



THE CHILDREN'S FOREST
FAGAN PARK

COMMUNITY
CONSULTATION REPORT



Architects of Arcadia

17 February 2023



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1 / FAGAN PARK CHILDREN'S FOREST

1.1. Introduction & Overview

Hornsby Shire Council is planning to establish a Children's Forest in Fagan Park, Galston. A site for the forest was selected in Fagan Park, being a large park with a suitable well-treed site for the proposed forest. Prior to design work commencing on the project, consultation with primary and high school aged children was undertaken to ensure that the design of the new Children's Forest is child-centred and reflects the needs and interests of children and young people.

Community consultation is critical to the success of the vision for the forest, and with this in mind, primary and high school students were given the opportunity to contribute their ideas through facilitated face-to-face group consultations held at their respective schools. The data from these consultations form the basis of this report.

Other consultations were undertaken with a local preschool, and a local specialist school to understand the needs and desires of younger preschool aged children, and children with disabilities, to better understand features/experiences they would most enjoy.

In order to foster a sense of authenticity and imagination, consultation was focused on hearing all possible ideas for the Children's Forest from children, carers, and educators. The ideas were then collated in a consultation summary report and the most popular or highest priority items were used to inform the design brief. This brief is then tested against budgets and site constraints, with works being staged according to available budgets.

This report outlines the process and results of the consultation, culminating in a specific children's design brief for the Children's Forest. Significant age and gender group differences emerged and they are summarised in the consultation results. Results incorporate specific suggestions, and features for a successful visit to the Children's Forest. The most popular requests are highlighted to provide designers with clear priorities for the design of the new Children's Forest and its surrounds.

Architects of Arcadia have been engaged by Hornsby Shire Council to design the proposed Children's Forest, being specialists in the design of outdoor areas for children.

1.2. Location of Children's Forest

Fagan Park is located in the suburb of Galston, NSW, and covers a region of 55 hectares. The site of the Children's Forest is located in Fagan Park's south eastern corner along Bayfield Road.

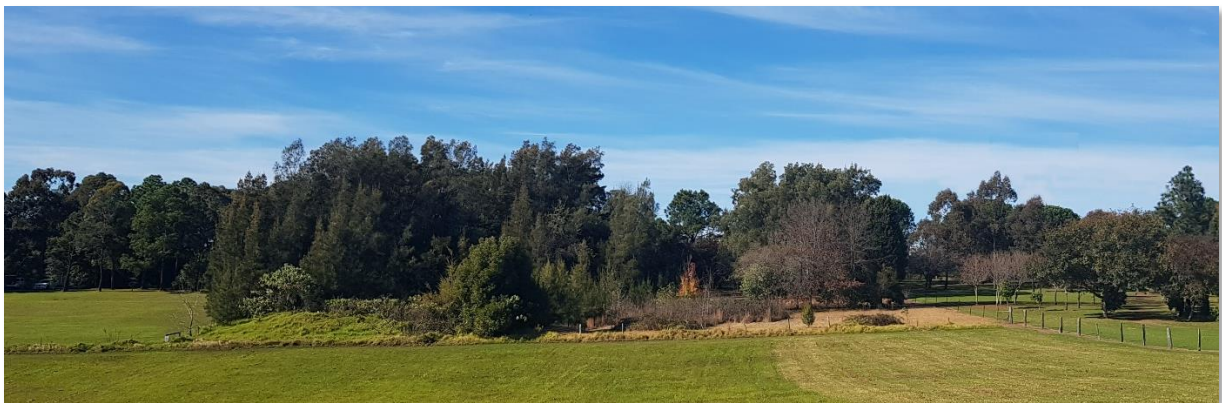


Image 1: Photo of the proposed site of the Children's Forest

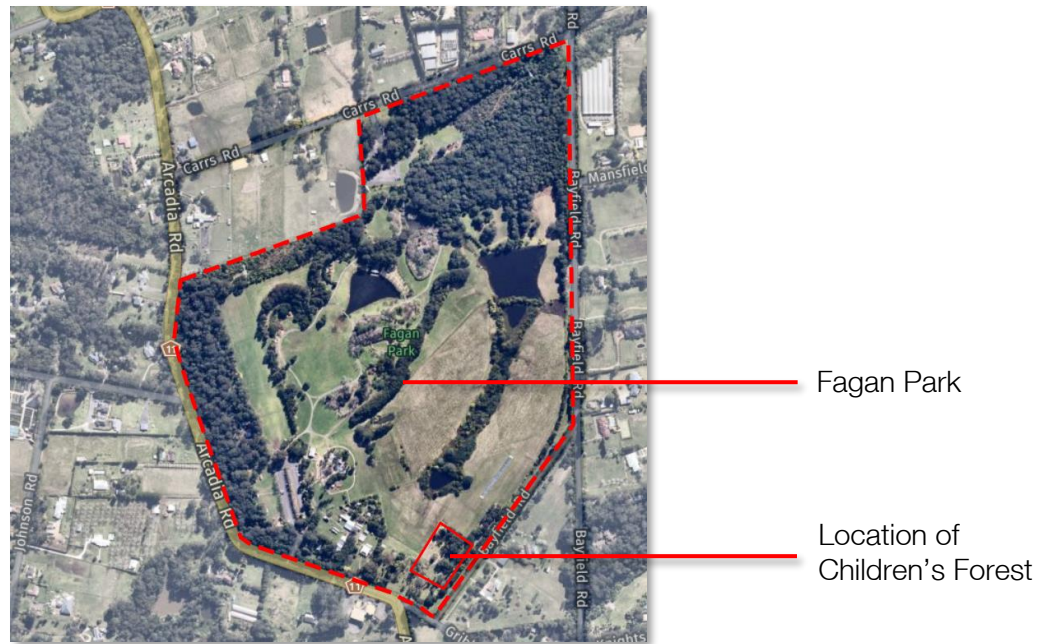


Image 2: Overview map of Fagan Park



Image 3: Proposed site aerial photo

1.3. Groups Consulted

The following groups were specifically sought to provide input to the project:

- Preschool-aged children (3 – 5-years-old),
- Kindergarten to Year 2 children (4 – 7-years-old),
- Years 3 to 6 children (8 – 12-years-old),
- Years 3 to 6 children with disabilities (8 – 12-years-old),
- Years 7 to 10 young people (13 – 16-years-old), and
- Specialist School children with disabilities (5 – 18-years-old)

Local schools and preschools were approached to participate in the consultation as local students are familiar with the park and its setting.

In total, over 54 people were consulted across 6 consultations, as summarised below through the following consultation methods:

| Consultation | Interest Group | Methodology | Date | People Consulted |
|---|----------------------------|-----------------------|---------------------------------|---|
| Galston Public School SRC | Children | Face-to face workshop | 7 th September 2022 | 23 Children aged 6 – 12 years-old |
| Galston Public School – children with physical or sensory needs | Children with disabilities | Face-to face workshop | 14 th September 2022 | 6 Children with disabilities age 6 – 12 years-old |
| Arcadia Public School - School Parliament | Children | Face-to face workshop | 12 September 2022 | 15 Children aged 6 – 12 years-old |
| Warrah Specialist School | Children with disabilities | Phone call | 20 th September 2022 | 1 Educator |
| Galston High School | Young people | Face-to face workshop | 14 th September 2022 | 12 Young People aged 12 – 16 years-old |
| KU Preschool | Preschool aged children | Face-to face meeting | 14 th September 2022 | 3 Educators |



1.4. Consultation Methodologies

The following methodologies were used in this study:

Gulliver's Mapping

Gulliver's Mapping is a qualitative consultation technique wherein children write, draw, or talk about their ideas about a proposed project on a large aerial photograph of the site.

Preference Surveys

Preference surveys are a quantitative consultation technique wherein children vote for their top 3 activities from a prescribed list for a proposed project.

Targeted Consultations (by phone & face-to-face).

Targeted consultation comprises qualitative conversations with user groups who accompany children and can offer insights and suggestions for a proposed project.

The consultations provided valuable insights into the interests, needs and desires of the local community. The consultations also highlighted the kind of experiences that are important to children, and give them a sense of ownership over the proposed Children's Forest.

1.5. Design Briefs

The results from the consultations were analysed to formulate an Overall Children's Design Brief, as well as individual Design Briefs for each age group. Fagan Park's Children's Forest will be designed to be as Inclusive as possible to the wider community of children and young people. By following the Briefs, the design of the Children's Forest will directly reflect community needs and wishes, especially those of children and young people (the main user group).

1.6. The Consultation Team

Consultation on this scale requires a dedicated team to find out exactly what the Children's Forest means to students and what they would most like to do there. The people undertaking the consultation on this project were:

| Name | Organisation |
|-------------------|-------------------------------------|
| Meredith Paterson | Hornsby Shire Council |
| Fiona Robbé | Architects of Arcadia |
| Matt Parkinson | Architects of Arcadia |
| Lucian Lu | Architects of Arcadia |
| Tyson Jacka | Architects of Arcadia |
| Debbie Graham | Architects of Arcadia |
| Meegan Gamson | Architects of Arcadia |
| Craig Pezzutto | UNSW student |
| Sofia Gabarda | UNSW student |
| Michelle Robbé | Coaching and Workplace Psychologist |

2 / THE CONSULTATION PROCESS



2.1. The Gulliver's Mapping Consultation Process

The Gulliver's Mapping consultations (workshops) took place in 5 separate face-to-face sessions with nominated student representative groups at the selected schools. Each session lasted approximately one to one-and-a-half hours, and consisted of the following steps:

1. Introductory Group Discussion

A 10 minute discussion was held to introduce the students to the idea of a Children's Forest in Fagan Park, and to explain the purpose of the consultation session. The students were familiar with the park and visit it regularly. Photographs of the existing site were used to prompt discussion about the proposed Children's Forest, and what children might like to see and do there in order to prepare them for the following exercises.



Image 4: Introductory group discussion

2. Small Group Activities and Discussions ("Gulliver's Mapping")

Students then broke into small groups at tables and over a 20-minute period explored their ideas for things to see and do in the Forest. Students were seated in similar age groups around tables. Each table had an A1 sheet of paper for students to write or draw their ideas. Each table was supported by an adult facilitator. Comments and drawings were spontaneously provided by the students without prompts from adult facilitators regarding what might be desired. The facilitators' role was to focus the students on the task, and draw out more information about students' ideas, and thus try to capture the underlying motivators and drivers for their ideas. **Refer to Appendix B** for a detailed description of the Gulliver's Mapping process, and **Appendix C** for the sheets completed by the students.



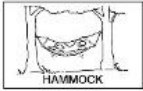

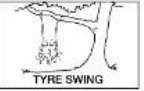

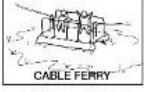








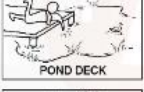










Image 5: Gulliver's Mapping small group activity

3. Preference Sheet



After the Gulliver's Mapping exercise, a preference survey was individually filled-in by each student to identify the students' top 3 activity preferences, and hence gain further insight into the essential design considerations for the new Forest and its environs. Each student had a preference exercise sheet which depicted 24 predetermined activities. The student was asked to indicate their first, second and third preference with numbers 1, 2, 3. Refer Appendix G for an example of a completed preference sheet.

**FAGAN PARK CHILDREN'S FOREST
PREFERENCE SHEET**

Please choose your top 3 activities, and rate them from **1-3**, **1** being your favourite, and **3** being your 3rd favourite.

| | | |
|--|--|--|
|  HAMMOCK |  SLACKLINE |  TYRE SWING |
|  COUNTING GROWTH RINGS |  CABLE FERRY |  DIP NETTING |
|  TREETOP CANOPY WALK |  FLYING THROUGH TREES (FLYING FOX) |  OUTDOOR CLASSROOM |
|  ROPE WALK |  UPSIDE-DOWN ROOT |  CUBBY BUILDING |
|  STEPPING STONES |  POND DECK |  EARS TREE RUSTLING |
|  BALANCING |  FALLEN-DOWN TREE |  DISCOVERY POOLS |
|  INTERACTIVE MUSIC |  TREE SEE-SAW |  TREE TUNNEL |
|  TREE HOUSE |  BIRD HIDE |  TREE CLIMBING |

AGE: _____ GENDER: _____

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Image 6: Preference sheet used for this project

4. Sharing of Gulliver's Mapping Sheets

The groups then formed one large group again and spent 10 minutes sharing each other's Gulliver's Mapping ideas.



Figure 1: Students sharing their ideas.

5. Thanking the Students

Finally, each student was presented with a certificate of participation and was thanked for their input to the proposed Children's Forest. **Refer Appendix H** for a larger example of the certificate.

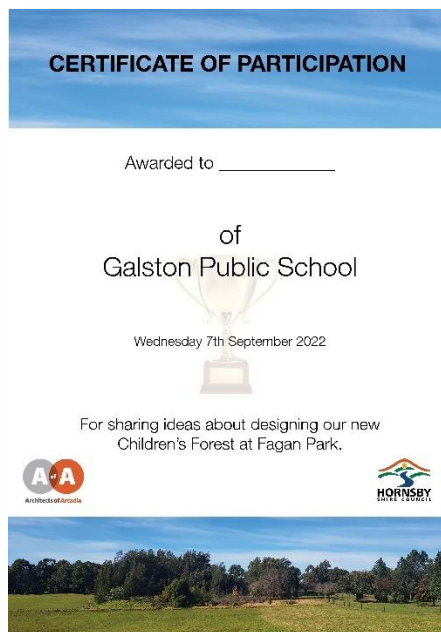


Figure 2: Certificate for Galston Public School participants

2.2. Targeted Consultation

The needs and wishes of preschool-aged children, as well as children with disabilities needed to be canvassed in order for the proposed Children's Forest to be fully inclusive of all groups who may visit the facility. With this in mind, conversations were held with educators at Galston KU Preschool, as well as Warrah Specialist School in Dural.

Galston KU Preschool offers early years education to children aged 3 to 5 years of age. Warrah Specialist School offers education to children and young people aged 5 to 18 years of age.

Students at this school have varied disabilities and special needs, many of which are ranked as “severe”.

As students at the Preschool and at the Specialist School cannot easily participate in consultation sessions, their teachers represented their interests and needs on their behalf.

Minutes of these conversations can be found in **Appendix F**.



Image 7: GPS Gulliver's Mapping introduction session





3 / CONSULTATION RESULTS

3.1. Introduction

Each consultation session resulted in a wealth of information which had to be carefully analysed in order to authentically record children and carer requests for the proposed Children's Forest.

These results have been analysed according to consultation methodologies i.e.:

- Gulliver's Mapping exercise
- Preference Sheet exercise
- Face-to-face discussions

3.2. Gulliver's Mapping Results

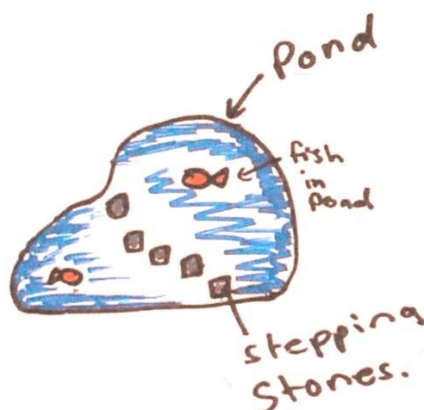
16 Gulliver's Mapping sheets were produced by the 51 students who were consulted. **Refer Appendix C 1 – C4** for the completed Gulliver's Mapping sheets. The students produced 553 drawings/comments, which in turn yielded 1346 ideas. On average, there were 26.4 ideas per student – providing very rich data to interpret. This indicates the high level of enthusiasm of the children for the concept of the proposed Children's Forest.

The students' ideas were analysed to determine the type of experiences, features, and environment they would like in the Children's Forest. The analysis of children's ideas yielded distinct themes. 62 themes emerged in 6 broad categories. The 6 main categories are discussed first, and then the 41 themes.

An **Idea** is an individual element of a larger item that has been analysed, (e.g., a drawing of a fish in a pond with stepping stones is a single item (pond drawing) that comprises of 3 ideas (fish, stepping stones and pond)).

A **Theme** is a team-defined descriptor of what ideas can be attributed to (e.g., fish = water animal, pond = water, stepping stones = stepping stone activity).


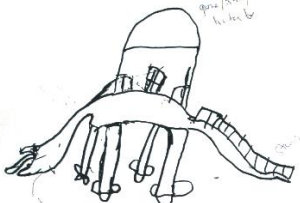

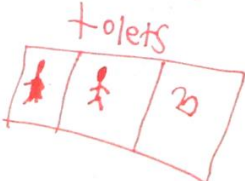


A **Category** is an overall archetype or grouping of similar themes in terms of design (e.g. fish and pond themes = nature category)

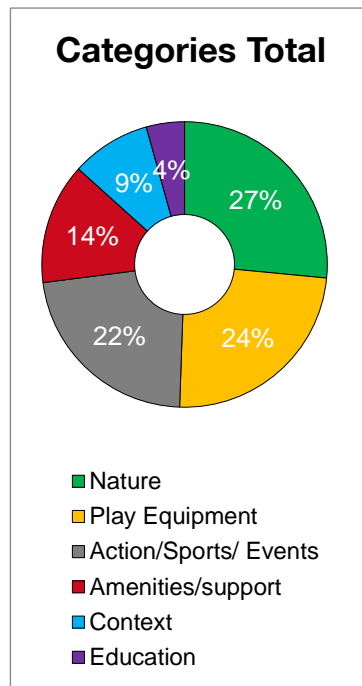


3.2.1. The Six Main Categories of Themes

The six broad theme categories that emerged from analysing the children's ideas are shown in Table 1.

Table 1: Description of the six main theme categories arising from the Gulliver's Mapping exercise

| | CATEGORY | TOTAL NUMBER OF IDEAS | % OF TOTAL IDEAS | SCOPE OF CATEGORY |
|---|--------------------------|--------------------------------|---------------------|---|
|  | Nature | 362 | 27% | Trees, treehouses, flowers, fruit, water, water plants, birds, animals, natural materials, dinosaurs, frogs, fish, turtles, stones, stumps. |
|  | Play equipment: | 328 | 24% | Flying fox, zip lines, tree house, canopy walk, obstacle course, trampoline, slides, swings, climbing objects, balance logs, see saws, monkey bars, tunnels, cubbies. |
|  | Action/Sports/ Events | 306 | 22% | Climbing, jumping, running, balancing, bike riding, water play, reading, painting and carving, sports, live music, easter egg hunt, scarecrow building. |
|  | Amenities/ Support | 187 | 14% | Seating, food outlets, paths, bridge, toilets, sanitizer, Age appropriate. |
|  | Context | 123 | 9% | Fresh air, shade, views, watching leaves fall, stars gazing, scenic experience, colourful, listen to birds, sounds of water, entrance. |
|  | Education | 59 | 4% | Yarning circle, Aboriginal history, information signs about trees & animals, QR codes, scavenger hunts, check lists, outdoor classes. |



Graph 1: Graph of categories total

Nature: This category refers to the natural world, including flora, fauna, and materials e.g., trees.

Play Equipment: This category refers to traditional play equipment typical of traditional playgrounds e.g., swings.

Action/Sports/Events: This category refers to activities and movements that can be performed within the context of the Forest, typically without prescribed fixed equipment.

Amenities/Support: This category refers to necessary infrastructure and furniture that enables a visit to the Forest e.g., seating.

Context: This category refers to feelings, experiences, and situations a visitor can have within the Forest e.g., listening to bird songs.

Education: This category refers to learning that can be undertaken within the Forest, whether by interaction or by provision of information or classrooms.

The broad categories suggest the following:

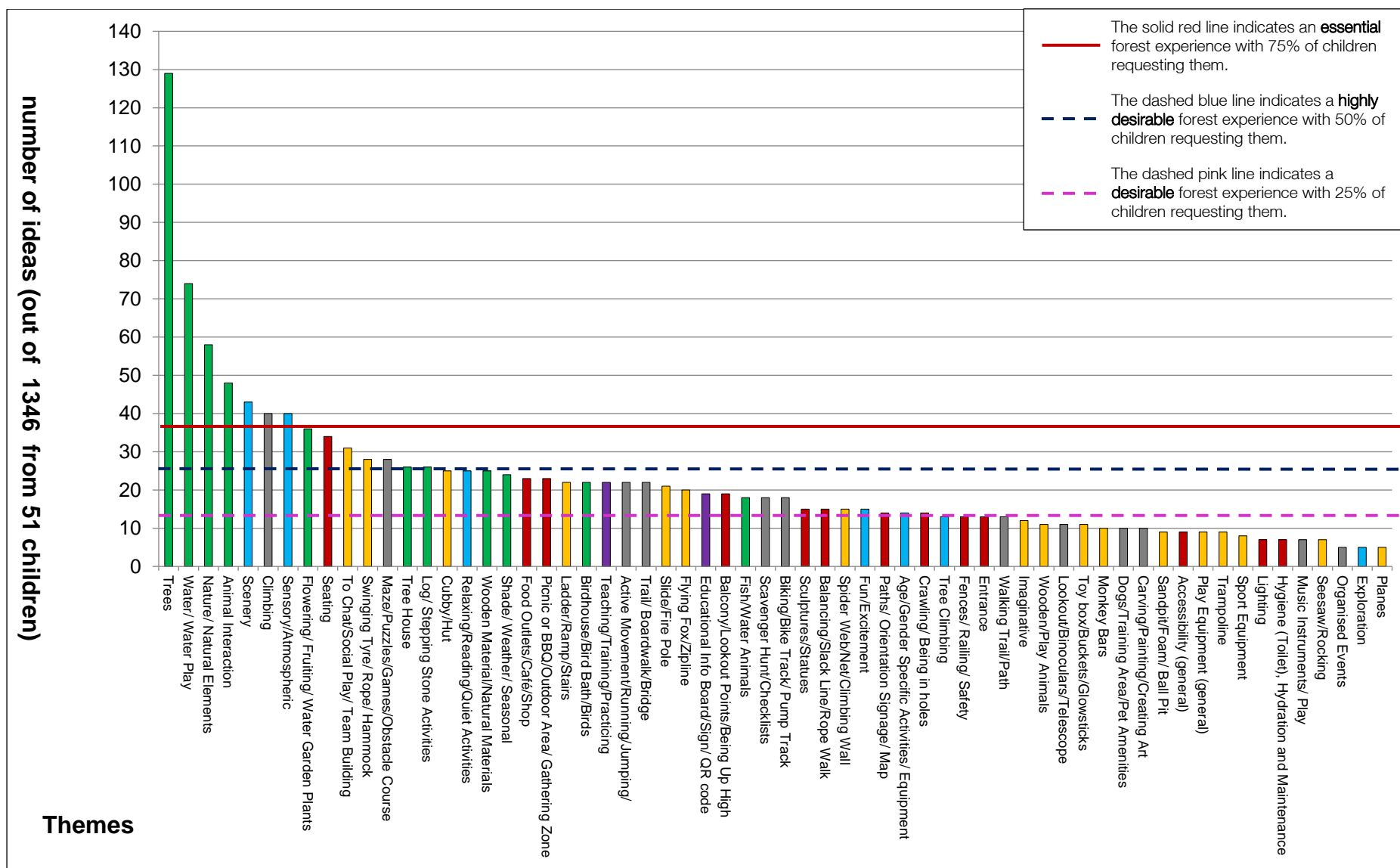
- These students have a high regard for nature in general, and would like the Children's Forest to contain trees and animals as well as natural materials such as boulders, tree stumps etc.
- The students value the addition of play equipment to the Children's Forest, and see play as part of the experience of a Children's Forest. The play experiences were particularly related to the forest setting, such as the placement of a flying fox amongst trees to replicate flying through trees.
- The students also associate a forest setting as a place to be active (e.g. a place to ride a bike) or a place to attend special events (e.g. a music concert or easter egg hunt).
- The students place importance on the provision of park elements that make a visit more comfortable, such as seating and amenity blocks.
- Students were particular about the atmosphere and setting of the forest (e.g. a place with views), and what the forest would allow them to enjoy (a place to look at stars).

- Students all immediately recognised the educational value of the Children's Forest, and commented on elements or features that would support or enhance environmental education (e.g. an outdoor classroom or yarning circle, scavenger hunts etc)

3.3. Gulliver's Mapping Themes

The 62 themes from the 1346 ideas from the children are shown in ranked order in the bar graph below, and are colour coded according to the 6 main categories analysed.





Graph 2: Total ideas combined into themes in ranked order, colour coded by category

3.4. Overall Messages from Gulliver's Mapping

The graph above shows the spread of themes across the six main categories for all students. Themes with 38 or more ideas are very strong because they indicate that, on average, **3 in 4 students** would like this experience in the Children's Forest (referenced by the solid red line in the graph above). These could be considered as **essential** experiences or facilities to include in the Children's Forest in order to appeal to children and young people.

Themes with 25 or more ideas are strong because they indicate that, on average, at least **1 in 2 students** would like this experience in the Children's Forest (referenced by the dotted blue line). These could be considered as **highly desirable** experiences or facilities for inclusion in the Forest design.

Themes with 12 or more ideas are moderate, indicating that on average, **1 in 4 students** requested them. These could be considered to be **desirable** experiences or facilities in the Children's Forest.

The remaining themes (below 12) should be interpreted in their own right, as some (e.g. paths) are essential, no matter how few students requested them. For example; monkey bars and trampolines lie towards the tail end of the graph but it still shows that **1 in 5 students** requested monkey bars, and **9 of 51 students** have requested trampolines.

3.4.1. Essential Forest Experiences

The following are **essential** to include in the design for the Children's Forest as they appeal to more than **75% i.e., 3 in 4** students:

- Trees
- Water and water play
- Nature and natural elements
- Animal interaction
- Scenery
- Climbing
- Sensory rich or atmospheric items

3.4.2. Highly Desirable Forest Experiences

The following are **highly desirable** in the design for the Children's Forest as they are appeal to more than **50% i.e., 1 in 2** students:

- Flowering and fruiting flora, and water garden plants
- Seating
- To chat, social play, and team building
- Swinging tyre, rope, and hammock
- Maze, puzzle, games, and obstacle course
- Tree house
- Stepping stone or log activities

3.4.3. Desirable Forest Experiences

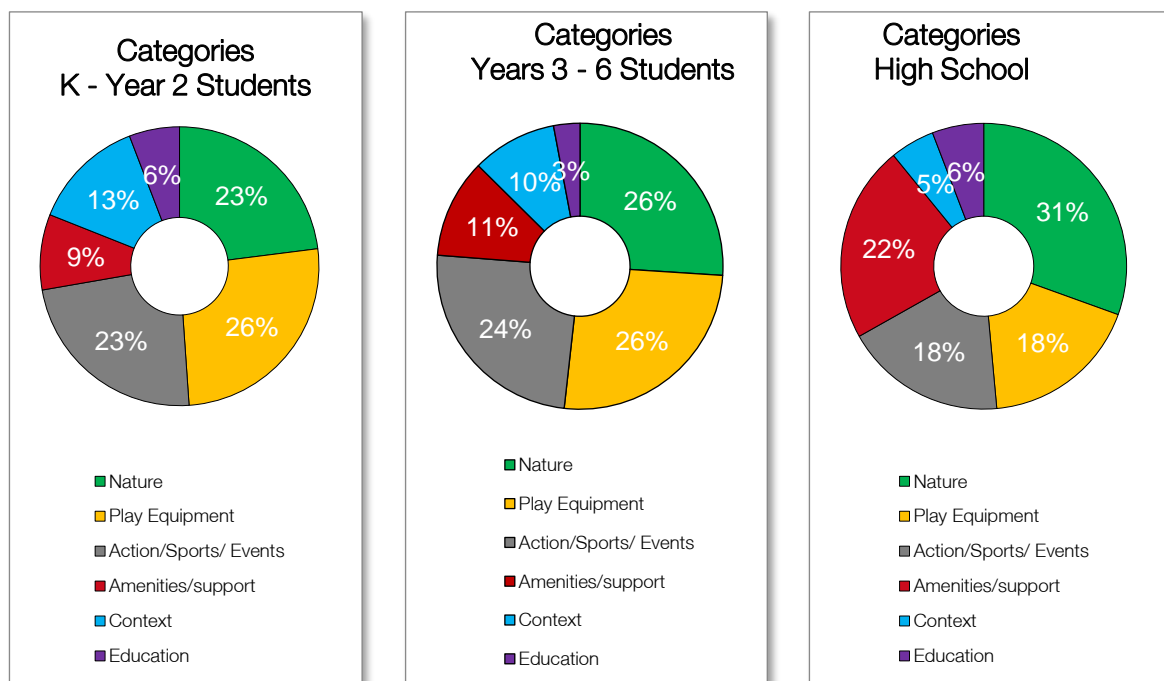
The following are **desirable** in the design for the Children's Forest as they are appeal to more than **25% i.e., 1 in 4** students:

- Cubby or hut
- Relaxing, reading, and quiet activities
- Wooden or natural elements
- Shade, weather, or seasonal protection

- Food outlets, café, or shop
- Picnic, BBQ, outdoor area, and gathering zone
- Ladders, ramps, and stairs
- Teaching, training, and practicing opportunities
- Active movement, running, and jumping
- Trails, boardwalk, and bridge
- Slide and fireman pole
- Flying fox or zip line
- Educational info board, signs, and QR codes
- Balcony, lookout points, being up high
- Fish and water animals
- Scavenger hunts, and checklists
- Bike track, and pump track
- Sculptures and statues
- Balancing, slackline, and rope walk
- Spider web, net, and climbing wall
- Fun and excitement
- Paths, orientation signage, and map
- Age and gender specific activities & equipment
- Crawling or being in holes
- Tree climbing
- Fences, railings, and safety features
- Entrance
- Walking trail

3.5. Age Group Considerations

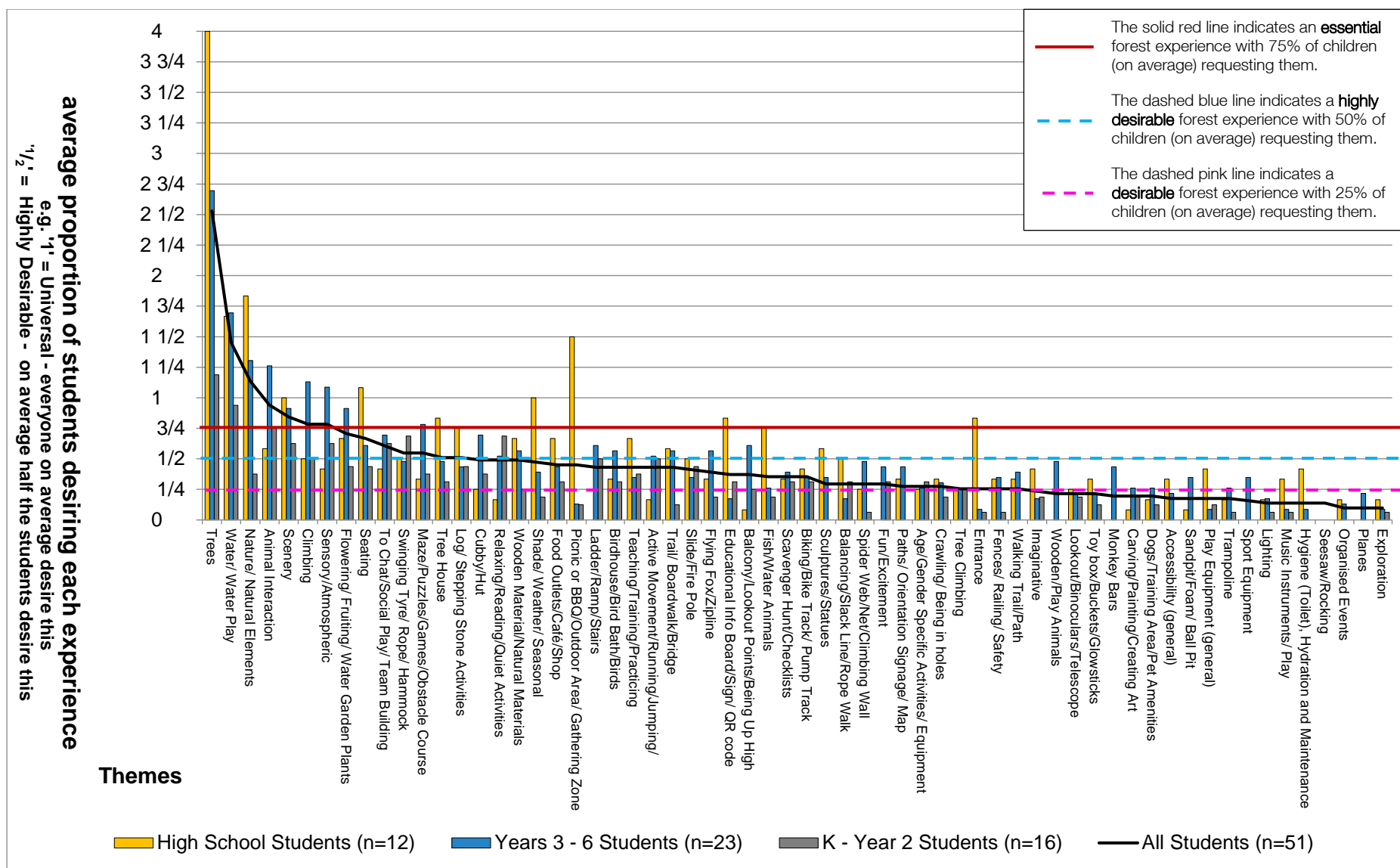
When comparing the needs and wishes of students between the ages of 4 – 7, 8 – 12, and 13 – 16, a few clear differences emerged, as shown in the graphs below. The overall differences across the main categories will be discussed before the detailed theme differences.



Graph 3: Categories separated by age group

Age Group Differences Across the Six Main Categories

The graph below shows the proportion of ideas across the main categories by age group.



Graph 4: Comparison of themes by age group

Comparing the overall main interests of K – Year 2, Years 3 – 6, and Years 7 – 10 students across the main categories suggests:

- Trees and water / water play, are universal essential features to the Children’s Forest, as every age group ranked them as essential and highly desirable.
- Animals and animal interaction in a forest is vital to K – Year 2 Students and Years 3 - 6 children, ranking this as essential and highly desirable.
- Play experiences are not as important to high school students as having social hubs and places of relaxation.

3.5.1. K – Year 2 Students

The following experiences for children aged 4 – 7 years-old are listed in order of preference below:

3.5.1.1. Essential Experiences for K – Year 2 Students

The following experiences are **essential** to include in the design for the Children’s Forest as they appeal to **75% i.e., 3 in 4** K – Year 2 Students:

- Trees
- Water and waterplay

3.5.1.2. Highly Desirable Experiences for K - Year 2 Students

The following experiences are **highly desirable** to include in the design for the Children’s Forest as they appeal to **50% i.e., 1 in 2** K - Year 2 Students:

- Animal interaction
- Scenery
- Climbing
- Sensory and atmosphere
- To chat, social play, and team building
- Swinging tyre, rope, and hammock
- Relaxing, reading, and quiet activities
- Ladders, ramps, and stairs
- Active movement, running, and jumping

3.5.1.3. Desirable Experiences for K - Year 2 Students

The following experiences are **desirable** to include in the design for the Children’s Forest as they appeal to at least **25% i.e., 1 in 4** K - Year 2 Students:

- Nature and natural elements
- Flowering and fruiting flora, and water garden plants
- Seating
- Maze, puzzles, games, and obstacle course
- Tree house
- Stepping stone or log activities
- Cubby or hut
- Food outlet, café, or shop
- Birdhouse, bird bath, and birds
- Teaching, training, and practicing opportunities
- Scavenger hunts and checklists
- Bike track
- Fun and excitement
- Age and gender specific activities & equipment
- Tree climbing

3.5.2. Discussion of K - Year 2 Students

This age group's interests were extremely widespread, with a diverse number of elements being of interest, as opposed to particular standout elements being of universal appeal. As would be expected of this age group, there is more interest in nature, play experience, being active, and the Forest's context than education and amenities to support a visit.

3.5.3. Years 3 - 6 Students

The following experiences for students aged 8 – 12-years-old are listed in order of preference below:

3.5.3.1. Essential Experiences for Years 3 - 6 Students

The following experiences are **essential** to include in the design for the Children's Forest as they appeal to **75% i.e., 3 in 4** of Years 3 - 6 students:

- Trees
- Water and water play
- Nature and natural elements
- Animal interaction
- Climbing
- Sensory and atmosphere
- Flowering and fruiting flora, and water garden plants
- Maze, puzzles, games, and obstacle course

3.5.3.2. Highly Desirable Experiences for Years 3 - 6 Students

The following experiences are **highly desirable** to include in the design for the Children's Forest as they appeal to **50% i.e., 1 in 2** Years 3 - 6 students:

- Seating
- To chat, social play, and team building
- Cubby or hut
- Relaxing, reading, and quiet activities
- Wooden or natural materials
- Ladders, ramps, or stairs
- Birdhouse, bird bath, and birds
- Active movement, running, and jumping
- Trail, board walk, and bridge
- Flying fox or zip line
- Balcony, lookout points, and being up high

3.5.3.3. Desirable Experiences for Years 3 - 6 Students

The following experiences are **desirable** to include in the design for the Children's Forest as they appeal to **25% i.e., 1 in 4** Years 3 - 6 students:

- Tree house
- Shade, weather or seasonal protection
- Food outlet, café, and shop
- Teaching, training, and practicing opportunities
- Slide and fireman pole
- Scavenger hunts, and checklists
- Bike track
- Sculptures and statues
- Spider web, net, and climbing wall
- Fun and excitement

- Paths, orientation signage, and map
- Crawling or being in holes
- Fences, railings, safety features
- Walking trail
- Wooden play animals
- Monkey bars
- Carving, painting, and creating art
- Dogs, training area, and pet amenities
- Sandpit, foam or ball pit
- Trampoline
- Sport equipment

3.5.4. Discussion of Years 3 – 6 Students

Students of years 3 – 6 expressed a desire to connect with nature, not just being among plants but interacting with them and using them to facilitate play. Interaction with trees, water, animals, atmosphere, and flowering and fruiting plants are all more desired than traditional play equipment. The Highly Desirable experiences mean that half of all students requested them, e.g., equipment like cubbies, flying fox, and a need for ample space for active movement should be considered.

3.5.5. High School Students

The following experiences for high school students aged 13 – 16-years-old listed in order of preference below.

3.5.5.1. Essential Experiences for High School Students

The following experiences are **essential** to include in the design for the Children's Forest as they appeal to **75% i.e., 3 in 4** high school students:

- Trees
- Water and water play
- Nature and natural elements
- Scenery
- Seating
- Tree house
- Stepping stone or log activities
- Shade, weather or seasonal protection
- Picnic, BBQ, outdoor area, and gathering zone
- Educational info board, signs, and QR codes
- Fish and water animals
- Entrance

3.5.5.2. Highly Desirable Experiences for High School Students

The following experiences are **highly desirable** to include in the design for the Children's Forest as they appeal to **50% i.e., 1 in 2** high school students:

- Animal interaction
- Climbing
- Flowering and fruiting flora, and water garden plants
- Wooden and natural materials
- Food outlet, café, and shop
- Teaching, training, and practicing opportunities
- Trail, board walk, and bridge
- Slide, fireman pole
- Sculptures and statues

- Balancing, slackline, and rope walk

3.5.5.3. Desirable Experiences for High School Students

The following experiences are **desirable** to include in the design for the Children's Forest as they appeal to **25% i.e., 1 in 4** high school students:

- Sensory and atmosphere
- To chat, social play, and team building
- Maze, puzzles, games, and obstacle course
- Birdhouse, bird bath, and birds
- Flying fox or zip line
- Scavenger hunts and checklists
- Bike track
- Paths, orientation signage, and map
- Crawling or being in holes
- Fences, railings, and safety features
- Walking trail
- Lookout, binoculars, and telescope
- Toy box, buckets, and glowsticks
- Accessibility (general)
- Play equipment (general)
- Musical instruments
- Hygiene (toilet), hydration, and maintenance

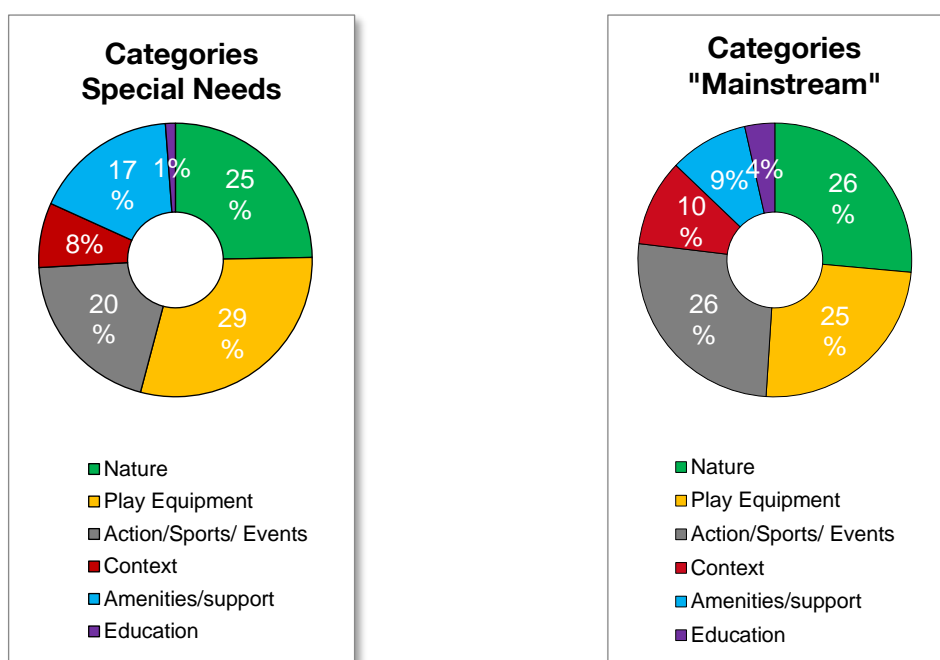
3.5.6. Discussion of High School Students

The high school students have sophisticated tastes when it comes to forest experiences, and they focus more on social interaction/play than other age groups. This group pay attention to the overall setting of the forest (e.g., scenery, entrance experience) as well as supportive features such as paths, seating, bridges etc. They are aware of the educational potential, and would like to see this sensitively included. They also wish to have fun in the forest e.g., tackle mazes, obstacle courses etc.

While Entrance & Hygiene are towards the tail end of the graph, they have particular importance to the high school age group than any other.

3.6. Students with Additional Needs Considerations

When the needs and wishes of students who are able-bodied alongside those with additional needs, some clear themes and considerations are apparent which are specific to these students, as shown in the graphs below.



Graph 5: Categories Special Needs & Mainstream Years 3 – 6 Students

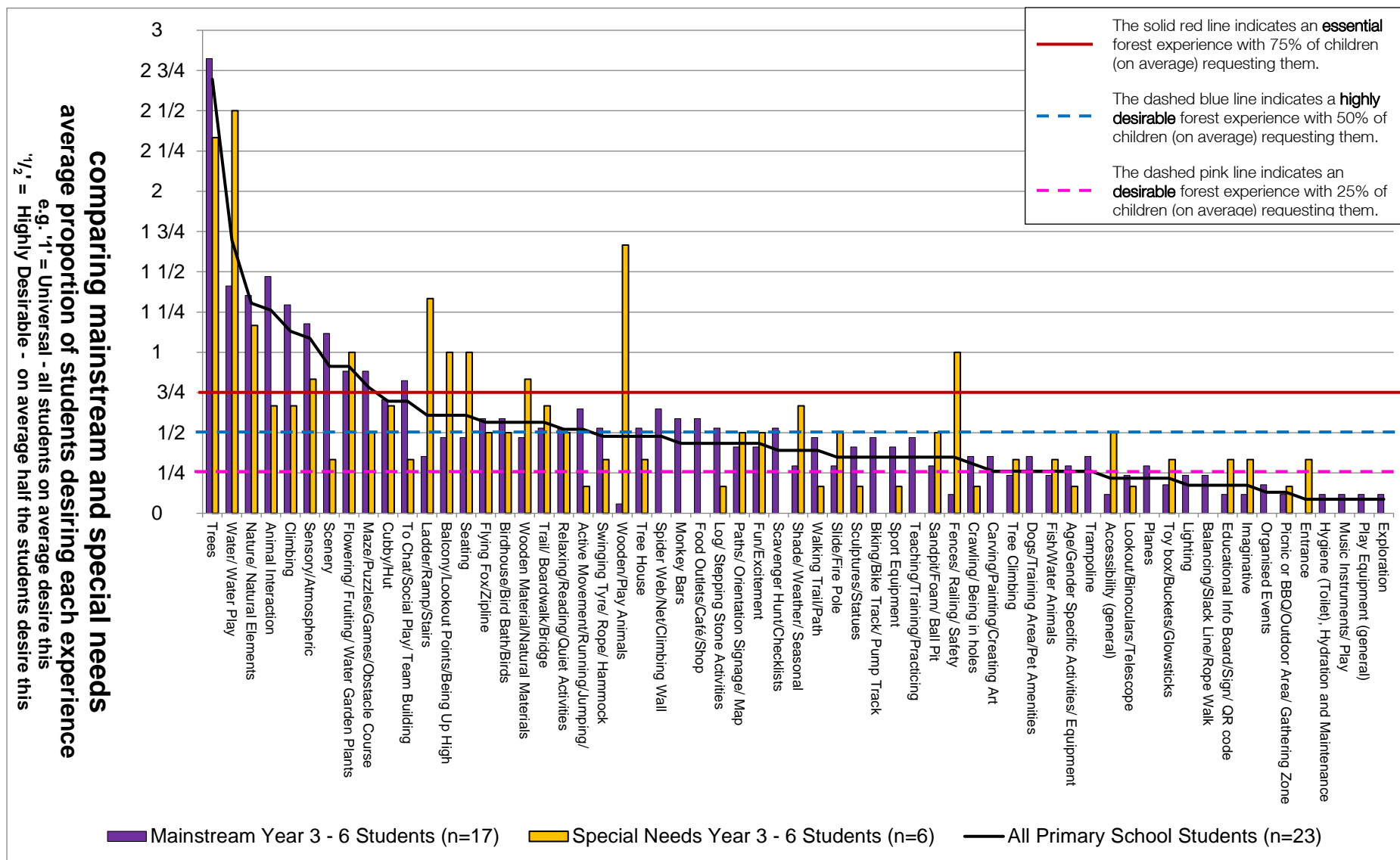
Comments on Special Needs Consultation

The group of children who attended the consultation had a mix of mild to moderate disabilities and additional needs, typical of a mainstream school. One child was a wheelchair user, with a notable physical disability. The other 5 children all displayed intellectual, spectrum disorders and were able-bodied. It is interesting to take note of the items this cohort emphasised, as well as those items they did not.

Of special importance to this group is the natural environment and the provision of trees, plants, flowers, natural elements, animal interaction (live or sculptural). Also of great importance to them are the practical supports in the environment such as paths, stairs, fences, railings, signage, accessibility in general, clear entries. These children know that without these supportive features, a visit to the forest is compromised for them. These children are interested in views and being inside cubbies/huts which is consistent with their needs.

They are also interested in vestibular activities such as flying foxes, climbing, and sliding (very necessary to “spectrum” children). Sensory experiences are also highlighted by this group – natural plants and materials, sandpit, shade, and water – critical to their enjoyment to being outside. Water/water play is particularly popular for students with special needs due to its sensory aspects.

This consultation data is essential as it encapsulates students’ lived experience with disabilities specific to them, who are telling us in their own words what they need in a children’s forest.



Graph 6: Comparison of mainstream and additional needs Years 3 - 6 students

3.6.1. Special Needs Students

The following experiences for special needs students aged 8 – 12 years-old are listed in order of preference below:

3.6.1.1. Essential Experiences for Special

The following experiences are **essential** to include in the design for the Children's Forest as they appeal to **75% i.e., 3 in 4** special needs students:

- Trees
- Water and water play
- Nature and natural elements
- Sensory and atmosphere
- Flowering and fruiting flora, and water garden plants
- Ladders, ramps, and stairs
- Balcony, lookout points, and being up high
- Seating
- Wooden and natural materials
- Wooden play animals
- Fences, railings, and safety features

3.6.1.2. Highly Desirable Experiences for Special Needs Students

The following experiences are **highly desirable** to include in the design for the Children's Forest as they appeal to **50% i.e., 1 in 2** special needs students:

- Animal interactions
- Climbing
- Maze, puzzles, games, and obstacle course
- Cubby or hut
- Trail, board walk, and bridge
- Shade, weather or seasonal protection
- Accessibility (general)

3.6.1.3. Desirable Experiences for Special Needs Students

The following experiences are **desirable** to include in the design for the Children's Forest as they appeal to **25% i.e., 1 in 4** special needs students:

- Scenery
- To chat, social play, and team building
- Swinging tyre, rope, and hammock
- Tree house
- Tree climbing
- Fish and water animals
- Toy box, buckets, and glowsticks
- Educational info board, signs, and QR codes
- Imaginative play
- Entrance

3.6.2. Discussion of Special Needs Students

Students with additional needs have clearly shown the importance of connecting with nature, feeling a part of it, and being able to share this experience with others. Their essential choices show that sensory experiences, the provision of safety supports and ways to access those sensory experiences are vital to the success of their visit.

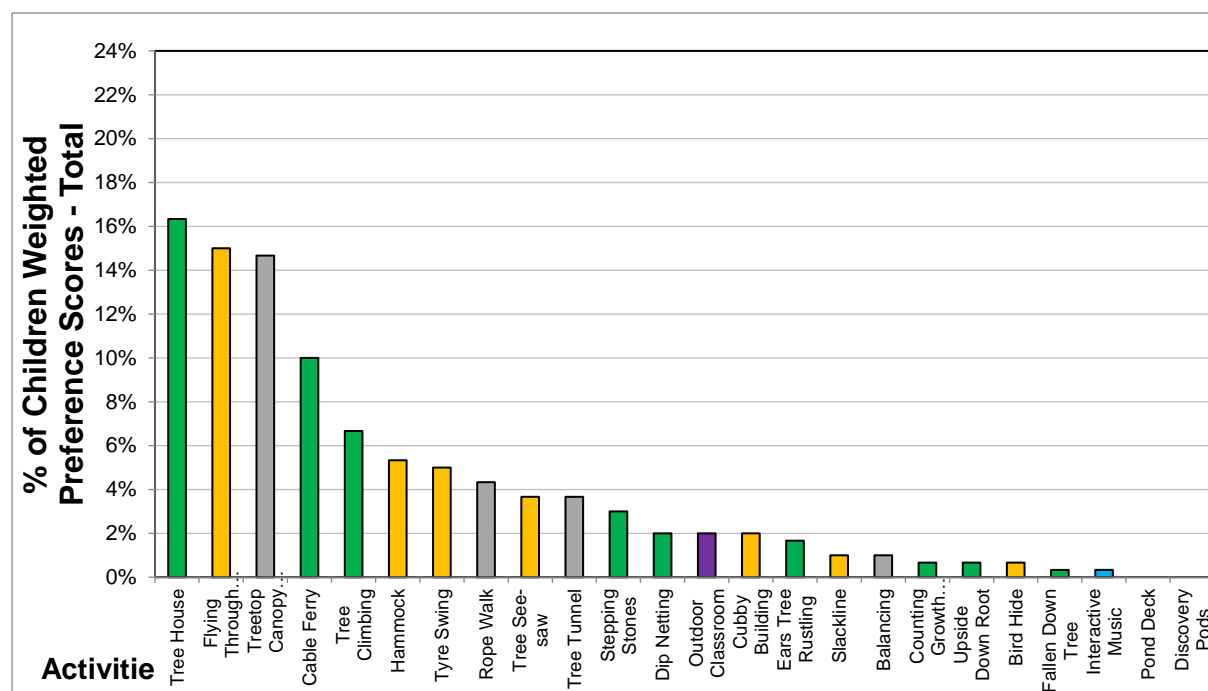
3.7. Student's Preference Exercise Results

The preference exercises inform the design process by identifying strong preferences when children are asked to make a choice about their top 3 activity choices from a predetermined set of 24 experiences. This is an individual exercise where each child chooses their top three preferred activities to ascertain the most favoured priorities for the 51 students consulted.

Students from Kindy to Year 10 all completed the same preference sheet. Each student was shown a sheet depicting 24 activities, as shown in **Appendix F**. They were asked to pick their top preference, then their second, and then their third. Each child's age and gender and preference ranking were marked on the preference sheet as shown in Appendix A. Each child had a total of 6 points:

- 3 points for first preference labelled as "1"
- 2 points for second preference labelled as "2"
- 1 point for third preference labelled as "3"

The bar graph below reflects the votes cast by the children, accounting for the weighting of the preferences. These results will be combined with the Gulliver's Mapping results to determine the children's design brief. Each preference has been colour coded according to the Gulliver's Mapping major categories.



Graph 7: Total weighted preference results

Note 1: "Scores" in the above graph refer to total number of points attributed to whether an activity received a student's 1st, 2nd, or 3rd preference.

Note 2: The percentages on the Y axis represents the total percentage of all points allocated.

Regardless of a students' age, gender, or ability, the top 4 activities to be included in the Children's Forest are:

- Tree house
- Flying fox (flying through trees)
- Tree canopy walk
- Cable ferry

Other activities of great interest are:

- Tree climbing
- Hammock
- Tyre swing (group swing)
- Rope walk (balancing on ropes between trees)

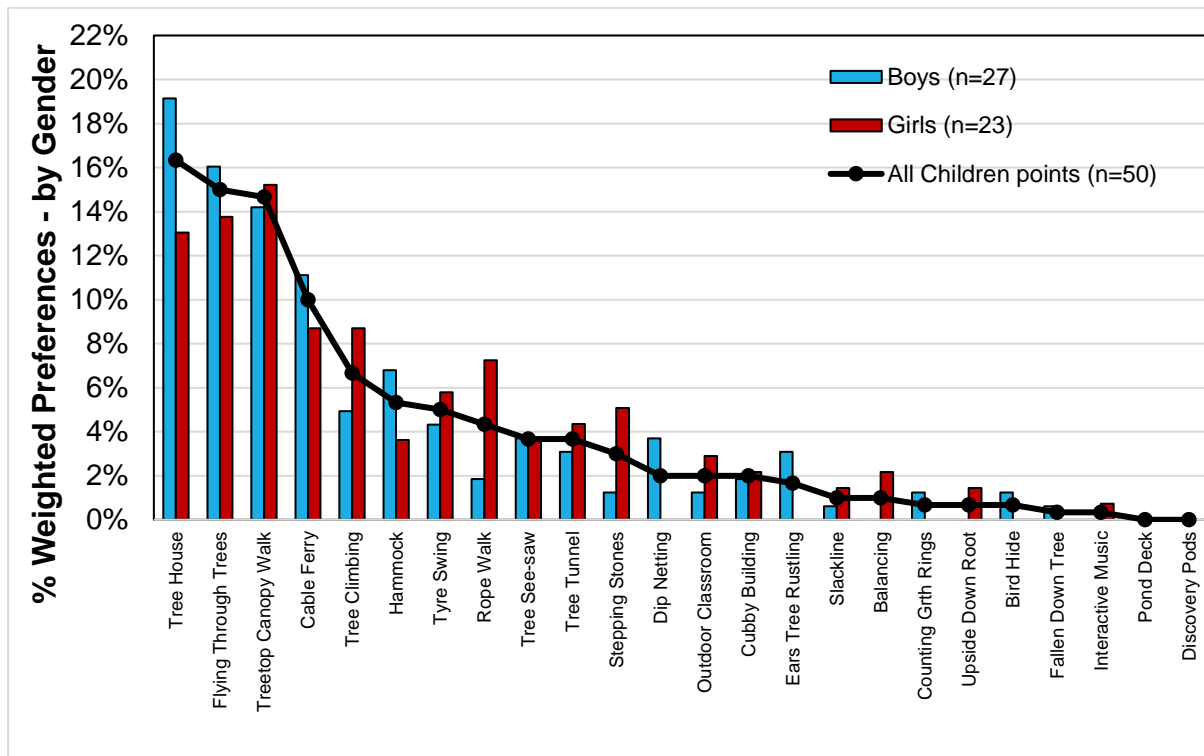
3.7.1. Discussion of Total Preferences

These results indicate that when students were free to choose what a Children's Forest means to them (in the Gulliver's Mapping exercise) and what they would like in it, they focused more on trees, scenery, and things to do in and around trees (i.e. tree house). When given the choice of specific activities to do in the forest (in the Preference Exercise), tree houses still ranked highest but 'flying through trees', 'treetop canopy walk', and 'cable ferry' activities all rank higher than they did in the Gulliver's Mapping exercise.

3.8. Preference Exercise – Gender Considerations

When comparing the preferences of boys compared to girls, a few clear gender differences emerged, as shown in the graph below. These indicate that there are additional essential and desirable elements to include in the Children’s Forest in order to cater for boys and girls.

Note that gender differences were not taken into consideration in the Gulliver’s Mapping process, so this is the only form of consultation that reflects gender needs.



Graph 8: Total weighted preference sheet results by gender

3.8.1. Boys Considerations

The strongest considerations for boys in descending order were:

- Tree house
- Flying through trees
- Treetop canopy walk
- Cable ferry
- Hammock

Tree Houses, Flying Through Trees, Cable Ferry, Hammock, Dip Netting, Tree Rustling, Counting Growth Rings and Bird Hides all rated higher with boys than with girls.

3.8.2. Girls Considerations

The strongest considerations for girls were:

- Treetop canopy walk
- Flying through trees
- Tree house
- Cable ferry
- Tree climbing

Treetop Canopy Walk, Tree Climbing, Tyre Swing, Rope Walk, tree Tunnel, Stepping Stones, Outdoor Classroom, Slackline, Balancing, Upside Down Root and Interactive Music, rated higher with girls than boys.

3.8.3. Discussion of Boys & Girls Preferences

It is interesting to note that regardless of gender, the top 4 choices of activities remain the same for both genders but not in the same order. The “take home” message is that the top 4 choices should be considered essential in order to appeal to both genders.

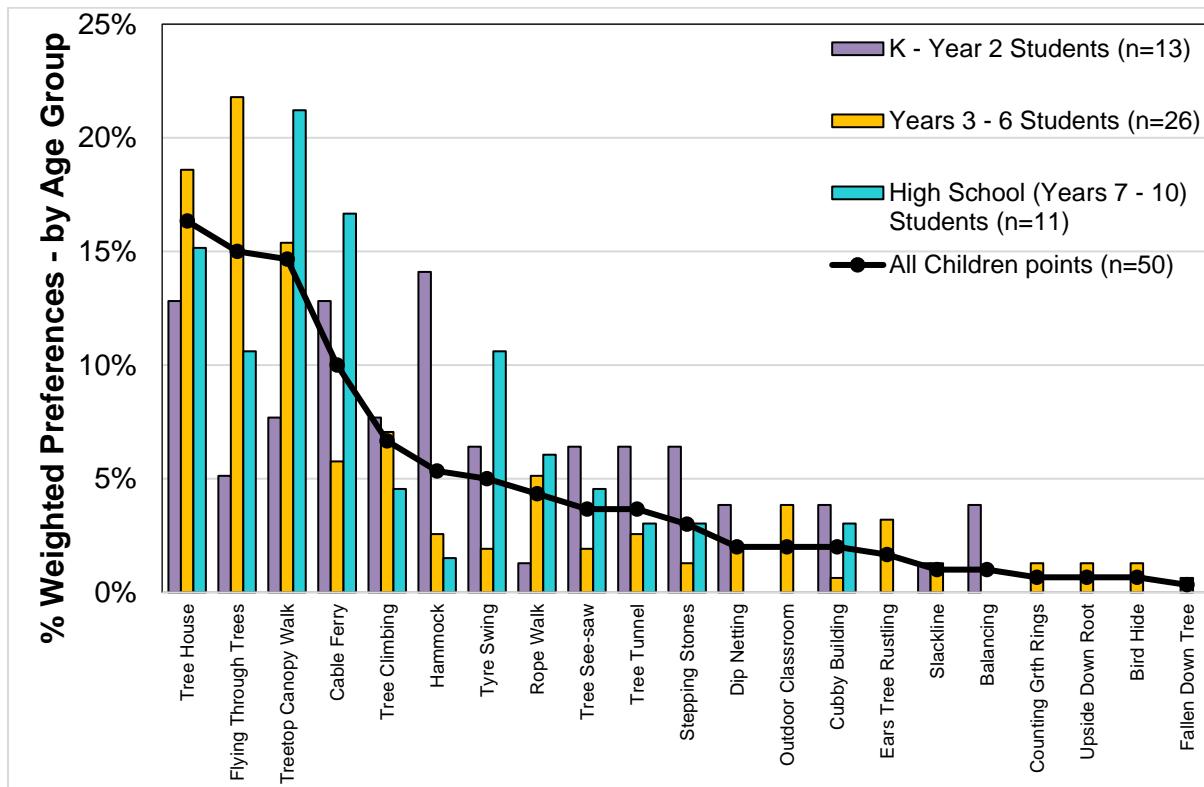
When the remaining preferences are examined, some clear gender differences emerge.

- While both genders rated the tree house highly, it is more important to boys.
- Activities such as: tree climbing, rope walk, stepping stones, balancing, and upside down root is more desirable to girls than boys.
- Dip netting, counting girth rings, a bird hide, and a fallen-down tree only charted at all because boys desired them.
- Balancing, upside down root, and interaction with music only charts at all because girls desired them.



3.9. Preference Exercise – Age Considerations

When comparing the preferences between K - Year 2 Students, Years 3 - 6 students, and high school students, a few clear differences emerged, as shown in the graph below. These indicate that there are essential and desirable elements to include in the Children's Forest in order to cater for specific ages.



Graph 9: Weighted preferences all age groups

3.9.1. K – Year 2 Considerations

The strongest considerations for the 4-7 year age group in descending order are:

- Hammock
- Cable ferry
- Tree house
- Treetop canopy walk
- Tree climbing

3.9.2. Years 3 - 6 Student Considerations

The strongest considerations for the 8-12 year age group in descending order are:

- Flying through trees
- Tree house
- Treetop canopy walk
- Tree climbing
- Cable ferry

3.9.3. High School Considerations

The strongest considerations for the 13-16 year age group in descending order are:

- Tree canopy walk

- Cable ferry
- Tree house
- Tyre swing
- Flying through trees

3.9.4. Discussion of Age Considerations

All age groups are interested in the cable ferry, tree house, and tree canopy walk, which make these essential to consider in the design of the Children's Forest.

Younger children value a mix of playful activities such as tyre swings and tree see-saws.

Year 3-6 students are looking for major experiences such as being in a tree house, flying through trees, and treetop canopy walk with some backup experiences such as tree climbing and balancing etc.

High school students also look for the major experiences, favouring social experiences such as a tyre swing, but also like some backup experiences such as balancing, tree see saw.

To appeal to all ages, some 'wow factor' elements are clearly valued such as treetop canopy walk, and beyond that, a mix of backup experiences would be valued.

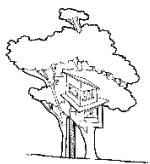
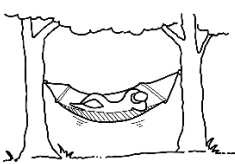
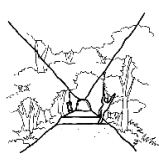
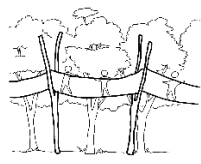
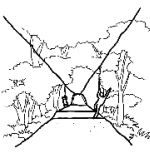


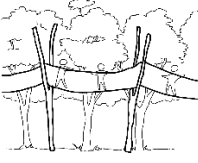
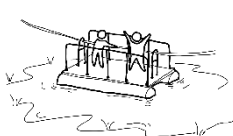
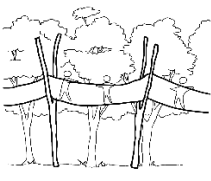
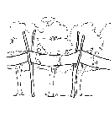

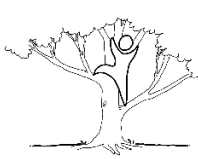
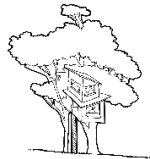
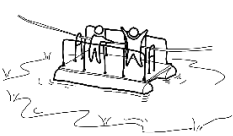
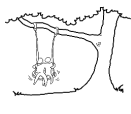

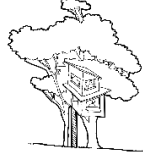





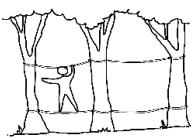
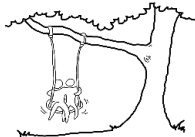
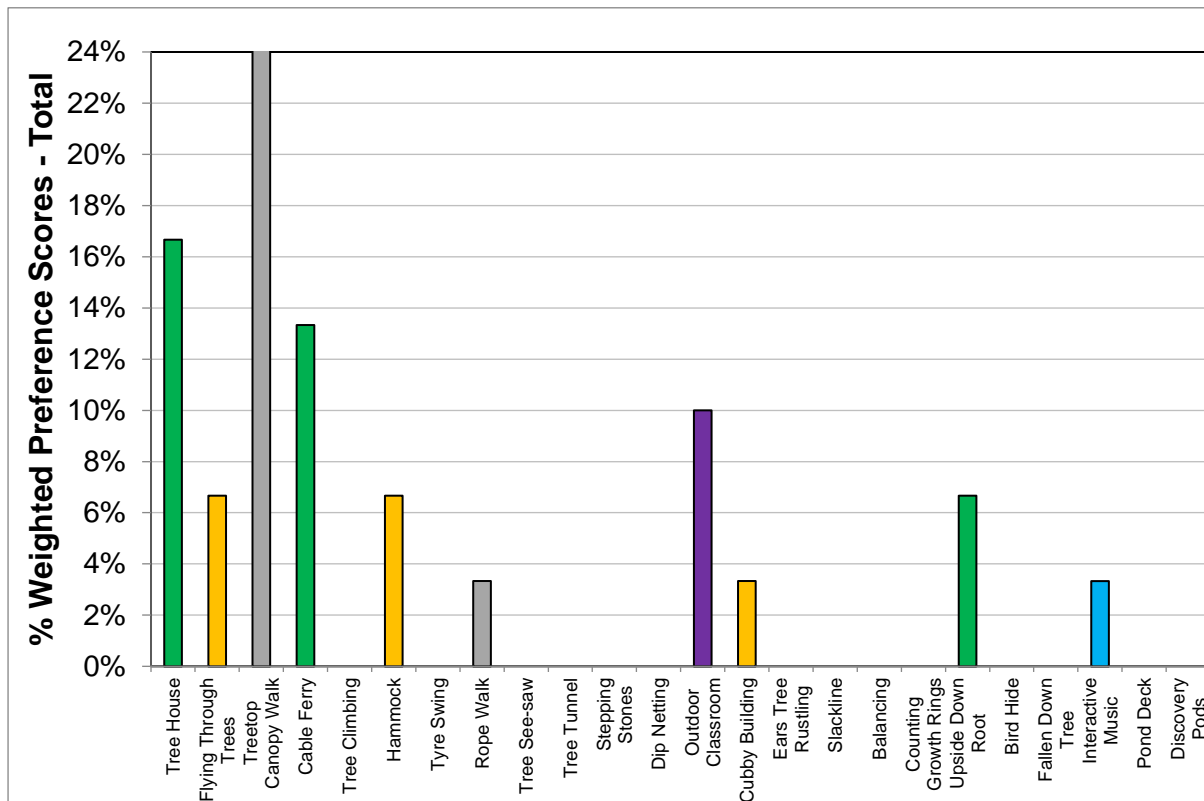
| Pref | Total | Infant (4 – 7) | | Primary (8 – 12) | High (9 – 18) | |
|------|---|---|---|---|--|---|
| 1 |  Tree House 16.3% |  Hammock 14.1% | |  Fly Through Canopy 21.8% |  Tree Top Canopy Walk 21.2% | |
| 2 |  Fly Through Canopy 15.0% |  Tree House 12.8% |  Cable Ferry 12.8% |  Tree Top Canopy Walk 15.4% |  Cable Ferry 16.7% | |
| 3 |  Tree Top Canopy Walk 14.7% |  Tree Top Canopy Walk 7.7% |  Tree Climbing 7.7% |  Tree Climbing 7.1% |  Tree House 15.2% | |
| 4 |  |  |  |  |  |  |
| | Cable Ferry 10.0% | Tyre Swing* 6.4% | Tree See-Saw* 6.4% | Tree House 6.4% | Fly Through Canopy 10.6% | Hammock 10.6% |
| 5 |  Tree Climbing 6.7% |  Tree Tunnel* 6.4% |  Stepping Stones* 6.4% |  Rope Walk 5.1% |  Tyre Swing 6.1% | |

Table 2: Summary of Preference sheet data

*1: These activities are a tie, as such, all are considered preference 4

3.10. Special Needs Considerations

Students with special needs were a small group (Years 3-6).



Graph 10: Total weighted preferences

The strongest considerations for the Special Needs group in descending order are:

- Treetop canopy walk
- Tree house
- Cable ferry

Interest was also shown in Flying through trees, Hammock, Rope walk, Outdoor classroom, Cubby building, Upside down root, and Interactive music.

3.10.1. Discussion of Special Needs Considerations

The minimal number of children with special needs consulted is reflected in the large number of activities without a bar on the graph. In order to be consistent with the gender preferences, the top 4 should be considered essential in order to appeal to students with additional needs.

3.11. Comparing Gulliver's Mapping and Preference Exercise Results

These two consultation exercises elicited results that convey different meanings for designers. Gulliver's Mapping engages children in giving designers unprompted ideas about play, and may result in ideas that designers had not thought of. The Preference Exercise asks children about their top three preferences for options that the designers have prescribed. Comparing these results gives four possible outcomes as follows:

- a) Experiences that were essential or highly-desirable in Gulliver's Mapping, as well as strong preferences in the Preference Exercise are essential to include in the design (these lists do not include trees):
 - o Tree house
 - o Flying fox or zipline
 - o Treetop canopy walk, balcony, lookout, and being up high
 - o Water and water play
 - o Nature and natural elements
 - o Animal interaction
 - o Climbing
 - o Sensory stimulation, and sense of atmosphere
- b) Experiences that may not have been essential nor highly-desirable in Gulliver's Mapping but were strong preferences in the top 8 Preference Exercise choices. These themes may not have arisen much in the spontaneity of the Gulliver's Mapping but arose strongly once prompted in the Preference Exercise. These experiences are highly-desired to include in the design considerations:
 - o Treetop canopy walk
 - o Cable ferry
 - o Rope walk
 - o Hammock
- c) Experiences that were desirable themes in Gulliver's Mapping, (and included in the 24 experiences of the Preferences Exercise) but were not strongly preferred in the top 5 Preference Exercise choices. These may indicate experiences that children were generally enthusiastic about in the free-ranging discussion of the Gulliver's mapping, but when choosing their top 3 ideas for the Forest, they were not selected. These experiences should still be considered for the Forest design:
 - o Balancing, slackline, rope walk – Rope walk
 - o Seesaw and rocking – Tree trunk see-saw
 - o Crawling and being in holes – Tree tunnel
 - o Stepping stone or log activities – Stepping stones
 - o Trail, boardwalk, and bridge – Pond deck
 - o Teaching, training, and practicing opportunities– Outdoor classroom
 - o Sensory and atmosphere – Ears tree rustling
 - o Balancing, slackline, and rope walk – Balancing & slackline
 - o Birdhouse, bird bath, and birds – Bird hide
 - o Stepping stone or log activities – Fallen down tree
 - o Musical instruments and music play – Interactive music
 - o Educational info board, sign, and QR codes – Discovery pods
- d) Experiences that are popular themes in Gulliver's Mapping and not included in the 24 experiences of the Preference Exercise. These indicate popular experiences that children

suggested spontaneously, that may point to some unique characteristics of this cohort to be considered in the design to cater for the local culture:

- Trees
- Water and water play
- Nature and natural elements
- Animal interactions
- Seating
- Scenery
- Flowering and fruiting flora, and water garden plants
- Slide and fireman pole
- Ladders, ramps, and stairs
- Relaxing, reading, and quiet activities
- Shade, weather or seasonal protection
- Maze, puzzles, games, and obstacle course
- Cubby or hut
- To Chat, social play, and team building
- Birdhouse, bird bath, and birds
- Trail, boardwalk, and bridge

3.11.1. Summary of the Comparison

When considering what this comparison tells us, it is clear that the items listed in (a) above must form part of the overall design of the Children's Forest. The items in (b) should be added to the list (if not on it already). Items in (c) and (d) should be considered as inclusions, but are discretionary.

The Gulliver's Mapping consultation for the Children's Forest has yielded some unusual data compared to other Gulliver's Mapping exercises undertaken for playgrounds. The consultation for Children's Forest provided a unique opportunity to discover what a range of students think of for a unique forest setting specifically for children.

Gulliver's Mapping reveals that students consider the infrastructure to enable their visit to the Forest, amenities and supportive equipment to remain at the Forest, experiences the Forest could provide for them, and most importantly, how critical the scenery, atmosphere, and the feel of and connection to nature is.

3.11.2. Unique Aspects of this Study

The concept of a Children's Forest is novel and children responded in a unique way to the challenges put in front of them during this consultation. The following observations were noticed by the Consultation Team:

- Children took it 'as given' that a Children's Forest contains trees, and did not deem it necessary to comment on the types or numbers of trees in the Forest.
- A great number of participants commented on the context, scenery, and atmosphere of the Children's Forest, an unusual concern when talking about Children's environments. There was general consensus that the Forest needed to be quiet, calm, full of birdsong, and clean (e.g. water).
- Children liked the idea of views across the Park from an elevated treehouse.
- When thinking about the Forest, children and young people did not see it as a playground typology, but rather a 'cool' place where a series of fun activities would be available to them. If, for instance, a swing was mentioned, this was done from the perspective of a swing suspended from a tree. Trees and a pond were seen as integral to all activities mentioned, and often the envisioned activity was made possible by a tree.

- Many children understood that a visit to the Forest is improved when supportive elements (such as bubblers and food outlets) are included, and they made many thoughtful suggestions for these.
- Many children immediately saw the environmental education possibilities of a Children's Forest.

This consultation is a testimony to the thoughtfulness of children and young people, as well as a confirmation of their ability to clearly identify what is needed in an environment to be designed just for them.



3.12. Targeted Consultations

Two separate consultations were held with educators from KU Preschool and Warrah Specialist School. The detailed reports from each consultation are attached in the Appendices of this report. This section summarises the key messages and recommendations from organisations when consulting the proposed Children's Forest.

3.12.1. KU Preschool

The Architects of Arcadia team consulted with a group of educators from KU Preschool, Galston to discuss design inclusions and strategies that would enable preschool aged children and their carers to visit the Children's Forest, and the experiences they would like included there.

The school expressed a desire to walk from their centre to the forest but emphasised that Fagan Park's main entrance is too far from the forest site, and a closer entrance is preferred. They requested an entrance on Bayfield Road as well as a road crossing on Arcadia Road, and footpaths on both Arcadia and Nancy Place. They also expressed concerns for water safety in the Children's Forest. On any excursion to a site, the school must undertake a risk assessment to determine the ratio of teachers/carers to students, with the following parameters:

- 1 teacher/carer to 2 students if there is water on site (requiring help from parents)
- 1 teacher/carer to 5 students for normal excursions (requiring help from parents)

The educators were concerned about the existing toilets being too far away from the Children's Forest. Teachers cannot be alone with children in the toilets for safety reasons, hence the ratio of children to teachers has to increase if the toilets are far away. Toilets with hand-washing basins are desirable.

The school is interested in using the Eco Garden at Fagan Park but are concerned over the children mixing with unknown adults, so similar activities like those at the Eco Garden in the Children's Forest is desired. Weekly "bush kindly" would be great for the centre, especially since bush tucker is part of the curriculum. Slacklines, a treehouse, and a flying fox are greatly desired. Additionally, sensory, native, and animal-attracting planting, natural climbing, bush play, cubby building, and a yarnring circle are also desired.

Detailed notes from this consultation can be found in **Appendix F 1**.

Activities

Specific requests for play experiences included:

- Slacklines
- Nature play
- Flying fox
- Jumping pillows or trampolines
- Sensory paths and planting
- Quiet places or a yarnring circle
- Musical instruments & speaking tubes
- Slides or tunnels
- Cubbies & cubby building
- Natural climbing
- Tree climbing
- Educational activities on sustainability, hands-on learning, and environmental activities
- Sensory trail
- Native bees or other insect hives

Supportive Elements and Amenities

Specific requests for supportive elements and amenities included:

- Toilets near the forest
- Entrance on Bayfield Road
- A road crossing on Arcadia Rd with a footpath
- A footpath at Nancy Road crossing
- Provision of carparking closer to the forest for minibuses and families
- Fencing
- Seating
- Meandering paths throughout
- Ground/path markings that lead to from the carpark to the forest (follow animal footprints)
- Bubblers and water fountains
- Weatherproof shade/shelter but not at the expense of tree canopies
- Bush tucker plants

3.12.2. Warrah Specialist School

The Architects of Arcadia team consulted with an educator from Warrah Specialist School, Dural to discuss:

- design inclusions and strategies that would enable their students with disabilities and their carers to visit the Children's Forest, and
- the experiences they would like included here.

The educator gave a general overview of the kinds of additional needs the students at their school have, and spoke about an incident at Fagan Park in which a student absconded from the main playground. A 10-year-old student who has autism absconded from their group and, having been drawn to a dam, jumped in wearing heavy clothing. Had the water temperature not been so cold, (cold enough to surprise and stop him), he was at risk of drowning or going out where an adult could not reach him. As a result of the incident, the group cannot return to Fagan Park until the main playground is fenced.

It is important to note that children with autism are often absconders and move incredibly fast and require split-second timing for carers to catch up with them.

Fencing at the Children's Forest is essential; absconders will run until they reach a boundary, and are especially drawn to water. The school cannot visit the Children's Forest unless there is a fence around the pond. Wheelchair accessible paths, nearby carparking that can support accessible minivans and buses, and seating are highly desired. A wheelchair accessible toilet nearby is also essential, as close to the forest as possible. In their school, the toilets are in the classroom, such is the need for close amenities.

Swings are in great demand, especially birds-nest swings (calming), also squeeze panels as students enjoy the sensation of being squeezed and hugged. Students with intellectual disabilities often feel overwhelmed by a range of triggers, so provision of quiet spaces is greatly desired. A sensory trail with flowers, herbs, and sensory plants are loved by the students. Natural climbing (trees and rocks) are especially enjoyed, and an obstacle course is also desired as a physically active and engaging activity.

Detailed notes from this consultation can be found in **Appendix F 2**.

Activities

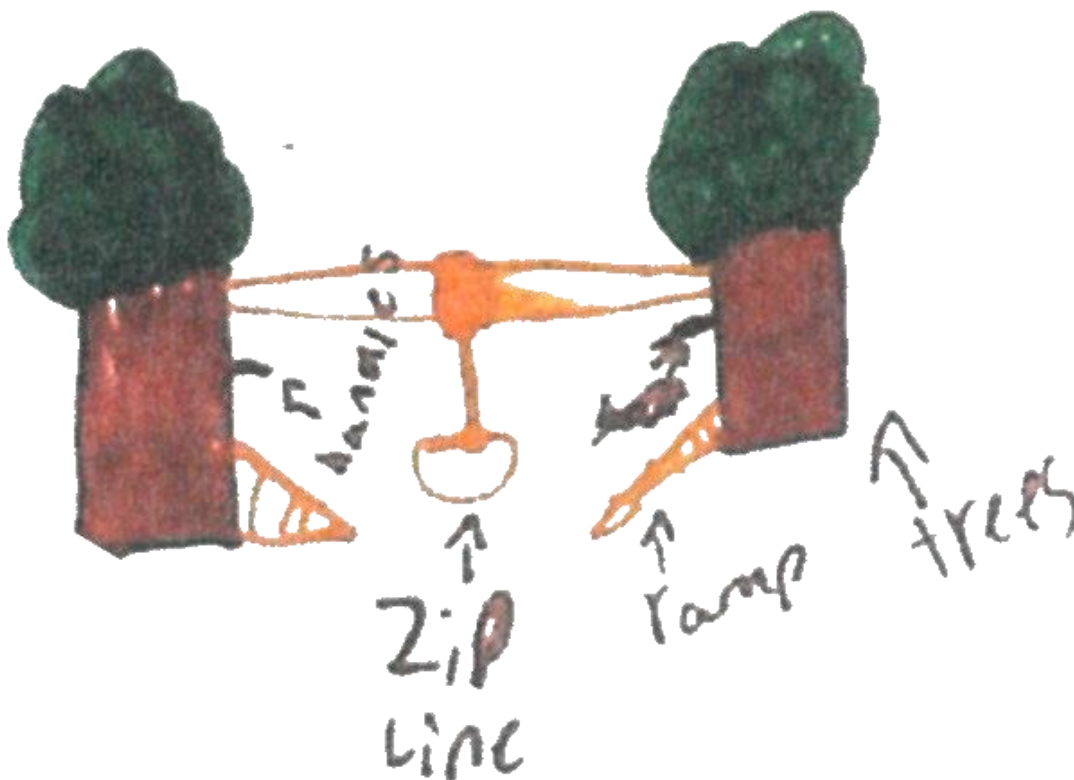
Specific requests for play experiences included:

- Swings especially birds-nest
- Squeeze panels
- Sensory planting and trail
- Natural climbing with jump off points
- Obstacle course
- Quiet spaces

Supportive Elements and Amenities

Specific requests for supportive elements and amenities included:

- Fencing is essential, cannot visit without fencing
- Accessible, unisex toilets nearby the forest
- Wheelchair accessible paths
- Adjacent carparking with support for side-loading minivans and other mobility vehicles
- Seating throughout
- Accessible paths throughout





4 / CONCLUSION AND RECOMMENDATIONS

The consultation of children and young people provided clear information about the views and wishes of children and their carers, regarding what they would like to experience in the proposed Children's Forest. They also provided information regarding the supportive elements which make a visit more possible and comfortable. This provides clear guidance of what should be considered when designing for all children and young people in the proposed Forest.

4.1. Strengths of the Consultation Process

The students were enthusiastic and prolific with their ideas for the proposed Forest, indicating uptake of the proposed facility. The consultation process yielded 1346 ideas in 6 distinct themes of what children would enjoy seeing and doing in the proposed Children's Forest

4.2. Limitations of the Consultation Process

The main limitation of this consultation was that students aged 16 and older were not consulted and therefore the desires and wishes of Children's Forest users of this age group are unknown and untested.

4.3. Design Brief: Preschool Children (3 – 5 years-old)

The input from the educators of KU Preschool has resulted in the following design considerations for activities and features for children aged 3 – 5 years-old at the Children's Forest:

Activities

- Slacklines between the trees
- Nature play
- Flying fox
- Jumping pillows or trampolines
- Sensory paths and planting
- Quiet places or a yarning circle
- Musical instruments & speaking tubes
- Slides or tunnels
- Cubbies & cubby building
- Natural climbing
- Tree climbing
- Educational activities on sustainability, hands-on learning, and environmental activities
- Sensory trail
- Native bees or other insect hives

Supportive Features and Amenities

- Toilets near the forest
- Entrance on Bayfield Rd
- A road crossing on Arcadia Rd with a footpath
- A footpath at Nancy Rd crossing
- Provision of carparking closer to the forest for minibuses and families
- Fencing of the entire space
- Seating
- Meandering paths throughout
- Ground/path markings that lead to from the carpark to the forest (follow animal footprints)
- Bubblers
- Weatherproof shade/shelter but not at the expense of tree canopies

4.4. Design Brief K - Year 2 Students (4 – 7 years-old)

The input from K - Year 2 Students aged 4 – 7 years-old has resulted in the following design considerations for activities, supportive elements and amenities at the Children's Forest:

Essential Activities

- Trees
- Tree houses
- Treetop canopy walk
- Cable ferry
- Tree climbing
- Swinging tyre, rope equipment, and hammock
- Tree trunk see-saw
- Tree tunnel
- Stepping stones

Highly Desirable Activities

- Water and water play
- Nature and natural elements
- Animal interaction
- Scenery
- Slide and fireman pole
- Relaxing, reading, and quiet activities
- To Chat, social play, and team building
- Active movement, running, and jumping
- Flying through trees
- Pond deck
- Dip netting
- Cubby building
- Balancing

Desirable Activities

- Flowering and fruiting flora, and water garden plants
- Maze, puzzles, games, and obstacle course
- Cubby or hut
- Birdhouse, bird baths, and birds
- Tree House
- Balcony, lookout points, and being up high
- Fun and excitement
- Tree climbing
- Imaginative
- Scavenger hunts, and checklists
- Biking, bike track, and pump track
- Balancing, slackline, and rope walk
- Lookout, binoculars, and telescope
- Carving, painting, and creating art

Highly Desirable Supportive Features & Amenities

- Seating
- Ladders, ramps, and stairs

Desirable Supportive Features & Amenities

- Teaching, training, and practicing opportunities
- Educational info board, signs, and QR codes
- Age and gender specific activities and equipment

4.5. Design Brief Years 3 - 6 Students (8-12 years-old)

The input from Years 3 - 6 children aged 8 – 12 years-old has resulted in the following design considerations for activities, supportive elements and amenities at the Children's Forest:

Essential Activities

- Trees
- Water and water play
- Nature and natural elements
- Animal interaction
- Tree house
- Treetop canopy walk
- Flying through trees
- Tree climbing

Highly Desirable Activities

- Flowering and fruiting flora, and water garden plants
- Slide and fireman pole
- Relaxing, reading, and quiet activities
- Maze, puzzles, games, and obstacle course
- Cubby or hut
- Birdhouse, bird bath, and birds
- Tree house
- Balcony, lookout points, and being up high
- Flying fox, or zipline
- Wood and natural materials
- Wooden play animals
- Active movement, running, and jumping
- Fun and excitement
- Spider web, net, or climbing wall
- Walking trails and paths
- Lookout, binoculars, and telescope
- Cable ferry
- Rope walk
- Ears tree rustling

Desirable Activities

- Fish and water animals
- Tree climbing
- Scavenger hunts and checklists
- Biking, bike track, and pump track
- Sandpit, foam or ball pit
- Crawling or being in holes
- Toy box, buckets, and glowsticks
- Carving, painting, and creating art
- Trampoline
- Tyre swing
- Hammock
- Tree trunk see-saw
- Tree tunnel
- Stepping stones
- Pond deck
- Dip netting
- Slackline
- Counting growth rings
- Upside down root
- Bird hide

Highly Desirable Supportive Features & Amenities

- Seating
- Scenery
- Ladder, ramps, and stairs
- Shade, and weather or seasonal protection
- To Chat, social play, and team building
- Trail, boardwalk, and bridge
- Outdoor classroom

Desirable Supportive Features & Amenities

- Teaching, training, and practicing opportunities
- Fences, railings, and safety features
- Sculptures and statues
- Sport equipment

- Age and gender specific activities/ Equipment
- Accessibility (general)
- Dogs, training areas, and pet amenities

4.6. Design Brief Years 3 - 6 Students with Disabilities

The input from Years 3 - 6 children aged 8 – 12 years-old with disabilities has resulted in the following design considerations for activities and supportive elements and amenities at the Children's Forest:

Essential Activities

- Trees
- Water and water play
- Nature and natural elements
- Animal interaction
- Flowering and fruiting flora, and water garden plants
- Balcony, lookout points, and being up high
- Wooden play animals
- Tree house
- Treetop canopy Walk
- Cable ferry

Highly Desirable Activities

- Animal interaction
- Slide and fireman pole
- Relaxing, reading, and quiet activities
- Maze, puzzles, games, and obstacle course
- Cubby or hut
- Birdhouse, bird bath, and birds
- Trail, boardwalk, and bridge
- Climbing
- Flying fox or zipline
- Fun and excitement
- Sensory and atmospheric qualities
- Paths, orientation signage or map
- Sandpit, foam or ball pit
- Flying through trees
- Hammock
- Outdoor classroom
- Upside down root
- Wood and natural materials

Desirable Activities

- Scenery
- To Chat, social play, and team building
- Tree house
- Fish and water animals
- Tree climbing
- Imaginative
- Swinging tyre, rope swing, and hammock
- Toy box, buckets, and glowsticks
- Rope walk
- Cubby building
- Interactive music

Essential Supportive Features & Amenities

- Ladders, ramps, and stairs
- Fences to the Forest, railings for higher places, and safety considerations

Highly Supportive Features & Amenities

- Shade, and weather exposure and seasonal protection
- Consider accessibility

Desirable Supportive Features & Amenities

- Entrance
- Educational info board, signs, and QR codes

4.7. Design Brief High School Students (13 – 16 years-old)

The input from high school students aged 8 – 12 years-old has resulted in the following design considerations for activities and supportive elements and amenities at the Children's Forest:

Essential Activities

- Trees
- Water and water play
- Nature and natural elements
- Fish and water animals
- Tree house
- Treetop canopy walk
- Flying through trees
- Cable ferry
- Tyre Swing

Highly Desirable Activities

- Animal interaction
- Flowering and fruiting flora, and water garden plants
- Slide and fireman pole
- Tree house
- Climbing
- Wood and natural materials
- Imaginative
- Balancing, slackline, and rope walk
- Tree climbing
- Rope walk
- Tree trunk see-saw
- Tree tunnel
- Stepping stones
- Cubby building

Desirable Activities

- Relaxing, reading, and quiet activities
- Maze, puzzles, games, and obstacle course
- Cubby or hut
- Birdhouse, bird bath, and birds
- Flying fox or zipline
- Tree climbing
- Biking, bike track, and pump track
- Crawling and being in holes
- Toy box, buckets, and glowsticks
- Trampoline
- Music instruments and music play
- Hammock
- Spider web, net, and climbing wall

Essential Supportive Features & Amenities

- Seating
- Scenery
- Shade, weather and seasonal protection
- Educational info board, signs, and QR codes
- Picnic or BBQs, outdoor areas or gathering zone
- Entrance

Highly Supportive Features & Amenities

- Trail, boardwalk, and bridge
- Hygiene (Toilet), hydration and maintenance

- Teaching, training, and practicing opportunities
- Sculptures and statues
- Play Equipment (general)

Desirable Supportive Features & Amenities

- To Chat, social play, and team building
- Fences, railings, and safety features
- Scavenger hunts and checklists
- Walking trails and paths
- Age and gender specific activities and equipment
- Accessibility (general)
- Dogs, training area, and pet amenities

4.8. Design Brief Specialist School Students (5 – 18 years-old)

The input from the educators of Warrah Specialist School has resulted in the following design considerations for activities and supportive elements for children and young people with disabilities aged 5 – 18 years-old at the Children's Forest:

Play Experiences

Specific requests for play experiences included:

- Swings especially birds-nest swings with squeeze pads
- Sensory planting and trail
- Natural climbing with jump off points
- Obstacle course
- Quiet spaces

Supportive Elements and Amenities

Specific requests for supportive elements and amenities included:

- Fencing is essential, cannot visit without fencing
- Accessible, unisex toilets nearby the forest
- Wheelchair accessible paths
- Adjacent carparking with support for side-loading minivans and other mobility vehicles
- Seating throughout

4.9. Overall Design Brief

Considering each form of consultation as a whole creates a picture of the community that will use the proposed Children's Forest, and informs how the design can benefit the greatest number of users possible. The specific requests are presented in categories below:

Design Brief for Activities

Play Equipment (Natural)

- Tree house
- Cubby
- Tree climbing
- Scavenger hunts, and checklists
- Treetop canopy walk
- Flying through trees
- Tyre swing
- Hammock
- Tree trunk see-saw
- Tree tunnel
- Balancing, slacklines, and rope walk
- Active movement, running, jumping, and climbing

Play Equipment (Other)

- Slide and fireman pole
- Maze, puzzles, games, and obstacle course
- Flying fox or zipline
- Spider web or net, and climbing wall
- Cable ferry

Sensory and Atmospheric Qualities

- Fun and excitement
- Imaginative play

Water and Water Play

- Stepping stones
- Pond deck
- Dip netting

Nature / Natural Elements

- Trees (deciduous and evergreen)
- Flowering and fruiting flora, and water plants
- Animal interaction
- Birdhouse, bird baths, and birds
- Fish and water animals
- Ears tree rustling

Wooden Material and Natural Materials

- Wooden elements, and wooden animals

Scenery

- Balcony, lookout points, and being up high
- Walking trails and paths

Design Brief for Supporting Features, and Amenities

- Seating
- Ladders, ramps, and stairs
- Relaxing, reading and quiet activities
- Shade, weather and seasonal protection
- Social play, and team building
- Trails, boardwalks, and bridges
- Fences, railings, and safety features
- Teaching, training, and practicing opportunities
- Picnic and BBQ, outdoor areas, and gathering zones
- Entrance
- Sculptures and statues
- Biking, bike track, and pump track
- Age and gender specific activities and equipment
- Accessibility (general)
- Outdoor classroom
- Educational info board, signs, and QR codes

4.9.1. Conclusion

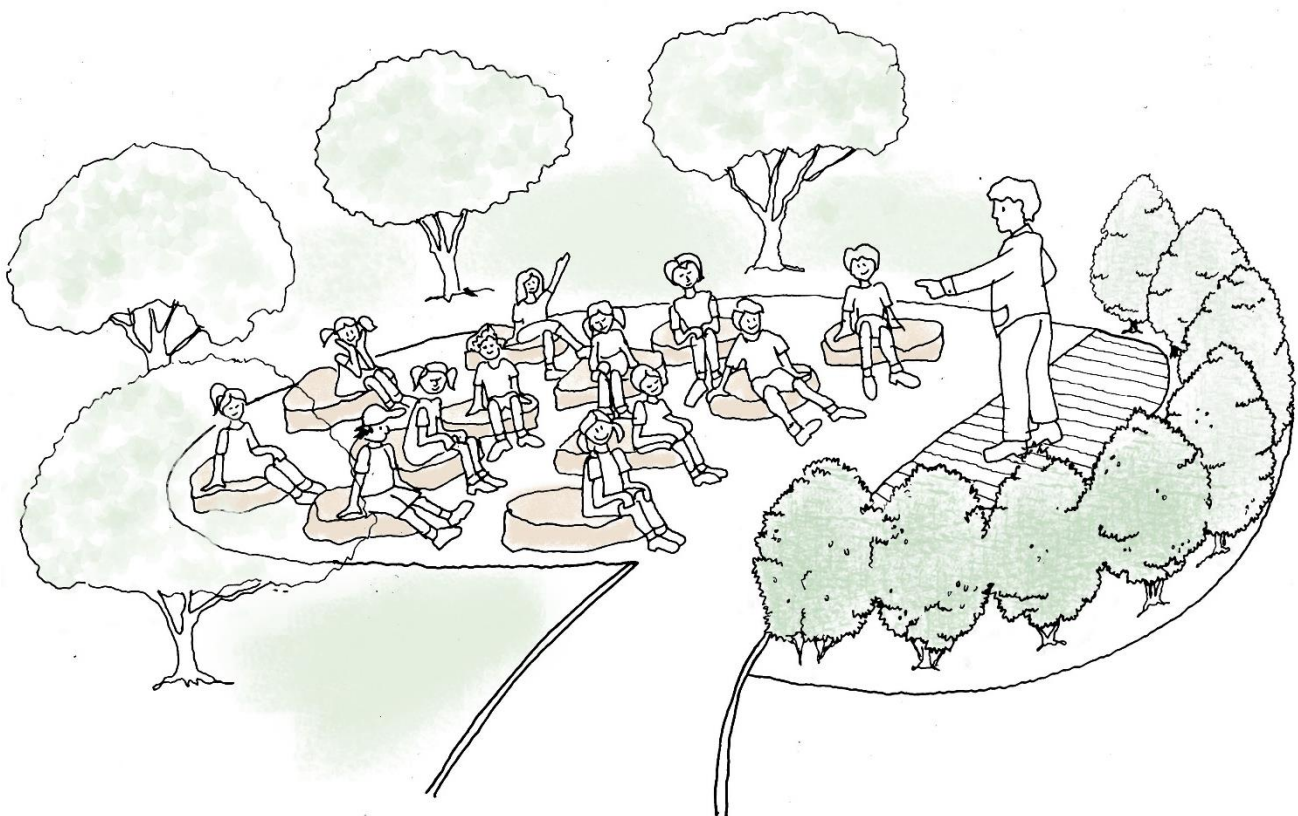
The results of this consultation reflect great enthusiasm for the proposed Children's Forest in Fagan Park. The resulting Children's Design Brief provides guidance in the design of the Forest order to deliver social capital to the community and also ensure that the new facilities will be engaging to children and young people.

It is also important that the data gathered from other community consultations be considered in order to ensure that the proposed Forest fits with the overall community aspirations for the Children's Forest.

By considering the children's needs and interests in the design of the Children's Forest, children's rights (as defined in the United Nations Rights of the Child, Article 12) are respected and enacted. It is recommended that children are kept involved and informed in the overall design process being followed for this public space.

The outcomes of this report will inform the design process for the overall project, resulting in a Masterplan for the Children's Forest. An important aspect of this is the appropriate staging of works to meet funding opportunities.

The child-centred approach to this project will establish its uniqueness, attracting enthusiastic support for its ongoing development, use, and maintenance. This Forest will become the benchmark for future Children's Forest developments in NSW, and hence its child-centredness will guide best practice in this new field of endeavour.



APPENDIX A WHY QUALITATIVE CONSULTATION?

Dr Kate Bishop of UNSW wrote a thesis titled “From their Perspectives: Children and young people’s experience of a paediatric hospital environment and its relationship to their feeling of well-being” in January 2008. The following is a summary from her work, which answers the “whys” of qualitative consultation.

Qualitative research with children and young people is focused on the specificity of children’s experience in particular contexts. Some of the strengths of using a qualitative approach are highlighted below.

Direct Insight

Qualitative consultation offers children and young people an opportunity for them to give direct accounts, or a “voice” of their experience.

Reveals Competence

Research, in the large part, measures children or young people – thereby reducing them to numbers, standardised questions, and tests – which often results in children being perceived as less competent than they are. Qualitative techniques reveal the competence of a child or young person as the critic or commentator of their own lives.

Flexibility and Adaptability

Qualitative consultation is not confined by a rigid or predetermined framework of standard consultation. It is flexible, adaptable, and varied, allowing a far wider range of children and young peoples’ experience to be explored, while accommodating the differences in their interests and abilities particular to them.

Reflexivity

Qualitative consultation allows for a level of reflexivity in its research. The children, young people, and facilitators can respond directly to the data and can follow where the true needs and desires of the participants go. This ensures that the research is tailored to the needs and abilities of the community and user groups for the project.

Grounded Interpretation

The traditional methods of data collection and analysis used in qualitative consultation increases the chances of an informed perspective of children and young peoples’ experience. It is impossible for an adult to think as a child or young person does, regardless of how much experience they possess; but by allowing a child or young person to voice their own mind, qualitative consultation reflects authenticity and a greater understanding of the subject’s needs, desires, and interests.

APPENDIX B MORE INFORMATION ABOUT GULLIVER'S MAPPING

The Aim and the Process

The aim of the Gulliver's Mapping sessions was to evoke thoughts and ideas from individual students regarding engaging activities for the Children's Forest. Children were seated in small groups with an adult facilitator. Students were grouped by similar age or class to complete the exercise.

As part of the Gulliver's Mapping technique used in this stage of the consultation, each group was provided an A1 sheet of paper with a site overview and a supply of Textas. Students were asked to write, draw or talk about their ideas for the Children's Forest. The adult facilitators discussed the ideas with the children as they wrote, drew, or talked in order to better understand the student's motivation behind their comments and drawings. In this way additional outcomes were derived from some of the comments and drawings as the students explained their rationale for their ideas. This session lasted approximately 20 minutes.

Gulliver's Mapping: Some Background on the Method:

Gulliver's Mapping is a hands-on consultation technique developed by Japanese architect Junzo Okada and colleagues to engage community participation in the development of the built environment. The method has been adopted for consultation with children by UNESCO as part of their "Growing Up in Cities" initiative and is used with children by other groups also around the world (e.g. the Natural Learning Initiative, University of North Carolina, USA).

The method involves children recording and sharing their observations on a giant map or aerial photo of their neighbourhood. Children identify the locations of important places or spaces, and add notes or drawings about their memories, interests, concerns or suggestions, developing a deeper understanding of the environment and each other. The method provides a model for collaboration, for listening to the voices of children and creating a more responsive approach for the planning and design.

A Note About the Generation of Ideas from the Children:

All the ideas were generated by the children. At no time were children given suggestions by the adults or prompted in any way. Children worked entirely from their own experience of playing in public parks and playgrounds. This has strengths and weaknesses. The strengths lie in children working spontaneously and from their own perspectives of outdoor play in the park and Forest. The weaknesses are that the children cannot know about a range of play possibilities that they have not experienced. They are also influenced by the other children, and often repeat each other's thought patterns or lose their train of thought. The strengths far outweigh the weaknesses and yield fascinating and rich results to underpin the design of the park and Forest.

More Information About Data Analysis for Gulliver's Mapping

The high number of comments/drawings per student indicates the high level of engagement and enthusiasm from the students in generating ideas for the park. Many comments and drawings contained several ideas, and 1346 separately coded ideas were generated.

A note about qualitative data gathering

The nature of the Gulliver's Mapping exercise is to gather qualitative data in order to learn about the viewpoints, needs and desires of children – without any prompts or restrictions from adults. It is unstructured and spontaneous and hence elicits children's unprompted ideas through interaction in small groups and drawing/writing on their sheets. In their natural enthusiasm they

engage with each other's ideas in the group, and hence some ideas have group "buy-in" and so get disproportionately represented on the Gulliver's Mapping sheet.

This is the typical nature of qualitative research. Data interpretation is best considered across the groups in order to find recurring themes, and account for strong themes generated by one group and not by others to the same degree.

Appendix C 1: Arcadia Public School



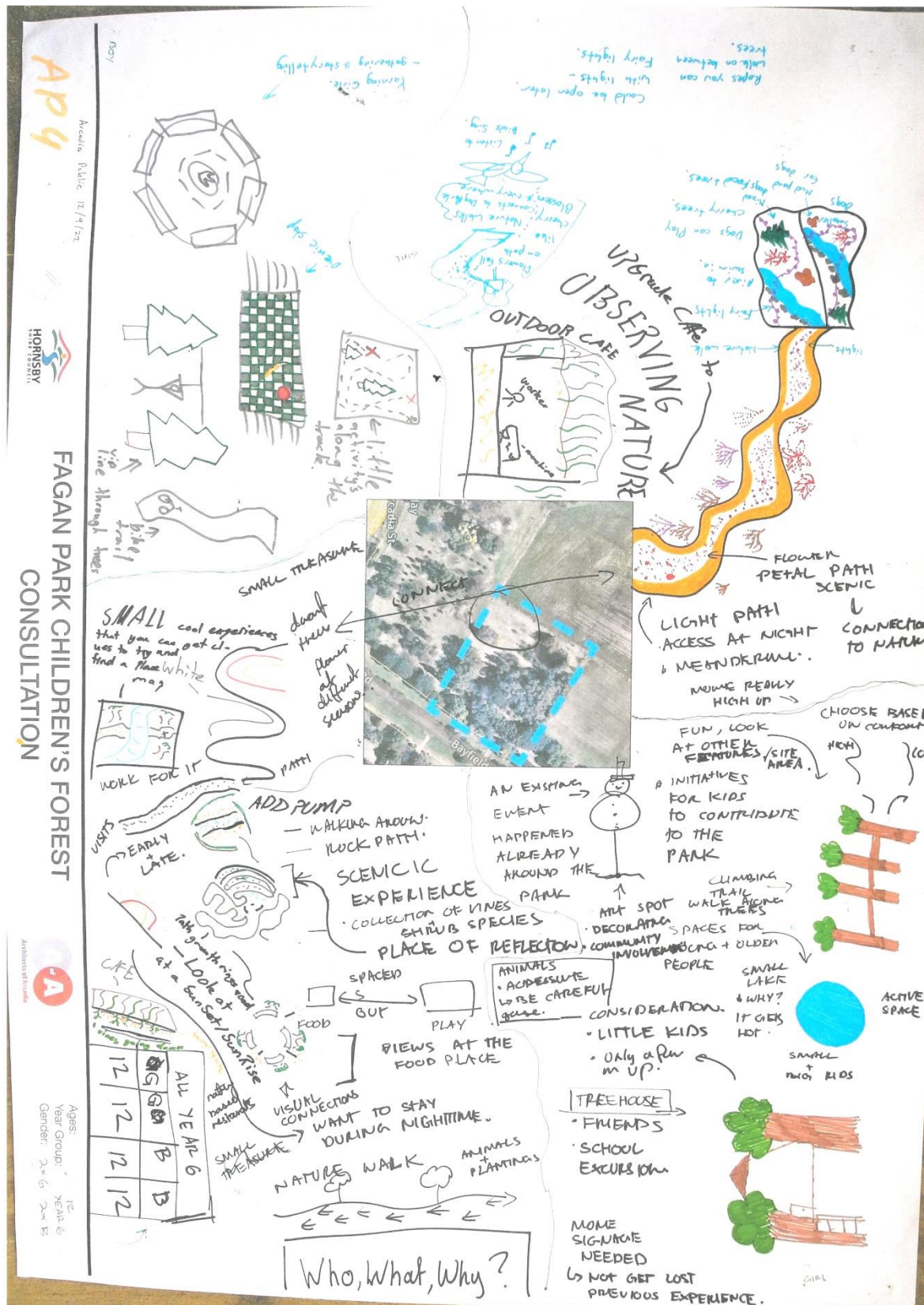
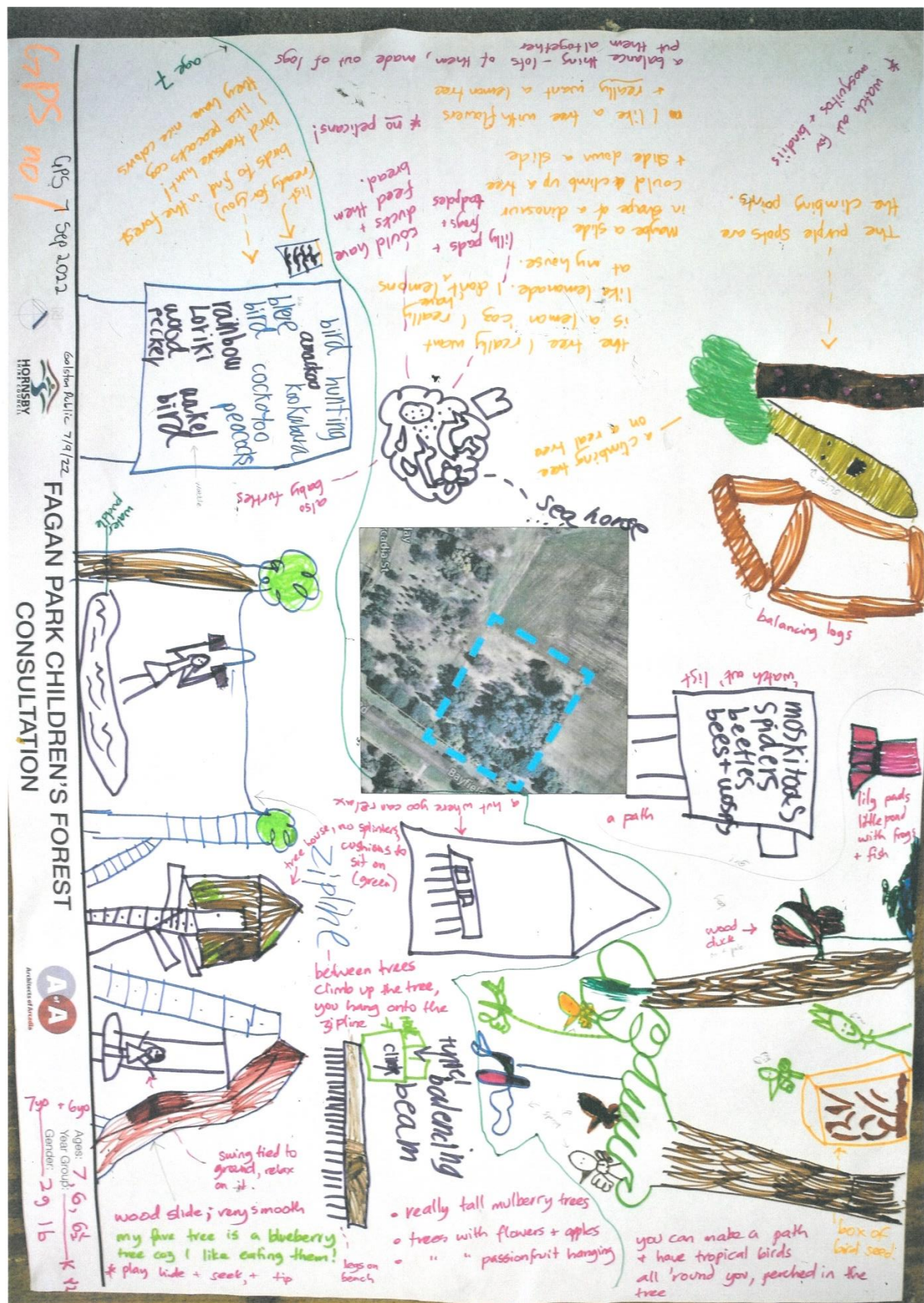


Image 11: APS Gulliver's Mapping sheet 4

Image 12: GPS Gulliver's Mapping sheet 1



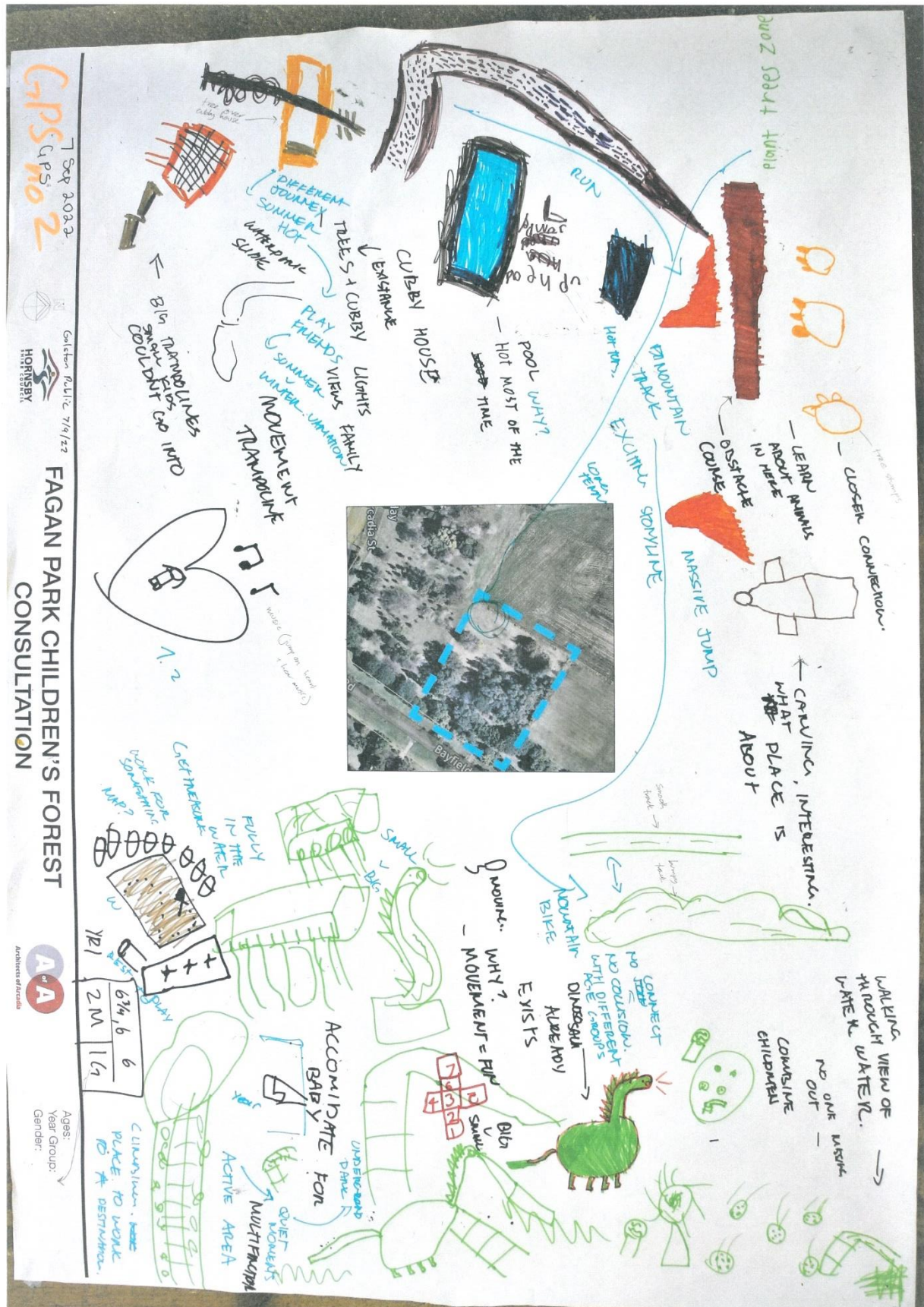


Image 13: GPS Gulliver's Mapping sheet 2

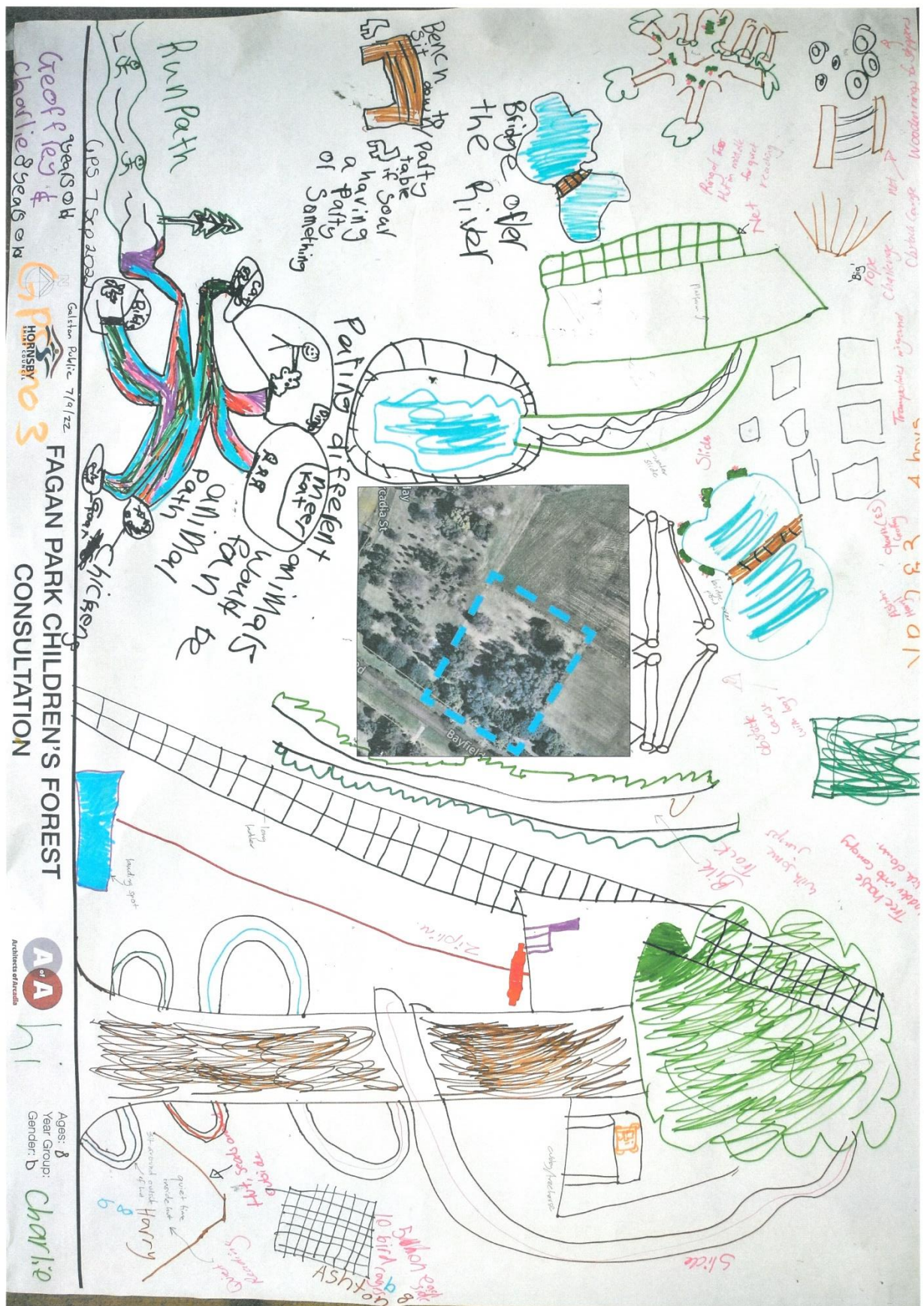


Image 14: GPS Gulliver's Mapping sheet 3

Appendix C 3: Galston Public School – students with physical or sensory needs

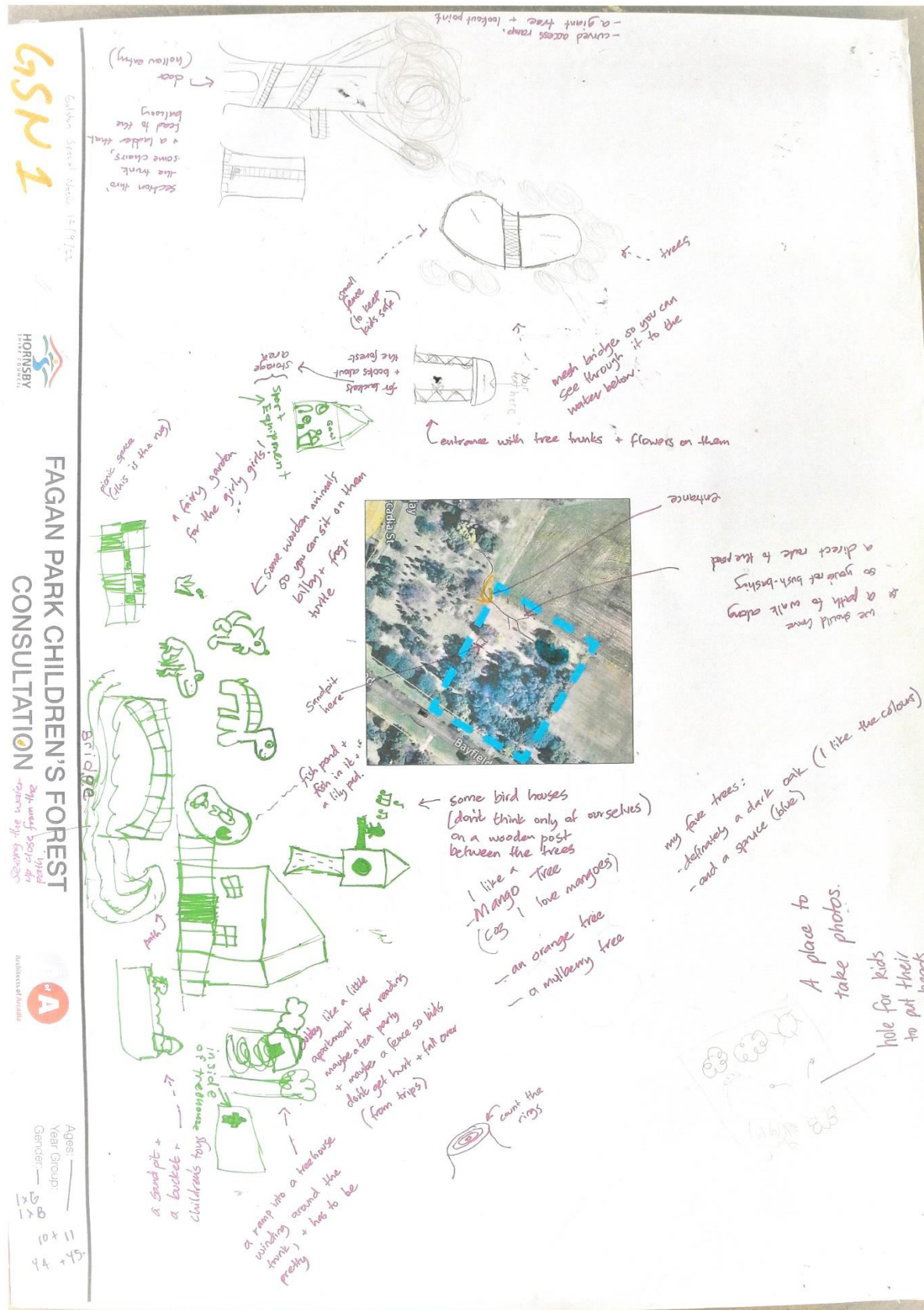


Image 17: GSN Gulliver's Mapping sheet 1

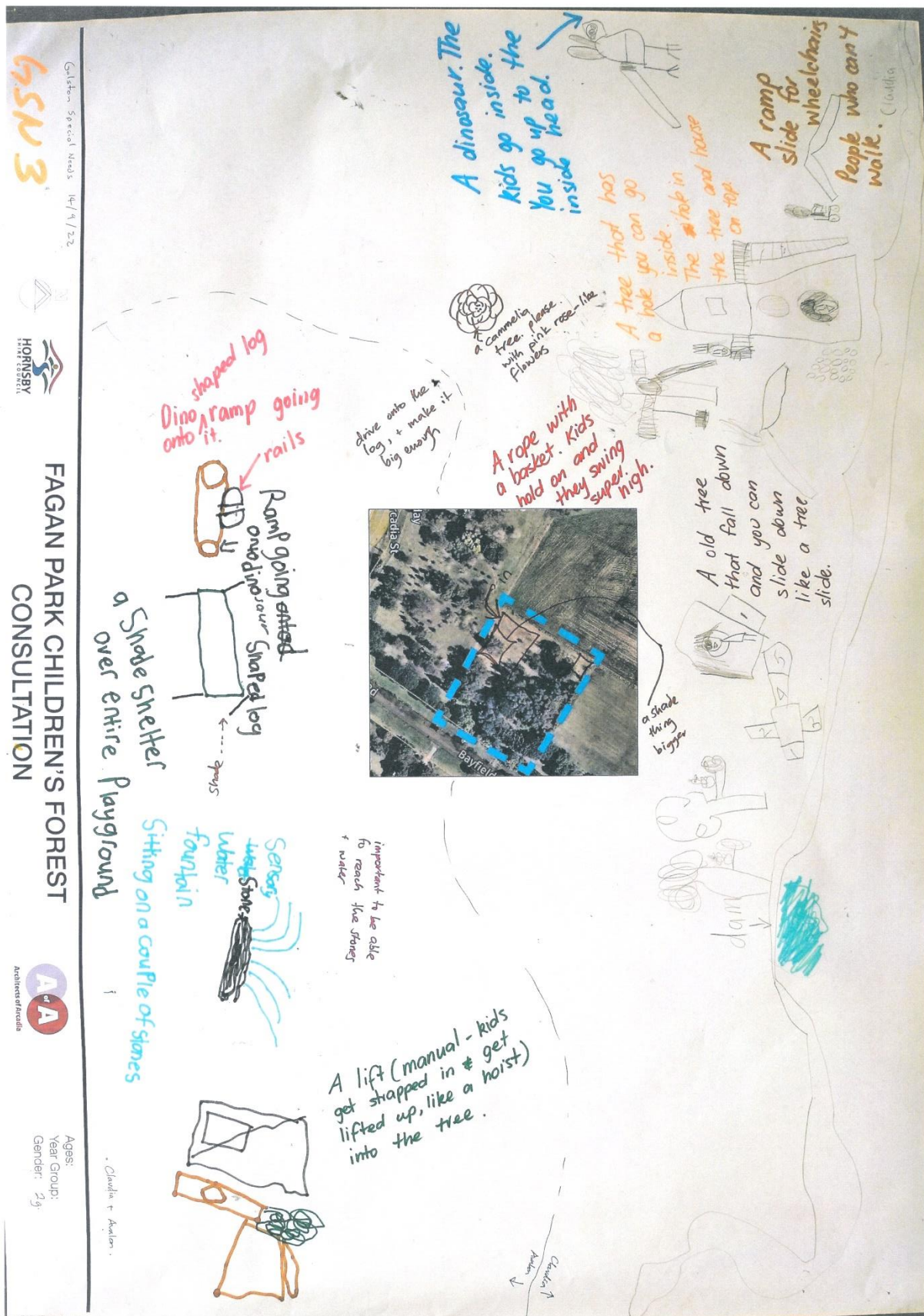


Image 19: GSN Gulliver's Mapping sheet 3

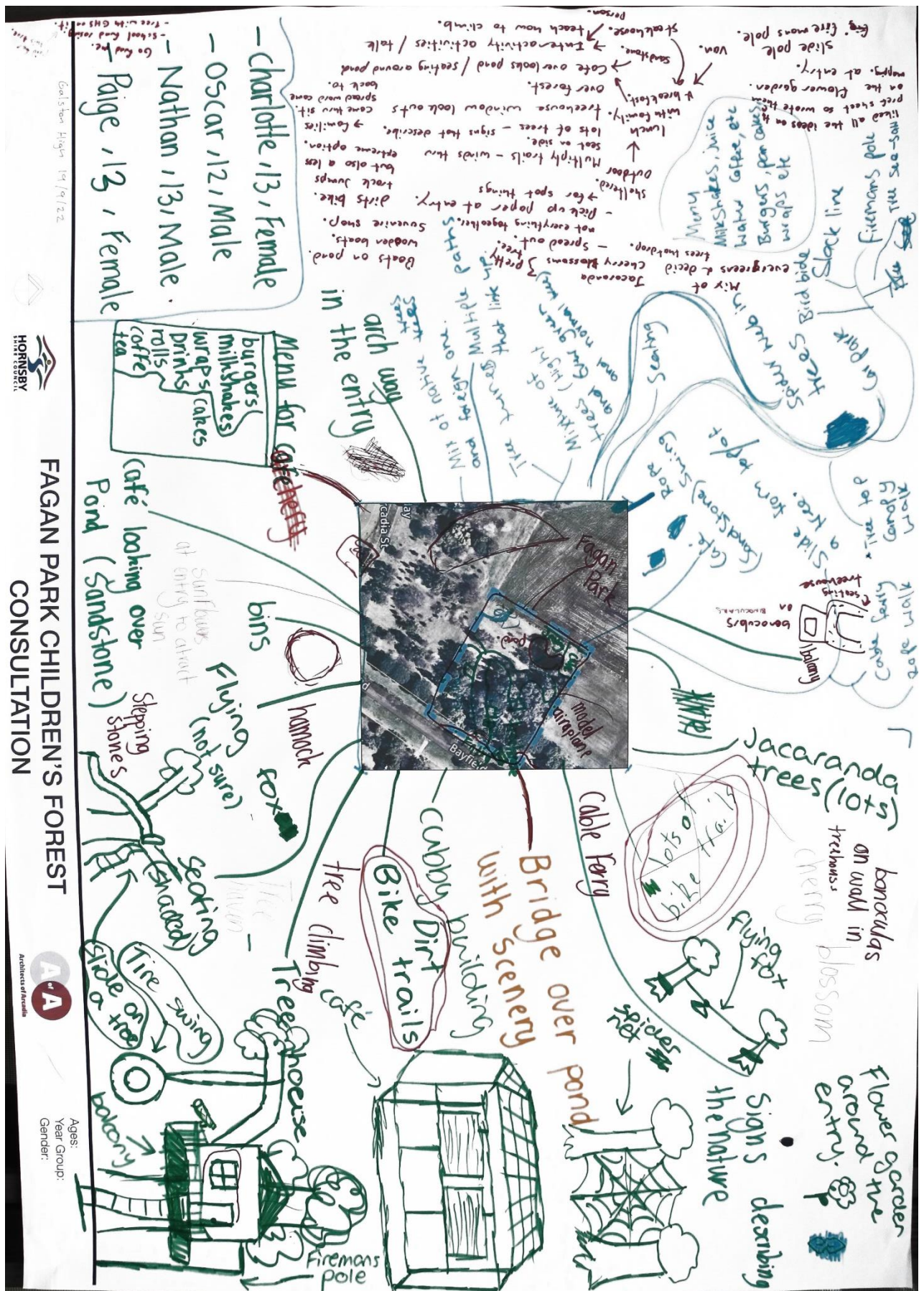


Image 21: GHS Gulliver's Mapping sheet 2

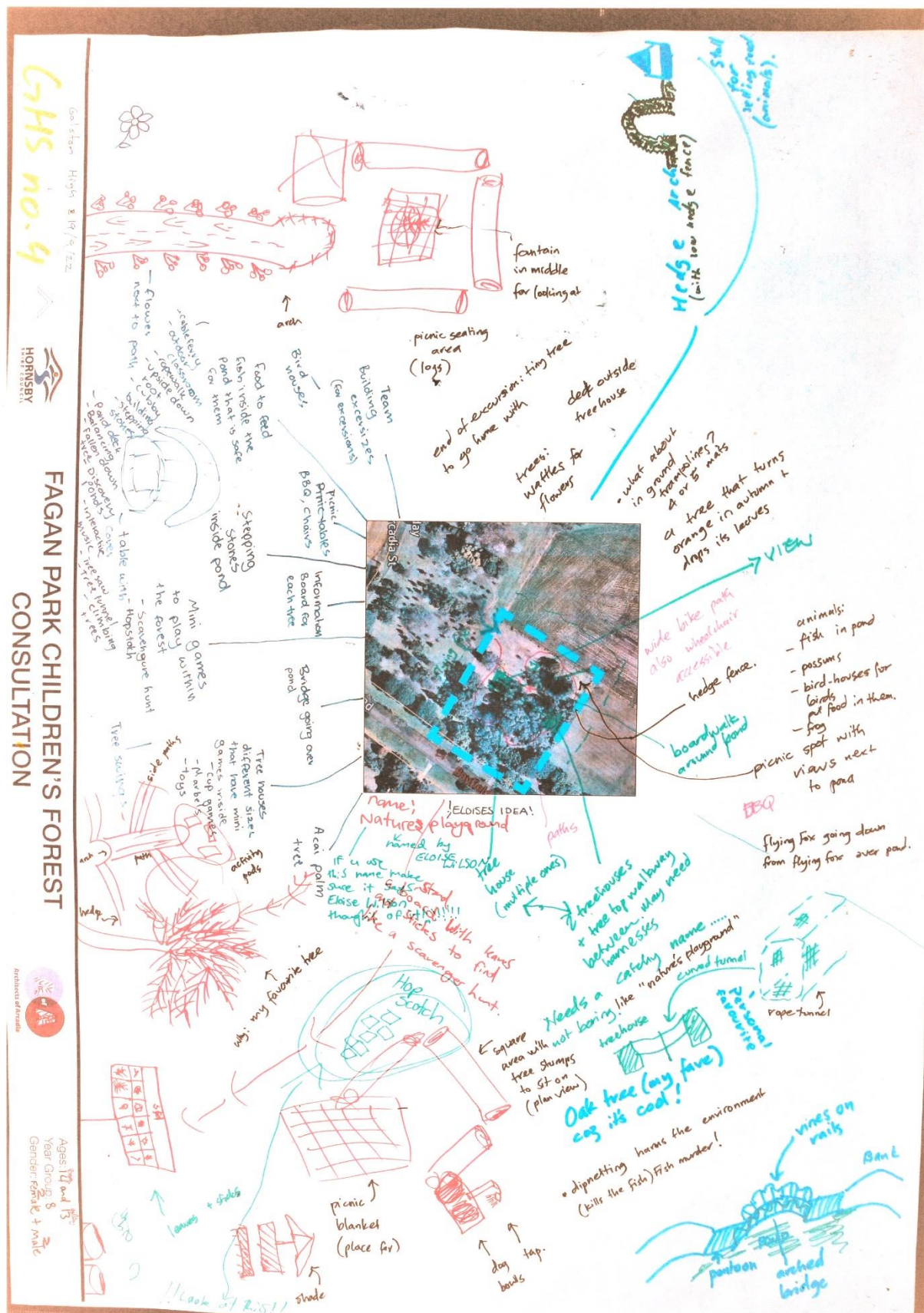
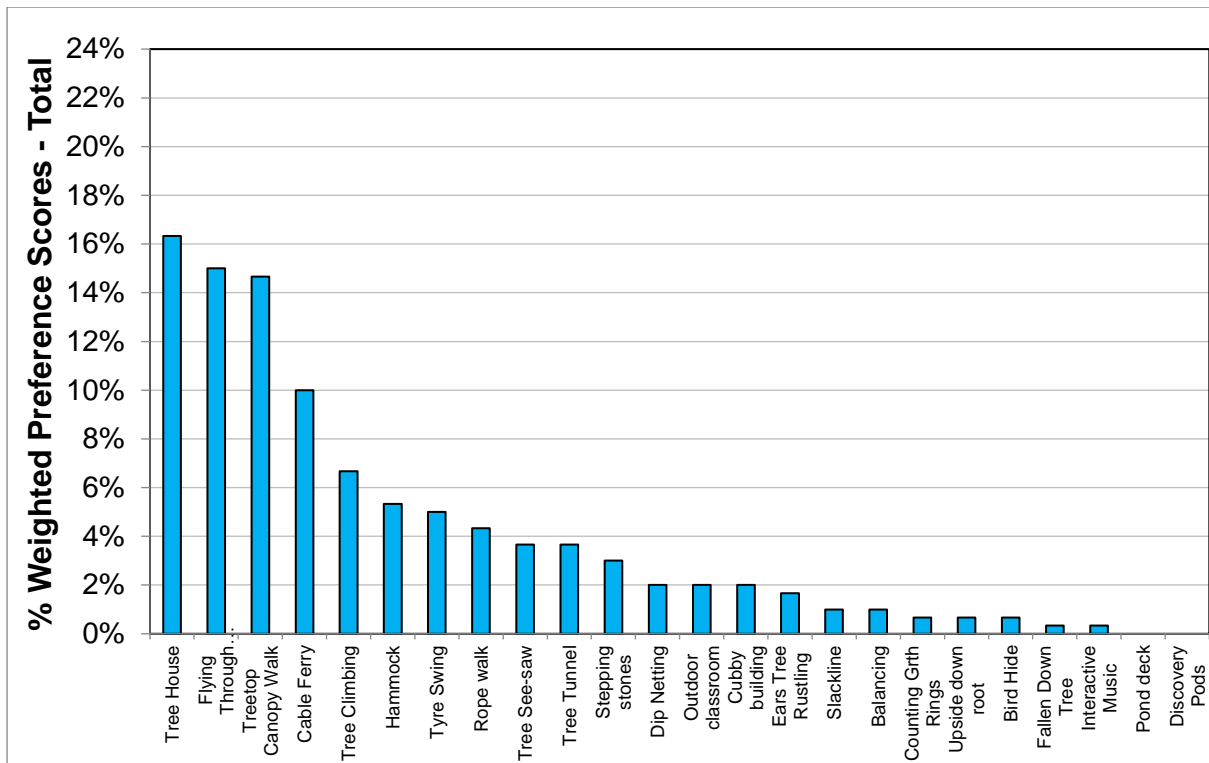


Image 23: GHS Gulliver's Mapping sheet 4

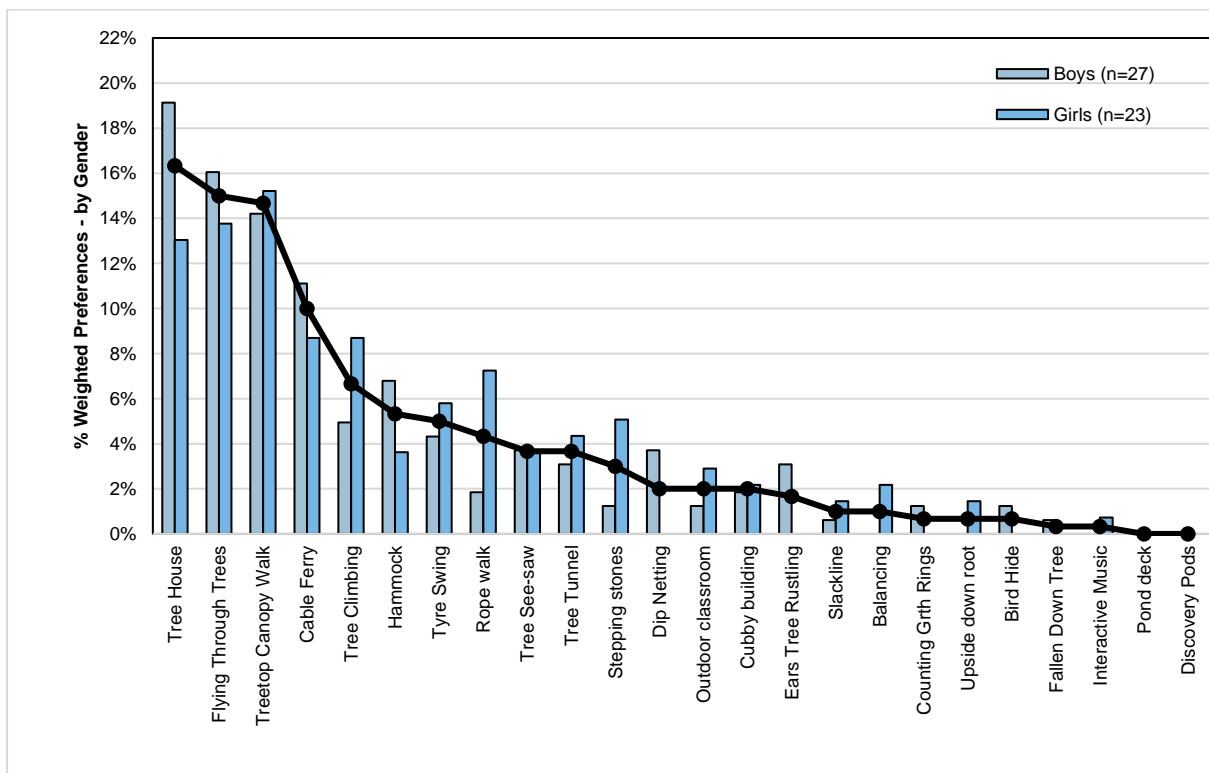
APPENDIX D TOTAL PREFERENCE SHEET DATA

| | All Children points (n=50) | Boys (n=27) | Girls (n=23) | Non Binary (n=0) | 5-7 YO | 8-12 YO | 13 - 18 YO | | Total | Boys | Girls | Infant (4-7 YO) | Primary (8-12 YO) | High School (13-18 YO) |
|---------------------|----------------------------|-------------|--------------|------------------|-----------|------------|------------|--|-------------|-------------|-------------|-----------------|-------------------|------------------------|
| | 50 | 27 | 23 | 0 | 13 | 26 | 0 | | 50 | 27 | 23 | 13 | 26 | |
| Tree House | 49 | 31 | 18 | 0 | 10 | 10 | 10 | | 16.3% | 19.1% | 13.0% | 12.8% | 6.4% | 15.2% |
| Flying Through Tree | 45 | 26 | 19 | 0 | 4 | 34 | 7 | | 15.0% | 16.0% | 13.8% | 5.1% | 21.8% | 10.6% |
| Treetop Canopy Walk | 44 | 23 | 21 | 0 | 6 | 24 | 14 | | 14.7% | 14.2% | 15.2% | 7.7% | 15.4% | 21.2% |
| Cable Ferry | 30 | 18 | 12 | 0 | 10 | 9 | 11 | | 10.0% | 11.1% | 8.7% | 12.8% | 5.8% | 16.7% |
| Tree Climbing | 20 | 8 | 12 | 0 | 6 | 11 | 3 | | 6.7% | 4.9% | 8.7% | 7.7% | 7.1% | 4.5% |
| Hammock | 16 | 11 | 5 | 0 | 11 | 4 | 1 | | 5.3% | 6.8% | 3.6% | 14.1% | 2.6% | 1.5% |
| Tyre Swing | 15 | 7 | 8 | 0 | 5 | 3 | 7 | | 5.0% | 4.3% | 5.8% | 6.4% | 1.9% | 10.6% |
| Rope walk | 13 | 3 | 10 | 0 | 1 | 8 | 4 | | 4.3% | 1.9% | 7.2% | 1.3% | 5.1% | 6.1% |
| Tree See-saw | 11 | 6 | 5 | 0 | 5 | 3 | 3 | | 3.7% | 3.7% | 3.6% | 6.4% | 1.9% | 4.5% |
| Tree Tunnel | 11 | 5 | 6 | 0 | 5 | 4 | 2 | | 3.7% | 3.1% | 4.3% | 6.4% | 2.6% | 3.0% |
| Stepping stones | 9 | 2 | 7 | 0 | 5 | 2 | 2 | | 3.0% | 1.2% | 5.1% | 6.4% | 1.3% | 3.0% |
| Dip Netting | 6 | 6 | 0 | 0 | 3 | 3 | 0 | | 2.0% | 3.7% | 0.0% | 3.8% | 1.9% | 0.0% |
| Outdoor classroom | 6 | 2 | 4 | 0 | 0 | 6 | 0 | | 2.0% | 1.2% | 2.9% | 0.0% | 3.8% | 0.0% |
| Cubby building | 6 | 3 | 3 | 0 | 3 | 1 | 2 | | 2.0% | 1.9% | 2.2% | 3.8% | 0.6% | 3.0% |
| Ears Tree Rustling | 5 | 5 | 0 | 0 | 0 | 5 | 0 | | 1.7% | 3.1% | 0.0% | 0.0% | 3.2% | 0.0% |
| Slackline | 3 | 1 | 2 | 0 | 1 | 2 | 0 | | 1.0% | 0.6% | 1.4% | 1.3% | 1.3% | 0.0% |
| Balancing | 3 | 0 | 3 | 0 | 3 | 0 | 0 | | 1.0% | 0.0% | 2.2% | 3.8% | 0.0% | 0.0% |
| Counting Grth Ring | 2 | 2 | 0 | 0 | 0 | 2 | 0 | | 0.7% | 1.2% | 0.0% | 0.0% | 1.3% | 0.0% |
| Upside down root | 2 | 0 | 2 | 0 | 0 | 2 | 0 | | 0.7% | 0.0% | 1.4% | 0.0% | 1.3% | 0.0% |
| Bird Hide | 2 | 2 | 0 | 0 | 0 | 2 | 0 | | 0.7% | 1.2% | 0.0% | 0.0% | 1.3% | 0.0% |
| Fallen Down Tree | 1 | 1 | 0 | 0 | 0 | 1 | 0 | | 0.3% | 0.6% | 0.0% | 0.0% | 0.6% | 0.0% |
| Interactive Music | 1 | 0 | 1 | 0 | 0 | 1 | 0 | | 0.3% | 0.0% | 0.7% | 0.0% | 0.6% | 0.0% |
| Pond deck | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Discovery Pods | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| TOTAL | 300 | 162 | 138 | 0 | 78 | 156 | 66 | | 100% | 100% | 100% | 100% | 88% | 100% |
| Check | 0 | 0 | 0 | 0 | 0 | -19 | 0 | | 0% | 0% | 0% | 0% | 0% | 0% |

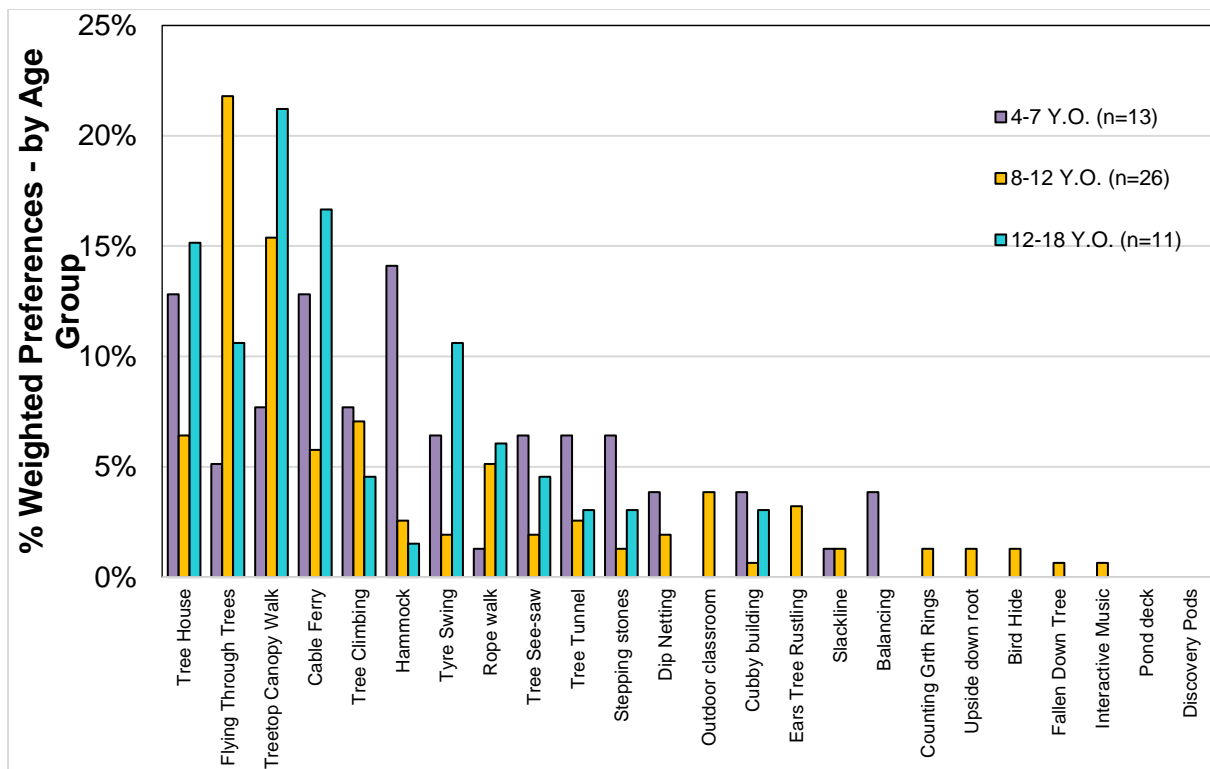
Table 3: Total preference sheet data



Graph 11: Total weighted preference results



Graph 12: Total weighted results by gender



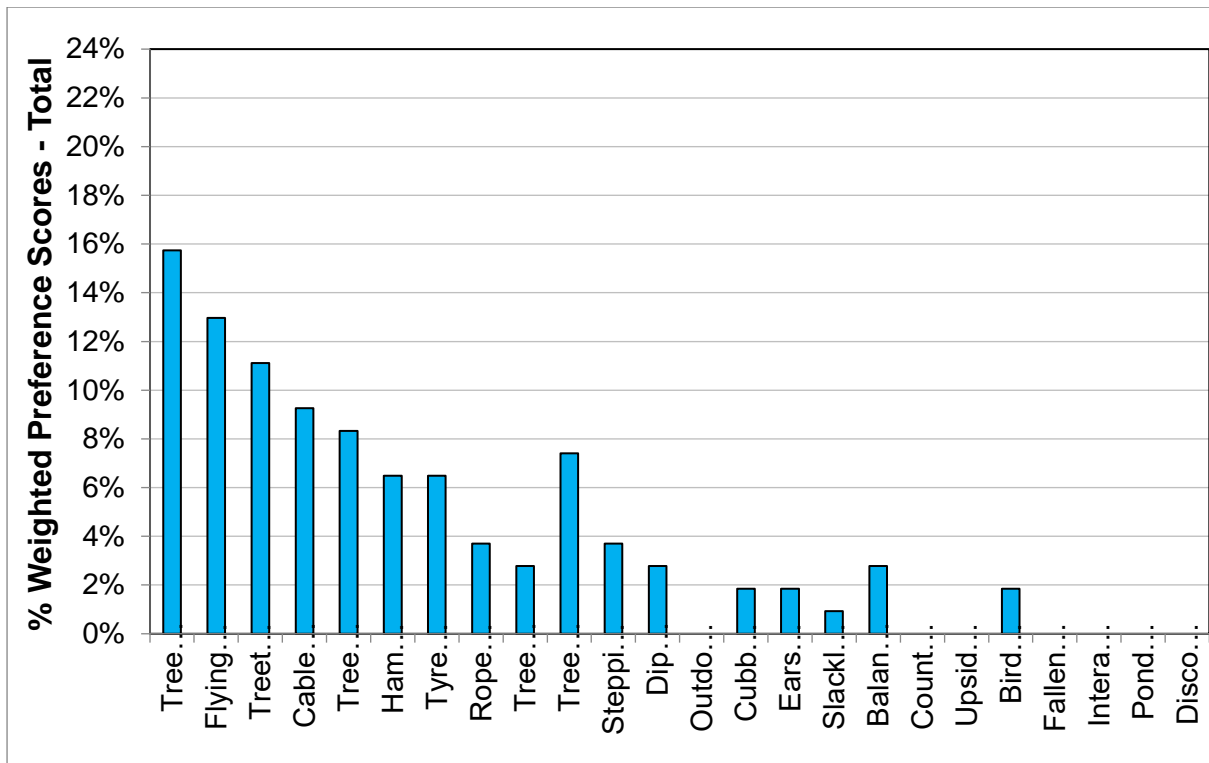
Graph 13: Total weighted results by age

APPENDIX E PREFERENCE SHEET DATA

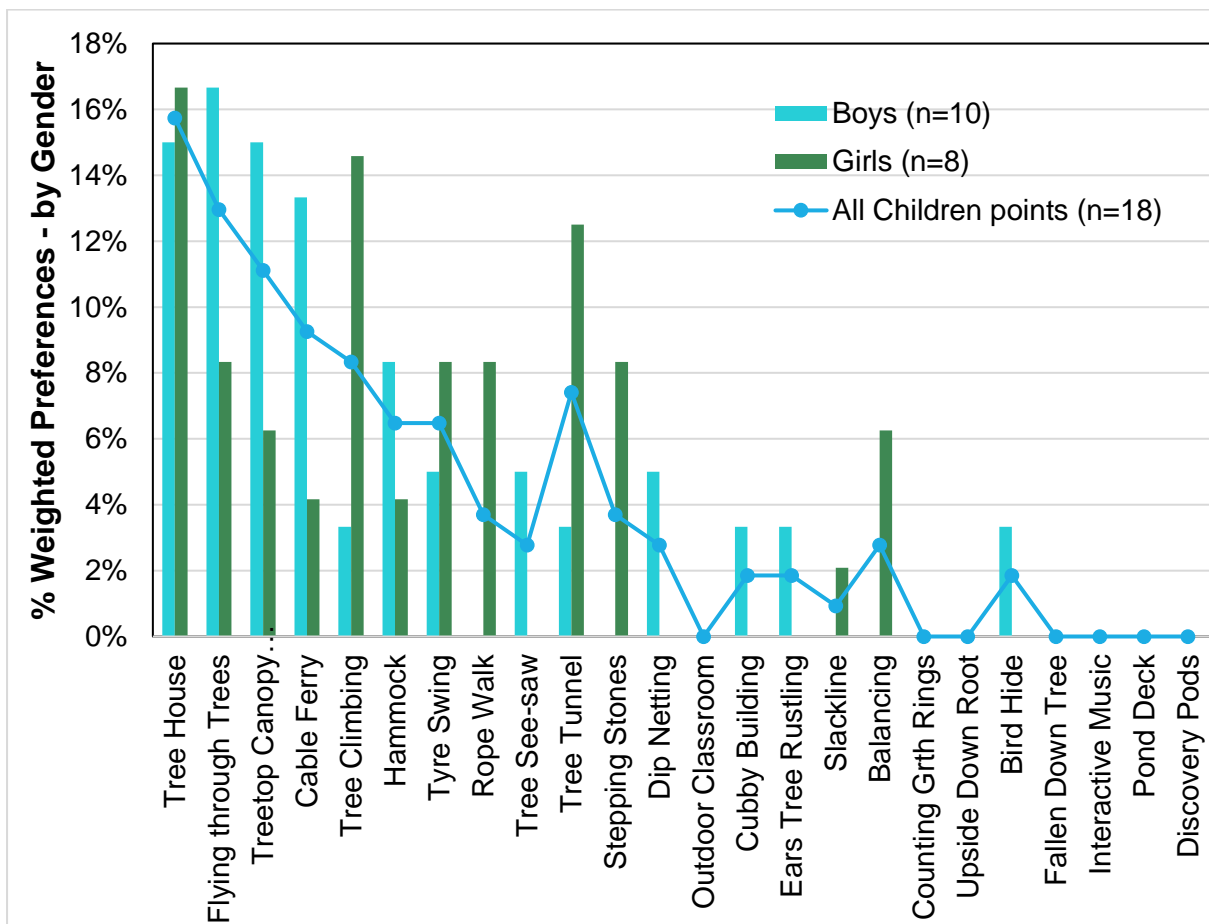
Appendix E 1: Galston Public School

| | All Children points (n=18) | Boys (n=10) | Girls (n=8) | Non Binary (n=0) | 5-7 YO | 8-12 YO | 13 - 18 YO | | Total | Boys | Girls | Infant (4-7 YO) | Primary (8-12 YO) |
|--------------------|----------------------------|-------------|-------------|------------------|--------|---------|------------|--|-------|-------|-------|-----------------|-------------------|
| | 18 | 10 | 8 | 0 | 6 | 12 | 0 | | 18 | 10 | 8 | 6 | 12 |
| Tree House | 17 | 9 | 8 | 0 | 4 | 4 | 0 | | 15.7% | 15.0% | 16.7% | 11.1% | 5.6% |
| Flying through Tre | 14 | 10 | 4 | 0 | 0 | 14 | 0 | | 13.0% | 16.7% | 8.3% | 0.0% | 19.4% |
| Treetop Canopy W | 12 | 9 | 3 | 0 | 0 | 12 | 0 | | 11.1% | 15.0% | 6.3% | 0.0% | 16.7% |
| Cable Ferry | 10 | 8 | 2 | 0 | 3 | 7 | 0 | | 9.3% | 13.3% | 4.2% | 8.3% | 9.7% |
| Tree Climbing | 9 | 2 | 7 | 0 | 2 | 7 | 0 | | 8.3% | 3.3% | 14.6% | 5.6% | 9.7% |
| Hammock | 7 | 5 | 2 | 0 | 5 | 2 | 0 | | 6.5% | 8.3% | 4.2% | 13.9% | 2.8% |
| Tyre Swing | 7 | 3 | 4 | 0 | 5 | 2 | 0 | | 6.5% | 5.0% | 8.3% | 13.9% | 2.8% |
| Rope Walk | 4 | 0 | 4 | 0 | 0 | 4 | 0 | | 3.7% | 0.0% | 8.3% | 0.0% | 5.6% |
| Tree See-saw | 3 | 3 | 0 | 0 | 0 | 3 | 0 | | 2.8% | 5.0% | 0.0% | 0.0% | 4.2% |
| Tree Tunnel | 8 | 2 | 6 | 0 | 5 | 3 | 0 | | 7.4% | 3.3% | 12.5% | 13.9% | 4.2% |
| Stepping Stones | 4 | 0 | 4 | 0 | 4 | 0 | 0 | | 3.7% | 0.0% | 8.3% | 11.1% | 0.0% |
| Dip Netting | 3 | 3 | 0 | 0 | 3 | 0 | 0 | | 2.8% | 5.0% | 0.0% | 8.3% | 0.0% |
| Outdoor Classroom | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Cubby Building | 2 | 2 | 0 | 0 | 2 | 0 | 0 | | 1.9% | 3.3% | 0.0% | 5.6% | 0.0% |
| Ears Tree Rustling | 2 | 2 | 0 | 0 | 0 | 2 | 0 | | 1.9% | 3.3% | 0.0% | 0.0% | 2.8% |
| Slackline | 1 | 0 | 1 | 0 | 0 | 1 | 0 | | 0.9% | 0.0% | 2.1% | 0.0% | 1.4% |
| Balancing | 3 | 0 | 3 | 0 | 3 | 0 | 0 | | 2.8% | 0.0% | 6.3% | 8.3% | 0.0% |
| Counting Grth Rin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Upside Down Roo | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Bird Hide | 2 | 2 | 0 | 0 | 0 | 2 | 0 | | 1.9% | 3.3% | 0.0% | 0.0% | 2.8% |
| Fallen Down Tree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Interactive Music | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Pond Deck | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Discovery Pods | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | | | | | | | |
| TOTAL | 108 | 60 | 48 | 0 | 36 | 72 | 0 | | 100% | 100% | 100% | 100% | 88% |
| Check | 0 | 0 | 0 | 0 | 0 | -9 | 0 | | 0% | 0% | 0% | 0% | 0% |

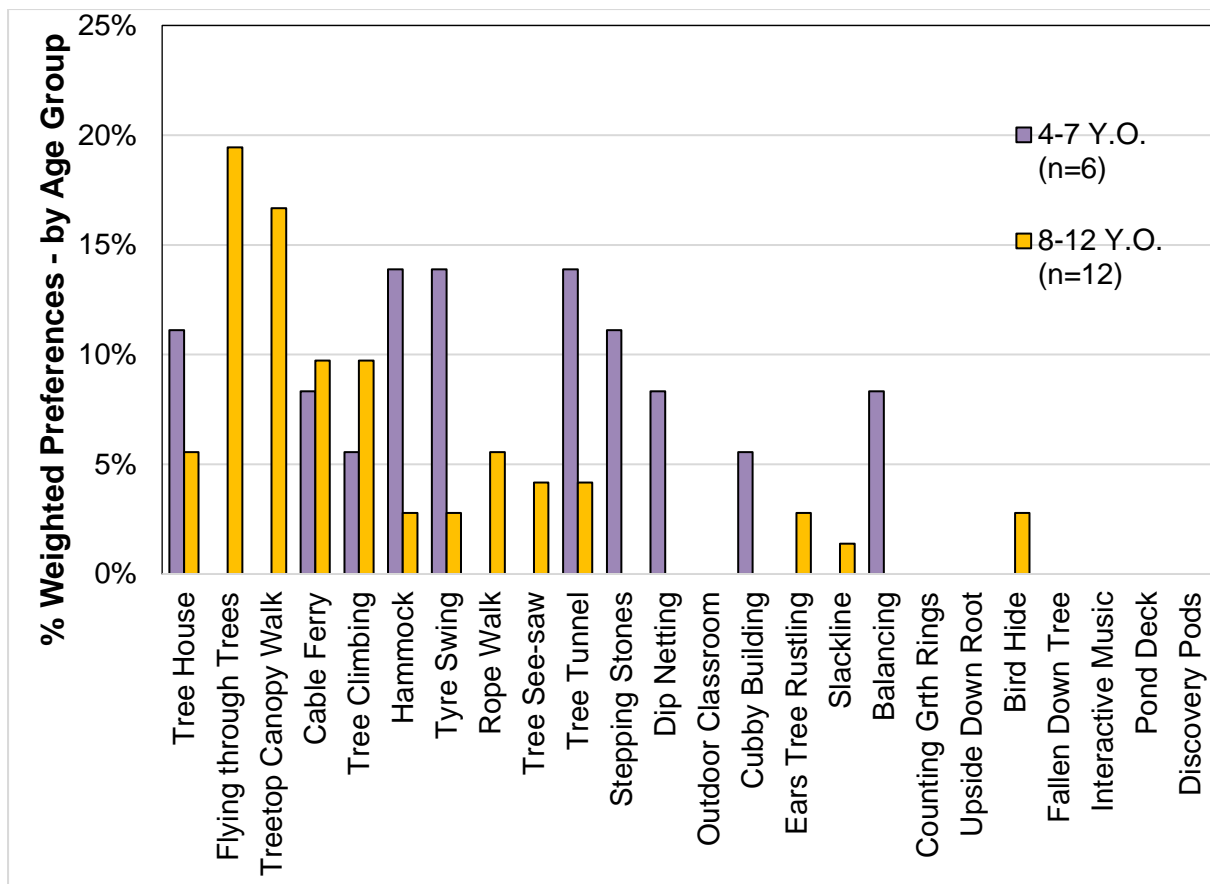
Table 4: GPS preference sheet data



Graph 14: GPS total weighted results



Graph 15: GPS weighted results by gender

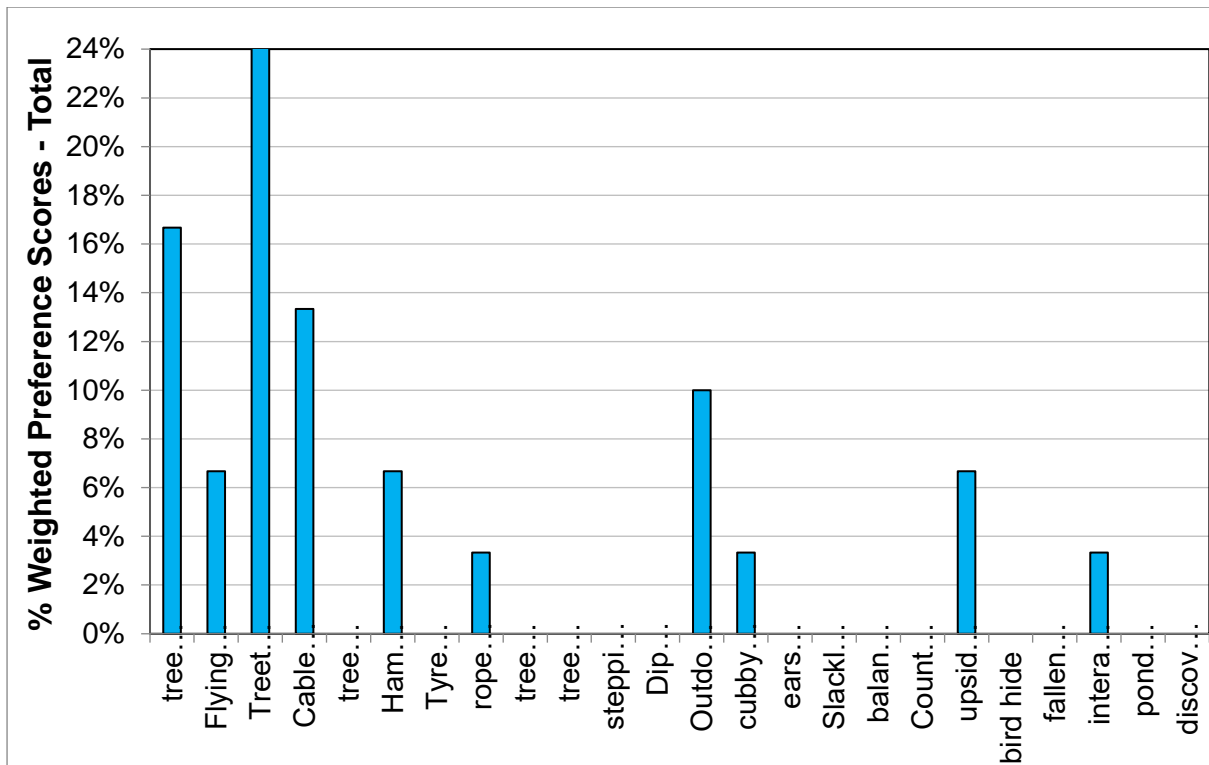


Graph 16: GPS weighted results by age

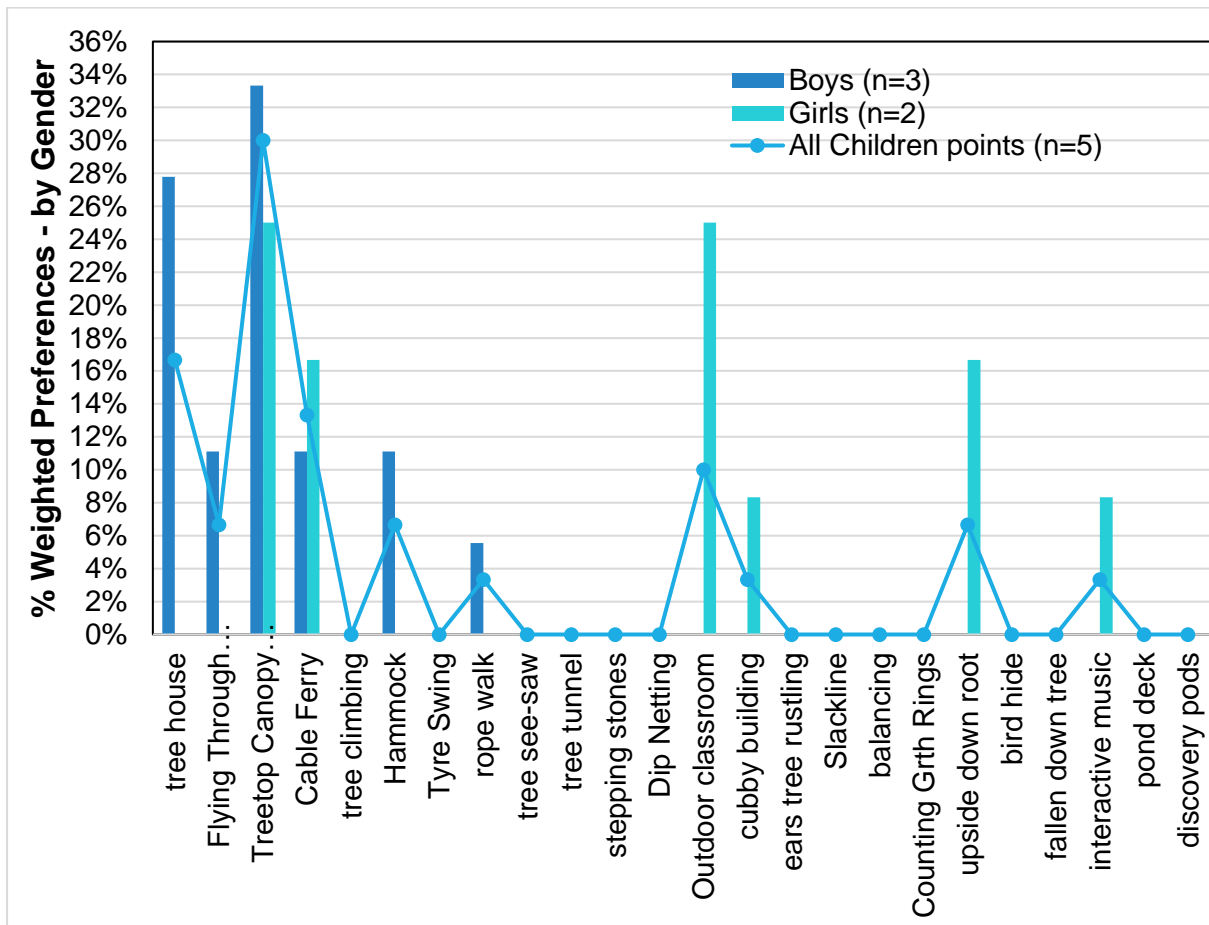
Appendix E 2: Galston Public – Students with Physical and Sensory Needs

| | All Children points (n=5) | Boys (n=3) | Girls (n=2) | Non Binary (n=0) | 5-7 YO | 8-12 YO | 13 - 18 YO | | Total | Boys | Girls | Infant (4-7 YO) | Primary (8-12 YO) |
|--------------------|---------------------------|------------|-------------|------------------|----------|-----------|------------|--|-------|-------|-------|-----------------|-------------------|
| | 5 | 3 | 2 | 0 | 1 | 4 | 0 | | 5 | 3 | 2 | 1 | 4 |
| tree house | 5 | 5 | 0 | 0 | 0 | 0 | 0 | | 16.7% | 27.8% | 0.0% | 0.0% | 0.0% |
| Flying Through Tre | 2 | 2 | 0 | 0 | 1 | 1 | 0 | | 6.7% | 11.1% | 0.0% | 16.7% | 4.2% |
| Treetop Canopy W | 9 | 6 | 3 | 0 | 3 | 6 | 0 | | 30.0% | 33.3% | 25.0% | 50.0% | 25.0% |
| Cable Ferry | 4 | 2 | 2 | 0 | 2 | 2 | 0 | | 13.3% | 11.1% | 16.7% | 33.3% | 8.3% |
| tree climbing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hammock | 2 | 2 | 0 | 0 | 0 | 2 | 0 | | 6.7% | 11.1% | 0.0% | 0.0% | 8.3% |
| Tyre Swing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| rope walk | 1 | 1 | 0 | 0 | 0 | 1 | 0 | | 3.3% | 5.6% | 0.0% | 0.0% | 4.2% |
| tree see-saw | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| tree tunnel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| stepping stones | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Dip Netting | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Outdoor classroom | 3 | 0 | 3 | 0 | 0 | 3 | 0 | | 10.0% | 0.0% | 25.0% | 0.0% | 12.5% |
| cubby building | 1 | 0 | 1 | 0 | 0 | 1 | 0 | | 3.3% | 0.0% | 8.3% | 0.0% | 4.2% |
| ears tree rustling | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Slackline | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| balancing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Counting Grth Rin | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| upside down root | 2 | 0 | 2 | 0 | 0 | 2 | 0 | | 6.7% | 0.0% | 16.7% | 0.0% | 8.3% |
| bird hide | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| fallen down tree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| interactive music | 1 | 0 | 1 | 0 | 0 | 1 | 0 | | 3.3% | 0.0% | 8.3% | 0.0% | 4.2% |
| pond deck | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| discovery pods | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL | 30 | 18 | 12 | 0 | 6 | 24 | 0 | | 100% | 100% | 100% | 100% | 79% |
| Check | 0 | 0 | 0 | 0 | 0 | -5 | 0 | | 0% | 0% | 0% | 0% | 0% |

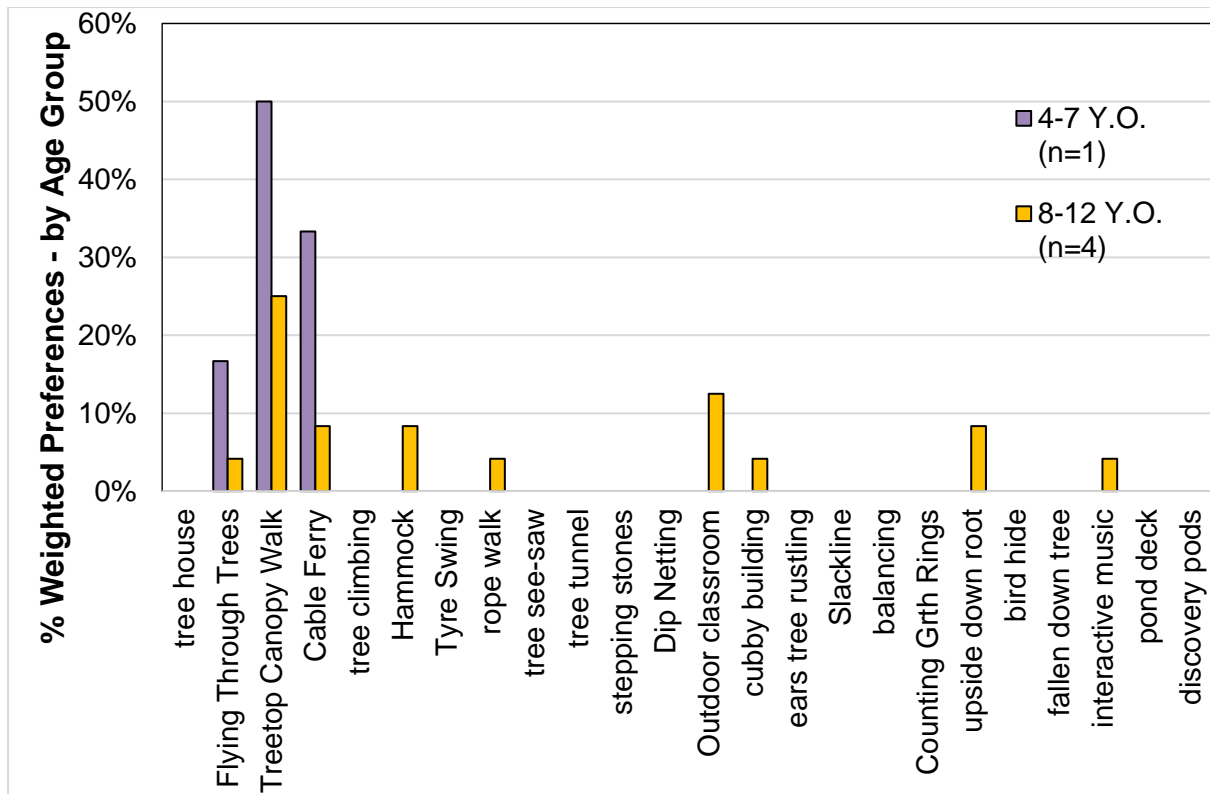
Table 5: GPS students with physical and sensory needs preference sheet data



Graph 17: GPS students with physical and sensory needs total weighted results



Graph 18: GPS students with physical and sensory needs total weighted results by gender

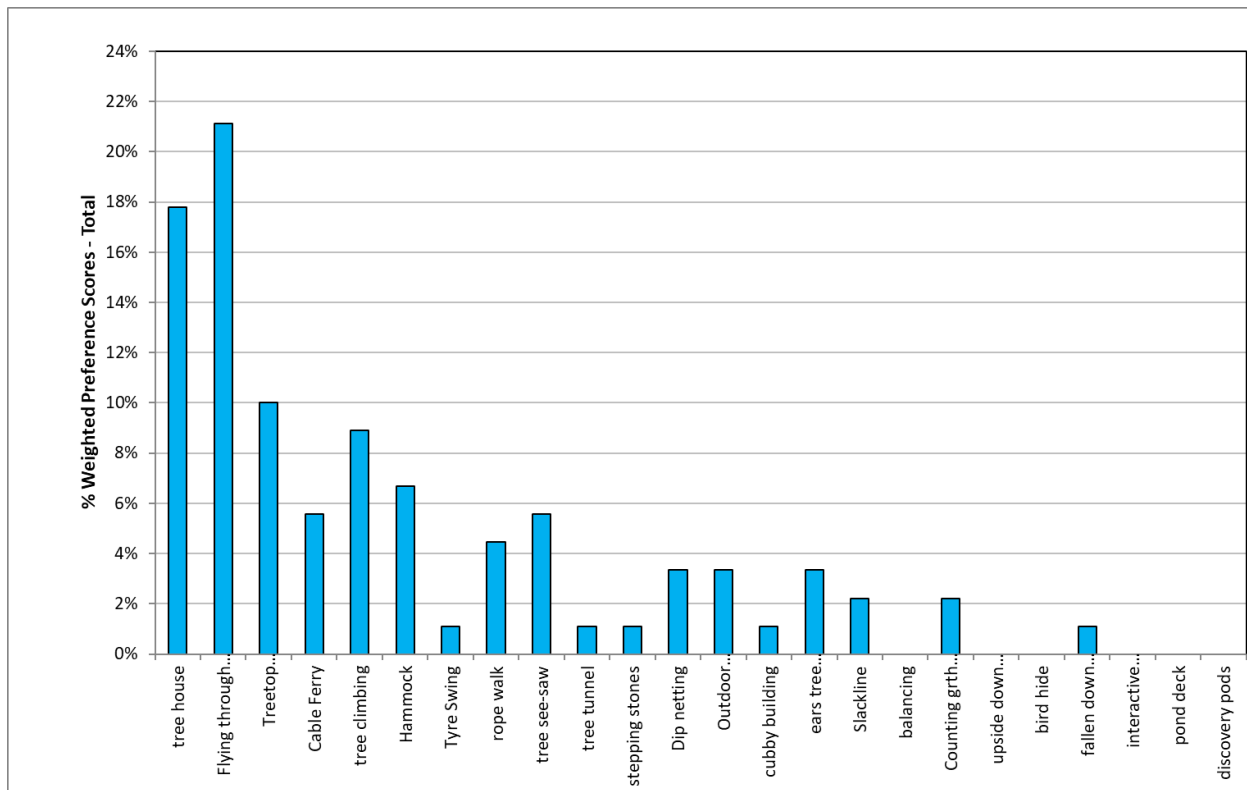


Graph 19: GPS students with physical and sensory needs total weighted results by age

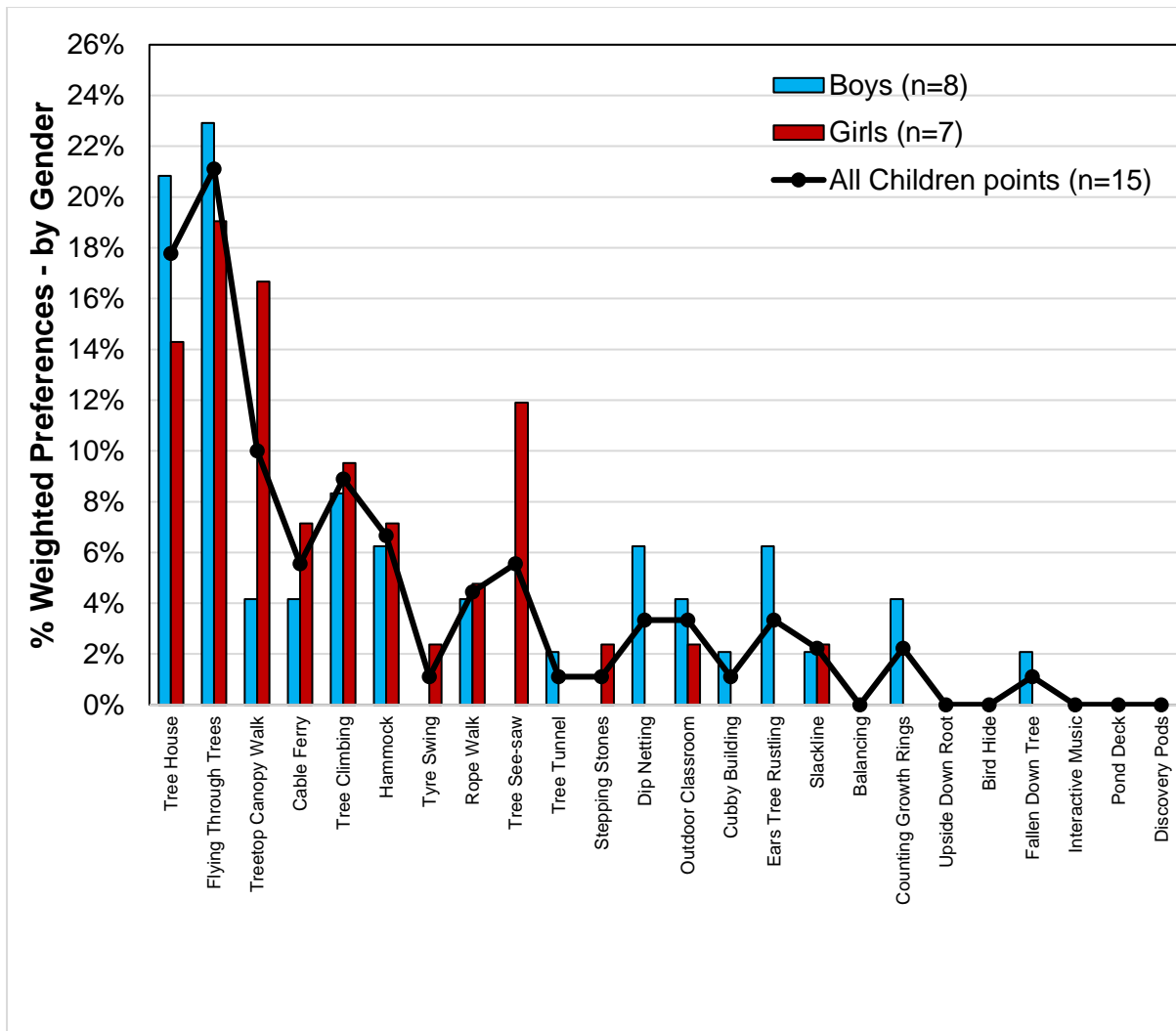
Appendix E 3: Arcadia Public School

| | All Children points (n=15) | Boys (n=8) | Girls (n=7) | Non Binary (n=0) | 5-7 YO | 8-12 YO | 13 - 18 YO | | Total | Boys | Girls | Infant (4-7 YO) | Primary (8-12 YO) |
|--------------------|----------------------------|------------|-------------|------------------|-----------|-----------|------------|--|-------------|-------------|-------------|-----------------|-------------------|
| | 15 | 8 | 7 | 0 | 6 | 9 | 0 | | 15 | 8 | 7 | 6 | 9 |
| tree house | 16 | 10 | 6 | 0 | 6 | 6 | 0 | | 17.8% | 20.8% | 14.3% | 16.7% | 11.1% |
| Flying through tre | 19 | 11 | 8 | 0 | 3 | 16 | 0 | | 21.1% | 22.9% | 19.0% | 8.3% | 29.6% |
| Treetop Canopy W | 9 | 2 | 7 | 0 | 3 | 6 | 0 | | 10.0% | 4.2% | 16.7% | 8.3% | 11.1% |
| Cable Ferry | 5 | 2 | 3 | 0 | 5 | 0 | 0 | | 5.6% | 4.2% | 7.1% | 13.9% | 0.0% |
| tree climbing | 8 | 4 | 4 | 0 | 4 | 4 | 0 | | 8.9% | 8.3% | 9.5% | 11.1% | 7.4% |
| Hammock | 6 | 3 | 3 | 0 | 6 | 0 | 0 | | 6.7% | 6.3% | 7.1% | 16.7% | 0.0% |
| Tyre Swing | 1 | 0 | 1 | 0 | 0 | 1 | 0 | | 1.1% | 0.0% | 2.4% | 0.0% | 1.9% |
| rope walk | 4 | 2 | 2 | 0 | 1 | 3 | 0 | | 4.4% | 4.2% | 4.8% | 2.8% | 5.6% |
| tree see-saw | 5 | 0 | 5 | 0 | 5 | 0 | 0 | | 5.6% | 0.0% | 11.9% | 13.9% | 0.0% |
| tree tunnel | 1 | 1 | 0 | 0 | 0 | 1 | 0 | | 1.1% | 2.1% | 0.0% | 0.0% | 1.9% |
| stepping stones | 1 | 0 | 1 | 0 | 1 | 0 | 0 | | 1.1% | 0.0% | 2.4% | 2.8% | 0.0% |
| Dip netting | 3 | 3 | 0 | 0 | 0 | 3 | 0 | | 3.3% | 6.3% | 0.0% | 0.0% | 5.6% |
| Outdoor classroom | 3 | 2 | 1 | 0 | 0 | 3 | 0 | | 3.3% | 4.2% | 2.4% | 0.0% | 5.6% |
| cubby building | 1 | 1 | 0 | 0 | 1 | 0 | 0 | | 1.1% | 2.1% | 0.0% | 2.8% | 0.0% |
| ears tree rustling | 3 | 3 | 0 | 0 | 0 | 3 | 0 | | 3.3% | 6.3% | 0.0% | 0.0% | 5.6% |
| Slackline | 2 | 1 | 1 | 0 | 1 | 1 | 0 | | 2.2% | 2.1% | 2.4% | 2.8% | 1.9% |
| balancing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Counting grth ring | 2 | 2 | 0 | 0 | 0 | 2 | 0 | | 2.2% | 4.2% | 0.0% | 0.0% | 3.7% |
| upside down root | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| bird hide | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| fallen down tree | 1 | 1 | 0 | 0 | 0 | 1 | 0 | | 1.1% | 2.1% | 0.0% | 0.0% | 1.9% |
| interactive music | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| pond deck | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| discovery pods | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL | 90 | 48 | 42 | 0 | 36 | 54 | 0 | | 100% | 100% | 100% | 100% | 93% |
| Check | 0 | 0 | 0 | 0 | 0 | -4 | 0 | | 0% | 0% | 0% | 0% | 0% |

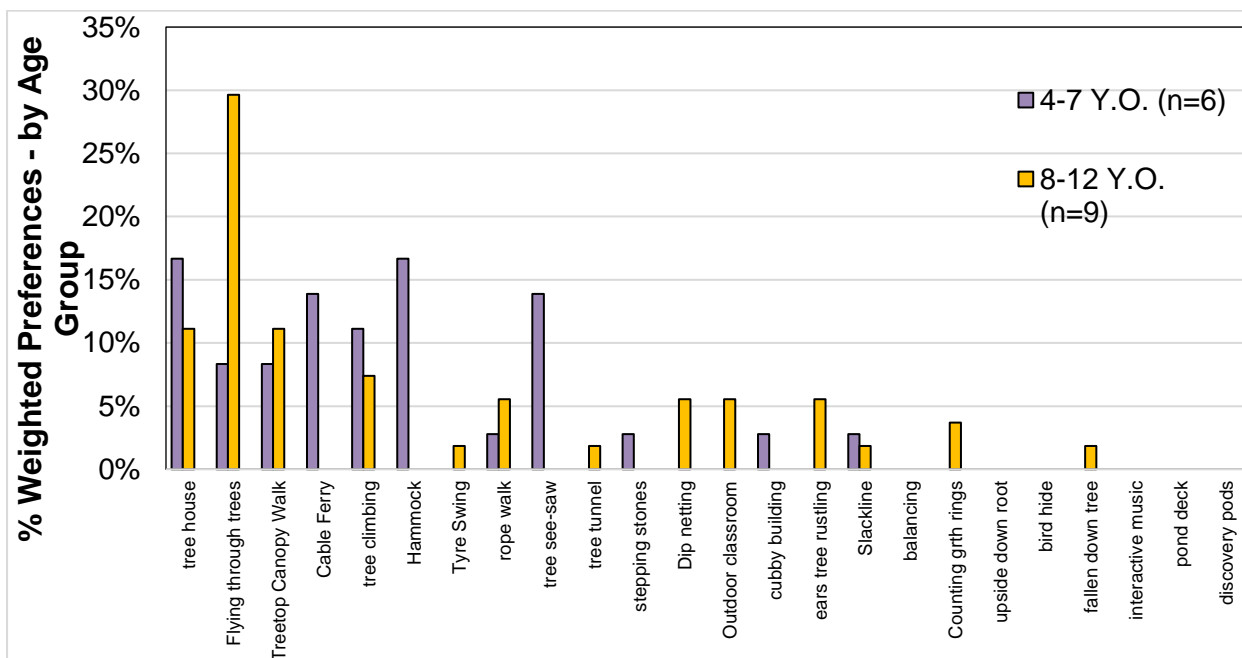
Table 6: APS preference sheet data



Graph 20: APS total weighted results



Graph 21: APS students total weighted results by gender

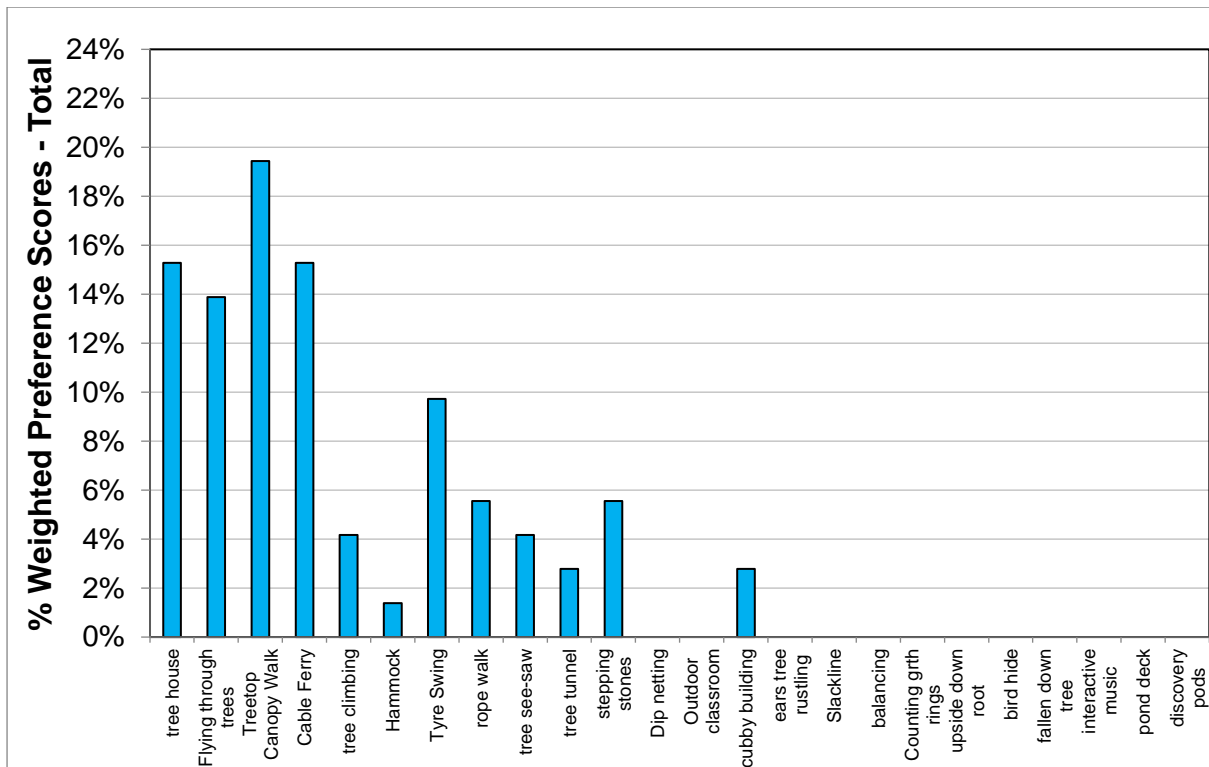


Graph 22: APS students total weighted results by age

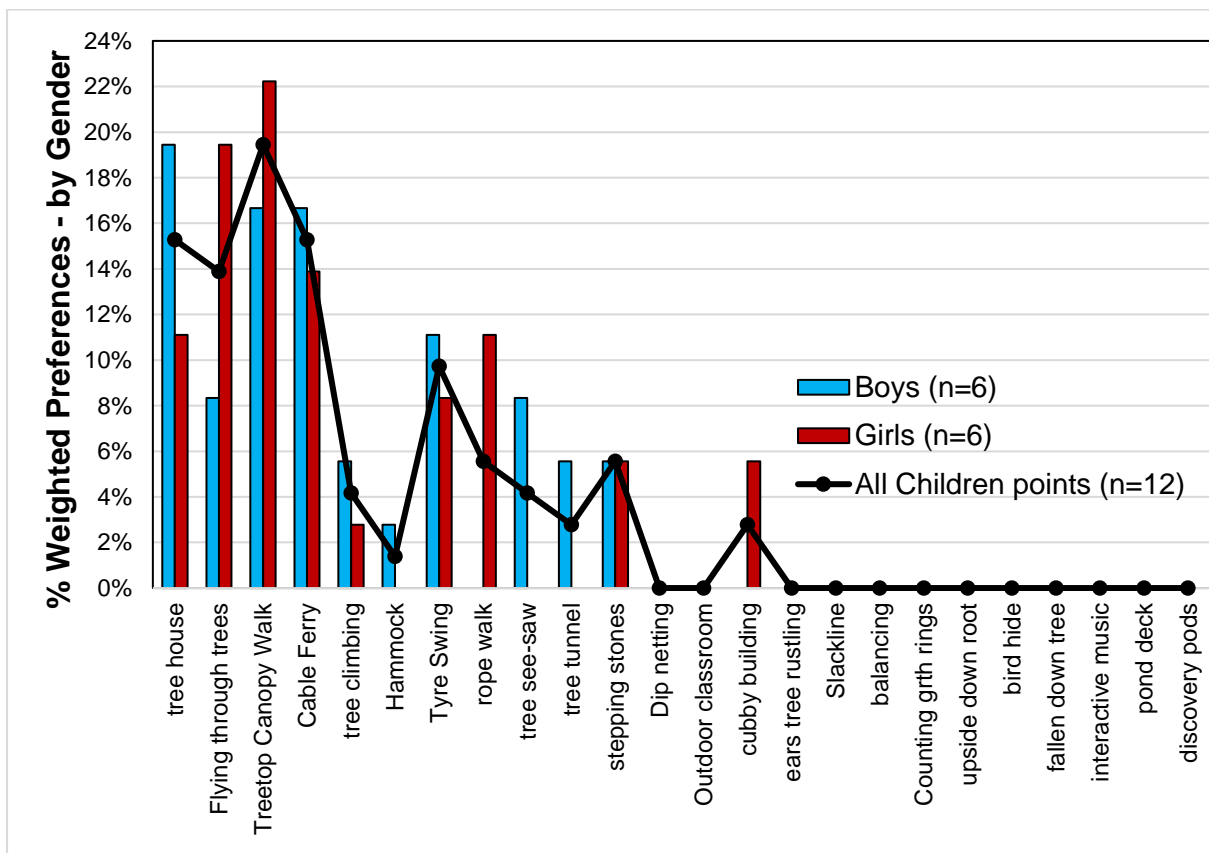
Appendix E 4: Galston High School

| | All Children points (n=12) | Boys (n=6) | Girls (n=6) | Non Binary (n=0) | 5-7 YO | 8-12 YO | 13 - 18 YO | | Total | Boys | Girls | Primary (8-12 YO) | High School (13-18 YO) |
|--------------------|----------------------------|------------|-------------|------------------|----------|----------|------------|--|-------------|-------------|-------------|-------------------|------------------------|
| | 12 | 6 | 6 | 0 | 0 | 1 | 0 | | 12 | 6 | 6 | 1 | |
| tree house | 11 | 7 | 4 | 0 | 0 | 0 | 10 | | 15.3% | 19.4% | 11.1% | 0.0% | 15.2% |
| Flying through tre | 10 | 3 | 7 | 0 | 0 | 3 | 7 | | 13.9% | 8.3% | 19.4% | 50.0% | 10.6% |
| Treetop Canopy W | 14 | 6 | 8 | 0 | 0 | 0 | 14 | | 19.4% | 16.7% | 22.2% | 0.0% | 21.2% |
| Cable Ferry | 11 | 6 | 5 | 0 | 0 | 0 | 11 | | 15.3% | 16.7% | 13.9% | 0.0% | 16.7% |
| tree climbing | 3 | 2 | 1 | 0 | 0 | 0 | 3 | | 4.2% | 5.6% | 2.8% | 0.0% | 4.5% |
| Hammock | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | 1.4% | 2.8% | 0.0% | 0.0% | 1.5% |
| Tyre Swing | 7 | 4 | 3 | 0 | 0 | 0 | 7 | | 9.7% | 11.1% | 8.3% | 0.0% | 10.6% |
| rope walk | 4 | 0 | 4 | 0 | 0 | 0 | 4 | | 5.6% | 0.0% | 11.1% | 0.0% | 6.1% |
| tree see-saw | 3 | 3 | 0 | 0 | 0 | 0 | 3 | | 4.2% | 8.3% | 0.0% | 0.0% | 4.5% |
| tree tunnel | 2 | 2 | 0 | 0 | 0 | 0 | 2 | | 2.8% | 5.6% | 0.0% | 0.0% | 3.0% |
| stepping stones | 4 | 2 | 2 | 0 | 0 | 2 | 2 | | 5.6% | 5.6% | 5.6% | 33.3% | 3.0% |
| Dip netting | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Outdoor classroom | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| cubby building | 2 | 0 | 2 | 0 | 0 | 0 | 2 | | 2.8% | 0.0% | 5.6% | 0.0% | 3.0% |
| ears tree rustling | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Slackline | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| balancing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Counting grth ring | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| upside down root | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| bird hide | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| fallen down tree | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| interactive music | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| pond deck | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| discovery pods | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| TOTAL | 72 | 36 | 36 | 0 | 0 | 6 | 66 | | 100% | 100% | 100% | 83% | 100% |
| Check | 0 | 0 | 0 | 0 | 0 | -1 | 0 | | 0% | 0% | 0% | 0% | 0% |

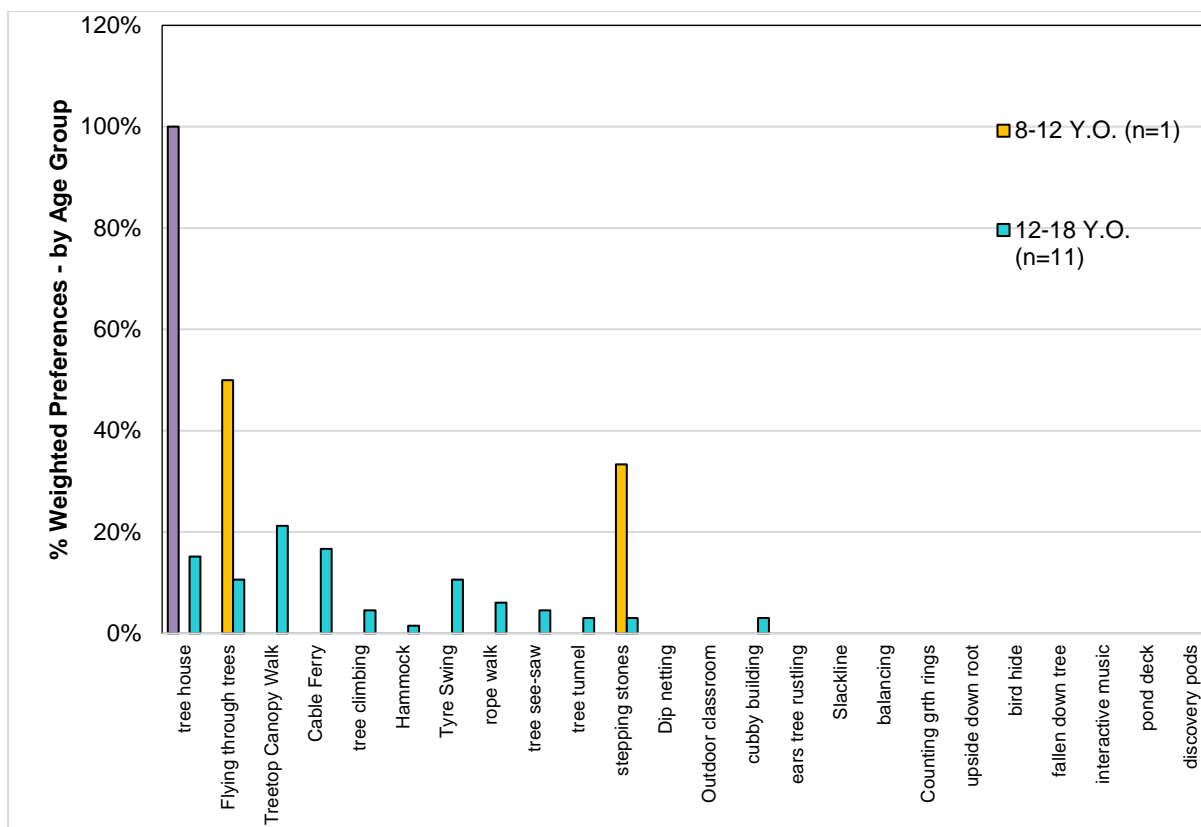
Table 7: GHS preference sheet data



Graph 23: GHS total weighted results



Graph 24: GHS weighted preference results by gender



Graph 25: GHS weighted preference results by age

APPENDIX F MINUTES OF TARGETED CONSULTATION

Appendix F 1: KU Preschool, Galston



Since 1895

Summary of Consultation



| Meeting Details | |
|------------------------|--|
| Consultation Date | 14 September 2022 |
| Consultation Details | Face-to-face |
| Consultation Topic | Fagan Park Children's Forest |
| Attendees | |
| <i>Name</i> | <i>Organisation</i> |
| Fiona Robbé (FR) | Fiona Robbé Landscape Architects |
| Matt Parkinson (MP) | Fiona Robbé Landscape Architects |
| Craig Pezzutto (CP) | Fiona Robbé Landscape Architects |
| Sofia Gabarda (SG) | Fiona Robbé Landscape Architects |
| Jodie, Rebecca, Silvia | KU Preschool Galston – Educators |
| 1 | School |
| 1.1 | The school will walk along Arcadia Rd to use the Eco Garden at Fagan Park. |
| 1.2 | The main entrance is too far for the school to access, so an entrance on Bayfield Rd is desired. |
| 1.3 | "Weekly bush kindy would be great for the centre – bush tucker is part of the curriculum. |
| 1.4 | The centre would like access to the Eco Garden classes but are concerned about other community users at the same time (mentally-impaired adults etc) – but understand that exclusive access for the centre is difficult to achieve. |
| 1.5 | Concerns for water safety: The school must complete a risk assessment for each excursion to determine the ratio of teachers/carers to students: <ul style="list-style-type: none"> • 1 to 2 if the site has water. • 1 to 5 for normal excursions (need parents to help) • 1 to 10 routine & Council approval. |
| 1.6 | Fire concerns – Will the forest be closed on catastrophic fire days? <ul style="list-style-type: none"> • Parks are mostly closed. • Concerns for children being left behind. • Softfall gets hot. |
| 1.7 | White ant concerns for trees and wooden equipment. |
| 2 | Play Offers & Features |
| 2.1 | Keep the environment as natural as possible, not too built-up. |
| 2.2 | Art sculptures of Australian animals (echidna or whale etc). |

| | |
|----------|---|
| | <ul style="list-style-type: none"> • Check Royal Botanic Gardens for precedent. • Have flora attached to the fauna sculptures. • A giraffe. |
| 2.3 | <p>Planting:</p> <ul style="list-style-type: none"> • Plants that attract animals • Include a variety of planting • Sensory planting (touch, smells) • Silkworm Mulberry trees – white doesn't stain and the taste is sweeter. • Native trees. • Summer glory. • Tallowwood. • Don't like Acacias. • Smaller the better – 500L are good but can get vandalised easily. |
| 2.4 | Space to enjoy the pond. |
| 2.5 | <p>Climbing:</p> <ul style="list-style-type: none"> • Natural material climbing is desired. • Trees to climb. |
| 2.6 | <p>Activities like those in the Eco Garden but for children.</p> <ul style="list-style-type: none"> • Sustainability. • Refer to Early Years Learning Framework for curriculum and correct language to use – educational jargon will help win grants. • Play-based curriculum. • Hands-on learning (counting tree rings etc). |
| 2.7 | <p>Native bees and other insect hives</p> <ul style="list-style-type: none"> • Introduce fish and tadpoles in the pond. • Children enjoy feeding ducks and birds. |
| 2.8 | Yarning circle/outdoor classroom with preferably a shelter/shade attached. |
| 2.9 | Natural seating area |
| 2.10 | Slacklines – greatly desired – good for core strength and coordination. |
| 2.11 | Treetop canopy. |
| 2.12 | Cubby building. |
| 2.13 | Tree house – must be safe! |
| 2.14 | Flying fox. |
| 2.15 | Nature play/bush play – tennis court/carpark (basic play originally) – then show children how to play in nature. |
| 2.16 | Must have engagement for children as they're easily bored. |
| 2.17 | Break the play and educational offers into different areas/pods – like at the Royal Botanic Gardens or Fagan Park's Gardens of many Nations. |
| 2.18 | Sensory trail. |
| 2.19 | Tables without chairs for play so that children move about and add more strength to their bodies. |
| 3 | Supportive Features |
| 3.1 | <p>Entry:</p> <ul style="list-style-type: none"> • Entrance to the Children's Forest on Bayfield Rd is desired. • A road crossing on Arcadia Rd is desired as there is no footpath on the eastern side. • There is a crossing at Nancy Rd but there is no footpath on the other side. A footpath is desired. |

| | |
|----------|---|
| | <ul style="list-style-type: none"> • Have an exciting entrance. • Roads aren't safe as people park along them to avoid parking. |
| 3.2 | <p>Carparking:</p> <ul style="list-style-type: none"> • Provision of carparking closer to the forest is desired. If there is not enough in the budget for carparking, an entry on Bayfield Rd is desired. • Parking for van or minibus transport from day cares. • Parking for families. |
| 3.3 | <p>Toilets:</p> <ul style="list-style-type: none"> • Concerns over long distance to existing toilets – teachers cannot be alone with children in the toilet, so toilets closer to the forest can help mitigate this. • Concern over people on drugs and paedophiles. • Basic toilets with hand-washing basins are desired. • Use during week days is desired. |
| 3.4 | Lots of seating. |
| 3.5 | <p>Wayfinding:</p> <ul style="list-style-type: none"> • Signage/fun game that leads to the playground. • Ground/path markings that lead to the playground and linking to the main carpark too (follow the leaves/animal prints). Must make the journey exciting. |
| 3.6 | <p>Paths:</p> <ul style="list-style-type: none"> • Meandering linking paths. • Need more paths. |
| 3.7 | <p>Fencing:</p> <ul style="list-style-type: none"> • Beneficial for children with intellectual disabilities (Autism etc) preventing them from absconding. |
| 3.8 | Bubblers & water fountains for filling water bottles. |
| 3.9 | Weatherproof shade/shelter – but tree canopies for shade is more preferable. |
| 4 | Recommended Fundraising Ideas |
| 4.1 | Scarecrow Festival – ask for donations with a showcase to exhibit. Kids could give a performance or could get a celebrity entertainer and make big event about it. |
| 4.2 | Artist Trail – Bendigo Bank? |
| 4.3 | A letter to the mayor setting it up as a community project. |
| 4.4 | Facebook community project EOI – donations/sponsors. |
| 4.5 | Trees donated by the community. |
| 4.6 | Seats donated by the community. |
| 4.7 | Local artist could donate artworks for the space. |
| 4.8 | Men's Shed could build items for the space, or be onboard in some way. |
| 4.9 | Government grants – “Learning Environment Grant” – use of educational jargon will aid in securing them. |
| 5 | Further Action |
| 5.1 | FRLA to send the preschool information on how to get their centre slide “sliding again.” |
| 5.2 | FRLA to ask Council about further development of future works on footpath construction. |
| 5.3 | <p>The local church day care has no paths on the school road and must have transport to visit the park.</p> <p>FRLA to follow up on the day care's method of visiting the park.</p> |

Appendix F 2: Warrah Specialist School



Summary of Consultation

| Meeting Details | |
|----------------------|------------------------------|
| Consultation Date | 20 September 2022 |
| Consultation Details | Phone |
| Consultation Topic | Fagan Park Children's Forest |

| Attendees | |
|------------------|----------------------------------|
| Name | Organisation |
| Fiona Robbé (FR) | Fiona Robbé Landscape Architects |
| Wendy (W) | Warrah Specialist School |

| 1 | School/Student Background |
|-----|---|
| 1.1 | The school has 33 students between the ages of 5 – 18 years-old. |
| 1.2 | The school has students with a variety of disabilities including autism, physical (push wheelchairs), cerebral palsy, and Downe syndrome. |
| 1.3 | Students with intellectual disabilities like autism are absconders and are incredibly fast. Even at ten-years-old, they require split-second timing to prevent them from escaping, and running a great distance. |
| 1.4 | School has 2 vans which seats 12 (8 students and 4 teachers) and are used when doing outings. |
| 1.5 | There is a ratio of 6 students to 3 teachers. |
| 1.6 | Fagan Park Incident: There was a 10-year-old student who absconded, was drawn to the pond, and jumped in from the platform. The student was wearing heavy clothes on and would have posed a drowning risk had the water temperature not been so cold. The got such a shock from the temperature that they climbed out of their own accord. The school cannot return to Fagan Park until the pond is fenced. |
| 2 | Play Offers |
| 2.1 | Swings: <ul style="list-style-type: none"> The swings at the back of Fagan Park are the student's favourite activity, but needs to be fixed. Birds nest swing is desirable with squeeze panels– feels cosy to the students who like to be squeezed and hugged (cocooned). The motion of the swing and feeling cosy allows them to fall asleep. MLAK key for the swings – which is obtained from a locksmith. |
| 2.2 | Sensory Play: <ul style="list-style-type: none"> Is loved by students on the spectrum. Flowers, herbs, and sensory plants |
| 2.3 | Climbing: <ul style="list-style-type: none"> Students love to climb, especially natural climbing (trees etc) |
| 2.4 | Safe risk is a good thing – want it in a natural way (a log with a jump off point). |
| 2.5 | Obstacle Course: the students are very physically active and require engaging activities. |
| 3 | Supportive Features |

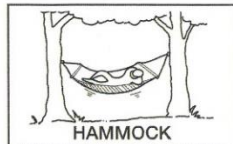
| | |
|-----|--|
| 3.1 | <p>Fencing:</p> <ul style="list-style-type: none"> • Essential! • Students on the spectrum are absconders, and like water – fencing around the pond is required. • The school cannot go back to Fagan Park until there is proper fencing around the pond. |
| 3.2 | Wheelchair accessibility. |
| 3.3 | <p>Parking:</p> <ul style="list-style-type: none"> • Provision of side-loading minibus infrastructure adjacent to site. |
| 3.4 | <p>Seating:</p> <ul style="list-style-type: none"> • Important for resting |
| 3.5 | <p>Quiet Spaces:</p> <ul style="list-style-type: none"> • Students with intellectual disabilities have many triggers, for example coughing can make them feel upset. Quiet places can help with this, especially if the park is very busy. • Peacefulness is desired. |
| 3.6 | <p>Toilet:</p> <ul style="list-style-type: none"> • Wheelchair accessible • Unisex (they use unisex toilets at the school). Would rather a unisex close-by than separate genders a long way away. • Should be located quite close to the site, the closer the better. At the school, the toilet is in the classroom. • Staff usually have a walkie talkies to mitigate the number of staff required to take a student to the bathroom. |

APPENDIX G EXAMPLE OF A COMPLETED PREFERENCE SHEET

Please choose your top 3 activities, arrange them from 1-3, 1 being your favourite, and 3 being your 3rd favourite.

FAGAN PARK CHILDREN'S FOREST PREFERENCE SHEET

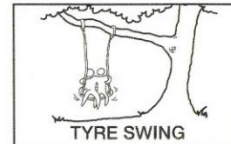
GHS
46



HAMMOCK



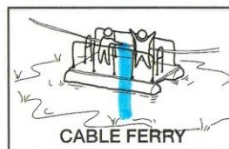
SLACKLINE



TYRE SWING



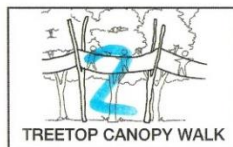
COUNTING GROWTH RINGS



CABLE FERRY



DIP NETTING



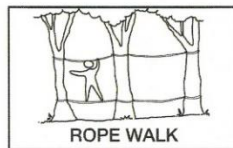
TREETOP CANOPY WALK



FLYING THROUGH TREES (FLYING FOX)



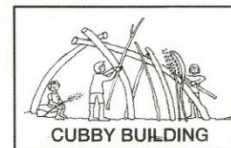
OUTDOOR CLASSROOM



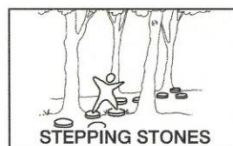
ROPE WALK



UPSIDE-DOWN ROOT



CUBBY BUILDING



STEPPING STONES



POND DECK



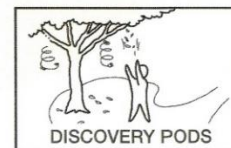
EARS TREE RUSTLING



BALANCING



FALLEN-DOWN TREE



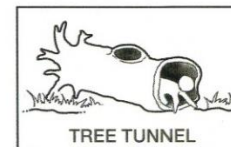
DISCOVERY PODS



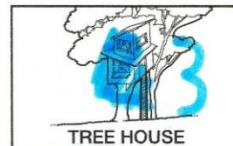
INTERACTIVE MUSIC



TREE SEE-SAW



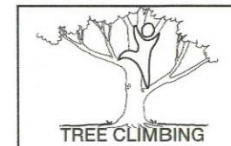
TREE TUNNEL



TREE HOUSE



BIRD HIDE



TREE CLIMBING



AGE: 14

GENDER: Male



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APPENDIX H EXAMPLE OF A CERTIFICATE OF PARTICIPATION

CERTIFICATE OF PARTICIPATION

Awarded to _____

of
Galston Public School

Wednesday 7th September 2022

For sharing ideas about designing our new
Children's Forest at Fagan Park.

