2014 CEFPI Awards recognise the best in educational design and construction

Education Today is delighted once again to present the winners of the 2014 CEFPI Awards

The winners of the 2014 CEFPI Awards were chosen from 71 submissions from across the region. In total 18 awards and commendations were presented in five categories.

The awards were presented at the Annual CEFPI Conference, held this year at the new Adelaide Oval.

To view all winners and commendations go to: Awards/Winners & Submissions http://cefpi.org.au/awards/2014-awards/2014-award-winners-and-commendations/

Category 1 New construction: entire new school
Award Joint winner
Project
Branksome Hall Asia, Jeju Global Education City, Korea
Architect
MKPL Architects in collaboration with Samoo Architects and Engineers

Project overview

This project is about envisioning an integrated living-learning campus which is innovative yet respectful of the culture and character of the site. The campus is seen as 'Sculptures in the Landscape', an inspirational 'landscape for learning', reflecting the ethos and heritage of Branksome Hall with a strong sense of place.

The design for Branksome Hall Asia campus encapsulated Branksome Hall's educational philosophy and vision for an institution that was provocative, created harmony and contributed to both national and international educational thinking.

The campus is envisioned as 'A Landscape for Learning', an environment which reflects integration of buildings with landscape – a unique composition of distinctive (and nature-inspired) forms inter-connected by 'fluid' circulation pathways set in lush native landscape. The campus has a rich blend of building functions, seamlessly linking living-learning spaces to encourage encounters, connection and communication. It consists of intimate 'instructional neighbourhoods' (with multifunctionality of facility) in a green setting which encourages curiosity, nurtures creativity and celebrates the diversity of its students.

The campus flows. There are no jams for human traffic, light, air or sound. It provides space and flexibility so that the school is future proofed in terms of adapting spaces, technologies and learning methods. The flexibility of the masterplan enabled the construction to be phased. One Learning Pod, the Early Childhood Centre and a Student Residence (Boarding House) were not constructed initially. These can be included when required. The ability to phase the construction provides the school with the opportunity to adapt and change the campus and adds another dimension to future proofing the school.

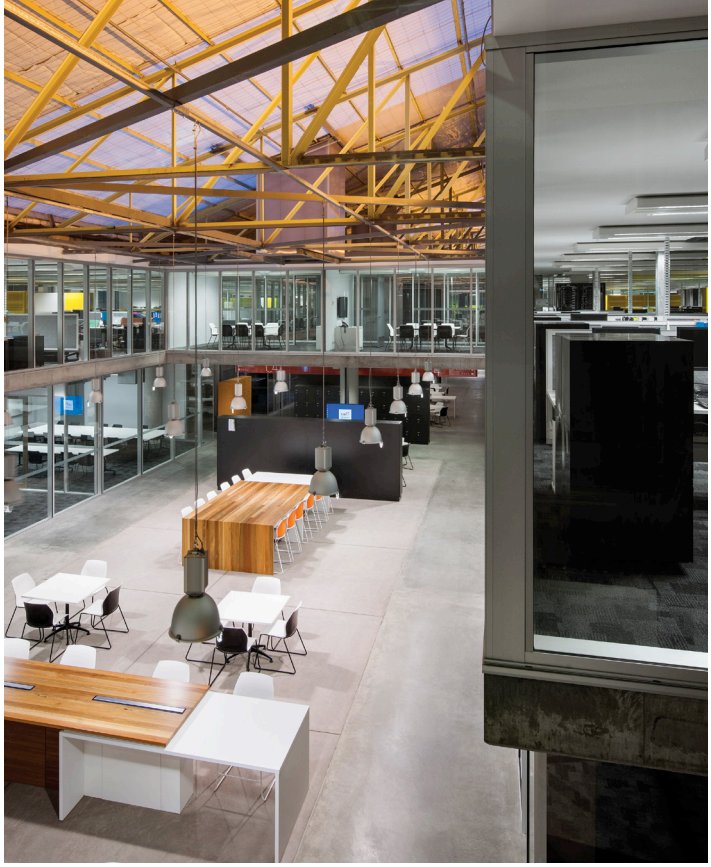
The challenge of achieving the aesthetics of sculpture and the functionality in a school that was to use new curriculum, new ways of learning and lead a nation to empower women were successfully met through the design's sensitivity to and focus on relationships. The architect had the intuition and reflective practice to interact with students, teachers, leaders and the local community to get a sense of how to honour culture but to also augment future thinking. The facility design is smart, flexible and unpretentious. We believe the design reflects innovation in teaching and learning – enhancing education, supporting admissions and sets Branksome Hall Asia apart as Asia's most advanced school.

Jury citation

This World Heritage Greenfield site project has successfully created a state of the art learning environment that takes its design queues from the surrounding landscape.

The architects describe the forms as 'Sculptures in the Landscape' and have designed a series of architecturally distinctive Learning Pods and Learning Centres interconnected by meandering paths within the 'Living Forrest' or campus green.

The design cleverly makes connections at different levels (physical and social/inside and outside), blurring the boundaries between circulation and programmed spaces, and has achieved a climate responsive, ecologically sensitive design which includes both a heat recovery and rainwater collection system as a core element of their sustainability initiatives.



New construction: entire new school
Award Joint winner
Project
Sustainable Industries Education Centre, Tonsley TAFE, South Australia
Architect
New Learning Environments/Rubida Research in collaboration with MPH Architects

Project overview

Sustainable Industries Education Centre (SIEC) is the most innovative and advanced of its kind in Australia. It provides world-class, energy efficient, trade training infrastructure for TAFE SA and partners. Building construction and renewable energy trades collaborate under one roof so students can learn and work together as they would in the industry.

The SIEC is a key component of the Tonsley Park development that provides the facilities, infrastructure, and opportunities for creative collaboration between industry, research and education, within an environment conducive to clustering of manufacturing and technology-based firms.

A tripartite educational model brings together TAFE SA, Flinders University, industry partners and private training providers, which broadens and diversifies student pathways and creates opportunities for innovative enterprise.

The design process was highly collaborative, with New Learning Environments and Rubida Research drawing on the expertise of a selected group of highly motivated, forward thinking TAFE lecturers as well as the involvement of the SIEC Advisory Board that included representatives from associated industry and employment specialists, universities, Department of Further Education, Employment Science and Technology (DFEEST) and TAFE SA.

The creation of an innovative 'green' workforce requires a new approach to education and training – an approach that looks beyond the traditional vocational silos and modes of delivery and focuses on:

- Inter-disciplinary collaboration
- VET/University cooperation
- Active industry participation and engagement
- The extensive use of e-learning
- The creation of educational/employment programs and pathways within the sustainable industry sector.

The main design responses to these objectives were:

- Welcoming and engaging first experiences in entries, teaching and learning spaces, staff, administration, support aces and workshops
- Use MIT's 'conceive, design, implement, operate' in a process-based learning approach
- Multi-purpose workshop space allows multiple trades to work together in a manner that reflects an actual building site
- Internal glazing to allow visual connections that encourage trans-disciplinarity
- Increased informal learning space with a range of learning settings and support spaces for self-directed learning and cial interaction.

A core objective of the SIEC was to be an exemplar sustainable facility and gain efficiencies in operational and recurrent costs. 90% of existing structure (the Mitsubishi Automotive Building – MAB) has been maintained with clear identification of 'old' and 'new' through paint treatments. The preservation of the industrial character of the existing MAB was critical, with minimal applied finishes and the raw character enhanced through the expression of services and structural elements for demonstrator purposes.

Jury citation

The new facility for Tonsley TAFE in South Australia is an excellent example of adaptive re-use on a major scale.

90% of the existing structure has been retained and a new flexible and adaptable education facility created that provides opportunities for innovation and display of the various TAFE student activities, and the quality of the facility has provided the platform for the forging of strong links with industry.

The resulting internal layout successfully provides a variety of spaces for student centered learning and the effective use of glazed partitioning throughout has maximized the visual and physical connections to the existing steel structure as well as ensuring daylighting opportunities are realised in all settings.

Jury citation
A sophisticated design response that successfully fulfils the client brief to create a new school that had a strong dynamic presence in a developing suburb and be a 21st century teaching and learning centre.

The jurors were impressed with the site masterplan, the elegant architectural detailing and limited materials palette, which have created a timeless and robust aesthetic.

Learning areas all have a connection to the well-designed courtyard spaces and internally to a variety of smaller learning pods that maximise the opportunities for flexibility in teaching and learning.

Category 1
New construction: entire new school
Commendation
Project
Mother Teresa Catholic School Master Plan and Stage 1, Western Australia
Architect
Parry & Rosenthal Architects

Category 1
New construction: entire new school
Commendation
Project
Horsham Special Development School, Victoria
Architect
Kneeler Design Architects

Jury citation
A beautiful design that successfully delivers individualised education to students aged from five to 18, with a wide variety of disabilities.

The clever use of a varied material palette, the maximising of opportunities for natural light and the thoughtful use of colour all add to the vibrancy of the internal spaces.

The external forms are a mature response to the brief of creating a world class 21st century education facility for special needs students.

Category 2
New construction: major facility
Award
Project
James Cook University Education Central, Queensland
Architect
Wilson Architects with Architects North

Project overview
Education Central is the new front door to the university. It follows a student-led/staff-assisted model of service that was developed specifically for JCU. Based on the latest retail service models, students have a choice of service points and access to interview rooms and pods, and flexible furniture.

JCU identified a need to upgrade its Townsville Campus to improve student services and to support contemporary methods of teaching and learning. In so doing, it had the opportunity to create an environment that better reflected JCU's tropical identity, and to build a stronger sense of community among the staff and students. The first step was a comprehensive research program including staff and student interviews, and area/use studies of the whole campus. The research covered all areas of the student experience. These insights became the basis of a plan to revitalise the campus with JCU Education Central at its heart.

Housing both Student Services and the School of Education, Education Central is the new front door to the university. Student services functions follow a student-led/staff-assisted model of service that was developed specifically for JCU. Based on the latest retail service models, students have a choice of service points (from self-service to fully assisted), access to interview rooms and pods, and flexible furniture.

The new spaces encourage staff away from traditional 'stand and deliver' 'master teacher' delivery modes inviting them, instead to: harness the power of collaborative learning where students actively engage and interact in the learning process rather than listen (or not) to talking heads; explore the promise of peer-to-peer learning in technologically supported spaces; allow for individual reflective learning in quiet in-door and out-door spaces, and so on. Where previously students left the university once they had finished class, Education Central has exceeded our expectations in creating a 'sticky campus' where communities of students more readily cohere and augment their opportunities to learn.

In its particular configuration of space, Education Central provides opportunities to teach more efficiently, particularly in the technology-enhance active learning spaces. Thus, networked and connected learning, hallmarks of next generation learning paradigms, have been coupled with longer-term budgetary savings.

Jury citation
JCU Education Central is intended to improve student services and to incorporate contemporary methods of learning and teaching. The facility includes large-scale active learning spaces that support technology enabled active learning. (TEAL) Learning spaces are spacious, well appointed and flexible.

The overarching strategy was to locate teacher training to the 'front and centre' of campus and Education Central is well connected to other services by covered linkages. In a campus as large and diverse as JCU it was important to ensure that legibility of travel was a key design element.

The project started with comprehensive research and visitations to other campuses and collaboration with the JCU community. This was followed by robust briefing workshops resulting in a briefing template that served the final design process well.

Education central embraces a sustainable approach to facility design and provides students with a 21st century learning facility.

The jury was unanimous in selecting this project as the winner of the CEFPI Award in Category 2 for New Major Facilities. Full credit goes to all those persons involved in the planning, design and delivery processes.

The judges applaud the recognition by the proponents of this project of the critical importance of changing the way teachers are trained and bring the profession into a 21st century context and all that entails.

Category 2
New construction major facility
Commendation
Project
St Francis Xavier College Design, Arts, Technology and Science (DATS) Building, Victoria
Architect
Hayball

Jury citation
The new St Francis Xavier Secondary College was conceived to provide Catholic education to new developing communities on the outer east of Melbourne and is co-located with a future primary school and integrated Early Learning Centre and Community Space incorporating a new chapel centrally located on the site.

Over a period of 15 months Hayball worked with the school planning group, teachers and the community in reviewing the master plan, evaluating the existing facilities and their relationship to the new DATS building, conducting research and school visits, and ensuring that the school assessed their teaching and learning methodologies in relation to the intended facilities.

The DATS building provides facilities for specialist education merging spaces for Science, Arts and Material Technology to promote interdisciplinary research and project based learning.

Formal practical spaces are connected by collaborative learning areas for design, theory, presentation and exhibition, with communication technology provided throughout all areas of the building. Incorporation of a range of environmentally sustainable design elements have produced an energy efficient building which includes a monitoring system utilised by the students as a component of the school curriculum.

External covered and service areas are integral to the building ensuring connection between internal and external learning spaces while the roof design extends at key points to create welcome canopies to celebrate the school entry points and frame key views of the site.

The use of colour, natural materials and strong emphasis on building angles and design has provided the school with a remarkable range of stimulating education areas which have more than met the schools expectations and requirements.

Category 2
New construction major facility
Commendation
Project
St Peters College Sister Rosemary Graham RSM Building, Victoria
Architect
Hayball

Jury citation
Driven by the school's desire to rethink its teaching and learning model, Hayball and the school critically reviewed exemplary school models, conducted a series of school visits to other similar schools and collaborated with the school leaders, teachers and community representatives in developing design responses which reflected the school requirements for Years 7 and 8.

The final design provided individual learning communities at each year level connected by a highly intensive 'innovation hub' comprising specialist facilities for cookery, art, design, drama and media studies incorporating outdoor workshop and performance areas which connect the classrooms with the external environment.

The Sister Rosemary Graham Building was positioned on the site to provide its own defined precinct connected to the remaining campus body and incorporating community links with the existing centrally located chapel and the intended future TAFE facility.

ESD was embedded with appropriate orientation, generous natural lighting, cross ventilation and wind lock features and zoned mechanical plant connected to a building management system.

The finished building completely met the schools expectations and vision to maximise the physical environment while allowing learning to flow in and out of the building and surrounding natural environment that the site provides. The result is an outcome specifically tuned to the requirements for educational provision of St Peters.

Category 2
New construction major facility
Commendation
Project
Mirboo North Secondary College: New Multi-disciplinary Learning Centre, Victoria
Architect
Haskell Architects

Jury citation
Mirboo North Secondary College is located in the heart of Gippsland, Victoria, on a sloping site with expansive views of the Strzelecki Ranges. The challenge of this project was to produce a new multi-disciplinary facility that supported the school's desire to deliver 21st century teaching and learning across a broad curriculum while providing a new focus for the whole campus. This outstanding project won the attention of the jurors for its compliance with an expansive brief, limited budget and for the evidence clearly presented that it exceeded the expectations of the school and community in respect to the teaching and learning opportunities the new facility has presented Mirboo College.

Category 3
Renovation over $2m
Award
Project
Griffith University (G11) Learning Commons, Queensland
Architect
ThomsonAdsett

Project overview
G11 prioritises student, staff and visitor needs providing experimental collaborative spaces, a learning 'aviary' landscape, shared meeting room, blended seminar rooms, study hall and sky lounge. Such spaces offer choice of learning environments internally and externally. A highly permeable design promotes a learning commons of environmental, social and cultural significance.

Griffith University's new Learning Commons is underpinned by choice, experimentation and serendipity.

Socialisation of space and creation of a distinctive hub were key brief requirements. Our response triangulated the existing building, enhancing collaboration, maximising presence on University Drive, reducing travel and framing an inner garden. New and existing space becomes one, revitalising a tired existing asset, maximising residual value and promoting sustainable design practices. The use of the Griffith red addresses the requirement for cohesion to brand.

The 100 sq.m collaborative space requirement was surpassed with a 300 sq.m external feature space. This volume accommodates multiple functionalities in a highly prominent campus location such as markets, open days, enrolments, meetings, filming and serendipitous collaborations. The building is highly permeable in terms of planning and aesthetics to maximise outreach and engagement.

The design was 'layered' to address the social, reflective and support spaces required by the brief, with the formality and acoustic control increasing as you travel up through the building. Outdoor learning environments extend the 4500 sq.m internal space to 7000 sq.m, ensuring students benefit from breezes, variable learning settings, views, light and amenity.

Students now have a hub space – space to meet, share and study in person or collaboratively, internally and externally. The building promotes inter-professional learning. Increased collaboration, 24/7 use, collocation of staff, bookable spaces of multiple scales and assists the high demand for additional social space and quiet space.

The place making of the sky lounge, 'aviary' garden and shared spaces facilitate a diversity of learning modalities and choice of setting for different educational processes. The building provides spaces to foster relationships and is intentionally not faculty specific. It is inclusive and responsive to changing study patterns of the modern day student.

Agile planning of seminar rooms enables rooms to blend with adjacent covered external space such as the sky lounge creating bookable and inspiring lecture spaces. The study hall was created by combining the area allocated to a seminar room and lap top lounge. Art, colour, vibrant furnishings and ease of connectivity have combined to make this a successful 24/7 space.

Jury citation
The Griffith University Commons is designed to provide a variety of learning spaces to meet the various learning needs of students outside of the direct teaching areas. The Commons offers a range of spaces from highly sociable through to individualised, contemplative spaces. The building acknowledges the link between space design and learning in all its multiple variations and nuances. The renovation has lifted a tired building into prominence as a highly desirable campus focus revitalising the library as a centre of learning and interaction and presenting exciting spaces such as the Sky Lounge and the Learning Aviary to support and engage students in their learning.

Category 3
Renovation over $2m
Commendation
Project
Ingle Farm Children's Centre, South Australia
Architect
Dept for Education and Child Development in association with Swanbury Penglase Architects

Jury citation
The Ingle Farm Kindergarten renovation has created a facility that is an impressively comprehensive reflection of the Emilio Reggio philosophy of early childhood learning. The building is light, open and seamlessly connected to its external environment, which is shaped into beautiful natural learning spaces. Ingle Farm is intensely child centred and a place where learning can occur both intentionally and serendipitously.

Category 4
Renovation/Modernisation under $2m
Award
Project
Little Saints Early Learning Centre,
St. Andrews Anglican College, Queensland
Architect
Richard Kirk Architect

Project overview
Expansion to an existing day care centre that provides early learning programs and after school care at Saint Andrew's Anglican College. The brief included refurbishment of the existing cot room and reception area, provision of two new general learning areas, a staff room, and outdoor areas for staff and students.

The refreshment and additions to the Centre augment the existing functions of the facility by offering two large general learning areas for flexible operation, outdoor learning spaces, staff rooms, and associated storage, breakout spaces and amenities. Keeping in step with the philosophy of the school, the centre engages children with an awareness of their natural environment, facilitates exploration and discovery and a quality of learning experience by offering a facility that is environmentally aware, highly flexible, and enjoyable to inhabit and engaged with its community.

Natural materials help offer a continuation with the outdoor setting, while ample natural light and ventilation provides a healthy environment that takes advantage of the benign climate of the Sunshine Coast, through the virtue of large, operable openings, mixed mode ventilation and high ceilings. Safety is assured by providing top quality facilities for staff, including teaching facilities, supervision windows and break out spaces. A flexible use of spaces paired with a modesty around internal colours and finishes means that students have the maximum opportunity for self discovery, creativity and exploration against the backdrop of the building.

Jury citation
A refreshing insertion on to the Little Saints Early Learning Centre campus that successfully integrates two large flexible general learning areas with excellent connections to the associated external break-out spaces.

It has satisfied the school's core philosophy of engaging students with an awareness of their natural environment, through exploration and discovery.

The contemporary design is environmentally sensitive, highly flexible, enjoyable to inhabit and successfully engages with its community.

Category 4
Renovation/Modernisation under $2m
Commendation
Project
Glenallen School Primary Play Space, Victoria
Landscape Architect
Jeavons Landscape Architects

Jury citation
The jurors were impressed at the way the landscape architects have created a highly tactile sensory environment for students with physical disability and health impairments.

The result is a wonderful outdoor learning environment that stimulates and encourages the childrens' play and social interaction in an aesthetically pleasing and safe setting.

The clever integration of artworks and musical instruments built into the landscape provide another layer of interest and engagement for the students.

The varied material palette especially on the ground plain adds to the sensory interest and tactile values of the space.

Category 4
Renovation/Modernisation under $2m
Commendation
Project
Claremont College Junior School
Refurbishment, New South Wales
Architect
Sydney Anglican Schools Association and Terroir

Jury citation
The clever transformation of a heritage building that has 'revealed the forgotten spaces consumed by poor circulation and cellular teaching techniques' and created a variety of flexible teaching spaces infused with natural light.

The use of accent colour in key areas adds the 'pop of colour' as a counter to the generally white walls throughout.

Form and detailing have been very well handled with a series of architectural surprises such as the storage wall to the staircase and the Lego wall that adds a touch of fun expected in a project of this nature.

Category 5
Innovation
Award
Project
Bentleigh Secondary College, Meditation and Indigenous Cultural Centre, Victoria
Architect
dwp/suters

Project overview
The Meditation and Indigenous Cultural Centre (M&ICC) at Bentleigh Secondary College was conceived to fill three primary roles: to educate students about sustainable design and construction; provide a space for the school's mindfulness meditation program and to act as a focus for the school's indigenous cultural curriculum. The design concept reflects the contrasting nature of our inner and outer self through materiality and form.

Working in partnership with Bentleigh Secondary College and the local community, dwp|suters has delivered an exemplar of a sustainable, community focused, educational design. The M&ICC represents the school's desire to create a sustainable campus and change the behaviours of students, staff and the wider community in best practice environmental management.

The entire building, internally and externally, provides locations for education to take place. Its flexible design responds to the College's educational needs, providing a main program space, a small kitchenette, storeroom and a series of external covered decks and stairs for external activities.

To reflect the mindfulness meditation function of the pavilion the design creates a warm uniform space that has a calming effect on the children using the space for meditation. The design concept reflects the contrasting nature of our inner and outer self through materiality and form. Choosing materials that reflect these concepts is a key part of the success of the design that creates a calm, simple home for mindfulness meditation.

The project educates students about the importance of sustainable design. Constructed entirely of timber the centre incorporates passive heating and cooling design, carbon sequestration design, a wind turbine to provide power and a future geothermal exchange unit for heating and cooling.

Set in the school's forest landscape, the building acts as a piece of furniture – something to be sat in, on and around – while the students engage with the natural surrounds and the sustainable indigenous school curriculum.

The M&ICC is dwp|suters latest collaboration with the school. This project emerged from the spirit of earlier work together but it is unfunded. Over the past five years dwp|suters has worked in partnership with the College to design stages 1 and 2 of the school's redevelopment.

This project is an example of what can be achieved when seamless collaboration for a common goal is the primary focus. The outcome is an interactive educational environment that transcends a facility just for teaching and learning. The seamless integration of space, materials, technology and physical form with the environment facilitates an interactive student experience where ultimately the facility becomes the educator. A fantastic example of when architecture and education truly work together.

Jury citation
Bentleigh's Meditation and Indigenous Cultural Centre is commended for its innovation and conceptual veracity in delivering on its three goals of sustainable design, a space for mindfulness meditation and a space to focus on indigenous cultural curriculum. This is a beautifully executed design that is exceptional in its simplicity and harmony.

Category 5
Innovation
Commendation
Project
Doveton College, Victoria
Architect
Brand Architects

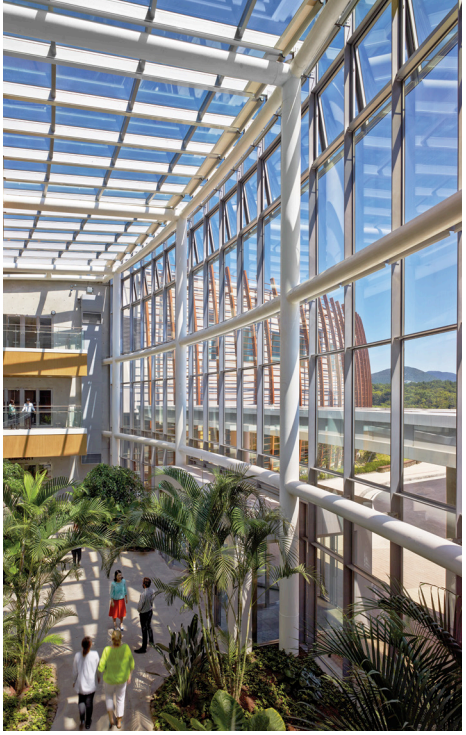
Jury citation
Doveton College is impressive for the level of integration of educational and community services achieved for the birth to Year 9 children and a wide range of community services and activities. This is a school that has created an identity as a whole of community centre and is achieving high levels of engagement and participation. The design of the school projects a sense of urban village while staying true to being child centred, an exciting manifestation of innovation in a challenging environment.

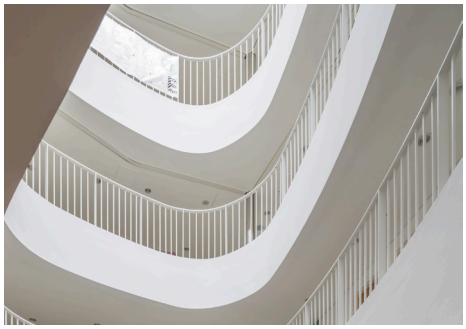
Category 5
Innovation
Commendation
Project
Galilee Catholic School, Stage 3,
South Australia
Architect
Russell & Yelland Architects

Jury citation
Galilee Catholic Primary School faced the challenge of creating a school that would support taking the Emilio Reggio philosophy from its origins in early childhood education through to the primary school years as well as dealing with a modest budget and site constraints.

The goal was to develop common and linking space to express the school as community concept alongside the notion of home spaces to support young children in smaller groups. The outcome is an impressively executed mix of light and visually linked home rooms and shared learning space with verandas functioning to extend the common spaces and create linkages between the building and the outside environment.

The building exemplifies effective problem solving in that it lifts the site and budget limitation into creativity and innovation resulting in a beautiful and functional environment that supports the learning of the children.





Emerging Chapter Award
Project
Branksome Hall Asia, Jeju Global Education City, Korea
Architect
MKPL Architects in collaboration with Samoo Architects and Engineers

Peoples Choice Award
Project
Bentleigh Secondary College, Meditation and Indigenous Cultural Centre, Victoria
Architect
dwp/suters

Overall Regional Award
Project
Griffith University (G11) Learning Commons, Queensland
Architect
ThomsonAdsett