

CONNECTING WITH COUNTRY Consultation Summary

New Primary School in Mulgoa Rise



Document Control

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EXECUTIVE SUMMARY

The refinement of this Connection with Country (CwC) consultation summary will be finalised throughout the course of the project in consultation with the Registered Aboriginal Parties (RAPs), interested Aboriginal Parties, & Comber Consultants to ensure the ongoing commitment for integration of Indigenous Culture in both the physical and operational aspects of the project. **The combined RAPs and interested Aboriginal Parties form the Aboriginal Committee of the purpose of this project.**

The masterplan and school building design for the New Primary School in Mulgoa Rise responds to the existing site constraints, context and the school's educational rationale. The design accommodates 414 students in stage 1 through a variety of different indoor learning facilities as well as outdoor spaces that offer shade, seating, recreation and learning.

Our engagement with the Aboriginal community has influenced elements within the architectural & landscape design. The Indigenous culture and heritage are integrated into the design through taking cues from narratives of local Aboriginal history, themes & emblems. The key design outcomes as consulted and agreed with the Aboriginal Committee consist of the integration of the following items within the constraints of the architectural & landscape work, in order of preference.

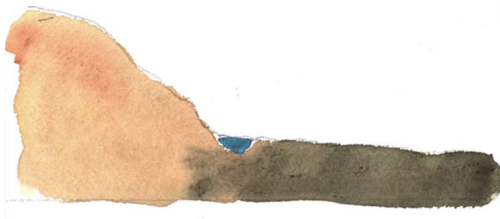
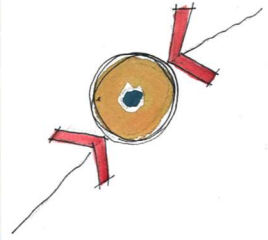
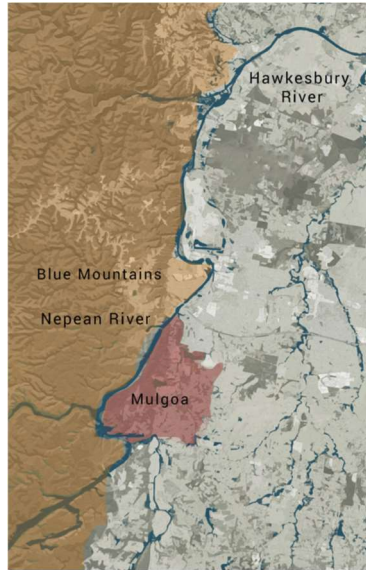
1. Welcome to Country
2. Native garden
3. Waterway and play
4. External finishes
5. Bug hotels/habitat/biodiversity
6. Building names
7. Interpretive story telling & playground sculptures
8. Interpretive water themes
9. Printing and decals to glazing elements.

INSPIRATIONS

The site narrative draws on the preliminary research into the history of the locality, where Darug Nation & Gandangara Nation boundaries intersect and the area is recorded as a meeting point for the two clans.

Geographically, the site Mulgoa Rise area is known to be the area where the Blue Mountains meet the Nepean Plains. The area was known as a fertile land providing abundance of waterways, a source of food for the region.

The landscape design intent is to respond to the texture and colour of the surrounding natural landscape where the Blue Mountains meet the Nepean Plains. This is mostly evident in the material selection, textures and native plant selection.

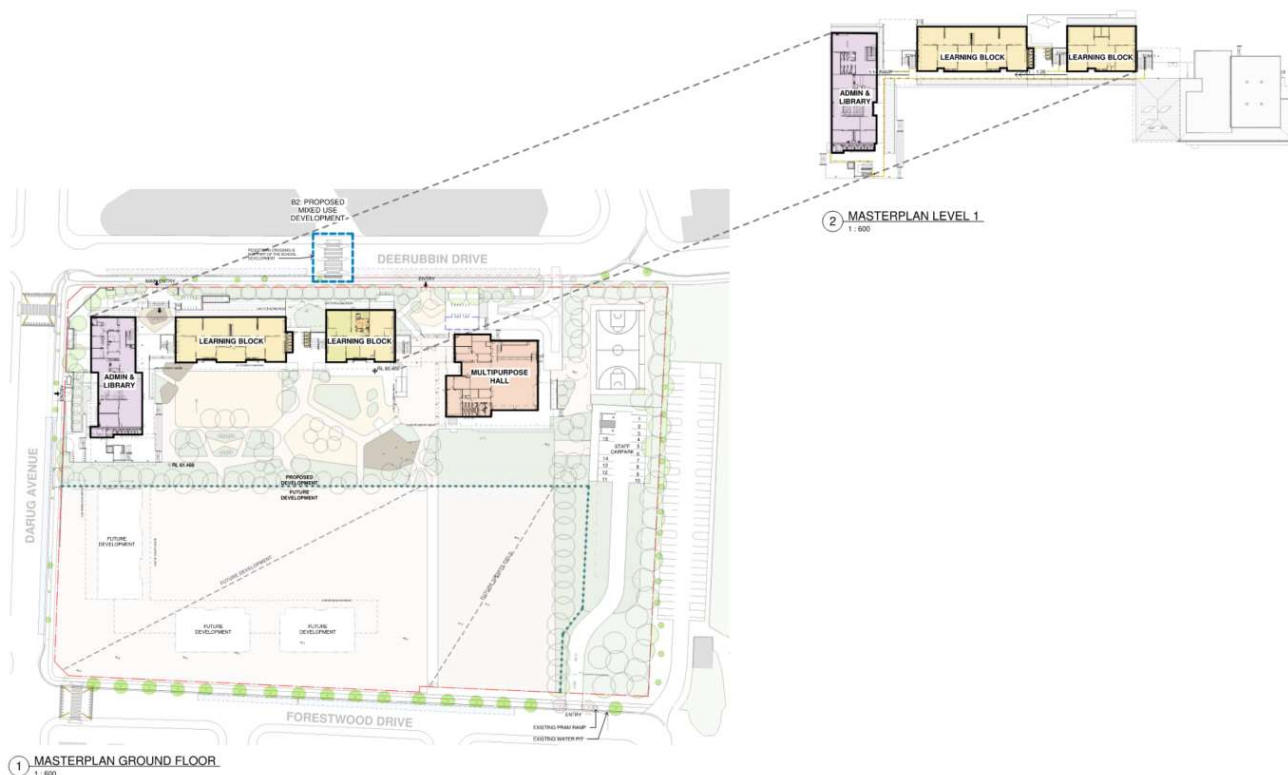


MASTERPLANNING

The site layout for the new school will see the buildings arranged along the northern and western roads, the play & assembly area through the middle and the staff carpark positioned on small area at the east of the site.

Stage 1 development will facilitate 18 home bases + 2 Support Unit home bases to cater for the initial 414 students, with the selected core facilities: such as the Hall, Library, Staff facilities and Admin to cater for a potential expansion of up to ~1000 students.

In the event of additional demand, the school can be expanded with up to 26 additional home bases and 2 additional support classes. However, this will be the subject of a separate and future planning approval



The above image illustrates the extent of the proposed Stage 1 school facilities to be constructed under this development. The master plan focuses on addressing the school as an active street frontage along Deerubbin Drive to complement its role as part of a civic hub / village centre. Future development of the school will see additional buildings constructed along Darug Avenue and Forestwood Drive.

LANDSCAPE

The landscape design of the Primary School celebrates a rich diversity of programmable spaces and landscape typologies, (diagram to be read in conjunction with the itemised description below)

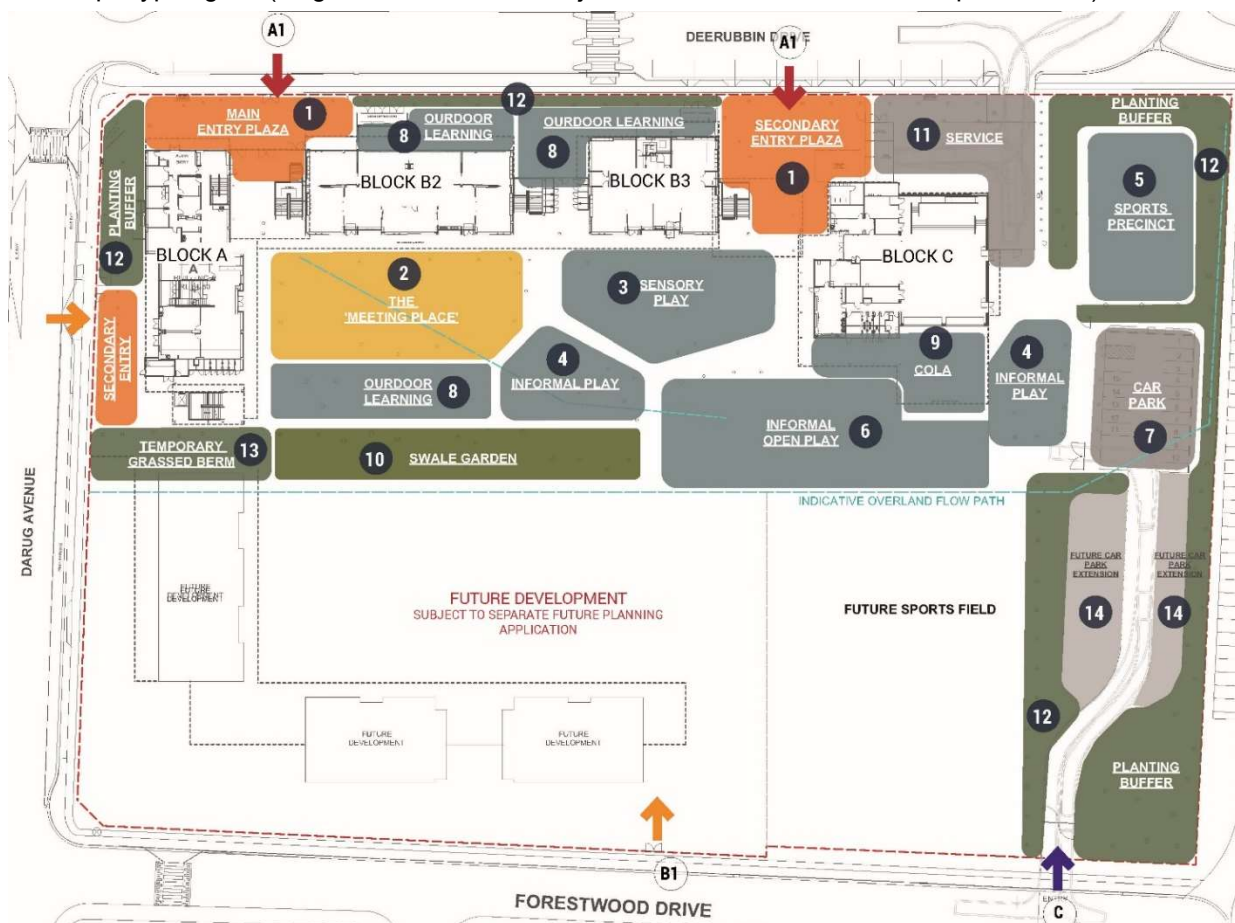


Figure 1 Landscape Typology Diagram NTS

Landscape Typologies

- | | |
|---------------------------------|------------------------------|
| 1. Main Entry Plaza | 8. Outdoor Learning & Play |
| 2. The 'Meeting Place' Assembly | 9. COLA |
| 3. Sensory Play | 10. Swale Garden |
| 4. Informal Play* | 11. Services Area |
| 5. Sports Precinct | 12. Buffer Planting |
| 6. Informal Open Play | 13. Temporary Grassed Berm |
| 7. Car Park | 14. Future Carpark Extension |

A1: Main Entries and Entry Forecourt Via Deerubbin Drive

B1: Secondary Entries Via Darug Avenue and Forestwood Drive

C: Vehicular Entry

*Note: Future equipment and Shade structure to be provided by school

The natural material palette adopted for the landscape design is inspired by the local context as well as responding to the land, the culture, and the architecture design, while featuring a robust and sustainable approach that is also aesthetically appealing.

CONNECTING WITH COUNTRY CONSULTATION PROCESS

Richard Crookes Construction has engaged Comber Consultants to manage and conduct a Connecting with Country consultation process with Aboriginal Committee.

The aim of the consultation is to offer a culturally appropriate strategy which incorporates the needs of the client, considers the project context and specific issues, sets out clear and achievable objectives and adds significant value to the design process and outcome – for the benefit of the whole community.

Consultation meetings organised by Comber Consultants took place on the Mulgoa Rise site on:

Meeting #1, 16 November 2021

Meeting #2, 08 December 2021

Refer to Appendix A for list of the Aboriginal Committee attendees and meeting minutes.

The consultation included:

Meeting #1

- A presentation of the project design, architectural and landscape, to the Aboriginal Committee
- A discussion on the significance of the natural environment to be represented in the design
- Proposals from the Aboriginal Committee on design elements and themes which could be incorporated into the design

Meeting #2

- A presentation of proposed design responses by the design team to elements and themes outlined by the Aboriginal Committee
- A discussion on the appropriateness of the design responses
- A discussion on the prioritization of the proposed elements to conform to project budget

ITEMS OF HERITAGE & CULTURAL SIGNIFICANCE

Our engagement with the Aboriginal Committee has influenced elements within the architectural & landscape design. The Indigenous culture and heritage are integrated into the design through taking cues from narratives of local Aboriginal history, themes & emblems. The key design outcomes consist of the integration of the following items in order of preference outlined by the Aboriginal Committee. The following items will be evaluated in the order of priority within the constraint of the allocated construction budget.

1. WELCOME TO COUNTRY

The project has been allocated a feature point of arrival stone / boulder complete with a Welcome to Country and with an engraved statement on a metal plaque.

Location: Arrival forecourt near main entry to the school on Deerubbin Drive.
Installation will be fixed on concrete footing, located in the landscape, within the fence line, and open to the sky.

Base: Boulder is approximately 2000 W x 1000 D x 600 H

Statement: Statement & story will be prepared by Aboriginal Committee

- A preliminary Welcome to Country statement suggestion includes *"Welcome to the land of the Mulgoa clan of the Darug"*.
- An emblem of a black swan and handprints may be included on the boulder.
- The above welcoming statement may be accompanied with a short story of the Mulgo.(Black Swan) on a separate plaque

Plaque: Engraved Metal plaque – approx. 750 W X 1000 L

Example:



Nominated location



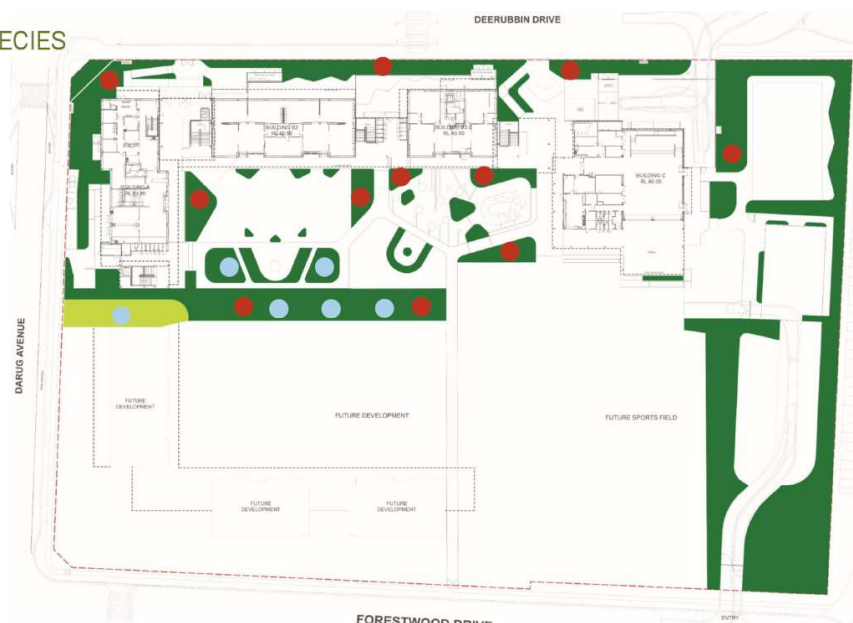
2. NATIVE GARDEN

The planting design of the school uses a mix of local native and non-local native species with minimal use of exotic species. The design celebrates a collection of significant local species that have been strategically positioned throughout the vegetated areas to create a trail to be discovered and incorporated into educational programming. These species include edible, medicinal, and habitat species to provide food & habitat for local fauna. The garden will provide unique opportunities for indigenous and non-Indigenous people to appreciate and learn about the importance of the connection of native flora and fauna in the Australian landscape.

For a detailed list of plant species please refer to Appendix B

NATIVE EDIBLE GARDEN, FLORA SPECIES

- Native Species
- Edible garden
- Flora species



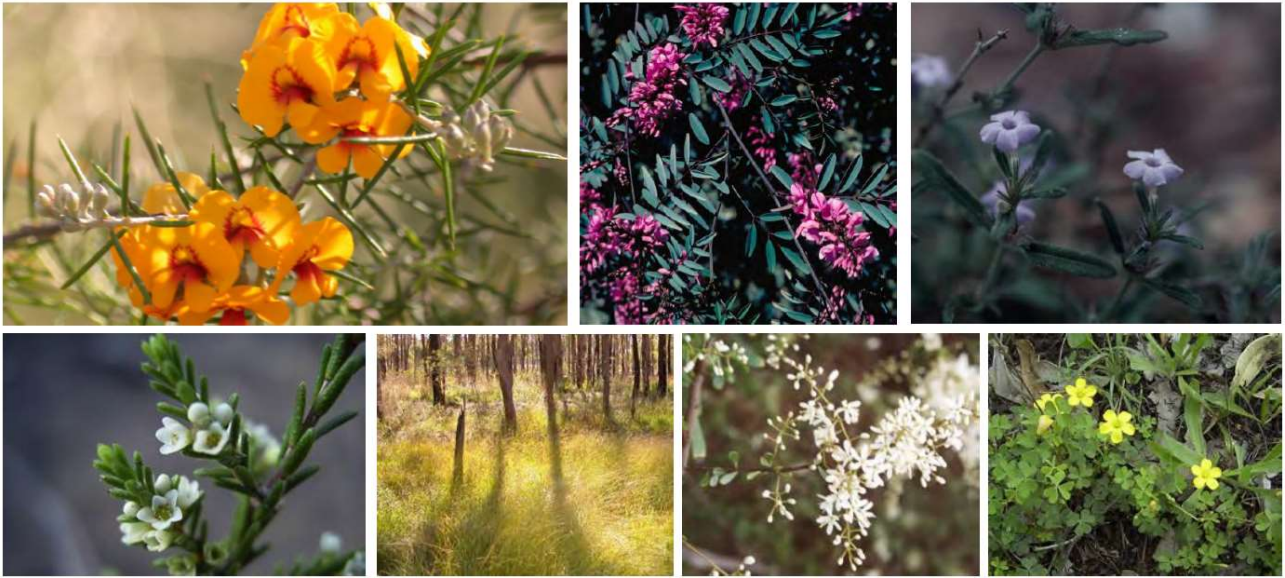
The below indicative images reflect the look and feel of the key species identified in the planting schedule:

NATIVE EDIBLE GARDEN

Represent Aboriginal agricultural culture.



NATIVE FLORA SPECIES

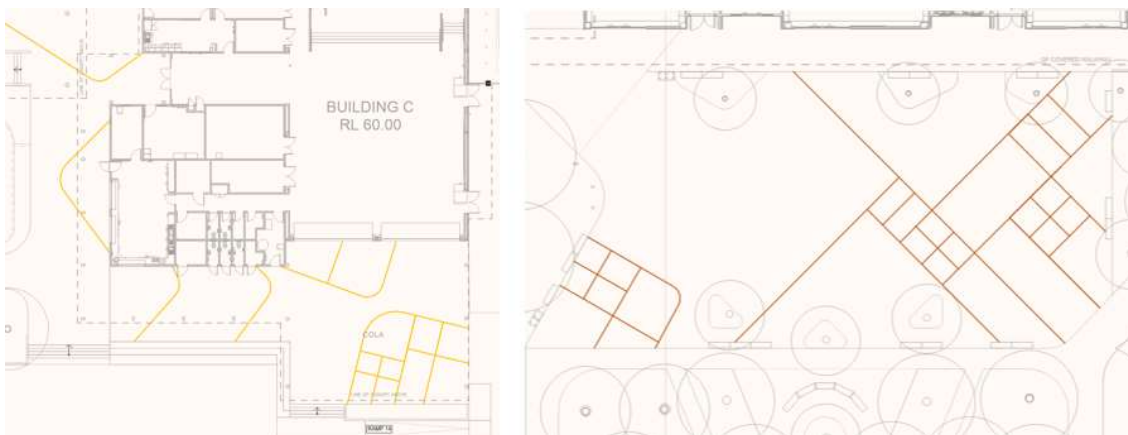


3. WATERWAY & PLAY

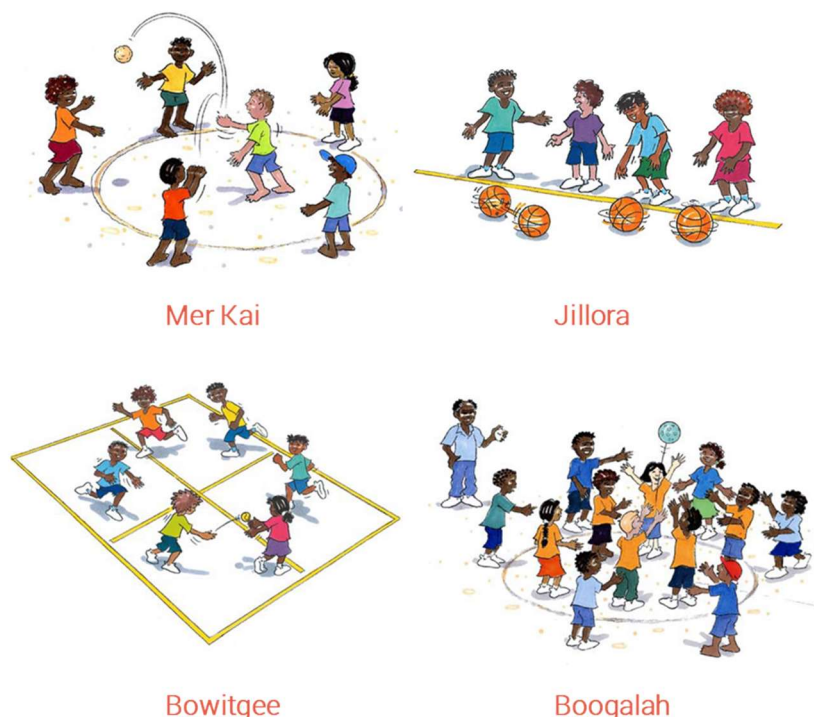
The opportunity to provide play and interpretation in the landscape area were split into three elements.

- Waterway Interpretation

The design includes interpretive line marking on the pavement which references the river tributary system. This provides a wayfinding element that links areas within the external spaces and provides an opportunity for the inclusion of indigenous games. The Australian Sports Commission has recognised several Indigenous games that are suitable for primary school children. These games, not only foster active learning environment, but they also educate children in understanding games that only exist on this land. Please refer to Appendix C with detailed data sheets of the Aboriginal games proposed.



Water story inspired interpretive line marking for play



Proposed Indigenous outdoor games proposed to be incorporated into the landscape design

- **Animal narrative**

The design includes a collection of local significant fauna identified during the consultation with the Aboriginal Committee. Each animal symbol and their footprints will be incorporated into the softfall surface to create a trail that the students can follow to discover the source of each track. Below is the list of the significant fauna in order of preference:

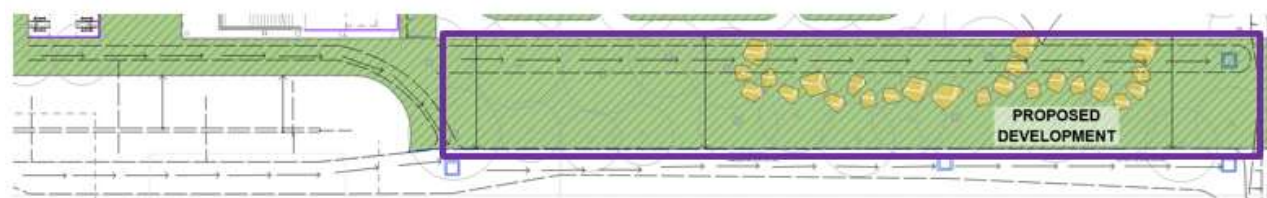
1. Emu
2. Kangaroo
3. Platypus
4. Echidna
5. Black Swan
6. Crows
7. Eagles
8. Goanna
9. Rainbow Serpent around the hopscotch
10. Wombat



Interpretive graphics on soft-fall for play and learn

- **Vegetated Swale**

To reinforce the waterway narrative the vegetated swale located to the south of the site includes a sandstone trail that links features within the landscaped element. These features include the significant local native species, habitat, and biodiversity elements such as logs, boulders, bug hotels and will also provide an educational tool to highlight the way water moves through the site.

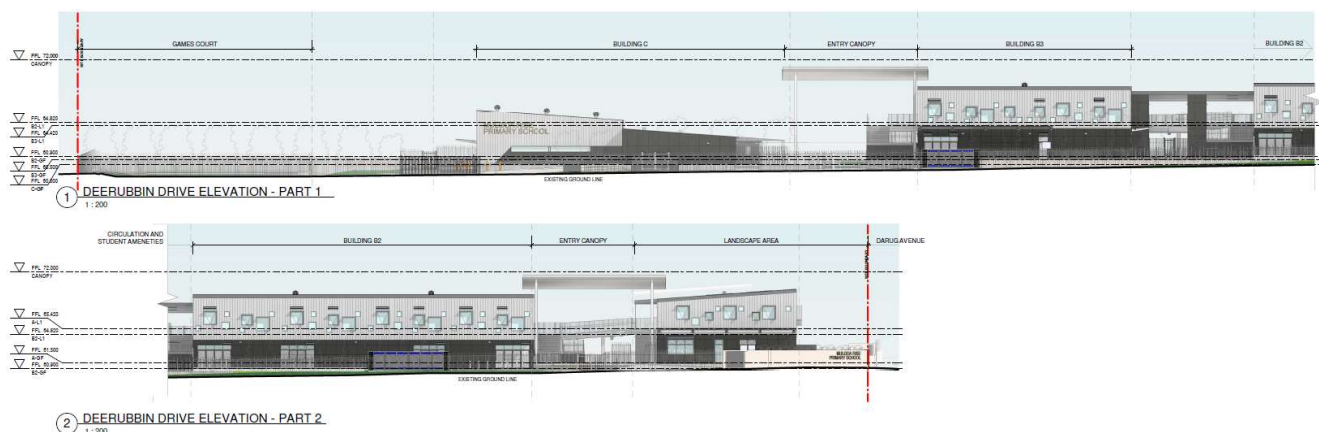


Planted swale through the educational trail

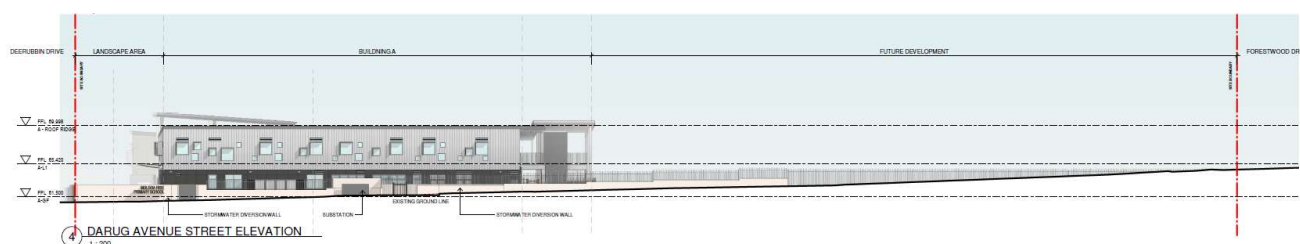
4. EXTERNAL FINISHES

The buildings at the new Primary School are mostly two storey construction with exception of the single storey Multipurpose Hall. This scale of the buildings is sympathetic to the future mixed used development and the surrounding residences.

Streetscape



The two storey buildings will complete the evolving streetscape of Deerubbin Drive



Street Elevation along Darug Avenue provides respectful built form scale & outlook to the neighbouring residences (NTS)

The main building fabric consists of concrete floors as the primary building support structures and lightweight frame secondary structure. The buildings will be encased in external cladding materials such as:

- Prefinished metal cladding
- Colour through Fibre Cement Cladding
- Prefinished corrugated metal soffit lining
- Prefinished Metal Soffit Lining with interlocking panels
- Powdercoated aluminium window and thermal glazing

The above selected building materials have neutral finish colours such as light grey, white or charcoal. This neutral colour palette provides background for earthy tones of the sunhood. The playful arrangement of the earthy coloured sunhoods become key features to the school.



5. BUG HOTELS / HABITAT / BIODIVERSITY

To further highlight the importance of biodiversity in the landscape the design has included several elements to improve biodiversity within the area by encourage insect and small fauna into the landscape areas. This has been achieved by including natural elements like boulders and logs into the design and using constructed elements that replicate natural habitat with the use of bug hotels. These elements in conjunction with the endemic and local native plant species will provide suitable conditions for the local insects and fauna to inhabit the landscape spaces. The natural trail linking these elements also provide the educational opportunities to highlight the importance of plants, insects and fauna in the ecosystem.



6. BUILDING NAMING

The Aboriginal Committee is invited to name some or all of the buildings in the school. Their proposal seeks to acknowledge the various Aboriginal linguistic groups whose children may be attending the school. The preliminary preselected names include:

Block A (Administration & Library)	Mulgoa
Block B2 (Learning spaces)	Darug
Block B3 (Learning spaces)	Tharawal
Block C (Hall)	Gandangara
Future Stage Building 1 (Learning spaces)	Darkinjung
Future Stage Building 2 (Learning spaces)	Wiradjuri
Future Stage Building 3 (Learning spaces)	Guringai

7. INTERPRETIVE STORY TELLING & SCULPTURES

After Consultation with the Aboriginal Committee the story of Mulgo the Black Swan, was raised as a potential story that could be included the design. The story includes local animals including the Black Swan, Eagle and Crow. These graphics could be incorporated onto boulders or logs (similar to the images below) and placed throughout the landscape. With the origin of the Black Swan being shared while moving through the landscape. The final narrative and arrangement of the elements would be finalised through consultation with Comber Consultants and the Aboriginal Committee. The sculptural pieces may be procured by other or the school.

PLAYGROUND SYMBOLS



The above images are indicative only and do not represent the final sculptural works.

8. INTERPRETIVE WATER THEMES

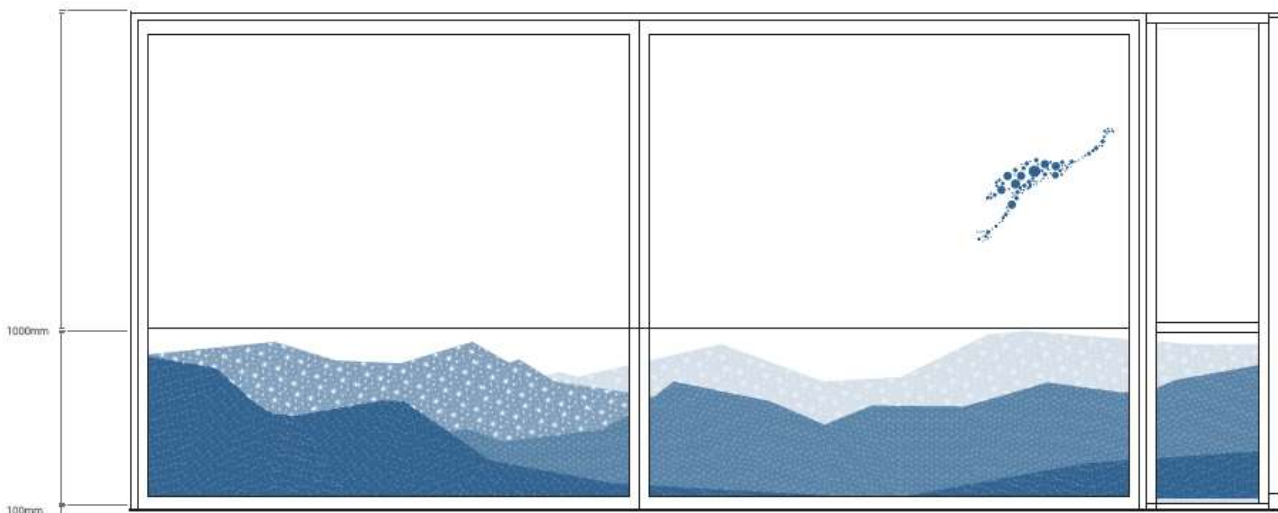
A connection to a body of water is a significant feature to the area. Throughout Aboriginal history waterways have always been used for trails and wayfinding features. At the New Primary School in Mulgoa Rise that connection may be interpreted as a graphic feature applied on the wayfinding signboards. The graphic design will be finalised in consultation with Aboriginal Committee. The following example depicts the waterway map of the Nepean River but does not represent the final graphic design and/or colour choice.



9. PRINTING AND DECALS TO GLAZING ELEMENTS.

Please note Decal and Graphic Artwork application on all external & internal full height glazed windows and doors is a AS1428.1 safety requirement. The integration of artwork / graphic will provide additional visual aesthetic to the block.

Graphic	Coloured graphic artwork to be designed in consultation with the Aboriginal Committee
Application & Responsibility	1m to 1.5m high on external & internal glass of windows and doors. The artwork will be digitised & repetitively applied. Digitalisation of the 2D work will be assisted by a graphic designer. Graphic designer to be appointed by Richard Crookes Construction.
Location	The head contractor to be supply & install the printed decal on glass TO ALL FULL HEIGHT WINDOW AND DOORS
Requirement:	- must meet AS1428.1 visual indicator requirement - Repeated pattern or graphic design to be maintained consistently for each building. Graphic design may be tailored to a maximum of three Aboriginal Committee selected themes.



GRAPHIC DESIGN INDICATIVE ONLY, REFER TO GRAPHIC DESIGN PACKAGE FOR GRAPHIC INPUT

CONCLUSION

The design for the new Primary School in Mulgoa Rise responds to the existing site character, context and the school's educational rationale. Our engagement with Aboriginal Committee has manifested in both the design of the building, and landscape elements. This unique school will offer facilities for ongoing teaching and learning of Aboriginal Culture & History for Indigenous and non-Indigenous students at primary school ages for many years ahead.

APPENDIX A

MINUTES OF MEETING

NEW MULGOA PRIMARY SCHOOL CONNECTING WITH COUNTRY

HELD AT THE SITE OF THE NEW MULGOA PRIMARY SCHOOL

1-23 FORESTWOOD DRIVE, GLENMORE

AT 10AM ON TUESDAY 16TH NOVEMBER 2021

PRESENT:

Aboriginal Participants

Kadi Khan, Kamilaroi Yankuntjatjara Working Group
Phil Boney, Wailwan Aboriginal Group
James Eastwood, Aragung
Justine Coplin Darug Custodian Aboriginal Corporation
Steve Randall, Deerubbin Local Aboriginal Land Council
Julia-Ann Narayan
Tjala Campbell
Rivers McEwen
Glenn Suey
Chris Jones

NBRS Architecture

Carmit Harnik Saar, Architect
Jon Kane, Landscape Architect
Johnsen Lim, Architect

Richard Crookes Constructions

Amy Warton, Design Manager

Colliers

Anthony Maughan-Wright (AMW)

Comber Consultants

Jillian Comber

APOLOGIES:

Rodney Gunther, Waawaar Awaa
Rodney asked that the minutes and copies of the Masterplan be forwarded to him for comment.

BUSINESS:

1. Welcome to Country

Jillian Comber provided the following welcome to Country.

We acknowledge the Traditional Custodians of this land that we are on today and acknowledge that we are on the land of the Mulgoa Clan of the Darug.

We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal people

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops and enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

2. Introductions

Everyone introduced themselves and explained their interest/role. The Aboriginal participants included those who had registered for Aboriginal cultural heritage consultation (RAPs) and Aboriginal people who were locals with an interest in the new school.

3. Purpose of Meeting

Jillian Comber explained that the purpose of the meeting was to discuss the design for the proposed new Mulgoa Primary School and to seek input from the Aboriginal participants in respect of a Connecting with Country framework to ensure Aboriginal values are included in the design.

4. Masterplan

NBRS, who are designing the new school distributed copies of the Masterplan and provided the following outline of the proposal:

- An introduction to the project was provided by giving context to the geography, location, surrounding environment and topography of the site.
- The masterplan, which will be completed over two stages for total of approximately 1000 students was explained. The first stage will occupy the northern side of the site which will cater for 414 students. The future development will occupy the southern half of the site and will provide the remaining space for approximately 600 students.
- A plan was tabled which detailed the external finishes of the buildings i.e. façade including sunhoods, materiality and colour scheme, as well as large canopies connecting the buildings along the North.
- The landscape design concept was discussed. It will mainly utilise natural materials via sandstones, logs and native plants to speak to the narrative of the site and endeavour to connect the narrative through education and Connecting With Country (CwC) considerations.
- The landscape design includes setting back the building and fencing along Deerubbin Drive to allow canopies to soften the edge.
- NBRS suggested providing a planting area on top of the earth berm for yam harvesting.

5. Responses to the Design

The Aboriginal participants provided the suggestions detailed below. In addition, Anthony Maughan-Wright (AMW) of Colliers and NBRS made additional suggestions which are also detailed below, where indicated.

- Native edible garden – perhaps along the nature trail?
- Consider Ring trees in landscape – directional trees which point to a significant location or space.
- Suggested desert colour theme (rich earthy tones, reds etc) and surrounding natural elements (what was quarried from site - glimmering quarts/aggregates?) for finishes. AMW suggested that these colours also to be considered for external landscaping elements. NBRS suggested aggregates in exposed concrete finishes to be explored.
- Incorporate Aboriginal themes/influences – themes could be rivers, flora/fauna etc:
 - into the softfall design
 - engravings in sandstone (nature trails) to tell a story
- As this area was occupied by multiple Aboriginal groups:

- Consider educational signage in different Aboriginal languages i.e. Welcome, Hello etc. AWM: words could be incorporated into the concrete for names of buildings or classrooms. NBR: the design team can suggest what words are used but the final use of language is to be approved by the Aboriginal participants.
- Prefer to have building names in English to avoid favouritism of a certain nation's language. NBR suggested that names for local flora and fauna could be used for buildings and consider name classrooms, not just buildings.
- Consider using totems to distinguish between girl (possum) and boy (flying fox) toilets
- School to consider using totems for sport teams
- Use only native plants on site, including kangaroo paws were suggested. AWM: no exotics.
- Incorporate sky knowledge into the canopies – perhaps some soffit treatment to be considered.
- Consider water feature – NBR advised this will be too difficult with EFSG compliance, therefore suggested dry creek bed story telling in lieu.
- Consider fauna habitat such as native bee hives, bug hotels etc. NBR: felled trees/logs and stones/boulders. NBR suggested that rivers represent tracks which were folled and should be interpreted as a linking theme.
- Incorporate water way interpretive designs e.g. hunting, medicines, water etc.
- Consider mosaic landscape patterns. NBR: to represent agricultural practices.
- Soundscape idea for burning, animal noises, water noises etc. NBR: suggested using QR codes across the school to use sound as an educational tool. These QR codes could be scanned by teachers or students and tell specific stories relating to the season or other elements. They could also be updated regularly to provide new material and teaching opportunities. It would be an economical undertaking that would have a longevity/flexibility.
- Digital display (projector) to COLA displaying natural environment – modern history etc.
- Past - Present - Future concept for the library display of artwork or artefacts or story telling, including background story for educational piece. NBR; contemporary Aboriginal culture needs to be represented.
- Interpretive story telling through finishes and landscape i.e. 3 sisters, rainbow serpent etc. NBR: the stories need to come from the Aboriginal participants.
- If artwork is to be explored only engage local artists.
- Interactive playground totems – 3D printing of artefacts?
- AMW suggested line marking for Indigenous games.
- NBR suggested yarning circles – the Aboriginal participants agreed.
- NBR suggested engravings into the sandstone – the Aboriginal participants agreed.
- NBR suggested harvest theme at temporary embankment - the Aboriginal participants agreed.

6. Request for further information

- NBR asked if the participants could suggest a list of significant species of trees/vegetation.
- NBR asked if the participants could suggest any stories that they would like interpreted in the landscape or design.
- All participants were requested to provide any additional advice or suggestions to Jillian Comber.

7. Close

Meeting closed at 11.30am.

8. Next Meeting

The next meeting is to be held at 11.00am on Wednesday 8th December at the site of the new Mulgoa Primary School.

MINUTES OF MEETING
NEW MULGOA PRIMARY SCHOOL CONNECTING WITH COUNTRY
HELD AT THE SITE OF THE NEW MULGOA PRIMARY SCHOOL
1-23 FORESTWOOD DRIVE, GLENMORE
AT 11AM ON WEDNESDAY 8TH DECEMBER 2021

PRESENT:

Aboriginal Participants

Kadi Khan, Kamilaroi Yankuntjatjara Working Group
Steve Randall, Deerubbin Local Aboriginal Land Council
Julia-Ann Narayan
Tjala Campbell
Rivers McEwen
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Johnsen Lim, Architect

Richard Crookes Constructions

Amy Warton, Design Manager

Colliers

Jock Mitton, Project Engineer

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APOLOGIES:

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2. Introductions

Everyone introduced themselves and explained their interest/role. The Aboriginal participants included those who had registered for Aboriginal cultural heritage consultation (RAPs) and Aboriginal people who were locals with an interest in the new school.

3. Purpose of Meeting

Jillian Comber explained that the purpose of the meeting was a follow up to the previous meeting to discuss the implementation of design elements for the new Mulgoa Primary School suggested by the participants at the last meeting. The designers were seeking input from the Aboriginal participants in respect of a Connecting with Country framework to ensure Aboriginal values are included in the design.

4. Masterplan

NBRS, who are designing the new school distributed copies of the Masterplan showing how suggestions from the previous meeting could be incorporated into the plans, as follows:

- By responding to where the buildings sit in the landscape.
- Responding to landscape elements such as sandstone and gravels from the natural landscape etc.
- Planting a mix of local native plants and natives from other areas.
- Interpretations of meanings/welcoming to country. Architectural response by using earthy tones for elements on façade and wayfinding. Welcome to country on sandstone boulder at entry to school.

5. Responses

A detailed discussion in respect of the elements included in the Masterplan design was held with the following agreed suggestions:

- The welcome to country on the sandstone boulder was discussed at length. Not everyone agreed that it should state “Welcome to Darug country” as Mulgoa is near the boundary between the Darug and Gandangara Nations and not all students at the school would be Darug. The discussion centred on whether it should state “Welcome to Aboriginal Country” to acknowledge the history of dispossession and that many different Aboriginal Nations now live in the area and that their children will attend the school. The discussion continued over the following week with participants providing further advice to Jillian. Jillian also spoke to those who could not attend. The final result (although not unanimous) was that it could say “Welcome to the country of the Mulgoa clan of the Darug”. It was acknowledged that the Mulgoa clan had been the traditional custodians of the land and that it was important that their history was not denied. It was agreed that children’s handprints would be an appropriate design on the sandstone boulder, given that it was welcoming people to a primary school. If possible, a black swan could also be shown on the boulder.
- A path with bug homes and logs for habitat and native beehives was a good idea that everyone agreed with. It was important to attract lizards and insects etc., to connect to biodiversity.
- The use of native edible gardens was agreed and that the landscape architect could determine suitable native plants.
- The use of Darug words for buildings was discussed. However, it was agreed that as there are many different Aboriginal nations with different languages that using only one language was not preferable. It was agreed that the names of the surrounding nations be used in acknowledgement of the various Nations, some of which border the study area and particularly as some Aboriginal children attending the school might belong to these groups:

1. Mulgoa
 2. Darug
 3. Tharawal
 4. Gandangara
 5. Darkinjung
 6. Wiradjuri
- The use of Aboriginal names for the interpretative story telling was also discussed. Rather than languages, symbols were preferred. However, research, which is ongoing has not found symbols to represent all of the English words, so Darug language words may need to be used, as shown below. However, research is continuing into appropriate Darug words and an agreed spelling for these words and for the spelling of the above Aboriginal Nations.

English Word	Darug Word
Welcome	Warami (which means hello or good to see you)
Gathering/Assembly	
Play	dynamila
Outdoor Learning	
Food	karndo
Sports	

- In addition to the above, a number of ideas were put forwarded by NBRS in response to the suggestions from the last meeting. As it may not be possible to implement all of the suggestions, the following priority order was agreed upon:
 1. Welcome to Country (see comments above).
 2. Native garden
 3. Waterway and play
 4. External finishes
 5. Bug hotels/habitat/biodiversity
 6. Building names
 7. Interpretive story telling
 8. Interpretive water themes
 9. Playground sculptures
 10. Printing and decals to glazing elements.
- The soft fall play area was discussed and agreed upon. It was agreed that native animals would be interpreted within the play area. Following is the priority list of animals to be interpreted. It was agreed that emu and kangaroo were important as prior to the invasion, they were plentiful across the Mulgoa area:
 1. Emu
 2. Kangaroo
 3. Platypus
 4. Echidna
 5. Black Swan
 6. Crows
 7. Eagles
 8. Goanna
 9. Rainbow Serpent around the hopscotch

10. Wombat

- It is believed that Mulgo is the Darug word for black swan and the following story was told about the black swan and an agreement that it should be acknowledged in the interpretation:

Once upon a time in the dreaming there were only white swans. Two white swans flew down from the Blue Mountains and landed on a lagoon inhabited by eagles in the land of the Mulgoa clan. The eagles saw the white swans and weren't happy at the intrusion. They started chasing the white swans away and out of their country. Whilst chasing them away they plucked out some of their feathers. Their feathers fell to the ground and grew into flannel flowers. Some very kind black crows saw the white swans and plucked out some of their own feathers and gave to the white swans, so that they would not be cold. Eventually the swans turned black and they were allowed to remain on country.

It should be noted that there are several different versions of this story and the final version is yet to be agreed upon.

- It was agreed that sky knowledge should be incorporated under the awning of the COLA.

6. Close

Meeting closed at 11.30am.

PLANTING SCHEDULE

ID	Latin Name	Common Name	Mature Height	Mature Spread	Pot Size	Quantity
TREES (SITE WIDE)						
ANGflo	<i>Angophora floribunda</i> *	Rough-barked Apple	10 - 15m	6 - 10m	75L	2
ANGflo(b)	<i>Angophora floribunda</i> *	Rough-barked Apple	10 - 15m	6 - 10m	100L	12
ANGflo(a)	<i>Angophora floribunda</i> *	Rough-barked Apple	10 - 15m	6 - 10m	45L	14
ARAh	<i>Araucaria cunninghamii</i>	Star Pine, Norfolk Island Pine	20-35m	10 - 15m	100L	4
BANint	<i>Banksia integrifolia</i>	Coastal Banksia	5 - 10m	3.5 - 6m	45L	9
BANser	<i>Banksia serrata</i>	Old Man Banksia	3-15m	2-4m	45L	8
CALvim	<i>Callistemon viminalis</i>	Callistemon	4-9m	4.5m	45L	13
EUCcre	<i>Eucalyptus crebra</i> *	Narrow leaved Ironbark	15-20m	6 - 10m	75L	7
EUCcre(a)	<i>Eucalyptus crebra</i> *	Narrow leaved Ironbark	15-20m	6 - 10m	45L	5
EUCman	<i>Eucalyptus mannifera</i> 'Little Spotty'	Brittle gum	5-7m	3-5m	100L	31
EUCpun	<i>Eucalyptus punctata</i> *	Grey Gum	12m	8m	75L	1
EUCpun(a)	<i>Eucalyptus punctata</i> *	Grey Gum	12m	8m	45L	16
EUCpun(b)	<i>Eucalyptus punctata</i> *	Grey Gum	12m	8m	100L	11
EUCter(a)	<i>Eucalyptus tereticornis</i> *	Forest Red Gum, Burringoa	15-20m	6 - 10m	45L	15
MELdec	<i>Melaleuca decora</i> *	White Feather Honeymyrtle	5-10m	4m	100L	11
MELsty(a)	<i>Melaleuca styphelioides</i> *	Prickly-leaved Tea Tree	5-9m	5-8m	45L	9
MELqui	<i>Melaleuca quinquenervia</i>	Broad-leaved Paperbark	8-15m	5-10m	75L	6
MELqui(a)	<i>Melaleuca quinquenervia</i>	Broad-leaved Paperbark	8-15m	5-10m	45L	20
TRIlau	<i>Tristaniopsis laurina</i> *	Kanooka, Water Gum	5 - 10m	3.5 - 6m	100L	12
TOTAL						206
Notes:						
*Endemic Plant species to Penrith City Council area						
Non local native planting to suppliment the local species.						
Plant species recorded in Mulgoa Nature Reserve (NPWS Conservation Reserve), planting communities including Shale Plains, Shale Hills, Moist Shale Woodlands, Western Sydney Dry Rainforest, Alluvial Woodland						
ID	Botanic Name	Common Name	Pot Size (mm)	Density	Ratio **	Quantity**
ZONE 1: ENTRY GARDEN PLANTING						
At	<i>Austromyrtus tenuifolia</i>	Midginberry	150	3	5%	166
Be	<i>Banksia ericifolia</i>	Heath Banksia	150	3	4%	133
Bao	<i>Banksia oblongifolia</i> *	Fern Leaf Banksia	150	4	2%	88
Hs	<i>Hakea sericea</i> *	Silky Hakea	150	3	2%	66
Bs	<i>Banksia spinulosa</i>	Hairpin Banksia	150	4	2%	88
Bo	<i>Breynia oblongifolia</i>	Coffee bush	150	4	3%	133
Bu	<i>Bursaria spinosa</i> *	Blackthorn	150	4	3%	111
Cca	<i>Callistemon citrinus</i> 'Anzac' *	Bottlebrush	150	4	4%	177
Cve	<i>Callistemon viminalis</i> 'Endeavour' *	Bottlebrush	150	4	4%	177
Cg	<i>Cyperus gracilis</i>	Slender sedge	tubestock	5	2%	111
Cyr	<i>Cymbopogon refractus</i>	Barbed wire grass	tubestock	6	4%	265
De	<i>Doryanthes excelsa</i>	Gymea Lilly	300	-	-	7
Dv	<i>Dodonaea viscosa</i> 'cuneata'	Wedge-leaf hop-bush	150	3	4%	133
Gh	<i>Goodenia hederacea</i>	Ivy goodenia	tubestock	4	3%	133
Gj	<i>Grevillea juniperina</i> *	Juniper-leaf grevillea	150	4	4%	177
Hv	<i>Hardenbergia violacea</i>	Flase Sarsparilla	75	4	4%	177
Ia	<i>Indigofera australis</i>	Native indigo	150	3	3%	99
Lt	<i>Leptospermum trinervium</i> *	Slender Tea Tree	150	4	4%	177
At	<i>Austrodanthonia tenuior</i>	Wallaby Grass	tubestock	6	2%	133
Lc	<i>Lomandra cylindrica</i> 'Lime Wave'	Lomandra Lime Wave	tubestock	6	3%	199
Li	<i>Lomandra longifolia</i> *	Spiny Mat Rush	tubestock	6	3%	199
Lt	<i>Lomandra longifolia tanika</i>	Tanika Lomandra	tubestock	6	3%	199
Lf	<i>Lomandra filiformis</i>	Wattle mat-rush	tubestock	6	3%	199
Lm	<i>Lomandra multiflora</i>	Many-flowered mat-rush	tubestock	6	5%	332
Od	<i>Ozothamnus diosmifolius</i>	Rice flower	150	4	4%	177
En	<i>Einadia nutans</i>	Nodding Saltbush	tubestock	4	5%	221
Rs	<i>Rhagodia spinescens</i>	Creeping Saltbush	150	4	5%	221
Em	<i>Eriostemon myoporoides</i>	Longleaf Waxflower	150	3	5%	166
Bl	<i>Baeckea linifolia</i>	Flax-leaf Heath Myrtle	150	5	5%	276
XANaus	<i>Xanthorrhoea australis</i>	Grass Tree	1.0m Clear Trunk	As Indicate	-	18
Subtotal						4,754

ID	Botanic Name	Common Name	Pot Size (mm)	Density	Ratio **	Quantity**
ZONE 2: SWALE GARDEN PLANTING						
			430			
Dic	<i>Dichelachne micrantha</i> *	Plume Grass	tubestock	6	5%	129
Gs	<i>Gahnia sieberiana</i>	Red-Fruit Saw Sedge	tubestock	6	10%	258
Ju	<i>Juncus usitatus</i> *	Common Rush	tubestock	6	15%	387
Lc	<i>Lomandra cylindrica</i> 'Lime Wave'	Lomandra Lime Wave	tubestock	6	15%	387
PA	<i>Phragmites australis</i>	Common reed	tubestock	6	5%	129
Li	<i>Lomandra longifolia</i> *	Spiny Mat Rush	tubestock	6	5%	129
Lt	<i>Lomandra longifolia tanika</i>	Tanika Lomandra	tubestock	6	5%	129
Lf	<i>Lomandra filiformis</i>	Wattle mat-rush	tubestock	6	5%	129
Lm	<i>Lomandra multiflora</i>	Many-flowered mat-rush	tubestock	6	5%	129
Ms	<i>Microlaena stipoides</i>	Weeping Grass	tubestock	6	10%	258
Ps	<i>Poa sieberiana</i>	Blue tussock grass	tubestock	6	5%	129
Ta	<i>Themeda australis</i> *	Kangaroo Grass	tubestock	6	10%	258
Tt	<i>Themeda triandra</i>	Kangaroo Grass	tubestock	6	5%	129
			Subtotal	100%		2,580
ZONE 3: CENTRAL PLAY & BUSH TUCKER PLANTING						
			720			
BAo	<i>Banksia oblongifolia</i>	Fern Leaf Banksia	150	4	2%	58
Bo	<i>Breynia oblongifolia</i>	Coffee bush	150	4	2%	58
Bu	<i>Bursaria spinosa</i> *	Blackthorn	150	4	3%	72
Em	<i>Eriostemon myoporoides</i>	Longleaf Waxflower	150	4	4%	115
Cas	<i>Casuarina glauca</i> 'Cousin It'	Dwarf Casuarina	150	4	3%	86
Cg	<i>Cyperus gracilis</i>	Slender sedge	tubestock	6	3%	130
Cyr	<i>Cymbopogon refractus</i>	Barbed wire grass	tubestock	6	4%	173
Cve	<i>Callistemon viminalis</i> 'Endeavour'	Bottlebrush	150	4	3%	86
En	<i>Einadia nutans</i>	Nodding Saltbush	150	4	5%	144
Dv	<i>Dodonaea viscosa</i> 'cuneata'	Wedge-leaf hop-bush	150	3	5%	108
Gh	<i>Goodenia hederacea</i>	Ivy goodenia	tubestock	4	3%	86
Od	<i>Ozothamnus diosmifolius</i>	Rice flower	150	4	3%	86
Gj	<i>Grevillea juniperina</i> *	Juniper-leaf grevillea	150	4	3%	86
Hv	<i>Hardenbergia violacea</i>	Flase Sarsparilla	tubestock	4	5%	144
Ia	<i>Indigofera australis</i>	Native indigo	150	3	3%	65
Hp	<i>Helichrysum petiolare</i>	Licorice Plant	150	4	5%	144
Lc	<i>Leptospermum polygalifolium</i> *	Tea Tree	150	4	2%	58
Lc	<i>Lomandra cylindrica</i> 'Lime Wave'	Lomandra Lime Wave	tubestock	6	5%	216
Li	<i>Lomandra longifolia</i> *	Spiny Mat Rush	tubestock	6	5%	216
Lt	<i>Lomandra longifolia tanika</i>	Tanika Lomandra	tubestock	6	5%	216
Tt	<i>Themeda triandra</i>	Kangaroo Grass	tubestock	6	3%	130
Lf	<i>Lomandra filiformis</i>	Wattle mat-rush	tubestock	6	5%	216
Lm	<i>Lomandra multiflora</i>	Many-flowered mat-rush	tubestock	6	5%	216
Bl	<i>Baeckea linifolia</i>	Flax-leaf Heath Myrtle	150	4	2%	58
SA	<i>Scaevola aemula</i>	Fairy Fan Flower	150	4	3%	86
At	<i>Austrodanthonia tenuior</i>	Wallaby Grass	tubestock	6	2%	86
Rp	<i>Rubus parvifolius</i>	Native raspberr	150	6	2%	86
Ta	<i>Themeda australis</i> *	Kangaroo Grass	tubestock	6	5%	216
XANaus	<i>Xanthorrhoea australis</i>	Grass Tree	Trunk Height	Indicate d	-	24
			Subtotal	100%		3,466

ID	Botanic Name	Common Name	Pot Size (mm)	Density	Ratio **	Quantity**
ZONE 4: PERIMETER PLANTING						
			1780			
Bu	<i>Bursaria spinosa</i> *	Blackthorn	150	4	3%	178
En	<i>Einadia nutans</i>	Nodding Saltbush	150	4	5%	356
Dv	<i>Dodonaea viscosa</i> 'cuneata'	Wedge-leaf hop-bush	150	3	5%	267
Gh	<i>Goodenia hederacea</i>	Ivy goodenia	tubestock	4	3%	214
Hv	<i>Hardenbergia violacea</i>	Flase Sarsparilla	150	4	3%	178
			tubestock	4	2%	142
At	<i>Austrodanthonia tenuior</i>	Wallaby Grass	tubestock	6	5%	534
Lc	<i>Lomandra cylindrica</i> 'Lime Wave'	Lomandra Lime Wave	tubestock	6	10%	1,068
Li	<i>Lomandra longifolia</i> *	Spiny Mat Rush	tubestock	6	5%	534
Lt	<i>Lomandra longifolia tanika</i>	Tanika Lomandra	tubestock	5	5%	445
Lf	<i>Lomandra filiformis</i>	Wattle mat-rush	tubestock	6	5%	534
Lm	<i>Lomandra multiflora</i>	Many-flowered mat-rush	tubestock	6	5%	534
Ms	<i>Microlaena stipoides</i>	Weeping Grass	tubestock	5	5%	445
Ps	<i>Poa sieberiana</i>	Blue tussock grass	tubestock	5	5%	445
Hv	<i>Hardenbergia violacea</i>	Flase Sarsparilla	tubestock	4	5%	356
Ta	<i>Themeda australis</i> *	Kangaroo Grass	tubestock	5	5%	445
Od	<i>Ozothamnus diosmifolius</i>	Rice flower	150	4	5%	356
SA	<i>Scaevola aemula</i>	Fairy Fan Flower	150	3	5%	267
Wg	<i>Wahlenbergia gracilis</i>	Australian bluebell	150	3	5%	267
GL	<i>Grevillea longifolia</i>	Grevillea	150	4	5%	356
Bl	<i>Baeckea linifolia</i>	Flax-leaf Heath Myrtle	150	3	5%	267
			Subtotal	100%		8,188
ZONE 5: SPORTS ZONE PLANTING						
			820			
Cag	<i>Carpobrotus glaucescens</i>	Pig Face	150	4	5%	164
Cg	<i>Cyperus gracilis</i>	Slender sedge	tubestock	6	5%	246
Cyr	<i>Cymbopogon refractus</i>	Barbed wire grass	tubestock	6	5%	246
Hp	<i>Helichrysum petiolare</i>	Licorice Plant	150	4	5%	164
Hv	<i>Hardenbergia violacea</i>	Flase Sarsparilla	150	4	7%	230
Lf	<i>Leptospermum flavescens</i> Cardwell	Tea Tree	150	4	5%	164
Lc	<i>Leptospermum polygalifolium</i> *	Tea Tree	150	4	5%	164
Lc	<i>Lomandra cylindrica</i> 'Lime Wave'	Lomandra Lime Wave	tubestock	6	5%	246
Lf	<i>Lomandra filiformis</i>	Wattle mat-rush	tubestock	6	5%	246
Lm	<i>Lomandra multiflora</i>	Many-flowered mat-rush	tubestock	6	5%	246
Li	<i>Lomandra longifolia</i> *	Spiny Mat Rush	tubestock	6	5%	246
Lt	<i>Lomandra longifolia tanika</i>	Tanika Lomandra	tubestock	6	10%	492
Ta	<i>Themeda australis</i> *	Kangaroo Grass	tubestock	6	10%	492
Wg	<i>Wahlenbergia gracilis</i>	Australian bluebell	150	4	5%	164
Od	<i>Ozothamnus diosmifolius</i>	Rice flower	150	4	3%	98
Ps	<i>Poa sieberiana</i>	Blue tussock grass	tubestock	6	10%	492
PA	<i>Phragmites australis</i>	Common reed	150	6	5%	246
			Subtotal	100%		4,346
MASSPLANTING TOTAL						23,334

NOTE:						
*Endemic Plant species to Penrith City Council area						
**Plant quantities are subject to detail design and might change						
Non local native planting to suppliment the local species for school setting.						
Key to Planting Communities Identified in the locality:						
Plant species recorded in Mulgoa Nature Reserve (NPWS Conservation Reserve), planting communities including Shale Plains, Shale Hills, Moist Shale Woodlands, Western Sydney Dry Rainforest, Alluvial Woodland						
Plant species recorded from Cumberland Plain Shale Woodlands, Shale-Gravel Transition Forest, Cumberland Riverflat Forest						

APPENDIX C



Australian Government
Australian Sports Commission

mer kai

'mer kai'



SCHOOL
YEARS
4–6

SCHOOL
YEARS
7–9

SCHOOL
YEARS
10–12

Post-school age

Background

This is a version of a game from the Torres Strait Islands, using the thick, oval, deep-red fruit of the kai tree which is quite light when dry.

Language

Mer is the name of one of the islands in the Torres Strait. A kai fruit was often used for playing.

Short description

This is a hand-hitting (volley) game where players attempt to keep the ball in the air for as long as they can.

Players

- Groups of six players

Playing area

- Use a designated indoor or outdoor area. The centre circle of a basketball court with the line through the centre is ideal.

Equipment

- A tennis ball, small beach ball, *paketa* or a small, soft ball (such as a covered sponge ball)

Game play and basic rules

- Players form a circle. The ball is thrown into the air and each player passes it to another by striking the ball upwards with the palm of the hand.
- In this game, teams are presented with a set of activities that can be performed and after some practice develop a performance that highlights their ball skills, body handling and originality.

- Teams develop a routine that contains some of the following elements:
 - random hitting to other players in the circle
 - hit to every player in the circle in a set order
 - hit around the circle in one direction then back the other way
 - hit up to the middle of the circle and the person next to the hitter steps into the middle and hits it up — all players then have a turn, continuing around the circle twice
 - hit and follow to replace the person the ball is hit to as he or she hits it to another player — pass and follow
 - a player in the middle who hits the ball back to each person in order — all players have a turn in the middle
 - hit back and forth at speed in a zig-zag pattern to the three players in opposite halves of a circle
 - walk/march/jog around in a circle and hit the ball over the head for the next person (for advanced groups).

Suggestion

Players learn the basic aspects of the routine and then work out their routine. When this is mastered they look to include more creative aspects to the performance.

Performance considerations

- Introduce two or more balls as part of the routine (for advanced groups only).
- Show hits with both hands/arms up to the elbows.
- No gymnastic stunts such as handstands are allowed, but under the legs, high hits, kneel or sit down, behind the back, jumps into the air to hit the ball, turns, hand claps (individually or as a group) can help with a creative performance.
- For some stunts players may tap/block the ball in the air with one hand and hit it with the other.
- Players must not move more than 1 metre back from the marked circle.

Judging

The overall performance of groups can be judged on criteria related to skill, teamwork, elements of the routine, flow and movement, originality, and overall appeal.

Dropped balls, etc. are 'penalised' in the final assessment.

Comment

Different age groups will have different elements to include in their routines. For very young players it may be a case of compiling as many hits as possible in a set time, hitting in a set order, and basic 'tricks' or skill variations.

Teaching points

- Players in a circle. Palms of hand up.
- Ready and go.
- Well done. Keep going.



Australian Government
Australian Sports Commission

jillora
'jil-lor-a'



All school-age groups (K–12)

Post-school age

Background

Spinning balls or tops of various kinds were used as an amusement by Aboriginal people in most parts of Australia and by Torres Strait Islanders.

The spin-ball used in the northwest central districts of Queensland was a round ball of about 2 to 3 centimetres in diameter. It was made of lime, ashes, sand, clay and sometimes hair, rolled into shape, either between the hands or the folds of a blanket, and subsequently baked, thus making it smooth and hard. The spin-ball was often painted with red or yellow ochre.

Language

The spin-ball was called *jillora* at Boulia, *popojo* at Glenormiston and Roxburgh, *pucho-pucho* in the Kalkadoon country, and *anai-dappi-dappa* at Headingly and Lake Nash. The game was apparently introduced from the lower Diamantina River area.

Short description

A ball-spinning activity.

Players

- One to ten players

Playing area

- A suitable indoor or outdoor area

Equipment

- Large balls such as basketballs

Game play and basic rules

- Players attempt to make the ball spin for as long as possible.
- Players use one or both hands to spin the large balls on a smooth surface. Younger players may need help from other players in spinning the balls.

Variations

- The game can be played by several players at once. On the signal to start, all players start their balls spinning.
- In a competition the last ball left spinning is the winner.
- Timed-team *jillora*: Players are organised into groups of three to five. Players add their times together and attempt to set a 'record'. Have three attempts to set a record. At the end add the times for all the groups to set a class record.

Comment

This version is designed for use as a warm-up activity and is particularly suitable for younger children.

Teaching points

- Balls ready. Hands each side on top.
- Push with one hand pull with the other. Hold in the fingers. Make it spin.
- Step back. Keep it going.
- Try again. A little harder. That's the idea.



Australian Government
Australian Sports Commission

bowitgee

'bow-it-gee'



SCHOOL
YEARS
7–9

SCHOOL
YEARS
10–12

Post-school age

Background

The young men from parts of the Gulf of Carpentaria in the Northern Territory had a ball game they called *bowitgee* ('going about').

The ball was made of paper bark tied firmly with string and about the size of a tennis ball. A good-natured yell of derision greeted the unlucky player who dropped the ball.

Short description

This is a running-and-passing activity. There are no definite rules for the game, which simply consists of throwing from one player to the other very quickly.

Players

- Six to eight players per grid/area

Playing area

- A designated area perhaps 10 x 20 metres

Equipment

- A sponge, tennis or small rubber ball

Game play and basic rules

- Players pass the *bowitgee* among themselves while moving around in the grid area. The group counts the number of passes made in a designated period of time (for example, 60 seconds). The *bowitgee* must not be handed from player to player (passes must be at least 3 metres).
- Players can become quite proficient at keeping the *bowitgee* going. A player often just touches or taps the *bowitgee* and makes it glance or deflect off to the next player, or catches and throws it quickly.

Variations

- One group may challenge another group to find a winner, or a number of teams can compete against a time limit. The activity can be varied by having the pass count re-start if a pass is dropped.
- Two groups with a ball each.
- Use a soft inflated ball for players to hit/deflect to each other.
- Count the number of hits to each other the group can make before the *bowitgee* hits the ground.
- Have a 'defender' attempt to intercept the ball as it is being thrown, hit or deflected from player to player.

Comment

This is a good warm-up activity for ball-handling games.

Teaching points

- Ball ready. Spread out.
- Try to catch and pass as quickly as you can. Pass to different players.
- Deflect it if you can.
- Call for it so they know you are ready.
- All ready. Catch or deflect. No punching the ball. Tap it on if you can.
- Watch out for others. Hands up to catch. Reach towards the ball.
- Pass and move. Cover the whole area.





Australian Government
Australian Sports Commission

boogalah

'boo-ga-la'



SCHOOL
YEARS
4–6

SCHOOL
YEARS
7–9

Background

This was a ball game played by both genders of the Juwalarai people in New South Wales. A ball (*boogalah*) was made of sewn-up kangaroo skin. In playing the game all of one *Dhé*, or totem, were team-mates.

Short description

This is a team throwing and catching game.

Players

- Two teams of six to ten players

Playing area

- A designated area suitable for the activity

Equipment

- A soccer ball (size 2 or 3) or a gator skin ball as the *boogalah*

Game play and basic rules

- All the players start in the middle of the playing area. To decide who will start the game a player (or referee) throws the *boogalah* into the air and the player who catches it moves with their totem (team) to stand in a group in the middle of the playing area. The other team is in a circle around them.
- The *boogalah* is thrown high into the air and the players attempt to catch it for their team.
- The players in the circle cannot move to catch the *boogalah* until it is thrown in the air. If a player from the outside circle catches it, his or her side goes into the middle to swap places with the other team. Teams change places quickly. Physical contact should be avoided as much as possible.

Scoring

The team keeping the *boogalah* in play the longest or the highest number of times during the game is the winner.

Safety

For younger players, mixed-age and/or gender teams there is to be no pushing while attempting to gain the *boogalah*. When the *boogalah* touches the ground, play stops and the turn is taken again.

Variations

- Small group *boogalah*: One ball for each group of five or six. One player throws up the ball and they all attempt to catch it. The successful player scores one point.
- Play the first team to five points or the highest score after a set time. (Suitable for physical education lessons.)
- Ten-catch *boogalah*: To start players from both teams, players stand in two lines, 10 metres apart and face each other. The referee throws the *boogalah* into the air and players attempt to catch it for their team. When a player catches the *boogalah*, his or her team moves to stand outside the playing circle (radius of 8–10 metres) and the catching team moves to stand inside the circle. The player catching the *boogalah* is in the centre of the circle and throws it into the air. After throwing the *boogalah* the thrower leaves the circle. Players from the catching team attempt to catch it to throw up again. The first team to make ten catches in a row wins (or count the total catches of both teams without dropping the *boogalah*).

Suggestion

To add more action and as a possible warm-up activity, it is possible to use two to three balls thrown up in different directions. Players retrieve the balls and move to the middle of the circle and throw them up as part of a continuous whole-group activity.

Note: The game may also be played as a cooperative game for the enjoyment of playing.

Teaching points

- All in the middle. Form two circles.
- Throw it high. Go and get it.
- Watch the contact. Be careful.
- Swap teams. Let's go.
- Make the game quick.
- Good. High throws.
- Call for the ball.