

Appendix A – Architectural Drawings

NEW PRIMARY SCHOOL IN EDMONDSON PARK

NSW Department of Education | School Infrastructure NSW
BUCHAN AVE EDMONDSON PARK

Drawing Register

Drawing Number	Sheet Name	Rev
AR- W-DW- 0000	COVER SHEET	C
AR- W-DW- 1001	SITE PLAN	C
AR- W-DW- 1400	DEMOLITION PLAN	B
AR- W-DW- 2000	GROUND FLOOR	E
AR- W-DW- 2001	LEVEL 01	E
AR- W-DW- 2002	LEVEL 02	E
AR- W-DW- 2100	GROUND FLOOR PLAN	E
AR- W-DW- 2101	LEVEL 01 FLOOR PLAN	E
AR- W-DW- 2102	LEVEL 02 FLOOR PLAN	E
AR- W-DW- 2103	ROOF PLAN	D
AR- W-DW- 3100	EXTERNAL BUILDING ELEVATIONS SHEET 01	C
AR- W-DW- 3101	EXTERNAL BUILDING ELEVATIONS SHEET 02	C
AR- W-DW- 3102	INTERNAL BUILDING ELEVATIONS SHEET 01	C
AR- W-DW- 3400	BUILDING CROSS SECTIONS	C
AR- W-DW- 3401	BUILDING LONG SECTIONS	C
AR- W-DW- 4300	MATERIALS AND FINISHES	A
AR- W-DW- 7000	SCHOOL IDENTIFICATION SIGNAGE	A
AR- W-DW- 8200	SHADOW ANALYSIS	B
Grand total: 18		



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Traffic Consultant

PTC
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NSW Nominated Architects: Robert Denton Reg. No. 5782, Alex Kibble Reg. No. 6015

Do not scale drawings. Verify all dimensions on site. Notify architect of all discrepancies

Rev	Date	Description	Chkd	Auth
A	29.04.21	Issue for Coordination	HC	AK
B	31.05.21	Issue for SSDA	HC	AK
C	10.06.21	Issue for SSDA	HC	AK

Project

NEW PRIMARY SCHOOL IN EDMONDSON PARK

BUCHAN AVE EDMONDSON PARK

Drawing Title
COVER SHEET

Proj. Dir	Proj. Arch	Drawn	Sheet
AK	AH	HC	A1

Job No.

210002

Date

01/12/21

Scale

Drawing No.

AR- W-DW- 0000

Revision

C

Tanner Kibble Denton Architects Pty Ltd

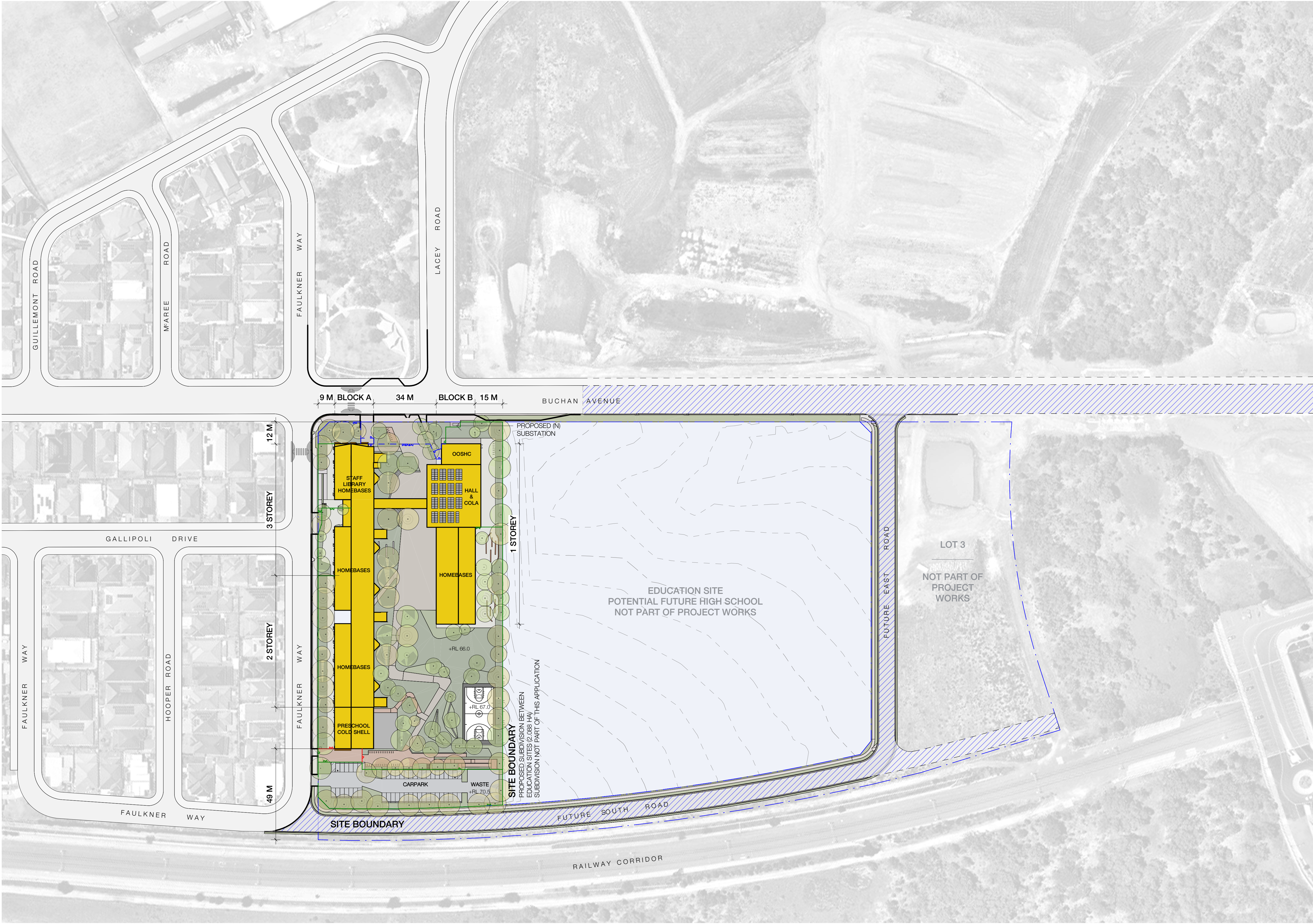
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Rev	Date	Description	Chkd	Auth
A	23.04.21	Issue for Coordination	HC	AK
B	31.05.21	Issue for SSDA	HC	AK
C	10.06.21	Issue for SSDA	HC	AK

Project

**NEW PRIMARY SCHOOL IN
EDMONDSON PARK**

BUCHAN AVE
EDMONDSON PARK

Drawing Title
SITE PLAN

Proj. Dir

AK

Proj. Arch

AH

Drawn

HC

Sheet

A1

Job No.

210002

Date

03/25/21

Scale

1 : 1000

Revision

C

Drawing No.

AR- W-DW- 1001

0M 20 40 60 80 100

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(E) BOUNDARY FENCE TO BE DEMOLISHED FOR (N) SCHOOL ENTRY FORECOURT

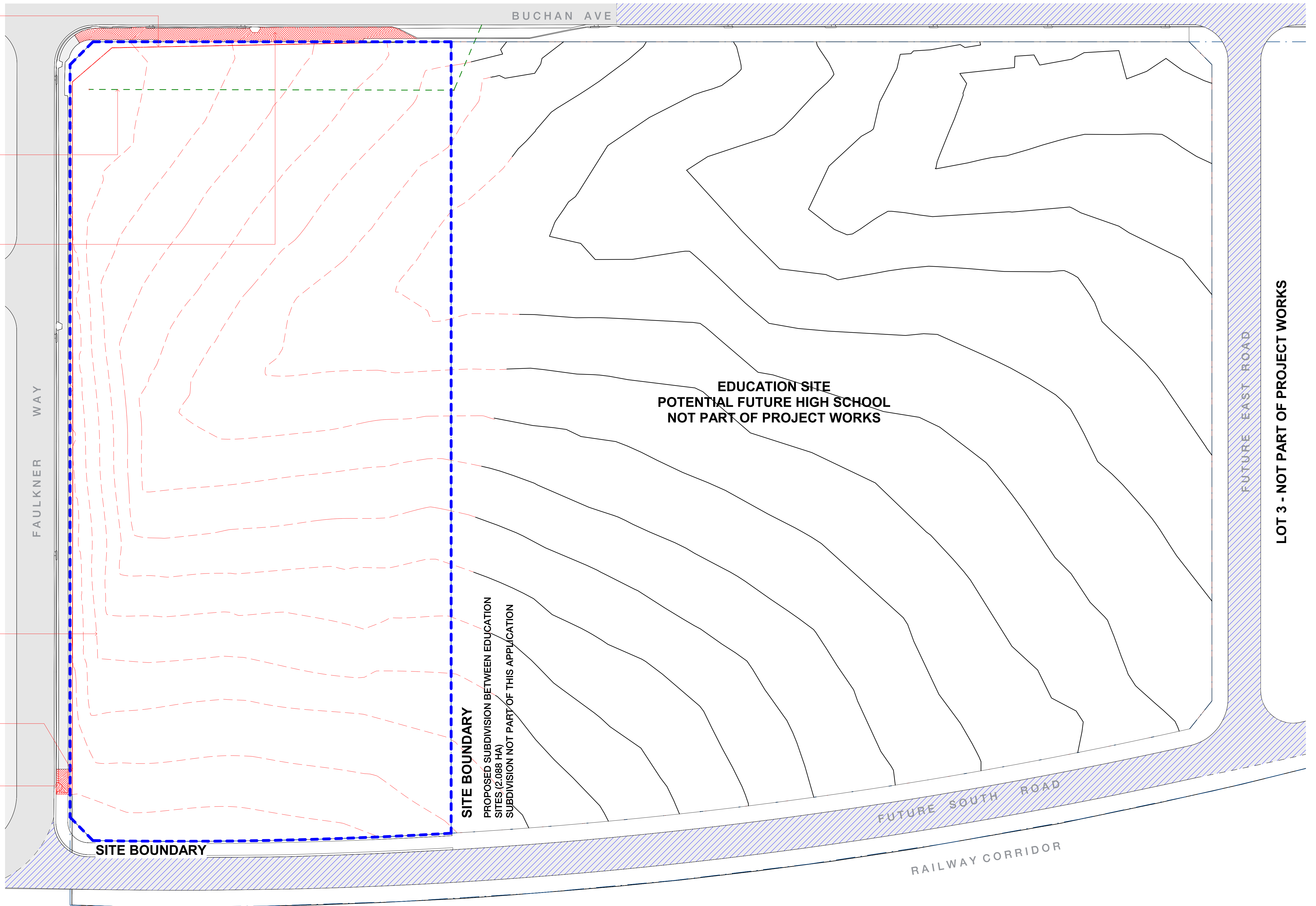
(E) OVERHEAD POWER LINES AND ASSOCIATED POWER POLES ON SURVEY HAVE BEEN DEMOLISHED PRIOR TO THIS DEVELOPMENT

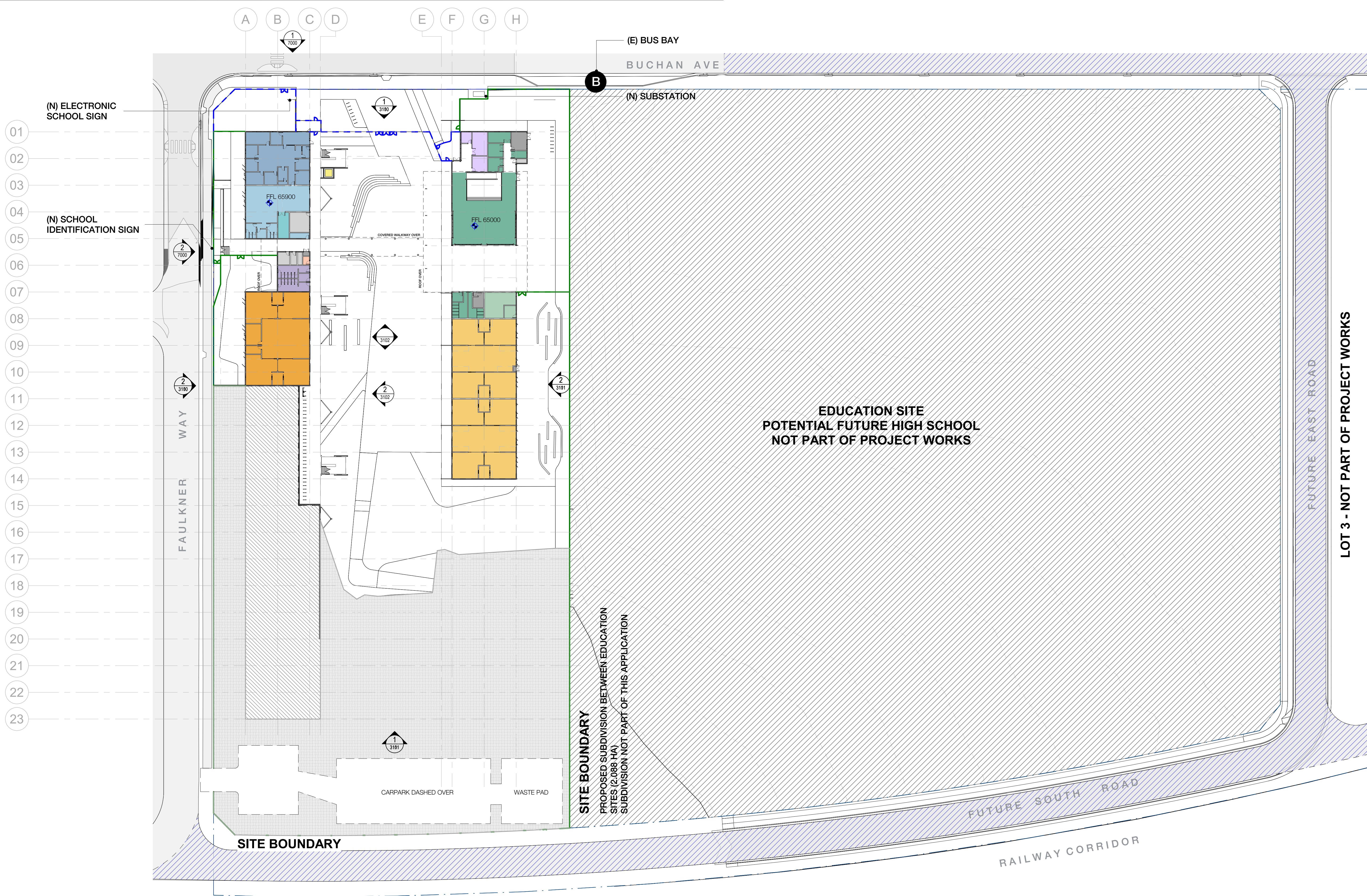
(E) GRASS VERGE DEMOLISHED FOR (N) PEDESTRIAN PAVING

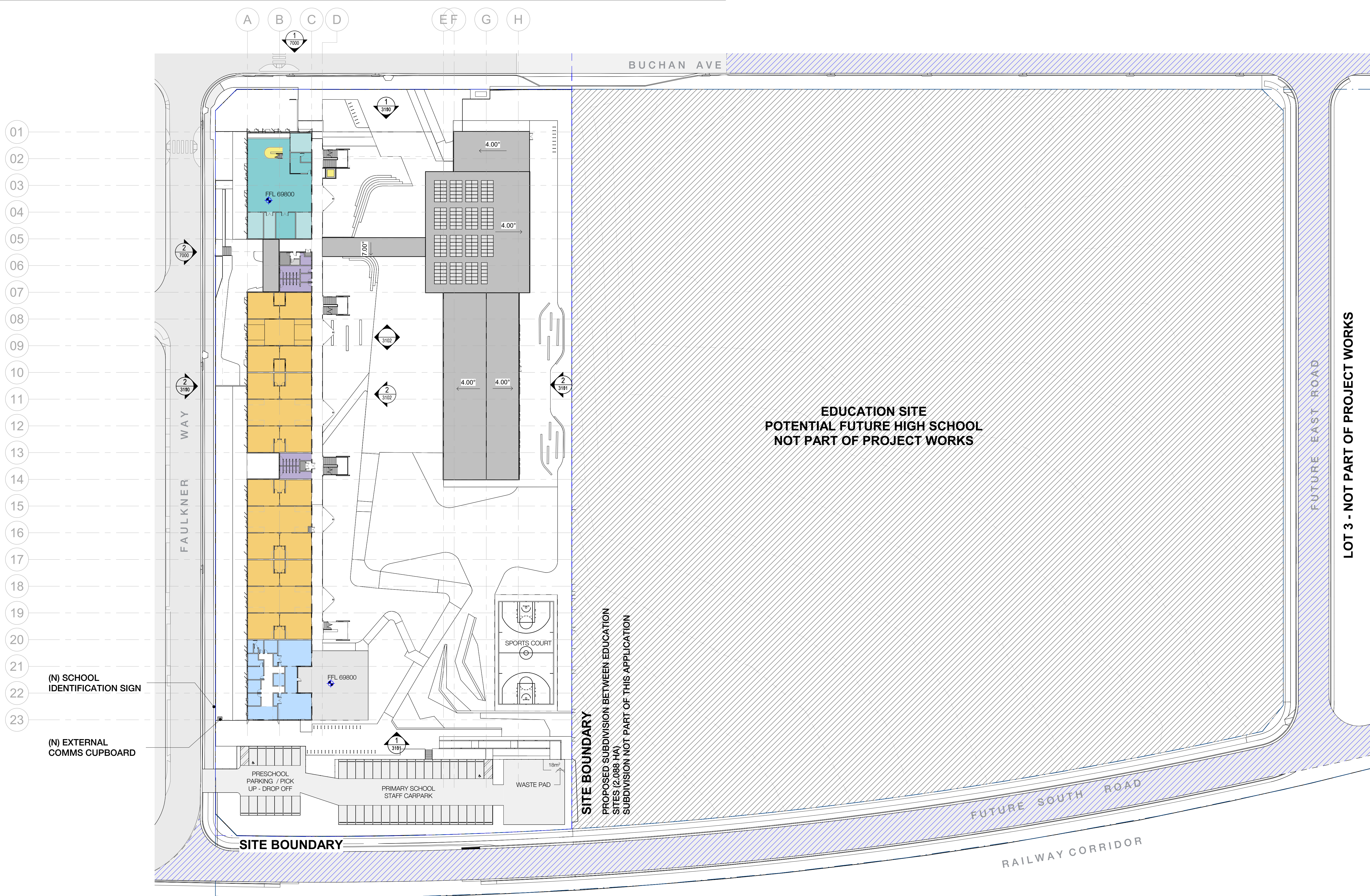
(E) TOPOGRAPHY REGRADED TO CIVIL ENGINEER'S DESIGN

(E) BOUNDARY FENCE TO BE DEMOLISHED FOR (N) CARPARK SECURITY GATE

(E) PAVEMENT, KERB AND GRASS VERGE DEMOLISHED FOR (N) CARPARK DRIVEWAY







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Rev	Date	Description	Chkd	Auth
P1	06.04.21	Issue for Coordination	HC	AK
A	20.04.21	Issue for Coordination	HC	AK
B	29.04.21	Issue for Coordination	HC	AK
C	20.04.21	Issue for TSG	HC	AK
D	31.05.21	Issue for SSDA	HC	AK
E	10.06.21	Issue for SSDA	HC	AK

Project
**NEW PRIMARY SCHOOL IN
EDMONDSON PARK**
BUCHAN AVE
EDMONDSON PARK
Drawing Title
LEVEL 01

Proj. Dir	Proj. Arch	Drawn	Sheet
AK	AH	HC	A1

Job No.	Date	Scale
210002	03/25/21	1 : 500

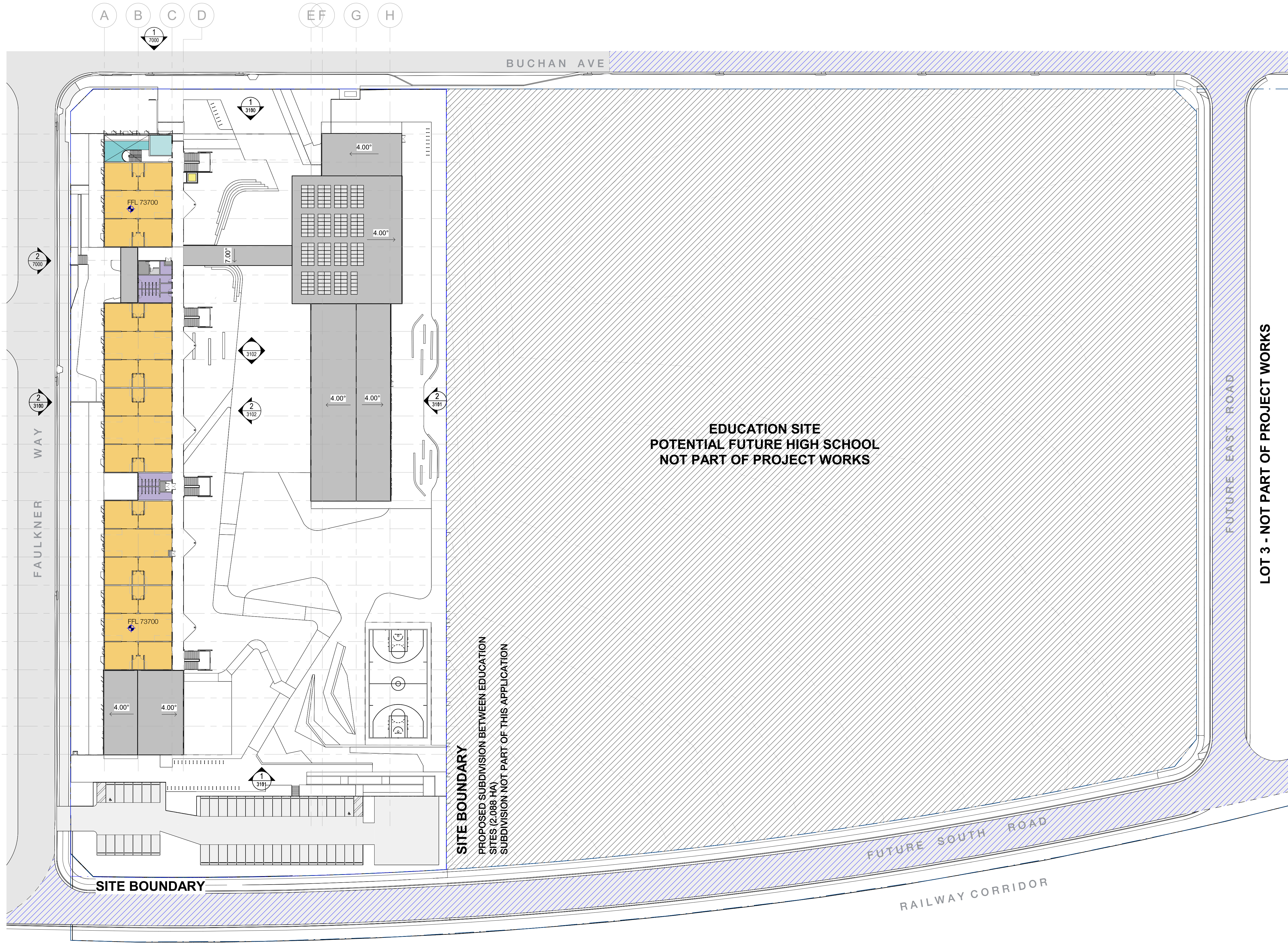
Drawing No. **AR- W-DW- 2001** Revision **E**

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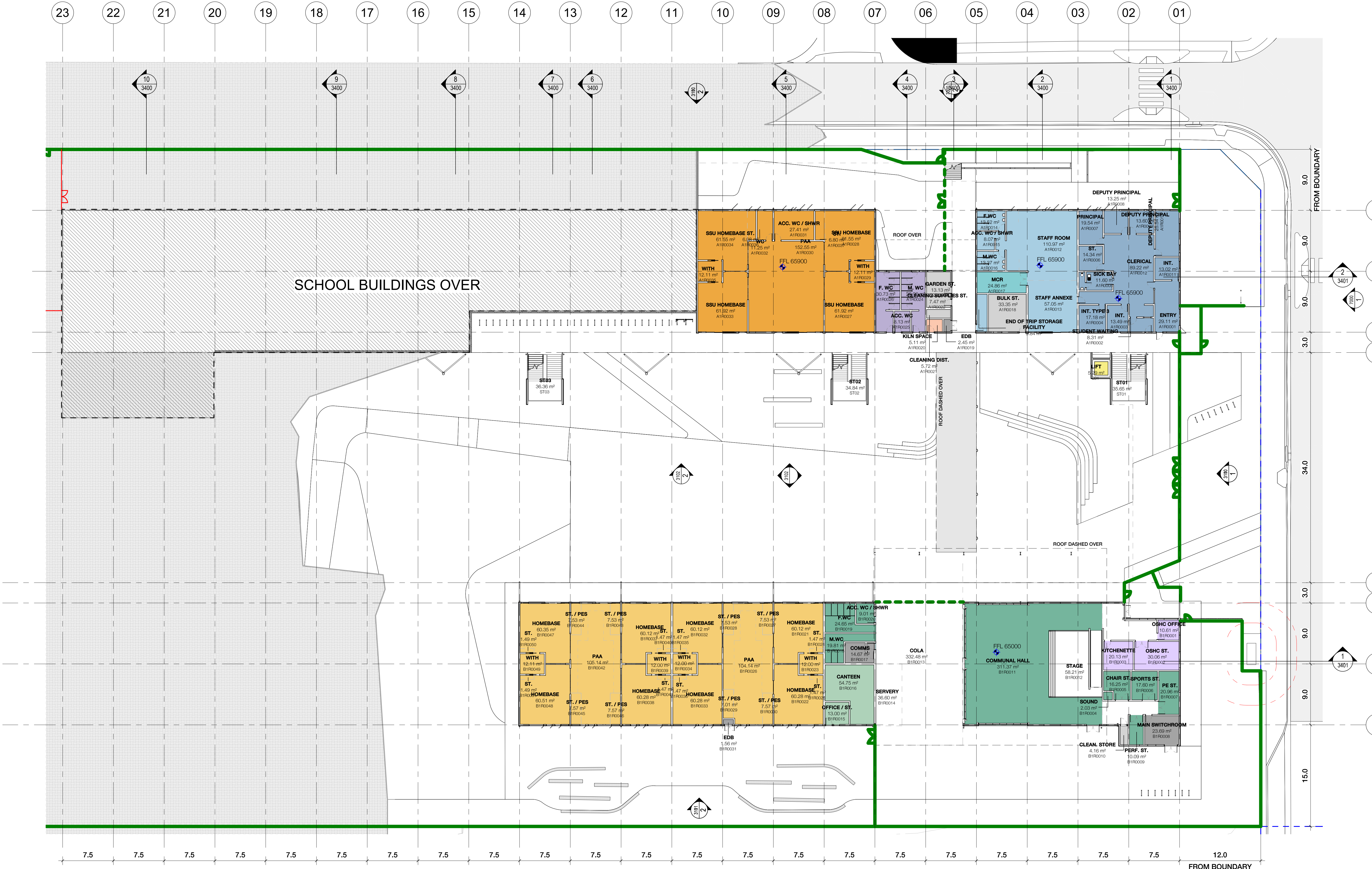
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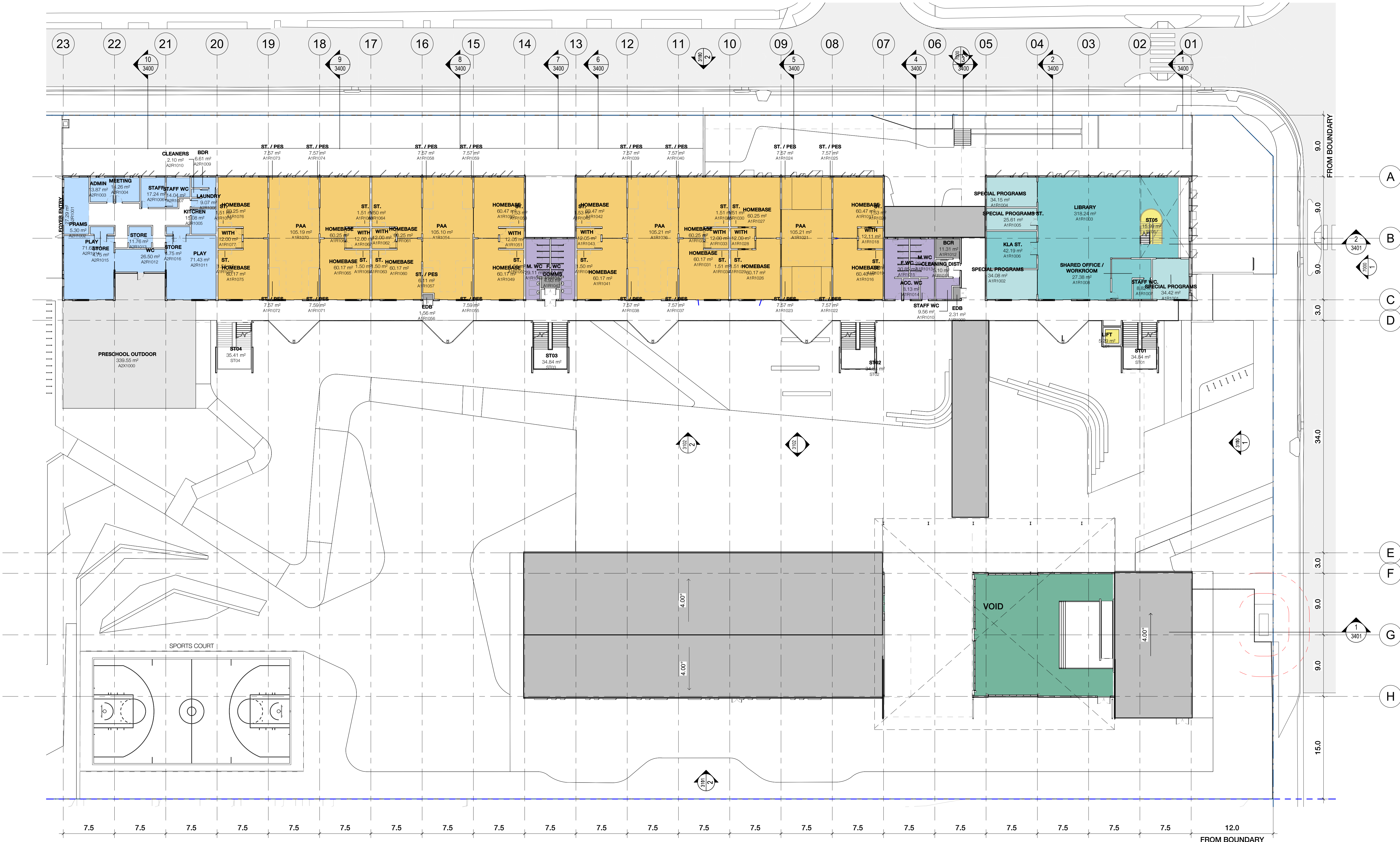
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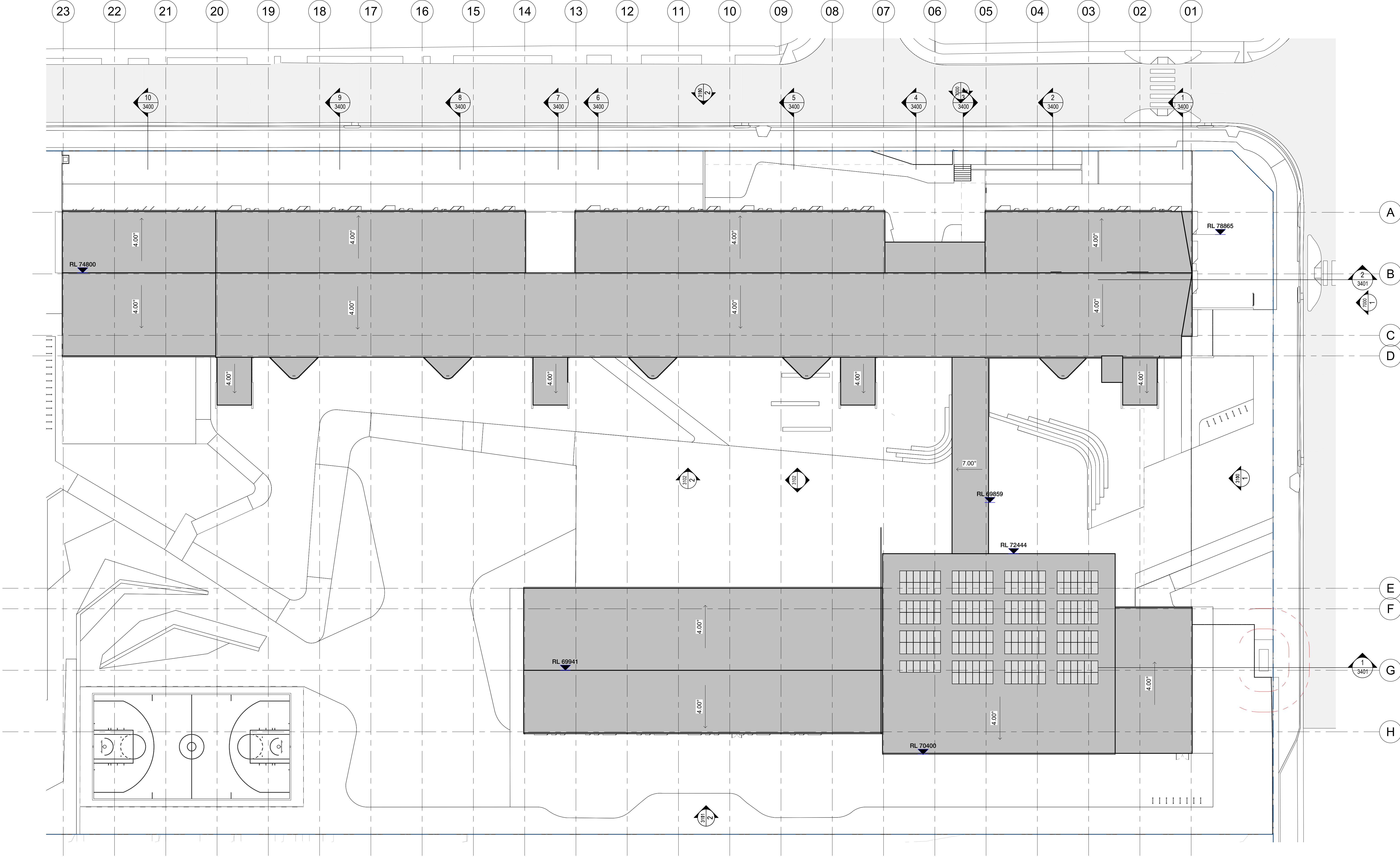
01
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LOT 3 - NOT PART OF PROJECT WORKS







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A	20.04.21	Issue for Coordination	HC	AK
B	29.04.21	Issue for Coordination	HC	AK
C	31.05.21	Issue for SSDA	HC	AK
D	10.06.21	Issue for SSDA	HC	AK

Project
**NEW PRIMARY SCHOOL IN
EDMONDSON PARK**

BUCHAN AVE
EDMONDSON PARK

Drawing Title
ROOF PLAN

Proj. Dir	Proj. Arch	Drawn	Sheet
AK	AH	HC	A1
Job No.	Date	Scale	
210002	04/08/21	1 : 250	

Drawing No.

AR- W-DW- 2103



Revision

D

0M 5 10 15 20 25

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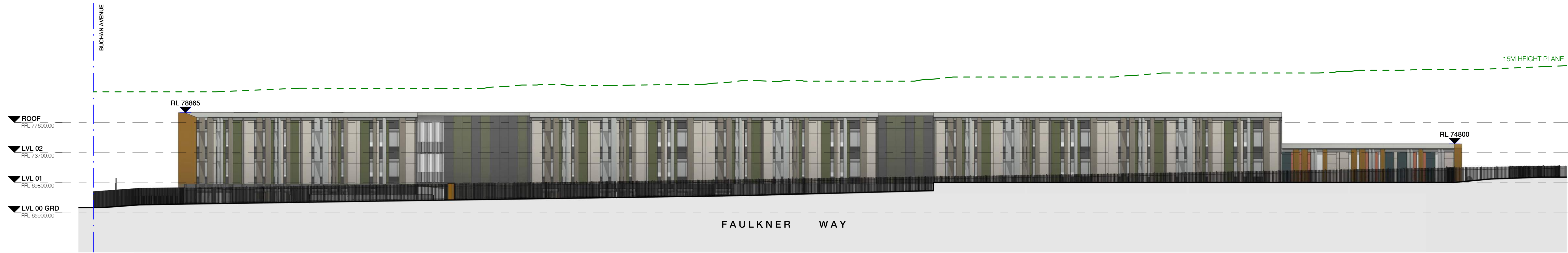
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1 NORTH - EAST ELEVATION (BUCHAN AVENUE)
0001 1 : 250



2 NORTH - WEST ELEVATION (FAULKNER WAY)
0001 1 : 250

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Rev	Date	Description	Chkd	Auth
P1	19.04.21	Issue for Coordination	HC	AK
A	29.04.21	Issue for Coordination	HC	AK
B	31.05.21	Issue for SSDA	HC	AK
C	10.06.21	Issue for SSDA	HC	AK

Project

**NEW PRIMARY SCHOOL IN
EDMONDSON PARK**

BUCHAN AVE
EDMONDSON PARK

Drawing Title
**EXTERNAL BUILDING ELEVATIONS
SHEET 01**

Proj. Dir	Proj. Arch	Drawn	Sheet
AK	AH	HC	A1

Job No.	Date	Scale
210002	08/26/19	1 : 250

Drawing No.
AR- W-DW- 3100

Revision

C

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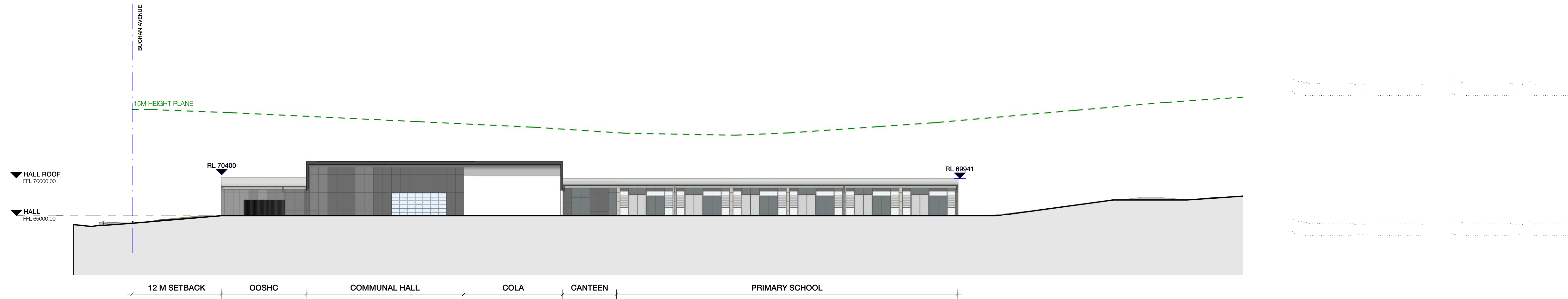
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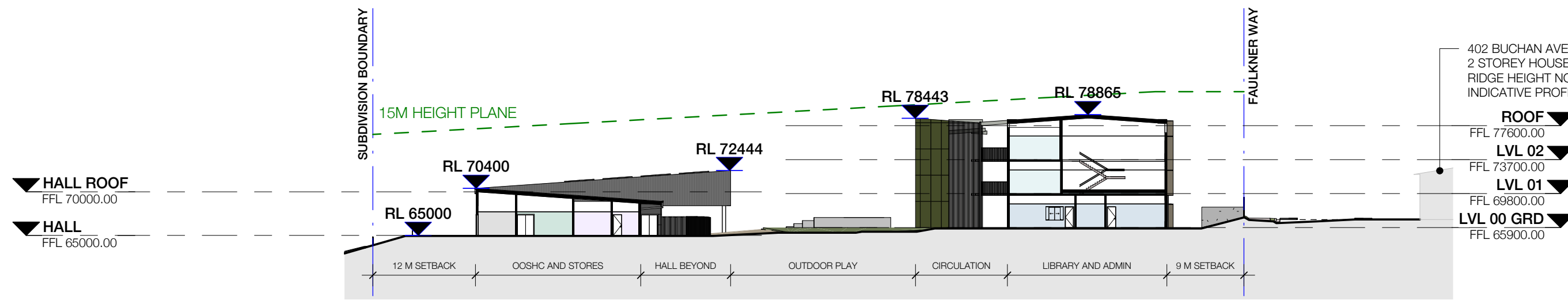
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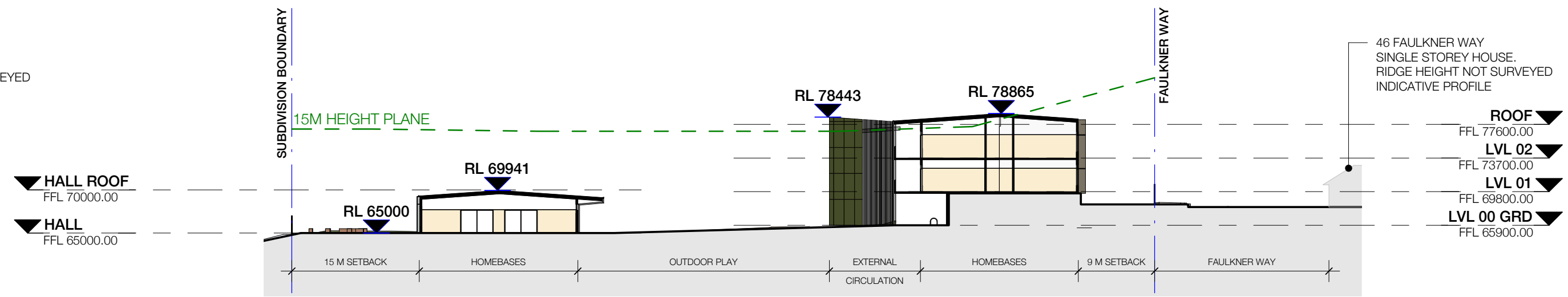


3 INTERNAL ELEVATION 02
0001 1:250

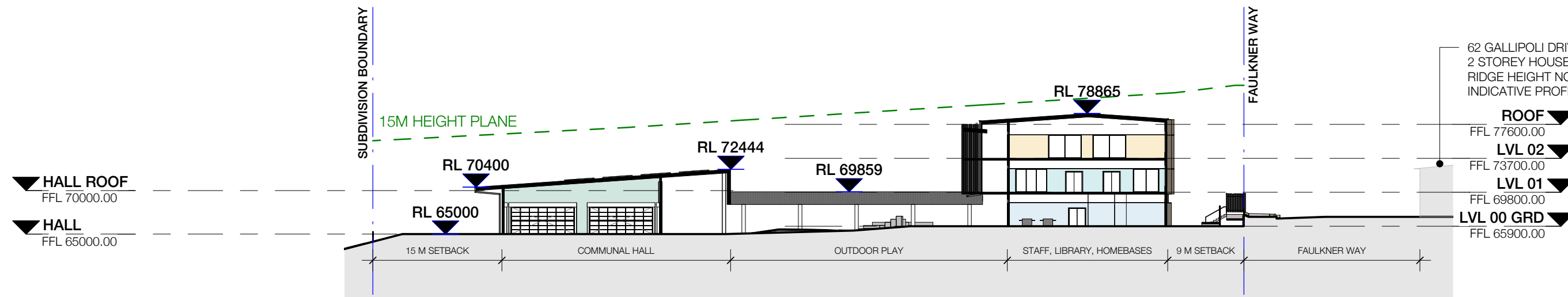
CLIENT NSW Department of Education School Infrastructure NSW T+ (02) 9561 8287		Landscape Architecture OCULUS T+ (02) 9557 5533 Structural and Civil NORTHROP T+ (02) 9241 4188 Multidisciplinary Services JHA CONSULTING ENGINEERS T+ (02) 9437 1000	Project Managers COLLIERS T+ (02) 9249 2001 Traffic Consultant PTC T+ (02) 8920 0800	NSW Nominated Architects: Robert Denton Reg. No. 5782, Alex Kibble Reg. No. 6015 Do not scale drawings. Verify all dimensions on site. Notify architect of all discrepancies	Project NEW PRIMARY SCHOOL IN EDMONDSON PARK BUCHAN AVE EDMONDSON PARK Drawing Title INTERNAL BUILDING ELEVATIONS SHEET 01	Proj. Dir AK Job No. 210002 Drawing No. AR- W-DW- 3102	Proj. Arch AH Date 04/07/21 Scale 1 : 250	Drawn HC Sheet A1 Revision C	 Tanner Kibble Denton Architects Pty Ltd PO Box 660 Darlinghurst NSW 1300 Australia Level 1, 19 Foster Street, Surry Hills NSW 2010 Australia T +61 2 9281 4399 F +61 2 9281 4337 www.tkda.com.au	 TKD Architects Tanner Kibble Denton
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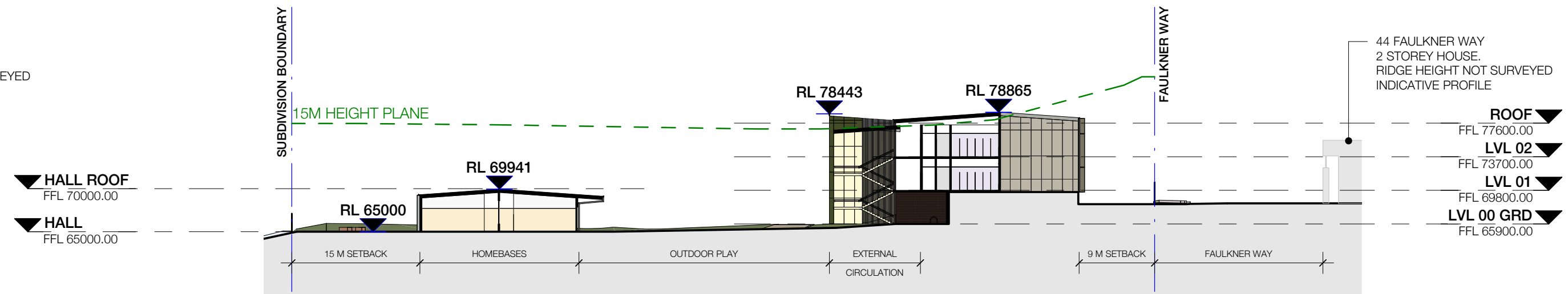
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0002 1 : 500



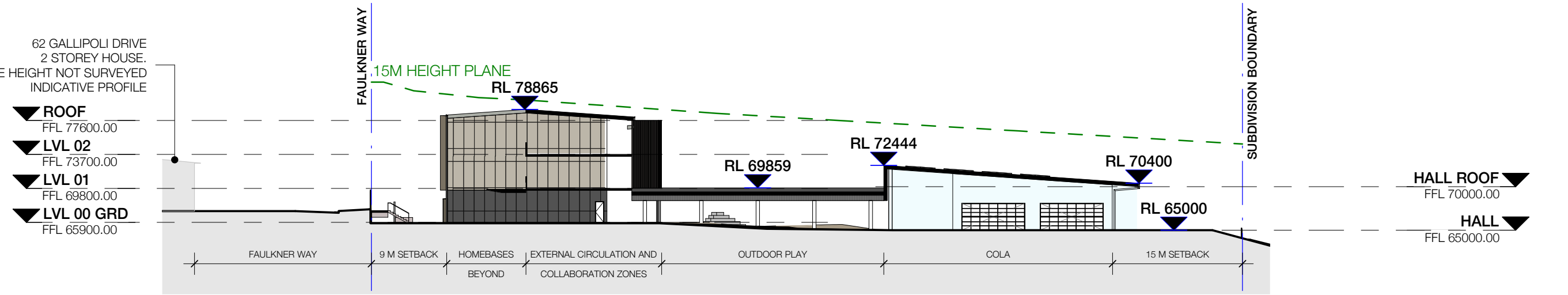
6 SECTION 6
1600 1 : 500



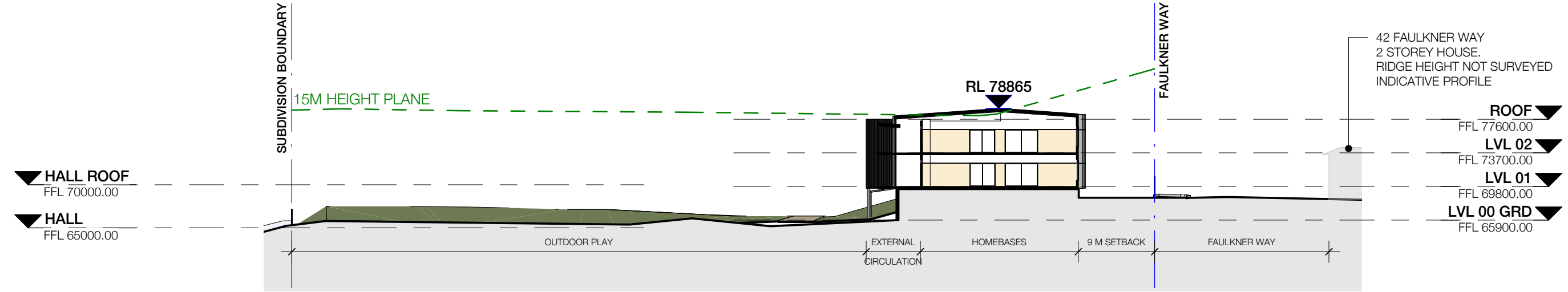
2 SECTION 2
0002 1 : 500



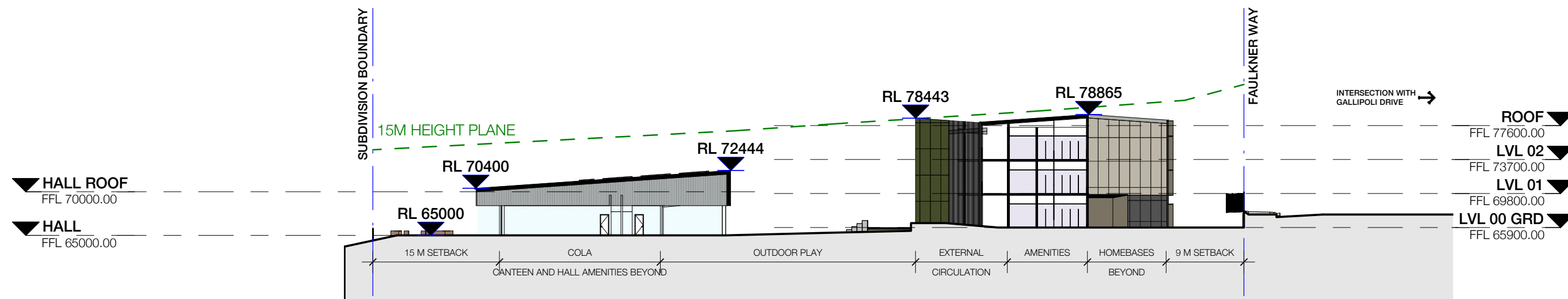
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1600 1 : 500



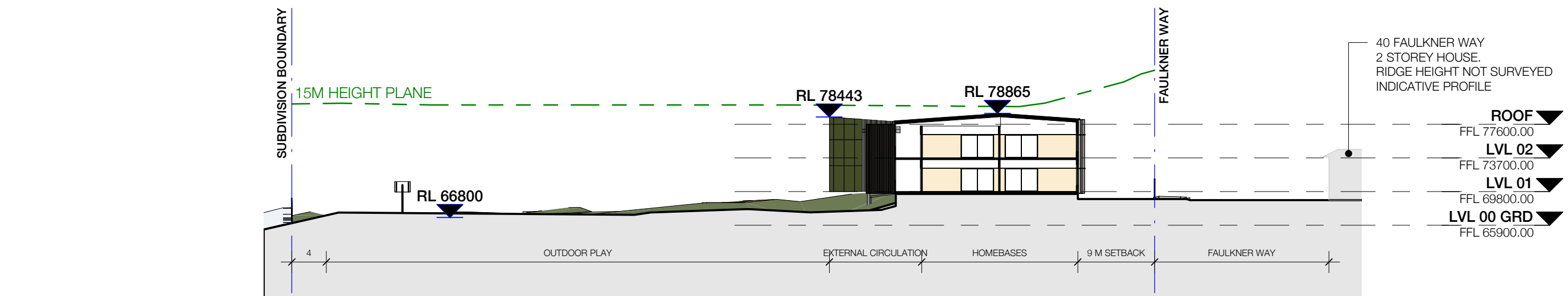
3 SECTION 3
0002 1 : 500



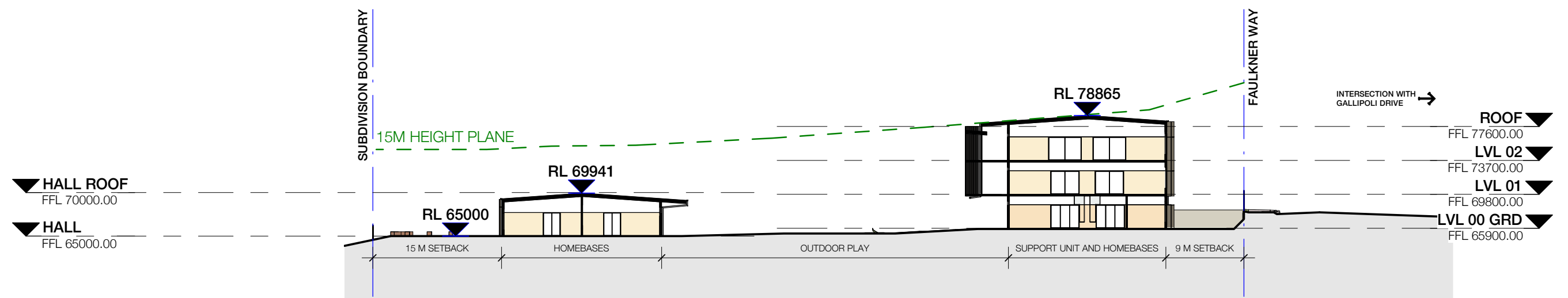
8 SECTION 8
1600 1 : 500



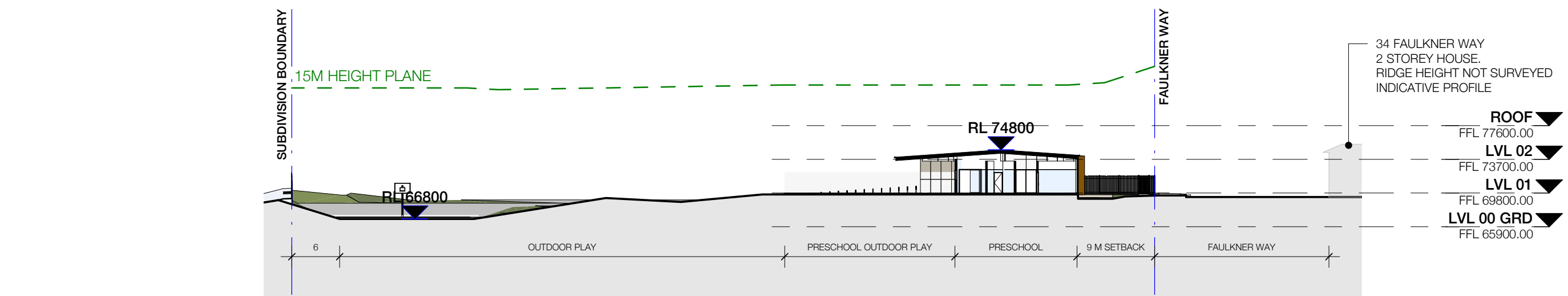
4 SECTION 4
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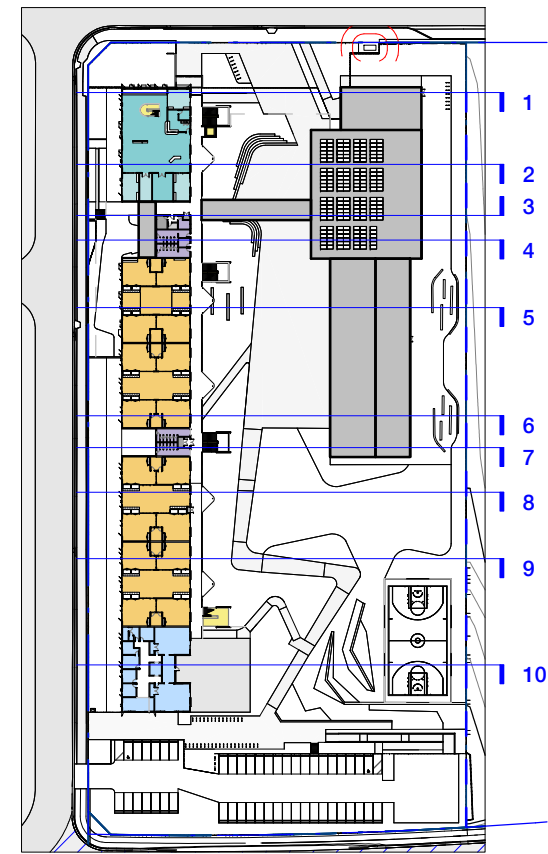
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1600 1 : 500

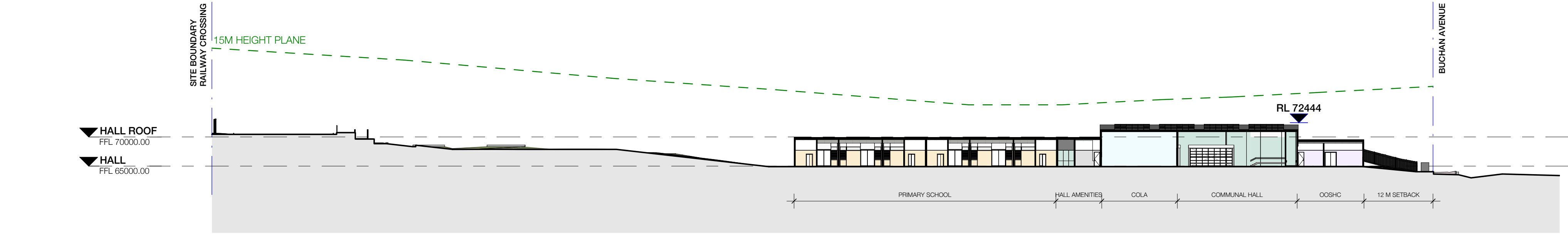


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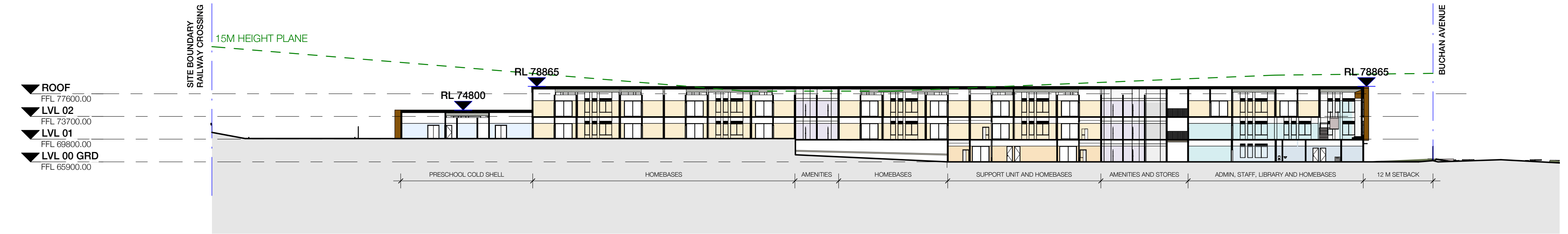


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1600 1 : 500

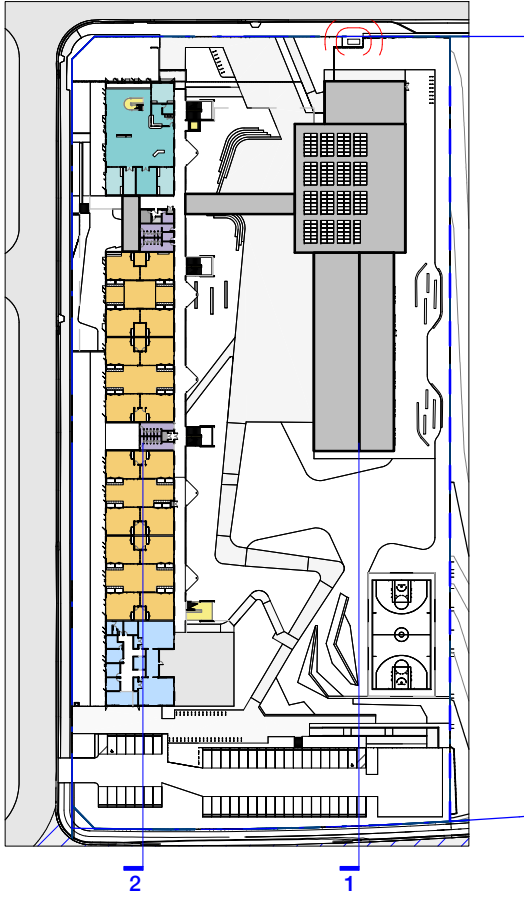




1
0002
LONG SECTION 1
1 : 500



2
1600
LONG SECTION 2
1 : 500



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C	10.06.21	Issue for SSDA	HC	AK

Project
**NEW PRIMARY SCHOOL IN
EDMONDSON PARK**

BUCHAN AVE
EDMONDSON PARK

Drawing Title
BUILDING LONG SECTIONS

Proj. Dir	Proj. Arch	Drawn	Sheet
AK	AH	HC	A1

Job No.	Date	Scale
210002	04/14/21	As indicated

Drawing No.
AR- W-DW- 3401

Revision
C

0M 10 20 30 40 50

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MATERIALS AND FINISHES

Durability

The materials selected for the new building must be durable and not require high maintenance or continual replacement. Thus, there has been a preference for material that have a self or integrated finish to allow for minimal reliance on applied finishes that need to be reapplied in the short to medium term.

The predominant external materials use a prefinished fibre cement board that has integral colour. The dominant colour are two neutral greys that become the ground for the more playful accent colours. The colours panels are prefinished and will use a series of natural tones to provide a connection to the surroundings. This material is contemporary and has a wide variety of colours and finishes that will deliver a contemporary approach to the building.

Cost Effectiveness

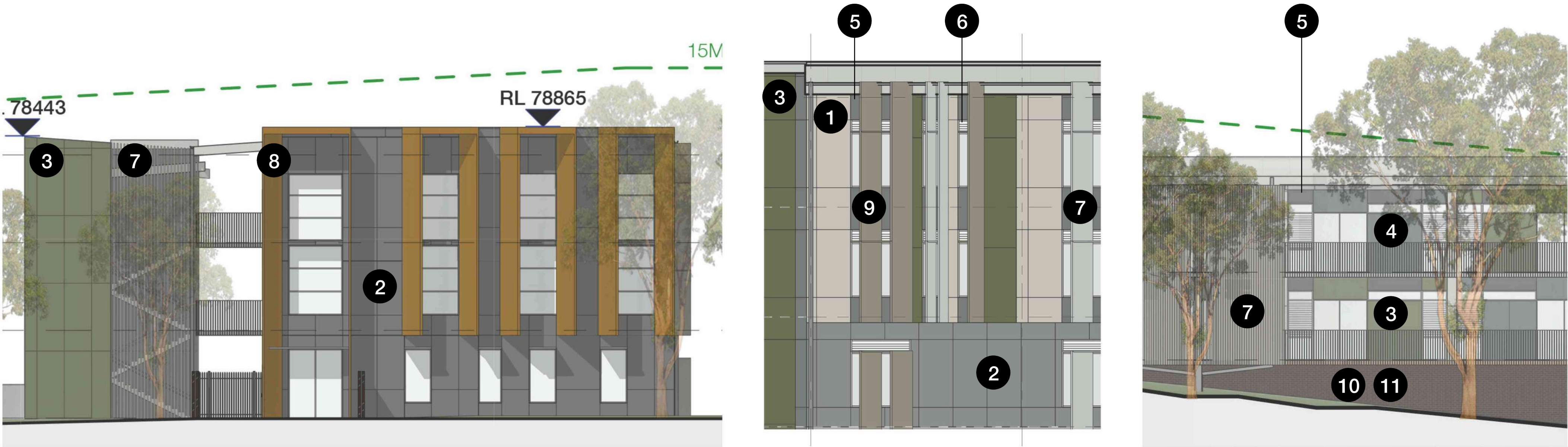
The proposed materials are all cost effective and do not require considerable expenditure on building enclosure at the expense of the core interior educational spaces. The materials chosen also have a low cost maintenance regime and are all general self finished and do not require ongoing recoating or painting. Use of prefinished fibre cement and neutral coloured bricks provide a suite of materials that have a richness that reflects the culture of the school, yet are cost effective and durable over the long term.

Colour Palette

The colour palette has drawn from Clermont Park and is mainly muted and softer in tone with a range of darker green and grey neutrals.

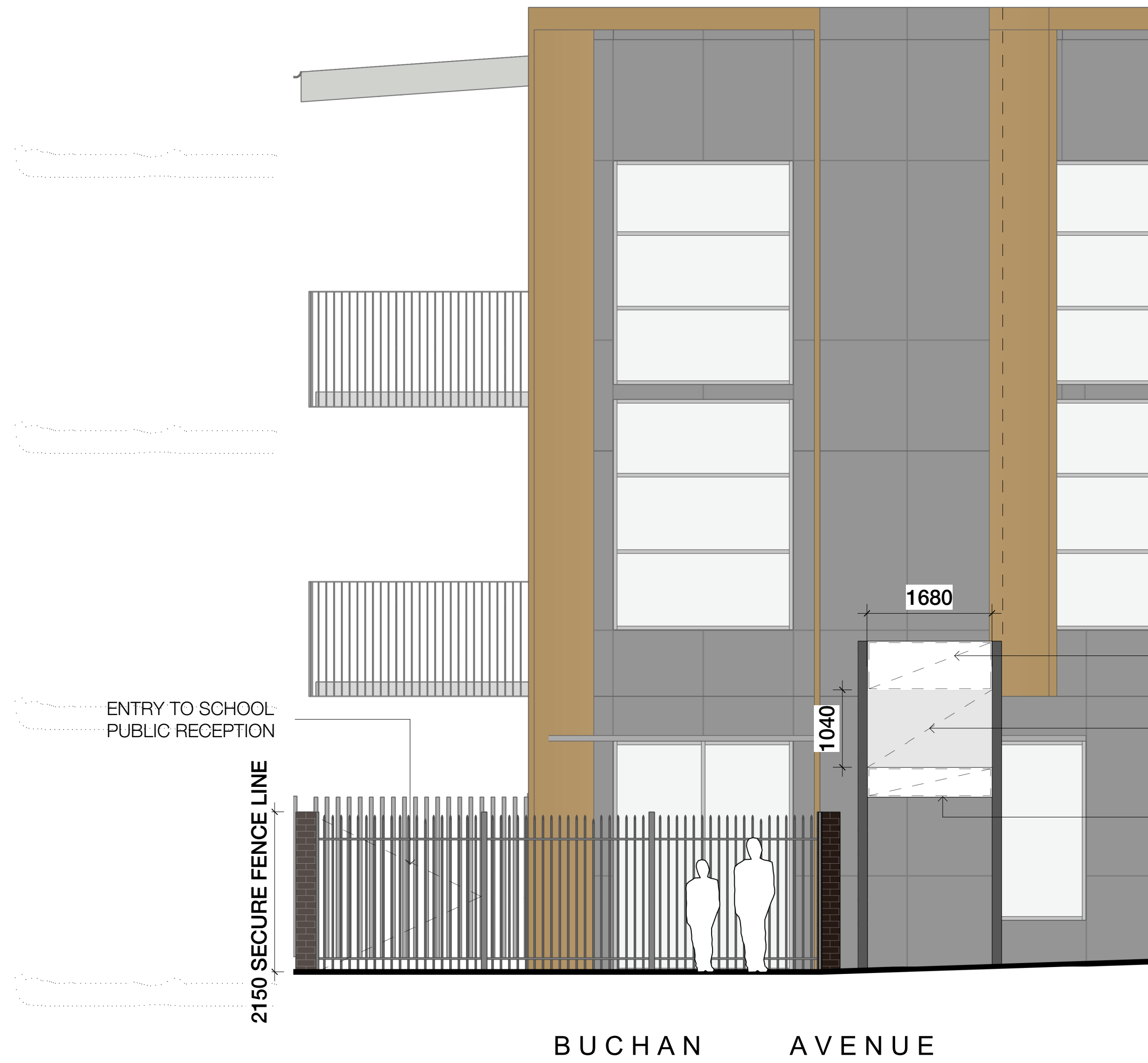


- 1 Light Grey Compressed Fibre Cement
- 2 Mid Grey Compressed Fibre Cement
- 3 Accent Colour 1 Compressed Fibre Cement
- 4 Accent Colour 2 Compressed Fibre Cement
- 5 Dark Grey Compressed Fibre Cement
- 6 Dark Grey Powdercoat Colour
- 7 Solar Shading Blade Powdercoat Colour 1
- 8 Solar Shading Blade Powdercoat Colour 2
- 9 Feature Powdercoat Colour
- 10 Light Brick for Retaining
- 11 Dark Brick for Retaining





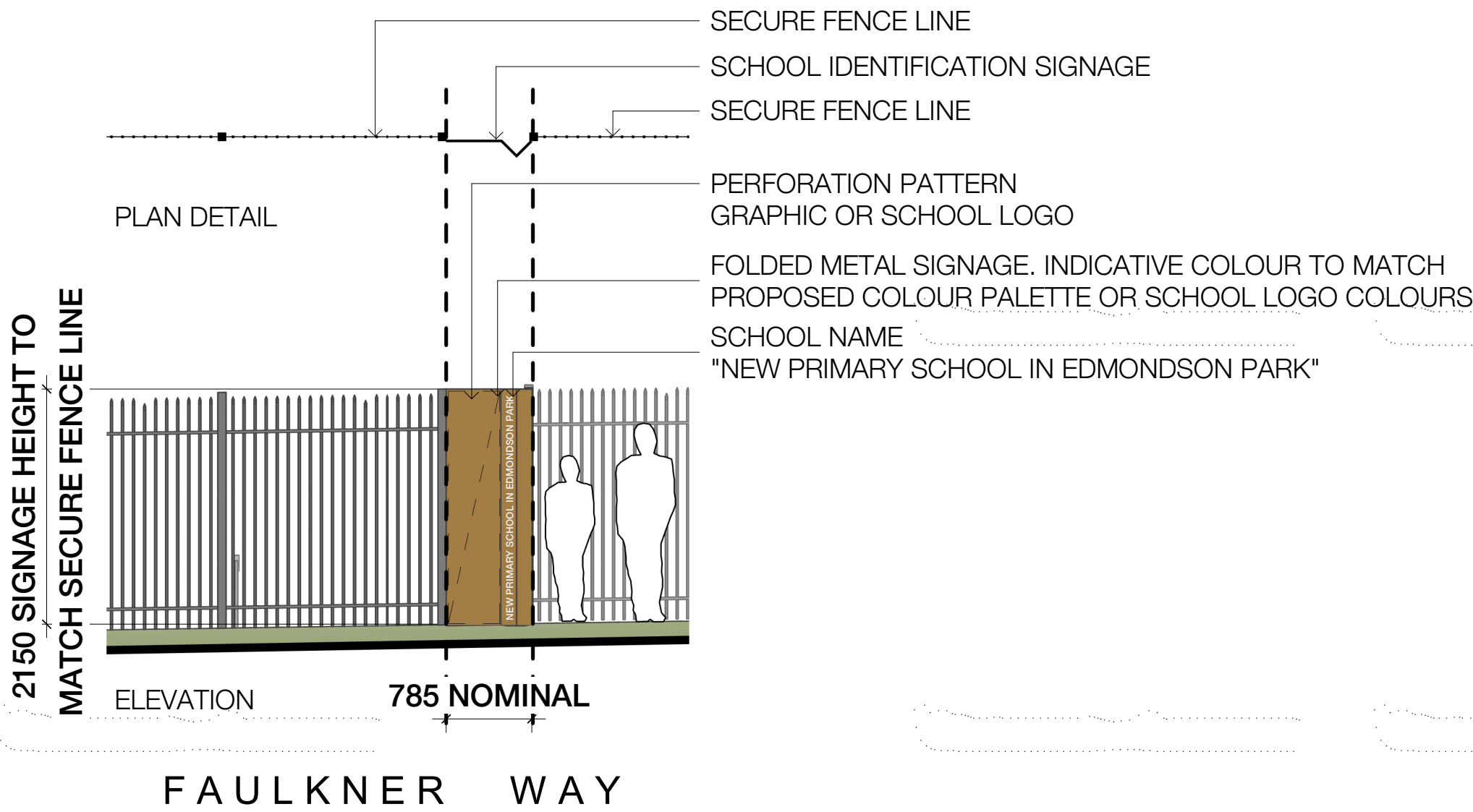
EXAMPLE FROM CURL CURL NORTH PUBLIC SCHOOL



SCHOOL NAME FOR NEW PRIMARY SCHOOL IN EDMONDSON PARK

NOMINAL DIMENSION:
1680MM WIDE X 1040MM HIGH DIGITAL SIGN.
NON-FLASHING ILLUMINATION SIGNAGE AT A LUX LEVEL
APPROPRIATE FOR THE AMENITY OF ADJOINING RESIDENTS

SCHOOL MOTTO, LOGO OR CONTACT DETAILS - SUBJECT
TO TECHNICAL STAKEHOLDERS



1 SCHOOL ELECTRONIC SIGNAGE
1600 1:50

EXAMPLE OF ELECTRONIC SCHOOL SIGNAGE ON BUCHAN AVENUE
Signage is indicatively only and subject to change following final project stakeholder review and endorsement

2 SCHOOL IDENTIFICATION SIGNAGE
1600 1:50

EXAMPLE OF SCHOOL IDENTIFICATION SIGNAGE ON FAULKNER WAY
Signage is indicatively only and subject to change following final project stakeholder review and endorsement

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A	10.06.21	Issue for SSDA	HC	AK

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NEW PRIMARY SCHOOL IN
EDMONDSON PARK

BUCHAN AVE
EDMONDSON PARK

Drawing Title
SCHOOL IDENTIFICATION SIGNAGE

Proj. Dir	Proj. Arch	Drawn	Sheet
AK	AH	HC	

Job No.	Date	Scale
210002	06/10/21	1:50

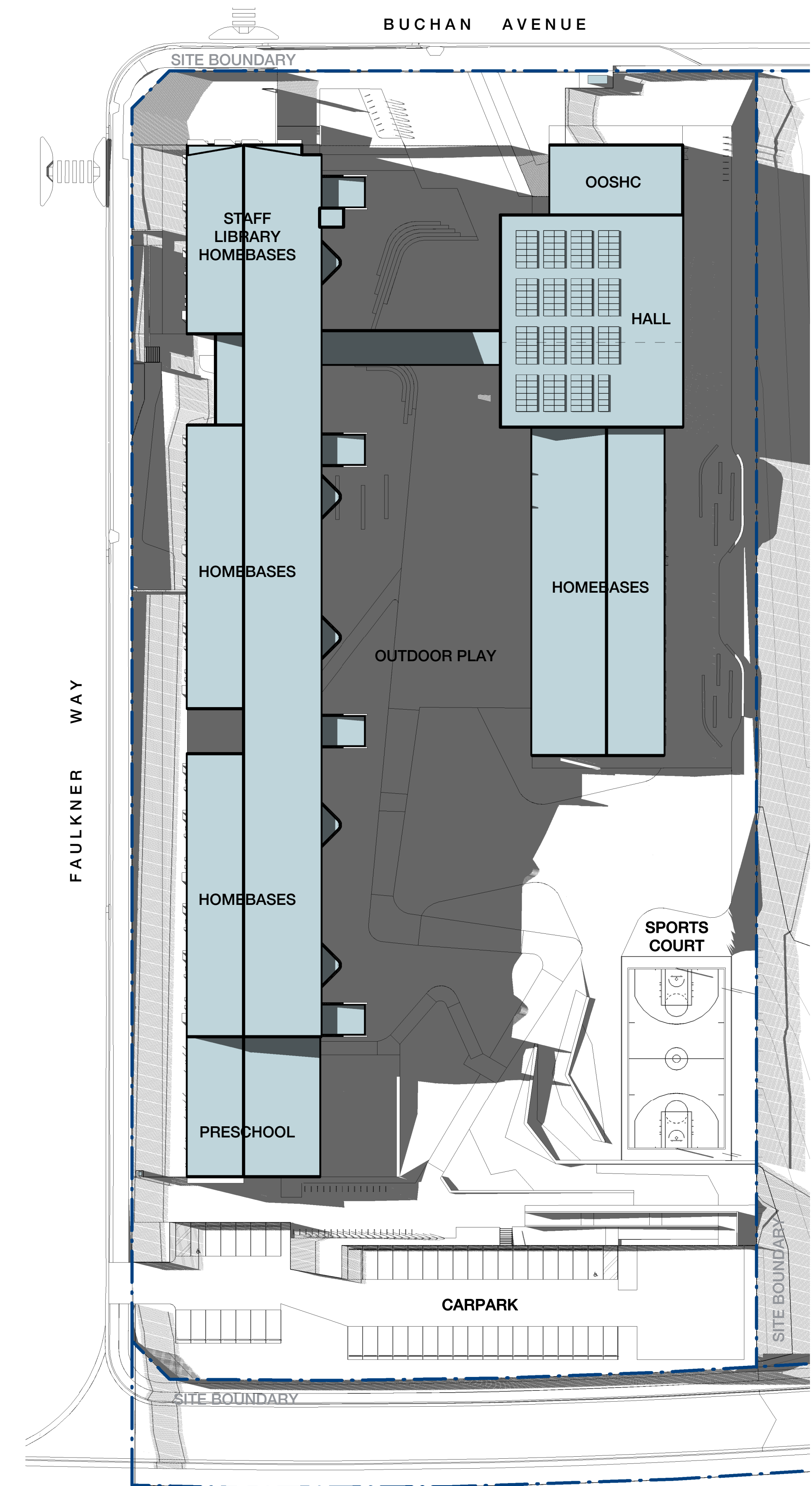
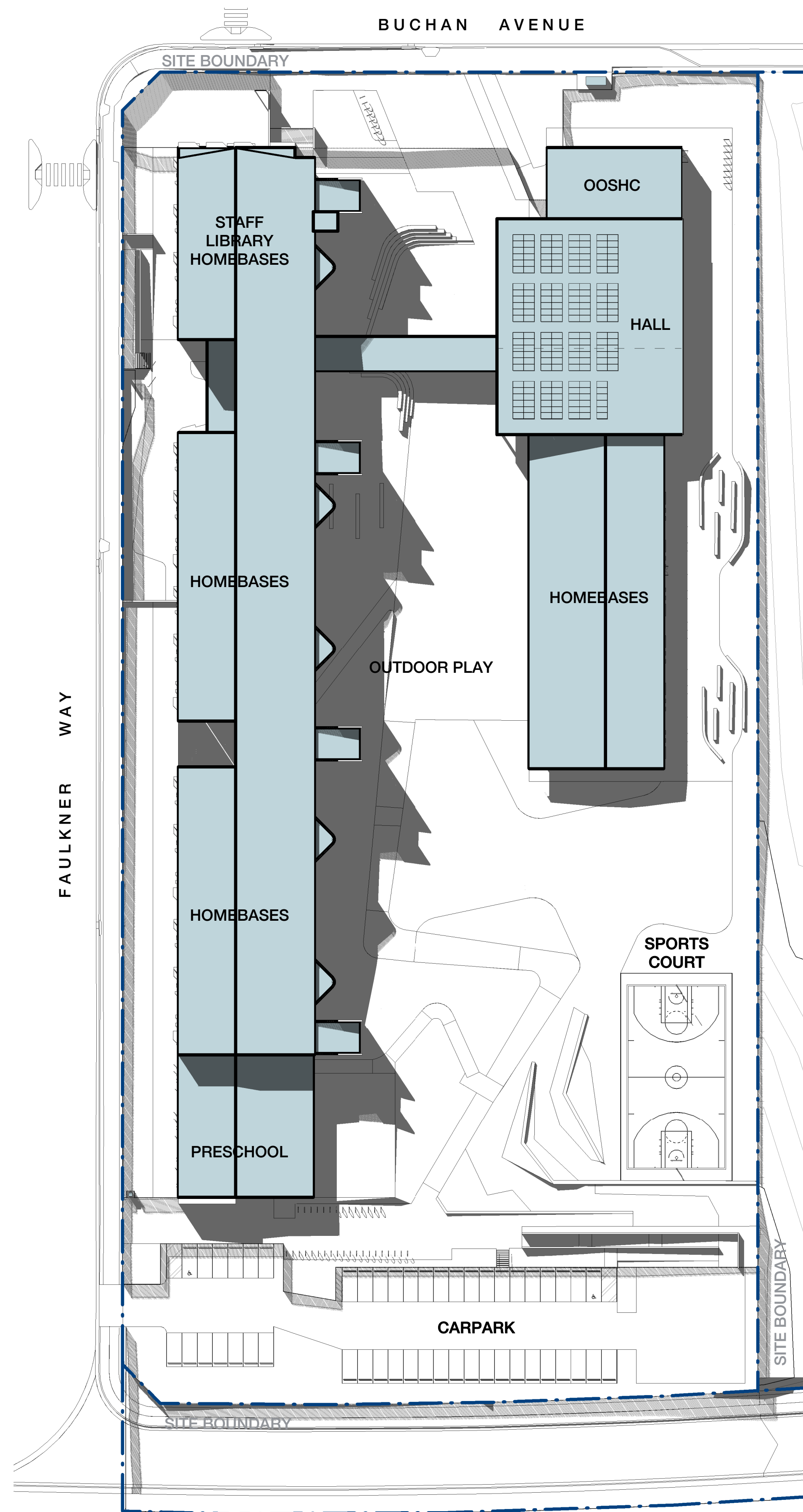
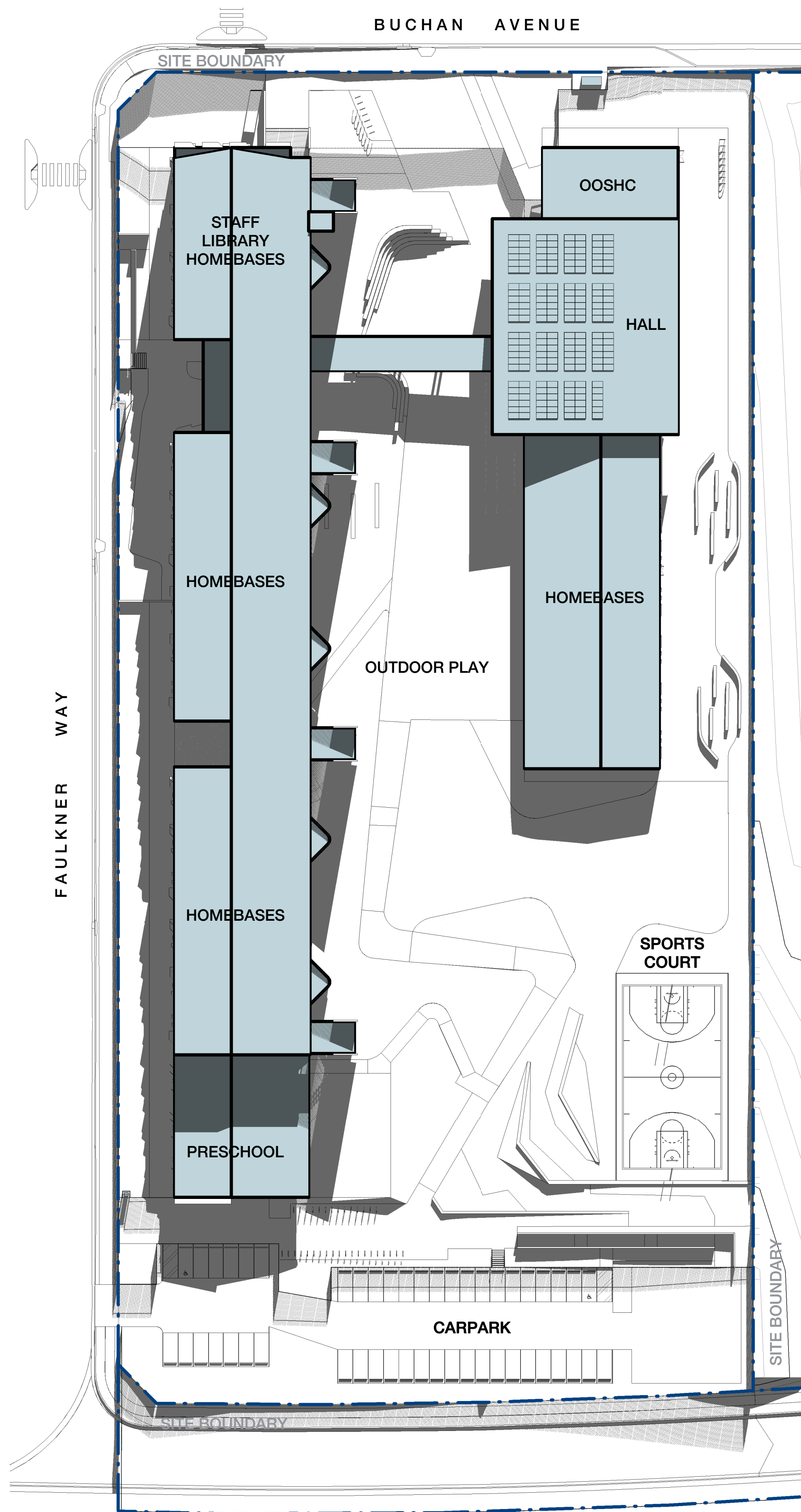
Drawing No.	Revision
AR- W-DW- 7000	A

0M 1.0 2.0 3.0 4.0 5.0

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1
0003

SITE PLAN - Winter 9am
1 : 500

2
0003

SITE PLAN - Winter 12pm
1 : 500

3
0003

SITE PLAN - Winter 3pm
1 : 500

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Do not scale drawings. Verify all dimensions on site. Notify architect of all discrepancies

Rev	Date	Description	Chkd	Auth
A	31.05.21	Issue for SSDA	HC	AK
B	10.06.21	Issue for SSDA	HC	AK

Project
**NEW PRIMARY SCHOOL IN
EDMONDSON PARK**

BUCHAN AVE
EDMONDSON PARK

Drawing Title
SHADOW ANALYSIS

Proj. Dir	Proj. Arch	Drawn	Sheet
AK	AH		Author

Job No.	Date	Scale
210002	04/30/21	1 : 500

Drawing No. **AR- W-DW- 8200**



Revision

B

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Appendix B – Responses to SDRP

Connecting with Country

An understanding of Country offers the potential to inform richer and more place responsive design solutions. The Design Team’s assertion that further consultation with Traditional Custodians will be undertaken to progress the design of the school is acknowledged and recommended prior to further design review.

Commentary 1 Consider opportunities to engage with local elder groups, language groups as well as the Local Aboriginal Land Councils (LALC) to seek input into the design and to inform a meaningful approach to Country, acknowledging that story threads and narratives extend beyond specific sites.	Refer to Section 8 ‘Connection with Country’ and Section 9 ‘Design Principles’. Further engagement with Aboriginal Community Groups has been sought to continue walking country. We have reached out to the Darug Custodian Aboriginal Corporation and Kamilaroi Yankuntjatjara Working Group to continue the pathway in helping us understand how this project could connect more deeply to Country.
Commentary 2 There is an opportunity to anchor the connection to Country by restoring the ecology endemic to the region – this will help to establish a place based identity for the school. Explore how a rich connection with place might reinforce the school’s strengths and inform its pedagogical approach in how it relates to built and natural form.	Refer to Section 8 ‘Connection with Country’ and Section 9 ‘Design Principles’. Further engagement with Aboriginal Community Groups could help explore opportunities to restore the site’s ecology and the woodland vegetation endemic to the region. This would help inform the Tree and Planting Schedules.
Commentary 3 Yarning Circles have a specific function and purpose within Indigenous culture. Any further development of this idea should be informed by consultation with traditional custodians and the community to ensure the approach is meaningful and its role can be woven into the school’s pedagogy. Consider opportunities to include teachers and students in the conversation.	Refer to Section 8 ‘Connection with Country’ and Section 9 ‘Design Principles’. Yarning Circles were discussed in our initial meeting with Aunty Glenda. An idea for development is a possible connection to the hall for community use
Commentary 4 Consider also the integration of learning opportunities within the landscape, given the cultural significance of trees as sites for learning.	Refer to Section 8 ‘Connection with Country’ and Section 9 ‘Design Principles’. Further engagement with Aboriginal Community Groups could help explore the integration of learning opportunities within the landscape. An idea for development is to establish a zone for growing plants that can demonstrate connection to country. This could become a community zone with elders providing regular support and input.

Masterplan and Landscape

There is an opportunity for the project to repair the cleared and degraded landscape of the site, which is located within the Cumberland Plain ecological community.

Commentary 5 Explore opportunities to restore the site’s ecology and the woodland vegetation endemic to the region, which is considered critically endangered, and significant to local indigenous communities. Demonstrate how the specific ecology of the area has been incorporated into the landscape strategy and species selection.	Refer to Landscape Architect drawings LA-W-REP-307-A Indicative Tree Schedule and LA-W-REP-308-A Indicative Planting Schedule for suggested locations, species and heights at maturity. Further engagement with Aboriginal Community Groups could help explore opportunities to restore the site’s ecology and the woodland vegetation endemic to the region. This would help inform the Tree and Planting Schedules.
Commentary 6 Maximise tree canopy for biodiversity, shade and amenity.	Refer to Landscape Architect drawings LA-W-REP-300-A for tree canopy cover strategy plan.
Commentary 7 Provide tree canopy to the carpark to provide clear definition along the southern street edge, maximise shade, minimise surface temperatures and provide a windbreak.	Refer to Landscape Architect drawings LA-W-REP-300-A for tree canopy cover strategy plan.
Commentary 8 Demonstrate how the proposal will meet or exceed the 40% tree canopy target	Refer to Landscape Architect drawing LA-W-REP-300-A for Tree Canopy Cover calculations.
Commentary 9 In developing the COLA, consider the opportunity to create a visual connection and potential future physical link with the high school site to the east.	Refer to Section 14 ‘Elevations’ and Section 15 ‘Sections’. The COLA is adjacent to the communal hall and provides a wide shaded structure for student outdoor play and learning. The orientation of the COLA opening and the height of the structure creates a visual connection and potential physical link with the future high school site.

Commentary 10 Demonstrate how the campus is accessible and inclusive to people with different needs and capabilities.	Refer to Section 17 'Environmental Amenity', Landscape Architect drawing LA-W-REP-106-A and LA-W-REP-300-A to demonstrate how campus is accessible and inclusive. The outdoor play space has a central spine that is accessible from the main entry to all key areas of the primary school. A secondary accessible entry from Faulkner Way has also been incorporated to achieve direct access into the school grounds. A lift has also been proposed for vertical circulation throughout Block A.
Commentary 11 The access and traffic strategy lacks clarity and is currently unresolved. - The eastern end of Buchan Avenue is under construction and may remain undeveloped beyond the eastern end of the site for a considerable time. Demonstrate how the interim condition will be managed in relation to drop-off and vehicle movements along Buchan Avenue. - Demonstrate how the alternate entry and drop-off zone for the Support Unit will be managed along Faulkner Way. - Demonstrate how the pre-school drop-off and access will be managed. - In developing the vehicular access strategy, include analysis of the pedestrian experience to demonstrate the prioritisation of pedestrian safety.	- The Buchan Avenue extension will be completed by the end of 2021. The primary school project completion is anticipated to be Term 1, Day 1 of 2023. - Refer to Transport and Traffic Assessment for further analysis. Faulkner Way has a frontage that can accommodate pick-up and drop off requirements. Appropriate signage for school zones, pedestrian crossings and speed limits will be implemented. - A provision can be made for a security boom gate at the school parking area to prevent unauthorised use of the school parking. This will be subject to discussion with the pre-school operator. 2 pedestrian crossings have been proposed at the intersection of Faulkner Way and Buchan Avenue. These crossings are adjacent to the proposed bus stop and pick up and drop off zones. Refer to Transport and Traffic Assessment for further analysis.
Commentary 12 The campus has the potential to develop a strong link to Clermont Park to the north of the site. As yet this potential is unrealised and there is a risk that the visual connection created by the extension of the native landscape character may be compromised by the dominance of vehicles at the Buchan Avenue drop-off. Explore how the rich native landscape connection can enhance the arrival experience.	Refer to Section 5 'Site Opportunities', Section 9 'Design Principles', Section 10 'Context, Built Form and Landscape' and Section 12 'Public Domain and Community Use'. The new school buildings are sited in such a way that the open internal play space of the new school entry will create a line of sight to Clermont Park. This will foster a greater connection between the park and the school. The large central play area between the school buildings, the Faulkner Way frontage and the Buchan Avenue frontage will form a prominent street and community presence that visually connects to Clermont Park and the regional park across the railway line. The landscape design will consider the opportunities that would arise from a unified approach to the school site and the park.
Built Form	
Commentary 13 The north-south orientation of the site results in buildings with large expanses of façade exposed to the east and west. Continue to develop the articulation intended in section and consider how the built form edges including eaves, window reveals and shading devices will support passive design principles by maximising access to daylight and ventilation whilst protecting openings from solar exposure.	Refer to Section 14 'Elevations', Section 17 'Environmental Amenity' and Section 18 'Sustainability'. Angled shading devices have been considered to protect openings from solar exposure and provide privacy to the neighbouring residences along Faulkner Way. Varying depths and colours of the shaded devices along the Faulkner Way façade provides articulation to the length of the primary school building. A change in colour in the façade materials and a defined entry canopy will distinguish the pre-school from the main building. There has been consultation with the ESD Consultant for shading and daylight strategies.
Commentary 14 Explore opportunities to maximise the penetration of light into the 18m wide floor plate and promote cross-ventilation. - Consider the addition of clerestory windows above the central zones of the DfMA grid between home bases. - Review the glazing proportions of the façade to ensure that internal amenity is maximised.	Refer to Section 17 'Environmental Amenity'. On both sides of the 18m wide floor plate, maximum glazing and openings are proposed and the central shared learning area to be unencumbered to maximise cross ventilation and daylight from both sides. The open planning between homebases also promotes shared ventilation and light throughout the depth of the building to maximise visual amenity and outlook across the floor plate to both sides. Ceiling heights throughout are a minimum of 2.7m. This allows for high level windows to maximise daylight ingress and openings to provide constant air flow at high level even if the more accessible windows are closed (depending on weather conditions). Further consultation with the ESD Consultant will ensure internal amenity is maximised.
Commentary 15 No shelter was provided to the external areas. Provide shade structures to outdoor areas. These should be viewed as an opportunity to mediate the external climate and gain additional active and passive learning space for students.	Refer to Architectural Drawing AR-W-DW-2100 and AR-W-DW-2101. Shaded structures have been proposed for the support unit outdoor play. This is linked to the covered walkway and COLA, which is sited adjacent to school hall and central landscaped area. This will promote a variety of active and passive learning for students. The proposal of a 40% tree canopy reduces the urban heat island effect and is also a natural shading device for student outdoor areas.

Appendix C – Walking Country with Aunty Glenda Chalker

RECORD OF MEETING

PROJECT: NEW PRIMARY SCHOOL IN EDMONDSON PARK
JOB NO.: 210002



DATE:	11 May 2021	ISSUE DATE:	13 MAY 2021
TIME:			
VENUE:			
SUBJECT:	WALKING COUNTRY WITH AUNTY GLENDA CHALKER		

ATTENDANCE

Name:	Company:	Initials:
Aunty Glenda Chalker	Cubbitch Barta Native Title Claimants Aboriginal Corporation	GC
Trent Scrivener	Richard Crookes Constructions	TS
Alex Kibble	TKD Architects	AK
Anna Harris	TKD Architects	AH
Heiron Chan	TKD Architects	HC
Zinate Wehbe	Oculus	ZW

APOLOGIES:

Name:	Company:	Initials:
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DISTRIBUTION (all above and):

Name:	Company:	Initials:
Anthony Mayo	Richard Crookes Constructions	
Isaac Pinkerton	Richard Crookes Constructions	
Keith Stead	Oculus	

Record of Meeting by: Alex Kibble

RECORD OF MEETING

Introduction

The meeting was held on site as an initial engagement with Aunty Glenda Chalker (being an Aboriginal representative of the area). Access to the site was not possible as it was fenced off and currently in a state of site preparation with loose soil and undefined ground. To the south of the site, access to the Regional Park was not possible with the railway line between it and the site.

Whilst we did not walk on the specific school site, we sat in Clermont Park (opposite the school site) which is a pleasant public space that is a remnant grove of trees of the Cumberland Plain. The park is an elevated knoll which was a good location to survey the area and observe the broader context

Aunty Glenda stated that the site was on Dharawal land but that it was at the transition to Dharug land, while Gundungurra land was further to the west and south west. The people of the area were known as Freshwater people and those to the southeast were Saltwater people.

Initial discussion focused on the scope for the project and what this meeting hoped to achieve:

- Fundamentally the project was for a new primary school and community facility in Edmondson Park
- Repair and transform a landscape setting that was completely devoid of vegetation and has a highly modified topography
- Connect with Country and provide a new school that was deeply connected to and told the stories of the place.
- Making a connection to the last remnant Cumberland forest in Clermont Park

It was acknowledged that this was the starting point of the discussion and that we wanted to listen and hear from Aunty Glenda about the place and where it fitted within the broader context. Aunty Glenda noted that she found it difficult to recognise the site as it was so different and had been changed dramatically. The loss of vegetation was quite distressing.

While Clermont Park was good, why was it kept? There was nothing particularly notable about it – It was largely regrowth (30-40 years old) but there seemed to one or two much older trees – Aunty Glenda referred to them as ‘her’ or the mother tree to denote significance. The trees were identified as Greybox and it was noted that the newly planted trees around the perimeter of the park were not of the area.

TKD described some of the work that had been done at Alexandria Park Community School as examples of how the design process can make a connection to place and go beyond landscape planting. These examples included:

- The design of the façade screen that responded to ideas of place and culture without appropriating images
- Landscape design to develop particular places that were responsive to the place and generated identity for the school – use of flowers for school houses and building names
- Wayfinding and language that used Gadigal language to give identity that was inspiring and made a real connection to culture of the place

Aunty Glenda responded with very insightful knowledge and thoughts on how the new school at Edmondson Park could develop and include references to Country. Key ideas or thoughts include:

Artefacts – There were many sites throughout the area where stone tools and the remnants from making tools were evident. There was one on the school site that now has been destroyed. However the significance remains. The artefacts indicate habitation or a place of camping.

The geology of the area is worth noting here as there are no natural stones – in particular there were no sandstone outcrops or shelters and stones had been traded for other items (food, animals, baskets). The trade routes would have extended from Marulan to north of Liverpool and would have involved use of siltstone and basalt. Present day Cowpasture Road would have been one of the original connecting paths. Trading beyond this also brought non endemic Bunya Pines and Fig Trees prior to European colonisation - as seen in the area around Camden Park.



RECORD OF MEETING

Aunty Glenda mentioned the tools were mainly made of stones such as Mudstone, Red Siltstone and Grey Siltstone which was not available in the area. This is extremely important as rocks are non- living ecosystems and have a relationship to the place they rest in.

Ideas for Development: Use of appropriate stones in places to speak about the stone tools and the way in which they were traded. The referencing of trade routes that extended way beyond Edmondson Park is worth considering.

Sites and walking tracks - Aunty Glenda noted some interesting facts and statistics such as:

- Denham court was the site of the last recorded corroboree. *(tbc that we have understood this correctly)*
- Leppington area showed findings dating a up to 11,000 years old.
- Appin Road, Cowpasture Road and Silverdate Road are old Aboriginal walking tracks.

Aunty Glenda described the walking tracks as usually occurring along ridge lines and contours which was the natural and appropriate route for movement.

There was discussion around the creeks and waterways in the area (no longer present on our site) but still important to acknowledge. The cyclical nature of weather patterns and the effect on dams, flooding and waterways of the area was talked of and the knowledge gained over time.

Ideas for Development: Mapping of waterways and walking tracks and broader context/landscape. Possibly through markings in the ground or maps as artwork.

Language - In conversation about flooding, weather and dams, Aunty Glenda also referred to the dam as 'she'. This prompted the discussion around how character/gender is given in language and how things are described. Glenda talked about the grove of remnant trees in the park and the largest tree would be called 'the mother tree' being the largest and the source of regeneration.

The Lyrebird is especially significant as an animal which brings all other animals together and symbolizes languages. Edmondson Park precinct has been the home to three different language groups; Dharug, Tharawal and Gundungurra people which makes the Lyrebird even more significant.

Ideas for Development: Naming and story telling, as a description of 'the place' through language recording or written work or signage. By being knowledgeable students are challenged in their thinking and learn to interact with nature in a positive way.

Birds and Animals – There were many significant animals and birds of the area including Platypus and the Lyrebird. There were Platypus around Camden and it is used in the identity for the Camden LGA. Platypus were rare and Glenda had not seen any although her father had seen them in creeks.

The Lyrebird was significant and is the totem for the clan. Its name is *Wiridjurban* - meaning speaker of many languages and peacemaker. Glenda was hopeful that the Lyrebird may feature somehow in the development of the school. Although Aunty Glenda did not go into detail about stories of Country she did mention the significance of certain animals as part of the storytelling. In the Dreamtime animals are referred to as people. The Platypus, Echidna and Lyrebird were all animals which are symbolic and create a connection to country.

Ideas for development – The Lyrebird could feature in the school name, or sign and could become a tangible means of the entire wayfinding strategy for the school. Its particular reference to language and speaking would be a very meaningful connection to Country.

‘Our History is Your History Post Contact’ – This idea was put forward by Aunty Glenda early in the discussion but came up again when talking about darker sides of her story.

Living at Camden Park Estate and the long connection John Macarthur left mixed feelings. Protected and being able to live on Country together was a good thing, however it was feudal and under the control of Macarthur.



RECORD OF MEETING

The 1816 Appin Massacre was discussed and how it was still not well understood. Governor Macquarie's involvement and direction was forcefully described by Aunty Glenda who has a strong view that children need to be told about these events. Not to blame current generations but not to forget.

Refer to: <https://www.abc.net.au/news/2007-04-18/call-for-children-to-learn-of-appin-massacre/2525500>

Ideas for Development – This is a particularly difficult and hard theme to develop in a school but may fit within the curriculum development or some other way of acknowledgement in the development of the broader site. This requires input from key educators to ensure appropriate understanding and respect is given to this issue.

Bush Tucker and Medicinal Plants - There were many opportunities for use of local plants for bush tucker and medicinal planting. Examples include:

- Dianella which has edible berries
- Lomandra – crush the seeds or edible roots (being careful not to cut your hands when pulling out)
- Wattle – edible seeds
- Bunya Pine – edible seeds (noting the tree is not endemic but traded)
- Geebung – bark used as a traditional 'band aid'

Ideas for Development – Establish a zone for growing plants that can demonstrate connection to country through planting and use. This could become a community zone with elders providing regular support and input and would likely need support from a community group to be successful.

On site endemic species can be used in the Productive Garden to create a 'Bush Tucker Garden'. This is an important aspect of knowledge sharing as it focuses on both the edible and functional use of plants in a holistic way.

Making the Landscape - The modification of the Cumberland forest was discussed and how fire was used to make good hunting grounds. The openness of the landscape allowed for grasses to grow and maintain visibility. By contrast the military land at Holsworthy is now a 'jungle' that while protecting sites is not how the landscape was used traditionally.

Ideas for Development – use of vegetation that referenced the way in the Cumberland Plain is a modified landscape and has been tended and transformed to suit human needs is something that could be developed in the landscape approach. Use of open grasses and trees that allow for visibility should be explored – sightlines from particular parts of the school may be a possibility.

Connection to Country' through planting and the landscape. The existing regional park adjacent to the school site is a resource which can assist in learning through knowledge of the Cumberland Plain Woodland.

Yarning Circle - This was discussed and Aunty Glenda was not opposed to its inclusion, however it needed to be a community space and everyone needed to be welcome and it should not just a school space.

The Yarning Circle at Koshigaya Park in Campbelltown was mentioned as a good example.
<https://www.macarthuradvertiser.com.au/story/7059709/public-yarning-circle-now-open-at-koshigaya-park/>

Ideas for Development – The nature and location of a Yarning Circle needs to be considered in light of other community activities and opportunities. Could a Yarning circle be developed in connection with the Hall so that community use of the Hall and Yarning Circle were tied together.

