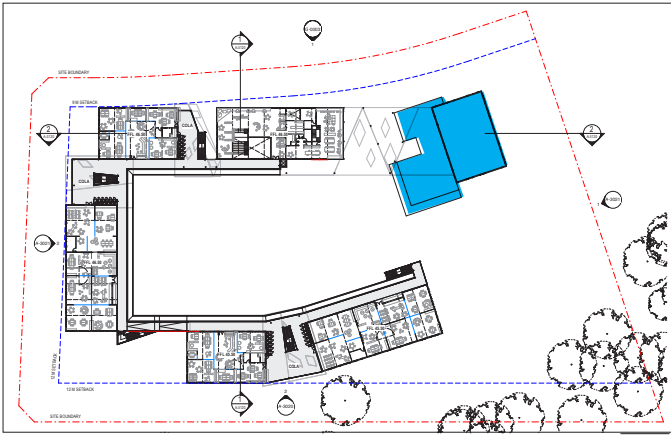


3.12 SCHOOL HALL

The core facilities, including a school hall, library, administration and staff hub for the new school community is core 35.

A new school hall has been proposed as a core 35 standard. The school hall has been integrated with the OOSH, and canteen facilities. A large covered outdoor learning and play area has been designed adjoining the school hall.



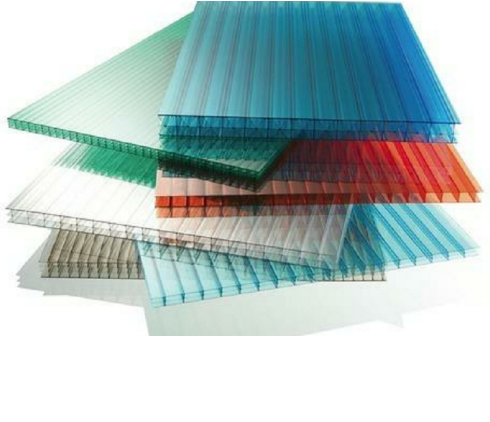
3.13 FACADE MATERIAL PALETTE - ADMIN/LIBRARY



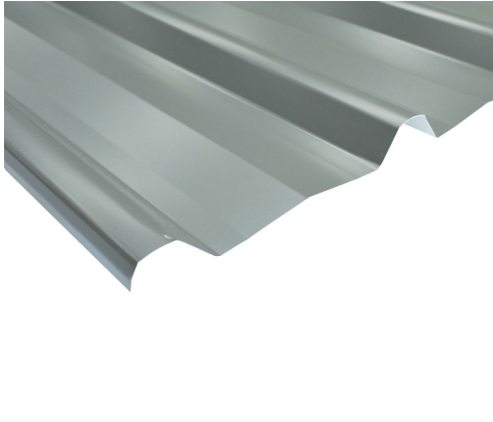
GL01 - Clear glass



RO01 - Colorbond canopy



R002 - Danpalon skylight



RO03 - Colorbond roofing



CL01 - Colorbond cladding



CL02 - Painted CFC



CL03 - Toilet block anodised aluminium



BA01 - Galvanized ballustrade

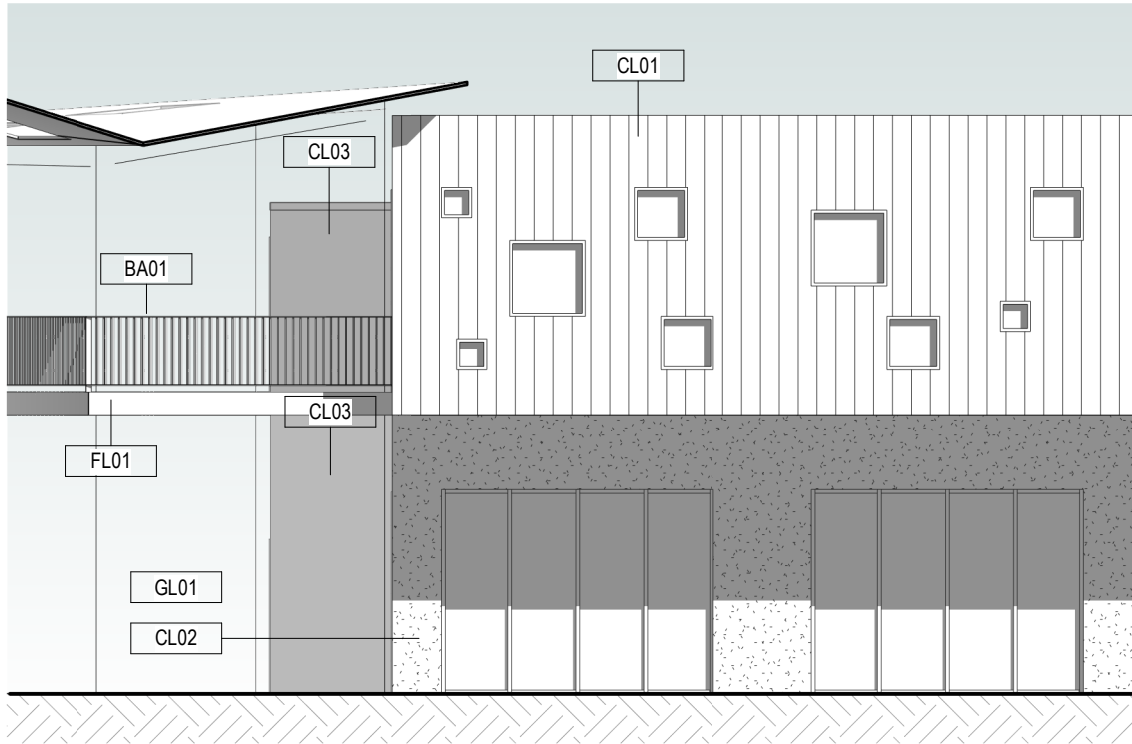
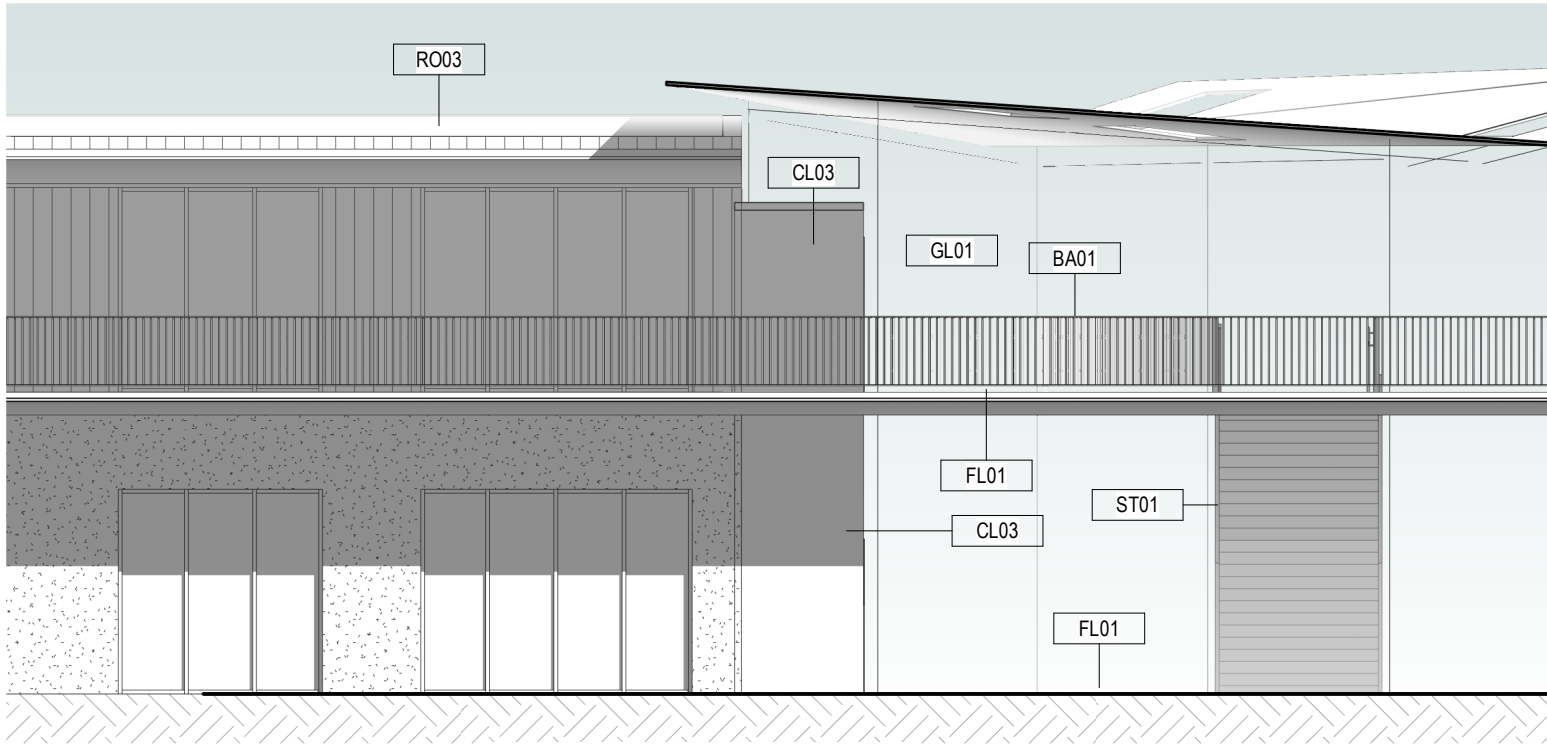


ST01 - Galvanized structure



FL01 - Concrete walkways

3.13 FACADE MATERIAL PALETTE



3.14 ENVIRONMENTAL CONSIDERATIONS

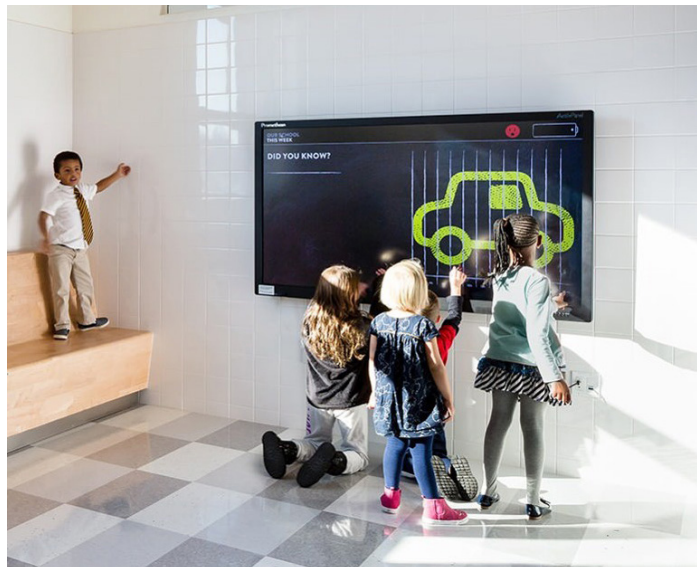
The new school buildings will include environmental strategies placed in highly visible locations to foster a culture of environmental sustainability

Key strategies adopted in the new learning building include: — PV system to offset the energy consumption of the new building as per EFSG requirements, placed in a highly visible location.

- Openable windows to assist with cross ventilation of teaching spaces and purge warm air in the evening.
- Sun control to reduce cooling loads on the building and increase user comfort.
- Compost/Vegetable Gardens to encourage student engagement with sustainable practices.
- Water tanks to capture rainwater for reuse on-site.
- Native planting to contribute to the surrounding natural ecology
- Building management display artwork allowing the building to contribute to learning, increasing awareness of resource consumption and recycling.
- Re-using natural site elements such as trees and stones in the landscape and site works.



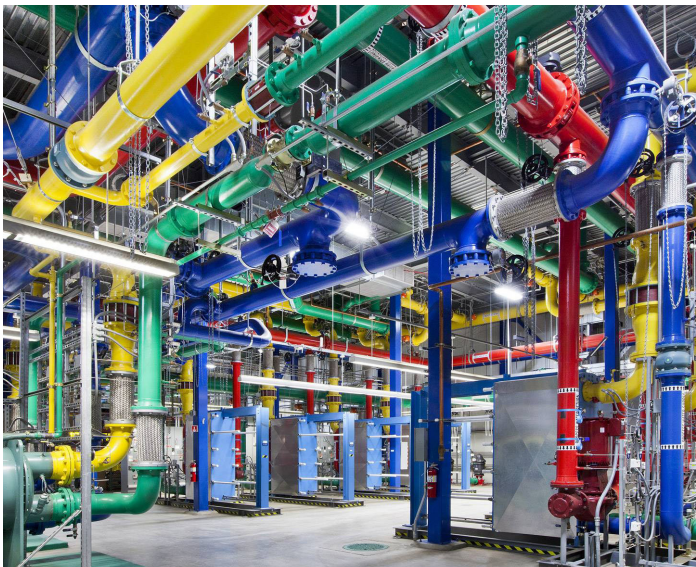
3.14 ENVIRONMENTAL CONSIDERATIONS



Building Management
Display Artwork



Vegetable Garden



Colour coded Building services



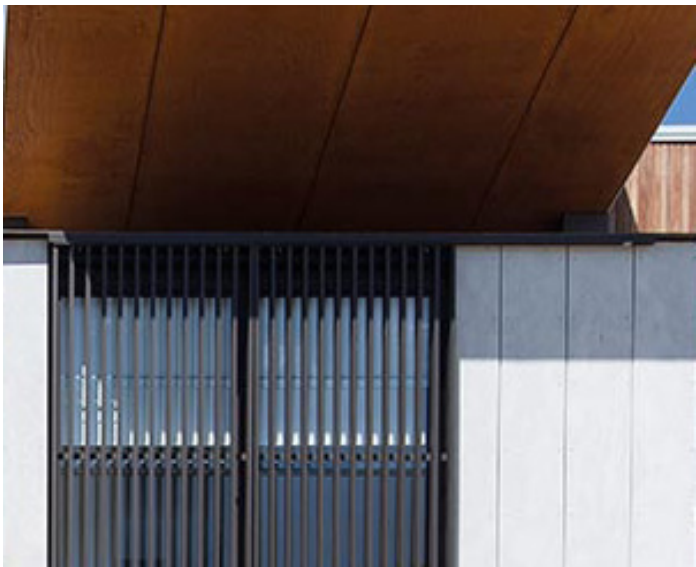
Native Planting + Fauna Habitat



Compost Garden



Sun Control



Sun Control



Water Tank



3.15 BUILDING AS A LEARNING TOOL



BMS System



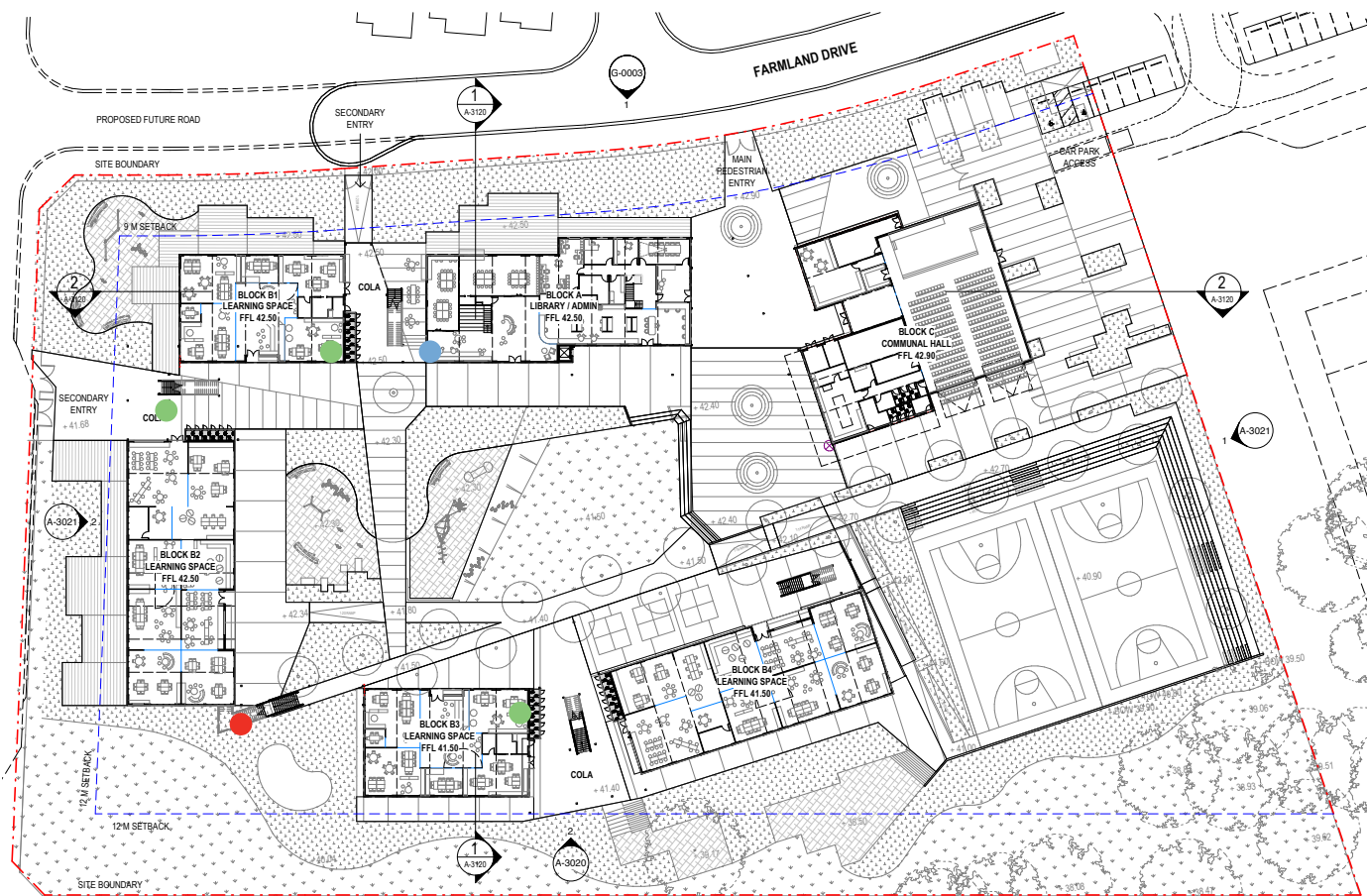
Landscape as Learning Tool



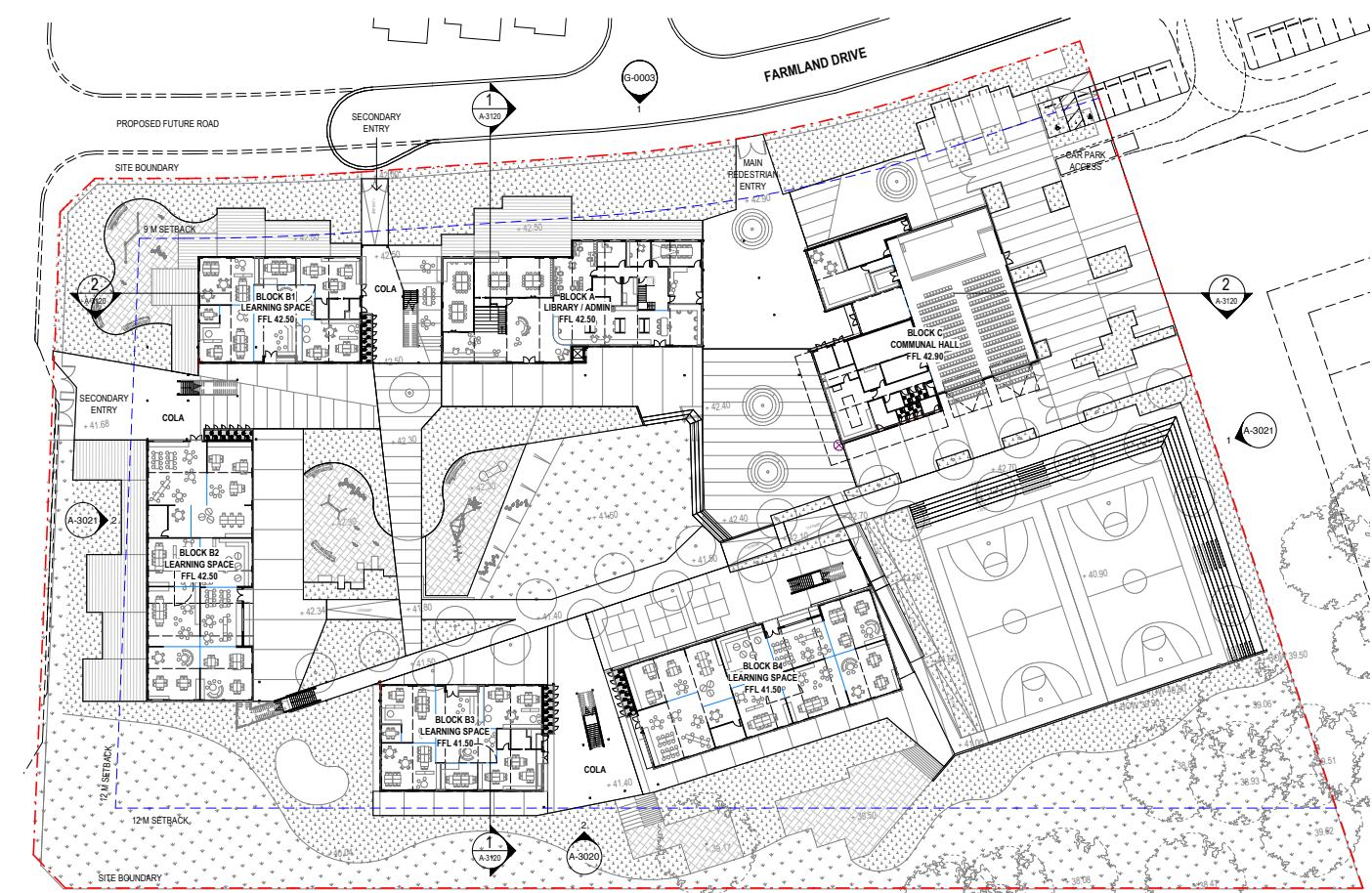
Services Window



Colour Coded Services Pips



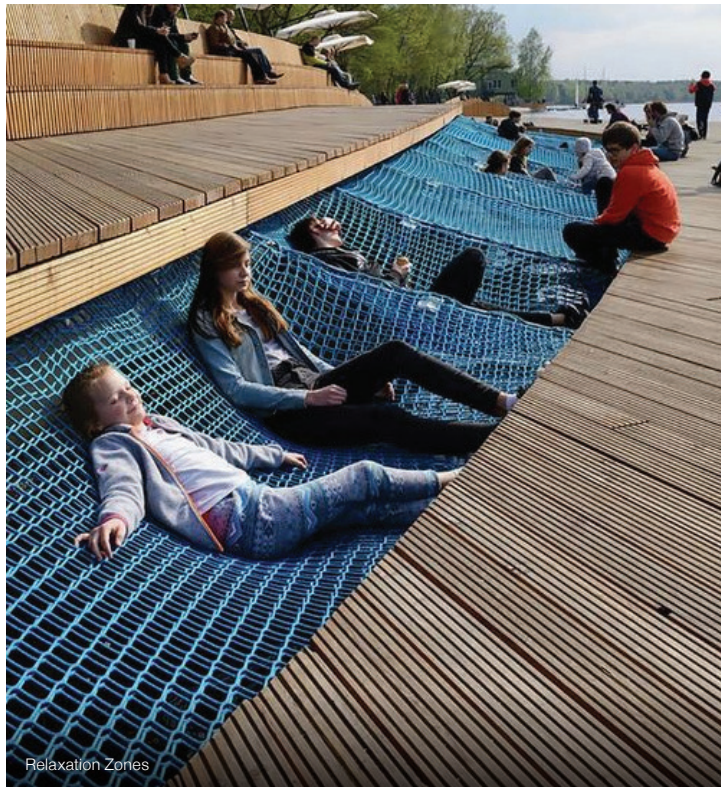
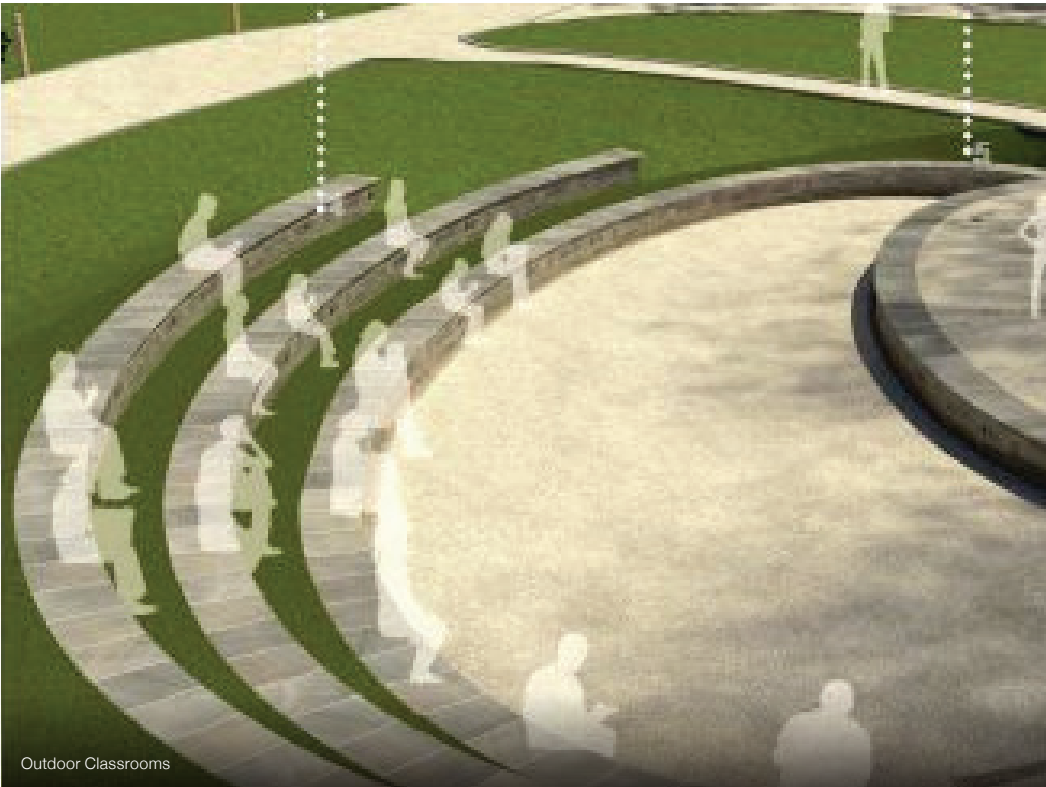
3.15 BUILDING AS A LEARNING TOOL



3.16 LANDSCAPE



3.16 LANDSCAPE



3.17 EXTERNAL SIGNAGE

The architectural team will develop an external signage system that takes up the NSW DoE EFSG principles, develops and adapts it to suit the architectural language of this particular site and context.

It will include characteristics that provide and reflect the new School identity , including the School Logo and vision at entry points.

Signage will be designed to comply with all current guidelines and considering latest DoE precedents such as the NSW School entry refurbishment program.

The signage addressing the School Community frontage will implement IT communication displays and will be agreeable with the built and landscaped environment.

After hours lighting will also be provided to entry signage areas, reflecting the Communal use of the facility.

We will be developing other type of signage communication, which complements the standard directional signage systems and provides a creative thinking, subliminal communication for all supporting the idea of buildings as learning tools.

Some research will be required to cater for different student needs and abilities.



3.18 STREETScape & VISUAL ANALYSIS



1. View from North east corner of site. Farmland Drive

3.18 STREETScape & VISUAL ANALYSIS



2. View from North west corner of site. Farmland Drive

3.19 VISUAL IMPACT

The built form is predominantly 2 storey massing, with monopitch shapes that relate to the surrounding street scape. The Hall, to the left side of the main entry is in scale with the adjoining Admin/Library building. The 2 buildings are linked by a roof that provides shelter from the elements and a welcoming school entry.

The interplay of the first floor windows to the Hall, Admin/Library and Homebase buildings bring interest to the façade and provide a joyful street presentation.

3.20 MAINTENANCE STRATEGY

As part of the GroupGSA's consultation with the Project Reference Group and Department of Education Technical Stakeholders the design has considered the long-term maintenance strategy of all proposed work.

Key strategies adopted in the new learning building include:

- Selection of external materials which have low maintenance and longevity such as face brick, concrete, aluminium, Zincalume roofing.
- Avoiding paint finishes which require ongoing maintenance.
- Providing roof access from inside the building.
- Roof drainage strategy utilising eave gutters and maintaining appropriate pitches.
- Selection of internal materials with resilient finishes to allow cleaning and provide durability.



4.1 RATIONALE FOR THE DESIGN

We are committed to designing a future focused school that is learner centric and meets the requirements of the new Alex Avenue Public School.

This is achieved through a collaborative process of developing the first principles with the school:

- Education Principles unique to the school and its ethos
- Design Principles that respond to the Education Principles
- Design Principles that responds to the site

To ensure the Education Principles and Design Principles are incorporated into the design strategy, any design developments proposed are charted and scored against the matrix of principles in order to achieve the best design outcomes for the school.



4.2 RESPONSE TO EDUCATION SEPP/GANSW DESIGN PRINCIPLES

1. Context, built form and landscape

- The new built environment respects the low and medium density scale and form of the neighbourhood.
- It does not interfere, respects and capitalises on the use and views into the bordering future public recreation park and sport oval to the east of the site, gently falling into the South-East boundary while making use of the central outdoor heart.
- The new built form takes up a simple language of monopitch metal deck roofs, masonry and light weight cladding that is familiar to the neighbourhood surrounds.
- The landscape design addresses views into the natural environment as well as including some aboriginal cultural heritage references in its design towards the biodiversity zone at the East

2. Sustainable, efficient and durable

- The new design is durable, resilient and adaptable, the open floor plates enable spaces to evolve to meet future requirements.
- Positive environmental measures have been considered in the new design including passive design principles, material choices, services efficiency and use of recycled and recyclable materials.
- An ESD report outlining GBCA Best Practice targets met or to be met at design development stage forms part of the SEARS lodgement.

3. Accessible and inclusive

- Taking into account principles of equality and diversity, the model is based on current mainstream learning models.
- Community inclusion and permeability is especially showcased in the school hall and library hub, creating a strong street presence and community welcome along Farmland Drive.
- The new shared school heart is adjacent to the sports field and creates a core for integration of the school and general community. A communal entry into this centrally integrated heart from the adjacent future public recreation park and sport oval has been provisioned.
- Wide opening gates are proposed to facilitate the community engagement principles.
- Provision for dual entries, (existing Farmland Avenue and future Pelican Road) encourage site access from both street frontages.

4. Health and safety

- Following DoE guidelines, a security plan has been designed to maintain a safe school with delimitation of boundaries, fencing, electronic devices, good massing of the design avoiding blind spots and general consideration during the design process.
- The School frontage provides a welcoming accessible environment while still keeping in mind safety and security considerations.



4.2 RESPONSE TO EDUCATION SEPP/GANSW DESIGN PRINCIPLES

5. Amenity

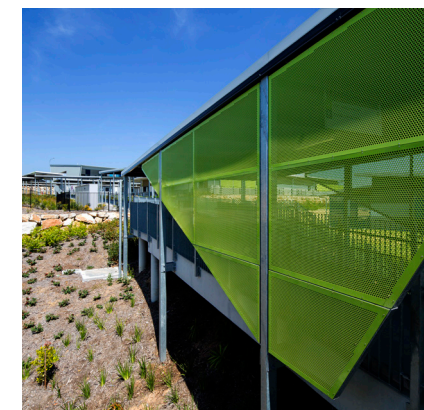
- The residential character of the neighbourhood, the surrounding natural settings and adjacent future recreational and sporting facilities were considered when planning the site to utilise the existing environment.
- Integration of the future adjacent public recreational park, sport oval and car- parking facilities was considered throughout the design consultation, proposing diverse design solutions to facilitate both integration and partial separation when required.
- Access to sunlight and natural ventilation were drivers of the facade design with louvred glass windows utilised throughout the design.

6. Whole of life, flexible and adaptive

- Participatory Pedagogy education principles were adopted to the school's design, which features diverse and integrated learning areas accommodating a community of learners facilitated by teams of teachers.
- Learning communities are open plan and have been designed to be adaptable to diverse scales of learning environments, from small, medium, and communal through a combination of mobile joinery, pivot doors and sliding screens.
- Seamless connections between indoor and outdoor learning environments are provided to make most use of the external landscape.
- These spaces are easily adaptable to both different needs and diverse user groups including communal groups, parents and carers, benefactor associations, educational gatherings and student learning and social activities

7. Aesthetics

- The built form is predominantly 2 storey massing, with monopitch shapes that relate to surrounding street scape.
- The landscape design addresses both the existing and future street frontage.
- The character of the neighbourhood is improved by providing a carefully designed frontage with communal use facilities which create a sense of belonging and identity to the area.
- Carefully chosen material palettes relating to the adjacent built environment and the use of buildings as a learning tool are key principles of the design outcomes.



4.3 GANSW DESIGN PROCESS AND EVALUATION

1. Community integration

The Alex Avenue PS Project Reference Group and community groups identified the need to promote interaction with the local community. Spaces which provide this potential are the new open spaces (including the basketball courts) and the school hall. The adjacent future recreation park and sporting facilities provides the site with a new Learning and Sports Precinct character. The new development creates legibility, identity to the existing community character and intends to give a new landmark to the area.

2. Collaborative brief: Foster agreement from the school and community on the preferred pedagogical approach

The functional brief and education rationale was carefully developed through a collaborative design process, setting ambitions, goals and approach strategy. The design team, educator specialists, education policy makers, teachers, school executives, DoE area director, parents and carers representatives developed the design through a structured consultation process. The Local Community was also consulted in the process through info booths.

3. Participatory pedagogy: A strong brief with a clear set of values

Different pedagogical approaches for primary schools were studied locally and internationally and discussions on pedagogical approach was an important part of the Consultation.

Ultimately the School determined a most suitable and adaptable teaching and learning style for the demographics particular needs. School staff liaised and visited St Clares Primary School Melbourne, setting standards and lessons learnt that could be incorporated and improved in the new development. Spaces are designed to be easily adaptable to pedagogic, demographic and information technology changes.

4. Procurement: Set up a procurement process to appoint the best designers

GroupGSA were appointed by the DoE based on their extensive experience in Educational architecture based on strong Education pedagogy principles. It was valuable to discuss pre-existing built assets in order to set out a basis to develop the brief and design goals.

5. Master Plan: Allow time for design,site planning and master planning in collaboration with the school and community

Several master planning options were discussed with the PRG, before a preferred option was developed in further detail along with the functional program brief.

The master plan options addressed location, massing, urban fabric, infrastructure, demographics, transport, services opportunities and constraints. Educational rational and school specific needs and goals where also part of the consultation process at master planning stage.

4.3 GANSW DESIGN PROCESS AND EVALUATION

6. Design reviews

Design reviews were undertaken internally at all milestones including masterplan stage, concept design stage, approved concept design stage and tender. They benchmarked the design intent against the functional brief and educational expectations. These reviews included interdisciplinary staff from outside the project team.

Design reviews feedback and proposed changes and opportunities were further discussed and agreed upon with the Project Reference Group, DoE Project Management Office and the DoE technical stakeholder group.

7. Design champion

The Project Reference Group was set at the beginning of the consultation process, prior to the Masterplanning stage. A Parents and Carers representative, as well as a local School Principal representative and different head teachers were included in the group. Their role was to set priorities and influence decisions as a reference to the State Government Client.

The design champions are totally independent of the Design team and will follow through the design and procurement process .

8. Always complete a post-occupancy evaluation and continue to adapt the environment as things change

GroupGSA encourage stakeholders and DoE to obtain and keep records on objective outcomes of the design, efficiency, maintenance, fit for purpose functionality of the school.

The information becomes a benchmark for future project deliveries, impact on design outcomes, efficient use of space, community use, energy efficiency and any other matters that will benefit the future designs and stakeholders.



4.4 EDUCATION RATIONALE

Alex Avenue Public School has chosen to pursue a Future Focused rationale of learning and teaching

The contemporary pedagogy which Alex Avenue Public school wishes to develop is characterized by an emphasis on:

- Personalisation
- Active investigation and inquiry
- Collaboration between students
- Collaboration between professionals
- Targeted teaching at the point of need for each learner
- Growth towards learner self-management and self-direction within a supportive learning environment.

Along with the inherent adaptability in the learning space design, the new Alex Avenue Public School community will develop soft systems to encourage the best use from the proposed facilities. This will enable learners and teachers to engage with the proposed teaching spaces at their point of readiness to a future focused approach.

4.5 RATIONALE FOR THE DESIGN - EDUCATION PRINCIPLES



Learning + Teaching

Achieve academic growth with focus on core education skills

- Lifting the standard of reading and numeracy.

Facilitate individualised targeted learning

- Focus on the individual needs of students and provide tailored education solutions to suit.

Utilise technology to enhance education

- Establish digital connections with the broader community and equip students with the skills for the digital world.

Maximise indoor and outdoor learning opportunities

- Create stimulating and interconnected learning landscapes, for both learning and passive/active play.

Collaborative teaching environment

- Better integrate teachers, support staff and service providers so that learning outcomes can be more readily achieved.

Nurture, welcome and care

- Foster the accepting, respectful and welcoming nature of the school.



Environmental Responsibility

Education through environmentally sustainable measures

- Use sustainability measures to reduce the ecological footprint of the school while acting as a tool for education.

Reduce waste and encourage reuse

- Create a culture of environmental sustainability which continues into life outside school, creating responsible students.



Community

Capitalise on the culturally diverse local community

- Capitalise on multiculturalism by engaging with the diverse cultural groups in the local community, integrating diversity into the fabric of everyday school life.

Sharing resources with a growing community

- Understanding the needs of the wider school community and sharing the school's facilities.

Accessible to all

- Encourage community permeability to a school which is open to all. Foster connections through the gathering of the school and wider community.

4.6 RATIONALE FOR THE DESIGN - DESIGN PRINCIPLES



Welcome

- Provide a legible and welcoming point of entry to the school.
- Facilitate appropriate community use of school facilities



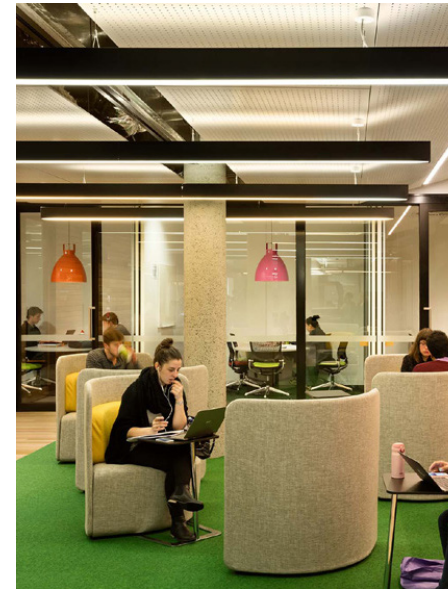
Enhanced learning

- Provide education settings that support a variety of learning levels and needs
- Provide spaces that support direct instruction where required
- Create learning settings that facilitate focussed small group learning
- Provide acoustic separation and attenuation to small group learning settings
- Embrace technological advances that support the core curriculum but also facilitate experimentation with video conferencing and the like
- Provide enhanced amenity to all new learning spaces in terms of light, air and visual permeability
- Provide spaces for indoor and outdoor gathering on a range of scales from 1-4 persons through to 150 persons
- Create spaces that promote indoor/outdoor connection



Interconnected Landscape

- Address the current disconnection between the two zones of the campus
- Where possible, improve visibility and usability of areas which are currently out of bounds or under-used
- Preserve the open expansive nature of the field as an asset to the school



Support & better integrate staff

- Create a central space that all staff want to congregate in
- Improve passive surveillance of the staff and administration spaces
- Provide upgraded and reorganised facilities to enable staff to collaboratively plan.
- Better interconnect the staff spaces with the remainder of the school to enhance interaction and supervision.



Grow

- Facilitate and allow for predicted growth
- Create buildings that are adaptable to future change
- Create a strategy for future growth in addition to the current building works program



Environment

- Utilise construction methodologies with a reduced carbon footprint
- Recycle, reuse, reduce wherever possible.
- Investigate alternate construction techniques such as prefabrication
- The building works should teach and contribute to learning outcomes. Key strategies include:
- Place any ESD systems in highly visible locations so that they can be interpreted and used
- Use sustainable built fabrics that change, weather and age gracefully
- Investigate tectonic building approaches so that the way the building has been designed and built can be clearly understood and explained

4.7 ASSESSMENT OF CRITERIA

After the establishment of Education Principles and Design Principles, all design options and developments proposed are charted and scored against the matrix of principles in order to achieve the best design outcomes for the school. This also ensures the final design embodies the first principles which we have established together with the school.

Criteria	Option A	Option B	Option C
Welcoming to the Community <ul style="list-style-type: none">– Create an urban welcome mat and inviting experience into the school campus.– Provide multi-function spaces that can also welcome and facilitate better community use.– Create safe, inclusive spaces for all types of students that promote wellbeing.	✓✓	✓	✓✓✓
Enhanced Learning <ul style="list-style-type: none">– Provide learning settings that support and enhance a full range of teaching activities from individual, to one to one, to small group, to larger group learning.– Provide spaces that support disciplinary and interdisciplinary learning.– Provide bespoke defined specialist learning spaces readily accessible from the general learning spaces– Provide a level of acoustic separation that suits the intended learning setting.– Create seamlessly interconnected spaces that promote indoor and outdoor learning on a range of scales.– Provide enhanced amenity to all new learning spaces in terms of light, air and visual permeability.– Re-imagine traditional learning spaces such as libraries as contemporary learning spaces for collaboration andengagement.– Provide opportunities for community engagement to enhance learning outcomes	✓✓	✓✓	✓✓✓
Interconnected Landscape <ul style="list-style-type: none">– Enhance site wide interconnection and equitable access.– Create specialist precincts across the campus such as indigenous edible gardens and community kitchen garden.– Create weather protected outdoor rooms which incorporate defined learning functions.– Create opportunities for shared community use of landscape and sports courts	✓✓	✓	✓✓✓
Support + Better intergrate Staff <ul style="list-style-type: none">– Create a centrally located staff hub to facilitate cross cultural learning and a sense of belonging.– Create a leadership centre where professional learning and data monitoring can occur.– Provide facilities that enable teachers and support staff to collaboratively plan and research, supporting innovative learning.– Provide a range of spaces that also include both open plan and more cellular space for more sensitive activities.– Provide teacher resource trolleys and defined usable collaboration spaces collocated with the learning environments.	✓	✓	✓✓✓
Growth <ul style="list-style-type: none">– Facilitate predicted growth into the future.– Create a masterplan which is adaptable to future changes of the surrounding context.	✓✓	✓✓	✓✓
Environment <ul style="list-style-type: none">– Encourage sustainable transport wherever possible.– Utilize construction methodologies that have a reduced carbon footprint.– Recycle, reuse, reduce wherever possible.– Minimal acoustic impact to the surrounding residences.– Minimise traffic impacts <p>The building works should act as a teacher and contribute to learning outcomes. Key strategies include:</p> <ul style="list-style-type: none">– Place any ESD systems in highly visible locations so that they can be interpreted.– Specify built fabrics that change, weather and age gracefully.– Investigate tectonic building approaches so that the way the building has been made can be clearly understood and explained.	✓✓	✓✓	✓✓✓
Value <ul style="list-style-type: none">– Opportunities for shared use of council facilities.– Spatial efficiency	✓✓	✓✓	✓✓✓
Total	13	11	20

4.8 RESPONSE TO GANSW STATE DESIGN REVIEW PANEL

1. The location of the school sporting fields and the connection to the neighbouring public park/ oval is supported and a focus on the treatment of gradients to ensure a seamless connection is encouraged.

Further investigations have been undertaken to understand the level changes between the council land and the school site. This information has been integrated into the landscape design strategy to ensure a seamless transition between the two sites. Where there is a level difference, the opportunity has been taken to create terraced seating for viewing of basketball games and an interesting landscape weaved throughout the level change.

2. A review of the bicycle storage numbers, locations and shelters is strongly recommended- as the panel thought the current allocation of 25 bicycle racks was inadequate.

The location of the bike storage areas have been considered to ensure that storage is available at both school entrances. The bicycle racks will be increased in numbers to 60 racks in line with EFSG standards. Further investigation will also be completed on the possibility of located some storage racks under cover to ensure bicycles can be safely stored during wet weather days.

3. The panel felt the location of the carpark as the public face of the hall and school generally is not ideal. The school hall should have an address and a presence to the street.

The comments from the panel have been considered and a joint-use agreement has been reached with the council which allows for a significant reduction of carparking required on the school site. All staff carparking will now be located on council land (during school hours) which will also be used as a public car park for the public park/ oval after school hours. Accessible parking will remain on the school site to ensure proximity to the administration building. Reducing the car-parking on the school site has created a more welcoming entry zone in front of the school hall and a engaging street presence.

4. The fence should be designed to ensure the school site well in its’ context, creates a welcoming contribution to the area.

The landscape design and the school fence has been considered in detail to be integral to the character of the school. Landscaping has been used to reduce the visual impact of the school fence and large opening gates have been created to enable large open sections and a welcoming feel for students and the community.

5. The depth and orientation of the building ‘blocks’ needs to be considered to allow for improved solar access, cross ventilation and views to outdoor areas.

The environmental design of the learning spaces have been considered in depth along with the ESD consultant. Shading devices have been located on the North and West facades and louvered windows have been designed throughout to ensure adequate cross-ventilation. The locations of the outdoor learning spaces have been considered to enable visual connection as well as a number of opportunities to learn outdoors through outdoor working benches and seats.

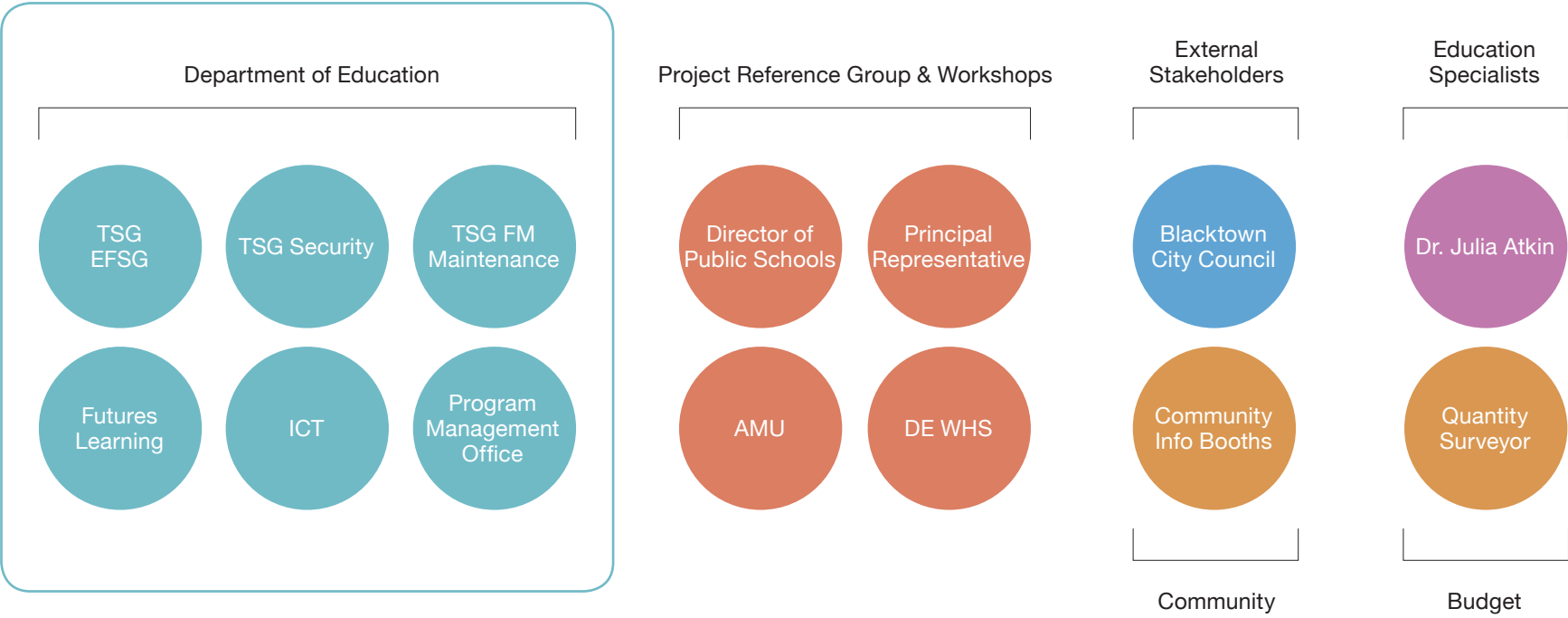
5.1 DEPARTMENT OF EDUCATION STAKEHOLDERS

Through the Masterplan / Concept Design / Approved Concept Design phases GroupGSA attended meetings were held with Department of Education stakeholders. The meetings included representatives from the PMO, EFSG, ICT, Security and WHS, ensuring the design aligns with the Department of Education framework.

Key outcomes from the Department of Education meetings include:

- 1. Determining building locations and overall site relationship
- 2. Establishing the teaching space layouts and overall Education Rational
- 3. Including circulation areas within the learning common in addition to UFA brief.
- 4. Including spatial allowance for Electrical / Communications and Security within the floorplan of new building. DB cupboard on both levels of 2 story building, in a ventilated space.
- 5. Including cleaners distributed stores in close proximity to new amenities

See Appendix for the 'Stakeholder Alex Avenue Public School Comments Register' for a full summary of all consultation outcomes



5.2 PRG MEETINGS

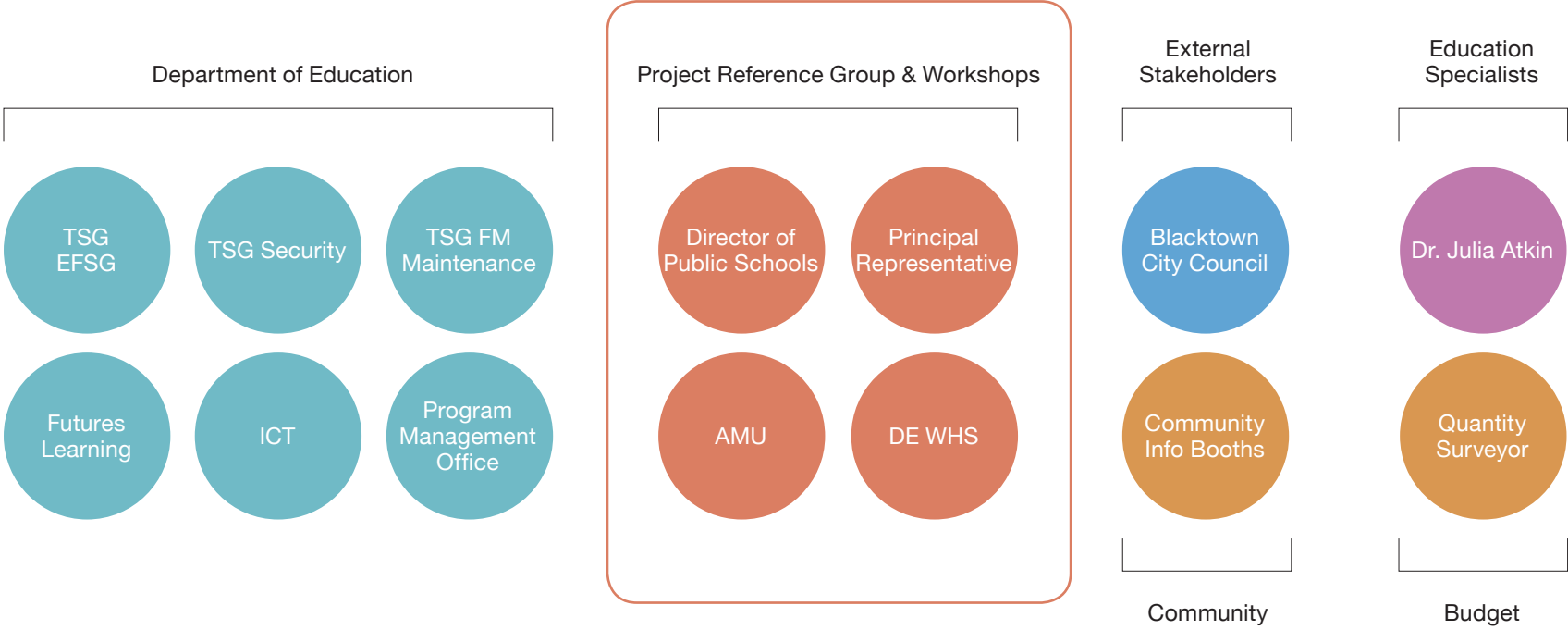
Through the Masterplan / Concept Design / Approved Concept Design phases fortnightly Project Reference Group (PRG) meetings were held.

The regular meetings ensures the design is aligned with the school's ethos and operational needs.

PRG includes the Director of Schools, a local school principal representative (Metella Road PS), Work Health Safety Unit Representative and Asset Management Unit representatives from the Department of Education.

Key outcomes from the PRG discussions include:

- Determining scope priorities
- Masterplan building locations and overall site and building relationship
- Determining an appropriate learning model
- Specific requirements for the special programs and library spatial allowance to facilitate performance space, technology hub and community use
- Determining scope and use for the Library and Staff area allocation in the brief
- Understanding the school key issues in relation to safety and operations of the new building



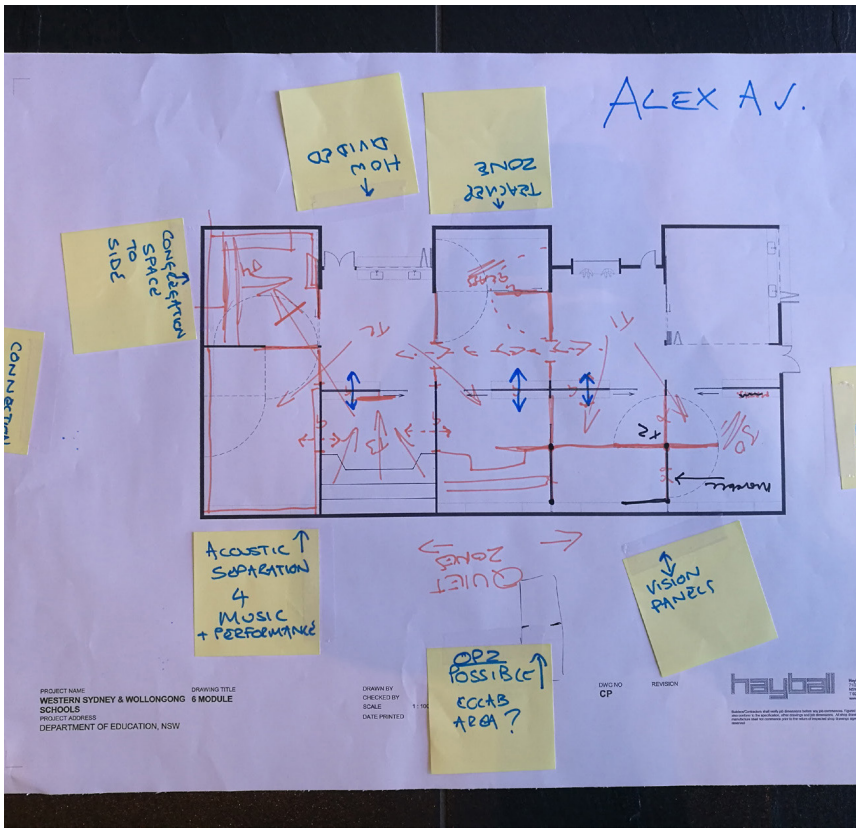
5.3 EDUCATION WORKSHOP

During the Approved Concept Design phase Alex Avenue PS attended an education workshop to discuss the appropriate learning model and pedagogy for the proposed learning space. This workshop was facilitated by Dr Julia Atkin.

Participants from Alex Avenue PS include: Local School Principal and Local School Educators (Metella Road PS), the HDC and GHD also attended the workshop.

The half day workshop included the following:

- 1. Dr Julia Atkin presentation on collaborative education models and world best practice
- 2. Dr Julia Atkin presentation on Australian examples of education environments which facilitates 21st century learning models
- 3. Group exercise to establish key Hopes and Concerns with the proposed learning spaces
- 4. Group exercise to workshop strategic approach to realise the hopes and address the concerns identified by the school
- 5. Group exercise to brainstorm learning activities undertaken in the learning studios throughout the day
- 6. Group exercise to create and design learning settings required to facilitate the learning activities identified by the school
- 7. The school then provided additional feedback on the proposed design in regards to operational needs and learning needs



Agenda	Leader
Purpose of the workshop – intended outcomes	
<ul style="list-style-type: none">All to see the Educational facilities design work happening in NSW within the global context of the re-design of schools for contemporary and futures focused learningArchitects and Project Managers to more deeply understand the schools' vision for learning and the appropriateness of the emerging designs for each school's visionEducators to share their hopes and concerns for the potential development at their schools and collectively develop a strategic approach to maximise the hopes and minimise concernsArchitects to share a couple of days in the life of a school working with designs to illustrate how the learning spaces can be utilised in a variety of ways to suit a range of operational approaches	

SCHOOL: Alex Ave.		PARTICIPANTS: Pete D'Ernilio, Nicole Parker, Jen Minenko	
op resilience	Hope: Indoor / Outdoor learning	Concern: Adapts to students with a disability	Concern: Standardised assessment practices (eg NAPLAN testing)
ptability	Hopes: Future proof (technology) that can be changed with needs	Concern: One size doesn't fit all (rolled out in all grades / different contexts)	Concern: Not enough storage (personal space) and proximity
gement	Hopes: Authentic collaboration for problem solving.	Concern: Teacher quality	Concern: Quality of fixtures
d and purposeful tiation	Hopes: Flexibility (spaces can change based on needs)	Concern: Open areas	Concern: School needs through process (assemblies etc)
tural light	Hope: Adequate staff parking	Concern: Highly disruptive behaviours that affect multiple classes	Concern: visibility - line of sight

5.4 EDUCATION WORKSHOP OUTCOMES

Key outcomes from the Education workshop include:

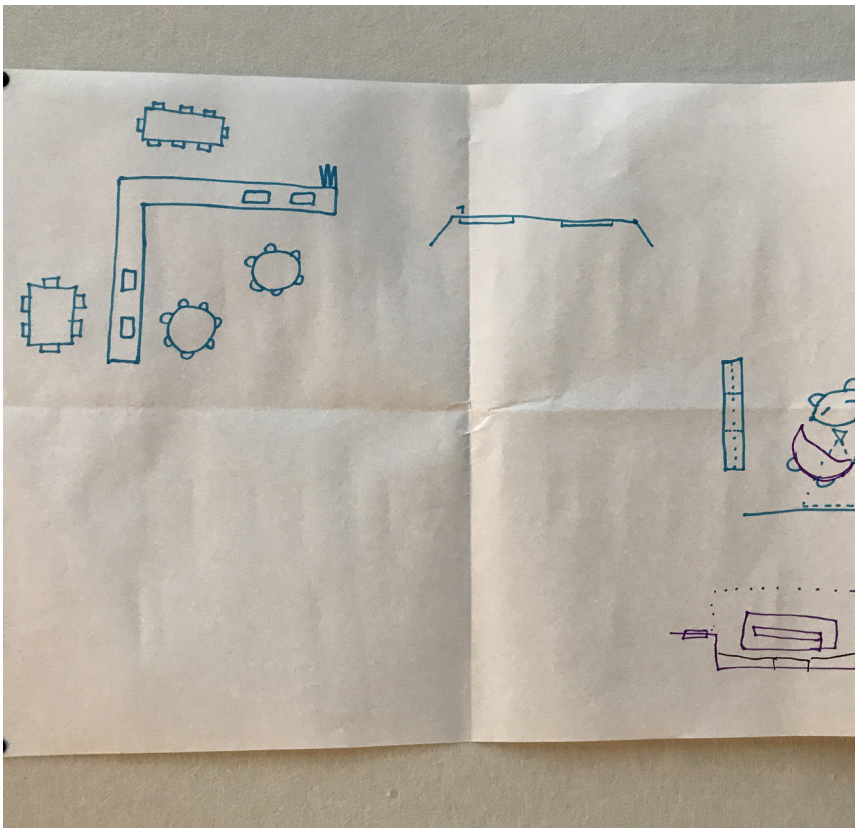
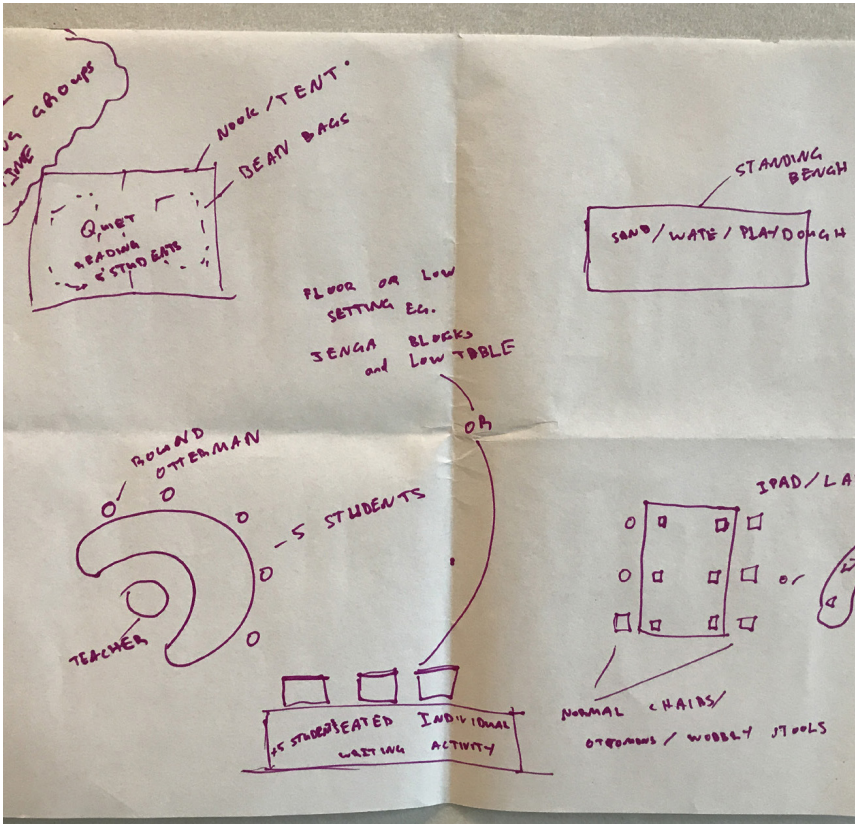
1. Alex Avenue PS Hopes:
- Opportunity to develop student and staff resilience within the new school community.
 - Enthusiasm around the opportunities for indoor- outdoor learning and direct connection from the learning spaces to the outdoors.
 - Teachers supported the idea of 10-15min of direct instruction at the start of a lesson / day, then disperse into the wider learning hub for project work.
 - Enthusiastic about having a space which is especially designed for authentic collaboration between staff and students.
 - Excited by the flexibility and adaptable learning settings offered by the proposed learning hub.
2. Alex Avenue PS Concerns:
- Acoustics throughout the spaces a concern, will the teachers voice be heard.
 - Need for learning spaces which are adaptable to students with various learning needs.
 - Adequate provision of dedicated personal storage for teachers and students.
 - Lack of community and staff understanding to adjusting to new pedagogy.
 - Concerns around highly disruptive behaviours affecting multiple classes in an open plan setting.

3. Alex Avenue PS Suggestions/Strategies/Comments:
- Educate the community and school staff on pedagogical evolution of the school
 - Assist in the transition of teachers into the new space in order to avoid reverting back to cellular style of learning

Design workshop post Education workshop:

After the above education workshop, GroupGSA had numerous design reviews with Dr Julia Atkin addressing the hopes and concerns of the school.

Refer Appendix for ‘Alex Avenue Public School Comments Register’ for a full summary of all consultations and outcomes.



5.5 SITE TOUR - ST CLARE'S PRIMARY SCHOOL MELBOURNE

Alex Avenue PS participated in a virtual site tour with the HDCof St Clare's Primary School, a Catholic school in Victoria. The tour was organised to assist the school in understanding the benefits of collaborative learning and envisioning the types of spaces which are associated with this learning model. The Alex Avenue PS Principal, Deputy and key educators participated in the tour, along with GroupGSA.

The tour included the following:

1. Introduction of St Clare's Primary School by the principal Helen Staindl.
2. Tour through St Clare's Primary School learning community for years K-3.
The tour took place while class was in session, allowing the Alex Avenue PS educators to observe students learning and staff teaching as a team in the space.
3. Discussion and Q+A session between the St Clare's Primary School Principal + Deputy and the Principal & teachers from Alex Avenue PS. Some of the questions/ discussion were around the following:
 - Professional development/ training for team teaching
 - Benefits of team teaching and project-based learning and how purposeful designed learning spaces affects learners positively, including learners with special needs
 - Lessons Learnt
 - Acoustics
 - Storage
 - Use of the learning hub for the whole learning community, requiring the timetabling of spaces
 - Outdoor learning opportunities in the design.

Key outcomes from the tour include:

- Hearing educators explain the benefits of team teaching and positive effects it has on learners and educators.
- School gaining a greater understanding and visualising shared practical activities areas and tiered seating areas.
- School gaining a greater understanding of the built-in joinery storage solutions being proposed in the Alex Avenue PS new learning hub.
- Concerns around acoustics in the St Clare's Primary School learning spaces.
- Concerns around open nature of some of the St Clare's Primary School learning spaces.



5.6 SITE TOUR - BELLEVUE HILL

As members of the Alex Ave PS PRG, the local school (Metella Road PS) principal, Peter D'Ermilio and Director of Schools, Rick Seretis participated in a site tour at Bellevue Hill Public School. The tour was lead by Sue Bennett, Bellevue Hill Principal, and facilitated by Dr Julia Atkin. The tour was organised to allow the school to see a future focused learning space with a contemporary pedagogy. The tour occurred during school hours and Alex Avenue PS was able to see the space in action, such as teaching methods within a contemporary learning space, acoustics of open learning area and learning common, furniture for various learning settings and how these affect learner behaviour within this space. In turn this also assisted Alex Avenue PS in visioning their day to day operation of the proposed space.

The site visit included the following:

1. Introduction of Bellevue Hill by Principal Sue Bennett:
2. Tour through Bellevue Hill during class time. Able to observe students learning and staff teaching in a contemporary environment.
3. Discussion/ Q+A session facilitated by Julia Atkin, with:
 - Bellevue Hill leadership group and teachers
 - Alex Avenue PS and educators from Wollongong, Liverpool West, Prestons, Gwynneville and Alex Ave
 - Discussion include:
 - + Importance of various learning settings Transition process
 - + Change management
 - + Setting learner behaviour protocol

A summary of successful learning design elements observed by Alex Avenue PS and the other participating schools include:

- Acoustic level is good even within open learning space
- Practical Activities Area was well used as a learning space not reserved only as a practical activities space
- Furniture settings are varied, not all desks and chairs
- Sharing of resources and storage between class groups
- Successful use of low and mid height furniture to divide spaces
- Learners have adapted to the space and understands behaviour protocol within each space

The visit provided Alex Avenue PS PRG with a better understanding of the proposed design in a spatial and acoustic sense.



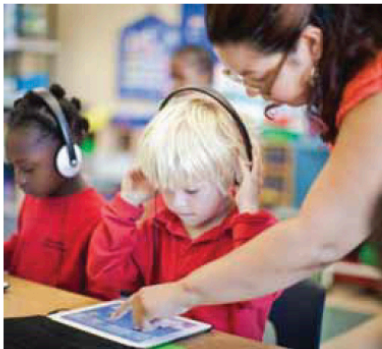
5.7 COMMUNITY CONSULTATION SURVEY

Through the Concept Design and Approved Concept Design phases the HDC assisted GHD in preparing graphic, written content and surveys for community consultation sessions.

Consultation has occurred with:

- 1. The Alex Avenue Public School PRG including representatives from the Department of Education and selected local school representatives
- 2. The local Schofields community

See Appendix for the Alex Avenue Public School community consultation summary.



A) Direct explicit teaching for small groups
Comments:



B) Direct explicit teaching for large groups
Comments:



C) Project & problem based learning
Comments:



D) Quiet reading & reflection
Comments:



E) Performance & presentation
Comments:



F) Encourage learner self management
Comments:

School:
Role:
Name (optional):
Email (optional):

Questionnaire

Future Focused Learning Settings

Referencing the description & images labeled A-F, please make any general comments in the space under the image. In the box beside each learning setting type, rate how important having the setting is. Scale 1-5 (5 high)

A) Direct explicit teaching for small groups	<input type="checkbox"/>
B) Direct explicit teaching for large groups	<input type="checkbox"/>
C)Project & problem based learning	<input type="checkbox"/>
D)Quiet reading & reflection	<input type="checkbox"/>
E) Performance and presentation	<input type="checkbox"/>
F) Encourage learner self management	<input type="checkbox"/>



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