

# Marryatville High School | Science SA | Australia

## 01

### Specifications

Client: JPE Architects  
Year: 2013  
Location: Marryatville, SA  
Budget: \$12m  
Area:  
Year Levels: 7- 12  
Students: n/a  
Architect: JPE Architects

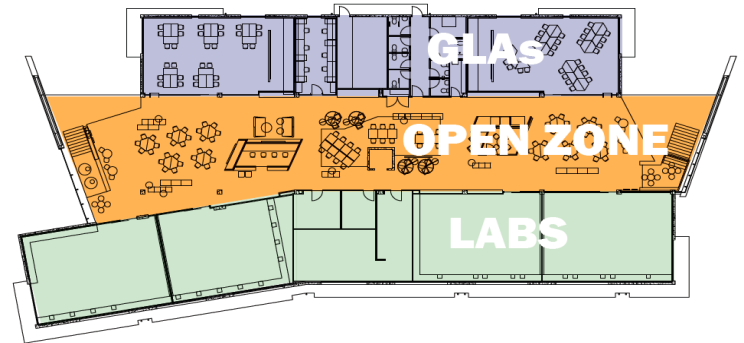


Photo 1| Plan Example  
Source: JPE/NLE

## 02

### Overview

The school wished to consolidate its existing facilities and embrace new ways of learning and teaching in the Sciences as well as address demand for an improved approach to resource access and distribution in the school. The result was a learning centre that combines general learning areas and specialist science laboratories with central access to a flexible resource hub over two levels.



Photo 2| Visual Connectivity across between spaces Classes  
Source: NLE

## 03

### Process

Community consultation to determine the spatial priorities for the school (conducted with school staff, students, parents and the school's Aboriginal advisory group). This included workshops, focus groups, and an anonymous online survey. Findings informed the project's Educational Space Planning Principles, which were used (along with SINSW standards) to guide the emerging design and ensure it supported the desired pedagogical outcomes.

## 04

### Outcomes

#### Learning

One of the school's key objectives was to engage more students in the sciences while at the same time attracting trans-disciplinary activity. It was recommended that access to practical work be increased through greater physical connections between laboratories, general learning areas and the outdoors to ignite interest. An emphasis on student-centred, self-directed learning in the general learning environment with greater student-control and choice was also seen as a source of engagement in the new facility.

#### CDIO

The design makes use of CDIO (conceive, design, implement, operate), a process based concept used for specialist disciplines such as science, technology, art, design and engineering. The building responds to the concept by providing distinct yet connected spaces for each of the four phases of the learning process.

#### Learning Resources

The entire building is shaped around a central resource hub or 'core'. The resource centre is intended to serve as a base for resource specialists, and also the informal and individual learning hub for the school. In order to support a range of activities, the centre has been zoned to support a range of acoustic needs: from quiet individual spaces, to one on one discussion points to group brainstorming and collaborative learning.

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