

DESIGNING WITH COUNTRY

Hawkesbury Centre of Excellence in Agricultural Education



Document Control

Version	V-1.0
Author	Johnsen Lim
Last Revised	29/10/2021
Status	Draft
Location	NBRS Architecture\NBRS - PROJECTS\20\20417 HCOE\05_DOC\02_Reports\23_Schematic Design Report\DESIGNING WITH COUNTRY

EXECUTIVE SUMMARY

This is a DRAFT Designing with Country report. This report will be refined and finalised throughout the course of the project in consultation with the School & the appointed Aboriginal Representatives to ensure the ongoing commitment for integration of Indigenous Culture in both the physical and operational aspects of the project.

The design for the Centre of Excellence in Agricultural Education responds to the existing site character, context and the school's curriculum. The design accommodates 325 students through a variety of different indoor learning facilities, on campus stay facilities, outdoor spaces that offer shade, seating, informal recreation and learning.

Our engagement with COE & Aboriginal Representatives has influenced spaces and elements within the architectural & landscape design. The Indigenous culture and heritage are integrated into the design through taking cues from narratives of local aboriginal & agricultural history. The key design outcomes consist of the integration of the following items within the constraints of the architectural & landscape work.

- Acknowledgement of country
- Artwork on an external facade
- Indigenous enterprise & garden
- Naming of buildings and rooms

The landscape design incorporates native planting that offers foraging/bush tucker opportunities, materiality, art installations and educational moments associated with the language and stories of the Darug people. The Indigenous Enterprise is shaped by this consultation process in which space for ceremonies, a water feature and natural surface types was informed.

Our consultation has been undertaken in accordance with Heritage NSW and Part 6; National Parks and Wildlife Act Aboriginal Cultural Heritage Consultation Requirements for Proponents (DECCW 2010). This includes the required consultation process as an approval pathway in the Hawkesbury Council's LEP. Investigations works were completed in 2018 for the previously proposed Hurlstone Agriculture school. The previous investigations and reports were reviewed by the Consultant and determined suitable for use for the Centre of Excellence application.

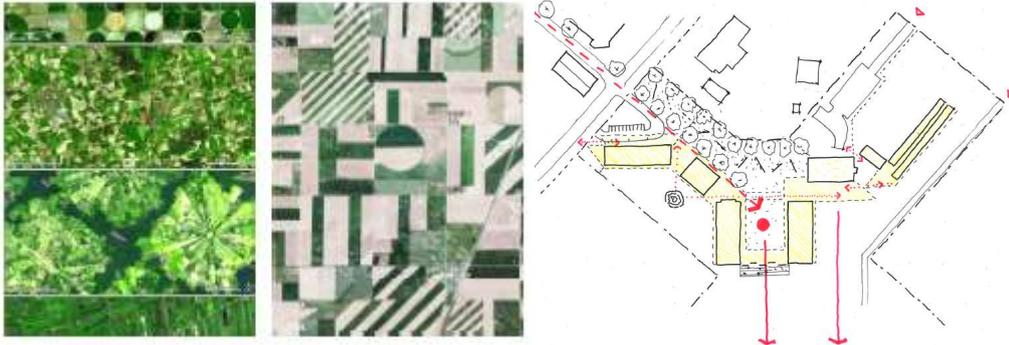
DESIGN INSPIRATIONS

Crop Fields

Fields are an area of land used for agricultural purposes such as cultivating crops or grazing enclosure for livestock. Many crop fields are orientated for optimal growth for the species.

In Australia, fields are often referred to as paddocks and more specifically used for animal husbandry.

Crop fields and paddocks work together in a rotating cycle. Crop growth, crop harvest, livestock grazing, livestock manure assisting with essential nutrients to replanting seeds.



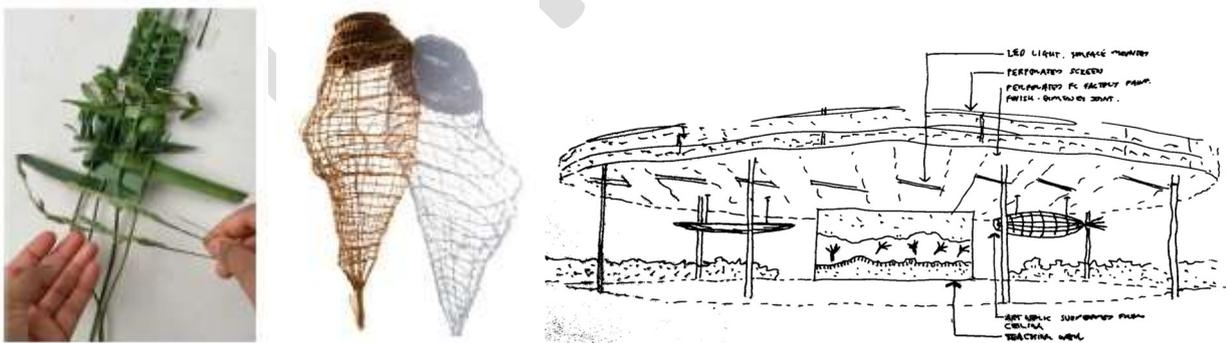
Assisted with the orientation of buildings on the site

Plant Weaving

Weaving takes many forms: utilitarian and decorative, ceremonial and sculptural. Fibre objects include mats, baskets, dillybags and string bags; flattened wall-hanging interpretations of subject matter usually rendered on bark paintings; ceremonial regalia such as armbands and dancing belts; and the sculptural forms of conical fish traps.

Commonly used fibres include the leaves of pandanus (*Pandanus spiralis*), and palms (*Livistonus*), mírfírl (burney or jungle vine, *Malaisia scandens*), and the inner bark of kurrajong and stringybark eucalyptus trees. Weaving is physically hard work, now done only by women. They colour the pandanus using natural dyes made from the roots, leaves or flowers of plants within the weaver's clan estate.

There are is a spiritual dimension to weaving, which vary according to the materials used and the totemic significance of the object made.



Patterning to be developed for sun screening

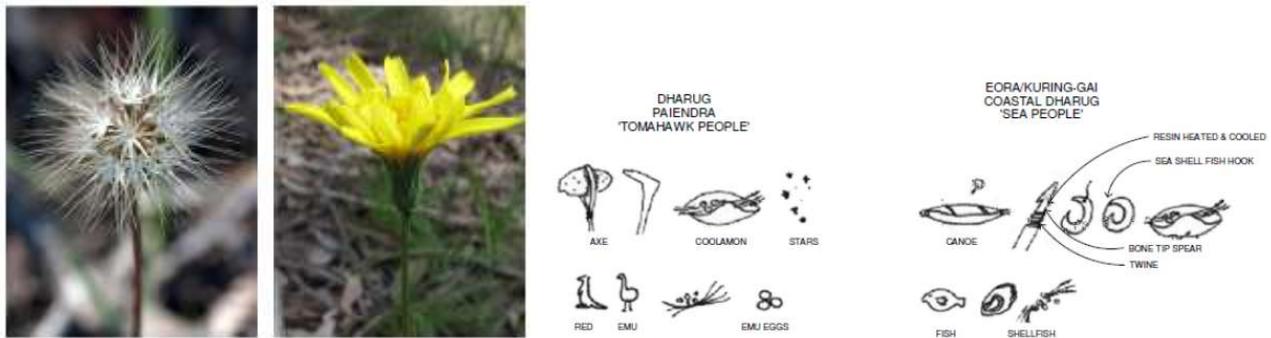
Yam Daisy

The Yam Daisy was the main staple food for the Wurundjeri Aboriginal people until the mid-1840s, when the introduction of sheep rendered yam virtually extinct. Faced with starvation, Aboriginal people of the area

were forced to hunt the sheep in order to survive, increasing the conflict and tension with European colonists.

The tubers start forming in midsummer beneath clumps of yellow dandelion-like daisy flowers. When the flowers blossom in Autumn, the tuber roots are ready for harvest.

In the wild, this perennial species will tolerate a sandy soil and little water. But for best results in a home garden, use a rich and loamy soil, watering well during the Summer. It prefers full sun, but will also grow reasonably well in dappled shade.

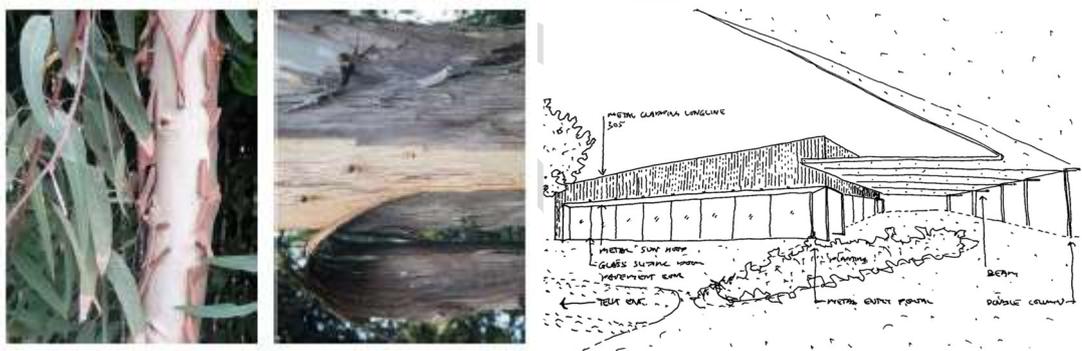


Reinforces the paddock to plate concept through the integration of eatable garden beds for use throughout the curriculum.

Native Bark

There are more than 300 Eucalyptus species that shed bark. As the tree grows it sheds old layers from its trunk or branches. The new bark underneath is often brightly coloured that fades grey over time.

The bark falls off the trees and lightly touches the ground. Creating shelter for small native animals, photosynthesis, contributing to the rapid growth and overall health of the tree. However the bark also creates a fire hazard encouraging the spread of flames to the canopy above.



Cladding penalisation from grey to a warm timber texture

MASTERPLANNING

The architectural concept is derived from a strong pedestrian access from the heritage listed stable square on the WSU campus. From this pedestrian access route, student, teachers and public partake in a journey not only through history of agricultural development but future technologies of where the agricultural industry is heading. This journey will be reinforced with soft and hard landscaping with an interactive technologies enterprise populated with student work and research. The administration building (Block A) will be street fronting and the main connection point to the site, as pedestrian move through the site learning buildings (Block B,C & D) will provide students and visitors sightlines to the aboriginal enterprise, teaching spaces, seminar rooms, cooking facilities, laboratories and practical learning areas. The dining / recreational hall (Block E) will have a mixed use for both students gatherings and public engagement. The accommodation wing (Block F) will provide a 62 bed facilities for school camps or for adult learning. The farming facilities (Block G & H) will ensure agricultural technologies are tried and tested. The planning also focuses on a separate public and private vehicular movement strategy with mini bus / student drop off & pick up occurring at the top of the site along Vines Drive and services, loading and staff parking off maintenance drive.



(Site Plan – NBR Architecture)

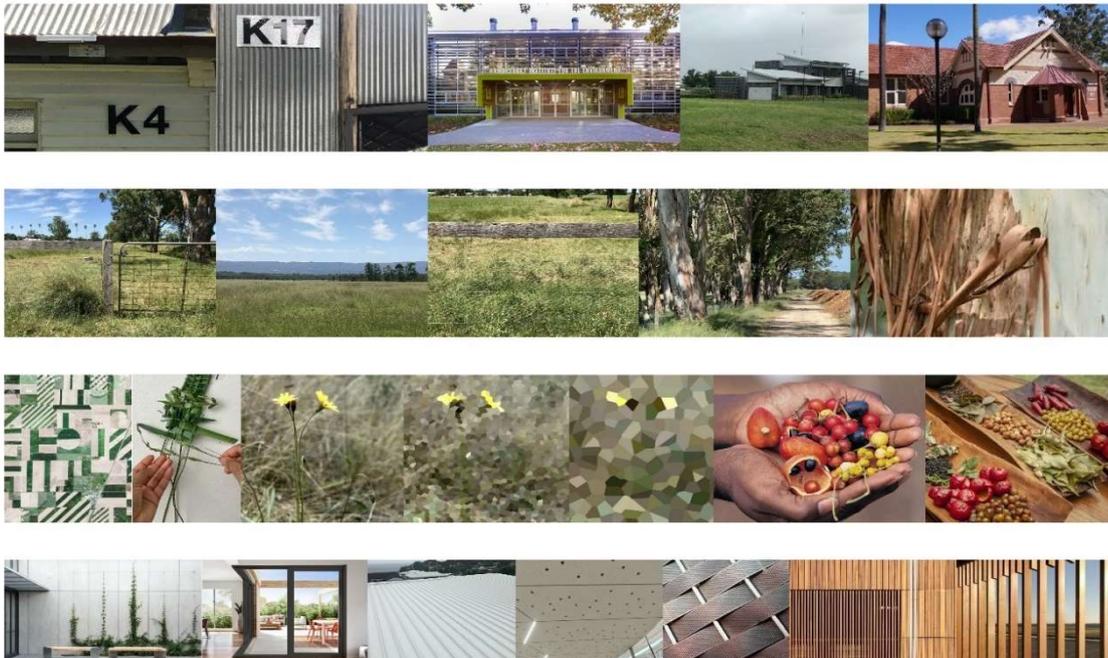
BUILDING ENVELOPE

It is natural that the design of the Centre of Excellence would draw on precedents from the rich history of new and old Agricultural Architecture at the WSU campus, future focused Agricultural research architecture, the Australian vernacular farm and architecture from Aboriginal cultural centres.



Precedent images

A warm colour palette has been selected for the facades. Mainly neutral colours, greys, blacks, with some warm timber or timber look finishes as features. Reflecting the natural colours in the Australian landscape.

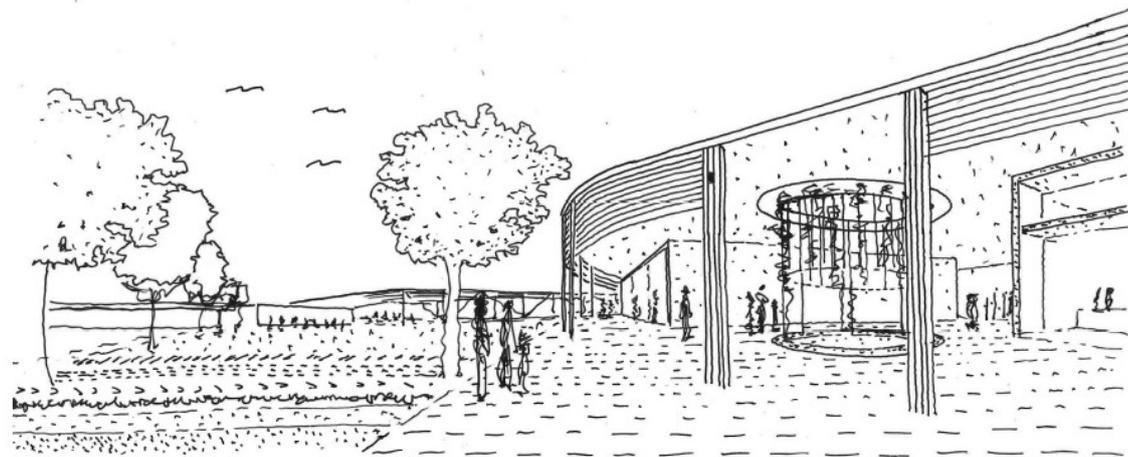


Site Photos top and proposed materials bottom

Materials: Metal sheeting, CFC Barestone, Vitra panel Timber look CFC, timber look battens and metal woven screen.



Materials



Early Sketch of Facade

LANDSCAPE & Paddock TO PLATE CONCEPT

The landscape design for the Centre of Excellence in Agricultural Excellence responds to the existing site character, context and the school's curriculum. The design accommodates 325 students through a variety of different sized outdoor spaces that offer shade, seating, informal recreation and learning moments. The design focuses on integrating outdoor learning into the landscape. This is evident through the following landscape spaces/uses.

- Kitchen gardens
- Gardenesque crops
- Technology enterprise
- Aboriginal enterprise
- Garden orchards
- Breakout spaces (lawn and foyer areas)

The landscape will be used within the school's curriculum by providing outdoor learning spaces and opportunities revolving around technology, production of food and indigenous culture.

This is particularly evident in the Aboriginal Enterprise and Technology Enterprise. The school will propagate agricultural plants, maintain and direct future compositions of these spaces. A robust pallet of materials, furniture and fixtures is selected in order to maintain a rural and robust aesthetic. The following is a summary of the elements selected for this project.

- Concrete plain and coloured
- Pavers porous and decorative
- Timber pergola (hardwood)
- Insitu concrete benches and stools
- Proprietary timber furniture
- Decomposed granite

The planting design for the site is a combination of deciduous/exotic and natives compositions. The exotic species reflect upon the cultural significance of the site and the seasonality of agricultural enterprises. Whilst the native vegetation is sympathetic to the natural systems and connection to the pre-colonised landscape.

INDIGENOUS ENTERPRISE



Weaving paths and planted beds with native species and indigenous foods. The 'Ten' Daisy to be propagated. Circular paths. Native pastures for grain harvests. Indigenous character.

TECHNOLOGY ENTERPRISE



Flowering crops. Agricultural enhanced design. Vineyards. Pergola structure integrated into ball system. Old Flower Gardens. Permeable hardscape. Kitchen Gardens with small Cabbage.

LEARNING SPACES



Village green with covered walkways and shade provided by trees. Outdoor spaces integrated with school curriculum. Outdoor informal learning rooms. Cafeteria breakout learning spaces.

MATERIALITY



Combination of paving materials using permeable. Tree detail in hardscape. Seamless transition from inside blocks to external surfaces. Educational paving features. Permeable paving around tree pits. Earthy coloured grounds and decomposed granite.

Landscape -Inspiration and materials



Landscape plan

ITEMS OF HERITAGE & CULTURAL SIGNIFICANCE

Our engagement with CoE & Aboriginal Representatives has influenced spaces and elements within the architectural & landscape design. The Indigenous culture and heritage are integrated into the design through taking cues from narratives of local Aboriginal & agricultural history. The key design outcomes are the integration of the following items within the constraints of the architectural & landscape work.

- Acknowledgement of country
- Artwork on an external facade
- Indigenous enterprise & garden
- Naming of buildings and rooms

1.1 Acknowledgment of Country

The project has been allocated a feature point of arrival stone / boulder complete with a Acknowledgement of Country, engraved on a metal plaque.

Location: Arrival Plaza near reception/Entry (installation fixed to the ground and open to the sky.

Base: Boulder of Approximately 2000 Wide x1000 Deep x300 high.
The boulder / stone to be included in the scope of landscape work

Statement: Acknowledgement of Country in Darug Language and English

Plaque: Engraved Metal plaque – approx. 750 Wide X 1200 Long
The metal plaque to be procured by the head contractor.

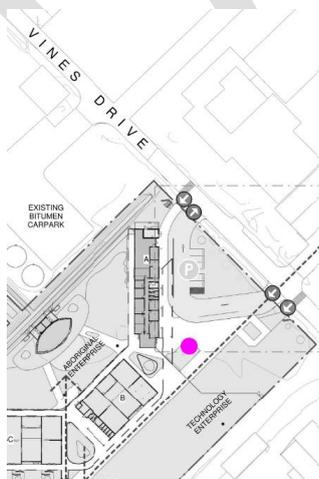
Text: **Acknowledgment of Country by COE & Aboriginal Representatives**

Text example as written on COE's website
Darug Lands, Boorooberongal Clan

We proudly work on the lands of the Boorooberong people of the Darug Nation. Our work sees us engage daily in the landscapes of Dyarubbin, the mighty Hawkesbury River.

We pay our respects to Elders past and present for their stewardship of these lands and for sharing their knowledge and wisdom.

We are honoured to work with our community who assist us in the development of our learning experiences and our emerging leaders, for they will shape the strength and unity of our lands.



1.2 ARTWORK / GRAPHIC

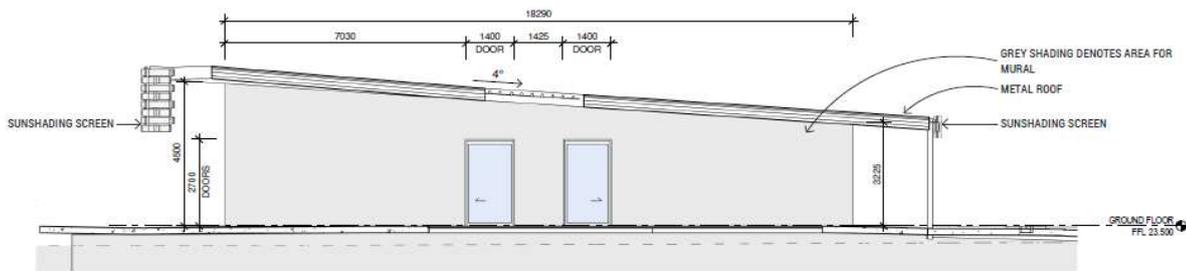
Large Mural on the Northern Façade of Block B teaching block a welcoming artwork feature. The artwork will identify the entrance to the Aboriginal Enterprise. Darug artists will be invited to prepare design submission.

THE ARTWORK:

- **THEME : LISTEN – THINK - LEARN**
- **The successful artist to prepare a 2D coloured drawing, painting or sketch at any size or medium.**
- Digitalisation of the 2D work will be assisted by a graphic designer. Graphic designer to be appointed by Richard Crookes Constructions. **The Artist will be requested to coordinate and work with the Graphic Designer to translate the artwork into printable form, as well as review any shop drawings required prior to manufacture.**
- The digitally translated artwork will be printed on CFC panels by the head contractor.

FORMAT:

- Artwork to be printed on CFC panels for assemble on site by the head contractor,
- Artwork to occupy the North façade of building B as illustrated on below images



Block B

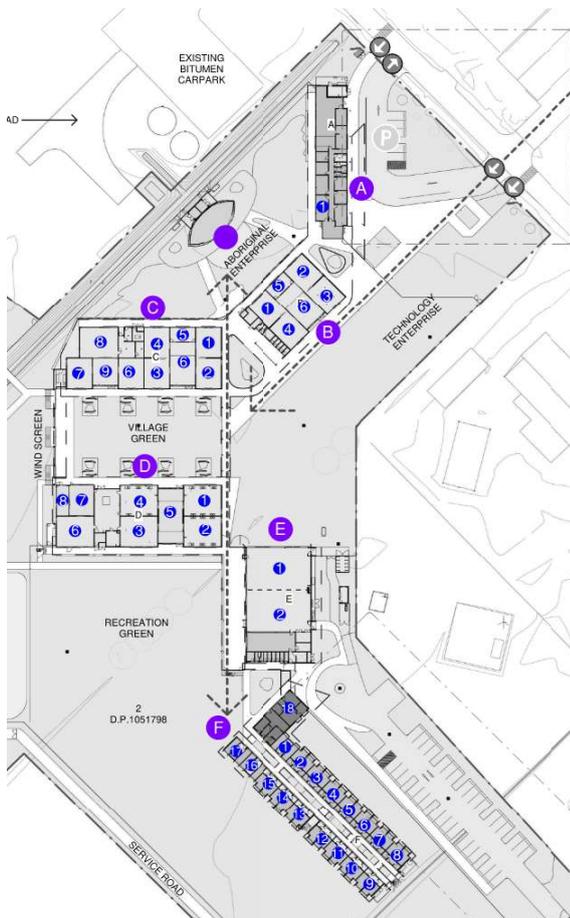


Artist Impression of COLA

1.3 NAMING

CoE & the appointed Aboriginal Representatives are invited **to name some or all** of the following buildings, the learning areas, Hall spaces & rooms. Names will be provided in Darug Language and English. The Head Contractor will supply and install the signage.

The following Darug names were agree in consultation with COE & the nominated Aboriginal Representatives. The proposed school name will required the approval and sign off by the Minister and therefore undisclosed on this document.



BUILDINGS	ROOMS	DARUG NAME (translation)
BUILDING A	Meeting Room Reception Area	- WARAMI (Welcome – where have you been)
ABORIGINAL ENTERPRISE	ON BUILDING B	NGARA NGURANG (place to listen – think – learn)
BUILDING B	GLS 1 to 4 Practical Activity Area	- -
BUILDING C	GLS 1 to 6 Food Technology Seminar Room Practical Activity Area	- - - -
BUILDING D	SCIENCE LAB 1 TO 5 Practical Activity Area Botany & Zoology	- - -
BUILDING E	HALL ROOM 1 & 2	NGUNUNY (food)
BUILDING F	Western building - Eastern Building	GULYMADA (Blue Mountains) DYARUBBIN (Hawkesbury River)

1.4 ABORIGINAL ENTERPRISE

The school will include the Aboriginal Enterprise which features a Covered Outdoor Learning Area, an outdoor yarning circle and bush tucker garden. The Aboriginal Enterprise will provide unique facilities for indigenous and non-indigenous people to appreciate & learn about nature, the land and the country.



A perspective over the Aboriginal Enterprise



Under the Covered Outdoor Learning Area and looking onto the yarning circle and the courtyard of the Aboriginal Enterprise.

CONCLUSION

The design for the Centre of Excellence in Agricultural Education responds to the existing site character, context and the school's curriculum. Our engagement with COE & Aboriginal Representatives has manifested in both the design of the buildings and operational environments and that it will be an integral part of the operation of the school. This unique school will offer facilities for ongoing teaching and learning of Aboriginal Culture & History for Indigenous and non-Indigenous at all ages for many years ahead.

DRAFT