

Application form

Heritage

Removal of a place from the Queensland Heritage Register

Use this form to make an application to have all or part of a State Heritage Place considered for removal from the Queensland Heritage Register under the Queensland Heritage Act 1992.

Before completing this application form:

- read the *Application Guide: Removing a State Heritage Place from the Queensland Heritage Register* available at www.qld.gov.au/environment/land/heritage/
- call 13 QGOV (13 74 68) and discuss this application with the Applications Co-ordinator, Heritage Branch

1. Applicant details

2. Applicant consent

Ticking YES in the box below means you give consent to the department to publicly disclose your name with this application. At no time (whether you tick YES or NO) will your personal contact details be made public during processing and assessment of this application. The department removes contact details (i.e. address, email and telephone numbers) from all copies of the application except those provided to the Queensland Heritage Council.

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Later phases of the school, although contributing to an understanding of the school's development over time, are largely regarded to hold low-to-no heritage significance compared to the earlier phase as they are not original fabric and do not relate to the early historic operation and use of the school (AHS 2023).

For a more detailed historical context of Ipswich Grammar School, please see Chapter 2 and Section 4.5 of the existing Conservation Management Plan (CMP) (AHS 2023) (Appendix A).

REFERENCE LIST

Please see the Conservation Management Plan (CMP) (AHS 2023).

LIST OF ATTACHMENTS

Please see the Conservation Management Plan (CMP) (AHS 2023).

6. Description of the place

WRITTEN DESCRIPTION

Using the description provided in the Queensland Heritage Register entry as a starting point add detail that supports your removal application

The existing QHR boundary encompasses the entire school ground. As identified in the attached CMP, the early history phase of buildings, labelled the Early Building Complex, exist separately to other areas of the school (see attached CMP, Appendix A).

Buildings proposed for removal from the existing QHR boundary include the contemporary buildings located to the north of the Early Building Complex and were constructed from c.1980s onwards. The attached CMP (Appendix A) identifies these buildings as holding no heritage significance. The contemporary buildings proposed for removal from the QHR boundary are as follows (see Figure 1):

1. Ivor G Morris Physical Education Complex (1980)
2. C.A. Turner Manual Arts Building (1981)
3. H.G. Wilson Science Building (1983)
4. Clive Wyman Building (1987)
5. Ladley Centre (1989)
6. Igor Lapa Junior School (1999)
7. Preparatory Block (2005)
8. Early Childhood Education Centre (2009)
9. Junior School Library (2011)
10. STEM Building (2020)
11. Spots Dome (c.2000s)

Please see Section 3 of the CMP (Appendix A) for a physical description of the school and its buildings.

7. Statement of cultural heritage significance

Explain why the place (or part of it) does not fulfil the significance criteria listed in its entry in the Queensland Heritage Register. Write 'not applicable' against the criteria that are not relevant to your application.

CRITERION A
the place is important in demonstrating the evolution or pattern of Queensland's history

The land proposed for removal from the existing QHR boundary for the Ipswich Grammar School does not demonstrate the evolution or pattern of Queensland's history.
Buildings and features within the portion of land proposed for removal from the QHR boundary (those listed above in Section 6) were added to the school in the late 20th and

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	early 21 st century and are therefore not identified as significant from a heritage perspective.
CRITERION B the place demonstrates rare, uncommon or endangered aspects of Queensland's cultural heritage	Not applicable
CRITERION C the place has potential to yield information that will contribute to an understanding of Queensland's history	Not applicable
CRITERION D the place is important in demonstrating the principal characteristics of a particular class of cultural places	<p>The land proposed for removal from the existing QHR boundary for the Ipswich Grammar School does not demonstrate the principal characteristics of a particular class of cultural place. This portion of the Ipswich Grammar School lot contains buildings and features added to the school in the late 20th and early 21st century which are identified as not holding cultural heritage significance.</p> <p>Figure 1 (see below) demonstrates those buildings which would be included and excluded should the proposed boundary change be updated.</p> <p>Furthermore, although the Fox and Hancock dormitory towers (1972) would remain within the new QHR boundary, it is <u>recommended that Criterion D be updated with reference to these buildings being removed from this criterion.</u></p> <p>The current Criterion D entry refers to the Fox and Hancock dormitory towers as 'principal structures with heritage significance'. However, the two dormitory towers are later additions to the school, and although they retain a low level of heritage significance due to their representation of the school's growth over time, they do not hold a <u>comparable</u> level of significance to those other 'principal structures' mentioned in the citation, including the main building complex constructed during the school's early phases (1863-1921).</p> <p>The existing CMP for Ipswich Grammar School (AHS 2023) provides a detailed hierarchy of significant elements (Section 4.5) for all buildings and features within Ipswich Grammar School. The Fox and Hancock dormitory towers are ranked as holding 'low to no' heritage significance as they do not contribute aesthetically to the school and are unsympathetic in design to the original principal structures within the school complex, such as the Great Hall which is considered to hold 'exceptional' and 'high' levels of significance. It should also be noted that the two dormitory towers have been transformed internally and externally over time, impacting upon their integrity and values, and that they obscure views to the significant Great Hall building.</p> <p>It is therefore recommended that reference to the Fox and Hancock dormitory towers be removed from the Criterion D entry to ensure the listing reflects those buildings and features which 'demonstrate the principal characteristics of the place'. Section 4.4 of the attached CMP (Appendix A) provides a recommended update to Criterion D which would include removing reference to the Fox and Hancock dormitory towers. This would also include <u>the removal of any reference to the Murray Hancock Memorial Block (1946)</u> which has been demolished (with approval) to facilitate the construction of the new STEM building and is therefore no longer existing on site.</p> <p>Furthermore, it is considered that the Karl Langer Building (1961) which would also remain within the new proposed QHR boundary, is considered to hold low heritage significance, and not hold a comparable level of significance to those identified principal structures. Section 4.5 of the CMP (Appendix A) demonstrates that the Karl Langer Building detrimentally impacts the early form, scale, layout, views, and interpretation of the school's key cultural heritage values. It is therefore recommended, as above, that reference to the Karl Langer Building should be removed from the QHR listing within Criterion D.</p> <p>As Criterion D demonstrates the important principal characteristics of the place, it is also recommended that this section be updated to make a more specific reference to the former 1912 Science Building. Instead of calling this building the 'Music School', which it only operated as for a short period, its description should be 'former 1912 Science Building' as this was its original design and function.</p>

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	<u>Please see Section 4.4 of the CMP for further detail and the recommended wording for Criterion D.</u>
CRITERION E the place is important because of its aesthetic significance	The land proposed for removal from the existing QHR boundary for the Ipswich Grammar School contains late 20 th and early 21 st century building and features (as listed above in Section 6). These buildings and features are considered to hold no cultural heritage significance and do not demonstrate aesthetic characteristics that would be considered important from a cultural heritage perspective.
CRITERION F the place is important in demonstrating a high degree of creative or technical achievement at a particular period	Not applicable
CRITERION G the place has a strong or special association with a particular community or cultural group for social, cultural or spiritual reasons	(Criterion under review)
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 land proposed for removal from the existing QHR boundary for the Ipswich Grammar School contains buildings and features that were added to the school in the late 20 th and early 21 st century (as outlined in Section 6 above). As such, it is considered that these features do not hold special association with the life or work of a particular person, group, or organisation of importance in Queensland's history. Although it is acknowledged that there are various phases of the school's history, each that may relate to teachers, headmasters, students etc, it is the school's early establishment and early phase of expansion and development (c.1860s-1920s) that is of <u>primary heritage significance</u> as it demonstrates the <u>early development of Queensland's education system</u> . This includes associations with Benjamin Backhouse, one of Queensland's most prominent mid-nineteenth century architects, who is credited with designing a number of buildings in the school's early phase of development. <u>Please see Section 4.4 of the CMP (Appendix A) for further detail and the recommended wording for Criterion H.</u>

8. Site plan showing area of current boundary proposed for removal

Attach a site plan to this form. Any plan/s and map/s in the register entry for the place can be used as base drawings. Tick to confirm: **See Figure 1 for current QHR Boundary, Proposed QHR Boundary and those features/buildings which will be removed from the QHR boundary.**

- the site plan is drawn or sketched to scale
- all key elements of the place are shown and clearly labelled in their approximate locations (particularly those elements identified in the register entry)
- the existing heritage boundary is shown, along with the area proposed for removal (all or part)
- the cadastral (lot on plan) boundaries of the place are shown

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Please see Figure 1 over page.



To be removed from existing QHR boundary [Orange]:

1. Ivor G Morris Physical Education Complex (1980)
2. C.A. Turner Manual Arts Building (1981)
3. H.G. Wilson Science Building (1983)
4. Clive Wyman Building (1987)
5. Ladley Centre (1989)
6. Igor Lapa Junior School (1999)
7. Preparatory Block (2005)
8. Early Childhood Education Centre (2009)
9. Junior School Library (2011)
10. STEM Building (2020)
11. Sports Dome (c.2000s)

To remain within the proposed QHR boundary [Blue]:

12. Great Hall (1863-1921)
13. Former c.1912 Science Building (c.1912)
14. Bradfield House (1921)
15. Headmasters Residence (1961)
16. Karl Langer Building (1962)
17. Auditorium (1972-1973)
18. M.E. Williams Building (1972-1973)
19. Fox Dormitory Tower (1972-1973)
20. Hancock Dormitory Tower (1972-1973)
21. Boarding Master Residence (1972-1973).

Figure 1: Current Ipswich Grammar School QHR boundary [Orange]. Proposed updated QHR Boundary [Blue], along with features proposed to be removed and remain within the proposed QHR boundary. Please see Section 4.4 of the CMP for full rationale.

9. Photographs

Attach photographs to this application that show the place in its current state. Number all photographs and complete the index table below adding more rows if needed.

If submitting an electronic application, submit the photographs in a digital file attached with the application form. Maximum file size for digital images attached to this form is 250kb each.

If submitting an application in hard copy, submit the photographs as an electronic file saved onto a CD or USB and attach one hardcopy print out of images to this application form.

DATE AND TIME TAKEN 1.00pm 31/3/2023	PHOTOGRAPHER <div style="background-color: #cccccc; height: 15px; width: 100%;"></div>	
<p>COPYRIGHT PERMISSIONS <i>By law copyright of material submitted is subject to conditions set out in the copyright licence for that material.</i></p> <p><i>Please enter licensing details in the metadata for each image/file requiring copyright.</i></p> <p><i>A copyright licence may be obtained free of charge from Creative Commons at www.creativecommons.org. Creative Commons licence 'Creative Commons Attribution-Non-Commercial-No Derivative Works' is recommended. This licence maintains author copyright but allows others to copy and distribute work provided the author is given credit (in a way specified by the author) and the work is not changed in any way and is not used commercially.</i></p>		
IMAGE NUMBER	FILE NAME	DESCRIPTION
1	Fox Tower	Fox Building – external
2	Fox internal room	Fox Building – internal
3	Hancock Tower	Hancock Building – external
4	Hancock internal room	Hancock Building - internal
See also CMP for additional photographs (Appendix A).		

10. Lodgement

All sections of this form must be completed, and attachments prepared (in particular the site plan showing the proposed heritage boundary and photographs of the place) before an application is lodged. Incomplete applications cannot be accepted.

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Send one copy of the completed form and attachments to:

Email:

heritage@des.qld.gov.au

OR

Post:

Applications Coordinator
Heritage Branch
Arts and Heritage
Department of Environment and Science
GPO Box 2454
Brisbane Qld 4001

Further information

- email heritage@des.qld.gov.au
- call 13 QGOV (13 74 68) and ask to speak to the Applications Coordinator, Heritage Branch
- visit www.qld.gov.au/environment/land/heritage/

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Appendix A – Ipswich Grammar School Conservation Management Plan (AHS 2023)

Ipswich Grammar School

Conservation Management Plan

for Ipswich Grammar School

April 2021



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00	28/04/2021	Draft report for client review	JP, TM	BG
01	03/11/2021	Minor changes for client review	JP, BG	BG
02	02/08/2022	Updated Final Report for Issue	TM, SS, JP	BG
03	30/03/2023	Update to Section 4.4 and QHR Entry	SS, JP	BG



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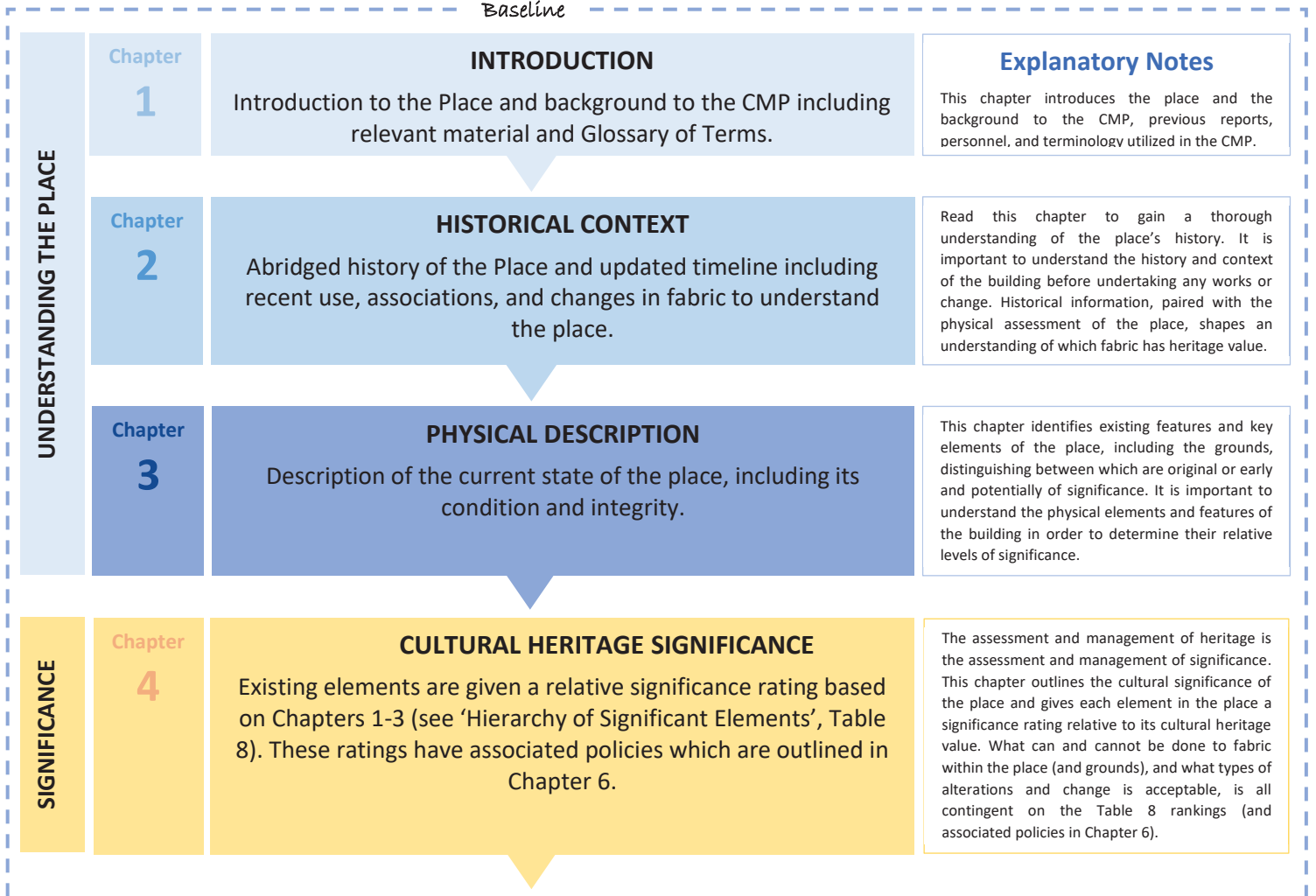
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Baseline



Management



1 Introduction

1.1 Background

Australian Heritage Specialists Pty Ltd (AHS) have been commissioned by Williams Architects and the Ipswich Grammar School (IGS) to prepare an updated Conservation Management Plan (CMP) for the Ipswich Grammar School.

The IGS is a State heritage listed building, entered on the Queensland Heritage Register (QHR: 600601). The school was opened in 1863 and was Queensland's first secondary school. The place is significant for a variety of social and cultural associations, but also for the aesthetic significance of the Great Hall as an example of Gothic Revival architecture in Ipswich and Brisbane more broadly.

A previous CMP for the place was prepared by JM Pearce Architects (with collaboration from Buchanan Heritage Services), but is now requiring update, particularly due to its age and a range of works that have recently occurred on the place, as well as current masterplanning objectives.

The objective of the updated CMP is to enable IGS to gain a better understanding of the significance of the place so that their heritage values can be managed, and that development, maintenance and forward capital works planning can be properly progressed. This CMP predominantly focuses on the original and early school buildings, with brief assessments conducted for later buildings (see Figure 3).

This CMP is developed as the primary guiding document for the management of the place and the ongoing conservation and change, to ensure that all future decisions are carried out with regard to its cultural heritage significance. Any future decisions must take into account best practice heritage management principles, using qualified and experienced heritage personnel.

This CMP was prepared in accordance with best practice heritage management principles and processes defined in the *Australia ICOMOS Burra Charter 2013* (Burra Charter), James Semple Kerr's *Conservation Plan* (7th Edition, 2013), and associated guidelines, including procedures for understanding studies and reports.

1.2 Study Area

The Study Area (Ipswich Grammar School) comprises:

Table 1: Study Area details.

Item	Description
Address	Woodend Road, Ipswich
Description	Ipswich Grammar School
LGA	Ipswich City Council (ICC)
Heritage Status	State Heritage Place (QHR: 600601)
Property Description	L.393 SP283393

(Please see over for Study Area).



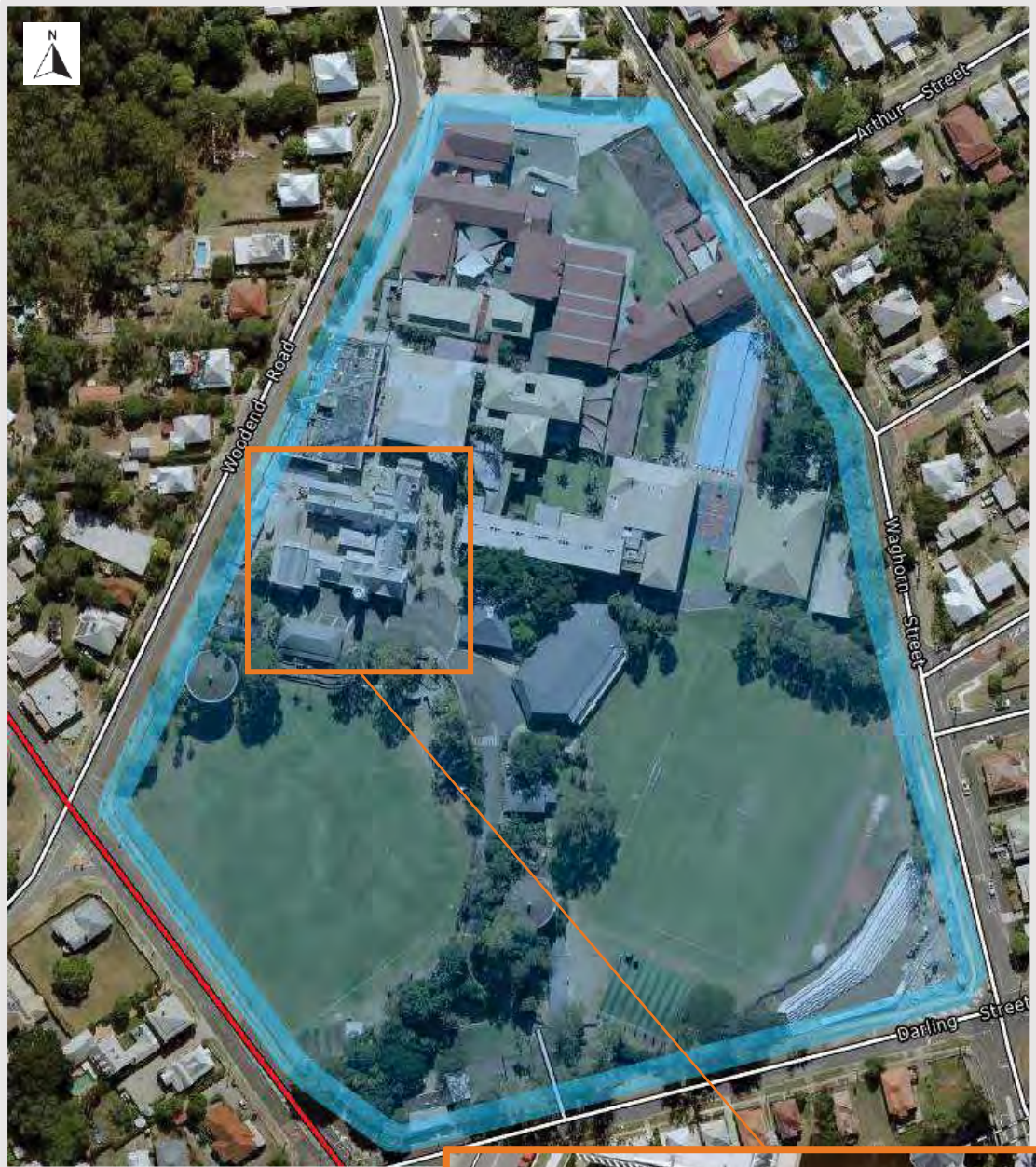
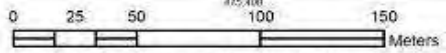


Figure 1: Study Area [blue] and the Early Building Complex including the Great Hall area, inset [orange] (Queensland Globe, 2021).

Ipswich Grammar School

600601



1:2,500

Map 1

Map Projection: Transverse Mercator (MGA) zone 56
Horizontal datum: Geocentric Datum of Australia 1994 (GDA94)
Map Production: Heritage, Department of Environment and Heritage Protection 11 October 2017
Accuracy Statement: Due to varying source, accuracy or currency of data layers used in this map, the spatial locations of features may not coincide when overlaid.
Disclaimer: This map has been produced for the purposes of information and discussion. While the map has been prepared with care, neither the Queensland Government nor the Department of Environment and Heritage Protection or its officers or its staff, accept any liability for any decisions or actions taken by individuals or organisations on the basis of this map.

Heritage boundary overview



Legend

- Heritage register boundary
- Cadastral**
- Parcel
- Easement



© The State of Queensland, 2017

Figure 2: QHR Boundary for the Ipswich Grammar School (DES, 2017).



1.3 Aims

The aim of this CMP is to provide:

- An updated history of the place (which has utilised information from the previous CMP by JM Pearce Architects, 2010) and existing records.
- Results of a site inspection and tree survey including consideration of key significant elements.
- Review of the current significance statement, providing an update if necessary.
- An outline of issues and obligations arising from the significance of the place.
- Conservation policies, including general advice and conservation objectives.
- An Action Plan, including maintenance and action items to manage the place.

1.4 Previous Reports

This CMP is an update to the previous *Ipswich Grammar School, Early Historic Buildings Conservation Management Plan* created by JM Pearce Architects, and the update by Riddel Architecture (RA) in 2012. This previous CMP (JM Pearce Architects) is the guiding document for this updated CMP (AHS).

The following reports and documents were also utilised in the development of this CMP:

- *QHR Citation* (QHR:6001601).
- *Ipswich Grammar School: Murray Hancock Building and Proposed STEM Building – Heritage Impact Statement* (Urbis, 2018).

1.5 Dates

AHS commenced the CMP in February 2021. The fieldwork was undertaken on 9 February 2021. The initial draft CMP was completed in March 2021. This updated final CMP was issued in August 2022.

1.6 Personnel

The following personnel contributed to the development of this CMP:

- Benjamin Gall (AHS), Principal and Conservation Specialist.
- Julia Piagno (AHS), Historian and Senior Cultural Heritage Consultant.
- Tania Metcher (AHS), Senior Landscape Architect
- Samantha Stephens (AHS), Heritage Consultant.
- Andrew Williams (Williams Architects), Director.

1.7 Approach

This CMP generally utilises the following approach, which is in accordance with Burra Charter principles and James Semple Kerr's *Conservation Plan* (7th Edition, 2013):

1. Understand the place.
2. Assess significance.
3. Identify issues.
4. Develop conservation policies.
5. Develop action plan.

Although the Ipswich Grammar School is comprised of various school buildings dating to different phases of the school's history, as with the previous CMP (2010), this CMP will focus predominantly on



the early buildings in detail, with brief assessments and information provided for later and more contemporary buildings (see Figure 3 below).



Figure 3: Early Building Complex insert [Orange] (Queensland Globe, 2021).

1.8 Limitations and Constraints

The following limitations and constraints have been noted for the update of this CMP:

- The more contemporary school buildings utilised as classrooms were only visually inspected from the outside due to classes being in session at the time of fieldwork, noting that they are not regarded as holding any heritage significance.
- Some rooms and locations were unable to be accessed due to them either being a private residence, or doors being locked with no readily accessible key.
- Some spaces could not be properly photographed due to either staff being present and working, or student information being visible / pinned to walls.

(Please see over).

1.9 Glossary of Terms

Table 2: Glossary of Terms

Abbreviation	Definition
AHS	Australian Heritage Specialists
Burra Charter	ICOMOS Australian Burra Charter for the Conservation of Heritage Places
CMP	Conservation Management Plan
DES	Department of Environment and Science
IGS	Ipswich Grammar School
JOL	John Oxley Library
QHA	<i>Queensland Heritage Act 1992</i>
QHR	Queensland Heritage Register
QSA	Queensland State Archives
RA	Riddel Architecture
SLQ	State Library of Queensland

2 Historical Context

The historical background provided by the *Ipswich Grammar School, Early Historic Buildings Conservation Management Plan* (2010) by JM Pearce Architects (assisted by Buchanan Heritage Services) has been reviewed and is regarded as having a robust and well researched history relevant to the conservation of the Ipswich Grammar School. The historical context provided by the 2010 CMP has therefore been utilised again and summarised briefly here. Only historical context directly relevant to the conservation of the place has been summarised in this section, with the full, extended history supplied in Appendix D and additional historical imagery in Appendix F. Additional research has been provided where necessary.

Please note, this CMP does not discuss the history of Ipswich prior to European settlement; however, it is acknowledged that Aboriginal people have inhabited Australia and the Ipswich area long before the arrival of Europeans.

2.1 Early Settlement of Ipswich

In 1824, the Moreton Bay Penal Settlement was established. At this time, the Brisbane River was being explored by John Oxley who was the Surveyor General of New South Wales (NSW). While Oxley traversed the river, he noted that there was a considerable stream branching off it. This was named the Bremer River. However, it was not until 1827 that the Bremer River and its surrounding landscape were properly explored by Captain Patrick Logan (Sayer, 2014; 17; ICC, 2021).

Prior to European settlement, much of the Bremer River Catchment was covered by tracts of sub-tropical rainforest, eucalypt forest, and large areas of ‘scrub country’. The scrub consisted of some valuable timbers including hoop pine, brigalow, crows ash, and red cedar (ICC, 2021).

While exploring the Bremer River, the crew discovered limestone hills. These hills were to become the site of Ipswich. After the discovery of limestone at Limestone Hill, also known as Limestone Station, the convicts were sent to the area to build a small out-station to mine the limestone. The limestone was then transported along the Bremer and Brisbane rivers. Soon after, free settlers arrived and began farming (ICC, 2021).

The soil around the town of Ipswich was not very fertile or suitable for growing crops. Luckily, around four kilometres from the Ipswich CBD, rich, fertile river flats were discovered along Bundamba Creek which is a tributary of the Bremer River. The first farm was known as The Plough Station (ICC, 2021).

In 1842, once Brisbane and the surrounding regions were officially opened for free settlement, Henry Wade surveyed the town of Limestone which was renamed to Ipswich the following year (Ipswich Library, 2021). By the 1850s, Ipswich had developed into a thriving township which even had its own hospital. The township boomed further in the late 1860s when Queensland’s first railway line was completed between Ipswich and Grandchester, opening the township and the region further (ICC, 2021; Ipswich Library, 2021).



Figure 4: View of Ipswich (JOL Negative No.: 17379).

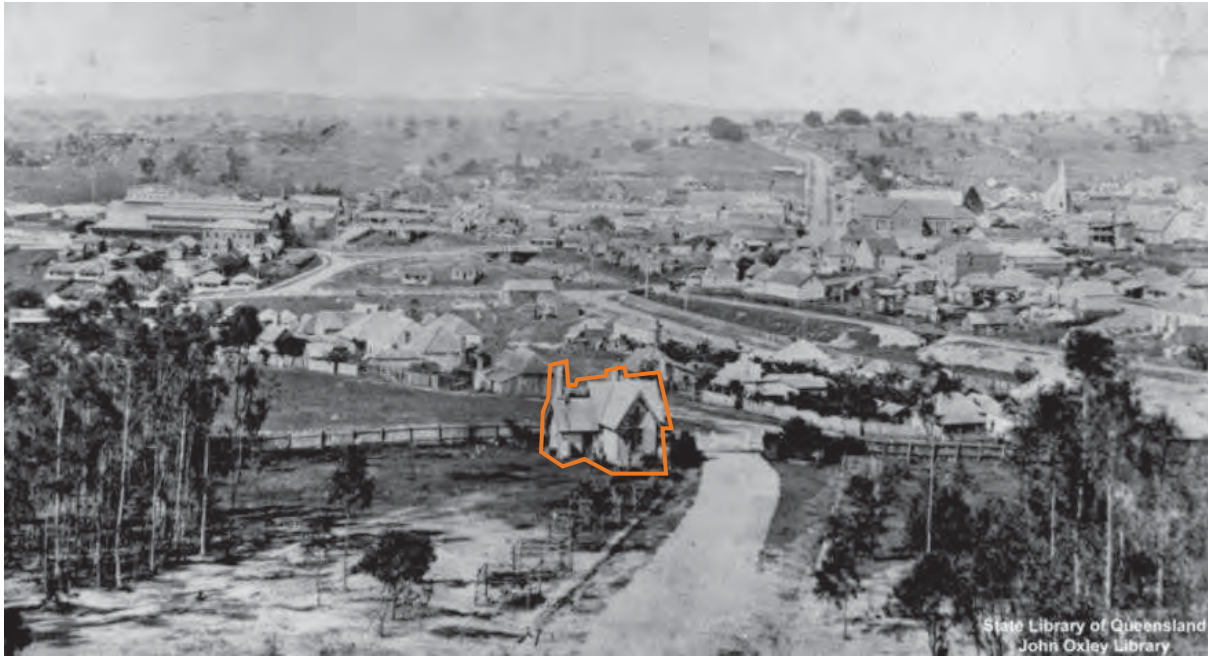


Figure 5: View of Ipswich from the grounds of the Ipswich Grammar School, c.1870. Note the vegetation, the driveway to Darling Street and what is believed to be the Gate Keeper's cottage [orange] (JOL Negative No.: 999).

2.2 Ipswich Grammar School

In 1859, Queensland separated from New South Wales, becoming its own independent colony. One of the first acts of the new Queensland government was to pass the *Grammar Schools Act of 1860*. Education was a high priority for Queensland, and the new Act aimed to extend affordable education to families who wished to send their children to secondary school (CMP, 2010: 10).

Under this new Act, Ipswich Grammar School became the first grammar school in Queensland. Prior to IGS being established, the only secondary education available to boys was provided by a few small private schools, usually conducted in the master's home. The School was established three years after the *Grammar Schools Act of 1860*. After the Act was passed, the Ipswich community began public meetings and started to raise funds for the school. This was accomplished by 1862 and the proposal for a school was submitted to, and approved by, Parliament shortly afterwards (CMP, 2010: 10).

As the first official secondary school in Queensland, IGS has an important place in the State's history. Its continued development paralleled the development of Queensland to a considerable extent, and the enrolment at the school tended to mirror Ipswich and Queensland's economic state. In bad economic times, parents often had to withdraw their children from school, and the government often reduced the number of scholarships or the school's subsidy.



Figure 6: Sketch of IGS, 1873 (JOL, Negative No.: 21395).

The school's building program also reflected the economic status of the times and the development of education in Queensland. (CMP, 2010: 27) (for a more detailed account of IGS and its role in the development of Ipswich and Queensland please see the extended history in Appendix D)

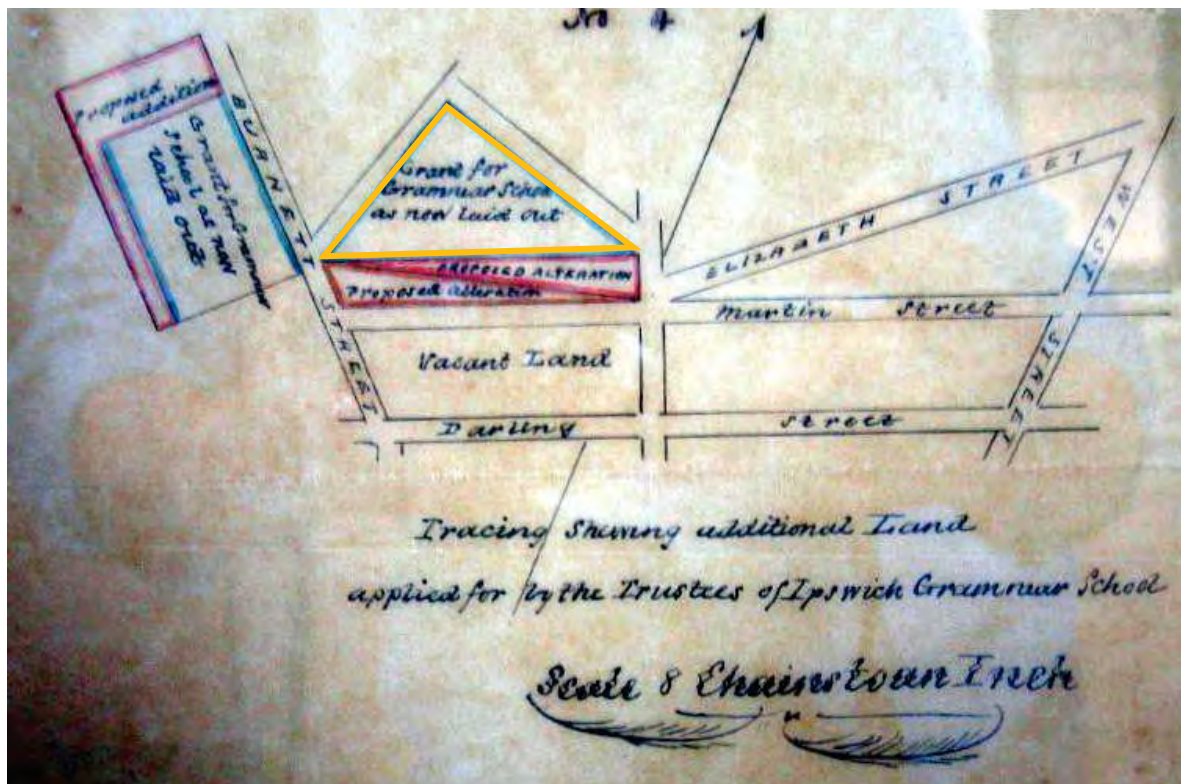


Figure 7: Survey plan from IGS School Archives, n.d. (Image taken from 2010 CMP: 5). The survey indicates the area of the initial land grant (likely made shortly after the passing of the Grammar Schools Act 1860), and shows which land was initially proposed [yellow]. The school later acquired more land, noted on the survey as 'Vacant Land', and also acquired additional land to the north (bounded by Waghorn Street and Woodend Road).

2.2.1 Architecture and Construction

The planning process for the school buildings was carried out very rapidly. In 1862, plans and specification from architects were called with prizes of £20 and £10 for the best submissions.

However, in the end it is said that only one set of plans was ever received – the plans of Benjamin Backhouse. Very few alterations were made to Backhouse's plans and included minor details such as adding water closets and substituting slate for the shingle roof that was originally proposed (CMP, 2010: 11).

Backhouse's design of the original building was in a Gothic Revival style that was consistent with leading secondary and tertiary education design during the 1860s era, in both Australia and England (CMP, 2010: 11) (for additional information about Backhouse or architectural styles please see Appendix D). However not all were a fan of the Gothic style, with an English visitor commenting on the absurdity of English Gothic architecture perched on a Queensland hill-top (CMP, 2010: 12).

Work on the school proceeded well and it was ready for the roof by January 1863. There were no major issues during construction, although there was a minor debate over whether or not to tuck point the bricks.

Back in 1862, Backhouse had requested the Board of Trustees to allocate an extra £50 to tuckpoint the external brickwork. At the same time, Backhouse was also supervising an extension to an Ipswich Wesleyan church. The Trustees had obviously examined the brickwork and decided they did not like it, as in April that year the Trustees requested Backhouse “not to tuckpoint in the style adopted by him in the case of the Wesleyan chapel of this town.” In 1862, the walls of the school had already been finished, and therefore it is unclear why tuckpointing was being discussed. It has been suggested that perhaps the brickwork and/or mortar may have already been having issues (CMP, 2010: 12).



Figure 8: IGS, 1864 Note the sloping topography of the land and the clearance of vegetation, apart from some scrub in the foreground, and single specimens of gum trees in the background (John Oxley Library, Negative No.:69094). (John Oxley Library, Negative No.:69094).

When the school opened in 1863, the school consisted of the upper part of the Great Hall, containing the balcony and most of the wing of the school north of this (i.e., the section containing the bell tower and north tower).

The IGS was originally described as a two-storey red brick building with cement dressings, on a stone foundation and with a slate roof. It included classrooms, a dormitory, dining room, and usher’s room. At the rear were the kitchen, servants’ rooms and scullery. There was also a private residential area for the headmaster and his family; his residence remained in this location within the school buildings until 1962 (CMP, 2010: 12).

Benjamin Backhouse

Benjamin Backhouse was a prominent Brisbane architect who designed various important buildings across the South East Brisbane region. Backhouse was the son of a stonemason and builder and grew up in Ipswich, Suffolk, England. He worked under his father for many years before becoming an architect in Ipswich.

In 1852, Backhouse and his brother emigrated to Victoria, Australia, where he practised as a mason, architect, and surveyor. In 1861, Backhouse made his way to Brisbane.

Upon arriving in the new colony of Queensland, Backhouse soon established a large practice and became a renowned public figure. He was responsible for many of Brisbane's early prominent buildings, renowned for the aesthetic value and being regarded as 'unique' or 'superior' (Watson and McKay, 1994: 10). Aside from the Ipswich Grammar School, Backhouse has an impressive resume of prominent buildings across South East Queensland such as the Brisbane Grammar School, St Mary's Roman Catholic Church, Warwick, St Stephen's Roman Catholic Church, Brisbane, Union Presbyterian Church, Brisbane, School of Arts, Brisbane, Naldham House, Brisbane, and many more (Watson and McKay, 1994: 10-13).



Figure 9: Benjamin Backhouse, n.d. (Watson and McKay, 1994: 10)

Born and raised in Suffolk, England, it is not surprising that Backhouse was influenced by the Victorian Gothic Style that was evident in England during the early nineteenth century. During this era, decorative gothic elements were frequently applied to the buildings more often than strict adherence to the authentic Gothic structural method or proportions.

A surge in popularity for the Gothic style gathered pace from the 1840s supported more often by philosophers and social critics than in some cases, architects. Renowned architects such as A W Pugin and John Ruskin believed that the Gothic ought to be more authentic to its origins from the Middle Ages and not just rely on applied motifs as were more evident in the Victorian Revival periods. In England during the years 1855-1885, High Victorian Gothic style became widely accepted in architectural detailing, used profusely on a wide variety of buildings (CMP, 2010: 28).

The Ipswich Grammar School with the 1865 extension formed a major commission for Backhouse at a time when he was consolidating his practice with a branch in Ipswich. Thomas Taylor was in partnership with Backhouse for a short time and is associated with the Ipswich Grammar School design.

Backhouse would have considered the use of this style an appropriate expression for academic buildings as this was consistent with the trend in England where he spent his formative years.

The stylistic characteristics of the Ipswich Grammar School are a creative interpretation of the Gothic with the expressed quoins, dichromatic finish and crenulated towers, compared to the more restrained approach of the Academic Gothic preferred by the ecclesiastical clients (CMP, 2010: 29).

Further detailed information on Backhouse, comparative architectural qualities and the other associated architects who have contributed to IGS over the years is included in Appendix E.

2.2.2 1865 Extension

Between 1863 and 1864, the number of students at IGS went from 18 to 64. The Trustees therefore began discussions about an extension, with plans and specifications prepared by Backhouse. The successful tenderer for the job was Ferguson and McLaughlin with the cost being £4,500 for the buildings and £188 for the fittings. Considering the original 1863 build only cost £2,890, the extensions were substantial.

The extension to the building included a new hall, staircase hall, tower, four classrooms, residence, dining room, dormitory, laundry, wash house, tank, lavatories, water closet, and Lodge (CMP, 2010: 12).

Put more generally, the extensions included the lower part of the Great Hall, the main tower and the section of the building facing south. A parapet coping still visible in the roof indicates the original end wall of the Great Hall.

The new hall was an extension of the original hall, built at a slightly lower level and at right angles, making the whole hall a T-shape. The original 1863 hall was also re-floored at this time (CMP, 2010: 14).

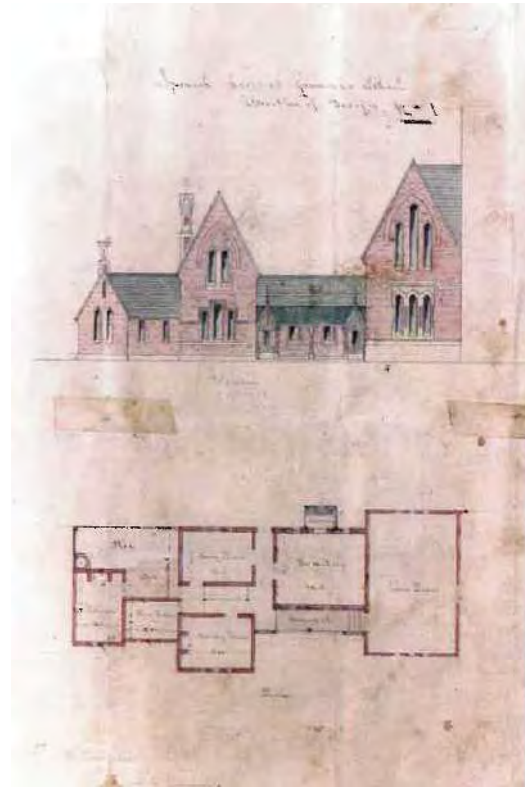


Figure 10: Extension plan, c.1865 (Image taken from Sophie Church, 2013: 241). Note the Tower is missing from these plans.



Figure 11: View of IGS from Ipswich (facing north-east). The location of the school on the top of the ridge is clear in this sketch, dated 1865 by Richard Harding Watt (Image taken from Sophie Church, 2013: 13).



Figure 12: Great Hall, c.1899 (Image taken from Sophie Church, 2013: 101).

2.2.3 Early Building Alterations and Change

There is difficulty in accurately dating each of the various alterations and additions to the school as written records (i.e., Board of Trustees' minutes) do not provide the necessary level of detail.

Nevertheless, alterations and change that have been able to be identified include the following (CMP, 2010; Urbis, 2018):

- 1877, gymnasium shed constructed by F.D.G Stanley. This was likely part of the two-storey section on the northern side of the quadrangle. A parapet coping protrudes through the roof indicating where the original 1863 building ended.
- Water was laid on to the school in 1879.
- The school had gas installed in 1883.
- 1890 a verandah was added to the back of the school.
- In 1877 it is suggested there were problems with brickwork and mortar. Cement rendering carried out in the early 20th century (see Figures 14 and 15). It made a considerable change to the appearance of the school (CMP, 2010:16).
- 1909, a new covered 'balcony' was provided to accommodate sick boarders. Blinds were procured for it.



Figure 13: Gate keeper's cottage (John Oxley Library, Negative No.: 999).

Early building alterations and change continued (CMP, 2010: 17-18):

- Early 1900s, science became a more predominant focus in schools, and thus in 1912-1913, a new science block was constructed (architect assumed to be George Brockwell Gill who was school architect at the time)(*Queensland Times*, 26 September 1913: 5).
- The new science laboratories were built as a separate block overlooking the oval (a simple one-storey rectangular building). There was funding by a government loan, community fundraising, and the sale of land owned by the school.
- 1912, minor alterations were carried out including the provision of new servants' quarters and a room for sick boarders.
- 1918, planning began to extend the Dining Room and Dormitory.
- 1920, electric light was installed at the school.
- In 1921, school architect George Brockwell Gill prepared plans and specifications for a new two-storey building. This section is now known as Bradfield House, named after the famous Old Boy of the school J.J.C Bradfield who was the engineer responsible for the Sydney Harbour Bridge Scheme.
 - To make way for Bradfield House, it is assumed that the western end of the 1865 extension, which had been a single-storey building with a bedroom, kitchen, and shed, had been demolished.
- 1923, four brick classrooms in a two-storey building on the western side of the Master's Common Room were constructed.
- 1935-1938, a swimming pool constructed (no longer exists – see Figure 19).



Figure 14: Sketch of IGS, date unknown though the clothing of the figures indicates late-19th or early-20th century (John Oxley Library, Negative No.: 58645). Note that the building is also drawn to be a rendered building.



Figure 15: IGS, c.1912 (John Oxley Library, Negative No.: 202392). Note that by 1912 the building has been rendered.

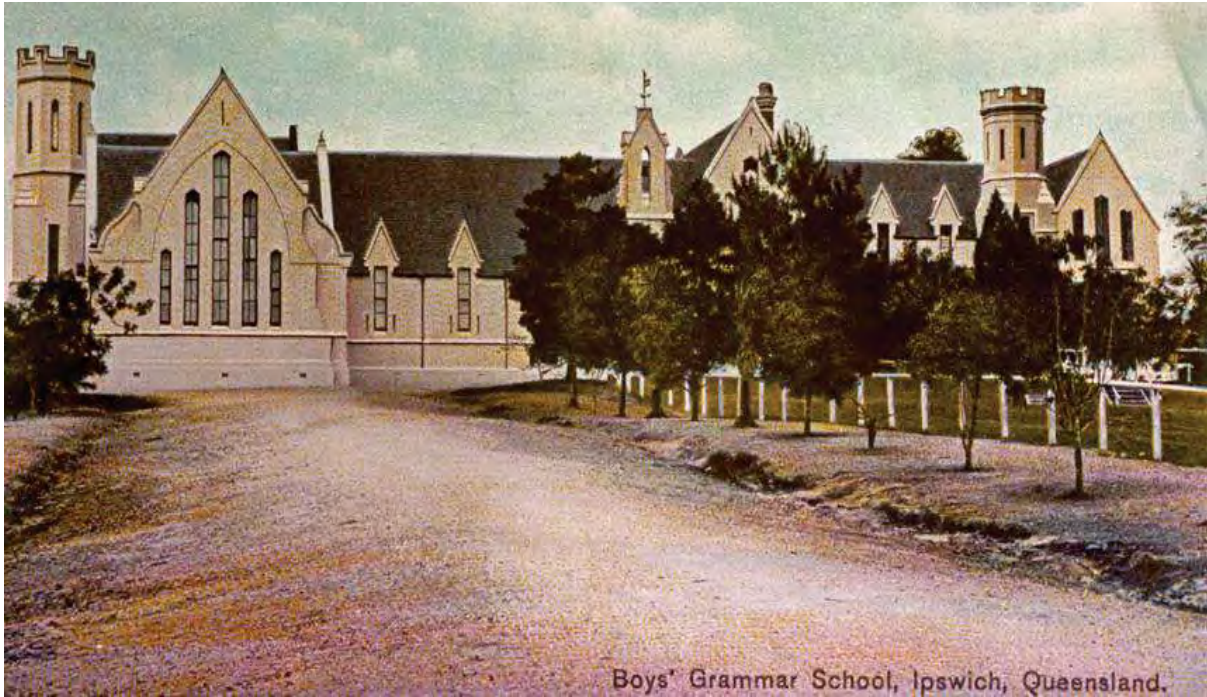


Figure 16: IGS, c.1908 postcard (Ipswich Library, Reference No.: qips-2009-04-07-0052p). Note how flat the terrain is leading up to the school from the east, indicating that much re-levelling of grounds occurred over the years.



Figure 17: Entrance to IGS, c.1920. Note the large Bunya Pine adjoining the cottage and the steep driveway up to the Great Hall (NLA/Trove – Creator: Aussie Mobs, Image Identifier.: 33992207725).



Figure 18: Headmaster's house, c.1950 (Ipswich Library, Reference No.: qips-2011-06-07-0011p). This house was originally part of the main school complex until the 1960s.

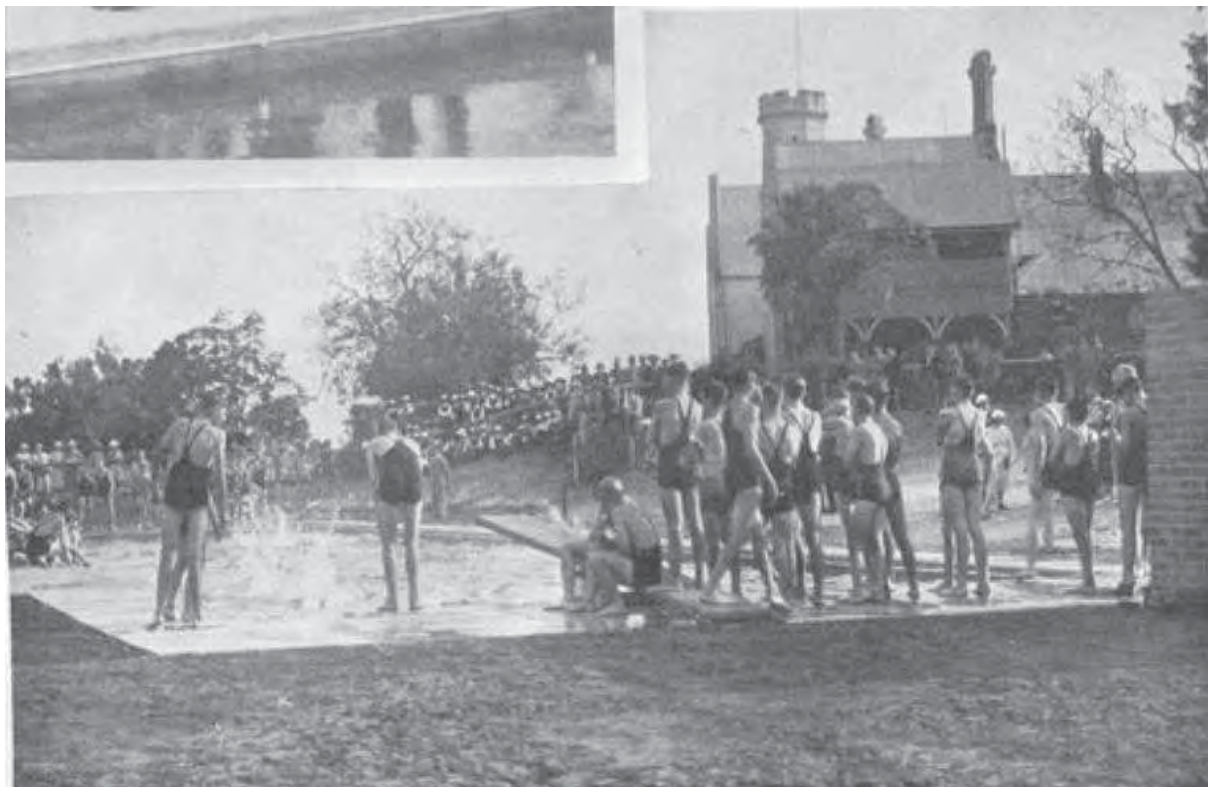


Figure 19: Opening of the new swimming pool (no longer existing), 1936 (SLQ, Image No.: 202391).



Figure 20: Postcard from Ipswich Grammar School, facing south towards Darling Street, c.1907 (Ipswich Library, Reference No.: qips-2009-04-07-0049p). Notes the open Eucalypt forest either side of the drive, now paved and fenced, and the Gatekeeper's cottage and Bunya Pine is evident at the entrance.



Figure 21: South West corner of the early building complex showing Bradfield House extension, n.d. (John Oxley Library, Negative No.: 202384). Note the cantilevered weatherboard balcony is not enclosed at this time and matches the detail of the northern façade addition (see Figure 19 above) (photo assumed to be c.1940s). The balcony was not enclosed until after 1965.



Figure 22: Quadrangle / courtyard, c.1910 (Ipswich Library, Reference No.: qips-2011-09-06-0035p). Note the small gabled structure in the centre that has long since been demolished. Also note that the buildings are un-rendered on these facades in 1910, suggesting there was different phases of rendering.

2.2.4 Early Condition Issues

Roof and ceilings

The roof of the school was reportedly a repeated source of problems. By 1884, the slate roof was already proving to be troublesome, and it was recommended the roof be changed to shingles (which was originally proposed by Backhouse). The decision to change the roof to shingles was approved in 1884, though it is not clear to what extent the roof was shingled (CMP, 2010: 18). Some of the roof remained slated because complaints are said to have continued into the twentieth century, with severe wind lifting slates in 1902 (CMP, 2010: 19).

By 1899 however, a decision had been made to substitute galvanised iron for the troublesome slates. This was carried out progressively. Whenever extensive repairs were required for the roof, the slates were removed, and galvanised iron substituted. It is believed the school was re-roofed on several occasions in the early twentieth century (CMP, 2010: 19).

In the early twentieth century there were a few roof leaks or white ant damage to the ceilings, however roof issues generally improved greatly after the roof was replaced with shingles and galvanised iron. In 1916, the classroom ceilings were replaced with Wunderlich pressed metal (CMP, 2010: 20).

White Ant

White ant has been a constant problem for the school which the Board of Trustees minutes regularly recorded, noting the discovery of infestations. In 1893, some beams had to be replaced throughout the school, and in 1908 roof timbers in the Great Hall were affected, as well as in other places.

As a result of the 1908 white ant attack, the school decided to have the buildings checked annually for white ant activity. Although this largely reduced major white ant attack, it did not permanently eradicate the problem with considerable white ant damage being discovered in the 1980s and again in recent years (CMP, 2010: 20).

2.2.5 Later Building Alterations and Change

From the mid-twentieth century until the early twenty-first century, the following alterations and change were made at IGS (CMP, 2010: 21-22):

- 1947, new boarders' accommodation built, funding by the Hancock family and named the Murray Hancock Memorial Block after their son who was killed in WWII (demolished 2019-2020). This was a two-storey timber building which completed the grass quadrangle (with fishpond). The Murray Hancock building was extended in the 1960s.
- Another war memorial project was the school library which also opened in 1947 in a room within the main block (in 2010 this was the photocopying room).
- 1954, new furniture was purchased for the library and paintings by Douglas Pratt and Albert Namatjira were hung on the walls. A brass plaque was also officially designated as a memorial to Old Boys who had lost their life during both wars.
- The 'baby boom' in the 1950s and 1960s meant that more students were enrolling in schools and staying beyond Year 10. The need for more buildings meant that more fundraising was undertaken in both the 1950s and 1960s, as well as donations coming in from Old Boys and the Parents & Friends Association, as well as profits from the canteen which was run by the Ladies' Welfare Association.
 - Increase in boarders resulted in the school's dining room being enlarged in the 1950s and provision made for a new kitchen, laundry and ablution block.
 - Some of the boarders helped the school by carrying out work in the grounds, including gardening, concreting, and small landscape projects such as building steps (CMP, 2010: 20).
- Until the 1960s, the headmaster had been living within the main school buildings. In 1962, a separate residence was constructed to the south of the school.
- In the 1960s, a new classroom building was constructed designed by architect Karl Langer which included 13 classrooms, 2 science demonstration rooms, 3 laboratories, offices, masters' rooms, washroom, and locker area. This building is referred to as the Secondary Schooling Education Block (Secondary Block).
 - Comments about this building state that it was constructed and sited with little thought for historical context, and its scale and location made it an obtrusive element in the school grounds, particularly when viewed from the town. This building has since been substantially altered both externally and internally and has had major extensions and connections to other buildings subsequently constructed.
- In 1972, the Fox and Hancock dormitory towers were designed by Stephen Trotter and built by KD Morris & Sons. These were furnished internally by Buchanan Architects in 1990, changing the open dormitories into rooms with ensuites.
- Also, in 1972, the War Memorial Teaching Complex was built to a design by Stephen Trotter. This was called the M.E. (Earle) Williams Building. This was a multi-purpose building - basically a large school hall with ceiling panels which could be lowered to create classroom spaces. This mechanism has since been removed. A recreation room was built underneath in 1991. In 2019, the upper floor was converted into a new Boarders' Dining Room and Kitchen.
- 1973, a teaching complex was constructed to be used as an assembly hall (later re-purposed as the Auditorium in 2003).
- 1977, the former 1912 science building was refurbished to accommodate the Music School, and an open-air theatre was built in the grounds.
- 1978, M.E. Williams building was extended.

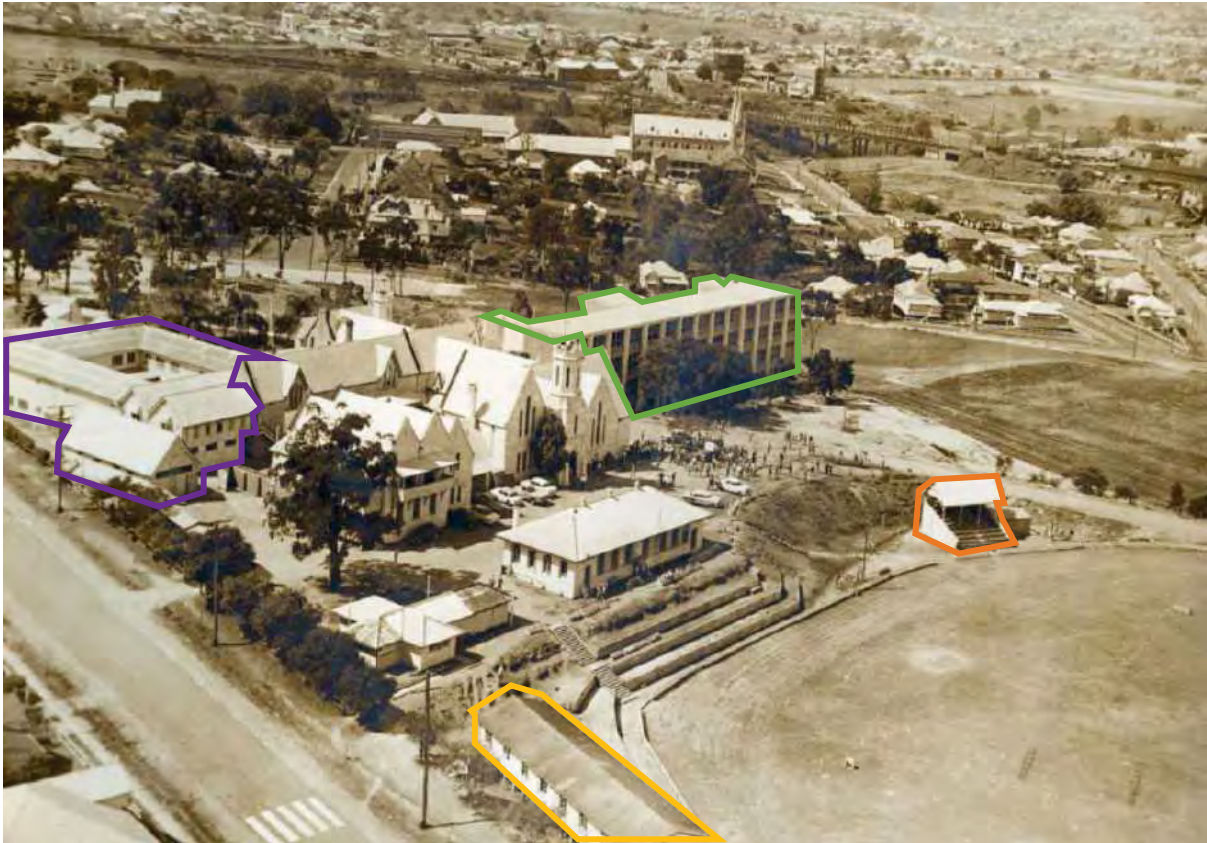


Figure 23: IGS Aerial, c.1963 (Ipswich Library, Reference No.: qips-2011-06-07-0007p). Note the Secondary Block (historically designed by Karl Langer) has been constructed [green], the Murray Hancock Building [purple] – now demolished, the former timber grandstand [orange], and an unknown building along Burnett Street that no longer exists [yellow]. The location of the unknown building is where the Fox Tower was constructed in 1972. Also note that the hill from the original buildings down to the Maud Kerr Oval is in the process of being retained.



Figure 24: View of IGS from Waghorn Street, 1969 (Ipswich Library, Reference No.: qips-2010-02-20-0060p). Note the Secondary Block which, at the time of its construction, was regarded as being obtrusive to the original buildings, especially from the eastern views from the Ipswich CBD.



Figure 25: IGS, 1970 (Ipswich Library, Reference No.: qips-2011-06-07-0016p). Note the Fox Tower (left) and that some terracing has occurred below the former science building. The Fox Tower dominates in scale.

Later Alterations and Change (cont.):

- In 1979-1980, the Ivor Morris Physical Education Complex was completed along the Waghorn St frontage. It included a 50m pool, gymnasium, and tennis courts.
- In 1981, the C.A. Turner Manual Arts block was completed and officially opened.
- 1982, Bradfield House was refurbished and changed back into boarding accommodation by Buchanan Architects. Although unconfirmed, there is potential that this is when the verandah was enclosed and the external stairs added.
- 1983, the three-storey Harry C. Wilson Science Building was completed.
- 1985, the Murray Hancock Memorial Block was renovated by Buchanan Architects as an art studio and re-named that Murray Hancock Memorial Arts Centre.
 - At the same time, the adjacent box room was converted into accommodation for masters.
- 1987, a new administration building was constructed on the site of an earlier 1973 building. It was named the Clive Wyman Building.
- C.1988-89, a new administration building was designed on the site of the previous administration building. It was named the Ladley Centre.

By the 1980s, the original buildings had been neglected due to focus on other building programs. This meant that the original 1863 and 1865 buildings were suffering again from severe white ant damage, rising damp, and other issues. Parts of the building were also in disuse (CMP, 2010: 22).

The state of the original buildings resulted in conservation work being undertaken by Buchanan Architects. This work included the installation of ventilation slots around the edge of the floor in the Great Hall, installing trapdoors in the floor of some rooms for sub-floor access, installing new drainage in the quadrangle, and linking all downpipes to the drainage system instead of discharging water onto bitumen.

New flooring was installed where white ant damage was extreme, and a bat infestation was also eliminated. There were also some general repair, maintenance, and external repainting across the original buildings (CMP, 2010: 22).

For further information regarding the various architects who have contributed to IGS over the years please see Appendix E.

2.2.6 Grounds and Surrounds

The location of the school on the top of a ridge steadily slopes from Woodend Road down to Darling Street and Burnett Street. Early photos suggest that most of the land around the Great Hall was cleared of vegetation as part of attempts to recontour the land, retaining only the occasional specimen of gum. Stands of remnant vegetation on the lower slopes were later cleared as part of the levelling associated with the construction of the ovals and the development of the school to the north, including the Secondary Block, although a large Fig tree beside this building was retained.

There is little known detail about the early gardens or landscaped surrounds of the early building complex.

Landscape features

Access to the School was originally via the driveway from Burnett Street, near the corner of Darling Street. By the 1980s however entry was from Darling Street, which was later redesigned to exit via Woodend Road later in the 1980s. The perimeter fences and gates are of recent installation although the main gates are decorative iron strap work c.1960s. With the exception of the stone pitched walls and some paving around the terrace area, most hard landscaping (including pathways, garden bed edging and drainage) is of recent construction.

Views up the driveway to the school, from surrounding streets, and from the driveway across to Ipswich, have traditionally reinforced the prominence of the school on its hilltop setting, and its close connections with the township.

The sandstone retaining wall to the south was constructed in 2020.

Sport Fields

The first sport fields at IGS were made in c.1876 when tenders were called for clearing a paddock and laying down a cricket pitch. This field was in approximately the same position as the current oval near Blair State School. However, it was considered to be a horrible oval with minor injuries often occurring due to its slope and unevenness. A grandstand had been built on this oval, though the date is not certain (CMP, 2010: 23).

In 1925, a new oval was built adjacent Burnett Street using school funds and money donated by Old Boys. In 1956, this oval was lowered, enlarged, fenced, and named the Maud Kerr Oval (generally known as No. 1 Oval). The grandstand on this oval has been demolished and terraces were made bordering the oval in 1978 (CMP, 2010: 24).



Also, in 1956, work commenced to create a new oval near Waghorn Street (later named the Hancock Oval, but generally known as No. 4 Oval). This area had previously been low scrub, thick enough for the cadets to use for training. To build the oval, a flat platform was created in the hillside. The work was carried out over several years and was completed by 1961 (CMP, 2010: 24).

In 1964, the original oval near Blair State School was converted into two playing fields, known as No. 2 Oval. One oval was to be used by the State School, but available for IGS for after-school practice. Much of this work, on the Maud Kerr Oval, Blair Oval, and Hancock Oval, was carried out with the assistance of Hancock Bros, sawmill owners, and school benefactors. The Blair State School oval was recently purchased from IGS by the Queensland Government in 2018.

Rifle Range and Armoury

A cadet corps had been established at the school in 1890 but was disbanded five years later. In 1908, the Australian Government was considering the introduction of military training and a Defence Bill was introduced to Parliament. Compulsory training for all boys and young men came into operation throughout Australia in January 1911.

Coinciding with this initiative, the IGS cadet corps was re-established in 1908 and the school applied to Ipswich City Council for permission to build a miniature rifle range at the school in late 1910. Junior cadet training ceased in 1922 and the IGS cadet corps was disbanded.

However, the cadets started up again for a third time after World War II, when memories of the war were still strong, the Cold War was at its height, and Australians were involved in conflicts in Korea, Malaya, and Borneo. The importance of military preparedness was highlighted and thus participation in the cadets was compulsory for all students between 1954 and 1957.



Figure 26: School cadets from IGS at training camp, c.1895 (State Library of Queensland, Image No.: 29624-0001-0001).



Figure 27: IGS Rifle Range, c.1960 (CMP, 2010: 24).



Figure 28: Boys at the Rifle Range, c.1960 (CMP, 2010: 24).

A new rifle range was built near the tennis courts, towards the centre of the school site. The range was used by the cadet and by the school's small-bore rifle club. An Armoury was established in a room in the old school buildings. It is unknown when the rifle range was closed, though it was still in use in 1963. Its location has since been covered by the development of additional school buildings.

2.2.7 The Primary School

During the Second World War, there were young boys that lived at the school but attended the nearby Blair Primary School. After the war, the school continued to experience a demand for primary education, particularly for boarders from country areas. The students attended Blair School until a Preparatory Section was established at IGS in 1955. This section utilised a variety of spaces within the main IGS school until a number of former RAAF huts were introduced in 1957 and 1961 (CMP, 2010: 23).

In 1964, the Queensland Education system changed, and the former primary school Grade 8 was transferred to secondary level. At IGS, Year 8 was essentially absorbed into the main school, while younger boys attended Blair. It is understood this primary level ended in the late 1960s.

In 1999 a new IGS primary school was opened facing Woodend Road, designed by Birchall & Partners. This was extended in 2005 and 2009. A Preparatory Block design by Birchall & Partners was built in 2005 and Early Education Centre added in 2009.

2.3 Recent History

Except for the early 1863-1921 complex and the 1912 former science building, the buildings now on the site, are of more recent construction and were substantially constructed after the 1960s, marked by the major addition of the Secondary Block (designed by Karl Langer). The school ovals were levelled and filled, and a steep landscaped embankment divides the two.

Between 1998 to 2011, the Junior School buildings were constructed, including the following:

- 1999, the Junior School commenced.
- 2005, a preparatory block was constructed.
- 2009, an early childhood education centre constructed.
- 2011, the Junior School Library was constructed, known as the Earle Williams Literacy Centre.

Between 2019-2020, a new STEM building was constructed at IGS as part of a master plan to enhance the school's facilities. To facilitate the construction of this building, the former Murray Hancock Building, as well as the Dining and Kitchen Building, and Visitor Accommodation Building, were demolished. A new Boarder Dining Room and Kitchen were constructed in the former M.E. Williams Building. The STEM building was completed by the end of 2020.



Figure 29: Street view of Woodend Road, showing the previous Murray Hancock Memorial Block and Extension prior to being demolished to facilitate the new STEM building (Google Maps, 2019).



Figure 30: Street view of Woodend Road, showing the new STEM building (AHS, 2021).



STAGES OF DEVELOPMENT

- 1863 - 1921
 1. Great Hall - 1863 to 1921
 2. Former c.1912 Science Building
Later the Gilmore Wilson Music Centre (1977).
 3. Bradfield House - 1921
- 1960-1962
 4. Headmasters Residence - 1961
 5. Karl Langer Building - 1962
- 1972-73 Masterplan Stage 1
 6. Auditorium
 7. M.E. Williams Building
 8. Fox Dormitory Tower
 9. Hancock Dormitory Tower
 10. Boarding Master Residence
- 1980-1898 Masterplan Stage 2
 11. Ivor G Morris Physical Education Complex - 1980
Facilities include a gymnasium, Olympic swimming pool, and tennis courts.
 12. C.A. Turner Manual Arts Building - 1981
 13. H.G. Wilson Science Building - 1983
 14. Clive Wyman Building - 1987
The 1970 Earth Science Building was demolished to accommodate this building.
 15. Ladley Centre - 1989
The existing administration building was demolished to accommodate the Ladley Centre.
- 1999-2020
 16. Igor Lapa Junior School - 1999
 17. Preparatory Block - 2005
 18. Early Childhood Education Centre - 2009
 19. Junior School Library - 2011
 20. STEM Building - 2020
The Murray Hancock Memorial Building and associated extensions were demolished to facilitate the new STEM building.



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2018

PROJECT NAME
IPSWICH GRAMMAR SCHOOL CMP

SHEET NAME
SITE PLAN

DISCLAIMER
DO NOT SCALE FROM DRAWINGS.
For locational purposes ONLY.
Location Plan has been utilised from
Towill Design Group, 2018.
Slight modification by AHS, 2021, to
incorporate new STEM building.

ISSUE	DESCRIPTION	DATE
1	DRAFT	08/03/2021



CLIENT	
Ipswich Grammar School	

DRAWN JP	APPROVED BG
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SCALE Not to Scale	DATE 08/03/2021
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2.4 Timelines

2.4.1 Historic Timeline

Table 3: Historic Timeline (AHS 2021)

Date	Description
1824	Moreton Bay Penal Settlement established, and the Brisbane River explored.
1827	Bremer River and surrounds properly explored and limestone hills in the Ipswich region discovered.
1842	Free settlement begins.
1860s	First railway in Queensland completed between Ipswich and Grandchester, Ipswich a prominent inland port.
1860	Grammar Schools Act 1860 enacted.
1862	Plans for Ipswich Grammar School being undertaken by Benjamin Backhouse
1863	Ipswich Grammar School opened.
1865	Extension to the school and Great Hall.
1876	First sport fields cleared.
1877	Extensions undertaken on the western side of the original building.
1879	Water laid on to the school.
1883	Gas installed at school.
1884	Decision made to change the roof to shingles (instead of slates).
1890	Verandahs added.
	Cadet corps established at the school (re-established again in 1908).
c.1899	By 1899 the decision had been made to substitute galvanised iron for some of the troublesome slates.
c.1900s	Early 1900s, cement rendering carried out.
1908	White ant attack leading to an annual check.
1909	New covered balcony provided to accommodate sick borders.
1912	Science building constructed south of the early building complex.
	Minor alterations to servants' quarters.
c.1916	Some classroom ceiling replaced with Wunderlich pressed metal.
1921	New two-storey building constructed – Bradfield House.
1923	Four brick classrooms in a two-storey building on the western side of the Master's Common Room were constructed.
1925	New oval built (Maud Kerr).
1935-38	Swimming pool constructed (no longer exists).
1947	Murray Hancock Memorial Block constructed.
	School library (as a memorial project) was opened in a room within the main building.
1954	New furniture purchased for the library and paintings by Douglas Pratt and Albert Namatjira hung on the walls.
c.1954	New rifle range constructed near the tennis courts.
1955	Primary school established at IGS, utilising existing spaces and former RAAF huts.
1956	Maud Kerr Oval (known as No. 1 Oval) named and enlarged. Hancock Oval (known as No. 4 Oval) established near Waghorn Street

Date	Description
c.1950-60s	Landscaping, concreting, and ground works occurring, assisted by boarding students.
1962	Secondary Block (designed by Karl Langer) constructed.
1972	Fox and Hancock dormitory towers constructed. M.E. (Earle) Williams Building constructed.
1973	Teaching complex constructed to be used as an assembly hall (later re-purposed as the Auditorium in 2003).
1977	1912 Science Building refurbished to accommodate music school. An open-air theatre is also constructed in the grounds.
1978	M.E. Williams building is extended. Stone pitched terraces with grassed levels were constructed bordering the Maud Kerr Oval (known as No. 1 Oval).
1980s	Conservation works on original buildings undertaken by Buchanan Architects.
c.1980	Ivor Morris Physical Education Complex completed along Waghorn Street. Pool, gymnasium, and tennis courts constructed.
1981	C.A. Turner Manual Arts block opened.
1982	Bradfield House refurbished and changed back into boarding accommodation by Buchanan Architects.
1983	H.C. Wilson Science Building completed.
1985	Murray Hancock Memorial Block renovated by Buchanan Architects as an art studio and re-named the Murray Hancock Memorial Arts Centre. At the same time, the adjacent box room was converted into accommodation for masters.
1987	Clive Wyman building constructed.
c.1988-89	Ladley Centre administration centre constructed.
1994	Year 7 re-introduced to IGS.
1999	Primary school constructed to the north along Woodend Road.
2005	Primary School extended with a Preparatory Block.
2009	Primary School extended with an Early Childhood Centre.
2011	Junior School Library construction, known as the Earle Williams Literacy Centre.
2019	Upper floor of the M.E. (Earle) Williams Building converted into a new Boarders Dining Room and Kitchen.
2019-2020	Murray Hancock Memorial Block demolished to facilitate the development of the new STEM building along Woodend Road.

2.4.2 Aerial Timeline

The following aerial imagery was gathered from QImagery online database (unless stated otherwise).



Figure 31: 1944 Aerial. Poor resolution but the original school buildings, science building and oval can be discerned. There also appears to be a strip of ground to the east of the original building which has been cleared. Note the Fig tree in the centre of the site, at what was then the top of the driveway from Waghorn Street (QImagery 2021).



Figure 32: 1955 Aerial. Vegetation in this aerial looks sparser, indicating some trees have been removed. Note as well that the driveway originally exited Burnett Street, near the corner of Darling Street (QImagery 2021).



Figure 33: 1964 Aerial. The Secondary Block has been constructed as well as the Hancock Oval (No. 4 Oval). The driveway has also been more properly developed by this time and the headmasters house has been built. Note the Fig tree has been retained to the south of the Secondary Block (QImagery 2021).



Figure 34: 1970 Aerial. A small building north-east of the Secondary Block has been constructed (QImagery 2021).



Figure 35: 1982 Aerial. The mew pool has been constructed as well as the two dormitory towers, auditorium, and M.E. Williams Building (QImagery 2021).



Figure 36: 1990 Aerial. The driveway has been realigned to Darling Street and the Clive Wyman Building has been constructed (QImagery 2021).



Figure 37: 2002 Aerial. The Junior School is growing (QImagery 2021).



Figure 38: 2018 Aerial. One of the last aerials before the demolition of the Murray Hancock Memorial Complex (Google Earth Pro 2021).

3 Physical Description

The following physical description utilises the QHR entry for the place, previous descriptions provided by the 2010 CMP, and is also based on a site visit undertaken by AHS in February 2021.

Unless stated otherwise, figures and images are provided by Australian Heritage Specialists (AHS).

3.1 Overview

The Ipswich Grammar School is bounded by Woodend Road, and Burnett, Waghorn, and Darling Streets. The school, with its many buildings, is located on top of, and clustered around, a prominent hill overlooking much of Ipswich's town centre.

The original and early school buildings were constructed on what was originally a ridge, providing prominent views to and from the town that have since been diminished over time due to the development of new buildings and changes to the townscape. The remaining viewsheds available to the early school buildings are now only available from Burnett Street and Woodend Road across the Maud Kerr Oval (No. 1 Oval), as well as upon entering the school site from Darling Street.

The newer and more contemporary buildings and structures take up the northern portion of the School's grounds and site and have largely been omitted from assessment for this CMP.

For a full site plan, please see over.



Figure 39: View of the school from Burnett Street showing the Maud Kerr Oval (No. 1 Oval), Fox Tower, Gilmore Wilson Building and the Early Building Complex (Google Maps, 2021).



Figure 40: View of the school from Woodend Road. Note that the former dining building, accommodation and laundry building were demolished in 2019-2020 to accommodate the new STEM Building (Google Maps, 202).



General

- 1 Reception
- 2 Accounts
- 3 Enrolments and Marketing
- 4 Health Centre
- 5 Great Hall
- 6 STEM Building

Secondary School

- 7 Secondary Schooling Education Block (includes Library)
- 8 Former Science Block
- 9 ITAD Block

Junior School

- 10 Junior School Reception
- 11 Education Block
- 12 Early Childhood Precinct
- 13 ECP Adventure Playground
- 14 Junior School Library

The Arts

- 15 Auditorium & Drama

Boarding

- 16 Fox Boarding Tower
- 17 Hancock Boarding Tower
- 18 Headmaster Residence
- 19 Boarding Master Residence
- 20 Dining Hall

Sport & Activities

- 21 Sport & Activities Office
- 22 Top Oval
- 23 Bottom Oval
- 24 Gymnasium
- 25 Swimming Pool
- 26 Sports Dome
- 27 Playground
- 28 Cricket Nets
- 29 Cricket Nets

3.2 Early Building Complex

The early building complex is made up of the original 1863 and 1865 buildings, as well as the various early extensions and add-ons that occurred in the late nineteenth or early twentieth century, ending with the 1921 addition of Bradfield House (see Figure 41).

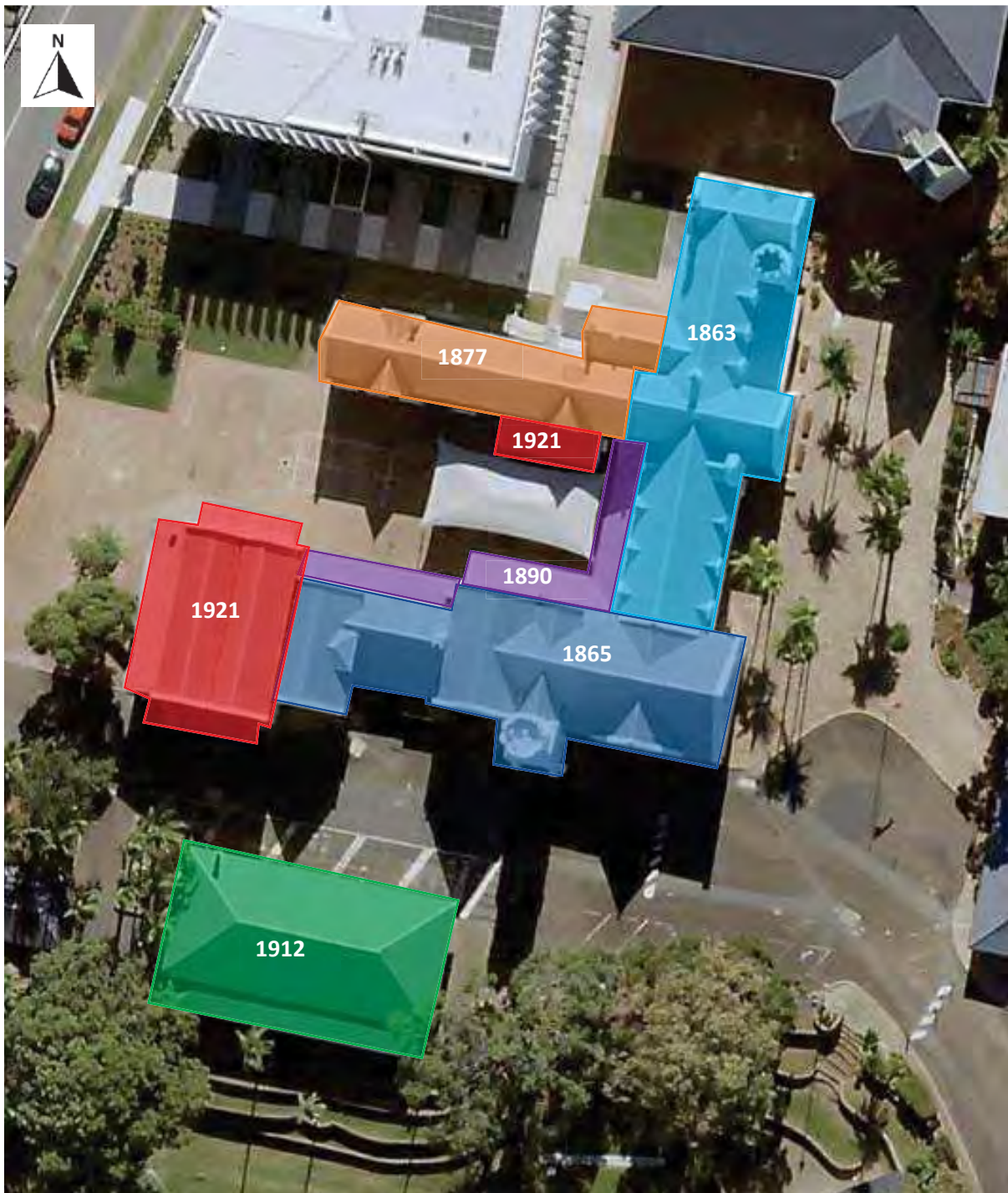


Figure 41: Early Building Complex (modified from Queensland Globe, 2020). The original 1863 portion of the building is indicated in [Blue], with the 1865 portion indicated in [Dark Blue]. The 1877 additions are indicated in [Orange]. The 1890 walkways and roofs are indicated in [Purple], the 1912 Science Block is indicated in [Green], and the 1921 additions are indicated in [Red] (Queensland Globe 2021).

3.2.1 Nineteenth Century Buildings (1863-1890)

Exterior

The early buildings were made of brick and stone, which was subsequently rendered and painted. Various weatherboard-clad additions have also been made to it. The original buildings (1863 and 1865) are designed in the Gothic Revival Style / Victorian Free Gothic Architecture and include a mixture of steeply pitched roofs with parapeted gables, longitudinal ridgelines, and crenelated octagonal towers, dichromatic masonry (now rendered over), and pointed arch windows and doors.



Figure 42: Southern façade and tower showing arched entrance to the foyer and Great Hall (AHS 2021).



Figure 43: Eastern façade showing bell tower and northern tower (far right) (AHS 2021).

While the gothic design is still a prominent feature of the school, these architectural features have been somewhat enveloped by the development of additional buildings.

The original 1863 building was long and rectangular in shape, running north to south, with the 1865 extension running east to west and creating an 'L' shaped plan. The 1865 addition extended the Great Hall at the intersection of the two buildings, giving Great Hall a T-shaped layout.

The early buildings have been finished with painted ruled render with expressed quoins/angles, articulated stonework around the windows and doors (label/hood moulds) and have capping parapets, all of which are painted white. The remainder of the rendered brick is painted a light grey colouring. The roofs are sheeted in unpainted corrugated iron with ogee guttering and acroteria (decorative elements), supported by a timber roof structure. Decorated soldered rainwater heads are also featured, and several chimneystacks protrude through the roof.



Figure 44: Bell tower entrance (AHS 2021).

The south-facing gable end protrudes from the exterior of the Great Hall, marking the former end of the 1863 structure (see Figure 42). A parapet coping is still visible to indicate where the 1863 end to the Great Hall was situated. The south-facing gable parapet incorporates three tall, narrow, triangular-pointed windows surrounded by decorative moulds and relief lines. There is a stone course at windowsill height that wraps around the hall's exterior, as do two lower baselines. The other south-facing gable is a taller gable with two-storeys. Both stores' also have narrow, triangular-pointed windows, with the second-storey windows being taller in design.

It is this southern-facing gable and corner of the Early Building Complex that presents a strong face to visitors as they make their way up the main driveway to the school. The southern façade also consists of the tower with large, pointed, arch doorway and hood moulds. The first and second-storey windows to the tower are square-headed.

The east-facing side also has stone-capped parapeted gables and a tower which feature the same fenestration scheme as the southern facade. The gables also incorporate narrow, triangular-pointed windows, as well as square-headed windows in-between gables and in the tower. Some of the square headed windows have their own dormer roofs.

There is also a bell tower over one of the main eastern entries to the 1863 building with gable fronted parapet (see Figure 44). The bell tower features buttressed side columns to support a gable over a pointed arch opening where the bell is suspended. Through this entry, access is provided to the Great Hall, a meeting room, and through to the west-facing courtyard.



Figure 45: Close up of northern tower showing architectural detail (AHS 2021).



Figure 46: Dormer roofs over windows to 1863 portion of the Great Hall (AHS 2021).

1877 Extension

In the centre of the 1863 building is the 1877 extension which protrudes from the western side and runs from east to west. It is possible that this wing may have begun its life in 1877 as the gymnasium shed designed by Francis Drummond Greville Stanley. There is a parapet coping which protrudes through the roof to indicate where the 1863 building ended. This 1877 wing extension creates a rectangular, west-facing courtyard (see Figure 47).

The external walls of this section are consistent with the rest of the building and are rendered brick. Due to the recent restoration works, the northern and western elevations of the 1877 extensions have undergone repairs.

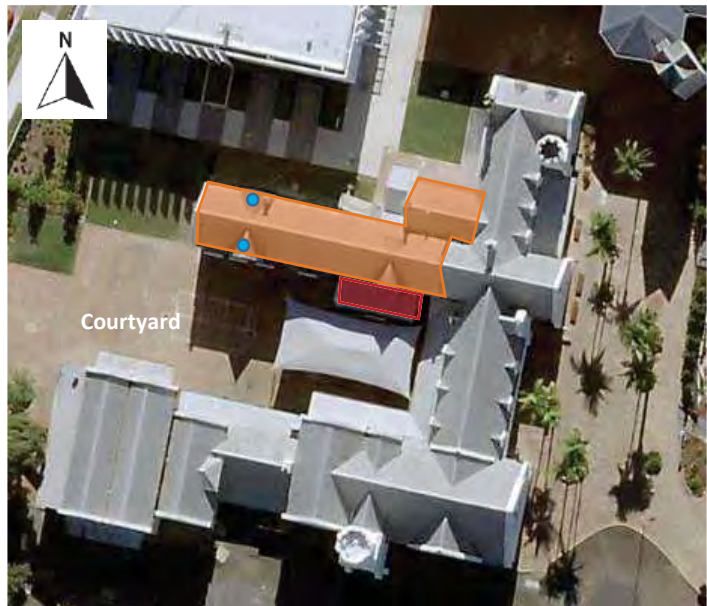


Figure 47: The c.1877 extension indicated in [Orange] and 1921 addition in [Red]. Protruding gables indicated with [Blue] dots (Queensland Globe, 2021).

The northern and southern elevation of the 1877 building, along the far west side, has two protruding gables with three pointed arched windows and decorative finials. There is another protruding gable further east along the 1877 extension. The western elevation has had early windows removed when the Murray Hancock Complex (former accommodation and dining hall) was constructed in 1947. Since the demolition of these buildings to facilitate the new STEM building, the windows have been reinstated as part of the restoration works.

Along the southern elevation is also a small 1921 building extension which forms part of the current sickbay (See Figure 50).



Figure 48: Northern elevation showing 1877 extensions [Orange and Green dashed line] (IGG, 2021).



Figure 49: Image displaying courtyard area showing 1877 extensions [Orange dashed line], 1921 additions [Red dashed line], and original 1863-1865 building [Blue dashed line] (AHS 2021).



Figure 50: 1877 extension southern elevation and courtyard area. 1921 addition also indicated [Red] (AHS 2021).

Courtyard

This courtyard is currently used as a lunchtime gathering place and is covered with a shade sail. The rendered brick of the buildings facing the courtyard have remained largely undecorated and do not match the detail of the main southern and eastern facades. Also in this courtyard is the corrugated iron awning for a covered walkway / verandah built in c.1890. This awning provides some additional shelter to the courtyard.

Protruding on the southern elevation of the 1877 extension is a 1921 addition which has an unrendered, brick façade and with rectangular sash windows including concrete lintels and rendered sills.



Figure 51: Western elevation showing 1877 extension and courtyard (right) showing the repair and re-render of the northern elevation of the 1877-extension (IGS, 2021).

Ground Floor Interior

The following floorplan indicates the internal locations and numbers of each room inspected and should be utilised as a guide when reading the Physical Description. The original 1863-1865 buildings have been highlighted here in **blues**.



Figure 52: Ground Floor Plan of Early Building Complex with original 1863 building [Blue], and the 1865 building [Dark Blue]. The Great Hall is also indicated with an [Orange] dash.

Note: some areas of the building did not have access provided internally – these are indicated in Red (Floor plan by Buchanan Architects, modified by AHS, 2021).

The main entrance to the 1865 building is accessed from the Room 2 foyer area which is entered into from the large arched, timber double-door on the southern elevation. Room 2 forms the base of the tower and extends into the stairway area between the Great Hall and current Enrolments and Marketing Office (Room 3). Room 2 is laid with contemporary ceramic tiles and has a corrugated iron mini-orb ceiling, with contemporary pendant light hanging in the centre. The walls are a painted ashlar render.

In the extended foyer space are stairs to the first floor. This space includes a contemporary plaster ceiling which covers the original timber floorboards above and includes a second pendant light. On the left (west) is the entrance to the Enrolments and Marketing Office (Room 3), and on the right (east) is the entrance to the Great Hall (Room 1a and 1b).



Figure 53: Arched doorway to Room 2 / foyer area (AHS 2021).



Figure 54: Arched door (side one) (AHS 2021).



Figure 55: Arched door (side two) (AHS 2021).



Figure 56: Tiled entrance (AHS 2021).

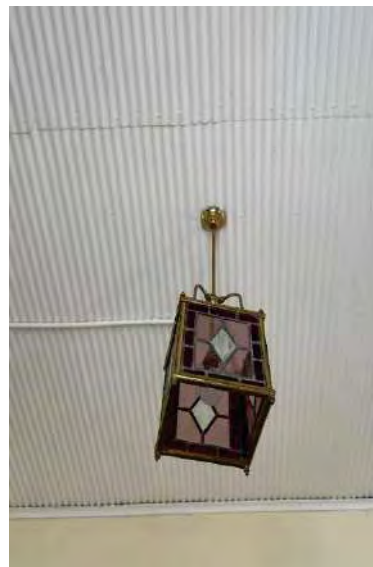


Figure 57: Pendant light (AHS 2021).

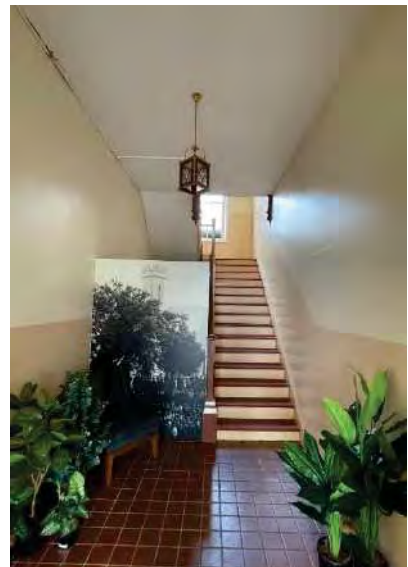


Figure 58: Foyer area showing pendant light and stairs (AHS 2021).

The Great Hall

The Great Hall (Room 1a and 1b) is a T-shaped space with the two rooms that make up the Hall separated by a short flight of stairs (two risers) and a large, pointed archway.

Room 1a is accessed from a small foyer area (Room 2) through a tall, narrow, four-panelled timber door. The Great Hall is full of numerous honour boards, display cases with memorabilia, and old desks, chairs, and other moveable heritage items.

The Great Hall has an exposed timber ceiling structure with rafters and single ties. The rafter ends meet with timber columns fixed to the walls and bearing on a small, shaped, stone extrusion. The timber frame is stop chamfered with secondary structural members also detailed where there is a valley or hip in the roof. Behind all this structure is a lining made up of approximately 20cm wide jointed timber boards. All timber ceiling structure and lining is painted.

Room 1b of the Great Hall is accessed from the north via the bell tower. Above this entrance is the gallery. The gallery is supported by carved timber brackets and has a decorative timber balustrade.

The walls are brick rendered (plastered) internally. Room 1b also has dado and picture rails decoration. There is a skirting that runs along each of the walls in both room 1a and room 1b though some of it has been removed along the southern wall of 1a (reason unknown). Running alongside the skirting on the original timber hardwood (HWD) floorboards is a brass-vent system. This system has been installed throughout many of the spaces within the original 1863-1865 buildings. In Room 1b, some of the original flooring has been patch repaired.



Figure 59: Great Hall facing north showing the intersection of the 1863 portion (1b) and 1865 portion (1a) to create a T-shape. Photograph was taken in section 1a (AHS 2021).



Figure 60: Great Hall facing south showing honour boards along southern wall and doorway entrance from the foyer area on the right (AHS 2021).



Figure 61: Original 1863 portion of the Great Hall with displays and memorabilia (AHS 2021).

Room 3

The current Enrolments and Marketing Office (Room 3) is an open-plan space with staff desks situated around the centre of the room. Along the western wall is a large old fireplace with an integrated mantel and decorative moulds and trims. The fireplace is made from rendered brick. In the centre of the ceiling is a chandelier that hangs from a central ornate plaster rose.

The walls in this room are the same ashlar render as the foyer area and Great Hall. This room has decorative cornicing painted with three colours, and a skirting board. The doorway into this room contains a two-panel fanlight above (though this fanlight looks to have been replaced).

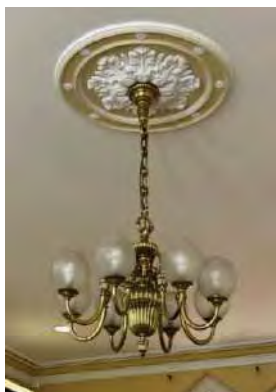


Figure 62: Chandelier (AHS 2021).

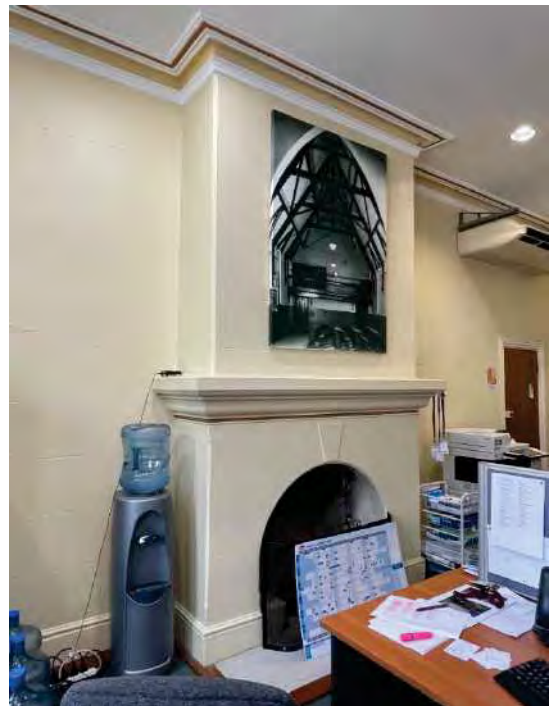


Figure 63: Fireplace and decorative cornice (AHS 2021).

Bell Tower and Hallway

The Bell Tower on the eastern elevation is north of the Great Hall and entered via an arched entrance (similar to the southern elevation but smaller in scale). This entrance leads into a hallway that runs east to west. There are three sections to the hallway. In the first section, immediately on the left (south) is the door to the Great Hall, and immediately on the right (north) is the doorway to the boardroom (Room 4). Many of the doors within the hallway consist of the original four-panel timber doors with low-waisted doorknobs (with the exception of the more contemporary silky three-panel silky oak door).

The second section of the hallway simply runs east to west, but in the third section, there is a doorway (contemporary silk oak door) which leads to another hallway that runs south to north and provides access to staff rooms. There is also another doorway to the Great Hall, however this is locked. The third section / end of the Bell Tower hallway leads out west to a quadrangle/courtyard.

The walls within the hallway are the same ashlar render as the rest of the building. The ceilings in each section of the hallway are different. The first section looks to have had a newer plasterboard ceiling installed. The second section has a beaded VJ ceiling with wide boards. The VJ ceiling is lower in height to the plasterboard ceiling. The third section has the same gyprock/plaster ceiling as the first section; however, this suspended ceiling cuts into the decorative VJ panelling of the archway that leads into the courtyard.

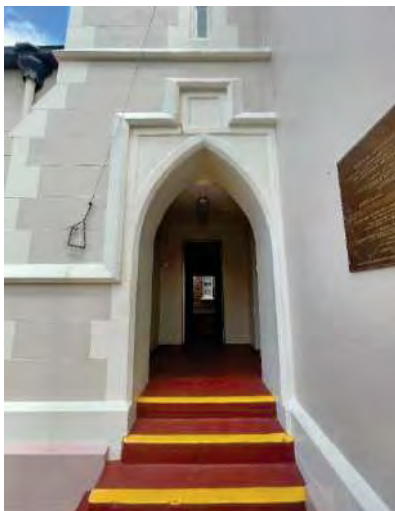


Figure 64: Bell Tower entrance (AHS 2021).



Figure 65: S.2, showing VJ ceiling (AHS 2021).

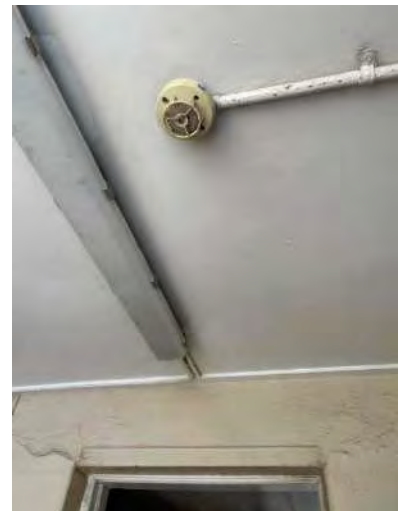


Figure 66: Plasterboard ceiling (AHS 2021).



Figure 67: Decorative VJ panels in archway leading to courtyard. Note the new ceiling cuts into the arch [Orange arrow] (AHS 2021).



Figure 68: Three-panel silky oak door (AHS 2021).



Figure 69: Original four-panel door (AHS 2021).

Room 4

The boardroom (Room 4) is north of the Great Hall and accessed via a VJ panelled door from the Bell Tower hallway. This doorway looks to be contemporary. Room 4 has white decorative corncicing (though less elaborate than Room 3), and also has a central plaster ceiling rose. The flooring has been covered over by contemporary carpet (it is unknown if original timber boards remain underneath).

The walls are consistent with the rest of the original 1863-1865 building and are an ashlar render. There is a cream-painted picture rail that runs along the top of the wall, and a white skirting board that runs along the bottom. Running next to the skirting along the carpet are brass vents, supported by a timber board. In the middle of the wall is an interpretative sign that details the original paint finishes of the room (protected during a 1982 conservation project – Buchanan Architects) and illustrates where a dado rail was previously located.

The room is furnished with silky oak furniture (date unknown, though likely the 1960s or 70s). There are also more honour boards, and contemporary furnishings on the windows. To the north-west corner of the room is a silky oak door which has replaced an early door and leads to the hallway behind. It has a two-panel fanlight above, similar to Room 3 though not the same. The fanlight in Room 4 has a thicker timber frame and is likely to be the original fanlight design (with Rooms 5, 6, 7 having consistent fanlights). This door was locked during the site visit.



Figure 70: Boardroom showing boardroom table, honour board, picture rail, corncicing, windows and window furnishings (AHS 2021).

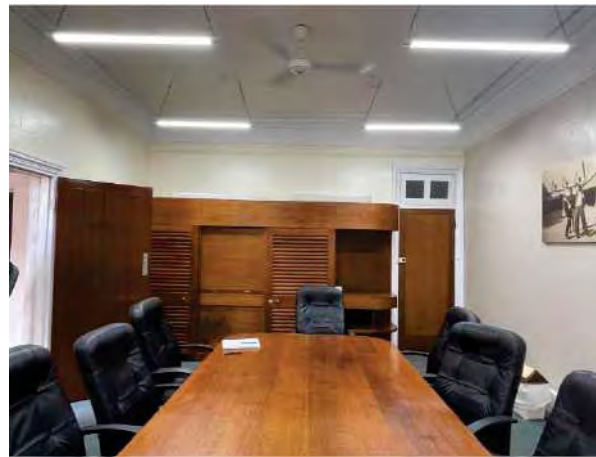


Figure 71: Boardroom showing table and silky oak cabinetry. The locked silky oak door and fanlight is in the far-right corner (AHS 2021).



Figure 72: Brass vents alongside the skirting board (AHS 2021).



Figure 73: Detail of original paint finishes (AHS 2021).

South-North Hallway

The hallway running from south to north is entered into via the Bell Tower hallway. This hallway has thick skirting consistent with the other rooms, contemporary carpets, and the same vent system that runs adjacent to the skirting. This vent system has been recently painted white and the brass vents replaced with black.

The hallway door has a two-pane fanlight above, consistent with the other rooms. The ceilings look to be plaster, however there are two different ceiling heights in the hallway with the northern end dropping to a much lower height.

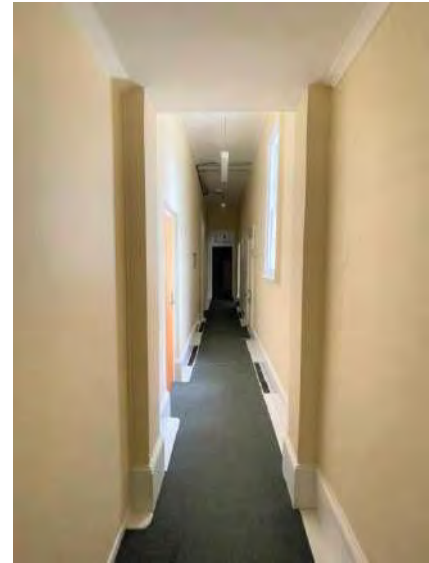


Figure 74: South-north hallway (photo taken facing south). Note the ceiling at the northern end drops much lower than the rest of the hallway (AHS 2021).

Door to the former strong room is located on the left, however the door is contemporary.

Rooms 5 and 6

Room 5 is the first room off the hallway running north. It is currently utilised as an office space for Health and Physical Education teachers.

This space has very similar design elements to Room 3. The cornices are elaborate (though remain white and unpainted), a brick-rendered fireplace along the southern wall, and a plaster ceiling rose in the centre of the room. A more contemporary picture rail runs along the walls and thick white skirting along the bottom.

The floorboards look to be early and have the same brass vent system running next to the skirt. The doorways are original four-panel doorways with low-waisted joinery. Each doorway has a two-panel fanlight with the same thick framing as Room 4. One of these doorways leads from Room 5 into the smaller Room 6 office. Although the walls in this space are rendered, they do not have ashlar detailing, and therefore have possibly been re-rendered over time.

Along the eastern elevation to these staff rooms is a covered verandah.

The verandah is accessed via two light French Doors with matching fanlight. The verandah ceiling is corrugated iron and looks to have been replaced in recent years.



Figure 75: Ceiling plaster rose (AHS 2021).

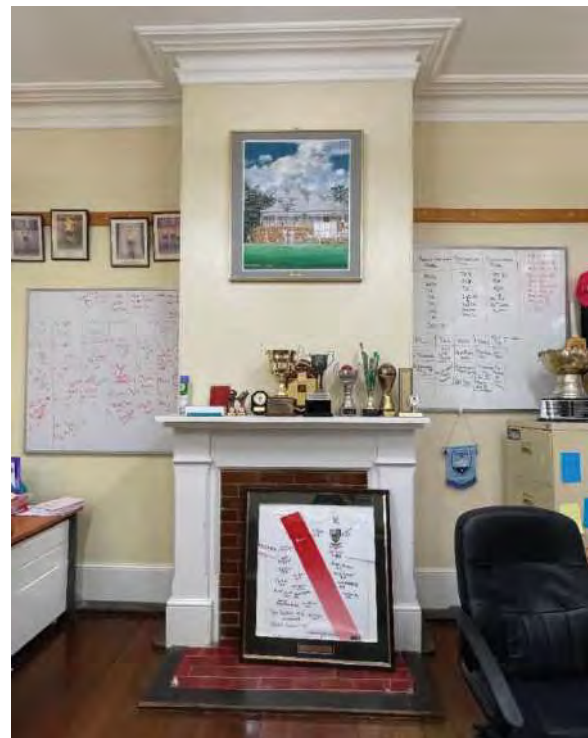


Figure 76: Fireplace on southern wall (AHS 2021).



Figure 77: French doors to verandah in Room 6 (AHS 2021).



Figure 78: Original doorway to Room 6 (painted white) (AHS 2021).

Room 7

Room 7 is located further down the hallway and is the northern-most room of the original 1863 building. Before Room 7, there is an old strong room along the hallway and a cupboard under the stairs outside the entry to Room 7 which is utilised as a services cupboard.

Room 7 has been altered over time with the middle wall now a large cut-through, providing a bigger open space. The room has also been recently repainted as it is being prepared to become a new staff office. Running next to the skirting board is the same vent system as the other rooms, although this system has been recently painted white and the brass vents replaced with contemporary black vents.

Along the western wall is a fireplace with the same mantle and design as Room 5 (though both Room 5 and 7 are different to the larger rendered fireplace in Room 3 – enrolments and marketing).

The ceiling in Room 7 has been replaced, with simple, contemporary cornicing installed and the more elaborate decorative cornice now



Figure 79: Room 7 showing contemporary fitout, and windows to the east (IGS, 2022).

removed. However, the central plaster ceiling rose has been retained. The floor is laid with a contemporary vinyl, and it is currently unknown if the original floorboards remain underneath, and if so, what condition they are in.

The sash windows have contemporary fixings attached, and early timber panelling remaining below the windows (though these panels have not been identified elsewhere in the building). On the northern wall, there are two windows. To the east is a sash window with bottom decorative panel. To the west, the bottom portion of this window has been replaced with a doorway.

There is also a doorway that leads to the base of the north-tower and stairs up to the First Floor. The fanlight in this doorway is missing its glass and has been panelled in.



Figure 81: Room 7, showing cut through and doorway to the base of the north tower (IGS, 2022).



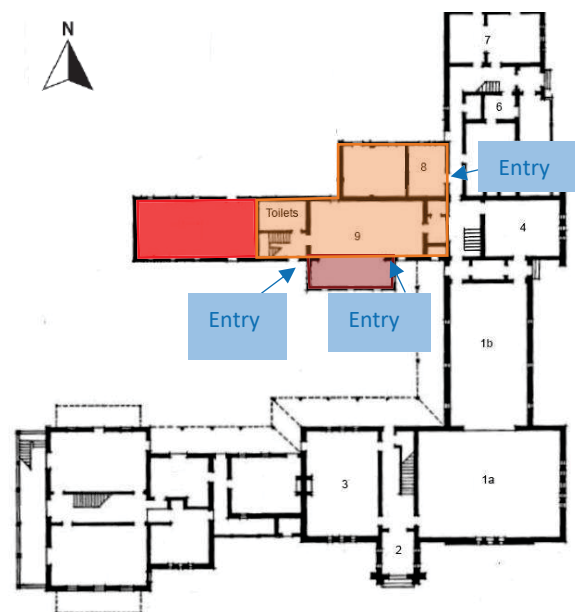
Figure 80: Fireplace. Note the change in corning compared to Room 5 (IGS, 2022).

1877 Extension(s) and 1921 Addition

The following section is a brief description of the ground floor interior for the 1877 extensions and the 1921 addition that is part of the current sick bay (Room 9).

Access to the main 1877 [orange] extension is predominantly through the courtyard into Room 9. Access to the Room 8 and the c.1877-1909 addition [green] is through the hallway of the original 1863 building (opposite Room 5).

Figure 82: Ground Floor Plan indicating the main 1877 extension [Orange] and the 1921 addition [Dark Red]. Note that some areas of the building did not have access provided internally due to conservation works occurring – these are indicated in Red. (floor plan by Buchanan Architects, modified by AHS, 2021).



Room 8

Room 8 is accessed off the hallway of the original 1863 building, across from Room 5. Room 8 is said to be a former kitchen/canteen area for the school (pers. coms. IGS staff member). It was originally a larger space and has a fireplace existing to the far west wall. However, the room is now split in two by a VJ partition wall and sliding door (with access not provided to the western portion).

Mid-twentieth century kitchen cabinetry remains in the room. There are also contemporary casement and sash windows. The flooring is the same tiled flooring that matches the entrance to the Great Hall at the base of the southern tower (Room 2). The ceilings look to have been replaced with plasterboard.



Figure 83: Room 8 showing tiles, VJ partition wall, and kitchen (AHS 2021).



Figure 84: Room 8 kitchen area showing casement window (left window) and sash window (right window) (AHS 2021).

Room 9

Entry into Room 9 is from the courtyard. One can enter through the eastern side of the 1921 addition, or through the southern side of 1877 addition. Entering through the 1877 building there is a staircase that leads up to the First Floor. Across from the staircase is a doorway into Room 9, and next to the stairs there are also some toilets. These are contemporary toilets that are currently undergoing renovations.

Room 9 currently operates as the school's 'sick bay' and has been recently painted and given a contemporary fitout. Not much early fabric remains in this space except for rendered pillar supports and some early picture rails (which have been painted white). The ceiling and flooring have been replaced over time, and the 1921 addition has had a room built in.

Figure 85: Sick Bay area showing contemporary fitout with surviving early door. Note a portion of the early picture rail remains [Blue arrow] (IGS, 2022).



At the back of the sickbay (eastern wall) is a small storage area for medical supplies. This area retains its original ashlar render and a former archway, which would have connected the 1863 building to the 1877 extension, has been filled in (date of this change is unknown). The ceiling in this small storage space also looks to have been replaced.



Figure 88: 1921 addition showing new room (IGS, 2022).

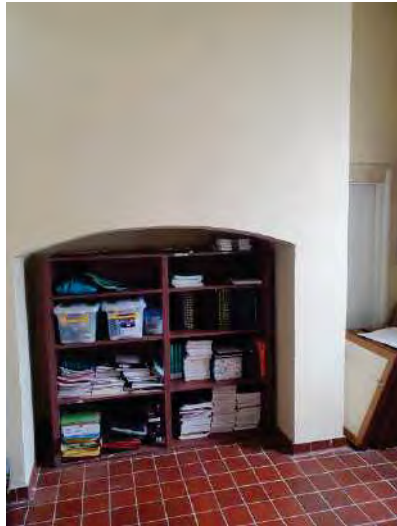


Figure 87: Storage room showing enclosed archway (IGS, 2022).



Figure 86: Toilets near staircase outside of Sick Bay (IGS, 2022).

First Floor Interior

The first floor interior is separated by the large void of the Great Hall.

The first floor is currently not utilised for teaching or staffroom purposes, with rooms towards the northern end (Rooms 13-20) largely being utilised as storage spaces.

Figure 89: First floor plan identifying spaces that were inspected, including parts of the original 1863 building [Blue], 1865 building [Dark Blue], and 1877 extension [Orange]. Areas where access was not provided are indicated in Red (AHS 2021).



Rooms 10, 11, and 12

The staircase to the First Floor of the 1865 building is located in the foyer area of the Southern Tower (next to the entrance to the Great Hall). This staircase wraps around to lead up to Rooms 10, 11, 12, and the upper tower.

The staircase and First Floor rooms are in a dilapidated condition requiring repairs. At the top of the staircase is a VJ wall with horizontal, fixed-pane frosted glass windows and VJ door. This VJ wall has thinner timber boards compared to the thicker beaded VJ walls found in Room 10.

It is likely that the VJ wall enclosing the upper landing is a later (early twentieth century) addition and flooring repairs suggest this area has been reconfigured a number of times.

The ceiling in this space is corrugated mini-orb and original floorboards (with some areas having been patch-repaired). Much of the original skirting has been removed.



Figure 90: Staircase to the First Floor and Rooms 10, 11, and 12 (AHS 2021).

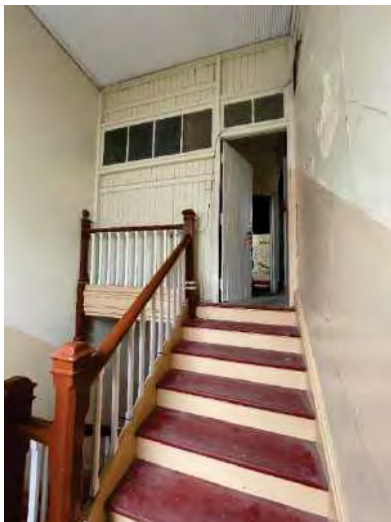


Figure 91: Staircase to the First Floor showing thin VJ wall and horizontal windows (AHS 2021).



Figure 92: Wider beaded VJ wall compared to the thinner VJ (AHS 2021).



Figure 93: Photo showing patch-repair of original, thicker boards) (AHS 2021).

Room 10 also has a tall, narrow staircase that leads to the upper tower level. The upper tower as a tall winding staircase to an upper landing (this was not accessed due to safety concerns). The tower has an octagonal shape, with each wall (except one) hosting a tall, narrow, pointed arch window with decorative architrave.



Figure 94: Narrow staircase leading up to the upper tower level (AHS 2021).



Figure 95: Upper tower winding staircase. Note the replaced support posts to the staircase [Blue arrows] (AHS 2021).

Behind Room 10's narrow staircase that leads up to the tower, is Room 11. Room 11 is a small room with original floorboards. Although this room has red-painted skirting, the skirting looks to be a replacement skirt as it wraps around an enclosed doorway.

There were originally two entrances into this room, one on either side of the staircase, however the eastern-most doorway has since been enclosed. Room 11 also has tall, thin, sash windows.



Figure 96: Room 11 showing sash windows, red-painting skirting, and original floorboards (AHS 2021).



Figure 97: Room 11 showing enclosed doorway (AHS 2021).

The graffiti up on this level comes from former senior students who, when celebrating the completion of school, were allowed to sign their names on the walls.

Room 12 is to the west of Room 10 and is entered into at the top of the staircase from the Ground Floor. The doorway to this room is an original four-panel door. Room 12 is a much larger space with an exposed timber roof system and the ceiling made from wide jointed timber, the same as the Great Hall.

To the south of the room are three, tall, narrow, pointed arches with sash windows. However the upper portion of the central window glazing looks to have been replaced as it does not match the others. Much of the render has been taken off the walls of Room 12, exposing the red brick. Some of the original floorboards have also been taken up, exposing the bearers and joists underneath.

Figure 98: Room 12 facing south showing windows and exposed roof system (AHS 2021).



Figure 99: Room 12 facing north (AHS 2021).



Figure 100: Floorboards removed to reveal termite affected timber bearers (AHS 2021).

Room 13 and Great Hall Gallery

Room 13 is accessed via an early staircase located on the ground floor outside Room 4. This space is the junction between the original 1863 building and the 1877 extension. Similar to the 1865 portion, Room 13 has high ceilings with an exposed timber structure and wide jointed ceiling boards. The walls are made from painted, un-rendered brick.

Up on the first floor landing, there are two former doorways that have been enclosed. The floor is carpeted, and it is unknown what the condition of original or early floorboards are.



Figure 101: Stairs up to Room 13 (AHS 2021).



Figure 102: Facing east towards Room 14 (AHS 2021).

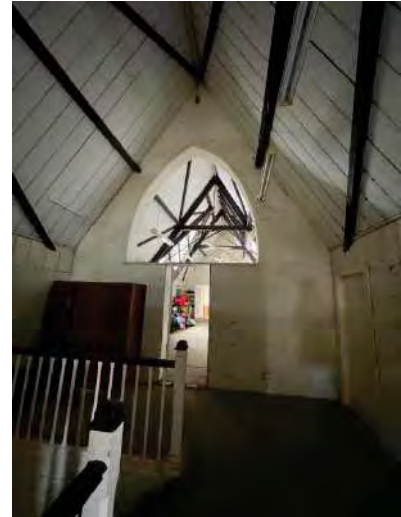


Figure 103: Facing west towards Room 17 (AHS 2021).

Access to the Great Hall Gallery is from the middle-landing of the staircase. The door to the gallery has replaced the original door, and half of the original, wide floorboards have been replaced and patch-repaired with narrower ones (however these floorboards still look to be early fabric).

The walls match the rest of the original building and are ashlar render. There is also a picture rail that wraps around the gallery walls. To the east is a small, narrow window that is off-centre to the gable (but central to the bell tower).



Figure 104: Stairs on the ground floor leading up to the Great Hall Gallery. Note the western doorway into the great all in the far right of the image (AHS 2021).



Figure 105: Great Hall Gallery showing two mannequins, original balustrading, replacement door, and a small, off-centred window to the eastern dormer (AHS 2021).



Figure 106: View of the Great Hall from the Gallery (AHS 2021).

Room 14

The wall between Room 13 and Room 14 is a more contemporary partition wall with glass windows making up the top gable portion (see Figure 79).

Room 14 is largely an open, unused space. The ceiling continues in the same manner from Room 13 and is made of wide jointed boards and has an exposed timber structure. On the eastern wall are three, narrow, pointed windows with contemporary blinds. The walls in this space are white-painted brick. There is a black service ducting running along the bottom third of the wall which is made to look like a dado rail. On either side of the windows is a small opening in the bricks, likely utilised for ventilation.

Along the northern wall is the entrance to Room 15

Room 15

In Room 15 is a small kitchenette with contemporary red cabinetry.

The room's walls are rendered with a smooth finish and the floorboards have been covered over with contemporary vinyl flooring.

It is evident that the layout of this room has been altered and change over time, and a previous wall dividing the middle of the room has been removed. This is demonstrated by the outlined of the former wall along the existing northern wall, as well as in the ceiling.

There are two types of ceiling in this space, one on either side of the former wall. To the east are narrow (c.100mm) timber VJ boards, and toward the west is a plaster batten ceiling. The timber VJ ceiling also has a small ceiling rose, whereas the plaster batten ceiling has a small roof access cavity.



Figure 108: Room 15 early ceiling rose (AHS 2021).



Figure 107: Room 14 facing east (AHS 2021).



Figure 109: Room 15 showing red kitchenette, vinyl flooring, and dual ceiling. The former wall is indicated with a **Blue** arrow (AHS 2021).



Figure 110: Room 15 showing red eastern side (AHS 2021).

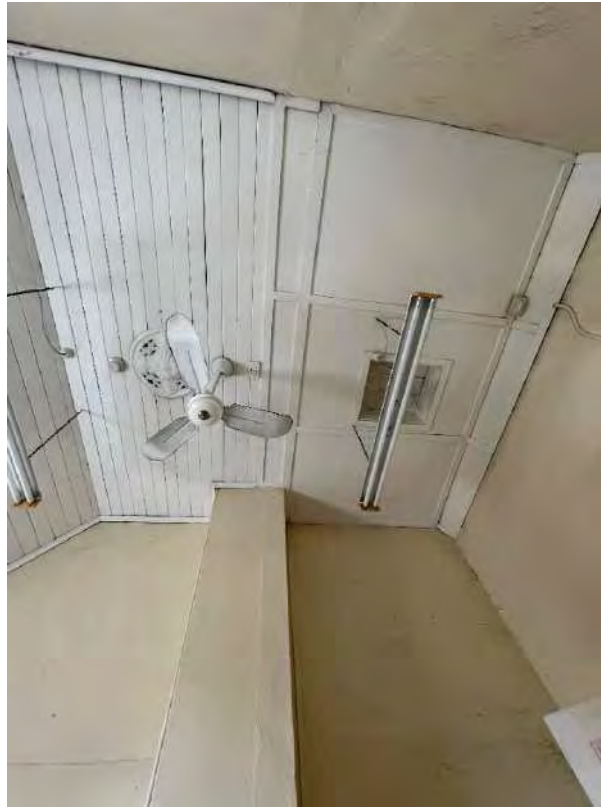


Figure 111: Room 15 showing the two ceilings (AHS 2021).

The eastern wall of Room 15 leads to a short hallway which then leads to Room 16. Where this hallway previously led to Room 13, it has been closed off and a small storage space created. Earlier floorplans by Buchanan Architects indicate that this hallway previously extended all the way north along the first floor to the northern tower and additional rooms. However, the hallway has since been blocked off and access only provided to the northern rooms via the northern tower staircase.

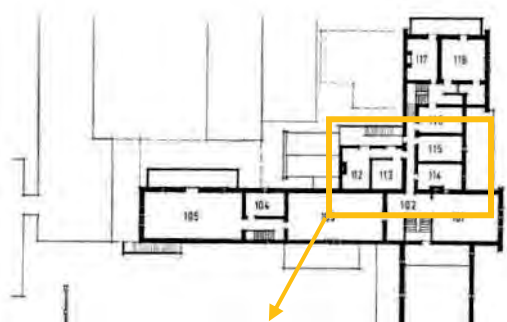


Figure 112: Buchanan Architects Floorplan (CMP, 2010: 35). Where the new wall has been installed and the hallway disrupted is indicated in **Green**. The **Red** dashed line also indicates where walls / areas have been demolished. The **Blue** lines indicate where a storage space has been created, blocking the hallway from continuing to room 13. The **Purple** circle indicates where the doorway to Room 15 now exists.



Room 16

Like many other rooms Room 16 has had much alteration and change. This room is made up of white-painted brick, early timber floorboards, and a wide (c.150mm) jointed ceiling boards with a decorative, timber, diamond-shaped, lattice vent and an early flue. Along the western wall is a brick chimney for the fireplace below (in the former kitchen area next to Room 8).

On the southern wall to Room 16 is a former doorway which has since been enclosed. This doorway would previously lead to Room 13.

A portion of the northern elevation of this room has been demolished in the recent restoration works.



Figure 113: Room 16 facing west showing brick chimney and walls, timber floorboards, VJ ceiling, and casement windows (AHS 2021).



Figure 114: Diamond-shaped timber ceiling vent and flue (AHS 2021).



Figure 115: Enclosed doorway on southern wall (IGS, 2021).

(Please see over).

Rooms 17, 18, and 19

Room 17, 18, and 19 make up the initial 1877 extension to the school. These rooms extend west of Room 13 and are largely utilised as a storage space for gym and sporting equipment.

Separating Room 13 from Room 17 is a bricked gable with an arched opening in the middle (see Figure 117).

As with Room 13, the walls in Room 17, 18, and 19 are predominantly painted brick, the high cathedral ceiling is made with wide jointed boards and has an exposed timber structure, and the floor is carpeted. Some contemporary shelving has been installed along the walls to facilitate storage.

Room 17 and 19 have tall, narrow, pointed windows which make the protruding gables on the exterior.

The bricked gable that separates Room 17 from 18 and 19 is left painted in Room 17 but has been rendered on the other side facing Rooms 18 and 19. There is a small pointed arched opening in the top third of the gable.

In the space between Room 17 and Rooms 18-19, there is a staircase down to the ground floor (arriving outside of the sick bay – Room 9). Some of the brick walls in this area have been rendered.

Room 18 is a small storeroom between 17 and 19 that has been added at a later date, evidenced by the partitioning walls that make up the room. The partition walls are likely a timber framed, plastered wall.

Room 19 is a large open space that is has just had a former doorway on its northern elevation bricked in as part of the restoration program. On the western wall are three rectangular windows. It was this gabled end that previously connected to the Murray Hancock complex (now demolished).



Figure 116: 1877 extension [Orange].



Figure 117: Brick gabled wall between Room 13 and 17 (facing east) (IGS, 2022).



Figure 118: Room 17 facing west showing brick gable with pointed arch opening (IGS, 2022).



Figure 119: Room 18 storage space. Note the northern wall has been rendered on this side (IGS, 2022).



Figure 120: Room 19 facing west (IGS, 2022).



Figure 121: Room 19 facing west (IGS, 2022).

Area 20

Area 20 includes seven (7) rooms to the north of the original 1863 building. These spaces were not able to be accessed during the main site inspection but were accessed briefly during a subsequent meeting at the school.

Due to the fabric being consistent throughout each room, and the brevity of the second site visit, this physical description has grouped all seven rooms into one area – Area 20.

It is believed that Area 20 was previously utilised as residential spaces for IGS staff. These rooms are now vacant and unutilised.

Access to these rooms is from the north tower staircase, similar in design to the staircase between the Great Hall and Room 3 (Enrolments and Marketing). The staircase winds up the north tower to various small rooms and spaces.

The ceilings in these spaces made from a combination of VJ boards with simple corncicing and plasterboard. In some of the rooms are original ceiling roses that match the same design as Room 15.

The floors are covered with contemporary carpet, and it is currently unknown what state the original floorboards are in. The skirting boards are timber. There are original four-panel doors into each room, painted white.

In the north-west room there is an original fireplace utilising the same chimney as the fireplace in Room 7 below. In the northernmost rooms there are former doorways that have been sheeted over with ply. These doorways previously connected to a c.1920s-30s weatherboard clad extension.

There is a small, carpeted staircase between the two levels of these spaces (see Figure 124). This staircase has a pointed arch over the top of it with decorative moulds, representing the Gothic design of the building.



Figure 122: Area 20 [Pink].



Figure 123: North-west room (AHS 2021).

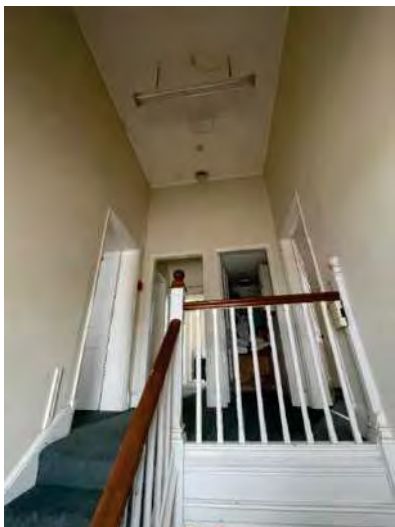


Figure 124: Top of the staircase leading to various rooms and closets (AHS 2021).



Figure 125: North-east room (AHS 2021).



Figure 126: Small staircase from Room 16 down into Area 20. Note the pointed archway (AHS 2021).

3.2.2 Moveable Heritage (Memorabilia, Archival Material, Honour Boards etc)

The school's honour boards, and collection of memorabilia are predominantly located in the Great Hall. The first honour board was established by the Old Boys and unveiled by Lord Chelmsford in 1908.

The school retains a large collection of memorabilia which includes the Trustees Minutes, original letters from Governor Bowen and Benjamin Backhouse, photographs, and a visitors' book with the signature of Prince Alfred, Duke of Edinburgh (son of Queen Victoria), signed during a visit in 1868.

There are also old desks, benches, and school equipment within the Great Hall, used for interpretive purposes to illustrate the past use and operation of the school and Queensland education.



Figure 127: Example of memorabilia in display cabinets within the Great Hall (AHS 2021).



Figure 128: Example of memorabilia in display cabinets within the Great Hall (AHS 2021).

(Please see over).

3.2.3 Bradfield House (1921)

Exterior

On the south-west corner of the Early Building Complex, west of the southern tower, is Bradfield House which was designed by George Brockwell Gill in 1921. It is a double gabled, two-storey building with an enclosed, weatherboard-clad verandah extending from the west.

On its northern façade is a narrow, cantilevered room protruding out, previously a verandah. It is supported by timber brackets and clad with the same weatherboards as the western verandah. This cantilevered room is mirrored on the southern façade.

Bradfield House is left with exposed bricks on its northern façade but has been rendered on its southern façade.



Figure 129: Bradfield House (AHS 2021).

Note: Access internally into Bradfield House was not permitted as it is currently used as private residences for IGS boarding school staff.



Figure 130: Bradfield House showing cantilevered room, weatherboard extension (c.1982) including external stairs, and exposed bricks (AHS 2021).



Figure 131: Bradfield House showing the southern elevation with contemporary render detail and weatherboard skillion closed verandah extension to the west. The southern façade has a matching cantilevered verandah which has been enclosed with weatherboard and FC sheeting. Note the southern tower in the background (AHS 2021).

3.2.4 Former Science Building (1912)

Exterior

South of the Early Building Complex is the former Gilmore Wilson Music Building which sits on top of the terraced retaining walls that slope down to the Maud Kerr Oval (No. 1 Oval). This building was initially constructed in 1912 as a Science Building and is thought to have been designed by George Brockwell Gill. It is currently utilised as the account’s office and uniform shop.

This building is single-storeyed and rectangular in plan. It has a hipped roof with corrugated iron, and its walls are an ashlar rendered brick. Attached to the building’s southern elevation is a verandah overlooking the oval. This southern elevation also has five windows, a single door at the western end, and a double door at the eastern end. All the building’s windows and doors are round-headed.

The verandah roof, which is supported by six sets of double square timber columns, connects to the main building just under its fascia and is hipped at each end.

On the eastern and western ends of the building are three windows, while on the northern façade, facing the carpark and Early Building Complex, are six windows and two doors.

There is a single, external chimney towards the western end.



Figure 132: Former 1912 Science Building (also known as the Gilmore Wilson Music Building) (AHS 2021).

Interior

Internally, the former Science Building / Gilmore Wilson Music Building has received a contemporary fitout which retains limited early features.



Figure 133: Main office space inside the former 1912 Science Building, showing contemporary fitout (IGS, 2022).

3.3 Broader Site

This section details buildings and structures that have been previously regarded as having some heritage significance. Buildings to the north of the Early Building Complex were largely constructed after the 1970s and do not pertain any heritage significance. The Boarding Master Residence to the south-east is also of no heritage value as it is a more recent construction.

Buildings regarded as not having heritage significance have therefore been omitted from the physical description and assessment.

3.3.1 Boarding Towers

To the north-west of the Maud Kerr Oval (No. 1 Oval), along Burnett Street, is the Fox Boarding Tower. To the east of the main driveway, almost immediately upon entering from Darling Street, is the Hancock Boarding Tower. These towers were designed by Stephen Trotter and built by KD Morris & Sons in 1972.

The multi-storey towers are cylindrical in design and have a circular plan. Internally, these towers were refurbished by Buchanan Architects in 1990 which changes the open dormitory layout into individual rooms with en-suites.

It was noted in the 2010 CMP, that these towers had ongoing issues with obtaining sufficient light and ventilation, as well as some compliance issues (CMP, 2010: 42). Further, due to extensive alterations over time, the integrity of these towers is limited.



Figure 134: Hancock Boarding Tower (AHS 2021).



Figure 135: Fox Boarding Tower (AHS 2021).

3.3.2 Secondary Block and Clive Wyman Building

The Secondary Block was designed by architect Karl Langer in the 1960s and includes various classroom, laboratories, locker areas, and offices.

The building is a three-storey, rectangular block design with aluminium windows articulated in bays across the building. The building is detailed with concrete columns and fluted concrete blocks with vertical ridges forming a decorative brick veneer. The exterior and interior of this building has been significantly changed through various renovations.

This building was initially regarded as an obtrusive element within the school as it was not complimentary to the earlier building, and blocked key views of the early buildings from the Ipswich township.

The Clive Wyman Building was constructed in 1987 and is linked/integrated with the Secondary Block, following a similar design and fabric. It further obscures views from the east.



Figure 136: Clive Wyman Building and Secondary Block junction (AHS 2021).



Figure 137: Entrance to the Secondary Block (AHS 2021).

3.3.3 Auditorium

The Auditorium was constructed in 1972 as the War Memorial Teaching Complex. Like the boarding towers, this building was designed by Stephen Trotter. It is a steel framed building with brick infill wall cladding and a tiled mansard roof.

Originally, the Auditorium had ceiling panels that could be lowered to create classroom spaces, and therefore functioned as a multi-purpose building. However, these panels have since been removed. In 1991, a recreation room was constructed underneath.



Figure 138: The Auditorium (AHS 2021).



Figure 139: The Auditorium internally (AHS 2021).

3.3.4 Dining Hall (Former M.E. Williams Building)

The Dining Hall, originally known as the M.E. Williams Building, was originally constructed as a gymnasium, then used for music, but has become the Dining Hall. It was extended in 1978.

The building is a two-storey, square plan, brick building with a tiled pyramid roof and cupola.

Note: The Dining Hall was not inspected internally due to students and staff utilising the space.



Figure 140: The Dining Hall (former M.E. Williams Building) (AHS 2021).

3.3.5 Amenities Building

The Amenities Building is a building to the south-west of the Great Hall, just north of the Fox Tower and west of the former 1912 Science Building. This building was constructed in the 1950s and refurbished in the 1980s.



Figure 141: The Amenities Building (Google Street View, 2021).

3.3.6 Ladley Building and H.C Wilson Building

The Ladley Administration Building and H.C. Wilson Building are 1980 constructions that are contemporary in design and materiality. The Ladley Building is clad with concrete tiles, with the main entrance utilising gold anodised aluminium glazing panels. The building also has a Trimdek (or equivalent) galvanised roof sheeting. Outside of the Ladley Building is a tall clock tower also clad with vertical fluted concrete block.

Note: The H.C. Wilson Building was not inspected due to classes in session. It is a 1980s building, previously identified in the 2010 CMP as having no heritage value.



Figure 142: Rear of the Ladley Building (AHS 2021).



Figure 143: Entrance to the Ladley Building with Clock Tower (AHS 2021).

3.4 The School Grounds

The school grounds comprise a simple layout of sloping landscaped gardens, paths and levelled open space areas utilised as sports fields, providing an open setting to the main building complex. The gardens and mature trees divide the sports fields from the main school buildings and mark the entry driveway. The main entrance to the school is from Darling Street, which is marked by a large group of Eucalyptus trees. Next to the Headmaster's house is an area of tropical shrubbery, featuring a waterfall, palms and a mature Norfolk Pine.



Figure 144: Water feature upon entering from Darling Street, next to the Headmaster's Residence (AHS 2021).

The driveway winds up the slope towards the school. It passes between the two ovals with views to the north-west of the Great Hall, the terraced retaining walls, the 1912 science building, and the Fox Boarding Tower. The view east takes in the Hancock Boarding Tower, the Boarding Masters Residence, and the Hancock Oval (No. 4 Oval).



Figure 145: The main entrance to the school, off Darling Street. Note the Norfolk Pine from the Headmaster’s residence in the background (Google Maps, 2021).



Figure 146: Headmaster Residence (AHS 2021).



Figure 147: Terraced walls in front of the former 1912 Science Building (now the Accounts Office and Uniform Shop) (AHS 2021).



Figure 149: Boarding Master Residence (AHS 2021).



Figure 148: Photo facing Gymnasium area (AHS 2021).

3.4.1 Maud Kerr Oval (No. 1 Oval)

The Maud Kerr Oval (No. 1 Oval) was initially at a higher elevation and has been an established oval since 1925. In 1956 however, the oval was lowered, enlarged, and fenced and was also named the Maud Kerr Oval, known now as No. 1 Oval. The stone-pitched terraced retaining walls were established in 1978, arranged in a ‘crazy pave’ design.



Figure 150: Maud Kerr Oval, facing west toward Burnett Street. Note Fox Tower in the background [right] (IGS 2022).

3.4.2 Hancock Oval (No. 4 Oval)

The Hancock Oval, was created in 1956. This area had previously been low scrub, used by the cadets for training. It took several years to complete the oval and was not finished until 1961. It is currently in a well-maintained condition. The oval provides an open setting enabling open views up to the Great Hall and out over Ipswich.

Figure 151: Hancock Oval. Photo taken facing east with driveway leading to the Gym and Pool area. Note the views out to Ipswich from this location (IGS, 2022).



Note: The whole oval could not be photographed due to classes being held.

3.4.3 Ancillary Structures

Ancillary structures across the site include the Store on the Maud Kerr Oval (No. 1 Oval) (near the oval carpark), the water tank, and the garden sheds on the south-western corner of Hancock Oval (near the Darling St entrance).

The masonry block storage shed at Maud Kerr Oval is believed to be in the same location as a timber-framed grandstand from the 1960s (now demolished). The garden sheds adjacent to the Hancock Oval are contemporary.

The concrete water tank next to the Hancock Oval is said to store around 130,000 litres of river water that is used across the site for irrigation. It was constructed in 1985 by Monocast Manufacturing.



Figure 152: Garden sheds adjacent to the Hancock Oval (AHS 2021).



Figure 153: River water tank (AHS 2021).

3.4.4 Landscape Features

The school grounds are simple in both form and function, incorporating a basic structure of paths, lawns and gardens, and a limited palette of plants and materiality. Garden beds featuring tropical shrubbery and established trees are located throughout the grounds, between buildings and along the driveway, adjoining open space areas and to the west of the Secondary Block.

These plantings are of both native and exotic specimens which provide shade and amenity. Artificial turf is also used in difficult terrain or between buildings for low maintenance alternatives to lawn. Some of the hard landscape features across the site include paved pathways and drainage areas, and garden bed edging and retaining walls.



Figure 154: Recent gardens around the STEM building (AHS 2021).



Figure 155: The old Fig adjacent to the classroom (AHS 2021).



Figure 156: Brick paved walkway and stone-work set in concrete (AHS 2021).



Figure 157: recent brick paving in the main forecourt to the office (AHS 2021).



Figure 158: A low profile paved drain (AHS 2021).



Figure 159: The lights and hedging along the main drive (AHS 2021).



Figure 160: The powder-coated perimeter school fence and low stone retaining wall along Burnett Street (AHS 2021).

3.4.5 Views and Vistas

Views to the Great Hall and main building complex on its hilltop setting continues to reinforce the visual prominence of the school, and its close connections with the Ipswich township. Views from surrounding streets are still possible as glimpses through trees and the new buildings, however, some views have been lost entirely, such as the views from north along Waghorn Street, from Woodend Road, and from most parts of Darling Street. However, the recent removal of the Murray Hancock building, and the construction of the STEM building have opened up the view corridor to the main building complex from parts of Woodend Road.



Figure 161: The removal of the Hancock building and new STEM building (left of image) has opened up the view corridor to the main building complex from Woodend Road (AHS 2021).

Nevertheless, some of the traditional views remain, from parts of the main driveway (internal) looking north west to the Great Hall, but particularly from Burnett Street looking north. Views from elevated and/or open parts of the School ground, such as from the top of the terraces and the sports fields, offer a wide view across the western suburbs of Ipswich and the Denmark Hill Water Tower.



Figure 162: View from Burnett Street towards the Early Building Complex (Google Maps, 2021). Note that the bulk and scale of the Fox Tower dominates the Great Hall and Early Building Complex.

3.5 Site Integrity

The Ipswich Grammar School has undergone much alteration and change in its over 150 years of existence. It is therefore difficult to accurately date and identify each individual alteration or addition to the school.

Nevertheless, the Early Building Complex retains much original/early fabric that has remained intact. Alteration and change that has occurred throughout the complex, largely consists of the following:

- Loss of some original ceilings and cornicing.
- Replacement or movement of skirting boards.
- Reconfiguration of internal spaces (extent unknown).
- Loss of some picture rails and dado rails.
- Patch repair to floorboards.
- Replacement of glass in some windows.
- Loss of views to the Great Hall due to new buildings.
- Some re-rendering of internal walls and spaces.
- Installation of carpet over original/early floorboards.
- Plastering of some walls on the first floor.
- Windows and doors that have been bricked in or sheeted over.
- Changes to early driveway alignment.
- Re-contouring of slope for buildings and sports fields
- Internal paint scheme.

3.5.1 The Great Hall Over Time

The following historical images provide a snapshot of some of the changes to the Great Hall over time.



Figure 163: Great Hall, c.1929 (Ipswich Library, Reference No.: qips-2011-09-06-0009p). Note how the walls were painted, with darker colouring the lower third. Also note the door to the gallery was a four-panel door which has now been replaced (See Chapter 3 – Physical Description).



Figure 164: Great Hall, 1954 (Ipswich Library, Reference No.: WHD-014-NEG-0965p). Note that the hall has a lighter colour scheme, with the dado rail delineating the lower wall colour. The timber roof structure has also been painted a darker colour. The piano has been moved to the gallery space, and a large portrait of Queen Elizabeth II is mounted in the centre, likely due to the 1954 Royal Tour.



Figure 165: (Above) Great Hall, c.1971 (Ipswich Library, Reference No.: qips-2009-09-15-0075p). Notes the walls are back to a lighter colour scheme and the gallery door has changed.

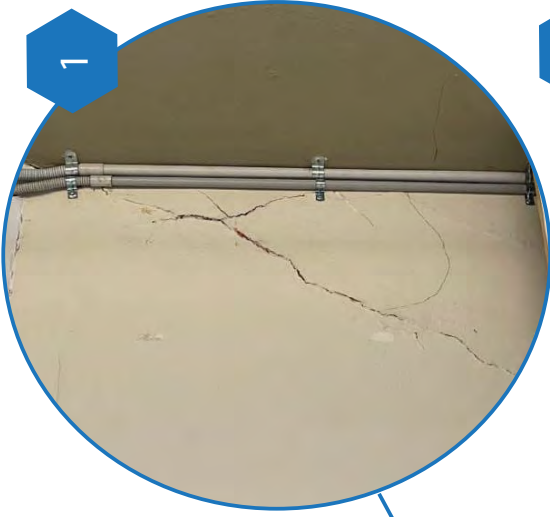
Figure 166: (Left) Great Hall, c.1963 (Ipswich Library, Reference No.: qips-2011-09-06-0006p). Not much has changed since 1954 except for some painting which has resulted in a darker brown being used on the walls.

3.6 Condition Observations

The following table highlights key condition issue observations across the Ipswich Grammar School Early Building Complex generally.

Table 4: Condition observations of Ipswich Grammar School Early Building Complex (AHS 2021)

Issue/place	#	Condition/Observation
Render and Brickwork	1	<ul style="list-style-type: none"> Hairline / settlement cracks in render generally across various rooms of the building. Drummy render in some areas. Salt crystallisation within the Great Hall render (due to damp in brickwork). This is also causing some paint to fail. Cracks and damage to brickwork.
Damp	2	<ul style="list-style-type: none"> Falling and rising damp issues generally across the site.
Damaged Timber and Plaster / Rendered Elements	3	<ul style="list-style-type: none"> Damaged / rotted / insect affected timber elements across the building. Ceiling boards have been splintered or damaged in some areas across the buildings. Damaged floorboards. Damaged cornices and skirting in areas.
Structural	4	<ul style="list-style-type: none"> First Floor structure requires a structural assessment due to previous impacts caused by insect attack (subterranean termites and dry wood termite).
Access	5	<ul style="list-style-type: none"> Disability Discrimination Act (DDA) Access to the first floor, as well as some door thresholds, and stair access, will require attention.
Services	6	<ul style="list-style-type: none"> Services (i.e., electrical, mechanical, fire etc.) require upgrades generally across the Early Building Complex.
Paint	7	<ul style="list-style-type: none"> Some paint is failing and flaking in various locations across the building.
Uneven Pavement	8	<ul style="list-style-type: none"> Some pavers along the eastern side of the Early Building Complex are uneven. Where they direct water runoff (past the dining hall, see Figure 158 on p.73) these pavers create a safety hazard due to their uneven surface.
Waterfall feature	9	<ul style="list-style-type: none"> The waterfall and pond in the garden of the Headmaster's residence is cracked and requires attention.



1



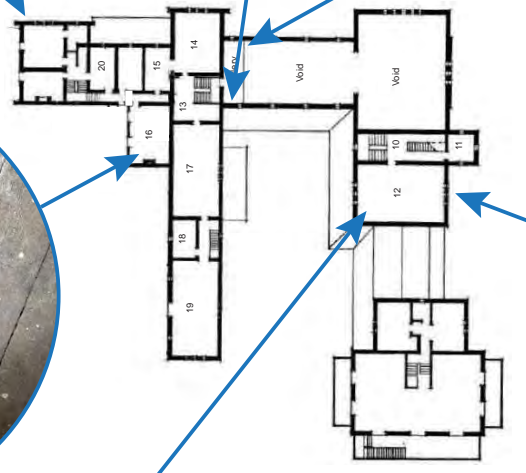
7



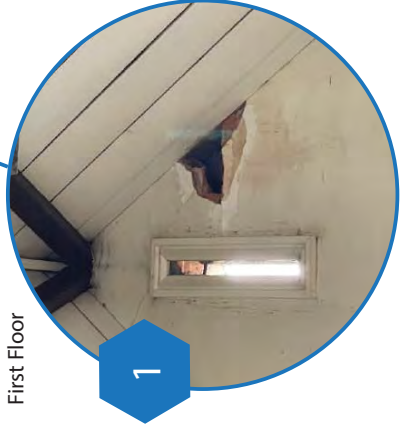
2



3



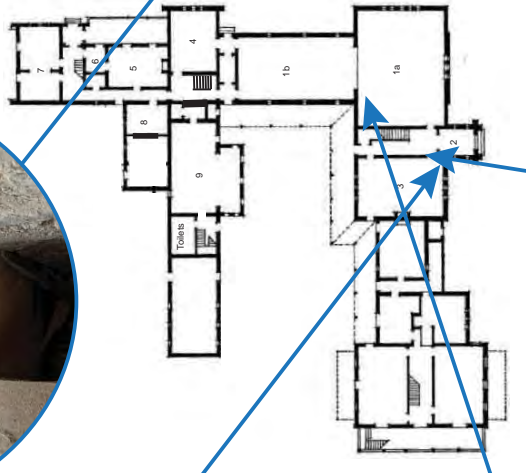
First Floor



1



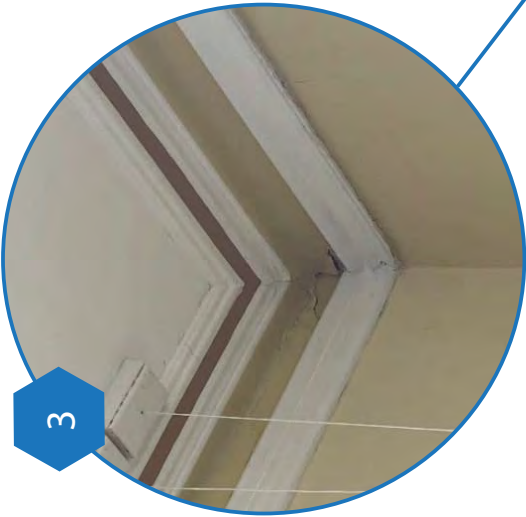
4



Ground Floor



6



3



1

Unit 48, Level 8,
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231 North Quay,
Brisbane, 4000



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PROJECT NAME
IPSWICH GRAMMAR SCHOOL CMP

SHEET NAME
CONDITION ISSUES LOCAL PLAN

DISCLAIMER
DO NOT SCALE FROM DRAWINGS.
For locational purposes ONLY. These images are only
EXAMPLES of condition issues across the whole of site
and do not represent the totality of issues present.
Floorplan courtesy of Buchanan Architects.
Dimensions and all other relevant information
have been removed. Copyright AHS 2021.

ISSUE DESCRIPTION DATE
1 DRAFT 08/03/2021



DRAWN JP
SCALE Not to Scale
APPROVED BG
DATE 08/03/2021

CLIENT Ipswich Grammar School

4 Cultural Heritage Significance

4.1 Determining Historic Cultural Heritage Significance

Heritage recognises that some things from the past are important to people in the present and should be conserved for future generations. Heritage can be both tangible (buildings, archaeological places, landscapes, objects) or intangible (traditions, ideas, cultural practices). While some things are important because of their age, others are recognised for their associations, regardless of age.

The significance of a place including its elements is determined through the application of heritage criteria. The assessment and management of heritage is therefore the assessment and management of significance. In Australia, best-practice frameworks are guided by the *Burra Charter*, which outlines that tangible heritage exists in a place if it holds aesthetic, historic, scientific or social value for past, present or future generations. It is these values that are used to frame heritage criteria used by heritage agencies and statutory authorities. In Queensland, the *Queensland Heritage Act 1992* (Qld) identifies significance as:

Table 5: QHR criterion for entry

Criterion for entry onto the Queensland Heritage Register (state significance)	
A	If the place is important in demonstrating the evolution or pattern of Queensland's history.
B	If the place demonstrates rare, uncommon or endangered aspects of Queensland's cultural heritage.
C	If the place has potential to yield information that will contribute to an understanding of Queensland's history.
D	If the place is important in demonstrating the principal characteristics of a particular class of cultural places.
E	If the place is important because of its aesthetic significance.
F	If the place is important in demonstrating a high degree of creative or technical achievement at a particular period.
G	If the place has a strong or special association with a particular community or cultural group for social, cultural or spiritual reasons.
H	If 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 relevant criteria for a place are grouped together into statements, which are collectively referred to as the statement of significance. (Note: a place must threshold for one or more criterion to be entered on the QHR).

4.2 Statement of Significance

The Ipswich Grammar School is entered on the QHR as provided below.

Table 6: Statement of significance for the Ipswich Grammar School (QHR: 600601):

Cultural Heritage Significance	
Criterion A	Ipswich Grammar School was opened in 1863 following the enactment of the Grammar Schools Act in 1860. It was Queensland's first secondary school and is important in demonstrating the evolution or pattern of Queensland's history, especially with regards to the development of an educational system in Queensland during a period of important pedagogical change.

Cultural Heritage Significance

Criterion A (cont.)	The history of the School is also reflective of the emergence of Ipswich during the mid-19th century as an important centre for social, cultural and industrial advancement.
Criterion D	<p>The School is also important in demonstrating the principal characteristics of a mid-19th century Queensland grammar school, and its evolution demonstrates key shifts in educational policy and practices as well as changes in Queensland's economic climate. The original School building was built in the early 1860s and the growth of Ipswich Grammar School over the years is reflected in its physical expansion.</p> <p>The original building was expanded in 1865 and further building works were carried out in 1877, 1890 and 1921. Today, the Ipswich Grammar School site is an integrated complex of buildings. Apart from the main building complex, the principal structures with heritage significance include the Music School, formerly the science block (1912); the Murray Hancock Memorial Block (1946); the Karl Langer Building (1961); and the Fox and Hancock dormitory towers (1972).</p>
Criterion E	The School's original building, designed by Benjamin Backhouse, remains a significant example of Gothic Revival architecture. It initially occupied a prominent position within the Ipswich townscape, and it remains an historical landmark with aesthetic qualities.
Criterion G	Criterion under review.
Criterion H	The buildings and grounds of Ipswich Grammar School have a special association with the life and work of the Trustees, headmasters, teachers, students and official visitors, many of whom held distinguished places in Queensland's history or remain prominent figures in the Queensland community.

4.3 Comparative Analysis

An assessment of significance is generally supported by a comparative analysis, which compares the place with other similar places to determine its degree of representativeness and rarity (amongst other things). When comparing IGS to similar places, the following criteria were assessed:


- 19th century Grammar or State schools.
- 19th or early 20th century schools with Gothic architecture.

After reviewing the QHR, it was found that there are various comparable State heritage listed Grammar Schools across Queensland (with five examples depicted in Table 7).

The exceptional and high level of State significance that is given to Ipswich Grammar School largely stems from its status as the very first Grammar School in Queensland, established under the Grammar School Act 1860, and for its aesthetic significance as an early Gothic building that sits prominently within the Ipswich townscape.

(Please see over).

Table 7: QHR Comparisons

Place	Comparisons / Associations
<p>Brisbane Grammar School (QHR: 600124)</p> 	<ul style="list-style-type: none"> • Opened in 1869 as the second Grammar School to be opened in Queensland under the <i>Grammar School Act 1860</i>. • First buildings designed by Benjamin Backhouse. • Demonstrates the pattern of Queensland’s history and development, particularly the history of education. • Represents a ‘Collegiate Gothic’ style building.
<p>Toowoomba Grammar School (QHR: 600850)</p> 	<ul style="list-style-type: none"> • Third Grammar School opened under the <i>Grammar Schools Act 1860</i>. • Opened in 1877. • Three-storeyed brick building with contrast concrete and stone trim, described as ‘Domestic Gothic’. • The establishment of the school was supported by the local community and remains a status symbol for the town and district.
<p>Ipswich Girls Grammar School (QHR: 600565).</p> 	<ul style="list-style-type: none"> • Opened in 1892. • Connected to the Ipswich Grammar School (for boys). • One of the youngest Grammar Schools in Queensland. • Demonstrates the culmination of the Grammar School movement in Queensland. • Important aesthetic contribution to the townscape.

Rockhampton Grammar School (QHR: 600781)



- Opened in 1881.
- Two-storey brick building with rendered trim / detailing
- Demonstrates the pattern of Queensland's development and history.
- An aesthetic contribution to the townscape.

Rockhampton Girls Gramma School (QHR: 600780)



- Opened in 1892.
- The 9th Grammar School to be established in Queensland under the *Grammar Schools Act 1860*.
- Opened at a time when Rockhampton was securing its place as a major Queensland locality.
- Collegiate Gothic style.
- Forms a significant feature of the Rockhampton townscape.

4.3.1 Significance Conclusions

The following relevant significance conclusions were outlined in the 2010 CMP:

In summary, the place is important as the first secondary school in Queensland and as a reflection of the economic fluctuations in an Ipswich and the surrounding region, an important area in the history of the State. The Grammar School's original buildings and subsequent additions through to the 1920s are important in demonstrating the building typology and reflect the community expectation for education buildings during these decades. The architect responsible for the original building in the Victorian Free Gothic style, Benjamin Backhouse, was a high profile and important architect with similar design commissions in Queensland and the southern states. George Brockwell Gill, the architect designing the 1920s extensions, also maintained a high profile in Ipswich and Brisbane.

The school is also significant for the members of the community associated with the school, a number of those associated with the school being important in the history of the school and further in the wider community of Queensland.

4.4 Updated Statement of Significance

A Review of the QHR statement of significance finds that the current listing adequately captures the overall heritage significance of the place. However, there is some information that requires update. The following changes to the QHR citation are therefore recommended (indicated by strikethrough or in **bold**):

Table 8: Recommended amendments to the QHR citation for Ipswich Grammar School (AHS, 2023).

QHR Citation for Cultural Heritage Significance	Recommended Update	Rationale
<p>Criterion A</p> <p>Ipswich Grammar School was opened in 1863 following the enactment of the Grammar Schools Act in 1860. It was Queensland's first secondary school and is important in demonstrating the evolution or pattern of Queensland's history, especially with regards to the development of an educational system in Queensland during a period of important pedagogical change.</p> <p>The history of the School is also reflective of the emergence of Ipswich during the mid-19th century as an important centre for social, cultural and industrial advancement.</p>	<p>Ipswich Grammar School was opened in 1863 following the enactment of the Grammar Schools Act in 1860. It was is Queensland's first secondary school and is important in demonstrating the evolution or pattern of Queensland's history, especially with regards to the development of an educational system in Queensland during a period of important pedagogical change.</p> <p>The history of the School is also reflective of the emergence of Ipswich during the mid-19th century as an important centre for social, cultural and industrial advancement.</p>	<p>Criterion A does not require a major update.</p>
<p>Criterion D</p> <p>The School is also important in demonstrating the principal characteristics of a mid-19th century Queensland grammar school, and its evolution demonstrates key shifts in educational policy and practices as well as changes in Queensland's economic climate. The original School building was built in the early 1860s and the growth of Ipswich Grammar School over the years is reflected in its physical expansion.</p> <p>The original building was expanded in 1865 and further building works were carried out in 1877, 1890 and 1921. Today, the Ipswich Grammar School site is an integrated complex of buildings. Apart from the main building complex, the principal structures with heritage significance include the Music School, formerly the science block (1912); the Murray Hancock Memorial Block (1946); the Karl Langer Building (1961); and the Fox and Hancock dormitory towers (1972).</p>	<p>The School is also important in demonstrating the principal characteristics of a mid-19th century Queensland grammar school, and its evolution demonstrates key shifts in educational policy and practices as well as changes in Queensland's economic climate. The original School building was built in 1863 the early 1860s after the implementation of the Grammar Schools Act in 1860.</p> <p>The growth of Ipswich Grammar School over the years is reflected in its physical expansion. The original building was expanded in 1865 and further building works were carried out in 1877, 1890 and 1921. These early expansions demonstrate the changing requirements of Queensland's early education system, prior to the mid-century where secondary schooling was more common and widespread throughout the State.</p> <p>Today, the Ipswich Grammar School site is an integrated complex of buildings. However, the principal structures of heritage significance are the early building complex (including nineteenth century and 1920s structures) and the Music</p>	<p>It is recommended this section be updated to make a more specific reference to the former 1912 Science Building. Instead of calling this building the 'Music School', which it only operated as for a short period, its description should be 'former 1912 Science Building' as this was its original design and function.</p> <p>It is recommended that any reference to the Murray Hancock Memorial Block (1946) is removed from the QHR listed as this building has been demolished (with approval) to facilitate the construction of the new STEM building.</p> <p>It is also recommended that any reference to the Fox and Hancock dormitory towers (1972) be removed from this section and not referred to as 'principal structures with heritage significance'. The two dormitory towers are later additions to the school, and although they retain a low level of heritage significance due to their representation of the school's growth over time, they do not hold a comparable level of significance to those other principal structures mentioned in the citation.</p>

QHR Citation for Cultural Heritage Significance	Recommended Update	Rationale	
<p>Criterion D (cont.)</p>	<p>School, formerly the former 1912 science block; the Murray Hancock Memorial Block (1946); the Karl Langer Building (1961); and the Fox and Hancock dormitory towers (1972).</p>	<p>It should also be noted that these buildings have been transformed internally and externally over time, impacting upon their integrity and values, and obscure views to the significant Great Hall building.</p> <p>It is also recommended that the Karl Langer Building (1961) be removed or modified to reflect the low heritage significance rating as a later addition which contributes to the school's growth over time but is not comparable in significance to other principal structures mentioned in the citation. The 'Karl Langer Building', as written in the QHR citation, should also be changed to 'Secondary Block designed by Karl Langer'.</p>	
<p>Criterion E</p>	<p>The School's original building, designed by Benjamin Backhouse, remains a significant example of Gothic Revival architecture. It initially occupied a prominent position within the Ipswich townscape, and it remains an historical landmark with aesthetic qualities</p>	<p>No update required.</p>	
<p>Criterion G</p>	<p>Criterion under review.</p>	<p>N/A</p>	
<p>Criterion H</p>	<p>The buildings and grounds of Ipswich Grammar School have a special association with the life and work of the Trustees, headmasters, teachers, students and official visitors, many of whom held distinguished places in Queensland's history or remain prominent figures in the Queensland community.</p>	<p>The buildings and grounds of Ipswich Grammar School, particularly the nineteenth century and early-twentieth century buildings, have a special association with the life and work of the Trustees, headmasters, teachers, students and official visitors, many of whom held distinguished places in Queensland's history or remain prominent figures in the Queensland community.</p> <p>The school also has a special association with architect Benjamin Backhouse who was a prominent nineteenth century architect responsible for many of Brisbane and South-East Queensland's early prominent buildings.</p>	<p>It is recommended that Criterion H be updated to include reference to Benjamin Backhouse as the school also has a special association with his life work as one of Queensland's most prominent mid-nineteenth century architects.</p> <p>Although it is acknowledged that there are various phases of the school's history, each that may relate a teachers, headmasters, students etc, it is the school's early establishment and early phase of expansion a development (c.1860s-1920s) that is of primary heritage significance as it demonstrates the early development of Queensland's education system.</p>



Update to QHR Boundary

The following image illustrates the recommended update / change to the QHR Boundary based upon the results of this CMP and the above updated Statement of Significance. The current QHR Boundary encompasses the entirety of Lot 393 SP283393. The recommended updated QHR Boundary encompasses the Early Building Complex and the remainder of the school south / south-east of the complex.

This updated QHR Boundary allows for contemporary buildings to the north of the Early Building Complex to be updated and changed without the requirement for subsequent applications to the Department of Environment and Science (DES) as any works on these buildings will not be impacting any element of heritage value within the school. The updated QHR Boundary also ensures that elements identified within the CMP of moderate-to-high significance (See Section 4.5 below) are still encapsulated for heritage protection.



Figure 167: The current QHR Boundary [orange – L393 SP283393] encompasses the entirety of Lot 393 SP283393. The recommended updated QHR Boundary [blue] encompasses the Early Building Complex and the remainder of the school south / south-east of the complex.

4.5 Hierarchy of Significant Elements

The Ipswich Grammar School is comprised of a number of discrete elements. Not all elements of a heritage place will contribute equally to its cultural heritage significance. Different components make a different relative contribution. These elements are graded with relative levels of significance according to the extent in which they demonstrate and contribute to the significance of the place as defined within the statement of significance provided in the heritage Citation (QHR Statement of Significance).

Best practice initiatives to assess relative levels of significance generally operate under a five or six-tiered system for State heritage places. The hierarchy of significant elements for the Ipswich Grammar School is guided by the following criteria:

Table 9: Criteria for hierarchy of significance (AHS, 2021).

Grading	Description
Exceptional	Rare or outstanding element, exhibiting a high degree of intactness or other such quality(s) and is interpretable to a high degree, although alteration or degradation may be evident.
High	Featuring a high degree of original or early fabric or demonstrative of a key part of the place's significance, with a degree of alteration which does not unduly detract from that significance
Moderate	Altered or modified elements. Elements with some heritage value which contribute to the overall significance of the place.
Low	Difficult or unable to be interpreted, not an important function, subject to high alteration, potentially detracting from the significance of the place.
None	The element does not contribute to or detract from the significance of the place.
Intrusive	Damaging the site's overall significance, an aspect of the site's significance and/or significant fabric.

When assessing the relative levels of significance of elements within the Ipswich Grammar School, the key themes and phases that must be balanced is the association to the nineteenth (19th) century phase of development, the early twentieth (20th) century phase of development (i.e., 1900-1930), the mid-twentieth century phase of development (i.e., 1940-1970), and the late-twentieth to early twenty-first (21st) century phase of development (i.e., 1980-present).

The mid to late-nineteenth century phase of development is the historic phase in which Queensland's earliest school was established and includes the prominent aesthetic values of the core buildings (i.e., Gothic Revival). Elements relating to this phase are therefore generally graded with higher levels of significance than those which develop afterwards.

However, elements and features relating to the early-twentieth century phase may also be graded with a high level of significance as these elements illustrate the early development of the school and have their own aesthetic values and associations that are historically important.

Later phases of the school, although contributing to an understanding of the school's development over time, are largely regarded to hold low-to-no significance as they are not original fabric and do not relate to the early operation and use of the school.

Therefore, in addition to the above criteria, when assessing the relative levels of significance for IGS, the following also apply:

- Elements of exceptional significance are predominantly applied to original 1863-1865 elements, fabric, and aesthetic which exemplify the original design features, design intentions and original functionality of the building.

- Where an exceptional ranking may be applied to original fabric, the element or feature must exemplify a high degree of exceptional aesthetic value or association to the original building.
- Elements of high significance are applied to nineteenth century elements but can also be applied to early-twentieth century elements if they exhibit heritage value that illustrates the early development of the school.

4.5.1 Zones of Significance

In addition to the Hierarchy of Significant Elements (Table 10) which identifies individual elements of heritage value, the following zone plan indicates areas or ‘zones’ of significance.

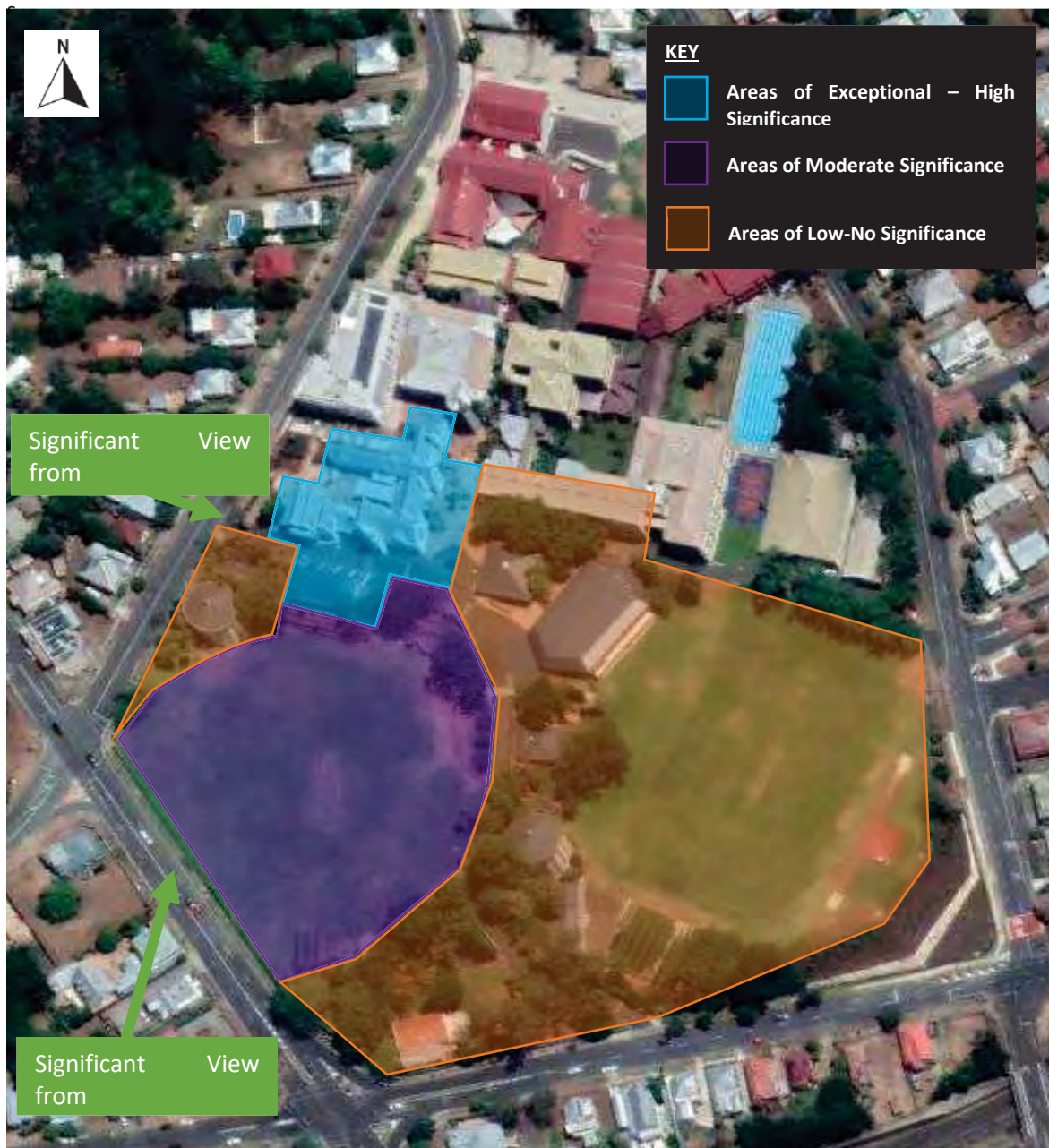


Figure 168: Zones of Significance. The two key viewsheds, as outlined in the hierarchy of significant elements, are indicated in **Green**. All other areas, particularly the Junior School to the north, have no heritage value and do not relate significantly to the history of the school.

Table 10: Hierarchy of significant elements for Ipswich Grammar School (AHS, 2021).

Location	Area	Element	Grading	Comments
Exterior: Early Building Complex	Nineteenth century (1863-1877) Buildings	General Design Features	Exceptional	Any external aesthetic design features that relate to the original 1863-1865 Gothic Revival architecture are of exceptional significance as they are original features of the building relating to Benjamin Backhouse’s design. These design elements include: <ul style="list-style-type: none"> • Steeply pitched roofs with parapeted gables. • Longitudinal ridgelines. • Crenelated octagonal towers. • Pointed arch windows and doors. • Pitched bell tower. • Acroteria.
		Brickwork	High	IGS’s original design included exposed external brickwork with cement render dressings. Although now mostly rendered, the brickwork is of high significance as it is an original element and design feature of the building.
		Dormer Windows	High	The dormer windows present in the early 19 th century buildings are of high significance as they are early design features that contribute to the aesthetic value of the place.
		Finials	High	The early finials present on the 1877 extension are regarded as having high significance as they are early design elements of the building that contribute to its aesthetic heritage value.
		Parapet Capping	High	The parapets and parapet capping are of high significance as they are original and early design features of the building.
		Protruding Gables	High	The protruding gables of the 1877 extension are early design features and fabric and are therefore of high significance.
		Eastern Verandah	High	The existence and location of the verandah along the eastern elevation of the 1863 building is an original design feature of high significance. The verandah roof sheeting looks to have been replaced and is therefore of no heritage value.

Location	Area	Element	Grading	Comments
Exterior: Early Building Complex	Nineteenth century (1863-1877) Buildings	Render	Moderate	The render is of moderate significance as it is an early design choice for the building, demonstrating the school's adaption over time and the potential condition issues with the original brickwork quality. However, having expressed quoins and articulated moulds around windows and doors are high significance as these were original design / aesthetic elements of IGS.
		Guttering and Downpipes	Moderate	Whilst unlikely any original guttering and downpipes remain, (as opposed to replacement guttering and downpipes), the ogee form of guttering is likely an original or early detail, and therefore the use of an ogee shaped gutter is regarded as having moderate heritage significance as it has some contribution to the overall aesthetic and heritage significance of the place.
		Roof Sheeting	None	The school's roofs have been replaced over time and are now unpainted corrugated iron. The roof sheeting is therefore of no heritage value.
	1890 Verandahs	General	High	The 1890 covered walkway / verandah additions (in the courtyard are an early addition to the buildings. Although the verandah roofs and early fabric are replaced, the existence of the verandahs is of high significance as they indicate the changing needs of the school and early design elements of the school.
	Former 1912 Science Building	General	High	The former 1912 Science Building, and then Gilmore Wilson Music Building, is generally of high significance. The building's external features, such as the hipped roof, ashlar rendered brick, chimneystack, arched windows and doorways, and southern verandah with timber columns, are all original features of the 1912 building and are early twentieth century fabric. This building also demonstrates the growth and development of the School, as well as the development of Queensland schooling and curriculum with a heavier focus on science, and then later music for a number of years and now the Accounts Office and Uniform Shop.
	1921 Bradfield House	General	High	Although not an original nineteenth century building, Bradfield House demonstrates the growth and development of the school in the early nineteenth century and is an early building, in-keeping with aesthetic qualities of the school and its Gothic style (i.e., high-pitched gables). The building is also associated with George Brockwell Gill who is an Ipswich architect, demonstrating historic associations at a local level.



Location	Area	Element	Grading	Comments
Exterior: Early Building Complex	1921 Bradfield House	Brickwork	High	The brickwork at Bradfield House is early twentieth century fabric which is consistent with the original design of the school. The brickwork is therefore of high significance.
		Sash Windows	High	The sash windows with lintels and sills are of high significance as they are early twentieth century design elements and fabric.
		Cantilevered Verandahs	High	The existence and location of the cantilevered weatherboard verandahs that protrude from both the north and south elevations of Bradfield House are of high significance as they are early twentieth century design elements. However, the aluminium framed windows and additional plaster enclosure (southern verandah) are of no heritage value as these are more contemporary renovations.
		Western Enclosed Verandah (infill)	Low to None	Whilst the original form and structure of the weatherboard-clad extension to the west of Bradfield House is an early c.1920s verandah and of high significance, the contemporary elements associated with its enclosure are not. It been heavily modified due to its weatherboard enclosure and has lost much of its original design elements. The staircase and aluminium windows are of no heritage value.
1921 Building (Courtyard Area)	Building (Courtyard Area)	General	Moderate	The 1921 extension, whilst not original, is an early extension which contributes to an understanding of the growth and development of the school in the early twentieth century. Compared to other 1921 buildings (i.e., Bradfield House), this extension is graded with moderate significance as it does not contribute to the same degree of significance to the school.
		Brickwork	Moderate	The brickwork and design of the extension was constructed in a way that was sympathetic to the rest of the school and aimed to match the brick design. The brickwork is of moderate significance as it is an early-twentieth century element that indicates the development of the school.
		Sash Windows	Moderate	The eight-pane rectangular sash windows with lintels and sills are of moderate heritage significance as they are early twentieth century design elements of the building with demonstrates the school's growth, development, and changing needs.

Location	Area	Element	Grading	Comments
Interior Ground Floor: 1863-1865 Buildings	General	Ashlar Render	Moderate	The ashlar render is an early design feature of the building and contributes to the overall significance of the school as it demonstrates the school adapting and changing over time and the likely condition issues associated with the face brick. As it is assumed to not be an original design feature of the building (but still early), it is graded with a moderate level of significance.
		Moveable Heritage	High	Moveable heritage across the site, including memorabilia and honour boards etc., are of high significance as they are heritage elements that contribute to the understanding of the school's history.
	The Great Hall (Rooms 1a and 1b)	All Elements	High	The Great Hall remains generally intact with original or early fabric, including: <ul style="list-style-type: none"> • Floorboards. • Roof structure and materials. • Skirting and cornicing. • Picture and dado rails. • Gallery brackets. • Doorways and windows. This fabric is therefore of high significance.
		Contemporary Elements	None	More contemporary elements within the Great Hall are of no significance, these include: <ul style="list-style-type: none"> • The brass vent system. • Fans. • Services generally (i.e., electric).
	Room 2 (Foyer Area)	Arched Doorway	Exceptional	The arched, Gothic-style doorway with associated moulds provides the main entrance into the Great Hall building from the south. The doorway is of exceptional significance as it is a prominent aesthetic feature of the southern façade which exemplifies the Gothic architectural style of the building, which is not common. The arched timber double-door itself, is ranked with no significance as it is a contemporary doorway. However, the use of an arched door in this location is imperative.
		Windows	High	The narrow sash windows are original design features of the tower and are therefore of high significance.



Location	Area	Element	Grading	Comments
Interior Ground Floor: 1863-1865 Buildings	Room 2 (Foyer Area)	Corrugated mini-orb ceiling	High	The corrugate mini-orb ceiling is early fabric and an early design feature and therefore high significance.
		Staircase	High	The staircase up to the first floor is an original feature of the place and is therefore of high significance.
		Pendant Light	None	The pendant lights in the entrance foyer space are of no heritage value as they are not early or original fabric.
		Tiles	None	The ceramic tiles are contemporary fabric of no heritage value.
		Plaster Ceiling	None	The plasterboard ceiling in the foyer area (between the Great Hall and Marketing Office) is of no heritage value as it is contemporary fabric.
	Room 3 (Enrolments and Marketing)	Fireplace	High	The fireplace is an original feature of the 1865 building and is therefore of high significance.
		Cornicing and Skirting	High	The cornicing and skirting are original fabric and design elements of the room and are therefore of high significance. The paint scheme of the cornicing is of no significance.
		Ceiling Rose	High	The ceiling rose is of high significance as it is an original plaster design element of the room. The chandelier is believed to be a reproduction and is therefore of no heritage value. (Access was not possible to verify this, which should be conducted if it is proposed for removal).
		Doorway and Fanlight	High	The doorway into Room 3 is an early four-panel low-waisted door. It is of high significance. The fanlight above the door looks to be a replacement and is therefore no heritage value. However, the existence of a two-panel fanlight is of high significance as this is an early design feature that is consistent throughout the original 1863-1865 buildings.
		Carpet	None	The carpet is contemporary and is therefore of no heritage value. It is currently unknown if original flooring exists underneath.
		Fitout	None	This room has a contemporary fitout, including desks and chairs etc. These elements are of no heritage value.

Location	Area	Element	Grading	Comments
Interior Ground Floor: 1863-1865 Buildings	Bell Tower and Hallway	Arched Entrance	Exceptional	The pointed-arch, Gothic-style entrance with associated decorative moulds is of exceptional significance as it is a prominent aesthetic feature of the eastern elevations which exemplifies the Gothic architectural style of the building. It is also part of the original 1863 building and is therefore some of the oldest fabric and design features remaining in the school.
		Four-Panel Doors	High	The original/early four-panel low-waisted timber doors are of high significance.
		Decorative VJ Panel	Moderate	The decorate VJ panelling in the doorway that leads out to the courtyard is of moderate significance. This panelling is early fabric, though it is in poor condition and only contributes to a small degree to the overall significance of the place.
		VJ Ceiling	Moderate	The VJ ceiling with wide boards is early fabric.
		Silk Oak Door	None	The silky oak door in the hallway is a more contemporary door and is therefore of no heritage value.
		Plasterboard ceiling	None	That plasterboard ceiling is contemporary and therefore of no heritage value. It is currently unknown if an original ceiling or fabric exists behind.
		Concrete Slab	Moderate	Considered to be early but with alterations and repairs.
	Room 4 (Boardroom)	Cornicing and Skirting	High	The cornicing and skirting are original fabric and design elements of the room and are therefore of high significance.
		Fanlight	High	The two-pane fanlight is original/early fabric and design feature and is therefore of high significance.
		Doorways	None	The two doorways into this room are of no heritage value as they are contemporary doors (one silky oak and one VJ door).
		Ceiling Rose	High	The ceiling rose is of high significance as it is an original plaster design element of the room.
		Picture Rail	High	The picture rail is an original design feature and is therefore of high significance.
		Carpet	None	The carpet is contemporary and is therefore of no heritage value. It is currently unknown if original flooring exists underneath.
	Vent System	None	The brass vent system is a contemporary feature and is of no heritage value.	

Location	Area	Element	Grading	Comments
Interior Ground Floor: 1863-1865 Buildings	Room 4 (Boardroom) South-North Hallway	Silky Oak Furniture and Furnishings	None	The silky oak furniture and window furnishings are not original or early fabric and do not contribute to the overall significance of the place. They are therefore of no significance.
		Skirting	High	The skirting in the hallway is original fabric consistent with the rest of the building. It is of high significance.
		Fanlight	High	The two-pane fanlight for the hallway door is original/early fabric and design feature and is therefore of high significance.
		Strong Room	High	The location and existence of the strong room is of high significance as this is an original feature of the building which illuminates important aspects of the school's history (i.e., financial management). However, the door to the strong room itself is contemporary and of no heritage value.
		Plasterboard Ceiling	None	The plasterboard ceiling is likely a contemporary replacement, with contemporary cornicing. It is therefore of no significance.
		Carpet	None	The carpet is contemporary and is therefore of no heritage value. It is currently unknown if original flooring exists underneath.
		Vent System	None	The brass vent system is a contemporary feature and is of no heritage value.
	Rooms 5 and 6	Fireplace	High	The fireplace is an original feature of the 1863 building and is therefore of high significance.
		Cornicing and Skirting	High	The cornicing and skirting are original fabric and design elements of the room and are therefore of high significance.
		Ceiling Rose	High	The ceiling rose is of high significance as it is an original plaster design element of the room.
		Doorway and Fanlight	High	The doorway and fanlights are early four-panel low-waisted doors with two-pane fanlights. They are of high significance.
		Floorboards	High	The floorboards in this room look to be original. They are of high significance.
		French Doors	High	The French doors and associated fanlights out to the eastern verandah are original or early design features and therefore of high significance.
		Picture Rail	None	The picture rail in this space is more contemporary and therefore of no significance.
Vent System	None	The brass vent system is a contemporary feature and is of no heritage value.		

Location	Area	Element	Grading	Comments
Interior Ground Floor: 1863-1865 Buildings	Rooms 5 and 6 Room 7	Wall Render	Moderate	The walls in this room appear to have been re-rendered as there is no ashlar detail, however further research is required to confirm this aspect.
		Ceiling Rose	High	The ceiling rose is of high significance as it is an original plaster design element of the room.
		Fireplace	High	The fireplace is an original feature of the 1863 building and is therefore of high significance.
		Skirting	High	The skirting is an original design element of the room and is therefore of high significance.
		Four-Panel Doors	High	The original four-panel doors are of high significance.
		Decorative Window Panels	High	Below the sash windows are decorative panels. These panels are believed to be early or original fabric and are therefore graded with high significance.
		Sash Windows	High	The sash windows are early fabric and therefore of high significance. The mid-twentieth century doorway that has been installed in one of the sash windows opening on the northern elevation is of no heritage value.
		Fanlight	Moderate	There is a two-pane fanlight in this room, that, though consistent with the remainder of the building, has had the glass removed and panelled over. Due to this modification of original fabric, the fanlights in this space are regarded to have moderate significance.
		Ceiling	None	The ceiling and cornicing look to be contemporary and are of no heritage value.
		Flooring	None	The flooring in this room is contemporary and of no heritage value.
Interior Ground Floor: 1877 Extension	Room 8	Vent System	None	The brass vent system is a contemporary feature and is of no heritage value.
		Fireplace	High	The fireplace is an early feature and fabric of the school and is therefore of high significance.
		Casement and Sash Windows	Low	The casement and sash windows in this room are not original fabric, but nonetheless contribute an understanding into the change of use for the room in the mid-twentieth century. The windows are therefore of low heritage significance.

Location	Area	Element	Grading	Comments
Interior Ground Floor: 1877 Extension	Room 8 (cont.)	Kitchen Cabinets	Low	The kitchen cabinetry is mid-twentieth century fabric which demonstrates the past uses of this space and aids in the interpretation of the room. However, much of the early fabric in this space has been removed, making it difficult to be interpreted. The kitchen cabinetry is of low heritage significance.
		Tiles	None	The ceramic tiles are contemporary fabric of no heritage value.
		VJ Partition Wall	Intrusive	The VJ partition wall and sliding door obscures the interpretation of this space and therefore detracts from its significance. It is regarded as being an intrusive element.
	Room 9 (Sick Bay) and 1921 Addition	Four-Panel Door	High	There is an original four-panel door into sick bay. Although painted white, as an original element it is graded with high significance.
		Storage Area Archway	High	In the storage area is an original archway that has been filled in. This remnant archway is of high significance as it adds to the interpretation of the building and indicates earlier circulation, connectivity, and use.
		Picture Rails	Moderate	There are some remnant picture rails in this room, however, much has been removed resulting in the overall picture rail being subject to high alteration. Remnant picture rail is therefore regarded to have moderate significance.
		All Other Elements	None	Room 9 has had a complete refurbishment and contemporary fitout, including painting works. All other elements within this space are contemporary, including floors and ceiling, and are therefore of no heritage significance.
Interior First Floor: 1865 – 1863 Buildings.	General	Ceiling	High	The exposed ceiling structure and ceiling boards are original fabric and an original design feature of these spaces. They are therefore of high significance.
	Rooms 10-11	Mini-Orb Ceiling	High	The corrugated mini-orb ceiling original or early fabric. It is therefore of high significance.
		Floorboards	High	The floorboards in these spaces are original (although some areas have had patch repairs). The floorboards are of high significance.
		Skirting	High	Where original skirting remains intact, this skirting is of high significance.
		Sash Windows	High	The sash windows are original fabric and are of high significance.
		Narrow Staircase	High	The narrow staircase that provides access to the tower is of high significance as it is an original design feature and is original fabric.
		Upper Tower	Stairs	High

Location	Area	Element	Grading	Comments
Interior First Floor: 1865 – 1863 Buildings	Rooms 10-11	Windows	High	The pointed arch windows in the tower are of high significance as original elements of the tower.
		VJ Wall and Windows	Moderate	The VJ wall and horizontal fixed-glass windows at the top of the staircase is an early-twentieth century addition to the building. It therefore has some heritage value which contributes to an understanding of the school's adaptation and change over time. It is graded with moderate significance.
		VJ Walls	Low	The wide, beaded, VJ walls are of low significance. Although early fabric, they date later than the other VJ walls in the area and intersect with some of the windows.
	Room 12	Windows	High	The narrow, pointed-arch windows are of high significance as they are original fabric and design features. Some of the glass in the windows has been replaced over time, replacement glass is of no heritage value.
		Brickwork	High	The exposed brickwork in this space is of high significance as it is original fabric.
		Floorboards	High	The floorboards in this space are original and therefore of high significance.
	Room 13	Staircase	High	The staircase from the ground floor to the first floor of the 183 building is of high significance as it is an original element. The carpet on the staircase is of no heritage value.
		Brickwork	High	The painted bricks in this space are of high significance as they are original fabric.
		Enclosed Doorways	Low-None	It is currently unknown whether the two enclosed doorways in this space are original or early doorways, or whether they are later additions and alterations to these spaces. They are therefore graded with low-no significance.
		Carpet	None	The contemporary carpet in this space is of no significance. The state of original flooring underneath is currently unknown.
	Great Hall Gallery	Balustrades	High	The balustrades of the Gallery in the Great Hall are of high significance as it is original fabric and an original design element of the building.
		Floorboards	High	The wide floorboards in the gallery are original and therefore of high significance. The narrower floorboards are replacement boards and are therefore of no significance.

Location	Area	Element	Grading	Comments
Interior First Floor: 1865 – 1863 Buildings	Great Hall Gallery	Picture Rail	High	The picture rail around the gallery is original fabric and an original design feature. It is therefore of high significance.
		Rectangular Window	High	The rectangular window to the east is of high significance as it is an original window that is a central feature of the bell tower, above the archway entrance.
		Door	None	The doorway to the Gallery is a replacement doorway and is of no heritage value.
	Room 14	Brickwork	High	The painted bricks in this space are of high significance as they are original fabric.
		Partition Wall / Gable	None	The wall between Room 13 and Room 14 is a partition wall with an aluminium glazed gable. It is a more contemporary addition to the building and is therefore of no heritage value.
		Services	None	The services in this space are concealed by thick service ducting that looks like a dado rail. The service ducting of no heritage value.
	Room 15	Ceiling Rose	High	The ceiling rose in this space is an original or early design element and is therefore of high significance.
		VJ Ceiling	Moderate	The VJ ceiling is an early ceiling in the room, however it has been modified over time. It is therefore of moderate significance.
		Plaster Ceiling	Moderate	The plaster batten ceiling is an early ceiling in the room; however, it has been modified over time. It is therefore of moderate significance.
		Wall Render	Moderate	The walls in this room look appear to have been re-rendered as there is no ashlar detail, however further research is required to confirm this aspect.
		Sash Window	Low	The sash window in this space is not original, however it is early-twentieth century fabric which contributes a low level of understanding to the development of the school over time. It is therefore of low significance.
		Kitchenette	None	The kitchenette is contemporary and of no heritage value.
		Vinyl Flooring	None	The vinyl flooring is contemporary and of no heritage value.
Interior First Floor: 1877 Extension	Room 16	Ceiling	High	The VJ ceiling, including lattice ceiling vent, is original 1877 fabric and therefore of high significance.
		Brickwork	High	The exposed brickwork is original 1877 fabric and therefore of high significance.

Location	Area	Element	Grading	Comments	
Interior First Floor: 1877 Extension (cont.)	Room 16	Chimney	High	The brick chimney, relating to the fireplace below, is original 1877 fabric and therefore of high significance.	
	Rooms 17-19	General	Brickwork	High	The brickwork in these spaces is original 1877 fabric and is therefore of high significance.
			Ceiling	High	The exposed ceiling structure and ceiling boards are original fabric and an original design feature of these spaces. They are therefore of high significance.
		Brick Gable End/Wall		High	The brick gabled end/wall between Room 17 and Room 13 delineates the end junction of the 1877 extension and the original 1863 building. This wall is therefore important, not only as early fabric, but as an interpretive tool which demonstrates the development of the school over time.
		Staircase		High	The staircase down to the ground floor is of high significance as it is an original feature of the 1877 extension.
		Rectangular Windows		Low	The rectangular windows that are on the western gable have been replaced. The existence of these windows is of low significance, noting that they have been subject to high alteration over time (i.e., this location was previously linked to the former Murray Hancock building).
		Arched Doorway		Low	There is an arched doorway on the northern elevation that has recently been bricked-in as part of the current restoration program on the building. This doorway has been subject to high alteration and is therefore of low significance.
		Carpet		None	The carpet in these rooms is of no heritage value.
		Partition Wall		None	The partition wall that makes up the Room 18 store is of no significance as this is a later addition to the space.
	Area 20	Ceiling		High	The VJ ceiling is original fabric and is therefore of high significance.
		Ceiling Roses		High	The ceiling roses are original fabric and therefore of high significance.
		Staircase		High	Both the staircase in the north tower, and the small staircase internally between the two levels of Area 20 are of high significance as they are early design features of the building.

Location	Area	Element	Grading	Comments
Interior First Floor: 1877 Extension (cont.)	Area 20 (cont.)	Pointed Archway	High	The pointed archway with associated decorative moulds that exists over the small staircase between both levels of Area 20 is of high significance as it is an original design feature of the building which exemplifies the Gothic architecture of the place.
		Fireplace	High	The original fireplace in the north-west room is of high significance.
		Four-Panel Doors	High	The original four-panel doors are of high significance.
		Plaster Walls	Low	Many walls in this space have been plastered over. The contemporary material is of no significance; however any surviving remnant features underneath are of some (low) value.
		Skirting Boards	Low	The skirting boards are possibly replaced but are considered to be potentially early mid-twentieth century.
		Carpet	None	The carpet is contemporary and is of no significance.
Interior: Former 1912 Science Building	General	All Elements	None	The interior of the former 1912 Science Building is a contemporary fitout. The internal spaces and fabric are therefore of no heritage significance.
Interior: Bradfield House	Unable to be assessed internally.			
Broader Site	Fox and Hancock Boarding Towers	General	Low-None	<p>The Fox and Hancock Boarding towers have previously been assessed as having 'some' heritage significance for their unusual design and for demonstrating the development of the school during the 1970s.</p> <p>This updated CMP regards the Fox and Hancock Towers to have low-no heritage value for a variety of reasons, including the following:</p> <ul style="list-style-type: none"> • They do not contribute aesthetically to the school and are an unsympathetic design to the original buildings, drawing attention away from them and dominating in scale and design. The buildings detrimentally impact the legibility of the early form, scale, layout, views and interpretation of the school. • New buildings should be readily identifiable as new and become part of the story of the place. However, the choice of materiality and design should be sympathetic and complimentary to the older, original fabric, and should not dominate or draw attention away from

Location	Area	Element	Grading	Comments
Broader Site (cont.)	Fox and Hancock Boarding Towers	General	Low-None	<p>the heritage building. This is something that the Fox and Hancock Boarding towers have <u>not</u> accomplished.</p> <ul style="list-style-type: none"> • They have been heavily modified internally over the years, impacting their integrity, and no longer retain any original internal elements. • The Fox tower impacts on key views towards the original building and Great Hall from the corner of Burnett Street and Woodend Road. <p>The potential for special association with architect Stephen Trotter could suggest that these towers <i>may</i> have some level of significance, however the buildings survive with a very large list of issues and non-conformances from a design perspective today, making them unsuitable for continued use as a dormitory (or for any other school use), which also must be considered against their architectural merit. This updated CMP considers that the towers are therefore considered to hold a Low-No ranking overall.</p>
	Secondary Block (designed by Karl Langer).	General	Low	<p>The construction of the Secondary Block (designed by Karl Langer) marked the point of acceleration in the intensification of school facilities. The design demonstrates modernist principles and environmental considerations that were beginning to emerge Queensland in the 1960s and are in stark contrast to the early phases. The later development of the school was driven to an extent by the placement of this building, with little regard to the orientation and context of the original and early buildings. The design of the building is considered to represent a contemporary phase of the school's history, which is considered more homogenous to other schools in Queensland. The Secondary Block building has previously been assessed as holding 'considerable' significance due to its design and because it demonstrates the development of the school in the 1960s.</p> <p>This updated CMP regards the Secondary Block to have low heritage value for similar reasons as the Fox and Hancock towers – as it detrimentally impacts the early form, scale, layout, views and interpretation of the school's key cultural heritage values.</p>

Location	Area	Element	Grading	Comments
Broader Site (cont.)	Secondary Block (cont.)	General	Low	Historically, the Secondary Block has also been criticised for obstructing key views of IGS from the Ipswich CBS. Whilst the building demonstrates a point of development at IGS in the 1960s and the represents a milestone in the school's growth over time, it has been substantially altered both internally and externally.
	Clive Wyman Building	General	None	The Clive Wyman building is a 1980s addition to the Karl Langer classroom building. This building does not contribute to the school's heritage value and is therefore regarded as having no significance.
	Auditorium and M.E. Williams Building	General	None	The Auditorium and M.E. Williams buildings are both regarded to hold no heritage significance as they have been modified and altered over time and are later (1970s) buildings which do not contribute significantly to the overall heritage significance of the school.
	Ladley Building and H.C. Wilson Building	General	None	The Ladley Building and H.C. Wilson Building are 1980 buildings that are regarded to have no heritage significance as they are later buildings that do not contribute significantly to the overall heritage value of the place.
	Headmaster Residence	General	Low-None	The Headmaster Residence is a 1960s building. It demonstrates the recent development of the school and its change in operations and use over time. It has also been subject to high alteration and extensions over time and is now difficult to interpret and therefore does not contribute greatly to the school's overall heritage significance.
	Amenities Building	General	Low-None	The amenities building was constructed in the 1950s and refurbished in the 1980s as well as had extensions added to it over time. As a mid-20 th century building it has a low contribution to the school's significance and is not considered to contribute substantially to the school's significance.
	Boarding Master Residence	General	None	This building is a 1970s construction that has been subject to high alteration over time and does not contribute to the school's overall heritage significance.
	Garden Sheds	General	None	The garden sheds adjacent to the Hancock Oval are contemporary and therefore of no heritage value.
	Water Tank	General	None	The concrete water tank next to the Hancock Oval was constructed in 1985 by Monocast Manufacturing. It does not contribute or detract to the heritage significance of the school.



Location	Area	Element	Grading	Comments	
Broader Site (cont.)	All other buildings	General	None	All other buildings within the school site, particularly to the north of the Early Building Complex, are of no heritage value as they are contemporary buildings which do not contribute to the heritage significance of the school.	
The School Grounds	Maud Kerr Oval (No. 1 Oval)	General	Moderate	The general location of this oval dates back to 1925 although it was significantly altered in the 1950s and terraced with stone-pitched retaining walls in the 1970s. However, it remains an important part of the school activities from the early Twentieth Century and an attractive setting for the Great Hall and main building complex.	
	Hancock Oval (No. 4 Oval)	General	Low	This oval was formerly used by the cadets due to its thick scrub. Constructed in 1961 it is important for its use as a sports field however it does not provide any direct links to or appreciation of the school's important historical phases.	
	Landscape features	Fig tree (beside Secondary Block)		Moderate	The old Fig tree is a considerable tree by the 1940s and is therefore expected to be one of the earliest trees in the school grounds.
		All other planting		None	Although there are mature trees within the IGS setting and marking the main entrance (including Eucalypts, Pines and Jacarandas) they are not early and whilst they provide shade and amenity to the school grounds, they are not of heritage significance.
		Brick paving		None	The brick paving throughout the grounds was undertaken in the 1980s and is therefore of no cultural heritage significance.
		Rockwork		None	The rockwork set in concrete beside the steps was undertaken in the 1980s and although quirky is of no heritage significance.
		Perimeter fencing		None	Fencing around the site varies with chain link wire along Waghorn and Darling Street and contemporary powder coated steel fence along Burnett Street and Woodend Road. Sections of brick fencing dating back to the 1980s also front Woodend road. All fencing is of no heritage significance.
Sandstone blockwork		None	Concrete blocks with sandstone tiles provide a contemporary entrance marker and sign to the school on Darling Street. Other sandstone pillars at the intersection of Burnett Street and Woodend Road, and the new pedestrian gates on Woodend Road, are consistent with the Darling Street entrance, however these elements are of no significance.		

Location	Area	Element	Grading	Comments
The School Grounds	Landscape features	Headmaster's garden	None	The Headmaster's garden is of no heritage significance.
		School furniture	None	The school furniture is of no significance.
	Driveway	Alignment	Moderate-Low	The current driveway configuration was established in the 1980s and provides a winding approach up to the school towards the main building complex. Although not original it nonetheless provides a significant approach and internal view corridor across the open space areas and up to the Great Hall.
		Main entrance	Low	A pair of decorative painted steel gates were installed during the 1980s and address the main entry in Darling St. Although not early they are impressive in their design.
	Lighting	None	The decorative lights along the driveway are reproduction Victorian lights. Age unknown.	
Views and Vistas	Key views (external)	View from Burnett Road	High	The view corridor from Burnett Street over the Maud Kerr Oval (No. 1 Oval) to the Great Hall and main building complex on its hilltop setting is a key vista and is therefore of high significance. This view has been somewhat diminished over time due to the construction of the Fox Tower, the 1912 Science Building, and the planting of trees and vegetation.
		View from Woodend Road	Moderate	With the recent demolition of the Hancock Memorial Building, this has opened up the view to the main building complex looking east from Woodend Road and is therefore of Moderate significance.
		Broader amenity	Low	Views to the Main Building Complex have been compromised since the Secondary Block was constructed. Views from Darling Street and Waghorn Street are obstructed through a combination of intervening topography, built form and vegetation. Although some glimpses of the early buildings are possible, the limited exposure is of low significance.
	Key views (internal)	View from top of driveway and Maud Kerr Oval	Low	Views out to Ipswich West and the Denmark Hill Water Tower from the driveway and the oval are visible, however, these views are of low significance.

4.6 Archaeological Potential

The Ipswich Grammar School is considered to hold low to moderate archaeological potential for sub-surface finds relating to the previous phases of the school's history.

There is known potential due to a long and extensive history of use, including previous use during the Second World War and Army Cadets, as well as Aboriginal occupation before that.

Further archaeological review is required to capture the archaeological potential for the site.

Appendix B outlines the necessary procedures and process to be followed in the event of archaeological material being discovered in the interim. Any archaeological finds should follow this protocol, as well as the [DES Guideline: Archaeological Investigations](#).

5 Obligations and Opportunities

This chapter outlines some of the readily identifiable obligations and opportunities associated with the Ipswich Grammar School and is based upon the assessment completed in the previous sections of this report and its entry as a State heritage place on the QHR.

5.1 Obligations for Making Change

Most changes proposed to heritage places are regarded as development and require approval before any work is undertaken. The *Planning Act 2016* and the *Queensland Heritage Act 1992* regulate development on State heritage places entered on the Queensland Heritage Register to protect their cultural heritage significance and ensure their values are not unduly or inadvertently reduced, damaged or destroyed. There are three different types of approvals required, (depending on the type of work proposed) on a State heritage place entered on the QHR:

1. [General Exemption Certificate](#): Provides approval for certain work without the need for an application to DES.
2. [Exemption Certificate](#): Required for work that is not covered by the General Exemption Certificate but will have a low impact on the significance of a place. Application is made directly to DES.
3. [Development Approval](#): Required for development activities that will impact the significance of the place. 'Development' is defined by the *Planning Act 2016*, and each definition includes additional clauses that apply only to places on the QHR (see [State Code 14](#) – Queensland Heritage). Development Approval applications are submitted to the State Assessment and Referral Agency (SARA) with DES as concurrence agency.

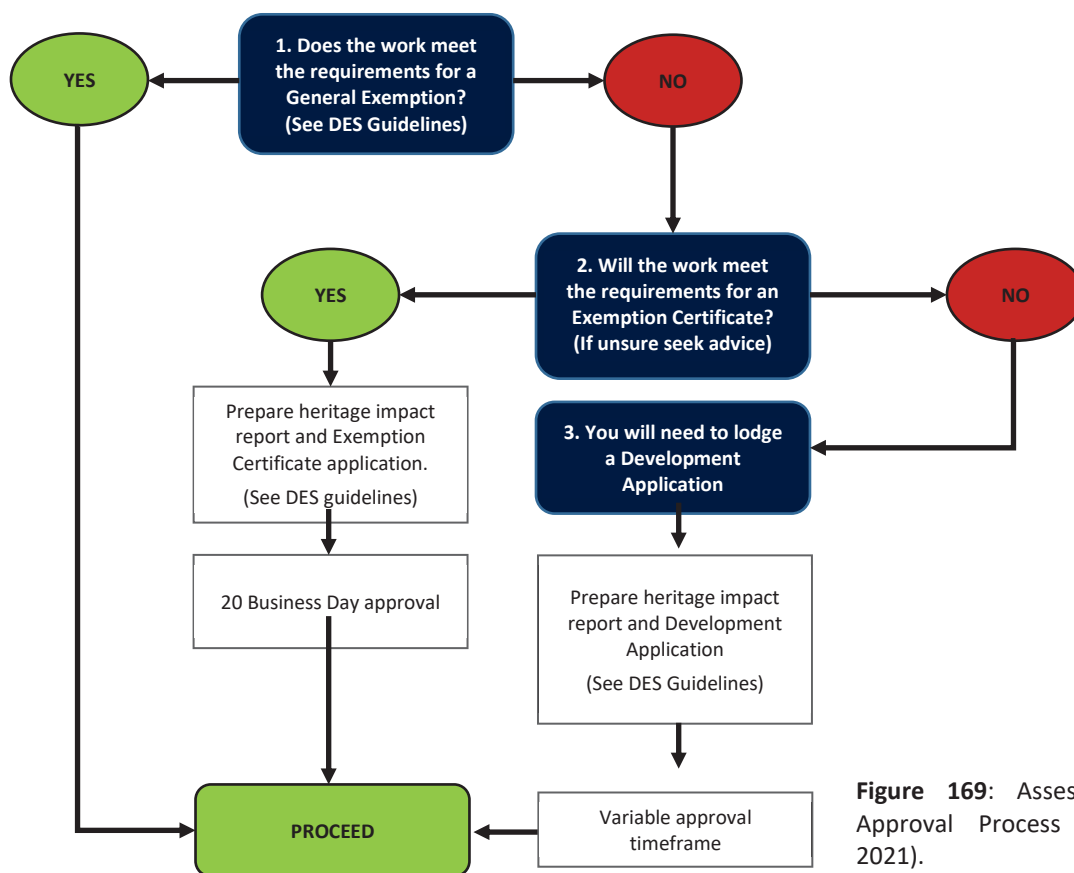


Figure 169: Assessment Approval Process (AHS, 2021).

Table 11: DES levels of assessment and approvals (AHS, 2021).

Level	Comments
General Exemption Certificate	<p>Approval, with conditions, for:</p> <ul style="list-style-type: none"> • Regular maintenance and cleaning of structures to preserve their condition, prevent deterioration and monitor maintenance issues. • Maintaining surface condition of painted finishes to extend the workable life of a paint system and protect building fabric from deterioration. • Minor repairs, following the Burra Charter principle of doing as little as possible and only as much as is necessary to retain and protect the element (e.g., roof guttering, roof sheeting). • Regular maintenance and ongoing care of parks, gardens, and other landscape elements helps to preserve planting schemes, keep important specimens in good health and monitor arising maintenance issues. <p>Always read the General Exemption Certificate for particular actions in detail before undertaking work. Approved actions are supported by technical notes.</p>
Exemption Certificate	<p>Typical work may include (but not limited to):</p> <ul style="list-style-type: none"> • Minor work to built structures. • Removal of debris from former structures. • Removal of intrusive elements (must demonstrate first the element is intrusive). • Removal of healthy trees that have no cultural heritage significance (and not a Class 1 declared pest). • Prune more than 20% of the canopy (height or width) of trees. <p>Always contact DES to determine if the proposed work will be covered by an Exemption Certificate.</p>
Development Approval	<p><u>All</u> 'development' as defined in the <i>Planning Act 2016</i> requires approval. Development to a DES place includes:</p> <ul style="list-style-type: none"> • Building work, as well as: <ul style="list-style-type: none"> ❖ Altering, repairing, maintaining or moving a built, natural or landscape feature on the place. ❖ Excavating, filling or other disturbances to land that damage, expose or move archaeological artefacts, as defined under the QHA, on the place. ❖ Altering, repairing or removing artefacts that contribute to the place's cultural heritage significance, including, for example, furniture and fittings. ❖ Altering, repairing or removing building finishes that contribute to the place's cultural heritage significance, including, for example, paint, wallpaper and plaster. ❖ Building work in these circumstances does not include development for which an Exemption Certificate has been issued.¹ • Plumbing or drainage work. • Operational work. • Reconfiguring a lot. • Material Change of Use (MCU).

¹ DES should indicate which application is required in the early planning stage of a project.

5.1.1 Essential Maintenance Work

DES may give a notice to the owner of a Queensland heritage place that requires them to undertake [essential maintenance work](#). The work is generally of a 'minor nature' intended "to prevent serious or irreparable damage or deterioration". Examples of essential maintenance work provided by DES include:

- Refixing loose roof or wall boards.
- Removing fire hazards.
- Maintaining existing fire management systems.
- Keeping a building secure.
- Shutting down electricity or gas services to an unoccupied building.
- Taking steps for managing or eradicating termites or other insects.

DES will generally identify the need for essential maintenance during a review of places on the QHR. DES will contact the owner and advise them of the required work. If the work is not carried out, then DES will issue the notice requiring the work to be completed in a reasonable period of time.

5.1.2 Archaeological Potential

Archaeological potential is [protected](#) under section 89-91 of the QHA. The relevant clauses of the QHA state:

Requirement to give notice about discovery of archaeological artefact:

- 1) A person who discovers a thing the person knows or ought reasonably to know is an archaeological artefact that is an important source of information about an aspect of Queensland's history must give the chief executive a notice under this section.
- 2) The notice must:
 - a) be given to the chief executive as soon as practicable after the person discovers the thing; and
 - b) state where the thing was discovered; and
 - c) Include a description or photographs of the thing.

Offence about interfering with discovery:

- 1) This section applies to a thing for which a person has, under section 89, given the chief executive a notice.
- 2) A person who knows that the notice has been given must not, without the chief executive's written consent or unless the person has a reasonable excuse, interfere with the thing until at least 20 business days after the giving of the notice.

5.1.3 Emergency Work

[Emergency work](#) is sometimes required if a structure fails and becomes a safety hazard (typically following a severe storm or flooding). Immediate emergency work to stabilise the structure is permissible if the following conditions are met:

Emergency work can be carried out at a Queensland Heritage Place and a local heritage place without first seeking a permit. Emergency work is work that is necessary because of an emergency endangering the life or health of a person or the structural safety of a building. If practicable before starting the work, the advice of a registered engineer or heritage professional should be obtained.



In planning and carrying out the emergency work, the person undertaking the work must take all reasonable steps to ensure the work is reversible. If it is not reversible, the person must be able to demonstrate that they have tried to keep the impact of the work on the cultural heritage significance of the place to a minimum. As soon as possible after starting the work, the person must:

- Give written notice to DES that they are carrying out emergency work.
- Apply for any permits that would otherwise be required for the work.

If approval is subsequently refused, all emergency work must be removed as soon as practicable.

5.1.4 General Maintenance and Repair Guidelines

When proposed works are covered under a GEC, the works must adhere to the conditions specified in the GEC as well as the technical notes provisioned under each type of approved development work:

- Buildings and Structures
 - Maintenance and Cleaning
 - [Technical Note: Inspection, Cleaning and Maintenance](#)
 - Painting
 - [Technical Note: Painting-Maintenance](#)
 - [Technical Note: Painting-Surface Preparation](#)
 - [Technical Note: Painting-Surface Glossary](#)
 - Minor Repair
 - [Technical Note: Minor Repairs—Door and Window Hardware](#)
 - [Technical Note: Conserving Roofs](#)
 - Technical Note—Slate and Terracotta Roof Tiles (unavailable online, contact DES)
 - [Technical Note: Minor Repairs—Metal Work](#)
 - [Technical Note: Minor Repairs—Steel Door and Window](#)
 - Technical Note: Minor repairs—Stone and Masonry (unavailable online, contact DES)
 - [Technical Note: Minor Repairs—Timber](#)
 - [Technical Note: Minor Repairs—Timber Doors and Windows](#)
 - Building Services
 - [Technical Note: Building Services—Maintenance and Repairs](#)
 - [Technical Note: Building Services—Upgrades and Installation](#)
 - [Technical Note: Building Services—Lighting](#)
 - [Technical Note: Building Services—Heating and Cooling](#)
 - [Technical Note: Passive Cooling in Queensland](#)
- Parks, Gardens and Landscapes
 - [Technical Note: Parks, Gardens and Landscapes – Maintenance](#)
- Safety and Security
 - [Technical Note: Safety and Security—Minor and Temporary Works](#)
- Signage
 - [Technical Note: Signage—Minor and Temporary Works](#)
- Temporary Structures
 - [Technical Note: Temporary structures](#)

The technical notes are designed to help owners and managers of heritage listed buildings understand the characteristics of their particular building in relation to their ongoing care, maintenance and repairs. The GEC technical notes should always be checked for update. For up to date technical notes visit: <https://www.qld.gov.au/environment/land/heritage/publications>



Procedure for Managing Change – 5-Step Plan and Checklist

Prior to undertaking works or making changes to any heritage building or heritage element, consult the following checklist.

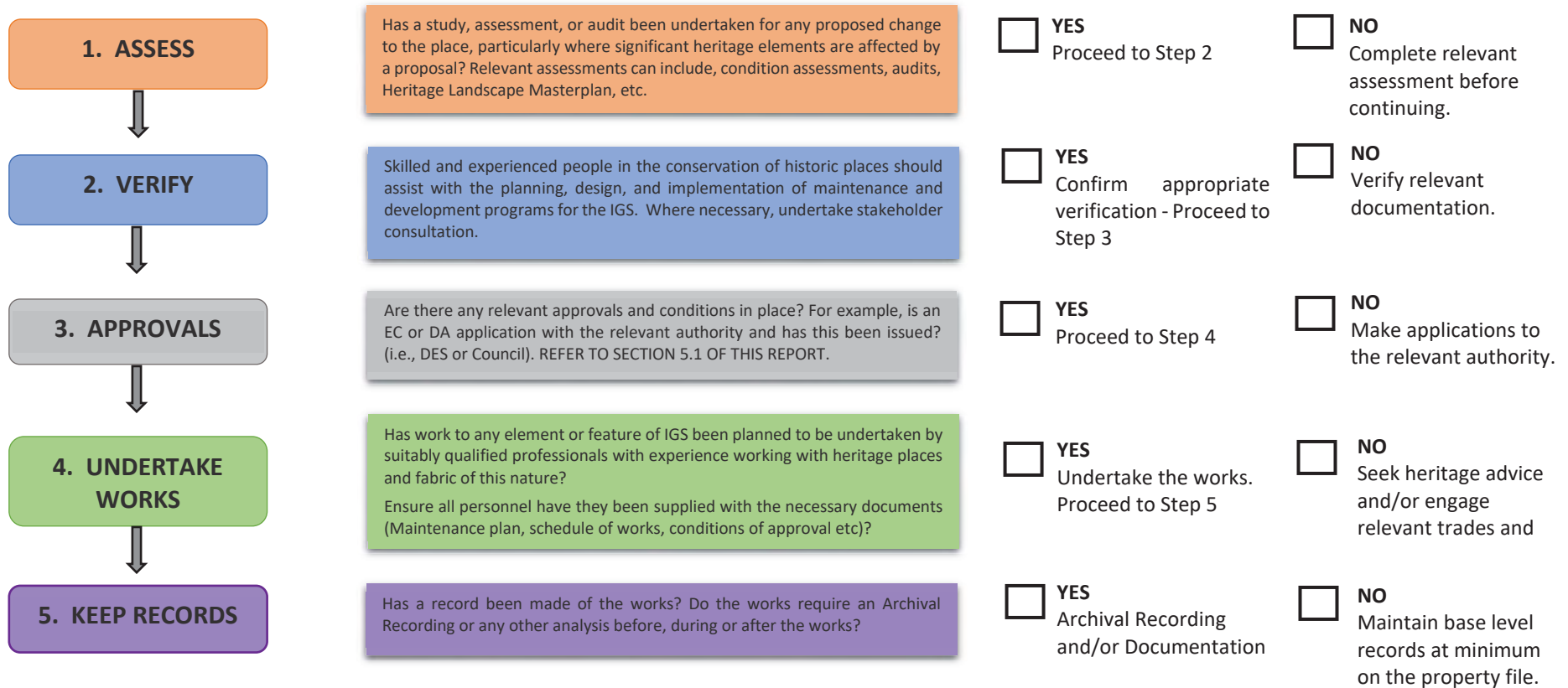


Figure 170: Procedure for Managing Change (AHS, 2021).

5.2 Opportunities

Prior to considering the various opportunities available at the Ipswich Grammar School, it is important to understand some key conservation terms that are outlined in the Australia ICOMOS Burra Charter 2013 (*Burra Charter*) and that are used widely throughout heritage practice. Of importance to the school is to distinguish between ‘Use’, ‘Adaptation / Adaptive Re-use’ and ‘Compatible Use’, as demonstrated in the table below.

Table 12: Key conservation terms (Burra Charter, 2013).

Term	Definition
<i>Conservation</i>	<i>Conservation</i> means all the processes of looking after a place so as to retain its cultural significance. Cultural significance is embodied in the place itself, its fabric, setting, use, associations, meanings, record, related places, and related objects
<i>Preservation</i>	<i>Preservation</i> means maintaining a place in its existing state and retarding / slowing deterioration.
<i>Restoration</i>	<i>Restoration</i> means returning a place to a known earlier state by removing accretions or by reassembling existing elements without the introduction of new material.
<i>Use</i>	<i>Use</i> means the functions of a place, including the activities and traditional and customary practices that may occur at the place or are dependent on the place.
<i>Adaptation</i>	<p><i>Adaptation</i> means modifying a place to suit the existing use or a proposed use.</p> <ul style="list-style-type: none"> • According to the <i>Burra Charter</i>, adaptation is acceptable only where the adaptation has minimal impact on the cultural significance of the place. Adaptation should also only involve minimal change to significant fabric, achieved only after considering alternatives. • Adaptation may involve additions to the place, the introduction of new services, or a new use, or changes to safeguard the place. Adaptation of a place for a new use is often referred to as ‘adaptive re-use’. <ul style="list-style-type: none"> - <i>Adaptive re-use</i> is the process of adapting a place for a use or purpose that is different to what it was originally designed for. According to the <i>Burra Charter</i> (Article 7.2), adaptive re-use should be considerate of a compatible use. • Adaptation that involves a major change in use or new structures should provide benefits by maintaining or interpreting significance.
<i>Compatible Use</i>	<p><i>Compatible use</i> means a use which respects the cultural significance of a place. Such a use involves no impact, or minimal impact, on cultural significance.</p> <p>However, what kinds of impacts on significance can be regarded as ‘minimal’ is determined case-by-case. For example, places where the current or most recent use is now redundant, may require substantial change by the introduction of new work.</p> <p>Any new, compatible use of a place should involve minimal change to significant fabric and use, should respect associations and meanings, and where appropriate should provide for <i>continuation of practices</i> which contribute to the cultural significance of a place.</p> <p>At places where there are significant associations or meanings, new uses should be <i>in sympathy</i> with those associations and meanings.</p>

5.2.1 Original 1863-1865 Buildings

Continuing appropriate uses or introducing new uses is important for IGS's long-term survival and continued use. However, any new uses must be balanced and compatible with the cultural significance of the place.

Although adaptive re-use can be a common approach to heritage buildings which have lost their original use and design purpose, IGS has continued to operate as a Grammar school since its construction and has therefore not lost its original overall design and purpose.

General Guidance

The original 1863-1865 buildings have an array of original/early fabric and layout remaining intact. However, although some of the spaces are utilised as staff rooms, the majority of the building complex is significantly underutilised and have lost connection to the school and day to day function generally.

Furthermore, the original layout and function of each space within these original buildings is currently unclear, making it difficult to discern which spaces were used for what purpose historically.

To have these spaces continue in a largely disused state and a decline with their associations with the school would undoubtedly detract from the IGS's cultural significance and be detrimental to its interpretation. Options which rectify disuse and interpretation of previous historic functions provides substantial opportunities in the future for adaptive re-use of the complex.

Nevertheless, any adaptation of these spaces must ensure that the use is compatible with the history of the school (i.e., be utilised for school purposes). Permissible changes that enable the compatible use of IGS with its cultural heritage significance are considered more favourably as it ensures the survival of the IGS's historic context.

Maintaining the existing associations and use of the original buildings and grounds to function for school purposes is therefore considered the most appropriate and compatible use for these spaces (as opposed to converting these spaces for other uses such as hospitality).

Nevertheless, it is important to consider opportunities for re-use in areas that may increase the viability of the buildings, enhancing the school's economic potential and therefore ensuring the long-term survival and conservation of the original buildings for continued use by future generations of students, staff, parents, and the broader Ipswich community.

Note: Where a potential opportunity for adaptive re-use arises, the Conservation Management Plan (CMP) and Hierarchy of Significant Elements, as well as associated relevant policies, are well positioned to manage, and balance any changes to the IGS.

Use

There is opportunity for the original buildings and spaces to be better utilised for school function. However, this exercise would have to consider current school building codes and associated design standards. It is also acknowledged that due to classroom sizing, accessibility, services etc. – return to school use, while desirable, may not be the most prudent and feasible opportunity will promote a number of challenges.

Associated opportunities for the original buildings is to continue utilising the spaces as administration and staff spaces. This opportunity would ensure that the original buildings maintained their connection to the daily functioning of IGS.



The Great Hall portion of the original buildings is the most intact, and therefore has limited opportunity for use other than as a hall and meeting place within the school. There is opportunity for the school to hire the hall out for use by community groups.

5.2.2 1877 Extension

The 1877 Extension has had more impact to its integrity over time with various modifications and changes, including the infill of doorways and windows.

There is therefore more opportunity for modification and change within the 1877 Extension, including a potential location for lift access to first floor rooms.

Use

Should the issue of accessibility be address in the future, then there is a broader opportunity to utilise these spaces for use as classrooms or teaching spaces, including rooms that can be utilised by students for extracurricular or specialist activities (such as art, drama, dance, debate clubs etc.)

5.2.3 Bradfield House

The 1921 Bradfield House building is currently utilised as private accommodation for IGS staff. Due to the unknown layout and integrity of the internal spaces of this building, it is difficult to discern what opportunities are available in this area.

There is therefore opportunity for future investigations into the use of this building (including the verandah) and its potential for adaptation and change.

Nevertheless, as a later, 1921 building that has already experienced visible external modifications, Bradfield House is likely to present an opportunity for future adaptation and change to cater to new school uses and functions. For example, the enclosed weatherboard verandah could be returned to its earlier appearance and function.

5.2.4 Heritage Landscape Master Plan

Ipswich Grammar School (IGS) have recently carried out an opportunity to undertake landscape works as part of the 'Great Hall Enhancement Project' (2021). The project included a range of landscape and external works around the Great Hall and surrounding school buildings which improved amenity and achieved compliance obligations with respect to safety, equitable access, and heritage requirements.

The enhancement works utilised contemporary material finishes and plantings to provide shade and colour which improved the overall amenity and aesthetic of the school grounds. The works also included upgrades to various paved areas as well as garden beds and retaining walls, among other minor works (for further detail of the project please see Appendix G).

IGS worked closely with AHS, Williams Architects, Guymer Bailey Architects (landscape), and the Department of Environment and Science heritage officers. The works were approved under an Exemption Certificate (EC) application (Application No.: 202109-15503 EC) in October 2021.

(Please see over).



5.2.5 Building Upgrade Opportunities

There are various future building upgrade opportunities for the school. Upgrades that should be investigated in the future include (but are not limited to):

- Accessibility – investigate the opportunity to provide DDA access to the first floor of the Early Building Complex. Location and logistics of installing lift access should be investigated further, however the 1877 Extension is likely to provide opportunity in this area.
- Building Services – investigate future upgrades to building services (i.e., electrical, mechanical, fire, acoustics, etc.) in the Early Building complex, including the tidy up of cabling and wires.
- Original Fabric – where original fabric (for example skirting or cornicing) has been lost or damaged, there is an opportunity to replace this fabric with like-for-like design and material.

5.2.6 Interpretation

Ipswich Grammar School already does an excellent job at displaying memorabilia and paraphernalia that help in interpreting the school's heritage and history.

However, there is still room for further interpretive opportunities within the school (i.e., interactive displays with the school's history, wayfinding signage within the school grounds etc.). There is therefore an opportunity for an Interpretation Strategy to be developed which will enhance the heritage value of the school and highlight important historical information about the place.

Interpretation is an ongoing approach that evolves as new information is discovered about heritage places. Any future Interpretation Strategy should consider a range of opportunities to interpret the historic significance of the school and reflect a range of key historic themes that tie it both to its current position, and its wider historical connections and associations with Ipswich.

The Interpretation Strategy would develop a thematic framework further and present strategies and opportunities to install interpretive media, artwork, and other options which would highlight and communicate selected themes.

5.2.7 Further Historical Investigation

This CMP has identified that there are still some minor gaps in the historical record of the place, largely in the area of original or early floorplans. There is therefore an opportunity for future investigation into the historic record to determine whether original or early floorplans exist, which will greatly assist in the proper conservation and maintenance of the Early Building Complex, as well as illuminate more information into how the original school operated and functioned.

Furthermore, the archaeological potential within the school is currently unknown and it is likely that both built form and sub-surface elements may exist which (if found) would directly contribute to the gaps in the historical record.

5.2.8 Boarding Towers

The Fox and Hancock Boarding Towers are currently one of IGS's biggest constraints, but also the school's biggest opportunity.



The buildings are a constraint as their design and function has not stood the test of time and furthermore, they pose substantial issues for compliance with current design standards for accommodation and/or student use. The prohibitive design of the buildings makes it difficult for them to be repurposed and made compliant. Equally, the costs associated with trying to repurpose and utilise the boarding towers is uneconomical.

Notwithstanding that they have an associated architectural history of some importance (in isolation to the school's cultural heritage significance in most part), the largest issue surrounding the towers is the impact they pose to the historic school layout, form, views and interpretation – whereby they pose an unacceptable impact upon the heritage values of the school.

The two towers are located in two areas that have the greatest opportunity for new development on the school's site. Due to the low-to-no heritage value of these towers, as well as the Fox Tower's intrusive impact on key views of the Early Building Complex, there is therefore an opportunity to have these towers removed from IGS to make way for more contemporary and compliant development that will enhance the school's educational and boarding capacity into the future.

5.2.9 Secondary Block

The Secondary Block can be changed, adapted, and replaced as necessary, assuming it is part of an endorsed masterplan that has properly considered heritage aspects outlined in this CMP and have avoided impact upon those elements that are considered to be of heritage value.

5.2.10 Broader Site

There are no constraints across the broader site. For example, buildings can be changed, adapted, and replaced as necessary, assuming it is part of an endorsed masterplan that has properly considered heritage aspects outlined in this CMP and have avoided impact upon those elements that are considered to be of heritage value.

As abovementioned, there is also an opportunity to improve circulation between buildings and facilities and create new pathways and access points which improves pedestrian connections and DDA compliance. This is particularly relevant for the circulation between the primary and secondary schools.

6 Conservation Policies

This management plan has developed the following conservation policies for the Ipswich Grammar School using best practice principles. It provides the framework for managing the place's heritage values. The policies have been developed to reflect and support the assessment presented in this CMP in order to retain the heritage significance of the place.

The policies refer to specific terms outlined the *Burra Charter*.

Table 13: *Burra Charter* terms.

Term	Definition
Conservation	Conservation means looking after a heritage place to ensure its cultural significance is conserved and maintained.
Fabric	Fabric refers to all physical materials of the place, including elements, fixtures, contents and objects.
Restoration	Restoration means restoring existing fabric to an earlier condition.
Preservation	Preservation is the maintenance of the place's existing fabric in its present condition.
Adaptation	Adaptation refers to additions or additions or changes for with compatible uses.

6.1 Conservation Approach

These policies underpin the management of the Ipswich Grammar School's heritage values by providing guidance about heritage best practice. All the policies have been prepared in accordance with the *Burra Charter*, which states that places of cultural significance must be conserved for present and future generations. The key conservation principles as outlined in the *Burra Charter* are:

- Places of cultural significance should be conserved.
- A place's significance should be retained.
- Conservation must form part of the place's management framework.
- Respect existing fabric, uses, associations and meanings.
- Use qualified and experienced personnel.
- Do as much as necessary but as little as possible.

6.1.1 Conservation Overview

- Policy 1:** *The Ipswich Grammar School should be managed in accordance with the significance of the place and the principles established in the Burra Charter.*
- Policy 2:** *People skilled and experienced in the conservation of historic places should assist with the planning, design and implementation of maintenance and development programs for the Ipswich Grammar School*
- Policy 3:** *Activities that occur in or near the Ipswich Grammar School, including use, maintenance and new development, should not impact the significance of the place as identified in the heritage citation and this CMP.*
- Policy 4:** *All work undertaken at the Ipswich Grammar School should be in accordance with the Queensland Heritage Act 1992 and the Ipswich City Council Planning Scheme.*
- Policy 5:** *Work undertaken to any element or feature of the Ipswich Grammar School should be undertaken by suitably qualified professionals with experience working with heritage places and fabric.*



6.1.2 Documentation and Review

This Conservation Management Plan is an important document relating to the management and future use of the Ipswich Grammar School and should be acknowledged formally by the School, including the Action Plan.

Policy 6: *The CMP should be formally endorsed by IGS as the framework for managing the building's heritage values.*

This CMP is based on current circumstances and uses available evidence. To ensure the continued conservation and care of the place the management policies will require review.

Policy 7: *This CMP should be reviewed within five years of endorsement and revisions and amendments undertaken as necessary to maintain a current and relevant guide for the place's heritage values.*

6.1.3 Access to this Document

The *Burra Charter* outlines that all records associated with a place must be maintained and made publicly accessible (where appropriate).

Policy 8: *A copy of this CMP should be kept by IGS and also submitted to DES's Cultural Heritage Branch as a record of the site's conservation policies.*

Policy 9: *All staff responsible for the Ipswich Grammar School should receive a copy of this CMP to ensure the significant values and conservation policies are understood and implemented by the relevant department when planning, maintenance or development is undertaken that may impact the place.*

Policy 10: *A copy of this CMP should be made available to the general public and users of the place, for example a copy should be kept at the site, BCC Libraries or made available on-line.*

Policy 11: *In order to guide decisions to undertake work on the Ipswich Grammar School in the future, consideration should be given to:*

- *Provision of copies of historical documents in hard copy to relevant IGS staff and to enable each associated party to gain access to information.*
- *Inclusion of all documents for repairs and new works carried out at the site.*
- *Inclusion of all conservation reports and conservation plans, including this CMP and any future revisions of the CMP.*

6.1.4 Archival Recording

An Archival Recording is generally utilised when significant changes occur. The rigour of the details captured in the archival recording are generally dependent upon the level of work proposed to be undertaken and the significance of the fabric potentially affected.

Policy 12: *An Archival Recording to the Department of Environment and Science (DES) standards should be prepared prior to any substantial changes to the place.*

Policy 13: *The Archival Recording should be prepared by a qualified heritage consultant and seek to ensure the current fabric and condition is recorded in detail and a record kept by DES and IGS.*



6.1.5 Compliance and Training

Compliance and training measures should be implemented so that people remain aware of the significance of the place and take appropriate steps to maintain the place's heritage values.

Policy 14: *Cultural heritage training material that outlines the significance of the Ipswich Grammar School and the responsibilities required to manage this significance should be developed and form the basis for staff and contractor induction and training.*

Policy 15: *The information and material used for training should be based upon this CMP.*

Policy 16: *Awareness training should be developed on the basis of the training material for staff that are involved with the maintenance and work undertaken on the site as well as relevant IGS personnel.*

Policy 17: *Suitable supervision of repairs and maintenance activities should be completed, particularly when extensive works at the site are proposed, to ensure that compliance is maintained across the heritage boundaries of the place.*

6.2 **Conserving the Place**

The Ipswich Grammar School is one place within a town and environ which is of a very high significance to the State of Queensland.

The patination and evidence of use of the Ipswich Grammar School is important. The aim should be to allow the place to exist in a 'generally sound condition' state rather than making the building and its site look new and 'over restored'. This does not mean that dilapidation should be allowed to go unchecked.

Rather, it is about a philosophy of conservation, which calls for gentle and minimal intervention in the fabric and the idea that the early fabric has stories to tell about the place, which is included in the patina of age.

6.2.1 General Guidelines

The following principles apply to the place generally:

Policy 18: *Significant elements on the site should be retained and conserved.*

A gentle conservation approach for the site is called for in which existing elements are conserved and maintained rather than being replaced. The most appropriate approach to the conservation of this part of the site is a gentle one, which does 'as much as necessary and as little as possible'.

Part of the significance and pleasure of the site is the evidence of wear and patination. The aim of any conservation program should not be to make the building's elements and setting look new.

Policy 19: *The early fabric should be retained and conserved rather than being restored or replaced.*

Policy 20: *Any conservation work necessary should attempt to retain the evidence of wear and 'patina of age'.*



6.2.2 Use

The following policies outline the use of the *Ipswich Grammar School*:

- Policy 21:** *The Ipswich Grammar School should continue to be used by the school for educational or administrative purposes.*
- Policy 22:** *Should the place be utilised for means other than for school activities, the use must be consistent with the historical use and significance of the place.*
- Policy 23:** *Uses that foster continued use as a Grammar school should be prioritised over uses that do not.*
- Policy 24:** *All usage should be planned to protect the buildings' cultural heritage values and must not involve changes to the spatial arrangement of buildings.*

6.2.3 Interpretation

The *Burra Charter* outlines that if the significance of a place is not readily available it should be explained through interpretation.

- Policy 25:** *An interpretation strategy should be developed that specifically focuses on measures to interpret the history of the Ipswich Grammar School, not only in relation to the fabric and setting of the heritage building, but in relation to the broader Ipswich area.*
- Policy 26:** *The interpretation and presentation of Ipswich Grammar School should be an evolving and developing process and seek to enhance its associations and be culturally appropriate.*
- Policy 27:** *Reconstruction of original or early interior colour schemes can assist with interpretation of the history and use of the building. Therefore, where and when it is appropriate, original or early colour schemes should be reconstructed in the interior.*
- Policy 28:** *Should any internal or external painting occur which proposes to change the existing colour scheme, a Historical Paint Analysis (HPA) should be conducted to determine original or early colour schemes (see Section 5.3.6).*

6.3 **Priority Works**

6.3.1 Urgent Repairs

- Policy 29:** *Urgent repairs to the buildings should be considered as a priority, particularly roof works and repairs to any leakages that are causing falling damp issues and remediating the rising damp issues.*
- Policy 30:** *The Action Plan (Section 7.3) should be implemented as the recommended program to maintain the Ipswich Grammar School. Items of HIGH priority work ideally should be undertaken as part of a single, coordinated program if possible.*

6.3.2 Maintenance and other works

The key to the care of the building lies not in major restoration, but in constant and regular maintenance of the existing fabric of the building. Some elements will require more radical intervention to ensure that structural integrity or long-term conservation is addressed but most will require an approach that repairs damage as it occurs.



Policy 31: *Adequate and intelligent cyclical maintenance and timely major repair should be accepted as a vital part of the conservation program.*

Policy 32: *Commence the maintenance plan in section 7.4 and ensure it remains relevant and up to date – (as a guide for regular and necessary inspections).*

6.4 Managing Change

6.4.1 Change Informed by Significance

The understanding of the levels of significance helps introduce the flexibility necessary for the management of change. A procedure for managing change is outlined in Section 5.1.5

Policy 33: *Any changes to the building should consider the procedure for managing change outlined in Section 5.1.5.*

Policy 34: *Any new developments at, or in the vicinity of, the Ipswich Grammar School should not impact on the heritage significance of the place.*

Policy 35: *Any new elements that are added to the building should not upstage or overwhelm the significance of original or early parts.*

Policy 36: *Any new elements should be compatible with earlier fabric but be visibly distinguishable as new work.*

Policy 37: *The Ipswich Grammar School is generally intact. Changes which have the potential to directly impact significant elements and fabric should be carefully planned and should be carried out in a reversible manner.*

Policy 38: *Elements identified in the Hierarchy of Significance should be retained and conserved unless these are identified as intrusive.*

Policy 39: *Elements of Exceptional significance must not be impacted, and all fabric and/or usage should be retained and conserved. Conservation actions must only include maintenance, preservation, restoration and reconstruction as defined in the Burra Charter (2013).*

If any other alteration to or removal of these elements is required there must be no prudent and feasible alternative to the proposal.

Policy 40: *Elements of High significance must be retained and conserved. Conservation actions must prioritize maintenance, preservation, restoration and reconstruction as defined in the Burra Charter. There are only limited opportunities for adaptation and any adaptation must be reversible and must avoid detrimental impact on the significance of the place and minimise and mitigate impacts that cannot be avoided.*

If alteration to, or removal of, High elements is required, an archival recording must be conducted.

Policy 41: *Elements of Moderate significance should be retained and conserved. Should opportunities for adaptation be considered, these should be reversible and must avoid detrimental impact on the significance of the place.*

If adaptation or change is necessary, more changes are permissible than that of the fabric and/or usage to elements of higher significance. Ensure that suitable cross-sections of fabric and values remain present within the site and consider cumulative impacts. Removal of the element should only be undertaken if no prudent and feasible alternative exists and the overall outcome would not impact or cause damage to more significant fabric and/or uses.



- Policy 42:** *Elements of low significance should be conserved and maintained. These elements may be altered and may be removed where it is demonstrated change would improve overall significance or where reconstruction in accordance with the Burra Charter would be inappropriate. Any change must not impact or cause damage to more significant fabric and/or uses.*
- Policy 43:** *Elements of no significance may be removed or altered. Any change must not impact or cause damage to more significant fabric and/or uses.*
- Policy 44:** *Existing elements of intrusive heritage value should be removed as soon as an opportunity arises.*
- Policy 45:** *The more significant a concept, fabric, relationship, space or vista, the more rigour and care should be exercised in preparing proposals that may affect the place – the objective being to ensure that any new work will not reduce, but instead reinforce, the identified significance of the place.*
- Policy 46:** *No other elements or structures should be constructed in the proximity of the Early Building Complex, particularly the original 1863-1865 buildings, unless this is supported by a rigorous heritage assessment and/or master plan.*
- Policy 47:** *No structures or landscape elements, such as trees or fences, should obstruct key views and vistas of the place.*
- Policy 48:** *Any new infrastructure such as car parking or access ramps should be designed carefully to minimise impact on existing heritage values, and where possible be reversible in nature.*

6.4.2 Gardens and Landscape

- Policy 49:** *A Heritage Landscape Master Plan (see Section 5.1.4) should be finalised to consider opportunities to improve circulation and connectivity across the site.*
- Policy 50:** *Should it be decided to introduce new infrastructure or development onto the grounds, then the following general principles should apply:*
- *Any new buildings or structures should be well clear of the Early Building Complex and any significant landscape elements.*
 - *New garden beds should not be located directly abutting any buildings.*
 - *New infrastructure such as car parking or access should be designed carefully to minimise impact on any existing heritage values and where possible be reversible in nature.*

6.4.3 Adjacent Development

Should it be decided that any new structure(s) be built in the proximity of the Early Building Complex, or significant heritage features, then careful management is critically important. The following general principles should apply:

- Policy 51:** *Any new development adjoining must not exceed the height and dominate the imposing nature of the Early Building Complex.*
- Policy 52:** *Any new structure should be well clear of the existing heritage building(s).*
- Policy 53:** *No period detailing or decorative elements that distort the interpretation of the overall site and buildings should be applied to new structures.*





7 Implementation Plan

7.1 Summary of CMP Findings

The following summary is provided to highlight the key points raised in the CMP.

- The Ipswich Grammar School was designed by prominent architect Benjamin Backhouse and constructed in 1863, with an extension occurring soon after in 1865.
- The Ipswich Grammar School is found to be of State importance and is listed on the QHR. It is a significant example of Queensland Grammar schools and was the first Grammar School in Queensland.
- The significance of the Ipswich Grammar School is encapsulated by a heritage boundary and all work undertaken within the boundary must conform to the standards and conditions applied by EDQ and the Bowen Hills PDA, as well as DES conditions and processes.
- The standards and conditions generally (as a rule of thumb) consist of the following 'levels':

Work	Standard	Actions
Maintenance	General Exemption Certificate	See General Exemption Certificate and technical notes .
Minor work	Exemption Certificate	Requires application to DES.
Major work	Development application	Requires application to local government/IDAS system

- Always consult the CMP for further information about the place and for more detailed information about obligations. It is also ideal to familiarise yourself with the [DES website](#) and relevant [heritage publications](#).
- Work covered by a General Exemption Certificate Development “must be specified, supervised and carried out by people with relevant knowledge, skills and experience in conservation of heritage places” (DES condition).

7.2 Purpose of the Implementation Plan

The implementation plan consists of two 'plans': Action and Maintenance. The action plan applies to recommended actions identified in the CMP for particular elements of the heritage listed place. The maintenance plan includes recommended maintenance tasks that should occur at regular intervals. A basic summary of planning requirements is provided for each task, but any proposal for work not covered by the General Exemption Certificate will generally require further planning prior to application to DES or the Queensland Heritage Council (QHC).

7.3 Action Plan

Actions identified in this plan are organised according to priority. Each level of priority is identified by a colour system and a time frame in which the action should ideally be completed. The time frame is based on a period of ten years.

- **HIGH** [*within 1-2 years*].
- **MEDIUM** [*within 3-5 years*]
- **LOW** [*within 5-10 years*].

Note: all **HIGH** priority work ideally should be undertaken as part of a single, coordinated program. This will enable an efficient and logical approach to urgent conservation matters and reduce the number of applications made to DES, thereby saving time and cost.



Table 14: Action Plan (AHS, 2021)

Element	Action	Policy	Priority	Approval process	Planning
Endorsement of CMP	Endorse this CMP including the Implementation Plan.	6, 8	HIGH	IGS	<ul style="list-style-type: none"> Appoint delegate to endorse the CMP internally within IGS. Ensure a copy is provided to identified Party(s) when approved. Provide a copy of the approved CMP to DES for record.
Condition Audit	Undertake a condition and structural audit of the school. The audit should consider the following condition issues as noted in Section 3.6 this CMP, including (but not limited to): <ul style="list-style-type: none"> Damp issues. Render and brickwork. Rotted timbers. Insect attack. 	2, 29-30	HIGH	GEC / Exemption Certificate	<ul style="list-style-type: none"> Minor works are likely covered under a General Exemption Certificate; however, some works may require an Exemption Certificate or DA.
Maintenance Plan	Commence the Maintenance Plan.	1-5, 9, 14, 16-17	HIGH	IGS	<ul style="list-style-type: none"> Utilise maintenance plan to manage short-, medium- and long-term condition issues. Update the maintenance plan to compensate for changes and condition issues as they arise. See the (Managing Change Checklist as a guide to complete maintenance which affects significant heritage elements and fabric.
Training and Compliance	Any tradespersons doing building work or substantial maintenance work within significant heritage zones should undertake heritage awareness training.	8-9, 14-17	HIGH	IGS	<ul style="list-style-type: none"> Prepare a suitable strategy for completing ongoing training for the complex. Ensure the strategy is delivered to all relevant staff, tenants, community and tradespersons who are identified by the strategy.

Element	Action	Policy	Priority	Approval process	Planning
Heritage Landscape Masterplan	Finalise a Heritage Landscape Masterplan utilising qualified heritage professional in association with qualified landscape architects with experience on sites of this magnitude and significance.	2, 49	HIGH	IGS	<ul style="list-style-type: none"> Commission a qualified heritage professional to review and endorse the Heritage Landscape Masterplan. See the Managing Change Checklist as a guide to complete upgrades which potentially affect significant heritage elements and fabric.
Interpretation Plan	Develop an Interpretation Plan which investigates various interpretation strategies and opportunities for the site.	2, 25-28	LOW	IGS	<ul style="list-style-type: none"> Commission a qualified heritage professional to develop an Interpretation Plan. See the Managing Change Checklist as a guide to complete upgrades which potentially affect significant heritage elements and fabric.
Update CMP	Maintain the CMP in an up-to-date order.	2, 7	LOW	To be determined	<ul style="list-style-type: none"> Undertake revisions and amendments as necessary to maintain a current and relevant guide for the place's heritage values. Ensure that all changes are documented and archived following DES guidelines and the procedures outlined in Chapter 5 of this CMP.

7.4 Maintenance Plan

Table 15: Maintenance plan (adapted from DES *technical note: maintenance and cleaning*).

Frequency	Item	Inspection notes
Half yearly	Roof	<p><u>Look for:</u></p> <ul style="list-style-type: none"> • Loose or missing sheets and fixings. • Metal sheets for rust (particularly at the laps). • Missing or loose flashings near chimneys or parapets.
	Gutters and downpipes	<ul style="list-style-type: none"> • Gutters and downpipes, including guards, sumps and rainwater heads are clear or leaves and other debris. • Gutters and downpipes for cracks, rust, drips on the outside, loose and missing brackets, moss and stains near downpipes. • Fall of gutter. • Discharge of downpipes adjacent to the building.
	Ceiling spaces	<ul style="list-style-type: none"> • For light visible through holes or water staining on framing elements. Water often travels a tortuous path from where it enters a building to where it exits. • For wildlife or vermin. • Signs of termite infestation (this may be reduced to an annual inspection if an effective termite management system is in place).
	Internal	<ul style="list-style-type: none"> • Timber cladding and joinery for splits, cracking joints or failed fixings. • Condition of timber stain to internal features. • Sills and bottom rails of windows and doors to ensure they are solid. • Cracking joints or failed fixings. • Condition of brickwork and render. • Sills and bottom rails of windows and doors to ensure they are solid. • Monitor moisture levels where damp is known to exist using a moisture metre.
	Exterior	<ul style="list-style-type: none"> • Render and brickwork for signs that maintenance is required. • For fire hazards, such as rubbish, undergrowth, combustible materials. • That windows are secure. • Paint failing or chalking. • That water is not entering the building. • For cracks, leaning or subsidence in external walls. • Overhanging tree branches, trim if necessary. • Monitor moisture levels where damp is known to exist using a moisture metre.

Frequency	Item	Inspection notes
Annual	Termite / insect inspections	<ul style="list-style-type: none"> For termite infestations and other notable insect or vermin attack.
	Fabric (generally)	<ul style="list-style-type: none"> Grime, growth in mortar joints, bird excretion, graffiti. Subsidence cracks or condition issues to front concrete verandah.
	Brickwork	<ul style="list-style-type: none"> Monitor existing cracks. Loose, fretted, broken or missing joints and bricks. Crumbling brickwork or surface salts – this can indicate a moisture problem. Air vents that are blocked or covered over with soil. Cracked or drummy render. Appropriateness of joint mortar.
	Vegetation	<ul style="list-style-type: none"> Ensure adequate pruning and tree care is undertaken across the site. Maintain shrubs and trees in the vicinity of buildings. Ensure irrigation activities are not causing damp issues to the building.
1-2 years	Roof flashings and capping	<ul style="list-style-type: none"> Loose or raised sheets or deformities to roof structure. Cappings that have lifted, slipped or are deformed from wind damage.
	Gutters and downpipes	<p><u>Look for:</u></p> <ul style="list-style-type: none"> Rust stains around downpipe outlets, internal/external corners. Overhangs and downpipe offsets. Verandah gutters discharging onto verandah boards. Cracks in gutter and downpipe joints, incl. loose or missing brackets to gutters and downpipes. Organic growth, moss or stains surrounding downpipes—this can indicate blockages. Downpipes that are squashed or damaged and restrict water flow. Soundness of connection between downpipes and the stormwater system. Blockages of stormwater drains.
1-2 years	Eaves	<ul style="list-style-type: none"> Holes from old service pipes where birds can nest. Surface stains to fascia and soffit that indicate roof or valley and gutter failure. Blocked ventilation holes and clear. Paint failure and/or decay to linings—this can indicate roof covering failure. Cobwebs and wasp or hornet nests and remove.
As necessary	Broken glass	<ul style="list-style-type: none"> DES advises using hardboard to cover broken glass as a temporary measure.
	Brickwork	<ul style="list-style-type: none"> Escalate deterioration of brickwork or render condition (e.g., cracking above arches) for structural engineer inspection.
	Walls and structure	<ul style="list-style-type: none"> Record and monitor all cracks. Seek advice from a structural engineer for large cracks / defects.
	Lawn	<ul style="list-style-type: none"> Mowing and brush cutting as needed. Do not 'over tidy' yard areas

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Department of Environment and Science (formerly Department of Environment and Heritage Protection)

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https://www.qld.gov.au/_data/assets/pdf_file/0023/68018/gl-conservation-management-plans.pdf

Ipswich City Council. "Fact Sheet: A Short History of Ipswich Waterways." Available at https://www.ipswich.qld.gov.au/_data/assets/pdf_file/0006/10005/fact_sheet_3_a_short_history_of_ipswich_waterways.pdf. Accessed February 2021.

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Queensland Imagery (QImagery). Aerial Imagery of Study Area – accessed February 2021.

Sophie Church. *The Story of Ipswich Grammar School: 1863-2013*. Ipswich Grammar School. 2013.

The Australia ICOMOS Charter for Places of Cultural Significance (Burra Charter), 1999.

Urbis. *Ipswich Grammar School: Murray Hancock Building and Proposed STEM Building – Heritage Impact Statement*. 2018.



Appendices

Appendix A – Best Practice Methodology – *The Australian ICOMOS Burra Charter 2013*

This CMP was prepared in accordance with the principles expressed in the *Australia ICOMOS Burra Charter, 2013 (Burra Charter)*. The *Burra Charter* underpins all cultural heritage management and statutory regulation in Australia. In particular, the charter “sets a standard of practice for those who provide advice, make decisions about, or undertake works to places of cultural significance, including owners, managers and custodians” (*Burra Charter: 1*). It defines conservation as “the processes of looking after a place so as to retain its cultural significance” (*Burra Charter: Article 1.4*). Most importantly,

The *Burra Charter* advocates a cautious approach to change: do as much as necessary to care for the place and to make it usable, but otherwise change it as little as possible so that its cultural significance is retained (*Burra Charter: 1*).

This approach represents the paramount philosophy guiding cultural heritage management and, along with the definition of conservation, provides the simplest explanation for managing a heritage place.

The *Burra Charter* also provides a clear and precise process that guides the conservation of a place, which is represented in the figure below. This CMP is the product of steps 1-5 and steps 6-7 are the responsibility of the manager(s) of the place, with the assistance of qualified heritage practitioners.

A full copy of *The Australian ICOMOS Burra Charter 2013* is attached.

Appendix B – Archaeological Discovery Protocol





Archaeological Discovery Protocol

Procedure For The Discovery Of Archaeological Material

An Archaeological item(s) is discovered during works

Stop Work!

- 1. Mark and Protect the Item(s) and the Surrounding Area(s).**
Place an exclusion zone around the item(s) and clearly mark the area(s).
 - 2. Notify the Site Manager.**
Report the location and description of the item(s).
- Work can continue elsewhere if it will not affect the item(s) and exclusion zone area(s).

Notify Project Archaeologist

Australian Heritage Specialists Pty Ltd
c/o Ben Gall 0476 272 273

The Site Manager to contact the Project Archaeologist (if not already on site). Include details of the location and nature of the item(s).

Human Skeletal Remains

- 1. Notify Police**
Refer to DATSIP's 'Guidelines for the discovery, handling and management of human remains'. Available at: <https://www.datsip.qld.gov.au/resources/datsima/people-communities/cultural-heritage/guidelines-human-remains.pdf>

Historic Artefactual Remains

- 1. Project Archaeologist to Undertake Significance Assessment.**
The archaeologist will attend the site as soon as possible (if not already on site) to assess the significance of the item(s) and recommend appropriate actions.

Underwater Wreck or Artefactual Find (Maritime)

- 1. Project Archaeologist to Undertake Assessment.**
The archaeologist will attend the site as soon as possible (if not already on site) to assess the item(s) and recommend appropriate actions.

Not Significant

For Item(s) which are deemed by the Project Archaeologist as not having potential State significance, formal notice to the heritage branch of the Department of Environment and Science (DES) is not required for the discovered item(s).

However, the item(s) will require suitable management actions, including recording as evidence. The Project Archaeologist should record the following:

- GPS location.
- X, Y and Z plot coordinates (easting, northing and elevation).
- Description of the item(s) including form, material, dimensions, distinguishing marks (i.e. makers marks and patterns) and an interpretation of age and function.
- Photographs of the item(s) including details, contexts and scales.
- An explanation of why the item(s) is/are not significant.

A copy of the above information is provided to the Project Manager and works can recommence.

Significant

The Item(s) potentially has/have State heritage significance (or greater).

- 1. Notify DES**
Contact the heritage branch of the Department of Environment and Science (DES) immediately:
Email: heritage@des.qld.gov.au
Phone: 13 QGOV (13 74 68)
- 2. Submit Form**
Complete and submit 'Notification of a Discovery Form' to DES. Available at: <https://www.des.qld.gov.au/heritage/notifications-and-reports/archaeological-discovery>
- 3. Do Not Disturb**
Do not disturb the item(s) or exclusion zone area for 20 working days or until DES provides written permission and advice on how to proceed.

The Project Archaeologist and DES will negotiate further requirements for the item(s). This may include:

- Protection and Avoidance
- Excavation, Recording and Removal
- Investigation and Preservation

These recommendations may require the preparation of a work method statement or scope of works in consultation with DES Heritage Branch prior to any action commencing.

Younger than 75 Years

Item(s) assessed by Project Archaeologist as younger than 75 years old

Follow the procedure for Artefactual Remains deemed 'Not Significant'.

Older than 75 Years

Item(s) assessed by Project Archaeologist as older than 75 years old

Follow the procedure for Artefactual Remains deemed 'Significant'.

Refer to: <https://www.qld.gov.au/environment/land/heritage/archaeology/shpwrecks>

No Impact

If works will not impact the item, they may recommence upon approval from DES and the Project Archaeologist.

POTENTIAL IMPACT

If works have the potential to impact on the find, work must not recommence for 20 business days OR until written consent is received from DES.

Reporting

Complete a final report in accordance with DES's Archaeological Investigation Guideline available at: https://www.qld.gov.au/_data/assets/pdf_file/0030/68628/archaeological-investigations-guideline.pdf

Submit a copy of any report with attached Archaeological Outcomes to the Project Manager and to DES (if required) within 20 business days of completion of work in the area.

Appendix C – QHR Entry for Ipswich Grammar School



Queensland Government home > For Queenslanders > Environment, land and water > Land, housing and property > Heritage places > Queensland Heritage Register > Search the register > **Ipswich Grammar School**

Ipswich Grammar School

- Place ID: 600601
- Woodend Road, Ipswich

General



[More images...](#)

Also known as

Grammar School Ipswich

Classification

State Heritage

Register status

Entered

Date entered

21 October 1992

Type

Education, research, scientific facility: School—private

Themes

9.1 Educating Queenslanders: Providing primary schooling

9.2 Educating Queenslanders: Providing secondary education

Architects

Backhouse, Benjamin Joseph

Gill, George Brockwell

Langer, Karl

Construction periods

1863–1921, Main School Building (1863, ext. 1865, 1877, 1890, 1921)

1912–1977, Music Room (Former Science Block) (1912, ext. 1977)

1946, Murray Hancock Memorial Block

1961, Karl Langer Classroom Block

1972, Fox and Hancock Dormitory Towers

Historical period

1840s–1860s Mid-19th century

Style

Classicism

Gothic

Location

Address

Woodend Road, Ipswich

LGA

Ipswich City Council

Coordinates

-27.61280477, 152.75212621

Map

- [Enlarge map](#)



Request a boundary map

A printable boundary map report can be emailed to you.

* Email

Significance

Criterion A

The place is important in demonstrating the evolution or pattern of Queensland's history.

Ipswich Grammar School was opened in 1863 following the enactment of the Grammar Schools Act in 1860. It was Queensland's first secondary school and is important in demonstrating the evolution or pattern of Queensland's history, especially with regards to the development of an educational system in Queensland during a period of important pedagogical change. The history of the School is also reflective of the emergence of Ipswich during the mid-19th century as an important centre for social, cultural and industrial advancement.

Criterion D

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

The School is also important in demonstrating the principal characteristics of a mid-19th century Queensland grammar school, and its evolution demonstrates key shifts in educational policy and practices as well as changes in Queensland's economic climate. The original School building was built in the early 1860s and the growth of Ipswich Grammar School over the years is reflected in its physical expansion. The original building was expanded in 1865 and further building works were carried out in 1877, 1890 and 1921. Today, the Ipswich Grammar School site is an integrated complex of buildings. Apart from the main building complex, the principal structures with heritage significance include the Music School, formerly the science block (1912); the Murray Hancock Memorial Block (1946); the Karl Langer Building (1961); and the Fox and Hancock dormitory towers (1972).

Criterion E

The place is important because of its aesthetic significance.

The School's original building, designed by Benjamin Backhouse, remains a significant example of Gothic Revival architecture. It initially occupied a prominent position within the Ipswich townscape, and it remains an historical landmark with aesthetic qualities.

Criterion G

The place has a strong or special association with a particular community or cultural group for social, cultural or spiritual reasons.

(Criterion under review)

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 buildings and grounds of Ipswich Grammar School have a special association with the life and work of the Trustees, headmasters, teachers, students and official visitors, many of whom held

distinguished places in Queensland's history or remain prominent figures in the Queensland community.

History

Ipswich Grammar School was the first secondary school established in Queensland and its original building was constructed in the early 1860s, constituting a fine example of Gothic Revival architecture.

The term 'grammar school' dates as far back as the early days of Christianity when the Church maintained the connection between Christian education and the study of 'grammar' or, more precisely, classical languages and literature. While the history of grammar schools dates from these early origins, English schools teaching grammar date from the 15th century when William of Wayneflete established the Free Grammar School. During the 18th and 19th centuries, grammar schools in Britain began expanding the curricula beyond the confines of classics and the Ipswich Grammar School was established in this climate of educational change, expansion and centralization.

In stark contrast, education in pre-Separation Queensland was limited to the teaching of reading, writing, arithmetic and religious instruction, and was often a parochial venture conducted from the parlours of private establishments or homes. When Queensland was declared a separate colony from New South Wales on 10 December 1859, the Queensland government faced the increasing need to provide an educational system for the new colony. Two significant pieces of legislation were enacted in 1860 to facilitate the development of Queensland education - the Education Act which saw the creation of a Board of General Education and the Grammar Schools Act which encouraged the establishment of grammar schools by providing a government subsidy of £1000 when an equal sum of money was raised by donation or subscription in any district.

Early efforts were made to establish a grammar school in Brisbane, but sectarian rancour resulted in the suspension of the proposal. In Ipswich, however, progress was made quite rapidly with £1000 subscribed by June 1861, but it was not without rankled debate. On 20 August 1861, the first meeting was held to discuss the establishment of the Ipswich Grammar School, which was chaired by local Mayor John Murphy and attended by some 200 people. Although sectarian rivalries resulted in the meeting ending in chaos and brawling, and a similarly turbulent meeting was staged one week later, it was resolved at the latter gathering in favour of establishing Ipswich Grammar School by 281 votes to 199 votes.

Disgruntled Roman Catholics, who believed they were not fairly represented in a committee to facilitate the establishment of the Grammar School, subsequently withdrew their money from the fund. This caused only a minor setback and the committee was able to report it had acquired all but £40 of the necessary funds by 11 March 1862. Two weeks later, the first Trustees were elected and in April 1862 they decided to call for plans and specifications with a prize of £20 for the best submission and £10 for the second best proposal. Ultimately, Benjamin Backhouse was the only one to respond to the Trustees call and his plans were accepted after some modifications to make allowance for toilets in the School.

Backhouse was born in Ipswich, Suffolk, England, in 1829 and found early employment as a stonemason with his father before working on his own as a builder-architect. In 1852 he emigrated to Victoria and following a sojourn in England in 1861 he returned to Australia where he settled in Brisbane. After winning the competition for Ipswich Grammar School there was a dispute between Backhouse and his then business partner, Thomas Taylor, over credit for the design. It is likely, however, from Backhouse's other work, which included over 100 buildings in Queensland, that Ipswich Grammar School was his design.

The Trustees had a more enthusiastic response to a call for tenders following the acceptance of Backhouse's plans, with several replies received. With a quote of £2890, the submission of the Ipswich building firm McLaughlin & Ferguson was successful. McLaughlin & Ferguson was a relatively new business, but the partners, David McLaughlin and William Lackey Ferguson, were most likely longstanding friends who first became acquainted in their Irish hometown of Newtown in Limavady.

By September 1863, work on Ipswich Grammar School had progressed well and it was announced in the Queensland Times that the School would "be conducted as nearly as possible upon the plan of the best public schools of the Mother Country The school buildings situated on the western hill - overlooking the town of Ipswich and from that elevated position command a varied and extensive view of the surrounding country". The School became a landmark of Ipswich and a reflection of the growing importance of the town as a centre for business and industrial activity. Its opening was suitably majestic with the Governor, Sir George Bowen, presiding over the event on 25 September 1863. Within 2 weeks, the School received its first pupils and in its first 3 years student numbers steadily increased but waned in the subsequent 3 years owing to the worsening economic climate and the opening of the Brisbane Grammar School in 1869. This was a period overseen by the School's first headmaster, Stuart Hawthorne, who was born in Ireland and migrated to Australia in 1840s.

Hawthorne served as headmaster until 1868 and during his time extensions to the Great Hall were carried out by McLaughlin & Ferguson in 1865 at a cost of £4500 for the buildings and £188 for the fittings. In the next 32 years, Ipswich Grammar School had just 2 principals - John Macrae from 1869 to 1875 and Donald Cameron from 1875 to 1900. Although the period from the 1870s to the turn of the century was characterized by undulating economic fortunes, it was a period that represented an era of expansion for the School with pupil numbers reaching a peak in the mid-1880s and further building improvements and ground work being carried out. In 1876, a tender of £20 was accepted for "laying down of a cricket ground and clearing the paddock". The following year, the highly esteemed architect, Francis Drummond Greville Stanley, whose work came to include the Supreme Court, General Post Office and Queensland National Bank building in Brisbane, was employed on the less illustrious job of designing the School's gymnasium shed as well as other additions and alterations. The work was carried out by John Farrelly at a cost of £1262. In other developments around this time, water was laid on at the School in 1879 and 4 years later a gas supply was installed. The School also had a verandah added in 1890, which was built by contractors Worley & Whitehead.

At the turn of the 20th century, Charles A Flint became principal of the School and remained there until 1907. A covered balcony was designed in Flint's first year at Ipswich Grammar School by George Brockwell Gill, who had previously worked on Ipswich Girl's Grammar School and Ipswich Technical College. Gill was also employed in 1921 to design a two-storey building for the School, which became known as Bradfield House and was built by a Mr Pickles at a cost of £2466. In the first year of Flint's headmastership an application was also lodged with the Lands Department to sell a portion of the School grounds. The application was unsuccessful, but it was renewed some years later with approval granted in March 1910, when Bertram G. Lawrance was principal. A sale was realized the following year with 2½ acres at the northeastern end of the School grounds released at a price of £851. The money raised from this sale as well as a government subsidy were used to build and equip a new science building, designed by Gill, as well as new servants' quarters and a room for sick boarders in 1912.

Soon after the outbreak of the First World War, Richard A Kerr became headmaster of Ipswich Grammar School and he remained there until 1945. These were obviously tumultuous and uncertain times, but the School flourished under the leadership of "The Boss" as Kerr was affectionately known. Between 1914 and 1930 student numbers more than doubled from 96 to 198, and demand for extra teaching space resulted in the construction in 1923 of 4 brick classrooms in a two-storey building on the western side of the Masters' Common Room and a reconditioning of the old Museum in 1930 to cater for Geography and History classes. This period also saw the laying of a sports ground, which cost a total of £1,200 and was opened on 13 June 1925. With the economic depression of the 1930s and the outbreak of the Second World War, government spending on education was reduced and Ipswich Grammar School had no further building developments during that time.

Following the end of the Second World War, William G Henderson became headmaster of the School and was succeeded by 4 other principals to 1968. Building expansions once more became necessary as student enrolments began to increase. In 1946 a new wing was added for boarders and called The Murray Hancock Memorial Block, named after an Ipswich Grammar School Old Boy who had died in the Second World War. The following year, the War Memorial Library was opened and in 1954 a brass tablet was erected to commemorate those former students who died in the two World Wars. The pressure on accommodation caused by the increase in boarders during the 1950s resulted in the School's dining room being enlarged and provision made for a new kitchen, laundry and ablution block. Undoubtedly the most significant building achievement in this period was the construction of a new block costing over £100,000 and designed by the architect Dr Karl Langer. The foundation stone was laid on 16 September 1961 and the building consists of 13 classrooms, 2 science demonstration rooms, 3 laboratories, offices, masters' rooms, wash room, and locker area.

The 1970s was a period of growth for the School, as evidenced by the building programme of the time. In 1972, the Fox and Hancock dormitory towers were designed by Stephen Trotter and built by KD Morris & Sons. That same year the War Memorial Teaching Complex, the Earle Williams Building and headmasters' residence were also constructed. Five years later, the science building that was built in 1912 was refurbished to accommodate what is currently known

as the Music School and an open-air theatre was built in the School grounds. In 1978, the Earle Williams Building was extended and the following year a swimming pool, gymnasium and tennis courts were installed.

In more recent times, the School has continued to expand and that growth is reflected in its physical development. Between 1980 and 1982, the original building of 1863 was refurbished and Bradfield House was converted into accommodation by Bruce Buchanan. In 1985, Buchanan was again employed to design a new Art School, which was completed by renovating an existing war memorial boarding house. Two years later, the Clive Wyman Building (also designed by Bruce Buchanan and David Pagendam Architects in association) was opened by the then Education Minister, Lin Powell, and used to house the School's library and computer facilities. The late 1980s also saw the construction of a new \$2.5 million administration facility and clock tower and in 1990 a cricket storage shed as well as a new scoreboard were erected in the School grounds.

Ipswich Grammar School remains a dominant icon on the local landscape. Its long and distinguished history is reflected not only in its physical expansion over the years but also in its mentoring of many distinguished Old Boys, including Alfred Backhouse, son of the architect who designed the School and one-time Deputy-Chancellor of Sydney University; John Job Crew Bradfield, Chief Engineer during the construction of the Sydney Harbour Bridge and designer of the Storey Bridge in Brisbane; Hugh Cornish, television executive; Sir Harry Gibbs, former High Court judge; as well as a host of representative sportsmen.

Description

Ipswich Grammar School, bounded by Woodend Road, and Burnett, Waghorn and Darling Streets, is located less than 1 km west of the town centre. The campus buildings cluster around a prominent hill overlooking much of Ipswich's central business district and surrounding suburbs. While the school largely uses Woodend Road as its back-of-house address, its sports fields and courts create a 'green' buffer zone to the residences lining the other boundary streets. From various locations around the heart of Ipswich, the visitor can glimpse parts of the School's buildings nestled amid well-established trees and lawn. One particularly good vantage point is the southern section of Burnett Street. Another is situated in the area to the east around the Roman Catholic primary school and church.

Main Building Complex (1863-1921)

This complex of buildings is made of brick and stone, which was subsequently rendered and painted. Various small weatherboard-clad additions have been made to it. The main wings of the complex are in the Gothic Revival Style and currently comprise classrooms, a Great Hall, towers, residential accommodation, some offices and a number of meeting rooms. Originally, its siting on an eastward-sloping incline had addressed the city centre across an intervening valley. However, the view of its impressive mixture of steeply pitched, parapeted gables, longitudinal ridgelines, and crenellated octagonal towers, has been masked by later development on the campus.

In plan the main building complex has two long, perpendicular wings meeting at the Great Hall, which is T-shaped. This corner presents a strong face to visitors on the main driveway. A parapet coping is still visible to indicate where the 1863 end to the Great Hall was situated. Against the east-facing wing, running parallel with the opposing wing, another line of building has been situated. The significant part of this wing probably began life as the gymnasium shed designed by Francis Drummond Greville Stanley and built in 1877. A further parapet coping protrudes through the roof along this wing to indicate where the 1863 building ended. The placement of the wing creates a rectangular courtyard that is open to the west. Connected to it to the north is the Murray Hancock Complex, which has been greatly extended and altered since 1946. The original wing looks onto a treed courtyard open to the north, which is lined by part of the rear of the main building and a two-storey, partially enclosed verandah.

The facades of the two main perpendicular wings addressing the rest of the campus, feature articulated stonework around windows and capping parapets that are currently painted white. The remainder of the rendered brick is painted a light grey. The roofs throughout are corrugated galvanised iron, with ogee guttering and acroteria. Decorative soldered rainwater heads are also featured. A number of chimneystacks protrude through the roof.

On the east-facing building's facade the Great Hall reads as an impressive notched parapeted gable that incorporates five tall, narrow triangular-headed windows. Each end of the stone parapet cap is curved before meeting a relief line from the wall and finishing parallel with the roof's pitch. The Hall's gable parapet facing south is more simply capped, as are all others. It incorporates three windows identical to those in the east face. A stone course at sill height wraps around the hall's exterior, as do two, lower baselines. The first and second-storey windows to the tower are square-headed. Those in the two other gables on this façade are square-headed to the ground floor and triangular-headed above.

On the southern façade, west of the tower, are located a further large parapeted gable, a single-storey section and a final smaller gable. The rendered brick two-storey structure that completes this line comprises a double-gable. This structure is Bradfield House and was designed by George Brockwell Gill in 1921. It is extended to the west by a narrow, weatherboard-clad addition. From its southern face is cantilevered a similarly clad, narrow protrusion supported by carved timber brackets. Its northern face to the courtyard is identical except that the bricks are not rendered. Its windows are square-headed, and their stone sill and keystones are clearly visible on the unrendered façade. The courtyard can be entered from the west, or via a narrow passageway through the southern façade's single-storey section.

The main building's east-facing wing consists of a similar series of stone-capped parapeted gables, however they are smaller in scale. It features a small tower that does not sit proud of the wall as the one on the southern elevation does. Its two gables feature the same fenestration scheme used on the southern façade. Also, a bell tower-like finial projection with notched parapet cap features on this façade. Through a pointed archway, further entry can be gained to the rear of the Great Hall and the west-facing courtyard. The first storey windows on the remaining sections of this façade are square-headed, and sit at such a height in relation to the

wall and steeply pitched roof that they have their own dormer roofs. This is accommodated by the cathedral ceilings on the interior. The east-facing wing is closed at its northern end with a weatherboard-clad gable addition.

The courtyard open to the west is very informal in character and is used as a lunchtime gathering place. Its rendered brick is largely undecorated with painted stone, except where it caps the gable parapets. The corrugated iron awning or verandah built in 1890 provides shelter at the courtyard's eastern end. A small single-storey building is attached to the south wall of the yard. Its brick façade is unrendered and has five windows each with stone sill and keystone.

Interiors of the Main Building Complex

The internal spaces viewed include: the Great Hall, a ground floor meeting room and entrance hall adjacent to it on the southern façade, a ground floor boardroom, and the first storey of the secondary north wing. The interiors generally reflect the variations in character expressed on the facades.

The Great Hall is currently used for orchestra rehearsals and houses the school's museum display. The two parts of the T-shaped space are separated by a short flight of stairs (3 risers) and a large pointed archway. The lowest area corresponds to the large parapeted gables at the main corner where the southern and eastern facades meet. It can be accessed through an entry, with pointed arch, in the south-facing tower's base. The walls are plaster applied to brick. A skirting circumnavigates the entire space. A number of timber honour boards line the walls.

The ceilings feature exposed timber rafters with single ties. The rafter ends meet timber columns fixed to the walls and bearing on a small, shaped extrusion of stone. The timber structure is stop chamfered. Secondary structural members are also featured where there is a valley or hip in the roof. Behind all this structure is a lining made up of approximately 20cm wide jointed timber boards. All timber ceiling structure and lining is painted. Sill height throughout is approximately 2m to 2.5m depending on which part of the hall the windows are opening into. This means visual contact is only be made with the sky.

The second part of the Great Hall can be accessed via the bell tower in the eastern façade. Over a 4m length of its wall the skirting rises in a sudden break by 20cm. The plastered wall continues below it. A number of brass-ribbed plates are fixed to the floor at regular intervals where the skirting moves up the wall. A choir stall projects above a 2.1m high section at the rear of this area. The stall is supported by carved timber brackets, and its solid balustrade features applied, polished timber decoration. A door in the base opens onto stairs leading to the level above.

Through the base of the main tower, access is gained through a pointed archway to a hallway. At the end of this space a timber stairway leads to the storey above. Its balusters and newel posts are simply turned. Off the hallway opens the Great Hall and a large meeting room as wide as the southern wing. Its walls match those in the Great Hall. Windows open at each short end of the rectangular space. There is a large fireplace and integrated mantel on the west-facing wall made of rendered/plastered brick. The ceiling is decorated with an ornate plaster rose and cornice.

Above the door and fanlight opening off the hall into this room there is a patch of flaking paint or plaster. Another patch is evident on the meeting room's ceiling. The boardroom accessed from the eastern façade of the main building is smaller and has windows in only one wall. Its ceiling features a simple, double cornice and a plaster rose.

The two upper storey rooms of the secondary wing whose length faces north, feature cathedral ceilings similar to those in the Great Hall. While these rooms are spacious their scale and character does not compare to that of the Great Hall. A set of tall, narrow square-headed windows open off each room onto the informal courtyard or play area. Sill height is approximately 3m, making the spaces inward looking or internalised. The walls are painted brick. In the first room a small dormer with three triangular-headed windows opens onto the north-facing tree-lined court. In the last room to the west, a set of three square-headed windows open through the wall facing north. The western-most room can be accessed via a classroom in the newer part of the Murray Hancock Complex.

Current Music Building (former 1912 science block)

This building is rectangular in plan, single-storeyed and has a hipped roof of corrugated galvanised iron. Its walls are rendered and painted brick in keeping with the main building complex it is adjacent to. The render is scored to create the illusion of large masonry blocks. An approximately 3.5m wide verandah is attached to the building's southern facade. It overlooks a large cricket oval separated from it and the building by a series of stepped stone retaining walls. Bounding the oval is Burnett Street.

The verandah roof meets the main building wall just under its fascia and is hipped at each end. The open edge of the verandah roof is supported by six sets of double square timber columns. The southern façade of the building features five windows, a single door at the western end, and a double one at the other. Access to the classroom level is gained through the latter, by ascending a short flight of stairs onto a landing. All the building's windows and doors are round-headed.

On each short face of the building, looking east and west, are featured three windows. On the northern façade addressing the main school complex are six windows and two doors. On this façade, at the western end, a single chimneystack is expressed. The interior consists of a single classroom whose walls and ceiling are currently lined with acoustic particleboard.

Grounds

The remainder of the School's buildings are dispersed around the campus, largely to the north, east and south. A short end of the 1961 Karl Langer designed classroom block is situated close to the east-facing wing of the main building complex, and stretches away from it down the natural slope of the land. The two sporting ovals face Burnett, Darling and Waghorn Streets, while the gymnasium, swimming pool and tennis courts address the northern end of Waghorn Street. The main driveway entrance is on Darling Street, where the Headmaster's residence is located, marked by a large stand of gum trees. Behind the house is an area of established planting, featuring a waterfall and a number of large palm trees and a Norfolk Pine. The driveway winds

between the ovals and provides, to the north-west, a view of the current music building above its stepped retaining walls, and to the south-east, a view of one of the two dormitory towers.

Image gallery



Location



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Appendix D – Extended History



3. BACKGROUND HISTORY

3.1 Historic Background

Ipswich Grammar School was the first official secondary school in Queensland.

Prior to this time, the only secondary education available to boys was that provided by a few small private schools, usually conducted at the master's home. Ipswich examples include a school run by the Rev Samuel Whitehead who is said to have had an excellent classical education. Girls had a choice of a few private schools for "young ladies". Other families such as the Thorns sent their older children (boys and girls) to boarding schools in Sydney.¹

Education was given a high priority after Queensland was separated from New South Wales in 1859. The first Parliament sat in May 1860 and on the very first day, Francis Bigge announced that:

It was also proposed to introduce a bill for the establishment of a public grammar or high school, the object of which was to extend, on a cheap and accessible plan, facilities to those parents who might feel disposed to give their children a high class education.²

The Bill was passed as the *Grammar Schools Act of 1860*. Under this model, communities had to raise £1000 and the government then provided a grant of up to twice that amount, plus a grant of land. A Board of Trustees was created consisting of four government appointees and three community representatives elected from among those who had subscribed money. The Board supervised the construction of school buildings and the overall running of the school, including choosing the Headmaster. Students paid moderate fees while the government provided an annual grant known as an "endowment" and in return, required annual reporting.

It was a good compromise between private enterprise and government, but a problem soon developed due to sectarianism in the community.

For almost a year after the provisions of the Act were advertised, communities remained apathetic and nothing was done towards obtaining a secondary school. This changed shortly after the arrival of the first Roman Catholic Bishop, Dr Quinn. The Bishop was insistent on the importance of education and had brought experienced teachers with him. Within a short time, both the Brisbane and Ipswich Catholics had raised far more than the required £1000.³

This created an immediate public furore, with accusations that the Catholic Church was attempting to take over the Grammar School system. Meetings in Ipswich became near-brawls and caused division in the community. Several newspaper articles made the sensible suggestion that Protestants should simply add to the subscription and become part of the venture but this did not occur.⁴

The Government rejected the Catholic submissions under the Grammar School Act, to the surprise and anger of Bishop Quinn. The Catholics withdrew their money and went on to develop their own alternate secondary system.⁵

In Brisbane, the Grammar School proposal languished for several years and a Brisbane Grammar School was not built until 1869. In Ipswich, however, the Catholic initiative had galvanised the local non-Catholics who formed committees, held public meetings

¹ George Thorn Jnr attended Kings School in the 1850s, and the Thorn girls also went to Sydney schools.

² C 31.5.1860

³ BC 28.6.1861 and 29.6.1861

⁴ MBC 22.8.1 and 29.8.1861

⁵ BC 12 June 1862

and began to raise their own funds. This subscription was slower than the earlier one, but was accomplished by early 1862 and the new Ipswich Grammar proposal was approved by Parliament shortly afterwards.

A Board of Trustees was then formed. The Government appointments were Henry Challinor, John Panton, Christopher Gorry and Frederick Forbes. The representatives elected by subscribers were Arthur Macalister, Benjamin Cribb, and George Thorn.⁶

There was one final outbreak of sectarianism. Gorry was a prominent and very civic-minded Catholic resident whose daughter became one of the first Sisters of Mercy in Ipswich in 1863 (the sisters were a teaching order). Gorry was soon pressured to resign from the Board of Trustees by Bishop Quinn.⁷

3.2 Original Building 1863



The original section of the 1865 building extends from the far right through to the around the gable of the Great Hall (facing). The prominent gable front of the Great Hall with the tall stepped windows extending to the rear left is the 1868 addition. (Image obtained from IGS Archives)

The planning process for the school buildings was carried out very rapidly. The trustees called for plans and specifications from architects in April 1862, offering prizes of £20 and £10 for the best submissions. However at the end of May, they announced that only one set of plans had been received, that of Benjamin Backhouse. Fortunately, it was “deemed very suitable” with a few alterations including adding water closets and substituting slate for the shingle roof originally proposed.⁸

After Government approval was obtained, tenders were called and in July, local builders Ferguson and McLaughlin were awarded the contract.⁹

In September 1862, Backhouse took Thomas Taylor into partnership with him but this was short-lived, ending in June 1863. Although Taylor later claimed some credit for the Grammar project, he appears to have had little part in it. Trustees’ minutes refer to

⁶ BC 29.3.1863

⁷ BC 12 June 1862

⁸ Trustees minutes 26.5.1862

⁹ BC 24.4.1862 and 31.5.1862

Backhouse and the correspondence relating to construction was signed by Backhouse.¹⁰

Work on the building proceeded well and it was ready for the roof by January 1863. There do not appear to have been any major problems during the construction, although there was an issue about whether or not to tuck point. In December 1862, Backhouse requested the school Trustees to allocate an extra £50 to tuckpoint the external brickwork. At this time, the firm was also supervising an extension to an Ipswich church, and the Trustees had obviously examined the brickwork of that building. In April they requested Backhouse "not to tuckpoint in the style adopted by him in the case of the Wesleyan chapel of this town". As the walls of the school were finished by this time, it is not clear why tuckpointing was being discussed. Possibly problems with the brickwork and/or mortar were already becoming evident.¹¹

Advertisements for a headmaster were placed in newspapers throughout Australia in June, and Stuart Hawthorne was appointed in July. He was later said to have been "a teacher of the Arnold stamp", referring to the famous headmaster of Rugby School in England.¹²

The Governor, Sir George Bowen, opened the completed school on 25 September 1863. He delivered the inaugural address in the hall. Subscribers sat in the body of the hall while some members of the general public managed to secure a seat in the gallery. The hall was then re-arranged to allow a luncheon to be served as there was no other room in the school large enough.

The 1863 school consisted of the upper part of the Great Hall containing the balcony and most of the wing of the school north of this, i.e. the section containing the bell tower and small tower. It was described in great detail in a newspaper article (see Appendix).¹³

In summary, it was a two storey red brick building with cement dressings, on a stone foundation and with a slate roof. It included classrooms, a dormitory, dining room and usher's room. At the rear were the kitchen, servants' rooms and scullery. There was also a private residential area for the headmaster and his family; his residence remained in this location within the school buildings until 1962.

The town congratulated itself in many newspaper articles and editorials on its achievement of establishing the colony's first Grammar School. The general opinion of the buildings seems to have been very favourable, but there were some critics. One newspaper correspondent talked of "*The Ipswich Grammar School, that latest erection, in which is combined all that is opposite in style and useless in practice*".¹⁴

A few years later, an English visitor wrote of the absurdity of a Gothic building on a Queensland hilltop:

*In many instances, you are forcibly struck with the absurd manner in which English architecture is copied, particularly in public buildings. On arriving at Ipswich, I was astonished to see, perched on a hill-top, a red-brick Gothic building with the high-pitched roof and narrow windows which characterise such buildings in cold countries. Not only were there no verandahs to protect from the sun's rays, but the classrooms were upstairs, just under the roof, and having scarcely any windows, were hardly ever cool.*¹⁵

¹⁰ Watson, Donald & McKay, Judith *Old Architects of the 19th Century* Old Museum 1994; Trustees Minutes and correspondence files in IGS Archives

¹¹ Trustees minutes 6.4.1863

¹² BC 8.7.1863, 25.7.1863, 11.7.1864

¹³ BC 26/9/1863

¹⁴ QT Sept 1863

¹⁵ Charles Allen A Visit to Queensland and Her Gold Fields London 1870

3.3 The 1865 Extension



Detail view of the 1868 wing addition (Image obtained from IGS Archives)

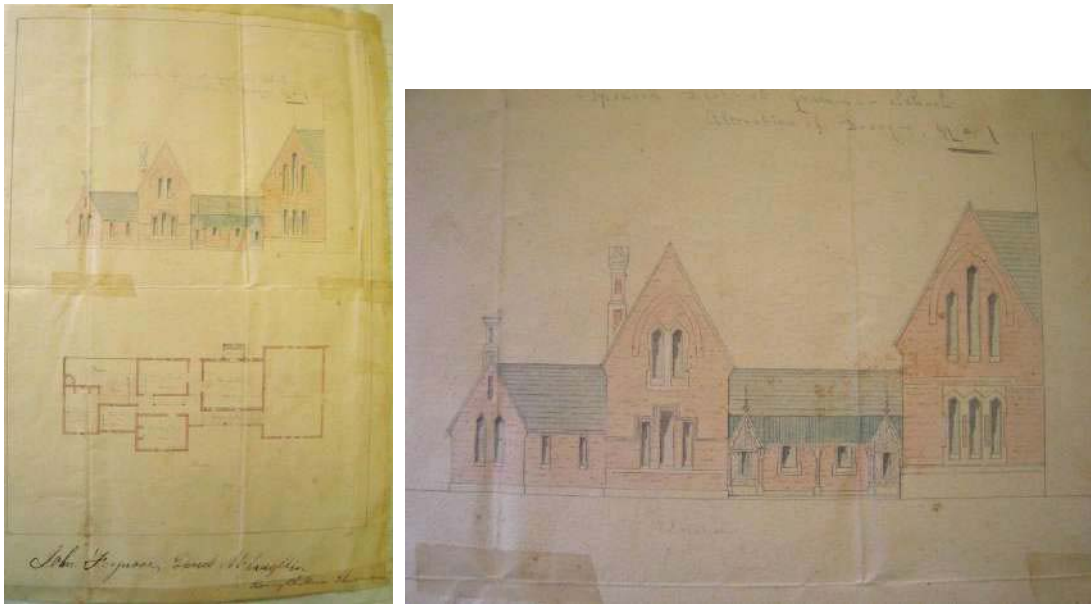
It is commonly thought that the whole of the southern and eastern wings of the building comprise the "original" school. However, this is not correct. The initial enrolment in October 1863 was 18 students. The following year numbers had increased to 64 and by August, the Trustees were discussing plans and specifications prepared by Backhouse for a major extension.

The tender of Ferguson and McLaughlin was accepted for the extensions, the cost being £4,500 for the buildings and £188 for the fittings. This indicates a substantial extension as the cost of the 1863 building was only £2,890.

The memorandum of agreement included the provision that the work was to be finished by August 1865, but "the Hall must be finished and delivered up fit for use before 30th April, 1865". This finishing date was a few weeks before the mid-year visit of the Governor for Prize Day.

The extent of the work is indicated by an unsuccessful tender submitted by Wm. Field on 21 October 1864 which described it as "new Hall, staircase Hall, Tower, 4 class rooms, Residence, Dining Room and Dormitory, laundry and wash house, Tank, Lavatories, Water Closet and Lodge".¹⁶

¹⁶ Trustees minutes 21.10.1864



*Extension plan photographs of originals held in the School Archives (1865) (Detail above right)
Plan signed by John Ferguson and David McLaughlin, and the Chairman, this drawing is provided by Benjamin Backhouse.*

Put more generally, this included the lower part of the Main Hall, the main tower and the section of the building facing south (i.e. facing towards Burnett Street). A parapet coping still visible in the roof appears to indicate the original end wall of the Great Hall. The "Lodge" was probably the gatekeeper's lodge, a small cottage on the eastern side of the school grounds.



The gate keeper's cottage (Image source - Buchanan Heritage Services)

The new hall was an extension of the original hall, built at a slightly lower level and at right angles i.e. the whole hall was then a T-shape.

The "original Hall" was re-floored in July, 1865; the reason for this is not stated.¹⁷

¹⁷ Trustees minutes 3.7.1865

3.4 Further Extensions and Improvements

It has proved difficult to date accurately all of the various additions and alterations to the School buildings, particularly the minor additions.

The minutes of meetings of the Board of Trustees are continuous from 1862. However, these can be frustrating as the discussion about the need for a new plate rack in the kitchen is recorded, while a £2,000 extension is dismissed in one line with little or no detail. There was possibly another House Committee minute book dealing with construction projects which has now been lost. The following are the main changes and additions which have been identified:

1877 Repairs, Alterations and Additions

In 1877, the Trustees borrowed £2,000 to make alterations to the school and build a gymnasium shed. The architect for both was F.D.G. Stanley and the contractor was John Farrelly. 18

There is no description in the minutes of the addition but it is most likely part of the two storey section on the northern side of the quadrangle. A parapet coping protrudes through the roof indicating where the original 1863 building ended. Internally, in this wing there are bricked up windows, a change in floor level, and a change in the width of the ceiling boarding where there appears to have been a further extension.



IGS Early Dormitory (Image obtained from IGS Archives)

There may have been problems with defective brickwork or mortar by this time as the Trustees asked Stanley to visit the school and arrange for washing the outside walls with cement. This was later omitted from the contract.

The minutes do not state when the cement rendering was finally carried out. Early photographs show that this had been done by at least 1913. It made a very considerable difference to the appearance of the school.

Changes, 1880 to 1900

Water was laid on to the school in 1879. A gas company opened in Ipswich in 1878 and the school immediately began to consider installing gas. However this was not carried out until 1883, under the supervision of architect Samuel Shenton.¹⁹ In 1890, builders Worley and Whitehead added "a verandah to the back of the school." No architect was mentioned.

18 Trustees minutes June and July 1877

19 Trustees minutes 31.3.1983



IGS c1950 showing render finish (Image obtained from IGS Archives)



Image undated, the c1863 section with render, stone dressings and mouldings evident. (Image obtained from IGS Archives)

3.5 New Science Block 1913



IGS c1960s showing an amenities building to the left, the 1913 Science Rooms central and Grandstand to the right overlooking the No.1 Oval (Image IGS Archives)

The school had always promoted the study of science, even to the extent of including demonstrations of chemistry experiments, electric bells and microphones at a school concert in 1879. However the classical education was still dominant.²⁰

This began to change in the early years of the 20th century, particularly with the opening of a university in Queensland in 1909, the start of Junior and Senior public examinations and a greater emphasis on technical education.

Under headmaster Lawrence (1908-1915), more boys enrolled in science subjects and a decision was made to build new science laboratories as a jubilee project. The architect was presumably George Brockwell Gill who was school architect at this time.

The new laboratories were built as a separate block overlooking the oval - a simple, one-storey rectangular building. They were funded by a government loan, community fundraising and the sale of land owned by the school.²¹

The building was ready for use at the beginning of 1913. There was no official opening, but it was said to have been inspected with great interest at the jubilee celebrations in September of that year.²²



Jubilee Celebrations 1913 (Image from IGS Archives)

3.6 Progressive Changes

²⁰ QT 28.9.1878

²¹ Joseph Allsopp *A Centenary History of the Ipswich Grammar School* 1963

²² QT 26.9.1913

The school architect throughout most of this period was George Brockwell Gill.

In 1909, a new covered "balcony" was provided to accommodate sick boarders. Blinds were procured for it in July.

In 1912, minor alterations were carried out including the provision of new servants' quarters.

In 1918, planning began to extend the Dining Room and Dormitory.

In 1920, electric light was installed at the school.

A swimming pool was constructed between 1935 and 1938 that no longer exists.²³



The Grand Stand c 1950s (Image obtained from IGS Archives)

Bradfield House

In 1921, Gill prepared plans and specifications for a new two storey building. This is the section now known as Bradfield House, named after the famous Old Boy of the school J.J.C. Bradfield, the engineer responsible for the Sydney Harbour Bridge scheme. The tender of W.E. Pickles for £2466 was accepted.

The western end of the 1865 extension had been single storey and included a bedroom, kitchen and shed. These no longer exist and were presumably demolished to make way for Bradfield House.²⁴

The roof and ceilings

The roof of the school was a repeated source of problems. In the early years, there was a variety of roofing materials used on different sections of the building or on outbuildings, e.g. in 1864, the main building was slated but the playground shed was roofed in galvanized iron.

²³ Sports ground opened 13.6.1925

²⁴ From "alteration" plan and elevation signed by Backhouse, Ferguson and Mclaughlin (in the "Correspondence File 1862-1868" held at IGS)

Initially, the school was to have been shingled, but in May 1862, the Trustees asked Backhouse about substituting slates for shingles. The tender was finally let for "the whole works including slating".

By 1884, the slates were proving troublesome and Samuel Shenton recommended changing them to shingles. In June, a tender was accepted from Worley and Whitehead for £229 for "shingling school with split shingles" and in December, an insurance company's endorsement noted the alteration from slate to shingle. However it is not clear to what extent the roof was shingled. The 1863 section was certainly shingled, as this is clearly shown in a jubilee photograph taken in 1913. The Gatekeeper's Lodge might also have been changed as an 1888 minute refers to repairing the Lodge with shingles.



Area of roof showing slates (Detail from previous images)



Similar area of roof showing timber shingles (Detail from previous images)

However, some of the roof remained slated because complaints continued, for example rain displaced slates in January 1893 and severe wind lifted slates in 1902.

By 1899, a decision had been made to substitute galvanized iron for the troublesome slates. However this was to be carried out progressively. It was agreed that whenever extensive repairs were required to the roof, the slates should be removed and galvanized iron substituted. The school architect by this time was George Brockwell Gill and he arranged for re-roofing on several occasions over the next few years. 25

25 Trustees minutes 27.2.1899

In 1906, the house and grounds committee was instructed "to sell any slate on hand if possible" and there were few references to slates beyond this time.

Problems still occurred with the roof - as in October 1920 when the headmaster complained in his report to the Trustees "Damage in storm: there was also one leak in the roof which caused all my best clothes to be wet". However, in general, problems with the roof covering were less common after replacement with galvanized iron.

There were also several references in minutes to ceilings collapsing (eg 1886) and ceilings requiring repair (eg 1902, 1906). This was probably a result of either roof leaks or white ant damage. In 1916, the classroom ceilings were replaced with Wunderlich pressed metal.

"The White Ant"

A constant annoying and expensive problem at the school has been "the white ant". The minutes regularly recorded the discovery of yet another infestation. In 1893, some beams had to be replaced and in June 1908 it was stated that "the ravages of white ant were pointed out in the roof timbers of the School Hall and in other places....."

As a result of the 1908 attack, the school decided to engage a firm on an annual basis to control white ants. This seems to have been moderately successful as reports of major damage diminish after this time.

They were not permanently eradicated however. When conservation work was carried out in the 1980s, a very considerable amount of white ant damage was again discovered, and damage has reappeared in recent years.

3.7 Additions and Changes 1945-2009

In 1947, new boarders' accommodation was built, funded by the Hancock family and named the Murray Hancock Memorial Block after their son who was killed in World War II. This was a two-storey timber building which completed the quadrangle. Another war memorial project was the school library which opened in the same year in a room in the main block (now the photocopying room). In 1954, new furniture was purchased for the library and paintings by Douglas Pratt and Albert Namatjira were hung on the walls. A brass plaque officially designated the library as a memorial to Old Boys who had lost their life during both wars.

In the 1950s, primary schools experienced a sudden increase in enrolments due to the effects of the post-war "baby boom". By 1960, this had reached the secondary level and, in a changing society, more students were staying at school beyond Junior (Year 10). Also in the early 1960s, it was announced that the secondary program in Queensland would be extended to five years instead of four.

These changes were reflected at Ipswich Grammar. An increase in boarders during the 1950s resulted in the school's dining room being enlarged and provision made for a new kitchen, laundry and ablution block.²⁶

The need for more buildings became acute and a fundraising appeal was launched in the late 1950s, and repeated in the early 1960s. Donations for school buildings and other smaller projects came from Old Boys, and also from the Parents & Friends Association and profits from the canteen run by the Ladies' Welfare Association.

Archival film of school activities shows that students, mainly the boarders, helped the school by carrying out work in the grounds including gardening, concreting and small landscape projects such as building steps.²⁷

²⁶ Joseph Allsopp *A Centenary History of the Ipswich Grammar School* 1963

²⁷ Film taken by former master Kingsley Neale; a copy is now in the school archives

Up to this time, the headmaster had been living within the main school buildings. A separate residence designed by Karl Langer was built on the south-eastern corner of the school grounds in 1962.²⁸



New building c 1960s designed by Karl Langer (Image obtained from IGS Archives)

Also in the 1960s, a large new building was designed by architect Karl Langer. This included 13 classrooms, 2 science demonstration rooms, 3 laboratories, offices, masters' rooms, wash room, and locker area. It was sited with little thought for historical context, and its scale and location made it an obtrusive element in the school grounds particularly when viewed from the town. It has now been absorbed into the modern building complex.

By the 1970s, a higher standard was expected in school boarding facilities and in 1972, the Fox and Hancock dormitory towers were designed by Stephen Trotter and built by KD Morris & Sons. These were refurbished internally by Buchanan Architects in 1990, changing the open dormitories into rooms with ensuites.

Also in 1972, the War Memorial Teaching Complex was built to a design by Stephen Trotter. This was a multi-purpose building, basically a large school hall with ceiling panels which could be lowered to create classroom spaces. This mechanism has since been removed. A recreation room was built underneath in 1991.

An Administration Building was constructed in 1973. This has since been replaced.

A smaller building was constructed nearby as a gymnasium and named the Earle Williams Building. It was extended in 1978 and later used as a senior common room.

The 1912 science block was refurbished to accommodate the Music School and a small amphitheatre was built nearby, named the R G Edmondson Memorial Open Air Theatre..

In 1980, the Ivor Morris Physical Education Complex was completed along the Waghorn St frontage. It included a 50m pool, gymnasium and tennis courts. In 1981, a manual arts block was completed and officially opened on 16 October.²⁹

²⁸ IGS Magazine 1963
²⁹ IGSACTA Sept 1981

The building program had meant that less attention was paid to the original buildings of 1863 and 1865. These were now suffering severe white ant damage, rising damp and other problems. Parts of the building were disused. Between 1980 and 1982, conservation work was carried out by Buchanan Architects. This included installing ventilation slots around the edge of the floor in the Great Hall, installing trapdoors in the floor of some rooms for sub-floor access, installing new drainage in the quadrangle and linking all downpipes to the drainage system instead of discharging onto bitumen, eliminating a bat infestation, installing some new flooring where white ant damage was extreme, and some general repair, maintenance and external repainting.



Wilson Building under construction (Image obtained from IGS Archives)

Bradfield House was refurbished and changed back into boarding accommodation by Buchanan Architects in 1982. In 1983, the three-storey Harry G. Wilson Science Building was completed. In 1985, the Murray Hancock Memorial Block built in 1947 was renovated by Buchanan Architects as an art studio and re-named the Murray Hancock Memorial Arts Centre. At the same time, the adjacent box room was converted into accommodation for masters

In 1987, a new administration building was constructed on the site of the earlier (1973) building. Named the Clive Wyman Building, it was complete at a cost of \$2.2 million, designed by a group of three local architectural firms Arthur Lumley Pty Ltd, Bruce Buchanan & Assoc and Neville Tait Pty Ltd (later Tait Morton Johnston Pty Ltd). It included computer laboratories, classrooms and an air-conditioned library.³⁰

In this year, the school acquired the historic property "Woodlands" at Marburg. It was used for several years for school extension activities and also as a conference centre open to the general public, but was later sold.

A new administration building was designed by two Ipswich architectural firms, Arthur Lumley Pty Ltd and Buchanan Architects. After the death of Arthur Lumley in a road accident in 1988, the project was completed by the other firm. It was built on the site of a previous administration building and was named the Ladley Centre.

³⁰ IGSACTA 1988

3.8 The Primary School

During World War II, some younger boys lived at the school and attended nearby Blair Primary School. After the war, the school continued to experience a demand for primary education, particularly for boarders from country areas. The students attended Blair School until a Preparatory Section was established at IGS in 1955. This section used a variety of spaces within the main school until a number of former RAAF huts were introduced in 1957 and 1961. ³¹

In 1964, the Queensland education system changed and the former primary school Grade 8 was transferred to secondary level. At IGS, Years 7 and 8 were essentially absorbed into the main school, while younger boys attended Blair. It is not clear when this primary level ended.³²

Primary schooling began again in the 1990s, when Ipswich Girls' Grammar School began a primary section for both girls and boys, the boys wearing a separate uniform and eventually graduating to IGS.

Year 7 was re-introduced at IGS in 1994 and in 1998, a new IGS primary school block was built facing Woodend Road, designed by Birchall & Partners. This was extended in 2005 and 2009. A Preparatory Block designed by Birchall & Partners was built in 2005 and Early Childhood Education Centre added in 2009.

3.9 School ovals

Sport has been an important part of the school curriculum since the earliest years. A sports day in 1866 included foot races and a competition for throwing a cricket ball and in 1868, an IGS XI played against "Mr Hoctor's Collegiate School" but there was apparently no oval at the school at this time as the match was played in South Street Ipswich.³³

After Brisbane Grammar was opened in 1869, cricket and football matches were played between the two schools, the visiting team enduring a marathon day of travel by river steamer.³⁴

The first sports field was made about 1876 when tenders were called for clearing a paddock and laying down a cricket pitch. This was in approximately the same position as the current oval near Blair State School. It was considered a horror oval and it was said that "no game was played on its sloping field with its hard surface, without minor casualties" and that some schools "flatly refused to play on it".³⁵ A grandstand was built on this oval, date not certain.

A new oval was built in 1925 using school funds and money donated by Old Boys.³⁶

In February 1956, the oval adjacent to Burnett Street was lowered, enlarged, fenced and named the Maud Kerr Oval. The grandstand was moved from the Blair oval to the Maud Kerr Oval and renovated to provide storage space underneath. This grandstand has since been demolished. Terraces were made bordering the oval in 1978. The existing steel fence is of recent origin.³⁷

³¹ IGS Magazine 1963

³² IGS Magazine 1964

³³ OT 25.9.1866; OT 21.8.1868

³⁴ eg BC 11.12.1869

³⁵ OT 15.6.1925 and IGS Magazine 1963

³⁶ OT 15.6.1925

³⁷ IGS Magazine 1963

This oval was used for many years for Ipswich's annual Anzac Day service. The parade started at the RSL Memorial Hall, passed the War Memorial at The Cutting near the school where the IGS Cadet Corps mounted a guard of honour and ended at the IGS oval where a service was held.

In 1956, work commenced to create a new oval near Waghorn Street. This area had previously been low scrub, thick enough for the cadets to use for training. To build the oval, a flat platform was created in the hillside. The work was carried out over several years and was completed by 1961.³⁸

The original oval near Blair School – still “a villainous mixture of rocky outcrops and spongy turf” - was converted into two good ovals in 1964. One oval was to be used by Blair State School, but available to IGS for after-school practice.³⁹

Much of this work – on the Maud Kerr Oval, Blair Oval and No 3 Oval - was carried out with the assistance of Hancock Bros, sawmill owners and school benefactors.⁴⁰

The school ovals have been important for the school's sporting activities, and the main oval has also provided an attractive setting for the buildings

The school had once owned land at One Mile which had been part of its original endowment, but this was sold to Ipswich Golf Club shortly after the end of World War II. Space on the main school site was restricted and as the enrolment increased, there was need for more sports fields. In the 1970s, the school purchased 64.85 hectares of land at Brassall for future use. This was known as Brassall Annexe. Some of the land was later sold as a housing estate and the remainder was developed as sporting facilities.

3.10 Rifle Range and Armoury

A cadet corps had been established at the school in 1890 but was disbanded five years later. In 1908, the Australian Government was considering the introduction of military training and a Defence Bill was introduced to Parliament. Lord Kitchener visited Australia in 1909 to provide advice and compulsory military training for all boys and young men came into operation throughout Australia in January 1911.

Coinciding with this initiative, the IGS cadet corps was re-established in 1908 and the school applied to Ipswich City Council for permission to build a miniature rifle range at the school in late 1910. This was not uncommon – a local primary school, Ipswich Central Boys, had just opened a mini-rifle range at their school with the young children using Martini Henry carbine rifles.⁴¹



*Boys at the Rifle Range using small bore rifles and taking aim through metal bars.
Images extracted from film c 1960s (BHS)*

³⁸ IGS Magazine 1963; information from former student John Edmondson

³⁹ IGS Magazine 1964

⁴⁰ Headmaster's Report 1956 and IGS Magazine 1964

⁴¹ QT 2.9.1910 and QT 13.12.1910



Hut "L" Side View (Image obtained from IGS Archives)

Junior cadet training ceased in 1922 and the IGS cadet corps was then disbanded.

IGS cadets started for a third time immediately after World War II. Participation became compulsory for all students between 1954 and 1957 then, because of army restrictions, was limited to 153 students - still more than half the school population at that time. A small Air Training Corps was established in 1955.

There were understandable reasons for the prominence of school cadets in the 50s and 60s. Memories of World War II were still strong, the Cold War was at its height and Australians were involved overseas in conflicts in Korea, Malaya and Borneo. The importance of military preparedness was taken for granted.

A new rifle range was built near the tennis courts, towards the centre of the school site. The range was used by the cadets and by the school's small-bore rifle club. An armory was established in a room in the old school buildings.

The rifle range was still in use in 1963, when Army authorities decided that the safety wall of the rifle range should be extended. It is not clear when it was finally closed. Its former position is now covered with recent building development.⁴²

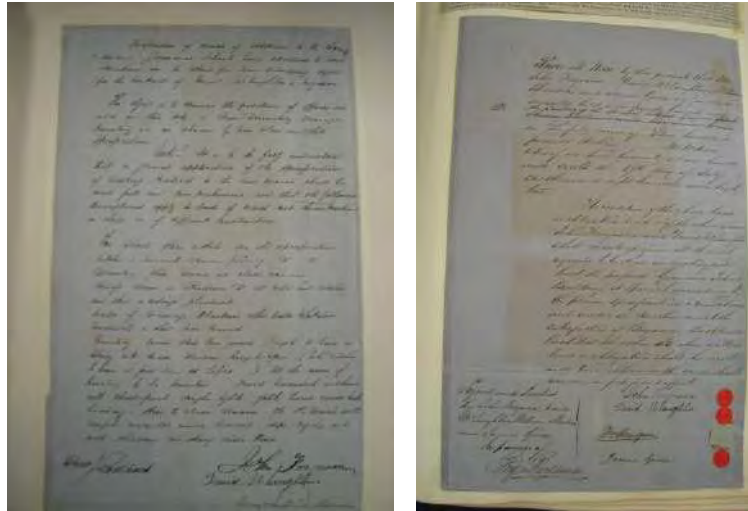
The annual passing out parade for cadets was once a major event each year, as was the Ipswich Anzac Day service which, as mentioned above, was held on the IGS Maud Kerr Oval. In 1961, the cadets formed a guard of honour for the visit to Ipswich of the Queen Mother.

⁴² IGS Magazine 1963

3.11 School Museum and Archives

The original Great Hall with its impressive array of honour boards is now used mainly as a school museum. The first honour board was established by the Old Boys and unveiled by Lord Chelmsford in 1908.⁴³

The school has an outstanding collection of memorabilia including Trustees Minutes, original letters from Governor Bowen and architect Benjamin Backhouse, photographs and a visitors' book with the signature of Prince Alfred, Duke of Edinburgh (son of Queen Victoria), signed during a visit in 1868.



*Hand written letters signed variously by the School Executives and Benjamin Backhouse
Held in the Archive room store.*

43 IGSACTA Jan 1980

3.12 Ipswich Grammar School and its Role

As the first official secondary school in Queensland, Ipswich Grammar School has an important place in the state's history.

Its continued development paralleled the development of Queensland to a considerable extent, and the enrolment tended to mirror its economic prosperity. In bad economic times, parents often had to withdraw their children from school, and the government often reduced the number of scholarships or the school's subsidy; these factors affected the school's enrolments and viability. The IGS attendance dropped to 46 in the early 1880s when there was a short economic downturn, rose to 90 by the end of the mainly buoyant 1880s but dropped to the very low figure of 36 in 1899 after the severe financial depression of the 1890s. This pattern continued through other times of economic uncertainty such as the Great Depression of the 1930s.⁴⁴

The Grammar School system itself came under strain at various times. Ten schools were established under the *Grammar Schools Act* between 1863 and 1892. Along with church schools and a few small private secondary schools, they provided the only secondary education in Queensland for many years.

In 1897, extra subjects such as science and geometry were added to the Queensland primary school syllabus as a step towards higher education. State secondary education was initially established through the technical colleges which began to add high school subjects and high schools in the early 20th century. The first separate state secondary schools were developed in 1912.

Grammar Schools faced competition in other ways. In the 19th century, the Queensland government provided scholarships to outstanding primary pupils and these could be taken out only at Grammar Schools – this was not unreasonable as these were the official government schools. However the Catholic and other religious secondary schools felt that this was unfair and lobbied for change; from 1900 onwards, the scholarships could be taken out at any approved secondary school.

In spite of the increasing competition from state, church and other independent schools, Grammar Schools continued to operate successfully and most have retained their state/private balance with little change up to the present day, the Boards of Trustees still being formed on the same basis.

The school's building program reflected both the economic status of the times and the development of education. For example, the construction of a science block in 1912-13 coincided with a greater emphasis on technical rather than classical education. The post-war baby boom resulted in the construction of a major new classroom block in the 1960s. The construction of new dormitory towers in the 1970s reflected the changing expectations of modern families.

Famous Old Boys of IGS include J J C Bradfield of Sydney Harbour fame; Sir James Blair, politician and Chief Justice of Queensland; Sir Harry Gibbs, Chief Justice of the High Court; film pioneer Charles Chauvel; Sir Llew Edwards, politician, head of Expo 88 and Chancellor of the University of Qld; TV personality High Cornish; and rugby league players Kerrod and Kevin Walters.

⁴⁴ Joseph Henry Allsopp *A Centenary History of the Ipswich Grammar School 1863-1963*

4. COMPARATIVE ANALYSIS

4.1 Architectural Background

Benjamin Backhouse Architect

Benjamin Backhouse rose to prominence as an architect in Brisbane during his residence between 1861 and 1868. He designed many prominent buildings including St Stephen's Catholic Cathedral and the original version of Fernberg, (later Government House). He had significant school design experience in Victoria and Queensland country schools. Prominent in his design achievements was the design of the Victorian Gothic styled, Ipswich Grammar School in 1863 and ultimately he provided the original design for the first Brisbane Grammar School in 1867.⁴⁵

Backhouse played an active role in the community becoming a JP, served on the People's Permanent Building and Investment Society, was a member of the Acclimatisation Society, All Saints' Church of England and Masonic Lodge amongst other roles. His major public contribution was as Alderman for the North Ward 1867 and West Ward in 1868 on the Municipal Council⁴⁶. Backhouse left Brisbane to live in Sydney where he had won two major commissions, in December 1868. He formed a successful practice there and also founded the New South Wales Institute of Architects, served on the City of Sydney Improvements Board and the Metropolitan Board of Water Supply and Sewerage.

Design Influences

Born in Ipswich, Suffolk Benjamin Backhouse became a stonemason and builder working for his father, also Benjamin Backhouse, from 1850. Later he operated on his own business in Ipswich as a builder/ architect. Backhouse was said to have undertaken formal study but whether this was a Bachelor of Arts or Architecture is unclear.⁴⁷ Certainly, the Victorian Gothic style was evident in England during the early years of the nineteenth century, with various revivals of the Gothic style emerging throughout the previous century. During this era, decorative gothic elements were frequently applied to the buildings more often than strict adherence the authentic Gothic structural method or proportions. The design of Church and university buildings were considered to be more appropriately expressed in Gothic characteristics and the Classical style was generally considered appropriate for public and commercial buildings.⁴⁸

A surge in popularity for the Gothic style gathered pace from the 1840s supported more often by philosophers and social critics than in some cases, architects. Renowned architects such as A W Pugin and John Ruskin believed that the Gothic ought to be more authentic to its origins from the Middle Ages and not just rely on applied motifs as were more evident in the Victorian Revival periods. In England during the years 1855-1885, High Victorian Gothic style became widely accepted in architectural detailing, used profusely on a wide variety of buildings. Backhouse had immigrated to Australia by this time, first to Victoria and after a short time back in England returning to Brisbane in 1861.

During the 1860s in Brisbane, Backhouse provided architecture to a high standard from the Victorian Free Gothic to the more restrained Victorian Academic Gothic⁴⁹, in buildings from St Stephens Cathedral, Ipswich Grammar School, the original Brisbane Grammar School proposal, Bishopbourne for the Anglican Bishop of Brisbane and the

45 1994, McKay J., Watson, D., *Queensland Architects of the 19th Century*, Old Museum, p10-11

46 1994, McKay J., Watson, D., p10-11

47 1994, McKay J., Watson, D., p10-11

48 2009, Ross, D., Brittan Express, *Gothic Revival Architecture*, Website accessed July 2009

<http://www.britainexpress.com/architecture/gothic-revival.htm>

49 1989, Apperly R, Irving R, Reynolds P, *A Pictorial Guide to Identifying Australian Architecture*, p 74-81

Appendix E – Additional Information about Architects and Architecture.



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49 1989, Apperly R, Irving R, Reynolds P, *A Pictorial Guide to Identifying Australian Architecture*, p 74-81

Union Presbyterian Church through to Fernberg and other houses. He further expressed a more classical approach in several smaller commercial designs such as the Warehouse and offices of the Australasian Steam Navigation Company, a residence in Dornoch Terrace "Toonarbin", later sold to the owner of the Australasian Steam Navigation Company, and a Chemist Shop in Queen Street.

The Ipswich Grammar School with the 1865 extension formed a major commission for Backhouse at a time when he was consolidating his practice with a branch in Ipswich. Thomas Taylor was in partnership with Backhouse for a short time and is associated with the Ipswich Grammar School design. There are some minor detailing differences between the original building wing from 1863 and the extension from 1865; however, the similar stylistic expression is an example of the Victorian Free Gothic approach. Backhouse would have considered the use of this style an appropriate expression for academic buildings as this was consistent with the trend in England where he spent his formative years. The stylistic characteristics of the Ipswich Grammar School are a creative interpretation of the Gothic with the expressed quoins, dichromatic finish and crenulated towers, compared to the more restrained approach of the Academic Gothic preferred by the ecclesiastical clients. This could have been a deliberate action by Backhouse to reflect anti-sectarianism promoted by those involved in the establishment of the Grammar School.

4.2 School Design during the Mid 1800s

In Brisbane, effort to construct a school for higher education was realised shortly after the Ipswich Grammar School was in operation. The original site of Brisbane Grammar School was in Roma Street, and the building in below left picture was constructed in 1868. The construction of the school in the image below left, is a much reduced or altered version of the original design drawing produced by Backhouse (bottom image). This un-built BGS design is more extensive than the Ipswich Grammar School design, however the design is similarly Victorian Free Gothic, without the crenulated towers (lower image).



*The first Brisbane Grammar School
Constructed on Roma Street 1868
(Image JOL 162685)*



*The Second BGS designed by
Cowlshaw, Constructed in Gregory
Tce 1881 (Image JOL APA-037-01-
0004)*



*The original
Backhouse design
proposal for Brisbane
Grammar School
1867. Photo from
Watson, McKay 1994,
pg 10*

In 1881, the BGS moved to its present site at Gregory Terrace and the new building was to a design by James Cowlshaw. The new design features many similar characteristics to the Backhouse design for the Ipswich Grammar School in the Victorian Free Gothic Style, built more than a decade previously, without the crenulated towers.



The first St Mary's Convent 1865 Designed by Backhouse (Image BHS)



St Mary's complex (second church on site) image c1876 Convent on left, the second Church centre, completed in 1860, Architect William Munro, Presbytery on right, Architect Andrea Stumbucco (Image BHS)

In Ipswich, the first St Mary's Convent was also designed by Backhouse and completed in 1865. This modest building also demonstrates the Victorian Free Gothic style favoured by Backhouse during the 1860s. The convent was later relocated and reconstructed, becoming the St Mary's School Music Rooms.

In the southern states new secondary and further education buildings were also underway in the mid 1800s. The Sydney College had been constructed some time earlier in 1830s to a classical design. Suffering financial difficulties the place was sold to the Trustees of the Sydney Free Public Grammar School After a special Act of Parliament (NSW) in 1856, providing the trustees with a funding⁵⁰. Architect Edmund Blackett designed extensions in a similar classical style.

The foundation stone for Melbourne Church of England Grammar School on the original 15 acre grant of land facing St Kilda Road, was laid by Bishop Perry in July 1856. The bluestone design by Charles Webb and Thomas Taylor architects, displays more formal Victorian Academic Gothic detailing.

⁵⁰ Fletcher T, Essential Sydney Architecture, Sydney Grammar School, accessed July 2009
<http://www.sydneyarchitecture.com/cbd/cbd2-004.htm>

Ipswich Grammar School, consistent with the other capital city grammar schools, grew variously in response to population booms and following the take up of secondary education as a social norm and the local area economic situation.

The various grammar schools that were constructed in the 1850s & 1860s, current to the Ipswich Grammar School were characteristic of the time, embodying a connection to England which was important to many originating from the region. The language of the Victorian Free Gothic in Grammar School design conveyed a level of prestige and principles understood by the community and adaptations for the Australian climate or context were not particularly valued or evident⁵¹.

4.3 Later Architects at Ipswich Grammar School

George Brockwell Gill

George Brockwell Gill was born in London in 1857.⁵² Nothing is known about his training but while still in England, he described himself as an “architectural draftsman” and later as an “architect’s assistant”. He and his wife Jane came to Australia in 1886 and shortly afterwards, he took a position in Ipswich with the architectural practice of Samuel Shenton, a former builder. Shenton was nearing retirement and in 1889, Gill officially bought the practice. He did not retire until 1943.

In 1890, he was appointed architect for the Girls’ Grammar School and shortly afterwards, designed an extension for Ipswich Town hall. Within a few years, he had a thriving practice. He was known as the architect at Ipswich Grammar School from the early 1900s and his work is known to comprise of several additions and modifications to the original 1863/1865 main school building through to the 1920s. It is likely that Gill was the architect for the Science rooms (now Music rooms) constructed in 1913 although no documented record has been established.

His large body of work included the Technical College, the Soldiers’ Memorial Hall, the London Pharmacy, an extension to St Paul’s Anglican Church, Goleby’s building and the former National Bank in Marburg. In 1936, he supervised construction of the Ipswich Incinerator for Walter Burley Griffin. He also designed many houses.

He entered wholeheartedly into the life of the community, taking part in recitations and glee-singing with the Ipswich Literary Circle and conducting a choir for St Paul’s Church. He became a member of the School of Arts and Technical College committees, chairman of the Board of Trustees of Ipswich Girls’ Grammar School, Vice-president of the Cambrian Choir, patron of Ipswich Golf Club and president of the Queensland Institute of Architects. He also served as a magistrate.

He finally retired in 1943 after a series of civic dinners in his honour. Even in retirement at the Gold Coast, he designed an ambulance centre. He died at the age of 97, a day before his 70th wedding anniversary.

Karl Langer

Karl Langer was born in Vienna in 1903. He trained as an architect then entered the atelier of Peter Behrens, pioneer modernist and director of the Wagnerschule. He also obtained a doctorate in art history at the University of Vienna.⁵³

He married Gertrude Fröschel in 1932. She was Jewish and the Langers were forced to escape Europe, reaching Sydney in 1939. He found temporary employment with the architects H. M. Cook & W. J. Kerrison in Brisbane, where he and Gertrude settled.

⁵¹ Melbourne Grammar School Website, accessed July 2009
http://www.mgs.vic.edu.au/about/mgs_history_mgs.php

⁵² Family information courtesy of Syd and Judy Gill and Sue Noble

⁵³ Biographical information on Karl Langer from ADB online

Under wartime manpower regulations, he was assigned to work for the Queensland Railways. He was released from this job in 1944 to work as assistant town planner for the Brisbane City Council, a controversial appointment. After the war ended, he carried out projects throughout Australia. His work included Lennons Hotel (1956) at Broadbeach, Mount Thompson crematorium and the chapel at St Peter's Lutheran College, Indooroopilly, Brisbane.

After being naturalized in November 1945, Langer was eligible to join professional bodies. He was active in the Royal Australian Institute of Architects, first president of the Queensland division of the Royal Australian Planning Institute, a founder and chairman of the Queensland Association of Landscape Architects and president of the Queensland Art Gallery Society.

Langer lectured in town planning at the University of Queensland; he also taught at the Queensland Institute of Technology. Both institutions were to award student prizes in his memory. The multi-story school classroom and science laboratory constructed in 1961 was a major addition to the Grammar School. The building was the first of a number of major building additions to the School complex, reflecting a contemporary design approach from that time. In 1968 he was appointed to the Australian Council for the Arts and elected vice-chairman of its music board. He died in 1969 in Brisbane.

Karl Langer is generally admired as an architect, but he had little regard for historic context as demonstrated in his classroom building for Ipswich Grammar and also at Ipswich Girls' Grammar, where his Assembly Hall cuts aggressively across the façade of Gill's original school building.

In 1972, the Fox and Hancock dormitory towers were designed by Stephen Trotter and built by KD Morris & Sons. These were refurbished internally by Buchanan Architects in 1990, changing the open dormitories into rooms with ensuites. The dormitory towers have some distinctive quality for their cylindrical volume and circular plan.

Bruce Buchanan Architects in their own capacity and in association with other practices have worked on new buildings added to the site during the 1980s. Buchanan Architects were also engaged for the major conservation of the original 1863/1865 building in 1982 as well as modifications to the Murray Hancock Memorial Building, Dining rooms and other minor alterations during the 1980s.

Birchall & Partners Architects have more recently been providing architectural services for new buildings at the Grammar School. The new Junior School has recently been completed as well as a Sports Dome and Early Childhood Centre.

Appendix F – Additional Historic Imagery



Figure 1: Master plan, 1972. Note that this image shows an addition of three dormitories that were initially proposed (top right) but never constructed. Also note the roof of the Langer Building is shown to be a gable roof (Image taken from Sophie Church, 2013: 41).



Figure 2: The 1912-13 Science Block, n.d., (though post-1921 as Bradfield House is constructed in the background) (Image taken from Sophie Church, 2013: 34).

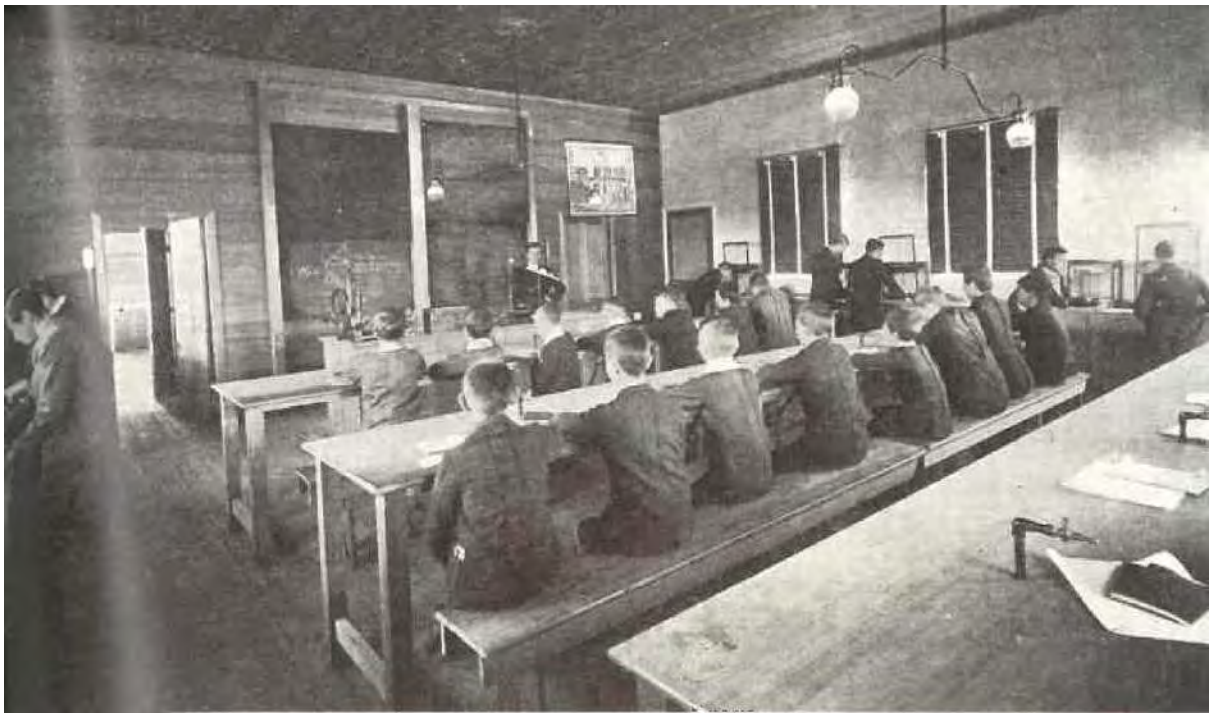


Figure 3: The 1912-13 Science Block, internally, 1913 (Image taken from Sophie Church, 2013: 115-116).



Figure 4: Courtyard area, 1961, showing connection between 1877 extension and the former Murray Hancock Memorial Building (Image taken from Sophie Church, 2013: 159).



Figure 5: Aerial view of the school in 1951, prior to the Langer Building being constructed (Image taken from Sophie Church, 2013: 244).



Figure 6: Construction of the Fox dormitory tower 1972 (Image taken from Sophie Church, 2013: 249).



Figure 7: IGS School, n.d. (Image taken from staff offices, 2021).

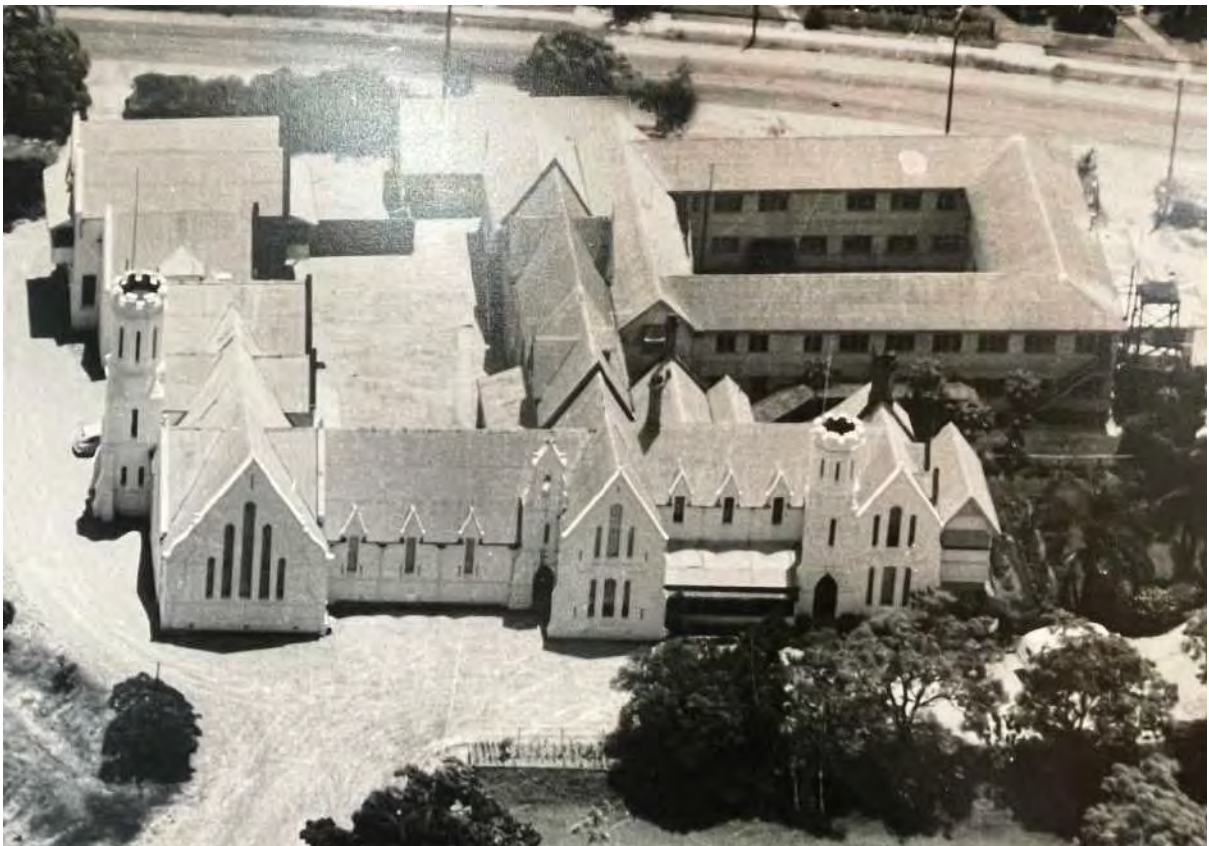


Figure8: IGS School, n.d. (Image taken from staff offices, 2021).

Appendix G – Great Hall Enhancement Project Plans (Guymer Bailey Architects, 2021).



