

WURUN SENIOR CAMPUS STORY

Design
backgrounder

The senior secondary campus for
Collingwood College and Fitzroy High
School. A unique vertical school for
a futures-focused senior program.



WOMINJEKA WELCOME

Wurundjeri Woi-wurrung Country

Wurun Senior Campus is on the Country of the Wurundjeri Woi-wurrung people. They have lived in this place for many thousands of years. We acknowledge the Wurundjeri Woi-wurrung people, and their Elders past, present and emerging, as the Sovereign people of this land, which includes Fitzroy and Collingwood.

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INTERESTING BACKSTORY

FASCINATING FACTS

/ WHAT MAKES WURUN SENIOR CAMPUS THE MOST UNIQUE VERTICAL SCHOOL WE'VE BUILT?

One of the project's biggest challenges and a key driver of its terrace form was how to give as much outdoor space to as many kids as possible in a vertical campus, on a narrow, compact inner-city site. And how to connect these outdoor areas with indoor space.

Project design team

TERRACES ON EVERY LEVEL

give students and staff excellent natural light, fresh air, views and greenery for better health and wellbeing.



The design allows Wurun Senior Campus to build **community connections** with partner schools and the broader community.



We designed the campus to help **Collingwood College and Fitzroy High School deliver their future-focused senior secondary program**. It will transform approaches to senior secondary learning, inspiring students to be **innovators** and building their **21st-century skills**.

3
SPORTS COURTS

As for sport, the kids are spoilt for choice with **2 indoor multi-sports courts** and an **outdoor rooftop court**. The innovative stacked court design of the indoor sports courts is a rare find globally.

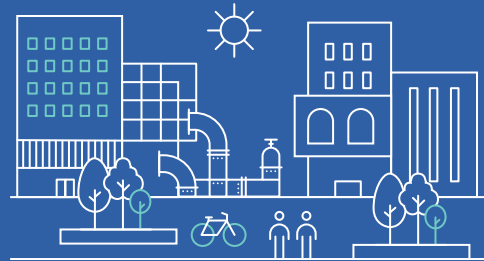
FLEXIBLE AND ADAPTABLE SPACES CONNECTED INDOOR AND OUTDOOR, and specialist precincts foster teaching and learning across multiple subject areas. This interdisciplinary approach is **leading-edge in senior secondary school design**.

FORM FOLLOWS FUNCTION

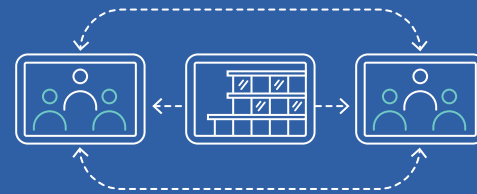
Every design decision was driven by how to achieve the **best possible experience and outcomes for students**. The campus makes a great example of **"form follows function"**.

THE SUSTAINABLE FAÇADE BLADE SYSTEM

doesn't just look good. It provides shade, reducing glare and heat load, making the campus a joy to be in.



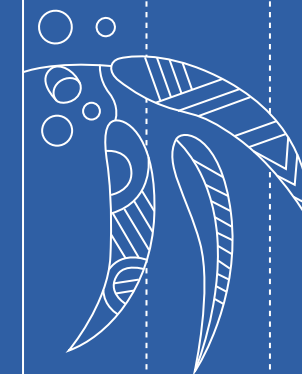
The campus is part of the **vibrant new neighbourhood** being delivered by Development Victoria on the historic **Fitzroy Gasworks** 3.9ha site in Fitzroy North.



Constructing the school during the COVID-19 global pandemic led our builders to **innovate with artificial intelligence**. They mapped real images against building information modelling and produced virtual tours. This allowed remote collaboration with project teams.

THE FIRST NATIONS INTERPRETIVE DESIGNS

featured throughout the campus are a rare example of interpretive storytelling about contested and difficult histories in a Victorian public space that is not a museum.



WE PRODUCED THE INSTALLATIONS THAT FEATURE **FIRST NATIONS HISTORY AND CULTURE** IN PARTNERSHIP WITH THE **WURUNDJERI WOI-WURRUNG CULTURAL HERITAGE ABORIGINAL CORPORATION**.



Wurun Senior Campus is the first Victorian public senior secondary school campus, to be **run by, and built for, 2 neighbouring schools**.



THE CAMPUS IS **6 STOREYS HIGH** and has **650** student places



EXCITING NEW SCHOOLS OPENED IN 2022

and one of **100** new schools being opened between 2019 and 2026 by the Victorian Government



BUILDERS AND TRADESPEOPLE WORKED ON-SITE DURING THE BUILD AT PEAK TIMES

45 apprentices worked on-site along the project's journey

IT'S THE **7TH** VSBA VERTICAL SCHOOL **4 STOREYS** OR MORE

2018 2019 2021 2022

1. Richmond High School
2. South Melbourne Primary School
3. Prahran High School
4. Docklands Primary School
5. Port Melbourne Secondary College
6. McKinnon Secondary College East Campus
7. Wurun Senior Campus

Footnote: All information is current as of March 2022

Campus journey

Wurun Senior Campus, the innovative new campus for Collingwood College and Fitzroy High School's Year 11 and 12 students, opened Term 1, 2022.

Collingwood College and Fitzroy High School formed a senior program partnership in 2007.

The partnership was a smart way of providing senior students from their 2 medium-size, neighbouring schools with a greater depth and breadth of subjects and programs. It also allowed the schools to better cater for students' individual needs.

The schools undertook global research to develop their futures-thinking program which has a focus on equipping students with 21st century skills for the increasingly dynamic career landscape.

More secondary places were needed in Melbourne's inner north to meet the area's changing demographics. Fitzroy High School was over capacity and Collingwood College was growing. The availability of a site at the historic Fitzroy Gasworks, mid-way between the 2 schools, culminated in the new campus.

The campus brings students from both schools together under the one roof for the first time since the partnership began. They had been travelling between the 2 schools for their senior studies for more than a decade.

A nod to the schools' leading-edge senior program is their selection in a collaborative research venture with the University of Melbourne, called New Metrics for Success.

This research involves working in partnership with a small group of schools identified as forward-thinking 'to address the meta-problems faced by Australian schools today and in the future with the goal of reimagining and influencing schooling in Australia'.

The campus opening is also a remarkable success and renewal story. Fitzroy High School was one of the first schools closed across Victoria in 1992.

Extensive community advocacy involving volunteers reportedly sleeping in the school every night for over 2 years ensued. The Victorian Government approved plans in the early 2000s to reopen Fitzroy High School for Years 7 to 10.

A mandate from the Department of Education and Training (DET) at the time, required the school be innovative in its approach to education, and to ensure students left school with the skills required to successfully navigate their futures. This aligned with the release of the Middle Years Research and Development (MYRAD) Project report in 2002 undertaken by the University of Melbourne for DET's Learning and Teaching Innovation Division.

Thirty years on, the new campus has been purpose designed and built to facilitate Collingwood College and Fitzroy High School's senior program and its bold vision.

'The senior program offers a connected, outward-looking, future-oriented approach that is responsive to the learning of our senior secondary students. Wurun Senior Campus will transform approaches to senior secondary learning and inspire our students to be innovators whilst building their 21st-century learning skills to equip them for the future.'

Wurun Senior Campus vision



CAMPUS TIMELINE

2018-19

/ State Budget funds planning for a new senior secondary campus to be shared by Collingwood College and Fitzroy High School

2020

/ Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation consultation continues
/ Construction starts (June)
/ Campus principal announced

2022

/ Wurun Senior Campus opens
/ Year 11 and Year 12 students from Collingwood College and Fitzroy High School share new campus at the former Fitzroy Gasworks site for the first time

2018

2019

2020

2021

2022

2018

/ VSBA consults with community, stakeholders, staff and students
/ Design work starts

2019-20

/ State Budget funds construction of a new campus

2019

/ Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation consultation begins (August)

2021

/ Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation consultation continues
/ Campus principal commences
/ Campus is named Wurun Senior Campus

2022

/ Collingwood College and Fitzroy High School continue to operate at their current locations

- Collingwood College P-Year 10
- Fitzroy High School Years 7-10

CAMPUS DESIGN BRIEF

Education narrative

Quality learning environments help students to engage and have positive learning experiences.

To create quality learning environments, our **Building Quality Standards Handbook (BQSH)** outlines key education principles and design guidelines for new school buildings and significant upgrades throughout Victoria.

We do this by placing learners and learning at the centre, opening our schools to communities and by delivering inclusive and welcoming learning environments.

Connecting students

The new campus needed to bring together the students and unique identities, history and culture of both Collingwood College and Fitzroy High School. Building a dedicated senior campus was also an opportunity for the schools to explore and develop shared values.

Facilitating the senior program's futures-thinking ethos

Our project team collaborated with Collingwood College and Fitzroy High School's leadership teams throughout the project.

We explored how the campus design could help support the senior program's futures-focused vision to:

- / provide students with opportunities to acquire deep knowledge, transferable skills, academic excellence and connections with the wider community
- / build 21st century skills across all subjects such as collaboration and communication, working independently, and as part of a group or team
- / foster interdisciplinary learning opportunities
- / offer more tertiary education and workplace style settings to benefit teaching and learning
- / accommodate longer-duration projects and a project-based approach
- / increase co-curricular offerings like partners in learning, artists in residence and social enterprises
- / develop student agency, voice and their planning of work and study pathways – 'learner profile'
- / encourage a growth mindset and full engagement in learning – advisory and tutorial
- / connect with the business, entrepreneurial, creative, hospitality, medical, and tertiary education hubs surrounding the campus.





Site and community

With the campus located at Fitzroy Gasworks, between Collingwood College and Fitzroy High School, it was designed as one of 3 connected campus communities. To make the most of its compact, inner urban site – we designed a vertical school with places for 650 students and spaces that could be shared with the community.

The former Fitzroy Gasworks site is an important part of Fitzroy North's industrial and social heritage.

In 2016, **Development Victoria** began planning the transformation of the site into a vibrant new neighbourhood on 3.9ha in the heart of Melbourne. The whole-of-government approach to urban renewal and regeneration will create a sustainable and vibrant community, filled with experiences, people and uses just as diverse as the places that surround it. The new precinct includes more than 1,000 apartments, a sports centre, a community facility, underground car parking, options for bicycle parking and open space. It also includes the new senior secondary campus for Collingwood College and Fitzroy High School.

Recognition of First Nations culture

We wanted to explore authentic and appropriate ways to acknowledge and embed First Nations history, heritage and culture in the campus design to pay respect to the Wurundjeri Woi-wurrung people and their connection to Country. The Victorian School Building Authority (VSBA) is committed to recognising First Nations cultures in all new buildings and significant upgrades to Victorian Government schools. Wurun Senior Campus's 'must see' First Nations design outcomes are featured on pages 28 to 40.

Community consultation

We designed the campus with input from the local community; Collingwood College and Fitzroy High School communities – students, teachers and leadership teams; and First Nations people.

In September 2018, the VSBA and Development Victoria engaged with the community to hear its views on the design of the Fitzroy Gasworks Precinct. This included the plans for a new senior campus for Collingwood College and Fitzroy High School. The VSBA held additional workshops with students and teachers from the 2 schools.

The top 4 requests from the engagement were to:

1. provide a diverse curriculum for multiple career paths and the specialist facilities to support this
2. teach students to be critical thinkers and develop their leadership and career skills
3. ensure the design reflects and supports the community, including shared community spaces
4. create spaces that are sustainable, well-designed and functional for different study options.

The Wurun Senior Campus School design community engagement snapshot can be found on the [VSBA website](#).

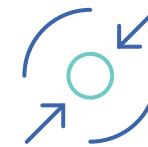
DESIGN DRIVERS

Our architects distilled the many parts of the brief into design and education principles and wove them into the campus design.

“Every design decision was driven by how to achieve the best possible experience and outcomes for students. One of the project’s biggest challenges and a key driver of its terrace form was how to give as much outdoor space to as many kids as possible in a vertical campus, on a narrow, compact inner city site – with direct connectivity from indoor learning environments.”

Project design team

/ DESIGN AND EDUCATION PRINCIPLES



Specialist
focus points



Accessible
resources



Flexible &
multipurpose



Learning
neighbourhoods
& communities



Indoor & outdoor
learning
communities



Community
orientation



Comfort
& safety



Diversity
of learners



Wellbeing



DESIGN FEATURES AND EDUCATION THINKING

Cool terraces

The campus design is a globally innovative example of a stepped, terraced school form and comprises 6 levels of connected indoor and outdoor learning environments.

Direct access to a terrace on every level gives students and teachers the flexibility of moving between inside and outside spaces at any time during classes and throughout the day.

The terraces are designed as an extension of the interior spaces with covered and uncovered areas to support a range of activities. These include formal or informal learning, recreation, group gatherings, socialising and the health and wellbeing benefit of connection with nature.

Some terraces have specific features related to the specialist activities happening in their adjoining indoor learning precincts. Food technology students can grow fresh produce, art students have an outdoor art space with a kiln and the science cohort's location near the rooftop's solar panels brings exciting new learning possibilities.

Terrace benefits include:

- / new ways for students and teachers to work, relax and connect socially
- / health, wellbeing and learning benefits from inspiring views, natural light, fresh air and greenery
- / freedom to move between the indoor and outdoor learning environments during classes
- / extra time outdoors courtesy of undercover learning environments for all weather use
- / enhanced streetscape from the landscaped outdoor spaces and reduced building mass
- / build connectivity between the 3 school communities and broader community
- / landscaping (green roofs) – help cool the building, which is better for the environment.

Fresh air in a vertical school

Connection between indoor and outdoor learning environments provides the campus with excellent natural ventilation. Large amounts of fresh air are circulated and exchanged throughout the building at all times. Mechanical ventilation allows fresh air to circulate in the school independent of outdoor temperatures. This reduces CO2 levels in the school which can improve learning outcomes.

Really comfortable

The façade blade system and double glazing make the campus really comfortable to be in year-round.

Our design team achieved this using concepts from global sustainability rating tools, so the blades maximise natural light and views while providing shade, reducing glare and heat load. The campus gained extra rooftop space for use and greenery because less mechanical equipment was needed for heating and cooling. Additionally, energy-efficient and compact mechanical plant equipment is housed within the floorplates of each level.

Material matters

Wherever possible, we selected natural and durable materials that are better for the environment and the health and wellbeing of students, staff and the community. Examples include timber, natural rubber flooring, pinboards with recycled natural fibre content and eco-friendly paint.

Tertiary feel

Designing a campus specifically for senior students and the schools' unique futures-focused senior program led our design team to study tertiary learning settings for inspiration. We wanted the campus design to help students develop the skills they need to ease the transition from secondary learning to further education and workplaces. This was at the fore of our design thinking.

'Introducing ideas from the tertiary model in a senior secondary campus setting is relatively new in learning environment design. Flexible, open spaces for private study and where a number of disciplines can come together to share, learn, explore and innovate not only prepares students for university but also an increasingly fluid, dynamic and interdisciplinary work environment.'

Project design team

Specialist precincts to pursue your interests

The campus has multiple specialist precincts made up of smaller groups of spaces based on subject area or function. They bring together students who share a passion for one or more fields such as performing arts, visual arts, technology, science, food technology or sports. Specialist precincts are the places where students often feel at home and comfortable to pursue their interests.

They are typically arranged as a cluster of rooms with specialist equipment for subject area specific activities. Specialist precincts are designed to enable collaboration and movement within and between other precincts to encourage connection, curiosity and creativity across the curriculum.

Interdisciplinary approach fosters 21st century skills

The campus design enables an interdisciplinary approach where students have the opportunity to work across different disciplines, precincts and spaces. Students benefit from learning in new ways and project directed learning. They gain exposure to new ideas, ways of thinking, and opportunities they might not otherwise encounter. This interdisciplinary style of learning can help students acquire 21st century skillsets such as the ability to work independently and in teams.

Connectivity between spaces, precincts and general learning hubs are fostered through the seamlessly connected resource centre, project spaces and other collaborative areas, common circulation zones and display spaces. Large sliding doors, openable walls, glazing and connected indoor and outdoor spaces are some of the ways used to dissolve physical boundaries.

'Projects can be designed and created in many settings or subject discipline areas. Different aspects of a project can be approached with a different subject focus. Designs can be imagined in creative areas, prototyped in the technology precinct and made in a studio. This brings disciplines together and promotes a cross-fertilisation of ideas where maths, science and English, creative arts and technology interact and combine.'

Project design team



Find your niche in inclusive spaces

We want everyone to find places where they feel comfortable and can have the best possible learning experience. To engage all learners, learning styles and personalities, students have wide diversity of spaces to choose from throughout a day. The campus isn't a school with a corridor and traditional classrooms. There is a suite of more structured learning environments for students preferring that style of learning. And for students who thrive in less traditional settings, there's spaces with greater opportunities for collaboration, interaction, self-directed, independent study and learning with opportunities for social interaction.

Spaces range from a collection of more traditional style classrooms to technical laboratory spaces for specific uses, informal breakout spaces, study nooks and booths, adaptable seminar space, outdoor learning environments, student café precinct and the amphitheatre.

This variety of spaces allows the senior program to explore new and innovative ways of teaching and also encourages students to take more responsibility over their individual learning journey.

Future proof with adaptable spaces

The campus is designed to facilitate a range of programs and an interdisciplinary model of learning and teaching. Spaces are not limited to one particular use, cohort, or way of using the space. They can be easily rearranged and adapted for future uses, whether that's different teaching styles or to introduce new programs or subjects.



What about acoustics?

Achievement of low internal noise levels helps students to focus and to reduce distraction. It improves speech clarity and reduces noise build-up in common areas, which enhances learning outcomes and encourages the use of flexible spaces. Our architects mitigated external noise from the street to create a noticeable improvement in indoor environmental quality. They've also used a number of techniques to improve sound insulation to minimise noise transfer between spaces. These include high acoustic absorption in the ceiling; double glazing; and the use of large sliding doors and operable walls.

'The school design enables a multiplicity of ways of using it over time, so should the curriculum change or needs change for remote learning or for in-person groups – the school can flex and adapt.'

Project design team



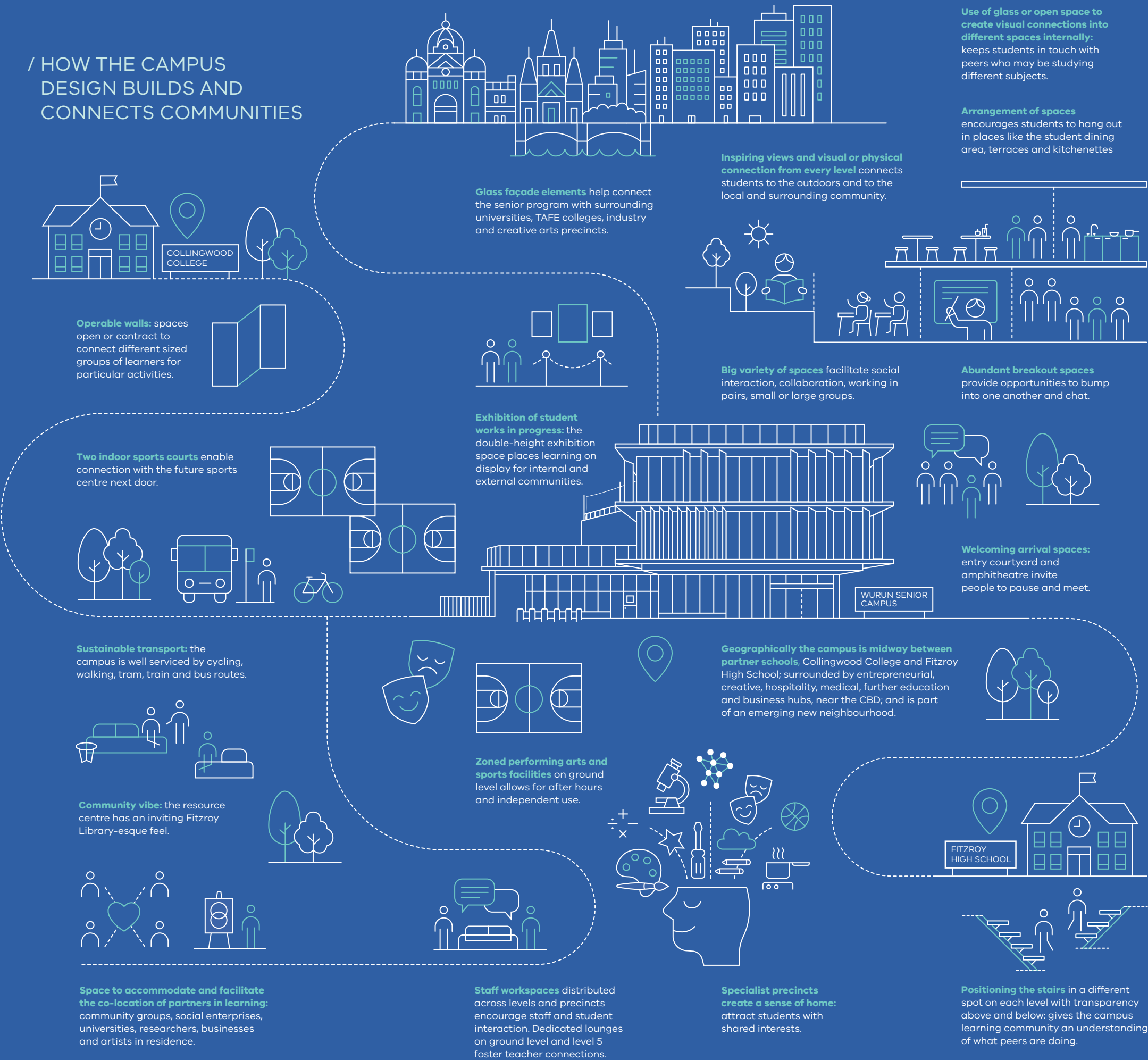
Connecting communities

To realise the senior program vision, the campus design needed to build a sense of community between 3 campus sites; learners within the campus; the campus learning community with the broader community and bring the outside community in.

'We want to bring in guest speakers and industry leaders from the local community to impart some specific knowledge, to have really strong connections with local students. We would like the campus to be a setting where community can come and go and use parts of the school, but also the school could move in and out of the community to local education centres and industrial hubs.'

Linda Mitchell, Principal Fitzroy High School

/ HOW THE CAMPUS DESIGN BUILDS AND CONNECTS COMMUNITIES



Where kids play

An extraordinary array of sports and recreation spaces have been built on the compact urban site.

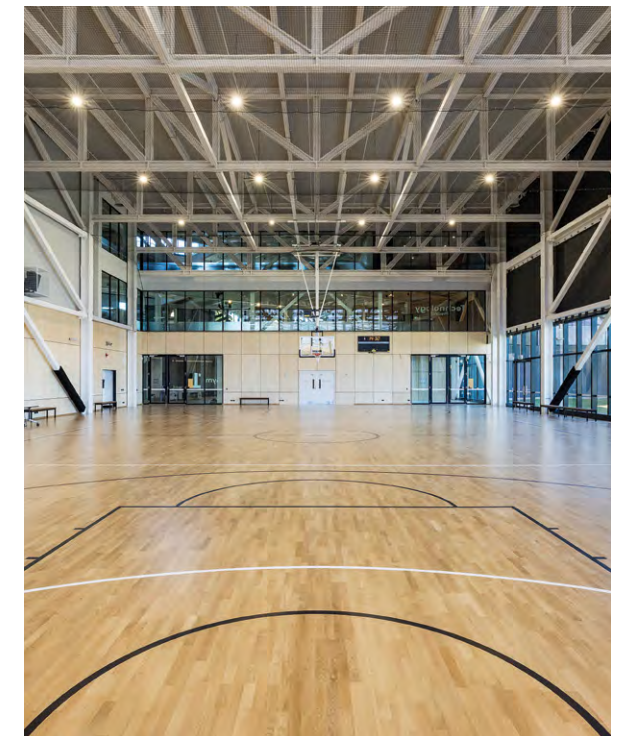
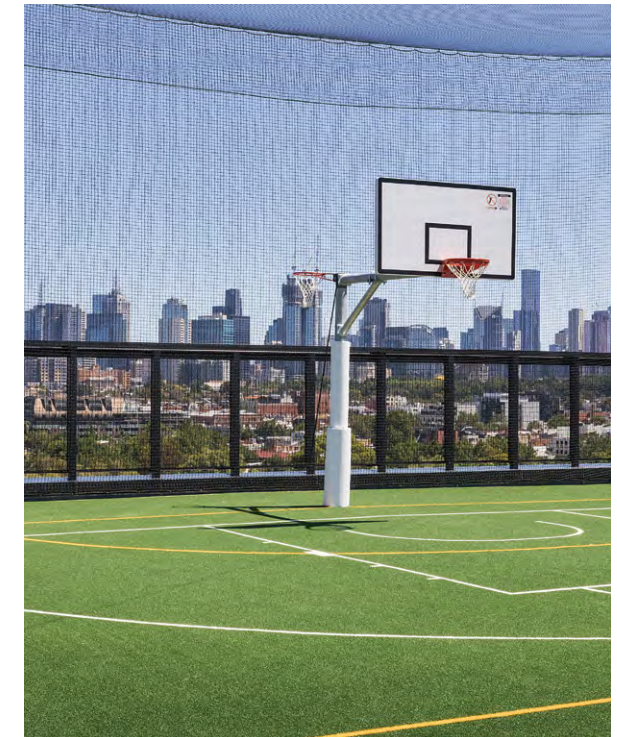
The campus has 2 indoor full-sized, multi-sports courts, stacked one on top of the other (ground level and level 3). There's also a full-size outdoor rooftop sports court. This unique stacked court formation allows the campus to have the same level of active sports space as a campus with open fields but on a smaller footprint. Terraces on each level provide lots of recreation space.

The gymnasiums:

- / are designed for competition-grade basketball and netball
- / suit a range of recreational activities including volleyball, badminton or indoor soccer
- / accommodate whole-school assemblies, events, gatherings or exams

Future sports centre

Development Victoria is building a sports centre next to Wurun Senior Campus. The centre will comprise 4 multi-purpose courts (sized for basketball and netball) over 2 levels, and a multi-purpose space and gymnasium. These will all be available for public use. Integrating the centre with Wurun Senior Campus's 2 courts – offers the potential for shared use of a 6-court facility outside of school hours.



MUST-SEE FIRST NATIONS INTERPRETIVE ELEMENTS AT WURUN SENIOR CAMPUS

Embedded design outcomes overview

First Nations knowledge, stories, heritage and culture are represented throughout the campus in interpretive installations, signage, planting, colour palettes, a mural, story panels about Wurundjeri Woi-wurrung Elders and artworks.

Installations in the campus that feature First Nations history and culture were produced in partnership with the Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation (CHAC).

These outcomes are a rare example of interpretive storytelling about contested and difficult histories in a public space in Victoria that is not a museum, but a school.



Signage

Campus name

The main campus sign for Wurun Senior Campus is set on a concrete plinth outside the campus entry and helps establish the campus identity.

The Department of Education and Training consulted with Traditional Owners, along with representatives from Collingwood College and Fitzroy High School, on the campus name.

Welcome to Country

The campus is on Wurundjeri Country. The Wominjeka 'Welcome' sign outside the campus entry features illustrations of the Wurundjeri Woi-wurrung people's Creator Spirits, Bunjil the Wedge-tailed Eagle and Waa the Crow.

Landscape

Plant species on the terraces include many that are important to Wurundjeri Woi-wurrung people.

We consulted with the Wurundjeri Woi-wurrung CHAC's Narrap team to develop interpretive labels that would help students understand each plant's cultural significance and traditional and current uses.

Information about traditional ways of caring for Country can raise awareness about contemporary and future environmental responsibilities.

Concourse mural

A 25-metre long mural on the internal glass wall of the ground level concourse features stories from Wurundjeri Woi-wurrung history and culture. These stories were chosen by Wurundjeri Woi-wurrung Elders.

The mural's 5 themes

Theme 1 Bunjil and Waa: Creation

Explores Wurundjeri Woi-wurrung life before European colonisation, Creation stories, traditional culture, language, ceremony and the natural environment.

Theme 2 Displacement

Tells the story and impact of the displacement of Wurundjeri Woi-wurrung people from their land.

Theme 3 William Barak and Annie Borate

Uncle William Barak was a key leader and advocate for the Wurundjeri Woi-wurrung people for 28 years. All Wurundjeri Woi-wurrung people today are descendants of Malunggung Annie Borate, Uncle William Barak's sister.

Theme 4 Aboriginal activism and community

Explores the First Nations communities in the Fitzroy and Collingwood areas, including key events such as the land rights movement.

Theme 5 Wurundjeri Woi-wurrung people today

Explores the role of Wurundjeri Woi-wurrung people today, the revival of cultural traditions and identity, and land management.



△ Bunjil the Wedge-tailed Eagle is the Creator of the Wurundjeri Woi-wurrung people, Waa the Crow is their Protector.

Stories of the Wurundjeri Woi-wurrung people

This large mural represents some stories from the Wurundjeri Woi-wurrung's history and culture. Many other stories remain to be told.



- 1 Bunjil**
Bunjil the Wedge-tailed Eagle is the Creator of the Wurundjeri Woi-wurrung people.
- 2 Merri Creek and Dights Falls**
Merri Creek and Dights Falls are important spiritual places for the Wurundjeri Woi-wurrung people. They are also home to valuable natural resources such as plants, animals and water.
- 3 Uncle William Barak's paintings**
Uncle William Barak was an artist who recorded the culture and heritage of his people in a series of paintings. An outline of one of these paintings is in the background of this image.
- 4 Colonisation**
Since the 19th century, the Wurundjeri Woi-wurrung people have been progressively removed from their traditional lands by European settlement.
- 5 The march to Acheron**
Simon Wonga successfully helped the Taungurung people petition the Colony of Victoria to give them a plot of land named Acheron in 1859, but it was unjustly taken from them a year later.
- 6 Coranderrk Aboriginal Station**
Coranderrk Aboriginal Station was established in 1863 on the traditional lands of the Wurundjeri Woi-wurrung people as a place for Victorian Aboriginal people to live and work.
- 7 Uncle William Barak**
Uncle William Barak was *ngurungaeta* (leader) of the Wurundjeri Woi-wurrung people for around 28 years. He was influential as a political activist and fought for Aboriginal rights until he went to his Dreaming in 1903.
- 8 Annie Borate**
All Wurundjeri Woi-wurrung people today are descendants of *malungugung* Annie Borate through her son Robert Wandin and his wife Jemima Burns-Wandin.
- 9 David Barak**
Uncle William Barak's only son David died in 1881 at the age of 14. The Melbourne Hospital refused to let Uncle William Barak stay with his son because he was an Aboriginal person.
- 10 Fitzroy in the 1920s**
Fitzroy and Collingwood lie on the traditional lands of the Wurundjeri Woi-wurrung people. Many Aboriginal people died during colonisation or were sent to 'reserves'. In the 1920s, Aboriginal people moved back to this area. Their community became the social and political hub of Aboriginal Melbourne.
- 11 Victorian Aboriginal Health Service**
The Victorian Aboriginal Health Service was established in 1973. It provided Victoria's Aboriginal community with an alternative to mainstream health services that catered specifically to their needs. The service was located in Gertrude Street, Fitzroy, until 1992.



- 12 Uncle Graham 'Bootsie' Thorpe**
Uncle Graham 'Bootsie' Thorpe is a Gunaikurnai Elder who grew up in Fitzroy. A well-known and respected Elder throughout the community, Uncle Graham spent many years working as a health worker. He has been, and continues to be, a mentor to countless Aboriginal youth and community members.
- 13 Builders Arms Hotel**
The Builders Arms Hotel and others in the heart of Fitzroy were popular with Fitzroy's Aboriginal community. It eventually became a key place for community members to meet.
- 14 Pastor Sir Douglas (Doug) Nicholls**
Pastor Sir Douglas (Doug) Nicholls was a Yorta Yorta man and influential preacher at the Aboriginal Church of Christ in Gore Street. He later became an activist and leader for the Aboriginal community in Fitzroy. He was appointed Governor of South Australia in 1976.
- 15 Land rights movement**
Fitzroy's Aboriginal community played a major part in the land rights movement, which began in the 1960s and saw political protest and agitation for official recognition of Aboriginal land rights.
- 16 Fitzroy Gasworks**
Fitzroy Gasworks began operating in 1861 and featured towering gasometers and chimneys. It was an iconic industrial landmark of Melbourne's northern suburbs. Wurun Senior Campus is now located on this site.
- 17 Gore Street church**
The Aboriginal Church of Christ in Gore Street was an important meeting place for the Aboriginal community in Fitzroy.
- 18 Carlton Gardens and the Moreton Bay Fig**
The Moreton Bay Fig tree at Carlton Gardens has long been a place where leaders of Melbourne's Aboriginal community have made speeches and held community meetings. The same is true for Atherton Gardens. This was due in part to the *Aborigines Protection Act 1886*, commonly referred to as the '*Half-caste Act*', which caused large numbers of Aboriginal people to be displaced from their homes.
- 19 Waa**
Waa the Crow is the Protector of the Wurundjeri Woi-wurrung people.
- 20 Smoking ceremony**
The Wurundjeri Woi-wurrung people hold smoking ceremonies to cleanse places and people of bad spirits and foster the wellbeing of their people and guests.
- 21 Manna Gum**
The Manna Gum tree is important to the Wurundjeri Woi-wurrung people, who are known as the 'Manna Gum people'. The tree is also one of the main features of Fitzroy's natural environment.

- Numbers refer to the area of the mural where the group of images is located.
- 1** Wedge-tailed Eagle (Bunjil) artwork, Captain's Post, New South Wales, Australia, 2012. Creative Commons. Muralist: Bunjil. Light as a Feather, 21 April 2016. © Geoff Bate. Wedge-tailed Eagle, 11 October 2023. © Brian Sullivan. Muralist: Library of the Cornell Lab of Ornithology.
- 2** Map of part of Fitzroy and East Collingwood, 18-7. State Library Victoria. © State Library Victoria.
- 3** 'Aboriginal ceremony' (original caption), c. 1880-90. Bruce Munn, State Library Victoria. © State Library Victoria.
- 4** 'Uncle William Barak's paintings' (original caption), 1930. State Library Victoria. © State Library Victoria.
- 5** 'Colonisation' (original caption), c. 1860-1870. State Library Victoria. © State Library Victoria.
- 6** 'The march to Acheron' (original caption), 1859. State Library Victoria. © State Library Victoria.
- 7** 'Coranderrk' (original caption), c. 1863-1867. State Library Victoria. © State Library Victoria.
- 8** 'Uncle William Barak' (original caption), c. 1870-1880. State Library Victoria. © State Library Victoria.
- 9** 'Annie Borate' (original caption), c. 1880-1890. State Library Victoria. © State Library Victoria.
- 10** 'Fitzroy in the 1920s' (original caption), c. 1920-1930. State Library Victoria. © State Library Victoria.
- 11** 'Victorian Aboriginal Health Service' (original caption), 1973. State Library Victoria. © State Library Victoria.
- 12** 'Uncle Graham 'Bootsie' Thorpe' (original caption), c. 1960-1970. State Library Victoria. © State Library Victoria.
- 13** 'Builders Arms Hotel' (original caption), c. 1920-1930. State Library Victoria. © State Library Victoria.
- 14** 'Pastor Sir Douglas (Doug) Nicholls' (original caption), c. 1970-1980. State Library Victoria. © State Library Victoria.
- 15** 'Land rights movement' (original caption), c. 1960-1970. State Library Victoria. © State Library Victoria.
- 16** 'Fitzroy Gasworks' (original caption), c. 1860-1870. State Library Victoria. © State Library Victoria.
- 17** 'Gore Street church' (original caption), c. 1920-1930. State Library Victoria. © State Library Victoria.
- 18** 'Carlton Gardens and the Moreton Bay Fig' (original caption), c. 1920-1930. State Library Victoria. © State Library Victoria.
- 19** 'Waa' (original caption), c. 1920-1930. State Library Victoria. © State Library Victoria.
- 20** 'Smoking ceremony' (original caption), c. 1920-1930. State Library Victoria. © State Library Victoria.
- 21** 'Manna Gum' (original caption), c. 1920-1930. State Library Victoria. © State Library Victoria.

△ Credit: Bunjil the Wedge-tailed Eagle and Waa the Crow by Ash Firebrace, First Nations artist. Stylised by Seith Teoh for SHP.

Embedded artworks

We commissioned First Nations artist Ash Firebrace to create campus artworks that focus on significant aspects of Wurundjeri Woi-wurrung people's history and culture.

Key artworks

Bluestone etching in the entry courtyard pavement features artwork of the Manna Gum, an important tree for the Wurundjeri Woi-wurrung people.

Metal panels in the entry airlock feature laser-cut images of Manna Gum leaves.

Large acoustic wall panels feature images of the Wurundjeri Woi-wurrung people's Creator Spirits, Bunjil the Wedge-tailed Eagle and Waa the Crow. The level 3 panel also features the Manna Gum.

The Manna Gum

The Manna Gum tree is part of Wurundjeri Woi-wurrung Country. Wurundjeri Woi-wurrung people take their name from the tree. 'Wurun' means Manna Gum tree and 'djeri' is the grub found in or near the tree.

We've applied Manna Gum colour tones throughout the campus to pay respect to the Wurundjeri Woi-wurrung people and their connection to Country.

Manna Gum colour scheme

The colour tones of Manna Gum tree bark, leaves, and buds inspired the campus interior colour scheme.

The colours are expressed on each level on the interior pinboard walls, built-in seating and kitchenettes. Other internal materials like the balustrade and rubber flooring of the main staircase, the airlock entry feature, and ground level concourse ceiling also complement this colour scheme. The colours of the external metal panels and shading blades are taken from the tones of the Manna Gum bark. A panel on the ground level concourse highlights the colours, their significance and location.



Credit: Artwork produced by Ash Firebrace. Stylised by Seith Teoh for SHP.



First Nations Elders' panels

A series of panels on the level 1 landing feature stories of significant First Nations Elders.



Auntie Joy Murphy Wandin AO

Auntie Joy Murphy Wandin is a respected Wurundjeri Woi-wurrung Elder who has spent many decades educating the Victorian community about Aboriginal culture and advocating for reconciliation, social justice, land rights and equal opportunities for Wurundjeri Woi-wurrung people.

Auntie Joy has held many roles over the years. She has been Chair of the Wulin Centre for Indigenous Arts and Cultural Development at the Victorian College of the Arts at the University of Melbourne, University Elder for La Trobe University, a member of the Equal Opportunity Commission of Victoria and a trustee of the National Gallery of Victoria.

Auntie Joy was awarded the Victorian Aboriginal Women's Award in 2002 for contributing over 30 years of work to Aboriginal issues. In 2006, she was made an Officer of the Order of Australia for her service to the public, especially the Aboriginal community. She is also a published author of children's books that celebrate Wurundjeri Woi-wurrung culture.

Auntie Joy Murphy Wandin, c.2018
Courtesy: Justin de Boff



Robert Wandin (Wandoon)

(c. 1855–1908)

Robert Wandin was born at Steel's Flat and became the only surviving child of William Barak's sister Annie Borate. He arrived at Coranderrk Aboriginal Station as a child, just after the station was established in 1863. As an adult, he was instrumental in the 1881 inquiry into the management of Coranderrk. He was the only Aboriginal person to testify twice as a witness during the Wurundjeri Woi-wurrung's fight to have the station's original manager John Green reinstated.

Robert succeeded William Barak as ngurungaeta (leader) of the Wurundjeri Woi-wurrung people in 1903. He and his wife Jinima Burns-Wandin had 10 children, which secured the continuation of the Wurundjeri Woi-wurrung people. Robert died in January 1908 but Jinima lived another 36 years, refusing to leave Coranderrk when it officially closed in February 1924. She was the last person living there when she died in 1944.

Robert Wandin (Robert), Coranderrk, Victoria, Australia (original location), 1879–85
Marilyn Nicholls-Murphy Collection, Museum Victoria
Photographer: unknown



Auntie Diane (Di) Kerr OAM

Auntie Diane (Di) Kerr is a respected Wurundjeri Woi-wurrung Elder and the matriarch of her family. Born in Melbourne in 1954, she is a proud mother, stepmother, foster mother, grandmother and auntie who has dedicated her life to serving her community.

Auntie Di is a well-known advocate who has worked in health, welfare, childcare, education and land rights. She has sat on committees advising The Royal Women's Hospital and acted as a director and Chair of the Board of Native Title Services Victoria in 2013. She was appointed to the Victorian Aboriginal Treaty Working Group in 2016.

Auntie Di is passionate about teaching young members of the community about their culture and has held women's ceremonies for Aboriginal girls since 2014. She also hosts Welcome to Country ceremonies for newborn babies. Her work not only keeps Aboriginal culture thriving in the modern world but also helps young people develop a sense of identity and connection to Country.

Auntie Di was inducted into the Victorian Honour Roll of Women in 2017 and received the Medal of the Order of Australia in 2019. She is now a great-grandmother.

Auntie Diane Kerr, 2018
SNP (Blue Hedge Productions Pty Ltd)



James 'Juby' Wandin

(1933–2006)

James 'Juby' Wandin was the grandchild of Robert Wandin and Jinima Burns-Wandin through their son Jarlo Wandoon. He was the last person born at Coranderrk Aboriginal Station.

Juby was the first Aboriginal man to play for the St Kilda Football Club and just the tenth to play VFL/AFL football. His skills were legendary. Charles Richards (whom Juby coached) remembers hearing footy club yarns about Juby who 'had silky skills, was a beautiful mark, could run all day, and could do it all so gracefully'.

Juby played 17 games as centre half-forward between 1952–53 but left prematurely due to homesickness and a lack of support in Melbourne. He continued his football career in Healesville, coaching and mentoring scores of young men. A respected leader of the wider Healesville community, he joined Boon Murrumbidgee Elder Carolyn Briggs to give a 'Welcome to Country' speech at a sitting of the Parliament of Victoria on 31 May 2000.

Times are changing. You the Victorian government have invited and welcomed us to your place, and we as the traditional owners and custodians of this land give back to you our welcome. Womijipka yearament koorn-ee-bak Wurundjeri-Balak, which simply means, 'Welcome to the land of the Wurundjeri people'.
— James Juby Wandin, 31 May 2000

James Juby Wandin, c. 1982
St Kilda Football Club



Billibellary

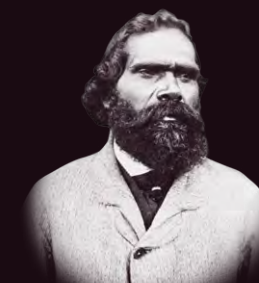
(c. 1799–1846)

Billibellary was *ngurungaeta* of the Wurundjeri Woi-wurrung people when European settlers arrived in the region that became known as Melbourne. He staunchly protested his people being dispossessed of their land. In 1843, Billibellary appealed to the Assistant Protector of Aborigines, William Thomas, to grant land to his people so they could learn farming. Although this request was rejected, Billibellary's friendship with William Thomas was crucial for his son, Simon Wonga, who secured the Coranderrk Aboriginal Station in 1863.

Billibellary knew the value of having a European ally such as William Thomas. He worked with the colonial government and successfully negotiated to get important items such as blankets, food and guns for his people. He helped create the Native Police Corps in Melbourne and encouraged children to attend the Merri Creek Aboriginal School.

Billibellary died on 10 August 1846 of what was probably a chest infection. Out of respect for Billibellary, William Thomas, with the agreement of the Wurundjeri Woi-wurrung community, erected a white picket fence around his grave. This overlooked the place where Merri Creek and Birrong (the Yarra River) meet.

Billibellary, c.1842
William Thomas
Brought Simon Wonga, State Library Victoria



Simon Wonga

(c. 1824–c. 74)

Simon Wonga was born near Healesville around 1824 to his father Billibellary. He became *ngurungaeta* of the Wurundjeri Woi-wurrung people.

Simon led a fascinating life. In 1835, he witnessed the signing of the contentious 'Batman Deed', also known as 'Batman's Melbourne Deed' or the 'Melbourne Treaty'. He stood beside his father Billibellary and cousin, Uncle William Barak. In 1839, after Simon injured his foot during a hunting expedition, Billibellary asked William Thomas for help. He ended up nursing Simon back to health and the two formed a close friendship, sharing their culture, language and beliefs over many years.

Simon strongly advocated that Aboriginal people had the right to reclaim land taken by early settlers. In 1850, he and William Thomas masterfully negotiated for land on behalf of a group of Taungurung men from the Upper Goulburn River. This set a precedent and Simon went on to secure the land at Healesville that would eventually become Coranderrk Aboriginal Station for his people.

After Simon died at Coranderrk in either 1874 or 1875, Uncle William Barak took over as *ngurungaeta*.

Simon Wonga—age 37—Chief of the 'Yara Yara Tribe' (original caption), 1865
Carl Mollner
State Library Victoria



Auntie Patricia (Pat) Ockwell

Auntie Patricia (Pat) Ockwell was born in 1937 and is a proud Wurundjeri Woi-wurrung Elder. She was inspired to become an activist and community leader in the 1960s by Elders such as Geraldine Briggs, Uncle Doug Nicholls, her Auntie Winnie and other Aboriginal leaders from Fitzroy and Collingwood.

An advocate for fairness, Auntie Pat has contributed many decades of work on housing and justice issues for Aboriginal people. In the 1970s, she began working at Aboriginal hostels that housed young people from the country when they visited the city for training and tertiary education. During this time, Auntie Pat also began helping Aboriginal youth who got into trouble with the police. Her work kept many young people out of prison. She has been involved with the Koori Court since it began in the 1990s and Aboriginal Housing Victoria for over 30 years. Today, Auntie Pat looks after the young and elder members of her community and encourages them to connect with each other.

Auntie Patricia (Pat) Ockwell, 2018
SNP (Blue Hedge Productions Pty Ltd)



Uncle William Barak

(c. 1824–1903)

Uncle William Barak was *ngurungaeta* of the Wurundjeri Woi-wurrung people and spokesperson for Coranderrk Aboriginal Station. He was passionate about safeguarding Wurundjeri Woi-wurrung culture for future generations and spent a lifetime fighting for First Peoples' rights.

From 1874, Uncle William Barak organised the Coranderrk community to protest an attempt by the Board for the Protection of Aborigines to force much-loved station manager John Green to resign. His activism sparked an official parliamentary inquiry into the management of Coranderrk in 1881, during which 22 members of the Coranderrk Aboriginal community testified. Although the parliamentary inquiry ended in a win, the 1881 *Aborigines Protection Act* evicted all Aboriginal people of 'mixed race' under the age of 35 from Coranderrk and devastated the community. But Uncle William Barak remained passionate about saving Wurundjeri Woi-wurrung culture for future generations.

William Barak—age 33—Yara Yara Tribe (original location), 1866
Carl Mollner
State Library Victoria



malunggun Annie Borate

(c. 1834–70)

malunggun Annie Borate lived from around 1834–36 to 1870–71. She was the daughter of Footerie and Bebejan, the latter of whom was *ngurungaeta* of the Wurundjeri Woi-wurrung people. Annie's elder brother was Uncle William Barak. Although she had several children, Robert Wandin was the only one who survived to adulthood.

All Wurundjeri Woi-wurrung people today are descendants of Annie Borate through her son Robert Wandin and his children.

Annie Borate—age 30—Yara Yara Tribe (original location), 1866
Carl Mollner
State Library Victoria



Margaret Tucker MBE

(c. 1904–96)

Margaret Tucker, also known as 'Auntie Marg' or 'Auntie Marge', was one of Australia's first Aboriginal rights activists. During the 1930s she was heavily involved with the Australian Aborigines' League, which was begun by William Cooper. The league promoted Aboriginal representation in Parliament and helped stage the first national Day of Mourning on 26 January 1938.

Margaret was born in 1904 and grew up on the Cummeragurra and Moonicillalah Missions along the border of Victoria and New South Wales. She was forcibly wrenched from her family when she was either 12 or 13 years old and taken to the Cootamundra Detention Home for Aboriginal Girls. She did not see her family again for years.

Margaret suffered injustice while working as a domestic servant. She moved to Melbourne in 1925, eventually settling in Fitzroy where she established many social and political activist groups to benefit the Aboriginal community. She was an inspiring community leader known for her passionate speeches under the Moreton Bay Fig tree in Carlton Gardens.

In 1968, Margaret became a Member of the Order of the British Empire (MBE) for services to the Aboriginal community.

Margaret Tucker, 1977
From Margaret Tucker, *If Everyone Could: Autobiography of Margaret Tucker*



Uncle Graham 'Bootsie' Thorpe

Uncle Graham 'Bootsie' Thorpe is a passionate Gunaikurni Elder whose career has been dedicated to providing mental and community health services for Aboriginal people. With steadfast and compassionate care, he worked at the Victorian Aboriginal Health Service for over 22 years and as an Aboriginal Drug and Alcohol Worker at Ngwala Willumbong Co-operative Ltd for 15 years. Uncle Graham has also been a member of the Koori Court Elders Advisory Committee at the Melbourne Magistrates' Court.

Uncle Graham moved to Melbourne when he was 11 years old and immersed himself in the strong Aboriginal community at Fitzroy. During this time, he developed his passion for service.

In 2018, Uncle Graham was inducted into Victoria's Aboriginal Honour Roll, which recognises community achievements. It followed the Victorian NAIDOC Aboriginal of the Year Award in 1996 and a Certificate of Recognition in 2009. In 2018, he was honoured to become a Patron of Victorian NAIDOC.

Uncle Graham has also been part of a group of artists and storytellers working on *yolngu*—'Yesterday' in Woi-wurrung language—a project where Elders and other Aboriginal people share the stories of their communities.

Uncle Graham 'Bootsie' Thorpe, c. 2018
Courtesy: Thorpe family



Sir Douglas (Doug) Nicholls MBE OBE KCVO & Lady Gladys Nicholls

(1906–88, 1906–81)

Sir Douglas (Doug) Ralph Nicholls was a pastor, governor, justice of the peace and influential Aboriginal activist. Uncle Doug was a Yorta Yorta man who played 54 games for the Fitzroy Football Club from 1932 until 1937. He became a beloved leader of the Fitzroy Aboriginal community in the 1950s.

Uncle Doug helped form the Aborigines Advancement League in 1957. He was a founding member of the Federal Council for Aboriginal Advancement in 1958 and also a representative of the Aborigines' Welfare Board, formerly known as the Victorian Aboriginal Protection Board. Uncle Doug was passionate about reconciliation and worked with the Council for Aboriginal Rights.

Lady Gladys Nicholls was a teacher, businesswoman and leading Aboriginal activist. Known as 'Auntie Gladys', she was a Yorta Yorta woman who worked tirelessly to provide care and protection for young and disadvantaged people. In the 1950s and 1960s, she helped run a hostel in Northcote for Aboriginal girls who had come to the city for work.

Together, Uncle Doug and Auntie Gladys campaigned for the 1967 Referendum. This succeeded in changing the Australian Constitution so that it recognised Aboriginal people as members of the Australian population.

Portrait—Aboriginal and Torres Strait Islander—
Sir Douglas Nicholls and Lady Gladys Nicholls, 1960
National Archives of Australia



Auntie Winnifred (Winnie) Quagliotti Tribal name: narrandjeri

(1931–88)

Auntie Winnie Quagliotti was a proud Elder of the Wurundjeri Woi-wurrung community. She was born in 1931 at Koorndook-Barham on the Murray River and grew up at Coranderrk Aboriginal Station. In 1968, Auntie Winnie moved to Doreton in Melbourne's outer east where she was a passionate advocate for improving housing for Aboriginal Australians.

In 1970, Auntie Winnie united with local families to provide housing, welfare and employment opportunities for Dandenong's Aboriginal community. She was a popular presence at both the Gunaikurni hostel in Dandenong and the William T Onus Hostel in Northcote. Her experience and passion for providing housing to Aboriginal people saw her appointed to the Aboriginal Housing Board of Victoria in 1981. She became its chairperson in 1987.

In 1985, Auntie Winnie played a pivotal role in founding the Wurundjeri Tribe Land and Compensation Cultural Heritage Council Inc., known today as the Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation. She was a forthright representative for her community and is perhaps best remembered for protesting the arrival of the Tall Ships to Melbourne during Australia's Bicentenary celebrations in 1988. The image of Auntie Winnie draped in a traditional possum skin cloak went all around the world.

Winnie Quagliotti, who is dressed in a cloak of possum
skin with a collar of emu feathers, 1987
Nancy Liff / Hepburn

Consultation
process reflections

Our project team followed key principles for appropriate and respectful consultation with Traditional Owner groups and other First Nations people. We did this by ensuring the Wurundjeri Woi-wurrung team led the process.

This consultation was undertaken early in the design stage with the Wurundjeri Woi-wurrung Cultural Heritage Aboriginal Corporation (WWWCHAC). This is the Registered Aboriginal Party (RAP) in the Fitzroy and Collingwood area. We asked Wurundjeri Woi-wurrung Elders what stories they would like told in the campus spaces and how they wanted them told. We listened continuously.

Our background historical research identified First Nations design, patterns, colours, key stories, art and language to contribute to the initial discussions. We considered how to represent a living culture that has existed for many thousands of years, and today is a strong and growing community.

Over time, Wurundjeri Woi-wurrung Elders guided us to a range of meaningful ideas and themes that reflected key aspects of their history, culture and values.

We then began working with the Wurundjeri Woi-wurrung Elders to determine how Wurundjeri stories could be interpreted and woven into the campus design. Practical, respectful and authentic consultation was the central principle of all discussions with First Nations stakeholders.

We hope the co-creation and consultation process with First Nations people and the meaningful design outcomes embedded in Wurun Senior Campus provides inspiration for projects of all sizes.



Flow-on outcomes

The First Nations consultation process and co-creation of interpretive design outcomes identified many additional opportunities for expressing and communicating First Nations heritage and ongoing dialogue in future projects. These include:

- / First Nations employment and skills training directly on educational projects
- / skills training for First Nations people in industries such as construction, landscaping, graphic design, heritage and digital media
- / ‘walking the talk’ of reconciliation and truth telling by embedding First Nations storytelling and interpretation in all projects
- / ensuring difficult and contested stories are told
- / creating an inclusive environment by listening respectfully to First Nations people and positioning them to lead the interpretive process
- / First Nations interpretive elements at Wurun Senior Campus providing meaningful cultural references for students, teachers and the community. We have covered just a few of the stories from Wurundjeri Woi-wurrung history and culture. These stories are often highly emotional and personal. Many remain to be told
- / these elements paving the way for ongoing engagement and many opportunities to shape and inform learning outcomes
- / the school’s architecture and landscaping being designed to create an inviting, inclusive and engaging environment for all students, teachers, staff, families and community members. They also encourage exploration, discovery, curiosity, communication, and First Nations recognition

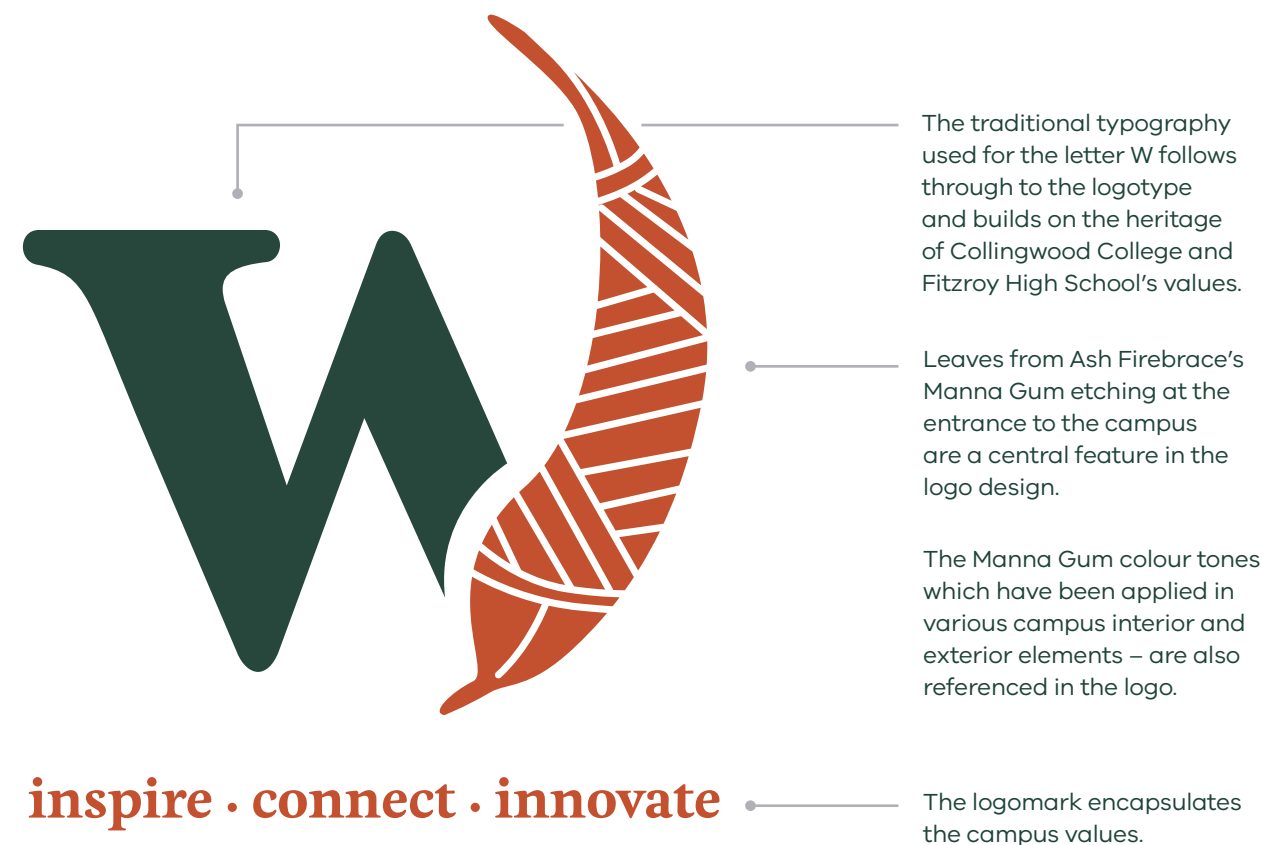
- / a manual detailing the appropriate RAP engagement and approval processes for any use, reproduction, relocation, alteration, removal, adaptation or modification of the interpretive elements
- / Collingwood College and Fitzroy High School commissioning First Nations artist Ash Firebrace to develop a campus logo
- / Welcome to Country ceremony and First Nations celebration day. These activities close the consultation loop and will help build cultural awareness for students and staff
- / the relationships and interpretive elements providing a platform for further development of Collingwood College and Fitzroy High School’s First Nations initiatives.

First Nations terminology

Traditional Owner group includes Registered Aboriginal Parties (RAPs) that are recognised as being connected to the Fitzroy and Collingwood areas.

First National or First Nations people recognises Aboriginal and Torres Strait Islander people as the first peoples of Australia. It includes individuals who are not necessarily part of a wider Traditional Owner or RAP group. This is the current preferred terminology for a number of First Nations groups. ‘First Nations’ represents a transition from western modes of describing First Nations people (‘Aboriginal’) and the term Indigenous, which has been used around Australia alongside ‘Aboriginal’ for many years. Nevertheless, each First Nations group determines how it wishes to be described and represented.

Campus logo story



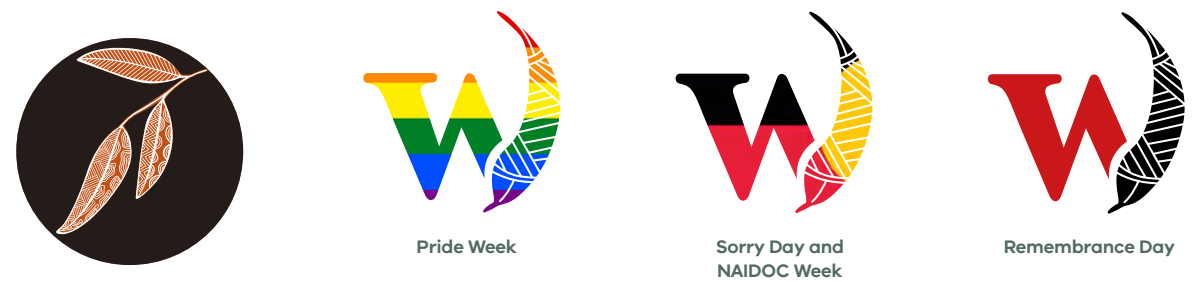
The traditional typography used for the letter W follows through to the logotype and builds on the heritage of Collingwood College and Fitzroy High School's values.

Leaves from Ash Firebrace's Manna Gum etching at the entrance to the campus are a central feature in the logo design.

The Manna Gum colour tones which have been applied in various campus interior and exterior elements – are also referenced in the logo.

The logomark encapsulates the campus values.

inspire · connect · innovate



First Nations artist Ash Firebrace created a logo for the school. Wurun Senior Campus's logomark is a stylisation of the leaves in Ash's painting.

Different schemes have been developed to mark key national dates.

Pride Week

Sorry Day and NAIDOC Week

Remembrance Day

/ LEVEL BY LEVEL

LEARNING ENVIRONMENT HIGHLIGHTS

Navigation ins and outs

To make it easy for everyone to find their way around, our design team applied a unique colour to identify each level. The colours are based on Manna Gum tones. See First Nations interpretive elements page 28.

We've also grouped spaces students use the most on the larger, middle 3 levels of the campus.

This includes spaces for subjects like humanities, English, languages and mathematics which use learning studios; the resource centre; seminar, conference, common and breakout spaces inside and out, across levels 1, 2 and 3. It reduces the number of times students need to travel up and down the campus during the day. Students typically start and end their school day on the middle levels and move to specialist learning spaces on ground and upper levels at other times.

Different ways to move around the campus:

- / Follow the copper-orange internal staircase to go up or down – also dubbed the orange brick road.
- / Take the amphitheatre stairs from ground level to level 1.
- / Explore the external stairs on the terraces starting from level 3 upwards and enjoy some extra time outdoors.
- / Access to all levels of the campus is available by lift for anyone requiring it.

CAMPUS MAP

/ Science Precinct
/ Science Laboratory Spaces
/ Science Terrace

/ Wellbeing & Careers Services Hub
/ Information Technologies Services
/ Gymnasium 2
/ Resource Centre
/ Learning Studios
/ Breakout Spaces
/ Terrace

/ Technology Precinct
/ Learning Studios
/ Breakout Spaces
/ Exhibition Space
/ Terrace
/ Conference Rooms

6

/ Rooftop Sports Court
/ Solar Panels
/ Roof Terrace

4

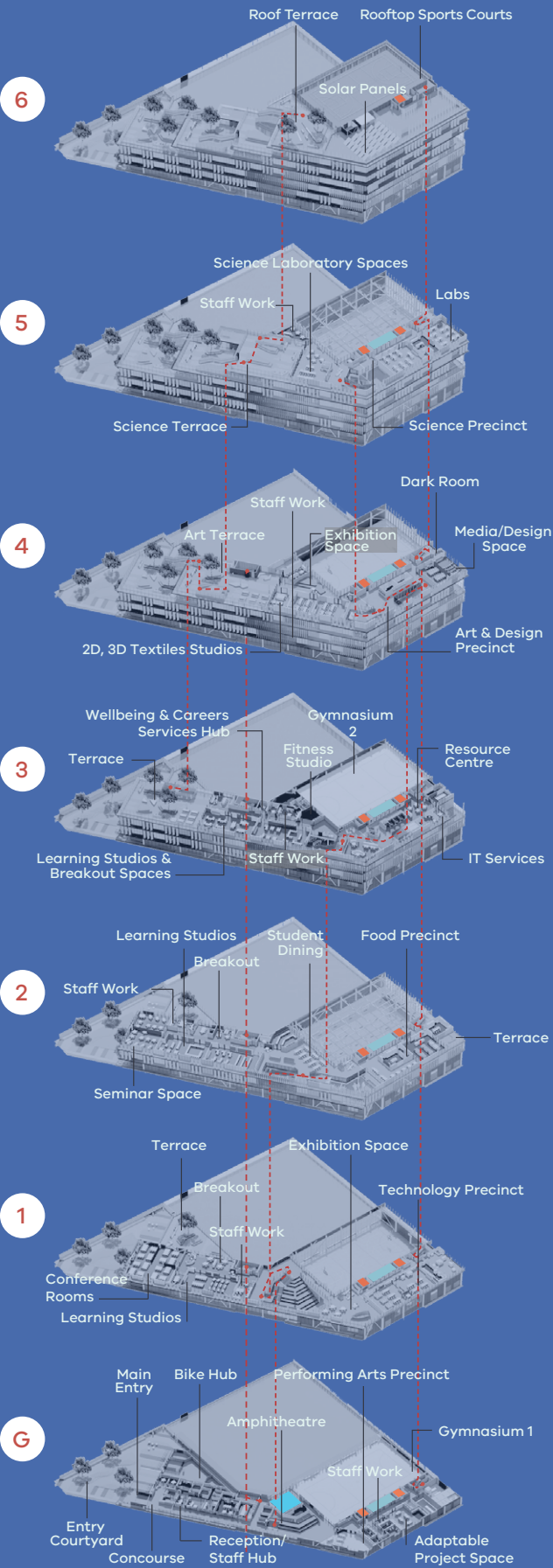
/ Arts & Design Precinct
/ 2D, 3D & Textiles Studios
/ Exhibition Space
/ Photography Dark Room
/ Media & Design Space
/ Art Terrace

2

/ Food Precinct
/ Student Dining
/ Seminar Space
/ Learning Studios
/ Breakout Spaces

G

/ Main Entry
/ Reception / Staff Hub
/ Concourse
/ Bike Hub
/ Amphitheatre
/ Performing Arts Precinct
/ Gymnasium 1



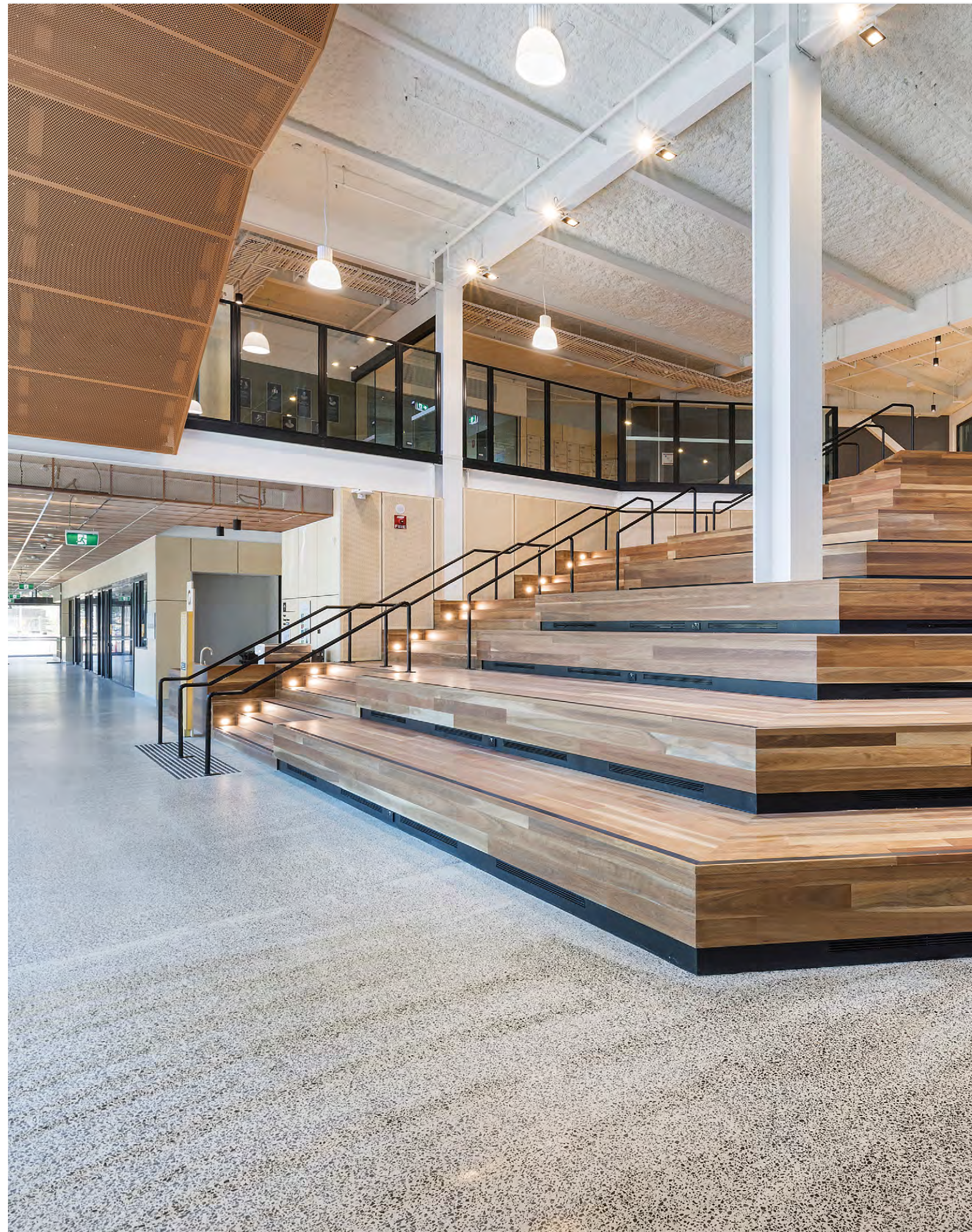
PERFORMING ARTS PRECINCT

Welcoming arrival

You'll find the campus's welcoming and single point of entry next to the landscaped courtyard and Wominjeka welcome signage, off Queens Parade.

Highlights include:

- / the campus's stepped-terrace form, which contributes to its homely and inviting feel with only a couple of levels visible from the front entrance despite it being a large 6-storey building
- / landscaped native gardens with seating, which make an ideal place to meet friends before and after school
- / the bike hub's nifty stacking system, which allows more bikes to be stored under cover in an efficient space
- / First Nations interpretive elements, the Wominjeka welcome signage, bluestone etching, and air-lock artworks, which can be viewed on arrival.



Performing arts precinct

After being greeted by reception, a hallway featuring the compelling First Nations mural leads past the main administration and staff hub to the campus centre.

This is the campus's performing arts precinct which adds the amphitheatre, drama and music rooms, the project space, an instrumental music room and green room to Collingwood College's theatre and Fitzroy High School's music programs.

Serving as a versatile all-rounder, the amphitheatre connects the administration area, gymnasium, performing arts precinct, and the main circulation path and lift core. Its sculptural, tiered timber seating accommodates audiences for assemblies and performances. For students it's also a top spot to connect, grab a coffee from the kiosk and pause at the start of the day, sit down for a break, or to do some study.

Highlights include:

- / 2 double music classrooms, which operate independently or together, for practice or performances
- / the adaptable project space's myriad potential uses, which range from back of house, set construction, make-up, prop making and storage to costume design
- / the option of opening up and combining the amphitheatre space, music, drama and performance rooms to create one large space
- / the collection of flexible spaces that can be configured for different types of classes and performances
- / the kiosk that can be a morning coffee destination or service after-hours events.

TECHNOLOGY PRECINCT

Students can pursue high level technical studies in the campus's technology precinct, which was inspired by tertiary education environments.

Three laboratory spaces for technology, fabrication and digital design with connected workspaces, 3D printing and laser cutting machinery, enable students to work across different disciplines and create their own learning journey. Students can use a double-height exhibition space next to the laboratories for large-scale and long-term projects. Displaying the creative process to the school community aims to spark knowledge sharing, conversations, collaboration, and innovation.

'Demonstrating the process of making is central to the technology precinct's wide variety of making spaces, technical equipment and exhibition spaces. A student can research and collaborate in one space, design something in second space and prototype it in a third setting, and then have the tools to translate it into a physical object. These are learning environments where students can think, make, do, and display. It allows students to feel like they belong and to experience being an emerging creator, artist or maker. It's where they can leave their work half-finished or displayed in the exhibition space. This celebration of learning is a very important concept throughout the campus.'

Project design team



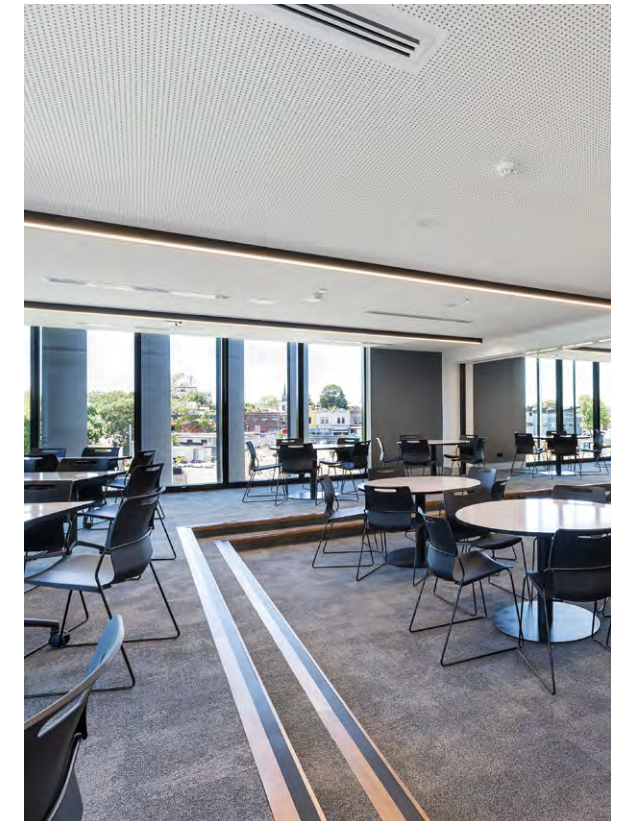
FOOD PRECINCT

Café and student dining

Level 2's indoor café, kitchen and student dining space brings the campus community together socially, for a chat, to exchange ideas, have a bite to eat or to collaborate over a coffee. It's designed around a hospitality industry and tertiary education model to give senior students a taste of what could be next. Whether that's going into the workforce, TAFE, or university.

Highlights include:

- / the kitchen café and student dining area opens the door for hospitality certificate training and work opportunities for students in nearby local hospitality precincts
- / terrace planters that allow students to grow produce within an urban environment
- / students being able to buy or bring their own food to heat up in the kitchenettes.



Seminar space

The tiered seminar space is another learning environment that reflects university teaching and learning approaches. It's a space where the teacher or the instructor – who could be a student or an expert from industry – might present in the middle of the room, then move around the room to work with collaborative groups. We sometimes call this, teaching and learning in the round.

Highlights include:

- / letting several teachers work with multiple groups concurrently in workshop and seminar settings
- / catering for small or large groups
- / allowing flexible uses including exams, debates, workshops, seminars, guest speaker presentations, or use as an innovation hub and ideas incubator.

WELLBEING AND CAREERS SERVICES HUB

This is the go-to zone for students wanting to access resources, information technology services, careers counselling or student wellbeing support.

It's where they can find a setting that best suits their study needs and individual learning style, including collaborative settings, small study booths with screens, nooks and niches, or a meeting room with video conferencing. Students gravitate here for independent study, one on one student and teacher discussions, project collaboration in pairs or small groups, or some quiet time.

Highlights include:

- / borderless connection to the general learning precinct and terrace
- / expansive selection of indoor and outdoor spaces
- / gymnasium 2 and fitness studio for student health and wellbeing.



'The resources centre has a big breakout space for quiet study and group work akin to a university student hub – where a student can find all the support services they might need.'

Chris Millard, Campus Principal, Wurun Senior Campus

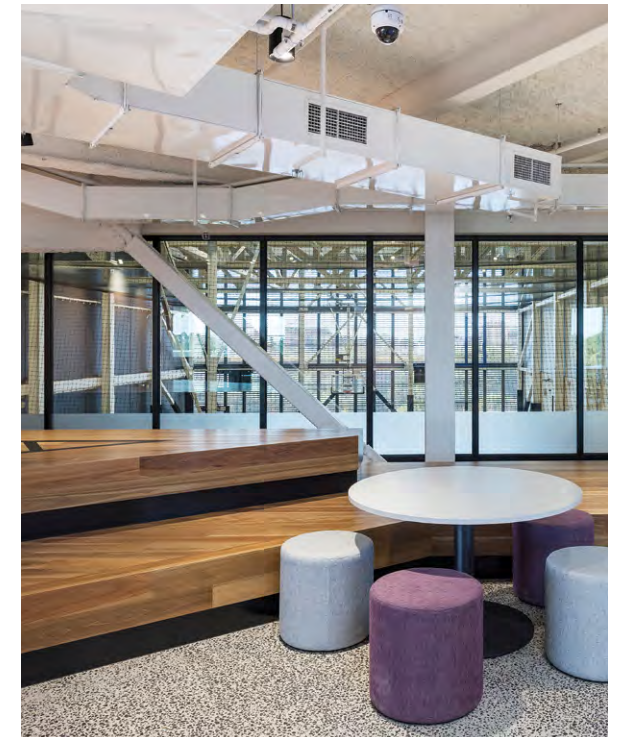
ART AND DESIGN PRECINCT

For creative types, the art and design precinct nurtures work across many disciplines and mediums.

It's designed as a whole learning area with a studio feel offering a series of connected studio spaces for media and design, 2D, 3D, textiles and a photography dark room.

Highlights include:

- / an exhibition space for showcasing student work
- / 2D and 3D presentation, exhibition and collaborative spaces with a projector and small tiered seating
- / breakout spaces, meeting rooms and display spaces
- / a large outdoor terrace with a covered area for outdoor learning and a kiln.



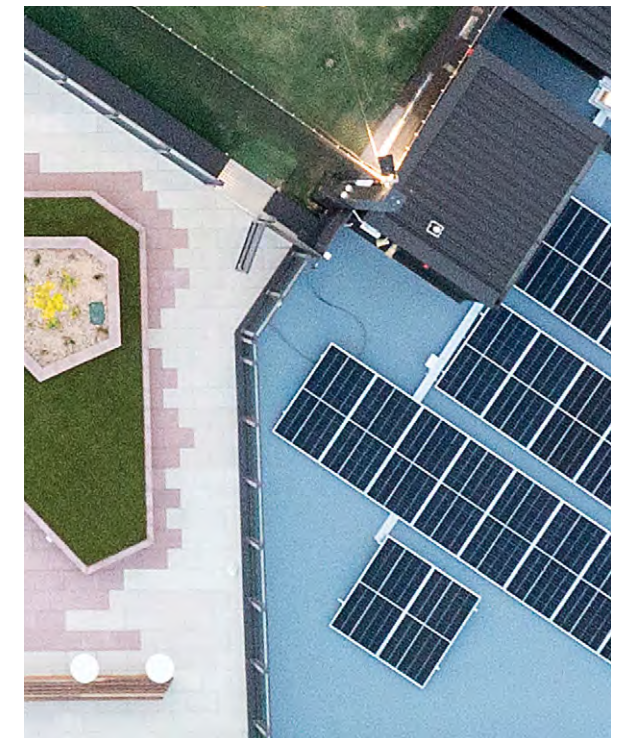
SCIENCE PRECINCT

A range of science laboratories with access to wet areas for practical activities, preparation rooms, storage, display and multipurpose spaces support learning across biology, chemistry, physics and general science.

The physics laboratory can open into one large space and onto the science terrace to become an amazing function space.

Highlights include:

- / our design team working with the science faculty to develop an alternative to Bunsen burners, enabling the campus to be gas free
- / the terrace outdoor undercover zone with seating and garden beds, giving classes and science investigations the potential to flow from indoors out. It's also an ideal space for establishing permanent weather observations and other outdoor studies
- / access to the campus solar panels offering learning opportunities
- / all laboratories having theory and practical activity areas with sinks.



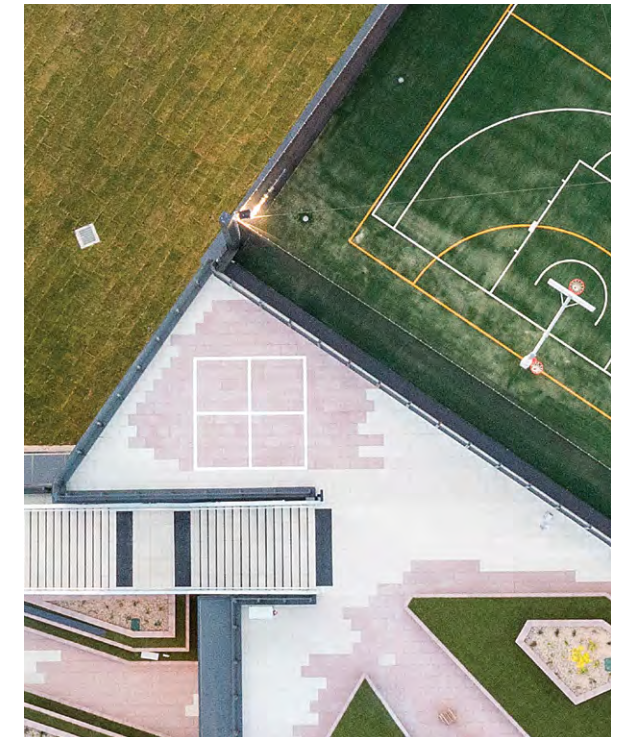
ROOFTOP

You can get to the rooftop's multi-sports court by stairs or the lift. It's fully netted and has a synthetic grass surface – suitable for full-court basketball or netball and a range of recreational activities.

Mesmerising 360 degree views across Melbourne and landscaped gardens also make the perfect events and performance setting and place for students to look to their future and map their path.

Sustainable design initiatives include:

- / compact campus footprint, making the most of its inner-city site
- / façade blade system providing shade and reducing heat load
- / double glazing combining with the façade blades to give excellent thermal comfort
- / terraces creating more space for green roofs, keeping the building and environment cooler
- / rainwater collected in tanks on terraces and the rooftop used to water plants and flush toilets
- / water-sensitive native plants reduce water use
- / custom design joinery to suit the specific uses of each space maximising the usability of all available space
- / reduced mechanical plant equipment on the roof space freeing more space for greenery
- / the campus being gas free. It runs on 100% electricity with the option of using renewable sources.
- / solar panels on the rooftop reducing the campus's grid electricity demand, helps move towards decreased carbon use.



CAMPUS DIFFERENCE

'The new Wurun Senior Campus will support our teaching, learning and programs to produce quality, high performing graduates. Whether it is to embrace tertiary study, enter the workforce, or take up further training, a Wurun Senior Campus graduate will be someone who is willing to take risks, cares about the community and wants to use their talents and skills to make our world better.'

Chris Millard, Campus Principal

'Students are going to have multiple pathways, with some careers not yet invented. Our senior program aims to offer more choice, to build the 21st century skills needed, to be adaptable and innovative, ready to navigate their future beyond high school certificates. It encourages senior students to consider what opportunities they will create for themselves, and acquire the attitude, develop personal resilience and have access to the relevant support to take this on. Wurun Senior Campus has been custom designed and built to help us facilitate this.'

Linda Mitchell, Fitzroy High School Principal and Sam Luck, Collingwood College Principal

What's the campus like to learn and be in?

We asked Year 12 students for their first impressions...

'It's so good, we feel like 2 families coming together as one...it's amazing.'

'There's way more chance for the students to socialise. Being at one school means there's no more travelling at lunchtime or recess so we can use that time to study or to spend time together or work or do extracurricular activities...it makes for a more unified student body.'

'It's very Melbourne.'

'I like how open plan it is; I think that will really bring everyone together.'

'I like how most of the rooms in the school but particularly music is very soundproof. So you have a nice quiet area to play whatever you like...'

'I like the addition of an entirely quiet floor.'

'You could definitely compare it more to a university type campus as opposed to a high school. It feels more mature, everyone seems more individual.'

'There's way, way more space which I really like... there's more space for my free sessions to study and to hang out with my friends that I really do enjoy.'

'...there's no junior students Year 7-9, so that makes it feel more like a senior campus. We're all getting older, we're more mature, and we have a better understanding of school.'

'My favourite subject is psychology and I study that on level 2...what's been really amazing about it, even though it's a regular classroom it's a state of the art classroom – there's whiteboards on the walls and the new screens are incredible...It's a lot easier to follow.'

'The terraces are ... cooler on hot days, they have amazing natural light to draw and to paint and an amazing view.'

'With my friends we can go out onto the terraces, that's something I've never had before, it's really nice to just sit there and eat lunch and chat. It's like a separate area from the school.'

'Every floor has a specific purpose compared to a traditional school where everything is laid out together. It gives you a purpose, like I'm here for these subjects I'm here to do this, there's facilities and resources for all of your subjects in specific areas, so it makes everything really focused.'

'With the room numbers corresponding to the floor they're on it's easier to find your way around even if you don't know the exact number. All of the floors are individually fairly small... It's more efficient.'

'...you can really tell that the design was created for senior students because there's so many areas for free sessions, for individual study, places where it makes it easier to work or you can really focus and get work done. I think especially for Year 12 it helps reinforce there's a goal at the end and that you're working towards something.'

'I'm enjoying it so much, it's such a great opportunity. I'm so honoured to have this facility to learn in for my final year of high school.'

Further information

Enrolment, school and campus tours and senior program enquiries

Enrolment enquiries for Wurun Senior Campus should be made to the school closest to where a student lives – either Collingwood College or Fitzroy High School.

Collingwood College enrolment and senior program information

Website collingwood.vic.edu.au
Email collingwood.co@education.vic.gov.au
Phone (03) 9417 6681

Fitzroy High School enrolment and senior program information

Website fitzroyhs.vic.edu.au
Email fitzroy.hs@education.vic.gov.au
Phone (03) 9488 1900

Wurun Senior Campus senior program and campus information

Email wurunseniorcampus@education.vic.gov.au
Phone (03) 8627 0000

VSBA

Download information about Wurun Senior Campus's design and education story on the VSBA website.

Website schoolbuildings.vic.gov.au/wurun-senior-campus
Email vsba@education.vic.gov.au
Phone 1800 896 950

Project details

Project team

Victorian School Building Authority

Design team

Architects: GHDWoodhead and Grimshaw
Engineering: GHD

Builder

BESIX Watpac

First Nations consultation, historical content, interpretive design

SHP in association with VSBA, GHDWoodhead and Grimshaw

First Nations artworks

Ash Firebrace, artist

Project Managers

SEMZ Property Advisory and Project Management

Photography

Matthew Seebeck