

SUMMARY OF AWARD WINNERS AND COMMENDATIONS

CATEGORY 2: NEW CONSTRUCTION OF AN INDIVIDUAL FACILITY

- **Commendation:** Galilee Catholic School, Aldinga – New Administration Building
- **Award Winner:** Adelaide High School – Learning Centre

CATEGORY 3: RENOVATION/MODERNISATION OVER \$2M

- **Commendation:** Pulteney Grammar School - Centre for Senior Learning
- **Award Winner:** Flinders University - Student Hub and Plaza

CATEGORY 4: RENOVATION/MODERNISATION UNDER \$2M

- **Commendation:** Westminister School – Year 8 Facilities
- **Award Winner:** St Peter’s Woodlands Grammar School - Early Learning Centre Expansion

CATEGORY 5: AN EDUCATION INITIATIVE OR A DESIGN SOLUTION FOR AN INNOVATIVE PROGRAM

- **No Commendation**
- **Award Winner:** Calvary Lutheran Primary School - Enrichment Program

CATEGORY 6: LANDSCAPING/OUTDOOR LEARNING AREAS

- **Commendation:** Flinders University - Student Hub and Plaza
- **Award Winner:** Department for Education and Child Development (DECD) - Outdoor Learning Areas

OVERALL AWARD WINNER

- **Overall Award Winner:** Department for Education and Child Development (DECD) - Outdoor Learning Areas
(Winner from Category 6)

Category 2 – New Construction of an Individual Facility

COMMENDATION:

GALILEE CATHOLIC SCHOOL, ALDINGA - NEW ADMINISTRATION BUILDING

The design outcome of the Galilee Administration building has enhanced the presence of Galilee within the community in a most positive way. The Awards Jury commented that the administration building has a great presence from the road which gives the site a sense of success and longevity in the community.

The enhancement of the education facilities also gives the Catholic community a sense of confidence in their school as it moves forward with well-designed school facilities and other community based buildings. The Awards Jury commended the project.

AWARD WINNER:

ADELAIDE HIGH SCHOOL - LEARNING CENTRE

It was clear from the outcomes achieved at Adelaide High School through the final design brief that this project meets community expectations on a range of fronts. It is a project that provides the students, staff and community with flexible learning, social and teaching spaces resulting in improved informal and formal learning and teaching environments. The Awards Jury felt a key initiative of the project team was the inclusion of student voice through the process which has resulted in open light filled spaces, spaces that feel friendly and safe and spaces that can be used for a multitude of purposes.

The Awards Jury commended the project team for the strong community engagement process they implemented including a number of workshops. The focus on educational priorities throughout the project, and the key environmental design features created through the use of linking the indoors with the outdoors is a strong feature of the design. The project had its challenges with the integration of the heritage buildings with the new design features showing a clear vision and appreciation of melding the old with innovative new design features.

The jury felt the project met all assessment criteria to a high degree making it the worthy winner of Category 2. The Awards Jury wish to congratulate the project team and acknowledge that this project has been completed with great attention to detail and using multiple lenses ensuring all end users have spaces that are flexible, exciting to be in, practical and value add to the learning experience for all students.

Category 3 – Renovation/Modernisation over \$2m

COMMENDATION:

PULTENEY GRAMMAR SCHOOL - CENTRE FOR SENIOR LEARNING

This project demonstrated a clear process of involvement of students, educators and parents, and a willingness by the School to challenge existing pedagogical practices. The Awards Jury felt the design outcomes matched the vision and educational priorities set by the school to promote multi-modal learning and “de-privatise” the classroom so that learning could be more transparent and dynamic.

The project demonstrated clever use of existing spaces to create flexible learning environments suited to senior learners. The jury also noted that the materials and colours chosen reflected the industrial/commercial aesthetic of the original building fabric to create a contemporary adult learning environment. The vertical circulation stair and skylights formed a clever solution to bring natural light into learning areas, and the jury commended the design’s achievement of environmentally sustainable principles.

AWARD WINNER:

FLINDERS UNIVERSITY - STUDENT HUB AND PLAZA

This project was commended by the Awards Jury for its excellent demonstration of early stakeholder engagement. The rigorous engagement process led to the identification of key needs and the translation into five distinct guiding principles.

The Awards Jury commended the project team for the integration of design principles into the successful design outcome, clearly matching the desire to “*dramatically improve the student experience on campus*”. Each learning environment displays unique character and reflects specific student needs to positively impact university culture. While predominantly a student hub, care has been taken to make the precinct and facilities welcoming and usable by the wider community.

The jury appreciated the conscious decision to design the facility as a place that signifies the beginning of a student’s professional life. This is demonstrated by the range of inter-connected learning environments and sophisticated palette and lighting which successfully defines and connects spaces.

In terms of environmental sustainability, the project exceeded benchmarks and delivered a net savings in electrical consumption despite significant additional built form. The Awards Jury congratulates the project team on their achievements.

Category 4- Renovation/Modernisation under \$2m

COMMENDATION:

WESTMINSTER SCHOOL – YEAR 8 FACILITIES

The development of the Year 8 Facilities at Westminster School demonstrated extensive consultation with the school community and the development of a comprehensive education brief in a condensed period of time.

The Awards Jury acknowledged the project's response to the changing relationships between staff and students, and the shift in the role of the teacher, from 'instructor' to 'co-creator'. This translated into the removal of the 'teacher desk' and the creation of different learning settings where students are able to construct their learning based on their preferred learning style.

The jury commended the flexibility of the design and the significant thought given to the use of materials and finishes, especially in terms of the furniture layout, lighting, colour and acoustics.

AWARD WINNER:

ST PETER'S WOODLANDS GRAMMAR SCHOOL - EARLY LEARNING CENTRE EXPANSION

The Early Learning Centre Expansion demonstrated a strong commitment to community involvement. The design process engaged parents and the school community and reinforced the importance of quality relationships and a purposeful and engaging program that emphasises inquiry, sensory learning experiences and interconnectedness. This led to the notion that "St Peter's Woodlands are enrolling a family and not a child", and this translated into design features such as an active street frontage and village square.

The design process demonstrated research into best practices and links to pedagogy for young children. The design brief was based on a document produced by the school's Early Learning Centre Director Gemma D'Angelo titled "*Seeing the world through the eyes of your child*".

The flexible use of indoor and outdoor spaces were noted, allowing visual and physical connectivity, and the jury commended the deliberate neutral palette allowing children to add the colour with their presence and display of work. The project demonstrated energy and materials solutions with conscious application of sustainable principles. Overall the jury felt this project exemplified excellent connections with the community and links to pedagogy through the design.

Category 5 - An Educational Initiative or a Design Solution for an Innovative Program

No COMMENDATION

AWARD WINNER:

CALVARY LUTHERAN PRIMARY SCHOOL - ENRICHMENT PROGRAM

The Enrichment Program demonstrated significant research into how students learn and the changed nature of the student-teacher relationship. The Awards Jury was impressed by the level of research undertaken and the learning and teaching approach based on the premise that *'when students are happy and engaged they will challenge themselves and take risks in their learning'*.

This innovative approach to Year 6/7 learning drove the design of a unique learning environment with an eclectic array of resources, materials and artefacts, more reminiscent of early learning years' environments. In this context the *"teacher is the 'coach' who sets learners up for success and allows them to make mistakes, encouraging them to problem solve their way through challenging times"*.

The jury commended the boldness of the Enrichment Program including the restructure of the school day into a traditional morning session with a focus on development of necessary skills, followed by an afternoon session structured so that students work on their own individual learning tasks using available resources and educator expertise.

This pedagogy has been strongly supported by the students evidenced by consistent attendance at School, minimal behavioural issues amongst the cohort, and senior students taking a more active role in leadership of the School and community.

The demonstrated results of the Enrichment Program have included an increase in self-directed learning, problem-solving and student well-being. The jury congratulate Calvary Lutheran Primary School on their program.

Category 6- Landscaping/Outdoor Learning Area

COMMENDATION:

FLINDERS UNIVERSITY - STUDENT HUB AND PLAZA

This project has been able to connect the plaza and new facilities increasing the links between student outdoor spaces with the services they are requiring. The space also provides flexibility which allows for the use of spaces outdoor to meet the five key elements identified thorough the consultation process.

It was highlighted by the jury that these new spaces will provide environments that will be enjoyed by students and staff as a learning facility in its many forms. The overall space creates a highly functional area for major events. The jury highly commends the design team for the outcomes it has achieved and acknowledges the excellent planning processes it has undertaken to gain such a great outcome.

AWARD WINNER:

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT (DECD) - OUTDOOR LEARNING AREAS

The incredibly strong consultation process undertaken across multiples sites to arrive at the final result and design aspects for these unique early years Outdoor Learning facilities is a credit to the project team. Of particular note is the commitment to gather children's perspectives and to incorporate their preferences for play in the final designs.

The commitment of those involved to undertake professional learning to better understand the role of outdoor spaces in the early year education process was also acknowledged by the jury as ensuring that best learning outcomes would be provided for the children.

The use of natural materials across many aspects of the project contributed in a significant way to the whole theory of what constitutes nature play. As a result the design is aesthetically pleasing and provides an opportunity for children to engage with and to appreciate the natural environment.

Further the design has demonstrated a commitment to embed nature pedagogy as part of their practice and to allow children's interests to drive the learning. The jury applaud the site in providing elements of challenge for children and adopting a risk benefit approach, further displaying their commitment to helping children navigate and experience the world around them in a real and relevant way.

OVERALL AWARD WINNER:

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT (DECD) - OUTDOOR LEARNING AREAS

The Outdoor Learning Areas project clearly demonstrated an ability to meet all assessment criteria to a high degree, and accordingly the Awards Jury agreed that this project clearly stood out as the overall winner of the LEA SA Chapter Awards for 2017.

The project demonstrated an incredibly strong consultation process undertaken across multiple sites to create a range of unique Early Years outdoor learning facilities.

The project enabled many people to undertake professional learning to better understand the role and value of outdoor learning spaces in Early Years education. The engagement and design process is a credit to the project team and one that ensures best learning outcomes are provided for children.

The project demonstrates an outstanding commitment to embed nature pedagogy as part of practice and to allow children's interests to drive the learning. The vision has been beautifully realised and provides a lovely variety of spaces with great use of colour and natural materials.

The jury were pleased to see the geographic spread of the project across multiple sites and communities, including regional South Australia.

Furthermore, the Awards Jury see the potential for the planning process and development of the educational specification to be easily replicated in future. The jury congratulate the project team and the Department for Education and Child Development on their achievements.