

Schofields Public School NSW | Australia

01

Specifications

Client: TKD Architects
Year: 2020
Location: Schofields, NSW
Budget: n/a
Area: 2.8ha
Year Levels: K-6
Students: 1000
Architect: TKD Architects

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Overview

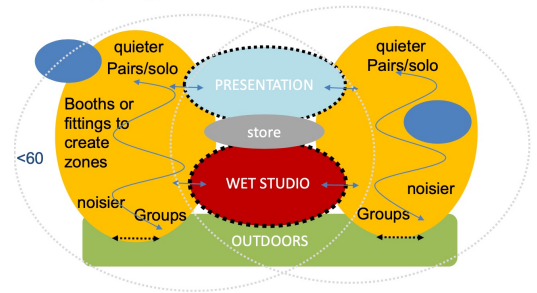
The school is an existing primary school facility in a high growth suburb, Schofields NSW. The student population is experiencing rapid growth and the diversity of its cohort is expected to broaden in the immediate future. Established in 1919 and with a heritage building on site, the school is made up of diverse building stock including a number of demountable buildings and a BER hall. The project included additional homesbases to accommodate student growth and replace demountable buildings, and associated upgrades to/expansion of core facilities, particularly the administration area, the hall, library and toilets. A number of specialised learning spaces for students with additional needs will also be provided.

03

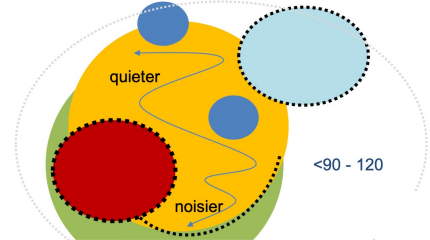
Process

The collaborative design process for the school commenced with a PRG meeting involving an introduction to NLE, some of the trends and research affecting the design of new learning spaces and a preliminary look at the space planning principles established prior to NLE engagement. While the principles had already been endorsed by key stakeholders and could not be changed, NLE recognised a need to explore the principles in more detail, addressing more explicitly the educational objectives of the school. Staff were invited to participate in a number of collaborative workshops around the trends and research affecting learning space design. The project was documented from an educational perspective in both the Educational Specification and Translational Brief, the latter serving as a user's guide to the spaces that demonstrates the link between pedagogy and space.

Typology A



Typology B



Learning Space Typologies
Source: NLE

04

Outco

Planning Principles

Early in the consultation phase a series of planning principles were developed to guide the design process:

Provide contemporary spaces that support future focused learning in a trusting and engaging environment by supporting

- Differentiated learning
- Deep learning for critical & creative thinking
- Mobile & integrated technologies
- A professional community of practice

Create a culture of welcome inclusion and belonging whilst celebrating the history of the school and its importance to the community with a learning environment that is:

- Is inclusive
- Celebrates the history of the school and its importance to the community.
- Encourages a love of learning by supporting learning experiences that are filled with joy, fun and happiness.

Celebrate the landscape and character of the school and create a welcoming and inviting environment with human scaled buildings and spaces

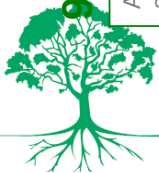
Create a contemporary learning environment that

- suits the school pedagogy and incorporates opportunities for indoor and outdoor
- connects students with their natural environment via a range of outdoor learning opportunities.

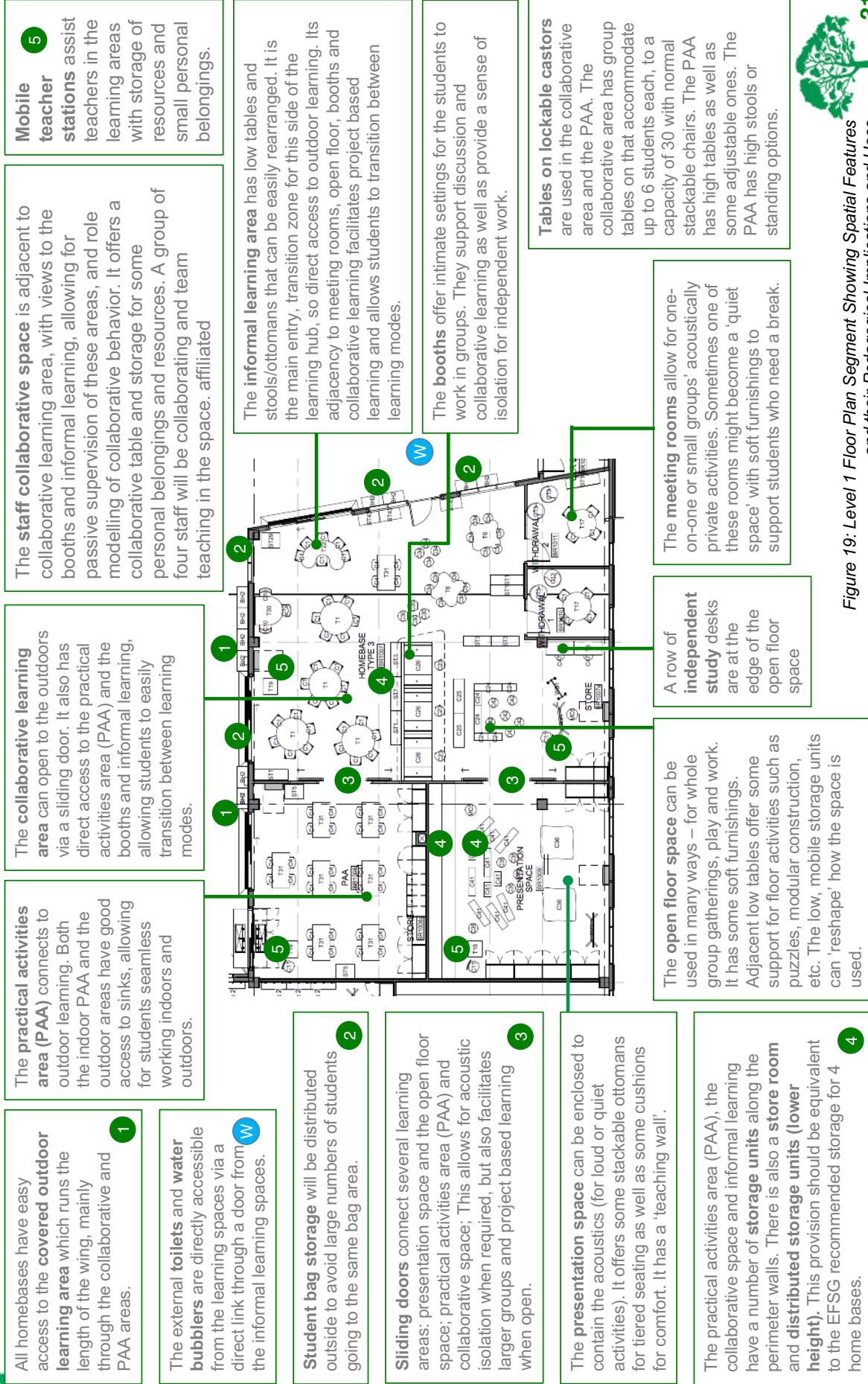
Provide flexible, diverse and accessible learning spaces that address the daily operations of the school and long term adaptation for changing pedagogy by:

- Supporting collaborative learning in groups of different sizes.
- Creating opportunities to easily reconfigure learning spaces and settings.
- Distribute students evenly across the site.





9. PEDAGOGY SPACE MAP - MAINSTREAM LEARNING HUB, Typology B



1 All homebases have easy access to the **covered outdoor learning area** which runs the length of the wing, mainly through the collaborative and PAA areas.

The **practical activities area (PAA)** connects to outdoor learning. Both the indoor PAA and the outdoor areas have good access to sinks, allowing for students seamless working indoors and outdoors.

The **collaborative learning area** can open to the outdoors via a sliding door. It also has direct access to the practical activities area (PAA) and the booths and informal learning, allowing students to easily transition between learning modes.

The **staff collaborative space** is adjacent to collaborative learning area, with views to the booths and informal learning, allowing for passive supervision of these areas, and role modelling of collaborative behavior. It offers a collaborative table and storage for some personal belongings and resources. A group of four staff will be collaborating and team teaching in the space. affiliated

The external **toilets and water bubblers** are directly accessible from the learning spaces via a direct link through a door from the informal learning spaces.

2 **Student bag storage** will be distributed outside to avoid large numbers of students going to the same bag area.

3 **Sliding doors** connect several learning areas: presentation space and the open floor space; practical activities area (PAA) and collaborative space; This allows for acoustic isolation when required, but also facilitates larger groups and project based learning when open.

The **presentation space** can be enclosed to contain the acoustics (for loud or quiet activities). It offers some stackable ottomans for tiered seating as well as some cushions for comfort. It has a 'teaching wall'.

The practical activities area (PAA), the collaborative space and informal learning have a number of **storage units** along the perimeter walls. There is also a **store room** and **distributed storage units (lower height)**. This provision should be equivalent to the EFSG recommended storage for 4 home bases.

A row of **independent study desks** are at the edge of the open floor space

The **open floor space** can be used in many ways – for whole group gatherings, play and work. It has some soft furnishings. Adjacent low tables offer some support for floor activities such as puzzles, modular construction, etc. The low, mobile storage units can 'reshape' how the space is used.

The **meeting rooms** allow for one-on-one or small groups' acoustically private activities. Sometimes one of these rooms might become a 'quiet space' with soft furnishings to support students who need a break.

Tables on lockable castors are used in the collaborative area and the PAA. The collaborative area has group tables on that accommodate up to 6 students each, to a capacity of 30 with normal stackable chairs. The PAA has high tables as well as some adjustable ones. The PAA has high stools or standing options.

The **informal learning area** has low tables and stools/ottomans that can be easily rearranged. It is the main entry, transition zone for this side of the learning hub, so direct access to outdoor learning. Its adjacency to meeting rooms, open floor, booths and collaborative learning facilitates project based learning and allows students to transition between learning modes.

The **booths** offer intimate settings for the students to work in groups. They support discussion and collaborative learning as well as provide a sense of isolation for independent work.

5 **Mobile teacher stations** assist teachers in the learning areas with storage of resources and small personal belongings.



Figure 19: Level 1 Floor Plan Segment Showing Spatial Features and their Pedagogical Implications and Uses (original image source: TKD, 2016)