

## 2020 QUEENSLAND CHAPTER AWARDS FOR EXCELLENCE IN EDUCATIONAL FACILITY DESIGN WINNERS AND COMMENDATIONS



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

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### **Thank you to our jurors:**

Carolyn Oades – Walter Brooke Architecture (SA)  
Kathy Giordamnis – Education Sector (Vic)  
Kate Thompson –QUT (Qld)  
Lisel Thomas – Education Sector (Vic)  
Rod Morris – BGA (Qld)  
Katerina Dracopoulos – Fulton Trotter Architects(Qld)  
Eamon Broderick - Taylor Robinson Chaney Broderick (WA)  
Derek Bartels - Lutheran Education (QLD)

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### **OVERALL WINNER:**

**[St Eugene College Stage A – Marian Building](#), Burpengary  
Guymer Bailey Architects**

#### Full Citation:

Selecting an overall winner in these awards is a difficult task. This year, projects ranged from a renovation delivered for under \$3M to a new \$17M facility, which then needed to be compared with an outdoor learning area and innovative education initiative. However, the judges were unanimous in recognising this year's winner as the project that best demonstrated the link between built form, educational philosophies and learning – St Eugene College Stage A Marian Building by Guymer Bailey Architects.

Guymer Bailey Architects have delivered simple yet innovative modifications, with the resulting spaces in the refurbished Marian Building able to be leveraged in a variety of modes. The biophilic nature of the building is very appealing, with a seamless indoor outdoor transition that extends the indoor classroom out into a covered outdoor learning area.

The judges were impressed by the thorough planning process and extensive stakeholder consultation, and were pleased to see that this included the involvement of students and parents in addition to the teaching team. It was obvious that this collaborative design process had a strong focus on thinking about kids' lives and learning, and the outcome is a clear nexus between the educational brief and resulting built form.

The linkages to multiple modes of operation in learning are well thought out, and there is evidence of the built form supporting a collaborative teaching model and driving improvements in teaching practice. Nine classrooms have been reconfigured to eight large classrooms organised in pairs. The judges particularly liked the small breakout 'pod' that linked each classroom pair and mediated opportunities for teachers and students to come together and meet.

The project is the first building in the Brisbane Catholic Education (BCE) portfolio of schools to be built since the commencement of the Energy Reduction and Management Plan (ERaMP) program – winner of the innovative education initiative category – and has included many innovations in sustainability. As well as energy and cost savings, these environmental improvements have created a better learning environment.

Delivered for less than \$3M, this project has turned one of the oldest buildings in the school into a contemporary, flexible, and energy-efficient learning environment.

Congratulations to Guymer Bailey Architects and St Eugene College as overall winner of the 2020 Queensland Awards.

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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.

2 commendations

### **COMMENDATIONS:**

[Fortitude Valley State Secondary College](#), Fortitude Valley  
**COX Architecture (Design Architects) & ThomsonAdsett (Delivery Architects)**

#### Summary Citation:

The Fortitude Valley State Secondary School by Cox Architecture and Thomson Adsett takes the Queensland vernacular and successfully provides a new typology for a vertical school in an urban setting.

The team in partnership with QUT and after an extensive stakeholder and community consultation process, produced an impressive outcome for learning, allowing for the nature of a multi-disciplinary curriculum. The result for the school and its community is safe, diverse and inclusive.

The environment has been carefully directed, with an urban and sub-tropical sensibility, the lower level paying homage to the historical nature of the site. The spatial design considers the need to be adaptable, addressing the changing technologies and pedagogy.

The challenges of designing and understanding the needs of a new, large scale multi-storey secondary school development are complex and the team has excelled in this realm.

#### Full citation:

The Fortitude Valley State Secondary School by Cox Architecture and Thomson Adsett takes the Queensland vernacular and successfully provides a new typology for a vertical school in an urban setting.

The team in partnership with QUT and after an extensive stakeholder and community consultation process, produced an impressive outcome for learning, allowing for the nature of a multi-disciplinary curriculum. The result for the school and its community is safe, diverse and inclusive.

A variety and hierarchy of spaces have been developed to accommodate different learning needs. Collaborative pods readily accessible from general learning areas allow for multi-modal learning. The central atrium provides vertical connection and assists in passive ventilation. Ease of circulation considered paramount, is balanced by smaller spaces to allow incidental casual interactions.

The environment has been carefully directed, with an urban and sub-tropical sensibility, the lower level paying homage to the historical nature of the site. Learning terraces and foliage wrap the building with General learning Areas grouped to the north.

The form of the building sits neatly in the surrounding context, whilst a large building and in a constricted site, its form has been broken into smaller parts providing a scale appropriate for students, but also one that is aspirational towards future learning and tertiary institutions.

The spatial design considers the need to be adaptable, addressing the changing technologies and pedagogy.

The challenges of designing and understanding the needs of a new, large scale multi-storey secondary school development are complex and the team has excelled in this realm.

**C & K Oxley Childcare Centre, Oxley**  
**Giarola Architects**

Summary Citation:

The C&K Oxley Childcare Centre by Giarola Architects is a creative and inclusive response to a challenging site.

Over three levels the design encourages curiosity and activity for the early learning years.

The Curriculum has been carefully considered aligning with an aim for the spaces to ignite imagination, allowing exploration and discovery.

The symbolism of a tree and the strong connection for the children and their environment is inherent in the physical infrastructure of the facility.

A strong cultural and ecological link to the environment is evidenced in the materiality and connectivity between indoors and outdoors.

The tree-house narrative is an age appropriate response to the stakeholders' requirements of a nature-based pedagogy and the team should be applauded for the clever solution provided.

Full citation:

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Over three levels the design encourages curiosity and activity for the early learning years.

An imagined Oxley Creek, runs strongly internally and externally throughout the project, starting upon arrival at the site, flowing through a waterfall and down to the lowest level with a 'serpentine' dry creek bed. What a wonderful story for a young audience to be part of.

The Curriculum has been carefully considered aligning with an aim for the spaces to ignite imagination, allowing exploration and discovery.

Spaces have been carefully linked to allow for vision of children in others areas, allowing for risks to be taken when appropriate.

Dining on level 2 under the canopy of the tree is inclusive and delightful, creating the feeling of having a picnic, allowing for the children to feel safe and develop the understanding of sharing and forging relationships.

The symbolism of a tree and the strong connection for the children and their environment is inherent in the physical infrastructure of the facility.

A strong cultural and ecological link to the environment is evidenced in the materiality and connectivity between indoors and outdoors. The observation pod allows a direct connection to the bushland, it allows for the rich stories of the land to be seen and told.

A small, but important project, the C&K Oxley Childcare Centre introduces the next generation to important cultural and environmental aspects whilst allowing them to learn important social skills and values in safe, yet vibrant environment.

The tree-house narrative is an age appropriate response to the stakeholders' requirements of a nature-based pedagogy and the team should be applauded for the clever solution provided.

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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.

1 winner, 1 commendation

**WINNER:**

**[Hillbrook Anglican School Upper Campus Precinct](#) , Enoggera  
BSPN Architecture in collaboration with Hillbrook Anglican School**

**Summary Citation:**

Following a highly collaborative and consultative process led by BSPN Architecture, the Hillbrook Anglican School campus has been reimagined and redefined. A shared vision emerged of how the campus might work, which further developed the educational and technical brief for the Upper Campus Precinct redevelopment. The resulting buildings have been designed to make the most of filtered light and natural ventilation, and formal learning spaces have been pushed to the perimeter of the site, opening up a lively, landscaped heart to the campus. The site’s sloping terrain has been masterfully sculpted into an Educational Amphitheatre, now affectionately referred to as “the rice paddies”. A new and welcoming entry has also been created. This is a school with the idea of community at its core.

**Full Citation:**

The judges have given the New Construction / New Individual Facility (or Facilities) Over \$8m Award to BSPN Architecture for the Hillbrook Anglican School Upper Campus Precinct.

An expanding student population was the catalyst for the school to reassess their school masterplan and engage BSPN Architecture to assist them in a journey that was about more than just spaces and student numbers.

Through a highly collaborative and consultative process, a shared vision emerged of how the campus might work, which further developed the educational and technical brief for the redevelopment.

The ultimate building works culminated in a new three storey Science/ English building, a two storey administration building, and the extension of the existing library.

In order to accommodate these new facilities, two existing buildings at the campus street frontage were demolished. This enabled the provision of a new and welcoming entry for the school precinct, befitting the identity of a progressive and innovative learning environment, with the idea of community at its core.

Formal learning spaces were pushed to the perimeter of the site, opening up a lively, landscaped heart to the campus. The site’s sloping terrain has been masterfully sculpted into an Educational Amphitheatre, now affectionately referred to as “the rice paddies”. A campus formerly navigated by restricted walkways linking small courtyards has been reimagined and redefined to form an inspiring landscape for education, communication and contemplation.

The buildings of the Upper Campus Precinct employ intrinsic sub-tropical design principles and respond to the site in ways that make the most of filtered light and natural ventilation, whilst the learning spaces themselves provide for learning at any time, at any location, and in any of the multi-modal environments considered desirable for any specific educational outcome.

Congratulations BSPN Architects and Hillbrook Anglican School.

## COMMENDATION:

### Emmanuel College: Neville Bonner AO Centre, Carrara Hamilton Hayes Henderson Architects

#### Summary Citation:

The Emmanuel College Neville Bonner AO Centre designed by Hamilton Hayes Henderson Architects is underpinned by a comprehensively documented initial brief and is architecturally very skillfully articulated. Students have responded positively to a building that is fun, engaging and interactive, and have affectionately nicknamed it the 'Minecraft' building. The window box pod study nooks are a particularly nice feature and are much sought after by students. Flexible spaces and furniture accommodate different teaching and learning styles, with spaces able to be adjusted with ease. ESD principles underpin the design, with vertical cables to create a green shading wall and use of the atria for natural light and cross ventilation to supplement the air conditioning.

#### Full Citation:

The judges have given a commendation under the New Construction / New Individual Facility (or Facilities) Over \$8m category to Hamilton Hayes Henderson Architects for the Emmanuel College Neville Bonner AO Centre.

A comprehensively documented initial brief underpinned the project. Despite several changes in school leadership, this brief only required minor adjustments to accommodate specific requirements during a particularly drawn out planning process. HHH Architects and the Head of Senior School also attended a Learning Environments Australasia conference together to build both their relationship and skills.

The resulting design has clearly responded to the educational brief and is architecturally very skillfully articulated, with an atria that creates a good internal building focal point. The students have responded positively to a building that is fun, engaging and interactive, and have affectionately nicknamed it the 'Minecraft' building. The window box pod study nooks with cushion mats and glimpse views over the oval and hinterland beyond are a particularly nice feature. It is no wonder they are much sought after by students as an escape where they can enjoy personal space.

A variety of collaborative break out spaces and the atria offer lots of flexibility to accommodate different teaching and learning styles. Various modes of learning have been catered for within each classroom, with the main teaching area linked to the neighbouring classroom via sliding glass doors. Flexible furniture has been provided to allow spaces to be adjusted with ease and to support the flexibility of the built form.

The judges were impressed by a number of innovative features and the ESD principles underpinning the design. This included vertical cables to create a green shading wall and use of the atria for natural light and cross ventilation to supplement the air conditioning.

Congratulations Hamilton Hayes Henderson Architects and Emmanuel College.

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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.

1 Winner, 1 Commendation

**WINNER:**

**[Genesis Christian College STEM Building](#), Bray Park  
McLellan Bush Architects**

**Summary Citation:**

The STEM Building at Genesis Christian College by McLellan Bush Architects responded to the educational brief to provide a space that was open to support a variety of STEM activities. This included simplicity and transparency with high ceilings (to support the use of drones) and glass to encourage learning on display.

The team undertook an excellent planning process to understand the educational brief. The new space connected to existing spaces with flexibility supporting the adoption of different teaching and learning strategies.

By designing for overseeing and overhearing, this new STEM Building will facilitate the implementation of new curriculum (including the use of 3D printers and laser cutters) as well as activities outside school hours, such as after school STEM or robotics clubs.

**Full Citation:**

The STEM Building at Genesis Christian College by McLellan Bush Architects responded to the educational brief to provide a space that was open to support a variety of STEM activities. This included simplicity and transparency with high ceilings (to support the use of drones) and glass to encourage learning on display.

The team undertook an excellent planning process to understand the educational brief. Communication with stakeholders was facilitated with engagement using VR as well as walk throughs. A core component of this was connecting art and engineering – through the connection between spaces as well as the connection in curriculum areas and multiple, flexible use of the STEM Building.

The new space connected to existing spaces with flexibility supporting the adoption of different teaching and learning strategies. Colour has assisted in defining the spaces and groupings, and the openness clearly facilitates the brief's requirements for creating stronger links between indoor and outdoor learning areas.

By designing for overseeing and overhearing, this new STEM Building will facilitate the implementation of new curriculum (including the use of 3D printers and laser cutters) as well as activities outside school hours, such as after school STEM or robotics clubs.

## COMMENDATION:

### **[Saint Stephen's College – Centre of Music Excellence, Upper Coomera](#) Burling Brown Architects in partnership with Saint Stephen's College**

#### Summary Citation:

The Centre of Music Excellence at St Stephen's College, designed by Burling Brown Architects reflects the importance placed on music and the arts at this school.

The design demonstrated an understanding of the connection between the spaces and the different educational needs of music with respect to rehearsal, performance, and storage.

The design of the Centre of Music Excellence meets the sustainability objectives and was innovative in addressing the specific acoustic needs of music rehearsal and performance.

The creation of an identity for the school and the students through this Centre of Music Excellence is intended to encourage interest and uptake, within school and outside of school hours.

#### Full Citation:

The Centre of Music Excellence at St Stephen's College, designed by Burling Brown Architects reflects the importance placed on music and the arts at this school.

The team consulted widely and met the program of requirements provided. The design demonstrated an understanding of the connection between the spaces and the different educational needs of music with respect to rehearsal, performance, and storage. The flexibility of the design supports this with high use rates reported by the applicants.

The design of the Centre of Music Excellence meets the sustainability objectives with the extensive solar panels and rainwater tanks that were included in the external parts of the building. Within the building, the design was innovative in addressing the specific acoustic needs of music rehearsal and performance.

The creation of an identity for the school and the students through this Centre of Music Excellence is intended to encourage interest and uptake, within school and outside of school hours. We wish the school all the best with this goal.

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

No Entries

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

1 winner

### WINNER:

[St Eugene College Stage A – Marian Building, Burpengary](#)  
**Guymer Bailey Architects**

#### Summary Citation:

The St Eugene College Stage A – Marian Building by Guymer Bailey Architects successfully responds to the Energy Reduction and Management Plan program initiative for a reduced energy and carbon footprint school design and can be served as an exceptional benchmark for the future school development.

The team undertook an excellent consultation process to establish key priorities for St Eugene College's future developments that resulted in an impressive outcome for learning environment and better management of resources at the Marion Building.

The Curriculum has been carefully considered as pedagogical approaches are supported by the design of classrooms. Learning areas are also aligned with the broader design goal to connect outdoor and indoor spaces in an inspiring way. The design cleverly produces spilling indoor learning areas into sheltered outdoor areas and provides space for students to relax.

Designed with sustainability in mind, the Marion Building has converted underutilised locations into contemporary and energy-efficient learning spaces that facilitate co-teaching across groups in a flexible way.

#### Long Citation:

The St Eugene College Stage A – Marian Building by Guymer Bailey Architects successfully responds to the Energy Reduction and Management Plan program initiative for a reduced energy and carbon footprint school design and can be serve as an exceptional benchmark for the future school development.

The team undertook an excellent consultation process to establish key priorities for St Eugene College's future developments that resulted in an impressive outcome for learning environment and better management of resources at the Marion Building.

The Curriculum has been carefully considered as pedagogical approaches are supported by the design of classrooms. Learning areas are also aligned with the broader design goal to connect outdoor and indoor spaces in an inspiring way. The design cleverly produces spilling indoor learning areas into sheltered outdoor areas and provides space for students to relax.

The remarkable seamless transition from indoor to outdoor learning and materials used add to the design's flexibility (furniture and collaboration around shared representations, whiteboard etc.), in addition to the carefully considered acoustics.

Designed with future sustainability in mind, the Marion Building has converted underutilised locations into spaces with a contemporary and energy-efficient learning environment. Sustainable materials used and systems installed were focused on the energy use within each classroom whilst ensuring that air-conditioning use is well-balanced with natural ventilation and that all classrooms open up significantly to capture natural breezes.

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

No Award

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

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

1 winner

### **WINNER:**

[C & K Oxley Childcare Centre, Oxley](#)

**Giarola Architects**

### Summary Citation:

Giarola Architects have turned the challenge of a very steep site at C&K Oxley Childcare Centre into an opportunity. Their 'tree house' design concept is well executed and its emphasis on learning and development through nature play responds directly to the centre's educational brief. A 'creek' runs through the building before snaking through a natural playground that incorporates planter beds, yarning circles, tee pees, a chicken coop and natural areas in which children can explore and be creative, and an observation pod with its own tree-like structure sits amongst the tree canopy. The design also responds to the region's natural and Aboriginal history, with heavy use of timber and natural materials, indigenous planting and incorporation of Aboriginal art.

### Full citation:

The judges have given the Landscaping / Outdoor Area Award to Giarola Architects for the C&K Oxley Childcare Centre.

A solid planning and design process – which included visits to other facilities, design critiques, and consultation with education specialists – has resulted in an outdoor area that responds to the centre's educational brief and play-based learning program, as well as the region's natural and Aboriginal history. The outdoor area has been designed to ignite imaginations and foster curiosity as children experiment, learn, solve problems, develop friendships, and play.

The challenge of a very steep site became an opportunity to create a 'tree house' concept, with a toddlers and babies play space in the tree top and a 'picnic area' under the canopy. A 'creek' runs from the main road, through the building and down a slide, before transforming into a dry creek bed snaking through a natural playground that incorporates planter beds, yarning circles, tee pees, a chicken coop and natural areas in which children can explore and be creative. An observation pod with its own tree-like structure sits amongst the tree canopy.

Spaces have been designed and furnished to encourage flexibility and open ended play and activities. The observation pod in particular has been designed as a multipurpose area for children of all ages able to accommodate differing activities that can vary on a daily basis.

This outdoor area has gone above and beyond the standard sandpits and forts so often found in childcare centres. The design concept of a 'tree house' is well executed and emphasises and supports learning and development through nature play. The judges particularly liked the heavy use of timber and natural materials; incorporation of Indigenous art; and the opportunities for 'messy' outdoor activities.

Congratulations Giarola Architects.

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## CATEGORY 8 - AN INNOVATIVE EDUCATION INITIATIVE

1 winner

### WINNER:

[Brisbane Catholic Education Energy Reduction and Management Plans](#)

**Guymer Bailey Architects**

### Summary Citation:

The Energy Reduction and Management Plans (ERaMP) program is a Brisbane Catholic Education (BCE) initiative developed for the benefit of the entire Brisbane Diocese portfolio of 146 schools. Collaboration between educators and energy, design and delivery experts has increased understanding of “what is a sustainable school”, and online live data creates awareness of the impacts of actions on the environment and wellbeing. Students can take charge of learning activities by analysis and interpretation of data, and leadership can make informed decisions on the future developments from a sustainable perspective. Benefits for the network of BCE schools include financial savings and healthier environments for students. The judges particularly liked the innovative approach and mass rollout of sustainable practices and thinking.

### Full citation:

The judges have given the Innovative Education Initiative Award to Guymer Bailey Architects for the Brisbane Catholic Education Energy Reduction and Management Plans (ERaMP).

The ERaMP program is a Brisbane Catholic Education (BCE) initiative developed for the benefit of the entire Brisbane Diocese portfolio of 146 schools – to reduce the energy and carbon footprint for their schools. The planning process began in 2017 to align BCE’s vision of ecological values as well as reducing energy consumption and costs in schools. Through a process of collaboration between educators and energy, design and delivery experts, the key criteria of review and measurement was established to review each school. The initial pilot studies were fine tuned into an online format that allowed for live data content. Data collected included quantitative analysis of the schools’ built environment, air conditioning systems, lighting, energy efficiency and solar PV recorded.

The live data creates awareness of the impacts of actions on the environment and wellbeing. It empowers the school, teachers and students in this understanding. In particular, students can take charge of learning activities by analysis and interpretation of data, and leadership can make informed decisions on the future developments from a sustainable perspective.

The process resulted in the following benefits for the network of BCE schools;

- a. Financial savings (collective purchasing power and energy reducing methods eg LED lighting/solar)
- b. Insights by access of real time data
- c. Benchmarking compare energy outcomes and sustainable initiative with data from similar schools
- d. Specification and standards – to understand “what is a sustainable school” and
- e. Healthier environments – natural light/ventilation/better quality Air condition and CO2 monitoring.

The judges particularly liked the innovative approach and mass rollout of sustainable practices and thinking.

Congratulations Guymer Bailey Architects.