



**Village
Well**



Our Lady of Lourdes Workshop Summaries

Catholic Education Tasmania



We acknowledge the Traditional Custodians of Country, and recognise their continuing contributions to placemaking and place, with their strong connections to land, sea, culture, and community. We pay our respects to Elders past and present.

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Executive Summary

Our Lady of Lourdes Catholic School

Continuum results

Needs work

Art and cultural appreciation

It's great!

Sport and recreation

Dot democracy results

They loved

1. People and culture (38)
2. Sport and sport facilities (17)
3. Various spacious facilities (17)
4. Playground equipment (3)
5. Play amenities (3)

The challenges

1. Protected outdoor areas (11)
2. Lack of trees/nature (11)
3. Not enough nature play (11)
4. Not enough creative spaces (11)
5. Lack of bins (7)



Introduction



30 adults



34 students

On the 21st and 22nd and 23rd of March, Village Well conducted a Masterplanning Vision Workshop with three Catholic Education Northern Tasmania schools. The aim of the workshops was to engage students and principals, teachers, staff, board members, and parents in helping form a school place vision, to guide future masterplanning decisions. The following activities were held at each school.

Activity	Description	Outcome
Continuum	<p>Participants were asked to put themselves on a voting scale from 'Needs work' to 'It's Great'.</p> <p>Topics covered were:</p> <ul style="list-style-type: none"> • Welcome and arrival • Comfort • Beauty • Sport and recreation • Art and cultural appreciation • Pedestrian and wheelchair access • Sustainability • Vehicular movement • Safety - night 	Continuum line with sentiment comparing adults and children
Dot democracy	<p>Participants were asked to brainstorm for 5 minutes on the topics on 'What we love' and 'What needs work?'</p> <p>3 dots were then assigned per topic, for participants to vote for what resonated with them most.</p>	List of top strengths and challenges
Visioning	<p>Participants were walked through a guided visioning about their future, successful school. They were then asked to draw what they experienced, then collate their visions into a shared vision per table group.</p>	Individual visions, group visions and a distilled vision

A final workshop was held with key Catholic Education staff and representatives from leadership roles in each school. In this workshop, participants were asked to review lists created in previous workshops, identify gaps, and then start to build their place visions.

Our Lady of Lourdes Catholic School

What happened

On the 22nd of March, two Village Well staff visited Our Lady of Lourdes Catholic School. The visit started with a 1-hour site tour at 9:00am, followed by a 2-hour workshop with 12 children and 13 adults, such as staff, parents, board members, and the principal.



12 students



13 adults

Site Challenges Observations

Welcome and arrival

- School corridors were chaotic and frenetic in the morning
- Congested corridor space, not enough space to pass through during busy periods
- The office is separate from the entrance
- Back of house is welcoming. Very few enter from the front entrance
- The outdoor central gathering space/main area is exposed
- Well-maintained greenery in the front of the school

Activity

- Daily PE classes in outdoor spaces
- Narrow space unused along McCarthy Centre
- Lots of indoor breakout areas in use
- 40 Indigenous students and 108 learning needs students attend

Image and ambience

- Lovely long views from hilltop
- The spaces are rigid and needs to be more fluid
- The outdoor recreational spaces are exposed, cold and feels damp and wet
- Red brick architectural vernacular
- Space is a premium with 400 students competing over space
- Some water puddling on asphalt
- School signage is clear in front of car park and works well

Comfort

- Calming room available for students but not wheelchair accessible
- Some outdoor seating available in the central area but exposed to weather conditions
- Not enough seating in the Joesphite area (quiet area)
- Lots of open outdoor spaces exposed to the weather
- Not many reflective spaces

Beauty

- Colour palette is kept very neutral and minimal “numbing colours” to allow for students work to stand out
- Well maintained and clean school campus

Art and cultural experiences

- Minimal artwork
- Plaque and fire pit representing First Nations culture – small fire pit, decorated with small stones, lid has a padlock on it and symbolic stones spread out far. The fire pit whilst acknowledging the cultural significance of First Nations people, in its current state does not embody or portray, connectedness, storytelling, gathering or celebration
- A colourful large indigenous art mural can be seen in one of the thoroughfares
- Artwork on the rock climbing wall

Sport and recreation

- The outdoor space with large indigenous art mural gets lots of use, a thoroughfare and flexible space for students
- More seating options needed near the big oval
- Lack of trees and vegetation in the outdoor recreational areas
- Bike track is a narrow band with right angles and was not fit for purpose or practical

Pedestrian and wheelchair access

- Wheelchair ramp available

Potential

- Create fencing/planted buffer for privacy and to combat neighbour noise complaints
- Enhance the welcome identity to distinguish from other schools in the area

Place challenges

- The outdoor spaces are too regimented and need to be freer form
- The central area doesn't appeal aesthetically
- Peak times are a challenge
- Cultural expression not great



Continuum Activity – Results

Sport and Recreation was voted as working the best by the group, with welcoming and arrival and beauty the second highest. Safety at night was generally okay.

The lowest scoring theme was art and cultural appreciation with sustainability a close second. Other themes that were low trending were comfort, with mostly the adults voting 'Needs work'.

Notably, vehicular movement was clearly split by the adults, sitting on both ends of 'Needs work' and 'It's great'.



Dot Democracy



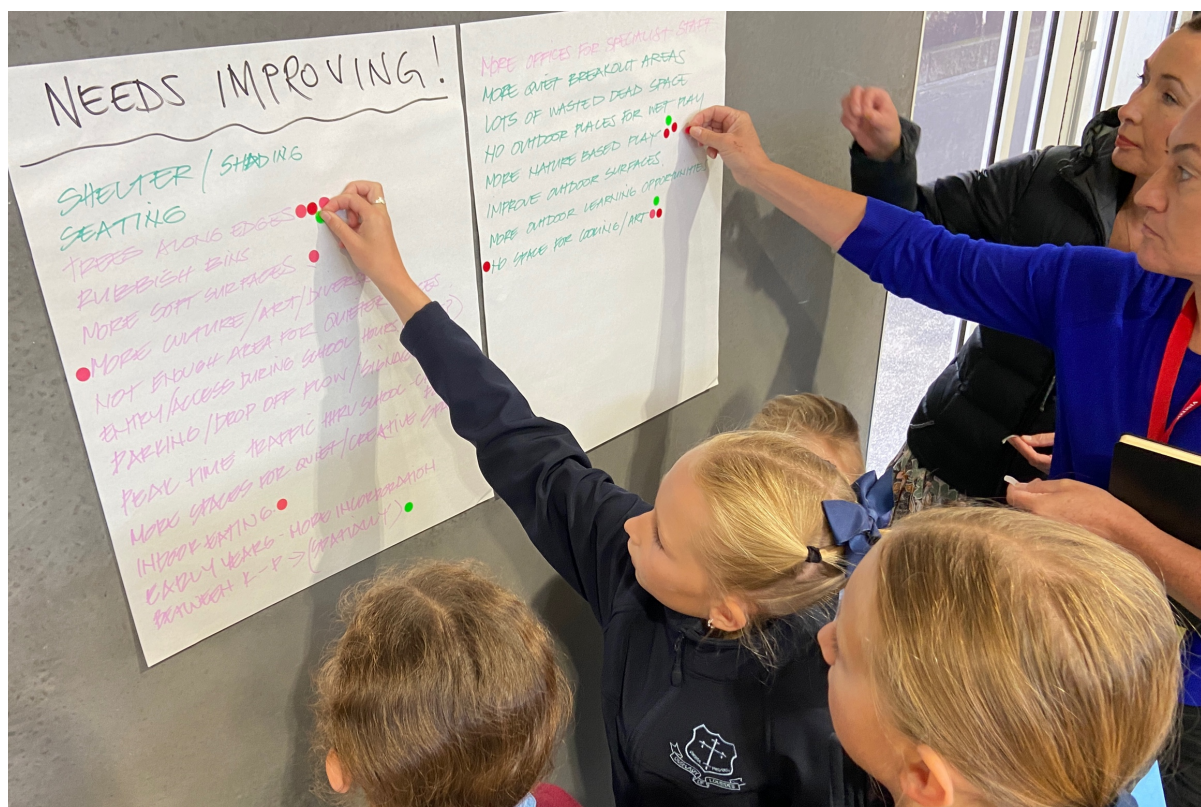
Top 6 things they loved:

1. People and culture (38)
2. Sport and sport facilities (17)
3. Various spacious facilities (17)
4. Playground equipment (3)
5. Play amenities (3)
6. Beautiful and well-maintained (2)



Top 8 challenges:

1. Protected outdoor areas (11)
2. Lack of trees/nature (11)
3. Not enough nature play (11)
4. Not enough creative spaces (11)
5. Lack of bins (7)
6. Quiet spaces (6)
7. Not enough indoor eating areas (6)
8. Lack of seating (5)



Shared visioning

Table 1

- Lots of play areas
- Trees, bushes, shrubs
- Welcoming – visible in entry walk

- Outdoor community space
- Loose parts play
- Recognition of Catholicism
- Wingani space

Table 2

- Nature in abundance
- Gardens – sustainability
- More natural colours (gardens, flowers, etc.)
- More space
- Exit/entry spots bigger/open
- Lots of seating in shaded spaces
- More spaces for breakout learning
- Water play
- Abundant shaded spots

Table 3

- More greenery/garden areas/real or fake grass (on top cement = less cement) to sit and play
- More tech advances = auto gate, motion sensor lights, etc.
- Ext. of buildings/outside soft areas (multipurpose)
- Uniform = one PE uniform (dark colours)

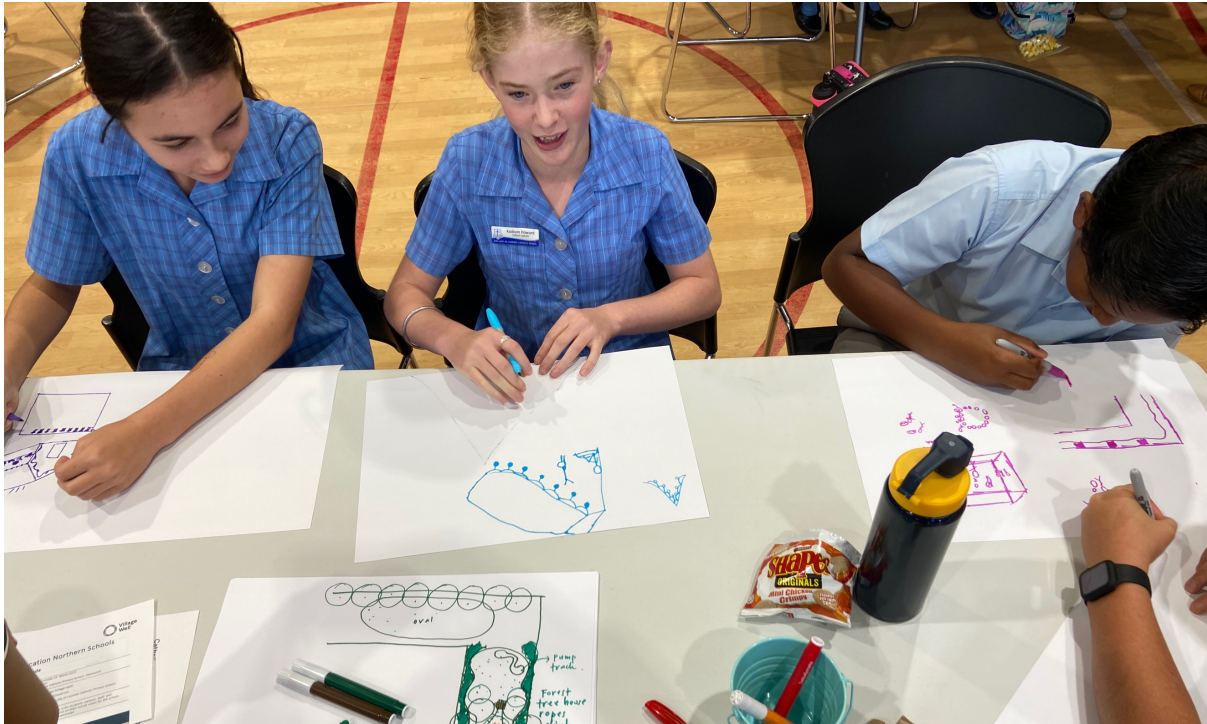
Table 4

- Greenhouse veggie garden
- Treehouse
- Shelter tepee
- Camp fire
- Cubbyhouses, shops, play things, murals, aboriginal
- Forest, pump track, ropes climb, new bike track
- Main things greenery nature play

Table 5

- Nature and green spaces
- Wildlife
- Fun

- Shade
- Sharing spaces – food, community, activities/music
- Creative seating and spaces e.g., rugs, cushions
- Natural play spaces – climbing, jumping, creative play



Comments

“It was a bit windy and beautiful at the same time”



“Sporty kids are well catered to – but there is not much for creative kids. They are forced to sit on the concrete edge and make their artwork out of leaves or do their imaginary cooking”

“I don’t think the outside reflects the diversity of our school”

“Basketball and netball courts are good – not too big or small and still have room to do other stuff!”

“The spaces you run around in aren’t beautiful and you can trip over”



Online Sense-making Workshop

What happened

On the 4th of April, an informal Sense-Making Workshop was held online with the leadership team from Our Lady of Lourdes Catholic School. In the workshop, participants were presented with systemised feedback and a summary of the visions and challenges, of each group, as well as all the workshop outputs. They were asked to identify top challenges, reverse engineer those challenges to themes, and to start developing their school vision. The conversation was followed by the participants creating actionable 'quick wins' for what they can do now that will cost no money to improve their schools.

The results of this workshop helped inform the Place Vision and Principles report that will be provided to Catholic Education Tasmania with this report.

Our Lady of Lourdes Catholic School

Principle themes

- More greenery and shrubs for nature play
- More trees for shelter
- Sustainability - new roof with solar panels/student leadership and initiatives
- Quiet and weather protected areas - shade, trees and interesting things to play with
- Diverse and flexible seating - sheltered and dotted around the oval
- Art and history that's part of the building, reflects the identity, diverse culture, community art - art is more integrated into play spaces

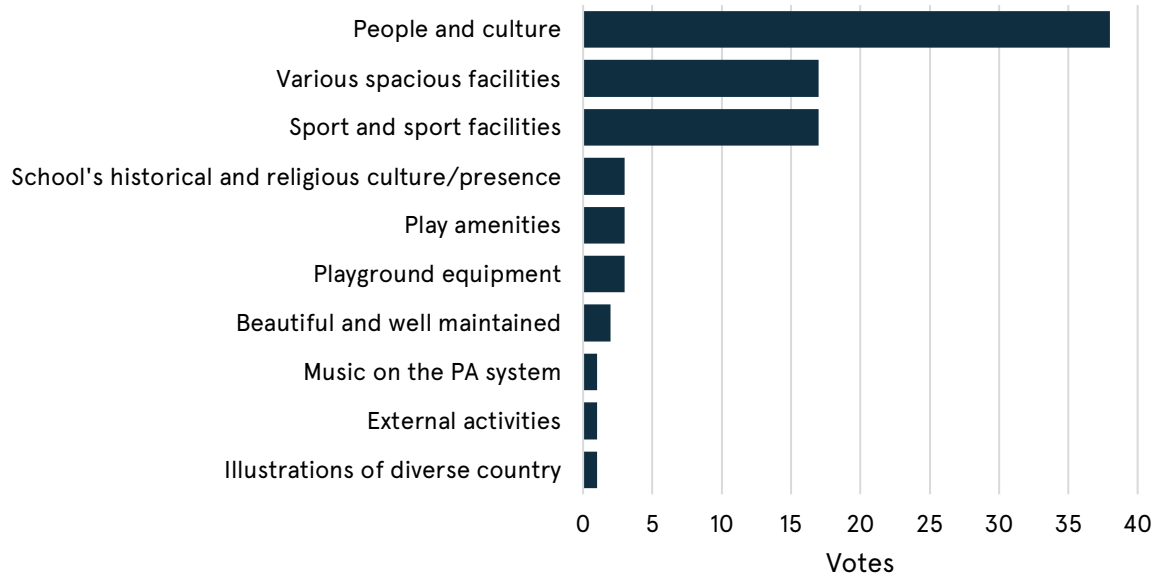
Quick wins (some are currently being implemented)

- More trees
- Enhance the greenery
- Funding and grants
- Collection bins
- Make art sculptures from old equipment/props
- Bring back loose parts play
- Piano/stage/dress-ups/karaoke
- More seated and planter boxes in the top cement area
- An art gallery walk using big sheets/panels (art is themed for Harmony and diversity)

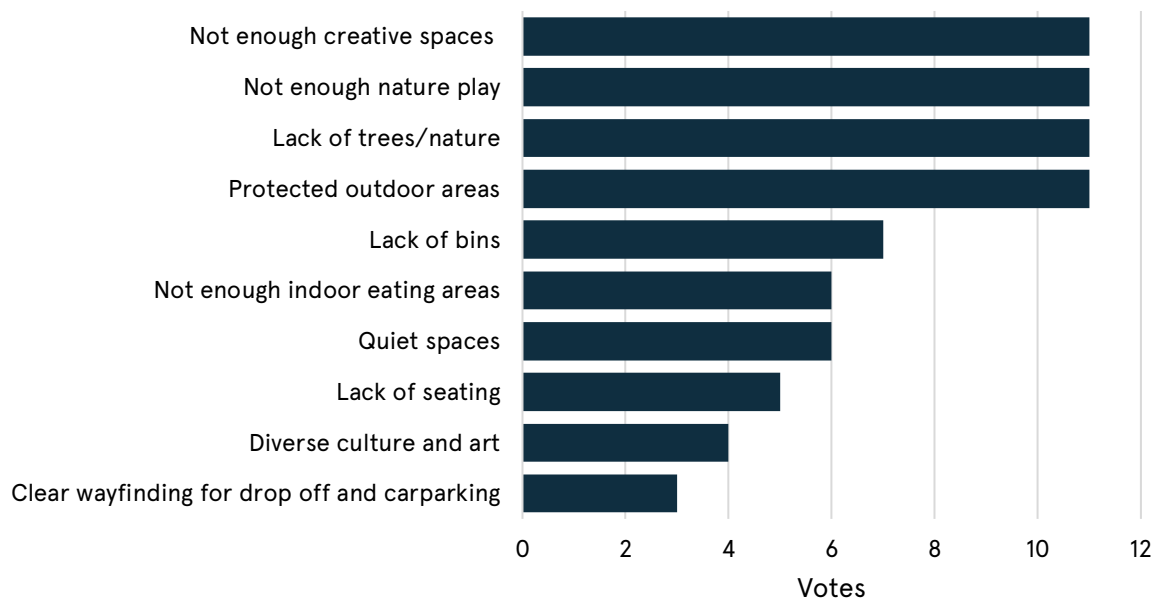
APPENDIX

Our Lady of Lourdes Catholic School – Dot Democracy

Our Lady of Lourdes Catholic School Loves



Our Lady of Lourdes Catholic School Challenges





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