South Melbourne Primary School
Project Details

Project Name: South Melbourne Primary School
Location: Southbank, Melbourne
District Name: Southbank
Principal: Noel Creece
Occupancy Date: February 2018
Grades Housed: From Preparatory to Year 6 + Early Learning facility
Capacity (Students): 525 students + 44 Early Learning students
Gross Area: 9200sq.m / 30,183 sq. ft.
Per Occupant (gross): 15.3sq.m / 50.1 sq. ft.
Design and Build? No
Site Development: N/A
Building Construction: $34,800,000 AUD
Fixed Equipment: $394,000 AUD Furniture & Equipment
Submitting Applicant | Firm
Project Role: Architect
Contact: Caroline Miller
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Sub-Consultants
Name: Tract
Project Role: Landscape Architects
Name: Wallbridge & Gilbert Engineers
Project Role: Civil & Structural Design
Name: Simpson Kotzman Engineers
Project Role: Services Engineering Design
Name: Aurecon
Project Role: Project Management
Name: Reddo Building Surveyors
Project Role: Building Certifier
Name: Wilde & Woolard Cost Consultants
Project Role: Quality Surveyors

Click here to take a look inside South Melbourne Primary School.
Executive Summary

South Melbourne Primary School is the first government vertical school in the state of Victoria, Australia. Opened to coincide with the start of the school year in January 2018, it is an exemplar of contemporary twenty-first century education design integrating with community facilities, developed within a context of inner-urban regeneration. The school represents the first piece of social infrastructure located within the Fisherman’s Bend Urban Renewal Area, a precinct undergoing rapid transformation from its heavily industrial past into a densely populated smart city.

The South Melbourne Primary School project was developed with an extraordinary level of engagement with public sector agencies and community to meaningfully integrate a radically new pedagogical model of school with community facilities. Prototyping a new building typology, the project defines a new model of vertical, inner-urban school while exploring the spatial and economic mechanisms of three-dimensional vertical urbanism, innovating in ways to create new spaces for the intersection of people and experience.

By challenging and enhancing the Department of Education standards, we have addressed complex vertical circulation, organisational and regulatory demands, the project co-locates schooling for 525 students with early learning, child health services, multi-purpose community spaces, multi-purpose sports courts and public domain/open spaces to support a healthy and engaged community.

Providing innovative teaching and learning settings, the design Promotes learning through the lifespan and across ages, embracing a Learning Community and Learning Neighbourhood organisational model internally and fostering opportunities to contribute to building and enhancing the learning life of the whole community through shared use of facilities, cooperative management and governance, and working in partnership to develop community education programs and community ventures.

The development combines Department of Education and City of Port Phillip facilities in an integrated community hub model. This model promotes seamless inclusion of community facilities within the school, without any “proprietal or ownership” definition of spaces and on the principle of truly shared use. On this basis, many of the school facilities can be utilized by the community and, vice versa, the community facilities can be used by the school.

No better is this exemplified than the open forecourt – able to be used by the community 24/7. In this sense, the school has been purposefully designed without fences as a permanent gesture for community use and inclusion.

South Melbourne Primary School integrates across six levels, education facilities for 525 Primary School students (Prep to Year 6) with Early Learning Centre, Maternal & Child Health Centre, multi-use community spaces, combined school/community canteen, competition level sports courts and open spaces supporting a healthy and engaged local community.

School areas such as the forecourt, Art Room, Library, Music Room, Environmental area, Basketball courts and the common areas are all able to be used for community use also. Similarly, the community areas such as the Community Meeting Rooms and the Community Balcony can also be used by the school in a truly seamless and symbiotic arrangement.

Innovative features of the project include:
− Presenting the School as a community hub to support the emerging community’s urban renewal and precinct regeneration
− Offering an integrated, shared-use model that provides a truly holistic approach to learning and wellbeing
− Vertical integration and distribution of contemporary teaching and learning areas alongside external learning balconies; With the densification of our cities, it is inevitable that more vertical schools will be built, and these opportunities must be harnessed to their best potential by shaping and redefining evolving communities. Dense schools are ideally suited to form an integrated hub within their communities and participate in a more distributed model of resourcing.

Today’s urban school, exemplified by South Melbourne Primary, is more than just a school. It meets the needs of its wider community and the smart city it serves, a city and community where holistic lifestyle, sustainability, human and social capital, and strong ICT infrastructure are highly sought after and valued. This 21C school is central to its local community, and providing an exemplar for a truly integrated community hub.

“When I feel so lucky coming to this school every day” - Year 4 student

When public policy thinking around developing smart cities, and transformational educational models coincide, the inner urban vertical school becomes a leading example and epitome of transformative change.
South Melbourne Primary School exemplifies an innovative response to contemporary education and was delivered to an extraordinarily tight program while maintaining budget and quality objectives. A key factor in the project’s success was the constructive collaboration and engagement of multiple stakeholders, including the Victorian Government and 13 other local and state government agencies. Ongoing client, community and local consultation and evaluation is a key element of the project, ensuring accountability, evolution of the model, and continual learning.
School and Community Engagement

The Community

As a new school for an emerging community the facility is designed for a broad range of users, with key user groups being early learning and primary school age children and staff.

In terms of the community users, the brief is initially focused on providing programs and services for young children and their families from the surrounding area. Over time, as the local community evolves and the demand for programs and services shifts the facility is designed to adapt to these changing needs.

This school is an important element of the smart city with a symbiotic relationship to its community.

The Stakeholders

Ongoing school and community engagement occurred during design process through a series of focus workshops with the Project Reference Group and other stakeholders to develop the brief, review design outcomes, make decisions on specific aspects of the design/brief and seek sign off and approval.

The key stakeholders included:
- Department of Education (DET)
- Victorian Schools Building Authority (VSBA)
- City of Port Phillip (CoPP)
- Office of the Victorian Government Architect (OVGA)
- Environmental Protection Agency (EPA)
Department of Transport, Planning & Local Infrastructure

Project Reference group incl:
- Department of Land, Water, Environment & Planning
- Principals from three local primary schools
- School parents
- Local residents

The Process and Challenges

Whilst the stakeholders shared a commitment to the concept of “integration” there was no experience of such a model. The design team actively participated with the CoPP and the DET in an evolutionary process of brief development. This involved the complexities of identifying what facilities could be integrated, what they would cost, how could be integrated and controlled for out-of-hours and simultaneous use scenarios etc.; all the time developing the integrated concept whilst holding to the extremely tight design program. Operational requirements continually shaped design outcomes, prioritising shared-use and integration wherever possible to enable as-yet unprogrammed requirements to emerge in the future.

In its first year of use, there is evidence that this is already occurring...in the schools words: “Before and after school, the large, open spaces such as the gymnasium are used for activities such as tennis, basketball, play spaces for toddlers and are used of by a variety of community groups such as ballet, choir and various other disciplines”.

Education Environment

As a truly contemporary educational environment, South Melbourne Primary School is built on five core values and principles. Each of these principles are outlined in the educational specification, a document developed collaboratively with key stakeholders and expert educational consultants for the school and its community.

The first of these principles “Learning for all, learning for life” outlines an aspiration for the school to facilitate active and social participation in learning for the South Melbourne community, not just the school students. Both the schools’ pedagogy and educational environments have been designed with this inclusivity at the core, resulting in a highly connected, personalised and human-centric educational experience for all. This, combined with the second principle of “Community” has driven much of the design of the educational environment, both internally and externally.

Following “Learning for all, learning for life” and “Community”, the educational specification goes on to outline “Wellbeing and a zest for life”, “Creativity” and “Sustainability” as the last three of the five core values and principles. These principles are reflected in the educational environment through the diversity of settings within each of the learning neighbourhoods and the provision of specialised environments for creative, investigative learning in the curriculum areas related to science, art, music, drama and food. It is through this diversity that a variety of teaching and learning styles can be supported, from highly collaborative through to more personalised and private.

By creating both home bases for students and staff in the neighbourhoods and shared community and specialised spaces throughout the school, the building is able to provide flexibility and agility in its use. Spaces and settings are designed to be purposeful and to promote sharing, collaboration and negotiation. They are highly connected, both physically and visually, enabling a sense of community among their users by allowing them to interact with each other and their learning.
Physical Environment

The project is sited in the Montague precinct of the Fisherman’s Bend Urban Renewal Area (FBURA), Australia’s largest urban renewal development. A key objective of FBURA is to provide a coordinated approach to the delivery of education, health, recreation and cultural facilities for a projected population of 80,000 new residents and 40,000 workers. High density populations and rapid population growth require community infrastructure to be flexible and support a range of service types; to accommodate population profiles that shift and change, particularly during times of rapid growth or renewal.

In a precinct that will soon be transformed by surrounding residential towers, the new facility is the first piece of community infrastructure to be built to support this emerging community. The facility forms part of a larger community precinct including:

− Future residential towers
− A community park - nearing completion, August 2018
− Upgrades to abutting streetscapes
− Light rail station upgrade – completed

The master plan for the site considered, integrated and, in some instances, influenced these off-site developments to ensure that the facility would be connected to an emerging local urban context and community.

At 0.5 Ha (53800ft²), the site area is approximately 1/7 of a standard site for a school of this size. In addition, the site was encumbered with numerous constraints including site contamination from former industrial uses, a high-pressure gas line along two street frontages, risk of flooding, poor ground conditions and significant noise sources from the adjacent light rail line and nearby freeway. The site and building design is a direct response to these limitations.

Extensive work was undertaken to remediate the site for school and community use. The building is located to the southern portion of the site and is orientated to the north to optimise the external and interior space for daylighting and ventilation. The north portion of the site, nearly forty percent of the total site area, is dedicated to an open play ground and semi-public plaza which can be used by the community outside of the school hours. Together with the community park across Ferrars Street this will provide a significant community open space for the precinct.

The plaza is a carefully orchestrated and landscaped terrain which balances the security and safety of school users with an opportunity to invite public access by literally and metaphorically ‘removing the fences’.

Whilst there is no on-site car parking and limited on-street parking, the site has direct connection with an adjacent light rail service and there is an increase provision of onsite bike parking.

The façade of pixelated panels creates a distinct, playful response to the functional requirements of interior program, daylighting, ventilation, shading and screening, presenting a simple expression of rectangular forms arranged over an intricate landscaped base. The built form maximises open space to the north of the site for solar access and cross ventilation and is raised 2m above street level to mitigate flood risk.

With its explicit role in building a community, the core of this project is about inspiring and motivating the staff, students and community it serves. It achieves this through:

− The open and civic quality of the north plaza as a generous welcome mat.
− Offering an integrated, shared-use model between the school and community facilities that provides a truly holistic approach to learning and wellbeing;
− The pixelated facade pattern, referencing Minecraft, creates a distinct and playful language that inspires as a place of learning and community participation
− The celebration of vertical play; the opportunities of “stacking” the school are explored through vertical play structures and seating steps to promote interconnection and movement throughout the building.
− In a broader sense, as a model for high density educational design to address the contemporary forces of population growth and urban regeneration in Australia.
Results of the Process & Project

The Project Brief promoted contemporary teaching and learning pedagogical approaches developed within the challenges of a vertical model. All quotes within this section are taken from this briefing document.

“A vertical school presents unique challenges. It will be critical to mitigate against factors that are inherent in a vertical structure that run counter to the Education Principles, Education Facilities Design Principles and Universal Design Principles. A number of principles need to be considered in locating different functional areas, designing circulation vertically and horizontally, creating specific zones and ensuring safety and security while not stifling community-school shared use.”

The design responds to the organisational model of Learning Neighbourhoods contained within Learning Communities – with the Community areas providing a range of functionalities, shared-uses and a range of options that allow a variety of affordances and teaching methodologies.

The vertical stacking was mitigated by the design of a “vertical piazza” seamlessly linking all Learning Communities with an active “theatre stair” element and providing a climbing cubby between four of the external learning balconies. Additionally, visual connections between levels were maximised to encourage “visible learning” and a sense of connectedness.

Importantly for an inner-urban school, the design team championed the inclusion of external amenity for students within a vertical model. External Learning Areas were provided to every floor and connected to every Learning Neighbourhood – allowing students direct access to external spaces for play and learning.

The State government’s vision for the development was driven by the special nature of its context: “South Melbourne Primary School will be an integral component of the Ferrars Street education and community precinct at the heart of the Montague Precinct within Fisherman’s Bend.

The Department will provide education facilities for a Foundation to Year 6 school and work together with the City of Port Phillip (CoPP) to develop an inner urban school that embraces opportunities to contribute to building community and enhancing the learning life of the community through shared use of facilities, cooperative management and governance to develop community education programs and ventures”.

The original brief called for a 475-student primary school with the aspiration to include elements of community inclusion – as yet undefined. Therefore, it was very much part of the architectural team’s role to develop the brief and find the synergies.

Working with our education specialist, we challenged the brief, arguing to increase enrolments to 525 – allowing Learning Neighbourhoods of 75 students within Communities of 150 to be developed. This formed the basis of achieving an innovative educational approach and pedagogical model reflective of its inner-urban context: the development of community within the school and the school within its community.

Another key goal of the Brief was program – meeting extremely tight timelines to achieve school opening in line with commencement of the 2018 academic year. The design team was appointed in January 2016 and the new building was handed-over and operational at the end of January 2018. The two-year design, documentation, construction tender and construction program was an extraordinary achievement – particularly in that the school was the first vertical model in the State’s system.

The facility brief aspired to a school closely connected with it’s community: “Connecting learning with the community beyond the confines of the classroom requires facilities that bridge the gap between community and school. Facilities must be designed with reference to the broader community context and foster joint use arrangements”. Accordingly, in the design process the local community was represented by the City of Port Phillip through the Design Reference Group and also via stakeholder meetings and workshops held with the design team and the municipality’s community service providers.

Expansion of the standard indoor basketball court and development of an outdoor court above it, enabled us to secure additional capital funding from Sport & Recreation Victoria. These funds allowed development of full-sized competition grade courts, enabling extensive out-of-hours use by the community.
Results of the Process and Project (con’d)

The CoPP held firm to the concept of “integration” – seamlessly integrating community and school facilities – but they had no experience of such a model. The design team actively participated in an evolutionary process of complex brief development; identifying which facilities could be integrated, what they would cost, how they were integrated and controlled for out-of-hours and simultaneous use scenarios etc. All achieved whilst holding to the extremely tight program.

A major decision of the team and the Design Reference Group in the design process was to provide a “school without fences” – metaphorically and physically. This was felt to be a fundamental (and brave) decision to the concept of community integration. Accordingly, the ground level play area/forecourt of the school has no fences and the community are encouraged to use it 24/7.

The facility has also worked as a catalyst project to activate the wider precinct. Both residential and commercial investment has increased in the surrounding area, with enrolments exceeding capacity for the 2019 school year. New allied businesses, services, and amenities that support the function of the facility as a community hub have also sprung up around the precinct, increasing property values and a boom in development investment have also been observed. The Montague Precinct is currently the subject of 18 live development applications as well as 16 approved building permits. And the Montague Community Park has been specifically designed to integrate and support school and community functions.

The final design exemplifies all the benefits of a truly integrated model, achieving and exceeding it’s initial requirements, providing a focus and innovative exemplar of an integrated school and community hub, within the State of Victoria, in Australia and also internationally. Since it’s completion, the school has hosted numerous site visits from State, national and international parties keenly interested to understand the integrated school and community hub model.

Prior to it even being built, the project was awarded the Education Future Projects Award and Future Project of the Year Award at the 2016 World Architecture Festival. This year, the built project is shortlisted for the WAF Education Project of the year.
The Education Specification was developed in collaboration with the design team and the Department of Education. Our response to this specification was a ‘return brief’ document that outlined our design responses as well as further suggested actions and interventions that could evolve the initial specification to ensure provision of a world-class educational and community facility. This page reflects a summary of the Education Specification. The full document, and a copy of our response, has been supplied separately.

**Vision**
The Victorian Department of Education and Training undertook the provision of education facilities for a Foundation to Year 6 school, working collaboratively with the City of Port Phillip to develop an inner urban school that embraced opportunities to contribute to building community and enhancing the learning life of the community through shared use of facilities, cooperative management and governance and working in partnership to develop community education programs and community ventures.

**Values and Principles**
Five values and principles were recognised as intrinsic to the ethos of the new school and were required to be translated into design principles that could ultimately be expressed through the curriculum, pedagogy, programs, services as well as, and supported by the provision of built facilities. These were:

- Learning for all, together and for life active participation
  - social participation
  - inclusion
  - personalised meaningful and purposeful activities
  - developing confidence and competence

- Community welcoming
  - sharing facilities and expertise
  - collaborating and cooperating
  - meeting and connecting
  - recreation
  - embracing diversity

- Creativity
  - creating together through the Arts, Language & Technology
  - performance and exhibition
  - celebration
  - stimulating the aesthetic imagination

- Wellbeing and a zest for life
  - physical recreation and play
  - informal social interaction
  - relaxation
  - reflection
  - health services and support
  - focus on developing the whole person
  - safety and security

- Sustainability
  - enriched environment infused with nature
  - opportunities to engage with nature
  - sustainable practices - ways of thinking and being
  - developing curiosity and encouraging innovation through Science, Maths & Technology
  - engaging and connecting within a global context
  - designing the curriculum so the environment becomes the third teacher
  - critical thinking and problem solving
Urban Context - Melbourne, Australia

Site Area: 250 Hectares
Future Population: 80,000 Residents
Future Density: 32,000 pp/sq km
The Precinct

In a precinct that will soon be transformed by surrounding residential towers, the new facility is the first piece of community infrastructure to be built to support this emerging community. The facility forms part of a larger community precinct including:

- future residential towers
- a community park
- upgrades to abutting landscapes
- light rail station upgrade

The community and transport infrastructure development abutting the site will be complete by the end of 2018, providing a robust framework for ongoing urban renewal.
Masterplan Site

Site
The building functions are arranged over 6 levels, and are designed to:
- encourage shared use opportunities between school & community functions;
- promote visual & physical connection between levels;
- incorporate flexible and adaptable learning that supports contemporary pedagogy;
- enable secure zoning & independent access to programs outside school hours
- maximise outdoor play & learning areas at entry level

Vertical Arrangement Diagram
Masterplan Education

Learning Community

Neighbourhood 1
75 students, 3 Teachers

Covered Outdoor Learning

Shared Spaces

Neighbourhood 2
75 students, 3 Teachers

Covered Outdoor Learning

Learning Zones Diagram

Wet Area

Learning Commons

Shared Gathering Space

Small Group Discussion

Staff

Construct & Games

Conference / Kitchen

Shared Performance Space

Toilets

Dark Studio

Small Group Discussion

Staff

Construct & Games

Reading Lounge

Staff

Construct & Games

Bulk Store

Toilets

Small Group Discussion

Whole Group Gathering

Whole Group Gathering

Neighbourhood 1
75 students, 3 Teachers

Neighbourhood 2
75 students, 3 Teachers
Learning Community Settings

Neighbourhood 1
75 students, 3 Teachers

- Gathering Space
  Whole group gathering space shared across the learning community
  Seating steps integrated into vertical circulation

- Conference
  Settings to support 1:1 student teacher conference

- Whole Group Gathering
  Space for up to 75 students to gather for short duration direct instruction

- Wet Area
  Collaborative project studio for up to 25 students

- Construct & Games
  Raised platform for floor based games & construction projects

- Performance Space
  Large, flexible space with stage platform supporting performance & presentation shared across the learning community

- Dark Studio
  Light controlled studio supporting small groups engaged in media production & learning activities requiring acoustically contained space

- Independent Study
  Quiet space for individual work & focused study

- Neighbourhood 2
  75 students, 3 Teachers

- Shared Spaces
  - Kitchen
    Working kitchen supporting learning activities across all disciplines
  - Reading Lounge
    Semi enclosed space for groups of up to 10 students engaged in independent reading activities & discussion
  - Bulk Store
    Contained space for secure storage of shared equipment & resources. Shared across the learning community

- Learning Commons
  Highly flexible learning space for up to 25 students engaged in individual & collaborative learning activities

- Outdoor Learning
  External learning space for up to 75 students

- Learning Commons
  Highly flexible learning space for up to 25 students engaged in individual & collaborative learning activities

- Staff Space
  Collaborative work & meeting space for neighbourhood staff to come together. Highly connected & central to the learning neighbourhood

- Independent Study
  Quiet space for individual work & focused study

- Small Group Discussion
  Semi enclosed meeting spaces supporting democratic discussion for groups of 4 or 8 students

- Neighbourhood 2
  75 students, 3 Teachers

- Shared Spaces
  - Outdoor Learning
    External learning space for up to 75 students
  - Learning Commons
    Highly flexible learning space for up to 25 students engaged in individual & collaborative learning activities
  - Staff Space
    Collaborative work & meeting space for neighbourhood staff to come together. Highly connected & central to the learning neighbourhood
  - Independent Study
    Quiet space for individual work & focused study
  - Small Group Discussion
    Semi enclosed meeting spaces supporting democratic discussion for groups of 4 or 8 students

- Neighbourhood 1
  75 students, 3 Teachers

- Shared Spaces
  - Gathering Space
    Whole group gathering space shared across the learning community
    Seating steps integrated into vertical circulation
  - Conference
    Settings to support 1:1 student teacher conference
  - Whole Group Gathering
    Space for up to 75 students to gather for short duration direct instruction
  - Wet Area
    Collaborative project studio for up to 25 students
  - Construct & Games
    Raised platform for floor based games & construction projects
  - Performance Space
    Large, flexible space with stage platform supporting performance & presentation shared across the learning community
  - Dark Studio
    Light controlled studio supporting small groups engaged in media production & learning activities requiring acoustically contained space
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    Quiet space for individual work & focused study
  - Neighbourhood 2
    75 students, 3 Teachers

- Shared Spaces
  - Outdoor Learning
    External learning space for up to 75 students
  - Learning Commons
    Highly flexible learning space for up to 25 students engaged in individual & collaborative learning activities
  - Staff Space
    Collaborative work & meeting space for neighbourhood staff to come together. Highly connected & central to the learning neighbourhood
  - Independent Study
    Quiet space for individual work & focused study
  - Small Group Discussion
    Semi enclosed meeting spaces supporting democratic discussion for groups of 4 or 8 students

James D MacConnell Award - South Melbourne Primary School
Ground Floor Zoning

Art Studio
- Collaborative projects
- Wet area for making & doing
- Resources & equipment store

Administration
- School reception
- Leadership workspace
- Meeting rooms
- Records storage

Consulting Suites
- Maternal & Child health service
- Waiting area

Entry Gallery & Piazza
- Gallery & display
- Gathering & performance
- Informal meeting & discussion
- Waiting

Library Hub
- Collaborative learning
- Meeting & discussion
- Media studio
- Reading & relaxing
- Collection & learning resources
- Staff workspace

Sporting Hub
- Indoor netball court
- Spectator seating
- Equipment storage
- Change rooms & amenities

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Level 1 Zoning

Multi-purpose Rooms
- School & community gathering
- Performance & presentation
- Meetings
- Special events
- Outdoor terrace

Science Learning Area
- Creative, investigative learning
- Small group collaboration
- Wet area for experimentation & construction
- Outdoor garden / ecology chamber

Music
- Studio for class groups
- Rehearsal & performance
- Audience seating
- Individual tuition

Cafe & Piazza
- Commercial kitchen & cafe
- School canteen
- School & community gathering
- Dining

Staff Hub
- Meeting & gathering
- Collaborative workspace
- Social recreational activities
- Resource storage
- Cooking & dining

James D MacConnell Award - South Melbourne Primary School
Level 2 - 4 Zoning - Learning Communities

Outdoor Learning Area
Covered outdoor learning area designed to support both learning and play

Learning Neighbourhood

Central Piazza
The central, shared meeting place for the learning community providing flexible & specialised learning settings

Vertical Circulation
Visually connected & engaging circulation zones enriched with settings for learning & play

Outdoor Learning Terrace
Covered outdoor area with settings designed to support both learning & play

Learning Neighbourhood
Home base for 75 students & 3 teachers providing a range of diverse & purposeful learning settings
Level 5 Zoning

Outdoor Learning Area
Covered outdoor area with settings designed to support both learning & play

Learning Neighbourhood
Home base for 75 students & 3 teachers providing a range of diverse & purposeful learning settings

Early Learning Outdoor Play Space
Regulated area for student learning & play. Secure yet highly visually connected to the adjacent foundation / prep neighbourhood outdoor learning area.

Early Learning Centre
A 44 place early learning centre designed to maximise connections to the primary school, particularly the adjacent foundation / prep learning neighbourhood

Vertical Circulation
Visually connected & engaging circulation zones enriched with settings for learning & play
External Settings

Outdoor Recreation Spaces

Primary multipurpose outdoor spaces for passive and active play and learning for school and community use after hours

- **Fixed Seating**
  - Fixed seating to edges for passive social gathering & spectating

- **Hardcourt**
  - Hardcourt area (full size netball and basketball court) for active play and community use after hours

- **Perimeter Wall**
  - Perimeter rebound walls for ball play

- **Amphitheatre**
  - Amphitheatre & grass area for larger group events, active and passive play

- **Hardcourt**
  - Hardcourt area for active play

- **Playground**
  - Playground for student & community use

- **Raised Garden Beds**
  - Raised garden beds to provide threshold at site boundary instead of typical school fence

- **External Learning Terrace**
  - External learning terraces at upper levels linked to internal learning neighbourhoods
**External Settings**

**Outdoor Recreation Spaces**
Primary multipurpose outdoor spaces for passive and active play and learning for school and community use after hours.

- **Pedestrian Link**
  - Pedestrian link to light rail station

- **Early Learning Outdoor Play Area**

**Outdoor Learning Terraces**
Dedicated external learning spaces directly connected to each learning neighbourhood. Each terrace is equipped with a wet bench and is designed to support external gathering, performance, project work, horticulture, climbing, passive and active play.

- **Vertical Play**
  - Outdoor learning terrace with vertical play structure linking two levels

- **Bike Parking**
  - Access to secure bike parking below ground floor podium

- **Laneway**
  - Flush interface laneway allows external plaza to spill into adjacent laneway & extend the effective play of the site

- **Amphitheatre**
  - Amphitheatre & grass area for larger group events, active & passive play

- **Visual Connection**
  - Direct visual and physical connection to internal learning neighbourhoods
External Settings

Early Learning Outdoor Play Spaces
Dedicated external early learning play space directly connected to each playroom. This space supports a range of play settings and activities and is designed to open up to the adjacent school outdoor learning terrace to facilitate collaborative play & easy transition to primary school.
Internal Settings

Entry Gallery
Main entrance to South Melbourne Primary School with gallery display and large gathering space

Gallery Display
Gallery display for student work, learning and community resources

Tiered Seating
Tiered seating for large group gatherings integrated into the vertical connection to upper levels, visible from main entry

Maternal & Child Health Services
Access to maternal and child health services and consulting rooms

Main Reception
Main reception point for both staff and students

Interview Room
Small interview room for 2-4 people
Internal Settings

Entry Gallery / Gathering Space
The main entry to the school incorporating a large gathering space for presentations, performances and gatherings

Perforated Balustrades
Perforated balustrades to maximise visual connection as students move throughout the building

Main Circulation Stairs
Main circulation stair to learning levels above

Tiered Seating
Tiered seating for large group gatherings integrated into the vertical circulation to upper levels
Internal Settings

Gathering Space
Whole group gathering space supporting direct instruction, performance and presentation. Shared across a learning community.

Visual Connection
Visual connection from the Central Piazza above

Visual Connection
Visual connection to the city and surrounding landmarks

Presenter Space
Protected space for the presenter or performer, ensuring minimal disruption to adjacent learning spaces

Connection
Direct connection to learning neighbourhoods through shared central Piazza

Tiered Seating
Tiered seating integrated into circulation stairs
Internal Settings

Science Learning Area
Creative investigative studio and ecology garden supporting student learning in the sciences across all year levels

Ecology Garden
Direct connection to outdoor ecology garden. Strong visual connection to all areas of the garden from the science studio

Pin Board
Pin board wall finish for display of resources and student work

Work Bench
Work bench and secure storage for equipment and resources

Mobile Furniture
Mobile furniture enabling quick reconfiguration of spaces to cater for a diverse range of learning activities
Internal Settings

Central Piazza
The shared central piazza space connecting two learning neighbourhoods

Construction and Games
Raised platform for floor based games and construction projects

Central Piazza
Central piazza with student kitchen

Resource and Storage
Easy to access resource and work in progress storage unit

Student Storage
Storage for student belongings used to create low height dividers between learning settings

Carpeted Platform
Carpeted, raised platform to create a protected zone for student work whilst maximises connections to adjacent settings and spaces

Pin Board
Pin board wall finish for display of resources and student work
Internal Settings

Reading Lounge & Learning Common
Open and semi-enclosed areas supporting a range of learning activities
School Narrative

The students, teachers and community members who inhabit the incredible Ferrars Street Educational Facility have certainly inherited a wonderful building. In the morning when the bell sounds, children and their parents flow eagerly through the front doors to gather on the community steps. We have a very diverse community coming from many different cultures, ethnic backgrounds, religions and languages. The gathering of people in the morning to celebrate their children and to send them on their way is a heartwarming sight. As the children settle into their classrooms; they meet with their home group teacher and begin the day as a discrete cohort. The flexible learning spaces are then put into practice where students partition off into large, small and medium-sized groups to be with different teachers for differentiated instruction at their own level of development. The vastly different areas of classroom spaces allows for students to be taught at their point of need with a variety of pedagogical approaches. The spaces allow for teaching to be a public event and for each professional to learn from each other via their day-to-day interactions.

The integration with the City of Port Phillip is a true feature of the school. We have out-of-school hours care, kindergarten, consulting rooms, maternal and child health and a variety of other specialised spaces which coalesce the entire community and build a warm blanket around children from 0 to 12 years old. Before and after school, the large, open spaces such as the gymnasium are used for activities such as tennis, basketball, play spaces for toddlers and are used by a variety of community groups such as ballet, choir and various other disciplines.

Every nook and cranny is utilised to bring the community together to incredible effect. The school is adapting, growing and learning as time goes by and we settle into the building.

Staff from South Melbourne Primary School and the City of Port Phillip are working very closely together to ensure that the village raises each child.

Noel Creece, Principal - South Melbourne Primary School