

# GENESIS CHRISTIAN COLLEGE PRIMARY LEARNING VILLAGE & CONCEPT



Association for Learning Environments  
2024 James D. MacConnell Award

Category:  
Transformation

Location:  
Bray Park, QLD, Australia

melellan  
bush  
ARCHITECTS

Genesis  
CHRISTIAN COLLEGE

# PRIMARY LEARNING VILLAGE & CONCEPT

## 1. EXECUTIVE SUMMARY

The Primary Learning Village places curiosity, community, and colour at the forefront of its design.

What originated as a simple refurbishment of existing primary classrooms evolved naturally into a larger modernisation project of the existing Primary precinct, following comprehensive briefing between College stakeholders, McLellan Bush Architects (MBA), and specialist consultants.

The following 'needs' were highlighted in this evolving briefing process and formed important components of the brief:

- Covered flexible breakout space
- Larger general learning areas (GLAs)
- Greater transparency
- Connection to nature play
- Improved acoustics, natural light and finishes

As a modernisation project, opportunities were sought in the reconfiguration of spaces to create special educational and social moments which enhance the value of the learning spaces while also meeting the key briefing requirements.

One of these key opportunities was increasing transparency and operability of the learning environments, to encourage the sharing of ideas, teaching and learning and evoke a sense of community and belonging for students and staff – being part of the whole. Each general learning area (GLA) has direct connection to an adjacent GLA and an internal flexible learning area (FLA). This enables greater collaboration across year levels and the whole primary cohort. The ability for a student to observe younger and older children learning in these spaces establishes a visibility of one's learning journey in the Primary School.

The seating nooks and amphitheatre spaces also assist in re-engaging the child through a change of environment and varying sensation of materials and colour environment. The ability to sit, lounge, stand or lean against a wall in these spaces allows a student to monitor and adjust their own method of learning, educating them not only in their subject matter but also in their personal learning strategies.

In the Primary Learning Village, colour also plays a significant role in the design and has been carefully considered to encourage and facilitate focused learning in the GLAs, collaborative learning and play in the FLAs, and daydreaming and abstraction in the withdrawal spaces. The blocks of classrooms have been designated via different colour schemes to provide a sense of wayfinding, ownership, and community for the students.

The ability for classes to break out into a flexible learning area together and for two adjacent classes to directly combine fosters a strong sense of community between the Primary Learning Village's occupants. Here, it does take a Village to raise a child.



# PRIMARY LEARNING VILLAGE & CONCEPT

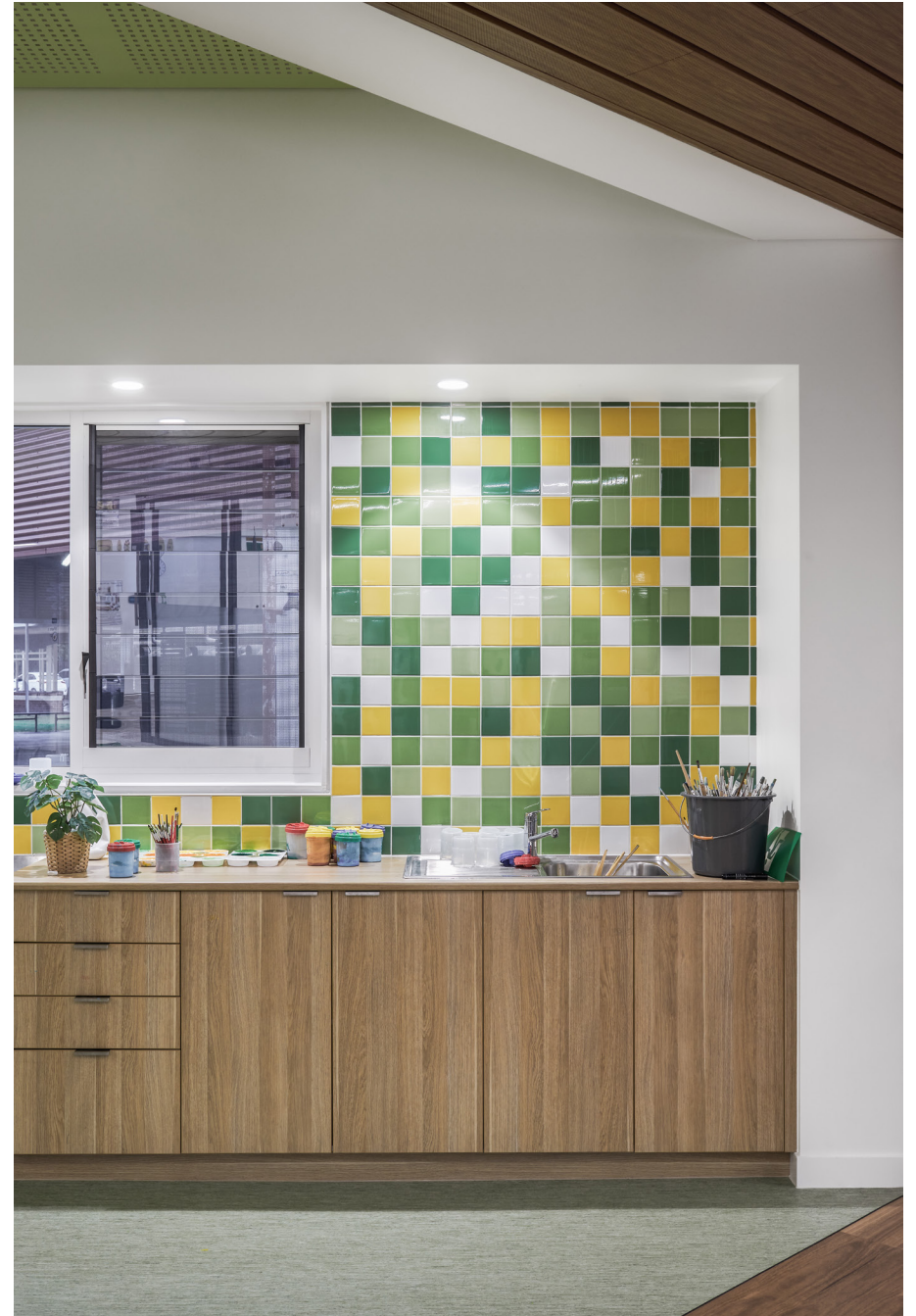
## 2. SCOPE OF WORK AND BUDGET

Scope: Alterations to 10 existing GLAs & 3 existing withdrawal spaces to create 9 larger GLAs,  
2 larger withdrawal spaces & 1 small group learning area.  
Alteration and addition to staff space.  
Enclosing & extending existing veranda spaces to create 2 new flexible learning areas (FLAs).

Area of Project (GFA): 1505m<sup>2</sup>

Project Cost: AUD \$4,019,483.64 excl. GST - NOT FOR PUBLICATION

Date of Occupancy: 20th January 2022



# PRIMARY LEARNING VILLAGE & CONCEPT

## 3. SCHOOL & COMMUNITY RESEARCH AND ENGAGEMENT

### a. CONTEXT

Genesis Christian College is an independent school situated in Queensland, Australia, catering to children from Kindergarten to Year 12 (4yrs – 18yrs old).

The Primary Learning Village project was developed through thorough pedagogical and architectural briefing around the requirements of 21st century primary learning spaces.

What originated as a simple refurbishment of existing primary classrooms evolved naturally into a larger modernisation project of the existing Primary precinct, following comprehensive briefing between McLellan Bush Architects (MBA), specialist consultants and College stakeholders; including the College board, staff, parents/guardians and students. As a collaborative team, we had to address how to transform 20th century brick classroom blocks into 21st century learning spaces.



# PRIMARY LEARNING VILLAGE & CONCEPT

## 3. SCHOOL & COMMUNITY RESEARCH AND ENGAGEMENT

### b. PROCESS

The key briefing and planning processes included;

- Audit of existing buildings by MBA & specialist consultants (structural / electrical).
- Ongoing briefing with College management (Principal / Head of Departments / Board / Planning Committee) around the educational visions / goals of the project and the College's education philosophy.
- Ongoing briefing with teachers and students, including discussion around current and potential learning pedagogy / practices.
- Site visits with the College to other exemplary Primary spaces to facilitate deeper discussions around how a Primary learning area at Genesis Christian College should look, feel and inspire learning.

The following 'needs' were highlighted in this evolving briefing process and formed important components of the brief:

- Covered flexible breakout space from the classroom
- Larger general learning areas (GLAs); existing classrooms were typical 8m x 8m spaces.
- Greater transparency between learning spaces and internal/external spaces.
- Fusing nature play and connection to nature with internal learning areas.
- Improved acoustics, natural light and finishes that bring a homely 'village-like' feel to the Primary buildings.

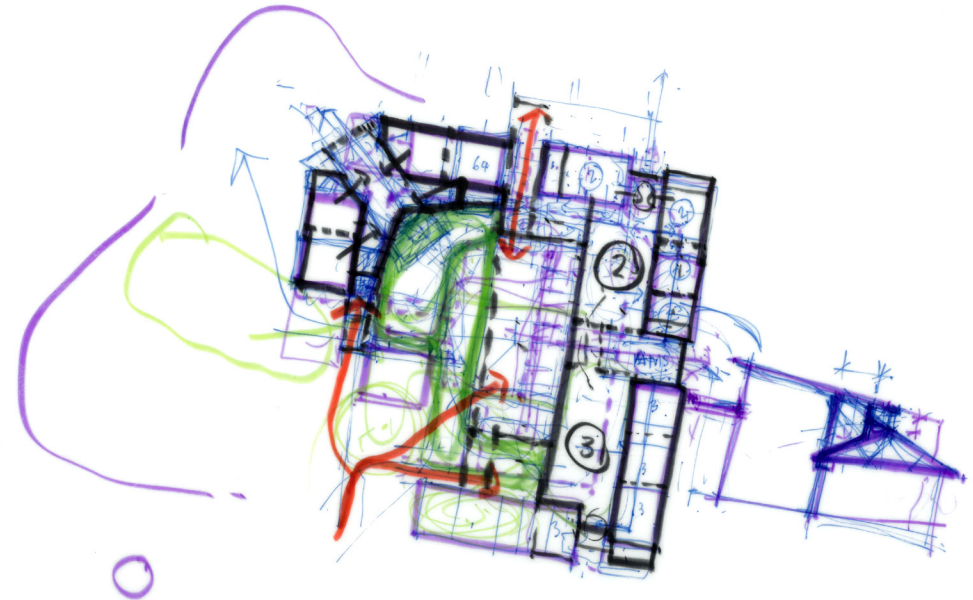
Capturing these ideas, the scope of the Primary Learning Village (Stage 1) included:

- Alterations to 10 existing GLAs & 3 existing withdrawal spaces to create 9 larger GLAs, 2 larger withdrawal spaces & 1 small group learning area.
- Refurbishment of the existing Outside School Hours Care (OSHC) facility into general and specialist learning areas.
- Alterations and additions to the staff spaces.
- Enclosing & extending existing veranda spaces to create 2 new flexible learning areas (FLAs), enabling; better collaboration across year levels and whole primary cohort, opportunity for alternative teaching modes, scaffolding and support, community space and wet areas.

3D documentation / renders were essential in supporting this process, providing stakeholder confidence during briefings and schematic design, before proceeding further with the documentation. Using 3D documentation also allowed us to engage holistically with the intended users of the space and for queries to be analysed and answered in a multi-dimensional way, with the users confident about their input.

Strong engagement from all parties in the briefing, design and documentation phases of this project enabled a shared understanding of the project requirements and created positive outcomes for the College.

1903: Genesis Junior School - OFFICE WORKSHOP.  
30.04.2019







# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

### b. RESPONSE

As a modernisation project, opportunities were sought in the reconfiguration of spaces to create special educational and social moments which enhance the value of the learning spaces while also meeting the key briefing requirements and taking opportunity of the sub-tropical Queensland climate:

1. Where the reconfiguration of walls and building footprint was required to create larger learning spaces and additional flexible learning areas, the opportunity was taken to reconfigure ceilings to incorporate high-level clerestory windows into classrooms. These windows increased natural light, cross ventilation through learning areas and connection with outdoors.
2. Where existing walls were opened up, glazing was used to increase transparency between spaces and put learning on display; encouraging curiosity and community.
3. Where there were existing external verandas, these were enclosed and the corners between classroom blocks were carved out to create flexible learning area hubs.
4. Where storage was required to learning areas, joinery units were designed to provide storage space but also hold cosy seating nooks for small group collaboration within the main classroom environment.
5. Where improved acoustics were necessary to create comfortable learning areas, acoustic ceiling linings, wall fabric and carpet were employed to provide sound absorption while also bringing vibrancy and energy to the spaces.
6. Where transparency and connection to the future nativescape were intrinsic, the opportunity was seized to compose a large window seat centrally in the precinct for quiet individual and collaborative work.



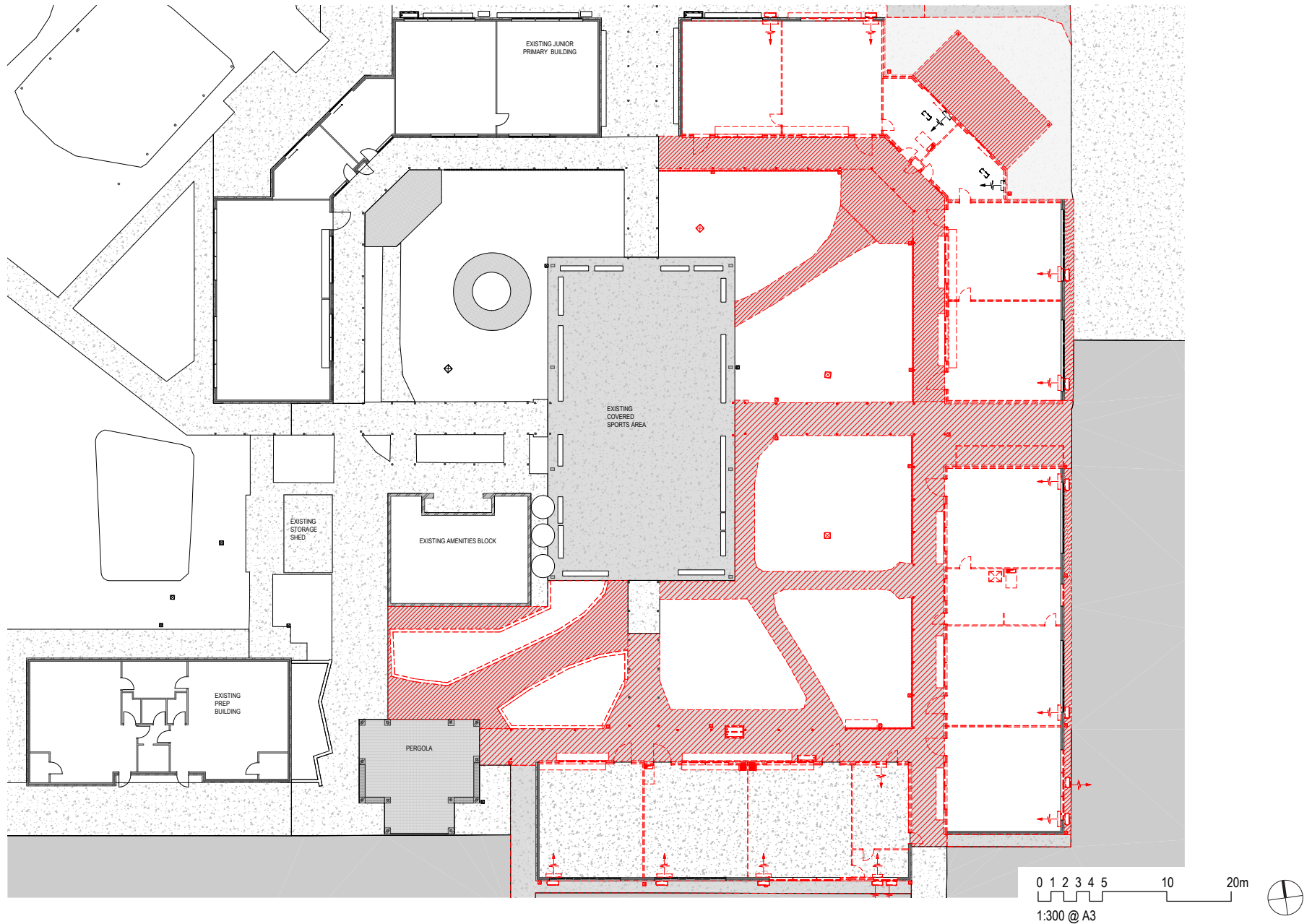
CONCEPT PLAN - NOT TO SCALE



# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

### c. EXHIBITS - EXISTING AND DEMOLITION PLAN



# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

### c. EXHIBITS - GROUND FLOOR PLAN



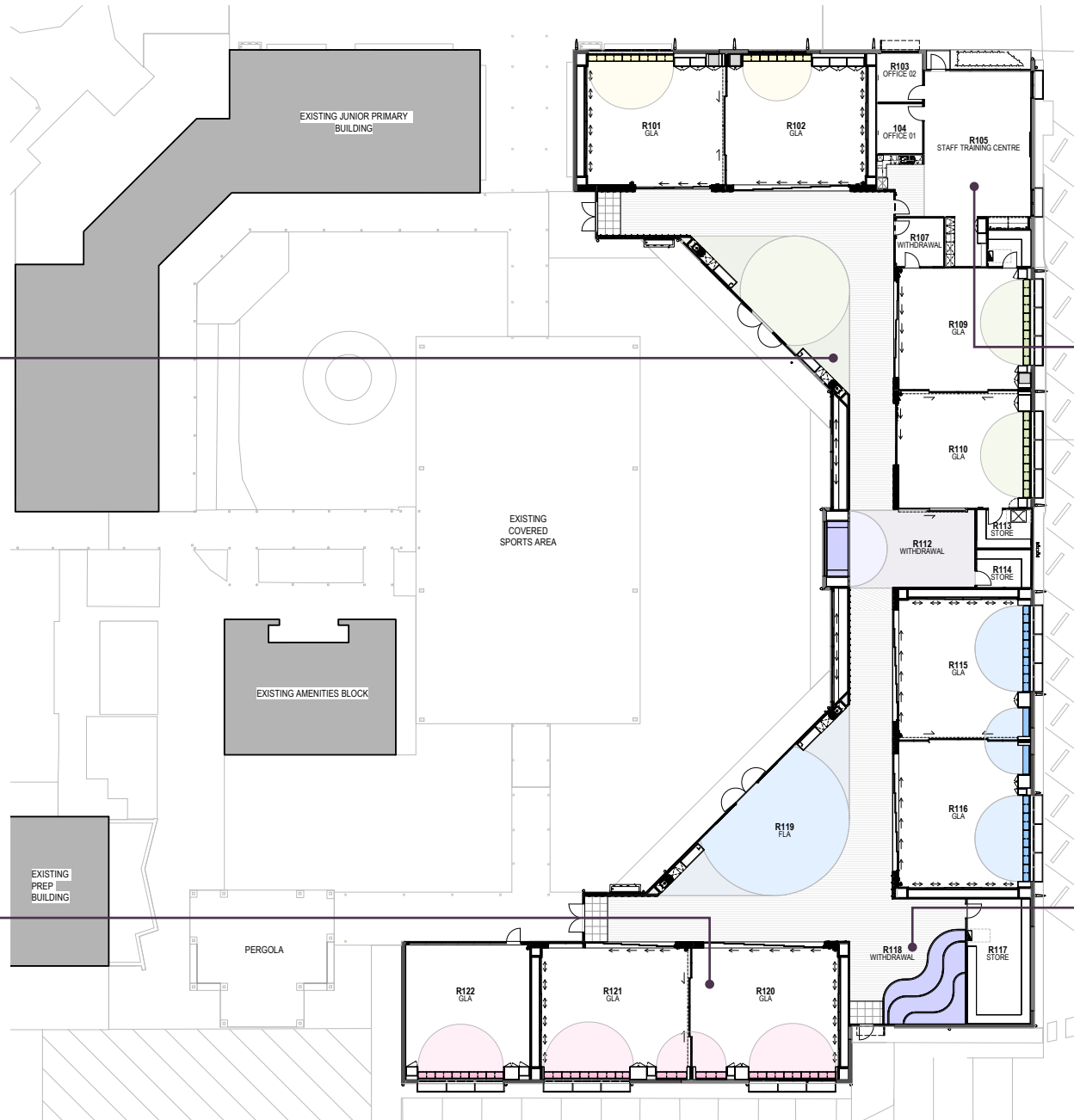
#### Flexible Learning Areas

Open plan flexible learning areas facilitate connection and transparency with the GLAs and allow for passive supervision, enabling students to break out into these areas for collaborative and individual learning. FLAs feature a wet area and a variety of seating options that provide students with choice over their preferred learning setting.



#### General Learning Areas

The engaging classroom spaces facilitate collaborative and flexible learning by connecting to central FLAs and offering a variety of learning settings within the space. Bench seating along the back wall of each GLA provides spaces for withdrawal within the classrooms and operable walls create connection between learning spaces and enable GLAs to become larger gathering spaces.



#### Staff Training Centre

The Staff Training Centre has direct connection and lines of site to the adjacent FLA. The space is used for meetings, training and collaborative work and features breakout office spaces and a kitchenette.



#### Withdrawal

Withdrawal spaces provide opportunity for small to medium group breakout, collaboration and individual work (with passive supervision). In combination with FLAs, these spaces enhance student engagement by offering a variety of physical learning environments.



1:300 @ A3



# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

### c. EXHIBITS - CENTRAL WINDOW SEAT

#### COLOUR PALETTE

The finishes for the withdrawal spaces revolve around the colour purple (paired with natural finishes). Purple is such a great colour for learning, and children respond well to this colour. In the younger years, purple is known to simulate daydreaming and imagination, with younger years relating this colour to the "magical" and "mystical".

#### ACOUSTIC TREATMENT

Use of acoustic ceiling linings, wall fabric, carpet and furniture provide sound absorption while also bringing vibrancy and energy to the spaces.



#### TRANSPARENCY

The extensive glazing serve to create open, transparent and bright withdrawal spaces and facilitate connection with the outdoors while using the space.

#### WINDOW SEAT

The large upholstered window seat creates a space for quiet individual and collaborative work. Soft upholstered cushions and acoustic panels line the seat, providing a soft spot to perch or lounge, additional sound absorption and bringing vibrancy and energy to the space. It also becomes a great space for daydreaming and abstraction, with the outlook to outside and the great people-watching aspect along the corridor.

# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

c. EXHIBITS - NORTHERN FLEXIBLE LEARNING AREA

### OPERABILITY & DISPLAY

Large sliding store doors covered in whiteboard surface allow for learning to be on display and hide valuable storage space for the classrooms.

### ACOUSTIC TREATMENT

Acoustic treatment was a key design consideration. This included wall/ceiling insulation, acoustic ceiling linings (perforated systems) and acoustic wall linings. Acoustic wall linings were used to create scale-sensitive patterns, creating an identity and brand for the building. The acoustic wall linings can also be used as pin boards (and for velcro) display.

### SCALE

Part height grooved wall lining has been used in the corridors and main areas to provide smaller scale elements in the building. This lining has been used to reference a "picket fence" along the walls.

### PASSIVE SURVEILLANCE

The staff space is located adjacent the flexible learning area to provide passive surveillance over the FLA.

### LEARNING ON DISPLAY (TRANSPARENCY)

Transparency was a key design consideration of this building. The College wanted learning to be on display. Learning areas have glass walls, translucent writable film to sliding doors, considered lines of site, and open onto adjacent breakout areas or adjoining internal collaborative learning areas.

### VARYING LEARNING AREAS

The building provides a variety of different sized spaces to instigate and encourage a range of learning and teaching styles. All learning environments have connections to internal breakout spaces.

### FURNITURE

A variety of flexible and manoeuvrable furniture types and configurations allow the students to take ownership of their learning environment.

### FLOORING MATERIALITY

Use of differing flooring materiality facilitates space specific learning and delineates informal zoning.



# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

c. EXHIBITS - SOUTHERN FLEXIBLE LEARNING AREA

### ACOUSTIC TREATMENT

Use of acoustic ceiling linings (microperforated timber-look plank & perforated plasterboard), and furniture provide sound absorption while also bringing vibrancy and energy to the spaces.

### OPERABILITY & TRANSPARENCY

The operable louvres & extensive glazing serve to create open, transparent and bright spaces.

### SPATIAL EXPERIENCE

High ceilings and expansive glazing create a seamless transition between indoor and outdoor areas.

### FLOORING MATERIALITY

Use of differing flooring materiality facilitates space specific learning and delineates informal zoning.

### WRITABLE TABLES

Writable table surfaces have been selected throughout the learning areas encouraging collaboration, community and placing learning on display.



# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

c. EXHIBITS - SOUTHERN WITHDRAWAL AMPHITHEATRE

### INNOVATION

The curved amphitheatre provides a space for individual and collaborative activities as a breakout space from the general learning areas and larger flexible learning areas. The ability to sit, lounge, stand or lean against a wall allows a student to monitor and adjust their own means of learning, educating them not only in their subject matter but their personal learning strategies.

### ACOUSTIC TREATMENT

Acoustic treatment was a key design consideration. This included wall/ceiling insulation, acoustic ceiling linings (perforated systems) and acoustic wall linings. The acoustic treatments create an identity and brand for the building, while also providing energy, facilitating creativity and inspiring optimism to learning in the environments.

### WRITABLE SURFACES

Writable surfaces have been applied to both glazing and wall surfaces to encourage collaboration and to place learning on display.

### FLOORING

Durable, internally-rated slip resistant, high quality flooring.



# PRIMARY LEARNING VILLAGE & CONCEPT

## 4. PHYSICAL ENVIRONMENT

c. EXHIBITS - STAFF TRAINING CENTRE



### ACOUSTIC TREATMENT

Use of acoustic ceiling linings, wall fabric and carpet provide sound absorption while also bringing vibrancy and energy to the spaces.

### COLOUR PALETTE

In the staffroom, the colour scheme teams blue (calming) tones with warmer natural features (ie. timber look laminate and concrete-look bench top), to create a relaxing environment.

# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT

### a. CONTEXT

*"Students, staff and the community were engaged in the consultation process right from the beginning. Before any architectural concept plans were drawn, we spent considerable time as a teaching and learning team focusing on what we believe learning should look like and subsequently how learning spaces should complement this philosophy. A series of meetings were conducted over the course of 2 years which involved dreaming, researching and co-designing through an iterative process, our primary school vision for pedagogy and learning spaces.*

*Where we landed is reflected in the following three philosophical elements:*

*1) We believe learning should be child-centred and engaging. Learning at Genesis has each individual child's development at heart. The journey of each child's cognitive, social, emotional and spiritual development is unique to them and learning situations are designed to allow every child to access their curriculum at their stage of development.*

*2) We value a sense of wonder, discovery and inquiry in children, as this allows for a deeper, more meaningful, intrinsic learning experience. It also allows for children to be extended into higher order and critical thinking skills. Students requiring support to access the curriculum are integrated into their existing learning environment. We want children to love learning and love coming to school.*

*3) We believe in a rigorous curriculum with future skills embedded. Learning involves students and staff working hard. It is rigorous and we hold ourselves accountable for the quality of work produced. Instructional time is explicit with our learning goals well established. We have a distinct focus on high quality literacy and numeracy skills as the prime indicators of a student's later academic success in school, whilst concurrently embedding a future skills curriculum into our learning design. These future skills include student agency; collaboration and teamwork; creativity; inquiry; failarning, which is learning through failure; flexibility; and authenticity.*

*We are a community of learners, including students, staff and parents, and learning happens at a range of levels; individually, small groups, large groups and whole communities, and learning spaces should complement this approach."*

- Jeremy Williamson, Head of Primary

Excerpt from the Educational Facility Narrative prepared by the College. Please click the link below to watch the full video.

<https://vimeo.com/mclellanbush/a4le2024jamesdmacconnellaward-gcc>

Also below is a link to Genesis Christian College's Strategic Plan, highlighting their five overarching strategic priorities which guide their College planning and decision making: <https://www.genesis.qld.edu.au/about/strategic-plan-2022/>





# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT

### b. RESPONSE

The Primary Learning Village places curiosity, community, and colour at the forefront of its design.

Curiosity and community are fostered by placing learning on display. The transparency and operability of the learning environments encourage the sharing of ideas, teaching and learning and evokes a sense of community & belonging for students and staff – being part of the whole.

Writable surfaces, provided to glazing, sliding doors, walls and furniture, assist in buffering this transparency when required and enable the display of active work and learning outcomes.

Each general learning area (GLA) has direct connection to an adjacent GLA and an internal flexible learning area (FLA). This enables greater collaboration across year levels and the whole primary cohort; opportunity for alternative teaching modes, learning scaffolding and support, community gatherings and wet area activities.

The acoustic glazed sliders between learning areas allow control over acoustics and spatial organisation, enabling an ease of operability for activities across classes and year levels.

The ability to observe younger and older students learning in these spaces establishes a visibility of one's learning journey in the Primary School.

The curved amphitheatre is a breakout space from the GLAs and larger FLA and provides a space for individual and collaborative activities. This space, along with the various seating nooks, assist in re-engaging the child through a change of environment and varying sensation of materials and colour environment. The ability to sit, lounge, stand or lean against a wall in these spaces allows a student to monitor and adjust their own method of learning, educating them not only in their subject matter but also in their personal learning strategies.

One of the innovative design solutions in this project is the intentional use of colour to enhance learning outcomes. Colour is very impressionable to children this age and has been used as a form of recognition and identity to help students feel comfortable and engage authentically within their environment.

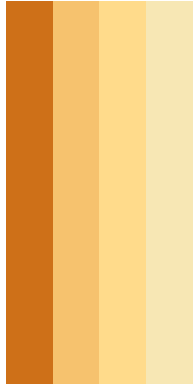


# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT

### b. RESPONSE - COLOUR

#### YELLOW



Light:  
Provides enthusiasm  
and cheerfulness

Intense:  
Provides optimism,  
stimulates motor  
skills

Dark:  
Contributes to  
self-confidence,  
encourages sociability

#### GREEN

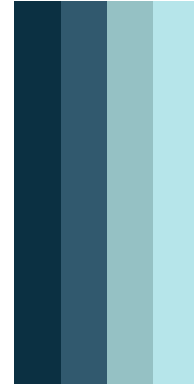


Light:  
Relaxing, helps  
concentration

Intense:  
Promotes learning and  
generates a healthy and  
balanced atmosphere

Dark:  
Establishes a strong  
link with nature, evokes  
strength and hope

#### BLUE

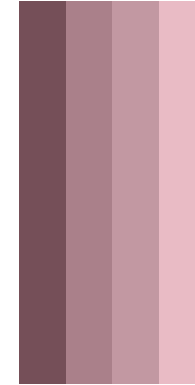


Light:  
Calming

Intense:  
Refreshes and  
reassures, even with  
more saturated blues

Dark:  
Peaceful

#### PINK



Light:  
Calming. Promotes  
learning, particularly for  
younger children.

Intense:  
Warmth

Dark:  
Physical and spiritual  
serenity. Promotes  
learning and creativity.

### GENERAL LEARNING AREAS

Colour acts directly on our emotions, our behaviour and our well-being. All age groups respond consciously and subconsciously to colour in different ways. For Junior Primary years, it is important to provide colour within learning environments for development; however this age group is prone to over stimulation. For this reason, learning environments that may require focused learning should be mindful of colour saturation (ie. The use of a pastel palette should be considered, with small pops of colour), whereas brighter (more saturated colours) can be introduced into flexible learning environments that foster and instigate collaborative learning and play.

The colour palette for the general learning areas (GLAs) in the Primary Learning Village include pastel schemes in conjunction with natural colour selections (ie. timber look and neutral colours). Colour was used in a considered way to ensure each GLA had the right balance of learning and play. The blocks of classrooms have been designated via different colour schemes; to provide a sense of way finding and ownership through colour for the students.

### FLEXIBLE LEARNING AREAS

As the flexible learning areas are designed for collaborative learning, breakout and play, the colour palette for these areas include brighter (more saturated) colour schemes, in conjunction with natural colour selections (ie. timber look and neutral colours). The FLA colour selections have been chosen to create a link between the adjacent classroom colour schemes (ie. blue/pink and green/yellow). This provides a sense of way-finding and ownership through colour for the students.

Opaque writable film has been applied to the lower half of the classroom glazing, so that the classrooms have visual separation from the FLA to limit over stimulation for students using the GLAs.

Part-height grooved wall lining has been used in the corridors and main areas to provide smaller scale elements in the building. This lining has been used to reference a "picket fence" along the walls.

### WITHDRAWAL AREAS

There are three designated withdrawal spaces in the project, one adjacent to the green / yellow FLA (north building), one centrally between the two existing buildings, and one adjacent to the blue / pink FLA (south building). On the north, the withdrawal room has been designed to incorporate greens and yellows, alongside with the grooved wall lining. This has been done to link to the adjacent FLA colours, but also to provide an energetic space that promotes learning.

The other two withdrawal spaces are their own entity, and the finishes selected for these spaces revolve around the colour purple (paired with natural finishes). Purple is a powerful colour for learning and one which younger children respond well to. In the younger years, purple is known to stimulate daydreaming and imagination, with younger years relating this colour to the "magical" and "mystical".

# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT

### b. RESPONSE - EDUCATIONAL OUTCOMES & LEARNING / TEACHING STYLES

#### COLLABORATION

The learning environments were designed in such a way that both didactic and collaborative teaching methods are available to students and teachers. Visibility between spaces and operability of walls enables team teaching and large group activities.

The connections between spaces facilitates collaboration between subjects, resources, teaching styles and classes that benefits the learning of both students and teachers.

#### LEARNING ON DISPLAY

The Primary Learning Village encourages curiosity by placing learning on display. Writable surfaces are provided to glazing, sliding doors, walls and furniture for both active work and display of outcomes.

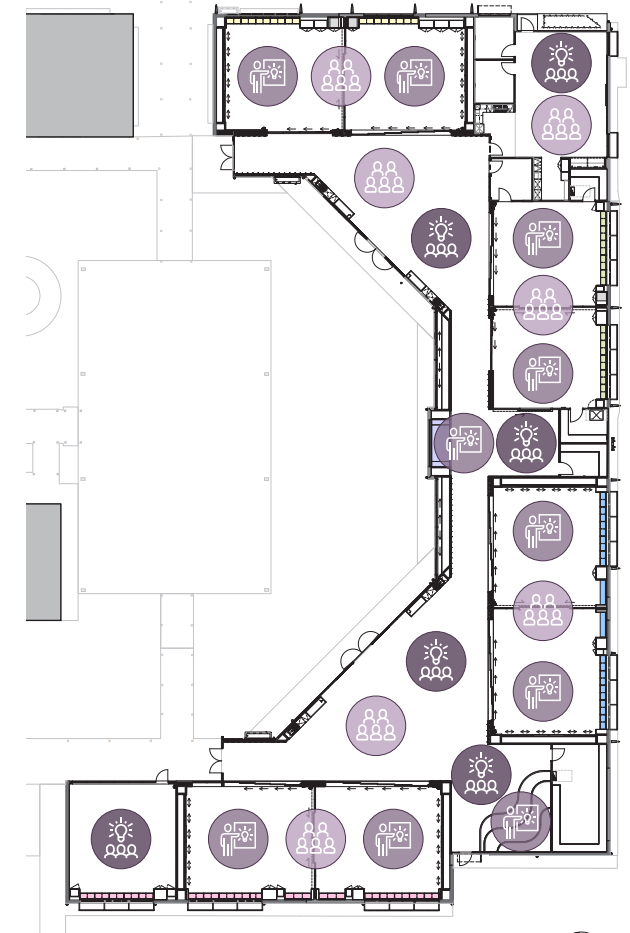
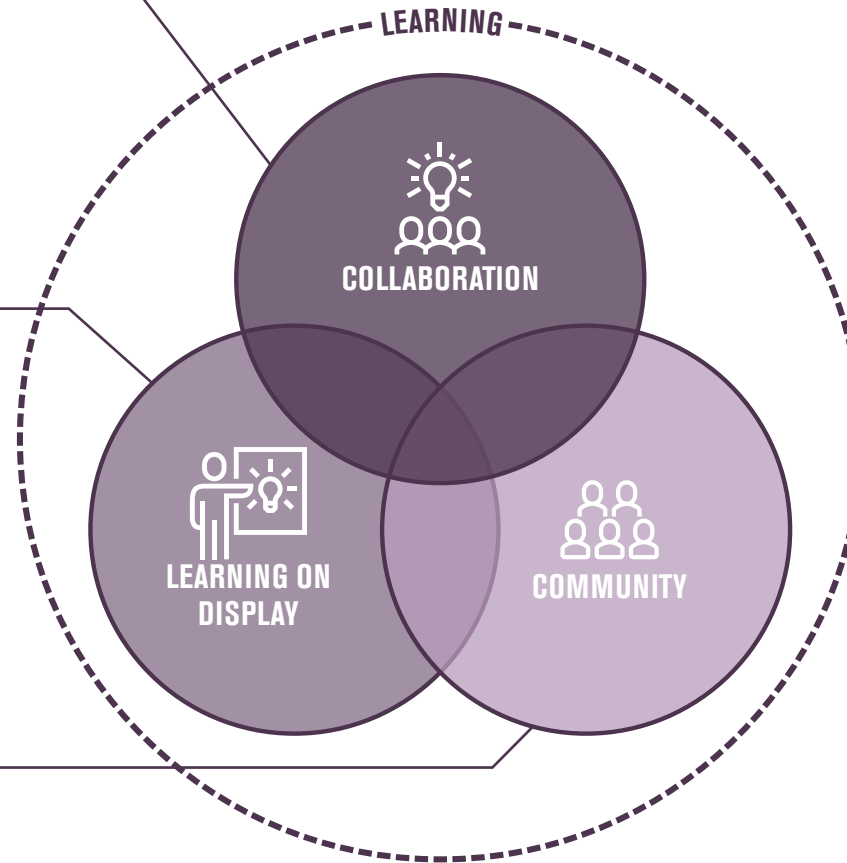
All of the learning areas have a direct connection to internal flexible learning areas and withdrawal spaces. These spaces allow for pause, gathering, collaboration and display of learning in action (via transparency to surrounding learning areas).

The ability to see younger and older students working in general learning areas, flexible learning areas and withdrawal spaces establishes a visibility of one's learning journey in Primary School.

#### COMMUNITY

The transparency of the learning environments encourages the sharing of ideas and evokes a sense of community and belonging for students and staff - being a part of the whole.

The ability for classes to break out into a flexible learning area together and for two adjacent classes to directly combine fosters a strong sense of community between the Primary Learning Village's occupants. Here, it does take a Village to raise a child.



PLAN - NOT TO SCALE



# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT

### b. RESPONSE - DESIGN CONSIDERATIONS / FLEXIBILITY



LARGE GROUP LEARNING AREAS



MEDIUM GROUP LEARNING AREA



FLEXIBLE LEARNING AREA

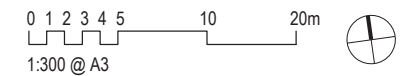


SMALL - MEDIUM GROUP LEARNING AREAS



SMALL GROUP LEARNING AREA

- FLEXIBLE LEARNING AREA (FLA)
- LARGE GROUP LEARNING AREA (LGLA)
- MEDIUM GROUP LEARNING AREA (MGLA)
- SMALL GROUP LEARNING AREA (SGLA)
- ↔ VISUAL CONNECTIONS / LINES OF SIGHT



# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT



### WRITABLE SURFACES

Writable surfaces have been applied to both glazing and wall surfaces to encourage collaboration and to place learning on display.

### WITHDRAWAL

This withdrawal room has been designed to incorporate greens and yellows, alongside with the grooved wall lining. This has been done to link to the adjacent FLA colours, but also provide an energetic space that promotes learning.

### c. EXHIBITS - WITHDRAWAL SPACE & BENCH SEAT IN GLA



### ACOUSTIC TREATMENT

Use of acoustic ceiling linings, wall fabric, carpet and furniture provide sound absorption while also bringing vibrancy and energy to the spaces.

### BENCH SEAT

The bench seat creates a space for individual and collaborative work within the classroom space. Soft upholstered cushions and acoustic panels line the seat, providing a soft spot to perch and additional sound absorption to the space.

# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT

c. EXHIBITS - GENERAL LEARNING AREA

### NATURAL LIGHTING

The high level windows and glazed door systems maintain a connection with the outdoors and nature at all times.

### LEARNING ON DISPLAY / FLEXIBILITY

Transparency and connection are key design considerations of this building. The Project encourages learning in action to be visible and on display through use of glazing and writable surfaces. These acoustic glazed sliders allow control over acoustics and spatial organisation, enabling easy opening up and combination of learning spaces for activities across class and year levels.

### VARYING LEARNING AREAS

The project provides a variety of different sized spaces to instigate and encourage a range of learning and teaching styles, as required. The cosy seating nooks provide an area for small group collaborative learning within the main classroom environment. These moments, in this case between a chair and a cushioned bench seat, assist in re-engaging the mind through change of environment and varying sensation of materials.

### ACOUSTIC TREATMENT

Use of acoustic ceiling linings, wall fabric, carpet and furniture provide sound absorption while also bringing vibrancy and energy to the spaces.

### BUILT-IN STORAGE

Allows the College to organise resources and materials to monitor and control the student's access.

### WRITABLE SURFACES

Writable surfaces have been applied to both glazing, sliding storage doors and table surfaces to encourage collaboration and to place learning on display.



# PRIMARY LEARNING VILLAGE & CONCEPT

## 5. EDUCATIONAL ENVIRONMENT

c. EXHIBITS - GENERAL LEARNING AREA - SLIDING DOOR CONNECTIONS

### FLEXIBILITY

Glazed sliders allow control over acoustics and space enabling learning spaces to be opened up and combined with ease.

### ACOUSTIC TREATMENT

Use of acoustic ceiling linings, wall fabric, carpet and furniture provide sound absorption while also bringing vibrancy and energy to the spaces.

### BUILT-IN STORAGE

Allows the College to organise resources and materials to monitor and control the student's access.

### FLOORING MATERIALITY

Use of carpet provides sound absorption while also bringing vibrancy and energy to the spaces.



# PRIMARY LEARNING VILLAGE & CONCEPT

## 6. RESULTS

### a - d. ACHIEVING EDUCATIONAL / SCHOOL / COMMUNITY GOALS AND UNEXPECTED RESULTS

*"Thorough, deep and long term engagement has meant strong community buy in for this project. The building design ultimately was developed to complement existing teacher practices and community expectations. Meaning all the great things we were already doing well were only enhanced in this space. For example, project-based learning, collaborative teaching and flexible, agile spaces are all now fully enabled in this space. Truthfully, moving students and staff into this space just felt like coming home.*

*This project has not only met but exceeded our needs and expectations in many surprising ways. The acoustics, colour palette, air quality, surface texture and lighting have all impacted learner engagement in a positive and calming way. Open-plan learning doesn't mean distracted learners, when furnishings and the above aesthetic elements are intentionally considered.*

*In fact, many times when I've walked through this open space with a group of adults touring the building, and we can have a number of groups of 7 or 8 year old children highly engaged in their work in the flexible spaces, blissfully unaware of the visitors in the room."*

- Jeremy Williamson, Head of Primary

Excerpt from the Educational Facility Narrative prepared by the College.  
Please click the link below to watch the full video.

<https://vimeo.com/mcLellanbush/a4le2024jamesdmacconnellaward-gcc>

### e & f. FINANCIAL VALUE & SUSTAINABLE OUTCOMES

The approach to the works through the cost-effective & sustainable 'modernisation' model of adapting existing 1990s brick classrooms into 21st century learning spaces provided invaluable benefits to the College.

At approximately \$2670/m<sup>2</sup>, the Primary Learning Village made smart-use of the College's financial resources, whilst enhancing their teaching & learning pedagogy and maintaining connection to the original Primary School fabric & vision.

Through clever adaptation & re-use of existing classrooms to provide flexible and joyous spaces to learn in, the Primary Learning Village will continue to be agile to facilitate innovative learning into the future.





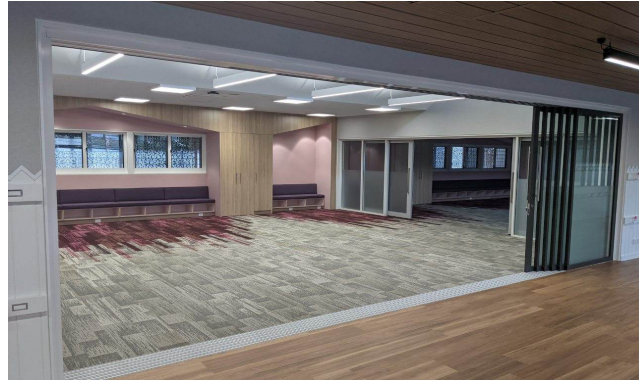
# PRIMARY LEARNING VILLAGE & CONCEPT

## 6. RESULTS

g. EXHIBITS - BUILDING HANDOVER & COMMUNITY EVENTS



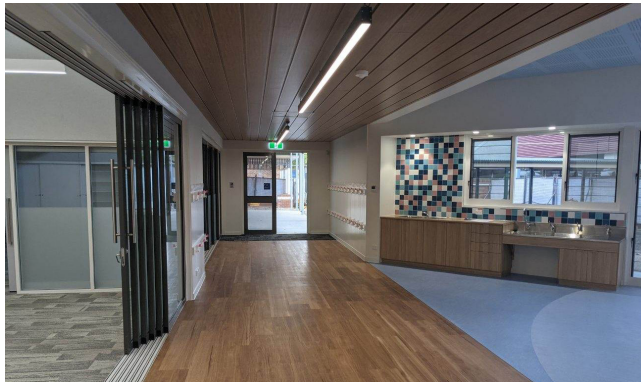
BUILDING HANDOVER



BUILDING HANDOVER



BUILDING HANDOVER



BUILDING HANDOVER



BUILDING TOUR



BUILDING TOUR



BUILDING TOUR



BUILDING TOUR



COMMUNITY EVENTS

(THESE IMAGES ARE NOT PERMITTED TO BE USED IN A PUBLICATION OR ONLINE)