

2016 Exhibition of School Planning and Architecture

Montagne Centre

Marist College, Bendigo

Category: New Construction

Bendigo, Victoria

Australia

Montagne Centre

Marist College, Bendigo



Marist College, Bendigo - Masterplan

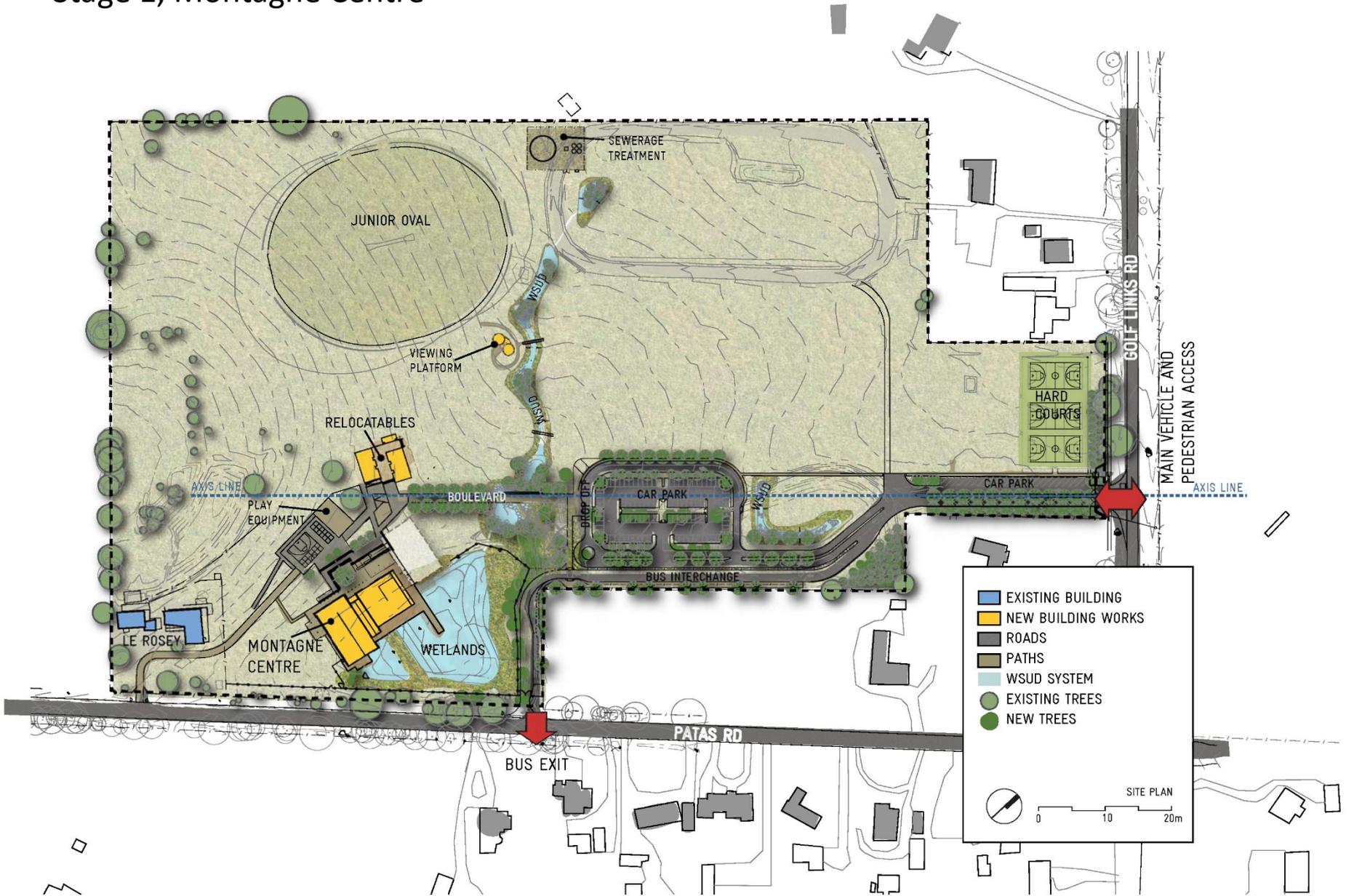


L'HERMITAGE FRANCE (BIRTHPLACE OF MARIST FAITH)



Marist College, Bendigo

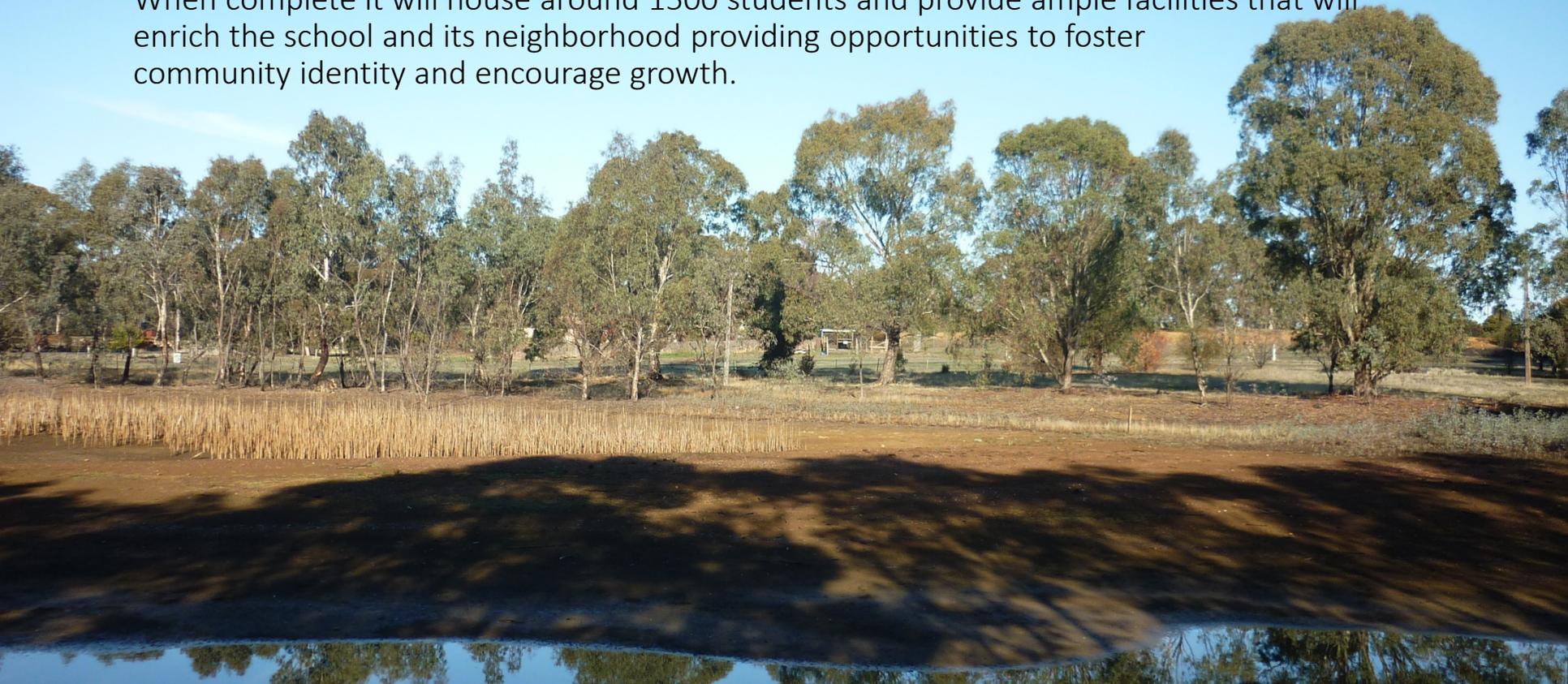
Stage 1, Montagne Centre



Community Environment:

Located on a green-field site in Regional Australia, Marist College Bendigo will provide a brand new Prep to Year 12 facility for a rapidly growing population.

When complete it will house around 1500 students and provide ample facilities that will enrich the school and its neighborhood providing opportunities to foster community identity and encourage growth.



When we were looking for a secondary school for our son the Principal kept talking about the amazing new facilities they were going to have. We took the risk because we wanted our son to have new ways of learning. Now the building is finished and operating we are so pleased we came. My son loves the way the wetlands are part of his learning space.

Sam Daykin: Parent

The story begins

Community Environment:

As a new facility, the college founders saw the need to create a sense of community, culture, heritage and identity, leading to a design that both embraces the roots of Marist faith in France and fosters an Australian narrative, through the landscape, built forms and budding culture of the school



I didn't enjoy school as a kid and my daughter battled through primary school. This year she has just blossomed and I think it is because of the way the building at Marist is different, attractive and helps my daughter to relax. We have had some learning nights for parents and we have been able to use these great facilities. I wish I could go back to school.

Cathy Williams: Parent

Foundations

Community Environment:

During the construction phase the first year group commenced their journey at a host school, and during this time were encouraged to engage with the site with regular visits.

The formation of rammed earth early on in this process created a sense of excitement for both students and the surrounding community. This transition period also allowed enhancements to the college masterplan and vision drawing from a growing body of educators dedicated to fulfilling the aspirations of Marist College Bendigo.

Our place is awesome. There are so many different spaces and each one can be used in lots of different ways. I don't feel like I am walking into a school each morning, and that makes it so much more enjoyable to learn.

Eliza Chisholm: Year 9 Student



Creating a Village

Community Environment:

In time the Montagne Centre will become a home space for middle years student aged 10-14 providing welcoming and engaging environments.

Facilities include a family room and a gastronomy kitchen, enhanced with a warm, textural pallet forming a familiar context in which students will gain confidence and independence.

Spaces are designed to foster a supportive environment that is intrinsically connected to both the broader school and community



Learning Environment

A photograph of a modern learning environment. The room features a high ceiling with a large, multi-paned skylight and a wooden cross mounted on the wall. Students are seated at round tables, some using laptops. A large window in the background shows an outdoor area with a wooden fence and other students. The room is bright and open, with large glass doors on the left and right sides.

Education is trying to adapt new approaches to learning. It is accepted that current traditional modes of teaching are not meeting the needs of contemporary students. The very definition of learning is being redefined. The greatest frustration for educational leaders is adapting traditional spaces to suit this revolution. Since opening, the Montagne Centre has become a beacon in this new world.

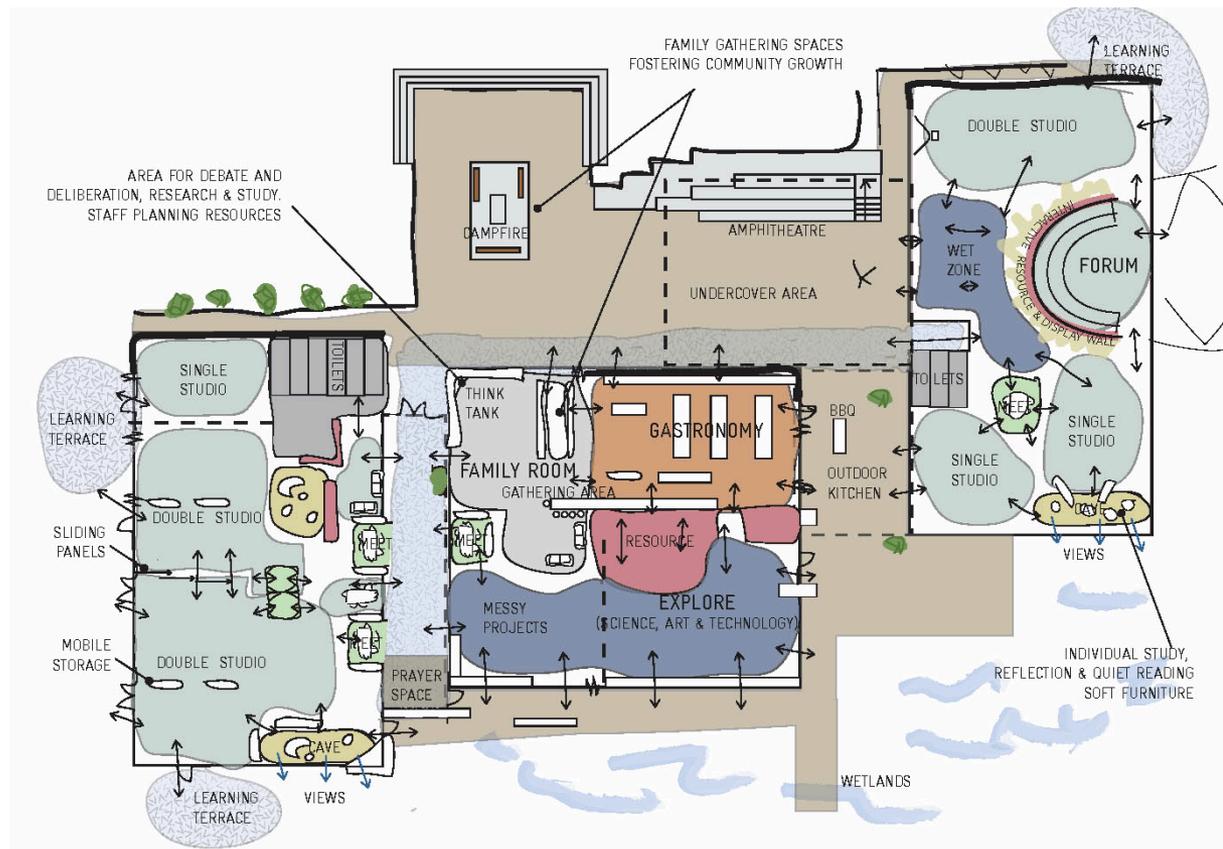
*Darren McGregor
Principal, Marist College Bendigo*

Developing an Approach

Learning Environment:

A comprehensive investigation and analysis of emerging pedagogical approaches have informed the framework for learning at Marist College.

Through discussions, ideas have translated into the facility design which is both appropriate and adaptable for future developments and change.



Relationship diagram

I have taught for 35 years and every time a new innovation comes in I have been frustrated by the limitation of the facilities. At Marist we have facilities built to cater for our learning model and the difference is simply amazing.

Ian McArthur: Educator

Integrated design

Learning Environment:

Integrated specialist space provide students with access to a variety of facilities from a gastronomy kitchen linking foods to learning, to an exploratory laboratory and messy projects area providing facilities for creative and messy exploration.

A think tank zone provides a space for casual discussion and access to resources.

These areas are designed to encourage parent participation and foster with coffee facilities, access to resources, food making opportunities and comfortable gathering areas.

This complements the school's philosophy of community building and a nurturing program of engaged activities.



Mixed-modal Spaces

Learning Environment:

Students are provided with an array of interchangeable scaled spaces from small reflective cave spaces, to medium sized discussion spaces, large collaborative areas and extra large gathering/presentation spaces.

Staff are embedded within these learning areas, as an accessible and guiding resource for students.

Transitions between indoor and outdoor spaces are fluid and enhanced by the buildings location at edge of the water creating an embedded approach to education in the landscape.

My studies to become a teacher always talked about open spaced facilities that allow flexible learning. On my rounds I never saw anything like what we have at Marist. The students want to try a range of learning activates and our new spaces are flexible enough to accommodate their wishes.

Janelle Purcell: Graduate Educator



Physical Environment



Holistic Water Management

Physical Environment:

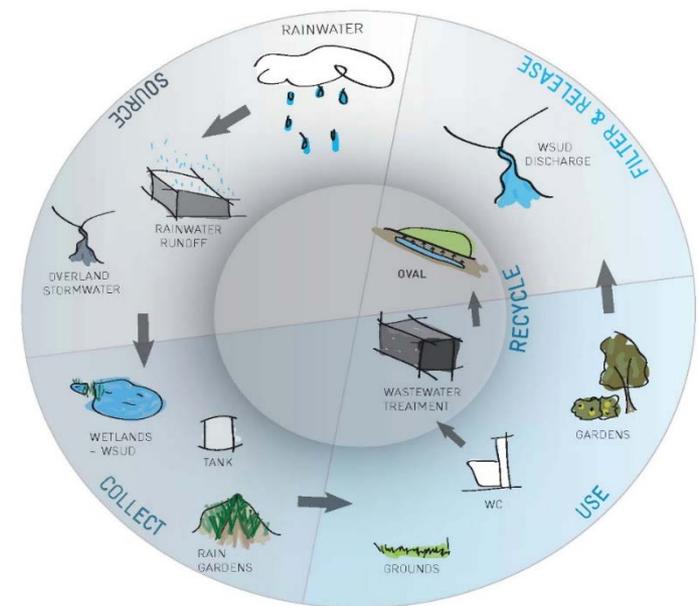
Site flooding was identified early on in the process, but rather than framing this as a problem we saw the opportunity to create an asset for the community creating a wetlands at the school's doorstep that would be embedded in the college ethos.

It was further enhanced through the support of the local council and the Office of Living Victoria which enabled us to create a holistic system of water management; collecting, treating and recycling onsite water.

This integrated system now acts as both an educational and functional asset for the school and surrounding community.

This project has seen a problem turned into an asset

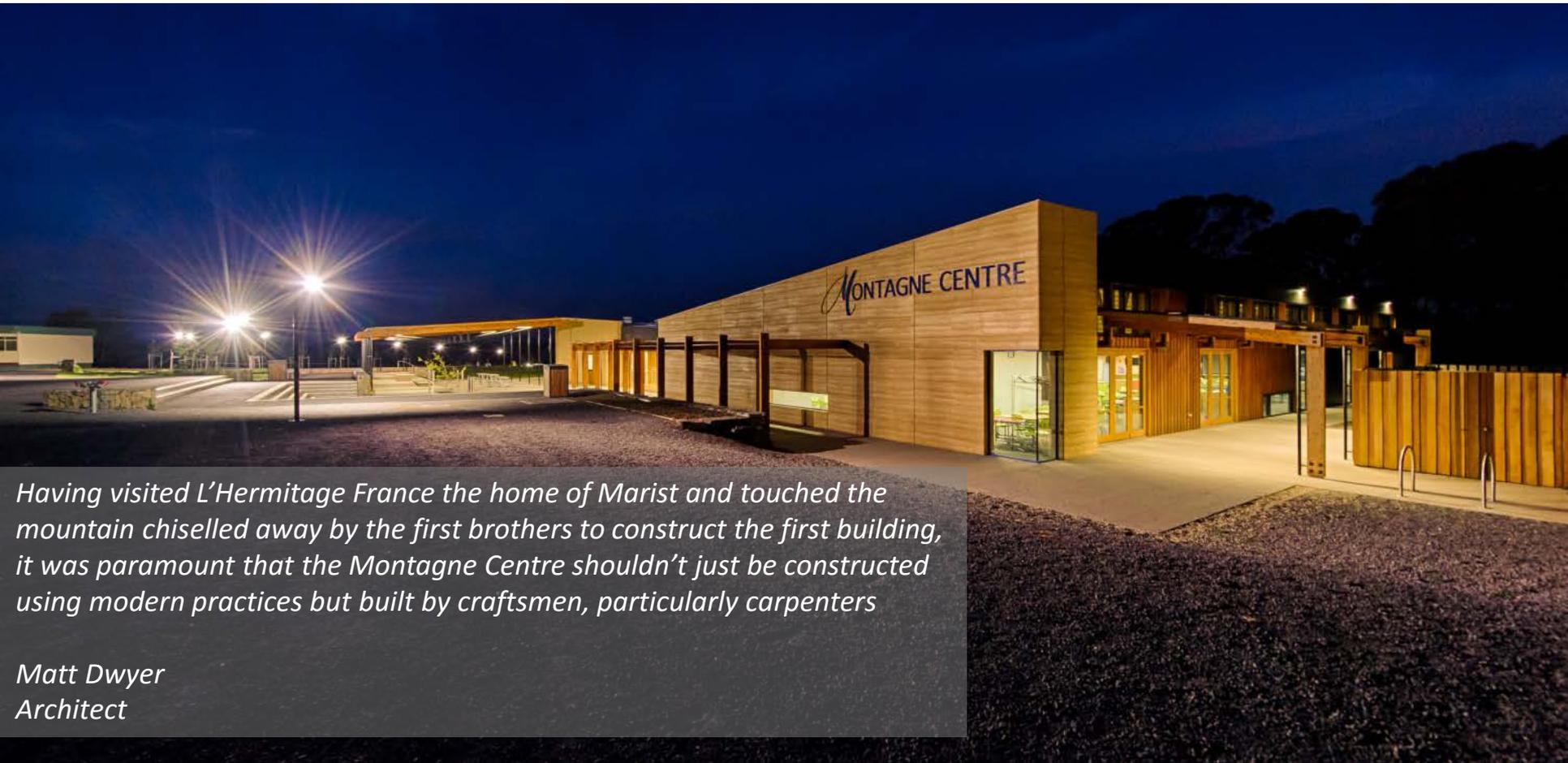
*Hon. Peter Walsh
National Party, Minister for Water*



Material Palette

Physical Environment:

Material selection has been designed to foster a sense of tradition in the school's culture. The use of rock, rammed earth and recycled timbers form a narrative that identifies both an intrinsic local heritage and the influences of L'hermitage, France (birthplace of Marist faith).



Having visited L'Hermitage France the home of Marist and touched the mountain chiselled away by the first brothers to construct the first building, it was paramount that the Montagne Centre shouldn't just be constructed using modern practices but built by craftsmen, particularly carpenters

*Matt Dwyer
Architect*

Material Palette

Physical Environment:

A natural theme of eucalyptus greys/greens and ochra reds/browns are accentuated with textured timbers to create warm and welcoming interiors that gracefully define various zones and spaces.

The large windows draw natural light into the heart of the facilities with smaller key openings framing views and vistas of the grounds and wetlands.

At my old school the teachers tried to do new things but the school buildings were the same old ones and learning just got boring. At Marist it is easier to learn. This is not because the building is new it is because it is so clever in the way it is designed. The spaces allow me to learn in so many different ways.

Dion Symonds: Year 8 student



The Planning Process



Challenging Timeframe*

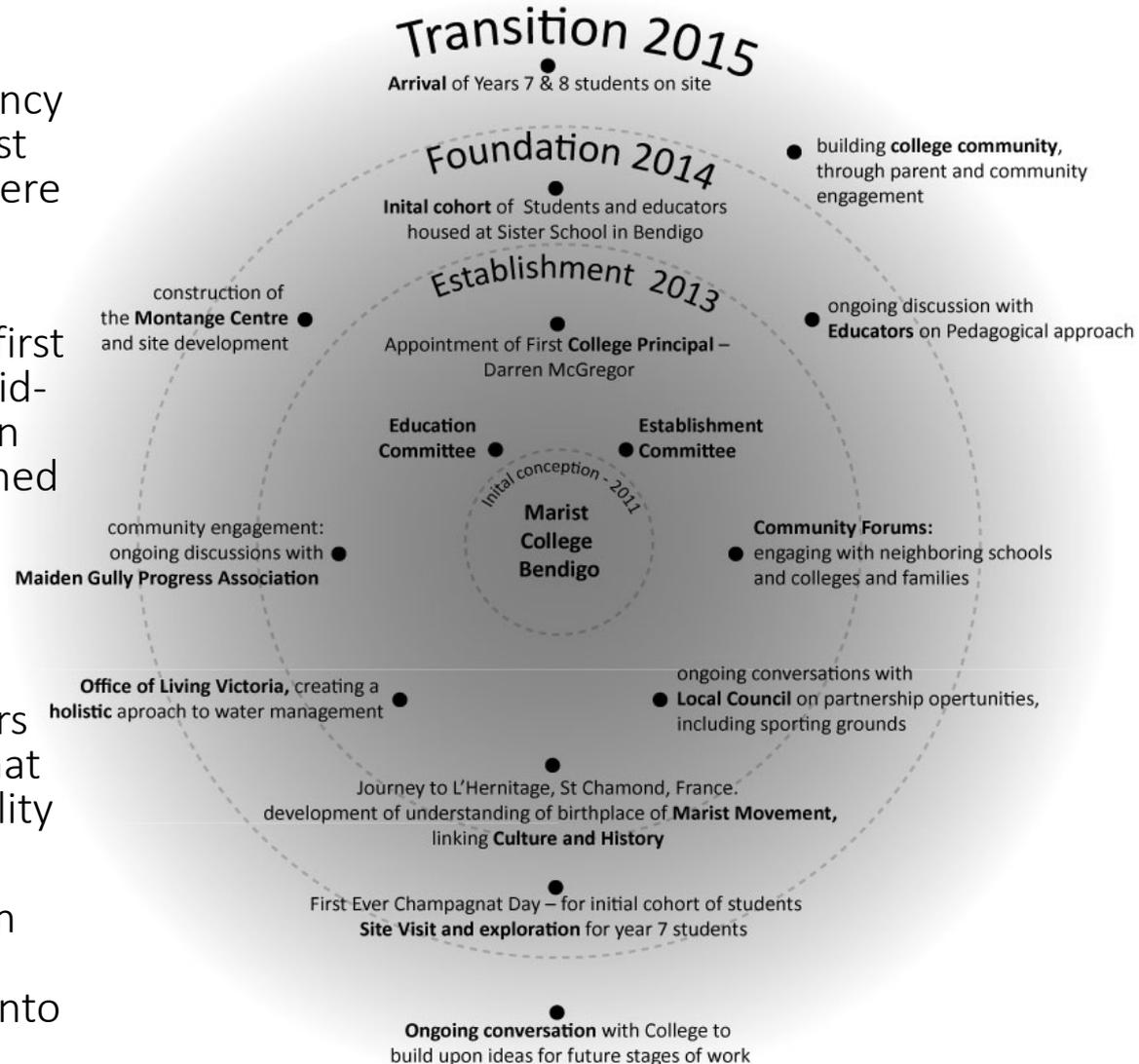
Planning Process:

In 2013 there was a sense of urgency in the development of Marist's first building, as year 7 & 8 students were due on site in 2015.

There was no staff, students or college community - the school's first principal was not selected until mid-2013 – so an Establishment and an Educational Committee were formed to shape the future of Marist College.

This approach created the opportunity to draw on the range and talents of committee members who challenged and discussed what it meant to be an educational facility in the 21st century.

This method influenced the design process, weaving the school's pedagogical approach and ethos into the sites foundations.



*Please refer to attached word document for full timeline of meetings during the planning process

Principal's Comments

We have been using the Montagne Centre for 15 months now and we are still finding new ways of utilising these beautiful facilities. The building was designed to allow the student to be at the centre of their own learning.

In our second year we are trying new approaches and offer new challenges and the facilities are more than catering for these. The student remains truly at the centre of the learning experience at Marist.

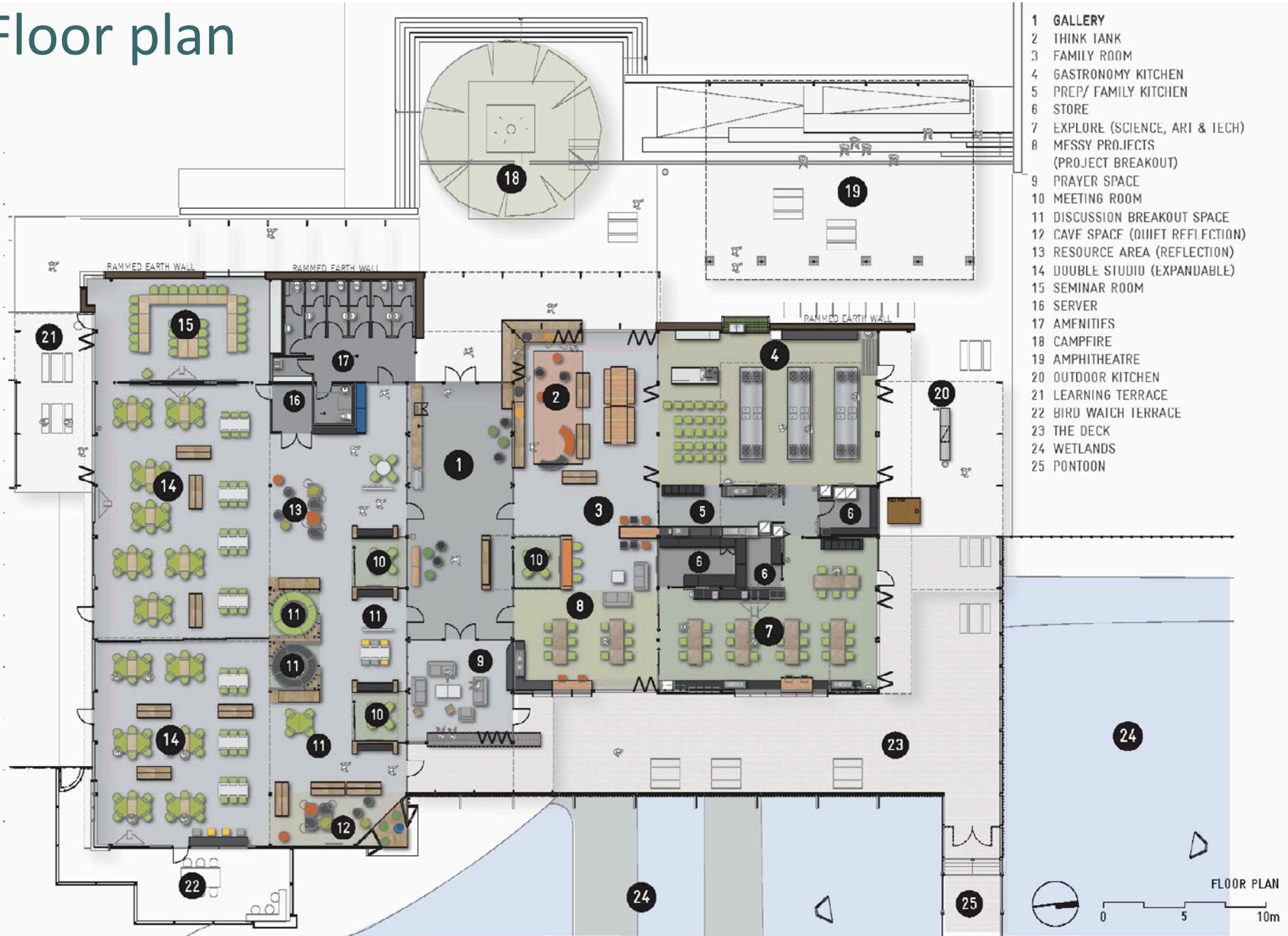
I cannot recall a single time when our learning has had to change because the facilities have been limiting. That is simply unheard of in traditional education.

We have attracted many visitors from other schools and I am very confident the Montagne Centre will be replicated in many places in the near future.

Darren McGregor: Principal



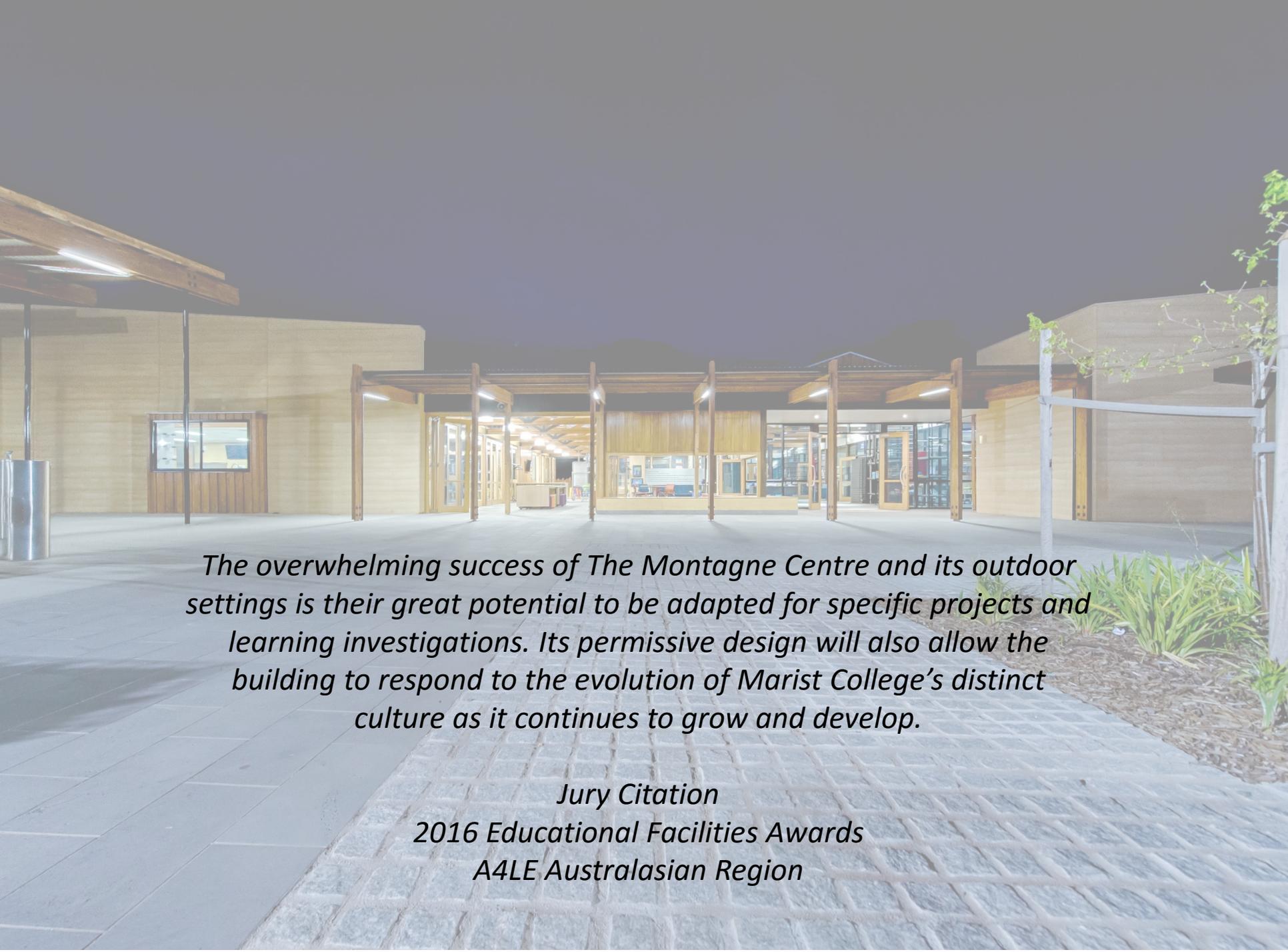
Floor plan



- 1 GALLERY
- 2 THINK TANK
- 3 FAMILY ROOM
- 4 GASTRONOMY KITCHEN
- 5 PREP/ FAMILY KITCHEN
- 6 STORE
- 7 EXPLORE (SCIENCE, ART & TECH)
- 8 MESSY PROJECTS (PROJECT BREAKOUT)
- 9 PRAYER SPACE
- 10 MEETING ROOM
- 11 DISCUSSION BREAKOUT SPACE
- 12 CAVE SPACE (QUIET REFLECTION)
- 13 RESOURCE AREA (REFLECTION)
- 14 DOUBLE STUDIO (EXPANDABLE)
- 15 SEMINAR ROOM
- 16 SERVER
- 17 AMENITIES
- 18 CAMPFIRE
- 19 AMPHITHEATRE
- 20 OUTDOOR KITCHEN
- 21 LEARNING TERRACE
- 22 BIRD WATCH TERRACE
- 23 THE DECK
- 24 WETLANDS
- 25 PONTON

FLOOR PLAN

0 5 10m

The image shows the exterior of The Montagne Centre at night. The building features a prominent wooden facade and a series of vertical wooden posts supporting a horizontal wooden beam structure that creates a covered walkway. Large glass windows and doors are visible, some of which are illuminated from within. The foreground consists of a paved area with a grid pattern of light-colored stones. To the right, there is a small garden bed with green plants and a young tree supported by a wooden stake. The overall atmosphere is modern and well-lit.

The overwhelming success of The Montagne Centre and its outdoor settings is their great potential to be adapted for specific projects and learning investigations. Its permissive design will also allow the building to respond to the evolution of Marist College's distinct culture as it continues to grow and develop.

*Jury Citation
2016 Educational Facilities Awards
A4LE Australasian Region*

Exhibition of School Planning and Architecture Project Data

| | |
|----------------------------------|------------------------------|
| Submitting Firm : | Y2 Architecture |
| Project Role | Lead Architect |
| Project Contact | Matthew Dwyer |
| Title | Director |
| Address | 466 Malvern Rd |
| City, State or Province, Country | Prahran, Victoria, AUSTRALIA |
| Phone | 03 9510 7860 |

| | |
|----------------------------------|-----|
| Joint Partner Firm: | N/A |
| Project Role | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |

| | |
|----------------------------------|-----|
| Other Firm: | N/A |
| Project Role | |
| Project Contact | |
| Title | |
| Address | |
| City, State or Province, Country | |
| Phone | |

| | |
|----------------------------------|------------------------------|
| Construction Firm: | Walsh & O'Meara |
| Project Role | Builders |
| Project Contact | |
| Title | |
| Address | 102 Strickland Rd |
| City, State or Province, Country | Bendigo, Victoria, AUSTRALIA |
| Phone | 03 5441 2560 |

Exhibition of School Planning and Architecture Project Details

| | |
|----------------------------------|---|
| Project Name | Montagne Centre, Marist College Bendigo |
| City | Bendigo |
| State | Victoria (Australia) |
| District Name | NA |
| Supt/President | NA |
| Occupancy Date | 23 January 2015 |
| Grades Housed | Initial 7-8, Long Term 5-8 |
| | |
| Capacity(Students) | 260 (building), 1500 Long term College capacity |
| Site Size (acres) | 14.5 ha (35.83Acre) |
| Gross Area (sq. ft.) | 1327 sq.m (14,284 sq.foot) |
| Per Occupant(pupil) | 5.10 m2/student (55 sq.foot/student) |
| gross/net please indicate | |
| | |
| Design and Build? | NO |
| If yes, Total Cost: | |
| Includes: | |
| | |
| If no, | |
| Site Development: | \$1.27M (AUD) |
| Building Construction: | \$3.65M (AUD) |
| Fixed Equipment: | \$0.32M (AUD) |
| Other: | |
| | |
| Total: | \$6.15M (AUD) |

Principal Comments

At Marist our learning motto is that students learn anywhere, anyhow and anytime. This places significant pressure on the building design as every space becomes a learning space. The Montagne Centre is a place of new and exciting learning and the building is simply perfect for this new era and philosophy. Our students could not learn as well in any school building I have seen in my extensive travelling in preparation to lead this new College.

Darren McGregor

Principal, Marist College Bendigo

Please refer to the following YouTube movie for further information on our college
<https://www.youtube.com/watch?v=aDrYYAKZWo4&sns=em>