

Wynnum State School
Queensland, Australia



Application for the **James D. MacConnell Award**

Council of Educational Facility Planners International

March 2012



Wynnum State School



Site Plan



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Executive Summary

Wynnum State School is an outcome of the State Schools of Tomorrow (SSoT) initiative, a major component of the Queensland Government's \$1 billion package, the largest one-off state investment in education in Queensland history. The purpose of the initiative was one of educational efficacy; school renewal to deliver a world class education for future generations.



The Brisbane Bayside project, commencing August 2007, consisted of thirteen schools, ranging from a small band of 8 primary schools, 2 high schools, 1 environmental education centre to a special school. The Bayside area has a long and colloquial history of state schooling (some opened in the 1800s) with intense competitive spirit, entrenched traditions and aging buildings. All, within close proximity to each other, have been subjected to changes in land use patterns, demographics and declining enrolments. The first challenge was to bring these communities together to determine strategic directions and actions to achieve the SSoT initiative. This entailed an extensive consultation process, outsourced to a national firm. For members of the various communities including past and present staff, parents and subsequently students, the project represented change. There was trepidation, uncertainty and no desire to relinquish their sense of school identity.

After nearly twelve months of cluster consultative processes (fiery debates, intense data collection and analysis with political interests) seven of the cluster schools chose to stay at their existing sites and undertake physical renewal through renovations. One of the high schools secured a greenfield site, a new build, shifting, vacating a seven hectare campus. Two smaller primary schools chose to opt out of the project.

Executive Summary

Three school communities decided to embrace the SSoT philosophy – that of amalgamating; closing down the historical hubs of their suburbs; to unite; to create a new school, a new service, a new build, and a new identity. However, the new place was the old worn, torn high school site.

The next phase, amalgamating two of the smaller schools and a band 8 primary school, was a complex phenomenon and subsequently a lengthy process. The complexity was the entanglement of the following:

- A promise of a new build in an old high school site
- Department of Education and Training (DET) building standards and eLearning necessities and pedagogies (a futures approach to learning)
- Emotive stance by a number of the constituents from various community groups
- Ongoing consultation, for all aspects, with all stakeholders – parents, staff, students, P&C Associations, PCYC, Staff Unions, QCPCA, various sections of Education Queensland – many with disparate views and agendas
- Persuading teachers to engage students in authentic involvement of design elements of the school and culture, through curriculum
- Regular local press
- Large volumes of correspondence from a broad cross-section of stakeholders
- The need to continually uplift debates to maintain and sustain futures thinking and learning culture decisions
- Finding asbestos in the grounds after construction commenced, forcing a twelve month delay in finalising the fit-out and occupancy
- The new site housing three other regional identities – Moreton Bay Environmental Education Centre (MBEEC), Speech Language Pathologists and Early Childhood Development Program (ECDP)



Executive Summary

Through high energy and tenacious processes, driven by a respect of the past, sensitivities to the present and future pathways, working within a framework of complexities became the norm and included achieving the following educational specifications:

- Reviewing existing learning and teaching facilities – Lindum, Wynnum Central and Wynnum North State School, ECDP and Wynnum North State High School
- Identifying artifacts and resources of the amalgamating schools and how they pertained to the new environment
- Preparing options for redevelopment plans (from converting high school facilities to primary school requirements, to a complete redevelopment of the chosen site)
- Scoping an Education Brief, using the research of *'The Language of School Design'*
- Understanding the Facilities Brief - marrying pedagogies, Workplace, Health and Safety requirements, developmental needs of children, brain research, and functionality
- Naming the school, designing uniforms, preparing logo, motto, mascots, school philosophy and School Houses
- Completing closing down procedures for all sites, redistributing all schools' resources
- Reviewing room data sheets to correlate with site drawings and Educational Design Brief
- Fulfilling contractual requirements, engaging outside agencies/services (e.g. BCC, School Age Care)
- Empowering staff in futures thinking through professional reflection, research, visiting various sites
- Researching use of flexible learning spaces and purchasing of furniture and fittings to enhance these spaces

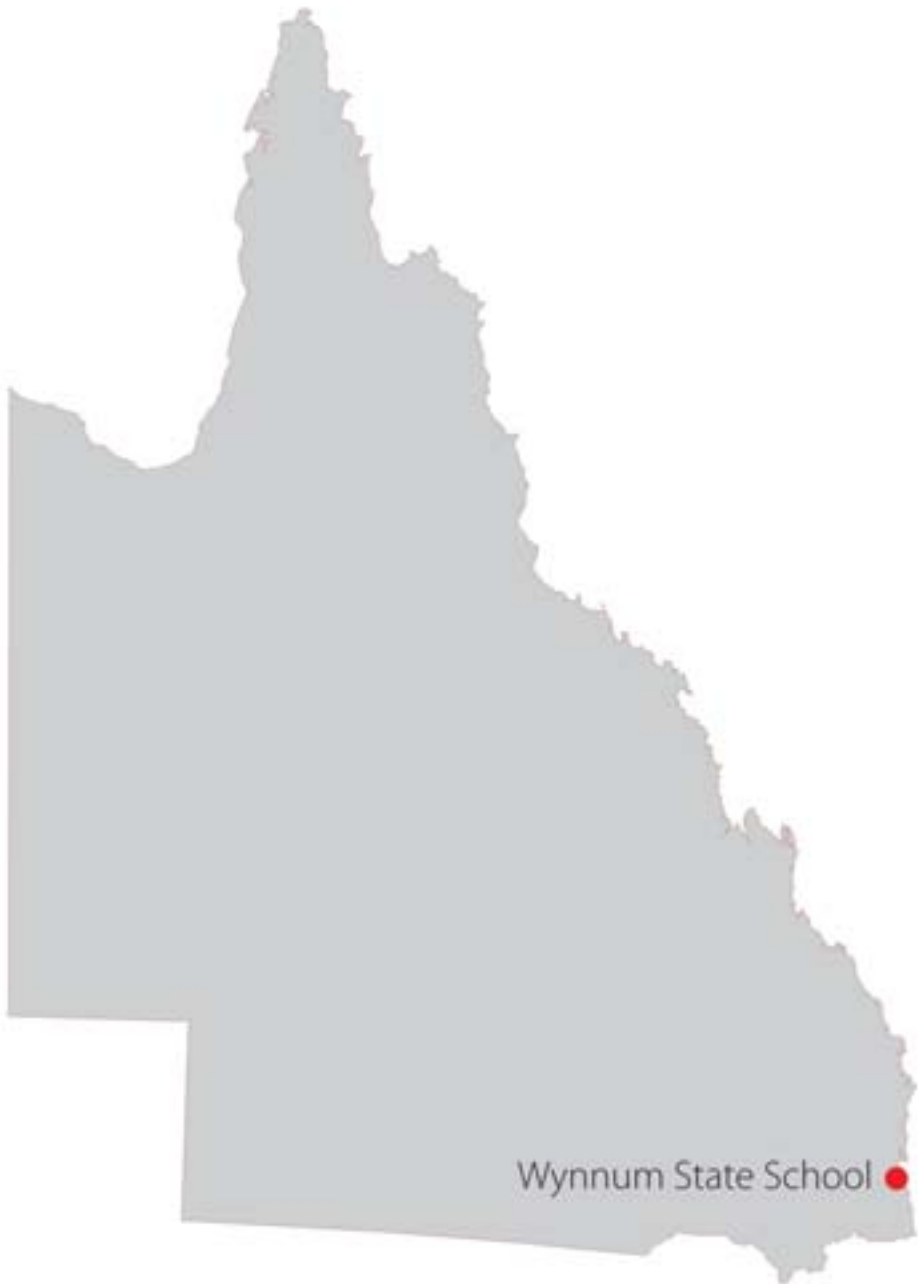
Through the SSoT program, local community engagement was a key focus to create a new innovative educational vision for their short and long-term future. This vision has driven a \$390 million investment in the modernisation of state schools in four clusters — Brisbane Bayside, Inala, Eastern Ipswich and Innisfail.

Wynnum State School is a new educational facility built on the site of a former State High School for the Queensland State Government in the Brisbane Bayside suburb of Wynnum. The school opened in January 2012 with an enrolment of 658 students. Modern, flexible learning environments were created and new and improved curriculum opportunities provided.

The total project cost of AUS\$27,565,000.00 including the buildings, fittings/special equipment, external site works, landscaping, security, loose furniture, computers and other costs were maintained by the Queensland Department of Education, project manager and contractor under the project budget of AUS\$30,000,000.00.

The SSoT process of educational vision driven by the community, is a true pilot for school renewal and delivers a world class education to future generations of Queenslanders.

"Wow!!" Is the feedback articulated within the first six weeks of the 2012 opening, from politicians, educators, architects, students and community members. The "Wow" factor relates to the translation of the SSoT specifications to architectural features within design, flexibility of learning spaces, the level of design detail aligning to authentic pedagogy and the school's philosophical commitment to the Tomorrow's Citizen model – Democratic, Healthy, Informed, Creative, Eco-citizenship. Not to mention the happiness and excitement of the students!



Queensland, Australia

State Schools of Tomorrow

Cluster Overview

The Brisbane Bayside cluster of schools comprise of Lindum, Manly, Manly West, Tingalpa, Wondall Heights, Wynnum Central, Wynnum North, and the Wynnum West State Schools; Wynnum North and Wynnum State High Schools; Darling Point Special School and the Moreton Bay Environmental Education Centre.

The Brisbane Bayside area has a long history of continuous state primary and secondary schooling. Three of the primary schools were opened in the late 1800s and only one of the primary and one of the secondary schools has been established in the past fifty years.

The Brisbane Bayside cluster displayed the key attributes that State Schools of Tomorrow (SSoT) had been established to address through major renewal. It contained older schools in close proximity that have been subject to changes in land use patterns and demographics, which have led to declining enrolments and significant surplus capacity across the cluster.

The State Schools of Tomorrow (SSoT) program offered enhanced sustainability of the educational provision within the cluster by investing significantly in those schools that were strategically located to meet future community needs. The renewed facilities provided the delivery of a modern, relevant curriculum well into the future.

Wynnum State School is the result of the amalgamation of three of these existing schools; Lindum, Wynnum North and Wynnum Central.



Bayside Cluster Amalgamated Schools

A Thorough Planning Process

1. Developing an Educational Vision

Planning for the Wynnum State School was a complicated process involving many stakeholders because the SSoT strategy for the Brisbane Bayside involved the amalgamating of three small primary schools and relocating them on the site of a former high school.

A community consultant was engaged and given the task of designing a process which allowed people from the local community to contribute, both to the vision and the proposed renewal option phases of the project. A range of activities and feedback tools were employed to encourage a broad cross-section of the community to be involved. To facilitate the decision-making process, Community Reference Groups (CRGs) were established with representative stakeholders from all school communities, as well as the Brisbane Bayside community at large.

Figure 1 shows the stages and timelines for the project and Figure 2 shows the activities and consultation tools that accompanied each project stage.

Figure 1 – Project consultation stages

August 2007	September 2007 - October 2007	November 2007	December 2007 - February 2008	February 2008
Conduct initial project briefings	Develop draft educational vision with public input	Develop proposed renewal options	Elicit community feedback on proposed renewal options	Finalise vision and renewal options to submit to government

The educational vision was developed by the CRGs based on input from the community. To obtain community input, a number of public events were held, some featuring guest speakers to encourage discussion and innovative thinking.

Figure 2 – Activities

Project commencement	Educational vision	Proposed draft renewal options	Feedback on options	Finalisation of options
Personal briefings P&C and school staff information sessions Transport and logistics working group	School staff Forums Parent forums Static and staffed displays Public submissions Student focus groups Community reference groups	Community reference groups	Feedback survey Static and staffed displays	Community reference groups

A Thorough Planning Process

1. Developing an Educational Vision (Con't.)

Each CRG included:

- The principal from each school in the area
- The president from the P&C association from each school in the area
- A union representative
- Two community/business representatives

Ultimately, ten meetings were held. The schedule of meetings and a brief summary of the business of each meeting is contained in Table 1.

Table 1 – CRG meeting schedule

Meeting Number	Date	Purpose
Meeting 1	3 Sep 2007	Group formation, project briefing and brainstorming project outcomes.
Meeting 2	17 Sep 2007	Background information including presentation of historical and current school and community data so members could develop a shared understanding of community characteristics and values.
Meeting 3	15 Oct 2007	Presentation on projected enrolment pattern in district and demographic profile.
Meeting 4	29 Oct 2007	Development of a draft educational vision based on reports and analysis of consultation activities and community profile developed at previous meetings.
Meeting 5	5 Nov 2007	Commencement on draft renewal options based on demographic information, forecasts, consultation and school data.
Meeting 6	12 Nov 2007	Completion of three draft renewal options for community feedback.
Meeting 7	4 Dec 2007	Update on the consultation process, as well as costing information and school projection information for the draft renewal options.
Meeting 8	12 Feb 2008	Results of community feedback about the draft renewal options and decisions made regarding action items to make changes.
Meeting 9	19 Feb 2008	Revision of renewal options based on community feedback, costings, projections and program guidelines.
Meeting 10	3 Sep 2008	Finalisation of renewal options and recommendations.

A Thorough Planning Process

1. Developing an Educational Vision (Con't.)

The educational vision developed by the CRG and based on input from the community stated:

In partnership with the broader community, Brisbane Bayside state schools provide supportive, inclusive and flexible educational environments. These environments will have quality curriculum and promote strong values that recognise the individual interests, strengths and needs of students, enabling them to develop lifelong learning skills.

To implement this vision, a number of key action areas were identified. These demonstrate how the vision will be achieved over time. This vision transcends renewed buildings and facilities. It is about enhancing the delivery of curriculum, including the development of partnerships with business, industry and the community. The success of this vision requires a strong ongoing and authentic relationship among schools. The investment in renewal must enhance educational opportunities for students and prepare them for the future. These key action areas reflect the aspirations of the community in the delivery of education in Brisbane Bayside.

<i>Action area one</i>	-	<i>Curriculum delivery and teaching</i>
<i>Action area two</i>	-	<i>Models of schooling</i>
<i>Action area three</i>	-	<i>Learning spaces</i>
<i>Action area four</i>	-	<i>School operations and communications</i>
<i>Action area five</i>	-	<i>Enhancing partnerships</i>
<i>Action area six</i>	-	<i>Community use and complementary services</i>
<i>Action area seven</i>	-	<i>Sustainability and environmental efficiency</i>

The CRG then prepared three draft renewal options which were widely distributed for community feedback over several weeks. To support the CRG in the decision-making process, extensive information was tabled, including:

- Historical data on school developments and enrolments
- Data about school catchments and the proportion of students who attend their local schools or other schools in the area
- The current social, economic and demographic profile of the area, based on census data and state and local government information
- The current condition of schools and the possible costs of upgrading some schools
- Forecasts about future demand for public schooling in the area based on assessments of developable land in the area, household size data, and changes to the age structure of the area and
- Facts about new school standards, including size and facilities, as well as information on schooling models and the use of technology

Following the community feedback, the CRG finalised three renewal options it wanted State Government to consider.

A Thorough Planning Process

2. The Design Phase

Following State Government's review of the three options presented by the CRG, and their acceptance, they announced the Brisbane Bayside Project on 29 July 2008. The project involved seven schools being renewed, one school closed, two new schools being built and three schools being amalgamated onto a different site to become the new Wynnum State School, as well as the relocation of MBEEC from the Wynnum Central State School site.

Developing the concept plan for the Wynnum State School was a lengthy process that involved:

- Local community consultation meetings with general public and school communities
- Individual school consultation meetings with Principal and Parents and Citizens (P and C) Association
- Preparation by school Principal of an Educational Brief
- Preparation by SSoT facilities planning officers of a Facilities Brief
- Several meetings with SSoT planning officers, Principal and design consultants:
 - To review existing facilities
 - To prepare options for a redevelopment masterplan covering whole of school site
 - To liaise with staff and P and C Association to discuss options for feedback and acceptance
- For the new Wynnum State School, three school Principals and three school communities were involved - each requiring involvement and input
- The acting Principal undertook a close working relationship and consultation with the other two existing school Principals, whilst still operating as three individual schools, prior to closure and amalgamation
- Three Principals were included in and participated in the Design Team for the Part A design planning phase (masterplanning and building layout design), prior to invitation of tenders
- In the Part B design and construct phase (developed design and construction documentation), the three Principals were still included in and participated in the Design Team
- SSoT facilities planning officers maintained their involvement in the project through all stages of the project from planning to completion
- Project Manager (from private company), Queensland Department of Education and Training (DET) Project Co-ordinator (DET's new schools section) and facilities officer (DET SSoT) worked closely with the school Principal, design consultants and contractors, etc.
- SSoT and other DET officers met after hours with Principal, staff and members of local community at public meetings to inform of progress / delays with the project and any other or contentious issues as required
- SSoT facilities officer/s met after-hours on a monthly basis with the Principal and interim P and C Association to discuss any issues with the establishment of the new school

A Thorough Planning Process

2. The Design Phase (Con't.)

- Comments and concerns for retention of historical items / practices from the three existing school communities were always discussed and considered, with each community then informed of the outcome and reasoning behind any decisions (e.g. reinstatement of tennis courts and swimming pool and refurbishment of existing hall – not usual provisions with the briefing requirements for a new school)
- New site is shared between the Primary School and the Moreton Bay Environmental Education Centre (MBEEC). Each facility is managed by a Principal, a close working relationship and understanding of each other and their facility requirements has been essential
- Staff at the Early Childhood Development Program (ECDP) which was also located on the site, were consulted on their teaching space and play activity needs. New facilities were designed and developed to meet their needs and the requirements of DET's facilities guidelines
- Local Police Citizens Youth Centre (PCYC) co-ordinator and regional community co-ordinator for Outside Hours School Care (OHSC) facilities were involved in meetings with the Principal, SSoT facilities officer and members of the design team, as required, to develop the OHSC needs and requirements for establishment of an approved OHSC facility at the new school
- All facilities have been planned to provide a pleasing and inviting environment for students, staff and visitors to the school

Historic Fort Lytton Building relocated from Wynnum North State School



A Thorough Planning Process

2. The Design Phase (Con't.)

The design phase also included:

- The acting Principal visiting schools being constructed in South East Queensland, Sydney (New South Wales) and Melbourne (Victoria)
- Site visits were organised for teachers to observe and discuss the learnings from visiting three new schools in the adjoining Gold Coast region, Queensland
- As the classroom is the most visible symbol of an educational philosophy, it was the intent in the design process that the classroom, one of the learning spaces, was not to be used on the assumption that a predetermined number of students will all learn the same thing at the same time from the same person in the same way in the same place for several hours each day
- On-going workshops, staff meetings and professional development opportunities for staff to embrace the paradigm shift

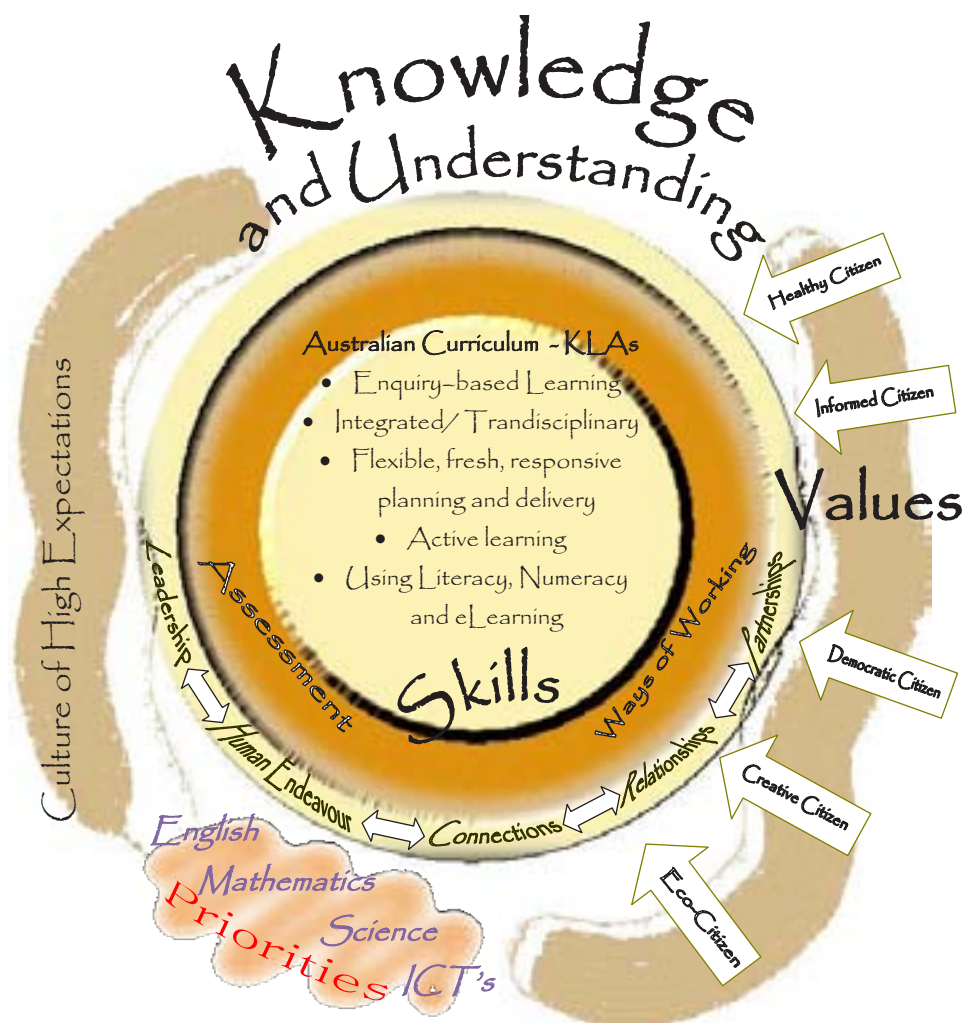
“Mega Central”, Design incorporates allowance for continued overland water flow



A Design fulfilling the Educational Needs

1. A Distinctive Approach for Wynnum State School

The school is a global village, that is, a sustainable school; living in harmony with respect for self, others and the planet; modelling citizenship roles in the curriculum, teaching and learning, ways of working and use of resources; connected with the real world through learning, technology, Information Technology (IT) and networking – problem solving for a creative generation.



"It takes an entire village to raise a child."

AFRICAN PROVERB

Curriculum Goals.... 'to develop children's intelligences – knowledge, skills, capabilities and values – for becoming intelligent, healthy, informed, creative, democratic and eco-citizens'.

DET Values.... Unity in purpose, Excellence in Endeavour, Respect for People, Integrity in Service, Professional in Performance, Environmental Sustainability.

A Design fulfilling the Educational Needs

2. Rationale for the School Educational Program

The overarching goal is to develop children's intelligences - knowledge, skills, capabilities and values - for becoming intelligent, healthy, informed, creative, democratic and eco-citizens.

This requires:

- A transdisciplinary/interdisciplinary focus on literacy, numeracy, social learnings, health and wellbeing and ICT competencies, embedded in Key Learning Areas - to achieve Essential Learnings outlined in the Queensland Curriculum, Assessment and Reporting Framework from Prep to Year 7 and the National Curriculum
- Early Years of schooling and Middle Phase of schooling, collaborative planning, teaching and learning, moderation of standards, and design of facilities appropriate to each developmental phase promoting Prep - 7 continuity (sub villages or "cottage" concept for P to Year 2, Years 3 and 4, and Years 5 to 7)
- Curriculum, teaching and learning culture of high expectations, including the expectation that every individual is a learner with a positive role to play in achieving the shared vision of the school community
- The implementation of the State Schooling values framework that identifies five areas to build children's citizenship skills, not as an "add-on", but as an integral part of the school's curriculum, organisation and culture:
 - A positive identity and relationships
 - Thinking, reasoning and communicating
 - Creativity
 - Citizenship and democratic processes
 - Sustainability
- Embracing these values of developing children as creative, healthy and informed citizens, with skills to build positive relationships, to accept a shared responsibility for developing their own wellbeing, the wellbeing of other people and the natural environment
- Structuring the curriculum around flexible groupings, timetabling and use of learning spaces (both indoor and out) and resources such as technology and eLearning, for students' learning pathways to vary within their differing needs, strengths, interests and abilities
- Nurturing children's learning through the phases of development and clustering programs in learning precincts (sub-villages/"cottages" of Prep to Year 2, Years 3 and 4, and Years 5, 6 and 7) each with learning age appropriate experiences, resources (kitchen area, art area, science experiment and construction area) and support services
- Having indoor and outdoor spaces that will allow "the outdoors in" and "the indoors out", enabling efficacy of space, learning experiences and organisational demands

A Design fulfilling the Educational Needs

2. Rationale for the School Educational Program (Con't.)

- Discipline or learning requirements of specific facilities, e.g. performance and stage area, soundproof music area, resource centre, special needs work zone, paraprofessional resource organisation area
- Participating in regular physical activity with sports facilities (track and field lining), pool, playgrounds and environmental project areas - promoting children's health, fitness, social and community skills
- Learning spaces for small group work, individual group work, whole group work and for both physical and virtual systems
- The foresight to adapt to the evolutionary methodology of the electronic systems that are constantly being designed and created (currently known and referred to as eLearning)
- Ongoing monitoring and continuous environmental scanning ("a kind of radar process to scan the world systematically and signal the new, the unexpected, the major and the minor") enabling operational and strategic intelligences
- A cacophony of noise resonating achieving students, interactive dialogues, musical accents and sounds of nature








The school will provide environments for intelligence, that is, offer the opportunities of responding to the specific needs, preferences and difficulties of individuals. At the same time have the potential to increase flexibility. This means the learning spaces designed have the capacity to reshape the educational environments in multiple ways at different times to meet the needs of different occupants of the space. The institution is seen as a constantly changing and evolving environment (complimenting action research), rather than a fixed resource with only limited properties and adaptability.

A Design fulfilling the Educational Needs

3. Connectedness between learning and facilities

Table 2 highlights the connectedness between curriculum and learning, developing values and how facilities impact on learning.

Table 2 – Connectedness between learning and facilities

Curriculum & Pedagogy	Facilities & Resources	Values
Physical education, sport, swimming Active, creative, constructive play Health and nutrition – cooking, eating, lifeskills Safety	Track and field resources (permanently marked running area), outdoor shade structures for oval use, multipurpose courts, soccer, rugby league, softball facilities, swimming pool and sports area canteen Age-appropriate indoor/outdoor play spaces and equipment, sandpit, wet spaces, sensory garden, "dirt" plot Age-appropriate kitchen, indoor/outdoor eating spaces that enable appropriate socialisations, tuckshop, gardens, Clever storage spaces for efficacy, sustainability and stocktaking of resources, wide covered walkways, drop-off zones, staff car parking	Healthy citizen 
Inquiry learning, e-learning Delivering, researching, applying, presenting and appraising pedagogies Historical perspectives and memorabilia storage	Resource centre with large work room and computer bank Flexible classrooms, e.g. bi-fold doors – enabling the inside out and the outside in, maximising space through visibility constructs, spacious flowing areas, withdrawal room/s, small group spaces and lab concept Classroom computers pods and digital learning resources Clever storage spaces for efficacy, sustainability and stocktaking of resources Consideration of the relocation of A or C Block from WNSS	 Informed citizen 
Visual and performing arts, e.g. music, dance, cultural activities, crafts Performing	Indoor/outdoor performance areas with stage, display areas, storage, soundproofing Clever storage spaces for efficacy, sustainability and stocktaking of resources	 Creative citizen 
Issues-based learning, agency and advocacy, debating, public speaking, leadership/student council, forums	Resource centre and ICTs access Precinct assembly area, whole school assembly area Spaces for parent/visitor meetings, interviews, conference spaces, alcove areas and P&C area Storage spaces for efficacy, sustainability and stocktaking	Democratic citizen 
Learning about and practising sustainable biodiversity, waste, water and energy practices – 3Rs	Outdoor "learnscapeing"; energy-efficient lighting, climate control, water tanks, building constructs for long term sustainability, solar panels, peaceful colours, sound buffer walls, use of natural climatic conditions for ventilation	 Eco-citizen

A Design fulfilling the Educational Needs

4. School Designed as a “Village”

In response to the goal of creating a “school as village”, the extended nature of the school along the site has been modified by the provision of precincts or “sub-villages” for the various year groupings. The precinct for the youngest age group is particularly intimate, looking towards a “cottage” concept to make the entry into the school system as stress free as possible. Each precinct has a recognisable outdoor play space, each of which is supplied with facilities to suit those students.

The educational program also seeks to provide flexible learning spaces whilst answering a range of specific needs. This has been achieved by providing spaces that connect easily with the outside and frequently have retractable walls so that groups may mingle and swell as required. Larger spaces have smaller withdrawal spaces off them, usually with increased technical support. Groups of classrooms relate to protected outdoor areas served by art sinks and storerooms, with freely accessible teaching kitchens.

Specialised facilities include a centralised resource and science building, the music centre, the performance area, support for special needs students and spaces for para-professional training. These are integrated into the fabric of the school and become naturally used rather than having to be “gone to”. More discreet facilities serving the school community on site include the Outside School Hours Care (OHSC) building and the Early Childhood Development Program (ECDP) building, which extend services both in time and age group, and are incorporated seamlessly into the site plan.

In parallel to the academic program, physical development needs are met with the provision of a large gymnasium building, an in-ground swimming pool, multipurpose courts and sports fields, together with smaller play spaces amongst the buildings. These are important in supporting the goals of developing well rounded citizens of the future.

Table Two provides evidence of the connections between learning and facilities, related to five important “citizen values”.

Healthy Citizen



The refurbished sports hall offers a comfortable exercise experience, and doubles as an exam and gathering space



The main oval and sports fields allow vigorous exercise as well as providing a large natural outlook for the buildings

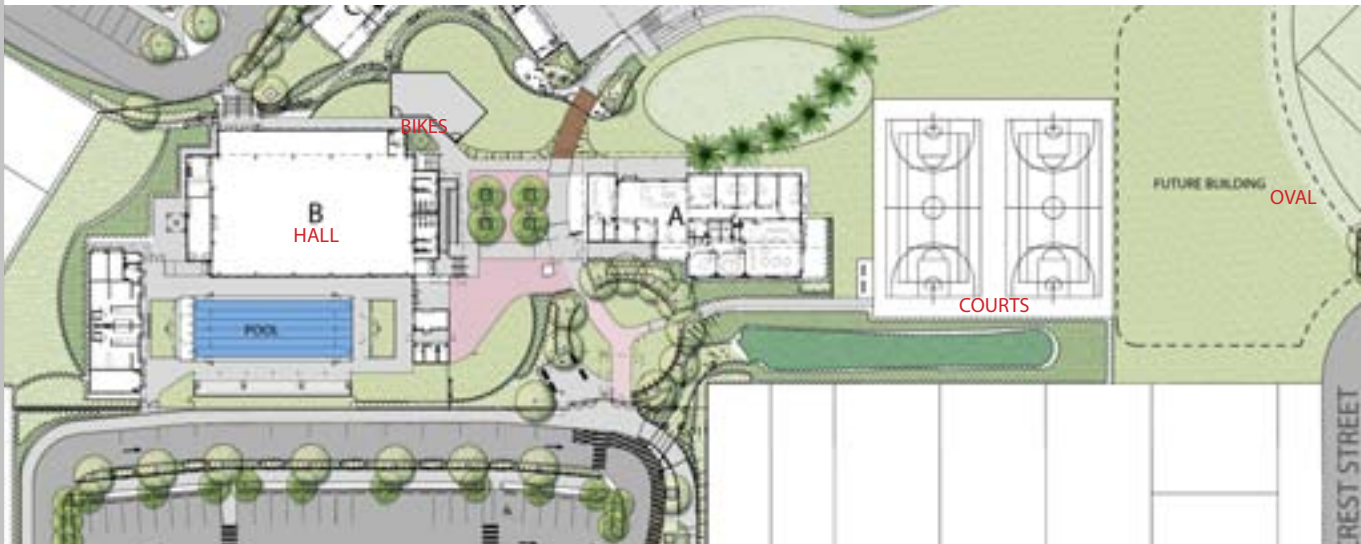
A Design fulfilling the Educational Needs

4. School Designed as a "Village" (Con't.)

Healthy Citizen (Con't.)



Spaces between buildings are landscaped to encourage use and allow performance. This will become far more evident as the trees mature



The major sporting and community usage facilities are conveniently grouped within reach of the public car park

A Design fulfilling the Educational Needs

4. School Designed as a “Village” (Con’t.)

Informed Citizen



The central Resource Centre is well stocked with teaching materials and equipment



The science room exemplifies the indoor-outdoor capacity with wide doors onto a protected deck for experiments or study

A Design fulfilling the Educational Needs

4. School Designed as a "Village" (Con't.)

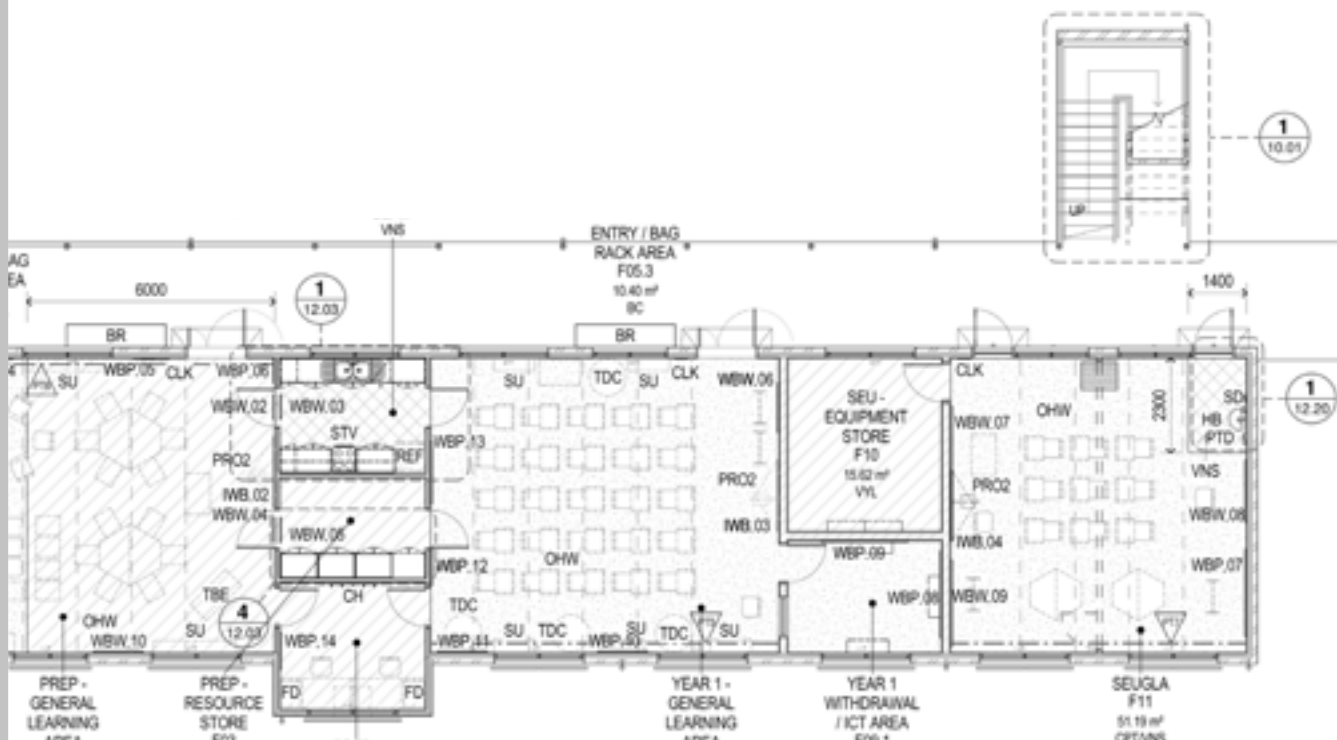
Informed Citizen (Con't.)



Shared teaching kitchens are designed for maximum accessibility



The latest technology is in place to support pedagogy



A part plan of Building F indicates the flexible teaching spaces with adjacent supporting rooms

A Design fulfilling the Educational Needs

4. School Designed as a “Village” (Con’t.)

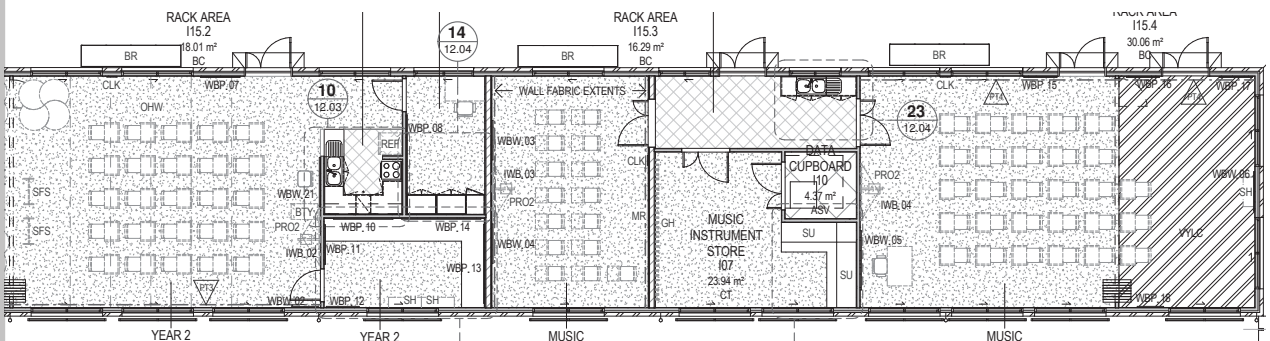
Creative Citizen



Each small group of classrooms has an outdoor learning area with art storage and specialised sinks



The well equipped stage in the “Mega Central” node supports expression by drama



There is a dedicated and specially soundproofed music centre

A Design fulfilling the Educational Needs

4. School Designed as a “Village” (Con’t.)

Democratic Citizen



The generous and well shaded “Mega Central” gathering space at the heart of the school



Each precinct or “village” has its own outdoor gathering and play areas, easily supervised by the staff



Internally there are various meeting and training spaces, this being the main staff room

A Design fulfilling the Educational Needs

4. School Designed as a "Village" (Con't.)

Democratic Citizen (Con't.)



Outdoor meeting spaces double as play areas

Eco Citizen



Protected and accessible outdoor areas encourage play and exercise

A Design fulfilling the Educational Needs

4. School Designed as a "Village" (Con't.)

Eco Citizen (Con't.)



Openings are carefully shaded while allowing reasonable views out



All occupiable rooms are naturally ventilated, with deeper rooms supplied with louvered clerestories that have already proved effective

A Design fulfilling the Educational Needs

4. School Designed as a “Village” (Con’t.)

The new educational facilities established at the school involved:

- New school facilities were designed in accordance with latest DET design guidelines
- Educational brief was used to identify and connect curriculum and learning with new facility requirements
- Masterplanning of the total school site to cater for students and staff at time of opening through to future development of site with enrolment growth
- Creation of separate student level precincts with their own covered and uncovered play areas and amenities
- Swimming pool, activities hall, performing arts area and outdoor multi-purpose courts in close proximity to each other and to the visitor parking area for inter-school activities and community events
- Teaching spaces have access to adjoining multi-purpose withdrawal rooms, practical learning areas, outdoor learning areas
- Teaching spaces have an adjoining teacher preparation room and a resource store
- Latest IT guidelines incorporating wireless and interactive electronic whiteboards included in teaching spaces, resource centre and administration
- Solar panels installed and power usage information available for students to view and assess
- Outside Hours School Care (OHSC) facilities and requirements incorporated into the design and construction to meet forecast requirement needs
- Outdoor play areas and activity areas planned to maximise usage and for better supervision during play, etc.
- Orientation and design of the teaching spaces, together with internal fitout to assist teachers in their interaction with the students
- New Early Childhood Development (ECDP) facilities have been designed and built to meet their needs and the requirements of DET’s facilities guidelines
- New OHSC facilities have been approved for establishment of a new centre at the school
- Staff are provided with well ventilated and relaxing common rooms where they are able to meet for training / information sessions or to have their recess breaks, etc.
- Flexibility in teaching through the inclusion of adjacent classrooms connected with modern sound absorbing folding partitions to create a larger combined teaching space, when required
- Flexibility in teaching through the use of latest design of modern and adjustable furniture in facilities throughout the school

A Design fulfilling the Educational Needs

4. School Designed as a “Village” (Con’t.)

- Large outdoor sporting oval with clever usage of sloping embankment to create tiered viewing platforms
- Creation of a “Mega-Central” performing arts area through combination of the large open covered area, performing arts stage, tuckshop and sloping artificial grassed area for additional viewing of activities
- Long central south to north covered link connection through school building zone
- Enhanced storage facilities for teaching resources and school records
- Meeting rooms of various sizes are located across the school site for use by staff or P and C Association
- The Moreton Bay Environmental Education Centre (MBEEC) has 6-star facilities designed and placed to complement their environmental teaching activities both during and after school hours
- Walking access into MBEEC is via a raised boardwalk that, in time, can be utilised to also act as a viewing platform over adjacent grounds displaying future environmental projects
- MBEEC vehicular access (4wd and small boats) is via a separate driveway to maintain student safety and ease of entry / exit for this equipment



Artist Impression of Main Entry produced during Design Development

Local Community Involvement in the Planning

The extent of consultation with the schools and the broader communities set the SSoT program apart from previous capital works programs. Traditionally, the standard for school facilities has been defined at either a central or regional office level, with consultation on the specific design occurring with each individual school. Through the SSoT program, the community process and consultation with the school drove many of the facilities solutions — a paradigm shift in the way facilities are provided for learning.

Community Reference Groups were created to inform SSoT Program processes. The consultative model allowed the community to be involved in the entire process of identifying need and decision-making. There was a higher level of consultation with the school Principal, P and C Association and staff. The school decision makers were generally able to work together with the Department of Education (DET) to decide upon the size and the scale of the project. This helped to achieve more flexible design outcomes and respond specifically to school needs, whilst incorporating parameters regarding budget and DET standards. It also enabled DET to provide a more comprehensive briefing document to the design team.

As a result, the SSoT program was perceived to be flexible in responding to unique needs. There was no template for the program, instead SSoT sought to provide facilities according to the school's needs and requirements, whilst also applying standard DET provisions. Each school had greater control and input into identifying their needs, influencing design outcomes and approving concept plans. This highlights an innovative and unprecedented service delivery to school communities.

In a recent literature review of the impact of the built environment on educational outcomes prepared for the Queensland Department of Education and Training by Urbis and the University of Wollongong, it was noted that:

“this priority (community consultation) is consistent with the call from commentators and researchers in Australia and abroad who are convinced that optimal form and maximum benefit from new facilities will only come from consultative processes between designers and users about the desired learning environment”

The review also predicted that:

“the importance of consultation and explanation of process will be particularly important in Australia over the coming years, as school renewal works will also coincide with the introduction of a new national curriculum.”

The details of the consultation activities conducted with community groups associated with Wynnum State School are provided in Tables 3, 4 and 5.

Local Community Involvement in the Planning

Table 3 – Briefings conducted during initial project phase

Briefing Type	Individual/interest group	Date
Personal briefings	BCC Councillor Peter Cumming BCC Councillor John Campbell Lytton MP, Hon. Paul Lucas P&C presidents Principals Wynnum Manly Chamber of Commerce Bayside Adolescent Boarding Inc. Australia TradeCoast Wynnum Manly Leagues Club	19 September 2007 3 October 2 August Various dates 27 August – 14 September 12 September 10 September 27 August 28 August
P&C presentations	Lindum SS Wynnum Central SS Wynnum North SS	6 September 11 September 11 September
Staff briefings	Wynnum Central SS (staff from 3 schools)	3 September

Table 4 – Consultation during educational vision phase

Event/activity	Details/location	Date
Travelling ideas board	Lindum SS Wynnum Central SS Wynnum North SS	20 September 2007 10 October 12 October
Student Focus groups	Primary students	25 October
Staff Feedback sessions	Session 1 Session 2	10 October 11 October
Parent Feedback sessions	Session 1 Session 2	10 October 11 October
Community displays	Manly Market Wynnum Plaza Wynnum Library	16 & 23 September 1 - 26 October 1 - 31 October
Community Forums	Wynnum North State High School Wynnum State High School	23 October 24 October
Industry Forum	Port of Brisbane	3 October 4 December

Local Community Involvement in the Planning

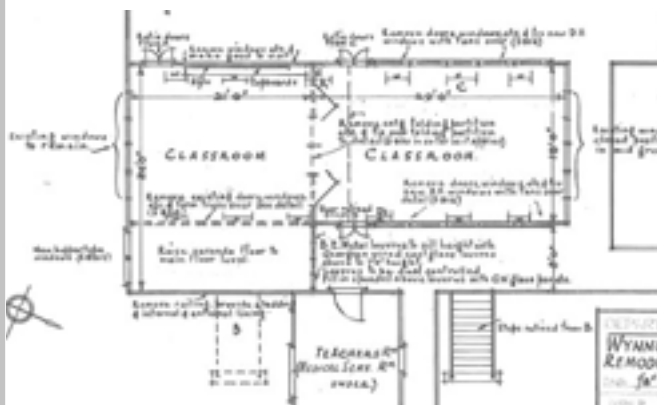
Table 5 – Consultation activities during renewal options phase

Event/activity	Location	Date
Feedback displays (2007)	Wynnum Central State School Wynnum North State School Wynnum Workers Club Wynnum Manly Leagues Club Wynnum Plaza Lindum State School	27th November 29th November 30th November & 7th December 30th November & 7th December 6th & 8th December 4th December
Bus Tour (2007)	Travel to Stretton and Calamvale schools	12th December
Static display(2008)	Wynnum Library	20th December – 24th January
Bus Tour (2008)	Travel to Stretton and Calamvale schools	13th February
Feedback displays (2008)	Wynnum Plaza	24th January – 7th February

The process achieved community goals

There was anxiety in the community when the SSoT process began, with the connotations that some schools would be closed or amalgamating. The careful and considered design approach taken appears to not only have allayed most of those fears, but given locals a perceived and real stake in the project.

Most obvious perhaps are the historical links to prior times and places, with the memorial garden assembling significant plaques from the closed schools under the shadow of the re-erected memorial gates from Wynnum Central State School. An entire historical timber framed building was moved (in true Queensland style) from Wynnum North State School onto the site to become the new OHSC building.



Historic Fort Lytton Building relocated from Wynnum North State School, providing after hours care facilities

Local Community Involvement in the Planning

The process achieved community goals (Con't.)

Facilities were also duplicated on the understanding that no amalgamated school would have to forgo facilities that they currently enjoyed. These included the swimming pool and grandstand, performing arts stage, and the tennis courts. These have become of further benefit to the community in that they are now conveniently available after hours, adjacent a new public car park, should such need arise.



25 metre, 5 lane swimming Pool

Aside from these physical and cultural concerns, parents were obviously keen for their children to be moving into a top class educational facility, and in this they have been richly rewarded thanks to the efforts of the staff, particularly the acting Principal. Facilities are open but secure, straightforward but well serviced, distributed but well connected. In areas such as the canteen and OSHC, where parents may have direct interaction, further advice has been sought and enacted to cement a positive response.

Local Community Involvement in the Planning

The process achieved community goals (Con't.)

The process has established lines of communication and trust that should serve the school well in these times of rapid change.

Particular highlights of this collaborative process included:

- Close involvement of the Local State Government Member and Deputy Premier, Mr Paul Lucas with the project from conception through to completion
- Initial community consultations resulting in acceptance of working group proposals for further development of the SSoT renewal projects
- Parents and Citizens (P and C) Associations from the three school communities supporting their individual school Principals and providing feedback / acceptance of proposals / suggestions throughout the planning and construction phases
- Comments and support from the parents and community to the Principal and DET personnel at various school community information evenings
- Volunteers from the three schools assisting in the school tuckshops were heavily involved in the development of the new tuckshop
- Relocation of the historical Fort Lytton school building from Wynnum North State School to the new school was undertaken to maintain the historical links in the local community. The building has been completely refurbished and will be used for extra curriculum activities and OHSC
- The memorial gates at the entrance to the now closed Wynnum Central State School have been restored and relocated to the new school
- Memorial plaques and other commemorative items have been relocated and placed in a specially designed memorial garden, adjacent to the entrance to the new school
- The swimming pool, grandstand and kiosk at the old Wynnum North State School site, initially funded by the P and C Association, has been replicated and enhanced in the new school development
- New tennis courts have been constructed to replace The Ron Cushing tennis courts at the old Wynnum Central State School
- The new performing arts stage was incorporated into canteen and central covered area. The P & C Association funded the original performing arts stage at Wynnum North State School
- The Moreton Bay Environmental Education Centre is:
 - Required re-establishment after closure of Wynnum Central State School
 - The first fully purposely designed Environmental Education Centre (EEC) in Queensland
 - The first EEC in Queensland to achieve 6 star rating in design from the Green Building Council of Australia (GBCA)
 - The first EEC in Queensland to be assessed for a 6 star rating in construction with GBCA. This assessment is currently underway

A Site Responsive to Architectural and Educational Specifications

Site development responds to the program

The State Government's Department of Education and Training (DET) may have approached this project in an innovative fashion as a development process, but retain clear requirements with regards to the provision of new building stock, including the attitude to site. These were taken into account, albeit that for much of the design process, the original intent was for refurbishment rather than new build. The major decision that informs the new school site was to reposition the entrance to the south west corner, and then to swing the developing access route around a central "knuckle" that would become the heart of the complex. This simple device helps tie together new and old, and the different levels on the site. Whilst it may have been easier to take over more of the oval, this was felt to be a valuable community asset that warranted retention. As it turned out it is also part of a floodway and better left clear.



Moreton Bay Environmental Education Centre

Having established a framework for the new school, subsidiary spaces as briefed could then begin to be related to it, with a "crest" of buildings overlooking the green openness of the sports fields. A new public car park at the entrance offers a safer interaction with vehicles and an entry zone allows for orientation and simple access to Administration. A sweeping curved walkway leads up the aptly named "Mega Central" where the whole school gathers of a morning before dispersing to their own precincts. This is loosely based on the village concept called for, with a main town square and smaller "owned" open spaces in the "villages". A clear walkway system connects long buildings oriented to best advantage, and smaller spaces between them give opportunity for small group interaction.

The entire site has been brought up to currently acceptable levels of security, without becoming oppressive. Landscaping plays an essential role, though the hope to retain some of the mature trees was dashed due to the extent of buried services and old asbestos. Traditional planting and state of the art materials are blended to provide an exciting and durable outdoor experience.

School Buildings Reflecting Excellent Planning and Design

Planning and design in the built environment

The “Mega Central” covered area successfully dominates the movement routes through the site, easily recognisable and housing the stage, canteen, uniform shop and main ablutions. Subsidiary areas off the main movement route include the entry zone with memorial garden, the hard court to the sports centre, and the long planted courtyards of the main school. Protected by buildings and the rear embankment are the shaded play areas of the Junior and Middle cohorts of the school, easily accessible from their classrooms. The seniors have a quiet area to the east by their own block and access to the main oval. All links are disabled compliant and well protected.

Buildings are carefully placed in relation to each other and the site. In lower areas flooding also has to be taken into account. This considered relationship of spaces continues into the buildings, with flexible teaching spaces served by adjacent facilities, and all occupied rooms provided with generous natural light and ventilation, all as called for in the brief. Material, finishes and colours have all been chosen via a rigorous consultative process to result in a harmonious whole.

The semi autonomous buildings on site required extensive consultation in regards to both siting and functionality, and this has been achieved successfully. The OSHC historic building has a separate access to facilitate pick-up and makes use of the central ablutions. The Special Education Unit has been blended into the school, whilst the ECDP building again has a separate traffic access and allowance for a safe raised outdoor play zone. The MBEEC complex has been placed across the oval so is visually connected but can operate independently and after hours, again with their own vehicular access.

Particular features include:

- Separated precincts for learning and play activities of various year levels
- Designated area within building zone for placement of additional teaching facilities if required, due to possible future enrolment growth
- Special education facilities have been provided but also have facilities that encourage inclusion across the school site
- All facilities have been designed with disabled requirements in mind and a lift to the 1st level of teaching spaces has been positioned centrally within the building zone
- Placement of facilities in an organised manner to create the “Mega-Central” performing arts area concept
- Designated walking paths from school entries to respective buildings with directional signage across school site
- ECDP facility is within the school site in a considered and appropriately designed facility
- MBEEC is located within the school site, but is in a location that ensures it is identified as a separate functioning entity

School Buildings Reflecting Excellent Planning and Design

Planning and design in the built environment (Con't.)

- Environmental issues and concepts built into the project:
 - Solar generating electricity for the school and MBEEC
 - Water saving measures (water tanks) for the amenities and grounds for the school and MBEEC
 - Motion activated lighting
- Security measures able to be incorporated across the school site:
 - Security cameras and recording equipment at specifically designated locations to provide maximum coverage
 - New replacement 2.1m high perimeter fencing to latest security guidelines
- Designated off-street visitor car parking, student drop off and bus set down area for primary and prep year students and special and ECDP students



General Learning Area, 2 storey building, capturing breezes from Moreton Bay and outlook over the sports oval

Fully Functional Buildings

Functionality

All of these buildings have responded to a brief developed through the lengthy consultative process described earlier. Thus, the relationship of spaces and how they function with each other was well tested before any concrete was cast. A steady hierarchy from wide public open to small personal space is set up, with appropriate filters and connections. Rooms are made flexible where possible, and are serviced to be able to deal with upgrades in technology or pedagogy. Main teaching spaces have subsidiary support rooms adjacent, such as teacher preparation rooms, store rooms, computer withdrawal rooms and outdoor areas, so a wide variety of teaching method and subject matter can be encompassed.

Wide doors encourage the indoor-outdoor connection. Tall windows with high level louvres provide superior lighting and better cross ventilation than many contemporary classrooms. Deeper spaces are provided with clerestory louvres or, in some instances, roof lights so as not to be disadvantaged. Operable walls offer an invaluable means of growing or reducing space and are already being used to great effect.

The final proof of functionality will only become evident with use, but preliminary response to date has been positive, and may well become more so as staff become familiar with the new facility and they learn how best to take advantage of it.

Features include:

- Administration Block – meeting room has been provided with an internal partition with the adjacent staff common room to enhance the usage of both rooms for either purpose
- Practical Learning Areas – enhanced with an island bench to create more flexibility in teaching and usage by students
- GLA Storage Rooms – many have floor to ceiling cupboards to increase storage of teaching resources
- Teacher Preparation Rooms – where possible, two adjacent teachers share a preparation room to enhance professional collegiality
- Maximum flexibility and usage of the “Mega-Central” performing arts area
- Various teaching precincts for specific age groups have been created, enabling those students to undertake their activities without interruption and also enabling better supervision opportunities for the school staff

Fully Functional Buildings

Wynnum State School's design responds to a complex brief, including extensive community input addressing the amalgamation of three existing schools nestled within an established community of Brisbane. These communities are rich in heritage and carry strong community values.

The design achieves the State Government's education brief for establishing a school that reflects innovative educational vision for the short and long-term future, and illustrates the requirements for a pilot school of renewal, delivering a world class education to future generations of Queenslanders.

The new school's identity is clearly presented to the local community by providing a well defined sense of entry - incorporating a covered entry structure, iconic signage and a landscaped focal court, co-located with a new bus drop-off, visitor parking and student set-down zones to a land locked site that previously had minimal street front presentation. Clear circulation with identity nodes scattered through the site provides precinct identification, way-finding and building identification. The "village" design concept provides ownership of spaces (both internal and external) with sub-precincts defining the varied facilities (Junior, Middle and Senior years) throughout the site.

Sited within an established residential community, the school's design and construction required particular emphasis and sensitivity on noise control. The semi-autonomous buildings on site required extensive consultation in regards to both siting and functionality, management of overland flow from surrounding properties and improvement of security without creating an oppressive environment for either the students or surrounding residences.

The masterplan includes the development of a "knuckle" in the arrangement of the school planning, formed by the design of the performing arts, canteen and central amenities facility named "Mega Central". This structure dominates the movement routes through the site and creates an easily recognisable facility for use of the school and community gatherings.

The historic Fort Lytton school building has been provided a fresh breath of life with its relocation and refurbishment from Wynnum North State School and now forms the OHSC building use, complete with separate access.

The special Education Unit has been blended into the school to encourage inclusion for the children across the school site and the ECDP building has been carefully sited; gains access from a separate entry and includes a safe raised outdoor play zone.

The Moreton Bay Environmental Education Centre forms another use on the site, and is the first fully purposely designed Environmental Education Centre (EEC) in Queensland. It is the first EEC in Queensland to achieve a 6 star rating in design from the Green Building Council of Australia (GBCA), and is the first EEC in Queensland to be assessed for a 6 star rating in construction with GBCA (this assessment is underway).



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→ E/F
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