



# The Centenary Library

## Anglican Church Grammar School

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ASSOCIATION FOR LEARNING ENVIRONMENTS  
2018 LESOLUTIONS PLANNING AND DESIGN AWARDS  
SUBMISSION FOR JAMES D. MACCONNELL AWARD



# Project Details.

**School:** Anglican Church Grammar School (Churchie)

**Project Name:** The Centenary Library

**Location:** East Brisbane, Queensland, Australia

**Headmaster:** Dr Alan Campbell

**Occupancy Date:** April 2017

**Grades Housed:** Reception - Year 12, 1850 students

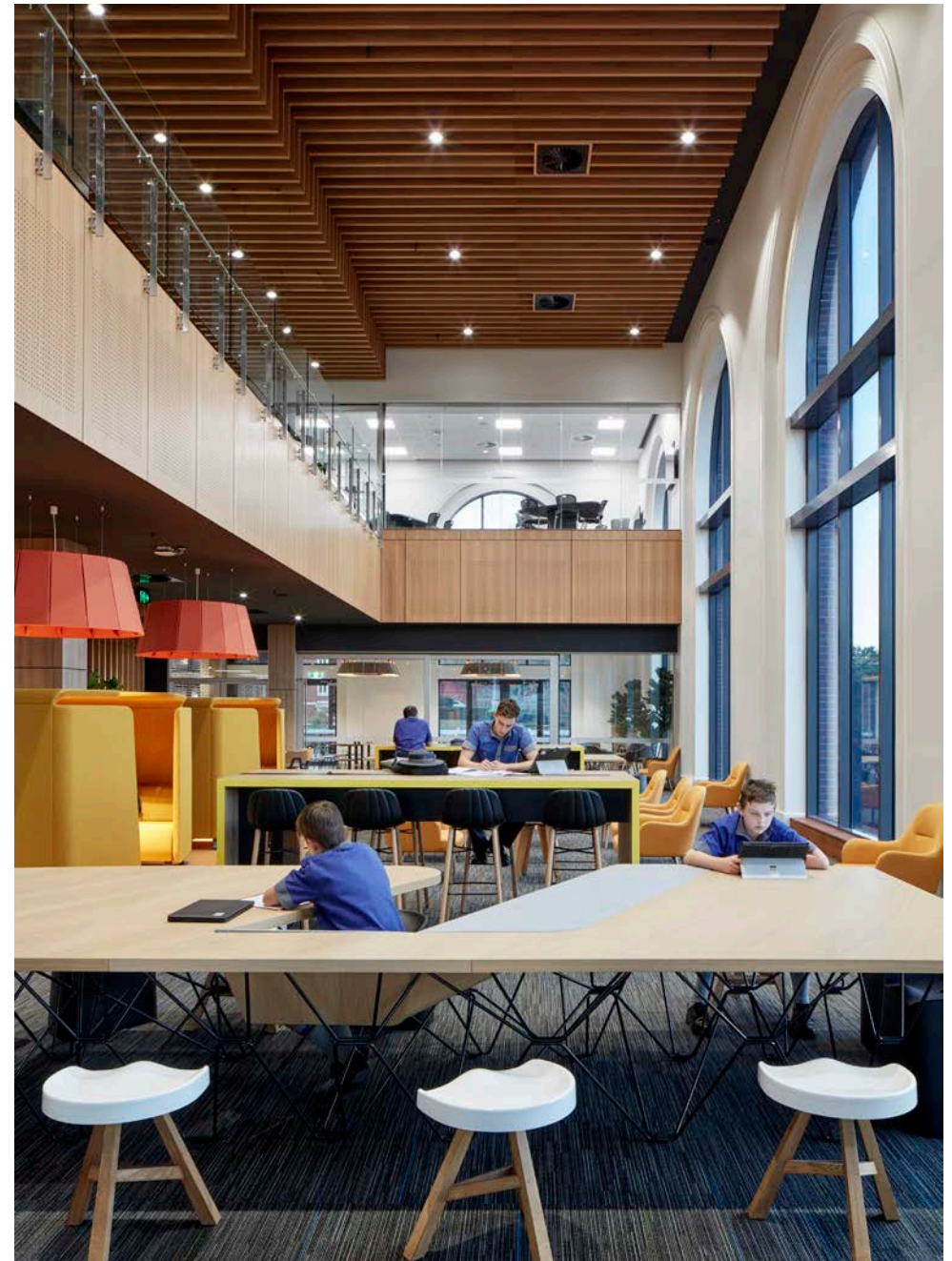
**Building Capacity:** 724 students

**Gross Area:** 6,095sqm (65,606 sqft)

**Design and Build Full Traditional service**

**Building Construction:** AUD\$23,300,000

[Click here to view the video.](#) [Click here to see the full suite of photos.](#)





# Executive Summary.

The Centenary Library at Anglican Church Grammar School (Churchie) is the most significant strategic masterplan project undertaken in the school's 107-year history.

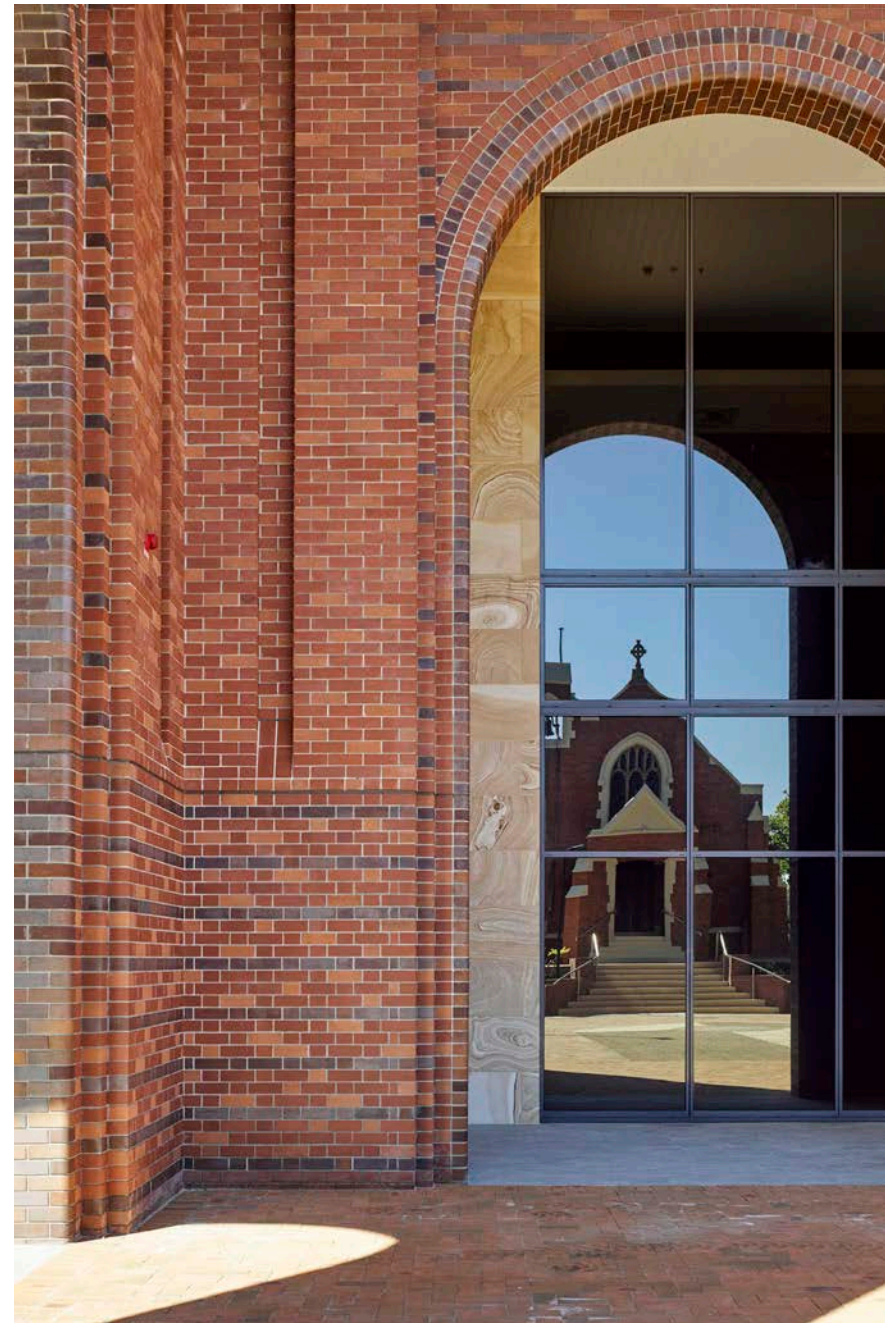
The planning process began in 2010, with the School's partnership with the University of Melbourne's Learning Environments Applied Research Network (LEaRN) and the Architect. This collaboration applied ground-breaking architectural and educational research to challenge existing spatial dogmas to conceive a design that would carry The Centenary Library throughout its 40-year lifespan.

The partnership started with a series of modest refurbishments, beginning with a single cellular classroom in 2011. Key learnings from this iterative process informed the consultative, design and evaluative process of the Hayward Midson Creative Precinct. The precinct afforded the Architect the opportunity to test and refine those designs, materials, technologies, furniture and teaching modalities that worked (and those that did not) within the Churchie context. For the school, the longitudinal evaluative process led to the systemic development of teacher environmental competency in the understanding of how the built pedagogies of different spaces shaped the nature of student learning experiences.

Exploiting the corporate understanding, a bespoke and integrated consultative process embedded the School's Four Tenants (Academic Achievement, Spiritual Awareness, Personal Growth and Service) as the epistemological framework for the educational brief. The integration of the LEaRN School Spaces Evaluation Instrument (SSEI), stakeholder focus groups and visual ethnography provided the impetus to create an assembly of purposeful environments fashioned within an envelope that respected the 'Built Language of Churchie'.

The Archipelago for Possibilities design workshops used a human-centered approach to prime a sense of agency amongst architects, Library occupants and teachers as they occupied The Centenary Library. Developed at the Parsons School of Design in New York, this self-reflective, experiential learning opportunity caused individuals to reflect on their motivations for change and the barriers that inhibit change. The resulting sense of collective agency highlighted how individual mind frames mediated the ability for The Centenary Library community to create an ideal learning environment.

**The deep and detailed brick façade stands sentinel to the modern internal glass 'cube'; a testament that the past and future can coexist in the present. The result is a timeless iconic building within the streetscape that activates the footpath edge to enrich the urban experience."**



# Executive Summary.

The resulting combination of formal and informal spaces supported Churchie's intent for learning to be more active and personalised. Here the variety of spaces successfully exploit the affordances of bespoke acoustic attenuation, furniture design, digital and visual technologies to support pedagogies and communities of learning to occur concurrently.

The integration of visual ethnography interrogated the envelope, form and mass of existing buildings to establish the 'Language of Churchie'. The four storey building is respectful to the school's archetype of red brick, steep tiled roofs, ornate detailing and cream capping, seamlessly integrating The Centenary Library with adjacent heritage buildings and wider campus.

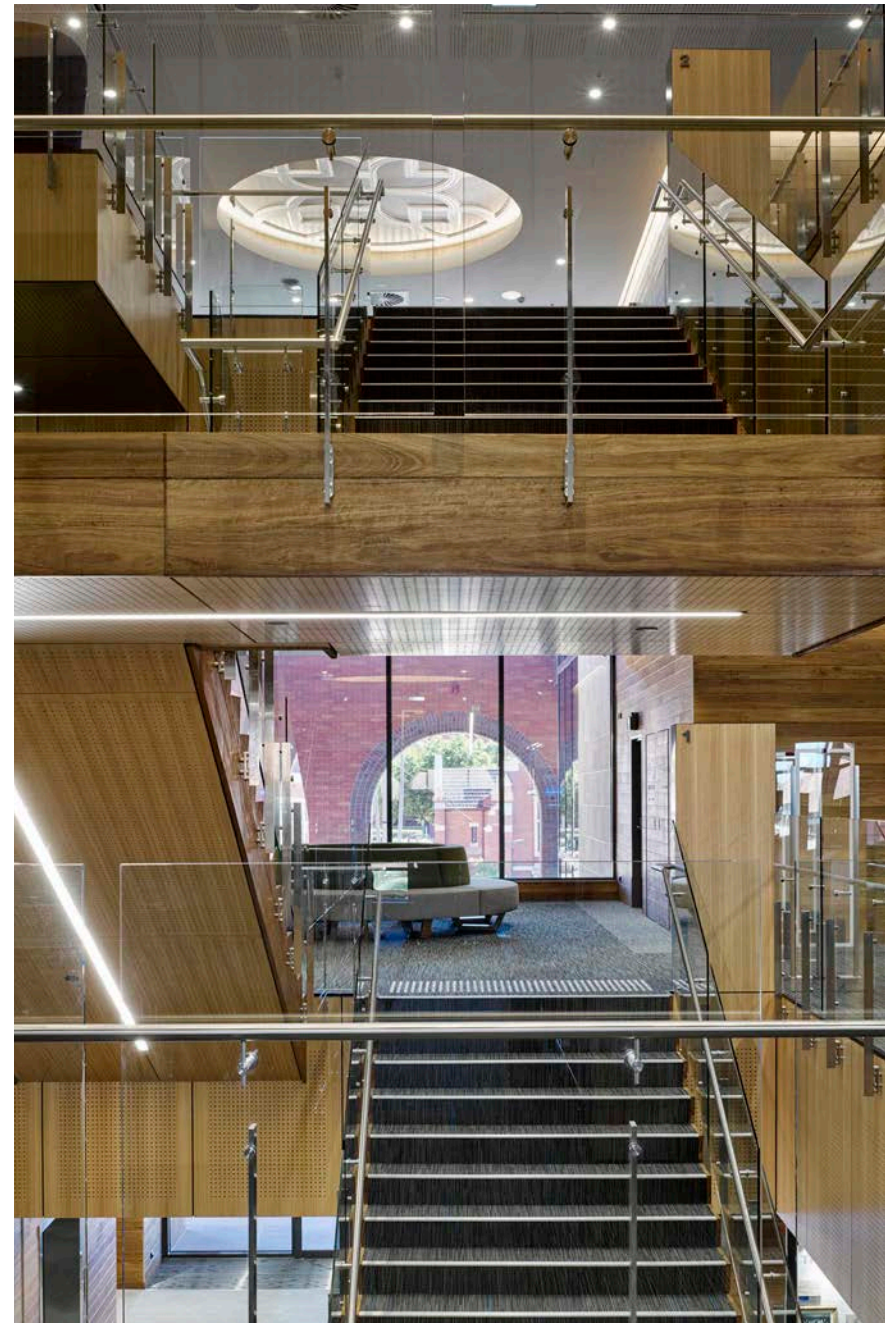
The Centenary Library is a responsive educational facility that challenges traditional perceptions and planning of the school library. Its socio-spatial assemblage resembles the service-orientation of a tertiary facility; preparing the students of today to become lifelong learners of the future.

Rebuffing current spatial trends and traditional library dogmas, an assembly of purposeful environments was fashioned through human-centric design around Churchie's intent for learning to be more active and personalised. The arrangement of student services and configuration of spaces across four floors promote the flow of learning from noisy, active, collaborative group areas to quiet, personalised and individual places.

Transparency and spatial comprehension through visual indicators informed the planning and materiality internally. Each space connects visually to the surrounding campus with vistas framed by brick arches of the external skin. Use of materials and tonal variances in horizontal surfaces identify spaces and circulation zones. A thoughtful, tailored furniture selection purposely encourages flexibility, facilitating arrangements to suit both teaching and studying preferences.

Surpassing Churchie's strategic objectives in student engagement and academic outcomes, The Centenary Library provides a space for greater pedagogical freedom for teachers and increased learning opportunities for students where learning is anytime and anywhere.

**Transparency and spatial comprehension through visual indicators informed the planning and materiality internally.**





# Scope of Work and Budget.

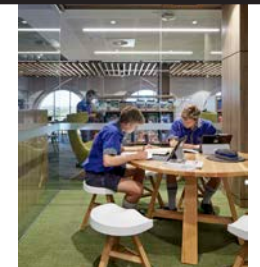
Planning and project timeline:



IMAGINE	PILOT PROJECTS	MASTERPLAN	PROTOTYPE PROJECTS	BRIEF & DESIGN	DOCUMENTATION AND TENDER	CONSTRUCTION	OCCUPATION	
<ul style="list-style-type: none"> <li>What is 21C library</li> <li>Refurb</li> <li>Build new</li> <li>Where on campus</li> </ul>	<ul style="list-style-type: none"> <li>Lanksey &amp; Arnott</li> <li>Singular cell classrooms</li> <li>Teaching modalities</li> </ul>	<ul style="list-style-type: none"> <li>Campus masterplan undertaken to confirm library location and infrastructure required</li> </ul>	<ul style="list-style-type: none"> <li>Hayward Midson creative precinct begins to build on pilot projects</li> </ul>	<ul style="list-style-type: none"> <li>Educational brief developed</li> <li>Design options</li> <li>Infrastructure starts</li> </ul>	<ul style="list-style-type: none"> <li>Educational specification included</li> <li>SSEI finding included</li> </ul>	<ul style="list-style-type: none"> <li>Integration of AV</li> <li>Furniture prototyping</li> <li>Staff information guided tours</li> </ul>	<ul style="list-style-type: none"> <li>Fine tuning of building operation to suite users</li> <li>Average occupancy rate of 61% (ranging from 43% to a peak of 78%)</li> <li>High student self-report of engagement, productivity and overall 'comfort'</li> </ul>	
2010	2011	2012	2013	2014	2015	2016	2017	2018
<ul style="list-style-type: none"> <li>Churchie + LEARN + the Architect commence a collaborative research partnership</li> </ul>	<ul style="list-style-type: none"> <li>Facilities tours</li> <li>New Zealand</li> <li>Melbourne</li> <li>Brisbane</li> </ul>	<ul style="list-style-type: none"> <li>Findings of pilot projects used to inform brief for Hayward Midson</li> </ul>	<ul style="list-style-type: none"> <li>ILE vs GLA</li> <li>Didactic vs polycentric</li> <li>Linking pedagogy</li> <li>Technology + space</li> </ul>	<ul style="list-style-type: none"> <li>Teaching surveys SSEI</li> <li>Stakeholder focus groups</li> <li>Pedagogical changes</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholder tours</li> <li>Archipelago for possibilities</li> <li>Staff training</li> </ul>	<ul style="list-style-type: none"> <li>POE</li> <li>SSEI</li> <li>Visual observations</li> <li>Student Engagement Index© (SEI©)</li> </ul>		
SEEK EXPERTISE	IDEATION	PROTOTYPE	RESEARCH	CONSULTATION	TRANSFORMATION	EVALUATION		

**LEGEND:**  
 LEARN - Learning Environments Applied Research Network  
 ILE - Innovative Learning Environments  
 SSEI - School Spaces Evaluation Instrument  
 POE - Post Occupancy Evaluation

Total Project Cost \$25,950,000



# School and Community Engagement.

Churchie's history and traditions span a long history since 1912 and provide the basis for exceptional educational programmes and personal development opportunities tailored to meet the needs of the boy.

Anglican Church Grammar School is an independent school for day boys and boarders with over 1850 students from Reception to Year 12. There are approximately 530 boys in the Preparatory School and 1250 in Senior School. Boarding is an important part of the School's life and over 170 boys from Years 7 to 12 are accommodated at Churchie.

Churchie offers a wonderful variety of learning experiences in local, national and international settings. As an academic institution, the school deeply values intellectual and scholastic pursuits and recognises their role, in partnership with parents and the community, in assisting the young men in developing habits that will enable them to continue their pursuit of knowledge and learning throughout their lives.

Churchie's four founding tenets of academic excellence, spiritual awareness, personal growth and service remain at the core of day-to-day activities. Churchie's values, centred upon the Christian faith, are expressed through a commitment to excellence in teaching, learning, serving and personal development, bound tightly by tradition, culture and community.

The school community is dedicated to celebrating achievement, character, creativity and effort across a vast range of academic, sporting, cultural and service pursuits, believing that every boy can achieve success and benefit from a broad, liberal education. For many decades Churchie men have been viewed as well-prepared gentlemen, scholars, athletes, musicians, leaders and servants, who are prepared to make a worthy contribution to the communities in which they live. This is strengthened by the vibrant work of the Churchie Old Boys, who continue to give back to their school through the continuation of the school's service orientation.

The key stakeholders in the project were the boys, teachers, professional staff, Old Boys and the wider school community. Initial consultation engaged with 100's of individuals that would be impacted by The Centenary Library in some way.



Anzac Day Ceremony



Churchie's 32nd Annual Billy Cart Grand Prix



# School and Community Engagement.

The Centenary Library brought together Archival, Student (Careers, Chaplain, School Psychologist and Service), Information and ICT Services and Learning Support and Enrichment into a single space that was designed to operate like a tertiary-inspired library environment that extended learning well beyond the school day.

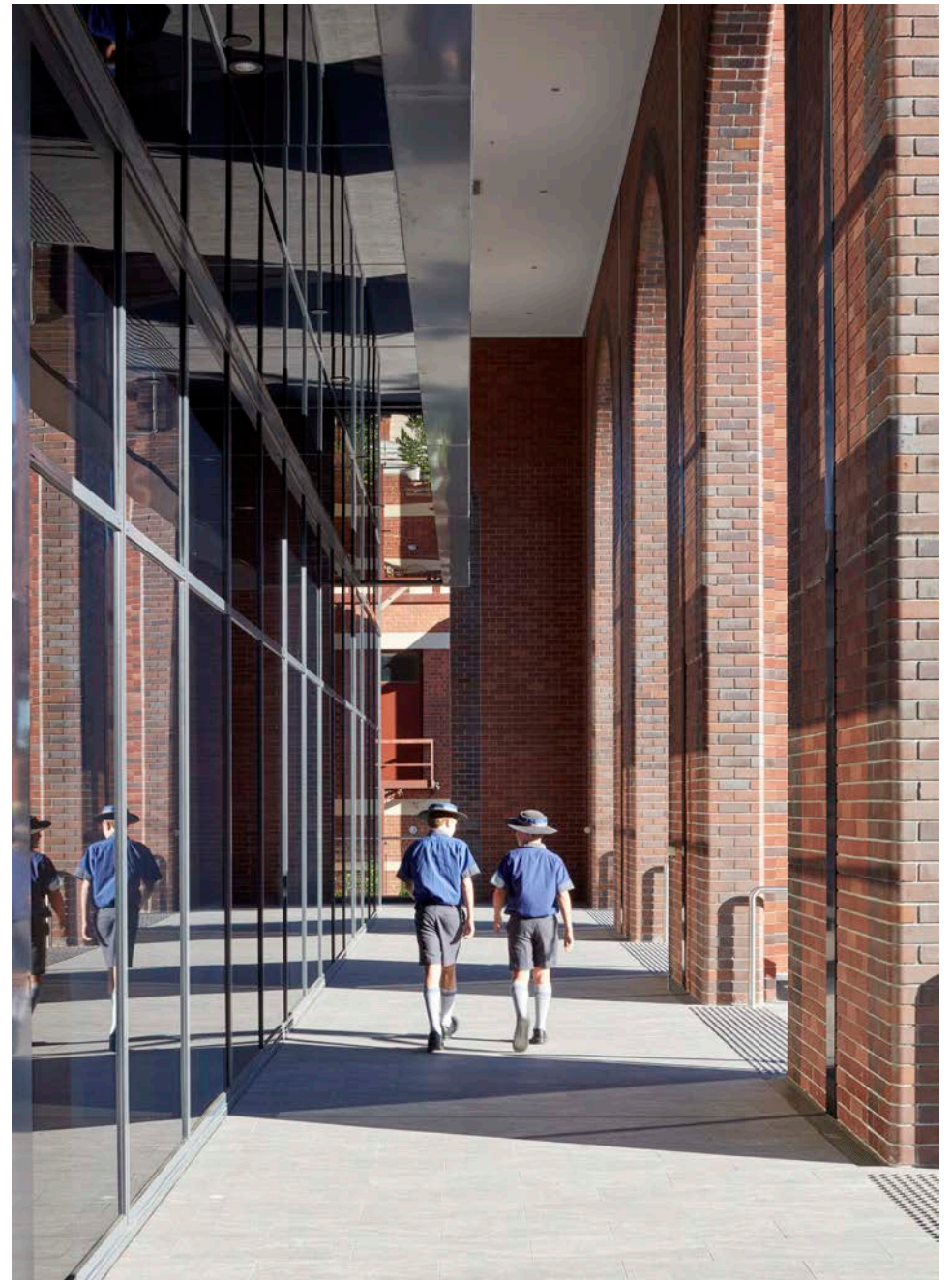
Importantly, the intent was for The Centenary Library to double its opening hours, through extended opening hours during the school week, on weekends and school holidays. The collation of key academic and pastoral services presented a strategic mechanism to nurture the academic achievement, community service and personal growth aspects of Churchie's four tenets. At the same time, the Library design and operation needed to allow previously disparate services providers (ICT, Information, Learning Support and Enrichment and Student) to work in greater synchrony.

The Centenary Library presented the most significant strategic built environment initiative in Churchie's 107-year history. Its design, construction and inhabitation presented the culmination of the New Generation Learning Spaces (NGLS) project, with the Learning Environments Applied Research Network (LEaRN) at the University of Melbourne and the Architect, that investigated the pedagogical and learning return of the school's strategic Master Plan.

With The Centenary Library as the goal, the partnership used its consultation and design as a vehicle to drive corporate pedagogical improvement. The resulting ground-breaking applied architectural and educational research used empirical evidence to reinvigorate what a school library is, how it can shape and extend teaching and learning.

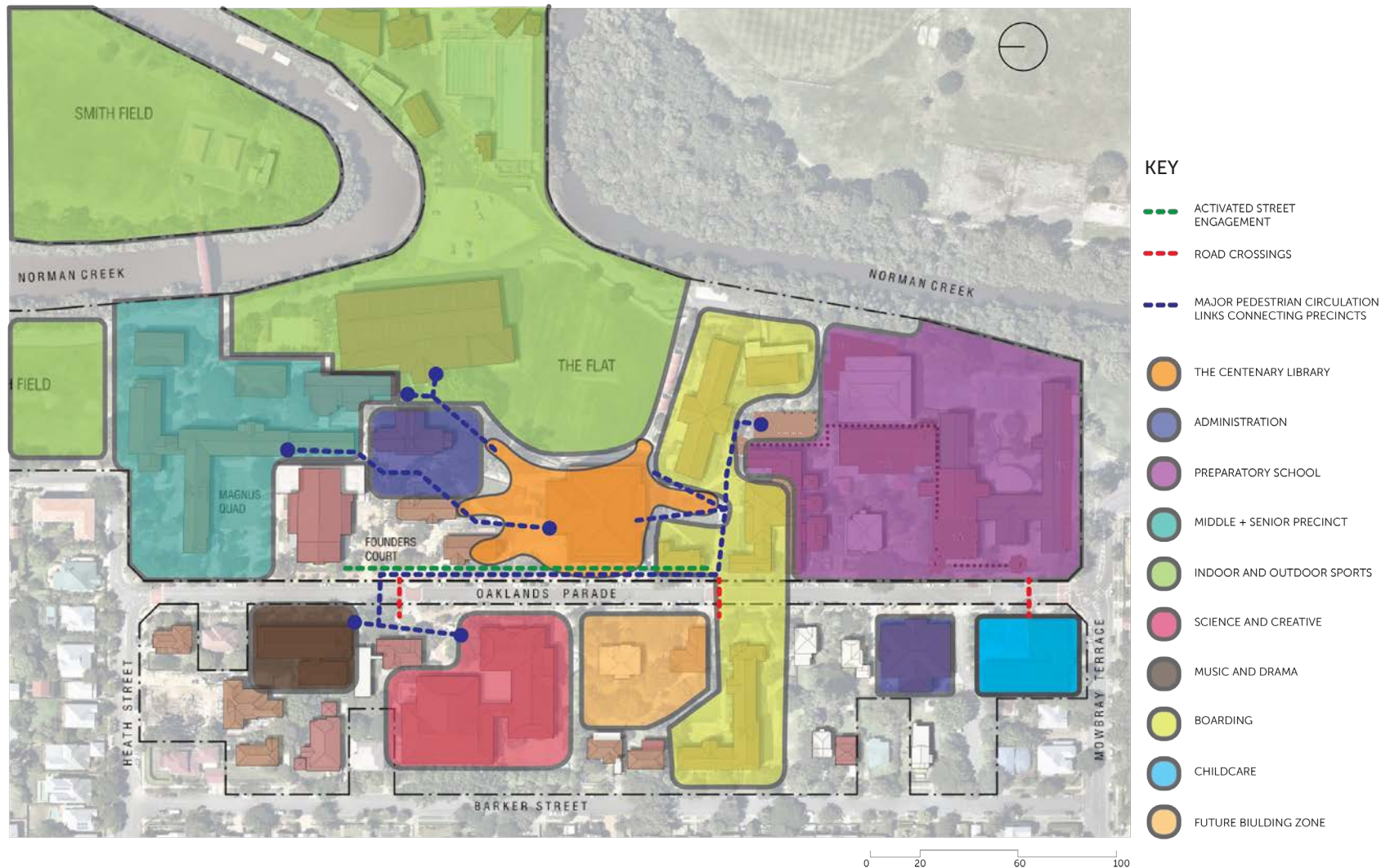
The process enhanced teachers' pedagogical capacity and devised evaluative methods that have quantified the academic return of Churchie's financial and human investment in its built learning environments.

**The resulting ground-breaking applied architectural and educational research used empirical evidence to reinvigorate what a school library is, how it can shape and extend teaching and learning."**



# School and Community Engagement.

The Centenary Library has activated the heart of the school and has become a vibrant learning and community hub that links precincts, staff, students and the broader Churchie community across the campus and beyond the traditional school day. The scope of the project extended beyond the built physical walls of the new Library to include the soft and hard landscapes that provide the visual and physical connections to the wider campus and community.





# Educational Environment.

The educational vision for The Centenary Library is to facilitate an active, responsive and personalised approach that enables learning to stretch beyond the walls and timetable of the conventional school space.

The facility has activated a place for people to interact, learn and be engaged in an uplifting environment with memorable spaces that would remain enduring.

The responsive design of the palate of educational spaces, has supported change to the prevailing model of teaching and learning at the school. The adaptable learning spaces, spread throughout the building's four levels, provide teachers with greater pedagogical freedom and students to engage in learning that is digital, tactile and visual. The blend of formal and informal spaces supports the full spectrum of teacher pedagogies and enrich student learning experiences.

The Centenary Library has supported teacher and student learning opportunities previously not possible. For teachers, the Library has hosted large professional conferences and is the location of the Churchie Research Centre.

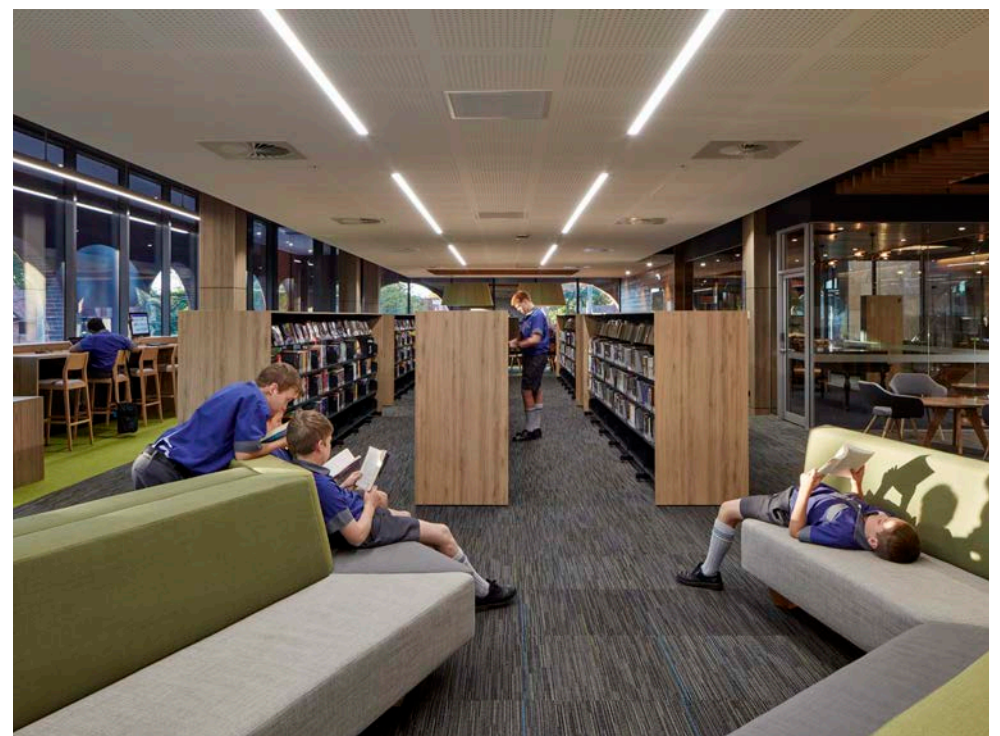
For students, the Library has hosted academic competitions and national and international university presentations. Many of these activities have occurred during the normal school day with minimal interruption to the classes, which is a testament to its design.

**...the design and array of different spatial layouts promote the right balance of structure and flexibility that has influenced substantial occupation by boys and teachers throughout and beyond the 'traditional' school day."**

Post Occupancy Evaluations highlight how the design and array of different spatial layouts promote the right balance of structure and flexibility that has influenced substantial occupation by boys and teachers throughout and beyond the 'traditional' school day.

Spatial syntax analysis highlights how the design allows for multiple purposes concurrently. These bespoke and responsive learning spaces have increased all teachers' use of the library, especially in subject areas that were not taught in the previous library.

As a result, students are now able to readily undertake a range of activities and communities of learning that extend from an individual through to mixed class and age, within the constraints of existing timetables, subjects and assessment regimes.



# Physical Environment.

**The Centenary Library is a responsive educational facility that challenges traditional perceptions and planning of the school library.**

Its socio-spatial assemblage resembles the service-orientation of a tertiary facility; preparing the students of today to become lifelong learners of the future. Rebuffing current spatial trends and traditional library dogmas, an assembly of purposeful environments was fashioned through human-centric design around Churchie's intent for learning to be more active and personalised.

The location of The Centenary Library places it at the Heart of the School and as an integral part of movement through the campus and the daily activities of a modern-day school life. The main entry located at Ground Floor has been purposefully positioned on a major circulation route between precincts and on a historically significant spine that links the first two libraries on the campus, reinforcing that strong linkage between the past and present.

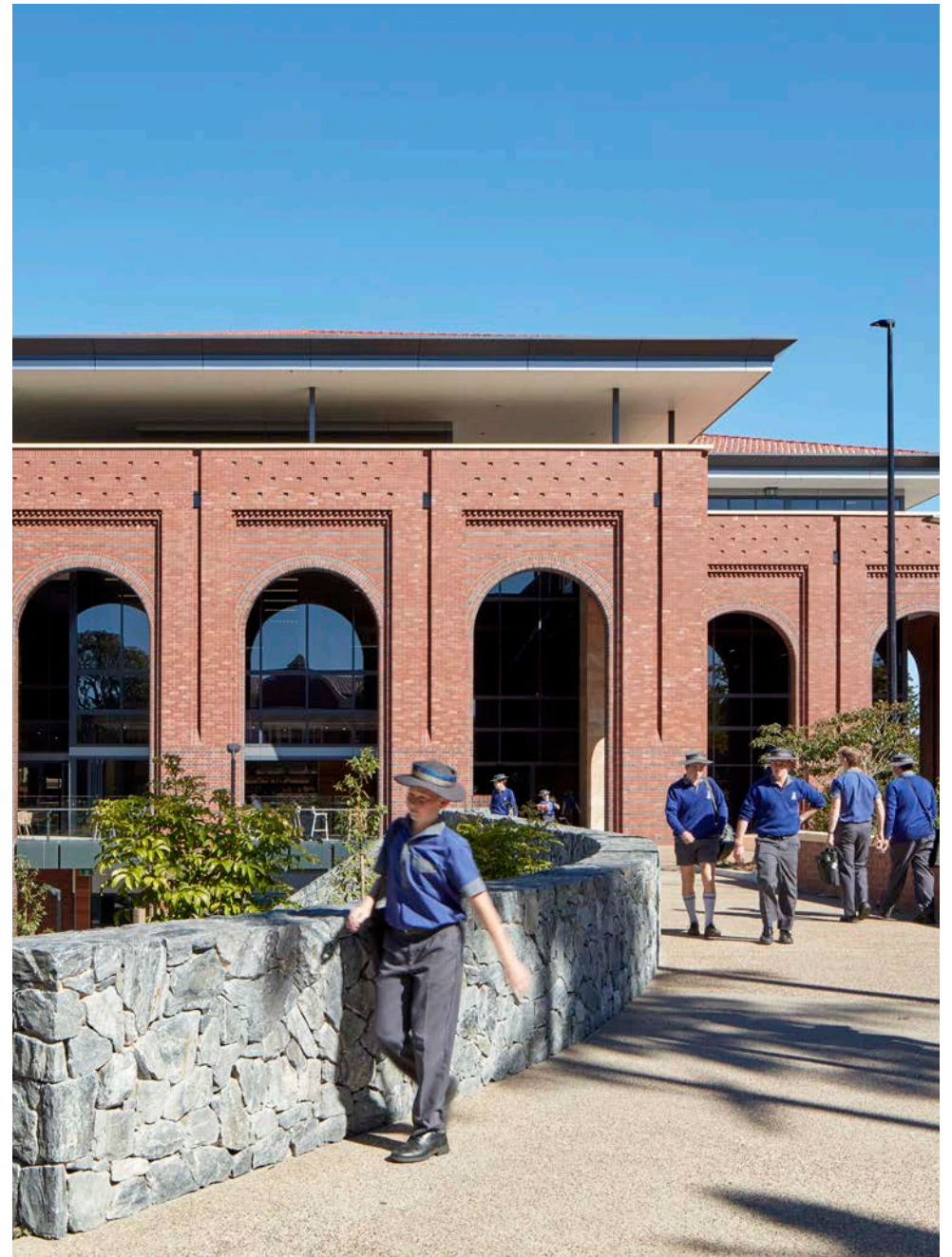
The integration of visual ethnography interrogated the envelope, form and mass of existing buildings to establish the 'Language of Churchie'. The four-storey building is respectful to the school's archetype of red brick, steep tiled roofs, ornate detailing and cream capping, seamlessly integrating The Centenary Library with adjacent heritage buildings and wider campus.

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The deep and detailed brick façade stands sentinel to the modern internal glass 'cube'; a testament that the past and future can coexist in the present. The result is a timeless iconic building within the streetscape that activates the footpath edge to enrich the urban experience.

The arrangement of student services and configuration of spaces across four floors promotes the flow of learning from noisy, active, collaborative group areas to quiet, personalised and individual places.

The building as a learning experience is a collation of academic, archival, social (café), pastoral, research and technology services that create a synergy of expertise rarely found in a secondary school environment. The result is a cultural and learning hub that actively embraces the engagement





# Physical Environment.

of students (day and boarding), teachers, parents, alumni and the broader community, where learning occurs anywhere, anytime.

Transparency and spatial comprehension through visual indicators informed the planning and materiality internally. Each space connects visually to the surrounding campus with vistas framed by brick arches of the external skin. Use of materials, volumetric articulation and tonal variances in horizontal surfaces identify spaces and circulation zones.

A thoughtful, tailored furniture selection purposely encourages flexibility, facilitating arrangements to suit both teaching and studying preferences. Prevalence of natural light from the three-storey arched windows, combined with considered acoustic attenuation, creates a vibrant learning environment that transcends from year-level cohort to individual.

Considered sustainability measures mediated the building's longer-term environmental and financial impact, with the architectural intent that the facility could easily adapt to future changes with minimal waste and disruption.

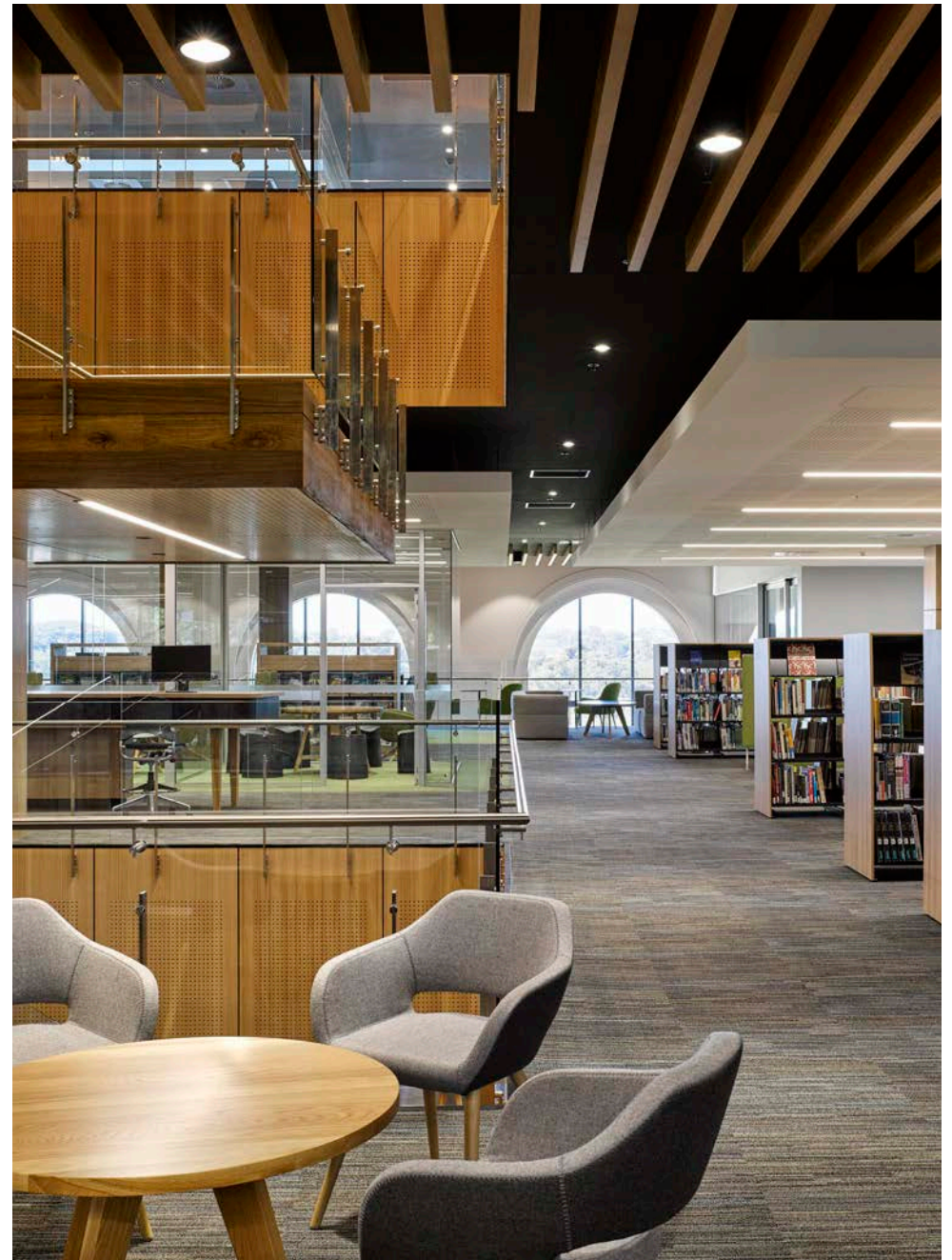
**Each space connects visually to the surrounding campus with vistas framed by brick arches of the external skin."**

Outside, integrated landscaping, balcony and plazas extend its adaption, interconnection and use through connecting interior and exterior spaces.

The integration of rain gardens as part of the surrounding landscape improved the quality of rainwater run-off by collecting, filtering and polishing through natural processes before entering into Norman Creek. The environmental protection of the creek is an important natural feature that bounds and winds its way through the school campus, its protection is an important part of environmental awareness for students.

Inside, unobstructed post-tensioned floor plates, open internal stair and void, and floor-to-floor arched windows provide the ability to shape spaces for future pedagogical requirements easily. Intelligent air conditioning systems enable real-time monitoring and seasonal adjustments to internal environmental conditions ensuring optimal learning environments.

When combined with energy efficient fittings and water saving fixtures this reduces the operational costs of a facility with an occupation exceeding double that of the previous library.



# Physical Environment.

## Precinct plan

**Heritage Curtilage**  
Works carried out within the heritage curtilage considered all aspects of the cultural significance of the heritage place in the manner that it effectively avoids conflicting with or degrading any of the key buildings and structures identified by the Statements of Significance for the site.

**Major Circulation Links**  
The location of The Centenary Library reinforces it as the Heart of the School as an integral part of movement through the campus and daily life by connecting all precincts both externally and internally through the building.

**Entry**  
The main entry located at Ground Floor has been purposefully positioned on a major circulation and historical significant spine that links the first two libraries of the campus, reinforcing that strong linkage between the past and present.

**Heritage Buildings**

**Vertical Connector**  
Links the entry points located over two levels and the horizontal circulation with the vertical spine of the building.

1. The setback of the building combined with the arched brick colonnade activate the street and footpath edge. The building engages with the street and encourages movement within the colonnade and into the adjacent Plaza Forecourt.

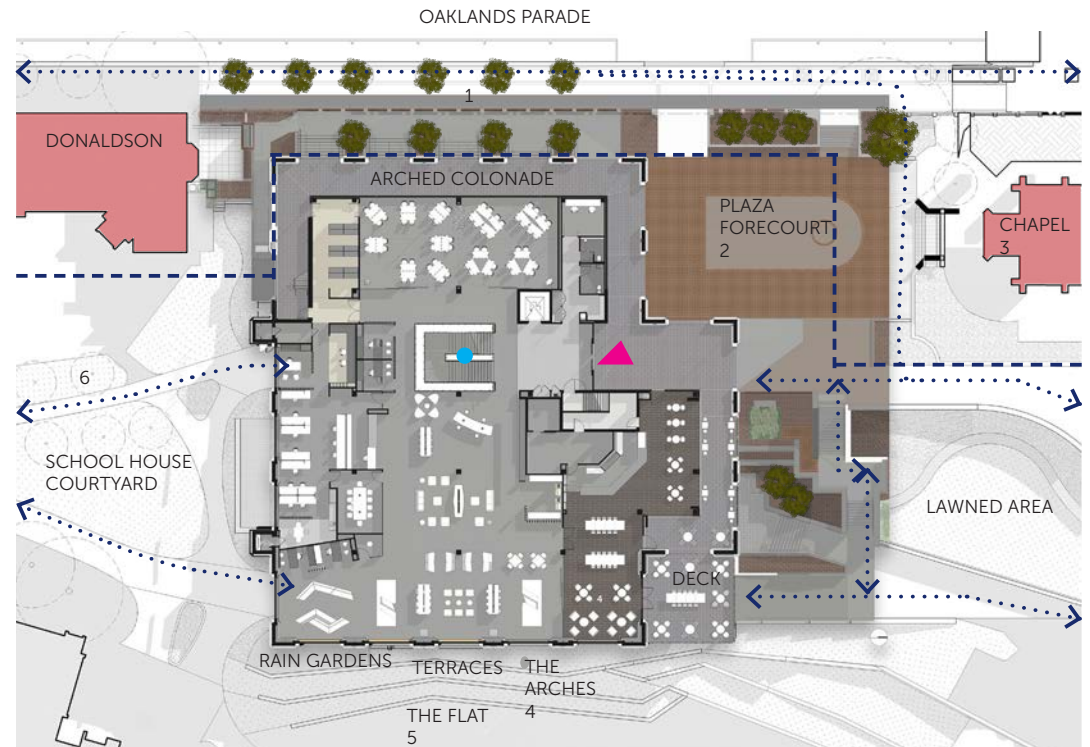
2. The Plaza Forecourt connects the Library with the ceremonial forecourt to the Chapel and reinforces the open space of the School Heart.

3. The Chapel utilises the community functions of the library for ceremonial events of birth, marriage and death

4. The Arches has become the catalyst for increased community engagement within the campus, located where it is easily accessed and visually connects to the heritage buildings and the school's significant ceremonial event, Anzac Day, that takes place on THE FLAT.

5. The Flat (a cricket oval) is embedded in the school's history and holds the annual Anzac Day ceremonial event. The Centenary Library provides the back drop and both the visual and physical connection to this event and sporting activities that take place on the field.

6. School House Courtyard is the open space that links Boarding and the Preparatory School to The Centenary Library. Access to the main campus is gained by engaging with the library either internally through the building or externally at the edge, reinforcing the library as the centre of daily life within the campus.

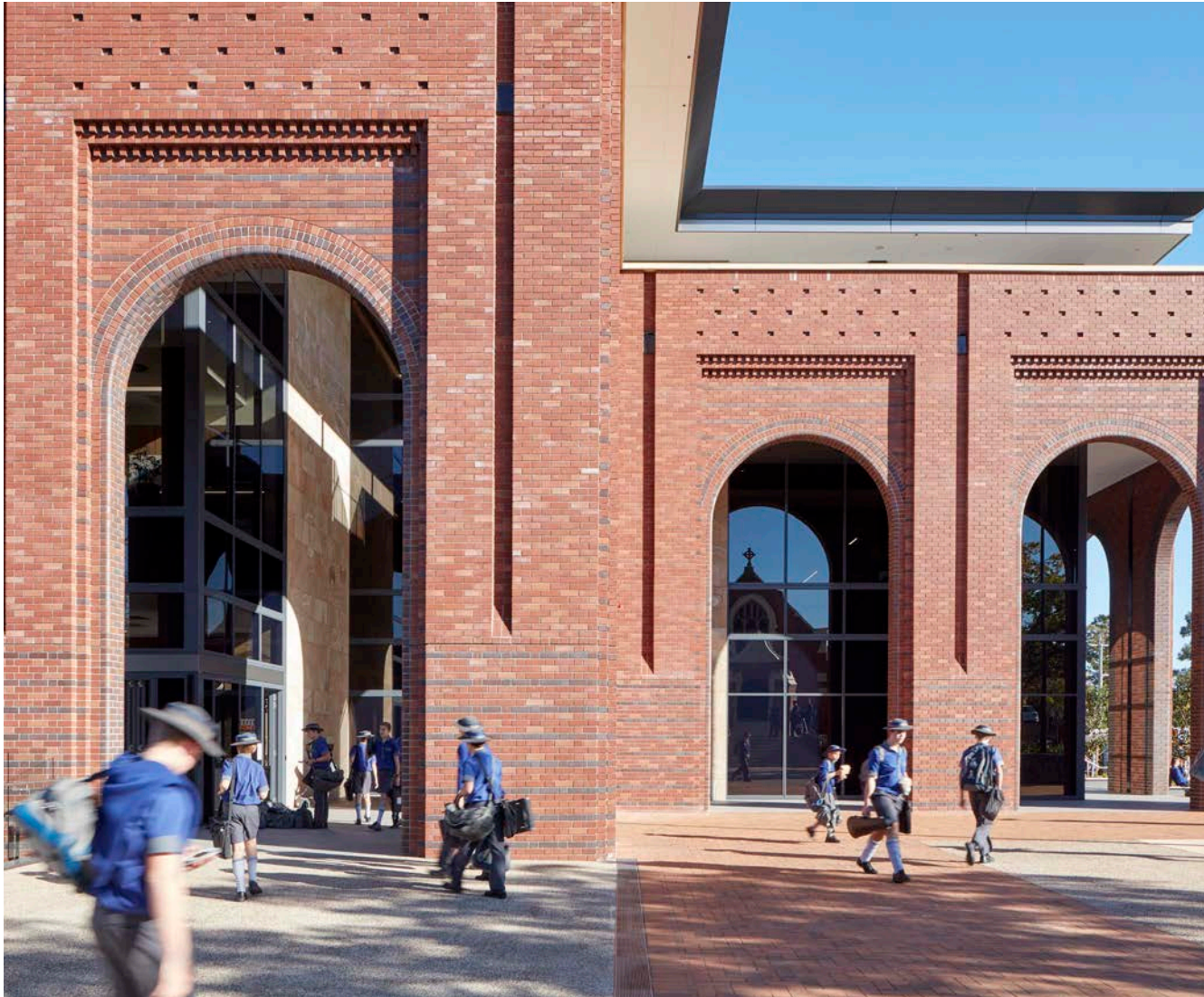


GROUND FLOOR PLAN



# Physical Environment.

Heart of the School



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The four-storey building is respectful to the school's archetype of red brick, steep tiled roofs, ornate detailing and cream capping, seamlessly integrating The Centenary Library with adjacent heritage buildings and wider campus.

The deep and detailed brick façade stands sentinel to the modern internal glass 'cube'; a further testament that the past and future can coexist in the present. The result is a timeless iconic building that activates the footpath edge to enrich the urban experience.

The Arches Café has become the catalyst for increased community engagement within the campus, located where it is easily accessed and visually connected to the street, heritage buildings and the schools ceremonial events that take place within the Chapel and on THE FLAT.

# Physical Environment.

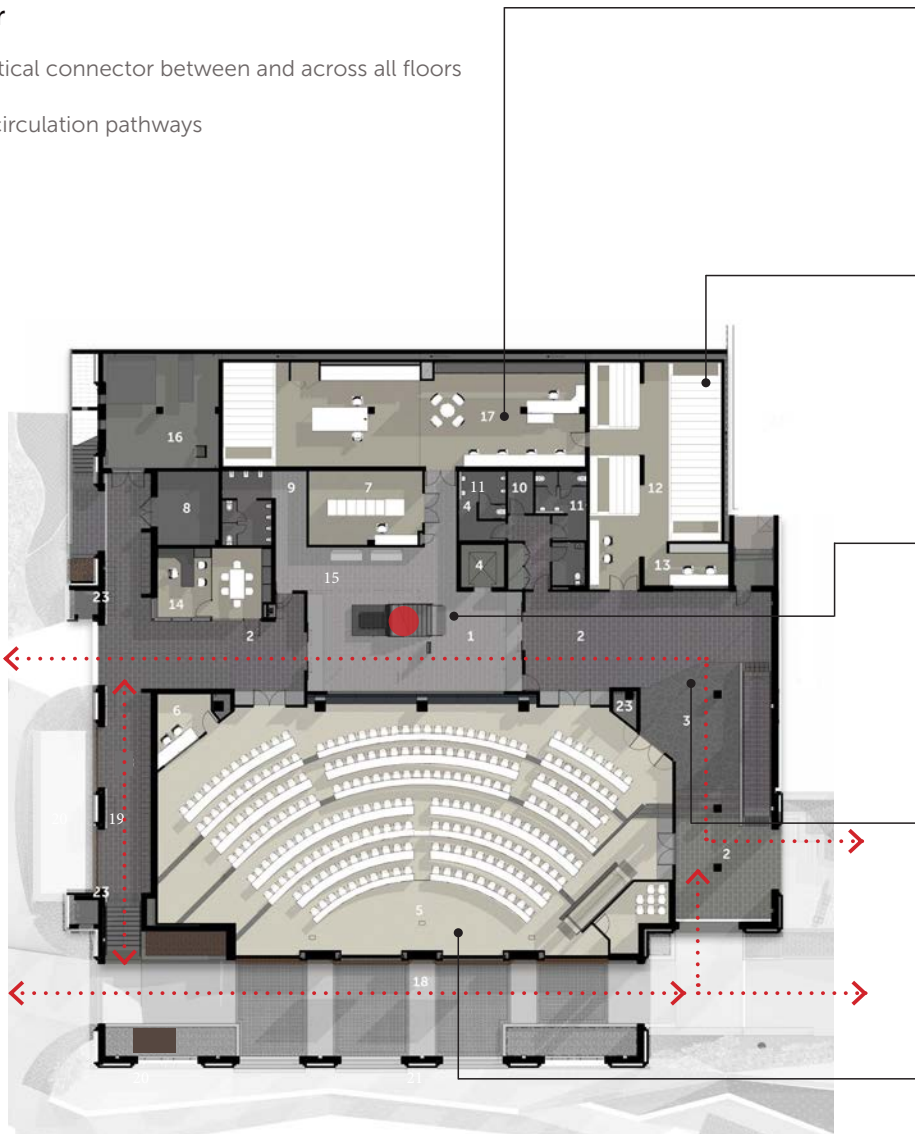
## Lower Ground Floor

● Main Stair - vertical connector between and across all floors

◀...▶ Major internal circulation pathways

### ROOM KEY

- 1 lobby
- 2 internal street
- 3 break out zone
- 4 lift
- 5 lecture theatre
- 6 av control
- 7 data centre
- 8 ups room
- 9 student amenities
- 10 cleaner
- 11 staff amenities
- 12 text book storage
- 13 book reception
- 14 housemaster
- 15 gallery
- 16 pump room
- 17 archive
- 18 arcade
- 19 student lockers
- 20 rainingardens
- 21 terraces



The History of the school has been gathered, assembled and displayed in an Archival Museum that can be preserved overtime in a fire rated environmentally controlled room.



A centralised storage area sits adjacent the Archive and houses the schools text book collection in a 24/7 environmentally controlled room. As the hard copy book collection reduces overtime the Archive requirements of the school have space to grow.



A tapestry of Art Work on display throughout the building exemplifies Churchie's continual commitment to art and its support of the National emerging Art Prize



Internal streets for circulation become indoor play areas for students at breaks, lunchtime and out of school hours.



A 250 seat interactive audio visual lecture theatre sized to suit an entire year cohort and multiple styles of teaching and learning modalities.





# Physical Environment.

Lower Ground Floor | Lecture Theatre



The 250 seat, 3 tiered lecture theatre is an adaptable space that can facilitate a diverse range of teaching and learning modalities. A combination of fixed benches with mobile seating, high end audio visual connectivity, whiteboards and access to external breakout spaces accommodate activities that include:

- Full year cohort assembly and didactic instruction learning;
- Entire subject cohort for didactic and polycentric teaching and learning;
- Large group to smaller group learning;
- Professional staff development;
- External speaker seminars and forums;
- Movies/ video conferencing/ Skype/ connection to external lectures and talks;
- Presentation and discussion;
- Interschool debating forums;
- Parent year cohort information sessions;
- External hire to community groups and other schools;
- Year 7 student and parent tablet rollout and instruction
- Anzac Day ceremony

# Physical Environment.

Lower Ground Floor | Archive Museum



Assembled from a variety of storage spaces around the school campus, the school's cultural history is now housed in a single location within a purpose designed environmentally controlled archive facility. The Archive Museum has taken on functions not envisaged in early briefing and design, the facility now supports activities that include;

- Research and restoration of culturally significant pieces of school history;
- Learning space for students through a story board of the schools past;
- Old boys are bequeathing artefacts to the school for safe and secure storage;
- Meeting place for old boys to reflect on the past and tell forgotten stories;
- Reflection of the life of remembered students



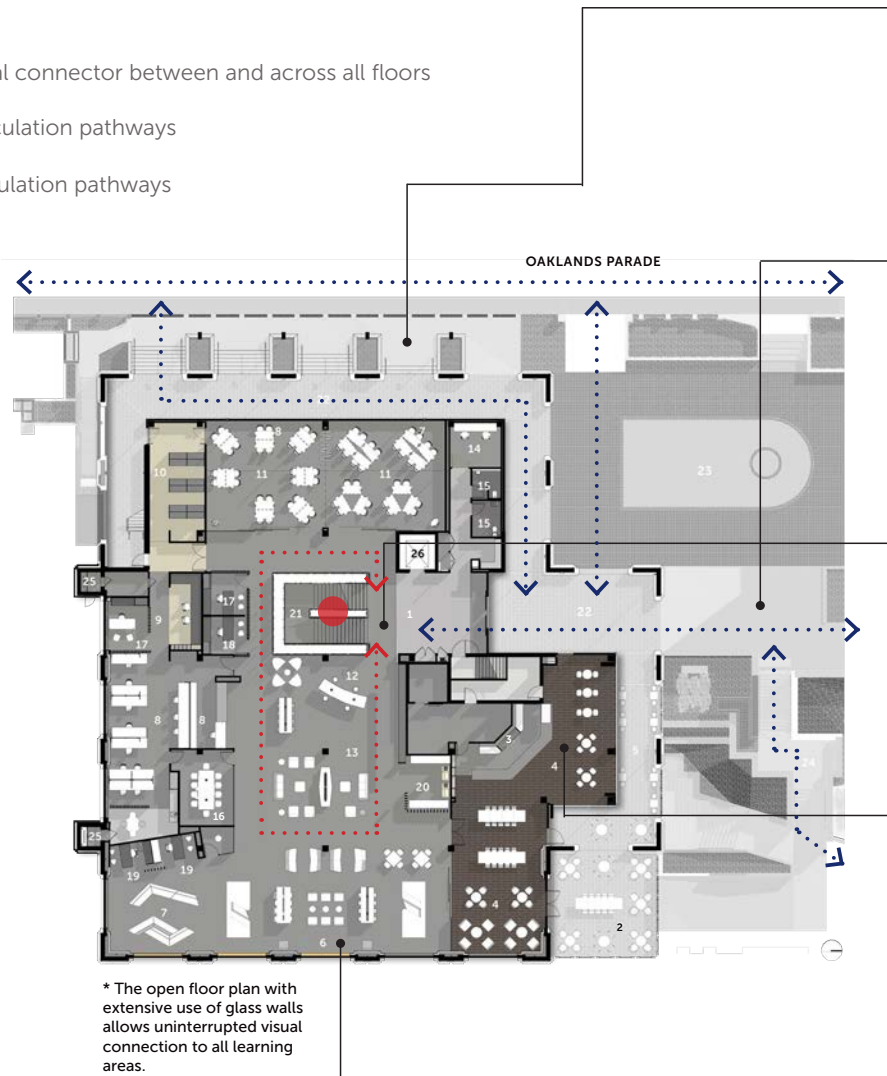
# Physical Environment.

## Ground Floor

- Main Stair - vertical connector between and across all floors
- ⋯ Major external circulation pathways
- ⋯ Major internal circulation pathways

### ROOM KEY

- 1 lobby
- 2 deck
- 3 cafe
- 4 cafe dining
- 5 cafe arcade
- 6 lounge
- 7 student support lounge
- 8 IT help zone
- 9 IT workshop
- 10 IT store
- 11 flexible learning areas
- 12 service desk
- 13 help lounge
- 14 book return
- 15 amenities
- 16 meeting
- 17 office pod
- 18 careers pod
- 19 support pod
- 20 print pod
- 21 main stair
- 22 arcade
- 23 forecourt plaza
- 24 terraces
- 25 service riser
- 26 lift



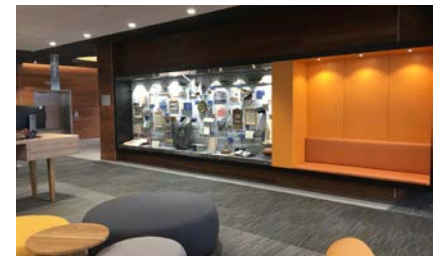
The deep brick colonnade combined with the street setback and adjacent plaza create a vibrant space full of activity and movement as boys move around, through and into the building.



With the library located at the pivotal intersection that connects adjacent precincts, wide circulation paths direct flow and facilitate movement while activating the Heart of the School.



An overlay of the school's history is strategically located throughout the building, a reminder of the years gone by and a reflection of the history and culture of Churchie.



Students, staff and the broader Churchie community come to The Arches café to meet, collaborate, study, socialise and celebrate.



The Lounges are active learning spaces that allow varying modes of learning to take place, from group and collaborative tasks to individual reading and relaxing, there is a space for everyone.



# Physical Environment.

Ground Floor | The Arches



The Arches, with the relaxed feel of an alfresco street café, has become an active hub throughout and beyond the school day. From early morning parent drop off to late afternoon pick-up, the café has become a place for students, staff, old boys and the broader community to meet, talk or simply study.

A variety of indoor and external spaces combined with different styles and heights of furniture, selected lighting and overall styling create a welcome place within the school for formal and informal learning to take place.

The Arches has become the catalyst for increased community engagement within the campus, located where it is easily accessed and visually connected to the street and heritage buildings, it can accommodate the schools social functions and significant ceremonial events that take place in the Chapel and on The Flat.



# Physical Environment.

Ground Floor | The Lounges



Located on the active and noisy floor of the building the lounges support a variety of learning and support spaces for student and staff.

The self-help lounge is modelled on an apple style service model where students can receive one on one help with tablet functions, software operation and general library assistance within an informal setting.

The media lounge provides access to current world events and news, stock markets and school notifications across four screens in a relaxed lounge-like environment.

The collaboration lounge, a large two-storey open space overlooking The Flat through large arched windows, is furnished with a variety of mobile and anchored seating, desks and bench styles that can accommodate the interchangeable modalities of teaching and learning:

- Targeted Teaching, creative thinking
- Large group to small group collaboration
- Noisy active problem based learning
- Small group quiet learning
- Individual relaxed studying and reading
- Borders utilise study areas out of school hours

The Support Lounge offers students direct access to teachers with diverse teaching skillsets that can assist boys with a range of learning and personal assistance.

# Physical Environment.

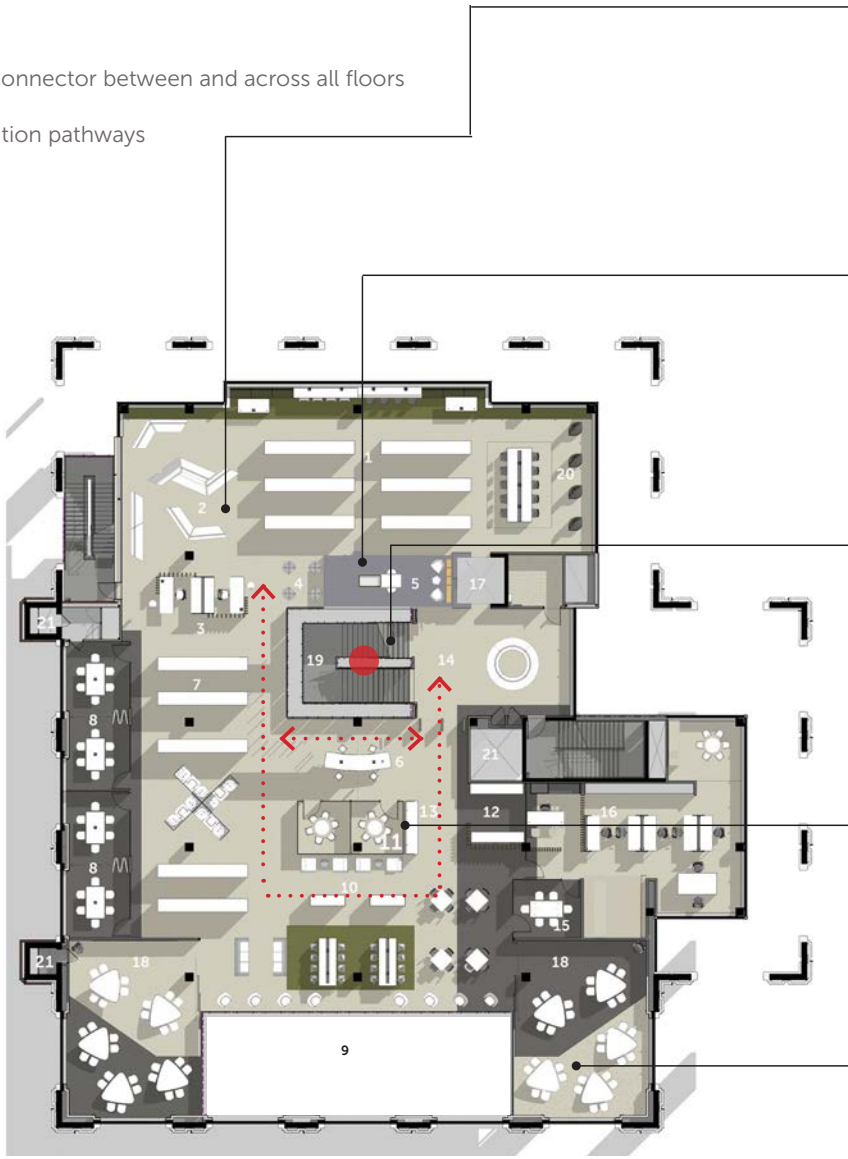
## Level One

● Main Stair - vertical connector between and across all floors

◀...▶ Major internal circulation pathways

### ROOM KEY

- 1 fiction
- 2 reading lounge
- 3 support pods
- 4 study zone
- 5 heritage books
- 6 help zone
- 7 non fiction
- 8 group study
- 9 void
- 10 media lounge
- 11 idea pods
- 12 print pod
- 13 self checkout
- 14 lobby
- 15 meeting
- 16 library BOH
- 17 lift
- 18 flexible learning spac
- 19 main stair
- 20 quiet study
- 21 service riser

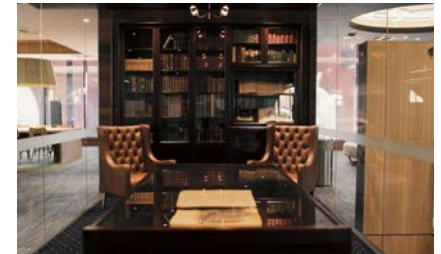


\* The open floor plan with extensive use of glass walls allows uninterrupted visual connection to all learning areas.

Boys can retreat to the quiet and less active zone of the reading lounge for small group and individual reflective study.



The Old Boys Heritage Book Room houses a collection of rare books that have been a part of the school since its beginning.



The main internal stair, suspended in a void, is the vertical connector that organises movement through the building.



The glass box of the idea pods places boys on display as they work collaboratively of project-based problems.



The introduction of a tiered step, fixed plectrum tables and loft like feel to the flexible learning spaces makes them one of the most popular spaces within the building.





# Physical Environment.

Level One | Main Stair



The position and orientation of the main stair within the building reinforces the physical circulation networks between precincts and re-establishes the visual connection to the past history and the evolution of the library within the campus.

The main stair is a vertical spine that connects all floors across the building by providing a central focal element which seamlessly connects and organises a network of spaces while promoting the flow for learning and continual movement.

Juxtaposing the vertical movement are the active, noisy, collaborative and self-help zones that allow the capture and help direct student attention, while the quieter and more intimate study/reading lounges are pushed deeper into the floor plate.

The stair landing unencumbered by structure hangs suspended between adjoining floors providing a visual connection that engages students in active discussion whether it be learning or social interaction.

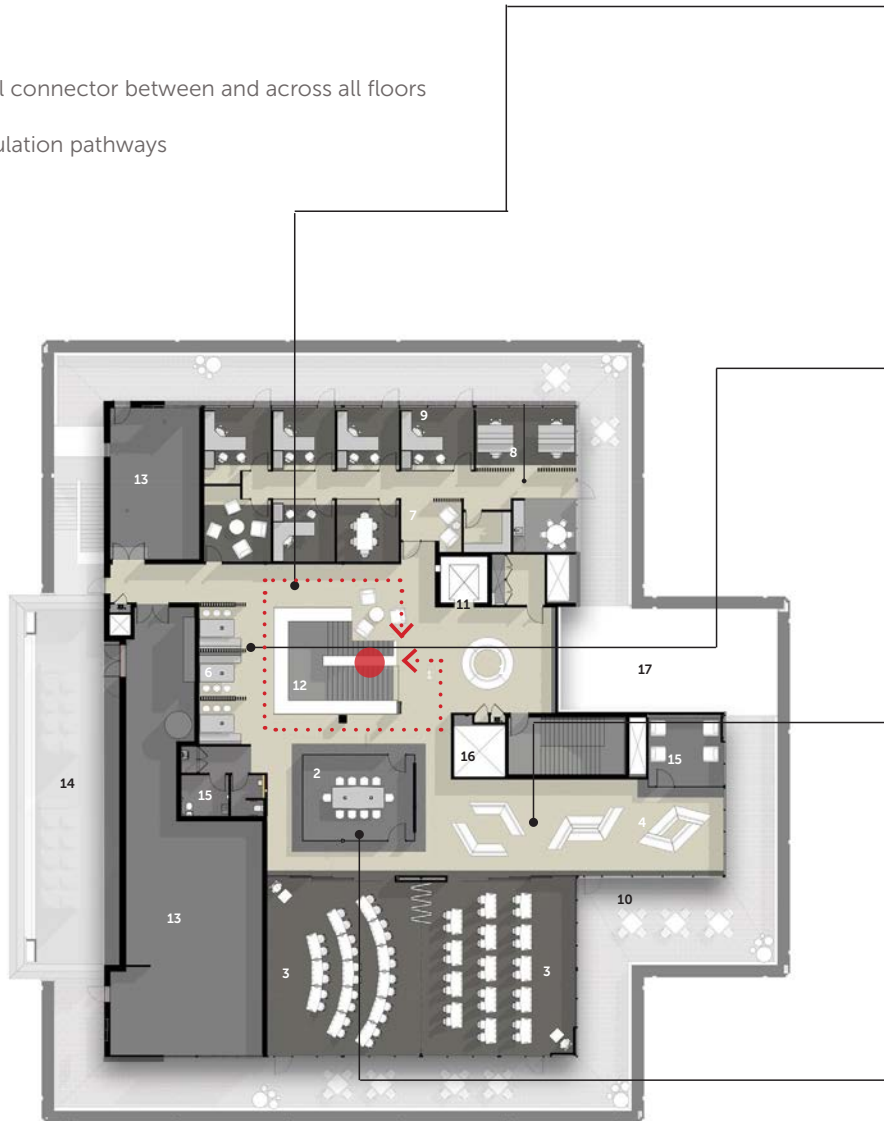
# Physical Environment.

## Level Two

- Main Stair - vertical connector between and across all floors
- <...> Major internal circulation pathways

### ROOM KEY

- 1 lobby
- 2 collaboration studio
- 3 learning commons
- 4 breakout lounge
- 5 reflection studio
- 6 idea pods
- 7 student services
- 8 research centre
- 9 west deck
- 10 east deck
- 11 lift
- 12 main stair
- 13 plant room
- 14 chiller deck
- 15 amenities
- 16 services
- 17 void



A tapestry of Art Work on display throughout the building exemplifies Churchie's continual commitment to art and its support of the National emerging Art Prize



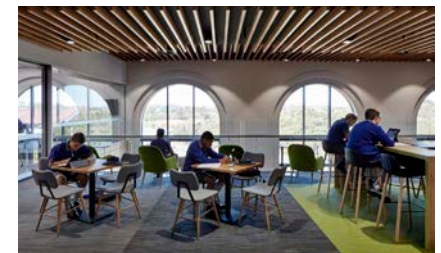
The open idea pods are ideal for small group reflective and problem based learning.



Low tech breakout lounges have boys working collaboratively to solve problems.



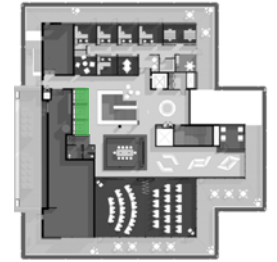
The collaboration studio is a hi-tech audio visual studio for group work, where students and staff can connect, engage and interact with the outside world to share knowledge.





# Physical Environment.

Level Two | Idea Pods



Located on quiet floor of the building, Level 2, the three idea pods provide a space for small to individual group learning. Groups can spread across the 3 pods or retreat to a singular pod depending on the learning activity at hand.

The pods are fitted out with both fixed and mobile seating to allow varying modes of learning, discussion and presentation to take place. The benchtops provide a working surface and house the AV boxes that connect student devices to large digital screens. Whiteboards provide another medium for resolution and discussion of problems.

The battened screens provide both a connection between pods and a level of privacy. The light pendant provides a subdued lighting level to promote a more relaxed feel of learning at the same time performing as an acoustic attenuator to the space.

# Results of the Process and Project.

The analysis from the post-occupancy evaluation suggested that the occupation and pedagogical use of The Centenary Library exceeded the expectations in the domains of learning, reading culture and teaching.

The bespoke LPTS spatial syntax metric, developed in the NGLS project, quantified how learning stretched beyond the walls of the conventional school space and beyond the school day.

The array of spaces promoted creativity, effective approaches to thinking and flexibility by allowing for multiple purposes concurrently, with student able to undertake a range of activities and that extends from an individual through to mixed class and age.

At the same time, these bespoke and responsive learning spaces provided teachers from all subject areas with greater pedagogical freedom. Collectively, this translated to a relatively high (maximum of 78%) and consistent (average of 59%) student occupation of the library that extended well beyond the typical school day.

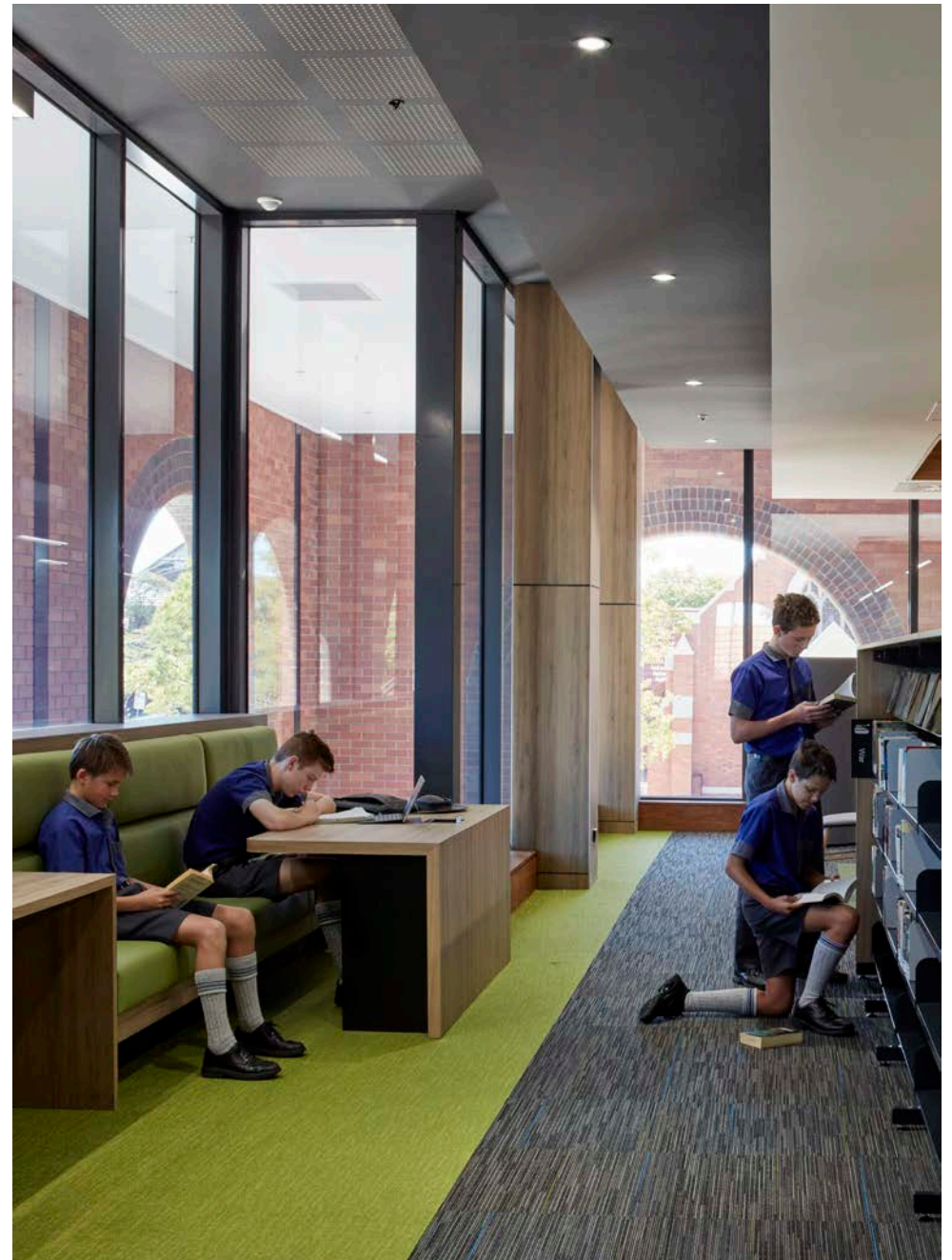
A correlation between the design and nature of utilisation showed how learning was more active, collaborative and engaged higher-order cognitions, challenging the prevailing view of the subjects that libraries support.

Student voice corroborated this evidence, by highlighting how the design and function of The Centenary Library impacted their engagement in learning.

The integration of the Student Engagement Index© (SEI©) survey (developed by the DLR Group and INSYNC: Education Research + Design) highlighted how the nature of the occupation of formal and informal spaces positively shaped both activity and communities of learning.

A large, stratified sample of the student cohort highlighted that The Centenary Library was their preferred place to learn, as it allowed them to take ownership of how, when and with whom they learned.

The Centenary Library also reignited the reading culture at Churchie. In the first six months of its occupation, student borrowing rates have doubled from the entire year in the previous library. Students were more likely to engage with the digital and hard copy text. In The Centenary Library, students were more likely to engage with the electronic assets of information databases, e-books and online assessment help.





# Results of the Process and Project.

The Centenary Library acts as a central meeting point for many groups within the Churchie Community. Parental support groups regularly use the Café and Lecture Theatre for formal and informal meetings, presentations and social gatherings. The sight lines from the Café into the library, opens the learning process to all while ensuring student safety always.

The integration of the Archive and large custom displays throughout the building recognises how the past has built the Churchie culture today. In addition to housing and displaying Churchie's collection of photographs, records, documents and artefacts, the Archives is a conduit between the numerous Old Boys and their school.

The success of the NGLS project and two successive Australian Research Council Linkage grants that established the basis for the iterative consultation, design and evaluation leading up to The Centenary Library, highlighted its potential to support teachers' continual professional learning and development.

Consequently, the school Executive integrated the Churchie Research Centre within the footprint of the Library to serve as a place for evidence-based next practice, professional learning and provocative thought. Its strategic focus is to support and embed current research through future-focused partnerships that enhance the knowledge, practice and capabilities of Churchie's teachers.

Already, the Churchie Research Centre is leading classroom-based research that has improved educational outcomes for all our students and enhance the School's reputation on the international stage. The research centre will drive such change through a range of support services for the Churchie and wider community through centralising, coordinating and enhancing the current research initiatives with Swinburne University of Technology (Emotional Intelligence), the University of Melbourne and the Learning Environments Applied Research Network (Learning Spaces). Further to this the research centre will expand upon and facilitate the current teacher-focused professional development delivered for Churchie and external teachers.

**“A correlation between the design and nature of utilisation showed how learning was more active, collaborative and engaged higher-order cognitions, challenging the prevailing view of the subjects that libraries support.”**





# Educational Specifications.

**Operating like a tertiary-inspired library environment, the collation of critical academic and pastoral services seeks to nurture aspects of Churchie's four tenets.**

The stakeholder engagement and findings of the SSEI tool identified that the collation and synergy of services provided the impetus for the library to become the 'heart' of a boy's daily life at Churchie. It modelled an approach that pushes learning beyond the traditional spatial and temporal construct of learning, by extending learning beyond the 'typical' school day.

World-leading applied architectural and educational research informs its design and function, which established novel empirical evidence that learning spaces own the potential to facilitate (or limit) quality pedagogy.

The partnership pioneered a 'bottom-up' approach to assist teachers in developing their pedagogical toolkit to exploit the opportunities and potential afforded by this groundbreaking school building. It is both a pedagogical space and one that is a catalyst for creativity, collaboration, innovation and enterprise; those key elements for the students of today to be the life-long learners of the future.

The bespoke and responsive learning spaces provide teachers with greater pedagogical freedom. The variety of digital, physical and spatial technologies throughout The Centenary Library support the nuances of all subject areas within its footprint.

Ultimately, this will allow teachers to utilise modalities (digital, tactile, and visual) aligned with their pedagogical intent to support the full spectrum of student learning experiences. The array of spaces can support the scaffolded acquisition of concepts and content through to creative and critical thinking. Here the intent of the Library's design and function acknowledges the importance of surface, deep, and transfer learning. These phases of learning are essential processes in the construction of knowledge through the development of efficient cognitive schemas.

The Centenary Library will also support teacher's continual professional learning and development. The integration of an applied research centre within the building footprint will facilitate the agile development of evidence-based next-practice, professional learning and provocative thought.

A significant focus will be to embed current research and to pursue future-focused partnerships that will enhance the knowledge, practice and capabilities of Churchie's teachers. It acknowledges the fundamental role that the teachers play in affecting improved educational outcomes for all our students.





# Educational Specifications.

## Functional brief.

The vertical structure of the building signifies the multiplicities of learning that can occur throughout The Centenary Library at any one time. Further to this and in keeping with the four tenets, a service orientation permeates throughout the floors of the building.

Here the building itself seeks to facilitate a fundamental shift to drive cultural change in the function of Churchie as a world leading learning organisation.

It is recognised within responsive nature of The Centenary Library that innovation and culture are networked, shared and based on community contribution within the wider Churchie community.

## LOWER GROUND FLOOR

On the Lower Ground Floor, the 250-seat lecture theatre opening onto the exterior Arcade and internal Lobby provides the ability for whole cohorts to learn synchronously. This presents the opportunity for teachers to work and learn from their peers through team teaching.

At this same time, it supports the ability to integrate multiple classes/year-levels/subjects into a single pedagogical space, creating the opportunity for deep and collaborative learning for both students and teachers.

This level will also accommodate the Churchie Archives, Textbook Room and a Day House.

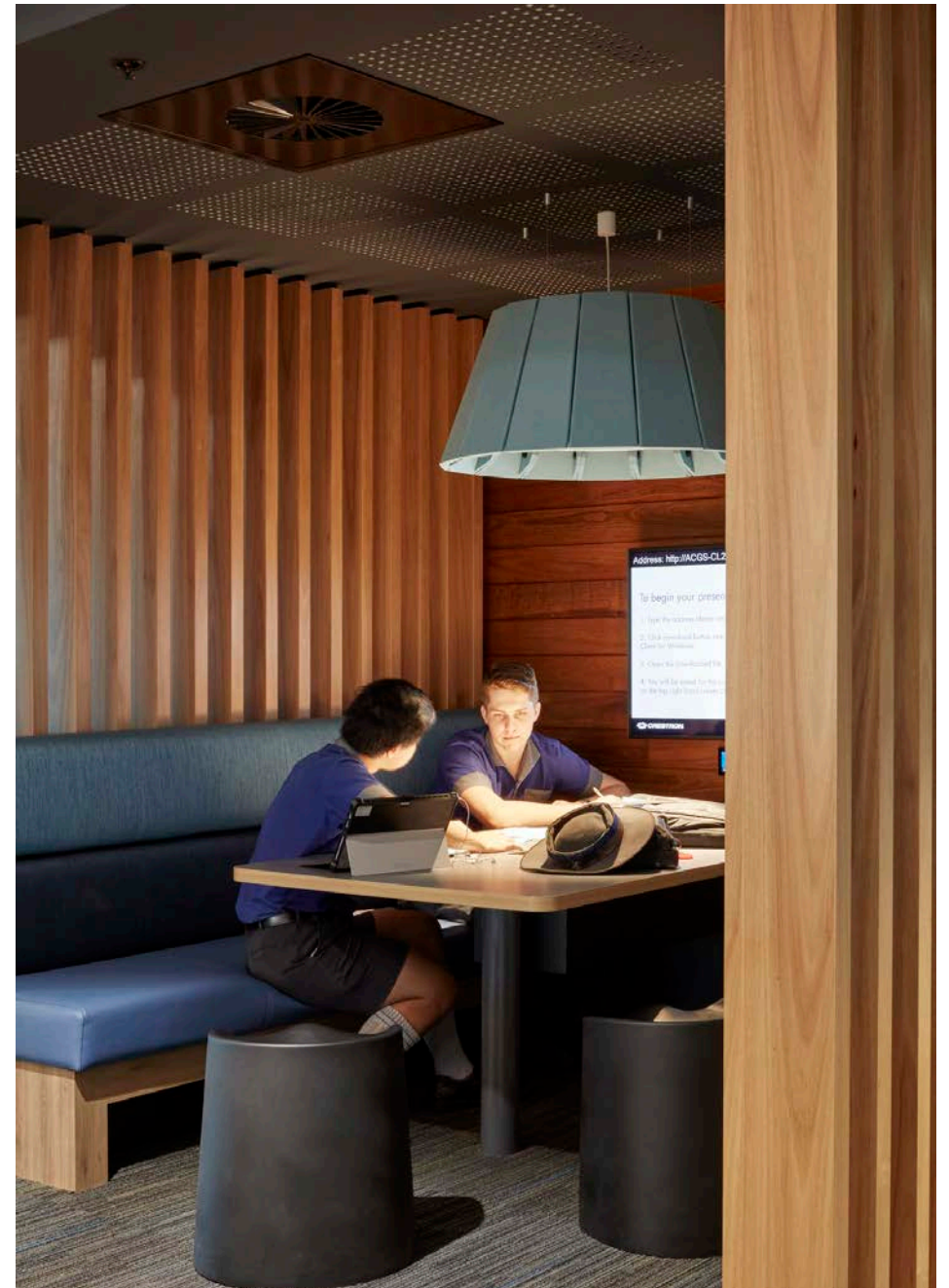
## GROUND FLOOR

The communal nature of the Ground Floor with its Café, Churchie ITS and Learning Support services embraces a mature informal and social model of teaching and learning.

A key focus of this level is the more responsive provision of academic and technological services.

This space seeks to accommodate a more dynamic and transit form of engagement between students and teachers. Modelling the more personalised orientation of the building, the traditional spatial structures that can inhibit the provision of services to both students and teachers are removed.

Through removing these structures, the intent is to provide a more adaptive level of assistance focused on meeting the specific needs of the individual.



# Educational Specifications.

## LEVEL ONE

Level One of The Centenary Library resembles a traditional library layout. The continuation of this more formal layout signifies the fundamental role that such a space plays in both teaching and learning.

The evidence from the SSEI tool and Teacher Focus groups provided the evidence that the key stakeholders saw value in the continuation of the traditional view of libraries through a contemporary lens.

Level One will still provide stacked storage, various tracts to enable efficient flow through the diverse communities of learning and curation through text and visual artefacts. The curation of this space is essential to provoke interaction and thought through both digital and text-based materials.

Like the Ground Floor, the focus on ubiquitous services is continued through the insitu location of Information Services, ICT Services and Learning Support throughout the floor.

Like a more traditional library the creation of various sized spaces from whole class, through to small group and individual quiet learning further signifies the responsive nature of the building.

## LEVEL TWO

The top floor of The Centenary Library with its broad sweeping city views signifies a more contemplative and quiet space. Level Two will accommodate the more personalised student services of Careers, Chaplaincy, Psychologist and Churchie Service.

The Churchie Research Centre will also be located on the top floor, providing a more detached environment for researchers and teachers to work in a community of evidence-informed practice.

Level Two will also bring together both formal and informal with external learning spaces to support the full spectrum of communities of learning. The intent is to promote the understanding that learning can be done anywhere.

The use of this high and external space reinforces an auditory and visual disconnect from the hustle and bustle of the dynamic interactions taking place on the floors below.





# Educational Facility Narrative.

The Centenary Library sought to exemplify service to the Churchie community in supporting the orientations of academic and pastoral curricula. At the same time, it has acted as a beacon that sees greater engagement with the parent, Old Boy and broader educational community. Its success since opening in April 2017, has established The Centenary Library as one of the most significant projects in Churchie's 107-year history.

Churchie had the privilege to work from 2010 in a unique partnership with the University of Melbourne's LEARN group and the school's long-term architects. At that time, the master plan identified the potential of the Library; which formed the way for a bespoke and longitudinal consultative, design and evaluative process. The partnership utilised the iterative design, implementation and evaluation of refurbished spaces to identify those designs, fixtures and technologies that worked in the Churchie context.

The evaluative process established the basis to redefine the role of a school library, in a time that many are questioning their value. Designed and resourced more in line with a tertiary library, The Centenary Library has pushed learning beyond the archetype of the previous library and the notional school day. Churchie students readily embrace the self-regulation of their learning, working individually or with peers, anytime and anywhere within the envelope of The Centenary Library. The culture of learning extends to teachers, who can navigate the constraints of existing school structures, to work with and learn from their peers in the milieu of the school day.



**Churchie.**

FROM THE HEADMASTER

ESTABLISHED IN 1912

24 March, 2018

2018 Australasia Region Awards Jury  
Learning Environments Australasia  
PO Box 149  
Beechworth VIC 3747  
Australia

Dear Jurors

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Yours sincerely

Dr Alan Campbell  
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