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A4LE Dossier
James D MacConnell Award 2026
MGS Architects
Xavier College Kostka Building

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Executive Summary

The project's goals and outcomes can be understood as a holistic effort to create a purpose-built educational environment that responds to pedagogy, student wellbeing and future flexibility, while embedding cultural, social and environmental values into the design.

Overall Goals

At its core, the project aimed to deliver a dedicated, future-focused learning facility for Years 7 and 8 students transitioning into secondary education. This involved:

- Aligning the building's design with the College's specific pedagogical approach, ensuring it supports a wide range of teaching and learning styles.
- Creating a student-centred environment that fosters wellbeing, belonging, curiosity and creativity.
- Designing spaces that reflect the College's Jesuit philosophy, valuing diverse disciplines equally and encouraging reflection, connection and holistic development.
- Embedding inclusivity and accessibility, ensuring all students can engage meaningfully with the environment and each other.
- Incorporating cultural recognition, particularly honouring the Wurundjeri people and celebrating Aboriginal and Torres Strait Islander cultures.
- Ensuring long-term adaptability and sustainability, both environmentally and functionally.

Key Outcomes

The project delivers on these goals through several integrated outcomes:

- Pedagogically aligned learning environments –
The building provides a mix of formal classrooms, informal learning areas, breakout spaces and specialist facilities. These enable varied teaching methods and support different group sizes and learning preferences.
- Neighbourhood-based spatial model –
Learning is organised into smaller 'neighbourhoods', promoting social cohesion, stronger relationships and a sense of belonging, while still enabling interaction across year levels.
- Strong focus on wellbeing –
The design incorporates natural light, views, calming materials and salutogenic design principles to enhance mental and physical wellbeing.
- Flexibility and adaptability –
Spaces are multi-functional, with movable furniture and classrooms that can combine, as well as a structural system that allows future reconfiguration as educational needs evolve.
- Integration of indoor and outdoor learning –
Landscaped areas, rooftop spaces, courtyards and 'learning lawns' extend education beyond the classroom and connect students with nature.
- Innovative 'building as teacher' concept –
Exposed structural and service elements, along with real-time building performance data, turn the building itself into a learning tool for students.

- Inclusive and accessible design –
Features such as all-gender bathrooms, hearing augmentation, and campus-wide accessibility strategies ensure equitable use for all students.
- Sustainability and performance –
The use of mass timber, high-performance building systems and energy-efficient design reduces environmental impact while improving occupant comfort.
- Community and cultural connection –
The design reflects both the College’s identity and broader cultural narratives, strengthening connections between students, staff and place.

In summary, the project successfully transforms educational intent into a physical environment — delivering a flexible, inclusive and wellbeing-focused learning space that not only accommodates current needs but also anticipates future educational practices while fostering a strong sense of community and connection.

1. Scope of Work and Budget

The project scope for the Kostka Building involved the planning, design and development of a new educational facility to accommodate approximately 500 Year 7 and 8 students. The scope included establishing a functional brief, determining the building location and defining the design envelope through a masterplanning process, followed by a design competition and subsequent architectural development.

The project incorporated extensive stakeholder engagement with students, staff, leadership and consultants through surveys, workshops and meetings, alongside close collaboration with the educational planners, NLE, to ensure alignment with the College’s pedagogical goals. Of importance also was the integration of Indigenous cultural recognition.

The building was conceived as a multi-storey learning environment comprising classrooms, breakout spaces, specialist learning areas and key facilities such as a chapel, resource centre and staff areas. It was to offer both indoor and outdoor learning spaces such as a courtyard, rooftop deck and learning lawn, with an emphasis on flexibility, inclusivity and technology-enabled spaces.

Sustainability was a core consideration with features such as a mass timber structure, energy-efficient systems and an integrated Building Management System (BMS). Key priorities of the project were students’ wellbeing, accessibility and innovative educational design principles. Overall, the scope encompassed the end-to-end architectural planning and design of a contemporary, adaptable and sustainable middle school facility.

Xavier College has requested that the budget remains confidential.

2. School & Community Research and Engagement

a. Context

- *Describe the Community.*
- *Identify stakeholders.*
- *Describe challenges.*
- *Describe available assets.*

b. Process

- *Describe the visioning process for the project.*
- *Describe value of process and project to community at large.*
- *Describe how the engagement fostered diversity, equity, and inclusion.*

c. Exhibits

- *Include relevant portions of Visioning documents throughout the dossier.*
- *Process graphics and relevant diagrams are welcome.*

a. Context

Community

Kostka Building serves the Xavier College middle school community, particularly the Year 7 and 8 students, assisting in their transition into secondary education. This community encompasses students, teachers, leadership staff and the broader school network, all operating within a Jesuit educational framework that emphasises holistic development, wellbeing and inclusivity. This project is also seen to strengthen connections with the wider school environment, including senior students, enabling opportunities for mentorship and instilling a stronger sense of belonging.

Stakeholders

Key stakeholders included students as the primary users of the facility, together with teachers and educational staff, the College Executive and Principal, as well as the wider school community, which include the Aboriginal and Torres Strait Islander peoples in the community, and the Wurundjeri people as the Traditional Custodians of the land in the design, whose consultation and engagement were facilitated through Indigenous consultant Tarina Fanning.

Challenges

Several challenges were present, including supporting students transitioning into secondary education with diverse academic, social, and wellbeing needs, and aligning the spatial design with evolving pedagogical practices. It also required looking beyond traditional ideas of classroom environments while integrating the new building within a steep site and an established campus context. Other challenges included ensuring inclusivity, accessibility and cultural recognition were addressed in meaningful ways, as well as meeting environmental performance goals.

Available Assets

The project benefited from a number of assets and resources, including an established masterplan that broadly defined the functional brief and overall building scope. Close collaboration between the architects, educational planners and the College supported the design development process, while insights from the Learning Environments Analysis Tool (LEAT) survey provided valuable feedback on user experiences within the existing learning spaces. Workshops and stakeholder engagement activities also informed the project together with cultural guidance provided through Indigenous consultation. The established Jesuit educational framework also served as a foundation guiding the project's values, objectives, and intended outcomes.

b. Process

Visioning Process

The visioning process was a highly collaborative and iterative journey that commenced with the masterplan and continued throughout the design development stages. It incorporated a design competition informed by earlier planning investigations, alongside data collection through the LEAT survey to evaluate the performance and user experience of the existing learning spaces. Engagement activities included both online and in-person workshops with students, teachers and leadership staff, as well as one-on-one meetings with the principal. An Educational Space Principles report was developed to guide the project direction, while ongoing design with stakeholders ensured that spatial and pedagogical outcomes were continually refined and aligned. This process ensured that the final design responded not only to the functional requirements, but also to express the College's identity, culture and long-term educational aspirations.

Value to the Community









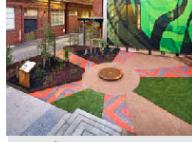

The project delivers significant value to the school community by creating a purpose-built environment tailored to the academic, social and emotional needs of the Years 7 and 8 students. Wellbeing is enhanced through the integration of salutogenic design principles, natural materials and inclusive spaces that promote comfort and connection. Flexible, technology-enabled learning spaces support a variety of teaching methods and learning styles, while shared spaces and opportunities for cross-year interaction strengthen community connections. Sustainability initiatives, including the exposed building structure and service elements and Building Management System (BMS) data, create opportunities for real-time learning and environmental awareness. In this way, the building itself functions as a teaching tool, extending educational experiences beyond the traditional classroom setting.

Diversity, Equity, and Inclusion

The engagement and design process actively promoted diversity, equity and inclusion by incorporating a broad range of voices into the decision-making. Consultation with Indigenous expert Tarina Fanning identified ways to honour the Wurundjeri people as the Traditional Custodians of the land in the design, and to celebrate the contributions and cultures of all Aboriginal and Torres Strait Islander peoples in the school community, who come from across the country. Inclusive design features such as all-gender bathrooms, hearing augmentation systems and accessible circulation are integrated throughout the building. A variety of learning settings are provided to support different abilities, learning preference and group sizes, while spaces were designed to accommodate both collaborative activities and quiet reflection. The project also prioritised equitable access to resources and learning opportunities across all learning neighbourhoods.

Overall, the project demonstrates a comprehensive, community-driven approach that integrates pedagogy, wellbeing, inclusivity and innovation into a cohesive educational environment.

2.2 Vision and emerging ideas
 Emerging principles

<p>1</p>  <p>Facilitating growth and spirituality</p>	<p>2</p>  <p>Develop and support the health and wellbeing of students and staff</p>	<p>3</p>  <p>Inspire contemporary learning within flexible, technology-enabled spaces</p>	<p>4</p>  <p>Ensure the campus is safe, equitable and accessible</p>	<p>5</p>  <p>Strengthen Xavier's identity at gateways and interfaces</p>
<p>6</p>  <p>Nurture heritage spaces and places</p>	<p>7</p>  <p>Engage with and enhance the site's natural features</p>	<p>8</p>  <p>Create a network of diverse open spaces and landscapes</p>	<p>9</p>  <p>Recognise Indigenous and Torres Strait Islander Peoples</p>	<p>10</p>  <p>Prioritise sustainability, resilience and clever use of resources</p>

3.2 Background
 Xavier's Jesuit identity

Xavier College is a Catholic school founded in 1878 by the Society of Jesus (the Jesuits).

Xavier's Jesuit identity is reflected in all aspects of the way in which it educates its students. The Latin word *'magis'*, meaning 'more' or 'to a greater extent', is a core aspect of Xavier's Jesuit educational approach.

A key Jesuit principle encouraged by Xavier is to encourage students to strive for the 'magis', to not only do more, but to do things better and at a greater depth. To support students on their journey, Xavier regard *'Cura Personalis'*, the care of the individual, as fundamental. The school considers the individual needs of every student in care, and strive to support them in every way we can throughout their intellectual, spiritual, moral, physical, social and emotional formation. Acting on the Jesuit ideal of becoming *'...community service is central to the school curriculum.*

- In line with its Jesuit identity, Xavier's values and priorities are to:
- Engage the human in the conviction that God can be found in all things and that Jesus is the model of a fulfilled human life.
 - Nurture discipleship by seeking, questioning and exploring faith, inclusive of inter-religious dialogue, and so developing an intelligent understanding and practice for today's world.
 - Promote personal formation through reflection, stillness and discernment, and the conscious practice of Ignatian spirituality, particularly through the Examen, the traditional Jesuit prayer of self-reflection.
 - Foster liturgical life and prayer, reflecting the Jesuit tradition through encounter with the Spiritual Exercises.
 - Enhance the practice of Ignatian service and its associated programs and immersion experiences, underscoring a faith seeking justice and a desire for action, healing and life-long engagement with Indigenous peoples, refugees and all those in need.

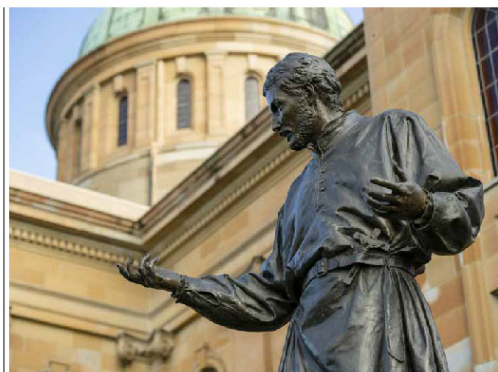
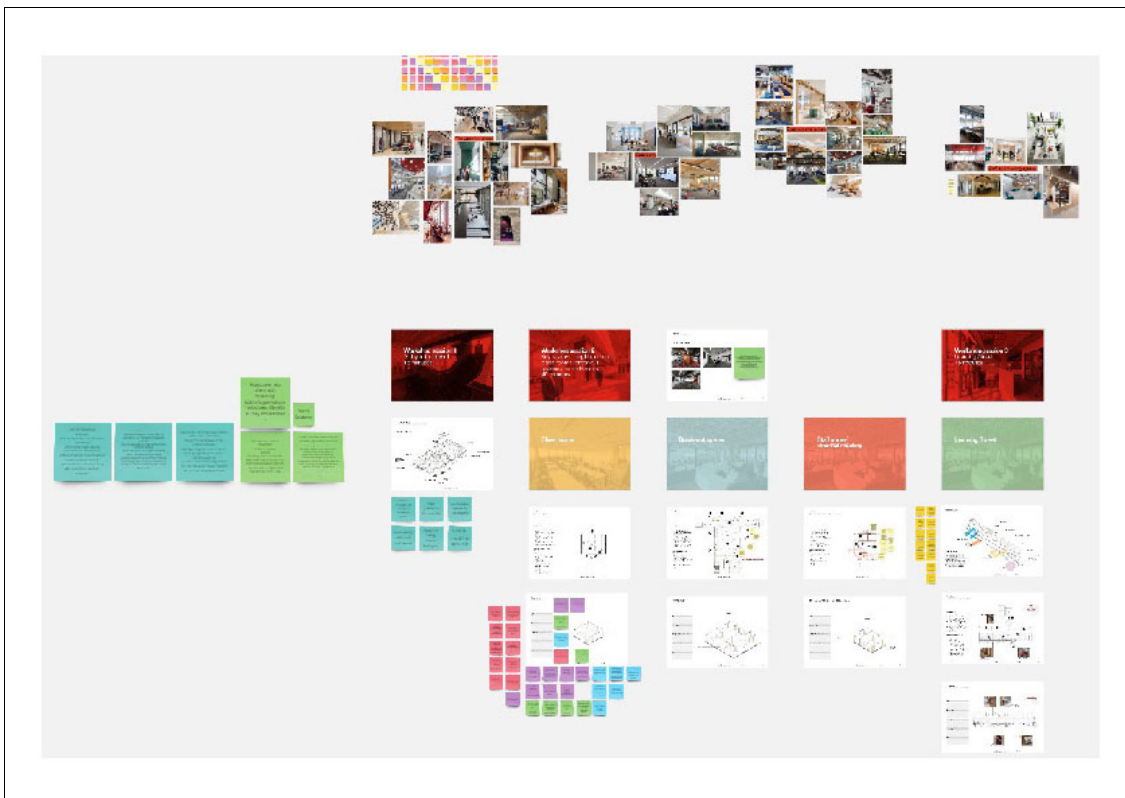


Figure 1.2. Xavier's Jesuit values encourage students to act in faith for justice, and with dignity, humility and respect.

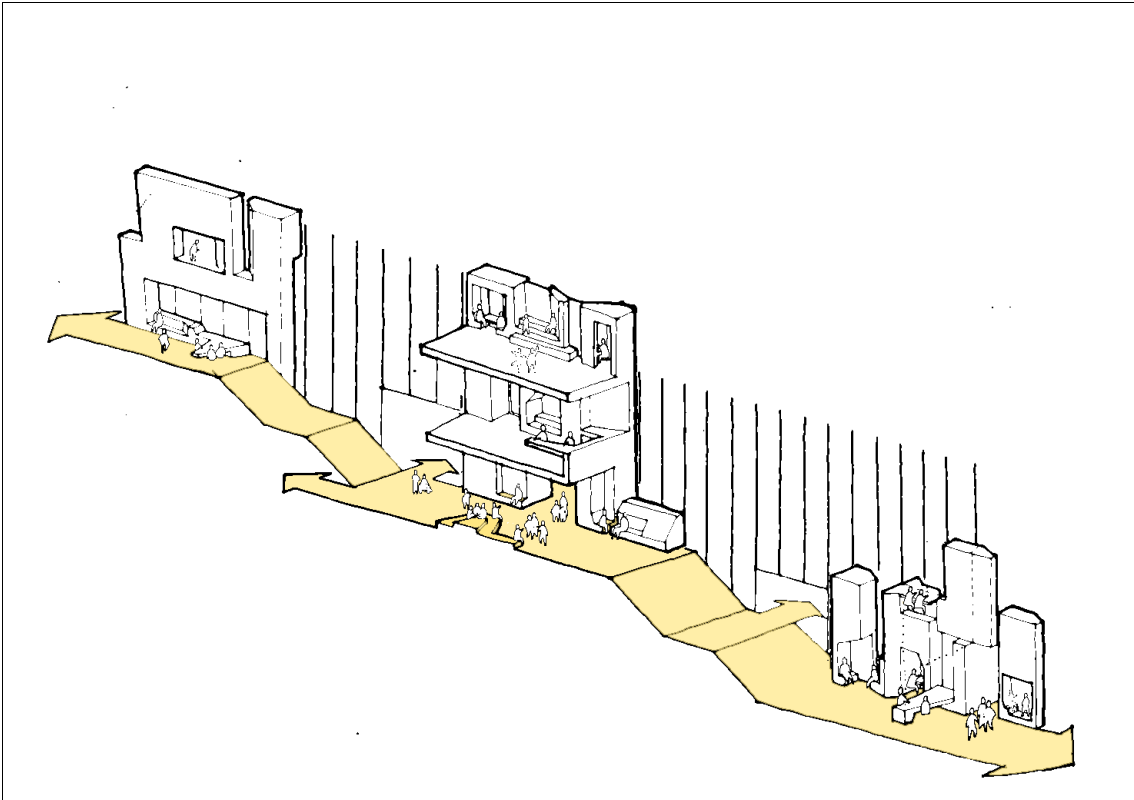
Above are pages extracted from MGS's Master Plan document.



LEFT – Using virtual reality goggles to show staff key spaces in the 3D model for an immersive spatial experience and real-time feedback.
RIGHT – Photographs of stakeholder engagement.



Screenshot of Miro Board documenting insights and processes from stakeholder consultations.



Learning street concept sketch.

3. Physical Environment

a. Context

- *Describe & illustrate the physical attributes of the environment, including building(s) and site.*
- *Describe & illustrate how the facility fits within the larger context of the community.*

b. Response

- *Describe & illustrate how the project inspires and motivates.*
- *Describe innovative aspects of the physical environment.*
- *Describe how the physical environment fosters diversity, equity, and inclusion.*
- *Describe how the physical environment fosters sustainability and wellness.*

c. Exhibits

- *Include site plan, floor plans and images.*

a. Context

Physical Attributes of the Environment

Kostka Building was designed as a multi-storey educational facility carefully integrated into a steeply sloping site. A defining feature of the building was the 'activated learning street' which traverses the topography and connects four distinct learning neighbourhoods. Working with Dunbar's number theory, each neighbourhood comprised five classrooms organised around a shared breakout space, creating clustered learning groups scaled to support social cohesion and interaction.

The architectural expression combines blue-brown brick forms that appear to emerge from the landscape, with extensive high-performance glazing that maximises views and natural daylight. Internally, the building structure was expressed through exposed mass timber elements, including Glulam and Cross Laminated Timber (CLT), complemented by acoustic timber panelling that enhanced both the sensory experience and environmental quality of the spaces.

The building incorporates a diverse range of learning and community spaces including flexible classrooms with operable connections, informal breakout areas and the expansive 'learning stairs' that support collaboration and informal interaction. Specialist classrooms for science, art and technology are included together with shared facilities such as a chapel, resource centre and library. Outdoor learning is a key part of the design and include a protected courtyard, rooftop deck with a sensory garden overlooking the city, and 'learning lawn' above the Resource Centre/Library, expressing the close intertwining of landscape and architecture.

Fit Within the Larger Community

The consolidation of Years 7 and 8 students from separate campuses into the Senior Campus, strengthens continuity and connection within the broader Xavier College community. Its design physically and visually connects to significant campus elements including the historic chapel, sporting ovals and the surrounding urban context.

The vertical arrangement of the learning neighbourhoods encourages interaction between year levels, while the inclusion of senior students within the building foster mentorship opportunities and a sense of progression for the younger learners. In this way, the building functions as both a supportive transitional environment for middle school students and as a connector to the wider college experience.

b. Response

Inspiration and Motivation

The building was conceived as a 'teacher' in itself — an environment designed to actively inspire curiosity, creativity and engagement. Its home-like atmosphere helped reduce the anxiety often associated with

transitioning to secondary education, while a variety of spatial experiences ranging from large collaborative areas to smaller, more intimate settings, encouraged exploration and self-directed learning.

Visual connections across levels, exposed building structure and system elements and access to real-time environmental data through the Building Management System (BMS) transform the building into an interactive learning tool. The presence of senior students within the broader campus environment also provided younger learners with visible role models, fostering aspiration and a stronger sense of connection within the school community.

Innovative Aspects

Innovation is embedded throughout the design of the project. The learning street concept redefines traditional circulation spaces by transforming them into active learning spines that support interaction and informal learning opportunities. Flexible and reconfigurable spaces enable the building to respond to evolving pedagogical approaches, while the integration of salutogenic design principles promote wellbeing through the considered use of material, colour, natural light and connections to nature.

The exposed building structure and service elements provided educational insight into architecture and engineering systems, allowing the building itself to contribute to learning. The BMS further support this objective by enabling live tracking of energy, water and environmental performance data as part of the educational experience. In addition, the structural grid was designed to support long-term adaptability and future flexibility.

Diversity, Equity, and Inclusion

The building was designed to be inclusive, adaptable and supportive of diverse user needs. A broad range of learning settings accommodate different learning styles, abilities and group sizes. Features such as all-gender bathrooms and hearing augmentation systems ensure equitable access for all users. A campus-wide accessibility strategy also improved mobility and usability within and around the building.

The design balances spaces for collaboration with opportunities for quiet retreat, supporting neurodiversity and individual preferences. Cultural inclusion was embedded through design elements that respectfully acknowledge and celebrate Aboriginal and Torres Strait Islander cultures. Collectively, these features create an environment within which all students feel supported, represented and able to participate fully in school life.

Sustainability and Wellness

Sustainability and wellbeing were deeply integrated into the design approach. The use of mass timber construction reduces the building's carbon footprint while also enhancing indoor comfort and supporting mental wellbeing through the use of natural materials. A high-performance building envelope and glazing systems improve energy efficiency beyond standard code requirements. A high-efficiency energy recovery and ventilation system incorporating equipment with low GWP refrigerants, together with automated louvres, ensure fresh air throughout the building and contribute to healthy indoor air quality.

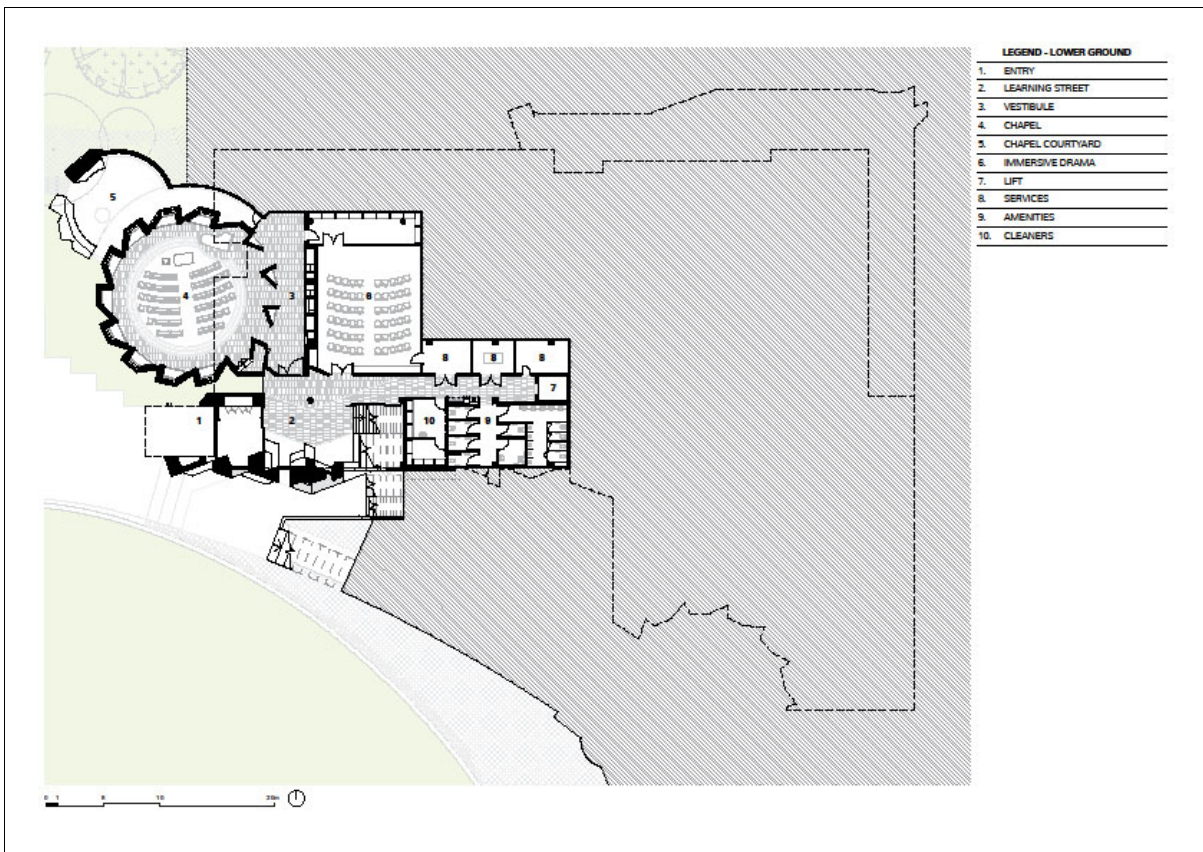
Natural light, external views and strong connections to the surrounding landscape reinforce salutogenic design principles throughout the building. Outdoor learning environments encourage physical activity, informal learning and engagement with nature. Together, these strategies create a healthy and resilient environment that support both environmental responsibility and student wellbeing.

Kostka Building exemplifies how thoughtful physical design could shape educational experience by integrating architecture, pedagogy, sustainability and inclusivity into a cohesive and inspiring learning environment.

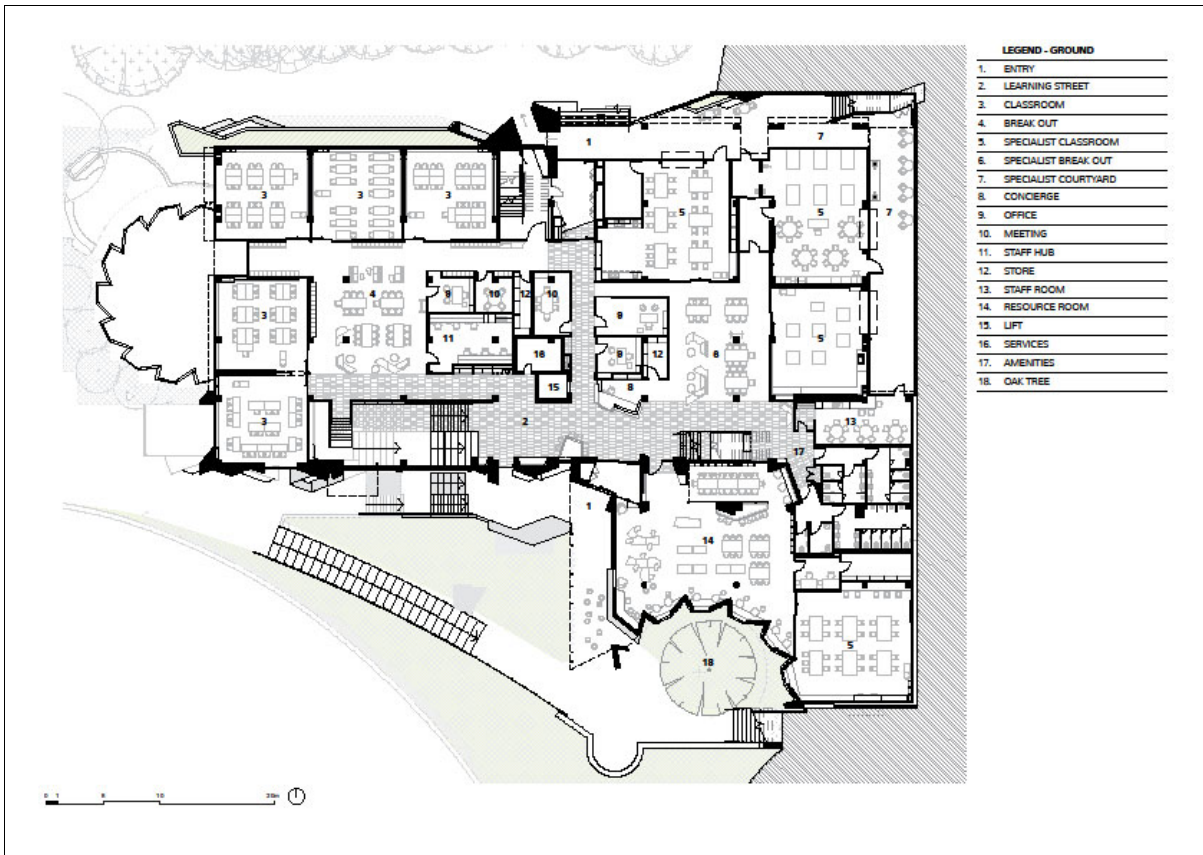
c. Exhibits



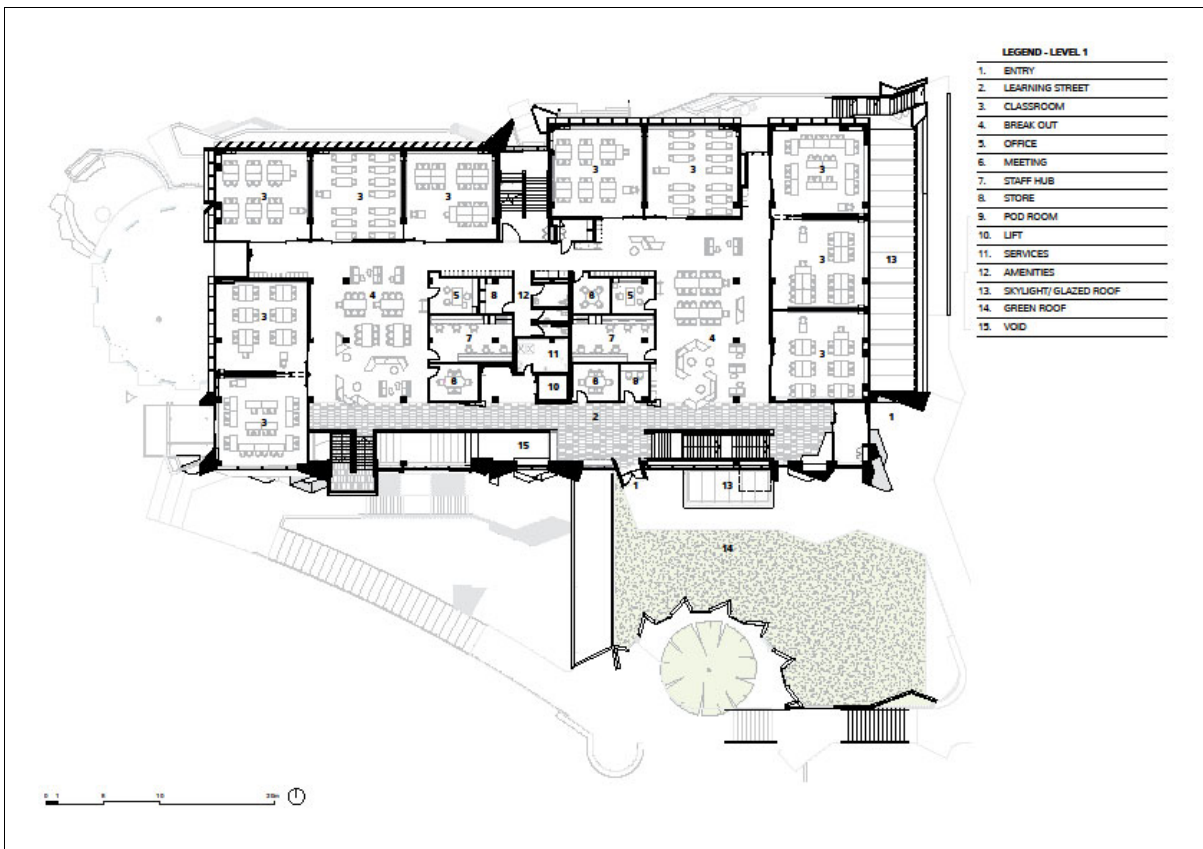
PLAN – Site.



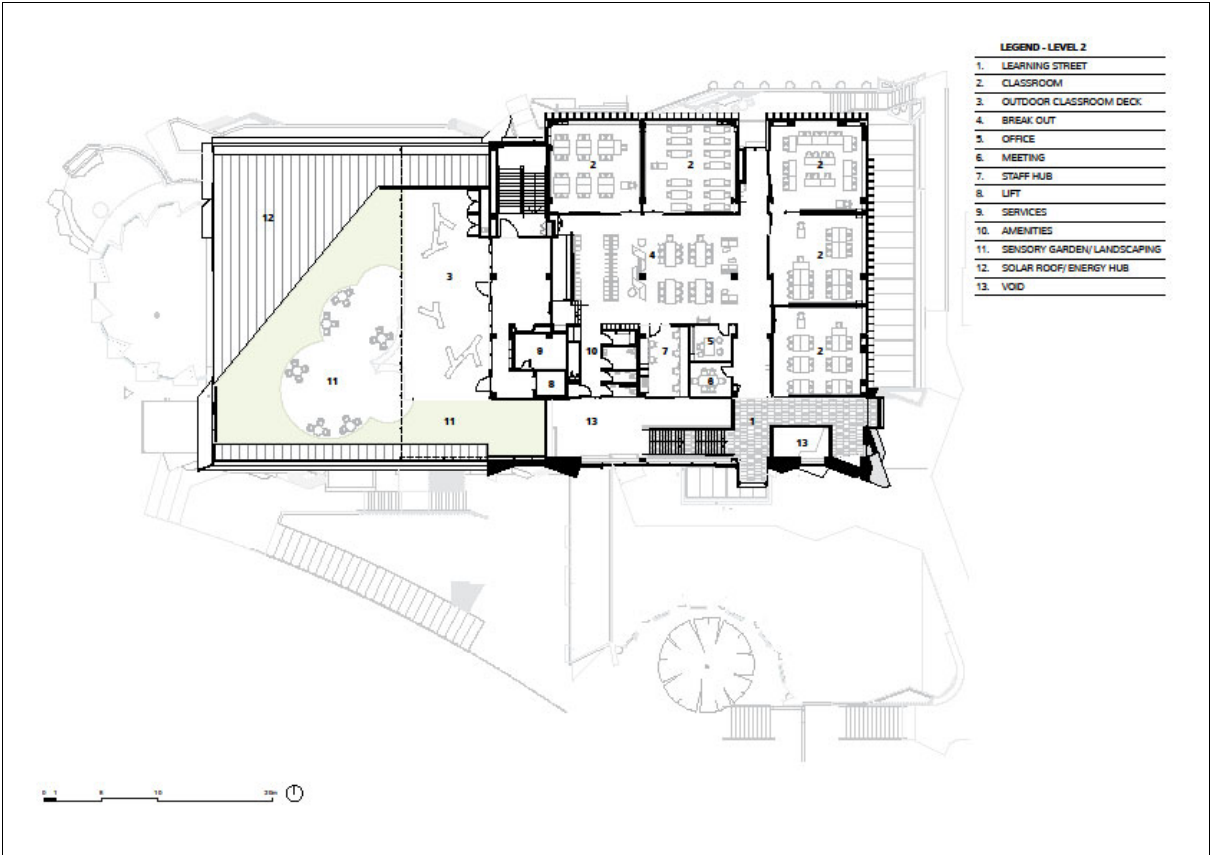
PLAN – Lower Ground Level.



PLAN – Ground Level.



PLAN – Level 1.



PLAN – Level 2.



SECTION – South, through inhabited learning street.



View from the Chapel Oval. Blue-brown brick forms erupt from the terrain, fragmented to create an inhabitable façade.



Southern elevation. Internal stairs connecting the leaning neighbourhoods are highlighted by red pop-outs on the external façade.



The learning street is the key organising element in the building, providing an urban-scale space for all students. Mass timber structure is exposed internally, complemented by acoustic timber panelling.



Small nooks and spaces along the learning street offer places for learning solo and in small groups.



Library / resources centre, overlooking the oval and the city beyond, is a dedicated middle years learning environment.



Classrooms are grouped in Neighbourhoods with central breakout areas.



Year 8 breakout. Movement paths are created through carpet patterns, which also create subtle zones and complement wayfinding.



A rooftop learning garden embraces views of the city beyond.

4. Educational Environment

a. Context

- *Explain the educational vision and goals of the school.*

b. Response

- *Describe & illustrate how the environment supports the curriculum.*
- *Describe & illustrate how the environment supports a variety of learning & teaching styles.*
- *Describe & illustrate how the environment is adaptable and flexible.*
- *Describe innovative aspects of the educational environment.*

c. Exhibits

- *Include relevant portions of Educational Specifications throughout the dossier.*

a. Context

Educational Vision and Goals of the School

Xavier College's educational vision is grounded in its Jesuit philosophy, which emphasises holistic development, inclusivity and the equal valuing of diverse disciplines and ways of knowing. The College aims to nurture curiosity, creativity, wellbeing and a strong sense of belonging, particularly for students transitioning into secondary education.

A key objective was to support students' intellectual, social, emotional and spiritual growth by integrating academic learning with broader experiences in areas such as art, science, technology, reflection and physical activity. This vision also promotes connections between students, across year levels and with the wider environment, while encouraging adaptability, collaboration and lifelong learning.

b. Response

Supporting the Curriculum

Kostka Building was purpose-built to align with Xavier College's curriculum by integrating a wide range of subject areas within a single, cohesive setting. Specialist spaces for science, art and technology are embedded within the general learning areas to enable interdisciplinary learning and hands-on experiences.

The building also extends learning beyond traditional classrooms with features such as the learning street and stairs, breakout areas and outdoor environments such as the protected courtyard, learning lawn and rooftop deck, all supporting experiential and landscape-integrated learning. Additionally, the Building Management System (BMS), which displays real-time data on energy and environmental performance, transforms the building itself into a live educational resource.

Supporting a Variety of Learning and Teaching Styles

A wide range of pedagogical approaches is accommodated through the provision of diverse learning spaces and settings. Beyond the traditional classroom settings, collaborative zones support group work and discussion, while quiet nooks and smaller scale environments enable individual and paired learning. Larger shared spaces, such as the learning stairs and breakout areas, facilitate presentations, informal gatherings and group instruction. Embedded specialist spaces support practical and creative learning activities. Classrooms are technology-enabled and form part of the integrated digital infrastructure that support both in-person and remote learning modes.

Although designed for Years 7 and 8 students, the building also has senior student classes timetabled in and the inclusion of these senior students within the environment enriches the educational experience of the younger learners by fostering mentorship opportunities and peer-based inspiration.

Adaptability and Flexibility

Flexibility is a core aspect of the educational environment. In Koska Building, movable furniture and reconfigurable layouts allow spaces to respond to varying teaching methods, activities and group sizes. Interconnected classrooms can be combined to create larger collaborative learning environments. In addition, the chapel, resource centre and breakout areas are designed to be multi-purpose to accommodate a variety of functions throughout the school day.

The building's structural grid is also designed to be adaptable in the long-term as educational requirements evolve over time. The building also facilitates both indoor and outdoor learning through seamless connections to courtyards, rooftop spaces and landscaped areas, demonstrating flexibility in how and where learning can occur.

Innovative Aspects of the Educational Environment

Several innovative educational design strategies are introduced in Kostka Building. One such strategy was the embodiment of the 'building as teacher', where architectural features such as the exposed structure and service elements actively contribute to the learning experience. The multi-storey learning street reimagines traditional circulation spaces as dynamic and interactive educational spines that encourage engagement and informal learning.

Salutogenic design principles are also embodied throughout the building through the use of natural materials, calming colour palettes as well as strong visual and physical connections to nature. Real-time environmental data provided through the BMS encourage education and an awareness of sustainability, while the spatial organisation of scaled learning neighbourhoods promote social cohesion and a stronger sense of community.

These innovations collectively create an educational environment that extends beyond simply accommodating learning, but which actively enriches the overall teaching and learning experience. In this manner, Kostka Building embodies Xavier College's educational vision through a dynamic, flexible and student-centred design that supports diverse learning opportunities, promotes student wellbeing, and fosters innovation in pedagogy.

5. Results

- a. *Explain how the project achieves educational goals and objectives.*
- b. *Explain how the project achieves school district goals.*
- c. *Explain how the project achieves community goals.*
- d. *Explain any unintended results and achievements of the process & project.*
- e. *Explain how the project provides value and good stewardship of financial resources.*
- f. *Summarize the project's sustainability and wellness outcomes.*

a. Achievement of Educational Goals and Objectives

Kostka Building successfully achieves Xavier College's educational goals by providing a purpose-built environment tailored to the academic and wellbeing needs of Years 7 and 8 students. The project supports the College's holistic Jesuit approach to education by integrating diverse subject areas including science, art, technology, spirituality and physical activity within a single cohesive environment.

The design fosters curiosity, creativity and engagement through flexible, technology-enabled classrooms, informal learning settings and experiential environments such as the outdoor and specialist learning spaces. The learning street and neighbourhood model promotes collaboration, social cohesion and interaction across year levels, while the building itself functions as a teaching tool through the exposed structure and systems, as well as providing access to real-time building environmental data.

b. Achievement of School (District) Goals

Kostka Building delivers on the College's broader objectives by consolidating the Years 7 and 8 cohort into the Senior Campus, strengthening continuity and alignment across the College community. This consolidation improves operational efficiency, enhances student transition pathways and fosters stronger relationships between the junior and senior students.

The building also aligns with the strategic goals relating to contemporary pedagogy by enabling innovative teaching practices, supporting diverse learning styles and embedding technology and sustainability into everyday learning experiences. The inclusion of flexible and future-focused spaces ensure that the building can continue to adapt to changing educational requirements over time.

c. Achievement of Community Goals

Kostka Building strengthens the school community by creating a centralised and inclusive hub that fosters connection, belonging and mentorship. The vertical integration of year levels, combined with the presence of senior students within the building, encourage peer learning opportunities and inspired aspiration among younger learners.

Cultural recognition is embedded within the project through collaboration with an Indigenous consultant, ensuring the design respectfully acknowledges the Wurundjeri people and reflect the diversity of Aboriginal and Torres Strait Islander cultures within the community. The building's strong visual and physical connections to the broader campus and surrounding environment further reinforces its role as an integral part of the wider Xavier College community.

d. Unintended Results and Achievements

Beyond its original objectives, the project has generated several additional benefits. The building has evolved into an interactive educational resource, with exposed building services and Building Management System (BMS) data providing real-time learning opportunities related to sustainability and engineering. The inclusion of senior students within the building has also enhanced mentorship opportunities and provided additional motivation and inspiration for the younger students.

The strong integration of indoor and outdoor environments has expanded opportunities for informal and experiential learning beyond what had initially been anticipated. Furthermore, the 'building as teacher' concept has deepened engagement with the physical environment in ways that extended beyond traditional curriculum delivery and continues to enrich the broader educational experience.

e. Value and Stewardship of Financial Resources

The project demonstrates responsible stewardship of financial resources through efficient planning processes guided by the masterplan and a clearly defined functional brief. The use of mass timber construction contributed to faster construction timelines, reduced environmental impact and long-term operational benefits.

The incorporation of a flexible structural grid and adaptable learning spaces extend the building's potential lifespan and reduces the likelihood of costly future modifications. In addition, multi-functional spaces maximise usability and minimise redundancy across the facility. Combined, these strategies deliver long-term value by balancing initial investment with durability, adaptability and operational efficiency.

f. Sustainability and Wellness Outcomes

The project achieves strong sustainability and wellness outcomes through an integrated design approach. Mass timber construction reduces embodied carbon while enhancing indoor comfort and contributing positively to occupant wellbeing. A high-performance building envelope and glazing systems improve energy efficiency beyond standard code requirements, while a high-efficiency energy recovery and ventilation system with low GWP refrigerants work in tandem with automated louvres to provide high indoor air quality and support occupant comfort. The BMS enables ongoing monitoring of energy, water and environmental performance, providing a real-time example that supports sustainability education and awareness within the curriculum.

Salutogenic design principles are utilised through the use of natural materials, abundant daylight and views to the surrounding landscape, to support strong visual connections to nature. Similarly, physical connections to nature are achieved with outdoor learning spaces such as the courtyards, rooftop decks and sensory garden, all of which further encourage physical activity, social interaction and engagement with the natural environment. These design elements work in parallel to ensure the building serves as a proactive tool in supporting mental and physical wellbeing.

Overall, Kostka Building has delivered measurable educational, social and environmental outcomes as well as generating broader benefits through innovation, adaptability and long-term value for both the College and its wider community.