

BLAKEBROOK PUBLIC SCHOOL

DRAWING LIST

ARCHITECTURAL

DRAWING NUMBER	DRAWING NAME	DA SET
BLA - ARC - PP - DWG - 001	COVER SHEET	DA1/ DA2
BLA - ARC - PP - DWG - 003	SITE ANALYSIS PLAN	DA1/ DA2
BLA - ARC - PP - DWG - 009	PROPOSED SITE PLAN - POST DEMO	DA1
BLA - ARC - PP - DWG - 010	PROPOSED SITE PLAN	DA2
BLA - ARC - PP - DWG - 015	DEMOLITION PLAN	DA1
BLA - ARC - PP - DWG - 100	UNDERCROFT FLOOR PLAN	DA2
BLA - ARC - PP - DWG - 110	RAISED LEVEL FLOOR PLAN	DA2
BLA - ARC - PP - DWG - 120	ROOF PLAN	DA2
BLA - ARC - PP - DWG - 200	ELEVATIONS	DA2
BLA - ARC - PP - DWG - 201	ELEVATIONS	DA2
BLA - ARC - PP - DWG - 300	SECTIONS	DA2
BLA - ARC - PP - DWG - 400	SHADOW DIAGRAMS	DA2
BLA - ARC - PP - DWG - 500	RENDERS	DA2



AMENDMENTS				DESCRIPTION
REV	BY	DATE		
A	SG	06/09/2023	DRAFT DA ISSUE	
B	SG	27/10/2023	ISSUE FOR DA2	
C	SG	24/11/2023	ISSUE FOR DA2	



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BLAKEBROOK PUBLIC SCHOOL	
417 ROSEHILL ROAD BLAKEBROOK NSW 2480	
DRAWING NAME	
COVER SHEET	

					REVISION
24/11/2023					
DRAWING NUMBER					C
PROJECT	DISCIPLINE	PHASE	TYPE	SERIES NUMBER	
BLA - ARC - PP - DWG - 001					

LEGEND

Heritage or Community Significance

Temporary School

Existing Buildings

Potential Acoustic Impact

Bus Bay

Pedestrian Entry Points

Low Fence

Existing Trees

Views

Bushfire Risk Buffer Zone

High Significance Trees

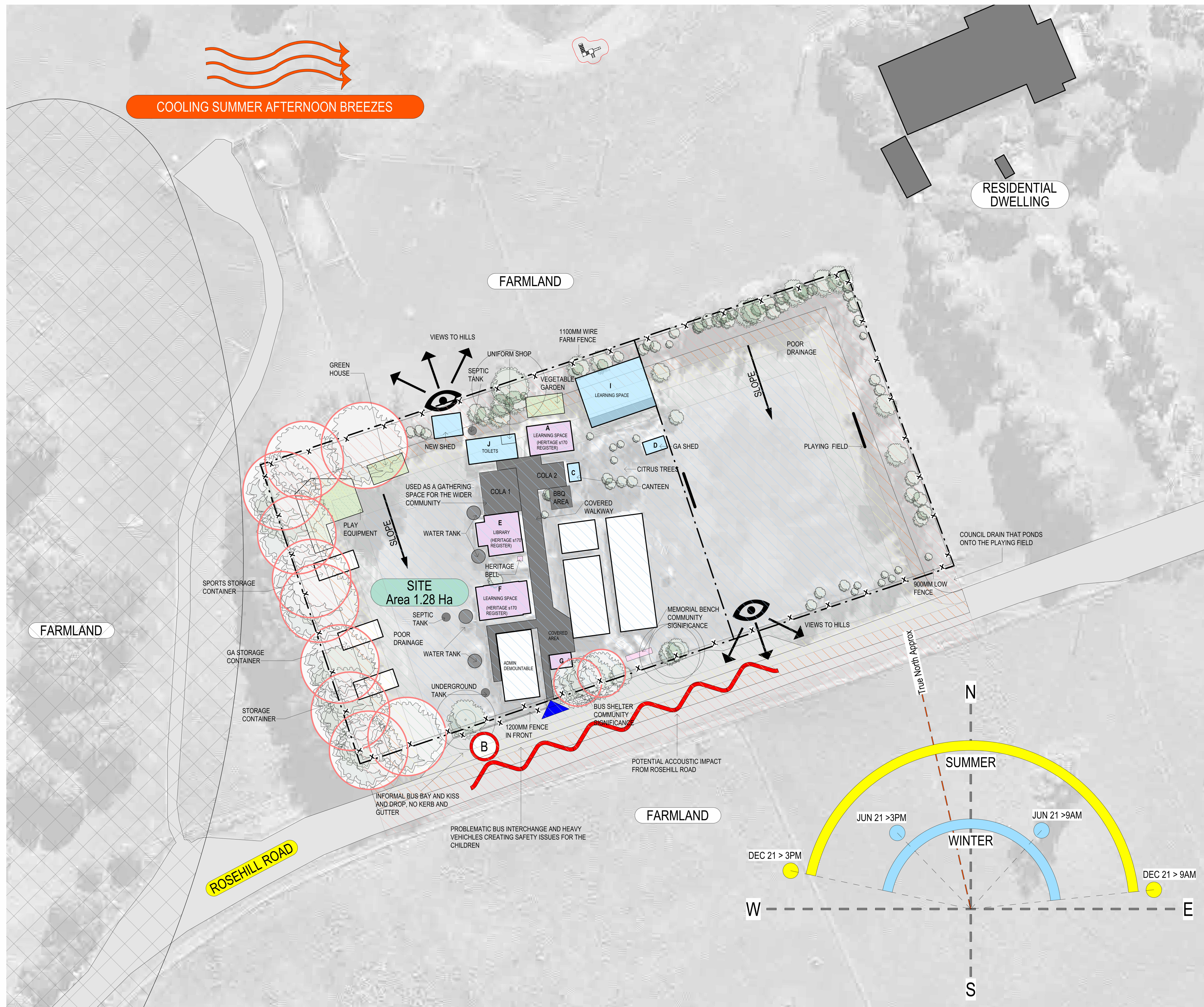
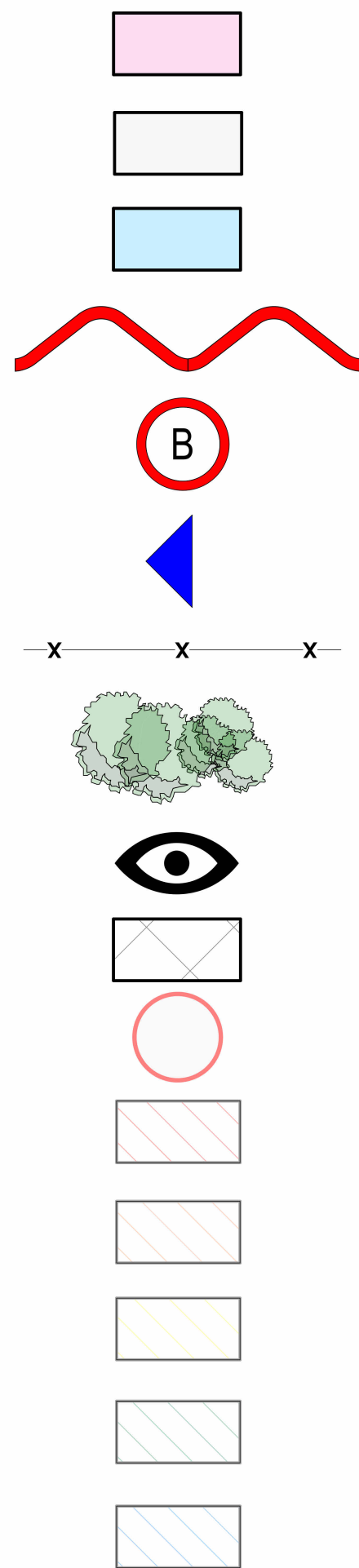
BAL Flame Zone

BAL 40

BAL 29

BAL 19

BAL 12.5



AMENDMENTS			
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A	SG	06/09/2023	DRAFT DA ISSUE
B	ML	27/09/2023	ISSUE FOR DA1
C	SG	24/11/2023	ISSUE FOR DA2

Demolition works under alternate DA



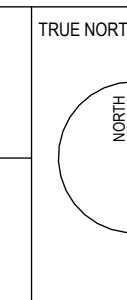
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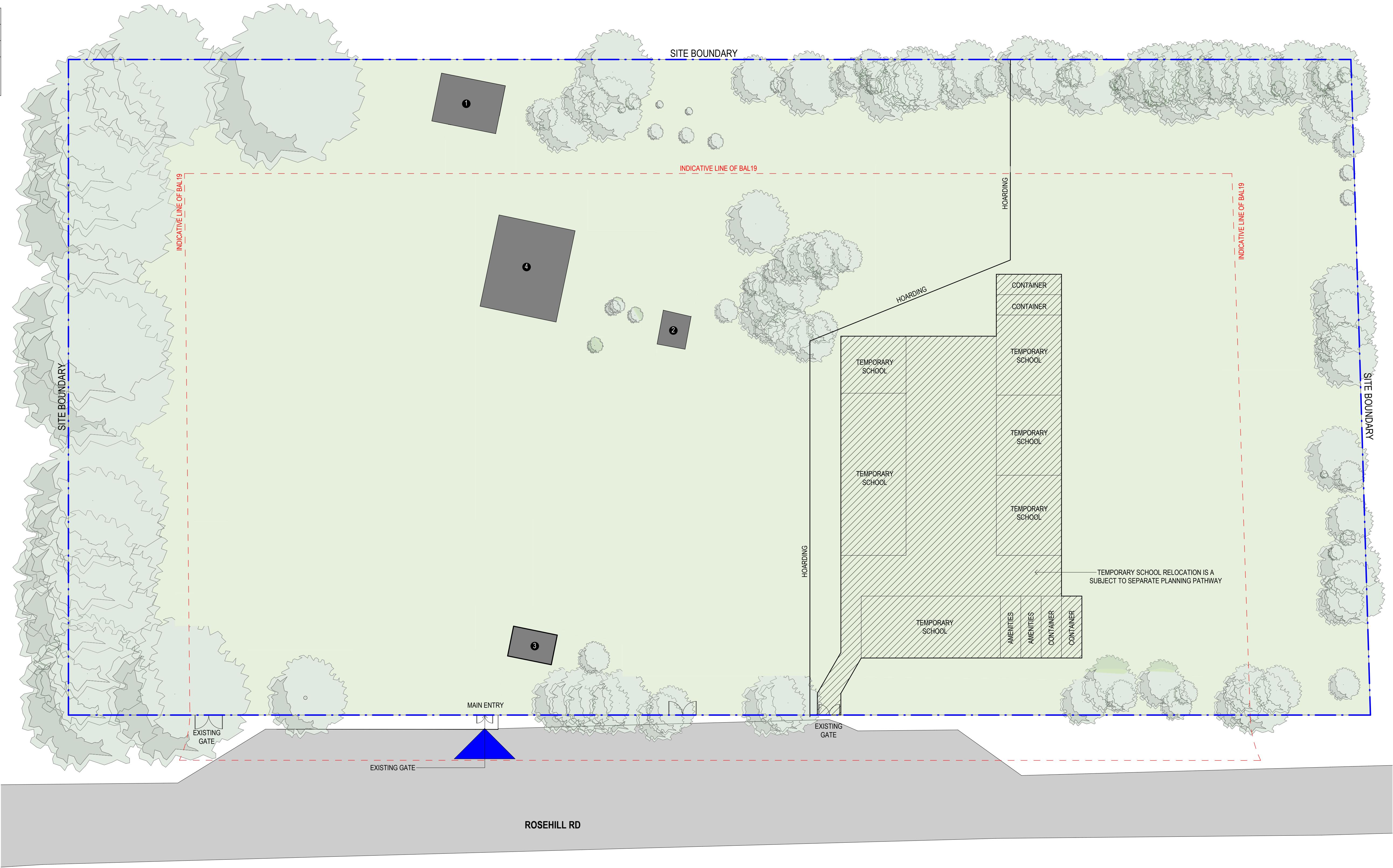
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DRAWING NAME
SITE ANALYSIS PLAN



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DRAWING NUMBER					REVISION	
PROJECT	DISCIPLINE	PHASE	TYPE	SERIES NUMBER	C	
BLA - ARC - PP - DWG - 003						

- LEGEND
- EXISTING TO BE RETAINED
 - RELOCATED TEMPORARY SCHOOL

- 1 EXISTING METAL SHED RETAINED
- 2 EXISTING BBQ AND SHELTER RETAINED
- 3 EXISTING BUS SHELTER RETAINED AND TO BE RELOCATED
- 4 EXISTING BASKETBALL COURT AND AWNING TO BE RETAINED. COURT SURFACE TO BE MADE GOOD WITH NEW LINE MARKINGS. EXISTING BASKETBALL HOOP TO BE RAPLACED.



AMENDMENTS				
REV	BY	DATE	ISSUE FOR	DESCRIPTION
A	ML	27/09/2023	ISSUE FOR DA1	
B	ML	04/10/2023	ISSUE FOR DA1	
C	ML	16/10/2023	ISSUE FOR DA1	



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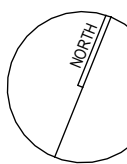
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BLAKEBROOK PUBLIC SCHOOL

417 ROSEHILL ROAD BLAKEBROOK NSW 2480

DRAWING NAME

PROPOSED SITE PLAN - POST DEMO



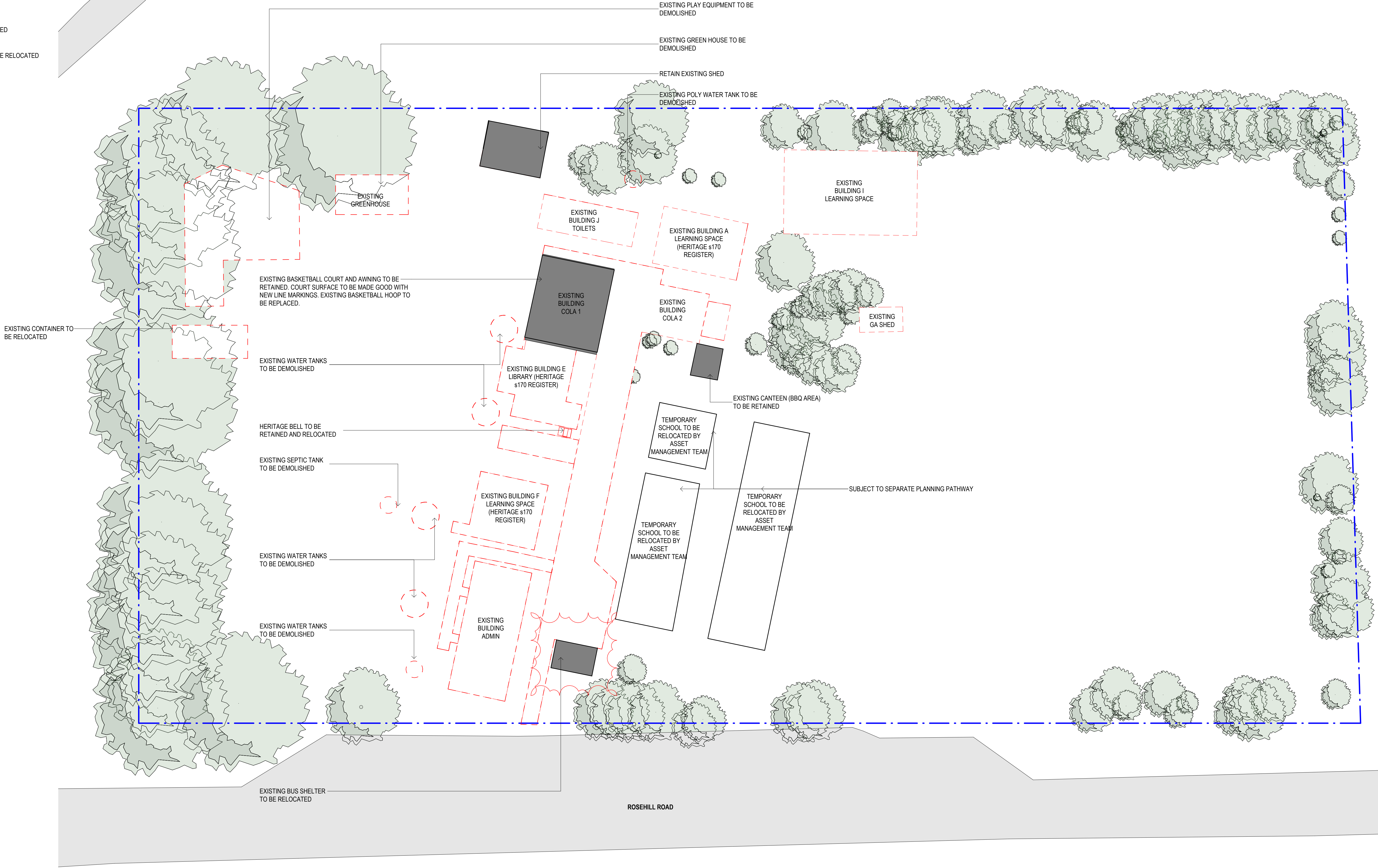
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BLA - ARC - PP - DWG - 009					C	

LEGEND

EXISTING TO BE RETAINED

EXISTING TO BE DEMOLISHED

TEMPORARY SCHOOL TO BE RELOCATED



AMENDMENTS			
REV	BY	DATE	DESCRIPTION
A	ML	23/08/2023	ISSUE FOR COORDINATION
B	SG	06/09/2023	DEMOLITION PLAN DA ISSUE
C	ML	27/09/2023	ISSUE FOR DA1
D	ML	04/10/2023	ISSUE FOR DA1
E	ML	16/10/2023	ISSUE FOR DA1



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417 ROSEHILL ROAD BLAKEBROOK NSW 2480

DRAWING NAME

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SCALE: As indicated @ A1

OCTOBER



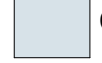



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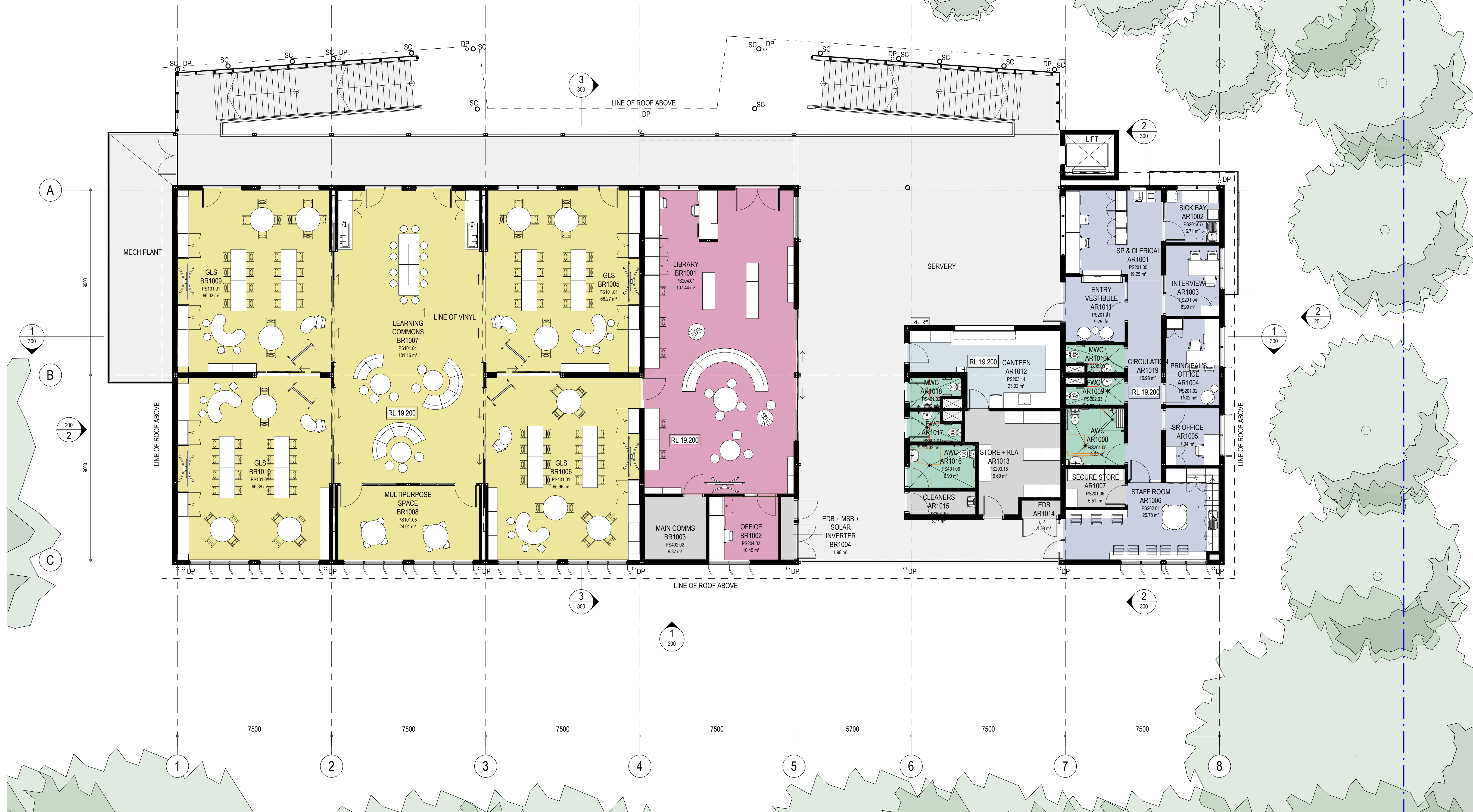
PROJECTDISCIPLINEPHASETYPE SERIES NUMBER

BLA - ARC - PP - DWG - 015

E

LEGEND

	GLS
	ADMIN & STAFF
	LIBRARY
	AMENITIES
	CANTEEN
	STORAGE & SERVICES
	EXISTING BUILDING
	EXISTING PAVEMENT



REV	BY	DATE	DESCRIPTION
A	SG	04/08/2023	PRELIMINARY ISSUE FOR COORDINATION
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C	SG	27/10/2023	ISSUE FOR DA2
D	SG	24/11/2023	ISSUE FOR DA2



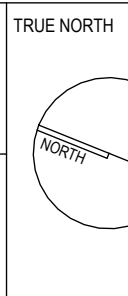
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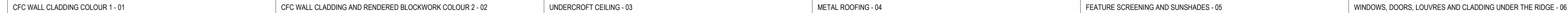
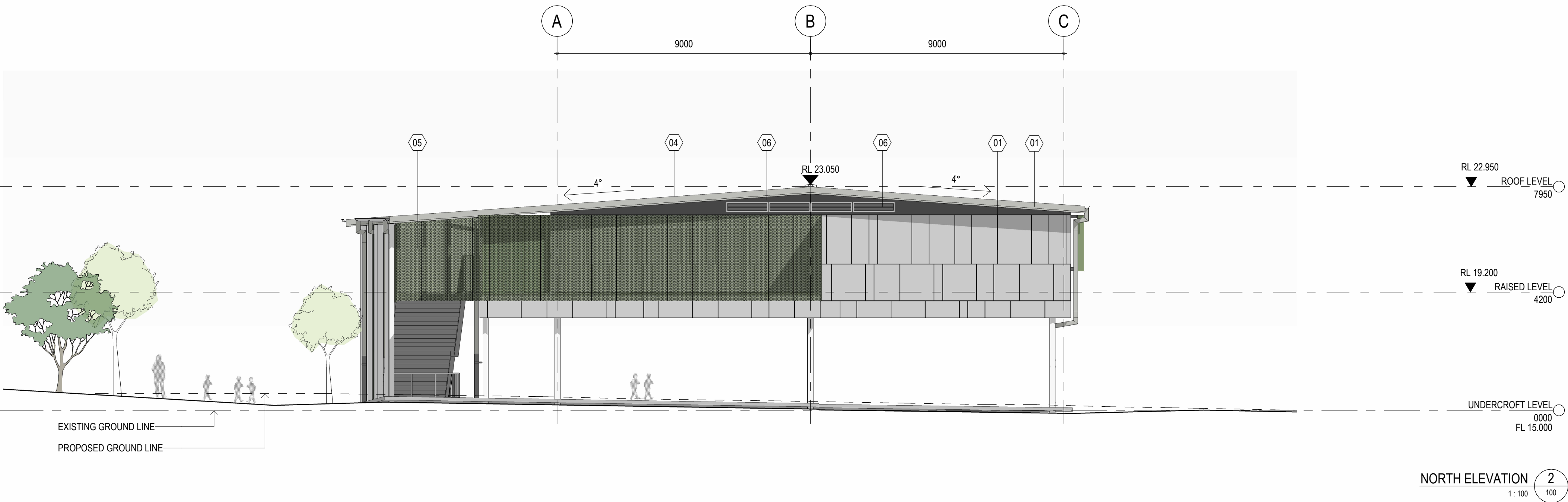
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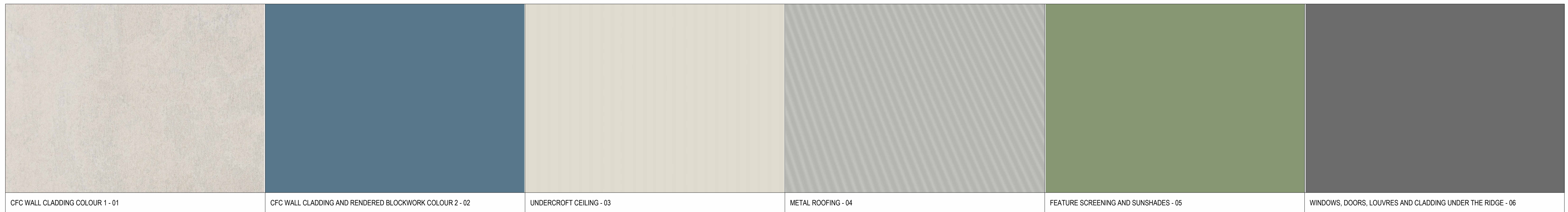
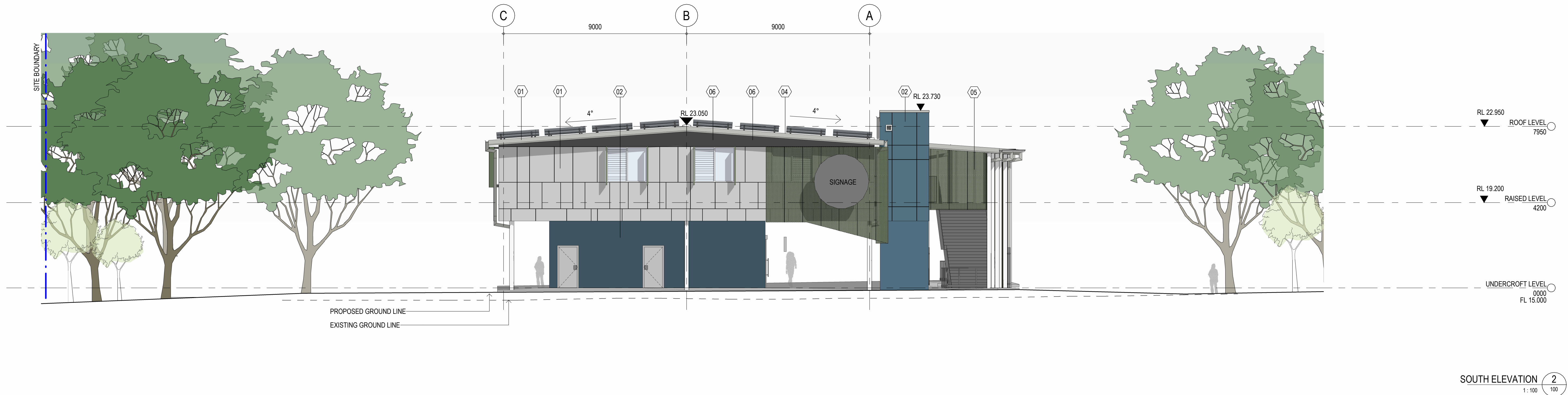
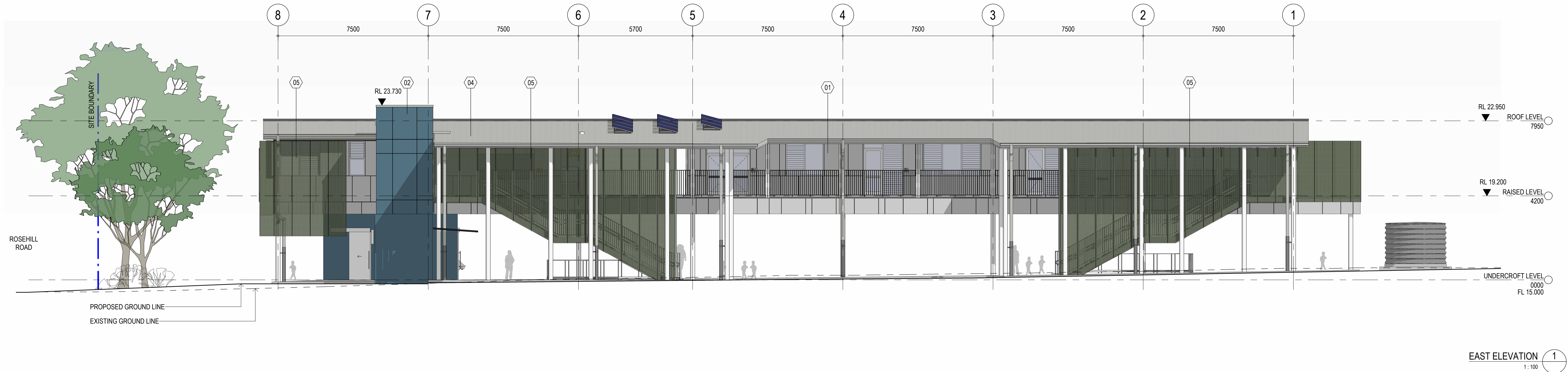
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RAISED LEVEL FLOOR PLAN



PROJECT	DISCIPLINE	PHASE	TYPE	SERIES NUMBER	REVISION
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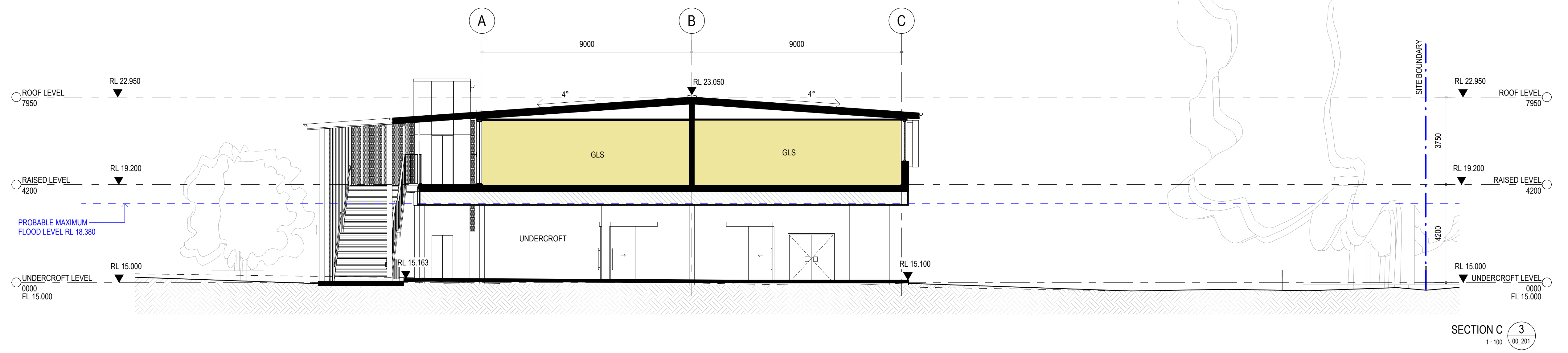
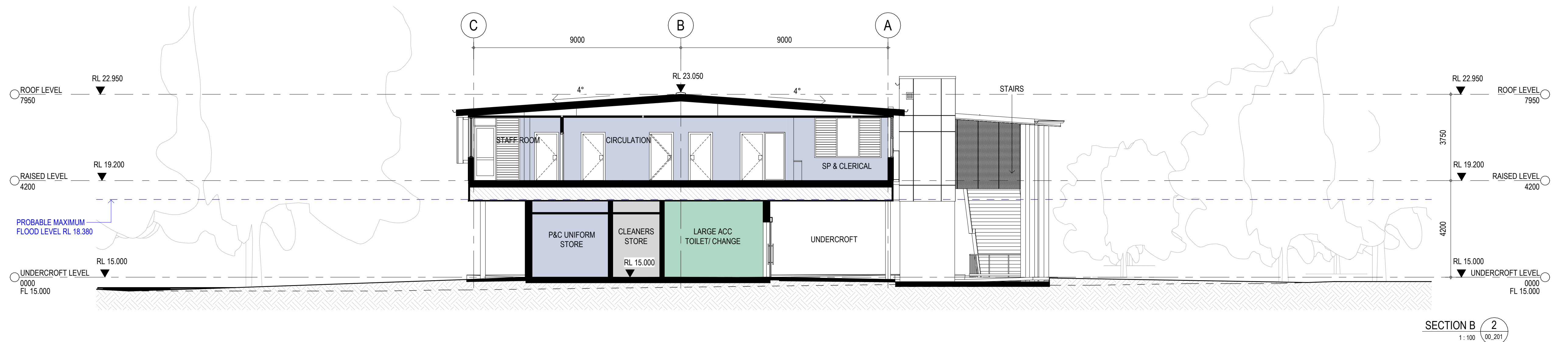
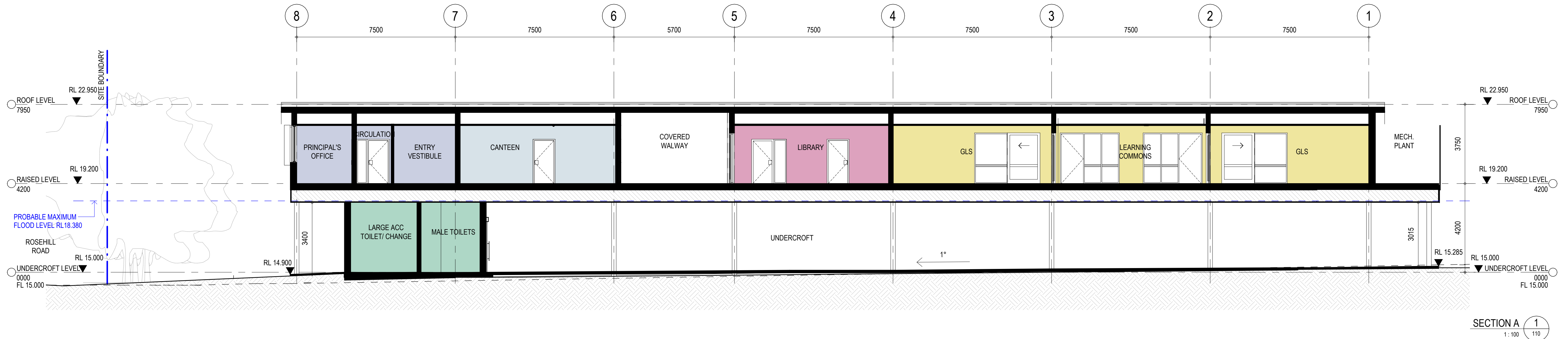
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						REVISION
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AMENDMENTS															
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B	SG	03/10/2023	DRAFT DA ISSUE												
C	SG	27/10/2023	ISSUE FOR DA2												
D	SG	24/11/2023	ISSUE FOR DA2												
E	SG	08/12/2023	ISSUE FOR DA2												

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SCALE 1:100 @ A1					E
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DRAWING NUMBER	PROJECT	DISCIPLINE	PHASE	TYPE	REVISION
	BLA - ARC - PP	DWG			



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C	SG	24/11/2023	ISSUE FOR DA2	ISSUE FOR DA2
D	SG	08/12/2023	ISSUE FOR DA2	ISSUE FOR DA2



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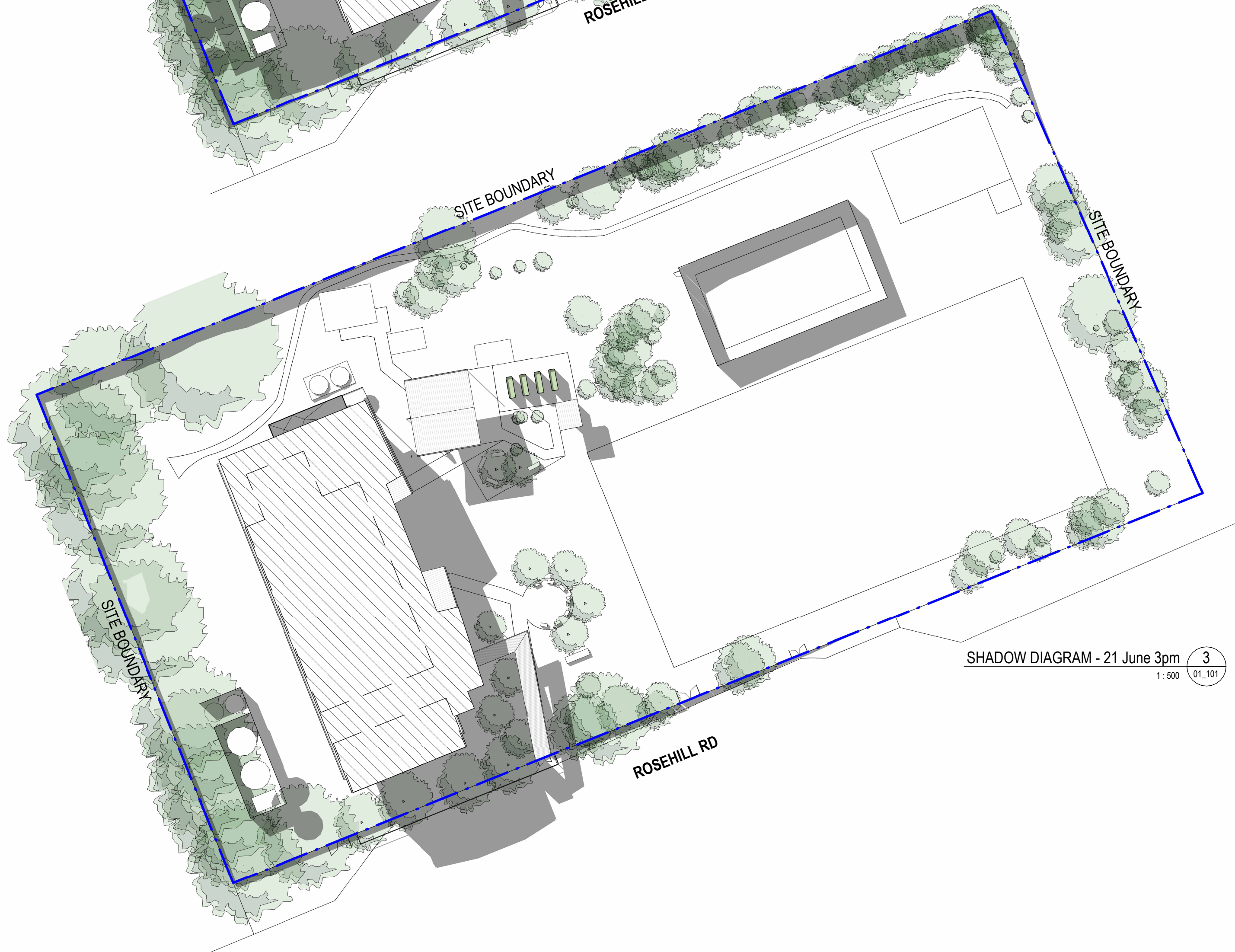
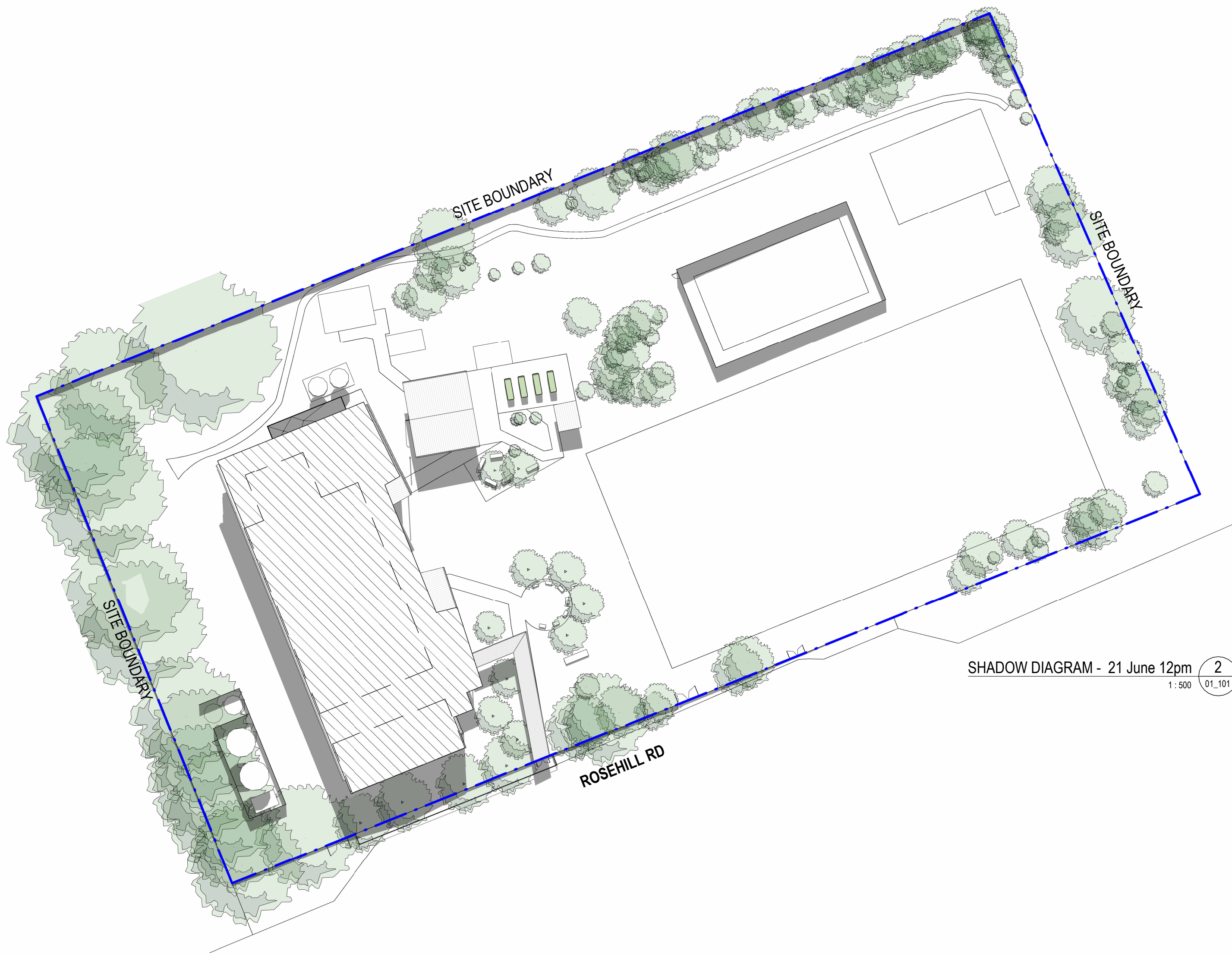
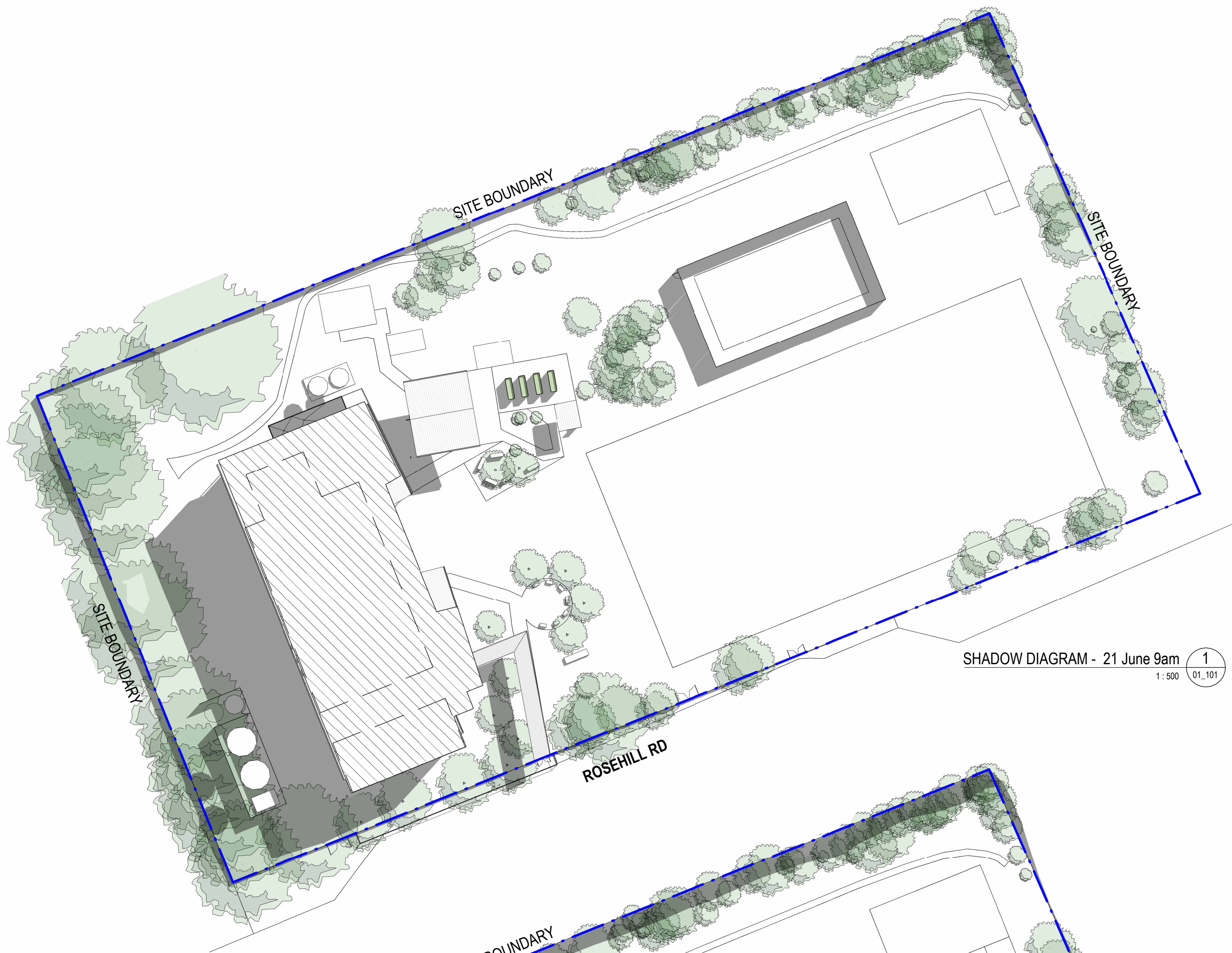
BLAKEBROOK PUBLIC SCHOOL

417 ROSEHILL ROAD BLAKEBROOK NSW 2480

DRAWING NAME

SECTIONS

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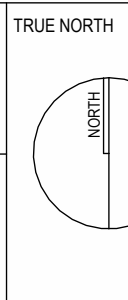
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DRAWING NAME	
SHADOW DIAGRAMS	



SCALE 1:500 @ A1				
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PROJECT	DISCIPLINE	PHASE	TYPE	SERIES NUMBER
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				REVISION
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BLA - ARC - PP - DWG - 500

SCALE @ A1

24/11/2023

REVISION

B

15.12.23

BLAKEBROOK PUBLIC SCHOOL

DEVELOPMENT APPLICATION
DESIGN REPORT



DOCUMENT DETAILS

DOCUMENT/STATUS REGISTER

Issue	Date	Purpose	Written	Approved
A	15/12/23	DA	AC	SR

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NSW REGISTRATION NUMBER 5045

LIST OF ABBREVIATIONS

BCA – Building Code of Australia
COLA – Covered Outdoor Learning Area
CDR – Concept Design Report
DDA – Disability Discrimination Act
DoE – Department of Education
EFSG – Education Facilities Standards and Guidelines
GBA – Gross Building Area
GEA – Gross Envelope Area
GFA – Gross Floor Area (Planning)
GLS – General Learning Space
PA – Pedavoli Architects
SINSW – School Infrastructure NSW
UFA – Usable Floor Area

PROJECT DETAILS

Site Address	417 Rosehill Road, Blakebrook, NSW, 2480
Site Area	approx. 1.28 Ha
Land Use & Zoning	SP2 Infrastructure Educational Establishment
Local Authority	Lismore Council
Traditional Custodians	Bundjalung nation
Heritage	Item - General (Local) - Blakebrook Public School Grounds
Flood	LEP Flood Planning Area
Bushfire	Adjacent to RFS buffer zone
	*Refer to planning report for full information

PEDAVOLI ARCHITECTS

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CONTENTS

1 INTRODUCTION

- Acknowledgement of Country
- Executive Summary
- Project Brief
- Project Description

2 SITE ANALYSIS

- Site Context
- Site Analysis Diagram
- Planning
- Flood
- Heritage
- Bushfire
- Contamination
- Ecology
- Light Pollution
- Acoustic Protection
- Site Images

3 MASTERPLANING

- Community Consultation
- Connecting with Country
- Design Principles
- Preferred Masterplan Option
- Indicative Section

4 CONCEPT DESIGN

- Architectural Drawings
- Material Palette
- Signage
- ESD Principles

5 COMPLIANCE

- Design Quality Principles in Schools
- BCA and DDA
- Play Space
- Circulation
- Amenities

6 REFERENCES

- Documents

7 ATTACHMENTS

- Connecting with Country Draft

1 INTRODUCTION

ACKNOWLEDGMENT OF COUNTRY

Pedavoli Architects acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.

EXECUTIVE SUMMARY

This Concept Design Report has been prepared by Pedavoli Architects on behalf of ADCO Constructions and Schools Infrastructure New South Wales (SINSW). Pedavoli Architects is the Project Architect for the flood re-build works for Blakebrook Public School, partnered with Managing Contractor ADCO. This report builds on the work completed by Pedavoli Architects in the Masterplan and Concept Design phases.

The report collates the concept design approach for the project and synthesises the input of the consultant team. Individual consultant reports are included as reference documents to this report.

PROJECT BRIEF

The brief is to relocate and replace flood damaged buildings with contemporary new learning and admin spaces, based on the SINSW standardised design. Other key objectives are to improve overall site planning and relationships, to retain the existing community and heritage value of the school and ensure provision of future protection against flood risk.

1 INTRODUCTION

PROJECT DESCRIPTION

The existing buildings at Blakebrook Public School, located at 417 Rosehill Rd, Blakebrook NSW 2480, were significantly inundated during the February 2022 floods and most of the structures are no longer habitable due to the damages caused by the flood waters. As a result, the NSW Department of Education is proposing to demolish the existing school buildings and construct a new elevated school building to replace it. The floor level of the new building will be located above the design flood level to increase flood resistance and create useable undercroft spaces.

A development application will be submitted to Richmond Valley Council for these works.

Works will comprise the following:

- Site preparation including site establishment works, earthworks and relocation of heritage bell.
- Demolition of existing school buildings.

- Construction of a new elevated school building, with at-grade (undercroft) amenities and storage, including:

Ground Level:

- Open undercroft space for covered outdoor learning and play
- Male and female amenities and accessible toilet / change room facility.
- Cleaners Store.
- Sports Store.
- P & C Uniform store

Elevated Level:

- New administration comprising interview room, clerical spaces, Principal's office, staff room, sick bay, store and male, female and accessible amenities.
- School library with computer room, store, main communications room and library office.
- Four (4) General Learning Spaces (GLS) with learning commons and multi-purpose space.

- Canteen with open server space.
- Store.
- Male, female and accessible amenities.
- Mechanical plant.

- New hard and soft landscaping including replacement playing field, playground, half games court and vegetable garden and new yarning circle.

It is not proposed to increase staff or student numbers as a result of these works.

2 SITE ANALYSIS

SITE CONTEXT

The existing Blakebrook Public School is located at 417 Rosehill Rd, Blakebrook NSW 2480. The site area and existing school buildings have been significantly flood affected to 17.4m AHD. The site area is approximately 1.28 Ha and includes 4 learning spaces, a library and administration block along with toilets and stores.

A temporary school consisting of 6 demountables has been located on the site.

Blakebrook is within a small rural community surrounded by agricultural industry. It is bounded by farmland and some detached residential dwellings. To the west of the school runs Goolmangar Creek and Terania Creek is located to the east. Nimbin Road is the key arterial road connecting the site to Lismore's CBD.

The site is located in an SP2 Infrastructure Educational Establishment zoned area. The site is within a LEP flood planning area and adjacent to a buffer zone for category

2 bushfire risk to the west. Buildings A, C, E, and F are listed on the Department of Education Heritage and Conservation Register (s170 Register), and the LEP has listed the grounds of the school as being of local historical significance

Currently on site are three timber construction heritage buildings and two dilapidated demountable classroom buildings. Due to the extent of flood damage, all buildings on site, excluding the brick toilet block and potentially the heritage buildings in blocks F and E have been marked for likely demolition by SINSW.



Source: Nearmap (Satellite Image from July, 2022)

2

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2 SITE ANALYSIS

PLANNING

The LEP lists the grounds of the school as being of local historical significance, as such a DA will be required for all demolition works on site. The site is also listed on the Department of Education's s170 Heritage Register, so 14-days notice will need to be given to Heritage NSW prior to demolition.

Planning recommendations include siting the building works to the east of the site, avoiding currently mapped flood planning land and the bushfire prone land to the western boundary.

The recommended planning pathway is a single DA for the demolition and rebuild works.

Refer Planning report for full information.

FLOOD

The site is subject to flash flooding and is considered high risk due to the less than six hours of warning time. Consultation with the SES recommended that a shelter in place strategy be provided, requiring the floor level to be set above the Probable Maximum Flood Level, for this site around 19.2-19.3m AHD.

The western portion of the site was identified as the most flood prone, being susceptible to floodwater breakout from Goolmangar Creek. Flood recommendations include positioning the buildings to the east of the site as this land is higher and less flood prone.

The proposed design has been prepared in consultation with and endorsed by the flood engineer.

Refer Flood report for full information.

HERITAGE

The subject site has been assessed as having moderate Aboriginal archaeological sensitivity. It was recommended that the proposed buildings be relocated within the existing disturbance footprint. If not possible, a test excavation and ACHA may be necessary.

Buildings A, C, E, and F are listed on the Department of Education Heritage and Conservation Register (s170 Register). Buildings C and E have been condemned due to the extent of flood damage but the recommendation is to retain buildings E and F in order to minimise impacts to built heritage values.

Refer Heritage and Aboriginal Heritage report for full information.

BUSHFIRE

The site is not currently bushfire mapped but future planning requires the site to be designed to BAL 19 bushfire requirements. Any new buildings to comply with BAL. Basic ember protection is to be provided to openable portions of windows and doors.

Refer Bushfire Advice for further information.

2 SITE ANALYSIS

CONTAMINATION

Based on the site investigation findings, there were:

- No unacceptable human health soil impacts identified within the investigation area.
- No unacceptable ecological soil impacts identified in the investigation area.

The investigation area is considered suitable for the proposed development with respect to contamination, subject to:

- Implementation of an unexpected finds protocol
- Appropriate waste/spoil management

Refer Contamination report for full information.

ECOLOGY

The vegetation within the Subject Site was characterised by Managed Lawns (native and exotic) and Planted Vegetation (native and exotic). One threatened species (Davidson's Plum) was observed in the subject site in the Planted Vegetation, and it was likely planted due to its location in a linear strip of trees. No other threatened species or their habitats were recorded within the Subject Site.

Refer Ecologist's report for full information.

LIGHT POLLUTION

Light pollution will be addressed by the project's electrical engineer, JHA.

Refer JHA's report for full information.

ACOUSTIC PROTECTION

External openings are to be acoustically sealed and light weight construction will require additional acoustic treatment. External noise intrusion and internal noise levels are to comply with the requirements of the EFSG.

Refer Acoustic Logic's report for full information.

2 SITE ANALYSIS

SITE IMAGES



Source: Nearmap (Satellite Image from January, 2019)

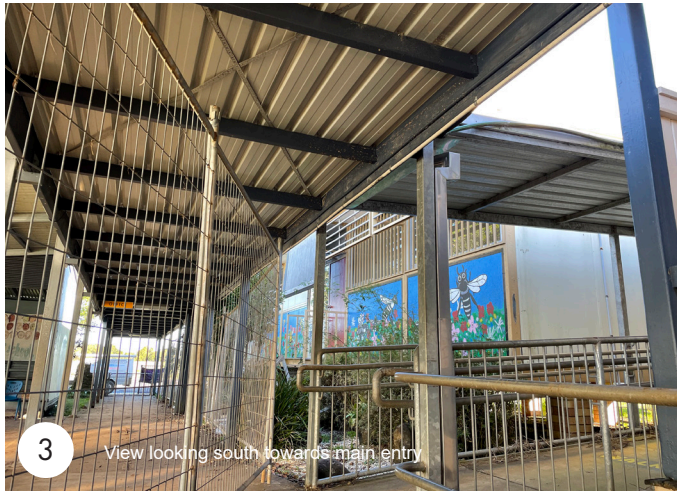
SITE IMAGES



1 View looking east down Rosehill Road



2 View looking east towards existing school



3 View looking south towards main entry



4 View looking south towards heritage bus shelter



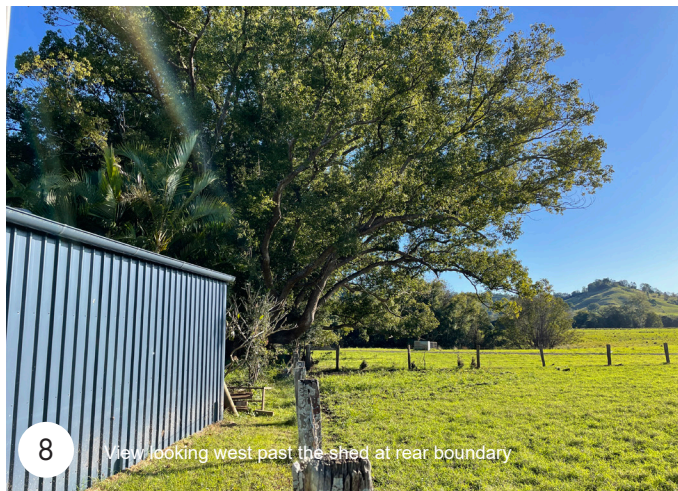
5 View looking north through covered walkway



6 View inside heritage building E



7 View looking east towards COLA and toilets



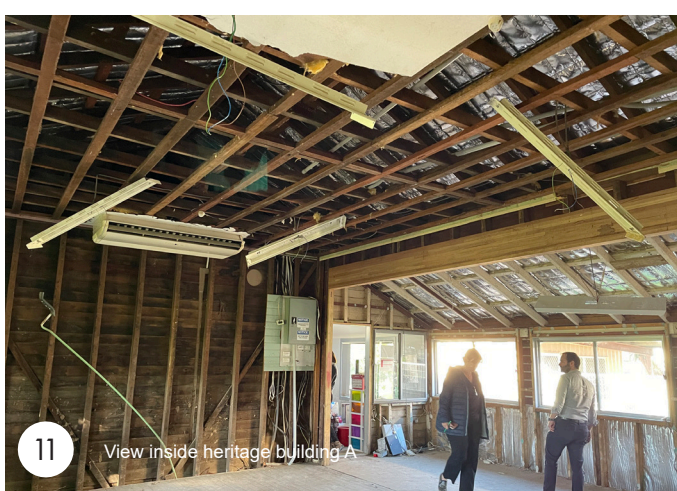
8 View looking west past the shed at rear boundary



9 View looking west past the temporary school



10 View looking east across soccer fields



11 View inside heritage building A



12 View looking west across second oval

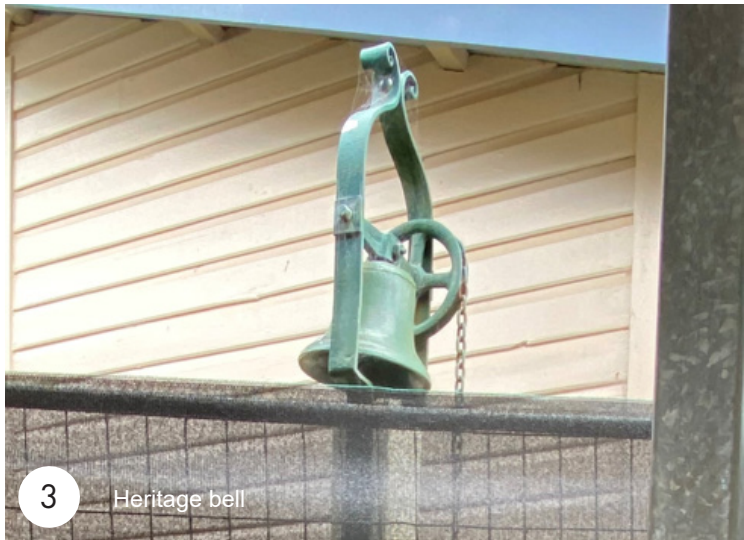
ITEMS OF COMMUNITY SIGNIFICANCE



1 Significant Camphor Laurel trees



2 Bus shelter mural artwork



3 Heritage bell



4 Bus shelter mural artwork



5 Animal statues in pocket gardens



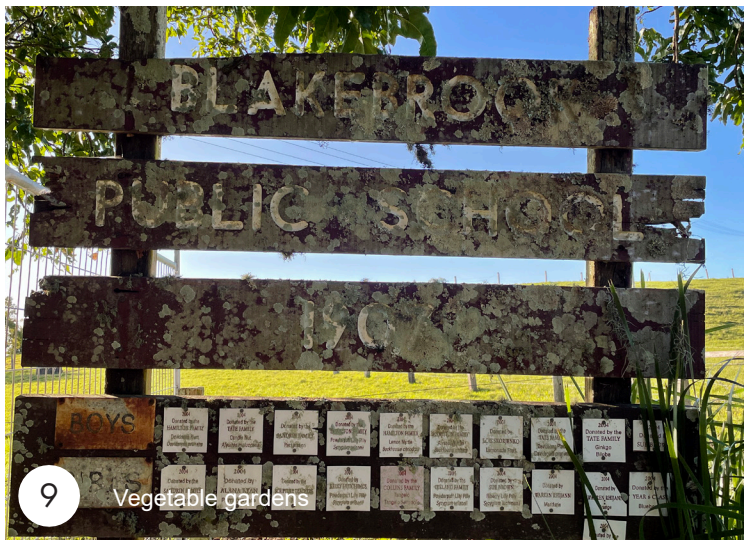
6 Honour board



7 Location of memorial bench placement



8 Student mural artwork on toilet block



9 Vegetable gardens

3 MASTER PLANNING

COMMUNITY CONSULTATION

During the master planning phase informal community consultation was undertaken by SINSW to identify items of local community significance on site and to capture any concerns or requests. These are summarised and collated below:

- School stakeholders support the retention of heritage buildings and their being moved, raised and made flood resilient as necessary.
- Desire to remove the site split caused by existing building location and open up the playground, making supervision easier.
- Canteen is important to the school, including the provision of an oven.
- Desire for outlook to farmland from teaching spaces and provision of open, airy buildings.
- Keep or replace the vegetable gardens.
- Memorial bench to be placed in location specified by the teacher who passed away.
- School bell and honour boards to be preserved.
- Bush tucker garden and rock garden to be preserved.
- Consider incorporating animal motifs throughout the school. Retain existing creature statues.
- Yarning circle and space for Indigenous education to be included.
- Desire for a space for wider community use.
- Consider provision for OSHC.
- Sufficient storage required.

4 CONCEPT DESIGN

CONNECTING WITH COUNTRY

This is desktop research only, prepared by Working Images, and will be enhanced once Connecting with Country consultation occurs.

Conceptual development and site narrative for the Blakebrook Public School signage and wayfinding.

OVERVIEW:

As a priority, the site narrative aims to establish clear definition of Indigenous links to the school site and surrounds which will inform the development of a wayfinding concept and associated artworks to be incorporated into the signage. The narrative presented here draws upon a study of the site, its physical character and ecological value and a review of material describing the significance of Indigenous culture and history of the Indigenous peoples of the region.

1. Site analysis

The School is located in the small, rural locality of Blakebrook, within the city of Lismore in the Northern Rivers region.¹ The site is bounded by Terania Creek to the east and Goolmangar Creek to the west. These two streams connect into Wilson's River southeast of the School which then flows into major watercourse Richmond River.² Prior to European settlement, the area was considered part of the Big Scrub - the largest area of lowland subtropical rainforest in eastern Australia. After intensive clearing for agricultural use, less than 1% of the Big Scrub remains. The Big Scrub was dominated by rainforest bushfood and native trees including the White Booyong, which were exploited by Bundjalung people of the area.³ Early historic references indicate an Aboriginal campsite existing close to the School site.⁴

2. Connecting with Country

Connecting with Country means much more than a connection to land.⁵ It evokes the enduring connection to the environment and its role in forming Indigenous Culture, Community and identity⁶ but within the limited scope of this project we are constrained in our ability to capture this in all dimensions. Our goal is therefore to establish a meaningful connection within the context of the school site – whereby the life and culture of Indigenous peoples that occupied the sites can be acknowledged and expressed. The living environment has a central place in Indigenous culture⁷ but also with contemporary western learning strategies⁸ – reflecting on the importance and care for the natural world and its inhabitants linking to our wellbeing and its importance to deepening awareness of climate health. Connection with Country imparts to us the importance of this connection to environment and to place – contextualising and making meaningful our place in our society and the wider world.⁹ It is acknowledged that the School sits on Bundjalung land, a Nation comprised of 15 tribal groups.¹⁰ Regionally, the site falls within the boundaries of the Widiabul language group.¹¹ In pre-colonial times, Bundjalung Nation encompassed some of the richest hunting and fishing grounds anywhere on the Australian continent.¹² The Bundjalung people tell us that Rainbow Snake and the *Dirawong* a Goanna Ancestral Being

worked together to create this area.¹³ Mythology states that Rainbow Snake and Goanna, the two Totems of Bundjalung, taught humans important ceremonies and rituals, and how to live on the land.¹⁴ There are many opportunities to invoke and activate this relationship to country through the knowledge of recorded Indigenous culture. To do this we may draw upon a range of conceptual threads centred on the surrounding environment, lifestyle and totems. Through this approach the elements become symbols connecting the students and community to 'Country'.

3. Narratives to Connect with Country

The site narratives for Blakebrook Public School are identified as three sources: **1. Richmond river** - prior to European settlement Bundjalung Country was thickly forested with large freshwater lakes and swamps near the coast.¹⁵ the Richmond River was an important resource for the Indigenous people who lived on a rich mixture of fish, turtles and shellfish as well as wildlife from the surrounding area.¹⁶ **2. Connecting links** - The waterways surrounding the area hold great significance for the Bundjalung people.¹⁷ For First Nations People, water means life, it sustains their social, cultural and economical wellbeing.¹⁸ The many present streams and creeks in Bundjalung Country link together and connect into the main watercourse Richmond River, acting as a lifesource for Indigenous people. **3. Nature** - the lives of many Indigenous people are intimately linked to the wild animals and plants of the lands they share. Wildlife is the foundation of Indigenous peoples' economies and cultural identities, providing food, clothing, shelter and items for trade for thousands of years. These wild resources continue to meet both material and spiritual needs of contemporary Indigenous societies. Various flora and fauna have been identified as significant or native to the area. By highlighting these animals and plants we can bring attention to their presence in the landscape and their importance in the past and present.¹⁹

4. Conceptual approach for wayfinding

Wayfinding and signage for the school will primarily serve a functional role supporting the independent movement of visitors and students throughout the site. But it will also provide an opportunity to support Indigenous narratives through the use of symbols, illustrations, colour, imagery and names to support the tangible links to environment and Indigenous history. It is anticipated that a range of features may be incorporated into the signage forms contributing to the activation of space and Connecting with Country.

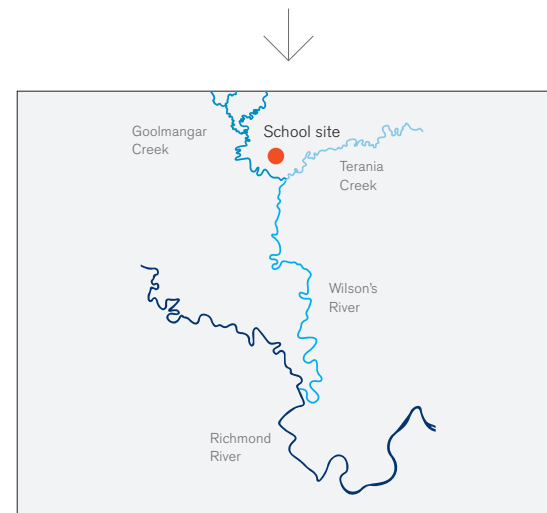
5. Colour palette



The proposed colour palette is drawn from the colours of the surrounding flora endemic to the region such as the Chain Fruit and the Kamala.²⁰

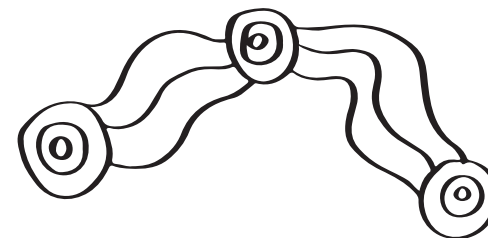
Note: The cultural information contained in this document and descriptions of Bundjalung life and practices are drawn from a range of academic, local council, Indigenous and other sources with references to source documents provided. We place great importance on the need for accurate information. The document may benefit from further review by Elders and relevant knowledge holders if available.

1. RICHMOND RIVER



Watercourses surrounding the School connecting to Richmond River

2. CONNECTING LINKS



Indigenous symbol for campsites connected by running water

3. NATURE

Flora



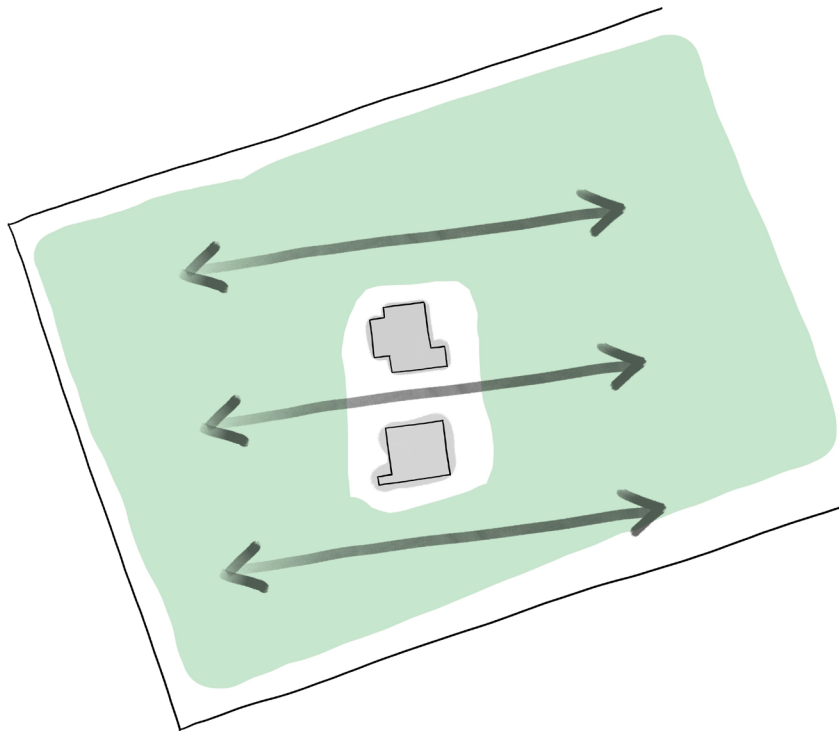
Fauna



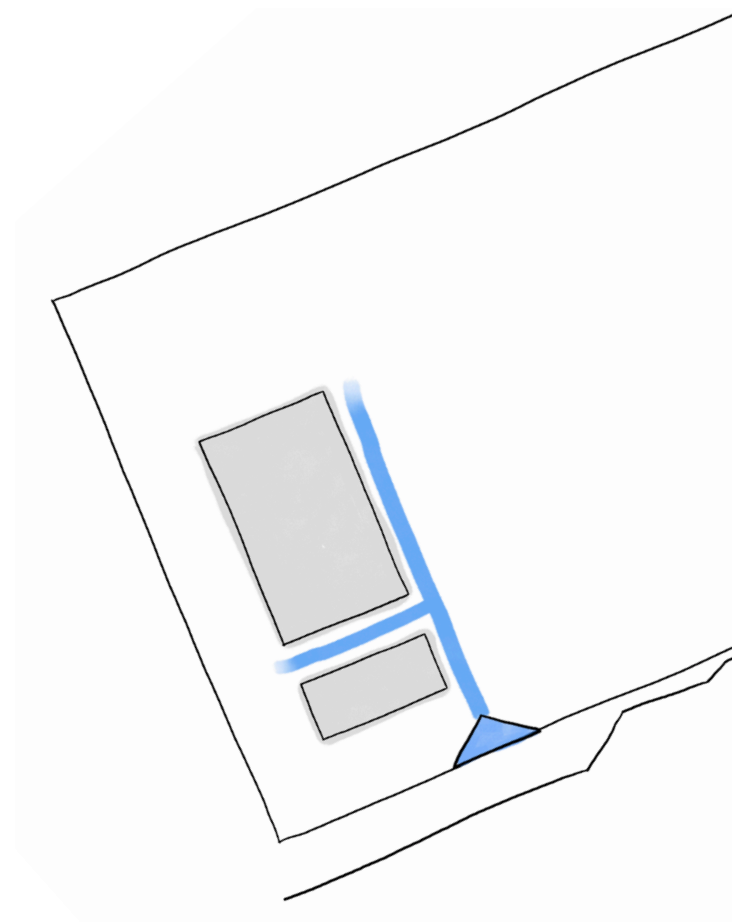
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3 MASTER PLANNING

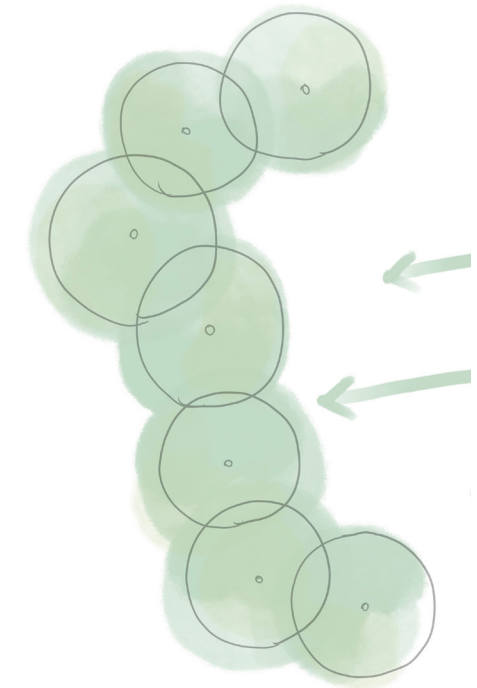
DESIGN PRINCIPLES



Better utilise site by removing site split



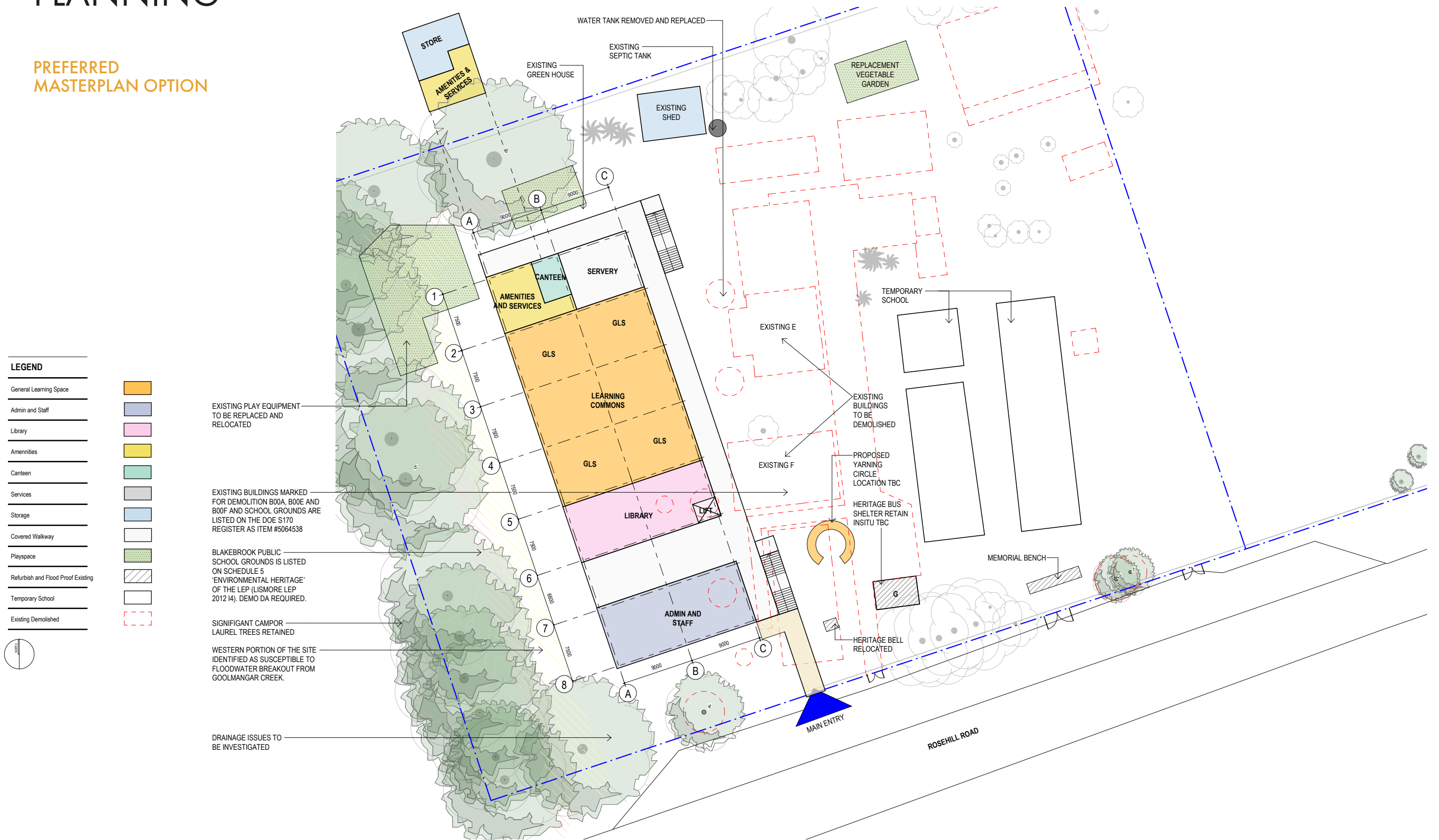
Clear and welcoming entry experience



Create outlook to significant mature trees

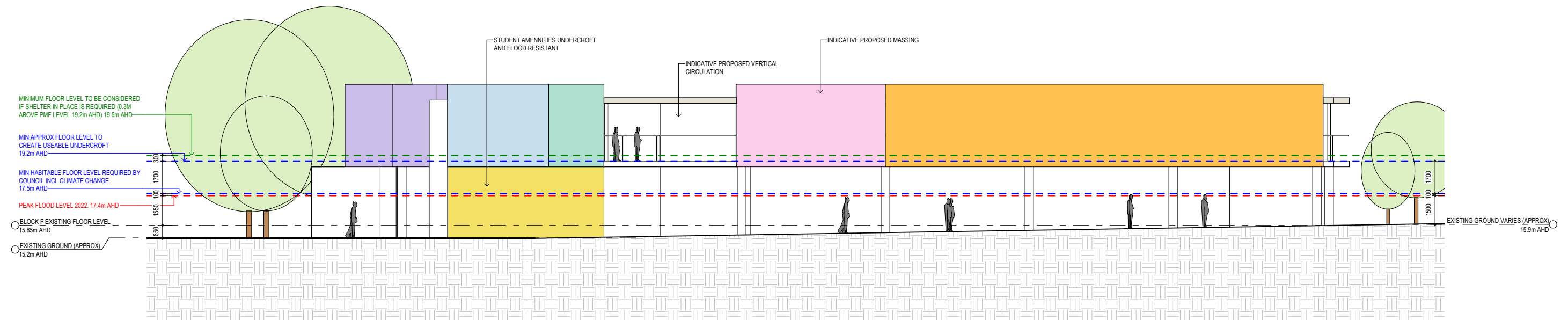
3 MASTER PLANNING

PREFERRED MASTERPLAN OPTION



3 MASTER PLANNING

INDICATIVE SECTION



4 CONCEPT DESIGN

DESIGN DEVELOPMENT

The concept design develops the preferred masterplan in consultation with the PRG, TSG and other consultants. The pre-planning design has been subject to progressive reviews by the relevant stakeholders and the design has been updated to reflect their input. Some of these changes are summarised and collated below:

- Smaller main comms room approved by ICT.
- Hybrid Large Accessible Toilet Change provided as approved by SINSW Learning Support.
- GA Sheds located as separate external sheds, not comprising part of the undercroft storage, as requested by the PRG.
- Laundry facilities added.
- No secondary comms is required due to the extra small nature of these schools as approved by ICT.
- Lift moved externally to improve internal planning and mitigate program risk.

- Updates to Admin and Staff and Library block internal layouts to suit PRG comments and consultant co-ordination.

This drawing package captures the Pre-Planning phase of development and reflects the documentation produced to obtain development consent.







4 CONCEPT DESIGN

ARCHITECTURAL DRAWINGS

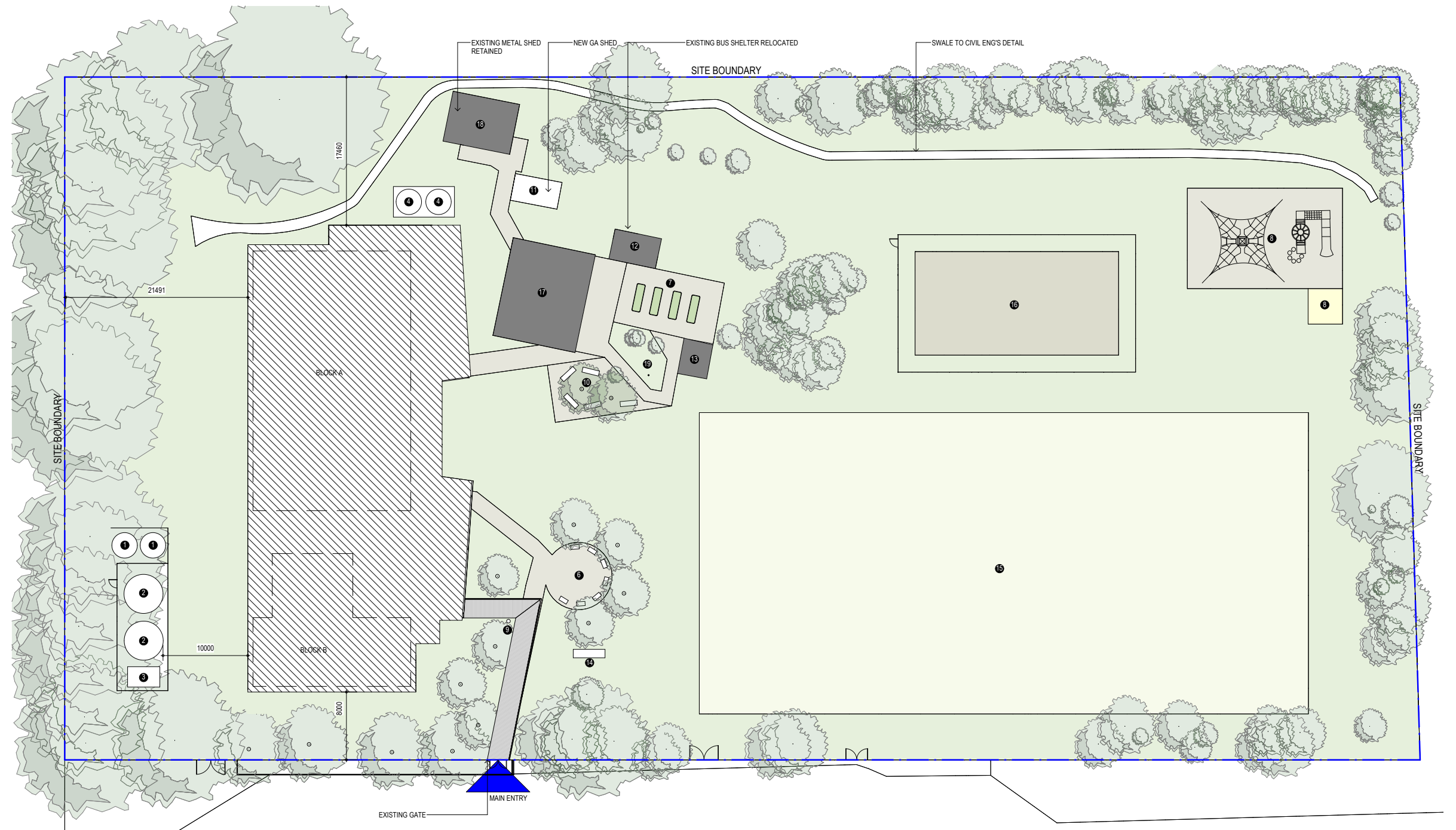
4 CONCEPT DESIGN

SITE PLAN

LEGEND

-  EXISTING BUILDING
-  PROPOSED BUILDING
-  PROPOSED PAVING
FOR TYPES REFER TO LANDSCAPE ARCHITECT'S DRAWINGS
-  EXISTING TREES TO BE RETAINED
REFER TO LANDSCAPE ARCHITECT'S DRAWINGS
-  PROPOSED NEW TREES SHOWN IN BLUE OUTLINE
REFER TO LANDSCAPE ARCHITECT'S DRAWINGS
-  EXISTING NEIGHBOURING TREES INDICATIVE ONLY

- | | |
|----|--|
| 1 | SEPTIC TANKS |
| 2 | FIRE TANKS |
| 3 | HYDRANT PUMP HOUSE |
| 4 | RAIN WATER TANK |
| 6 | PROPOSED YARNING CIRCLE, REFER TO LANDSCAPE ARCHITECT'S DRAWINGS |
| 7 | PROPOSED GROWING GARDENS, REFER TO LANDSCAPE ARCHITECT'S DRAWINGS |
| 8 | REPLACEMENT SANDED AREA AND PLAY EQUIPMENT TO BE COMPLETED BY AMU SEPERATE TO THIS PROJECT |
| 9 | HERITAGE SCHOOL BELL RELOCATED, REFER TO LANDSCAPE ARCHITECT'S DRAWINGS |
| 10 | PROPOSED OUTDOOR SEATING |
| 11 | PROPOSED GA SHED |
| 12 | RELOCATED EXISTING BUS SHELTER |
| 13 | EXISTING BBQ AND SHELTER RETAINED |
| 14 | EXISTING MEMORIAL BENCH RELOCATED |
| 15 | PROPOSED NEW SPORTS FIELD, REFER TO LANDSCAPE ARCHITECT'S DRAWINGS |
| 16 | SEPTIC DISPOSAL MOUND (FENCED) |
| 17 | EXISTING BASKETBALL COURT. AWNING TO BE RETAINED. COURT SURFACE TO BE MADE GOOD WITH NEW LINE MARKINGS. EXISTING BASKETBALL HOOP TO BE REPLACED. |
| 18 | EXISTING METAL SHED RETAINED |
| 19 | EXISTING GARDEN AND FLAG POLE RETAINED |



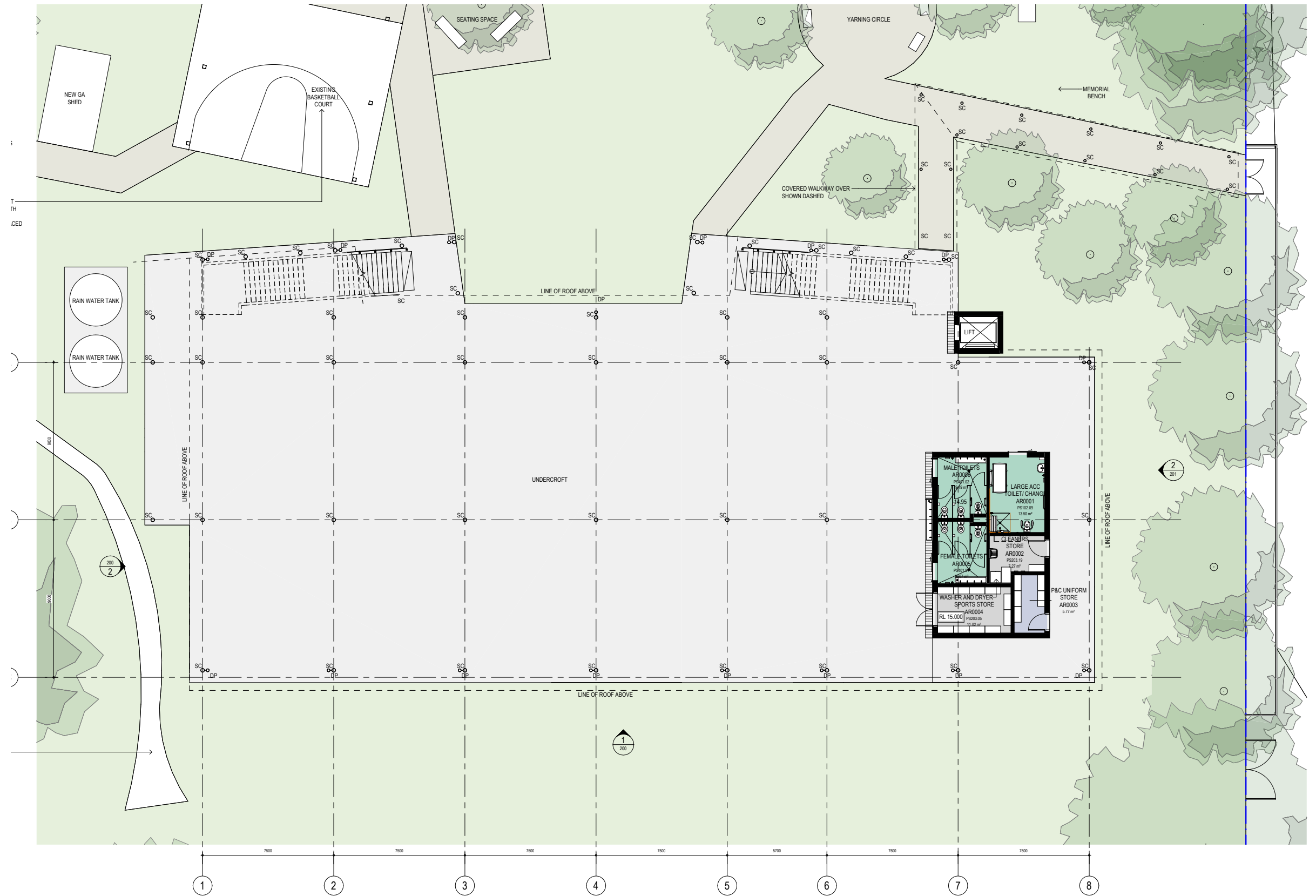
ROSEHILL RD

4 CONCEPT DESIGN

UNDERCROFT PLAN

LEGEND

- GLS
- ADMIN & STAFF
- LIBRARY
- AMENITIES
- CANTEEN
- STORAGE & SERVICES
- EXISTING BUILDING



4 CONCEPT DESIGN

RAISED LEVEL FLOOR PLAN

LEGEND

- GLS
- ADMIN & STAFF
- LIBRARY
- AMENITIES
- CANTEEN
- STORAGE & SERVICES
- EXISTING BUILDING



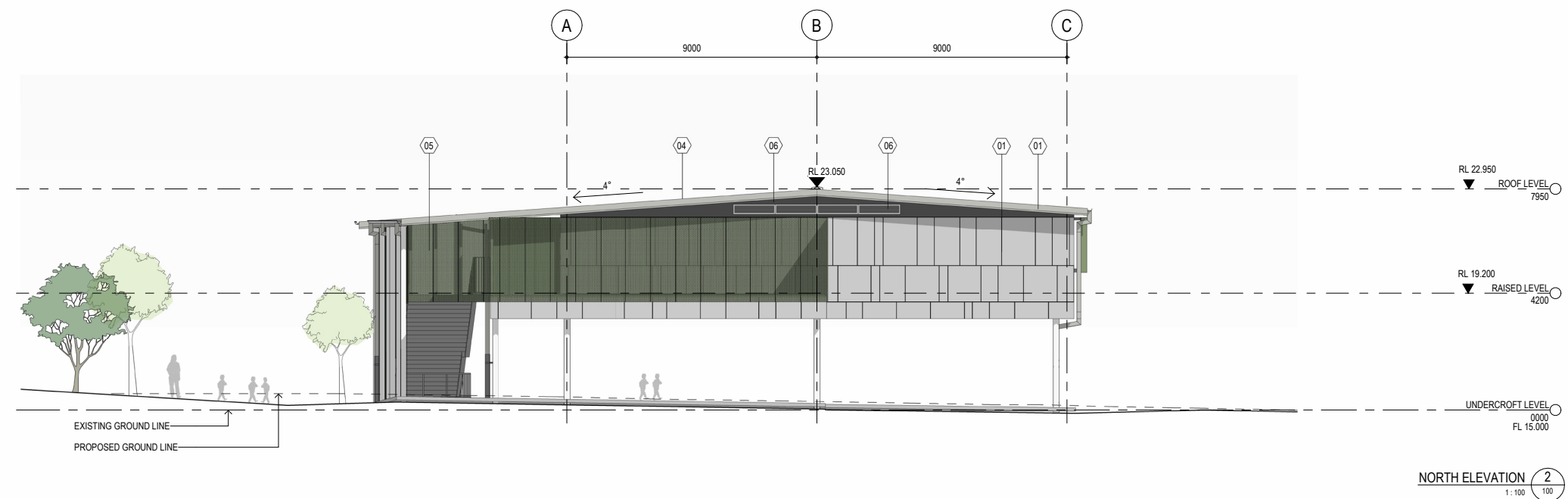
4 CONCEPT DESIGN

ROOF PLAN



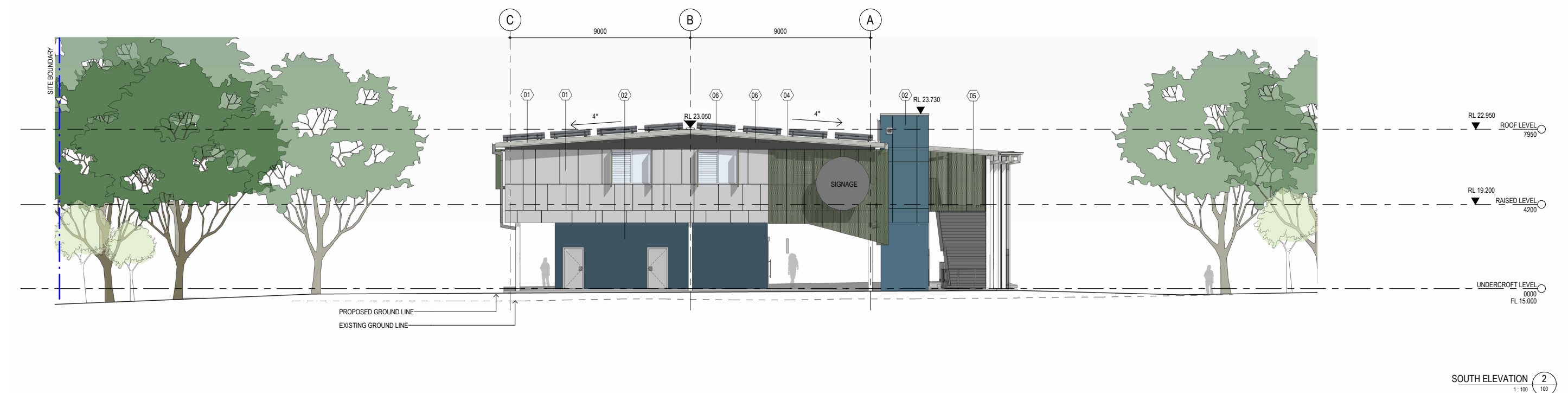
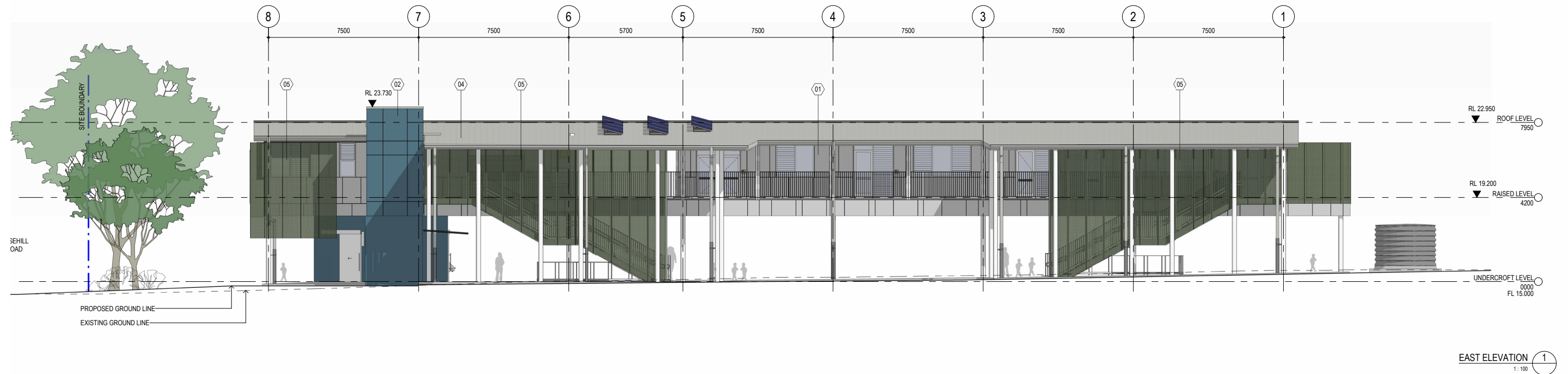
4 CONCEPT DESIGN

ELEVATIONS



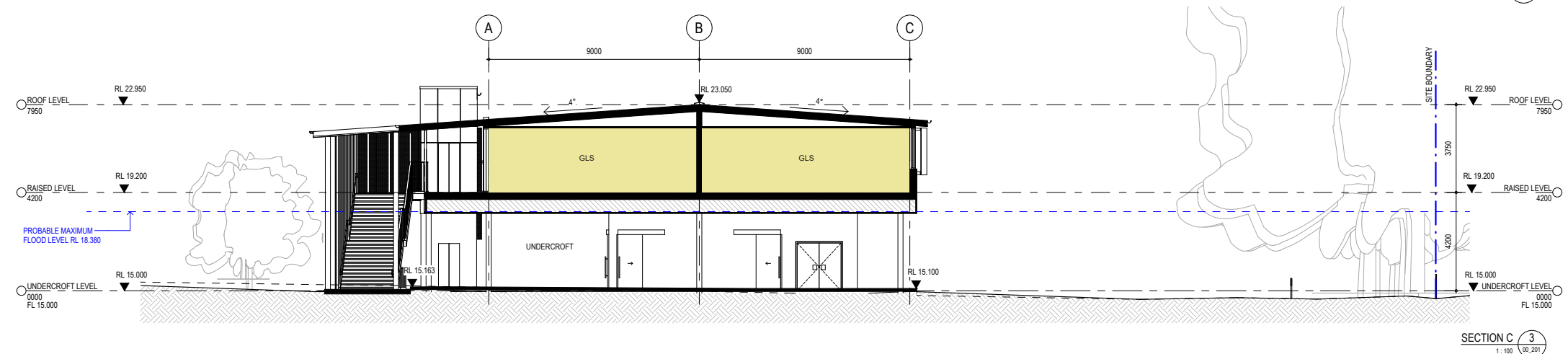
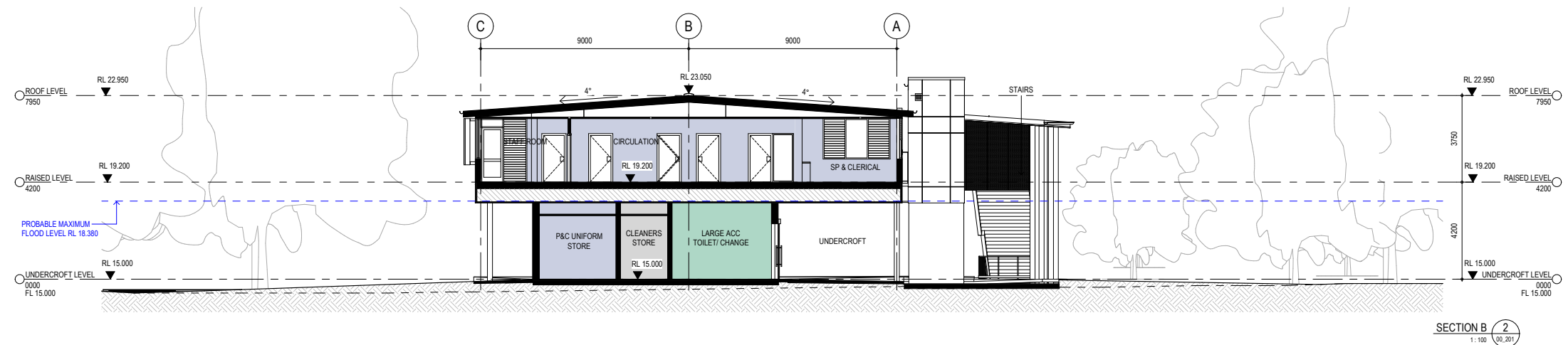
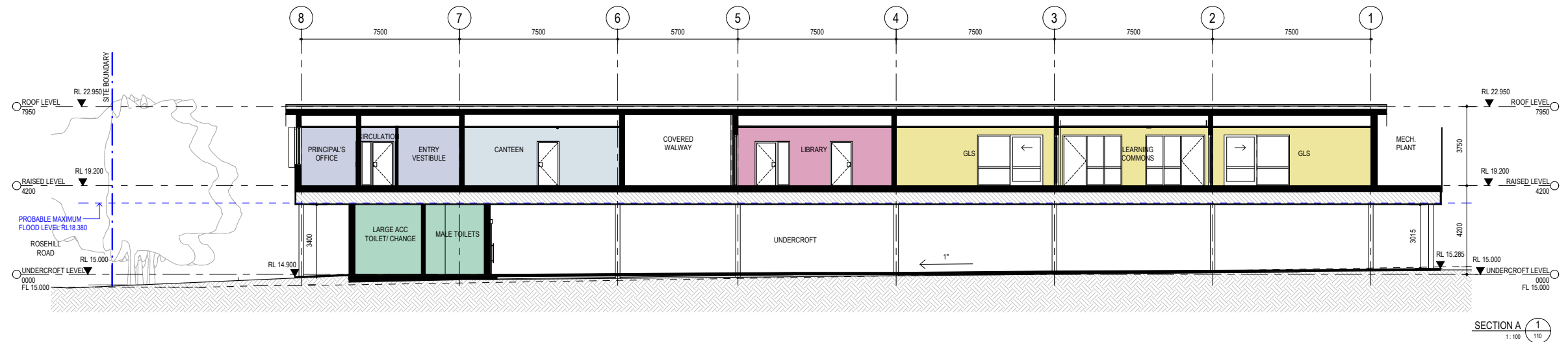
4 CONCEPT DESIGN

ELEVATIONS



4 CONCEPT DESIGN

SECTIONS



4 CONCEPT DESIGN

AERIAL VIEW



4 CONCEPT DESIGN

ENTRY PERSPECTIVE



4 CONCEPT DESIGN

OUTDOOR LEARNING SPACE PERSPECTIVE



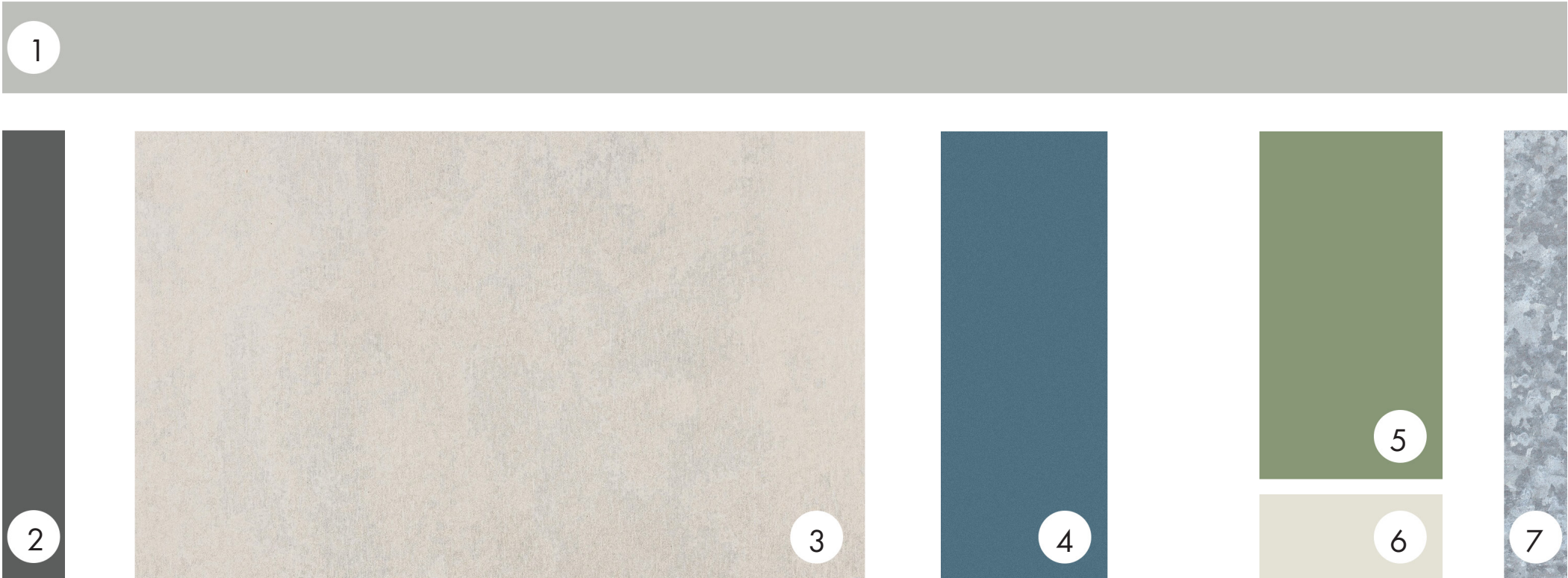
4

CONCEPT
DESIGN

EXTERNAL FINISHES

Embedding the colours of country and community into the materials and finishes.

The proposed colour palette is drawn from the colours of the surrounding flora endemic to the region such as the Common Lantana and the waterways of Richmond River. This is desktop research only and will be enhanced once Connecting with Country consultation occurs.



- 1 - Roofing, Fascia, Gutters, Downpipes and First Floor External Soffit
- 2 - Window/ Door Frames and Mechanical Grilles
- 3 - General CFC Wall Colour
- 4 - Lift Wall Colour
- 5 - Metal Work Screen/ Window Shade Colour
- 6 - Undercroft Ceiling Colour
- 7 - Undercroft Columns

4 CONCEPT DESIGN

SIGNAGE

The proposed school signage is incorporated into the front facade. The design utilises a circulation sign of approximately 2.7m fixed to the perforated screen. The sign will be refined in consultation with the school and further Connecting with Country consultation.



4 CONCEPT DESIGN

ESD PRINCIPLES

This project will incorporate Environmentally Sustainable Design principals into the school and positively contribute to a renewable and more sustainable future. The ESD report prepared by E-Lab outlines how:

- Covered walkways have been designed to allow students to move between Block A and Block B while being protected from the elements, while providing a connection to nature that indoor corridors are unable to provide.
- Views have been considered for each of the buildings to optimise access to the outdoor environment while balancing that with thermal control.
- Daylight glare is minimised through the use of screens and overhangs on each façade.
- Artificial lighting will be designed appropriately to minimise glare reduction and providing adequate illuminance levels. This will be done through careful luminaire selection and placement

- Acoustic comfort will be optimised to ensure internal noise levels, reverberation levels and separation levels are achieved in line with best practice standards.
- Materials and finishes will be selected to be low-VOC and low formaldehyde to minimise off-gassing and provide a better quality environment for staff and students.

Solar and rainwater harvesting, passive heating and cooling systems, cross ventilation, solar shading, provision of vegetation to mitigate the heat island effect and building orientation have also all been considered and implemented in the design.

5 COMPLIANCE

RESPONSE TO DESIGN QUALITY PRINCIPLES IN SCHOOLS

Schedule 8 Chapter 3

This verification report illustrates the response to the Design Quality Principles in Schools and describes the rationale behind the proposed design for the Blakebrook Public School. We have achieved design quality through site analysis, context analysis, consultation with the PRG and stakeholders, close collaboration with key consultants, and the testing of design options.

Principle 1—context, built form and landscape

The proposed school design is responsive to the surrounding context. The one storey built form raised above the flood level is typical of the architectural typology of the Northern Rivers region and with the surrounding residential buildings. This is derived from the need to be above the flood planning level.

Aboriginal cultural heritage is recognised in the outdoor space design with the yarning circle and the gathering place at the school entry, use of endemic plant and tree species and the potential for Indigenous narrative to be expressed through school signage. The finishes and colours selected are drawn from the natural environment and further assist in minimising the development's visual

and further assist in minimising the development's visual impact. The signage suite will also allow for connecting with country integration. Consultation with Aboriginal Education Consultative Group and local elders is ongoing. Refer to the appended Connecting with Country Diary for more information.

The school building has landscaped setbacks and planted edges providing a green setting for the school and mitigating the visual impact of the new development on the existing context. Most trees on site are to be retained and substantial tree plantings are proposed to replace those removed, improving the overall amenity of the surrounding context. The entry is clearly defined and is located at the street frontage with a covered walkway connecting to the building.

The location of buildings and spaces between them have been informed by site conditions. Gaps between Blocks A and B offers better site lines through the playspace and to existing and new landscaping. This affords the school a greater connection to its surroundings.

Principle 2—sustainable, efficient and durable

The new Blakebrook Public School has been designed according to the principles of environmentally sustainable development, through a consideration of orientation, natural ventilation and passive thermal design. The buildings are designed to Greenstar 4 star equivalence. Photovoltaic panels are located on the roof and rainwater tanks are to be used on site, minimizing the development's consumption of energy and water. Opportunities for cross ventilation within the learning hub design have been maximised through operable windows and large raised level server spaces that provide separation in the building mass, providing increased external wall areas and so opportunities for more openings. Sunshade fins along the building facades provide appropriate levels of shading to prevent unwanted heat gain in summer. Further, the use of building eaves provides shading in summer and solar access in winter.

The longevity and adaptability of the school has also been considered. The general learning spaces and learning commons are flexible and open spaces

which allow them to be adapted to the changing use requirements of the school. There is also added flexibility in the provision of learning commons and covered outdoor space adjacent to the learning spaces.

The cladding utilises impact resistant materials that are responsive to the school's particular needs. The construction detailing ensures that no protruding elements are within the student contact area. The materials selected are long lasting and pre-finished to minimise maintenance.

The use of endemic plant species is designed to ensure the minimal water usage and create a landscape setting that is relevant to the local context.

Finally, the school buildings are raised above the flood level to ensure a level of flood resilience within the unique context of the Northern Rivers region.

5 COMPLIANCE

Principle 3—accessible and inclusive

The new Blakebrook Public School is welcoming and inclusive with a simple site layout and direct circulation. An accessible, ground level covered walkway signifies the path of entry up the stairs and into the administration block. A lift has been provided and a level ground plane is achieved across the whole school, allowing accessibility for all site users. Provision has been made for a signage suite which will assist in wayfinding around the school and also presents connecting with country incorporation opportunities. There is potential for the library space to be used after hours as a shared community facility, as deemed appropriate by the school stakeholders.

Principle 4—health and safety

The main play space remains in its current location and is enclosed with an existing perimeter fence ensuring that children are prevented from running onto the road unattended.

The entire school site can be accessed via covered walkways providing adequate weather protection. Clear site lines through the buildings afforded by sheltered walkways, the servery and the raised nature of the school allows for passive surveillance from around the school site and down onto the playing field.

Principle 5—amenity

The layout and composition of the proposed school has been designed in collaboration with key community stakeholders to ensure the school meets the needs of the end users and affords a high level of amenity and utility. The overall building design ensures that provision of natural light, ventilation and good acoustics creates a healthy and safe learning/teaching environment. The general learning spaces have a positive visual outlook to natural landscaped areas and a diverse range of outdoor and indoor learning spaces have been provided to facilitate a range of flexible learning options. The school buildings have an 8m setback to the road to improve the noise amenity for the occupants. The play space is sized to suit the student population and achieves the minimum 10m² per student required. The learning spaces will be fitted with the latest ICT/AV equipment to facilitate contemporary learning practices.

Principle 6—whole of life, flexible and adaptive

Blakebrook Public School demonstrates how the learning hub design can be flexible and adaptive to the individual needs of schools. The collaborative learning commons space and the library facilitates a range of learning styles and group sizes. The grid layout also allows for future reconfigurations as the use needs of the school may change. Broader public benefit was also considered through the addition of the addition of large glazed sliding doors to the library which allows that space to be opened up to the servery and used for community events and school meetings.

Principle 7—aesthetics

The aesthetic composition of the school was considered with regards to creating a balanced and regular rhythm in the location of building mass and openings in elevation. The colour palette is consistent with the school's natural setting, with the blue and green accents being picked up from local flora.

The building sits comfortably within its surroundings, see materials palette and 3D views for more detail. A perforated metal screen has been used to provide interest to the elevation to the street and to screen off the mechanical plant at the rear. Particular landscaping attention has been given to the areas of public interface, with the planting beds around the school entry creating a pleasant and welcoming environment. The school's landscaped setting assists in creating an aesthetically pleasing school design.

5 COMPLIANCE

DDA

Accessible path of travel from allotment boundary to new buildings and facilities is achieved. Lift access provided to first floor buildings. The shower in the accessible adult change facility is to be supported under a performance solution. The lack of provision of a separate additional unisex accessible toilet on the ground floor is to be a supported departure under a performance solution. Moveable furniture is exempt and expected to be the ongoing responsibility of the occupants who should maintain appropriate circulation spaces between and around furnishing. For more details please refer to MBC's Accessibility Assessment Report Schematic Design.

BCA

Creating a useable undercroft space triggers a BCA 2 story building Type B Construction, necessitating a non-combustible external wall system and fire rating to the undercroft ceiling, columns from ground to first, and load bearing columns on the first floor within 18m of a fire source feature. Some design areas will be required to be assessed against the relevant Performance Requirements of the BCA. These are detailed in MBC's BCA Design Compliance Report.

5 COMPLIANCE

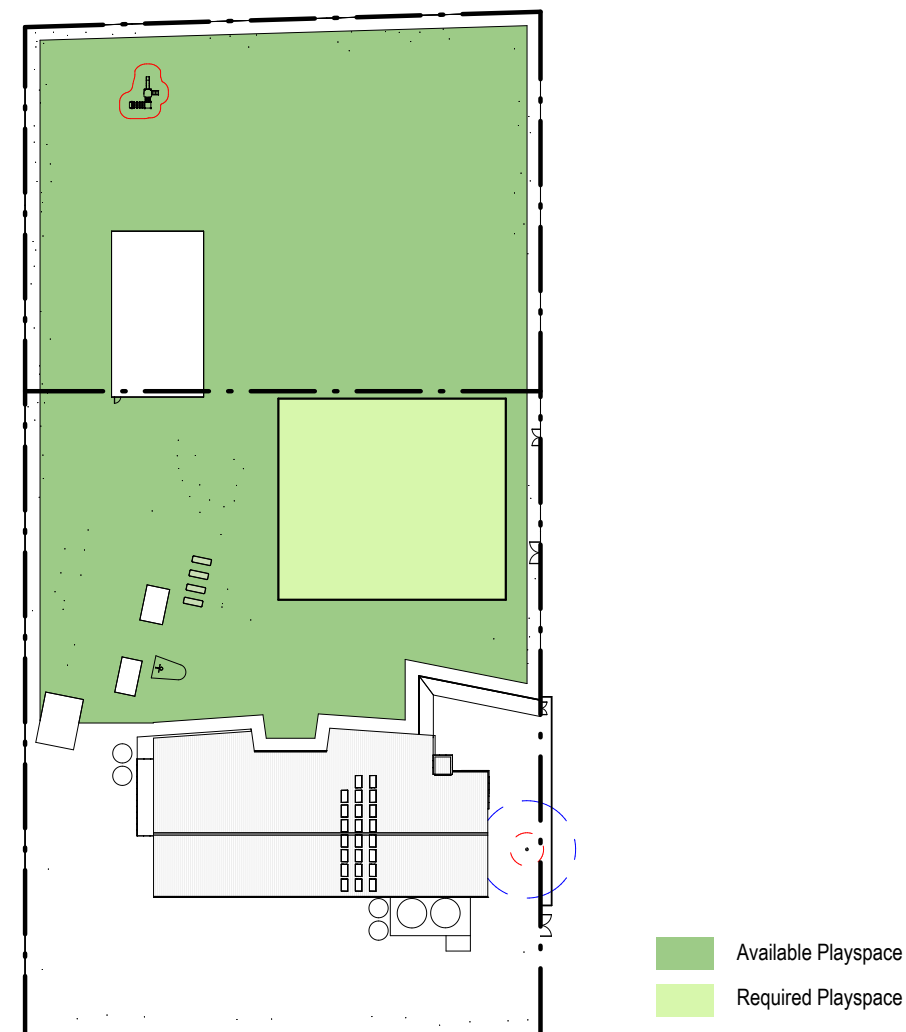
PLAYSPACE

The shaded area represents the maximum area required as play space to achieve the required 10m² per student. The minimum target for stage 1 is 5750m² as per the accommodation schedule. A circulation path of 2.1m is generally excluded against buildings.

Max Students (28 per GLS): 112
Area per student: 10m².

Open Play Space required: 1120m².

The Open Play Space requirements are easily met on this site.



6 REFERENCES

DOCUMENTS

The following documents are referenced in the production of this report:

Accommodation Summary Report	28/03/2022	AMS Facilities Module Management Directorate
AMS Plans	29/03/2022	AMS
Property Report	11/04/2022	NSW Government
Flood Recovery Information Brief	01/11/2022	NSW Department of Education
Town Planning Due Diligence Advice	09/02/2023	EPM Projects
Baseline historical Assessment	19/11/2022	EMM
Bushfire Hazard Assessment	21/11/2022	BPAD Bushfire Planning and Design
BCA Design Compliance Report	05/09/2023	MBC
Sustainable Development Plan	05/09/2023	E-Lab Consulting
Accessibility Assessment Report for REF	18/07/2023	MBC
Signage and Wayfinding Scheme	14/08/2023	Working Images
Landscape Architectural Design Report	14/08/2023	Taylor Brammer
Bushfire Advice	13/05.2023	BlackAsh
Contamination Investigation	12/05/2023	Coffey
Ecological Assessment Report	06/10/2023	Kleinfelder

7 ATTACHMENTS

A | CONNECTING WITH COUNTRY DRAFT

15.12.23

BLAKEBROOK PUBLIC SCHOOL

CONNECTING WITH COUNTRY
DRAFT
PENDING CVC CONSULTANTS FINAL
REPORT



Pedavoli
Architects



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TaylorBrammer



CONNECTION WITH COUNTRY

Issue	Date	Purpose	Written	Approved
A	15.12.23	DA	KA	SJ

Traditional Custodians of the Land
The Nyangbal People of the Bundjalung Nation

INTRODUCTION

The NSW Connecting With Country Better Placed document looks at the overarching outcome of “Healthy Country”, which is broken down into 5 categories. 1. Healthy Country (healthy ecology). 2. Healthy Community. 3. Protecting Aboriginal Cultural Heritage; 4. Cultural Competency; and 5. Better Places.

In our process for this project, we will be working within this framework. We welcome and invite collaboration with the relevant Aboriginal stakeholders in the region who can guide us in the fundamental work of Connecting with Country. Through collaboration we will be able to attend authentically to the Connecting with Country” Framework in our process on this project.

We also note the importance of paying it forward, through providing where possible templates and guides for how the Connecting with Country process can continue beyond the building project.

OUR PROCESS

LISTENING

Meeting people, learning from them and collecting those learnings.



COLLABORATING

Sharing our learnings and coordinating with our team to ensure we meaningfully implement what we have heard where possible and capturing the information to pass on where we cannot.



OUR PROCESS

IMPLEMENTATION

Using the opportunities we have we work with a unique team of passionate consultants to implement what we have heard and collaborated on into the following.

ARCHITECTURE

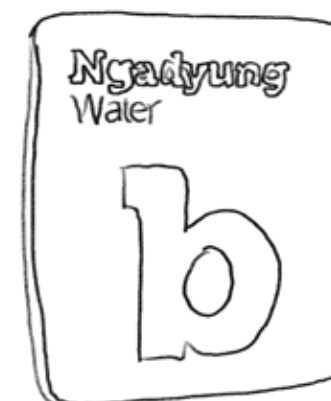
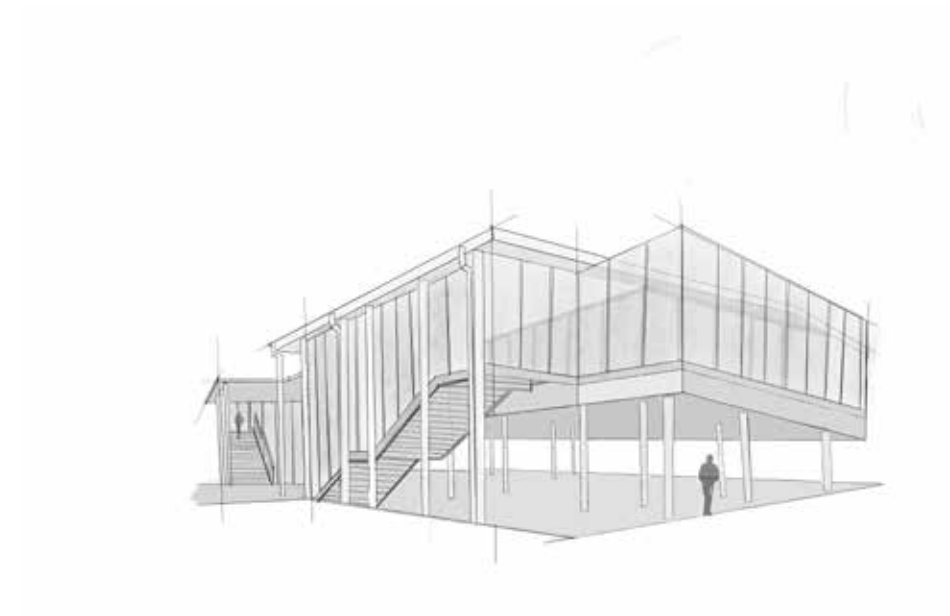
The way that students and teachers interact with the natural and built environments. Creating learning environments that inspire curiosity in students and create learning tools for teachers to. The implementation of colour that visually connects the building with it's context.

LANDSCAPE ARCHITECTURE

The outdoor learning environments are treated with the same care as the indoor. Flora and Fauna that exist naturally are supported to return to the site. Areas for story telling are created formally and informally over the site.

SIGNAGE AND WAYFINDING

The words and signs that people see over the school are a visual connection to the school, it's context and the people. We consider all signage as an opportunity to teach and learn.



LANGUAGE FROM PREVIOUS
PROJECT AS AN EXAMPLE

WHAT WE HEARD

CONNECTION WITH COUNTRY DIARY

26 September 2026

Members of the project team had the opportunity to meet with local knowledge holders to hear the feedback from the consultations that had taken place and to learn more about the country the school is on. We apologise for anything that is incorrect or that has been omitted from this document, please advise and we will amend promptly.

Attendance

- Chris Binge. Member of Nyangbul Land council. Ancestral relationship with the Bundjalang People.
- Kylie Benge (Connecting with Country Consultant)
- Ryan Pascoe (ADCO)
- Alexandra Guryeva (Pedavoli Architects)
- Sam Jones (Pedavoli Architects)
- James Horan (Taylor Brammer)

Country

13 clans make up the Bundjalung People (would like to be called Aboriginal)

- Empire Vale – Nyangbul People
- Broadwater – Nyangbul People. On the border with Bundjalang People.
- Wardell - Nyangbul People

Local Aboriginal Groups

- Jali Local Aboriginal Land Council.

Key Stories

- The Story of the 3 Brothers
- The sun rising At Lennox Head (first place the sun touches)
- Boundary Creek. A significant border for the Aboriginal people.
- The Dolphin Story - in report.

Key Flora and Fauna

- The Dolphin
- The Mullet Run

Areas to investigate for implementation.

- Signage and wayfinding in the schools.
- Use of the landscape around the school
- Yarning circle
- Memorial to the local significant site (to be discussed).
- Connection to the river.

WHAT WE HEARD

DOCUMENTS RECEIVED

Document 1
Ngunya Jargoan Indigenous Protected Area (IPA)
Cultural Calendar. Nyangbul Clan Lower Richmond River
and Surroundy Country.

We thank the Jali Local Aboriginal Land Council for
allowing us to view this document and for sharing their
knowledge.

Document 2
Blakebrook Connecting With Country Report.

**REPORT FOR BLAKEBROOK HAS NOT BEEN
RECEIVED AS OF THIS ISSUE.**



Six seasons of the Ngunya Jargoan Indigenous Protected Area

Nyangbul Country Lower Richmond River NSW



Wet Season



Season of Flowering Bloodwoods
(Jan-Feb-late March)

Pink bloodwood flowering time at Jali lands. Flying fox, possum, lorikeets and sugar gliders feed on bloodwoods. Hot and humid. Peak flood and cyclone season. Frogs peak breeding. Winter migrant birds are leaving. Catfish are nesting and eels are fat. Rural Fire Service bushfire danger season ends.

Autumn



Season of Mullet
(Late March- end of May)

Cooling and rain variable. First westerly winds. Layers of mist at Meerschaum Vale and Buckombil. Paperbark peak flowering. Swamp mahogany flowering late in this season. Watch for Noisy friar birds, Yellow faced honey eaters and Eastern spinebills coming from south and the ranges to feed on nectar at the Jali lands.

Winter



Season of Banksia Flowers
(June—late July)

Cold time. Shortest days. West and south west winds. Peak number of east coast lows. Rainforest pigeons feeding on camphor laurel fruit. Whales migrating north, sea bream spawning. Peak nectar time for honey eaters, feeding on masses of banksia flowers. Wallum froglets calling. Tuckeroo flowering. Forest red gums starting to flower. Reptiles resting up.

Pre-Spring



Coming Out Season
(Late July and August)

Drying out and can be strong winds, first hint of northerly winds. Birds starting to sing and build nests. Turtles and echidnas start moving around and are fat. Old people say don't eat the first echidna after winter. Coastal acacia peak flowering, some heaths begin flowering. Banksias still flowering, river red gum peak flowering. Grey mangrove mass ripe fruit.

Spring



Season of Heath Flowers
(September to late October)

Generally the driest season, north winds. Peak birdsong. Goannas fat. Turtles fat when silky oak flowering. Heath, silky oak, and swamp lily flowering tell us it is spring. Humpback whales migrating south. Insects increase. Northern migrant birds arrive; Channel billed and Brush cuckoos, Dollar bird, Spectacled monarch, Leaden flycatcher. Wonga vine flowering. Bushfire season starts.

Summer



Season of Thunderstorms
(November to December)

Temperature and rainfall increasing, thunderstorms and hail. High fire risk. Oysters and pipis are fat. Many juvenile birds are begging. Massive insect eruptions. Koalas breeding. Cicadas calling. Grasstree and Christmas bells flowering especially after fire. Pigface ripe on the coast. Gums shedding their bark. Cunjevoi peak flowering.

IMPLEMENTATION STTRATEGY

FROM WHAT WE HEARD

The following are the key items we have taken note of where we there is an opportunity to be part of the building work or to be passed onto the school to be implemented throughout the schools life in collaboration with the principal and staff.

ARCHTIECTURE

- Welcoming point near entry
- Site Planning/Connection to landscape
- Colour pallette

LANDSCAPE

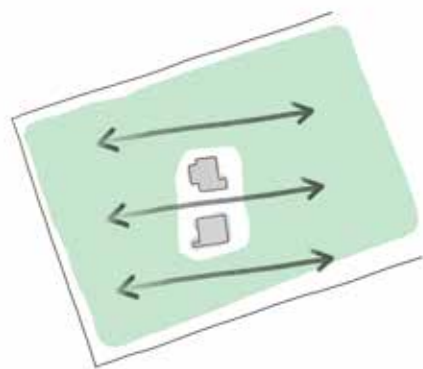
- Yarning Circle
- Flora and Fauna, Bushtucker Gardens
- Aboriginal Flag Pole
- Etchings in the pathways

SIGNAGE AND WAYFINDING

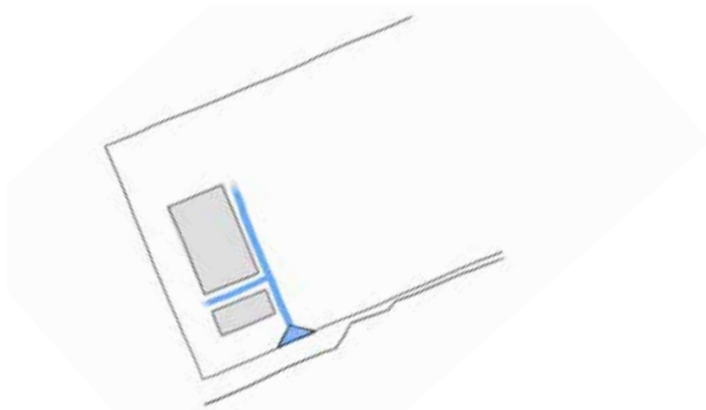
- Dual Naming
- Symbols on signage.
- Sharing story through the signage

ARCHITECTURE

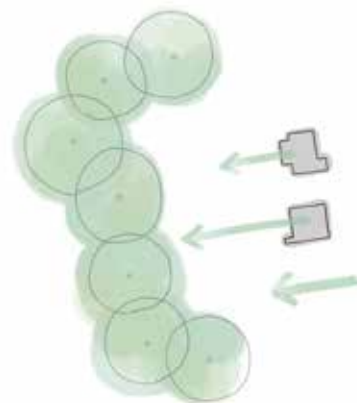
PLANNING



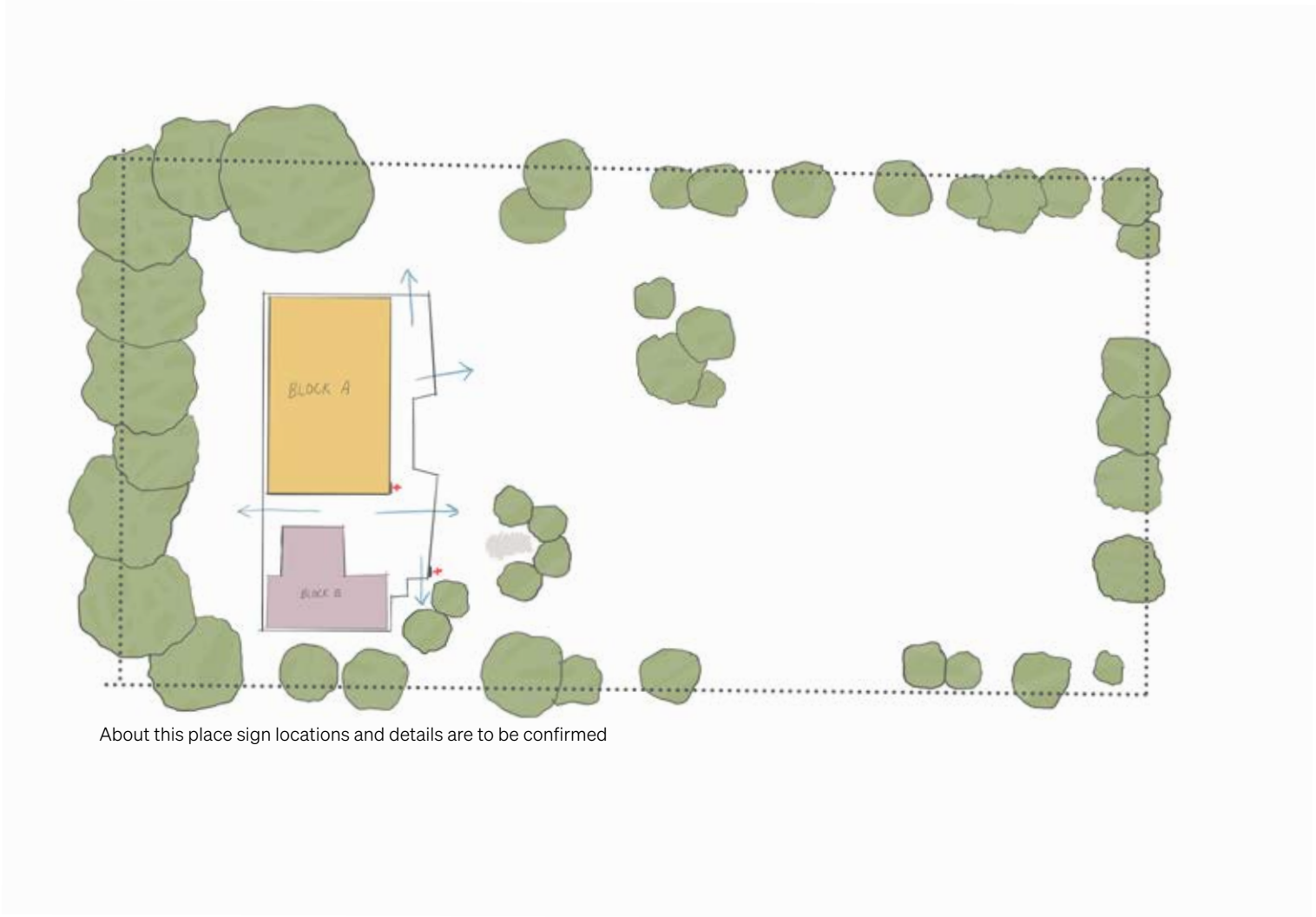
Better utilise site by removing site split



Clear and welcoming entry experience



Create outlook to significant mature trees



ARCHITECTURE

ENTRY PERSPECTIVE



ARCHITECTURE

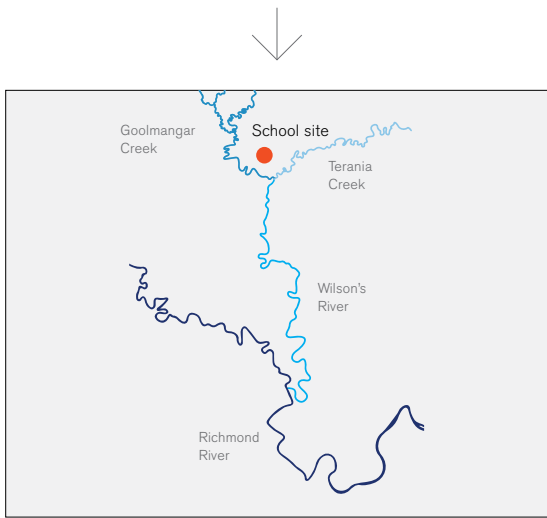
MEETING PLACE



SIGNAGE AND WAYFINDING

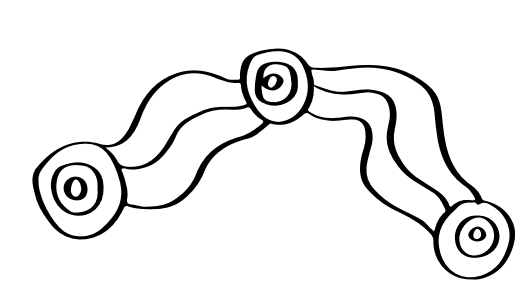
CONNECTING WITH COUNTRY:
THREE PRIMARY NARRATIVES IDENTIFIED - POTENTIAL INTEGRATION WITH SIGNAGE

1. RICHMOND RIVER



Watercourses surrounding the School connecting to Richmond River

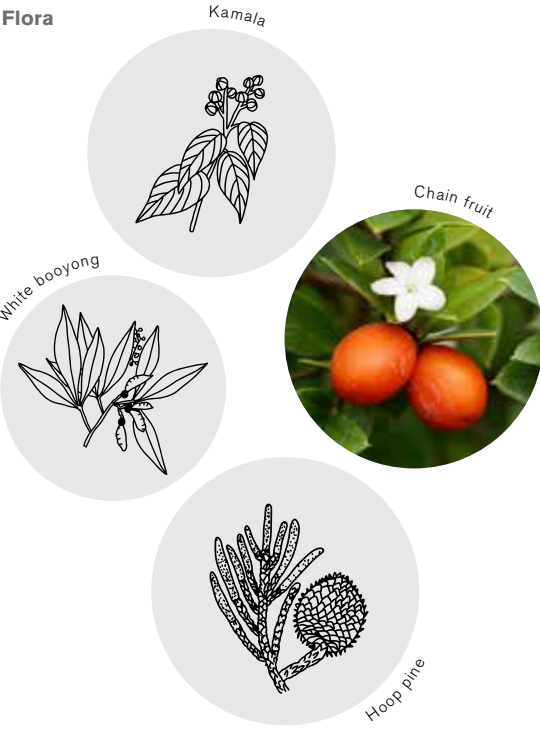
2. CONNECTING LINKS



Indigenous symbol for campsites connected by running water

3. NATURE

Flora



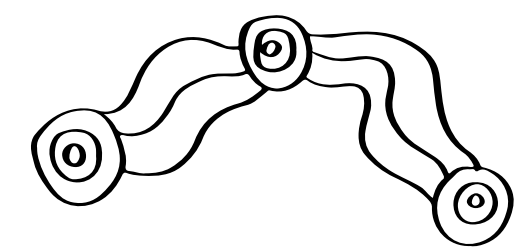
Fauna



workingimages®

SIGNAGE AND WAYFINDING

2. CONNECTING LINKS

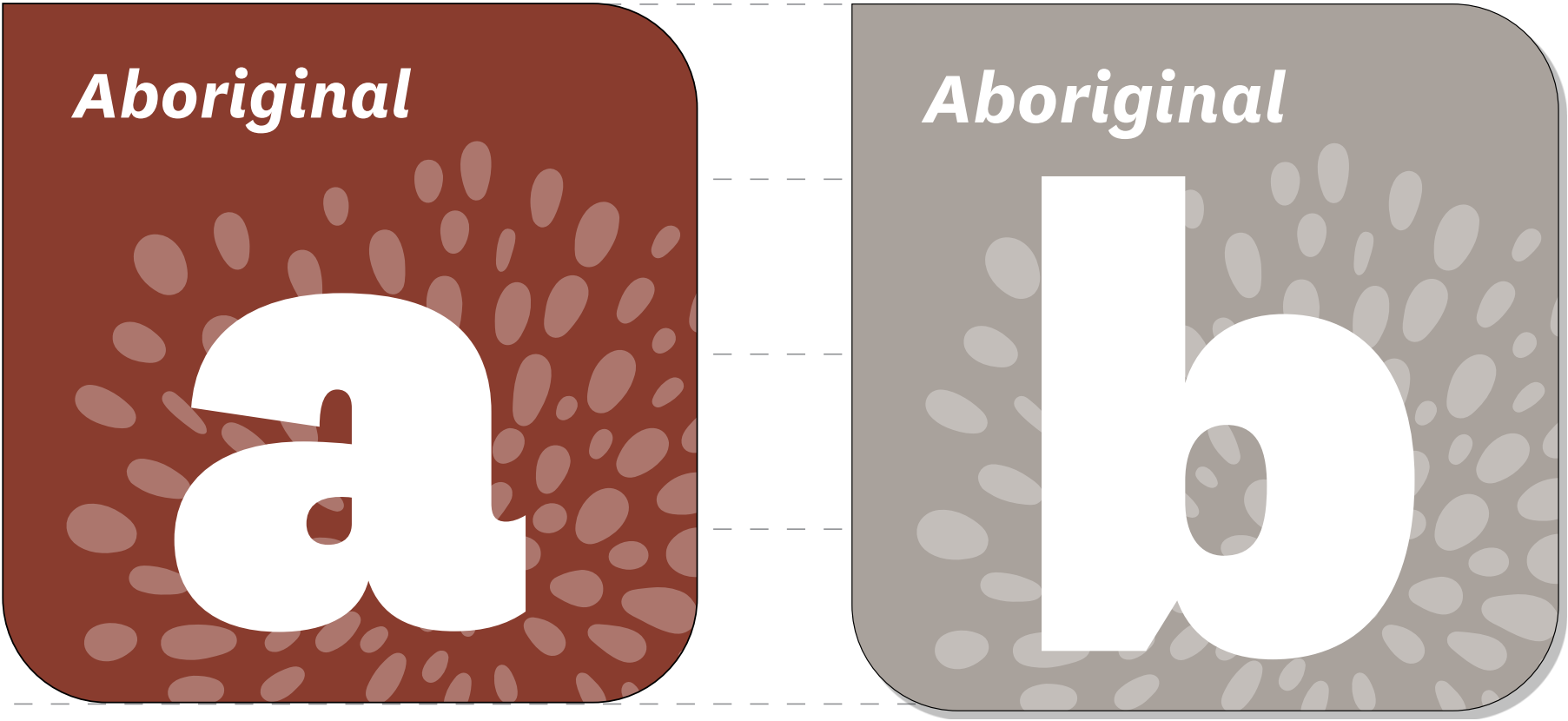
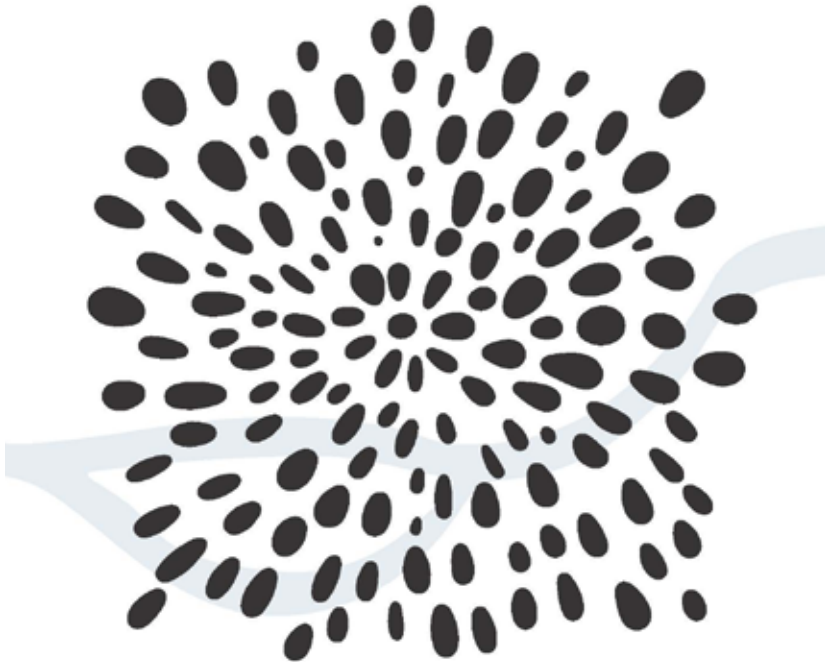


Indigenous symbol for campsites connected by running water

SIGNAGE AND WAYFINDING

DROPS - CENTRAL GATHERINGS
BROADWATER PUBLIC SCHOOL

LANGUAGE AND SYMBOLS INTEGRATION WITH SIGNAGE:
TYPE 2 BLOCK SIGNAGE



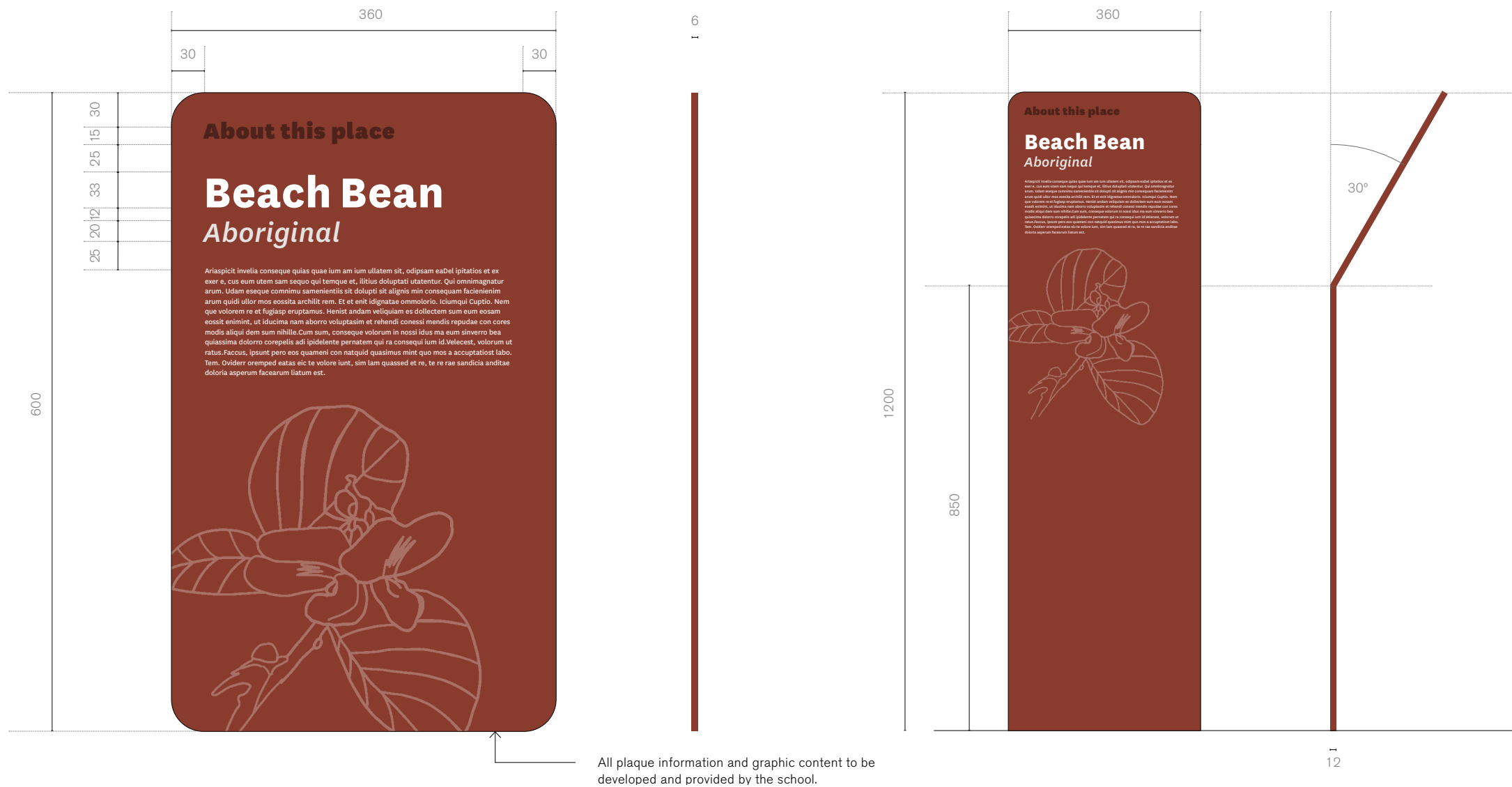
1. BLOCK SIGNAGE: FRONT ELEVATION

Fabrication consists of external skin fixed to internal frame. Internal SHS galvanised frame clad in 3mm aluminium sheet forming front and side faces with durable, long lasting external paint finish. Graphics applied as vinyl with protective coating over.

Scale 1:10

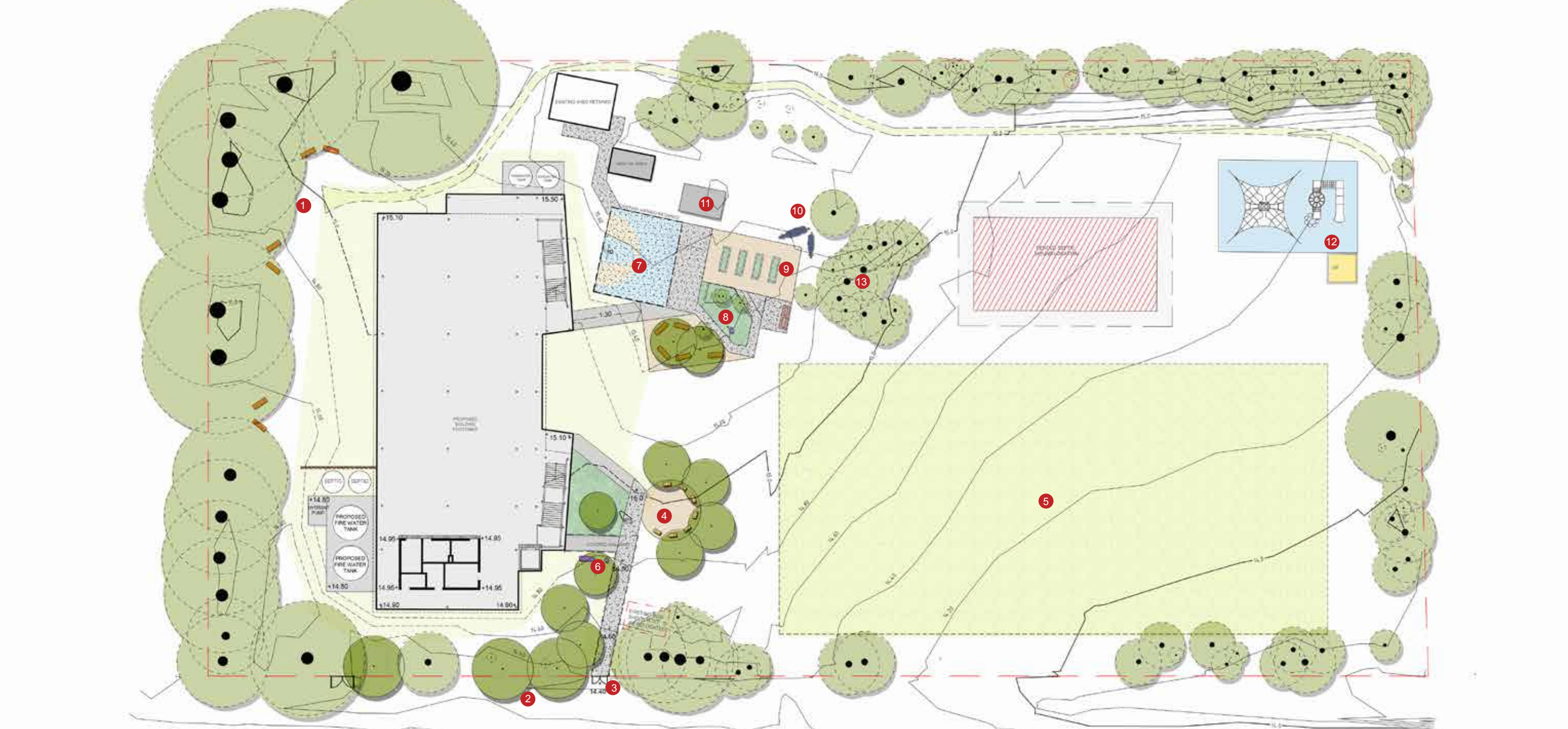
SIGNAGE AND WAYFINDING

SIGN TYPE 12: INTERPRETIVE PLAQUE - ABOUT THIS PLACE



LANDSCAPE ARCHITECTURE

DRAFT - CWC OPPORTUNITIES



LEGEND

	Site boundary		New turf		2000mm long sandstone log seating
	Existing contour		Concrete paving		1000mm long sandstone log seating
	Proposed Contour		New mass planting		Growing gardens
	Spot levels		Sand		Heritage items
	Trees to be retained		Decomposed Granite		Existing BBQ to be retained
	Proposed trees		Grassed drainage swale to engineers detail		Septic mound to engineers detail

DIALOGUE

- 1 Seating placed near existing Camphor laurel trees to provide a shaded space for small groups to gather
- 2 Informal cluster of new trees planted near the main entry to soften the new building and help strengthen the entry to the school
- 3 Existing letterbox retained to strengthen existing character of the school
- 4 Yarning circle to support outdoor learning opportunities for small groups to Connection to Country
- 5 New sports field to allow for flexible sports activities
- 6 Existing letterbox retained to strengthen existing character of the school
- 7 Existing hard court and COLA retained
- 8 Existing garden and flag poles retained
- 9 Raised growing garden for education about food and indigenous planting
- 10 Existing Cow sculptures retained and relocated amongst the agricultural setting of growing gardens and fruit trees
- 11 Existing bus shelter relocated to provide shaded structure to games court and growing gardens
- 12 New "like for like" replacement playground and relocated sand pit