Caulfield Grammar School
Category: New Construction
2016 Exhibition of School Planning and Architecture
Caulfield, Malvern + Wheelers Hill
Melbourne, Victoria
By engaging with formal research to evaluate its impact and creatively utilizing pre-built portable construction, the Caulfield Grammar Learning Project makes a significant contribution to the development of theoretically informed, practice oriented, architectural design for learning.

The impact of the project has been resounding for both staff practices and student responses. As one student commented: "this is the best building I’ve ever had for my learning". (Year 6 student)
The Learning Project was delivered across three separate campuses of the Caulfield Grammar School. Each campus presented different student cohorts (Wheelers Hill being K-12, Malvern being K-6, and Caulfield being 7-12) yet the primary objective of the exercise remained the same: to provide a series of similar installations deployed across 3 campuses to test a wide variety of spatial arrangements, and designed to catalyze innovation in teaching and learning practice.
The rationale behind the Learning Project was to help transition a very traditional school towards more contemporary teaching and learning practices. The school’s requirement was to construct new learning spaces to enable staff to choose the environment that best suits the learning needs of the particular lesson or moment within a lesson. In short, to prototype innovative teaching and learning practices across its three campuses and to involve the students as part of an evolutionary and experiential process.

Accordingly, the “community” to which the Learning Project is directly targeting is the teaching staff of the school and its students.
The Learning Project engaged the community and created a sense of ownership by:

- Involving 25 staff in the design process
- Adopting a central staff/student lounge with twitter feed screens linking other campuses
- Making staff and student spaces transparent and indivisible

The Learning Project took advantage of the assets available within the community by:

- Utilising the input of key teaching staff in the design process
- Visiting with staff exemplary school projects to inform the design
- Engaging the project into a formal education research program
The Learning Project fostered community use/joint-use/partnerships by:

- Involving staff in the design process from across all curriculum areas
- Designing the spaces as interdisciplinary studios, owned by all
- Providing engaging learning settings for students from ages of 5 to 18 years

The Learning Project provided economic development/community redevelopment by:

- Utilising full off-site, pre-fabricated construction methodology
- Adopting a portable building typology (the buildings can be re-positioned)
- Adopting a “try before you buy” prototyping approach to inform future permanent developments
社区环境

黑板墙

庭院

受保护的户外学习空间，用于独立研究和小组工作。透光屋顶遮阳篷可将自然光引入庭院。

视觉连接

小团体设置

个人工作

草丘

提供了一个放松的环境，为一小部分学生提供独立工作，学习，阅读和放松的机会。

学习项目反映了社区的特殊需求，通过：

- 提供各种创新的学习环境
- 鼓励现代教学和学习，通过多模态模型
- 为学校5到18岁全学生群体提供服务

学习项目庆祝社区的特殊属性，通过：

- 提供多种环境让学生和教职员工在个人和协作方式下有真正的选择
- 为5到18岁的全学生群体提供服务
- 推广跨学科的教学和学习机会
The Learning Project serves as a center of the community by:

- Establishing a central prototype facility for staff as a vehicle for pedagogical change
- Creating a base for a culture of collaborative practice and learner independence
- Forming a place that provides a common and shared vision for the evolving pedagogy

The Learning Project connects students to their community by:

- Creating a hub as a base for a “Community of Learning”
- Providing seamlessly inter-connected network of innovative learning spaces
- Establishing a place promoting social and collaborative relationships between students and staff

Community Environment

Workshop
Creative project space for 16 students

Print station
Resource storage + print station for staff + student use

Greenhouse
Meeting space for formal meetings, seminars + targeted teaching

Secure storage
Staff storage for student files + personal belongings

Kitchen bench
Set down space for staff enabling staff to staff and staff to student discussion

Lounge
Informal gathering, instruction, presentation + discussion. Also supports independent study, reading + relaxing
The Learning Project evolved through the master planning of the three metropolitan campuses at Caulfield Grammar School. Early in the process it became evident that a new pedagogy, strongly grounded in research and developed through professional learning, was emerging at the school. Questions were asked about what learning would look like at the school in the next five, ten or even fifty years, and how the spaces would evolve beyond the existing classrooms and collaborative zones to support this.

The design response to such a challenging and exciting brief has seen the creation of a series of highly purposeful and connected learning settings, each designed to support a particular learning activity. The adjacencies, size and connectedness of these settings was explored throughout the collaborative design process to ensure the project maximized opportunities for a multi-modal, learner-centred pedagogy to be supported.
The Learning Project reflects the desired learning program by:

- Providing four distinct zones; Launch Pad, Collaborative Studio, Workshop and Hub, combining to contain purposeful settings for up to 93 students and 6 staff.
- Creating an environment centred around the concepts of collaboration, diversity, democracy and negotiation.
- Maximising opportunities for students to demonstrate their learning authentically.
The Learning Project supports a variety of learning styles and methods for delivering instruction by:

- Providing a total of 33 unique learning settings, each created with bespoke resources, furniture and technology supporting a particular learning activity
- Tailoring settings to learning activities, ensuring the highest quality experience for students and staff
- Providing spaces for each and every type of learner and learning specific to the Caulfield context
The Learning Project supports a “learning anywhere, anytime” philosophy by:

- Recognising the social nature of learning and creating an environment which supports and values the human connections and relationships
- Providing a series of highly connected and purposeful spaces which facilitate the seamless flow of students as they navigate the space
- Delivering a design where every space is a learning space

The Learning Project enable all learners to be successful by:

- Supporting students in their learning as individuals within a community of learners
- Valuing all languages and expressions of learning, from the written word to performance and production
- Providing multiple collaborative settings to promote peer to peer learning and staff and student interaction
The Learning Project supports future changes in Educational delivery systems by:

• Being an evolving prototype, actively defining the future of teaching and learning spaces and practice at Caulfield Grammar

• Contributing to the ongoing dialogue around collaborative practice and the environments that best support learning

• Providing a platform for staff and students to test and evaluate changes in curriculum, pedagogy and space
An authentic prototype, the Learning Project provides a distilling unique physical attributes within each of the school’s three campuses by establishing a hub for innovative teaching and learning.

The Learning Project explores purposeful spaces over flexible ones, where users of the space will intuitively understand the activities the settings are designed to support. By limiting the flexibility of some spaces, the quality of the experience for the user is increased as the lighting, acoustics, furniture and resources available are appropriate to support the learning activity being undertaken.
The Learning Project relates to the learner/user by:

- Providing a rich variety of student-centric settings and affordances
- Embracing the collaborative and social aspects of learning through spatial offerings
- Providing multiple opportunities for learners to choose the settings that best support their own needs

The Learning Project supports the learning environment/activities by:

- Adopting a rigorous, considered approach to the development of varied and purposeful settings tuned to contemporary teaching pedagogies
- Providing cross-disciplinary opportunities through interconnected spaces and settings
- Building-in 33 exceptional features to enhance innovative teaching and learning
Physical Environment

The Learning Project demonstrates sustainability by:

• Adopting a prefabricated, relocatable construction typology
• Incorporating simple, lo-tech environmental features such as cross-flow ventilation and orientation
• Most importantly, establishes sustainability for the “adult learners” – the teaching staff – by providing an interactive and varied trial settings for teaching and learning practices

The Learning Project demonstrates appropriate use of materials, systems and other building elements by:

• Adoption of a factory built, prefabricated construction delivery model
• Use of a modular, portable building typology and simple steel framed structure for future flexibility
• Extensive use of light-weight timber cladding externally
The Learning Project relates to the existing site and the greater environment by:

- Location of a Learning Project facility on each of the three campuses of the school
- Providing a focus on each campus for innovative teaching and learning
- Positioning the facility on each campus as for all-of-school access

The Learning Project inspires both internally and externally by:

- Providing a diversity of student-centric settings
- Seamlessly inter-connected a network of spaces and affordance to promote the “flow of learning”
- Incorporating and indoor/outdoor learning setting
The Learning Project successfully achieves the Vision and Goals by:

- Providing a multi-modal learning environment that promotes transition to contemporary teaching and learning pedagogies
- Exciting staff and students to embrace and explore different ways of collaborative teaching and learning
- Presenting the school with a fast-delivery, modular, portable, innovative and scalable facility model

Physical Environment

- **Pinboard Walls**: For the display of student work + learning resources
- **Working Walls**: For brainstorming, storyboarding + discussion of ideas
- **The steps**: Raised platform and steps for whole group gathering, instruction + presentation. Also supports performance reading + relaxing
- **Open Studio**: Large flat floor area providing flexibility to adapt for different learning activities
- **Working Wall**: For the interactive projection of student + staff media facilitating presentation + discussion
Planning Process

A highly collaborative and engaging process of workshops and site visits enabled the design response to the ambitious Learning Project brief to take place over approximately six months. With the project ambassadors from Caulfield Grammar exploring concepts around redesigning learning activities, curriculum, time and pedagogy, the design team focused on rapid response to these explorations, tailoring workshops and the presentation of ideas to best represent and communicate the spatial implications of such complex concepts.

The shared commitment to develop new understandings, document all stages of the project and learn together through testing and evaluating ideas has further strengthened the working relationship between the school and design team. The planning process and the buildings themselves have become the tools by which we are learning together as architects and educators, to develop a common language and ensure future projects at Caulfield Grammar School will provide the highest quality learning experience for the students.
The planning process for The Learning Project involved:

- 24 Key Staff, 8 from each campus, who worked with the design team and as the conduit back to the three Campus communities
- School Leadership, including the Principal, Head of Teaching & Learning and the three Heads of Campus
- Modular Construction team and consultant engineers

The planning process for The Learning Project affected the Learning Environment by:

- Creating a highly collaborative working environment, uniting the design and school teams into one Learning Project Team with a shared vision and goal
- Creating a highly collaborative planning and design process, which modelled the type of teaching and learning being planned for
- Exploring design solutions through the use of diagrams, drawings, virtual and physical modelling enabled a kind of prototyping of ideas that the project brief demanded
The planning team for The Learning Project continued to be involved through design, construction and post occupancy by:

- Using physical models of the space to undertake curriculum planning during the design and construction phases of the project
- Continuing to utilise the spaces for professional learning programs, often running alongside students using the learning spaces
- Undertaking formal observation and evaluation of pedagogical practices and their relationship to the spaces created though Melbourne University’s Graduate Research Program

The methods used throughout the process to ensure alignment of the environment to the vision and goals were:

- Co-creation of the project vision and goals and clear communication of them to the broader school community
- Collective site visits to exemplar facilities with the project team
- Rigorous documentation of the pedagogical and design intent for each and every learning setting and space within a document called “The Learning Project Design Guide”
The design of the Learning Project is based on the concept of three collaborative studios connected by a central hub. Each studio would cater for different learning activities through diverse settings and spaces, whilst the hub would provide a central meeting place and information point.
Planning Process

Mar 2013  Master-Planning Process initiated with Leadership & Design Teams
Apr 2013  Leadership & Design Teams visit exemplar facilities - Melbourne
Apr 2013  Leadership & Design Teams visit exemplar facilities - Sydney
May 2013  Learning Project initiated by Leadership Team
Aug 2013  Leadership & Design Team Meeting to discuss possible refurbishment sites
Aug 2013  Leadership & Design Team Meeting to discuss new, relocatable construction opportunities and site locations
Sep 2013  Project & Design Team Workshop; exploration of learning experiences for students across both primary and secondary schools
Oct 2013  PCG Meeting 1: Review of Learning Experiences & Settings Brief
Oct 2013  Project & Design Team Workshop; confirmation of learning experiences & exploration of spaces & settings
Oct 2013  PCG Meeting 2: Presentation of Concept Design Work
Nov 2013  Project & Design Team Workshop; presentation of developed design work, including physical model of spaces
Nov 2013  PCG Meeting 3: Review & Approval of detailed Architectural and Interior Design Work
Nov 2013  Project & Design Team Workshop; Design Sign Off and feedback on curriculum planning undertaken with physical models of spaces
Mar 2014  PCG Meeting 4: Approval to proceed to tender
Apr 2014  PCG Meeting 5: Start up meeting with appointed contractor
Apr 2014  PCG Meeting 6: Developed Design Review
May 2014  PCG Meeting 7: Cost Review
May 2014  Leadership & Design Teams visit Contractor Workshop
May 2014  PCG Meeting 8: Documentation & Program Review
May 2014  Project & Design Team Workshop; Audio Visual and Technology design & specification
Jun 2014  Project & Design Team Workshop; Joinery Design Review
Jun 2014  PCG Meeting 9: Joinery Review with appointed contractor
Jul 2014  PCG Meetings 10 & 11: Program Status Reporting
Aug 2014  Site Preparation on all 3 sites
Sep 2014  Installation on all 3 sites
Oct 2014  Occupation

Team Definitions

Project Team: 24 Teaching & Learning Staff from across three Caulfield Grammar School Campuses
Leadership Team: School Principal, Heads of Campus & Business Manager
Design Team: Architects & Interior Designers
Project Control Group (PCG): Representatives from Project, Leadership & Design Team with Project Manager
## Project Data

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<thead>
<tr>
<th>Submitting Firm:</th>
<th>Hayball</th>
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</thead>
<tbody>
<tr>
<td>Project Role:</td>
<td>Architect, Interior Design, Masterplanning</td>
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<tr>
<td>Project Contact:</td>
<td>Richard Leonard</td>
</tr>
<tr>
<td>Title:</td>
<td>Director</td>
</tr>
<tr>
<td>Address:</td>
<td>4/135 Sturt Street, Southbank</td>
</tr>
<tr>
<td>City, State or Province, Country:</td>
<td>Melbourne, Australia</td>
</tr>
<tr>
<td>Phone:</td>
<td>+61 (03) 9699 3644</td>
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| Other Firm:               | N/A                                          |

| Construction Firm:        | Precom                                       |
| Project Role:             | Lead Contractor                              |
| Project Contact:          | Jason Sceberras                               |
| Title:                    | Development Manager                          |
| Address:                  | 219 Colchester Road                          |
| City, State or Province, Country: | Kilsyth, Victoria, Australia               |
| Phone:                    | 1300 734 544                                 |
# Project Details

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<thead>
<tr>
<th>Project Name:</th>
<th>The Learning Project</th>
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<tr>
<td>City:</td>
<td>Melbourne</td>
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<tr>
<td>State:</td>
<td>Victoria</td>
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<tr>
<td>District Name:</td>
<td>Caulfield, Malvern, Wheelers Hill</td>
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<tr>
<td>Principal:</td>
<td>Rev. Andrew Syme</td>
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<tr>
<td>Occupancy Date:</td>
<td>October 2014</td>
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<tr>
<td>Grades Housed:</td>
<td>From Prep to Year 12</td>
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<tr>
<td>Capacity (Students):</td>
<td>93</td>
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<td>Site Size:</td>
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<td>Gross Area:</td>
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<td>Per Occupant (gross):</td>
<td>4.4sq.m / 47 sq.ft.</td>
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<td>Site Development:</td>
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<td>Building Construction:</td>
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<td>Fixed Equipment:</td>
<td>$60,000.00 AUD Furniture &amp; Equipment (typical price)</td>
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View the following YouTube for the full story of the construction and delivery of the Learning Project!

https://www.youtube.com/watch?v=W0TCHCH3uSU