NEW PRIMARY SCHOOL IN EPPING

DESIGN ANALYSIS REPORT

22.04.21

NSW GOVERNMENT Education School Infrastructure

PEDAVOLI ARCHITECTS

HANSENYUNCKEN

DOCUMENT DETAILS

DOCUMENT/STATUS REGISTER

Issue	Date	Purpose	Written	Approved
A	13.04.21	Draft Issue	HS/SJ	SR
B	20.04.21	Draft SSDA	HS/SJ	SR
C	22.04.21	Issue for SSDA Test of Adequacy	HS/SJ	SR

LIST OF ABBREVIATIONS

BCA – Building Code of Australia

COLA – Covered Outdoor Learning Area

CDR – Concept Design Report

DDA – Disability Discrimination Act

DoE – Department of Education

EFSG – Education Facilities Standards and Guidelines

GBA – Gross Building Area

GEA – Gross Envelope Area

GFA – Gross Floor Area (Planning)

HB – Homebase

PA – Pedavoli Architects

SINSW – School Infrastructure NSW

UFA – Usable Floor Area

PROJECT DETAILS

Site Address	86 Chelmsford Avenue, Epping, NSW, 2121
D.P.	582172
Site Area	20,670m²
Land Use & Zoning	SP2 Infrastructure

PEDAVOLI ARCHITECTS

Add.	Level 2, 458 Wattle Street, Ultimo, NSW, 2007
Tel.	9291 0000
Web.	pedavoli.com.au

CONTENTS

1 INTRODUCTION

EXECUTIVE SUMMARY

This design analysis report has been prepared by Pedavoli Architects on behalf of Schools Infrastructure New South Wales (SINSW). Pedavoli Architects is the Project Architect for the New Primary School in Epping, partnered with the Head Contractor Hansen Yuncken. This report builds on the work completed by BVN Architects who completed the Masterplan and Concept Design phases. The latter accompanied the request for SEARs on this project. We have built on the concept design by BVN in collaboration with the following parties: SINSW

- Hansen Yuncken
- DFP Planning Pty Ltd (DFP)
- Epping West Primary School PRG
- Government Architect New South Wales
- Specialist Consultants

This report documents the design approach for the proposed school, which brings together the inputs of the above stakeholders and the entire consultant team.

PROJECT FRAMEWORK

The site is positioned within the centre of demand of the Epping Primary SCG and has a strong potential to alleviate existing demand and address future demand in the SCG. With current school catchment areas the proposed new school would be bordered to the west by the Carlingford PS catchment allowing for boundary changes to decrease travel times for some students.

The scope of work for New Primary School in Epping is a complete core 35 school with 44 Teaching Spaces completed over 3 stages:

- Stage 1: Core 35 facilities and 25 teaching Spaces and 3 SELU teaching spaces.
- Stage 2: An addition of 8 teaching spaces
- Stage 3: An addition of 11 teaching spaces.

The staged growth of the school is envisaged to be facilitated by modular construction to minimise impacts to the function of school and the surrounding area. Therefore the design has provision for Design for Manufacture and Assembly (DfMA) construction methodology.

The guiding principles outlined in BVN's Concept Design Report that were submitted for SEARS have been maintained during the project's development.

The refinements to the concept design are outlined in this report and are the result of consultation with stakeholders. One of the key changes was the development of the design to assure it can be designed for manufacture and assembly (DFMA) volumetrically.

ACKNOWLEDGEMENT OF COUNTRY

Pedavoli Architects acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

1 INTRODUCTION

SEARS

The proposed scope of work for the New Primary School in Epping is:

- Core 35 facilities with 25 teaching spaces and 3 SELU's.
- Site planning and consideration for the construction of stage 2 and 3, 8 teaching spaces and 11 teaching spaces respectively.

This report with the submitted Environmental Impact Statement show the rationale behind the proposed design for the New Primary School in Epping. This project is a State Significant Development (SSD). The SSD Application for this project is identified as SSDA-8873789. This design report is to be read in conjunction with the Environmental Impact Statement (EIS) by DFP Planning Pty Ltd (DFP). This Design Analysis Report is responding to the Planning Secretary's Environmental Assessment Requirements issued to the applicant, the Department of Education on the 14th of September 2020 (Application number: SSD-8873789).
A part of the design process has been to review feedback from key stakeholders.

SDRP
A design review session took place on Wednesday the 23rd of September with the Government Architect NSW (GANSW). The feedback from this review of the concept design was reviewed at the project start up of this phase of work to review the recommendations. Our responses to the recommendations are on page 35 of this report.

PRG
A translational brief was prepared during the concept design phase of work by Dialogic Learning where meetings with the PRG took place to obtain briefing. This was recoreded in the recommendations which were incorperated into the concept design and remain in the current proposal.

Local Community
Two design workshops have been undertaken during the current phase of work to ensure the design direction is supported.

City of Parramatta Council
Feedback was received from the City of Parramatta Council on the 7th of September 2020.

The councils comments regarding the native vegetation are noted and have been prioritised in the site planning. Please see Site Plan SSDA-0001 (A) where the car park has been rotated in order to maintain, protect and ensure the retention of the significant trees.

Comments regarding the traffic and transport have been addressed in the Traffic Report and Transport and Accessibility Impact Assessments by SCT Consulting.

Amenity impacts (noise and overshadowing) are design principles that have been incorporated into the design, through assessing building scale and the setbacks from the boundary.

SEARS Requirements - Index (Issued 14/09/20)	Pertinent
General Requirements	Refer to p4-5
Executive Summary	Refer to p4
A complete description of the development including:	
• A detailed constraints map identifying the key environmental and other land use constraints that have informed the final design of the development. • Plans, elevations & sections of proposed development. • Cladding, window and floor details, including materials. • A site plan showing all infrastructure and facilities (including any infrastructure that would be required for the development, but the subject of a separate approvals process). • Plans and details of any advertising/business identification signs to be installed, including size, location and finishes.	Refer to: • Site analysis p8-11 • Wayfinding p25 • Material Palette p24 Refer to: • Architectural Drawings DWG: SSDA-001(B) through SSDA-202(B) • Environmental Impact Statement (By DFP Planning Pty Ltd (DFP))
Key Issues 1. Concept Proposal – Statutory and Strategic Context	
• State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 • State Environmental Planning Policy No 64 – Advertising and Signage • Hornsby Local Environment Plan 2013 • Parramatta Local Environmental Plan 2011	Refer to: • Wayfinding p25 • Response to ESEPP p31-32 • Environmental Impact Statement (By DFP Planning Pty Ltd (DFP)
Key Issues 2. Concept Proposal – Policies	
• Crime Prevention through Environmental Design (CPTED) Principles • Better Placed: An integrated design policy for the built environment of New South Wales (Government Architect NSW (GANSW), 2017) • Draft Greener Places Design Guide (GANSW)	Refer to: • Crime Prevention p18 • Better Placed p33-34 Note: Draft Greener Places Design guide (GANSW) to be addressed by landscape architect

Key Issues 3. Concept Proposal – Built Form and Urban Design. Address:	
• The height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces. • Design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials and colours. • How Crime Prevention through Environmental Design (CPTED) principles are to be integrated into the development. • How good environmental amenity would be provided, including access to natural daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility. • How design quality will be achieved in accordance with Schedule 4 Schools – design quality principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools (GANSW, 2018). How services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.	Refer to: • Design Statement p22 • Site Planning and Massing p23 • Crime Prevention p18 • Response to ESEPP p31-32 • ESD Principles p17 It is noted that there is no height limit on this site. We therefore have not produced a height plane assessment of the site relative to a height limit.
Describe the design process leading to the concept proposal and provide:	
• Design quality guidelines for the future built form and integration of landscape design • A design excellence strategy, developed in consultation with, and to the satisfaction of, the Government Architect NSW, for the future stages of the development which demonstrates how design excellence will be achieved. This strategy should set out: • The design process leading to the concept proposal • A method setting out how the proposed design excellence, public domain and landscape excellence process will be implemented as part of the planning process • Details of the method for the incorporation of sustainability into design	Refer to: • Option analysis/ comparison p20-21 • Design Statement p22 • Landscape Plan p16 (see also Landscape Report) • Response to ESEPP p31-32 • ESD Principles p17
Provide:	
• A detailed site and context analysis to justify the proposed site planning and design approach including massing options and preferred strategy for future development. • A visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.	Refer to: • Site analysis p8-11 • 3D visualisation p26-29

SEARS Requirements - Index (Issued 14/09/20)	Pertinent
Key Issues 5. Concept Proposal – Environmental Amenity	
Assess amenity impacts on the surrounding locality, including solar access, visual privacy, visual amenity, overshadowing, wind impacts and acoustic impacts. A high level of environmental amenity for any surrounding residential land uses must be demonstrated.	Refer to: • Option analysis/ comparison p20-21 • Design Principles p13-19 • ESD Principles p17 • Report prepared by the ESD Consultant
Provide:	
• Shadow Diagrams • A view Analysis of the site from key vantage points and streetscape locations and public domain including photomontages or perspectives showing the proposed and likely future development. • An analysis of the proposed lighting that identifies measures to reduce spill into the surrounding sensitive receivers.	Refer to: • 3D visualisation p26-29 • Architectural Drawings: SSDA-301(B) through SSDA-303(B)
Key Issues 20. Concept Proposal – Stage 1 Works: Built Form & Urban Design	
The height, density, bulk and scale, setbacks and interface of the proposal in relation to the surrounding development, topography, streetscape and any public open spaces.	Refer to: • Design Statement p22 • Site Planning and Massing p23 • Crime Prevention p18 • Response to ESEPP p31-32 • ESD Principles p17
Design quality and built form, with specific consideration of the overall site layout, streetscape, open spaces, façade, rooftop, massing, setbacks, building articulation, materials and colours.	Refer to: • Material palette p24 • Design Statement p22 • Site Planning and Massing p23
How Crime Prevention through Environmental Design (CPTED) principles are to be integrated into the development.	Refer to Crime Prevention p18
How good environmental amenity would be provided, including access to natural daylight and ventilation, acoustic separation, access to landscape and outdoor spaces and future flexibility	• ESD Principles p17 • Design Principles p13-19
How design quality will be achieved in accordance with Schedule 4 Schools – design quality principles of State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017 and the GANSW Design Guide for Schools (GANSW, 2018).	• Response to ESEPP p31-32
How services, including but not limited to waste management, loading zones, and mechanical plant are integrated into the design of the development.	Refer to architectural drawings: SSDA-001(B) through SSDA-004(B)
Provide:	
• A detailed site and context analysis to justify the proposed site planning and design approach including massing options and future preferred strategy for future development. • A visual impact assessment that identifies any potential impacts on the surrounding built environment and landscape including views to and from the site and any adjoining heritage items.	Refer to: • Site analysis p8-11 • 3D visualisation p26-29
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Provide:	
• A view analysis of the site from key vantage points and streetscape locations and public domain including photomontages or perspectives showing the proposed and likely future development. • An analysis of proposed lighting that identifies measures to reduce spill into the surrounding sensitive receivers	Refer to 3D visualisation p26-29

2 SITE ANALYSIS

WIDE CONTEXT DIAGRAM

The New Primary School In Epping is proposed to be on the site of the former Northern Sydney TAFE at 86 Chelmsford Avenue (Lot 1, D.P. 582172) currently zoned SP2 (Infrastructure Educational Establishment). The elongated site is 2.067ha in area with it's long edge running east-west. Access to the site is from Chelmsford Avenue and Second Avenue currently. The site is 950m directly south of Epping West Public School, with low density residential (zoned R2) to the north and a 2-5 storey medium density development (Epping Brickworks Development zoned R1) directly south of the site. The school's site is located at the eastern end of a landscape corridor. The south western edge of the site is bushland that connects with Mobbs Lane Reserve. The bush land continues south along the alignment of Terrys Creek towards Eastwood town centre.

SPORTS, RECREATION AND NEARBY OPEN SPACES

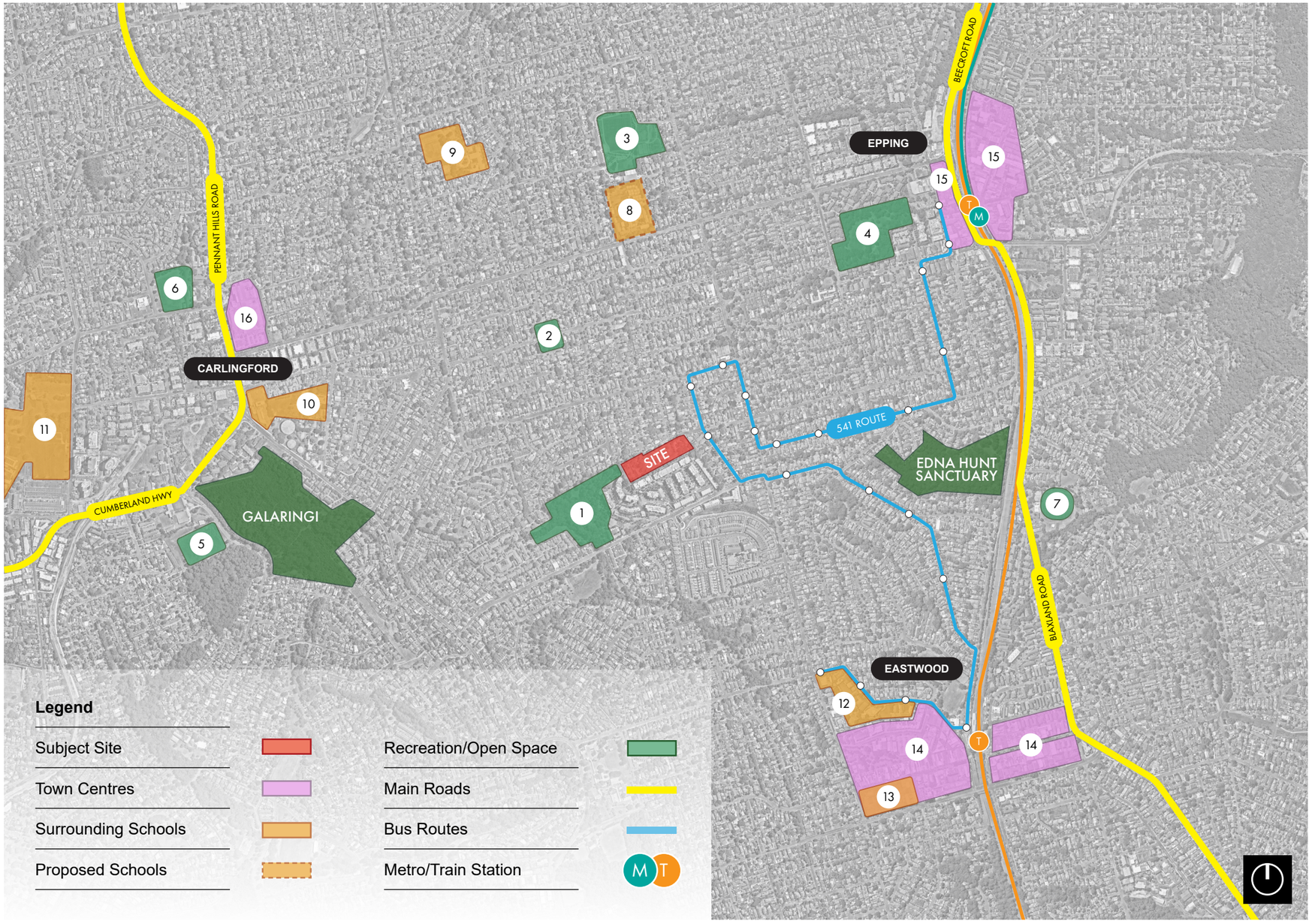
1. Mobbs Lane Reserve
2. Loftus Square
3. West Epping Park
4. Boronia Park
5. Cox Park
6. Harold West Reserve
7. Somerville Park

SCHOOL & EDUCATION FACILITIES

8. Epping West Public School
9. Karonga School
10. Carlingford Public School
11. James Ruse Agricultural High School
12. Marist College Eastwood
13. Eastwood Public School

TOWN CENTRES

14. Eastwood Town Centre
15. Epping Town Centre
16. Carlingford Court



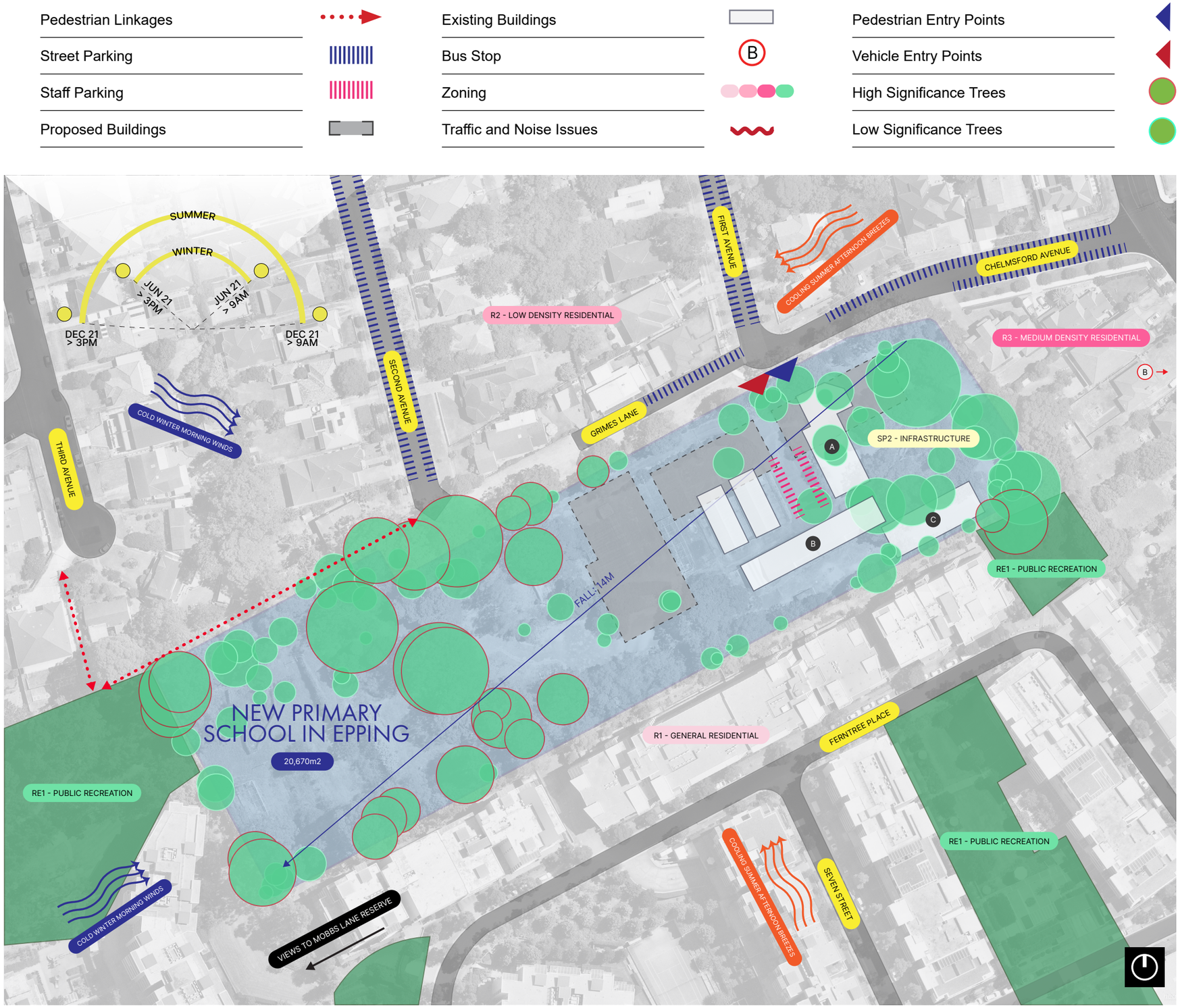
2 SITE ANALYSIS

SITE ANALYSIS PLAN

The New Primary School in Epping is on the land of the Wallumedegal People. There are currently three single storey buildings on-site and five greenhouse structures on the site. An existing on-site carpark and roadway is accessed from Chelmsford Avenue. Prior to the North Sydney TAFE using this land it was the location of the Camberwarra Residence, which sat approximately where the car park is currently.

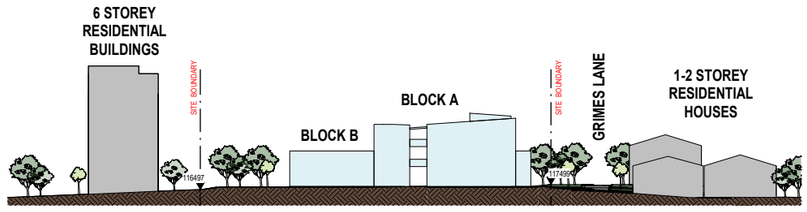
Trees and low-lying bushland cover most of the south western half of the site with another significant cluster of trees on the eastern boundary. Amongst this bushland are the critically endangered Sydney Blue Gum Trees (as identified in the arborist report).

The sites topography falls principally from the north east to the south west, with the steepest portion of the site occurring in line with Second Avenue. At this point there is also an easement where services pass through the site.

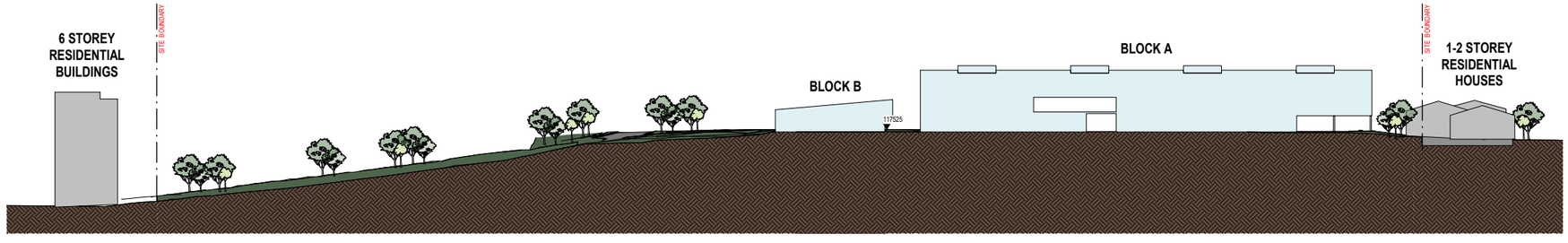


2 SITE ANALYSIS

SITE SECTIONS



NORTH SOUTH SECTION A

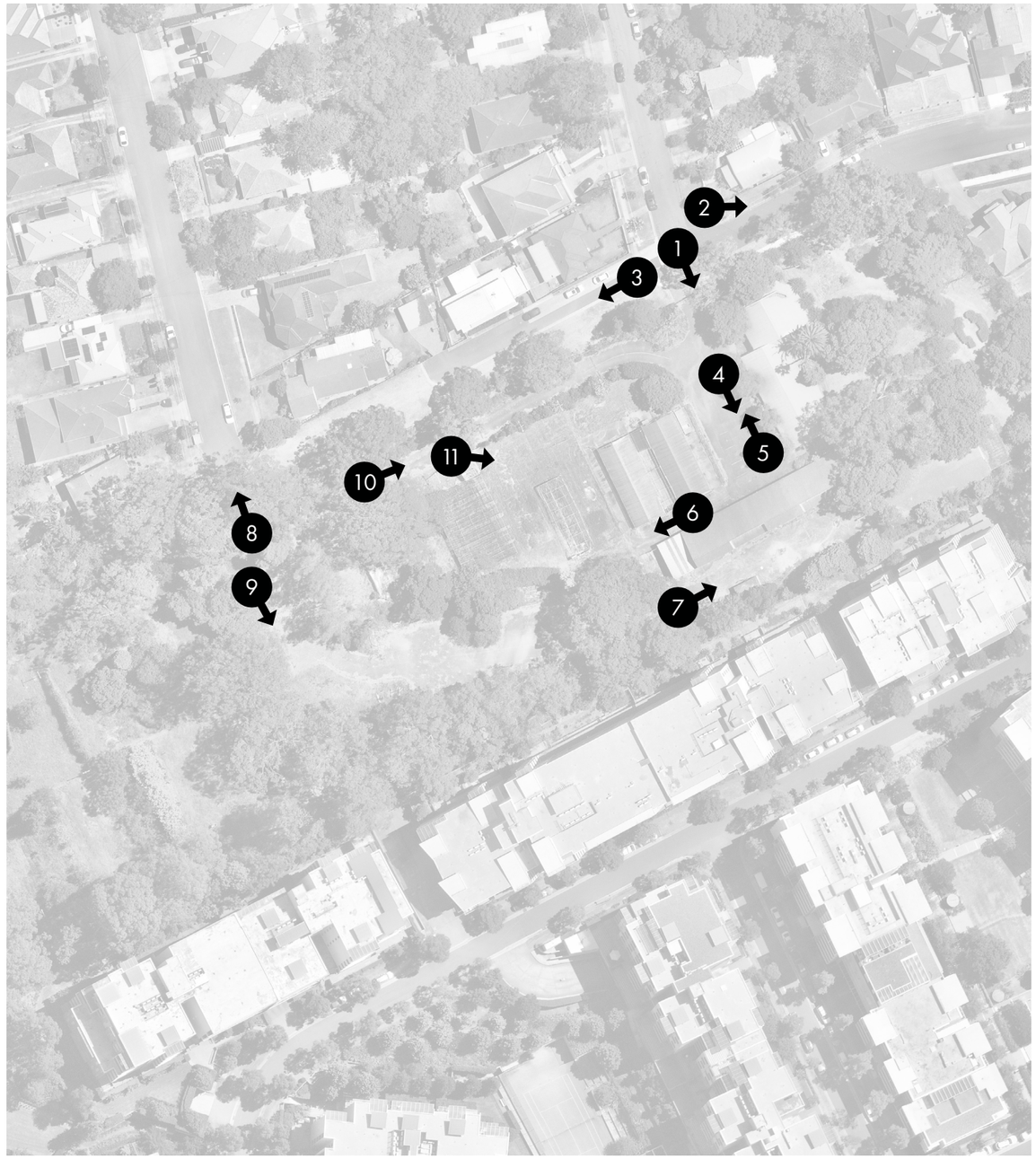


WEST SOUTH SECTION B

2 SITE ANALYSIS

SITE PHOTOGRAPHS

The site photographs were taken by Pedavoli Architects during a site visit on the 23rd of March 2021.



2 SITE ANALYSIS

SITE PHOTOGRAPHS

The site photographs were taken by Pedavoli Architects during a site visit on the 23rd of March 2021.

3 KEY CONSULTATIONS

TRANSLATIONAL BRIEF

In September 2020 Dialogic Learning in collaboration with BVN Architects submitted a translational brief that played a role in setting out the design thinking for the concept design, which has been built on for this submission. Dialogic Learning conducted five meetings including three design meetings, one presentation and a PRG meeting (from July 2020 to September 2020).

This report recommended the key functional relationships from the Educational Rationale for the school, which included:

- Ensuring the front door or address of the school is accessible and visible to the community should be a consideration.
- Consider the use of buildings with multiple floors and covered outdoor learning areas (COLA) to mass student numbers and maximise play space available. This would also reduce building entry and exit points and increase the control and management of the site.
- Consideration of movement of large numbers of students is important, eg. Access ramps, wide stairways that double as amphitheatre-style seating.
- The library should play a central role in the school site and is recommended that library and large gathering facilities form a central hub for learning and connection across the school campus.
- Outdoor learning spaces will need to have maximum impact on the learning experience of students. New learning facilities should utilise outdoor learning spaces for each learning area. Perhaps creating a functional external relationship to thoughtfully designed outdoor areas for every grade and stage.

SCHOOL DESIGN WORKSHOP MEETING

Meetings have been held on 26 March 2021 and 1 April 2021 to present and receive feedback on the project as it develops.

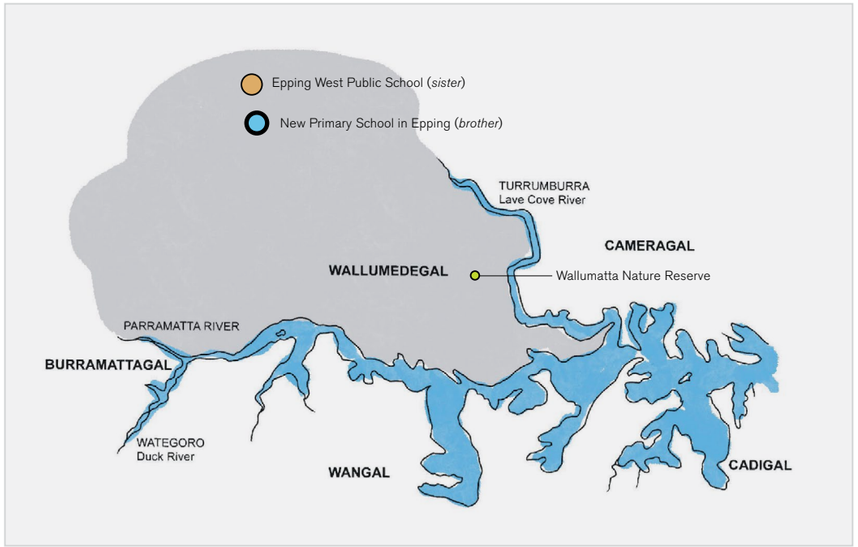
The stakeholders in attendance shown support to the overall masterplan and the amendments made to the Library and SELU. The homebases organisation and especially the large central space for practical activities and team teaching has also been well received.

CONNECTING TO COUNTRY

The project team is in the process of making contact with the relevant Aboriginal to facilitate the conversation to strengthen this project's connection to country.

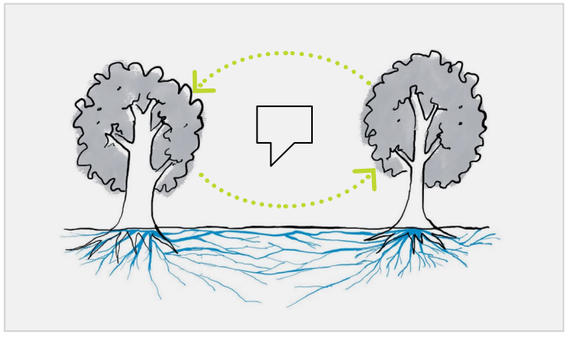
4 DESIGN PRINCIPLES

SITE NARRATIVE

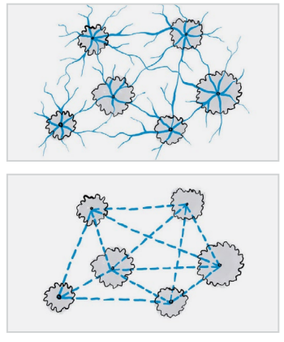


Wallumedegal People: Wallumedegal People occupied the land bounded by the Parramatta River and Lane Cove Rivers. This is in contrast to other language groups of the inland regions where watercourses passed through their lands.

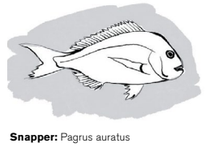
The close proximity of the New Primary School in Epping and Epping West suggests a linking whereby we might consider them within the same clan or as brother and sister. In this spirit we have aimed to link the schools conceptually through story and visual devices.



Connectedness of trees: This complex network connecting trees is dependent on a symbiotic relationship with microbes in the soil like fungi and bacteria. Fungi can cover a large surface area by developing white fungal threads known as mycelium. Mycelium spreads out on top of tree roots by up-taking sugars from the tree and by providing vital minerals back to the tree, such as nitrogen and phosphorus. This symbiotic relationship between tree roots and fungi is known as the mycorrhizal network (from Greek, Myco, "fungi" and Rhiza, "root").



Graphic language: Representation of the mycorrhizal network provides opportunity for graphic development within the sign package ie resolved into abstract visuals.



Snapper: Pagrus auratus

WALLUMEDEGAL

wallumai: *snapper fish*
matta: *water place*
wallumedegal: *snapper people*

A Wallumedegal totem animal: Waterways and ocean were places of abundant food for indigenous peoples. The Snapper is noted as a totem animal of the Wallumedegal People and was observed by early settlers as being in abundance.

Source: Working Images

CONNECTING WITH COUNTRY: INTER-CONNECTEDNESS

Site narrative and concept for The New Primary School in Epping.

OVERVIEW:

A as a priority, the site narrative aims to establish clear definition of Indigenous links to the school site and surrounds which will inform the development of a site narrative informing all aspects of design. The narrative presented here draws upon a study of the site, its physical character and ecological value and a review of material describing the significance of Indigenous culture and history of the Wallumedegal People of the region.

1. Site analysis

The New Primary School in Epping is situated within the suburb of Epping – a dense urban environment located broadly between the Lane Cove and Parramatta Rivers. The school site is noted as containing a range of significant trees. Although a tightly populated area it remains a heavily treed locality with 10 Wildlife Protection Areas and over 100 Reserves in the Paramatta Council[1]. One such site to the south east, is Wallumatta Nature Reserve. At 6.195 hectares in size it is a rare example of open forest on Wallumatta Shale soil.

2. About Connecting With Country

Connecting to Country means much more than a connection to land.[2] It evokes the enduring connection to the environment and its role in forming Indigenous, Culture, Community and identity[3] but within the limited scope of this project we are constrained in our ability to capture this in all dimensions. Our goal is therefore to establish a meaningful connection within the context of the school site – whereby the life and culture of Indigenous peoples that occupied the sites (Wallumedegal) can be acknowledged and expressed.

The living environment has a central place in Indigenous culture[4] but also with contemporary western learning strategies[5] –reflecting on the importance and care for the natural world and its inhabitants linking to our wellbeing and its importance to deepening awareness of climate health. Connection With Country imparts to us the importance of this connection to environment and to place – contextualising and making meaningful our place in our society and the wider world.[6]

The Epping South site has a landscape significantly changed from the time of permanent indigenous occupation. Observations by early explorers noted a beautiful, treed and grassy park-like glades that were understood to be a result of indigenous firestick farming and seasonal cold burning of the bush to promote good hunting on the land[7]. Women were noted for being highly skilled fishers with hooks and line crafted from the bush materials[8]. Canoes, cut from the trunks of the stringy bark trees, were widely in use for transport and hunting[9]. Fish and other produce from the adjacent waterways are acknowledged as being in abundance[10].

In the much changed present landscape with a need to draw tangible connections to place, our role then is to find a way to *bring the environment to life* – to understand its language – so we can learn from it.

3. Concept and Connecting With Country

The abundance of 'high-significance' trees on the school site[11] and in the region is a source of inspiration for the conceptual approach and for Connecting With Country. The trees become symbols connecting the students to the original landscape.

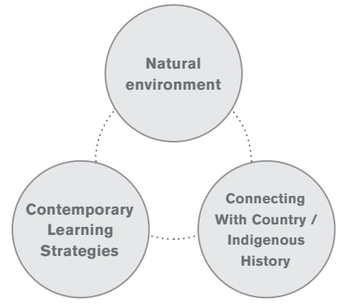
Trees present a highly visible connection to the environment and are actually precise indicators of environmental health[12]. Understanding that trees have the capacity to communicate with each other (through their mycorrhizal network)[13] and have a fundamental role in the health of the environment we depend upon (generation of oxygen and carbon absorption) helps us form a clearer picture of the interconnectedness of things and in turn affirm our connection to the environment.

"Aboriginal people believe that Country has a spirit and is living" [14] and that "Country is continuously speaking to us" [15]. Through this understanding the trees are brought to life and we can then ask what they might say – about this particular site, their experiences through time and what might we do differently to preserve the environment and help it heal?

The close proximity of the New Primary School in Epping and Epping West schools suggests a linking whereby we might consider them within the same *clan* or as *brother* and *sister*. In this spirit we have aimed to link the schools conceptually through story and visual devices.

4. Conceptual approach for design elements

The site narrative formed through the conceptual approach and Connecting With Country it is anticipated that a range of features may be incorporated into the various built elements including architecture, landscape and signage forms contributing to the activation of space and Connecting With Country. These will emerge through the use of symbols, illustrations, colour, imagery and names to support the tangible links to environment and Indigenous history.



Value of environment: Activation of these three elements renders them visible to the users of the site and provides learning opportunities, a stronger sense of place, the value and role of the environment to Indigenous peoples and providing tangible links to their culture.

Colour palette: Abase colour palette is drawn from the Sandstone Rock strata of the Epping Region, the waterways of Parramatta River and Lane Cove Rivers and rockpools.

4 DESIGN PRINCIPLES

SITE NARRATIVE

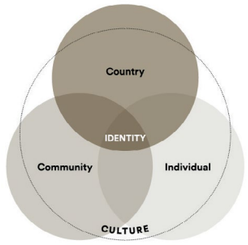


Figure 6: Interrelationships between Country, community and individuals. Reciprocal relationships with Country and community form cultural practices, which in turn shape individual identities. All are also influenced by external factors including environment, politics, and wider society.

Pg 16 / *Draft connecting with country framework 2020 11 12.pdf*

Source: Working Images

CONNECTING WITH COUNTRY: REFERENCES

1.

WILDLIFE AND NATURE RESERVES-PARAMATTA

https://www.cityofparramatta.nsw.gov.au/environment/city-in-nature/bushland-and-biodiversity/wildlife-protection-areas

2.

"Country" (capital C) has a specific and significant meaning for Aboriginal peoples. In the Aboriginal sense of the word, Country relates to the nation or cultural group and land that we belong to, yearn for, find healing from and will return to. ***However, Country means much more than land***, it is our place of origin in cultural, spiritual and literal terms. It includes not only land but also skies and waters. Country incorporates both the tangible and the intangible, for instance, all the knowledges and cultural practices associated with land. People are part of Country, and our identity is derived in a large way in relation to Country.

— Dr Danièle Hromek, Budawang/Yuin, Researcher and spatial designer, 2019

Pg 14 / Draft connecting with country framework 2020 11 12.pdf

3.

For many Indigenous people in Australia, land is much more than soil, rocks or minerals. It's a living environment that sustains, and is sustained by, people and culture.

https://australian.museum/about/history/exhibitions/indigenous-australians/

5.

Abstract: Learning in the outdoors has significant educational advantages for children in the Primary School years and the need to connect with nature is becoming increasingly prominent in research worldwide. Pro-environmental behaviour, especially in the early years, has been shown to have a causal relationship with connectivity with the natural environment. Place-based outdoor learning promotes a relationship with the natural environment and constructs deep environmental knowledge and understanding of the world that surrounds learners. Embedding Indigenous culture and knowledge into outdoor learning within Primary School programs enables local knowledge and understanding to permeate throughout activities in explicit and experiential ways. A place-based pedagogy recognises the importance of forming intimate relationships with place through regular visitations to the same outdoor environment.

Place-based outdoor learning and environmental sustainability within Australian Primary School « Journal of Sustainability Education

6.

The deep connection between humans and nature is well-documented. There are studies which suggest that all humans have capacity for a special relationship with the environment and that we thrive when connected to nature. This is well understood in the Japanese practice – shinrin-yoku – sometimes referred to as "forest bathing"6. By extending this idea of individual connection to nature, the connection between culture and place becomes clearer. We all have a degree of awareness of how our cultural identity is linked to a sense of place – whether that be in nature or in the built environment.

Pg 22 / Draft connecting with country framework 2020 11 12.pdf

7.

Bradley continued: 'We next proceeded to the Flats, where we landed and went 2 or 3 Miles into the Country, found the trees a considerable distance apart & the Soil in general good[.] Grass very long and no underwood.' Surgeon George Worgan of HMS Sirius was also struck by this landscape during an excursion along the river on 14 May 1788. Worgan admired the 'gentle Slopes' of the river banks, 'green to the water's edge'. He continued: 'The Trees are small and grow almost in regular Rows, so that together with the Evenness of the Land for a considerable Extent, it resembles a beautiful park.'41 Bradley and Worgan were gazing at a landscape deliberately shaped by Aboriginal burning, a technique dubbed 'firestick farming' by anthropologist Dr. Rhys Jones. Constantly lit small fires created a mosaic of vegetation and encouraged new growth to attract small game.

Wallumedegal An Aboriginal History of Ryde, Keith Vincent Smith, 2005, City of Ryde

8.

Hand fishing lines were called car-re -jun because they were spun from the inner bark of the kurrajong tree (Brachychiton popu/neus). Women rolled strips of bark along their thighs, wrote Tench , 'so as to twist it together, carefully inserting the ends of each fresh piece into the last made.' Surgeon John White noted that to stop them fraying, the lines were strengthened by soaking them in a solution of the sap of the red bloodwood tree (E. gummifera). Women made their own fishhooks (burra) by chipping, grinding, shaping and smoothing large seashells, usually of the Turban (Ninda torquata) into a crescent shape, using a long, rounded stone file. The shiny lures did not have a barb to snag the fish and were not baited. 'They nevertheless catch fish with them with great facility,' remarked Lieutenant David Collins. Aboriginal men caught their fish with a mooting, a long spear headed with either three or four hardwood prongs barbed with bone points, which the English called a fiz-gig or fish-gig. They were made in the same way as other spears from lengths of the flowering stem of the grass tree glued together with yellow resin or gum from the same tree. The wooden prongs were hardened in the fire and tipped with animal or fish bones or teeth stuck on with gum. Fiz-gigs were launched by hand, without a spear-thrower.

Wallumedegal An Aboriginal History of Ryde, Keith Vincent Smith, 2005, City of Ryde

9.

Although the Eora burned and maintained one metre wide pathways through the bush, the waters of the harbour, its creeks, coastal estuaries and lagoons and the artery of the Parramatta River were crowded with men and women fishing and coming and going in their bark canoes. The nowey or canoe was three to four metres long and about one metre wide, shallow and shaped from a straight sheet of bark bunched at each end and tied with vines or cord. Spacer sticks were jammed across the centre to hold the sides apart. Bark for canoes was taken from the stringybark (Eucalyptus obliqua) or from the goomun or 'fir tree' (Casuarina species). Using a stone hatchet to cut out the bark, a canoe could be made in a day. Canoes used in inland waters 'differed in no wise from those found on the seacoast, ' said Watkin Tench . 'Four or five people will go, in the small things, with all their Spears & Emplements [implements] for procuring their subsistence,' wrote John Gardiner of HMS Gorgon.21

Wallumedegal An Aboriginal History of Ryde, Keith Vincent Smith, 2005, City of Ryde

10.

Snapper were abundant in Sydney's bays and rivers. 'Mullet, Bream, Snappers, Jew Fish, Sting Rays, Mackerel are very common,' wrote Surgeon George Worgan of HMS Sirius. Watkin Tench asserted in his Narrative of an Expedition to Botany Bay that sailors from the French La Perouse expedition in one day landed 2 000 snapper at Botany Bay.24 The English settlers named the pink-red Old Man snapper the 'lighthorsemen' because they developed a characteristic forehead bump which resembled the helmets worn by horse guardsmen. The Eora taught Tench and others to share their appreciation of the snapper. The relish of this excellent fish was increased by our natives, who pointed out to us its delicacies. No epicure in England could pick a head with more glee and dexterity than they do that of a light-horseman,' Tench wrote.

Wallumedegal An Aboriginal History of Ryde, Keith Vincent Smith, 2005, City of Ryde

11.

C2.107_ES Tree Location Plan (A).pdf, Arboreport, Vegetation Mangement Consultants, 17/04/2020

12.

Ecologists reveal that trees are precise indicators of environmental health, as they show specific symptoms with an increase in air pollution bioindicators such as trees take note of many changes in the environment and will thus soon become valuable recorders of contamination, very convenient for environmental monitoring, reports D K Pandey et al of the Forest Research Institute, Dehra Dun, Uttar Pradesh.

https://www.downtoearth.org.in/news/pollution-and-plants-23533

13.

This complex network connecting trees is dependent on a symbiotic relationship with microbes in the soil like fungi and bacteria. Symbiosis is when two separate organisms form a mutually advantageous relationship with each other. Fungi can cover a large surface area by developing white fungal threads known as mycelium. Mycelium spreads out on top of tree roots by up-taking sugars from the tree and by providing vital minerals back to the tree, such as nitrogen and phosphorus (Figure 2). This symbiotic relationship between tree roots and fungi is known as the ***mycorrhizal network*** (from Greek, Myco, "fungi" and Rhiza, "root").

Exploring The Underground Network of Trees – The Nervous System of the Forest - Science in the News.pdf

14.

Pg22 / *draft connecting with country framework 2020 11 12.pdf*

15.

Pg21 / *draft connecting with country framework 2020 11 12.pdf*

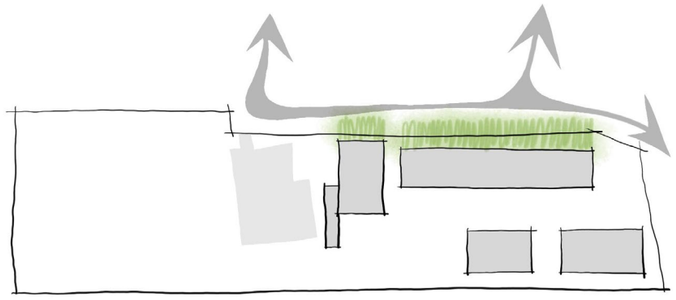
4 DESIGN PRINCIPLES

SITE AND BUILT FORM

CONCEPT DESIGN PRINCIPLES

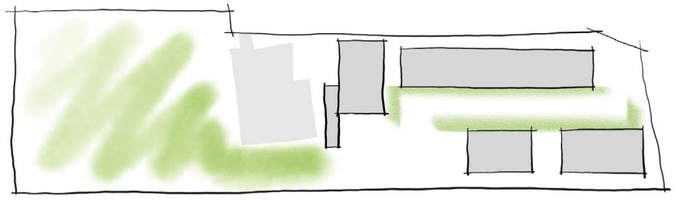
During the concept design phase, BVN Architects developed design principles that have been built upon for the submission of this design proposal.

These principles are indicated here.



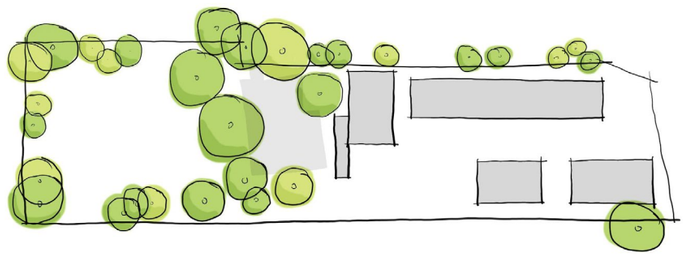
STREET FRONTAGE

The extension of Grimes Lane to connect with Second Avenue, is proposed to increase the school's public connection. The buildings and parking have been positioned to maximise the site's restricted street frontage.



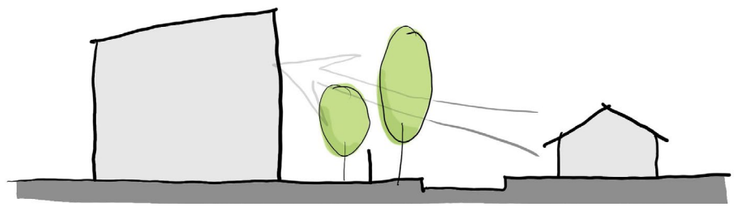
VARIETY OF OPEN SPACES

The internal courtyard to the east of the site is designed to allow for multiple, protected learning areas away from the street. The open play space to the west is a wide, green space favouring physical and recreational activities.



TREE PROTECTION

The site design locates the buildings and services to retain and protect the highly significant Sydney Blue Gum Trees.



GREEN BUFFER

Existing street trees are retained through providing a large building setback. These trees as well as the additional distance between the residential and the school buildings provides the necessary visual privacy and buffer between uses.

4 DESIGN PRINCIPLES

LANDSCAPE MASTERPLAN

The proposed landscape site plan shown on this page forms a part of the documentation submitted by Taylor Brammer. Please refer to the Landscape Report for more information and design rationale. This proposed landscape plan was developed in collaboration with the architectural scope, site narrative, ESD, wayfinding and signage designs.

LEGEND

- Site boundary
- Existing contour
- Proposed spot level
- Existing services
- Existing trees to be removed
- Existing Sydney Blue Gum Community to be retained
- Existing Shale/Sandstone Community to be retained
- Existing trees to be retained (High significance)
- Existing trees to be retained (Medium significance)
- Existing trees to be retained (Low significance)
- Mesh board walk
- Suspended board walk
- Maintenance access
- Road
- Concrete pavement
- Pavement
- Play area
- Retaining wall
- Vegetable garden
- Sandstone seating
- Seating steps
- Dry creek bed
- Proposed deciduous trees
- Proposed native trees (Sydney Blue Gum Community)
- Proposed native trees (Shale/ Sandstone Community)
- Mass planting
- Embankment planting
- Mulch underneath existing trees
- Wetland planting
- Turf

DIALOGUE

1. Main pedestrian access to the school from graham lanes highlighted with appropriate pavement and signage and deciduous tree plantings
2. SELU breakout courtyard space
3. SELU play area approx. 300 m2
4. Dry creek bed providing natural drainage solution to the north eastern corner of the site
5. A series of outdoor learning space with pavement treatment, deciduous tree plantings and sinuous seating with a range of spaces created. Existing tree to be retained as part of this area
6. Open grassed area developed for informal games which will form the platform for stage 3 building
7. The growing garden area with direct linkage to outdoor learning areas with good northern orientation for the maximum growing of vegetables, herbs and indigenous native foods
8. Open lawn that will form the platform for stage 2 building as part of the school
9. Multi-use games court to facilitate a number of different sports for students
10. A grassed viewing mound to the MUGA with shade tree planting to facilitate protection from the sun
11. COLA with series of seating steps to the southern end to facilitate student gathering and meeting when entering from the carpark area
12. Bike parking adjacent from the main entry path from the carpark
13. Elevated walkway at 1 in 14 provides a link from upper school to lower school play area, designed to avoid existing trees and create minimal impact on the existing vegetation
14. Pedestrian ramp at 1 in 20 leading to an outdoor learning area at its northern end and linking to the open grassed area between the nature play
15. Additional tree plantings of blue gum forest community to reinforce the existing plant community found on site
16. Open grassed area to the west of nature play provides further opportunities to partake in informal games
17. Nature Play area to include wetland type plantings, rock walk, timber and an arrangement of low-level planting solutions that provide a learning experience and creative play opportunity
18. Open grassed area to the west of nature play provides further opportunities to partake in informal games
19. Additional plantings of the SSTF (shale/sandstone transition forest) community to reinforce the existing remnant vegetation in this area
20. Access track to provide maintenance access to lower play and garden area

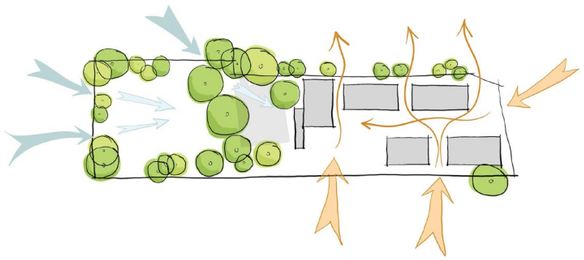
Source: Taylor Brammer SSDA Report (09.04.21)

4 DESIGN PRINCIPLES

ESD

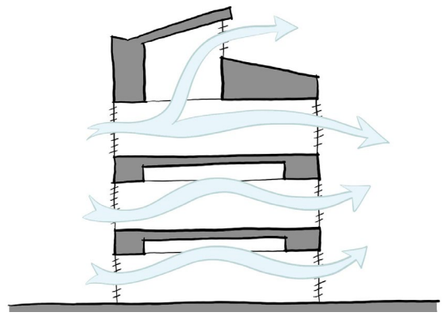
The following ESD principles have been developed with Northrop. They outline the ESD principles that have been incorporated into the proposed design.

In addition to the principles shown right the installation of solar panels and the reuse of rainwater have been incoperated into the proposal.



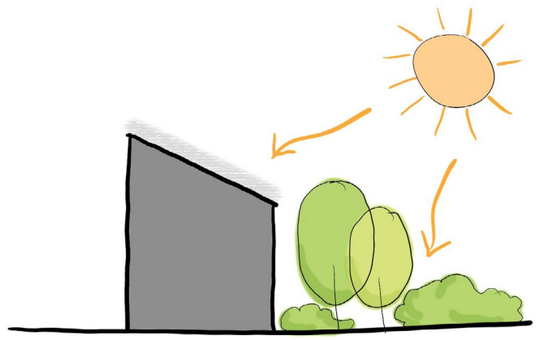
PROTECT FROM WESTERLY WINTER WINDS

Consider appropriate planting, e.g. thick coverage at pedestrian level along Western edge of site to protect from cold winter winds.



PATH FOR NORTH/SOUTH SUMMER WINDS

To allow air movement for natural ventilation and to increase thermal comfort.



MITIGATE HEAT ISLAND EFFECT

Consider high solar reflectance index materials, e.g. roof materials, playing court and carpark surface; provide vegetation; provide shade with vegetation and external shading elements within the architectural design.

4 DESIGN PRINCIPLES

CRIME PREVENTION

CPTED consists of four (4) universal design principles which are aimed at assessing crime risk and reducing preventable risk before a development is approved. The proposed development has been designed having regard to the CPTED principles.

Territorial Re-Enforcement

The Site has frontage to the public domain on Chelmsford Avenue, Grimes Lane, First and Second Avenue. The proposed main entry is located at the junction of First Avenue, Grimes land and Chelmsford Avenue. The site is fenced in accordance with the SINSW security (SSU) requirements therefore delineating ownership and access. The entry points are clearly defined by built form and signage and encourage access to the site through controlled points.

Surveillance

The principles relating to surveillance relate to spaces in public areas where people can see and interact with others. The proposal, with it's clear circulation paths, promotes strong natural surveillance of both the public domain and the interior of the site. During weekend and after-hours periods, the site will be secured with site fencing and the buildings will be fitted with a Back to Base Alarm System. Further, the external lighting for night time crime deterrence will be designed to the relevant Australian Standard & SSU requirements.

Access Control

The development proposes to utilise fencing to all boundaries, with gates to provide access control. Fencing around the boundary of the site will not restrict surveillance opportunities and will be constructed of optically permeable materials in accordance with EFSG and the School Security Unit requirements.

Space/Activity Management

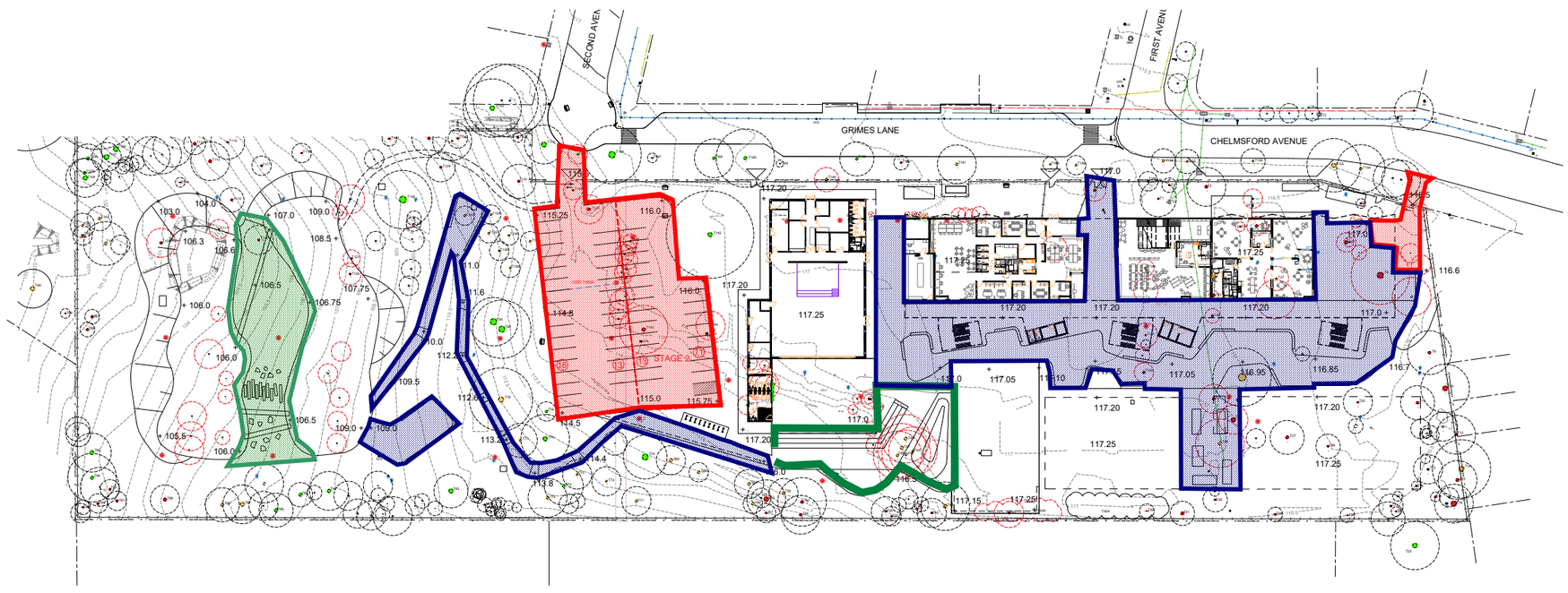
The proposed development achieves this through the design of buildings orientated to the exterior of the site and promotion of interior open spaces protected from the public domain. During school operation the students will be contained generally to the interior of the site. Graffiti resistant materials will be used wherever practicable to assist in removal. Landscaping as a screen is incorporated into the southern edge of the site to provide appropriate privacy between the teaching spaces and the adjoining medium density residential development. See landscape report by Taylor Brammer for more detail.

The western playspace is separated from the developed part of the site. Given the steep slope and the large amount of vegetation to be retained north-south across centre of the site, CPTED will need to managed closely with regards to the playspace in the western portion of the site. A school safety management plan will be developed (as with all schools) and this plan will specifically detail the need for staff/teacher surveillance to be stationed in the western portion of the site to manage student safety. The school safety management plan will also identify when the western playspace will be able to be accessed by students.

4 DESIGN PRINCIPLES

Legend

PC2 (Including PCD/PCX) - Drop off zone to PC3/PCD	
PP3	
PP2/Connecting Elements (Ramps & Staircases) lit to PE	



Source: Erbas

EXTERNAL LIGHTING STRATEGY

Key Considerations for External Lighting
AS 4282:

- Light falling on surrounding properties
- The brightness of luminaires in the field of view to nearby residents
- Glare to users of adjacent transport systems
- Effects of astronomical observations

Control of Effects:

- Level of lighting
- Times of operation for proposed lighting
- Type of lighting technology

CPTED (Crime Prevention Through Environmental Design):

- Ensuring correct categorisation of areas
- Ensuring robust quality fittings
- Ensuring compatibility with security

Design Objectives:
The implementation of a new exterior lighting design will be in accordance with the following Australian Standards:

- AS/NZS 1158:2005 Lighting for the roads and public spaces and,
- AS/NZS 4282:2019 Control of the obtrusive effects of outdoor lighting.

The design will consider surrounding properties and residents and work to mitigate the negative effects of this through careful and considered selections of luminaires and control strategies, appropriate lighting levels and lighting locations.

The new exterior lighting system will also consider crime prevention and work to eliminate cause through the implementation of correct lighting categorisations, and a cohesive lighting system with robust luminaires that is compatible with security system requirements.

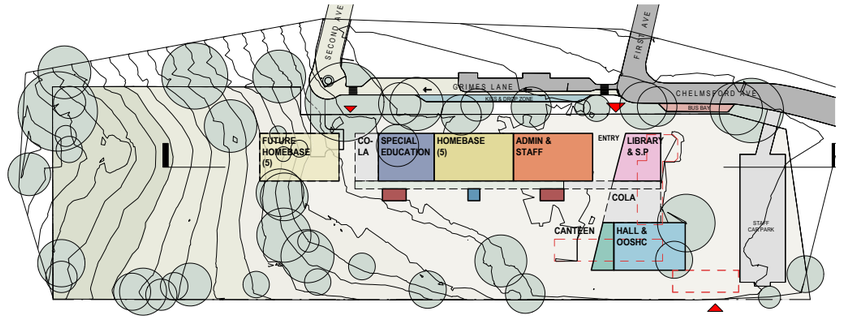
5 ARCHITECTURE

OPTION ANALYSIS

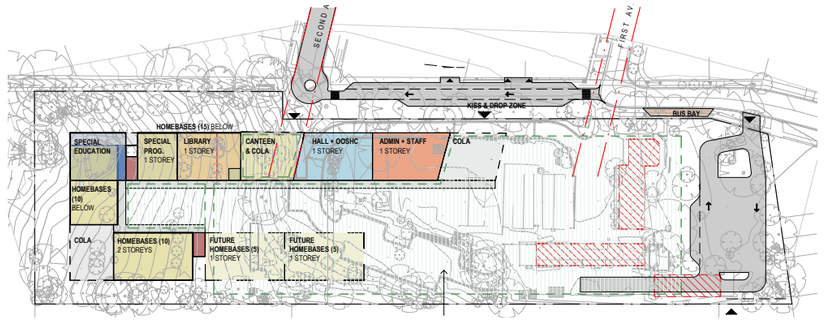
Concept Design Option Analysis

During the concept design phase of work BVN developed two options that were selected from the masterplan phase, option 2A and Option 3B. Option 3B was ruled out in the concept design phase due to its impact on several significant trees. Option 2A was then developed as the proposed concept design, changes to the layout were made during this phase due to the following factors:

- Advise from Aborocultural and Biodiversity consultants.
- Feedback from EFSG outlined that a 4 home-base cluster is the non-negotiable maximum.
- The carpark was moved to the western side of the proposed buildings following consultation with the PRG and EFSG teams, siting traffic concerns with the carpark adjacent to the main pedestrian entry.
- The hall was relocated respective to the carpark moving.
- SELU was moved to have separate driveway access at the sites eastern end.



BVN Option 2A



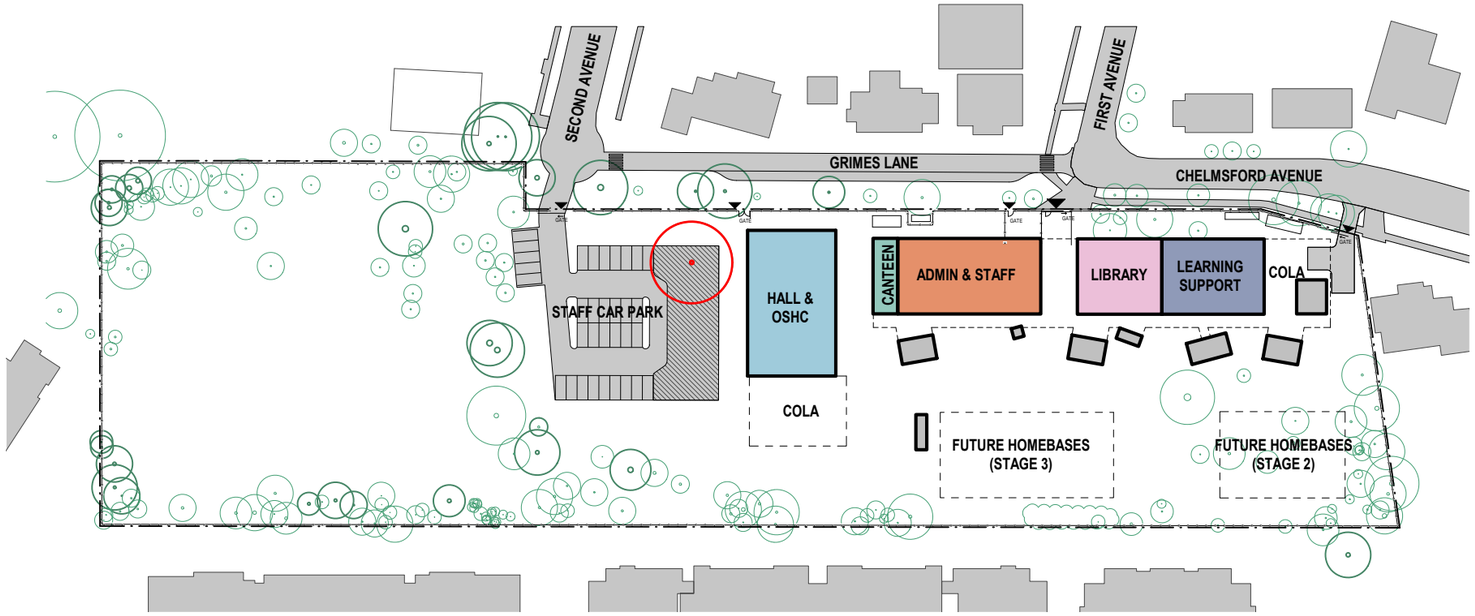
BVN Option 3B

5 ARCHITECTURE

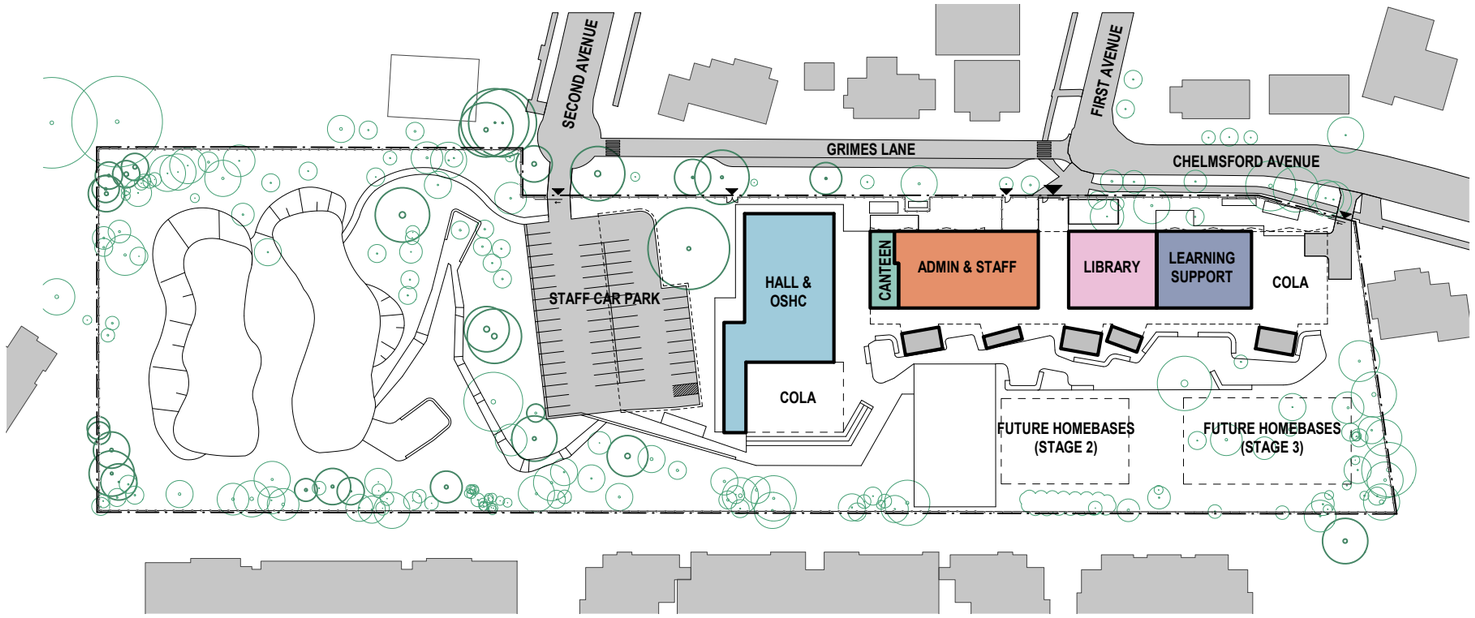
OPTION COMPARISON

The design has been revised to incorporate the feedback from the Government Architect NSW State Design Review Panel, SINSW stakeholders and to integrate a volumetric DfMA construction system. Some minor changes had an impact on the site plan, including the redesign of the carpark to ensure the retention of highly significant tree T145, the re-planning of the Hall and the relocation of storerooms and amenities strategically placed to shield the COLA and open play space from the carpark. The proposed location of future building stages has also been revised to allow for construction access.

The carpark location has been identified as appropriate for operational safety and efficiency. It has been endorsed by SINSW and the School Working Group. The segregation between the various vehicular activities (staff parking, kiss & drop and SELU drop off) increases the safety of the pedestrians and reduces traffic issues. The limited street frontage of the site restricts the possible carparking location as well as the buildings' location, therefore the masterplan has been designed to respond to these constraints while being mindful of the ecological disturbance to the site. The design is seeking to have a minimal impact to the significant vegetation and take advantage of the sites topography.



BVN Preferred Option



PA Preferred Option

5 ARCHITECTURE

DESIGN STATEMENT

The New Primary School in Epping is located within the lands of the Wallumedegal People. It is surrounded by low density residential to the north and east; medium density residential to the south and an existing landscape corridor to the south west. This landscape corridor is home to the critically endangered Sydney Blue Gum Trees.

The site narrative has been developed in collaboration with the consultant team to bring together the natural environment; the existing trees on site and their interrelationships; the indigenous history of the site; the topography and movement of water across the site. These elements inform the landscape design, wayfinding approach and the material palette selected for the school. The colour palette is inspired by the colours that can be found on the bark of trees such as Sydney Blue Gum, Southern Blue Gum, Paperbark and Lemon Scented Gum. The material and finishes, wayfinding and landscape are described in further detail within the documents that form part of this submission.
The site's atypical geometry, biodiversity, topography and existing roadway access have been considered to arrive at a quality design outcome for the school. The existing Grimes Lane is proposed to extend, connecting First Avenue to Second Avenue for the kiss and drop and a throughway improving the transport functionality of the site.

At Stage 1, two buildings are proposed address the limited street frontage on Grimes Lane and Chelmsford Avenue, both setout and oriented to facilitate solar access, cross ventilation, and view lines across the site. The buildings are set back to allow a generous landscape setback to the street:

1. Building A comprises the Administration, Staff and Learning support units at ground floor; a Library on two levels; and 25 homebases divided into 6 clusters. The school's core facilities are sized appropriately to cater for the school at its maximum capacity, when all stages have been constructed. In the alignment of First Avenue, a double storey void is proposed in between the Administration and Library to provide a clear covered entry to the school. The setback of the building has been designed to allow for existing trees to remain and proposed landscaping to provide a buffer between the residences and the school building. The façade is articulated in plan with applied sun shading devices that further breakdown the street façade.
2. The Hall and Out of Hours School Care facilities also benefit from a street presence to support the role of this building in the local community. The Hall opens on its southern part onto the COLA located in the most central part of the School with a direct connection to the upper and lower parts of the outdoor play space.

The carpark accessed from Second Avenue has been shaped to preserve the highly significant Blue Gum Tree on site (Tree 145 as noted in the Tree Location Plan by Arboreport) and provide direct access to the Hall and OSHC (please see response to GANSW on page 35 where the design decisions that lead to the locality of the carpark are discussed). To the west and south of the carpark is where the large open outdoor playspace is proposed. This unique area of biodiversity will provide a variety of outdoor learning and play environments unique to this site. Opportunities to learn from the landscape on site are being explored to take advantage of the diverse biodiversity.

The two future homebase buildings (stages 2 and 3) have been located on the southern boundary to allow the street frontage to be dedicated to the core facilities for a good functionality and community access. As the future buildings will be constructed, a protected courtyard will be created providing a variety of spaces for activities and learning including quiet activities, small group gatherings, sustainable learning, sport courts, leaving the nature play space to extend to the full extent of the site on the western boundary. These spaces are designed for accessibility and inclusivity, with the aim to provide equitable access across the site underpinned by clear visual circulation and wayfinding.

5 ARCHITECTURE

SITE PLANNING AND MASSING

The site planning incorporates feedback from key stakeholders and the design principles outlined in this report. The proposed site layout brings resolution and order to the end of First and Second Avenues with a new street address that sits perpendicular to these streets aligned to the modifications to Grimes Lane.

The buildings' three storey scale is intermediary between the single and two storey residential dwellings to the north and the 5 storey Epping Park Development to the south. It is setback from the road sufficiently to allow a landscape buffer to nurture the existing trees in the zone and allow for new proposed landscaping. This provides visual privacy between the residential dwellings and the school.

Stages 2 and 3 are two homebase buildings setback and scaled to minimise any overshadowing to the southern residential development. These two stages will be constructed at a later date. Site access during the construction of these two future stages is to be provided via the SELU driveway. Stage two is located the furthest of the two future stages from the SELU driveway to ensure access clearances for the DFMA modules to stage three. These two stages are to be designed and constructed in accordance with the design principles outlined in this report; Government Architect NSW feedback, State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017; Government Architect NSW Design Guide for Schools; and Government Architect Better Placed document.

5 ARCHITECTURE

MATERIAL PALETTE

Building on the concept design material palette by BVN architects, the proposed material palette is inspired by the Sydney Blue Gum forest that dominates the site. Neutral light and dark grey tones are proposed to be used in conjunction with accented colours that are derived from the colours found on the Sydney Blue Gum's bark. The proposed metal cladding from the BVN concept design has been replaced by CFC cladding, a versatile material that more appropriately responds to the local context.

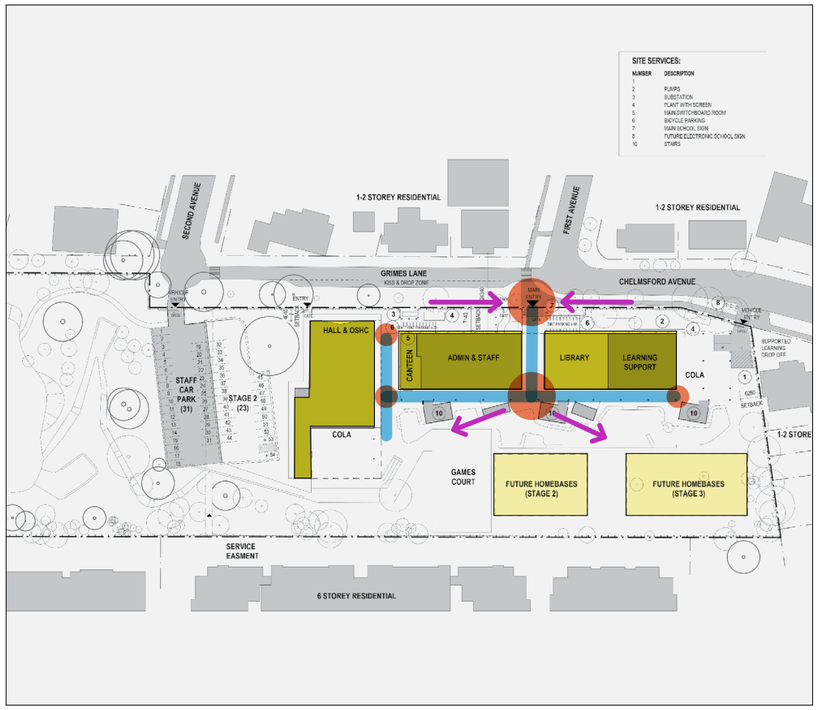
1. Reference – Blue Gum Forest
2. CFC – Building Cladding Accent Colour
3. CFC – Building Cladding Accent Colour
4. CFC – Building Cladding Accent Colour
5. CFC – Building Cladding Accent Colour
6. CFC – Building Cladding
7. CFC – Building Cladding Accent Colour
8. CFC – Building Cladding
9. Concrete Columns
10. Reference – Gum Tree Bark
11. Roofing – Colourbond
12. Stair Protection – Woven Metal Mesh

5 ARCHITECTURE

WAYFINDING

The proposed wayfinding strategy shown on this page forms a part of the documentation submitted by Working Images. This proposed wayfinding strategy was developed in collaboration with the architectural scope, site narrative, ESD and landscape architect designs.

The proposed wayfinding strategy will be assessed for approval outside of the SSDA approval process.



Note: site plan is indicative only. Final approach to be confirmed with resolved site plans.

1.0 SITE ANALYSIS: Circulation and nodal points

The above diagram identifies ***Circulation Pathways***: tracing the movement of users throughout the site, ***Nodal points***: highlighting the intersection of circulation pathways and therefore the location of signage forms and according to the scale of the nodal point and the level of information required, ***Primary destinations***: which forms the basis for navigation throughout the site and ***Primary site lines***: which influences the location of Type 2 Block signage and Entry signage. These four factors will guide the location and development of a signage system.

Circulation pathways
Nodal points: Primary / Secondary / Tertiary
Primary destinations
Primary site lines

Source: Working Images

NEW PRIMARY SCHOOL IN EPPING WAYFINDING AND SIGNAGE

WAYFINDING STRATEGY

THE STRATEGIES ARE DRAWN IN RESPONSE TO THE SITE NARRATIVE, SITE CONDITIONS AND CONTEMPORARY WAYFINDING PRINCIPLES

	NOTE: WAYFINDING SIGNAGE (TYPES 2–8) WITHIN SCHOOL GROUNDS SUBJECT TO SEPARATE PLANNING PATHWAY						
TYPE 1	**TYPE 2**	**TYPE 3**	**TYPE 4**	**TYPE 5**	**TYPE 6**	**TYPE 7**	**TYPE 8**
ENTRY BOLLARD	BLOCK SIGNAGE	DIRECTIONAL PLINTH	DIRECTIONAL PLAQUE	DOOR SIGNAGE	FLOOR NUMBERS	SUPER GRAPHICS	IDENTIFICATION SIGNAGE
							
IDENTIFICATION	**IDENTIFICATION**	**DIRECTIONAL**	**DIRECTIONAL**	**IDENTIFICATION**	**IDENTIFICATION**	**ARTWORK**	**IDENTIFICATION**
Supports the clear identification and branding of the school at main entry visible on both approaches.	Supports the clear identification and branding of school blocks visible from the central grounds within the school.	Ensures provision of high level information supporting navigation to and from primary destinations within the site.	Ensures provision of detailed information supporting navigation to and from secondary destinations within the site if required.	Signage system that supports the clear identification of classrooms detailing the floor level and room number.	Signage system that supports the clear identification of floor levels in each building adjacent to vertical circulation.	A large scale artwork that contributes broadly to the site aesthetics and amenity and specifically to learning and placemaking.	Signage system that supports the clear identification of destinations throughout the site.
2800mm x 600mm x 100mm	800mm x 600mm x 50mm	2200mm x 400mm x 50mm	600mm x 400mm x 50mm	300mm x 250mm	2000mm x 600mm	2700mm x 8000mm	200mm letter height
2 x sided sign form 100mm depth. Panels and graphics to be durable powder coated paint finish. Dimensioned lettering to the front and reverse sign faces from 10mm aluminium finished in durable powder coated paint finish. Engineering and footing details to be resolved.	1 x sided sign form with graphics to face that may wrap around the corner of a building. Sign face as 3mm aluminium sheet finished with durable powder coated paint finish with concealed fixing to SHS galvanized frame. Dimensioned lettering in 10mm aluminium finished in durable powder coated paint finish.	2 x sided sign form with graphics to front and reverse faces. Sign face as 3mm aluminium sheet, finished with durable powder coated paint finish, concealed fixed to internal 50mm SHS galvanized frame. Graphics to sign face with clear protective coating over to seal. Engineering and footing details to be resolved.	Sign face as 3mm aluminium sheet, finished with durable powder coated paint finish, concealed fixed to internal 50mm SHS galvanized frame. Graphics to sign face with clear protective coating over to seal. Directional text to meet EFSG SG-581 minimum size compliance 15mm.	A Fixed Room Identification as per AMS System and B. Variable Room Identification compliant with EFSG SG-581. Sign forms mechanically fixed to wall or glazed surface. Graphics to sign face with clear protective coating over to seal.	1 x sided sign form with graphics to front face only. Letters to be cut from 6mm aluminium, finished with durable powder coated paint finish. Base plate mechanically fixed to wall surface with sign face mechanically fixed to base plate.	Graphic to be digitally printed die sublimation to synthetic wallpaper product such as 3M. Require drops in 1200 or 1500mm width to full heights of walls. Require means to conceal ends of graphics to avoid lifting or picking.	1 x sided sign form. Dimensioned lettering from 10mm aluminium, finished with durable powder coated paint finish, mechanically fixed to wall.

1.1 SIGNAGE REQUIREMENTS AND SPECIFICATION: SCALE 1:50

1.2 THE WAYFINDING STRATEGY

PRIMARY OBJECTIVES: The primary objective for the wayfinding is to facilitate the autonomous navigation and movement throughout the site of a range of users supporting a positive visitor experience.

USER GROUPS: The signage will support a range of user groups comprising students, parents, staff and broader community. It is expected that the requirements will be higher for first time visitors to the site and as familiarity increases with subsequent visits the dependence upon information and signage will decrease.

CIRCULATION AND NODAL POINTS: A range of circulation pathways are evident within the site typically tracing the movements from a number of entries to a range of key destinations. As the school site contains no through vehicular access the signage will preference pedestrian movement and, where relevant, guide visitors through the site from designated car parks. A high reliance on directional information (to/from destinations) is typical at circulation nodal points which are characterised by: 1. transitions between spaces and zones: ie public/school & internal/external, 2. transition between transport modes: ie vehicular/pedestrian, and 3. at the intersection of circulation pathways. To support good site navigation a range of signage is required that accommodates a range of varying types and scale of information providing clear identification of destinations throughout the site and the movement between them. Primary site lines are noted in the heart of the school grounds and main entry that will guide location of entry signage and situation of high level block signage.

INTEGRATED SIGNAGE SUITE: A draft, functional signage suite is detailed above that responds broadly to the site narrative and to the specific site conditions. The suite consists of a set of scaled forms, categorised as either directional or identification, that respond to the identification and navigation to and from a range of primary and secondary destinations.

MATERIALS, AESTHETICS AND FORM: Whilst the design of signage satisfies primarily functional requirements and will preference the autonomous navigation of visitors throughout the site, it is important also that the signage respond to the architectural, material and spatial scale and consider this in its design, materiality and construction. The signage will importantly contribute to the sense of place and strengthen the site narrative.

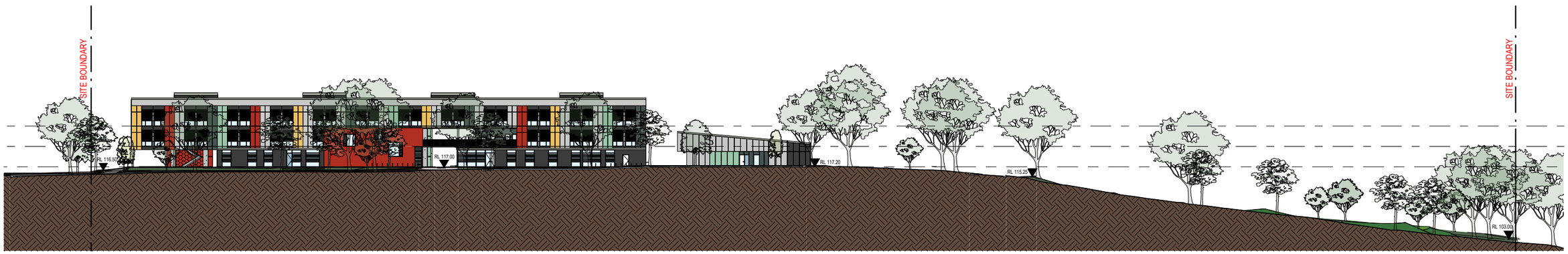
BRAND AND SIGNAGE: A secondary though important function of a signage system is to appropriately brand the site. At a basic level this means the clear representation of the school brand but also to reflect the aspirations, character and positioning of the school through its design. This will be further developed with user groups.

6 VISUALISATIONS & STREETSCAPES

STREETSCAPE ELEVATION

The following streetscapes illustrate the scale of the proposed works within the neighbouring context.

Building Elevation: North West (NTS)



Streetscape Elevation: North West (NTS)

6 VISUALISATIONS & STREETSCAPES

3D VISUALISATION

The proposed design balances the built form and landscape to create a positive street setting that is in keeping with the significant biodiversity and low and medium density residential developments found in the context.

The built form is articulated to provide visual relief, clarity to the entry point, proportion, and openings for the necessary passive design principles.

Building A, forms the urban marker at the end of First Avenue. The proposed two storey void signifies the main student and visitor entry point. Specific wayfinding design for the entry and the school site will identify the main entry and guide people towards it.

Building B is located parallel to and on the western side of Building A, addressing the proposed extension to Grimes Lane. It is located behind the existing tree line and is appropriately scaled to it's suburban setting. It's visibility from the public domain will support the role of this building in the local community.

The proposal mediates between the scales of the local existing context and is positioned appropriately to respect the existing biodiversity and relationships with public and neighbouring private domains.

Render: View from Chelmsford Avenue

6 VISUALISATIONS & STREETSCAPES

Render: View from proposed extension on Grimes Lane

Render: View towards main entry point

Render: View to Hall and COLA

Render: View to schools interior

7 DESIGN VERIFICATION

GFA DEVELOPMENTS

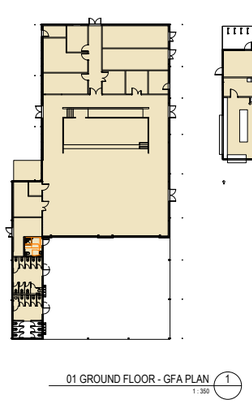
GFA DEFINITION

Gross floor area means the sum of the floor area of each floor of a building measured from the internal face of external walls, or from the internal face of walls separating the building from any other building, measured at a height of 1.4 metres above the floor, and includes:

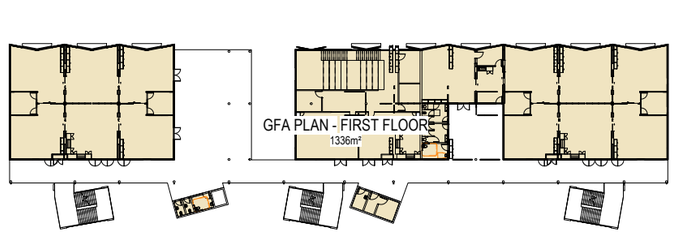
- The area of a mezzanine.
- Habitable rooms in a basement or an attic.
- Any shop, auditorium, cinema, and the like, in a basement or attic.

But excludes:

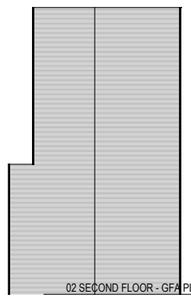
- Any area for common vertical circulation, such as lifts and stairs.
- Any basement, storage, and vehicular access, loading areas, garbage and services.
- Plant rooms, lift towers and other areas used exclusively for mechanical services or ducting.
- Car parking to meet any requirements of the consent authority (including access to that car parking).
- Any space used for the loading or unloading of goods (including access to it). Terraces and balconies with outer walls less than 1.4 metres high, and voids above a floor at the level of a storey or storey above.



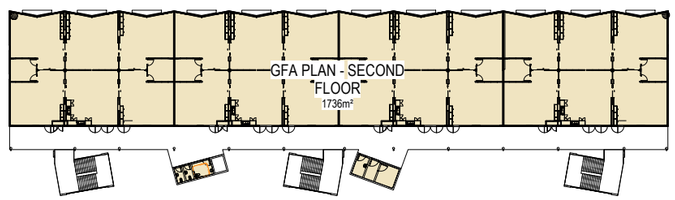
01 GROUND FLOOR - GFA PLAN 1
1 : 350



02 FIRST FLOOR - GFA PLAN 2
1 : 350



02 SECOND FLOOR - GFA PLAN 3
1 : 350



00 GFA BUILDINGS	
Mark	AREA
GFA PLAN - FIRST FLOOR	1335.76 m²
GFA PLAN - GROUND FLOOR	2023.79 m²
GFA PLAN - SECOND FLOOR	1736.11 m²
TOTAL	5095.66 m²

SITE AREA	20.670m²
FSR	0.25 : 1

7

DESIGN VERIFICATION

DESIGN QUALITY PRINCIPLES

INTRODUCTION

This Architectural Design Analysis Report illustrates and describes the rationale behind the proposed design for the school. We have achieved design quality through site analysis; context analysis; briefing with the PRG and stakeholders; close collaboration with key consultants; and the testing of design options. The following policies and manuals are required to be addressed by the SEARS for the SSDA submission. These policies and manuals have been tested and applied throughout the design process to ensure the most suitable design outcome for the school is achieved for its time and context.

- *State Environmental Planning Policy (Educational Establishments and Child Care Facilities (2017)*
- *Design Guide for Schools (GANSW)* – ISSUE 02 PUBLISHED 2018
- *Better Placed An integrated design policy of NSW*
- *Draft Greener Places Design Guide (GANSW)* – ISSUE 03 PUBLISHED 2020 (please see Taylor Brammer's Landscape Report and Documentation for a response to this Guide)

DESIGN QUALITY PRINCIPLES

Below are our itemised responses to schedule 4 of the Education SEPP (2017) *"Design Quality Principles"* 1 through 3. These responses also address the Design Guide for Schools (GANSW 2018) *"Design Quality Principles"*, which are aligned with the Education SEPP.

PRINCIPLE 1 – CONTEXT, BUILT FORM & LANDSCAPE

Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate. Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The design for the New Primary School in Epping is based on information drawn from the site analysis and urban design principles described in this report ensure the project responds to the context and is site and community specific.

The main entry of the school is located adjacent to the kiss and drop and is visible along First Avenue, Chelmsford Avenue and Grimes lane. This location for the entry adjacent to the administration unit and library activates the streetscape and connects the school to the public domain.

The topography and landscape on the site has been a primary site factor leading to the proposed outcome. Buildings A and B are carefully located to sit in amongst the critically endangered Sydney Blue Gum Trees. The consolidation of the stage 1 works to two structures reduces the impact on the biodiversity located on-site. Stages 2 and 3 are likewise located to minimise impact on the existing landscape taking into account the construction process also.

The setback from Grimes Lane provides the opportunity for the existing trees and new trees to form a layer between the schools built form and the neighbouring residential dwellings to the north. The combination of the building forms and landscape setting will provide a sense of identity for the neighbourhood and wider community. The overall form, site layout and landscape approach ensure that impacts to the neighbours have been minimised.

PRINCIPLE 2 – SUSTAINABLE, EFFICIENT & DURABLE

Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling. Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The New Primary School in Epping has been designed with regard to the principles of environmentally sustainable development. The buildings' location, orientation, sun shading and passive thermal design elements are the first step to creating a sustainable building solution. This is further enhanced by the inclusion of a rainwater tank to be used for irrigation, solar power and the selection of long lasting, low maintenance materials. The structural system for the buildings is a mixture of concrete frame and steel framing. The benefit of these systems is that the internal walls are non-loading bearing allowing for reconfiguration in the future if deemed necessary. Together with Northrop, the buildings have been optimised to facilitate good daylighting and natural ventilation. The ESD report that forms part of this submission, outlines these ideas in more detail including energy conservation, water conservation and other sustainability initiatives.

PRINCIPLE 3 – ACCESSIBLE & INCLUSIVE

School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities. Note: Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space. Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The site has been designed to provide an accessible and inclusive ground plane such that buildings are all served by ramps and/or lifts. The design of the open space aims to provide walkway transitions between the various areas. This creates equitable access for all users. The site layout is clear and simple, promoting easy and direct circulation. This will be enhanced by clear wayfinding signage. The signage strategy is included in Section 4 of this report.

7 DESIGN VERIFICATION

DESIGN QUALITY PRINCIPLES

Below are our itemised responses to schedule 4 of the Education SEPP (2017) *"Design Quality Principles"* 1 through 3. These responses also address the Design Guide for Schools (GANSW 2018) *"Design Quality Principles"*, which are aligned with the Education SEPP.

PRINCIPLE 4 – HEALTH AND SAFETY

Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The design ensures that natural light, ventilation & acoustics are used to create healthy and safe learning/ teaching environments. The school site is to be fenced at the boundary as the perimeter security. The landscaping of the site and the articulation of the fence assist in integrating the fence into the site and public domain. The school has a main entry at the junction of First Avenue and Chelmsford Avenue that is clearly identified and visible.

PRINCIPLE 5 – AMENITY

Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood. Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The location and layout of the proposed work was developed in consultation with the Project Reference Group, building on the design work undertaken by the previous project team. The objective is to provide a variety of teaching and learning spaces that have access to natural light and ventilation and have good internal acoustics to facilitate comfortable learning environments. The typical learning clusters contain four homebases, a combined practical activity area with a shared learning common. In addition, a range of outdoor learning and play spaces are provided with the aim to encourage learning from the natural environments and the buildings themselves. The site massing locates the built forms adjacent to the streetscape to maximize the useable play spaces towards the centre and west of the site. This site planning places the buildings as a buffer between the public domain and the students outdoor playspace.

PRINCIPLE 6 – WHOLE OF LIFE, FLEXIBLE & ADAPTIVE

School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The design of the site is based on the urban design and sustainability principles described in the points above. The key factors that ensure a building can be used well into the future are;

- Long lasting, low maintenance materials to ensure its use stands up to the impacts associated with school buildings.
- Framed construction that allows the internal walls to be reconfigured in the future to adapt to future learning requirements.
- Providing a variety of learning spaces that have good amenity for the students and teachers.

PRINCIPLE 7 – AESTHETICS

School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood. The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood, and have a positive impact on the quality and sense of identity of the neighbourhood.

REF: ESEPP (2017) Schedule 4 and Government Architect NSW Design Guide for Schools.

The school is designed to provide an articulated and dynamic built form which contextually responds to site, scale and massing. Building A forms the urban marker to establish the main entry, a central two storey void provides access to the administration unit directly for visitors and students, with the library forming the adjacent boundary to the entryway. This void creates a relief to the streetscape and a visual link between the schools interior and the public domain. The landscape design, signage and wayfinding strategy activate this important streetscape address. Building B (the hall and OHSC) has also been aligned to the streetscape visible from the public domain to support its role as a community asset. See material palette in this report to see the proposed colours and materials for the proposal. A site narrative has been developed through the applied material palette, landscape design, signage and wayfinding strategy to include the local indigenous narrative, history and culture of the Wallumedegal people. These themes will be refined further at our next meeting with the relevant indigenous community members. The combination of the building forms and landscape setting will provide a sense of identity for the neighbourhood and wider community.

7 DESIGN VERIFICATION

BETTER PLACED

Below are PA's description of how we have responded to the Better Placed (GANSW) 2.6.1 – Design Objectives For NSW.

OBJECTIVE 1. BETTER FIT
Contextual, local and of its place

Good design in the built environment is informed by and derived from its location, context and social setting. It is place-based and relevant to and resonant with local character, heritage, and communal aspirations. It also contributes to evolving and future character and setting.

- Our design process as shown in this report includes a detailed site and context analysis with the support of the relevant specialist consultants and stakeholders.
- During the concept design phase three design meetings were undertaken with relevant stakeholders, BVN Architects and Dialogic Learning. Dialogic Learning also coordinated a design presentation and a PRG meeting to develop the translational brief that formed part of the briefing for the concept design.
- There have been two School Design Workshop Meetings, where the developed design from the concept design was tabled for discussion and was supported by the stakeholders in attendance.
- The New Epping South Public School has a significant existing biodiversity on-site including the mentioned Sydney Blue Gum Trees. The design principles and option analysis prioritised the retaining of these trees
- See *Principle 1* - Context, built form and landscape in the response to the ESEPP above for more information.

OBJECTIVE 2. BETTER PERFORMANCE
Sustainable, adaptable, and durable

Environmental sustainability and responsiveness is essential to meet the highest performance standards for living and working. Sustainability is no longer an optional extra, but a fundamental aspect of functional, whole of life design.

- This project has been developed with ecological sustainability integrated from first principles including: passive heating and cooling design; flexibility of buildings for future uses; provision for a photovoltaic system on the roof; selection of durable lasting materials; and close collaboration with key consultants including ESD and Landscape.
- See *Principle 2* - Sustainable, efficient, and durable in the response to the ESEPP above for more information.

OBJECTIVE 3. BETTER FOR COMMUNITY
Inclusive, connected, and diverse

The design of the built environment must seek to address growing economic and social disparity and inequity, by creating inclusive, welcoming and equitable environments. Incorporating diverse uses, housing types and economic frameworks will support engaging places and resilient communities.

- The location of the proposed buildings was determined considering equitable access to and throughout the site as well as considering community access to the hall and OSHC facilities. The provision of lift access to building A will give access for everyone to all of the necessary spaces for a students and teachers.
- The proposed site layout creates a diversity of outdoor environments suitable for different learning and community opportunities.
- The school has addresses to First and Second Avenue, Grimes Lane and Chelmsford Lane, connecting the school to its context. A key access point on the schools street frontage assists visitors and students to find their way into the school in a safe and controlled manner.
- See *Principle 3* - Accessible and inclusive and *Principle 5* - Amenity in the response to the ESEPP above for more information.

7 DESIGN VERIFICATION

OBJECTIVE 4. BETTER FOR PEOPLE
Safe, comfortable and liveable

The built environment must be designed for people with a focus on safety, comfort and the basic requirement of using public space. The many aspects of human comfort which affect the usability of a place must be addressed to support good places for people.

- The proposed entries and fencing are integrated with the edge of the building, creating a school connected to its community while providing the necessary security for the school.
- The main entry passes by the administration unit, which allows for passive surveillance of those entering and exiting the school.
- See CPTED lighting strategy and the Architectural site plan for more information on the fencing and lighting for the school.
- Solar access, natural ventilation and access to landscaped open space has been integrated into the design from first principles providing the students with a quality learning environment.
- The Wind Environmental Desktop Assessment by RWDI supports the proposed design. The design will continue to be refined in line with the recommendations.
- See *Principle 4* - Health and Safety in the response to the ESEPP above for more information.

OBJECTIVE 5. BETTER WORKING
Functional, efficient, and for purpose

Having a considered, tailored response to the program or requirements of a building or place, allows for efficiency and usability with the potential to adapt to change. Buildings and spaces which work well for their proposed use will remain valuable and well-utilised.

- The homebase modules have been arranged spatially in close collaboration with key consultants and stakeholders to establish fit for purpose learning environments that are adaptable to future changes.
- The layouts of the homebases and proposed core facilities consider circulation pathways and the necessary uses of each space to create an efficient functional layout.
- See *Principle 6 - Whole of life, flexible and adaptive and Principle 2 - Sustainable, efficient, and durable* in the response to the ESEPP above for more information.

OBJECTIVE 6. BETTER VALUE
Creating, and adding value

Good design generates ongoing value for people and communities and minimises costs over time. Creating shared value of place in the built environment raises standards and quality of life for users, as well as adding return on investment for industry.

- The fundamental integration of the significant trees on site into the design, increases their value going forward as they are protected and cared for by the school.
- The consideration of the future stages by the previous and present design teams provides ease of access during the construction of future homebase modules. The core facilities have been designed for increased capacity allowing the schools scale to grow as required.
- The flexibility of the homebase module design in planning and structure allows for future education rationales to be implemented into the building fabric without fundamental changes to the schools footprint.

OBJECTIVE 7. BETTER LOOK AND FEEL
Engaging, inviting and attractive

The built environment should be welcoming and aesthetically pleasing, encouraging communities to use and enjoy local places. The feel of a place, and how we use and relate to our environments is dependent upon the aesthetic quality of our places, spaces and buildings. The visual environment should contribute to its surroundings and promote positive engagement.

- The original concept design developed by BVN Architects has been retained in principle. The façade is articulated in a regular pattern over the homebases that provides an opportunity for colour to add to the depth in the façade. The variation in the program of spaces in both buildings A and B give relief to the façade and in building A signify the main entry to the school.
- See *Principle 7* - Aesthetics in the response to the ESEPP above for more information.

7 DESIGN VERIFICATION

GANSW RESPONSE

The following are PA's responses to the comments provided by the Government Architect in the SDRP Session, Dated the 23 of September 2020.

The project team would like to thank the panel for their responses and feedback on The New Epping South Public School.

The status of the project is approaching 50% schematic design, many of the items noted by GANSW will be integrated into the design as we progress.

We note that the panel supports the location of the stage 1 buildings along the northern boundary and the retention of the western open greenspace with the incorporation of the playground.

In the below table we have outlined the rationale behind moving forward with elements that were requested by GANSW to respond to or noted as unsupported.

GANSW Comment	Pedavoli Architects' Response
The proposal to locate stage 1 buildings along the northern boundary of the site is supported due to the very limited street frontage available. About the proposed locations of stage 2 and 3 buildings is not convincing. Demonstrate how the construction of these stages can occur without major disruption to the school.	See Site Planning and Massing section above where the rationale for the staging is outlined. The SELU carpark will provide temporary access for stage 2 and 3's construction, which will be predominantly DFMA. Allowance has been provided in this proposal that gives us confidence that the design and construction of stages 2 and 3 can occur with minimal impact to the schools' operations.
The carpark location and size is not supported, as it divides up the campus at a critical junction where the playground connects to the natural landscape and requires removal of a significant tree. Reducing the numbers of car spaces required, relocating the carpark and/or using soft or permeable surfaces should be explored. Additional landscaping and shading should be provided to carpark areas.	At the commencement of this phase of work the carpark was reviewed at the first instance to investigate alternative options. After extensive assessment the carpark has been located in the same position as the concept design proposed it, with a modification to its layout to ensure the preservation of the Sydney Blue Gum Trees. The separation of the kiss and drop and staff parking is for the safety of pedestrians accessing the school and subsequently provides an appropriate location for the SELU drop of location. By providing the staff carpark off of Second Avenue a separate traffic flow is established that doesn't cross over the primary pedestrian way into the main entry of the school. Reducing the traffic entering the proposed one-way Grimes Lane Kiss and Drop by providing separate carparking access reduces the traffic load on First Avenue during school drop of. This layout also provides the SELU a separate carpark for drop off and pickup.
The relationship between indoor and outdoor spaces is not clearly illustrated and further details should be provided to demonstrate a convincing approach.	The architectural and landscape drawings submitted with this report have developed the interior/exterior relationship accordingly.
The site presents a unique opportunity to integrate landscape, architecture, and Aboriginal Cultural Heritage into a coherent narrative to form a built and natural language that informs the character of the school. Consultation with the local Aboriginal community and an indigenous design advisor is required to inform a whole-of-site strategy. Provide further details regarding approach to hydrology, bushfire risks, and canopy cover target.	See site narrative, wayfinding strategy and the landscape architects documentation. The approach is being refined, with a consultation process underway. Please also refer to the ACHA report prepared by Comber Consultants during the concept design phase
Clarify how the Bushfire APZ requirements will be accommodated in the landscape design. The current proposal seems to indicate timer decking and timber materials within the APZ which would not be compliant.	Please see Taylor Brammer's Landscape design for the school included in this submission.
Provide information on how this project will help deliver on the Parramatta Ways strategy for active movement links.	See "New Primary School in Epping Transport and Accessibility Impact Assessment (02 February 2021)" where this item is addressed.
The proposal does not yet demonstrate a contextual response to the unique attributes of the site or a distinct character for the built elements. Further detail should be provided to illustrate the desired experiential qualities and future character of the school in response to the context.	Please see site analysis, design statement, architectural and landscape documentation and material palette included in this report.
Demonstrate a rigorous and innovative response to ESD. Opportunities for renewable energy, water and waste recycling, WSUD measures and passive building performance should be incorporated and illustrated.	See ESD principles included in this report. This item is addressed in greater detail in the report submitted by out ESD consultant.
Detail proposed passive solar design strategies and demonstrate how sunlight penetration to deep floor plates, natural ventilation, cross ventilation for thermal comfort and the treatment of façade openings for year-round thermal performance will be achieved.	See ESD principles and design principles included in this report. This item is addressed in greater detail in the report submitted by out ESD consultant.

7 DESIGN VERIFICATION

CONNECTING TO COUNTRY

INTRODUCTION

The Government Architect NSW “Draft Connecting with Country Framework” (2020) outlines 7 statements of commitment and principles for action. The framework states these 7 statements are, “To help project teams fulfill their commitment to Country” (Draft Connecting with Country Framework 2020 Pg.32).

In our process for this project, we will be guided by this framework. We welcome and invite collaboration with the relevant Indigenous stakeholders in the region who can guide us in the fundamental work of Connecting with Country. Through collaboration we will be able to attend authentically to the “Draft Connecting with Country” Framework in our process on this project. In parallel to our reaching out for guidance on the Connecting with Country work we have commenced in parallel, a summary of information gathered through desktop online research.

A. Basic information (people, clan, boundaries, significant geographies).

B. Proposed theme/idea for the site (in principle).

C. How this process achieves the 7 outcomes from the Draft Connecting to Country 2020 Doc (7 criteria quoted below)

1. We will respect the rights of Aboriginal peoples to Indigenous cultural intellectual property, and we will support the right of Country to be cared for.
2. We will prioritise Aboriginal people’s relationship to Country, and their cultural protocols, through education and enterprise by and for Aboriginal people.
3. We will prioritise financial and economic benefits to the Country where we are working, and by extension to the Traditional Custodians of that Country.
4. We will share tangible and intangible benefits with the Country where we are working and by extension the Traditional Custodians of that County, including current and future generations.
5. We will respect the diversity of Aboriginal cultures, but we will prioritise the local, place-specific cultural identity of the Country we’re working on. Aboriginal people will determine the representation of their cultural material, customs, and knowledge.
6. We will prioritise recognition and responsibility of Aboriginal people, supporting capacity building across Aboriginal and non-Aboriginal communities, and across government project teams.
7. We will support Aboriginal people to continue their practices of managing land, water, and air through their ongoing reciprocal relationships with country.