In 2015 Marist College Bendigo opened its doors to 225 students in years 7 & 8. Three years on, there are 600 learners and the founding students are approaching Grade 12. Marist and their architects have worked closely to ensure that the building program keeps up with the school’s rapid growth. This relationship has also ensured that the overall vision for the school is maintained and enhanced as the college settles into being and reflects on its journey.

The first stage of works at Marist created the Montagne Centre for middle years students. This nurturing environment fosters independence in learners, it’s a space for them to grow and thrive. As students enter their final years with the school it was important that they are given a more mature setting, linked to an awareness of interdependence with others.

Champagnat continues to translate the school’s Pedagogical Vision; creating a physical environment dedicated to learning anywhere/anytime. The approach to learning at Marist was formed before the school’s birth; by a team of educators who questioned and pushed by what contemporary education could be.

The Middle Years centre has provided a working model that has to allow Marist to test what is working and what could work better within the new facility. This self-reflection has provided a strong foundation that has allowed learning philosophies at Marist to mature as the school grows into a community.

Extensive discussions and forums on the needs of a senior community informed almost everything about Champagnat. The building is located near the highest point of the site, forming part of an arching wall that wraps around Marist’s central green. At its entrance, a clock tower is embedded on a rammed earth wall. Champagnat acts like the town hall for its community, providing leadership and aspiration to younger students. Champagnat provides enriching environments that allow students within the Marist Approach to thrive as they mature into young adults. Specialist spaces complement more fluid independent and collaborative spaces, ensuring that learners have access to senior science spaces within an array of facilities. Educators and designers collaborated to ensure that spaces reflected Marist’s learning needs.

At Marist the physical environment has been designed around the pedagogical philosophies, ensuring that the architecture enhances rather than restricts the potential of learning.
Scope and Budget

PROJECT DETAILS

PROJECT NAME
Champagnat Centre

SCHOOL
Marist College Bendigo

LOCATION:
Maiden Gully, Victoria, Australia

PRINCIPAL:
Darren McGregor

GRADERS HOUSED:
Senior Years (Year 9-12)

AREAS:
Building: 1,992m² / 21,440ft²
Site: 14.5ha / 35.83Acre

CAPACITY:
Champagnat (9-12) 600
Overall Long Term (P-12) 1500

OCCUPANCY DATE
31 March 2017

TOTAL PROJECT COSTS
$6.5M (AUD)

BUILDING COST PER SQUARE METRE / FOOT
$3260 per m² / $303 per ft²
Building a Legacy

Marist College Journey

Building Program

- Montagne Centre (5-8) Opens
  - Work commences on
  - Work commences on

- Champagnat Centre (9-12) Opens
  - Temporary La Valla (F-4)

- Montagne Extension Opens
  - Fourviere Centre opens

- Community Hub Opens
  - First Year at MCB

- Fanville Centre opens
  - First Foundation (Prep) Intake

- Champagnat Extension to open

College Milestones

- 2013: Master Planning & Educational Specification
- 2014: Founding Students Begin 105 Gr 7 learners
- 2015: Founding Students Graduates
- 2016: First Year at MCB 225 Learners (Grade 7&8)
- 2017: First Foundation (Prep) Intake 605 Learners
- 2018: Founding Students Graduates
- 2019: Montagne Extension Opens
- 2020: 1280 Learners

Connecting to l’hermitage, France (Birthplace of Marist Faith)
Engaging the Growing Community

2013

Exploring Marist Heritage: Field Trip to L'Hermitage, France

Masterplanning and building Educational Specification with Education committee

Working with growing stakeholder groups throughout the design phase, to embed the design in the Marist Ethos and Pedagogical Direction

2018

Collaborating with the Builder and Community to build opportunities created during construction

Post Occupancy Evaluations with learners and educators informing the next stage of work

Engaging the Growing Community
Principal’s Comments

Our learning philosophy at Marist is quite unique. Starting as a new school just three years ago there is a strong focus on the student having control of their own learning. The Champagnat Centre caters for our senior students who have developed in our unique model for three years. They are perhaps some of the most independent learners in the current education system. This new building needs to provide learning spaces for these students who demand a wide range of learning styles. It has done this superbly. Every space in the building enables great flexibility within the learning program.

The stakeholder group had regular meetings to form the design of the Champagnat Centre. This included forums with staff, students and members of the Advisory Council. Most importantly these meetings focussed on learning styles and philosophy rather than specific elements of design. The project required flexible and adaptable spaces that could be used for a diverse range of subjects and learning styles. It also needed to accommodate traditional approaches to learning and therefore has three science laboratories and the associated preparatory rooms. These spaces also have flexibility in them. There are also two lecture theatres which provide spaces for both explicit teaching and, more importantly, places for students to present work. This is a key element of the learning model at Marist.

A further crucial element of the design of the Champagnat Centre was to ensure this key building in the Master Plan reflected the spirituality of the Marists. The building was designed to be opened in the Bicentennial year of the Marist Brothers being formed and the Architect went to great lengths to ensure this was reflected in the building. The Architect actually travelled to France to see the original buildings and understand the ethos and history underpinning our Marist Heritage. This travel, combined with the Architects ability to listen to, and walk with the stakeholders, has resulted in an iconic building that beautifully encapsulates who we are as Marists. Whilst depicting our heritage these elements have also enhanced, rather than hindered, the brilliant learning spaces.

A specific example of the brilliance of the architectural design lies in the room known as Theatre 1. During construction the builders came across significant rock. The Architect, in consultation with the Principal, altered the design. This involved turning the theatre to face the opposite direction and the rock wall was enshrined behind glass and became a “story wall” of our connection to the very first Marist buildings in France which were chiselled from similar rock. Pick marks were added to the wall to add authenticity. The theatre is now a dynamic learning space and sacred element of our culture.

In summary, the Champagnat Centre is a complex build across several levels of land needing to cater for diverse independent learners. It is a complex building that speaks of our heritage and our learning. Within its complexity the Champagnat Centre’s most striking comment is in its simplicity. The Architect has taken construction of learning facilities to completely new heights.

Darren McGregor, Principal MCB
Engaging The Community - Activity Details

### Design Brief Outcomes

**Dates:** From 13th August 2014

**Description:**
- PRINCIPAL, SENIOR STAFF, MARIST REPRESENTATIVES & ARCH.
- Ideal location for bike parking
- (location of windows/ planting), working through
- with the sacred space behind building
- location of water tanks (message to community),

**Physical Environment:** Inclusion of solar panels,
- views from internal spaces
- between indoor/ outdoor and the framing of
- approach made clear the need for connections
- Learning Environment: Discussions on educational
- within the school.

**Dates:** From May 2015

**Description:**
- PRINCIPAL, SENIOR STAFF, MARIST REPRESENTATIVES & ARCH.
- Regular meetings approx 1h each
- for the senior facilities. The underpinning values aspirations/desires of the
- earlier stages were analysed by the group, providing
- insights into what was working and what would need to be done differently
- for the senior facilities. The underpinning values aspirations/desires of the
- group were explored.

**Learning Environment:** Earlier stages were analysed by the group, providing
- insights into what was working and what would need to be done differently
- for the senior facilities. The underpinning values aspirations/desires of the
- group were explored.

**Design Brief Outcomes:**
- Community: Development of the design for open and voluminous main entry
- point that is welcoming and interacts across the building levels. This space
- connects Marist community and traditions, in its use/forms

**Physical Environment:** Landscaping around the building was discussed
- creating an opportunity to link to the L’hermitage in
- including the role of the wall that connects to the Marist foundations in
- France, focusing on ideas of what this element look like

**Learning Environment:** Landscaping around the building was discussed
- creating an opportunity to link to the L’hermitage in
- including the role of the wall that connects to the Marist foundations in
- France, focusing on ideas of what this element look like

**Design Brief Outcomes:**
- Community: Working with the growing college community to develop the master plan and
- vision for the college based on the work of the educational committee before the school came
- into being
- Learning Environment: Discussion on Pedagogy, Curriculum, building of school culture. Planning
- workshop on location and type of facilities on site. Site walk and discussion on topography,
- landmarks and axes lines

### Workshop and Planning Day With Staff

**Date:** 28th May 2015

**Description:**
- Workshopping to build and incorporate user group inputs
- Learning Environment: Workshop day designed to cement most of the
- planning for the building. Focused on the planning of the senior centre
- rather than aesthetics

### Whole School Community, Architect & Landscape Arch.

**Date:** 4th September 2015

**Description:**
- Open forum discussion presenting and obtaining feedback from Marist Community
- A forum day designed to cement most of the
- financial and educational data for the future.
- informing its design. This will ensure that Champagnat builds a strong legacy
- and the information provided within the POEs provides vital insights to help
- Additionally, we are moving into the planned second phase of Champagnat,
- and the information provided within the POEs provides vital insights to help
- inform its design. This will ensure that Champagnat builds a strong legacy
- for the future.

**Design Brief Outcomes:**
- Community: Working with the growing college community to develop the master plan and
- vision for the college based on the work of the educational committee before the school came
- into being
- Learning Environment: Discussion on Pedagogy, Curriculum, building of school culture. Planning
- workshop on location and type of facilities on site. Site walk and discussion on topography,
- landmarks and axes lines

### Forthcoming

**Date:** 28th May 2015

**Description:**
- Workshopping to build and incorporate user group inputs
- Learning Environment: Workshop day designed to cement most of the
- planning for the building. Focused on the planning of the senior centre
- rather than aesthetics

### Site Tours to Other Facilities

**Date:** September 2015

**Description:**
- Site tours to other exemplar science facilities
- Learning Environment: Staff formulated a clearer vision of what they wanted
- from their learning environment

### Post Occupancy Evaluations

**Date:** March 2018

**Description:**
- POE sessions with learners and educators to hear feedback and inform
- briefing for second phase

**Design Brief Outcomes:**
- Educational Environment: This critical step has helped to clarify how
- the building is performing against the pedagogical intent and where
- improvements can be made. This feedback can be used as an educational
- tool by the college, allowing them to improve their systems.

Additionally, we are moving into the planned second phase of Champagnat,
and the information provided within the POEs provides vital insights to help
inform its design. This will ensure that Champagnat builds a strong legacy
for the future.
COLLEGE STRUCTURE

During Master Planning the structure of the college was determined with 3 distinct cohorts:

La Valla
Prep-Grade 4 (age 5-10)

Montagne
Grades 5-8 (age 10-14)

Champagnat
Grades 9-12 (aged 14-18)

This structure allows the college to focus on different development goals based on the age of the occupants.

Champagnat provides maturity for learners in its educational program, its physical environment and its approach to community building.

Learners are supported to become mature, responsible & resilient interdependent citizens as they move beyond their college life.
CHAMPAGNAT CENTRE

Site Plan

Champagnat provides general learning areas, specialist science facilities and two presentation theatres for Years 9-12 Learners and Educators.

The building is situated on a steep section of the site, falling approximately 5 metres (16ft) from the east to west sides. Due to the challenging steepness of the site, the building has 2 wings (east + west) across 3 floors in a split-level configuration.

The east wing sits on higher ground, and the west sits lower, cutting slightly into the site. Both wings share the mid-level.

The buildings are connected via a double height atrium spine that allows light into the deep floor plate.
At Marist our language is that a student learns the 3As: Anywhere, Anyhow Anytime. This focuses on learning as the action and reminds us all that with technology today this is a constant action.

Darren McGregor, Principal MCB
Marist College Bendigo is a centre of learning, of life, and of evangelising.

As a college, it leads students to learn to know, to be competent, to live together, and most especially, to grow as persons.

As a Catholic college, it is a community setting in which faith, hope and love are lived and communicated, and in which students are progressively initiated into their lifelong challenge of harmonising faith, culture and life.

As a Catholic college in the Marist tradition, it adopts Marcellin’s approach to educating children and youth, in the way of Mary.
Educational Environment

Champagnat adds a new chapter to the story of Marist College Bendigo, creating high-quality environments for senior learners. The centre is designed to advance independence, interdependence and student ownership over learning, aligning the physical environment with the school’s learning approach.

SENIOR YEARS (10-12)
In the upper floors students from years 10-12 have access to an array of self-governed study spaces, as an adjunct to more structured studios. These study spaces give control to the learners who negotiate their use/arrangement. Seating, scale and level of seclusion is varied and author-able surfaces allow for impromptu discussions and collaboration. Lockers are close by giving further student ownership.

SENIOR SCIENCE: COLLABORATION-HUB
At the heart of Champagnat is shared access to science facilities that extend beyond labs and theory spaces into a collaborative hub off the centre’s main entrance. The hub allows for un-programmed sessions between learners, supporting Project Based Learning. The centrality of the hub also encourages a community of shared exploration where learning is collaborative and learners build on each other’s insights as they develop their own breakthroughs.

Y9: STUDENT-CENTRED LEARNING
The lowest floor of Champagnat is dedicated to year 9s, giving them their own place to grow and develop as they settle into the senior community.

Champagnat matures the project-based learning program that learners are already familiar with. A student-centred approach encourages learners to take the lead over their learning with a flexible layout that provides a variety of settings. Here learners choose how and where they learn, depending on their needs and preferences.
The wall is a crucial element of L’hermitage, France where buildings were literally carved out of the rock face. Champagnat responds to this with external interactions with the wall (off wet interactive) and within spaces like the theatre.

**PROJECT BASED LEARNING**
A student-centred learning approach, focused on authentic, long-term learning trajectories, student driven assessment and process. High level of student control over space.

**VARIETY OF LEARNING**
Choice of medium or large studio spaces maximises the teaching and learning repertoire, group and independent activities, small direct instruction, external learning spaces.

**RESOURCE AREA**
Shared access to resources for collaborative activities.

**CONNECTIONS TO MARIST HERITAGE**
The wall is a crucial element of L’hermitage, France where buildings were literally carved out of the rock face. Champagnat responds to this with external interactions with the wall (off wet interactive) and within spaces like the theatre.
Creating a special space at Champagnat’s table, where students can come together and share ideas, linked to Marist Traditions

CHAMPAGNAT CENTRE
Educational Environment: Seniors (Years 10-12)

- **SELF-GOVERNED**
  Unscheduled space allows students to negotiate space and time as per need

- **INCREASED AGENCY**
  Variation in space allows for 1 to 1 consults, peer driven study groups

- **AUTHORABLE SPACE**
  A degree of flexibility in furniture and walls to generate intimates spaces, presentation walls, nooks and resources

- **CENTRALISED STUDY**
  Easy connections between; quiet visible meeting rooms and staff spaces

- **STUDENT INDEPENDENCE**
  Final years education characterised by increased agency and self-governed engagement with learning

- **STUDENT CONTROL**
  The study space allows for student-driven usage; various group sizes, presentations, quiet space and communal space

- **COLLABORATION PROMPTS**
  Small and large spaces provide a range of suggestions and opportunities for student-driven learning activities

CONNECTIONS TO MARIST HERITAGE

STUDENT INDEPENDENCE

STUDENT CONTROL

COLLABORATION PROMPTS

Educational Environment: Seniors (Years 10-12)
Educational Environment: Senior Science - Collaboration Hub

**SCIENCE HUB**
Science at Marist requires technical mastery and collaboration as part of PBL and learning in senior years

**PREPARATION LAB**
Visibility of the tech lab makes all stages of science learning visible to students

**SPACIAL QUALITIES**
Creating a stimulating learning environment with multiple focus points through volume and texture variety and loads of natural light.

**STUDENT CONTROL**
Spaces support technical and conceptual activities with students assuming authority over furniture and walls

**MOBILE FURNITURE**
A degree of flexible furniture allows students to generate spaces to suit their needs/prferences.

**STUDENT AGENCY**
Variety of settings for mixed sized consultation and peer selected study groups

**MULTIFUNCTION USAGE**
Within a scientific framework, the space provides a range of activities including wet area experimentation, lab preparations and instrument use along with conceptual work.

**CONNECTIONS TO MARIST HERITAGE**
Using volume to create a welcoming entry that makes connections between levels and is tied to the Marist Foundations in France

L’hermitage, France Champagnat

**CHAMPAGNAT CENTRE**
LE SOLUTIONS 2018
MARIST COLLEGE BENDIGO, CHAMPAGNAT
Educational Flexibility

As a senior centre, Champagnat has instilled independence and student agency through its program and physical environment. Learners are encouraged to move around, based on their needs and activities. Settings of varying sizes and configurations support a flexible occupation that encourages student ownership through their locations and scale. The configuration allows for multiple learning formats ensuring the college can adapt its approach over time.

Mobile furniture and quick to use door configurations allow spaces to be adapted easily based on the needs of the learners. This agility allows spaces to have multiple purposes while ensuring no space is underutilised.

Champagnat Centre

EXPANDABLE & RECONFIGURABLE

The middle floor is also designed to accommodate a future wing to the south, allowing the senior centre to expand with the needs of the college while continuing a culture of shared central space. A consistent grid through the centre also ensures that spaces can be reconfigured without massive change.

AGILE

Champagnat is located on a steep portion of the site (dropping 5m from east to west). The middle level of the building provides the main access point to the facility and this level houses the majority of shared/specialist spaces and forms the central community space for all.

While currently the year 9 program is housed on the lower floor, the building allows for reconfiguration of year groups. Each floor provides 3 studio sized spaces, meeting rooms and shared resources combined with 2 seminar rooms spread to the top and bottom floors.

EXPANDABLE | RECONFIGURABLE

The open plan design in studios is fantastic. It feels spacious, but makes for intimate interactions with Educators because spaces are still separate while still allowing interactions & collaboration with other classes.

Yr11 Learner, MCB
Physical Environment
### Physical Environment

#### Maturity
Champagnat continues themes of earlier stages, providing a textural palette of raw and natural materials, it also adds maturity tied to older occupants. Students commented; ‘the buildings are part of the reasons I love coming to school. Each building is relevant to each year it holds (design feels like it develops over year levels). Champagnat feels more independent and mature.’

#### Studios
Students value the open and flexible design commenting that it, ‘Feels spacious, but makes for intimate interactions with Educators because spaces are still separate. Though, still allows interactions and to collaborate with other classes’

#### Colour
The neutral palette is complemented with bursts of blue connected to College colours. Additionally white writing surfaces, create focal points throughout Champagnat, encouraging interaction and collaboration.

#### Lighting
Natural-light spills into Champagnat with its large north and south façades. The grand volumes around the building’s centre draw light in from all sides creating a spacious and inviting environment.

In contrast, the Rock-Theatre creates a dramatic atmosphere with its rock face backdrop loved by both staff and students.

Educators comment ‘the sense of calm and quality of the space seems to settle the kids and they seem to respect the space’

---

**The buildings are part of the reasons I love coming to school.**

**Each building is relevant to the year it holds (design feels like it develops over year levels).**

**Champagnat feels more independent and mature. La Valla feels nurturing & stimulating. Montagne feels creative & communal.**

**YR 11 Learner MCB**
Physical Environment - Sustainable Design
Champagnat has been designed to be efficient and sustainable, with measures

SITE PLANNING
• A split-level design that works with site slope, reducing excavation and creating outdoor connections at multiple levels
• Good orientation (tons of natural-light and cross-ventilation.)
• Minimising removal of existing vegetation, with the siting of the building and its site works
• Extensive protected northern and southern natural light
• Minimal east/west glazing
• Flexible configuration of learning spaces (easy future modification)

MATERIALS
• Use of recycled timbers and natural materials including Rammed Earth
• Extensive use of timber framing and trusses
• Reconstituted/recycled plastic Modwood for external decking
• Low maintenance metal facades (important given the height of the building)

INDOOR ENVIRONMENT
• Extensive cross ventilation
• Good access to natural light across the building
• Double glazing to southern windows, Low E glazing elsewhere
• Thermal Mass through earth walls
• Motion and LUX level detection of artificial light sources
• Heat exchange
• Use of low VOC material and paint

PRODUCTION
• Centre feeds into the site’s water management system including wetlands, WSUD and waste water treatment plant
• Solar Panels utilise North facing roof to generating energy on site

CHAMPAGNAT CENTRE
LE SOLUTIONS 2018
MARIST COLLEGE BENDIGO, CHAMPAGNAT
Physical Environment – Connecting to Heritage

Champagnat connects Learners and Educators to their Marist roots with design considerations throughout both the building and site drawing from the rich narrative of L’hermitage, France.

This approach has built a language of heritage at this new Marist school, that creates a sense of pride and place for its community. Champagnat is designed to encourage learners to build experiences and memories in their day to day lives which will form deep connections when they go on pilgrimage to the Brothers foundations.
Results of the Process & Project
Post Occupancy Evaluations

We conducted our Post Occupancy Evaluations after 1 year of occupancy with a group of Learners (Grades 9 & 11) and a group of Educators.

The POEs was designed to capture the Lived Experience of the college, and assess the functionality of spaces as learning environments, related back to the project’s original objectives.

Overall both Learners and Educators were positive about their building with comments noting:

• The effectiveness of the open plan design in enabling collaboration and interactions between learners, while still creating retreat spaces for reflection and smaller group engagements
• Access to natural daylight across the building, but particularly in spaces such as the watering hole and think tank
• The maturity of the design compared to the Montagne or La Valla areas within the school

A clear favorite space within the building is the Rock Theatre, with its unique ambience and atmosphere creating a calming sanctuary tied to the school’s Marist heritage. Both Educators and Learners commented on its effectiveness as an explicit learning environment, that complements the array of other spaces within the building.

The POE process has provided confirmation that the building is performing in line with the original objectives, but has also identified areas/issues with both the functionality (such as the width of the stairs) and variation in educational practice/systems to the educational vision.

This process has given feedback and time to reflect for both the college and the design team, identifying what's working well and areas that can be improved.

Additionally, it has provided critical feedback as we move into the second Phase of building works, Champagnat’s planned expansion. The Learner's, in particular, provided some really great ideas on what they would like to see, and how they like to learn in the next portion of the building.

In partnership with Marist College, we will move forward with clarity, enhancing and building upon the works both from a physical and pedagogical perspective.
Results of the Process and Project

The design of Champagnat has been step along a journey in the development of the Marist College Community. It has built upon the work of earlier stages, refining ideas and expectations from both an educational perspective and in its built form. In turn, its process will help to shape and inform the design of future works and programs within the school.

An enriched partnership between the architect and the College Community has created a trusting relationship that has allowed the ambitions and goals for MCB to develop and deepen over time.

Champagnat is a confident example of this with its mature design inherently linked to its educational goals for the school’s Senior Learners. Across its 3 floors, it creates a range of settings that support individual learning choices within an interdependent support system.

It connects to the MCB message that learning can happen Anytime, Anyhow and Anywhere and a has helped shaped its community of engaged lifelong learners.

The work at Marist college fulfils the regional goals of the Catholic Education Office, to extend options within education in the Bendigo and provide families with choice when seeking Catholic Education. The program and facilities at Marist College provide a contemporary alternative that is designed to nurture resilient learners who can meet the expectations of tomorrow’s world.

Marist Learning Pillars

To know:
Seeking wisdom beyond knowledge

To be competent:
Develop skills and passions

To live together:
Respect for self and for others

To grow as persons:
Celebrating achievements of every person

Harmonising Faith, Culture & life:
Nurturing faith and fullness in life

In the Marist tradition:
Encouraging learners to become people of hope and personal integrity
CHAMPAGNAT CENTRE

Results of the Process and Project

UNEXPECTED RESULTS AND ACHIEVEMENTS
It can be a hard sell to convince families to send their children to a brand new school. Marist College has had a continuous building a program on site since it opened, with each new building and outdoor area accommodating an ever-increasing school body. Additionally, the school's first students will not graduate until the end of 2019, meaning that MCB cannot rely on traditional outcome rankings to reassure prospective parents.

And yet, families are flocking to the school in droves, confident in both in MCB's educational direction and its ability to serve learners. For the next years enrolment, the college has been in the unfortunate position to have to turn away families as it reaches and extends its planned capacity.

Whilst undergoing immense change, the Marist Community is brimming with pride and confidence in its abilities to serve learners. Champagnat joins the early stages in providing educational facilities that mirror the expectations of learning in a building that is both connected to its site and place in Australia and the Heritage of Marist Education.
Lower Level Floor Plan

LEVEL 1
1 PRESENTATION
2 SINGLE STUDIO
3 OPEN DOUBLE STUDIO
4 RESOURCE
5 WET INTERACTIVE
6 MEETING ROOM
7 STAIR 1
8 LIFT
9 LOCKERS
10 ART TERRACE
11 BASEMENT TERRACE
LEVEL 3
1 THE AGORA THEATRE
2 DOUBLE STUDIO
3 SINGLE STUDIO
4 MEETING ROOM
5 AMENITIES
6 COMMUNICATIONS
7 STORE
8 STAIR 2
9 STAIR 3
10 VOID
11 LIFT
12 LOCKERS

LEVEL 2
1 ENTRY
2 LAB 1
3 LAB 2
4 THEORY/PHYSICS
5 THE WATER HOLE
6 THINK THANK
7 RESOURCE 
8 SINGLE STUDIO
9 DOUBLE STUDIO (EXPANDABLE)
10 OPEN COLAB
11 MEETING ROOM
12 STAFF WORK
13 GALLERY
14 AMENITIES
15 HOT DESK
16 STAIR 1
17 STORE
18 LOCKERS
19 CHEM STORE
20 GLASS STORE
21 PREP ROOM
22 STAIR 2
23 CLEANER
24 RAMP
25 STAIR 3
26 LIFT
27 ENTRY TERRACE
28 NORTHERN TERRACE
29 CONCRETE SEAT
30 TIMBER PERGOLA
31 SOUTHERN TERRACE

LEVEL 1
1 PRESENTATION
2 SINGLE STUDIO
3 OPEN DOUBLE STUDIO
4 RESOURCE
5 WET INTERACTIVE
6 MEETING ROOM
7 STAIR 1
8 LIFT
9 LOCKERS
10 ART TERRACE
11 BASEMENT TERRACE

Mid Level Relationship Plan