

MCMSC, MORIAH COLLEGE
QUEENS PARK RD, QUEENS PARK, NSW 2022

LANDSCAPE DOCUMENTATION

SSDA DEVELOPMENT APPLICATION

DRAWING REGISTER

Dwg No.	Drawing Title	Size	Scale
General			
LA-DA-00	Cover Page + Drawing Schedule	A1	N/A
LA-DA-01	Introduction	A1	N/A
LA-DA-02	Landscape Principles	A1	N/A
LA-DA-03	Landscape Strategy	A1	N/A
LA-DA-04	Delivery Stages	A1	N/A
LA-DA-05	Security & Circulation Strategy	A1	N/A
LA-DA-06	Canopy Area Analysis	A1	N/A
LA-DA-07	Landscape Area Analysis	A1	N/A
LA-DA-08	Open Space Area Analysis	A1	N/A
LA-DA-09	Stage 1A - Landscape Masterplan	A1	1:500
LA-DA-10	Stage 1B - Landscape Masterplan	A1	1:500
LA-DA-11	Stage 2 - Landscape Masterplan	A1	1:500
LA-DA-12	Landscape Sections	A1	1:200
LA-DA-13	Central Lawn - Detailed Landscape Plan	A1	1:200
LA-DA-14	Central Lawn - Landscape Summary	A1	N/A
LA-DA-15	Active Courts - Detailed Landscape Plan	A1	1:200
LA-DA-16	Active Courts - Landscape Summary	A1	N/A
LA-DA-17	Reflection Gardens - Detailed Landscape Plan	A1	1:200
LA-DA-18	Reflection Gardens - Landscape Summary	A1	N/A
LA-DA-19	Building + Atrium Gardens - Detailed Landscape Plan	A1	1:200
LA-DA-20	Building + Atrium Gardens - Landscape Summary	A1	N/A
LA-DA-21	Cultural Narrative	A1	N/A
LA-DA-22	Lighting, Safety & Security	A1	N/A
LA-DA-23	Materials & Furniture	A1	N/A
LA-DA-24	Planting Character	A1	N/A
LA-DA-25	Planting Palette 01 - Lawns, Courts & Gardens	A1	N/A
LA-DA-26	Planting Palette 02 - Entries & New Building	A1	N/A
LA-DA-27	Planting Palette 03 - Stage 2, ESBS & Schedule	A1	N/A

LOCATION PLAN

NTS

The Moriah War Memorial College is an independent Modern Orthodox Jewish co-educational early learning, primary and secondary day school, located in Queens Park, an eastern suburb of Sydney, New South Wales, Australia. The college provides education from early learning through Kindergarten to Year 12.

The needs of the school will continue to evolve over time, as reflected by strategic planning. It is important to provide a supporting physical plan that embraces a long term vision for the campus, with capacity to adapt to a changing academic environment.

The intent of this document is to identify areas for consideration for new landscape works. This report has been structured to provide succinct comment that will be applicable to future external works. The objective is to establish a series of landscape guidelines and principles which will, in turn, inform the operational guidelines and the implementation through actual landscape projects.



A sense of place will be created by developing an environment that provides a unique and positive experience for everyone who uses the campus

PRINCIPLE 2 - CROSS CULTURAL NARRATIVE

Preserving the heritage qualities and other assets that contribute To the understanding of cultural and historic significance is a primary objective. Incorporation of a cultural overlay within the landscape is critical to the educational platform of the landscape, including Indigenous, Australian and Jewish culture.

Moriah College has an opportunity to incorporate sustainability into its actions and practices, promoting a healthy workplace and campus for staff and students.

The campus will support the education of ecological sustainability, and facilitate active learning such as produce gardens, and visible water collection/treatment.



The campus is readily accessible by public transport. The site will have a simple and legible pattern of open space that assists wayfinding. External spaces will respond to internal building function, and key sight lines and vistas will be maintained.

The legibility of the campus relates to its overall spatial structure, particularly the pattern of open spaces and the clarity of the network of paths and entries that innately guide movement and orientation.

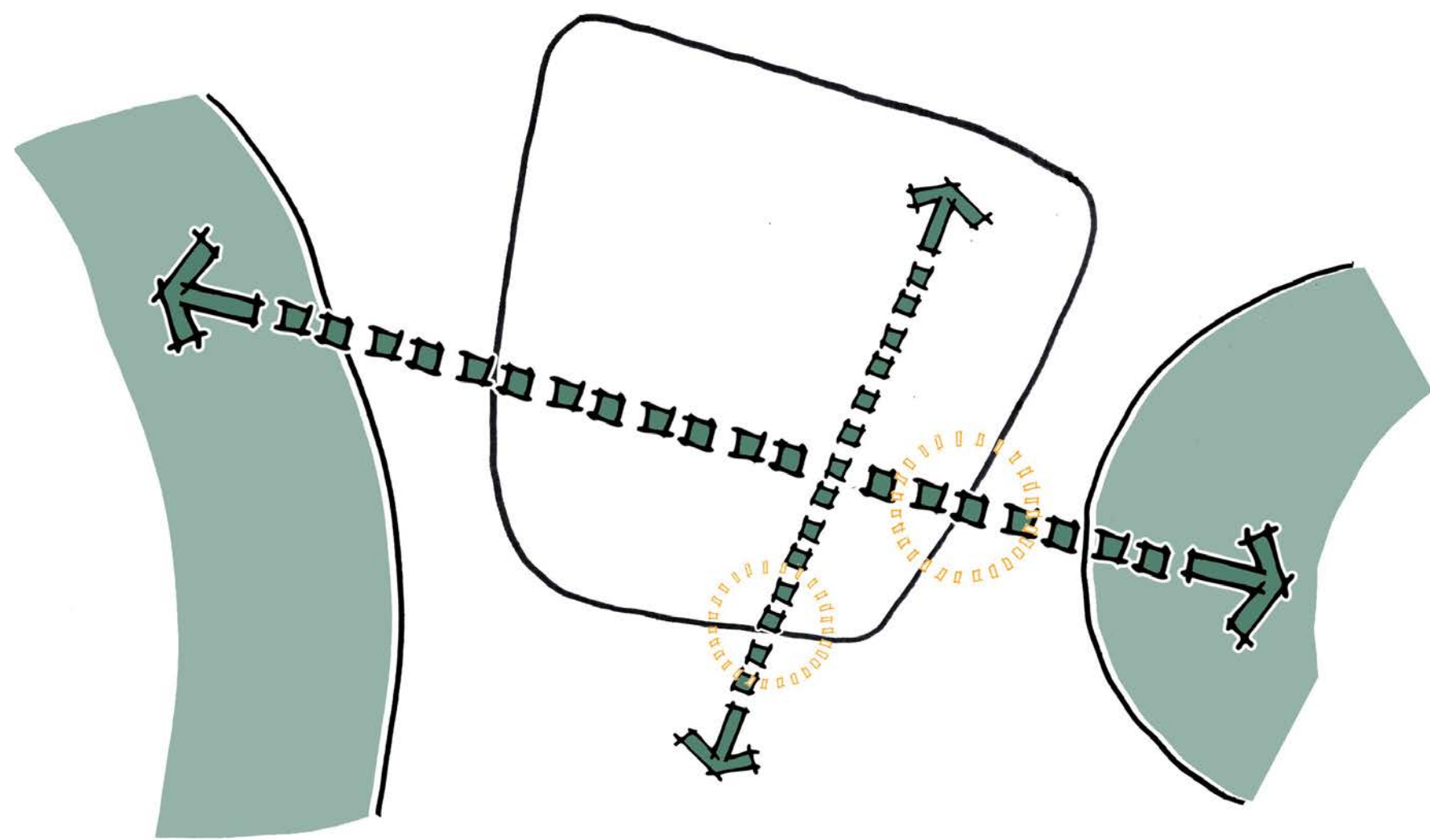
PRINCIPLE 6 - LANDSCAPE FOR CURRICULUM

A series of connected green spaces will offer a diversity of natural environments and opportunities for both free, unstructured play, as well as outdoor learning areas to support programmed classes. The distinctly green and connected campus will foster the development of smarter, more social, happier and healthier children.



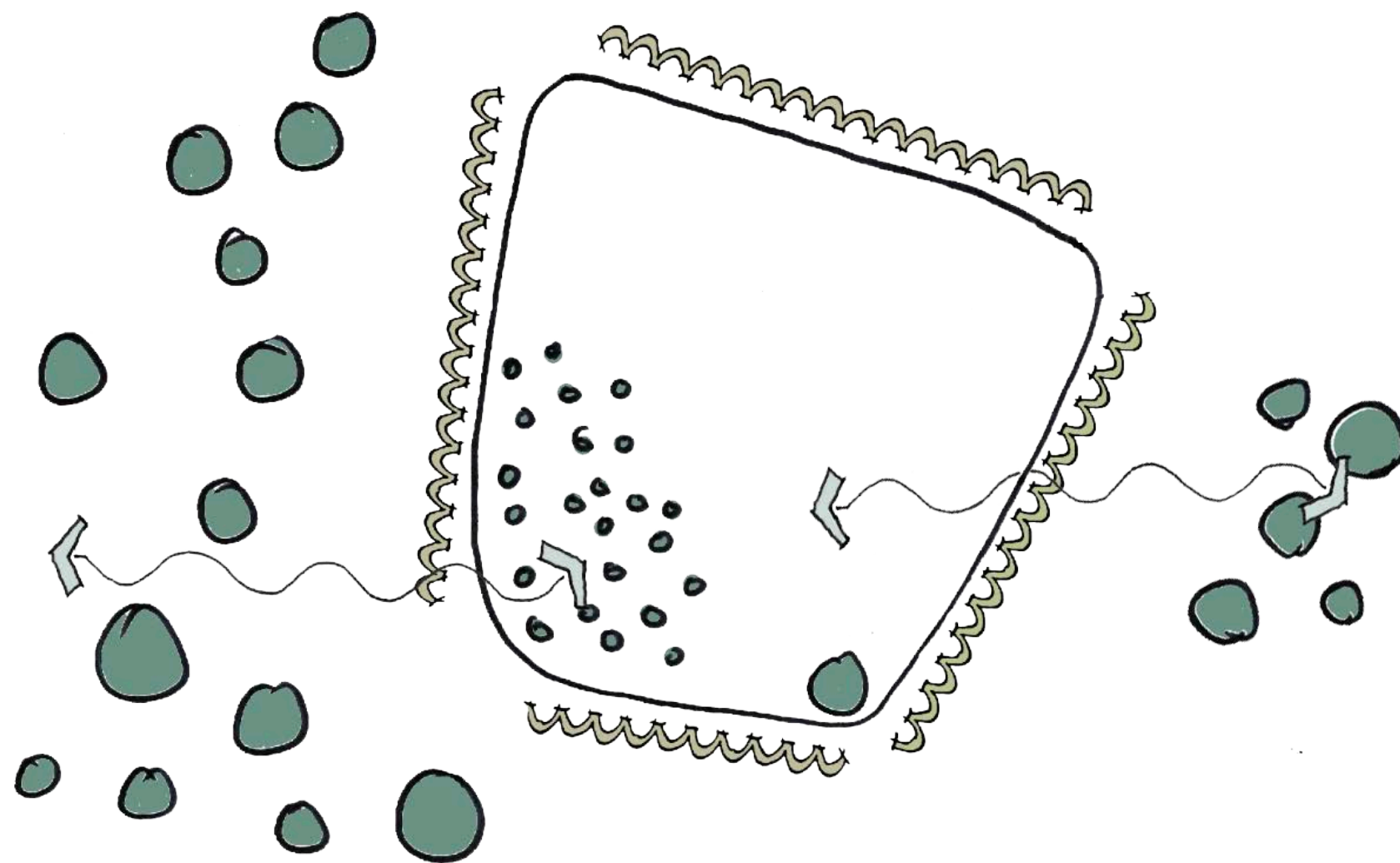
 <p>Moriah College בית מדרש מוריה</p>	ISS.	AMENDMENT	DATE	BY	ARCHITECT	 <p>IMPORTANT NOTES: 1. Drawings shall comply with the Australian Standards AS/NZS 1546:2011. All dimensions to be brought to the attention of the Landscape Architect. Legal note: drawings and written dimensions take precedence. All dimensions in mm unless otherwise stated. All dimensions and fix to be in metric. Use of Imperial units only. All dimensions are for the purpose of construction. Construction shall include and protect all services prior to construction. All work shall be carried out in accordance with GSA, RGA and Local Government Regulations. Structural Details shall be subject to Engineer's Specifications. Drainage & Water Features Details shall be subject to Hydraulic Engineer's Specifications. All work shall be carried out in a professional manner by Qualified Tradesmen according to Landscape Drawings and Engineer's Specifications. All work shall be carried out in accordance with the project program, construction method, materials specified, and general specifications without permission from the Project Engineer or Landscape Architect. All Rights Reserved 2020 fjmt.</p>	<p>CLIENT MORIAH COLLEGE Queens Park Rd, Queens Park NSW 2022</p>	<p>CHECKED LB</p>	<p>DWG. TITLE LANDSCAPE PRINCIPLES</p>	<p>PROJECT MCMSC - MORIAH COLLEGE</p>	<p>SCALE N/A</p>	<p>DRAWN LB</p>	<p>ISSUE SSDA</p>
	A	DRAFT Landscape Masterplan	17.09.19	LB									
	B	Landscape SSDA Report	01.10.19	LB									
	C	Landscape SSDA Report	10.10.19	LB	Level 5, 70 King Street Sydney, NSW, 2000, AUS T +61 2 9251 7077								

CLARITY OF ENTRIES & MOVEMENT



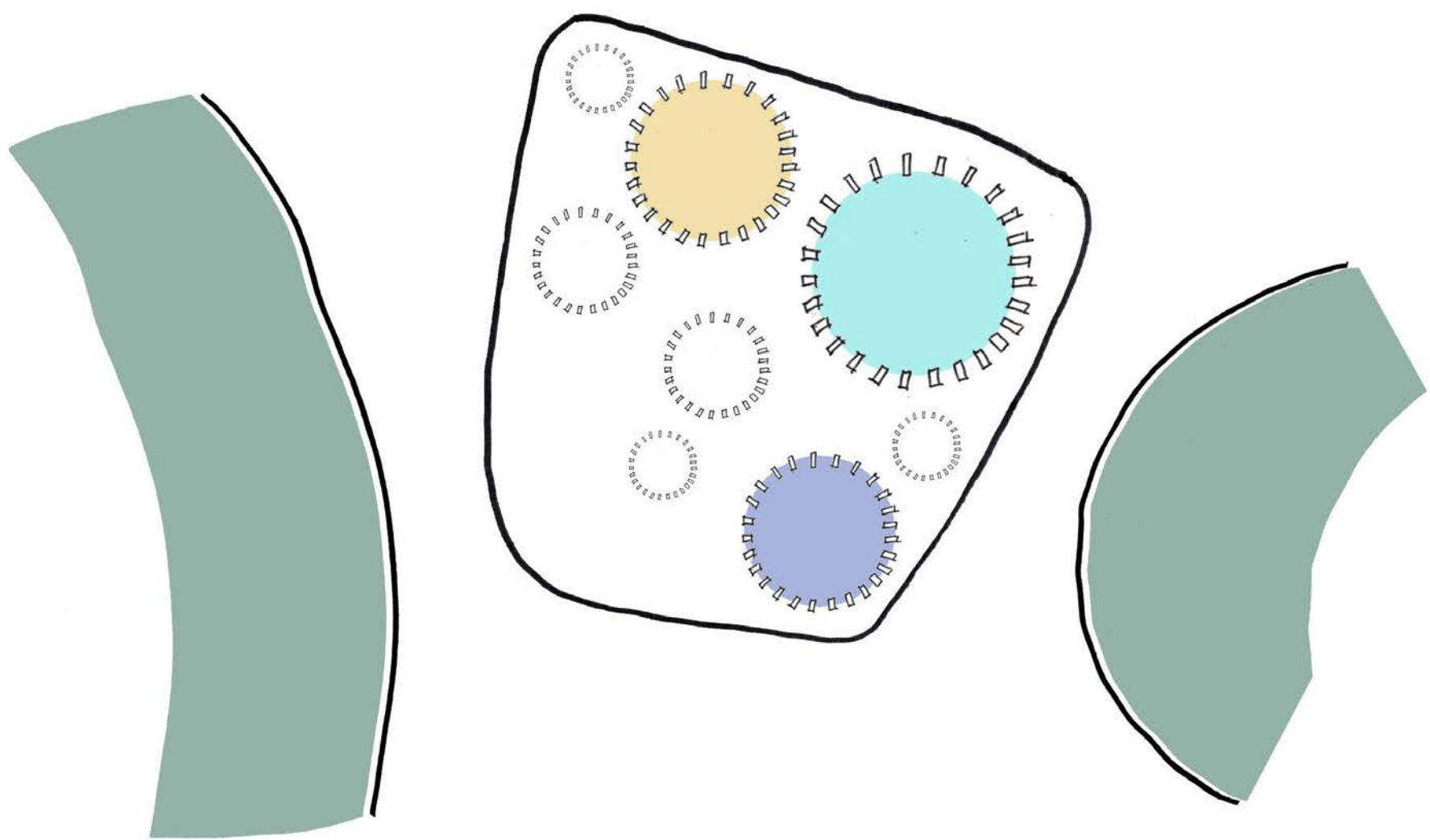
CLEAR ADDRESS AND ENTRIES
IMPROVED CIRCULATION / WAYFINDING
LEGIBLE PATTERN OF OPEN SPACE

SECURE & INVITING



SOFT + SECURE EDGES
CLEAR INVITING ENTRY
SENSE OF ARRIVAL
WELCOMING
CONNECTION TO SURROUNDING LANDSCAPE

INTEGRATED PLAY

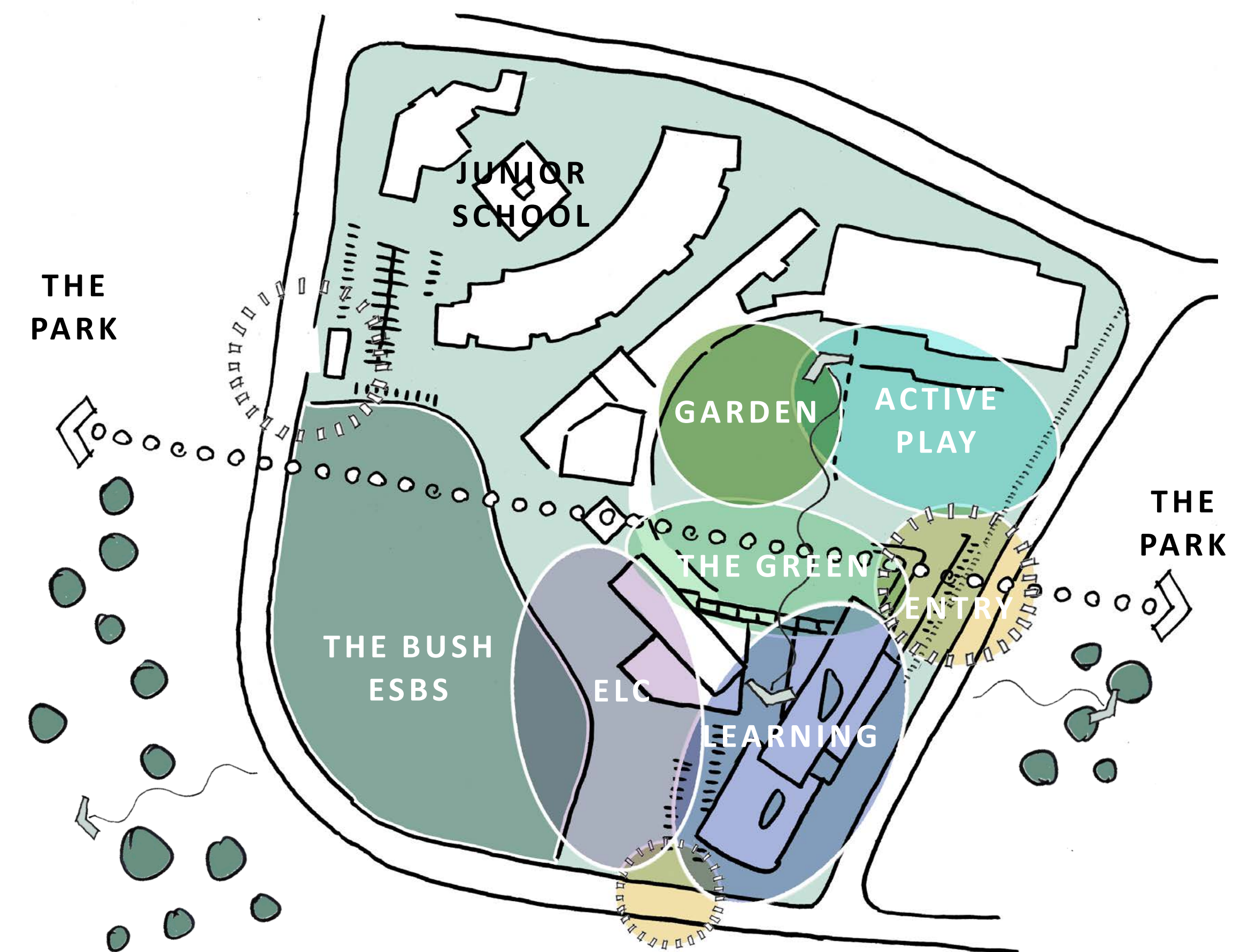


PLAY INCORPORATED INTO ALL ELEMENTS
LANDSCAPE FOR CURRICULUM
CROSS CAMPUS APPROACH

STAGE 1



STAGE 2



ISS.	AMENDMENT	DATE	BY
A	DRAFT Landscape Masterplan	17.09.19	LB
B	Landscape SSDA Report	01.10.19	LB
C	Landscape SSDA Report	10.10.19	LB

ARCHITECT
FJMT Architecture
Level 5, 70 King Street
Sydney, NSW, 2000, AUS
T +61 2 9251 7077



IMPORTANT NOTES:

Do not scale from drawings.
All discrepancies to be brought to the attention of the Landscape Architect.
Larger scale drawings and written dimensions take preference. All dimensions in mm unless otherwise stated.
Dimensions and R/L are given in metric.
Use figured dimensions only.
Verify all dimensions on site for the convenience of any party.
Contractors shall locate and protect all services prior to construction.
All work shall be carried out in accordance with AS/NZS 3600 and Local Government Regulations.
Structure Details shall be subject to Engineer's Specification.
Drainage & Water Feature Details shall be subject to Hydraulic Engineer's Specifications.
Details shall be carried out in accordance with the Qualified Tradesman according to Landscape Drawings and Engineer's Specifications.
The Designer shall take up to 300 photos for any variations in design, construction method, material specified, and general specifications without permission from the Project Engineer or Landscape Architect.
The Drawings is considered to be the final design.

CLIENT	MORIAH COLLEGE Queens Park Rd, Queens Park NSW 2022
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	CHECKED
	LB

DWG. TITLE

DELIVERY STAGES

PROJECT
MCMSC - MORIAH COLLEGE

	SCALE
	N/A

	DRAWN LB
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	ISSUE
	SSDA

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L-DA-04

SECURITY STRATEGY

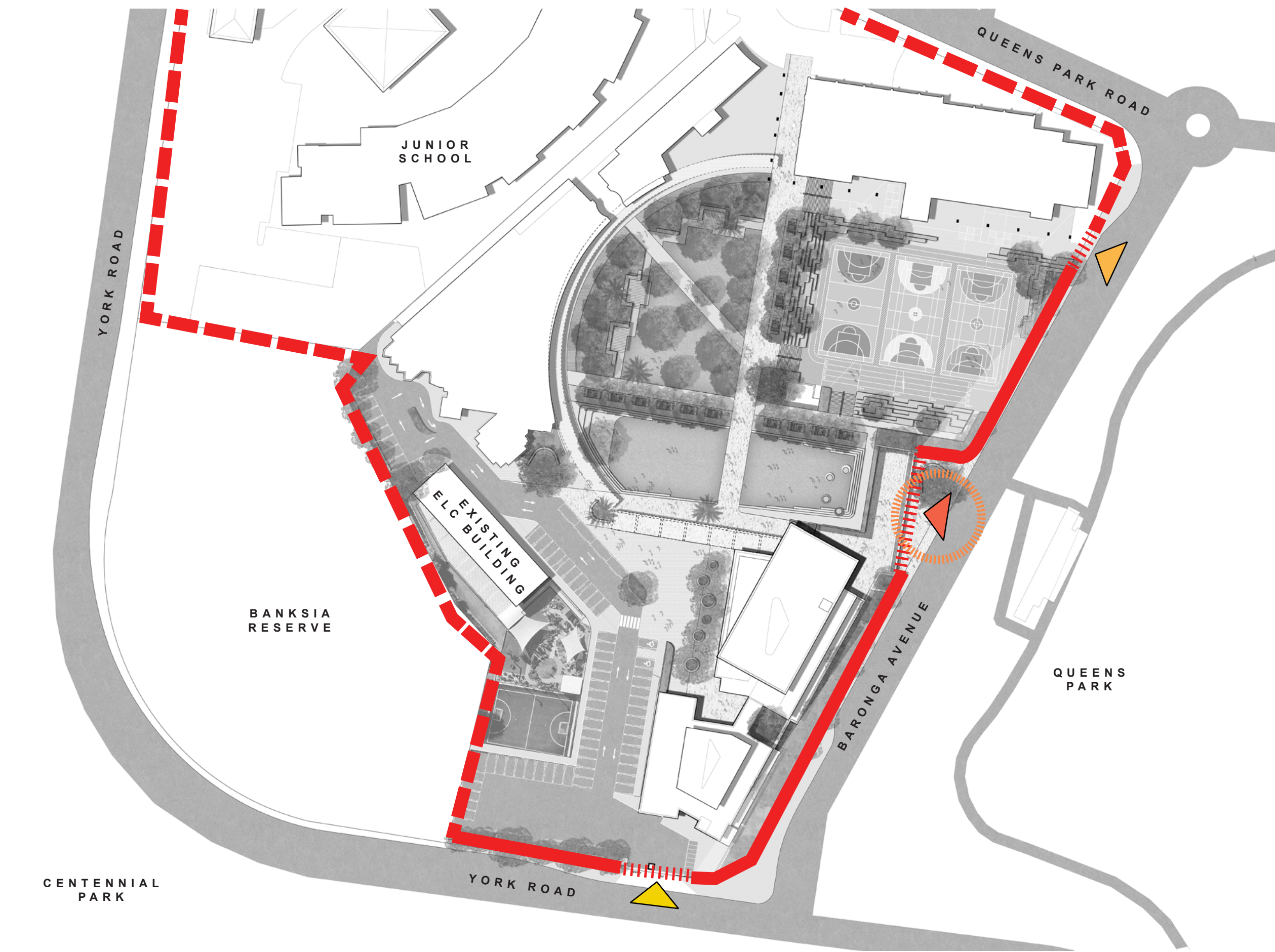
The legibility of the campus relates to its overall spatial structure, particularly the pattern of open spaces and the clarity of the network of paths and entries that innately guide movement and orientation. Legibility of the campus for the benefit of all students, staff and visitors through:

Clear and welcoming campus entries / address points and links to surrounding amenities (public transport etc)

- Clarity of paths and routes throughout the campus
- Clear definition of open space and function
- Achievement of good sight lines and visual connections
- High quality consistent signage across the campus

Clear connections between campus entrances and functional areas are fundamental. The development of a legible campus supports and improves the security and sense of safety for staff, students and visitors. Provision of clear sightlines, lighting and points of entries will improve passive surveillance of the campus and broader security.

Additional security treatments through perimeter fencing and wall treatments will provide physical protection to the school and improve legibility of secure entries.



LEGEND

- EXISTING SECURE LINE (FENCE / WALL)
- NEW SECURE LINE (WALL)
- ▲ VEHICLE ACCESS
- ▲ MAINTENANCE / SERVICE ACCESS
- ▲ PEDESTRIAN ACCESS
- MAIN SCHOOL ENTRY (SECONDARY SCHOOL)

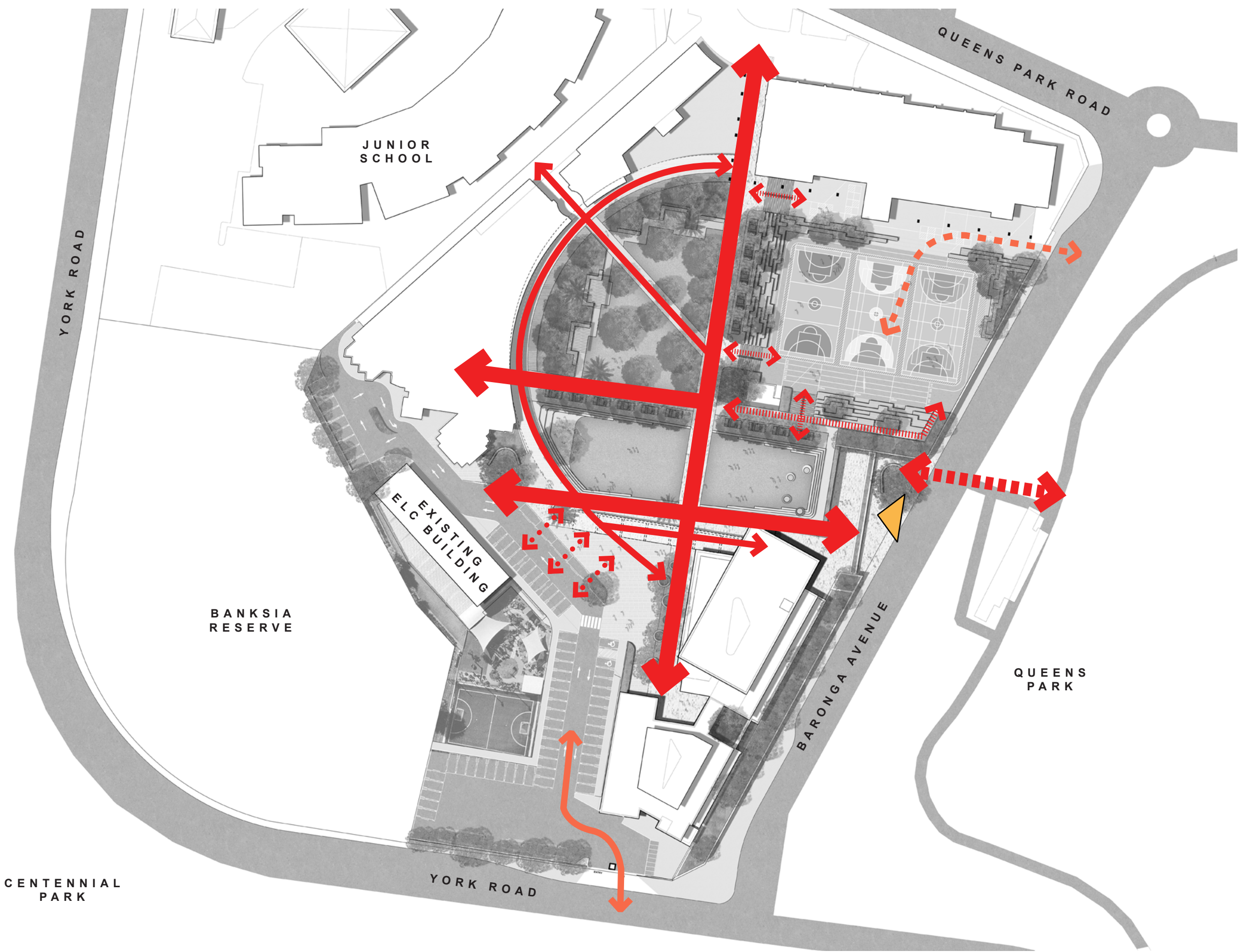
CIRCULATION STRATEGY

The sense of place of Moriah College is to be improved by supporting and enhancing its identity through respectful design. Existing physical features which already characterise the campus are to be supplemented with new memorable places to create a high quality and functional campus environment.

The legibility of the campus relates to its overall spatial structure, particularly the pattern of open spaces and the clarity of the network of paths and destinations. Legibility is to be reinforced by a series of spaces;

- Major gathering spaces (lawns, courts)
- Supportive gathering spaces (terraces, amphitheatres)
- Connective spaces for movement around the campus
- Contemplative spaces for quiet retreat and study

These areas will increase the quantum of open space, provide new foci in the spatial structure and life of the campus, and emphasise campus entrances. Clear connections between campus entrances and functional areas are fundamental.



LEGEND

- ↔ PRIMARY PEDESTRIAN PATHS
- PEDESTRIAN CONNECTION TO QUEENS PARK
- ↔ SECONDARY PEDESTRIAN PATHS
- ↔ STAIR + RAMP ACCESS
- STUDENT + CEREMONY DROP OFF
- ↔ VISITOR VEHICLE PATH
- SERVICE VEHICLE PATH
- ▲ MAIN PEDESTRIAN ENTRY

The following diagrams illustrate the existing canopy coverage to the senior school, and proposed canopy coverage for both Stage 1 and Stage 2 landscape works. The diagrams also provide an area calculation of net canopy coverage.

The proposed landscape works achieve an increase canopy coverage of 4,140m² at the completion of Stage 2.



25800m² Total Site Area
3860m² Canopy coverage
15% Canopy coverage of Total Site



25800m² Total Site Area
6640m² Canopy coverage
26% Canopy coverage of Total Site

New Trees: 96



25800m² Total Site Area
8000m² Canopy coverage
31% Canopy coverage of Total Site

New Trees: 112

LANDSCAPE AREA ANALYSIS

The following diagrams illustrate the existing landscape (lawn + garden) coverage to the senior school, and proposed landscape coverage for both Stage 1 and Stage 2 landscape works. The diagrams also provide an area calculation of net landscape coverage. The proposed ladscape works achieve an increase landscape coverage of 500m². at the completion of Stage 2.



EXISTING SITE

25800m² Total Site Area
4440m² Landscape coverage
17% Landscape coverage of Total Site



STAGE 1

25800m² Total Site Area
4340m² Landscape coverage
17% Landscape coverage of Total Site



STAGE 2

25800m² Total Site Area
4940m² Landscape coverage
19% Landscape coverage of Total Site

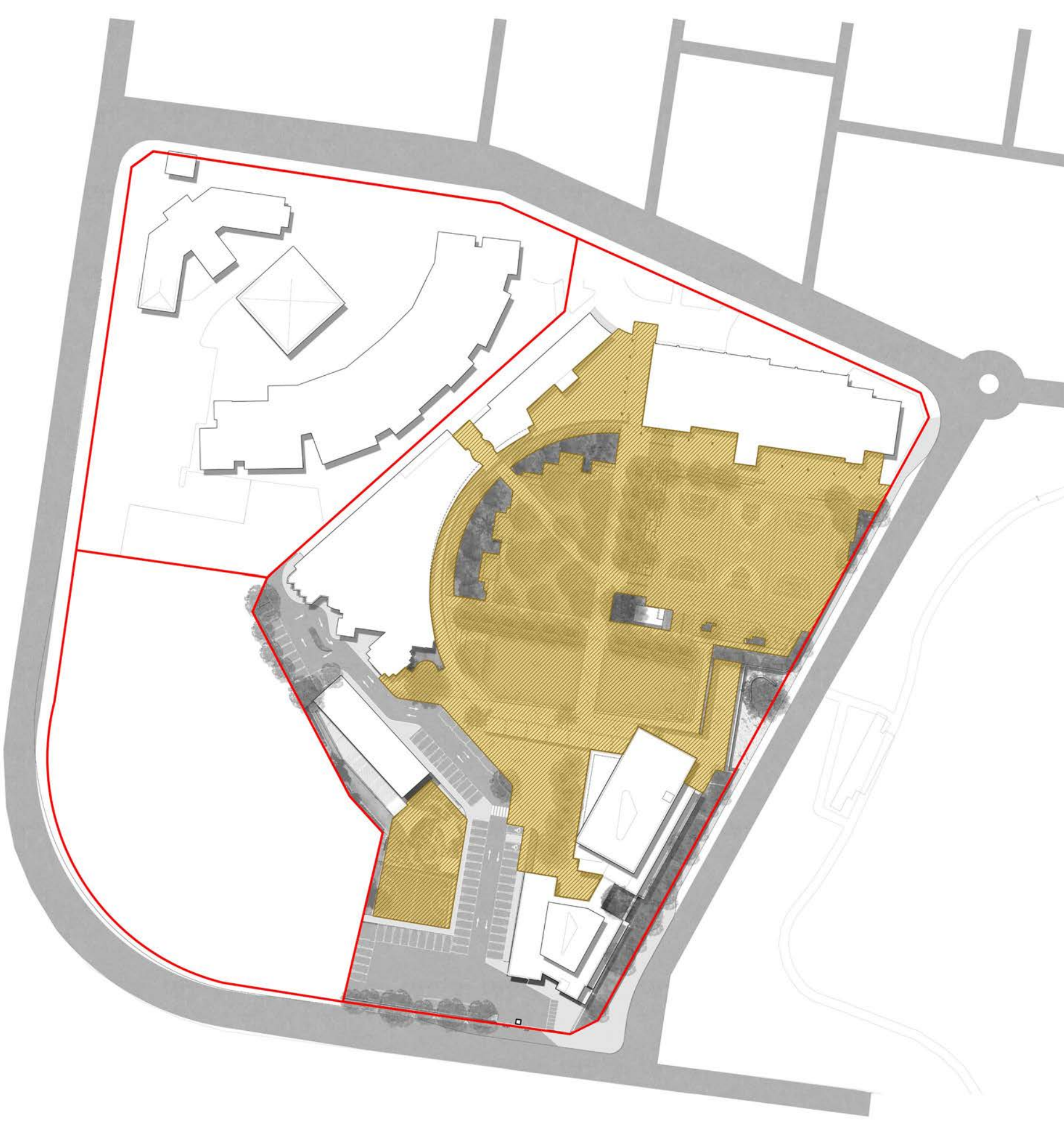
OPEN SPACE AREA ANALYSIS

The following diagrams illustrate the existing usable open space area available to the senior school students, and proposed open space area for both Stage 1 and Stage 2 landscape works. The diagrams also provide an area calculation of net open space area. The proposed ladscape works achieve an increase open space area of 4,520m² at the completion of Stage 2.



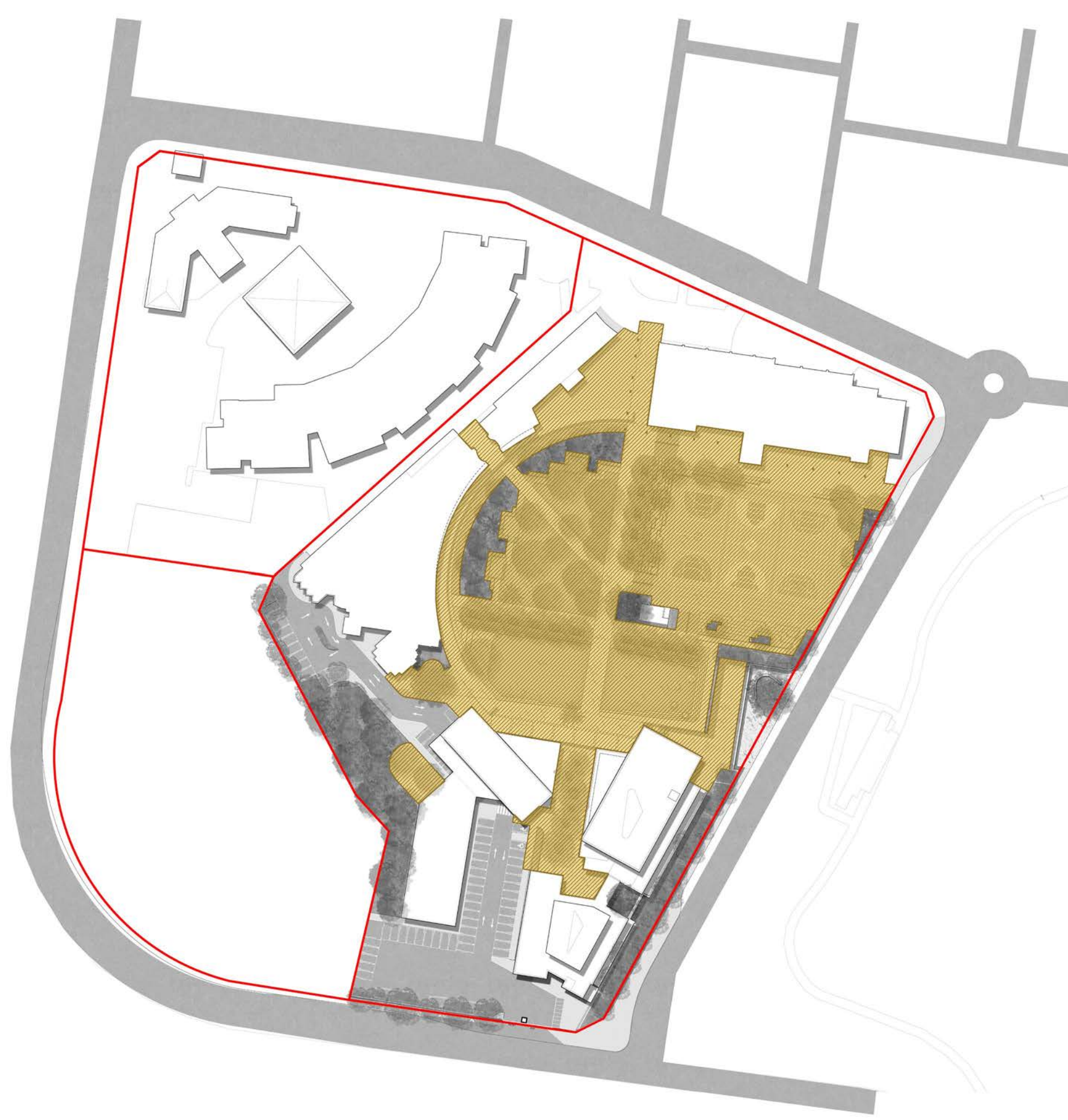
EXISTING SITE

25800m² Total Site Area
8760m2 Open Space coverage
34% Open Space of Total Site



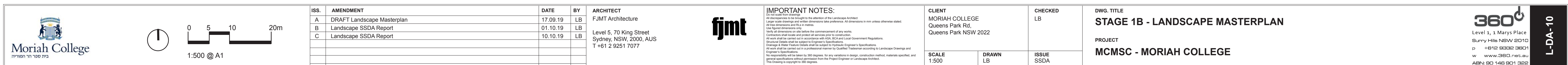
STAGE 1

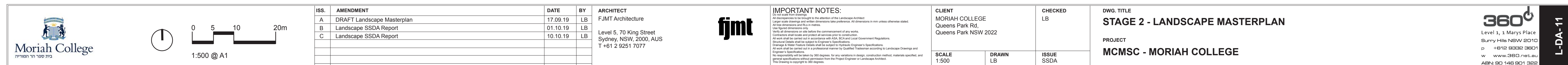
25800m² Total Site Area
14580m² Open Space coverage
56% Open Space of Total Site



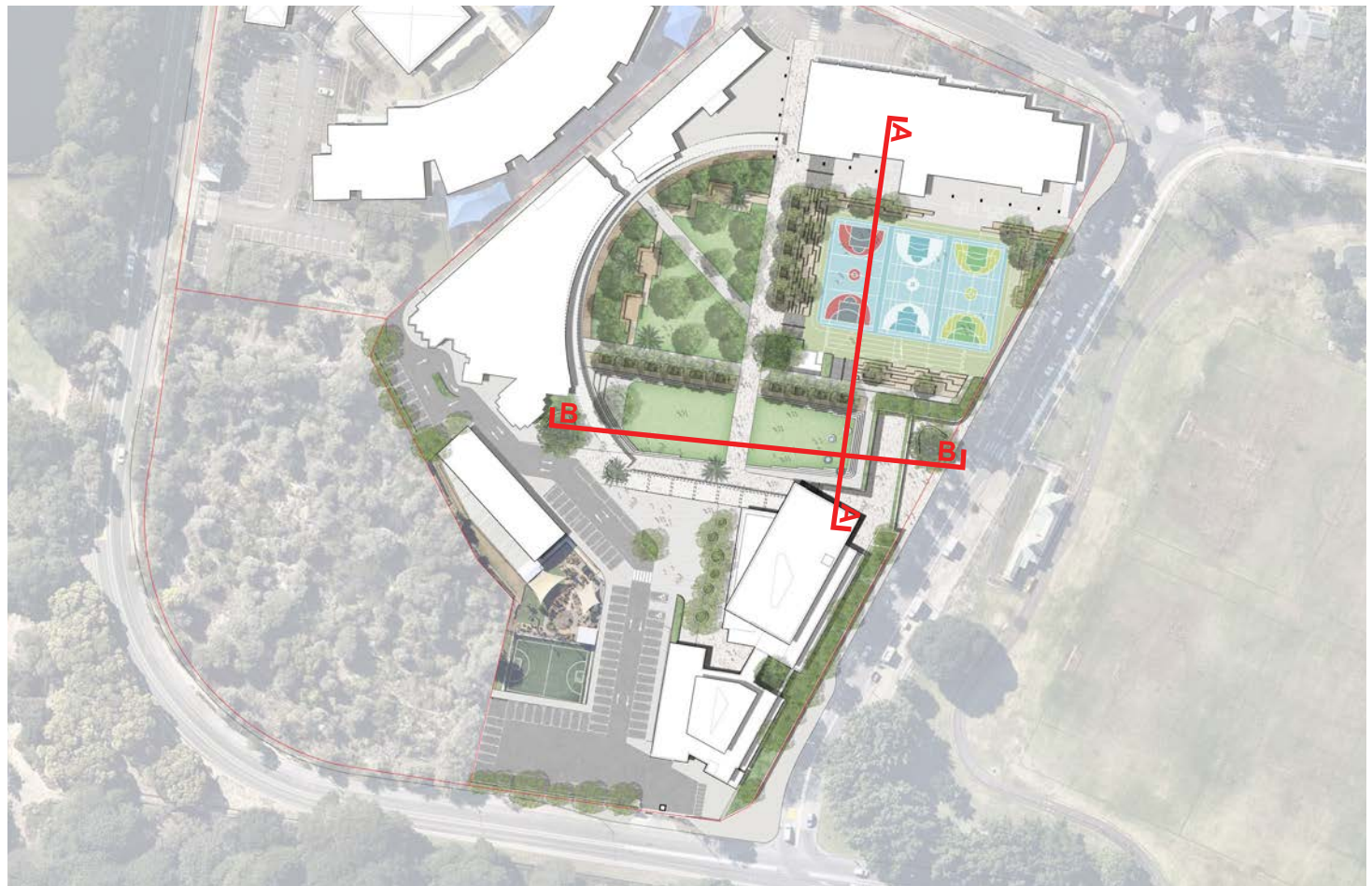
STAGE 2

25800m² Total Site Area
13280m² Open Space coverage
51% Open Space of Total Site

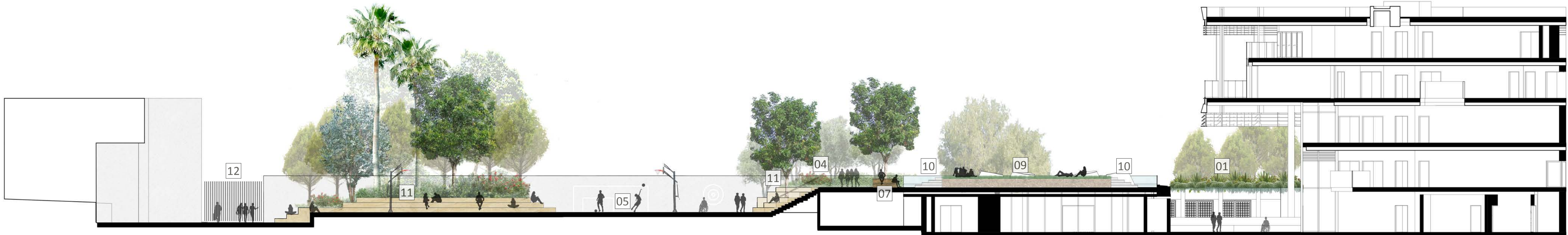




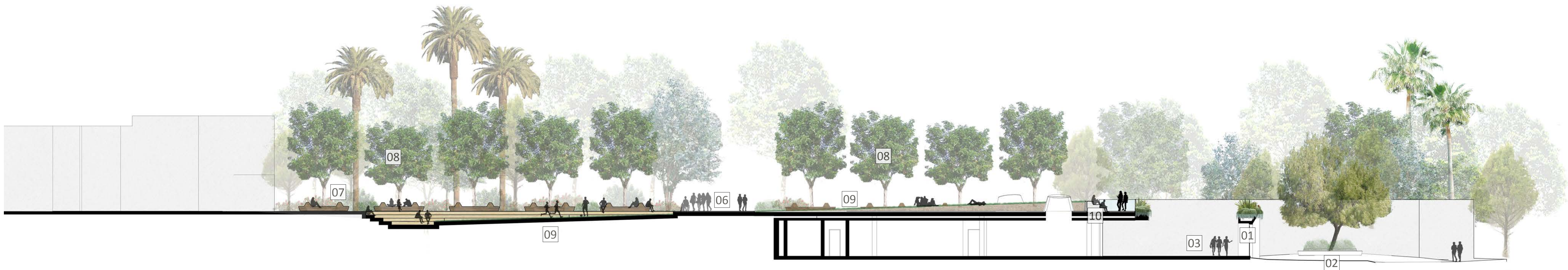
- LEGEND
- 1 MAIN SCHOOL ENTRY GATES OFF BARONGA AVENUE
 - 2 PUBLIC FORECOURT TO SCHOOL ENTRY WITH LARGE CULTURALLY SIGNIFICANT FEATURE TREE AND SEATING AROUND
 - 3 INTERNAL FORECOURT TO SCHOOL TO ACCOMMODATE GATHERINGS FOR EVENTS AND ENGAGEMENTS, AS WELL AS DAILY SCHOOL ACTIVITY AND STUDENT ARRIVALS.
 - 4 LANDSCAPE EDGE PLANTED WITH NATIVE GRASSES AND SHRUBS
 - 5 FORMAL SPORTS COURTS (PAINTED CONCRETE)
 - 6 CENTRAL SCHOOL CONCOURSE AND AXIS PATH
 - 7 RAISED SEATING PLATFORMS WITH MIXED SEATING OPPORTUNITY FOR GROUP AND INDIVIDUAL USE ACCENTED BY CENTRAL GARDEN BEDS
 - 8 AVENUE OF TREES WHICH STRENGTHEN THE AXIAL PATH CONNECTIONS WHILE PROVIDING SHADE TO SEATING AND SEPARATION BETWEEN FUNCTIONAL USES OF THE CAMPUS
 - 9 LARGE CENTRAL LAWN PROVIDING STUDENTS WITH SPACE FOR SOCIAL GATHERING, PLAY AND RESPITE. THE CENTRAL LAWN WILL ALSO SUPPORT SCHOOL EVENTS, PERFORMANCES, ASSEMBLIES AND CEREMONIES
 - 10 RAISED EASTERN END OF LAWN PROVIDES TERRACED SEATING WITH VIEWS OF QUEENS PARK
 - 11 TERRACED PLATFORMS OF VARYING WIDTHS AND SIZES FOR VARIED GROUP SEATING, CLASS ADDRESS, AND SPECTATING
 - 12 MAINTENANCE AND SERVICE VEHICLE ACCESS GATES



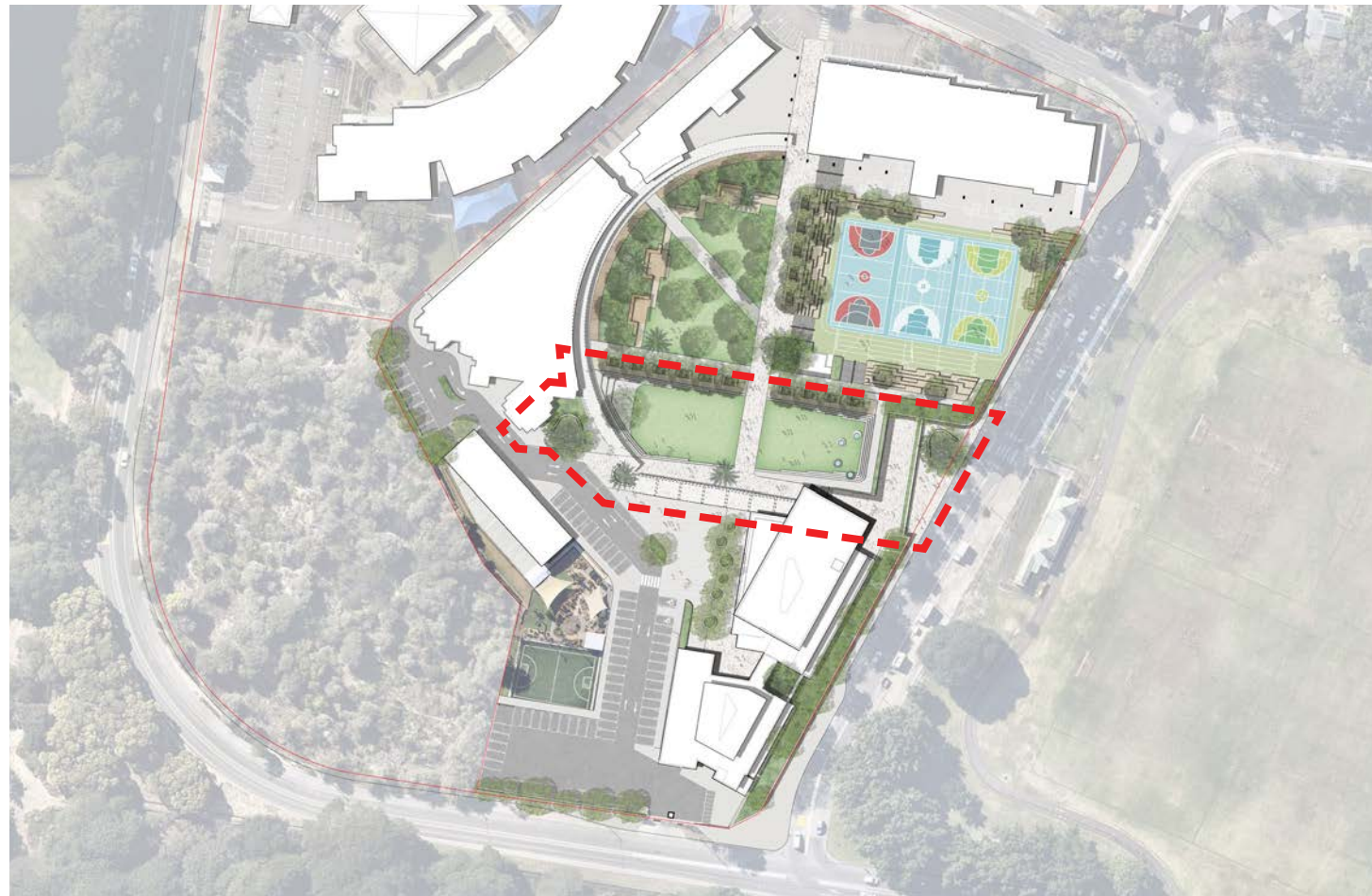
KEY PLAN



SECTION A



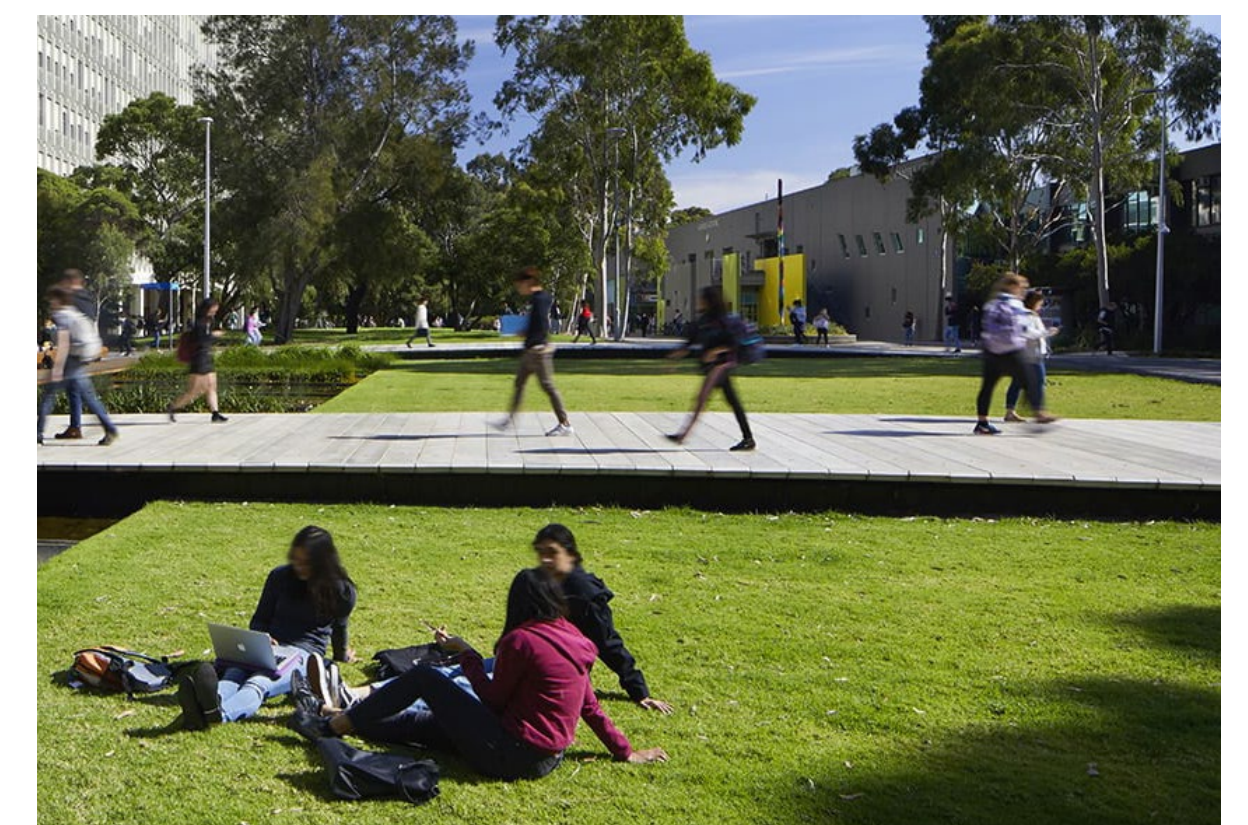
SECTION B

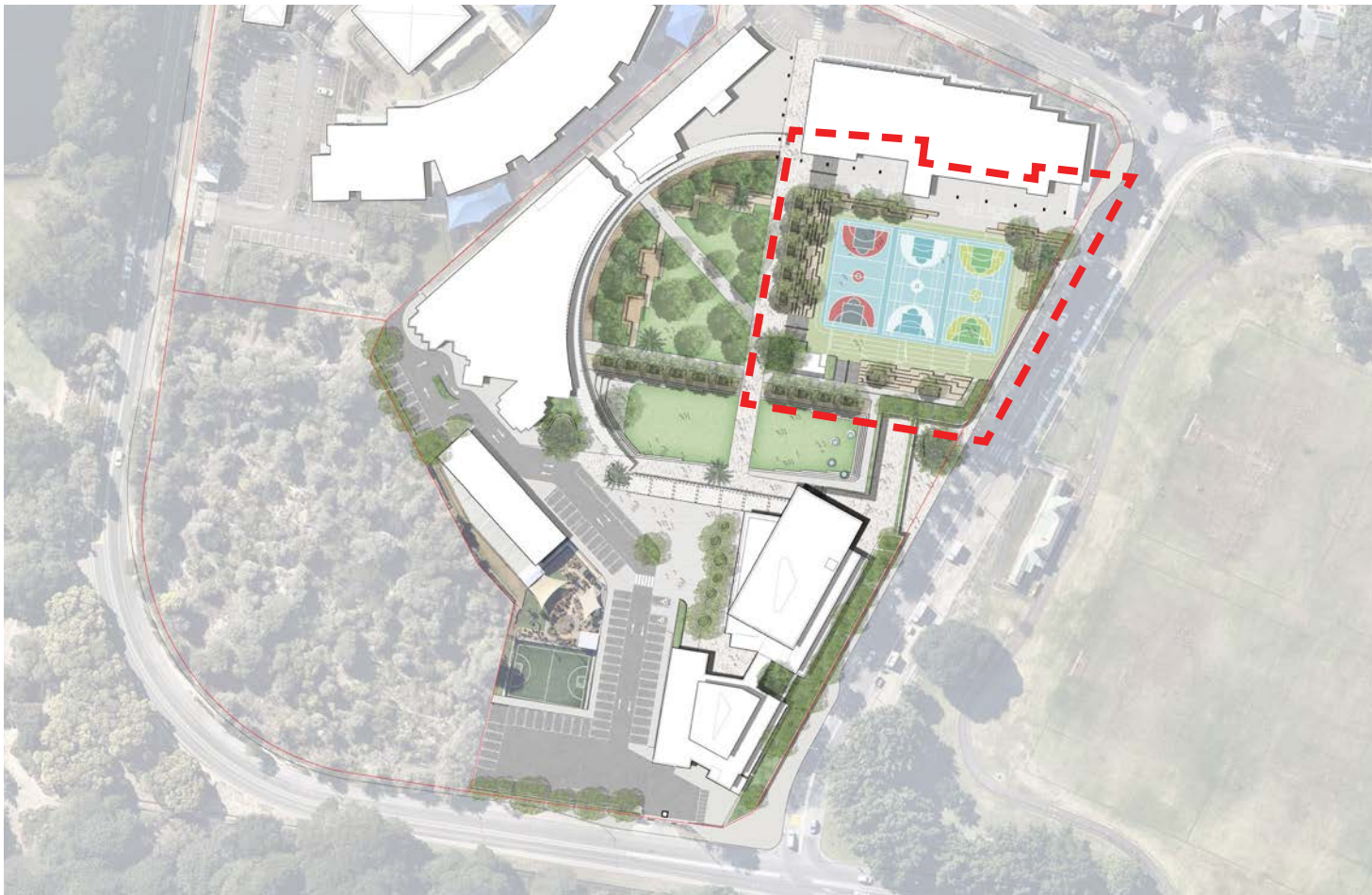


The Central Green forms the heart of the campus, conveying students between classes, accommodating outdoor learning, supporting social spaces and facilitating ceremonial gatherings, assembly and performances.

Adjacent to key access routes, slow speed - movement on edges, the lawn provides multiple opportunities for seating, both on the lawn and the perimeter edge while a diagonal path enables direct pedestrian movement across site. The lawn gently tilts from east to west creating a subtle amphitheatre, with the level change at the perimeter creating terraces, raised at the eastern end strengthening views and connection to Queens park, and sunken at the western end to create a stage/dais to support performance and ceremonial events.

Complementary to the central lawn is an spine of informal and playful seating opportunities beneath an avenue of native tree planting. These seats provide a central congregation point with direct connection to the lawn. This combination of spaces enables various activities to be undertaken, including study, social gathering, events, classes and performances. Each contributing to a vibrant and social campus heart.





KEY PLAN

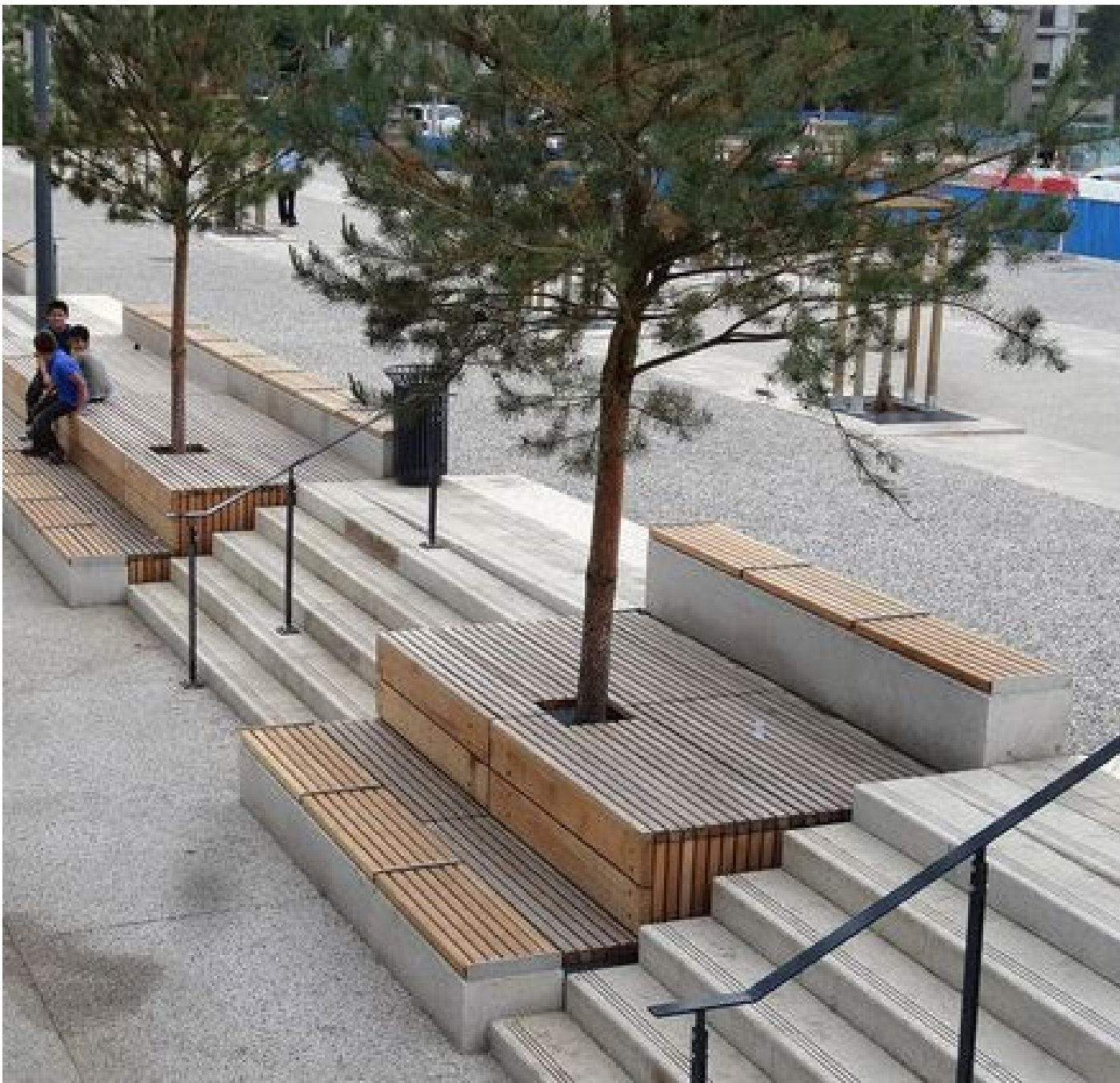
The campus masterplan and delivery of the new STEAM building provides an opportunity to establish a central active sports centre for the school, consolidating all sports courts into a single location. The active centre replaces 2 existing courts located adjacent the existing school gymnasium/pool building, enabling direct relationship to the building function, and positioning all the schools active pursuits away from passive use spaces, such as classrooms, library, gardens/lawns etc.

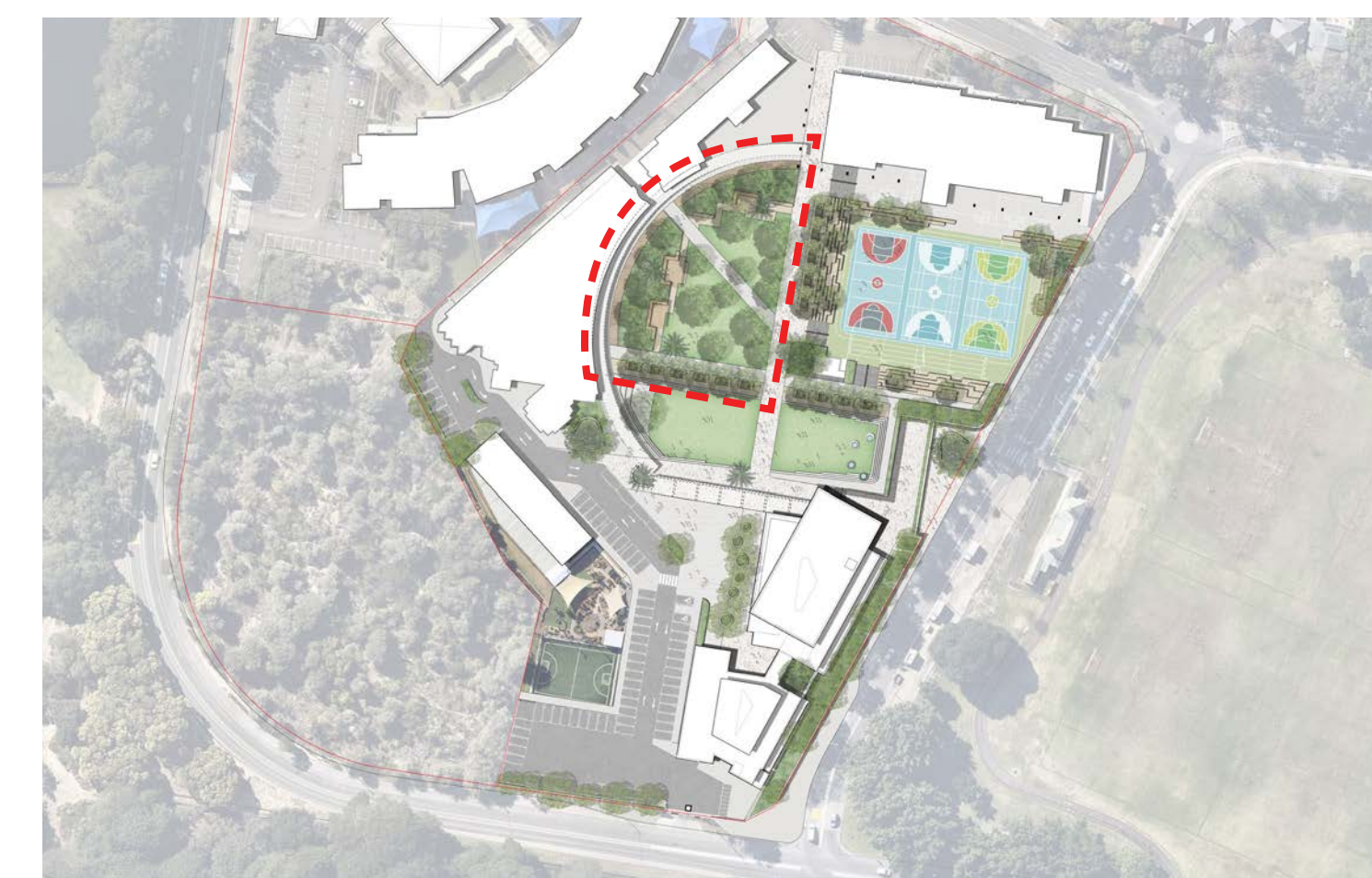
Restoration of the existing sports courts includes expansion from 2 to 3 courts, incorporation of 2 x tennis courts to replace the existing courts lost from the new building construction, introduction of retractable netting to separate the courts, new high quality surface finish and multi court line marking, including;

- Tennis (2 courts)
- netball (3 courts)
- basketball (3 courts)
- volleyball (3 courts)
- badminton (3 courts)
- hockey (1 court)

This is a flexible court for a variety of sports and games. The adjacent terraces are transacted by an equal access ramp and a series of bleachers primarily for observing sport but also for group learning and assemblies. Seating is provided all around the court and retractable netting will contain ball play.

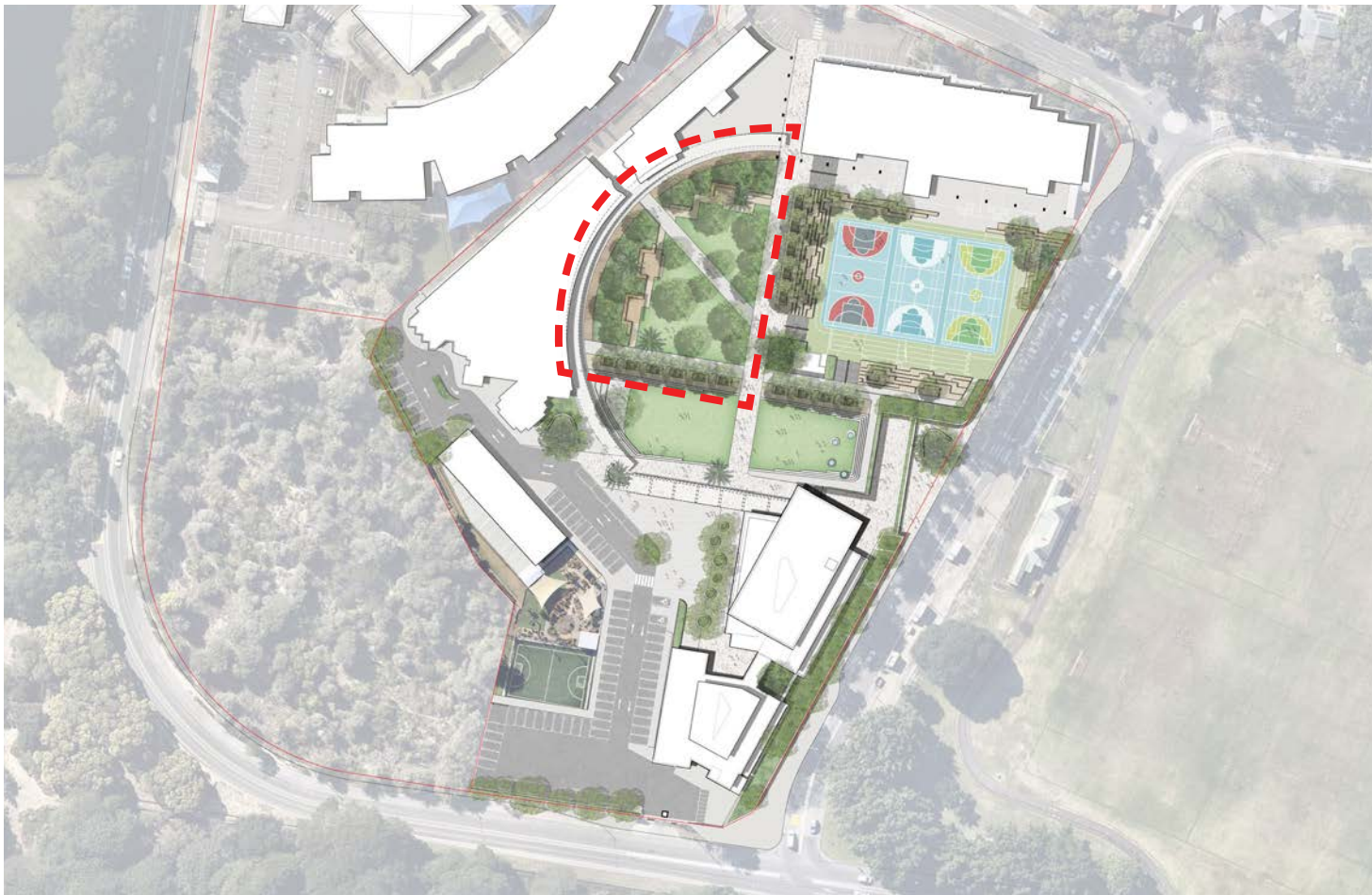
A series of terraces are incorporated to accommodate the varied level change from the courts up to the main campus gardens. The guiding element and identity of the design are the ‘quarry terraces’ that connect all levels of the school. Sandstone quarry blocks will be used to define the terraces which are abstracted and manipulated to provide various opportunities for structured and unstructured play, outdoor learning, class address, spectating, and social gathering. These terraces also form a cultural representation of material and spatial arrangement.





LEGEND

- | LEGEND | |
|--------|--|
| 1 | EXISTING SUBSTATION BUILDING |
| 2 | CENTRAL SCHOOL CONCOURSE AND AXIS PATH |
| 3 | MAINTAIN EXISTING PATH CONNECTION BETWEEN SCHOOL AND ACTIVE COURTS |
| 4 | LONG AND DEEP PERIMETER BENCH PROVIDES STUDENTS WITH ADDITIONAL SEATING AND GATHERING SPACE ADJACENT CLASS ROOMS. IT ALSO PROVIDES A BARRIER TO STUDENT MOVEMENT THROUGH THE GARDENS |
| 5 | LARGE CENTRAL LAWN SET WITHIN THE GARDENS COLONISED BY AN ARBORETUM OF CULTURALLY AND ENVIRONMENTALLY SIGNIFICANT TREE SPECIES. PROVIDE OPPORTUNITIES FOR RESPITE AND EDUCATION |
| 6 | SEATING SPACES WITH LIGHTWEIGHT SHADE STRUCTURES OFFER OPPORTUNITY FOR EXTERNAL CLASSES AND PRACTICAL TEACHINGS. SECONDARY FUNCTION OF CULTURAL CEREMONIES |
| 7 | PRODUCTIVE GARDEN TO PROVIDE AN ENGAGING PLATFORM FOR SCIENTIFIC EDUCATION, EDUCATING STUDENTS ON THE PROCESS ASSOCIATED WITH FOOD PRODUCTION |
| 8 | LINEAR RAIN GARDEN ADJACENT THE MAIN CONCOURSE TO CAPTURE AND FILTER SITE STORMWATER. PROVIDES ADDITIONAL OPPORTUNITY FOR EDUCATION OF NATURAL SYSTEMS |
| 9 | RELOCATION OF EXISTING MAGEN DAVID DIVERSITY GARDEN TO WITHIN REFLECTION GARDEN |
| 10 | MUNICH II MEMORIAL SITE TO BE RETAINED/RELOCATED WITHIN REFLECTION GARDEN |



KEY PLAN

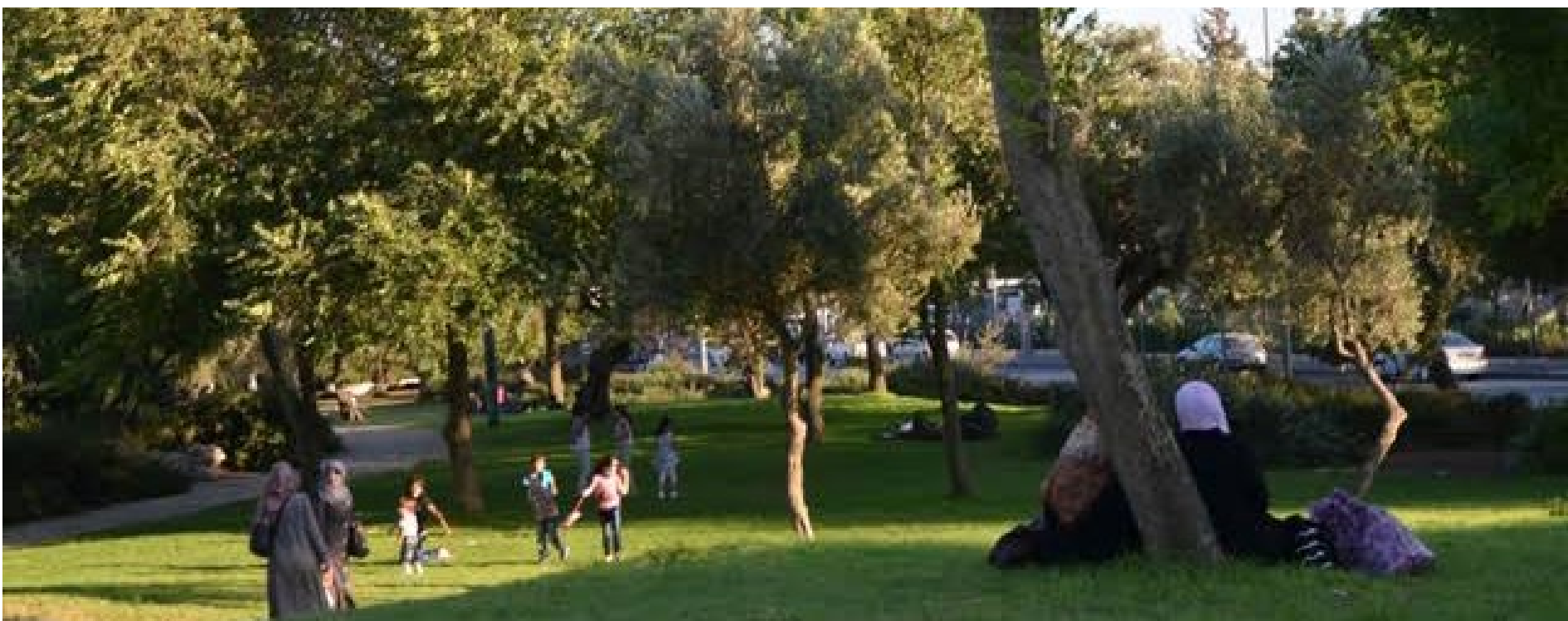
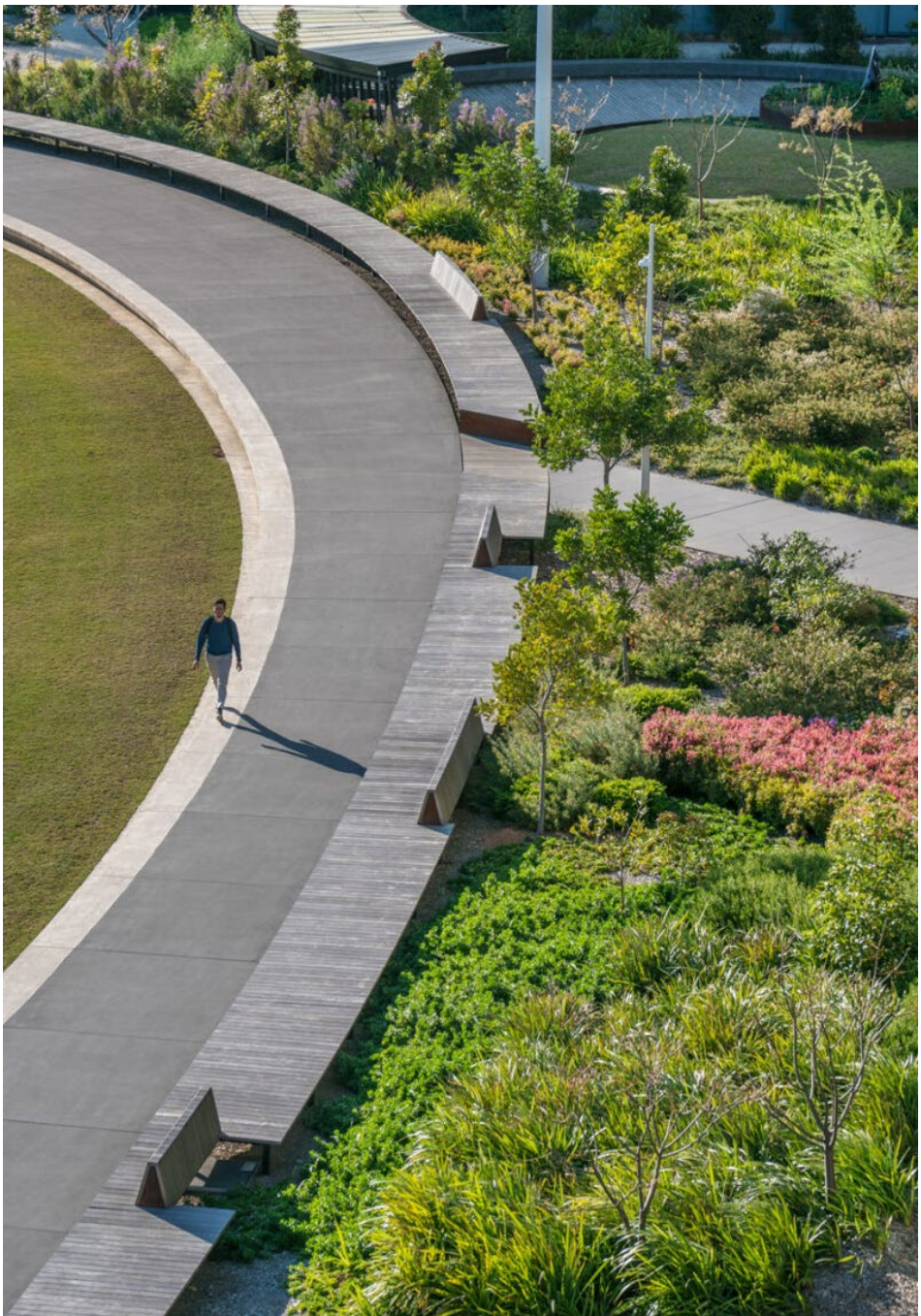
This is a distinctive landscape learning space. It is a ‘physic garden’ where students can grow edible, medicinal and functional plants and test their theoretical knowledge in practical applications.

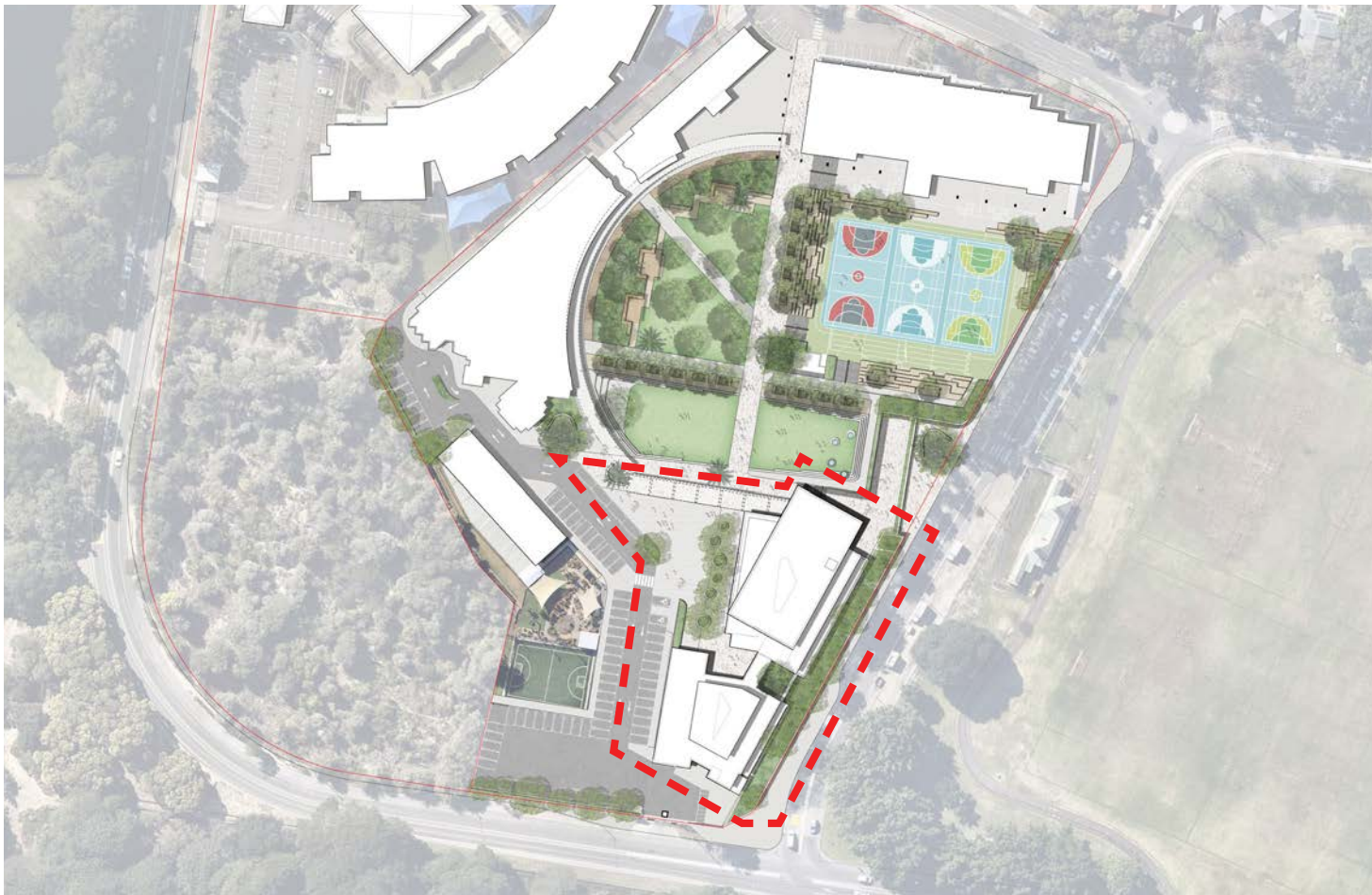
In support of the campus concept of learning through biophilia the planting scheme will be a continuous green space ‘park to park’, implemented as a cultural arboretum. A mix of new deciduous and evergreen trees of various scales are selected to replace lost canopy of existing trees to be removed and will provide a more suitable and new green amenity, solar access and shade relative to the built form. Together with new shrubs and groundcovers the planting scheme will supplement the lessons of the classroom through practical application within the garden and to illustrate the diverse value of the plant kingdom. Every plant species will be purposeful and will be arranged variously as companions as well as organized by their application, such as

- edible
- medicinal (pharmaceutical and ‘traditional’)
- functional (for example, clothes, rope)
- cultural (for example, religious or ceremonial with a focus on local traditional aboriginal and colonial use)
- environmental benefit (air and water quality)

Shaded, seated teaching zones are provided for lessons, which also support cultural use and ceremonial gathering.

The design references the schools cultural history and will be infused with elements, details, materials and planting that reflect the cultural teachings, site’s indigenous and ecological significance, as well as its global future as a benchmark of progressive, multi-cultural learning.





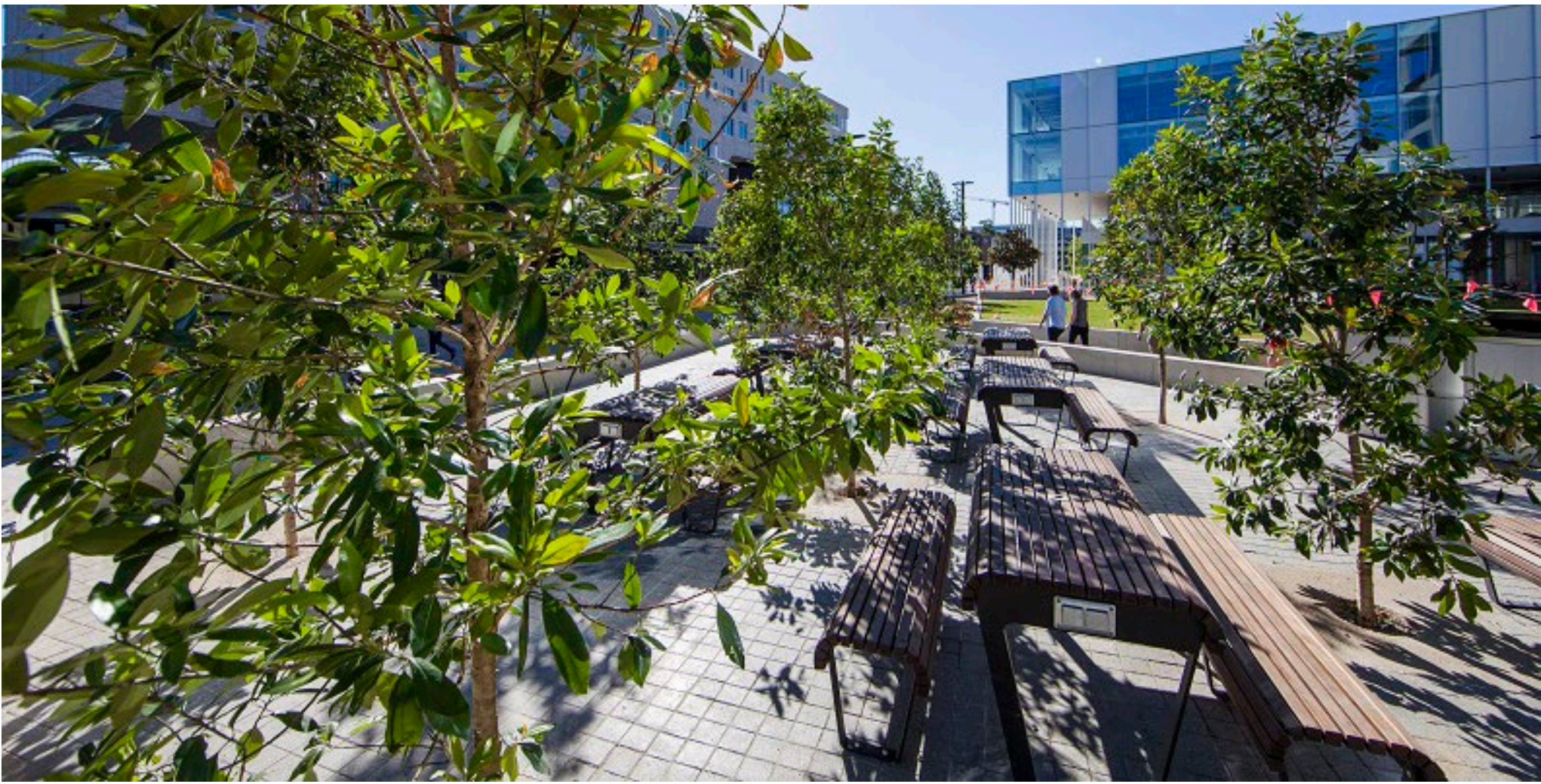
KEY PLAN

This is the highly active heart of the campus defined by the nexus of the internal Street drop-off, the exiting curved walkway and the through-site for the Baronga Avenue Campus entry. The space provides access and connection to the central green, the main learning building, the canteen, the main spine of steps that leads to the school entry, and the central path that connects other landscape zones of the campus.

The space is flexible and adaptable to provide an external space where by teachers can conduct informal classes that enable students to test theoretical knowledge in practical applications.

As this area is also identified for delivery of Stage 2 new building works, the extent of landscape treatment has been considered to facilitate these future works.

Along the Baronga Avenue frontage, a significant landscape treatment is incorporated to provide a landscape address and public interface. The species will consist predominantly of natives, representative of the adjacent Banksia reserve, Centennial Park, and Queens Park. The distinctly green campus will provide a unified landscape precinct, with strong physical and ecological connections to the surrounding parklands.



LIGHTING, SAFETY + SECURITY

Moriah College operates both during the day and at night, supporting extra curricular activities, ceremonies and events, with lighting a crucial element that attracts people, helps navigate and facilitate function. There are 3 key areas where lighting plays an important function:

IDENTITY

Lighting can reinforce the identity and character of an area or precinct at night. Lighting can highlight key elements and entries or simply unify a precinct through a common approach.

SAFETY

Feeling safe and secure is important when on campus. Lighting main circulation paths and adjoining areas to achieve appropriate levels of comfort, safety and security is essential. Crime Prevention Through Environmental Design (CPTED) guidelines will be adopted for all campus developments.

VARIETY

Lighting can be used to change the character and mood of a place on a seasonal or special event purpose. Lighting can also respond to use and enhance users experience of the space and adapt to the functions within the campus.

There are 2 key zones for lighting:

APPROACH LIGHTING

The introduction of lighting on the approaches to entry points reinforces the sense of arrival and the campus as a unique place. This sense of identity and anticipation will enhance the experience and perception of the campus.

OPEN SPACE LIGHTING

Each space will have its own character and identity, and the lighting of these spaces will support their functional use. The levels of lighting will vary dependent on the intended use of each space and be integrated within the overall design, including integrated with walls, furniture and gardens.



MATERIALS + FURNITURE

Campus materiality overlays movement and spatial typologies to generate way finding logic, reinforce gateways, assist with place making and utility functions.

GENERAL MATERIALITY NOTES

Minimise the number of different path finishes across campus.
Consider using variations in finishes to delineate between primary and secondary pavements areas.

Paving hierarchy is determined according to function and volumes of individual pathways. It is important to provide some hierarchy and define different areas to assist in way finding through the campus.

Variation in materials should be employed to improve accessibility and legibility for all users. Textural changes in surfacing and colour cues should assist with signalling entrances, thresholds and interstitial spaces, movement vs resting spaces, grade changes, and key way finding locations.

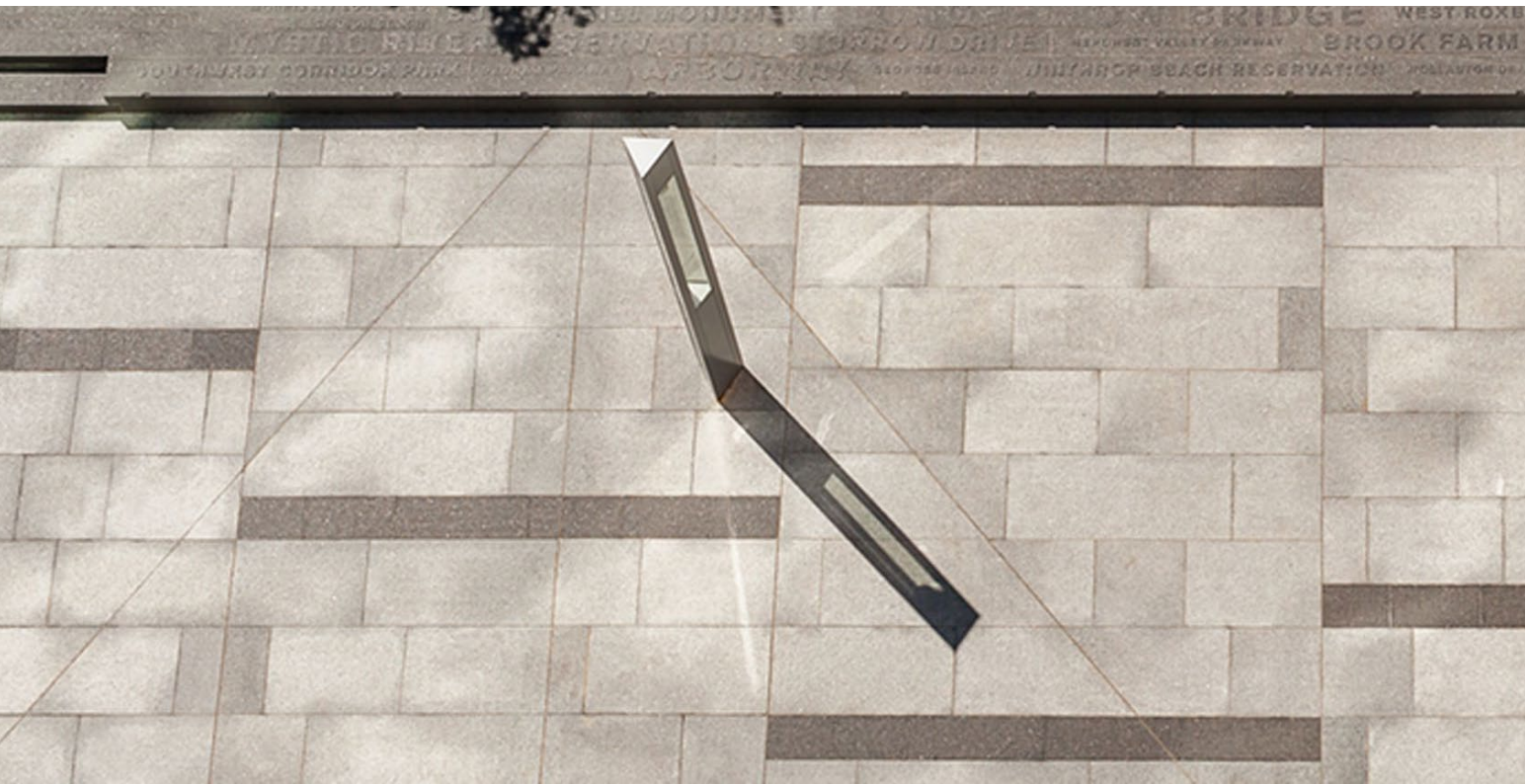
Campus furniture responds to the landscape & surrounding classroom programming, generating and encouraging social interaction, learning opportunities and respite, and spatial hierarchy.

GENERAL FURNITURE NOTES

Correspond to user requirements, climate, favourable proximity to paths, building fore courts and amenities.

Employ a family of material, finish, colour and design

Locate furniture in favourable climatic zones. ie wind protected areas with suitable solar access
Restrained selection of materials to be robust, vandal resistant, durable.



PLANTING

The gardens aren’t merely an area to cross on the way between class, they are also a corner of nature within the building, places to discover the richness of biodiversity, learn the value of plants and conduct interactive classes.

In order to cater to the needs of staff and students, the landscape seeks to supplement the lessons learnt in the classroom through practical application within the garden. A series of learning landscapes have been developed to facilitate this external education while also supporting the Masterplan principles of ‘greening the campus’. These gardens include;

- Cultural Garden
- Science Garden
- Edible Produce Garden
- Learning Gardens
- Performance and Ceremonial Garden

Botanical gardens themselves were usually set up with the aim of active education as well as plant introduction, initially to teach medicinal and useful plants; public recreation came later. The planting selection and arrangement at Moriah College plans to embrace those origins of garden design and encourage education through planting, as well as social interaction and recreation.

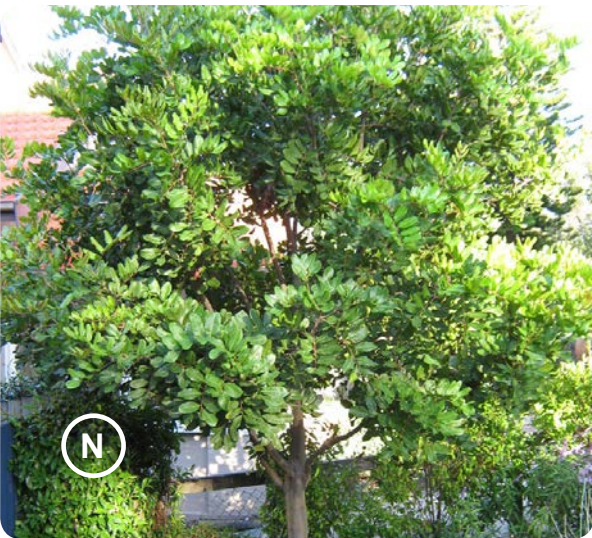
A summary of possible plant species for further development at detailed design of each stage is provided as a guide and point of commencement for the final planting selection and arrangement.



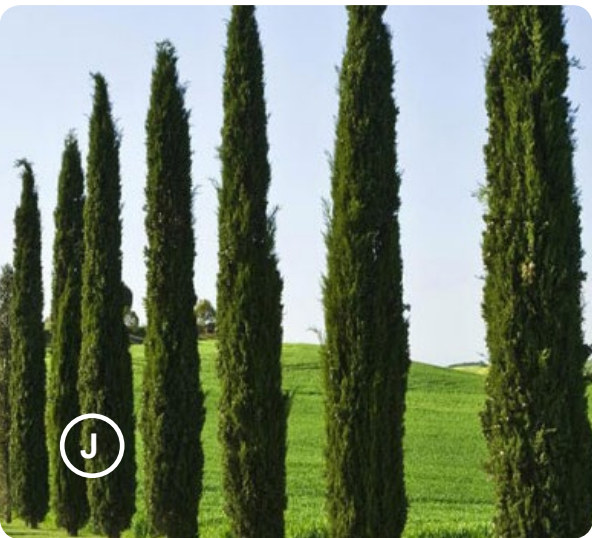
TREES



Agathis robusta



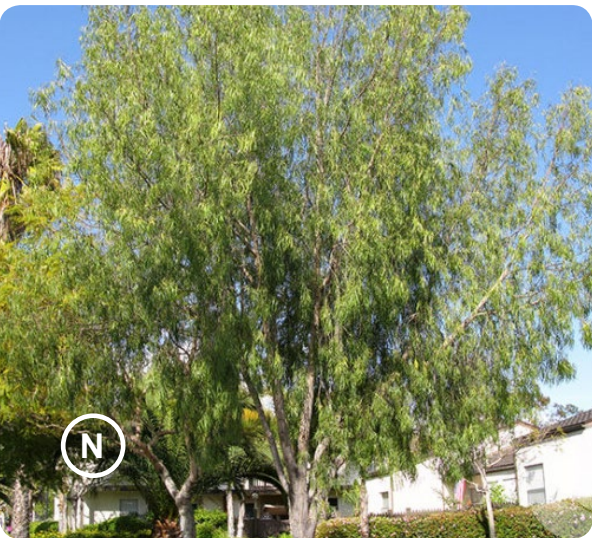
Cupaniopsis anacardioides



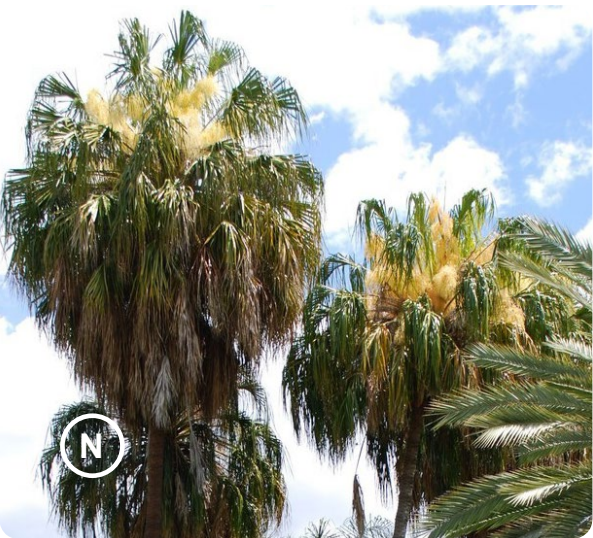
Cupressus sempervirens



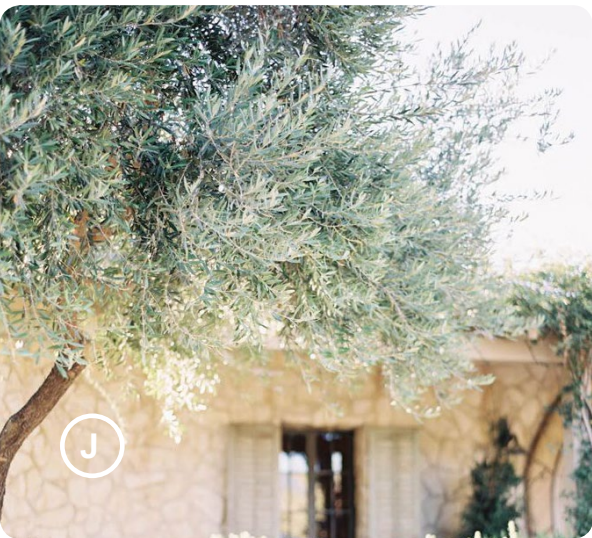
fraxinus urbanite



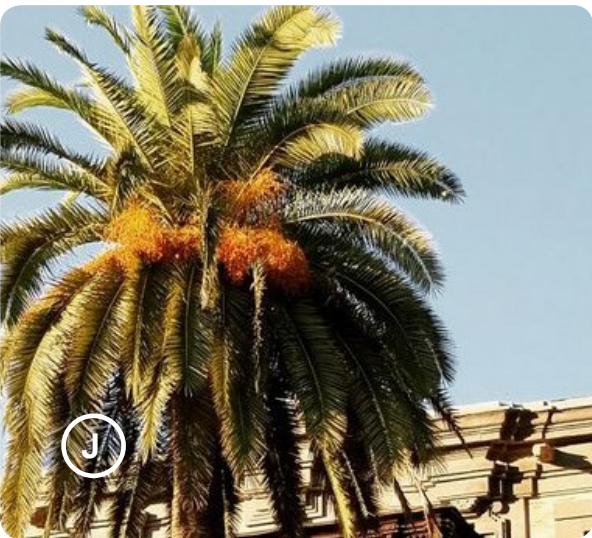
Geijera parviflora



Livistona australis



Olea Europea



Phoenix canariensis



Punica granatum



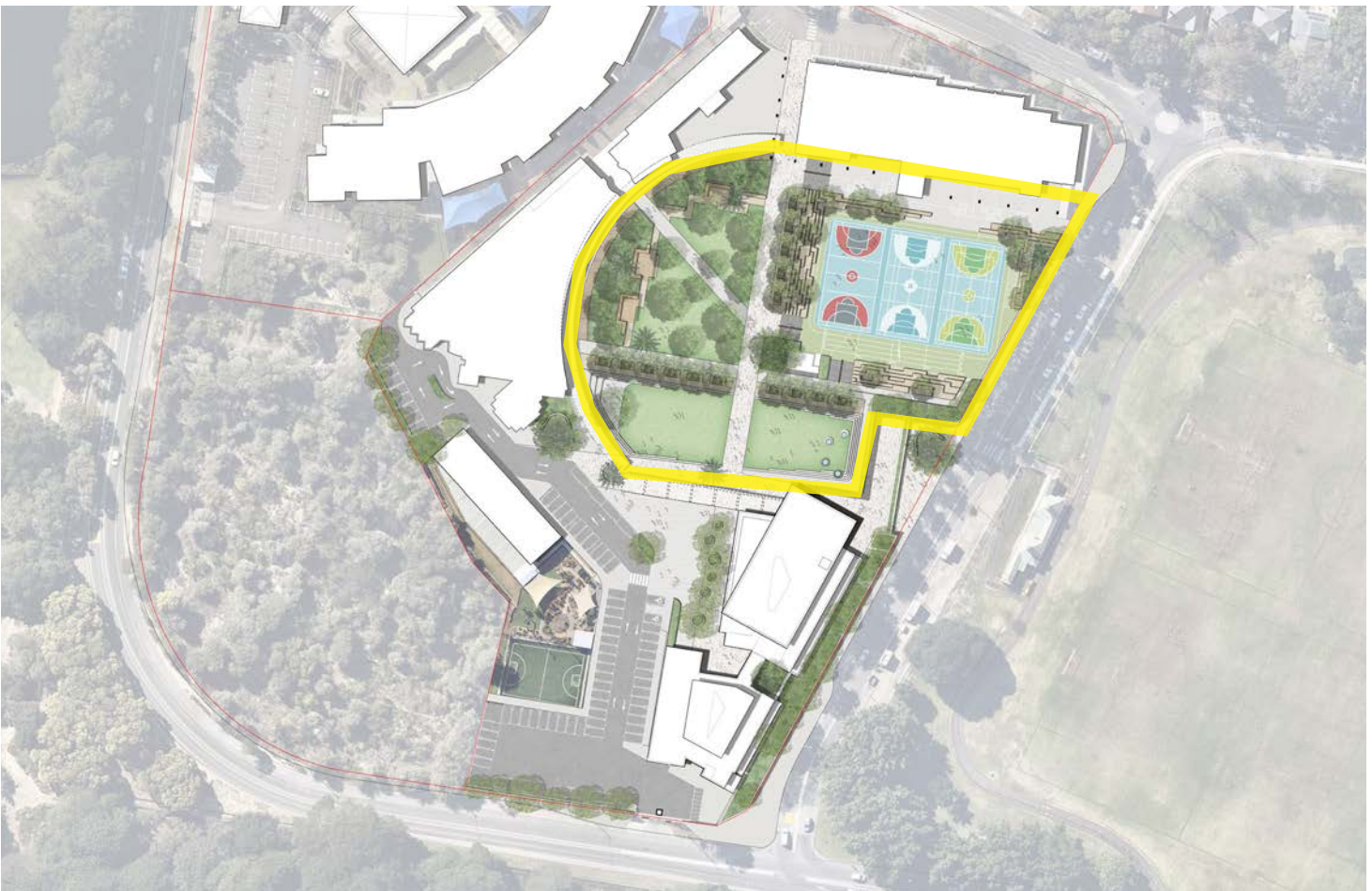
Quercus coccifera



Ulmus parvifolia



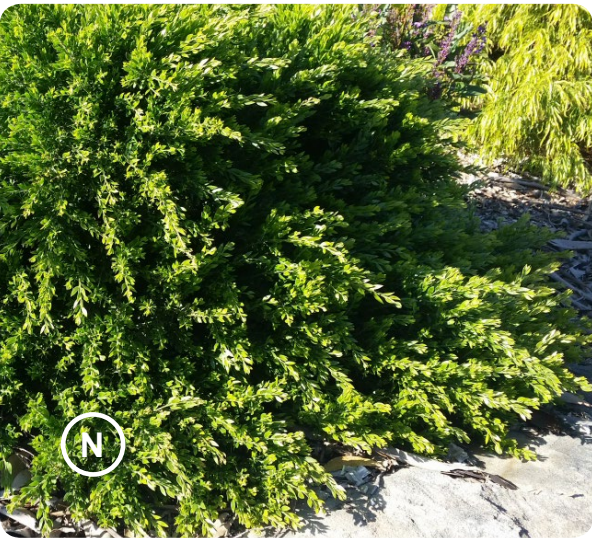
Waterhousea floribunda



STAGE 1A & 1B LAWNS, COURTS AND GARDENS

- J JEWISH CULTURAL SIGNIFICANCE
- I INDIGENOUS CULTURAL SIGNIFICANCE
- E EASTERN SUBURBS BANKSIA SCRUB
- N NATIVE

SHRUBS



Acacia howittii 'Canberry Honey Bun'



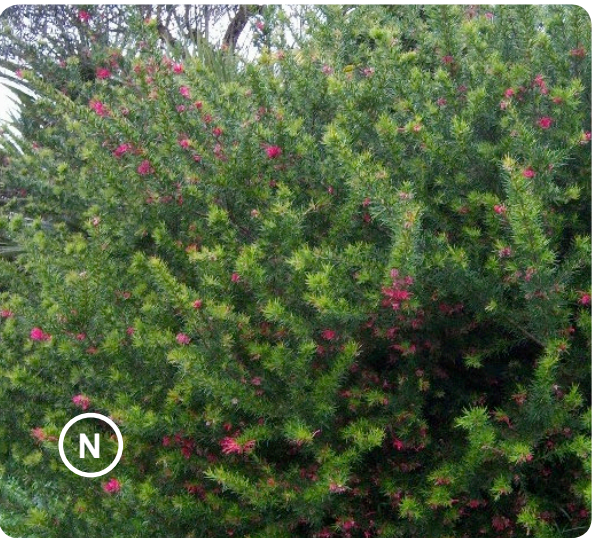
Aloe arborescens



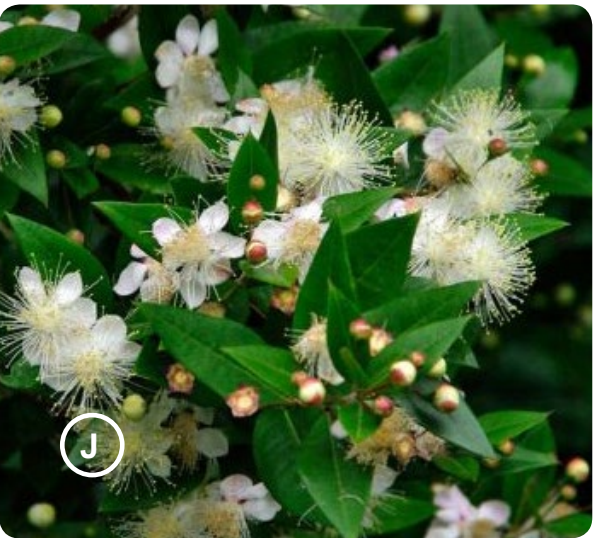
Austromyrtus dulci



Casuarina glauca 'greenwave'



Grevillea rosmarinifolia



Myrtus communis



Rosmarinus officinalis



Salvia spp.



Westringia fruticosa

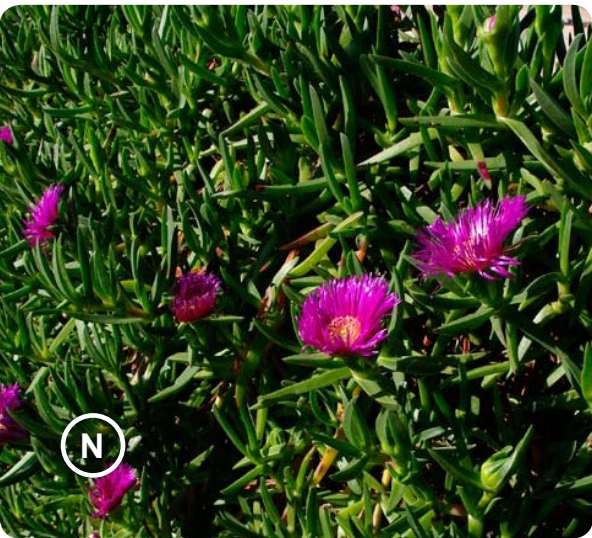
GRASSES, GROUNDCOVERS & CLIMBERS



Dianella revoluta



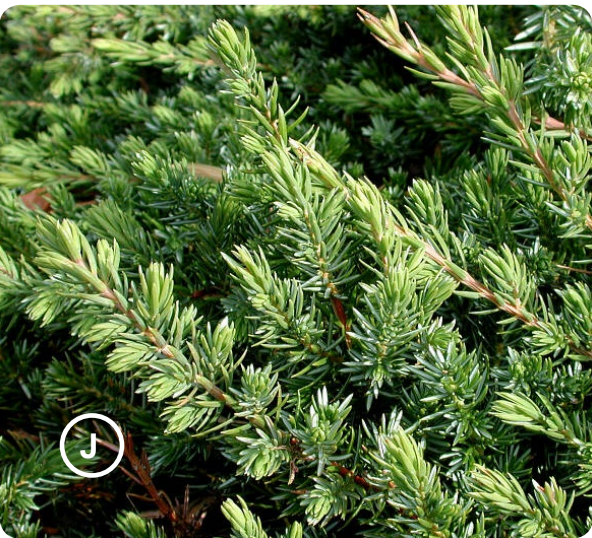
Ophiopogon jaburan



Carpobrotus glaucescens



Dichondra repens



Juniperus conferta



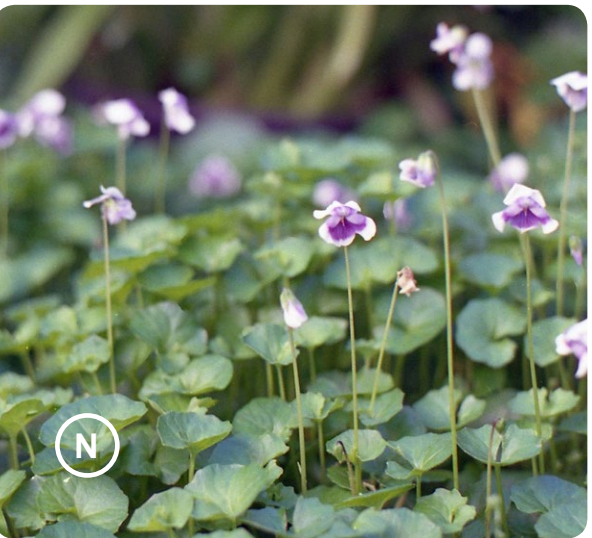
Lampranthus spectabilis



Rosmarinus 'Irene'



Senecio serpens



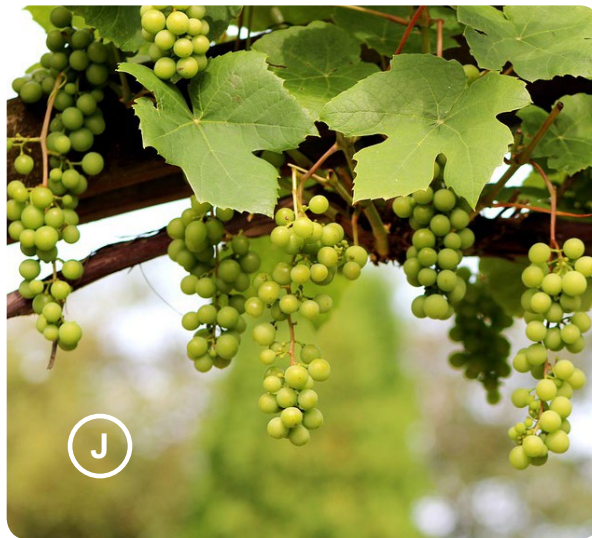
Viola hederacea



Thymus vulgaris



Trachelospermum asiaticum



Vitus



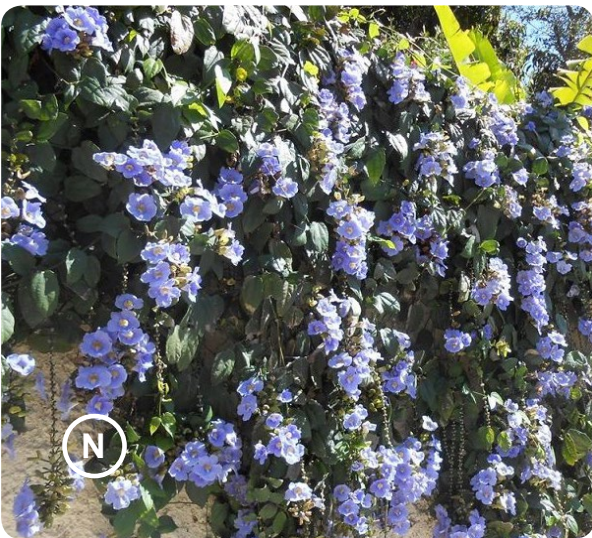
Beaumontia grandiflora



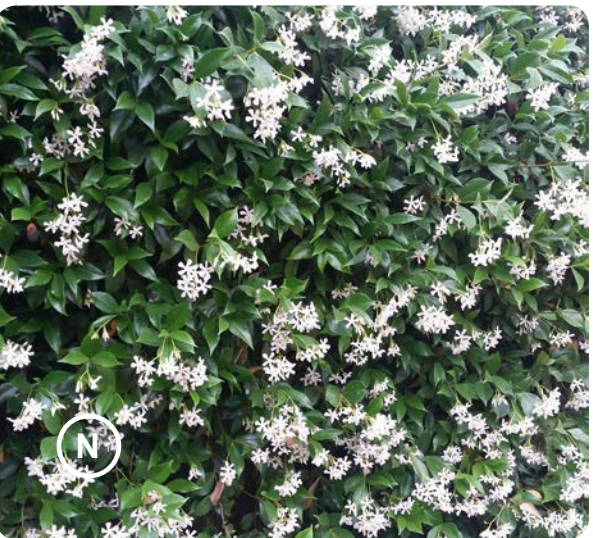
Pyrostegia venusta



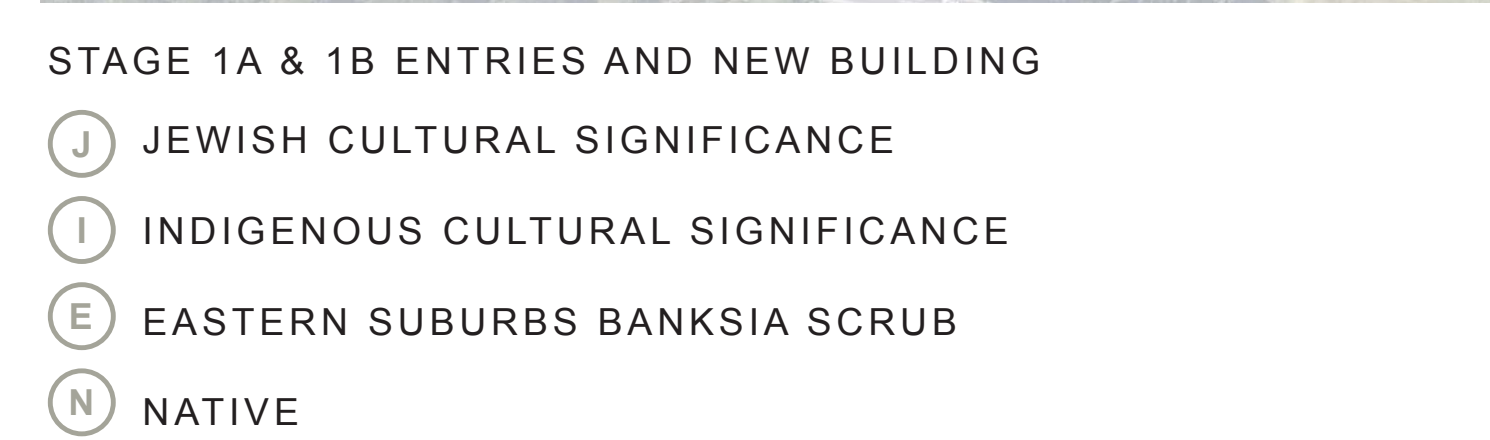
Quisqualis indica



Thunbergia grandiflora



trachelospermum jasminoides



Banksia serrata

Banksia integrifolia

Backhousia citriodora

Eucalyptus sideroxylon

Alyxia buxifolia

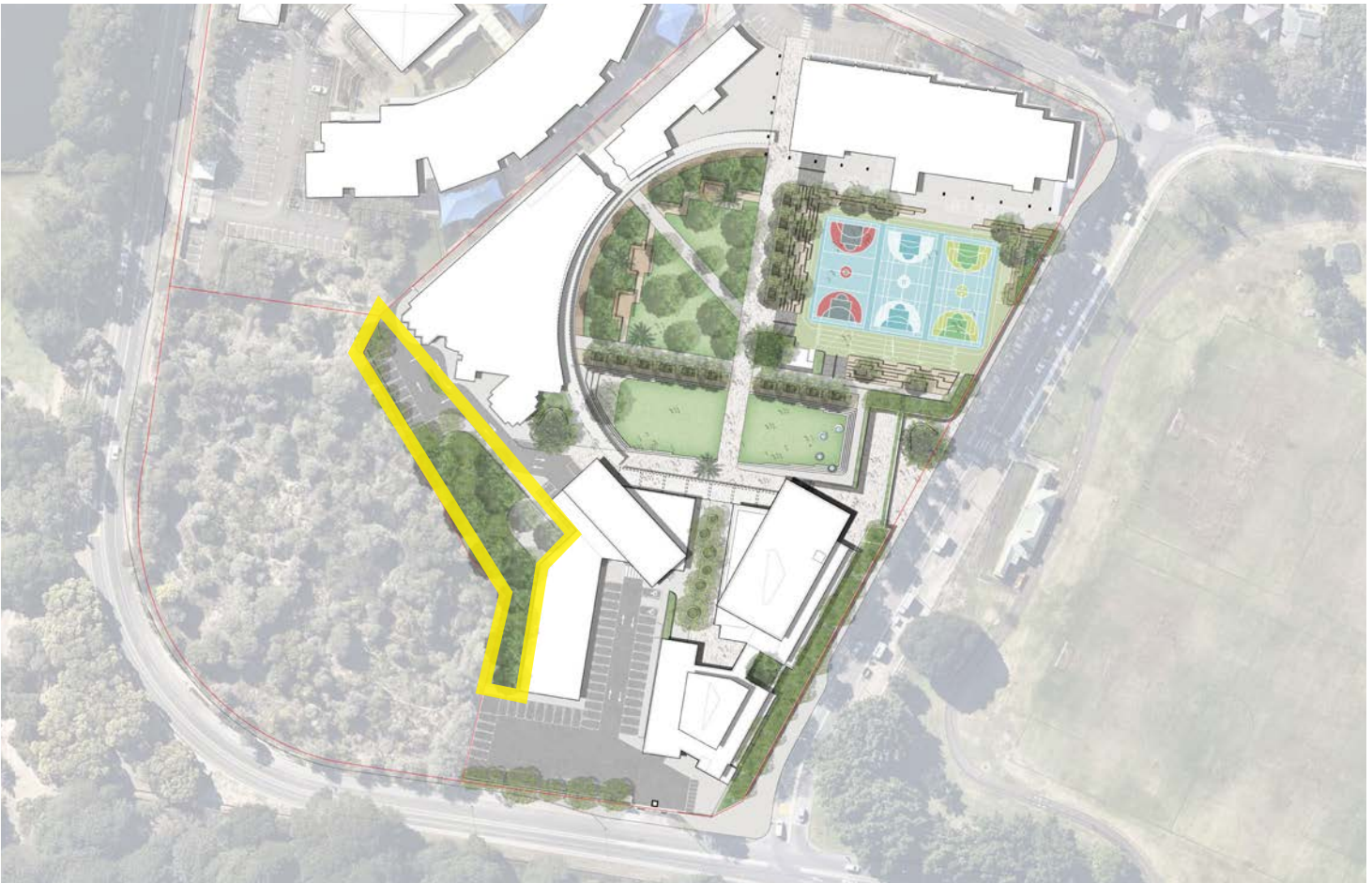
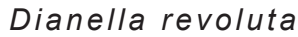
Banksia ericifolia

Banksia aemula

Callistemon 'White Anzac'

Eriostemon australasius

Grevillea rosmarinifolia



- ☒ J JEWISH CULTURAL SIGNIFICANCE
- ☒ I INDIGENOUS CULTURAL SIGNIFICANCE
- ☒ E EASTERN SUBURBS BANKSIA SCRUB
- ☒ N NATIVE

Botanical Name	Common Name	Pot Size
TREES & PALMS		
<i>Agathis robusta</i>	Kauri Pine	300L
<i>Angophora costata</i>	Smooth-barked Apple	300L
<i>Backhousia citriodora</i>	Lemon Myrtle	300L
<i>Banksia integrifolia</i>	Coast Banksia	100L
<i>Banksia serrata</i>	Old Man Banksia	100L
<i>Corymbia maculata</i>	Spotted Gum	300L
<i>Cupaniopsis anacardioides</i>	Tuckeroo	300L
<i>Cupressus sempervirens</i>	Mediterranean cypress	300L
<i>Eucalyptus leucocorylon</i>	Yellow Gum	100L
<i>Eucalyptus microcorys</i>	Tallowwood	100L
<i>Eucalyptus saligna</i>	Sydney Blue Gum	100L
<i>Eucalyptus sideroxylon</i>	Mugga Ironbark	100L
<i>Fraxinus urbanite</i>	Urbantile Ash	300L
<i>Gejera parviflora</i>	Wilga	100L
<i>Livistona australis</i>	Cabbage Tree Palm	ex ground
<i>Olea Europea</i>	Olive Tree	300L
<i>Phoenix dactylifera</i>	Date Palm	ex ground
<i>Punica granatum</i>	Pomegranate	100L
<i>Quercus coccifera</i>	Kermes Oak	300L
<i>Ulmus parvifolia</i>	Chinese Elm	300L
<i>Waterhousea floribunda</i>	Weeping Lilly Pilly	300L
SHRUBS		
<i>Acacia howittii</i> 'Canberry Honey Bun'	Canberry Honey Bun	200mm
<i>Aloe arborescens</i>	Candelabra aloe	200mm
<i>Alyxia buxifolia</i>	Sea Box	200mm
<i>Austromyrtus dulcis</i>	Midgen Berry	200mm
<i>Banksia aemula</i>	Wallum Banksia	200mm
<i>Banksia ericifolia</i>	Heath-Leaved Banksia	200mm
<i>Callistemon 'White Anzac'</i>	White Anzac	200mm
<i>Casuarina glauca</i> 'greenwave'	Casuarina Greenwave	200mm
<i>Eriostemon australasius</i>	Pink Wax Flower	200mm
<i>Grevillea rosmarinifolia</i>	Rosemary Grevillea	200mm
<i>Leptospermum laevigatum</i>	Coastal Tea Tree	200mm
<i>Leptospermum petersonii</i>	Lemon-scented Tea Tree	200mm
<i>Myrtus communis</i>	Myrtle	200mm
<i>Rosmarinus officinalis</i>	Rosemary	200mm
<i>Salvia spp.</i>	Sage	200mm
<i>Westringia fruticosa</i>	Coastal Rosemary	200mm
GRASSES		
<i>Dianella revoluta</i>	Blueberry Lily	150mm
<i>Ophiopogon jaburan</i>	Dwarf Lilyturf	150mm
<i>Xanthorrhoea resinosa</i>	Grass Tree	150mm
GROUNDCOVERS		
<i>Carpbobatus glaucescens</i>	Pigface	150mm
<i>Casuarina glauca</i> 'Cousin It'	Cousin It	150mm
<i>Dichondra repens</i>	Kidney Weed	150mm
<i>Juniperus conferta</i>	Shore Juniper	150mm
<i>Lampranthus spectabilis</i>	Trailing Ice Plant	150mm
<i>Rosmarinus 'Irene'</i>	Irene	150mm
<i>Senecio serpens</i>	Chalksticks	150mm
<i>Thymus vulgaris</i>	German Thyme	150mm
<i>Trachelospermum asiaticum</i>	Asiatic Jasmine	150mm
<i>Viola hederacea</i>	Native Violet	150mm
CLIMBERS		
<i>Beaumontia grandiflora</i>	Herald's Trumpet	150mm
<i>Hardenbergia violacea</i>	Purple Coral Pea	150mm
<i>Pyrostegia venusta</i>	Flame Vine	150mm
<i>Quisqualis indica</i>	Rangoon Creeper	150mm
<i>Thunbergia grandiflora</i>	Blue Thunbergia	150mm
<i>trachelospermum jasminoides</i>	Star Jasmine	150mm
<i>Vitis vinifera</i>	Grape Vine	150mm