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Community Use

3.1 Yuille Park P-8 Community College

Research shows that student learning and the health, well-being, safety and economic security of all community members can be enhanced when communities have close links with their schools.

Increasingly, schools are becoming the heart of the community, a development that provides the best possible starting point for young people. The provision of specialist facilities for school and community use facilitates access to a broader range of services.

Examples of schools and community working together and sharing the use of school facilities include:

- using school premises as community halls and meeting spaces
- using school facilities for community recreation

- creating spaces for school-aged holiday and before and after-school programs
- providing ICT centres for community use
- sharing libraries or resource centres and performing arts centres
- co-location of preschool or early learning centres on school grounds
- sharing sporting facilities.

Regardless of purpose, these spaces and facilities promote interconnectivity between the school and the surrounding community while supporting the learning of students and their families.

Links to the community are particularly important in disadvantaged or culturally diverse settings.

Australia is a multicultural nation and yet the educational experience can sometimes leave students feeling alienated or, conversely, disconnected from their culture. Inclusivity should be a major consideration in school design. Places, facilities and services in which all community members are welcome and where knowledge can be shared should be incorporated into the structural elements of the school in a manner that promotes harmony and unity. For example, it is important that Koorie students and their families have a place in the school where they feel welcome and their culture is acknowledged.



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Yuille Park P–8 Community College will become the ‘heart’ of the Wendouree West Community by providing services and facilities that assist the community’s advancement.

The facilities usually found in schools have been enhanced to provide spaces for and encourage community interaction and services. The new state-of-the-art centre will dedicate itself to life-long learning, providing opportunities for residents aged 0–100.

There will be a Children Service’s Centre, which will house a kindergarten, child-care,

occasional child-care and other services such as maternal and child health. The Community House will relocate to the facility and provide a number of programs, courses and classes in a more spacious environment.

The centre will provide joint facilities such as a commercial kitchen, function rooms, technology rooms, a gym, a library, an art area complete with a kiln room and a multifunction hall that can be hired for weddings, birthdays and other special events.

Interdisciplinary and team teaching activities are encouraged through the ability to open up learning spaces and outdoor learning areas. This flexibility increases as the year levels progress and students mature.

Specialist facilities provide extensive opportunity for holistic practice as well as community integration through access to shared facilities including studios, library and sports facilities.

The project encompasses joint projects between the school and community, such as the community garden plot that will be used

for educational as well as culinary purposes. Ecologically Sustainable Development (ESD) features have been incorporated into the building fabric including:

- collection of rainwater for toilet flushing and irrigation purposes
- use of natural daylight and ventilation to enhance the amenities within the buildings
- double-glazing for thermal performance
- low volatile organic compound (VOC) off-gassing materials and finishes for healthy air quality within the buildings.

3.1 Yuille Park P–8 Community College, Wendouree, Victoria

Figure 3.1: 3D View of the Yuille Park P–8 Community College and hub

(Source: Image and text courtesy of Suters Prior Cheney Architects)



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COMMUNITY USE



Yuille Park P-8 Community College

- The new college provides age-appropriate learning settings in three distinctive clusters.
- The college incorporates a range of shared facilities with the community: studios, library and sports facilities.

Theme 1 Context of the Project	Theme 2 Educational Philosophy	Theme 3 Proposed Pedagogical Activities	Theme 4 Key Planning and Design Features
<p>The Wendouree West Community saw the redevelopment of the Yuille Park P-8 Community College as an opportunity to create a hub for the community where a variety of programs and services will be offered to meet their specific needs.</p> <p>This comes in response to a desire to improve local social, economic and environmental circumstances.</p> <p>The Hub will provide access to recreational, learning, employment and social services while representing an ethos of pride of place and purpose.</p>	<p>Individual Learning Communities for Years P-2, 3-5 and 6-8 will foster interaction between students. This will enable exposure to a wider choice of education delivery models, encouraging mentoring and facilitate the development of relationships across the age groups.</p> <p>The provision of specialist facilities, particularly in the arts and sciences, and the integration of ICT are emphasised as being particularly important in the college's strategic plan.</p>	<p>In response to different learning modes, spaces should support independent, small group and large group activities as well as transition between these spaces.</p> <p>The learning space should support interdisciplinary activity.</p> <p>Vocational counselling, health promotion, housing and health services will be provided to the wider community.</p>	<p>The multipurpose hall is linked to a vast range of facilities to provide specialist learning spaces for students as well as community access. Community access is supported through the provision of storage spaces for community use.</p> <p>The Kindergarten and Occasional Care facility is linked to a maternal and child health service.</p> <p>Teaching areas are linked to a shared space and can be opened up to facilitate team teaching and collaborative learning. They also have access to smaller rooms dedicated to Reading Recovery and consultant use.</p> <p>As the year levels progress, the learning space becomes more flexible as students become familiar with the open learning space and more comfortable with a broader interaction with teachers, students and resources.</p> <p>Environmental design features include:</p> <ul style="list-style-type: none"> • rainwater collection for toilet flushing and irrigation • use of natural daylighting and ventilation • double-glazing for thermal performance • low volatile organic compound off-gassing materials and finishes for healthy air quality within buildings.

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Yuille Park P-8 Community College will have a 'students at the centre' approach. The school will consist of three learning communities, Years P-2, 3-5 and 6-8, catering for 100 students with a minimum of four teaching and four support staff taking account of learning approaches.

Education Advisors: The community's needs for engagement through social competencies are through a kitchen-table approach to sharing ideas, dreams and aspirations.

Yuille Park P-8 Community College

Figure 3.2: Floor plan for shared facilities: multipurpose hall and canteen

(Source: Image courtesy of Suturs Prior Cheney Architects)

- The college provides nominated community-use stores for music and sports equipment. Music rooms and sport facilities are shared with the community.

Location: Yuille Park, Wendouree, Victoria

Year Levels: P-8

Architect: Suturs Prior Cheney Architects



Years 6-8 Learning Community will be a transition environment from early years to middle years of schooling. The space will take into account middle years learning/transition while maintaining pastoral and primary care aspects.

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Yuille Park P-8 Community College

Figure 3.3: Floor plan for shared facilities: library and technology rooms

(Source: Image courtesy of Suturs Prior Cheney Architects)

- The college provides nominated community use offices in a central location.
- Access to the library and to the specialist areas is possible for the wider community.

Location: Yuille Park, Wendouree, Victoria

Year Levels: P-8

Architect: Suturs Prior Cheney Architects

The space has been designed to be opened up as a shared community space. Safety of students is a priority and the space has been designed to have no support beams for students to run into.

Designed for community and school use of equipment, e.g. middle years of schooling and adult education programs.

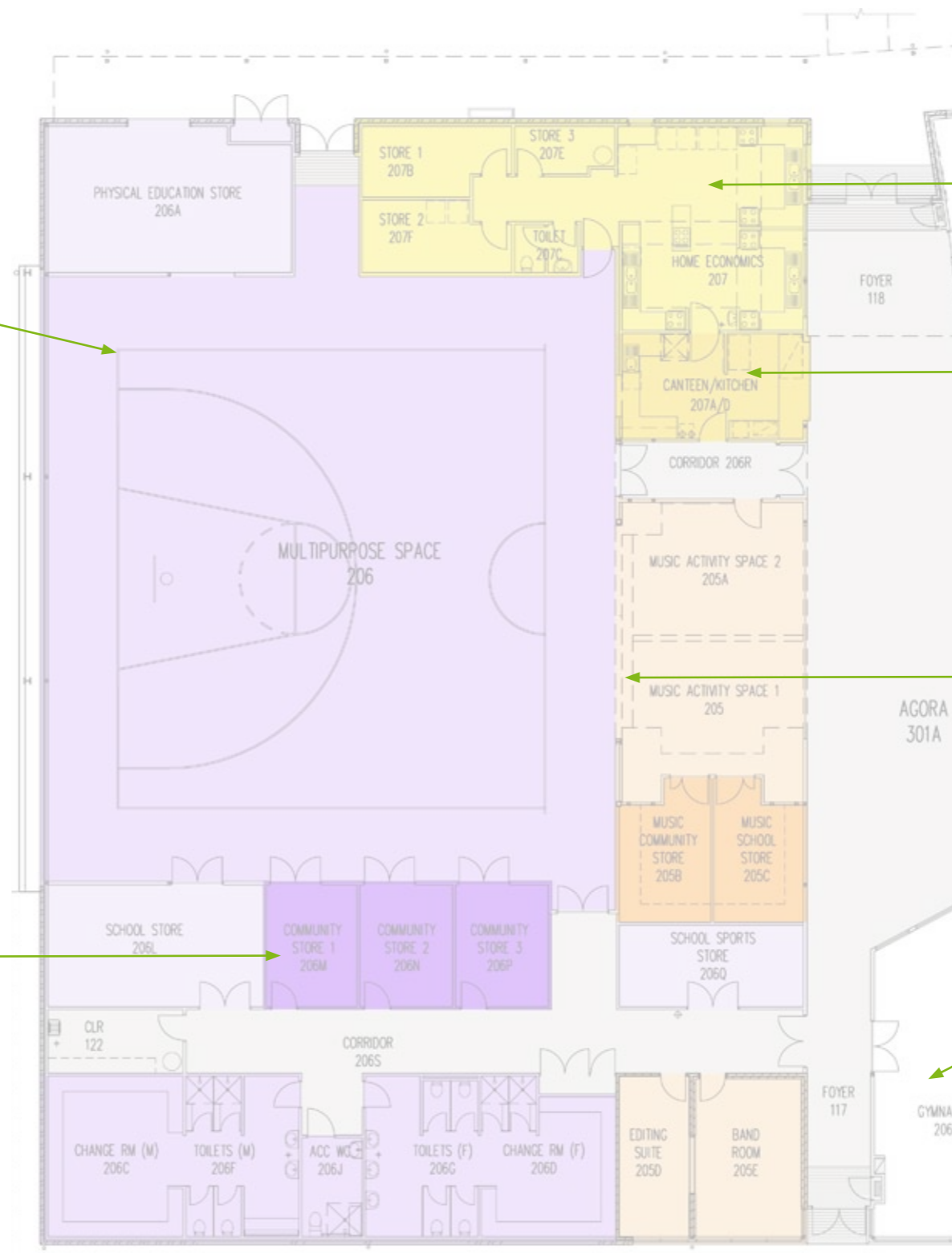
The school is used on a daily basis as well as used by parents/community. Students are able to access the canteen/kitchen during school hours and the area is also available for parents and the community to use.

Structured music/performance classes are undertaken within this space. There is opportunity for this area to be opened up and combined with the Multipurpose Space for student/community performances.

Predominately for community and after-school use but also available for supervised staff and student use.

The provision for community storage demonstrates that community use is valued.

Spaces within this building enable a range of learning and community activities (e.g. band use, music practice, physical education, home economics and catering).



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COMMUNITY USE

Yuille Park P-8 Community College

Figure 3.4: Floor plan for age-appropriate learning spaces P-2

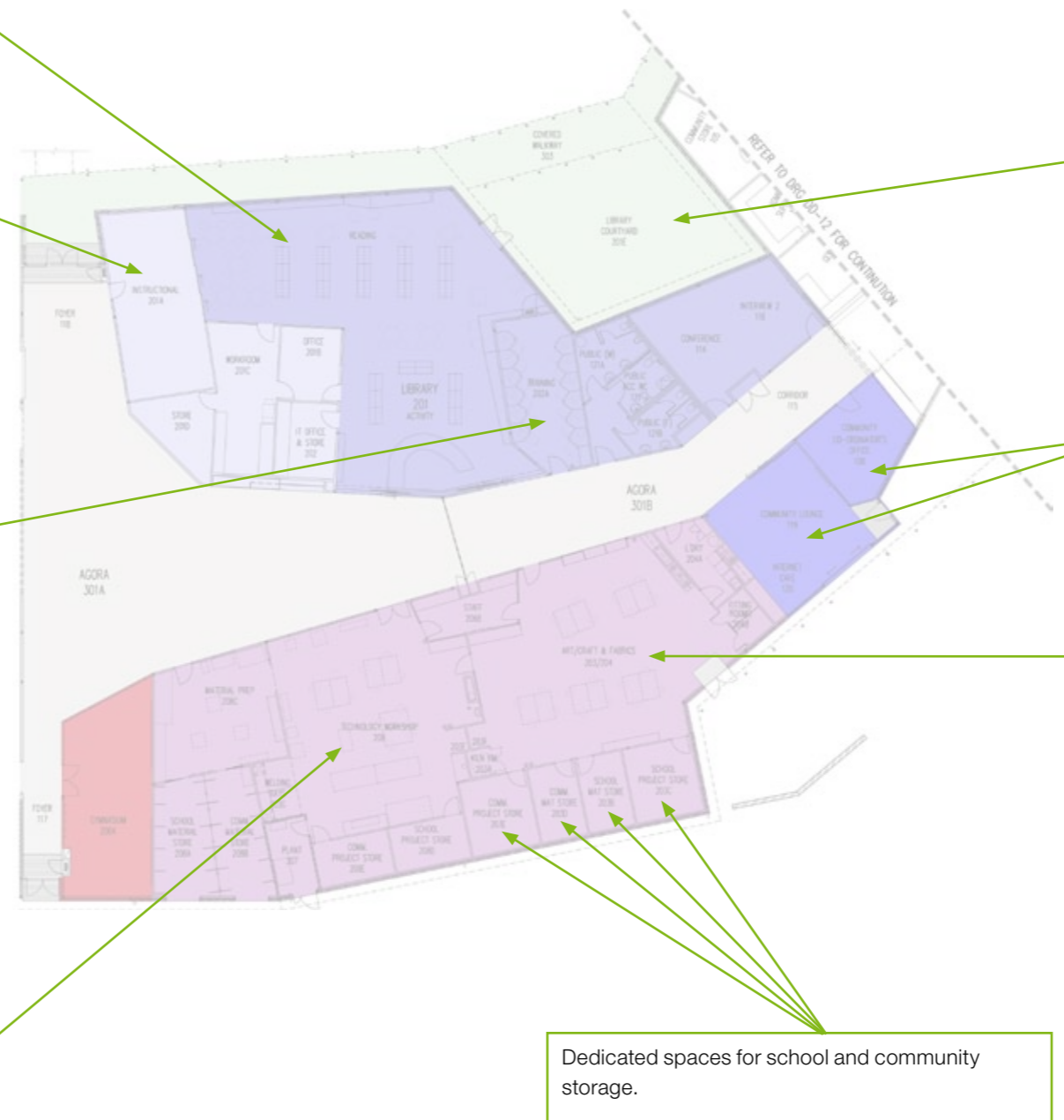
(Source: Image courtesy of Suturs Prior Cheney Architects)

Teaching Practice/Student Practice
Flexibility of space provides for project learning/ student self-directed learning and personalised learning opportunities.

Formal instructional area for student and community groups.

Designated formal ICT training and conference area for community and school use.

This area is designed for student engagement in the middle years of schooling. There is transition provision for alternate learning programs as well as hands-on learning and first-hand experiences.



Flexible space – quiet areas – small group / Individual learning opportunities – project based.

Allows for student choices in the following areas to enhance learning opportunities for project-based learning:

- Small groups
- Individual learning
- ICT links
- Recreational reading.

These areas are for community use that remains the responsibility of the controlling organisation.

Formal Art/Craft and Fabrics classes for students occur in this space with the capacity for follow-up individual learning opportunities. Students can also work in small groups or individually.

Dedicated spaces for school and community storage.

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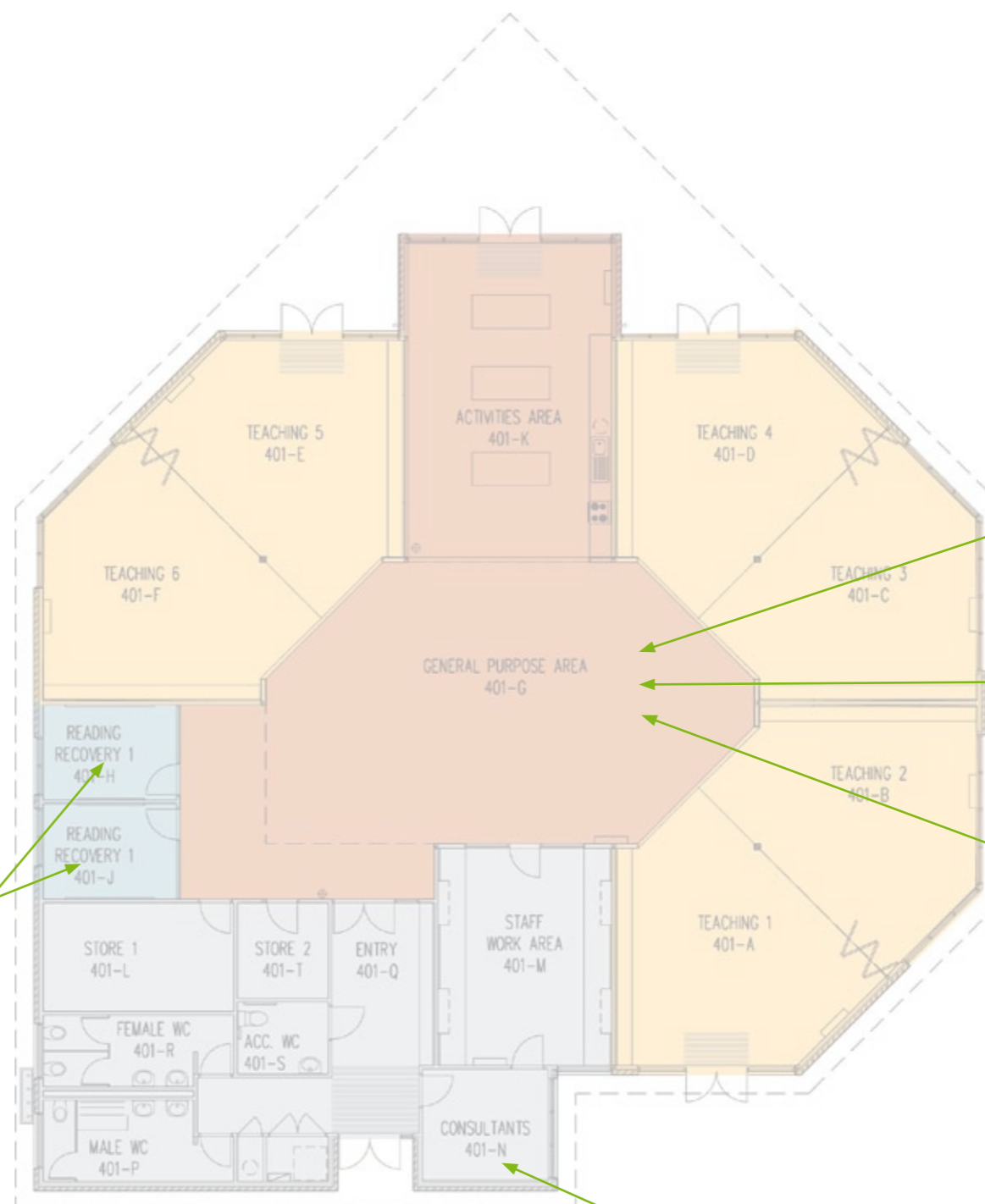
COMMUNITY USE

Yuille Park P-8 Community College

Figure 3.5: Site Master Plan

(Source: Image and text courtesy of Suturs
Prior Cheney Architects)

Dedicated spaces for Reading Recovery enable students with lower reading levels/skills to be supported.



Linked spaces create a feeling of community for the P-2 students and their teachers.

Central Hub: General Purpose Area joins together the individual teaching space that surrounds it.

General Purpose Area can be used flexibly as a space for group work, display of student work, individual work and reflection or recreational/play activity.

This space can be used by visitors or by teachers/parents for professional learning, preparation and interviews.

Location: Yuille Park, Wendouree, Victoria

Year Levels: P-8

Architect: Suturs Prior Cheney Architects