

# Port Melbourne Secondary College VIC | Australia

## 01

### Specifications

Client: Victorian School Building Authority

Year: 2023

Location: Melbourne, VIC

Budget:

Area: 10,700 m<sup>2</sup>

Year Levels: 7-12

Students: N/A

Architect: Billard Leece Partnerships



Source: BLP

## 02

### Overview

Port Melbourne Secondary College is a vertical school in Fisherman's Bend, one of Australia's largest urban revitalisation projects.

Developed in a collaboration with a panel of Victorian educators, the school maximises both vertical and horizontal connectivity to enable collaboration and cross-disciplinary activity, specifically across STEAM based disciplines (Science, Technology, Engineering, Arts and Mathematics). The ground level is dedicated to the welcoming arrival of students and to community connectivity with gymnasium and playspace positioned to maximise connectivity to the adjacent park. This commitment to connecting students with nature continues across all levels of the building with rooftop and terrace access maximized throughout.

## 03

### Process

As a new school with no existing leadership team, the consultation process involved engagement with a panel of Victorian educators with established experience in innovative practice and/or recent building projects. Design workshops were conducted with the panel with findings documented in an Educational Specification. NLE collaborated with BLP as the project evolved to help ensure application of the Educational Specification throughout the design process. Once the planning started to really take shape, a Translational Briefs was produced to demonstrate how the building would respond to the educational objectives established during project commencement. The process also involved the adaptation of VSBA area allocations to fit within the educational space planning requirements.

## 04

### Outcomes

The school offers a series of vertically and horizontally connected **learning neighbourhoods** that provide collaborative learning spaces, informal learning, maker spaces for the implementation of ideas/creation of a product, and at the same time offer access to acoustically contained spaces to support presentation, debate and anything that might require acoustic isolation. Each of the four levels incorporate neighbourhoods in some form to optimise discipline-specific foci and mastery as well as inter-disciplinary learning interactions and more serendipitous interdisciplinary interaction between peers and colleagues (e.g. in informal lounge areas, circulation nooks, and teacher touchdown spaces). The neighbourhoods also offer **distributed resource nodes** that serve as satellite libraries directly connecting students to resources within the learning areas. Distributed staff spaces and amenities also ensure that all users are supported and passively supervised throughout the building.

