Converge Heritage + Community

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## Glossary of Terms

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<th>Abbreviation</th>
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</thead>
<tbody>
<tr>
<td>Brisbane City Council</td>
<td>BCC</td>
</tr>
<tr>
<td>Circa</td>
<td>c.</td>
</tr>
<tr>
<td>Conrad Gargett Riddle Ancher Mortlock Woolley</td>
<td>CGRAMW</td>
</tr>
<tr>
<td>Converge Heritage + Community</td>
<td>Converge</td>
</tr>
<tr>
<td>Conservation Management Plan</td>
<td>CMP</td>
</tr>
<tr>
<td>Department of Environment and Science</td>
<td>DES</td>
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<tr>
<td>Heritage Impact Statement</td>
<td>HIS</td>
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<tr>
<td>Local Heritage Register</td>
<td>LHR</td>
</tr>
<tr>
<td>Queensland Heritage Act 1992</td>
<td>QHA</td>
</tr>
<tr>
<td>Queensland Heritage Council</td>
<td>QHC</td>
</tr>
<tr>
<td>Queensland Heritage Register</td>
<td>QHR</td>
</tr>
</tbody>
</table>
1 Introduction

1.1 Background

Converge Heritage + Community (Converge) has been commissioned by Towill Design to provide a Heritage Impact Statement (HIS) for a series of proposed works to Brisbane Central State School (BCSS). A Masterplan was prepared for the school by Towill Design in 2018 and Converge provided preliminary heritage advice for the Masterplan at that time. The current proposed works are for a new three-level Learning and Support Hub to cater for enrolment growth at the school. The project will be undertaken over two stages, as outlined in the Masterplan:

Stage 1A
- Construction of a new multi-level building containing Administration, Library, 12 GLAs (incl Prep classrooms), 2 speciality spaces, tuckshop, uniform shop, breakout spaces, and associated internal access.

Stage 1B
- Removal of Block C - Modular B (2 GLAs).
- Removal of Temporary Hire Buildings from the Car Park (2 GLAs).
- Landscaping works including vegetation planting.

1.2 Location

Brisbane Central State School is located at the corner of Saint Pauls Terrace and Rogers Street, Spring Hill. The school is divided over two land parcels, Lot 1 SL841384 and Lot 2 SL841484. See Figure 1.

Figure 1: Location of Brisbane Central State School, blue line indicates the QHR boundary (Queensland Globe 2019).
The project area for the new multi-level building is located at the western boundary of the school, at Rogers Street, to the south of the staff carpark.

Figure 2: Location of the project area within the school (Towill Design 2019).

1.3 Initial Heritage Advice Received from QHC

An initial presentation outlining the proposed project was given to the Queensland Heritage Council (QHC) by Towill Design on the 20th September 2019. Concept plans for the proposed new building were also provided at this time. Advice received by the QHC stated that it may be possible to offset the detrimental impacts of the building, particularly those on the setting of the 1874 Suter Building as perceived from Rogers Street, and for it to be compatible with other aspects of the cultural heritage significance of the place. The QHC indicated that this offsetting and increased compatibility could be achieved by:

- Employing a materiality that compliments the 1874 Suter Building without mimicking it.
- Complementing views to the 1874 Suter Building from Rogers Street using the new building’s form.
- Maintaining a treed edge to Rogers Street.
- Committing to removal of intrusive buildings (Mod B and Amenities).
- Improving the functioning of the school as a whole by connecting efficiently and effectively into its existing parts.

Following this advice received from the QHC the draft designs were refined by Towill Design, and a second presentation was made to the QHC on the 25th October 2019. The QHC acknowledged the

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1 Letter from QHC dated 1st October 2019.
The QHC further recommended that the project provide the following:

- Simplification, refinement and overall unity in the architectural language, to ensure the new building presents as a natural extension of the place.
- Greater articulation in the larger roof volumes of the proposed new building to reinforce the pavilion strategy and further reduce the apparent scale of the building(s).
- To ensure covered walkways address the adjacent heritage buildings by referencing existing datum and, where possible, keeping walkways under the roofs of the proposed new building to minimise visual clutter and open up views.
- Visual harmony through a coherent ridgeline axis in the new buildings established by reorienting the proposed tuckshop gable to align with the east wing of the new building and the extant play shed.
- To include in the section 71 report details of works to A-block consequential on moving functions into the proposed new building so impacts on the School’s cultural heritage significance can be assessed in total.

On 10th December 2019, a subsequent presentation was given to the QHC to provide an overview for the ongoing design refinements for the new building, following provision of the above listed advice. The QHC acknowledged that the ‘developing design has addressed a number of points raised in its previous advice dated 4th November 2019, namely advice about covered walkways and visual harmony’\(^2\). The QHC recommended that the following be provided for the report made under section 71 of the *Queensland Heritage Act 1992*:

- Architectural drawings, including site sections and 3D or isometric representations of the building in its context, as well as details about landscaping.
- Details of works to A-block consequential on moving functions into the proposed new building so impacts on the School’s cultural heritage significance can be assessed in total.
- Heritage Impact Statement prepared with reference to section 4.0 of the Department of Environment and Science’s ‘Guideline: State Development Assessment Provisions – State Code 14: Queensland Heritage’. This document should address why the development needs to be carried out, what its detrimental impacts are and how these have been minimised and mitigated, and what benefits it imparts to the School.

The above advice from the QHC was taken into consideration for the continued refinement of the design of the proposed new building. Refer to Section 4.2 for a summary of the how the project has considered the ‘State Development Assessment Provisions – State Code 14: Queensland Heritage’. Section 4.3 provides the Statement of Heritage Impact.

### 1.4 Heritage Listings

Brisbane Central State School is listed on the following heritage registers:

- Queensland Heritage Register (ID 600312), maintained by the Department of Environment and Science (DES)
- Brisbane City Council Local Heritage Register (LHR) maintained by the Brisbane City Council (BCC).
- Former Register of the National Estate (ID 8479), non-statutory archive maintained by the Department of Environment and Energy (DEE).

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3 Letter from QHC dated 19th December 2019.
Queensland National Trust Register (ID 1/379), non-statutory register maintained by the Queensland National Trust.

1.5 Report Objectives
The purpose of this report is to provide a HIS for the proposed works at the Brisbane Central State School. This HIS therefore describes:

- The significance of the place (Chapter 2).
- The proposed works and why they are required (Chapter 3).
- Heritage impact statement and relevant mitigation measures to be implemented (Chapter 4).

This report has been prepared in accordance with the guidelines and articles of the Burra Charter (ICOMOS 2013), and the Department of Environment and Science (DES) Guidelines: Preparing a Heritage Impact Statement (2013).

1.6 Previous Reports
Previous reports reviewed for the preparation of the HIS include:

- Converge Heritage + Community, Masterplan Heritage Advice, 2018.
- QHR citation for Brisbane Central State School, DES 2016.
- Concept masterplan provided by Towill Design.
- Plans for the proposed new building prepared by Towill Design.

1.7 Project Team and Dates
Converge was engaged to undertake the HIS on 15th August 2019. Samantha Negoita undertook the field work on 17th September 2019 and prepared the draft report on 9th December 2019. The report was reviewed internally by Simon Gall. The final report was prepared on 15th January 2020.
2 Significance of the Place

This chapter establishes the significance of the place. It includes the following sections:

- Brief history.
- Physical description (restricted to the applicable area of the place subject to the HIS).
- The established significance of the place.
- The significance of key elements subject to the HIS.

2.1 Overview of the History

The following historical information is extracted from the QHR citation (DES 2016) and the CMP (CGRAMW 2014). It is focused on the broad development of the school as a whole and identifies historic developments relating to the project area and features within it. Refer to the CMP for detailed information including plans depicting changes at the school over time. Refer also to Appendix A for a copy of the QHR citation for Brisbane Central State School.

*Opening 25 January 1875 on a large site, the schools were initially accommodated in one building built in 1874. As attendance grew, other buildings were constructed, including; a playshed (1887); a high-set, timber classroom building for the boys' school (1909); a timber classroom building for the practising school (c1929); a brick building for the infants' school (c1952); as well as playgrounds, extensive cuttings, retaining walls, landscaping and plantings (DES 2016).*

2.1.1 1874 Suter Building (Block A)

The initial school building for the Leichhardt Street schools was a low-set, one-storey, brick structure designed by established Brisbane architect Richard George Suter. The contract to construct the Suter building for the Leichhardt Street schools was let on 5 February 1874 to builders Dennis & Sons, with a price of £1970. The T-shaped building had three large classrooms - the long front wing held two 80 by 25 feet (24.9 by 7.6 metres) classrooms, one each for the boys' and girls' schools, and projecting to the rear was one 25 by 24 feet (7.6 by 7.3 metres) classroom for the infants' school. The building had a symmetrical front elevation with a projecting central room 20 by 25 feet (6.1 by 7.6 metres) flanked by a small teachers' room either side and a verandah along the front and rear (DES 2019). See Figure 3.

![Figure 3: The 1874 Suter Building, Block A, n.d.](image-url)
2.1.2 Playsheds, Playgrounds and Landscaping

In 1887 a playshed was built at the school. This was a timber-framed, open-sided shelter with a gable roof measuring 25 by 45 feet (7.62 by 13.7 metres). The Queensland education system recognised the importance of play in the school curriculum and, as well as classrooms, they provided plans for playsheds, free-standing shelters that provided covered play space and were often used for unofficial teaching space when needed (DES 2016). Two playsheds were erected—one play shed for the boys and one for the girls. They were built in their respective segregated play areas behind the main school building (CGRAMW 2014: 20).

Only the girls playshed is extant today – this is located to the north east of Block A (Figure 4).

In 1889 a Grand Gala Tree-planting Day was held at the Leichhardt Street schools site. Prior to this, the grounds were described as barren. The provision of outdoor play space was a result of the early and continuing commitment to play-based education, particularly in primary school. Trees and gardens were planted as part of beautification of the school. More than 50 shade and ornamental trees supplied by the Department of Agriculture were planted in the Leichhardt Street school grounds by its scholars. Between 1889 and 1892 about 150 trees were planted in the school grounds (DES 2016).

BCC maps from Surveyors’ Notebooks showing part of site 1913 state that the Girls’ Playground to Rogers Street included octagonal bush house. These surveyors’ drawings provide the first detailed recording of the site but do not unfortunately record the trees and other plantings at this time. The drawings do however give a good indication of the arrangement of the school grounds and the various zones into which they were divided: broadly to the east of the main drive was the boys’ playground; to the west was the girls’ playground and closer to Water Street, the infants’ (CGRAMW2014: 26).

Figure 4: Conjectural 1914 site plan showing the location of the current project area (CGRAMW2014: 29).

The current project area is located in the area of the former girl’s playground.
By 1936, the project area included a storm water drain running underneath the girl’s playground, a rock cutting embankment was located to the south and east of the girl’s playground and there was a large gum tree noted on the plan to the south of the rock cutting embankment.

The CMP notes that, ‘in 1929, in response to the economic depression, the State government had introduced a capital works programme to create employment. Under the unemployment relief scheme, ground improvements were carried out at many schools’ including at Leichhardt Street School where part of the retaining wall to Leichhardt Street (now St Paul’s Terrace) was constructed c1930’ (CGRAMW 2014: 33). It’s likely that the rock cutting embankments were also undertaken during the depression era works.

There was an early concrete path and steps to the north east of the project area in the plans by this stage (Figure 5). The early concrete path and the steps near Block A have since been replaced by a different path and steps in different alignments to the original – date of these changes is unknown (refer to site plans in CMP, p.139 - 140).

By 1949, the existing concrete steps near the car park had been constructed in a new rock cutting at the embankment as part of the development of the 1950s Infants School (Figure 6). The existing stone retaining wall over the rock cutting was constructed later. A DET EPlan shows this retaining wall in place by 1981, however the date of its construction is unknown, and it may have been built in the 1950s, like some of the other retaining walls constructed at the school during this decade.
2.1.3 1870s Infants School (Demolished)

Presumably in response to the large number of enrolments, a separate Infants School building was erected not long after the opening of the school. In July 1877 it was reported that a contract had been let for the erection of an infant school ‘in connection with the Leichhardt-street State School to Messrs Southall and Tracey for £530’ (CGRAMW 2014: 21).

This building was demolished in the 1950s when the new infant’s school was constructed – see below, Section 2.1.6.

2.1.4 1909 Boy’s School (Block B)

Overcrowding continued at the Leichhardt Street schools and in 1909 a new high-set, timber classroom building was built to the south of the Suter building for the boys’ school. This was built to a new standard design introduced in c1909. Figure 7.
2.1.5  1929 Practising School (the Hall)

The practising school built c1929 facing St Pauls Terrace. It stood on the highest part of the site, separated from the rest of the school by a tall, concrete retaining wall. The Practising School left Brisbane Central State School c1959. Its building facing St Paul’s Terrace was transferred to the Department of Health and used as the Children’s Dental Hospital, operating separating from the school. Later, the dental hospital moved out and in c2008 the building was transferred back to school use. The interior was extensively refurbished in 2010 to create a single large space for assembly (DES 2016).

2.1.6  1952 Infant’s School

By 1947, the 1870s Infants’ School building (which by this time also housed at least part of the Girls’ School) was described as dilapidated. Plans for a new infants’ building were prepared by PL Blick of the Public Works Department (CGRAMW 2014: 35). A large, new brick infants building was constructed at the Water Street end of the site, replacing the earlier infants building. Designed in 1949 by the Department of Public Works, construction was completed in the financial year ending June 1952. The building was then used as the Brisbane Institute of Child Guidance, which operated as a separate entity to the school. This new use was officially opened 6 April 1966. The land around the former infants’ building was subdivided off and formally transferred to the Department of Health in 1991 (DES 2016).

The 1950s Infant’s School is located to the north of the current project area. Figure 8.
2.1.7 Further Development

Over time, buildings and structures were added to and removed from the school grounds to accommodate different education programs or to provide new facilities. New toilets were constructed in 2004 and the c1929 toilets were demolished in 2012. A low-set classroom building was constructed adjacent to the rear of the Suter building in c2008. Enrolments at Brisbane Central State School fluctuated from over 1000 students during the 1930s to fewer than 100 during the 1980s to 220 in 2013. In 2014, the school retains the 1874 Suter building, the 1887 playshed, the 1909 former boys’ school building, the c1929 former practising school building, the c1952 former infants’ school building, playgrounds, extensive cuttings, retaining walls, landscaping and mature tree plantings.

A temporary modular classroom was added to the staff carpark area in 2018. Figure 9 shows the site in 2014, with the location of the 2018 modular also indicated on the plan.
2.1.8 Chronology of Development in Relation to the Project Area

The following table provides an outline of the developments and changes relevant to the project area. The approximate location of the project area is shown on each of the plans below with a blue outline.

Table 1: Chronology of development in relation to the project area.

<table>
<thead>
<tr>
<th>Date</th>
<th>Development/Changes</th>
<th>Plans from CMP (p.139 – 140)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1874</td>
<td>The Suter building (Block A) was built in 1874 – red circle.</td>
<td><img src="image" alt="Plan of 1899 site" /></td>
</tr>
</tbody>
</table>

Refer Section 2.1.1.
The girl’s playground (red circle) was established by 1914. There were steps (red arrow) leading to the girl’s playground from Block A. These steps were removed/replaced by 1936 and then apparently replaced again by 2014 (date unknown) – see plans below. Note the location of the early steps in comparison to the plans below.

Refer Section 2.1.2.
1936  By 1936 a concrete path led to new steps near Block A (red arrow). Although not indicated on this plan, the rock cutting embankments at the edges of the girl’s playground were established by this time – see Section 2.1.2 for plans.

This concrete path was later replaced (date unknown). Note the alignment of path on the 2014 plan below in relation to the path shown here.
<table>
<thead>
<tr>
<th>Date</th>
<th>Development/Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950s</td>
<td>The Infants School was built in the 1950s (red circle), replacing the early infant’s school. At around the same time, a rock cutting was formed in the embankment and concrete steps were built (red arrow). The rock cutting embankment near the 1950s Infants School was covered in a stone retaining wall presumably by the 1950s. Refer to Sections 2.1.2 and 2.1.6.</td>
</tr>
</tbody>
</table>

![Site Plan - 1964](image)
2014

Note the different alignment of the concrete path by 2014 – red arrow, compared to the plans above.

Modular B was built in 1999. The toilets were built in 2004 and the temporary modular at the carpark (not shown on this plan) was built 2018. Locations of these three modern buildings are shown with the green circles.

The staff car park is also established by this time. Refer to Section 2.1.7. See also Figure 10.
2.2 Description of Project Area

This section provides an itemised description and photographs of the various elements existing within the proposed project area. The location of the project area was identified in the CMP as a potential area for redevelopment (see Section 4.1.1). Elements within or adjacent to the project area include:

- Setting and views.
- The staff car park.
- Two modern demountable classrooms (modular classrooms) and a modern toilet block.
- The former girl’s playground.
- 1930s rock cutting embankments at the edges of the former girl’s playground.
- C.1950s stone retaining wall and c.1949 concrete steps.
- A modern playground.
- 1874 Suter Building, Block A.
- 1950s Infant’s School.
- Various trees.

Location of these elements are shown below, Figure 10. See Section 2.2.10 for location of trees. Refer to Appendix 1 for the QHR citation which provides more details about the description of the broader school.

![Figure 10: Arial view of the project area, approximate area of new building dotted in red (yellow line indicates parts of the QHR boundary).](image-url)
2.2.1 Staff Carpark and Driveway

Bitumen staff carpark at the north of the school. The carpark is modern and was built over an early playground which was historically built for and used by girls. The bitumen driveway leads to the carpark, accessed from Rogers Street. There is modern demountable located at the edge of the carpark, at the Rogers Street side – see also below, Section 2.2.2. The carpark and driveway will be redeveloped as a new carpark and driveway as part of the proposed development.

Figure 11: Location of the staff carpark and driveway, outlined in red.

Figure 12: View to the staff carpark from the east.

Figure 13: View to the driveway from Rogers Street, from the west.
2.2.2 Temporary Modular Classroom

Modern, temporary classroom accommodation is located at the edge of the bitumen staff car park at the western boundary adjacent to Rogers Street (red rectangle in figure below). This building is proposed to be removed once the new building is constructed. The area currently taken by this building will be included in the new carpark area.

Figure 14: Location of the temporary modular classroom, outlined in red.

Figure 15: Temporary modular classroom at the edge of the carpark.

Figure 16: View to the southern corner of the modular classroom, at the edge of the driveway.
2.2.3 Modular B and the Toilet Block

Modular B was erected in 1999 and the toilet block was built in 2004. They are both situated at the top of the embankment, with Modular B located to the south and the toilet block located to the southeast of the former girl’s playground and staff car park. Views from Rogers Street to the main significant building (Block A) are currently obscured by Modular B and the toilet block. The siting of Modular B is noted in the CMP as being intrusive. Modular B and the toilet block are both assessed as not significant in the CMP and both are proposed to be removed as part of the current project.

Figure 17: Location of Modular B and the toilet block, outlined in red.

Figure 18: View to Modular B from the north.

Figure 19: View to Modular B from the northwest.
2.2.4 Former Girl’s Playground (Grassed Area)

The former girl’s playground takes in part of the bitumen staff carpark (see above for details of the carpark, Section 2.2.1), and the open grassed area to the south of the carpark. There is a concrete kerb located between the grassed area and the bitumen carpark. The former girl’s playground is bordered by a 1930s rock cutting embankment at its eastern and southern sides (see below, Section 2.2.5).

There is Poinciana located in the former girl’s playground. The exact date of the construction of the girl’s playground in this location is unknown but it was established at least as early as 1913. There is a modern aluminium fence at the edge of the former girl’s playground, at the Rogers Street side. The grassed area of the former girl’s playground is proposed to be completely built over by the planned construction of the three-storey building.
Figure 24: Location of the grassed area of the former girl's playground, outlined in red.

Figure 25: View of the former girl’s playground, from the west.

Figure 26: View from the north, in the carpark, to the grassed area of the former girl’s playground.

Figure 27: Modern fence at the edge of the former girl’s playground.

Figure 28: View to the grassed area of the former girl’s playground from the carpark.
2.2.5 Rock Cutting Embankment

The rock cutting embankment was constructed in c.1930s. It forms an edge to the former girl’s playground, at the east and south sides of the playground. The rock cutting is an embankment cut into the natural ground, which formerly sloped down. There are trees growing in parts of the embankment (see below for details of the trees, Section 2.2.10). There are short sections of rock terracing, fixed with concrete, on the southern side of the embankment. The date of these rock terraces is unknown, but it is possible that they may have been installed for terraced garden beds. At the eastern side of the embankment, the rock cutting meets the adjacent stone retaining wall (see below for details of the stone retaining wall, Section 2.2.6). The CMP identifies this area as the ‘vegetated central bank between upper and lower sections of the site’ (GRAMW 2014: 7). Most of the vegetation has since been removed. Note photos from 2018 below before most of the vegetation was removed.

The new development is to be sited over the top of the 1930s rock cuttings. At this stage it is unclear how much, if any, of the rock cuttings will be retained.

Figure 29: Location of the rock cutting embankment, outlined in red.

Figure 30: View south to the embankment from the north.

Figure 31: Corner of the embankment with Eucalyptus tree growing in it.
2.2.6 Stone Retaining Wall and Concrete Steps

The stone retaining wall and concrete steps are located at the south eastern boundary of the carpark. The rock cutting and concrete steps for this retaining wall were constructed in c.1949 and the stone retaining wall (covering the rock cutting) was constructed over the top of the cutting in c.1950s. The concrete steps have a metal handrail.

Access to the steps has been closed for several years due to safety issues (too steep) of the steps. The steps are closed off with a modern black metal fence. There is a modern black metal fence at the top of the stone retaining wall as well, at the edge of the upper playground (see below for more details of the playground, Section 2.2.7).

The top of the stone retaining wall features a concrete drain, built into the wall. As mentioned above, the eastern side of the stone retaining wall meets the c.1930s rock cutting embankment (Section 2.2.5).

This stone retaining wall will remain in-situ as part of the proposed development. The concrete steps will also remain in-situ and will remain closed for access. Access to the upper levels of the school will be provided through the new construction.
Figure 36: Location of the stone retaining wall, outlined in red, and the concrete steps, indicted by the arrow.

Figure 37: View to the stone retaining wall and closed off concrete steps.

Figure 38: View to the concrete steps and its metal handrails.
2.2.7 Playground

The playground is located at the level above the stone retaining wall and the rock cutting embankment. The playground has been constructed recently and includes modern play equipment and landscaping. The modern playground (or part thereof) is proposed to be removed as part of the new development.
2.2.8 1874 Suter Building, Block A

The Suter building is a one-storey, low-set brick structure with a gabled roof clad with corrugated metal sheets. It faces south-west to the main entrance into the grounds on Victoria Street, and the vista of the building from the entrance is framed by trees. It is a long and narrow building aligned south-west and north-east with a timber-framed verandah along the front. The verandah is interrupted by a central, projecting gabled classroom and either side of this is an attached pair of timber-framed and clad teaching rooms. Surmounting the centre of the roof is a square-based spire and along the ridge are timber-framed, ventilated dormer windows. The brick walls of the building stand on Brisbane tuff footings and the timber-framed portions stand on concrete posts or brick piers. The building features highly-crafted, decorative brickwork including: running corbel friezes under the eaves and gable barge boards; a variety of corbelled decorations; and lancet niches. The rear (north-eastern) wall is cement rendered, scored to mimic coursed stone and has a series of timber-framed casement windows with fanlights, sheltered by timber-framed hoods. The south-eastern gable end wall has a large bricked-in arch. The layout comprises five classrooms facing north-east and one central classroom facing south-west, all accessed from the verandah. The three southern classrooms have timber-lined walls and ceiling with timber roof framing exposed within the space. The other two rooms have suspended ceilings and a masonite sheeting partition (DES 2016).

No internal works are proposed to Block A as part of the current project. The new building is to be located to the west of Block A and a covered walkway will connect the new building to north west side of Block A. There is an existing modern covered walkway in this location, which will be replaced with the new walkway. The existing walkway appears to be a freestanding structure. Note: detailed assessment of this walkway has not been undertaken by Converge.

Modular B, located to the west of Block A, will also be removed as part of these works (see Section 2.2.3).
Figure 44: Location of the 1874 Suter building, Block A. The red arrow denotes the existing covered walkway.

Figure 45: Block A (CGRAMW 2014: 102).

Figure 46: Block A (CGRAMW 2014: 102).

Figure 47: Existing covered walkway at Block A (Towill Design 2019).

Figure 48: View to covered walkway at the edge of Block A (Converge 2018).
2.2.9 1950s Infant School

The former infants’ school stands on the lowest part of the site near the corner of Rogers and Water Streets, separated from the main part of the school by a tall stone-faced retaining wall. Accessed from a curving driveway from Rogers Street, the long, narrow building is a two-storey, facebrick structure with a hipped, tiled roof. The area for the former infants’ school is divided into two level areas by a large concrete retaining wall and the school building sits against the wall on the lower level, accessible at grade from both sides. The principal entry is from the driveway into the upper (formerly classroom) level. This entrance is emphasised by large porthole windows, a sweeping, cantilevered concrete awning and curved steps, and a set of large, bifolding, glazed, timber-framed entrance doors. A verandah, enclosed with more-recent glazing, runs along the length of the northern side and a stair at the entry and at the western end leads down to the lower level (formerly open play space). The classrooms and the understorey are subdivided by later, lightweight partitions to form offices; although the original layout is discernible. The walls between former classrooms and the verandah have been demolished. The upper level retains south-facing, timber-framed casement windows and fanlights and sheet-and-batten ceilings (DES 2016).

No internal works are proposed to the 1950s Infants School as part of the current project. The new building is to be located to the south of the 1950s Infants School and a covered walkway will connect the new building to south east side of the 1950s Infants School.

Figure 49: Location of the 1950s Infants School.
### 2.2.10 Trees

While trees have generally been assessed in the CMP (p.149 – 150) and in the Arborist Report (Treescience 2019), there are discrepancies between the two assessments; each report has numbered the trees differently and the analysis in the CMP does not provide assessment or ratings for all trees. For consistency with other project documentation, this report refers to the current arborist report for the project – refer to the plan overleaf and to the Arborist report in Appendix 4.

There are 17 trees within the project area which are proposed for removal, as follows:

<table>
<thead>
<tr>
<th>Species (and age)</th>
<th>Tree #</th>
<th>Reason for removal</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pink Cassia (mature)</td>
<td>11</td>
<td>Tree in early decline</td>
<td>Figure 52: Tree 11</td>
</tr>
<tr>
<td>Camphor Laurel (early mature)</td>
<td>12</td>
<td>Dead tree</td>
<td>Figure 53: Tree 12</td>
</tr>
<tr>
<td>Species (and age)</td>
<td>Tree #</td>
<td>Reason for removal</td>
<td>Image</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------</td>
<td>---------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Camphor Laurel (early mature)</td>
<td>15</td>
<td>Dead tree</td>
<td><img src="image" alt="Figure 54: Tree 15." /></td>
</tr>
<tr>
<td>Forest Red Gum (mature)</td>
<td>16</td>
<td>Directly adjacent to Modular B, which is to be demolished.</td>
<td><img src="image" alt="Figure 55: Tree 16." /></td>
</tr>
<tr>
<td>Unknown evergreen (early mature)</td>
<td>17</td>
<td>Directly adjacent to Modular B, which is to be demolished.</td>
<td><img src="image" alt="Figure 56: Tree 17." /></td>
</tr>
<tr>
<td>Moreton Bay Fig (early mature)</td>
<td>18</td>
<td>Within construction footprint</td>
<td><img src="image" alt="Figure 57: Tree 18." /></td>
</tr>
<tr>
<td>Species (and age)</td>
<td>Tree #</td>
<td>Reason for removal</td>
<td>Image</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Camphor Laurel (early mature)</td>
<td>19</td>
<td>Tree in early decline</td>
<td>Figure 58: Tree 19.</td>
</tr>
<tr>
<td>Wattle (early mature)</td>
<td>22</td>
<td>Within construction footprint</td>
<td>Figure 59: Trees 22, 23 and 24.</td>
</tr>
<tr>
<td>Wattle (early mature)</td>
<td>23</td>
<td>Within construction footprint</td>
<td>See above</td>
</tr>
<tr>
<td>Wattle (early mature)</td>
<td>24</td>
<td>Within construction footprint</td>
<td>See above</td>
</tr>
<tr>
<td>Hoop Pine (early mature)</td>
<td>27</td>
<td>Within construction footprint</td>
<td>Figure 60: Tree 27.</td>
</tr>
<tr>
<td>Species (and age)</td>
<td>Tree #</td>
<td>Reason for removal</td>
<td>Image</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------</td>
<td>-------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Forest Red Gum (early mature)</td>
<td>28</td>
<td>Within construction footprint</td>
<td><img src="image" alt="Figure 61: tree 28." /></td>
</tr>
<tr>
<td>Small Leafed Fig (early mature)</td>
<td>29</td>
<td>Within construction footprint</td>
<td><img src="image" alt="Figure 62: Tree 29." /></td>
</tr>
<tr>
<td>Jacaranda (early mature)</td>
<td>30</td>
<td>Identified as suckering stump</td>
<td><img src="image" alt="Figure 63: Tree 30." /></td>
</tr>
<tr>
<td>Jacaranda (early mature)</td>
<td>31</td>
<td>Identified as suckering stump</td>
<td><img src="image" alt="Figure 64: tree 31." /></td>
</tr>
<tr>
<td>Species (and age)</td>
<td>Tree #</td>
<td>Reason for removal</td>
<td>Image</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
<td>--------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Loquat (early mature)</td>
<td>32</td>
<td>Emerging co-dominant species</td>
<td>Figure 65: Tree 32.</td>
</tr>
<tr>
<td>Poinciana (early mature)</td>
<td>35</td>
<td>Within construction footprint</td>
<td>Figure 66: Tree 35.</td>
</tr>
</tbody>
</table>

Refer to the Arborist Report (Appendix 4) for further details about the trees, including details of health, age, size and assessment. The arborist report also provides comments on trees adjacent to the construction.
2.2.11 Setting and Views

*Brisbane Central State School,* built on terraced terrain, comprises a number of elements, including: the Suter building (1874); a play shed (1887); the former boys’ school high-set, timber classroom building (1909); the former practising school building (c1929); the former infants’ school building (completed by June 1952); playgrounds; and extensive cuttings, retaining walls, landscaping and plantings (DES 2016). All of these elements contribute the setting of the school.

Views in the current project area include two views from Rogers Street to the development site:

1. View one from Rogers Street (at the driveway near the staff carpark) to the significant buildings is currently obscured by the Modular B classroom and the modern toilet block, as well the existing mature trees at the school boundary. Modular B and the toilet block will be removed, but the mature trees at the boundary will not be removed by the proposed development.
2. View two from Rogers Street (from the main drive in front Block A) provides glimpses of the 1874 Suter building through mature trees at the boundary and at the edge of the driveway inside the school boundary.
Figure 68: Setting of the school and identified viewsheds from Rogers Street.

Figure 69: View one from Rogers Street (Towill Design 2019).
2.3 Significance

The Queensland Heritage Register (QHR) listing for the place (ID. 600312) identifies its significance as:

Table 3: QHR Statement of Significance (DES 2016).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Brisbane Central School, established in 1875, is significant historically for its close association with the development of Spring Hill as an early dormitory suburb of Brisbane, and as one of the oldest extant brick schools in Queensland. It is the last remaining inner-city state school in Brisbane and is important for its historical role in Queensland teacher education.</td>
</tr>
<tr>
<td>D</td>
<td>It is important in illustrating the principal characteristics of 1870s state school design in Queensland.</td>
</tr>
<tr>
<td>E</td>
<td>The place has an aesthetic appeal engendered principally by the early form, materials and siting of the 1870s building within grounds with mature trees and landscaping and makes an aesthetic contribution to the historic Spring Hill townscape.</td>
</tr>
<tr>
<td>G</td>
<td>It has a strong association for the Brisbane community with the evolution of Spring Hill as one of the city’s most historic districts.</td>
</tr>
<tr>
<td>H</td>
<td>The 1874 building is an excellent example of an institutional building by Brisbane architect RG Suter and displays a high quality of design and craftsmanship.</td>
</tr>
</tbody>
</table>

2.3.1 Significance of Project Area

The significance of the various elements within the project area are detailed in this section.

Trees in the project area

The levels of significance for the trees are sourced from the Arborist Report (Treescience 2019). Refer to Appendix 4 for the Arborist Report for more details about the trees.

Table 4: Tree significance.

<table>
<thead>
<tr>
<th>Species</th>
<th>Tree #</th>
<th>Significance rating in Arborist report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pink Cassia</td>
<td>11</td>
<td>Desirable</td>
</tr>
<tr>
<td>Camphor Laurel</td>
<td>12</td>
<td>Undesirable</td>
</tr>
<tr>
<td>Camphor Laurel</td>
<td>15</td>
<td>Desirable</td>
</tr>
<tr>
<td>Forest Red Gum</td>
<td>16</td>
<td>Significant</td>
</tr>
<tr>
<td>Unknown evergreen</td>
<td>17</td>
<td>Desirable</td>
</tr>
<tr>
<td>Moreton Bay Fig</td>
<td>18</td>
<td>Desirable</td>
</tr>
<tr>
<td>Species</td>
<td>Tree #</td>
<td>Significance rating in Arborist report</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Camphor Laurel</td>
<td>19</td>
<td>Desirable</td>
</tr>
<tr>
<td>Wattle</td>
<td>22</td>
<td>Desirable</td>
</tr>
<tr>
<td>Wattle</td>
<td>23</td>
<td>Desirable</td>
</tr>
<tr>
<td>Wattle</td>
<td>24</td>
<td>Desirable</td>
</tr>
<tr>
<td>Hoop Pine</td>
<td>27</td>
<td>Desirable</td>
</tr>
<tr>
<td>Forest Red Gum</td>
<td>28</td>
<td>Desirable</td>
</tr>
<tr>
<td>Small Leafed Fig</td>
<td>29</td>
<td>Desirable</td>
</tr>
<tr>
<td>Jacaranda</td>
<td>30</td>
<td>Desirable</td>
</tr>
<tr>
<td>Jacaranda</td>
<td>31</td>
<td>Desirable</td>
</tr>
<tr>
<td>Loquat</td>
<td>32</td>
<td>Desirable</td>
</tr>
<tr>
<td>Poinciana</td>
<td>35</td>
<td>Desirable</td>
</tr>
</tbody>
</table>

**All other elements in the project area**

The levels of significance and comments in the table below are sourced from the CMP and the QHR citation, where available. Elements not considered in the CMP or QHR citation have been allocated a significance rating, based on the criteria outlined in the CMP (CGRAMW 2014: 52), as follows:

- ‘A’ Significant (mostly original or early elements).
- ‘B’ Minimal or No Significance (generally later introduced elements).
- ‘Int’ Intrusive.
<table>
<thead>
<tr>
<th>Element</th>
<th>Image</th>
<th>Significance</th>
<th>Comments</th>
</tr>
</thead>
</table>
| Staff car park and driveway     | ![Figure 71: Staff car park and driveway.](image) | Intrusive    | Modern bitumen car park located over the former girl’s playground, reducing the overall ‘open spaced areas’ and original size of the former girl’s playground.  
The CMP (p.53) states that car parking areas are intrusive. |
| Temporary Modular Classroom     | ![Figure 72: Temporary modular classroom.](image) | Building: No significance  
Siting: Intrusive | This building is new and temporary. Does not contribute to the heritage significance of the place.  
Built post-preparation of the CMP, therefore, not identified in CMP.  
Rating based on other modular buildings identified in the school in the CMP – refer to CMP, p. 53. |
| Modular B                       | ![Figure 73: Modular B.](image)            | Building: No significance  
Siting: Intrusive | Built in 1999. The building itself is identified in the CMP as not significant but the siting of the building, which obstructs views to Block A, is identified as intrusive.  
Refer to CMP, p.53. |
<table>
<thead>
<tr>
<th>Element</th>
<th>Image</th>
<th>Significance</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toilet Block</td>
<td><img src="image" alt="Toilet Block" /></td>
<td>Not significant</td>
<td>Built in 2004. The building is identified in the CMP as not significant. Refer to CMP, p.53.</td>
</tr>
<tr>
<td>Former Girl’s Playground</td>
<td><img src="image" alt="Former Girl’s Playground" /></td>
<td>Significant</td>
<td>The arrangement of the original or early major play areas including the former girl’s playground are identified in the CMP as significant elements. Further, the CMP identifies the ‘parklike qualities’ of the open spaced areas as significant. The bitumen staff car park (also intrusive) adjoins this area and covers part of the former girl’s playground – see above. Refer to CMP, p.52.</td>
</tr>
<tr>
<td>Rock cutting embankment</td>
<td><img src="image" alt="Rock cutting embankment" /></td>
<td>Significant</td>
<td>Dates to c.1930s. Located at the boundary of the former girls’ playground. While not specifically noted in the CMP or citation, the terracing represents an early part of the school’s landscaping and demonstrates part of the site’s ‘changes of levels’, which is identified as significant in the CMP (p.52) with reference to the school being ‘built on terraced terrain’ and the early landscaping more generally being identified as significant within the QHR citation.</td>
</tr>
<tr>
<td>Element</td>
<td>Image</td>
<td>Significance</td>
<td>Comments</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>Stone retaining wall and concrete steps</td>
<td><img src="image1.png" alt="Image" /></td>
<td>Significant</td>
<td>Stone retaining wall appear to date to 1950s, when the former Infants’ School was built. The concrete steps were constructed c.1949. The CMP (p.52) states that ‘early paths, stairs, retaining walls (including brick retaining wall behind Block B) and brick surfaced battered banks (such as below the Play Shed)’ are significant.</td>
</tr>
<tr>
<td>Playground</td>
<td><img src="image2.png" alt="Image" /></td>
<td>No significance</td>
<td>Recent playground. Does not contribute to the heritage significance of the place. The CMP (p.53) states that relatively recent hardscaping including play equipment is of no significance.</td>
</tr>
<tr>
<td>1874 Suter Building, Block A</td>
<td><img src="image3.png" alt="Image" /></td>
<td>Significant</td>
<td>Part of the state heritage significance of the school. The citation states that, ‘It is important in illustrating the principal characteristics of 1870s state school design in Queensland... The 1874 building is an excellent example of an institutional building by Brisbane architect RG Suter and displays a high quality of design and craftsmanship.’ (DES 2016).</td>
</tr>
<tr>
<td>Element</td>
<td>Image</td>
<td>Significance</td>
<td>Comments</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------</td>
<td>--------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1950s Infants School</td>
<td><img src="image1.png" alt="Image" /></td>
<td>Significant</td>
<td>The CMP denotes the significance of this building as follows: ‘A good and relatively intact example of the late 40s/early 50s non-standard individually designed schools by the Department of Public Works and part of the post-war changes adopted in school design in Queensland. Its role as part of post-War changes in early education in the state also needs to be explored’ (CGRAMW 2014: 122).</td>
</tr>
<tr>
<td>View 1</td>
<td><img src="image2.png" alt="Image" /></td>
<td>Significant</td>
<td>The CMP identifies the views to and from the site as significant, particularly views from Rogers Street and St Paul’s Terrace (CGRAMW 2014: 52). The QHR citation notes that, the place has an aesthetic appeal engendered principally by the early form, materials and siting of the 1870s building within grounds with mature trees and landscaping and makes an aesthetic contribution to the historic Spring Hill townscape (DES 2016).</td>
</tr>
<tr>
<td>View 2</td>
<td><img src="image3.png" alt="Image" /></td>
<td>Significant</td>
<td>The CMP identifies the views to and from the site as significant, particularly views from Rogers Street and St Paul’s Terrace (CGRAMW 2014: 52). The QHR citation notes that, the place has an aesthetic appeal engendered principally by the early form, materials and siting of the 1870s building within grounds with mature trees and landscaping and makes an aesthetic contribution to the historic Spring Hill townscape (DES 2016).</td>
</tr>
<tr>
<td>Element</td>
<td>Image</td>
<td>Significance</td>
<td>Comments</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>--------------</td>
<td>----------</td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td>Significant</td>
<td>The landscape setting and the siting of the historic building forms part of significant values. One of the primary heritage values of this site is the park-like setting of the school when viewed from Rogers Street (CHRAMW 2014: 60).</td>
</tr>
</tbody>
</table>
3  Project Description

3.1  Reason for the Works

The following description for the requirements of the project is sourced from the ‘Brisbane Central State School, Facilities Brief for the New Multi-Level General Learning Centre’ (Queensland Government, June 2019).

Brisbane Central State School was built in 1875. Like many inner city schools, it occupies a small land parcel, has many heritage buildings and has limited green space. Significant urban renewal and subsequent enrolment growth are impacting on inner city schools, putting pressure on already limited footprint and resources. Brisbane Central State School is one of 35 schools included in the master planning project under the Building Future Schools. The master plan has identified a strategic direction for the school within the changing inner city environment. The master plan has focussed on growth to 750 students over the next 20 years, which will be mainly attributed to residential growth in the Bowen Hills Priority Development Area (PDA). The master planning process also identified deficiencies against entitlements for two core facilities at the school; namely Administration (which is currently is a small area in Block A) and the Resource Centre (currently in the Hall). Due to the lack of suitable building platforms on the site, a three-level building is identified as the most suitable facility solution to commence a staged expansion of the school (Queensland Government 2019).

3.2  Reason for Project Location

The project location is identified in the CMP as a potential redevelopment area, referred to as ‘Site A’ in the CMP (CGRAMW 2014: 60, see also Section 4.1.1). The site for the current proposed development is generally in line with the redevelopment options proposed in the CMP and given the scale of the new building required for the school, there is nowhere else within the school grounds which can accommodate the development. It is understood that no objections have been raised about the development site by the QHC or DES as part of the initial presentations and discussions – see Section 1.3.

3.3  Overview of the Proposed Works

The project includes the construction of a new multi-level general learning centre containing Administration, Resource Centre, 12 GLAs (incl. Prep classrooms), 2 speciality spaces, canteen, uniform shop, breakout spaces, and associated internal access (Queensland Government 2019). The project will also include the removal of two modular classrooms and a modern toilet block, as well as landscape works including removal of 13 trees and construction of a new car park. Covered walkways will provide linkages from the new building to the 1874 Suter building (Block A) and the 1950s Infants School.

Selected plans are shown below. Refer to the package provided by Towill Design for further plans and details of the proposed works.
Figure 83: Proposed new building (Towill Design 2019).
Construction of new multi storey building over the former girl’s playground and 1930s embankments.

Covered link connection to be provided from new building to 1950s Infants School.

Covered link connection to be provided from new building to Block A.

Figure 84: Site plan of proposed building (Towill Design 2019).
Figure 85: Extract of demolition plan (Towill Design 2020).
4 Heritage Impacts and Management

4.1 Heritage Impact Assessment

As stated in the introduction, the project team has sought advice and guidance from DES and the QHC in relation to the proposed development. The guidance provided by DES and the QHC has been taken into consideration in the development of amended designs for the proposed new building. This section provides an analysis of potential heritage impacts and a set of mitigation measures proposed to reduce these potential impacts, as well as referencing relevant conservation policies from the CMP to guide the proposed development.

4.1.1 The Proposed Development Site

New development is identified in the CMP in the ‘Opportunities and Aspirations’ section (CGRAMW 2014: 60). The site for the current proposed development is generally in line with the redevelopment options proposed in the CMP. The CMP provided a discussion about the pros and cons of potential redevelopment of the current project area (referred to as ‘Site A’ in the CMP).

Figure 86: Potential development options provided in the CMP (CGRAMW 2014: 69).

Site A

This site was suggested as a potential development site in the Terms of Reference for the Conservation Management Plan. When the bottom half of the site was being considered for use by another school this area could be kept together with the majority of Brisbane Central State School to provide enough classrooms and Administration room for the school needs to be met. There are not currently views from Rogers Street to Block A through this area so a new building in this location would have little effect in terms of obscuring views of Block A. A new building in this locality could achieve equitable
access from the lower to the middle level of the school. Few significant trees would be affected, although linkages to the middle level of the school are likely to require some removal of trees.

A major disadvantage with this location is that the existing open, park-like setting of the school, as seen from Rogers Street, would be seriously detrimentally affected by a large new building here. A three-storey building in this location would be prominent in the Rogers Streetscape and in marked contrast to the small scale 19th century cottages opposite, as well as potentially detracting from the setting of the significant main building of the school – the 1870s Block A (CGRAMW 2014: 70).
### 4.1.2 Heritage Impacts to Individual Elements

The following table provides an assessment of potential heritage impacts to individual significant elements in the project area that are identified in the QHR Citation and/or the CMP. Refer to Section 2.2 for the descriptions of these elements and to Section 2.3.1 for the significance assessments.

Table 6: Potential impacts to individual elements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Significance</th>
<th>Proposed Works</th>
<th>Potential Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff car park and driveway</td>
<td>Intrusive</td>
<td>To be reconfigured as new staff carpark and driveway.</td>
<td>The carpark and driveway do not contribute to the heritage significance of the place. No heritage impacts.</td>
</tr>
<tr>
<td>Temporary Modular Classroom</td>
<td>Building: No significance Siting: Intrusive</td>
<td>Removal of this building and the area returned to carparking spaces in the reconfigured carpark.</td>
<td>The building is not significant, and its siting is intrusive. Its removal will not impact the heritage values of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>It is a positive outcome that the intrusive building will be removed as views to the 1950s Infants School will be opened up.</td>
</tr>
<tr>
<td>Modular B</td>
<td>Building: No significance Siting: Intrusive</td>
<td>Removal for the construction of the new building.</td>
<td>The building is not significant, and its siting is intrusive. Its removal will not impact the heritage values of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Whilst it is a positive outcome that the intrusive building will be removed, this will not enhance views as the new building will be built in this location.</td>
</tr>
<tr>
<td>Toilet Block</td>
<td>No significance</td>
<td>Removal for the construction of the new building.</td>
<td>The building is not significant, and its siting is intrusive. Its removal will not impact the heritage values of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Whilst it is a positive outcome that the intrusive building will be removed, this will not enhance views as the new building will be built in this location.</td>
</tr>
<tr>
<td>Former Girl’s Playground</td>
<td>Significant</td>
<td>The proposed new building will be constructed over the top of the former girl’s playground, completely removing the feature.</td>
<td>Heritage impact. The proposed project will remove the last part of the open grassed area of the former girl’s playground and the historic link to the former layout of play spaces at the school. It will also impact on the ‘park like’</td>
</tr>
<tr>
<td>Element</td>
<td>Significance</td>
<td>Proposed Works</td>
<td>Potential Impact</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Rock Cutting Embankments</td>
<td>Significant</td>
<td>The 1930s rock cutting embankments will be removed/partially removed by the construction of the new building.</td>
<td><strong>Heritage impact.</strong> At this stage it is unclear if the rock cutting embankments, forming part of the school's significant terraced landscaping, will be completely removed by the proposed project.</td>
</tr>
<tr>
<td>Stone Retaining wall and Concrete Steps</td>
<td>Significant</td>
<td>No works proposed to these elements. The new covered walkway from the new building to the former Infants School will be built in front of the wall and steps, but views will be provided through the open sides of the walkway.</td>
<td><strong>Possible minor heritage impacts</strong> to the views, although the wall will be visible through the walkway sides which will be open. No physical heritage impacts expected to the stone wall and concrete steps.</td>
</tr>
<tr>
<td>Playground</td>
<td>No significance</td>
<td>Partial removal for the construction of the new building.</td>
<td>The modern playground does not contribute to the heritage significance of the school. Its partial removal will not impact on the significance of the place.</td>
</tr>
<tr>
<td>1874 Suter Building</td>
<td>Significant</td>
<td>Connection to new building via covered walkway. Removal of existing covered walkway to Modular B from the 1874 Suter building. The design of the connections is yet to be fully detailed. The 1874 Suter building is adjacent to the proposed new construction.</td>
<td><strong>Visual impact</strong> associated with the adjacent construction of the new building and the addition of the covered walkway. Likewise, impacts from scale and dominant design. <strong>Heritage impact</strong> to the setting of the 1874 Suter building by the addition of a large, new building to the immediate area. <strong>Visual and physical heritage impacts</strong> of the walkway connection to the heritage fabric of the historic building.</td>
</tr>
<tr>
<td>Element</td>
<td>Significance</td>
<td>Proposed Works</td>
<td>Potential Impact</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1950s Infants School</td>
<td>Significant</td>
<td>Connection to new building via covered walkway. The design of the connections is yet to be fully detailed.</td>
<td><strong>Visual impact</strong> associated with covered walkway connection. <strong>Heritage impact</strong> of the walkway connection to the heritage fabric of the historic building.</td>
</tr>
<tr>
<td>Setting</td>
<td>Significant</td>
<td>Construction of large new multistorey building in the school grounds.</td>
<td><strong>Heritage impact.</strong> The setting of the school will be irreversibly impacted by the addition of the multistorey building. The existing setting includes smaller scale historic buildings, landscaped grounds and neighbouring 19th century cottages. The bulk and scale of the new building will impose on this setting.</td>
</tr>
<tr>
<td>Views</td>
<td>Significant</td>
<td>The construction of the new building will be seen from Rogers Street.</td>
<td><strong>Heritage impact.</strong> The scale and bulk of the new building will interrupt the streetscape of Rogers Street and views to the school. The views to the 1874 Suter building will still be visible from Rogers Street, from the main drive entrance. There are currently no views to the significant buildings from the driveway near the staff carpark.</td>
</tr>
<tr>
<td>Trees</td>
<td>Varies</td>
<td>Removal of 17 trees for the proposed new building construction.</td>
<td><strong>Heritage impact.</strong> The removal of 17 trees will have an impact on the overall ‘parklike’ greenspace and visual amenity of the school. Furthermore, the loss of individual trees will impact the heritage values of the school. All but one of the trees proposed for removal are described as either ‘desirable’ or ‘significant’ in the arborist report.</td>
</tr>
</tbody>
</table>
4.1.3 Heritage Impacts to QHR Values

The following table provides an assessment of potential heritage impacts to the QHR values of Brisbane Central State School.

Table 7: Potential impacts to QHR values.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Significance</th>
<th>Potential Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Brisbane Central School, established in 1875, is significant historically for its close association with the development of Spring Hill as an early dormitory suburb of Brisbane, and as one of the oldest extant brick schools in Queensland. It is the last remaining inner-city state school in Brisbane and is important for its historical role in Queensland teacher education.</td>
<td>The historic buildings will remain in-situ and the use of the place as a school will continue. This criterion will not be impacted by the proposed development.</td>
</tr>
<tr>
<td>D</td>
<td>It is important in illustrating the principal characteristics of 1870s state school design in Queensland.</td>
<td>The 1874 Suter building will be potentially impacted with the addition of the covered walkway. Further, the setting of the historic building will be interrupted with the addition of large new building in its immediate vicinity. This criterion will be impacted by the proposed new development.</td>
</tr>
<tr>
<td>E</td>
<td>The place has an aesthetic appeal engendered principally by the early form, materials and siting of the 1870s building within grounds with mature trees and landscaping and makes an aesthetic contribution to the historic Spring Hill townscape.</td>
<td>The setting and views will be impacted by the proposed development. This is largely around the interruption of the greenspace of the school and this aspect as seen from Rogers Street, as well as by the removal of 17 trees. There will be minimal heritage impact to the views from Rogers Street to the historic buildings. There will also be heritage impacts on the siting of the 1874 Suter building within the landscaped grounds. This criterion will be impacted by the proposed new development.</td>
</tr>
<tr>
<td>G</td>
<td>It has a strong association for the Brisbane community with the evolution of Spring Hill as one of the city's most historic districts.</td>
<td>The historic streetscape appeal of the school as seen from Rogers Street will be impacted by the development of the new building. This criterion will be impacted by the proposed new development.</td>
</tr>
<tr>
<td>H</td>
<td>The 1874 building is an excellent example of an institutional building by Brisbane architect R G Suter and displays a high quality of design and craftsmanship.</td>
<td>The 1874 Suter building will be potentially impacted with the addition of the covered walkway. Further, the setting of the historic building will be interrupted with the addition of large new building in its immediate vicinity. This criterion will be impacted by the proposed new development.</td>
</tr>
</tbody>
</table>
### 4.2 State Development Assessment Provisions: State Code 14

This section provides an analysis of the project against the Performance Outcomes outlined in the State Development Assessment Provisions: State Code 14. Refer also to the tables above, which provides an analysis of heritage impacts to individual elements and to the QHR values of the school.

<table>
<thead>
<tr>
<th>Performance Outcome 1 (PO1)</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a State Heritage Place: 1. Does not have a detrimental impact on the cultural heritage significance of the State Heritage Place; or 2. Where it is demonstrated that 1. is not reasonably achievable: a. minimises and mitigates unavoidable detrimental impacts on its cultural heritage significance b. provides opportunities for public appreciation of its cultural heritage significance c. where adaptive reuse is proposed, is compatible with its ongoing conservation management</td>
<td>The objective of PO1 is to protect the cultural heritage significance of State Heritage Places from avoidable detrimental impact. It is not the scale of proposed change but the impact on cultural heritage significance of a place that is the focus of assessment against PO1. Proposals that comply with PO1 – 2(a) may be considered to meet PO1 overall. Changes proposed that meet PO1 – 2(b) and PO1 – 2(c) but do not meet PO1 -2(a) are unlikely to meet PO1 overall.</td>
</tr>
</tbody>
</table>

#### Statement for the project for PO1

- **PO1.1:** Not achieved by the project, there will be significant cultural heritage impacts. Therefore, PO1.2 is applicable – see below.

- **PO1.2:** The project location is the only location suitable for the new development in the school grounds in terms of new the building’s scale) and the development is needed for the future growth of the school to cater for increased enrolments.

- **PO1.2a:** The project has sought to minimise the impacts to cultural heritage as much as practicable. The design has considered ongoing advice received by the QHC and DES and has been modified to address concerns and to mitigate potential impacts of the development. Refer to Section 1.3. The project also provides offsets to some of the impacts by removing buildings identified as intrusive.

- **PO1.2b:** Little changes to the significant are proposed, including only the addition of new covered walkways which will attach to two significant buildings. No interpretation is proposed by the project.

- **PO1.2c:** Not applicable to this project. The school will remain in use as a school.

<table>
<thead>
<tr>
<th>Performance Outcome 2 (PO2)</th>
<th>Context</th>
</tr>
</thead>
</table>
| Where open space, or the relationship between built and open spaces at a State Heritage Place is identified as forming part of its cultural heritage significance, development: 1. maintains or enhances the significance of the setting, including significant views, circulation, access, spatial patterns and layout 2. maintains a lot size and layout which permits viable adaptive reuse or conservation of significant heritage buildings and open spaces. | The objective of PO2 is to emphasise the need to protect significant open spaces and the interrelationship of built and open space at a State Heritage Place. PO2 regulates infill development (new structures built in open space within the boundary of a State Heritage Place) with the particular features of a place that create its cultural heritage significance including: • the site’s pattern of open spaces (such as courtyards, pathways, outdoor public areas and gathering spaces, sports grounds, ovals, parade grounds and vantage points) • open spaces and their relation to buildings (such as entry points into buildings, patterns of circulation, view corridors which frame buildings within a wider setting, views from within buildings to outdoor areas, }
### Performance Outcome 2 (PO2)

- Areas that maintain a sense of space, building facades that contribute to streetscapes, and courtyards that provide natural ventilation and light access into buildings.
- Space that supports trees and other landscaping components (such as retaining walls, plants of horticultural or historical value, avenues of trees, hedges or garden beds).

#### Statement for the project for PO2

- PO2.1: Open space and setting of the school will be impacted by the project with the development of large new building in area considered significant for being open space. Views will have minimal impacts by the proposed new building. Circulation across the school will be improved by the new development by adding improved accessibility and walkways across the different levels in the school landscape.
- PO2.2: The lot size will not be changed by the development and significant buildings will remain *in-situ*.

### Performance Outcome 3 (PO3)

Development on a State Heritage Place with identified archaeological potential avoids or appropriately manages detrimental impacts on artefacts.

#### Context

State Heritage Places with archaeological potential are entered in the Queensland Heritage Register and satisfy criterion ‘C’. Places which satisfy only criterion ‘C’ are defined in the *Queensland Heritage Act 1992* as ‘archaeological State Heritage Places’.

State Heritage Places with archaeological potential within the Brisbane CBD are also identified in the Brisbane City CBD Archaeological Plan. An ‘artefact’ is either an archaeological artefact (an artefact located in, on or below the surface of the land) or an underwater cultural heritage artefact (an artefact located in Queensland waters). Underwater cultural heritage artefacts may be associated with State Heritage Places, for example, wharves and jetties and can include historic ship and aircraft wrecks (wrecks that have been in Queensland waters for at least 75 years).

Regardless of any approvals under the Planning Act or the Heritage Act, it is a requirement of the *Queensland Heritage Act 1992* to report any discovery that may be an important source of information about an aspect of Queensland’s history, regardless of whether the discovery is at a State Heritage Place or not.

#### Statement for the project for PO3

- PO3: Brisbane Central State School is not identified as an archaeological place and does not meet Criterion C in the QHR statement. Furthermore, the school is not identified on the Brisbane CBD archaeological plan. Underwater cultural heritage is not applicable.

### Performance Outcome 4 (PO4)

Development destroying or substantially reducing the cultural heritage significance of a State Heritage Place must:

1. Demonstrate that there is no prudent and feasible alternative to carrying out the development due to:

#### Context

PO4 applies in exceptional circumstances and only when the complete demolition or removal of a State Heritage Place may be unavoidable. In these circumstances, the first priority is conserving the
### Performance Outcome 4 (PO4)

| a. an extraordinary economic cost to the state, all or part of a community, or an individual; or | cultural heritage significance of the State Heritage Place. SARA refers all applications to the Queensland Heritage Council (QHC) for expert advice. |
| b. an extraordinary environmental or social disadvantage; or | The QHC will inform the decision on whether there is no prudent and feasible alternative to complete demolition or removal of the place. |
| c. a risk to public health or safety; or | |
| d. another extraordinary or unique circumstance; and | |

2. Interpret and incorporate the place’s history and significance into any development of the site.

#### Statement for the project for PO4

- **PO4.1:** Should the development not go ahead; the school will be disadvantaged by not being able to cater for projected enrolment growth. The new building is required for the future viability of the school.

- **PO4.2:** Interpretation has not included in the project scope.

### Performance Outcome 5 (PO5)

#### Development on land adjoining a State Heritage Place:

1. is located, designed and scaled so that its form, bulk and proximity does not have a detrimental impact on the cultural heritage significance of the State Heritage Place, or
2. where it is demonstrated that (1) is not reasonably achievable, the development minimises and mitigates unavoidable detrimental impacts on cultural heritage significance.

#### Context

The objective of PO5 is to protect a State Heritage Place from unavoidable detrimental impact from material change of use development proposals on land that adjoins a State Heritage Place. Refer to 3.4 for a definition of ‘adjoining’ and a list of material change of use developments excluded from assessment.

The cultural heritage significance of a place is described in its entry in the Queensland Heritage Register and may also include aspects of the significance of a place that extend to the wider setting, such as view corridors, streetscape or public space. The extension of cultural heritage significance of the State Heritage Place can occur irrespective of whether or not a State Heritage Place is part of a historic setting (i.e. sitting within a cluster of State or local heritage places). Checking an adjoining State Heritage Place’s description and statement of cultural heritage significance in the Heritage Register is essential when responding to PO5.

It is a requirement to separately address PO5 if an application involves development on a State Heritage Place and a material change of use adjoining the same State Heritage Place.

#### Statement for the project for PO5

- **PO5.1:** There is one QHR place which directly adjoins the Brisbane Central State School; ‘Monier Ventilation Shaft 2 (Spring Hill)’, ID 601067 – located in the road reserve at St Pauls Terrace to the south east of the school. The proposed development is located approximately 100m away from the ventilation shaft and will not impact the views or setting of the ventilation shaft. Furthermore, setting and views are not identified as significant in the QHR statement for the ventilation shaft. Refer to the link below for more information about the adjoining heritage place: [https://apps.des.qld.gov.au/heritage-register/detail/?id=602067](https://apps.des.qld.gov.au/heritage-register/detail/?id=602067)

- **PO5.2:** Not applicable to the project.
4.3 Statement of Heritage Impact

The proposed new building will impact the heritage significance of the school. However, it is recognised that the new building is required to cater for enrolment growth, and the site has been chosen based on recommendations provided in the CMP. The design of the new building has taken into consideration the guidance provided by DES and the QHC and, wherever practical and feasible, efforts have been made to minimise the heritage impact of the new building and associated walkways on the heritage significance of the school, such as ensuring that the existing views to the historic buildings are maintained, and by referencing, but not mimicking, the 1874 Suter building in the design of the new building, such as with the addition of gables in the façade.

As detailed in 4.1, individual heritage impacts associated with the development include impacts to the historic setting of the school, the siting of the Suter building ‘within grounds with mature trees and landscaping’ and impacts to the views from Rogers Street to the open greenspace of the school.

Physical heritage impacts include:

- the loss of the former girl’s playground area.
- the loss/partial loss of the 1930s rock cutting embankment/terrace.
- the loss of 17 mature or early mature trees.
- impacts to heritage fabric of the 1874 Suter building and the 1950s Infants School with the connection of walkways to the new building.

More broadly, there will be heritage impacts to the state heritage values as outlined in the QHR citation – these largely relate to impacts on the setting and siting of the Suter building, along with impacts on views to and from, and impacts to the heritage fabric of the historic buildings (the 1874 Suter building and the 1950s Infants School) with the walkway connections. The new building also impacts on the school’s setting through its dominance, reducing the emphasis on the key significant elements of the place.

4.3.1 Further Potential for Heritage Impacts

Any internal impacts that may be associated with the change in use of the historic buildings following completion of the new development (i.e. relocation of functions to the new building and re-use of spaces) have not been assessed as part of this report and is outside the current scope. If changes are proposed to the historic buildings, these are to be separately assessed when such details are known.

4.3.2 Positive Outcomes

Positive aspects of the proposed development include:

- Insuring the long-term viability of the site for ongoing use as a school.
- Removal of three intrusive buildings, namely the temporary modular in the staff carpark, Modular B and the modern toilet block.
- No historic buildings will be removed or extensively modified for the proposed development.

4.4 Proposed Heritage Management

The following recommendations are provided to assist with the mitigation of potential impacts to the school from the proposed development. Refer also to the CMP for further guidance on the conservation management of the school.
4.4.1 Further Assessment – Changes to Significant Buildings

Further assessment will be required if changes are proposed to the significant buildings, both internal and external, following completion of this development. Specifically, this is in relation to the relocation of existing functions in the historic building/s to the new building and any resultant physical changes. Any changes to the historic buildings are to be planned and undertaken in accordance with the policies provided in the CMP.

4.4.2 Archival Record

Prepare a detailed photographic archival record of the areas proposed for change prior to works being undertaken. The archival record should be undertaken in accordance with the ‘guidelines for the preparation of an archival record’ prepared by DES. The archival record is to include views to and from the development site and detailed recording of all significant features in the proposed development site. Copies of the record are to be provided to DES and to the John Oxley Library and maintained by the Department of Education.

4.4.3 Detailed Design

The detailed design of the proposed walkway connections should minimise impacts to the significant heritage fabric of the historic buildings. Connections to fabric should be avoided where possible or otherwise be minimal and, where possible, the installation of covered walkway structure should be reversible. The final design of the walkway connections should respect the heritage significance of the school and the historic buildings, including through minimising impacts on views to and from buildings and their connection with open space e.g. through use of light materials and open or ‘see through’ materials on sides.

Detailed design should include continued consideration of opportunities to reduce the dominance/scale of the new building – even if this is just through use of colour and materials. The design should also continue to explore opportunities to further minimise heritage impacts.

4.4.4 Qualified Contractors

Works to the significant buildings should be undertaken by qualified contractors with demonstrated experience working on heritage buildings. All contractors engaged for the project should undergo heritage awareness training or site tool box talks to inform them of the heritage values of the school.

4.4.5 Further Heritage Advice and Supervision

The proposed works around the heritage buildings should be supervised by a heritage architect or heritage consultant. Any incidental finds or accidental damage to heritage fabric during construction works should be reported immediately to the site supervisor, heritage advice should be sought from a heritage professional, and the matter should be escalated to DES if required. A stop work procedure should be prepared for the project.

4.4.6 Management of Significant Trees

Further detailed construction advice should be obtained by the project arborist in relation to the identification and management of significant trees. This should include details for managing trees adjacent to the construction, including determination and establishment of Tree Protections Zones. The project arborist should also supervise construction activities in the vicinity of significant trees, including trenching and excavating.
Consider offsetting the loss of trees by planting new trees or propagate cuttings and replace elsewhere on the grounds, potentially by staff and students e.g. as part of a reinstated arbour day. Consider also whether pruning of some trees (canopy raising) on the streets may allow greater views to the historic buildings.

4.4.7 Further Offsets

The project should consider if there is any further opportunity to offset the loss of open green space, the former girl’s playground and the terraced landscaping. This may include exploring potential for removal of the prep modular (2008) to reopen the space around the 1874 Suter building. The sitting of the prep modular is noted in the CMP as intrusive (CGRAMW 2014: 53) and its removal would be a positive outcome for the heritage values of the school.
References


Department of Environment and Science, 2016, Queensland Heritage Register citation for Brisbane Central State School.
Appendices
Appendix 1 – QHR Citation
Brisbane Central State School

- Place ID: 600312
- Rogers Street, Spring Hill

General

Also known as
- Leichhardt Street State School for Boys, Girls, Infants; Leichhardt Street (practising) School;
- Brisbane Central State School

Classification
- State Heritage

Register status
- Entered

Date entered
21 October 1992

Type
- Education, research, scientific facility: School—state

Themes
- 9.1 Educating Queenslanders: Providing primary schooling
- 9.3 Educating Queenslanders: Educating adults

Architect
- Suter, Richard George

Construction periods

1874–1927, Brisbane Central State School (1874 - 1927c)
1874, Brisbane Central State School - School (1874 - 1874)
1887, Brisbane Central State School - Play Shed (1887 - 1887)
1909–1911, Brisbane Central State School - Classroom Block (1909) (1909 - 1911)
1920, Brisbane Central State School - Hospital (Dental) (1920s late - 1920s late)

Historical period
1870s–1890s Late 19th century

Style
- Classicism
- Gothic

Location

Address
Rogers Street, Spring Hill

LGA
Brisbane City Council

Coordinates
-27.45884962, 153.02754137

Map
- Enlarge map

Street view
Photography is provided by Google Street View and may include third-party images. Images show the vicinity of the heritage place which may not be visible.

### Request a boundary map

A printable boundary map report can be emailed to you.

* Email

![Google Street View](image)

### Significance

#### Criterion A
The place is important in demonstrating the evolution or pattern of Queensland’s history.

Brisbane Central School, established in 1875, is significant historically for its close association with the development of Spring Hill as an early dormitory suburb of Brisbane, and as one of the oldest extant brick schools in Queensland. It is the last remaining inner-city state school in Brisbane and is important for its historical role in Queensland teacher education.

#### Criterion D
The place is important in demonstrating the principal characteristics of a particular class of cultural places.

It is important in illustrating the principal characteristics of 1870s state school design in Queensland.

#### Criterion E
The place is important because of its aesthetic significance.

The place has an aesthetic appeal engendered principally by the early form, materials and siting of the 1870s building within grounds with mature trees and landscaping, and makes an aesthetic contribution to the historic Spring Hill townscape.
Criterion G
The place has a strong or special association with a particular community or cultural group for social, cultural or spiritual reasons.

It has a strong association for the Brisbane community with the evolution of Spring Hill as one of the city's most historic districts.

Criterion H
The place has a special association with the life or work of a particular person, group or organisation of importance in Queensland’s history.

The 1874 building is an excellent example of an institutional building by Brisbane architect RG Suter, and displays a high quality of design and craftsmanship.

History
Agitation for a primary school in the Spring Hill area commenced in 1873, culminating in the establishment of three separate schools - Leichhardt Street Boys' School, Leichhardt Street Girls' School, and Leichhardt Street Infants' School (later renamed Brisbane Central State School). Opening 25 January 1875 on a large site, the schools were initially accommodated in one building built in 1874. As attendance grew, other buildings were constructed, including; a playshed (1887); a high-set, timber classroom building for the boys' school (1909); a timber classroom building for the practising school (c1929); a brick building for the infants' school (c1952); as well as playgrounds, extensive cuttings, retaining walls, landscaping and plantings.

The provision of state-administered education was important to the colonial governments of Australia. In 1848 the New South Wales Government established National Schools. This was continued by the Queensland Government after the colony's creation in 1859. The Education Act 1860 established the Queensland Board of General Education and began to standardise curriculum, teacher training, and facilities. The Education Act 1875 provided a number of key initiatives for primary education; it was to be free, compulsory and secular. The Department of Public Instruction was established to administer the Act. This move standardised the provision of education and, despite difficulties, colonial educators achieved a remarkable feat in bringing basic literacy to most Queensland children by 1900.[1]

The establishment of schools was considered an essential step in the development of early Queensland communities. The formal education of Queensland children was seen as integral to the success of a town, the colony, and the nation. Land and construction labour was often donated by the local people and schools frequently became a major focus within the community as a place symbolising progress, for social interaction, and as a source of pride. Also, the development and maintenance of schools frequently involved donations and work by teachers, parents, and pupils. Because of their significant connections with the local community, schools have occasionally incorporated other socially important elements such as war memorials and halls used for community purposes. They also typically retain a significant enduring connection with former pupils, their parents, and teachers. Social events involving a wide portion of the local
community have often been held at schools, utilising the buildings and grounds - such as fetes, markets, public holiday celebrations, school break-up days, fundraisers, sporting events, reunions, and dances.

As in other Australian colonies, the Queensland Government developed standard plans for its school buildings. This helped to ensure consistency and economy. The standard designs were continually refined by government architects in response to changing needs and educational philosophy. Queensland school buildings were particularly innovative in their approach to climate control, lighting, and ventilation. Due to the standardisation of facilities, schools across the state were developed in distinctly similar ways and became complexes of typical components. These components included: the teaching buildings, the school yard, the horse paddock that was often later configured into a sports oval, and a variety of features such as sporting facilities or play equipment, shade structures, gardens and trees.

The initial school building for the Leichhardt Street schools was a low-set, one-storey, brick structure designed by established Brisbane architect Richard George Suter. Suter was a private architect commissioned from 1865 by the Board of General Education to design school buildings. After 1868, Suter was responsible for most of the Board's buildings until 1875. As an architect in the early years of the colony, Suter was prolific despite only practicing for approximately 10 years in Queensland and had a strong influence on the establishment of Queensland architecture, being credited with introducing 'outside studding' construction technique to the state.[2]

Suter's Brisbane school buildings were of brick construction. His initial designs were simple, low-set, structures with gable roofs, and rectangular in plan. In 1873 he introduced an 'improved plan' adding front and rear verandahs to provide hat rooms and additional play and classroom space beginning a distinctive design solution of 'classroom and verandah' that continued through evolution until at least the 1960s.

The contract to construct the Suter building for the Leichhardt Street schools was let on 5 February 1874 to builders Dennis & Sons, with a price of £1970. The T-shaped building had three large classrooms - the long front wing held two 80 by 25 feet (24.9 by 7.6 metres) classrooms, one each for the boys' and girls' schools, and projecting to the rear was one 25 by 24 feet (7.6 by 7.3 metres) classroom for the infants' school. The building had a symmetrical front elevation with a projecting central room 20 by 25 feet (6.1 by 7.6 metres) flanked by a small teachers' room either side and a verandah along the front and rear.

Enrolments by October 1875 totalled 241 boys, 176 girls, and 250 infants.

In 1887 a playshed was built at the school. This was a timber-framed, open-sided shelter with a gable roof measuring 25 by 45 feet (7.62 by 13.7 metres). The Queensland education system recognised the importance of play in the school curriculum and, as well as classrooms, they provided plans for playsheds, free-standing shelters that provided covered play space and were often used for unofficial teaching space when needed. They were timber-framed structures, generally open on all sides although were sometimes partially enclosed with timber boards or
corrugated galvanised iron sheets. The hipped (or less frequently, gabled) roofs were clad with timber shingles or corrugated iron and they had an earth or decomposed granite floor. Fixed timber seating ran between the perimeter posts. Playsheds were a typical addition to state schools across Queensland between c1880s and the 1950s. They were mostly built to standard designs that ranged in size relative to student numbers. School sites were typically cleared of all vegetation and the provision of all-weather outdoor space was needed. After c1909 school buildings were high-set, allowing students to play in the understorey and playsheds were not frequently constructed.

In 1889 a Grand Gala Tree-planting Day was held at the Leichhardt Street schools site. Prior to this, the grounds were described as barren.[3] The provision of outdoor play space was a result of the early and continuing commitment to play-based education, particularly in primary school. Trees and gardens were planted as part of beautification of the school. In the 1870s, schools inspector William Boyd was critical of tropical schools and amongst his recommendations was the importance of the addition of shade trees in the playground. Landscape elements were often constructed to standard designs and were intrinsic to Queensland Government education philosophies. Educationalists believed gardening and tree planting instilled in young minds the value of hard work and activity, improved classroom discipline, developed aesthetic tastes, and inspired people to stay on the land. Aesthetically designed gardens were encouraged by regional inspectors. More than 50 shade and ornamental trees supplied by the Department of Agriculture were planted in the Leichhardt Street school grounds by its scholars.[4] It was seen as a great success and sparked the introduction of Queensland-wide Arbor Day celebrations the following year.[5] Between 1889 and 1892 about 150 trees were planted in the school grounds.[6]

From the school's opening, the Suter building was overcrowded and had other problems, including poor lighting and ventilation. From 1893 the Department of Public Works became responsible for school design and worked to greatly improve its standard designs to address the natural ventilation and lighting of classroom interiors. The department's architects experimented with different combinations of roof ventilators, ceiling and wall vents, larger windows, dormer windows and ducting. Roof ventilators became fleches which grew larger as the experimentation continued. Prior to the widespread adoption of electricity and artificial lighting, achieving an ideal or even adequate level of natural light in classrooms, without glare, was of critical importance to educators and consequently it became a primary determinant of the design concept and layout of all school buildings. From around 1909 windows were rearranged and enlarged to provide a greater amount of gentle, southern light into the room and desks were rearranged to have the light falling onto the students' left hand side. This reduced glare, and, since students were forcibly right-handed, did not throw a shadow onto the page. This often meant a complete transformation of the fenestration of existing buildings. Windows were larger and sills were lowered to let in more light generally. Smaller classrooms were preferred as they were easier to light correctly. Interiors became lighter and airier and met with immediate approval from educationalists.[7]

Over time, the Leichhardt Street schools' Suter building was altered to improve lighting and ventilation of the interior to standard designs by the department. In c1897 skylights were added
to the roof either side of the spire to aid internal lighting of the classrooms. In c1911 these were replaced with dormer windows, and a large arched window was added to the end (south-eastern) wall. To further improve the internal light conditions the rear verandah was removed between 1918 and 1933. The projecting infants' wing was demolished in 1933, replaced by an asphalted assembly area. Banks of casement windows were added to the rear wall to greatly increase the natural lighting and ventilation of the classrooms. This work is typical of the standard 'improvements' designed by the Department of Public Works that were made to older education buildings to meet evolving education philosophies espoused by the Department of Education of over time.[8]

Overcrowding continued at the Leichhardt Street schools and in 1909 a new high-set, timber classroom building was built to the south of the Suter building for the boys' school. This was built to a new standard design introduced in c1909. This high-set, timber design provided better ventilation as well as further teaching space and a covered play space underneath. This was a noticeable new direction and the high-set form became a characteristic of Queensland schools. [9] The understorey of this new building at Leichhardt Street was enclosed between June 1922 and June 1923.[10]

By 1914 a separate building for the Infants' School had been constructed to the northeast of the Suter building.

In 1927 the Brisbane Normal School (Adelaide Street) was closed for demolition and its teachers and students were transferred to Leichhardt Street State School. The Leichhardt Street school also took over the Normal School's role of training teachers.[11] On 4 September 1927, the three Leichhardt Street schools operating from the site (boys', girls', and infants' schools) closed and reopened the next day under one head teacher as the Leichhardt Street State and Practising School (unofficially known as the Central Practising School).

To accommodate the large increase in pupils, teachers and trainee teachers, additional buildings and toilets were constructed at the school.[12] One of these was a classroom building for the practising school built c1929 facing St Pauls Terrace. It stood on the highest part of the site, separated from the rest of the school by a tall, concrete retaining wall.

During the 1930s and 1940s, the school was known as the 'Scholarship Factory' due to the high success rate of its pupils in the high school scholarship examinations. Many of its teachers and pupils became prominent identities, including Jack Pizzey and Sir Douglas Tooth.

The school was officially renamed the Brisbane Central State School in 1954. A fire damaged the north-western end of the Suter building in 1973.

A large, new brick infants building was constructed at the Water Street end of the site, replacing the earlier infants building. Beginning in the 1950s, school designs were altered with a goal of modernisation. Classrooms had extensive areas of windows; almost the entirety of the verandah wall and the opposite classroom wall were glazed, allowing abundant natural light and ventilation.[13] The proliferation of stumps in the understorey was replaced with steel, timber
and sometimes concrete trusses that spanned the width of the classroom and provided an unimpeded play space while minimising costs.[14] While the majority of school buildings were built to standard plans, as in other periods, some buildings were also constructed that were individually designed. These were typically constructed in areas of stable, suburban and urban populations and were an evolution of the urban brick school buildings of the early 1900s and depression-era brick school buildings. They were generally substantial structures of brick and concrete that introduced many innovative ideas that found their way into standard plans. For example, brick was progressively used more frequently in high schools as standard.[15] The new infants' building at Brisbane central State School was one of these non-standard designs. Designed in 1949 by the Department of Public Works, construction was completed in the financial year ending June 1952[16]. The building included five classrooms, one kindergarten room, and an open understorey play area. It was occupied by the school until c1966 when use of the building was given to the Department of Health. The building was then used as the Brisbane Institute of Child Guidance, which operated as a separate entity to the school. This new use was officially opened 6 April 1966.[17] The land around the former infants' building was subdivided off and formally transferred to the Department of Health in 1991. Remedial structural work was performed on the building at this time.

The Practising School left Brisbane Central State School c1959. Its building facing St Paul's Terrace was transferred to the Department of Health and used as the Children's Dental Hospital, operating separating from the school. Later, the dental hospital moved out and in c2008 the building was transferred back to school use. The interior was extensively refurbished in 2010 to create a single large space for assembly.

Over time, buildings and structures were added to and removed from the school grounds to accommodate different education programs or to provide new facilities. New toilets were constructed in 2004 and the c1929 toilets were demolished in 2012. A low-set classroom building was constructed adjacent to the rear of the Suter building in c2008.

Enrolments at Brisbane Central State School fluctuated from over 1000 students during the 1930s to fewer than 100 during the 1980s to 220 in 2013. In 2014, the school retains the 1874 Suter building, the 1887 playshed, the 1909 former boys' school building, the c1929 former practising school building, the c1952 former infants' school building, playgrounds, extensive cuttings, retaining walls, landscaping and mature tree plantings.

In 2014, the school is the only remaining inner-city state school and is surrounded by a mix of early Spring Hill housing and modern structures.

References


[2] Watson, Donald, "Outside Studding 'Some claims to architectural taste.'" in Historic Environment 1:2:3, 1988, pp. 22-31 and Watson, Donald and Judith McKay, Queensland
Architects of the 19th century, 1994, p. 185.


[4] The article states that the following were planted: Jacaranda, Ficus macrophylla, bunya bunya, balsam of Peru, and Poinciana regia.


[8] Alterations information taken from Department of Public Works architectural drawings Queensland State Archives.


[11] The foundation stone of the Brisbane Normal School, originally the Brisbane National School was moved to Brisbane Central State School.


[17] Plaque mounted on building at Rogers Street.

Description

Brisbane Central State School, built on terraced terrain, comprises a number of elements, including: the Suter building (1874); a play shed (1887); the former boys' school high-set, timber classroom building (1909); the former practising school building (c1929); the former infants' school building (completed by June 1952); playgrounds; and extensive cuttings, retaining walls, landscaping and plantings.

The Suter building is a one-storey, low-set brick structure with a gabled roof clad with corrugated metal sheets. It faces south-west to the main entrance into the grounds on Victoria Street, and the vista of the building from the entrance is framed by trees. It is a long and narrow building aligned south-west and north-east with a timber-framed verandah along the front. The verandah is interrupted by a central, projecting gabled classroom and either side of this is an attached pair of timber-framed and -clad teaching rooms. Surmounting the centre of the roof is a
square-based spire and along the ridge are timber-framed, ventilated dormer windows. The brick walls of the building stand on Brisbane tuff footings and the timber-framed portions stand on concrete posts or brick piers. The building features highly-crafted, decorative brickwork including: running corbel friezes under the eaves and gable barge boards; a variety of corbelled decorations; and lancet niches. The rear (north-eastern) wall is cement rendered, scored to mimic coursed stone and has a series of timber-framed casement windows with fanlights, sheltered by timber-framed hoods. The south-eastern gable end wall has a large bricked-in arch. The layout comprises five classrooms facing north-east and one central classroom facing south-west, all accessed from the verandah. The three southern classrooms have timber-lined walls and ceiling with timber roof framing exposed within the space. The other two rooms have suspended ceilings and a masonite sheeting partition.

The playshed is a timber-framed, open-sided shelter with a gable roof supported by timber posts with brackets. The gable ends are clad with timber weatherboards. The roof is clad with corrugated metal sheets and the ceiling is lined with timber, v-jointed boards with a ventilation gap between cladding and ceiling. It has a concrete floor and perimeter seating.

The former boys’ school high-set building is very intact and stands adjacent to a tall, brick-faced retaining wall on its north-eastern side. It is a timber-framed building clad with timber weatherboards and has a gable roof clad with corrugated metal sheets. It is high-set on tall brick piers and the understorey is enclosed with timber weatherboards. A timber stair on the north-western side provides access to the upper level. The upper level has a verandah on the north-eastern and south-western sides, partially enclosed on the latter by more recent sheet material and on both sides by modern steel screens. The verandah walls are single-skin with externally-exposed stud framing. Between the studs are timber-framed, horizontal-pivot windows with high sills. The gable end windows are later, steel-framed louvres with original, timber-framed hoods. The upper level comprises one large classroom, accessed from both verandahs via timber, double-leaf doors with horizontal-pivot fanlights. The well-proportioned interior has a high, coved ceiling and is lined with timber, v-jointed boards. A metal tie rod between the verandah walls at cornice height is exposed within the space.

The former practising school building stands on the eastern-most corner of the site and faces St Paul’s Terrace to the south-east. This is a large, timber-framed building clad with timber weatherboards and has a gable roof clad with corrugated metal sheets. It is a high-set building and its understorey is enclosed. The interior layout on both levels is not original; all partitions of the upper floor are demolished to form one large space.

The former infants’ school stands on the lowest part of the site near the corner of Rogers and Water Streets, separated from the main part of the school by a tall stone-faced retaining wall. Accessed from a curving driveway from Rogers Street, the long, narrow building is a two-storey, facebrick structure with a hipped, tiled roof. The area for the former infants’ school is divided into two level areas by a large concrete retaining wall and the school building sits against the wall on the lower level, accessible at grade from both sides. The principal entry is from the driveway into the upper (formerly classroom) level. This entrance is emphasised by large porthole
windows, a sweeping, cantilevered concrete awning and curved steps, and a set of large, bifolding, glazed, timber-framed entrance doors. A verandah, enclosed with more-recent glazing, runs along the length of the northern side and a stair at the entry and at the western end leads down to the lower level (formerly open play space). The classrooms and the understorey are subdivided by later, lightweight partitions to form offices; although the original layout is discernible. The walls between former classrooms and the verandah have been demolished. The upper level retains south-facing, timber-framed casement windows and fanlights and sheet-and-batten ceilings.

The school grounds are terraced to form levelled playing areas and feature mature ornamental trees including: camphor laurels (Cinamomum camphora), figs, hoop pines, (Araucaria cunninghamii), palms, jacarandas (Jacaranda mimosifolia), poincianas (Poinciana regia), and eucalypts, as well as gardens and other plantings.

**Image gallery**

![Image gallery](https://apps.des.qld.gov.au/heritage-register/detail/?id=600312)

**Location**

![Location](https://apps.des.qld.gov.au/heritage-register/detail/?id=600312)

(last updated 20 January 2016)
Appendix 2 – Project Plans
Appendix 3 – Historical Site Plans
1899 site plan, no development is shown in the current study area at this time (DET EPlan).
Extract of 1914 Detail Plan for Water and Sewage Board showing the layout of the school at that time (BCC).
1936 Site Plan, showing girl's playground and rock cuttings at the edges in the current study area (DET EPlan).
1949 site [part] plan showing development of new infant’s school and associated landscaping including new cutting (DET EPlan).
Appendix 4 – Arborist Report