. 365.
16



Figure 15 *Port Hedland School, c1957*
Courtesy 'Through Dusty Eyes', p. 41.

During the 1950s, the town was undergoing growth due to the establishment of the iron ore industry. The population of the town grew with migrants from many parts of the globe. School enrolments were also steadily increasing and the Education Department purchased land adjacent to the school with the intention of enlarging the school.

By 1957, 61 students were enrolled and Gratwick Hall in town was being used as a classroom. Requests to build additional classrooms were finally successful when the Public Works Department built two new classrooms on the southeast side of the original school building. It is probable that it was originally intended to build just one classroom as plans from 1958 show only one classroom. However, recollections from the teachers of the period and photographs of the additions completed in 1959 show two new classrooms. The new classrooms which included asbestos cement sheeting were completed for a cost of £7983.¹⁰

¹⁰ *Ibid*, p. 42.
17

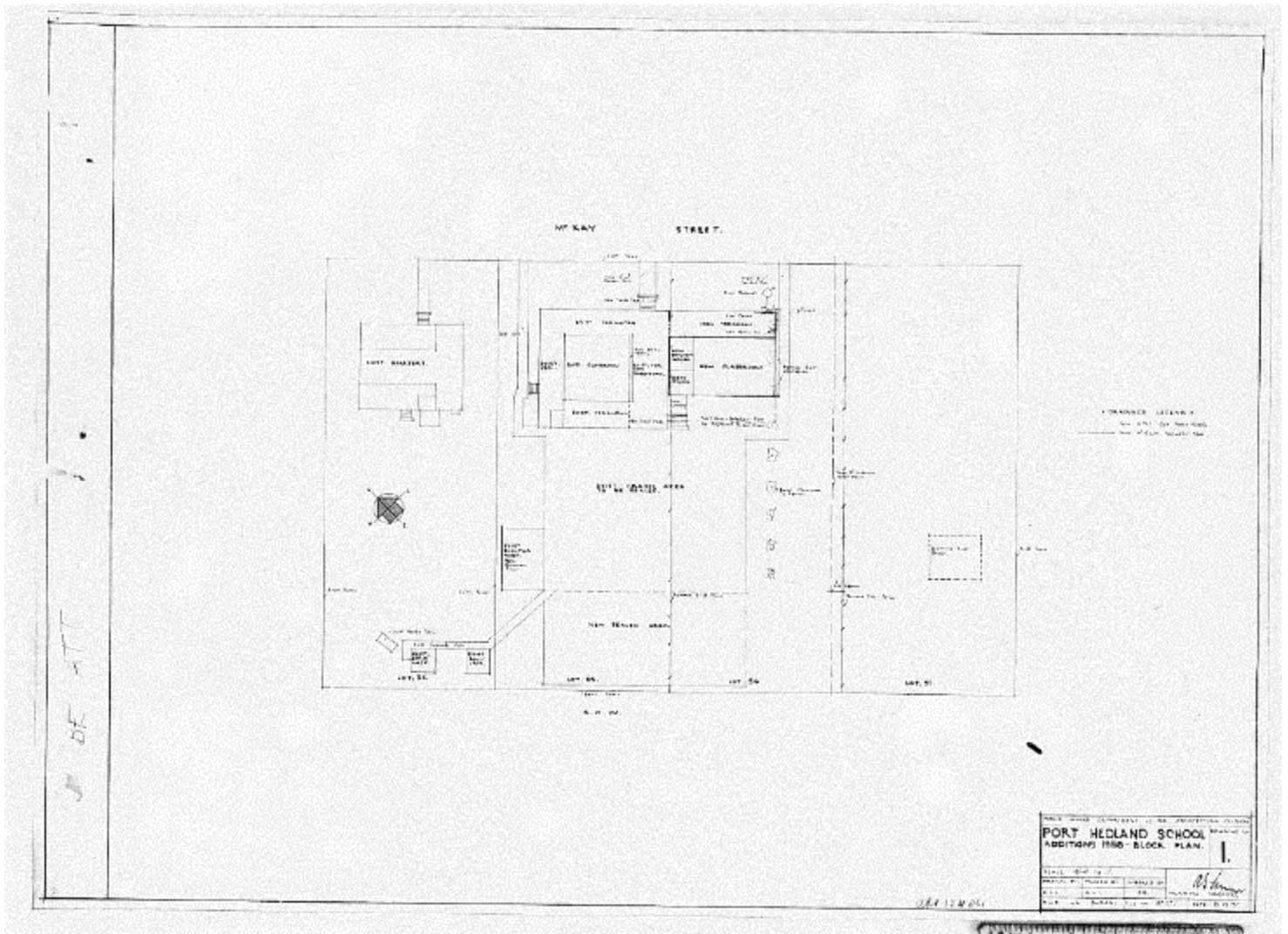


Figure 16
Courtesy

Block Plan showing addition of one new classroom, 1958
SROWA Cons 1647 item 12404.

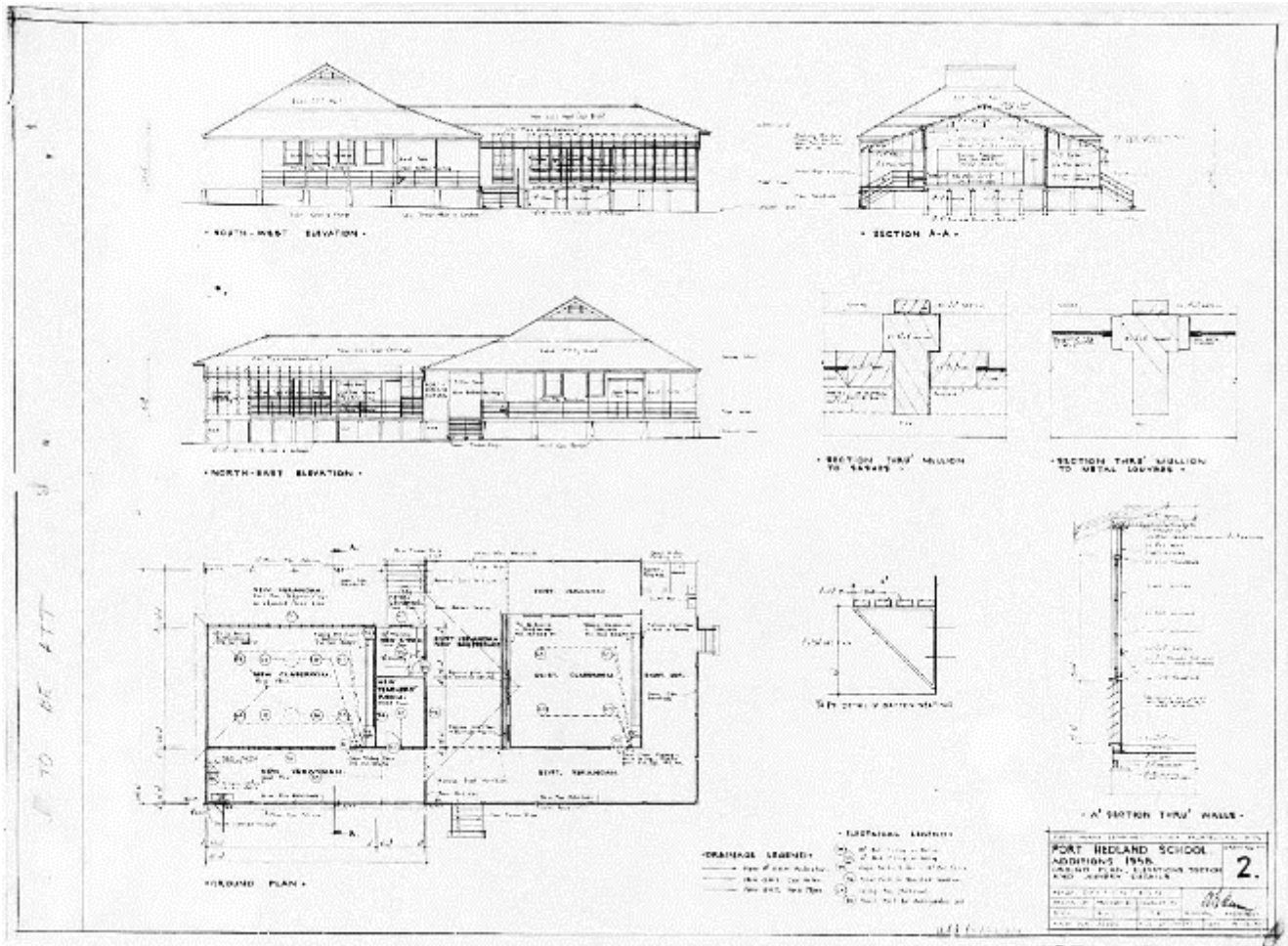


Figure 17 Plan for one new classroom, 1958
Courtesy SROWA Cons 1647 item 12404

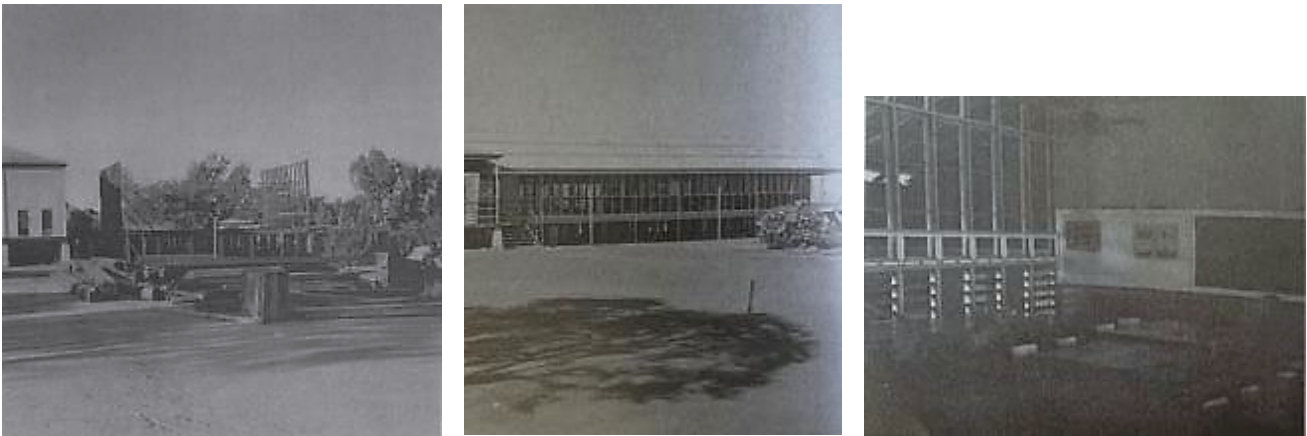


Figure 18 Construction of the two new classrooms
'Through Dusty Eyes', p. 42.

Soon after the completion of the new classrooms it was apparent that additional facilities were needed, and new classrooms were built in Acton Street and opened in June 1961. The Port Hedland School thus consisted of three classrooms in McKay Street and two classrooms at Acton Street and a total school population of 148.¹¹ The breezeway between the old and new classrooms was converted into another classroom in 1964.¹²



Figure 19 *At the completion of the two new classrooms*
Courtesy *'Through Dusty Eyes', p. 53*

In 1966, the classrooms were converted for use for Manual Training, Home Sciences and School of the Air as Acton Street was the site of all classrooms in 1965. The school operated from the two campuses, until the 1970s.

¹¹ *Ibid*, p. 59.

¹² *Ibid*, p. 65.

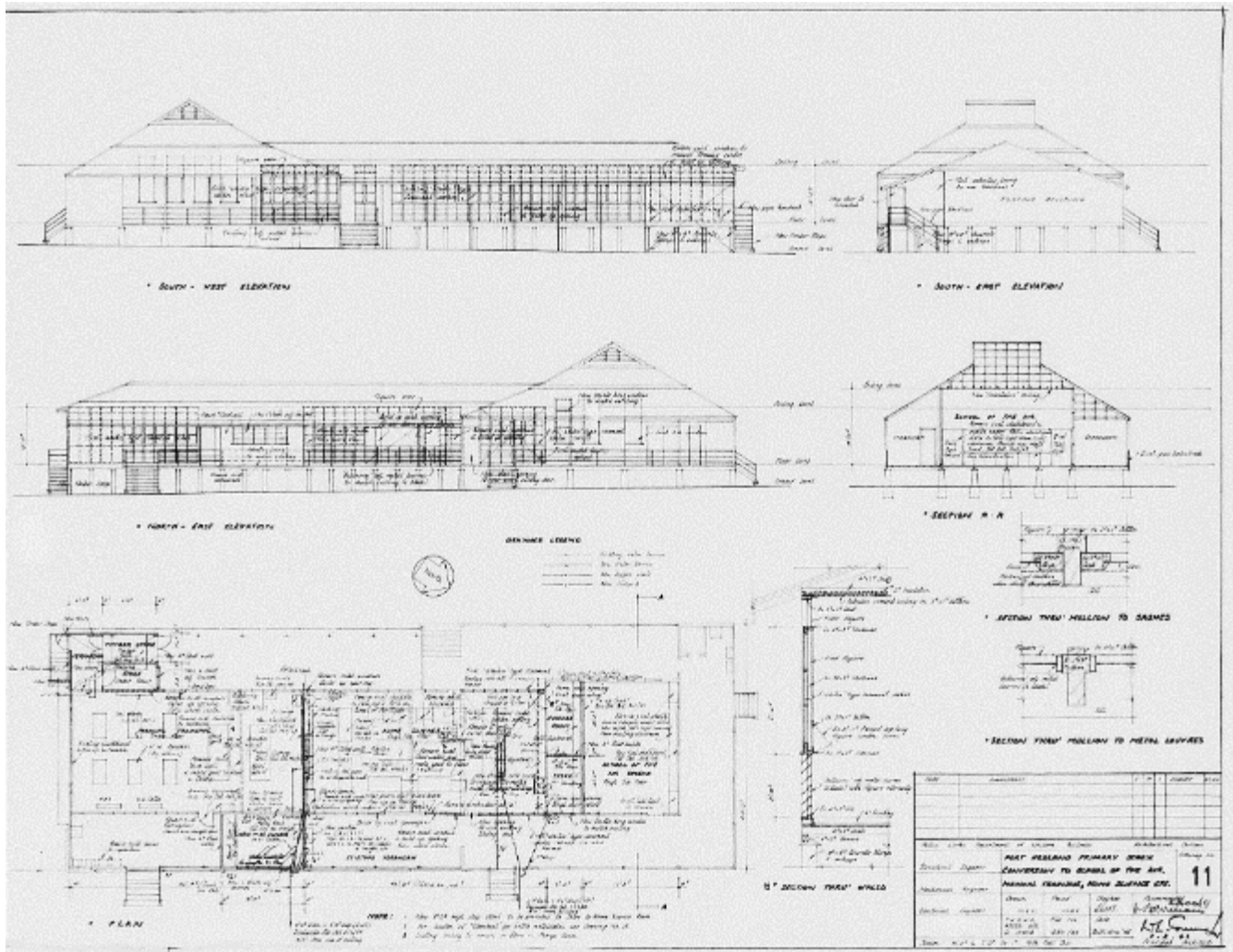


Figure 21 Alterations to Manual Training, Home Science and School of the Air, 1966
Courtesy SROWA Cons 1647 item 12404

The date in which the school ceased operating at McKay Street has not been firmly established however by 1976 the place was used by St John Ambulance which began its association with community service. By 1978, the buildings were used by the Port Hedland Playhouse. It is likely that the buildings were adapted for these differing uses.¹³

In 2000, the lease for the property was transferred to the Port Hedland Volunteer Sea Rescue Group (INC) and plans were prepared for the construction of a new boat shed on the site.

The Group have operated from this site since that time and have undertaken improvements as required. This includes a new toilet block in 2004 and the extension of the boat shed in 2013.

¹³ Information from Marine Rescue Timeline Document. Prepared 2023.

In 2016, the office premises were renovated to comply with OH& S standards and were assisted by a grant from DFES. At the same time Marine Rescue Port Hedland (MRPH) sought estimates to design new premises as the existing premises were not fit for purpose.

Since 2016, the premises have continued to be upgraded where possible, including the replacement of original building fabric. The poor condition of the 1906 building has made it no longer habitable.

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Public Works Department. (1905-1966). Port Hedland Primary School. *PWD 12404*. State Records Office of WA.

6.0 Physical Description

Port Hedland State School (fmr) is a large single storey timber framed, corrugated metal and asbestos clad building, constructed in two main phases together with other minor alterations.

The original section was constructed in 1906 in the North West Vernacular style and formed a single classroom at the northern end of the current building range. The original section of school was surrounded by verandah which was partially infilled at the southern end to increase the school accommodation. The larger southern section of building was added in the late-1950s with the building now presenting in a coherent form.

The timber framed building is raised on concrete stumps, many of which are in failing condition and have been supported by steel stumps and acrow props. The roof is hipped clad in corrugated iron.

Verandahs are a key feature of three elevations with only the southern end not having a verandah. They are of timber framed construction with timber deck. The canopies are formed by the continuation of the main roof.

Windows are a variety of styles with a range of timber framed sash windows to the original class room. Timber framed openings were added to the later addition with cyclone shutters attached.

Internally the floors throughout are jarrah boards of different widths commensurate with the periods of construction. The stud walls lined with asbestos linings to the entire wall height in the original classroom and a combination of custom orb corrugated lining and asbestos lining to Main Hall No. 1. The Marine Rescue accommodation has asbestos sheet lining.

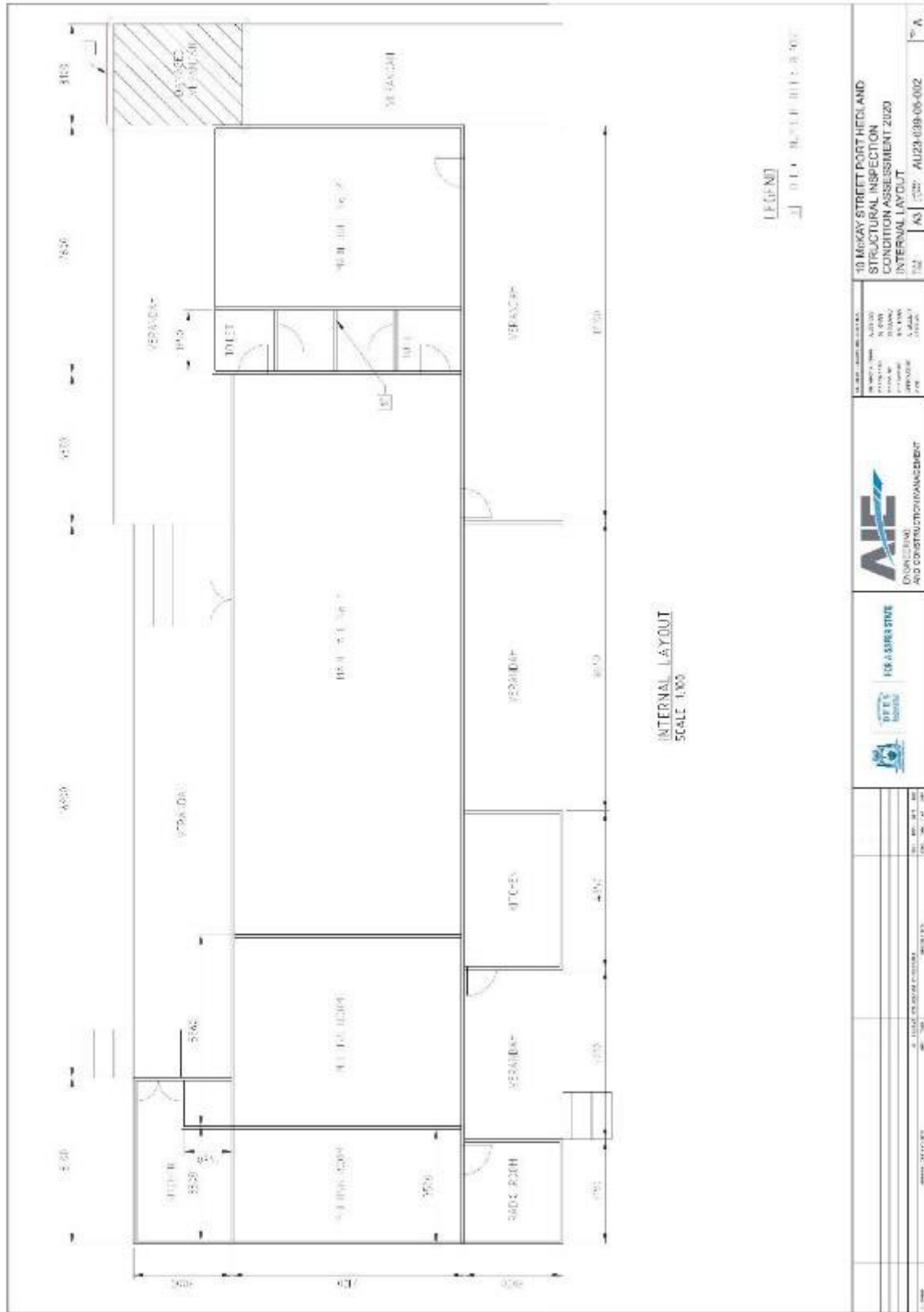


Figure 22: Floor plan of no. 10 McKay Street

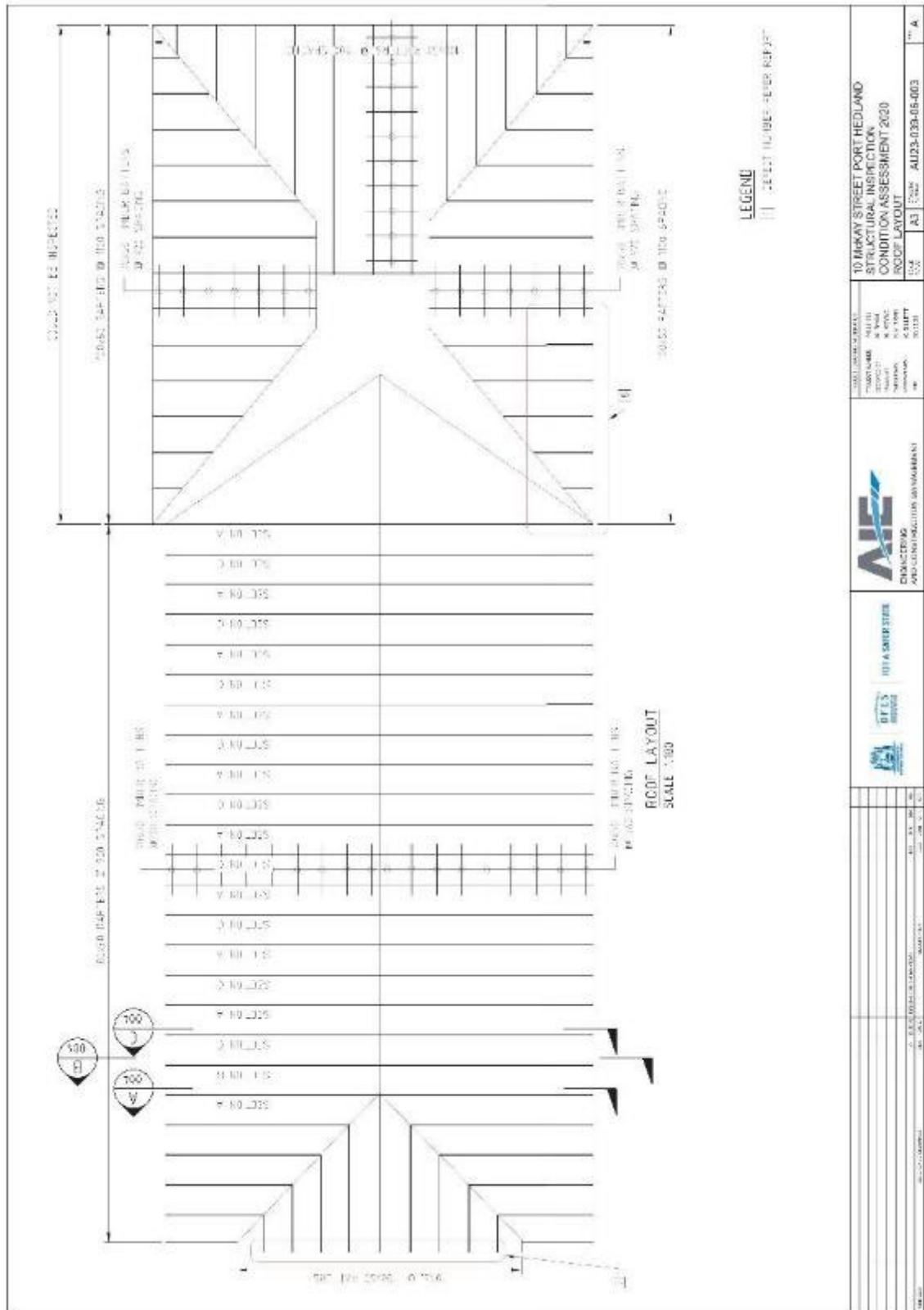


Figure 23: Roof plan of no. 10 McKay Street

7.0 No. 10 McKay Street – Photographs



Figure 24: Lot 869 Tower Street, Gwalia – façade



Figure 25: McKay Street elevation and Marine Rescue Shed



Figure 26: *Roof form of original section of school*



Figure 27: *Sweeping hipped roof of original section of school*



Figure 28: South western end of the former Port Hedland State School building, now used as Marine Rescue office



Figure 29: View along front verandahs



Figure 30: View along front verandah



Figure 31: Front verandah outside Marine Rescue office



Figure 32: Original section of school at north western end



Figure 33: North west elevation – original section of school



Figure 34: Windows to original section of school building



Figure 35: View along rear elevation



Figure 36: *View along rear elevation to Marine Rescue office entrance*



Figure 37: *View along rear elevation towards original section of the school*



Figure 38: Main Hall No. 1 looking towards toilets



Figure 41: Main Hall No. 1



Figure 39: Main Hall No. 1 looking towards kitchen in far corner



Figure 42: Kitchen hatch



Figure 40: View through Main Hall No. 1



Figure 43: View through Main Hall No. 1 towards original section of school (Main Hall No. 2)



Figure 44: Ceiling in Main Hall No. 1



Figure 45: Timber floor Main Hall No. 1



Figure 46: Stepped access into toilets



Figure 47: Custom orb dado along north-west wall of Main Hall No. 1



Figure 48: Upper section of north-west wall and asbestos sheet ceiling lining



Figure 49: Typical toilet fitout



Figure 50: Plasterboard ceiling to toilet



Figure 51: Original classroom (Main Hall No. 2)



Figure 52: Original classroom (Main Hall No. 2)



Figure 54: Acoustic tile ceiling



Figure 53: Timber floor under existing floor lining



Figure 55: Dado around the walls of the original classroom



Figure 56: View through acoustic tile ceiling towards original level of ceiling



Figure 57: Marine Rescue Meeting Room



Figure 59: Marine Rescue Meeting Room



Figure 58: Marine Rescue Meeting Room



Figure 60: Marine Rescue Meeting Room



Figure 61: Ceiling to Meeting Room



Figure 62: Radio Room

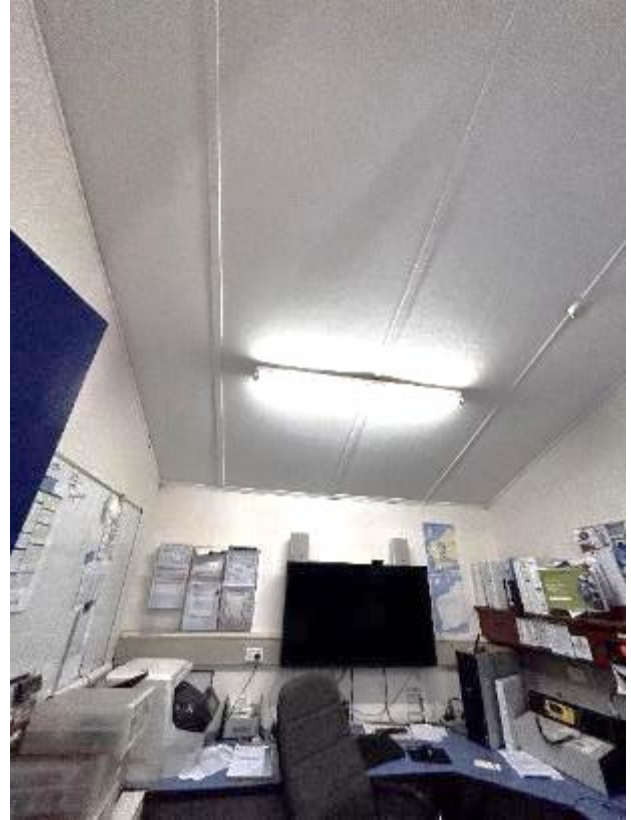


Figure 64: Ceiling to Radio Room



Figure 63: Radio Room

8.0 Condition

The condition of Port Hedland School (fmr) is poor. It has been assessed by a structural engineer and was considered to be a combination of extremely high risk and high risk of structural failure.

95% of concrete stumps at the northern end of the building and 50% of the stumps at the southern end are experiencing concrete deterioration resulting in reduced structural capacity. There is evidence of the stumps having previously been repaired/replaced due to the varying style of stump. Steel stumps have been added to the southern end of the building to provide additional support and these have been recently supplemented by acrow props.

There is also evidence of severe termite activity impacting the structural capacity of the timber floor bearers, joists, wall framing and verandah timbers.

Windows at the northern end of the building have been broken.

The verandah at the northern end of the building has collapsed and is unsafe.

The building contains asbestos containing materials including wall and ceiling linings.

The roof was not fully inspected however there is evidence of undersized timbers and lack of tie downs. The corrugated roof sheeting is non-original. The storm water system was considered by the engineer to be insufficient.



Figure 65: Broken glazing



Figure 66: Typical concrete damage to stumps



Figure 67: Collapsed northern verandah



Figure 69: Collapsed verandah and loss of cladding materials



Figure 68: Collapsed northern verandah



Figure 70: Damaged verandah timbers



Figure 71: Deteriorating verandah timbers



Figure 74: Unsafe wiring under the building



Figure 72: Damaged verandah



Figure 75: Verandah in poor condition



Figure 73: Damaged verandah canopy timbers



Figure 76: Damaged and replaced concrete stumps

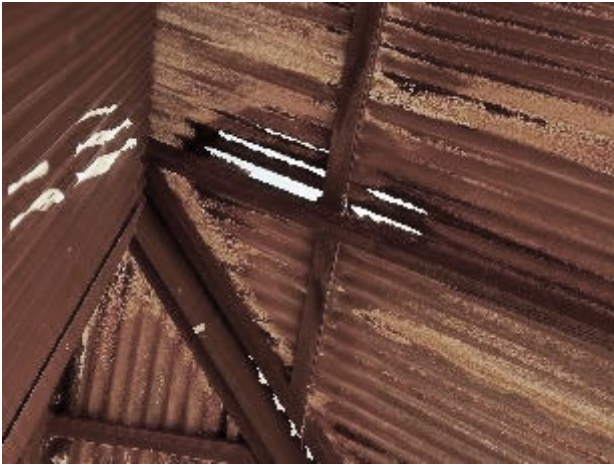


Figure 77: Damaged roof cladding



Figure 79: Damaged verandah



Figure 78: Damaged stumps and verandah facing plate



Figure 80: Acrow props underneath building



Figure 81: Split bearer timbers



Figure 82: Termite damaged verandah timbers



Figure 83: Damaged ceiling in Main Hall 1



Figure 84: Boarded up windows and loss of wall cladding



Figure 85: Boarded up window and damaged ceiling



Figure 86: Damaged wall in toilets



Figure 89: Damaged timber floor in Main Hall 2



Figure 87: Damaged ceiling in Main Hall 1



Figure 90: Non-original wall finish in Main Hall 2 (original school room)



Figure 88: Damaged ceiling in Main Hall 2



Figure 91: Damaged suspended ceiling in Main Hall 2

9.0 Heritage Assessment

The cultural heritage significance of a place comes from its cultural heritage values. The values are assessed by considering the place against various criteria. In determining whether a place has cultural heritage significance to the State of Western Australia, the Heritage Council must have regard to nine criteria, as set out in the Heritage Act 2018. These criteria are based on the HERCON (Heritage Convention) criteria, a set of heritage significance criteria that have been gradually adopted around Australia.

9.1 Importance in demonstrating the evolution or pattern of Western Australia's history.

This place is an illustration of how the Pilbara region of Western Australia underwent major changes when the establishment and growth of iron ore mining and export lead to massive changes in the population, employment and environment of the region.

The former Port Hedland school was originally a single classroom with one teacher, but the growth of the town in the 1950s lead to additions to the school. Soon after an alternative site was found for the school as the buildings on this site could not accommodate the student numbers and failed to meet contemporary standards. The building was subsequently used for other community activities until they were no longer viable due to the deterioration of their condition.

During World War 2 the place was acquisitioned by the AIF to provide for the servicemen and women stationed in Port Hedland. This was a common practice throughout Western Australia during periods of conflict.

9.2 Importance in demonstrating rare, uncommon, or endangered aspects of Western Australia's heritage.

The remaining scale and form of the original 1906 single classroom school demonstrates a typical response by the Western Australian government to the provision of education for small communities. The initial design of the building which didn't meet the environmental conditions experienced in Port Hedland and was adapted to the conditions through the insertion of better ventilation and shade structures illustrated techniques to cope with the harsh environmental conditions.

9.3 Potential to yield information that will contribute to an understanding of Western Australia's history.

The experiences of the former teachers and students who attended the former school can provide and insight into the lifestyles within small communities in the early 20th century. The stories relevant to the growth of Port Hedland in the second half of the 20th provide an understanding of a community in transition from a small town to a major international port with significant infrastructure and a diverse community.

9.4 Its importance in demonstrating the characteristics of a broader class of place.

The former school and its adaptation to serve other community functions demonstrates the adaptability of the simple timber framed buildings to serve a variety of functions.

9.5 Any strong or special meaning it may have for any group or community because of social, cultural or spiritual associations.

The former school is associated with the many teachers who taught at the school in the 20th century when the remoteness of the town meant they had little support from their peers or the Education Department. Until the 1950s this school was served by one teacher and these individuals were valued in the community.

The teachers, students, their families and the wider community who attended the school, or its later community functions have a connection to this place for its continuity of social services since the early 20th century.

9.6 Its importance in exhibiting particular aesthetic characteristics valued by any group or community.

The remaining form of the 1906 building demonstrates the vernacular style and scale of a regional single classroom school designed by the Public Works Department with later additions demonstrating typical Post War International style. There is little remaining detail of the original style however the roof form and enclosed verandahs is a degraded example of the earlier style.

9.7 Any special association it may with the life or work of a person, group or organization of importance in Western Australia's history.

Schools in small regional communities are important to the history of Western Australia for their function as a place for education and networking which is experienced by almost all members of the community.

In recent decades the place is associated with the Port Hedland Volunteer Marine Rescue Group who are well regarded and valued by the community for the service they provide.

The place is associated with the AIF who served during Works War Two and used this place as a mess for the servicemen and women stationed in Port Hedland. Whilst a brief period of time this use is valued and remembered by the Port Hedland community.

9.8 Its importance in demonstrating a high degree of creative or technical achievement.

The additions and alterations to the school, first constructed in 1906, demonstrates the ability of the Port Hedland community to adapt the building stock they had to serve a variety of functions. The continual renewal of building fabric to suit a range of new purposes is a testament to the resilience and ingenuity of the community.

9.9 Any other characteristic it may have that in the opinion of the Heritage Council it is relevant to the assessment of cultural heritage significance.

10.0 Management Category

The Port Hedland State School (fmr) demonstrates some significance and is regarded as a Category C (3) place which under the definitions adopted by the Town of Port Hedland in the 2017 Heritage Inventory means

Category C: Some/Moderate significance

Contributes to the heritage of the locality. Has some altered or modified elements, not necessarily detracting from the overall significance of the item.

Conservation of the place is desirable. Any alterations or extensions should reinforce the significance of the place, and original fabric should be retained wherever feasible. Interpret the site, ruin or archaeological remnants

This differs from the management category assigned by Town of Port Hedland in the 2017 Heritage Inventory. The place has been assigned a Category B management category which is defined as:

Category B. Considerable significance

Very important to the heritage of the locality. High degree of integrity/ authenticity.

Conservation of the place is highly desirable. Any alterations or extensions should reinforce the significance of the place.

It is clear that the Port Hedland State School (fmr) demonstrates heritage significance however due to its current condition in terms of extent of original fabric retained, it is not felt that the place demonstrates a high degree of integrity or authenticity. Under the assessment method adopted in the 2017 Heritage Inventory, integrity refers to the use and authenticity refers to original fabric.

The place no longer functions as a school and ceased operating in its original use in the 1960s. For the last 50+ years, the uses have been varied with the building now functioning in an office use in one section and vacant in the larger part of the place.

Much of the original fabric has also been replaced. The external cladding to both the roof and walls is not original, verandah fabric has been replaced and internal wall and ceiling linings are not original.

The building demonstrates some aesthetic value. Whilst the original function of the place remains discernible, the 1950s additions and the loss of original fabric has impacted on its original design intent. The characteristic deep verandahs of the north-west vernacular style remain visible, though in poor condition and the roof form to the original section remains intact. The 1959 addition was of a different architectural style and was more functional in design.

The former school does demonstrate social and historic significance. Historic significance as the first school in Port Hedland and its connections to World War 2. Social significance due to its former school use and subsequent community use functions. The building demonstrates some importance to the local community.

Taking the above into consideration, the 'C' management category is considered to be more appropriate than the current 'B' category.

11.0 Assessment of Impact

Marine Rescue Port Hedland seek to demolish the existing building and redevelop the site with new, purpose-built operation centre. The single storey building is to be of concrete slab construction with concrete tilt-up walls, steel roof frame with colorbond roof. The place will be constructed to code and comply with all cyclone requirements. The development will also include extending the existing shed with an additional boat bay and extend the length of the shed to better fit the rescue boats.

The Statement of Significance sets the benchmark against which development must be assessed to determine the level of impact on the documented significance of a place.

Value Statement	Comment
Port Hedland State School (fmr) is significant as the first education facility in Port Hedland and associations with staff and students between 1906 to 1942 and 1953 to 1961.	Demolition of the former school buildings will remove all physical traces of the former structure and physical connection to the first school. Associations with staff and students will be diminished by the loss of the building but not completely eroded as these can be celebrated by other heritage processes including interpretation.
The World War Two period of associations when utilised as a mess.	This function was for a brief time with no evidence of the use remaining extant. This purpose can be celebrated through interpretation.
Associations with community organisations.	Association with the physical building will be lost but the use as a community space can be remembered through interpretation.
The place makes a significant contribution to the historic character and streetscape of the town of Port Hedland.	The subject property is one of a number of heritage places in the immediate locality.



Figure 92: *Heritage places around the subject property (marked red)*
Courtesy National Map 2023

Demolition of the former Port Hedland State School building will result in a loss of a heritage place however it is questionable as to whether it will harm the historic character and streetscape of the town of Port Hedland.

Immediately opposite the subject property, place number 18439 was included in the inventory as a dwelling associated with the Richardson family however the place has since been demolished.

To the north east of the subject property is place number 2286 which was the former District Medical Officer's Quarters which has been adapted into the Dome café.

The north of the former school is place number 5942, no. 2 McKay Street, a mud brick dwelling dating from 1901 and subsequently altered.

Immediately behind the former school is place number 5949, the former Methodist church which has been adapted for use as a restaurant.

McKay Street does not present as a historic streetscape nor does it have a coherent streetscape with a range of building styles, types, use and sizes together with vacant lots. Demolition of the Port Hedland State School (fmr) would result in the loss of a heritage place but would not destroy the historic character of Port Hedland nor the streetscape of McKay Street or the adjacent streets.

The demolition of Port Hedland State School (fmr) would result in a loss of a heritage place which is regarded as a negative outcome and is generally not encouraged however, the school function and subsequent uses can be remembered through interpretation. The continued use of the site with a volunteer organisation also contributes to the community function of the space.

Ordinarily demolition of a heritage place would not be supported however taking into account the poor structural condition, the inability of the place to be occupied in cyclones which impacts severely on the Marine Rescue operations and the extent of loss of original fabric impacting on the authenticity of the place, demolition could be supported.

Prior to demolition an archival record of the place should be prepared and interpretation should form part of the redevelopment.