

**CHAMPAGNAT CENTRE**  
**MARIST COLLEGE BENDIGO**  
**VICTORIA, AUSTRALIA**  
**LE SOLUTIONS 2018**





## EXECUTIVE SUMMARY

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

**GRADES HOUSED:**  
Senior Years (Year 9-12)

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

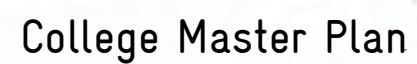
**CAPACITY:**  
Champagnat (9-12) 600  
Overall Long Term (P-12) 1500

**OCCUPANCY DATE**  
31 March 2017

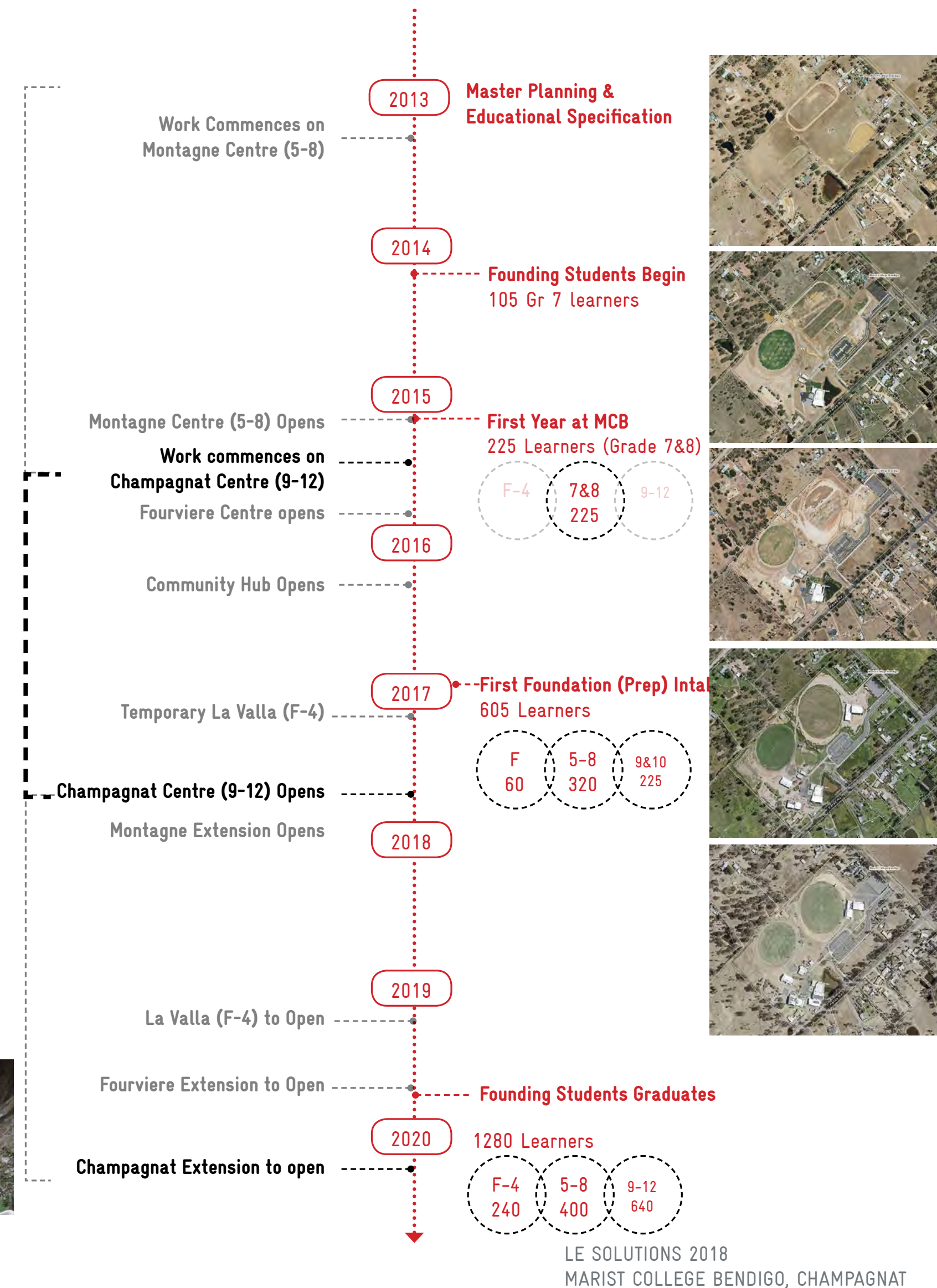
**TOTAL PROJECT COSTS**  
\$6.5M (AUD)

**BUILDING COST PER SQUARE  
METRE / FOOT**  
\$3260 per m2 / \$303 per ft2





## College Milestones





# Engaging the Growing Community

2013

2018

EARLY ENGAGEMENT

DESIGN PHASE

CONSTRUCTION

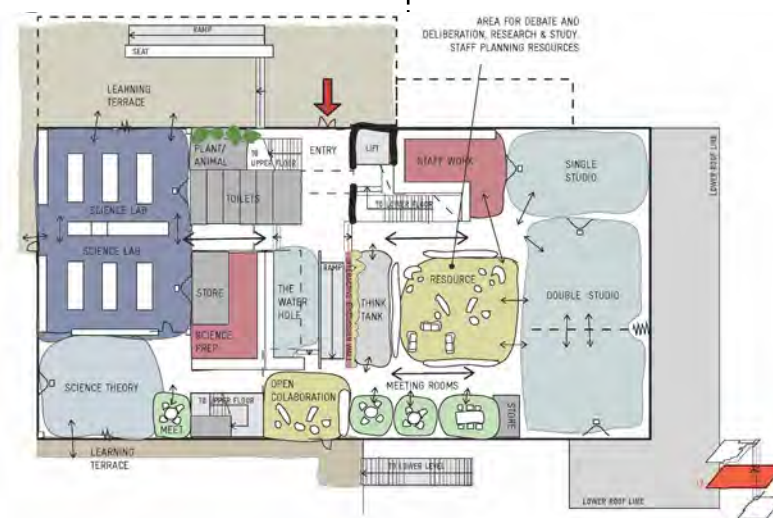
LEGACY



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



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



CHAMPAGNAT CENTRE

# 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

MASTERPLAN WORKSHOPS

PRINCIPAL, SENIOR STAFF, MARIST REPRESENTATIVES & ARCH.

Description


Workshopping on future planning during construction of stage 1

Dates:

From 13th August 2014  
Regular meetings over 2 months

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 axis lines

WORKSHOP AND PLANNING DAY WITH STAFF

KEY STAFF REPRESENTATIVES & ARCHITECTS

Description

Workshopping to build and incorporate user group inputs

Dates:

28th May 2015 1/2 day session

Design Brief Outcomes

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

ARCHITECT'S STAFF SITE VISIT

MARIST COLLEGE REPRESENTATIVES & ARCHITECTS


Description

Architect organised a whole staff site visit to Marist College Bendigo which included a presentation and discussion on the proposal for the senior centre.

Dates:

September 2015 1 Day

Design Brief Outcomes

Physical Environment: Creating an opportunity to link to the L'hermitage in France, literary carved into/out a rock face. Yr9 students within the lower seminar-room look towards a rock face backdrop during discussion.

ONGOING DISCUSSIONS

PRINCIPAL, SENIOR STAFF, MARIST REPRESENTATIVES & ARCH.


Description


Ongoing discussions with leadership group on building of school culture


Dates:

From May 2015  
Regular meetings approx 1h each

Design Brief Outcomes

Community: Inclusion of a rammed-earth wall/ clock-tower facing the green. The importance of creating a physical village around the green to tie in with an embedded community culture within the school.

Learning Environment: Discussions on educational approach made clear the need for connections with the external environment, easy transitions between indoor/ outdoor and the framing of views from internal spaces

Physical Environment: Inclusion of solar panels, location of water tanks (message to community), working with the sacred space behind building (location of windows/ planting), working through ideal location for bike parking

FORUM

WHOLE SCHOOL COMMUNITY, ARCHITECT & LANDSCAPE ARCH.


Description


Open forum discussion presenting and obtaining feedback from Marist Community


Dates:

4th September 2015 3hrs

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

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.

Physical Environment: Landscaping around the building was discussed including the role of the wall that connects to the Marist foundations in France, focusing on ideas of what this element look like

CONSTRUCTION SITE MEETINGS

MARIST COLLEGE REPRESENTATIVES, BUILDER & ARCHITECTS


Description

Ongoing relationship between Builder, College and Architect have allowed additional elements to be incorporated including a viewing panel into exposed rock wall exposed during construction.

Dates:

From January 2016 Ongoing during construction

Design Brief Outcomes

Physical Environment: Creating an opportunity to link to the L'hermitage in France, literary carved into/out a rock face. Yr9 students within the lower seminar-room look towards a rock face backdrop during discussion.

SITE TOURS TO OTHER FACILITIES

SCIENCE STAFF


Description

Site tours to other exemplar science facilities

Dates:

September 2015 1 Day

Design Brief Outcomes

Learning Environment: Staff formulated a clearer vision of what they wanted from their learning environment

POST OCCUPANCY EVALUATIONS

SEPARATE EVALUATIONS WITH LEARNERS AND EDUCATORS


Description

POE sessions with learners and educators to hear feedback and inform briefing for second phase

Dates:

March 2018

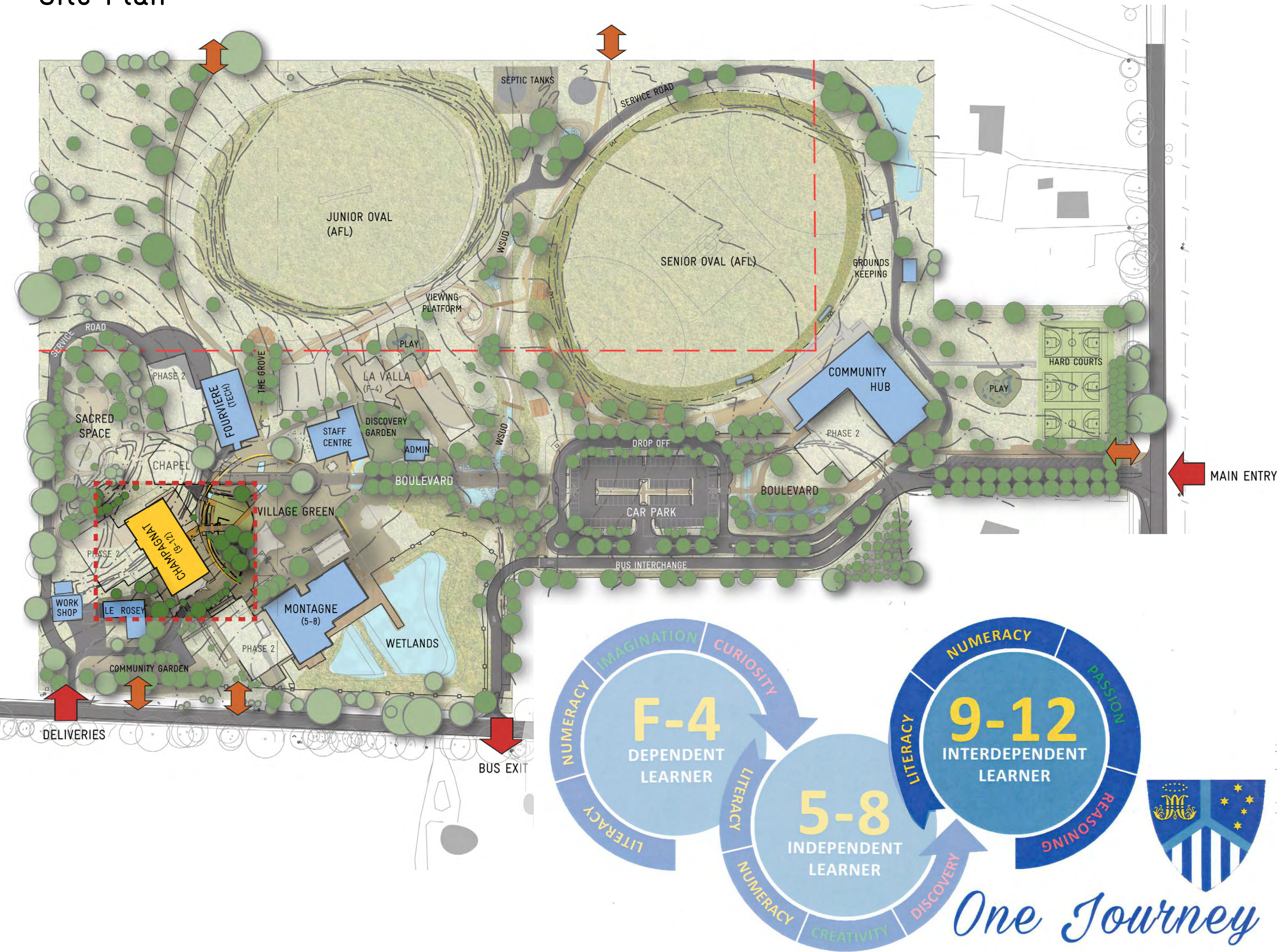
Design Brief Outcomes

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.



Site Plan



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



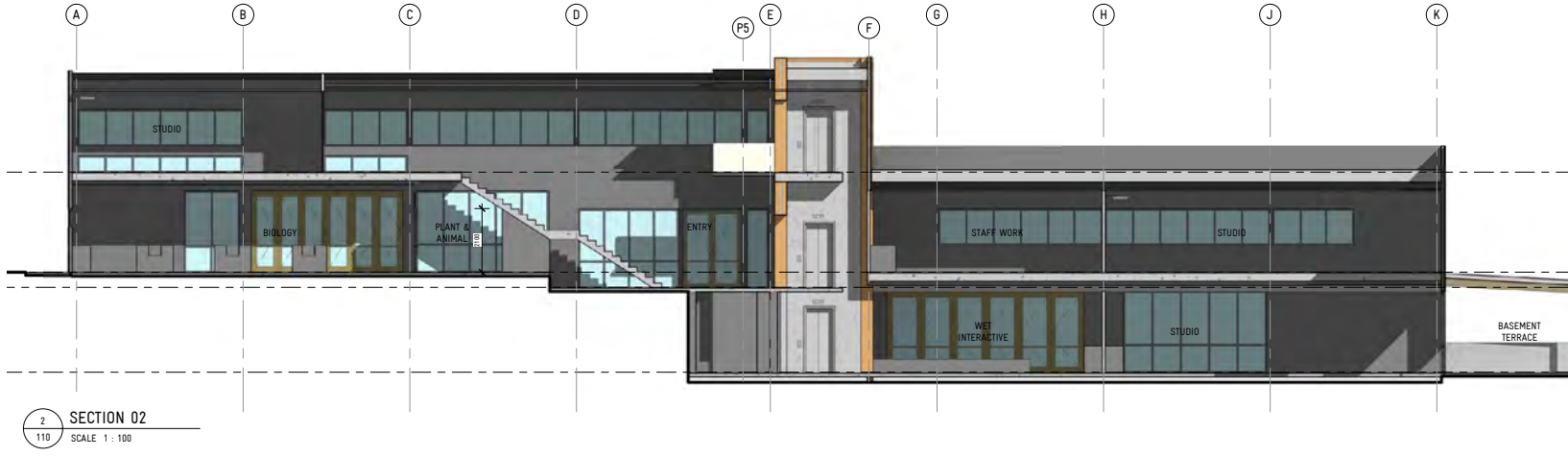
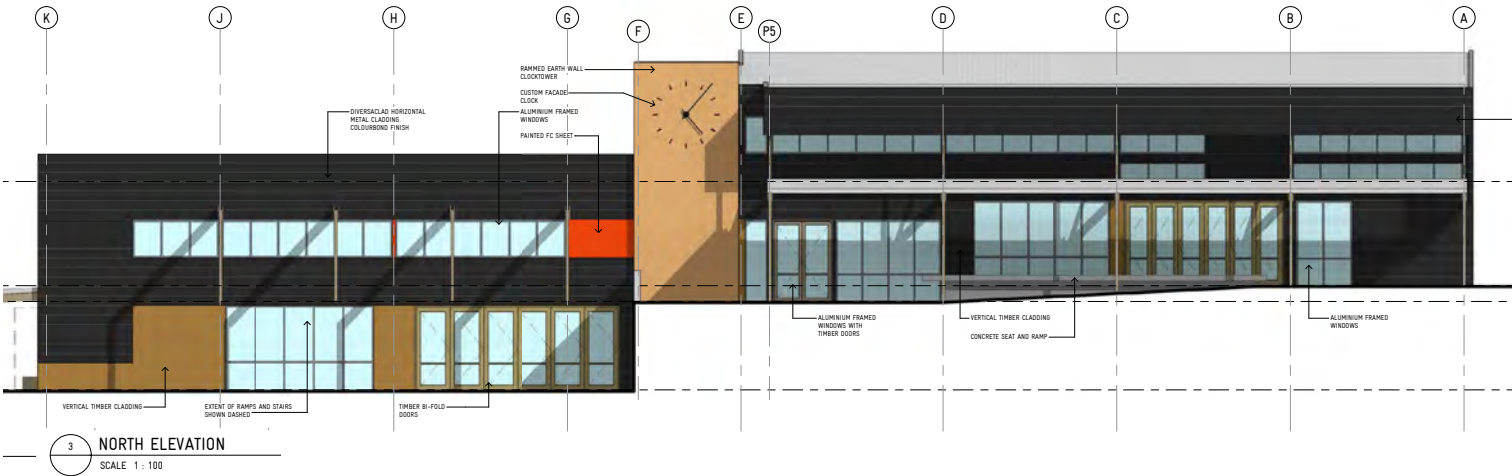
## SPIT LEVEL DESIGN

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.





# Educational Environment

*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 Mission - Learning Pillars

**TO KNOW:**  
Our College will value highly the rigour required to seek and gain knowledge. Our young people will always be encouraged to attain higher understanding and to seek wisdom beyond knowledge.

**TO BE COMPETENT:**  
Our College will focus on the attainment and honing of skills. Students will be encouraged to recognise skills and be able to take control of their own skill acquisition and development and realise how these essential skills will fit them for life.

**TO LIVE TOGETHER:**  
Our College will nurture the respect for self and others so that our young people value healthy and authentic relationships. We strive to be persons of integrity – truthful, open-hearted and transparent in our relationships.

**TO GROW AS PERSONS:**  
Our College will celebrate the achievements of each person and always seek ways to further encourage the development of all members of our community. Willingly we welcome youth seeking meaningful relationships with people whom they can trust. In this way, together we become sowers of hope.

**HARMONISING FAITH, CULTURE & LIFE:**  
Our College will seek to nurture each young person to develop their faith in a way that will skill them to live life to the full and bring fullness of life to those they meet and influence. The Gospel of Jesus Christ will be the central source of meaning and joy for the lives of all in our community.

**IN THE MARIST TRADITION:**  
Our College will strive to help young people, whatever their faith tradition and wherever they are in their spiritual search, to grow to become people of hope and personal integrity, with a deep sense of social responsibility to transform the world around them. With Mary as a model for life we will nurture in students a passion for social justice and a commitment to bringing hope to those on the margins of society.

## Marist Vision

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.

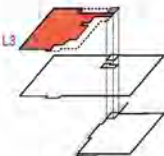
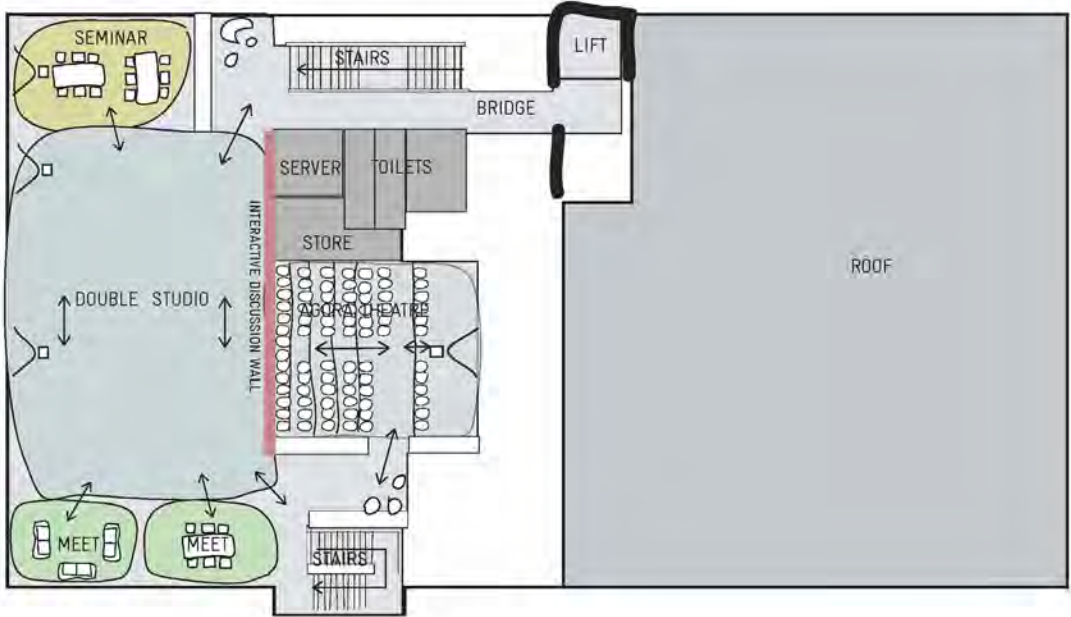
As a Catholic college in the Marist tradition, it adopts Marcellin’s approach to educating children and youth, in the way of Mary.





# 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.



Upper floor

## SENIOR YEARS (10-12)

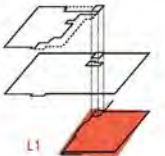
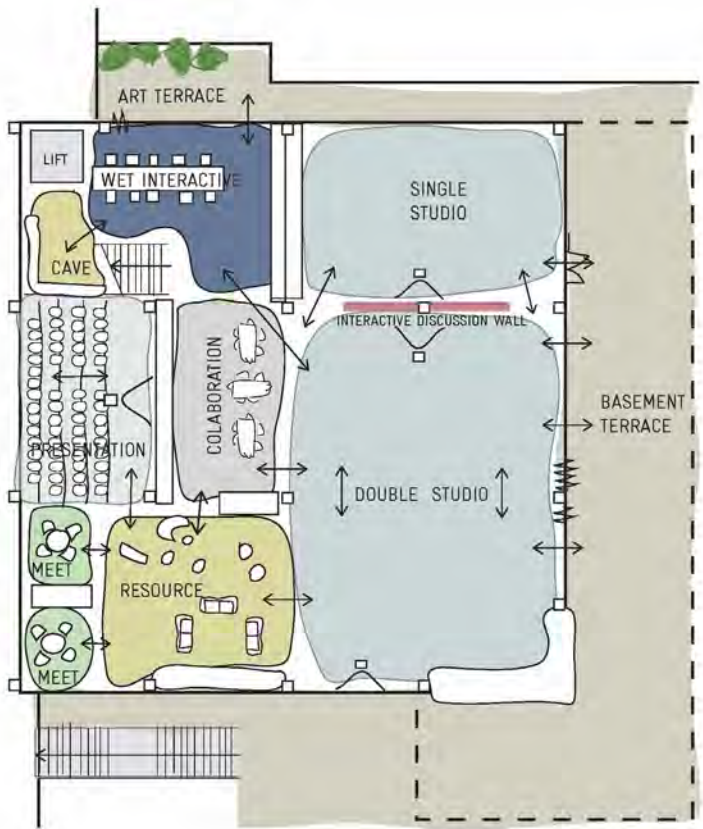
In the upper floors students from years 10-12 have access to an array of self-governed study spaces, as an adjunct to more structured studios. These study spaces give control to the learners who negotiate their use/arrangement. Seating, scale and level of seclusion is varied and author-able surfaces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



Mid-Level floor

## 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.



Lower floor

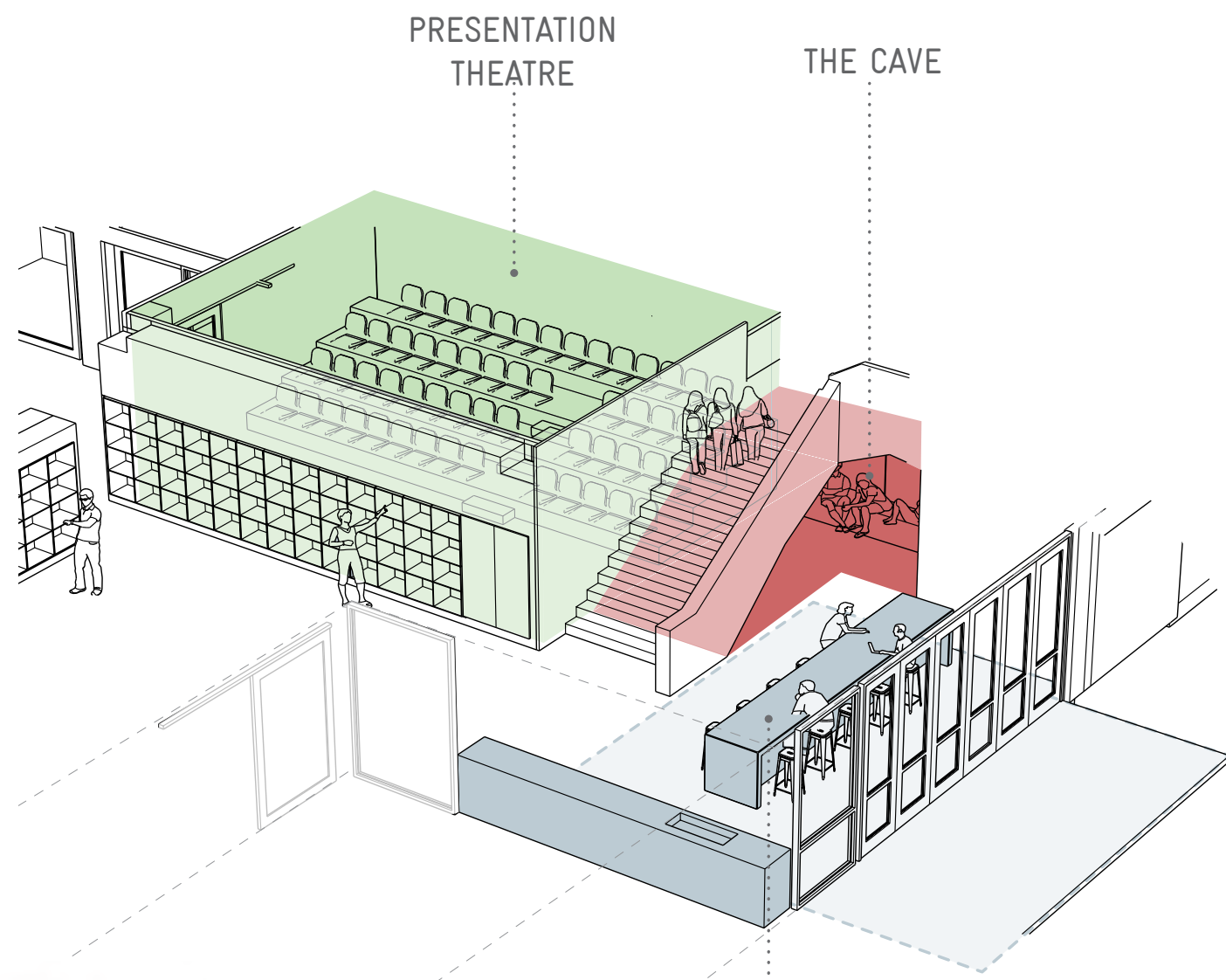
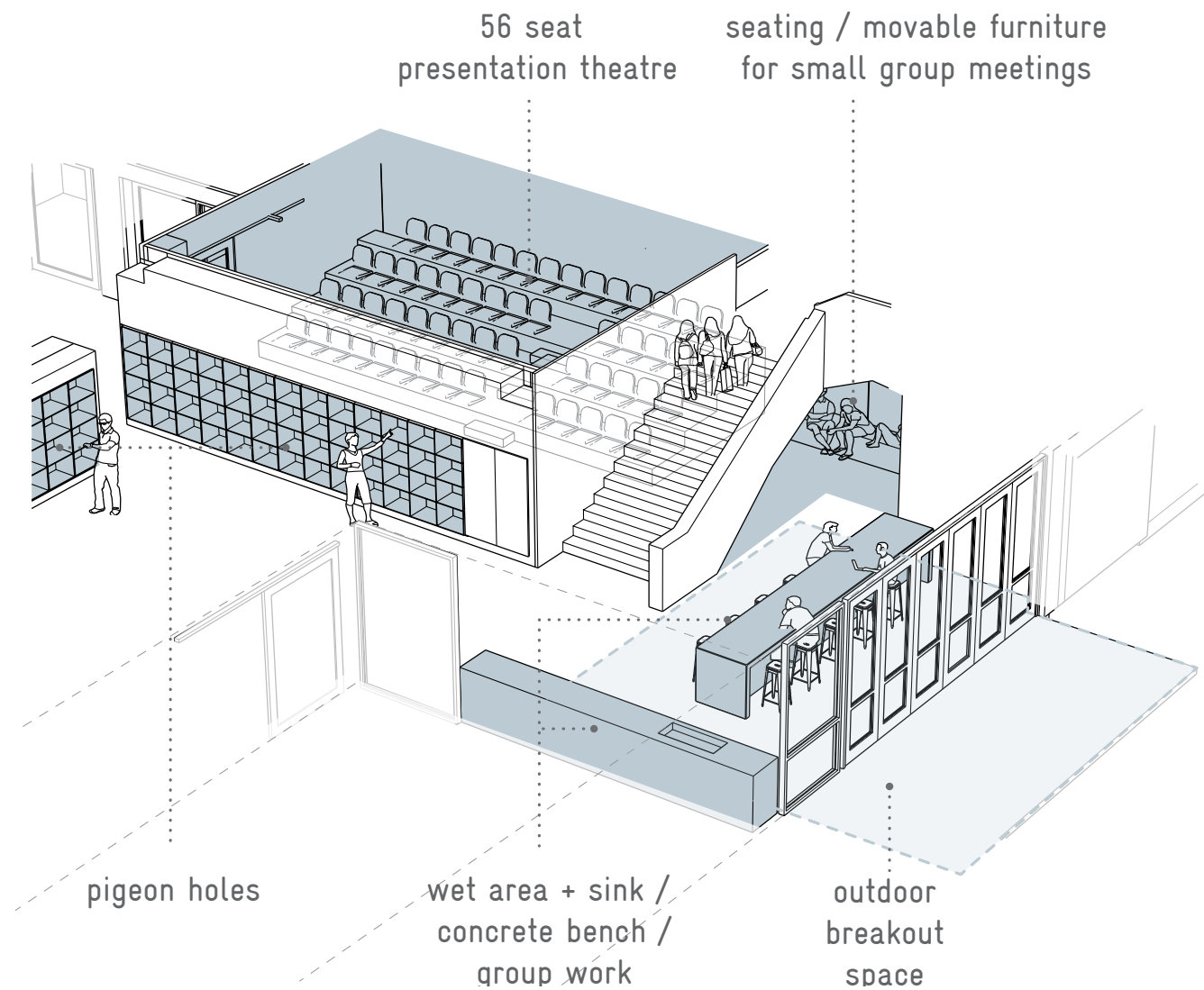
## Y9: STUDENT-CENTRED LEARNING

The lowest floor of Champagnat is dedicated to year 9s; giving them their own place to grow and develop as the 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.



# Educational Environment: Yr9 Student Centred Learning

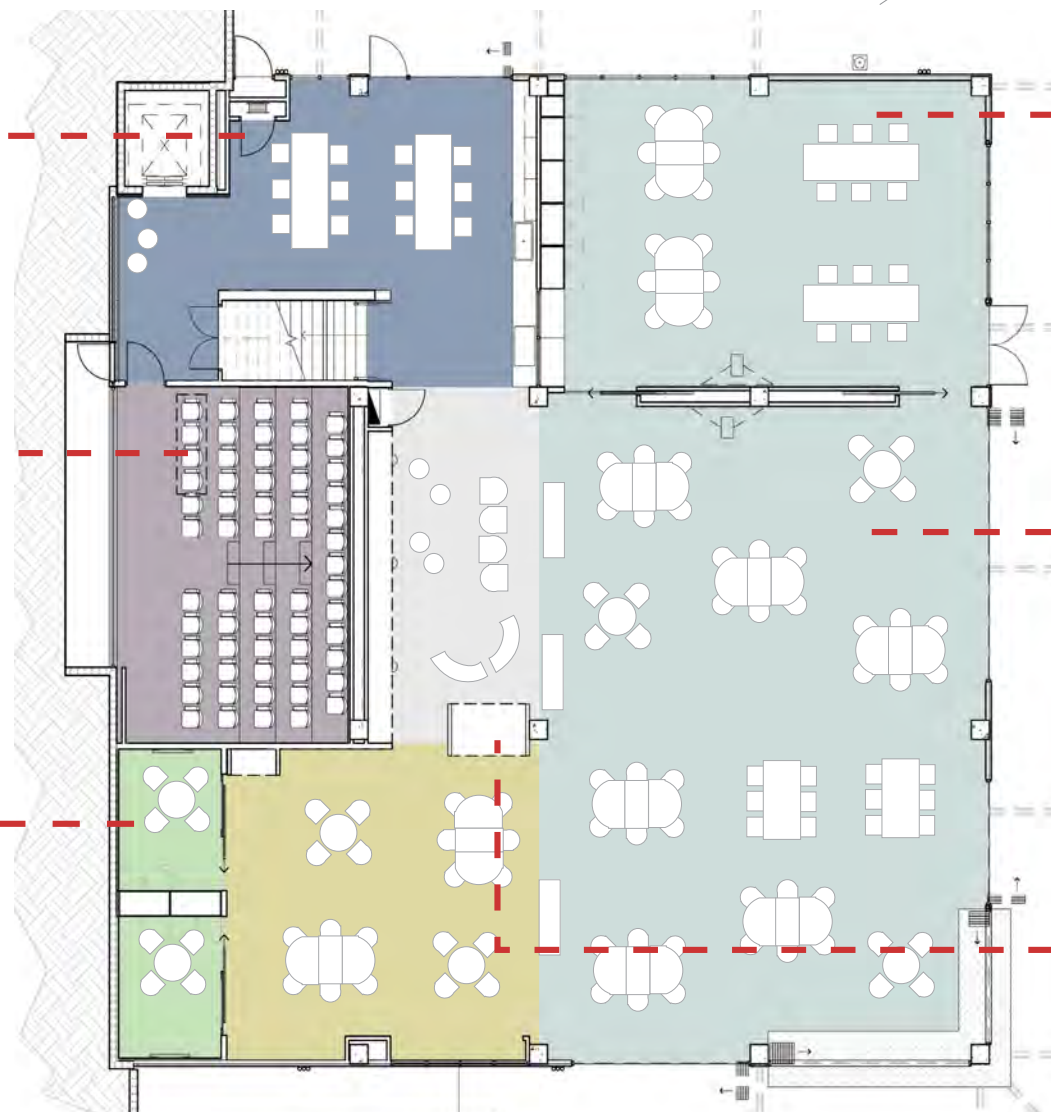


The wall is a crucial element of L'hermitage, France where buildings were literary carved out of the rock face. Champagnat responds to this with external interactions with the wall (off wet interactive) and within spaces like the theatre.

**WET INTERACTIVE**  
Unprogrammed space for student-driven use. Access for external learning

**ROCK THEATRE**  
Unique seminar room for dynamic presentations, assemblies and direct teaching

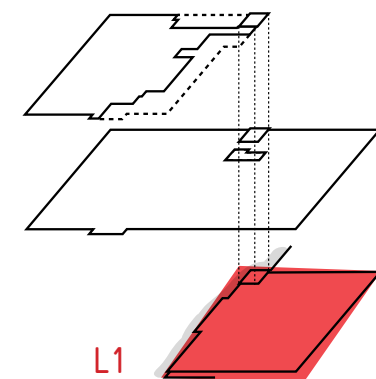
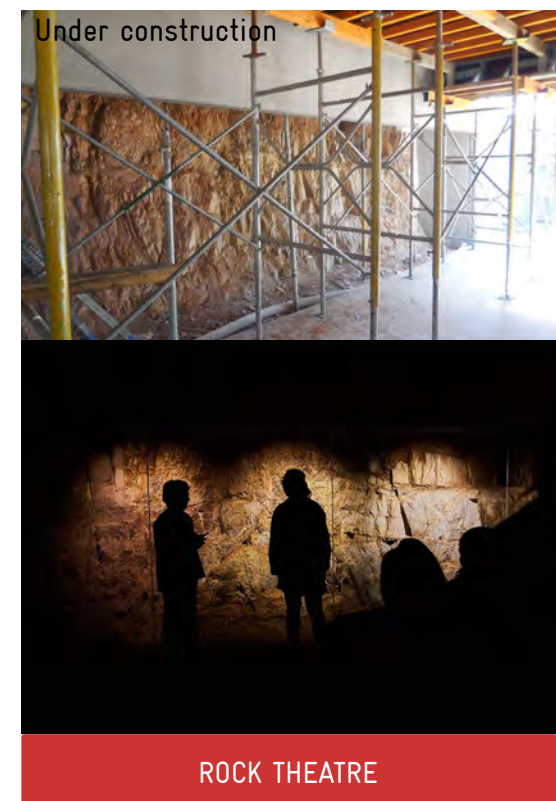
**MEETING ROOMS**  
Small group space with the ability to be closed off from larger space



**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

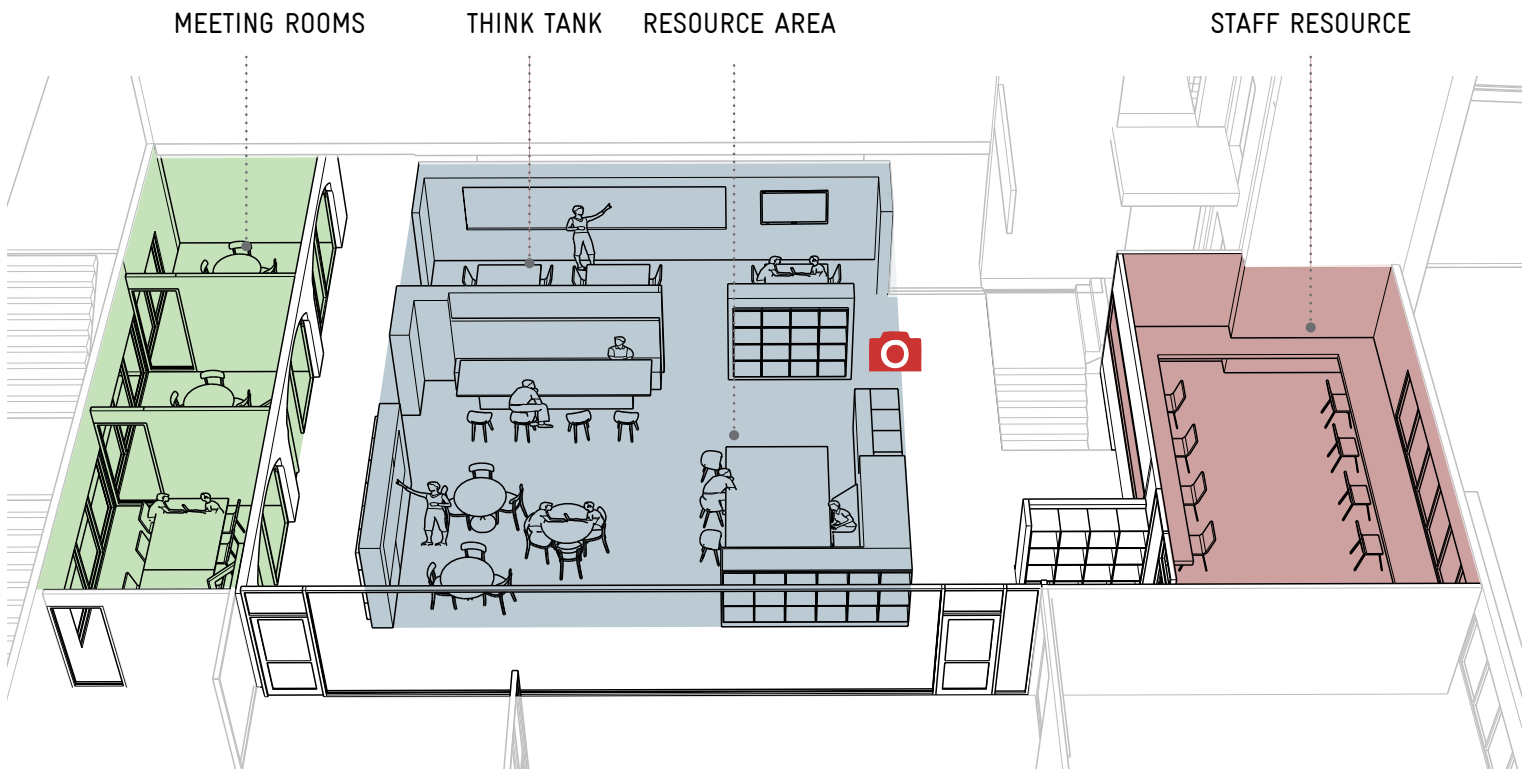
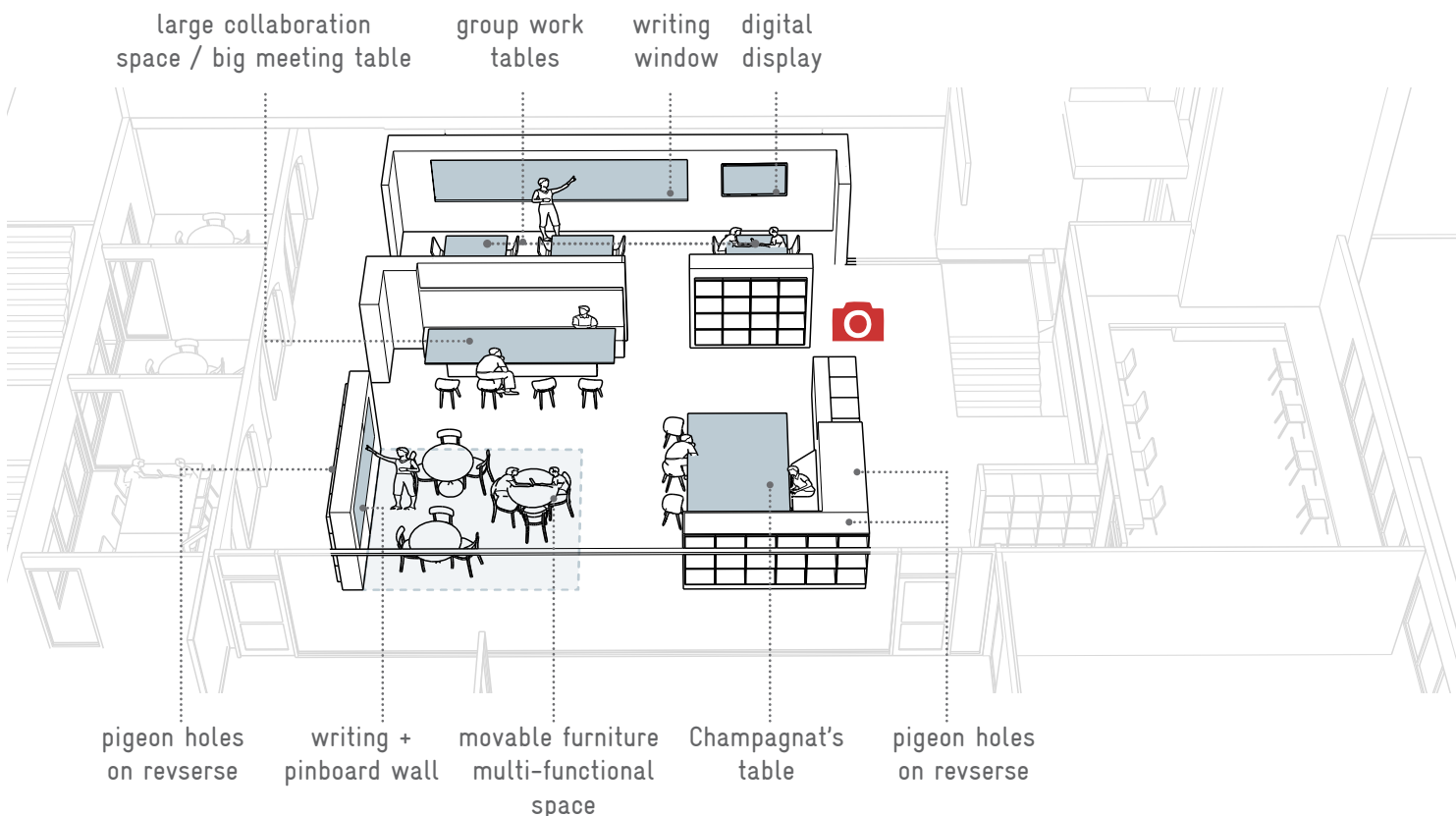
**VARIETY OF LEARNING**  
Choice of medium or large studio spaces maximises the teaching and learning repertoire; group and independent activities; small direct instruction; external learning spaces

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





# Educational Environment: Seniors (Years 10-12)



CONNECTIONS TO MARIST HERITAGE

Creating a special space at Champagnat's table, where students can come together and share ideas, linked to Marist Traditions



## 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

## SELF- GOVERNED

Unscheduled space allows students to negotiate space and time as per need

## INCREASED AGENCY

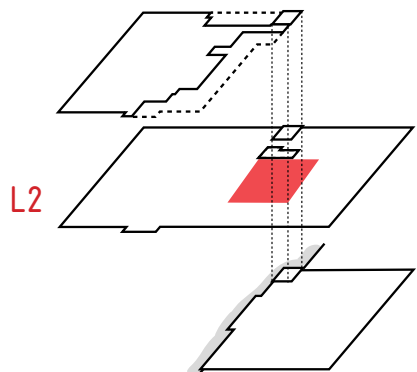
Variation in space allows for 1 to 1 consults, peer driven study groups

## AUTHORABLE SPACE

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

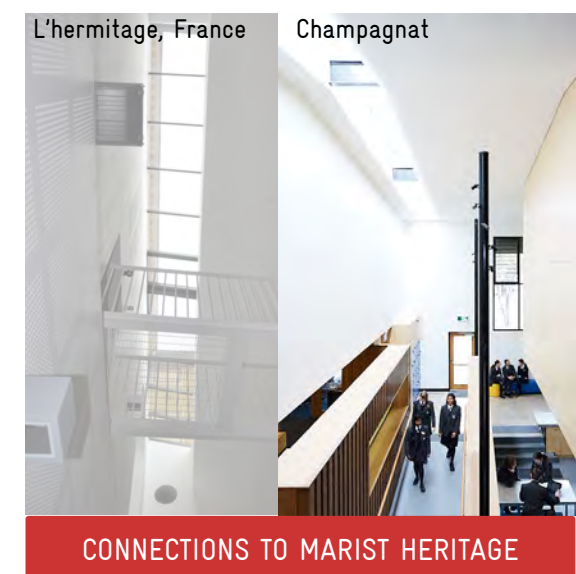
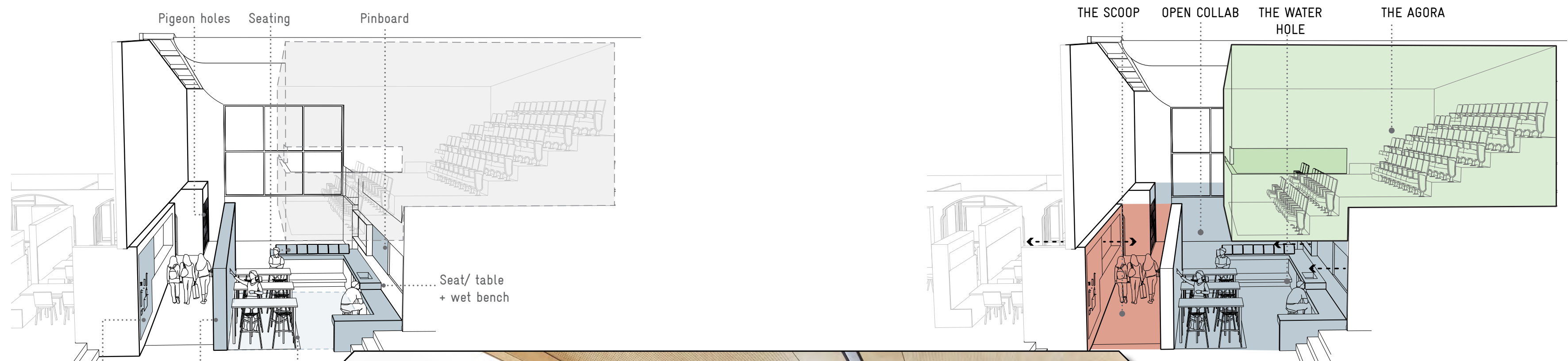
## CENTRALISED STUDY

Easy connections between; quiet visible meeting rooms and staff spaces





# Educational Environment: Senior Science – Collaboration Hub



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



## 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

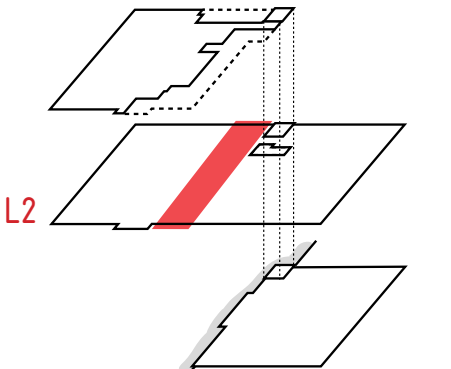
A degree of flexible furniture allows students to generate spaces to suit their needs/ preferences.

## 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





# Educational Flexibility

## AGILE

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.

## ADAPTABLE COMMUNITIES

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 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.

*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.

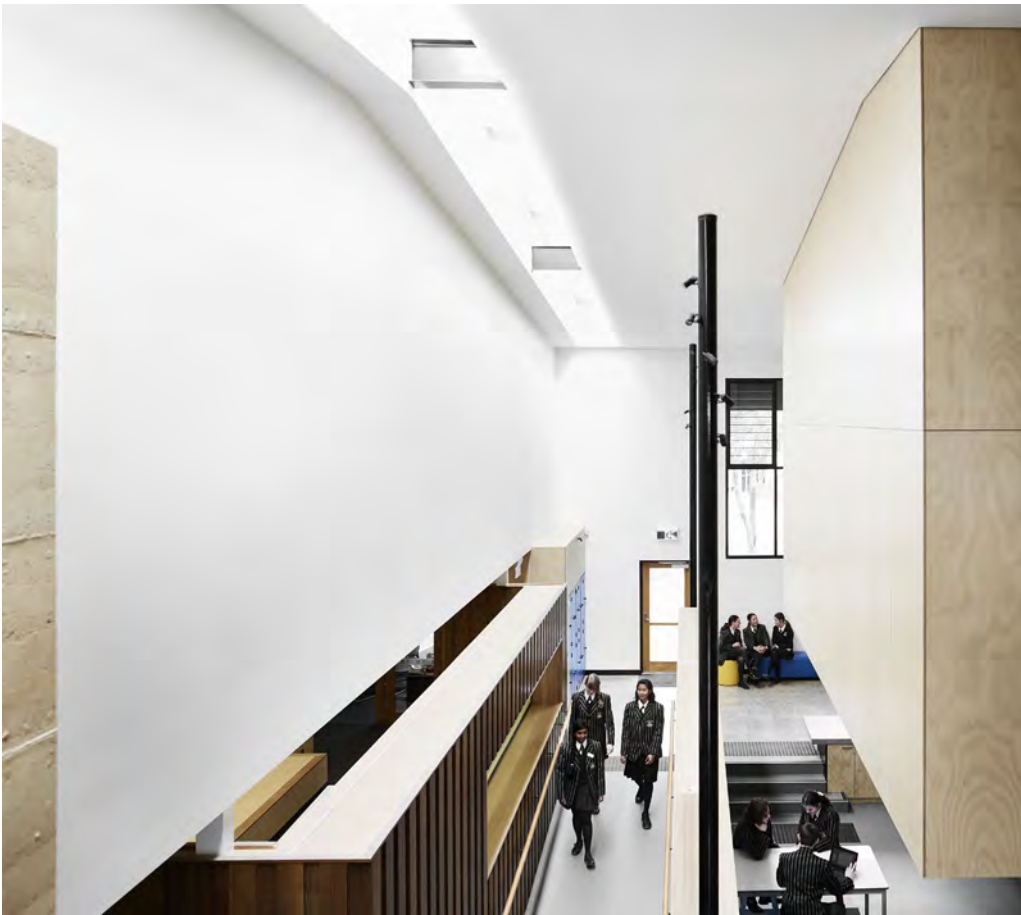
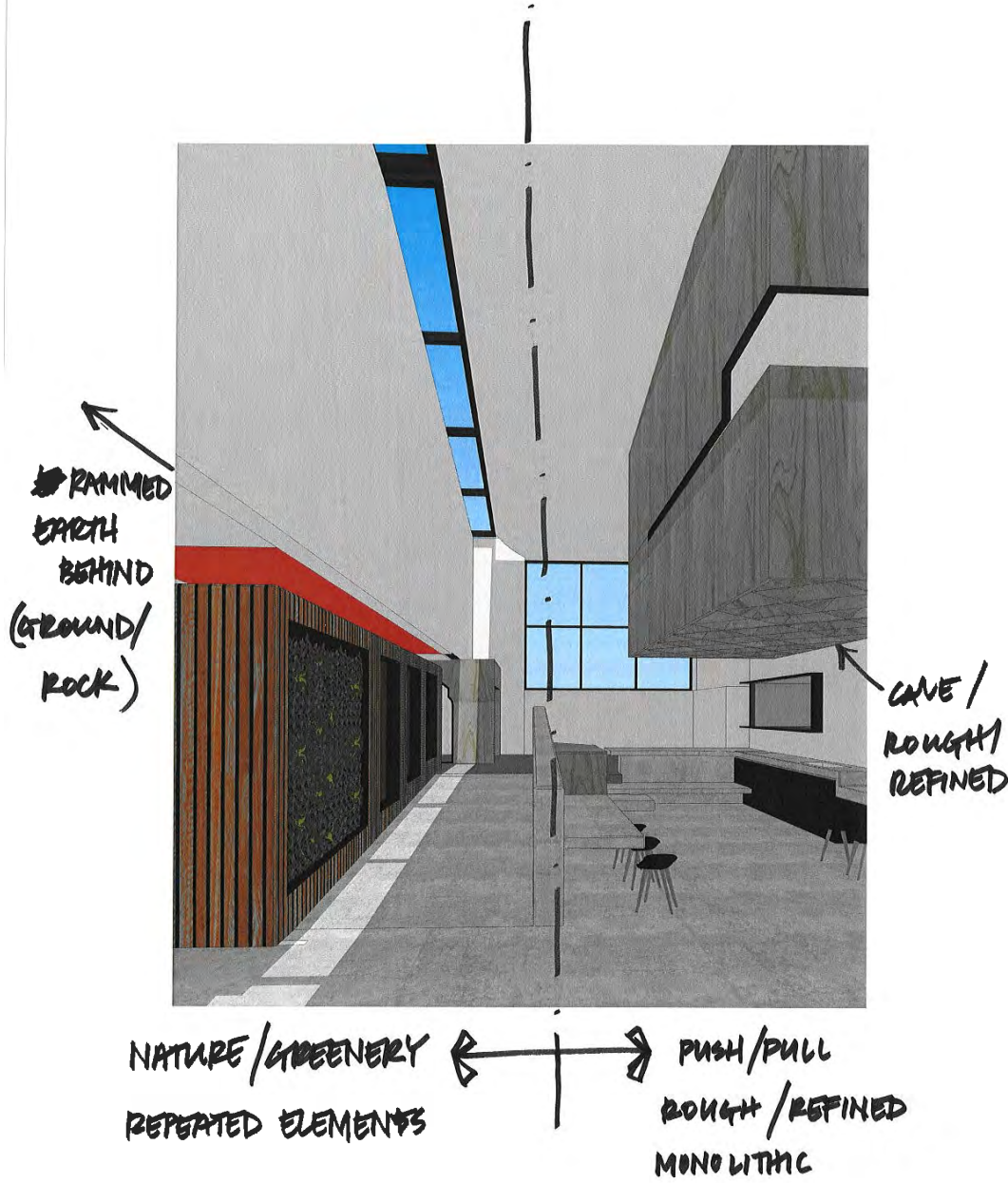
Educators comment 'the sense of calm and quality of the space seems to settle the kids and they seem to respect the space'

*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

ENTERING SITE



HOLISTIC WATER MANAGEMENT



RECLAIMING MATERIALS



WORKING WITH SITE FEATURES



A PRODUCTIVE SITE





# 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.

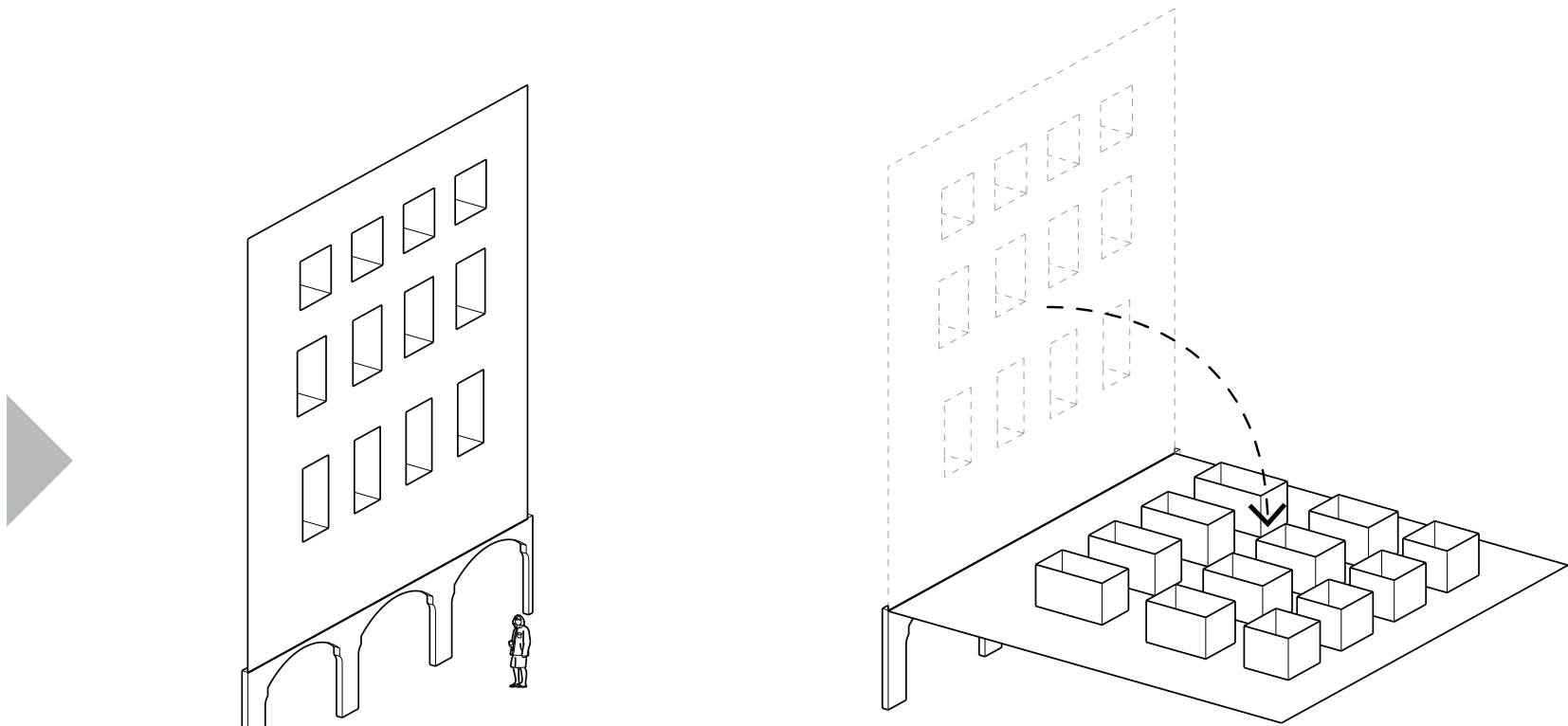
This approach has built a language of heritage at this new Marist school, that creates a sense of pride and place for its community. Champagnat is designed to encourage learners to build experiences and memories in their day to day lives which will form deep connections when they go on pilgrimage to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



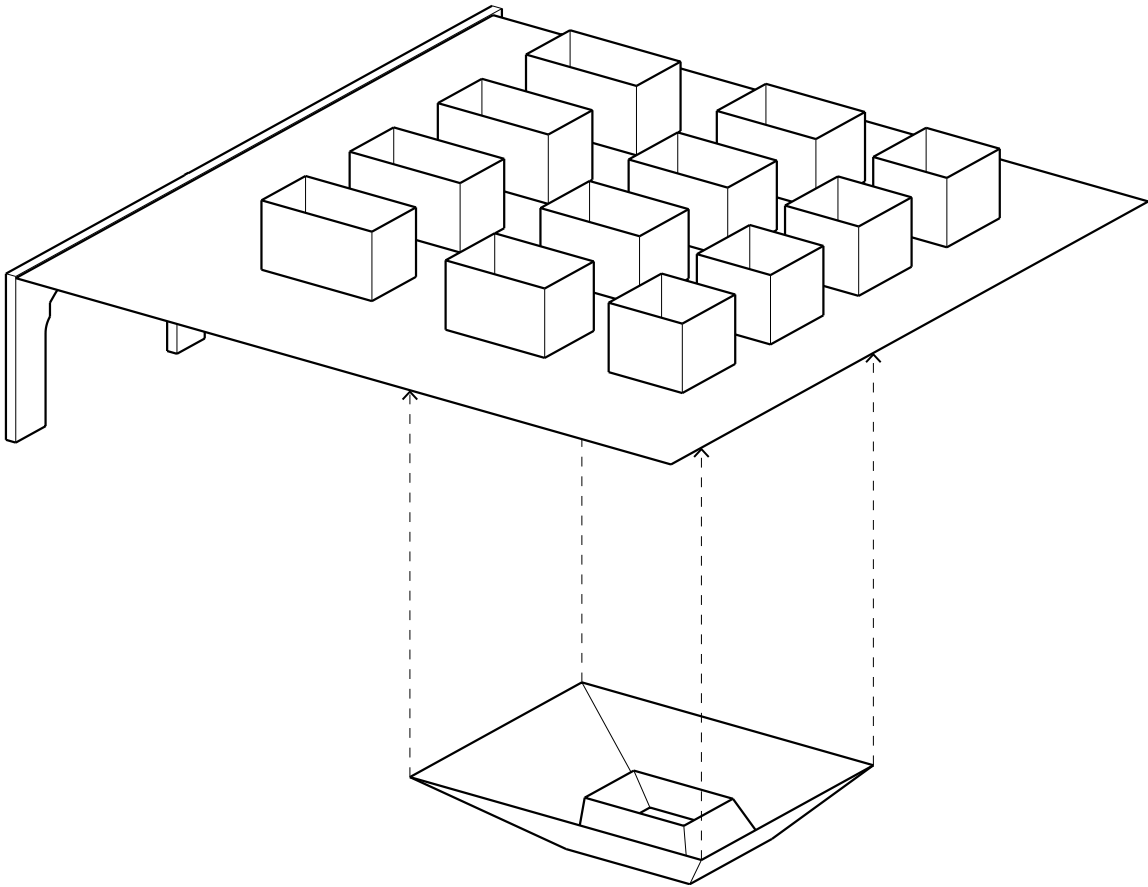
The Brothers Table



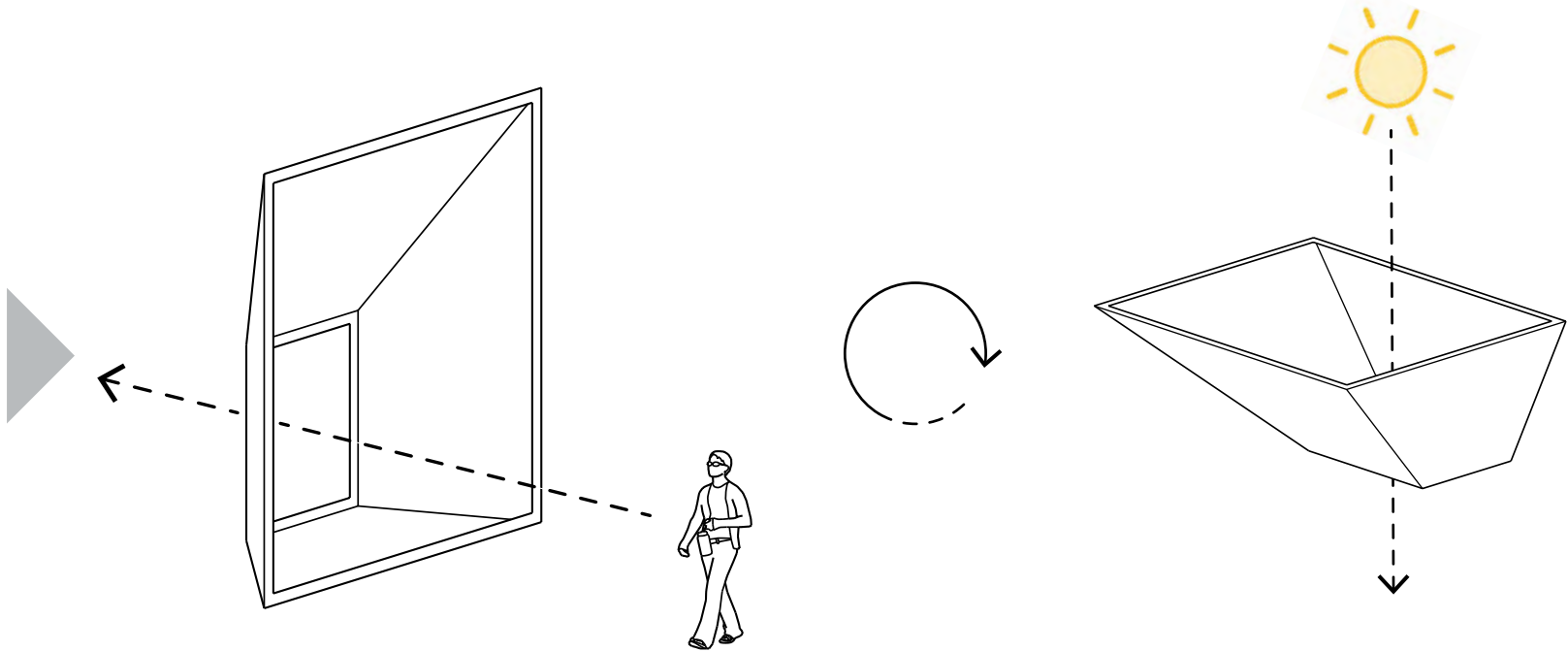
L'hermitage, France - Foundations of the Marist Brothers



Translating openings from the facades of L'hermitage to skylights within Champagnat



Modern Extension to L'hermitage



Translating Heritage into Experiences for Learners at Marist



# 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

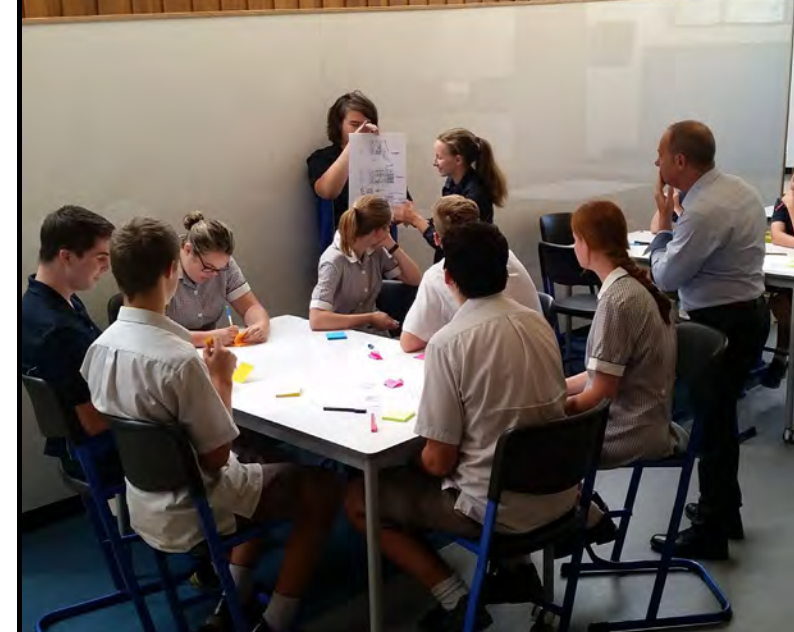
its effectiveness as an explicit learning environment, that complements the array of other spaces within the building.

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 Learners, 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.



Theater is easy  
place to learn  
explicit teaching  
Learning

I like the labs  
because the openness  
about them allows for  
better movement and  
collaboration.

Best: Open  
Spaces, Roof  
Powerpoints to  
power computer  
every where.

Connected rooms  
more open space helps  
to get information  
from others

The lecture theatres  
- Explicit teaching is easier  
in these spaces.  
The science labs  
- Being able to do prac's in  
a safe space  
- Windows  
- Bringing in light.

It's meant to room for  
people to work around

What are the best  
aspects of the building  
How do you think the  
support learning?

The lecture theatre  
because I like  
how it is a lot  
like older year  
levels when we  
do lectures

lots of different  
learning spaces  
and very open  
Plan and lots  
of natural light

- Open plan in studies is fantastic.  
Feels spacious, but makes  
for intimate interactions  
with Educator because  
spaces are still separate.  
Though, still allows interactions  
and collab. with other classes.

Classroom  
Lecture theatre  
Explicit learning spaces  
Open classrooms.  
Whiteboard tables & walls  
easier to display ideas.



# 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





# 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.

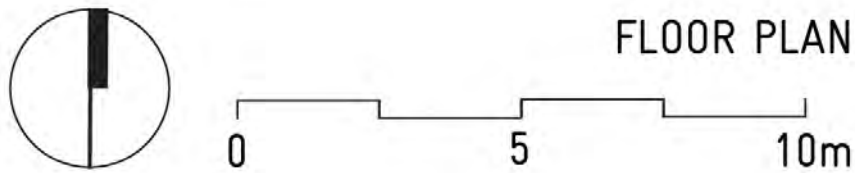
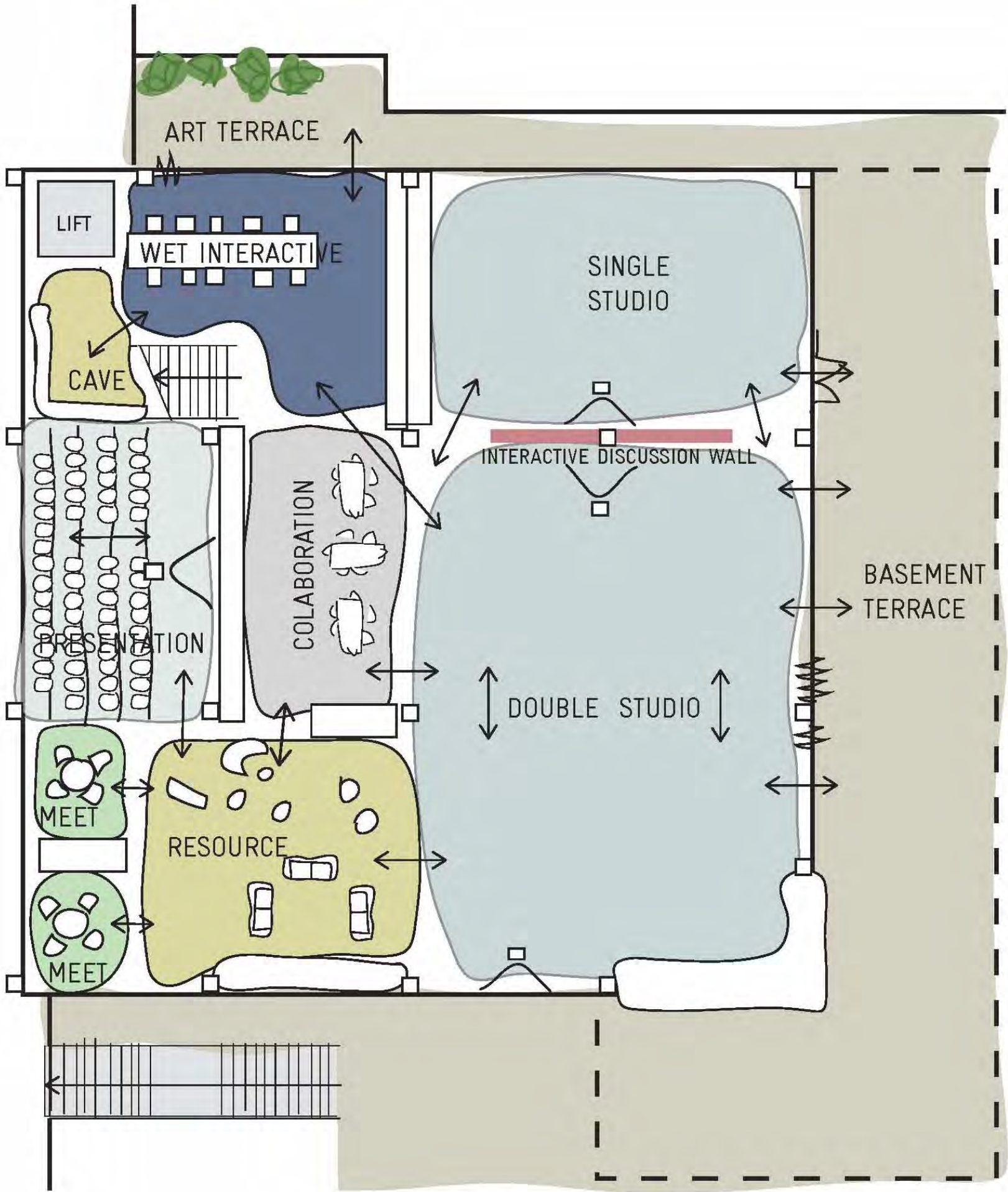
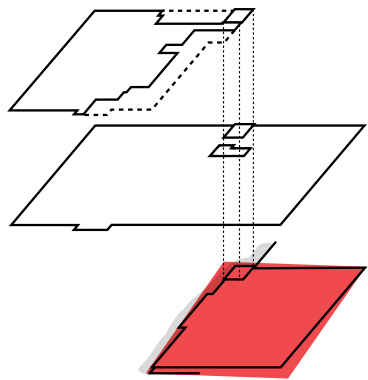
And yet, families are flocking to the school in droves, confident in both in MCB's educational direction and its ability to serve learners. For the next years enrolment, the college has been in the unfortunate position to have to turn away families as it reaches and extends its planned capacity.

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.



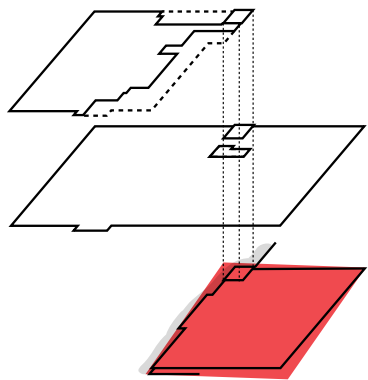


Lower Level Relationship Plan



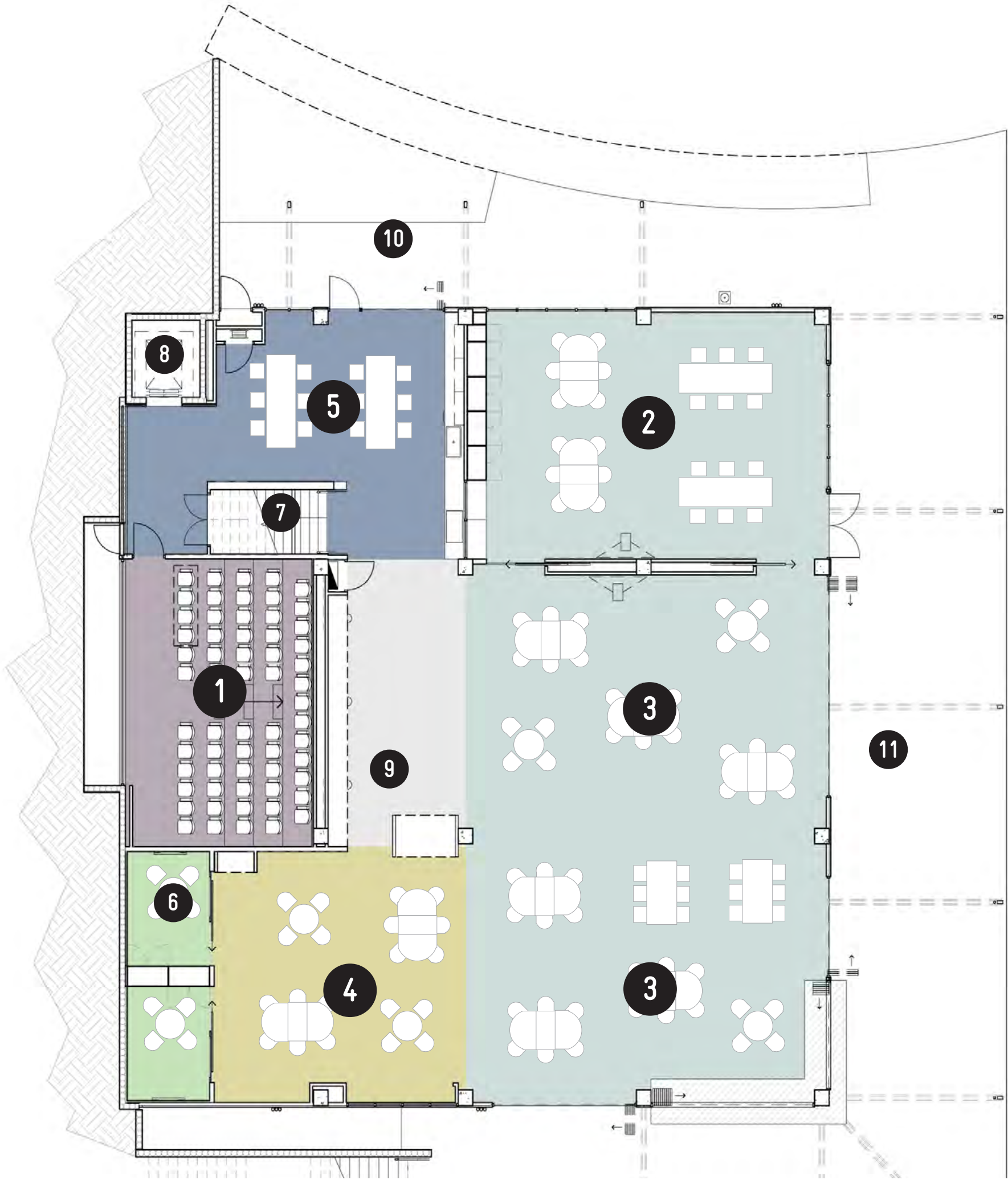


Lower Level Floor Plan



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

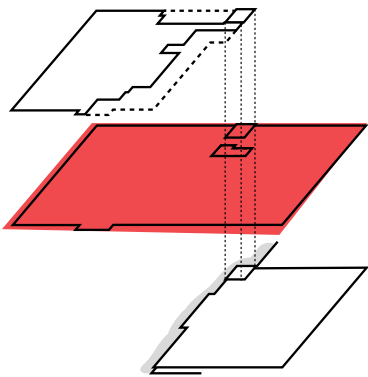
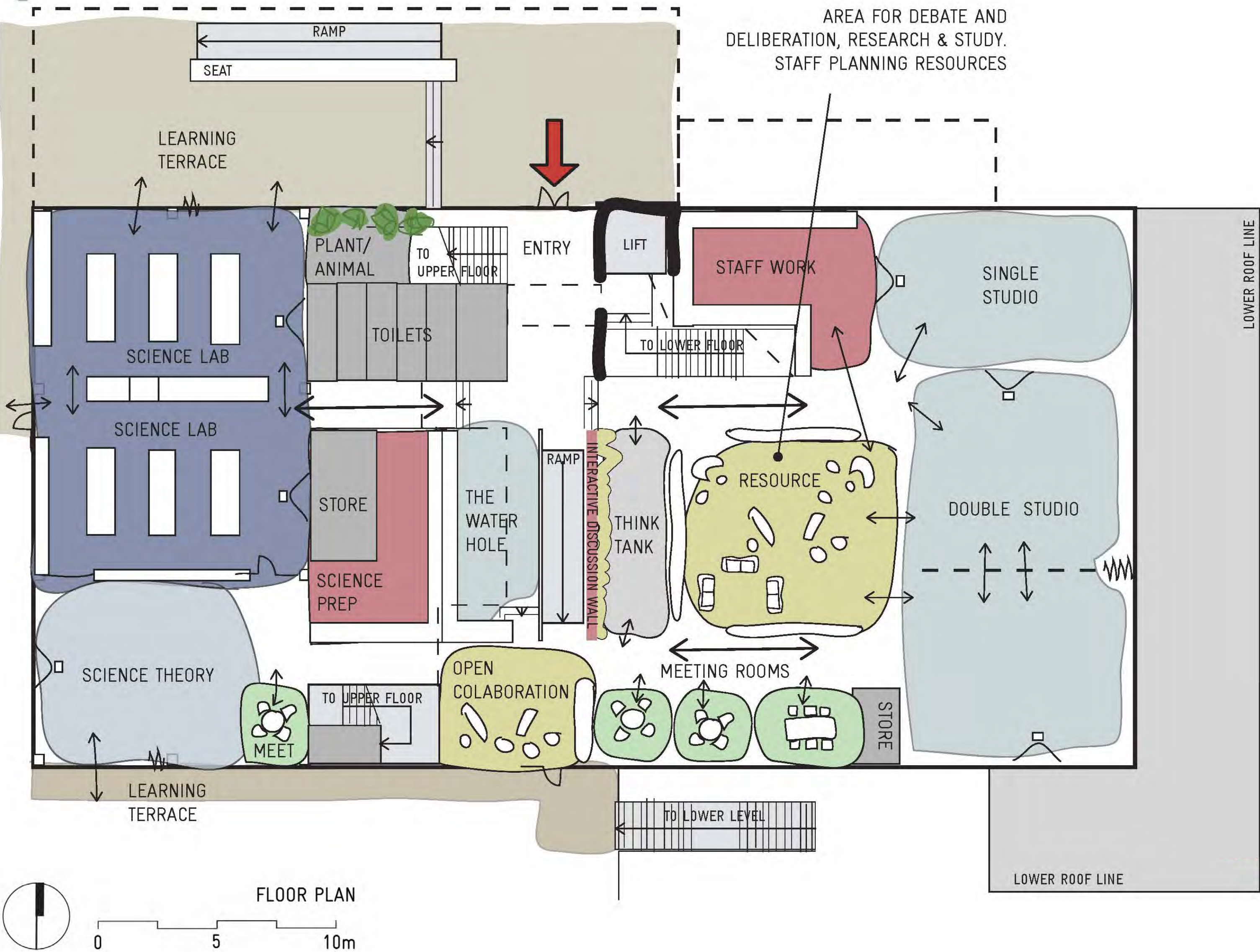


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FLOOR PLAN

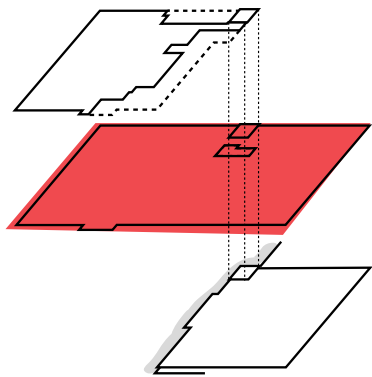


# Mid Level Relationship Plan

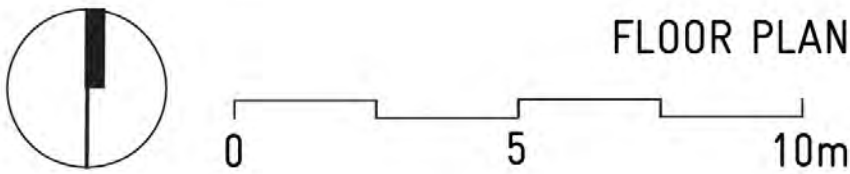




Mid Level Floor Plan

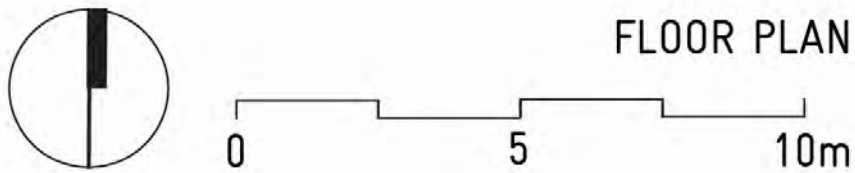
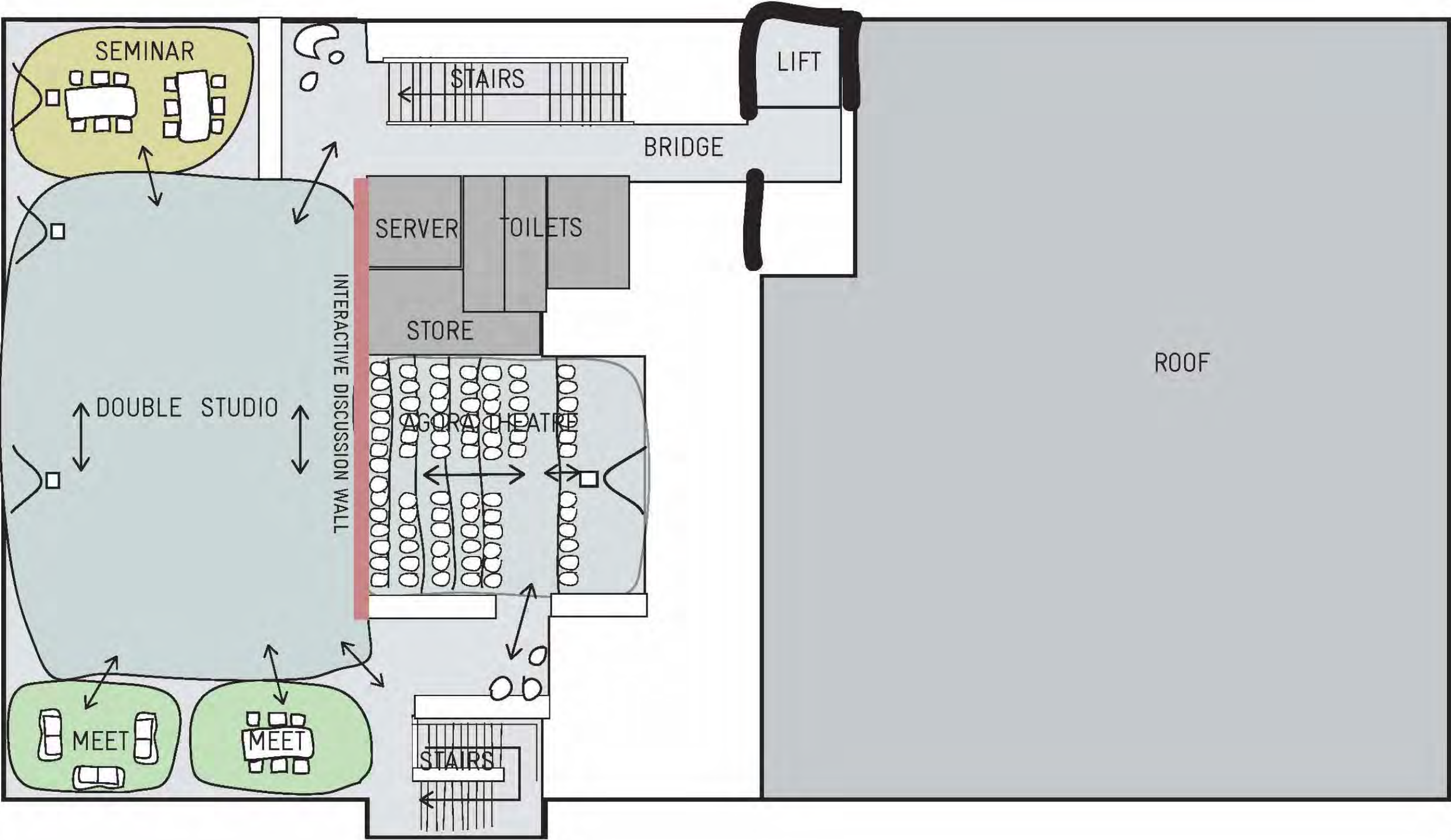
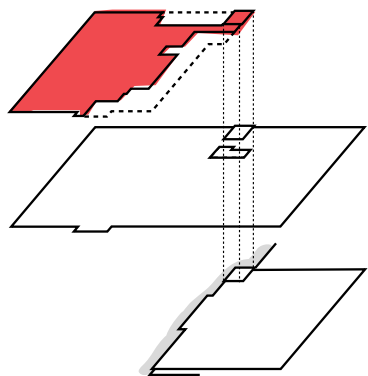


- LEVEL 2
- 1 ENTRY
  - 2 LAB 1
  - 3 LAB 2
  - 4 THEORY/PHYSICS
  - 5 THE WATER HOLE
  - 6 THINK TANK
  - 7 RESOURCE
  - 8 SINGLE STUDIO
  - 9 DOUBLE STUDIO (EXPANDABLE)
  - 10 OPEN COLAB
  - 11 MEETING ROOM
  - 12 STAFF WORK
  - 13 GALLERY
  - 14 AMENITIES
  - 15 HOT DESK
  - 16 STAIR 1
  - 17 STORE
  - 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



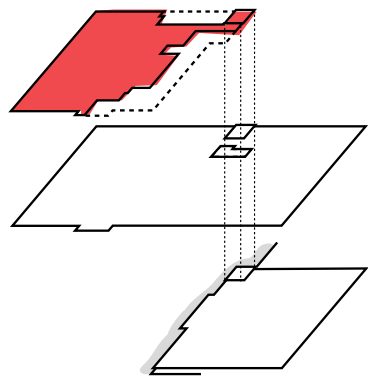


# Upper Level Relationship Plan





Upper Level Floor Plan



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

