

MACKILLOP SITE, CONTEXT + HISTORY

Integration into Context

Our proposal for MacKillop College Wyndham Vale has carefully considered the aspiration for the new campus in relation to the Westbrook Precinct Structure Plan (the PSP). The proposed location of the junior, senior and sports precincts of the school takes into account their ability to generously support and integrate into the surrounding residential, civic, and commercial context. Ballan Road would operate as a primary route to the campus, leading directly from Manor Lakes, Wyndham Vale and Werribee. Welcome Parade takes you north to the western end of the site, which is where we have located the kindergarten and primary school. The Nido Childcare Centre is also located on Welcome Parade as is Club Jubilee Wyndham Vale Aquatic Centre, both providing good amenity for families with young children. Future bus stops are to be conveniently located on both corners of the Primary School precinct.

Wayfinding + Street Presence

The proposed Primary School buildings will hold the perimeter of the site, defining the school boundary and creating a protective and nurturing centre for younger children. We propose a mix of single and two storey school buildings, which we envisage will be a mixture of masonry and lightweight construction. These components are typical of the surrounding residential development and a familiar material to residents. Key walks through the school terminate at the corners of the site, providing intuitive wayfinding and opportunities for controlled entry.

Front Door

As you head northeast along Stanmore Crescent, you will arrive at the main entrance of the school, marked by an inset plaza that offers a welcoming space for the school community to gather each morning and afternoon. The shared administration building, positioned for easy access, serves both junior and senior students. Located on an axis with Langdon Drive, the chapel establishes a sightline stretching over 500 meters, guiding views down the residential street toward the College. This visual connection will enhance the journey from the town centre to the school, creating a future experience of arrival and community connection.

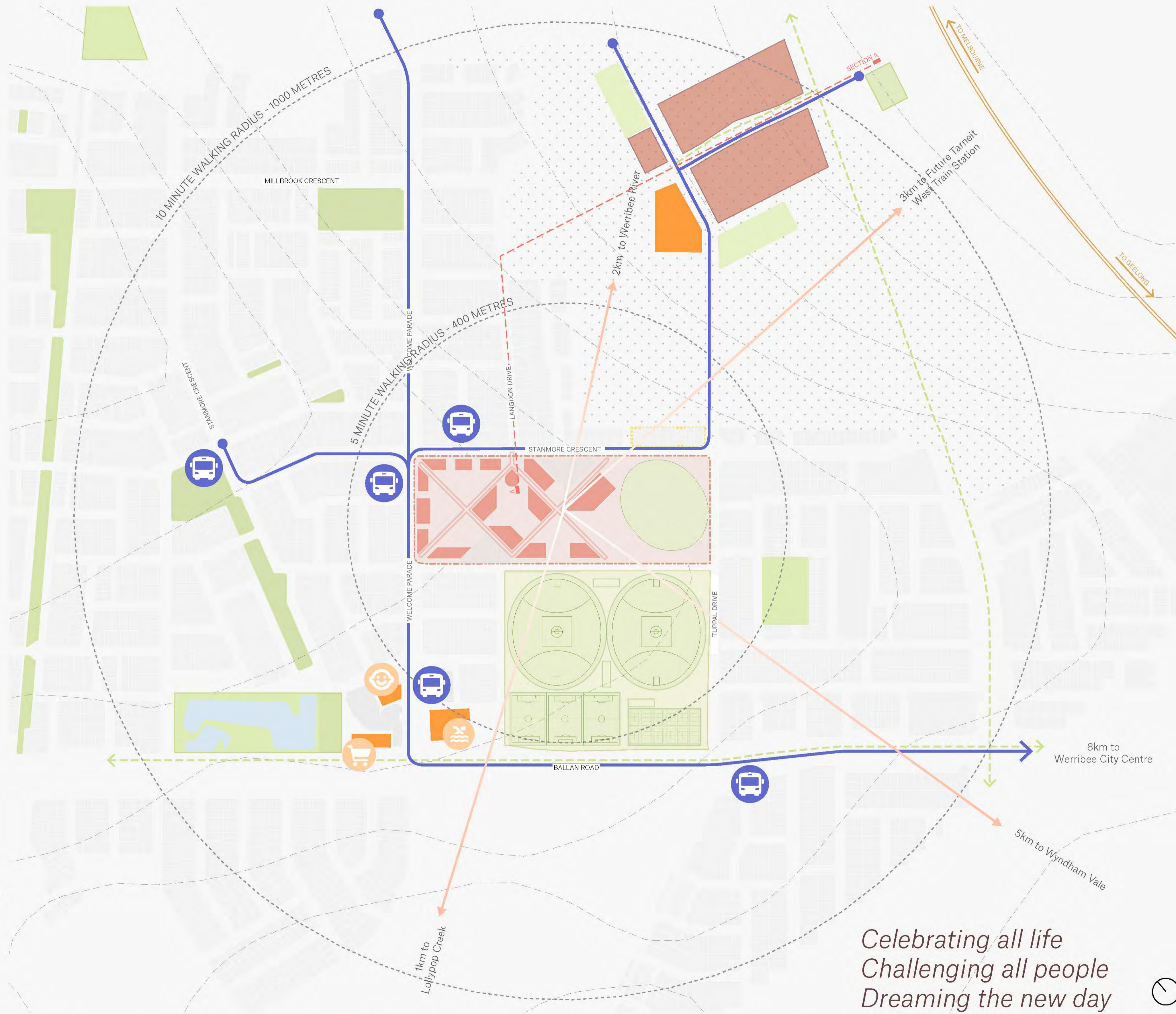
Community Connection

Continuing along Stanmore Crescent, you will pass the senior school precinct and arrive at a community plaza adjacent to the school oval and senior Sports and Performing Arts building. This space could be utilised by the local community in the evenings and on weekends for markets, events, and gatherings, allowing the school to actively participate in and contribute to community life. The proximity of the school oval and available parking extend the sports precinct, complementing planned future community oval spaces.

User Centred Design

Our approach to design starts with the end user, with their aspirations and needs taking priority - this begins with developing a clear understanding of your needs, which we would then build upon through an extensive stakeholder engagement process, refined through each stage of the design right through to post-occupancy evaluation. We would work closely with you to develop an approach customised to your school community and values, to ensure an outcome that has very high levels of buy-in and support.

- Park Land
- Carparks
- Bus Stops
- Bus Routes
- Planned Local Town Centre
- Future Development
- Proposed Train Line Extension
- Civic Buildings
- Childcare Centre
- Aquatic Centre
- Supermarket
- On Road Bike Lanes

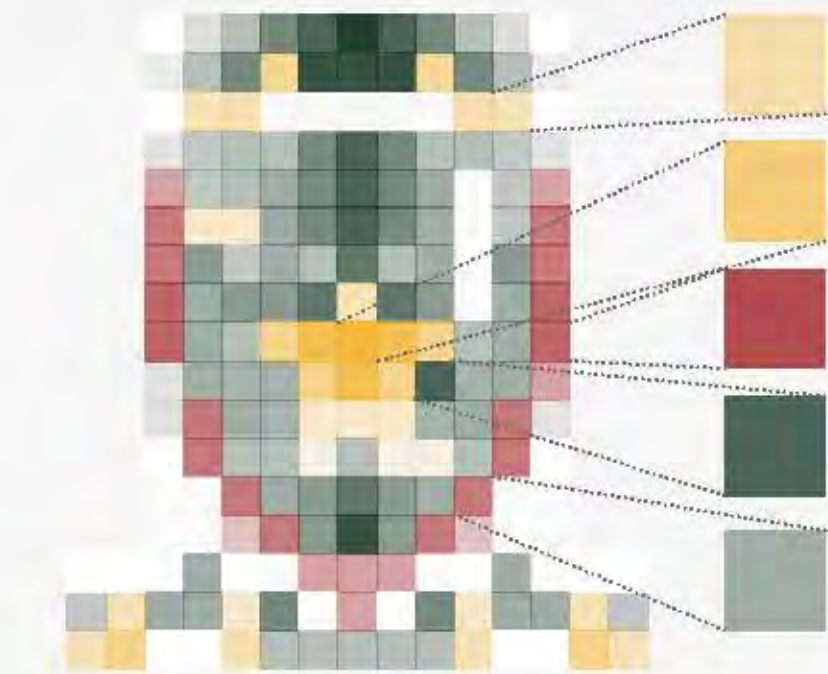


*Celebrating all life
Challenging all people
Dreaming the new day*



Materiality + Identity

Materials will be selected to reference MacKillop school colours. They will be robust, economical and provide opportunities for detailing and architectural form to celebrate humble and traditional trade craftsmanship.



Material Selection



MacKillop College Mission Statement

Encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society

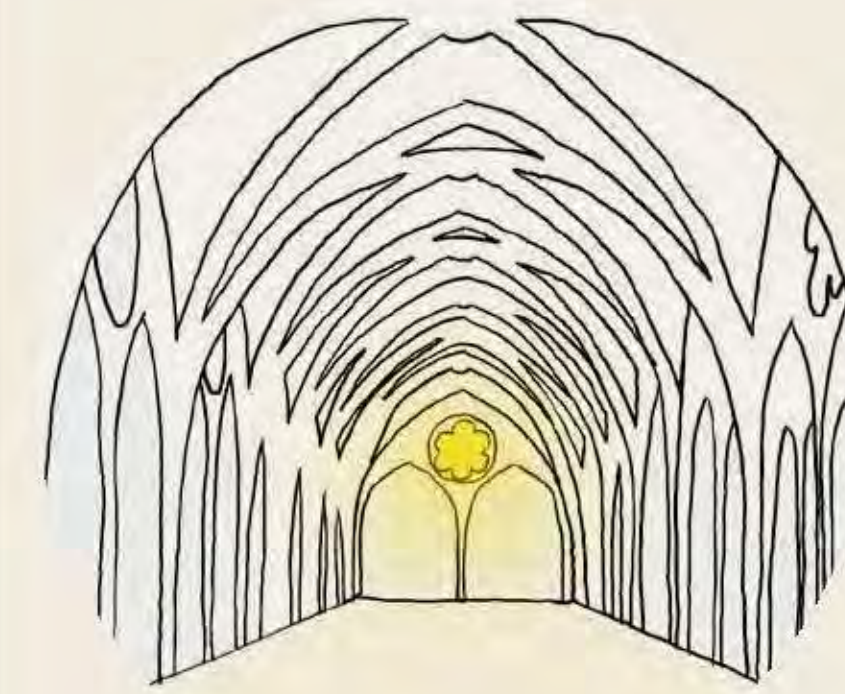
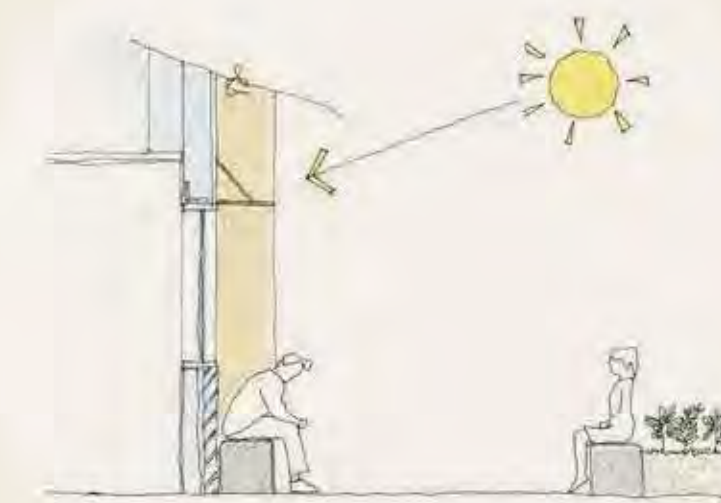
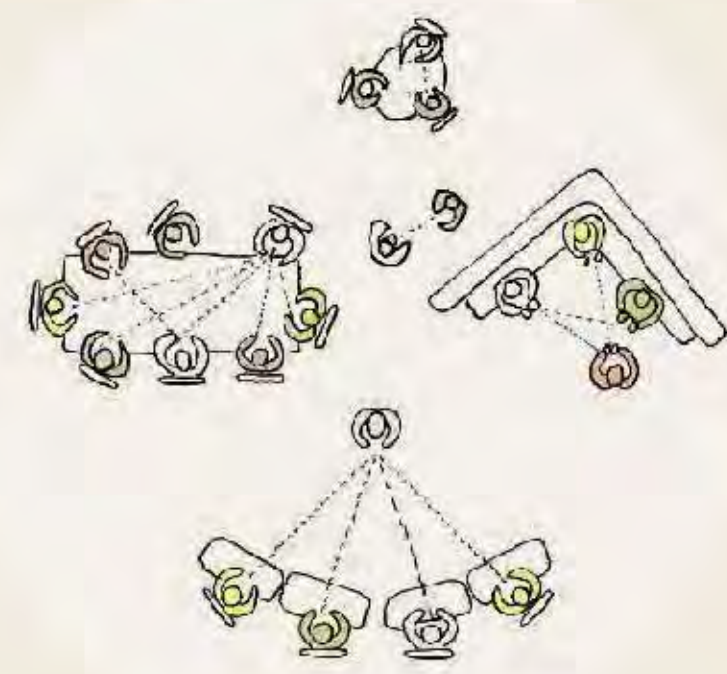
Foster leadership by empowering and developing all members of the school community

Enhance positive relationships in a supportive community by promoting justice and a sustainable future

Support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship

Witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community

Masterplan Design Principles



Fostering Confident Learners

- + An architecture that informs a collaborative environment, empowering each individual to unlock their full potential as a life-long learner
- + Flexible spaces encourage student interpretation and offer varied opportunities for growth. Learning streets both internal and external create a gradient of learning scenarios that promote opportunities for exchange
- + Adaptable display opportunities included within learning spaces to support interactive learning modes



Engagement and Co-Design

- + Foster leadership by involving students, staff, and parents in the co-design of their spaces, ensuring each cohort's voice shapes the learning environment
- + Multiple avenues for input from stakeholders to ensure a wide range of feedback and depth of consultation
- + Spaces that reflect community needs and values, by encouraging the school community to be part of the design process



Schools as Sustainable Hubs

- + Incorporation of renewable energy solutions and water conservation systems, creating a sustainable environment that reflects its context, promoting a commitment a sustainable future
- + Active and welcoming public spaces that strengthen connections to the wider MacKillop community
- + Celebrating local context, through usage of site specific flora and fauna. Introducing wildlife corridors to encourage ecosystem health



Inclusive Campus

- + Celebrating individuality and fostering well-being through inclusive, accessible spaces that embrace diversity
- + Universal and Inclusive Design: Embrace universal design principles to create an inclusive campus that respects the dignity of each individual, with accessible, adaptable spaces that accommodate diverse needs and facilities for all types of learners
- + A campus which signifies a place of belonging, by providing a wide variety of types of spaces

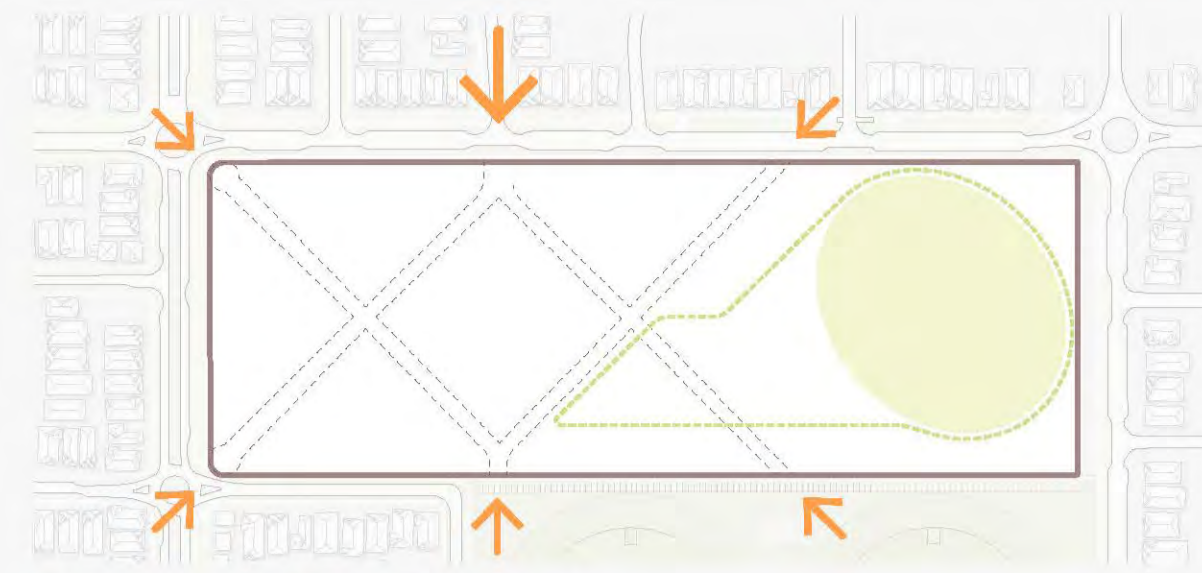


Designing For Mission + Catholic Identity

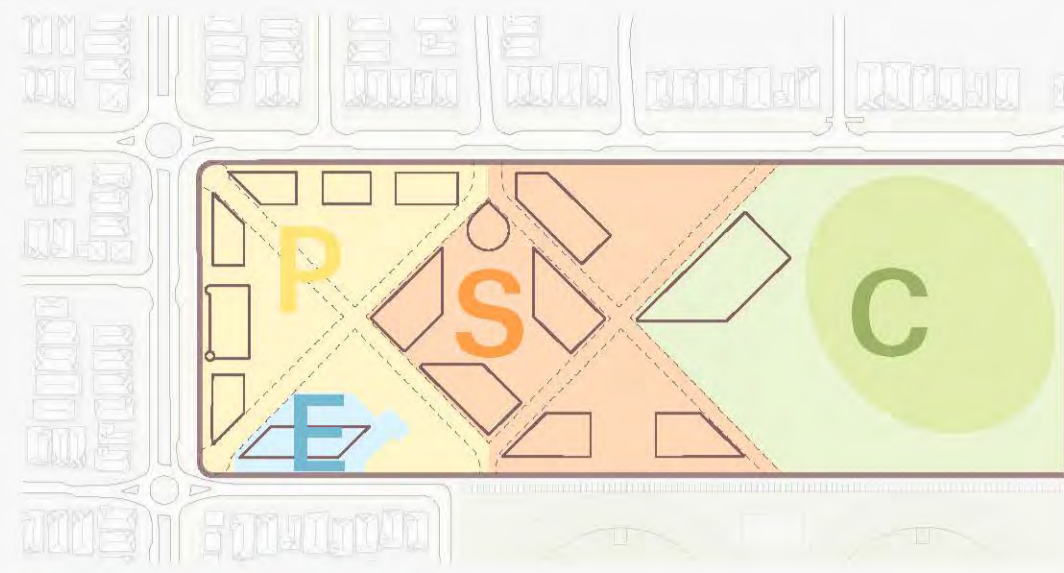
- + Built form that reflects the missionary outlook at the heart of Catholic identity through incorporation of geometric order, directionality and universal design
- + Encouraging the discovery of Catholic cultural heritage through the inclusion of cloisters, natural light to evoke the sublime, and clear sustainability aspirations
- + Iconography relevant to Catholicism and Mary MacKillop, and creation of spiritual gathering places
- + Creating strong community connections through an extensive and robust engagement process



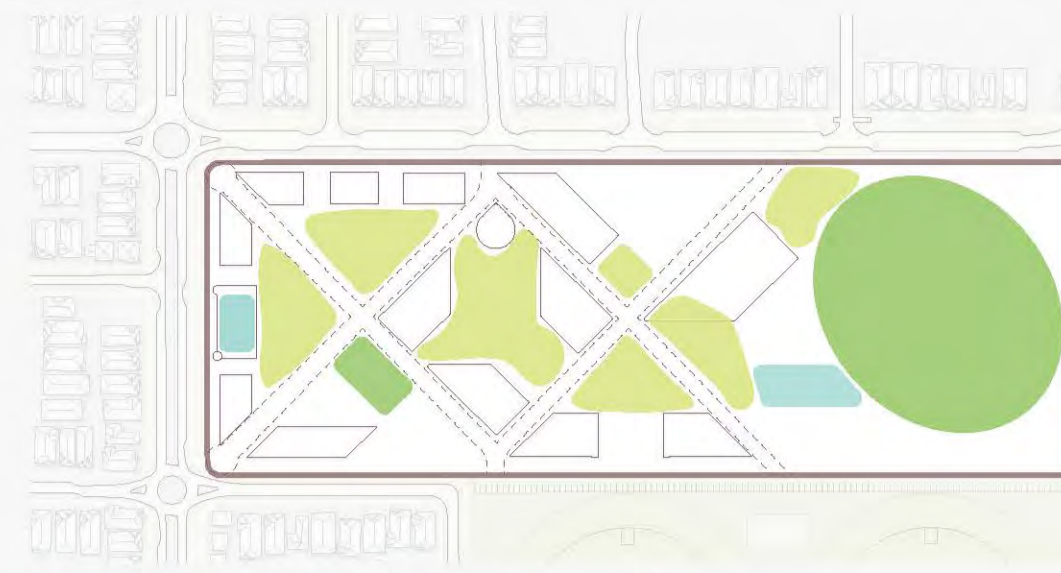
MASTERPLAN APPROACH



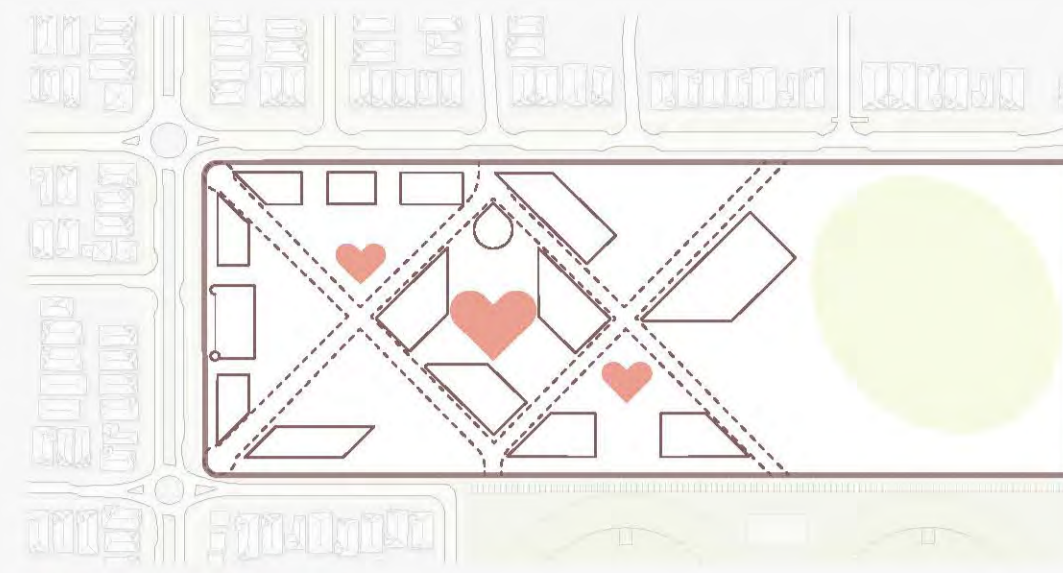
Primary Walks + Key Entries
Neighbourhood connectivity and key entries are distributed and strategically located



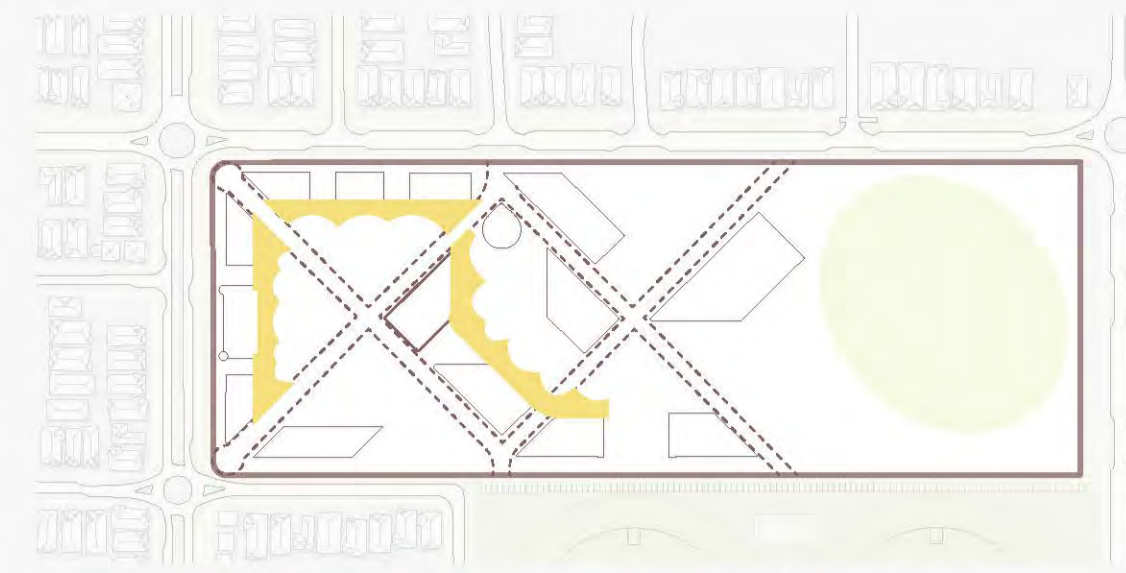
Campus Precincts
A progression from junior to senior years with flexible community structure



Network of Active + Social Spaces
Connected and equitable access to recreation spaces that promote a range of social and developmental activities



School Hearts
Significant areas for gathering, contemplation and celebration provided across sub-precincts



Inclusivity, Connection + Thresholds
Covered cloisters provide inclusive travel paths, connection and opportunities for outdoor learning and social life.



Stage 1



Stage 2



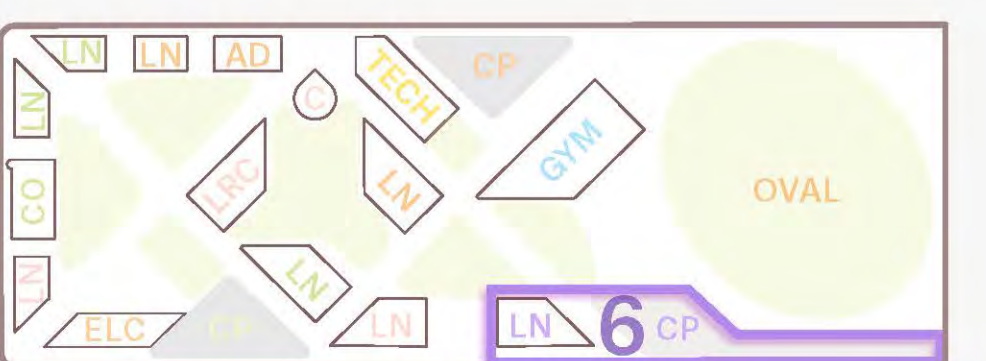
Stage 3



Stage 4



Stage 5



Stage 6

Design Principle 1: Missionary Outlook
A clear expectation that the built form reflects the missionary outlook at the heart of Catholic identity.

- DP1.1 Geometric orders** The rational layout of the campus is intended to reflect the transcendent reality of God's creation in the overall masterplan. Geometry as an expression of a divine order will also be realised at different scales in the design from the overall primary walk network which specifically references the Josephite cross, through to finer grain detail in the built form and landscape spaces.
- DP1.2 Directionality** Locating the chapel at the front and centre of the campus marks the beginning of the journey through the school at this key threshold. Outdoor travel between buildings is supported through a continuous cloister at the perimeter of each campus heart, creating an interstitial space that marks the threshold between inside and outdoors.
- DP1.3 Accessibility** The entire campus will be a full accessible landscape that will reduce disadvantage and ensure accessibility for all. Universal Design Principles will be applied to all aspects of the design including equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for low physical effort, and size and space for approach and use.

Design Principle 2: Catholic Cultural Heritage
Encouragement of the discovery of Catholic cultural heritage.

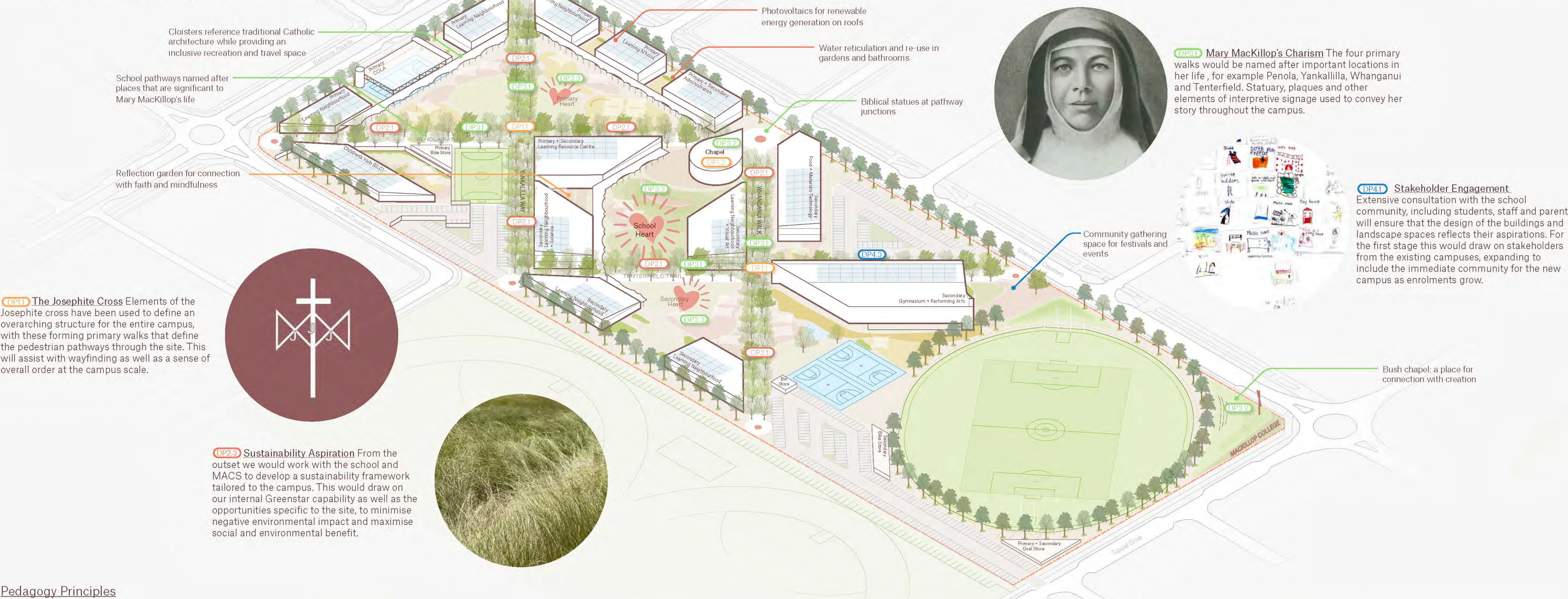
- DP2.1 Cloisters** The cloisters which form the edge of the primary outdoor spaces are intended as a deliberate reference to Catholic cultural heritage, as an element that is prominent in many notable examples of Catholic architecture. As well as serving a practical purpose in supporting undercover outdoor travel, they will also offer opportunities for reflection, outdoor learning, and passive play.
- DP2.2 Natural Light** Great care has been taken in the orientation of buildings to maximise natural light wherever possible and create opportunities for the creation of a transcendent atmosphere within that will enhance the spiritual experience.
- DP2.3 Sustainable Design** Environmental stewardship is a core component of Catholic cultural Heritage and we would be proposing the establishment of a clear Sustainability Aspiration at the Masterplanning phase to support this.

Design Principle 3: Iconography + Symbolism
The critical importance of iconography and symbolism in revealing its Eucharistic character.

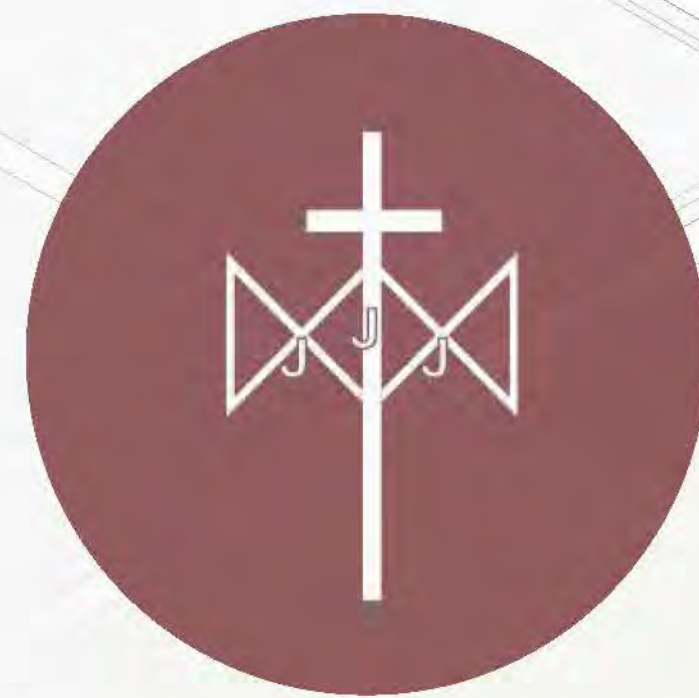
- DP3.1 References to Mary MacKillop's life** The primary walk network that connects the campus is not only a reference to the Jacobite cross - we would propose that each walk be given a name that is significant to Mary MacKillop's life, and form part of the wayfinding strategy for the school.
- DP3.2 Spiritual Gathering Spaces** Placing the chapel at the centre of the main frontage is an important symbolic gesture that will be supported by the creating of other outdoor spaces for reflection and prayer including the bush chapel, as well as spaces for larger spiritual gatherings.
- DP3.3 The Three Hearts** There are effectively three campus hearts - Primary, Secondary and Whole campus, which we would propose each has an alignment with the Sacred Heart of Jesus, the Immaculate Heart of Mary, and the Chaste Heart of Joseph in terms of the development of the landscape design for each of these, through formal and informal design elements and small locations for reflection.

Design Principle 4: Local Parish Community
The establishment and continuation of a connection with the local parish communities.

- DP4.1 Stakeholder Consultation** Extensive engagement with the school community will be undertaken in line with the principle of subsidiarity - we would be proposing a very extensive consultation process with existing students and parents from the existing school, which can also be extended to other stakeholders such as local parish communities, traditional owners, and community groups.
- DP4.2 Response to the local context** and environment of the school site - use of local materials wherever possible, retention of existing trees, reinstatement of pre-colonial flora species and engagement with traditional owners.
- DP4.3 Community Connection** Creation of thriving connections with local parish communities - potential shared-use facilities like the performing arts centre, oval, chapel and carparks will help to build strong community connections.



DP1.1 The Josephite Cross Elements of the Josephite cross have been used to define an overarching structure for the entire campus, with these forming primary walks that define the pedestrian pathways through the site. This will assist with wayfinding as well as a sense of overall order at the campus scale.



DP2.3 Sustainability Aspiration From the outset we would work with the school and MACS to develop a sustainability framework tailored to the campus. This would draw on our internal Greenstar capability as well as the opportunities specific to the site, to minimise negative environmental impact and maximise social and environmental benefit.



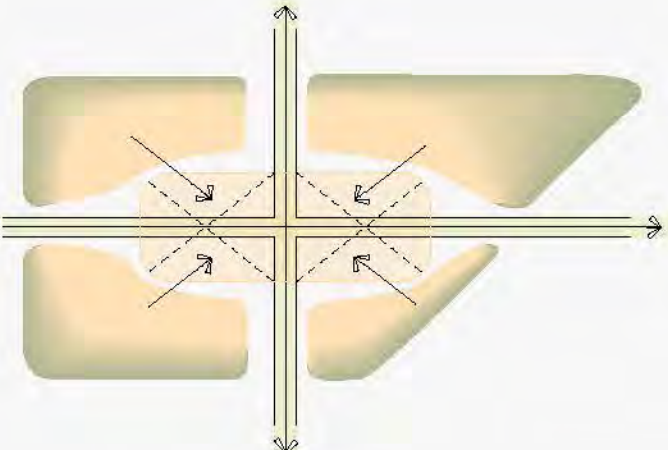
DP3.1 Mary MacKillop's Charism The four primary walks would be named after important locations in her life, for example Penola, Yankalilla, Whanganui and Tenterfield. Statuary, plaques and other elements of interpretive signage used to convey her story throughout the campus.



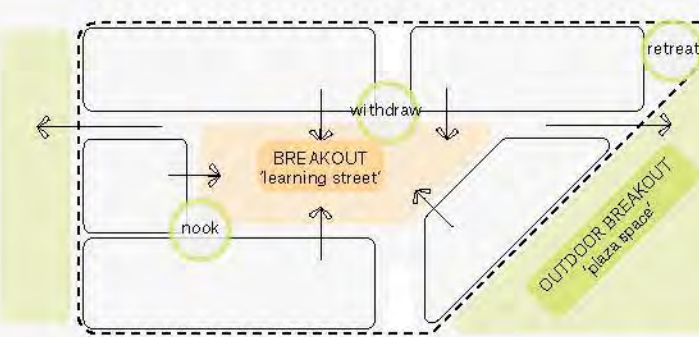
DP4.1 Stakeholder Engagement Extensive consultation with the school community, including students, staff and parents will ensure that the design of the buildings and landscape spaces reflects their aspirations. For the first stage this would draw on stakeholders from the existing campuses, expanding to include the immediate community for the new campus as enrolments grow.

Pedagogy Principles

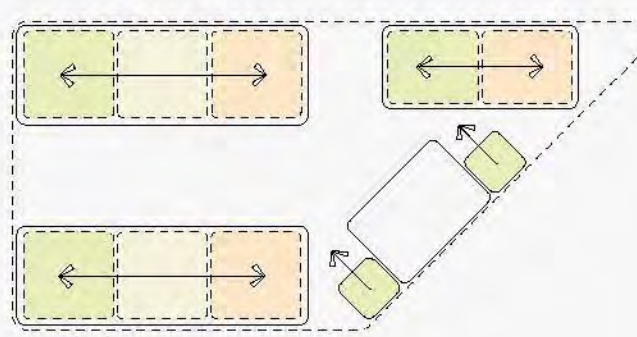
PP01 Pedagogy Principle 1: The Axis - Symbol
Dividing the plan with an axis (cross) allows for a floor plate which can achieve varied points of entry. In doing so, a hierarchy of primary and secondary access routes is generated.



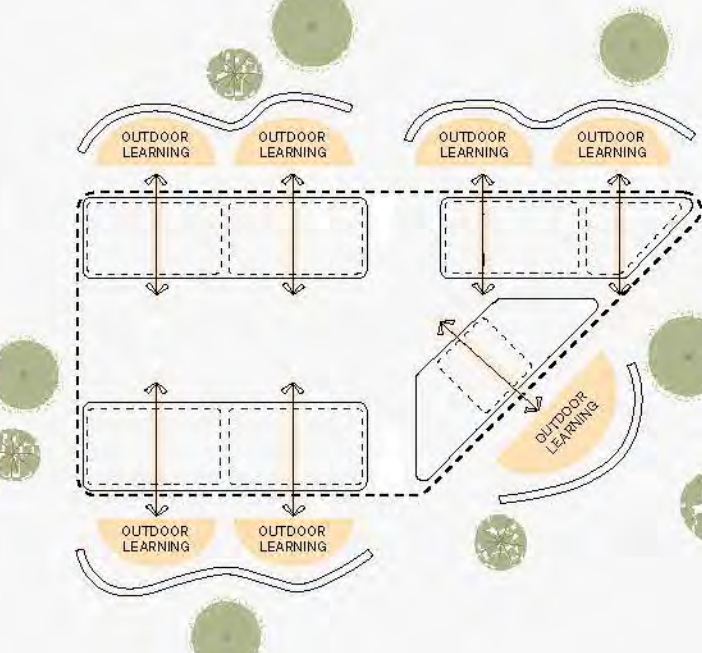
PP02 Pedagogy Principle 2: In-between - Learning Streets
The Learning Streets are movement thresholds between classrooms that have diverse spatial and sensory experiences, integrating individualised care into the core of the teaching and learning experience.



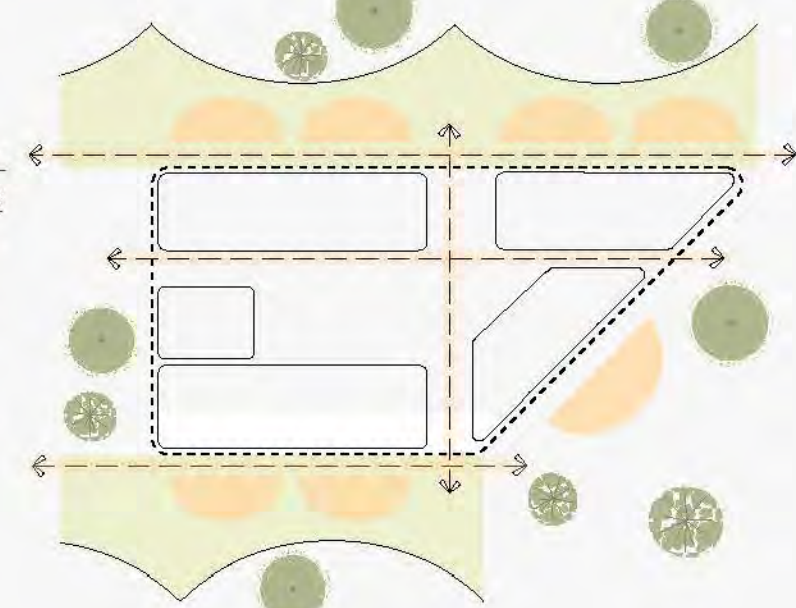
PP03 Pedagogy Principle 3: Adjoining Spaces
Links between classrooms provides flexibility for teachers to use the space as they see fit, such as for team-teaching or larger social gatherings. Smaller rooms, which adjoin the classrooms, provides alternative sensory environments for learners that require it.



PP04 Pedagogy Principle 4: Opportunity for Connection
Outdoor and indoor learning space offers diverse learning opportunities that can be tailored for all kinds of learners. Visual connections between spaces allows for passive surveillance of learners, meaning they can adapt their environment as they need.



PP05 Pedagogy Principle 5: Space for All Seasons
The cloistered walkways along the teaching and learning buildings offer dual-mode use; ease of movement between classrooms and outdoor learning, no matter the weather.





David, Year 5

"When I get dropped off at school, the first thing I see is the chapel so I know we are there!"

Locating the chapel at the main entry allows it to serve as a beacon of faith for the community, reflecting the emphasis on hospitality and outreach. The landscape at the entrance to Mary MacKillop College will signal a strong and distinct identity through expansive, continuous spaces and distinct geometric features, utilising a restrained colour palette. Opportunities for iconography and symbolism will be explored throughout, and outdoor lighting for evening events will enhance and reinforce a cohesive identity



Lucy, Year 3

"We get to learn in so many different spaces, both inside and outside..."

Outdoor learning areas that are connected to general learning spaces encourage opportunities for private conversations, group learning, and quiet student activities. These more intimate elements will provide a contrast to the larger, public spaces found elsewhere in the school.



Mr John Cunningham, Program Leader - Sport

"The COLA creates a covered area that provides much needed shade over the hardcourts, allowing students to play comfortably throughout seasons, and the day."

Active students are healthy students. Connections to both covered and uncovered outdoor spaces provide valuable variety and should be prioritized. Covered areas can be utilized during inclement weather, serving as alternatives to the primary school village heart. The location of the COLA at the perimeter of the site helps create a protective enclosure to the campus interior.



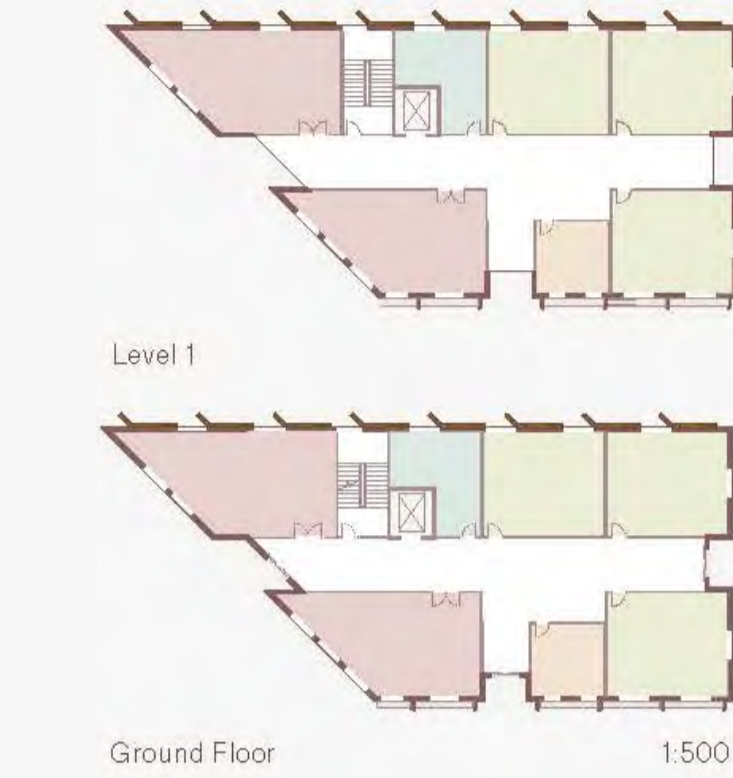
Junior Learning Neighbourhood Type 1

General Learning Areas for 225 students, Breakout spaces, STEAM facilities, Multipurpose space, and Amenities.



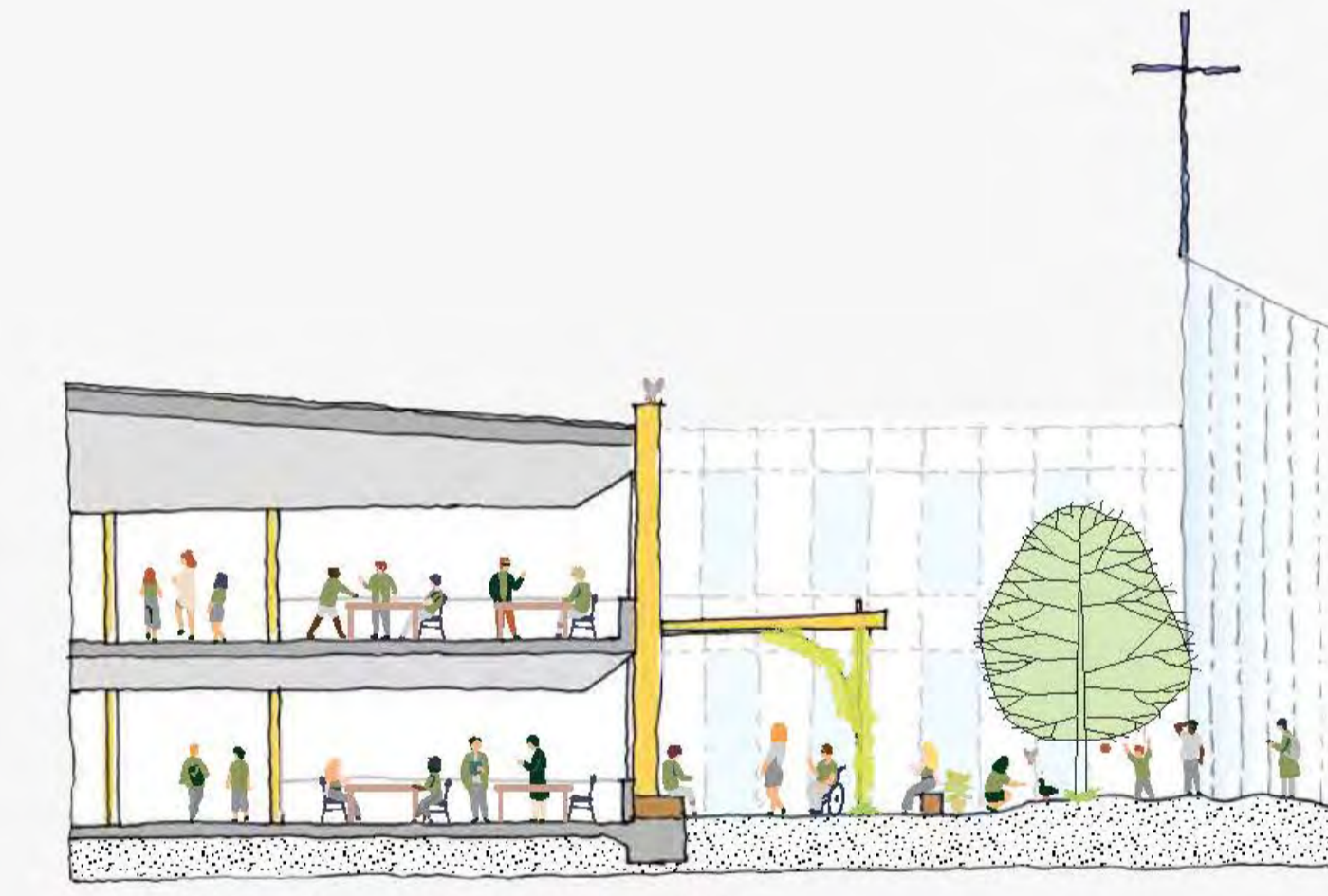
Junior Learning Neighbourhood Type 2

General Learning Areas for 150 students, Breakout spaces, STEAM facilities, Multipurpose performing arts space, and Amenities.



Administration

Offices, Reception, Storage, Resource areas, Wellbeing space, Meeting rooms, Staff work rooms, Staff Breakout, and Amenities.



Junior Learning Neighbourhood Type 3

General Learning Areas for 150 students, Breakout spaces, STEAM facilities, Multipurpose spaces, and Amenities.



- Specialist Spaces
- Amenities
- Staff Spaces
- General Learning Areas
- Breakout Spaces



SENIOR CAMPUS + SCHOOL HEART



Paul, Year 11

"I want to be a chef, and the food tech building along with the outdoor garden café has given me the chance to explore my passion!"

Providing adequate facilities for VET programs connects students with industry while promoting Catholic social teachings related to work, dignity, and community responsibility. Additionally, integrating gardens and green spaces enhances well-being, aligning with the Catholic commitment to caring for creation and fostering a nurturing environment.



Joanne, Year 9

"The covered walkway between buildings lets me get to different spaces when it is pouring rain without getting wet, and it's also great in the middle of summer on super hot days..."

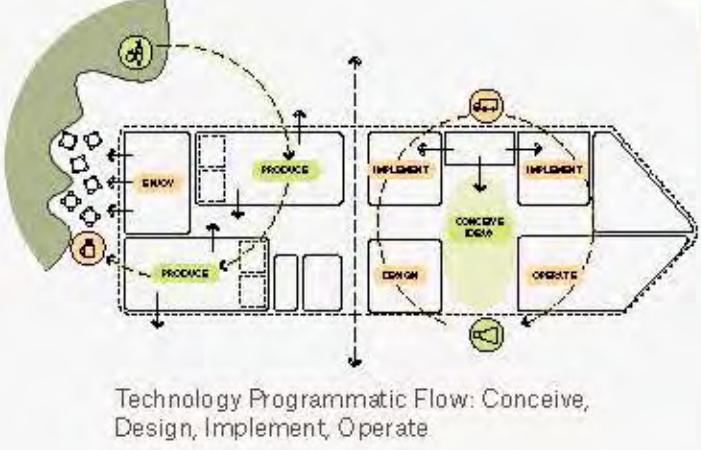
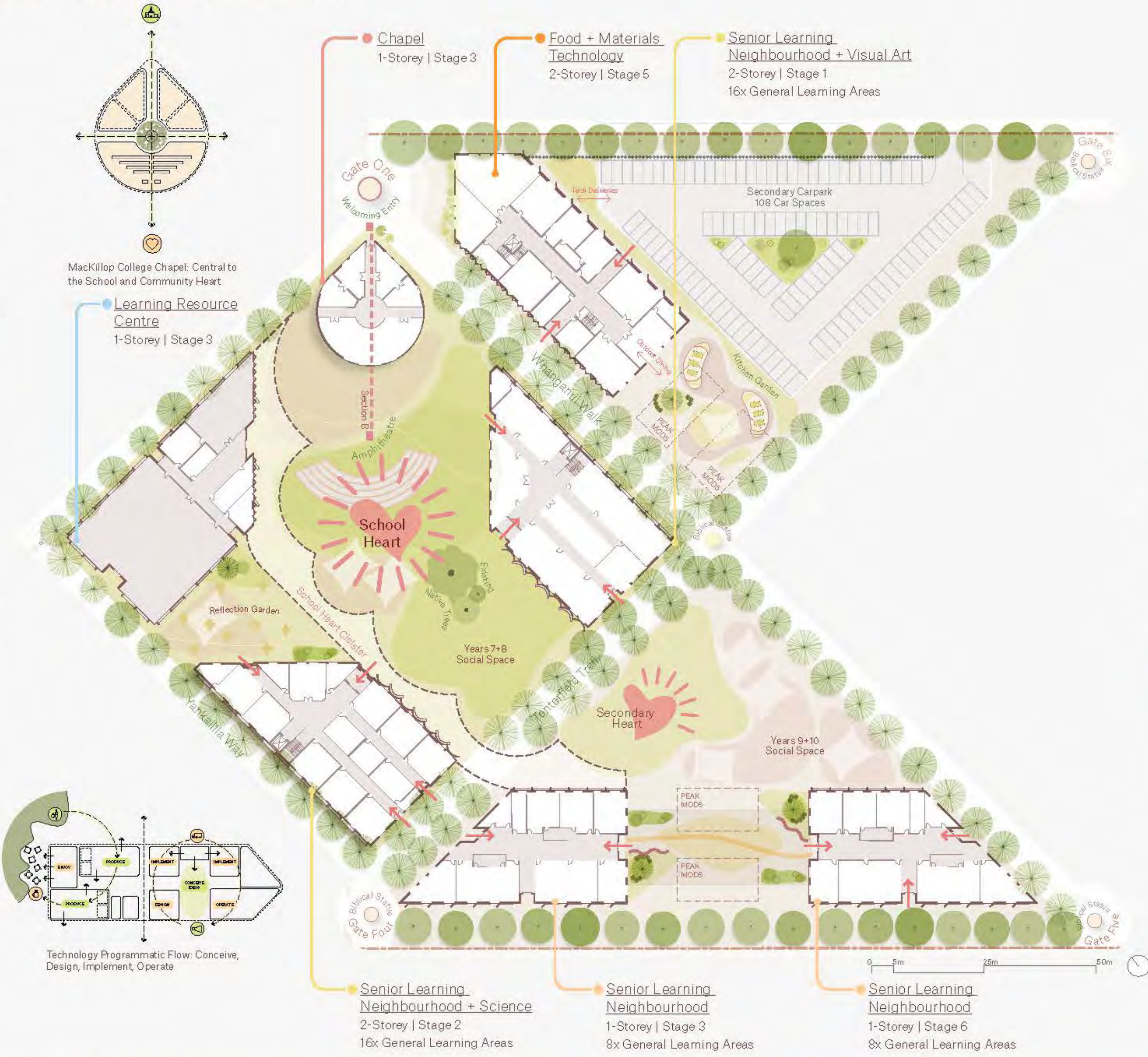
The cloisters will serve as vibrant, social undercover spaces where the landscape meets the building. Similar to lively littoral zones, these areas will facilitate both formal teaching and informal recreation, providing gathering spots for students. A continuous walking path will weave through the site via the cloisters and connecting paths, linking all key elements of the school landscape. This pathway could also serve as a storytelling opportunity, allowing for the sharing of faith-based, artistic, or community narratives.



Ms Leah Thompson, Design Technology

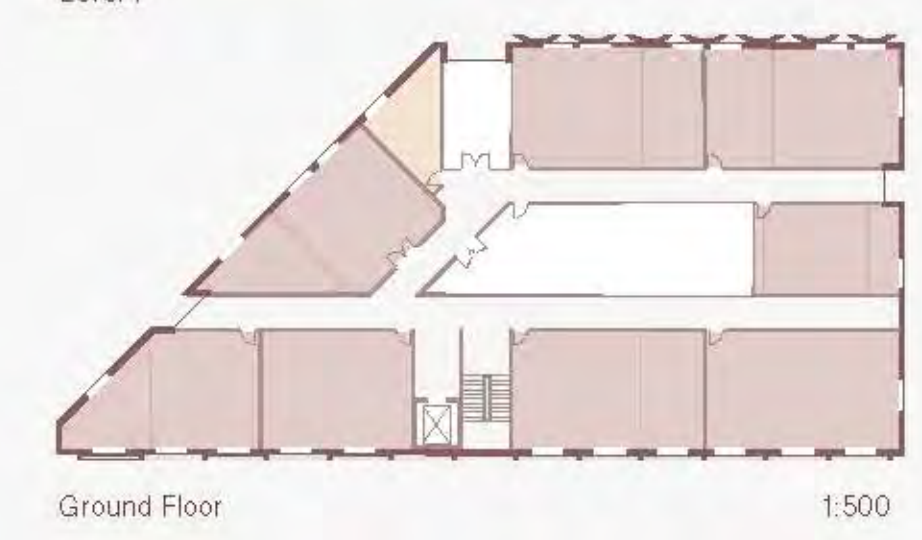
"The flexible spaces and connections to the outdoors provide students with a platform to conceive ideas, design solutions, implement projects, and operate effectively."

Robust, flexible outdoor spaces that support arts and STEM experimentation while fostering creativity will be situated in defined areas adjacent to teaching spaces. These areas will provide opportunities for messy work, the potential to exhibit student creations, and inspiration from the campus surroundings.



Section B-B: Chapel + School Heart 1:300

Senior Learning Neighbourhood Type 1 + 2
General Learning Areas for 400 students, Breakout spaces, Science/Art spaces, and Amenities.



Level 1
Ground Floor 1:500

Food + Materials Technology
Digital Technology, Design Technology, Food Technology, VET Hospitality, General Learning Areas, Multipurpose Breakout areas and Amenities.



Level 1
Ground Floor 1:500

Senior Learning Neighbourhood Type 3
General Learning Areas, Breakout spaces, STEAM facilities, Multipurpose Food technology space, and Amenities.



Level 1
Ground Floor 1:500

Learning Resource Centre
Primary and Secondary Library, Multipurpose Space, Quiet Rooms, Meeting Rooms, and Amenities.



Ground Floor 1:500

- Specialist Spaces
- Amenities
- Staff Spaces
- General Learning Areas
- Breakout Spaces



Cloister Linking Buildings
External learning streets extend from internal teaching areas provide sheltered outdoor learning, inclusive travel connection between buildings and areas for passive play



School Heart
A forum space for all: a community and school gathering place within a reflective and calm setting.

SPORTS AND COMMUNITY PRECINCT



Mrs Mary McMillan, Health Teacher

"It is truly refreshing to be in a space surrounded by nature, it makes a big difference to the atmosphere in the teaching spaces."

Student well-being is about fostering connections—not only through visual interactions but also by providing opportunities for cultivating food and engaging in a wide range of other outdoor physical activities. Creating direct links between indoor and outdoor classrooms and play spaces, along with the use of natural grass, prioritizes holistic health across the campus. This approach aligns with the Catholic view of the human person as a unity of body, mind, and spirit, emphasizing the importance of nurturing all aspects of life.



Noah, Year 12

"The new running track lets me train whenever I want, and I'm seriously aiming for the 2028 Olympics!"

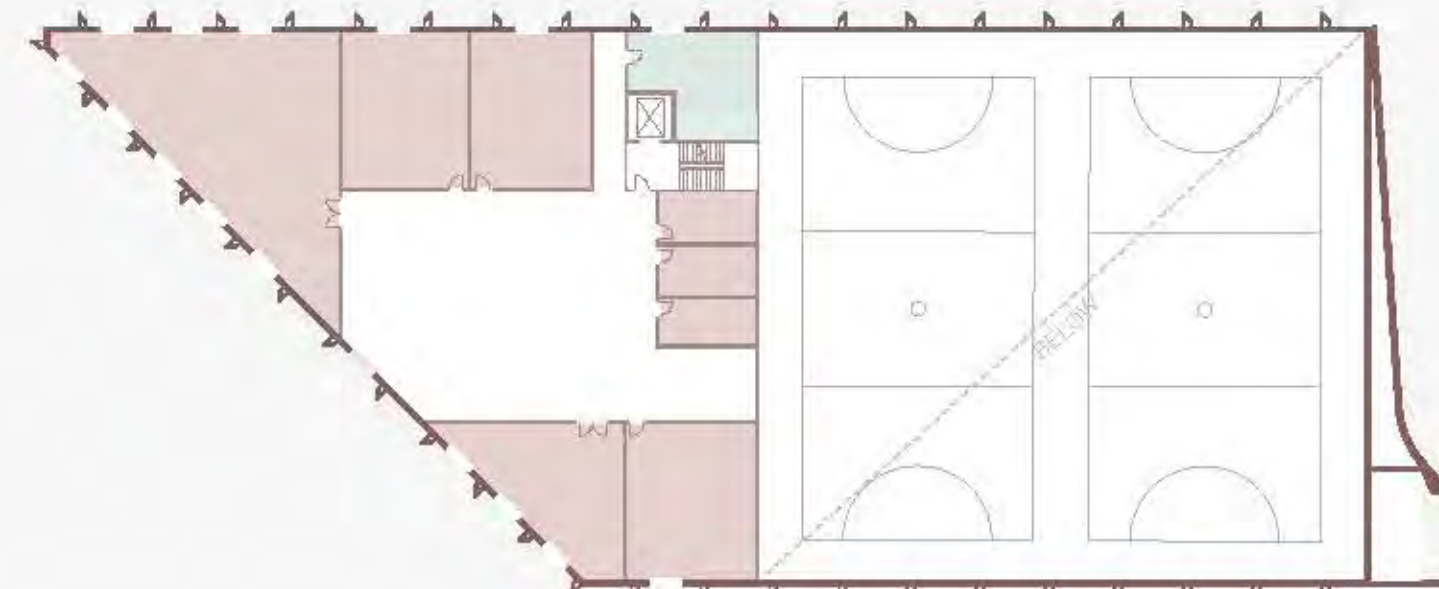
Hosting events fosters relationships and outreach, which are central to the Catholic mission of evangelization and community building. Activities such as sporting carnivals and community functions encourage participation in diverse events, reflecting the Catholic emphasis on active engagement in both faith and community life.



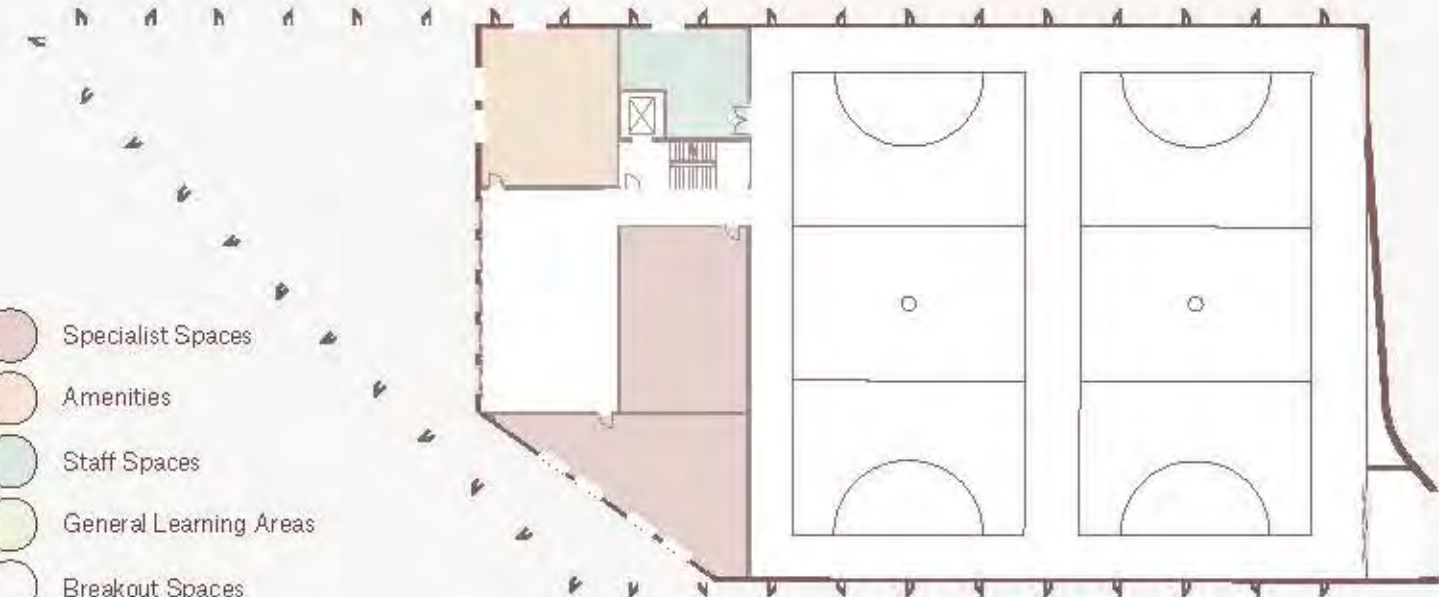
Evie (Noah's Sister), currently studying at VCA (former student)

"My friends and I formed a band and we used to perform in the outdoor amphitheatre at lunchtime to raise money for a community project we were passionate about."

Multi-purpose spaces can accommodate liturgical celebrations, sports, and cultural events, as well as student driven events, showcasing the Catholic belief in celebrating life and community together.

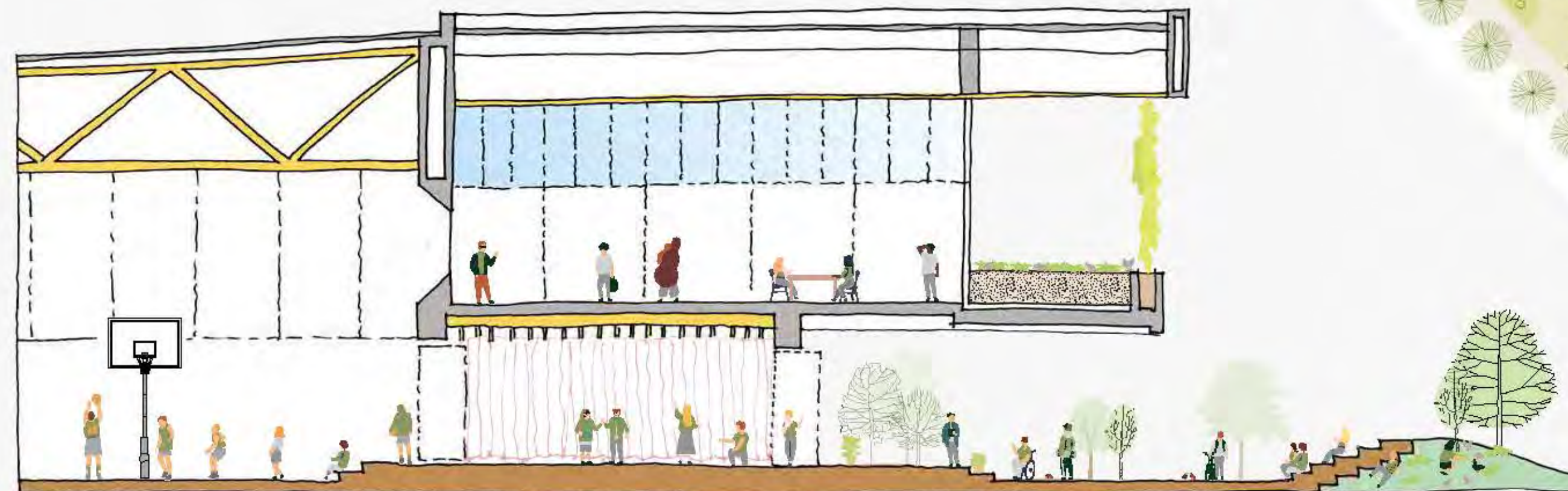


Level 1



Ground Floor 1:500

- Specialist Spaces
- Amenities
- Staff Spaces
- General Learning Areas
- Breakout Spaces



Section C-C: Community Plaza 1:200

- **Gymnasium + Performing Arts**
Two Court Gymnasium, Fitness room, Seating, Storage, Performing arts with associated stage, Dance and Music rooms, with Amenities and Changing Facilities.



0 5m 10m 20m 50m



Performing Arts
Flexible Performance spaces that open to an outdoor amphitheatre to accommodate multiple uses.



Community Precinct
A distinct, welcoming school and community plaza that integrates campus sporting facilities within the Wyndham Vale context.