

## 2019 LEARNING ENVIRONMENTS SOUTH AUSTRALIA AND NORTHERN TERRITORY AWARDS Award Winners and Commendations : Jury Citations

Please see the full gallery of entries, award winners and commendations here: [2019 LE SA and NT Awards Gallery](#)

### **CATEGORY 1 : NEW CONSTRUCTION / ENTIRE NEW EDUCATIONAL FACILITY**

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

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Award Winner: Adelaide Botanic High School, South Australia  
Commendations x1: Mother Teresa School, Zuccoli, Northern Territory.

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**AWARD WINNER :** Adelaide Botanic High School, South Australia  
Architect: Cox Architecture and Design Inc

#### **Brief Summary Citation:**

The Adelaide Botanic High School project is well conceived, researched, designed and delivered example of an outstanding learning and teaching environment. This project sets a new benchmark in efficient use of land and is an exciting landmark. The project is commended for its innovative design concept which allows teachers and students to work collaboratively in non-timetabled learning spaces and provides flexibility for interdisciplinary learning and improved access for students and teachers.

The project's 5 Star Green rating is also highly commendable.

#### **Full Citation:**

The Adelaide Botanic High School project is well conceived, researched, designed and delivered example of an outstanding learning and teaching environment. This project is a new benchmark for Adelaide in efficient use of land for learning communities.

Planning undertaken by the Elevate Partnership ensured the learning environment was sensitive and responsive to the needs of its students as a community of learners through extensive community consultation. Planning workshops with stakeholders formed a 'virtual school community', provided an understanding on "school community" and documented the school's aspirational and functional requirements.

The project is commended for its innovative design concept which allows teachers and students to work collaboratively in non-timetabled learning spaces and provides flexibility for interdisciplinary learning and improved access for students and teachers.

The Adelaide Botanic High School design accomplished its design brief to be a learning environment which was new, futures driven and sustainable. The highly innovative design incorporated public, private and highly visual learning spaces linked through bridges to promote shared teaching and opportunities for collaboration between students and staff. The active atrium, café, galleries, library, gym and administration provided light filled, communal and futures driven, learning , working and social spaces. The inclusion of an 'active' atrium as the central community heart between the repurposed and new buildings was particularly noteworthy.

The projects' 5 Star Green rating included exposed building services to educate students in the awareness of their environmental footprint.

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**COMMENDATION :**     **Mother Teresa School, Zuccoli, Northern Territory.**

Architect:                Collaboration between Bennett Design, Thomson Rossi and Walter Brooke & Associates

**Brief Summary Citation:**

Mother Teresa School, Zuccoli, NT reflects the fluid, dynamic and digital nature of 21st Century teaching and learning. The project delivers contemporary and communal learning spaces which reflect a powerful & tangible expression of the school's vision & mission. The multi-purpose and specialist learning spaces reflect the schools' commitment to age appropriate learning, 21st Century virtual learning opportunities, Catholic Identity, inclusive play, community engagement, safety and security. The project is to be commended in its building and furniture design which allows its students to share feelings & emotions through its use of space, age appropriate furniture and play equipment.

**Full Citation:**

The Mother Teresa School, Zuccoli, NT, is a fluid, dynamic and digital nature of 21st Century teaching and learning. Contemporary and communal learning spaces reflect a tangible expression of the school's vision & mission. The multi-purpose and specialist learning spaces also reflect the schools' commitment to age appropriate learning.

Flexible furniture and fixture design ensured the learning environment adapts to the dynamic technological and pedagogical needs of staff and students.

The project is to be commended in its building and furniture design which allows its students to share feelings & emotions through its age appropriate furniture and play equipment. Central to the learning space design was the careful integration of Reggio Emilian principals where "Learning can occur anywhere & at any time" and "Inspiring children to learn through exchanges & negotiations with peers."

The connection of indoor to outdoor space, farm garden, active & passive recreation spaces, multi-purpose indoor and outdoor learning spaces link children to the natural world helping children experience their place within nature & develop knowledge and attitudes supporting environmental sustainability .

## CATEGORY 2 : NEW CONSTRUCTION / NEW INDIVIDUAL FACILITY OVER AU\$8 MILLION

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

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Award Winner: Nazareth Catholic College, Caritas Centre (Flinders Park Campus), South Australia  
Commendations x1: St Marys Corner, Veritas Centre, South Australia

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**AWARD WINNER :** Nazareth Catholic College, Caritas Centre (Flinders Park Campus), South Australia

Architect: Russell & Yelland Architects

### **Brief Summary Citation:**

(New senior school centre for years 10, 11 and 12)

A thorough consultation process and careful planning was demonstrated including 3D modelling which allowed the client and builder to be taken on a journey as the project developed.

The challenge of the narrow site was well resolved providing strong linkages to the existing buildings and contextual relationships to the natural environment of the River Torrens.

The design encouraged a shift from traditional pedagogy to a more flexible teaching and learning approach, including the incorporation of communal learning areas, breakout spaces and a cafeteria; to provide a flexible adult learning environment.

It also provides a level of future proofing for changes in pedagogy.

This facility provides a good stepping stone platform for teenage minds moving into adulthood and has changed the culture of the entire school.

### **Full Citation:**

(New senior school centre years 10, 11 and 12.)

A thorough consultation process and careful planning was demonstrated to resolve pedagogical questions and to address a tight program.

3D modelling allowed the client and builder to be taken on a journey as the project developed.

The design encourages collaboration between staff and students with freedom to learn, grow and thrive in a diversity of environments.

The challenge of the narrow site was well resolved providing strong linkages to the existing buildings and contextual relationships to the natural environment of the River Torrens. The river is referenced in various elements throughout the building.

The positive responses from the students is testimony of the success of the environments created.

The design has encouraged a shift from traditional pedagogy to a more flexible teaching and learning approach. The incorporation of communal learning areas, sophisticated ICT, breakout spaces and a cafeteria provides a flexible adult learning environment.

It also provides a level of future proofing for changes in pedagogy.

The project is to be commended on its incorporation of environmental sustainability initiatives to provide good learning opportunities as well as best practice design.

This facility provides a good stepping stone platform for teenage minds moving into adulthood and has changed the culture of the entire school.

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**COMMENDATION : St Marys Corner, Veritas Centre, South Australia**

Architect: Grieve Gillett Andersen

**Brief Summary Citation:**

(The new building provides a year 12 centre, visual arts and physical education facilities)  
The collaborative planning approach respected the client vision, cultural narrative, student and community accessibility and the school's prominent landmark location.  
The response considered branding and a visual statement highlighting the school's public presence resulting in a built form that has maximised the corner footprint of the site.  
The indoor / outdoor relationships have been well developed physically and visually onto open spaces, given that the building has two edges on street frontages.  
Transparent learning spaces and flexibility of varied zones is evident throughout.  
The design is to be commended for its creative solutions including the enabling creative use of the building facade as a video wall for the 2019 SALA Festival.

**Full Citation:**

(The new building provides a year 12 centre, visual arts and physical education facilities)  
Integral to the planning was the project team's clear understanding of a collaborative planning approach which respected client vision, cultural narrative, student and community safety and the school's prominent Adelaide landmark location.  
The response considered branding and a visual statement highlighting the school's public presence and community accessibility.  
The dominant built form has maximised the corner footprint of the site.  
The indoor / outdoor relationships have been well established both physically and visually onto the open spaces, important given that the building has two edges on street frontages.  
Transparent learning spaces and flexibility of varied zones is evident throughout.  
Community use has been enabled, given it is a prominent site which has to put student needs first.  
The design is to be highly commended for its acoustic and thermal solutions and audacious architectural narrative. The design of the building facade was utilised as a video wall for the 2019 SALA Festival.  
Challenges of being on a CBD corner site have been well resolved. The building delivers on the school's desire for an important presence.

## CATEGORY 3 : NEW CONSTRUCTION / NEW INDIVIDUAL FACILITY UNDER AU\$8 MILLION

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

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Award Winner: Port Augusta Secondary School, STEMworks, South Australia  
Commendations x2: Pulteney Grammar, Middle School, South Australia  
Kildare College, Brigidine Centre, South Australia

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**AWARD WINNER :** Port Augusta Secondary School, STEMworks, South Australia

Architect: Thomson Rossi

### **Brief Summary Citation:**

The Port Augusta Secondary School STEMworks project demonstrated value for money, providing maximum 'bang for their buck'. This innovative project is a tribute to the outback spirit; where facilities are exciting, contemporary, flexible and an economical 600m<sup>2</sup> of learning space. The project is to be commended on its meticulous planning, research and architectural design. The outcome encapsulates the qualities of 21st Century education; ingenuity, innovation, resourcefulness and improvisation. The rural school setting provided inspiration for the robust, raw finishes, large central outdoor learning area, natural amphitheatre and connected spaces where students learn, observe and create together.

### **Full Citation:**

The project is to be commended on its meticulous planning, research and architectural design. The outcome encapsulates the qualities of 21st Century education; ingenuity, innovation, resourcefulness and improvisation. The rural school setting provided inspiration for the robust, raw finishes, large central outdoor learning area, natural amphitheatre and connected spaces where students learn, observe and create together.

The STEM facility is celebrated as a large outback workshop juxtaposed against state-of-the-art facilities where STEM learning is facilitated around learning spaces, furniture and fittings which inspire science, technology, engineering and mathematics to solve the problems of the day. Large connected spaces and robust raw finishes inspire in the transparency of its exposed skeletal structure, engineering services and raw materiality. The generous and celebratory use of glass and removable partitions throughout the project allows for collaborative and interdisciplinary learning, staff supervision and future expansion.

A staff member commented: "It has been really refreshing to be able to have different groups of students from the same class working on vastly different tasks, with some using the making space, others in the labs and some working in the collaborative space whilst ensuring that all students are still adequately supervised. "

The Port Augusta Secondary School STEMworks project demonstrated value for money, providing maximum 'bang for their buck'. This innovative project is a tribute to the outback spirit; where facilities are exciting, contemporary, flexible and an economical 600m<sup>2</sup> of learning space.

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**COMMENDATION :** Pulteney Grammar, Middle School, South Australia

Architect: JPE Design Studio

**Brief Summary Citation:**

The Pulteney Grammar Middle School (JPE Design Studio) is commended for its highly consultative and collaborative approach in the design phase. The project navigated complex heritage and inner-city constraints to arrive at clear design drivers, responsive to the clients brief to enhance and improve opportunities for innovative learning through the creation of flexible and agile learning spaces.

The Project Team demonstrated meticulous and collaborative planning around their clearly articulated belief "That future learning will not be constrained by time, technology or discipline." The result is an innovative building that enhances and improves the quality, flexibility and accessibility of learning and social spaces for the school community."

**Full Citation:**

The Pulteney Grammar Middle School (JPE Design Studio) provided an elegant and respectful aesthetic for in context of the existing campus. The new building is designed to be agile and multi-purpose, catering for flexible, progressive and future focused learning.

The project is commended for its extensive consultation process and especially for engaging students, staff and heritage planning representatives as well as the extended school community. The extensive consultation undertaken determined key values and objectives, which drove the concept direction and underpinned design decisions.

The Middle School is an authentic and communal gathering space which reflects the unique nature of Middle School education where identity and self-worth is taught and learned along with traditional subjects.

The clear, innovative architectural design provided agile and flexible multi-functional learning spaces which give students ownership of learning in a welcoming, interactive and self-directed learning environment. The projects' ability to integrate the visual ambience of the surrounding parklands through louvered windows allow access to natural light and air; providing a learning environment which is ambient and conducive to comfortable learning.

The judging panel acknowledged the new building was designed to be agile and multi-purpose, catering for flexible, progressive and future focused learning.

The judging panel concur with the project designers that: "A transformative project for Pulteney Grammar school, this building will effectively cater for students both now and well into the future."

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**COMMENDATION :**    **Kildare College, Brigidine Centre, South Australia**

Architect:                    Walter Brooke and Associates

**Brief Summary Citation:**

The Kildare College Brigidine Centre provides a Performing Arts Centre, gym and ‘multi-purpose’ space for school and community use. The building design and façade also provides an unambiguous celebration of school identity and charism.

**Full Citation:**

The Kildare College Brigidine Centre provides a multi-purpose Performing Arts Centre, gym and ‘multi-purpose’ space for school and community use. Wide spread community consultation, meticulous planning and rigorous project management ensured project was delivered on time. The building design and façade provides an unambiguous celebration of school identity and charism. The fact that the building is being adapted by students needs demonstrates its flexibility The architectural design provides both flexible spaces and spaces with clear purposes. The careful consideration of acoustics and noise separation and reverberation modulation, ensures teaching and learning is maximised in high activity, high noise spaces

The orientation of facilities to visibly complement outdoor spaces and connect to the rest of the school as well as the careful consideration of acoustics in the large sporting and arts areas met the design brief.

The kudos of the building as an audacious, futures driven and exciting learning environment was affirmed by being chosen as a filming site for the movie- A Second Chance Too.

## CATEGORY 4 : : RENOVATION / MODERNISATION OVER AU\$5 MILLION

This category applies to the renovation/modernisation of an existing facility.

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Award Winner: None given  
Commendations x1: Swallowcliffe School, P-7, South Australia

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**COMMENDATION :** Swallowcliffe School, P-7, South Australia  
Architect: Thomson Rossi

### **Brief Summary Citation:**

Architecture speaks a powerful narrative without words. The striking origami façade of the Swallowcliffe School P-7 provides a powerful image for the hands-on learning, interaction, creation and crafting where the simplest form of play like the act of folding paper is instead a powerful vehicle for learning. The careful selection of materials provides teaching opportunities in themselves enabling students to make visual connections, engage in hands on learning and consider eco sustainability as they move around their POD (Place of Discovery) where glazed bricks reflect permanence, craftsmanship, tactility, environmental compatibility and fun.

### **Full Citation:**

The Swallowcliffe School P-7 is audacious in design and a departure from traditional mainstream educational facilities. It provides a focus of pride as well as a place of discovery for its students and school community. The project is to be commended on de-privatising teaching and learning using highly visible learning spaces.

The striking origami façade provides a powerful image for the hands-on learning, interaction, creation and crafting where the simplest form of play like the act of folding paper is instead a powerful vehicle for learning. The project is to be commended on planning a project without the clear direction of an initial scope of works. The evidence provided indicated the project teams' awareness of the need to address the student social capital to provide a learning facility which breaks the cycle of poverty and injustice.

The careful selection of materials provides teaching opportunities in themselves enabling students to make visual connections, engage in hands on learning and consider eco sustainability as they move around their POD (Place of Discovery) where glazed bricks reflect permanence, craftsmanship, tactility, environmental compatibility and fun.

The facility provides numerous safe, multipurpose, 21st Century learning spaces, including 3 STEM areas, wet areas and breakout spaces and outdoor learning areas to engage and reengage students. The use of large glazed doors to increase visibility and heighten supervision as well as spaces which connect with the outdoors provides flexible learning spaces which allow for hands on, sensory, interactive and collaborative learning in a rapidly changing technological world.



## **CATEGORY 5 : RENOVATION / MODERNISATION UNDER AU\$5 MILLION.**

**This category applies to the renovation/modernisation of an existing facility.**

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Award Winner: Christies Beach High School, STEM Centre, South Australia  
Commendations x1: Loreto College, Staff Facilities, South Australia

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**AWARD WINNER :** Christies Beach High School, STEM Centre, South Australia  
Architect: Flightpath Architects

### **Brief Summary Citation:**

The Christies Beach High School STEM Centre is to be commended on providing a learning environment which embraces collaborative spaces in a learning street, break out spaces and study nooks. The post occupancy client evaluation provided real time feedback to the architect affirming excellence in planning, flexibility, design and innovation. The project demonstrated clear commitment to providing contemporary, visually evocative and flexible learning areas to enable a cross disciplinary STEM education.

### **Full Citation:**

The Christies Beach High School STEM Centre is to be commended on providing a learning environment which embraces collaborative spaces in a learning street, break out spaces and study nooks. The post occupancy client evaluation provided real time feedback to the architect affirming excellence in planning, flexibility, design and innovation. The project demonstrated clear commitment to providing contemporary, visually evocative and flexible learning areas to enable a cross disciplinary STEM education. This cost-effective renovation allowed for creative repurposing and transformation of existing buildings. The use of specialised spaces linked by learning streets, 360 degree learning via teaching walls, modular furniture, flexible joinery considerations, interconnecting spaces and solar LED lighting were used with striking effect to create a learning environment which facilitated activity-based learning of and for the future.

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**COMMENDATION :** Loreto College Staff Facilities, South Australia  
Architect: Grieve Gillett Andersen

### **Brief Summary Citation:**

The Loreto College Staff Facilities Project provided a sophisticated, light filled staff area which respects the presence and historical continuity of surrounding buildings. Teaching is becoming an ever more demanding profession. The provision of facilities to enhance teacher comfort via open spaces, higher ceilings, better acoustics, improved and sustainable mechanical systems and generous views across and out of the building will enable staff to be more responsive to meet the demands and stresses of teaching in the years ahead.

### **Full Citation:**

The Loreto College Staff Facilities Project is an elegant and sophisticated renovation. This learning space provides a wholistic outcome by providing a staff area to inspire interaction and cohesion. Planning recognised that excellent educational institutions are built on strong foundations.

The architectural design provided a contemporary workplace environment to nurture and support teacher's professional journey. Facilities have also inspired staff to adopt new technologies which will inspire a new ICT informed learning direction for Loreto College

The provision of shared kitchen facilities, breakout spaces and contemporary open-plan workstations provides staff with the latest in workspace design located centrally in the very heart of the school improving teacher accessibility, accountability and visibility.

Teaching is becoming an ever more demanding profession. The provision of facilities to enhance teacher comfort via open spaces, higher ceilings, better acoustics, improved and sustainable mechanical systems and generous views across and out of the building will enable them to be more responsive and meet the demands of changes in the educational program.

Transparent glazing used throughout will enable better visual connection to students as child protection, safety and wellbeing continue to be critical to the success of a child's education.

## CATEGORY 6: BUILDINGS OR RENOVATION/MODERNISATION UNDER AU\$2 MILLION:

**A learning environment that has been achieved within a modest budget – can be a new building or renovation/modernisation.**

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Award Winner: Walford Anglican School for Girls, Ellen Benham Science Centre, South Australia  
Commendations x1: Cabra Dominican College, Therese Sweeney Music Centre, South Australia

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**AWARD WINNER :** **Walford Anglican School for Girls, Ellen Benham Science Centre, South Australia**

Architect: Matthews Architects

### **Brief Summary Citation:**

(Redevelopment of an existing two-story science block)

The panel was impressed by the depth and breadth of planning including exploration of layout options to understand delivery of the STEM program and project-based learning.

It is difficult to turn an older laboratory building into a contemporary science facility, but it has created modern spaces for young scientists to inspire challenging learning and innovative teaching where teachers customise rooms to suit current needs.

The solutions were found in the combination of fixed and loose joinery, benches which allow for multiple teaching configurations, projectors located both centrally (for didactic teaching) and around the room for more interactive learning, and sliding doors to move from small to large group learning. The complex refurbishment was delivered within a tight program, budget constraints and a short construction period.

Environmental initiatives to maximise daylight and ventilation, and energy saving measures have been creatively incorporated.

### **Full Citation:**

(Redevelopment of an existing two-story science block)

The panel was impressed by the depth and breadth of planning which drew inspiration from the master plan, workshops, and visits to the new Flinders Medical Centre Multi-Mode Laboratory.

The use of project-based learning activities for staff to test five layout options emphasised the opportunities given for client/user input, including workshops to understand delivery of the STEM program.

It is difficult to turn an older laboratory building into a contemporary science facility, but it has created modern spaces for young scientists.

The project aimed to inspire challenging learning and innovative teaching where teachers can flexibly customise rooms to suit current needs.

The solutions were found in the combination of fixed and loose joinery, benches which allow for multiple teaching configurations, projectors located both centrally (for didactic teaching) and around the room for more interactive learning, and sliding doors to move from small to large group learning. The complex refurbishment was delivered within a tight program, budget constraints and a short construction period.

The customised window and door panel treatments that facilitate experiments requiring darkness yet allowing visual connectivity provided a clever solution.

Environmental initiatives to maximise daylight and ventilation, and energy saving measures have been creatively incorporated.

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**COMMENDATION :** Cabra Dominican College, Therese Sweeney Music Centre, South Australia  
Architect: Russell & Yelland Architects

**Brief Summary Citation:**

(New music education centre)

The project team is to be commended for their in-depth exploration of design concepts given an ambitious brief, modest budget, heritage considerations and a site covering 5 level changes.

The range of spaces and their flexibility, including A/V technology to cater for a variety of functions appears to have been well delivered.

Unisex toilets (with a common visible corridor) is a creative initiative – maximising space and flexibility of use.

The external façade is a striking design aesthetic; modest, yet budget-conscious with the linkages to other buildings cleverly provided, especially the elegant first floor bridge.

Music centres are often inflexible, with spaces that have only one function. This project has been creatively developed and designed to provide significant ability to house a wide variety of functions.

**Full Citation:**

(New music education centre)

This project overcame difficulties associated with an ambitious brief, modest budget, associated heritage considerations and an apprehensive stakeholder community.

The project team is to be commended for its in-depth exploration of design concepts required across 5 changes of level.

Linkages to other buildings have been creatively provided including the elegant first floor bridge, all while demonstrating heritage sensitivity.

The range of spaces and their flexibility, including A/V technology, to cater for a variety of functions appears to have been well delivered.

Unisex toilets (with a common visible corridor) is a creative initiative – maximising space and flexibility of use.

The external façade is a striking design aesthetic: modest, yet budget-conscious.

The innovative acoustics solutions add to the long-term functional value of the building, ensuring maximum and interdisciplinary faculty use and efficiency of space.

Music centres are often inflexible, with spaces that have only one function. This project has been creatively developed and designed to provide significant ability to house a wide variety of functions.

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**CATEGORY 7 : LANDSCAPING/OUTDOOR LEARNING AREA**

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No award or commendation given.

## CATEGORY 8 : AN INNOVATIVE EDUCATION INITIATIVE.

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Award Winner: Brompton Primary School STEM (Science, Technology, Engineering, Maths), South Australia  
Commendations: none given

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**AWARD WINNER :** Brompton Primary School, STEM, South Australia  
Architect: Russell & Yelland Architects

### **Brief Summary Citation:**

(Redevelopment of an existing library space and expansion into an outdoor area)

The collaborative research-based approach undertaken was sensitive to the school's vision, curriculum and budget, and included the use of virtual reality technology to assist student and client feedback during the planning process - an exemplary demonstration of STEM in practice.

The creative reconfiguring of existing spaces gave each a unique new feel to deliver communal and hands-on learning.

The project's pragmatic emphasis on STEM facilities which enable students to get messy and try new ideas is a radical departure from the usual pristine uncluttered approach.

The vertical Lego walls, retail-style display storage, retractable screens and innovative equipment storage spaces provide unique tactile opportunities for students to own and develop their learning.

The industrial aesthetic has created a unique environment that students have embraced, and is reflected in their comments.

### **Full Citation:**

(Redevelopment of an existing library space and expansion into an outdoor area)

The project is to be highly commended for its collaborative research-based approach which was sensitive to the school's vision, curriculum and budget, including to understand STEM requirements.

The use of virtual reality technology to assist student and client feedback during the planning process was an exemplary demonstration of STEM in practice.

The creative reconfiguring of existing spaces gave each a unique new feel to communal and hands-on learning.

The depth of collaboration down to the smallest detail was impressive.

The project delivered significant outcomes within a tight budget.

Program requirements seriously drove facility responses, both internally and externally.

The project's pragmatic emphasis on STEM facilities which enable students to get messy and try new ideas is a fresh and radical departure from the usual pristine uncluttered approach.

The vertical Lego walls, retail-style display storage, retractable screens and innovative equipment storage provide unique tactile opportunities for students to own and develop their learning.

The influence of unique solutions has spread to other part of the school where they come to borrow from the self-serve storage provisions.

The industrial aesthetic has created a unique environment that students have embraced, and is reflected in their comments.

## OVERALL WINNER OF THE 2019 LEARNING ENVIRONMENTS SOUTH AUSTRALIA AND NORTHERN TERRITORY AWARDS

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Adelaide Botanic High School, South Australia

Architect: Cox Architecture and DesignInc

**Jury Citation:**

The Adelaide Botanic project is visually exciting, futures oriented and an audacious teaching and learning environment. This project was selected from a very competitive field of entries. The judging panel believed Adelaide Botanic High was an exciting architectural benchmark for Adelaide and provides students with a contemporary, state-of-the-art and eco sustainable learning environment to support its uncompromising and powerful educational vision preparing students for life now and into the future.