Rouse Hill High School Upgrade

REF Submission: Architectural and Landscape Design Report

240 Withers Road,
Rouse Hill NSW 2155

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Document history, status and distribution

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1	Draft	08/01/25	AH	AH	SINSW
2	Revision A	20/01/25	AH	AH	SINSW, DFP
3	Revision B	28/01/25	AH	AH	SINSW, DFP
4	Revision C	14/03/25	AH	AH	SINSW, DFP

DJRD Architects acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Owners of Country. We pay our respects to the Gadigal people whose land our studio sits on and extend this respect to their families and leaders, Ancestors and Elders. We recognise their continuing connection to land, sea and sky, over many thousands of years and place our trust in their guidance, wisdom and care, as we live and enjoy the gifts they have passed on to us

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EXECUTIVE SUMMARY

1.1 Introduction

Introduction

This REF Architectural Design Statement has been prepared to accompany a Review of Environmental Factors (REF) for the Department of Education (DoE) for Rouse Hill High School Upgrade (the activity) under Part 5 of the Environmental Planning and Assessment Act 1979 (EP&A Act) and State Environmental Planning Policy (Transport and Infrastructure) 2021 (SEPP TI).

This document has been prepared in accordance with the Guidelines for Division 5.1 assessments (the Guidelines) by the Department of Planning, Housing and Infrastructure.

This report examines and takes into account the relevant environmental factors in the Guidelines and Environmental Planning and Assessment Regulations 2021 under Section 170, Section 171 and Section 171A of the EP&A Regulation.

This REF Architectural Design Statement is to be read in conjunction with drawings and other consultant reports as part of the REF Submission.

Activity Site

The project site is located at 240 Withers Road in Rouse Hill and is legally described as Lot 105 in Deposited Plan (DP) 1108407. Rouse Hill High School is located on the western side of Withers Road.

Figure 1 provides an aerial photograph of the school and project location.

Figure 1
Source: Aerial Photography (Nearmaps)

1.2 Proposed Activity

Proposed Activity Description
The proposed activity for the alterations and additions to Rouse Hill High School including:

- Demolition of existing footpaths, stairs, and the relocation of an existing seating shelters towards the west of Block F;
- Construction of a two (2) storey classroom building (known as Building L), comprising ten (10) general learning spaces (GLS), (1) enhanced Multi-Purpose Space for senior study plus 2 Science Labs;
- Construction of new footpaths and a new covered bicycle parking space;
- New emergency vehicle accessway;
- Tree removal; and
- Landscaping, including the planting of trees.

Figure 2 provides an extract of the proposed site plan.

Scope

Existing enrolment capacity	960 students
Existing enrolment number	1021
Existing Permanent Teaching Spaces (PTS)	45 General Learning Spaces (GLS) 1 Support Learning Space 10 Specialist Teaching Spaces (Labs & Studios)
Proposed enrolment capacity	1200 students (Medium HS)
Number of proposed buildings	1 (Building L)
Height of proposed building	2 storeys
Proposed Teaching Spaces	8 GLS 1 Enhanced Multi-Purpose Space 2 Science Labs 2 Science GLS

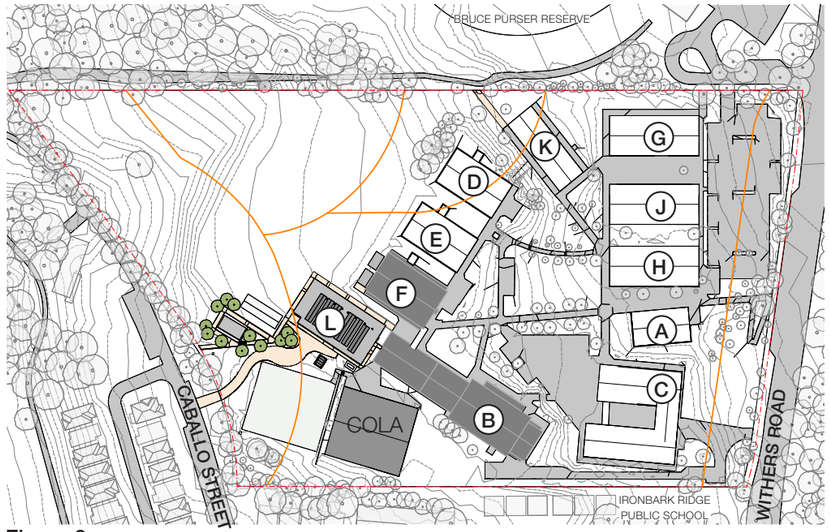


Figure 2
Proposed Site Plan

1.3 Design Statement

Local Authority: The Hills Shire City Council

Aboriginal Country: Dharug

Site Constraints

Bushfire hazards exist adjacent to the site's north-western and south-western boundaries consisting of Grassy Woodlands and Forested Wetlands, respectively.

The location of the proposed works provides an Asset Protection Zone (APZs) of >95 metres to the northwest and >88 metres to the southwest.

The highest Busfire Attack Level to the proposed building was determined from Table A1.12.5 of PBL to be 'BAL 12.5'.

In accordance with Table 2 of the addendum to Planning for Bushfire Protection PBP (and S43S10 NCC 2022) the building must comply with BAL 19 and subsequently comply with sections 3 and 6 of the Australian Standard 3959 'Construction of Buildings in Bushfire'.

Design Objectives

Rouse Hill High School upgrade will address the increased enrolment demand of the rapidly growing and developing suburbs in the northwest priority growth region. A number of design priorities informed the development of the preferred masterplan including:

- New Building 'L' to respond to existing school arrangement, masterplan and site context; including residential neighbouring properties, green spaces, Bruce Purser Reserve and Ironbark Ridge Public School.
- Existing main entries and alternate entries located to prioritise safe transport, green travel and community engagement.
- Upgrade to existing secondary pedestrian entry off Caballo Street provides accessible pathway and bike shelter to school campus. A security camera will be added to the rear gate to improve security and safety of the students and local residents in the vicinity and adjoining reserve.
- An additional pathway will be constructed on northwest of site to better connect to Bruce Purser Reserve.
- Opportunities for community and shared use maximised through improved access to the existing Hall via Caballo Street.
- Meaningful Connecting with Country engagement informs the Designing with Country response and main building screen feature and interior colour pallete inspired by local native trees.
- Response to site conditions particularly Bushfire Asset Protection Zone (APZ) mapping and Planning for Bushfire Protection measures.

Design Verification

The Rouse Hill High School project upgrade was reviewed by various stakeholders groups including SINSW technical teams, School's Project Reference Group (PRG), TCG and PPP meetings, Savills Project Management team and the Design technical team, comments and feedback were recorded in relevant meeting minutes and are available upon request. State Design Review Panel is not applicable to the project.

Connection

Existing connection to Withers Road public transport, kiss and drop will remain. Green travel is prioritised in the catchment, the travel mode share in particular the promotion of walking and cycling connections have been promoted by upgrade to the secondary entries and new covered bike parking next to the new Building 'L'.

Urban Design

Key urban design responses include:

- Proposed built form addresses Caballo Street and existing site context, established Rouse Hill High School and Ironbark Ridge Public School.
- Setbacks respond to the prevalent residential development character allowing landscaped buffer zones to mitigate the perception of bulk and scale within the streetscape.
- Response to the bushfire APZ locating buildings outside of this risk zone.
- Aditional Emergency vehicle access to the site adjacent to new building and hardcourts. Existing deliveries are separated from pedestrian circulation and will remain operational.
- Good solar access and clear supervision of outdoor playspaces is prioritised.

Built form

- Two storey built form is efficient
- Generous landscaped setbacks diminish the perceived bulk & scale
- Selection of materials and finishes to provide facade articulation and reduce perceived bulk & scale

Sustainability + Landscape

The new Building 'L' will be designed to achieve 5 Star Certification with Green Star Buildings v1 in alignment with NSW GREP 2019.

Key measures include:

- Sustainable transport initiatives encouraging walking & cycling includes new bike-parking shelter near new building.
- Reduce energy consumption and include Photovoltaic arrays.
- Improve indoor and outdoor comfort.
- Heat island effect reduction through tree retention and increased tree planting.
- Water-sensitive urban design principles.
- Rainwater collection for onsite re-use.
- Consideration of climate adaptation and building resilience.
- WSUD and sustainability – rainwater collection, plant species selection, learning opportunities

Amenity - Visual impact, Overshadowing

The design response has been considered to ensure that there are no adverse visual and environmental impacts on adjoining properties and existing buildings see also following sections of this report for further analysis:

5.1 Visual Impact Assessment

5.2 Shadow Diagrams

02

CONTEXT & SITE ANALYSIS

2.1 Urban Context - Timeline

Rouse Hill encompasses what was originally known as the Village of Aberdour along with the area that became known as ‘Vinegar Hill’ following the convict rebellion of 1804.

Rouse Hill is noteworthy in Australian history as the site of the main battle during an Irish convict rebellion, known as the Castle Hill rebellion or the ‘Second Battle of Vinegar Hill’. On 4 March 1804, Irish convicts including political prisoners transported for participating in the Irish Rebellion of 1798, broke out of the Government Farm at Castle Hill, aiming to seize control of the area and to capture Parramatta. The uprising was crushed by the military authorities at Rouse Hill the following day with at least fifteen rebels killed during the battle. Nine of the rebel leaders were executed and hundreds were punished.

Early 1800s

The name Rouse Hill perpetuates the name of Richard Rouse (1774-1852), a public servant and free settler, who received a grant of land in the area. Rouse arrived in the colony in 1801.

1860

Governor Macquarie changed the name of the locality to Rouse Hill, but the alternate name Vinegar Hill persisted until at least the 1860s

1860 -1891

Vinegar Hill Post Office opened on 1 October 1857 and was renamed Rouse Hill on 13 April 1858.

The Rouse Hill Hotel closed in 1891

1919

Rouse Hill Torrens Land Title, Auction 24th May 1919

1993

ADI Ltd seeks to rezone the St Marys defense site for housing

1999

Rouse Hill Village Centre which opened in 1999, is a small shopping centre located on Windsor Road.

2008

Rouse Hill Town Centre is developed by GPT Group with major retailers, as well as cafes, fine dining and entertainment venues.

2009

Rouse Hill High School is complete and become operational

2019

Rouse Hill Train Station opens in 2019

2023

2023 Plan illustrating urbanisation and residential development

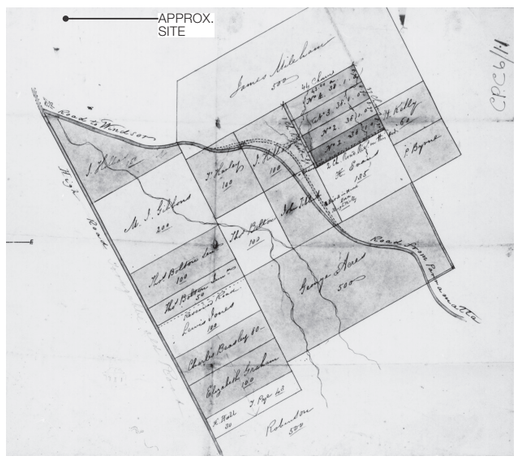
2022 - 2025

Rouse Hill HS Project starts.

Construction to start on Term 4, 2025

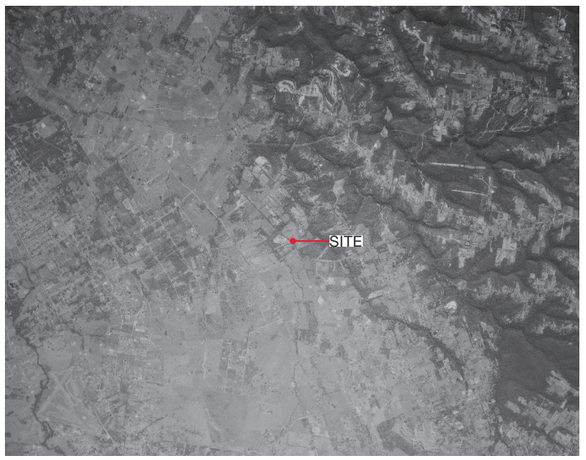
2027

Rouse Hill HS upgrade programmed to open first day, Term one 2027



1860

Creator: Australia. Commonwealth Military Forces. New South Wales District. MAP G8971.R1 1904



1970

Source: NSW Historical Imagery - Australian Aerial Photography

2009

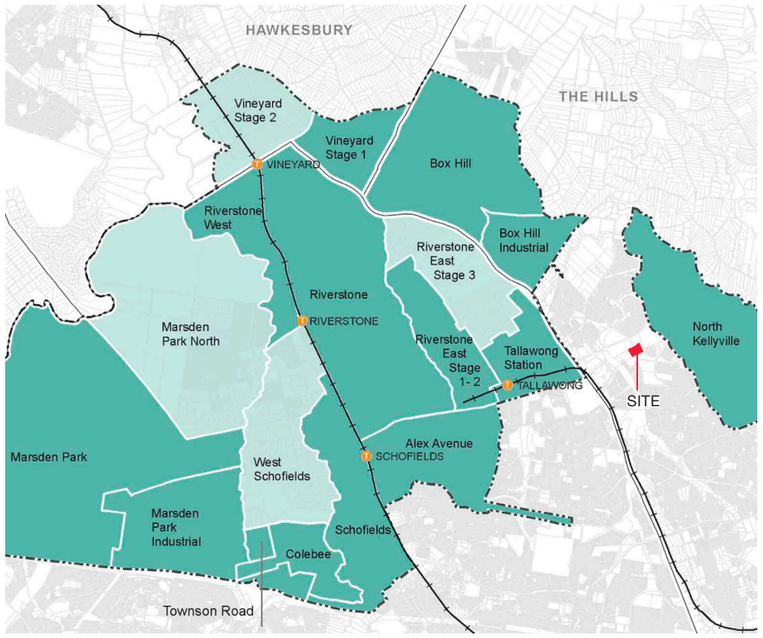
Source: Nearmaps

2024

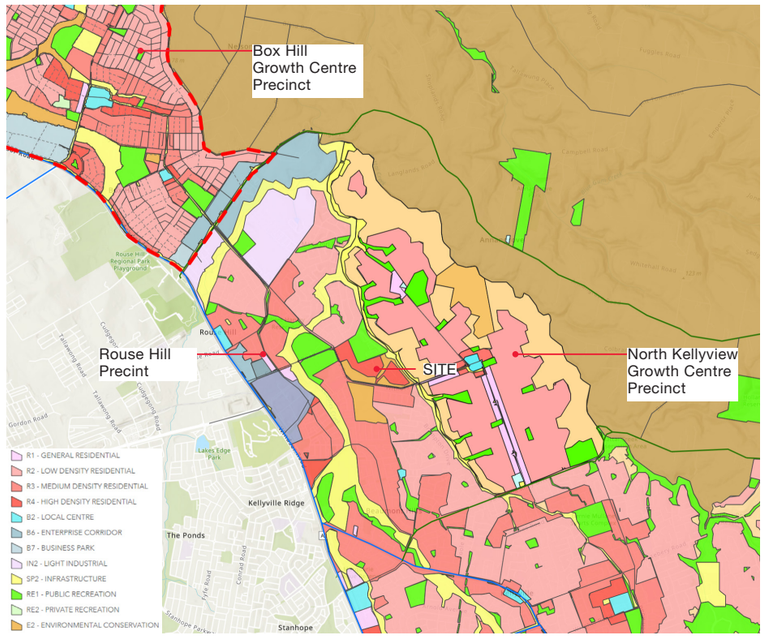
Source: Nearmaps

2.2 Urban Context - Greater Site

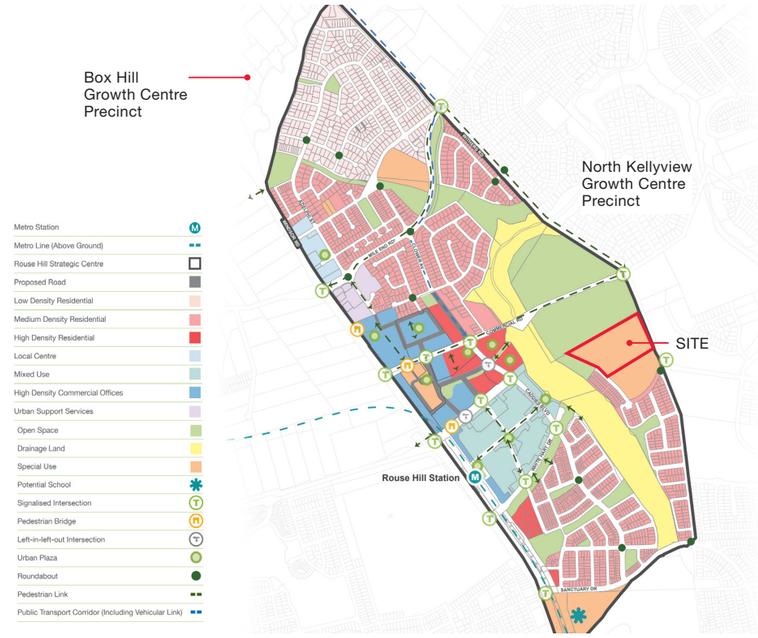
Draft ILP - Northwest Priority Growth



The Growth Centres SEPP - Land Zoning



Draft Rouse Hill Precinct Plan - Site



The site sits within the North West Priority Growth Area, in The Hills Shire Council, between North Kellyville, Box Hill and Tallawong high priority growth areas, where new communities will progressively develop with access to schools, parks, community facilities, jobs, roads and public transport. Over the next ten years, 33,000 homes will be provided and the growth area will be home to around 92,400 people. The Land Use and Infrastructure Implementation Plan provides a robust framework to grow new communities in line with the provision of infrastructure. (North West Priority Growth Area, Land Use and Infrastructure Implementation Plan, 2017)

Blacktown City Council, The Hills Shire Council and Hawkesbury City Council have developed a Land Use and Infrastructure Implementation Plan for the North West Priority Growth Area. This area includes the suburbs of Riverstone, Vineyard, Schofields, Rouse Hill, Kellyville, Marsden Park and Colebee.

Growth Centres SEPP is the primary statutory plan governing the release and rezoning of land in the North West Priority Growth Area and establishes the broad planning controls required to oversee the development.

Further, the Growth Centres SEPP outlines development controls for:
- determining development applications prior to and after the finalisation of the precinct planning process
- flood prone and major creeks land
- clearing native vegetation
- cultural heritage landscape areas

The Box Hill area, which was rezoned in 2013, is northwest of Rouse Hill Precinct. Box Hill will be home to approximately 48,956 residents (16,030 dwellings) once completed. (The Hills Shire Council)

The proposed site is located in the Rouse Hill Precinct Plan, bordered by Withers Road to the northeast and Caballo Street to southwest. The Rouse Hill Precinct Plan was adopted by Council on November 2023 and will be a key part of a linked network of strategic centres and prominent office markets that spans across the Sydney Region and will offer a range of employment opportunities suited to the highly skilled workforce that lives in The Hills Shire and rapidly developing North West Growth Area. (The Hills Shire Council)

A regional scale, multi-functional centre will be developed that provides employment opportunities, shopping, commercial services, leisure activities, community facilities and open space. A “living” Centre will be created by incorporating medium density housing within and adjoining the Centre. This will ensure activity within the Centre continues into the evening. As a result, amenity and safety will be enhanced, and the viability of business activity and public transport use will be improved. (The Hills DCP, Part D Section 6, Rouse Hill Regional Centre)

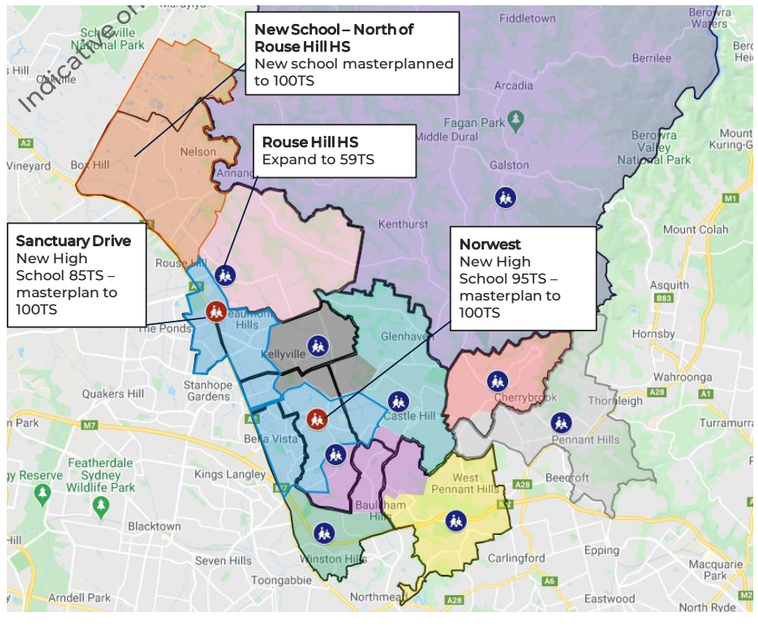
2.3 Urban Context - Site

Based on current planning assumptions, medium to long term population demand in the North East Secondary SCG indicates a shortfall of over 200 teaching spaces to 2036, with a significant proportion of the growth projected from the year 2026 onwards. Much of this is centred in Rouse Hill/ Box Hill in the north of the SCG area which is subject to greenfield housing development, with further population growth anticipated as strategic housing plans emerge around Castle Hill area in the south.

Rouse Hill in particular is expected to experience a significant increase in student demand as has been discussed earlier in this document. With other schools in the catchment experiencing similar pressure on their existing teaching space capacity it is likely new infrastructure projects will be undertaken. This will include up to 3 new high schools which will meet the greater portion of this demand. The project scope at Rouse Hill High School upgrade is focusing on a new teaching facility to increase the number of teaching spaces and meet the increased demand across the catchment (alongside new schools required) while recognising the constraints of an existing site including maintaining open playspace.

The key project drivers of the Rouse Hill HS upgrade are expansion to 59 permanent TS with the addition of 11 new FTS to accommodate 220 additional students. Additional demand within the catchment may be met by the proposal of 1 - 3 new schools.

SCHOOL CATCHMENT



2.4 Urban Context - Existing Site & Surroundings

The proposal is situated within the immediate context of the existing Rouse Hill High School and, therefore responds to the existing masterplan, existing buildings bulk and alignment. The proposed Building 'L' extends along the axis of the existing Building 'F', while providing a clear exit path to the southern secondary entry. The design complements the school's character and materiality, while responds to Connecting with Country outcomes, enhancing the existing building typology.

In the broader context, the school site is surrounded by abundant green space and some residential developments. To the north lies Bruce Purser Reserve, while to the northwest there are expansive views of Ironbark Ridge Reserve. To the southwest, along Caballo Street, is a mix of single and two-storey residential dwellings.


1 MAIN SCHOOL ENTRY

2 RHHS FROM MAIN ENTRY


3 AMPHITHEATRE


4 RHHS FROM MAIN ENTRY


5 RHHS SERVICE DRIVEWAY


6 CABALLO STREET PICNIC AREA


7 EXISTING SCHOOL BUILDINGS


8 CABALLO STREET SCHOOL ENTRY


9 CABALLO STREET SCHOOL ENTRY

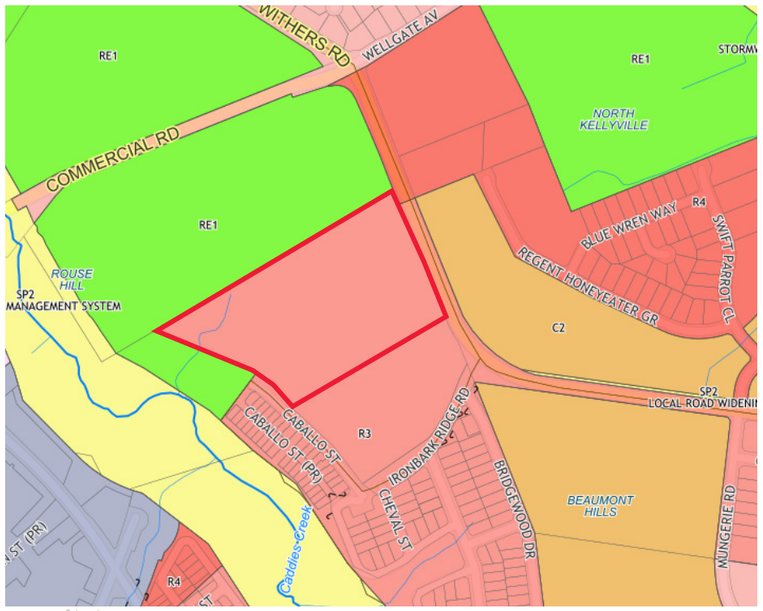

10 CABALLO STREET PICNIC AREA CARPARK


11 CABALLO STREET PICNIC AREA PARKING ENTRY


12 PLAYING FIELD

2.5 Statutory Planning Control - Local

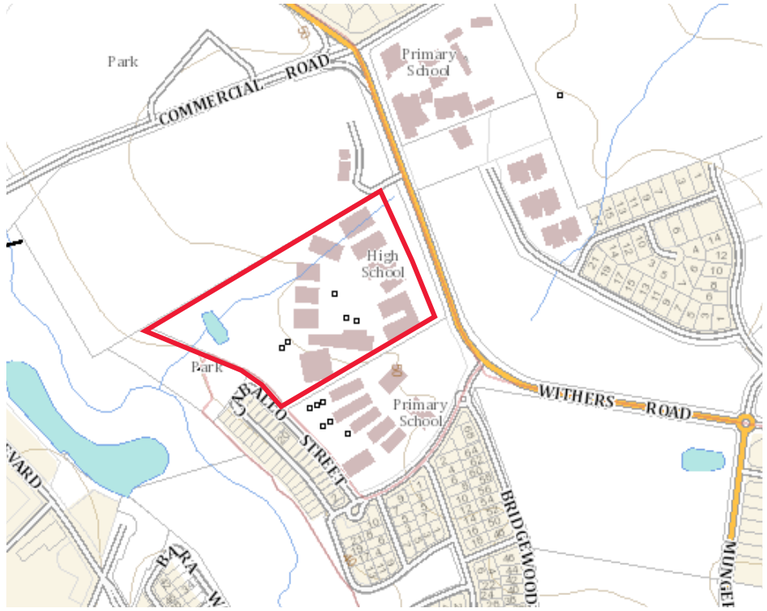
Zoning



Land use zoning: R3 Medium Density Residential.

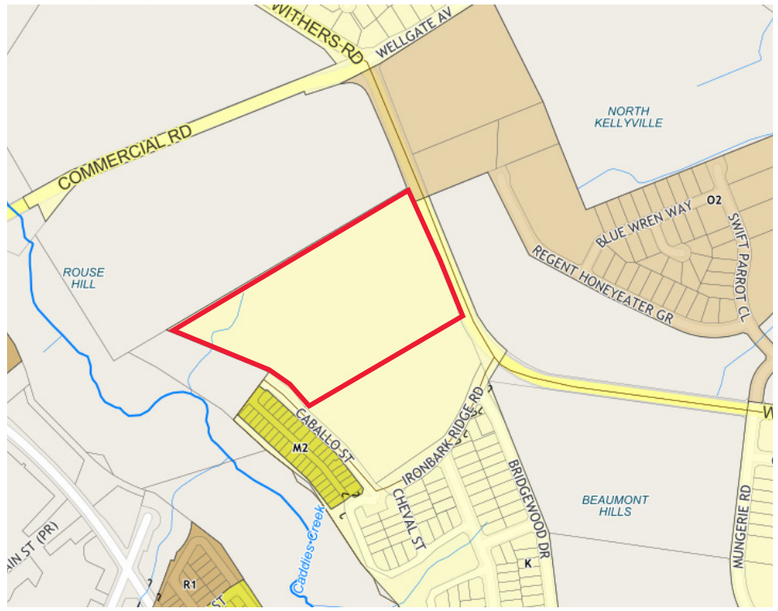
The subject site contains an existing educational establishment known as Rouse Hill High School and is located at Withers Road, Rouse Hill. The subject property is legally identified as Lot 105 in DP 1108407

FSR



Floor Space Ratio: N/A

Building Height

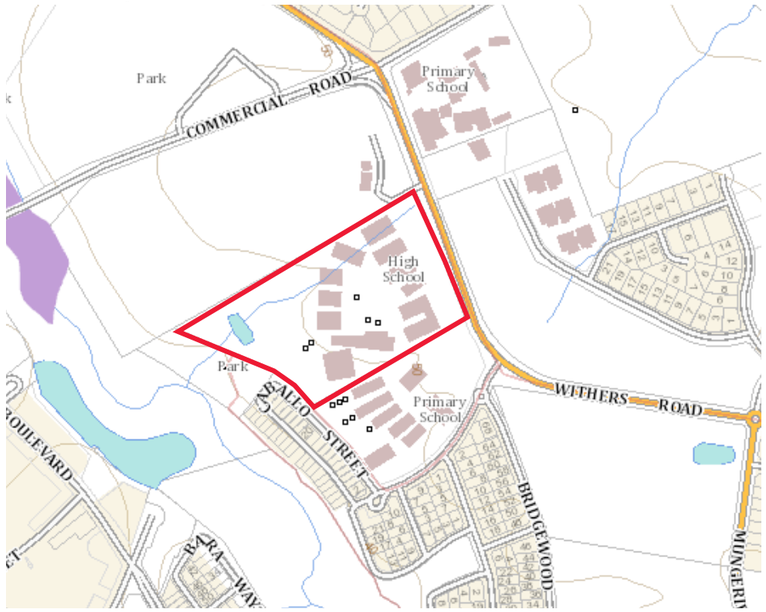


Height of Buildings – Max. 10 Metres
Proposed Building height is maximum two-storeys

4 storey maximum height permitted under SEPP TI, Part 3.4, 3.37A

2.5 Statutory Planning Control - Local

Biodiversity



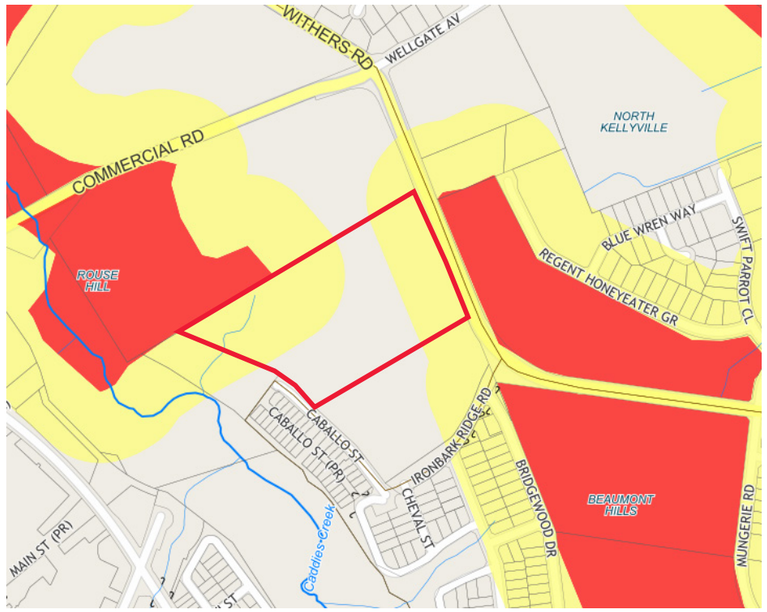
Biodiversity Values

Biodiversity Values added days

Rouse Hill High School site is not mapped in Biodiversity Value Area.

Desktop Ecological Constraints Assessment report (ECA) by Ecoplanning (Dec 2022), confirms the site contains mapped Cumberland Shale Plains Woodland and Cumberland Shale Sandstone Transition Forest, which are outside the proposed works and will not be impacted. The vegetation on the subject land is not remnant due to past clearing and will not trigger the Biodiversity Offset Scheme. A mapped watercourse, mostly over existing buildings, will also not be impacted.

Bushfire



Bushfire Prone Land (29 June 2018)
- Category 1 Highest Risk
- Category 3 Medium Risk
- Category 2 Lowest Risk
- Vegetation Buffer

Site is mapped bushfire prone land.

The APZ map is based on the RFS document Planning for Bushfire Protection 2019. These distances are the minimum distance between a building on a school and a bushfire threat needs to be to meet the radiant heat level of 10kW/m2.

APZ distances have been applied to position the new building on site and design has taken into consideration requirements specified under Bushfire Assessment Report completed by Building Code & Bushfire Hazard Solutions in March 2024 that includes compliance to Specification 43 of NCC.

Heritage & Archeology

- Aboriginal Object
- Aboriginal Place of Heritage Significance
- Conservation Area - Aboriginal
- Conservation Area - Archaeological
- Conservation Area - General
- Conservation Area - Landscape
- Heritage Conservation Area
- Item - Aboriginal
- Item - Archaeological
- Item - General
- Item - Landscape
- Local Heritage - General

While aboriginal and local heritage items are not identified on LEP maps, the Aboriginal Heritage Due Diligence by GLM Heritage (April 2024) and prior studies by AMAC Group have not identified Aboriginal archeological sites on the study area.

No non-aboriginal heritage values have even been identified within the study area. There are no registered AHIMS sites inside study area. No further Aboriginal archeological investigations is recommended by GLM. In line with Due Diligence Code proposed works can proceed with caution and Heritage recommendations are noted on Aboriginal Heritage Due Diligence Report.

2.6 Statutory Planning - SEPP

Response to Schedule 8 Design quality principles in schools—Chapter 3

Principle 1—Responsive to Context

Schools should be designed to respond to and enhance the positive qualities of their surroundings.
In designing built forms and landscapes, consideration should be given to a Country-centred approach and respond to site conditions such as orientation, topography, natural systems, Aboriginal and European cultural heritage and the impacts of climate change.
Landscapes should be integrated into the overall design to improve amenity and to help mitigate negative impacts on the streetscape and neighbouring sites.

Principle 2—Sustainable, efficient and resilient

Good school design combines positive environmental, social and economic outcomes and should align with the principles of caring for Country.
Schools should be designed to be durable and resilient in an evolving climate.
Schools and their grounds should be designed to minimise the consumption of energy, water and other natural resources and reduce waste.

Principle 3—Acessible and inclusive

School buildings and grounds should be welcoming, easy to navigate and accessible and inclusive for people with differing needs and abilities.
Schools should be designed to respond to the needs of children of different ages and developmental stages, foster a sense of belonging and seek to reflect the cultural diversity of the student body and community.
Schools should be designed to enable sharing of facilities with the community and to cater for activities outside of school hours.

The proposal upgrade envisages a strong response to the existing established educational precinct identified by Rouse Hill High School and Ironbark Ridge Public School, the increasing enrolment demand due to expanding residential context and expressive open green areas including the Bruce Purser Reserve, Caddies Creek, the Hills Centenary Park and picnic area on northwestern and southwestern boundaries.

The proposed Building L is strategically sited in close proximity to the existing buildings and responds to APZ required setbacks, existing buildings' alignments, typology and the surrounding residential context. The existing School's Bushfire Emergency Evacuation Plan will be updated to incorporate new works.

The proposed scheme creates a strong building identity based on the Connecting with Country theme. The significance of the creek network through Dharug land. This water theme is continued in the materiality and colour themes of the proposed building - native vegetation, running water of the creeks and rivers that are adjacent to the site and surrounding landscape. Existing trees and new planting will soften the two storey building and visual impact on Caballo Street.

The new building L has been designed to achieve 5-star Green Star Certification and aligns with SINSW Sustainability Framework. The design pursues a building that is easy to construct, durable, resilient and adaptable. Built on a modular grid, the buildings will be flexible in the future allowing different functions as needed, reconfiguration of internal walls can easily be achievable.

Positive environmental measures promote passive design principles, such as indoor air quality, natural lighting, cross ventilation, thermal and acoustic comfort. Practical solutions such as façade screening, shading devices responsive to façade orientation will minimize glare, solar gain and reduce heat load on the buildings. Material selection addresses durability, sustainability, embodied energy and life cycle.

On-site renewable energy generation with 70.62kW solar photovoltaic system will be installed on the roof of Building L. The site has extensive areas established for deep soil planting and rainwater harvesting and integrated storm water management including existing rainwater tanks plus new proposed for Building L.

The new building has been designed to be accessible and inclusive to all teachers, students and the community. There are existing accessible entry points to the school site, however a new proposed accessible pathway and ramps off Caballo Street on the southern boundary will facilitate access including after hours access by the community to the rear of the school, the new buildings and the existing Hall.

The campus comprises a series of covered walkways, ramps and stairs throughout the campus, a new accessible pathway will ensure Building L is appropriately connected to the existing buildings and external grounds, assembly area and the Hall. Lift access to all levels of the two storey building is provided.

2.6 Statutory Planning - SEPP

Response to Schedule 8 Design quality principles in schools—Chapter 3

Principle 4—Healthy and safe

Good school design should support wellbeing by creating healthy internal and external environments.
The design should ensure safety and security within the school boundaries, while maintaining a welcoming address and accessible environment.
In designing schools, consideration should be given to connections, transport networks and safe routes for travel to and from school.

A number of safety measures have been proposed such as higher balustrades minimum 1300m high and full height screening devices on staircases. Students' circulation or walkways in the new building facing external gathering spaces and play areas, avoiding students' exposure towards the street.

The site has a perimeter high palisade fence, plus pedestrian and vehicles auto-gates acting as control entry points for student safety and school's asset protection. Passive surveillance and anti-bullying measures have been considered; most toilets will be 'air-line style' with their own basin in each cubical. Also, existing fencing restricts and separate areas with limited supervision, vehicle movement, car parking and deliveries.

Principle 5—Functional and comfortable

Schools should have comfortable and engaging spaces that are accessible for a wide range of formal and informal educational and community activities.
In designing schools, consideration should be given to the amenity of adjacent development, access to sunlight, natural ventilation, proximity to vegetation and landscape, outlook and visual and acoustic privacy.
Schools should include appropriate indoor and outdoor learning and play spaces, access to services and adequate storage.

The character of the residential development and green areas assist in providing socially and environmentally responsive solutions, promoting pleasant spaces for education and the community. The new Building L will enhance School's strong identity and sense of community.

The building is placed on site facing the playing fields, play spaces and green open areas creating a pleasant environment for the school community, a variety of existing outdoor spaces and expansive views. The landscape design and planting selections will enhance local biodiversity.

Shadow diagrams have been produced and show no impacts on neighbouring properties. Each learning space has access to natural light and ventilation, outlook and privacy as required within the EFSG. Furthermore, the site is not subject to major noise issues due to surrounding residential areas.

Principle 6—Flexible and adaptable

In designing schools, consideration should be given to future needs and take a long-term approach that is informed by site-wide strategic and spatial planning.
Good design for schools should deliver high environmental performance and ease of adaptation, and maximise multi-use facilities.
Schools should be adaptable to evolving teaching methods, future growth and changes in climate, and should minimise the environmental impact of the school across its life cycle.

The proposed design provides for future needs, environmental performance, flexibility of space and ease of adaption. Modular grid provides flexibility allowing future internal reconfigurability and function change.

The classrooms are designed in hubs of six with access from and to a central shared learning space that includes a multi-purpose space or external corridors. Walls are fixed and sliding glass panels offer flexibility and visual connection. When all opened the hub can be a teaching space for four classes or a large group and when closed suitable for smaller groups, offering a variety of team teaching scenarios or separate quiet rooms without interruption.

Principle 7—Visual appeal

School buildings and their landscape settings should be aesthetically pleasing by achieving good proportions and a balanced composition of built and natural elements.
Schools should be designed to respond to and have a positive impact on streetscape amenity and the quality and character of the neighbourhood.
The identity and street presence of schools should respond to the existing or desired future character of their locations.
The design of schools should reflect the school's civic role and community significance.

The proposal identifies a number of opportunities for Connecting with Country artworks and experience with Country. Metal screening and facade elements will express relevant patterns, colours related to site context and aboriginal heritage.

Existing landscaping and proposed native planting will break up the built form and contribute to overall aesthetic of the school and the streetscape.

2.6 Statutory Planning - SEPP

Response to Design Guide for Schools NSW

Better Fit

contextual, local and of its place

The Rouse Hill High School is part of a well established educational campus, situated adjacent to Ironbark Ridge Public School and is surrounded by abundant green spaces and residential development.

Caddies Creek and Smalls Creek run from the Hawkesbury River, to the east and west of the school site, respectively. The significance of the creek network through Dharug land is multifaceted: defining clan group boundaries, meeting places and delineating walking trails.

The insertion of the new Building L into the established school will respond to the existing site context and significance of the creek network through Dharug land. The design explores native vegetation, running water of the creeks and rivers that are adjacent to the site and surrounding landscape based on the Connecting with Country theme.

Better for People

safe, comfortable and liveable

The School's main entry is well established and presented, the school site is already secured by palisade fence around site perimeter with access controlled gates for entry into the school. Pedestrian and vehicle gates with automated control provide a single point of entry and exit, allowing for better monitoring and restricting access.

The new building is designed to provide physical barries such as high balustrades and full height screens on external circulation and staircases, with a focus on creating a positive and supportive school environment. This approach aims to provide a safe and secure learning environment for all students and teachers.

To create a healthy, comfortable and productive learning environment, the new building is designed with a focus on indoor air quality, natural lighting and ventilation, thermal and acoustic comfort, and the use of low-emitting materials.

New emergency accessway off Caballo Street will ensure students and visitors' safety.

Better Performance

sustainable, adaptable and durable

The new building L has been designed to achieve 5-star Green Star Certification aligning with SINSW Sustainability Framework. Key features include:

- Enhanced indoor air quality, natural lighting and ventilation.
- Optimised thermal and acoustic comfort.
- Material selection addresses durability, sustainability, embodied energy and life cycle.
- Water conservation measures include rainwater harvesting and recycling.
- Renewable energy sources, such as solar panels on the roofs

The new building is designed with modular grid size and structure to cater for function change and internal reconfigurability. The design pursues a building that is easy to construct, durable, resilient and adaptable.

In addition, on-site bicycle parking will be expanded as part of green travel strategy.

Better Working

functional, efficient and fit for purpose

The new building provides functional, fit for purpose learning spaces, with classrooms designed in hubs of six general learning spaces, labs and preparation areas.

The Hubs' classrooms are supported by shared learning space and a multi-purpose space. These hubs can be opened up or closed off by large sliding glass panels offering visual connection as well as opportunity for flexible teaching spaces for a variety of teaching scenarios; from small to large groups and focused or collaborative learning approaches.

The hubs are easily accessed via external corridors which leads to external staircases, lift and amenities.

Better for Community

inclusive, connected and diverse

While existing accessible entry points to the school site are available, a new accessible pathway and ramps off Caballo Street will enhance access, particularly for community and students living in the southern bourdary. The upgrade will facilitate access to the new building L, sports grounds and the existing Hall, including for after school hours access.

The campus features a network of covered walkways, ramps, and stairs. A new accessible pathway will ensure seamless connectivity between Building L, existing buildings, external grounds, the assembly area, and the Hall.

Lift access is provided to all levels of the two-story building of the new building.

Better Value

creating and adding value

The new building will add value to the existing established campus and will provide modern, flexible learning spaces promoting significance to existing learning environments. New accessible entry will create a better connection to school campus from Caballo Street.
Shadow diagrams have been produced and show no impacts on neighbouring properties.

Better Look & Feel

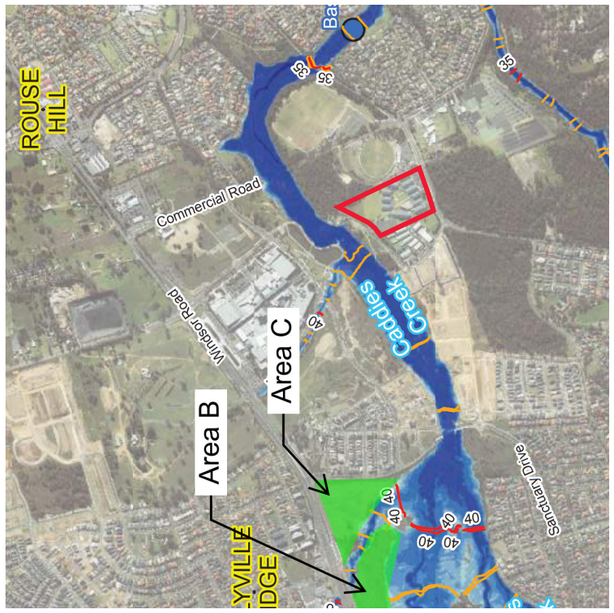
engaging, inviting and attractive

Connecting with Country artworks and experience with Country will be incorporated to various elements of the new building; including external metal screening with relevant patterns related to site context and aboriginal heritage.

Interior and exterior colour scheme is inspirated by Connecting with Country workshop outcomes and complement and reflect natural colours of the surrounding environment. Existing landscaping and generous green areas adjacent to school will break up the built form and contribute to overall aesthetic of the school and the streetscape.

2.7 Site Analysis

Peak Flood Depth and Level Contours 1% AEP Event



Peak Water Level (m AHD)
- Major Contours (5m interval)
- Minor Contours (1m interval)
- Basin
- Catchment

Depth (m)
- < 0.10
- 0.10 to 0.25
- 0.25 to 0.50
- 0.50 to 1.00
- 1.00 to 5.00
- > 5.00

Site is not affected by Flooding. Peak Flood Depth for AEP Event does not affect site, specially due to its elevated topography in relation to Caddies Creek.

Tree Canopy

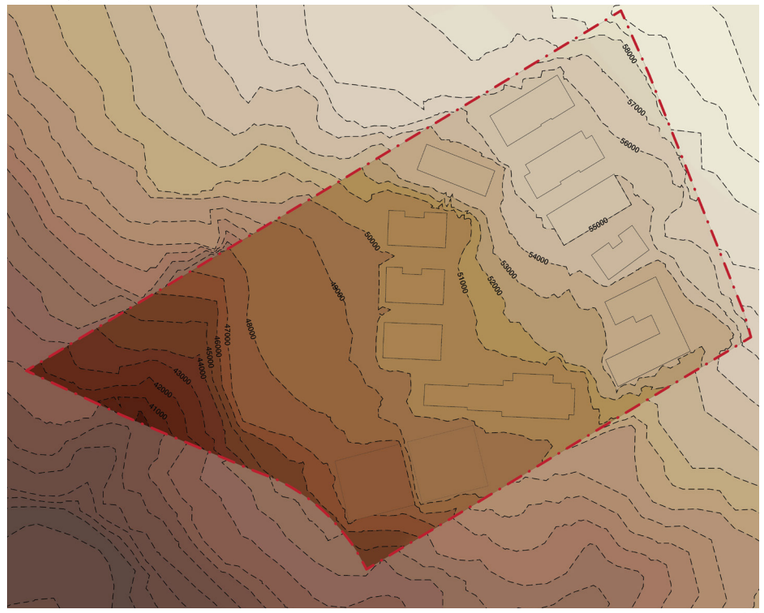
- 0 - 10 %
- 10 - 20 %
- 20 - 30 %
- 30 - 40 %
- 40 - 100 %

10% minimum tree canopy required.

Rouse Hill High School past development and previous disturbances associated with land clearing and school construction have impacted and modified the subject site.

Trees affected by the activity are proposed to be removed. Arboricultural Impact Assessment Report has been completed by Moore Trees Arboricultural Services in September 2024. All tree work shall be carried out by a qualified Arborist and work shall be completed following AS 4373. (Pruning of Amenity Trees, 2007)

Topography



N

- Site Boundary Line
- 500mm Contour Line

There is consistent and substantial fall of 12m across the site from the East boundary on Withers Road (RL 57.5) to the South boundary near Caballo Street (RL 45.5)

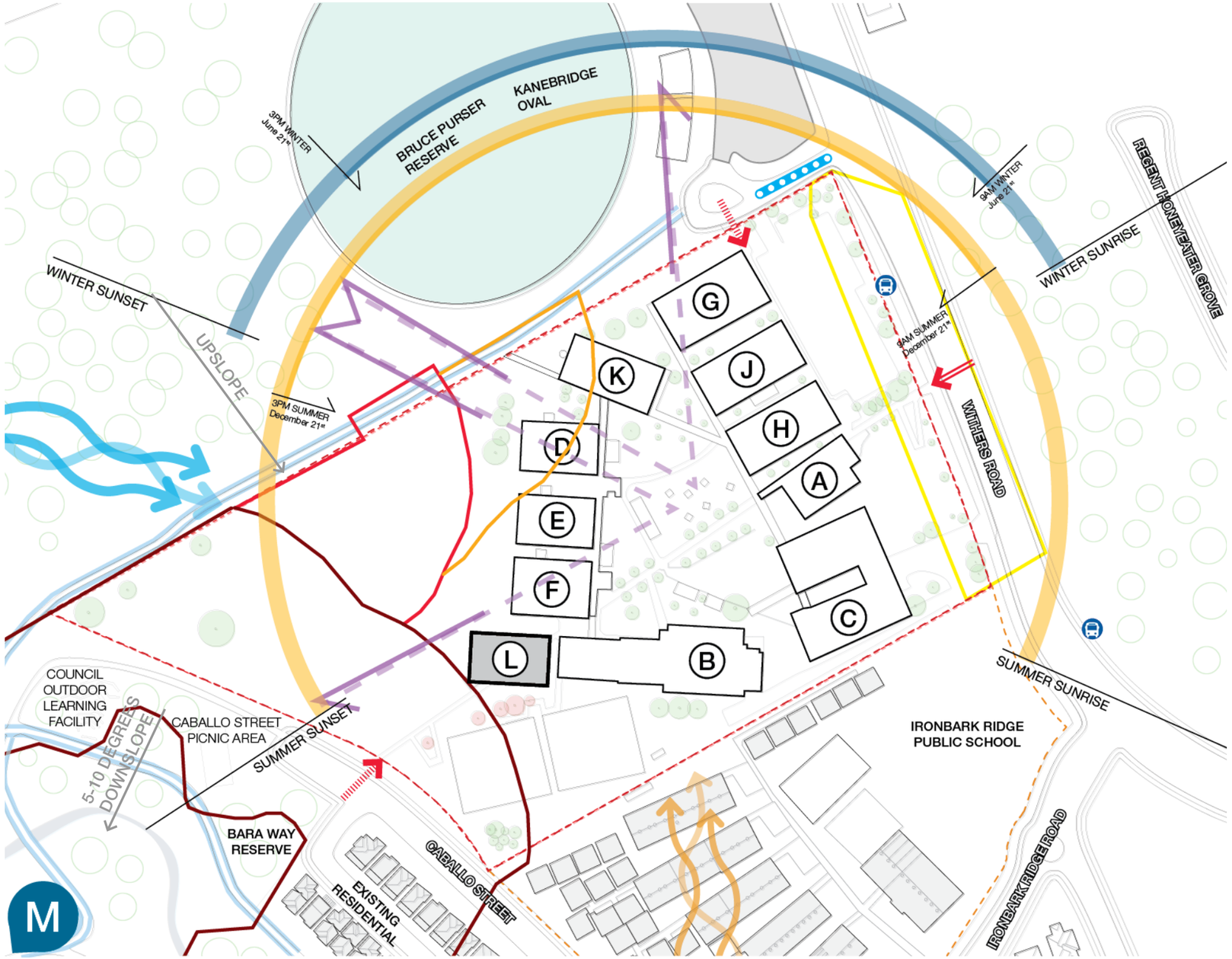
2.7 Site Analysis

The site is located northwest of Sydney within NCC Climate Zone 6. As the name indicates, the Hills District is an area of high elevation above sea level (compared with the rest of the Sydney basin) and thus creates orographic rainfall brought in by onshore winds from the Pacific Ocean. This leaves the Hills District with slightly higher rainfall than the rest of Sydney.

Most of the suburbs in the Hills District borderline the oceanic climate (Cfb) zone under the Köppen climate classification, as their warmest month mean may barely reach 22 °C (71.6 °F) in some years. Though they are still safely in the humid subtropical climate (Cfa) zone.

Summer and winter temperatures vary significantly as well as throughout the day, and both heating and cooling are required. The existing site is aligned in a northeast-southwest orientation. Due to this aspect the new Building 'L' is typically facing northwest and external circulation provides horizontal sun shading protection, helping to mitigate solar heat gain. Prevailing summer breezes are usually common from south-eastern direction, while north-western winds are common in winter.

NTS



- SITE BOUNDARY
- 93m APZ OFFSET
- 79m APZ OFFSET
- 67m APZ OFFSET
- 42m APZ OFFSET
- EXISTING BUILDINGS
- PROPOSED BUILDING
- SHARED CARPARK
- SHARED PATHS
- VIEWS TO CADDIES CREEK & KANEBRIDGE OVAL
- EXISTING BUS STOP
- MAIN SITE ENTRY Withers Road
- SECONDARY ENTRY Caballo Street
- KISS N DROP

03

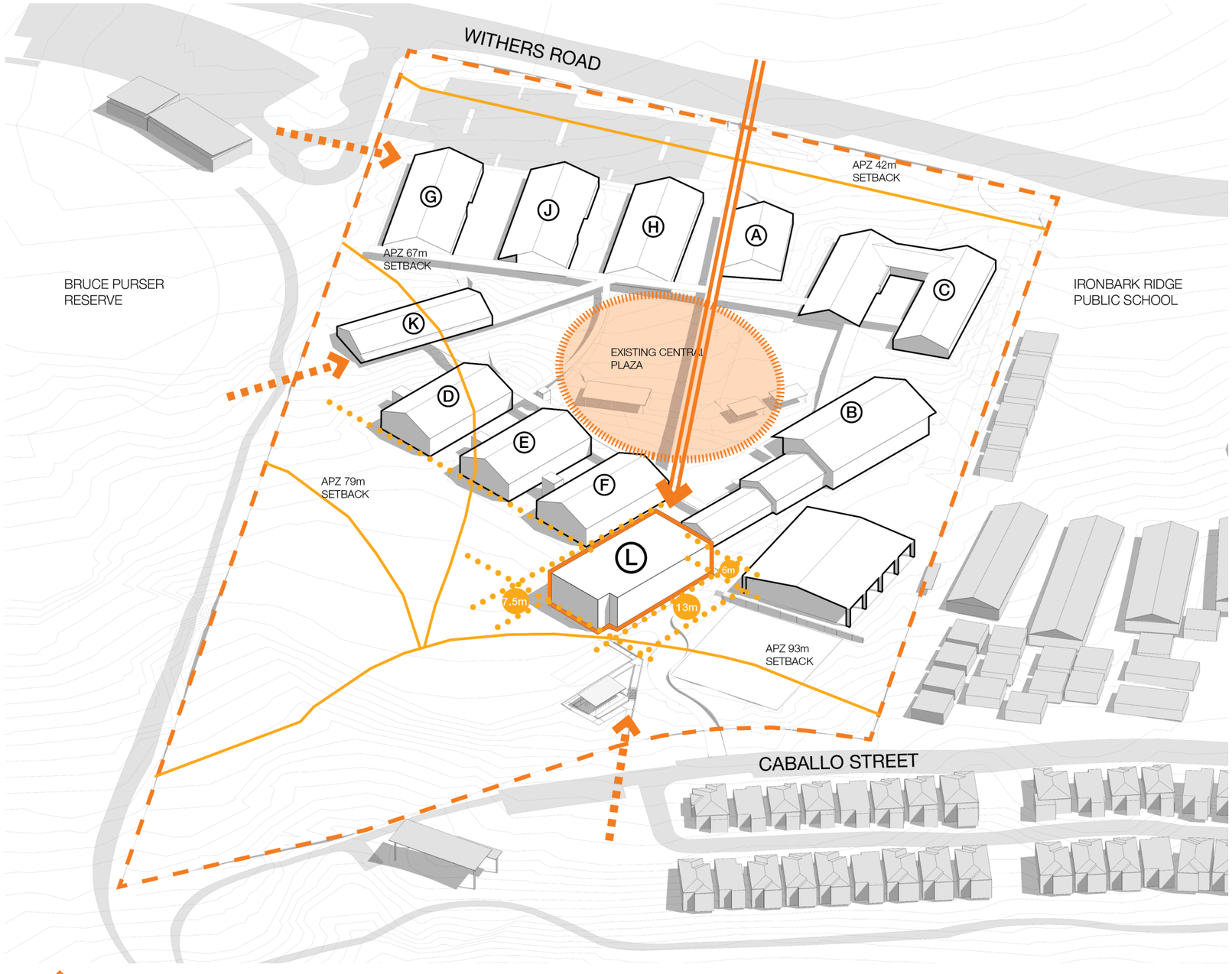
DESIGN CONCEPT

3.1 Urban & Built Form

The proposed Building ‘L’ respond to existing built form, addresses APZ setbacks and existing buildings’ alignment seeking to respond to the surrounding residential context and sloping topography. The existing school administration is located on Building A adjacent to the main school entry and has direct connection to the school main entry.

The new two-storey building is an appropriate scale to the surrounding area, considering existing two-storey freestanding houses and school existing assets. The built form and bulk are softened by existing and generous landscaped setbacks, mature trees and cranked building alignment in line with existing buildings. The façade is articulated by various elements, materiality and colour selection that is relevant to Country and local native vegetation.

NTS



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Main Entry

Secondary Entry

APZ Lines

Setbacks

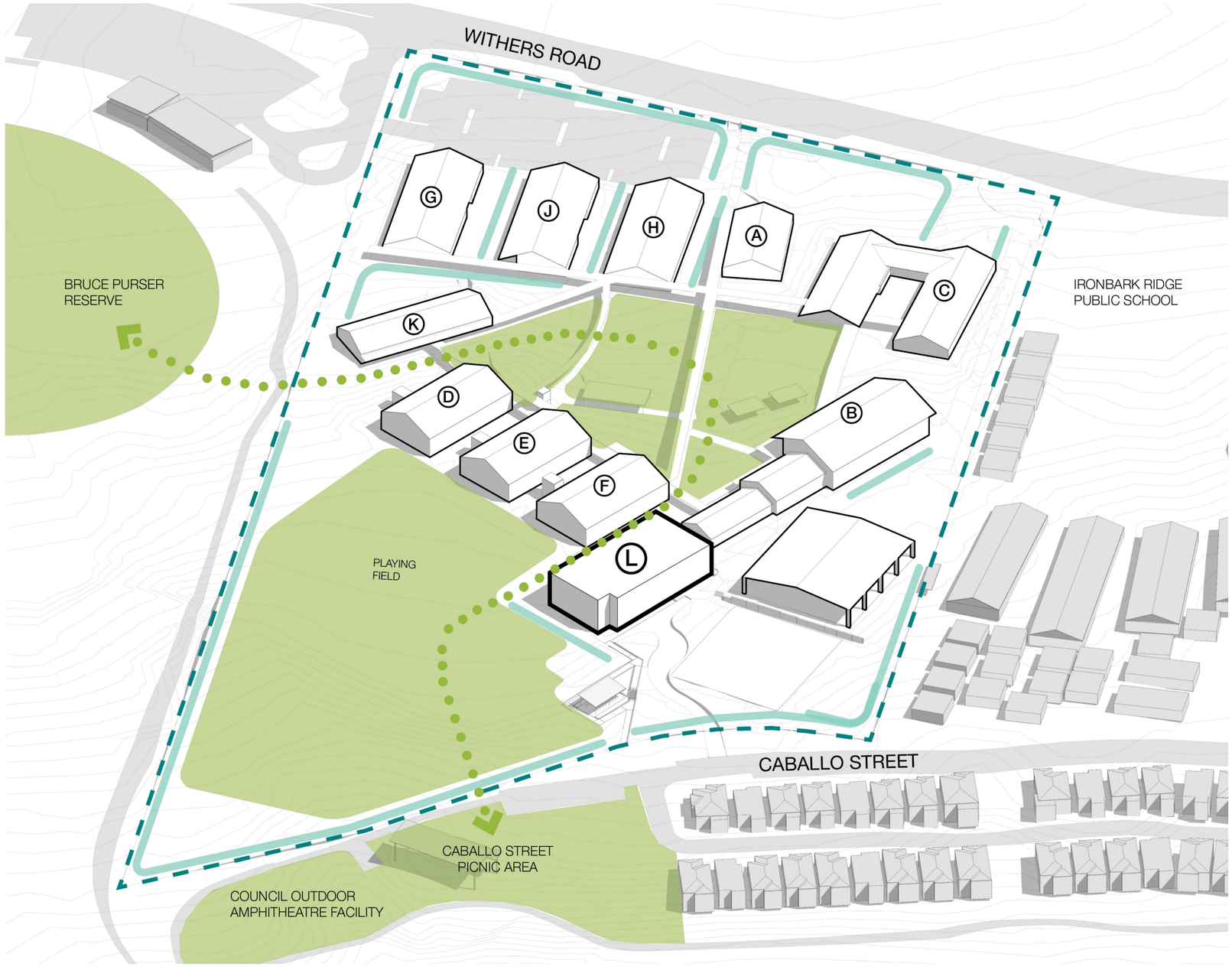
Site Boundary

3.2 Relationship to Open Space

While the existing buildings address Withers Road streetscape and internal courtyard, the new Building ‘L’ is sited in relation to APZ setbacks and existing buildings location and alignment. The school campus responds to the surrounding context, visual and physical connection to Bruce Purser Reserve and picnic area on the southern boundary. Two secondary entries are proposed to remain.

Outdoor play spaces such as the field and games courts are located towards the rear of the site and have clear sight lines for supervision from the proposed Building ‘L’ and existing buildings D, E and F. Retention of mature trees ensures that natural shade is provided. Minor changes to hard paved areas and assembly plaza are proposed. The integrated response to indoor and outdoor learning spaces connects both built and natural environment.

NTS



N

NATURAL CONNECTION
To Passive Open Spaces & Urban Bushland

LANDSCAPING
Trees

SITE BOUNDARY

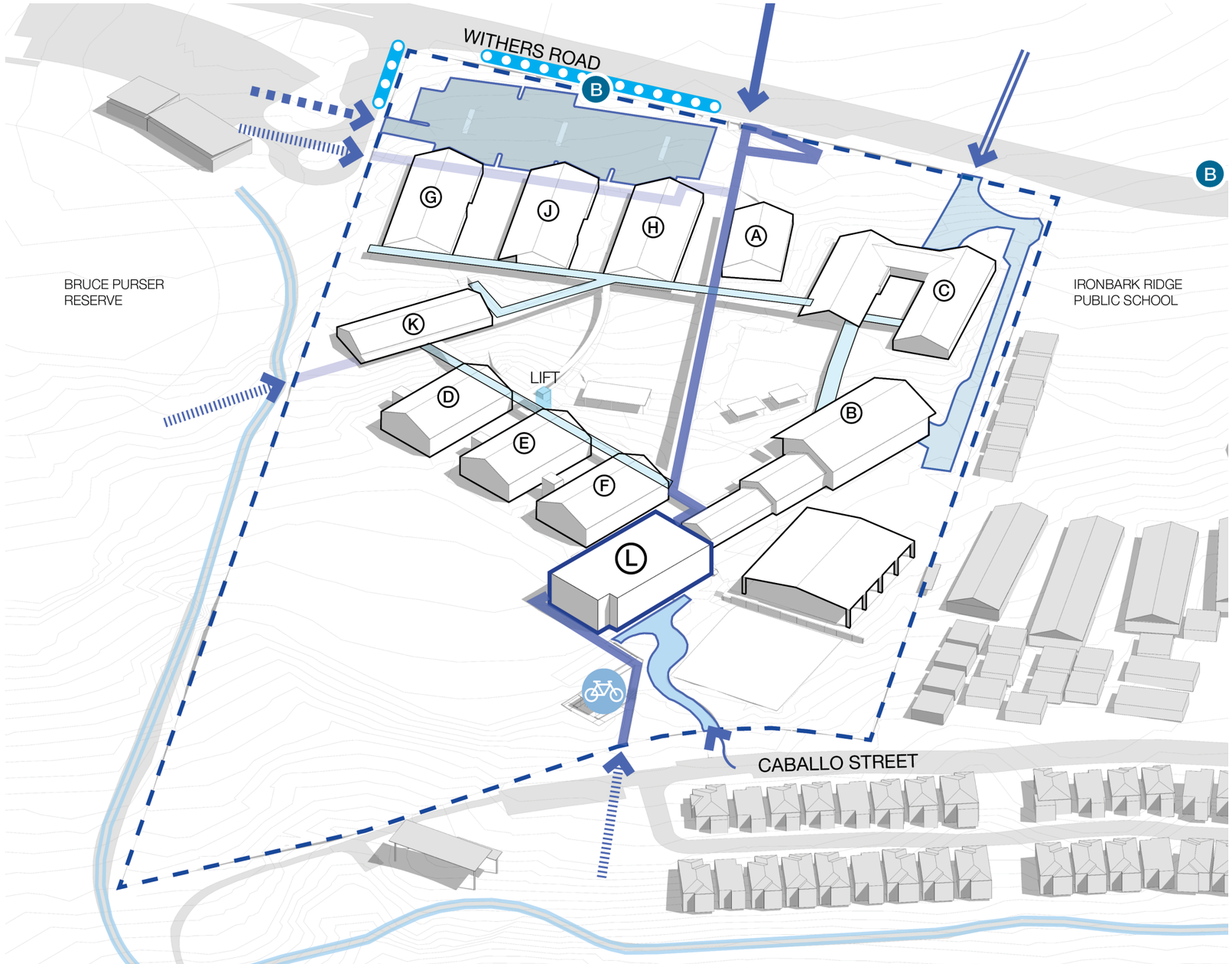
3.3 Traffic, Access & Circulation

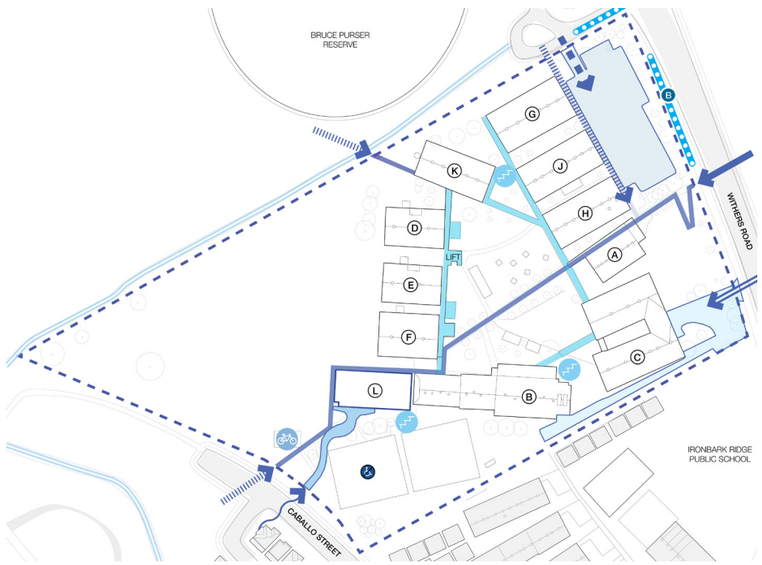
The school campus was designed to prioritise safe and efficient vehicle movement, pedestrian access and circulation. The existing main School entry is located off Withers Road near drop-off zones and public transport and provides clear arrival points for students, staff, and visitors.

Secondary pedestrian entries off Caballo Street and along northeastern boundary ensure a streamline access to public transport, surrounding neighbourhood, Bruce Purser Reserve and picnic area. Existing vehicle entries off Withers Road provide dedicated access to the staff car park and delivery areas. A new emergency vehicle accessway is added off Caballo Street on the southwestern boundary with direct access to proposed Building 'L' and adjacent to playing fields, hard courts and COLA.

A series of existing outdoor covered walkways connect all buildings and the Hall. For vertical movement, staircases offer access between the proposed levels within the new two-storey Building 'L', while a lift ensure accessibility to all floors. This integrated design combined with an existing lift connecting Level 1 of buildings D, E and F promote pedestrian-friendly movement and creates a pleasant outdoor experience. Cycling Network and additional on-site bike parking adds convenience to the facility.

NTS





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Main Entry
Vehicular Access
Kiss n Drop
Bicycle Parking
Secondary Entry
Deliveries Access
Proposed Emergency Accessway
SHARED PATH
Pedestrian & Cycle Network

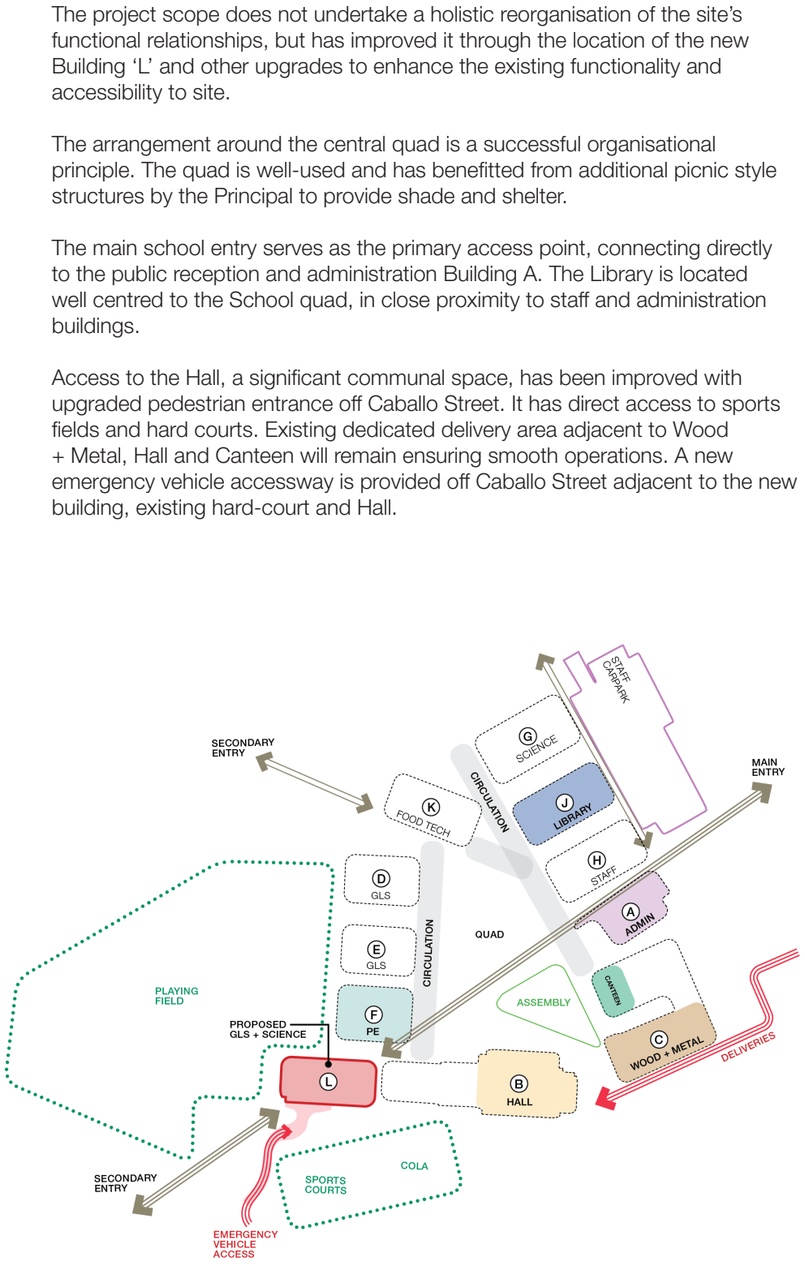
3.4 Functional Relationships

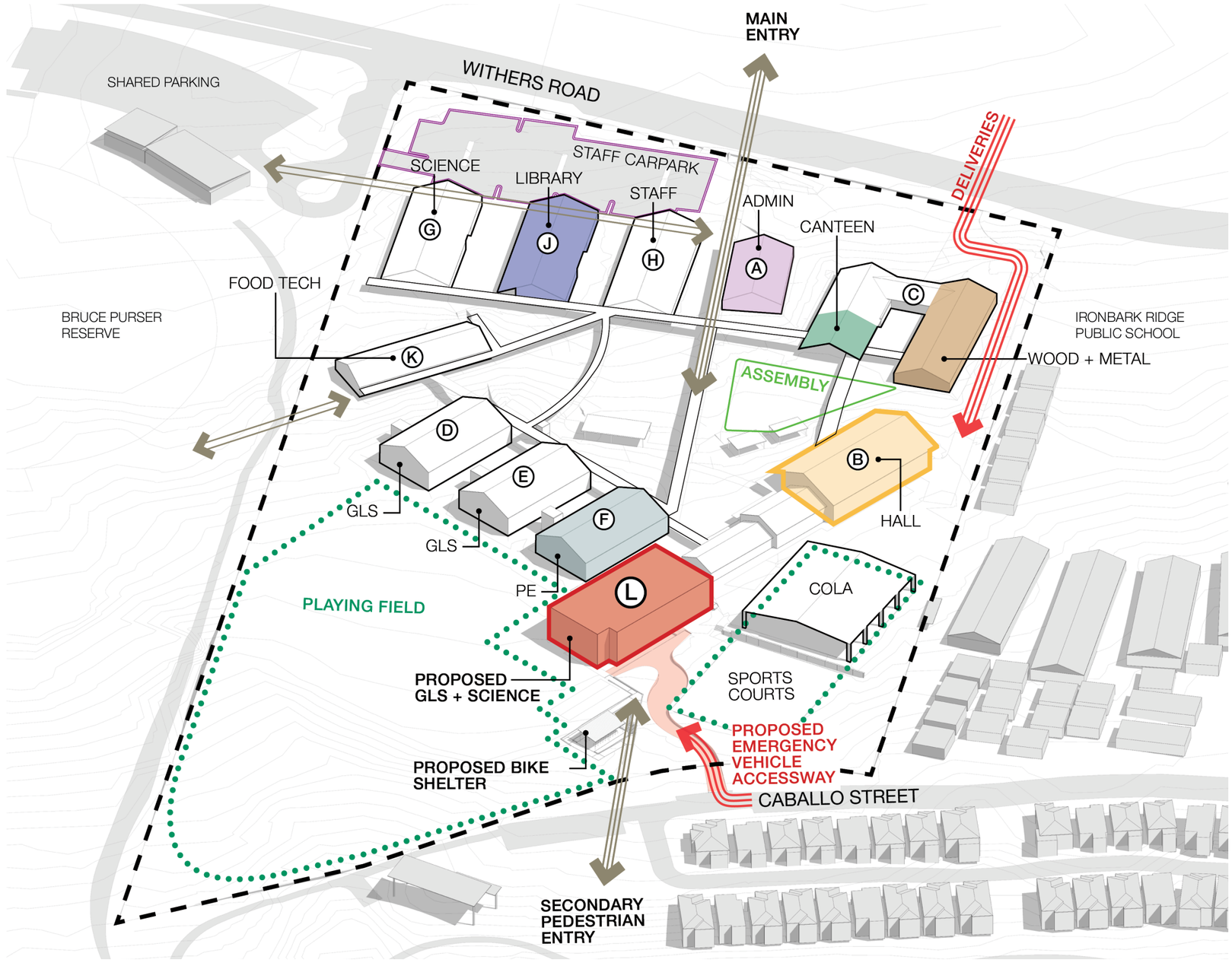
The project scope does not undertake a holistic reorganisation of the site's functional relationships, but has improved it through the location of the new Building 'L' and other upgrades to enhance the existing functionality and accessibility to site.

The arrangement around the central quad is a successful organisational principle. The quad is well-used and has benefitted from additional picnic style structures by the Principal to provide shade and shelter.

The main school entry serves as the primary access point, connecting directly to the public reception and administration Building A. The Library is located well centred to the School quad, in close proximity to staff and administration buildings.

Access to the Hall, a significant communal space, has been improved with upgraded pedestrian entrance off Caballo Street. It has direct access to sports fields and hard courts. Existing dedicated delivery area adjacent to Wood + Metal, Hall and Canteen will remain ensuring smooth operations. A new emergency vehicle accessway is provided off Caballo Street adjacent to the new building, existing hard-court and Hall.





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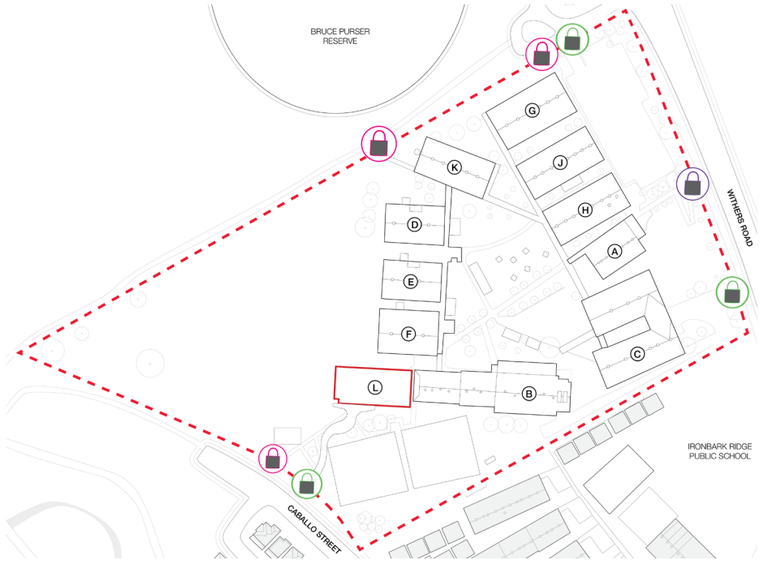
PUBLIC ACCESS
Hall Community Use & Public Reception

PROPOSED BUILDING

3.5 Security, Access & CPTED

Perimeter Security & Access Control

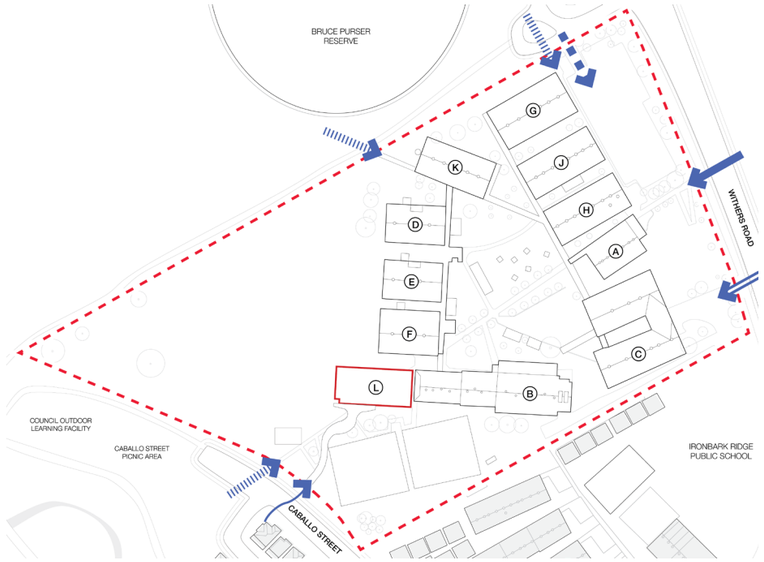


The School's main entry is well established and presented, the school site is already secured by palisade fence around site perimeter with access controlled gates for entry into the school.

The existing main school entry is from Withers Road near the pedestrian crossing, drop off zones and bus stop. This is secure entry with video intercom to the administration.

There are alternative entries from Caballo Street on the southern boundary and Kanebridge Oval, which are open during peak arrival and departure times but are not operational during School hours. Existing vehicle access to car park and delivery zone are provided off Withers Road and a new emergency vehicle accessway is proposed off Caballo Street to serve the new building. After school hours access is provided via a main entrance in close proximity to the administration.

School Access & Natural Surveillance



Multiple access points are provided all with clear sightlines and safe lighting. CPTED design principles around entries and circulation include:

- Existing entry forecourt has good sightlines from Withers Road
- The reception is located with clear sightlines to the Main Entry allowing for passive surveillance
- Safe lighting will be provided along new pathways and increased lighting at After-hours entry point
- Circulation is rationalised with primary existing access towards new buildings, open circulation spines that connect directly to vertical circulation nodes or staircases and lift
- Constrained, dead-end corridors are minimised in the new Building 'L'
- Student amenities are located to maintain passive surveillance and allow safe use by different age groups and genders
- All stairs are located externally, with good supervision of the stair wells and are used for both egress and general circulation

Community Use & Territorial Reinforcement

The existing Hall provides opportunity for shared community use with after hours and public access off Caballo Street secondary pedestrian entrance. Both the after-hours are welcoming while clearly demonstrating territorial reinforcement principles:
- The School name features prominently at the Main entrance
- The School grounds are fenced and access control monitored
- Areas will be well-maintained and well-used to generate a feeling of 'ownership'

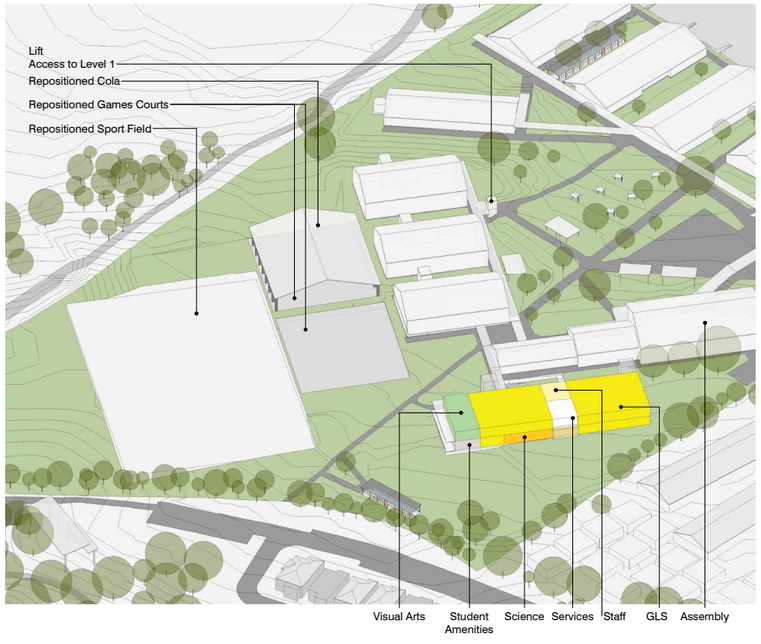
A well-maintained asset sends the message that people notice and care about what happens in an area. This, in turn, discourages vandalism and other crimes. The selection of materials has considered firstly reducing the likelihood of graffiti and vandalism, but also the ease of removal to facilitate ongoing maintenance.

The site has a neighbouring playing field. There is an access agreement for restricted uses of cricket and AFL by the school. Both School and sport facility have keys to the other party's parking to use for specific functions only. Similarly a parking arrangement between school and Bruce Purser Reserve has occurred

N

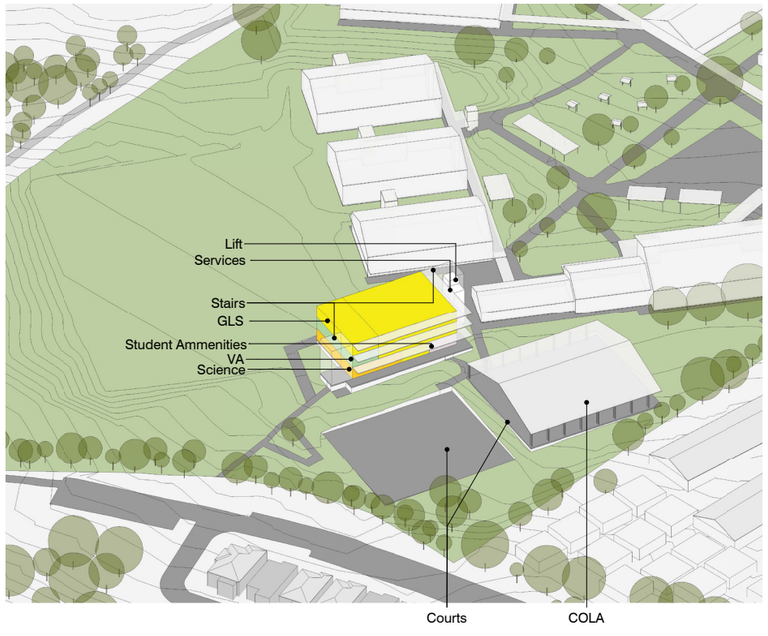
3.7 Masterplan Process

Masterplan Option 5



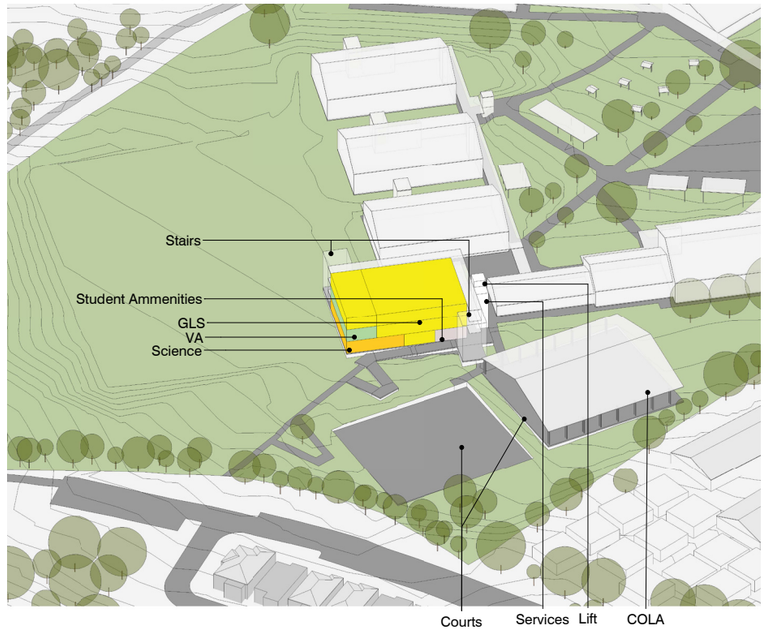
In July 2022 the Rouse Hill High School upgrade was announced with a committed project budget of approx. $19m. Option 6 series were created to address approved budget.

Masterplan Option 6C - Preferred



In September 2022 an additional chapter 12.0 was added to the DJRD Masterplan Report examining Options 6A, 6B, and 6C which have the same building footprint but explore different setouts within the same general site location - west of block B, south of block F, and immediately north of the covered games courts. At the conclusion of Masterplanning Option 6C was preferred as access to the field and games courts were less compromised than in the other options.

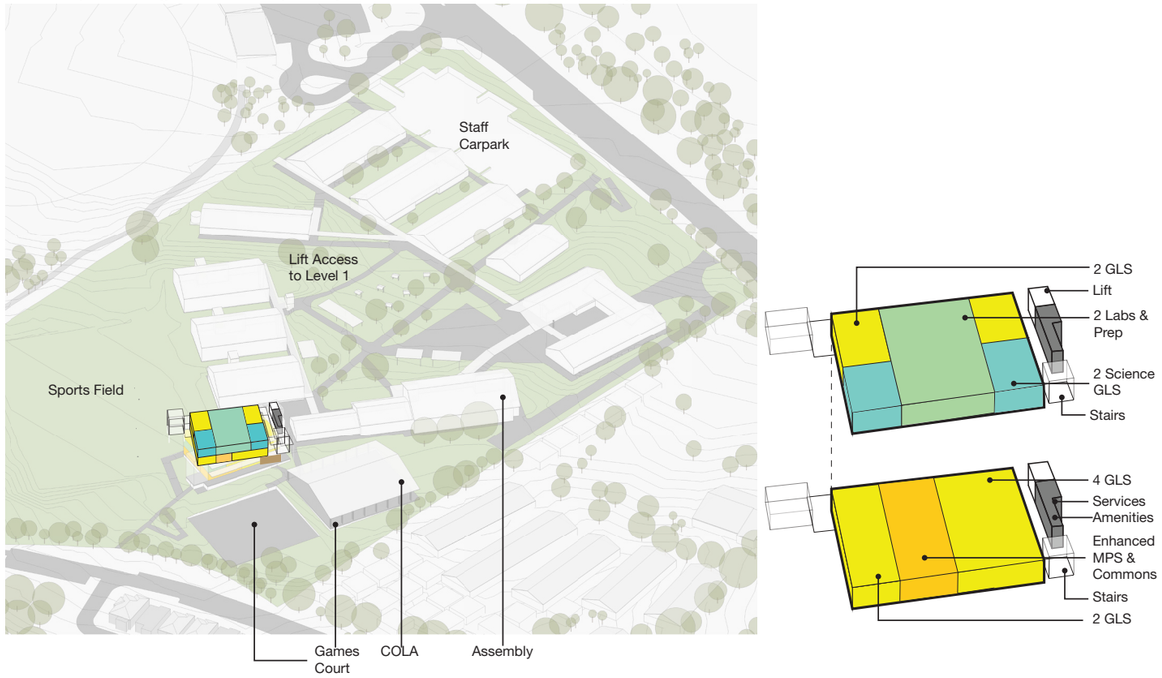
Masterplan Option 6A & C



While Option 6C was preferred at the conclusion of Masterplanning further Bushfire consultation advice received during the early Concept Design phase indicated that the impingement of the APZ, although relatively minor, was unlikely to be readily supported when other development options were available. The requirement to not impede existing circulation around this new building while still avoiding the Bushfire Asset Protection zone is the determinant for Option 6A being preferred to proceed into Concept Design development.

3.7 Concept Design

Concept Design - Descope Option / Two Storey Building



Option 6 was revised and Business Case was approved including the following design measures:

- Updated building location: games courts and games field relocation not required;
- Landscaping scope rationalised;
- New two-storey building;
- Deletion of Visual Arts hub and staff study;
- Amenities rearranged;
- 8 x GLS;
- 2 x Science labs;
- 2 x Science GLS;
- 1 x Shared Learning Common with 1 x enhanced multi-purpose space

Option 06C is setout parallel to the covered games courts, existing access to the games courts and field is the least compromised in this Option. However, this option impinges on the Bushfire Asset Protection Zone (APZ), the implications of which include potential planning approval complications if the Rural Fire Service do not support the scheme. Therefore, the design was further amended to bushfire requirements described in the Bushfire Assessment Report completed by Building Code & Bushfire Hazard Solutions, dated March 2024.

Concept Design - Bushfire Amendments

Final amendments were done to the concept design to accommodate and comply with bushfire requirements including APZ setbacks, pathway around the building, new emergency accessway, appropriate location for back-up generator ensuring compliance to specification 43 of the National Construction Code (NCC) 2022 which introduces mandatory bushfire protection measures for designated Class 9 buildings, such as healthcare facilities, early childhood centres, schools, and residential care buildings.

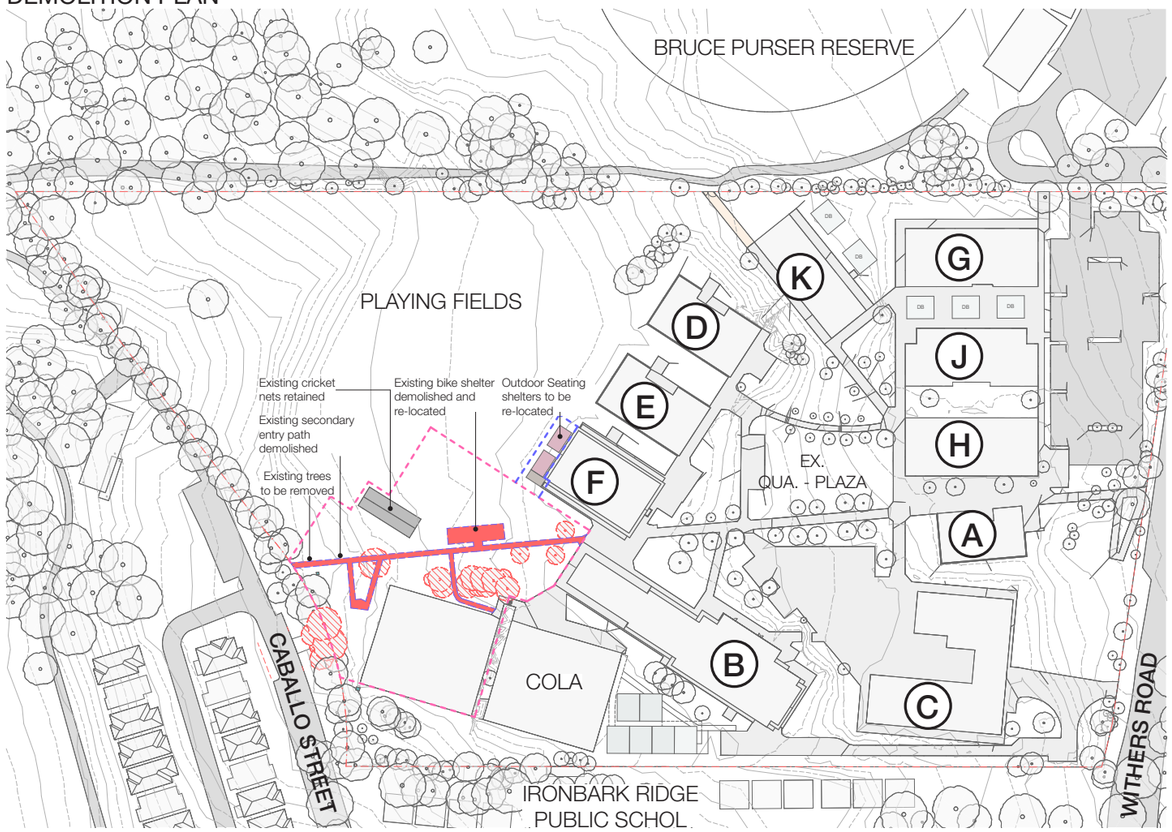
04

ARCHITECTURAL RESPONSE

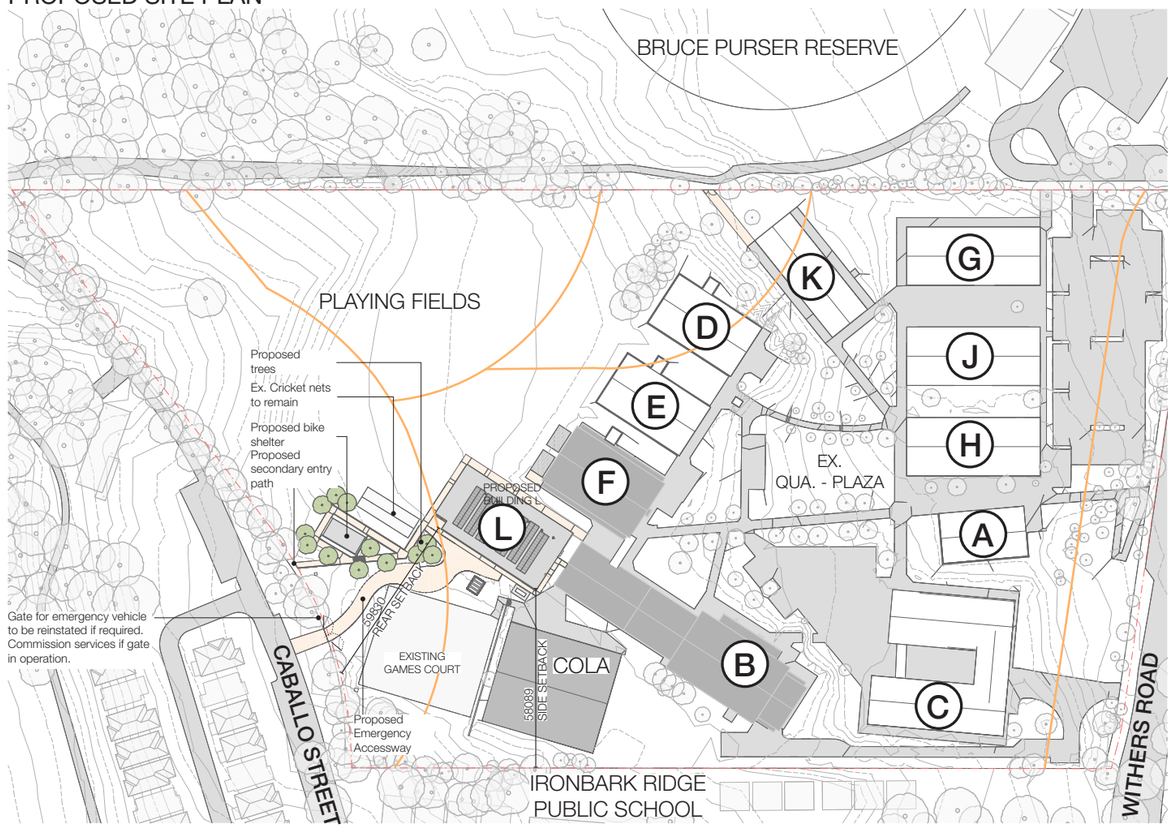
4.1 Overall Plans

Demolition is required to allow for the new building L. Existing pathways, landscaping and trees affected by the school upgrade will be removed, including existing covered walkways and shed.

DEMOLITION PLAN



PROPOSED SITE PLAN



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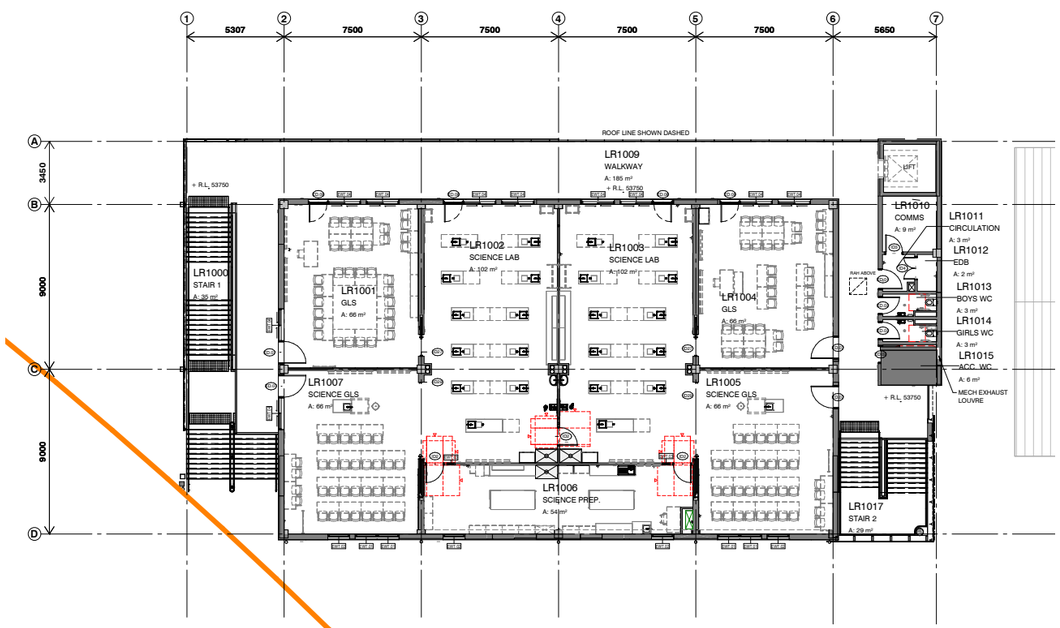
4.1 Overall Plans

GROUND FLOOR

LEVEL 1



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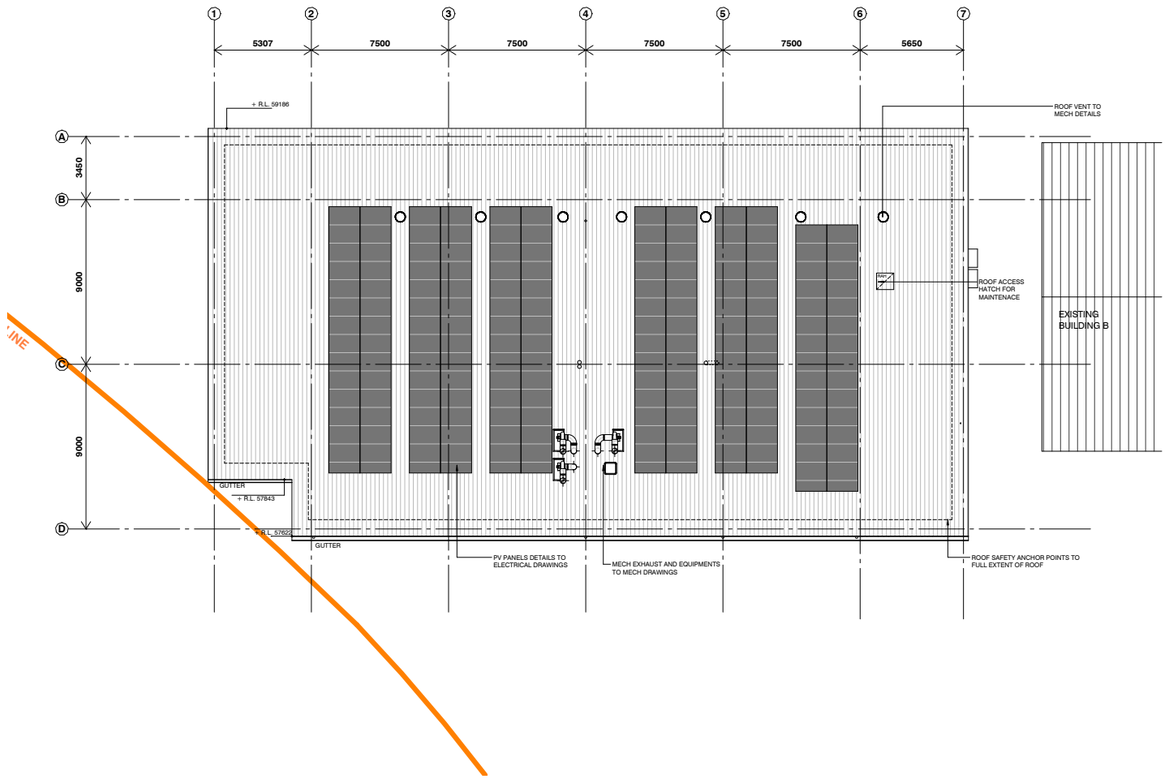
4.1 Overall Site Plans

ROOF PLAN



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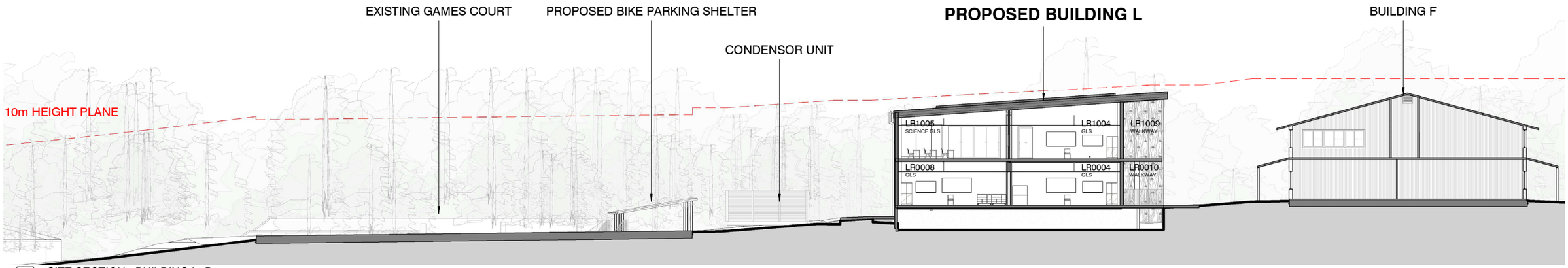
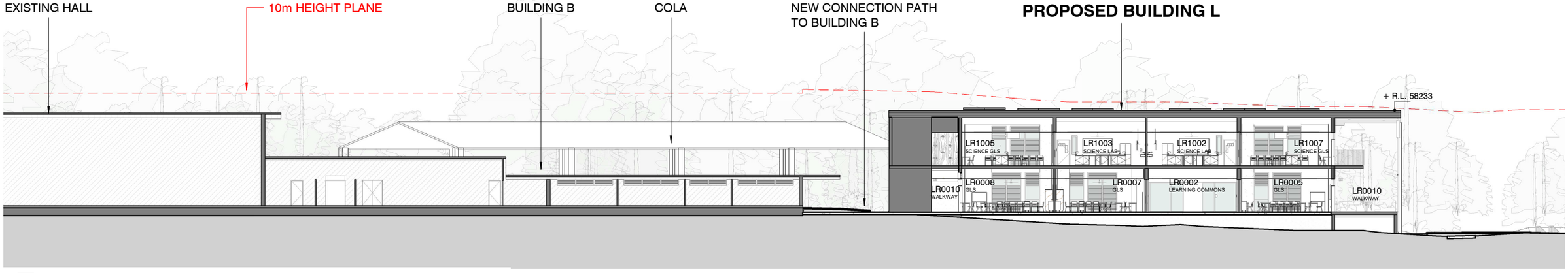
4.2 Site Sections



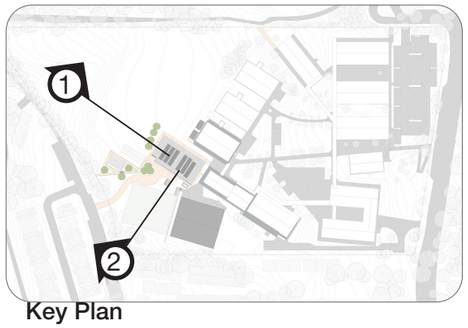
1 SITE SECTION - BUILDING L- B

1 : 200



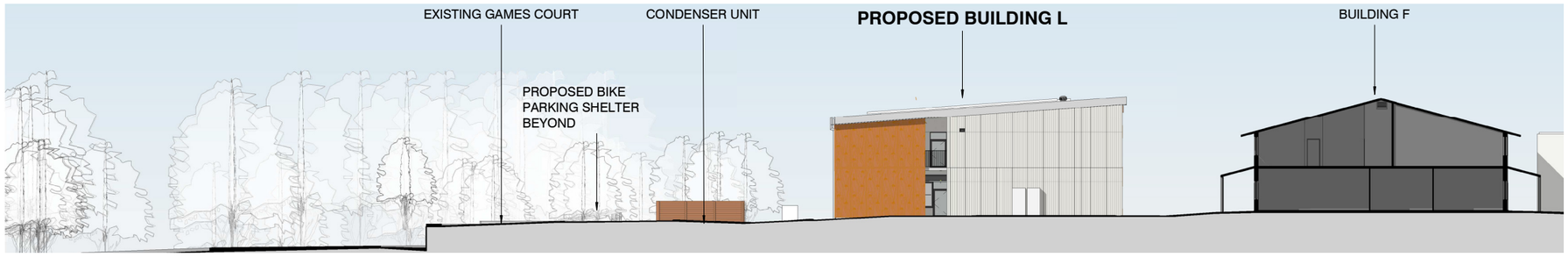
2 SITE SECTION - BUILDING L-F-E

1 : 200

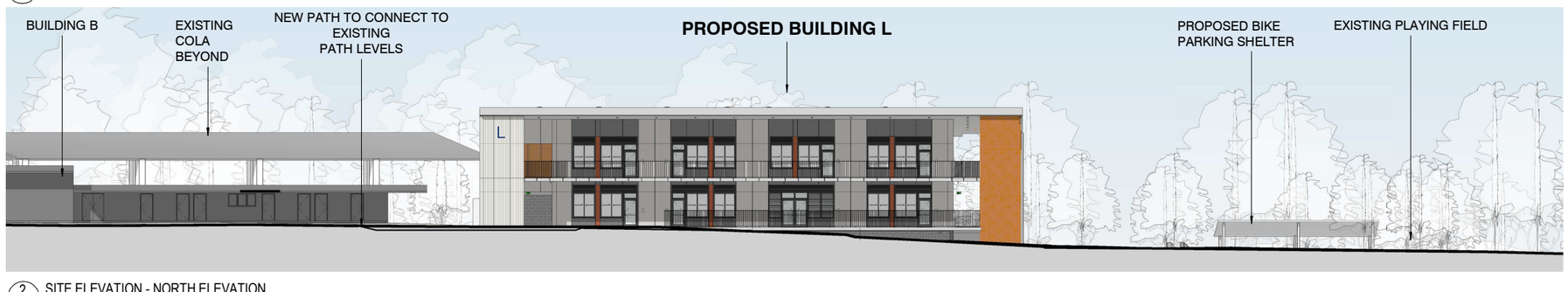


Key Plan

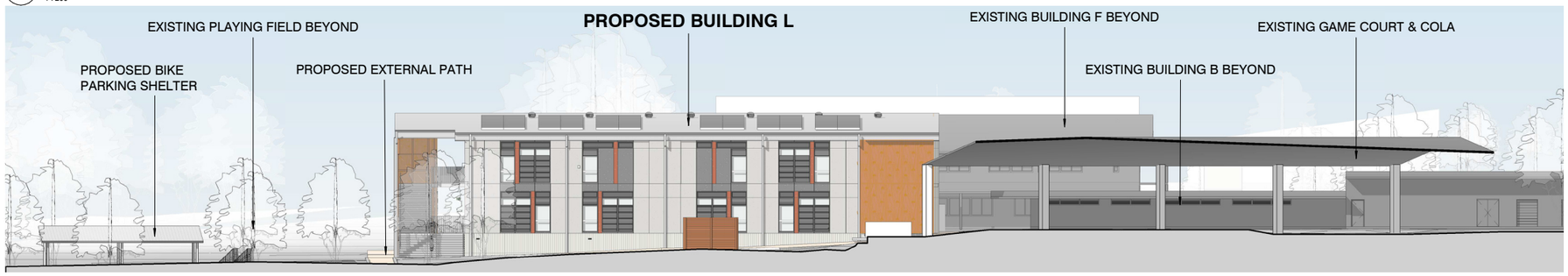
4.3 Site Elevations



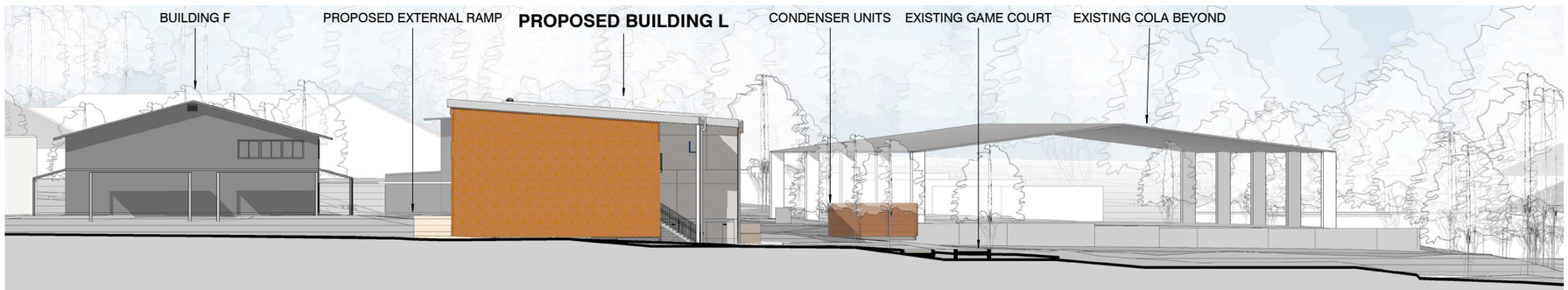
1 000004 SITE ELEVATION - EAST ELEVATION
1 : 200



2 000004 SITE ELEVATION - NORTH ELEVATION
1 : 200



1 000004 SITE ELEVATION - SOUTH ELEVATION
1 : 200



2 000004 SITE ELEVATION - WEST ELEVATION
1 : 200

Key Plan

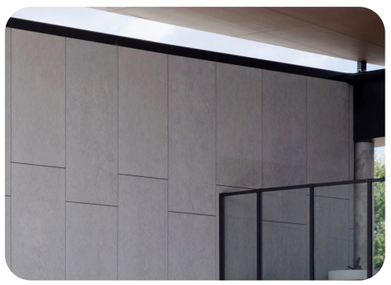
DURABLE ROOF

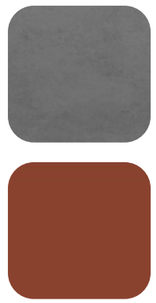
Metal roofs 4 degrees fall towards circulation. Light reflectance material to improve thermal performance.

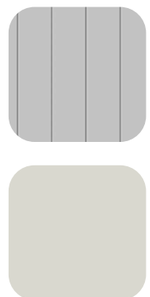
Metal Roof (RF)

DURABLE CLADDING - LOWER & UPPER

For areas where students will come in contact with facade cladding but are not subject to the same high traffic as the ground plane a durable pre-finished, colour-through CFC is proposed







CFC Cladding & Feature (FC)

ROBUST MATERIAL - CORE & WET AREAS

Concrete and Blockwork are used for lift/services/ amenities core to provide structural stability and low maintenance .

Blockwork - smooth medium grey (BW)

FACADE ARTICULATION

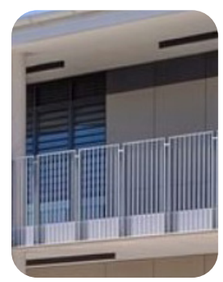
Facade articulation is create by metal screening, feature cladding and walkways and balustrades

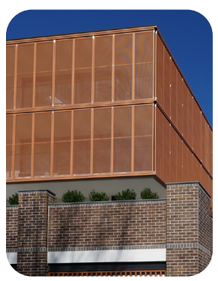
External Painting

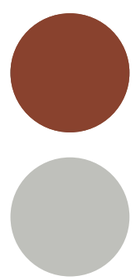
Gutters & Downpipes

CWC PERFORMATED METAL FALL PROTECTION POWDERCOAT

Selected stair cores
custom artwork applied to CFC Cladding



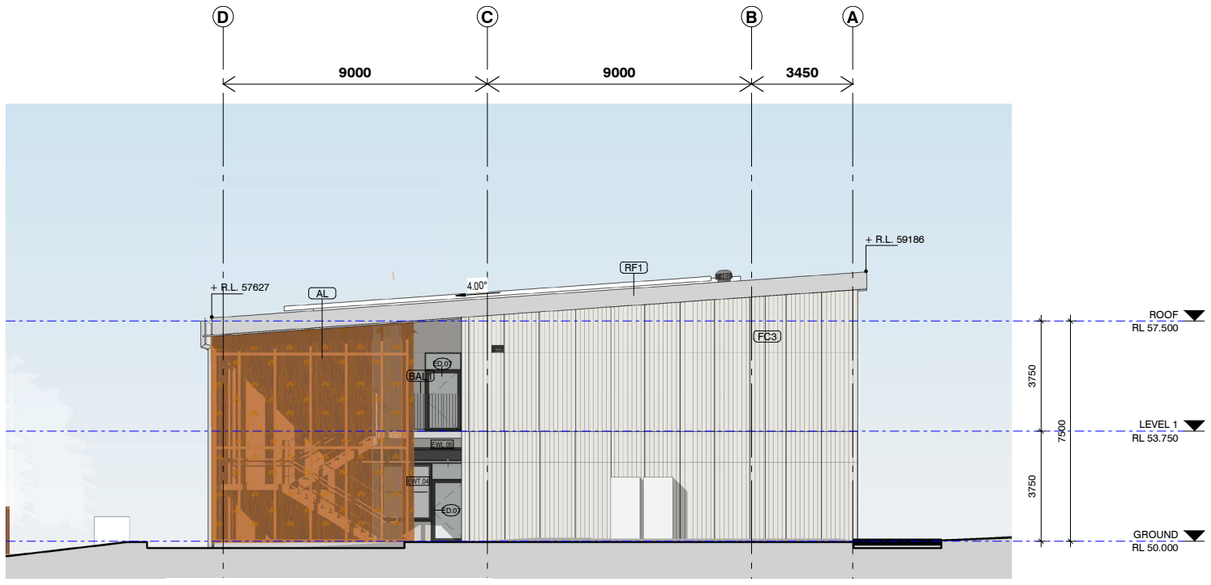




Powdercoats

4.5 Indicative Elevations

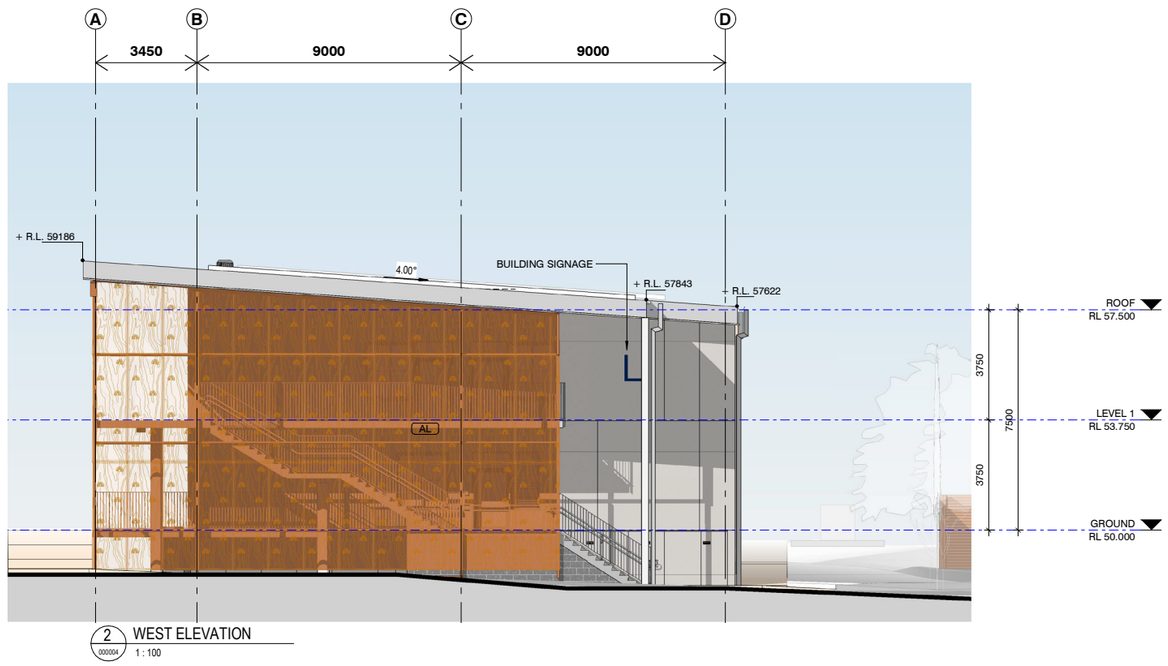
1 EAST ELEVATION
000004 1 : 100



2 NORTH ELEVATION
000004 1 : 100

4.5 Indicative Elevations

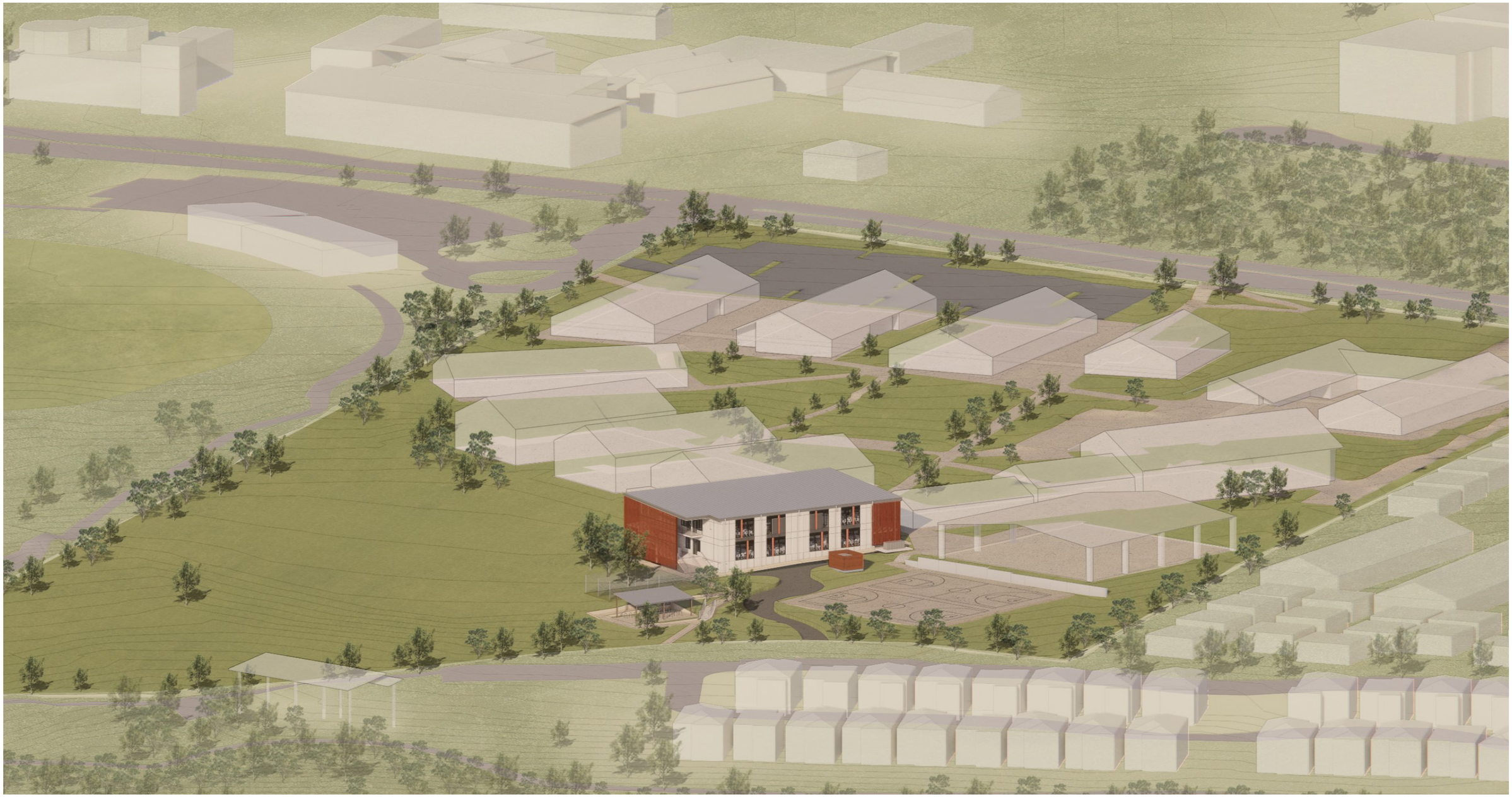
1 SOUTH ELEVATION
113202 1 : 100



2 WEST ELEVATION
000004 1 : 100

4.6 Renders

Aerial View



4.6 Renders

View from Caballo Street Entry

4.6 Renders

View from Play Field

The new building ‘L’ signage is proposed near lift and staircase, visible from existing school buildings and from the back entrace pathway. Existing School signage to remain, including pedestrian and vehicle entries signs, building and directional signs.

Way-finding signage will incorporate building, department and room identification. Signage drawings have been included in the architectural drawing pack as part of the REF submission.

Existing Main School Signage

Existing School Entry / Sign

Proposed Emergency Accessway / Sign

Proposed Building Signage

Department Signage
+ EFSG Signage for every room

05

ENVIRONMENTAL RESPONSE

5.1 Visual Impact Statement

A number of views have been reviewed from various points from Caballo Street towards the site's southern boundary, where Building L is proposed.

The governing design principle for siting the building was to address the limitations of the Asset Protection Zone while keeping minimal impact towards neighbouring residential developments.

There is a significant setback of greenery between Caballo Street and the proposed two-storey building. A majority of the surrounding residential developments are also two-storeys, minimising the impact of the building's scale from surrounding streets. The building's features and materiality further contribute to soften the bulk and scale of the development.

In the following visual impact studies, landscape has not been illustrated so that visual impacts can be annotated.

Key Plan

A View from Caballo Street (Southeast)

B View from Caballo Street School Secondary Entry

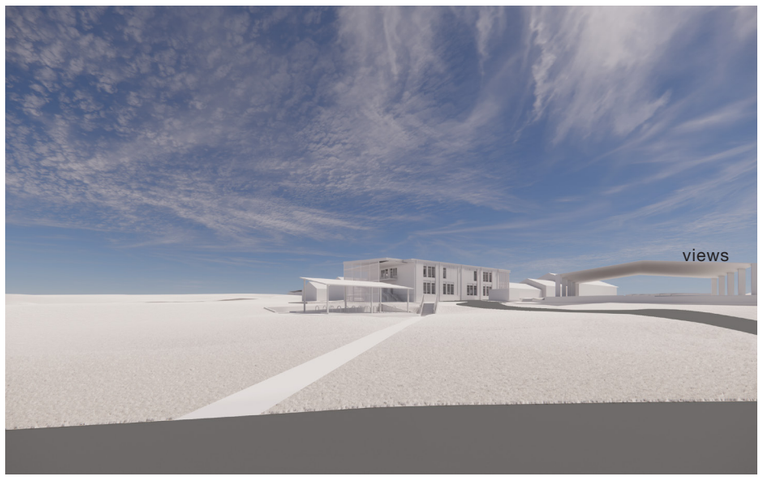
C View from Picnic Area

View A from Caballo Street (Southeast)

View from Caballo Street towards school southern boundary. The new Building 'L' with maximum two-storey high allows views towards Picnic and green areas in the background.

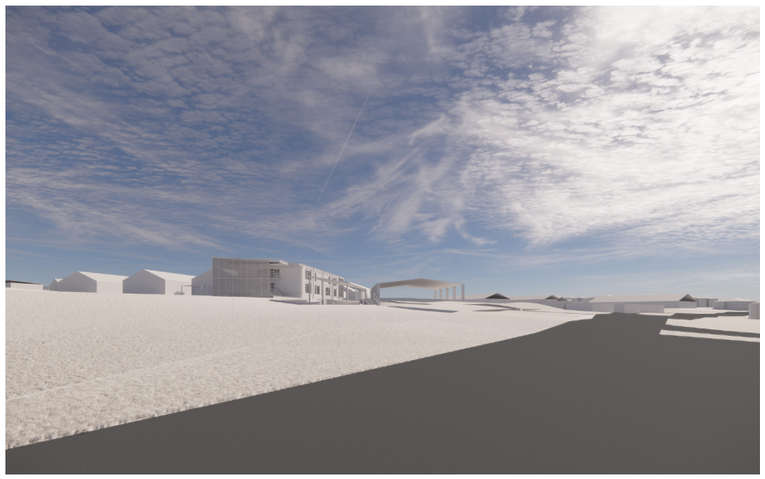
5.1 Visual Impact Statement

View B from Caballo Street School Entry



View from Caballo Street towards school secondary entry. The new Building ‘L’ is setback significantly which will minimise visual impact on the streetscape.

View C from Picnic Area

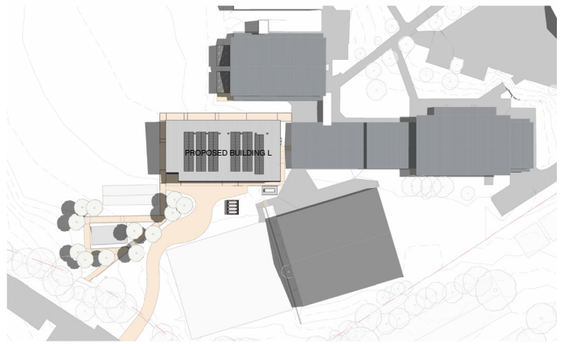


View from Picnic area towards school’s secondary entry on southern boundary. The new Building ‘L’ with maximum two-storey high responds to the existing two-storey residential developments on Caballo Street.

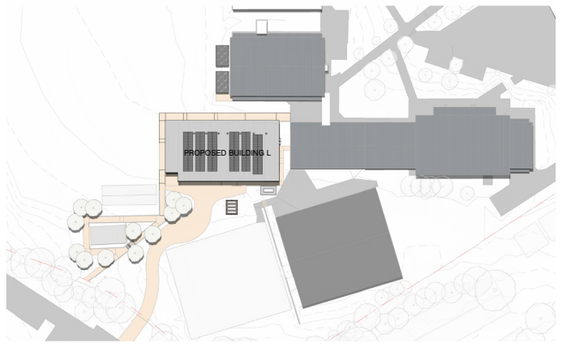
5.2 Overshadowing

The shadows generated by the proposed buildings, specially in winter, do not impact neighbouring properties. Play areas including assembly will not be impacted by the new building and good direct solar access will remain.

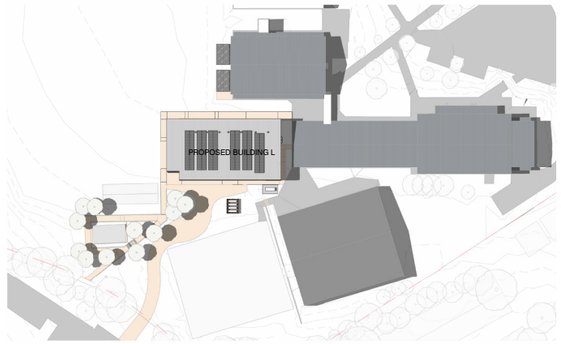
9AM SUMMER



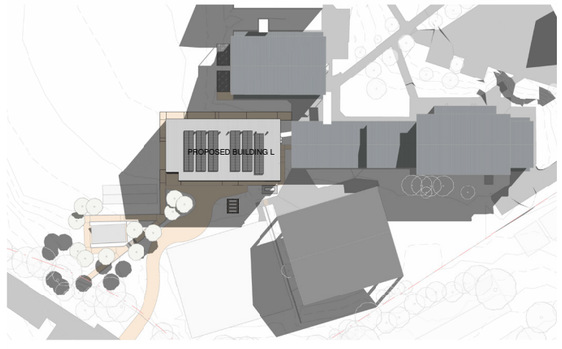
12PM SUMMER



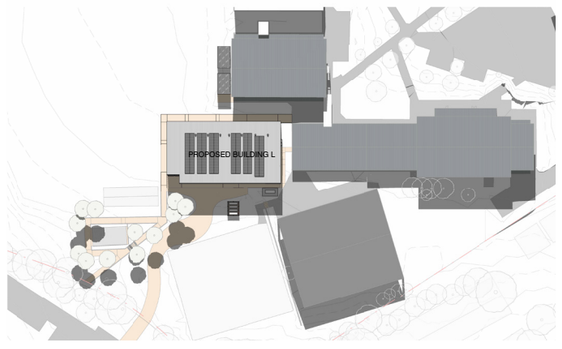
3PM SUMMER



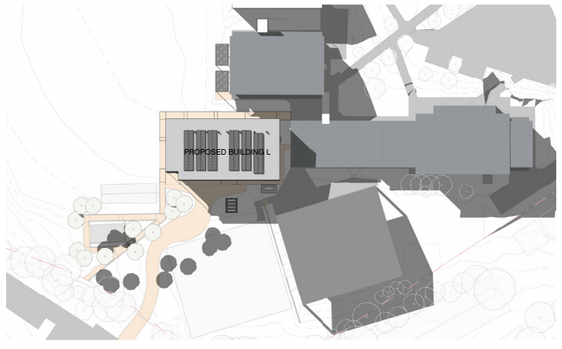
9AM WINTER



12PM WINTER



3PM WINTER



N

Green travel
Encourage cycling for students and staff; existing car park to remain no additional car spaces proposed. New secure and accessible bicycle storage is provided on site near Building ‘L’; existing shower facilities to remain. .

Inclusive design
The building is design with equity in mind, Building ‘L’ will be accessible and enabling everyone to participate equally, confidently and independently.

Building and landscape as a teaching tool
Our goal is to increase awareness of sustainability issues, and educate students about natural systems and the environment.
Using the building itself to teach students about construction, engineering and architecture gives students a valuable practical understanding of their built environment, along with finding small opportunities to incorporate lessons, particularly Connecting with Country, into the fabric of the school. Connecting with Country design has been proposed as feature in metal screens, graphics film and the colour pallete in the new building.

Natural ventilation
A mixed mode ventilation approach is proposed for the new building. Given the climatic conditions in Australia, it is likely that natural ventilation could be used during most of summer and mid-seasons.

Water
Potable water use reduction aims for zero potable water where alternative sources could be used (eg. Irrigation / toilet flushing). The strategy is to capture and reuse as much water as possible.

Daylighting/ Solar
The proposed new Building ‘L’ aims to maximise daylighting while prevent glare. There are many benefits to good daylight within buildings including: connection with space and time; improved concentration; happier users. However, sunlight requires control at times to prevent glare and solar heat gain. Vertical screens are proposed on western facade while the eastern facade is protected by the services cores. The proposed walkways will protect direct sunlight on northern facade. The project also includes PV array for energy generation and the ambition of future net-zero status.

70.62 KW Solar PV System

20,000L Rainwater Tank

06

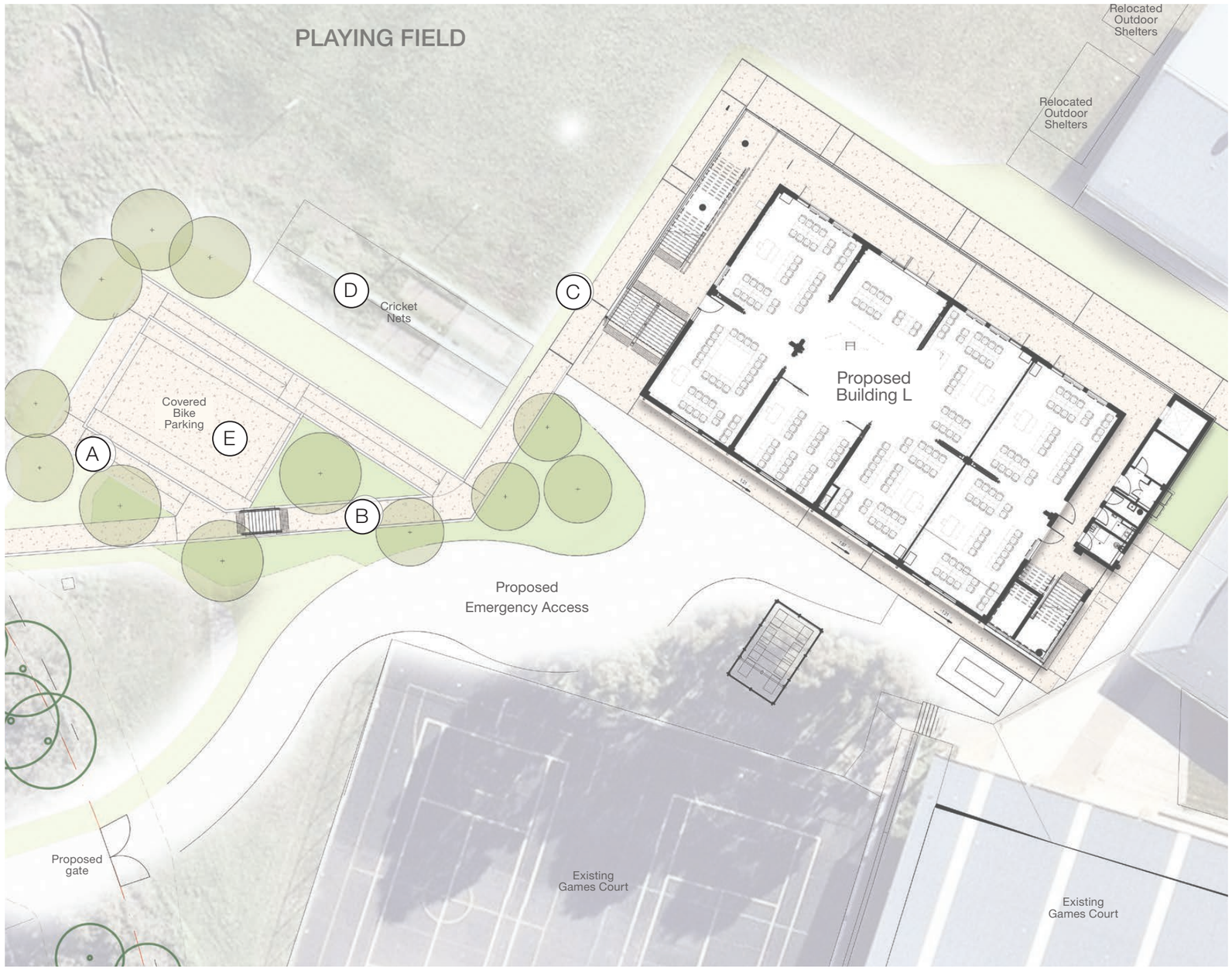
LANDSCAPE STRATEGY

6.1 Landscape Masterplan

The proposed landscape design involves minimal intervention to the existing School site, new pathways, make good of existing grassed areas and new planting including trees are proposed.

The new Building ‘L’ is positioned towards the rear of the site, with the primary design changes focused on the secondary pedestrian entry pathway from Caballo Street. The existing path will be demolished and replaced with an accessible ramp that wraps around a newly introduced covered bike parking area.

Most existing trees are preserved, while new trees will be planted along new pathways. Additionally, a new emergency accessway is proposed, extending from Caballo Street to Building ‘L’ which will serve for fire truck access.



- A Proposed accessible secondary entry & ramp
- B Proposed Creek Walk
- C Proposed Building L Access
- D Existing cricket nets
- E Proposed covered bike parking
- Existing retained trees
- Proposed trees

07

CONNECTING WITH COUNTRY STRATEGY

7.1 Walking Country

On 9th of June 2022 DJRD, SINSW and Site Image were fortunate to Walk Country with Dharug elders Uncle Colin Gale, Aunty Roslyn Fogg and Aunty Cheryl Goh. Aunty Ros welcomed us to Dharug Country and spoke of the significance of the ‘welcome’ as a means of identifying visitors’ business on your Country. Caddies Creek and Smalls Creek run from the Hawkesbury River, to the east and west of the school site respectively. The significance of the creek network through Dharug land is multifaceted: defining clan group boundaries, meeting places and delineating walking trails.

Aboriginal people lived with Country - an eco-centric view. The way that they lived on the land ensured the health of its ecosystems, living nomadically as to not deplete resources in one area. Coolamons and canoes were made without having to destroy a tree.

‘Nura’ the simultaneous concept of ‘Us’ ‘Country’ ‘Here’ is one of balance and symbiosis. Dharug clans understood the ecosystems of the creek network; the plants that grew on the watery banks and food like yabbies and fish that swam beneath the surface.

UNCLE COLIN GALE

Uncle Colin is a Dharug Elder who has grown up around Western Sydney and holds a wealth of knowledge of the area. He has been actively involved in publications on the history of the Dharug people and was the main spokesperson for the Native Title claim of Dharug Country.

Uncle Colin has a deep knowledge of his Country, and how it has changed over the years. He has a collection of artifacts, ochre, tools, photographs and books that he shared with us while he spoke of Dharug history. His knowledge will be a key part of our understanding of Country here.

MURU MITTIGAR
PATHWAY TO FRIENDS

AUNTY ROSLYN FOGG

Aunty Ros is a Dharug Elder from the Buruberongal and Cannemegal clans. She is a direct descendant of Maria Lock, Yarramundi and Gomberee. She is the Chair of the Muru Mittigar board, an organisation focused on Aboriginal education and employment in Western Sydney.

AUNTY CHERYL GOH

Aunty Cheryl is a Dharug Elder from the Buruberongal clan. She is also a descendant of Maria Lock, Yarramundi and Gomberee. She is passionate about education and holds a BA Dip Ed with majors in Aboriginal studies, history and sociology. Aunty Cheryl is now a Director of Muru Mittigar.

Country-centred approach
GA Connecting with Country Report

Photo - Uncle Colin Gale:
Wolter Peeters, The Sydney Morning Herald

Items brought in by Uncle Colin
Artefacts & Local Shells

Photos - Aunty Cheryl & Aunty Ros:
Muru Mittigar

Scar Tree
Photo from Uncle Colin

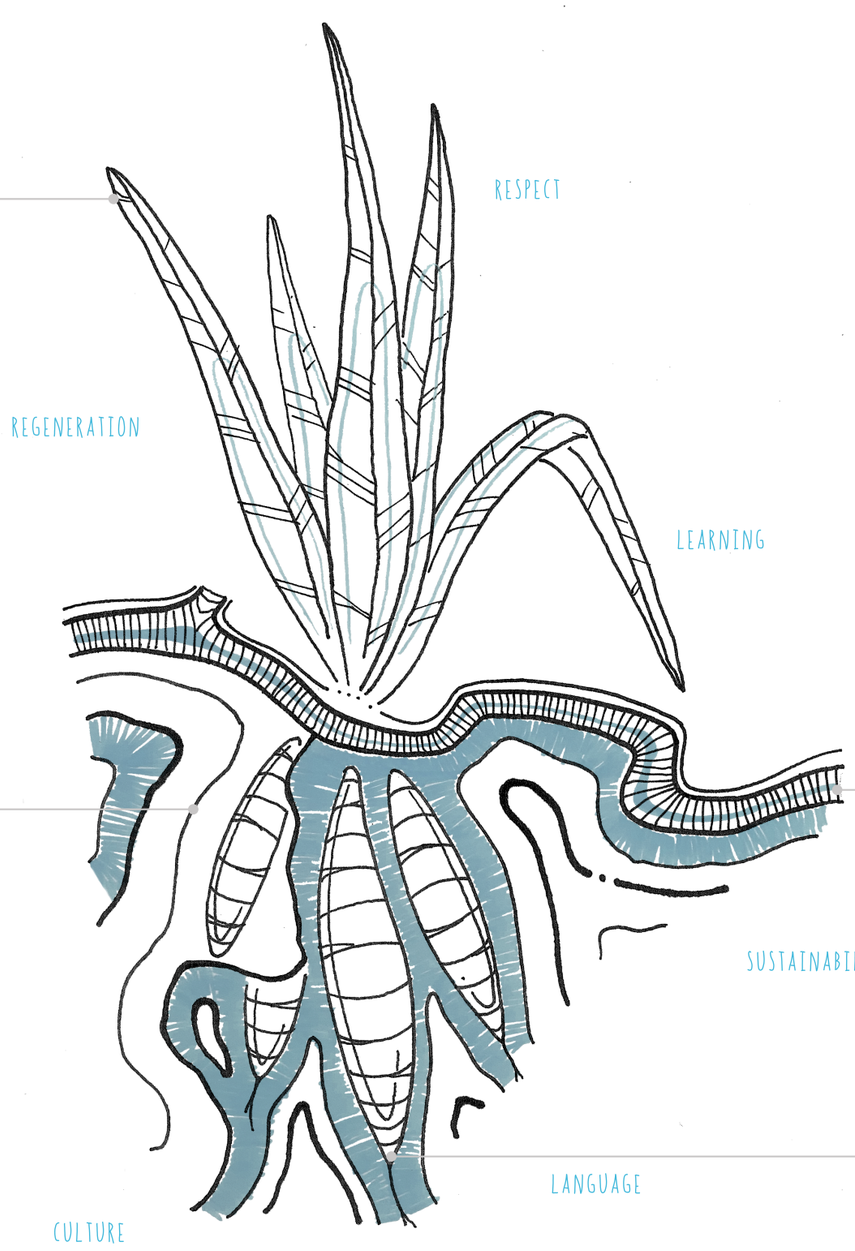
NEW GROWTH

While the unjust treatment of Aboriginal and Torres Strait Islander peoples still has impacts on these communities, there are many strong leaders; past, present and emerging who continue to preserve this ancient culture. Through family, education, music and arts, knowledge is passed on and new life is given to it.

TRUTH TELLING

The Native Institution was designed to inculcate European ideas of 'civilisation', commerce and Christianity into Aboriginal people and turn them into industrious workers. Boys were trained as farmhands and Girls as maids.

During the 1920's indigenous people in the Parramatta region were living in Humpys on the outskirts of town - pushed out because of land grabs.



Artwork - Niwili White Forrest

HISTORY

Maria Lock was born at Richmond Bottoms, on the eastern floodplain of the Hawkesbury River, daughter of Yarramundi, 'Chief of the Richmond Tribes'. Maria was one of the first graduates of the Native Institute in Parramatta and used her intellect and literacy to petition the Governor for a land grant. Maria's marriage to ex-convict Robert Lock was the first sanctioned marriage between an Aboriginal woman and a convict.


PEMULWUY


MARIA LOCK

THE RIVER

The life source

DHARUG - YAMS

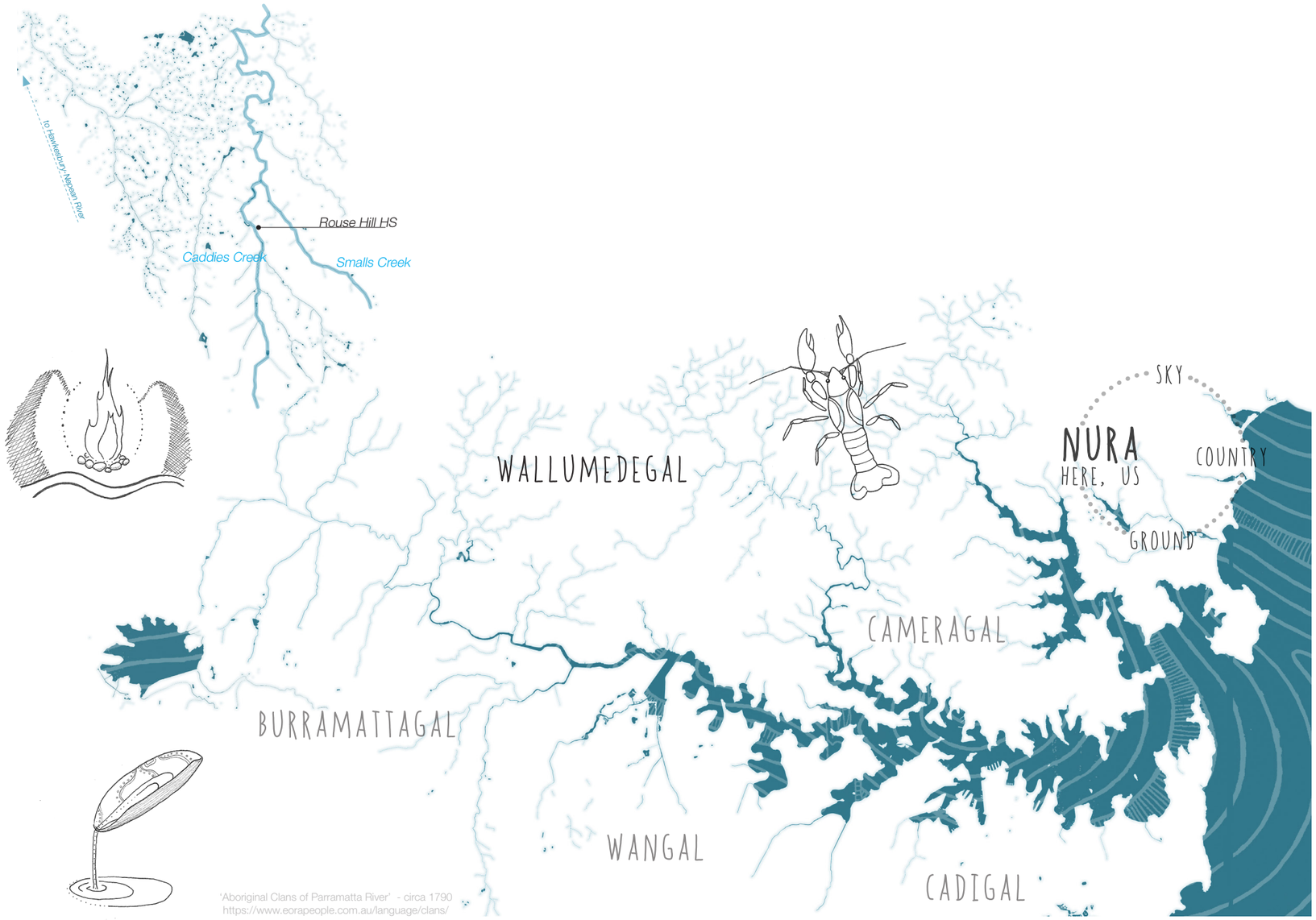
Uncle Colin Gale explained the link between the Dharug word for tooth 'dara' and the traditional farmed food source of the native yam, or 'midiny' in language. The tuber is roughly shaped like a canine and while small each plant would have a cluster of numerous roots. The tubers would have been ground with native seeds to make damper.

7.3 Place

Caddies Creek and Smalls Creek run from the Hawkesbury River, to the east and west of the school site respectively. The significance of the creek network through Dharug land is multifaceted: defining clan group boundaries, meeting places and delineating walking trails.

Aboriginal people lived with Country - an eco-centric view. The way that they lived on the land ensured the health of its ecosystems, living nomadically as to not deplete resources in one area. Coolamons and canoes were made without having to destroy a tree.

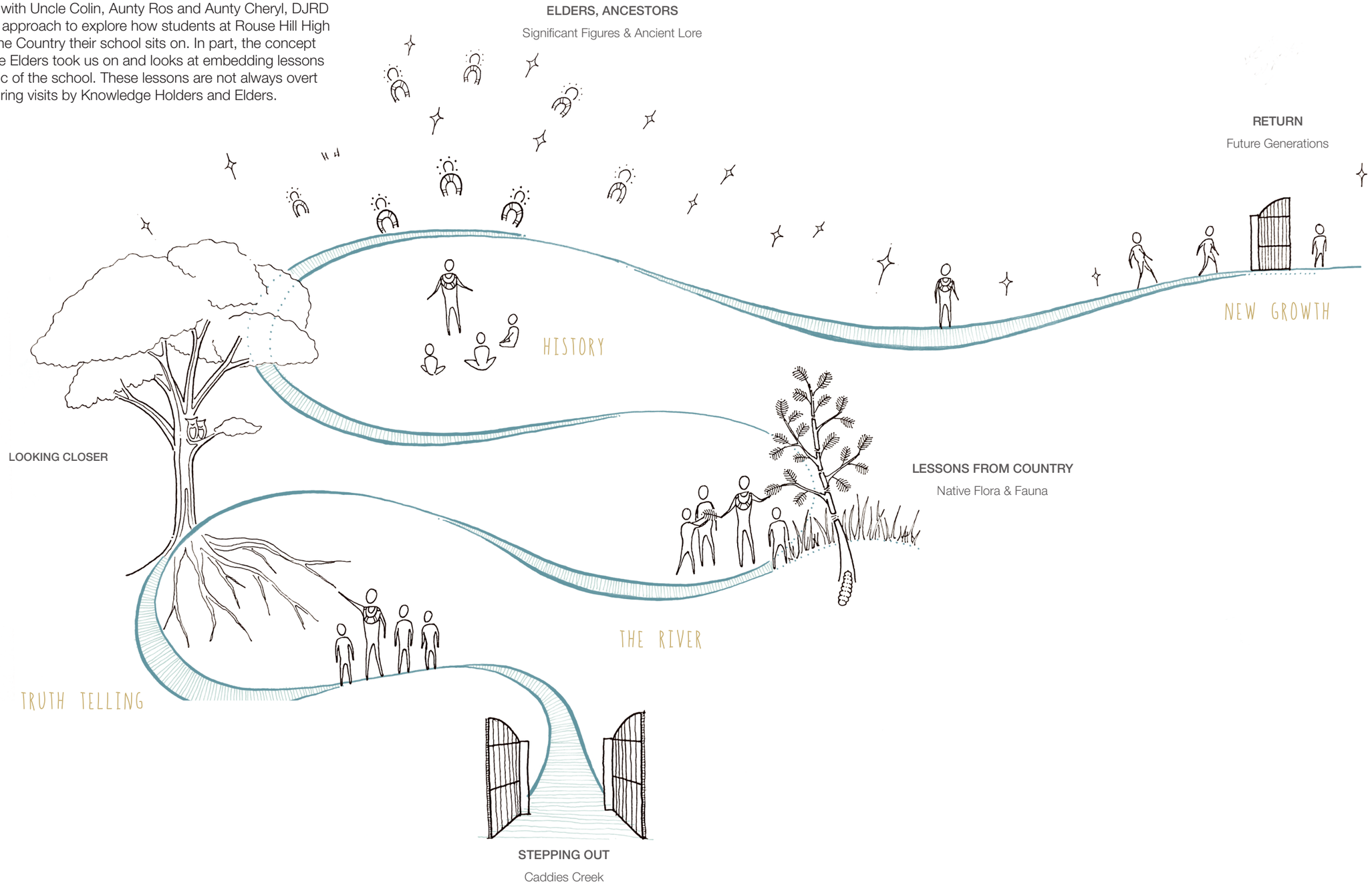
'Nura' the simultaneous concept of 'Us' 'Country' 'Here' is one of balance and symbiosis. Dharug clans understood the ecosystems of the creek network; the plants that grew on the watery banks and food like yabbies and fish that swam beneath the surface.



'Aboriginal Clans of Parramatta River' - circa 1790
https://www.eorapeople.com.au/language/clans/

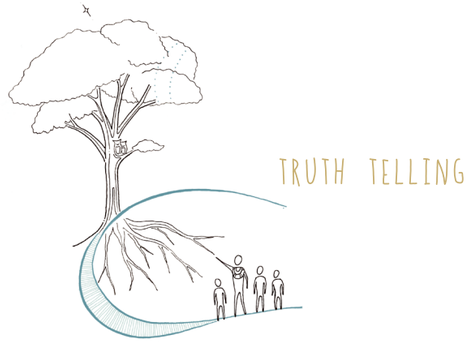
7.4 Designing with Country

Following our consultation with Uncle Colin, Aunty Ros and Aunty Cheryl, DJRD developed this conceptual approach to explore how students at Rouse Hill High School can connect with the Country their school sits on. In part, the concept reflects a journey that these Elders took us on and looks at embedding lessons from this area into the fabric of the school. These lessons are not always overt but can be drawn upon during visits by Knowledge Holders and Elders.

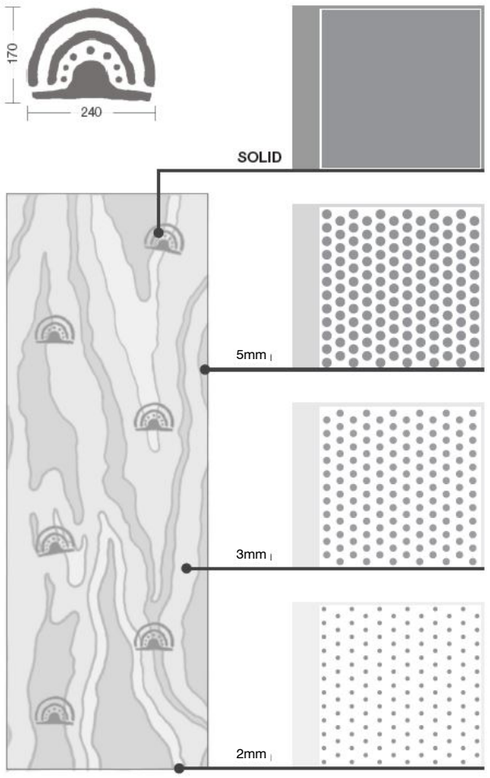


The perforated screening that wraps the new building draws from a story shared by Uncle Colin, about the notches that men would cut in the trunk of gum trees as footholds. When hunting, they used these to climb up and reach the high tree hollows where possums were sheltering.

Disclaimer: This screen concept is a preliminary design intended for illustrative purposes only. It is subject to change and refinement during the development process. The final version may deviate from this concept in terms of design, functionality, layout. Any modifications will be made to align with project objectives and technical feasibility.



PERFORATED SCREEN CONCEPT



NOTE:
- TO BE CONFIRMED BY MANUFACTURER & CONTRACTOR.
- DETAILS TO MANUFACTURER'S SHOP DRAWINGS AT CONSTRUCTION STAGE.

TYPICAL PANELS