

2016 EXHIBITION OF SCHOOL PLANNING AND ARCHITECTURE

WOODLEIGH SCHOOL “THE HOMESTEAD REDEVELOPMENT”

NEW CONSTRUCTION

AUSTRALIA
MELBOURNE, VICTORIA





"THE HOMESTEAD REDEVELOPMENT"

WOODLEIGH SCHOOL PROPOSED SITE PLAN



COMMUNITY ENVIRONMENT: *EXISTING CONDITIONS*

The Woodleigh School in Langwarrin South is a school of independent thought with an emphasis on providing a progressive curriculum within a sustainable natural environment.

The Homesteads form the core of student life and underpin their unique model of Teaching and Learning- each building, a learning home for 70 plus students across years 7-10.

Founded in the 70's, the time for new Homesteads had arrived, with the existing spaces out-dated and no longer supportive of contemporary pedagogy.

A lengthy year long community engagement process and analysis of the "brief" was undertaken to ensure the spaces embody Woodleigh values in their built form.

The site has considerable challenging planning and environmental overlays requiring a careful design response, which involved many local authorities and environmental groups.



COMMUNITY ENVIRONMENT:

THE NEW HOMESTEADS

The scope of works involved demolition of three homesteads and construction of three new.

As a whole the project has added immense value to the wider school community. The school has been enthusiastic to be involved from design and planning stages right through to construction.

The construction of the buildings has even inspired a sense of local community spirit. Involvement from local subcontractors, a VCAL student apprentice on site and the school communities engagement with the landscapes creation.

As the school continues to grow and learn in these buildings they can feel a sense of ownership and pride in the design that has been accomplished.



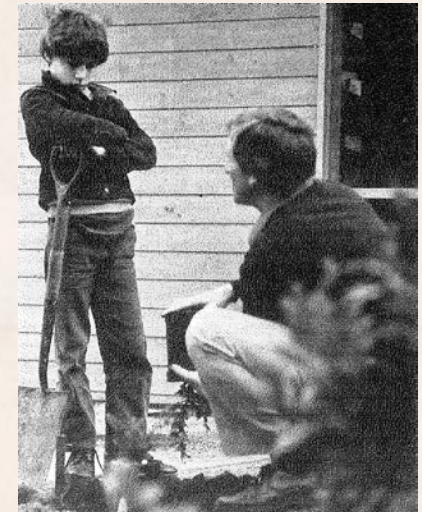
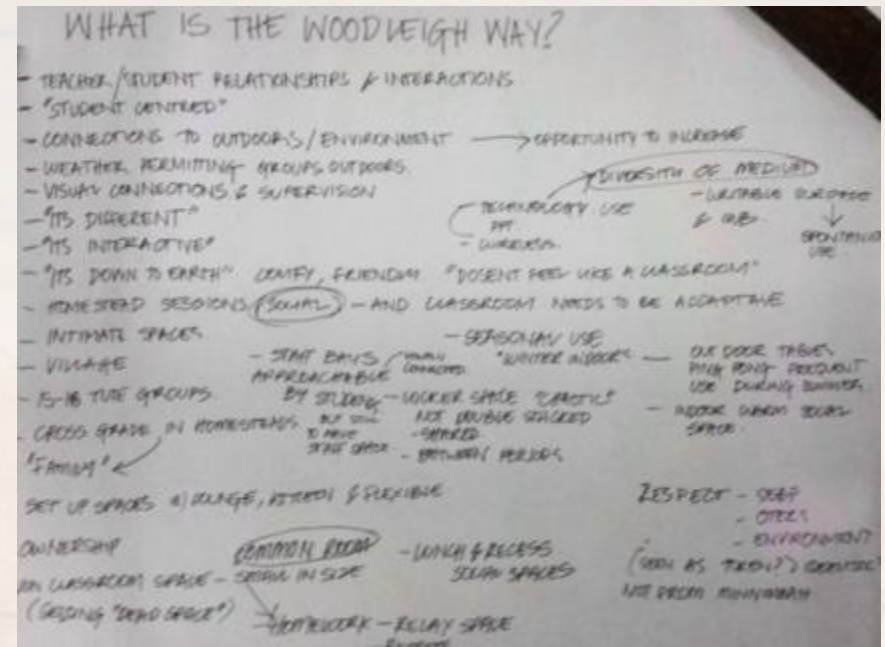
LEARNING ENVIRONMENT:

WHAT IS THE WOODLEIGH WAY? AND WHAT ASPECTS ARE STILL RELEVANT TODAY?

The key to the success of the project was instilled in the sustainable, material and community aspects of the school. Via a series of lengthy workshops and research with students and staff in particular the outcome has maintained and enhanced the core ideas and philosophies underpinning the schools origins... 'The Woodleigh Way'.

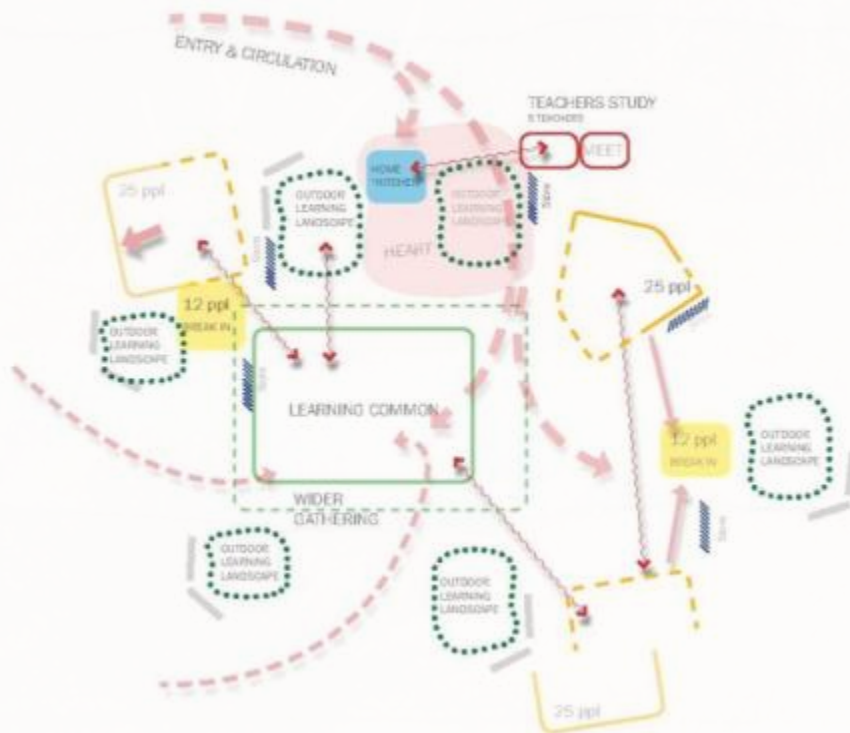
The Woodleigh school is motivated by a curriculum and an environment that strives to encourage a variety of learning. Like many schools there are moments of traditional pedagogy, however there is an endeavour to encourage independent learning and growing.

In summary, the design response needed to pay homage to the outdoors as critically connected learning spaces.



LEARNING ENVIRONMENT: LEARNING AND TEACHING DELIVERY

The University of Melbourne were invited to be engaged in the design phase to assist in collecting data, under taking analysis to assist in critiquing and challenging the original brief. This involved participating in focus groups and exploring opportunities for professional development for the school during the build. This resulted in a pilot study in a temporary building to ensure ongoing spatial literacy for the teachers entering these new spaces.



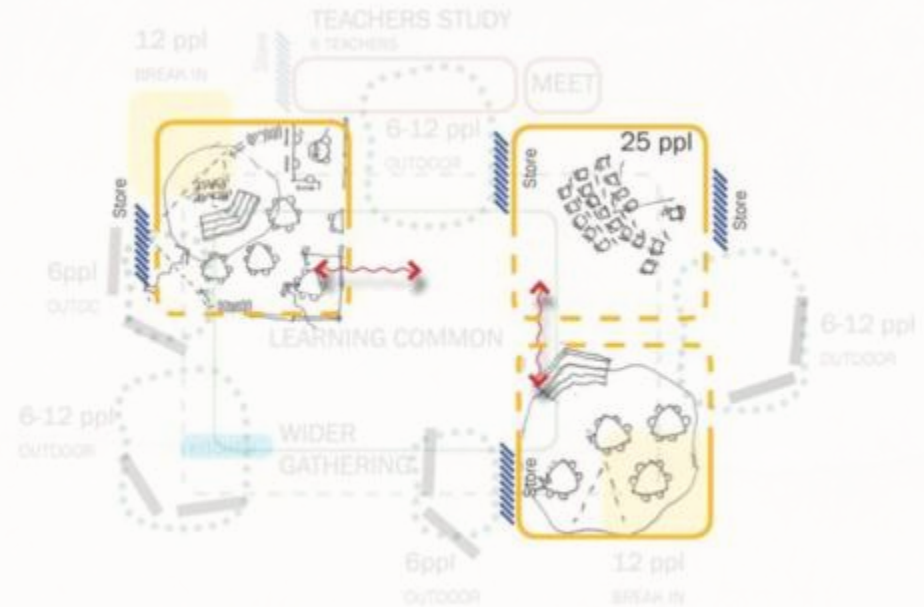
Example of study result...

Outcomes of the evaluation:

Overall support for the desired learning and teaching practices and activities

Vision for learning and teaching:

- **Connected learning**
 - learning that is connected to community, environment, real life, and the development of skills for life-long learning
- **Personalised learning**
 - learning that addresses students' individual needs and learning styles through the use of multiple resources and diverse teaching styles
- **Collaborative learning**
 - learning that features team work, opportunities for critical, lateral and logical thinking, and creativity
- **Environmental learning**
 - learning that connects students' lives with sustainable living practices through authentic experiences on and beyond the campus
- **Varied learning**
 - learning that is supported by different tools, resources and settings, and opportunities to work with a range of peers



LEARNING ENVIRONMENT: *THE DESIGN*

Like the home, the homesteads are responsible for the nurturing and growth of each of its members. Providing both direct learning spaces and areas to socialise, play and reflect.

Careful internal planning and spatial relationships teamed with sliding walls and partitioning curtains generate contemporary spaces that facilitate connected, collaborative, varied, personalised and environmentally-focussed learning.

The seamless interplay between indoor and outdoor spaces acknowledges that learning happens everywhere and community is enabled when 'edges' and transitional zones are carefully considered. These new dynamic learning spaces progress, embody and foster these values in their built form.



PHYSICAL ENVIRONMENT: *SUSTAINABILITY AND MATERIALITY*

The careful and strategic placement of the buildings was heavily informed by not only the significant existing vegetation but also the relationships and connections between each other and the landscape.

Ingrained in the school's rewarding pedagogy is a commitment to the natural environment. Sustainability in the project was important, both in the way it was implemented and as an educational tool for the occupants.

It is as much the myriad of 'small choices' made, such as timber tables made with structural beam off cuts, as it is the more obvious technical systems like the walk-through thermal labyrinth that have made these buildings intrinsically sustainable.

The homesteads' built form transitions seamlessly between inside and out, using materiality to connect with the natural environment.



the thermal labyrinth



Locally Sourced rammed earth, CoC (Chain of Custody) spotted gum timber

PHYSICAL ENVIRONMENT:

SUSTAINABILITY AND MATERIALITY

Locally sourced rammed earth, CoC (Chain of Custody) spotted gum timber, exposed concrete floors and granite rocks allow the bold gestures of the soaring truss roof, solid mass walls and folded iron spouts to sit harmoniously within the landscape.

Seasonal changes are welcomed and celebrated. Rainwater pours off folded steel spouts into open rock outcrops, flowing into overland swales, landscaped with indigenous and native flora.

Solar paths are plotted and internal spaces designed to encourage sunny winter sinks and summer cool. Moving through the spaces the scene is constantly transforming through strategically located windows and openings.

The building's 'edges' play a vital role in social wellbeing. It is in these carefully crafted transitional zones, between being 'in' and 'out', we find places to connect, reflect and be....just like home.



PLANNING PROCESS:

WORKSHOPPING

A lengthy year long series of workshops were held investigating all aspects of the concept and schematic design. This incorporated the following:

- Review of “the Woodleigh Way”
- The schools foundational values and contemporary currency.
- The existing values imbedded in the built form to be retained.
- Limitations of existing school campus and opportunities the new homesteads might provide.
- Investigation into environmental/habitat overlays and the opportunities and constraints they offered.
- Assessment of the teaching and learning challenges that needed to be transformed overtime.
- The school as a place for community of learners anytime, day or night.
- These workshops, as well as continuous communication with the students and teachers, uncovered a desire for spaces that could provide adaptable learning spaces- for both guided learning and independent learning.

Workshop participants and partners include:

- LEARN network group, the University of Melbourne
- Students, Teachers and the Community of Woodleigh School
- In house design days between school representatives, Melbourne University and the Architects.

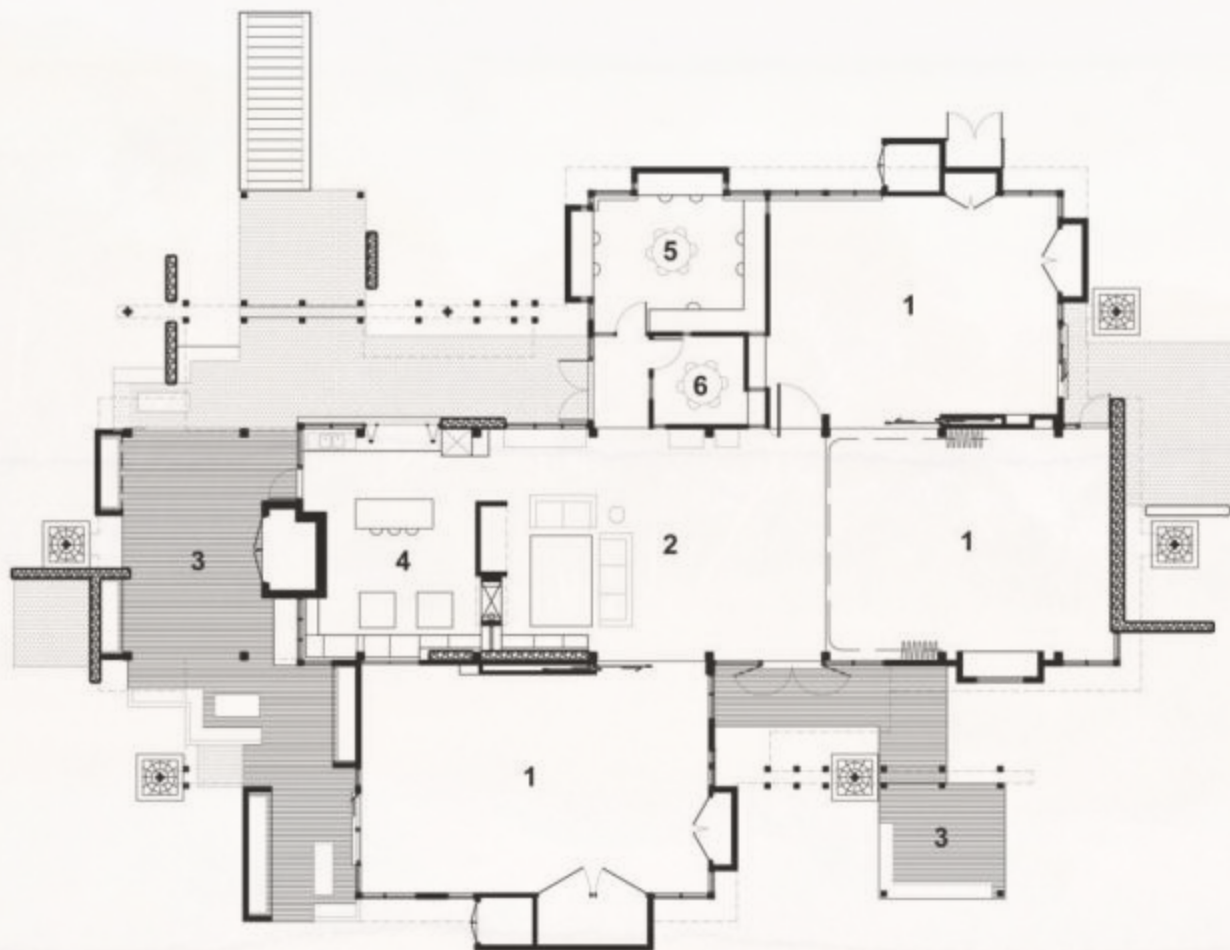


PLANNING PROCESS:

1. LARGE GATHERING SPACES
2. SMALLER TUTORIAL SPACES
3. SOCIAL AND INDIVIDUAL SPACES

As the following diagrams suggest, the Homesteads can be adapted for a large gathering space, into smaller tutorial groups and also branch out into social and individual spaces.





- 1. LEARNING
- 2. COMMUNAL LEARNING
- 3. EXTERNAL LEARNING
- 4. KITCHEN
- 5. STAFF
- 6. MEETING



Exhibition of School Planning and Architecture Project Data

Submitting Firm :	Law Architects
Project Role	Architect
Project Contact	Sandy Law
Title	Director
Address	2/45 Watkins St, Fitzroy North
City, State or Province, Country	3068, Victoria, Australia
Phone	(03) 9489 9200

Construction Firm:	Lloyd Group
Project Role	Builder
Project Contact	Dustin Lloyd
Title	Director
Address	1/484 Graham St, Port Melbourne
City, State or Province, Country	3207 Victoria, Australia
Phone	(03) 9676 8500

Exhibition of School Planning and Architecture

Project Data

Project Name	Woodleigh School, "The Homestead Redevelopment"
City	Melbourne
State	Victoria
District Name	Melbourne
Supt/President	Jonathan Walter
Occupancy Date	October 2015
Grades Housed	7-10
Capacity(Students)	75 students per Homestead (Total: 225 students)
Site Size (acres)	
Gross Area (sq. ft.)	1500 sqm
Per Occupant(pupil)	500 sqm
Gross/net please indicate	
Design and Build?	Yes
If yes, Total Cost:	\$ 6.5 million
Includes:	Construction Works, FF&E and Landscape
If no,	
Site Development:	
Building Construction:	
Fixed Equipment:	
Other:	
Total:	\$ 6.5 million









