



OUR LADY OF THE ASSUMPTION CATHOLIC PRIMARY SCHOOL

SYDNEY, AUSTRALIA

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EXECUTIVE SUMMARY

Our Lady of the Assumption Catholic Primary School is a new K-6 school for 420 students in North Strathfield. The design is a realisation of the school's vision of creating spaces that invite imagination, innovation and support independent learning and student wellbeing.

The project reuses a rundown 1970s three storey former Telstra training centre that was a typical institutional example of brutalist concrete architecture of its time. Previously dark and cellular spaces within the existing building were opened up in stage 1 (Ground floor - 2015) through demolishing most of the walls and replacing the façade. In stage 2 of works an additional level on top of the existing building, as well as a 4-storey atrium as main entry connecting all learning areas, a new hall, arts space, balconies and roof-top playgrounds have been added as a prefabricated mass-timber construction over a basement carpark.

Flexible, open and inviting learning spaces support the school's vision. Classes are situated on either side of a central circulation spine, that forms an extension to the learning spaces. The diverse range of learning options are supported by joinery with built in nooks and withdrawal spaces and a differentiation in ceiling heights. Furniture is movable, as are large sliding panels to allow easy reconfiguration of spaces by students to suit their learning needs.

To maximise daylight penetration and enable natural ventilation, the external concrete façade of the existing building was replaced by high performance timber framed double glazing. Very large sliding doors along classroom edges open to the external balconies, blurring the boundary between inside and outside.

OLA is a model for sustainability through its innovations in construction by using engineered mass timber. The additions to the school feature Glulam, cross laminated timber (CLT) walls and a CLT acoustic ceiling flooring system. The benefits of using timber are high quality through prefabrication, precise and environmentally friendly construction, as well as long term wellbeing for occupants and an energy efficient use of the school. The exterior of the existing concrete structure and new CLT additions have been clad in a highly insulated, custom perforated zinc cladding façade with double glazed, airtight high-performance timber/aluminium windows.

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SCOPE OF WORK

Full architectural services from workshop briefings to full contract administration, superintendent

BUDGET

\$20,600,000 (stage 1 & stage 2) - Stage 1 \$3.5M Stage 2 - \$17.6

SCHOOL & COMMUNITY ENGAGEMENT

DESCRIBE THE COMMUNITY

As a brand new school, there were initially no students, parents, or a Principal in which to engage with as part of the design process. Initial visioning workshops for the school were held with key members from the Sydney Catholic Schools (SCS) community including local Principal, Parish Priest, SCS Regional Consultants and members from SCS including representatives from Facilities and Marketing. The workshop was co-designed and facilitated by Tom Barrett from NoTosh, who led the educational visioning, Fiona Young representing the architecture practice, who led the design visioning, and Mark Rix, SCS Head of Communications, who led community visioning. This workshop was pivotal in clarifying the learning principles for the school and establishing guiding design principles for the project.

IDENTIFY STAKEHOLDERS

Once Cathy Young, the new Principal of the school was engaged, regular meetings were established to work through the design in relation to her vision for leading the school. Once the school had begun to enrol students for the initial 2015 school year, we were able to engage parents in the design process. Several 'Meet the Architects' evenings were held throughout the design and construction process, starting in November 2014, which began a fruitful dialogue with parents into stage two of the project.

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NAME CHALLENGES

The design addresses a range of challenges to create an inspirational educational space by transforming a rundown 1970s three storey former Telstra training centre that was a typical institutional example of brutalist concrete architecture of its time into a K-6 school for 420 students.

Due to the dark and cellular spaces within the building it had primarily been used as storage for the nearby Performing Arts College who previously owned it. All external and internal walls on the ground floor were demolished and the facade replaced with fully glazed windows and large bifold doors. Central learning spaces run alongside a raised timber platform called the 'bridge'. The result is an open, light-filled interior with visual connections between learning spaces, the streetscape, and school courtyard.

Stage 2 required further demolition of the building facade and upper levels' internal walls. Additional spaces including the school hall, entrance and atrium, outdoor playgrounds, balconies and arts space were added to the existing structure in mass timber construction.

Both stages of the project worked within significant budgetary and site constraints that required high degrees of problem solving and attention to detail in the design and construction process.

A major challenge has been that the school was fully operational, while demolition and building works have been undertaken above and around the occupied ground and first floor level.

The nature of the prefabricated mass timber structure required a very high level of pre-planning, coordination and diligence to ensure the timber elements fabricated in Europe, spruced from Austria, Germany and Switzerland were built correctly and delivered in time to site. The architect's role as superintendent and direct interaction with the manufacturers were crucial to ensure the success of the project. The ability to nominate certain installers for the timber structure, facade and glazing allowed a high level of collaboration and precision.

Further difficulties were overcome by maintaining a 3D model of the existing building and constant updates by the manufacturer of the Glulam structure- keeping in mind that a prefabricated timber structure with 2mm tolerance was installed on top of a 1970s concrete building, with tolerances well past 60 mm. Due to the diligence of the timber installer CWC the structure was fitted perfectly on top of the existing building.

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The former Telstra training centre before the renovations and additions in Stages 1 and 2 of the project



Stage 1 saw the refurbishment of the ground floor, which remained fully operational during stage 2 of the refurbishment

DESCRIBE AVAILABLE ASSETS

Timber is the predominant material used in the school's building structure and in finishes.

- Additions to the school feature Glulam, CLT walls and a CLT acoustic ceiling flooring system.
- The benefits of using timber are high quality, precise and environmentally friendly construction, as well as long term wellbeing for occupants and an energy efficient use of the school.
- The exterior of the existing concrete structure and new CLT additions have been clad in a highly insulated, custom perforated zinc cladding façade with double glazed, airtight high-performance timber/aluminium windows. The energy efficiency of the wall and window build-up exceed by far the mandatory requirements, with an R4-value to the walls (standard R2.8), and U-Values of the windows between U-1.6 and U-1.9 (Standard U-4.5)
- With a wealth of research in support of timber being used in learning spaces to promote wellness and better learning outcomes, the material has been used throughout internal spaces extensively both as finish and structure. The benefits suggest increases in concentration, productivity and decreased stress levels.

The incorporation of 1200m² of rooftop playground spaces on level 1 and 3 and 300m² of balconies have added about 50% extra outdoor spaces for the students on a tight site.



Cutaway showing timber structure



Installation of Glulam and CLT walls and acoustic ceiling flooring systems



Aerial view of rooftop playground space level 1 and level 3

DESCRIBE VALUE OF PROCESS AND PROJECT TO COMMUNITY AT LARGE

The design of the school aims to bring together the school community in a number of ways. In contrast to most schools, administration staff are directly connected to the learning environment through large glass walls, making the work of staff visible and connecting them to the day to day learning activities.

A large stair weaves through the school's four storey atrium that connects the ground floor administration and playground to the learning spaces, library and playgrounds on the upper levels of the building. The stair encourages activity and interaction amongst the school community by creating one central circulation route.

The dialogue between school Principal, staff, parents and the local community has resulted in a building design based on principles evolving from the initial visioning workshops. These are to:

- Provide a high level of transparency to showcase learning;
- Create a diversity of learning settings in recognition of diverse learning needs;
- Provide a variety of differently scaled spaces to suit young learners;
- To use materials to stimulate curiosity and create a warm and natural atmosphere.



EDUCATIONAL ENVIRONMENT

EXPLAIN THE EDUCATIONAL VISION AND GOALS OF THE SCHOOL.

The school's vision was to create contemporary learning spaces as diverse and flexible as the individual learners who utilise them and would serve as catalysts for students to achieve their potential. Learning spaces would invite innovation, independence, problem-solving, support student wellbeing, foster the imagination and provide spaces to allow for 'work in progress'.

The school also wanted their students and teachers to embrace the new school as a place of wellbeing—both emotionally and physically. There are multiple studies indicating the use of timber in school environments reduces stress and cortisol levels in students. The decreased level of stress encourages better learning outcomes, concentration, productivity, as well as promoting a sense of wellbeing. Timber has been used extensively throughout the internal spaces both structurally and as a finish, in stark contrast to the previous nature of the existing concrete building.



DESCRIBE & ILLUSTRATE HOW THE ENVIRONMENT SUPPORTS THE CURRICULUM

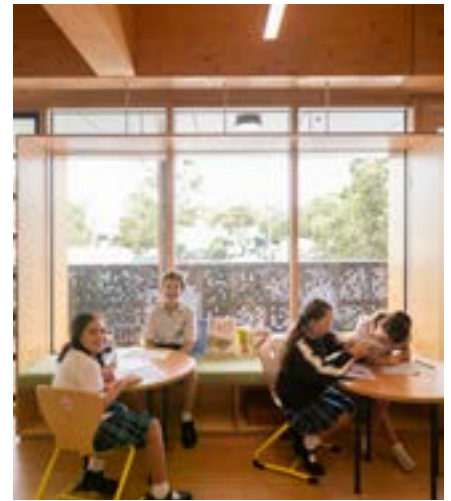
Teachers at OLA engage with and implement the NSW Board of Studies, Teaching and Educational Standards (BOSTES) Syllabuses for the Australian Curriculum that covers Key Learning Areas (KLAs) of Religious Education, English, Mathematics, Human Society and its Environment, Creative and Practical Arts, Science and Technology, Personal Development, Health and Physical Education (PDHPE). The main learning spaces are adaptable to different areas of the curriculum. Specialised spaces such as music rooms, an arts space and the outdoor playgrounds support cater to KLAs such as Creative and Practical Arts and PDHPE. Digital technology is integrated into learning spaces to ensure students have the access to the resources they need to support learning. The project articulates the theory of student-centred learning that is responsive to the needs of every learner. The ability of students to access all relevant material and change flexible spaces themselves by using light weight sliding panels adds value to this environment. The large hall is also being used for mass and assembly, essential to a Catholic school.



DESCRIBE & ILLUSTRATE HOW THE ENVIRONMENT SUPPORTS A VARIETY OF LEARNING & TEACHING STYLES

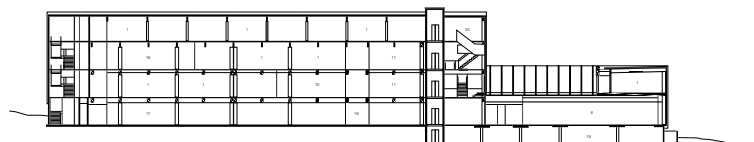
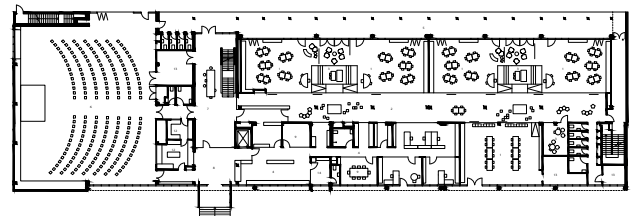
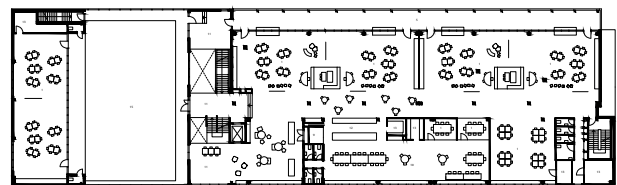
All students share ownership of the whole space, rather than a desk within it. Hence there is no identifiable teacher 'territory' and students have immediate access to resources. Students are learning how to operate respectfully and cooperatively, regardless of the learning space they are in, in a technology infused environment, working from a wireless data network.

Acoustic planning addresses the noise associated with open learning spaces and enables learning by 120 students to occur with minimal distractors.



DESCRIBE & ILLUSTRATE HOW THE ENVIRONMENT IS ADAPTABLE AND FLEXIBLE

Class groups need only slide the screens further along to join their peers or close them off to split class groups into manageable sizes. Students can curl up with a book in a built-in alcove or concentrate on independent learning in one of the small pods that sit within larger teaching areas that are dedicated for quiet work or small groups. Movable furniture such as beanbags and desks on wheels plus floor to ceiling sliding screens allow students and teachers to customise spaces to suit learning needs. Spaces are scaled for different age groups with differentiations in ceiling heights and joinery. Large timber doors that open out to wide verandas run along the Northern end of the school allow fresh air to circulate and gives classes the option to take their learning outside. The school and layout encourages teachers to team-teach larger groups. Due to the transparency across the entire building and to the outside, orientation within the spaces is facilitated and adds generosity to the learning environment.



PHYSICAL ENVIRONMENT

DESCRIBE & ILLUSTRATE THE PHYSICAL ATTRIBUTES OF THE ENVIRONMENT

On entry, students, staff and visitors walk into a soaring atrium highlighting an abundance of natural material and a generous timber stair which connects each floor in the four-storey building. An abundance of natural light fills the space through the large glass doors that connect to the playground on the ground floor and filters through the holes in the perforated façade that wraps around the building's upper levels.

The large timber staircase laces through each level and connects class levels with a broad range of school facilities, connecting a variety of different spaces within the atrium.

There is a school library complete with a suspended reading net and soft movable furnishings for kids to read quietly or gather in class groups.

Outdoor playgrounds can be found on level 1 and on the rooftop.

The large hall on the ground floor is a place for the school to come together for mass and assembly. Large whiteboard panels in the space slide across tracking on the floor to reveal hidden storage for event seating. A small catering kitchen also connects to the hall and atrium for catered events.

The main learning spaces run along either side of the wooden central circulation space. The corridors are lined with movable screens that enable a range of configurations for students to have an active role in their learning experience - these can cater to individual, peer, small and large group learning.

Small pods within the main learning spaces can be used for quiet work or small groups.

Spaces are scaled for different age groups with differentiations in ceiling heights and joinery. Large timber doors that open out to wide verandas run along the western end of the school allow fresh air to circulate and gives classes the option to take their learning outside.

Large timber doors that open out to wide balconies running along the Northern side of the school allow fresh air to circulate and gives classes the option to take their learning outside.

Creative use of a soft pallet of colours, textures and natural materials define spaces within the space, without impediment to supervision. The predominant timber finish adds a calm backdrop to the business of students occupying the spaces.

In contrast to most schools, administration staff are directly connected to the learning environment through large glass walls, making the work of staff visible and connecting them to the day to day learning activities. The main staff area is also open directly to learning spaces, which can also be used by students from the other side.

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DESCRIBE & ILLUSTRATE HOW THE FACILITY FITS WITHIN THE LARGER CONTEXT OF THE COMMUNITY

With its inspired places to congregate, study and play, the building has been embraced by the school community, the catholic education community and in the architectural and construction industries as a new benchmark for educational design.

OLA Principal Catherine Young commented on the design: "Nothing has been built without a reason, everything has been designed to maximise the learning experience for the students... the students are learning how to learn through active, rather than passive learning."

"This design has very much empowered the students to make up their own mind about how they want to learn," said Sydney Catholic Schools project manager Paul Gibson.

With a wealth of research in support of natural materials such as timber being used in learning spaces to promote wellness and better learning outcomes, timber has been used throughout internal spaces extensively. The benefits of natural materials suggest significant increases in concentration, productivity and decreased stress levels.

The school has received international recognition from educators as well as the architecture, building and construction industries for its innovations in school design and mass engineered timber construction. This is the first time a Glulam/CLT structure has been used for a school in Australia. The benefits of the high quality, precise and environmentally friendly construction method are both in time and cost, as well as in long term wellbeing for occupants and energy efficient use of the school.

DESCRIBE & ILLUSTRATE HOW THE PROJECT INSPIRES AND MOTIVATES

OLA is a de-institutionalized and playful learning environment which perpetuates connectivity and current pedagogical strategies in its design. Its open and flexible learning spaces support the school's aspirations for agile learning while providing a calm background for students. Evidence of the design's impact was demonstrated at multiple levels during recent conversations with a cross section of students, teachers and principal, for example:

- The students consistently referred to the interiors as "our" space. There was a palpable sense of belonging and ownership that facilitated learning and interaction.
- The design of the spaces, combined with teaching methods, encourages students to take risks in a safe environment and provides opportunities to "learn all day."
- Students with special needs are supported in subtle yet effective ways, minimizing differentiation and allowing them to remain connected to their peers during classes. Acoustically comfortable "caves" provide students with respite, while maintaining a connection to the main learning spaces.

In addition to providing opportunities for better student engagement and learning outcomes, the school's design also takes into account the effect of materials and sustainability systems including cross-laminated timber and visual transparency on student behaviours and wellness outcomes.

All material to be used by students is accessible without the help of teachers in built in joinery at adequate heights. The learning spaces can be changed by moving lightweight sliding panels, easily movable by small students.



RESULTS OF THE PROCESS & PROJECT

EXPLAIN HOW THE PROJECT ACHIEVES EDUCATIONAL GOALS AND OBJECTIVES

- Provide a high level of transparency to showcase learning;
- Create a diversity of learning settings in recognition of diverse learning needs;
- Provide a variety of differently scaled spaces to suit young learners and prioritise spatial arrangements
- To use materials to stimulate curiosity and create a warm and natural atmosphere.

The school design directly responds to the goals set out by the school and wider community as above.

High levels of transparency to showcase learning have been achieved in the design with visual connections between learning spaces, the streetscape, and school courtyard, but also between the administrative part of the school.



Multiple learning settings that recognise diverse learning needs are embedded in the design's flexibility and learning spaces. These range from outdoor spaces adjoining main classrooms, pods for quiet work or small groups, breakout spaces for larger class groups that have the ability to be divided into smaller areas and specialty areas such as the library which includes a suspended reading net pit, and the elevated 'bridge' in the kindergarten with an integrated learning pit, arts spaces and music rooms.

Spaces are scaled according to different age groups. Differentiations in ceiling heights and joinery that includes built in seating nook and pods cater to students ranging from kindergarten to sixth grade.

The deliberately limited use of colour and prevalence of natural and sustainable materials (timber) forms the calm backdrop for learning. A different colour scheme, present in the choice of furniture, is applied to every year group and based on Aboriginal dreamtime stories that describes Australian native flora and fauna, and is woven through all levels of the building.

EXPLAIN HOW THE PROJECT ACHIEVES SCHOOL DISTRICT GOALS

The school design directly responds to the goals set out by the school and wider community by demonstrating transparency, a diversity of learning settings and scaled spaces, and using materials that create a warm and natural atmosphere for learning.

EXPLAIN HOW THE PROJECT ACHIEVES COMMUNITY GOALS

The design of the school aims to bring together the school community in a number of ways. In contrast to most schools, administration staff are directly connected to the learning environment through large glass walls, making the work of staff visible and connecting them to the day to day learning activities. A large stair weaves through the school's four storey atrium that connects the ground floor administration and playground to the learning spaces, library and playgrounds on the upper levels of the building. The stair encourages activity and interaction amongst the school community by creating one central circulation route. The typical fence around the school site has been removed for a large section near the main entry which will be landscaped to invite the larger community connect to the school.

The dialogue between school Principal, staff, parents and the local community has resulted in a building design based on principles evolving from the initial visioning workshops. These are to:

- Provide a high level of transparency to showcase learning;
- Create a diversity of learning settings in recognition of diverse learning needs;
- Provide a variety of differently scaled spaces to suit young learners;
- To use materials to stimulate curiosity and create a warm and natural atmosphere.

EXPLAIN ANY UNINTENDED RESULTS AND ACHIEVEMENTS OF THE PROCESS & PROJECT

Since completion of Stages 1 and 2, the school has received a number of awards recognising its innovative design including:

- 2016 Learning Environments (LE) NSW Chapter Commendation
- 2016 Australian Interior Design Awards (AIDA) Best of State NSW - Commercial Design
- 2016 A4LE Lee J. Brockway Award for Renovation/Addition
- 2016 Australian Interior Design Awards (AIDA) Public Design Award
- 2019 Learning Environments (LE) Award for Renovation/Modernisation over \$2M (Stage 2)
- 2019 Australian Interior Design Awards (AIDA) Interior Design Impact Award (Stage 1)

The architect have recently completed All Hallows School in Five Dock with Sydney Catholic Schools. We collaborated with Catholic Education Diocese of Parramatta (CEDP) on the design of the STEM School in Sydney Science Park, Badgery's Creek through to Detailed Design. Through the work on the STEM School project we developed a kit of parts with CEDP which we have now used to design Santa Sophia School in Box Hill which is due for completion in early 2021. We are also working with St Patrick's College, Strathfield which is in the Edmund Rice Tradition and is affiliated with Sydney Catholic Schools.

Also, from stage 1 the acoustic ceiling solution has been evaluated post-occupancy to determine the positive results experienced by staff and students. This is now used as a benchmark in Sydney Catholic schools.



EDUCATIONAL SPECIFICATIONS

The design of Our Lady of the Assumption Catholic Primary School takes into account the school's own vision statement developed by the School Principal and key staff, as well as guidelines from key educational bodies including the NSW Department of Education's Educational Facilities Standards and Guidelines (EFSG) and the Catholic Block Grant Authority (CBGA).

OLA's primary educational specifications were determined by the School Principal through a series of visioning workshops with Tom Barrett from NoTosh, The architect, and Mark Rix, SCS Head of Communications. A document outlining the Pedagogical Identity Observable Practices was established to become custom and practice through being embedded in school structures, processes and practices. The learning environment deliverables determined that the school design would:

- Ensure students can be independent in accessing resources and tools for learning
- Be designed collaboratively with the input of students
- Cater for students' learning needs allowing them to choose learning areas that suit the task or personal preference of seating
- Reflect the current learning and goals and celebration of student success
- Provide resources that allow students to enhance students learning
- Be treated with respect
- Allow for whole class instructional spaces, collaborative workspaces and individual learning
- Have the signs and symbols of our Catholic tradition and current Religious Education focus.


- Reflect a shared ownership of the space
- Be tidy and well-organised, ready for learning to take place
- Co-create anchor charts to support students learning
- Allow students to interact with wall displays and resources, that both support learning and allow student contribution
- Reflect and celebrate the learning journey
- Demonstrate pride in learning
- Display the thinking tools and scaffolds to be utilised by the learners
- Promote a positive growth mindset towards learning
- Provide independent access to resources to enable creativity
- Have visual representations of student self-assessment and feedback

The EFSG's are intended to assist those responsible for the management, planning, design, construction and maintenance of new and refurbished school facilities. It specifies a minimum standard for the NSW Department of Education school types and includes a Technical Design Guide for contemporary learning environments.

The CBGA Guidelines provide information and guidance to Diocesan Catholic Schools Authorities and Congregational schools concerning the selection of projects for funding, grant application forms, closing dates, guidelines and reporting and compliance requirements.

EDUCATIONAL BRIEF AND/OR EDUCATIONAL VISIONING DOCUMENTS

OLA – A LANDSCAPE FOR LEARNING

GUIDING PRINCIPLES / REFERENCES	DESIGN PROPOSITION
<p>COMMUNITY</p> <ul style="list-style-type: none"> • Welcoming / opening up to community • A Learning Landscape 	<p>OLAB connects the landscape, and materials from outside to in. By doing so it blurs the boundaries between work and play.</p>
<p>STUDENT CENTRED</p> <ul style="list-style-type: none"> • Diversity of learning environments providing choice for places to learn – A Learning Landscape • Scale – honouring the student. 	<p>OLAB is proposed to be of a student-centred scale. It's lowered ceiling height relates to primary aged children, signifying that most importantly, this is a space is for young children to be.</p> <p>Young children gravitate towards changes in level (ie. steps) for rest and play. The learning space generally accommodates a variety of learning settings, however diversifying the ground surface opens up many more opportunities for use and learning than if the whole space had a flat floor.</p>
<p>INSPIRING</p> <ul style="list-style-type: none"> • Tactility – natural materials that evoke the senses and help arouse curiosity of children • Sustainable Design • Learning Through Play • A sense of discovery 	<p>The space is designed to engage and stimulate users. The timber surfaces bring a sense of warmth to the environment, and associated tactility of timber helps arouse senses.</p> <p>Raising the floor of OLAB allows opportunities for the space to be discovered on multiple levels. This includes incorporating removable blocks into the floor allowing children to remove them, stack them, sit on them, and sit in the recess where blocks are removed from. The adjacent example is from the Delft Montessori built in the 60's.</p>
<p>WHOLISTIC LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Linking Inside and Out • A Landscape for Discovery • Building as Teacher 	<p>The proposed design blurs boundaries between work and play. The multi-functional use of OLAB reinforces the sense that learning comes in many shapes and forms and does not need to be restricted to the classroom. The design succinctly bridges multiple concepts ranging from learning inside and outside, anywhere/anytime learning and key design concepts relating to school identity and aspiration.</p>
<p>SAFE</p> <ul style="list-style-type: none"> • Safe to take risks • Visibility 	<p>OLAB opens up many opportunities for use by students and teachers, limited only by imagination. It is highly visible, and as a result a safe place to be.</p> <p>The materiality of the timber reflects a number of important aspects of the space from Catholic identity, to a warm, natural, sustainable learning space for young people.</p>
<p>CATHOLIC</p> <ul style="list-style-type: none"> • Wood, water, light and the symbol of the cross 	<p>A large back-lit Cross will be incorporated into the timber wall at the end of the OLAB on each level.</p>

OLA – A LANDSCAPE FOR LEARNING

GUIDING PRINCIPLES / REFERENCES	DESIGN PROPOSITION
<p>COMMUNITY</p> <ul style="list-style-type: none"> • Welcoming / opening up to school community • A Learning Landscape 	<p>OPTION 1</p> <ul style="list-style-type: none"> • Provision / location of Hall • Learning Playground – a place to engage students and parents/carers to play/learn together • Visibility of Café / Learning Playground+Atrium <p>OPTIONS 2 & 3 (in addition to above)</p> <ul style="list-style-type: none"> • Access to external playground <p>OPTION 3 (in addition to above)</p> <ul style="list-style-type: none"> • Strong visual connection from Hall through to Learning Playground / Atrium <p>OPTIONS 2A & 3A (in addition to above)</p> <ul style="list-style-type: none"> • Informal gathering space for community, whole school, year groups, individuals
<p>STUDENT CENTRED</p> <ul style="list-style-type: none"> • Diversity of learning environments providing choice for places to learn – A Learning Landscape • Scale – honouring the student. 	<p>OPTIONS 1, 2 & 3</p> <ul style="list-style-type: none"> • Multi-functional use of Hall for gathering and learning • Potential to use café for learning • Learning Playground – a place to engage students and parents/carers to play/learn together <p>OPTIONS 2A & 3A (in addition to above)</p> <ul style="list-style-type: none"> • Informal gathering space for community, whole school, year groups, individuals
<p>INSPIRING</p> <ul style="list-style-type: none"> • Tactility – natural materials that evoke the senses and help arouse curiosity of children • Sustainable Design • Learning Through Play • A sense of discovery 	<p>OPTIONS 1, 2 & 3</p> <ul style="list-style-type: none"> • Use of timber • Learning Playground – a place to engage students and parents/carers to play/learn together <p>OPTIONS 2 & 3 (in addition to above)</p> <ul style="list-style-type: none"> • Contemplative garden – creating a rich sensory experience entering the school. Opening up additional opportunities to showcase outdoor learning. <p>OPTIONS 2A & 3A (in addition to above)</p> <ul style="list-style-type: none"> • Steps as a landscape for exploring and play
<p>WHOLISTIC LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Linking Inside and Out • A Landscape for Discovery • Building as Teacher 	<p>OPTIONS 1, 2 & 3</p> <ul style="list-style-type: none"> • Learning Playground as a bridge between the Learning Spaces, Library and external playground. <p>OPTIONS 2 & 3 (in addition to above)</p> <ul style="list-style-type: none"> • Contemplative garden – creating a rich sensory experience entering the school. Opening up additional opportunities to showcase outdoor and sustainability around learning. <p>OPTIONS 2A & 3A (in addition to above)</p> <ul style="list-style-type: none"> • Steps as a landscape for exploring and play
<p>SAFE</p> <ul style="list-style-type: none"> • Safe to take risks • Visibility 	<p>OPTIONS 1, 2 & 3</p> <ul style="list-style-type: none"> • Ability to control access to different parts of the school at different times. • High visibility from entry to Atrium / Learning Playground. • Privacy in Reception area whilst still having excellent visibility through to atrium space.
<p>CATHOLIC</p> <ul style="list-style-type: none"> • Wood, water, light and the symbol of the cross 	<p>OPTIONS 1, 2 & 3</p> <ul style="list-style-type: none"> • Contemplative Space • Uplifting light-filled atrium space <p>OPTION 3</p> <ul style="list-style-type: none"> • Connection of Hall/Contemplative Space through to Contemplative Garden

