

UNOPS

Georgian Ministry of Education, Science,  
Culture and Sport

# Eastern Partnership European School Project

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Lisi Lake Site, Tbilisi, Georgia

Education Paradigms with Education  
Design International

SCHOOL

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**FINAL CONCEPT DESIGN**

*March 5th, 2020*



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# 01

## INTRODUCTION

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## PROJECT RATIONALE

The building has been planned and designed according to the feasibility study submitted by Education Paradigms. This includes a more innovative approach to education, as well as noted student capacity, building size and the required amenities

The design also reflects the consensus of the representatives from UNOPS and the Ministry of Education. They suggested that, “Due to integration of a new, innovative teaching approach, all components of the school including the building should be correspondingly changed in relation to what is currently done.”



## LEARN BY DOING

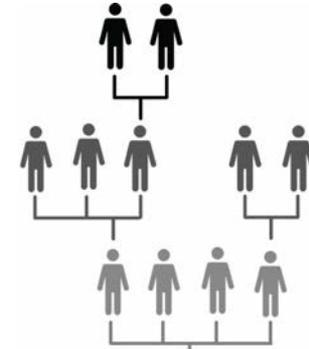
Real learning only happens when students get an opportunity to see the practical applications of the theories and principles they are exposed to.



## REINVENTING THE STUDENT EXPERIENCE

At this school, the organizational model drives shifts in students' learning experience from hierarchical (where teachers and staff make all of the decisions for students) to an open network where hands on / project based learning allows students to have more of a say in their own learning.

In a hierarchical network ideas travel one way



Conformity

In an open network ideas travel back and forth.



## REINVENTING THE STUDENT EXPERIENCE IN GEORGIA:

### **More opportunity for inquiry / challenge-based learning for students**

Tighter integration between question, brainstorm, exploration, and presentation

### **Greater access to digital media and resources**

More meaningful and authentic student experience leading to more engagement

### **More opportunity to differentiate and individualize for all students**

More opportunity to flexibly and dynamically group students

### **More responsive & targeted interventions and supports for students with special needs**

More teacher collaboration in planning and delivery of learning program

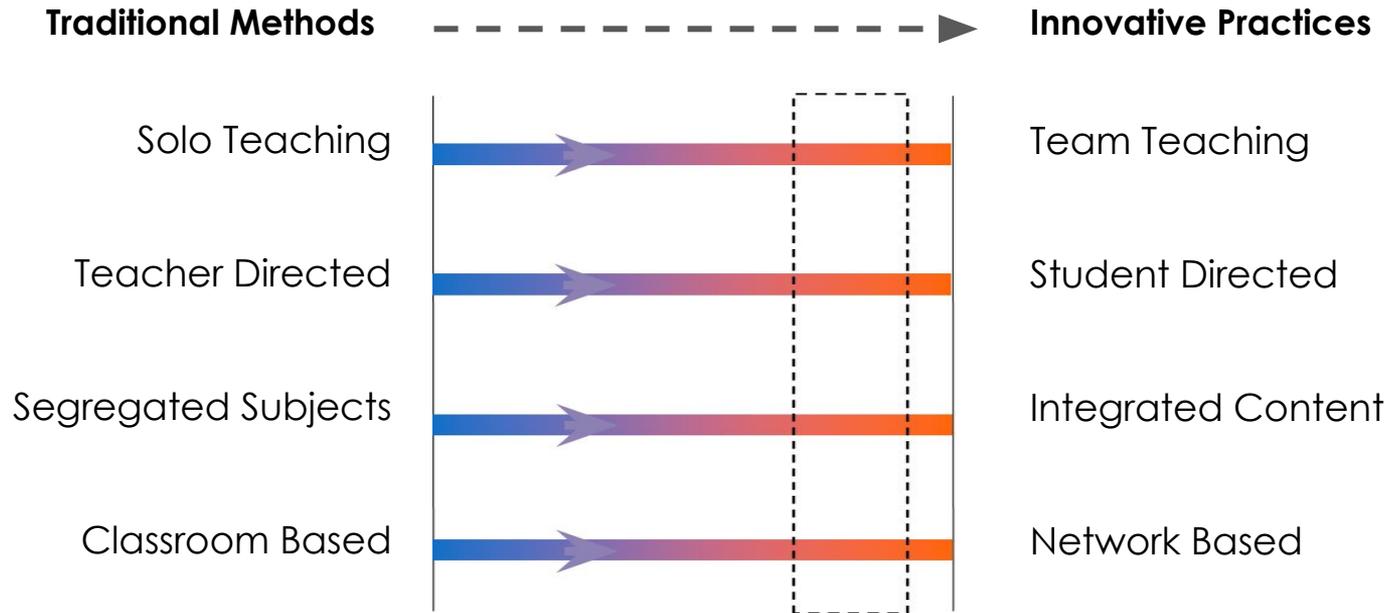
### **More professional growth for teachers**

More opportunity for teacher leadership

Build living communities that create strong bonds, strengthen cultural awareness and personal growth

### **Build mastery through practice**

## SHIFTING THE TEACHING SPECTRUM FROM TRADITIONAL TO INNOVATIVE



## KEY LEARNING DESIGN OBJECTIVES

**Community Organization:** Learning Communities are comprised of a variety of learning spaces that facilitate many different learning modalities. They provide significantly more opportunities for 21st century learning through flexibility and agility compared to the traditional classroom model. Additionally, they increase student engagement and teacher involvement. Teachers work together professionally in collaborative teams which allows them to leverage one another's strengths. Students are empowered to direct their own learning, fostering their passions and instilling values of lifelong learning.



## KEY LEARNING DESIGN OBJECTIVES



**Hands on Learning:** The most authentic learning is personalized and Learner Led. Spaces throughout this school will naturally lend themselves to this form of curiosity based learning.



**Space Flexibility:** The design of the physical environment will be flexible in space type and function, to enable seamless movement between various modes of learning.

## KEY LEARNING DESIGN OBJECTIVES



**Museum, Art, and Student Display:** Throughout the entire campus, items of remembrance will keep students motivated and interested in the school and instill pride in their education.



**Core Memories:** Learning at this school will be powerful because students create solutions to authentic challenges that impact their local, national or global community.

## KEY LEARNING DESIGN OBJECTIVES



**Comfort:** The comfort of the space is really important so it feels like a place students want to be. This school is designed with features like ambient lighting, comfortable furnishings, smaller spaces, and selected areas of carpeting to help create comfortable places for learning.



**Expression:** Learning in this school's highly customized, exciting environment will help stimulate students' curiosity. Through interior design, colors, materials and places to display work, we can celebrate student expression.

## KEY LEARNING DESIGN OBJECTIVES



**Learning Everywhere:** Mastery of Learning is Demonstrated in Multiple Ways. Sometimes that happens in a structured setting, and at other times that happens informally.



**Learning is founded in Inquiry:** When students are allowed to learn unstructured and take their own path, they will soon find ways to construct their own knowledge given the spaces and resources at hand to explore and understand their world.

## KEY LEARNING DESIGN OBJECTIVES



**Learning Fosters a Culture of Curiosity and Risk Taking:** Sometimes this may be an individual venture, but often it is a social process. Either way, learning spaces need to support both the group and the individual.



**The Active Student:** Staying active throughout the day stimulates the creative parts of the brain. Spaces throughout the campus will be set up for students to remain active in informal and structured settings.

## Building & Site

- 26,090 SQm site area
- G+2 Story Building (21 meters tall max)
- 6,834 sqM School total construction area - Increased from Feasibility Study (6450 sqM) as it now has larger Auditorium to house 200 students at a time and increase in vertical circulation due to the site constraints
- 2,206 sqM Boarding facility construction area - Increased from Feasibility Study (2162 sqM) as it houses DP common room, larger lounge and separate nurse rooms for boys and girls.

## School

- 440 Total Students
- 240 students in Middle School grades 7-10
  - Community size - 120 students
  - Number of Communities - 2
- 200 students in High School grades 11-12
  - Community size - 100 students
  - Number of Communities - 2

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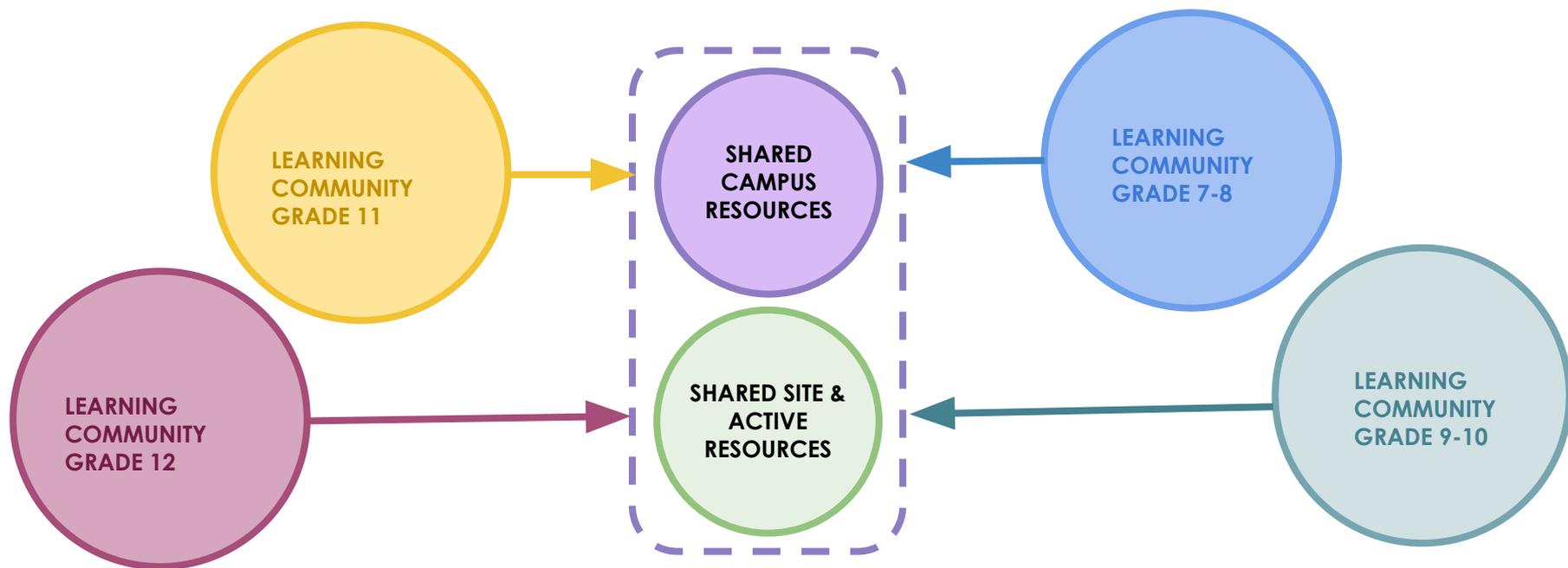
# 02

## SCHOOL ORGANIZATION

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## COMMUNITY ORGANIZATION WITH SHARED RESOURCES

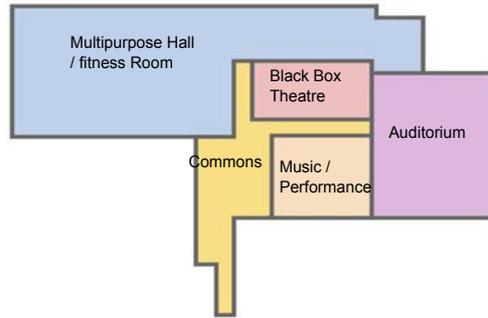
Students are organized into four main groupings within their own Learning Communities. These Learning Communities have access to shared and distributed resources that bring the school together as a whole.



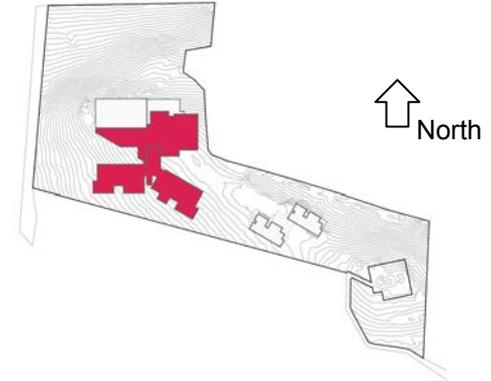
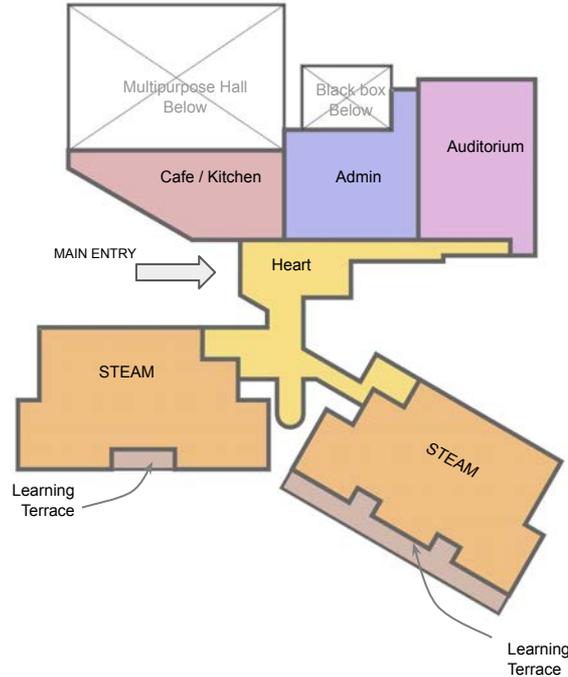
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## SPACE ORGANIZATION ACADEMIC BLOCK

Level (-1)



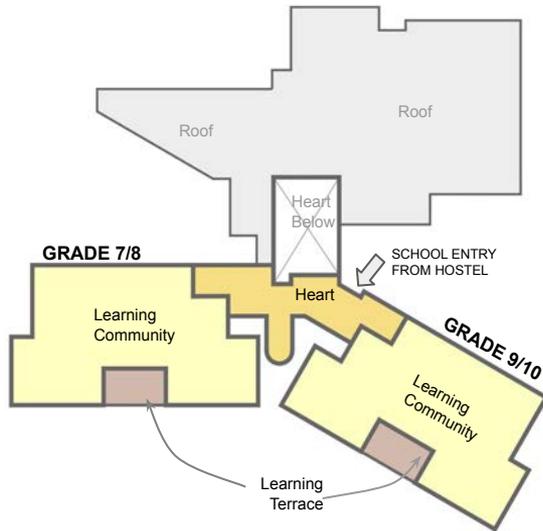
Level 0



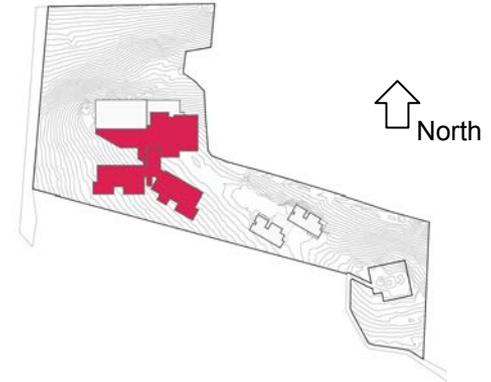
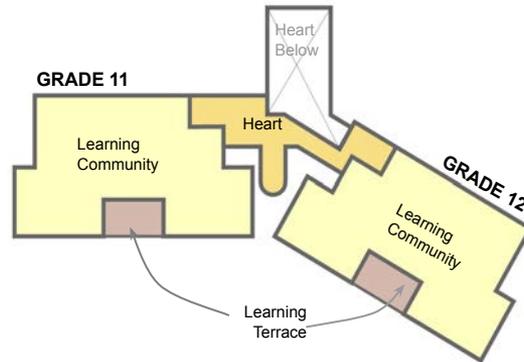
# 02

## SPACE ORGANIZATION ACADEMIC BLOCK

Level 1



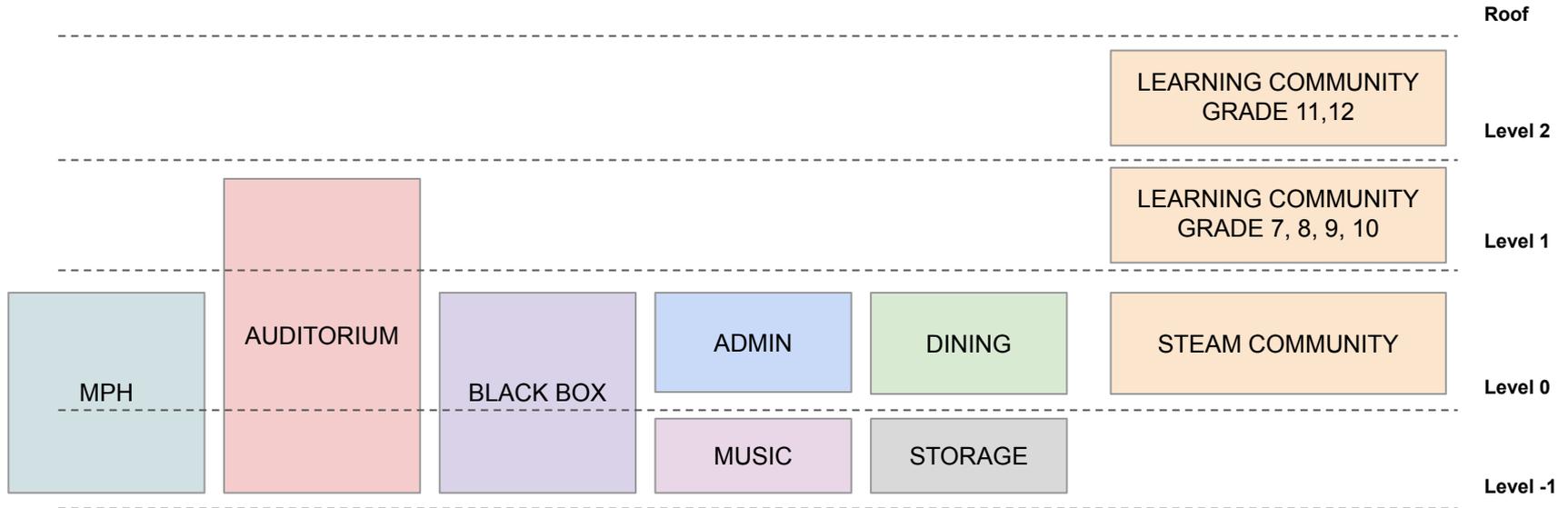
Level 2



# 02

## SPACE ORGANIZATION - CONCEPTUAL SECTION

### ACADEMIC BLOCK

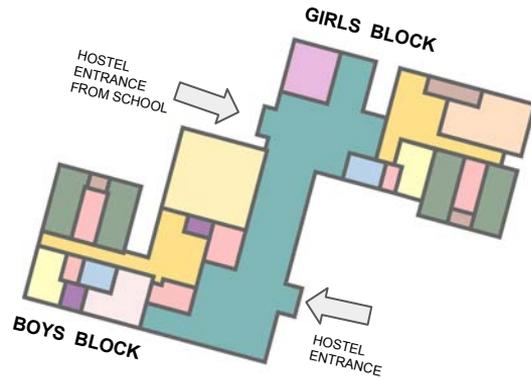


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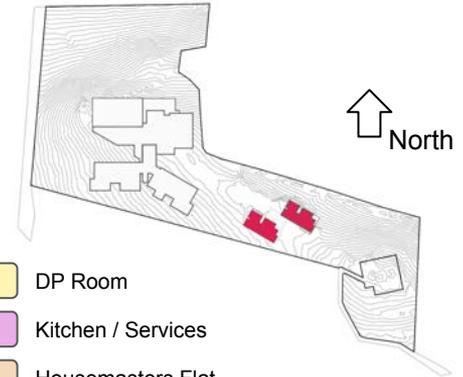
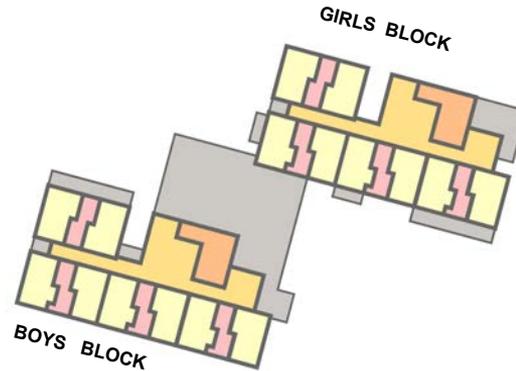
## SPACE ORGANIZATION

### Student Residence

Level 1



Level 2/3/4



- DP Room
- Kitchen / Services
- Housemasters Flat
- Common Area
- Toilets
- Students Double Ensuite Studio
- Accessible Double Ensuite Studio
- Laundry
- Dining / Cafe / Common Areas
- Adult Supervisor Studio
- Roof at Level 2
- Store/ Cleaning
- First Aid

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# 03

## SITE PLANNING

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## A VISION FOR THE CAMPUS

### IDENTITY

Creating a landmark Campus that provides a unique experience to learn, live and play. The campus is developed as an integral composition of architectural and landscape design in a way that satisfies its symbolic and functional purpose



### INTEGRITY

Creating a holistic design language that resonates across building form, fenestration, landscape geometry and interior spaces.

### FLEXIBILITY & EFFICIENCY

Academic spaces and outdoor spaces are designed to be reconfigured when needed in anticipation of changing educational programs in the future. Outdoor decks, collaborative spaces, think tanks, breakouts & quiet zones add to efficiency.



## SUSTAINABILITY

Buildings are designed to minimize consumption of energy and maximize use of local resources.



## INDOOR-OUTDOOR CONNECTIONS

Synergistic relation between the learning landscape of buildings and site. Network of views, vistas and pathways for seamless pedestrian movement within the campus have been included

## COLLABORATION

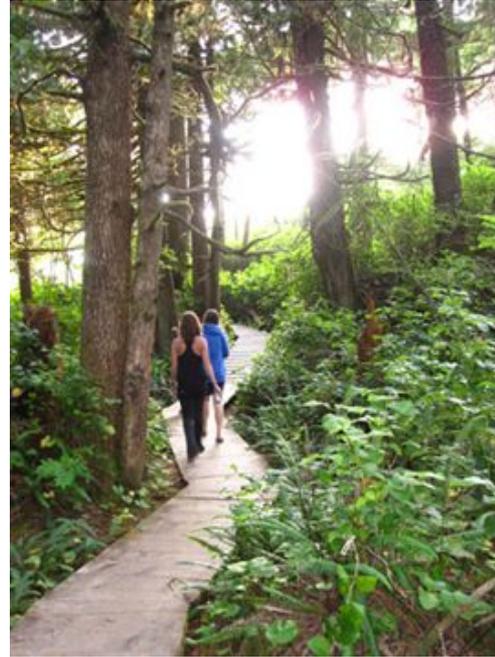
Multiple opportunities both indoors and outdoors, for interaction, group learning and team activities have been provided



# 03

## SITE PLANNING

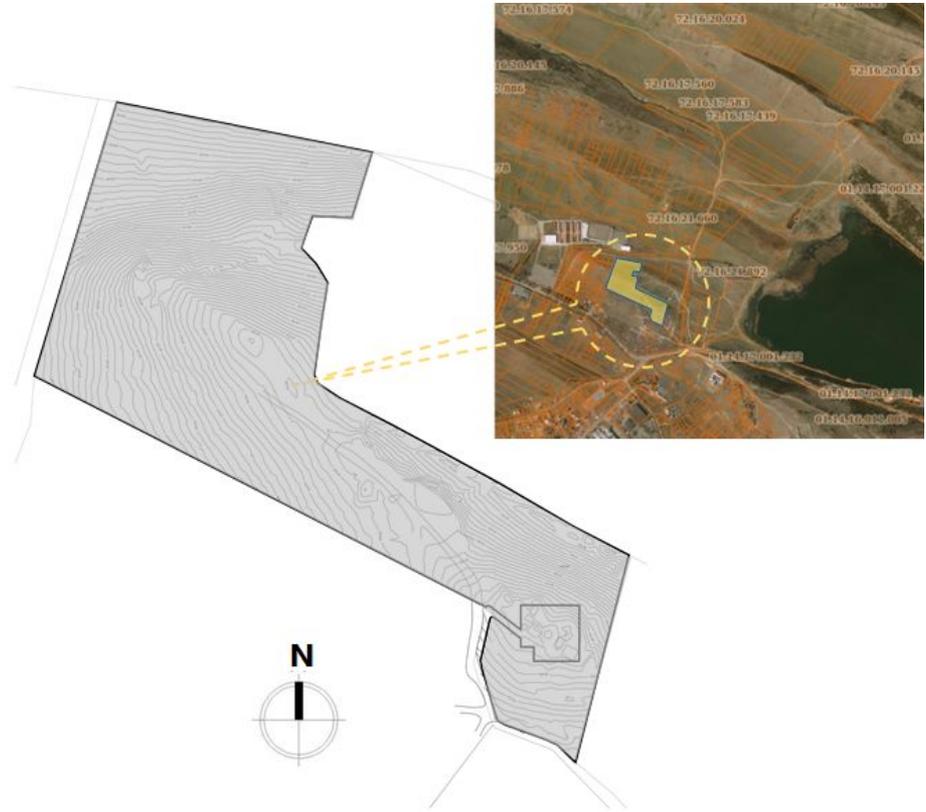
# LANDSCAPE DESIGN DRIVERS



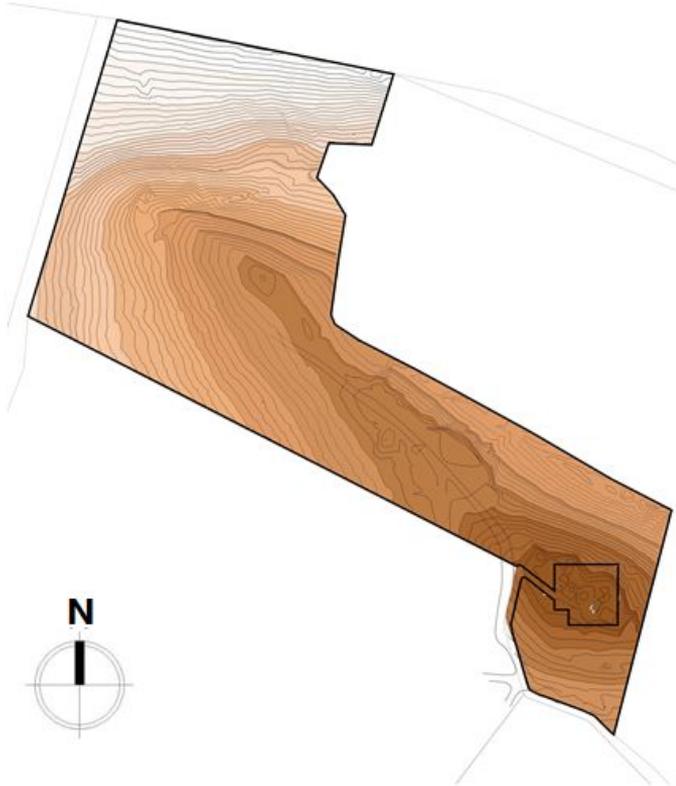
# 03

## SITE PLANNING

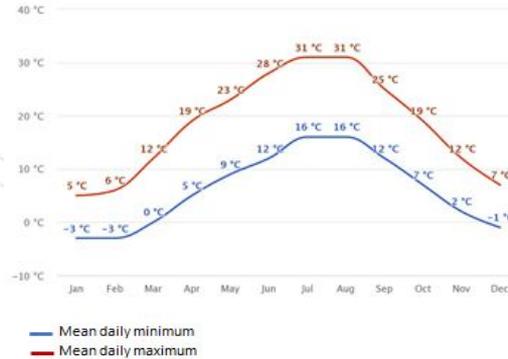
### LOCATION



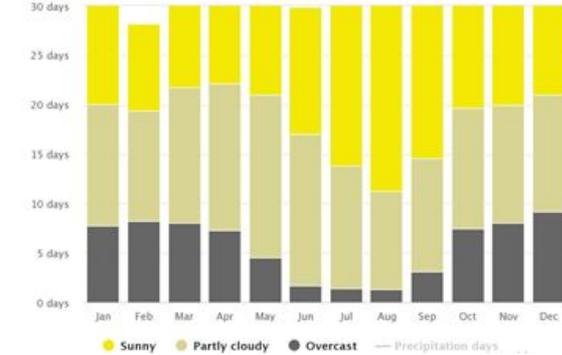
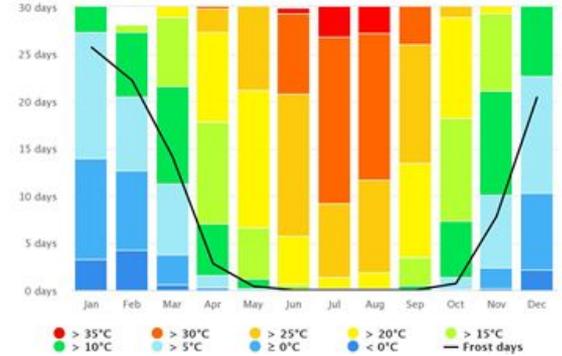
# CLIMATE STUDY



### AVERAGE MEAN TEMPERATURE



### MAXIMUM/MINIMUM TEMPERATURES AND FROST DAYS



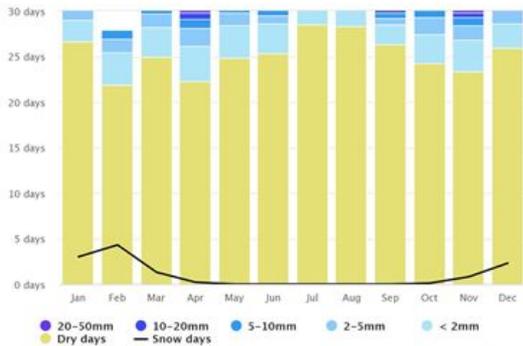
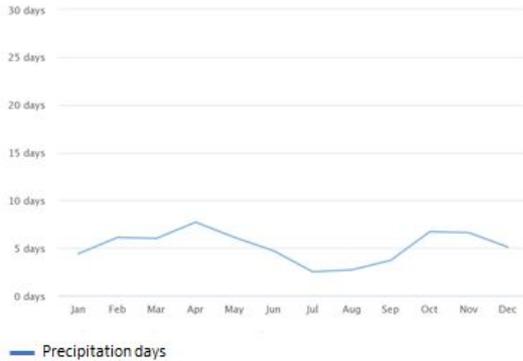
Highest point      Lowest point



### TERRAIN GRADIENT

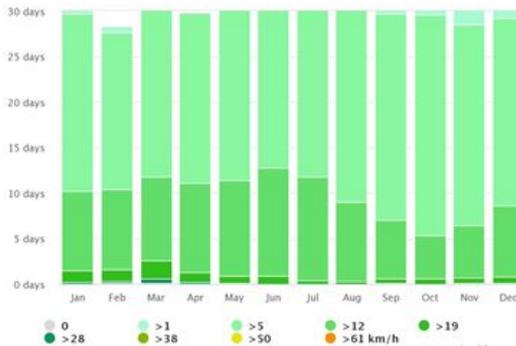
### SKY COVER

### AVERAGE PRECIPITATION

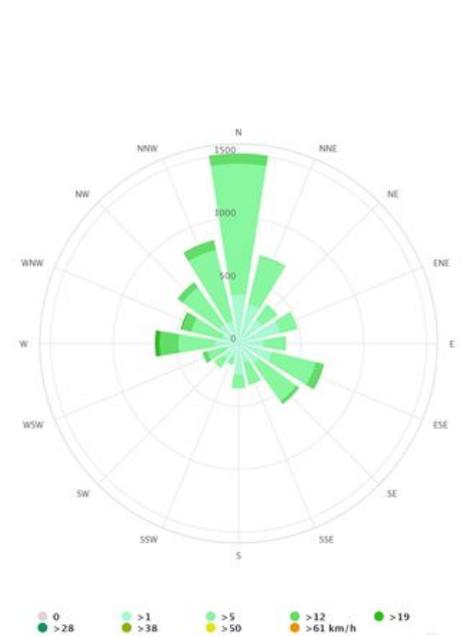


### AVERAGE RAINFALL AND SNOW DAYS

### WIND VELOCITY GRAPH



### AVERAGE WIND SPEED



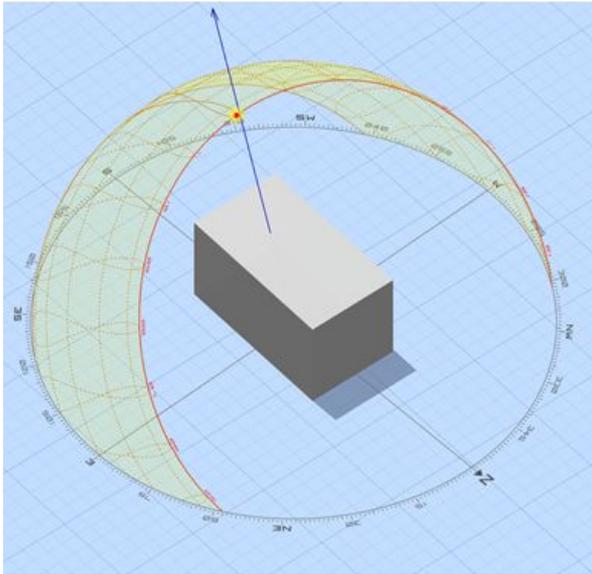
### WIND ROSE

# 03

## SITE PLANNING

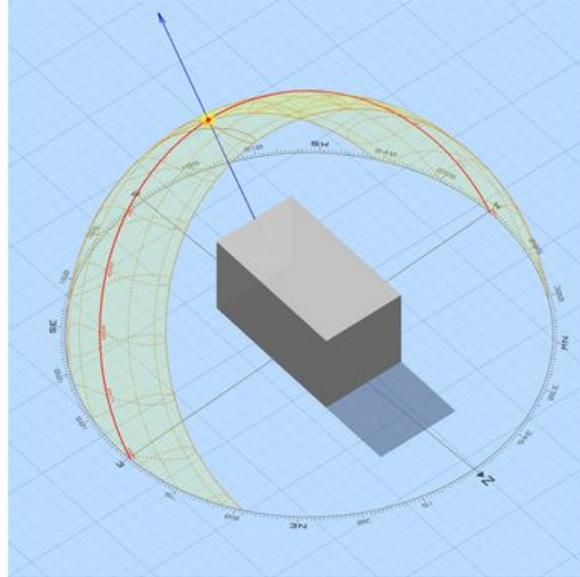
# CLIMATE STUDY

### SUN PATH



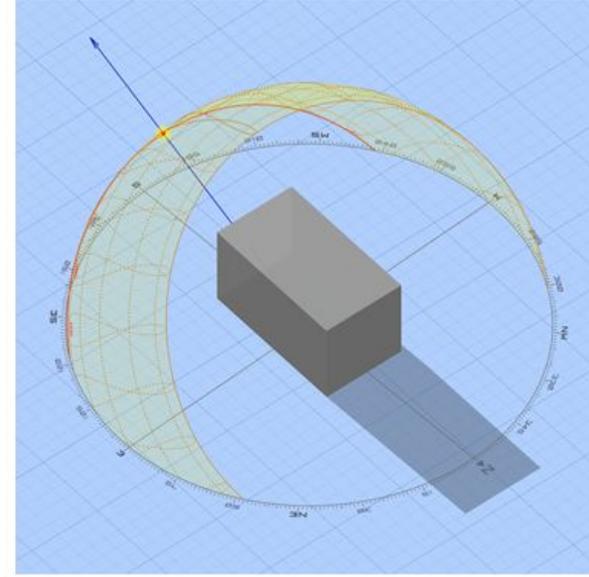
### SUMMER SOLSTICE

20th June  
12:00 PM



### AUTUMN/ FALL EQUINOX

22nd September  
12:00 PM



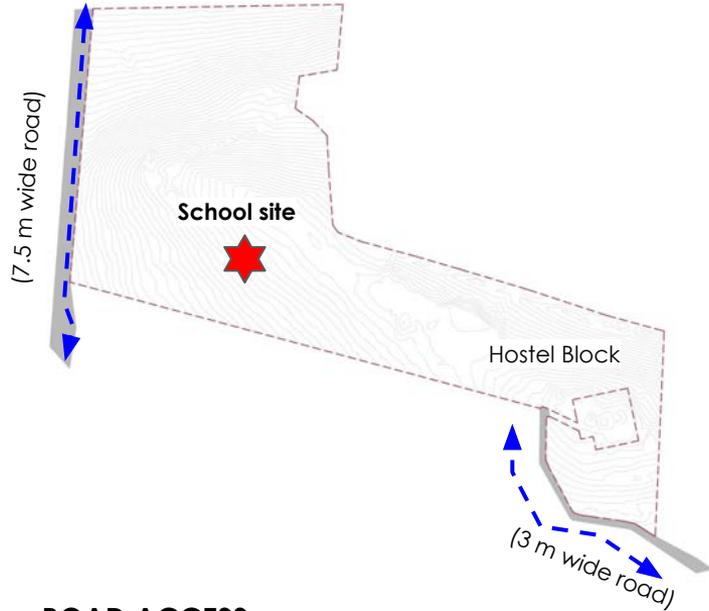
### WINTER SOLSTICE

21st December  
12:00 PM

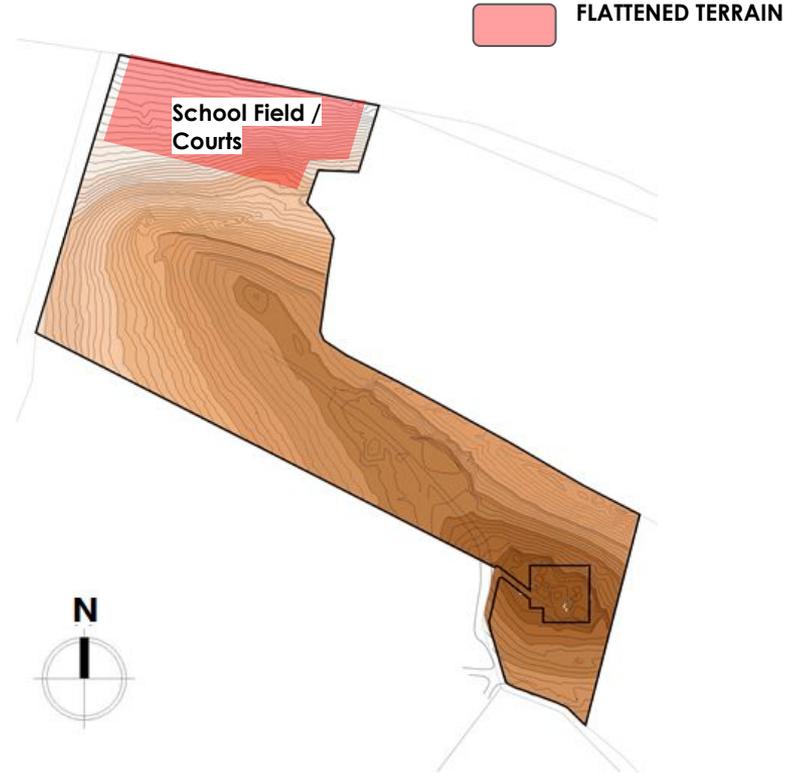
# 03

## SITE PLANNING

### SITE ACCESS



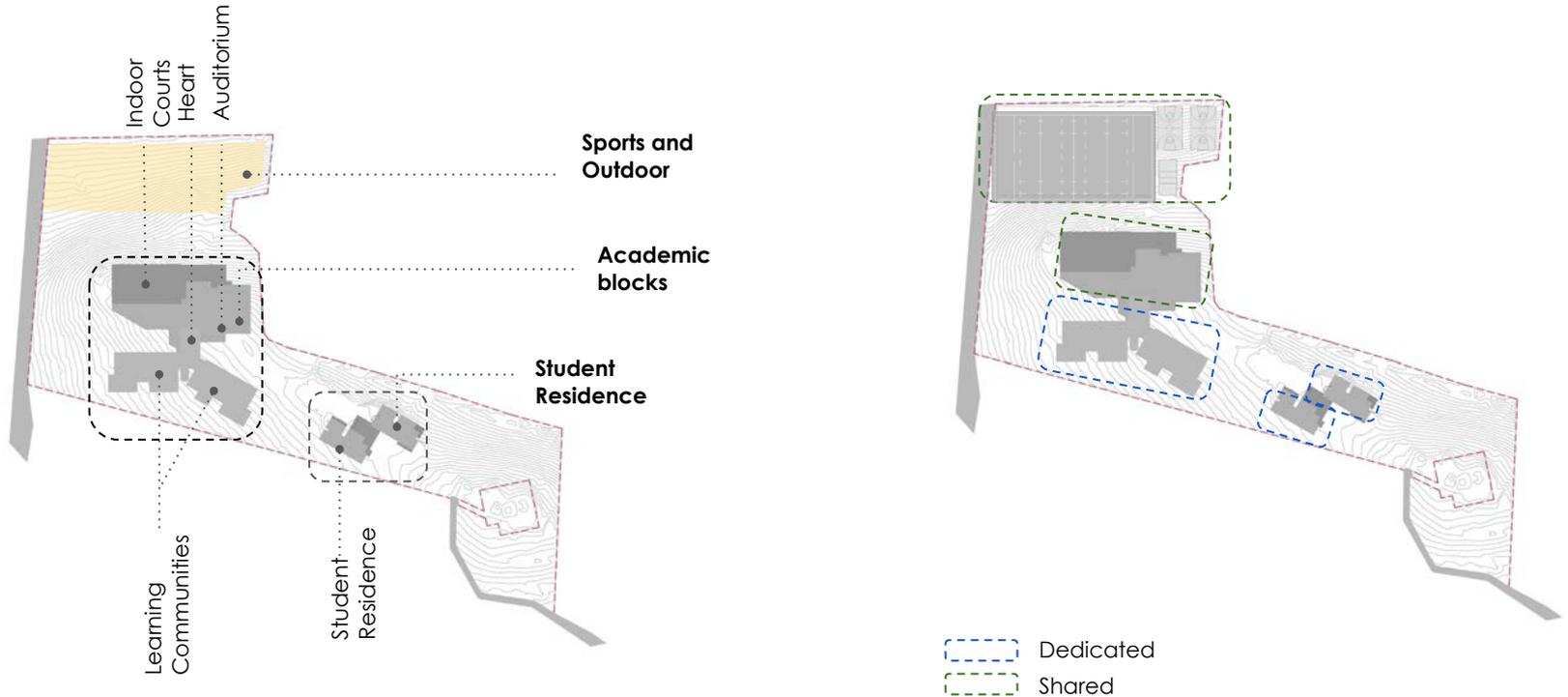
**ROAD ACCESS**



# 03

## SITE PLANNING

# MASTER PLANNING APPROACH - ZONING



# 03

## SITE PLANNING

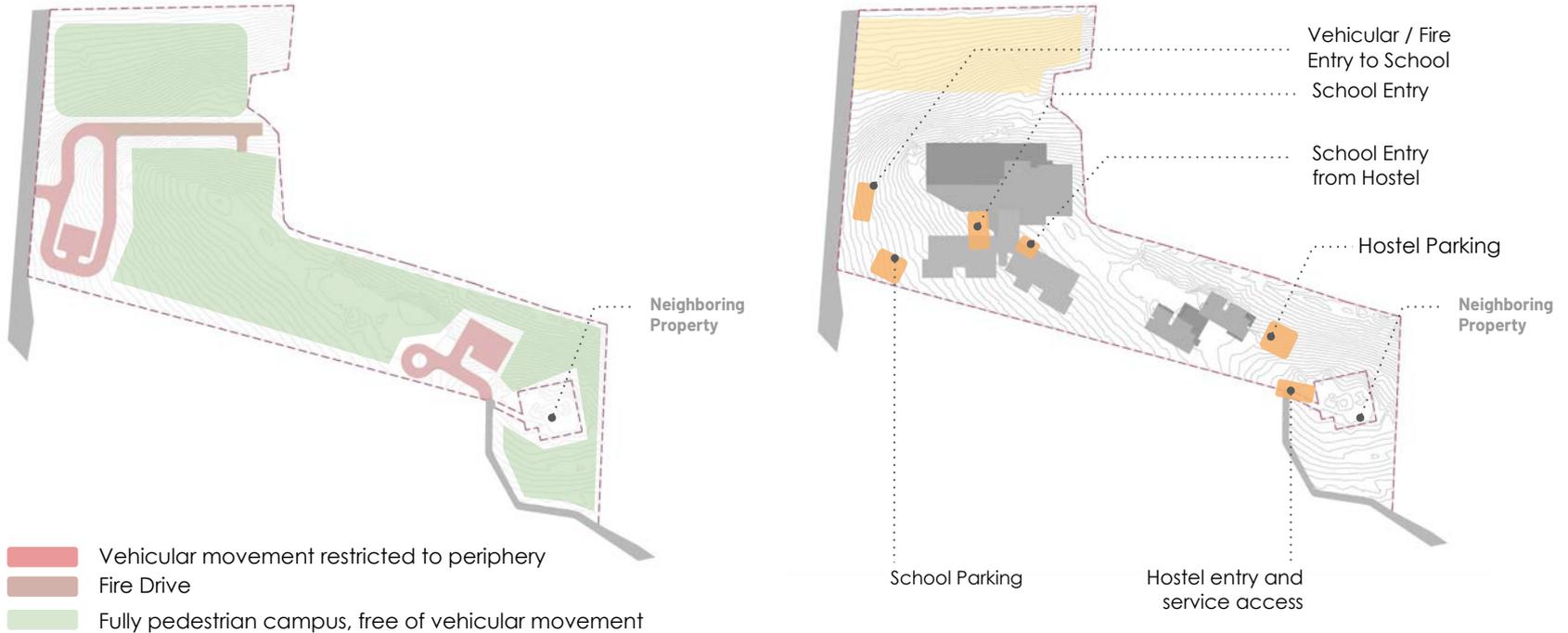
# MASTER PLANNING APPROACH - BUILT VS GREEN SPACE



# 03

## SITE PLANNING

### MASTER PLANNING APPROACH - TRAFFIC



# 03

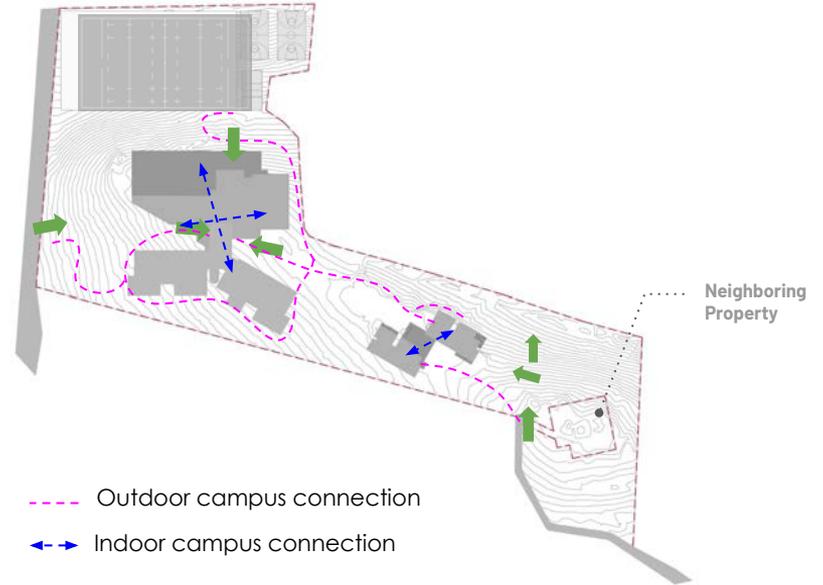
## SITE PLANNING

### MASTER PLANNING APPROACH - ENTRY/ EXIT



**SITE ENTRY/ EXIT POINTS**

-  Pedestrian entry/ exit
-  Vehicular entry / exit



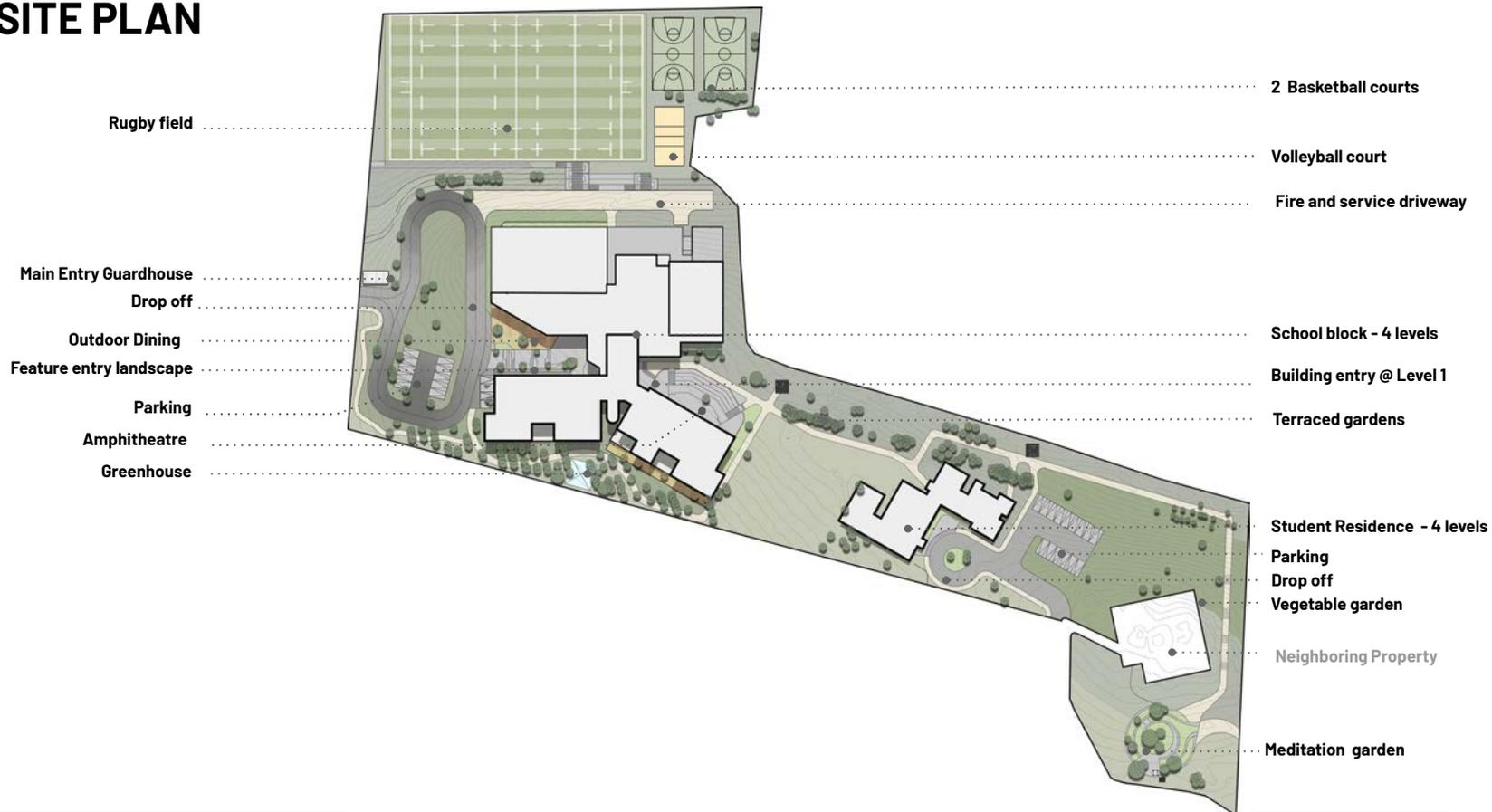
**BUILDING ENTRY / EXIT POINTS & PEDESTRIAN NETWORK**

-  Outdoor campus connection
-  Indoor campus connection

# 03

## SITE PLANNING

### SITE PLAN



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# 04

## LANDSCAPE FEATURES

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# 04

## SITE PLANNING

# LANDSCAPE PROGRAM ELEMENTS

1. Vegetable garden
2. Aroma/ herb garden
3. Sculpture garden
4. Nature trail
5. Outdoor performance area (Amphitheater)
6. Pavilions/ Gazebos
7. Meditation Space
8. Green House
9. Basketball courts (Outdoor)
10. Volleyball court (Outdoor)
11. Rugby field (Outdoor)



# 04

## SITE PLANNING

### MASTERPLAN ZONE -01



Fire Driveway

Dining Block

Sculpture Garden

Main School Drop Off

Outdoor Dining

Main School Entry

School Parking

STEAM Block

Outdoor learning deck



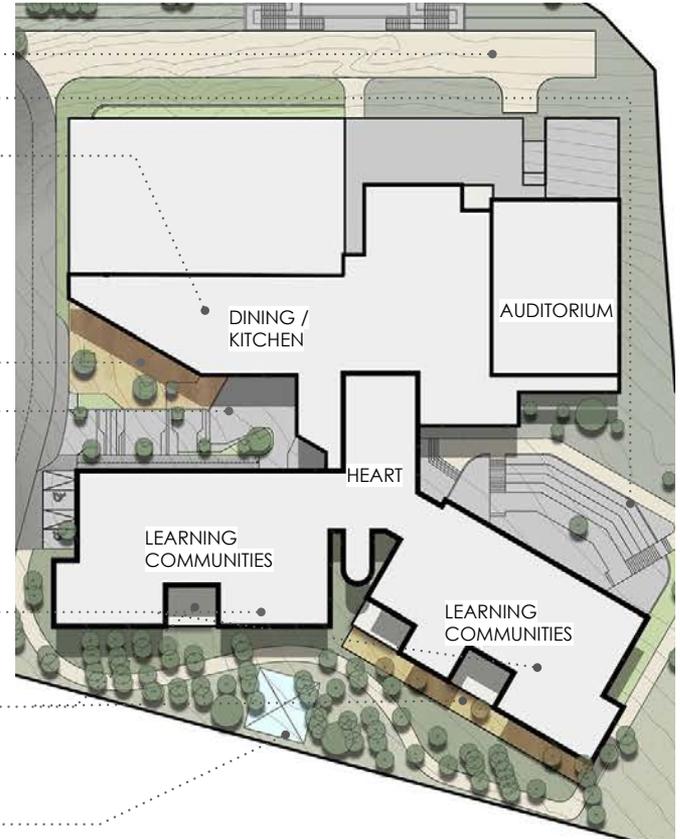
# 04

## SITE PLANNING

### MASTERPLAN ZONE -02



- Fire Driveway
- Amphitheatre
- Dining Block
- Outdoor Dining
- Main School Entry
- Academic Block
- Outdoor learning deck
- Green House



# 04

## SITE PLANNING

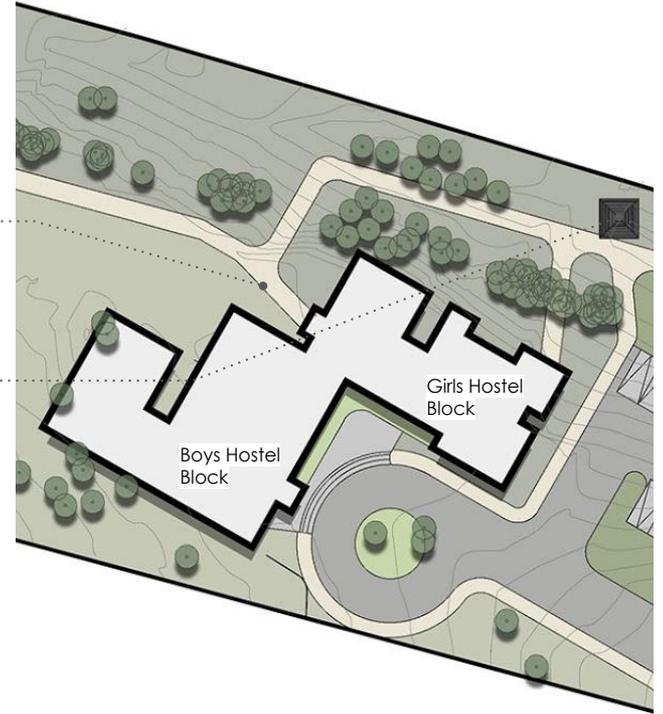
### MASTERPLAN ZONE -03



Pathways



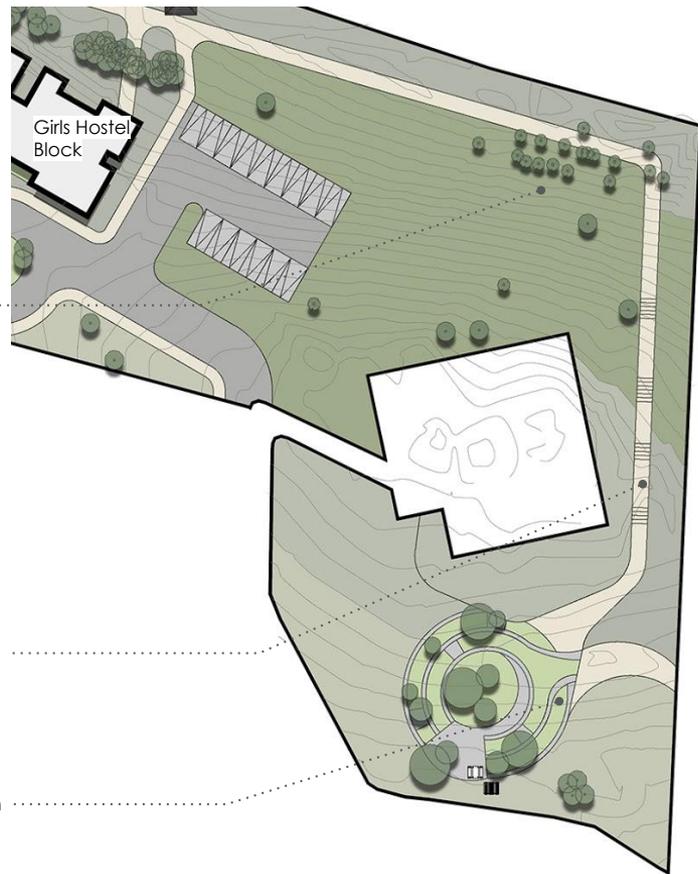
Pavilion/ Gazebos



# 04

## SITE PLANNING

### MASTERPLAN ZONE -04



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# 05

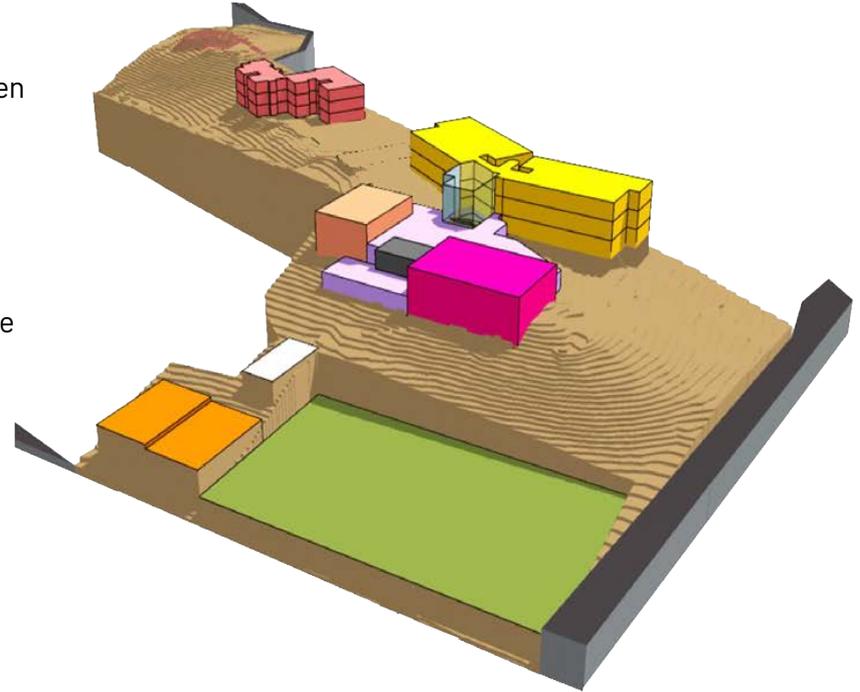
## BUILDING MASSING & ARCHITECTURAL LANGUAGE

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## RATIONALE

It is important to point out that the selected site has a **very substantial** slope. There is a difference of 24 Meters between the highest and lowest points of the site. Significant site work is inevitable on a site such as this.

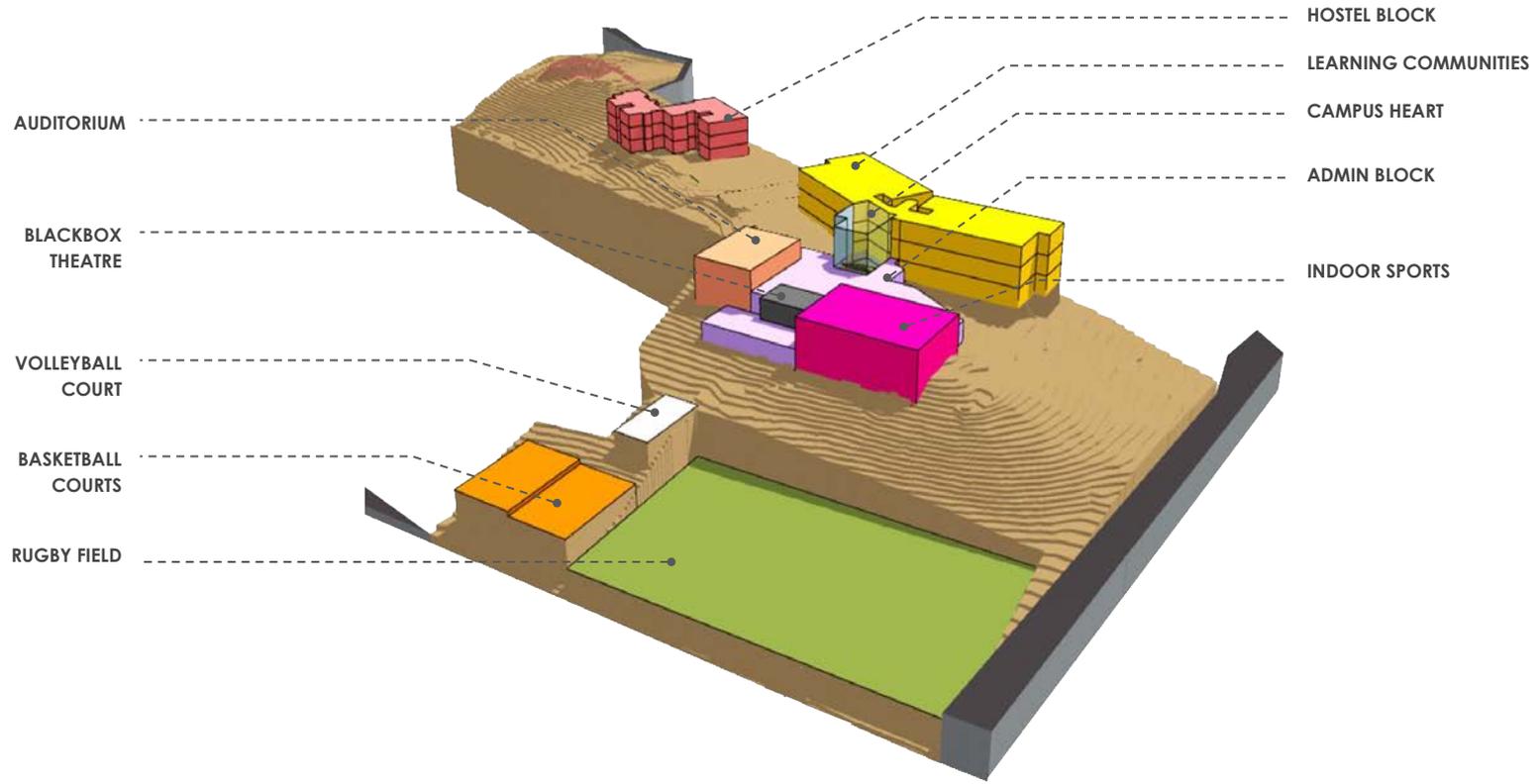
We have responded to the sloping site by terracing the buildings and outdoor playfield in a way that reduces, to the greatest extent possible, the amount of site work that will be needed.



# 05

## BUILDING MASSING

# CAMPUS MASSING



# 05

## ARCHITECTURAL LANGUAGE

### INSPIRATION IN CONTEXT

#### Terracing

Juxtaposition of gentle slopes and horizontal lines evoke and relate to the terrain.



#### Hills

Exterior material, texture, and color resembles harmonious combination of rocks, trees and sky.



#### Framing the View

The outside should be a true expression of the inside . Building massing, materials and fenestration comes from natural outgrowth of the plan. The exterior massing was determined by the views of the adjacent landscape.



**BIRDS EYE VIEW FROM SOUTH WEST**

Since this is a European School, we wanted it to have an international flavor but one that paid attention to local forms, shapes and context.

# 05

## ARCHITECTURAL LANGUAGE

### VIEW FROM ENTRANCE



**VIEW OF LEARNING COMMUNITY BLOCK**

**VIEW OF ENTRY**

**VIEW FROM NORTH WEST**

**BIRDS EYE VIEW FROM NORTH WEST**

**NIGHT VIEW FROM ENTRANCE**

17-241

**NIGHT VIEW FROM NORTH WEST**

**NIGHT VIEW OF LEARNING COMMUNITY**

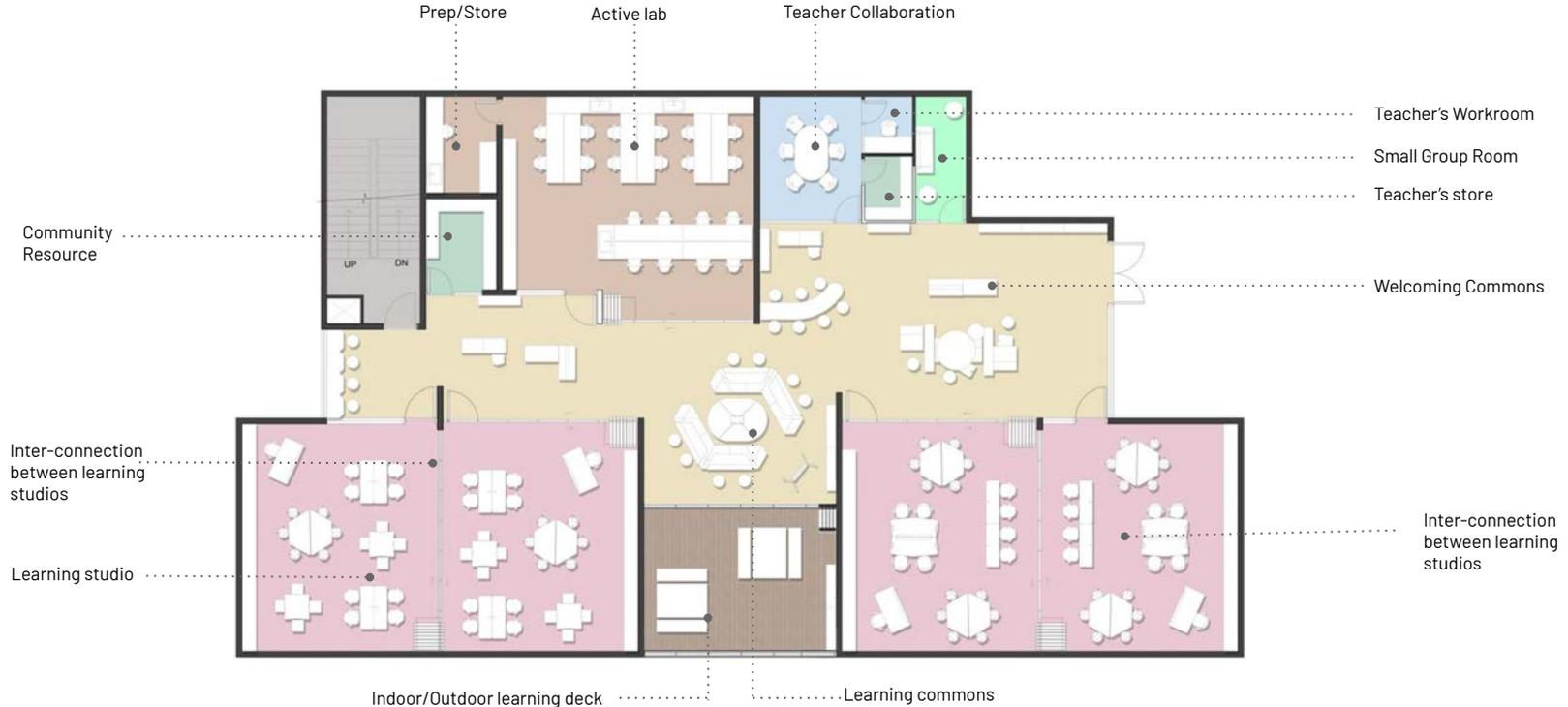
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# 06

## LEARNING COMMUNITY

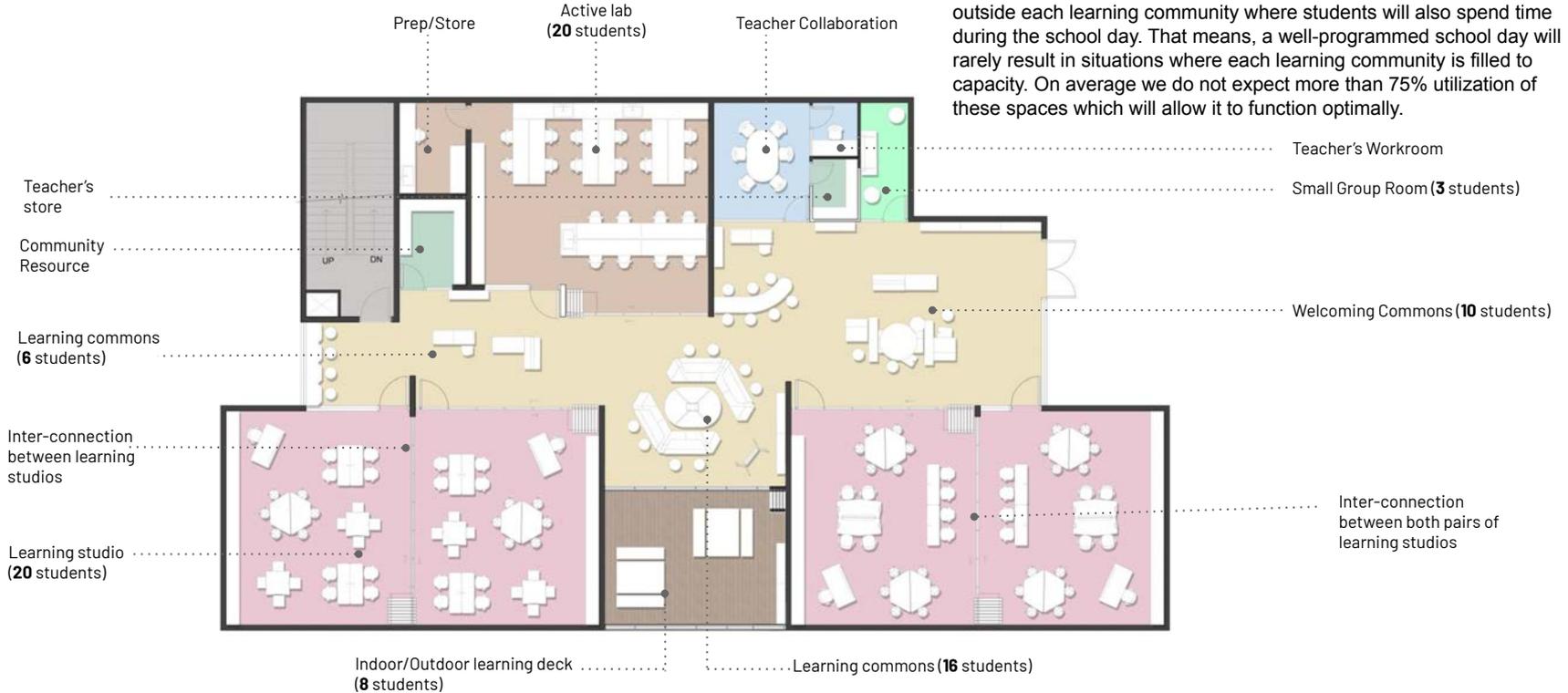
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# SAMPLE COMMUNITY | GRADE 7-10 : FLOOR PLAN LAYOUT

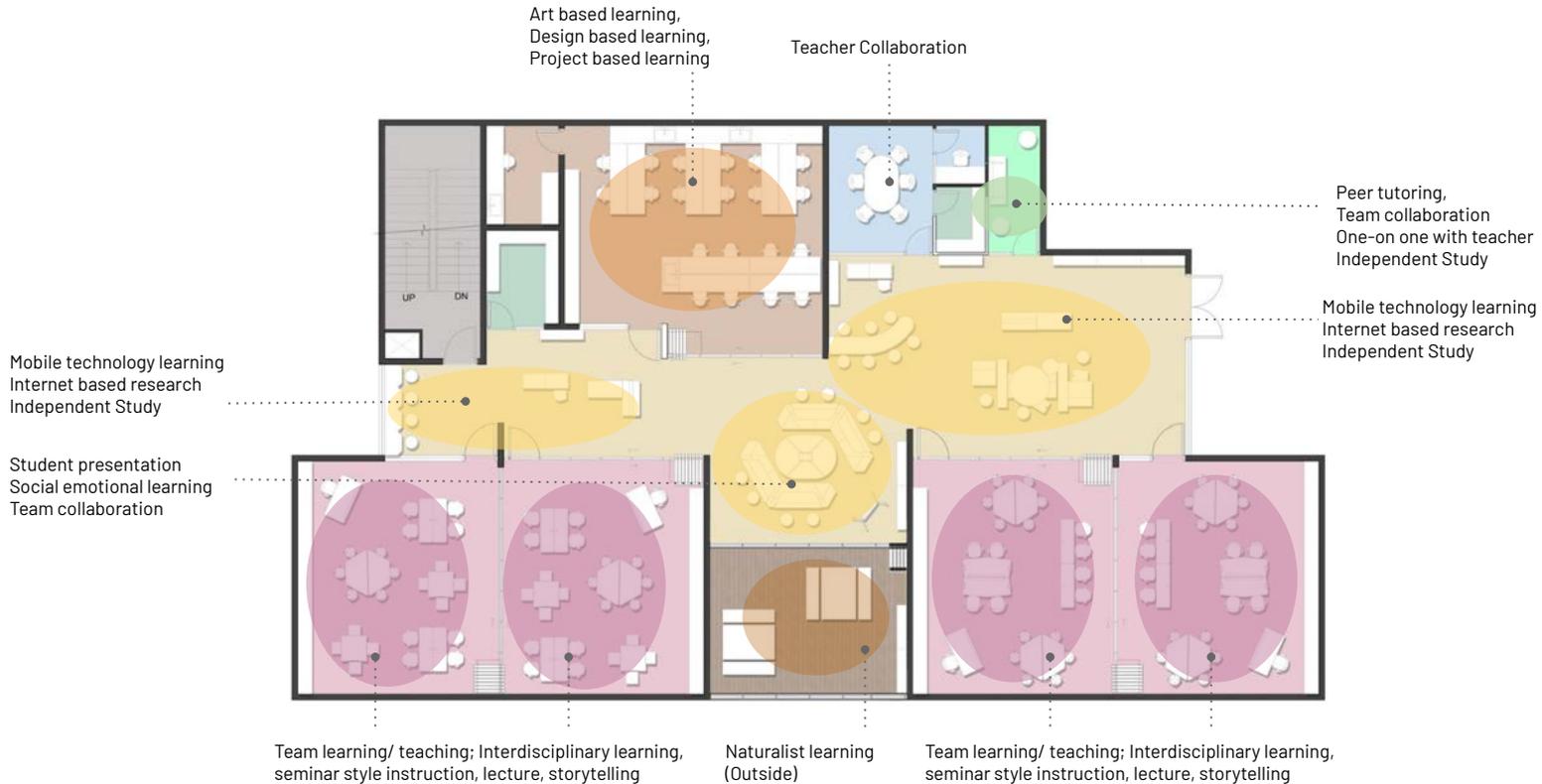


# SAMPLE COMMUNITY | GRADE 7-10 : STUDENT CAPACITY

**IMPORTANT NOTE:** While this diagram shows the potential capacity of each space within a learning community, there are several spaces outside each learning community where students will also spend time during the school day. That means, a well-programmed school day will rarely result in situations where each learning community is filled to capacity. On average we do not expect more than 75% utilization of these spaces which will allow it to function optimally.



# SAMPLE COMMUNITY | GRADE 7-10 : LEARNING MODALITIES

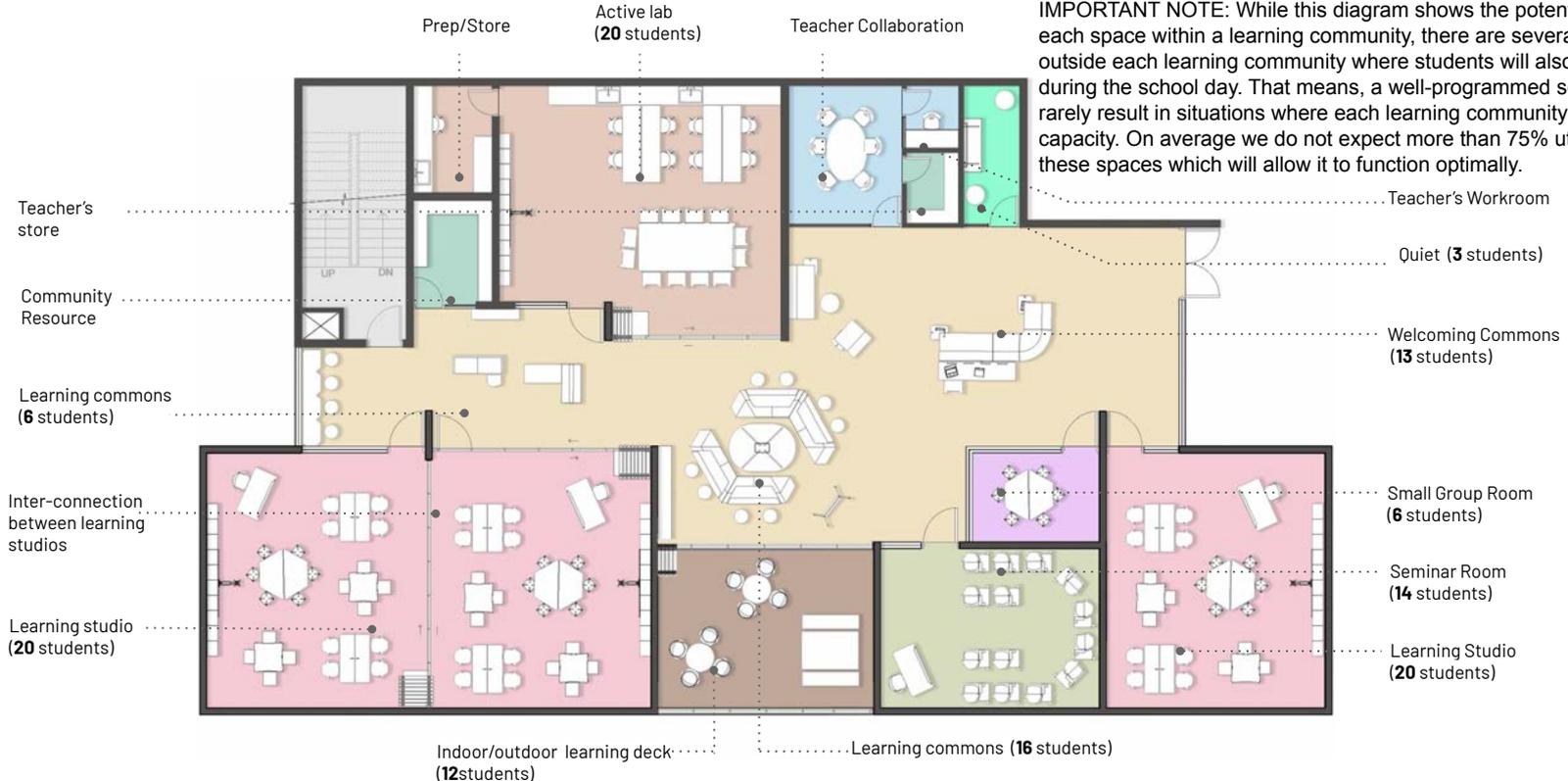


### SAMPLE COMMUNITY | GRADE 11-12: FLOOR PLAN LAYOUT

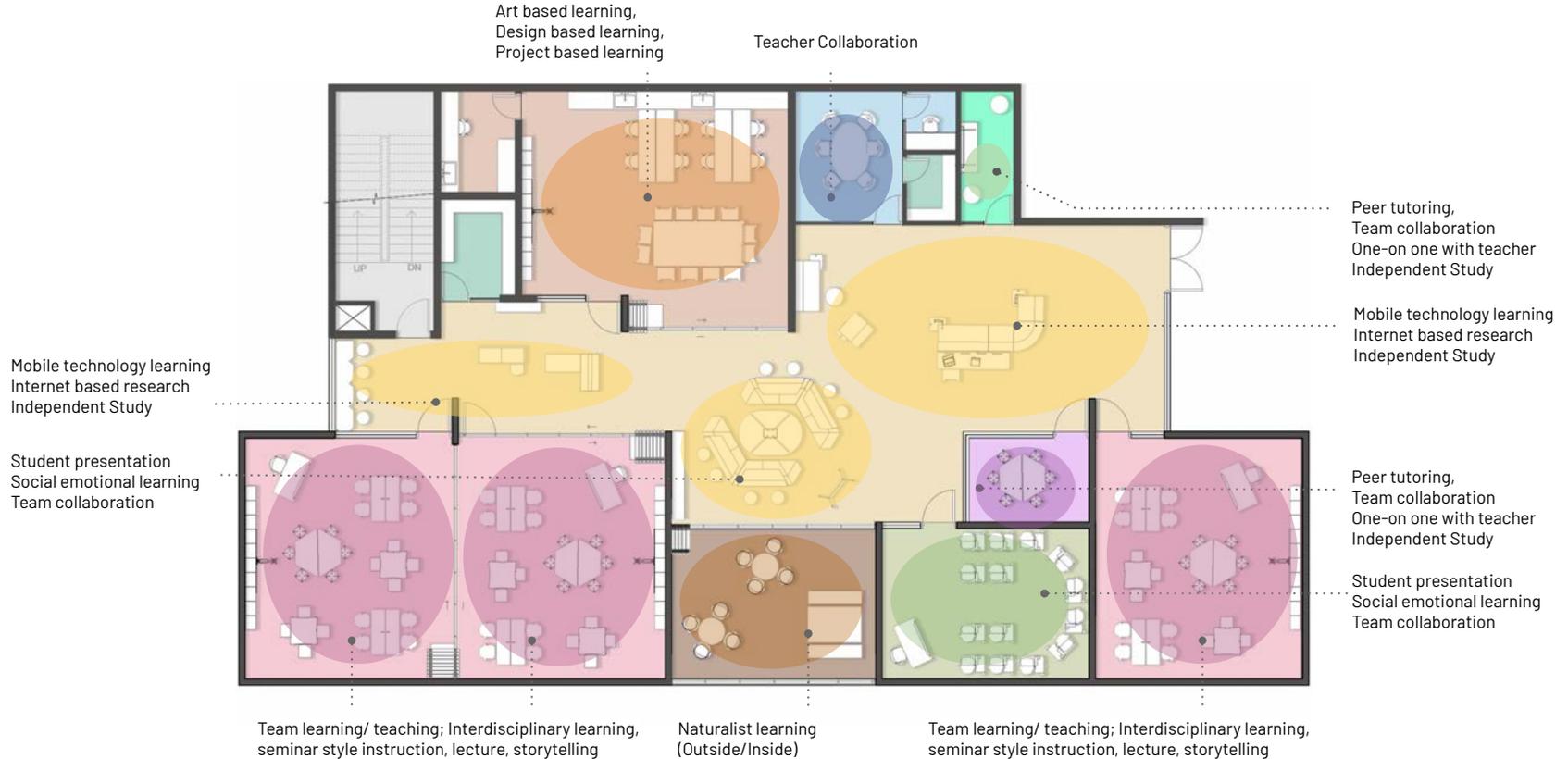


# SAMPLE COMMUNITY | GRADE 11-12: STUDENT CAPACITY

**IMPORTANT NOTE:** While this diagram shows the potential capacity of each space within a learning community, there are several spaces outside each learning community where students will also spend time during the school day. That means, a well-programmed school day will rarely result in situations where each learning community is filled to capacity. On average we do not expect more than 75% utilization of these spaces which will allow it to function optimally.



# SAMPLE COMMUNITY | GRADE 11-12: LEARNING MODALITIES



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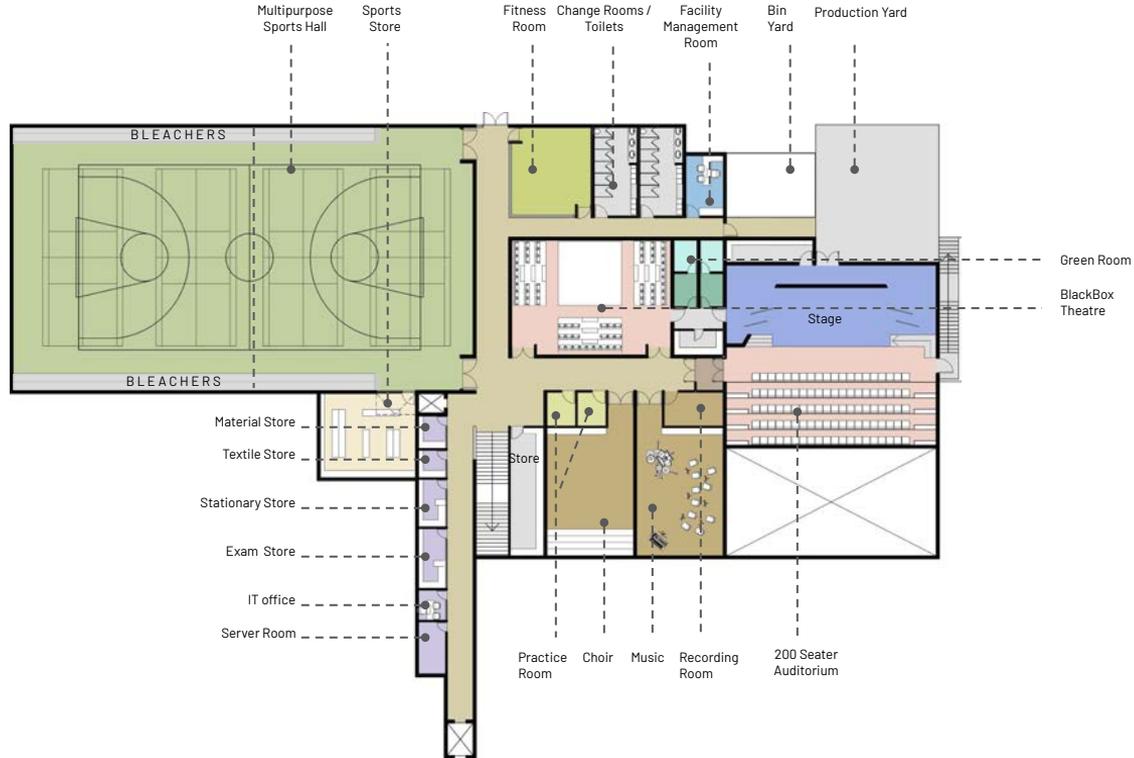
# 07

## FLOOR PLANS

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# 07 FLOOR PLANS

## ACADEMIC BLOCK: LEVEL -1 THEATER/ AUDI



# 07 FLOOR PLANS

## ACADEMIC BLOCK: GROUND LEVEL : MAIN SCHOOL ENTRY/STEA



# 07 FLOOR PLANS

## ENLARGED ADMIN PLAN: GROUND LEVEL



# 07 FLOOR PLANS

## ACADEMIC BLOCK: LEVEL 1 COMMUNITY GRADE 7-10



# 07 FLOOR PLANS

## ACADEMIC BLOCK: LEVEL 2 COMMUNITY LEVEL 11-12



# 07 FLOOR PLANS

## BOARDING FACILITY: LEVEL 0



# 07 FLOOR PLANS

## BOARDING FACILITY: LEVEL 1



# 07 FLOOR PLANS

## BOARDING FACILITY: LEVEL 2



# 07 FLOOR PLANS

## BOARDING FACILITY: LEVEL 3



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08

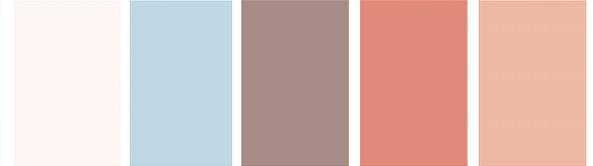
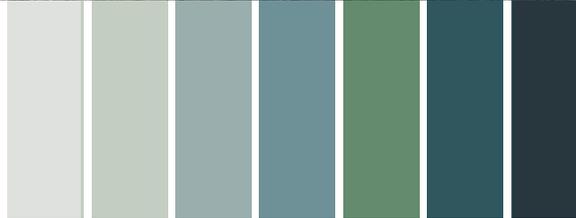
INTERIOR DESIGN

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### Lake Lisi - Tbilisi, Georgia

The Lake Lisi is a small lake in the vicinity of Tbilisi, Georgia very close to the proposed site. The color palette of the interiors of the school draws its inspiration from the hues and shades of the lake and the surrounding landscape and terrain.



# LEARNING COMMUNITY

A

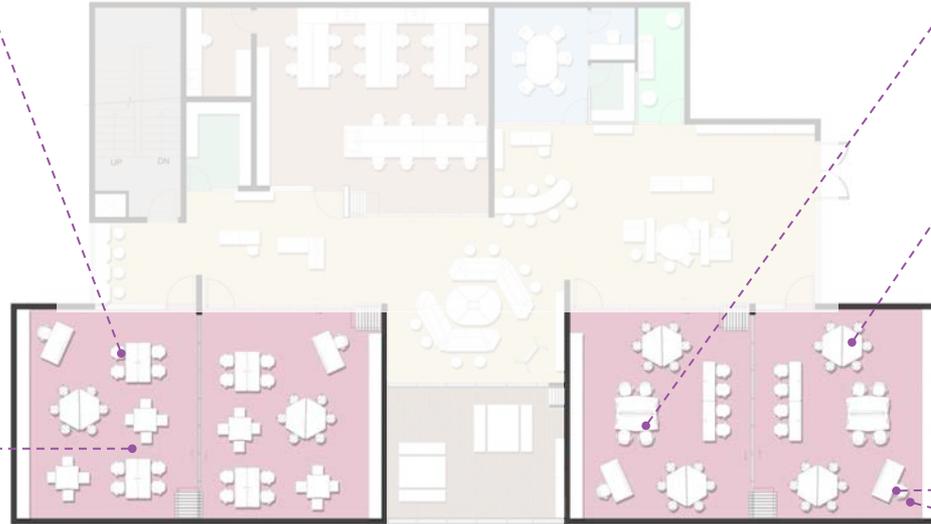
### A LEARNING SUITE



VS  
PantoSwing Lupo



VS  
Crew Stool by Reply



VS  
Ergo-I



VS  
EcoTable-Q



IKSU  
Tendo



STEELCASE  
Think II



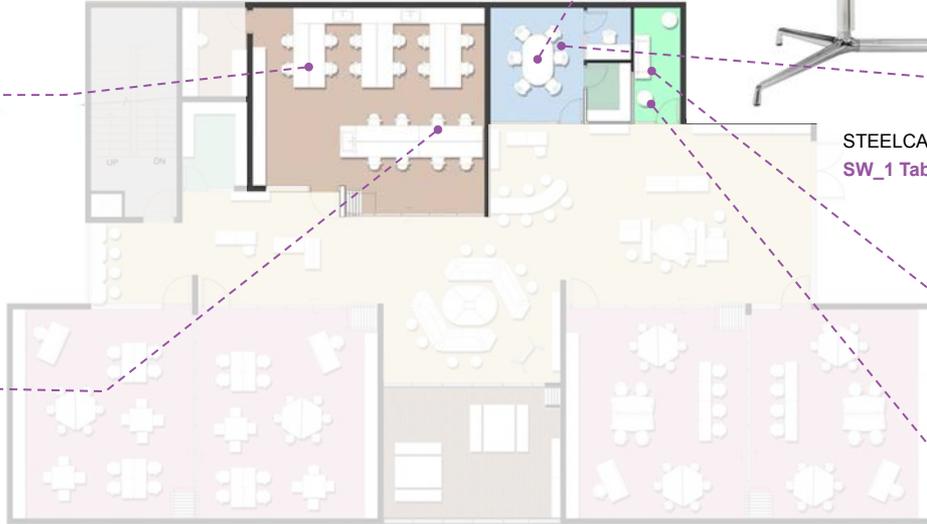
### A ACTIVE LAB, TEACHER COLLAB, SGR



VS  
Flip Table



VS  
Panto Move Chair High



STEELCASE  
SW\_1 Table by Coalesse



STEELCASE  
Cobi



STEELCASE  
Paste Sofa Series



STEELCASE  
Blu Dot Bumper Ottoman



STEELCASE  
Campfire Paper Table

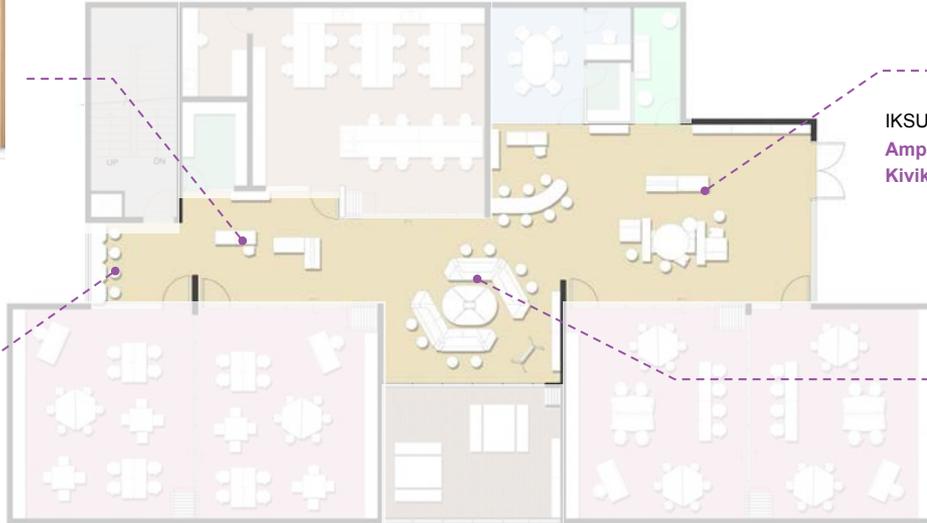
### A LEARNING COMMONS



**STEELCASE**  
Campfire Standing  
Height Slim Table



**IKSU**  
Tutto Active Saddle Chair



**IKSU**  
Amphi Seating  
Kivikko Table Low



**IKSU**  
Tendo Oppi Storage Unit



**Steelcase**  
Mediascape Lounge

**A FLOOR FINISHES & REFERENCE IMAGES**

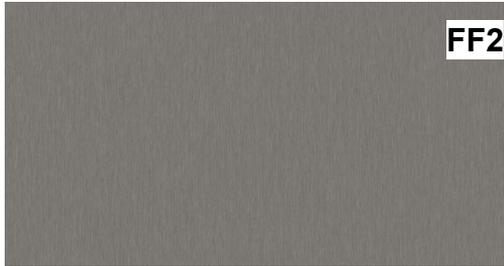
INTERFACE  
**Drawn Lines | Luxury Vinyl Tiles**  
A009-04 Smokey Quartz



INTERFACE  
**Steady Stride Woodgrains | Luxury Vinyl Tiles**  
B001-06 Blonde



INTERFACE  
**Human Nature Collection | Carpet Tiles**  
7617-003-000 Slate



INTERFACE  
**Brushed Lines | Luxury Vinyl Tiles**  
A016-04 Galena



**Polished Concrete**



**Outdoor Deck Flooring**

## A FLOORING FLOOR PLAN



**A WALL FINISHES***PAINT COLORS: ACCENTS WALLS*

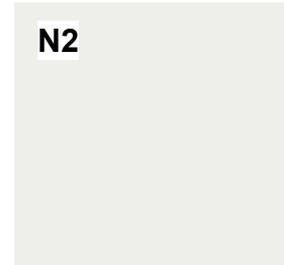
SHERWIN WILLIAMS  
**Reddened Earth**  
SW 6053



SHERWIN WILLIAMS  
**Jubilee**  
SW 6248

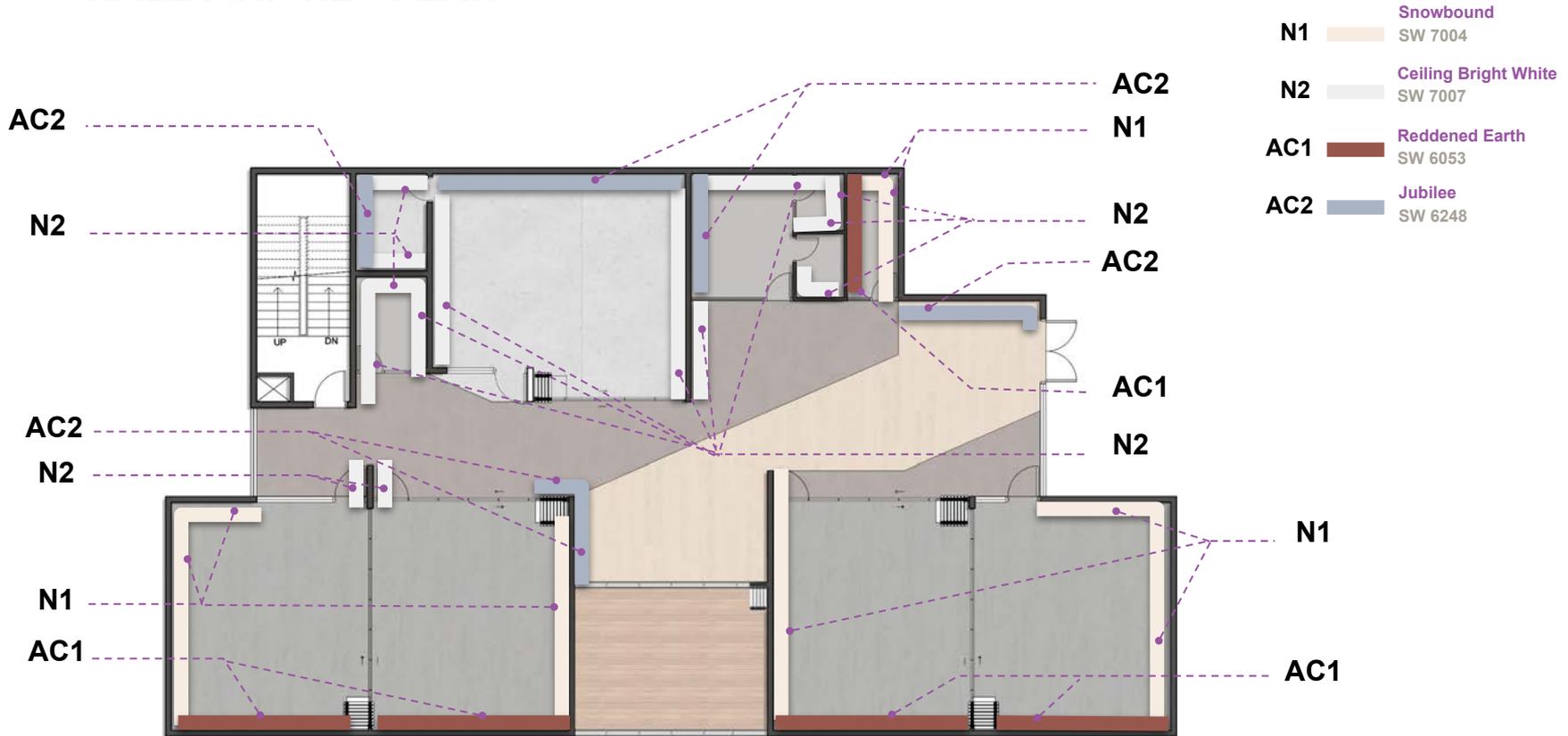
*PAINT COLORS: NEUTRAL*

SHERWIN WILLIAMS  
**Snowbound**  
SW 7004

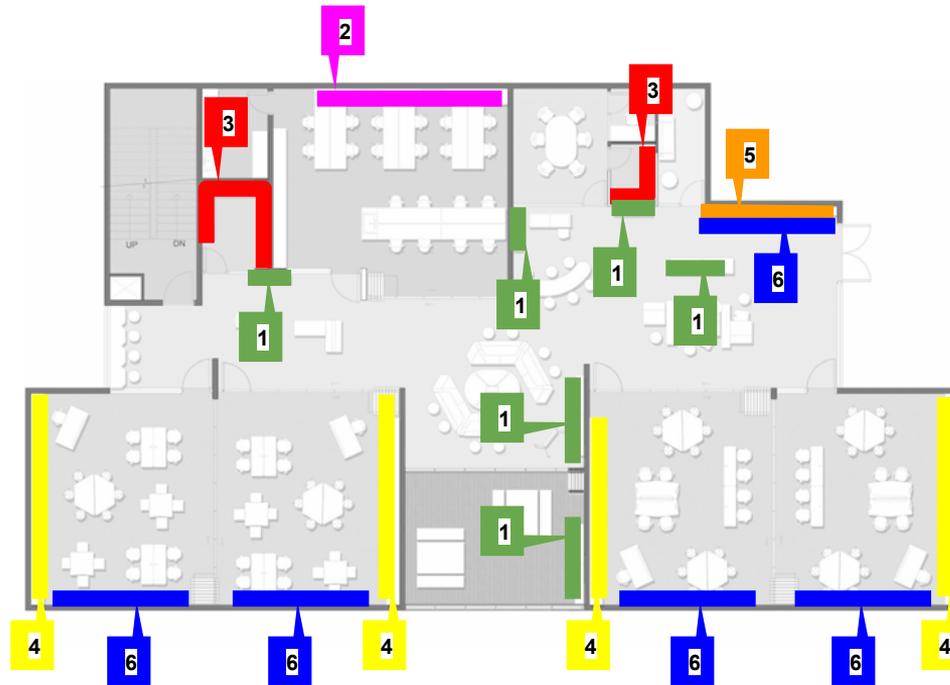


SHERWIN WILLIAMS  
**Ceiling Bright White**  
SW 7007

### A WALL FINISHES PLAN

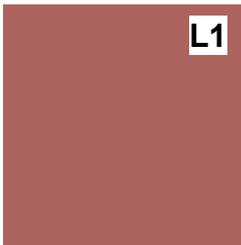


## A STORAGE UNIT LOCATION PLAN



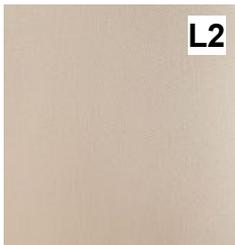
- 1** Low Height storage units (3' high)
- 2** Under the counter cabinet in labs
- 3** Built-in cabinets for resources
- 4** Teacher's Wall with writable, projectable, magnetic surface
- 5** Display unit
- 6** Student Lockers

## A COLOR SELECTION &amp; REFERENCE IMAGES



L1

GREENLAM  
Suede (SUD) Collection  
138 - TERRACOTTA



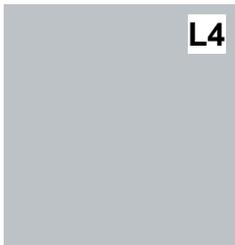
L2

GREENLAM  
Embossed Interweave  
(EMI) Collection  
132 - CYCLONE



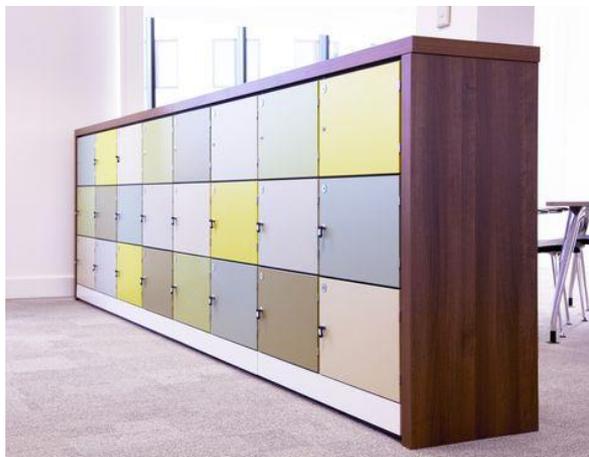
L3

GREENLAM  
Suede (SUD) Collection  
261 - DARK GREY



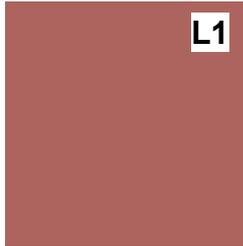
L4

GREENLAM  
Suede (SUD) Collection  
262 - GREY

**Lockers 6' Height**

Laminate finish carcass. Shutters in coloured Laminate in combination with L1 & L2 or L3 & L4. or L1,L2,L3 & L4

## A COLOR SELECTION &amp; REFERENCE IMAGES



L1

GREENLAM  
Suede (SUD) Collection  
138 - TERRACOTTA



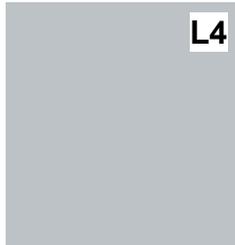
L2

GREENLAM  
Embossed Interweave  
(EMI) Collection  
132 - CYCLONE



L3

GREENLAM  
Suede (SUD) Collection  
261 - DARK GREY



L4

GREENLAM  
Suede (SUD) Collection  
262 - GREY

**UNDER COUNTER - CABINETS IN LABS**

Laminate finish carcass. Shutters in coloured Laminate in combination with L1 & L2 or L3 & L4. or L1,L2,L3 & L4



## A COLOR SELECTION &amp; REFERENCE IMAGES



AC2

SHERWIN WILLIAMS  
Jubilee  
SW 6248



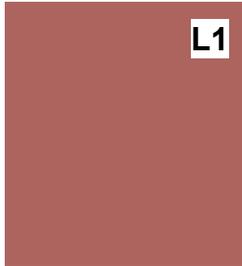
SS1

STAINLESS STEEL  
Brush finish tube sections



CG1

CLEAR GLASS  
8mm thick and toughened



L1

GREENLAM  
Suede (SUD) Collection  
138 - TERRACOTTA

AC2

SS1

CG1

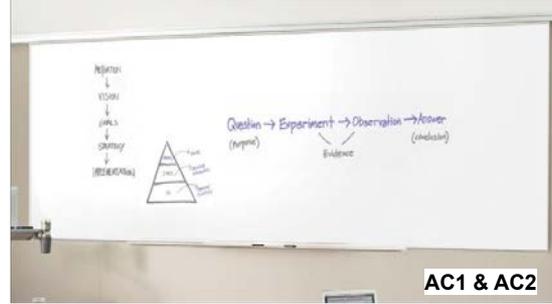
L1

**DISPLAY UNIT**

Unit frame work in MS box section in black paint matte finish with 8mm thick clear glass shelves. Accent members in brush finished SS tube sections.



## A WALL MOUNTED ACCESSORIES



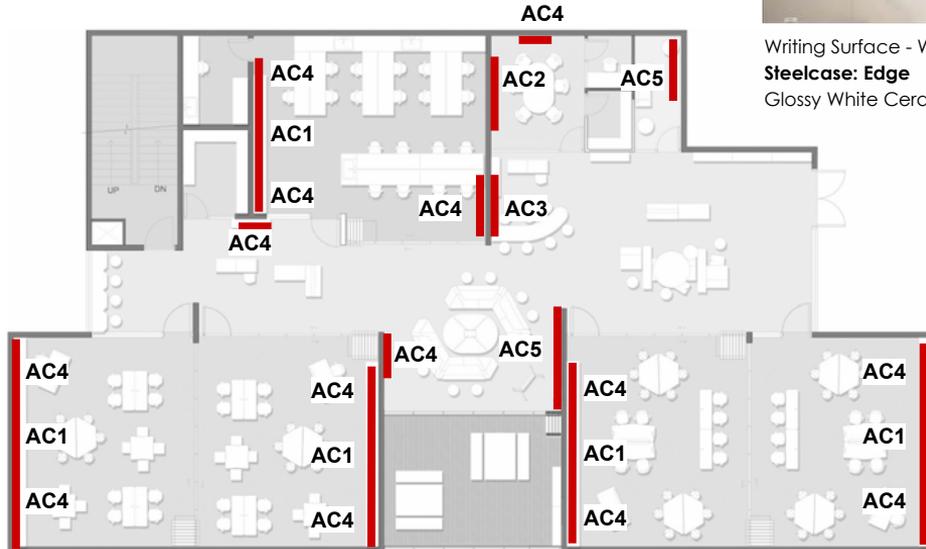
AC1 &amp; AC2

Writing Surface - Whiteboard  
**Steelcase: Edge**  
 Glossy White Ceramic



AC3 AC4 &amp; AC5

Writing Surface/ Tackboard  
**Steelcase: 555**  
 Glossy White, Magnetic  
 and Fabric- Boccie



- AC1** Whiteboard 8' x 4'
- AC2** Whiteboard 6' x 4'
- AC3** Writing Surface 5' x 4'
- AC4** Tackboard 5' x 4'
- AC5** Writing Surface 4' x 6'

## A LEARNING SUITE



- Writable sliding folding walls between two learning studio
- Writable table surface with blend of chairs , bar seating and soft seating
- Flexible seating to accommodate large and small groups for collaborative learning



## A LEARNING COMMONS



- Informal breakout zones provided with bean bags, swings, soft seatings to socialize and collaborate better
- Flexible spaces give students the choice where and how to learn
- Flexible seating create different zones for learning and connections from learning studios
- Variety in seating create different zones for students the choice where and how to learn



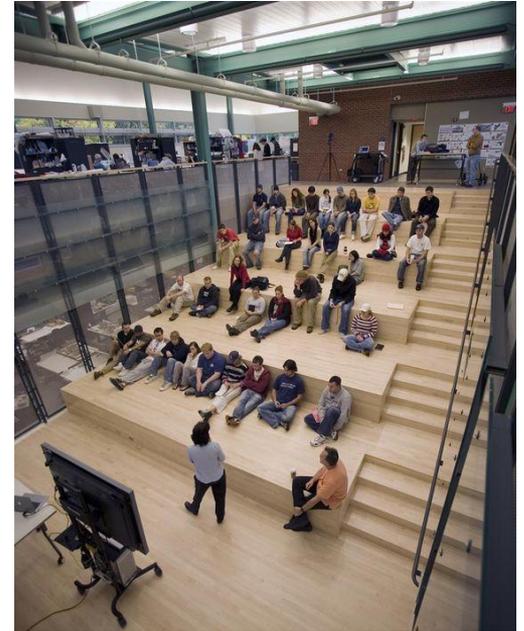
**A LEARNING COMMONS**

- Informal breakout zones to socialize and collaborate better
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# HEART + COMMON AMENITIES

B

**B HEART****Heart**

Gathering Stairs allow for large informal gathering, presentations, and informal reading area

**B CAFE**

- Informal cafe commons with flexible seating options and resources to grab and read.
- Multiple seating options for flexible use of space during different hours of the day

**B LEARNING RESOURCE CENTER****Spaces for reflection and collaboration**

Resource center to provide power and space for individual and group research

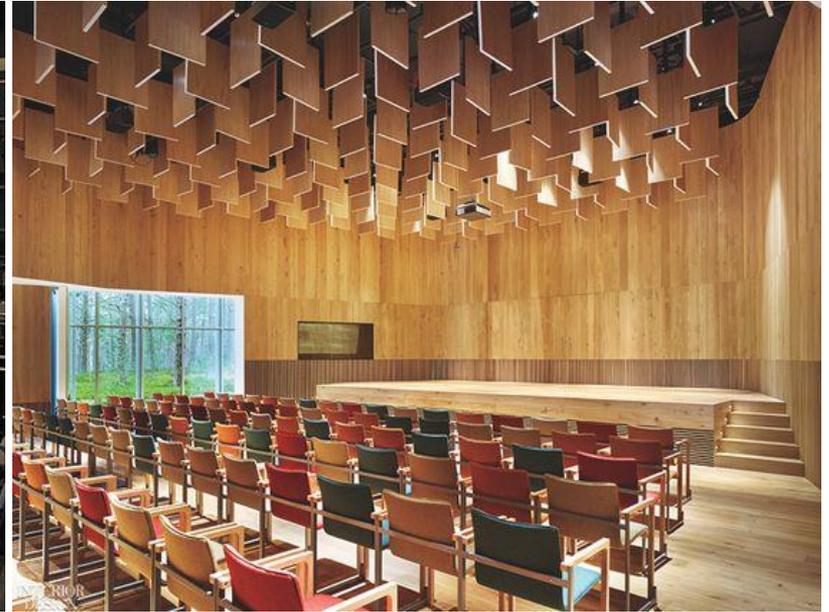


**B ACTIVE LAB (MAKERS LAB)****Makerspace**

The children can explore variety of ways to interweave and repurpose to create, learn and try something new. Things like: Woodworking, Circuitry, Textile processes such as sewing and weaving, using recycled toys, electrical systems and small appliances & create large-scale structures using nuts, bolts, hinges, brackets and panels made of various materials.

**B BLACK BOX THEATRE & AUDITORIUM****Black Box Theatre**

With retractable seating

**Auditorium**

200 seater auditorium - colourful stackable chairs to allow for enhanced capacity

**B** MULTI PURPOSE HALL**Flexibility**

Multipurpose hall to have 4 court with sliding folding partition to create two sections when needed.



**B ADMIN****Administration**

The administration is located conveniently upon arrival and serves not only as a checkpoint for visitors but as a service center. Allowing a good amount of transparency into the spaces helps keep visitors connected to the services and staff available to the students and parents, with open & collaborative office environments.

# Student Residence



## C Student Residence

### Student rooms

Rooms with natural ventilation and light, has individual study desk and wardrobe for students.

### Wayfinding

Wayfinding is used throughout the space to guide the students, using directory features, graphics and technology.

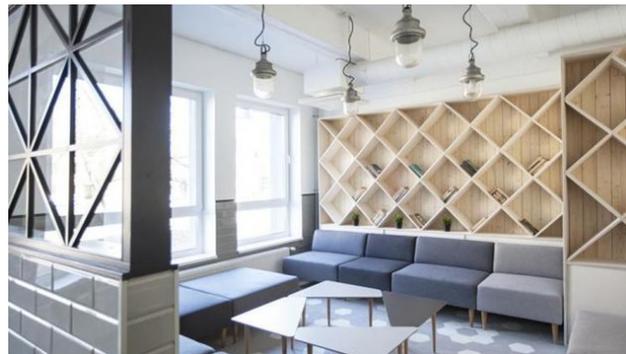
### Signages

Door signages with unique representations.



**C LOUNGE + CAFE**

- Informal cafe commons with flexible seating options and resources to grab and read.
- When the cafe is not in use for meals, they will serve as informal learning space, and club activity areas.
- Multiple seating options for flexible use of space during different hours of the day



**C DP ROOM**

- Writable table surface with blend of bar seating and soft seating
- Flexible Seating to accommodate large and small groups for collaborative learning

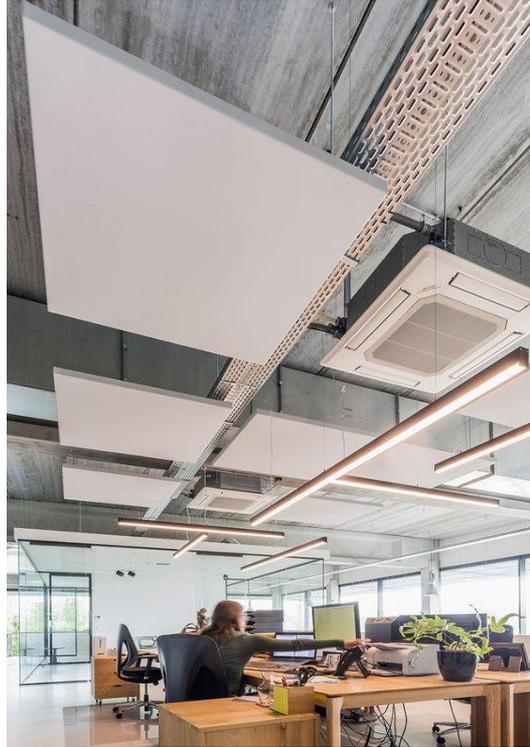
# LIGHTING & ACOUSTICS

D

## D REFERENCE IMAGES



**Acoustic Panelling Type 1**  
Acoustic Ceiling Tiles - Admin / Conference Room



**Acoustic Panelling Type 2**  
Decorative Ceiling Panels - Learning Commons / Learning Studio



**Acoustic Panelling Type 3**  
Hunter Douglas Wooden Ceiling - Auditorium



**Acoustic Panelling Type 4**  
Decorative Ceiling Panel - Learning Studio / Learning Commons

## D REFERENCE IMAGES



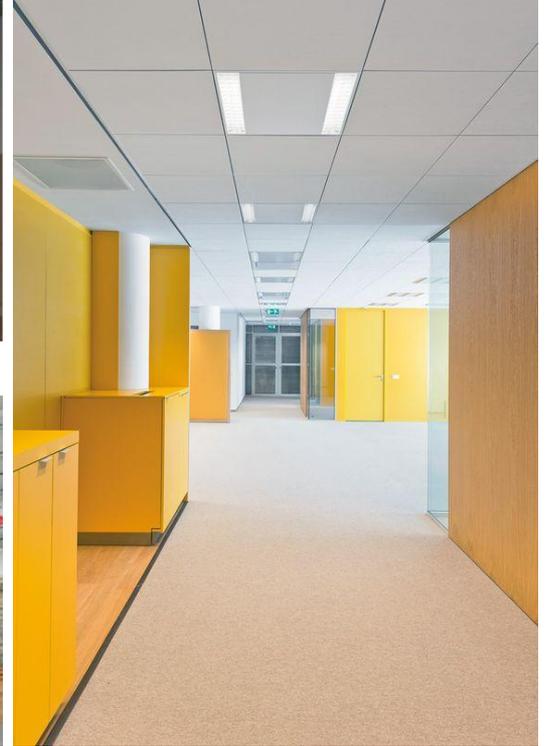
**Acoustic Panelling Type 5**  
Baffle Ceiling - Learning Commons & Common Areas



**Acoustic Panelling Type 6**  
Hunter Douglas Linear Metal Ceiling - Cafe / Dining



**Acoustic Panelling Type 7**  
Decorative Ceiling Clouds - Cafe/ Dining Area



**Acoustic Panelling Type 8**  
Perforated Mineral Fiber Ceiling Tiles - Common Areas / Learning Studios

**D** REFERENCE IMAGES

**Acoustic Panelling Type 1**  
Micro Perforated Acoustic Wood Panels - Auditorium



**Acoustic Panelling Type 2**  
Acoustic Screens - Admin / Learning Commons



**Acoustic Panelling Type 3**  
Acoustic Wall Panels - Conference Room / Common Areas

## D REFERENCE IMAGES



1



2

- LED fixtures
- Low lighting power density, lamp maintenance
- Directed lighting
- High CRI lamps
- Glare control fixtures
- Variety to add different lighting scenarios in a space
- Minimalist look
- Dimmer for fixtures
- Photocell in daylit areas
- Occupant controllability of lighting in studios and commons
- Task lighting for workstations



3



4

1. Suspended light fixtures in Learning Commons
2. Combination of Recessed Lighting and Suspended Light fixtures in Learning Commons and other common areas.
3. Suspended Decorative light fixtures in Cafe / Dining Area.
4. Suspended Light Fixtures in Learning Studios.

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# 09

## PROGRAM & AREA STATEMENT

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## Proposed Academic Program

ENTRANCE	Area (Sqm)
Main Atrium	206
Entry Vestibule	11
Security	8
Exhibition Space	20
Exhibition Storage	11

PERFORMANCE/ DRAMA	Area (Sqm)
Auditorium	346
Storage	36
AV Room	7
Black Box	106
Green Rooms + Store	33
Music Studio -1	68
Recording Room	12
Music Studio - 2	68
Practice Rooms	12
Music Store	14

SPORTS	Area (Sqm)
Multipurpose Hall	698
Fitness Suite	39
Sports Store	47
Change and Locker Room	44

STEAM CENTRE	Area (Sqm)
Learning Resource Centre	111
Learning Resource Centre Office	12
Math Lab	60
Physics Lab	82
Physics Prep and Store	10
Biology Lab	80
Bio Prep and Store	16
Chemistry Lab	82
Chemistry Prep and Store	10
General Science Lab	84
General Science Store	9
Visual Art Studio	82
Visual Art Store	8
Design Technology and Maker Lab	80
ICT Hub	17
Fabrication Room	17
Teachers Collaboration	43
Small Group Rooms	20

SUPPORT	Area (Sqm)
Counselling and Learning Support	8
Counselling and Learning Support	8
Infirmary	8

LEARNING COMMUNITIES	Area (Sqm)
<i>LC (GRADES 7 &amp; 8) + LC (GRADES 9 &amp; 10)</i>	
Learning Studio	56
Active Lab	65
Active Lab Prep / Store	9
Welcoming Entry Learning Commons	73
Learning Commons	84
Teachers Collab	24
Small Group Room	9
Resource / Store Room	8
Learning Terrace	35
<i>LC (GRADES 11) + LC (GRADES 12)</i>	
Learning Studio	56
Learning Studio	56
Seminar Room	35
Small Group Room	12
Active Lab	65
Active Lab Prep	9
Welcoming Entry Learning Commons	73
Learning Commons	84
Teachers Collab	24
Small Group Room	9
Resource / Store Room	8
Learning Terrace	35

ADMIN	Area (Sqm)
Director	19
Director's PA and Waiting Area	8
Head of Secondary Office	23
HS Secretary	8
Finance, Bursar, Accounts, HR	27
Middle School / Careers	9
Secretary / Main Reception	9
Admissions	16
Open Office	51
Reprographics	6
Conference room	16
Mail room	9

BACKHOUSE	Area (Sqm)
Mail Room	6
CCTV Monitoring Room	12
Stationary Store	8
Exam Store	10
Textile Store	5
Materials Store	5
Facility Management Room	13
Server/Network Room	8
IT Office	5

DINING	Area (Sqm)
Kitchen & Servery	63
Indoor Dining	275
Outdoor Dining	130
Bin Store Yard	32

## Proposed Residential Program

SHARED	Area (Sqm)
Housemaster Flat	38
Main Kitchen	20
Dining & Common Areas	213
DP Room	65
Counselling and Learning Support	7
First Aid / Nurse	29
Handicapped Toilet	4
Entry / Exit Vestibules	5
Cleaning / Store	5

BOY'S WING	Area (Sqm)
Twin Sharing Ensuite Studio	19
Accessible Ensuite Studio (Twin Sharing)	23
Adult Supervisor Studio	22
Common Toilets	6
Laundry	6

GIRL'S WING	Area (Sqm)
Twin Sharing Ensuite Studio	19
Accessible Ensuite Studio (Twin Sharing)	23
Adult Supervisor Studio	22
Common Toilets	9
Laundry	8

<b>Academic Block</b>	<b>Area (Sqm)</b>
Level -1	1890
Level 0	2297
Level 1	1372
Level 2	1275
<b>Total Area</b>	<b>6834</b>

<b>Boarding Facility</b>	<b>Area (Sqm)</b>
Level 0	706
Level 1	500
Level 2	500
Level 3	500
<b>Total Area</b>	<b>2206</b>

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# THANK YOU

The Education  
Paradigms Team

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