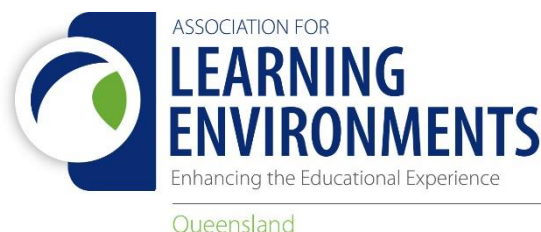


2019 QUEENSLAND CHAPTER AWARDS WINNERS AND COMMENDATIONS



Jury Citations and image links.

View the gallery of all the entries [here](#) or click on an individual project.

OVERALL WINNER:

Judges: Scott Chapple (QLD)
 Chris Gill (QLD)
 Lara Mackintosh (WA)

1 OVERALL WINNER:

Queensland University of Technology Peter Coaldrake Education Precinct, Kelvin Grove
Wilson Architects + Henning Larsen in Association
(Category 2 - New Construction / New Individual Facility(ies) Over Au \$8 Million)

Summary Citation:

The QUT Peter Coaldrake Education Precinct Building award submission was clear and comprehensive, and reflective of the high quality architectural education planning and design execution by Wilson Architects + Henning Larsen Architects in Association. The design includes strong connections with the greater Campus environment and nearby Library setting, and is comprehensive and resolved in its surroundings. Strong consideration of student circulation and clear planning values have forged a memorable space on Campus. A variety of adaptive teaching spaces are well-considered to meet pedagogical needs and changing future educational trends. The external and internal material palette, composition and succinct detailing provides an exceptional, future focussed environment which suggests high expectations of its users and the program.

Full Citation:

The QUT Peter Coaldrake Education Precinct Building award submission is reflective of high quality architectural education planning and design execution by Wilson Architects + Henning Larsen Architects in Association. It is evident a comprehensive briefing, key stakeholder engagement and research process was undertaken throughout the design initiation phases. The stimulating design is benchmarked on international standards for educational precincts and contemporary sustainable design. The architectural response to the existing Library and site planning is well connected, diverse and purposeful in its setting. Strong consideration of student movement and circulation across all floors and campus provides for a successful plan with long-term flexibility. The design incorporates a highly visible interconnected terraced atrium where students can occupy to find their own unique place to study and collaborate. Space planning is well-considered with pedagogical intention and includes a variety of adaptive dynamically flexible learning spaces. Abundance of natural light and

soft lush landscaping responds to the sub-tropical climate of Brisbane and contributes to a calming environment away from the pressures of tertiary education. Vertical visibility allows staff and students to connect with their peers and importantly places learning activities on display. The external and internal material palette (especially the warm timber tones), composition and considered detailing provides a sophisticated future focussed environment which suggests high expectations of its users and the program.

CATEGORY 1: NEW CONSTRUCTION / ENTIRE NEW EDUCATIONAL FACILITY

This category applies to construction of a new school or educational institution on a new site.

Judges: Michael Bailey (QLD)
Scott Chapple (QLD)
Wendy Hay (QLD)

1 commendation

COMMENDATION:**Josiah College Stage 1, Carrara****Hamilton Hayes Herderson Architects****Summary Citation:**

Tackling a tricky and emerging field of education for children with Autism Spectrum Disorder, the architects for Josiah College have created a thoughtful, calming and supportive learning environment that has delivered clear benefits for the students and teachers at this small hilltop school. The unassuming classrooms provide a variety of softly-lit spaces that cater for the specific needs of students on the spectrum, and are the result of a process of strong research and thorough consultation.

Full citation:

With a strong emphasis on providing calming spaces with low colour contrast and soft indirect lighting, Josiah College has made a confident step in delivering specialist ASD education spaces in a field that until now has received little or no attention.

The psychological effects of material selection, colour choice, outside distractions, light and glare, and ease of navigation have been carefully researched and understood by the architects, and solutions to minimise the impacts on students are competently deployed across the site from admin buildings to consultation rooms and classrooms. Small classroom sizes of eight students with dedicated support spaces and amenities mean that the buildings are relatable and appropriately scaled, and special areas such outdoor sensual experience gardens are designed to gently expand student's ability to process and interpret new stimuli.

The incredibly positive and encouraging improvements in learning outcomes and student behaviour are clearly a result of thoughtful design and research, and this building will no doubt be used as a benchmark for future specialist schools that aim to cater for this segment of the population.

CATEGORY 2:– NEW CONSTRUCTION / NEW INDIVIDUAL FACILITY(IES) OVER AU \$8 MILLION

This category applies to a new building or new buildings in an existing school or campus.

Judges: Michael Bailey (QLD)
Scott Chapple (QLD)
Wendy Hay (QLD)

1 winner, 2 commendations

WINNER:

Queensland University of Technology Peter Coaldrake Education Precinct, Kelvin Grove
Wilson Architects + Henning Larsen in Association

Summary Citation:

The QUT Peter Coaldrake Education Precinct Building by Wilsons+Henning Larsen building required a diverse plurality of uses that culminates in a variety of teaching spaces some bespoke, but most being deliberately homogenous for future adaptability and flexibility. The planning diagram at face value belies the clear depth of thought that went into this project.

The connection garden space between new and old has been rigorously resolved and is generous in its volume, its natural light, visual connectivity and as a collaborative collection space for building occupants.

This project through its diversity of spaces and ability to adapt its teaching modes is well positioned to be able to adapt to any future changing educational demands. The jury finds this project innovative in its variety of learning/teaching modalities, its generosity of internal biophilia/garden spaces, and the opportunities provided for controlled natural light to a significant amount of interior teaching & learning spaces.

Full Citation:

The QUT Peter Coaldrake Education Precinct Building by Wilsons+Henning Larsen has been through a rigorous prototyping and research process engaging with a multitude of stakeholder groups, whilst facilitating a sensitive change management process that allowed broad input into the design outcome. A significant outcome of which is that the building requires a diverse plurality of uses that culminates in a variety of teaching spaces some bespoke, but most being deliberately homogenous for future adaptability and flexibility. The planning diagram at face value belies the clear depth of thought that went into this project.

The jury were all able to appreciate the quality of interior spatial experience with this project, [and this without the opportunity to visit the space in person]. That the building is in actuality directly related to the adjacent existing library building and manages to establish its own identity is a credit to the team. The connection garden space between new and old has been rigorously resolved and is generous in its volume, its natural light, visual connectivity and as a collaborative collection space for building occupants.

No-one really knows what the future holds, but guaranteed it will require flexibility to be able to adapt to that change. This project through its diversity of spaces and ability to adapt its teaching modes is well positioned to be able to adapt to any future changing educational demands.

The jury finds this project innovative in its variety of learning/teaching modalities, its generosity of internal biophilia/garden spaces, and the opportunities provided for controlled natural light to a significant amount of interior spaces. To be commended is how the project has managed to succeed in enabling so many different inter-connections within adjacent buildings and externally to the campus to establish itself as a new heart of the Kelvin Grove campus.

COMMENDATIONS:

Northside Christian College Centre for Innovation & Creativity, Evertone Park McLelland Bush Architects

Summary Citation:

The new Northside Christian College CINC facility combines a multitude of diverse specialist spaces, in a vibrant new building, that has overcome many of the difficulties of this building type.

The acoustic challenges have been addressed successfully to allow the school to reap the benefits of increased cross - collaboration between subject areas, and across year levels.

A great variety of spaces, with attention given to the use of interstitial and circulation spaces, has allowed for flexibility of use, for teaching and community functions.

Natural ventilation and light has been incorporated well, creating high quality spaces throughout.

Full Citation:

With a strong emphasis on STEAM, the new Northside Christian College CINC facility combines a multitude of diverse specialist spaces, in a vibrant new building, that has successfully overcome many of the difficulties of this building type.

The combination of workshops, music, art, drama, film, graphics / design, dance, as well as the main school administration office, is acoustically challenging, and has been achieved by the considered placement and separation of the noisiest spaces. The success of this building is largely dependant upon this, and has allowed the school to reap the benefits of the cross - collaboration between subject areas, and across year levels, which doesn't happen often.

A unique challenge of this project was to replace a much loved existing art space with a whole new art facility. A joyful post occupancy evaluation was undertaken including 'before and after' video interviews of students, and demonstrates the success of the outcome.

A great variety of spaces, and attention given to the interstitial and circulation spaces, has allowed for flexibility of use for teaching and community functions.

Passive climatic design has been incorporated with louvres, screening, sunshading blades and lots of natural light, creating high quality spaces throughout.

Ormiston College Centre of Learning and Innovation, Ormiston BSPN in collaboration with Ormiston College

Summary Citation:

The new Ormiston College CLI building questions, and redefines, what a school library can be, and what it can do for a school, in reshaping its whole teaching pedagogy.

Extensive research and wide consultation has informed the brief, which pushes the boundaries of current thinking on library design.

The combination of lots of cutting edge technology, with the more traditional library spaces, make this project unique.

The quality and variety of spaces achieved in this building is impressive, and will ensure that this is a vibrant learning hub to be loved by students, and able to accommodate change in the future.

Full Citation:

The new Ormiston College CLI building questions, and redefines, what a school library can be, and what it can do for a school, in reshaping its whole teaching pedagogy.

Extensive research, consultation, collaboration, and international benchmarking, led to the development of a comprehensive brief for the project, which pushes the boundaries of current thinking on library design. The inclusion of a STEM lab, drone flying areas, VR facilities, interactive floor and recording studios, and social spaces such as a café, in addition to the more traditional teaching, reading and study zones, make this project a unique and vibrant learning hub.

The internal street, wide verandahs, and landscaped edges invite students in, and help this building embed itself into the heart of the school - both physically and symbolically - to reinforce the school's focus on innovation and technology. Spatial generosity and variety, with a mix of bespoke and multipurpose spaces spilling out into shared spaces, allows for great flexibility of use.

The circulation spaces and landscaped external areas have been designed with care, and given priority, as valuable learning opportunities. These provide for more casual cross-pollination of ideas between students, teachers, community members, and business representatives who visit, as well as allowing space for the overlaps between traditional subject boundaries.

CATEGORY 3: NEW CONSTRUCTION / NEW INDIVIDUAL FACILITY (OR FACILITIES) UNDER AU \$8 MILLION

This category applies to a new building or new buildings in an existing school or campus.

Judges: Simon Moisey (QLD)
 Chris Gill (QLD)
 Daniel Brown (QLD)

2 Commendations

COMMENDATION:**The Pod – Coomera Anglican College, Upper Coomera Coomera College****Summary Citation:**

The Pod at Coomera Anglican College, by Burling Brown, brings the school library into the 21st century, with several unique spaces to enable and inspire new directions in pedagogy. The project's planning process included extensive consultation with a variety of specialists to develop the project brief and help guide the delivery of innovative solutions.

The design outcome is focused on engaging students and enhancing educational experiences, enabling innovative learning opportunities. While working within an established style for the campus, the exterior of the building offers hints of something different within.

The variety of spaces enables a flexibility of use. While building elements are fixed, the non-prescriptive shaping and fit-out of the spaces accommodates a breadth of modes of use, and challenges conventional pedagogies. There are several admirable examples of engaging modern technology into the classroom.

The project is to be commended for creating an innovative evolution of the school library, with several unique spaces to enable and inspire new opportunities in pedagogy.

Westside Christian College Creative Industries Precinct – Stage 1, Goodna Phillips Smith Conwell Architects**Summary Citation:**

Westside Christian College and Phillips Smith Conwell Architects are to be commended on this project and the beginning of what is destined to be an exciting new creative environment for all students. This project is characterized by a thoughtful planning process with thorough user group engagement which shaped the end result. The building is full of pedagogical, collegial and community building possibilities.

This buildings strength lies in its possibilities and strongly represents the school's desire to become a regional leader in the creative industries. The expressive fluid curved façade announces this intent and unites in a common goal of creative excellence.

This is clearly a building that will enable collaboration and inspire the students to fulfil their creative dreams. There is a deliberate connectivity and blurring of boundaries between different spaces and activities, including between floors, overcoming various technical challenges to achieve this.

Students of all types have been considered in its flexible spaces with strong consideration provided to future changes in pedagogy, subjects offered, services required and student numbers up to a tertiary standard.

The design response of the project affords a high degree of openness, allowing the various education activities to be on display. There is a heightened potential for collaboration, cross-pollination and incidental observation between art forms.

CATEGORY 4 - RENOVATION / MODERNISATION VALUED OVER AU \$5 MILLION

No Entries

CATEGORY 5 - RENOVATION / MODERNISATION UNDER AU \$5 MILLION

Judges: Michael Bailey (QLD)
Scott Chapple (QLD)
Wendy Hay (QLD)

1 winner

WINNER:

Trinity Lutheran College Middle School Reinvention, Molendinar
Burling Brown Architects

Summary Citation:

The renovated classrooms at Trinity College represent a brave and innovative approach to classroom arrangement that supports new ways of teaching and learning in middle schools. The result of a robust process of real-world testing, the vibrant fitout with tailored year-by-year classroom layouts will no doubt continue to support enhanced learning outcomes for many years.

Long Citation:

Adopting an innovative approach to classroom arrangement whereby each year group is offered an increasing degree of flexibility that progresses from years 6 through to 9, the Middle School Renovation at Trinity Lutheran College is cleverly designed to support new teaching and learning methodologies.

An innovative approach to research was undertaken whereby design hypotheses and the related learning outcomes were tested by making early reconfigurations in the existing classrooms before the full redesign was completed, providing valuable and insightful real-world research. This process, coupled with VR visualisations, allowed the designers and teachers to confidently transform the tired traditional building and empowered students the offering them the ability to configure their learning spaces and occupy a variety of spaces that best suit their learning style. These spaces include carefully designed withdrawal areas, tiered seating, dividable spaces, and quiet research areas.

Connections to enclosed outdoor spaces, a mix of movable furniture coupled with fixed joinery solutions, and a vibrant materials palette have created a flexible and stimulating learning environment.

CATEGORY 6 - SMALL PROJECTS UNDER AU \$2 MILLION

Judges: Chris Gill (QLD)
Lara Mackintosh (WA)
Nathan Clausen (QLD)

1 winner

WINNER:

Autism Queensland, Sunnybank Hills
Giarola Architects

Summary Citation:

This project is the first step in providing learning environments tailored for students with autism. The designed outcome challenges preconceived ideas about spaces for those on the Autism spectrum and supports the future benefit as this outcome will inform ongoing design strategies. The space has responded well to the physical and pedagogical needs of the student cohort, evidenced by the muted colour scheme, the privacy of the learning spaces, both indoor and outdoor, and the opportunity for the space to be adapted to specific needs as they arise. Giarola Architects is to be commended on their restrained approach, meeting educational, social and budgetary responsibilities, for staff and students, now and in the future.

Full Citation:

Part of a larger research focused planning process, this project is the first step in providing learning environments tailored for students with autism. In addition to the research and stakeholder collaboration undertaken, the opportunity to review this project and inform future projects is a strength of this innovation approach. The space has responded well to the physical and pedagogical needs of the student cohort, evidenced by the muted colour scheme, the privacy of the learning spaces, both indoor and outdoor, and the opportunity for the space to be adapted to specific needs as they arise. The potential impact of this project extends beyond the benefit for the staff and students. This project challenges preconceived ideas about spaces for those on the Autism spectrum and supports the future benefit as this outcome will inform ongoing design strategies.

The role played by this project in the overall approach adopted by Autism Queensland – to adapt existing spaces and buildings as Autism Spectrum Disorder specific learning environments – also comes with additional responsibilities. Giarola Architects is to be commended on their restrained approach, meeting educational, social and budgetary responsibilities, for staff and students, now and in the future.

CATEGORY 7: LANDSCAPING/OUTDOOR LEARNING AREA

Designed to showcase outdoor learning environments targeted to improving educational outcomes.

Judges: Chris Gill (QLD)
Lara Mackintosh (WA)
Nathan Clausen (QLD)

1 winner

WINNER:

**[Pacific Lutheran Early Learning Centre](#), Meridan Plains
Greenedge Design**

Summary Citation:

Greenedge Design Consultants are to be commended on being able to demonstrate a strong emphasis on learning through play with the finished product showcasing children being physically able to experiment, explore and interact in the designed spaces.

Full citation:

It is clear to see how the research and planning undertaken on this project by Greenedge Design has informed the design outcomes for a less structured and flexible approach to play that presents opportunities for children to explore and investigate their surrounds to assist in their early development of fine motor skills and decision-making processes.

Being able to achieve so many different spaces and uses on the site from sensory gardens to growing fruit and vegetables, will only strengthen the long term benefits of the children's development.

CATEGORY 8 - AN INNOVATIVE EDUCATION INITIATIVE

Judges: Chris Gill (QLD)
Lara Mackintosh (WA)
Nathan Clausen (QLD)

No projects awarded.