

---

Association For Learning Environments  
2018 James D. MacConnell Award

# South Melbourne Primary School



## Project Details

**Project Name:** South Melbourne Primary School

**Location:** Southbank, Melbourne

**District Name:** Southbank

**Principal:** Noel Creece

**Occupancy Date:** February 2018

**Grades Housed:** From Preparatory to Year 6 + Early Learning facility

**Capacity (Students):** 525 students + 44 Early Learning students

**Gross Area:** 9200sq.m / 30,183 sq. ft.

**Per Occupant (gross):** 15.3sq.m / 50.1 sq. ft.

**Design and Build?** No

**Site Development:** N/A

**Building Construction:** \$34,800,000 AUD

**Fixed Equipment:** \$394,000 AUD Furniture & Equipment

**Submitting Applicant | Firm**

**Project Role:** Architect

**Contact:** Caroline Miller

**Title:** Marketing and Communications Manager

**Phone:** +61 3 9699 3644

## Sub-Consultants

**Name:** Tract

**Project Role:** Landscape Architects

**Name:** Wallbridge & Gilbert Engineers

**Project Role:** Civil & Structural Design

**Name:** Simpson Kotzman Engineers

**Project Role:** Services Engineering Design

**Name:** Aurecon

**Project Role:** Project Management

**Name:** Reddo Building Surveyors

**Project Role:** Building Certifier

**Name:** Wilde & Woollard Cost Consultants

**Project Role:** Quality Surveyors

[Click here](#) to take a look inside South Melbourne Primary School.



# Executive Summary

South Melbourne Primary School is the first government vertical school in the state of Victoria, Australia. Opened to coincide with the start of the school year in January 2018, it is an exemplar of contemporary twenty-first century education design integrating with community facilities, developed within a context of inner-urban regeneration. The school represents the first piece of social infrastructure located within the Fisherman's Bend Urban Renewal Area, a precinct undergoing rapid transformation from its heavily industrial past into a densely populated smart city.

The South Melbourne Primary School project was developed with an extraordinary level of engagement with public sector agencies and community to meaningfully integrate a radically new pedagogical model of school with community facilities. Prototyping a new building typology, the project defines a new model of vertical, inner-urban school while exploring the spatial and economic mechanisms of three-dimensional vertical urbanism, innovating in ways to create new spaces for the intersection of people and experience.

By challenging and enhancing the Department of Education standards, we have addressed complex vertical circulation, organisational and regulatory demands, the project co-locates schooling for 525 students with early learning, child health services, multi-purpose community spaces, multi-purpose sports courts and public domain/open spaces to support a healthy and engaged community.

Providing innovative teaching and learning settings, the design Promotes learning through the lifespan and across ages,

**When public policy thinking around developing smart cities, and transformational educational models coincide, the inner urban vertical school becomes a leading example and epitome of transformative change.**

embracing a Learning Community and Learning Neighbourhood organisational model internally and fostering opportunities to contribute to building and enhancing the learning life of the whole community through shared use of facilities, cooperative management and governance, and working in partnership to develop community education programs and community ventures.

The development combines Department of Education and City of Port Phillip facilities in an integrated community hub model. This model promotes seamless inclusion of community facilities within the school, without any "proprietary or ownership" definition of spaces and on the principle of truly shared use. On this basis, many of the school facilities can be utilized by the community and, vice versa, the community facilities can be used by the school.

No better is this exemplified than the open forecourt – able to be used by the community 24/7. In this sense, the school has been purposefully designed without fences as a permanent gesture for community use and inclusion.

South Melbourne Primary School integrates across six levels, education facilities for 525 Primary School students (Prep to Year 6) with Early Learning Centre, Maternal & Child Health Centre, multi-use community spaces, combined school/ community canteen, competition level sports courts and open spaces supporting a healthy and engaged local community.

School areas such as the forecourt, Art Room, Library, Music Room, Environmental area, Basketball courts and the common areas are all able to be used for community use also. Similarly, the community areas such as the Community Meeting Rooms

**"I feel so lucky coming to this school every day" - Year 4 student**

and the Community Balcony can also be used by the school in a truly seamless and symbiotic arrangement.

Innovative features of the project include:

- Presenting the School as a community hub to support the emerging community's urban renewal and precinct regeneration
- Offering an integrated, shared-use model that provides a truly holistic approach to learning and wellbeing
- Vertical integration and distribution of contemporary teaching and learning areas alongside external learning balconies;

With the densification of our cities, it is inevitable that more vertical schools will be built, and these opportunities must be harnessed to their best potential by shaping and redefining evolving communities. Dense schools are ideally suited to form an integrated hub within their communities and participate in a more distributed model of resourcing.

Today's urban school, exemplified by South Melbourne Primary, is more than just a school. It meets the needs of its wider community and the smart city it serves, a city and community where holistic lifestyle, sustainability, human and social capital, and strong ICT infrastructure are highly sought after and valued. This 21C school is central to its local community, and providing an exemplar for a truly integrated community hub.

# Scope of Work and Budget

South Melbourne Primary School exemplifies an innovative response to contemporary education and was delivered to an extraordinarily tight program while maintaining budget and quality objectives. A key factor in the project's success was the constructive collaboration and engagement of multiple stakeholders, including the Victorian Government and 13 other local and state government agencies. Ongoing client, community and local consultation and evaluation is a key element of the project, ensuring accountability, evolution of the model, and continual learning.



# School and Community Engagement

## The Community

As a new school for an emerging community the facility is designed for a broad range of users, with key user groups being early learning and primary school age children and staff.

In terms of the community users, the brief is initially focused on providing programs and services for young children and their families from the surrounding area. Over time, as the local community evolves and the demand for programs and services shifts the facility is designed to adapt to these changing needs.

## This school is an important element of the smart city with a symbiotic relationship to its community



Community engagement workshop held at local school, Albert Park College

## The Stakeholders

Ongoing school and community engagement occurred during design process through a series of focus workshops with the Project Reference Group and other stakeholders to develop the brief, review design outcomes, make decisions on specific aspects of the design/brief and seek sign off and approval.

The key stakeholders included:

- Department of Education (DET)
- Victorian Schools Building Authority (VSBA)
- City of Port Phillip (CoPP)
- Office of the Victorian Government Architect (OVGA)
- Environmental Protection Agency (EPA)

Department of Transport, Planning & Local Infrastructure  
Project Reference group incl:

- Department of Land, Water, Environment & Planning
- Principals from three local primary schools
- School parents
- Local residents

## The Process and Challenges

Whilst the stakeholders shared a commitment to the concept of “integration” there was no experience of such a model. The design team actively participated with the CoPP and the DET in an evolutionary process of brief development. This involved the complexities of identifying what facilities could be integrated, what they would cost, how could be integrated and controlled for out-of-hours and simultaneous use scenarios etc.; all the time developing the integrated concept whilst holding to the extremely tight design program. Operational requirements continually shaped design outcomes, prioritising shared-use and integration wherever possible to enable as-yet unprogrammed requirements to emerge in the future.

In its first year of use, there is evidence that this is already occurring...in the schools words: “. Before and after school, the large, open spaces such as the gymnasium are used for activities such as tennis, basketball, play spaces for toddlers and are used of by a variety of community groups such as ballet, choir and various other disciplines”.

## Education Environment

As a truly contemporary educational environment, South Melbourne Primary School is built on five core values and principles. Each of these principles are outlined in the educational specification, a document developed collaboratively with key stakeholders and expert educational consultants for the school and its community.

The first of these principles “Learning for all, learning for life” outlines an aspiration for the school to facilitate active and social participation in learning for the South Melbourne community, not just the school students. Both the schools’ pedagogy and educational environments have been designed with this inclusivity at the core, resulting in a highly connected, personalised and human-centric educational experience for all. This, combined with the second principle of “Community” has driven much of the design of the educational environment, both internally and externally.

Following “Learning for all, learning for life” and “Community”, the educational specification goes on to outline “Wellbeing and a zest for life”, “Creativity” and “Sustainability” as the last three of the five core values and principles. These principles are reflected in the educational environment through the diversity of settings within each of the learning neighbourhoods and the provision of specialised environments for creative, investigative learning in the curriculum areas related to science, art, music, drama and food. It is through this diversity that a variety of teaching and learning styles can be supported, from highly collaborative through to more personalised and private.

By creating both home bases for students and staff in the neighbourhoods and shared community and specialised spaces throughout the school, the building is able to provide flexibility and agility in its use. Spaces and settings are designed to be purposeful and to promote sharing, collaboration and negotiation. They are highly connected, both physically and visually, enabling a sense of community among their users by allowing them to interact with each other and their learning.



North Plaza looking west



Plaza playground

## Physical Environment

The project is sited in the Montague precinct of the Fisherman's Bend Urban Renewal Area (FBURA), Australia's largest urban renewal development. A key objective of FBURA is to provide a coordinated approach to the delivery of education health recreation and cultural facilities for a projected population of 80,000 new residents and 40,000 workers. High density populations and rapid population growth require community infrastructure to be flexible and support a range of service type; to accommodate population profiles that shift and change, particularly during times of rapid growth or renewal.

In a precinct that will soon be transformed by surrounding residential towers, the new facility is the first piece of community infrastructure to be built to support this emerging community. The facility forms part of a larger community precinct including:

- Future residential towers
- A community park - nearing completion, August 2018
- Upgrades to abutting streetscapes
- Light rail station upgrade - completed

The master plan for the site considered, integrated and, in some instances, influenced these off-site developments to ensure that the facility would be connected to an emerging local urban context and community.

At 0.5 Ha (53800ft), the site area is approximately 1/7 of a standard site for a school of this size. In addition, the site was encumbered with numerous constraints including site contamination from former industrial uses, a high-pressure gas line along two street frontages, risk of flooding, poor ground conditions and significant noise sources from the adjacent light rail line and nearby freeway. The site and building design is a direct response to these limitations.

Extensive work was undertaken to remediate the site for school and community use. The building is located to the southern portion of the site and is orientated to the north to optimise the external and interior space for daylighting and ventilation. The north portion of the site, nearly forty percent of the total site area, is dedicated to an open play ground and semi-public

plaza which can be used by the community outside of the school hours. Together with the community park across Ferrars Street this will provide a significant community open space for the precinct.

The plaza is a carefully orchestrated and landscaped terrain which balances the security and safety of school users with an opportunity to invite public access by literally and metaphorically 'removing the fences'.

Whilst there is no on-site car parking and limited on-street parking, the site has direct connection with an adjacent light rail service and there is an increase provision of onsite bike parking.

The façade of pixelated panels creates a distinct, playful response to the functional requirements of interior program, daylighting, ventilation, shading and screening, presenting a simple expression of rectangular forms arranged over an intricate landscaped base. The built form maximises open space to the north of the site for solar access and cross ventilation and is raised 2m above street level to mitigate flood risk.

With its explicit role in building a community, the core of this project is about inspiring and motivating the staff, students and community it serves. It achieves this through:

- The open and civic quality of the north plaza as a generous welcome mat.
- Offering an integrated, shared-use model between the school and community facilities that provides a truly holistic approach to learning and wellbeing;
- The pixelated facade pattern, referencing Minecraft, creates a distinct and playful language that inspires as a place of learning and community participation
- The celebration of vertical play; the opportunities of 'stacking' the school are explored through vertical play structures and seating steps to promote interconnection and movement throughout the building.
- In a broader sense, as a model for high density educational design to address the contemporary forces of population growth and urban regeneration in Australia.



Multi-purpose outdoor hardcourt



Early Learning Outdoor Playspace

## Results of the Process & Project

The Project Brief promoted contemporary teaching and learning pedagogical approaches developed within the challenges of a vertical model. All quotes within this section are taken from this briefing document.

*“A vertical school presents unique challenges. It will be critical to mitigate against factors that are inherent in a vertical structure that run counter to the Education Principles, Education Facilities Design Principles and Universal Design Principles. A number of principles need to be considered in locating different functional areas, designing circulation vertically and horizontally, creating specific zones and ensuring safety and security while not stifling community-school shared use.”*

The design responds to the organisational model of Learning Neighbourhoods contained within Learning Communities – with the Community areas providing a range of functionalities, shared-uses and a range of options that allow a variety of affordances and teaching methodologies.

The vertical stacking was mitigated by the design of a “vertical piazza” seamlessly linking all Learning Communities with an active “theatre stair” element and providing a climbing cubby between four of the external learning balconies. Additionally, visual connections between levels were maximised to encourage “visible learning” and a sense of connectedness.

Importantly for an inner-urban school, the design team championed the inclusion of external amenity for students within a vertical model. External Learning Areas were provided to every floor and connected to every Learning Neighbourhood – allowing students direct access to external spaces for play and learning.

The State government’s vision for the development was driven by the special nature of its context: *“South Melbourne Primary School will be an integral component of the Ferrars Street education and community precinct at the heart of the Montague Precinct within Fisherman’s Bend.*

*The Department will provide education facilities for a Foundation to Year 6 school and work together with the City of Port Phillip (CoPP) to develop an inner urban school that embraces opportunities to contribute to building community and*

*enhancing the learning life of the community through shared use of facilities, cooperative management and governance to develop community education programs and ventures”.*

The original brief called for a 475-student primary school with the aspiration to include elements of community inclusion – as yet undefined. Therefore, it was very much part of the architectural team’s role to develop the brief and find the synergies.

Working with our education specialist, we challenged the brief, arguing to increase enrolments to 525 – allowing Learning Neighbourhoods of 75 students within Communities of 150 to be developed. This formed the basis of achieving an innovative educational approach and pedagogical model reflective of its inner-urban context: the development of community within the school and the school within its community.

Another key goal of the Brief was program – meeting extremely tight timelines to achieve school opening in line with commencement of the 2018 academic year. The design team was appointed in January 2016 and the new building was handed-over and operational at the end of January 2018. The two-year design, documentation, construction tender and construction program was an extraordinary achievement – particularly in that the school was the first vertical model in the State’s system.

The facility brief aspired to a school closely connected with its community: *“Connecting learning with the community beyond the confines of the classroom requires facilities that bridge the gap between community and school. Facilities must be designed with reference to the broader community context and foster joint use arrangements”.* Accordingly, in the design process the local community was represented by the City of Port Phillip through the Design Reference Group and also via stakeholder meetings and workshops held with the design team and the municipality’s community service providers.

Expansion of the standard indoor basketball court and development of an outdoor court above it, enabled us to secure additional capital funding from Sport & Recreation Victoria. These funds allowed development of full-sized competition grade courts, enabling extensive out-of-hours use by the community.

## Results of the Process and Project (con'd)

The CoPP held firm to the concept of “integration” – seamlessly integrating community and school facilities – but they had no experience of such a model. The design team actively participated in an evolutionary process of complex brief development; identifying which facilities could be integrated, what they would cost, how they were integrated and controlled for out-of-hours and simultaneous use scenarios etc. All achieved whilst holding to the extremely tight program.

A major decision of the team and the Design Reference Group in the design process was to provide a “school without fences” – metaphorically and physically. This was felt to be a fundamental (and brave) decision to the concept of community integration. Accordingly, the ground level play area/forecourt of the school has no fences and the community are encouraged to use it 24/7.

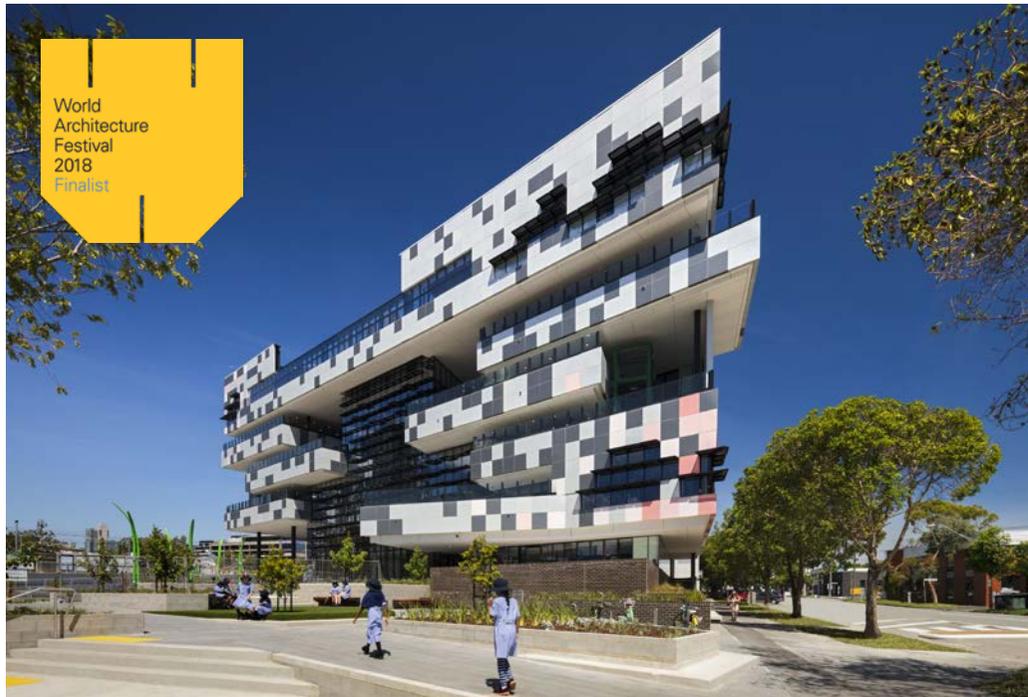
The facility has also worked as a catalyst project to activate the wider precinct. Both residential and commercial investment has increased in the surrounding area, with enrolments exceeding capacity for the 2019 school year. New allied businesses, services, and amenities that support the function of the facility as a community hub have also sprung up around the precinct.

Increasing property values and a boom in development investment have also been observed, The Montague Precinct is currently the subject of 18 live development applications as well as 16 approved building permits. And the Montague Community Park has been specifically designed to integrate and support school and community functions

The final design exemplifies all the benefits of a truly integrated model, achieving and exceeding it's initial requirements, providing a focus and innovative exemplar of an integrated school and community hub, within the

State of Victoria, in Australia and also internationally. Since it's completion, the school has hosted numerous site visits from State, national and international parties keenly interested to understand the integrated school and community hub model.

Prior to it even being built, the project was awarded the Education Future Projects Award and Future Project of the Year Award at the 2016 World Architecture Festival. This year, the built project is shortlisted for the WAF Education Project of the year.



# Education Specification

The Education Specification was developed in collaboration with the design team and the Department of Education. Our response to this specification was a 'return brief' document that outlined our design responses as well as further suggested actions and interventions that could evolve the initial specification to ensure provision of a world-class educational and community facility. This page reflects a summary of the Education Specification. The full document, and a copy of our response, has been supplied separately.

The Education Specification, developed by esteemed Education Consultant and academic Dr Julia Atkin in collaboration with the Victorian Department of Education and Training, outlined a vision for the new facility and set the framework for the project to become an exemplar in educational facilities, putting South Melbourne Primary School at the forefront of education design.

A highly ambitious document, the Education Specification set a clear yet complex brief for a precinct supporting both the school community and the wider Fishermans Bend Community within which the school sits.

**South Melbourne Primary School will be an integral component of the Ferrars Street education and community precinct. Early learning, schooling, community spaces and services will be provided to support a healthy and engaged community**

## Vision

The Victorian Department of Education and Training undertook the provision of education facilities for a Foundation to Year 6 school, working collaboratively with the City of Port Phillip to develop an inner urban school that embraced opportunities to contribute to building community and enhancing the learning life of the community through shared use of facilities, cooperative management and governance and working in partnership to develop community education programs and community ventures.

## Values and Principles

Five values and principles were recognised as intrinsic to the ethos of the new school and were required to be translated into design principles that could ultimately be expressed through the curriculum, pedagogy, programs, services as well as, and supported by the provision of built facilities. These were:

## Learning for all, together and for life active participation

- social participation
- inclusion
- personalised meaningful and purposeful activities
- developing confidence and competence

## Community welcoming

- sharing facilities and expertise
- collaborating and cooperating
- mentoring
- meeting and connecting
- recreation
- embracing diversity

## Creativity

- creating together through the Arts, Language & Technology
- performance and exhibition
- celebration
- stimulating the aesthetic imagination

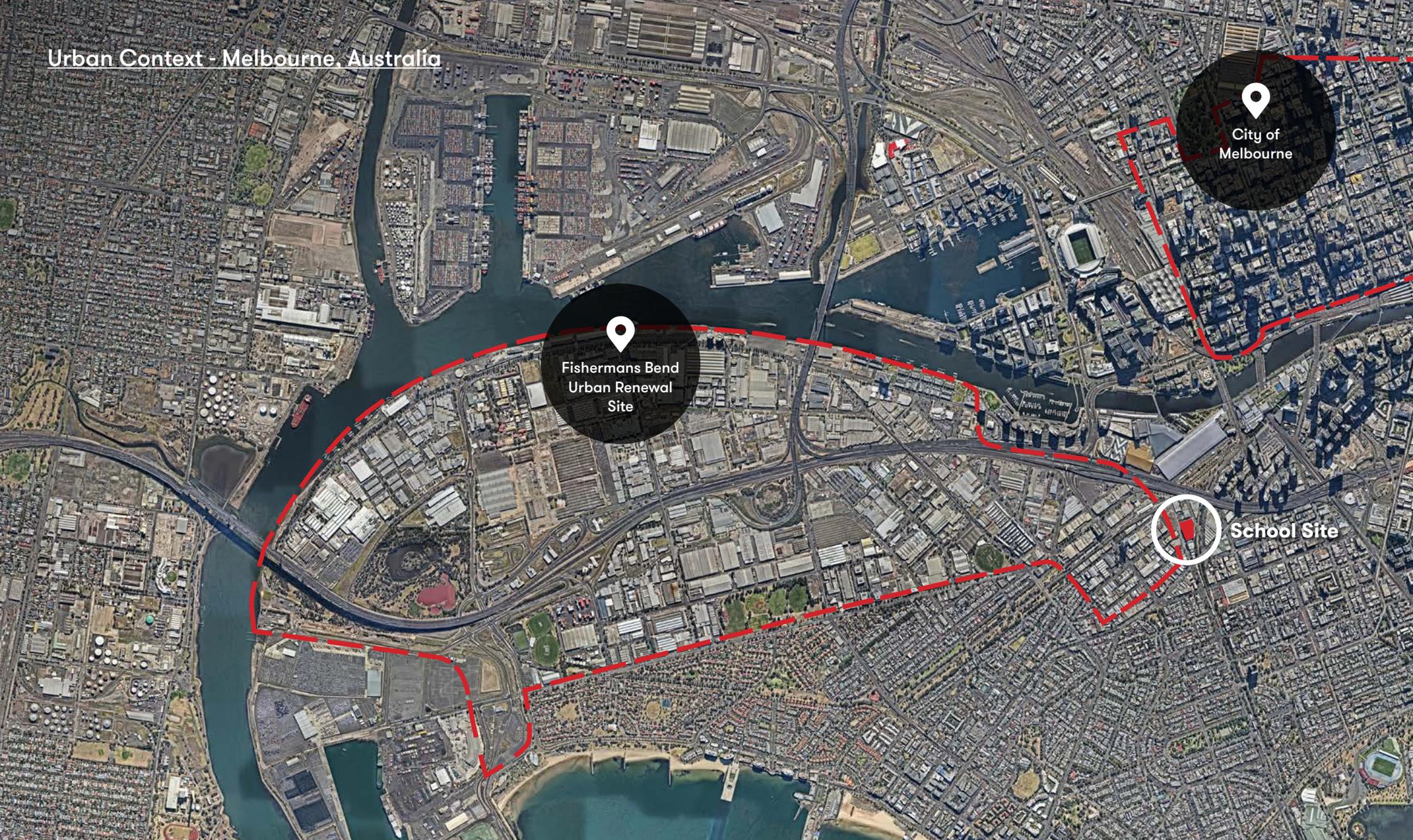
## Wellbeing and a zest for life

- physical recreation and play
- informal social interaction
- relaxation
- reflection
- health services and support
- focus on developing the whole person
- safety and security

## Sustainability

- enriched environment infused with nature
- opportunities to engage with nature
- sustainable practices - ways of thinking and being
- developing curiosity and encouraging innovation through Science, Maths & Technology
- engaging and connecting within a global context
- designing the curriculum so the environment becomes the third teacher
- critical thinking and problem solving

Urban Context - Melbourne, Australia



Fishermans Bend  
Urban Renewal  
Site

City of  
Melbourne



School Site

Site Area

**250**

Hectares

Future Population

**80,000**

Residents

Future Density

**32,000**

pp/sq km

# Masterplan Precinct



## The Precinct

In a precinct that will soon be transformed by surrounding residential towers, the new facility is the first piece of community infrastructure to be built to support this emerging community. The facility forms part of a larger community precinct including:

- future residential towers
  - a community park
  - upgrades to abutting landscapes
  - light rail station upgrade
- The community and transport infrastructure development abutting the site will be complete by the end of 2018, providing a robust framework for ongoing urban renewal.



- |   |  |
|---|--|
| <span style="color: red;">■</span> Intersection Upgrade       | <span style="color: teal;">■</span> Podium Sports Courts                       |
| <span style="color: yellow;">■</span> North Plaza             | <span style="color: lightblue;">■</span> Upper Level Outdoor Learning Terraces |
| <span style="color: green;">■</span> Open Space / Playground  | <span style="color: orange;">■</span> Ferrars St/ Drop Off Point               |
| <span style="color: purple;">■</span> Library Courtyard       | <span style="color: lightgreen;">■</span> Community Park                       |
| <span style="color: blue;">■</span> Lightrail Station Upgrade |  |

# Masterplan Site

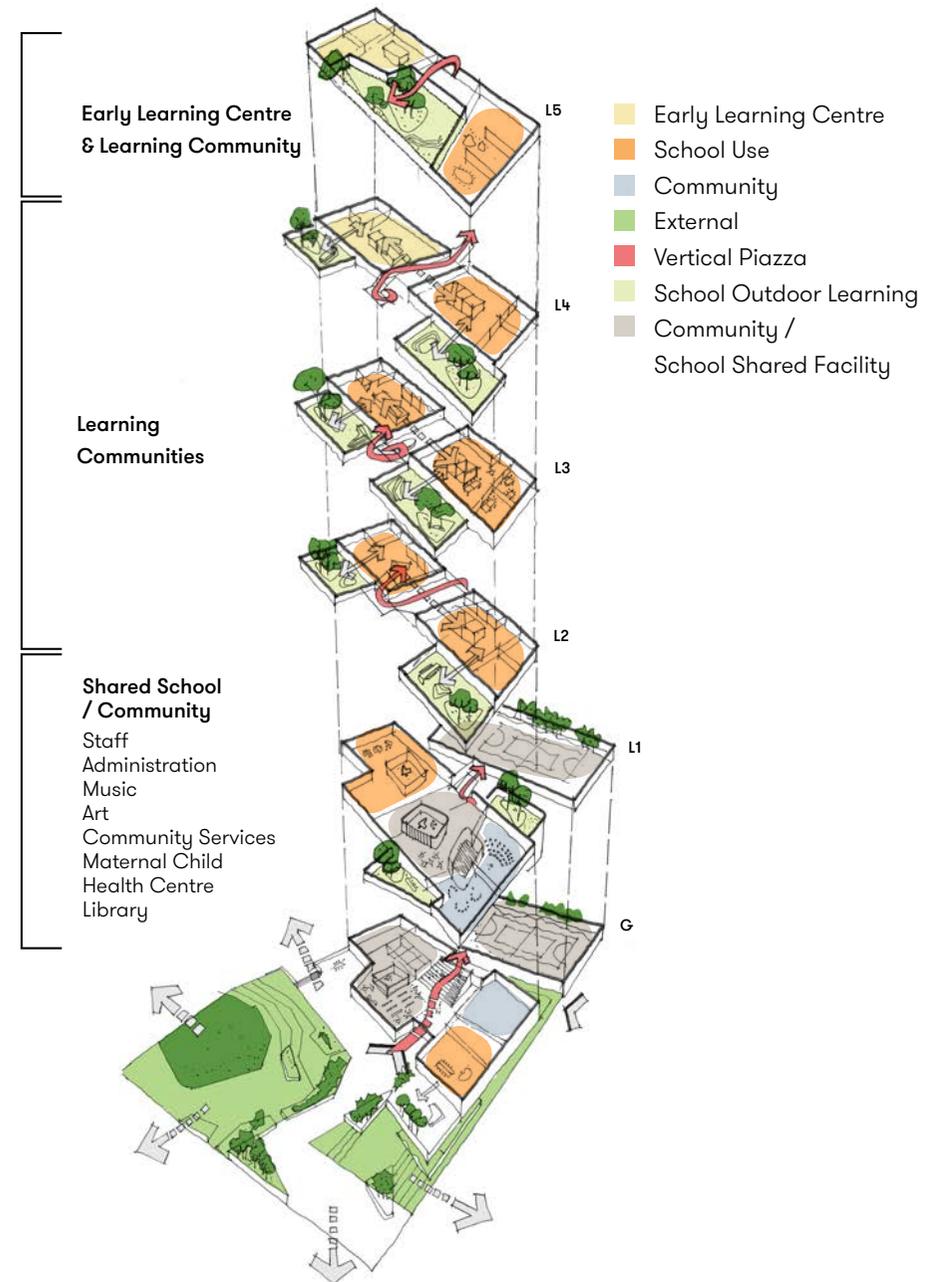


## Site

The building functions are arranged over 6 levels, and are designed to:

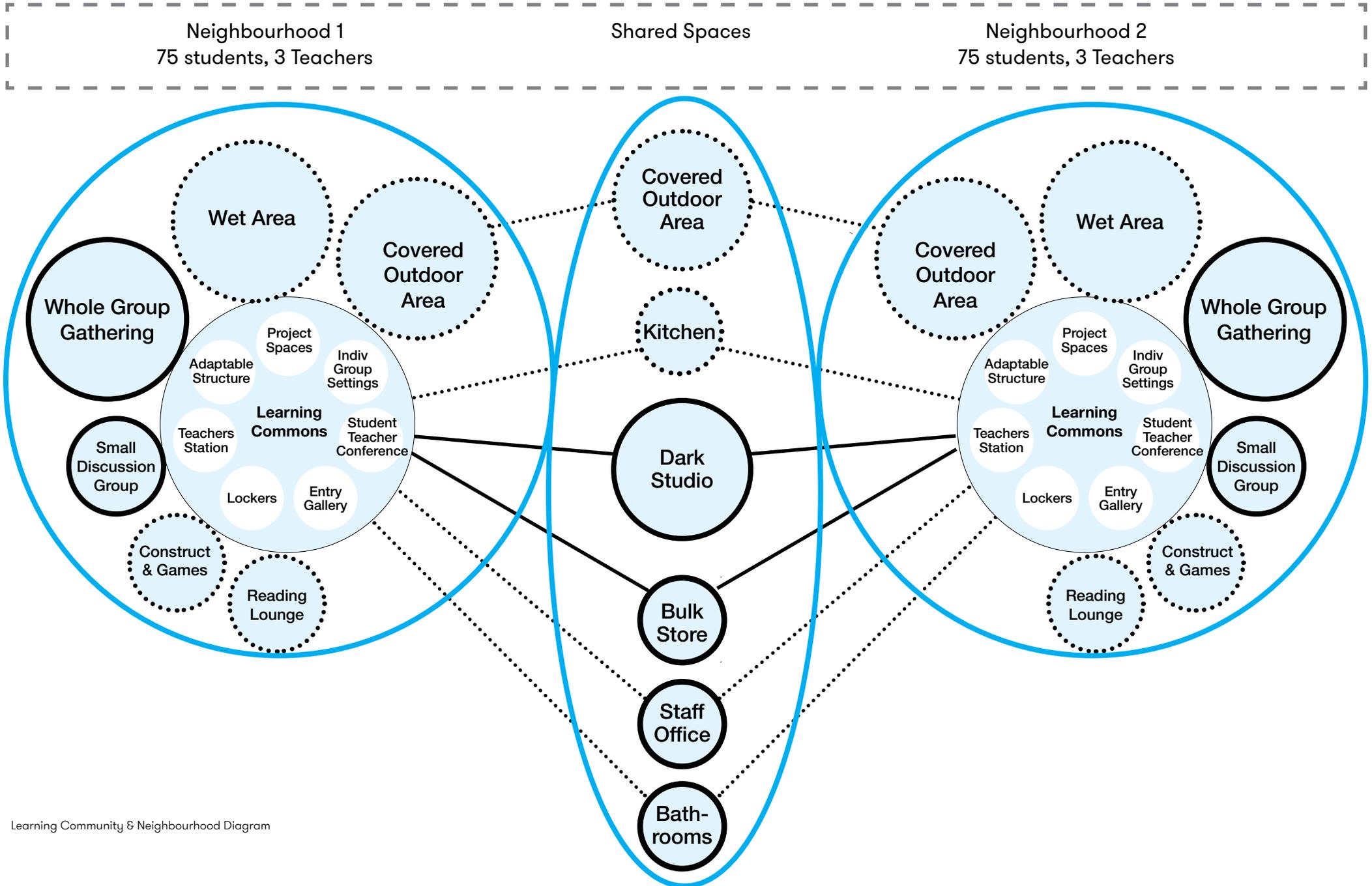
- encourage shared use opportunities between school & community functions;
- promote visual & physical connection between levels;
- incorporate flexible and adaptable learning that supports contemporary pedagogy;
- enable secure zoning & independent access to programs outside school hours
- maximise outdoor play & learning areas at entry level

# Vertical Arrangement Diagram



# Masterplan Education

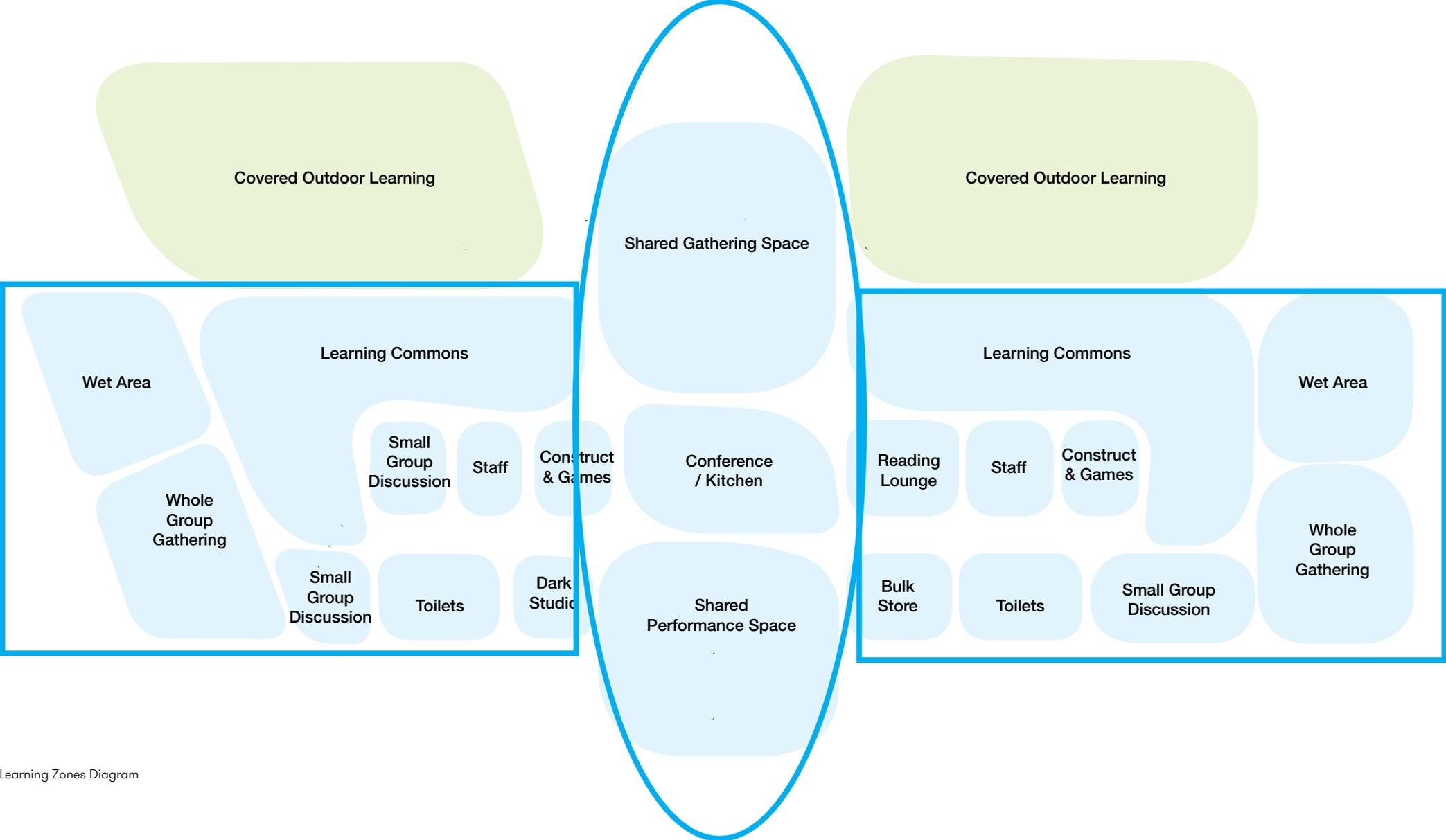
## Learning Community



Learning Community & Neighbourhood Diagram

**Masterplan Education**

**Learning Community**



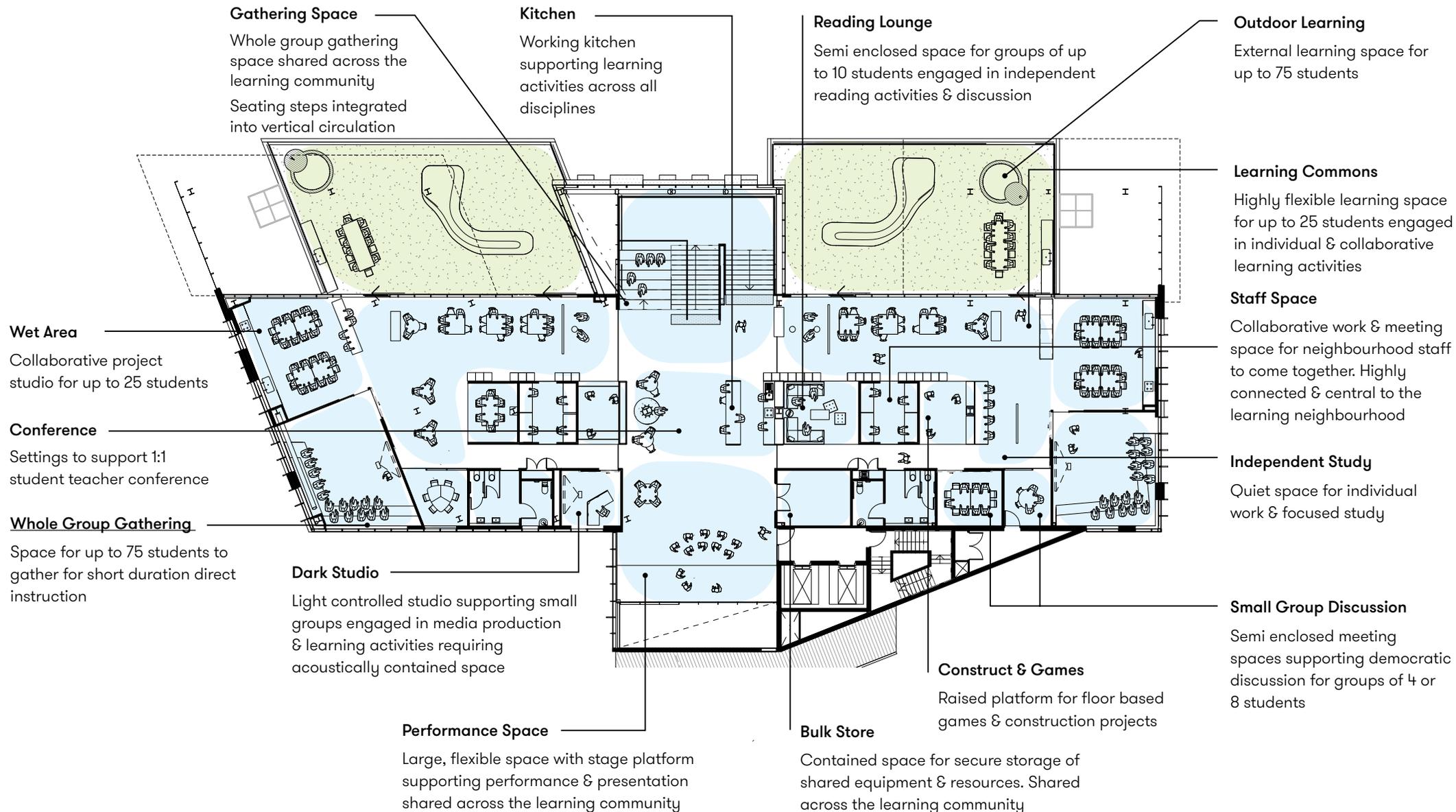
Learning Zones Diagram

# Learning Community Settings

**Neighbourhood 1**  
75 students, 3 Teachers

**Shared Spaces**

**Neighbourhood 2**  
75 students, 3 Teachers



# Ground Floor Zoning



# Level 1 Zoning



# Level 2 - 4 Zoning - Learning Communities

**Outdoor Learning Area**  
 Covered outdoor learning area designed to support both learning and play

**Learning Neighbourhood**

**Central Piazza**  
 The central, shared meeting place for the learning community providing flexible & specialised learning settings



**Vertical Circulation**  
 Visually connected & engaging circulation zones enriched with settings for learning & play

**Outdoor Learning Terrace**  
 Covered outdoor area with settings designed to support both learning & play

**Learning Neighbourhood**  
 Home base for 75 students & 3 teachers providing a range of diverse & purposeful learning settings

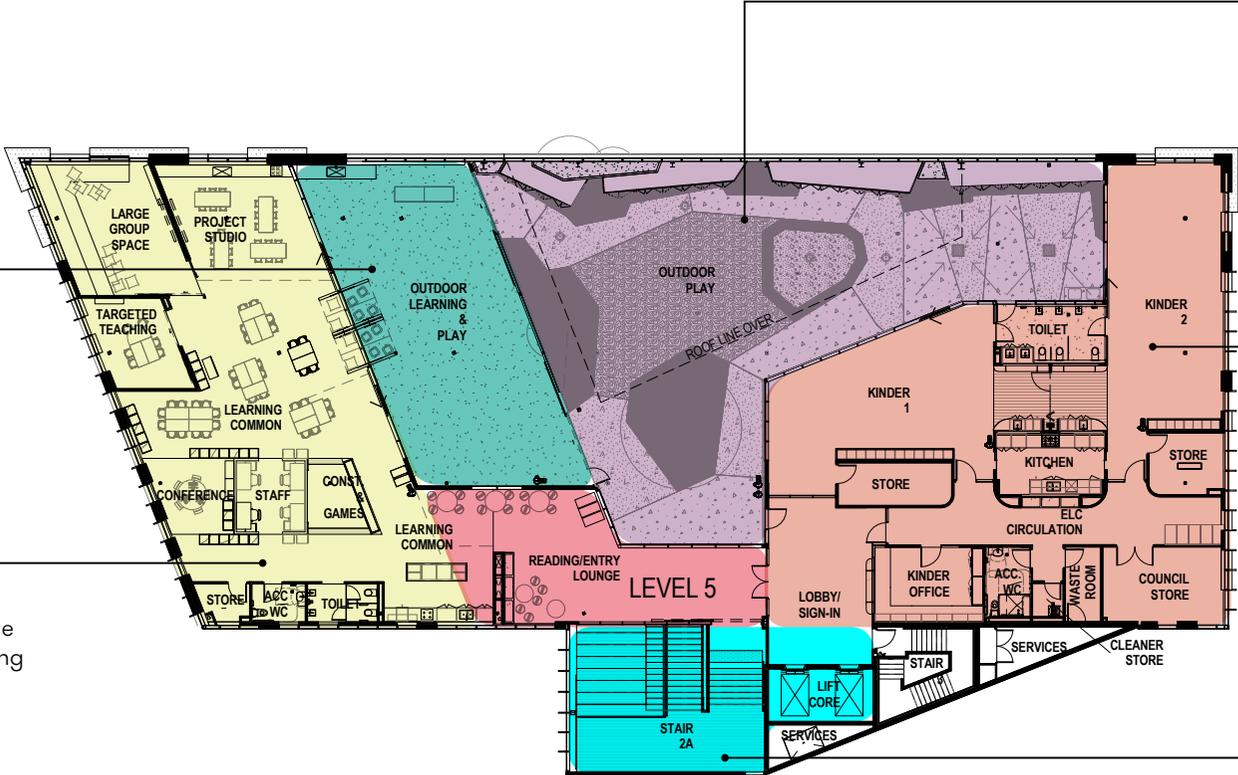
# Level 5 Zoning

**Outdoor Learning Area**

Covered outdoor area with settings designed to support both learning & play

**Learning Neighbourhood**

Home base for 75 students & 3 teachers providing a range of diverse & purposeful learning settings



**Early Learning Outdoor Play Space**

Regulated area for student learning & play. Secure yet highly visually connected to the adjacent foundation / prep neighbourhood outdoor learning area.

**Early Learning Centre**

A 44 place early learning centre designed to maximise connections to the primary school, particularly the adjacent foundation / prep learning neighbourhood

**Vertical Circulation**

Visually connected & engaging circulation zones enriched with settings for learning & play

# External Settings

## Outdoor Recreation Spaces

Primary multipurpose outdoor spaces for passive and active play and learning for school and community use after hours



**Fixed Seating**

Fixed seating to edges for passive social gathering & spectating

**Hardcourt**

Hardcourt area (full size netball and basketball court) for active play and community use after hours

**Perimeter Wall**

Perimeter rebound walls for ball play



**External Learning Terrace**

External learning terraces at upper levels linked to internal learning neighbourhoods

**Amphitheatre**

Amphitheatre & grass area for larger group events, active and passive play

**Hardcourt**

Hardcourt area for active play

**Playground**

Playground for student & community use

**Raised Garden Beds**

Raised garden beds to provide threshold at site boundary instead of typical school fence

# External Settings

## Outdoor Recreation Spaces

Primary multipurpose outdoor spaces for passive and active play and learning for school and community use after hours



## Outdoor Learning Terraces

Dedicated external learning spaces directly connected to each learning neighbourhood. Each terrace is equipped with a wet bench and is designed to support external gathering, performance, project work, horticulture, c;climbing, passive and active play.



## External Settings

### Early Learning Outdoor Play Spaces

Dedicated external early learning play space directly connected to each playroom. This space supports a range of play settings and activities and is designed to open up to the adjacent school outdoor learning terrace to facilitate collaborative play & easy transition to primary school



#### Retractable Sliding Gate

Retractable sliding gate to link early learning play area with school external learning terrace for shared use and collaborative play

#### Play Mound

Play mound, feature tree & associated roof cut out

#### Built in Seating

Built in seating, play bench & equipment storage niches for external play equipment

#### City Views



#### Sunshading

Fixed sunshading & roof overhang to provide weather protection

#### Built in Seating

Built in seating, play bench & equipment storage niches for external play equipment

#### Raised Sandpit

Raised sandpit for exploratory play

#### Visual Connection

Direct visual and physical connection between internal & external play spaces

## Internal Settings

### Entry Gallery

Main entrance to South Melbourne Primary School with gallery display and large gathering space



#### Gallery Display

Gallery display for student work, learning and community resources

#### Tiered Seating

Tiered seating for large group gatherings integrated into the vertical connection to upper levels, visible from main entry

#### Maternal & Child Health Services

Access to maternal and child health services and consulting rooms

#### Main Reception

Main reception point for both staff and students

#### Interview Room

Small interview room for 2-4 people

## Internal Settings



### **Entry Gallery / Gathering Space**

The main entry to the school incorporating a large gathering space for presentations, performances and gatherings

#### **Perforated Balustrades**

Perforated balustrades to maximise visual connection as students move throughout the building

#### **Main Circulation Stairs**

Main circulation stair to learning levels above

#### **Tiered Seating**

Tiered seating for large group gatherings integrated into the vertical circulation to upper levels

## Internal Settings



### **Gathering Space**

Whole group gathering space supporting direct instruction, performance and presentation. Shared across a learning community

#### **Visual Connection**

Visual connection from the Central Piazza above

#### **Visual Connection**

Visual connection to the city and surrounding landmarks

#### **Presenter Space**

Protected space for the presenter or performer, ensuring minimal disruption to adjacent learning spaces

#### **Connection**

Direct connection to learning neighbourhoods through shared central Piazza

#### **Tiered Seating**

Tiered seating integrated into circulation stairs

## Internal Settings

### Science Learning Area

Creative investigative studio and ecology garden supporting student learning in the sciences across all year levels



#### Pin Board

Pin board wall finish for display of resources and student work

#### Work Bench

Work bench and secure storage for equipment and resources

#### Mobile Furniture

Mobile furniture enabling quick reconfiguration of spaces to cater for a diverse range of learning activities

#### Ecology Garden

Direct connection to outdoor ecology garden. Strong visual connection to all areas of the garden from the science studio

## Internal Settings

### Central Piazza

The shared central piazza space connecting two learning neighbourhoods

### Construction and Games

Raised platform for floor based games and construction projects



#### Pin Board

Pin board wall finish for display of resources and student work

#### Central Piazza

Central piazza with student kitchen

#### Resource and Storage

Easy to access resource and work in progress storage unit

#### Student Storage

Storage for student belongings used to create low height dividers between learning settings

#### Carpeted Platform

Carpeted, raised platform to create a protected zone for student work whilst maximises connections to adjacent settings and spaces

## Internal Settings

### Reading Lounge & Learning Common

Open and semi-enclosed areas supporting a range of learning activities



#### Flexible Furniture

Flexible furniture in the central piazza space enables the quick reconfiguring of space to suit a variety of learning activities

#### Pin Board

Pin board wall finish for display of student work and learning resources

Entry into a learning neighbourhood from the central piazza space

#### Reading Lounge

Reading lounge designed to support both group and individual reading activities. Storage wall for the display and storage of books related to current areas of learning

## School Narrative

The students, teachers and community members who inhabit the incredible Ferrars Street Educational Facility have certainly inherited a wonderful building. In the morning when the bell sounds, children and their parents flow eagerly through the front doors to gather on the community steps.

We have a very diverse community coming from many different cultures, ethnic backgrounds, religions and languages. The gathering of people in the morning to celebrate their children and to send them on their way is a heartwarming sight. As the children settle into their classrooms; they meet with their home group teacher and begin the day as a discrete cohort. The flexible learning spaces are then put into practice where students partition off into large, small and medium-sized groups to be with different teachers for differentiated instruction at their own level of development. The vastly different areas of classroom spaces allows for students to be taught at their point of need with a variety of pedagogical approaches. The spaces allow for teaching to be a public event and for each professional to learn from each other via their day-to-day interactions.

The integration with the City of Port Phillip is a true feature of the school. We have out-of-school hours care, kindergarten, consulting rooms, maternal and child health and a variety of other specialised spaces which coalesce the entire

community and build a warm blanket around children from 0 to 12 years old. Before and after school, the large, open spaces such as the gymnasium are used for activities such as tennis, basketball, play spaces for toddlers and are used of by a variety of community groups such as ballet, choir and various other disciplines.

**Every nook and cranny is utilised to bring the community together to incredible effect. The school is adapting, growing and learning as time goes by and we settle into the building.**

Staff from South Melbourne Primary School and the City of Port Phillip are working very closely together to ensure that the village raises each child.



The students, teachers and community members who inhabit the incredible Ferrars Street Educational Facility have certainly inherited a wonderful building. In the morning when the bell sounds, children and their parents flow eagerly through the front doors to gather on the community steps. We have a very diverse community coming from many different cultures, ethnic backgrounds, religions and languages. The gathering of people in the morning to celebrate their children and to send them on their way is a heartwarming sight. As the children settle into their classrooms; they meet with their home group teacher and begin the day as a discrete cohort. The flexible learning spaces are then put into practice where students partition off into large, small and medium-sized groups to be with different teachers for differentiated instruction at their own level of development. The vastly different areas of classroom spaces allows for students to be taught at their point of need with a variety of pedagogical approaches. The spaces allow for teaching to be a public event and for each professional to learn from each other via their day-to-day interactions.

The integration with the City of Port Phillip is a true feature of the school. We have out-of-school hours care, kindergarten, consulting rooms, maternal and child health and a variety of other specialised spaces which coalesce the entire community and build a warm blanket around children from 0 to 12 years old. Before and after school, the large, open spaces such as the gymnasium are used for activities such as tennis, basketball, play spaces for toddlers and are used of by a variety of community groups such as ballet, choir and various other disciplines. Every nook and cranny is utilised to bring the community together to incredible effect. The school is adapting, growing and learning as time goes by as we settle into the building. Staff from South Melbourne Primary School and the City of Port Phillip are working very closely together to ensure that the village raises each child.

Noel Creece, Principal - South Melbourne Primary School

p +61 3 9935 9399  
e south.melbourne.ps@edumail.vic.gov.au

CHARACTER, COMMUNITY, LEARNING