HERITAGE COUNCIL OF WESTERN AUSTRALIA

REGISTER OF HERITAGE PLACES

Permanent Entry

1. DATA BASE No. 1556

2. NAME *Menzies School* (1898+)

FORMER NAME Menzies Primary School & Teacher's Quarters (fmr)

OTHER NAMES Menzies Secondary School, Menzies Remote Community School

3. LOCATION cnr Gregory & Gill streets, Menzies

4. DESCRIPTION OF PLACE INCLUDED IN THIS ENTRY

The whole of Menzies Town Lot 429 being the whole of Reserve 5108

5. LOCAL GOVERNMENT AREA Shire of Menzies

6. OWNER State of Western Australia

(Responsible Agency. Department of Education and Training)

7. HERITAGE LISTINGS

• Register of Heritage Places:	Interim Entry	02/09/2008
	Permanent Entry	25/08/2009
• National Trust Classification:		----------
• Town Planning Scheme:		----------
• Municipal Inventory:	Adopted	18-12-1996
• Register of the National Estate:		----------

8. CONSERVATION ORDER

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9. HERITAGE AGREEMENT

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10. STATEMENT OF SIGNIFICANCE

Menzies School, comprising the timber-framed and corrugated iron clad School Building, Teacher's Quarters (fmr) and Shelter Shed built in 1898, has cultural heritage significance for the following reasons:

the place is rare as an example of a iron clad Goldfields school of the 1890s;

the place represents the 1890s Goldfields population explosion and its later rapid decline, in particular, the use of corrugated iron is representative of the Public Works Department's hasty response to urgent building works. The material was lightweight and easy to stack, making it ideal for transport over long distances;

the place has aesthetic significance as a good representative example of its type in the Goldfields vernacular;

the dormer windows installed in the School Building in 1912, were a design innovation developed to provide better ventilation and light, and are a particularly distinctive feature;

the place was designed by the office of Public Works Department Chief Architect J. H. Grainger, while the office of his successor Hillson Beasley designed the ventilation windows which were a design innovation in response to the climatic conditions of the Goldfields region; and,

the development of the place as a Remote Community School for Indigenous students marks a recognition of their particular need within the State's education system.

The covered area, store room, junior school, garages, sheds, shadehouse, secondary students' resource centre, ablution block, office and staff room, hard court quadrangle, playground, and shaded seated area are of no significance.