

# MACKILLOP COLLEGE

## WYNDHAM VALE CAMPUS



## FUTURE CAMPUS

The Masterplan concept responds to the aspirations and values Mackillop College has set for its new K-12 School at Wyndham Vale (Werribee). The concept envisions a school that presents a strong sense of its identity to its local community, while also acknowledging the particulars of 'PLACE' and planning a new campus environment that is in harmony with the sites surrounding landscape and low scale residential environment.

The school's new buildings have been planned and designed as 'Learning Neighbourhoods' with each building within a Neighbourhood two storeys in height and interconnected to make up a Neighbourhood Precinct, each Precinct promoting and encouraging new opportunities to learn, opportunities to establish relationships, levels of custodianship, and a lasting sense of belonging to the school.

Each Neighbourhood will present its own identifiable character as a 'Precinct', addressing the school's major Primary and Secondary cohorts on the northern and southern boundaries of the site. The main entry to the school has been located on the north-eastern corner of the site, where the entrance to the school's Administrative and Learning Resource centre is created by a generous and welcoming arrival forecourt. The school's heart resides in the centre of the school where assembly and community engagement pursuits will be on display. The school's Sports, ELC, Chapel precinct clusters completes the school on the north, east and north-west areas of the site, where Specialist Learning co-habitats within these Learning Precincts and the cluster buildings within.

A quality landscape realm also underpins the planned structure of the site, where social, practical and performance activities are encouraged and supported via a central east-west circulation spine and landscape tributaries off that spine. These tributaries consist of a variety of active and passive landscape places and spaces and permeable green connections, prioritising student movement and providing generous opportunities for interaction.

Outside learning will be able to be brought into the classroom and classroom learning activities will be able to spill out into the landscape. Landscape threshold spaces will be able to connect to buildings and their precincts in a biophilic gesture that promotes access to nature, health and well-being for the students, teachers, and visitors alike.

Consolidation and separation of vehicle and service access and enhancements to the localised street network will also support a focus on active movement and connection to and with community.

### Key Masterplan Principles



#### Unique Context

Acknowledging what's unique to each school site and its surrounding context and deliver masterplanned environments that reflect on these unique characteristics.



#### Uniqueness of Site

Masterplanning each school to address their site's unique topography and geology.



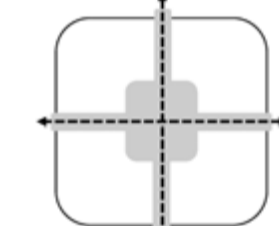
#### Sustainable Principles

- Building Orientation
- Passive Envelope Design
- Buildings Systems
- Healthy Indoor Environments
- Interactive Sustainability Connections



#### Access/Connection/Identity

- Establish a strong sense of address and identity for each school back to its community
- Establish safe, comfortable and clearly defined pedestrian access routes and movement corridors into the school
- Limitation of vehicle access into the school - to separate cars and students 'Kiss and Drop' relationship with school entry Transport Mode relationships with school (car, ped, bus and bike)



#### Linkages, Connections & Journeys

- Establish clearly defined linkages and connections that provide a variety of experiences as students move and journey through the school
- Provide strong physical and visual links to buildings and school facilities
- Prioritise pedestrian movements ...a walkable school



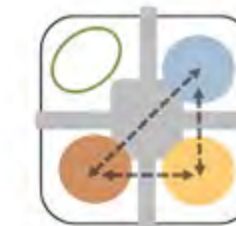
#### The Community Hub 'The Heart'

- The school's 'Town Square', the Centre for community, interaction and exchange



#### Learning Landscape

- Provision of a landscape environment that delivers a range and diversity of opportunities from play, to learning to quiet reflection and contemplation...for all users from ELC through to Secondary
- Provision of a variety of landscape environments that can accommodate both large and small scale gatherings during both school and after hours

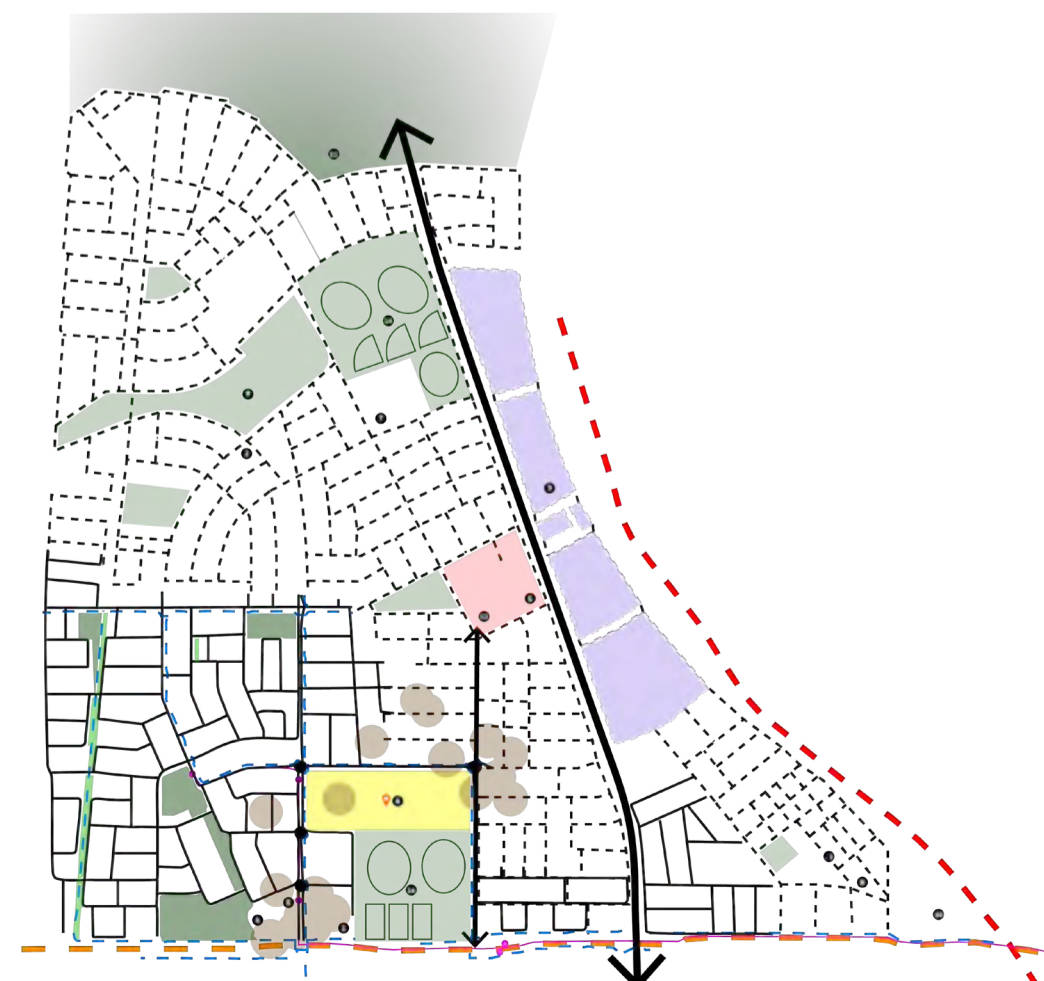


#### Pathways to Learning

- Establishment of Learning Neighbourhoods 'A School within a School' Support and nurture developing pedagogies and cross disciplinary programs...opportunities for students to achieve greater levels of independence in the way they learn and equally for teachers in the way they teach

### Urban Analysis

- Key:
- Site Location
  - Aboriginal Cultural Heritage Sensitivity Overlay
  - Major Road
  - Rail Line
  - Designated Bike Path
  - Bus Stop
  - Bus Route
  - Future Business District
  - Future Town Centre
- Jubilee Masterplan Key:
- Acoustic Centre
  - Wellness Centre
  - Business District
  - Neighbourhood Centre
  - Nido Early School
  - Mackillop College
  - Prep - & Government School
  - Passagegata
  - Jubilee Parks and Wetlands
  - Waterfront Promenade
  - Werribee River
  - Jubilee Central
  - Urban Plaza
  - Jubilee Sports Grounds





**Key:**

- Library / Resource / Administration
- Primary School
- Secondary School
- Early Learning Centre
- Relocatable Classrooms
- Sports
- + East Facing Chapel
- North Facing Outdoor Sport



● Primary School ● Secondary School ● Early Learning Centre

**Learning Communities**

The Masterplan Concept explores the delivery of a series of General and Specialist Precinct Learning Neighbourhoods that emphasise the social and collaborative nature of the learning process, enabling students within the various Year Based cohort to assume much greater responsibility for their own learning. Through the flexibility and adaptability of a systemised space planning structure, high levels of collaboration between students and teachers can take place.



● Primary School ● Secondary School ● Early Learning Centre  
● Library / Resource / Administration

**Learning Clusters**

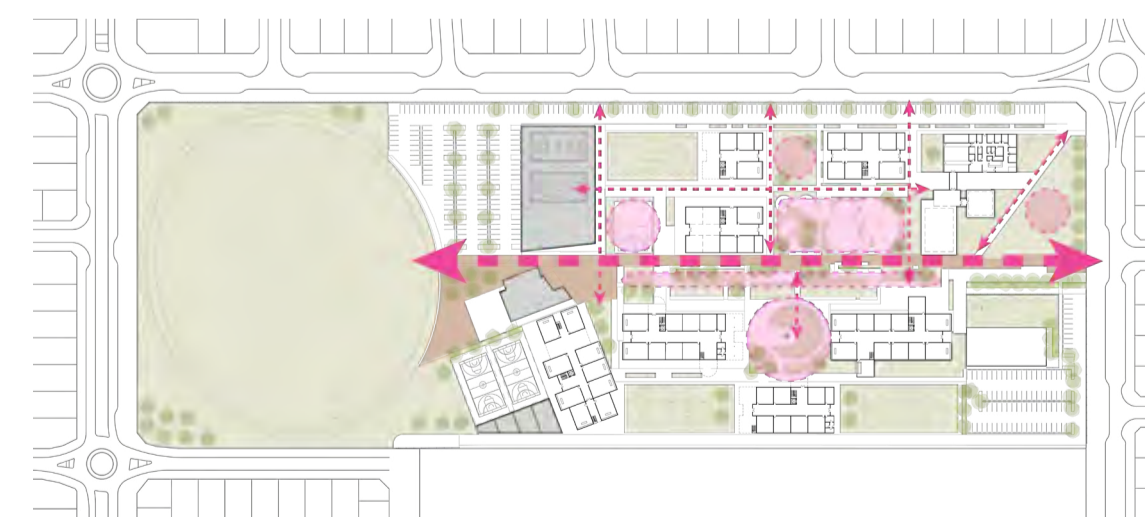
The Masterplan delivers a Learning Cluster Concept. This concept reinforces the sense of community which will be vital to MacKillop College 'connectivity' or sense of 'one place' A 'Kit of Connected Parts' approach has been proposed as part of the Masterplan framework, where each Learning Neighbourhood as a staged building block is flexible and adaptable in nature, supporting the personalised, active and interactive learning program expected of future focussed learning, whilst also enhancing the teacher's pedagogical capacity.



● Learning Landscapes

**Learning Landscape**

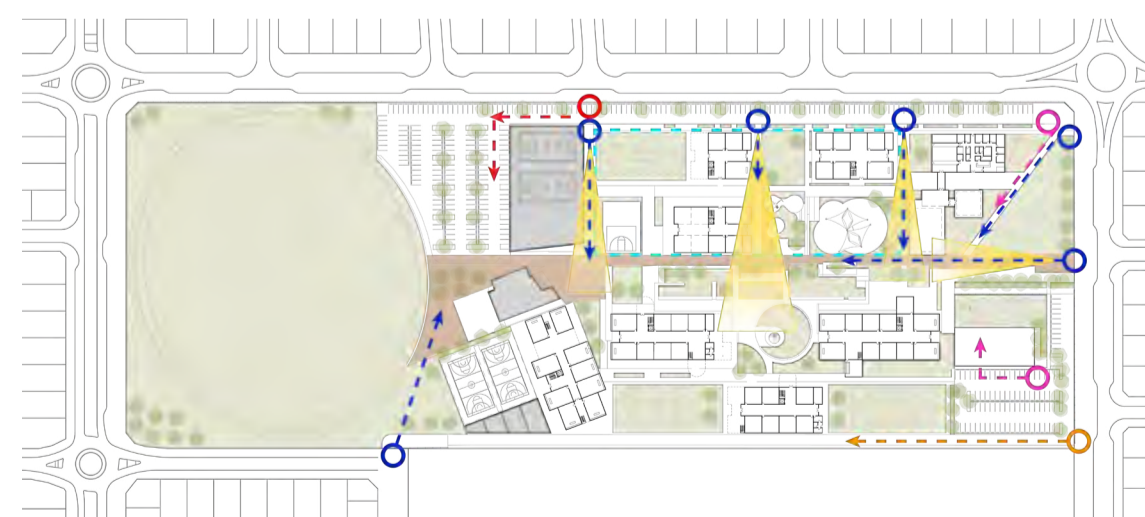
The campus design explores the importance of the student's school life, and his, her, their journey of discovery, invention and passion for enquiry. From landscapes that engage directly with Catholic identity, art, culture, sport, technology, food - nutrition, new classroom typologies and public realms, the school's 'Learning Landscape' will define the school campus by envisioning a series of overlapping networks of compelling places and hubs. These networks will offer choices to users where a balance of formal and informal spaces with allow knowledge exchange to occur.



● Community Exchange

**Community Exchange through Movement and Circulation**

Acknowledging the importance of learning through informal and incidental engagement between students and teachers, the Concept Proposal aims to create, through its movement system, a school campus that not only functions as a teaching environment but also fosters a network of spaces and places outside of the formal classroom, offering nodes for collaboration that support a series of networked activities.



● Student Access ● Parent/Visitor Access ● Service Access ● Community Access  
— Defined edge around Primary School Precinct — View Corridors

**School, Parent, and Community Access**

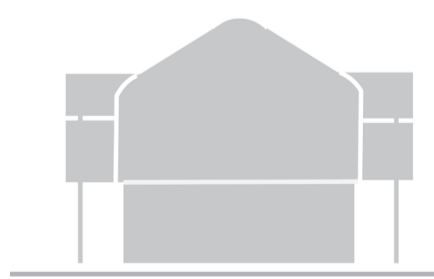
Access to the gym can be provided to the public without gaining access to the wider school grounds. Car parking area is also ideally location for weekend markets and other community type events.



# ARCHITECTURE



The Home as School



The School as Home



The Home as Teacher

School Architecture is physical and emotional. It generates many emotions and physical states for the student.

The Masterplan looks at the scale of the school from the perspective of the young to adolescent child, integrating vernacular elements into the design, elements and scales particular to the home, natural systems that bring about emotional and physical comfort and familiarity that can inspire and encourage learning, where students feel welcome, safe and vested in their school.

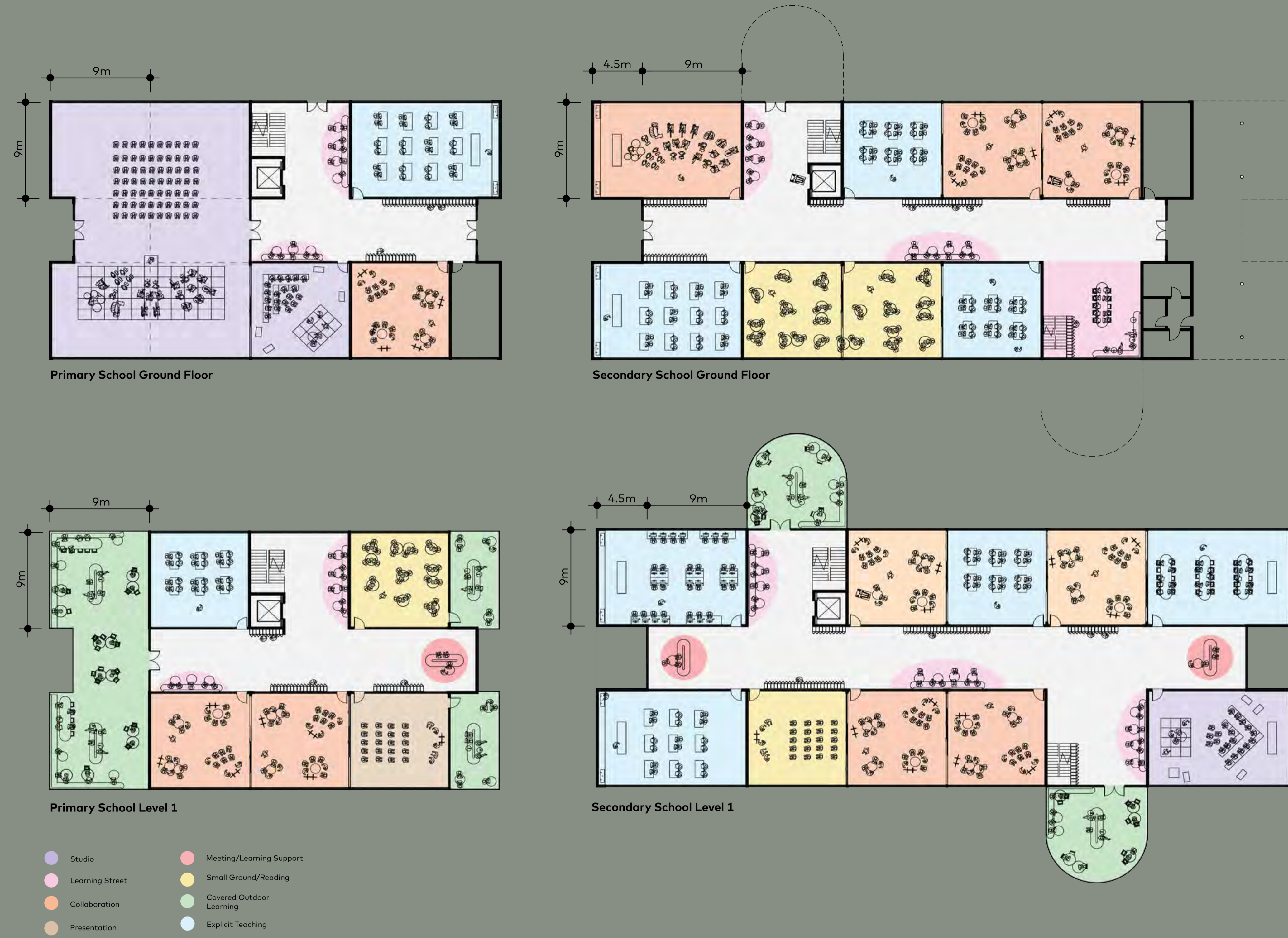




# LEARNING LANDSCAPE

Whilst 'formal' classrooms will continue to be critical teaching and learning facilities, the Master Plan proposes the concept of the entire physical area of the campus as a 'learning resource' offering opportunities for 'discovery' and 'active learning' that take students and teachers beyond the limitations and physical restriction of the traditional classroom. The idea that learning can take place beyond the 'four walls' of the classroom increases enormously the opportunities for teachers to create richer and more diverse learning experiences for students. In this way the Mackillop College's campus will become a vibrant place of engaged activity, promoting a more physically active approach to what, how and where students learn.





# PEDAGOGY

Three permanent Learning Neighbourhood buildings will accommodate 525 long term enrollments. The remaining 175 student enrollment will be accommodated in peak enrollment relocatable buildings. Each permanent neighbourhood building houses.

The planning strategy allows each community with each neighbourhood building access to covered outdoor learning areas and shared interior breakout and informal learning circulation.

Separate staff workspaces are located within each building proximate to the learning spaces they will be teaching in. Student amenities are also provided to minimize disruption to learning. The spaces have been located on the ground to provide independent access to toilets at non-teaching times.

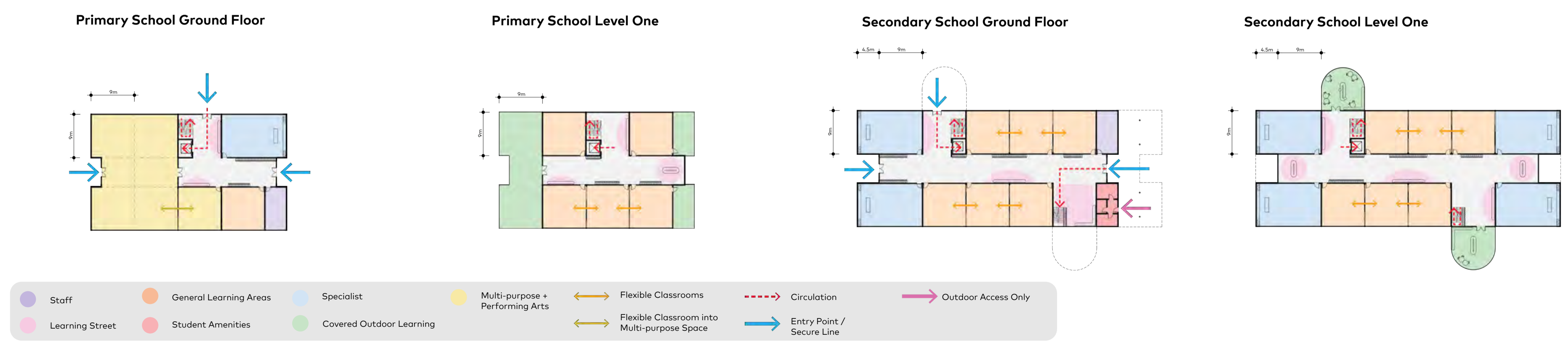
Each of the Learning Neighbourhood buildings has been designed to accommodate functional overlays using joinery, furniture and services to expand the variety of learning experiences and activities available to MacKillop students and teachers within their learning community. This model enables the school to deliver a greater variety of learning modes. The planning model allows for presentation spaces including tiered seating, tables and chairs and loose seating to support presentation and performance; table-based activity and collaboration; as well as Discursive or Socratic learning.

Because of Staging and Phasing requirements, a distributed model combining general learning spaces and specialist facilities has been adopted to create multiple opportunities for interdisciplinary learning. Each Specialist Learning studio includes a Practical Activity area where sink zones, kitchenette facilities and resource storage, plus a combination of standard and standing height work benches have been planned to support wet and messy activities, such as art, science and food technology.

Collaboration spaces have been planned to be informally furnished and to have a strong physical connection to the central informal 'Learning Street' zone. When activated this 'Learning Street' can become a large collaborative zone.

The planning structure also allows for Explicit Instruction spaces, furnished to support teacher-centred learning activities and small group collaboration.

The plans opposite illustrate all the learning base typologies for both the Primary and Secondary student co-horts.





# MISSION AND CATHOLIC IDENTITY

## 1. A clear expectation that the built form reflects the missionary outlook at the heart of Catholic identity.

The proposed Masterplan and early built form design concept reflects the missionary spirit at the core of Catholic identity by creating a central axial street that binds and connects together Learning Precincts and the campus as a whole...promoting and celebrating togetherness and wellbeing.

School Architecture is physical and emotional. It generates many emotions and physical states for the student. The Masterplan looks at the scale of the school from the perspective of the young to adolescent child, integrating vernacular elements into the design, elements, and scales particular to the home, natural systems that bring about emotional and physical comfort and familiarity that can inspire and encourage learning, where students feel welcome, safe and vested in their school.



## 2. Encourage the discovery of Catholic cultural heritage

Opportunities exist for many of Mackillop College's existing Catholic identity artifacts (murals, portraits, plaques, etc.) to be exhibited within the new school to acknowledge both Mackillop's and Catholic cultural heritage.

1. Each 'Learning Neighbourhood' building presents a strong and prominent sense of entry for students with opportunities to incorporate meaningful catholic and school symbolism into the physical fabric of the architecture.

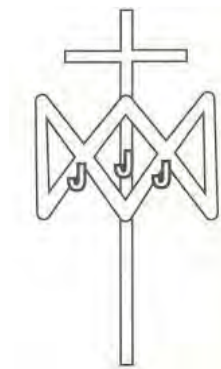
2. More subtle references to theological content are provided, such as the lofted ceiling heights with the 'Learning Streets' of each 'Neighbourhood building as reference to ecclesiastical architecture.

3. Entrance and 'Front Door' to the College - A large arched forecourt roof welcomes students, visitors, parents and staff.



## 3. The critical importance of iconography and symbolism in revealing its eucharistic character.

Through thoughtful selection and placement of visual elements, the school's Masterplan and built environment will be planned and designed to resonate with eucharistic character with varying scales of iconography and symbolism distributed throughout the school. These symbolic representations serve as reminders, guiding students towards a deeper spiritual connection and understanding of the sacrament's sanctity, empowering the built form to evoke a sense of reverence and awe, enveloping all who enter in the profound significance of the Eucharist within Catholic worship.



Sisters of St. Joseph



## 4. Form and continue a connection with local parish communities

The architectural design acts as a welcoming and inclusive space, seamlessly integrating with the surrounding campus environment with a complimentary material palette.

Consider the unique needs, traditions and aspirations of the local community, with the built form fostering a sense of belonging and ownership among students and local parishioners

It serves as a central hub for communal gatherings, learning and shared experiences, strengthening the bonds that unite students and staff in their collective journey of faith and knowledge within the wider Catholic family.



Mackillop Community Garden, Oran Park



Mill Thorpe Farmers Market, School Oval



# STAGING

# ESD

## School Delivery Phases 1 – 6

Implementation of the Mackillop College's completed School Master Plan will require careful consideration and management to ensure the ongoing operations, the social dynamic and the educational opportunities of the school are not unduly impacted upon.

The proposed staging of the Masterplan has been developed to deliver the long – term pedagogical vision of the school and spread the capital cost of delivering various precinct projects in an effective and achievable manner. While there may be adjustments and changes to the order of staging, the briefed 'Phasing 1 – 6 Sequence' has been adopted for the purpose of indicative scope delivery and costing.

- STAGE 1**  
Primary: Administration (combined with Secondary), 9 GLAs, STEAM + Wellbeing  
  
Secondary: Administration (Phase 1), Specialist (Phase 1) + Junior Learning Neighbourhood
- STAGE 2**  
Primary: 6 GLAs, STEAM, Multi-purpose + Performing Arts  
  
Secondary: Specialists (Phase 2) + Middle Learning Neighbourhood
- STAGE 3**  
Primary: 6 GLAs, Library Resource Centre, STEAM + Food Technology  
  
Secondary: Administration (Phase 2) + Senior Learning Neighbourhood

- STAGE 4**  
Secondary: Double Gymnasium + Library Resource Centre
- STAGE 5**  
Secondary: Specialists
- STAGE 6**  
Secondary: Learning Neighbourhood

- FUTURE STAGES**  
Peak Enrolment: Relocatable Classrooms  
  
Chapel

Masterplanning is a critical stage for the consideration of sustainability, and in particular, the regeneration of sites which over time may have been stripped of their historical biodiversity, character, and heritage.

Whilst designing buildings that respond to environmental challenges has become core to the way we design at COX, we also seek to explore improvements beyond the built form. The presentation of this expansive Wyndham Vale site offers a unique set of additional opportunities for regeneration, habitat creation and the instigation of more sensitive approaches to water management and caring for country.

We are constantly pursuing the edges of technology, material research and building systems to ensure our clients can reduce their environmental footprint as much as possible. We also strive to make these sustainable design initiatives transparent to students in a school setting, to be on-show, and to serve as an educational tool. Ideally, curriculum can intertwine with the built campus environment for enhanced learning experiences - where what is taught in the classroom can be seen on show in the school grounds.

In addition to the integration of smart technologies, on site energy generation, and a reduction of embodied carbon within the fabric of the buildings, the following site-specific approaches may also be considered,

**Water**  
Cultural references and inspiration may be drawn from the nearby Werribee River, a significant waterway that passes through Wadawurrung country. Development sites including the school precinct are proximate to this sensitive waterway, so stormwater management, maximising permeable surfaces, and the retention, treatment and re-use on site will be key to a successful design response.

**Earth**  
Ovals and open play space in between the buildings may act as carbon & water sinks, and places for biodiversity. The natural topography of the site may be utilised to incorporate earth berming and seating opportunities to the south-eastern flanks of the main oval to reduce earthworks and the requirement for imported fill. We would also seek to retain and utilise the existing basalt on-site for use within the landscape as habitat, play structures or structural retaining.

**Air & Light**  
The architecture will seek to deliver a diversity of open, enclosed, and shaded spaces, to make the most natural light and breezeways, and to reduce to reliance on active heating and cooling systems. Significant areas of revegetation are proposed throughout the new campus and will serve to sequester carbon dioxide, increase the local filtration of air, and provide shade to what is currently quite an exposed site. We would also seek to explore the early establishment of trees ahead of future stages to fast-track the greening of the campus.

