

**ATTACHMENT G**



# DESIGNING WITH COUNTRY

Marsden Park New High School and Melonba New Primary  
School

Elara Boulevard, Melonba (Lot 30 DP 1237735)

## Document Control

|              |                                                                             |
|--------------|-----------------------------------------------------------------------------|
| Version      | V-1.0                                                                       |
| Author       | Alana Croker & Johnsen Lim                                                  |
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| Location     | C:\NBRS\NBRS\NBRS -<br>21\21466\05_DOC\02_Reports\31_Designing with Country |

## INTRODUCTION

We acknowledge the Traditional Custodians of the land on which the proposed schools will be situated, the Boorooberon clan of the Darug Nation and pay our respect to Elders past, present and emerging.

NBRS have engaged the services of Comber Consultants, specialist Aboriginal cultural heritage consultants, to assist in connecting with appropriate Aboriginal representatives to facilitate our intent to Design with Country. The project is in the early stages of design, and we appreciate that connection with Country is an ongoing process that will continue throughout all the stages of the project. The Darug community have and continue to provide great insights into the cultural significance of the area.

Comber Consultants have been engaged to facilitate further consultation with the Traditional Custodians of the land and other key stakeholders to further develop the Connecting with Country strategy.

Below is a summary of consultation to date, key themes that have evolved from the Connecting with Country consultation.

### CONNECTING WITH COUNTRY STAKEHOLDER CONSULTATION SUMMARY

| DATE       | PROJECT PHASE    | MEETING                                                                                                                                                                                                       | ATTENDEES                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 26/07/2022 | Schematic Design | Connecting with Country Site Visit #2<br><br>Theme 1: Connection, conservation and preservation - Reconnecting to the land, water, sky, seasons and animals<br><br>Theme 2: Cultural History and Significance | Comber/NBRS/SINSW/Colliers<br><br>Steve Randall, Deerubbin Local Aboriginal Land Council<br><br>Kadi Khan-Fenton & Marbuk Khan, Kamilaroi-Yunkuntjatjara Working Group<br><br>Rhonda Ryan, local community member<br><br>Dominic Wilkens, Darug Custodian Aboriginal Corporation<br><br>Korri Currell and Jamie Currell<br><br>Lilly Carroll, Braydan Boyd-Carrol, Phillip Boyd-Carroll, DidgeNgunawal Clan<br><br>Jamie Eastwood, Aragung |
| 04/07/2022 | Schematic Design | CWC Workshop – Comber                                                                                                                                                                                         | Comber/NBRS/Colliers                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 17/06/2022 | Concept Design   | Connecting with Country Site Visit #1<br><br>Theme 3: Rivers<br><br>Theme 4: Stone and Tools<br><br>Theme 5: Darug Totem – Kangaroo<br><br>Theme 6: Darug - Yam<br><br>Theme 7: Darug Language                | Comber/NBRS/SINSW/Colliers<br><br>Steve Randall, Deerubbin Local Aboriginal Land Council<br><br>Justine Coplin, Darug Custodian Aboriginal Corporation<br><br>Rhonda Ryan, local Aboriginal community member<br><br>Paul Boyd and Lily Carroll, DidgeNgunawall                                                                                                                                                                             |

|            |                |                              |                                                                                                                                                                         |
|------------|----------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            |                |                              | Phil Khan, Kamilaroi-Yunkuntjatjara Working Group (by phone)<br><br>Glenn Suey, local Aboriginal community member<br><br>Chris Jones, local Aboriginal community member |
| 20/05/2022 | Concept Design | CWC Consultation - Tocomwall | Tocomwall/NBRS/Colliers                                                                                                                                                 |
| 01/02/2022 | Masterplan     | CWC Consultation - Tocomwall | Tocomwall/NBRS/Colliers                                                                                                                                                 |

The refinement of this Connection With Country (CWC) consultation report will be finalised throughout the course of the project in consultation with the interested Aboriginal Parties, & Comber Consultants to ensure the ongoing commitment for integration of Indigenous Culture in both the physical and operational aspects of the project.

## BUILT FORM AND URBAN DESIGN

### Designing in Country

The design of MPHS & MPS aims to fulfill the following principles as outlined on the 'Draft Connecting with Country' document issued by GANSW.

- *'Respect the rights of Aboriginal people's to Indigenous cultural intellectual property, and we will support the right of Country to be cared for.*
- *Prioritise Aboriginal people's relationship to Country, and their cultural protocols, through education and enterprise by and for Aboriginal people.*
- *Prioritise financial and economic benefits to the Country where we are working, and by extension to the Traditional Custodians of that Country.*
- *Share tangible and intangible benefits with the Country where we are working, and by extension the Traditional Custodians of that Country, including current and future generations*
- *Respect the diversity of Aboriginal cultures, but we will prioritise the local, place specific cultural identity of the Country we're working on.*
- *Prioritise recognition and responsibility of Aboriginal people, supporting capacity building across Aboriginal and non-Aboriginal communities, and across government project teams.*
- *Support Aboriginal people to continue their practices of managing land, water, and air through their ongoing reciprocal relationships with Country' (GANSW,2019)*

NBRS have established the following design principles to provide holistic guidance in the approach to Designing with Country

- Acknowledge
- Obverse
- Evaluate & establish connection
- Framework
- Consult
- Take Action – designing with Country to create a sense of Place

NBRS have been working with Comber Consultants to guide us with the connection with Country. We've met with a number of working groups, more notably with the Deerubbin Local Aboriginal Land Council and the Darug Custodian Aboriginal Corporation a number of times.

In consultation with Comber and the various Aboriginal working groups several themes and narratives have emerged which we are looking to incorporate into the design. Below is a summary of the Connecting with Country framework that will be incorporated into the project in a variety of ways throughout the architecture and landscape.

Theme 1: Connection, conservation and preservation - Reconnecting to the land, water, sky, seasons and animals

### Land and Water

The site of the new school is located in the suburb of Melonba in Marsden Park, Western Sydney. The site has been completely cleared of all natural vegetation to make way for development. The site enjoys views to the Blue Mountains and close proximity to native vegetation zones including Shane's Park Nature Reserve and the land opposite the school site at the western end of Elara Blvd which is owned by Council, zoned for drainage and is a tributary off Little Creek. This zoned area is earmarked by Blacktown Council to become a recreational green space in the future.

Connecting with Country representatives expressed the desire and importance of connecting, reinstating, and conserving native vegetation due to the site being cleared and the evident loss of native flora and fauna. The project has the opportunity to reinstate local native vegetation from the Cumberland Plain which is one of six core indigenous woodland communities of central Sydney that comprises of open canopy trees and grasses. Currently less than 6% remain in small clusters across modern day Western Sydney, this in turn will allow local flora and fauna to return to the site and conserve the site for the future.

The representatives identified that an important connection can be made to the local natural surroundings. The project also has the opportunity to link to the future recreational green spaces, maximise green aspect views to Shane's Park and the Blue Mountains. The landscape will provide a vital green link across the site to the vegetative lands nearby, bolstering the growth of the community and its need for green open space.

Within the Cumberland Plain there are many types of native wattle species, the CWC stakeholders stated there are over 100 types of wattle species known to the area. The wattle seed pod was used as an inspiration to inform the architectural design of the project through biophilic design principles referencing the organic shapes and patterns found in the native vegetation. The organic shape, pattern and repetition of the wattle seed and pod form is being referenced as an architectural concept that has informed the masterplan, building form and street façades. The shape of the black wattle pod is being expressed in plan as the buildings are arranged in pods allowing for views, circulation, and ventilation across the boundary buildings.

*Above information references from Comber Report.*

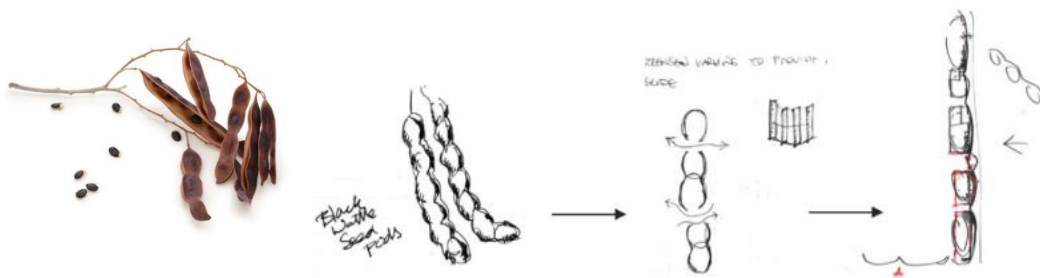


Image: NBRS Sketch wattle 'seed and pod'

*Connecting with Country representative's stakeholder comments:*

- Use endemic plant species and explain their uses/develop bush tucker garden/walk
- Use soundscapes for the school bell rather than the standard bell or buzzer sound. Such sounds could be of magpies, kookaburras (morning bird), currawong (evening bird) etc.
- Ensure there is a bush tucker garden demonstrating food and medicinal plant use, including bullrushes and yams.
- Plant the landscape with Cumberland Plain species so that the landscape can be used for learning about biodiversity.

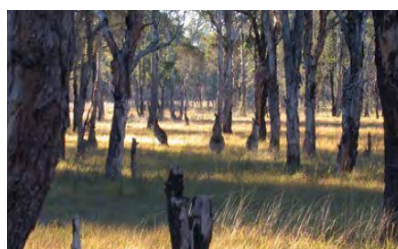


Image: Wattle 'seed and pod', Cumberland Plains, Apple Tree Gum

## Sky Knowledge, Seasons and Animals

Throughout the Connecting with Country consultation Aboriginal representatives referenced the importance of the Darug seasons and use of sky knowledge. Aboriginal people developed complex seasonal calendars that incorporated detailed knowledge of the positions of stars and constellations with corresponding terrestrial events, such as changing weather patterns, animal behaviour, and the availability of plants and medicines. This knowledge was used to sustainably alter the environment to enhance the availability of food and medicines.

Aboriginal people related the flowering and fruiting times of important food and medicinal plants, the timing of animal breeding and insect life cycles, the movement of birds to inland rivers and waterways, and annual whale migrations along the coast. This information was recorded and encoded into oral history, song, dance and ceremony, ensuring it could be accurately passed and maintained by many generations.

Each season was heralded by the appearance of an important indicator star, or sometimes a group of stars. For example, the Darug recognised the Emu in the Sky, or Celestial Emu. The Celestial Emu is found in the dark dust lanes of the Milky Way between the Southern Cross (Head), Scorpius-Sagittarius (body) and Ophiuchus-Aquila (feet) (see image below) (in simplified terms Aboriginal people read the dark spaces between the stars).

The seasonal calendar relates to the changing orientation of the Celestial Emu through the year, and its links to the breeding cycle of the terrestrial emu (Birribain). Its first appearance in the dusk sky in April-May signifies the start of the Emu breeding cycle, when the females chase the males before mating. When the Celestial Emu is horizontal in the sky in June, this is the time when terrestrial emus are nesting and laying eggs.

The understanding of different seasons was different for Aboriginal people living in different parts of the country. Generally, Aboriginal people had six seasons. The Darug seasons are not known, at this stage, although research is continuing. However, reference can be made to the seasons conditions:

- Hot and dry – January to March: Male kangaroos aggressive, meat forbidden, weetjellan (Hickory Wattle, *Acacia implexa*) in bloom.
- Wet becoming cool – April to June. Quolls seeking mates, lillypilly ripens
- Cold and frosty – June to July. Echidna seeking mates, Burringoa (*Eucalyptus tereticornis*) flowering, shellfish forbidden.
- Cold and windy – July to August. Lyrebird building mounds, Marrai'uo (*Acacia floribunda*),
- Cool becoming warm – September to October. Flying foxes appear, ceremonial time, Miwa Gawaian (*Telopea speciosissima*) in flower.
- Warm and wet – November to December. Summer heat starts, stable weather

| Hot and dry<br>January-March                                                        | Wet becoming cool<br>April-June                                                     | Cold and frosty<br>June-July                                                        | Cold and windy<br>July-August                                                                    | Cool becoming warm<br>September-October                                               | Warm and wet<br>November-December                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Male kangaroos aggressive<br>Meat forbidden<br>Weetjellan blooming                  | Quolls seeking mates<br>Lillypilly ripens                                           | Echidna seeking mates<br>Burringoa flowering<br>Shellfish forbidden                 | Lyrebird building mounds<br>Marrai'uo flowering<br>Boo'kerrikin flowering<br>Gentle spring rains | Flying foxes appear<br>Ceremonial time<br>Miwa Gawaian in flower                      | Summer heat starts<br>Stable weather                                                  |
|  |  |  |               |  |  |

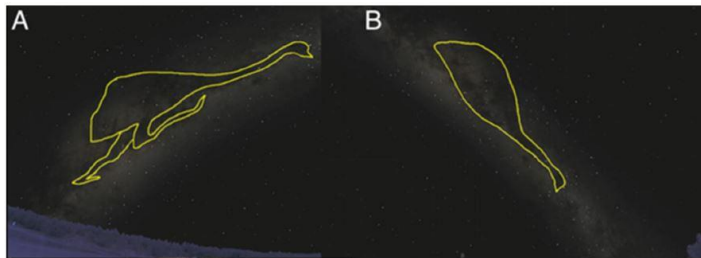
*Image: Six Seasons from Comber Report and website*

*Above information references from Comber Report.*

Throughout the architecture and landscape reference to sky knowledge, seasons and significant animals such as the emu will be made in a number of ways. Sky knowledge stories may be referenced in the lighting on the underside of external covered outdoor learnings (COLA), materials graphics within the pavement and courts, motifs and murals either etched or painted onto the surfaces of buildings and fencing/walls, as well as plant species that respond to the different season cycles.

*Connecting with Country representative's stakeholder comments:*

- Use relevant Aboriginal motifs for murals or etched into the surface of buildings. Engage with local artists.
- Sky knowledge should be acknowledged in artworks/murals/motifs etc., on different surfaces. Could be on the underside of the CODA.
- 



*Image: Celestial Emu from Comber Report*

## Theme 2: Cultural History and Significance

Throughout the Connecting with Country consultation Aboriginal representatives referenced the importance of acknowledging the cultural history of the Darug people as well as the importance of practicing and teaching traditional customs and ceremonies. It was discussed that there should be opportunities within the landscape to perform traditional ceremonies and opportunities to teach the cultural history of the local Aboriginal people. In 2016, Aecom conducted an Aboriginal Cultural Heritage assessment of the site and Aboriginal artefacts were found.

Architecturally, there is an opportunity within the project to display these artefacts and teach the school community about the cultural heritage of the site, the library is identified as a potential zone for this, however further investigation is required to determine the special considerations of such a display. Within the landscape references have been made to cultural history through the use of yarning circles, fire pit, outdoor seating arrangements, planting, and local stone materials.

*Connecting with Country representative's stakeholder comments:*

- Represent a fire pit in playground through design/artwork. It is acknowledged that fire cannot be lit as it is a hazard, however, a permanent symbolic design should be located in the landscape.
- Yarning circles which are inclusive for everyone with tiles around the perimeter to delimitate the circle.
- Seats and seating to be designed in circles or as circles.
- The branches and leaves from Eucalypts were used in ceremonies, including smoking ceremonies so ensure that Eucalypts are planted. In particular Silver Dollar Eucalyptus (*Eucalyptus cinerea*) was used in smoking ceremonies, so it is important that Silver Dollar Eucalyptus be planted. These can then be used to demonstrate Aboriginal cultural practices and used in smoking ceremonies whenever celebration events are being held at the school.

- It was noted that if sandstone was to be used in the landscape design, it should be sourced from the local area and if possible Sandstone should not be obtained from another clan's Country. Local stone could include silcrete boulders (shown below)
- Stakeholders suggested that the artefacts excavated by AECOM be deposited in the library of the new school for display and educational purposes. Jillian Comber agreed to ascertain the whereabouts of the artefacts (probably the Australian Museum) and provide advice on how School Infrastructure could apply for a permanent loan.
- All stakeholders agreed that both the Aboriginal and Torres Strait Islander flags should be flown at the schools.
- Use relevant Aboriginal motifs for murals or etched into the surface of buildings. Engage with local artists.
- Use of Darug stories of Biaime who was the Creator and Sky Father and the Rainbow Serpent who was the giver of life through its association with water in motifs for murals, etched in the buildings, told in the landscape materials and plants.



Image: Yarning circle

### Theme 3: Rivers

The traditional custodians of the land in which the site is located are the Darug. Their territory encompasses the area from Botany Bay (some sources state Port Hacking), then north to Broken Bay, the northern boundary being the Hawkesbury and Colo River. Their territory then extends west through to Katoomba, east along the ridge of what today contains the Great Western Highway, then south as far as Appin extending between the Nepean and Georges Rivers. It then continues along the north side of the Georges River back through to Botany Bay. (A references from Comber's Report)

The Darug people lived in open campsites on higher ground with access to creeks and billabongs and wetlands and moved with the seasons to take advantage of the plentiful plants and animals.

Reference should be made to the significance of the major river systems to the Darug people. Architecturally, the colour blue is being utilised as a reference to the river and is proposed to be used as a feature colour façade panel and sun shading device.



Image: Nepean River

## Theme 4 - Stone

From initial research completed by NBRS and Comber it was identified that the Darug people would excavate stone from local stone quarries to make a variety of useful tools such as axes and spears. Close to the project site is Plumpton Ridge, which is approximately 8km to the south of the study area. This was a major source of material for the manufacture of stone tools. Red silcrete (a metamorphic rock cemented with dissolved silica) was quarried from Plumpton Ridge and nodules of silcrete were flaked into stone tools for spear barbs, cutting and scraping vegetable matter and for woodwork.

*Above information references from Comber Report.*

Architecturally, the project proposes to reference local geology and utilise brick as a solid foundational plinth at the base of the building. The brick colour selection is to reference the tones of the local silcrete rock.

*Connecting with Country representative's stakeholder comments:*

- *Colours: Rather than the pastel colours which were the architect's interpretation of the wattle (such as pastel pink, blue and green) the group preferred that earthy colours be used to represent the colours of the silcrete, earth and ochre. The use of earthy colours should be to blend in – not to stand out.*



*Image: From Comber Report Silcrete and ochre*

## Theme 5: Darug Totem – Kangaroo

The Burruberongal, Burruberongalleon or Booroobeerungal, Burrberonallgalleon, are known as kangaroo people. Within the Darug, clan names were often derived from or had direct links to the territory on which a person resided. This could be from a plant or animal which is of high abundance in the area, a significant feature of the landscape or a food resource. The kangaroo was a significant component of Darug culture, reference to the grey kangaroo has been identified in the architectural colour palette of the exterior façade panels.

*Above information references from Comber Report.*

*Connecting with Country representative's stakeholder comments:*

- *Use relevant Aboriginal motifs for murals or etched into the surface of buildings. Engage with local artists.*
- *School uniform could include the Darug or Burruberong totem.*
- *Paths could include animal tracks such as emu or kangaroo. This was used as an important educational tool for teaching young children to learn how to hunt.*



*Image: Grey Kangaroo*

## Theme 6: Darug - Yam

The word 'Darug' translates to yam in the Darug language. Yams were an extremely important source of food to the Darug people. The Yam was clearly identified by its beautiful yellow daisy flower. Architecturally, the colour yellow is being utilised as a reference to the yam daisy and is proposed to be used as a feature colour façade panel and sun shading devices.



*Image: Yam Daisy and Yam*

## Theme 7: Darug Language

The language spoken by the Burruberon clan of the Darug was the inland dialect of the Darug language. Over time parts of the language have been lost, however great efforts are being made by local Darug people to teach Darug language to the wider community. The Connecting with Country representatives expressed that the new school represents a great opportunity to bring back language. This can be achieved in a number of ways such as Darug language subjects taught within the school curriculum and language could be utilised in the naming and signage of buildings, rooms, and landscape zones within the school.

Use Darug words for school buildings, houses etc. Suggested words:

- Grey Kangaroo – burru
- Emu -birribain, murriong
- Yam – middin
- Stars – Orions Belt -dhungagil
- Stars- Pleiades -dhinburri
- Colebee
- Nurrangingy
- Maria Lock
- Yarramundi
- Dhungagil/Dhinburri (stars)
- Wadanguli (wattle)
- Wali (possum)

- Mulgoa (black swan)
- Karabi (cockatoo)
- Kutukulung (tortoise)

Refer to Darug dictionary for other words from the inland dialect  
*Above information references from Comber Report.*

### Connecting with country themes inspired colour palette



## Designing with Country - Architectural and Landscape Design

Connection and Designing with Country has been at the forefront of the architectural design since the Masterplan stage to the current development application phase.

From research and consultation conducted by NBR, CWC consultants and representatives seven key CWC themes have been emerged and form a strong framework for incorporating CWC elements within the design. The following diagram and description highlight how these themes are intended to be applied to the architecture and landscape design.

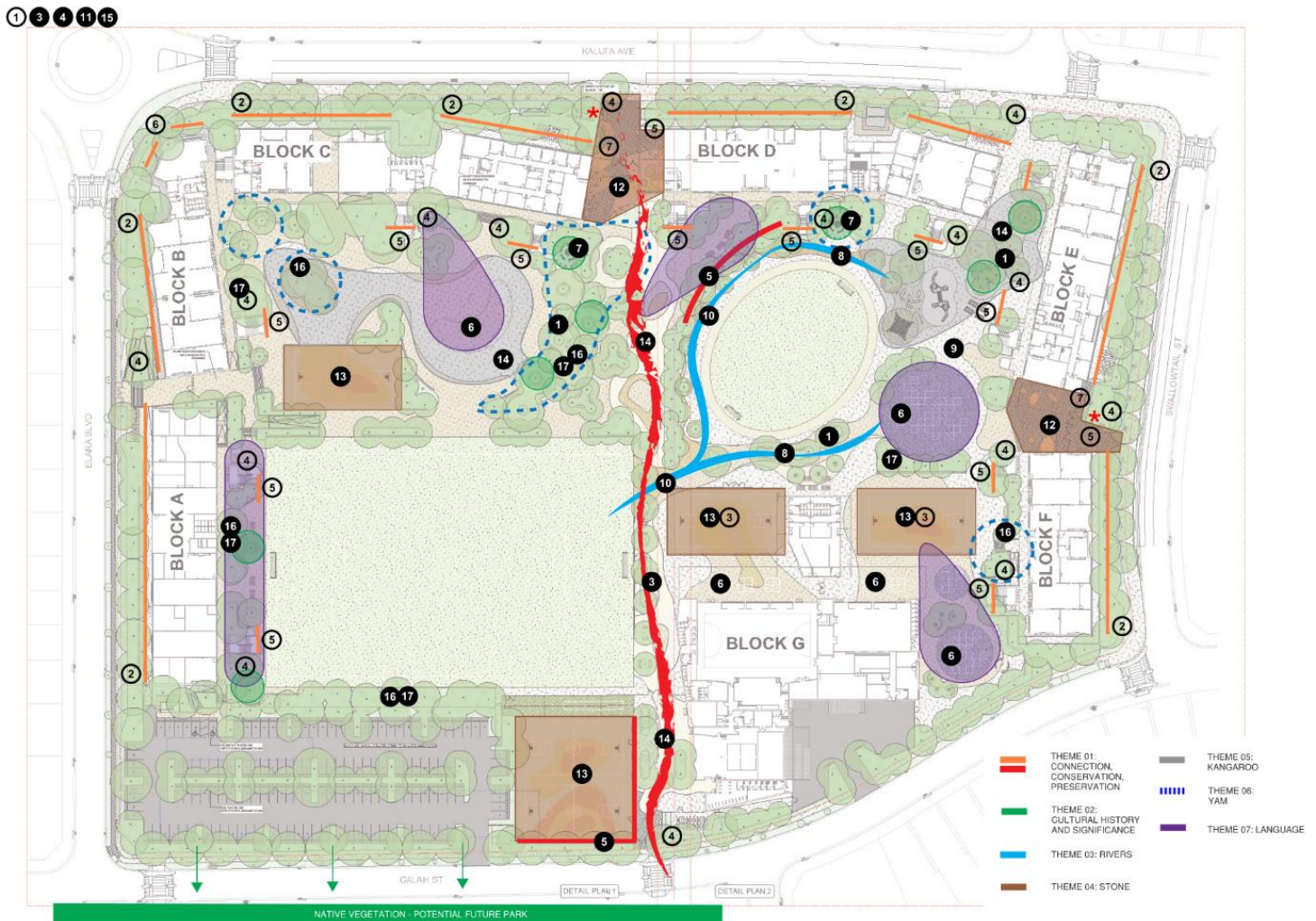
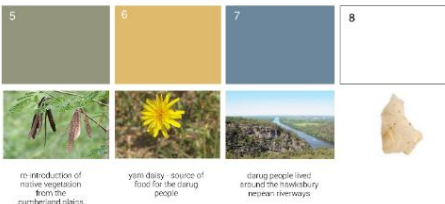


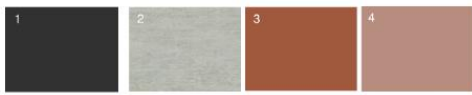
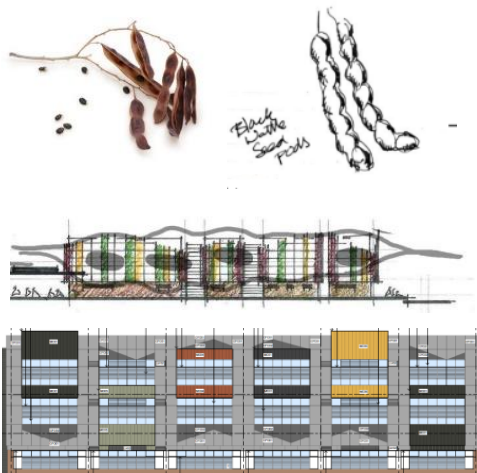
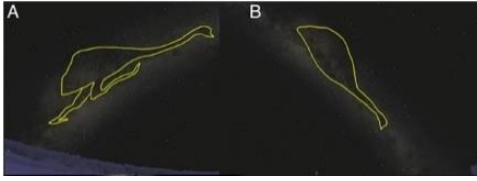
Image: NBR Connecting with Country Reference Plan

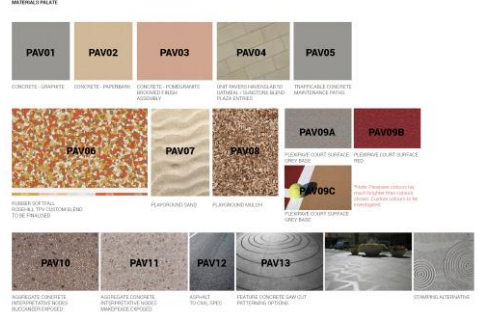
Refer to large scale plan at the end of this document.

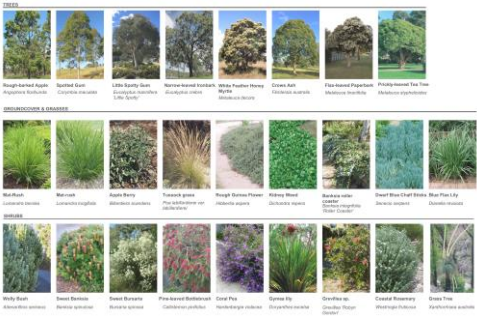
The following table features the long list of opportunities proposed to be integrated into the design of the architecture and landscape. However, it is understood that the project design team is required to shortlist & translate these opportunities into potential tangible outcomes within the client determined budgetary constraint. The inclusion status on below table highlights:

|                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|
| 1. Themes which have influenced the Architectural & Landscape Design and have been incorporated into the design.                   |
| 2. PROVISIONAL SUM items for inclusion & integration. Each item requires further input from an Darug Artist or CWC Representatives |
| 3. Items which may be implemented by the school or client at client's discretion.                                                  |

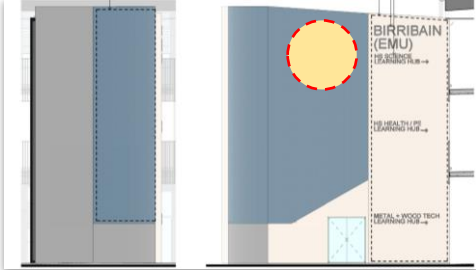
| Acknowledgement to Country                                                                                     |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NO.                                                                                                            | ITEM                                                                                                                                                                       | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                      | INCLUSION STATUS                                                                                                                                                                                                                                                                                                   |
| ★                                                                                                              | Arrival Plaza near reception/Entry (installation to be fixed to the ground and open to the sky).<br><br>The boulder / stone to be included in the scope of landscape works | Boulder of Approximately 2000mm Wide x1000mm Deep x300mm high.<br><br>Engraved Metal plaque – approx. 750mm Wide X 1200mm Long<br><br>The metal plaque to be procured by the head contractor.<br><br>Location: One at PS Entry & One at HS Entry.<br><br>The Acknowledgement to Country statement is to be written in Darug Language with English Translation. The text is to be prepared by the CWC Consulting Representatives. | <b>CWC REPRESENTATIVES' INPUT REQUIRED</b><br><br>The boulder is an important feature of reconciliation and an acknowledgement to the place of which the schools will be located.                                                                                                                                  |
| Theme 1: Connection, conservation and preservation - Reconnecting to the land, water, sky, seasons and animals |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                    |
| NO.                                                                                                            | ITEM                                                                                                                                                                       | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                      | INCLUSION STATUS                                                                                                                                                                                                                                                                                                   |
| ARCHITECTURE                                                                                                   |                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                    |
| ①                                                                                                              | Colour palette generated from Connecting with Country themes<br><br>• Grey - Darug Totem Kangaroo<br><br>• Red - Ochre made from red silcrete stone use for ceremonies     |                                                                                                                                                                                                                                                                                                                                              | <b>INTEGRATED DESIGN.</b><br><br>Designed in consultation with CWC Representatives.<br><br><i>The representation of colours from the natural environment is fully integrated in the architectural design through careful selection of architectural finishes and colours. The significance of these colours in</i> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                            |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <ul style="list-style-type: none"> <li>• Pink – Silcrete stone from surrounding local quarries used to make tools</li> <li>• Green – Re-introduction of native vegetation from the Cumberland plains</li> <li>• Yellow – Yam daisy. The yam was a source of food for the Darug people</li> <li>• Blue – Darug people lived around the Hawkesbury Nepean Riverways</li> <li>• White – Quartz Stone Tool Artefact</li> </ul> | <p>COLOURED THROUGH CFC COLOUR #</p>   <p>darug totem kangaroo      ochre made from local stones used for ceremonies      silcrete stone from surrounding local quarries used to</p> <p>Feature colours will be applied to:</p> <ul style="list-style-type: none"> <li>• Compressed Fibre Cement Panels</li> <li>• Colourbond Metal Cladding</li> <li>• Powder coated Vertical and Horizontal Sun Shading elements</li> </ul> | <p><i>the design is to create indirect connection to natural tones. The colours are applied on the façades of buildings.</i></p>                                                                                                                                                                                                           |
| ② | <p>Each façade shows a unique design language interpretation of the Wattle 'seed and pods.</p> <p>This is achieved utilising:</p> <ul style="list-style-type: none"> <li>• Concrete Fibre Cement Panels</li> <li>• Colourbond Cladding</li> <li>• Powder coated Vertical and Horizontal Sun Shading elements</li> </ul>                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>INTEGRATED DESIGN.</b></p> <p>Designed in consultation with CWC Representatives.</p> <p><i>The organic shape of wattle seed pods has been interpreted in the design of the building façade and screen. The architectural design adopts some organic shapes to create texture, variations and depths to the building facades.</i></p> |
| ③ | <p><i>Sky Knowledge – Celestial Emu story is proposed to be designed either into the lighting or painted onto the underside of the COLA ceiling adjacent to the hall building.</i></p>                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>ARTIST INPUT REQUIRED</b></p> <p><i>The design of the graphic to represent the constellation is required through CWC consultation and is to be designed by a Darug artist.</i></p>                                                                                                                                                   |

|                       |                                                                     |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       |                                                                     |  <p>Allow LED lights to form maximum 2 constellation designs. Allow 35 LED lights per constellation to supplement 2D painted features / linework</p> <p>Artist contribution: Artwork design</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>LANDSCAPE</b>      |                                                                     |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>1</b>              | Design language through the Wattle 'seed and pods' in the landscape |                                                                                                                                                                                                | <p><b>INTEGRATED DESIGN.</b></p> <p>Designed in consultation with CWC Representatives.</p> <p><i>The organic shape of wattle seed pods &amp; mounded landscape have been interpreted in the landscape design through careful consideration of outdoor gathering spaces and manipulation of landscape topography on a relatively flat site.</i></p>                                                                                                |
| <b>2</b>              | Mounded landscapes evoking the nearby hills                         |                                                                                                                                                                                               | <p>The landscape design is reflective of the site it sits within and respects the nearby geographies.</p>                                                                                                                                                                                                                                                                                                                                         |
| <b>3</b><br><b>11</b> | Landscape Colour story and materiality                              |                                                                                                                                                                                               | <p><b>INTEGRATED DESIGN.</b></p> <p>Designed in consultation with CWC Representatives.</p> <p><i>The representation of colours is fully integrated in the landscape design through careful selection of surface finishes and colours. The significance of these colours in the design is to create indirect connection to natural tones as well as responsible selection to the environment.</i></p> <p><i>The landscape materiality will</i></p> |

|   |                                                                                                                                                                                                                                                                                                                     |                                                                                    |                                                                                                                                                                                                                              |
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|   |                                                                                                                                                                                                                                                                                                                     |                                                                                    | also be responding to the built form and location of materials.                                                                                                                                                              |
| 4 | <p>Planting selection.</p> <p>The planting palette framework has been developed for compliance with EFSG standards for schools. However, local knowledge is sought after to refine the selection. Aboriginal knowledge can guide the selection by knowing which plants perform better in specific environments.</p> |  | <p><b>INTEGRATED DESIGN</b></p> <p>Aboriginal knowledge should also be sought after in regard to specific garden planting (bushtucker, medicinal, industrial and educational opportunities) – Refer to landscape item 15</p> |

## Theme 2: Cultural History and Significance

| NO.          | ITEM                                                                                            | DESCRIPTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | INCLUSION STATUS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ARCHITECTURE |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ④            | Graphic design to supplement way finding signs                                                  |  <p>Design consideration:</p> <ul style="list-style-type: none"> <li>- Graphic / sketches by a Darug Artist.</li> <li>- Translation of sketches into 2D vector image for laser or CNC cutting.</li> <li>- Figures to be cut out and secured on the perforated metal screen of each stairwell.</li> </ul> <p>Quantity : 12<br/>Size : 2400 X 2400</p>                                               | <b>ARTIST INPUT REQUIRED</b><br><p>This offers an opportunity for a Darug Artist to sketch or design figures to represent the following</p> <ul style="list-style-type: none"> <li>• Grey Kangaroo – burru</li> <li>• Emu -birribain, murriong</li> <li>• Yam – middin</li> <li>• Stars – Orions Belt - dhungagil</li> <li>• Stars- Pleiades -dhinburri</li> <li>• Colebee</li> <li>• Nurrangingy</li> <li>• Maria Lock</li> <li>• Yarramundi</li> <li>• Dhungagil/Dhinburri (stars)</li> <li>• Wadanguli (wattle)</li> <li>• Wali (possum)</li> <li>• Mulgoa (black swan)</li> <li>• Karabi (cockatoo)</li> <li>• Kutukulung (tortoise)</li> </ul> |
| ⑤            | Graphic design<br><br>Possible themes<br>- Yam daisy<br>- Rivers / waterways<br>- Grey Kangaroo |  <p>Design consideration:</p> <ul style="list-style-type: none"> <li>- Graphic / sketches by a Darug Artist.</li> <li>- Translation of sketches into 2D sketch as vector image for laser or CNC cutting.</li> <li>- Figures to be routed to create a pattern in the perforated metal screen.</li> </ul> <p>Location : At the school entry along Kaluta Ave, Elara Blvd &amp; Swallowtail St.</p> | <b>ARTIST INPUT REQUIRED</b><br><p>This offers an opportunity for a Darug Artist to sketch or design figures to represent the following</p> <ul style="list-style-type: none"> <li>- Yam daisy</li> <li>- Rivers / waterways</li> <li>- Grey Kangaroo</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    |

|                  |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                |
|------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |                                                                        | <p>Allow 3 perforation sizes per image</p> <p>Allow for 3 designs / patterns</p>                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                |
| ⑥                | <p>Painted artwork opportunity on the corner of Building B façade.</p> |  <p>The graphic or painting may be applied on to the CFC panels using UV grade paint.</p> <p>Manual painting works to be carried out by the artist</p> <p>Safety access &amp; elevated work platform to be provided by the Contractor.</p>                                                            | <p><b>ARTIST INPUT REQUIRED</b></p> <p>This offers an opportunity for a Darug Artist to apply a painting to be featured on one of the most prominent parts of the project.</p> |
| <b>LANDSCAPE</b> |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                |
| ⑤                | <p>Art opportunities in the screens on fences.</p>                     |  <p><b>WEAVED ARTWORK AT TOP OF FENCING</b></p> <p>Safety access &amp; elevated work platform to be provided by the Contractor.</p> <p>Medium : PVC or Vinyl or others</p> <p>Location : Corner of the Galah St hard court fences, above 2400H and to the area as indicated on the above image.</p> | <p><b>ARTIST INPUT REQUIRED</b></p> <p>This offers an opportunity for a Darug Artist to apply graphic to be featured on one of the most prominent parts of the project.</p>    |

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| <p><b>6</b></p> | <p>Specific line marking for Aboriginal games</p>                                                                               |  <p>Designed in consultation with CWC Representatives.</p> <p><i>Sports AUS have compiled an amazing resource of tradition Aboriginal games that could be implemented into the school environment through line marking. However, these were in collaboration with the Yulunga peoples.</i></p> <p><a href="https://www.sportaus.gov.au/yulunga">https://www.sportaus.gov.au/yulunga</a></p>                     | <p><b>INTEGRATED DESIGN.</b></p> <p>Designed in consultation with CWC Representatives.</p> <p><i>Consultation is required to ensure they are relevant to the Darug people or if more specific games/sports could be catered for.</i></p> |
| <p><b>7</b></p> | <p>High quality yarning circles (one per school) with specific design elements in tandem with the Aboriginal working group.</p> |  <p><i>Each school will feature a yarning circle.</i></p> <p><i>While consultation has already occurred surrounding the location and the materiality, there are artistic opportunities around knowledge sharing and to engage Darug artists to create totems and other elements.</i></p> <p>ADDITIONAL TOTEM MAY BE ADDED BY THE SCHOOL IN THE FUTURE<br/>(LANDSCAPE TO ALLOW FOR SPATIAL PROVISION ONLY)</p> | <p><b>INTEGRATED DESIGN.</b></p> <p>Designed in consultation with CWC Representatives.</p>                                                                                                                                               |

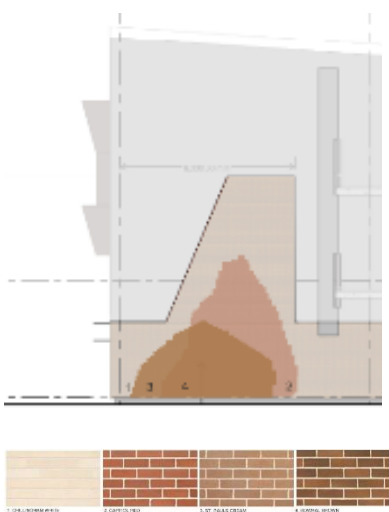
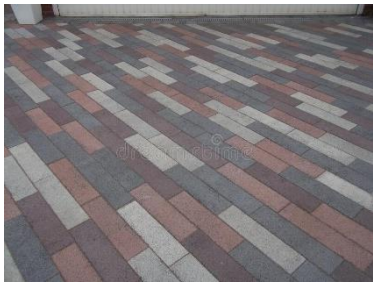
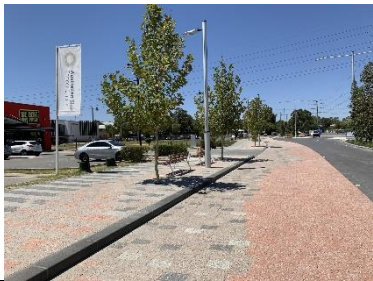
### Theme 3: Rivers

| NO.          | ITEM                                                                                                                                                                                  | DESCRIPTION                                                                                                                                                            | INCLUSION STATUS                                                                                                                                                                                                                                                                                                         |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ARCHITECTURE |                                                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                          |
| ①            | <p>Colour palette generated from Connecting with Country themes</p> <ul style="list-style-type: none"> <li>Blue – Darug people lived around the Hawksbury Nepean Riverways</li> </ul> |   | <p><b>INSPIRATIONAL ONLY</b></p> <p>This theme may be adopted for one of the artworks or graphics for wayfinding</p>                                                                                                                                                                                                     |
| LANDSCAPE    |                                                                                                                                                                                       |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                          |
| 8            | Material treatment evoking the river story                                                                                                                                            |                                                                                    | <p><b>INTEGRATED DESIGN.</b></p> <p><i>In early consultation with the CWC representatives, the design was advised of the desire for natural tones and reflection of the nearby waterways. While limited to what is admissible in the school environment, cooler tone concretes and materials have been selected.</i></p> |
| 9            | Design language around the primary school                                                                                                                                             |                                                                                    | <p><b>INTEGRATED DESIGN.</b></p> <p><i>Designed in consultation with CWC Representatives.</i></p> <p><i>The design language for the primary school flows similarly to the rivers. The topography of the site is also at it's highest in the primary school.</i></p>                                                      |

|           |                                                                                                            |                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                          |
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| <p>10</p> | <p>Opportunity to have activated landscapes during rainfall events such as on-grade water flow design.</p> | <br> | <p><b>ASPIRATIONAL ONLY</b></p> <p><i>Potential opportunities</i></p> <ul style="list-style-type: none"> <li>- Etched concrete paving units that tell the water story</li> <li>- Moulded materials that guide the water flow during rainfall events</li> <li>- Sculptures or pieces that reflect people or animals interacting with the water</li> </ul> |
|-----------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Theme 4 – Stone

| NO.          | ITEM                                                                                                   | DESCRIPTION                                                                         | INCLUSION STATUS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| ARCHITECTURE |                                                                                                        |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>7</p>     | <p>The façade integrates a references to the Geology and rock formation from local stone quarries.</p> |  | <p><b>INTEGRATED DESIGN.</b></p> <p><i>Designed in consultation with CWC Representatives.</i></p> <p>The stone quarries were where stone was sourced for making tools. Reference to this history is designed into the brick patterns at the base of the building utilising different tones of brick that are the same colour as the stone from the quarry placed in a pattern of rock geology.</p> <p>Colour palette generated from the tones as seen on the attached images.</p> <ul style="list-style-type: none"> <li>• Red - Ochre made from red</li> </ul> |

|                  |                                               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |
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|                  |                                               |                                                                                                                                                                            | <p>silcrete stone use for ceremonies</p> <ul style="list-style-type: none"> <li>• Pink – Silcrete stone from surrounding local quarries used to make tools</li> <li>• White – Quartz Stone Tool Artefact</li> </ul>                       |
| <b>LANDSCAPE</b> |                                               |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                           |
| 12               | Feature banding and colours within the plazas |    | <p><b>INTEGRATED DESIGN.</b></p> <p><i>The landscape design will be complimenting the architectural form within the plazas. Earth tone pavers will tie directly into the façade, bringing the treatment down to the ground plane.</i></p> |

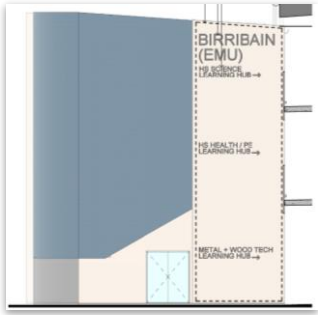
|    |                                                                                                                                                                                                                                                                                                                   |                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 13 | <p>Feature colour play on basketball courts</p> <p><i>There is an opportunity to engage Darug artists to treat the basketball hardcourts as a giant canvas. Currently, the design proposes for supersize art that connects the courts to the earth through wide banded earth-tone acrylic court surfacing</i></p> |  | <p><b>ASPIRATIONAL ONLY</b></p> <p><i>This could be achieved by:</i></p> <ul style="list-style-type: none"> <li>- Engaging an artist to design the super graphics for all courts</li> <li>- Collaboration with the Contractor for the application of the graphic works on the courts</li> </ul> <p><i>Examples below:</i></p>  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Theme 5: Darug Totem – Kangaroo

| NO.          | ITEM                                                                                                                                                | DESCRIPTION                                                                                                                                                             | INCLUSION STATUS                                                 |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| ARCHITECTURE |                                                                                                                                                     |                                                                                                                                                                         |                                                                  |
| ①            | <p>Colour palette generated from Connecting with Country themes</p> <ul style="list-style-type: none"> <li>• Grey - Darug Totem Kangaroo</li> </ul> |   | <p><b>INTEGRATED DESIGN</b></p> <p><b>INSPIRATIONAL ONLY</b></p> |
| LANDSCAPE    |                                                                                                                                                     |                                                                                                                                                                         |                                                                  |

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| <p><b>14</b></p> | <p>Interpretive paving design through central spine</p> |                                                                                                                                                                           | <p><b>ASPIRATIONAL ONLY</b></p> <p><i>The high school has a primary axis that features interpretive materiality and organic wayfinding that connect the place.</i></p> <p><i>The language of the Kangaroo is reflected along the ground plane as it hops across the site with the giant supersized footprints and the gait of a hind-legged animal crawls along the axis.</i></p> <p><i>It's also reflected in the design of the gathering nodes.</i></p> |
| <p><b>15</b></p> | <p>Animal prints / stories</p>                          |    | <p><b>ASPIRATIONAL ONLY</b></p> <p><i>There is an opportunity to engage Darug artists to create more specific animal art, whether it be:</i></p> <ul style="list-style-type: none"> <li>- Totems or statues,</li> <li>- Inlays or stencils in concrete</li> <li>- Plaques and informational signage sharing knowledge</li> </ul> <p><i>These opportunities exist across the entire site, they can be obvious and in view or hidden for discovery.</i></p> |

| Theme 6: Darug – Yam |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NO.                  | ITEM                                                                                                                                                                                                                                                                                                               | DESCRIPTION                                                                                                                                                                                                                                                           | INCLUSION STATUS                                                                                                                                                                                                                                               |
| ARCHITECTURE         |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                |
| ①                    | <p>Colour palette generated from Connecting with Country themes</p> <ul style="list-style-type: none"> <li>Yellow – Yam daisy. The yam was a source of food for the Darug people</li> </ul>                                                                                                                        |                                                                                                     | <p>INTEGRATED DESIGN<br/>INSPIRATIONAL ONLY</p>                                                                                                                                                                                                                |
| LANDSCAPE            |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                |
| 16                   | <p>Inclusion of bushtucker plants throughout planting design</p> <p><i>The opportunity to have bushtucker plants be spread out into the planting palette. Integrated fully into the planting design rather than having specific gardens. This affords the opportunity for accidental and organic learning.</i></p> |   <p>Make provision for plaques, similar to the above image.</p> <p>Quantity : 10 per school</p> | <p><b>CWC REPRESENTATIVES' INPUT REQUIRED</b></p> <p>Darug people can be engaged to provide feedback and advice on the information to be included on the plaque. The advisors could provide the statements, history and stories to compliment the signage.</p> |

| Theme 7: Darug Language    |                                                                                |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NO.                        | ITEM                                                                           | DESCRIPTION                                                                                                                                                                                                                                                                                                                               | INCLUSION STATUS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ARCHITECTURE AND LANDSCAPE |                                                                                |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| ④                          | Darug language could be used for naming of buildings, spaces, landscape zones. | <p>The exact areas / zones for naming has been nominated to be on the stairwells.</p> <p>This provides a spoken word to represent each stairwell which will be an integral part of the wayfinding strategy and assist navigation in a large campus.</p>  | <p><b>INTEGRATED DESIGN</b></p> <p>Suggested words:</p> <ul style="list-style-type: none"> <li>• Grey Kangaroo – burru</li> <li>• Emu -birribain, murriiong</li> <li>• Yam – middin</li> <li>• Stars – Orions Belt -dhungagil</li> <li>• Stars- Pleiades -dhinburri</li> <li>• Colebee</li> <li>• Nurrangingy</li> <li>• Maria Lock</li> <li>• Yarramundi</li> <li>• Dhungagil/Dhinburri (stars)</li> <li>• Wadanguli (wattle)</li> <li>• Wali (possum)</li> <li>• Mulgoa (black swan)</li> <li>• Karabi (cockatoo)</li> <li>• Kutukulung (tortoise)</li> </ul> |

## CONTINUOUS ENGAGEMENT & SUMMARY

Ongoing consultation with the CwC group will include discussions on how these themes can be developed for the operational phase of the school. This includes a discussion about incorporating the above design outcomes in the teaching and learning of culture and history.

Our continuous engagement beyond the design & planning stage of the project involves refinement of the above items which requires further input & contribution from the Interested Aboriginal Parties & Representatives, local artists, and the stakeholder groups. Ongoing consultation and discussions on Connecting with Country through the operational phase of the project will be captured in a separate document in due course.