

## 2020 AWARDS WINNERS AND COMMENDATIONS



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Jury Citations and image links.

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### OVERALL WINNERS:

Judges:           Kellee Frith (VIC)  
                      John Hay (QLD)  
                      Larry Spry (SA)

### 2 X OVERALL WINNERS:

1. [Carlton Learning Precinct](#), Carlton, Victoria  
**Carlton Primary School and Law Architects Pty Ltd**  
**(Category 4 - Renovation / Modernisation Valued Over AU \$5 Million )**

#### Summary Citation:

Carlton Learning Precinct is an outstanding transformation of a prominent but unappealing and underutilised corner school site into a new model for ‘whole of early years’ health, wellbeing and education. A detailed planning process involving multiple stakeholders resulted in a spatially diverse environment for school and community activities including a covered outdoor learning area in lieu of an indoor physical education space. Carlton Learning Precinct is a truly transformative project that improves the lives of the children and families who engaged directly with its services and is a focal point for community events including weekend markets and local sport.

#### Full Citation:

Carlton Learning Precinct is an outstanding design response to a complex adaptive reuse, architectural and urban design project. The first of its kind in the City of Melbourne, it brings together Early Learning, Family Services, Community Hub facilities and a P-6 school on the existing site of Carlton Primary School. The project aim was to transform a prominent but unappealing and underutilised corner school site into a new model for ‘whole of early years’ health, wellbeing and education.

A detailed planning process involving multiple stakeholders, principally the Department of Education and Training and Carlton Primary School with input from the University of Melbourne and Our Place was used to closely examine the school and community needs on the site. This process prompted the design team to pursue an open covered outdoor learning area (COLA) in lieu of the planning entitlement for an internal physical education space — a masterstroke for the project. The COLA frames the prominent corner creating a welcoming entry and a focal point for school activities and community events including weekend markets and local sport.

Inside, the old school building has been remodeled to bring natural light and air into a new purposeful and spatially diverse environment for the school and community including nooks/

withdrawal spaces, community facility connections, wet/ cooking studios, flexible gathering spaces and much needed covered outdoor areas. Adaptive reuse of the existing three-storey school building and reduced waste and capital cost, which was redirected to other parts of the project. The urban design response extends the generous welcome of the COLA out into the street and the local community.

The sensitive redevelopment of the former Carlton Primary School site into the Carlton Learning Precinct is inherently flexible and can be adapted to suit the changing school and community needs day-to-day and in years to come. This project demonstrates the power of good design to ask questions, challenge, and innovate by providing new solutions to enduring problems. Carlton Learning Precinct has the potential to be truly transformative, not just in the way it improves the lives of the children and families who engaged directly with its services, but in the significant role it plays as a centre for community activity.

## 2. [John Paul College Kindergarten Extension & New Build, Queensland](#)

**Deicke Richards Architects with Aspect Studios in collaboration with John Paul College Kindergarten**

**Photographer: Mindi Cook**

**(Category 6: Small Projects Under \$2m)**

### Summary Citation:

John Paul College Kindergarten is a delightful expression of Reggio Emilia philosophies in an Australian context. Transparent, child-centred, visually connected interiors bring abundant sunshine into the buildings and deep verandahs create shade for outdoor learning and play. The Reggio 'piazza' is reimagined as an outdoor 'green heart' for the centre and 'ateliers' created to suggest 'a nest' and 'a burrow'. Designed to provoke wonder and curiosity, this child-centred environment is indeed the third teacher in a local context.

### Full Citation

John Paul College Kindergarten is a delightful expression of Reggio Emilia philosophies in an Australian context. Detailed observations the design team made of children and teachers engaged in their daily activities, as well as the collaborative design process they facilitated with key stakeholders are clearly visible in the finished design. Designed to provoke wonder and curiosity, this child-centred environment is indeed the third teacher.

The building plan is simple and legible comprising two discrete learning environments 'the nest' and 'the burrow' for two separate groups of children, with amenities and storage organised in between. The interior environments open onto a deep undercover play space shared by children from both groups. This space creates a seamless transition into the piazza, 'the green heart' of the centre and the outdoor kitchen and bushland settings beyond.

The light-filled, beautifully finished interior environments are inherently flexible. Built-in joinery is used to describe a café kitchen with benches set at child-height, a teaching wall and storage for children's personal belongings. Otherwise the spaces are furnished with mobile furniture and loose joinery, enabling teachers to shape and reshape settings according to the changing needs and interests of the children.

Distinct characters are created for each learning environment by differently described atelier spaces. The 'nest' atelier is airy and loosely contained, while the 'burrow' atelier sits lower than the rest of the building magnifying the sense of moving into a place for creative activity. Teachers reflected that

once the children understood the purpose and potential of these special settings, they were able to use them independently.

The significance of this project is that it does not seek to replicate Reggio philosophies or design principles, but to translate them into an Australian context. Transparent, child-centred, visually connected interiors bring abundant sunshine into the buildings and deep verandahs create shade for outdoor learning and play. Similarly, familiar Reggio spatial typologies, the 'piazza' and the 'atelier', have been reimagined to suit an Australian way of being together in the outdoors, as well as a nod to its native fauna. John Paul College Kindergarten feels like home.

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

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

Judges: Jayne Harrison (NSW)  
Julia Atkin (NSW)  
Murray Robertson (New Zealand)

1 winner and 4 commendations

### COMMENDATIONS

1. [Richmond High School, Victoria](#)  
**Hayball**  
**Photographer: Dianna Snape**

#### Summary Citation:

Richmond High School is an important exemplar of the rapidly developing vertical school typology in our increasingly urbanised world. This project demonstrated extensive planning and briefing with a wide range of stakeholders within the school and its wider community. It was heartening to see the work with students and prototyping through their 12 month “pop-up school”. Inherent in a vertically layered facility is the challenge of providing visual and physical connectivity between functional areas. The elegant, highly resolved design resolves around alternating floors of community or specialist learning spaces with the more general learning communities.

#### Full citation:

Richmond High School is an important exemplar of the rapidly developing vertical school typology in our increasingly urbanised world. This project demonstrated extensive planning and briefing with a wide range of stakeholders within the school and its wider community. It was heartening to see the work with students and prototyping through their 12 month “pop-up school”. Inherent in a vertically layered facility is the challenge of providing visual and physical connectivity between functional areas. The elegant, highly resolved design resolves around alternating floors of community or specialist learning spaces with the more general learning communities. This spatial organisation rises to the connectivity challenge and ensures flexibility and ready adjacency between functional areas and communities while enabling different learning opportunities and the capacity to develop alternative approaches in the future. The building responds cleverly to its urban complex in a precinct of facilities, providing a high quality learning environment that the community ‘owns’ and is proud of.

2. [Prahran High School, Victoria](#)  
**Gray Puksand**  
**Photographer: Peter Clarke**

#### Summary Citation:

Prahran High School plays an important role in demonstrating how schools, which were separated from community in the industrial era, are being re-integrated into community in the inner-city urban villages of the knowledge era.

The design of Prahran High School has responded remarkably well to the school community’s vision for learning of ‘active enquiry and collaborative engagement with an emphasis on project based learning’. While this pedagogical approach and architectural design to match is now relatively common place in Primary Schools, sophisticated designs that accommodate disciplinary and interdisciplinary learning in Secondary Schools are in their infancy.

The design team is to be commended for the innovative slip-shifted plan of stacking forms which overcomes the separation inherent in a vertically layered building and provides continuity and a sense of flow and connectedness throughout the multiple levels.

Full citation:

Prahran High School is an outstanding example of new educational facilities that are emerging as integral components of 'knowledge cities'. With its attention to permeability and accessibility by the community combined with shared use of facilities, it plays an important role in demonstrating how schools, which were separated from community in the industrial era, are being re-integrated into community in the inner-city urban villages of the knowledge era.

The design of Prahran High School has responded remarkably well to the school community's vision for learning of 'active enquiry and collaborative engagement with an emphasis on project based learning'. While this pedagogical approach and architectural design to match is now relatively common place in Primary Schools, sophisticated designs that accommodate disciplinary and interdisciplinary learning in Secondary Schools are in their infancy. The Prahran High School design has achieved an exemplary layout and spatial organisation that provides for disciplinary and interdisciplinary learning, informal and formal community spaces and external learning spaces within an extremely tight footprint. Every space has been conceived with learning opportunities in mind. The innovative slip-shifted plan of stacking forms overcomes the separation inherent in a vertically layered building and provides continuity and a sense of flow and connectedness throughout the multiple levels.

**3. [Adelaide Botanic High School](#), South Australia  
Cox Architecture and Design Inc  
Photographer: Sam Noonan**

Summary Citation:

Adelaide Botanic High School is commended as an outstanding example of new educational facilities that are emerging as integral components of inner city education and arts precincts. Through extensive collaboration with multiple stakeholders, the design team's functional return brief balanced the opportunities of the precinct along with the pedagogical and curriculum requirements of a secondary school with a focus on STEM. While 21st century learning environments that encourage collaboration, learner self-management and project based approaches to learning are now relatively common place in Primary Schools, sophisticated designs that accommodate disciplinary and interdisciplinary learning in Secondary Schools are in their infancy. The end design has achieved a well-considered layout and spatial organisation that provides for disciplinary and interdisciplinary learning, informal and formal community spaces, external learning spaces and strong integration within the precinct.

Full citation:

Adelaide Botanic High School is commended as an outstanding example of new educational facilities that are emerging as integral components of inner city education and arts precincts. The confines of the site and the existing facility necessitated separate vertical structures. Through extensive collaboration with multiple stakeholders, the design team's functional return brief balanced the opportunities of the precinct along with the pedagogical and curriculum requirements of a secondary school with a focus on STEM.

Every aspect of the design of Adelaide Botanic High School demonstrates that it adheres to the 7 principles derived from the pedagogical vision for the school: Part of an Education Precinct; New School Identity; 21st century learning environment; learning on display; active atrium; celebrate the parkland setting, and a sustainable approach. While 21st century learning environments that encourage collaboration, learner self-management and project based approaches to learning are now relatively common place in Primary Schools, sophisticated designs that accommodate

disciplinary and interdisciplinary learning in Secondary Schools are in their infancy. Given the challenges posed by repurposing existing facilities alongside a new facility, the end design has achieved a well-considered layout and spatial organisation that provides for disciplinary and interdisciplinary learning, informal and formal community spaces, external learning spaces and strong integration within the precinct.

#### 4. [St Anne's College Kialla, Victoria](#)

**No.42 Architects**

**Photographer: Beechworth Photographers**

##### Summary Citation:

St Anne's College Kialla is a project driven by pedagogical exploration and in-depth consultation. The resulting school provides multi-layered learning environments created by a series of intelligent pedagogical and architectural moves which imbue flexibility.

Through extensive consultation, collaboration and the architects own academic research the new school building brings the College's educational vision to life. This building provides purposeful, multi-functional learning settings that deliver the vision for inquiry-based learning.

This project is both creative and clever, creating a highly imaginative learning environment that is excellent value for money.

##### Full citation:

St Anne's College Kialla is a project driven by pedagogical exploration and in-depth consultation. The resulting school provides multi-layered learning environments created by a series of intelligent pedagogical and architectural moves which imbue flexibility.

Through extensive consultation, collaboration and the architect's own academic research the new school building brings the College's educational vision to life. This building provides purposeful, multi-functional learning settings that deliver the vision for inquiry based learning.

The planning process details the comprehensive journey between architect and client where the needs of the student create the blueprint for design.

Based on constructivist educational theory and the philosophy of Reggio Emilia, the educational vision and architectural brief develop hand in hand with the needs of the learner at its heart.

The educational vision responds to students' learning pathways. The resulting learning spaces support student led learning activities within a combination of fluidly connected learning settings.

The design provides a range of responses to flexibility. The building itself is conceived as a shell with internal "fit outs" that flex with the needs of both the student and the College.

The building's flexibility relies on a range of scaled spaces that are purposefully designed to support multiple pedagogical needs. Easy spatial transformation is achieved in many ways; a key example being the central raised area which functions as a stage, resource centre and library, a tiered cushioned seating area, presentation space and a social gathering space.

The resulting school, and spaces within, support student agency and are designed to be easily transformed using multi modal architectural elements. This project is both creative and clever, demonstrating the honed skills of the designer through both the educational gain and its excellent value for money.

**WINNER:**        [University of Waikato Tauranga CBD Campus](#), New Zealand  
Jasmax  
**Photographer:** Dennis Radermacher, Lightforge Photography

Summary Citation:

The University of Waikato Tauranga Campus is a stunningly elegant building that achieves its stated vision to deliver ‘a foundational university building in Tauranga, and in so doing ground the project in its sense of place and people’. It exhibits a simplicity in its solution to a complex technical brief with a rich layering of meaning.

The design team is commended for its commitment to genuine engagement with, and attention to the voice of a broad range of stakeholders. The facility is a statement of the importance and opportunity for educational buildings to fully and comprehensively understand and engage with their cultural context to engender a deep sense of belonging. Its cultural response extends from the way this building is knitted into its urban context, through the internal planning to finishes and notable artwork.

Full citation:

The University of Waikato Tauranga Campus is a stunningly elegant building that achieves its stated vision to deliver ‘a foundational university building in Tauranga, and in so doing ground the project in its sense of place and people’.

It exhibits a simplicity in its solution to a complex technical brief with a rich layering of meaning. It is an exemplar project in demonstrating what can be achieved through a design teams’ commitment to genuinely engaging with, and hearing the voice of a broad range of stakeholders. Through the development of relationships and extensive collaboration, the design team has achieved a statement of the importance and opportunity for educational buildings to fully and comprehensively understand and express their culture. The cultural response of the University of Waikato Tauranga Campus facility extends from the way this building is knitted into its urban context, through the internal planning to finishes and integration of notable artwork. Flexibility has been provided in the range of space and how they can be arranged. It is a learning environment that engenders a deep sense of belonging, that connects to the past, while creating a catalyst for an inclusive future.

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

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

Judges: Madison Whyte (QLD)  
David Tordoff (NSW)  
John Augeri (France)

2x Commendations and 1x Winner

### COMMENDATIONS:

1. [Methodist Ladies College – Nicholas Learning Centre, Victoria](#)  
**McIldowie Partners**  
**Photographer: Peter Bennetts**

#### Summary Citation:

This project shows a strong collaboration between architectural design principles and educational pedagogy.

The design responds to the College's need of creating a clear point of arrival for new secondary students in the Junior Secondary School (Years 7 and 8). The internal spaces within the building were designed to assist the transition of the Years 7 to 8 girls from their previous learning environments, toward a student-centred learning approach that facilitated both collaborative learning as well as individual growth. In the building, Years 7 & 8 are split across floor levels, which creates a sense of educational progression through the building for students. The zoning within this project creates a variety of different learning spaces for different learning types, tailored to both year groups, while also providing integration between indoor and outdoor learning.

#### Full Citation:

This project shows a strong collaboration between architectural design principles and educational pedagogy.

The design responds to the College's need of creating a clear point of arrival for new secondary students in the Junior Secondary School (Years 7 and 8). The design creates a campus heart within the precinct that aims to assist in smoothing the transition into the Secondary School. The internal spaces within the building were designed to assist the transition of the Years 7 to 8 girls from their previous learning environments, toward a student-centred learning approach that facilitated both collaborative learning as well as individual growth. In the building, Years 7 & 8 are split across floor levels, which creates a sense of educational progression through the building for students. The design of each level has been tailored specifically to each year group; with larger learning spaces being provided for the Year 7s to encourage larger-group collaboration, and increased breakout spaces provided for the Year 8s to encourage smaller-group collaboration. The zoning within this project creates a variety of different learning spaces for different learning types, tailored to both year groups, while also providing integration between indoor and outdoor learning.

2. [MLC School – School Senior Centre, NSW](#)  
**BVN**  
**Photographer: Ben Guthrie**

#### Summary Citation:

Inspired by contemporary workplace, the MLC School Senior Centre was conceived as part of an engaging process that included research, workshops, field trips and prototyping. The centrepiece to the design is a dynamic and light filled atrium that enables physical and visual interconnection. This

highly activated vertical node is clustered with a range of student-centred gathering spaces including a presentation space and suspended glass pods that facilitate private study and small group meetings. The MLC School Senior Centre will achieve the project goal of better facilitating the holistic development of each student, whilst at the same time the project will enable students to grow and transition in their learning from school, to tertiary and beyond.

Full Citation:

Inspired by contemporary workplace, the MLC School Senior Centre was conceived as part of an engaging process that included research, workshops, field trips and prototyping. Spaces were created within the existing campus to test the pedagogical vision and allow staff and students to provide iterative feedback on the types of learning settings being considered.

The centrepiece to the design is a dynamic light filled atrium that enables physical and visual interconnection. This highly activated vertical node is clustered with a range of student-centred gathering spaces including a presentation space and suspended glass pods that facilitate private study and small group meetings. Co-located staff spaces are distributed throughout the floorplan allowing educators to better immerse themselves within the learning. The use of light, materiality, colour and tone in the design is also highly sophisticated.

The MLC School Senior Centre will achieve the project goal of better facilitating the holistic development of each student, whilst at the same time the project will enable students to grow and transition in their learning from school, to tertiary and beyond.

**WINNER:**        [Ormiston College – Centre for Learning & Innovation, Queensland](#)  
**BSPN Architecture**  
**Photographer: Christopher Frederick Jones**

Summary Citation:

This project is the result of an extensive, consistent and forward-looking planning process, that set key directions for the upcoming Centre for Learning and Innovation to serve not only the teachers and the students, but also the surrounding community. The relevant approach of re-inventing the former library, and a design that integrates a wide set of services, efficiently organized in a “diverse socio-spatial environments” zoning definitely represent significant assets, that clearly supported this facility to become the epicentre of the College.

Full Citation:

This project is the result of an extensive, consistent and forward-looking planning process, that set key directions for the upcoming Centre for Learning and Innovation to serve not only the teachers and the students, but also the surrounding community. The approach of re-inventing the former library, yet challenging, has been successfully implemented and in a relevant way, through a wide engagement of actors and a clear, ambitious and shared vision of what this 21st facility could and should be. The design integrates a wide set of services and sub spaces, efficiently organized in a “diverse socio-spatial environments” zoning. Among other ones: large group areas, smaller break out spaces, makerspace, drone flying area, recording studio, mixed reality space that not only carry innovation, but practically support different typologies of teaching and learning activities. All these aspects represent very significant assets that clearly supported this facility to become the epicentre of the College, and make it a pretty remarkable achievement.

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

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

Judges: Chris Scoble (VIC)  
Greg Chambers (NSW)  
Phan Pit Li (Singapore)

1x Commendation 1x Winner

**COMMENDATION :** [La Valla, Marist College Bendigo, Victoria](#)  
**Y2 Architects**  
**Photographer: Leon Schoots Photography**

Summary Citation:

The project stands out for its comprehensive planning process, which involved ongoing site-based research as well as engagement with students. There is a good balance of spaces offering a rich variety of learning settings. Thoughtful furniture design adds delight and playfulness into the learning environment, creating a space which 'encourages imagination and curiosity'.

Long Citation:

Comprehensive consultation and planning have allowed the design team and Marist College Bendigo to fulfil their 'Philosophy of Education' and provide an engaging space where creativity and learning are encouraged through a Reggio learning environment.

The architectural design has been completed with the child's perspective in mind at all times, to provide a space with the agility to adapt and re-arrange to respond to the educational needs.

The central Piazza brings community and character to the space and connects with the external environment to provide an opportunity for students to learn about the environment and sustainability in a sensory and tactile manner. There is a good balance of spaces offering a rich variety of learning settings. Thoughtful furniture design adds delight and playfulness into the learning environment, creating a space which 'encourages imagination and curiosity'.

**WINNER:** [Whittlesea Tech School, Victoria](#)  
**ClarkeHopkinsClarke Architects**  
**Photographer: Dianna Snape**

Summary Citation:

The dedicated STEM facility at Whittlesea provides state of the art facilities for the local schools to come into an environment that facilitates and inspires innovation. Through detailed planning and diverse project partners including business, industry and tertiary, the facility has been created to engage with students and demonstrate to them the places their knowledge and learning can take them.

Long Citation:

The project is a well-conceived design with a range of flexible spaces which support the project's vision and learning goals. Each space created has its purpose, yet flexible and inter-connected with other spaces to enable a rich spatial experience, encouraging exploration, inquiry and collaboration. A clever mix of smaller informal learning spaces, laboratories, Industry focused, conference and

large central learning gallery the Architects have skilfully provided an inclusive, flexible and highly functional facility. The ability to modify the internal planning to suit emerging technologies, subject changes or alternative learning methodologies has been carefully included in the design. Consideration of the inclusion of today's technology, an allowance for integration of emerging technology, the ability to access both local and international industry experts and academics, and the educational path of High School students into a tertiary setting is evident in both the planning and built form. It is clear that the thorough and extensive collaboration and planning process with all stakeholders has assisted in the design of the final outcome. It is a building that excites and engages both students and teachers through exposure to high end technology.

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

Judges: Natalie Gray (VIC)  
Cassie Stronach (NSW)  
Paul Steed (WA)

2 x commendations and 1x winner

### COMMENDATIONS:

1. [Lindfield Learning Village Stage 1, NSW](#)  
**DesignInc, Lacoste + Stevenson, BMC2 as architects in association**  
**Photographer: Tyrone Branigan**

#### Citation:

The Lindfield Learning Village Stage 1 project demonstrates an outstanding achievement across two distinct objectives which are embodied within this facility. The project provides the flexible school environments which support the individualised learning model – “by stage, not age” – that is at the core of the project. This is achieved through the adaptive reuse not just of a building but of an entire campus, the former Ku-ring-gai College of Advanced Education which was an important project of the 1960’s & 70’s ‘Sydney School’, which developed an expression of vernacular and brutalist architecture within the unique context of the Australian landscape and rugged escarpments surrounding Sydney. Within the challenges of heritage and regulatory requirements, the project has repurposed the campus for a K-12 educational facility with vibrant insertions of materials and colour that define function and space, whilst juxtaposing against the raw mass of the concrete superstructure. The objective of establishing this school as a village of multi-age learning communities is evident from the project briefing, which anticipated the spatial relationships necessary to support the model. These are realised through a wide variety of contemporary learning environments, ranging from fully flexible space capable of varied uses and configurations, through to the more specialist teaching spaces and workshops, which require careful planning to fit into the existing building fabric. The Lindfield Learning Village is new and innovative model of combined Primary and Secondary education delivery that results from a comprehensive planning process. The design provides an outstanding adaptation of existing facilities and will extend the use of this site as a learning precinct for many years to come.

2. [St Pauls College Modernisation, Victoria](#)  
**ClarkeHopkinsClarke Architects**  
**Photographer: Rhiannon Slatter Photography**

#### Citation:

The pressure of a contracted timeframe and a desire to fulfil a complex brief with soul has produced a focussed and refined vision at St Paul’s College Modernisation.

In order to successfully deliver this multi-faceted project within an approximately 9-month timeframe the planning process had to be compressed however it is evident that the architect deftly facilitated a detailed brief development process with the client. The key stakeholders were taken along on the design journey and clear communication pathways appear to have been set up to deliver the brief but also allow the project team to achieve results in a short timeframe (smaller client focus group responsible for keeping the wider client body informed of fast moving process). The built outcome demonstrates how every inch of the site has been maximised to achieve the brief. Internal and external spaces are woven together. A split level is seen as an opportunity, not a

hindrance and navigated with seamless ramps. Collaboration with the builder and client during the build has clearly led to a cohesive, refined outcome.

The project team were required to be flexible to deliver a successful outcome in the short timeframe. The multi-use spaces address the varied needs of the students and the variety of activities required to be accommodated.

The LUMES technology developed specifically for the project offers a sensory experience to students that is truly innovative. The idea that it is also a learning device is very appealing. Another innovation is the introduction of VCAC programs to the school and the community connection the design offers up.

**WINNER:**                    [Carlton Learning Precinct, Victoria](#)  
**Law Architects Pty Ltd**  
**Photography: Dianna Snape**

Citation:

Equity and unity were clear objectives of the project team this exemplar project. Architecture can be a tool for social change. The Carlton Learning Precinct continues to leap forward as a community builder, incorporating early learning, primary education, family services, a community hub as well as informal recreation and social gathering spaces.

Increasingly, educational facilities are separated from the community for reasons of health, safety and security. The implications of separation are often an unfortunate underutilisation of land, creating dead urban spaces much of the time and reducing the opportunity for community cohesion. The Carlton Learning Precinct proves that social cohesion is highly achievable if the client group is prepared to look beyond the specifics to the intent of the brief.

The re-use of a three-storey structure could be seen as a less than optimal solution for connectivity. Not so at the Carlton Learning Precinct. The three-storey building created opportunities to balance connectivity with places of particular relationships.

Re-use of materials where possible should be standard practice in renovation. The concept is espoused in ESD planning and at all levels of government. For many years, education providers have redeveloped or created new buildings at the expense of the overall site and its context, seemingly because it has been the easiest way to work. The deliberate decision to re-use rather than redevelop is a testament to the client group's commitment to sustainability in a materials sense and in minimising the footprint on what is already a small site.

Law Architects showed great skill in leading the process, having the patience and humility to incorporate the creative inputs of staff, students, State and local bureaucrats as well as education academics. The participants undertook a creative planning process, introduced design techniques to create flexible and innovative pedagogical and community spaces and allow for orderly management of educational land.

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

Judges: Natalie Gray (VIC)  
Cassie Stronach (NSW)  
Paul Steed (WA)

2 x commendations and 1x winner

### COMMENDATIONS:

1. [William Angliss Institute Sydney Campus, NSW](#)  
**Gray Puksand**  
**Photographer: Luc Remond**

#### Citation:

The William Angliss Institute Sydney Campus project demonstrates the excellent adaptation of a standard commercial office tenancy to house a contemporary hospitality training facility. This type of facility presents a highly challenging brief in itself, with the provision of specialist teaching areas which have demanding requirements for planning, layout and servicing. The limitations of space required an exploration of learning environment options beyond the client's initial anticipated outcomes, with the result being a highly adaptable and flexible 'central training kitchen' ("superkitchen") that can serve multiple classes at the same time, whilst consolidating the servicing of this area. The layout of other teaching and learning spaces within the building facilitates a broad variety of formal and informal learning opportunities, in settings for classroom, demonstration/observation and collaborative work environments. There is a distinction between the vibrant and angular aesthetic of the student learning areas and the important learning environments which offer a 'real-world' interface with the public, with a restrained and contemporary mood for the café and restaurant. The William Angliss Institute has successfully adapted a centrally located but otherwise nondescript commercial tenancy into an educational facility which seeks to provide students with a learning environment that supports their endeavours. The care in researching and pursuing the best current approaches to culinary education has resulted in a unique and dynamic solution for the client, with flexible and innovative spaces that will allow the Institute to grow and adapt over time.

2. [University of Melbourne – Kwong Lee Dow Centre, Victoria](#)  
**PTID**  
**Photos Owned By Submitter**

#### Citation:

The Kwong Lee Dow Centre is an example of successful repurposing of an old carpark into a state-of-the-art learning and examination centre. The spaces created are both highly programmed yet truly flexible which is a great achievement.

The planning process being two-way, 'top down' where those in charge of running the space are consulted and 'bottom up' where those using the space on a regular basis (such as students or professors) are consulted is comprehensive and evidently successful in the final outcome. The use of personas such as 'student accessing the space for studying/socialising' to determine the kind of use and facilities required is a unique and insightful way to develop the brief.

The open, flexible and calm resulting space with paired back materials and carefully calibrated views, acoustics and thermal conditions is a direct response to the detailed planning process. The varied environment provides choice to the occupant.

Regarding flexibility the custom furniture and operable walls allow the space to be quickly and easily transformed, successfully fulfilling the brief. The design of the HVAC system allowing for varied temperatures (appealing to occupant comfort preferences) is an interesting concept. The true innovation of this project lies in the reuse of the old carpark seizing the opportunity to use the original carpark ramp as an entry, a signifier, a performance or lecture space, and mass exit once exams are over! In addition to this, the development of custom animations for the AV system describing how to use the space, reconfigure furniture or operate walls is a neat innovation that will prove useful to tech-savvy students.

**WINNER:**        [Nanjing International School Early Years Redevelopment](#), China  
                      **EIW Architects**  
                      **Photographer: Sun Jian**

Citation:

Student Voice + Choice and Bursting the Bubble within the context of being in China. The objectives of this project in empowering each child and allowing freedom in living and learning have been clearly articulated in the design solution.

The planning process applied universal terms, related to natural experiences to develop a common understanding of the purposes of both connection and relationship spaces. The terms are aspirational and set the tone for nurturing development of the project and the people during the process as well as in the completed place.

The “Project Nest” enabled participants to safely share their thoughts and opinions openly and anonymously throughout the process. The structures of client groups can create the silent majority. Clearly, all views in the Nanjing project are encouraged and respected. This approach reflects the values of the School in learning.

The spatial response is an excellent integration of gentleness and resilience, providing flexibility for students and teachers to grow and discover. The material and furniture choices reinforce the essence of the project.

Creative use of bamboo in cabinetry and landscaping enhances the aesthetics, is sustainable and provides a recognition of place within the world.

The people who use this place will develop within a context which breaks down barriers between culture, whilst respecting the character of the individual. Clearly, the outcome is highly appropriate for an international school. In Australasia, most communities are or need to be able to respond in the same way as the stakeholders in the Nanjing International School Early Years Redevelopment.

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## CATEGORY 6 - SMALL PROJECTS UNDER AU \$2 MILLION

Judges: Deb Auckland (SA)  
Peter Moeck (SA)  
Ellen Wilkinson (VIC)

2 x commendations and 1x winner

### COMMENDATIONS:

1. [St Dominic's School STEAM Centre, Victoria](#)  
**Minx Architecture**  
**Photographer: Rhiannon Slatter**

#### Summary Citation:

The St Dominic's School STEAM Centre purposefully set out to provide for a range of activity settings within a modest footprint that replaced two aged traditional learning spaces. The indoor space integrates seamlessly with a delightful courtyard offering kitchen garden and inspirational artworks. The architectural and landscape response has holistically addressed the functional and practical aspects of Science, Technology, Engineering, Art and Maths in a creative manner that lifts the human spirit.

#### Full Citation:

St Dominic's School in Broadmeadows has delivered an exemplary response to a brief that sought to lift staff and student hands-on engagement with Science, Technology (food, horticulture and programming), Engineering (lego and blocks), Art (drawing and painting) and Maths. The new space replaces two aged traditional learning spaces accommodating 50 students indoors and seamlessly connecting to a delightful outdoor courtyard accommodating a further 25 students in a Primary School setting. The architectural and landscape response to the brief is articulate and delightful. The voluminous daylight filled space is configured into cooking, science and flexible use zones. Practical ergonomic solutions are provided for a range of functions and activities including for didactic and outdoor learning. This is an elegant and simple design solution. It provides generous shade and weather protection with unique artistic overlays that inspires creativity. The building and outdoor settings are outward looking and welcoming and this encourages interaction and hands-on engagement with all things STEAM. The objectives to make education meaningful, to encourage curiosity, student inquiry, problem solving, dialogue, critical and creative thinking are made visible and joyful in this project.

2. [Walford Anglican School For Girls Ellen Benham Science Centre, South Australia](#)  
**Matthews Architects**  
**Photographer: David Sievers**

#### Summary Citation:

The Walford Anglican School for Girls Ellen Benham Science Centre refurbishment sets an idealistic and purposeful intent for STEM learning and is supported by rigorously tested ideas and robust design solutions. Through extensive project specific research, testing and evaluating different laboratory typologies, the design solution meets the clear brief for adaptable spaces that can be easily manipulated to suit teacher preferences, modes of learning, group sizes and future learning programs.

Full citation:

The Ellen Benham Science Centre at Walford Anglican School for Girls in Adelaide is an educational facility that exemplifies the educational ethos of the project's namesake.

Miss Ellen Bentham was the second Walford Headmistress, an educator who pursued excellence and encouraged the sciences through a combination of idealism and common sense. The refurbishment of the existing Benham Building sets an idealistic and purposeful intent for STEM learning and is supported by rigorously tested ideas and robust design solutions.

The design team undertook extensive project specific research, testing and evaluating different laboratory typologies to create customisable laboratories. The design solution meets the clear brief for adaptable spaces that can be easily manipulated to suit teacher preferences, modes of learning, group sizes and future learning programs.

Innovation is evidenced through careful consideration of details to define space and provide delight such as the gentle curve of the ceiling and wall feature lining, innovative joinery solutions with secret sliding screens to hide and reveal services infrastructure and custom designed window blackout. An incredibly tight construction timeframe of 9 weeks working within an existing building initiated further innovation in procurement and modular construction methodologies.

This design process has put into practice the Walford School motto 'Virtute et Veritate' (with Courage and Truth) and the outcome is testament to what can be achieved by architects and educators working together to clearly articulate an education brief and rigorously testing and evaluating ideas.

**WINNER:** [John Paul College Kindergarten Extension & New Build, Queensland](#)  
**Deicke Richards Architects with Aspect Studios in collaboration with John Paul College Kindergarten**  
**Photographer: Mindi Cook**

Summary Citation:

The design of the new John Paul College Kindergarten facility successfully reflects the Reggio Emilia inspired educational philosophy within an Australian context. It emphasises hands-on discovery learning that allows children to actively engage all their senses, guided by educators rather than directed. In response the project articulates two wonderful internal 'Atelier' spaces in the form of 'The Nest' and 'The Burrow' flanked by an outdoor 'Piazza' connected by generous verandah spaces, inviting an easy transition between indoors and out.

Full Citation:

John Paul College (JPC) Kindergarten's new extension in Fortitude Valley provides an imaginative articulation of the college's Reggio Emilia approach to teaching and learning within an Australian context.

The design team undertook a collaborative process with a diverse stakeholder team to produce a design framework that fosters engaging experiences with climate, form (external, internal and transitional spaces), light, colour, materials and texture, smell, sound and taste.

This process helped support and define the Kindergarten's strong art and nature-based program, focusing on encouraging children to creatively problem solve, engage deeply with personal and group projects, and to experience nature with freedom and wonder. It emphasised hands-on discovery learning that allows children to actively engage all their senses, guided by educators rather than directed.

The extension in its simplicity provides two new learning spaces separated by central amenities opening onto a generous verandah that flows into the "Piazza" or green heart also reflecting the Reggio Emilia value of encouraging connection with nature.

The project's innovative approach is revealed by the characterisation of internal "Atelier" forms offering focused respite from other activities - a sunken studio features in 'The Burrow' learning space, while a playful house-like structure punctuates 'The Nest' learning space. These unique Atelier spaces are dedicated to creative exploration and elevate the children's art-focused learning experiences.

The project is a wonderful example of a design that on first appearance appears simple in its articulation of beautiful light filled spaces, yet when explored further has many layers providing a rich and unique experience for both the child and educator.

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## CATEGORY 7: LANDSCAPING/OUTDOOR LEARNING AREA

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

Judges: Jayne Harrison (NSW)  
Julia Atkin (NSW)  
Murray Robertson (New Zealand)

1 commendation and 2 winners

**COMMENDATION:** [Te Uho O Te Nikau Primary School](#), New Zealand  
**Isthmus Group Ltd**  
**David St George Photography**

### Summary Citation:

With the mindset of “embracing the unexpected” the design team for the outdoor learning at Te Uho Te Nikau Primary School embraced the challenge set by the educational brief to provide flexible outdoor learning spaces that operate as an extension of those within.

This challenge led the team on a journey of discovery, enriched by the participation of students throughout the design process.

The resulting outdoor learning environment provides the backdrop for cube seating which in itself offers a myriad of learning setting opportunities, so extending the project’s philosophy of students as designers by their everyday use.

### Full citation:

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This challenge led the team on a journey of discovery, enriched by the participation of students throughout the design process.

The resulting outdoor learning environment provides the backdrop for cube seating which in itself offers a myriad of learning setting opportunities, so extending the project’s philosophy of students as designers by their everyday use.

The thought process demonstrated by the design team, and the ability to engage with students to expand on this creative process has resulted in an outdoor learning area that provides multiple learning settings including small and large group gatherings, individual or collective engagement, performance or a simple outdoor gathering space.

This project is commended for the value it places on student engagement and the resulting outdoor learning area which is a stimulus for both play and student agency. In addition, the unique design of the cube furniture demonstrates a highly innovative approach taking the simple concept of the seat to develop a multifunctional didactic and playful piece that ignites the imagination of the learner.

## WINNERS

1. [Rawhiti School Outdoor Learning Areas Development](#)  
**Rāwhiti School and Kamo Marsh Landscape Architects**  
**Photographer: Dennis Radermacher, Lightforge Photography.**

### Summary Citation:

Rawhiti School’s achievement demonstrates the possibilities of what a high-quality learning landscape can offer. A new school with new buildings, it was left with a largely undeveloped bare

landscape. Not deterred, the staff and students developed a brief through research and observation. Critically, the brief looked to develop the school's cultural narrative and investigate how landscape can be a calming space, to deal with the stresses of a post-earthquake Christchurch. A rich landscape has been created with a wondrous range of learning and un-prescribed play opportunities; a strong sense of place/identity for the school, and reflective of their culture, location, ecology and climate.

Full citation:

Rawhiti School's achievement demonstrates the possibilities of what a high-quality learning landscape can offer. A new school with new buildings, it was left with a largely undeveloped bare landscape. Not deterred, the staff and students developed a brief through research and observation. Critically, the brief looked to develop the school's cultural narrative and investigate how landscape can be a calming space, to deal with the stresses of a post-earthquake Christchurch. What has been created is a landscape rich in a wondrous range of learning and un-prescribed play opportunities; a strong sense of place/identity for the school and reflective of their culture, location, ecology and climate. A natural colour and material palette has been used with strong effect. As a merger of three schools, Rawhiti School's landscape and outdoor learning areas have been a catalyst to bring the community together. The design has worked around existing elements. It has reused materials from those three schools and a local quake damage jetty. The design has been cleverly worked in with the sites sustainable drainage system reflecting nearby coastal wetlands. There is a stunning range of variety. Spaces to gather, big and small in sheltered nooks. It invites adventure, exploration and play.

2. [Caloundra Christian College Primary School Outdoor Spaces, Queensland](#)  
**Greenedge Design Consultants**  
**Photographer: Andy McPherson**

Summary Citation:

The Caloundra Christian College Primary School outdoor spaces are expertly designed to provide multiple formal and informal learning opportunities in a restricted space. The clever design maximises the opportunities that outdoor spaces can provide. The school and design team are to be commended on conducting a Post Occupancy Evaluation of the spaces which, through the feedback of staff and students, served to highlight the success of the well conceived design of spaces for free play, encouraging risk and physical activity, sensory engagement, quiet reflection and relaxation in having a noticeable impact on students' social awareness, ability to face challenges, enjoyment of free and imaginative play, hands on gardening projects as well as practical STEM activities.

Full citation:

The Caloundra Christian College Primary School outdoor spaces are expertly designed to provide multiple formal and informal learning opportunities in a restricted space. The clever design maximises the opportunities that outdoor spaces can provide and includes:

- space for quiet reflection
- opportunities for young people to exercise choice, test boundaries and enjoy freedom
- spaces that develop social awareness and support community building
- spaces for physical movement, activity and play
- spaces for imaginative and free form play
- exposure to natural materials and natural processes
- spaces for construction, creative and wet/messy activities and projects
- opportunities for discovery in nature with natural materials
- area for environmental, sustainability and science technology and mathematics (STEM) education

- opportunities to develop small garden projects
- enrichment of the sensory environment and development of the aesthetic imagination
- support for gross motor development
- spaces that inspire creative works – art and writing
- social, recreational space

The school and design team are to be commended on conducting a Post Occupancy Evaluation of the spaces which, through the feedback of staff and students, served to highlight the success of the project in having a noticeable impact on students' social awareness, ability to face challenges, enjoyment of free and imaginative play, hands on gardening projects as well as practical STEM activities.

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## CATEGORY 8 - AN INNOVATIVE EDUCATION INITIATIVE

Judges: Deb Auckland (SA)  
Peter Moeck (SA)  
Ellen Wilkinson (VIC)

1 commendation and 1 winner:

**COMMENDATION:** [What Works in STEM Works? Synthesis Document](#), South Australia  
**NoTosh in collaboration with Department for Education SA**  
**Photos by submitter.**

Summary Citation:

‘What Works in STEM Works?’ is a post occupancy evaluation (POE) of the STEM works program which provided 139 South Australian government schools with new STEM facilities. Appointed by the Department for Education South Australia, No Tosh embarked on a highly detailed and rigorous research process identifying the importance of the school community's coherent vision as the most important indicator of success for the new STEM learning environment. The outcome is a detailed document that provides an invaluable stakeholder resource in the planning of future learning spaces.

Full Citation:

‘What Works in STEM Works?’ is a post occupancy evaluation (POE) of the STEM works program that provided 139 South Australian government schools with new STEM facilities.

Appointed by the Department for Education South Australia, consultants No Tosh embarked on a highly detailed and rigorous research process involving immersion activities to help participants adopt an open, divergent mindset and use the skills of empathy and listening to understand the multiple layers in both qualitative and quantitative data collection.

Through immersion and synthesis of the Department for Education South Australia’s STEM Works initiative No Tosh were able to identify that the most important indicator of success for a new STEM learning environment is the coherence of the school community’s vision for their new space. The clearer the school’s vision for how the facility would be utilised the more effective the finished space was in achieving the STEM learning strategy.

The Mount Barker High School Project is a great example within the 'What Works in STEM Works?' document of how a school innovatively approached the process and design of their STEM facility using a clearly identifiable clarity, collaboration and communication process. Collaboration is deeply ingrained in the school's culture evidenced by the student committee established to help design the STEM workspaces. This involvement created a culture of accountability and responsibility for the STEM Works space which continued through to hand over and beyond. Staff were also highly involved using prototyping within their existing facility to test and develop team-teaching practice, helping them to change their teaching practice in anticipation of the new facility and inform the design itself. “Viewing yourself as a learner [helped get my head around the STEM Works project],”

The outcome of this educational initiative is a detailed document that is an invaluable stakeholder resource in the planning of future learning spaces.

**WINNER:** [Halswell Residential College](#), New Zealand  
**Baldasso Cortese Noordanus/ Baldasso Cortese**  
**Photographer: Dennis Radermacher, Lightforge Photography**

Summary Citation:

The Halswell Residential College provides an environment for the delivery of special education to 32 live-in students and their care givers within a residential setting. This innovative project recognises and reinforces the crucial role a supportive home environment plays in successful engagement in learning; providing a safe, secure environment where being part of a community contributes to stabilising behaviour, building life skills, enhancing wellbeing and readiness to learn.

Full Citation:

Halswell Residential College in Christchurch has broken new ground by combining residential student accommodation villas with a Multi-purpose Learning Environments (MPLE). The Master Plan Brief that was established following extensive consultation and information gathering was to provide accommodation and gathering spaces for 64 students and their caregivers within a village type environment. Configured as four Villas and a Multi-purpose Learning Environment there is the provision for a further four Villas in future stages.

The inclusion of inspiring spaces that are comfortable, homely and robust to withstand the everyday occupancy of troubled students contributes invaluable to the wellbeing goals of this project. The resultant design provides a 'home' that many students had yet to experience arranged around centralised play and gathering spaces that encourage the positive social interaction of all inhabitants who reside in this setting for a School term.

The internal arrangements assist in the development of life skills providing self-catering options with shared kitchens and laundries, communal and sensory spaces. Each student has their own room to ensure a sense of responsibility through spatial ownership and individualisation of the space.

The move away from institutional facilities has created a welcoming and inclusive family focused community between the students and the staff. A sense of pride in their environment builds a sense of self pride and confidence which extends to learning. Working together and undertaking the challenges of problem solving is encouraged. Oppositional behaviours decrease when students are relaxed and trust each other. Wellbeing is the key. Being safe and comfortable provides an essential grounding for engagement in learning. The college's ethos of 'Living is Learning' is activated and celebrated in this transformational project.