



# Inspiring Minds and Nurturing Spirits



## EXECUTIVE SUMMARY

The Cumberland Building at Aitken College is the first major project under a visionary 20-year masterplan, shaped by a robust, inclusive design process that engaged students, staff, and the wider community. Developed in parallel with the College's evolving pedagogical vision, the project reflects a shift toward cross-disciplinary, inclusive, and contemporary learning.

The facility accommodates four learning neighbourhoods for 360 Year 3–6 students, a new Primary School Administration, and shared specialist spaces for Art, Technology, and Performing Arts, supported by outdoor play and learning areas.

It addresses key educational goals through adaptable, tech-enabled learning settings that support cross-disciplinary opportunities, collaboration, wellbeing, and student agency. Sustainability and wellness are embedded as active teaching tools, with visible systems promoting environmental stewardship.

Post-occupancy feedback affirms the building's success in strengthening pedagogy, community engagement, and student development. The project balances innovation with a deeply contextual, school-specific approach—delivering lasting educational and community value while setting a benchmark for future development.



Impactful



Cross-disciplinary



Inclusive +  
Empowering



Adaptable +  
Tech-enabled



Playful



Sustainable



“The success of this project is a testament to the dedication and vision of our entire educational community.

JOSIE CRISARA, PRINCIPAL

## SCOPE OF WORK AND BUDGET

### Scope of Work

- New learning communities for Year 3 to 6 home base.
- New primary school shared specialist facilities, which include art, technology (STEAM) and a multi-purpose space.
- New primary school administration wing which, includes leadership team facilities and associated amenities
- Associated outdoor play and learning spaces.
- Associated landscape and services infrastructure upgrade works.

**\$11.1M**

Total  
Construction  
Cost

**\$12.3M**

Total Project  
Budget

**\$312.50**

Cost per  
Square Foot

**57.74ft<sup>2</sup>**

Space per  
student

“The building goes beyond meeting our expectations and stands as a symbol of innovation and dedication to education.

JOSIE CRISARA, PRINCIPAL

## Community

Aitken College in Greenvale, Victoria, is a **co-educational, independent school serving Prep (Kindergarten) to Year 12**. Established in 1999, it has grown into a prominent educational institution in Melbourne's north-west.

The College community is guided by **values of Compassion, Excellence, Honesty, Kindness, and Respect**. Whilst affiliated with the Uniting Church, Aitken College welcomes students and families from **all faiths and cultural backgrounds**, fostering a **supportive and inclusive** environment that reflects the **diverse demographics** of the district.



### Students

**1442** Student population  
**48%** Male students  
**52%** Female students



### Teachers

**114** FTE Teaching staff  
**49** FTE Non-teaching staff



### Diverse faith and cultural backgrounds

**58%** of students have a language background other than English.

**Top 5:** Hindi, Sinhalese, Turkish, Arabic, Punjabi



### Home Groupings

Named after the local historic settlements and reflecting the districts rich farming heritage

**Fairview** K-Yr2  
**Cumberland** Yr 3-6  
**Dunhelen** Yr 7-9  
**Brookhill** Yr 10-12

## School District

The local school district of Greenvale, located on the **suburban fringe of metropolitan Melbourne**, has experienced **rapid population growth since 2009**.

New housing developments to the north and south of the College have attracted young families and communities from diverse backgrounds, making Greenvale a vibrant and growing community.

Aerial photo 2009



Aerial photo 2017



Aerial photo 2024



## Stakeholders

The design team engaged meaningfully with the following key stakeholder groups throughout the visioning, design and delivery process.

Principal

Deputy Principal

Business Manager

### Governance School Executive Team

Providing strategic leadership and overseeing project governance, the School Executive Team **ensured alignment with the College's vision and priorities**.

As the primary decision-making body, the team **guided key initiatives and maintained accountability** across all stages of planning and implementation.

Head of Primary School

Deputy Head of Primary School

Technology Staff

Music and Performing Arts Staff

Art Staff

Admin Staff

### User Insight Staff Leaders

Offering invaluable user and pedagogical insight, staff leaders were engaged in providing briefing aspirations, teaching and learning requirements through an **ongoing feedback process**.

### Key Challenges

- **Ensuring a diversity of voices shaped the project's direction**  
As the first implementation of the new College masterplan and pedagogy vision, the stakeholder structure was intentionally inclusive, providing both the College and broader community with meaningful opportunities to contribute.
- **Ensuring project accountability and adherence to process.**  
Strong project governance was essential to ensure compliance with complex funding requirements and to maintain accountability at every stage

Aitken College

Victorian Independent Schools Block Grant Authority

### Funding Bodies

The project was **75% College funded**, with approval required via the College Board.

A further **25% government funding** was secured through the Victorian Government Grant scheme, which required project and scope approval, along with **compliance to strict timelines and a fixed budget**.

Primary Student Cohort

College Board

### Community Voice Parents, alumni, students

Community voices shaped the project at multiple levels — with the **College Board representing the perspectives of parents and alumni**, and the **primary student cohort offering fresh, imaginative input** that helped reimagine what engaging, playful learning spaces could be.

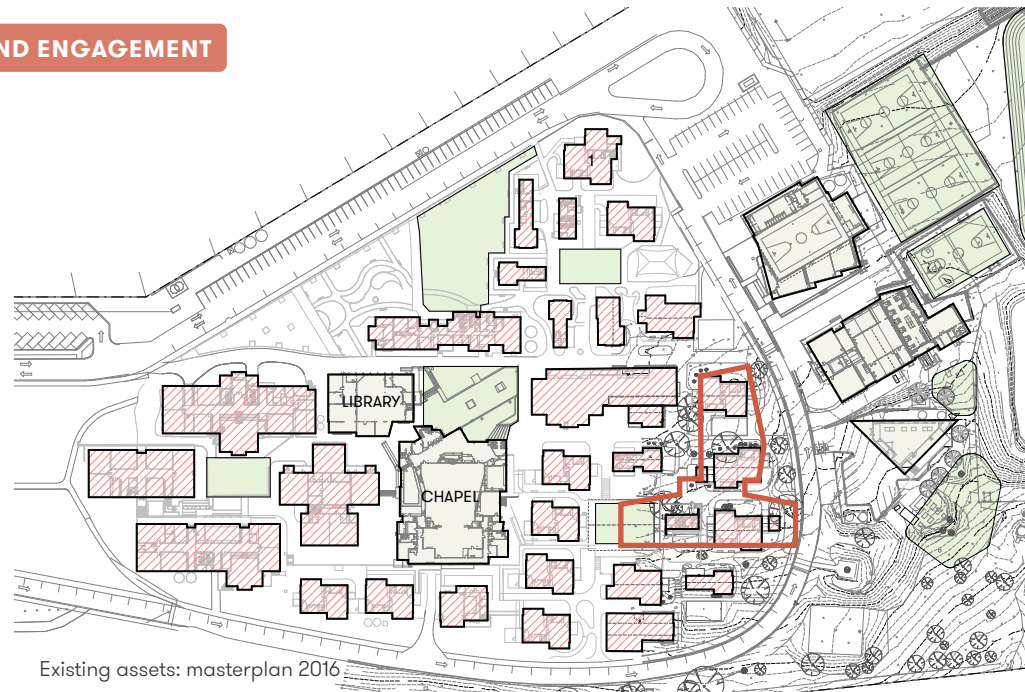
### The Site

The existing campus sits on a large suburban site, with new housing developments encroaching on both its northern and southern boundaries.

The school's facilities are concentrated within a defined region, bound by a perimeter ring road that structures movement across the site and supports safe, efficient access.

Predominantly low in scale, the existing school buildings consist of small, dispersed portables that are outdated and no longer aligned with the school's pedagogical vision.

Poor site layout has led to undefined play areas and a lack of clear separation between primary and secondary school functions.



Existing assets: masterplan 2016



Existing assets: aerial photo 2016

- Existing facilities to be retained
- Existing facilities to be repurposed / demolished
- Existing outdoor Areas
- Proposed new building



Site visit



Site visit

#### Key Challenges

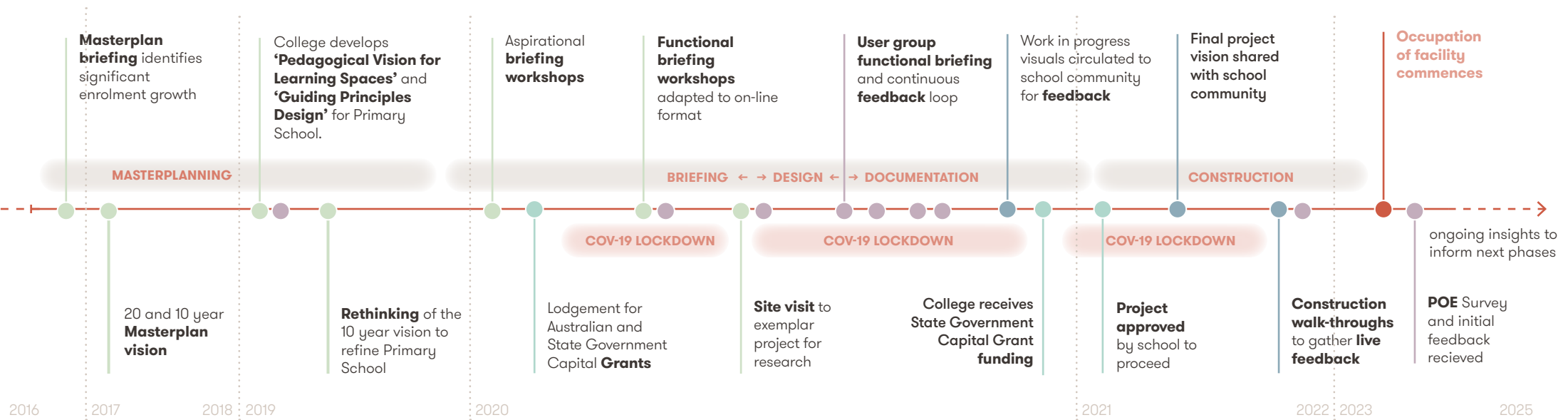
- **First step in the long-term vision,** integrating with existing functions while laying the groundwork for future development
- **Strategic siting of the new building,** positioned within the ring road and responding to the site's natural slope
- **Appropriate scale and height** that respect the suburban context and establish a strong, cohesive campus character
- **Ensuring service capacity for future development** through infrastructure upgrades that support the current facility and future expansion
- **Constructing within an active campus,** maintaining uninterrupted daily operations throughout the construction period
- **Feasible decanting strategy,** ensuring temporary learning spaces for displaced students and staff during construction

# Key phases of the visioning process.

The planning process for the Cumberland building reflects a **long-term partnership** with Aitken College and the design team, iteratively exploring and responding to the school’s **evolution and growth** over time.

## Key Challenges

- **Covid-19 Lockdown Restrictions**  
Victoria’s strict lockdowns prohibited face-to-face stakeholder engagement, requiring rapid adaptation to remote consultation
- **Commercial Challenges and Delays**  
Workforce shortages and supply chain disruptions led to cost escalations and delays across the construction timeline.
- **Site Restrictions**  
The tightly built site required continuous careful logistic measures during construction to minimise disruptions to the school’s daily operation, which contributed to the prolonged construction timeline.



### Visionary Masterplan (2016-2019)

The masterplan set forth a 20-year vision that:

- addressed significant projected enrolment growth
- clarified school precincts aligned with home groupings
- identified priority areas for future building development
- expanded opportunities for outdoor learning and play
- advanced sustainability initiatives
- reflected a contemporary, cross-disciplinary approach to learning

### Pedagogical Vision for Learning Spaces (2019)

Aitken College’s teaching and learning vision:

- Set a renewed agenda for contemporary, cross-disciplinary learning
- Placed strong emphasis on diversity, equity, and inclusion
- Prioritised adaptable, technology-rich learning environments
- Informed a critical rethinking of the masterplan, refining the Primary School to incorporate dedicated specialist facilities

### Cumberland Building Development (2019-2023)

The consultation and design process for the new facility:

- engaged staff, students, and the wider community at every stage of development
- embraced new modalities and challenges in support of contemporary teaching and learning practices
- expanded opportunities for cross-disciplinary learning and Diversity, Equity and Inclusion
- establishes a benchmark for future development

### Post Occupancy Evaluation (2024 - ongoing)

Evaluating how the facility supports the school’s objectives through:

- recorded observations of use
- staff and student surveys and feedback
- analysis and reflection on outcomes
- insights to inform future phases of development

### STAKEHOLDER GROUPS

- School Executive team
- Staff Leaders
- Funding Bodies
- Students, parents, alumni

Process: visioning, value of process and project to the community, how the engagement fostered diversity, equity, and inclusion.

### The value of reimagined community engagement.

Building on a successful and **collaborative** masterplanning process, the College prioritised school and **community voices** in the facility's development. This **inclusive** approach fostered a **strong sense of ownership**, with stakeholders feeling valued throughout.

Consultation began at the onset of the Covid-19 pandemic, presenting unique engagement challenges. In response, the design team and stakeholders embraced new technologies to exchange ideas, share information, and co-create meaningful solutions.

- Face-to-face engagement shifted to online platforms (MS Teams)
- Continuous feedback was enabled through shared design packages, allowing staff to provide comments and suggestions.
- Research, photos and imagery were regularly shared.
- High-quality visuals were used to communicate progress with the broader College community.
- Finding windows of opportunity between lockdowns for broader research and in-person exchange, including visits to exemplar schools.
- Site visits during construction allowed staff and board members to observe progress and offer real-time feedback

### Charting a path to inclusive learning.

The College's brief outlined a strong **commitment to diversity, equity, and inclusion (DEI)**, though the pathway to translating that vision into built outcomes was initially undefined.

The design team adopted a **research-based approach**, guiding the College through best-practice strategies and fostering meaningful dialogue around inclusive design.

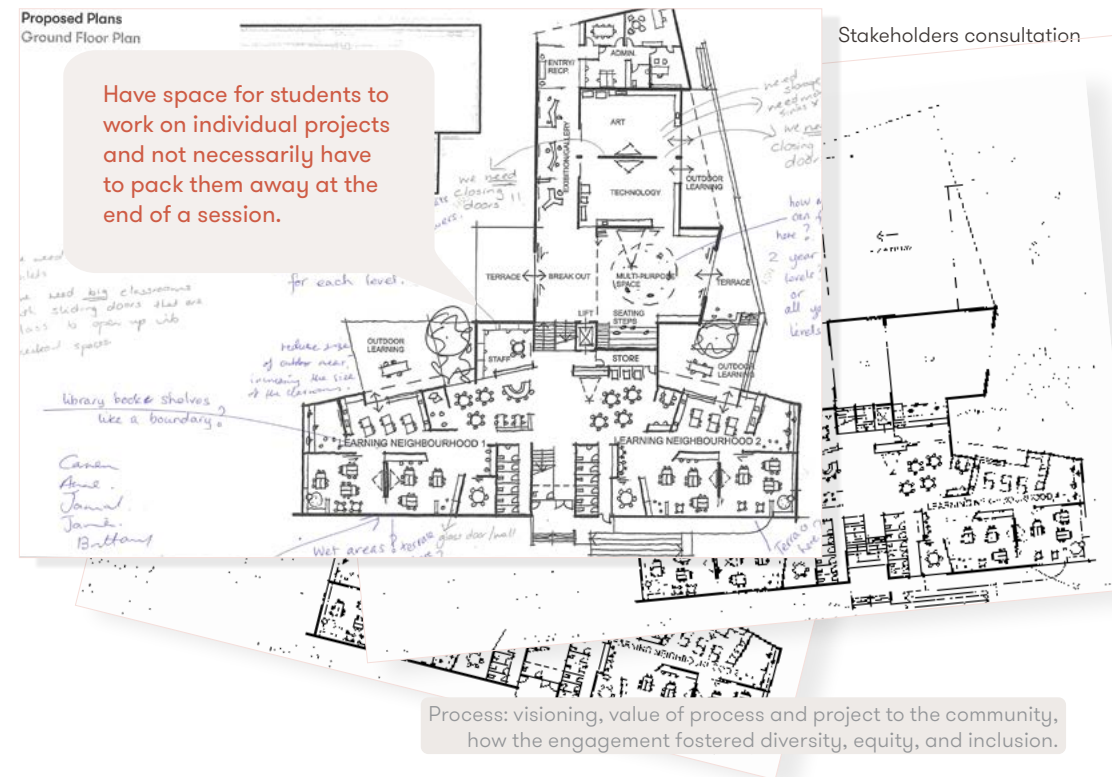
This collaborative process led to thoughtful solutions that meaningfully embed DEI principles into the learning environment—tailored specifically to the Aitken College community.

“We aim to support all learning preferences... support the way teachers want to teach and students want to learn.”

PEDAGOGICAL VISION FOR LEARNING SPACES, AITKEN COLLEGE



Site visit to St. Paul the Apostle Catholic Primary School



Process: visioning, value of process and project to the community, how the engagement fostered diversity, equity, and inclusion.

“It’s terrific to see the positive impact of the new learning spaces on students and staff. Overall, the Cumberland Building has successfully created contemporary opportunities for learning, supporting a dynamic and interactive educational environment.

MEG, TEACHER

Educational and Physical Environment



## EDUCATIONAL AND PHYSICAL ENVIRONMENT

### Shaping a progressive vision for an evolving school.

Aitken College's "Pedagogical Vision for Learning Spaces" marked an ambitious **shift from traditional practices toward contemporary, cross-disciplinary learning**, grounded in the Four Cs of 21st-century learning—**Critical Thinking, Creativity, Communication, and Collaboration**.

This **vision has informed the guiding principles of the project** and shaped its broader aspirations.



#### Impactful

Boldly champion the College's pedagogical vision, setting a transformative benchmark for the future of learning on campus.



#### Cross-disciplinary

Facilitate collaboration across disciplines through learning spaces that support the College's integrated STEAM-focused curriculum.



#### Inclusive + Empowering

Embed social wellbeing and agency into the learning environment, ensuring all students feel seen, supported, and empowered to thrive.



#### Adaptable + Tech-enabled

Integrate adaptable design and technology to create responsive learning environments that evolve with the needs of students and teachers.



#### Playful

Fosters creativity and curiosity by integrating play-based learning opportunities to support children's holistic development.



#### Sustainable

Promote sustainable building design and integrates environmental stewardship as a dynamic learning tool for students.



“The building provides a place for everyone to learn. Students love to choose where to work.”

ISABEL, TEACHER

Context: Educational vision and goals of the school.

## EDUCATIONAL AND PHYSICAL ENVIRONMENT

### Igniting a 20-Year Vision: A facility shaping Aitken College's future.

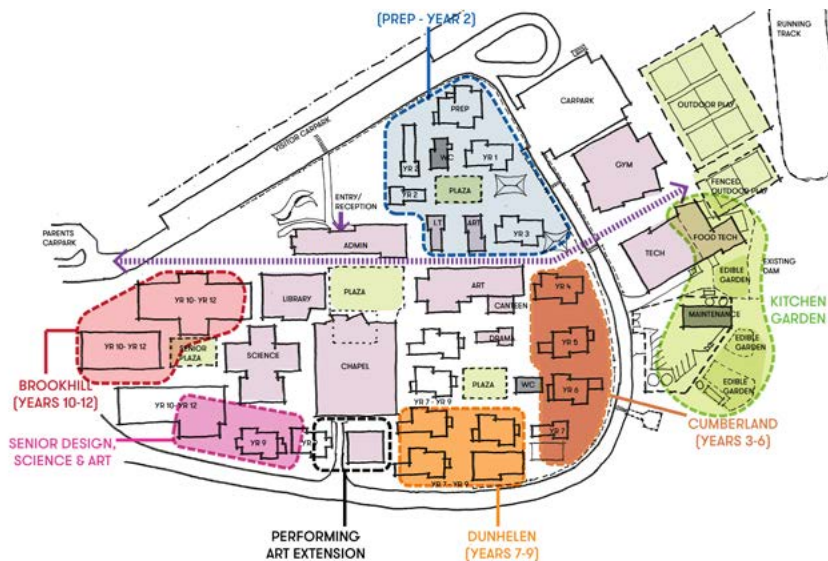
The Cumberland Building is a new learning facility for Primary School Years 3-6 at Aitken College, an independent K-12 co-educational school in the northern suburbs of Melbourne.

As the first major project delivered under the Aitken College masterplan, the facility provides **innovative learning spaces** for a growing student population, supporting **collaborative, independent, and play-based learning** aligned with the College's values and pedagogical vision.

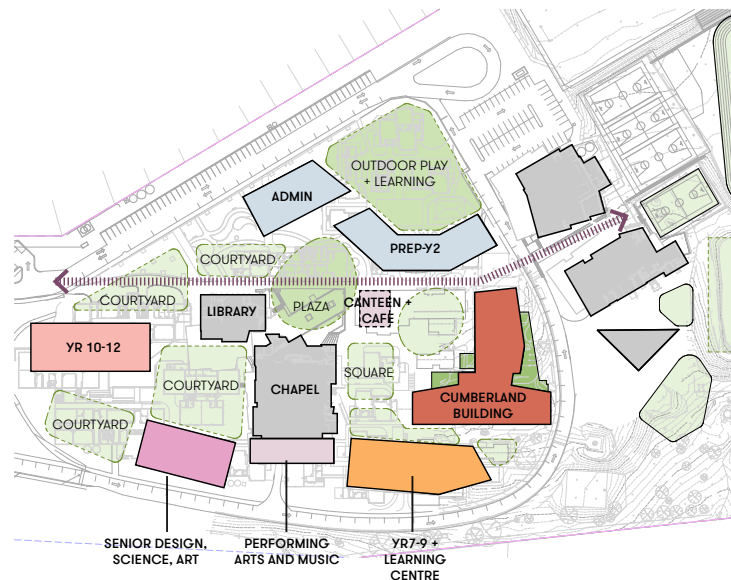
The masterplan sets out to define clear precincts that reflect the College's pastoral care model—Fairview, Cumberland, Dunhelen and Brookhill—while consolidating built form to create meaningful, connected open spaces that enhance outdoor play and learning opportunities.



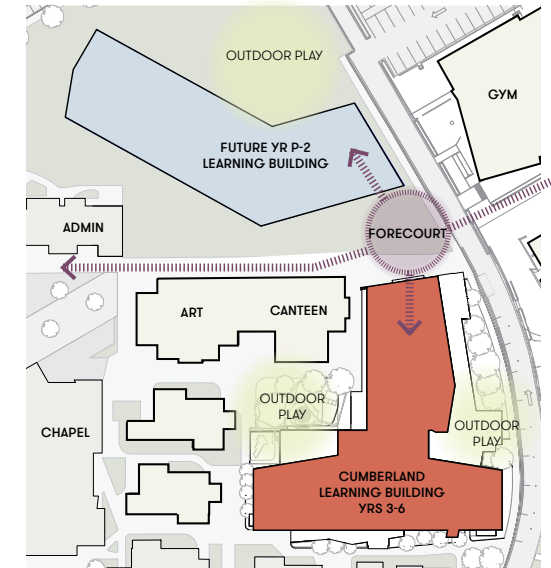
#### CONNECTING PRECINCTS WITHIN SCHOOL COMMUNITY



#### 20 YEAR MASTERPLAN



#### CUMBERLAND BUILDING



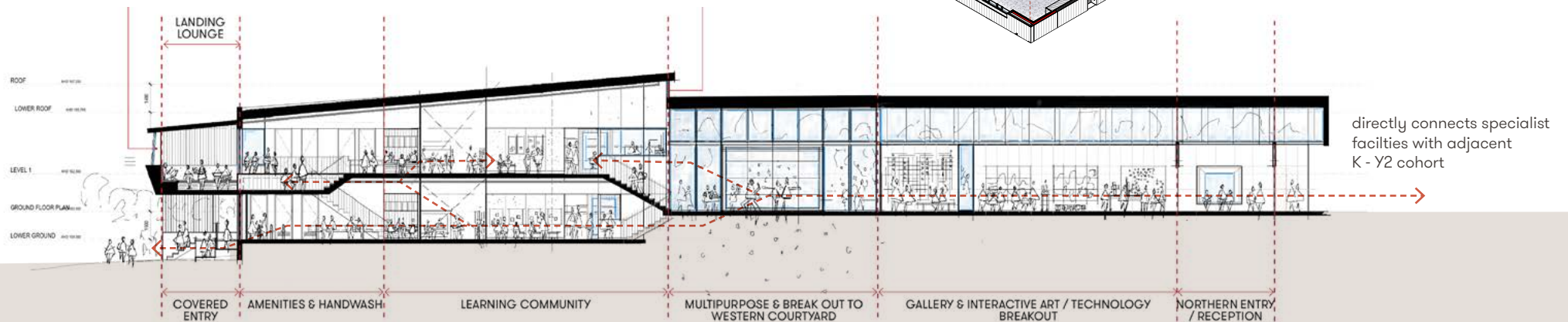
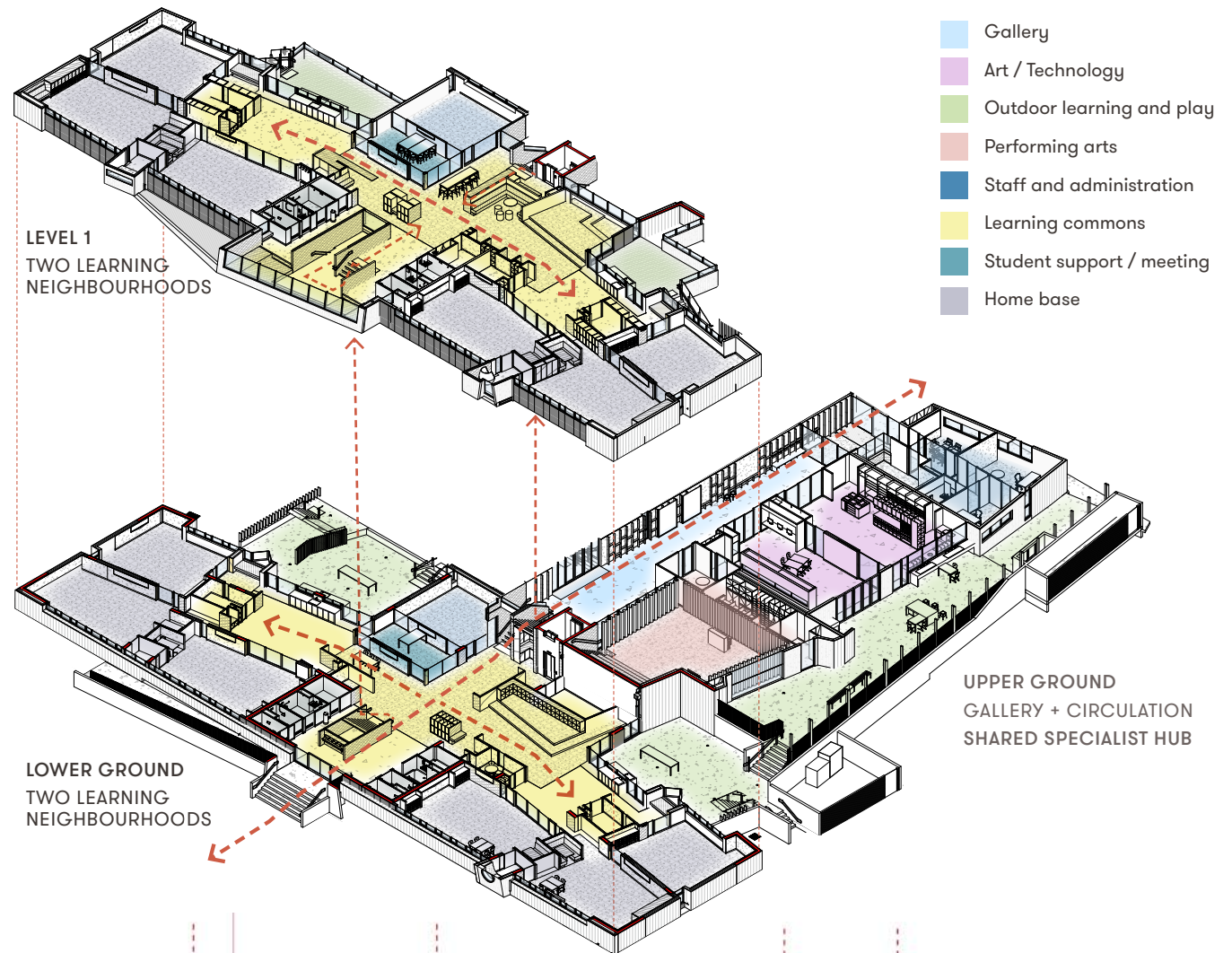
Context: How the facility fits within the larger context of the community.

## The Cumberland Building: A new learning and specialist hub for primary students.

The facility accommodates four learning neighbourhoods for 360 students, along with a new Primary School Administration and shared specialist spaces for Art, Technology, and Performing Arts, that accommodates up to 120 students.

Responding to the site's natural slope and the masterplan's precinct adjacencies, the building is organised into two key zones:

- single-storey **Administration and Specialist Learning** area to the north, connecting with the Future Fairview building (Prep/Kindergarten–Year 2) cohort and providing shared, dedicated **specialist facilities** for the Primary School
- two-storey **General Learning** wing to the south, housing two learning neighbourhoods per level. Each neighbourhood supports 90 students and includes a shared **Learning Commons** to foster collaboration and flexibility.



## Fostering a learning culture of collaboration, belonging and cross-disciplinary thinking.

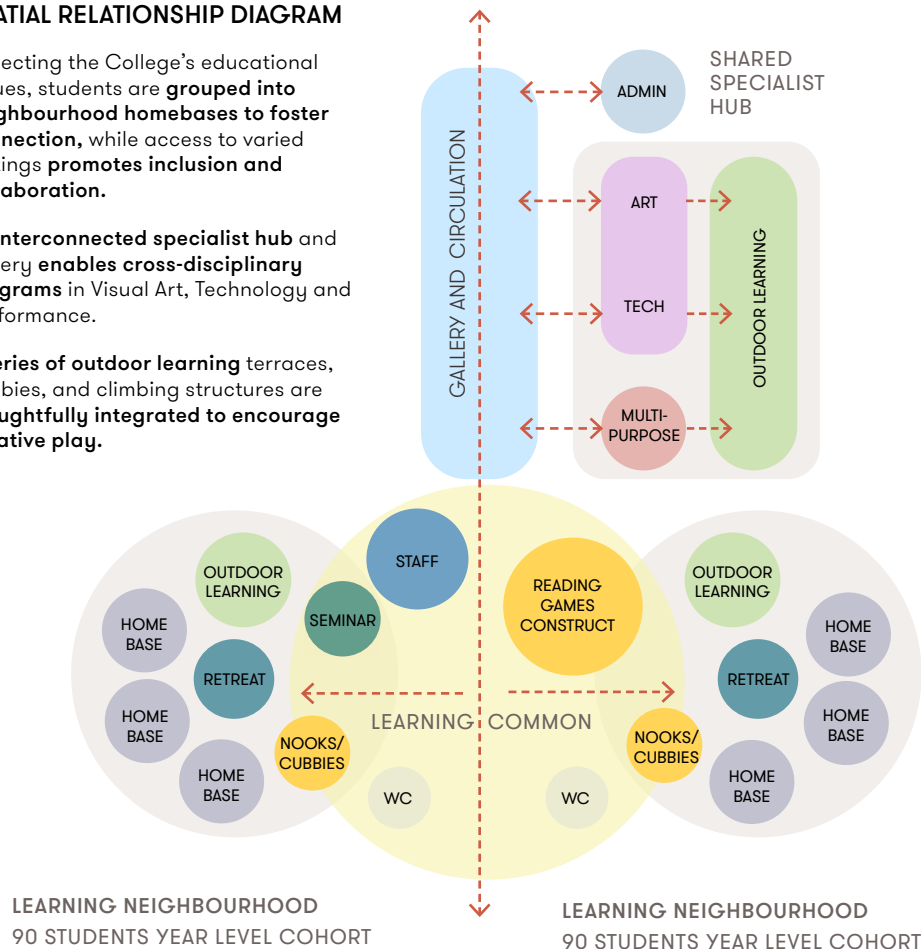
The facility's design innovatively supports the College's evolving curriculum and pedagogical vision through a purposeful arrangement of diverse learning settings that foster collaboration, belonging, and cross-disciplinary learning practice.

### SPATIAL RELATIONSHIP DIAGRAM

Reflecting the College's educational values, students are **grouped into neighbourhood homebases to foster connection**, while access to varied settings **promotes inclusion and collaboration**.

An **interconnected specialist hub and gallery enables cross-disciplinary programs** in Visual Art, Technology and Performance.

A **series of outdoor learning terraces, cubbies, and climbing structures are thoughtfully integrated to encourage creative play**.



### GROUND FLOOR PLAN

- |                              |                     |
|------------------------------|---------------------|
| 1. Home base                 | 11. Technology      |
| 2. Retreat                   | 12. Art             |
| 3. Booth                     | 13. Administration  |
| 4. Cubby                     | 14. Meeting         |
| 5. Learning commons          | 15. Reception       |
| 6. Outdoor learning          | 16. Store/resources |
| 7. Staff workspaces          | 17. Services        |
| 8. Group seminar             | 18. Store/resources |
| 9. Reading, games, construct | 19. Gallery         |
| 10. Multipurpose performance |                     |



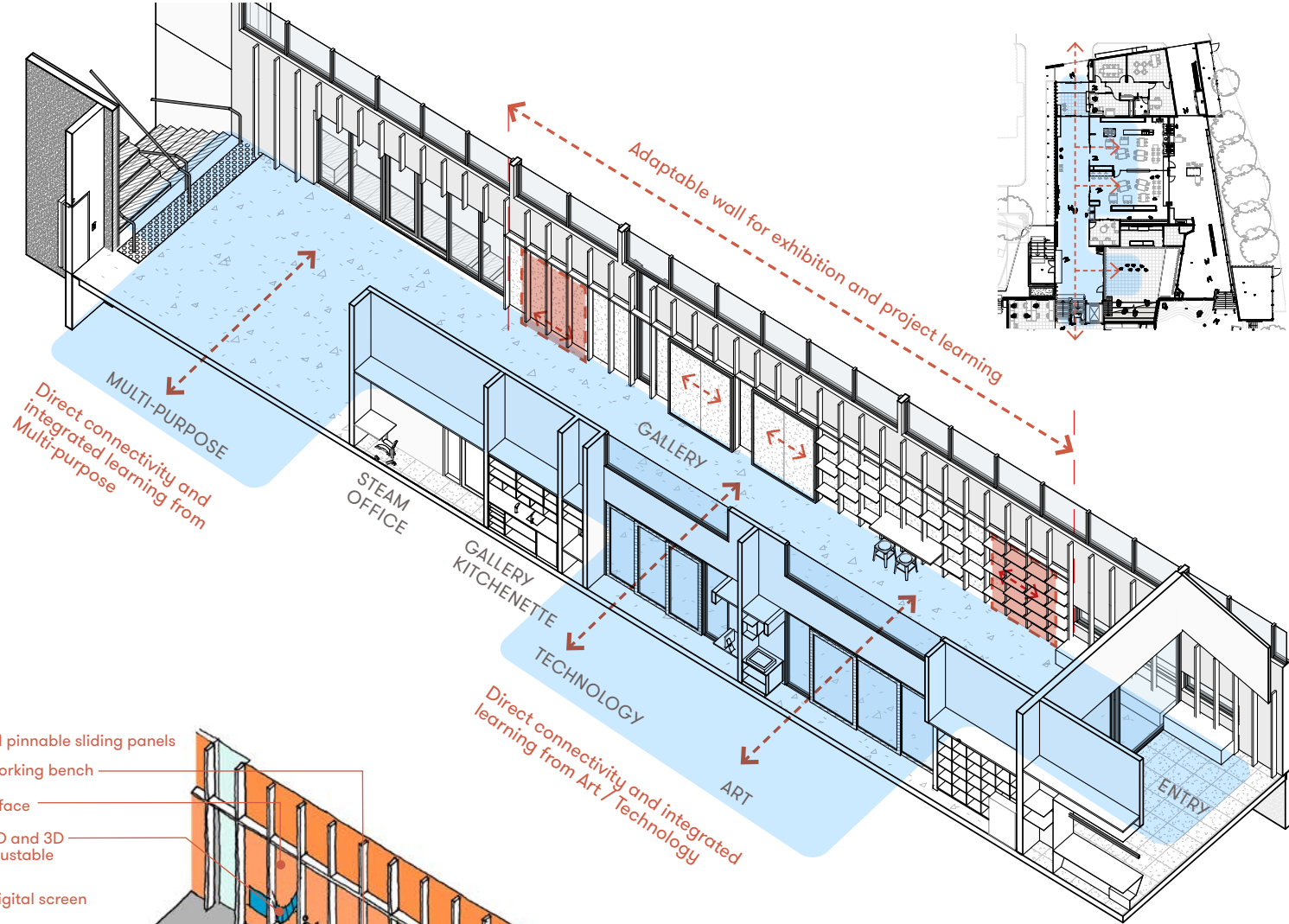
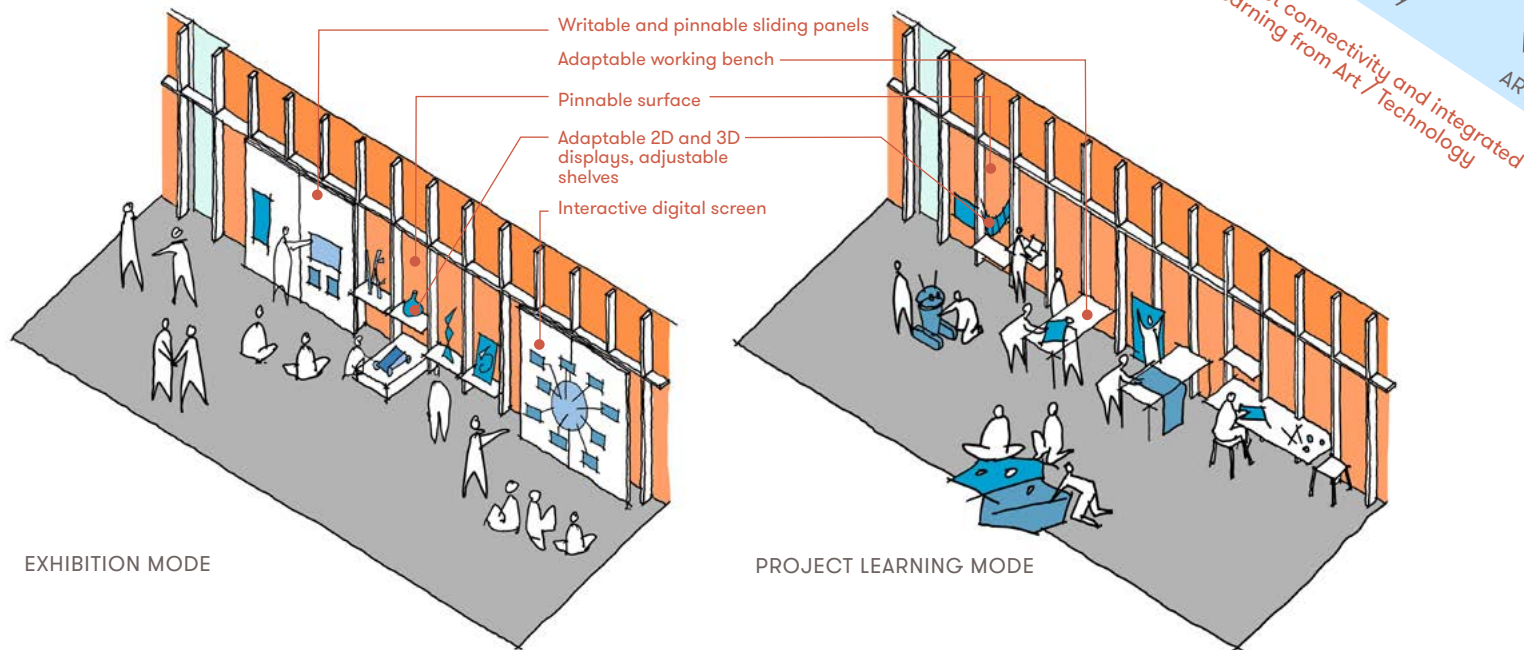
## EDUCATIONAL AND PHYSICAL ENVIRONMENT

### A Gallery of possibility, designed for evolving ways of learning.

The Gallery functions as a **flexible breakout and exhibition space** for Visual Art, Technology, and Performance.

It is **designed for versatility**, featuring a large adaptable display wall with sliding writable panels, an interactive digital screen, and modular display elements including shelves, folding tables, and niches. It functions as a dynamic breakout zone—**supporting creative projects, exhibitions, and presentations** that extend learning beyond the adjacent specialist areas.

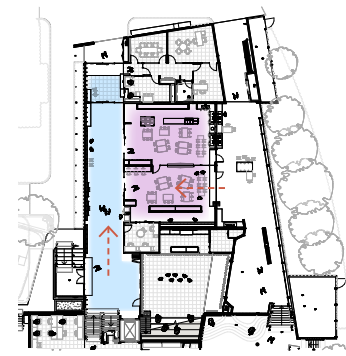
A mix of spatial typologies offers both purpose-built settings and the **agility to shift between uses**, enabling educators and students to adapt the environment to evolving pedagogical needs with ease.



“I love walking through the gallery as it is inviting, and you can see all of the specialist classes working.”

LEANNE, TEACHER + HEAD OF PRIMARY SCHOOL

## Enhancing cross disciplinary learning opportunities, the Gallery connects to Technology and Art Hub...



Desktop computer stations

High levels of natural light with glare control and visual connection to outdoor areas

Display niches for student work and pinnable surface for exhibition and presentation

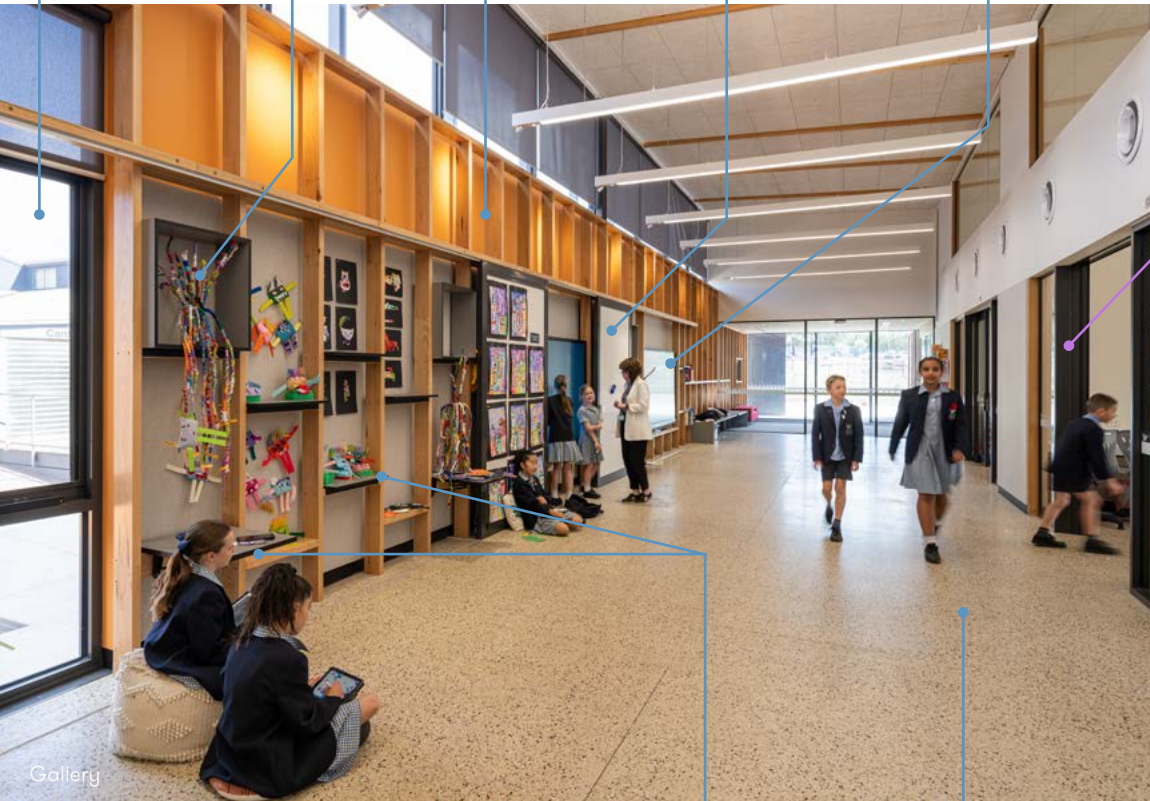
Use of colour and timber frame to provide visual continuity to this adaptive design element

Sliding whiteboard panels for display to adapt to learning task or reconfigure for display

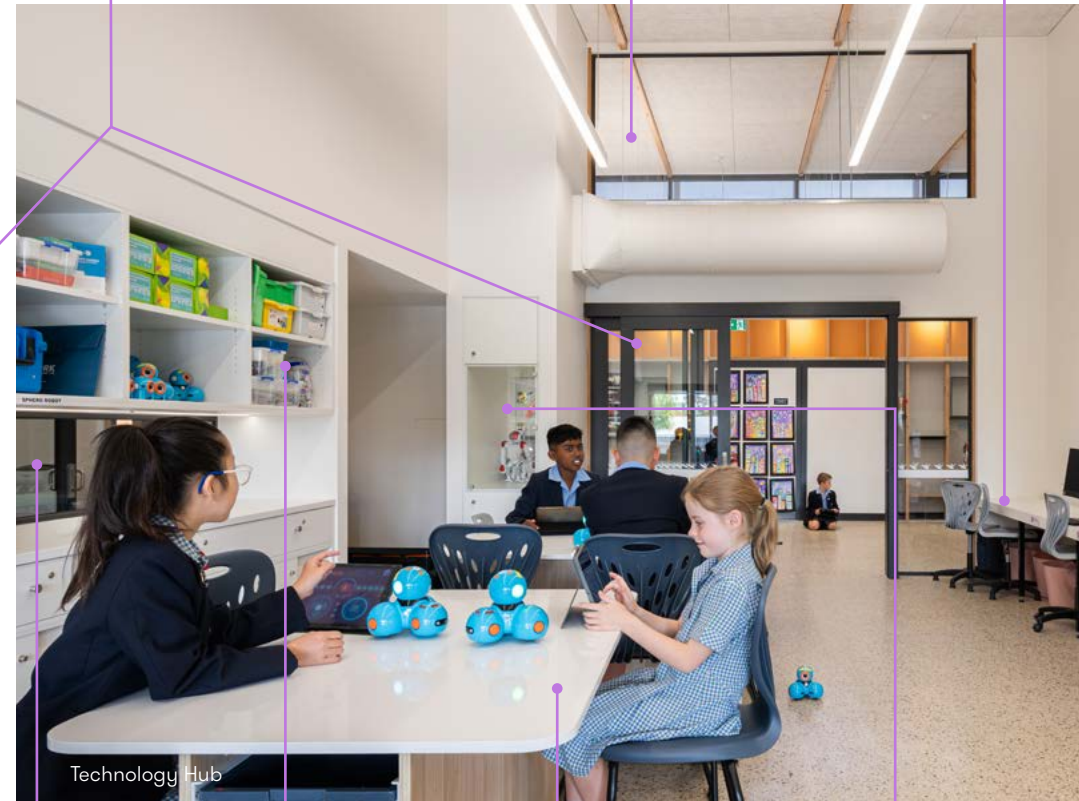
Interactive screen for digital and online learning tasks

Large glazed doors and direct connection between specialist spaces and multi-purpose gallery

High level glazing to maximise borrowed natural light and visual connection with adjacent spaces



Gallery



Technology Hub

“Students enjoy the lunchtime activities held in this space.

JENNIFER, TEACHER

Folding tables for flexibility in learning activity or display and adjustable shelf for display and resources

Open floor area for gathering, project work and display with durable floor finish

Adjacent technology store for resources, consumables, 3D printing equipment

Easy to access resources and equipment to support specialist curriculum

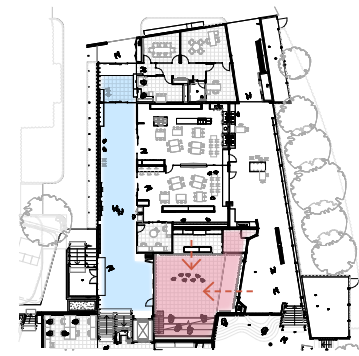
Adaptable furniture to support STEAM based activities with integrated resource storage

2-way display niche for Paris the robot

## EDUCATIONAL AND PHYSICAL ENVIRONMENT

### ...and to the Multi-purpose space, promoting diversity in teaching and learning styles.

The cluster of specialist spaces and gallery breakout area is designed to adapt to different educational programs from project-based learning to exhibitions, performances, and events.



Internal glazing to visually connect adjacent spaces

High level glazing maximises borrowed natural light and visual connection with adjacent spaces



Multi-purpose space connecting to Learning Commons



Multi-purpose space

“Flexible space able to be used for classes and meetings in a variety of ways.

ANNE, TEACHER

Flat floor and tiered seating areas provide functional flexibility for gathering, presentation and performance

Glazed operable wall extends the space into the adjacent gallery for larger scale events and activities

Theatre curtains close off adjacent spaces for performance mode

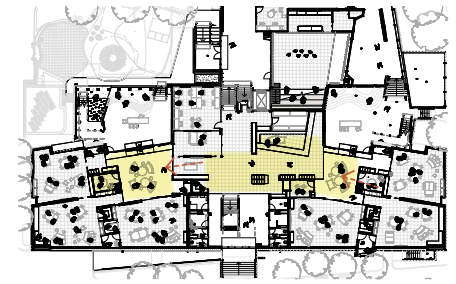
Response: Supporting variety of learning and teaching styles.

## Neighbourhood Homebase and Learning Common that fosters a sense of connection.

Home bases are clustered around a shared learning common and dedicated outdoor learning area where both fixed and loose furniture settings support different modes of direct instruction, group collaboration, individual learning, and reflection.

“Students love the privilege of being able to work more independently in the shared open spaces.”

BRIGITTE, TEACHER



Indoor-outdoor project space with integrated wet bench.

Retreat space for focused, small group activities and meetings

Dispersed student lockers integrated into the shared learning areas

Mobile digital screens for flexibility in learning activity

Staff areas with visual connection to central learning commons for passive surveillance



Writeable wall surface for explicit instruction, presentation and collaboration

Fixed open storage for easy access to learning resources

Connections to home base learning areas beyond

Built in nooks provide a diverse range of small scale retreat spaces for students



Internal glazing to visually connect adjacent homebase learning area

Flexible furniture settings that support a range of learning activities and group sizes

Reading and games zone with raised platform to give definition to the area

Fixed open storage for easy access to learning resources

## Empowering learners through social wellness and inclusion.

Aitken College expressed a strong vision to embed **social wellbeing** and **agency** into the learning environment, ensuring all students feel seen, supported, and empowered to thrive.

The facility fosters inclusion and wellbeing by creating physical spaces that actively respond to diverse **individual learner's** interests and needs, in turn cultivating a sense of ownership amongst the students.

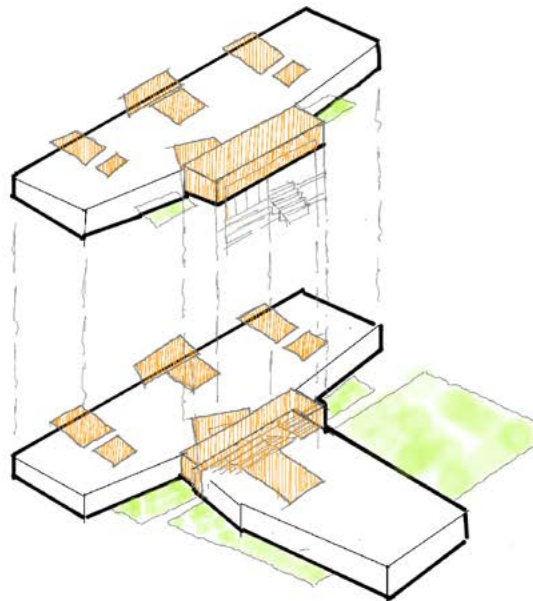
Offering a **range of settings**, active and passive zones of differing scales which enable students, under their teacher's guidance, to choose a space that best supports their learning activity and physical or emotional needs at any given time.

Diversity, equity, and inclusion are embedded throughout the facility design:

- neurodiversity is supported through thoughtful spatial planning, acoustic treatment, and a calming colour palette.
- gender diversity is acknowledged through the provision of all-gender accessible toilet facilities.
- accessibility is prioritised with equitable access to all learning settings for students of all abilities.
- cultural inclusivity is reflected in spaces that respect and support the diverse needs of both staff and students.

“Use of natural lighting, quiet zones, and calm environments greatly benefit neurodivergent individuals.

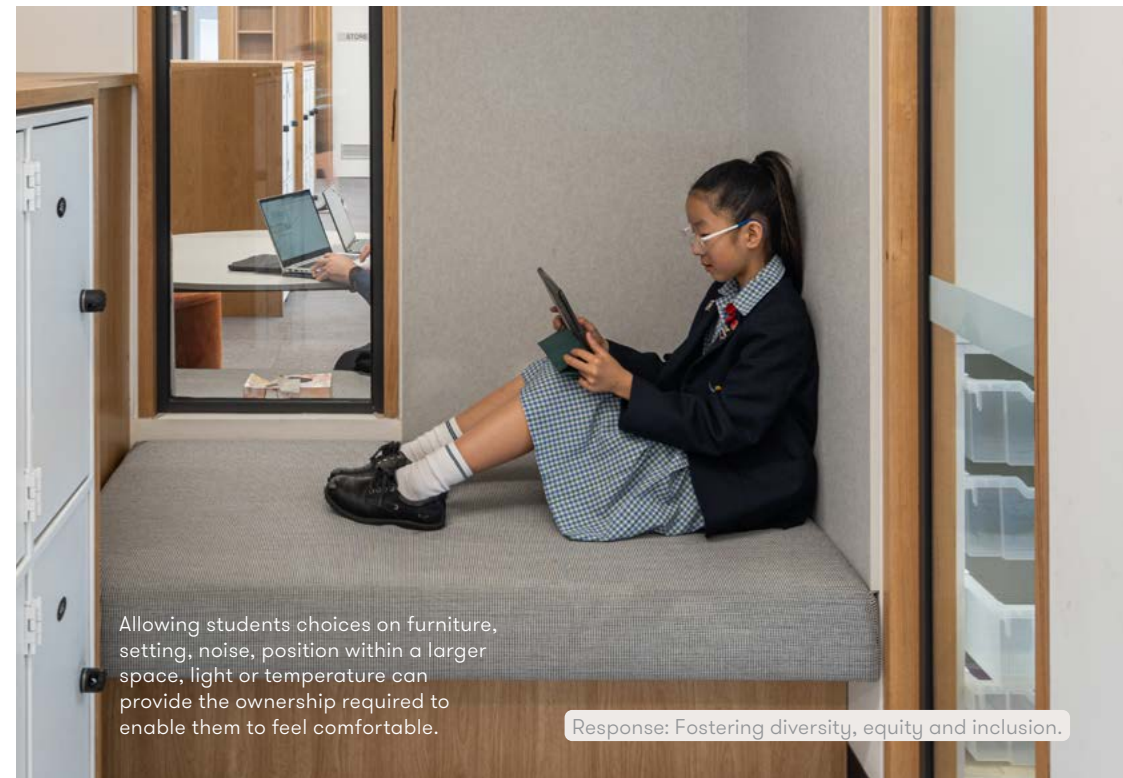
NICOLE, TEACHER



TIMBER SHARED SPACES



Warm timber and neutral tones instill a sense of calm, built-in storage and curated displays create uncluttered, personalized, and learner-owned spaces.



Allowing students choices on furniture, setting, noise, position within a larger space, light or temperature can provide the ownership required to enable them to feel comfortable.

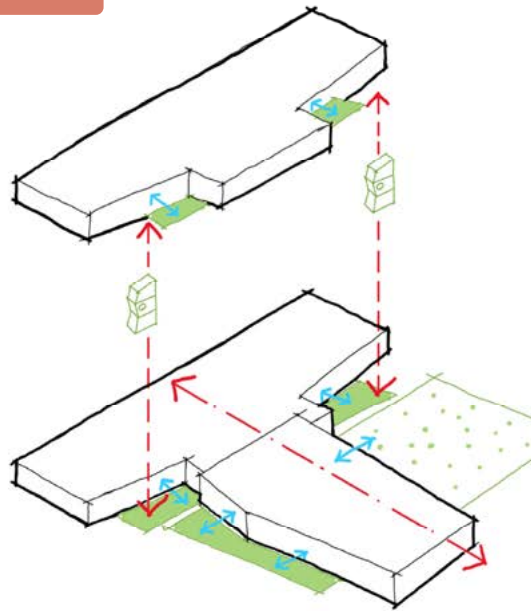
Response: Fostering diversity, equity and inclusion.

## EDUCATIONAL AND PHYSICAL ENVIRONMENT

### Holistic learning through integrated play.

A defining innovation of the project is the seamless **integration of creative play into the learning environment**—blurring the line between learning and play to support children's holistic development. Window seats, cubbies, climbable stairs, and a suspended rope platform between levels **invite movement, imagination, and social interaction.**

Learning neighbourhoods and specialist spaces open directly onto generous **covered outdoor learning areas**, where these playful elements are embedded—reinforcing the **connection between physical, social, and cognitive growth.**



OUTDOOR PLAY AND LEARNING



A suspended rope platform between levels invites movement, imagination, and social interaction.



Generous roof overhangs allow for protected outdoor learning and play, with soft-fall embankments, creating dynamic terrain for gathering and exploration.

Response: Innovative aspects of the physical environment that motivate and inspire.

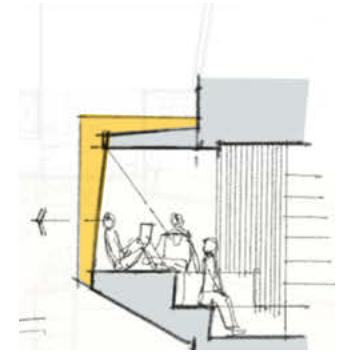
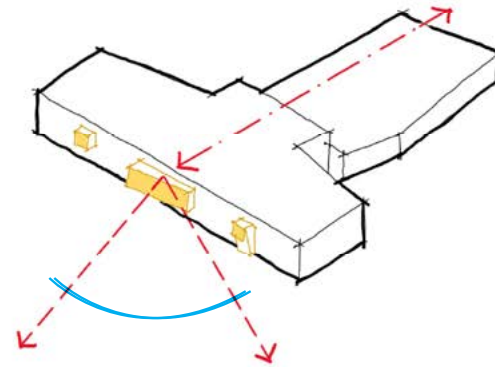
## EDUCATIONAL AND PHYSICAL ENVIRONMENT



The Social Lookout is a unifying space that motivates and inspires, by linking students to one another and the outside world beyond the classroom.

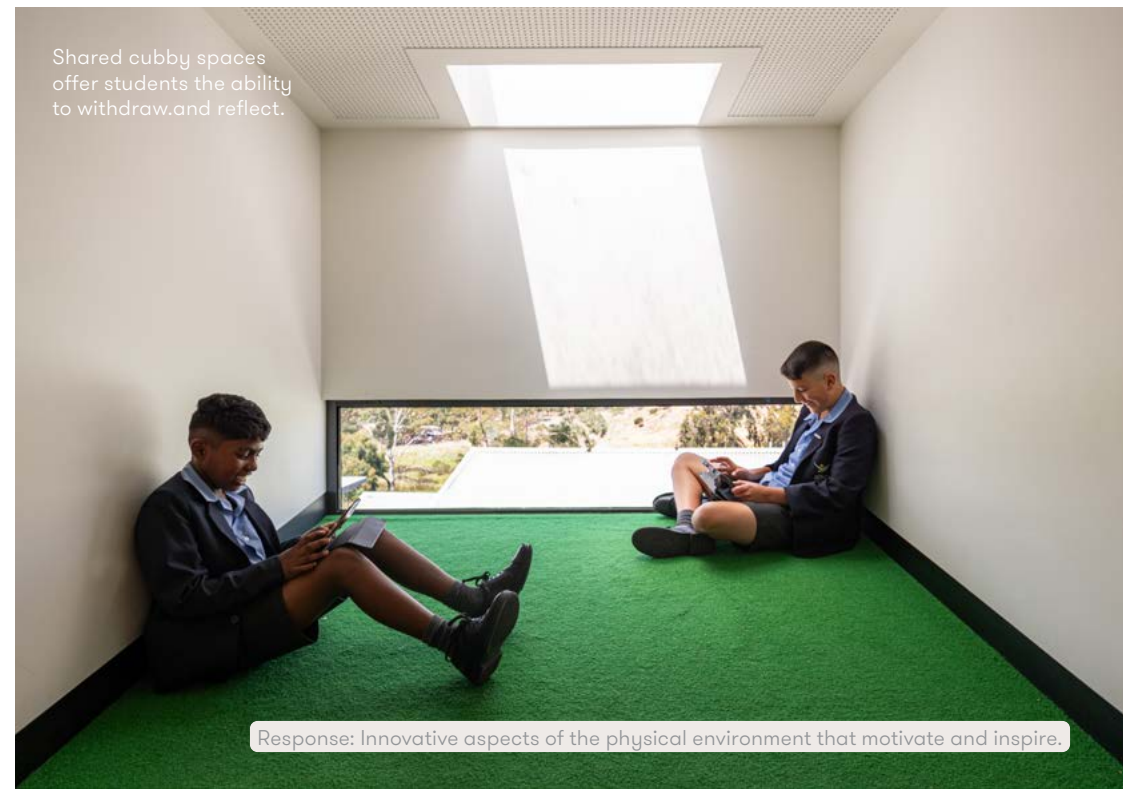
## Cultivating a learning of connection, and curiosity.

Vibrant social and shared spaces play a vital role in **motivating and inspiring learners**. The Gallery, Social Lookout, and reflective cubbies celebrate achievement, encourage connection, and spark curiosity, reinforcing that **meaningful learning happens beyond the classroom**. Lookout and cubbies are given **playful expression** in the building design.



The Gallery celebrates student achievements, inspiring excellence and fostering a sense of pride and

Shared cubby spaces offer students the ability to withdraw and reflect.



Response: Innovative aspects of the physical environment that motivate and inspire.

### Building as the “Third Teacher”.

Promoting environmental stewardship is a core value of Aitken College, with the facility designed to showcase sustainable initiatives and **embody the philosophy of the built environment as an active educator.**

Supporting student learning and wellbeing through a combination of passive and active sustainable features, the **building becomes a dynamic learning tool for students.**



#### Energy Efficient

Integrates renewable energy systems to improve building efficiency.



#### Stewardship

Promotes environmental stewardship as a dynamic learning tool for students.



#### Wellness

Supports wellbeing with acoustic, ventilation, and glazing solutions that ensure optimised comfort and noise control.



#### Responsible

Commits to locally sourced materials, FSC / PEFC certified timber products and Local Jobs First initiative.

**Passive strategies** to enhance comfort, wellbeing and reduce energy demand include:

- optimal building orientation
- cross ventilation to learning spaces
- maximising natural light to learning spaces
- generous roof over for weather protection to outdoor learning areas
- integrated acoustic treatments to absorb and mitigate noise transfer

**Active systems** to elevate energy efficiency include:

- roof top solar panels for energy generation
- heat recovery incorporated into the air-conditioning system to minimise energy use
- a building management system (BMS) and display that monitors energy systems operations, a real-time learning tool for students

Linked to a digital display in the gallery, the BMS transforms the building's performance data into a real-time learning tool, deepening students' understanding of sustainability in action.



# Results

“Students have formed friendship with students of their own grade but in the other classrooms, which is great as they are not just dependent on making friends from within their own cohort.”

JENNIFER, TEACHER



## A realised vision of Aitken College's educational ambitions.

Informed by Aitken College's strong vision for a shift away from traditional practices toward **contemporary**, **cross-disciplinary**, and **inclusive learning**, the guiding principles established at project inception are adopted in considered and innovative ways to realise the College's educational objectives.

The Cumberland building delivers a **playful** and **purposeful** environment that successfully reflects Aitken College's aspiration to foster diverse pedagogical approaches, collaborative learning, and student-centred development.

“Students enjoy the opportunity to create small groups to work collaboratively in a secluded but supported environment.”

ANNE, TEACHER



### Impactful

Complementing the masterplan vision, the facility delivers an impactful response to the College's educational goals—embracing innovation, and setting a benchmark for future learning facilities.



### Cross-disciplinary

The Specialist Hub brings together Art, Technology, and Performance in a truly cross-disciplinary manner that supports the College's evolving curriculum and effectively serves the entire Primary School.



### Inclusive + Empowering

A diverse mix of learning spaces, thoughtfully designed for accessibility, calm, and comfort, fosters an inclusive and empowering environment for all learners.



### Adaptable + Tech-enabled

The adaptable Gallery supports student learning, exhibitions, and events—enabling student collaboration and creation. Integrated technology advances the College's educational goals.



### Playful

Playful and innovative, opportunities for creative play that support holistic development are weaved through the facility. These include window seats, cubbies, integrated climbing surfaces, and a suspended rope platform.



### Sustainable

The facility is responsibly designed to incorporate ESD principles, with systems that visibly display data, turning sustainability into a dynamic learning tool for students.

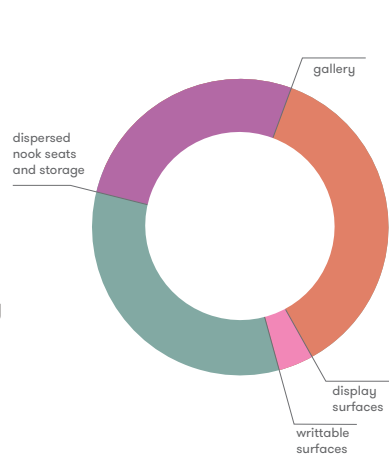
## RESULTS

### Post Occupancy Evaluation process and results.

Since occupation of the facility in February 2023, staff have been involved in a formal **Post Occupancy Evaluation**.

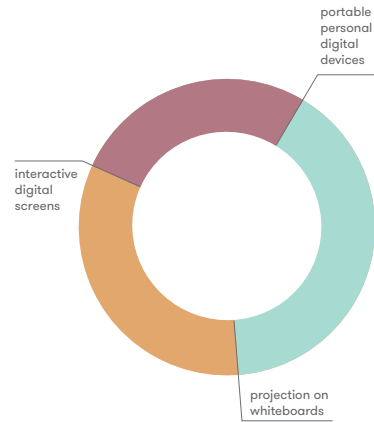
March 2025 marks two years of operation and the receipt of initial feedback through completion of a detailed survey by staff occupying the Cumberland Building.

Further analysis through recorded observation and student **feedback** is ongoing, however current insights are beginning to **inform future stages** of the masterplan.



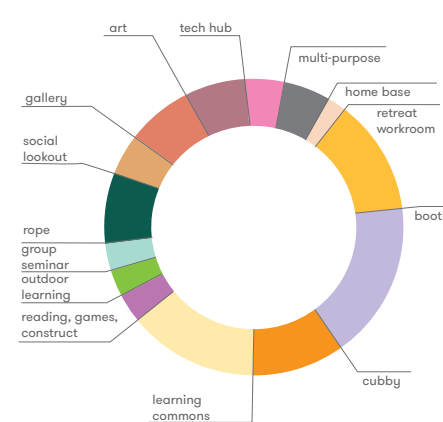
#### Which low-tech resources do you find most successful?

The Gallery's mix of seating, writeable surfaces, storage and display has proven most successful.



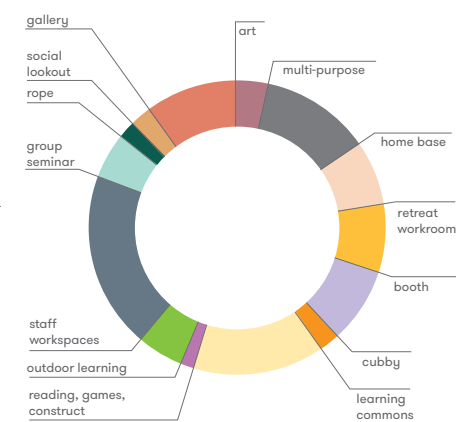
#### Which high-tech resources do you find most successful?

Projection onto whiteboards rates as the most valuable high-tech resource above personal devices.



#### Which space is most popular with students?

Cubbies, booths, and retreat spaces rank highest with the Learning Commons also rated highly.



#### Which space do staff enjoy the most?

Staff workspace ranks as most enjoyed overall, with the Learning Common and Multipurpose Performance as most enjoyed teaching settings.



Achieving educational goals and objectives.

## RESULTS

### More than a place for learning, the facility enriches in unexpected ways.

The Cumberland Building successfully **achieves school district and community goals** by:

- Providing increased capacity within the Primary School to cater for projected enrolment growth
- Embracing diversity, equity, and inclusion for both students and staff, while acknowledging wider community's varied backgrounds.
- Delivering a dedicated Specialist Hub that enables cross-disciplinary learning, purposefully designed to serve all Primary School students
- Elevating the quality of campus facilities and open space provisions
- Engaging staff, students, and parents in progressive, contemporary learning practices that are distinct to the College and a departure from traditional models.

Beyond its core teaching and learning objectives, the diverse and purposeful spaces within the Cumberland Building have enabled the school to **explore new programs** and **deepen engagement across the entire community**. These include:

- Student socialisation through Lunchtime Clubs
- Guest speaker and themed events
- Staff professional development workshops
- Community events such as alumni reunions

These unintended achievements are already reshaping the aspirations of future facilities on the campus.

“The building includes adaptable areas that can be easily reconfigured for different activities.

MARIELLE, TEACHER



Themed events in the Performance Hub



Teachers workshop in the Multi-purpose space.



Community and staff event



Reading, games and construction zone in Learning Commons



Outdoor play area

Achieving school district and community goals. Unintended results and achievements.

## RESULTS

### Healthy minds, healthy bodies, healthy buildings.

The Cumberland building successfully achieves its sustainability goals through a combination of passive strategies that enhance comfort and wellbeing, and active systems that improve energy efficiency and lower operational costs.

Importantly, sustainability -identified as a guiding principle of the project - is elevated beyond a building performance outcome to become a **dynamic learning tool**, promoting environmental stewardship among students through visible, interactive systems.

Social and physical wellness is supported through the purposeful **integration of creative play** into the learning environment. Features such as cubbies, climbing surfaces, and suspended rope platforms offer varied social settings and physical experiences that nurture children's holistic development.

### Paving the way for lasting impact.

**Value for money** and **responsible investment** were central to the College's approach to funding this project. With the addition of **government support** came a **heightened level of accountability**.

Notwithstanding this oversight, **the facility does not compromise on innovation**, it redefines expectations of what a contemporary and inclusive learning space can be.

Informed by a thorough post-occupancy evaluation, the building will now serve as a **blueprint for future campus facilities**, strengthening staff teaching practices and delivering lasting value and impact for the entire school community.

“Ease of movement between indoor and outdoor spaces supports spontaneous play and creative flow.”

JANE, TEACHER

**95% of staff rate the educator experience as better than previous teaching spaces on campus**

All finishes were sourced from **Australian** manufacturers and suppliers, with **98% of external finishes manufactured locally** and **80% of internal finishes manufactured locally**. All of the construction **labours employed** on the project **were sourced locally**.

**100% of staff agree that inclusive learning settings are equally as important** to the school life of neurodiverse and neurotypical students.