

**Darlington Public School – Redevelopment – Stage 1 & 2, Construction Phase – Darlington Public School Heritage Interpretation Plan in accordance with Condition D30**

Condition	Condition requirements	Document reference
<b>D30</b>	<p>Prior to the commencement of operation, the Applicant must submit a Heritage Interpretation Plan in accordance with the recommendations of the Heritage Impact Statement prepared by GML Heritage and dated June 2020, to the satisfaction of the Planning Secretary. The plan must:</p> <p>(a) be prepared by a suitably qualified and experienced expert in consultation with the Heritage NSW and Council; and</p> <p>(b) incorporate the relevant recommendations of the Aboriginal Cultural Heritage Assessment Report prepared by GML Heritage and dated April 2020.</p>	<p><b>(a) – CV’s refer attached pdf – p.g 26-28</b>  <b>- Consultation refer attached pdf – P.g 18-25</b></p> <p><b>(b) - refer attached pdf – p.g 8</b></p>





# Darlington Public School

Heritage Interpretation Plan  
January 20, 2023

We respect and acknowledge the Gadigal People of the Eora Nation, their lands and waterways, their rich cultural heritage and their deep connection to Country, and we acknowledge their Elders past and present. We are committed to truth-telling and to engaging with the Gadigal people to support the protection of their culture and heritage. We strongly advocate social and cultural justice and support the Uluru Statement from the Heart

### **Cultural warning**

Aboriginal and Torres Strait Islander readers are advised that this report may contain images or names of First Nations people who have passed away.

# Acknowledgement of Country

The following report register documents the development of this report, in accordance with GML's Quality Management System.

Job No.	Issue No.	Notes/Description	Issue Date
18-0630E	1	Draft Report	06/12/2022
18-0630E	2	Final Report	20/1/2023

## Quality assurance

The report has been reviewed and approved for issue in accordance with the GML quality management policy and procedures.

It aligns with best-practice heritage conservation and management, *The Burra Charter: the Australia ICOMOS Charter for Places of Cultural Significance, 2013* and heritage and environmental legislation and guidelines relevant to the subject place.

## Indigenous cultural and intellectual property

We acknowledge and respect the inherent rights and interests of the Gadigal People of the Eora Nation in Indigenous Cultural and Intellectual Property. We recognise that Aboriginal and Torres Strait Islander people have the right to be acknowledged and attributed for their contribution to knowledge but also respect their rights to confidentiality. We recognise our ongoing obligations to respect, protect and uphold the continuation of the Gadigal People rights in the materials contributed as part of this project..

## Copyright

© GML Heritage Pty Ltd 2023

This report has been produced for the client as an internal document. Except as allowed under the *Copyright Act 1968* (Cth), no part may be copied, transmitted, published, or otherwise dealt with in any form without permission in writing from GML Heritage and the owners of copyright in images or other matter in that part of the document.

Pre-existing copyright in images and other matter is acknowledged where appropriate. Although a reasonable effort has been made to obtain permission to reproduce copyright material, GML Heritage does not warrant that permission has been obtained in all cases.

Source of images is GML unless otherwise stated.

## Cover image

Mural at Darlington Public School. (Source: Michael Nicholson)

<b>Introduction</b>	<b>5</b>
Introduction	6
Condition of Consent	6
Site identification	6
Why is the school important?	6
Methodology	6
Author	6
<b>Project background</b>	<b>7</b>
Project background	8
Introduction	8
The story of Darlington PS	8
Key Aboriginal culture and heritage themes	8
Design principles (FJMT 2020)	10
Design considerations of heritage values	11
Summary	11
<b>Interpretive initiatives</b>	<b>12</b>
Interpretive initiatives	13
Thematic framework	13
Audiences	14
Interpretive initiatives (FJMT 2020)	14
Other potential interpretive initiatives	16

G

N

# Introduction

L

# Introduction

Darlington Public School (Darlington PS) is a school with significant heritage values for the students, staff and local Aboriginal community members.

School Infrastructure New South Wales (SINSW) is redeveloping the existing Darlington PS site to accommodate up to 437 students. The existing buildings will be replaced with a modern education building that will meet the current and future learning needs of the students and provide a comfortable working environment for staff. The new Darlington PS designed by FJMT Studio (FJMT) will deliver a school for 415 students, with potential to increase capacity up to 437 students, and provide a new preschool on the site.

GML Heritage Pty Ltd (GML) has been commissioned by AW Edwards Pty Ltd, on behalf of SINSW and the Department of Education (DoE), to prepare a Heritage Interpretation Plan (HIP) for the new Darlington PS. The HIP documents how the interpretation of the school's significant history and cultural values have been incorporated into FJMT's new design. This HIP also provides a corresponding interpretive framework that could be applied to future interpretive projects at the school, allowing for continuity in storytelling.

## Condition of Consent

This HIP is a requirement of State Significant Development (SSD) Project 9914, Development Consent Condition D30:

D30. Prior to the commencement of operation, the Applicant must submit a Heritage Interpretation Plan in accordance with the recommendations of the Heritage Impact Statement prepared by GML Heritage and dated June 2020, to the satisfaction of the Planning Secretary. The plan must:

- (a) be prepared by a suitably qualified and experienced expert in consultation with the Heritage NSW and Council; and
- (b) incorporate the relevant recommendations of the Aboriginal Cultural Heritage Assessment Report prepared by GML Heritage and dated April 2020.

## Site identification

Darlington PS is in the suburb of Darlington, on the southern side of City Road, adjacent to Sydney University. Darlington Public School is approximately four kilometres southwest of Sydney's CBD. The school is bound by Golden Grove Street and Abercrombie Street, Darlington (Figure 1.1 and Figure 1.2).

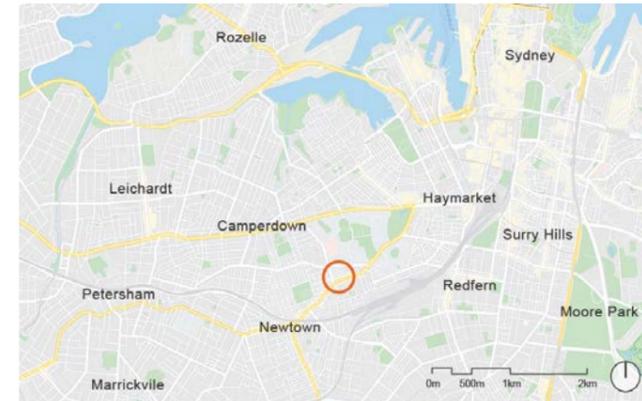


Figure 1.1 Darlington PS in its wider context. (Source: Google Maps with GML overlay)



Figure 1.2 The location of Darlington Public School. (Source: Nearmap with GML overlay)

## Why is the school important?

Darlington PS is an inner-city school servicing the suburbs of Chippendale, Darlington, Redfern and Waterloo. It first opened its doors for education in 1975. The history of Darlington's public schools is interwoven across three separate school sites, entangled with the late nineteenth- and twentieth-century history of Darlington and Redfern. The schools are viewed as a central part of the local community—not just as places of education, but as places of recognition, identity, safety and belonging.

While Darlington PS is not a listed heritage item, the school is significant as a place clearly connected with Aboriginal culture, heritage and education. The school had designed and adapted spaces with Aboriginal art, song, and language. Some of these elements were clearly visible to visitors, such as the school

entrance way, while other elements of the place are intangible, such as cultural practice and the school song.

## Methodology

The principles, methodology and terminology for this project have been guided by The ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites and relevant articles in The Burra Charter: The Australia ICOMOS Charter for Places of Cultural Significance, 2013 (the Burra Charter). This HIP accords with the NSW Heritage Office Interpreting Heritage Places and Items Guidelines and the NSW Heritage Council's Heritage Interpretation Policy.

This HIP is based on the following reports:

- GML, Darlington Public School—Aboriginal Cultural Heritage Assessment Report, prepared for the Department of Education, June 2020 (ACHAR);
- GML, Darlington Public School Redevelopment Program SSD 9914—Heritage Impact Statement, prepared for Department of Planning, Infrastructure and Environment, June 2020 (HIS);
- GML, Darlington Public School Artwork—Oral History Recording, prepared for School Infrastructure New South Wales, January 2022 (Oral History Recording);
- GML, Darlington Public School—Photographic Archival Recording, prepared for School Infrastructure New South Wales and Department of Education, September 2021 (PAR);
- FJMT, Darlington Public School—SSD-9914 Architectural Design Statement, prepared for the Department of Education, May 2020 (ADS);
- FJMT, Darlington Public School—SSD-9914 Landscape Report, prepared for the Department of Education, May 2020 (Landscape Report); and
- FJMT, Darlington Public School—Artwork Committee Workshop 4 Report, March 2022.

## Author

This report has been prepared by Angela So, GML Senior Heritage Consultant, assisted by Angus Bowen, GML Heritage Designer. Dr Tim Owen, GML Principal, reviewed this report.

**G**

**N**

**Project background**

**L**

# Project background

## Introduction

The following section provides background information on Darlington PS, including its heritage significance, and an overview of how FJMT incorporated the recommendations of the ACHAR into the redevelopment of the school. This information provides the basis of the interpretive framework for Darlington PS.

## The story of Darlington PS

The following historical overview of Darlington PS was included in the Darlington Public School Artwork—Oral Recording (2022).<sup>1</sup>

### Ethnohistory

The Aboriginal people that lived in the area now occupied by Darlington Public School were either Cadigal or Wan(n)gal. These groups are local descent groups, otherwise referred to as local clans or territorial clans.

### Early European history

The area that is now Darlington was part of the Crown Reserve that was set aside by Governor Phillip in the early 1790s for school purposes.

In 1819 the land of the Crown Reserve was divided and partly regranted, with a smaller parcel of land later known as Golden Grove.

Golden Grove was subdivided in parts from 1879 through to the middle of the 1880s. As part of this process and terrace houses and shops were built upon Golden Grove, including on the current school site.

### The first Darlington Public School, 1877

The first Darlington PS was established in 1877 to meet the needs of the growing community who were coalescing in the area because of the Eveleigh Railyards. This school was located at Maze Crescent within the University of Sydney (now Cadigal Green of the University of Sydney) and was designed by George Allen Mansfield, an architect to the Council of Education. Darlington was one of several schools he designed.

Up to the 1970s the Redfern and Darlington Aboriginal community predominantly sent their children to the Old Darlington School. By the 1970s the school was in a poor condition. This, in conjunction with the rapid development around the school by the University, resulted in a proposal

to build a new school in Darlington within the community. In 1975 the Old Darlington School closed and ownership was transferred to Sydney University, where the school building remains today.

### The new Darlington Public School, 1975

The new Darlington Public School was constructed in 1975 in a cleared block between Abercrombie Street, Golden Grove Street, Rose Lane and Darlington Lane. The new school buildings (originally known as the Darlington Demonstration Public School) had been designed earlier in 1973 by the Government Architect (Peter Farmer), being simple functional Brutalist buildings.

Adaptations to the Darlington Public School complex occurred in the 1990s, and are understood to have involved adaptation of spaces to reflect the cultural use of the school by the Aboriginal community, as well as, notably, a number of significant Aboriginal artworks important to the school community. The 1973 Government Architect's site plan shows the northern edge of the school bounded by Rose Street; however, the present school site playground extends over Rose Street with the northern boundary at Darlington Lane, suggesting additional land was acquired for the school. Records also indicate that kindergarten buildings were added to the school in the 1990s, which accords with the above boundary change, but this has not been confirmed.

Darlington PS has had a part in providing public education for 44 years to date. The school has a current student population of 183. The school is renowned for its connection with the local Aboriginal community and currently 25 per cent of Darlington PS students identify themselves as Aboriginal. The teaching staff comprises 21 teachers, six of whom are Aboriginal.

### Aboriginal community connection with Darlington Public School

Darlington continues to have many Aboriginal residents, many of whom were educated at Darlington PS and who now send their children to the school. Since 1975 the school has been an instrumental part of the community for Aboriginal Elders, parents, teachers and students. These connections have given the school a unique character, because it is filled with artworks, cultural spaces and references to the Aboriginal community, such as the Jarjum Rugs, which exemplify the school's emphasis on teaching Aboriginal culture and promoting cultural awareness.

## Key Aboriginal culture and heritage themes

### Overview

As part of the preparation of the ACHAR, community consultation was undertaken with teachers, students and parents. Consultation was centred on how to realise the design theme of 'Aboriginal Education Excellence'. This was one of the key themes identified in the NSW Government Design Themes for Darlington PS, which stated:

1. Aboriginal Education Excellence
  - A reputation for Aboriginal education excellence.
  - Display of student and community Aboriginal art projects and initiatives.
  - Strong ties with the local and Aboriginal institutions including NCIE, Redfern Police, Sydney University and UTS.

Four additional subthemes were developed and used to guide discussion. These are:

- Celebrating and Recognising Aboriginal Culture and History.
- Teaching Aboriginal Culture.
- Requirements for Cultural Spaces.
- Art and Display of Aboriginal Culture.

A summary of what is important about the school under each subtheme is summarised below.

### Celebrating and recognising Aboriginal culture and history

Darlington PS has a demonstrated and strong connection with Aboriginal culture and heritage. The school community perceives Darlington as the 'Aboriginal school', where exemplary teaching, understanding, presentation and inclusion of Aboriginal culture foster an inclusive atmosphere for all students, Aboriginal and non-Aboriginal.

### Teaching Aboriginal culture

Darlington PS's educational awareness and ability to teach students about Aboriginal culture is considered important. It promotes cultural continuity through the passing on of Aboriginal knowledge, culture and traditions from one generation to the next.

<sup>1</sup> GML Heritage, Darlington Public School Artworks—Oral Recording, prepared for School Infrastructure New South Wales, January 2022, p 2.

### Requirement for cultural spaces

In general, Aboriginal cultures view and use 'space' differently from other cultures. There are traditions around the use of and access to space, and the need for spaces that provide unique cultural and social engagements. Teachers have developed specific spaces within the current school for different cultural purposes. The presence of these spaces, their cultural links and importance to the school community is valued by the school community. Seating/Meeting/Yarn Space (Circle, Campfire Feel) is considered important for storytelling activities as an integral part of Aboriginal culture. The concept of class totems is valued.

### Art and display of Aboriginal culture

Darlington PS contains and displays a significant collection of art and artefacts that reflect Aboriginal culture and heritage. They have been accrued over the school's 40+ years of education. These items dominate the aesthetic of the place, creating an atmosphere and setting that is rare and possibly even unique within a NSW school. The school community has a strong connection with the art and display of Aboriginal culture in the school and sees these aspects as underpinning the connection between the school, local community and Aboriginal culture. The current 'random' approach to display of artwork throughout the school is not considered important.

### Totems

The totems have been at the school for 20–30 years and are considered important.

### The art collection

The heritage value of the art, embodied through the social and aesthetic values, is difficult to describe due to the complexities associated with their inherent and hidden meaning, the stories behind each piece, and the individual connections teachers and students hold with the art.

The range of connections between the school community and the art collection is diverse and every artwork has a backstory. Cultural meaning and value were attributed to some artworks; others were considered universally important, holding importance to the history of the school. To teachers who were new to the school, the artworks proved to be part of their cultural immersion in Darlington PS. In summary, the art collection defines the character of the school, its spaces, teachers and students.

## Statement of Significance

The following Statement of Significance and table were included in the ACHAR.<sup>2</sup>

Darlington PS holds heritage significance to generations of families in the local community, notably the local Aboriginal community. The current Darlington PS is valued by the local community as a place of cultural respect, appreciation, learning and tradition. The history of the school itself is considered important by the community, because it is associated with the industrial growth of Darlington, Redfern and Chippendale during the late nineteenth century, and with the later economic and social growth of these suburbs, particularly with respect to Aboriginal history.

The school's focus on inclusion and Aboriginal culture has created a unique aesthetic which provides a visually stimulating, sociable and safe space for students and other community members to gather.

The school's large collection of Aboriginal art, both movable and an essential part of the fabric of the school, creates a setting which envelops the teachers and students in Aboriginal traditions and teaching. This aesthetic underpins the teaching methods, creating unique spaces with both social and functional use. Darlington PS exemplifies methods of teaching, the use of space and aesthetics, and demonstrates principles of inclusion and acceptance, that established a benchmark for NSW education standards and direction.

An overview of how these cultural values are manifest within Darlington PS is presented in Table 2.1.

Table 2.1 Summary of Aboriginal Cultural Heritage Values.

Value	Manifest through	Grade of significance
Historic	The history of education in Darlington PS since 1875. The connection between the local community, the economics and social history of Darlington and the educational facility.	High
Social/spiritual	The connection between the school and the Darlington and Redfern community, notably the Aboriginal community. The function of the school as both an educational institution, and a centre for social acceptance, a safe space, and core hub for the local community.  The school's identification with local Aboriginal people, and notably Aboriginal culture and heritage.	High
Scientific	The ability of the school to teach traditional Aboriginal values in a safe and meaningful context.  The ability of the school to provide new direction with respect to educational methods and standards exemplifying cultural appreciation and understanding.	High
Aesthetic	The outer appearance of the school to the wider public.  The inner function of the school, where the appearance governs the identity and use of space.  The school's collection of art and objects.	High

<sup>2</sup> GML, Darlington Public School—Aboriginal Cultural Heritage Assessment Report, prepared for the Department of Education, June 2020, pp 51–52.

## Description of proposed works

The new school is to accommodate a maximum of 437 primary school students (providing an additional nine home bases), an associated preschool for 60 children and an Out of School Hours Care facility.

The proposed works as approved under SSD9914 for the redevelopment of Darlington PS include the following:

- Demolition of all existing school buildings (built in 1975) in two stages, and redevelopment of the 7,253m<sup>2</sup> site.
- Construction of a new two- and three-storey primary school building in two stages, with integrated administration facilities, library, staff facilities, canteen and communal hall, as well as an integrated preschool and Out of School Hours Care facility (Figure 2.1).
- The new buildings are linear and arranged parallel to Golden Grove Street, with the preschool adjacent to the former IXL factory. The buildings extend from Abercrombie Street to the former IXL factory. The west elevation of the building presents to Golden Grove Street as a lower single-storey plinth of light-coloured face brick with an arched entrance, below a series of darker face brick sawtooth roof forms (Figure 2.2). The street corner is a return of the plinth, and the adjacent south elevation on Abercrombie Street comprises taller built form (for half of the street front only). The remainder of this street frontage will have a 2m high wall with sliding gates (vertical metal blades) and a metal palisade fence with a secondary school entrance. The eastern elevation faces the school grounds and is highly modulated. Signage is proposed to both street frontages at the entrances of the school and preschool.
- Landscaping works will be developed throughout the site, including a new games court, connecting pathways, new play areas, and an assembly area.(Figure 2.3).
- The existing Yarning Circle will be used as inspiration for the new design.
- Art and Indigenous interpretation are integrated within the new school design, including:
  - placement of specific artwork and cultural objects in the design of interior spaces, aiming to inspire children and foster a greater understanding in the wider community;
  - retained painted murals integrated into the landscape plan;
  - painted murals that cannot be retained in the new school design are recorded (archival recording and oral history has been undertaken). As part of the project, existing murals have been selected by the artwork committee to be printed and installed internally within

the school classrooms.

- As part of the SSDA works a total of 20 trees have been nominated for removal with a total of 11 trees being retained, including three trees that were retained through strategic landscape redesign.
- The proposed streetscape works include upgrades to the existing concrete footpath (to match existing) and new kiss and drop zones along Golden Grove and Abercrombie streets.

## Design principles (FJMT 2020)

FJMT prepared design principles to guide the redevelopment of Darlington PS. The principles are in alignment with the Design Quality Principles of the Education State Environmental Planning Policy and the requirements of the Department of Education's Educational Facilities Standards and Guidelines. The design principles were included in FJMT's ADS and are as follows:

1. The Child Comes First: A diverse, collaborative learning environment incorporating the spatial implications of specific needs.
2. Indigenous Heritage and Culture: A school that celebrates and educates about its Indigenous heritage and culture.
3. Identity and Inclusion: Creation of a strong identity and address for Darlington Public School.
4. Campus Heart: Clear campus centre (a central piazza).
5. Community Engagement: Connect the campus and the community.
6. Orientation and Wayfinding: Collective and connected campus.
7. Safety and Security: Pedestrian priority.
8. Heritage: Sensitive and appropriate design outcomes.
9. Transparency and Showcase: Engaging, welcoming and vibrant.
10. A sustainable, protective and contemporary environment: A nurturing and safe campus.
11. Amenity and Wellbeing: A welcoming, amiable, healthy campus.
12. Flexibility and Multi-Purpose: Embed potential for reconfigurability, multi-purpose use over time.
13. Buildability and Economy: Sensible and considered development.<sup>3</sup>



Figure 2.1 3D view of the masterplan. (Source: FJMT, Darlington Public School—Overall Project Views, Cover Sheet)



Figure 2.2 Perspective view of the school viewed from the corner of Abercrombie and Golden Grove streets. (Source: FJMT, Darlington Public School—Overall Project Views, Cover Sheet)

<sup>3</sup> FJMT, Darlington Public School—SSD-9914 Architectural Design Statement, prepared for the Department of Education, May 2020, pp 10–12.

## Design considerations of heritage values

The heritage values and associated management policy of the ACHAR was considered during planning for the new design of Darlington PS, with a direct response to heritage in the architectural and landscape design of the proposed development.

Several aspects of the design that were included in the ADS and landscape designs are as follows:

- Recognition and celebration of Aboriginal cultural heritage throughout the design was a key consideration underpinning the development of the new school.
- Consideration was taken of heritage aspects in certain key spaces in the new school design, including the entry undercroft, school hall, library, classrooms, and Yarning Circles.
- The design acknowledges artworks, murals and objects and integrates these aspects into the new school. Key murals such as the Year 6 art wall will be retained. Consideration is provided for future expansion of these artworks.
- There has been further consideration given to the special placement of key artworks, including: Year 6 artwork, murals, the burnt door and reproduction of existing totem artwork signs on each of the classrooms' entrances, the library, administration entrance and communal hall.
- The new landscaping challenges the natural constraints of the site, and develops external gardens, grounds and play spaces linked to learning games and different learning languages, featuring natural elements such as sand and rock.
- The new external landscaping seeks to retain existing 'heritage' fabric from school murals that cannot be retained during redevelopment. These aspects will be incorporated into landscaping. Re-use of items will create an interesting, tangible and visual connection between the old and new schools.
- There has been consideration of key environmentally sustainable design (ESD) principles, as seen in the focus on natural elements including light, water and wind. These considerations have investigated the changing seasonal movement of light and wind, and sought to highlight these elements in the new building design, allowing for passive cooling of the buildings.
- Movement through the new school design is based on a network of pathways, lines, spaces and shortcuts. These movement corridors should allow for interaction with the site, considering the needs of a range of users.

## Summary

Darlington PS is significant due to its connections to the local community, notably for the Aboriginal community. The school's focus on inclusion and Aboriginal culture has created a place of cultural respect, appreciation, learning and tradition.

Over the past 46 years, the school has created a unique aesthetic, which is visually stimulating, sociable and safe for students and community members to gather in. The school's collection of Aboriginal art is an essential part of the school and underpins the teaching methods. Along with the inclusion of a Yarning Circle and class totems, the art collection contributed to creating unique spaces that have both social and functional uses for students, staff and the broader school community.

The new design of the Darlington PS incorporated the heritage values and management policies of the ACHAR. The consideration of Aboriginal cultural heritage was a key part of the ADS, which ensured Aboriginal cultural heritage was incorporated into the design, focusing on key spaces such as the entry undercroft, school hall, library, classrooms and playground. The design acknowledges that the artwork, murals and objects are integral to the school's identity. The design has sought to integrate these aspects into the new school. Key murals such as the Year 6 art wall will be retained. Space is provided for future expansion of these artworks, which is an important consideration for current and future students who see it as an opportunity to create their own artwork for the school.

Based on the heritage and cultural significance of the Darlington PS and the design, there are several opportunities for incorporating heritage interpretation into the school. Many of these opportunities have been identified in the ADS and are being implemented at the new school. These interpretive initiatives will be discussed in the next section.

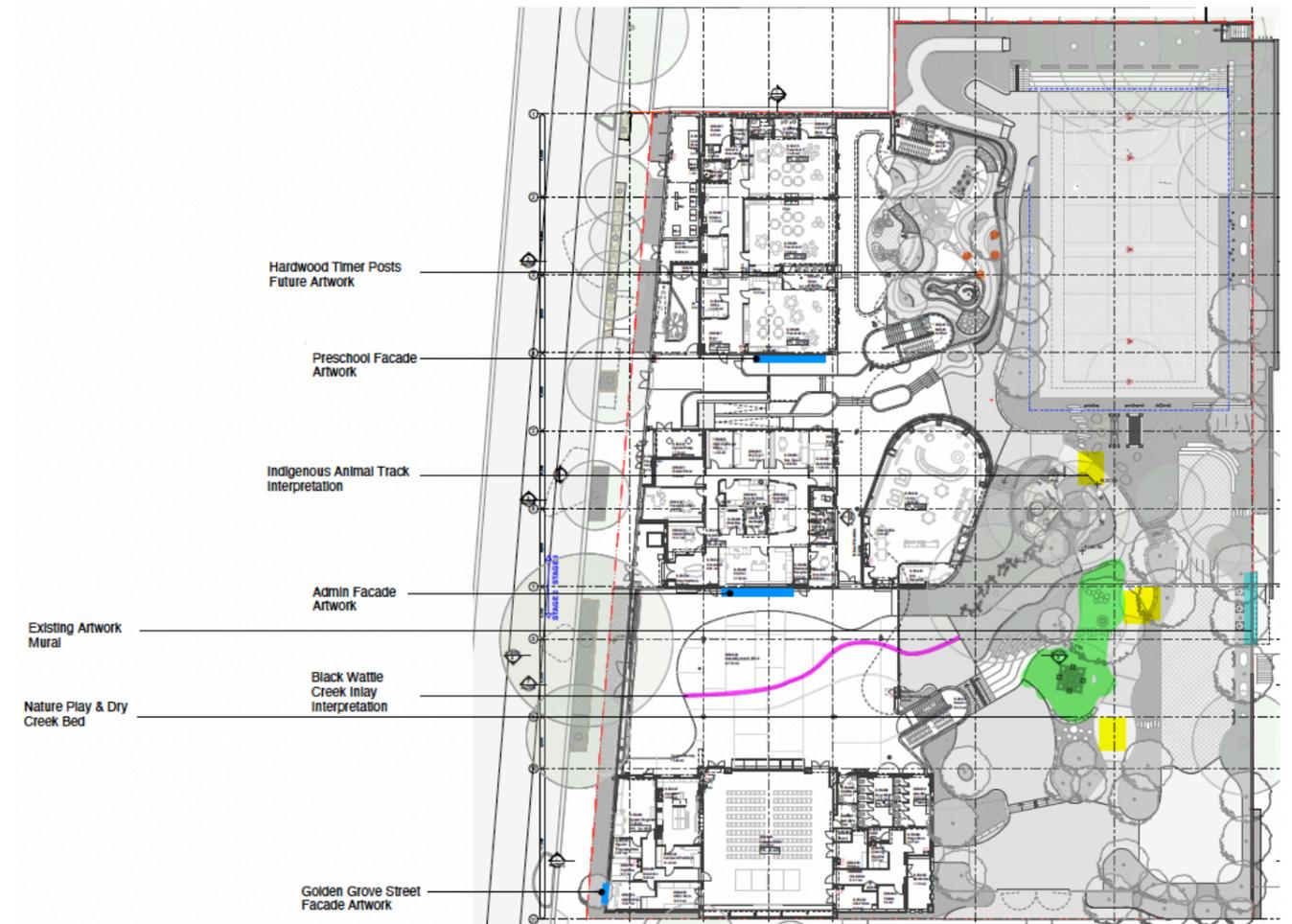


Figure 2.3 External artwork interpretation incorporated into the project. (Source: FJMT)

**G**

**N**

**Interpretive  
initiatives**

**L**

# Interpretive initiatives

The incorporation of Aboriginal cultural values at Darlington PS has been occurring for over 40 years through tangible and intangible practices such as the art collection, Aboriginal education and consideration of use of space. It has created an immersive environment for cultural respect, acceptance and learning for all members of the school community. Because of this, the process of redevelopment is both challenging and emotional. There is concern about the loss of the significance of the old school but also optimism in creating a new place that continues to embody the values of Darlington PS. To assist in interpreting the values and significance of Darlington PS, we recommend implementing a thematic framework to guide future interpretive initiatives.

## Thematic framework

Themes are a simple and effective organisational tool for planning interpretation. They provide a structure for ordering and connecting a place's natural and cultural values and significance to key stories and visitor experiences.

A thematic structure is important as it ensures that interpretation is coherent, memorable and accessible to visitors. From a visitor's perspective, themes provide a mechanism that helps them remember, learn and enjoy. Unstructured by themes, interpretation and visitor experiences can become overwhelming, with too many topics or ideas to absorb.

Darlington PS has created its environment through collaborations with artists, staff, parents and students over the past 40 years, and through inclusion of Aboriginal education. The interpretive framework needs to be flexible, to allow for a broad range of future creative and educational endeavours.

### This is Darlington

The overarching narrative of the interpretive framework for Darlington PS should centre on the school's mission statement:

**A centre for learning, enjoyment and cultural enrichment.<sup>1</sup>**

We recommend connecting the overarching narrative through the following four themes, originally developed for community consultation of the ACHAR:

- Celebrating and Recognising Aboriginal Culture and History.
- Teaching Aboriginal Culture.
- Requirements for Cultural Spaces.
- Art and Display of Aboriginal Culture.

<sup>1</sup> Darlington Public School, mission statement, viewed 23 November 2022, <<https://gmlheritage.sharepoint.com/:f:/r/sites/18-0630/Shared%20Documents/General?csf=1&web=1&e=4g4Nsi>>.

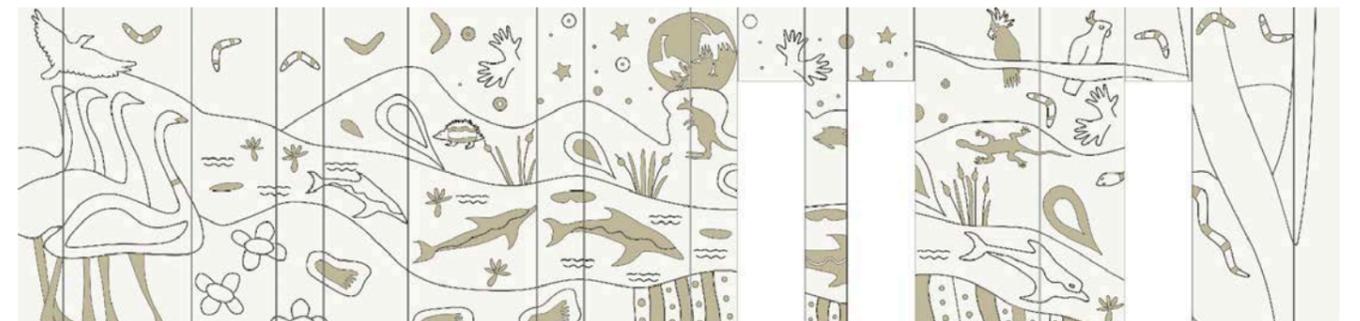
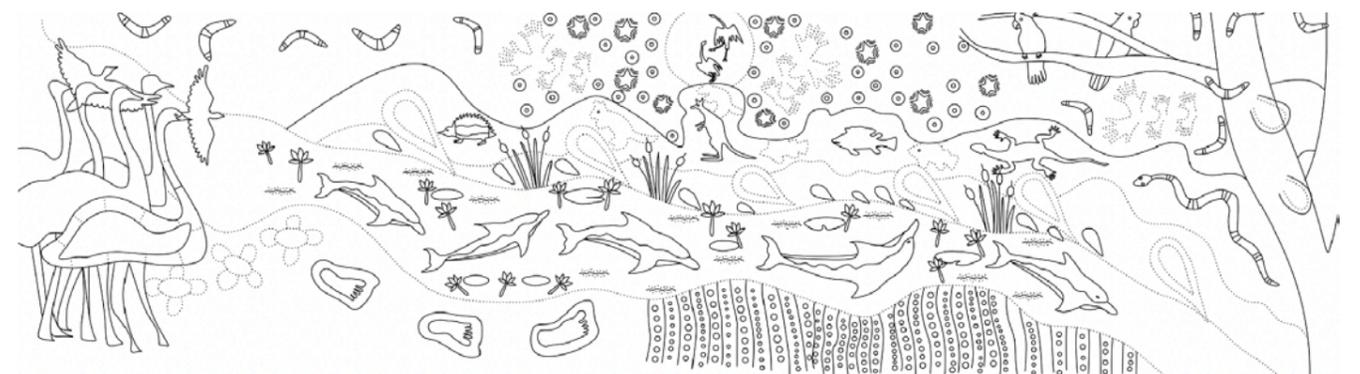


Figure 3.1 Drawings based on one of Darlington PS's murals and used for the school façade. (Source: Photograph of mural by Michael Nicholson, drawing and photograph of façade from FJMT, Artwork Committee Workshop 4, March 2022, p 37)

## Interpretive initiatives

These four themes are based upon the history and values of the school. They have allowed for discussions about the resonant and enduring ideas the school has carried from its past, and about how the school community has connected with values and interests. These themes have been considered and integrated into the design of school. They are also flexible enough so Darlington PS can plan future experiences and initiatives that continue to incorporate the values of the school.

### Audiences

The anticipated audiences for the interpretive initiatives for Darlington PS are:

- students;
- school staff including teachers, administrators and other support staff;
- parents and families of students and staff;
- Out of School Hours (OOSH) staff;
- casual school visitors including contractors (such as maintenance or performance related);
- government administrators and other public servants;
- surrounding residents (residents may visit the school grounds for open school events or to vote when it is open as a polling place); and
- local business holders and employees (e.g. a local business may sponsor or contribute to a school event).

### Interpretive initiatives (FJMT)

FJMT has planned several interpretive initiatives to be implemented within the new Darlington PS, as well as providing space to allow for future projects. The art collection is an important aesthetic feature of the school and highly significant to students and school staff. FJMT has worked to retain and integrate all artworks, murals and objects into the new school and between June and October 2021 four workshops were held with representatives of the school, the Aboriginal community and GML to review the existing artworks and develop the strategy for retention, re-use, interpretation, and curation. This section provides an overview of FJMT's proposed initiatives and the associated key spaces for interpreting Darlington PS's cultural values:

- School façade (Figure 3.1)—murals feature throughout Darlington PS and are an integral part of its identity. They have been created by students, teachers and artists throughout the school's life. Murals will be integrated into the school design, although some cannot be retained. The murals that cannot be retained have been archivally documented. Some of these murals have also been redrawn and included on the façade of the new school.
- Student Reception Lobby (Figure 3.2)—the Aboriginal Education Office door is on display in the Student Reception Lobby as 'It presents a notion of invitation and welcoming'.<sup>2</sup> This door was created by Neil Thorne, the former Aboriginal Education Resource Officer, and features the Darlington PS logo.
- The School Hall (Figure 3.3)—a flexible space that can be used for multiple purposes including gathering, performance and learning. It can be accessed from within and outside the school. Four of the six Jarjum Rugs, which were designed in collaboration between students and their Elders, will be displayed in the School Hall.
- The Library (Figure 3.4, Figure 3.5)—the 'hearth and educational gathering point for Darlington Public School',<sup>3</sup> designed to be a 'quiet sanctuary'<sup>4</sup> for students. It is proposed that a heritage display area that depicts the school's cultural history be included within the library. The two remaining Jarjum Rugs will be hung in the library.
- The Classrooms (Figure 3.6)—'designed to be open and encourage community, collaboration and various types of learning. The openness of the space allows for flexibility and accommodates for Yarning Circles space.'<sup>5</sup> Artworks such as totems would be integrated into the classrooms.
- Yarning Circles (Figure 3.7)—Yarning Circles have been integrated into the design of Darlington PS, with internal and external spaces being adaptable to accommodate Yarning Circles when required. They 'are vital to the students and teachers (sic) sense of place as it provides students a safe place for open discussion'.<sup>6</sup> The previous yarning place was in the school playground; curved concrete seating will be installed in the same location, which can be used as a Yarning Circle to maintain a direct connection to past Yarning Circles.
- Landscaping (Figure 3.8, Figure 3.9, Figure 3.10)—the school playground has been designed to include diverse play spaces for a variety of uses. Opportunities for artworks, landscapes and learning have been incorporated into the

landscape design, including:

- native plantings with signage throughout the school gardens; and
  - a nature play and dry creek bed area based on Blackwattle Creek that includes interpretive initiatives such as stamped concrete insets with native animal track motifs.
- Year Six Artworks (Figure 3.11, Figure 3.12)—the Year 6 art wall features works, recreating one of the school totems, by Year 6 students. They are assisted by professional artists and their teachers. Totems have been a part of the school's identity for the past 20 to 30 years. The existing Year 6 artworks have been painted along the eastern boundary wall and will not be affected by the redevelopment. Space for future Year 6 artworks has been allowed for in the design of the new school.



Figure 3.2 The 'Burnt Door', created by Neil Thorne, featuring the school logo. (Source: GML Heritage)



Figure 3.3 The Jarjum Rugs to be displayed in the School Hall. (Source: FJMT, Artwork Committee Workshop 4, March 2022, p 20)



Figure 3.4 Concept design for heritage display area in the Library. (Source: FJMT, Artwork Committee Workshop 4, March 2022, p 16)



Figure 3.5 The Jarjum Rugs to be displayed in the Library. (Source: FJMT, Artwork Committee Workshop 4, March 2022, p 18)

<sup>2</sup> FJMT, Darlington Public School—SSD-9914 Architectural Design Statement, prepared for the Department of Education, April 2020, p 35.

<sup>3</sup> FJMT, Darlington Public School—SSD-9914 Architectural Design Statement, prepared for the Department of Education, April 2020, p 33.

<sup>4</sup> FJMT, Darlington Public School—SSD-9914 Architectural Design Statement, prepared for the Department of Education, April 2020, p 33.

<sup>5</sup> FJMT, Darlington Public School—SSD-9914 Architectural Design Statement, prepared for the Department of Education, April 2020, p 33.

<sup>6</sup> FJMT, Darlington Public School—SSD-9914 Architectural Design Statement, prepared for the Department of Education, April 2020, p 33.

Interpretive initiatives

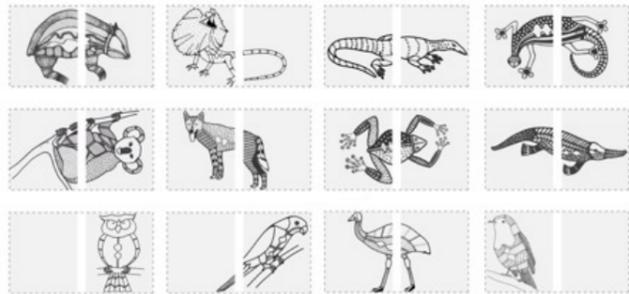


Figure 3.6 Class totems. (Source: FJMT, Artwork Committee Workshop 4, March 2022, p 40)



Figure 3.7 Proposed native plantings on school grounds. Planting Key—1. Finger Lime; 2. Lilly Pilly; 3. Lemon Myrtle; 4. Cherry Ballart; 5. Lance Beard-heath; 6. Broad-leaved Geebung; 7. Silver-leaved Mountain Gum. (Source: FJMT, Artwork Committee Workshop 4 report, March 2022, pp 52–58)



Figure 3.8 Lance Beard-heath, one of the native plants selected for the school gardens. (Source: Friends of Lane Cove NP)

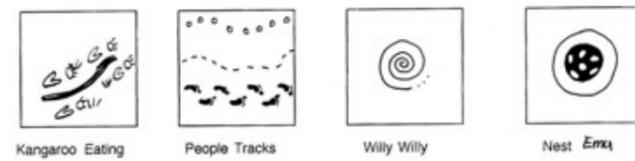


Figure 3.9 Examples of native animal track motifs. (Source: FJMT, Artwork Committee Workshop 4 report, March 2022, p 65)



Figure 3.10 Proposed artwork location. Image key—yellow: existing artwork; purple: proposed artwork; teal: future artwork. (Source: FJMT, Artwork Committee Workshop 4, March 2022, p 60)

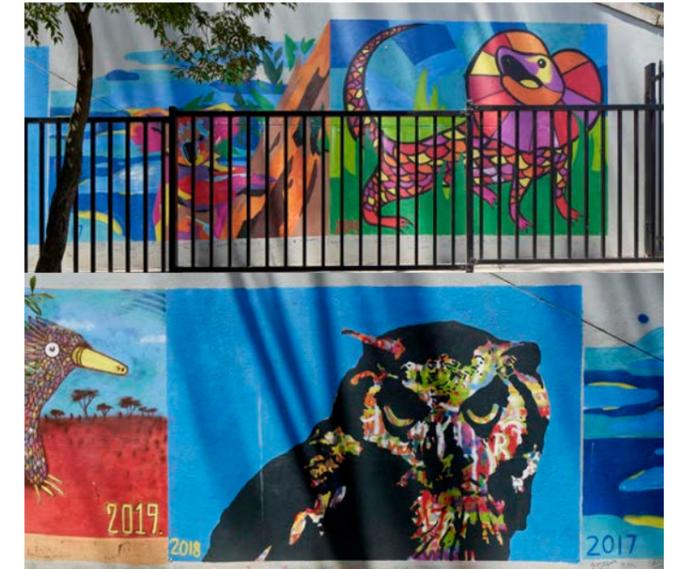


Figure 3.11 Year 6 murals. (Source: GML Heritage)

## Other potential interpretive initiatives

In addition to FJMT’s proposed initiatives, there are potential interpretive initiatives to include:

- Developing content for artworks, objects collection and native planting (Figure 3.13)**—FJMT has designed signage to accompany these items, which includes space for a QR code. There is a wealth of background information on many of the artworks and objects owned by the school. Members of the school community participated in an oral history project that provided information, including personal connections, how artworks were made and even songs, on select artworks. Additional information and personal connections to select artworks were also included in the ACHAR. All the artworks have also been archivally recorded, providing high quality images that can be used as part of content development.
- Development of a webpage/website (Figure 3.14)**—The content would need to be uploaded to a designated website, preferably the existing school website. The content would need to be both desktop and smartphone compatible. This webpage/website could be used by Darlington PS for teaching the school’s history to the broader public. The oral history interviews were filmed so videos can be used for content on the websites to allow audiences to learn more about select artworks.
- History booklet—a booklet on the history and heritage significance of Darlington PS could be produced based on the four interpretive themes. The ACHAR includes background and quotes organised in accordance with the interpretive themes that could be used in the booklet to provide a more visceral and engaging first person perspective on the values of Darlington PS.

## Funding

GML has searched for funding options for these proposed projects. These include:

- Aboriginal and Torres Strait Islander Collaboration Fund from the City of Sydney Council, which funds local Aboriginal and Torres Strait Islander led projects for up to \$50,000; and
- Community Heritage Grants from Heritage NSW, which funds community projects for the understanding, celebration and promotion of heritage and culture in NSW for up to \$50,000.

We recommend speaking with the City of Sydney Council or Heritage NSW to check eligibility and for further information.



Figure 3.12 Example of signage to accompany artworks and native plantings, which includes space for a QR code. (Source: FJMT, Artwork Committee Workshop 4, March 2022, p 52)

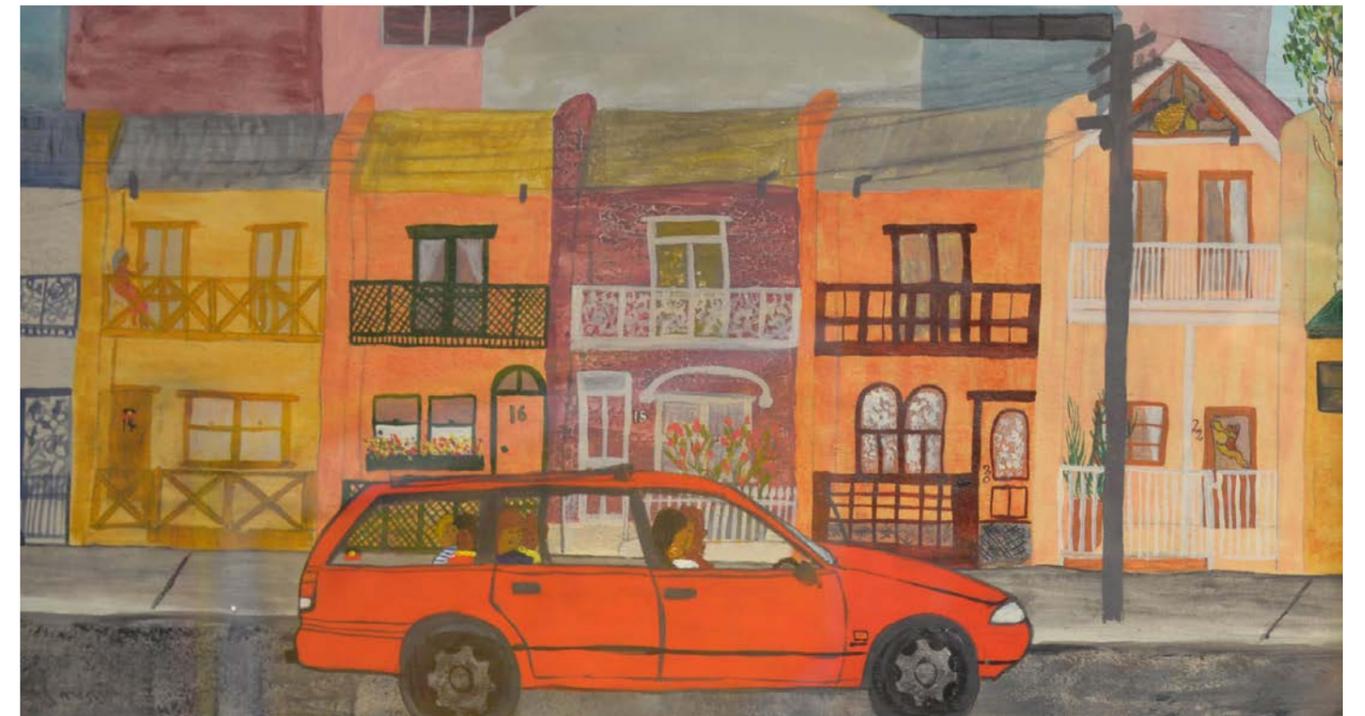


Figure 3.13 Stills from ‘Wheels on the Holden’ from the oral history project. (Source: GML Heritage)

### Post Approval Consultation Record

Identified Party to Consult:	City of Sydney
Consultation type:	Email correspondence
When is consultation required?	Prior to occupation
Why	SSDA D30 Requirement
When was consultation scheduled/held	27/2/23
When was consultation held	7/3/23
Identify persons and positions who were involved	Reinah Urqueza Senior Planner, Planning Assessments City of Sydney & Mia Music Senior Planner
Provide the details of the consultation	<p>27<sup>th</sup> Feb 23</p> <ul style="list-style-type: none"> <li>- Formally submitted to City of Sydney Council HIP plan for review and comment</li> </ul> <p>7<sup>th</sup> March 23</p> <ul style="list-style-type: none"> <li>- City of Sydney advised plan was acceptable with no comments.</li> </ul>
What specific matters were discussed?	The email correspondences referenced in this consultation record outlined, Heritage Interpretation Plan issued for review and comment.
What matters were resolved?	City of Sydney accepted plan with no comments
What matters are unresolved?	Not applicable
Any remaining points of disagreement?	No
How will SINSW address matters not resolved?	Not applicable

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Tuesday, March 7, 2023 11:26 AM  
**To:** [REDACTED]  
**Subject:** RE: DPS - SSD Condition D30 - Heritage

Hi [REDACTED],

Please be advised that the submitted Heritage Interpretation Plan prepared by GML Heritage and dated 20 January 2023, is acceptable to the City.

Should you have further questions, do not hesitate to contact me.

Kind regards,

[REDACTED]  
Senior Planner  
Planning Assessments



Telephone: +[REDACTED]  
cityofsydney.nsw.gov.au

The City of Sydney acknowledges the Gadigal of the Eora nation as the Traditional Custodians of our Local Area.

---

**From:** [REDACTED] >  
**Sent:** Monday, 27 February 2023 12:47 PM  
**To:** [REDACTED] >  
**Subject:** DPS - SSD Condition D30 - Heritage

**Caution:** This email came from outside the organisation. Don't click links or open attachments unless you know the sender, and were expecting this email.

[REDACTED]

As part of the Darlington PS project we have had to develop a Heritage Interpretation Plan as part of the below condition.

It notes that we must consult council, and thus please find attached Hip for the Darlington PS project.

We were hoping you could pass this on to your heritage department for review.

If you need anything further, please let me know.

Please see attached the Darlington PS Heritage Interpretation Plan as required of the State Significant Development (SSD) Project 9914, Development Consent Condition D30:

D30. Prior to the commencement of operation, the Applicant must submit a Heritage Interpretation Plan in accordance with the recommendations of the Heritage Impact Statement prepared by GML Heritage and dated June 2020, to the satisfaction of the Planning Secretary. The plan must:

- (a) be prepared by a suitably qualified and experienced expert in consultation with the Heritage NSW and Council; and
- (b) incorporate the relevant recommendations of the Aboriginal Cultural Heritage Assessment Report prepared by GML Heritage and dated April 2020.

Kind Regards,

[REDACTED]

PROJECT MANAGER

**A W Edwards Pty Limited**

Level 1, 131 Sailors Bay Rd,  
Northbridge NSW 2063

[REDACTED]

E: [REDACTED] W: [www.awedwards.com.au](http://www.awedwards.com.au)

**AW EDWARDS** 

-----  
Les donnees et renseignements contenus dans ce message sont personnels, confidentiels et secrets. Toute publication, utilisation ou diffusion, meme partielle, doit etre autorisee. Si vous n'etes pas le bon destinataire, nous vous demandons de ne pas lire, copier, utiliser ou divulguer cette communication. Nous vous prions de notifier cette erreur a l'expediteur et d'effacer immediatement cette communication de votre systeme.

Any data and information contained in this electronic mail is personal, confidential and secret. Any total or partial publication, use or distribution must be authorized. If you are not the right addressee, we ask you not to read, copy, use or disclose this communication. Please notify this error to the sender and erase at once this communication from your system.

---

This email and any files transmitted with it are intended solely for the use of the addressee(s) and may contain information that is confidential or subject to legal privilege. If you receive this email and you are not the addressee (or responsible for delivery of the email to the addressee), please note that any copying, distribution or use of this email is prohibited and as such, please disregard the contents of the email, delete the email and notify the sender immediately.

---

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Monday, February 27, 2023 12:47 PM  
**To:** [REDACTED]  
**Subject:** DPS - SSD Condition D30 - Heritage  
**Attachments:** Darlington PS Heritage Interpretation Plan, January 2023.pdf

[REDACTED]

As part of the Darlington PS project we have had to develop a Heritage Interpretation Plan as part of the below condition.

It notes that we must consult council, and thus please find attached Hip for the Darlington PS project.

We were hoping you could pass this on to your heritage department for review.

If you need anything further, please let me know.

Please see attached the Darlington PS Heritage Interpretation Plan as required of the State Significant Development (SSD) Project 9914, Development Consent Condition D30:

D30. Prior to the commencement of operation, the Applicant must submit a Heritage Interpretation Plan in accordance with the recommendations of the Heritage Impact Statement prepared by GML Heritage and dated June 2020, to the satisfaction of the Planning Secretary. The plan must:

- (a) be prepared by a suitably qualified and experienced expert in consultation with the Heritage NSW and Council; and
- (b) incorporate the relevant recommendations of the Aboriginal Cultural Heritage Assessment Report prepared by GML Heritage and dated April 2020.

Kind Regards,

[REDACTED]  
PROJECT MANAGER

**A W Edwards Pty Limited**  
Level 1, 131 Sailors Bay Rd,  
Northbridge NSW 2063

P: [REDACTED]  
E: [REDACTED] W: [www.awedwards.com.au](http://www.awedwards.com.au)

**AW EDWARDS** 

### Post Approval Consultation Record

Identified Party to Consult:	Heritage NSW
Consultation type:	Email correspondence
When is consultation required?	Prior to occupation
Why	SSDA D30 Requirement
When was consultation scheduled/held	27/2/23
When was consultation held	22/2/23, 7/3/23, 13/3/23, 25/03/23
Identify persons and positions who were involved	Heritage NSW Mailbox – HERITAGEMailbox@environment.nsw.gov.au .
Provide the details of the consultation	<p>22<sup>nd</sup> Feb 23</p> <ul style="list-style-type: none"> <li>- Formally submit HIP to Heritage NSW mailbox for review and comment – requesting feedback by 23<sup>rd</sup> March Response</li> </ul> <p>7<sup>th</sup> March 23</p> <ul style="list-style-type: none"> <li>- Follow up email to heritage email box to review plan – no response</li> </ul> <p>13<sup>th</sup> March 23</p> <ul style="list-style-type: none"> <li>- Follow up email to heritage email box to review plan – no response</li> </ul> <p>25<sup>th</sup> March 23</p> <ul style="list-style-type: none"> <li>- Follow up email to heritage past 23<sup>rd</sup> March noting the Heritage have not responded with no further comments and plan is deemed acceptable.</li> </ul> <p>-</p>
What specific matters were discussed?	The email correspondences referenced in this consultation record outlined, Heritage Interpretation Plan issued for review and comment.
What matters were resolved?	HIP plan submission and consultation to Heritage NSW.
What matters are unresolved?	Not applicable – plan deemed acceptable due to no response.
Any remaining points of disagreement?	No
How will SINSW address matters not resolved?	Not applicable

[REDACTED]

---

**From:** [REDACTED]  
**Sent:** Saturday, March 25, 2023 11:16 AM  
**To:** 'HERITAGEMailbox@environment.nsw.gov.au'  
**Cc:** [REDACTED]  
**Subject:** RE: Darlington PS Heritage Interpretation Plan

Dear Heritage NSW,

We are looking to close out compliance with SSD condition D30 which required us to submit the HIP to the Department of Planning for approval prior to occupation.

As we have not head back from the below emails, we now consider that you have no further comments on the plan.

We will proceed with submission to the Department of planning.

Kind Regards,

[REDACTED]  
PROJECT MANAGER

**A W Edwards Pty Limited**  
Level 1, 131 Sailors Bay Rd,  
Northbridge NSW 2063

P: [REDACTED]  
E: [REDACTED] W: [www.awedwards.com.au](http://www.awedwards.com.au)



---

**From:** [REDACTED] >  
**Sent:** Monday, March 13, 2023 1:46 PM  
**To:** [REDACTED] >; HERITAGEMailbox@environment.nsw.gov.au  
**Cc:** [REDACTED] >  
**Subject:** RE: Darlington PS Heritage Interpretation Plan

[REDACTED],

Talking to the client last week about this consultation aspect and the advisor noted that it would be ideal to send one more email saying following up previous emails and that if there is no response within a week, we assume the plan is deemed acceptable.

Do you think you could follow this up one more time for me please and then this should close it out for us with heritage office.

Happy to discuss as required.

Kind Regards,

[REDACTED]  
PROJECT MANAGER

**A W Edwards Pty Limited**  
Level 1, 131 Sailors Bay Rd,  
Northbridge NSW 2063

P: [REDACTED]  
E: [REDACTED] W: [www.awedwards.com.au](http://www.awedwards.com.au)



---

**From:** [REDACTED] >  
**Sent:** Tuesday, March 7, 2023 11:52 AM  
**To:** [HERITAGEMailbox@environment.nsw.gov.au](mailto:HERITAGEMailbox@environment.nsw.gov.au)  
**Cc:** [REDACTED] >; [REDACTED] >  
**Subject:** Re: Darlington PS Heritage Interpretation Plan

Dear Heritage NSW,

I am just writing to follow up on the below Heritage Interpretation plan sent on the 22/2/2023.  
Please let us know if you have any questions or comments regarding the plan, we were hoping to receive any feedback by the 22<sup>nd</sup> of March.

Warm regards,

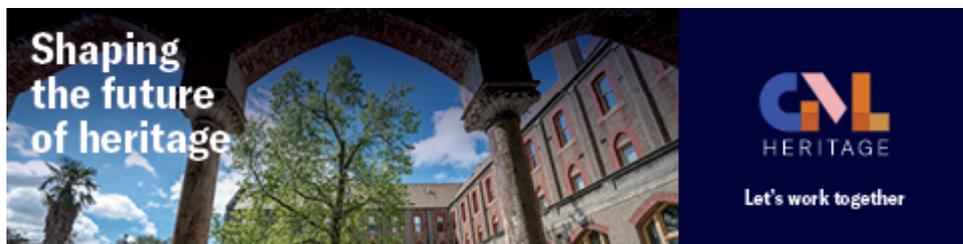
[REDACTED]

[REDACTED]  
Design Consultant  
(he/him)

**GML Heritage**  
Level 6 372 Elizabeth St, Surry Hills NSW 2010

[REDACTED]  
[REDACTED]

[www.gml.com.au](http://www.gml.com.au)



We respect and acknowledge the First Nations of the lands and waters on which we live and work, their rich cultural heritage and deep connection to Country, and we acknowledge their Elders past and present. We are committed to truth-telling and to engaging with First Nations to support the protection of their culture and heritage. We strongly advocate social, cultural and political justice and support the Uluru Statement from the Heart.

We value and encourage working flexibly at GML and I may send you an email outside your normal working hours, but I do not expect a response before you return to work.

The information contained in this e-mail message and any attached files may be confidential and may contain copyright material of GML Heritage Pty Ltd or third parties. Any unauthorised use, disclosure or copying of this e-mail and/or its attachments is prohibited. If you have received this e-mail in error please notify the sender immediately by return e-mail and delete all copies of the message and attachments. Before opening or using attachments, please check them for viruses or defects. Our liability is limited to resupplying the e-mail and attached files. Content and views expressed in this e-mail may be those of the sender, and are not necessarily endorsed by GML Heritage Pty Ltd.

---

**From:** [REDACTED] >  
**Date:** Wednesday, 22 February 2023 at 2:27 pm  
**To:** [HERITAGEMailbox@environment.nsw.gov.au](mailto:HERITAGEMailbox@environment.nsw.gov.au) <[HERITAGEMailbox@environment.nsw.gov.au](mailto:HERITAGEMailbox@environment.nsw.gov.au)>  
**Cc:** [REDACTED] >, [REDACTED] >  
**Subject:** Darlington PS Heritage Interpretation Plan

Dear Heritage NSW,

Please see attached the Darlington PS Heritage Interpretation Plan as required of the State Significant Development (SSD) Project 9914, Development Consent Condition D30:

D30. Prior to the commencement of operation, the Applicant must submit a Heritage Interpretation Plan in accordance with the recommendations of the Heritage Impact Statement prepared by GML Heritage and dated June 2020, to the satisfaction of the Planning Secretary. The plan must:

- (a) be prepared by a suitably qualified and experienced expert in consultation with the Heritage NSW and Council; and
- (b) incorporate the relevant recommendations of the Aboriginal Cultural Heritage Assessment Report prepared by GML Heritage and dated April 2020.

Warm regards,

[REDACTED]



## Tim Owen Principal

Dr Tim Owen has 19 years' experience working as a professional archaeologist. He has extensive experience in directing both Aboriginal and historical projects and archaeological excavations throughout Australia.

He specialises in complex large-scale cultural landscape assessments, heritage management, bioarchaeological analysis and Aboriginal community, client and government liaison.

Tim's expertise lies in resolving complex strategic planning issues associated with large-scale projects, which include Aboriginal community consultation, Aboriginal and historical archaeological field survey, assessment, excavation, management and reporting. He has conceived and directed numerous public archaeology projects, and received the Martin Davies Award in 2007 for his long-term work at the Port Arthur Historic Site, Tasmania.

Tim is a senior research fellow at Flinders University, with active research projects in Sydney and Adelaide.

### Qualifications

PhD, Flinders University

Bachelor of Science (International Archaeology) (Honours), University of Leicester, UK

### Professional affiliations

Australia ICOMOS (International Council on Monuments and Sites)

Australian Archaeological Association Inc

Australasian Society for Historical Archaeology

**Archaeology and heritage provide a window into our collective past—to understand who we are today and what is important to us, we need to understand where we have come from and how we have made the journey.**

### Key experience

#### Aboriginal archaeology excavation director

- Edinburgh Defence Precinct SAT COMM, SA, Salvage Excavation—Client: Department of Defence
- Basin I, Test Excavation, S90 Permits—Client: Lendlease
- North Dunheved, Salvage Excavation, S90 Permits—Client: Lendlease
- Schofields, Salvage Excavation, S90 Permit—Client: Defence Housing
- Arthur Phillip High School, Test and Salvage Excavation, SSD Approval—Client: Department of Education
- Parramatta Park Garden Precinct, Salvage Excavation, S90 Permit—Client: Parramatta Park Trust
- Parramatta Leagues Club, Testing, S90 Permit—Client: APP & PLC
- Sydney Light Rail, Randwick, Open Area Salvage Excavation, SSI Approval—Client: Acciona
- Parramatta Park Garden Precinct, Test Excavation, S90 Permit—Client: Parramatta Park Trust

#### Aboriginal heritage projects

- George Street Gatehouse, Parramatta Park—Client: Parramatta Park Trust
- RAAF Woomera Airfield, Aboriginal Heritage Assessment—Client: Aurecon and Defence
- Sydney Light Rail, NSW, Aboriginal Heritage Assessments—Client: Acciona
- Woomera LA6A Heritage Impact Statement and Interpretation Strategy—Client: Aurecon
- JP154 Aboriginal Heritage Reporting—Client: Aurecon
- Darkinjung LALC Land Rezoning—Client: Darkinjung Local Aboriginal Land Council
- Dapto Land Review, NSW, Aboriginal Heritage Assessments—Client: Stockland
- Parramatta Park Garden Precinct—Client: Parramatta Park Trust
- AHIP Case Studies, NSW—Client: Office of Environment and Heritage

#### Historical heritage projects

- Parramatta Park, Garden Precinct—Client: Parramatta Park Trust
- Parramatta Leagues Club, NSW—Client: APP for PLC
- Defence Establishment Orchard Hills, NSW, Historic Heritage Assessment—Client: Department of Defence

## Professional background

Principal, GML Heritage, 2018–present  
Senior Associate, GML Heritage, 2015–2018  
Associate, GML Heritage, 2010–2015  
Archaeology Team Leader, ERM, 2007–2010  
Archaeological Consultant, ERM, 2003–2007  
Public Archaeology Project Director, PASHA, 2002–2003; 2006; 2008  
Private archaeological consultant, 1999–2003

## Selected publications

Owen, T, Field, J, Luu, S, Kokatha Aboriginal People, Stephenson, B and Coster, A 2019, 'Ancient Starch Analysis of Grinding Stones from Kokatha Country, SA', *Journal of Archaeological Science: Reports* 23, pp 178–188

## Selected conference and lecture papers

'Ancient Starch Analysis of Grinding Stones from Kokatha Country', presented at AAA Conference, Melbourne, with the KAC, 2017

## Honorary positions

Flinders University, Senior Research Fellow, 2009–present  
Sydney University, Academic Associate, 2004–2008



**Design plays a vital role in the contemporary storytelling process, and I want to explore and push that as far as it can go.**

## Angus Bowen Design Consultant

Angus Bowen is a design consultant and key member of GML's interpretation and design team. He holds a Bachelor of Visual Communication Design from the University of Newcastle.

Angus provides GML and its clients with design, graphics and marketing assistance. With experience working across a range of media, including print, digital and museum exhibitions, Angus has the ability to manage design projects from initial concept through all stages to completion. Through his tertiary education and previous industry experience, he has developed a strong belief in conversation and consultation with clients.

Angus is highly skilled in hand drawn and digital illustration. He is adept in the use of Illustrator, Photoshop, After Effects and InDesign, and has a working knowledge of CSS and HTML. Angus also develops templates and document designs for the firm, and assists with marketing.

### Qualifications

Bachelor of Visual Communication Design, University of Newcastle

### Exhibitions (as curator)

'Absolutely Hideous' adjacent exhibitions, Newcastle  
Your Collection: Photo ID, Museum of Art and Culture, Lake Macquarie

## Key experience

### Interpretation and design

- Kananook Creek Reserve, Interpretation Framework and Signage—Client: Rush Wright Associates
- Petersham Grandstand, Interpretation Strategy—Client: Inner West Council
- MLC Rowe Street Interpretation—Client: Compass Project Management
- Parramatta Light Rail, Heritage Interpretation Strategy—Client: Parramatta Connect
- Blue Gum Community School, Interpretation Plan—Client: Blue Gum Community School
- The Gunnery, Interpretation Plan—Client: Artspace
- Transport Access Program for stations including Erskineville, Wahroonga and Beecroft, Heritage Interpretation Strategies and Plans—Client: DesignInc
- Taree Police Station, Large Scale Interpretive Wall—Client: NSW Police

### Exhibition Design

- Darwin Grown, Permanent Museum Exhibition—Client: George Brown Botanic Gardens – Visitor and Event Centre (for Freeman Ryan Design)
- \$20 – Next Generation of Banknotes, Temporary Museum Exhibition—Client: Reserve Bank of Australia Museum (for Freeman Ryan Design)
- New Museum Project, 'Changes' Permanent Exhibition—Client: Western Australia Museum (for Freeman Ryan Design)

### Branding and graphic design

- Pyrmont Peninsula Place Strategy, Editorial Design—Client: Department of Planning NSW
- First Nations Speaker Series, Branding and Identity—Client: In-house, Sydney Living Museums

## Professional background

Design Consultant, GML Heritage, March 2020–present

Junior Graphic Designer, Freeman Ryan Design, 2018–2019

Graphic Designer and Illustrator, Freelance / No-Fi Collective, 2016–2018

Creator, Curator and Designer—Absolutely Hideous, 2016–2018