









appendix 7


Information Booth Report


Alexandria Park Community School (APCS) - Information Booth Report				
Delivered:			Notes:	Photos:
Information booth #1	8:30 – 11:30am, Saturday 12 November 2016	Black Arts Markets, Carriageworks	<p>General members of the community approached the booth with general enquiries, usually after reading the sandwich board.</p> <p>In all these instances, staff provided a project update.</p> <p>No questions were recorded beyond the scope of the project update.</p>	
Information booth #2	3 – 6pm, Friday 25 November 2016	Redfern Neighbourhood Day, Poets Corner Redfern	<p>Engaged a good cross section of the community. By 4.30pm the BBQ had finished and the crowd started to thin.</p> <p>Two groups of people commented that they thought APCS was a school for disruptive and badly behaved students.</p> <p>A couple of young students from APCS appeared to be well informed about the coming pop up school.</p> <p>One mother expressed support for the upgrade of the school but was concerned about the Waterloo redevelopment and the stress it is placing on the residents who have to be relocated. She suggested that this stress is then felt by the children.</p>	


Information booth #3	4-6pm, Friday 2 December 2016	Joynton Park Markets	<p>The Market attracted predominately couples with dogs and some with pre-school aged children.</p> <p>One mother enquired after the zoning of APCS. She explained that she currently within the catchment and that the zones have only recently changed. She expressed concern that she may be out of the catchment when the time comes for her 18mth daughter to start school. She mentioned that there are no schools near her home that are within walking distance and stated that friends with young children are moving away from the area to situate themselves within walking distance of better schools.</p> <p>An estate agent visited the booth to find out more about the project.</p>	
Information booth #4	3-6pm, Thursday 8 December 2016	Family Culture Day @ The Block	<p>As was the case with previous booths, general members of the community approached the booth with general enquiries after reading the sandwich board.</p> <p>In all these instances, staff provided a project update.</p> <p>No questions were recorded beyond the scope of the project update.</p>	


Information booth #5	8:30 – 10:30am, Saturday 10 December 2016	Carriageworks Farmers Markets	<p>Visitors to the booth were highly engaged and expressed significant interest in the project.</p> <p>One local resident commented that 2 years ago no one got on or off the train at Green Square and now the station is crowded. He expressed concerned that the school redevelopment will not be enough to cater for the growing population. He suggested that there may be issues with traffic following the redevelopment since most parents will use cars to drop their children off at the school.</p> <p>Another local resident sought clarification around the term 'COLA while another visitor questioned if the school would be big enough once finished.</p> <p>One visitor to the stall suggested there are many day care centres in the area but not enough schools. They suggested that primary school aged children should be able to walk to school. They consider APCS difficult to get to, being 40 mins by car for those coming from Zetland.</p> <p>One visitor commented that access to the school is poor and unsafe.</p> <p>One local suggested that the high school should be left where it is and that an additional, separate high school and primary should be built within the catchment. They suggested that one school will not be enough for the future population. She also questioned the government expense on the 'pop up' school.</p>	
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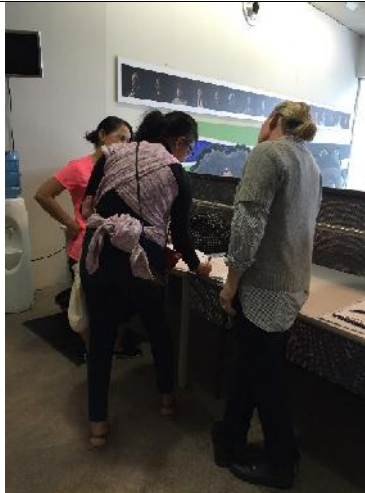
Information booth #6	3 – 6pm, Friday 3 February 2017	Summer on the Green (Waterloo Green). Laura Kelly 96989569	<p>As was the case with previous booths, general members of the community approached the booth with general enquiries after reading the sandwich board.</p> <p>In all these instances, staff provided a project update.</p> <p>No questions were recorded beyond the scope of the project update.</p>									
Information booth #7	12pm – 2pm, Tuesday 21 March 2017	Harmony Day at APCS	<p>High school students and some primary school students were engaged on site at APCS during the Harmony Day BBQ.</p> <p>Six project boards displaying the design process were placed on separate stands beneath the COLA where students queued for the BBQ. Each student was handed a red sticker to place on the board that interested them most. This approach encouraged students to examine all the boards before placing their dot.</p> <p>The results were as follows:</p> <table><tr><th>Board</th><th>Number of dots</th></tr><tr><td>Proposed site plan</td><td>61</td></tr><tr><td>What type of spaces should we be designing for?</td><td>45</td></tr><tr><td>Education planning principles</td><td>43</td></tr></table>	Board	Number of dots	Proposed site plan	61	What type of spaces should we be designing for?	45	Education planning principles	43	<p>Some images removed to protect the privacy of those in the image.</p>
Board	Number of dots											
Proposed site plan	61											
What type of spaces should we be designing for?	45											
Education planning principles	43											


				<table><tr><td>Consultation</td><td>35</td></tr><tr><td>Site analysis</td><td>20</td></tr><tr><td>The education model</td><td>18</td></tr></table> <p>Students appeared to spend the most time examining the school layout and the types of spaces that could be included as part of the redevelopment.</p> <p>As well as placing dots, students provided additional comment via a feedback box or directly to the KJA team. Students indicated their preference for the following as part of the redevelopment:</p> <ul style="list-style-type: none">• Sports facilities, including open spaces, a playground, basketball court, training field, running track, swing set and sporting equipment• Quiet study spaces for individuals and small groups, partly because students' homes are not always conducive to study (ideally with teachers around to offer support)• Unique design (e.g. spiral staircase, large windows, bright and colourful spaces)• Student storage• Digital production spaces with access to devices• Consistent air conditioning• Elevator facilities• Regular events and games <p>One student also queried whether the new design would generate more noise for surrounding residents.</p>	Consultation	35	Site analysis	20	The education model	18	
Consultation	35										
Site analysis	20										
The education model	18										



Information booth #8	11am – 3pm, Sunday 26 March 2017	Alexandria Summer Fair	<p>The information booth was well located in a central position. The fair was well attended by a large number of local resident, local businesses and visitors to the area.</p> <p>Approximately 17 visitors approached the booth. All the visitors expressed positive responses with regard to the Pop Up school. Many were surprised how modern and neat it looked.</p> <p>Main areas of interest:</p> <ol style="list-style-type: none"> 1. Traffic – has increased at key times i.e. drop off and pick up. Especially in Belmore Lane. 2. Length of construction 3. Height of finished buildings – and the final design <p>Other discussions were more general. One man asked whether a pair of local plovers that have nested on the site for the last 4 years had been taken into account.</p> <p>A number of members of the Alexandria Residents' Action Group spoke with a representative from Root Partnerships. They had concerns relating to the APCS redevelopment that they said they had not received responses to.</p> <p>A local Principal asked for her email address to be added to the database so she can receive new information regarding the redevelopment.</p>	
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<p>Information booth #9</p>	<p>10am – 1.30pm, Tuesday 4 April 2017</p>	<p>Redfern Park</p>	<p>The Playgroups in the Park was well attended by a large number of parents and carers with small children, as well as local residents. It is supported by many services and local businesses. Approximately 10 visitors approached the booth.</p> <p>Main points of interest included:</p> <ol style="list-style-type: none"> 1. Density in Waterloo. 2. Transport options for APCS. 3. Traffic congestion. 4. Maintaining the community rooms at the Park Rd campus. <p>Many visitors to the booth expressed concerns about the redevelopment of Waterloo and the impact of the resulting increased density on local schools. Some visitors expressed concern that there will not be places available for their children in a local public high school when they are old enough.</p> <p>Some staff from Inner Sydney Voice expressed concern for social housing tenants from Woolloomooloo who have Balmain High School as their only option. They explained that these students commute via at least two buses and have a large walk to get to and from school. They suggested that this increases the temptation for truancy and general lack of interest in going to school. They suggested an Inner City High School should be provided for the children who live in the inner city.</p> <p>One resident had questions relating to the Mitchell Rd campus.</p>	
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				Another resident with children at International Grammar Pre-School revealed her intentions to move her children to APCS following the redevelopment as she was supportive of a streamlined K-12 option.	
Information booth #10	8:30 – 10:30am, Saturday 22 April 2017	Carriageworks Farmers Markets	<p>The Farmers Market was very busy, with approximately 20 – 30 visitors to the booth. The majority of visitors were interested and positive about the redevelopment plans.</p> <p>Main areas of interest included:</p> <ol style="list-style-type: none">1. Design of new building2. Length of construction3. Number of students to be accommodated. <p>Many visitors expressed interest in the design and style of the new school building. Questions from these people were focused on heights and whether the final building will be multi-storied. Others asked about the timeframe for completion and expressed concern that the projected finish date of 2020 might be ambitious.</p> <p>A key theme to emerge was the general view that more planning is required around the future of inner city students. Many visitors to the stand made comments about the lack of inner city high schools. They expressed concern that APCS and the new high school on Cleveland St will not be enough to accommodate all the students living in the inner city.</p>		


Information booth #11	10.15am – 12.15pm, Thursday 4 May 2017	Preschool Music and Movement Redfern Community Centre	<p>The Music and Movement Session was busy and well attended.</p> <p>There were between 8 -10 parents or carers and children at each of the two sessions. It was a targeted group of people. Local residents in attendance were significantly interested in the redevelopment.</p> <p>Main areas of interest:</p> <ol style="list-style-type: none"> 1. Catchment areas 2. Height of final building 3. Number of students to be accommodated <p>The information session was in a good location, making for productive conversations. A local teacher and mother of two children at APCS indicated her support for the planned redevelopment. She was supportive of the pop-up school design and implementation.</p> <p>One visitor was also a teacher, nearby resident and father of two children. He expressed support for the redevelopment and agreed that extra spaces were needed to cater for future students. He commented on the noise and speed of the trucks leaving the area.</p>	
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Information booth #12	8:30am – 10:30am, Saturday 20 May 2017	Carriageworks Farmers Markets	<p>The Market was very well attended. The booth was located in a central position, with approximately 20 people stopping to engage.</p> <p>Main areas of interest:</p> <ol style="list-style-type: none"> 1. Design of new building, including height 2. Length of construction, completion date 3. School catchment area when construction finishes <p>Questions focused on the design and look of the new buildings. Visitors to the booth indicated their appreciation for the new architectural images, commenting that it gives them a sense of the direction the new school design will take. Many visitors expressed concern about the height of the school, once complete.</p> <p>One parent of primary aged children expressed significant concern about the timeframe of the redevelopment, suggesting that it is occurring too late. She explained that her children are within the catchment area but cannot go to APCS due to limited enrolment numbers.</p> <p>A few residents came to visit the information booth because they had received the Neighbour Letterbox Drop on Tuesday 15 May. They were very happy to have been made aware of the redevelopment. One mentioned that this was the first time she had read anything about it and now understood why all the demountable buildings were on the Park Rd campus.</p>	
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				Another local resident suggested that the catchment area for APCS should receive letterbox drops. She lives outside the direct area of the school and feels that there are a lot of people who do not know anything about the redevelopment.	
Information booth #13	8am – 10am, Saturday 3 June 2017	Surry Hills Markets	<p>The Surry Hills Market was quiet and appeared to have low attendance, possibly due to the cold weather. The booth was centrally located, attracting approximately five visitors.</p> <p>Main areas of interest included:</p> <ul style="list-style-type: none">• The school catchment area for both primary and secondary schools• The construction timeline <p>Overwhelmingly, visitors indicated their support for the redevelopment as a much needed facility for the inner city.</p>		
Information booth #14	8:30 – 10:30am, Saturday 17 June 2017	Carriageworks Farmers Markets	<p>Carriageworks Farmers Market was well attended. The booth was centrally located, with approximately 15 people visiting.</p> <p>Main areas of interest included:</p> <ol style="list-style-type: none">1. Maintaining green spaces for children to play and have a sense of space2. Preference for the new school as a multi-use environment3. Concerns about traffic congestion, with regards to Westconnex		



			<p>A nearby Buckland St resident who had visited a previous booth returned for this booth. Her key comments included:</p> <ul style="list-style-type: none">• Concern about 5-storey high rise building• Preference for school drop off and pick up to not be situated in Buckland St• Confusion as to the meaning of the term 'public connection' on one of the boards displayed at the booth <p>A local Principal came with questions regarding the redevelopment of APCS. She requested information, including images, to pass on to parents to inform their future choices as to where to send their children for high school.</p>	
Information booth #15	12 – 2pm, Friday 7 July 2017	NCIE NAIDOC Week Family and Sports Day	<p>NCIE NAIDOC Week Family and Sports Day was a busy and vibrant event that brought out many members and families from the Waterloo and Redfern community.</p> <p>The information booth was situated close to the event entrance and food, attracting approximately 10 visitors, including two primary students from APCS.</p> <p>Visitors and passers-by made positive comments about the students' picture book on display, particularly in relation to the Aboriginal heritage ties to APCS.</p> <p>Main areas of interest included:</p> <ol style="list-style-type: none">1. Benefits to the community – Visitors indicated their support for multi-use spaces and the suggestion of opening the school open space to connect to the public oval	

				<p>2. The potential for the redevelopment to bring about an overall transformation of the school beyond the infrastructure – Visitors suggested that the redevelopment, if done well, could create a place where children want to come and learn</p> <p>A government employee indicated their interest in working with APCS as part of the upcoming Waterloo Redevelopment project.</p> <p>A representative from the City Community Tennis group (who coaches APCS students) said they would be open to hosting an information booth at their facility.</p> <p>Staff involved in the A&TSI Programs within KU Children's Services said they would be open to having information about the APCS redevelopment at one of their nearby centres.</p>	
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<p>Information booth #16</p>	<p>8.30am – 10.30am Saturday 22 July 2017</p>	<p>Carriageworks Farmers Market</p>	<p>Approximately 20 people visited the booth. Two local residents came to the market specifically to talk to the Project Team about the project after viewing an advertisement in the local paper.</p> <p>Main areas of interest included:</p> <ol style="list-style-type: none"> 1. General, positive comments about the project, including comments that the inner city is in need of more schools 2. Final enrolment numbers – Many visitors with very young children spoke about their difficulties finding local spaces for day-care. They expressed concern that this means there will not be enough spaces in the local schools when their children reach school age <p>A Sydney teacher questioned whether the Government would try to make Eastern Suburb residents send their children to private schools. Another visitor suggested that transport to the school is too difficult given the distance to the train station.</p>	
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<p>Information booth #17</p>	<p>2pm – 4pm, Saturday 5 August 2017</p>	<p>Woolworths Fountain St, Alexandria</p>	<p>The booth was situated in a quiet spot outside the entrance to Woolworths.</p> <p>A group of four mothers from the school arrived and were highly engaged, having come with comments prepared. They explained that others would be attending the information sessions organised by the Department of Education and that there had been discussions on social media about these events. Their questions pertained to the upcoming information session, including who would be speaking and how much detail would be shared.</p> <p>The group expressed questions and concerns in relation to the following, particularly in relation to the temporary relocation of the Cleveland Street Intensive English High School students on the Park Rd campus:</p> <ul style="list-style-type: none"> • Differences in language, culture and ages will make it difficult for children to fit in or may lead to bad influences • Overcrowding and traffic congestion may occur with so many students on one campus • The need for a divider between the APCS and CSIEHS students • The sharing arrangement of the hall in 2018, including alternatives during construction • Provisions for the Preschool and community rooms during construction • The reason why APCS is required to host the CSIEHS students • The reason for the delays in the redevelopment 	
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				<ul style="list-style-type: none"> Access to green space for children to play in during and following construction <p>Comments were made that the Woolworths site was better for information booths than Carriageworks and that the time of Carriageworks is too early for parents with sporting commitments.</p>	
	Information booth #18	9am – 11am, Saturday 12 August 2017	Alan Davidson Oval	<p>The information booth was well located opposite the canteen and food. A large number of people viewed the images, including several people who have attended previous booths.</p> <p>Main areas of interest included concerns around:</p> <ol style="list-style-type: none"> 1. Schooling children on a construction site, which could last for several years 2. The future of the selective stream following the redevelopment 3. The catchment of APCS following the redevelopment 	


Information booth #19	8:30 – 10:30am, Saturday 2 September 2017	Carriageworks Farmers Markets	<p>Visitors to the booth indicated their support the design and layout of the school, including the preservation of green open space. Most visitors indicated support for more schools in the area.</p> <p>A nearby resident expressed concerns about the loss of green views due to the redevelopment. They were concerned that the 3-storey demountables may not be dismantled. The resident recognised the need for the redevelopment in the area but requested additional consultation.</p> <p>A nearby school principal showed interest in the plans and images and showed support for the project's consultation.</p> <p>A nearby resident of Cleveland Street Intensive English High School indicated that they were not impressed with the building design.</p>	
Information Booth #20	Saturday 23 September 10am – 12pm	Surry Hills Festival	<p>The festival was well attended, including by many children, families and members of the local community. Approximately 40 people visited the booth.</p> <p>Most visitors indicated that they had heard about the school redevelopment. All visitors were impressed with the concept and design for the school and agreed that there is a great need for additional spaces in local primary and secondary schools.</p>	

Information Booth #21	Saturday 7 October 2pm – 4pm	East Village Shopping Centre	<p>The shopping centre was very busy. The booth was located in a central position, with more than 10 people visiting to discuss plans for APCS.</p> <p>Many visitors indicated that they had heard about the redevelopment and were pleased to see the design. All commented that the extra capacity is needed. A few parents of preschool aged children asked about the catchment zones for APCS Primary School.</p> <p>No visitors had any direct questions or comments.</p>	
Information Booth #22	Saturday October 21 2pm – 4pm	Woolworths Alexandria	<p>The booth was located outside the front entrance of Woolworths, with large numbers of people walking past. Many stopped to discuss the plans for APCS.</p> <p>Generally, visitors to the booth indicated their support for the plans and the development so far. Parents and children currently at the school expressed excitement about the Pop-Up 2 building. Some children expressed their satisfaction at moving out of the current building, which they suggested leaks and has a poor smell.</p> <p>A local, ex-journalist came to Woolworths specifically to visit the booth. His main comments included that:</p> <ul style="list-style-type: none"> • He believed there had been no letter box drop for the current works at the school • He had difficulty finding information about the build and timeframe of the redevelopment • Noise has not been an issue 	



				<ul style="list-style-type: none"> • He has 18mth old children who he hopes to enrol in the school 	
	Information Booth #23	Tuesday November 7, 10am – 12pm	Playgroups in the Park Redfern Park	<p>Approximately 21 people visited the booth at Playgroups in the Park. Visitors came from a wide range of perspectives, from parents, relatives of staff, and social workers to community service providers, nearby residents and a policewoman. Visitors were generally supportive of the project, though some were concerned about the impact of the 5-year redevelopment on the school community.</p> <p>The below list indicates key areas of interest and the number of visitors who raised them:</p> <ul style="list-style-type: none"> • Timing of redevelopment x5 • Student experience post-development x3 • Increased number of students during and post-redevelopment x4 • Where the redevelopment fits in context with other nearby school developments x3 • Significant change in the area affecting school community, including those living on Waterloo estate x2 • Multi-storey design x2 • Student experience during construction x1 • Quality of new pop-up school (i.e. is it stable?) x1 • Need for additional pedestrian crossings in area x1 <p>The remainder of visitors had only basic questions.</p> <p>Key quotes included:</p> <ul style="list-style-type: none"> • “The kids deserve something nice” – Mother on the quality of the proposed build 	

				<ul style="list-style-type: none"> • “They tell me ‘It’s so cool, mum’” – Mother talking about her kids appreciating the air conditioned pop-up school • “Building up is good so long as it’s done well” – Social worker on the multi-storey design • “2022 completion date is pretty quick, though it has to be so it meets the needs of the people in it” – Social worker on the proposed construction timeline • “The students have nowhere to let off steam” – Auntie of a staff member on her concern that the students won’t have space to play during construction • “We need more crossings and other measures in the area, particularly around Power Avenue” – local resident on pedestrian safety in the area • “It will be good and may encourage kids to come to school” – Community service provider on the impact the future-focused design may have on the student experience 	
	Information booth #24	Tuesday 14 November 7.30am – 9.30am	COLA of APCS	<p>This booth – hosted on the school site – was very busy, with approximately 40-50 visitors in the morning session.</p> <p>The visitors to the booth were comprised of a wide range within the school community, including parents/carers, students, teachers, admin staff and preschool staff. The overall feeling was positive, with many excited to see the architects design.</p>	


			<p>Areas of Interest</p> <p>The below list indicates key areas of interest and the estimated number of visitors who raised them:</p> <ul style="list-style-type: none"> • Concerns about traffic congestion at drop off and pick up – 15 • Concern about lack of space in staff carpark – 10 • Preference that Park Road is shut to cars – 50 • Query as to the likelihood of the Mitchell Rd campus being ready for Term 4 2018 – 5 • Query as to whether the DA for the Mitchell Rd campus has been lodged yet – 2 • Support for the size and design of the new school – 15 • Support for entrance image – 50 • Preference for existing children’s play equipment to be kept and integrated into the new landscape – 15 • Queries about bike racks, including how many whether they would be undercover – 3 • Disappointment with fake grass on the large playing field – 1 • Query as to whether the toilets will be gender neutral – 1 <p>Quotes</p> <p>Some quotes from people included:</p> <ul style="list-style-type: none"> • “Looks so cool” – Year 2 boy • “Looks like a university” – Year 5 girl • “It looks amazing, it doesn’t look like a school” – Year 1 boy 	 
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			<ul style="list-style-type: none"> • “I hate it, I’m old school and feel the school should stay as it is and small” – Mother of 2 boys at the school; 2 other children also went to APCS. • “We need this, the area is changing” – Mother, 3 children. • “I am ready for this challenge, very exciting” – primary teacher. <p><u>Specific conversations</u></p> <p>One mother had seen designs before and felt that the images were not detailed enough. She had many small and detailed questions and was concerned that the answers to her questions would not be provided to the broader school community. She had the following comments/questions:</p> <ul style="list-style-type: none"> • How many bike racks would there be? Would they be undercover? What is their location? • Number of staff carparks? • Is there going to be a fence around the large sporting field? Why? She did not support this idea • Why is the sporting field going to be fake grass? • Location of the canteen window? • Existing play equipment must be reused. • Support for the closure of Park Rd <p>One site user was very impressed with the boards but suggested she had not been consulted on location, layout and design of the new preschool space. She asked if the design team have taken into consideration the codes and conditions that a preschool is required to adhere to in order to legally operate. She indicated support for the idea</p>	
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				<p>of an independent entrance for the preschool. She encouraged all her staff to view the boards.</p> <p>A local resident and parent from Anderson Street indicated support for the design and suggested that it is needed in the area. They also suggested that residents are not receiving sufficient information about the redevelopment. They were concerned about the impact of the redevelopment on traffic and commented on what they perceived as insufficient public transport connecting the school to the East. They suggested a new school should be built in Green Square.</p> <p><u>Feedback forms</u></p> <p>Four forms were received from the morning session with the following verbatim comments:</p> <ol style="list-style-type: none"> 1. I like it, can you put some ponds in. – young student 1. Hello, this looks great, is there anything for stage 2? And this is going to be very exciting. Can you put some fake grass for the playground. 2. Grandparents with 3 and 7 year old grandchildren watching with great interest. 3. How will you get the increased traffic in and out of the school? 	
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Information Booth #25	Thursday 14 November 2.30pm – 4pm	COLA – APCS	<p>The afternoon session was busy with a new group of parents/carers and interested people. Approximately 50 people attended the afternoon session, 6 of them used the interpreting service. Four Russian parents attended and stated they were expecting a presentation and speech. They were satisfied with the Information Booth Representatives talking them through the boards.</p> <p>Areas of Interest</p> <p>The below list indicates key areas of interest and the estimated number of visitors who raised them:</p> <ul style="list-style-type: none"> • Query as to whether Park Rd could be reclaimed for the safety of the children and connection to the park – 40 • Preference the children’s play equipment be reused – 25 • Comment that if equipment cannot be reused, it should donated to a community that needs it – 1 • Concern that there is insufficient staff car parking – 5 • Preference for air-conditioning in the new school – 28 • Query as to where the main entry gates will be located during construction – 2 • Preference for a fence to be built between the CSIEHS and the APCS primary students – 1 • Support from one teacher for the new furniture, including adjustable desks, which her classroom is currently trialling – 1 	 
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				<p>Quotes</p> <p>Some quotes from people included:</p> <ul style="list-style-type: none"> • “Looks really impressive” - Multiple parents • “Very impressive”- Russian parent with children in Year 2 and Year 10 • “I love it, my favourite board is the one with cookie monster on it” - Kindergarten boy • “Wow, I am really excited for school next year” - Girl in Year 5 • “The sport facilities look great” - Father of two children • “It is going to be very different” - Mother of girl in Year 3 <p>Feedback forms</p> <p>Five forms were received from the afternoon session with the following verbatim comment:</p> <ol style="list-style-type: none"> 1. It’s imperative we reclaim Park Rd for student safety and connection to the park. 2. Reclaim Park Rd 3. Reclaim Park Rd for student safety 4. Concerned about ventilation in rooms as we hear that no air conditioning will be available. Will there be fans etc.? 5. What are we doing for own now school 	
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<p>Information Booth #26</p>	<p>Saturday 18th November, 8.30am – 10.30am</p>	<p>Carriageworks Farmers Markets</p>	<p>The information booth was busy, with approximately 50 people visiting the across the space of the two hours to ask questions or absorb the information provided. Many absorbed the information and did not express a view one way or another.</p> <p>Most people were aware of the redevelopment, although two wondered whether there would be housing on the site. Comments were generally positive, although a small handful of people raised the following concerns:</p> <ul style="list-style-type: none"> • Unacceptable length of the construction process – 2 • The practicalities of schooling children in demountables – 4 • Height – 7 • Density – 5 • Concern about the size of the school and a feeling it is too big – 1 • The school is five years too late and people are already moving out of this area – 1 • Lack of open space for students – 4 <p>A wider range of constructive issues were also raised:</p> <ul style="list-style-type: none"> • Catchment areas – 3 • The need for a public footpath to go through the school, east to west, to retain connectivity – 1 • Will the school have one or two principals? – 1 • What date will construction be finished by? Scepticism of 2022 deadline – 2 • Will the pitches shown on the drawings be synthetic? – 1 	
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				<ul style="list-style-type: none"> Who is looking after the community garden? – 1 <p>“The design looks great and it is just what the areas need” – a man whose grandson is starting at the school next year. A number of other local residents, including a young teacher and other parents who had a child at the school, expressed similar sentiments.</p>	
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appendix 8

[Community consultation matrix](#)

ALEXANDRIA PARK COMMUNITY SCHOOL

Community Consultation Matrix

August 2017 | Revision P3



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NSW Nominated Architects Robert Denton Registration No 5782 | Alex Kibble Registration No 6015

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
HIGH SCHOOL EXECUTIVE			
Deputy Principal			
Maths (acting)			
H.S.I.E			
Science			
Careers/Welfare			
CONCEPTS	<p>Environmental perspective as part of future focused learning.</p> <p>Maintenance and up keep as part of teaching program</p> <p>Permaculture and community garden:</p> <ul style="list-style-type: none"> - Self generating - Money and resources for the school 	Community garden retained in design. Could be related to educational programs for nutrition and health.	Continued consultation with community to ensure correct placement and storage requirements are understood
	<p>Core values:</p> <ul style="list-style-type: none"> - Quality - Sustainability - Social justice - Community centre - Green space - Academic Diversity (K-12), - Cultural Diversity 	Embodied in Educational Planning Principles	Develop further in the educational model and educational specification
IDENTITY OF THE SCHOOL	<p>Close rapport between staff and students:</p> <ul style="list-style-type: none"> - Informality between them is important - Communal specs that are shared with staff and students together - How to provide protective spaces for kids. - Quiet spaces for kids to have private 	<p>The design allows for crossing of paths and fosters unstructured interaction between staff and students.</p> <p>It also acknowledges and provides a protected and defined zone for younger children.</p>	Detailed development of the points of interaction between high school and primary school to reinforce the connection between staff and students.

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<p>conversations with teacher.</p> <ul style="list-style-type: none"> - Continuity between children that leave. How does the architecture allow that to happen. 		
SHARED SPACES	<p>FOYER/ENTRY</p> <ul style="list-style-type: none"> - A place that is comforting, inviting and encourage the community to come and sit and talk. - Maintain local feel and close engage with community around the area. 	A community gathering space is fundamental to the concept and is the key public identity for the concept.	Continued detailed development of the idea to ensure security and the connection to wider public domain is enhanced.
	<p>CANTEEN</p> <ul style="list-style-type: none"> - Alexandria “Café environment” (kids ‘get out’ of school to go to cafes) - CANTEEN could create a ‘café’ style environment – promote hospitality as an education tool. - KITCHEN GARDEN as part of food tech teaching and servicing the canteen 	The canteen will be located on the ground floor with good access to the arrival space and will have capability to become a more social space	Further development to ensure educational potential of the canteen and possible café are understood and match the community aspirations
	<p>OUTDOOR SPACES</p> <ul style="list-style-type: none"> - Promote TAS, agriculture and VET subjects. Kids are coming from flats with limited opportunity to outdoor settings. Broadening the curriculum to integrate this 	Outdoor space is maximised through aggregation of outdoor areas where possible. Setback zones are used for kitchen gardens.	Develop ideas for access to kitchen garden and ensure that there is sufficient variety and diversity in outdoor space to cater for all age groups
	<p>SPORTS</p> <ul style="list-style-type: none"> - Multi purpose centre for sport and rec courts and performance space 	Design allows for future integration with a larger community sports centre.	Continued liaison with the City of Sydney to develop a shared brief.
	<p>PERFORMANCES</p> <ul style="list-style-type: none"> - Kids to offer entertainment 	Two halls – Primary and Secondary allow for a variety of	Proximity to drama teaching spaces requires further

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<ul style="list-style-type: none"> - Multi purpose centre for drama spaces- invite friends and family for performances 	performance opportunities	consideration.
	<p>LIBRARY</p> <ul style="list-style-type: none"> - Create a Y1 Y12 study - Careers room near library. Could be associated with senior study - Good to have technology - MEETING SPACES. High school students like connection to primary but also want own space. 	Library space is a core hub located centrally and will allow for vertical and horizontal connections. The library will also contain a range of student support spaces for counsellors and other engagement activities. A senior study unity will be co-located with the library	Develop brief for detailed make-up of the student support hub and the extent of distributed library resources.
	<p>STAFF</p> <ul style="list-style-type: none"> - Staff spaces with varied settings and opportunities - Hot desks and quiet spaces 	Staff room to be a collaborative work place for all staff with distributed resources located throughout the school close to teaching spaces	Develop brief for distributed resources.
	<p>TOILETS</p> <ul style="list-style-type: none"> - Differing views on toilet design to be considered - Consider issues around communal toilets 		<p>Develop models for toilets that are age and stage related. Provide dignity and protection for younger children.</p> <p>Staff toilets to be appropriate for adults and be located away from student areas.</p>
	<p>ACCESSIBILITY</p> <ul style="list-style-type: none"> - Equitable access critical for staff and students 	The design is capable of providing large horizontal floor plates that have good equity of access.	Ongoing review of equity of access during the schematic and design development phases.
	<p>CURRENT ENVIRONMENT</p> <ul style="list-style-type: none"> - Dislike small classroom - <p>Positive aspects of Park Rd campus:</p> <ul style="list-style-type: none"> - Light and spacious - Sense of history - Sense of place 	<p>New design is based on contemporary educational standards and practice and will deliver larger flexible spaces.</p> <p>The sense of place is central to</p>	<p>Ongoing brief development will occur in schematic and design development phases.</p> <p>The sense of place will be embodied in the landscape design for the entry forecourt</p>

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<ul style="list-style-type: none"> - Selective stream - Cycling to school 	the design concept.	
HIGH SCHOOL CORE SUBJECTS			
Maths			
English			
H.S.I.E			
EALD			
Learning Support/Disabilities			
PDHE			
PHYSICAL ENVIRONMENT	<p>Year Advisor PBO – Positive Behaviour</p> <ul style="list-style-type: none"> - 'Ability to do a lot of things - Desire for writable surfaces - Learning is very visual - <p>Building as a teaching tool</p> <ul style="list-style-type: none"> - History - Science - Sustainability - 'Look out the window' 	New building capable of being a teaching tool to demonstrate impact on the environment.	<p>Integrated educational ideas can be worked into the design as the project evolves. This can include:</p> <ul style="list-style-type: none"> - Sustainability - Spatial literacy - Creative thinking - Problem solving
	<p>Meeting spaces and shared spaces for staff and student</p> <ul style="list-style-type: none"> - Study spaces - Small spaces and senior areas - Connected spaces off sub- groups - A place for welfare - Spaces for year groups to meet <p>WORK PLACE DESIGN</p> <ul style="list-style-type: none"> - Lounge as part of Staff Room 	<p>The Library is envisaged as a comprehensive student focused place with meeting spaces, student support and places for year meetings.</p> <p>The design envisages a central shared study and meeting place for all staff, supported by distributed staff resource areas.</p>	<p>Ongoing detailed evolution of the brief to ensure these two key ideas are deeply embedded in the design.</p> <p>Targeted workshops with the Education Consultant (NLE) will occur to explore and resolve these issues.</p>

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<ul style="list-style-type: none"> - Opportunities for discrete conversations - Kids do come over –provide a place to meet with them - Welfare Groups needs a place to call parents, chill out room for kids, offer mentoring - Staff shower and change facility <p>STORAGE</p> <ul style="list-style-type: none"> - Bag store and lockers - Need storage for project work - Storage for fitness equipment (and outdoor equipment) 		
VALUES	<p>Extend to wider community</p> <ul style="list-style-type: none"> - Aboriginality and Space - Family 'is big here' - Best thing is relationships <p>Promote core values</p> <ul style="list-style-type: none"> - Sense of belonging - Welcoming - Together - Equity (accessibility) - Parent room (breast feeding) <p>Best thing is the relationship with each other and community</p> <p>Cross paths more often</p>	<p>The design has placed the idea of a wide and diverse community at the heart of the design. The community meeting place is the first major element that identifies that school. This is an outdoor space that makes a deep connection to the place and embraces the community before one enters more private areas of the school.</p> <p>This concept has the potential to embrace aboriginality and family in an authentic way.</p>	<p>The detailed development of the concept for the entry forecourt and meeting place will need targeted workshops with the community and the school stakeholders to deliver the shared vision.</p>

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
HIGH SCHOOL SPECIALIST SUBJECTS			
Sports			
Science			
TAS			
V.A			
Music			
Library			
Technology/Multi Media			
	Spaces are united Connection <ul style="list-style-type: none"> - Alexandria Park - Oval - Tennis court 	The concept is framed around the idea of uniting the outdoor spaces of the park and the school.	Ongoing consultation and workshops with the City of Sydney to ensure this key concept is delivered.
	Library <ul style="list-style-type: none"> - Primary Children have library class once a week - High School lesson once a year? - The space is already combined - Supervision is a problem Ideally serve the community: <ul style="list-style-type: none"> - Community centre - Borrowing - Archives 	The library will be a key interaction and resource space for the whole school. While there will be dedicated spaces for older children to study and special zones for young children to read, it also has the potential for community interaction with meeting rooms and community spaces in the more public areas.	Ongoing consultation and workshops with the school and City of Sydney to explore opportunities for greater community access.
	Science <ul style="list-style-type: none"> - Currently has two labs which is not enough - One level on ground - Need storage for projects and equipment - 3-d printers 	The design envisages a comprehensive science learning hub that will foster connections to other more general learning units.	Detailed development of the hub model will explore opportunities for affinities with other learning hubs.

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
PRIMARY EXECUTIVE			
Deputy Principal			
Assistant Principals			
INDOOR/OUTDOOR SPACES	Adaptable classroom spaces		
	Indoor and outdoor capacity of classrooms is desirable. Currently balconies are used and are good teaching spaces.	The design envisages use of the setback areas on the boundaries and the wider balconies and walkways on upper floors to provide good indoor and outdoor learning opportunities	Ongoing workshops with primary staff and the education consultant (NLE) to develop a comprehensive strategy for indoor / outdoor learning spaces.
	Break down the divide between classrooms and the outside. Particularly important for younger kids to access external spaces and connect with other classes	Homebases for younger children will likely be located on the ground floor with direct access to outdoor spaces	Further workshops will be required to resolve distribution of learning areas.
	The current linking courtyards are good spaces for kids who need 'time out' to settle down . The quality of these spaces is not ideal as the surfaces are hard	The outdoor spaces between the building and the boundaries can be used for quiet time	
SMALL SHARED SPACES			
WANTS	Shared areas would be good. Somewhere to retreat and have quiet time. Soft materials and needs to be visible for staff	The homebase clusters will provide a range of shared spaces between each homebase unit.	Workshop with the education consultant (NLE) to resolve detailed sharing strategies
	Current outside areas could be utilised for class time but they are under-utilised as they are not visible from within the classroom	Outdoor space opportunities exist in the central space and the zones between the building and the boundary	
	Storage is currently inadequate		
	Bags are stored outside.		

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Small breakout spaces would be ideal for learning support groups		Breakout spaces will be developed in the hubs model during design development
	Current school has a lot of space but not well used or suited to primary school needs for smaller groups		
FORMER HIGH SCHOOL FACILITIES WITHIN PRIMARY SCHOOL			
	<p>The original High School spaces such as Science, Art and Kitchen facilities are very desirable for the primary school.</p> <ul style="list-style-type: none"> - Give children a more authentic experience in specialised space (subject specific spaces) - Upper primary benefit from this such as seeing Science Labs gives them something to aspire to. 	The concept envisages a seamless integration between high school and primary elements so that all students have access to science and other specialist facilities for an authentic learning experience.	Development of the hubs model will occur during design development
	<i>Upper floor – original high school classrooms were adapted where two rooms made into one. Not well executed as the division between the rooms is still restrictive.</i>		
	High school characteristics have been of benefit to the Primary School – the scale is good .	The design of the new building will be an integrated K-12 school and will provide spaces that can be used by different age groups. There will still be distinct zones for very young children.	
	<p>Former High school structure offers office space for each stage in Primary School.</p> <p>This is considered favourably as it helps teachers work together.</p>	The staff areas will included a shared collaborative work area and a series of distributed staff resource nodes. These not distinct territorial staff rooms, rather areas for staff to 'touchdown' while teaching.	
ACCESS			

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Currently 350 children exit from one set of doors. This becomes congested. A variety of entry and exit points would be ideal.	The school will have multiple access points, however this needs to be balanced with carefully managed security strategies to ensure the ability to provide 'lockdown'.	
LIBRARY			
	The space is currently underutilised. It has a large number of resources that hold it down and restrict the use of the library. Up until recently old computers were in the library.		
	Groups that are located close to the library (years 3-6) make greater use of it.		
	It has a 'nice energy'		
	Windows not opening is a problem		The ventilation strategies will consider natural ventilation and air-conditioning where appropriate and necessary.
	Library feels cut off from the rest of the school	The library is located in a key central zone of the school and will form part of the key community hub.	
	It would be good to have adaptable working areas -arrange furniture to change learning settings in there - smaller children could feel swamped and opportunities to create suitable spaces for them would be good. - study rooms for older kids desirable	All learning and work spaces will be conceived as flexible and adaptable spaces that could be easily rearranged with different furniture settings	Workshop with the education consultant (NLE) to resolve detailed furniture selection strategies
DAILY ROUTINE			
	Assembly in COLA every morning	Provision of a COLA is a core provision	Detailed resolution of location and relationship to entry forecourt to be further explored in the schematic design stage

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Hall assembly once/week K-6 Occasionally meet K-12 (eg NAIDOC week and Harmony Day)	The design includes two halls – Primary and Secondary allow for a variety of assembly opportunities.	
	Would have shared assembly more often if logistics of rising student numbers was not such a challenge	Opportunities for joint assemblies will existing in the new High School gym and attached COLA.	
PRIMARY STAFF			
COMMUNITY CONNECTIONS	<p>A place for Aboriginal people to feel free to come and meet</p> <ul style="list-style-type: none"> - Community connection - Discuss cultural issues - Parents/elders/ community to meet. Their presence has an immediate and positive effect on kids - Adult education support (teaching life skills) - Support for students and families with problems - This school attracts a lot of Community interest. Is often approached by groups to participate in sports, art etc <p>CULTURAL/COMMUNITY CENTRE (as a teaching space)</p> <p>A place for elders to be present and working with</p>	<p>The design has placed the idea of a wide and diverse community at the heart of the design. The community meeting place is the first major element that identifies that school. This is an outdoor space that makes a deep connection to the place and embraces the community before one enters more private areas of the school.</p> <p>This concept has the potential to embrace aboriginality and family in an authentic way.</p> <p>The concept also envisages the ability to use certain specialist high school spaces by the community afterschool hours.</p>	The detailed development of the concept for the entry forecourt and meeting place will need targeted workshops with the community and the school stakeholders to deliver the shared vision.

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<p>kids:</p> <ul style="list-style-type: none"> - Art workshops - Scrap booking groups <p>Support Groups</p> <ul style="list-style-type: none"> - Men's groups - Women's groups - Performance space - Tiered seating/informal interaction - 		
VALUES	<ul style="list-style-type: none"> - Celebrate diversity - Foster more collaborations with Community groups 		
RELATIONSHIPS	<ul style="list-style-type: none"> - Teachers are mutually responsible for all kids - See students as someone with family and lives going on around them 		
STAFF AND STUDENT CULTURE	<p>Aboriginal education and student achievement held highly</p> <ul style="list-style-type: none"> - Need to showcase this - Display and recognition 	The concept has placed the integration of authentic aboriginal education methods high in the planning principles and educational model.	Workshops with staff and educators will occur in schematic and design development phases
PHYSICAL ENVIRONMENT	<p>Common collaborative learning spaces</p> <ul style="list-style-type: none"> - Outdoor learning - High need to play in nature – kids from apartments and urban environment - Great connections to outdoors - Challenging students need a garden 	<p>The design envisages use of the setback areas on the boundaries and the wider balconies and walkways on upper floors to provide good indoor and outdoor learning opportunities.</p> <p>Kitchen and community gardens are all envisaged as a way to foster greater connection to the outdoors</p> <p>The design includes two halls –</p>	Ongoing workshops with primary staff and the education consultant (NLE) to develop a comprehensive strategy for indoor / outdoor learning spaces and integration of performance opportunities across the campus.

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<p>HALL</p> <ul style="list-style-type: none"> - Access to shared facility between PS and HS can be problematic - Music performances are outstanding and a big part of the school. - A medium sized performance space (not for sport and not a class room) 	Primary and Secondary allow for a variety of assembly and performance opportunities. Outdoor performance spaces will be included in the landscape design.	
SASS			
	Positive and negative sides to being on two campuses	The school will be on one campus but the new development will still have identity for various components of Primary and secondary school	Ongoing design workshops to identify appropriate identities for each part of the school.
	Glass window not necessarily the right way to present the school.	The concept has not evolved sufficiently to address this concern.	Ongoing design workshops with the school community.
	Having a different student reception and parent reception would be good	The student and community hub will address this with some elements in the library and some in the administration	Ongoing design workshops with the school community.
	Sickbay must be somewhere where kids feel safe and secure and has good observation	The concept has not evolved sufficiently to address this concern.	Ongoing design workshops with the school community.
	Uniform shop	The concept has not evolved sufficiently to address this concern.	Ongoing design workshops with the school community.
	Sensory Room could be good	The concept has not evolved sufficiently to address this concern.	Ongoing design workshops with the school community.

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Admin hours are 8am-4pm	Noted – this will allow for the new entry precinct to be open to the wider community from early in the morning until school commences. The site will then be secured with entry through a formal administration lobby	Ongoing design workshops with the school community.
	<ul style="list-style-type: none"> - Lockable cabinets for food in kitchen - Rangehood - Industrial kitchen with bigger fridge - Movable - 	The concept has not evolved sufficiently to address this concern.	Ongoing design workshops with the school community.
	Community kitchen with A/C would be good	The concept has not evolved sufficiently to address this concern.	Ongoing design workshops with the school community to ensure that the specialist Food Technology space is able to be used out of school hours for community activities. The canteen could work in conjunction with the VET commercial kitchen
	Current lighting is poor	Noted – greater use of natural light will be pursued along with higher performance contemporary lighting solutions	
	Intercom/PA Phones <ul style="list-style-type: none"> - Ability to communicate to all staff - Fire bell currently not loud enough - Deliveries are not dealt with well 	The concept has not evolved sufficiently to address this concern.	Ongoing design workshops with the school community.
COMMUNITY CENTRE			
	Part of Connect Redfern - program of schools as community centre. facilitator (working with APCS for 22 years) Now have 44 facilitators around NSW EMPLOYED BY DoE Families NSW (5 govt dept involved)		

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	day to day facilitator but Head office overseas all schools		
	Started at Redfern PS and relocated here when Redfern closed		
	Inter agency project. Health moved in 4 years ago	Concept allows for office space to be shared by different agencies	Ongoing design workshops with the school community.
	Focus on families 0-8 with extra focus on year prior to school	Concept allows for good interaction with on-site preschool and better relationships to be fostered for families of very children and the school.	Ongoing design workshops with the school community.
	Mobile bus gives connection to families that can't afford Pre school	Ability for mobile play bus to park adjacent to community centre and preschool.	Ongoing design workshops with the school community.
	Workers in the area bring kids to the Pre school but kids sometimes don't transition to school as they don't live in area	Proximity of the preschool closer to the school entry will help to alleviate the sense of separateness	Ongoing design workshops with the school community.
	Groups on Waterloo green, once a month on Saturday. See those families who won't come to the centre. Aboriginal groups prefer to meet outside	Community centre needs good public presence and ability to connect with wider community.	Ongoing design workshops with the school community.
	Now starting to see families with very young kids 6-8 weeks	The concept has not evolved sufficiently to address this issue.	Ongoing design workshops with the community centre.
	How to make a space /provide something for people to feel they can come and stay and feel welcome. Need a space for people to come and have a yarn and cuppa.	A space that is welcoming and open has been considered for the community centre. Locating is close to the new welcome forecourt is proposed.	Ongoing consultation on the nature of the community centre identity to ensure the welcoming is authentic.
	Family fun day, in park, casual (3 x year) Appeal is that it's free, casual and unimimidating. Carers, grandparents, nannies bring their kids to play	Proximity to the park and other outdoor spaces is proposed.	Ongoing consultation

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	groups. Young aboriginal families come to Redfern park- outdoor event. Community centre offers a multi cultural day		
	Mothers groups and play groups are dominated by newer families of more affluent background. Not seeing poorer mums joining. Feel to afraid to join.	A space that open and inviting is envisaged.	The detail design phase will consider how the community centre can take on a slightly more independent identity to reduce a fear of a large institution.
	Strong sense of social justice in the community who want to give back	The concept envisages a strong cultural connection to the community and the community hub, which includes the community centre will allow for all groups to feel included.	Ongoing consultation with the school and community.
ABORIGINAL COMMUNITY ORGANISATIONS			
Local AECG President			
AIME			
Metropolitan Lands Council Chief Exec. Officer			
Tribal Warrior			
Aboriginal Education Council			
	NASCA – National Aboriginal Sporting Chance Academy		
	NCIE – National Centre of Indigenous Excellence		
	AECG - Aboriginal Education Consultative Group		
	History – What should be taught. The truth about Aboriginal history		

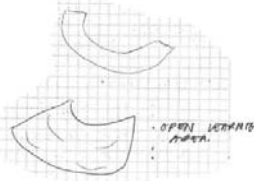
Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	The school has two aboriginal teachers and the whole school respects Aboriginal culture		
	<p>AIME – This group originated in Alexandria Park. There is a strong and rich culture within the school but the environment doesn't reflect this. The school is a Western environment</p> <p>Consider how the new environment can be culturally respectful (example Newcastle Uni – totem of the sea eagle.</p> <p>A place where indigenous kids go to school as a place "I like to learn in "</p>	The concept places great importance on the creation of an authentic landscape setting that fosters storytelling and a connection to indigenous culture.	This will be further developed in workshops as the design progresses.
	Alexandria Canal was once a wetland	The landscape concept acknowledges this and anticipates some form of landscape interpretation.	This will be further developed in workshops as the design progresses.
	<p>Cultural elements to consider</p> <ul style="list-style-type: none"> - Ceremonial fire pit - Integrate two systems, western and aboriginal 	The concept places great importance on the creation of an authentic landscape setting that fosters storytelling and a connection to indigenous and western culture	This will be further developed in workshops as the design progresses.
	A place for everyone to feel welcome and feel a strong sense of culture when they walk in the door	The proposed landscape forecourt is central to the resolution of this idea. The sense of welcome is evident before one enters a building.	
	<p>Redfern Park acted as a natural amphitheatre for</p> <ul style="list-style-type: none"> - Dance - Ceremony 	Noted. The new school will foster connections to Redfern Park and other critical public spaces so that the community school is grounded in it wider community.	
	<p>When kids from the bush come and visit:</p> <ul style="list-style-type: none"> - create a connection with the bush - a learning space that can continue the culture 	The concept places great importance on the creation of an authentic landscape setting	This will be further developed in workshops as the design progresses.

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Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Facing east is a strong and symbolic thing. - Entry should be facing the east (rising sun) -	The entry of the buildings and to the orientation of the school generally is to the east. The new entry forecourt is formed by the wings of the new buildings that naturally address the east.	This will be further developed in workshops as the design progresses.
	Talk to Botanic gardens about indigenous plants	Noted	This will be further developed in workshops as the design progresses.
	A place to teach kids to throw a boomerang	This is possible within Alexandria Park and the integration of the two site will foster this opportunity.	This will be further developed in workshops as the design progresses.
	The natural ridgelines were the roads. (Much of this has been taken out by development) A connection to the surrounding areas and link back to APCS – teaching awareness of what is existing/available in the area such as plants, ochres in the sandstone. There is a lot to be seen if shown properly.	The concept has acknowledged this relationship to the underlying landforms and the shape of the layout is responsive to the location of the site within a natural bowl.	This will be further developed in workshops as the design progresses. Interpretation in the landscape will allow for stories to be told that reflect the wider community in place and time.
	A garden as a centrepiece - Grow traditional food for eating - Reeds for weaving - Opportunity for traditional skills to be taken up by the kids - Teaching of language - Painting -	The concept places great importance on the creation of an authentic landscape setting. This is evidenced through the new entry forecourt and the retention of kitchen and community gardens. The placement of the canteen and food technology spaces on the ground floor with the entry forecourt and community gardens creates a community food precinct with café style spaces.	This will be further developed in workshops as the design progresses.
	Think about Clan names and School name	The concept has not evolved sufficiently to address inclusion of clan names at this point	Ongoing consultation and design workshops will allow for deeper understanding and integration of names into the new school.

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<p>AIME</p> <p>Aboriginal mentoring program</p> <p>Partner kids with uni students as mentors</p> <p>Tutor squads – some in school and some out of school hours</p>	<p>The concept has not evolved sufficiently to address how the mentoring will take place, however the concept of a community hub will allow mentoring and inclusion to occur at the heart of the school in a supportive and inclusive environment. The Library has been located with a direct and inviting access to the entry forecourt.</p>	<p>Ongoing consultation and design workshops</p>
	<p>The school has the potential:</p> <ul style="list-style-type: none"> - to be like a beautiful 'home' environment to come to. - Make it a place kids want to go to and want to learn. 	<p>The concept places great importance on the creation of an authentic built environment and landscape setting that is engaging and inspiring. At this stage it is evident in the form of the building and the relationship to the parklands adjacent. The very form of the building is open and welcoming.</p>	<p>Ongoing consultation and design workshops to develop and fully integrated brief.</p>
	<p>Classroom qualities:</p> <p>Open with natural light</p> <p>Learning circles with teacher and kids sitting in the round</p> <p>-Engage the kids in the design process</p>  <p>Kitchen as a teaching space. I very important factor for aboriginal people. Aunty Jen – kitchen is the main area with a lot of stuff to learn</p> <p>Kitchen to attract parents of kids from K – 12</p>	<p>The concept places great importance on the creation of an authentic landscape setting. This is evidenced through the new entry forecourt and the retention of kitchen and community gardens.</p> <p>The proximity of the canteen and food technology learning spaces to the entry hub allow for a deeper community connection.</p>	<p>Ongoing consultation and design workshops to develop and fully integrated brief.</p>

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Aboriginal culture does not focus on four seasons. The climate has much more than that.	The new buildings will consider sustainability both from the use of resources but also as an educational tool.	Integrated educational principles can be developed to demonstrate a deeper connection to aboriginal concepts of climate and seasonality.
	Aboriginal architecture – traditional shelters. Structures covered in leaves and bark COLA should be more than a tin shed	The new school will consider the placement of a new COLA(S) that are related to the key public spaces of the school	Ongoing development of the concept will refine the design of the COLAs so that they become signature elements of the school. The opportunity to explore the collaboration with aboriginal artists in the development of these key elements is currently being explored with Carriageworks and DoE.
	Whale dreaming – part of Sydney area	Noted	Further investigation required in the later design phases to incorporate this into integrated educational messages.
	Education – aboriginal culture believes in education throughout life	The school embraces education of the wider community, not just children from K-12. The design fosters ideas of continual education and use of facilities that go way beyond the narrow definition of the school day. The concept has considered this and places key components of the library, the halls and specialist spaces where the community are able to use them without compromising school activities and resources.	
	Redfern is the political epicentre for Aboriginal People. Aboriginal Politics started here.	The concept has placed great emphasis on Aboriginal culture. The educational planning principles clearly articulate this and the design responds to ideas of aboriginality.	This will further developed in the schematic and detailed design phases to make a deep connection. A series of targeted design workshops will make this a key feature of the

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
			design as it progresses.
	<p>suggested reading, resources and people of note:</p> <p>Bill Gammage 'The Biggest Estate on Earth'</p> <p>Dean Kelly – Aboriginal Cultural Community leader and community liaison officer with NPWS</p> <p>Shirly Smith – 'Black Saint of Redfern' (prominent social worker and Aboriginal Australian humanitarian)</p> <p>Watkin Tench – 1788</p>	Noted	
COMMUNITY SPORTING ORGANISATIONS			
NASCA			
Inner city Basketball Club			
Community Volunteer			
	Zone/Regional sports development		
	Netball Rugby League – original sports		
	Little athletics only lasted 2 years (needed parent involvement)		
	<p>Outdoor facilities</p> <p>-tennis in the park</p> <p>Indoor sports</p> <p>-Basketball</p> <p>-Fitness classes</p> <p>-weights</p>	The proposal includes all facilities for a high school gymnasium and they have been located on the site in such a way that future expansion will be possible should a joint use arrangement with the City of Sydney is developed.	On going consultation with the City of Sydney
	<p>PCYC</p> <p>In need of a new facility</p> <p>-could do boxing</p> <p>-could offer classes for before and after school</p>	The proposal includes all facilities for a high school gymnasium and they have been located on the site in such a way that future	On going consultation with the City of Sydney

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	care	expansion will be possible should a joint use arrangement with the City of Sydney is developed.	
	Gym Smaller space or hall to serve classes like yoga and pilates		
	Current set up at Mitchell Rd has a hall with Cafeteria. Something like this could be a safe way to teach kids hospitality. -café to serve the street	The gymnasium will have the ability for serving of food	The relationship with main school canteen will be further considered in the schematic and detailed design phases.
	Gymnastics Set up and allow for provision of equipment	The gymnasium will have appropriate storage facilities for all gear required for gymnastics	The detailed brief will be further considered in the schematic and detailed design phases.
	Boxing	The gymnasium will have appropriate storage facilities for all gear required for boxing.	The detailed brief will be further considered in the schematic and detailed design phases.
	Baseball – could look at offering this sport	Noted – the integration with Alexandria Park will allow for a wider range of sporting activities to occur.	On going consultation with the City of Sydney. Fencing requirements will require further consideration.
	Archery – an alternative to games and other team sports that don't suit all kids	Noted – the integration with Alexandria Park will allow for a wider range of sporting activities to occur.	On going consultation with the City of Sydney
	Alexandria Park currently used as: Summer cricket Winter Aussie rules	Noted – the integration with Alexandria Park will allow for a wider range of sporting activities to occur.	On going consultation with the City of Sydney
	Basketball very popular - Good educational outcomes - Lots of team options Basketball academy 1-2 courts	The proposal includes all facilities for a high school gymnasium and they have been located on the site in such a way that future expansion will be possible should a joint use arrangement with the City of Sydney is developed.	On going consultation with the City of Sydney
	Redfern Oval, Waterloo, Erskineville, Alexandria Park are all marked for Rugby League Could use this field for something different as too	The remarking of the Alexandria Park field is beyond the scope of the project at this time although it	On going consultation with the City of Sydney

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	many rugby fields close together. Alexandria Park could be used for something else.	will be further considered in later design stages.	
	Outdoor covered sports area would be ideal. This could be a shared facility with shared maintenance and responsibility.	The concept envisages two large covered areas – one associated with the high school gym and another with the primary school hall.	On going consultation with the school community
	Issues between high school and primary – equipment borrowed and not returned. Separate halls for each part of the school would be good	The design includes two halls – Primary and Secondary allow for a variety of sporting activities and will allow for distributed sporting equipment.	On going consultation with the school community
	Hire out sports courts for social comps etc where money could go back to the school	The design anticipates the community use of the halls and has placed them in such a way that the school is unduly affected by external users out of school hours.	On going consultation with the school community and the City of Sydney.
COMMUNITY ORGANISATIONS			
Connect Redfern			
Alexandria Early Childhood Health			
Camperdown Child Youth and Family Health			
Play2 Learn- Save The Children			
Aspect Building Blocks			
Wunanbiri Pre- School			
	Came to this school in 2004 Formerly in Redfern school Now pay rent Small charity Funding from bequests		

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	S.Syd Community Aid Partner		
	Save the Children Been here since 2004 Mobile Play Bus - Shed at back of the oval for storage of play equipment - Dedicated space for bus on the street - once a week change	Storage will be provided within the community centre space associated with the hall and close to bus parking area	On going consultation with the school community
	Health (1 office space)	The community centre will have sufficient shared office spaces for a range agencies.	On going consultation with the community
	Aspect (1 office – every Tuesday)	The community centre will have sufficient shared office spaces for a range agencies.	On going consultation with the community
	AEC does have a connection to school. -Language hub initiated by AEC -Cultural awareness for teachers -tensions	The community centre will have sufficient shared office spaces for a range agencies.	On going consultation with the community
	Consider opportunity to link staff area with the community centre. Communicate kids needs.	The community centre is located close to other staff areas and the preschool to foster connection between all stakeholders.	On going consultation with the community and the school.
	Play group - 2 large roos - Thursday 45 children + carers - 2 classrooms + outdoor areas - Multipurpose room and storage for playroom - Leave a small amount of play equipment our for adhoc parents -	The space allocation for the playgroup will allow for regular use by the playgroup.	Storage requirements will be addressed in the schematic and detailed design phases.
	Health -up to 3 nurses (1 in clinic and 2 off site on visits) - 2 cars on street - need storage	The community centre will have sufficient shared office spaces for a range agencies. Parking will be provided in close proximity to the	On going consultation with the community

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	<ul style="list-style-type: none"> - provide service for new parents group and solids group - large meeting room used for many activities - need more of a parents room (similar to what's in shopping centres) - Health activities mainly related to children. - Would like closer connection with Wunanbirri 	centre.	
	Community College – how is space in school used for this	The specialist high school facilities are located in such a way that community use can occur with needing access to the whole school.	On going consultation
	Community Garden – needs garden shed	Community Garden located close to the Belmont Street / Buckland Street link and will have a dedicated storage facility.	On going consultation
	WUNANBIRRI PRESCHOOL		
	Lease facility from DoE Licenced for 39 kids 3 year room – 19 4-5 room – 20 Operates from 8.30 – 3.30 Children 8-4 Staff	The space allocation in the concept plan allows for all facilities in the current preschool	On going consultation with the preschool to further develop the detailed brief.
	The preschool could be better located: <ul style="list-style-type: none"> - Somewhere more visible - Does not have good presence. - Needs a good kitchen for food prep (industrial kitchen too big) - Laundry - Indoor and outdoor space is important - Natural materials 	The preschool is located adjacent to the main school entry and has good access directly from a public road.	On going consultation with the preschool to further develop the detailed brief.
PARENT GROUPS			
	Balance of indoor/outdoor space as a large part of the site is unused	The concept has consolidated all outdoor space so that there is effective use of the entire site.	Continued consultation and design workshops to develop a detailed design for particular

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
			zones of the outdoor spaces.
	Primary and High school – play space balance	The concept has consolidated all outdoor space so that there is effective use of the entire site. It also anticipates a distinct identity for various areas of the site to cater for different age groups.	Continued consultation and design workshops to develop a detailed design for particular zones of the outdoor spaces.
	Drop off is an issue	The current drop off zone will be retained.	Further consultation with the City of Sydney will establish if there are other opportunities that can be considered to coordinate with other shared facilities in the park.
	Security	The site will be fenced providing a fully secure site	Further consultation with the City of Sydney and the Department of Planning to determine the appropriate urban design response at the interface with the park.
	After school care -kitchen and store are important	Facilities for OOSH will be included as part of the new primary hall.	Further consultation with the City of Sydney will be required to establish the detailed requirements for the program.
	School holiday program	Facilities for OOSH / holiday program will be included as part of the new primary hall.	Further consultation with the City of Sydney will be required to establish the detailed requirements for the program.
	Technology	The new school will have the full range of current technology provisions	Ongoing consultation with the school to develop a specific technology brief
	Natural light and ventilation important	The concept has considered opportunities for good natural ventilation general learning areas.	Ongoing consultation with the school and DoE technical stakeholders
	Recycling	The concept has not evolved sufficiently to address this issue at this time	Ongoing consultation with the school
	Swimming pool?!	This does not form part of the brief and cannot be delivered in the project	

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Performing arts space is important. What type of space will it be? Will it be a typical school hall with stage	The school will have two halls – primary and secondary as well specialist high school performance learning units.	Ongoing consultation with the school to establish the mix of performance activities in each component.
	Consider opportunities for outdoor performances	The concept envisages outdoor play space that will foster performance and community engagement	Ongoing consultation with the school to establish the appropriate type of outdoor performance spaces.
	Do we look at University models, particularly for high school design?	This concept has considered a range of education models and there are ideas that have been used in university projects for collaboration. The concept is advanced sufficiently to clearly articulate the resolution of this ideas.	Ongoing consultation and workshops with the school and the education consultant (NLE) to develop a detailed brief and education specification
	It is good to have high school linked with primary. Seeing older kids is great and they are nurturing to younger kids	The concept is framed around an idea of stage related learning and a progressing from protective and nurturing spaces for early years to more open independent spaces for older students. The ability to share specialist spaces including science, visual arts, performance and technology will foster a greater sense of connection.	Ongoing consultation and workshops with the school and the education consultant (NLE) to develop a detailed brief and education specification
	Consider diverse community and cultural differences - Also with toilet design -	The concept is framed around an idea of deep community engagement and the new community hub will offer opportunities for a meaningful community connection The concept is sufficiently advanced to articulate the full strategy for toilets, however they will be distrusted throughout the school to cater to all age groups.	Ongoing consultation and workshops with the school and the community

Alexandria Park Community School –Community Consultation Matrix

Stakeholder Group and Issues	Feedback Received	Design Response	Future Engagement
	Green space important	The concept is framed around the idea of uniting the outdoor spaces of the park and the school.	Ongoing consultation and workshops with the City of Sydney to ensure this key concept is delivered.
	Concern over what is happening with sporting fields?	The concept is framed around the idea of uniting the outdoor spaces of the park and the school.	Ongoing consultation and workshops with the City of Sydney to ensure this key concept is delivered.
	There is a before school health and fitness club. Look at opportunities to support this group and what they need for equipment. What opportunities could arise out of this development	The concept includes all facilities for a high school gymnasium and they have been located on the site in such a way that future expansion will be possible should a joint use arrangement with the City of Sydney is developed. The co-location of the canteen and VET kitchen will also allow for the better integration of health and nutrition programs.	On going consultation with the City of Sydney and the School Community
	How will school deal with students that need extra support and accessibility issues?	The concept is fully developed to articulate how it will respond to accessibility requirements.	Ongoing design development and consultation with DoE technical stakeholders.
	Are we consulting with the kids?	There was specific and targeted consultation with children in the PARK exercise undertaken by the Education Consultant (NLE).	Ongoing consultation with the school generally and special targeted workshops to expand the particular needs of each discipline. Whole school presentation and displays will be undertaken.
	Will we consider environmental issues -solar power - reduce energy costs - rainwater capture - sun shading	The concept has considered sustainability to reduce use of resources (water, energy, materials) but it also envisages that the building will be educational tool to articulate sustainability goals and the impact that education has on the environment.	Ongoing consultation with the school and DoE technical stakeholders

ALEXANDRIA PARK COMMUNITY SCHOOL REDEVELOPMENT | Consultation Schedule

A: General Consultation Sessions

2/11/2016	Primary School Executive
3/11/2016	High School Executive
4/11/2016	High School Core Subjects
8/11/2016	Primary School Staff (with Aboriginal representation)
9/11/2016	SASS Staff (with Aboriginal representation)
12/11/2016	Information Booth – Black Arts Market, Carriageworks – 8.30-11.30am. Alongside APCS students selling 'Welcome to Country' book produced by Aboriginal students and Aboriginal artist in residence Tony Albert.
14/11/2016	Connect Redfern (with Aboriginal organisations represented)
17/11/2016	Aboriginal Organisations
17/11/2016	Sporting Organisations (with Aboriginal organisations represented)
18/11/2016	Community Space Users (with Aboriginal organisations represented)
18/11/2016	Wunanbiri Pre-School (Aboriginal organisation)
22/11/2016	Primary Staff Consultation
22/11/2016	Parent Group Consultation 1 (with Aboriginal parents attending)
23/11/2016	Parent Group Consultation 2 (with Aboriginal parents attending)
29/11/2016	Specific Consultation with the APCS Principal, Di Fetherstone and Schools Director
29/11/2016	High School Staff Consultation
8/12/2016	Information Booth – Family Culture Day at the Block, 3-6pm
15/12/2016	Carriageworks art programs
19/12/2016	Alexandria Residents Action Group (ARAG)
30/1/2017	Consultation for the design of the vinyl wrap to the demountable high school
13/2/2017	AECG Presentation
13/3/2017	P&C Presentation
21/3/2017	Harmony Day Presentation
1/6/2017	Select Community members to discuss shared use facilities
6/6/2017	Briefing of the local member
7/7/2017	Information Booth – Inner City NAIDOC Family and Sports Day, NCIE 12-2pm
7/8/2017	P&C Presentation

B: TKD Presentations to the Project Reference Group (PRG)

20/10/2016	PRG 5 – Introduction to the PRG
3/11/2016	PRG 6 – Educational Project Benchmarking
17/11/2016	PRG 7 – Update on Consultation
1/12/2016	PRG 8 – Draft Educational Planning Principles
14/12/2016	PRG 9 – Final Educational Planning Principles and site analysis
2/2/2017	PRG 10 – Preliminary Concept Options

9/2/2016	PRG 11 – Refined Concept Options – concept endorsed
16/2/2017	PRG 12 – Design Process Overview
2/3/2017	PRG 13 -Consultation Schedule
16/3/2017	PRG 14 – Consultation Summary
30/3/2016	PRG 15 – Harmony Day
4/5/2017	PRG 16 – Concept Development façade and COLA – Revised Concept endorsed
25/5/2017	PRG 17 – Halls and Shared Community Facilities
8/6/2017	PRG 18 – Potential Joint Use facilities with the City of Sydney
29/6/2017	PRG 19 – Preliminary Schematic design
20/7/2017	PRG 20 – Schematic Development and Staging
3/8/2017	PRG 21 – Schematic Development and Staging
17/8/2017	PRG 22 – Schematic Development



appendix 9

[Aboriginal consultation matrix](#)

ALEXANDRIA PARK COMMUNITY SCHOOL

Aboriginal Consultation Matrix

August 2017



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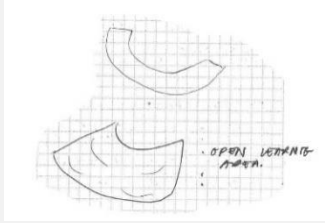
NSW Nominated Architects Robert Denton Registration No 5782 | Alex Kibble Registration No 6015

Acronyms: **NASCA** – National Aboriginal Sporting Chance Academy; **NCIE** – National Centre of Indigenous Excellence; **AECG** – Aboriginal Education Consultative Group; **AIME** – Aboriginal Indigenous Mentoring Experience

Feedback Received	Design Response	Future Engagement
History – What should be taught. The truth about Aboriginal history		
The school has two aboriginal teachers and the whole school respects Aboriginal culture		
<p>AIME – This group originated in Alexandria Park. There is a strong and rich culture within the school but the environment doesn't reflect this.</p> <ul style="list-style-type: none"> The school is a Western environment Consider how the new environment can be culturally respectful (example Newcastle Uni – totem of the sea eagle. A place where indigenous kids go to school as a place "I like to learn in " 	The concept places great importance on the creation of an authentic landscape setting that fosters storytelling and a connection to indigenous culture.	This will be further developed in workshops as the design progresses.
Alexandria Canal was once a wetland	The landscape concept acknowledges this and anticipates some form of landscape interpretation.	This will be further developed in workshops as the design progresses.
<p>Cultural elements to consider:</p> <ul style="list-style-type: none"> Ceremonial fire pit Integrate two systems, western and aboriginal 	The concept places great importance on the creation of an authentic landscape setting that fosters storytelling and a connection to indigenous and western culture	This will be further developed in workshops as the design progresses.

A place for everyone to feel welcome and feel a strong sense of culture when they walk in the door	The proposed landscape forecourt is central to the resolution of this idea. The sense of welcome is evident before one enters a building.	
<p>Redfern Park acted as a natural amphitheatre for</p> <ul style="list-style-type: none"> Dance Ceremony 	Noted. The new school will foster connections to Redfern Park and other critical public spaces so that the community school is grounded in its wider community.	
<p>When kids from the bush come and visit:</p> <ul style="list-style-type: none"> create a connection with the bush a learning space that can continue the culture 	The concept places great importance on the creation of an authentic landscape setting	This will be further developed in workshops as the design progresses.
<p>Facing east is a strong and symbolic thing.</p> <p>Entry should be facing the east (rising sun)</p>	The entry of the buildings and to the orientation of the school generally is to the east. The new entry forecourt is formed by the wings of the new buildings that naturally address the east.	This will be further developed in workshops as the design progresses.
Talk to Botanic gardens about indigenous plants	Noted	This will be further developed in workshops as the design progresses.
A place to teach kids to throw a boomerang	This is possible within Alexandria Park and the integration of the two sites will foster this opportunity.	This will be further developed in workshops as the design progresses.
<p>The natural ridgelines were the roads. (Much of this has been taken out by development)</p> <p>A connection to the surrounding areas and link back to APCS – teaching awareness of what is existing/available in</p>	The concept has acknowledged this relationship to the underlying landforms and the shape of the layout is responsive to the location of the site within a natural bowl.	This will be further developed in workshops as the design progresses.

the area such as plants, ochres in the sandstone. There is a lot to be seen if shown properly.		Interpretation in the landscape will allow for stories to be told that reflect the wider community in place and time.
<p>A garden as a centrepiece</p> <ul style="list-style-type: none"> • Grow traditional food for eating • Reeds for weaving • Opportunity for traditional skills to be taken up by the kids • Teaching of language • Painting 	The concept places great importance on the creation of an authentic landscape setting. This is evidenced through the new entry forecourt and the retention of kitchen and community gardens. The placement of the canteen and food technology spaces on the ground floor with the entry forecourt and community gardens creates a community food precinct with café style spaces.	This will be further developed in workshops as the design progresses.
Think about Clan names and School name	The concept has not evolved sufficiently to address inclusion of clan names at this point	Ongoing consultation and design workshops will allow for deeper understanding and integration of names into the new school.
<p>AIME</p> <ul style="list-style-type: none"> • Aboriginal mentoring program • Partner kids with uni students as mentors • Tutor squads – some in school and some out of school hours 	The concept has not evolved sufficiently to address how the mentoring will take place, however the concept of a community hub will allow mentoring and inclusion to occur at the heart of the school in a supportive and inclusive environment. The Library has been located with a direct and inviting access to the entry forecourt.	Ongoing consultation and design workshops
<p>The school has the potential:</p> <ul style="list-style-type: none"> • to be like a beautiful 'home' environment to come to. • Make it a place kids want to go to and want to learn. 	The concept places great importance on the creation of an authentic built environment and landscape setting that is engaging and inspiring. At this stage it is evident in the form of the building and the relationship to the parklands adjacent. The very form of the building is open and welcoming.	Ongoing consultation and design workshops to develop and fully integrated brief.

<p>Classroom qualities:</p>  <ul style="list-style-type: none"> • Open with natural light • Learning circles with teacher and kids sitting in the round • -Engage the kids in the design process • Kitchen as a teaching space. A very important factor for aboriginal people. Aunty Jen – kitchen is the main area with a lot of stuff to learn • Kitchen to attract parents of kids from K – 12 	<p>The concept places great importance on the creation of an authentic landscape setting. This is evidenced through the new entry forecourt and the retention of kitchen and community gardens.</p> <p>The proximity of the canteen and food technology learning spaces to the entry hub allow for a deeper community connection.</p>	<p>Ongoing consultation and design workshops to develop and fully integrated brief.</p>
<p>Aboriginal culture does not focus on four seasons. The climate has much more than that.</p>	<p>The new buildings will consider sustainability both from the use of resources but also as an educational tool.</p>	<p>Integrated educational principles can be developed to demonstrate a deeper connection to aboriginal concepts of climate and seasonality.</p>
<p>Aboriginal architecture – traditional shelters. Structures covered in leaves and bark</p> <p>COLA should be more than a tin shed</p>	<p>The new school will consider the placement of a new COLA(S) that are related to the key public spaces of the school</p>	<p>Ongoing development of the concept will refine the design of the COLAs so that they become signature elements of the school. The opportunity to explore the collaboration with aboriginal artists in the development of these key elements is currently being explored with Carriageworks and DoE.</p>
<p>Whale dreaming – part of Sydney area</p>	<p>Noted</p>	<p>Further investigation required in the later design phases to incorporate this into integrated educational messages.</p>

Education – aboriginal culture believes in education throughout life	The school embraces education of the wider community, not just children from K-12. The design fosters ideas of continual education and use of facilities that go way beyond the narrow definition of the school day. The concept has considered this and places key components of the library, the halls and specialist spaces where the community are able to use them without compromising school activities and resources.	
Redfern is the political epicentre for Aboriginal People. Aboriginal Politics started here.	The concept has placed great emphasis on Aboriginal culture. The educational planning principles clearly articulate this and the design responds to ideas of aboriginality.	This will further developed in the schematic and detailed design phases to make a deep connection. A series of targeted design workshops will make this a key feature of the design as it progresses.
<p>Suggested reading, resources and people of note:</p> <ul style="list-style-type: none"> • Bill Gammage 'The Biggest Estate on Earth' • Dean Kelly – Aboriginal Cultural Community leader and community liaison officer with NPWS • Shirly Smith – 'Black Saint of Redfern' (prominent social worker and Aboriginal Australian humanitarian) • Watkin Tench – 1788 	Noted	