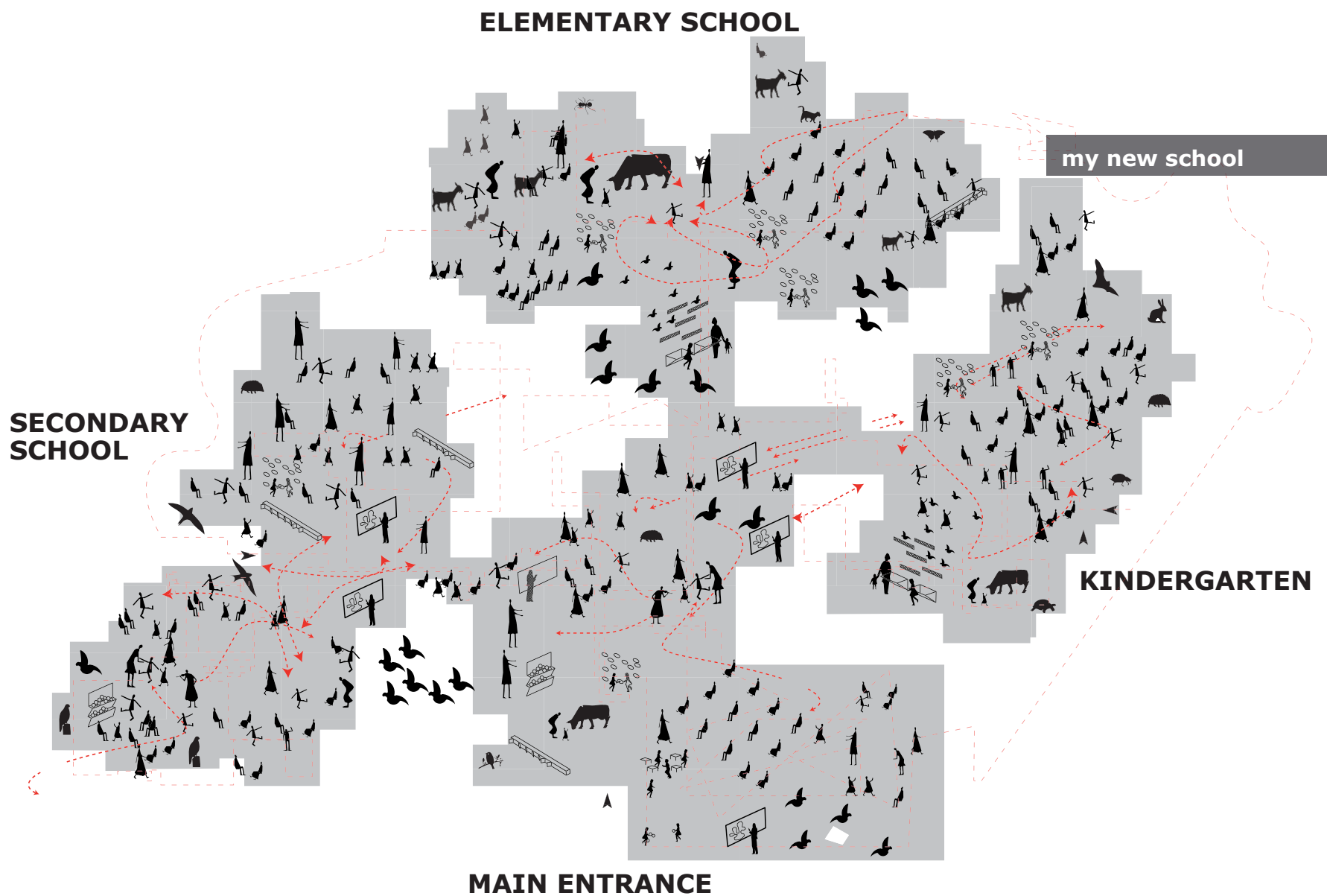




S C H O O L C A M P U S HAUPTBAHNHOF VIENNA

PPAG architects ztgmbh



P r e a m b l e

The Viennese school campus model consists of kindergarten, school and spare time facilities at one location. The cross-linking of the education buildings fosters holistic and continuous pedagogical synergies. The cooperation aims for maximum use of all spatial resources which are available to everyone allowing learning from each other. Through the multipurpose school campus project at Hauptbahnhof for the first time a secondary school with 16 classrooms is provided next to a primary school with 17 classrooms, a kindergarten with 11 groups and a sports hall.

(excerpt from the competition brief – spatial pedagogical requirements)

Client: City of Vienna represented by MA19 and MA34
Educational Concept by MA56 and MA10

Architects:
PPAG architects ztgmbh

Specialist consultant:

Landscape Design:
Karin Standler Landschaftsarchitektur

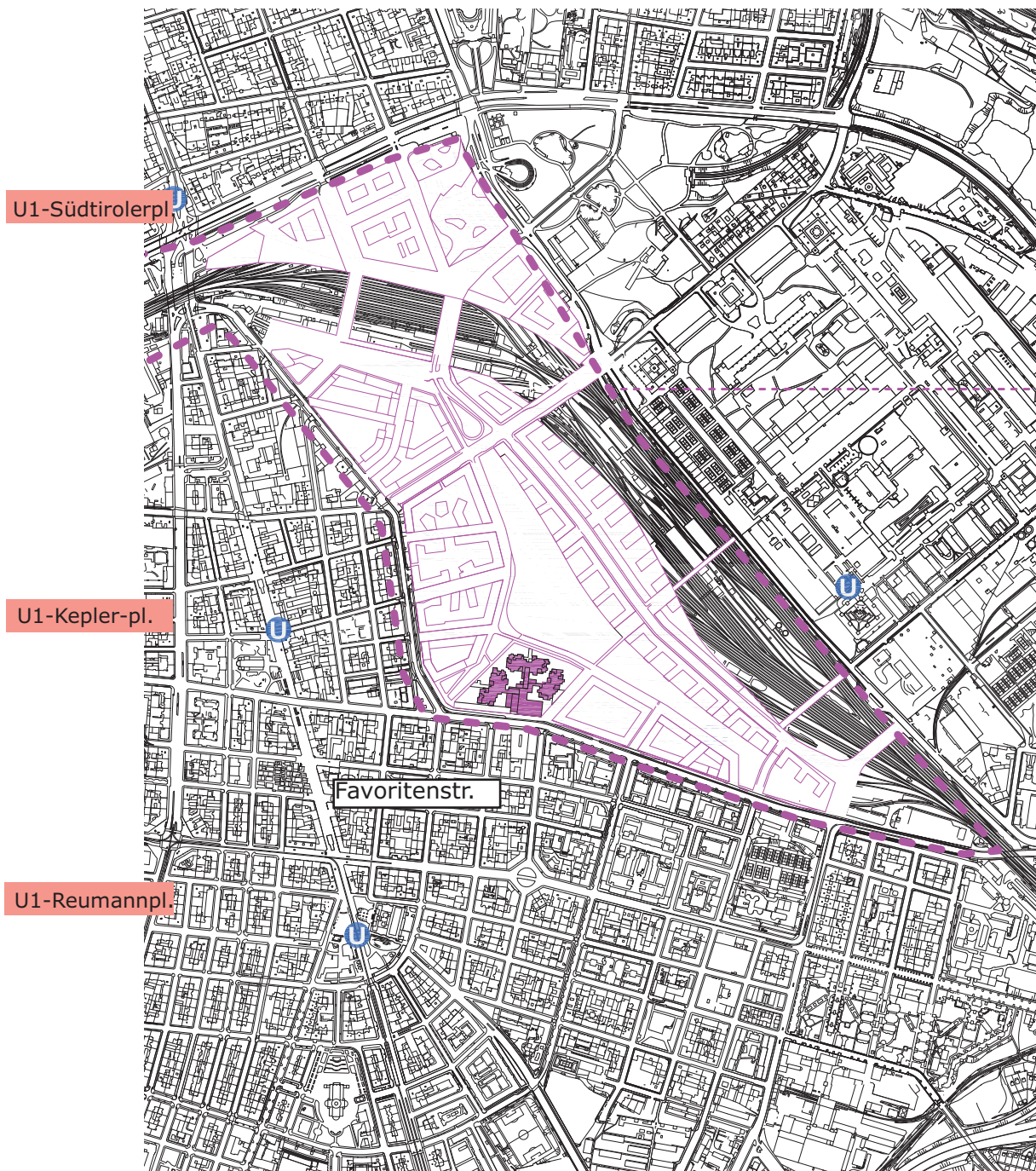
Support Structural Planning:
VCE_Consult ZT-GmbH

Building Physics & Services:
Bauklimatik GmbH

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Once upon a time, learning and doing stood in direct connection. However, the educational system separated the theoretical and abstract aspects of knowledge and somehow, this divide became accepted practice. Today, a large portion of students do not enjoy school because they sense a distance between what they learn and the reality surrounding them. In comparative education studies (PISA), Austria came in last. Schools need to turn back into spaces promoting life-experience instead of institutions encouraging conformity and preparation. Our SchoolCampus Hauptbahnhof project translates the current position in the learning-debate (articulated in a government proposal-plan) into architecture. Today's curriculum promotes the differences in all children; the right of the individual to develop as they need. This curriculum needs the appropriate surroundings. Architecture can soak in the internal differences of a society, translate them, and express them in a specific space where these differences are accepted and even encouraged. No one form can be recognized as the best and prescribed to all; rather each form must be tailored using different spatial relations for different situations. It is time to accept the pluralism, the variety, and the many parallel circumstances and with that possibly forever say goodbye to the conventional conception of Modernism.

Anna Popelka



surrounding area

Central Station development area Vienna

SCHOOL CAMPUS

Kindergarten:

11 groups

Elementary School:

17 classrooms

Secondary School:

16 classrooms

Start of Construction:

06.2012

Completion:

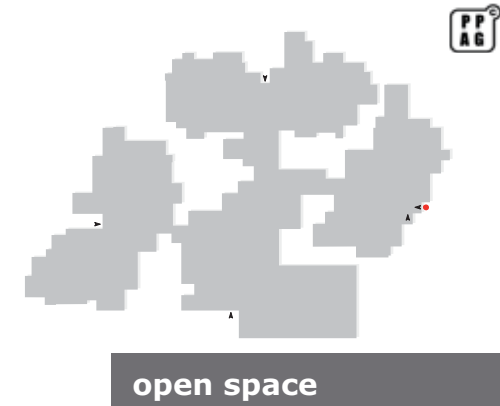
06.2014

Start of School:

09.2014

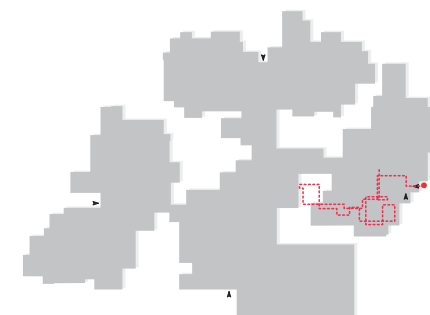
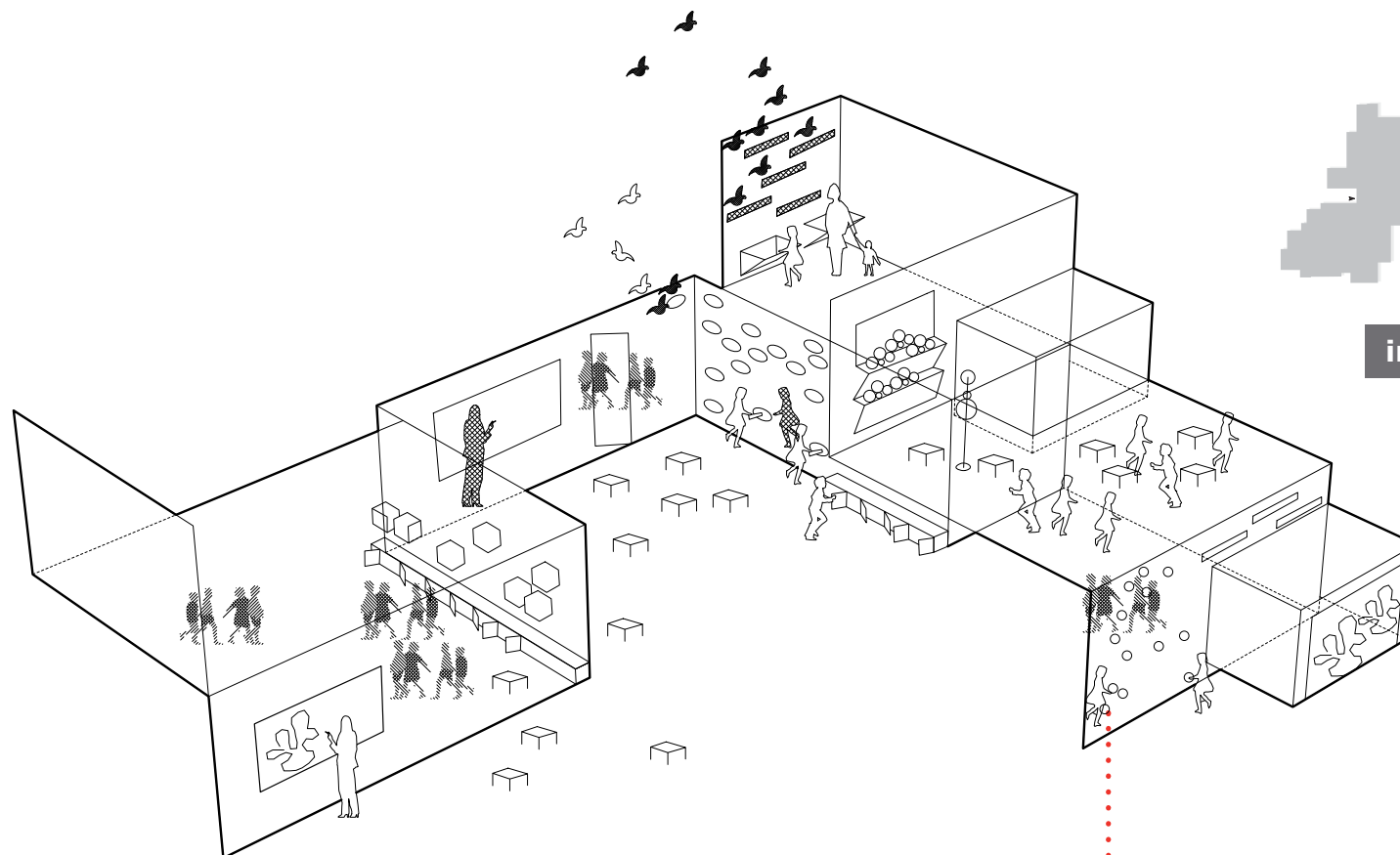


site plan



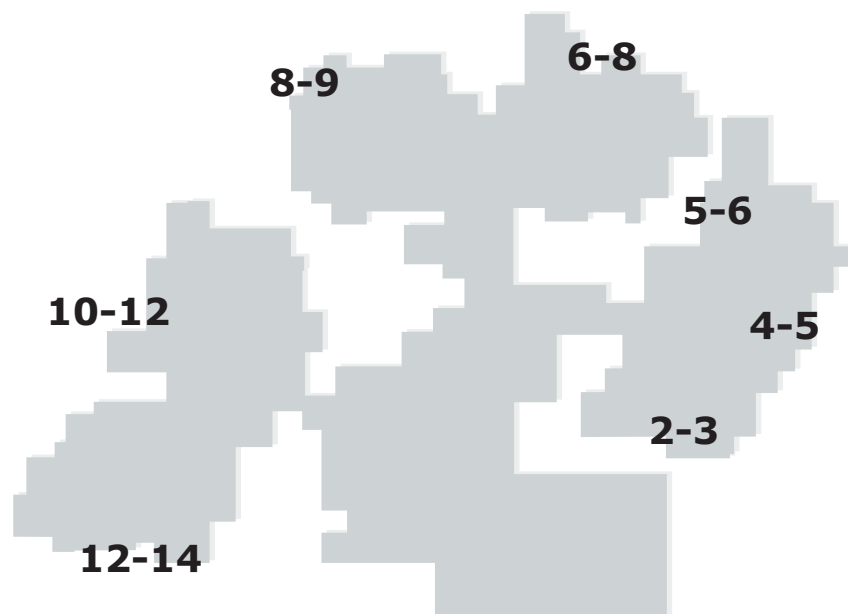
At home it was always, „Liese, leave that alone, it's too dangerous," and, „don't touch that, it'll break." I think my parents were relieved when they enrolled me in the new **school campus Hauptbahnhof**. From the start, Kindergarten was great. We always did what we wanted and nothing bad ever happened. My favorite part was painting and drawing. That's why I got to be in the 'studio group.' Inside and out there are boards and walls you can draw on. No matter what the weather was like Erika let us play in the **garden**. She always said how happy she was that there were sun-shades outside to





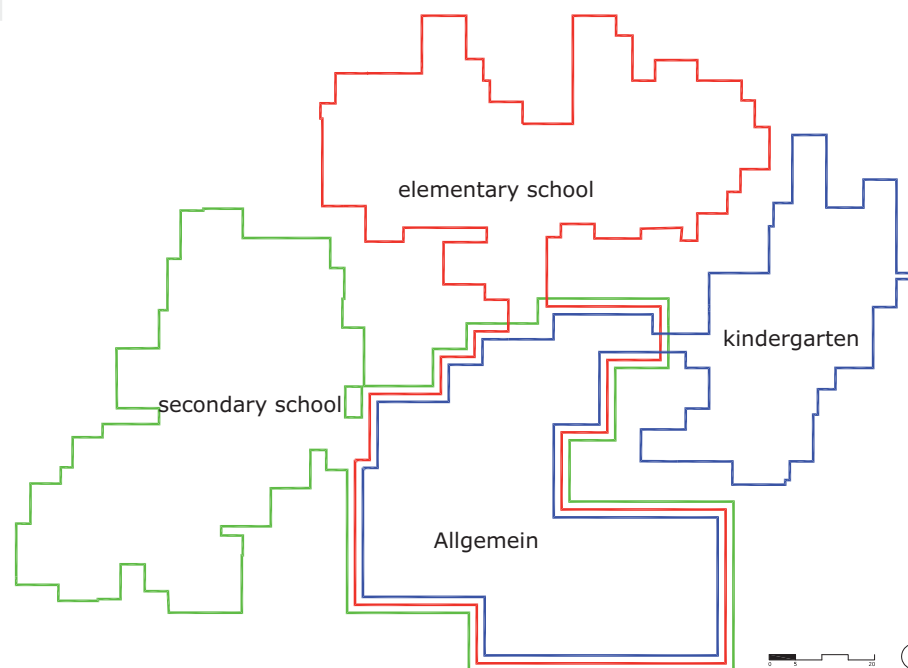
inside and outside

protect our delicate skin. Even when it rained, we sometimes stayed outside and listened to the raindrops fall on the awnings. Everyone had an **outside cubby**. That's where I kept the old apples for the hedgehog that lived in the raspberry patch in our garden. From there you can see right into the gym. At our school you can actually do whatever you want anywhere. We always set up camp in a different spot and met up with students



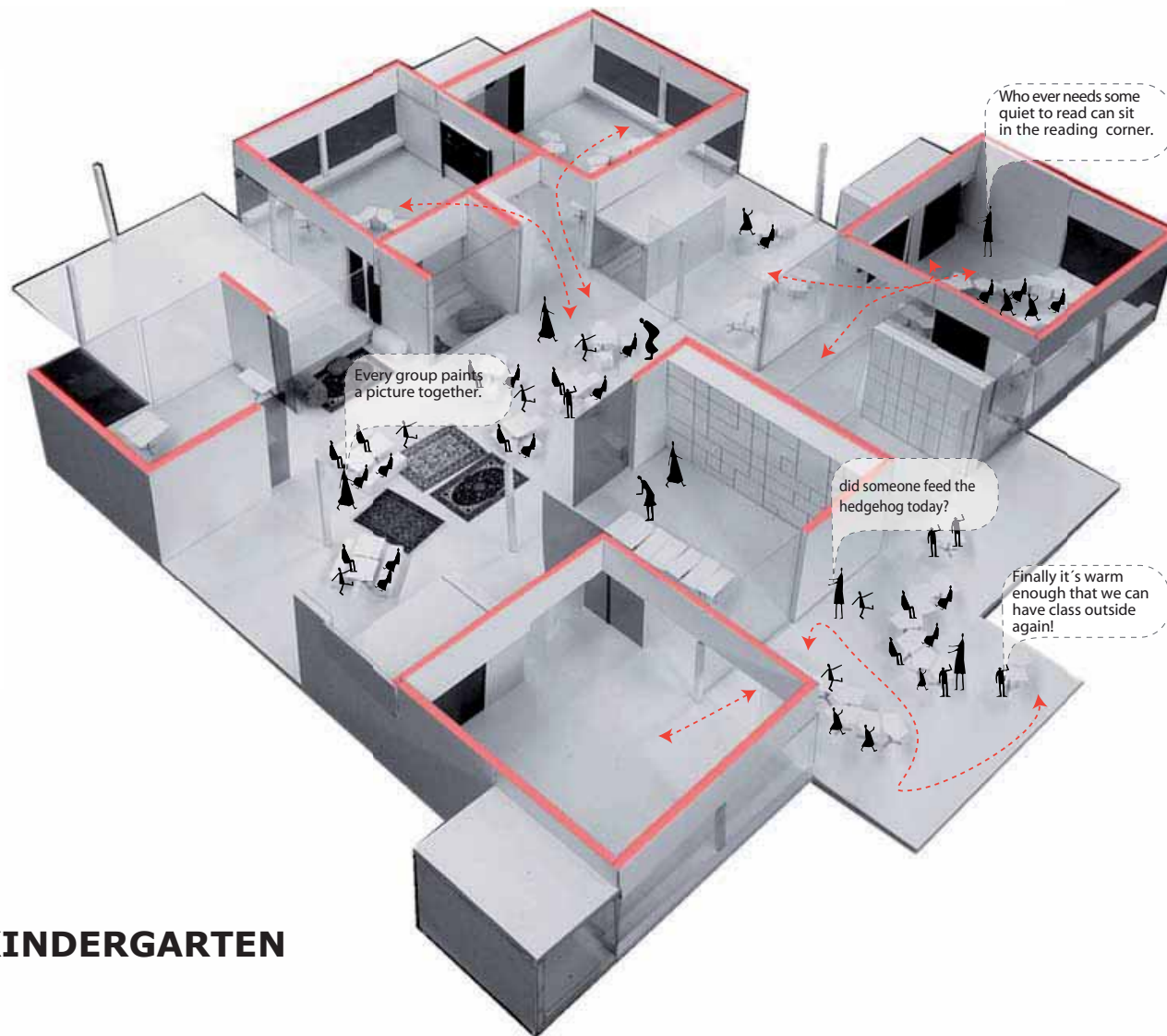
AGE DISTRIBUTION

schooltype

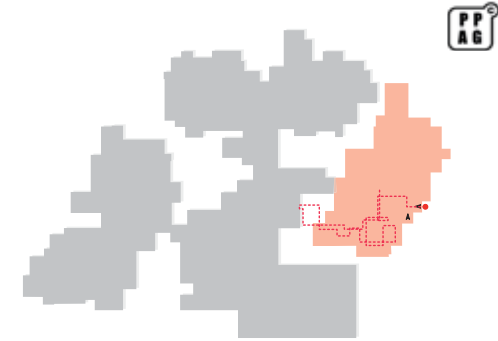
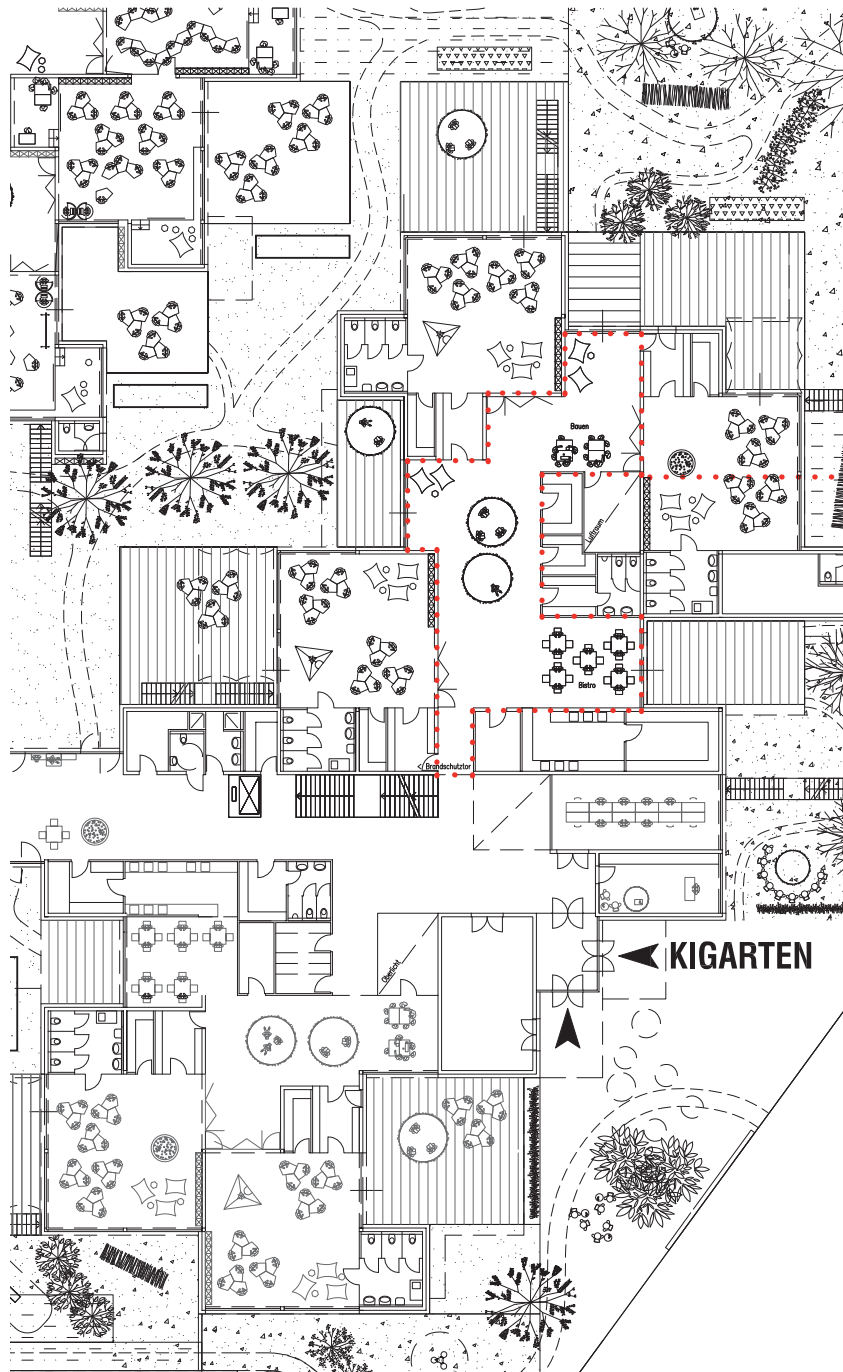


FUNCTIONAL SCHEME

KINDERGARTEN

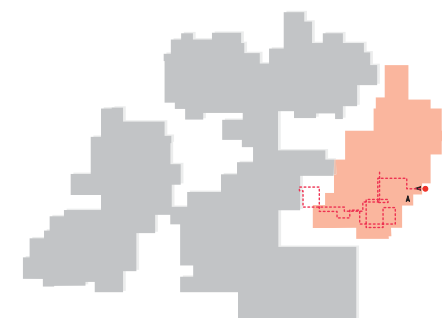
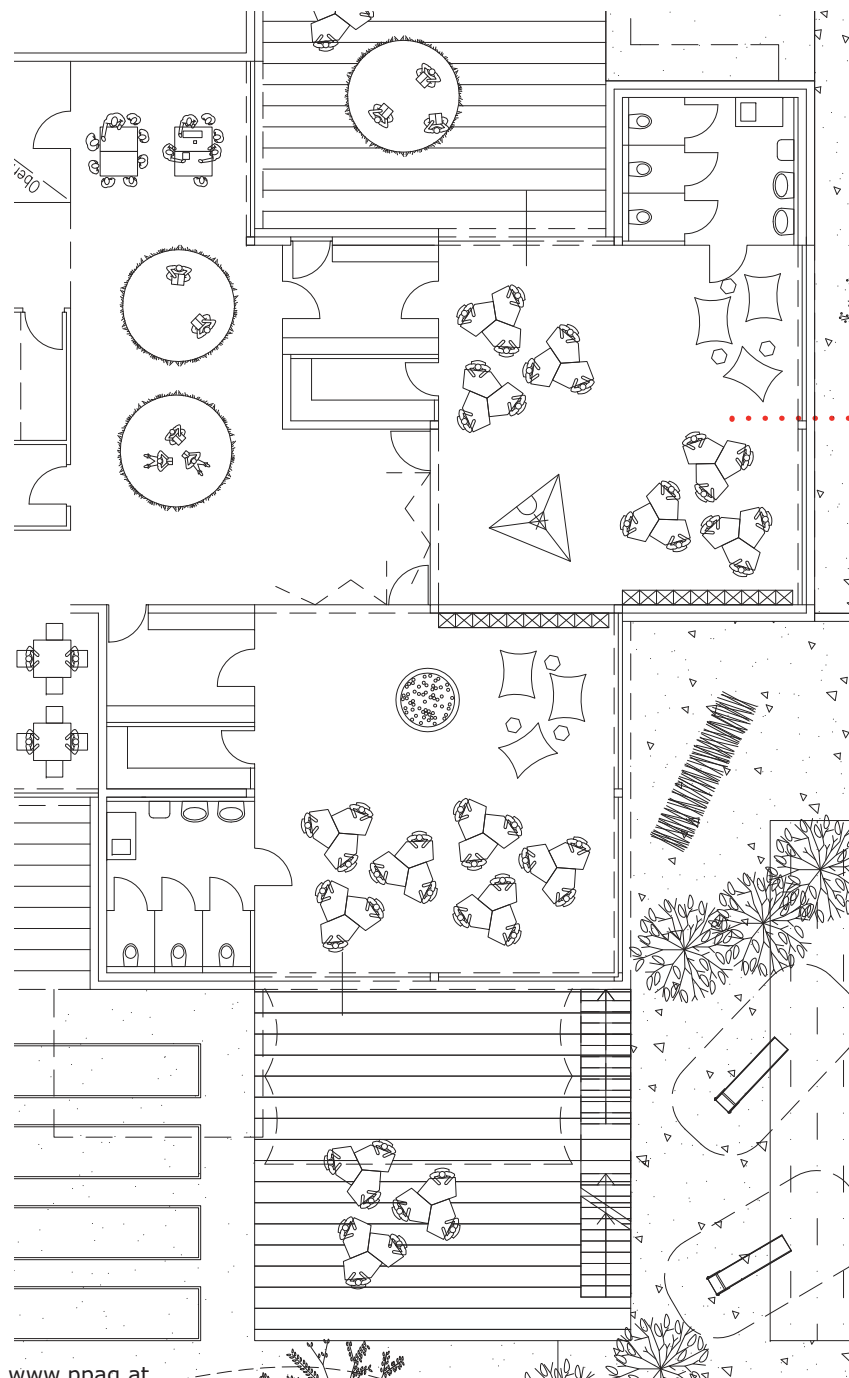


kindergarten



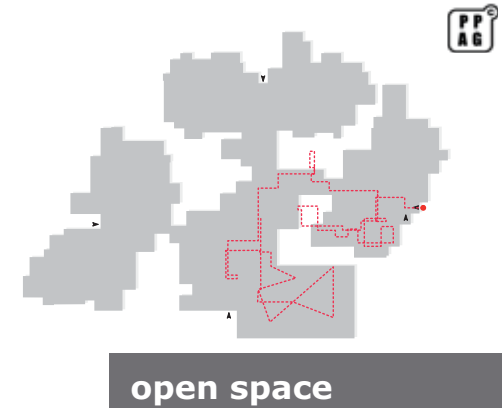
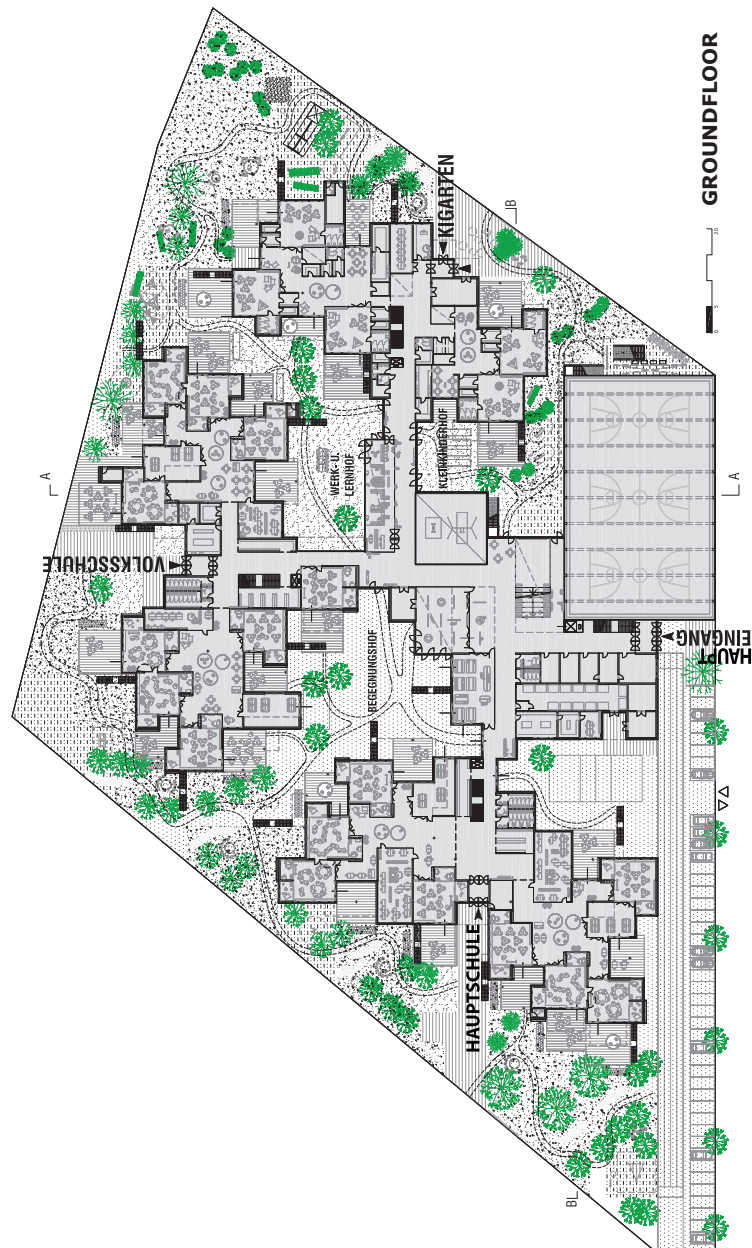
kindergarten

from other groups it the common area **marketplace**. You can sit on the floor wherever you like and even build a pillow castle. But because of all of these activities we need a lot of different things. To keep it from getting chaotic, a lot of the walls are actually cupboards. That way, no matter what the situation, you can stay organized and clean up quickly. But the coolest room was the mediacenter because, even though it's in the middle of the cluster, it's always bright, even when you close the blinds.

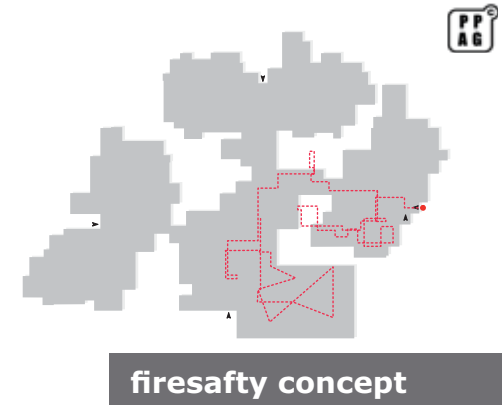
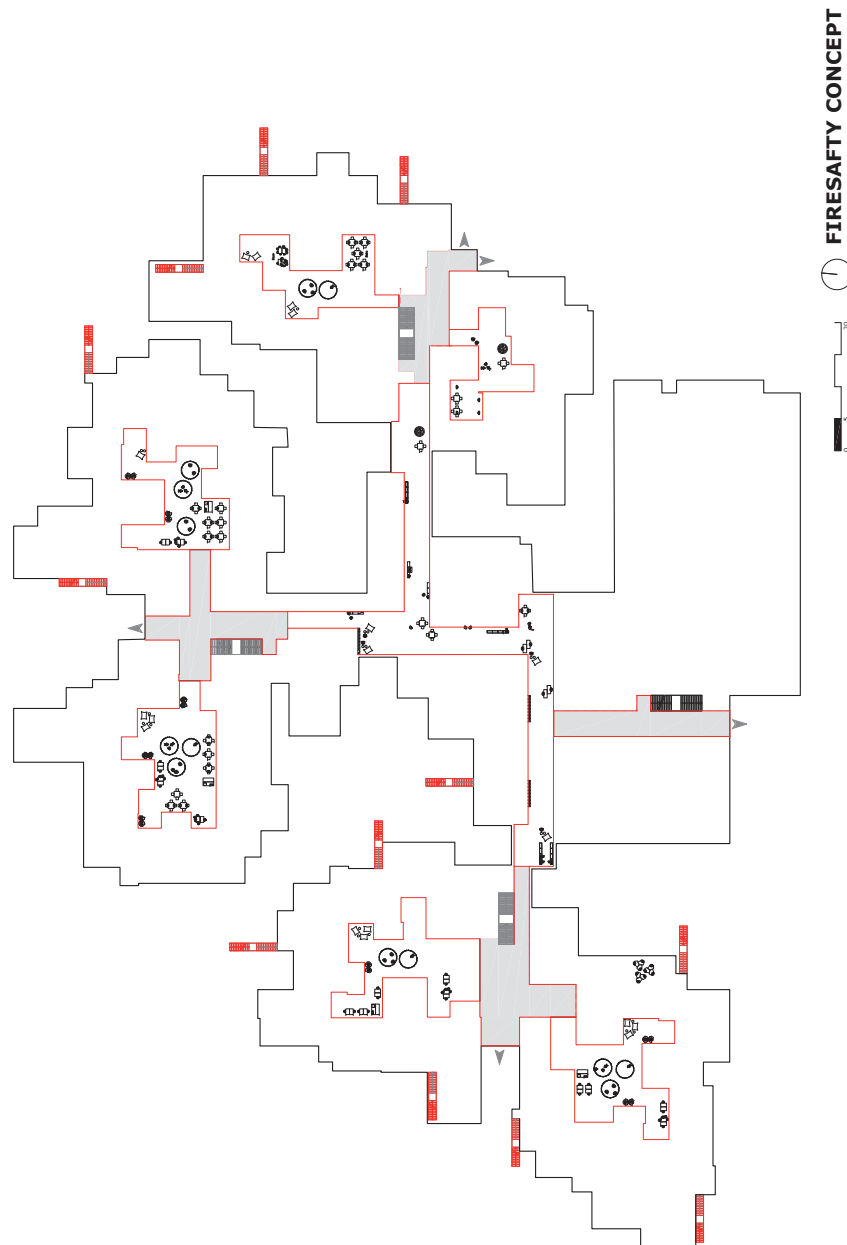


kindergarten

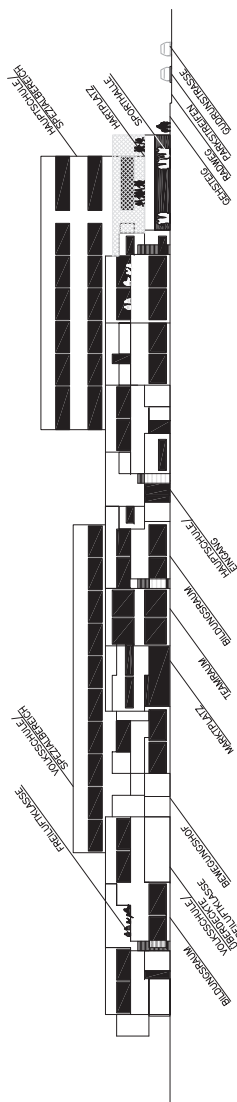
Starting with our own **learningroom** I slowly began to explore the rest of the school: first, the nearest cluster, then the second story of the **kindergarten**, and then the **library** where you can meet all the bigger kids. They're really cool and can sometimes explain things better than the teacher. Later in the first year I discovered that there are amazing common rooms in the middle of the campus and a huge auditorium! When we had our school-ball, there were so many neat things to do from top to bottom! We turned the stairs in the common room into a movie theatre and



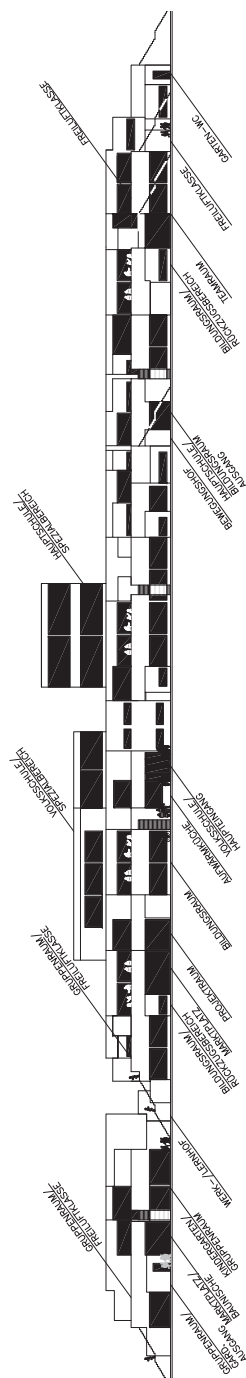
watched *Fantastic Mr. Fox* (my favorite movie, about the clever fox). They changed the gym into a dancehall and the auditorium into a ballroom- but that's mostly where the grownups were. There are a lot of places here where you can watch from and in the **courtyards** you could still hear the music because we have loudspeakers and outlets and things for that. The music club did an experiment with their teacher, who is actually a professional musician and plays in a famous ensemble, where every



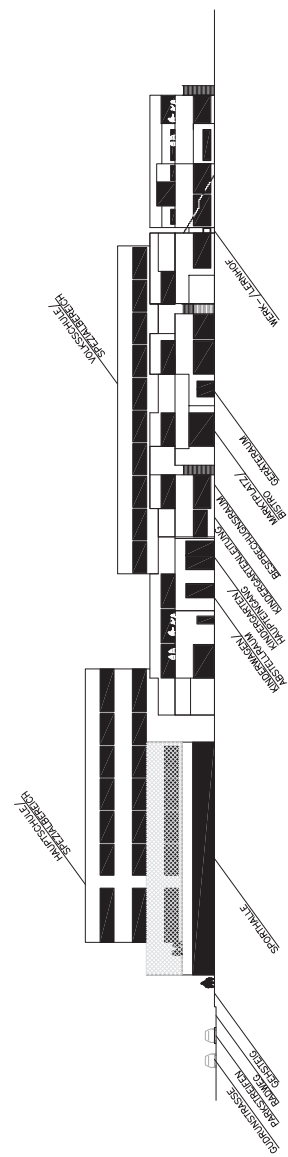
courtyard had a different theme and matching music. And there were buffet tables and decorations everywhere! Just recently our physics teacher explained that all this was only possible because of the **sophisticated fire-safety** plan at our school. A school-ball like ours would be unthinkable at my friend Klara's school. They even had to move a sofa they set up in the hallway. Nothing like that happens at our school. My favorite sport is gymnastics (probably because while I ate raspberries, I used to watch the older kids practice). My passion for sports developed in elementary school. At our school there is gym equipment outside and for me there was nothing better than practicing outside in the summertime! Up



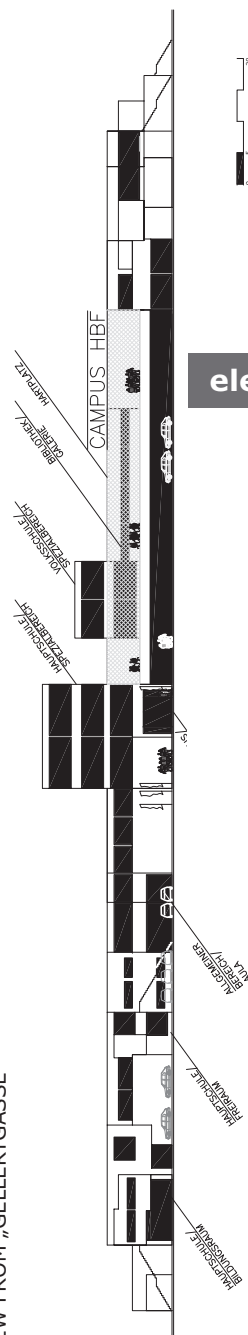
WEST ELEVATION
VIEW FROM THE NEIGHBOURING
"SCHOOLPARC"



NORTH ELEVATION
VIEW FROM THE NEIGHBOURING PARC



EAST ELEVATION
VIEW FROM "GELLERTASSE"

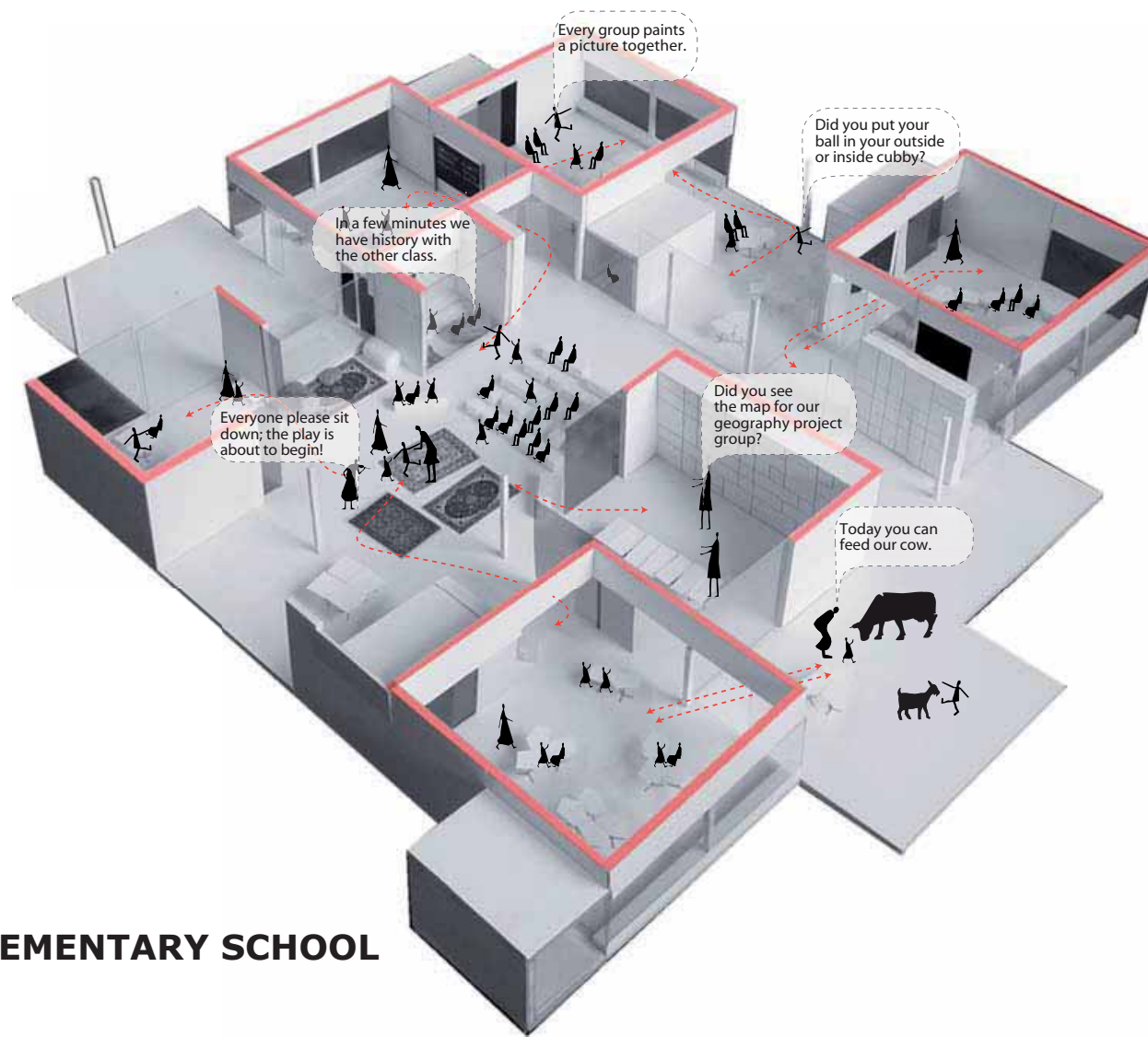


SOUTH ELEVATION
VIEW FROM "GUDRUNSTRASSE"

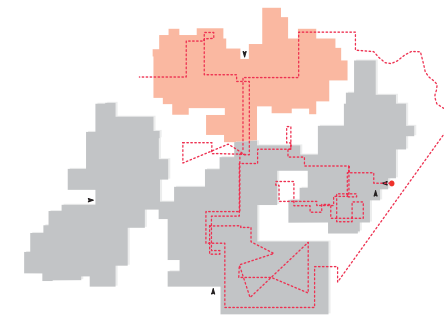
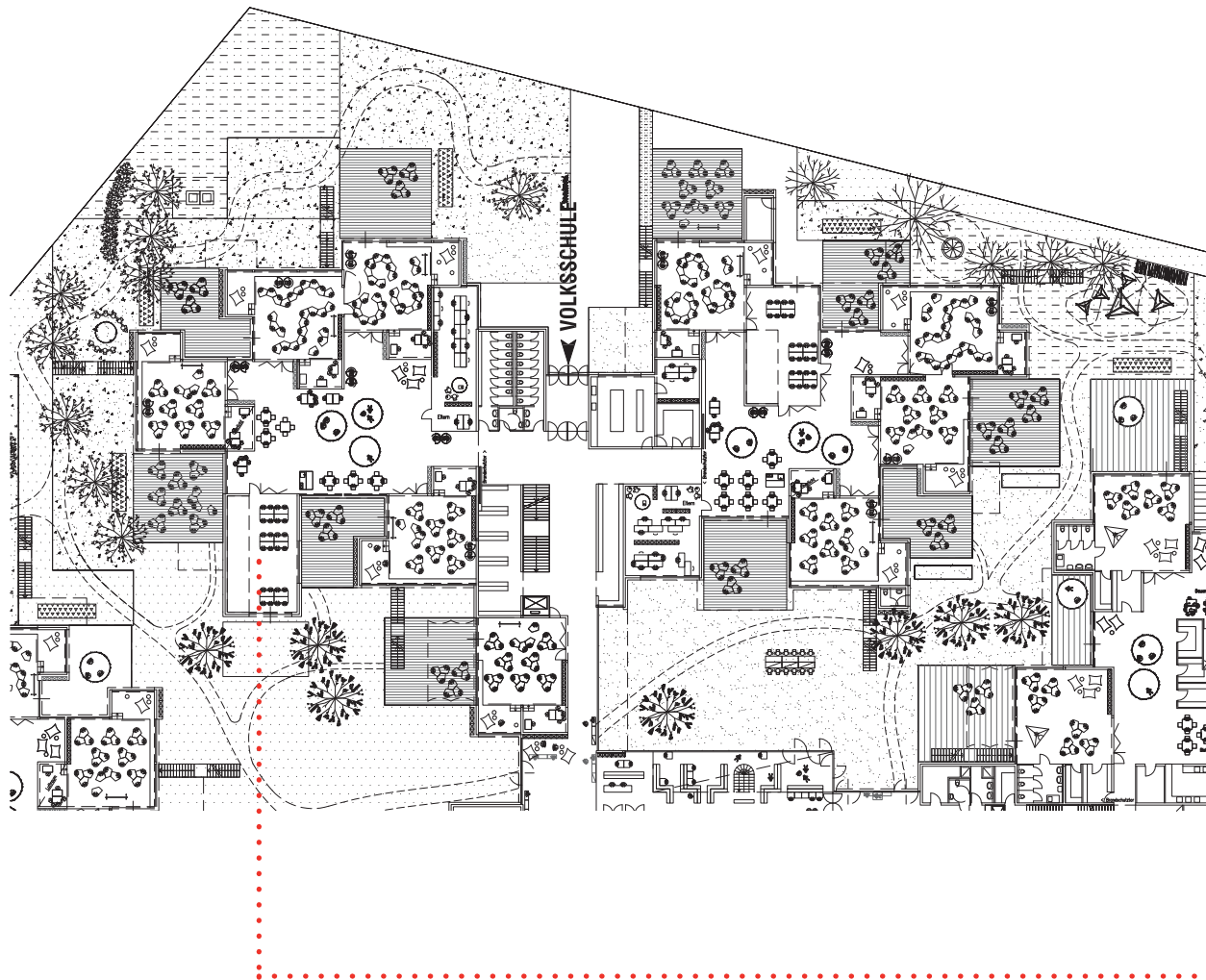
elevation



ELEMENTARY SCHOOL

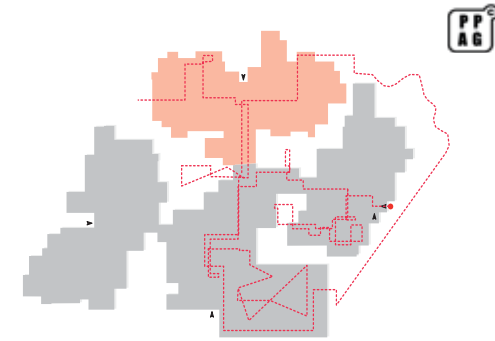
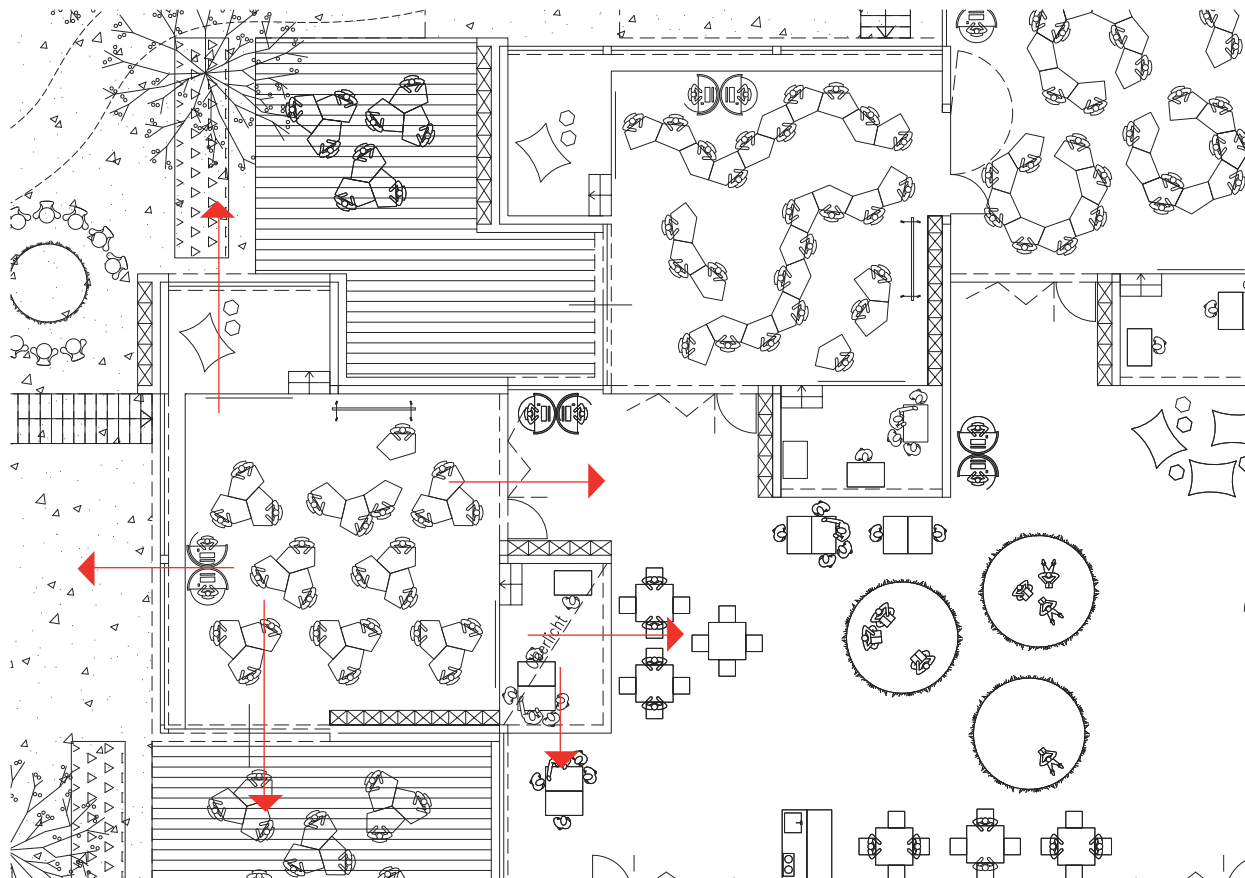


elementary school



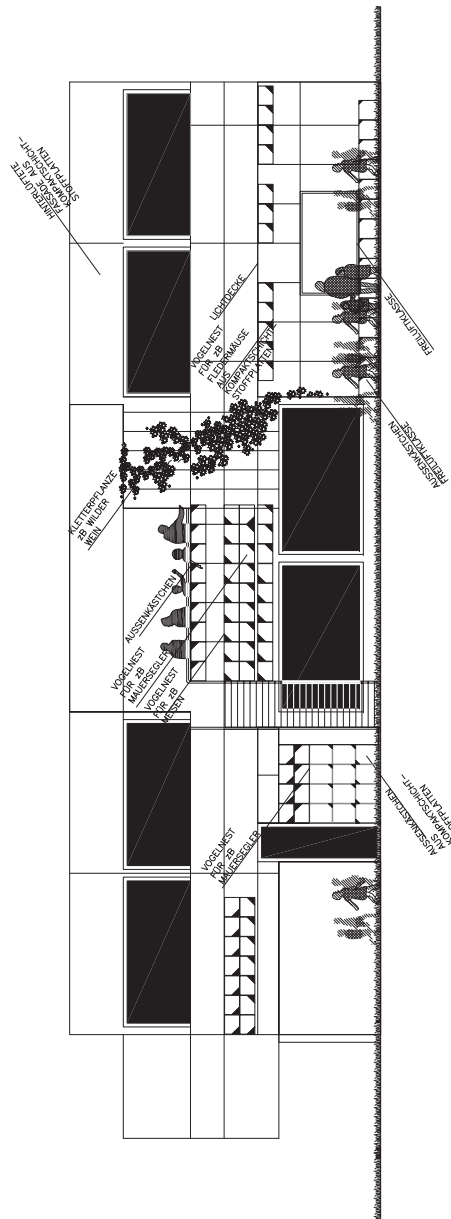
elementary school

there not many people can see you (which isn't exactly a bad thing if you're still trying to learn the moves). The teachers also have their own **break room** where they keep all sorts of math and physics equipment some of which they just used for a physics project where they built a battery for the lights in the dining hall. On the teachers patio, the teachers can relax and have a break from us. They are with us in the **team-rooms**, located in the middle of the clusters, all day. I really appreciate it but

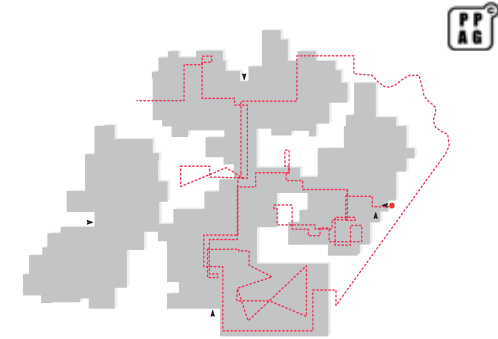


elementary school

understand that it can be strenuous. I only have good memories from **elementary school** too. I can't explain every year here, but I remember all of them fondly. The second year room, for example, overlooked the large neighborhood park. There are other classrooms which face the **campus courtyards** but all the classrooms have **great lighting and views** outside from multiple walls. When my grandmother

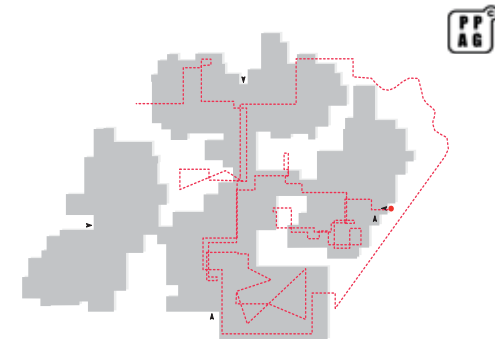
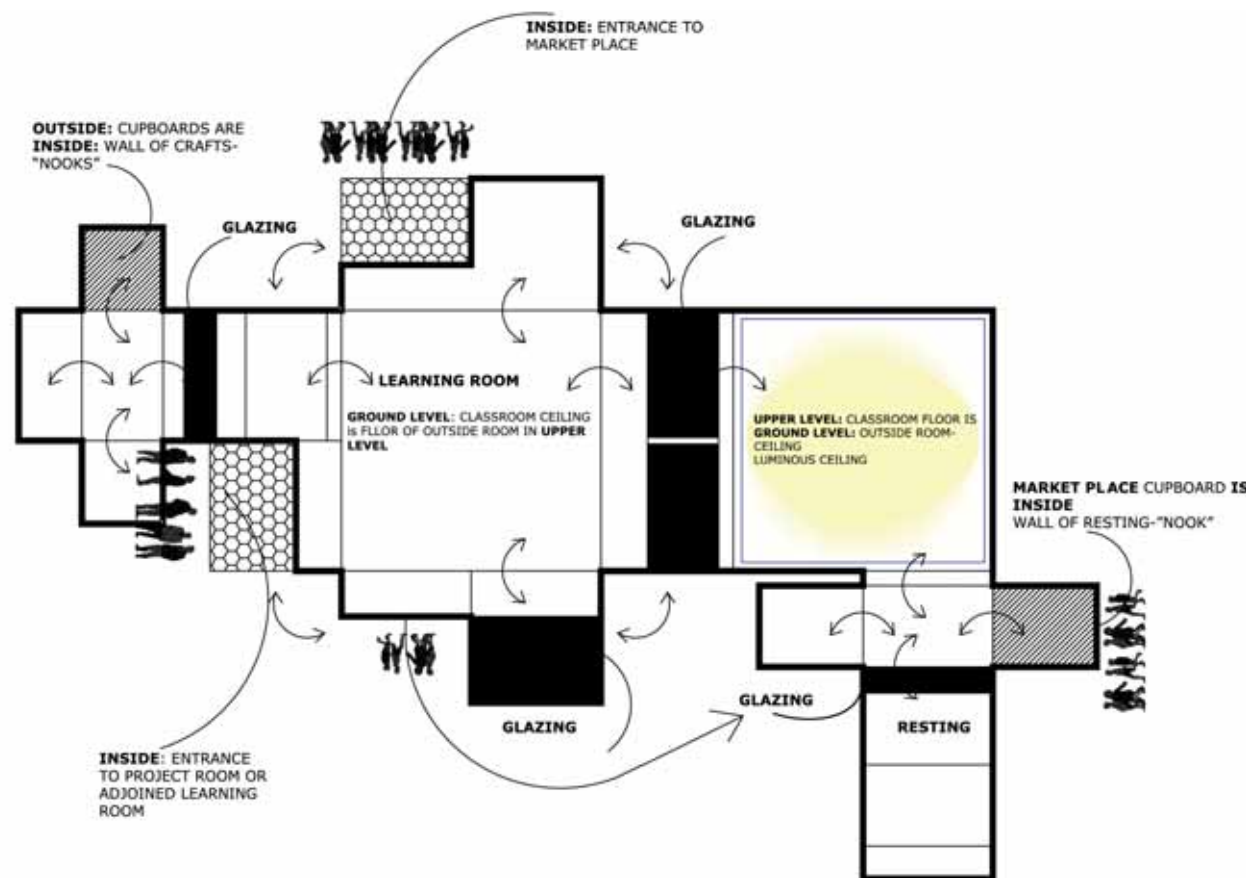


picked me up from school, she used to wave to me through those windows. When class ran a bit late she would take a walk all the way around campus (which was also our jogging route), and then excitedly tell me about all of the interesting projects and activities she saw. She loved **birds** and found it wonderful that lots of different types built **nests** in the tile facade, which purposely had lots of holes and slits in it to allow birds to fly in and out. Because of this, the



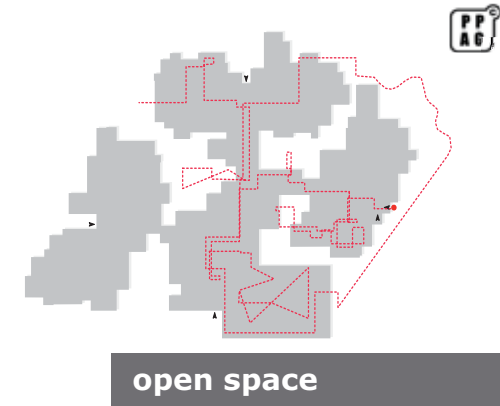
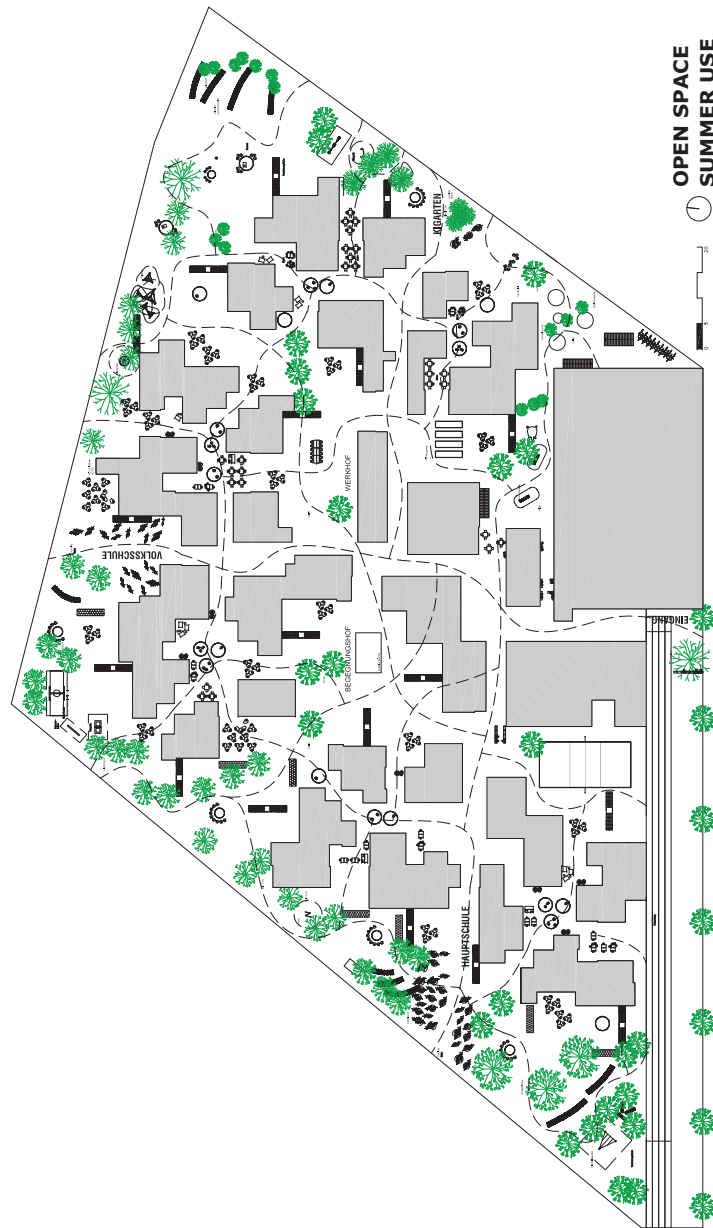
elementary school

campus is also a **home for animals**. The **homerooms** in the elementary school and secondary school were pretty similarly designed. The main room had additional smaller rooms attached, like a backpack with external compartments: some rooms for reading and resting and others for more active learning and playing. I can still remember all of my different classrooms because their designs were all different. The **nests**, as we call them, are really comfy. In the winter time, it's great to lay down on a soft mattress and

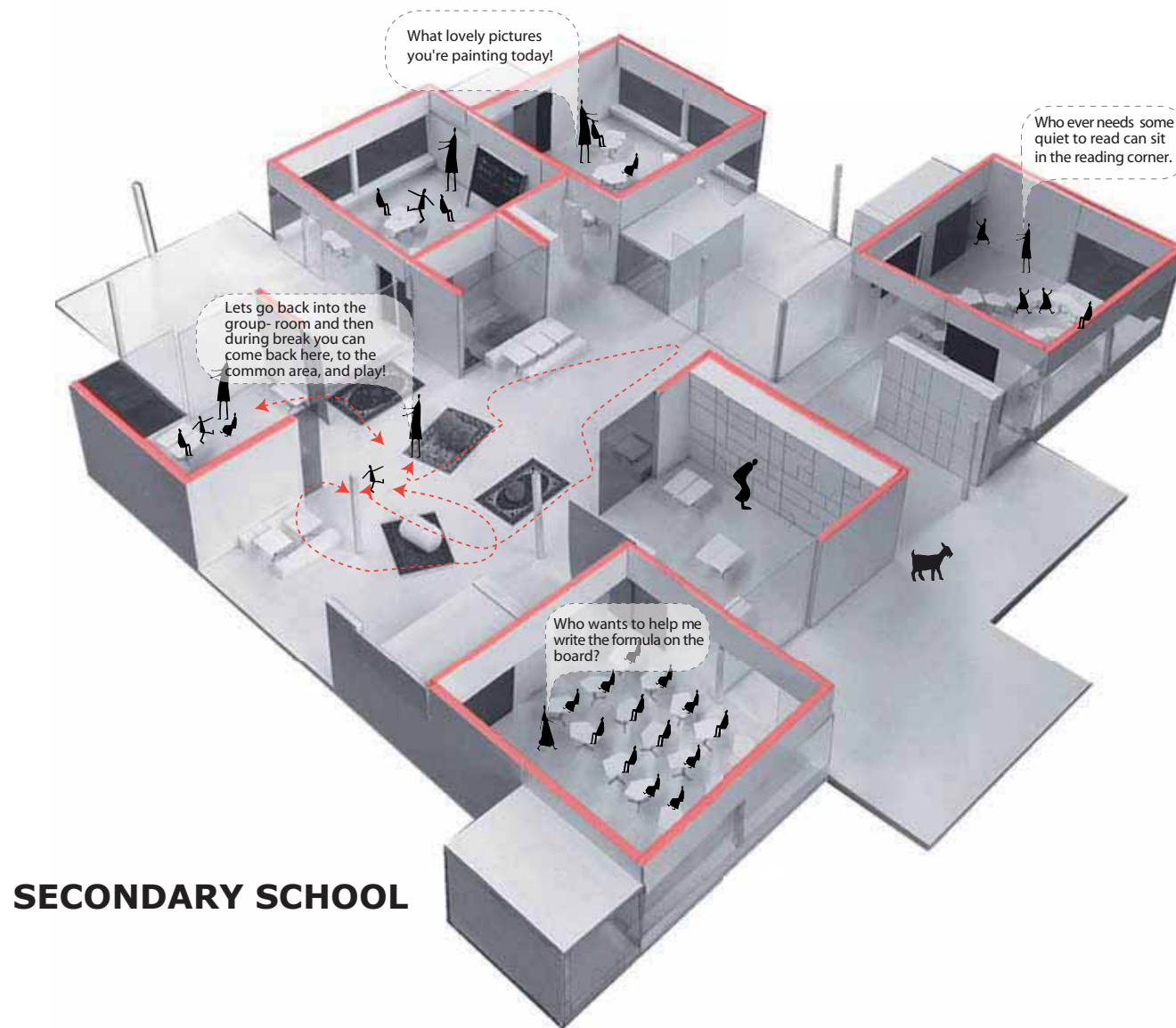


unfolded space

read or **watch what is going on outside.** When I was in **elementary school**, there was a girl in a wheelchair in our class. Helping her over the small thresholds wasn't a problem at all and even strengthened our friendship. But everyone is different. For example: I like to be by myself sometimes but Murat enjoys being louder. These differences are only natural. When he gets too loud the teacher sends him

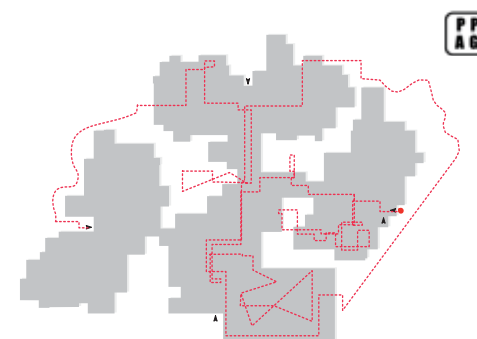
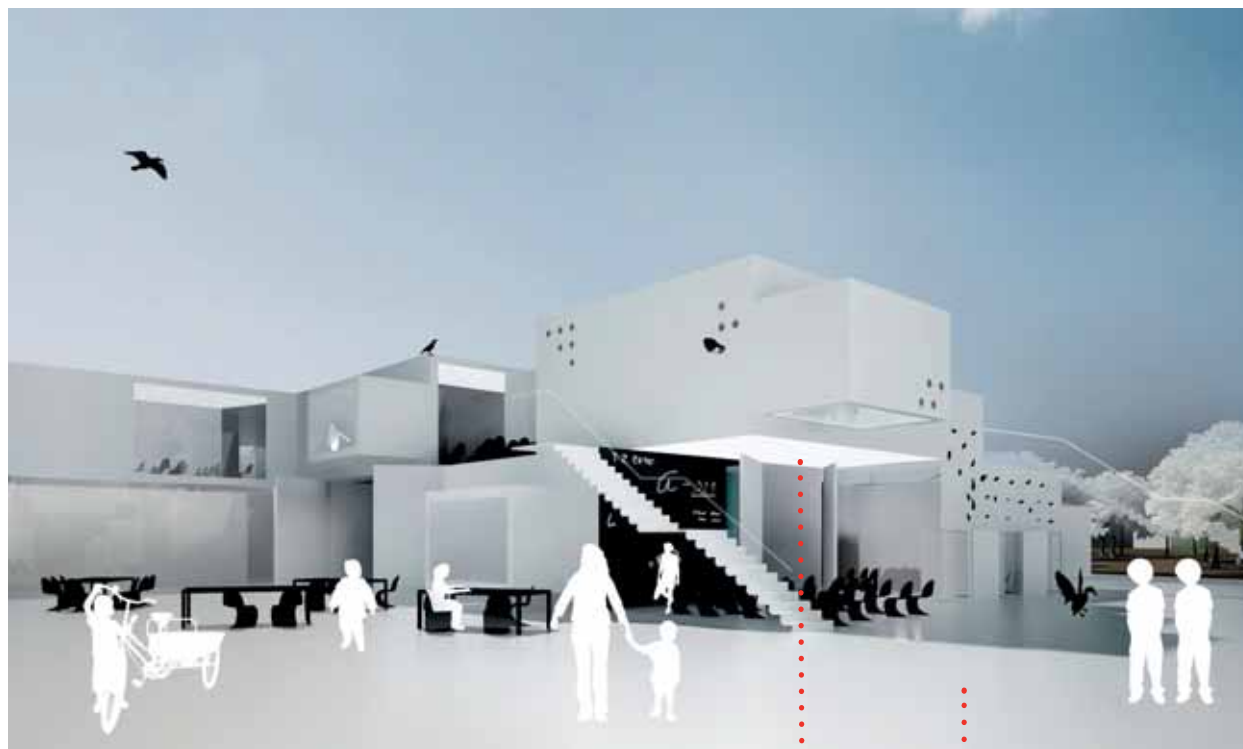


outside to go **climb** and let out some energy. You can actually climb the walls of the school, and a lot of different types of plants enjoy climbing them too! We learn a lot outside of school too, like reading **animal tracks**. I can always tell rabbit tracks because so many live by the school. Every learningroom also has an outdoor room attached. The outdoor rooms on the second floor are designed like terraces and even have their own staircases connecting them to the garden. Sun shades cover them to protect from sun and rain. It's only when you're outside so much that you realize how important



secondary school

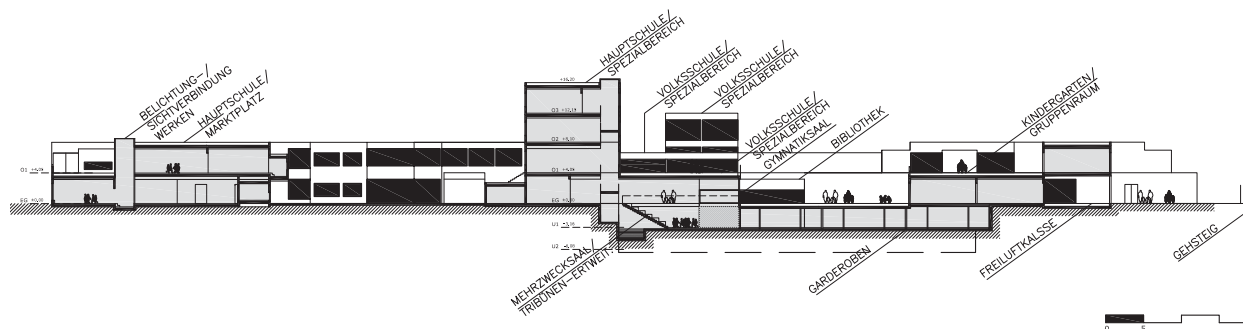
SECONDARY SCHOOL

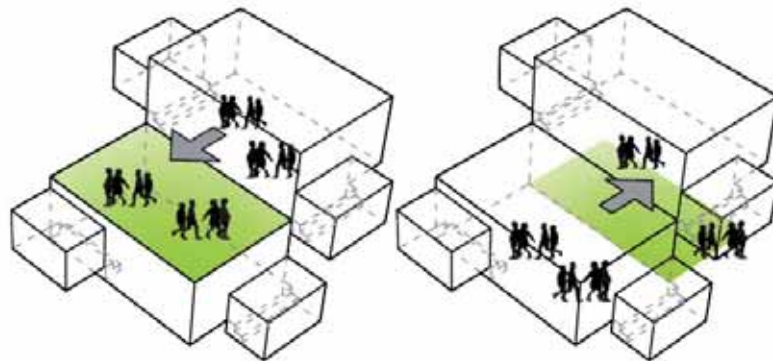
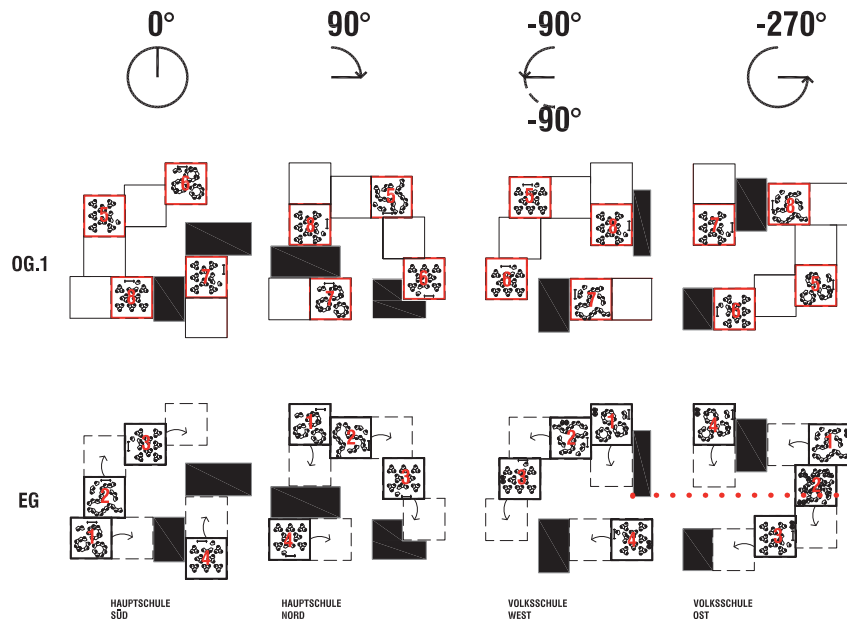


secondary school

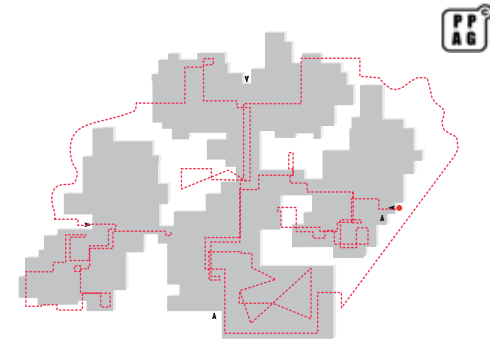
that is. The **outdoor rooms** on the ground floor have **lighted ceilings**.

Last november we were able to stay outside late into the afternoon because of the lights. Students here are constantly arguing about whether the first or ground floor is better. I always liked the more hidden rooms on the second floor. The teachers hold **classes outside** as often as possible, which is fun because something unexpected always happens. One time a cat jumped on Murat's notebook during class and everybody laughed. But that was already in



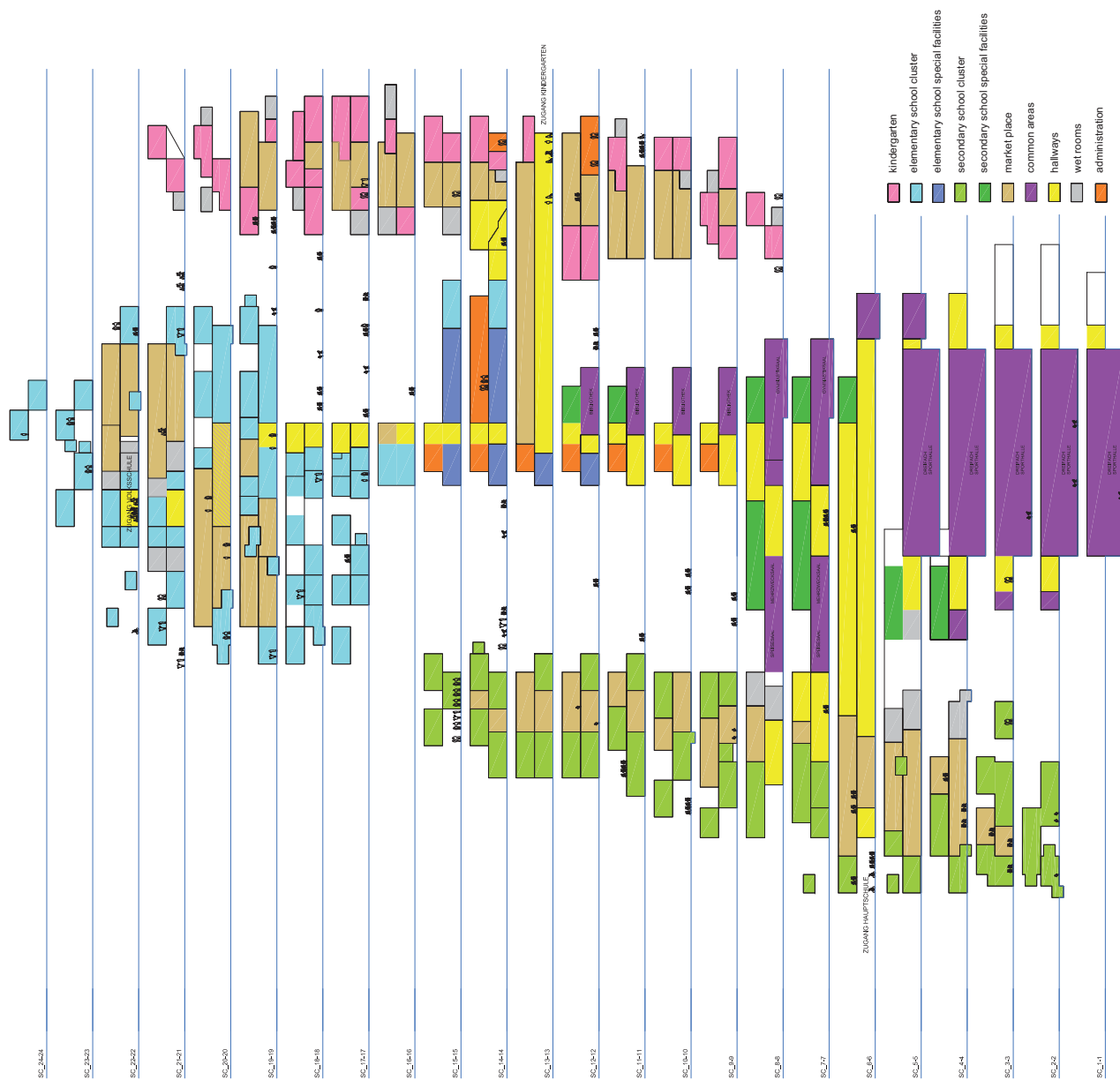


schon in der Hauptschule. Da hatten wir eine Klasse an der Gudrunstraße die eigentlich ganz schön laut ist. Der Raum war aber so geschickt orientiert daß wir das kaum gemerkt haben. In Physik haben wir beim Kapitel Schall gelernt daß dieser reflektiert wird und daß die Mauer die bei uns im Freien steht, genau so den Autolärm abhält! Ich hab das noch nicht genauer erklärt: Immer **4 Bildungsräume**, im Kindergarten 3 sind um einen **Marktplatz** gruppiert. Die Marktplätze werden sehr unterschiedlich genutzt. Sie sind **Treffpunkt** der Schüler aus verschiedenen

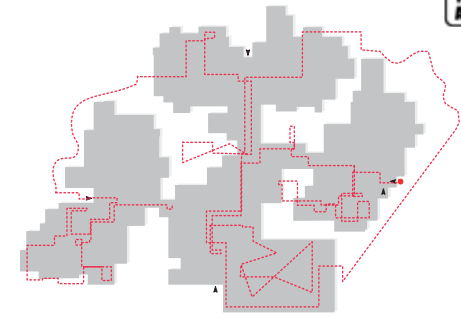


Clusterprinzip

Klassen. Hier kann ein Theaterstück aufgeführt oder eine Ausstellung aufgebaut werden, oder wir machen Gymnastikübungen für die man nicht unbedingt in den Turnsaal gehen muß. Eine wichtige Funktion ist das gemeinsame **Essen**. Die Aufwärmküchen waren ursprünglich nicht zum selber kochen gedacht, es hat sich aber durchgesetzt daß wir so oft wie nur möglich selbst kochen und stolz unsere Ernte verwerten, wenn es auch nur der Schnittlauch auf dem Brot ist. Ab der Volksschule haben wir nämlich so richtig gelernt wie man **Pflanzen** aus einem Samen züchtet bis zur Ernte. Jede Klasse hat „ihre“ Pflanze gezogen und dann mit den anderen getauscht, wie am Naschmarkt! Wir hatten zuerst die Karotte. Unsere Lehrerin hat eine

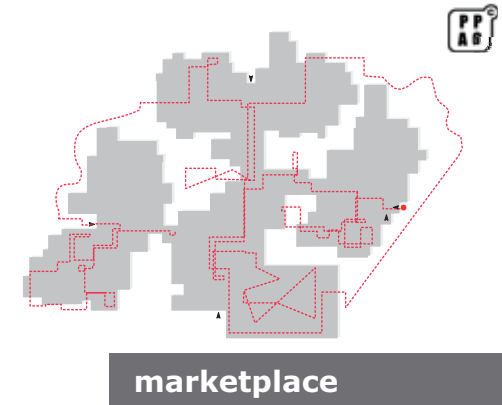


section



secondary school

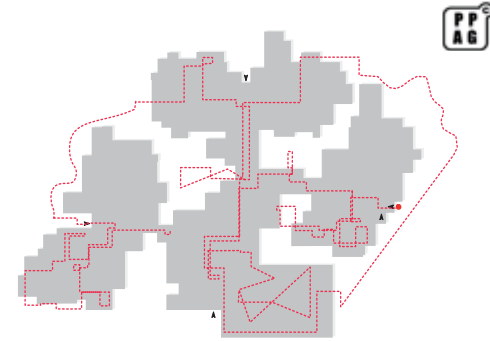
traded, like at the Naschmarkt. We grew carrots. Our teacher found an old variety that tasted really sweet, but maybe that's just because everything you grow yourself tastes better. At the very least we all have more respect for our food now that we know how much work it is to grow things. Our last teacher even believed that each class should raise a goat. He believes that every child should know about all the different things you can do with milk. They still have to make the decision but maybe they'll raise one once I'm finished with school. For our meals we do everything together from



preparation, to eating, to clean-up. The **kitchen** also has outside access which is great because we can eat outside as often as we like. The common rooms always have entrances to both the school courtyards and to the outside. We can decide where to sit depending on the time of year and how we feel. The **marketplaces** are as different as the classrooms. There are brighter and darker areas even when you turn on all the lights. There are also

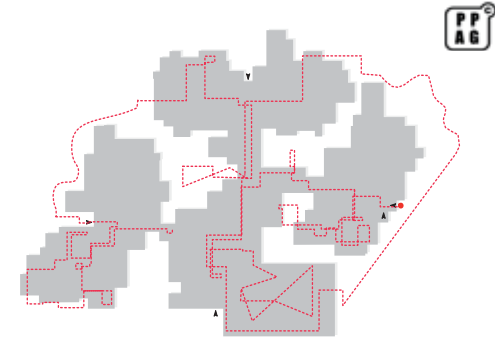


skylights that allow natural light from above. I noticed that we gravitate towards the darker cooler areas when it's hot, and the brighter areas when it's cold. The projectareas can also be used differently. You can set up displays or show student works. In the spring the **projectareas** are used as a greenhouse for our seedlings. In third grade we had an exchange class from Bosnia and turned the project area into a larger guest-classroom. You get the feeling that the school is **endless**: that



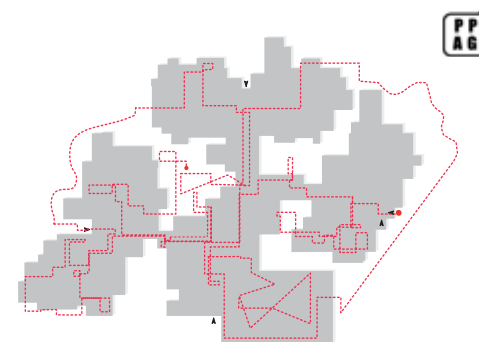
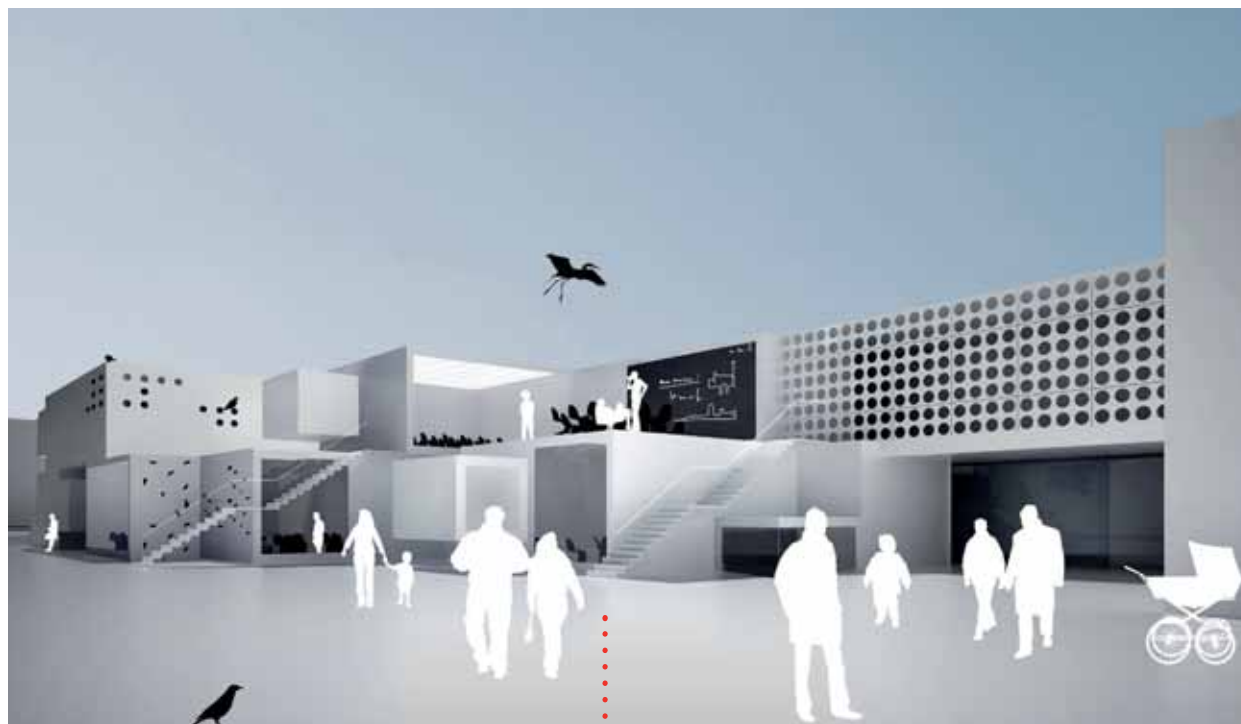
secondary school

inside is actually outside and outside inside. In the summer all of the doors are open so you move freely throughout the campus. One year, the interdisciplinary school theme was „From Microcosms to Macrocosms,” in other words, from really small to really big. Through a microscope, we looked at amazing life-forms in a drop of water from a wetland and, on the day before the school trip, we got to go onto the **roof** and look through our **telescope**. Not only did we have great views of Vienna, but you could see to Bratislava! One of our teachers is



secondary school

a bee-keeper and started a hive on the roof. Since secondary school we always go to the **dining hall** to grab our food and then look for a nice spot to sit: **inside or outside** depending on the weather. Everyone says I know a lot more than other kids my age. I have a good feeling about my life and can always think of ways to help myself. I think this has a lot to do with the type of school I attend. People obviously have different opinions about our campus.

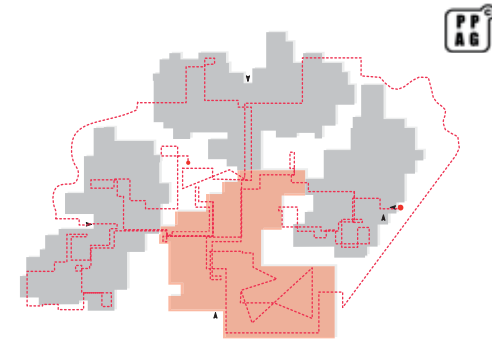
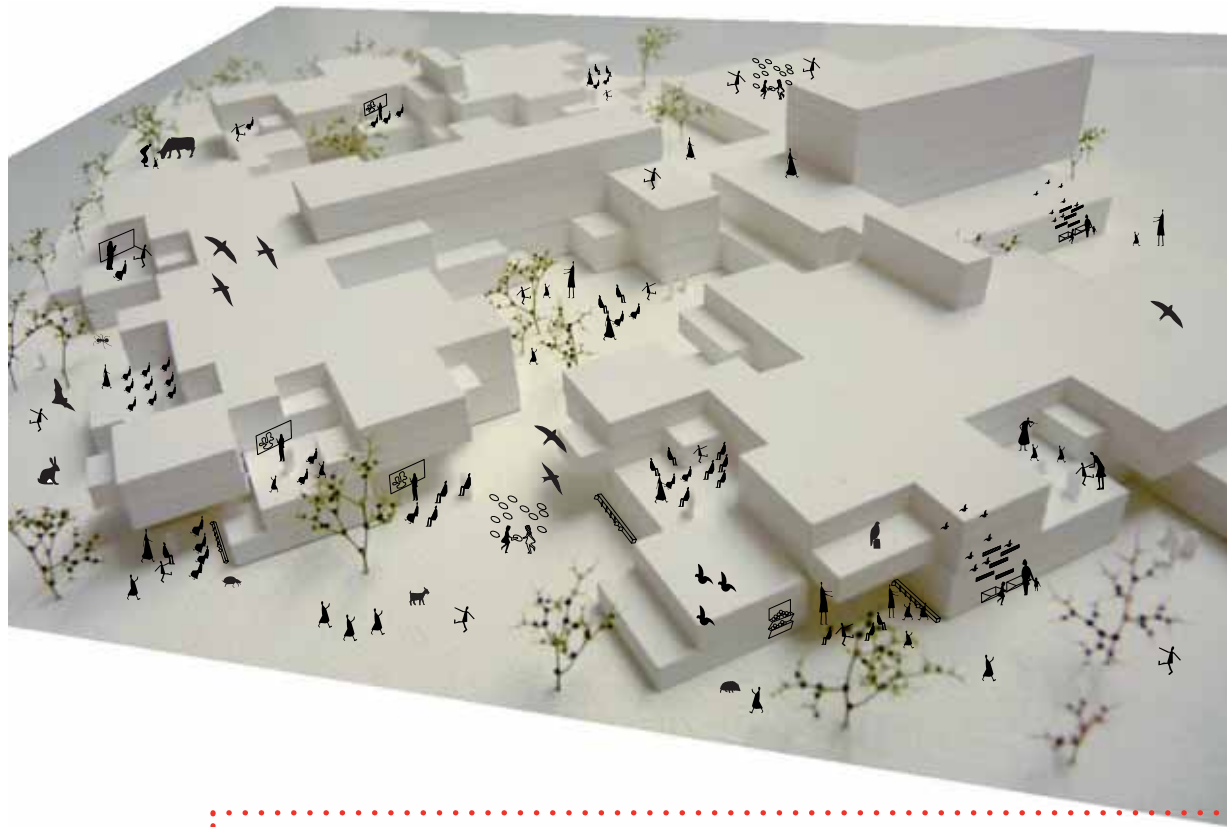


my new school

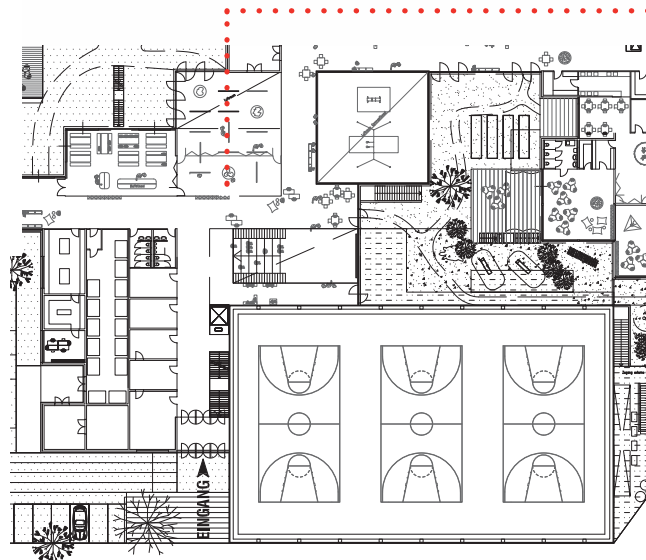
Some believe that we are too spoiled. They might think that because we are always **outside** where they can observe us and see what a good time we are having. Almost all the parents are positive about the school and talk about the **learning-friendly atmosphere**.

Aside from the tower, the design of the school looks like a village. Some people even call it the **„Broccoli-school.“**

When I discovered our school on Googleearth I realized where the nickname came from. Oh yeah, by the last PISA test our school earned an ‚excellent.‘ Now



my new school



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teachers come from everywhere to discover our ,secret.' There have been lots of presentations and seminars in our **multi-purpose auditorium** about it too. We think the secret is that we just like going to school and sometimes don't even want to leave. I think that's also true for the teachers. My parents say that the school also attracts talented teachers. If I had my way I would live on the campus! Now that's an idea... Oh yeah, I want to go to college too and maybe even become a teacher: maybe a teacher at the **school campus Hauptbahnhof!**

Liese L. 4b

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