

9 September 2019

Dr Siobhan Lavelle OAM
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Heritage, Community Engagement
Department of Premier and Cabinet
As delegate of the NSW Heritage Council
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**Re: Parramatta Public School and Arthur Phillip high School – SSD 7237
MOD 5 at 80-100 and 175 Macquarie Street, Parramatta NSW**

Dear Dr Lavelle

This letter has been prepared to respond to the correspondence from Department of Premier and Cabinet (DPC), Heritage Community Engagement, dated 30 August 2019 regarding Modification 5 of the approved State Significant Development (SSD) for the redevelopment of Parramatta Public School and Arthur Phillip High School.

We understand that DPC is agreeable to the amendment if there is a demonstrated commitment to the delivery of interpretation within the new school development. GML Heritage has responded to each of the commitments included in the correspondence in the table below. We note that we are working effectively with Schools Infrastructure and the project team to ensure interpretation is integrated as part of the design intent and visual language for the project.

If you have any questions regarding the proposed approach above, please do not hesitate to contact me.

Yours sincerely
GML Heritage Pty Ltd



Sharon Veale
CEO, GML Heritage

<p>a) Commitment to the preparation of an Interpretation Strategy which addresses the detail of final design elements and their response to the final archaeological report and its findings across the site in an integrated way;</p>	<p>A heritage interpretation strategy has been prepared by GML Heritage in consultation with Department of Education, Grimshaw Architects and the Registered Aboriginal Parties for the project. Proposed interpretation includes wayfinding and signage, ground inlays, digital curriculum content, and archaeological and graphic displays that interpret both the historical significance of the school sites and the excavation of c13,000 artefacts.</p>
<p>b) Commitment to retaining a consistent message across the entire site (i.e. all Quadrants) linked to the key phases of Parramatta's development (including historical and Aboriginal archaeological results).</p>	<p>BVN and Grimshaw Architects have developed a wayfinding and signage package that provides a consistent visual design and graphic language across the entirety of the school campuses. History and interpretive content developed by GML Heritage has been integrated with the package. Interpretive content has been prepared in close consultation with archaeologists, key stakeholders and Aboriginal community representatives. Key interpretive features include:</p> <ul style="list-style-type: none"> • a timeline of the APHS' site history within the broader historical events at Parramatta (both Aboriginal and non-Aboriginal history and stories); • allowance for 2 story panels on each floor of PPS and APHS that broadly address both Aboriginal and non-Aboriginal history; and • provision for archaeological display and 'hands on' opportunities for learning which will tell the specific story of the artefacts excavated onsite.
<p>c) identify how interpretation will be achieved in the staged approach given the final reporting will not be available until mid-2021, significantly post-dating the phased opening of the school.</p>	<p>The delivery of project stages has been divided into three phases:</p> <p>Stage 1 – PPS</p> <p>Stage 2 – APHS</p> <p>Stage 3 – Playing fields (Q4)</p> <p>Interpretive devices have been provisioned for in Stage 1 and Stage 2. These have been designed to incorporate historical content not dependent on the post-excavation analysis (i.e. historical timeline and ground inlays, story panels). Suitable installation space for a specific archaeological display and accompanying graphics has been provisioned for and will be completed once final post excavation reporting is concluded.</p>
<p>d) Commitment to relevant outcomes from the final reporting for incorporation into the interpretation outcomes across the site through design retrofitting if these results are significantly different and relevant to the site's history and development.</p>	<p>GML and the project team have designed a suite of interpretive devices that are tailored to the historical and archaeological content. This has considered the longer lead time required to confirm the archaeological post-excavation analysis by proposing:</p> <ul style="list-style-type: none"> • A specific archaeological display to be completed after final reporting has concluded;

- Thematic story panels that include contextual natural and cultural history of Parramatta linked to the site specifically; and
 - Online learning material able to be edited or adjusted as required by education providers.
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