

2012 Exhibition of School Planning and Architecture

Mount Waverley Secondary College Junior Campus

145 Stephenson Road, Mount Waverley, Victoria,
Australia

Project of Distinction Award - New Construction
Middle School

ClarkeHopkinsClarke Architects

Mount Waverley Secondary College Junior Campus



Image 1 – Central Plaza

Community Environment:

The Junior Campus is one of Mount Waverley Secondary College's two campuses. It is located on a major road and the site is a former primary school that now accommodates Year 7 & 8 students. The existing facilities were undersized for the school's needs and a major redevelopment of the site was proposed as part of the school's current masterplan.

This project has seen the redevelopment of the entire site for a long term enrolment of 600 students, creating purpose built learning neighbourhoods and specialist facilities that address the specific needs of junior secondary students as they transition from primary school to the middle/senior secondary years. The design has addressed the challenges of the site which including the six metre fall from front to back as well as traffic noise and student safety issues generated by a major road at the front of the site.



Image 2 – Indoor / Outdoor Connection

Community Environment: *Continued...*

A key intention for this project was that community engagement and consultation would be an integral part of the design process. ClarkeHopkinsClarke addressed this focus by utilising numerous information sessions, consultation sessions and continuous review to ensure the design always linked back to the school's pedagogical vision. Students, parents and the numerous community user groups were considered and consulted. The new Junior Campus was designed with a particular focus on creating an open and inviting character that welcomes the community into the school and demonstrates to the Mount Waverley community the importance of education.



Image 3 – Learning Neighborhood

Learning Environment:

The staged delivery of the new Junior Campus has allowed Mount Waverley Secondary College to develop their pedagogical vision over a number of years. A key design consideration was that the new learning environments needed to accommodate the current pedagogy and also allow for further development into the future. The design creates learning neighbourhoods that each host a variety of learning spaces that support the school's desire to establish a curriculum that equally embraces the three main learning modalities of Direct Instruction, Independent Learning and Practice, and Cooperative and Collaborative Learning.



Image 4 – Integration of Spaces

Learning Environment: *Continued...*

A key design objective was the creation of learning neighbourhoods and specialist facilities that support the college's pedagogical approach including:-

- Learning commons to allow 50 - 75 students to work together collaboratively,
- Multipurpose labs integrated into the learning neighbourhoods to allow junior art/science and technology to occur within the neighbourhoods,
- Quiet spaces for small group work and individual learning,
- Centralised staff workspace to allow for collaboration and student connectivity,
- Integrated Resource Centre that provides class spaces, seminar spaces and quiet reading,
- Flexible science facilities that support collaboration between groups,
- Integrated visual arts to allow shared use of space and expertise,
- Performing Arts facilities that acoustically support varied uses and can open up to cater for large performances.



Image 5 – Multipurpose Spaces

Physical Environment:

A key objective of the Project Planning Committee was that the Junior Campus needed to provide comfortable and welcoming learning environments which both encourage students to express themselves and generate a sense of a belonging to a community of learners. ClarkeHopkinsClarke have worked to achieve this by incorporating a range of initiatives, including indirect natural south light, electronically controlled cross ventilation, internal thermal mass walls for passive thermal comfort, and visual and physical connections to the outside supporting connected indoor and outdoor learning. A protected central plaza, flowing down the slope of the site, addresses the key issues of sloping site conditions and noise from the major roadway bordering the site.



Image 6 – Specialist Facilities

Physical Environment: *Continued...*

The Junior Campus was developed to provide a healthy and comfortable environment with plenty of indirect natural light, and highlight the educational and social value of ESD features.

Measures utilised include:

- High level, automated operable windows provide natural light, cross ventilation, night purging and reduce the need for artificial lighting,
- Rain water harvesting for toilet flushing,
- Orientation of learning areas to take advantage of winter sun,
- Low VOC carpets, sealants, adhesives and paints used,
- All timber and composites sourced from Forest Stewardship Council (FSC) certification,
- Composite woods are low or formaldehyde free manufactured for E1 low emissions plantation softwood,
- HDPE downpipes and stormwater used to minimise PVC use.



Image 7 – Resource Centre

Planning Process:

The Junior Campus project was delivered in stages, and provides a range of learning facilities including:-

- A new combined administration and learning community building constructed over two levels, which provides a welcoming entry to the school,
- A new combined resources and learning community building that shelters the student areas of the school from the busy road frontage,
- Refurbishment and additions to an existing two storey building to create a specialist facility which houses sciences, visual arts, performing arts, materials technology, food technology and canteen,
- A new central landscaped plaza protected from the street.



Image 8 – Social Gathering spaces

Planning Process: *Continued...*

The planning process was extremely collaborative and inclusive, providing opportunities for input by all user groups and stakeholders. The process ensured that all parties, including students, staff, parents and the community, had an opportunity for input, promoting community ownership of the Junior Campus. The planning process commenced with the Masterplan and continued throughout construction to ensure that the original pedagogical goals were being met. The development of the College's pedagogical vision commenced well before the initiation of the project and has continued to evolve in parallel to the planning process, providing continual input and feedback throughout the design process.

The Mount Waverley Secondary College Junior Campus has been designed to support evolving pedagogies, to demonstrate the importance that the community places on education and provide a facility that the whole community can use.



Exhibition of School Planning and Architecture Project Data

Submitting Firm :	ClarkeHopkinsClarke Architects
Project Role	Architect
Project Contact	Wayne Stephens
Title	Partner
Address	115 Sackville Street
City, State or Province, Country	Collingwood, Victoria, Australia
Phone	+613 9419 4340

Joint Partner Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Other Firm:	
Project Role	
Project Contact	
Title	
Address	
City, State or Province, Country	
Phone	

Construction Firm:	Devco Project & Construction Management
Project Role	Builder
Project Contact	Paul Launech
Title	Construction Manager
Address	2 Akuna Drive
City, State or Province, Country	Williamstown, Victoria 3016, Australia
Phone	+613 9399 9807

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Project Details

Project Name	Mount Waverley Secondary College - Junior Campus
City	Mount Waverley
State	Victoria
District Name	Eastern Metropolitan
Supt/President	Gail Major (Junior Campus Principal)
Occupancy Date	August 2011
Grades Housed	Year 7 & 8
Capacity(Students)	600 Students
Site Size (acres)	5.19 acres
Gross Area (sq. ft.)	49,299 sq. ft.
Per Occupant(pupil)	82 sq. ft. (gross)
gross/net please indicate	
Design and Build?	No
If yes, Total Cost:	
Includes:	
If no,	
Site Development:	\$ 1,113,271
Building Construction:	\$ 6,950,348
Fixed Equipment:	\$ 250,721
Other:	
Total:	\$ 8,314,340

Principal's Narrative

In 2007 Mount Waverley Secondary College appointed ClarkeHopkinsClarke to develop a master plan and commenced the first stage to rebuild and refurbish the Junior Campus which housed 660 Year 7 and 8 students in aging facilities originally built for a primary school in the 1960's.

Over the past few years there has been considerable growth in the provision of open plan technology rich learning and teaching spaces, but while the development of these facilities has been enthusiastic, their successful operation has at best been mixed. At Mount Waverley Secondary College we wanted to ensure our facilities were not only designed for long term success but to ensure the delivery of the key skills and knowledge our students require were kept at the forefront and modelled environmental features and provided specialist facilities which would enhance student learning. We are proud to say we believe Wayne and Simon have achieved this.

In 2010 we moved into the first of our new facilities and began the journey about, through and in Learning Neighbourhoods. Our Learning Neighbourhood could be seen as just classrooms without walls but it would be wrong to view the spaces using this deficit approach. The Learning Neighbourhoods ClarkeHopkinsClarke designed are spaces where students can learn in all ways, opening up not just the classrooms but a wealth of possibilities in personalising learning. Instead of seeing, simply, an increased number of students in a group, our Learning Neighbourhoods provide students with learning pathways that can be tailored to their individual needs, led and facilitated by a group of teachers that can share expertise and the workload to achieve differentiation previously not attainable and facilitates community and parent engagement in student learning. In the words of one of our respected teachers, "It's all good in the 'hood!"

Adopting and adapting the Reggio Emilio philosophy of 'purposeful learning spaces' in the design, we have developed an approach to learning that we have called "A third, A third, A third'. Essentially this approach is based two premises:

1. An acknowledgement that discrete discipline based learning is important for students at this stage of their schooling. In secondary school students are just beginning to learn skills and specific content about which the core disciplines of learning are established.
2. An understanding that students learn in three different modes and each of these modes has a place in a well-planned and effective curriculum complimented by virtual learning opportunities. The three modes are:
 - a. Direct Instruction
 - b. Independent Learning and Practice
 - c. Cooperative and collaborative learning

To this end, the Learning Neighbourhoods were established as a result of the passion and vision of Wayne and Simon in the design with these three modes in mind. Students are now spending roughly one third of their time in each of the areas and hence the mantra, "A third, A third, A third'.

Gail Major, Junior Campus Principal