



# 2.

## Stages and Spaces

2.1 Baden Powell P–9 College—  
Tarneit Campus, Tarneit, Victoria

Appropriate learning spaces encourage student knowledge, skills and behaviours that define a successful learner.

2.2 Bendigo Education Plan, Bendigo  
South West 7–10 School, Bendigo, Victoria

The ages and stages of learning are outlined in the Victorian Essential Learning Standards (VELS). Designs should be informed by the changing needs of students throughout their stages of learning. Chapter 2 of this document provides examples of a variety of learning settings, planned and designed to suit the needs of individual learning communities.

2.3 Blair Street K–6 and 7–9 Schools,  
Broadmeadows, Victoria

2.4 Echuca 7–12 College, Echuca,  
Victoria

2.5 Laverton P–12 College, Laverton,  
Victoria

2.6 Point Lonsdale P–6 Primary  
School, Point Lonsdale, Victoria





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The design of this school reflects the use of interdisciplinary and multi-age learning settings. There are no science rooms and all of the other specialist spaces (except the central resource centre) have been incorporated in one building that has been carefully planned to offer extremely diverse education potential through the combination of spaces.

The upper floor incorporates flexible learning centres for Years 8 and 9. These flexible

learning centres utilise the area entitlements for three classrooms and incorporate Science facilities and Science preparation area, wet facilities, staff resources, storage and ICT resources including presentation spaces.

The plan of the buildings is deliberately established to avoid one large open rectangular space. The aim is to enable the space to work with common supervision but also provide opportunities for smaller groups

to operate without distracting other groups.

The specialist centre utilises area entitlements for Technology, Art, Home Economics, Music and Drama to create a highly flexible and mutually complementary space. The building is set up in a form that enables the music and drama room to be used as the stage for a larger theatre. When used in this format, art and graphics areas will become the body of the theatre. The technology space could be used as an

independent technology projects area but also provides potential for the construction of sets and other equipment relating to Performing Arts. The Home Economics room can be used as an independent room but also provides potential for providing hospitality to the theatre complex or other functions that may occur in the larger space. This concept of planning enables students to have far broader visions for particular projects of their specific interest.

### 2.1 Baden Powell P–9 College— Tarneit Campus, Tarneit, Victoria

Figure 2.1: Architect's perspective view of proposed buildings

(Source: Images and text courtesy of Brand Architects)

- Flexible learning spaces.
- Centralised hub building containing specialised spaces that can be adapted in size according to use demands.
- Courtyard arrangement of buildings – courtyard space acts as space for ceremony entry, covered circulation and hard play.



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### Baden Powell P–9 College—Tarneit Campus

Theme 1 Context of the Project	Theme 2 Educational Philosophy	Theme 3 Proposed Pedagogical Activities	Theme 4 Key Planning and Design Features
<p>Tarneit is a residential suburb in the City of Wyndham, south-west of Melbourne. Rapid growth is expected in this area and in response the school has been located on a site that will eventually become central to the whole community.</p> <p>The long-term enrolment of the school is approximately 625 students, the majority of which make up the primary cohort.</p> <p>Baden Powell P–9 College—Tarneit Campus will become a new school under the governance of the existing Derrimut Heath Primary School in Hoppers Crossing. To facilitate the design consultation process a Planning Committee that includes members of the Derrimut Heath school community and that of four other schools in the vicinity was established.</p> <p>Design is intended to reflect the school’s desire to encourage students to participate in the global community. Partnerships with the community are important to this pursuit as well as the intention to build stronger relationships with nearby government and non-government schools.</p>	<p>A constructivist approach will be adopted whereby student well-being becomes the highest priority. The school’s ethos is one of inclusivity where there is a direct relationship between enjoyment and academic engagement.</p> <p>ICT is seen as a fully integrated tool and not an entity in itself. ICT will play a pivotal role in activities focused on literacy and numeracy.</p> <p>The school wishes to facilitate interdisciplinary study by allowing students to move freely between specialist, individual and group learning spaces.</p> <p>Students will be grouped in multi-age learning settings, i.e. P–2, 3–4, 5–6 and 7–9, to increase interactive opportunities.</p> <p>Partnerships with the community will be encouraged through welcoming them into the school via public access points.</p> <p>Designs will be environmentally sustainable and maximise natural ventilation and light to ensure that student awareness of protecting their built and natural environment is increased.</p>	<p>Pedagogical activities will be based predominantly on collaborative, investigative and play-based learning. Emphasis is also placed on the ability to apply learning; connections to the local and broader communities will aid this pursuit as will evidence-based assessment in the form of interviews, rubrics and student-initiated performance reviews.</p> <p>Core knowledge, higher-order thinking, communication and social skills form the desired outcomes of these endeavours.</p> <p>Students will work individually as well as in small and large groups.</p> <p>Student well-being will be improved through the implementation of a pastoral care program.</p> <p>Teachers will work in pairs or teams to ensure the successful application of interdisciplinary methodology and provide flexibility in the number of students that are involved at one time.</p> <p>Student achievements will be shared with the broader community through buildings that enable the school community to demonstrate and celebrate their work.</p> <p>Nearby wetlands will be used to engage students in authentic studies using science and technology within a natural environment.</p>	<p>Resources and specialist facilities exist within the individual learning areas.</p> <p>Issues relating to pastoral care can be managed in private meeting and interview rooms.</p> <p>Two equal-sized open-plan modules of flexible learning spaces internally divided by operable walls.</p> <p>A story-telling area connects the more active project space to the group discussion space.</p> <p>Outdoor learning courtyards directly linked to group learning and project spaces.</p> <p>Wall shapes and sizes are varied creating a variety of learning spaces with the ability to enlarge and reduce areas to suit pedagogy.</p> <p>Visual and acoustic separation is provided without confining students or preventing large group work.</p>



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### Baden Powell P–9 College—Tarneit Campus

Figure 2.2: Architect’s Master Plan

(Source: Image courtesy of Brand Architects)



Junior School

Special Focus Learning

Senior School

Location: Tarneit, Victoria

Year Levels: P–9

Architect: Brand Architects

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Purpose built shelving with spaces for students to store their resources are used to divide the space. This has the additional benefit of students not having to leave the space to fetch resources that are used on a regular basis.

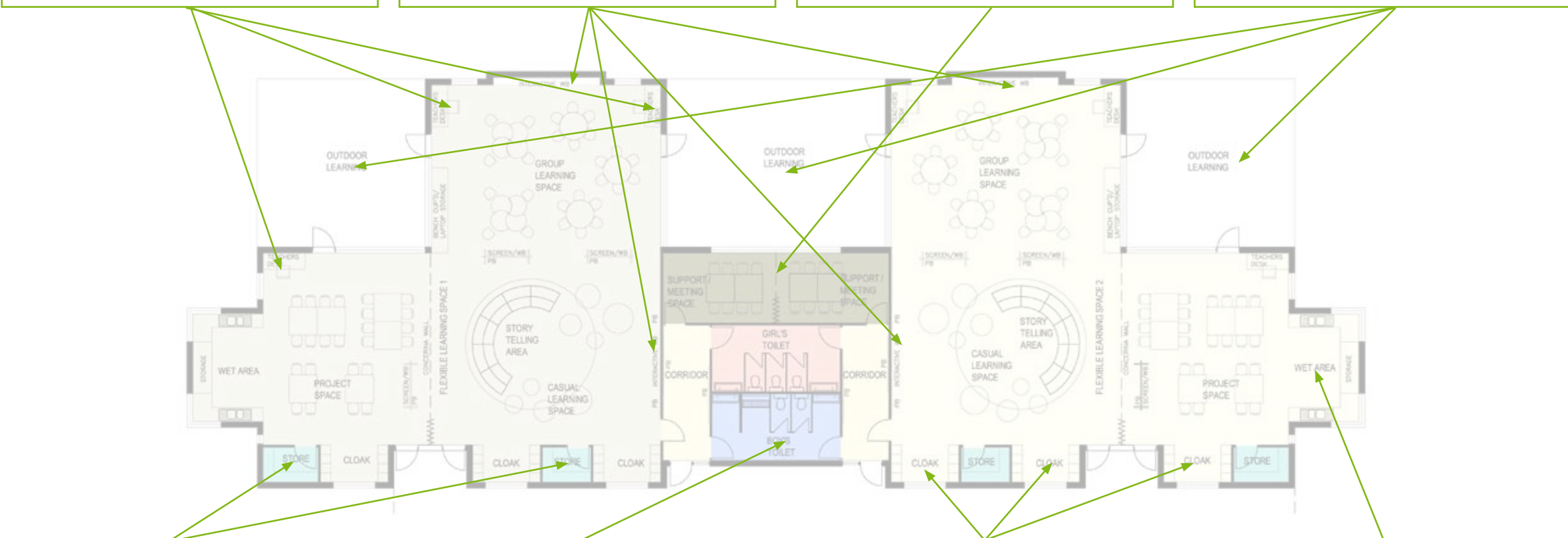
Teachers have workstations located within the learning space. Each has a desk, data points and shelving to ensure all resources are located within their space. The proximity of teacher workstations to students contributes to student safety and facilitates relationships between teachers and students. Each workstation is equipped with a lockable roller door for security purposes.

Interactive whiteboards and data projectors are permanent fixtures in each learning space. ICT is easily integrated into everyday learning. Each learning space has access to two interactive whiteboards and trolleys of notebook computers.

Space for planning, interviews, support staff and small group work. Features a retractable wall to adjust the size of space.

Teams of teachers decide how the learning spaces will be utilised.  
Space adapts easily for different learning requirements.  
Team teaching provides additional supervision and support for students.

Outdoor learning areas provide additional space for small groups that can be easily supervised from inside. The spaces could also be utilised for 'messy' work that cannot take place within the learning space. These spaces can provide students with a sense of independence and trust, whilst still being in visual contact with staff.



Large storage cupboards ensure resources are close at hand to minimise disruption.

Student toilets are located within the building for a sense of safety. These toilets are for use only by students belonging to the learning space.

Cloak space within the space provides security for student belongings and builds a sense of trust within each group. These spaces also provide potential nooks for small group learning.

Wet areas within the learning space enable small group activities which would usually occur in a specialist space to complement general learning and occur alongside the rest of the class.

All learning, with the exception of some specialist subjects, takes place here.  
An age-appropriate outdoor play area is located outside the space.  
Cathedral ceilings within the learning spaces are lined with acoustic material which absorbs much of the noise.  
Glass is built into the roof peaks for natural light in addition to the windows on all external walls.  
Tables are a mixture of rounds and half rounds for flexibility. These can be easily rearranged to suit particular activities and learning needs of students.

**Please note:** the facility design is the same on each side of the building. As a result, all students have access to the same resources and areas within their space despite each appearing different as a result of flexible furnishings which the teaching staff and students arrange according to their teaching and learning requirements and preferences.

### Baden Powell P–9 College—Tarneit Campus

Figure 2.3: Junior School floor plan

(Source: Image courtesy of Brand Architects)

- Two equal-sized open-plan modules of flexible learning spaces internally divided by operable walls.
- A story-telling area hinges the more active project space to the group discussion space.
- Outdoor learning courtyards directly linked to group learning and project spaces.

Location: Tarneit, Victoria

Year Levels: P–9

Architect: Brand Architects

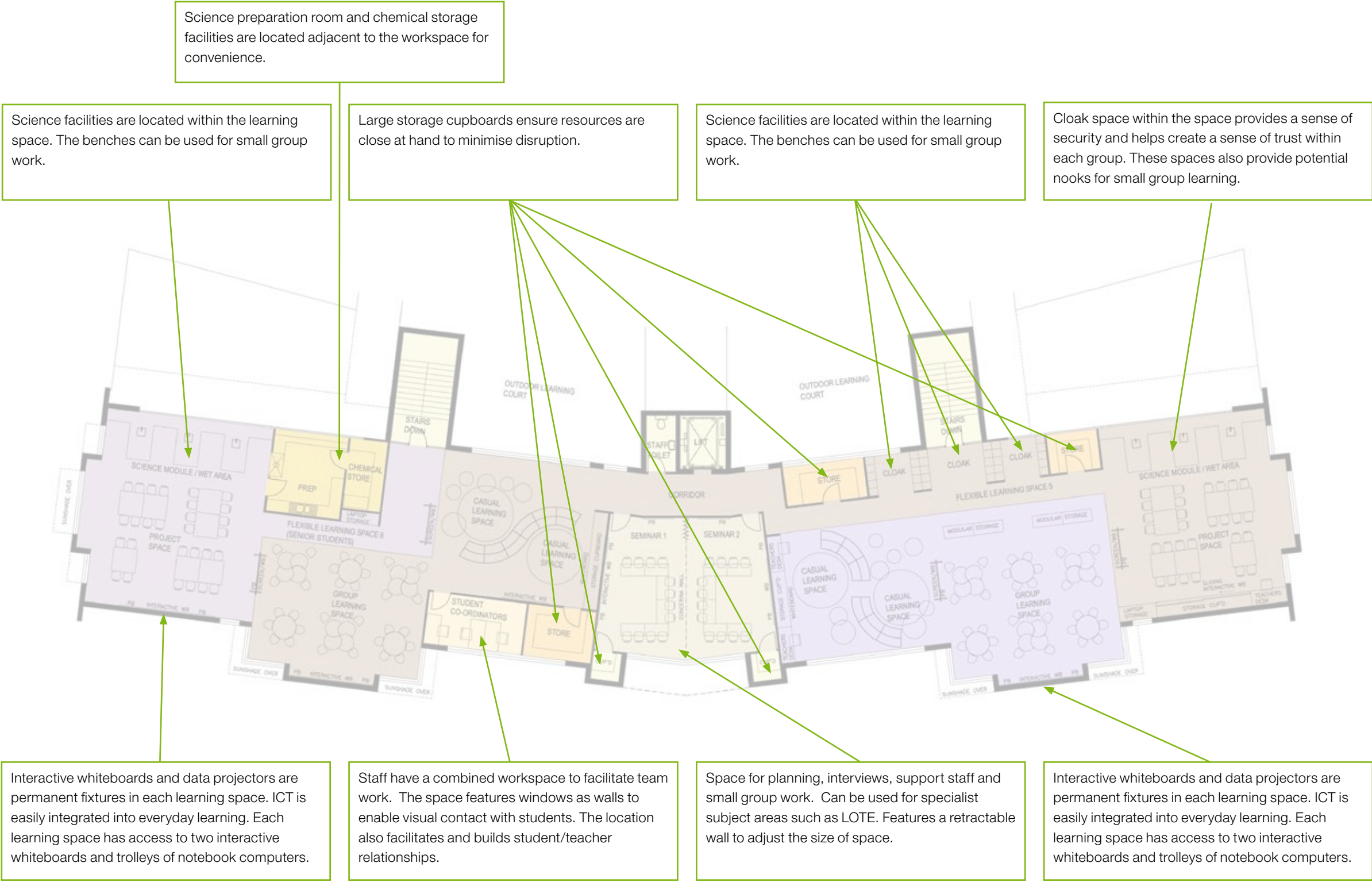


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### Baden Powell P–9 College—Tarneit Campus

Figure 2.4: Senior School ground floor plan  
(Source: Image courtesy of Brand Architects)



Location: Tarneit, Victoria

Year Levels: P–9

Architect: Brand Architects

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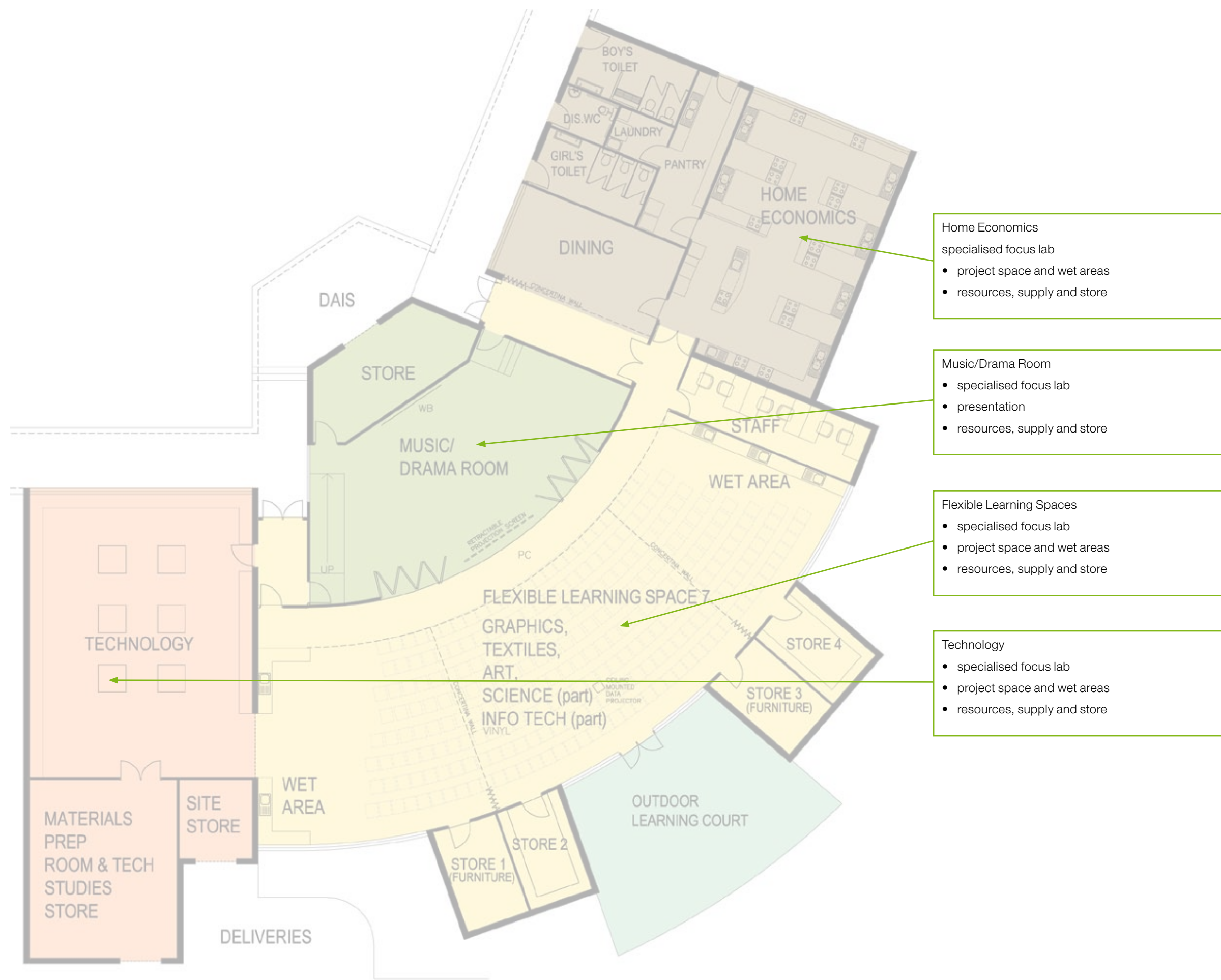
## STAGES AND SPACES

### Baden Powell P–9 College—Tarneit Campus

Figure 2.5: Floor plan of Technology, Music/Drama and Home Economics Building

(Source: Image courtesy of Brand Architects)

- Casual group learning spaces.
- Flexible seminar rooms.
- Specialised technology and art spaces can be adapted to support larger audiences for the performance space.
- Focus spaces are centralised in a discrete building.
- Outdoor learning courtyards directly linked to group learning and project spaces.



Location: Tarneit, Victoria

Year Levels: P–9

Architect: Brand Architects



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## STAGES AND SPACES

The new schools to be built at Kangaroo Flat and Weeroona form two of the four new schools to be constructed as part of the Bendigo Education Plan involving six secondary colleges.

The Bendigo Education Plan focuses on student engagement and interest in learning, attendance, retention and enhanced pathways as part of a city-wide plan to improve outcomes for all students in Bendigo.

The plan includes 39 recommendations to address these focal areas, one of which is the replacement of the current five 7–10 schools with

new schools and ‘that the regeneration of junior secondary schools in Bendigo is based on contemporary design principles that improve learning outcomes for students’.

For Bendigo this means four new schools will be built, giving secondary school students in the area access to the very best educational facilities through the creation of modern learning environments that inspire students to learn and transform schooling in the local area.

Under the Bendigo Education Plan, teaching and learning will be revolutionised with a clear focus

on more individualised learning as teachers adapt their teaching methods to meet the individual needs of students. In planning the new schools this focus on individualising learning has been used as the link between learning modes and spaces.

Both new schools are based on design principles that will create modern school buildings with flexible learning environments. These buildings will cater for a wide variety of teaching and learning approaches with design features to allow increased student access, use and ownership of the learning environment.

In the early stages of planning, the school communities developed the concept of four learning communities based on the themes ‘Think and Inquire’, ‘Performance’, ‘Design, Creativity, Technology’ and ‘Health and Fitness’ with each linked to a specialist area and surrounding a community green. This concept has formed the basis for the master planning for the new school.

### 2.2 Bendigo Education Plan, Bendigo South West 7–10 School, Bendigo, Victoria

Figure 2.6: Bendigo South West, architect’s site plan  
(Source: Hassell Architects)





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Bendigo Education Plan,  
Bendigo South West  
7–10 School, Bendigo,  
Victoria

Theme 1 Context of the Project	Theme 2 Educational Philosoph	Theme 3 Proposed Pedagogical Activities	Theme 4 Key Planning and Design Features
<p>The Bendigo Education Plan was developed to provide a whole-city approach to improving outcomes for all students in Bendigo’s secondary schools. The new school to be constructed on the Kangaroo Flat site is one of the two new schools resulting from the merger of Flora Hill, Golden Square and Kangaroo Flat Secondary Colleges. The Bendigo North East school will be a new school constructed on the existing Weeroona College site.</p> <p>The new schools are designed on a set of principles that will deliver improved student outcomes through the creation of learning environments that will allow flexibility in the methods of teaching and learning employed.</p>	<p>The ultimate aim is to ensure an individualised learning experience for each student. In this context the needs, interests and learning styles of students will be at the centre of learning. A commitment to lifelong learning, the provision of flexible learning environments and a range of educational pathways are keys to success.</p> <p>A key feature in the design of the new schools is the creation of learning neighbourhoods comprised of 100–150 students, each of which will cater for core curriculum classes. Small teams of teachers will provide home group tutoring to small groups of students in each neighbourhood.</p> <p>The establishment of learning neighbourhoods will be based on principles for sustainable improvement where the student is the centre of the educational process and where student engagement in and connection to learning is critical. The structures put in place will address the developmental needs of students to allow them to learn in different ways, in a variety of environments and provide an authentic choice of learning opportunities.</p> <p>The learning neighbourhoods will provide a safe, caring, and inviting environment that provides an educational experience that enables students to be active learners, to communicate effectively, to solve authentic problems competently, to think critically and creatively, to work in teams and to act responsibly.</p> <p>The Bendigo Education Plan recognises the importance of providing a learning environment that provides for ‘stage-related’ learning in addition to ‘age-related’ learning to specifically cater for individual development.</p> <p>The Bendigo Education Plan also strongly supports the professional learning of staff and the new schools will foster a culture where innovation and best-practice methodology are promoted in the new learning environments.</p>	<p>The program for all students will be delivered within a teaching and learning framework that provides for:</p> <ul style="list-style-type: none"> <li>• focused learning – where the necessary content, skills and processes for a discipline are explicitly taught</li> <li>• transdisciplinary learning – inquiry-based learning using more than one discipline to solve real-world questions or problems</li> <li>• negotiated learning – where learning is student-directed, involving choice for students in what they learn and how they learn it</li> <li>• community and workplace learning – where students engage in units of work that are developed and delivered by community organisations and workplaces in conjunction with schools.</li> </ul> <p>Teaching and learning will be supported through effective integration of ICT throughout the schools, including the Ultranet. ICT will be available to students anywhere, anytime.</p> <p>The spaces allow teacher teams to work flexibly with students so that both stage-related and age-related learning experiences occur. These teams will operate in both the learning neighbourhoods and in specialist areas.</p> <p>A variety of studios will be incorporated into the learning community spaces that are linked to methodology rather than subjects. ‘Da Vinci’ studios, for example, foster a sense of creativity for Art and Science.</p>	<p>There are four learning communities based on the themes ‘Think and Inquire’, ‘Performance’, ‘Design, Creativity, Technology’ and ‘Health and Fitness’ and each are linked to a specialist area and surround a community green.</p> <p>Each of the four spaces provides access to a variety of learning environments that are flexible and increase opportunity for team teaching and interdisciplinary activity. The buildings will cater for a wide variety of teaching and learning approaches.</p> <p>A range of engaging spaces are provided – studio classrooms for up to 25 students, design studios, tutorial rooms, meeting spaces for staff, students and community use; entrances as display areas for students’ work and other aesthetic elements such as art and sculpture.</p> <p>A home base is provided for each student to foster a sense of belonging and connectivity to school. These spaces will be linked to collaborative and break out spaces to support a range of teaching and learning activities including project-based and inquiry-based learning.</p> <p>Furniture will be used flexibly in a range of layouts to allow for varied activities and the creation of different learning environments.</p> <p>In each learning community, learning between indoors to outdoors is linked through learning terraces. This connection encourages positive relationships between students and their natural environment.</p> <p>Each learning community has interview spaces that can also be used as small break out spaces for 3–4 students.</p> <p>An e-learning environment will be created with hardware, software and networking that allows for learning within and beyond the classroom.</p> <p>The schools become iconic through architectural expression. A ‘ceremonial entrance’ contributes to an ethos of excellence and connects the wider community with the school. This connection is developed further through the provision of facilities that can be used by the community.</p>

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### Bendigo Education Plan, Bendigo South West 7–10 School, Bendigo, Victoria

Figure 2.7: Floor plan of ‘Think and Inquire’ building

(Source: Image courtesy Hassell Architecture)

- The Socratic discussion studio is used for focused learning: explicit teaching of knowledge and skills
- Teacher directed learning (eg. LOTE)
- Students could view videos in this space
- This can be opened to become a larger space for presentations / assembly for a larger number of students
- Space enables whole group conferencing

- Space to connect learning to the outdoors
- Students could practice performances in this space

- Space for parent/student/teacher discussions or small focussed activities for small numbers of students
- Spaces could be used for student led conferences (parent, student and advisor)
- Interview space
- Students could meet in these spaces with VET providers

- Space for quiet / reading / reflection / personal work

- Fold out screens/display spaces

- The Neighbourhood zone enables a range of different activities and furniture configurations to create nooks and crannies
- Teachers working with a group of 4-5 students or have focused teaching for a larger group
- Provides a home base for students
- Space builds a sense of ownership, belonging, family like atmosphere and safety for students
- Teachers could work intensively one-on-one with a student or students can work autonomously
- ICT available for student use – wireless and fixed PC configurations
- Space could accommodate multi age groups of students based on their stage of learning

- Small group of core teachers will operate as a team taking individual and collective responsibility for the neighbourhood students.
- Benefits for teachers of working with and learning from each other
- Students and teachers can rearrange furniture to suit a range of learning activities - students can sit / work on floor with other students
- Teachers and students can work together to develop a sense of community
- Areas for collaborative group work / small group collaboration

- Toilets are located within neighbourhood learning areas and not centrally located

- Flexible ICT access is provided in the Einstein Space

- Breakout space for students in small groups
- Students present to each other (peer presentation, assessment, negotiated learning)

- Da Vinci Art and Science Centre provides a connection to outdoor space for project activities

- Neighbourhood staff space enables teachers to meet, plan and learn together
- Students can meet with advisors
- Students know where teachers are and can access them quickly
- Enables teachers and students to establish informal relationships
- Teachers are a part of the learning neighbourhood

- Wet areas in neighbourhoods mean that students can participate in a larger range of activities without having to go to a specialist space

- Specialist Arts and Science studio
- Flexibility to have transdisciplinary connections between Art and Science
- Cross age tutoring can occur, thereby developing a range of student skills
- Project space
- Focused learning of Arts and Science

Location: Kangaroo Flat, Bendigo, Victoria

Year Levels: 7–10

Architect: Hassell Architects



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These schools are being developed as a part of the Broadmeadows Regeneration Project.

The plans demonstrate the creation of a learning community, but with a degree of separation required in the middle years.

Each learning community contains a range of learning spaces that support project and inquiry-based learning.

A range of specialist facilities are available, some of which are shared facilities that can also accommodate community activities.

Each learning community has access to its own facilities such as cafés, wet areas and outdoor learning, thereby enhancing the sense of belonging that is critical to the early and middle years. This does not, however, detract from the overall concept, which embodies a sense of unity and the shared learning experience for all students.

### 2.3 Blair Street K–6 and 7–9 Schools, Broadmeadows, Victoria

Figure 2.8: Architect's proposed Master Plan

(Source: Image courtesy of Kneeler Design)



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### Blair Street K–6 and 7–9 Schools

Theme 1 Context of the Project	Theme 2 Educational Philosophy	Theme 3 Proposed Pedagogical Activities	Theme 4 Key Planning and Design Features
<p>The Broadmeadows Regeneration Project provides a vision for 21st Century Schooling to occur in the disadvantaged Broadmeadows community.</p> <p>School retention levels are poor and there is a significant ongoing decline in enrolments as well as substantial leakage of students to other government schools outside the area.</p> <p>Literacy results are well below the state mean. This is, in part, a consequence of the high number of immigrant families in the Broadmeadows area whose children comprise much of the Languages Other than English (LOTE) component.</p>	<p>The educational philosophy is predominantly focused on inclusivity and the creation of positive learning experiences within a multicultural setting. VELS, PoLT, Best Start and Habits of Mind are the contributing initiatives/frameworks in the Blair learning community.</p> <p>A holistic approach will be adopted through the provision of facilities and learning settings in which students can engage in a range of pedagogical approaches to learning that support the key learning goals of literacy, numeracy and curiosity.</p> <p>Personal and social constructivist methodologies most effective to the work with disadvantaged students will be promoted.</p> <p>Curriculum is to be applied in age-appropriate settings and collaborative learning will occur in parallel to individual development.</p> <p>These methodologies will be supported by the integration of ICT throughout the school.</p> <p>The effectiveness of new school infrastructure will be supported through professional development and an increase in professional opportunity, thereby enhancing staff performance and culture.</p>	<p>Team teaching and cross-curricular studies will be an important aspect of the proposed pedagogical activities. This is required in order to effectively facilitate problem, project and inquiry-based learning, pedagogies that reflect constructivist perspectives and support learners in the disadvantaged setting.</p> <p>An increase in collaborative and social/informal spaces will be used to encourage interaction and assist in the construction and sharing of knowledge and the appreciation of diversity.</p> <p>Curriculum in the Preparatory Year will be play based.</p> <p>Students and teachers will be provided with stronger links to the outdoors to promote healthy relationships with the natural environment and authenticate learning.</p> <p>ICT will be more thoroughly integrated into teaching and learning practice through ease of access and improvements such as Ultranet and VicSmart.</p>	<p>Each of the Learning Communities comprises four main open areas with links to a café, wet areas, performance spaces and the outdoors. The spaces are flexible and can be manipulated through the use of furniture.</p> <p>There is a dedicated collaborative space for group and project work in the form of an ‘Einstein’ studio. These spaces are informal and welcoming with vast display potential.</p> <p>The Preparatory space is self-contained with low furniture and mobile storage. The indoor learning space is linked to a secure outdoor learning space. There is opportunity for guided interaction with other year levels in the shared spaces.</p> <p>A Music and Dance Studio is present in the Years 5–6 Learning Community. This space includes preparation and storage areas and links to the outdoors.</p> <p>‘Da Vinci’ studios are present in all other year levels and are used mainly for Art and Science. These spaces can be divided to accommodate two groups and outdoor links, preparation and storage spaces are included. In most cases it is possible to open up Da Vinci studios into the Einstein studios.</p> <p>These elements are reflected in the middle years, 7 and 8.</p> <p>In the Year 9 Learning Community, individual workstations are introduced as learning becomes more self-directed.</p> <p>The primary and middle years share: a multipurpose hall that is linked to an outdoor amphitheatre; a Global Learning Centre with conference room, café and Food Technology facility; production centres that are specially equipped for studies of technology such as Robotics and Multimedia; a health and fitness facility; and administrative spaces.</p>



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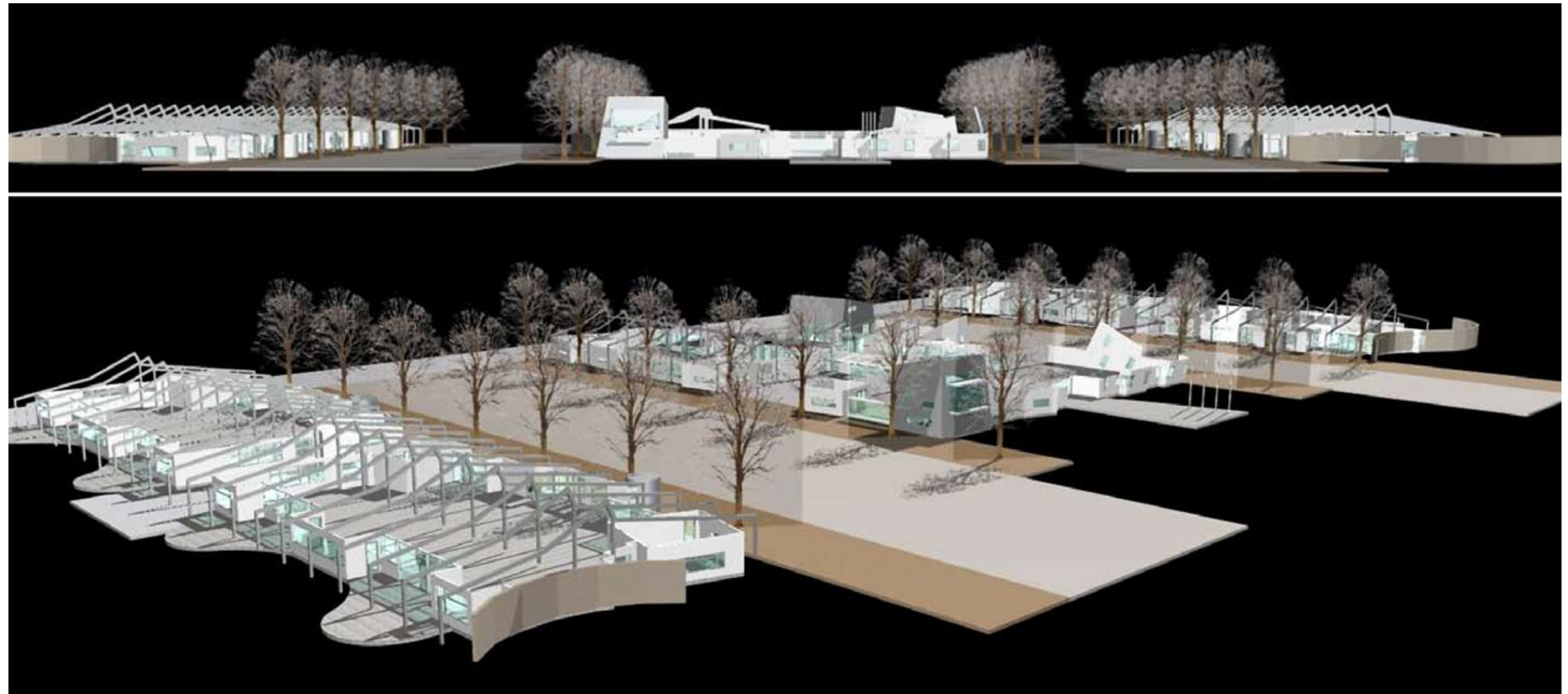


Figure 2.9

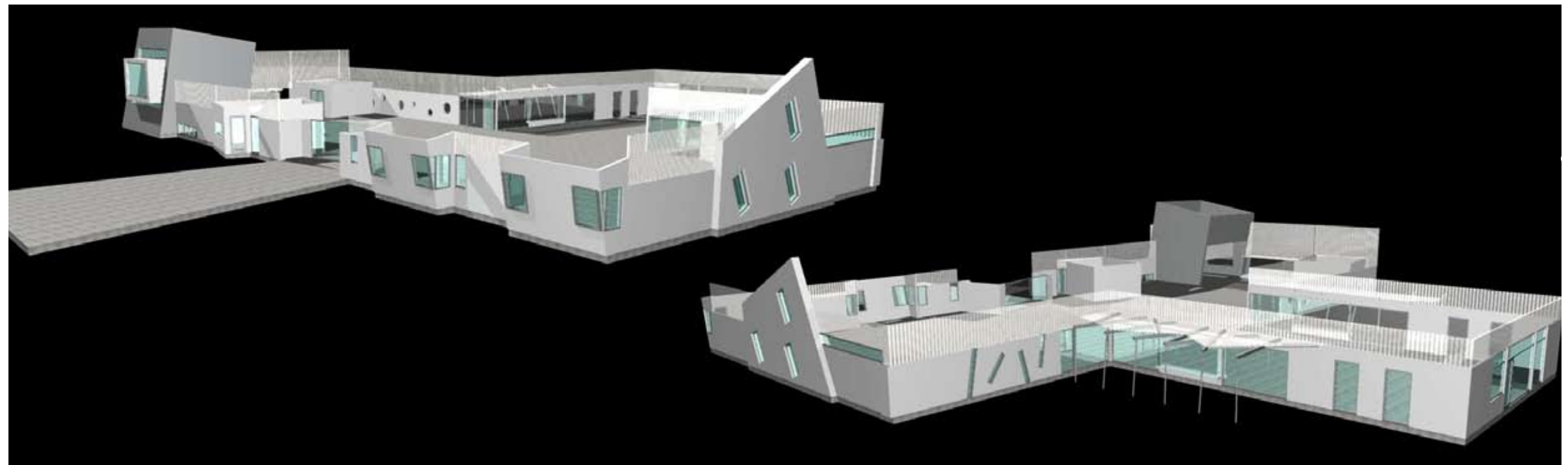


Figure 2.10

### Blair Street K–6 and 7–9 Schools

Figure 2.9: Master Plan Perspective

Figure 2.10: Administration and Cafe Perspective

(Source: Image courtesy of Kneeler Design)

- The school provides nominated community-use stores for music and sports equipment. Music rooms and sport facilities are shared with the community.

Location: Broadmeadows, Victoria

Year Levels: K–6 and 7–9

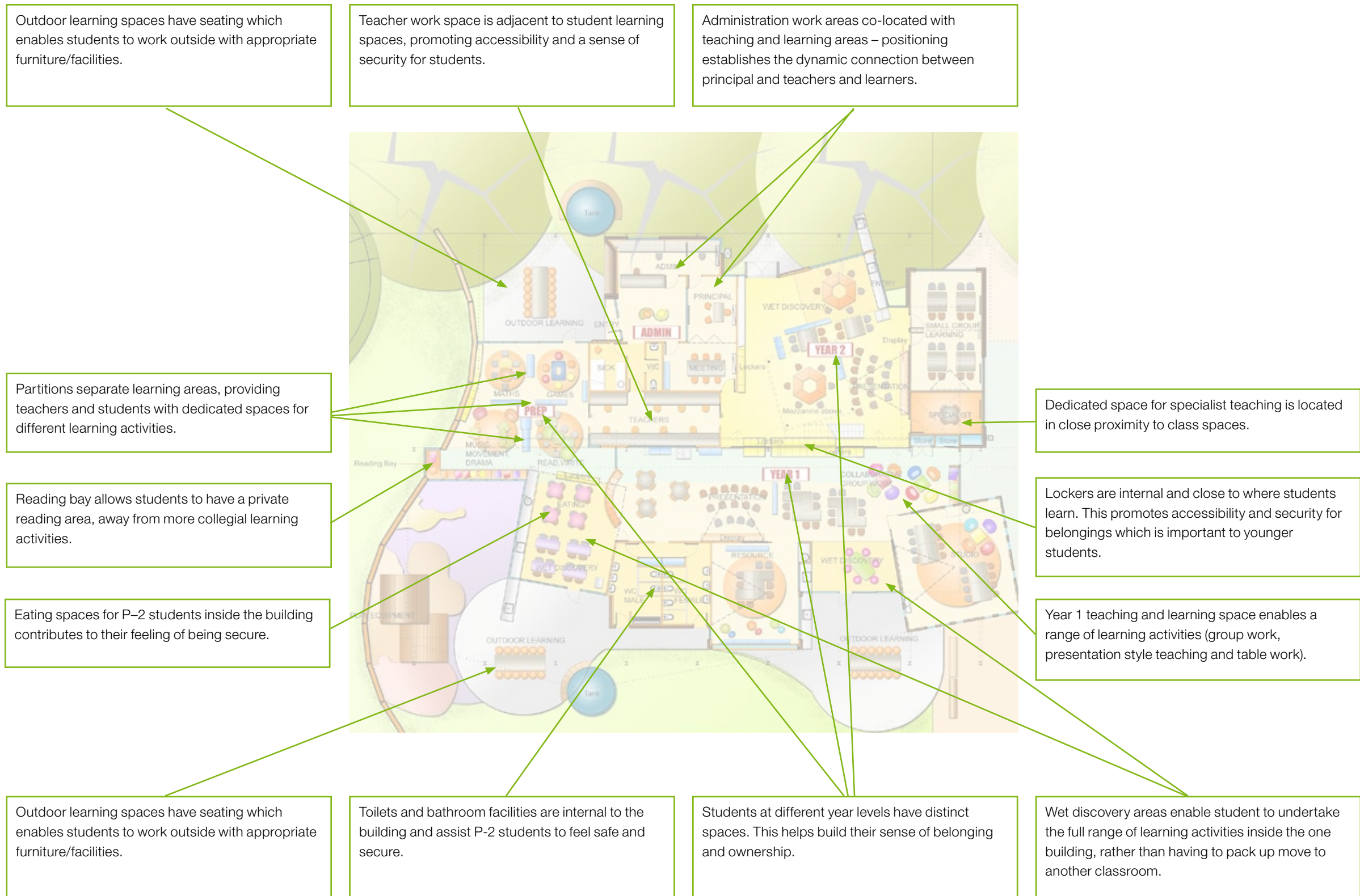
Architect: Kneeler Design

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### Blair Street K–6 and 7–9 Schools

Figure 2.11: P–2 Plan  
(Source: Image courtesy of Kneeler Design)



Location: Broadmeadows, Victoria

Year Levels: K–6 and 7–9

Architect: Kneeler Design



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### Blair Street K–6 and 7–9 Schools

Figure 2.12: Administration and Cafe Plan

(Source: Image courtesy of Kneeler Design)

Plaza Entry Gallery provides a welcoming open area for parents and visitors – conveys a powerful ‘symbolic’ statement of welcome and inclusiveness.

By locating the Music Drama area, theatre, performance space, kitchen and garden in a central position the school can open these areas to parents and the wider community for use.

Vegetable garden and wetlands catchment enables students to undertake a more diverse and stimulating range of learning activities. These areas enable students to actively engage with the environment as part of the learning.



Provision of small group meeting spaces, conference room, meeting/prayer room recognises the full range of collegiate and individual activities which occur in a learning community (professional learning, meetings with parents, learning area meetings, interviews, School Support Service Officer (SSSO) meetings with parent/students.

Music Drama area provides dedicated spaces for different Music and Drama learning activities, including linkages to the outdoors and a theatre and outdoor performance space.

Kids kitchen enables students to learn about food handling, preparation, nutrition and healthy eating. The kitchen is located close to the vegetable garden enabling students to prepare and provide food they have grown themselves.

Location: Broadmeadows, Victoria
Year Levels: K–6 and 7–9
Architect: Kneeler Design

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### Blair Street K–6 and 7–9 Schools

Figure 2.13: Cross section and elevations of P–6 Building  
(Source: Image courtesy of Kneeler Design)

Figure 2.14: Cross section of secondary school  
(Source: Image courtesy of Kneeler Design)

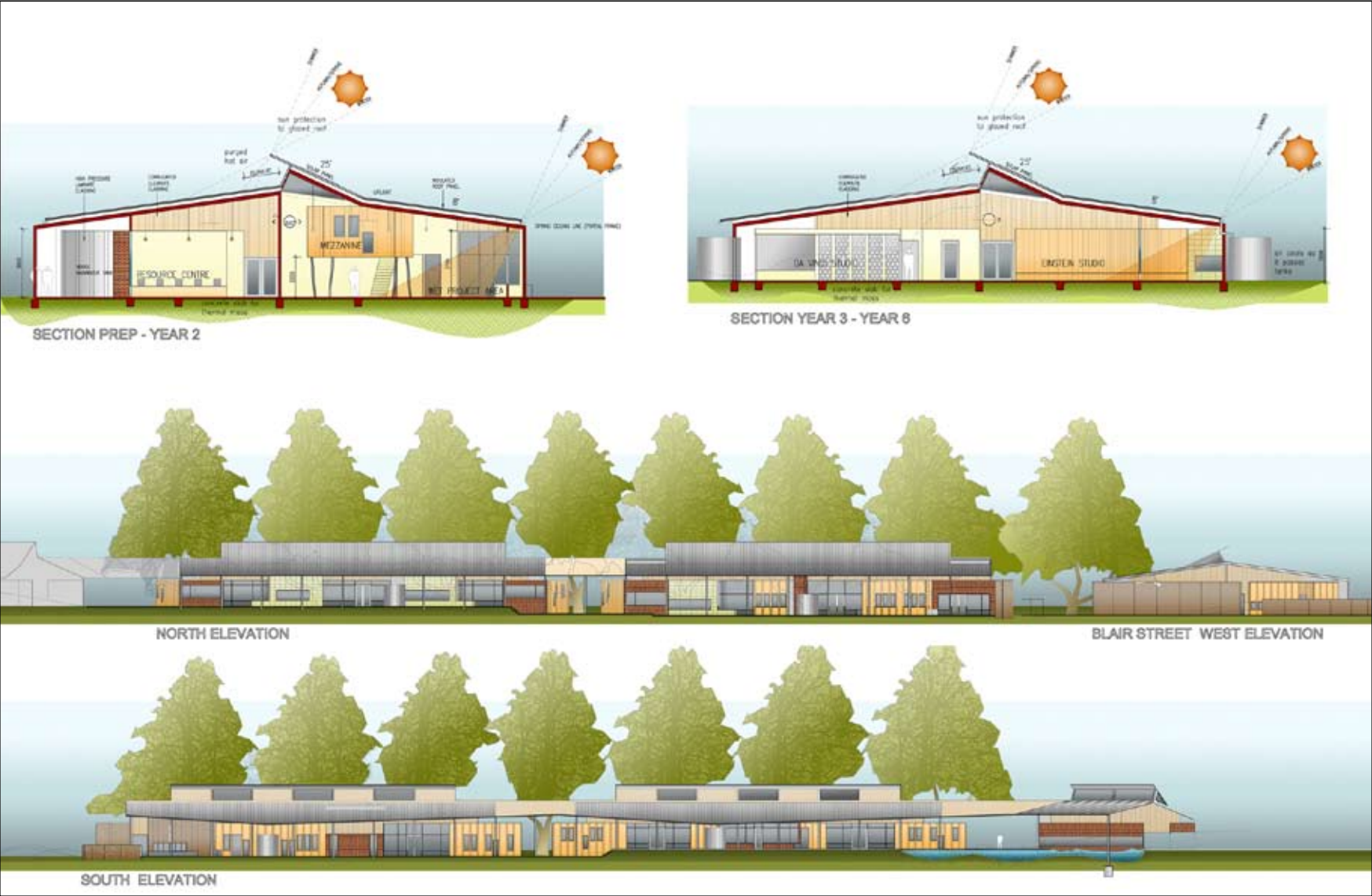


Figure 2.13

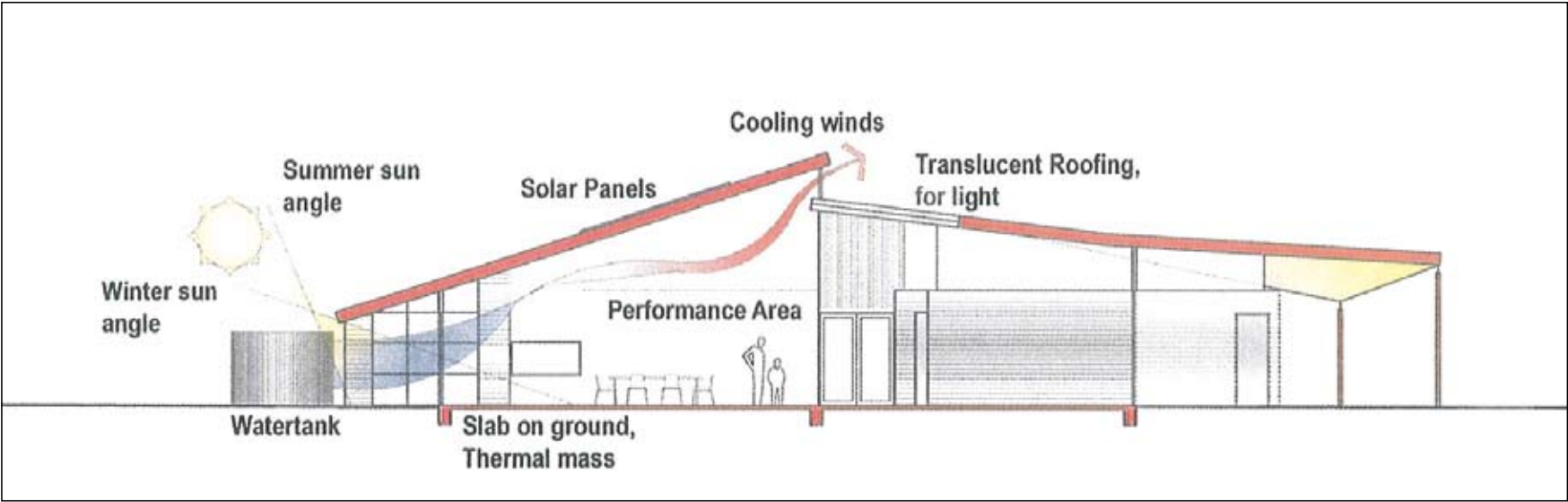


Figure 2.14

Location: Broadmeadows, Victoria

Year Levels: K–6 and 7–9

Architect: Kneeler Design



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Echuca College has been established from the two former Echuca secondary schools, Echuca High School and Echuca Secondary College. Echuca College serves the townships of Echuca and Moama and the surroundings areas.

Echuca College has a keen desire to develop positive learning outcomes for all students and to provide a strong sense of student well-being. The redevelopment of facilities will enhance the broadening of future

pathways for all students as well as benefit the community.

The new school provides age-appropriate learning settings in four distinctive clusters. Each cluster includes an outdoor learning area as well as a variety of learning settings: interactive, collaborative and reflective areas. Design responses include the provision of outstanding specialist facilities that provide extensive opportunities for authentic learning experiences.

Specialist spaces are not restricted to any one learning environment. Each specialist educational program has access to a variety of learning settings that will best facilitate particular methodologies, including links to outdoor learning spaces.

Inclusive community and final community consultation was a crucial part of the design process.

### 2.4 Echuca 7–12 College, Echuca, Victoria

Figure 2.15: Architect’s proposed Master Plan  
(Source: Image courtesy of Patrick Architects)

- The new school provides age-appropriate learning settings in four distinctive clusters.
- Each cluster includes an outdoor learning area as well as a variety of learning settings: interactive, collaborative and reflective areas.
- Intensive community and final-user consultation was a crucial part of the design process.





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### Echuca 7–12 College

Theme 1 Context of the Project	Theme 2 Educational Philosophy	Theme 3 Proposed Pedagogical Activities	Theme 4 Key Planning and Design Features
<p>Echuca and Moama is a border community of approximately 15,000 people and is located on the Murray River 200 kilometres north of Melbourne on the Victorian and New South Wales border. Within the community there are six providers of secondary education – Echuca College (state system), St Josephs College (Catholic Education system), Moama Anglican Grammar and River City Christian College (private system), Bendigo Regional Institute of TAFE (General Certificate of Education and VCAL) and Campaspe College of Adult Education.</p> <p>Echuca College commenced after ESC and EHS completed a review of the provision of state secondary education in Echuca. The two schools decided that in coming together Echuca College would create greater opportunities for students through a broader curriculum, improved learning and teaching practices, enhanced well-being support and increased pathways opportunities.</p> <p>The move forward to redevelop facilities began and encompassed two stages which include several phases within each stage. The Leading Schools Fund also enabled Echuca College to launch an Effective Learning Project using an action research model to specifically further develop learning and teaching practices and examine different modes of delivery.</p> <p>Echuca College will be housed on one site when all facilities at College Drive are completed. These educational facilities will cater for the school’s long term enrolment of approximately 1100 students.</p>	<p>Echuca College is focused on providing students with a broad and comprehensive curriculum that is designed to meet student learning needs and challenge them to reach their full potential. Personal best for students in all school aspects is desirable. The college acknowledges the broad range of clientele that make up its student community.</p> <p>During the development of the Education Specification, the Planning Committee identified the importance of creating an environment that is welcoming, safe and secure, enhances student self-esteem and confidence, and provides facilities that support the student welfare structures that will be in place.</p> <p>Using the data from the previous Echuca schools, decisions were taken to lead the development of programs to enhance students’ connectedness to school and build relationships between students and teachers in order to promote a sense of belonging. Ownership of facility and connectedness to the learning neighbourhoods for students will be developed through a teaching team approach for planning and delivery of curriculum. This is vital for students and teachers.</p> <p>Areas will be provided throughout the school for the promotion of students’ academic, sporting, recreational and/or personal achievements. Community involvement is paramount.</p>	<p>A number of learning neighbourhood environments have been created, providing students with a sense of belonging that will continue during their time at the school and facilitate the development of Professional Learning Teams of teachers at each year level.</p> <p>The development of flexible learning spaces will cater for a variety of teaching and learning styles, and are capable of responding to current and future student educational priorities and choices.</p> <p>The Victorian Essential Learning Standards strands, domains and dimensions will be unpacked and will form the basis for powerful learning experiences to support and enhance the education of the whole student.</p> <p>ICT will be embedded into all possible learning opportunities.</p> <p>The possible future development of school-funded or joint-use facilities that supplement the school’s core education facilities in a manner that improves student outcomes while at the same time maximising the opportunity for these facilities to be used by the community.</p> <p>Separate and distinct areas will be provided for student well-being support shared or accessed by students across all year levels (Koorie educators, school chaplains, school nurses, career advisors, etc.).</p>	<p>The neighbourhoods are flexible learning spaces that can be adapted to the appropriate modality for authentic learning experiences. These experiences can be individual, small or large groups as well as provide the opportunity to move between these seamlessly.</p> <p>Formal and informal outdoor spaces link facilities, providing alternative learning spaces, opportunity for authentic learning experiences and connections with nature.</p> <p>Specialist facilities are provided for discipline-based domains including the Arts and Science and also aspects of the Design, Creativity and Technology domain. The Resource Centre redevelopment will further enhance it as an integral contributor to the learning for Echuca College students.</p> <p>ICT provision will be included as a key design element for consideration within the facilities redevelopment.</p> <p>Staff areas will have visible connections to student work areas. Staff areas have been developed to enhance opportunities for the development of team work.</p>



# 2

## STAGES AND SPACES

### Echuca 7–12 College

#### Figure 2.16: Echuca College – Year 8 Learning Neighbourhood

(Source: Image courtesy of Patrick Architects)

##### Student focus:

- each student is 'part' of a neighbourhood and as such, 60% their time is spent within this space. This creates a sense of home and ownership of the space.
- portable lockers are within the neighbourhood – located within mobile purpose built shelving which has a place for their bag and a tub for books etc. and they no longer have to carry bags around.
- timetables are displayed close to the storage units.

Project time – this space is kept vacant for use by groups of 4 students.

Fixed Smart board and projectors used as a staff resource and also by groups of students for presentations and everyday learning.

There are two distinct cohorts of students within the space.

As an alternative to separate locker rooms, mobile shelving is placed around the neighbourhood with a space for each student to house their bag and a box containing the resources required on a daily basis. Timetables are displayed by these units.

The timetable changes within the neighbourhood depending on the program – the teachers have a semester plan and decide each week what their teaching and learning plan requires and then they plan the timetable around this – it may be workshops, singles or doubles, sharing of space and time, whole neighbourhood on same task or project time.

Students will design and build furniture for the outdoor learning area/courtyard – an example of practical and authentic learning.

Doors to outdoor learning spaces.

A retractable wall provides flexibility of space.

Staff areas are incorporated into the learning space. This helps communication and the development of team working relationships. Resources are close at hand which minimises time out of class and classes can start on time. Staff are easily accessible to students, the windows ensure visual contact between students and teachers.

Furniture arrangement within the neighbourhood is dictated by the nature of the task and the furniture is easy to move.

Workshops provide visibility – everyone can see each others classes which assists with student/classroom management and helps to develop relationships.

Management of students is easier as they all enter and exit from one door within the neighbourhood.



Fixed Smart board and projectors used as a staff resource and also by groups of students for presentations and everyday learning.

A retractable wall provides flexibility of space.

##### Informal Area

- Drop down screens are built into each of the informal learning areas.
- Students often start in the informal space and then move into other spaces.
- Seating arrangements are easily altered, from small to larger groups and visa versa.
- Areas are utilised for after school professional development.
- Parent teacher interviews take place in the informal area – this increases the number of teachers each parent sees.
- Used for morning tea for staff
- Provides a space for additional contact with aides.
- A breakfast program is run on specific mornings of the week – builds on relationships between students and staff.

Multimedia room containing 14 desktop computers.

Room can be booked by whole classes or small groups.

Mobile 'Cows' (computers on wheels) containing laptops can also be booked.

The neighbourhood provides teachers with the opportunity to observe each other and learn from each other.

Financial support from the successful Leading Schools Fund submission enabled the school to have an additional member of the team (5 staff). The additional staff provide flexibility to support and work with students with different levels of skill.

Location: Echuca, Victoria

Year Levels: 7–12

Architect: Patrick Architects



# 2

## STAGES AND SPACES

Laverton Plains Primary School, Laverton Primary School and Laverton Secondary College will be amalgamated into one P-12 facility.

Stronger links to community and industry are the desired outcomes. Students are to be supported in their pursuit of pathways through the provision of specialist facilities to be used from a much earlier stage of learning.

Design concepts will break from the traditional to update conceptions of schooling for students and their families. This will occur predominantly through an increase in collaborative learning spaces and access to the outdoors, as well as access to pooled community resources.

Specialist facilities include a commercial kitchen, a prime example of the way in which specialist spaces can reflect a tertiary and professional environment.

## 2.5 Laverton P-12 College, Laverton, Victoria

Figure 2.17: Locality plan  
(Source: Image courtesy of Patrick Architects)





# 2

## STAGES AND SPACES



### Laverton P–12 College

- Existing schools in community have been amalgamated.
- Links to community and industry.
- Specialist facilities reflect tertiary and professional environments.

Theme 1 Context of the Project	Theme 2 Educational Philosophy	Theme 3 Proposed Pedagogical Activities	Theme 4 Key Planning and Design Features
<p>The community of Laverton was once served by two primary schools and one secondary school until the decision was made to amalgamate the three facilities.</p> <p>The decision was in response to a decline in student enrolment and unsatisfactory student outcomes. Attention needed to be directed towards enhanced options and resources in the post-compulsory schooling years.</p> <p>The new P–12 college, located on the site of the secondary school, was proposed to build stronger relationships with other senior campuses and the Laverton Community Centre in order to increase the range of educational programs being offered and improve future pathways.</p> <p>The desired outcome for the amalgamated schools is to direct all community resources into the one facility, ensuring an improved educational experience for all students attending this school.</p>	<p>The proposed site has strong links to the community and provides civic facilities such as sporting and recreation areas and a community garden. It is proposed that the new facility will provide stronger community and tertiary links to ensure future pathways, the skills for which will be developed through a broader range of specialist programs.</p> <p>Effective transitions between year levels will be made easier through the implementation of a consistent school-wide curriculum. Specialist activities will be accessed from a younger age to encourage familiarity with the available opportunities.</p> <p>Current learning environments are not conducive to student-centred approaches or collaborative learning. In order to re-engage students and create more effective and positive learning experiences, new learning environments should support modern pedagogical practice.</p> <p>Students should be provided with opportunities to explore a variety of intelligences from a younger age to assist in and strengthen their development of future pathways. The inclusion of specialist facilities that closely reflect the tertiary and working environment will provide more authentic learning experiences that ensure smoother post-compulsory schooling transitions.</p>	<p>Primary students will have access to a broader range of specialist facilities including music and performing arts. Literacy will be improved through the provision of more intensive library programs and an improved Reading Recovery program.</p> <p>All students will be supported in their learning by readily available and improved ICT.</p> <p>Specialist facilities focusing on their use will be provided, including facilities for the study of advanced technologies such as Robotics.</p> <p>A constructivist approach will be adopted, whereby student-centred learning influences the curriculum and collaborative and self-directed learning is increased.</p> <p>Opportunities for team teaching and interdisciplinary activity will be improved.</p>	<p>Four learning communities will be located around the 'College Place', thereby creating a sense of unity within the school and providing opportunities for interaction across year levels.</p> <p>Opportunities for outdoor learning are provided in each of the learning communities. These outdoor spaces are not restricted to a particular subject area, but rather alternative spaces for a variety of methodologies. An internal courtyard provides natural light and ventilation to the surrounding spaces.</p> <p>The learning community is zoned to encourage appropriate behaviours and acoustics. Wet areas and collaborative spaces are separated, either spatially or using screening devices, from reflective spaces.</p> <p>A shared specialist facility houses a multifunctional performance space and a Food Technology facility. The latter has access to a commercial kitchen and café to provide authentic learning in subject areas such as Hospitality.</p>



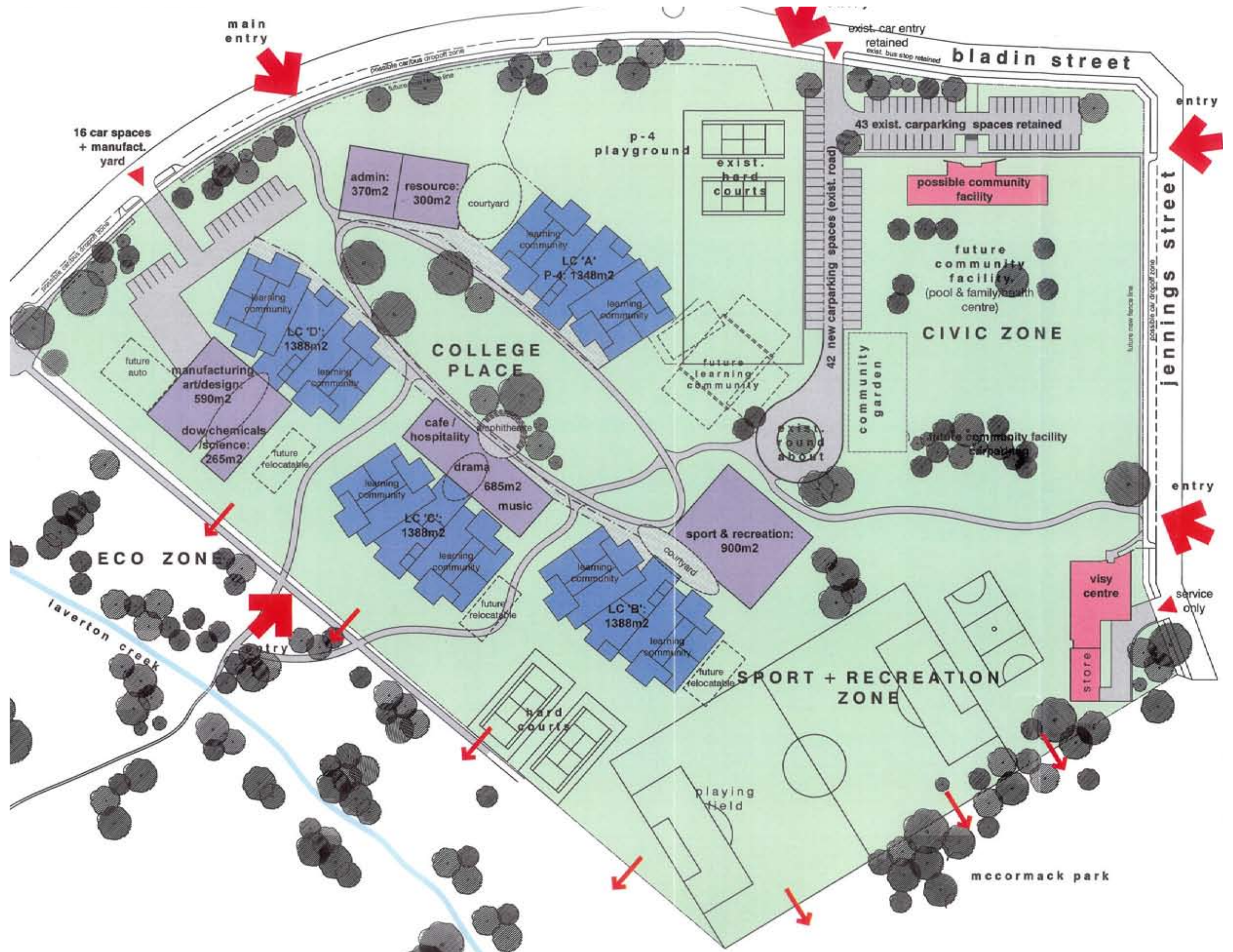
# 2

## STAGES AND SPACES

### Laverton P-12 College

Figure 2.18: Master Plan

(Source: Image courtesy of Patrick Architects)



Location: Laverton, Victoria

Year Levels: P-12

Architect: Patrick Architects



# 2

## STAGES AND SPACES

### Laverton P-12 College

#### Figure 2.19: P-4 learning community

(Source: Image courtesy of Patrick Architects)

- Wet Area supports provision of integrated curriculum

- Enables students to access and utilise the outdoor learning space safely under supervision

- Professional Learning could occur in this area
- Prep-4 teaching team could meet in this space

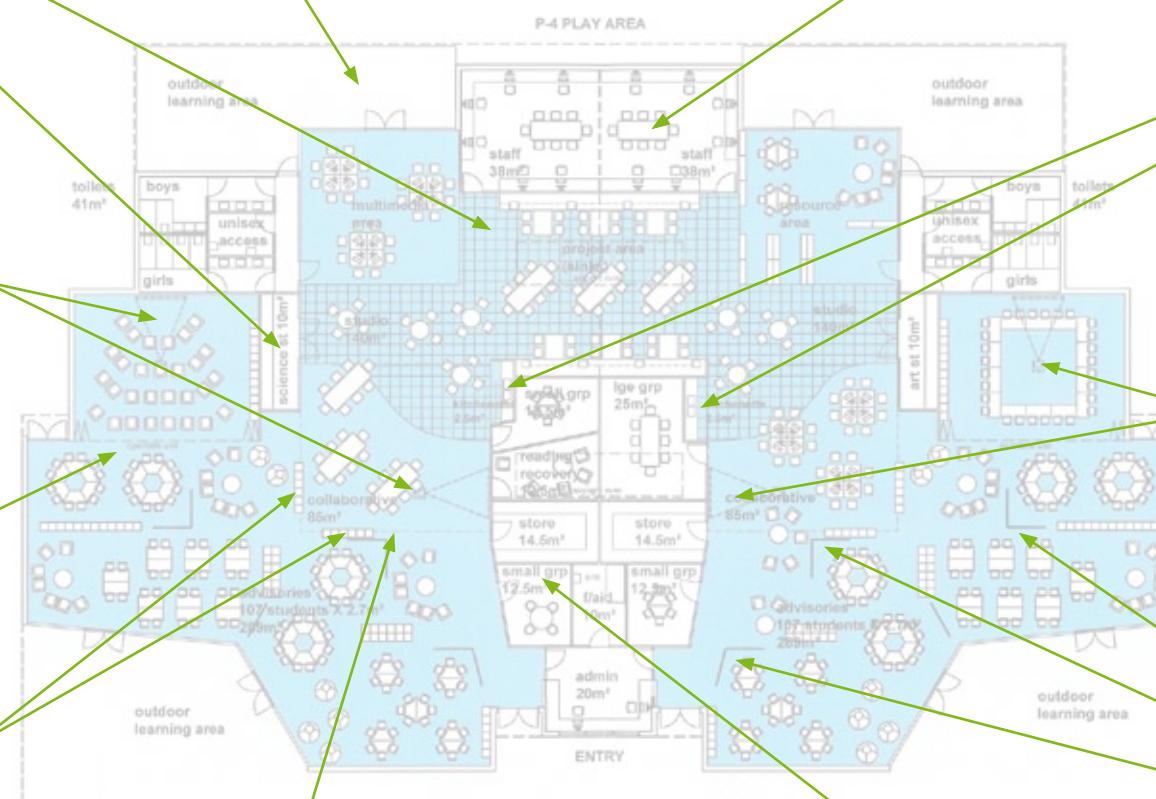
- Kitchenette could be used to establish a breakfast club accessed by students and staff

- Spatial arrangement supports integrated curriculum (ie, Arts / Science / Multimedia / Reading Recovery) approaches

- Presentation area with data show and screens are permanently available, could also include interactive whiteboards, enabling ease of use and access by teachers and students

- A range of different spaces exist within the larger area to cater for different types of learning
- Furniture configuration flexible and can be altered as needed

- Student storage – enables security of student property and avoids having traditional locker rooms or lockers in corridors



- Open design creates a sense of connected learning space with one space flowing into another. A contrast to traditional 'learning boxes'

- Small group learning / withdrawal spaces can be used as breakout areas for teachers and students

- Removing partitions enables the creation of distinct spaces within the larger area, providing teachers and students with flexibility

Location: Laverton, Victoria

Year Levels: P-12

Architect: Patrick Architects



# 2

## STAGES AND SPACES

Point Lonsdale Primary School is located on the Bellarine Peninsula. This small school has adopted the Tribes pedagogy and in doing so has demonstrated a commitment to innovative pedagogy.

Similarly, the theme with which the school community and the design team worked throughout the design phase, was to create a facility for the 'students' future'.

The language developed by the school community to ensure the effective

implementation of the Tribes process was easily transferred into the language of design, creating a fluent dialogue between pedagogy and space. The resulting designs were clearly connected to intended pedagogical practice.

As the size of the school is quite small, it was possible to create a united learning community where facilities and learning experiences can be shared across all year levels.

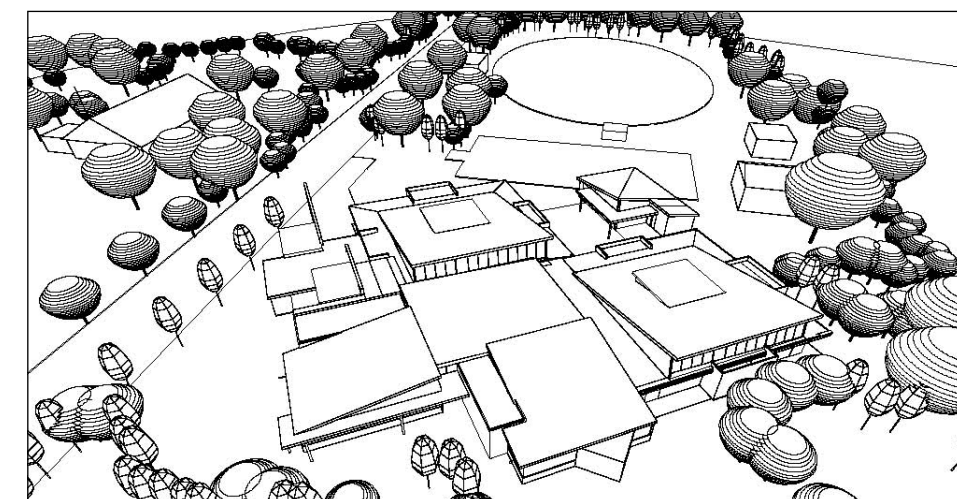


Figure 2.20

## 2.6 Point Lonsdale P-6 Primary School, Point Lonsdale, Victoria

Figure 2.20: Aerial perspective view

(Source: Image courtesy of Bradbury Dicker Group)

Figure 2.21: Photograph from the current school

(Source: Image courtesy of Bradbury Dicker Group)



Figure 2.21



# 2

## STAGES AND SPACES



### Point Lonsdale P–6 Primary School

Theme 1 Context of the Project	Theme 2 Educational Philosophy	Theme 3 Proposed Pedagogical Activities	Theme 4 Key Planning and Design Features
<p>The design philosophy for Point Lonsdale Primary School was derived from the Tribes<sup>6</sup> approach to teaching currently being implemented at the school.<sup>7</sup></p> <p>Point Lonsdale Primary School aims to provide students with an education that supports them in becoming ‘smart’ (academically capable, problem solving, critical thinking), socially competent and ethical human beings. The school wants students to be articulate and confident in their abilities to enjoy school and the life beyond it.</p> <p>The school is renowned for its ability to implement and deliver strategies that result in an engaging and innovative curriculum.</p> <p>Parents and community members are welcomed and encouraged to participate in a broad range of school activities and training programs.<sup>8</sup></p>	<p>The goal of any school using Tribes is to engage all stakeholders (students, parents, staff and the community) in working together as a learning community that is dedicated to caring and support, active participation and positive expectations for all students.</p> <p>Implicit in the Tribes process is the understanding that positive school cultures correlate strongly with increased student achievement and motivation and with teacher productivity and satisfaction.</p> <p>The school shares a common language based around the Tribes agreements that pervades all school documents from the charter through to the newsletters. The language is based on the Tribes agreements of Appreciations/No Put Downs, Mutual Respect, Attentive Listening, Right to Pass and Personal Best.</p> <p>The relationship between students and the community is enhanced and their involvement is real, rather than peripheral. All have a greater investment in the personal, social and intellectual growth of our students.</p> <p>Senior students take greater responsibility for their own learning and contribute to the growth of the community.<sup>9</sup></p>	<p>The Tribes process correlates closely with the various learning structures, based on Thornburg’s metaphors, used in the classrooms. They are:</p> <ul style="list-style-type: none"> <li>• Campfire – a place of smaller group meetings, cooperative groups</li> <li>• Watering hole – community circles</li> <li>• Cave – individual learning space and reflective learning practice</li> </ul> <p>Interpreted into everyday use by the school, these metaphors became a set of rules that governs how the space is utilised. They are:</p> <ul style="list-style-type: none"> <li>• Mutual Respect: access for all with open space and flexible design options. All are able to enter and move through the space regardless of ability.</li> <li>• Attentive Listening: consideration given to acoustic elements and flexible room arrangements including passive outdoor spaces for quiet reflection.</li> <li>• Right to Pass: choice in work options and selection of appropriate learning spaces.</li> <li>• Appreciations/No Put Downs: celebration of community work through inclusion of gallery spaces and learning common, work is no longer hidden in segregated classrooms but open for all to see.</li> <li>• Personal Best: anytime, anywhere learning for all. Maximum use of space to display and celebrate student learning.<sup>10</sup></li> </ul>	<p>Foremost in everyone’s mind through the whole process was that the design was a learning environment for the children’s futures and not their parent’s past.</p> <p>The two learning studios provide a variety of learning settings to suit different methodologies.</p> <p>A learning common connects the two learning studios to maximise opportunity for collaborative learning and celebration.</p> <p>The learning common also connects to the resource centre, which features a reading nook, and an art and craft space. Visual lines and free connections to each of these spaces promote an atmosphere of collegiality and support the Tribes culture.</p> <p>All the learning spaces have access to formal and informal outdoor learning, including an amphitheatre and a ‘secret garden’.</p> <p>The entry features a gallery that provides space for display to be viewed as students and guests enter the school.</p> <p>The staff lounge and kitchen have been separated from the main learning area, however the student toilets have been connected to this facility to maximise supervision. The kitchen space is designed for student and staff use and can be used as another learning space.</p> <p>An existing fig tree becomes a feature at the front of the school and pays homage to the school’s history.<sup>11</sup></p>

<sup>6</sup><http://www.tribes.com/>  
<sup>7</sup> Bradbury Dicker Group, Designing to the Tribes Pedagogy, 2007, p. 1.

<sup>8</sup> Pt Lonsdale Primary School, Masterplan Report, 2005, p. 43.  
<sup>9</sup> Ibid., p. 44.

<sup>10</sup> Bradbury Dicker Group, op. cit., p. 1.  
<sup>11</sup> Bradbury Dicker Group, op. cit., p. 2.



# 2

## STAGES AND SPACES

### Point Lonsdale P-6 Primary School

Figure 2.22: Point Lonsdale Primary School – Site context and site analysis diagrams

(Source: Image courtesy of Bradbury Dicker Group)

Figure 2.23: Point Lonsdale Primary School – Functional Relationship Diagram

(Source: Image courtesy of Bradbury Dicker Group)

- Tribes method of teaching.
- Community and student links.



Figure 2.22

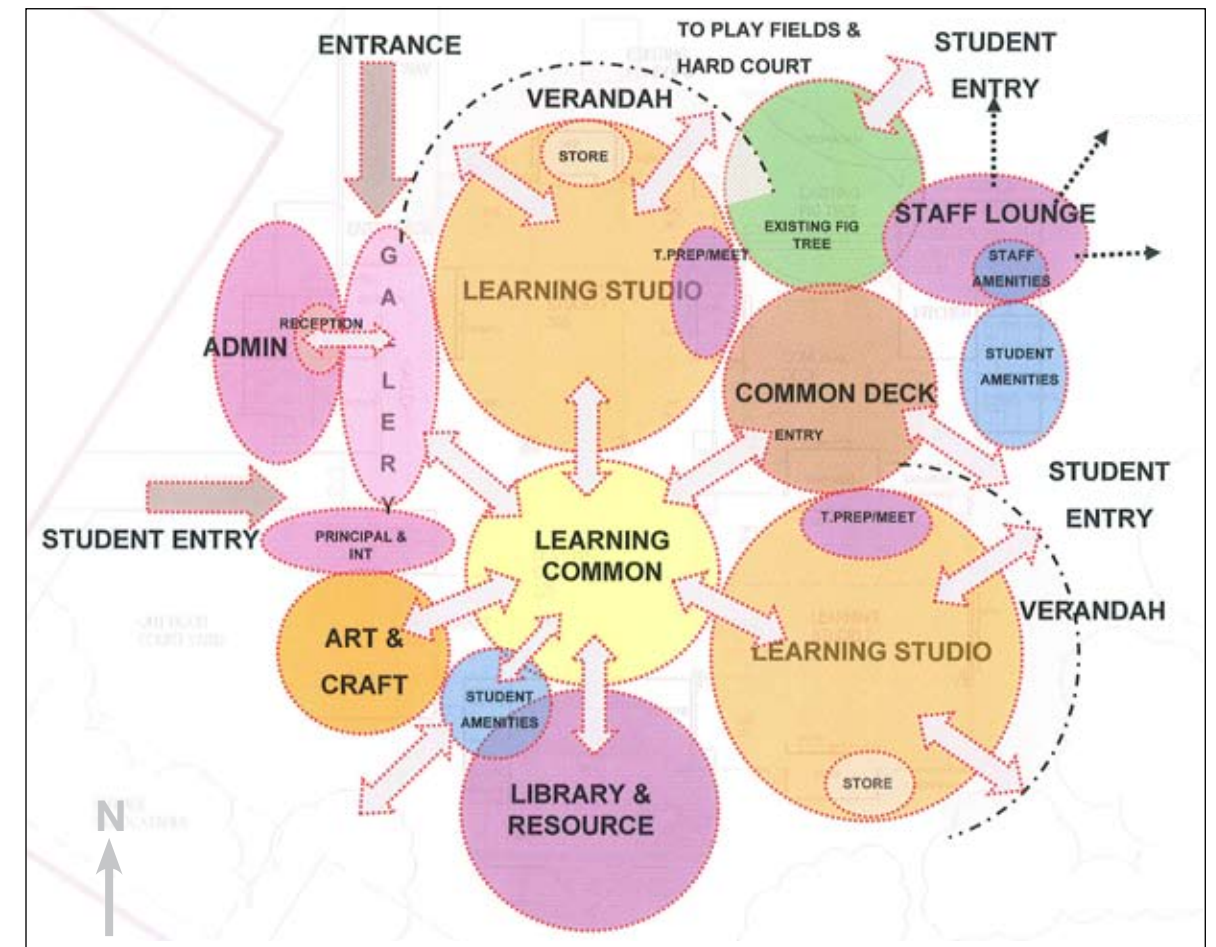


Figure 2.23

Location: Point Lonsdale, Victoria

Year Levels: P-6

Architect: Bradbury Dicker Group

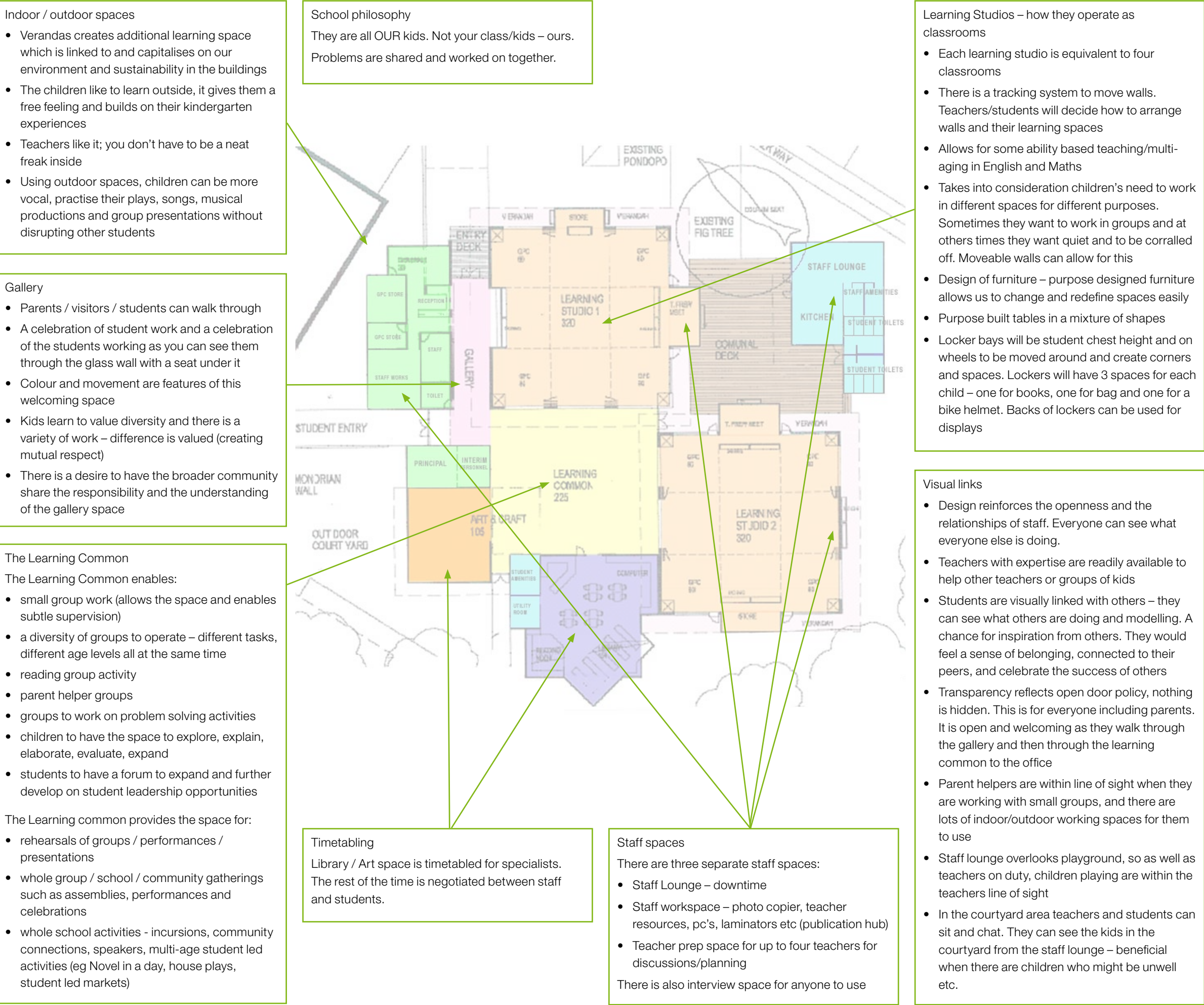


# 2

## STAGES AND SPACES

### Point Lonsdale P–6 Primary School

Figure 2.24: Part plan of learning areas



Location: Point Lonsdale, Victoria

Year Levels: P–6

Architect: Bradbury Dicker Group