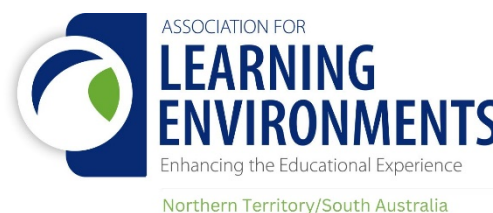


2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



OVERALL WINNER AND CATEGORY WINNER : NEW CAMPUS WITH NEW EDUCATIONAL FACILITIES (Category 2)

Applies to construction of a new school or educational institution on a new campus.

Nazareth Catholic College: Kidman Park Campus
344 Findon Road, Kidman Park, South Australia, Australia

Architect: Russell & Yelland

Summary Citation

Rarely does an opportunity for a new campus present itself. The stand-alone senior years Kidman Park Campus for Nazareth College is an exemplar project in every sense.

An intensive, consultative, planning process interrogating and understanding time allocation has led to an overlay of multi-use spaces that can be shared.

The project has created a campus, more akin to a tertiary facility. Like-minded faculties are grouped together aligning interests with the flow between spaces being carefully orchestrated.

Integration of architecture and landscape, designed around a central yarning circle have allowed transitions between the indoors and out.

A bespoke story has been wonderfully narrated and carefully graphically depicted for all to see and use for years to come.

Nazareth's vision of connecting faith, family and education is beautifully realised, aspiring to excellence and success for all as life-long learners.

Full Citation

Rarely does an opportunity for a new campus present itself. The stand-alone senior years Kidman Park Campus for Nazareth College is an exemplar project in every sense.

Drawing on past learnings, the team swiftly rose to the challenge, listening to the desire to stay true to the 'Nazareth Feel'. An intensive and consultative planning process interrogating and understanding time allocation has led to an overlay of multi-use spaces that can be shared, optimising the quantities and types of spaces required. Information from each room was collected and presented to the school in a large document that was reviewed by staff and consultants in interactive workshops.

The project has created a campus akin to a tertiary facility. Student hubs, innovation and collaboration spaces, performing arts and music suites, complete with recording studio and concert band rooms, a double court gymnasium and fitness performance room, an engineering, design and technology wing, state of the art food and hospitality kitchens are provided, with the flow between spaces being carefully orchestrated.

Like-minded faculties are grouped together aligning interests. Art and engineering are co-located and situated close to the technology workshops. A teacher preparation space and shared learning area service both zones. There are three separate laboratories for Science with Physics located in a highly flexible “black box” with heavy-duty rigging to hang sheeting and equipment for lighting experiments.

Integration of architecture and landscape, designed around a central yarning circle have allowed transitions between the indoors and out, along with careful colour selection the development embraces calm and nature. The intent is clear and curated linking the wider community, across campuses, echoing past productive market gardens and inspiring the value of traditional gathering. The rounded, Quiet Shared Learning area and “Sacred Space” link with ceiling motifs, wall and floor treatments. Smaller spaces adjoin larger ones, intimate gatherings can grow to invite more students, or larger classrooms can splinter depending on the needs of the lesson.

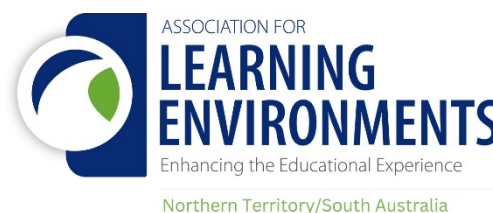
A gridded structure assisted in the choice of a modulated pre-cast concrete panel system, taking an organic form, inspired by the rows of a market garden. Climbing plants on the mesh facade, and the greening of the interiors all add to a level of respect for detail where all can learn and flourish. A bespoke story has been wonderfully narrated and carefully graphically depicted for all to see and use for years to come.

Nazareth’s vision of connecting faith, family and education is beautifully realised, aspiring to excellence and success for all as life-long learners.

In the words of the College:

“The design and development of the Kidman Park Campus has enabled the growing community to continue to access state of the art, innovative and flexible teaching, learning and wellbeing spaces with a key focus on a senior year’s experience”.

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



COMMENDATION: AN INNOVATIVE EDUCATION INITIATIVE (Category 1)

Designed to showcase significant contributions to learning environments by schools, educators, students, designers, community organisations etc.

Scotch College Purruna Spencer Newton Centre
Blythewood Road, Torrens Park, South Australia, Australia

Architects: Hames Sharley

Summary Citation

The Purruna Spencer Newton Centre at Scotch College is an effective, engaging and vibrant example of a School as Community Hub. In the language of the Kurna people, Purruna is a word that gives life.

Schools are communities that exist within wider communities, but rarely do they entwine themselves with their communities. The reality that student populations share spaces and services with the public, even as simply as sharing the use of a café, is an implicit educational experience in and of itself, and a rare one in a school context.

Purruna is about living, the wellbeing of our physical self and how our mind and our hearts enable us to connect in a wise and knowledgeable way, both with each other and the land. This is a highly commendable and innovative education initiative that has achieved vibrant community engagement.

Full citation

The Purruna Spencer Newton Centre at Scotch College is an effective, engaging and vibrant example of a School as Community Hub. It has a strong outward focus that invites community in.

An exhaustive 18-month consultation period defined the conceptual framework and project aspirations which concluded that the platform of wellbeing embodied in the 'Live Well' program would underpin the connection between students, families and the broader community. This transdisciplinary and proactive program connects with sustainable agriculture, food technology and nutrition, physical and psychological wellbeing, intercultural awareness, lifelong learning, sustainable living and global responsibilities.

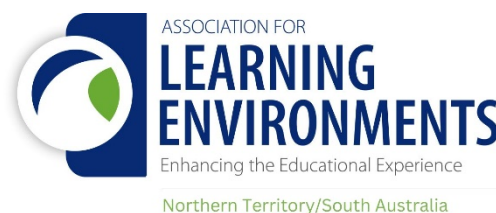
The building acts as the new focal point and hub of the campus located on the site of the former pool and gym that were no longer fit for purpose. The new facilities include a 25m 8 lane pool with built in spectator seating, a program pool catering for babies and toddlers, pre-school, school age, squads and adults, modern changing facilities, two indoor dry sport courts, fitness suite, and a well-being studio offering pilates, yoga and aquafit together with a café.

True to the spirit of wellbeing, the Centre was designed to be regenerative by restoring the site, improving habitat, encouraging active transport and EV, reducing embodied and operational carbon, minimising water use, improving air quality and including biophilic design.

This project exemplifies a commitment to 'making the future a better place' by entwining and sharing facilities with the broader community. This is evident through Scotch's partnerships with Positive Education Schools Association, the YMCA and other community sporting groups. Allied health, meditation and mindfulness facilities, health centre, psychology and student services and pastoral staff are co-located. The use of the facilities by staff and parents reflects the goal of life-long care for self and life-long learning in a direct way.

Schools are communities that exist within wider communities, but rarely do they entwine themselves with their communities. The reality that student populations share spaces and services with the public, even as simply as sharing the use of a café, is an implicit educational experience in and of itself, and a rare one in a school context. Purrana offers holistic well-being and vibrant community engagement. This is a highly commendable and innovative education initiative.

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



CATEGORY WINNER: NEW BUILDING/S OR FACILITIES - LARGE (Category 3)

A new building or new buildings in an existing school or campus, value over \$10 million.

Woodcroft College New Junior School

143-173 Bains Road, Morphett Vale, South Australia, Australia

Architects: Swanbury Penglase

Summary Citation

The new Junior School at Woodcroft College is testament to the College's commitment to nurturing young minds in an environment that sparks curiosity, fosters creativity, and embraces inclusivity.

Representing a cultural shift in thinking, the team has maximised the benefits and opportunities of a 'vertical village' concept, with Learning Communities and specialist areas located around a central atrium, crafting spaces designed for both deliberate and incidental collaboration.

Wide verandahs and balconies offer opportunities to utilise outdoor spaces in versatile ways, accommodating the curriculum's demands.

The new design isn't just about bricks and mortar; it's a living, breathing space that pulses with the energy of young learners.

Full citation

The new Junior School at Woodcroft College is testament to the College's commitment to nurturing young minds in an environment that sparks curiosity, fosters creativity, and embraces inclusivity. The team has created a haven where indoor learning seamlessly blends with outdoor exploration, building upon the success Stage 1 ELC. Following an increase in enrolments the College decided to move to triple streaming for the Junior School.

Following a strategic planning exercise, it was determined what additional building area was required for the increased capacity. This scope included site opportunity diagrams and consultation with the College's executive leadership and Council. The outcome is a beautifully connected three-storey development, informed by recent examples in South Australia, interstate, and New Zealand.

Representing a cultural shift in thinking, the team has maximised the benefits and opportunities of a 'vertical village' concept, with Learning Communities and specialist areas located around a central atrium, crafting spaces designed for both deliberate and incidental collaboration.

At the heart of the Junior School entrance stands a significant "Welcome to Country" artwork, envisioned in collaboration with First Nation artist Paul Herzich and Southern Cultural Immersion.

The integration has enhanced the educational experience while fostering a deeper connection to the local Kurna people.

The progression of year levels ascends throughout, with early years classrooms located on the ground floor, providing a high level of transparency with able to observe colleague's teaching methods. High quality graphics creatively connect the levels.

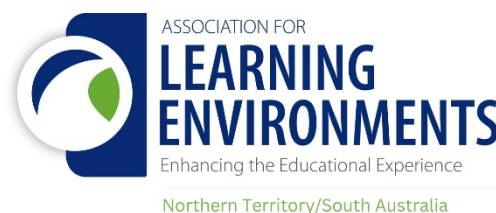
Wide verandahs and balconies offer opportunities to utilise outdoor spaces in versatile ways, accommodating the curriculum's demands.

Orientation of external glazing allows students to maintain an ongoing connection with the natural world. Views of outdoor green spaces, trees and the changing weather has served as sources of inspiration and relaxation. The new design isn't just about bricks and mortar; it's a living, breathing space that pulses with the energy of young learners.

The school commented:

'Every space in our new Junior School has been lovingly crafted with teaching and learning at its core. The wide, welcoming verandahs, inviting balconies, and versatile breakout spaces reflects our focus on inclusive, student-centred learning environments. These spaces accommodate a variety of teaching styles, collaboration, and flexibility. '

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



COMMENDATION NEW BUILDING/S OR FACILITIES - LARGE (Category 3)

A new building or new buildings in an existing school or campus, value over \$10 million.

Heathfield High School Redevelopment

99 Longwood Road, Heathfield, South Australia, Australia

Architects: Grieve Gillett Architects

Summary Citation

The Heathfield High School Redevelopment has successfully delivered a surprising outcome to a difficult and challenging site with a connected response integrating opportunities for collaborative teaching and learning.

The three main precincts considered were a new 3 storey central hub, food technology and responsible living. The progressive design delivers the school's vision of contemporary and specialist learning that was not possible in their dated 1960's GLA blocks.

An extensive value management program preserved the key functions and provided peer-recognised exceptional value for money.

Staff and students are brought closer together to participate as partners in learning.

Full citation

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The three main precincts considered were a new 3 storey central hub, food technology and responsible living. The progressive design delivers the school's vision of contemporary and specialist learning that was not possible in their dated 1960's GLA blocks.

The integration of responsible living classes into the campus promotes a culture of wellbeing and personal growth, with a precinct including a new purpose-built home economics centre and fitness studio. Supporting the holistic development of young people, the enhanced student hub features allied health access, student services and meeting space for special interest groups. Centrally located open teacher preparation zones improve student access to teachers, as well as fostering the philosophy of collaborative teaching. Learners are immersed in their landscape, with abundant natural light, treetop views and usable outdoor learning areas.

Extensive discussions with the school representative group (including the Principal) to understand their educational philosophy and approach, such as entrepreneurial learning and responsible living. This included staff as a whole and leadership group, which included the head of each faculty to understand specific requirements. four-month design phase.

Beyond the functional brief, GGA prepared an educational master plan, derived from site analysis which identified disparate pedagogies spread across the site. The informal master plan organised faculties and cohorts promote a logical academic progression and a sense of belonging across the sprawling site.

Research into vertical high schools, included team site visits to exemplars such as Adelaide Botanic High School.

At the heart of the junction between old and new buildings, a new lecture theatre with raised workshop space accommodates larger groups.

The SLA/Incubator also does double-duty as a classroom by day and staff meetings after hours, while the adjacent boardroom bi-fold doors open to the foyer to host school events.

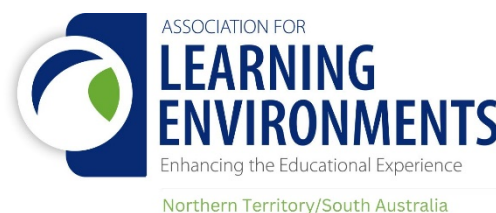
A raised pedestrian bridge into the main reception level ensures equity of access on the steeply sloping site. providing a welcoming sense of arrival and improving the school's identity and student safety. Seamless transitions over five different abutting levels were achieved by optimising critical at-grade connections and well-considered wayfinding.

A challenging budget and careful analysis of existing built fabric by the Project Team identified assets suitable for retention and cost-effective refurbishment. An extensive value management program preserved the key functions and provided peer-recognised exceptional value for money.

The school commented:

"The building's future uses will benefit from the design's seamless campus approach, which maintained the school's connection to its past while also showcasing innovation. Because of this design, we are at the forefront of educational innovation, offering learning environments that encompass the entire range of evidence-based teaching strategies. Due to the building's design, which will eventually enable students to become stronger owners of their education, staff and students are brought closer together to participate as partners in learning".

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



COMMENDATION: NEW BUILDING/S OR FACILITIES – LARGE (Category 3)

A new building or new buildings in an existing school or campus, value over \$10 million.

Seaton High School Learning Centre
Glenburnie St, Seaton, South Australia, Australia

Architects: JPE Design Studio

Summary Citation

The new Learning Centre at Seaton High School is a result of a co-design approach with the school, the Department for Education and the Department for Infrastructure and Transport, as part of the Year 7 transition to high school.

The result is a positive and contextual response to surrounding activity precincts, residential zones and the proximity to the beach.

The two storey Learning Centre establishes a new identity for the school and functions as learning studios, administration, resource and a new point of arrival for visitors and the school community. Connected into the existing campus fabric and community, it encourages collaboration and cross pollination of old and new, different curriculum opportunities and the curation of spaces that welcome different age groups.

The building's design supports the school's focus on quality contemporary education and their work as an Entrepreneurial Specialist School. It has reinforced the school as recognised leaders in innovation and authentic student-centred education.

Full citation

The new Learning Centre at Seaton High School is a result of a co-design approach with the school, the Department for Education and the Department for Infrastructure and Transport, as part of the Year 7 transition to high school.

The functional brief of areas was provided by the Department of Education, and it was carefully considered and challenged by the design team to ensure the pedagogical outcomes were the priority and met the vision for future focused learning.

The result is a positive and contextual response to surrounding activity precincts, residential zones and the proximity to the beach. Analysis and understanding of the site have developed the campus aligning with aim of a more contemporary identity and a rationalised functional arrangement: including visitor arrival, carparking, deliveries, waste pick up, etc. Pedestrian and vehicular movements were analysed and overlayed with social nodes to determine new building location, floor plan layout and landscape design.

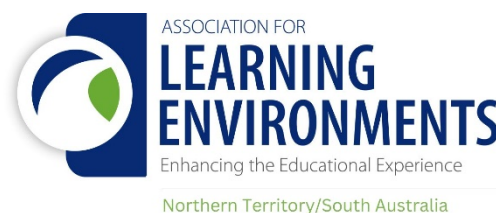
A Project Vision Workshop to get to know the school and their vision for the future was followed by two sessions with smaller task groups to focus on different areas of the building and talk to the end users about their requirements.

The two storey Learning Centre establishes a new identity for the school and functions as learning studios, administration, resource and a new point of arrival for visitors and the school community. Connected into the existing campus fabric and community, it encourages collaboration and cross pollination of old and new, different curriculum opportunities and the curation of spaces that welcome different age groups.

Richard Abell (Seaton High School, Principal) commented:

"The building's design supports the school's focus on quality contemporary education and our work as an Entrepreneurial Specialist School. We are recognised leaders in innovation and authentic student-centred education. Our tailored learning pathways allow students to identify and build upon their unique strengths, explore fresh approaches to thinking, and find new ways to test and demonstrate their skills and knowledge. The design of the building provides a wide range of flexible learning spaces and facilitates groupings of students and staff beyond the standard 'one teacher one class model' which is critical to these approaches."

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



CATEGORY WINNER: NEW BUILDING/S OR FACILITIES - SMALL (Category 4)

A new building or new buildings in an existing school or campus value less than \$10 million.

Cabra Dominican College: Angelico Centre

255 Cross Road, Cumberland Park, South Australia, Australia

Architect: Russell and Yelland

Summary Citation

Leveraging on a strong long-term relationship, the design team for Cabra Dominican College were able to deliver with 12 months to completion, a complex and challenging project with a rich and nimble planning process. The two-storey Angelico Centre doubles the school's capacity within the existing footprint for a future pathways-focused art, design and technology facility. Digital media, architecture, visual arts, ceramics, fashion and woodworking zones are arranged for intuitive flow. Crucial to the building's success is the equal weighting given to ease of movement, learning space yield and visual appeal.

Despite a tight schedule and pandemic impacts, the team deftly managed time and costs. Coming in under budget meant that the school was able to complete an additional civil works and canopy link as part of the project scope. In every respect, this is a thoughtfully executed, very competent and comprehensively managed exemplar project.

Full Citation

Leveraging on a strong long-term relationship, the design team for Cabra Dominican College were able to deliver with 12 months to completion, a complex and challenging project with a rich and nimble planning process. The two-storey Angelico Centre doubles the school's capacity within the existing footprint for a future pathways-focused art, design and technology facility. Digital media including a 'black-box' for light art, architecture, visual arts, ceramics, fashion, metalwork and woodwork zones, storage and teacher preparation are arranged for intuitive flow. Crucial to the building's success is the equal weighting given to ease of movement, learning space yield and visual appeal.

Cabra's curriculum coordinator and subject selection team assisted with early timetable analysis and understanding building usage patterns. The involvement of art, design and technology staff in all design meetings, from first briefing until construction, ensured the evolving design remained faithful to pedagogical priorities comprising co-curricular teaching, shared and collaborative spaces, opportunities for breakout, self-directed, inquiry-based and technology-based learning. Speed in communication throughout the planning and design development stages supported timely decision making.

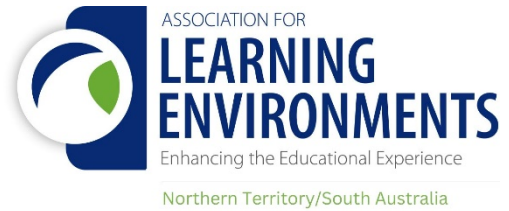
Angelico's façade draws on the original heritage forms. The steel entry and staircase are marked by what is now affectionately known on campus as 'the wiggle': a strong, contemporary, structural element that forges a connection with its older neighbours. Despite being the building's only public façade, the entry reads as open and inviting. The building prioritises access to natural light utilising pop-up south-facing clerestory windows to bounce even light off perforated plywood panelling, adding brightness and visual warmth with the added benefit of acoustic attenuation.

To minimise disruption to curriculum delivery, and to facilitate a smooth construction schedule, the team organised the temporary relocation of machinery to adjacent sheds. The timely re-routing of power, data, water, sewerage and stormwater was undertaken to minimise disruption to services during demolition and construction.

With high volumes of overland water from the eastern oval, the design team opted for an underground detention tank system. Sustainability measures include stepped shade fins, south facing clerestory windows, a large eastern roof overhang and solar PV demonstrating strong energy performance.

Despite a tight schedule and pandemic impacts, the team deftly managed time and costs. Coming in under budget meant that the school was able to complete an additional civil works and canopy link as part of the project scope. In every respect, this is a thoughtfully executed, very competent and comprehensively managed exemplar project.

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



COMMENDATION: NEW BUILDING/S OR FACILITIES - SMALL (Category 4)

A new building or new buildings in an existing school or campus value less than \$10 million.

St Joseph's School Port Lincoln: Caritas Centre

14 Mortlock Terrace, Port Lincoln, South Australia, Australia

Architect: Russell and Yelland

Summary Citation

The planning process for the Caritas Centre exemplifies a collaborative and adaptive approach, driven by a commitment to meet the evolving needs and aspirations of the St Joseph's Catholic School community in Port Lincoln. Through meaningful stakeholder engagement and a focus on educational excellence, the project has emerged as a testament to innovative design and responsive planning.

Distinguished by design elements including grouped learning areas and breakout spaces, the Caritas Centre offers flexibility and engagement for students. This efficient, thoughtful, simple and effective building is well-executed and comprehensively resolved. It is a highly commendable and innovative regional education project.

Full Citation

The planning process for the Caritas Centre exemplifies a collaborative and adaptive approach, driven by a commitment to meeting the evolving needs and aspirations of the St Joseph's Catholic School community in Port Lincoln. Through meaningful stakeholder engagement and a focus on educational excellence, the project has emerged as a testament to innovative design and responsive planning.

Workshops included in-house student sessions where children could design their ideal learning environment, as well as small group sessions with student leaders. Collaborations with staff and intimate design sessions with key primary educators assisted in formulating specific briefing and learning interventions. It became clear that improved connectivity between learning spaces and integration of nature play were key issues.

Subsequent changes in leadership necessitated adjustments to the pedagogical approach, influencing layout and configuration around the core principles of creating light-filled and stimulating environments conducive to learning. Careful consideration was given to the preservation of existing green spaces which led to the decision to implement a two-storey solution to maximise available land while accommodating the desired expansion. The final design was a culmination of

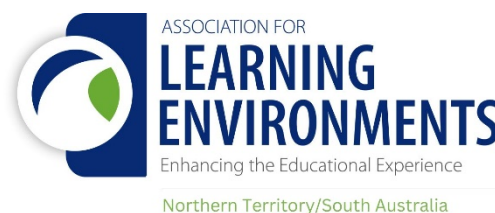
extensive consultation, iterative design development and a commitment to realising the school's long-term vision.

The Caritas Centre embodies innovative solutions that enrich the educational experience. By prioritising adaptability, connection and user comfort, the architecture promotes a vibrant and inclusive learning environment that inspires creativity, collaboration and lifelong learning.

A clear demonstration of flexibility is seen in the intentional design of the structural layout which allows for the learning spaces to be reconfigured and modified. This foresight proved invaluable given the significant design iterations that occurred following construction commencement. Inventive solutions were devised to efficiently maximise space usage, expanding the school's footprint by 30%.

Distinguished by design elements including grouped learning areas and breakout spaces, the Caritas Centre offers flexibility and engagement for students. The Ground Floor is configured with six GLA in two clusters around breakout space together with a Pre-School activity space and kitchen, playgroup room, amenities, teacher preparation, wet area and storage. The First Floor replicates the Ground Floor GLA and breakout arrangement with a further two larger and linked GLA spaces and breakout together with resource, STEM laboratory, teacher preparation, amenities and lift. The facilities are designed to enrich the learning journey, nurture creativity and innovation with connection to two age specific nature play zones. This efficient, thoughtful, simple and effective building is well-executed and comprehensively resolved.

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



COMMENDATION: MODERNISATION – LARGE (Category 5)

Renovation/modernisation projects valued over \$5 Million.

St Peter's College Big Quad Rejuvenation

55 Hackney Road, College Park, South Australia, Australia

Architect: Matthews Architects

Summary Citation

The St Peter's College Big Quad Modernisation is a commendable example of how to sensitively restore a historically significant educational precinct while creating contemporary, adaptable learning spaces. The project skilfully preserves the heritage value of the Big Quad, including the 1850 Big School Room, while incorporating innovative design solutions that meet contemporary teaching and learning needs.

The project achieves an impressive balance between respecting tradition and embracing the future, with flexible spaces that support diverse teaching methods and integrate modern technologies. A standout feature is the senior study hub, which promotes self-directed learning and fosters student autonomy in a calm, acoustically designed environment.

With equitable access as a key priority, this commitment to inclusivity allows all students to benefit from the rejuvenated Big Quad precinct. Overall, this project enhances the learning environment at St Peter's College while respecting its cultural heritage.

Full Citation

The St Peter's College Big Quad Modernisation is a commendable example of how to sensitively restore a historically significant educational precinct while creating contemporary, adaptable learning spaces. This project skilfully preserves the heritage value of the Big Quad, including the 1850 Big School Room, while incorporating innovative design solutions that meet contemporary teaching and learning needs.

One of the most impressive aspects of the project is its balance between respecting tradition and embracing the future. The design addresses the school's heritage through thoughtful material selection and careful attention to proportions and sightlines, ensuring that the historical character remains intact. At the same time, the new spaces are highly flexible, allowing for varied teaching methods and the integration of modern technologies like video conferencing, live streaming, and lecture recording. This forward-thinking approach ensures that the Big Quad will serve the school well into the future.

A highlight of the project is the senior study hub, which promotes self-directed learning and fosters student autonomy. This space, featuring acoustically dampened corridors and quiet zones, provides an ideal environment for focused, independent study, reflecting a deep understanding of how students learn best. The clever use of acoustic design to create a sense of calm and focus sets this project apart from conventional educational facilities.

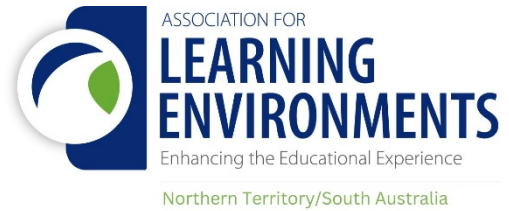
Equitable access was a key priority, and the project's approach to overcoming the challenges posed by the site's natural contours through extensive research, testing, and collaboration with consultants was commendable. This commitment to inclusivity ensures that all students can benefit from and enjoy the rejuvenated Big Quad precinct.

In its ability to blend heritage preservation with modern educational needs, the St Peter's College Big Quad Modernisation is an exemplary project that enhances both the school's culture and its learning environment. The thoughtful integration of new spaces with a respect for history serves as a model for future educational design in these contexts.

The school commented:

"The physical adaptation of existing spaces led to much more flexible and creative learning environments. Focusing on positive psychology has led to more inclusion of natural light, open spaces, student autonomy, enhanced school community and pride. We have had a great working relationship with Matthews Architects who have understood our values and executed a design philosophy that strongly aligns with our strategic pillars, emphasising school culture, adaptive education, and a sense of place".

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



COMMENDATION: MODERNISATION – SMALL (Category 6)

Renovation/modernisation projects valued less than \$5 Million.

Concordia College Early Learning Centre

20 Highgate Street, Highgate, South Australia, Australia

Architect: Brown Falconer

Summary Citation

The Concordia College Early Learning Centre (ELC) expansion successfully modernises an educational facility while preserving its historical significance, fostering community engagement following the recent amalgamation. Central to the project is a shared vision of "One College," where every space serves as a place to learn, emphasising the physical environment's role in facilitating education.

The design includes a variety of child-centric indoor and outdoor spaces, promoting play-based learning and flexible use through mobile furniture and AV technology. A strong connection to nature is woven throughout, enhancing children's wellbeing and encouraging exploration. The Centre also prioritises relationships with families, incorporating shared spaces for social gatherings and cultural celebrations.

The project also highlights the importance of strong relationships with families and the wider community. The inclusion of shared spaces for social gatherings and cultural celebrations further solidifies the Centre's role in enhancing the school's community ties.

The Concordia College ELC expansion represents a commendable blend of adaptive reuse and modern educational principles.

Full citation

The Concordia College Early Learning Centre (ELC) expansion exemplifies a thoughtful approach to modernising an educational facility while preserving its historical significance. This project, part of the broader redevelopment of the St John's campus, effectively fosters community engagement and collaboration following the recent amalgamation with Concordia College.

Central to the project's success is its strong commitment to a shared vision of "One College," emphasizing that every space is a place to learn. The design prioritises the physical environment as a key facilitator of learning, seamlessly integrating indoor and outdoor spaces tailored for children aged 3 to 5. This child-centric approach is further enhanced through bespoke outdoor learning areas and a welcoming entry piazza, reflecting the values and aspirations established during an extensive consultation process.

The project's innovative design incorporates a variety of learning environments, including nooks, booths, and collaboration areas that support different learning preferences and play-based learning. The flexible use of mobile furniture and AV technology ensures that spaces can be easily reconfigured to accommodate various activities, promoting a dynamic learning atmosphere.

A standout feature of the ELC is its connection to nature, which serves as a vital component in fostering children's wellbeing and learning experiences. The abundance of natural light, ventilation, and biophilic finishes creates a stimulating environment that encourages exploration and inquiry.

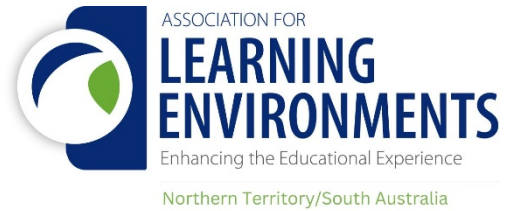
The project also highlights the importance of strong relationships with families and the wider community. The inclusion of shared spaces for social gatherings and cultural celebrations further solidifies the Centre's role in enhancing the school's community ties.

The Concordia College ELC expansion represents a commendable blend of adaptive reuse and modern educational principles.

From the School:

"Our main brief to the architects at Brown Falconer was to provide an environment that felt calm, natural and connected to the outdoors to support children's learning and well-being. This has been achieved in a range of ways and we are delighted. The positive impact of the environment on children's learning is evident in their engagement and behaviour".

2024 LEARNING ENVIRONMENTS SOUTH AUSTRALIA & NORTHERN TERRITORY CHAPTER AWARDS



CATEGORY WINNER: LANDSCAPING/OUTDOOR LEARNING AREA. (Category 8)

Designed to showcase outdoor learning environments or landscapes targeted at improving educational outcomes.

Woodville High School: Frank Shirripa Good Technology + Horticulture Centre
11 Actil Avenue, St Clair, South Australia, Australia

Architect: Design Inc

Summary Citation

The Frank Shirripa Food Technology and Horticulture Centre at Woodville High School is a delightful example of how to enhance a school's existing horticulture program while bringing together Food Technology, VET Hospitality, Science, and more.

DesignInc excelled by involving teachers, students, and the community from the start, making sure the new spaces connect with the outdoors and offer multi-disciplinary learning opportunities. The materials used reflect the surrounding landscape, creating an inviting atmosphere that works for everyone, including students in the special education unit.

Flexible spaces inside the building encourage teamwork and make learning more interactive, while the central teacher preparation area keeps things organised and student focused. Sustainability is a big part of the design, with students learning about water and energy use as they grow their green thumbs.

This centre demonstrates how thoughtful design can create a vibrant, inclusive environment where students can thrive and connect with nature and each other.

Full Citation

The Frank Shirripa Food Technology and Horticulture Centre at Woodville High School is a delightful example of how innovative design can foster multidisciplinary connections and enhance student engagement. This project reworks and enriches the existing horticultural program, expanding its focus to include Food Technology, VET Hospitality, Science, Outdoor Education, and Wellbeing. By leveraging the power of the right conversations during early consultations, DesignInc successfully embraced the horticultural program and connected outdoor spaces with multi-layered learning experiences.

The facility is thoughtfully designed to facilitate a 360-degree lifestyle approach, integrating productive and reflective outdoor spaces that encourage exploration and engagement. The design features a cohesive material palette that reflects the school's identity and provides stunning vistas of the horticultural garden, ensuring that every element resonates with the surrounding landscape. Notably, equity for special education unit inclusion has been a priority, ensuring that all students can participate in the learning environment.

The flexible design promotes a multidisciplinary approach, allowing for seamless interactions among various learning streams. A central teacher preparation space enhances the functionality of the facility, supporting the active supervision of the garden and enabling teachers to guide students effectively. This commitment to student-centred learning is evident throughout the design, which strengthens existing curriculum activities through strategic planning and the use of circular design as a learning tool.

Furthermore, the project showcases a strong commitment to sustainability and environmental stewardship. Through ongoing monitoring of water and power usage, students are provided with valuable educational opportunities to learn about resource management and sustainable practices. The incorporation of these principles encourages a sense of responsibility and fosters a deeper understanding of the environment among students.

The VET kitchen, embraced by the landscape design, serves as a hub for skill development and encourages collaboration with the wider student community. This integration enhances the overall learning experience and promotes social connections among students. The outdoor learning spaces, frequently utilized by diverse disciplines, support the organic communal growth of the garden and facilitate collaborative participation opportunities.

Overall, the Frank Shirripa Food Technology and Horticulture Centre exemplifies how thoughtful architectural design can create vibrant, inclusive environments that support diverse learning pathways. The successful integration of this centre within the existing campus not only enhances educational opportunities but also strengthens the sense of community at Woodville High School.

This project is a worthy recipient of this award, celebrating its impact on student engagement, wellbeing, and environmental awareness. The Frank Shirripa Centre is not just a building; it is a transformative space that inspires students to appreciate the interconnectedness of education, nature, and community.

From the School:

“The Frank Schirripa Food Technology and Horticulture Centre successfully expanded upon and integrated with the existing school spaces providing the opportunity to meet the growing spatial and educational needs of Woodville High School. The new buildings embrace a modern innovative teaching philosophy which is student centred. Learning spaces are both formal and informal, promoting creativity and flexibility, and allowing for multiple purposes concurrently so that students may undertake a range of activities as individuals or groups”.