



THE UNIVERSITY  
OF QUEENSLAND  
AUSTRALIA

An architectural rendering of a modern building courtyard. The courtyard features a large, multi-story vertical garden wall covered in various green plants. The ground is paved with light-colored wooden decking. Several people are shown sitting on large, white, angular concrete blocks, engaged in conversation or reading. The building's facade is composed of light-colored, textured panels and large windows. The sky is bright, and the overall atmosphere is one of a vibrant, green urban space.

# ST LUCIA CAMPUS

## SITE DEVELOPMENT PLAN

August 2018 [Draft E]

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## Status and updates

REVISION	DOCUMENT AMENDMENTS
Draft A	First Draft
Draft B	Amendments in line with UQ-provided comments
Draft C	Changes to plans and diagrams
Draft D	Amendments in line with UQ-provided comments
Draft E	Amendments in line with OMC comments



# 1.0 Introduction

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For more than a century, The University of Queensland (UQ) has educated and worked with outstanding people to deliver unparalleled teaching, learning and research excellence that creates positive change globally.

The University works to enhance its St Lucia campus as a highly connected hub that showcases Brisbane and Queensland to the world while providing learning, research and recreation, and is a fundamental part of the local community.

This Site Development Plan explores current and possible future use of the St Lucia campus. It outlines development intent and guidelines aimed at achieving a strategic framework for development.

## 1.1 Purpose of the Site Development Plan (SDP)

The Site Development Plan is designed to ensure the built and natural physical environment of the campus continues to meet the needs of the people who use it and engage with it.

This plan includes assessment criteria that any new development on campus should seek to meet, and describes development outcomes that could occur.

The SDP has been developed to reflect the St Lucia Campus Master Plan 2017, which sets out long-term vision, principles, strategies and design outcomes to guide growth and development.

This SDP provides a delivery mechanism to ensure projects and developments achieve the vision and principles outlined by the Master Plan.

## 1.2 Need for review of the Site Development Plan

The St Lucia campus is large and highly complex. All development on campus must carefully consider and adapt to the ever-changing needs of students, a competitive education and research environment, and the evolving nature of the surrounding city.

The 2006 SDP has been used as the guide for development for 12 years, and the campus has changed considerably in this time.

The development of the St Lucia Campus Master Plan in 2017, and the addendum to the 2015 version of the Master Plan, identified the need to update the SDP to more accurately reflect the current campus, and plans for the future.

## 1.3 Scope and limitations

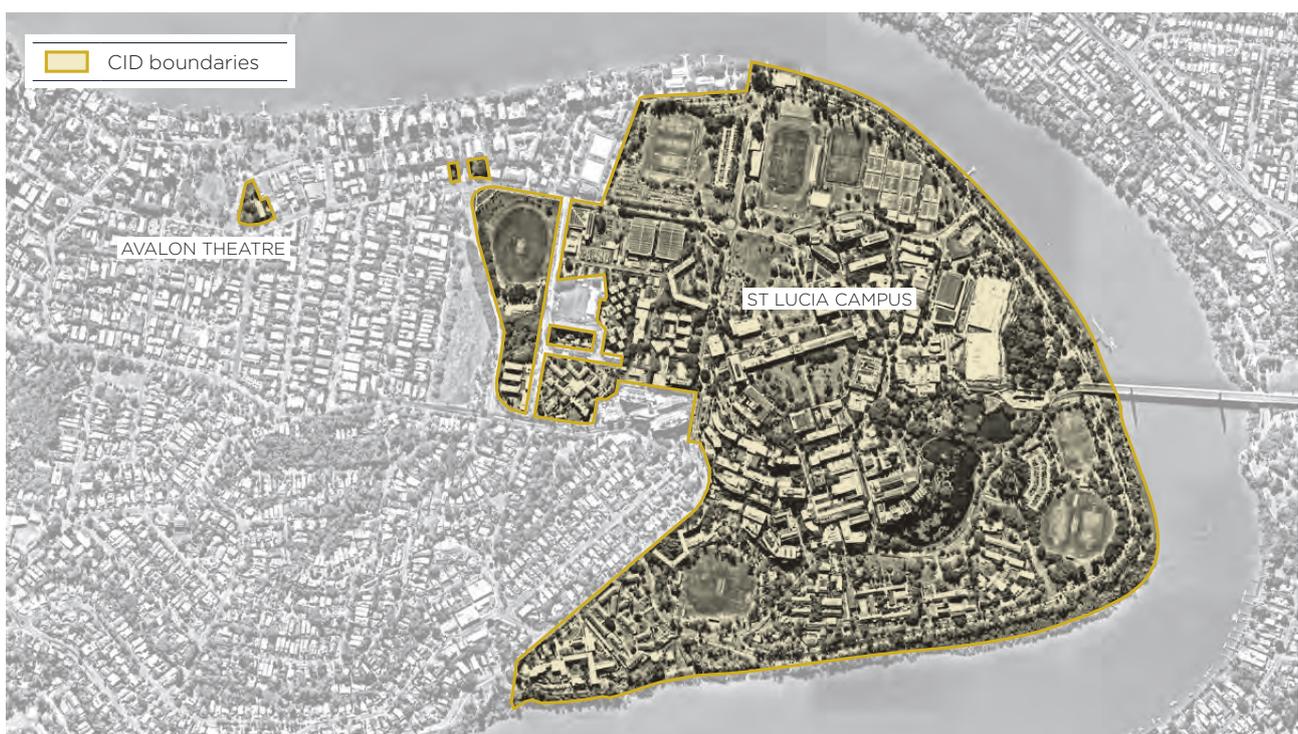
This plan describes the development intent that directly reflects the University's vision and key principles as identified in the Master Plan. The SDP is based on a 10 year life span, and will require re-evaluation as development occurs.

## 1.4 Interpretation of the plan

The terms used in this SDP have the meaning assigned to them as identified in Appendix A: Glossary of Terms. It identifies key words and acronyms that appear frequently in this document.

## 1.5 Land to which this Site Development Plan relates

The St Lucia campus is located within 5km of the Brisbane CBD, and is set on a stunning 114-hectare site alongside the Brisbane River. Although UQ has a number of key land holdings within the St Lucia peninsula, this SDP relates only to land within the existing Community Infrastructure Designation (CID), as identified in **Figure 1.1**.



**Figure 1.1:** Land to which this SDP relates

## 1.6 Relationship with other policies and legislation

The Site Development Plan is just one element that informs campus planning and investment. The role of the SDP and its relationship to other key University policies is represented below.

### CORE

A1

#### STRATEGIC PLAN 2018 - 2021

The key document in the University's cycle of planning and accountability.

### STRATEGIC

B1

#### ABORIGINAL AND TORRES STRAIT ISLANDER PLAN 2013-2017

UQ is committed to Indigenous education, and this plan sets out priorities for Indigenous education within the University. A Reconciliation Action Plan is being developed, and is due to be completed at the end of 2018.

B2

#### STUDENT STRATEGY 2016-2020 WHITE PAPER

This strategy provides a series of goals and initiatives that focus on transforming the student experience on campus.

B3

#### ST LUCIA CAMPUS MASTER PLAN

The Master Plan provides a future-focused strategic framework and vision to guide growth and development of the St Lucia campus and its surrounding precincts.

### OPERATIONAL

C1

#### SITE DEVELOPMENT PLAN *(this document)*

The SDP provides an instrument for the delivery of development that seeks to achieve the vision and principles outlined in the Master Plan.

C2

#### IMPLEMENTATION PLAN

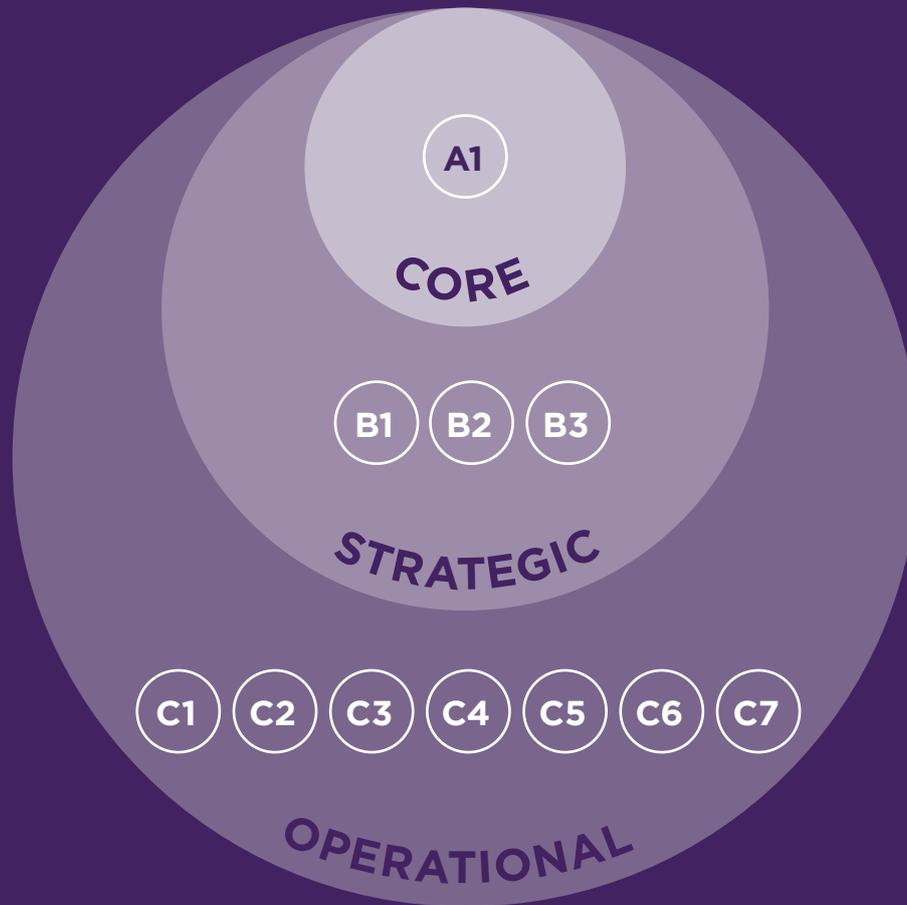
A plan that identifies key projects for the campus, including programming, timing and delivery.

C3

#### STRATEGIC ASSET MANAGEMENT PLAN 2017-2020

Forms part of the University's strategic planning processes and establishes priorities for the commitment of funds for future capital projects, including new academic developments, rationalisation or relocation of existing activities, and provision for growth.

Figure 1.2: Key University policies and legislation



C4

**CAMPUS  
RETAIL  
STRATEGY 2018**

To ensure the variety and spread of retail across the campus reflects both the demands and aspirations of user groups.

C5

**CAPITAL  
DEVELOPMENT  
PLAN 2018 - 2024**

A new Capital Development Plan.

C6

**ST LUCIA CAMPUS  
PLACEMAKING  
STRATEGY 2018**

A new guide for future landscape and placemaking works across the St Lucia campus.

C7

**UQ DESIGN  
STANDARDS**

UQ design standards and technical guides.

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## 1.7 Application of this Site Development Plan and approval pathways

**Figure 1.3** provides a summary of the planning pathways and process in which the SDP is to be used, and how an application for development will be considered.

There are two primary pathways available for development to be endorsed in accordance with this SDP.

### PATHWAY 1 - MINOR PROPOSAL

*Where it is determined that the proposal would not:*

- *establish an unplanned use on the campus or within an existing building;*
- *dramatically change built form on campus with respect to the scale, bulk and appearance of a building or other infrastructure;*
- *significantly impact traffic flow or transport networks on campus; or*
- *have a significantly impact on the provision of infrastructure.*

### PATHWAY 2 - MAJOR PROPOSAL

*A proposal not considered minor in nature requires full consideration and assessment through Steps 2 to 8 as identified by **Figure 1.3**.*

### 1.7.1 Application Information

Prior to the application and approval process, all development proposals are considered by the University's Capital Management Group and assessed against institutional infrastructure needs.

An application through Pathway 2 is to be supported by:

- an assessment report considering the suitability of the proposal against this SDP
- technical advice (where relevant), including transport, civil, drainage and stormwater assessments
- any other relevant technical assessment required to demonstrate suitability of the proposal.

Plans and supporting information must detail the following:

- site location
- building height
- gross floor area
- interface with adjoining environment
- building design including elevations and materials
- on-site parking and servicing arrangements
- open space / public realm concept



Figure 1.3: Approval pathway

## 1.8 Lifespan of existing campus buildings

The St Lucia campus has many buildings of historic and architectural significance. Some are of heritage value, while others are newer but of an outstanding quality in Queensland architectural practice. The campus will continue to be defined by the quality of its buildings and their setting.

With ever-changing technology, lifestyle, construction and design, it is inevitable that buildings and structures will age, and may no longer be suitable for their original function. UQ will consider adaptively re-using buildings where appropriate.

Removing some buildings assessed as being in need of replacement will unlock potential for the future development of the campus.

**Figure 1.4** shows the expected lifespan of existing buildings on campus, identifying immediate and short-term development opportunities. The plan does not suggest where new development should necessarily take place, or that development occur only where buildings are nearing end-of-life. The plan shows the expected period before individual buildings require major refurbishment or replacement. This may assist in determining potential opportunities and sites for new development.

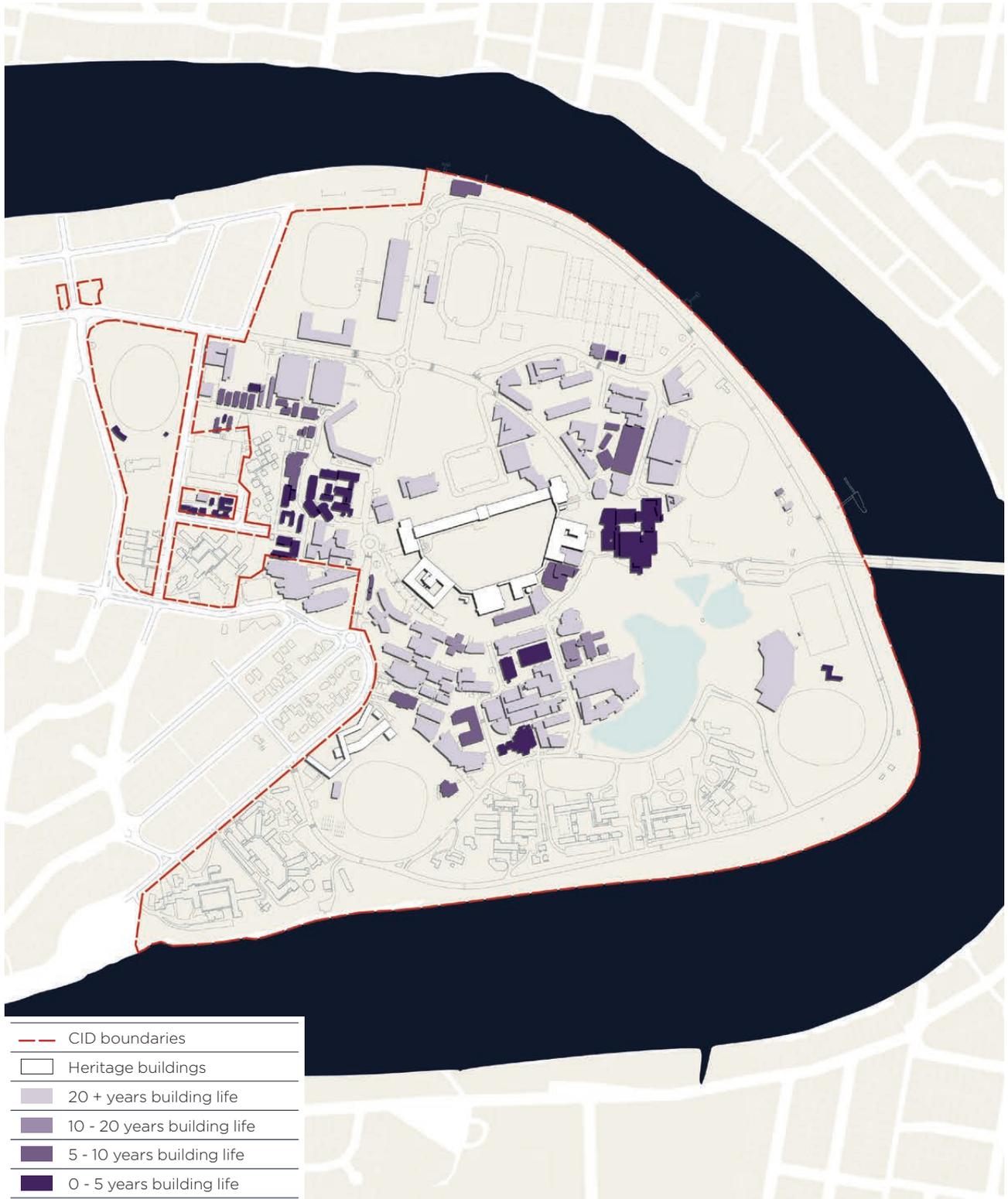


*Global Change Institute*



*Advanced Engineering Building*





**Figure 1.4:** Period before major refurbishment or replacement is required



# 2.0 Document navigation

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The Site Development Plan is organised into six overarching campus-wide strategies to provide high-level guidance for development within the CID. The campus is then organised into six key precincts, with more detailed and specific guidance provided for each.

## 2.1 How to use this document

For each new development proposal, consideration must be given to each of the campus-wide strategies, as well as any specific precinct intent and guidance relevant to the proposal.

The adjacent diagram identifies the key precincts and their associated page numbers.

When planning for development on campus, the following process is recommended:

- Locate the appropriate precinct for the development proposal or site.
- Where development is not consistent with the intent and precinct outcomes identified, the proposal must be reviewed against the campus-wide strategies to ensure the overall intent is still achieved.
- If not consistent with the campus-wide strategies, the proposal must be assessed against the vision and key principles outlined as part of the master planning process.

VISION AND PRINCIPLES

*A community of innovators, in a riverside garden, in a city.*



CAMPUS-WIDE STRATEGIES



LAND USE



BUILT FORM



PUBLIC  
REALM AND  
LANDSCAPE



ACCESS AND  
MOVEMENT



HERITAGE



ENVIRONMENT  
AND  
INFRASTRUCTURE

PAGES 14 - 47



PRECINCT  
1

RECREATION  
PRECINCT

PAGES 52 - 57



PRECINCT  
2

WEST  
PRECINCT

PAGES 58 - 65



PRECINCT  
3

EAST  
PRECINCT

PAGES 66 - 71



PRECINCT  
4

SOUTH  
PRECINCT

PAGES 72 - 77



PRECINCT  
5

CORE  
PRECINCT

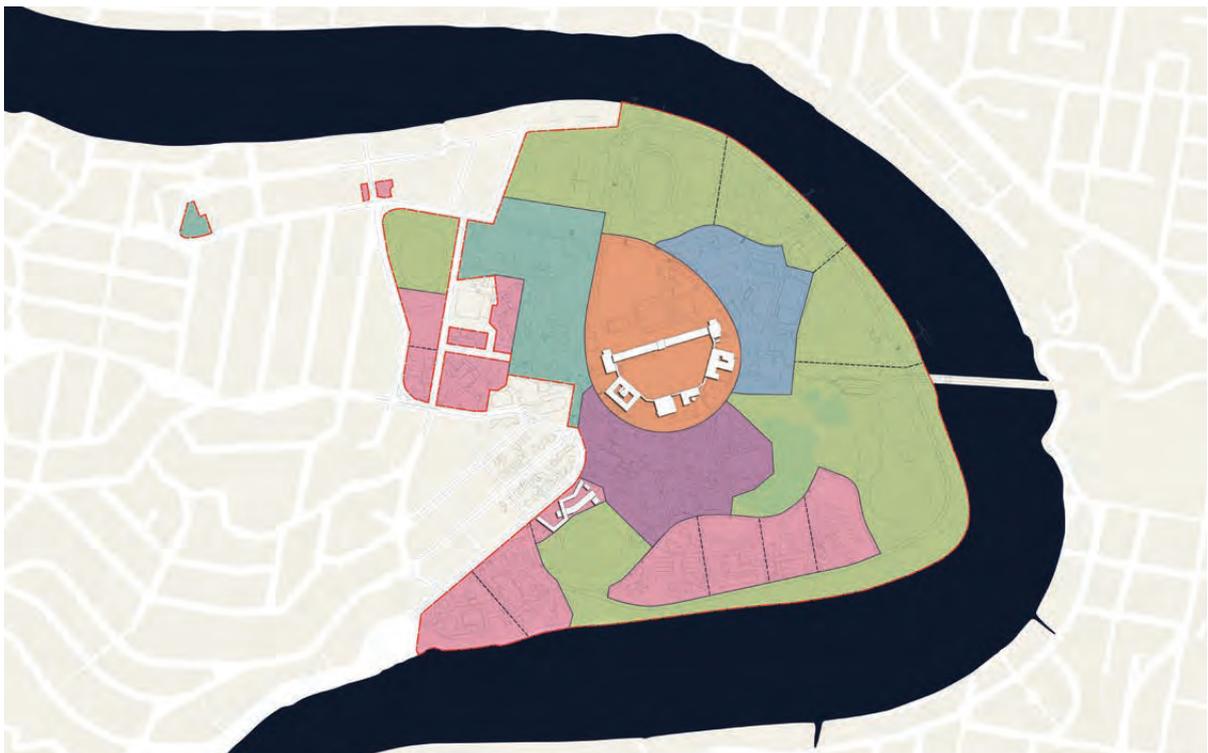
PAGES 78 - 83



PRECINCT  
6

STUDENT LIVING  
PRECINCT

PAGES 84 - 87



# 3.0 Master Plan vision and principles



The Master Plan vision, key themes and principles were developed as part of the St Lucia Campus Master Plan, and through consultation with key stakeholders, the Master Plan Steering Group and the Community Reference Group. The Master Plan's vision and principles outlined below must be considered in all future development on campus.

## 3.1 Master Plan vision

*“A community of innovators, in a riverside garden, in a city.”*

This vision means that the St Lucia campus will:

- look to the world
- create more reasons to be on campus
- be a place where students, researchers, academics and industry want to come together
- open its borders to the community and the city
- become a highly connected destination
- unlock the river's edge to create a compelling garden for learning and recreation
- reinforce the Hennessy Plan
- celebrate its Indigenous, arts, culture and design heritage.

## 3.2 Key themes and principles

The Master Plan vision for the St Lucia campus is underpinned by the following key themes and principles:

<b>THEME 01</b> <b>CONNECTIVITY TO THE CITY</b>	<b>THEME 02</b> <b>DISTINCT ST LUCIA CAMPUS</b>	<b>THEME 03</b> <b>CULTURE AND COMMUNITY</b>	<b>THEME 04</b> <b>INNOVATION AND AUTHENTICITY</b>
 <b>INTEGRATED CONTRIBUTOR TO THE CITY</b>	 <b>INTERESTING AND CLEARLY DEFINED HEART</b>	 <b>OPEN, ACTIVE AND INCLUSIVE CAMPUS</b>	 <b>FLEXIBLE AND ADAPTABLE BUILDINGS AND SPACES</b>
<p>The University is a key participant in the economic and knowledge contribution to the city through integration and partnerships with businesses and industry.</p>	<p>The campus has a clearly defined heart that is active at all times of the day and night, surrounded by distinct precincts and sub-precincts.</p>	<p>The edges of the campus are welcoming and offer ease of access for the community to benefit from the facilities and activities of the campus. The campus will be a hub for healthy and active living and focus on active transport, wellness programs, healthy initiatives and events.</p>	<p>Buildings and spaces are flexible and able to meet the demands of disruption, the global marketplace, changing pedagogies and new research methods.</p>
 <b>INTEGRATED TRANSPORT INFRASTRUCTURE</b>	 <b>OPTIMISED CAMPUS CAPACITY AND CONNECTIONS</b>	 <b>CONNECTED WITH INDIGENOUS SOCIETY AND COMMUNITY</b>	 <b>ENHANCED ARCHITECTURAL AND PLANNING EXCELLENCE LEGACY</b>
<p>Getting to and from St Lucia is easier and more enjoyable through new river crossings and public transport infrastructure.</p>	<p>Campus facilities and accommodation maximise the efficiency of existing spaces to provide on-campus living and activity that will ultimately reduce traffic congestion.</p>	<p>Through its leadership, programs and campus design and management, the University recognises and promotes Aboriginal and Torres Strait Islander values, cultures and landscapes through innovative design solutions and engagement.</p>	<p>The heritage of buildings, landscape and events associated with the campus are celebrated and protected.</p>
 <b>ACTIVATED DESTINATION</b>	 <b>UNLOCKED RIVER AND LANDSCAPE POTENTIAL</b>	 <b>SUSTAINABILITY FOR THE FUTURE</b>	 <b>INTEGRATED LEARNING LANDSCAPE</b>
<p>New living precincts and activity areas enliven and transform the University into a city destination of its own; a place that people want to be.</p>	<p>The environmental amenity and recreational value of the river and green setting is recognised and realised.</p>	<p>Create an economically, environmentally and culturally sustainable campus for future generations that recognises and adapts to changing conditions.</p>	<p>The vibrant, integrated, digitally enabled campus environment supports and enhances on-campus learning and social activities.</p>

# 4.0 Campus-wide strategies

A series of campus-wide strategies has been developed for this Site Development Plan. These overarching strategies provide general development outcomes for the whole of the site, and outline the overall intent of development to be considered where specific requirements are not outlined within detailed precinct guidance.

These campus-wide strategies have been organised into the following themes:



**Land use** – deals with the mix and integration of land uses, as well as key nodes of retail and activity.



**Built form** – considers built form elements such as height and density, key landmark buildings, active building edges, site coverage, and design excellence, including environmental performance, subtropical design and user experience.



**Public realm and landscape** – deals with the public realm and landscape experience, both physical and visual, and how it is used, through key spaces and streetscapes, sport and recreation activities, as well as artworks, signage, security and lighting.



**Access and movement** – considers campus accessibility for pedestrians, cyclists and vehicles, as well as public transport.



**Heritage** – considers the distinct heritage associated with the site and its buildings, along with the cultural heritage of the site, and its connection to the past.



**Environment and infrastructure** – considers environmental issues around sustainability, water sensitive urban design (WSUD), stormwater and flooding, as well as service infrastructure requirements.

The following campus-wide strategies must be considered where development is not entirely consistent with precinct-specific outcomes described in chapter 5.0.







# 4.1 Land use

The Land Use Strategy considers the mix and integration of land uses, as well as key nodes of retail and activity.

## Intent

The intent of the Land Use Strategy will be achieved through the following outcomes:

- (a) The St Lucia campus is a sustainable campus model that plays a continuing role as an education, research, recreation, residential and community precinct for all campus users.
- (b) Campus success is underpinned by the variety of experiences and amenities provided, including education, research, childcare services, retail and food and beverage, events and entertainment, leisure, sports and recreation, as well as community and cultural activities and residential student living. High-quality offerings cater to students and attract the wider community and external visitors.
- (c) Land use delivery is broadly in line with the *Notional Land Uses* identified in **Figure 5.1**, and include an education and learning core, surrounded by student living to the south and west, major recreational parkland to the south-east, sporting uses to the north and east, and open space preserved along the riverfront.
- (d) The University actively seeks opportunities for industry partners to occupy space on campus. Land and precincts that could be flexibly developed to accommodate industry partners are identified and leveraged to meet the demand for industry collaboration and world-leading best practice in this area.
- (e) The campus is structured around a network of activity nodes, including *Major Activity Nodes*, *Collaboration Plazas* and *Riverfront Nodes*.
- (f) *Activity / retail nodes* provide the greatest concentration and mix of retail, commercial, food and beverage, and community facilities and services to support student, visitor and resident requirements.
- (g) Campus life is centred around *Collaboration Plazas* at the heart of each campus precinct. These hubs cater for all student and staff needs, backgrounds and interests, provide appropriate seating and learning resources, and are appropriate for the learning programs within the precinct.
- (h) *Riverfront Nodes* provide small-scale activation at key locations along the riverfront. These uses are complementary to and support the sport and recreation facilities, parkland setting, and student living along the riverfront edges.

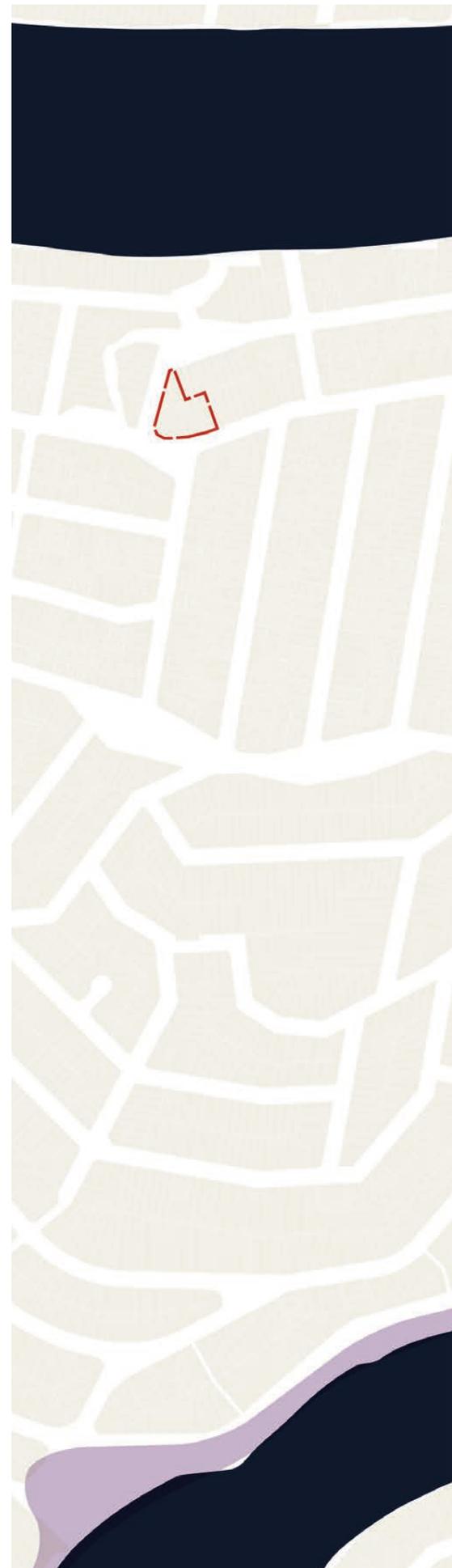




Figure 5.1: Land use campus-wide strategy

- 
- (i) Land use mix enhances the St Lucia campus and provides opportunities for activation at all times:
    - i. High quality and diverse retail, commercial, sport and recreation, community and food and beverage offerings contribute to day and night activation.
    - ii. Night time economy is driven by food and beverage uses, night markets and events, as well as evening sport.
  - (j) Land uses and facilities are flexible and easily adaptable:
    - i. New buildings are designed to be easily adapted to new uses as internal and external demands change over time.
    - ii. Opportunities for flexible sport and recreation facilities are explored.
  - (k) The campus leverages its location directly across the river from the major health, knowledge and research cluster at the Princess Alexandra (PA) Hospital and Eco-Sciences precinct, including institutions such as the PA Hospital, Translational Research Institution (TRI), CSIRO, QUT and the Pharmacy Australia Centre of Excellence (PACE).
  - (l) Learning precincts on campus consolidate complementary curriculum, research and social environments. Co-location of complementary research and knowledge builds critical mass around particular areas of excellence for the University to solidify its global role in producing ideas, knowledge and talent.
  - (m) Development considers the spaces where precincts and curriculum intersect as places where more unconventional collaboration and innovation can occur, acknowledging changing pedagogy and relationships between different disciplines.
  - (n) Impacts on the surrounding community are minimised with consideration of the following:
    - i. Growth in retail, commercial and campus events focuses on the mix of operators and tenants to cater for the university community while maintaining quality standards.
    - ii. Accommodating more students enhances campus life, and is a deliberate strategy to reduce the pressures relating to traffic and transport. A range of living options are provided to service the student demographic.

## Key Elements

	DOI	DEVELOPMENT OUTCOMES
<b>Mix and integration of uses</b>	<b>DO1.1</b>	Residential uses are focused generally on the southern and western edges of the campus within the <i>Student Living</i> area.
	<b>DO1.2</b>	A wide range of sport and recreation opportunities are provided, predominantly within the <i>Sporting Uses</i> area and along the river's edge.
	<b>DO1.3</b>	Sport and recreation opportunities are linked with retail, food and beverage uses where possible.
	<b>DO1.4</b>	Additional support services are provided on campus to meet growing demand from staff and students including childcare centre and health services.
	<b>DO1.5</b>	Childcare facilities are in proximity to key points of arrival, transit stops and car parking.
	<b>DO1.6</b>	Car parking facilities are consolidated at the outer parts of the campus.
	<b>DO1.7</b>	Facilities supporting executive education and corporate conferencing are provided, including conference venues and short-term accommodation.
	<b>DO1.8</b>	Temporary or 'pop-up' retail or food and beverage uses are provided in key locations along the riverfront within the <i>Riverfront Open Space</i> and <i>Major Recreation Parkland</i> areas, and within <i>Shared Zones</i> and <i>key Event Spaces</i> .
<b>Land use activation</b>	<b>DO1.9</b>	Activity and retail hubs are provided at key locations on campus, including <i>Major Activity Nodes</i> , <i>Collaboration Plazas</i> and <i>Riverfront Nodes</i> , and these locations are vibrant and easily accessible.
	<b>DO1.10</b>	Development unlocks the amenity, recreational and commercial potential of the riverfront for the campus and the community.
<b>Retail strategy</b>	<b>DO1.11</b>	Well-defined and connected retail activity is concentrated within two <i>Activity / retail nodes</i> to the east and west of the Great Court.
	<b>DO1.12</b>	The two <i>Activity / retail nodes</i> complement one another in terms of land use and quality of retail, commercial and food and beverage options.
	<b>DO1.13</b>	Infill retail is to be strategically located to provide localised food and beverage offerings.
	<b>DO1.14</b>	Sporting and recreational activity is enhanced and supported by clubhouses and food and beverage opportunities overlooking the water within <i>Riverfront Nodes</i> along the river's edge, where appropriate.
	<b>DO1.15</b>	Service requirements for retail, food and beverage uses limit impacts on the landscape, built form setting, and amenity of the campus.



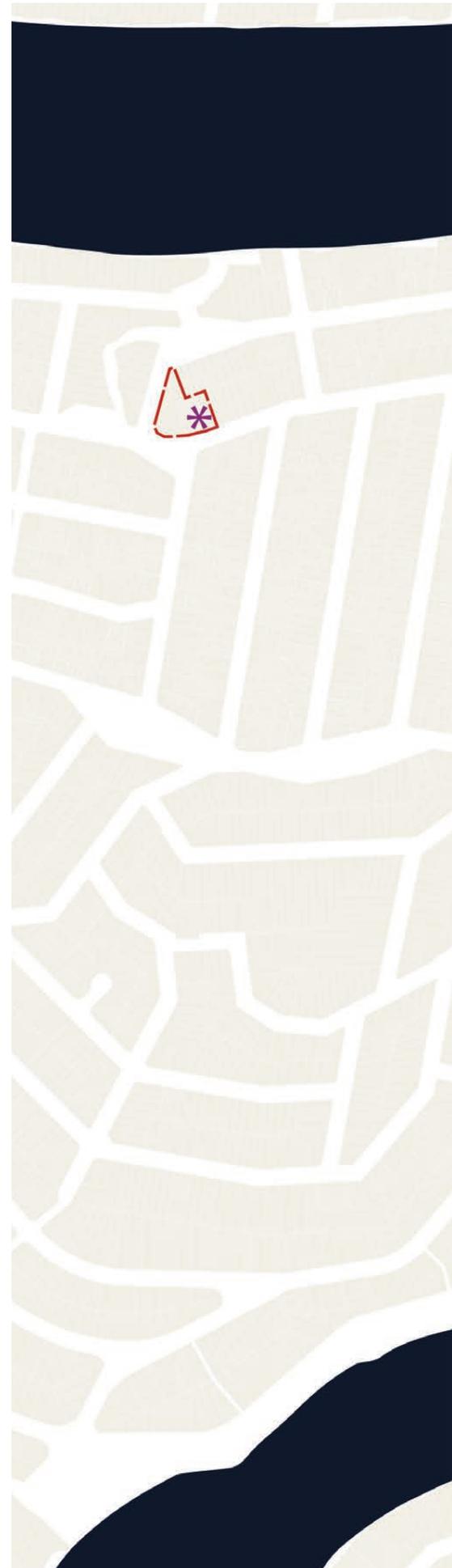
## 4.2 Built form

**The Built Form Strategy considers aspects of built form such as height, key landmark buildings, activated building edges and design excellence, including environmental performance, subtropical design and user experience.**

### Intent

The intent of the Built Form Strategy will be achieved through the following outcomes:

- (a) The St Lucia campus showcases world-leading architecture and urban design, maintaining the quality of the campus and reinforcing the value proposition of campus life. The campus continues to be defined by the quality of its buildings and their settings.
- (b) Design guidelines including Brisbane City Council's *New World City Guide: Buildings that Breathe*, promote a diversity of appropriate architectural responses, a high standard of architectural excellence, and innovative and sustainable design solutions. These guidelines should be considered in new building design on campus.
- (c) Design of new buildings explores innovative design philosophies including biomimicry and 'cradle to cradle' design.
- (d) Building heights are to be sympathetic to their surroundings, site topography, the wider campus and the adjacent community.
- (e) Design of built form prioritises the user experience by:
  - i. considering orientation of buildings and spaces in response to climatic conditions
  - ii. designing inspiring built form that is conducive to education and research activities, and enjoyable and engaging for building and campus users
  - iii. designing buildings to be accessible for all campus users
  - iv. designing buildings and spaces that are flexible and able to meet the demands of disruption, the global marketplace, changing pedagogies, technology and new research methods.
- (f) Well-designed buildings make a positive contribution to the public realm, offering visual interest and enhancing local meaning and identity.
- (g) All buildings, old and new, are provided with a street presence or frontage where possible. This allows buildings to be assigned an exact street address for ease and convenience in locating it.



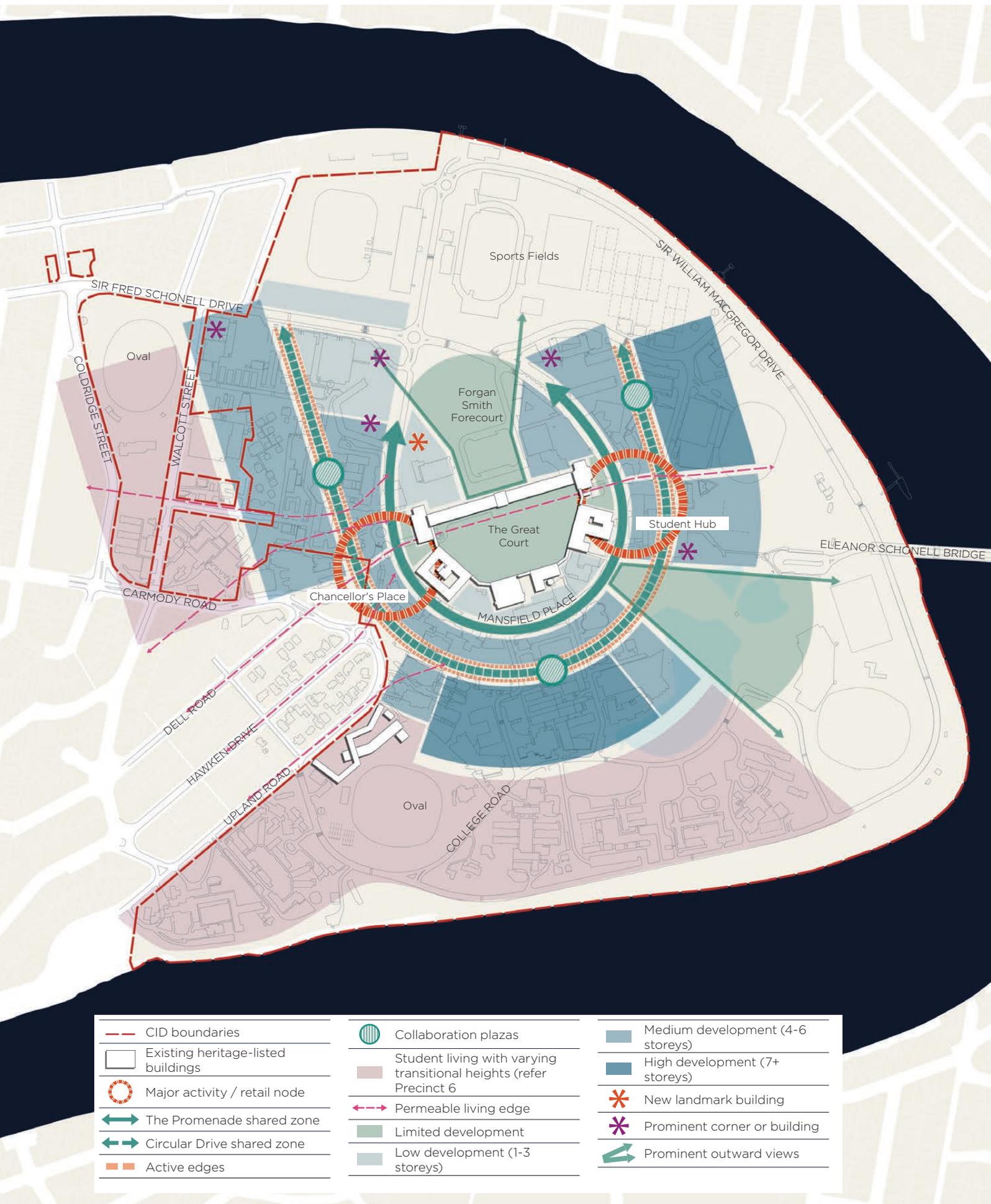


Figure 5.2: Built form campus-wide strategy



- 
- (h) The success of St Lucia's campus design stems from the scale, massing and height of the built form, particularly along campus edges. Transitioning in scale and form along the campus edges through modulation in height, perceived mass, and the design of facades creates a welcoming sense of seamless transition to surrounding areas.
  - (i) Re-organisation of campus facilities and accommodation optimises and maximises the efficiency of existing buildings and spaces and provides on-campus living and activity that will have wide-ranging benefits, including reduced traffic impacts.
  - (j) New buildings are flexible and adaptable in their design and procurement. Buildings that can successfully adapt to changing circumstances are more robust, less likely to require refurbishment in the future and improve utilisation of space throughout the campus.



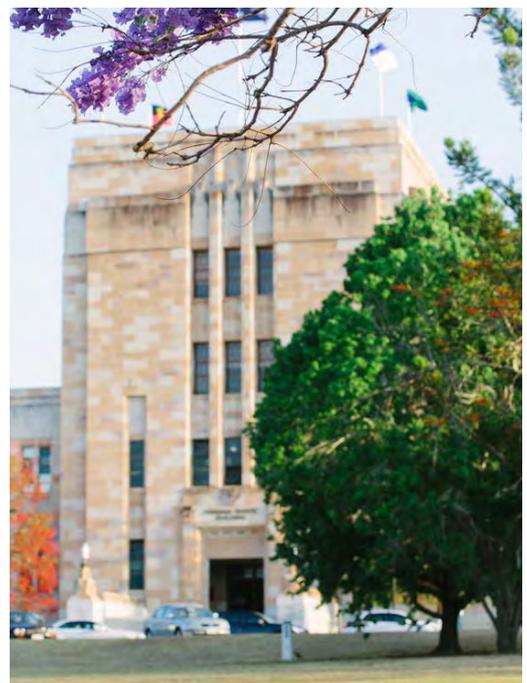
*Advanced Engineering Building*



*Global Change Institute*



*Advanced Engineering Building*



*Forgan Smith Building*

## Key Elements

	DO2	DEVELOPMENT OUTCOMES
<b>Design excellence</b>	<b>DO2.1</b>	The design of new campus buildings demonstrates excellence in architectural design and subtropical design.
	<b>DO2.2</b>	New buildings, and the retrofitting of existing buildings, are designed and constructed to standards of contemporary education building design.
	<b>DO2.3</b>	New buildings align with campus planning ideas and the Hennessy Plan by enforcing contextual analysis and response as part of new built form design.
	<b>DO2.4</b>	High-quality treatments are provided to building facades facing key movement routes and links.
	<b>DO2.5</b>	Building layouts accommodate and respond to usage requirements, daily activities and social behavioural patterns.
	<b>DO2.6</b>	Building design, including inviting entry points and coherent circulation, enhances the ability of users to find their way within it.
	<b>DO2.7</b>	Building structure, spatial arrangement and materiality of built form is fit for purpose and designed for robustness, durability and resilience.
	<b>DO2.8</b>	Built form optimises a level of comfort, enjoyment and engagement that attracts and inspires building and campus users.
<b>Subtropical design</b>	<b>DO2.9</b>	Design of built form optimises orientation and climatic responses.
	<b>DO2.10</b>	New development and buildings should consider Brisbane City Council's <i>New World City Guide: Buildings that Breathe Design Guideline</i> .
<b>Gateway and landmark buildings</b>	<b>DO2.11</b>	New gateways and responsive architectural forms are provided at key corners and locations to support campus legibility and coherence.
	<b>DO2.12</b>	<i>Gateways</i> provide a memorable first impression of the campus, and are articulated by strong built form, public transport, abundant green space or civic plazas, with public art and wayfinding information to help celebrate the identity of the campus.
<b>Building height and density</b>	<b>DO2.13</b>	Campus development recognises the increased heights emerging in other peninsulas located within 5km of the city centre.
	<b>DO2.14</b>	Additional medium density residential is developed along the edges of the campus within the <i>Student Living Precinct</i> .
	<b>DO2.15</b>	Massing and scale is sensitively considered to create an edge to the campus that is inviting and integrated with its surrounds.
	<b>DO2.16</b>	Redevelopment of the existing Student Union precinct: <ul style="list-style-type: none"> <li>• meets the goals of the Student Strategy, and</li> <li>• reflects contemporary standards of design and functionality.</li> </ul>
	<b>DO2.17</b>	New built form should not overwhelm the Forgan Smith Tower, block existing views to it or detract from its physical presence.
	<b>DO2.18</b>	Building height and density to be of a low and sympathetic scale surrounding the <i>Great Court</i> and more intense along key axes to establish areas of activity.
	<b>DO2.19</b>	Built form scale and mass is modulated to reflect the residential and landscape surroundings of the campus.
<b>Active edges</b>	<b>DO2.20</b>	New development in key locations provides <i>active edges</i> to the street and public open spaces through activated ground floor uses where appropriate.
	<b>DO2.21</b>	Built form adopts a human scale at the ground plane to enhance walkability and the intimacy of the space.
	<b>DO2.22</b>	Designs that actively provide opportunities to engage with the community and stakeholders are encouraged, through open foyers and indoor and outdoor spaces for shared learning and knowledge transfer.
	<b>DO2.23</b>	New buildings are designed with a clear main entry from one of the core precinct circulation routes, providing a strong physical street connection.
	<b>DO2.24</b>	Existing buildings previously backing on to other buildings are adapted at ground level to ensure all buildings appropriately front campus streets.

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**DO2 DEVELOPMENT OUTCOMES****Adaptation**

- DO2.25** New buildings meet high standards of design and exhibit an inherent flexibility that allows them to be re-purposed following the end of their initial use and in response to evolving needs.
- DO2.26** Instilling flexibility within buildings and development footprints ensures the University can meet campus needs into the future and is achieved by design elements including:
- generous floor-to-ceiling heights to allow for adaptation of spaces
  - flexibility of infrastructure and built form to cater for future technological advancements, and
  - flexibility of internal layouts and furnishings.
- DO2.27** Buildings are future-proofed by ensuring a level of independence to four key building components:
- building structure
  - building services
  - internal layout
  - internal finishings.
- DO2.28** Buildings and under-utilised spaces that no longer meet contemporary teaching and research requirements are redeveloped or upgraded.
- DO2.29** Refurbishment of buildings prioritise:
- upgrades to internal operations and systems
  - addressing fit-for-purpose or compliance issues
  - improving environmental performance
  - incorporating better technology and flexible infrastructure
  - improving connectivity and integration with the surrounding context.
- DO2.30** The introduction of annexes, or small additions to the main structure of buildings, are provided where required to create a new entry location, street address and street level activity.

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**Environmental performance**

- DO2.31** Excellence in sustainable design is evident in new buildings.
- DO2.32** Built form is designed to ensure resilience to climate change, based on consideration of changing weather patterns, temperature rise and fall, longer and heavier periods of rain fall and flooding.
- DO2.33** Building design capitalises on opportunities to reduce energy consumption through alternative sources of energy, reduce energy costs and build security and resilience.
- DO2.34** Life cycle costs and sustainable solutions are considered throughout design and construction stages.
-



## 4.3 Public realm and landscape

**This strategy deals with the public realm and landscape experience, both physical and visual, and how it is used, through key spaces and streetscapes, sport and recreation activities, as well as artworks, signage, security and lighting.**

### Intent

The intent of the Public Realm and Landscape strategy will be achieved through the following outcomes:

- (a) The St Lucia campus is a place for education, research, entertainment, events and social interaction, set within an active public realm. This reinforces the importance of the campus as one of the most vibrant places in the city and state.
- (b) The campus is an energetic, fun destination for people of all ages and contributes to the life and appeal of the city. The campus is open and attractive to the local community, as well as interstate and international visitors.
- (c) The campus enhances and protects its remarkable parkland setting and celebrates the idyllic subtropical climate through:
  - i. A network of vibrant streets, plazas and open spaces that bring activation to the campus at varying times of the day, night, and throughout the year.
  - ii. Collections of buildings that form 'villages' with active frontages to the public environment.
  - iii. Activating the riverfront as a social and learning landscape that facilitates social and cultural interactions, enhances connections with the river and provides landscape amenity.
  - iv. Retaining and enhancing the *green curtain* edge to the campus.
- (d) Campus edges are welcoming, offering ease of access to ensure the community benefits from UQ facilities and activities. The University encourages the public to use campus facilities and programs and to host events.
- (e) Events, facilities and activities on the campus celebrate arts, creativity and cultural enterprise, contributing to the cultural life of the city.
- (f) Open space along the river protects and embodies the subtropical lifestyle the city offers. The river's edge is welcoming, attractive and embraces the environment, offering a range of activities at key nodes.
- (g) Sport, recreation and open space facilities are available and accessible to students and staff, as well as the local community.

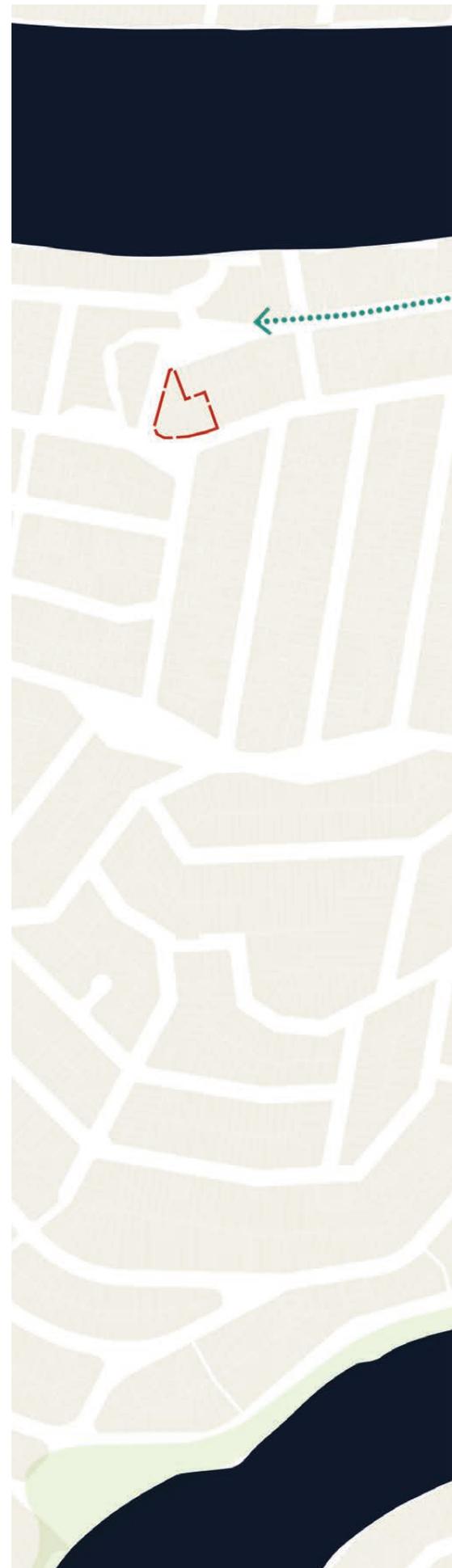




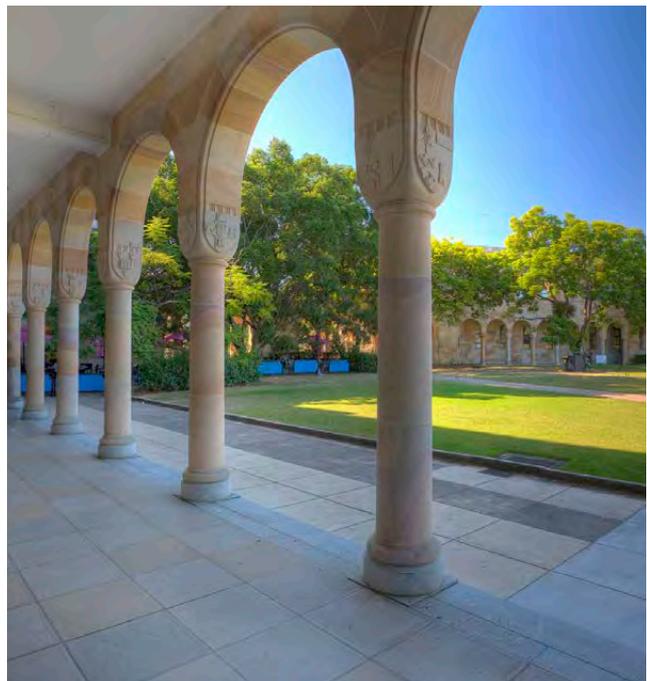
Figure 5.3: Public Realm and Landscape campus-wide strategy



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- (h) Spaces and facilities for children and youth:
- i. bring more activity to the campus
  - ii. make the University more attractive to students and staff with young children
  - iii. are an important open space and recreation resource for the community, and
  - iv. play a part in the contribution the campus makes to wider city life.
- (i) Campus signage forms a continuous placemaking story, visually connecting elements along key routes and responding to the surrounding context.
- (j) Lighting is a key part of making the campus an appealing environment after dark, extending the hours of operation for the campus, and improving real and perceived safety.
- (k) The Campus Placemaking and Landscape Strategy provides further detail and guidance.



*UQ Lakes*



*Inside the Great Court*



*Landscaped parkland*



*Courtyard*

## Key Elements

	DO3	DEVELOPMENT OUTCOMES
<b>Recreation and open space</b>	<b>DO3.1</b>	Access to the river's edge is maintained and enhanced to protect the environmental amenity and recreational value of the river.
	<b>DO3.2</b>	High-quality passive recreational space is provided within parkland around the campus edges.
	<b>DO3.3</b>	Enhanced parkland to provide: <ul style="list-style-type: none"> <li>• increased access to the river's edge by continuing the linear green edge of the campus</li> <li>• passive recreation space</li> <li>• recreational activities for all ages and family groups to enjoy</li> <li>• a major new events space</li> <li>• the opportunity for an outdoor cinema and other outdoor events and activities.</li> </ul>
	<b>DO3.4</b>	Exercise trails and equipment along the river's edge encourage healthy and active living, as well as community engagement with the campus.
	<b>DO3.5</b>	<i>Riverfront nodes</i> of activity at key points along the river's edge facilitates activity and connection with the water, and is connected by pedestrian pathways and green space.
	<b>DO3.6</b>	Opportunities for passive recreation and play on campus: <ul style="list-style-type: none"> <li>• focus on water, nature-based and adventure play</li> <li>• are highly shaded for user comfort and safety</li> <li>• are supported by comfortable environments for carers to sit and observe, as well as shelters and barbecue facilities for gathering</li> <li>• are safe and secure.</li> </ul>
	<b>DO3.7</b>	Existing sports fields, venues and programs for athletes, school students and the public are retained and enhanced.
	<b>DO3.8</b>	Sport and recreation uses are concentrated at the north and western edges of the campus.
<b>Landscape markers and gateways</b>	<b>DO3.9</b>	Campus edges are porous and welcoming, encouraging use of the campus's facilities and activities by the local community.
	<b>DO3.10</b>	Landscape and public realm elements are used to create visually distinctive precincts and places that assist in wayfinding, navigation and interest.
<b>Collaboration plazas</b>	<b>DO3.11</b>	<i>Collaboration plazas</i> are flexible and adaptable to meet varying needs and uses.
	<b>DO3.12</b>	A series of <i>collaboration plazas</i> are located along the pedestrian-focused shared zone.
	<b>DO3.13</b>	Two major <i>activity and retail nodes</i> allow students, staff and visitors to congregate and socialise. The two activity nodes will not compete, but will offer different services and facilities to complement each other. General activities include: <ul style="list-style-type: none"> <li>• <i>Student Union Hub</i>: the day to day focus of activity for students, including take-away food and beverage opportunities.</li> <li>• <i>Chancellor's Place Hub</i>: based around a key transport node, a secondary retail and entertainment node - including retail, food and beverage opportunities.</li> </ul>
	<b>DO3.14</b>	<i>Major Events Lawn</i> located at the front of Forgan Smith Building to be developed as a highly-accessible and flexible event space to be used by the University and the local community.
	<b>DO3.15</b>	<i>Circular Drive</i> to provide a multi-functional circulation spine and public space, that can be used for events.
	<b>DO3.16</b>	Key elements of outdoor <i>collaboration plazas</i> that foster and encourage outdoor learning and collaboration include: <ul style="list-style-type: none"> <li>• <i>active edges</i></li> <li>• small and simple food and beverage opportunities</li> <li>• flexibility of infrastructure, including moveable furniture</li> <li>• a feeling of openness balanced with privacy and separation, for example through glass paneling or landscaping elements</li> <li>• technology enabled spaces, including phone and laptop charging facilities and wireless internet.</li> </ul>

	DO3	DEVELOPMENT OUTCOMES
<b>Sport and recreation</b>	<b>DO3.17</b>	Development ensures open space and sporting facilities are available and accessible to the local community.
	<b>DO3.18</b>	Development to allow for the opportunity for improvement of spectator amenity and seating capacity at the <i>northern sports fields</i> .
	<b>DO3.19</b>	Campus planning and development facilitates three character precincts for open space and sporting facilities: <ul style="list-style-type: none"> <li>• northern sports fields, including rugby club and informal playing fields</li> <li>• hard courts and aquatic centre, including the tennis centre and courts, and basketball courts</li> <li>• easterns sports fields, including the synthetic hockey fields, ovals and playing fields.</li> </ul>
<b>Campus streetscapes</b>	<b>DO3.20</b>	New development strengthens the public realm quality and key pedestrian-focused movement corridors by: <ul style="list-style-type: none"> <li>• building on the existing campus fabric with new public realm and activation interventions</li> <li>• improving wayfinding and navigation</li> <li>• connecting activity nodes throughout the campus</li> <li>• utilising landscaping and public realm treatments to create coherent, unified streetscapes.</li> </ul>
<b>Public artworks</b>	<b>DO3.21</b>	Identify locations for artworks throughout the campus and along the river's edge.
	<b>DO3.22</b>	Consider places for Aboriginal interpretive artworks.
<b>Signage and wayfinding</b>	<b>DO3.23</b>	Through public realm improvements, the campus streets, plazas, open space, parks, buildings and activity nodes will stitch together through clear pathways and connections.
	<b>DO3.24</b>	<i>Circular Drive</i> is a pedestrian-focused route that facilitates wayfinding through materials, colour and furniture palettes.
	<b>DO3.25</b>	Campus wayfinding is intuitive through signage, landscape and built form elements.
	<b>DO3.26</b>	Digital signage and infrastructure is provided throughout the campus and in key spaces as a driver for more flexible learning and campus navigation.
	<b>DO3.27</b>	Positive environmental outcomes and initiatives on campus are highlighted with educational signage and other forms of engagement.
	<b>DO3.28</b>	Campus signage responds to the character of each individual space and precinct, as well as the campus history and culture.
	<b>DO3.29</b>	A bold and authentic palette of materials, forms, colours and graphic elements is incorporated into signage to create a unique sense of place consistent throughout the campus.
<b>Security and lighting</b>	<b>DO3.30</b>	Improved lighting and safety measures for campus users are provided, particularly at night.
	<b>DO3.31</b>	Heritage and high-quality contemporary architectural forms are highlighted by providing feature lighting to key facades.
	<b>DO3.32</b>	Highlight key pedestrian links and corridors through lighting and bring all pedestrian routes and streets up to a minimum service standard of lighting.
	<b>DO3.33</b>	Develop sustainable sources of energy to power lighting on campus.
	<b>DO3.34</b>	The impacts of lighting on neighbouring residences are minimised and sensitively managed.
<b>Views and vistas</b>	<b>DO3.35</b>	Maintain <i>key views</i> to and from the <i>Forgan Smith Building</i> by keeping this area open and green, clear of any major new building.
	<b>DO3.36</b>	Open up key views to heritage by reorganising campus circulation and built form as opportunities arise.



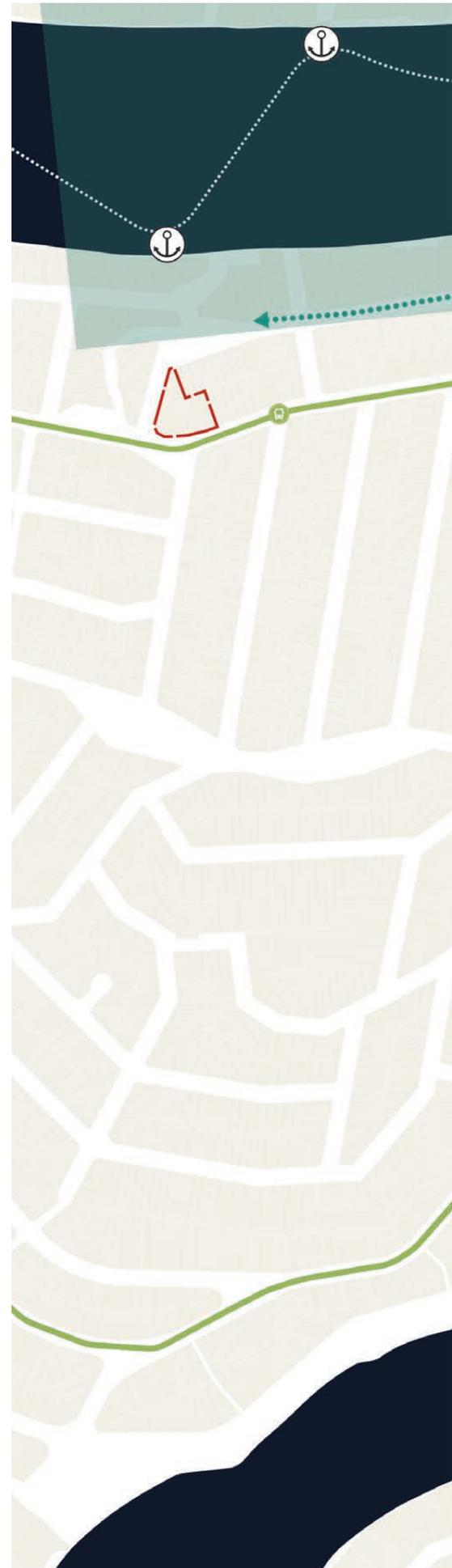
# 4.4 Access and movement

The Access and Movement Strategy considers the campus accessibility for pedestrians, cyclists and vehicles, as well as public transport.

## Intent

The intent of the Access and Movement strategy will be achieved through the following outcomes:

- (a) The St Lucia campus is a highly connected destination. Connectivity between the campus and the wider city contributes to UQ's ongoing success by:
  - i. allowing for the flow of ideas and capital
  - ii. unlocking the campus for industry partnerships
  - iii. providing access to other key employment, innovation and commercial centres
  - iv. delivering sustainability outcomes
  - v. reducing pressure on the surrounding suburban road network.
- (b) Planning for access and movement responds to opportunities arising from digital disruption, the sharing economy, the convergence of modes and types of transport, and the blurring of the boundaries between public and private transport.
- (c) UQ demonstrates leadership in delivering sustainable transport solutions, including high-quality, zero-emission public transportation and safe, connected and appealing active transport infrastructure.
- (d) Key movement corridors aim to reinstate the Hennessy Plan and improve connectivity and movement on campus, including:
  - i. *Circular Drive*: a pedestrian-focused continuous link around the Great Court, the highest order street for the campus
  - ii. *The Promenade*: a secondary pedestrian-focused circuit radiating from *Circular Drive*, linking a series of secondary nodes, buildings and spaces
  - iii. *Sir William MacGregor Drive*: the main road running around the edges of the campus, including dedicated cycle ways and formalised pedestrian pathways.
- (e) Active and public transport modes are integrated through infrastructure and digital mobility solutions.
- (f) The campus is open and inviting, providing clear points of arrival to assist with navigation and wayfinding.



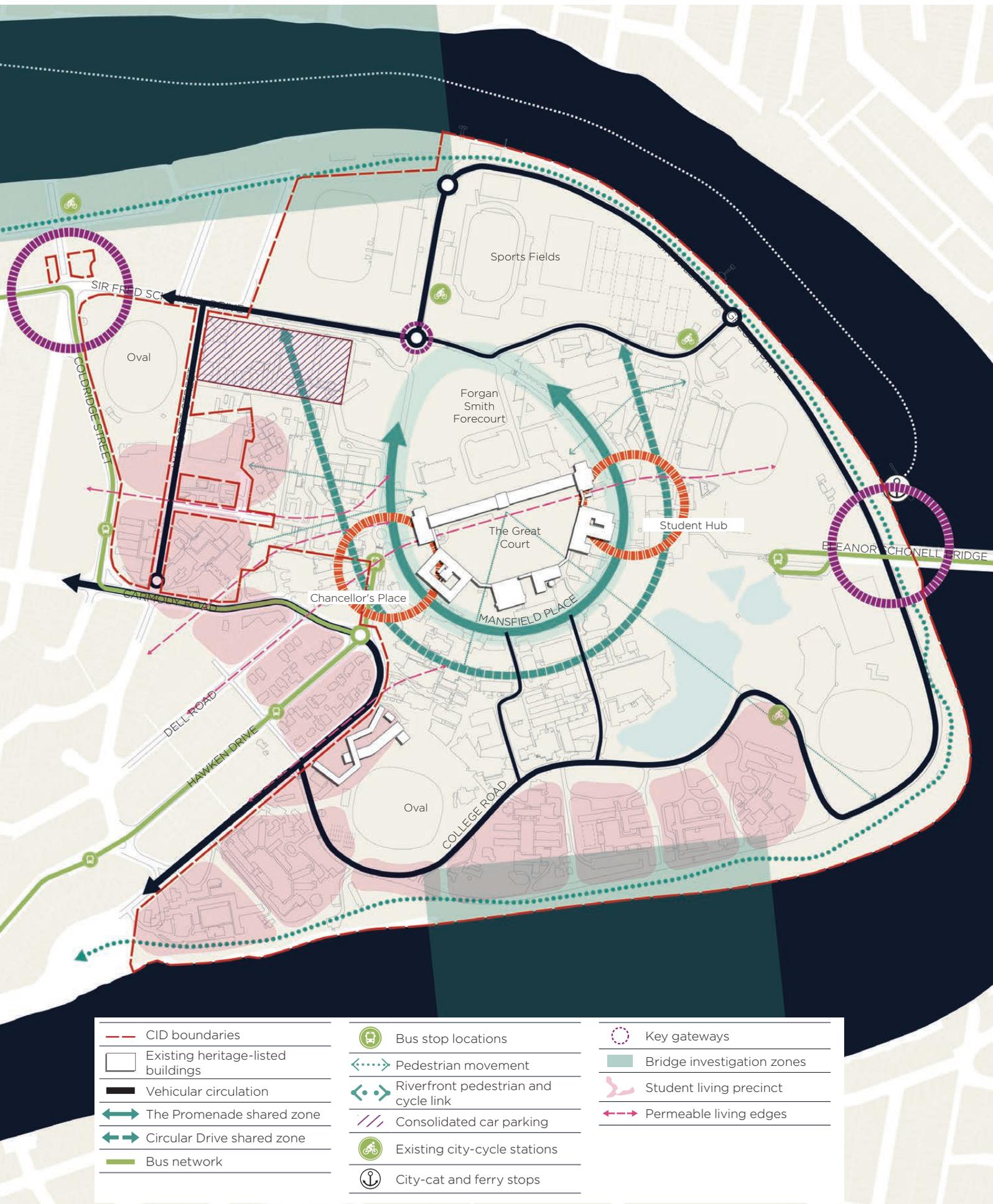


Figure 5.4: Access and movement campus-wide strategy



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- (g) Reduced reliance on private vehicle transport is facilitated and encouraged by:
- i. varying activity on campus, through changing schedules and increased hours
  - ii. increasing residential offerings on campus or within pedestrian and cycling catchments
  - iii. encouraging use of alternate public and private transport options.
- (h) New development prioritises and delivers cycle and pedestrian infrastructure to support active transport use, utilising Brisbane's subtropical climate and the relatively flat nature of the campus.
- (i) Strategic planning to link into local and state government strategic transport projects.
- (j) Investigate the viability of new river crossings to:
- i. improve city-wide connections
  - ii. provide better links to surrounding economic and knowledge-based precincts
  - iii. address gaps in the pedestrian and cycling network
  - iv. provide greater connections with high-frequency public transport networks.
  - v. encourage the use and enjoyment of the city's river edge.
- (k) Avoid and/or mitigate where possible potential impacts on the campus and wider community associated with the use of private vehicles, including congestion, noise and air pollution.



*Driverless bus in Perth*



*Eleanor Schonell Bridge*

## Key Elements

	DO4	DEVELOPMENT OUTCOMES	
<b>Access and circulation</b>	<b>DO4.1</b>	Access to the campus responds to constraints posed by its peninsula location. Four <i>key gateways</i> to the campus provide a clear sense of arrival at the: <ul style="list-style-type: none"> <li>• Sir Fred Schonell Drive entrance</li> <li>• Hawken Drive / Chancellor's Place entry</li> <li>• Eleanor Schonell Bridge entry</li> <li>• Student Union entry.</li> </ul>	
	<b>DO4.2</b>	Vehicle access to the core precinct of the campus is limited to service, maintenance and delivery vehicles within <i>shared zones</i> that perform primarily as pedestrian and cycle spaces.	
	<b>DO4.3</b>	Future bridge connections across the Brisbane River: <ul style="list-style-type: none"> <li>• integrate with existing and planned transport plans and networks for the city</li> <li>• are based on robust technical feasibility and accessibility analyses and community input</li> <li>• provide an attractive and safe environment for pedestrians and cyclists</li> <li>• deliver a lasting visual symbol of the University's partnership with the city and leadership role in design.</li> </ul>	
	<b>DO4.4</b>	Service infrastructure is visually screened to protect the high-quality landscape setting of the campus.	
	<b>DO4.5</b>	A small river mooring may be provided for staff, students and community members to use as an alternative transport option.	
	<b>DO4.6</b>	Any cross-campus bus proposal linking <i>UQ Lakes</i> and <i>Chancellor's Place</i> : <ul style="list-style-type: none"> <li>• integrates with Translink services</li> <li>• improves network capacity and efficiency</li> <li>• reduces the number of buses entering and exiting the campus where possible</li> <li>• helps to alleviate pressure on the city transport network by improving cross-city connections</li> <li>• improves connectivity and access for the wider community</li> <li>• allows for through-running routes reducing the number of services terminating on campus.</li> </ul>	
	<b>Active transport</b>	<b>DO4.7</b>	Active transport infrastructure facilitates journeys that are fast, interesting, comfortable and safe.
		<b>DO4.8</b>	Active transport infrastructure is of high-quality design and delivers a safe, connected network to reduce barriers for 'would be' cyclists.
		<b>DO4.9</b>	Active transport routes are provided with shade and weather protection, particularly through tree planting along key streets and routes on campus.
		<b>DO4.10</b>	The core precinct of the campus is pedestrian-focused providing a high level of accessibility, safety, amenity and convenience for campus users.
<b>DO4.11</b>		Pedestrian safety is maintained and/or increased by: <ul style="list-style-type: none"> <li>• utilising traffic calming devices</li> <li>• removing some on-street parking</li> <li>• reducing traffic volumes and speeds within pedestrian activity areas.</li> </ul>	
<b>DO4.12</b>		<i>Permeable living edges</i> are achieved by providing pedestrian access and connectivity at a minimum of every 200 metres along the campus edges.	
<b>DO4.13</b>		Clear site planning and signage, and the creation of clear nodes of activity, enhance wayfinding for staff, students and visitors.	
<b>DO4.14</b>		Support facilities and infrastructure are provided to increase the attractiveness of active travel.	
<b>DO4.15</b>	End-of-trip facilities are: <ul style="list-style-type: none"> <li>• provided within new buildings on campus where required</li> <li>• retrofitted within existing buildings where required</li> <li>• provided as stand-alone facilities as appropriate.</li> </ul>		
<b>DO4.16</b>	Bike sharing facilities are provided on campus.		

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**DO4 DEVELOPMENT OUTCOMES**

<b>Public transport</b>	<b>DO4.17</b>	Transport services respond to student profiles, timetabling and university events.
	<b>DO4.18</b>	Access and connectivity to the existing transport network and services is maintained.
	<b>DO4.19</b>	Upgrade of <i>Chancellor's Place Bus Station</i> : <ul style="list-style-type: none"><li>• considers relocating the station underground to open up land for the redevelopment of Chancellor's Place into an expanded gateway precinct and activity node</li><li>• delivers a larger and more efficient bus station and increased services to and from the St Lucia campus, and beyond</li><li>• manages conflicts between taxi services, service vehicles, Translink services and tour or charter buses, to provide greater capacity and reliability</li><li>• maintains a high level of connectivity to the campus and <i>Chancellor's Place</i> activity hub</li><li>• aligns with any future cross-campus bus link to UQ Lakes.</li></ul>
	<b>DO4.20</b>	Car parking is minimised over time to manage demand on campus and to encourage and promote active and public transport use.
<b>Car parking</b>	<b>DO4.21</b>	Car parking is consolidated at the outer parts of the campus to prioritise pedestrian movement within the campus core.
	<b>DO4.22</b>	Car parking is visually screened to protect the high-quality landscape setting of the campus.

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## 4.5 Heritage

**This strategy considers the distinct heritage associated with the campus and its buildings, as well as the Indigenous and cultural heritage of the site, and its connection to the past.**

### Intent

The intent of the Heritage strategy will be achieved through the following outcomes:

- (a) The intrinsic heritage, cultural values, natural landscape and connections to the river will guide development of the campus as a 'place', rather than just as an educational institution.
- (b) The St Lucia campus builds on its fine heritage of site planning, landscape setting and architectural quality. The collection of beautiful buildings and spaces, both old and new, is a defining feature of the campus, unifying the past and the future.
- (c) The iconic heritage-listed buildings surrounding the Great Court continue to be widely recognisable and are a significant part of the St Lucia brand and identity.
- (d) The heritage-listed buildings centred around the Great Court, are an intrinsic part of the UQ brand, featuring rich sandstone facades and grand colonnades. This collection of buildings is a key visual feature of the campus.
- (e) Through its leadership, programs, engagement and campus design and management, the University recognises and promotes Aboriginal and Torres Strait Islander values, cultures and landscapes.
- (f) The visibility of Aboriginal and Torres Strait Islander values and culture is enhanced on campus and their rich history and ongoing connection is recognised and celebrated. This is achieved through:
  - i. inclusive design principles featuring a mix of architectural and landscape design cues including art installations, planting, wayfinding and street furniture
  - ii. landscape, architecture and urban design that plays a pivotal role in the physical and spiritual representation of Indigenous placemaking.
  - iii. inclusion of multicultural arts and culture within the campus landscape and built environment to foster amenity and provide the opportunity to tell stories.
- (g) The legacy of architectural and planning excellence on campus is reinforced and protected through cultural planning and design principles, to be included in design briefs for capital and other projects that may impact on the management of campus spaces.

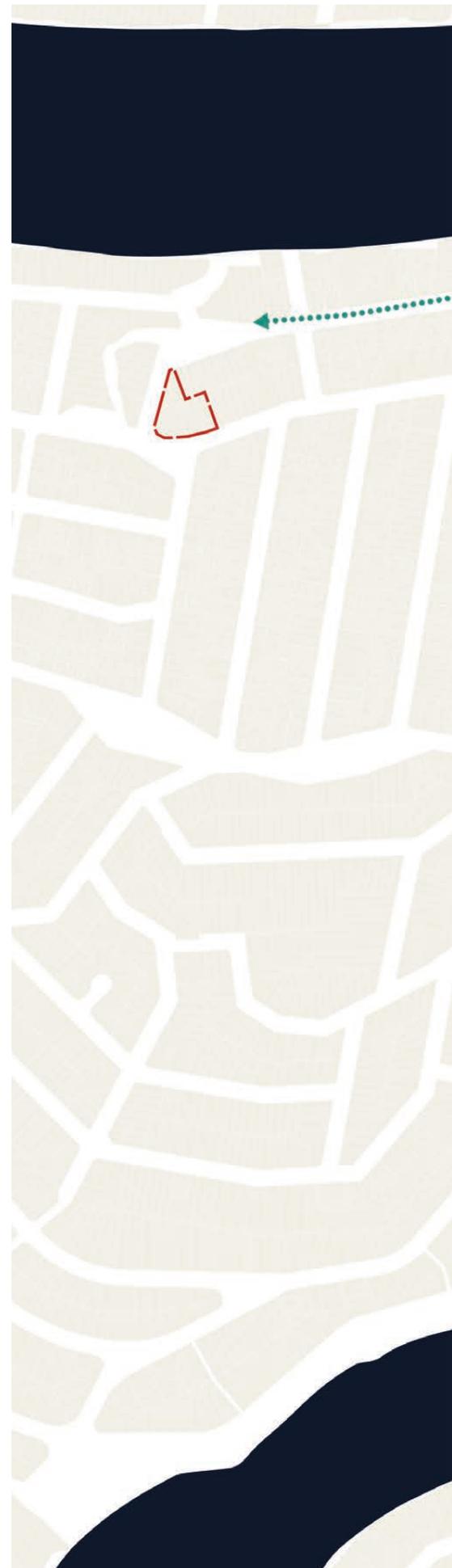




Figure 5.5: Heritage campus-wide strategy

## Key Elements

	DO5	DEVELOPMENT OUTCOMES
<b>Indigenous and cultural heritage</b>	<b>DO5.1</b>	Indigenous heritage is celebrated through: <ul style="list-style-type: none"> <li>• small-scale installations located around seating areas and key walkways</li> <li>• a new riverfront community picnic area to celebrate Indigenous culture and its contribution to the city through elements of play, art and sustainability</li> <li>• opportunities for Indigenous place stories to be embedded in the re-imagining of key precincts and places across the campus.</li> </ul>
	<b>DO5.2</b>	Initiatives to enhance the visibility of Indigenous values, culture and history within the landscape setting of the campus might include: <ul style="list-style-type: none"> <li>• recognition of the importance of ‘green spaces’ and the landscape on campus</li> <li>• indigenous trail walks, campus tree walks, and interpretive artworks and signage that allow for self-guided walking tours</li> <li>• use of symbolic landscaping within the campus to celebrate Indigenous history and connection to the land</li> <li>• identification of native species</li> <li>• inclusion of a bush tucker garden.</li> </ul>
	<b>DO5.3</b>	Inclusion of Indigenous sculpture, arts, performance spaces, exhibitions and cultural and ceremonial spaces on campus provides an ongoing visual presence within the campus landscape.
	<b>DO5.4</b>	Outdoor study and gathering areas acknowledge and enhance the visibility of Aboriginal and Torres Strait Islander values and culture on campus.
	<b>DO5.5</b>	The campus provides both indoor and outdoor Indigenous and community learning spaces.
	<b>DO5.6</b>	A venue or facility should be developed to reflect contemporary Indigenous culture and design.
	<b>DO5.7</b>	Identification of culturally sensitive sites on campus could be acknowledged through dual-naming of significant places and spaces.
<b>Conservation of existing heritage buildings</b>	<b>DO5.8</b>	New development is sensitively designed and constructed to balance the protection and intrinsic value of <i>heritage-listed buildings</i> with contemporary architecture, design and sustainability.
	<b>DO5.9</b>	Campus planning and building design seeks to preserve heritage values and reinstate the legacy of the Hennessy Plan through the creation of <i>Circular Drive</i> and the <i>Promenade</i> .

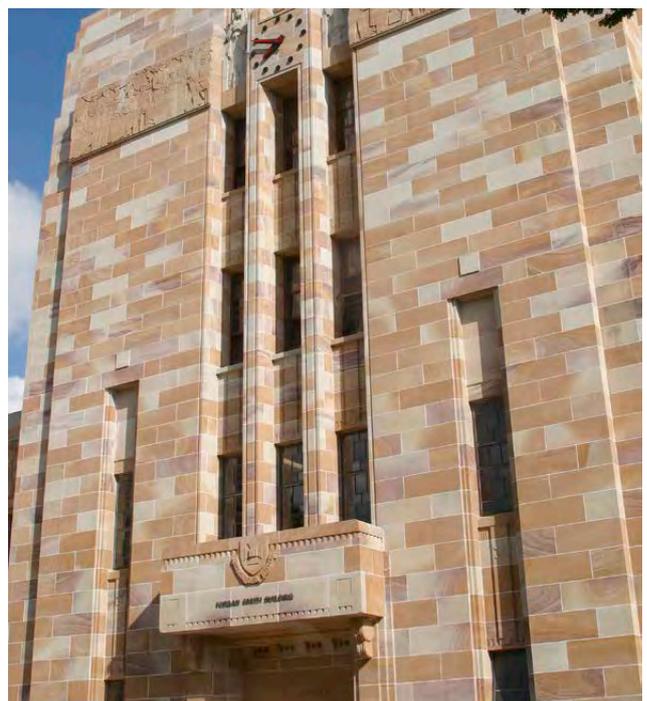
## DO5 DEVELOPMENT OUTCOMES

### Adaptive re-use of buildings

- DO5.10** Adaptive re-use of buildings is undertaken when deemed appropriate through assessment against the following criteria:
- Building quality – the general characteristics of each building are assessed in terms of structure, fabric, facade, positive or negative identity, user friendliness, wayfinding, transport, access, location and adaptability
  - Building compatibility and flexibility – the ability to provide flexible space that can cater to a range of educational uses is assessed including floor-to-floor height, contiguous area, services, floor loading, security, ventilation and lighting
  - Specific building compatibility and adaptability – spatial parameters for specific buildings according to use, specifically teaching, research, specialist lab, private and public, size and flexibility of space.
- DO5.11** The value of heritage places is unlocked for other uses through sensitive adaptive re-use.
- DO5.12** Key principles for adaption of *heritage-listed buildings* ensure the buildings and internal spaces are:
- responsive and contextual
  - functional and effective
  - flexible and adaptable
  - innovative and inspiring.
- DO5.13** Refurbishment of the interior of *heritage-listed buildings* on the *Great Court* seeks to increase:
- space utilisation
  - functionality
  - compliance
  - environmental performance.
- DO5.14** Visibility and access to *heritage-listed buildings* in the *Great Court* is preserved by:
- prioritising view corridors to (and from) the Great Court
  - establishing welcoming building entries.



Global Change Institute building



Forgan Smith heritage building



## 4.6 Environment and infrastructure

The Environment and Infrastructure Strategy considers environmental issues around sustainability, water sensitive urban design (WSUD), stormwater and flooding, as well as service infrastructure requirements.

### Intent

The intent of the Environment and Infrastructure Strategy will be achieved through the following outcomes:

- (a) Effective management, efficiency and technology improvements, allows the St Lucia campus to accommodate a larger student cohort without significantly greater infrastructure.
- (b) Investment in infrastructure maximises its value and long-term relevance, ensuring it is flexible and economically productive.
- (c) The campus is a leader in sustainability, minimising the use of finite resources including land, energy and water. Development provides exemplar infrastructure investment in aspects such as water recycling, stormwater quality and renewable energy.
- (d) Delivery of new infrastructure, facilities and spaces ensures the student experience is enhanced by:
  - i. improving lighting and safety measures through more sustainable energy sources
  - ii. ensuring high-speed next generation Wi-Fi on campus
  - iii. investing in digital infrastructure as a driver for more flexible learning, as well as better campus navigation
  - iv. creating a vibrant and integrated, digitally-enabled environment that supports and enhances on-campus learning and student life
  - v. facilitating a network of outdoor, digitally-enabled learning and research hubs.
  - vi. designing a series of event spaces and associated infrastructure.
  - vii. creating new opportunities for diverse play and sporting activity.
- (e) Development enhances significant sporting infrastructure on campus, including through improved access.
- (f) Water quality of both surface and ground waters, and the ecology and hydrology of catchments, are protected.
- (g) Best practice water-sensitive urban design and integrated water cycle management, responding to the local climate and water quality characteristics, form the basis for engineering standards.



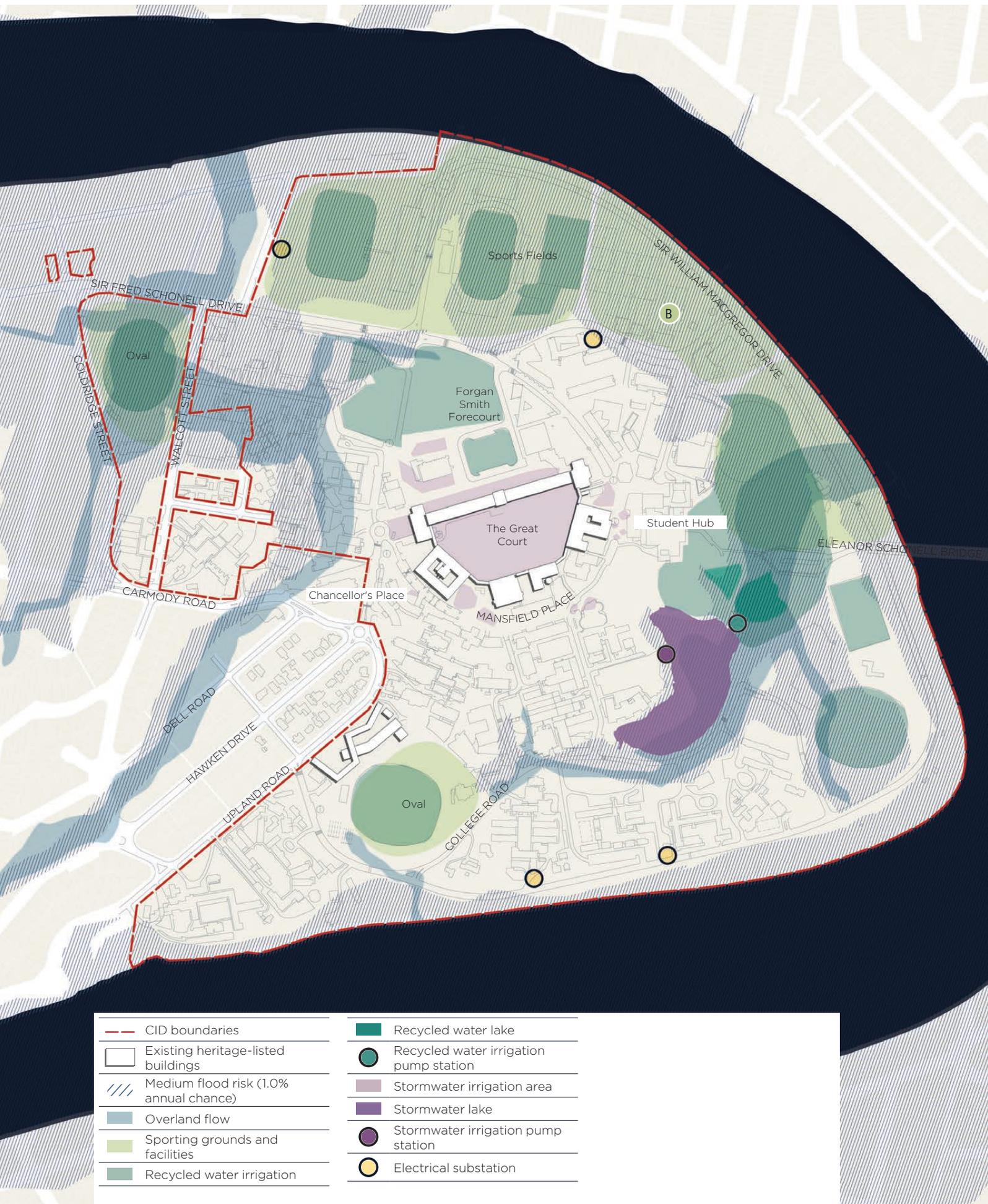


Figure 5.6: Environment and infrastructure-use campus-wide strategy



- 
- (h) Development, including landscaping, uses water efficiently as part of the total water cycle.
  - (i) Areas of flood risk will be managed by avoiding intensification of development in high hazard areas and ensuring development is managed appropriately in other areas.
  - (j) Development involving infrastructure is designed to integrate with other related and interfacing infrastructure.
  - (k) Major utilities and community facilities integrate sensitively with the surrounding environment through their built form and management of potential impacts.
  - (l) Development recognises, protects, retains and enhances the values and condition of our natural environment, urban green spaces, and scenic amenity.
  - (m) Areas of importance for the maintenance of habitat, biodiversity and biophysical and ecological functions are protected. Development avoids or minimises direct and indirect impacts on areas having or supporting significant environmental values, ecological functions and biophysical processes.



*Solar panel array*



*Electric vehicle fast charge station*

## Key Elements

	DO6	DEVELOPMENT OUTCOMES
<b>Sustainability</b>	<b>DO6.1</b>	Campus development builds on UQ's strength in solar leadership by continuing to expand generating capacity, battery storage and energy management.
	<b>DO6.2</b>	The University constructs and refurbishes buildings to high levels of water and energy efficiency.
	<b>DO6.3</b>	UQ considers use of new alternative energy sources where appropriate and cost effective.
	<b>DO6.4</b>	Recycled water is utilised wherever practical.
	<b>DO6.5</b>	Water is harvested from all available sources, including building roofs where appropriate and cost effective.
	<b>DO6.6</b>	Demolition, design and construction provides for recovery and recycling of materials.
<b>Energy</b>	<b>DO6.7</b>	Development is designed to incorporate exemplar sustainable practices, including new technologies to maximise energy efficiency.
	<b>DO6.8</b>	Redevelopment promotes innovative energy initiatives.
	<b>DO6.9</b>	Design of new buildings maximises rooftop solar generation opportunities.
	<b>DO6.10</b>	The University progressively increases energy self-sufficiency through on-campus generation and storage.
	<b>DO6.11</b>	High standards of energy efficiency are adopted within new building designs and materials.
<b>Stormwater management</b>	<b>DO6.12</b>	All new development sites meet the minimum requirements for management of stormwater drainage in accordance with the State Planning Policy (SPP).
	<b>DO6.13</b>	New development provides opportunities for: <ul style="list-style-type: none"> <li>• minimising runoff through measures such as permeable pavements, green roofs and rainwater and stormwater harvesting</li> <li>• low impact landscaping including swales, raingardens and enhanced infiltration</li> <li>• formal treatment systems such as constructed wetlands and end-of-pipe bioretention.</li> </ul>
	<b>DO6.14</b>	<i>Recycled water infrastructure</i> identified in <b>Figure 5.6</b> is protected and utilised for irrigation of fields and public spaces in redevelopment of sites and buildings.
<b>Digital</b>	<b>DO6.15</b>	New development proposals promote digitally enabled infrastructure both internally and externally to promote more flexible learning arrangements.
<b>Flooding</b>	<b>DO6.16</b>	Development is compatible with flood hazard in a defined flood event.
	<b>DO6.17</b>	Development minimises the risk to people from flood hazard.
	<b>DO6.18</b>	Development minimises the flooding risk and impact on property.
	<b>DO6.19</b>	Development of all scales ensures evacuation resources including the ability of emergency services to access and evacuate the site in a flood emergency, are maintained.
	<b>DO6.20</b>	Development minimises disruption to residents, business or site operations and recovery time due to flooding.
	<b>DO6.21</b>	Development ensures essential electrical services suitably located and designed to ensure public safety and minimise flood risk.
<b>Sewer and water</b>	<b>DO6.22</b>	Development is designed to incorporate exemplar sustainable practices including new technologies in maximising water efficiency and re-use.
	<b>DO6.23</b>	Wastewater treatment and disposal is appropriate for demand, protects public health and avoids adverse impacts on environmental values.

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	DO6	DEVELOPMENT OUTCOMES
<b>Environment</b>	<b>DO6.24</b>	Development avoids or minimises direct and indirect impacts on areas of environmental significance and their associated ecological functions and processes.
	<b>DO6.25</b>	Development provides for the protection or enhancement of a linked network of habitat areas, including maximising opportunities for rehabilitation and restoration of degraded ecosystems and ecological communities.
	<b>DO6.26</b>	Development, including infrastructure, is located and designed to maintain or enhance ecological functions.
	<b>DO6.27</b>	Development incorporates appropriate buffering and mitigation strategies to avoid or minimise potential damage to natural areas.
	<b>DO6.28</b>	Development protects and rehabilitates the riparian corridor.

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# 5.0 Precinct specific outcomes

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The campus is divided into a series of precinct and sub-precincts, to help guide more specific development outcomes. Only the sub-precinct relevant to a proposed development should be considered, and referenced back to the campus-wide strategies where relevant.

The following pages identify the key precincts and sub-precincts of the campus, the precinct intent, and a series of precinct-specific outcomes for development.





## 5.1 Identification of precincts

The campus has been organised into a number of key precincts and sub-precincts, as identified below:



### Precinct 1 - Recreation Precinct

The Recreation Precinct includes land in the north and east of the campus, and has been separated into the following sub-precincts:

- |                                 |   |
|---------------------------------|---|
| <b>A</b> Northern sports fields | <b>B</b> Hard courts and aquatic centre |
| <b>C</b> Eastern sports fields  | <b>D</b> UQ Lakes parkland              |



### Precinct 2 - West Precinct

The West Precinct includes land between the campus core and the Student Living Precinct to the west. This precinct also includes the Avalon Theatre as a sub-precinct.

- A** Avalon Theatre



### Precinct 3 - East Precinct

The East Precinct is located east of the campus core, and is adjacent to sport and recreational based uses.



### Precinct 4 - South Precinct

The South Precinct is located south of the campus core, and includes land between the Core Precinct and the Student Living Precinct.



### Precinct 5 - Core Precinct

The Core Precinct includes the campus core, based around central heritage buildings and the Great Court. The Great Court is the traditional heart of the campus, with a ceremonial and recreational focus.



### Precinct 6 - Student Living Precinct

The Student Living Precinct incorporates all of the campus colleges and residential uses south and west of the campus core. The precinct is broken into the following sub-precincts:

- |                             |                              |                                   |
|-----------------------------|------------------------------|-----------------------------------|
| <b>A</b> Women's College    | <b>B</b> Duchesne College    | <b>C</b> St Leo's College         |
| <b>D</b> St John's College  | <b>E</b> Union College       | <b>F</b> Emmanuel College         |
| <b>G</b> Kings College      | <b>H</b> Cromwell College    | <b>I</b> Grace College            |
| <b>J</b> Student Residences | <b>K</b> International House | <b>L</b> Residential Lots Project |

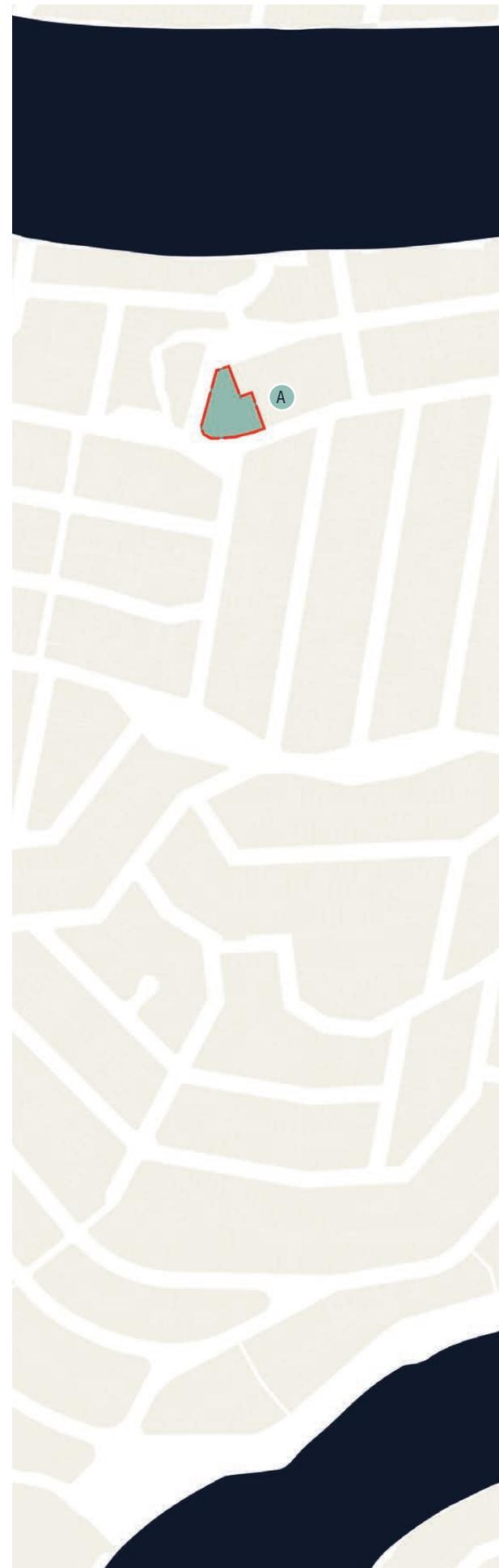


Figure 6.1: Precinct plan



# 5.2 Precinct 1

## Recreation Precinct

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**The Recreation Precinct has been organised into four sub-precincts. The precinct runs adjacent to the Brisbane River and accommodates the majority of sport infrastructure and dedicated open space on campus.**

### Intent

The intent for Precinct 1 is achieved through the following outcomes:

- (a) The Recreation Precinct ensures the campus meets the social, cultural and sporting needs of the community, in addition to educational, research and learning requirements.
- (b) The Recreation Precinct is made up of four sub-precincts:
  - i. Northern sports fields
  - ii. Hard courts and aquatic centre
  - iii. Eastern sports fields
  - iv. UQ Lakes parkland.
- (c) Development recognises and retains the environmental amenity and recreational value of the river and green setting.
- (d) Preservation of open space within the Recreation Precinct maintains the inherent quality and amenity of the landscape.
- (e) The river is one of St Lucia's greatest natural assets and embodies the region's subtropical lifestyle. The river's edges will be a welcoming and attractive environment with a broad range of recreation, cultural, tourism and learning activities and events.
- (f) A series of activity nodes at key points will provide opportunities for activity and engagement along the river's edge, connected by pedestrian pathways and green space.
- (g) A series of Riverfront Nodes will unlock learning and recreation opportunities. Each node will provide different activities and facilities, depending on nearby uses and the character of the surrounding area.
- (h) The sport and recreational facilities of the campus require careful management to meet demands for student, competition and community use.
- (i) The existing natural amphitheatre is enhanced for events.



Figure 6.2: Recreation Precinct Master Plan intent plan

Precinct boundary	Sporting grounds and facilities	Existing city-cycle stations
Existing heritage-listed buildings	Northern sports fields	Riverfront nodes
Vehicular circulation	Hard courts and aquatic centre	Gateway
Bus network	Eastern sports fields	Existing natural amphitheatre
Bus stop locations	UQ Lakes parkland	
Pedestrian movement		
Riverfront open space		



Figure 6.3: Recreation Precinct plan 10 year plan

Precinct boundary	Riverfront open space	UQ Lakes parkland
Existing heritage-listed/good quality buildings to remain	Sporting grounds and facilities	Existing city-cycle stations
Proposed and/or possible future building opportunities	Northern sports fields	Riverfront nodes
Vehicular circulation	Hard courts and aquatic centre	Gateway
Bus network	Eastern sports fields	Existing natural amphitheatre
Bus stop locations	UQ Lakes parkland	Maximum building heights
Pedestrian movement		

---

## Precinct attributes

Key attributes of the Recreation Precinct include:

- the vast majority of campus river frontage, providing publicly accessible open space along the river
- significant, high quality sporting and recreation infrastructure, including:
  - playing fields
  - aquatic centre and pool
  - basketball courts
  - rugby clubhouse and grounds
  - athletic centre and track and field facilities
  - beach volleyball courts
  - netball courts
  - tennis centre
  - artificial playing fields
  - UQ Lakes.
- exposure to the Eleanor Schonell Bridge gateway to the campus
- interface with and use of the campus by the public, through access and use of sporting facilities and recreation spaces.

## Precinct constraints

Constraints within the Recreation Precinct include:

- little to no retail, food and beverage, specialty, or other activating uses
- under-utilisation of sporting facilities
- lack of public use.

---

## Precinct-specific development outcomes

### PO1 PRECINCT OUTCOMES

#### LAND USE



- PO1.1** Flexible sport and recreation facilities are provided within the Recreation Precinct.
- PO1.2** Sport and recreation opportunities are linked to retail, club, food and beverage uses and may be provided at *Riverfront Nodes*.
- PO1.3** Activity and facilities provided within *Riverfront Nodes* are appropriate to nearby uses and the character of the surrounding area. This may include:
- retail, food and beverage uses co-located with well-utilised sporting infrastructure
  - play facilities and exercise trails and equipment to encourage community use of the campus
  - interpretive artworks and cultural places
  - pavilions, jetties and viewing areas to connect with the river.

#### BUILT FORM



- PO1.4** The precinct retains the following facilities in their indicative locations:
- *northern sports fields*, including rugby club and informal playing fields
  - *hard courts and aquatic centre*, including the tennis centre, tennis courts and basketball courts
  - *eastern sports fields*, including the synthetic hockey fields, ovals and playing fields
  - *the UQ Lakes parkland*, including lakes recreation and environmental learning precinct.
- PO1.5** The design of built form is responsive to biodiversity, the natural landscape and river water quality protection.
- PO1.6** A new sporting facility at the site of the existing rugby fields is encouraged with improved spectator amenity and seating capacity, and increased storage for sporting equipment.

#### PUBLIC REALM AND LANDSCAPE



- PO1.7** The riverfront is activated by sport and other recreational activities.
- PO1.8** Community facilities and programs within the precinct encourage public use of the campus.
- PO1.9** The green edges of the campus are retained and enhanced.
- PO1.10** High-quality passive open space and recreational parkland is provided between UQ Lakes and the river's edge. The parkland provides:
- recreational activities for all ages and family groups to enjoy
  - a large central play area for children and adults
  - other smaller, highly-shaded play facilities
  - shelters and barbecues for gatherings and casual surveillance.
- PO1.11** The precinct provides additional recreational and cultural facilities including:
- smaller opportunities for nature play along the river's edge
  - interpretive artworks and signage to increase visibility of Indigenous history and culture on campus.
-

## PO1 PRECINCT OUTCOMES

### ACCESS AND MOVEMENT



- PO1.12** Development within the Recreation Precinct contributes to creating a continuous, high-quality pedestrian and cycle route from Macquarie Street, along the river's edge.
- PO1.13** Road network changes on campus seek to:
- restrict traffic to *Sir William MacGregor Drive*, from the *Eleanor Schonell Bridge*, along the riverfront to *Colleges Road*
  - realign *Colleges Road* as the key traffic through-route for cars and bicycles.
- PO1.14** A key gateway is maintained and enhanced at the Eleanor Schonell Bridge, as the 'river gateway' for the campus.
- PO1.15** Development of a small, sensitively sited marina or mooring for staff, students and community use may be provided.
- PO1.16** *Sir William MacGregor Drive* provides a north-south connection through the Recreation Precinct and is characterised by:
- dedicated cycle ways in each direction
  - dedicated car parking on the campus side of the road
  - deco trails and access points to the river's edge.

### HERITAGE



- PO1.17** Access to the river's edge is maintained and enhanced to protect the environmental amenity and recreational value of the river.
- PO1.18** High-quality passive recreational space is provided within parkland around the campus edges.
- PO1.19** Exercise trails and equipment along the river's edge encourage healthy and active living, as well as community engagement with the campus.
- PO1.20** Riverfront nodes of activity at key points along the river's edge facilitate activity and connection with the water, and are linked by pedestrian pathways and green space.

### ENVIRONMENT AND INFRASTRUCTURE



- PO1.21** High-quality sports fields, venues, and programs are provided for elite athletes, students, schools and the general public.
- PO1.22** Infrastructure design and location is responsive to biodiversity, the natural landscape and river water quality protection.
- PO1.23** Road network changes for *The Boulevard* allow for an open space extension south along the river, creating a major new parkland and waterfront opportunity.

# 5.3 Precinct 2

## West Precinct

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The West Precinct includes land between the campus core and the Student Living Precinct to the west of the Great Court. This precinct also includes the Avalon Theatre as a sub-precinct, located adjacent to Guyatt Park.

### Intent

The intent for Precinct 2 is achieved through the following outcomes:

- (a) This precinct is located to the west of the Great Court and has the potential to accommodate significant change. Direct links to a major new landmark building alongside a vibrant community of creatives provide the intrinsic character of this village.
- (b) The entry along Sir Fred Schonell Drive celebrates UQ's subtropical landscape and clearly marks the threshold to the campus. This sets the tone for an accessible, welcoming, sustainable and walkable university environment.
- (c) As the western *major activity node* and *gateway*, *Chancellor's Place* undergoes a major transformation and upgrade to incorporate a new plaza with retail, dining and entertainment activities. The bus facility may be relocated to open up land for redevelopment.
- (d) Throughout the West Precinct, visual links to the existing sandstone *heritage-listed buildings* of the *Great Court* are maintained and enhanced.
- (e) Development to consider accessibility improvements and addressing the significant grade change between the campus and the Student Living Precinct to the west.

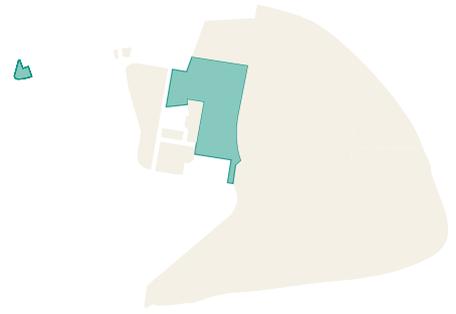


Figure 6.4: West precinct Master Plan intent plan

Precinct boundary	Pedestrian movement	Gateway
Existing heritage-listed buildings	Collaboration plazas	Prominent corner or building
Vehicular circulation	Active edges	New landmark building
Bus network	Development parcels	
Bus stop locations	Existing city-cycle stations	
Circular Drive shared zone	Major activity / retail node	
The Promenade shared zone		



Figure 6.5: West precinct plan 10 year plan

Precinct boundary	The Promenade shared zone	Gateway
Existing heritage-listed/good quality buildings to remain	Pedestrian movement	Prominent corner or building
Proposed and/or possible future building opportunities	Collaboration plazas	New landmark building
Vehicular circulation	Active edges	Maximum building heights
Bus network	Development parcels	
Bus stop locations	Existing city-cycle stations	
Circular Drive shared zone	Major activity / retail node	

---

## Precinct attributes

Key attributes of the West Precinct include:

- a health and science focus, accommodating the School of Health and Rehabilitation Sciences, the School of Agriculture and Food Sciences and the Queensland Alliance for Agriculture and Food Innovation
- interface with and use of the campus by the public through medical facilities within the Therapies building, including audiology, occupational therapy, physiotherapy, speech pathology, tele-rehabilitation and children's specialty clinics
- exposure to the Sir Fred Schonell Drive gateway to the campus
- exposure to the Hawken Drive/Chancellor's Place gateway to the campus
- proximity to western colleges and the Student Residences Project
- area of significant change on campus
- key transport connections and infrastructure - bus station, taxi rank, electric vehicle charging station and car sharing station
- multi-level car parks located on Sir Fred Schonell Drive may present future development opportunities
- significant potential development opportunities around the Seddon buildings, P&F Gardeners Compound and Industrial Centre
- Avalon Theatre provides opportunities for redevelopment, to return to a productive use.

## Precinct constraints

Constraints within the West Precinct include:

- little to no retail, food and beverage or specialty uses
- existing street network is difficult to navigate
- the age, quality and character of buildings varies across the precinct
- accessibility challenges, particularly with level changes along Hood Street.

---

## Precinct-specific development outcomes

### PO2 PRECINCT OUTCOMES

#### LAND USE



- PO2.1** *Chancellor's Place* stimulates activity in the precinct and creates a major development opportunity.
- PO2.2** The intersection between Precinct 2 and Precinct 4 is where arts, science, design and engineering land uses meet.
- PO2.3** The Avalon Theatre sub-precinct incorporates uses that promote innovation, community engagement and events.
- PO2.4** Within the Avalon Theatre sub-precinct, small pop-up food and beverage uses are appropriate fronting onto the plaza with direct visual links to the park and river.
- PO2.5** Within the Avalon sub-precinct, residential development is provided east of the theatre, providing a mix of housing types to accommodate staff, visiting academics, executive education participants and other visitors to the University.
- PO2.6** Small-scale retail may be provided on the southern edge of the sub-precinct fronting Sir Fred Schonell Drive. Retail uses should complement the existing offer established on the southern side of the road.

#### BUILT FORM



- PO2.7** Site planning and buildings are flexible and highly variable to accommodate a variety of scales and activities.
- PO2.8** Lower scale development is provided adjacent to *Circular Drive* to allow for views into and out of the campus and to maintain the visual significance of the Great Court's sandstone buildings.
- PO2.9** The scale of built form within the Avalon Theatre sub-precinct considers adjoining properties and mitigates or avoids potential amenity impacts.
- PO2.10** Within the Avalon Theatre sub-precinct, there is the opportunity to provide a new building. This building:
- is sensitively scaled and shaped
  - complements the Theatre
  - may house business innovation and incubation uses
  - may include a low-scale commercial function.

#### PUBLIC REALM AND LANDSCAPE



- PO2.11** A highly-activated gateway and activity node is provided at *Chancellor's Place*.
- PO2.12** The key arrival gateway to the University along Sir Fred Schonell Drive has a distinctive character.
- PO2.13** Lighting, landscape and water are key features within the public realm.
- PO2.14** New *collaboration plazas* provide places for social engagement and interaction, as well as teaching and learning.
- PO2.15** Within the Avalon Theatre sub-precinct, the landscape sloping to the west of the main theatre is sensitively transformed into a usable public space or plaza capable of hosting community and University events.
-

## PO2 PRECINCT OUTCOMES

### ACCESS AND MOVEMENT



- PO2.16** Any upgrade to *Chancellor's Place* resolves existing conflict and amenity issues arising from the convergence of public transit buses, taxi services, vehicles accessing parking, service vehicles and tour and charter buses.
- PO2.17** Upgrade of Chancellor's Place bus station increases capacity and efficiency.
- PO2.18** *Circular Drive* and *The Promenade* are shared zones for pedestrians and cyclists, and allow for service, maintenance and delivery vehicles.
- PO2.19** *Circular Drive* exhibits a high degree of design consistency and formality through:
- careful design and selection of unique materials and planting
  - high-quality paving that complements heritage buildings
  - generous pathway widths to allow for events and activities
  - an easily identifiable planting palette
  - integrated furniture
  - wayfinding elements.
- PO2.20** *The Promenade* differs from *Circular Drive* in its material and character, providing a more modern approach and character reflective of its separation from the Great Court heritage buildings.
- PO2.21** Physical connectivity from the precinct to the landmark building within Precinct 5, as well as to the residential precinct to the west, is maintained.
- PO2.22** Car parking is concentrated within the *Consolidated Parking Areas* to reduce the impacts of traffic and transport on the campus.

### HERITAGE



- PO2.23** Views from the West Precinct to the *Forgan Smith Forecourt* and *Great Court* heritage buildings are maintained and enhanced.
- PO2.24** The fine architectural form of the Avalon Theatre is protected and refurbished.

### ENVIRONMENT AND INFRASTRUCTURE



- PO2.25** *Collaboration plazas* are digitally enabled to allow for performance and art and to showcase the University's creative capital.

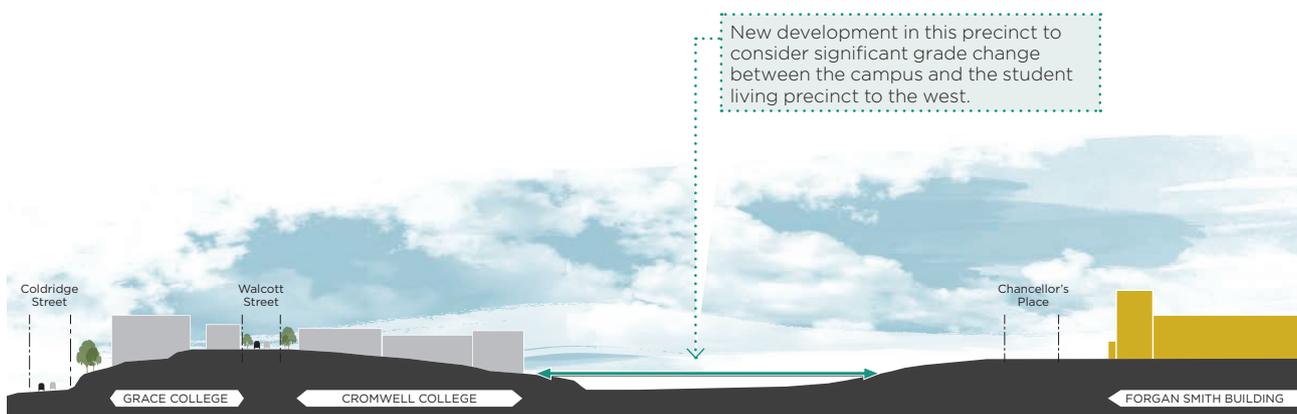
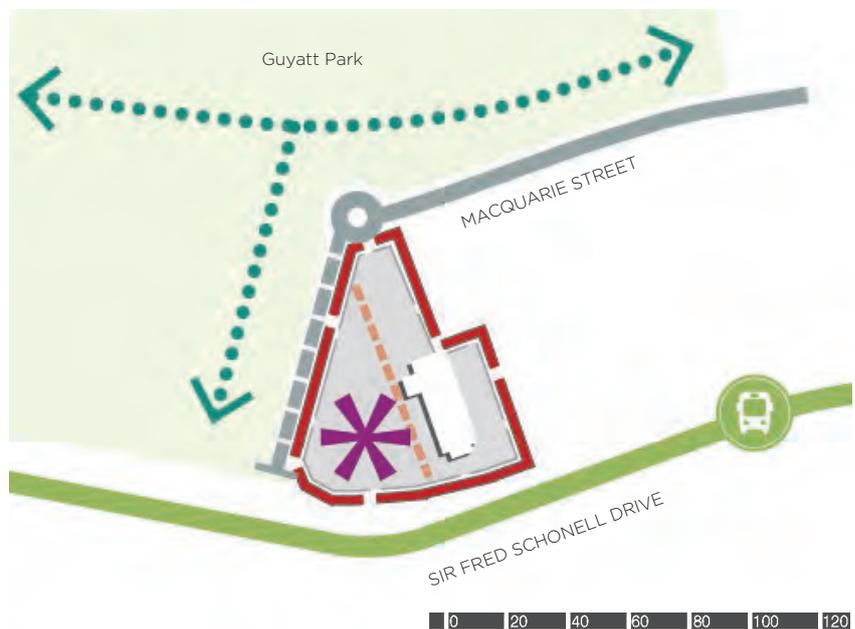


Figure 6.6: West precinct site section

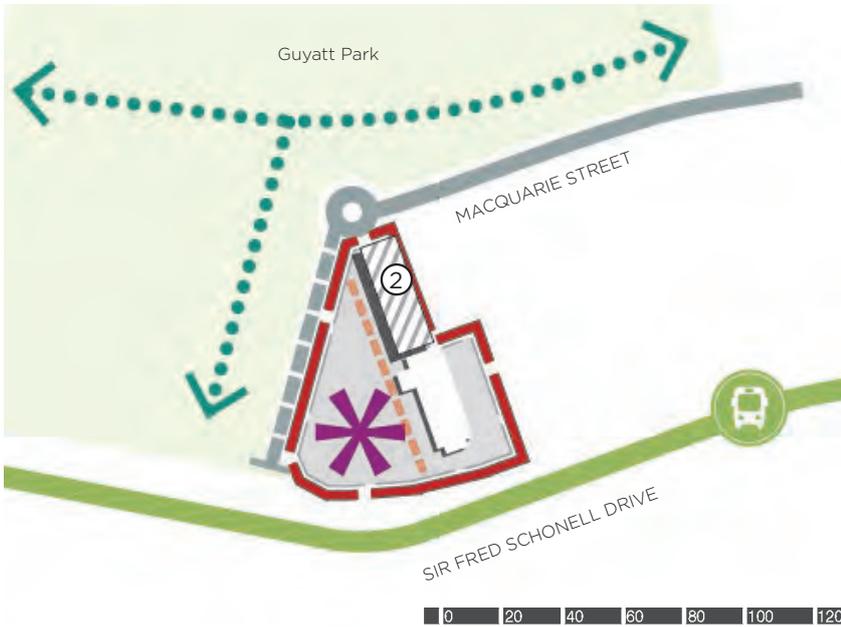
## Avalon Theatre sub-precinct intent

The intent for the Avalon Theatre sub-precinct is achieved through the following outcomes:

- (a) development returns the sub-precinct to a productive use for the University and the community
- (b) provides a small but high-intensity hub for innovation and the incubation of ideas, events, entertainment and residential living
- (c) maintains the existing landscape setting
- (d) establishes a vibrant gateway to the St Lucia campus
- (e) is an active participant and contributor to the community, and provides a focus from community engagement and partnerships with the University.



**Figure 6.7:** Avalon Theatre sub-precinct Master Plan intent plan



**Figure 6.8:** Avalon Theatre sub-precinct plan - 10 years

# 5.4 Precinct 3

## East Precinct

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The East Precinct is located east of the campus core, between the Great Court and adjacent sport and recreation uses further east.

### Intent

The intent for Precinct 3 is achieved through the following outcomes:

- (a) Built form within the East Precinct is characterised by larger buildings, facilities and outdoor rooms geared towards industry and business, and digitally connected to the world.
- (b) The Precinct is located to the north-east of the Great Court and is set apart by its extraordinary landscape and riverside setting.
- (c) The Precinct seamlessly connects to the sporting facilities which help to frame the precinct and provide landscape amenity.
- (d) Through new development, visual links to the existing sandstone *heritage-listed buildings* of the *Great Court* are maintained and enhanced.
- (e) Provision of outdoor meeting rooms and *collaboration plazas*, as well as larger buildings and facilities suitable for events and conferences, are geared towards industry and business that are digitally connected to the world.
- (f) The redeveloped Student Union hub continues to provide student-based retail, food and beverage opportunities and integrates these with *collaboration plazas*.



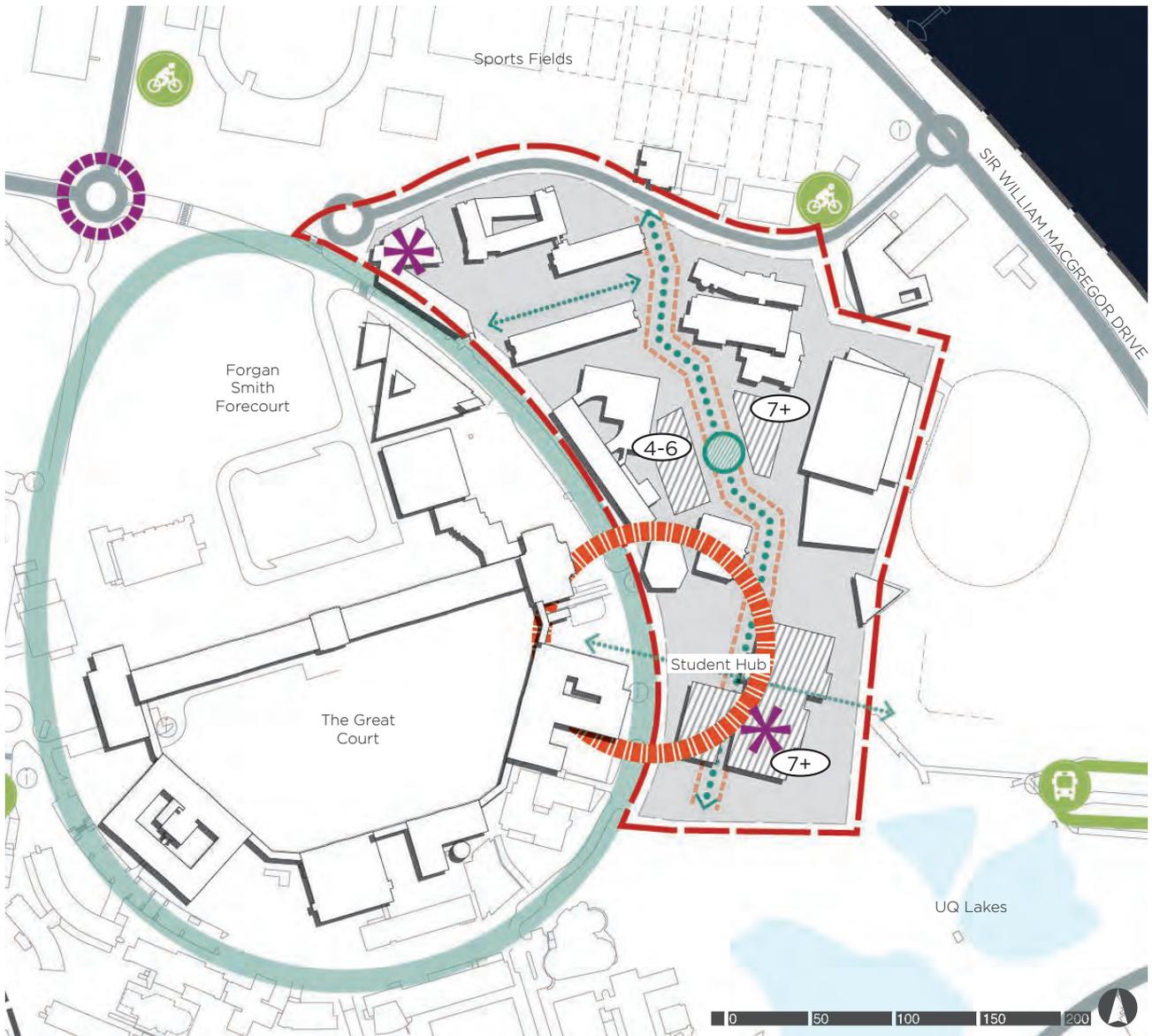


Figure 6.10: East precinct plan - 10 years

Precinct boundary	The Promenade shared zone	Gateway
Existing heritage-listed/good quality buildings to remain	Pedestrian movement	Prominent corner or building
Proposed and/or possible future building opportunities	Collaboration plazas	Maximum building heights
Vehicular circulation	Active edges	
Bus network	Development parcels	
Bus stop locations	Existing city-cycle stations	
Circular Drive shared zone	Major activity / retail node	

---

## Precinct attributes

Key attributes of the East Precinct include:

- proximity to open space and river frontage
- Student Hub provides the greatest concentration of retail, food and beverage, specialty uses and student services
- potential development opportunities around the UQ Sport Fitness Centre and the Social Sciences Annexe
- high concentration of faculty and school offices, accommodating the:
  - Faculty of Business, Economics and Law and the Faculty of Health and Behavioural Sciences
  - School of Political Science and International Studies
  - School of Economics
  - School of Nursing, Midwifery and Social Work
  - School of Human Movement and Nutrition Sciences
  - School of Psychology
  - School of Education and the School of Languages and Culture
  - Graduate Economics and Business Library.
- provides interface with and use of the campus by the public.

## Precinct constraints

Constraints within the East Precinct include:

- the age, quality and character of buildings varies across the precinct.

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## Precinct-specific development outcomes

### PO3 PRECINCT OUTCOMES

#### LAND USE



- PO3.1** Appropriate land uses within the Student Union hub include informal food and beverage opportunities, student services, student retail, collaboration plazas, markets and pop-up events and performances.
- PO3.2** The potential for convention facilities, short-term accommodation and industry partnerships are provided within the precinct.
- PO3.3** Short-term accommodation is co-located with conference and convention facilities.
- PO3.4** The intersection between the East and South Precincts is where industry, business, engineering, science and design meet.

#### BUILT FORM



- PO3.5** Built form is provided within a more formal plan developed around a traditional urban plaza with radial links towards the surrounding riverside landscapes.
- PO3.6** Lower scale development is provided along key Hennessy Plan alignments to allow for views into and out of the campus and to maintain the visual significance of the Great Court sandstone buildings.

#### PUBLIC REALM AND LANDSCAPE



- PO3.7** New *collaboration plazas* provide places for social engagement and interaction, as well as teaching and learning.
- PO3.8** Landscape corridors link the river with the sporting and open space facilities within Precinct 1 and provide exceptional landscape amenity.
- PO3.9** A central *collaboration plaza* serves as an outdoor meeting room/boardroom, conference venue and a gateway for activities along the river.

#### ACCESS AND MOVEMENT



- PO3.10** *Circular Drive* and *The Promenade* are shared zones for pedestrians and cyclists, and allow for service, maintenance and delivery vehicles.
- PO3.11** *Circular Drive* exhibits a high degree of design consistency and formality through:
- careful design and selection of unique materials and planting
  - high-quality paving that complements heritage buildings
  - generous pathway widths to allow for events and activities
  - an easily identifiable planting palette
  - integrated furniture
  - wayfinding elements.
- PO3.12** *The Promenade* differs from *Circular Drive* in its material and character, providing a more modern approach and character reflective of its separation from the Great Court heritage buildings.
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## PO3 PRECINCT OUTCOMES

### HERITAGE



**PO3.13** Views from the East Precinct to the Great Court heritage buildings are maintained and enhanced.

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### ENVIRONMENT AND INFRASTRUCTURE



**PO3.14** All development sites meet the minimum requirements for management of stormwater drainage in accordance with the State Planning Policy (SPP).

**PO3.15** Development is compatible with flood hazard mitigation in a defined flood event.

**PO3.16** Wastewater treatment and disposal is appropriate for demand, protects public health and avoids adverse impacts on environment.

**PO3.17** Development avoids or minimises direct and indirect impacts on areas of environmental significance and their associated ecological functions and processes.

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# 5.5 Precinct 4

## South Precinct

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The South Precinct is located south of the campus core, and includes land between the Great Court and the Student Living Precinct framing the southern and western edges of the campus.

### Intent

The intent for Precinct 4 is achieved through the following outcomes:

- (a) The precinct will be a dynamic place, with built form and activity clustered around a central collaboration hub.
- (b) Architecture and public realm is defined by technical, advanced materials, integrated technology and flexibility of learning.
- (c) Key visual links to the sandstone *heritage-listed buildings* of the Great Court are maintained and enhanced.
- (d) Maintain views to the *UQ Lakes* and parkland where possible.

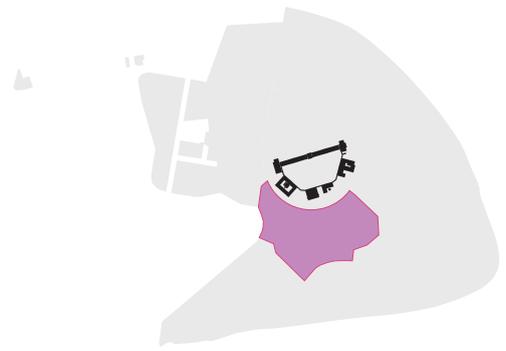


Figure 6.11: South precinct Master Plan intent plan

 Precinct boundary	 Pedestrian movement
 Existing heritage-listed buildings	 Collaboration plazas
 Vehicular circulation	 Active edges
 Bus network	 Development parcels
 Bus stop locations	 Major activity / retail node
 Circular Drive shared zone	
 The Promenade shared zone	

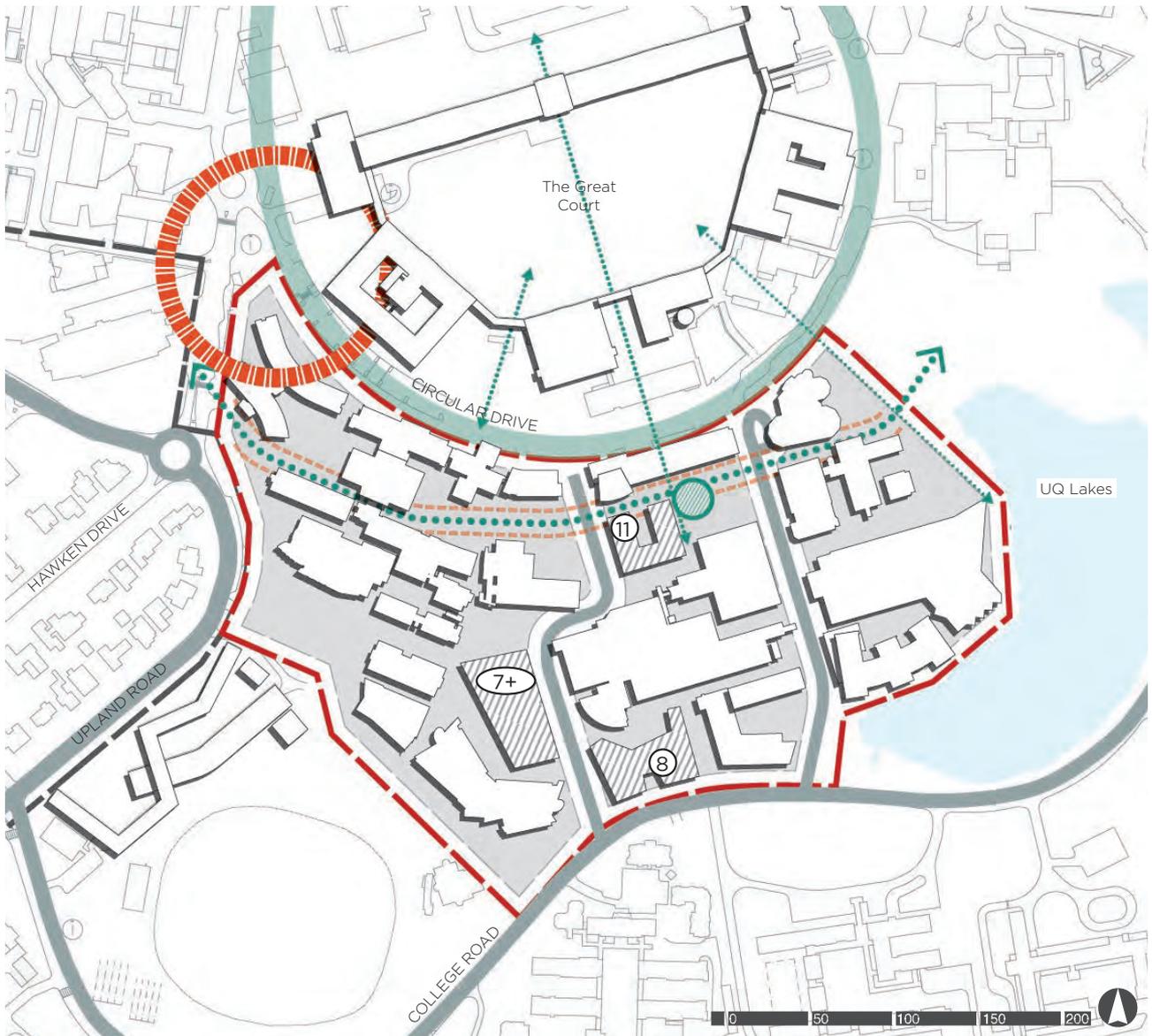


Figure 6.12: South precinct plan - 10 year plan

 Precinct boundary	 The Promenade shared zone
 Existing heritage-listed/good quality buildings to remain	 Pedestrian movement
 Proposed and/or possible future building opportunities	 Collaboration plazas
 Vehicular circulation	 Active edges
 Bus network	 Development parcels
 Bus stop locations	 Major activity / retail node
 Circular Drive shared zone	 Maximum building heights

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## Precinct attributes

Key attributes of the South Precinct include:

- proximity to open space and river frontage
- potential development opportunities around Building 69, the former Frank White Annexe, the Molecular Biosciences Building and Don Nicklin Building
- high concentration of faculty and school offices, accommodating the:
  - Faculty of Engineering, Architecture and Information Technology
  - Faculty of Science
  - School of Biomedical Sciences
  - School of Chemistry and Molecular Biosciences
  - School of Mechanical and Mining Engineering
  - School of Chemical Engineering
  - School of Music
  - School of Civil Engineering
  - School of Information Technology and Electrical Engineering
  - Architecture and Music Library
  - Dorothy Hill Engineering and Sciences Library.
- concentration of high quality built form, including the Advanced Engineering Building, the Centre for Advanced Imaging and the Queensland Brain Institute
- accommodates UniQuest, the research commercialisation entity for the University.

## Precinct constraints

Constraints within the South Precinct include:

- the age, quality and character of buildings varies across the precinct
- minimal interface with, or opportunities for use of the precinct by the public.

## Precinct-specific development outcomes

### PO4 PRECINCT OUTCOMES

#### LAND USE



- PO4.1** The intersection between the South and East Precincts is where industry, business, engineering, science and design meet.
- PO4.2** The intersection between the South and West Precincts is where arts, science, design and engineering land uses meet.

#### BUILT FORM



- PO4.3** Built form is organised around a plan based on geometry and intersected by long north-south views over UQ Lakes toward the river.
- PO4.4** Built form incorporates technically advanced materials, integrated technology and flexibility of learning.
- PO4.5** Lower scale development is provided along Circular Drive to allow for views into and from the campus, and to maintain the visual significance of the Great Court sandstone buildings.

#### PUBLIC REALM AND LANDSCAPE



- PO4.6** New *collaboration plazas* provide places for social engagement and interaction, as well as teaching and learning.
- PO4.7** A central plaza/collaboration hub is digitally enabled to allow for collaboration and innovation.
- PO4.8** Opportunities to improve interpretation and interaction with the UQ Lakes are implemented.

#### ACCESS AND MOVEMENT



- PO4.9** *Circular Drive* and *The Promenade* are shared zones for pedestrians and cyclists, and allow for service, maintenance and delivery vehicles.
- PO4.10** *Circular Drive* exhibits a high degree of design consistency and formality through
- careful design and selection of unique materials and planting
  - high-quality paving that complements heritage buildings
  - generous pathway widths to allow for events and activities
  - an easily identifiable planting palette
  - integrated furniture
  - wayfinding elements.
- PO4.11** *The Promenade* differs from *Circular Drive* in its material and character, providing a more modern approach and character reflective of its separation from the Great Court heritage buildings.

#### HERITAGE



- PO4.12** Views from the South Precinct to the *Great Court* heritage buildings are maintained and enhanced.

#### ENVIRONMENT AND INFRASTRUCTURE



- PO4.13** All new development sites meet the minimum requirements for management of stormwater drainage in accordance with the State Planning Policy (SPP).
- PO4.14** Development is compatible with flood hazard mitigation in a defined flood event.
- PO4.15** Wastewater treatment and disposal is appropriate for demand, protects public health and avoids adverse impacts on the environmental.
- PO4.16** Development avoids or minimises direct and indirect impacts on areas of environmental significance and their associated ecological functions and processes.



# 5.6 Precinct 5

## Core Precinct

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The Core Precinct includes the campus core, based around the central heritage buildings and the Great Court.

### Intent

The intent for Precinct 5 is achieved through the following outcomes:

- (a) The *Great Court* is the heart of the campus with a ceremonial and recreational focus.
- (b) Development within the *Great Court* landscape respects the University's most iconic and significant public space and is sensitively undertaken to further enhance and encourage greater use.
- (c) A key element of the Hennessy Plan structure is achieved through the reinstatement of *Circular Drive*, a major circulation and wayfinding device for the campus. *Circular Drive* has a unique character and forms an edge to the *Great Court* and Core Precinct.
- (d) The eastern and western entries to the Great Court are anchored by two *Activity/retail nodes* located within Precincts 2 and 3.
- (e) The *Great Court* and *Forgan Smith Forecourt* are significant event and activity spaces for the campus.
- (f) New development around the Great Court will ensure:
  - i. sensitive adaptation of sandstone buildings
  - ii. reinstatement of original design features of the James and Mary Emilia Mayne Centre and Duhig North
  - iii. activation of the Forgan Smith Forecourt.

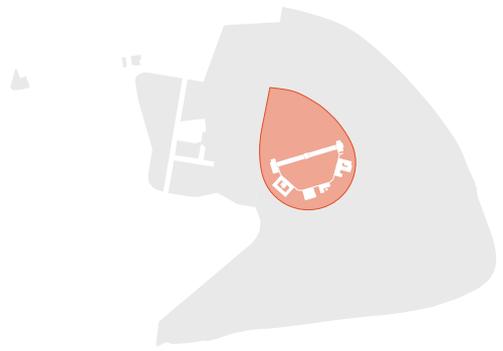


Figure 6.13: The core precinct Master Plan intent plan

Precinct boundary	Development parcels
Existing heritage-listed buildings	Major activity / retail node
Vehicular circulation	New landmark building
Bus network	Gateway
Bus stop locations	
The Promenade shared zone	
Pedestrian movement	



Figure 6.14: The core precinct plan - 10 year plan

 Precinct boundary	 Pedestrian movement
 Existing heritage-listed/good quality buildings to remain	 Development parcels
 Proposed and/or possible future building opportunities	 Major activity / retail node
 Vehicular circulation	 Gateway
 Bus network	 New landmark building
 Bus stop locations	 Maximum building heights
 The Promenade shared zone	

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## Precinct attributes

Key attributes of the Core Precinct include:

- the heart and core of the campus is strengthened by the heritage and ceremonial significance of the Great Court and surrounding heritage-listed buildings
- significant open, recreation and event spaces, including the Great Court and the Forgan Smith Forecourt
- potential development opportunity for a new landmark building west of the Forgan Smith Forecourt
- exposure to the Sir Fred Schonell Drive gateway to the campus.
- humanities, sciences and social sciences focus, accommodating the:
  - Faculty of Humanities and Social Sciences
  - School of Social Science
  - School of Law
  - School of Historical and Philosophical Inquiry
  - School of Earth and Environmental Sciences
  - School of Biological Sciences
  - School of Mathematics and Physics
  - Biological Sciences Library
  - Walter Harrison Law Library
  - Social Sciences and Humanities Library
  - Fryer Library.
- opportunity to redevelop the Bookshop site with a new building that enhances the connection and views between the Great Court and lakes landscape
- highest concentration of architecturally significant built form, including the heritage-listed buildings surrounding the Great Court, the Sir Llew Edwards Building, the Learning Innovation Building and the Global Change Institute
- includes campus museums such as the Anthropology Museum, the Geology Museum, the Physics Museum, the RD Milns Antiques Museum and the UQ Art Museum, which bring the public to the campus.

## Precinct constraints

Constraints within the Core Precinct include:

- very limited future development opportunities.

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## Precinct-specific development outcomes

### PO5 PRECINCT OUTCOMES

#### LAND USE



- PO5.1** A *New Landmark Building* is located at the main entry to the University:
- appropriate uses include a community facility or performance and cultural space, with strong focus on arts, music, culture and innovation
  - the building includes specialist performance spaces for use by the University's arts and music programs
  - the building includes strong reference to Aboriginal and Torres Strait Islander People and contributes to promoting reconciliation.
- PO5.2** The *Great Court* and *Forgan Smith Forecourt* are key green spaces and places for major events and activity, with pop-up food and beverage and other temporary uses. This will require the removal of vehicle access, levelling of grounds, new paved areas and landscaping.
- PO5.3** Appropriate uses for *Circular Drive* include pop-up food and beverage opportunities, markets, events, performances and informal seating.

#### BUILT FORM



- PO5.4** A *New Landmark Building* on the western side of the *Forgan Smith Forecourt*, at the main entry to the University:
- re-establishes a strongly defined symmetrical and formal arrival or gateway to the campus
  - is architecturally designed to assist in framing the events lawn, and defining a symmetrical arrival point.

#### PUBLIC REALM AND LANDSCAPE



- PO5.5** An events lawn is provided within the *Forgan Smith Forecourt* and is achieved by:
- removal of University Drive (at the front of the Forgan Smith Building) to accommodate the events lawn
  - retention of a formal green wedge to maintain the existing iconic views from Sir Fred Schonell Drive and to provide a formal campus entry
  - utilisation of the space as a major event lawn for University and community events
  - formalisation of the space through new buildings and pathways.
- PO5.6** The *Great Court* retains its role as the heart of the campus and:
- the landscape quality of the Great Court and its physical setting is maintained and enhanced
  - lighting is provided to enhance the Great Court and assist in wayfinding and activity
  - use of the space is encouraged through more pathways and travel routes
  - the Great Court is a relaxed environment that invites daily use and greater activity.
- PO5.7** Reinstatement of *Circular Drive* achieves the following:
- existing views are maintained and new significant views are unlocked
  - high-quality paving that complements heritage buildings is provided
  - generous pathway widths allow for pedestrian movement, events and activities
  - an easily identifiable planting palette, integrated furniture and wayfinding elements enhance the route.
- PO5.8** Mansfield Place is upgraded and enhanced to create a highly active and pedestrian-focused link between retail and activity nodes along *Circular Drive*.

#### ACCESS AND MOVEMENT



- PO5.9** A key element of the Hennessy Plan is re-established through the symmetrical route surrounding the precinct. *Circular Drive* is:
- the highest order street for the campus and clear navigator for campus wayfinding
  - a shared street, allowing for service maintenance and delivery vehicles only
  - derives consistency and formality through careful design and selection of unique materials and planting.
- PO5.10** Maintain and enhance the connections between the *Great Court* and the two *activity/retail nodes* within Precincts 2 and 3.

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## PO5 PRECINCT OUTCOMES

### HERITAGE



- PO5.11** Visibility and access to *heritage-listed buildings* is improved by prioritising view corridors to the *Great Court* and establishing welcoming building entries.
- PO5.12** Critical legacy views are maintained:
- to and from the Forgan Smith building and *Forgan Smith Forecourt* to the north
  - from the east and west through to the *Great Court* sandstone.
- PO5.13** The reinstated *Circuit Drive* strengthens and reinforces the legacy of the Hennessy Plan and maintains the primacy of the sandstone *heritage-listed buildings* and the *Great Court* - the easily identifiable character, symbols and heart of the University.
- PO5.14** Development and activity preserves and respects the heritage values of the campus through sensitive design and use of space and buildings.

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### ENVIRONMENT AND INFRASTRUCTURE



- PO5.15** All development sites meet the minimum requirements for management of stormwater drainage in accordance with the State Planning Policy (SPP).
- PO5.16** Development is compatible with flood hazard mitigation in a defined flood event.
- PO5.17** Wastewater treatment and disposal is appropriate for demand, protects public health and avoids adverse impacts on the environmental.
- PO5.18** Development avoids or minimises direct and indirect impacts on areas of environmental significance and their associated ecological functions and processes.
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# 5.7 Precinct 6

## Student Living Precinct

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**The Student Living Precinct incorporates all of the campus colleges and residential uses south and west of the campus core. The precinct is divided into a number of sub-precincts to reflect the varied character, location and organisational structure of the colleges and residential uses.**

### **APPROVED COLLEGE MASTER PLANS**

The residential colleges are encouraged to develop their own individual master plans. Approved college master plans will provide clarity and certainty for future development.

### **Intent**

The intent for Precinct 6 is achieved through the following outcomes:

- (a) Residential living is characterised by high-quality built form and landscape setting to attract domestic and international students.
- (b) A greater mix of accommodation types is provided to appeal to a diverse student body.
- (c) More students live on campus, encouraging and facilitating:
  - i. activity at varied times of the day and night to enliven the campus
  - ii. support for on-campus retail, food and beverage and services
  - iii. reduced car dependency and use.
- (d) A greater mix of uses are encouraged and explored within each sub-precinct, including opportunities for event, meeting and convention facilities, recreation uses and short-term accommodation.
- (e) Development sensitively approaches those areas at the edges of the campus interfacing with the surrounding neighbourhood through varied building heights and site cover to ensure impacts on the surrounding community are minimised and avoided.
- (f) An open, connected and accessible campus is enhanced by pedestrian and cycle connections from the surrounding community through student living.
- (g) Public access to the river's edge south of the precinct is preserved. The river's edge is welcoming and attractive, providing a broad range of recreational, cultural, tourism and learning activities and events.

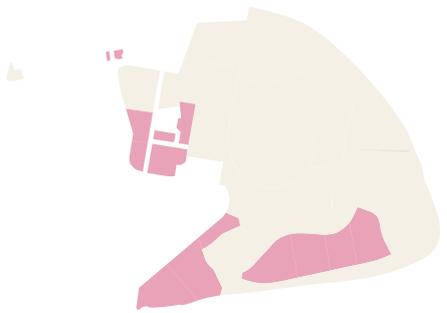


Figure 6.15: Student Living precinct Master Plan intent plan

Precinct boundary	Development parcels
Existing heritage-listed buildings	Existing city-cycle stations
Vehicular circulation	Riverfront nodes
Bus network	Permeable living edge
Bus stop locations	
The Promenade shared zone	
Pedestrian movement	



Figure 6.16: Student Living precinct plan - 10 year plan

 Precinct boundary	 Pedestrian movement
 Existing heritage-listed/good quality buildings to remain	 Development parcels
 Proposed and/or possible future building opportunities	 Existing city-cycle stations
 Vehicular circulation	 Riverfront nodes
 Bus network	 Permeable living edge
 Bus stop locations	
 The Promenade shared zone	

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## **Precinct attributes**

Key attributes of the Student Living Precinct include:

- opportunities for a greater mix of residential, event, meeting and convention uses, as well as recreation uses and short-term accommodation
- unique heritage and historic character of the individual colleges.

## **Precinct constraints**

Constraints within the Student Living Precinct include:

- somewhat removed and closed off from the main campus
- historically limited diversity of accommodation types
- significant interface with the surrounding St Lucia neighbourhood
- limited master planning undertaken by the individual colleges
- limited diversity of land uses.

# 6.0

## Making it happen

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This Site Development Plan provides strategic and precinct-specific guidance, aimed at achieving the aspirations of the St Lucia Campus Master Plan.

The SDP does not prescribe specific projects, programs or actions, but instead provides a delivery mechanism to achieve the goals and ambitions of the Master Plan, through a detailed list of design outcomes and intent for future development.



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## 6.1 Implementation

The success of the St Lucia Campus Master Plan and Site Development Plan will depend on how well it is implemented, monitored, reviewed and maintained. The University will lead implementation by example, working with key stakeholders, including local and state government when required to deliver strategic city-wide projects, or any projects that might impact on the community.

An Implementation Plan will be developed as a separate document to the Master Plan and the Site Development Plan, and will identify key projects for the campus and possible locations for development. The Implementation Plan will include programming, timing and delivery of these projects, as well as the interdependencies of each project.

## 6.2 Partnerships and engagement

The University will continue to explore and develop its strategic relationships with local and state government agencies, partnering with key industry leaders, as well as community groups and campus users to develop and manage the future St Lucia campus. UQ is committed to ensuring planning, design and development projects consider and respond to the unique needs and aspirations of students, staff and all campus users.

The University will proactively seek to include stakeholder feedback and involve people in the planning and delivery of the key areas in the precincts, and any major development that may impact on campus users or the wider community. Any development will be completed in line with UQ's commitment to engagement and relevant policy.

# 7.0 Appendices

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The following appendices have been included.

Appendix A - Glossary of Terms and Acronyms

Appendix B - Design Brief

Appendix C - Application Documentation Requirements

Appendix D - Public Consultation

Appendix E - CID Certificate





