

Kostka Precinct | Xavier College VIC | Australia

01

Specifications

Client: Xavier College
Year: 2023
Location: Melbourne, VIC
Budget:
Area:
Year Levels: 7- 8
Students:
Architect: MGS Architects



Source: MGS

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Overview

Xavier College's Kostka Precinct is a learning neighbourhood for Years 7 and 8. It provides a home for students during the critical transition period between junior and senior schooling, at a time when a new cohort of students from feeder schools amalgamates with the existing junior school cohort. It is a place where new relationships are forged, the daily rhythm of secondary school becomes familiar and new students settle into the Xavier way of life of learning. The building groups year groups into intimate learning communities with their own homebases, break spaces, teacher workspace, meeting rooms and amenities. At the ground level, student access their own reception area and resource hub, chapel and specialist spaces for robotics, science and visual arts. A sensory garden at the upper level provides outdoor learning and recreation space. The building itself offers a sense of connectivity and visible learning, centred around the main spine and tiered stair.



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Process

Xavier College demonstrated its commitment to collaboration through an extensive consultation process involving workshops and focus groups with staff, students and other user groups across the campus. The process was documented in a series of Educational Space Planning principles that were used to measure how the emerging plans responded to the educational vision. NLE collaborated with MGS throughout the design phase from concept through to more detail schematic design and furniture configurations.



Source: Xavier College

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Outcomes

Throughout the design process it became clear that the College was seeking a transitional environment that would allow teachers to maintain the existing level of explicit instruction, including an educational model in which students remain in a single homebase for the majority of their subjects, moving to specialist areas as needed. The adjacent break out spaces and ability to connect homebases together, would allow teachers and students to progressively explore different methods of collaboration and an increase in self-directed learning without significant need for immediate transition management. The location of the specialist spaces with both visual and physical connections to break out spaces and outdoor areas would also allow for transdisciplinary activity as desired.