



REGISTER OF HERITAGE PLACES - ASSESSMENT DOCUMENTATION

11. ASSESSMENT OF CULTURAL HERITAGE SIGNIFICANCE

The criteria adopted by the Heritage Council in November 1996 have been used to determine the cultural heritage significance of the place.

PRINCIPAL AUSTRALIAN HISTORIC THEME(S)

- 4.3 Developing institutions
- 6.2 Establishing schools

HERITAGE COUNCIL OF WESTERN AUSTRALIA THEME(S)

- 402 Education and Science

11.1 AESTHETIC VALUE*

Maylands Primary School is a fine example of the Federation Free and Federation Arts and Craft style. The proportions of the facades are finely balanced and, although ornamentation is restrained, considerable attention has been given to detailing the buildings. Internally the spaces are well proportioned and the central hall is well articulated, internally, with exposed timber trusses and, externally, with its prominent roof lantern. (Criterion 1.1)

Maylands Primary School is an important part of the streetscape and contributes to the character of the area, particularly because of its situation on the important traffic routes of Guildford Road and Peninsula Road. (Criterion 1.4)

11.2 HISTORIC VALUE

Maylands Primary School demonstrates the development of educational facilities, designed and built by the Public Works Department of Western Australia, during the early decades of the twentieth century. It provides a good example of a coherent and intact school complex containing examples of specific types of school buildings designed in response to prevailing educational theories. Specifically, the Infants' School, built on a site across from the existing school in 1915, was influenced by the educational philosophy of Maria Montessori. The building had wide verandahs on to which classrooms opened, and special light furniture, which provided opportunities for flexible and open-air teaching. (Criterion 2.2)

Maylands Primary School demonstrates, through its development, the rapid growth of the population of the area in the first half of the twentieth century,

* For consistency, all references to architectural style are taken from Apperly, Richard; Irving, Robert and Reynolds, Peter *A Pictorial Guide to Identifying Australian Architecture: Styles and Terms from 1788 to the Present*, Angus & Robertson, North Ryde, 1989.

consequent of the provision of a rail station at Maylands in 1899-1900, and the influx of population into Western Australia following the Gold Boom of the late nineteenth century. (Criterion 2.2)

Maylands Primary School was built by the Public Works Department under the guidance of Assistant Architect Hillson Beasley, who went on to become the Chief Architect (from 1905-1916) and is responsible for many fine public buildings in Western Australia. (Criterion 2.3)

11. 3. SCIENTIFIC VALUE

11. 4. SOCIAL VALUE

Maylands Primary School is highly valued by the local community as one of the first local public facilities in the area, and a centre for educational provision for the surrounding area since 1903. (Criterion 4.1)

Maylands Primary School contributes to the community's sense of place as a school from 1903 to 2003 and due to its situation on the important traffic routes, on Guildford Road and Peninsular Road, in Maylands. (Criterion 4.2)

12. DEGREE OF SIGNIFICANCE

12. 1. RARITY

12. 2 REPRESENTATIVENESS

Maylands Primary School is representative of the need for provision of educational facilities following the rapid growth of Mayland's population from the late nineteenth century. (Criterion 6.1)

Maylands Primary School, with its Federation Free and Federation Arts and Craft stylistic elements, represents a typical example of school architecture designed and built by the Public Works Department of Western Australia, under the direction of Hillson Beasley. (Criterion 6.1)

12. 3 CONDITION

Maylands Primary School is in good condition. The individual buildings of the school show evidence of ongoing maintenance. The exterior fabric of the buildings is in good condition, with the exception of the Shelter Sheds' walls, which have been stained, in parts, by bore water. The interiors of the buildings are also in good condition with the exception of a few of the original ceilings, which show evidence of deterioration in parts.

12. 4 INTEGRITY

The place has a high degree of integrity. The school is still in use with the site layout remaining intact.

12. 5 AUTHENTICITY

Maylands Primary School has a high level of authenticity. The buildings remain generally as constructed with few changes. Many fittings and fixtures remain intact. Interior changes include carpet to all classroom floors and the replacement of ceilings in most areas. The fireplaces in the classrooms and library have been fitted with heaters. In the Senior Primary School a former classroom and hat room has been reconfigured to form the Administration

and Reception areas. Changes to the Junior School include the enclosure of the verandah and the addition of new Toilets and an Interview room. The Shelter Shed to the Senior Primary School appears to have been relocated. The Quarters, which were built as part of the school, are no longer extant.

In spite of the usual incremental upgrading of the buildings, many small details have been retained including the rich roof geometry.

13. SUPPORTING EVIDENCE

The documentary evidence has been compiled by Wayne Moredoundt, Historian. The physical evidence has been compiled by Nerida Moredoundt and Pauline Chan of Palassis Architects.

13.1 DOCUMENTARY EVIDENCE

Maylands Primary School comprises a group of single storey buildings, built as the school progressed. The south-western side of the school is devoted to the Senior Primary and comprises the Senior Primary School (1903), an Arts and Crafts Centre (1920), a Shelter Shed (1905), two Toilet Blocks and a Storage Shed. The north-eastern side of the school is devoted to the Junior Primary and comprises the Junior Primary School (1915), an Out of School Care Centre, a Shelter Shed, a Gardener's Shed and a storage shed, as well as a demountable Kindergarten.

The suburb now known as Maylands is located on part of the original ribbon grant, Swan Location Y, and also incorporates the original grants, Swan Location Aa and the Peninsula. These lots were created in the first years of the Swan River Colony to give settlers fertile alluvial land and river access. Swan Location Y, a grant of 806 acres, extended north to what is now North Street, Inglewood; east to East Street, Maylands; west to between First Avenue and Dundas Road; and to the Swan River on the south. Swan Location Aa, comprised an area of 194 acres, and was sited to the north east of the Peninsula. This latter grant, an area of 471 acres, was divided into 11 farms for occupation by a group of Yorkshire Methodist farmers known as the 'Tranby Folk'.¹

In the early years of settlement at the Swan River, the new colonists suffered many hardships, with shortages of food and labour, and stock losses common. Many early settlers were forced to relinquish grants or relocate to more desirable holdings. Sandy, infertile soils, and the decline in importance of the Old Guildford Road as a major transport route, resulted in sparse settlement of Maylands along the north bank of the Swan River between Perth and Guildford. Moreover, the vicissitudes the settlers experienced discouraged others from establishing themselves in the district. By the end of the 1840s then, much of the land in the district was held by absentee landowners, which continued to be the pattern through to the late nineteenth century.²

During the 1850s, convict transportation to the Colony ushered in a period of economic growth and relative prosperity. However, the economic stimulus that resulted in the growth of public works and facilities in many communities had little impact in Maylands and other settlements on the north

¹ *Perth Gazette*, 27/7/1833; L.A. Eastern, *Stirling City*, UWA Press, Perth, 1971, p. 38; Michael J. Bourke, *On the Swan A History of the Swan District, Western Australia*, UWA Press, 1987, p. 380.

² Bourke, *On the Swan*, p. 380.

bank of the Swan River. Public works programmes, including improvements to the New Perth Road on the south side of the Swan River, the bridging of the Helena River at Guildford and the Swan at Caversham, all served to consolidate development in existing centres and the importance of the New Guildford Road as a transport link to the hinterlands.³

With the advent of Representative Government in Western Australia in 1867, the Colony was divided into six districts, with the Maylands area falling within the Perth boundaries. The elected government now had the power to raise loans for public works and, by 1875, the prospect of establishing a railway between Perth and Guildford and the hinterlands was seen as a necessary development. After considering alternative routes, the Government decided to build the railway along the north side of the River, a move with implications for the future of Maylands. In March 1881, the Fremantle to Guildford line of the Eastern Railway opened to traffic. Its route traversed the original 'ribbon grants', which fronted the Swan River in Maylands.⁴

In the mid-1880s, optimism about the extent of gold discoveries in the Kimberley and an increase in the funds available for public works, led to an upsurge of activity in the real estate market in Perth, and a number of subdivisions were planned. By 1888, a railway siding had been erected at Bayswater, and Henry Walkenden had established the W. A. Brick Co. at Location T, on land leased from the Whatley family.⁵ In 1892, when gold was discovered at Coolgardie, the Western Australian gold boom began, and general speculation in land increased. Subsequently, further development took place in Maylands around the turn of the century, with the first significant institution- the Victoria Institute for the Blind- established in the area in 1893.⁶

The Western Australian Year Book 1898-1899 made note of the construction of a new railway station building in the district, where previously there was no station between East Perth and Bayswater. A siding, near the site of the present Caledonian Avenue crossing, was constructed for the benefit of Mr Mephan Ferguson, who had been awarded a contract to manufacture and supply seamless pipes for use in the Goldfields Water Supply Scheme. Ferguson bought land alongside the railway line and named the area Falkirk, in honour of his birthplace in Scotland. Tenders for the Falkirk Railway Station were invited in August 1899 and a notice in the Railway Weekly in September 1899, stated that the station to be erected at Falkirk would be named 'Maylands'.⁷ The establishment of Ferguson's factory and construction of the railway station further encouraged people to settle in Maylands, and the suburb rapidly expanded.⁸

At the beginning of the twentieth century, however, Maylands was still only sparsely populated. In 1901, there were only 22 addresses recorded in the Post Office Directory. Within two years, however, there were 70 addresses

³ Ian Hocking and Barbara Dundas, 'Draft Heritage Assessment of the Guildford Road Bridge' prepared for the Main Roads Department, 1999

⁴ C. May, *Changes they've Seen- The City and the People of Bayswater 1827-1997*, Perth, 1997, p. 38.

⁵ May, *Changes they've Seen*, p. 38.

⁶ May, *Changes they've Seen*, p. 38.

⁷ According to DOLA, the origins of this name are unknown.

⁸ Eastern, *Stirling City*, p. 42.

listed, including 8 businesses and one pig and poultry farm.⁹ Due to a rapidly rising local population, in 1903, the Maylands School opened with a single classroom on a site bounded on the west by (Old) Guildford Road, on the south by Peninsula Road, and on the north by Sixth Avenue. That same year, plans were drawn by the Public Works Department for an addition comprising two more classrooms and an extended verandah on the north of the building.¹⁰ With the construction of these additions by 1904, further plans were drawn in the same year for an infants class room adjoining the north-east of the existing structure, and for the existing verandah on the north of the existing classrooms to be enclosed for a corridor.¹¹

The design of the Maylands school was typical for its time, generally following a standard plan, that when fully realized, consisted of a central hall around which class rooms were built. This type of design is one for which the Assistant, and later, Chief Architect, Hillson Beasley is particularly noted.¹² This model allowed for new classrooms to be added as the need arose. The Maylands School was typical in that the hall was not part of the original construction, but rather was added in 1909, a few years after the provision of the initial classrooms in 1903. This would indicate that there was a rapidly growing school age population in the Maylands area that required almost a continuous building of educational facilities.¹³

In 1905, further additions to the school were built comprising a two classroom wing adjoining the north west of the existing building with a corridor to the east of these rooms connecting to the existing corridor. There were also additions to the east and west of the existing building for a hat and cloak room and washing facilities.¹⁴ A site plan produced later in 1905 also shows shelter sheds to the south of the school building and combined boys and girls latrines further south, near the boundary with Peninsula Road. The plan also shows a division of the grounds into a boys' playground to the west of the site and a girls' playground to the east of the site. There is also teachers' quarter shown immediately south of the girls' playground.¹⁵ Another plan of the same year shows a further classroom addition and a corridor extension to the north and the west, respectively, of the existing infants classroom.¹⁶

In 1909, provision was made for the construction of a new main hall to be built between the east and west wings of the existing classrooms, and which involved the removal of the existing corridors to the east and west of those rooms.¹⁷ A site plan of the same year also shows an additional two class rooms to the north of the proposed new hall and two additional rooms adjoining the north east of the existing building, although these rooms were

⁹ *Post Office Directory*, 1901. 1903.

¹⁰ PWDWA Plan # 10518, 5312-20 (1903). All of the PWD plans referred to in footnotes are held at the Department of Housing and Works Plan Room, Perth

¹¹ PWDWA Plan # 11149, 5312-21 (1904).

¹² Beasley was Assistant Architect from 1897, and Chief Architect from 1905-1916.

¹³ This situation can be compared with North Perth Primary School, for example, which began as a single wing in 1898. Class rooms were added incrementally, in a clockwise direction, until all four wings of class rooms were completed, and then the hall was inserted in 1909. Kelsall Binet Architects, *A Pictorial Guide to Standard Terminology for Government School Buildings (1890-1945)*, Perth, 2001, prepared for the Department of Housing and Works on behalf of the Department of Education, Type 2, pp. 1-2.

¹⁴ PWDWA Plan # 12031, 5312-22 (1905).

¹⁵ PWDWA Plan # 12788, 5306-06 (1905).

¹⁶ PWDWA Plan # 12788, 5307-06 (1905).

¹⁷ PWDWA Plan # 14727, 5312-23 (1909).

not built at this time.¹⁸ In 1910, additions were planned for the School Quarters, comprising another room, with a new verandah adjacent also housing a new bathroom and pantry, to the south of the existing house.¹⁹ New additions indicated on the site plan of 1909 were detailed in two 1912 plans, and comprised three new classrooms and a new hat room and washing facilities.²⁰ Before the construction of the Infants' School on the opposite side of Sixth Avenue, across the road from the original school, Infant classes were also held in the Methodist Church Hall and in the Presbyterian Church Hall, both nearby the School.²¹

In the second decade of the twentieth century, the Maylands area was still largely undeveloped as a residential suburb, although the population was growing steadily. By 1913, there were 600 residential and 60 business addresses listed in the Post Office Directory.²² Also during this period, a number of civic and public buildings were constructed, including the Church of Christ (1903), the Anglican Church (1906), the first Catholic Church (1907), the Catholic School (1908), and the Maylands Fire Station (1908).²³

Peninsula Road, on the south boundary of the school, was of a block construction, a narrow road with a surface of jarrah tree trunks 9 inches thick, laid on a bed of peat. Nearby the southern side of the school site was a 'flock factory', operated by the Peacock family, in which rags and similar materials were shredded to make filling for mattresses and cushions. Also close to the school, between Peninsula Road and Sixth Avenue, was the property of the Luong family, where they trained racehorses. Much of the land in the vicinity of the school was still, in fact, uncleared native bush.²⁴

Subjects studied during this time included English, Arithmetic, History, Geography, Spelling, Writing, Reading, Art and Craft, Religious Instruction, Elocution, and Singing. The school also had a large choir conducted by the Headmaster, Mr M. Uren, with his wife providing accompaniment on piano. Events celebrated at the school during this time included Arbor Day, when children planted native trees in the school grounds, and Empire Day, commemorating the birthday of Queen Victoria, when the students assembled outside, raised the [British] flag and sang patriotic songs. Afterwards, the children received a paper bag containing a bun, an apple and some pieces of confectionery.²⁵

In the segregated playgrounds, boys played cricket, football, marbles and various jumping and chasing games, while the girls played hopscotch, rounders and skipping. Students also attended swimming classes in the Swan River at the Crawley Baths each Friday afternoon, an outing that involved considerable travel time. Senior Primary School children were also given an opportunity to garden two or three times a week on a plot on the river front,

18 PWDWA Plan # 14727, 5312-19 (1909).

19 PWDWA Plan # 14884, 5312-24 (1910).

20 PWDWA Plans # 16269, 5302-28 (1912), # 16553, 5348-27 (1912).

21 *Lives and Times: An anecdotal history of Maylands Primary School, 1903-1988*, 1988, book produced by Maylands Primary School, held in Battye Library, pp. 10, 12.

22 *Wises Post Office Directory*, 1913.

23 Barbara Dundas and Patrick Irwin, *Conservation Plan: Our Lady Queen of Martyrs Church, Maylands*, 1999, Prepared for the Catholic Parish of Maylands, p. 23.

24 *An anecdotal history of Maylands Primary School*, p. 2.

25 *An anecdotal history of Maylands Primary School*, pp. 3, 4, 6, 10, 12, .

provided by Mr Albany Bell, where the students grew vegetables and flowers.²⁶

During the war years of 1914-1918, the school was very active in collecting and crafting items for the comfort of Australian troops overseas. The students also prayed at assembly each day for the safe return of the soldiers. The Armistice Day celebration was a memorable occasion for many of the children, with students responsible for ringing the school bell all of the day. The children also received a 'Victory Medal', on a red, white and blue ribbon, at this time. In the aftermath of the War, a Spanish Flu epidemic throughout Australia and other parts of the world, led the school to introduce prophylactic measures. Every morning, students filled their pannikins with a Condy's Crystal solution, which they gargled, then spat out on to the gravel playground.²⁷

It was also during the period of the War that a separate Infants' School was built on a site across from the existing school on Sixth Avenue, in 1915. The design of this building was influenced by the educational philosophy of Italian doctor, Maria Montessori, with 20 feet wide verandahs on to which classrooms opened, and special light furniture, which provided opportunities for flexible and open-air teaching. Soon after the translation of Montessori's major work into English in 1912, her methods were rapidly adopted by the State Education Department, with their physical manifestation to be seen in new plans for Infants' schools, introduced in 1913. The first of these were built at North Cottesloe and Fremantle in 1914, and Albany, Eden Hill, Palmyra, Collie and Maylands in 1915.²⁸

As part of continuing development of centres for technical training in Western Australian schools, in 1920 a Manual Training Room was built for a Perth Junior Technical School on the Peninsular Road side of the Maylands Primary School site. This was to serve the needs of senior primary school boys from schools in the surrounding area.²⁹ The Manual Training Room was an unlined weatherboard structure with a single open space 21ft by 37ft with blackboards at either end of the room. There was also an attached store and washroom 12ft square at one end of the building.³⁰ The Manual Training Room was located in the south east corner of the Boys' Playground area.

By this time, there was also a rifle range established on the south west of this area, parallel to the Guildford Road boundary.³¹ A new classroom and verandah was added to the southern corner of the primary school in 1924.³² In 1925, two parcels of land were acquired to provide additional playground space on the western edge of the existing boys' playground, so that the school land continued to the intersection of Peninsula Road and Guildford Road.³³

²⁶ *An anecdotal history of Maylands Primary School*, pp. 14-16, 23, 25.

²⁷ *An anecdotal history of Maylands Primary School*, pp. 10, 12, 15, 16, 18, 19, 22.

²⁸ Jenny Gregory and Lisa Smith, *A Thematic History of Public Education in Western Australia*, Centre for Western Australian History, Perth, 1995, p. 25. Also, photographs of Infant School (1915), and a Montessori class on the Junior School verandah (1915), in *An anecdotal history of Maylands Primary School*, pp. 17, 21, 24.

²⁹ Gregory and Smith, *A Thematic History of Public Education*, pp. 26-27.

³⁰ PWDWA Plan # 21281, 5326-09 (1920).

³¹ Site Plan, PWDWA Plan # 19917, 5382-26 (1921).

³² PWDWA Plan # 23046, (1924).

³³ PWDWA Plan #23545, (1925).

During the 1920s, the suburb of Maylands continued to grow, with the Maylands Public Hall constructed in 1921, the second Catholic Church, Our Lady of Martyrs in 1923, the Maylands Aerodrome also in 1923, and the Maylands Brickworks in 1927.³⁴ From 1930 until the 1940s, the suburb of Maylands continued to develop. By 1933, 2,331 residential and 256 commercial and industrial addresses were listed in the Post Office Directory. Small holdings developed across the Peninsula including 16 poultry farms, 8 dairies, 3 pig farms, and a number of market gardens.³⁵ Ten years later, market gardening and animal husbandry had almost completely disappeared from the Peninsula, replaced by some 700 new residential addresses.³⁶ In 1930, improvements were made to the grounds of the Primary School. The south west corner of the boys' playground- previously native vegetation- was cleared and levelled and a cricket pitch was constructed. Also at this time, the manual training room was removed from its site on the eastern edge of the boys' playground and rebuilt on the Peninsula Road boundary.³⁷ Further improvements were undertaken in 1939 when the combined boys' and girls' latrine was replaced with separate and sewered toilet blocks.³⁸

Many of the changes that occurred during the years of the Second World War profoundly effected the operation of the Maylands School. Acute staff shortages occurred with the enlistment of teachers and older women were recalled to fill the gaps. As with other schools, Maylands instituted staggered hours with one lot of students taught in the mornings and another group in the afternoons.³⁹ Immediately after the War, in 1949, the playground areas, which up to this point had been gravel, were bituminised. Other improvements to the grounds were also undertaken.⁴⁰ Two years later, water services to the school were renewed.⁴¹

In the years after World War Two, population increase due to large-scale immigration and a higher birth-rate led to new demands for housing and services in Maylands. Rising land prices, along with a Perth City Council campaign to eliminate sub-standard structures, resulted in the demolition of many older buildings in the suburb. Multi-storey flats and home units replaced the once prevalent timber and iron dwellings. In line with increasing housing density in Maylands, and subsequent demand for land for building, the Aerodrome ceased operations in 1961, and the Brickworks in the mid-1980s.⁴²

At the Maylands School in the mid-1960s, improvements to the grounds were undertaken, including new fencing, and stonework, the resealing of playground areas and curbing.⁴³ In 1971, plans were drawn up for a new car park to service the Infants' School, with an entrance to be constructed off

34 Dundas and Irwin, *Conservation Plan*, p. 23.

35 *Wises Post Office Directory*, 1933.

36 *Wises Post Office Directory*, 1943.

37 Site Plan, PWDWA Plan # 26713, 5312-30 (1930).

38 Site Plan, PWDWA Plan # 28672, 5312-29 (1939).

39 Gregory and Smith, *A Thematic History of Public Education*, p. 34; *An anecdotal history of Maylands Primary School*, p. 51.

40 PWDWA Plans # 5308-21, 5293-19, 5305-02 (1947); *An anecdotal history of Maylands Primary School*, p. 64.

41 PWDWA Plan # 5305-03, (1951).

42 Eastern, *Stirling City*, p. 107.

43 PWDWA Plans # 5307-21, 5326-08, 5305-05, 5305-04 (1964, 1965, 1966).

Seventh Avenue. Improvements were also planned for the area of Sixth Avenue between the Infants and the Primary School.⁴⁴

Also in 1971, the City of Stirling, formerly part of the City of Perth, was created, and included the suburb of Maylands. At this time, Maylands Ward was reduced to an area south of the railway line, including the Peninsula. Inglewood became a suburb, whereas it had previously been a locality within Maylands, and the remaining area of the former suburb of Maylands became part of Mt Lawley. In 1998, the Maylands Ward was transferred to the City of Bayswater.⁴⁵

In 1978, alterations and additions were carried out to the office and administration area of the school, located in the part of the Primary School fronting Sixth Avenue.⁴⁶ The same year, plans were drawn up for the conversion of the old manual training centre into a new arts and crafts centre.⁴⁷ In 1982, a new staff room and new boys' and girls' toilets were constructed on the south east and north west (respectively) of the existing Primary School buildings.⁴⁸

A series of alterations, additions and improvements to the school buildings and grounds were carried out in 1985. There was a new verandah constructed on the western side of the Primary School classrooms; the existing Primary School boys' toilet was altered; the existing Primary School girls' toilet was demolished; there were alterations to the Infants' School, including to the boys' toilets and a new entry to the main lobby; teachers' quarters, built in 1905, were demolished; and various landscaping changes were made.⁴⁹ These included removing bitumen areas from the Primary School playground and replacing with grass; in both the Infants' and Primary School, the removal of various overgrown shrubs with their replacement by more suitable species or by grass, and new native tree species planted to reinforce existing planting; and the planting of shrub species along Guildford Road to further screen the Infants' School from traffic.⁵⁰ From this time to the end of 2002, there have been no significant changes to *Maylands Primary School*.

In 1997 the place was entered in the Municipal Heritage Inventory. In 2002, a heritage assessment was commissioned by LandCorp as part of the *Government Heritage Property Disposal Process*. The *Maylands Primary School* is to cease operations at the end of 2003. In 2004, the school operations will be transferred to a site adjacent to the existing East Maylands Primary School in Kelvin Street.

13. 2 PHYSICAL EVIDENCE

Maylands Primary School comprises a group of single storey buildings, built as the school progressed. The south-western side of the school is devoted to the Senior Primary and comprises the Senior Primary School (1903), an Arts and Crafts Centre (1920), a Shelter Shed (1905), two Toilet Blocks and a Storage Shed. The north-eastern side of the school is devoted to the Junior Primary and comprises the Junior Primary School (1915), an Out of School Care

44 PWDWA Plan # 5298-06 (1971).

45 Eastern, *Stirling City*, pp. 2-5.

46 PWDWA Plan # 5338-29 (1978).

47 PWDWA Plan # 5338-28 (1978).

48 PWDWA Plan # Ed 195-26 (1982).

49 PWDWA Plans # 5291-24, 5298-07, 5291-16, 5291-15, 5291-29 (1985).

50 PWDWA Plans # 5304-14, 5304-15 (1985).

Centre, a Shelter Shed, a Gardener's Shed and a storage shed, as well as a demountable Kindergarten.

The school is situated on the corner of Guildford Road and Peninsula Road, with Sixth Avenue dividing the School into the Senior Primary and the Junior Primary. Sixth Avenue has been closed at the junction to Guildford Road to form the school car park. An overhead pedestrian bridge connects the school site to the other side of Sixth Avenue. The Senior Primary School sits on the corner of Peninsula/ Central Avenue and Guildford Road. The Junior Primary Schools sits on the corner of Guildford Road and Seventh Avenue. Tubular steel fences mark the boundaries of the School. A grassed area fronts Guildford Road and is slightly elevated from the school buildings. There are also grassed areas that front Peninsula Road and Seventh Avenue where a few native and exotic trees have been planted. There is little landscaping to the school site, only patches of landscaping to the car park and grassed play areas, as well as to the front of the Senior Primary School. The immediate surroundings of the school are residential areas, with a few single storey cottages dating from the late nineteenth century to early twentieth centuries. Guildford Road carries heavy traffic and has commercial and residential buildings on either side of the road.

Senior Primary

Senior Primary School

The Senior Primary School faces Sixth Avenue. It is a Federation Free Style brick and iron building. It comprises tuck-pointed red brick to all elevations with corrugated iron gable roof and brick corbelled cap chimneys. The exterior walls of the building feature rendered stringcourse at sill height and rendered sills to window openings. The front elevation (northeast elevation) features a verandah to the entrance of the building with roof supported by full height timber posts. Adjacent to the verandah is an articulated bay, comprising three four-pane timber framed double hung windows with hopper lights to the top and bottom of the windows and painted galvanised iron roof vents to gable. The northwest elevation also features a verandah supported by full height timber posts. The southeast elevation comprises two verandahs each to either side of a central brick wall that features timber framed double hung windows with hopper lights to roof. The southwest elevation features rendered stringcourse to mid-height of walls and timber framed double hung windows with hopper lights, in sets of three at the classrooms, and double hung timber framed windows in pairs as well as single double framed windows. Drinking fountains have been mounted directly below two of the windows. Exposed painted gutters and down pipes are also visible on the southwest elevation. The roof lantern of the hall, with medium pitched gable corrugated iron roof and timber framed double hung sash windows with high-level awning sashes, is a prominent feature and can be seen from all the elevations.

The Senior Primary School houses four classrooms, a Common Room, the Library, the Administration and Reception, the School Hall, Toilets, Canteen and two Stores. The building is essentially U-shaped in plan with the Hall at the centre of the building and rooms surrounding it. The building can be described as having two wings, a north and a south wing on either side of the Hall with a corridor in each wing forming the main circulation spaces of the building.

The Corridors are carpeted throughout with simple unpainted timber skirting. Parts of the Corridors are enclosed verandahs, all of which have

mounted fluorescent ceiling lights. The walls of the corridors are painted plaster with two levels of picture rails, painted to match the walls. The Corridor on the north wing, outside the Administration has a painted timber board ceiling that follows the roofline of the verandah and has a simple cornice. An arch doorway marks the next portion of the Corridor that basically sits outside the Staff Room; this follows another arched doorway that marks the entry to the Hall. The east end of the north Corridor leads to an external verandah area, which has concrete floor and plasterboard ceiling to roofline. Timber posts support the roof of the verandah, with timber lattices to the roof. The door that leads to the verandah is timber framed with a two-pane transom window that spans the width of the doorway. The Corridor on the south wing has plasterboard ceiling throughout with simple cornices. Arch doorways mark the entrances to the Hall, the Canteen and the Sports Store. The east end of the Corridor on the south wing leads to an exterior verandah. Timber posts support the roof of the verandah, which has timber board flooring. The door that leads to the verandah is timber framed with transom windows to the top and fixed lights on either side.

The Administration area is on the eastern end of the north wing and comprises the Reception, the Principal's Office, the Deputy Office, a Staff Room, a Store, a Shower Room and Toilets. The walls of the Administration are painted plaster. The Reception area forms the central space of the Administration area, with the Store, Showers and Toilets on the eastern side and the Deputy and Principal's Office on the western side. Carpet covers the floors of the Reception; the ceiling is a recent suspended battened ceiling. The Staff room has a carpet covered floor and recent fibrous board ceiling with metal strip. A gas heater has been fitted to the fireplace in the eastern corner of the Staff room.

The Library sits adjacent to the Staff room, L-shaped in plan and a combination of three rooms. It has carpet to floor and a recent fibrous board ceiling with aluminium cover strip and fluorescent lights and fans to ceiling. The walls of the Library are painted plaster with mounted brackets, painted to match walls. Terracotta and metal vents are evident on the walls and have been painted to match the wall. The entry door is timber framed with transom window. Adjacent to the door are mounted timber framed notice boards to the both sides of the wall. A row of five four-paned timber framed windows sits above the notice board and door. There are two gas heaters that have been fitted to the fireplaces, both on the northeast wall.

The classrooms and the Common room have similar layout and features, including carpet covered timber floors and recent fibrous board ceilings with aluminium cover strips. The walls of the classrooms are painted plaster with mounted brackets, painted to match walls. The classrooms have blackboards with built-in cabinets to the front walls and gas heaters have been fitted to the fireplaces. All of the classrooms have windows and doors that open out to the corridors. The doors are four panel timber doors with transom windows. Classroom 4 is partially portioned off to form a sports storage area.

The Canteen has vinyl floor and plasterboard ceiling. The walls are painted plaster. Two double-hung timber windows on the south wall that open out to the bitumen play area. A sink with tiled splash-back, is also situated on the south wall, whilst on the north wall there is a counter for serving with roller shutters to the opening.

The Hall has a significantly higher volume to the rest of the building with a large roof lantern of timber construction and polished timber floorboards. The ceiling comprises painted timber boards that follow that roofline.

Fluorescent lights and fans are mounted to the timber trusses of the hall. It also has a stage at its north end. The polished floorboards have been partially covered in carpet to the perimeter.

The Toilets are tiled to skirting with plasterboard ceilings. Cubicles are concrete with flush panel timber doors.

The Arts and Crafts Centre

The Arts and Crafts Centre is a timber-framed building with corrugated iron gable roof and is rectangular in plan. It features full height timber weatherboard to all walls with a skillion to its northwest side that is the darkroom/storeroom. The north and south elevation has evenly spaced timber framed double hung sash windows with mounted metal grills to front. Entry to the Centre is via a full height doorway with a timber-framed door with transom light to roofline. The interior of the Centre comprises timber floorboards with simple unpainted skirting and battened plasterboard. The walls are timber boarding to sill height and batten plasterboard to ceiling with simple cornices.

Toilet Blocks

The two Toilet Blocks are almost identical. They are brick and corrugated iron gable roof buildings, rectangular in plan, with continuous high-level horizontal ventilation gap. The buildings are of cavity brick construction to walls with rendered sill to ventilation gap, timber construction to roof and concrete floors. They are divided into two halves, the girl's toilets and the boy's toilets with entrances marked by L-shaped brick walls. Tubular steel doors are fitted to openings.

Shelter Shed

The Shelter Shed is of timber construction with full height weatherboard walls with the exception of its southeast elevation that is open. It is essentially two adjoining Sheds that are rectangular in plan with a double gable iron roof. It is unlined internally and has timber floorboards. Timber benches line the walls of the Shed.

Junior Primary

Junior Primary School

The Junior School faces Sixth Avenue. It is a brick and timber building exhibiting Federation and Arts and Crafts influence. The Junior School Building is a tuck-pointed red brick and stone building with a corrugated iron half hipped half gable roof with brick and rendered corbelled cap chimneys. The southwest elevation of the school comprises limestone to sill height with brick and stucco trimmings to walls and gables. The southwest elevation features two prominent articulated bays with rendered quoins and a rendered arch opening containing timber vents. A porch, with concrete steps, marks the entry to the building and sits between the two articulated bays. The windows of the southwest elevation of the building are double-hung timber windows, typically arranged in sets of threes on rendered sills. The rear elevation (northeast elevation) of the building displays a combination of face brick, weatherboard with timber framed windows and full height steel framed glazing. Two concrete ramps mark the rear entries to the building. The northwest elevation features brick walls with two pairs of double hung timber framed windows. The southeast elevation features a covered play area supported by full height painted metal posts.

Essentially a rectangular building with an enclosed verandah to the rear, the building houses six classrooms, a Wet Area, a Music Room, an ESL room, a Boys Toilet, a Girls Toilet, an Adults Toilet, an Interview room and two Storerooms. Much of the interior fittings are original, including brass light switches that display elements of Arts and Crafts influence and some furniture.

Classrooms 6, 7, 8 and 9 are similar and have carpeted timber floor with unpainted simple timber skirting and recent fibrous board ceiling with aluminium cover strip and painted simple cornices. All the classrooms have painted plaster walls with built-in blackboard and cabinet to the front of the room and gas heaters built into the fireplaces. Classroom 9 features two three-bay metal-framed glassed louvre windows to ceiling height facing the enclosed verandah. Classrooms 6, 7, and 8 have double hung timber framed windows and timber framed doors that open out to the enclosed verandah.

Entrance/ waiting room of the building features a timber-framed door with a simple fanlight. It has a carpeted timber floor with unpainted timber skirting and plasterboard ceiling with fluorescent ceiling lights. The walls of the entrance/ waiting room are painted plaster.

The Wet Area appears to be used as a resource room. On the southeast wall of the room, are ceramic sinks with tiled splash-backs, plumbing for the sinks are concealed by stud-framed box. Vinyl flooring covers the timber flooring and the ceiling is plasterboard. The walls are painted plaster.

The ESL room is small and is adjacent to a secondary entry with a timber framed five-pane double door. It has carpet covered timber floors with unpainted timber skirting and fibrous board ceiling with aluminium cover strip and a simple cornice. The walls are painted plaster.

The Store Rooms features timber flooring and plasterboard ceiling. Both stores feature plaster walls and built-in timber framed shelving.

The activity room of the Pre-primary features vinyl covered floor and battened plasterboard ceiling. The classroom feature carpet covered floors and plasterboard ceiling. The walls are painted plaster. Like the classrooms, the front wall has a built-in blackboard that has been converted to pin-up board and cabinets. The front corner of the room also features a gas heater fitted in the fireplace. The Pre-primary rooms open out to an external covered area, supported by metal posts.

The Toilets are all tiled concrete flooring with tiled skirting and plaster board ceiling with simple cornice. The cubicles are divided by concrete walls and have flush panel timber doors. The Toilets also feature hopper lights to the ceiling.

The enclosed verandah and has carpeted timber flooring and battened plasterboard ceiling. The western wall of the corridor is the exterior wall of the classrooms. The ceiling height of the corridor is significantly lower than that of the classroom, the ceiling starts at the top of the windows of the classrooms. Metal coat hooks mounted on painted timber boards line the exterior wall of the classrooms. Metal vents are also visible on the exterior wall of the classrooms. The eastern wall of corridor features full height steel framed glazing. The corridor at the northwest end of the buildings has carpeted timber flooring and fibrous board ceiling with aluminium cover strip. This corridor leads to a timber framed exit door with a three-pane fixed light to the top of the door. Fluorescent ceiling lights line the corridor.

Out of School Care Centre

The Out of School Care Centre is a simple red brick building with corrugated iron gable roof. The entrance is situated on the southeast elevation of the building and is marked by concrete steps and a timber framed double door. The southeast elevation of the building comprises brick and timber weatherboard with metal-framed windows to roof.

Shelter Shed

The Shelter Shed is a timber framed weatherboard building with a corrugated iron hipped roof. It comprises full height timber framed weatherboard walls to all elevations. Entry to the Shelter Shed is a full-height opening on its southeast elevation that is fenced with a tubular steel fence. The southeast elevation also has a row of timber framed fixed windows with two hopper lights to the bottom. The northeast elevation features a fixed window mounted with a metal grill and a timber framed door. The Shelter Shed houses painted timber benches.

Gardener's Shed

The Gardener's Shed is a simple brick building with a low-pitched corrugated iron roof. It features full height brick walls to all elevations and two full height painted timber framed doors to the northwest elevation.

Toilet Block

The Toilet Block is identical to the Senior School Toilets Blocks but is slightly larger.

13.3 COMPARATIVE INFORMATION

Maylands Primary School is an example of a school designed and built by the Public Works Department of Western Australia in the early decades of the twentieth century. It provides a good example of a coherent and intact school complex containing examples of specific types of school buildings designed in response to prevailing educational theories.⁵¹

The *Maylands Primary School* Senior Primary School is an example of primary schools built between 1890 and 1915, which are known as the Central Hall design⁵². The central hall design allowed for potential expansion as the school grew, and the classrooms were often added on with internal windows looking into the central hall. By the final decades of the nineteenth century, the central hall design was favoured over the hall and gallery design, which had shown to limit potential for expansion. Examples of this type of school include: North Perth, West Leederville, South Bunbury, and Highgate Primary Schools. The *Maylands Primary School* Senior Primary School shares the broad characteristics of this type: compact plan with underlying symmetry in planning; exhibiting elements of Federation Free Style c.1890-c.1915; central hall with lantern lights above; and, a central hall located between classroom wings.

The *Maylands Primary School* Junior Primary School building is an example of Infant Schools built between 1914 through to the early 1920s.⁵³ Infant Schools

⁵¹ Comparative information is based on Kelsall, Alan and Gena Binet, *A Pictorial Guide to Standard Terminology for Government School Buildings (1890-19450)*, Perth, DHW, 2001 and Jenny Gregory and Lisa Smith, *A Thematic History of Public Education in Western Australia*, Centre for Western Australian History, Perth, 1995 and the HCWA database. It had not involved inspection of all the schools mentioned.

⁵² Kelsall and Binet, Type 2 of the Federation schools c. 1890-1915.

⁵³ Kelsall and Binet, Type 6 of the Early Inter-War schools c.1915-1930.

built towards the end of the Federation period adopted and implemented Maria Montessori's teaching methods into the design of the school. Montessori's teachings are reflected in new plans of the Infant's Schools, which included a 20-foot wide verandah for open-air teaching. The verandah in the Junior Primary School building, now enclosed is a feature that distinguishes it as an example of a school that has adopted the new plan. It is one of a limited number of infant schools built to this design including North Cottesloe (1914), Fremantle (1914), Albany (1915), Eden Hill (1915), Collie (1915), and Palmyra (1915). The broad characteristics of this type of Infants School that is evident in the *Maylands Primary School* Junior Primary School building include: an L shaped plan composed of linear wings; brick construction with sections of roughcast render; elements of Federation Arts and Crafts Style c.1890-c.1915; wide verandah on the inner face of the building, used as open air teaching area; entrances located at junction of wings; and, classrooms entered from the verandah.

The *Maylands Primary School* Arts and Crafts Centre can be compared to a number of Manual Training Rooms constructed during the Inter-War period.⁵⁴ These rooms continued to be built during the Inter-War period and other examples include: the Manual Training Room at Perth Modern School (1920), Busselton (1927) and Victoria Park (1935). The Arts and Crafts Centre conforms to the broad characteristics of these buildings: rectangular in plan; 'lean-to' store attached to one side of the building; and, timber construction.

Schools listed on the State Register of Heritage Places that may be compared to *Maylands Primary School* include North Kalgoorlie Primary School (1902) and North Fremantle (1894), both constructed in the Federation Arts and Craft style. North Kalgoorlie Primary, features a central school hall that is surrounded by classrooms. It is set amongst a number of later buildings and has a lower level of authenticity than *Maylands Primary School*. North Fremantle was probably the first school built with the central hall design. It is no longer in use as a school and has a lower level of integrity and authenticity than *Maylands Primary School*. The 1915 Block at Albany Primary School is also listed on the State Register, and is noted as the model for the small number of Infants Schools in Western Australia, whose design was influenced by the educational philosophy of Maria Montessori. It has a similar level of integrity and authenticity as the Junior Primary School building at *Maylands Primary School*.

13.4 KEY REFERENCES

13.5 FURTHER RESEARCH

⁵⁴ Kelsall and Binet, Type 15 of the Inter-War schools c.1915-1945.