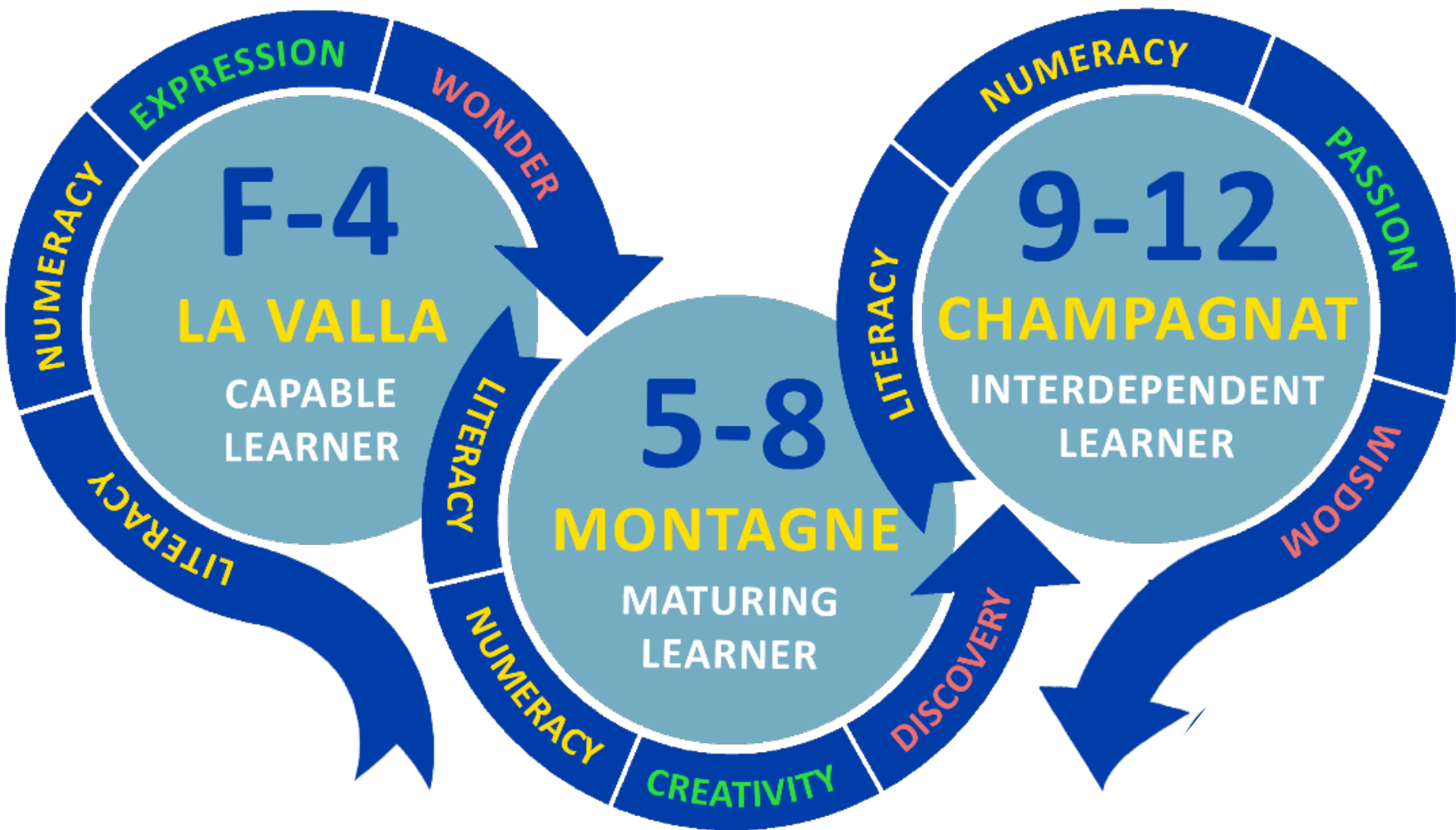




**MARIST COLLEGE BENDIGO**  
**Victoria, Australia**  
**2020 JAMES D. MACCONNELL AWARD**



Marist College is a learning community built on the philosophy that every child is known and loved. It fosters connections between educators, learners and their broader community, working at multiple levels.



AN EDUCATIONAL LEARNING VISION

The education system with which most of us are familiar still has very close connections to the ideologies of the Industrial Revolution where it had its origin. It created a system that can take the core ingredients and by sending them through the same production line mass produce a product out the other end. Schools have worked on this system for over 150 years. Place the student on the conveyor belt at age 5 and release the educated adult out the other end 13 years later. Along the way the system will have specific functions to perform on the child but it only functions when the focus is on the process not the core materials.

For years various countries and cultures have tinkered with the edges of the system but ultimately it has remained unchanged. The lack of ability to change has been because the focus has been on those running the system and the processes utilised not the core materials. But what if there was a change of focus? What if the student actually became the focus? In other words what if the focus was on learning rather than teaching? This would appear an obvious thing to do but it is actually quite radical. So when starting a new school we are presented with a rare opportunity to build the system from the very beginning and place the student and learning at the core of the entire experience. This requires radically need designs that not only accommodate this but enable a culture to form around learning. That is what Marist was designed to do. Let us create a learning environment and not let a school get in the way.

Old Paradigm

Teacher runs experience	Learning of child runs experience
Environment created to suit teacher	Environment enables diverse learning
Environment has agility to suit learning	Child adapts to environment

New Paradigm

Every element inside and outside of the new learning community must speak to and inspire the learner. It must also remind all the adults that this is a place for learning not teaching. The Language of a new learning community must be different to ensure a new culture is created. Equally important the environment for this new learning must look, feel and be different. It must be agile and ready to respond rapidly to a change in learning demands. The human learner when fully engaged will not remain inspired if the environment does not respond, enable and inspire.

The design must meet all these needs. No traditional design can do this authentically.



6 year old  
Attends each day and the learning goes wherever their **wonder** takes them



13 year old  
Attends each day and the learning goes wherever **creativity** takes them



16 year old  
As a **mature learner** requires different modes of learning within one day



18 year old  
The complex fully developed learner whose **passions** are insatiable



The facilities provide a place to belong and connect, with design elements and a school approach design to foster a positive and collaborative culture and a strong identity as an organisation.



## AN EDUCATIONAL CULTURAL VISION

Equally important to building the correct learning environment there is also a critical need to design and build an environment that reflected and named the specific culture of the new learning community. Marist College Bendigo is owned and governed by a The Marist Brothers. It is the first College in sixty years to be built by a Religious Order in Australia. The Marists Brothers began in rural France in 1817 and this new College thus inherits a 200 year tradition of culture and education.

In starting the new College it was a deliberate and overt decision to strive to have students, staff and parents to recognize themselves as Marist. This is achieved through language and ritual but can only be really sustainable if the environment also displays design features that are distinctly Marist. A key challenge for the Architect was to make connections to this 200 year heritage that began in rural France 200 years ago. The key Architect overseeing the program travelled to rural France specifically to ensure this connection was obvious in design both overtly and subtly.

The designs in all buildings reflect this in age appropriate ways. This has been a very significant factor in Marist College Bendigo gaining national recognition as a new school with a very strong Marist identity. Other Marist schools in Australia that are over 100 years old have visited and plan to adopt some of the features. Students, staff and parents openly refer to themselves as proudly being Marist. This strong culture has been deeply enhanced by the many architectural features. Without these design elements this culture would not be as strong. This strong sense of belonging has a measurable positive effect on the learning success of students.

When any one arrives at Marist whether daily or for the first time it is clear that this learning community is unique, deliberate, vibrant, peaceful, special and Marist.

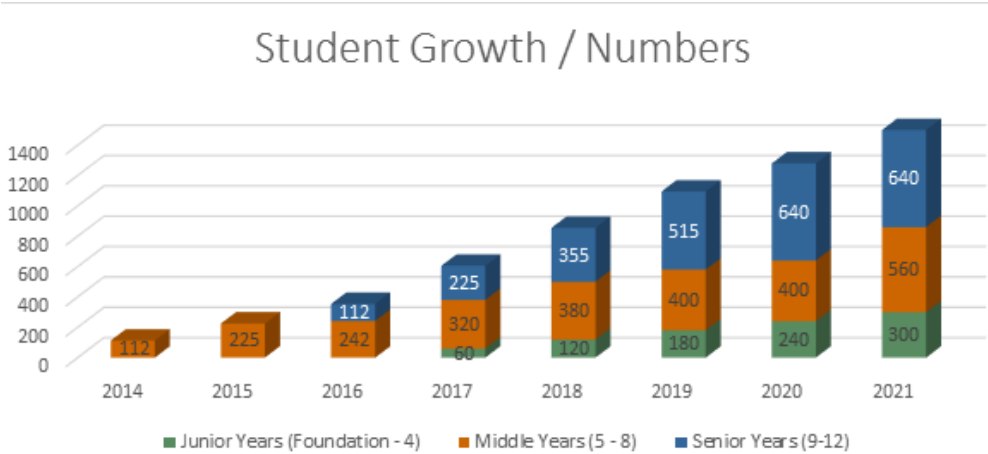




CONTEXT

In 2015 Marist College Bendigo opened to 225 students in Year 7 and 8, since then it has grown to a school of over 1200 accommodating children aged 5 to 18.

An extensive building program has been undertaken to meet the needs of the growing school. Across 7 years there has been continuous development with 6 stages of work forming an array of facilities designed around the needs of learners. A complex strategic plan has ensured that appropriate facilities are ready for the start of each school year, meeting the needs of the expanding student body.



At Marist, the physical environment has been designed around the pedagogical philosophies, ensuring that the architecture enhances rather than restricts the potential of Learning.

STAGING STRATEGY

		Buildings							
			1	2	3	4	5	6	7
		Reloc. buildings	Montagne (Middle Years - 5-8 program)	Community Hub (shared facility)	Fourviere (Flexible Multipurpose space)	Champagnat (Senior 9-12 program)	La Valla (Junior - F-4 program)	Admin Building	Chapel
2013	Initial master plan with Educational committee		Work commences on stage 1						
		Open for staff office use	Stage 1 construction						
2014									
2015	Master Plan review with founding staff at college		Opens for Yr7-8	Stage 2A construction	Stage 2B construction				
2016				Community Hub opens (shared sport/ hospitality facilities)	Opens for temporary Yr 9 program and staff lounge	Stage 3 Construction			
2017		Conversion to temporary La Valla (F-4) facilities	Stage 4 construction (extension)		Learning spaces converted to STEAM	Opens for Yr 9-10			
2018			Building extended for 5-8 program					College Admin and reception opens	
2019		Conversion to staff lounge and work space					Stage 5 La Valla opens for (F-2 students) temporary space for senior students until their building is extended		
2020					Stage 6B construction (extension)	Stage 6A construction (extension)			
	Master Plan Review				Extended to host music and media functions	Extended to allow for additional senior students			
2022				Stage 7 construction					
2023				Community Hub Extension (Performing Arts and additional sports spaces)	Creation of Engineering precinct				Stage 8 construction
2024									Chapel opens

SCOPE OF WORKS AND BUDGET

**School** Marist College Bendigo  
Maiden Gully, Victoria, Australia

**Principal:** Darren McGregor

**Area:** Site: 14.5ha / 35.83Acre  
Total building areas 9582m2 / 103,140ft2

**Capacity:** 1500 (Foundation to Year 12)

**STAGES:**

**Montagne** Yrs 5-8 Village and site works  
Completed Feb 2015, extended 2017  
Building area 2,175m2 / 23,411ft2  
Total Project costs \$10.64m (AUD)

**Community Hub** Joint use sports and hospitality facility for use by school and local community  
Completed March 2016  
Building area 1,865m2 / 20,075 ft2  
Total Project costs \$8.46m (AUD)

**Fourviere** Flexible Multipurpose space (has housed Yr9 program, Staff study, STEAM and performance program)  
Completed May 2016, extended 2019  
Building area 1,148m2 / 12,357 ft2  
Total Project costs \$2.5m (AUD)

**Champagnat** Village for senior students (Yr9-12)  
Completed March 2017, extended 2019  
Building area 3,066m2 / 33,000ft2  
Total Project costs \$10.4m (AUD)

**La Valla** Village for Junior students foundation to year 4  
Completed April 2019  
Building area 1,328m2 / 14,295 ft2  
Total Project costs \$5.16m (AUD)

Additionally the school has some relocatable buildings currently use for Administration and Staff spaces.







## **SCHOOL AND COMMUNITY ENGAGEMENT**

**“I didn’t enjoy school as a kid and my daughter battled through primary school. This year she has just blossomed and I think it is because of the way the building at Marist is different, attractive and helps my daughter to relax. We have had some learning nights for parents and we have been able to use these great facilities. I wish I could go back to school.”**

**Cathy Williams: Parent**



# LOCAL CONTEXT

Bendigo is a town of 110,000 people, located 200km (125mi) from Melbourne (State Capital). It was founded during the Australian Goldrush in the late 1800s and at the time was the wealthiest city in the world. It has a rich cultural heritage but experienced many years in decline. In recent year's the region has had a renaissance with new investments in Arts, Culture, Health and Business tied into steady growth.

Bendigo has had significant investment in education in recent years. The region's changing demographics have lead to strategic re-thinking around delivery and innovation in approach to education, which has been very successful. As a result, the community is receptive to change.

Educational Planning of Marist College took full advantage of this climate, and its status as a new school push the boundaries of what a school can be. It's a place where the growing Marist Community, embrace and enhance the Marist Approach, with a unique setting focused on student agency over learning.

## Who are the Communities that a school serves?

This is the fundamental question that lies at the heart of any school development, but for a new school, it is particularly relevant and perhaps less visible. We must identify who we are serving to be able to engage with them and form a strategy that addresses their needs.

- For Marist, there was a multitude of factors to consider when thinking about community engagement, including:
- A local community who lacked facilities and assets (a situation that exacerbated by the region's growth),
  - A Marist Community with a strong heritage and traditions that the new facilities could respond to,
  - Marist Brothers Old Collegians Association, local alumni of a displaced school who wanted to forge new connections to Marist College
  - A regional government and local authorities, who saw the opportunities the new site presented to invest in local infrastructure
  - Catholic Education office, who were able to provide support and guidance in the development of the new school
  - A local Catholic School, who was at capacity and were able to offer a local support network for the development
  - Educational Committee (a group of leading educators from the region who were brought together to create the educational specification for the school)
  - A local indigenous community, who gave insights and connections to local heritage
  - A network of potential parents and students, who would be excited enough to sign up to the project before it was even a school





# PROCESS AND CHALLENGES

## A Unique Opportunity

Since the school’s conception, the design team has worked closely with Educators to explore what learning would look like at Marist. At the start of this journey an educational committee was formed, utilising the skills and expertise of educators and specialists from around the region. This group conducted in-depth discussions, research and reflection that drew on the individual passions and knowledge of members to form a direction moving forward. These initial discussions are built into the school’s DNA school and created the framework for the approach to development at Marist.

Each year, the College community grows, drawing in new learners, educators, parents and friends who are engaged by the Marist Approach. Different aspects appeal to different individuals, but viewed as a whole it has created a supportive and enthusiastic community driven by common goals.

Before any new project, there is extensive pre-design period where the pedagogical needs of learners are assessed and analysed. This method allows for deep critical reflection of the needs of learning before any design decision is made. It is collaborative partnership where ideas are pushed and explored between the design team, Educators, Students and other community.

This process has benefited from the staged approach to construction, spread across many years. This has allowed for partnerships to strengthen, where all parties have an in-depth knowledge and understanding on what makes Marist special. Additionally, this phasing has developing a continuous process of reflection and evaluation of Marist’s approach to learning ensuring each phase builds upon the work that came before.

Some of the tools we have used to develop the Educational and Architectural Briefs for each project:

- Site tours of other schools, with in-depth discussion/reflection
- Prototype spaces and programs
- Observation of learning in practice
- Spatio Temporal exercise to explore learning and space needs across a day
- Post Occupancy Reviews and discussions on previous stages with both staff and students
- Inclusion of Educational Experts in the educational committees

## Broader Community Building

In addition to Educational needs, it was vital that our approach engaged with all stakeholders and aspects early in the development, in order to draw out a plan that would ensure the school’s relevance and importance for its community.

### PRAGMATIC APPROACH

- An establishment committee was born that drew in representatives across the spectrum to address the practical issues that the new school would face. Key topics included
- The lack of sewer/overland flooding that occurred on the site (which lead to a plan to create a holistic approach to water management from the creation of wetlands to the on site treatment of blackwater),
  - Building connections to the local precinct plan, which provided the seeds to develop a Joint Use Community Sports and Hospitality Facility in the school’s Second Stage
  - Creating a strategy which factored in yearly funding/grant cycles to develop a staged program that would ensure that students were accommodated throughout the schools years of growth.

### CULTURAL/SPIRITUAL APPROACH

In addition to the pragmatic issues, the school needed to build a sense of identity and culture. This challenge involved looking at the Marist’s Cultural roots and the local (and Australian) context of the school. It included travelling to France to experience’s significant places for the Marist Brothers as well as discussions with local Dja Dja Wurrung Representatives, and research into the existing site (its found state as farmland and its past as Iron box Forrest).



In creating Marist the Architect must understand & influence learning & culture.

The Architect must be able to listen & feel the needs of this new approach to education.

The Architect must live & breathe the culture not just attend a meeting & respond to a brief & a vision statement.



In 2017 La Valla initiated the Foundation to year 4 program for the college. The design of this project greatly benefited from the refinement of the Marist Approach developed over the years.

DESIGNING LA VALLA

Before the first school year, the founding group of educators travelled to Italy to immerse themselves in Reggio Emila practice. This, combined with their extensive research, lead them to become experts on all things Reggio. On returning the Educators created an enriching, nature-based learning environment within some existing portable buildings on the site. In this environment, 45 5 years olds, commenced their first year at Marist and provided a brilliant testing ground to develop the programs and designs of their permanent home.

Over a 4 month period, regular sessions were held with the Educators, design team and Educational experts from La Trobe University to discuss what the Pedagogical approach would look like at Marist. This work was focused on bridging gaps in understanding between the design team and educators (that occur through barriers such as language, comprehension of drawings, mind-set). The approach created a collaborative culture, where ideas where presented, discussed and developed together in a way everyone could understand.

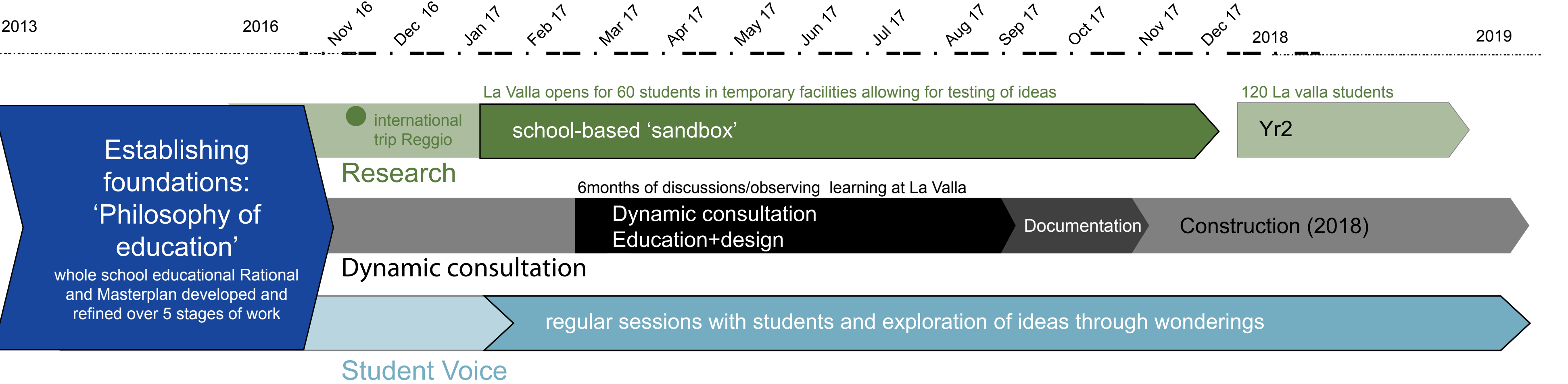
- Some of the Activities included
- Site tours to other facilities using a Reggio Approach (with thorough dissemination of the Educators thoughts on their approaches)
  - Research and discussion on key themes and ideas relevant to La Valla
  - Assessment of Hierarchies / influence of educational programs and the space they required

- Evaluation of relationships between required spaces and programs
  - Observations of learning at Marist (where sessions within La Valla were observed, and then discussed)
  - Observation on the use of space within existing facilities, what worked/ what didn't
- Spatio Temporal Exercises where we looked at the use of space over a day (the groupings and distribution of Learners, educators and community support mentors.

This work informed and developed the design team's response and created a design that fulfils and extends the original brief. Informing the design is a deep understanding of the educational requirements, philosophy and ambitions for learning at Marist. It was created in a process that all the educators could understand and relate to.

Additionally, this partnership has lead to other opportunities:

When it came time to develop their discovery garden, Marist College wanted to engage with the Children at La Valla and their families. Children worked with their educators to build ideas on what they wanted, creating drawings, paintings, and physical sculptures that represented their idea. The kids presented their ideas, which were developed into the design of their discovery garden. This garden was then created by the Marist community, with parents and friends all lending a hand to build an enriching outdoor learning environment that the children with cherished for years to come.







## **EDUCATIONAL ENVIRONMENT**

**What are you making?**

**‘We’re not sure yet, but we’re going to use our imagination’**

**Amelia & Zoe (La Valla Learners)**



Marist College is a learning community built on the philosophy that every child is known and loved. It fosters connections between educators, learners and their broader community, working at multiple levels.

MARIST APPROACH

From the very onset we were determined to build a learning community and not let a school get in the way. Every decision was made with the student firmly at the centre. This is quite a radical approach to move away from 140 years of education being based on the industrial model of producing an educated person by passing them through a process of being taught.

Creating a school with the focus on the learner not the teacher is the real key to the unique nature and true success of the design of Marist. The design of Marist is there to bring to reality the belief that a student learns the 3 As: **Anywhere, Anyhow, Anytime**.

All spaces, internally and externally, are designed to stimulate and engage all learners, no matter their age, interest, preferences or skills. The facilities have been designed to support student-centric learning, providing age-appropriate settings that inspire learners.

Stages of Development

While the **Principals of Learning** provide overall guidance, the approach is framed around the child’s journey from early childhood to young adult utilising 3 Villages - **La Valla** (5-10 year olds), **Montagne** (10-14 year olds), **Champagnat** (14-18 year olds) .

Each community supports students at their stage of development and builds the skill they need to grow, thrive and continue on their journey of life long learning. The Villages have connected themes and language, but are also distinct with their own character and sense of belonging building a picture of interrelated ownership for the learning communities.

Familiar themes run through the programs in each village but become increasingly complex as learners mature, giving them the skills they need to grow and thrive.



Students learn in a range of different ways and the **individual learning styles** of students are to be recognised and utilised



A student learns most effectively in a **calm environment** where they feel safe and their opinions are valued.

Learning is enhanced through the use of **effective feedback**



**Project based learning** is to be encouraged for all students



Principles of Learning



Students learn best when they are **engaged** in their learning



Students learn best when their curriculum is **meaningful** to their lives



A **skills based approach** best prepares a student for further learning

**Numeracy and literacy** are critical to all elements of student learning





**LA VALLA - Capable Learners**

For the school’s youngest learners, La Valla is a beautiful child centric place of engaged Learning for 5-10-year-olds. Based on a Reggio Emila Approach, Learners are immersed in a dynamic, engaging space that encourages curiosity and imagination. It is a connected, bright and warm textual place that invites students to touch and respond to their environment.

The building provides possibilities for exploration with its: Child-sized pathways (including a termite mound and dinosaur skeleton entry), Life wall (with hidden spaces for learning/display including mirror rooms, dome viewing port, reading nooks, pop-outs etc.), Low windows (providing views for those sitting on the ground), internal courtyard/ waterway (bringing the landscape in), and quiet sensory spaces(retreat).

This foundational space provides children with a grounded beginning that makes learning an inspiring and delightful journey of discovery.



**MONTAGNE - Maturing Learners**

From here, Marist Learners move into the Montagne Centre, this beautiful setting sits at the edge of a wetland and is a place where learners engage with their ever-changing landscape. This nurturing environment fosters independence in learners, it’s a space for them to grow and thrive. Here the natural/textural palette continues with new situations that are designed to provide an active array of settings for learners. Additional students can utilise more specialist areas such as the Gastronomy Kitchen, Messy project area, forum space and bleed out to external learning setting such as the deck.



**CHAMPAGNAT Interdependent Learners**

As students enter their final years with the school, they needed to be given a more mature setting, linked to an awareness of interdependence with others. While key themes continue in the buildings form, design and layout, the response is refined and targeted to its older occupants.

Champagnat provides enriching environments that allow students within the Marist Approach to thrive as they mature into young adults. Specialist spaces complement more fluid independent and collaborative spaces, ensuring that learners have access to senior science spaces within an array of facilities. Educators and designers collaborated to ensure that areas reflected students learning needs.



# La Valla - Capable Learners

Literacy, Numeracy, Expression, Wonder

When it came to designing a program for the schools youngest learners, the educators were Inspired by the Reggio Emilia philosophy and its unique view of the child.

## Our La Valla Learning Philosophy

At Marist we recognise that children are capable learners born to explore and discover. Our La Valla Learning Experience strives to foster this innate sense of **wonder** by questioning and connecting with the world.

Within our vibrant faith filled community, students and their families are invited to grow in their relationship with Jesus. We encourage students to enjoy the freedom to think and engage with a **developing understanding of self**.

As the centre of all at Marist, our students are supported to express their learning in a range of ways. The learning environment is designed to foster **creative and meaningful learning experiences** for students to explore ideas and then delve into purposeful individual and collaborative pathways for knowledge. As our students move beyond La Valla, they do so with a developing sense of their own skills as **capable learners**.

### SHARING

In this approach, there is a belief that children have rights and should be given opportunities to develop their potential. Children are believed “knowledge bearers”, so they are encouraged to share their thoughts and ideas about everything they could meet or do during the day.

### ACTIVE CONSTRUCTORS

Students are also viewed as being an active constructor of knowledge. Rather than being seen as the target of instruction, students are seen as having the active role of an apprentice.

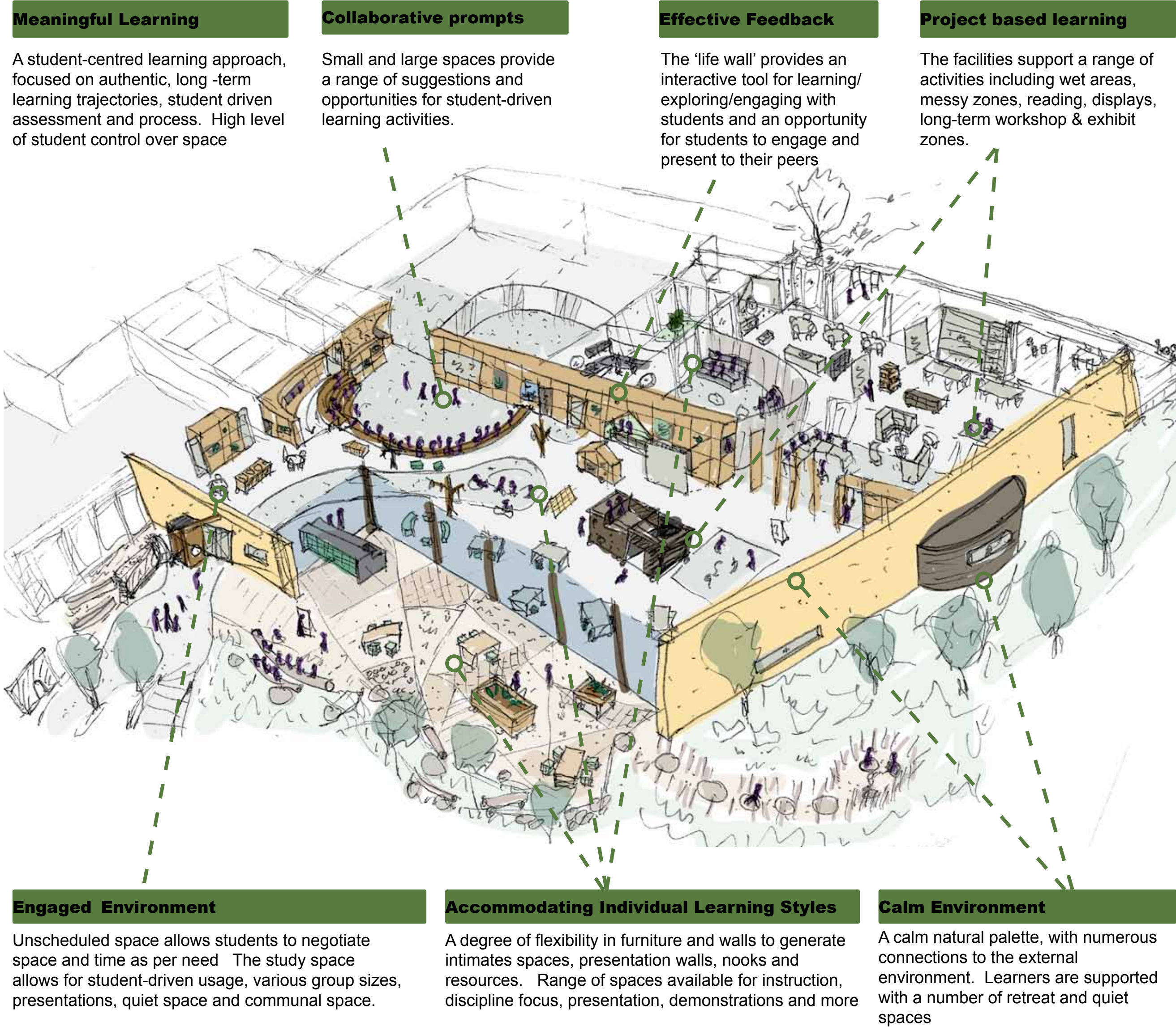
### RESEARCHERS

This role also extends to that of a researcher. Much of the instruction at Marist takes place in the form of projects where they have opportunities to explore, observe, hypothesize, question, and discuss to clarify their understanding.

### SOCIALLY AND EMOTIONALLY AWARE

Students are also viewed as social beings and a focus is made on the child in relation to other children, the family, the educators, and the community rather than on each child in isolation.” Educators Message

"Children do not wait for our permission to think. Indeed, children are bursting with ideas that are always impatient to escape through language (and we say a hundred languages) to connect and communicate with the things of the world.”  
Loris Malaguzzi, Founder Reggio Emilia Approach





La Valla - Capable Learners

Literacy, Numeracy, Expression, Wonder

La Valla is child-centric at to its core, it is an environment that encourages curiosity, to use your imagination and to explore and test your ideas. Design elements focus on the child’s perspective and offer experiences and journeys that allow children to create their own narratives. Nature is used throughout the Village, threading inside and out to create a rich tapestry for the children

La Valla can be divided into four main areas, this includes; 2 studios to the North (that can house up to 120 learners), 1 to the South West (for up to 60 Learners), and a shared dynamic Piazza space that sits between.

ATELIER

Experimentation and discovery sit at the heart of all learning at La Valla, and their environments needed to support this. As such the majority of space within each studio acts as an Atelier (workshop/making space), allowing learners to spread out and push their ideas onwards without being limited by space

The atelier act as giant workshops but are complemented by the placement of sliding screens and joinery units that can be used to zone and screen spaces. This allows for various configurations of learners as they move from working in a small group to large across their day. It also creates opportunities to define areas based on activities and topics.

PIAZZA

This shared space is a vital tool used in everyday learning. While infinitely flexible this space needed to be purposeful (ensuring its usefulness). This was done by creating zones around different activities while maintaining circulation roots

Additionally, the Piazza provides access to a range of child-centric experiences with a life wall. This element offers a variety of opportunities from infinity mirror spaces, lighting/shadow play areas, interactive display areas, seating, pop-outs and more.

SOFT SPOT

It was also imperative that each studio had access to a quieter / calmer space. The soft spots provide a retreat, a place for reading and quiet instruction.

SENSORY SPACES

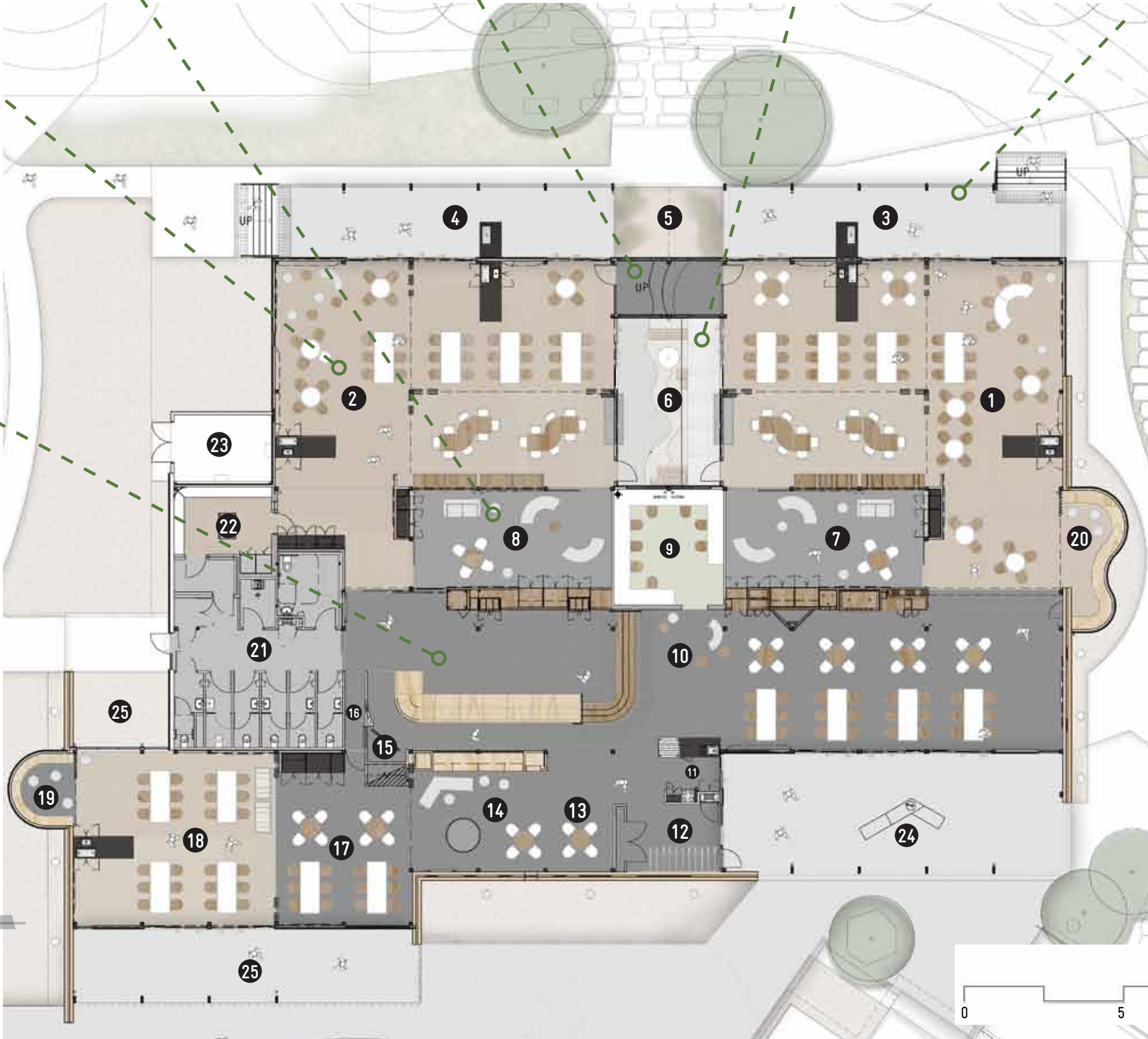
Additionally, learners have access to Sensory spaces that provide a soothing and nurturing place for overstimulated minds to calm down.

COURTYARD

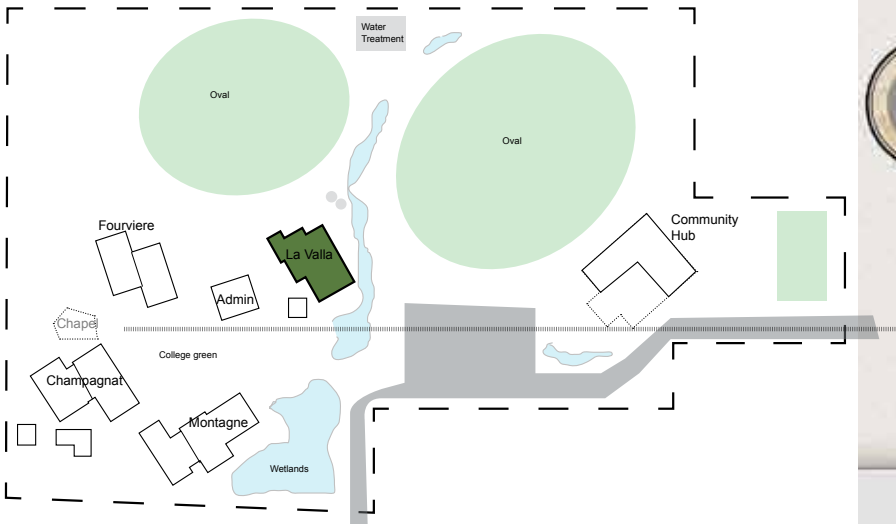
A central courtyard between the to North Studios provides additional connections to nature. A stream runs through this space using water runoff from the building. Eventually, plan tings will make this into a small oasis within the village.

OUTDOORS

Throughout La Valla, there is a constant connection to outdoors, from the materials and language to physical links that allow learning spill outwards and celebrate the ever-changing environment.



- 1 ATELIER STUDIO 1
- 2 ATELIER STUDIO 2
- 3 TERRACE DECK 1
- 4 TERRACE DECK 2
- 5 SENSORY
- 6 COURTYARD
- 7 SOFT SPOT 1
- 8 SOFT SPOT 2
- 9 STAFF
- 10 PIAZZA
- 11 KITCHENETTE
- 12 ENTRY
- 13 LIBRARY NOOK
- 14 RESEARCH
- 15 CAVE
- 16 TERMITE MOUND
- 17 SOFT SPOT 3
- 18 ATELIER STUDIO 3
- 19 STUDENT HIDEOUT 2
- 20 STUDENT HIDEOUT 1
- 21 AMENITIES
- 22 SOUND BOOTH
- 23 PLANT ENCLOSURE
- 24 TERRACE 1
- 25 TERRACE 2 GARDEN

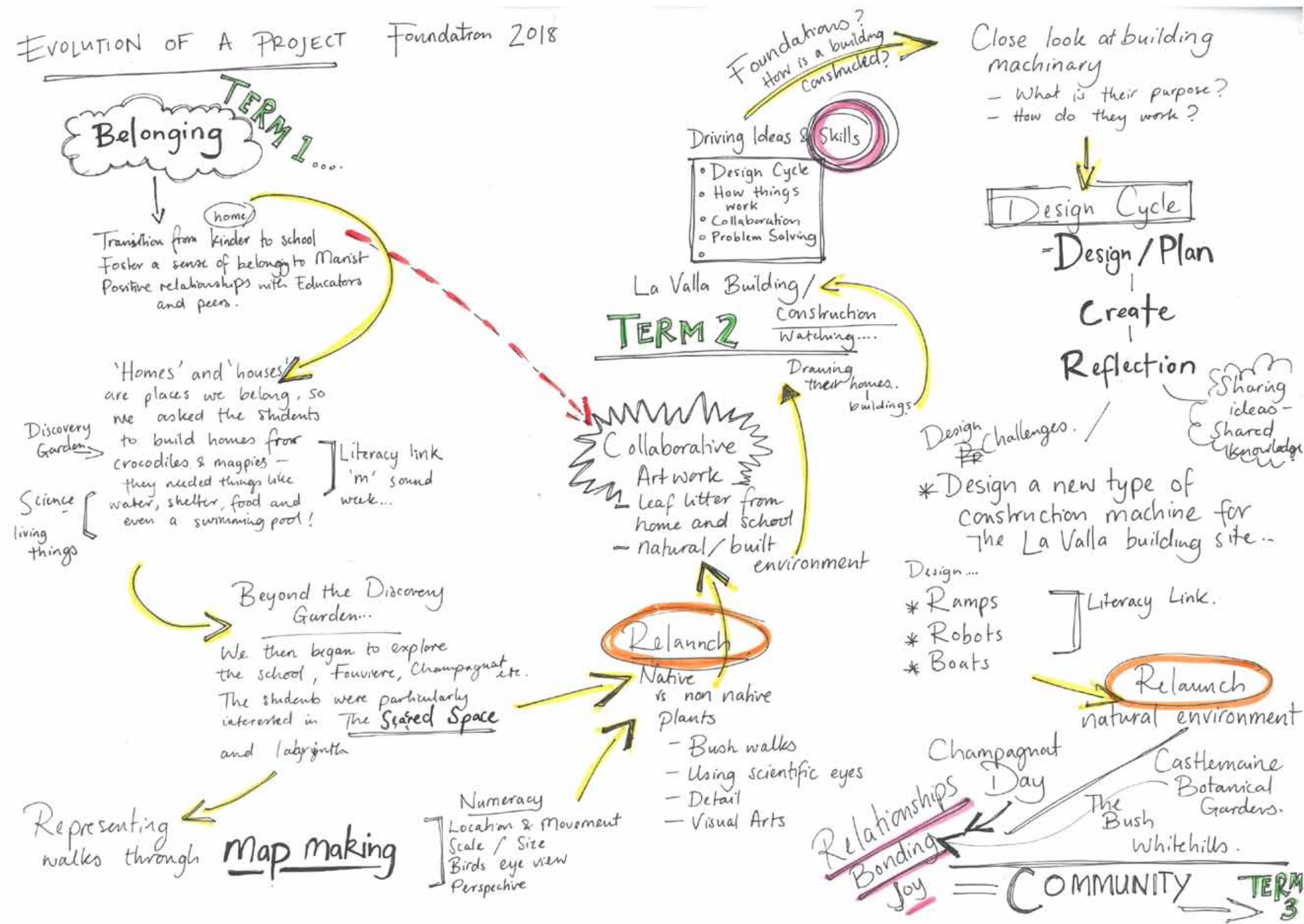




La Valla - What does learning look like?

Literacy, Numeracy, Expression, Wonder

Example of a Project plan, that builds themes and comprehension over time



Example of how this works in practice

# Our Experiment Day

Sharing our learning with others makes it more purposeful.

In planning a Year One Experiment Day, the students were personally responsible for collecting and bringing materials from home as well as inviting families and friends to attend. Within our La Valla learning experience the children are encouraged to build independence, organisation and problem-solving skills (Personal Capabilities). Some children, had problems early on such as an egg that cracked on the way to school. Firstly, the student had to show resilience by dealing with the disappointment of having a cracked egg and then modifying his thoughts on how the experiment might then proceed with a cracked egg.

The students followed their individual experiment methods that they had written, collecting their materials, following the steps, making observations and collecting data. Family and friends were astounded at the level of knowledge, use of scientific vocabulary and independent behaviours shown on the day. As active participants in their learning, they were able to develop new understandings that would lead them to either confirm their hypotheses or question further.

Following on from the experiments, the students created three science installations throughout the college campus in Montagne, Champagnat and Marhles. Thus, the whole college was able to engage in our learning: our learning became visible. Connections with other students, educators and visitors who engaged with our students in their science experiments made our learning more meaningful whilst also building their sense of belonging as part of the Marist College community.

Outcomes are published regularly

## The Language of Construction...

**Not a box...**

A pile of boxes was placed in front of the students, they were asked 'What do you see?' Answers included, 'Boxes!' 'Cardboard!' and 'Recycling!'. The children were then challenged to turn the boxes into anything (!), just not a box.

**What are you making?**

'We're not sure yet, but we're going to use our imagination'

Amelia & Zoe R

'A flying car, it can drive and it can also fly'

Jensen W & Noah

## The Language of Watercolour

Exploration and experimentation...

The students found great joy in gaining control over this material. Through workshops in the Atelier, students experimented with twirling and swirling their brushes in the colour and working out exactly how much water was needed on the brush to allow for strong colour or washes of colour.

Belonging @ Marist...

We began to explore watercolours through mapping our many walks around the school. These walks allowed students to get to know the spaces, buildings and people. Painting these maps enabled meaningful experiences with the material, while also fostering the students sense of belonging. It was interesting to see how the students reflected on the sequence and spatial connections between buildings and how they represented this knowledge in unique and creative ways.



La Valla Child Central Approach

Literacy, Numeracy, Expression, Wonder

Nooks and hideaways allow students to engage and retreat as they need



Termite mound. Engaging child centric approach

Step-ups that Invite learners to move

Moveable screens that create Adjustable zone within atelier



Learners choice

Connected to decks that Allow learning to spill out

Language of architecture connects to Montagne, but is scaled down/ lower to adjust to the child's perspective

Textured rug creates zones for activity

Courtyard beings in outdoor space into the centre of the atelier

Furniture section that extends the natural texture palette beyond the building



La Valla Learning Piazza

Literacy, Numeracy, Expression, Wonder

On show but separate

The cubby  
Curiosity window into the  
piazza

View into the termite mound light filled  
passage

Life wall provides space for children to interact  
and modify their Environment depending on their  
Wonderings



Window frames./Display  
spaces that encourage  
children to peek through.

Tactile surface that are  
act as display and provide  
acoustic relief

Hide aways that  
encourage children to find  
a place where they are  
safe and comfortable

Tiered steps act as storage, display  
and seating

Views out (even if the heart of the  
building)

On rainy days students can hear the  
water as it down the drains



# Montagne - Maturing Learners

Literacy, Numeracy, Creativity, Discovery

“At Marist, our learning motto is that students learn anywhere, anyhow and anytime. This places significant pressure on the building design as every space becomes a learning space. The Montagne Centre is a place of new and exciting learning and the building is simply perfect for this new era and philosophy.”  
Principal’s Comment

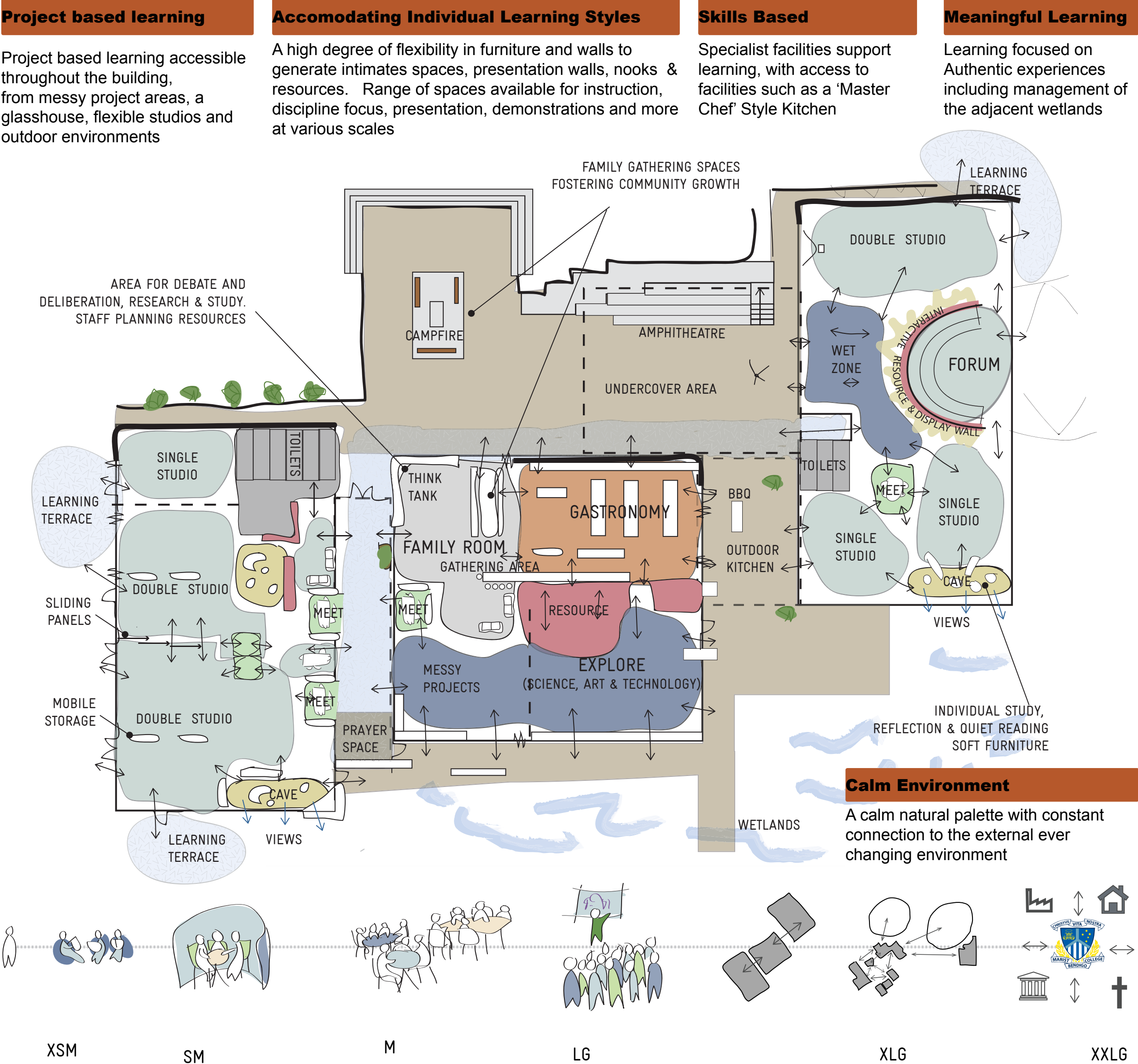
## Our Montagne Learning Philosophy

At Marist we acknowledge a child’s learning matures alongside the **natural maturing** processes that life presents. With the student at the centre, our Montagne Learning Experience continues the growth of the **capable learner** and prepares them towards becoming **interdependent learners**. Our vision to develop faith-filled learners is enhanced by each learner being fully awake to the presence of Jesus in their lives. We believe in the value of a **project based learning approach** to guide students in taking **agency** of their learning as **critical and creative thinkers**. The learning environment is designed to foster the learner’s development of becoming aware of their unique nature of learning and the changes to this that come through time and life experiences. Such self-awareness ensures the full development of their **personal toolkit** for learning.

## Project Based Learning

The 5-8 program focuses on a Project-Based Learning approach, with the introduction of 6D’s as a framework for projects provided a new platform for innovation within our Projects. The 6D method includes: **Define, Discover, Dream, Design, Deliver and Debrief.**

Learners are encouraged to innovate real-world solutions and products working both individually and in teams in a collaborative environment. Montagne is focused on developing learners personal capabilities and their critical and creative thinking skills within and across each project. The Design of Montagne works in tandem with this program. It provides a variety of scalable settings that support various modes of learning and student interactions. Giving them space to work unimpeded by limitations in their environment.



Calm Environment

A calm natural palette with constant connection to the external ever changing environment

XSM

SM

M

LG

XLG

XXLG



# Montagne - Maturing Learners

Literacy, Numeracy, Creativity, Discovery

## INTEGRATED DESIGN

Integrated specialist space gives students access to a variety of facilities. These include:

- A gastronomy kitchen linking foods to learning.
- An exploratory laboratory and messy projects area providing facilities for creative and messy exploration.
- A think tank zone provides a space for casual discussion and access to resources.

These areas are designed to encourage parent participation and foster with coffee facilities, access to resources, food making opportunities and comfortable gathering areas. It complements the school's philosophy of community building and a nurturing program of engaging activities.

## VISIBILITY

A high degree of transparency and visual connection plus a sense of physical freedom have been achieved within and between the interior spaces of the building via a system of glazed sliding doors and writable sliding wall panels.

Additional Where ever you are in Montagne, there is the opportunity to connect with the outside environment. Its location on the edge of the wetlands provides students with unique opportunities and experiences.

## SCALABLE

Space within Montagne is flexible, it can be used to accommodate individual learners, groups of learners, large groups and whole cohort gatherings. Two main tools provide this flexibility:

### 1. Spaces are adaptable

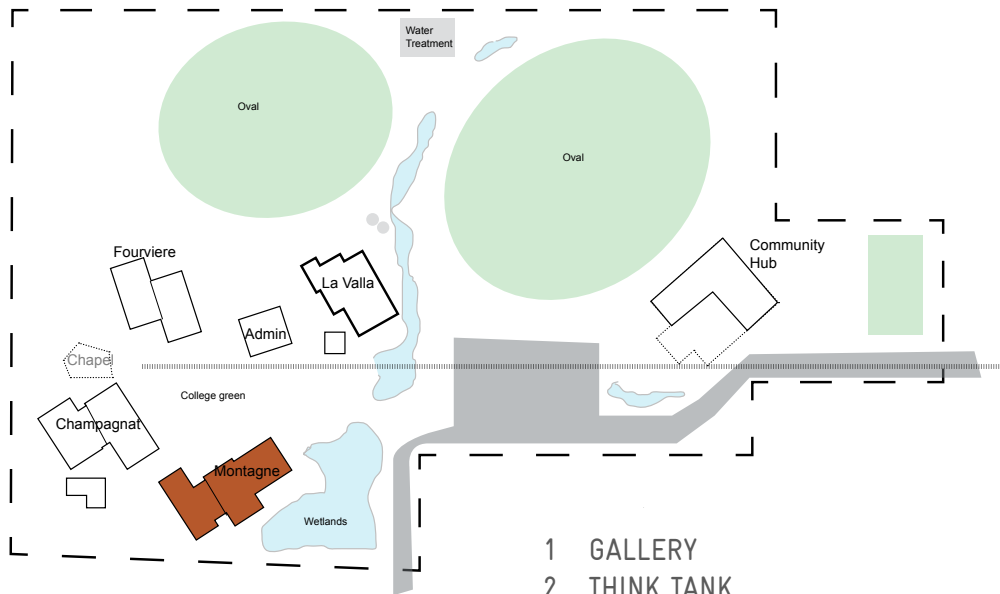
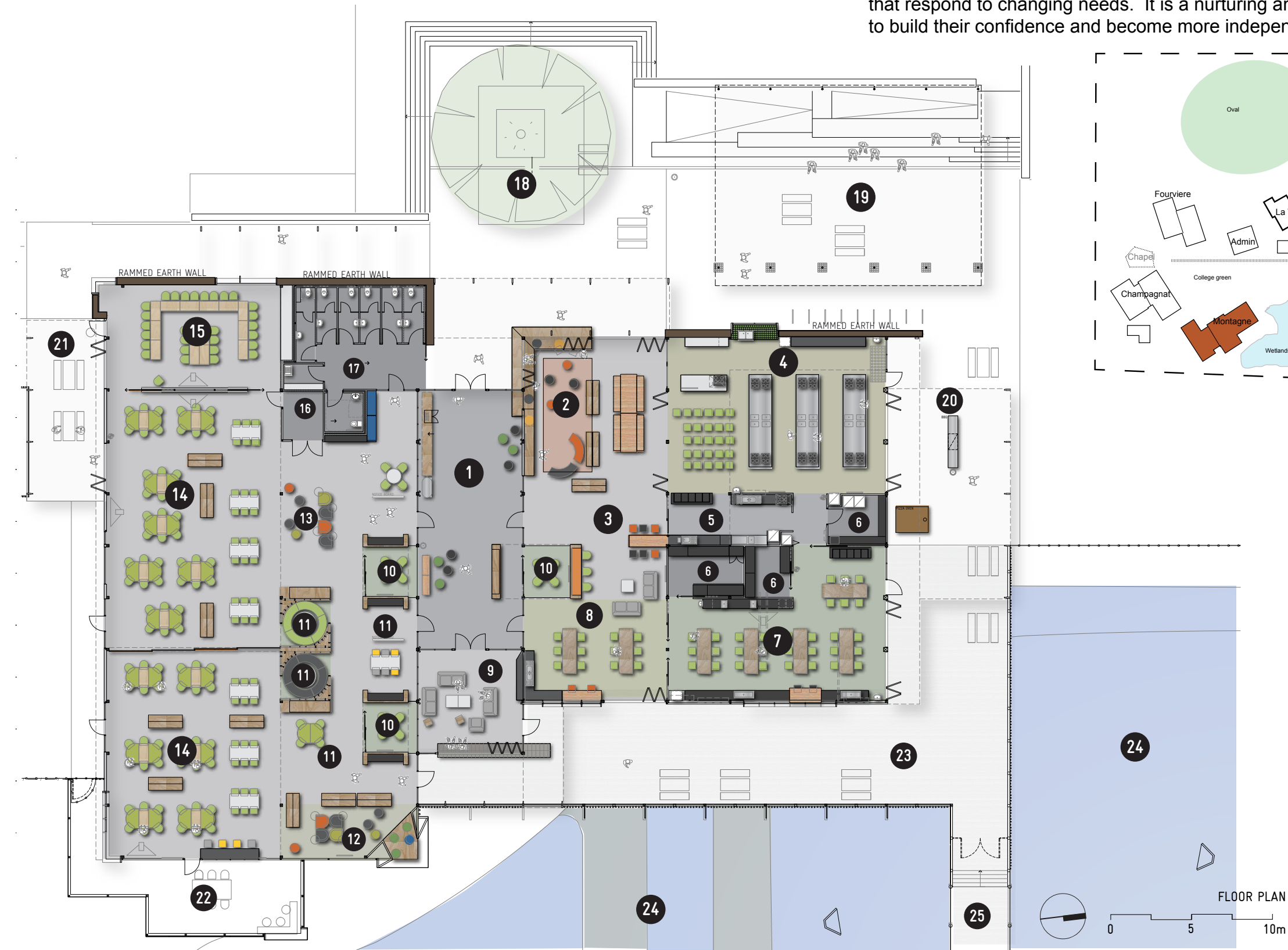
They can be opened, partially closed, or fully closed to expand or enclose specific areas and settings as required for different activities.

### 2. Activity base settings,

Allow students to move and organise themselves as they need. This includes providing a range of contexts within studio spaces including, reflective retreat spaces (such as the cave window space), small open and enclosed meeting rooms, resources areas with casual seating and an array of seat options across space (including a popular choice: the floor)

Additional space opens up to the outdoors with large folding glass doors connecting outdoor learning spaces around the building including an undercover assembly area with tiered seating, an outdoor kitchen and dining area, and two deck areas overlooking the wetlands.

The Learning model at Montagne adapts to the needs of learners and provides truly flexible facilities that respond to changing needs. It is a nurturing and enriching environment that encourages learners to build their confidence and become more independent in the thinking and maturity



- 1 GALLERY
- 2 THINK TANK
- 3 FAMILY ROOM
- 4 GASTRONOMY KITCHEN
- 5 PREP/ FAMILY KITCHEN
- 6 STORE
- 7 EXPLORE (SCIENCE, ART & TECH)
- 8 MESSY PROJECTS (PROJECT BREAKOUT)
- 9 PRAYER SPACE
- 10 MEETING ROOM
- 11 DISCUSSION BREAKOUT SPACE
- 12 CAVE SPACE (QUIET REFLECTION)
- 13 RESOURCE AREA (REFLECTION)
- 14 DOUBLE STUDIO (EXPANDABLE)
- 15 SEMINAR ROOM
- 16 SERVER
- 17 AMENITIES
- 18 CAMPFIRE
- 19 AMPHITHEATRE
- 20 OUTDOOR KITCHEN
- 21 LEARNING TERRACE
- 22 BIRD WATCH TERRACE
- 23 THE DECK
- 24 WETLANDS
- 25 PONTOON



Variety of learning styles



Studio



Family Room



Gastronomy Kitchen



Cave and Reflective space



# Montagne - Activity Based Learning

Literacy, Numeracy, Creativity, Discovery

Direct access to books and resources  
by continuous program of learning

Calm/ safe environment.  
Small and intimate spaces sit within the larger rooms  
to provide choice in setting



Low level storage units provide  
divisions without compromising  
visibility access space

AUTHORABLE surfaces.  
White board tables support  
collaboration , problem solving  
and creativity.

Scalable.  
Adjustable partitions allow variety of  
configurations from small to very large  
while providing additional writing surfaces

Choice-  
a variety of seating options and  
settings supporting individual  
learning needs



Montagne - Project Based Learning

Literacy, Numeracy, Creativity, Discovery  
Essential resources.  
Centralised project store is easily accessible allowing  
Students to develop their work over time

Hanging Power allows students  
to plug in as needed while  
keeping clean

Inviting.  
Warm welcoming Character, creating a  
Comfortable place

Texture.  
Recycled columns adding texture and  
sense of history to the new building



Fixed joinery.  
To the edges maximise flexibility  
of layout in between.

Adjustable.  
Spaces can be explained and  
Contracted as needed.  
This allows learners to move

Messy projects.  
Space for learners to make,  
create and discover the heart of  
their buildings

Adjustable.  
Learners can reshape their  
Environment as needed. Surfaces  
are non-precious. Learning are not  
Restricted by the environment

Wetlands.  
Wetlands are a part of the  
learning environment, learning  
can spill outside

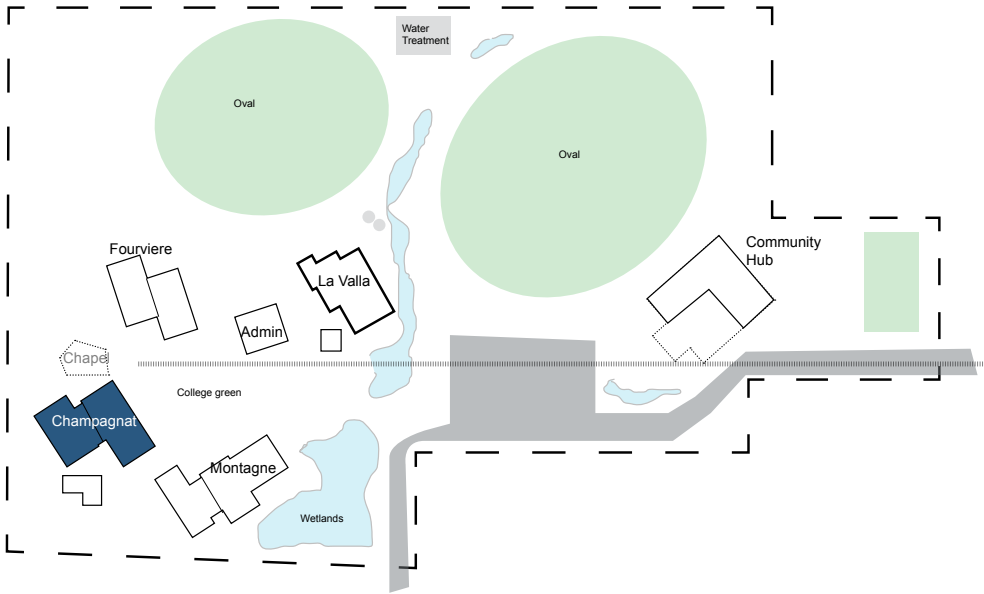


# Champagnat - Interdependent Learning

Literacy, Numeracy, Passion, Wisdom

## Our Champagnat Learning Philosophy

At Marist we believe a student learns **anywhere, anytime, anyhow** and that **passion** and thirst for knowledge ignite the learning of the young people in our care. Our Champagnat Learning Experience values deeply the role of faith formation in the life of each young person. **Centred on the student**, our learning model further develops our students’ skills and knowledge, **enriching** their pathways through and beyond the senior years of schooling. Our learning environment is designed to foster **interdependence** through **collaboration**, while catering for individual capabilities and promoting **academic excellence**. The final years of learning at Marist are the most fertile time for the flourishing of the **wisdom** found within each young adult.



- LEVEL 2
- 1 ENTRY
  - 2 LAB 1
  - 3 LAB 2
  - 4 THEORY/PHYSICS
  - 5 THE WATER HOLE
  - 6 THINK THANK
  - 7 RESOURCE
  - 8 SINGLE STUDIO
  - 9 DOUBLE STUDIO (EXPANDABLE)
  - 10 OPEN COLAB
  - 11 MEETING ROOM
  - 12 STAFF WORK
  - 13 GALLERY
  - 14 AMENITIES
  - 15 HOT DESK
  - 16 STAIR 1
  - 17 STORE
  - 18 LOCKERS
  - 19 CHEM STORE
  - 20 GLASS STORE
  - 21 PREP ROOM
  - 22 STAIR 2
  - 23 CLEANER
  - 24 RAMP
  - 25 STAIR 3
  - 26 LIFT
  - 27 ENTRY TERRACE
  - 28 NORTHERN TERRACE
  - 29 CONCRETE SEAT
  - 30 TIMBER PERGOLA
  - 31 SOUTHERN TERRACE



- LEVEL 1
- 1 PRESENTATION
  - 2 SINGLE STUDIO
  - 3 OPEN DOUBLE STUDIO
  - 4 RESOURCE
  - 5 WET INTERACTIVE
  - 6 MEETING ROOM
  - 7 STAIR 1
  - 8 LIFT
  - 9 LOCKERS

### Upper floor

**SENIOR YEARS (10-12)**  
In the upper floors students from years 10-12 have access to an array of self-governed study spaces, as an adjunct to more structured studios. These study spaces give control to the learners who negotiate their use/arrangement. Seating, scale and level of seclusion is varied and author-able surfaces allow for impromptu discussions and collaboration. Lockers are close by giving further student ownership.

### Mid-Level floor

**SENIOR SCIENCE: COLLABORATION-HUB**  
At the heart of Champagnat is shared access to science facilities that extend beyond labs and theory spaces into a collaborative hub off the centre’s main entrance. The hub allows for unprogrammed sessions between learners, supporting Project Based Learning. The centrality of the hub also encourages a community of shared exploration where learning is collaborative and learners build on each other’s insights as they develop their own breakthroughs.

### Lower floor

**Y9: STUDENT-CENTRED LEARNING**  
The lowest floor of Champagnat is dedicated to year 9s; giving them their own place to grow and develop as the settle into the senior community.  
  
Champagnat matures the project-based learning program that learners are already familiar with. A student-centred approach encourages learners to take the lead over their learning with a flexible layout that provides a variety of settings. Here learners choose how and where they learn, depending on their needs and preferences.



# Champagnat - Interdependent Learning

Literacy, Numeracy, Passion, Wisdom

## Design Response

### AGILE

As a senior centre, Champagnat has instilled independence and student agency through its program and physical environment. Learners are encouraged to move around, based on their needs and activities. Settings of varying sizes and configurations support a flexible occupation that promotes student ownership through their locations and scale. The arrangement allows for multiple learning formats ensuring the college can adapt its approach over time

Mobile furniture and quick to use door configurations allow spaces to be adapted quickly based on the needs of the learners. This agility enables areas to have multiple purposes while ensuring no space is underutilised.

### ADAPTABLE COMMUNITIES

Champagnat is located on a steep portion of the site (dropping 5m from east to west). The middle level of the building provides the main access point to the facility and this level houses the majority of shared/ specialist spaces and forms the central community space for all.

While currently the year 9 program is housed on the lower floor, the building allows for reconfiguration of groups as needed. As the building is expanded, this lower floor will be modified into a Learning Resource space for the whole school community. Its separation from the upper floors and its direct access outside make it ideal for this purpose.

Both the Mid and upper floor provides several flexible studio-sized spaces, meeting rooms and shared resources, that enable their adaptive use by difference configurations of learning groups.

### STUDIOS:

Students value the open and flexible design commenting that it; ‘Feels spacious, but makes for intimate interactions with Educators because spaces are still Though, still allows interactions and to collaborate with other classes’

### EXPANDABLE | RECONFIGURABLE

The middle floor was designed to accommodate the extension to the south allowing the senior centre to expand with the needs of the college while continuing the culture of shared central space.

The new wing provides large open plan studios with excellent visibility across the space. These new facilities have been designed from earlier testing of the Yr9 program within the Fouvriere building (which is essentially a large shed).

Lessons learnt from this experience (as well as the main Champagnat village) informed the design of the new wing leading to the following critical choices

- **There is excellent visibility across space so that learners and educators are aware of their impact on others and work together corroboratively as a community**
- **Teaching walls face outwards so that when explicit teaching occurs, learners are not disrupted by other groups and individuals around them**
- **Students have access to a variety of settings/choice of how they learn**
- **Spaces connect outwards with access to decks and views, and all areas have fantastic access to natural daylight**

As a result, Champagnat will have a vast array and variety of learning spaces, including:

- Small intimate spaces - meeting rooms and study nooks
- Seminar space
- The Rock Theatre
- Small group spaces
- Individual studios
- Shared studios
- Large open plan studio areas
- Science labs
- Informal experimentation spaces
- Display and representation areas



Design of the 2 story extension to Champagnat

The open plan design in studios is fantastic. It feels spacious, but makes for intimate interactions with Educators because spaces are still separate while still allowing interactions & collaboration with other classes.

Yr11 Learner, MCB



Think Tank



Shared Collaboration Space

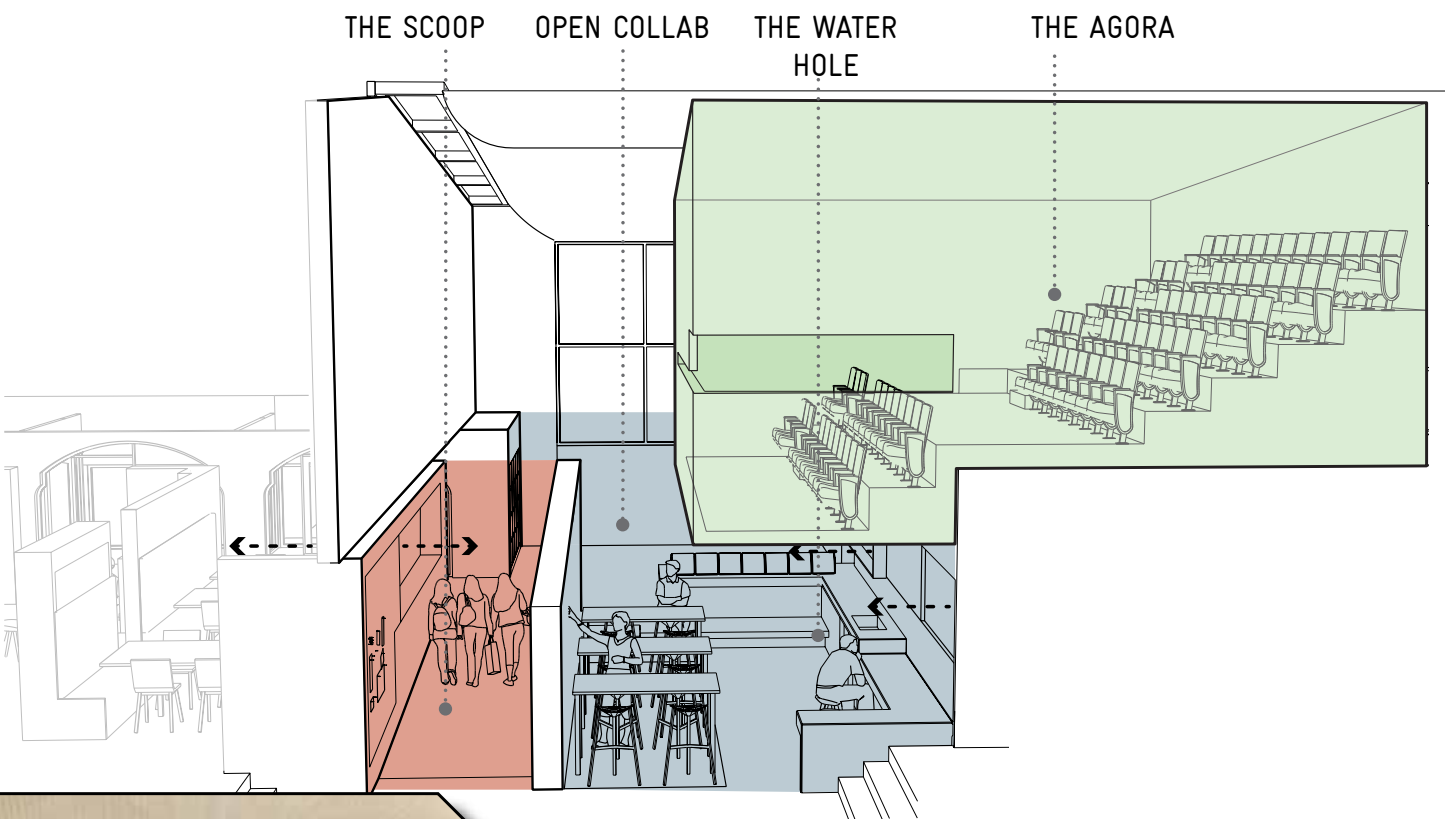
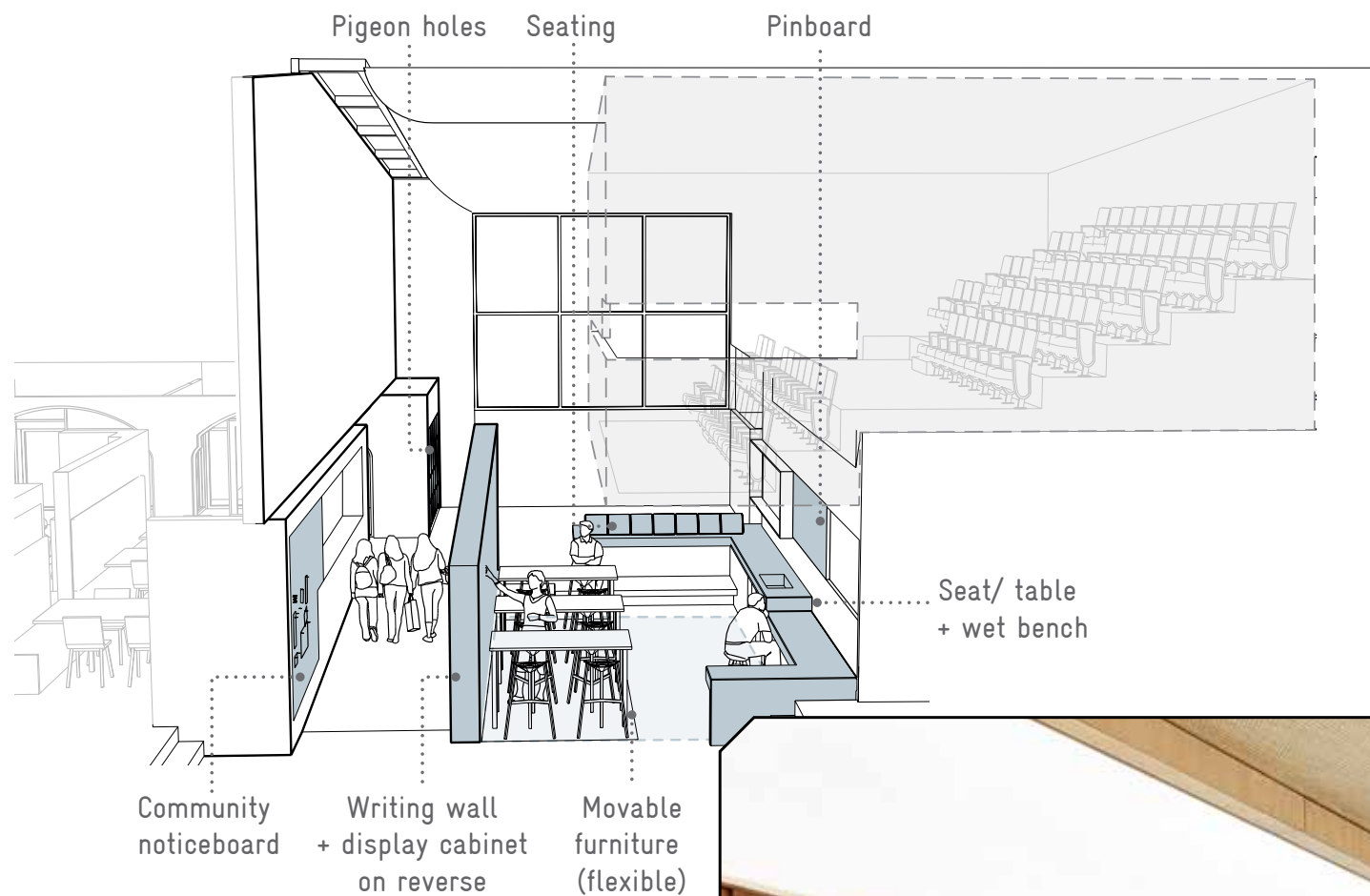


Wet Interactive space for informal experimentation



# Champagnat informal experimentation space

Literacy, Numeracy, Passion, Wisdom



## SKILLS BASED LEARNING

Science at Marist requires technical mastery and collaboration as part of PBL and learning in senior years

## PREPARATION LAB

Visibility of the tech lab makes all stages of science learning visible to students

## CALM ENVIRONMENT

Creating a stimulating learning environment with multiple focus points through volume and texture variety and loads of natural light.



## CONNECTIONS TO MARIST HERITAGE

Using volume to create a welcoming entry that makes connections between levels and is tied to the Marist Foundations in France

## STUDENT ENGAGEMENT

Spaces support technical and conceptual activities with students assuming authority over furniture and walls

## MOBILE FURNITURE

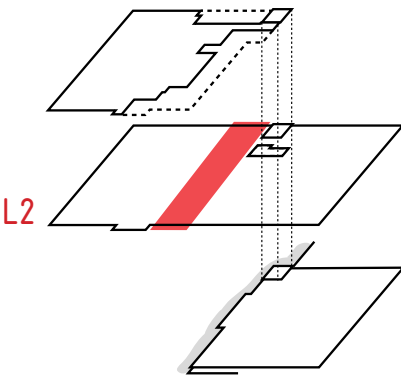
A degree of flexible furniture allows students to generate spaces to suit their needs/ preferences.

## STUDENT AGENCY

Variety of settings for mixed sized consultation and peer selected study groups

## SUPPORTING INDIVIDUAL LEARNING STYLES

Within a scientific framework, the space provides a range of activities including wet area experimentation, lab preparations and instrument use along with conceptual work







## PHYSICAL ENVIRONMENT

**“Our place is awesome. There are so many different spaces and each one can be used in lots of different ways. I don’t feel like I am walking into a school each morning, and that makes it so much more enjoyable to learn.”**

**Year 9 Student**



# UTILISING BIOPHILIC DESIGN PRINCIPLES\*

Creating an inspiring / motivating place of learning

Landscape plays an integral role in learning at Marist College. Throughout the buildings and site more broadly, there is deep consideration of nature. This approach has been vital in creating the warm, nurturing, and inspiring places within the school. It ensures all learners and educators feel a connection and affinity with their environment.

The buildings work at many levels of fostering connections, and a key to this is a Biophilic approach. There is an embedded appreciation of the natural world within the facilities, some of the results include:

Natural Light, creating bright, welcoming spaces and contrasts with other intimate spaces that create variety. This has to lead to some truly unique spaces such as the Rock-Theatre. Its dramatic atmosphere and rock face backdrop loved by both staff and students.

Educators comment ‘the sense of calm and quality of the space seems to settle the kids, and they seem to respect the space.’

Water, ensuring that learners are connected to experiences of water throughout their time at Marist.

Views to the landscape: throughout the buildings, moments frame views and connect students to their environment. Additionally, spaces fluidly connect indoor to outdoor, ensuring learners connect with their landscape in everyday learning.

Use of natural materials and elements that draw from the natural world, to create tactile, visceral experiences that will age over time and settle into the environment.

Airflow, Bendigo experiences relatively fair weather for most of the school year, and Marist embraces this with big open spaces that allow air to flow through. This is further enhanced through the cooling effect of the wetlands

Prospect and Refuge, creating a range of spaces and experiences from vast expansive vistas to small intimate spaces that provide shelter and retreat. This accommodates the broad needs of learners and learning at Marist.

The result are spaces that are beloved by the Marist community, they create beautiful settings for learning that connect to the message that learning can be anywhere, anytime and anyhow.



Visual Connections with Nature



Nonvisual Connections with Nature



Non-Rhythmic Sensory Stimuli



Thermal & Airflow Variability



Presence of Water



Dynamic & Diffuse Light



Connection with Natural Systems



Biomorphic Forms & Patterns



Mystery



Material Connection with Nature



Prospect and Sight lines



Complexity & Order



Refuge



Risk/Peril

\*Principles listed related to: Browning, W., Ryan, C. and Clancy, J. (2014). 14 Patterns of Biophilic Design - Terrapin Bright Green



# A SENSE OF BELONGING

At Marist, the buildings and landscape work together, forming a sense of place for this new community. Future memories are created with meandering Journeys and experiences that can be found across the site. These combine texture, repeated material/colour palettes, connections/views to the landscape and vista lines to form a unique sense of place.

Marist draws on the cultural roots of Marist faith, referencing built forms and design rules found at the Charism’s founding place, l’hermitage, France. These included:

- The role of water on the landscape, including crossings and approach
- The role of craftsmanship and natural / found materials
- Carving into the rockface / the use of rock (earth)
- Creating framed views
- Building into the hillside
- Axis lines, Avenues and vistas

These experiences are re-contextualised at Marist through a contemporary Australian lens. The landscapes, materials and approach consider the local context drawing on aspects that make our site unique. This land sits at the edge of the regional centre, it’s a place where scattered forests, farmland and new housing developments meet.

Our site was for many years, cleared pastoral land with dams that occasionally flooded or dried out depending on the weather. Before that, it was likely to have been box ironbark forest, which are found in the area. The development of Marist can be seen as a rebirth of the landscape, creating new habitats and spaces for people and wildlife. It acts much like the bush after a fire, when regeneration brings out vivid bright new growth and opportunities.

Marist draws on site features such as;

- Creating the new wetlands,
- Building with the slope of the land,
- Creating viewpoints,
- Vistas and axis lines
- It works with local/natural materials that require carpenters and other skilled tradespeople including;
- Reclaimed timber post (old telegraph posts),
- Laminated timber trusses,
- Rammed Earth,
- Extensive use of timber and plywood).

The colour palette’s used throughout Marist draw from the surrounding landscape but give each village its own character that connects to the age of learners. This connected but distinct approach provides learners with a sense of identity that is linked to their village but also to the overall Marist Community

**‘The buildings are part of the reasons I love coming to school. Each building is relevant to the year it holds (design feels like it develops over year levels). Champagnat feels more independent and mature. La Valla feels nurturing & stimulating. Montagne feels creative & communal.’**  
**YR 11 Learner MCB**

By recognising both the Marist connections to France and the role of a Local narrative, Marist college has been able to create a new culture and identity. This welcoming environment has been embraced by its community, who proudly see themselves as a life long learning community.

## L’HERMITAGE, FRANCE - MARIST ROOTS



Crossing water



Craftsmanship and Natural materials  
LOCAL CONTEXT

Vistas and framing views



Local landscapes and bush regeneration after fire



Waa/Waang (the crow) Nest in the reeds

Site before development

## RESPONSE - MARIST COLLEGE





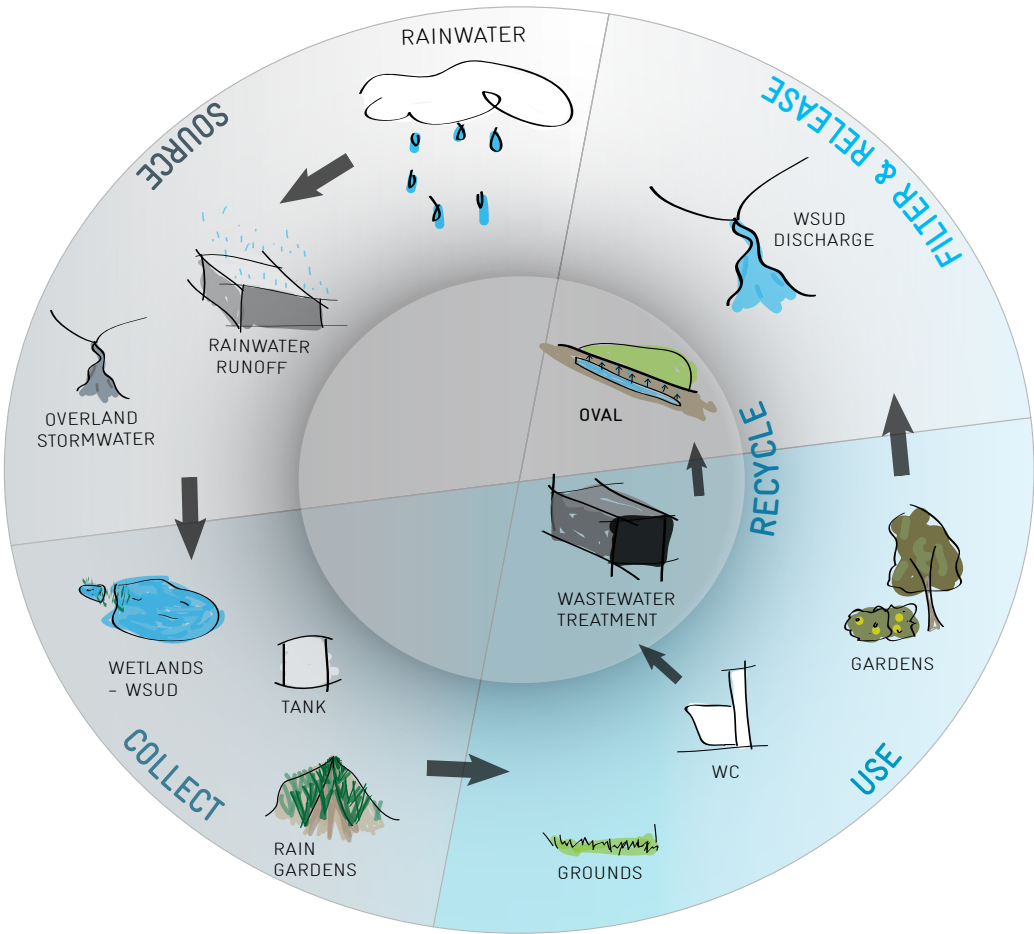
# HOLISTIC WATER MANAGEMENT

When developing the site for the new school, there were some interesting challenges to address in regards to water management. The site lacked access to the sewer network, and it would be a high cost to connect. Additionally, Site flooding was identified early in the process as an issue. The school also had the desire to be an ecologically sound proposition, wishing to regenerate rather than to deteriorate its environment. Instead of framing the challenges as problems, we saw the opportunities to look at water management in new ways, creating fantastic assets for the local community that enrich learning at the school.

Through the support of the local council and Office of Living Victoria, we were able to create a holistic system of water management; collecting, treating and recycling on site water. The showpiece of this work are the Wetlands, sitting at the school's doorstep and embedded in the college ethos.

This system has attracted wildlife to the area, and now supports a productive network of biodiversity that has enriched the local environment. Learners are embedded in this ever-changing landscape, and it is a learning tool that works passively in the background of all day to day learning. Additionally, it provides opportunities for unique experiences and activities, with the ability for learners experiment and assesses the conditions of their waterways.

This integrated system now acts as both an educational and functional asset for the school and surrounding community. It is a shining example of what is possible when we build assets from site challenges and is a showcase to others when considering their own sites.





## Results of the Process & Project

**I cannot recall a single time when our learning has had to change because the facilities have been limiting. That is simply unheard of in traditional education.**

**Darren McGregor: Principal**





Marist College Bendigo has come a long way from the small group of year 7s and 8s who started in 2015 in a single building. Since then the program has expanded dramatically with the 3 Villages and other specialist buildings supporting students from Foundation to Year 12.

## EDUCATIONAL GOALS

The staged approach has provided the school with a fantastic tool to expand and develop their ideas on what education can be. Each new project has included extensive time for reviewing what has worked and what could be improved from previous stages. This work includes Post occupancy reviews with Learners and Educators and intensive sessions with stakeholders before any design decisions are made on new stages.

This review process reflects both on the physical environment and the Educational approach and the interactions between the two. It has created a beneficial method which allows for continued refinement and development of Pedagogy that is aligned and embedded in the Marist Ethos.

The work at Marist college fulfils the regional goals of the Catholic Education Office, to extend options within education in the Bendigo and provide families with choice when seeking Catholic Education. The program and facilities at Marist College offer a contemporary alternative that is designed to nurture resilient learners who can meet the expectations of tomorrow’s world.

Marist College Bendigo is a learning community where the student is at the centre of all learning experiences.

The facilities provide supportive environments that align with this goal, with solutions that create opportunities for learning that can happen **Anytime, Anywhere and Anyhow.**

The Village model responds to the needs of learners at their level of development:

At La Valla, this has resulted in a Wonder based child-centric design that is focused on creating experiences from the child’s perspective

At Montagne, Discovery and Creativity are enhanced through an Activity Based Setting. It provides learners with a vast array of facilities where they can explore their ideas and gain independence

In Champagnat, Learners have access to more mature settings that support them to grow. Here they can develop their skills and passions further so that they are capable life long learners when they leave the College.

No Matter where Learners sit within the College, they are provided with an educational approach and physical space that provides them with opportunities and choice. Their environment is enriching, focused on Learning principles that harness their inner potential and facilitate their growth.

### Principles of Learning

A student learns most effectively in a **calm environment** where they feel safe and their opinions are valued.

Students learn in a range of different ways and the **individual learning styles** of students are to be recognised and utilised

Students learn best when they are **engaged** in their learning

Students learn best when their curriculum is **meaningful** to their lives

**Numeracy and literacy** are critical to all elements of student learning

A **skills based approach** best prepares a student for further learning

**Project based learning** is to be encouraged for all students

Learning is enhanced through the use of **effective feedback**

## RESULTS AND ACHIEVEMENTS

It can be a hard sell to convince families to send their children to a brand new school. Marist College has had a continuous building a program on-site since it opened, with each new building and outdoor area accommodating an ever-increasing school body. Additionally, the school’s first students only graduated last summer. This means that Marist College has not been able to rely on traditional outcome rankings to reassure prospective parents.

And yet, families are flocking to the school in droves, confident in both in Marist’s educational direction and its ability to serve learners. The College is now in the unfortunate position to have to turn away families as it reaches and extends its planned capacity.

While undergoing immense change, the Marist Community is brimming with pride and confidence in its abilities to serve learners. The educational facilities mirror the expectations of learning in a building that is both connected to its site and place in Australia and the Heritage of Marist Education.





COMMUNITY GOALS

Additionally, the project has tapped into several community goals, creating new shared spaces that enhance both the natural environment and community facilities.

Environmental Goals

As noted in earlier sections, the regeneration of the site has increased biodiversity for the surrounding areas. The wetlands tackle issues of overland flooding in the surrounding area and manage water sustainably, ensuring that water leaves the College in good condition and in a controlled approach that prevents surrounding residential areas from flooding.

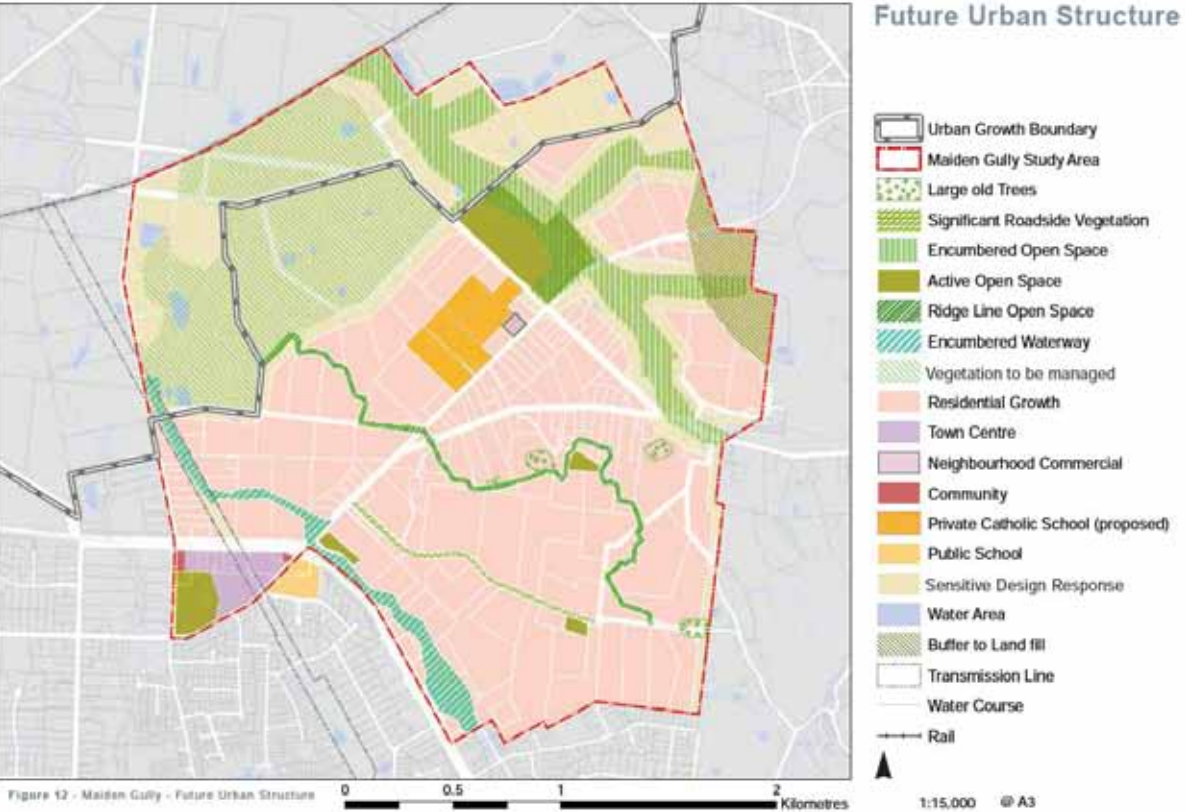
Community Facilities

A highlight of the community engagement process was identifying a shared need and building a plan together to benefit all.

- The Community Hub at Marist is a joint venture between the school and the local council, to create facilities for sports and recreation that were in demand in the growing suburb. This included
- 2 Australian Football Ovals (for Junior and Senior players)
  - Netball/basketball courts (both indoor and outdoor)
  - Club rooms and function space ( that doubles as a learning environment)
  - Training Kitchen (with the potential use by community organisations as well as by the school)
  - Spectator areas
  - Kiosk (that also acts as the school’s canteen)

As the council already has the infrastructure and work teams, they will continue to maintain the sports grounds moving forward. Equally, the school opens up its site for community use outside of school hours, providing the local community with fantastic grounds that they can utilise.

The partnership is enriching and beneficial to all parties and maximises the opportunities and use of the site, which will become increasingly important as the local community grows.





## EDUCATIONAL BRIEF

We have been working with Marist Schools Australia since 2011 on the proposed new school in Maiden Gully. In 2013 an initial Master Plan and Educational Brief was developed through discussions with both the Educational and Establishment Committees. This Process drove the development of Stage 1 which opened in 2015.

As school community developed the pedagogical and strategic vision of the college has evolved, resulting in a living document that has evolved with the college. This document provides the road map for the strategic development of the Maiden Gully site that is aligned with the College Vision & Ethos and Educational Approach.

Before designing any new stage of development we work with Educators, Students, Community Members and Educational Experts to develop the Educational approach for the new facilities. This process draws on the previous stages, providing crucial time to reflect and refine the Marist Philosophy.

It provides the opportunity to draw on new experiences, research and practice, to ensure that the school's development remains on a trajectory of continued improvement.

The process of staging works over a number of years has allowed ideas to flourish and grow over time. A constructive and collaborative approach has created a true partnership between the design team and educators where the collective knowledge and experience of individuals has enhanced each stage of works.

**Principal's comments (on the Design of La Valla)**  
**The Architects and experts on learning spaces from La Trobe University met weekly with the educators who would be operating in the new facility.**

**The meetings always focussed on learning and not on structures. Designs and structures came late in the process to ensure learning was the focus and the unique model of learning at Marist was understood before designs were developed**





## COMMUNITY COMMENTS

**“I didn’t enjoy school as a kid and my daughter battled through primary school. This year she has just blossomed and I think it is because of the way the building at Marist is different, attractive and helps my daughter to relax. We have had some learning nights for parents and we have been able to use these great facilities. I wish I could go back to school.”**

**Cathy Williams: Parent**

**“At my old school the teachers tried to do new things but the school buildings were the same old ones and learning just got boring. At Marist it is easier to learn. This is not because the building is new it is because it so clever in the way it is designed. The spaces allow me to learn in so many different ways.”**

**Dion Symonds: Year 8 student**

**“The open plan design in studios is fantastic. It feels spacious, but makes for intimate interactions with Educators because spaces are still separate while still allowing interactions & collaboration with other classes.**

**Yr11 Learner, MCB**

**Educators comment ‘the sense of calm and quality of the space seems to settle the kids, and they seem to respect the space.’**

