



CITY OF SYDNEY



School Consultation Kit

have your say on how we look after and use Crown land

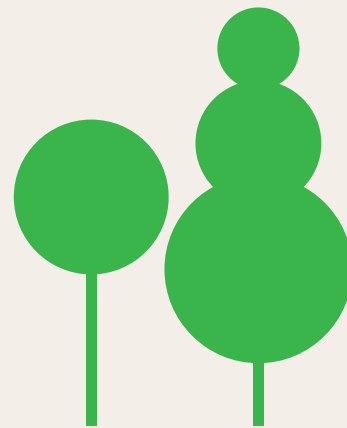
Crown lands plans of management
School consultation workbook
November 2020



Acknowledgement of Country

The City acknowledges the Gadigal of the Eora Nation as the Traditional Custodians of this place we now call Sydney, and we acknowledge their continued connection to Country. We pay respect to Aboriginal and Torres Strait Islander Elders past, present and emerging.

We want to hear from young people about Crown lands



Virtual Songlines virtual experience of Gadigal Country and map

Virtual Songlines is an Indigenous media company led by Brett Leavy. Using digital design, they create virtual experiences that establish linkages between Indigenous and Western sciences that have sustained our landscapes since time immemorial.

Virtual Songlines have created a short virtual heritage experience and map of Gadigal Country. The video shows what happened in places like Hyde Park, Customs House and Observatory Hill before colonisation. This experience has been development based on detailed cultural, historical and scientific information.

Fact sheets – Native title and Aboriginal cultural heritage and FAQs about managing community and Crown land

There are two short fact sheets that help explain important elements in the management of Crown land that might be useful to senior students studying cultural and legal studies, geography and urban planning subjects.

Online survey and discussion guide

An online survey is available for community members including students who would like to provide individual feedback. Classes can also complete and submit discussion guides online.

The City of Sydney manages 45 Crown land reserves including Hyde Park, Wentworth Park, Victoria Park, Martin Place and many local parks. We are developing plans of management for Crown land parks, reserves and civic spaces in our care.

We want to know from the community what people value about these special places, what they do there now and what they would like to do there in the future. We want to hear from young people about these important places

This kit can be used by your school, either in class or by the SRC to discuss and provide feedback on why public space is important and what is particularly special about some of these places.

We have experience engagement facilitators who can help by talking through the activities or hosting a workshop with you. Or feel free to experiment with the resources and send back the ideas and feedback from your students.

More information or to request a workshop contact: Yvette Andrews, yandrews@cityofsydney.nsw.gov.au. The consultation will run until 14 December. Please submit any ideas or activities you complete via email by the end of the term.

What is included in this kit:

- Online tools and resources available on sydneyoursay.com.au
- Discussion guide (includes this list of Crown land reserves) for high school students and SRCs
- “What I value about parks” voting boards for primary students, SRCs and popup activities in places like the school library
- “Why parks are important to me?” worksheet for primary students
- Methodology and links to the national curriculum

Methodology

The City's approach to consultation with children and young people is embedded in a framework that aligns with the United Nations Convention on the Rights of the Child, NSW School Curriculum and the role of schools as pivotal nodes of local community connection. It is based on the premise that when we make decisions that impact on the future, we should consider those with the greatest stake in the future: children and young people.

The United Nations Convention on the Rights of the Child enshrines 54 central rights that all children should have around the world. Of direct importance to the City of Sydney's engagement with children and young people including the Sydney Climate Summit is Article 12: Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

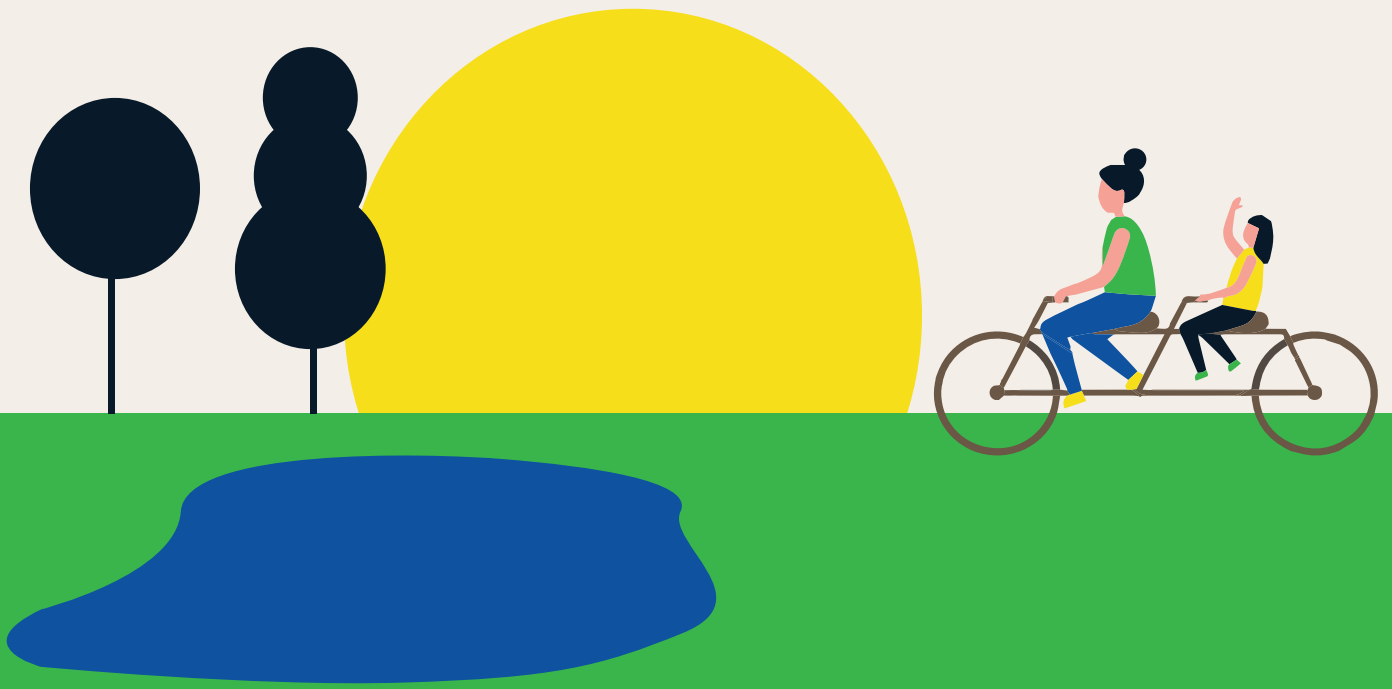
Our consultation with schools allows us to uphold this right by giving a diverse range of children and young people multiple ways of expressing their opinions about the future and having those opinions taken into account alongside those of adults.

The NSW Advocate for Children and Young people encourages organisations to engage with children and young people,

This consultation approach also responds to the City of Sydney's Social Sustainability Policy and Action Plan 2018-2028 that states: Engaging young people in decision-making and intergenerational equity focuses on the rights of future generations to inherit the same diversity in natural, cultural, health and economic resources enjoyed by previous generations.

To ensure our engagement with students supports the learning outcomes of schools, activities are planned with reference to the NSW curriculum, with links to Geography, Mathematics, English, and Economics. They align with the philosophy of Civics and Citizenship that underpins all of the Australian National Curriculum and allows young people the opportunity to actively participate in Australia's diverse and inclusive society.





Links to the National Curriculum

The resources utilised by our community engagement specialists when working with students, directly link to the National Curriculum and Syllabus set by Australian Curriculum, Assessment and Reporting Authority (ACARA) and The NSW Education Standards Authority (NESA).

Civics and citizenship education builds students' knowledge and understanding of the ways in which citizens can actively participate in Australia's diverse and inclusive society. Students are encouraged to develop skills such as participating in discussions, working cooperatively with others, negotiating issues and developing the ability to make decisions. These are the skills that will allow students to effectively participate in society and become responsible, informed and active citizens. (NSW Department of Education, Learning across the curriculum).

Opportunities to apply knowledge from several key learning areas are presented through the forum. Students will apply skills to real life scenarios. Outlined below are extracts from the syllabus rationale and examples of how they directly apply to the forum.

Cross-cultural priorities – Aboriginal and Torres Strait Islander histories and cultures

This consultation recognises the special relationship between First Nations people. Online materials explore well known Crown land reserves (Hyde Park and Observatory Hill) in Sydney as they were before colonisation. These high quality resources have been developed by Aboriginal cultural practitioners.

The Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

Humanities and Social Sciences – Geography

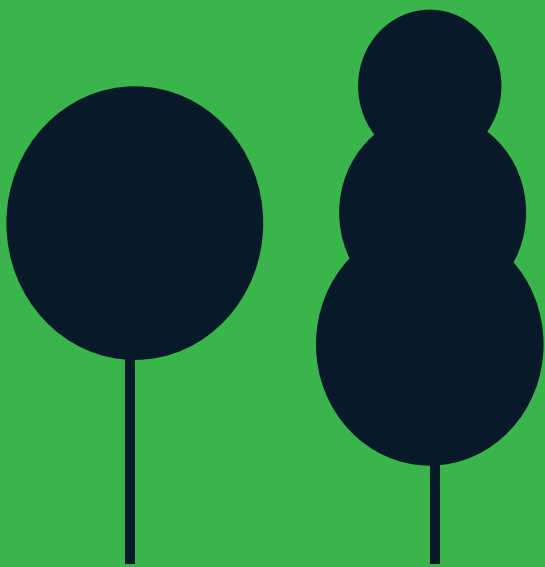
This consultation provides students with the opportunity to explore how their community uses land, how different people value public space in different ways and understand more about how governments plan for and manage community land.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life... (Geography K-10 Syllabus, Rationale 2012)

English

Through responding to and composing texts from Kindergarten to Year 10, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts. (English K-10 Syllabus, Rationale 2012)





Conversation guide





CITY OF SYDNEY



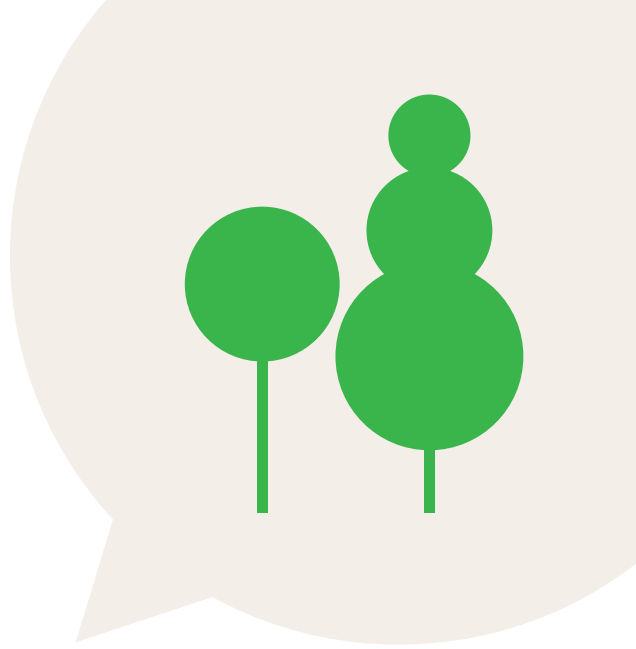
Host Your Own Conversation

on the future of some of
Sydney's most treasured
parks, reserves and civic spaces

Crown lands plans of management
conversation guide
November 2020

How To Have Your Say

on Crown lands plans of management



How to submit your group's feedback

To share your group's discussions and feedback you can:

- Complete the conversation guide online at: sydneyoursay.com.au
- Complete a paper copy of the conversation guide & scan & email it to: sydneyoursay@cityofsydney.nsw.gov.au
- Complete a paper copy of the conversation guide & post it to:

Attn: Ali Dexter,
Senior Project Manager
Community Consultation
City of Sydney
GPO Box 1591
SYDNEY NSW 2001

How to give individual feedback

There are a number of ways you can share your own feedback on the places we are preparing PoMs for.

- Go to sydneyoursay.com.au where you can:
 - Complete the online survey by 14 December 2020
 - Find the dates and locations of our pop-up events taking place across the City

The City of Sydney looks after public land like parks, recreation places and civic spaces. This is called community land and is managed by the City on behalf of the community for everyone to enjoy. Some of the community land we manage is Crown land owned by the NSW Government.

A plan of management is a mandatory plan to ensure community or Crown land under the City's control is managed and cared for based on community, environmental and heritage needs. A plan of management outlines what the community values about the place, its current and future uses and how it is managed.

The new Crown Land Management Act requires the City to develop plans of management with the community. The City is developing plans of management for 45 parks, reserves and civic spaces by June 2021. Check out the list of places on page 4.

To help us develop the plans of management, we want to know what you value most about these places, what you do in them now and what you would like to do in them in the future.

This guide is a conversation starter for you and your colleagues, friends, team-mates, community group or school group members. You will find questions to help guide your discussion about the future of your favourite places that will have plans of management prepared for them. There is space to record your group's views and thoughts.

You can complete a conversation guide for as many of the places as you like. Please complete a separate guide for each place.

List of parks, reserves and civic spaces we are preparing plans for

Please check the box next to the name of the place for which you are completing this conversation guide.



Specific plans of management:

- 1. **Belmore Park**
- Haymarket
- 2. **Cook and Phillip Park**
- Sydney
- 3. **Erskineville Oval and Harry Noble Reserve**
- Erskineville
- 4. **Hyde Park**
- Sydney
- 5. **Johnstons Creek**
(incl Federal Park 1 & 2, Jubilee oval & park, Bicentennial Park 1 & 2, Pope Paul VI Reserve, Tram Stop Reserve)
- Glebe
- 6. **Martin Place**
- Sydney
- 7. **Observatory Hill**
(incl Kent St Tennis Centre, Watson Rd Reserve)
- Millers Point
- 8. **Perry Park**
- Alexandria
- 9. **Prince Alfred Park**
- Surry Hills
- 10. **Rushcutters Bay Park**
- Darling Point
- 11. **Victoria Park**
- Broadway
- 12. **Waterloo Park, Oval & Skatepark**
- Waterloo
- 13. **Wentworth Park**
- Glebe
- 14. **Wynyard Park**
- Sydney

Grouped 'general' plans of management:

- Group name: CBD civic spaces, includes the following:**
 - Customs House Forecourt
 - Farrer Place
 - Lang Park
 - Macquarie Place Park
 - Queens Square
- Group name: Millers Point Precinct, includes the following:**
 - Millers Point Recreation, Community Centre and Watson Rd Public Toilets
 - Clyne Reserve
 - Munn Reserve
 - Dawes Point Fountain Garden
 - Argyle Place Park
- Group name: General, includes the following:**
 - Beare Park
 - Shannon Reserve, Surry Hills
 - Dr HJ Foley Reserve, Glebe
 - Hollis Park, Newtown
 - Glebe Foreshore Walk East
 - Green Park, Darlinghurst
 - Franklyn Park Community Space, Glebe
 - Robyn Kemmis Reserve, Glebe
 - Andrew (Boy) Charlton Reserve (land adjoining the pool)

Tell us about your group

Can you describe how your group currently uses, or your group's connection to the place?

Does your group have a name? _____

Is your group any of the following?

- A sporting group
- A community group (please describe what type of group)
- A school group
- A heritage or historical group
- A local residents action group

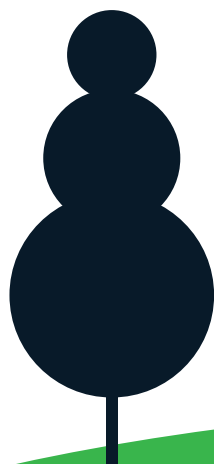
Other: _____

How many people are in your group? _____

What is the age range of people in your group? _____

What is the name of your contact person? _____

How can we contact you if we need to ask more questions? _____





When thinking about Crown land parks, reserves and civic spaces throughout the City of Sydney area, do you agree with the following statements?

Disagree (D)

Neutral

Agree (A)

1) Aboriginal people's custodianship will be recognised in Sydney's open spaces



Tell us why

2) Sydney's open spaces will be accessible to everyone



Tell us why

3) Sydney's open spaces will be places to recharge mental health, relax, connect to nature and the outdoors



Tell us why

4) Sydney's open spaces will be places to be active and will provide room for recreation, exercise and sporting activities



Tell us why



When thinking about Crown land parks, reserves and civic spaces throughout the City of Sydney area, do you agree with the following statements?

Disagree (D)

Neutral

Agree (A)

5) Sydney's open spaces will celebrate local history, which includes First Peoples of Australia, public art, heritage interpretation, and have space for community/cultural activities



Tell us why

6) Sydney's open spaces will be multipurpose and multifunctional to respond to the changing needs of our diverse community



Tell us why

7) Sydney's open spaces will be lush and green and provide cooling shade from increasing heat



Tell us why

Now choose a particular park, reserve or civic space

Name of park or place: _____

How often do you visit this place?

- | | | |
|----------------------------------|---|--------------------------------|
| <input type="checkbox"/> Daily | <input type="checkbox"/> A few times a year | <input type="checkbox"/> Never |
| <input type="checkbox"/> Weekly | <input type="checkbox"/> Annually | |
| <input type="checkbox"/> Monthly | <input type="checkbox"/> Occasionally | |

What time of day do you usually visit this place? (Choose all that apply)

- | | | |
|---|---|---|
| <input type="checkbox"/> Early morning (before 9am) | <input type="checkbox"/> Afternoon (12pm – 4pm) | <input type="checkbox"/> Late evening (9pm – 9am) |
| <input type="checkbox"/> Morning (9am – 12pm) | <input type="checkbox"/> Late afternoon/early evening (6pm – 9pm) | |

What are the main activities you do here?

Is there anything else you would like to do here in the future?



What do you value most about this place?

Describe what your group **VALUES MOST** about this place...you can check the boxes against our list of values or add in your own words

- | | |
|---|--|
| <input type="checkbox"/> It is a spiritual place connecting to a sense of country | <input type="checkbox"/> It is well maintained |
| <input type="checkbox"/> It is a place for community | <input type="checkbox"/> It is a relaxing place |
| <input type="checkbox"/> It is easy to access and use | <input type="checkbox"/> Its buzzing atmosphere |
| <input type="checkbox"/> It is a peaceful place | <input type="checkbox"/> It is a place for sport |
| <input type="checkbox"/> It is a cultural place | <input type="checkbox"/> It feels safe |
| <input type="checkbox"/> Its beauty | <input type="checkbox"/> Its nature and natural elements |
| <input type="checkbox"/> It is a fun place | <input type="checkbox"/> Its diverse landscape |
| <input type="checkbox"/> It is interesting | <input type="checkbox"/> Its formal/traditional design |
| <input type="checkbox"/> It is an iconic place | <input type="checkbox"/> It is family friendly |
| <input type="checkbox"/> It is friendly and welcoming | <input type="checkbox"/> Its views |

Other: _____

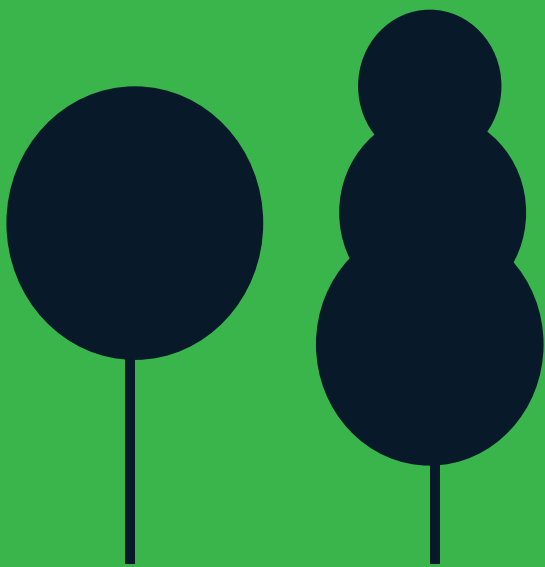


Can you tell us why you value these things here?

Based on what you value most, what would you want to preserve or enhance here in the future?

Is there anything else about this place that you would like to share with us?





What I value about parks



Crown Lands Plans of Management Values



Name of the place: _____

Choose the statements below that best describe what you VALUE MOST about this place and would want to preserve or enhance in the future?

Values

Place your dots in the rows below

It is a spiritual place connecting to a sense of country

Its beauty

It is a peaceful place

Its history & heritage

It is a fun place

It is interesting

It is an iconic place

It is a place for community

It is friendly and welcoming

It feels safe

Its nature and natural elements

Its diverse landscape

It is well maintained

It is a relaxing place

Its buzzing atmosphere

It is a place for sport

Its formal/traditional design

It is family friendly

It is easy to access for everyone

Its views

Other



Crown Lands Plans of Management Activities



Name of the place: _____

What are the main activities you do here now?

Activity

Place Your Dots In The Rows Below

Play with kids

Sight-seeing/
enjoying the views

Picnics and BBQs

Enjoying nature

Fitness training or classes

Formal team sports

Sitting and relaxing

Eat my lunch

Walking for exercise

Meet with friends

Running/
jogging for exercise

Attend cultural/
community events

Walking your dog

Walk through to get
somewhere else

Informal games and sports

Attend sporting events

Watching the world go by

Cycle, scoot or skate

Is there anything else you would like to do here in the future?



Crown Lands Plans of Management

Activities



Name of the place: _____

When thinking about the future of Crown Land parks and reserves throughout the City of Sydney area, how strongly do you agree with the following vision statements?

Mark your thoughts on the scale:

Aboriginal people's custodianship will be recognised in Sydney's open spaces



Sydney's open spaces will be accessible to everyone



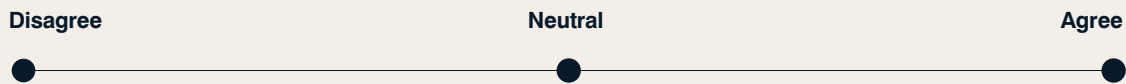
Sydney's open spaces will be places to recharge mental health, relax, connect to nature and the outdoors



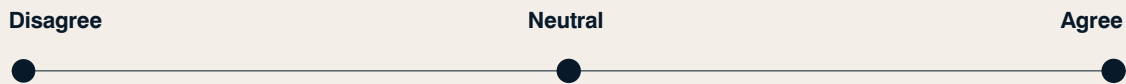
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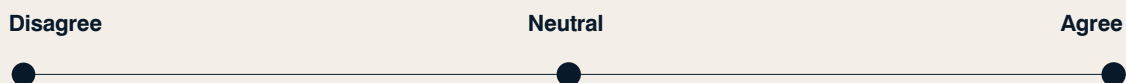
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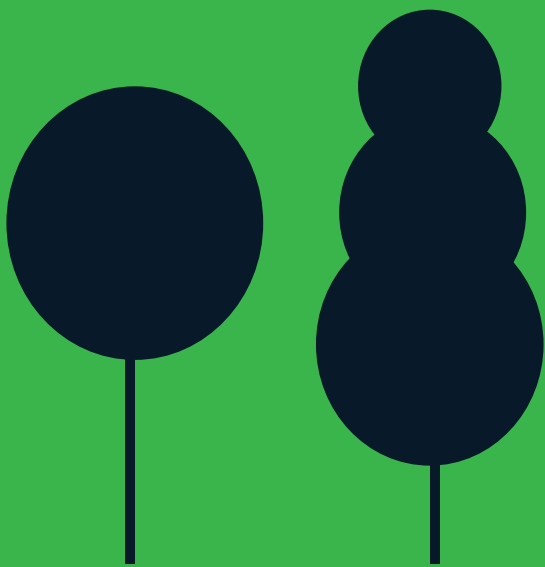


Sydney's open spaces will be multipurpose and multifunctional to respond to the changing needs of our diverse community



Sydney's open spaces will be lush and green and provide cooling shade from increasing heat





Why parks are important to me



Why parks are important to me?

Please draw your answers below





Thank you
for participating