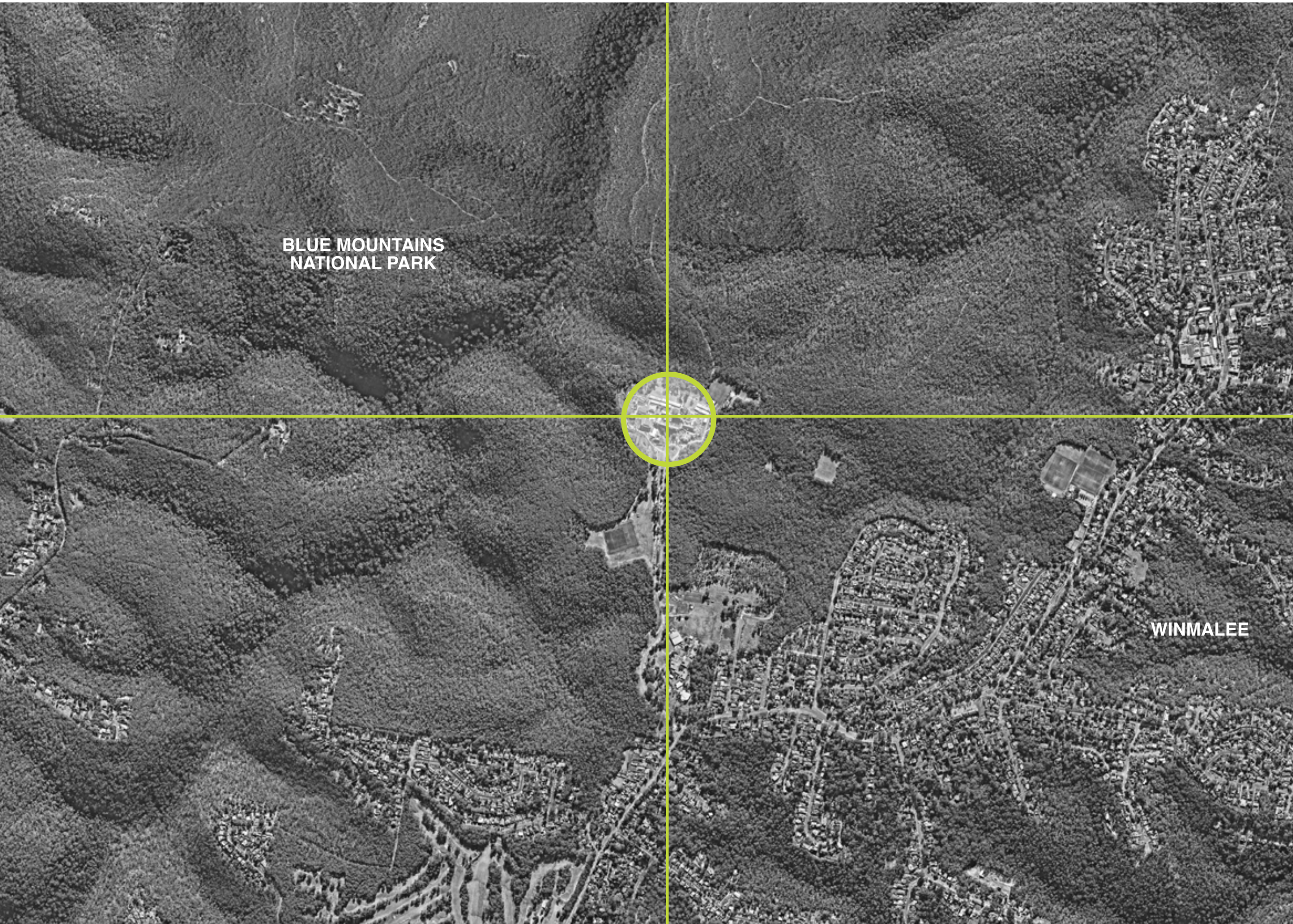
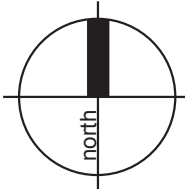


# St Columba’s Catholic College

August 2022



LOCATION MAP



Drawing Schedule

| Name                             | Drawing Number | Revision |
|----------------------------------|----------------|----------|
| Cover Sheet                      | DA-L000        | A        |
| Landscape Report                 | DA-L001        | A        |
| Overall Landscape Plan           | DA-L101        | A        |
| Detailed Landscape Plan (1 of 2) | DA-L102        | A        |
| Detailed Landscape Plan (2 of 2) | DA-L103        | A        |
| Precedent Images                 | DA-L201        | A        |
| Indicative Plant Schedule        | DA-L301        | A        |

Statutory & Regulatory Guidelines

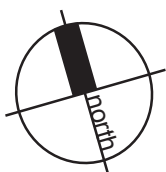
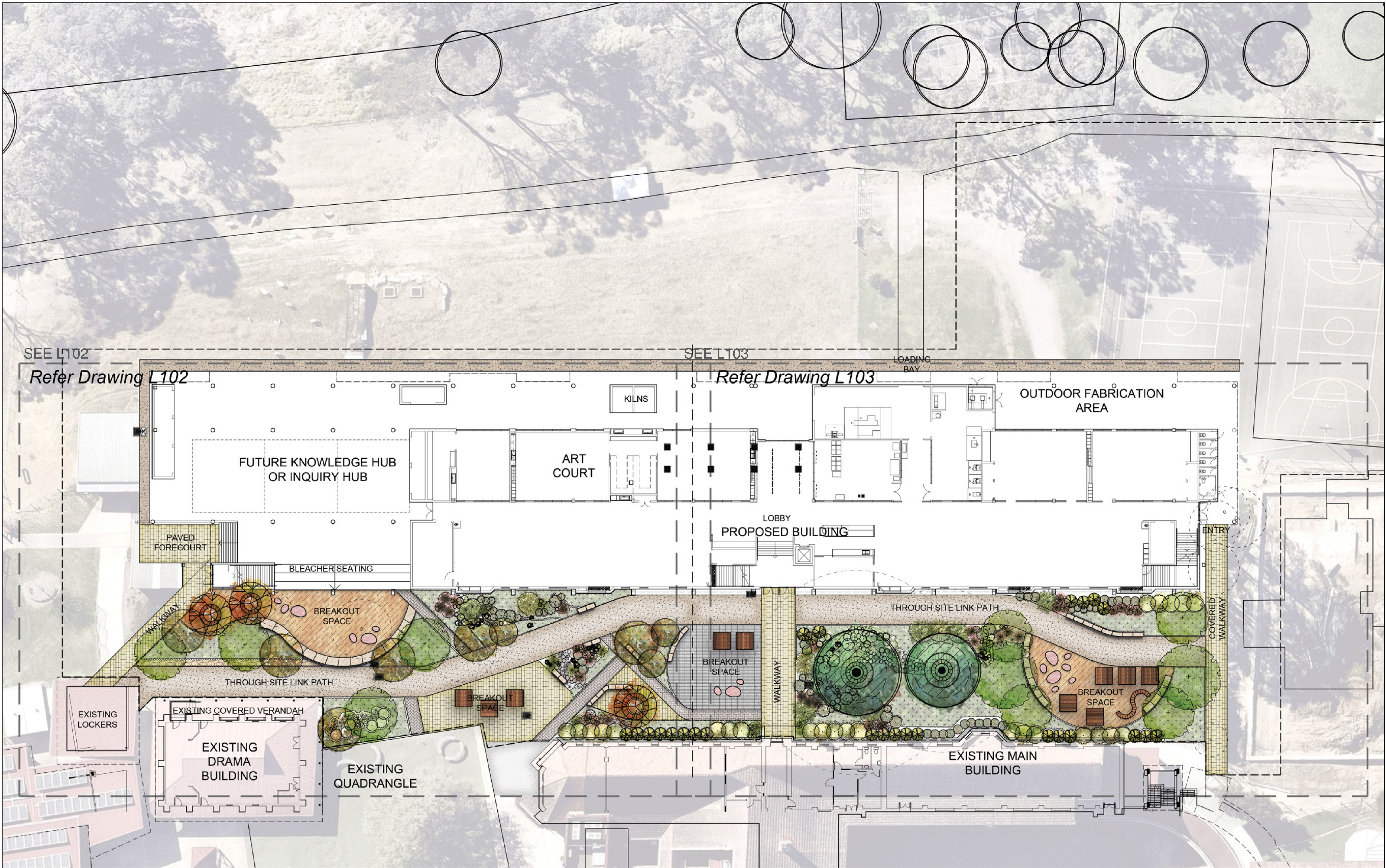
- The City of Blue Mountains*
- Blue Mountains Local Environmental Plan (LEP) 2015
  - Blue Mountains Development Control Plan (DCP) 2015
  - SEPP (Educational Establishments & Child Care Facilities) 2017
  - RFS Planning for Bush Fire Protection (2006); Appendix 5: Landscaping & Property Maintenance

# Landscape Report

August 2022

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 Site Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| The subject site is located within the school grounds of the St Columbas College, Hawkesbury Road Springwood NSW.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| The existing topography of the school site is relative flat. The development site is situated within the northern part of the school grounds is located between the existing heritage stone (administration) building & stone (drama) building and a number of metal clad demountable classrooms. These demountable classrooms, existing bitumen paving, turf areas and existing trees will be all removed as part of this development.                                                                                                                                                                                                                                            |
| The subject site is a rectangular site and has an existing cross fall of approximately 1:20 and a longitudinal fall of approximately 1:100. Some of the St Columbas College buildings and grounds are heritage-listed under the Local Government Act for historical and cultural significance. There is a significant amount of native woodland vegetation to the north of the school grounds and the development site has been identified as having a BAL-29 Bush fire rating.                                                                                                                                                                                                    |
| 1.2 Proposed Development Design:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| A new two storey classroom block with under-croft and basement level areas; designed by Alleanza Architecture, and provides the opportunity to link the older heritage buildings to the new architecture by providing a connection open space area between the old and new.The landscape design intent is providing a connection space between the new classroom block and the existing buildings as well as providing a series of break-out spaces for students for passive recreation, study groups and congregation.                                                                                                                                                            |
| A selection of materials, finishes & fixtures have been considered, in response to the contemporary new architecture and the heritage significance of the existing buildings. This selection of materials and fixtures have also been considered in terms of DDA and Bush Fire rating compliance. Replace tree planting has been selected in regard to shade & amenity, solar access and bush fire as well as positioning the trees away from entry doorways and in respect to the existing planting palette and the existing heritage buildings.                                                                                                                                  |
| The proposed landscape design is in response to the SEPP (Educational Establishments & Childcare Facilities) 2007, and in particular addresses some of the following principles identified in this SEPP.                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 2.0 SEPP (Educational Establishments & Child Care Facilities) 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2.1 Principle 1 – Context, Built Form & Landscape                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Schools should be designed to respond to and enhance the positive qualities of their setting, landscape and heritage, including Aboriginal cultural heritage. The design and spatial organisation of buildings and the spaces between them should be informed by site conditions such as topography, orientation and climate.                                                                                                                                                                                                                                                                                                                                                      |
| Landscape should be integrated into the design of school developments to enhance on-site amenity, contribute to the streetscape and mitigate negative impacts on neighbouring sites. School buildings and their grounds on land that is identified in or under a local environmental plan as a scenic protection area should be designed to recognise and protect the special visual qualities and natural environment of the area, and located and designed to minimise the development's visual impact on those qualities and that natural environment.                                                                                                                          |
| As mentioned, the proposed landscape design intent for this development is to provide a suitable space between the proposed classroom block and existing heritage buildings to provide a connection and interaction series of spaces for the students and staff. Seating nodes, outdoor study areas, congregation spaces and passive recreation areas have all been included in the landscape design and solar access and heritage, cultural factors have been considered. Predominantly low water use groundcover species have been selected as a suitable understorey under the trees with respect to clear surveillance, sight lines, bush fire hazard reduction and shadowing. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2 Principle 2 – Sustainable, Efficient and Durable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Good design combines positive environmental, social and economic outcomes. Schools and school buildings should be designed to minimise the consumption of energy, water and natural resources and reduce waste and encourage recycling. Schools should be designed to be durable, resilient and adaptable, enabling them to evolve over time to meet future requirements. All proposed plant species selection has been considered in terms of soil types, species hardiness and on-going watering maintenance requirements using on-site stored rainwater for irrigation purposes. An automatic drip line irrigation system will be implemented in accordance with minimum Australian standards. Species selection will be a mixture of exotic and native hardy species that are suited to the local climatic and geological conditions and will be quick to establish, and to reduce ongoing landscape maintenance requirements such as pruning.                                                                                                                                                                                                                                    |
| 2.3 Principle 3 - Accessible and Inclusive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| School buildings and their grounds should provide good wayfinding and be welcoming, accessible and inclusive to people with differing needs and capabilities.Note. Wayfinding refers to information systems that guide people through a physical environment and enhance their understanding and experience of the space. Schools should actively seek opportunities for their facilities to be shared with the community and cater for activities outside of school hours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Circulation, connectivity and accessibility have been considered with this landscape design and will include some of the following;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>Established a path hierarchy for main connecting paths, covered walkway links, egress and maintenance access</li><li>Segregation of pedestrian paths from vehicular roads and driveways.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Connectivity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>No 'dead–end' spots</li><li>Implementation of intersection nodes where paths intersect, and which may include way-finding signage, congregation nodes and seating.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2.4 Principle 4 – Health and Safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Good school development optimises health, safety and security within its boundaries and the surrounding public domain, and balances this with the need to create a welcoming and accessible environment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| With the proposed landscape design for this school development, we would implement the following safety planting initiatives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"><li>Avoid planting new tree species that are prone to potential limb drop</li><li>Avoid planting new tree &amp; shrub species close to paths and hard paved areas that are known for excessive flower and foliage drop that may cause slip hazards</li><li>Avoid planting new tree species that are known for invasive root structure that may damage paths and hard paved areas, which may cause trip hazards</li><li>Avoid planting new tree and shrub species that are known to be toxic or may cause respiratory, allergy and/ or skin irritations.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Shrub species, sizing & locations are to ensure that passive surveillance is maintained at building entries and all plantings are to be layered to with smaller groundcovers. Shrubs have been excluded from door and window openings in compliance with RFS bush fire hazard reduction initiatives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2.5 Principle 5 – Amenity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Schools should provide pleasant and engaging spaces that are accessible for a wide range of educational, informal and community activities, while also considering the amenity of adjacent development and the local neighbourhood. Schools located near busy roads or near rail corridors should incorporate appropriate noise mitigation measures to ensure a high level of amenity for occupants. Schools should include appropriate, efficient, stage and age appropriate indoor and outdoor learning and play spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy, storage and service areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| The planting design strategy for the proposed landscape are to enhance the amenity of the new classroom block development and are to include the following:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"><li>Proposed tree species within appropriate deep soil zones to assist in reducing bulk &amp; scale of the development</li><li>Proposed evergreen trees to provide shade &amp; amenity</li><li>Proposed deciduous trees for solar access &amp; seasonal change</li><li>Provide a broad sensory planting palette to include a variety of colour, texture, aroma &amp; form</li><li>Respectful in regard to the heritage significance of existing buildings</li><li>Appropriate species in regard to Appendix 5; Planning for Bush Fire Protection (2006).</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 2.6 Principle 6 – Whole of Life, Flexible and Adaptive                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| School design should consider future needs and take a whole-of-life-cycle approach underpinned by site wide strategic and spatial planning. Good design for schools should deliver high environmental performance, ease of adaptation and maximise multi-use facilities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"><li>Refer 2.5 - Principle 5: Amenity</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 2.7 Principle 7 – Aesthetics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| School buildings and their landscape setting should be aesthetically pleasing by achieving a built form that has good proportions and a balanced composition of elements. Schools should respond to positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and character of a neighbourhood.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| The built form should respond to the existing or desired future context, particularly, positive elements from the site and surrounding neighbourhood and have a positive impact on the quality and sense of identity of the neighbourhood. The landscape aesthetics for planting (soft-works) have already been referred in Section 2.5 - Principle 5: Amenity. The following materials and finishes of the hard-works have been considered in the landscape design for this school development:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Materials & Finishes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"><li>Implementation of sculptural forms (seating) with in the landscape to interest and encourage activation of spaces</li><li>Appropriate selection of furniture, fixtures, materials &amp; finishes for robustness and durability</li><li>Range of paving material surfaces &amp; finishes to define spaces</li><li>Use of exposed aggregate concrete or colour oxide concrete paving to assist in reducing concrete glare</li><li>Ensuring some of the furniture selected is DDA compliant to cater for people with disabilities</li><li>Materials, fixtures &amp; finishes are appropriate within the context of the existing school surrounds and the heritage buildings.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Bush Fire Hazard Reduction Initiatives:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| As the subject site is identified as 'bushfire prone land' and has a Bal-29 Bush Fire rating and there are a number of bush fire hazard reduction initiatives have been considered in regard to the landscape design and ongoing landscape maintenance. Some of these bush fire hazard reduction initiatives are as follows:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ol style="list-style-type: none"><li>The identified Asset Protection Zone (APZ) to the north of the subject site is to be well maintained in regard to ongoing landscape maintenance. Turf or unirrigated grassed areas to be mowed on a regular basis. Leaf litter, twigs and branches to be removed on a regular basis to reduce potential fuel load</li><li>Selection of suitable 'fire -retardant' tree &amp; plant species to be implemented. Low grasses and groundcovers (not tall shrubs) are to be located directly under the canopies of proposed trees.</li><li>Irrigated well maintained garden beds and provision of an ongoing landscape maintenance schedule will be implemented as part of the construction documentation for the project.</li><li>Proposed trees are to be located singularly or in groups to achieve a discontinuous canopy.</li><li>Limited use of combustible landscape materials particularly in high flammable risk areas</li><li>No shrubs to be planted in close proximity to window and door openings, and trees to be planted minimum distances from proposed buildings so mature canopies are clear of roof overhangs or eaves.</li></ol> |



LEGEND

Extent of Landscape Works Line

Building Line  
*Refer Architects Drawings*

Awning Line/Roof Over  
*Refer Architects Drawings*

Existing Tree Removed  
*Refer Arborist Report*

Existing Tree Retained  
*to be Protected to AS4970*

Shade/Amenity Tree  
*Refer Plant Schedule*

Evergreen (Feature) Tree  
*Refer Plant Schedule*

Deciduous (Feature) Tree  
*Refer Plant Schedule*

Shrubs  
*Refer Plant Schedule*

Accent Shrubs  
*Refer Plant Schedule*

Mass Groundcover Planting  
*Refer Plant Schedule*

Dry Creek Bed  
*Refer Precedent Images*

Colour Concrete Paving Type 1  
*Refer Future Materials Schedule*

Colour Concrete Paving Type 2  
*Refer Future Materials Schedule*

Feature Unit Paving  
*Refer Future Materials Schedule*

Fibre Reinforced Plastic Grate  
*Refer Future Materials Schedule*

Exposed Aggregate Paving  
*Refer Future Materials Schedule*

Gravel Paving  
*Refer Future Materials Schedule*

Sandstone Log Seating Wall  
*Refer Precedent Images*

Off-form Concrete Seating Wall  
*Refer Precedent Images*

Stormwater Pit.  
*Refer Refer Engineers Drawing*

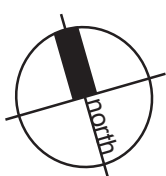
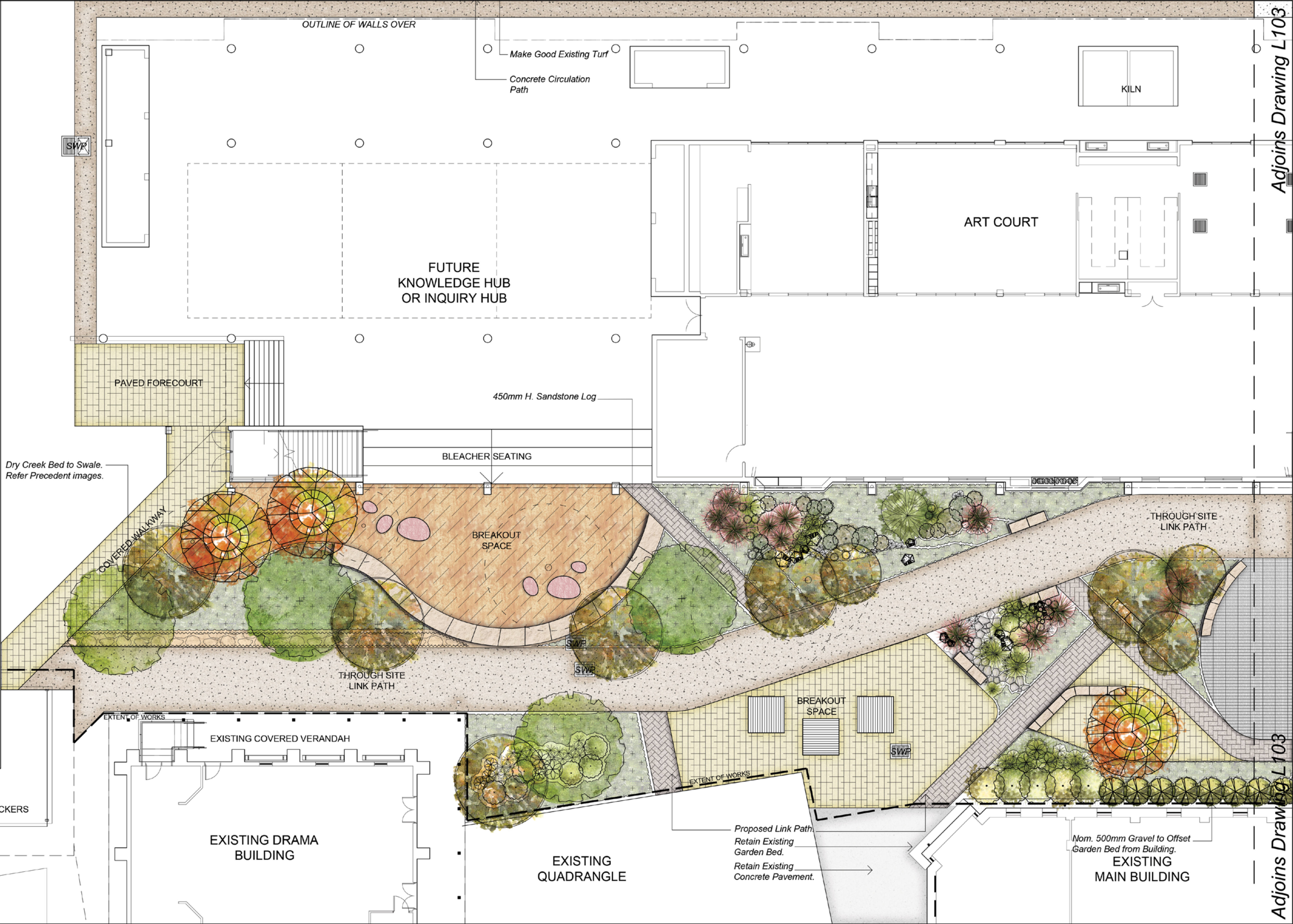
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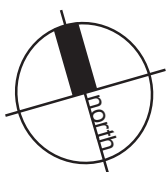
'Pebble Pod' Seat  
*Refer Future Fixtures Schedule*

Arc Timber Batten Bench  
*Refer Future Fixtures Schedule*

Circular Timber Batten Bench  
*Refer Future Fixtures Schedule*

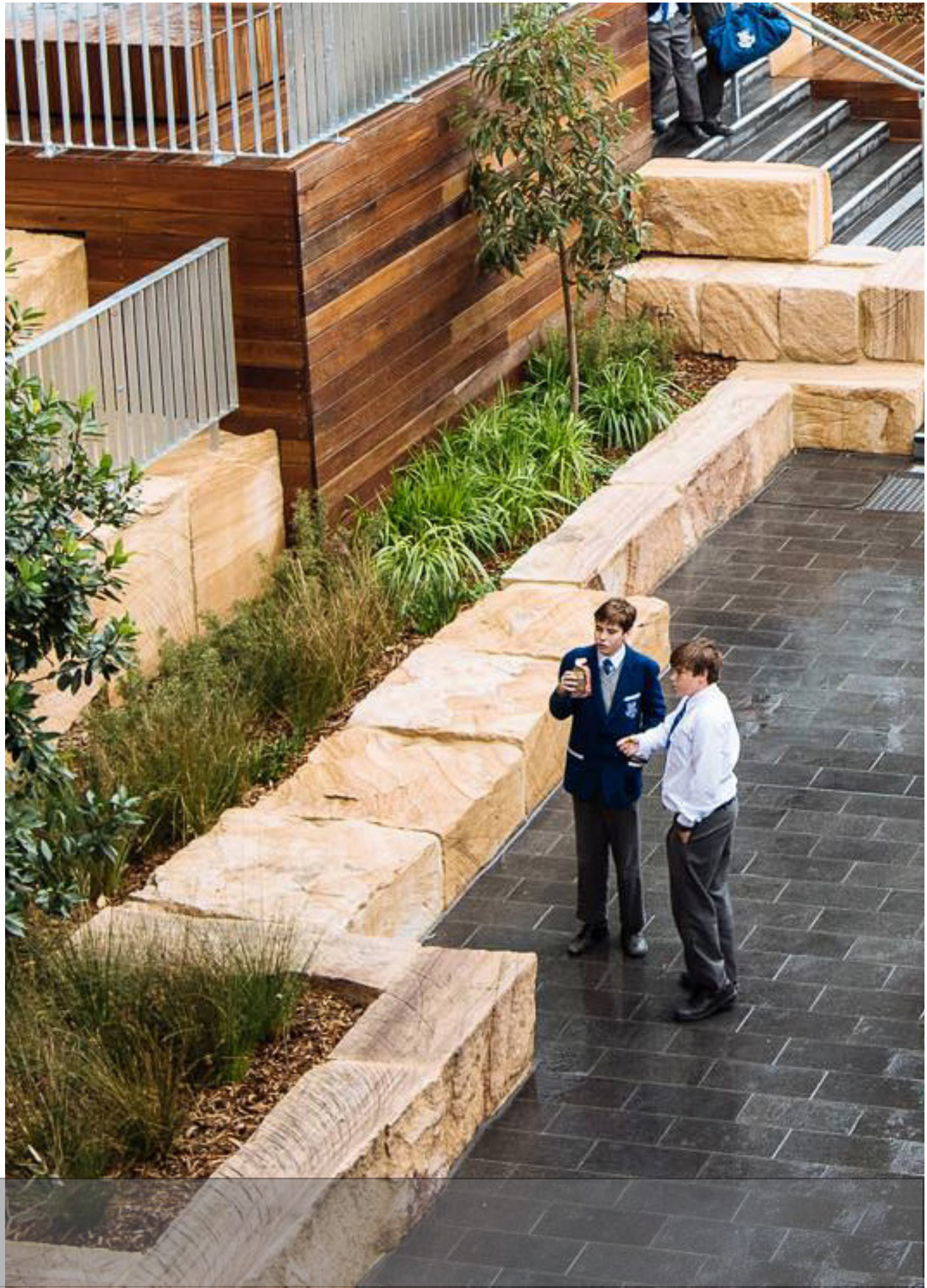
Square Timber Batten Bench  
*Refer Future Fixtures Schedule*







SANDSTONE LOG SEATING



DRY CREEK BED



FEATURE FURNITURE



xeriscapes

1/28 Adelaide Street East Gosford NSW 2250  
Level 3, 23 Watt Street Newcastle NSW 2300  
P: 02 4302 0477 • ABN 12 129 231 269

PROJECT  
**ST COLUMBA'S CATHOLIC COLLEGE**  
168 HAWKESBURY ROAD, SPRINGWOOD

DRAWING NAME  
**PRECEDENT IMAGES**

CLIENT CEDP  
PROJECT NO 21086  
DRAWING NO DA-L201  
SCALE NA

REVISION A  
DATE 30.08.2022

| Image                     | Botanical Name                                    | Common Name                 | Mature Height (m.) | Mature Spread (m.) | Pot Size | Comments                |
|---------------------------|---------------------------------------------------|-----------------------------|--------------------|--------------------|----------|-------------------------|
| Shade Amentiy Treess      |                                                   |                             |                    |                    |          |                         |
| 01                        | <i>Angophora hispida</i>                          | Dwarf Apple Gum             | 6                  | 6                  | 75L      |                         |
|                           | <i>Corymbia exima</i>                             | Dwarf Yellow Blackwood      | 8                  | 7                  | 45L      |                         |
|                           | <i>Brachychiton acerifolius</i>                   | Illawarra Flame Tree        | 15                 | 5                  | 75L      | Stakes and ties         |
| 02                        | <i>Elaeocarpus reticulatus</i>                    | Blueberry Ash               | 10                 | 5                  | 45L      | Stakes and ties         |
|                           | <i>Tristaniopsis 'Luscious'</i>                   | Luscious Water Gum          | 8                  | 5                  | 75L      | Stakes and ties         |
| 03                        | <i>Waterhousia floribunda 'Sweeper'</i>           | Weeping Lilly Pilly         | 10                 | 7                  | 75L      | Stakes and ties         |
| Feature Treess            |                                                   |                             |                    |                    |          |                         |
|                           | <i>Backhousia citriodora</i>                      | Lemon Myrtle                | 5-10               | 2-5                | 75L      | Stakes and ties         |
|                           | <i>Banksia serrata</i>                            | Old Man Banksia             | 10                 | 5                  | 45L      | Stakes and ties         |
|                           | <i>Betula pendula</i>                             | Moss White Silver Birch     | 8                  | 3                  | 75L      | Stakes and ties         |
|                           | <i>Cornus florida cultivar</i>                    | Flowering Dogwood           | 8                  | 5                  | 45L      | Stakes and ties         |
|                           | <i>Cornus kousa 'Satomi'</i>                      | Satomi Kousa Dogwood        | 6                  | 4                  | 75L      | Stakes and ties         |
|                           | <i>Corymbia liciifolia 'Orange Splendour'</i>     | Dwarf Flowering Gum         | 6                  | 4-6                | 45L      | Stakes and ties         |
| 04                        | <i>Banksia integrifolia</i>                       | Coast Banksia               | 6                  | 3                  | 75L      |                         |
| Deciduous Treess          |                                                   |                             |                    |                    |          |                         |
|                           | <i>Acer griseum</i>                               | Paper-bark Maple            | 6                  | 9                  | 75L      | Stakes and ties         |
|                           | <i>Acer palmatum 'Dissectum Atropurpureum'</i>    | Purple Japanese Maple       | 2.4                | 2.4                | 45L      | Stakes and ties         |
|                           | <i>Fraxinus angustifolia 'Raywood'</i>            | Claret Ash                  | 10                 | 8                  | 75L      | Stakes and ties         |
| 06                        | <i>Lagerstroemia indica x L. fauriei</i>          | Crepe Myrtle                | 5                  | 3-4                | 75L      | Stakes and ties         |
|                           | <i>Liriodendron tulipifera 'Fastigiata'</i>       | Narrow Tulip Tree           | 20                 | 4                  | 75L      |                         |
| 07                        | <i>Malus ioensis 'plena'</i>                      | Iowa Crab Apple             | 6                  | 4                  | 45L      |                         |
|                           | <i>Pyrus calleryana 'Capital'</i>                 | Capital Pear                | 10                 | 3                  | 75L      | Stakes and ties         |
|                           | <i>Ulmus glabra 'Lutescens</i>                    | Golden Elm                  | 10                 | 12                 | 75L      |                         |
| Tall Shrubs > 1.5m        |                                                   |                             |                    |                    |          |                         |
|                           | <i>Banksia robur</i>                              | Swamp Banksia               | 2                  | 2                  | 300mm    |                         |
|                           | <i>Breynia cernua 'Ironstone Range'</i>           | Coffee Bush                 | 2                  | 1.5                | 300mm    |                         |
|                           | <i>Grevillea banksii 'Alba'</i>                   | White Banks Grevillea       | 2.5                | 2                  | 500mm    | Squirrel Glider Habitat |
|                           | <i>Hakea bakeriana</i>                            | Hakea                       | 2                  | 1.5                | 300mm    | Squirrel Glider Habitat |
|                           | <i>Leptospermum polygalifolium</i>                | Tantoon                     | 2                  | 1.5                | 300mm    | Squirrel Glider Habitat |
|                           | <i>Syzygium australe 'Pinnacle'</i>               | Pinnacle Narrow Lilly Pilly | 7.5                | 1.5                | 300mm    |                         |
| 08                        | <i>Viburnum plicatum f. tomentosum 'Mariseii'</i> | Japanese Snowball           | 4                  | 4                  | 200mm    |                         |
| Low Shrubs < 1.5m         |                                                   |                             |                    |                    |          |                         |
|                           | <i>Banksia oblongifolia</i>                       | Fern-leaved Banksia         | 1                  | 1                  | 200mm    | Squirrel Glider Habitat |
|                           | <i>Callistemon 'Better John'</i>                  | Better John Bottlebrush     | 1.2                | 0.9                | 200mm    |                         |
|                           | <i>Grevillea lanigera</i>                         | Soft Leaved Grevillea       | 1                  | 1                  | 200mm    |                         |
| 09                        | <i>Leucospermum cordifolium 'Scarlet Ribbon'</i>  | Scarlet Ribbon              | 2                  | 1.5                | 300mm    |                         |
|                           | <i>Rhaphiolepis indica 'Cosmic White'</i>         | Indian Hawthorn             | 1.5                | 1.5                | 200mm    |                         |
| 12                        | <i>Westringia 'Zena'</i>                          | Sea Mist Coastal Rosemary   | 1                  | 1                  | 200mm    |                         |
| Mass Planted Groundcovers |                                                   |                             |                    |                    |          |                         |
|                           | <i>Ajuga reptans</i>                              | Purple Bugle                | 0.15               | 0.15               | 140mm    |                         |
|                           | <i>Convolvulus cneorum</i>                        | Silver Bush                 | 0.5                | 1                  | 140mm    |                         |
|                           | <i>Dichondra repens</i>                           | Kidney Weed                 | 0.1                | 1.5                | 100mm    |                         |
| 14                        | <i>Helichrysum petiolare</i>                      | Licorice Plant              | 0.6                | 1                  | 140mm    |                         |
|                           | <i>Mycoporum parvifolium 'Yareena'</i>            | Yareena Creeping Boobialla  | 0.1                | 1                  | 140mm    |                         |
|                           | <i>Neomarica gracilis</i>                         | Walking Iris                | 0.5                | 0.5                | 140mm    |                         |
| 15                        | <i>Poa labillardieri 'Kingsdale'</i>              | Blue Tussock Grass          | 0.45               | 0.45               | 140mm    |                         |
|                           | <i>Santolina chamaecyparissus</i>                 | Lavender Cotton             | 0.6                | 0.3                | 200mm    |                         |
|                           | <i>Westringia 'Mundi'</i>                         | Westringia 'Mundi'          | 0.6                | 1.5                | 140mm    |                         |
| Low Border Planting       |                                                   |                             |                    |                    |          |                         |
|                           | <i>Carex albula 'Frosted Curls'</i>               | New Zealand Hair Sedge      | 0.6                | 0.6                | 140mm    |                         |
|                           | <i>Chrysocephalum apiculatum 'Desert Flame'</i>   | Yellow Buttons              | 0.5                | 0.3                | 140mm    |                         |
|                           | <i>Dianella caerulea 'Little Jess'</i>            | Little Jess Flax Lily       | 0.4                | 0.4                | 140mm    |                         |
| 18                        | <i>Liriope muscari 'Isabella'</i>                 | Isabella Fine Leaf Liriope  | 0.4                | 0.5                | 140mm    |                         |
| 19                        | <i>Lomandra confertifolia 'Wingarra'</i>          | Lomandra Wingarra           | 0.4                | 0.6                | 140mm    |                         |
| Cascading Planting        |                                                   |                             |                    |                    |          |                         |
| 20                        | <i>Casuarina glauca 'Cousin It'</i>               | Cousin It                   | 0.3                | 1                  | 140mm    |                         |
|                           | <i>Hardenbergia violacea 'Meema'</i>              | Meema Snake Vine            | 0.5                | 2                  | 140mm    |                         |
|                           | <i>Rosmarinus officinalis 'Blue Lagoon'</i>       | Blue Lagoon Rosemary        | 0.3                | 1                  | 140mm    |                         |
| Shade Tolerant Planting   |                                                   |                             |                    |                    |          |                         |
| 20                        | <i>Asplenium australasicum</i>                    | Birds Nest Fern             | 1                  | 1                  | 140mm    |                         |
|                           | <i>Aspidistra elatior</i>                         | Cast Iron Plant             | 0.7                | 0.5                | 140mm    |                         |
|                           | <i>Blechnum gibbum 'Silver Lady'</i>              | Silver Lady Fern            | 1                  | 1                  | 140mm    |                         |
| 21                        | <i>Blechnum nudum</i>                             | Fishbone Water Fern         | 0.7                | 0.5                | 140mm    |                         |
|                           | <i>Dicksonia antarctica</i>                       | Soft Tree Fern              | 15                 | 5                  | 300mm    |                         |
| 22                        | <i>Doodia aspera</i>                              | Prickly Rasp Fern           | 0.4                | 0.4                | 140mm    |                         |
|                           | <i>Macrozamia communis</i>                        | Burrawang                   | 1                  | 1.5                | 140mm    |                         |
| 23                        | <i>Philodendron 'Xanadu'</i>                      | Xanadu Dwarf Philodendron   | 0.8                | 0.8                | 140mm    |                         |
| 24                        | <i>Pteris tremula</i>                             | Tender Brake                | 1                  | 0.8                | 140mm    |                         |
|                           | <i>Viola hederacea</i>                            | Native Violet               | 0.1                | 0.3                | 140mm    |                         |



xeriscapes

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PROJECT

ST COLUMBA'S CATHOLIC COLLEGE  
168 HAWKESBURY ROAD, SPRINGWOOD

DRAWING NAME

INDICATIVE  
PLANT SCHEDULE

CLIENT CEDP  
PROJECT NO 21086  
DRAWING NO DA-L301  
SCALE NA

REVISION A  
DATE 30.08.2022