



Style Guide

Grow&Go Toolbox
January 2025

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Part one:

Who are we?





Mission statement

Our mission is to empower all families, caregivers, educators and health professionals with trustworthy nutrition information to ensure the best nutritional care for young children. We believe all Australian children should be provided with the best nutritional care to support their health and development, using culturally appropriate practices and trustworthy information.



Vision statement

At the Grow & Go Toolbox, we are dedicated to advancing the well-being of children under the age of five by providing open access to reliable, evidence-based nutrition information. Our vision is to empower parents, caregivers, and educators with the resources they need to make informed decisions about the nutrition and health of our youngest generation. To support this vision, all Grow & Go Toolbox resources are free, open access, and easily accessible.



About the project

The Grow & Go Toolbox is an Online repository of trustworthy food and nutrition information for children under five. This invaluable resource is designed to cater to the diverse needs of those responsible for the well-being of young children, including parents, families, education professionals, and healthcare practitioners. The Toolbox offers a comprehensive collection of thousands of resources from reputable sources, covering various topics, from breastfeeding and introducing solids to managing fussy eating and allergies.

Project Funding

The Grow & Go Toolbox project was funded by the Australian Department of Health and Aged Care through a Public Health and Chronic Disease grant. The project is being completed by researchers at the School of Human Movement and Nutrition Sciences at The University of Queensland.

Rationale for the Toolbox

In Australia, nutrition information for young children is widely dispersed, posing challenges for the public and healthcare professionals. A user-friendly, all-encompassing digital resource is crucial. It enhances access to reliable, evidence-based health and nutrition information, curbing unhealthy eating habits. Leveraging eHealth fosters equitable access, delivering content in various formats and accommodating diverse audience needs. This approach ensures timely information updates and aids users in navigating a sea of Online data.





Listening to Our Consumers

The Grow & Go Toolbox has been developed in collaboration with consumers to ensure that it aligns with their desires and requirements while remaining user-friendly and functional. Consumer feedback has indicated a preference for concise, practical, realistic advice delivered in multiple formats. To meet these expectations, existing resources added to the Toolbox are not produced or supported by commercial entities, including infant formula companies, as are resources behind subscriptions or paywalls. New resources created by this project are co-designed with consumers and focus on providing engaging resources in varying formats that consider cultural and social norms for eating.



Ensuring Quality Nutrition Information

All resources featured on the Toolbox have undergone review by an accredited practising dietitian to guarantee the content's accuracy. We employ an appraisal tool to assess the quality of communication and presentation effectiveness in these resources to guide our search engine results and new resource design.



Maintaining the Toolbox

The Grow & Go Toolbox is designed to evolve continuously, incorporating new resources as they become available. We welcome contributions from the Australian health and education communities to expand this valuable resource. Regular content updates and access monitoring will ensure the Toolbox remains up-to-date and relevant. We firmly believe that collective knowledge is the key to progress, and we encourage everyone to share information and resources for the benefit of all.

Part two:

Using the Brand



Brand guidelines:**The visuals at a glance**

To the left, is our brand at a glance. This includes the general graphic elements that visually make up the Grow & Go Toolbox.

Examples of the brand application in practice is found in part three of this style guide.

All existing project can be found in the brand's asset package (see page 43 for details).



Logo



Watermark



With 'toolbox'

Graphic devices



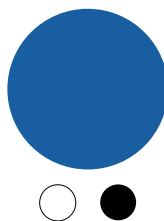
Without 'toolbox'

Omnes Bold

Forma DJR Micro

Arial

Typography



Primary

Colour



Secondary



Imagery

The logo

Logo variations:

There are two logo variations: The primary logo and the watermark version. The default logo used should always be the primary logo. The watermark logo is only to be used in certain brand applications (detailed on page 7). The watermark is also to be used when logo is displayed below a certain size (detailed on page 7).

Logo colour variations:

The logo is available in 4 colour variations: full colour, white with colour, reverse and black. These are the only colour variations used for the logo.

Full colour (preferred variation):

The full colour variation is the preferred version of the logo and should be used primarily.

White with colour:

This is the preferred version of the logo when placed on coloured background or images. The white with colour version is to be used only when the logo appears on coloured backgrounds or images. If the contrast isn't high enough with the colour, the reverse version is to be used.

Reverse :

The reverse version on the logo is only to be used when the logo needs to be on coloured background or image and when the white with colour version is not able to be used.

Black:

The black version is only to be used when it is absolutely not possible to use the other 3 versions.



Full colour
Primary Logo



Full colour
Watermark



White with colour
Primary Logo



White with colour
Watermark



Reverse
Primary Logo



Reverse
Watermark



Black
Primary Logo



Black
Watermark

Clear Space

Outlined on this page is the minimum clear space to keep clear around all logos to ensure logo visibility. These rules apply for all logo colour variations.

The minimum clear space is calculated by taking the height from the “G” found in the logo (pictured) at any given size of the logo. Where possible, greater clear space is preferred.

No additional elements should be within the “G” height space.

Size recommendations

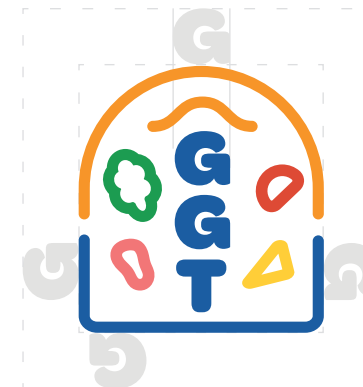
Outlined here are the minimum size recommendations for the two logo variations. The sizes provided are in both millimeters and pixels. If the logo has to be smaller than the sizes given here, contact the project team on how to proceed.

Please note that these size represent the minimum size and not the ideal size. The ideal logo is determined on a case to case basis based on the logo usage.

If the logo needs to be smaller than the sizes outlined, contact the project team (information found on page 46).



Primary Logo



Watermark



30mm \ 114px

Primary Logo



7mm \ 27px

Watermark

The logo:**Partnerships**

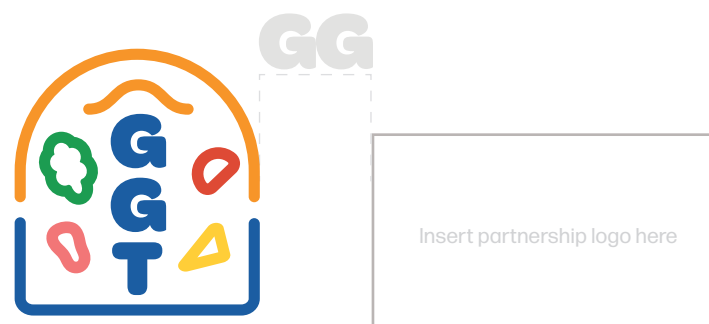
The Grow & Go Toolbox logo can and should be used in conjunction with co-branding/partnership requirements.

When the Grow & Go Toolbox logo is used in partnership with logos from other organizations, clear space requirements should be adhered to. Ideally, the space between the Grow & Go Toolbox logo and the partnership logo, should be twice the width of the "G" (pictured left). If this space isn't available, adhere to the minimum spacing rules outlined on page 7.

For any additional guidance on using the Grow & Go Toolbox logo with conjunction with partnerships, contact the project team (information found on page 46).



Primary Logo



Watermark

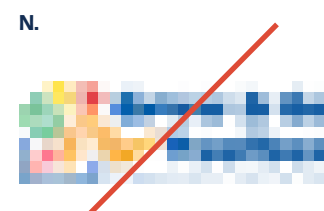
The logo:

Do's and Don'ts

To maintain brand integrity and consistent logo application, the master logo artwork files should always be used. Listed below are a few common do's and don'ts when using the Grow & Go Toolbox logo.

DO NOT

- A. Adjust logo layout
- B. Change the positional relationship of any logo elements
- C. Rotate the logo
- D. Use the incorrect logo version on coloured backgrounds or images
- E. Distort the logo proportions
- F. Apply any effects, such as drop shadows or glows, to the logo
- G. Change any of the colours in the logo
- H. Place the logo (any version) on a background that compromises the legibility of the logo
- I. Recreate the logo
- J. Crop the logo
- K. Change/replace any of the logo elements (including typography and text)
- L. Outline the reverse logo
- M. Place a white box behind the logo
- N. Use a pixelated version of the logo
- O. Remove tagline from the logo



The colours

Accurate colour reproduction

Accurate colour reproduction is key to identifying the “Grow & Go” brand. When using any colour, please use the appropriate colour code for the appropriate colour space (i.e. all digital content should use the HEX code or RGB).

Primary colour palette

The primary identifying brand colour is the “Grow & Go Blue”. This colour should be the most dominant colour on the page (outside of any colour in imagery). Ensure that “Grow & Go Blue” is applied and reproduced consistently across all branded content.

Black and white are also part of the primary colour palette, though should be used sparingly (see page ? for details on colour uses in the logo). Black is only to be used for body text*. White can be used for body text and headers, but only on backgrounds that are high enough in contrast (use a legibility contrast checking tool as a guide if unsure).

* “Nurturing Navy” should always be used as the colour for headers.

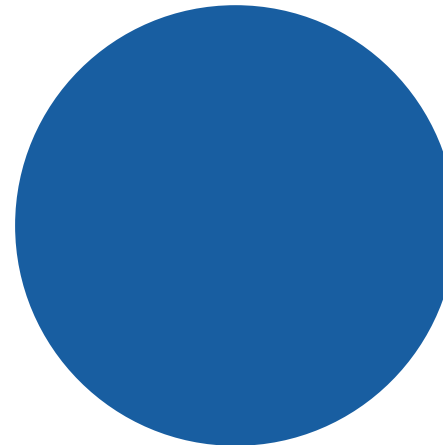
Secondary colour palette

The secondary colour palette is inspired loosely around the 5 food groups. These colours play a supporting role to the primary “Grow & Go Blue” and are representative of the more playful side of the brand.

These colours are primarily used to add accents and visual intrigue to the branded content.

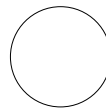
Tints

Tints of the “Grow & Go” colours can be used, but very sparingly and only where it is not possible to use the full colour.



Grow & Go Blue

PMS 2384 C
C93 M67 Y7 K0
R24 G94 B161
#185EA1



White

PMS NA
C0 M0 Y0 K0
R255 G255 B255
#FFFFFF



Black

PMS NA
C0 M0 Y0 K100
R0 G0 B0
#000000



Nurturing Navy

PMS 2767 C
C100 M86 Y39 K35
R20 G46 B84
#142E54



Vege Green

PMS 7482 C
C83 M14 Y94 K2
R30 G155 B80
#1E9B50



Fruity Red

PMS 7417 C
C7 M86 Y87 K1
R222 G75 B54
#DE4B36



Noodle Orange

PMS 1495 C
C0 M49 Y93 K0
R248 G149 B42
#F8952A



Cheesy Yellow

PMS 1225 C
C0 M19 Y87 K0
R255 G206 B57
#FFCE39



Meaty Pink

PMS 805
C0 M67 Y43 K0
R243 G119 B120
#F37778

Primary Colour Palette

Secondary Colour Palette

Secondary colours:

Correct usage

As stated earlier in this document, the “Grow & Go Blue” should always be used as the primary, most dominate colour in the communication.

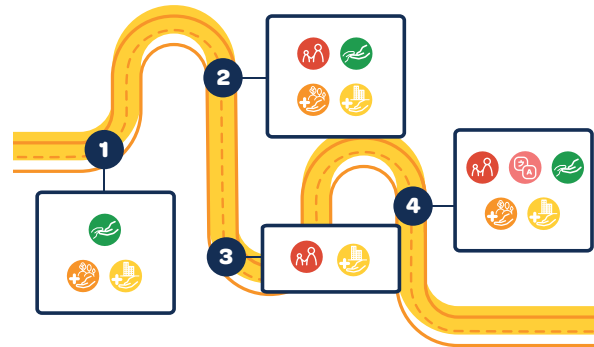
The secondary colour is to play a supporting role in charts, diagrams and infographics to help make more detailed information easier to read and understand. They should always be used as accents, to either highlight or differentiate items from one another.

Primarily, “Nurturing Navy” from the secondary palette and “Grow & Go Blue” should be used as a general background colour. Other secondary colours can be used when the colour is corresponding to a particular target audience (see page 13 for details), however, “Grow & go blue” and “Nurturing navy” are the default background colours. A light grey can also be used as a background colour. The grey should be no darker than a 20% tint of black.

A secondary colour can also be used as background colour for special elements, like interactive buttons. That being said, this should be done with discretion and when there is a need to visually break up the amount of blue on the page. The preferred colour to use “Vege Green” for these cases however can be any of the secondary colours (except “Cheesy Yellow” as the legibility and contrast is too low) on a case per case basis, especially if being used in conjunction with a specific target audience (see page 13 for details).

Secondary colours should never be used a font colours, with the one exception of “Nurturing Navy”.

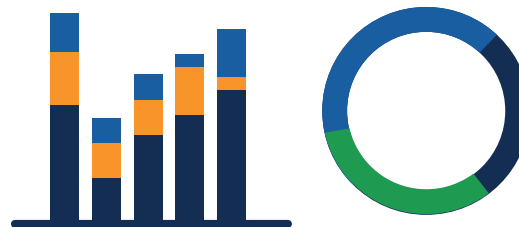
Infographics and illustrations



Pull out quotes

“We are helping parents, carers and health professionals feeding children under 5”

Charts, graphs and diagrams*



*Colour use on charts and graphs is informed by both the purpose and content of the graph. Above is an example of the default chart and graph colour use. If the graph or chart focuses on target audience, the target audience colour should always be used to represent that group in the diagram. See page 7 for details on target audiences and secondary colours.

Background colour

Section header

Aximus. Nem idest, odis doluptiunt audant, cupta placcab oribusti quis ipsanti que et ut voluptur sequassent hit est auda accus.

Section header

Aximus. Nem idest, odis doluptiunt audant, cupta placcab oribusti quis ipsanti que et ut voluptur sequassent hit est auda accus.

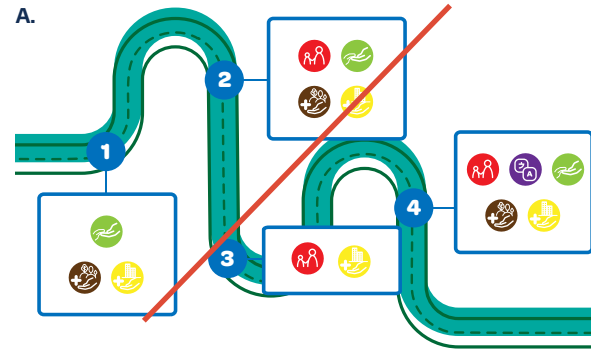
Secondary colours:**Incorrect usage**

Overuse of the secondary colour palette, as revealed through the Co-Design process, does not resonate with the brand's target audience and, therefore, should be avoided.

Professionalism and reputability need to be portrayed through branded content and it is important to avoid design communication that it overly childlike as this activity affects how the brand consumers view the contents credibility. That is why careful consideration needs to be placed on the usage of the secondary colours.

DO NOT

- A.** Introduce extra colours
- B.** Use multiple colours in pull quotes or icons
- C.** Over used the secondary colours
- D.** Use a secondary colour as a background colour with low colour contrast and low legibility
- E.** Have a secondary colour be more prominent than the "Grow & Go Blue"



B.

"We are helping parents,
carers and health
professionals feeding
children under 5"



D.

Section header

Aximus. Nem id est, odis doluptiunt audant,
cuapta placcabribusti quis ipsanti que et ut
voluptur serpassent hit est auda accus.



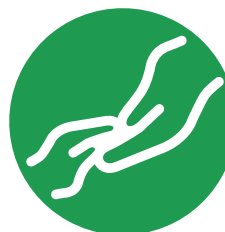
Secondary colours:**Secondary colours
& target audiences**

Primarily used on the website, the various target audience groups have been assigned colour as a way to visually identify the various website sections. The target groups have also been assigned icons that correspond to the target groups (see page ? for Iconography).

- A.** Aboriginal and Torres Strait Island use "Noodle orange"
- B.** Health Professional use "Cheesey yellow"
- C.** Parents and Carers use "Fruity red"
- D.** Early Childhood education and care use "Vege Green"
- E.** Culturally and linguistically diverse (or Resources in your language) use "Meaty pink"
- F.** The Grow and Go Toolbox uses "Grow & Go Blue"

These colours can be used as background colours or accent colours (paired with the "Grow and Go Blue") when developing content for the corresponding target audience. If the content is for general audiences or multiple audiences, return to the default use of "Grow & Go Blue" and "Nurturing Navy".

Using a lighter tint of the secondary colour when used as a background is recommended. Not using a tint of the secondary colour for backgrounds can result in a violation of secondary colour usage as outlined on page 12.

A.**D.****B.****E.****C.****F.**

Typography*

The Grow & Go Toolbox has two main fonts and one alternative font. The main fonts are both available through Adobe Fonts (with an adobe subscription) and the alternative is a standard font found on most computers.

Display typeface

The main display font is Omnes. While there is a wide variation of font weights available in this typeface, it is highly recommended to only use Omnes Semibold and Omnes Bold as headers and sub headers. Omnes should never be used as a body font**. Omnes black should never be used on anything (unless in the logo or in the logo of future sub brands).

Body typeface

Body text

The main body font is Forma DJR Micro regular. Any of the font weights available can be used throughout the document in various ways, however, extra light and light should never be used for block text.

Subheading text

Font weights medium through to extra bold can be used as sub headers only (never a main header).

Caption text

Font weights light and extra light can be used as captions, foot notes or end notes

Alternative typeface

Arial is the alternative typeface. If using the alternative font, it is important to maintain clear text hierarchy. This alternative typeface should never be used in the logo.

Display typeface

Omnes

Omnes Hairline *Italic* | Omnes Thin *Italic* | Omnes ExtraLight *Italic* | Omnes Light *Italic* | Omnes Regular *Italic*
Omnes Medium *Italic* | **Omnes Semibold *Italic*** | **Omnes Bold *Italic*** | **Omnes Black *Italic******

Body typeface

Forma DJR Micro

Forma DJR Micro Extra Light *Italic* | Forma DJR Micro Light *Italic* | Forma DJR Micro Regular *Italic* |
Forma DJR Micro Medium *Italic* | **Forma DJR Micro Bold *Italic*** | **Forma DJR Micro Extra Bold *Italic***
Forma DJR Micro Black *Italic*

Alternative typeface

Arial

Arial Narrow *Italic* | **Arial Narrow Bold *Italic*** | Arial Regular *Italic* | **Arial Bold *Italic*** | **Arial Black**

* Please use this style guide as a clear example of how to use the typefaces correctly.

** Omnes can be used in body copy as the font for pull quotes or similar

*** Omnes Black is only used in the logo. Default to Omnes bold for headers. The one exception is in motion graphics, for the Title cards, where Omnes Black is used.

Visual language:

Modes of Persuasion

The Grow & Go toolbox utilises all 3 modes of persuasion (Logos, Pathos and Ethos) with the most prominent mode being determined by the consumer group*.

Parent & carer facing resources

Parent facing resources uses the pathos and logos modes of persuasion as parents want resources rooted in the real world, that can speak to emotional responses, are empathetic and are still very informative.

Health professional facing resources

Resources catered towards health professionals utilises logos as the main mode of persuasion as most health professionals want clear, reputable evidence based resources.

Early childhood education and care facing resources

The mode of persuasion used for this category of consumers is determined on a case per case basis. This is because varying Early childhood education and care centres have differing needs based on their clientele. Consider what the resource is and what its purpose is when determining which mode of persuasion to use.

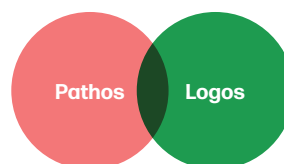
Aboriginal and Torres Strait Islander facing resources

From the Co-design process, this consumer group responses best to the pathos and ethos modes. Information is often shared via community hubs which is why pathos is important. Ethos is important because special care needs to be taken to ensure cultural correctness within the resource design.

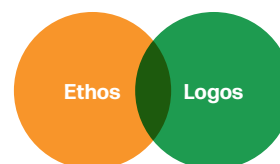
Resources in languages other than English

Determined by who they are and what language its in (sic. Appropriate category above for guidance. For example, if the resource the is being made is for a health professional looking for resources in Vietnamese, the mode of persuasion used would be logos and ethos to ensure that the resource is culturally appropriate and informative/reputable).

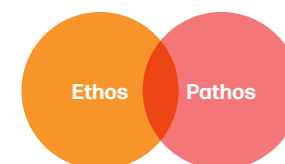
Parents & carers



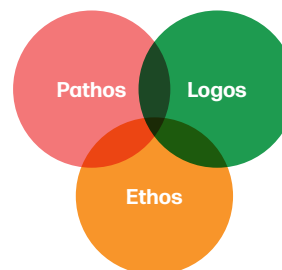
Health professionals



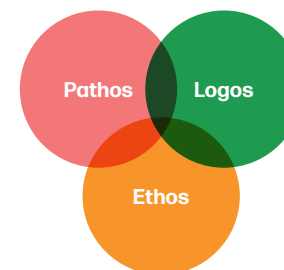
Aboriginal and Torres Strait Islanders



Early childhood education and care



Resources in languages other than English



* Please note that these are guidelines, and not rules. The creation of resources should always be done on a case to case basis and should be guided by the resources core purpose.

Visual language:

Key Design elements

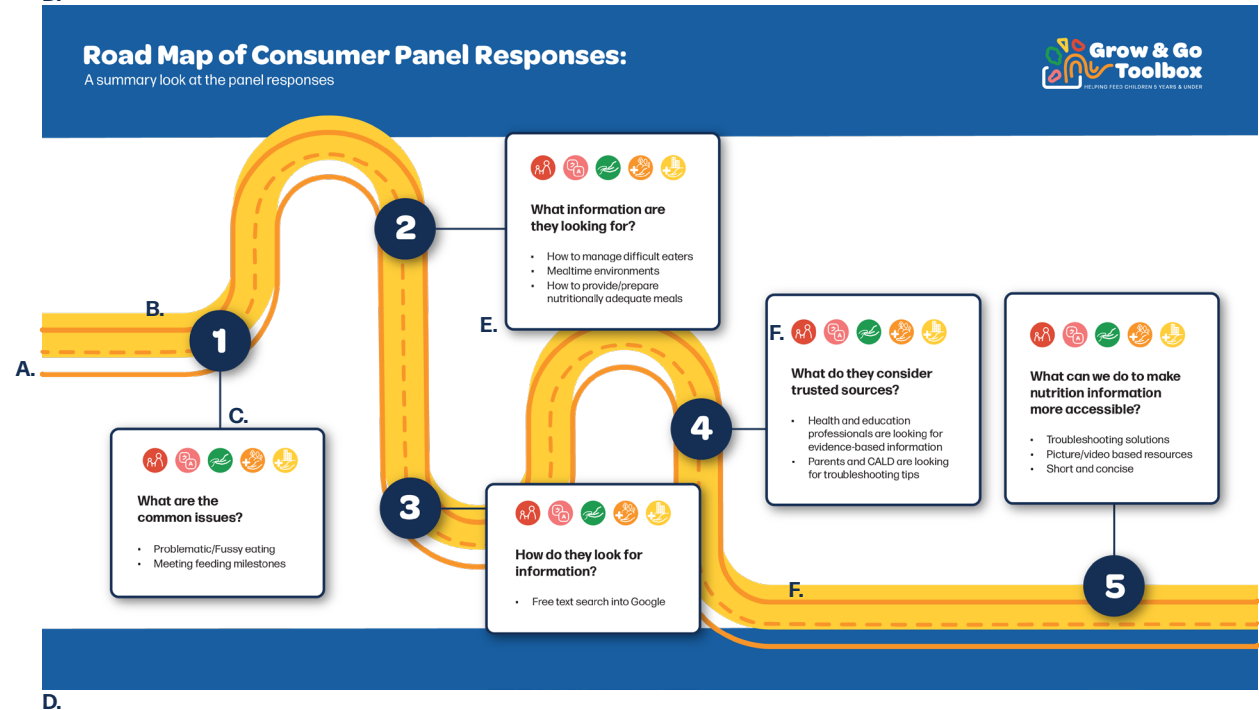
There are key design elements that are used throughout all branded content. These elements are as follows:

- A. Rounded line caps
- B. Colour blocking
- C. Thicker, coloured lines (both as decoration and as object outline)
- D. "Grow & Go Blue" often acts as a cap or frame (used either as a header bar, or side bar)
- E. Rounded corners
- F. Picture/icon based (minimal text)

The most important thing to consider when creating branded Grow & Go Toolbox communication is that the brand needs to come across as reputable, reliable, user focused and professional, but still contain some elements that are playfulness and fun.

Example Infographic

D.



D.

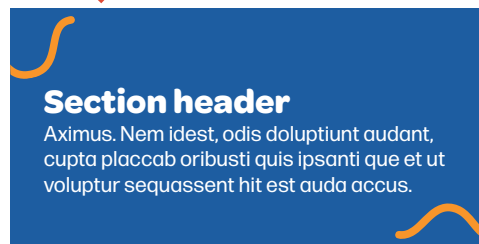
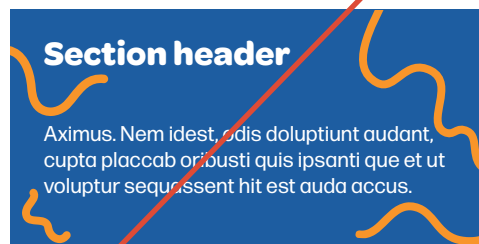
Visual Language: Using the Noodles

The noodle graphic device is used across most brand applications. The “noodles” often serve as a way to increase visual intrigue, increase the levity of a design and make the application feel more playful and child friendly.

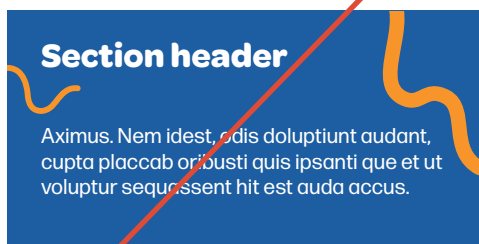
- A.** Noodles should be used in moderation; the noodles should not be the focal point of the application
- B.** All noodles visible on the same application should be the same line weight/thickness
- C.** Noodles can and should overlap images and colour blocks, as long as they do not obstruct the image subject or any text.
- D.** Noodles should only be in the colour “noodle orange”.
- E.** Text should not align to the path of the noodle
- F.** Noodles do not overlap or loop on themselves when used as a static image. Noodles can overlap/loop over itself when used in motion graphics.
- G.** Noodles have smooth curves, with rounded caps

A collect of ready made Noodles can be found in the brand asset package. New Noodles are able to be created, pending they follow outlined requirements above.

A.



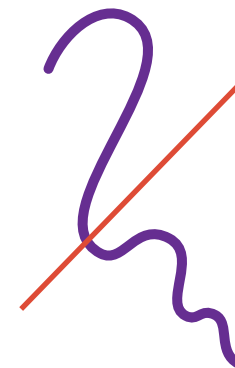
B.



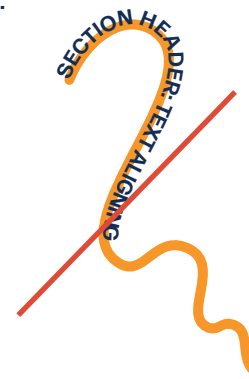
C.



D.



E.



F.



G.



Visual language:**Iconography**

Due to the wide range of literacy levels across the consumer groups, the Grow & Go Toolbox uses iconography consistently across all branded content. A suite of icons has been developed, and can be found in the brand package. Displayed on this page is sample of the brand icons

Each icon is given a purpose/corresponding meaning and can only be used for that allocated purpose. If an icon is needed that is not available in the icon suite, new icons can be made, however, it is important that they stylistically match the pre-made icons.

Developing new icons

To stylistically match new icons, use this list of key visual components as a guide:

- All icons should be inside a perfect circle
- All corners within the icon should be rounded
- All lines should have a rounded cap
- Any lettering used on the icons should be in the font Omnes Black
- All icons should be a single colour (however they can be in any of the branded colours)
- Icons need to be simple and easy to understand
- Elements from other, existing icons can be used/ repeated in new icons as long as the meaning is consistent (see the varying health professional icons as an example of this, where the icon for health professional has been adapted to represent health professionals in varying locations).

All existing icons can be found in the brand's asset package (see page 43 for details).



Email



YouTube



Instagram



Social media



Tiktok



Infant



Toddler



Preschooler



Rural



Collections

Early Childhood
educators & Carers

Health Professionals

Urban health
professionalsRural health
professional

Parents & Carers



Helpful



Unhelpful



Important



Upload

Language other
than English

Visual language: Imagery

There are two main types of images used across the Grow & Go Toolbox brand; decorative images and instructional images. The images on this page serve as a mood board for coming photography and are not representative of the actual Grow & Go Toolbox Imagery.

Decorative images

Decorative images are mainly used as supplementary descriptors or background elements. They do not contribute largely to the content's meaning, and instead are used for visual intrigue and aesthetics.

Human centred images

This image type focuses on represent consumer groups and of children under the age of 5 as the subject. These images should be:

- Positive in tone,
- Mainly candid, un-staged and natural
- Bright; with high colour saturation and high contrast

Food centred images

This image type focuses on food as the subject. These images should be:

- Light, bright and high colour saturation
- Include a wide variety of foods
- Not overly staged, the food should look somewhat neat but not perfect
- Image composition should be taken into consideration and the rule of thirds should be applied if a single food is being highlight

Instructional images

Instructional images need to clearly communicate the message without the support of many extra words. The images should follow the same guidelines outlined in the section above (food centred images) with a focus on the action as the subject.



Visual language: Film styles

Standard video (landscape)

Standard videos are designed for platforms like YouTube or embedded in the website itself and should be clear, informative, jargon free, and, fairly short in length. These should be filmed in landscape. The footage should be authentic, inclusive and follow similar conventions to that of images (outlined on the previous page).

The footage should be light, bright and be positive in tone. The subject should be framed appropriately and should be informed by the style of video outlined below.

Instructional

The subject should be center framed. There should be very minimal background. These videos should look authentic and realistic, however, all unnecessary items (like set dressings), should be minimal. Instruction supers should be consistently used.

Interview

The rule of thirds should be considered when filming interview style videos. Name supers should be consistently used. For social media focused videos, the interview subject can be centered in shot.

B-Roll

B-roll should follow a similar aesthetic to that of the static images. The shots should be high saturation, high contrast and should have minimal staging. The shooting style should be fairly neutral, with clean editing.

Social media videos (portrait)

Social media videos are designed for platforms like TikTok, Instagram Reels and YouTube Shorts. Social media videos are slightly different to the standard video and should be filmed in portrait. The video framing outlined above is also applicable to this video type.



Instructional



Interview



B-roll

Motion graphics:

Using .mogrt files

Included in the brand asset package is an animated logo. No adjustments should be made to the animation of the logo, however, it can be shortened for time purposes. If shortening is required, removal of the colour shift to white is recommended. Avoid shortening or speeding up the animated logo reveal.

On Standard videos, it is recommended that this is paired with a title card and end plate, included in the brand asset package. Use discretion when choosing the appropriate .mogrt files.

Using animated logo on social media videos

Due to the concise nature of social media videos and content, the animated logo can serve as a title card/opening card. It is recommended that either this or the end plate is used for social media content. The use of both is only required for social media videos longer than 3 minutes.



Motion graphics:

Animated logo

Included in the brand asset package is an animated logo. No adjustments should be made to the animation of the logo, however, it can be shortened for time purposes. If shortening is required, removal of the colour shift to white is recommended. Avoid shortening or speeding up the animated logo reveal.

On Standard videos, it is recommended that this is paired with a title card and end plate included in the brand asset package. This differs from how it should be used with social media posts.

Using animated logo on social media videos

Due to the concise nature of social media videos and content, the animated logo can serve as a title card/opening card. It is recommended that either this, or the end plate is used for social media content. The use of both is only required for social media videos longer than 3 minutes.



Part three:

The Grow & Go Artwork



About the Grow&Go Artwork:

Artwork story

The Grow & Go Toolbox commissioned this artwork as part of the brand's strategy to represent, engage and communicate with the Aboriginal and Torres Strait islander communities that make up a key part of the toolbox's consumer group.

"Nurturing Growth" was created for the University of Queensland Grow and Go Toolbox research project and emphasises the overarching theme of growth. At the heart of the composition lies the central element, symbolising the Grow and Go Toolbox itself. The element's five branches represent the vital task of feeding children under five years old, serving as a visual representation of the project's core mission. Surrounding this central element, parents, caregivers, education professionals, and health experts are abstractly depicted in the shape of a sun and its rays accessing the abundant resources available to provide optimal nutrition for the young children in their care. This portrayal underscores the significance of collaboration and expertise in nurturing the growth of these children, highlighting the multifaceted support system encompassed by the Grow and Go Toolbox. Furthermore, the artwork beautifully encompasses three distinct themes. The first theme, development and learning is represented by three icons that encapsulate the key growth stages of a child under five - newborn, crawling infant, and walking toddler. These icons serve as powerful visual markers of the transformative journey every child experience during their formative years.

When using the art work in its entirety, it must be approved by the project supervisor and be accompanied by this artist acknowledgment in a clear and visible manner (see to the right)*. Using the artwork for merchandise is possible, though no guidelines for this currently exist. Crediting the artist is required when using for merchandise. Using the artwork in its entirety for merchandise is subject to approval.

The Grow & Go Toolbox by Marrawuy Journeys artist Sarah Richards.

* Please note that the only exception to this rule is on the Aboriginal and Torres Strait Islander based page on the Grow & Go Toolbox website.



The Grow & Go Toolbox by Marrawuy Journeys artist Sarah Richards.

About the Grow&Go Artwork:

The artist behind the artwork

Sarah Richards

Founder and artist at Marrawuy Journeys

A Ngiyampaa woman born on Gadigal land, Sarah is a contemporary artist living on Ngunnawal/ Ngambri country since 2012. Sarah was awarded ACT NAIDOC Artist of the year in 2015.

In 2018, Sarah used the knowledge from her commerce degree and CPA qualification to turn her passion from a hobby into a small business and created Marrawuy Journeys. Marrawuy (Mar-ra-way) in her ancestors' language of the Wongaibon people means red kangaroo and was the totem of one of her ancestors, Richard King.

This is one of the reasons she has chosen to go by Marrawuy Journeys but the other is the fact that a kangaroo can't easily jump backwards. This also resonates strongly with Sarah because no matter what challenge she is thrown, she keeps moving forward.

Marrawuy Journeys has a vision of healing as individuals so that we can heal as a country. Having a creative outlet allowed Sarah to undergo a journey of healing.



"Having a creative outlet has allowed me to undergo a journey of healing. I create a space for others to have the opportunity to experience the same. I believe that we all have something to heal from and if we can heal as individuals, it will contribute to our healing as a country."

- Sarah Richards



Using the Artwork:

Artwork element meanings

There is a suite of artwork elements (80 total) that have been extracted from the master artwork to be used as brand graphics when creating content targeted at Aboriginal and Torres Strait Island communities. There are 6 key element types. These, and their associated meaning is described to the right. It is best practice that all artwork elements should be used where most appropriate (based on their meaning) however, can be used interchangeably when it is for general promotional purposes.

These artwork elements were created specifically for resources that have been adapted and designed for Aboriginal and Torres Strait Islander people however can also be used on resources and brand collateral that is for general populations. It is not appropriate to use these elements on resources that have been culturally adapted for cultures other than Aboriginal and Torres Strait Islander peoples.

Each of these 6 key element type have several layout variations and coloured variations listed on the following pages and are available in the brand packaged.

It is not required to credit the artist or the full artwork when using artwork elements.

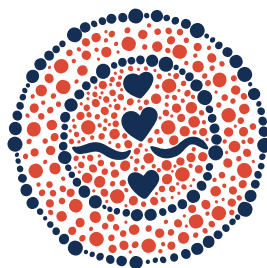
Overall meaning and themes

Double circles:

Each element is surrounded by a double circle. This double circle represents a ripple effect that nutrition has on the life of a child and that getting their nutrition needs met, will benefit their future development.

Connection to nature:

A key theme throughout each element is the concept of growth and its connection to nature. Sunlight, water and earth are subtly represented throughout the artworks entirety and implies that those are also essential to our needs to grow and develop as humans.



Support circle

Key themes:

Support, care and trust is represented by two hands holding 3 hearts.



Togetherness through food

Key themes:

Togetherness, created from mealtimes and food sharing, is represented here by people/families sitting around a table sharing a meal.



Walking Toddlers

Key themes:

Growth, development and learning represented by key growth milestones. This represents a toddler learning to walk.



Crawling babies

Key themes:

Growth, development and learning represented by key growth milestones. This represents an infant learning to crawl.



Newborns

Key themes:

Growth, development and learning represented by key growth milestones. This represents newborn.



The Grow & Go Toolbox

Key themes:

This represents the aims of the Grow & Go toolbox as a whole. It has 5 branches, coming off the limbs of the central character, primarily representing each year of development for children 5 and under. The connections coming these branches is also representative of parents, caregivers, education professionals and health professional accessing and providing resources that are integral for providing the best possible nutrition for the young children in their care.

Using the Artwork:

Artwork circles

All elements comes with three layout categories. These layout categories and when to use them are outlined below:

A. Double Circle:

This layout is the preferred (though not mandatory) layout as it maintains the most meaning associated with the artwork. Please use this layout initially. It is up to the designer's discretion if another layout should be considered instead.

B. Single circle:

This layout's primary use is for applications that are complex and/or visually busy when using the double circle layout. It is up to the designers discretion about to discern this and choose appropriately. Icons should not be made using this layout.

C. No Circle:

This layout's primary use is for applications where it is inappropriate to use the other two layouts. This would include instances where the layout is complex, visually busy and/or small and the use of other layouts would decrease content readability. This layout can be used to create additional icons.

Use this in conjunction with the outlined design considerations on page 28 to inform your layout choices.

A.



B.



C.

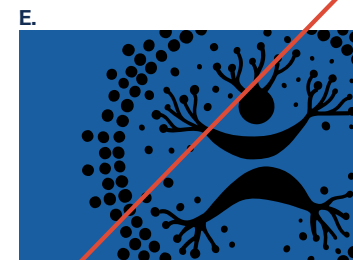


Using the Artwork:

Artwork element guide

Determining which graphic to use depends entirely of the intended use of the content created. Use the element meaning (outlined on page 26) to inform the choice in artwork elements. Use the design considerations listed below, in conjunction with the element meaning, and the guides on the following pages, to assist in choosing the correct artwork element for application:

- A. When choosing the most appropriate element for your content, consider the intended context. For an example, if the resource is aimed at children who are at walking age, it is more appropriate to use "Walking Toddlers" than "Crawling Babies" or "Newborns" (see page 26 for more details on element meaning).
- B. When using multiple artwork elements, it is important to consider the story the elements are telling through their meaning. For example, using "Walking Toddlers" in combination with "Togetherness through food", tells a story around toddlers and mealtimes. An appropriate use of this combination could be in content about mealtime behaviours in walking age children (see page 26 for more details on element meaning).
- C. When choosing what layout option to use, consider the element placement. If large sections of the element is cropped off the page, consider using a layout the conveys the most meaning when cropped (see page 27 for more details on each layout option).
- D. Ensure that you considering what about background colours/images will be used in the final content to inform the which element colour option you use. For example, if white is the chosen background colour, then a blue or navy colour version should be used (see page 29 for more details on colour).
- E. The black colour way is ONLY to be used when colour is not available and white cannot be used. (see page 29 for more details on colour).
- F. Be consistent in both your layout and colour choices when using multiple elements in a single piece of content. For example, if a double circle, white with colour, element is chosen, all other elements should be the double circle, white with colour version.



Using the Artwork:

Artwork colour variations

To allow for multiple uses of these artwork elements, various coloured versions are available. There are 5 main colour variations available, with one exception. These colour options are as follows:

A. White with colour:

This is the primary colour way when using an element on a coloured background.

B. All white:

This should be used only when none of coloured versions can not be used or if print colours are limited.

C. Navy with colour:

This is the primary colour way when using an element on a white background.

D. Blue with colour:

This is the secondary colour way when using an element on a white background. This should only be used when the navy version unable to be used or navy is the predominate colour on the page.

E. Black:

This should only be used when no colour is available and the white is unable to be used. This should never be used on coloured collateral.

F. Exception:

The elements titled "Support circle", "Togetherness through food", "Toddlers walking", "Crawling babies" and "newborns", when using the "No Circle" layout, is only available in 3 colour variations:

- i. **White:** This version should only be used if the coloured version cannot be (i.e. when a secondary colour is used as a background colour).
- ii. **Coloured:** This is the preferred version and should be used wherever possible.
- iii. **Black:** This is only to be used when colour is not available and white cannot be used. This should never be used on coloured collateral.

A.



B.



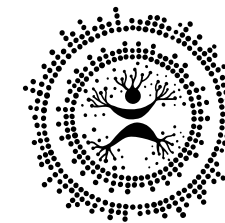
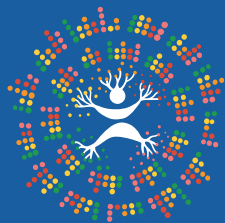
C.



D.

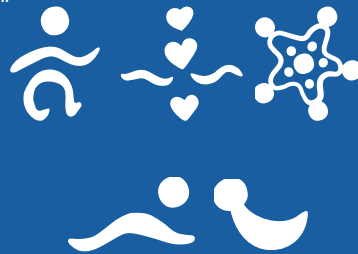


E.



F.

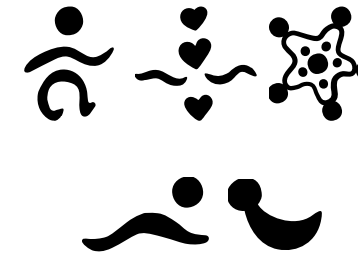
i.



ii.



iii.



Use this, in conjunction with the outlined design considerations on page 28 to inform your colour choices.

Using the Artwork:

How to use the artwork elements

These guidelines below outline how to use the artwork elements correctly and respectfully. These guidelines should be followed after choosing the most appropriate element needed.

- A.** All elements can be cropped
- B.** All elements can overlap imagery
- C.** Icons should only be made using the no ringed version
- D.** DO NOT distort or the elements in anyway
- E.** DO NOT rotate the elements in anyway
- F.** DO NOT extract elements additional elements from the full artwork.
- G.** DO NOT extract parts from the artwork elements
- H.** DO NOT change the layout and/or positioning of parts in the extracted artwork elements
- I.** DO NOT change the colours of the provided elements to suit the intended layout. Instead choose a more appropriate layout or colour for the element
- J.** DO NOT create new or additional artwork elements.
- K.** DO NOT recreate the artwork or any extracted elements

See page 31 for guidelines on how to use the artwork with other brand elements.

A.



B.



C.



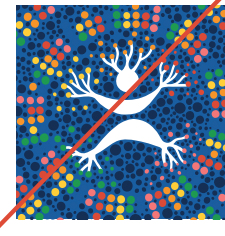
D.



E.



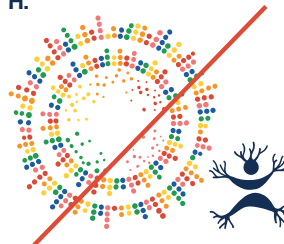
F.



G.



H.



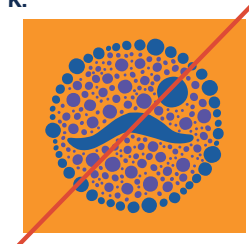
I.



J.



K.



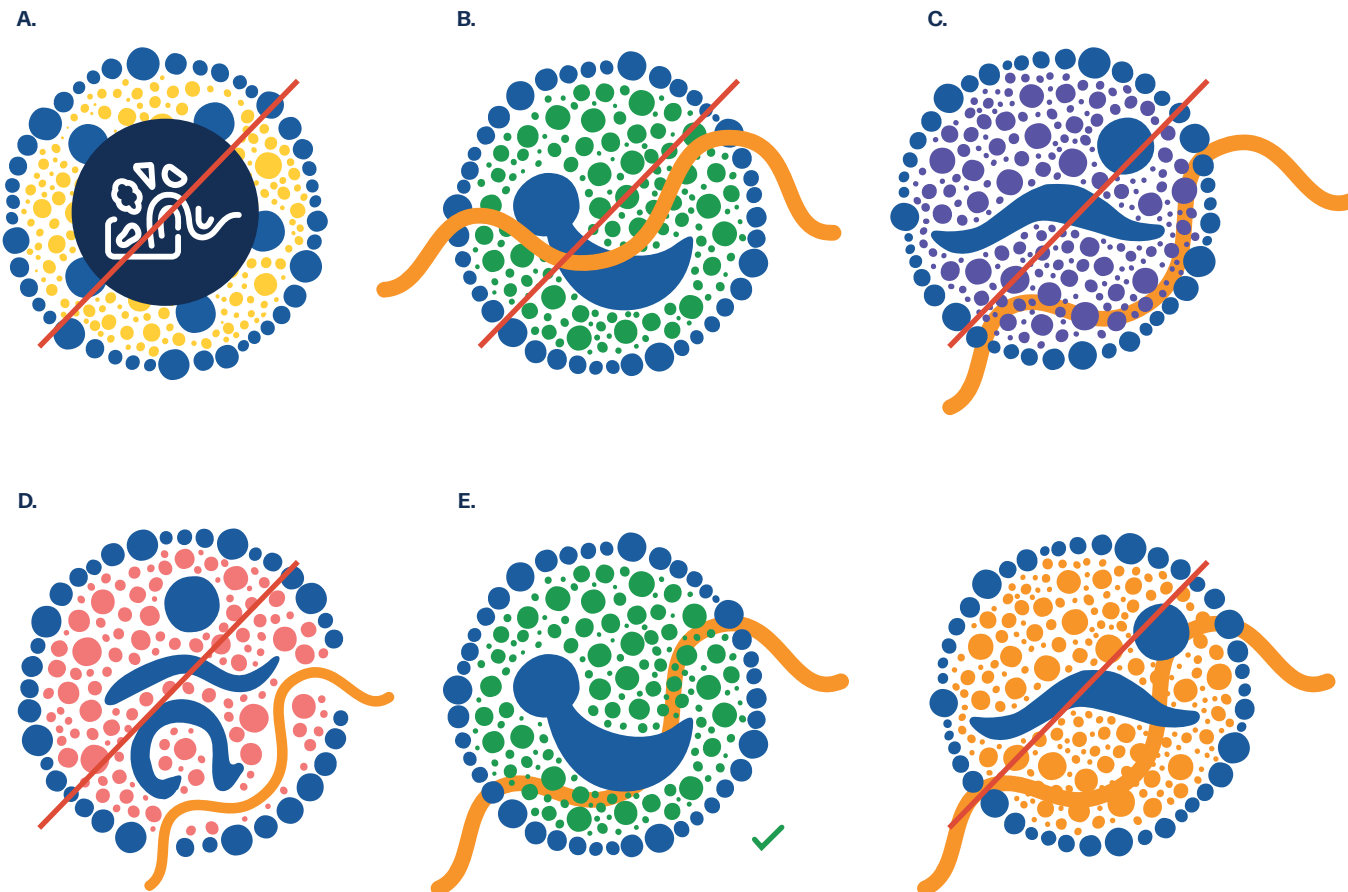
Using the Artwork:

Using the artwork elements with other branded elements

The extracted elements from the Grow & Go artwork can be used in combination with other branded elements in moderation. It is key, when combining these elements, that the artwork is legible and the other graphic does not obscure key features of the extracted artwork elements. The key rules are as follows:

- A. DO NOT replace or cover a central element of the extracted artwork with another element
- B. DO NOT place noodles over the extracted artwork. Noodles should always be behind the artwork elements.
- C. DO NOT change any colours in the extracted artwork elements to suit the other graphics
- D. DO NOT delete areas of the extracted artwork to nest other elements within. The artwork itself should not be altered in anyway (see previous page for general usage of the artwork).
- E. Choosing which colour way of the extract artwork elements to use should be done with consideration. For example, if wanting to use a Noodle behind an extracted artwork, the orange extracted artwork should be avoided as these will blend together.
- F. When combining elements, it is important that the meaning and integrity of each element is maintained (see page 30 for details on combining elements)

All rules associated with the use of the Grow & Go artwork need to be maintained to the best of the designers ability. These rules were developed in conjunction with the artist and follow required cultural protocols. Breaking these rules can result in a breach of artist contract. If rules cannot be followed, then it is recommended that the design should be reconsidered or the artwork and its extracted elements should not be used.



Using the Artwork:

Using a map of Australia in any application

Cultural adaptation and representation is a pillar of the Grow & Go toolbox. Because of this, we have made a commitment to representing the Torres Strait Islands in every instances where a map of Australia is needed.

- A.** Only use the supplied map* in the Brand asset package.
- B.** This map's colours can be adjusted to suit its purpose.
- C.** DO NOT adjust or remove the Torres Strait Islands in this map (this map has been approved by Torres Strait members of the project's advisory committee).
- D.** This map can be cropped to suit the maps purpose
 - i.** Torres Strait Islands can NOT be cropped out.

* Please note that the size of the Torres Strait Islands on this map have been exaggerated so they are more visible in application. If accuracy is required, a 'to-scale' map can be used in it's place, on the caveat that the Torres Strait Islands remain present.

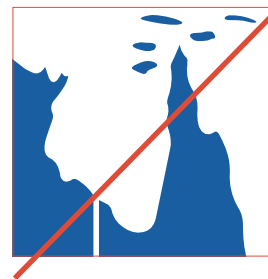
A.



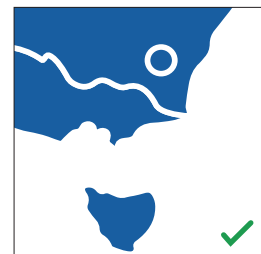
B.



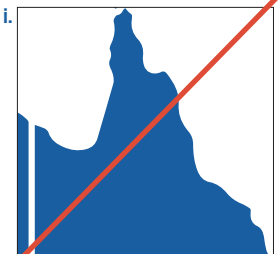
C.



D.



i.



Part four:

Digital Applications

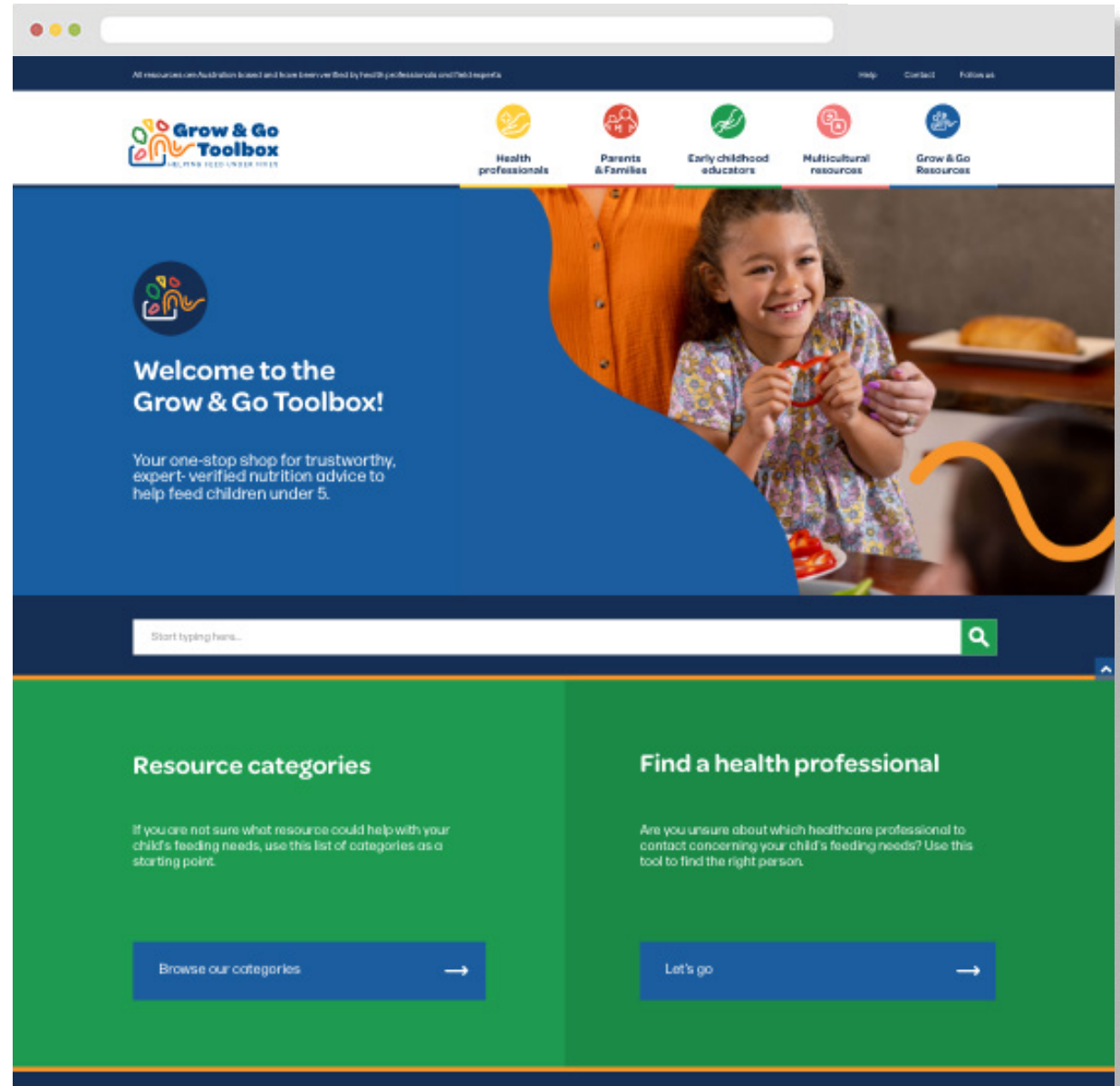


Website application

The current design and layout of the website was a fundamental aspect to the co-design process. Any changes to the website layout, design and item location should follow the co-design process outlined on page 37 tested by the users.

The co-design process does not need to be followed when responding to user feedback received through the website.

Website bugs, glitches and broken links should be repaired as noticed.



Social media application

Here are the general guidelines for setting up and maintaining consistency across all social media platforms

Profile pictures

The Grow & Go watermark (white with colour) on the Grow & Go blue background should be used as all social media profile pictures to maintain brand recognisability across all platforms.

Username

Social media user names should always state the full brand name (Grow & Go Toolbox), pending the restrictions of the social media site. For instance, Instagram does not allow for special characters, spacing and uses lowercase lettering in all usernames. In this case, the ' & ' would be replaced by the word 'and', the spaces would be removed and all lettering would be lowercase.

Special characters (besides the '&') are not to be used in any social media username. This include ' _ ' and ' . ' between words.

Description/bio

The description/bio should always contain some variation of what is written on the website homepage. It should also follow the brand tone of voice outlined on page 40.

Social media acts as an entry point to the Grow & Go Toolbox and the bio should always include a link to the website.



Part five:

Developing new resources

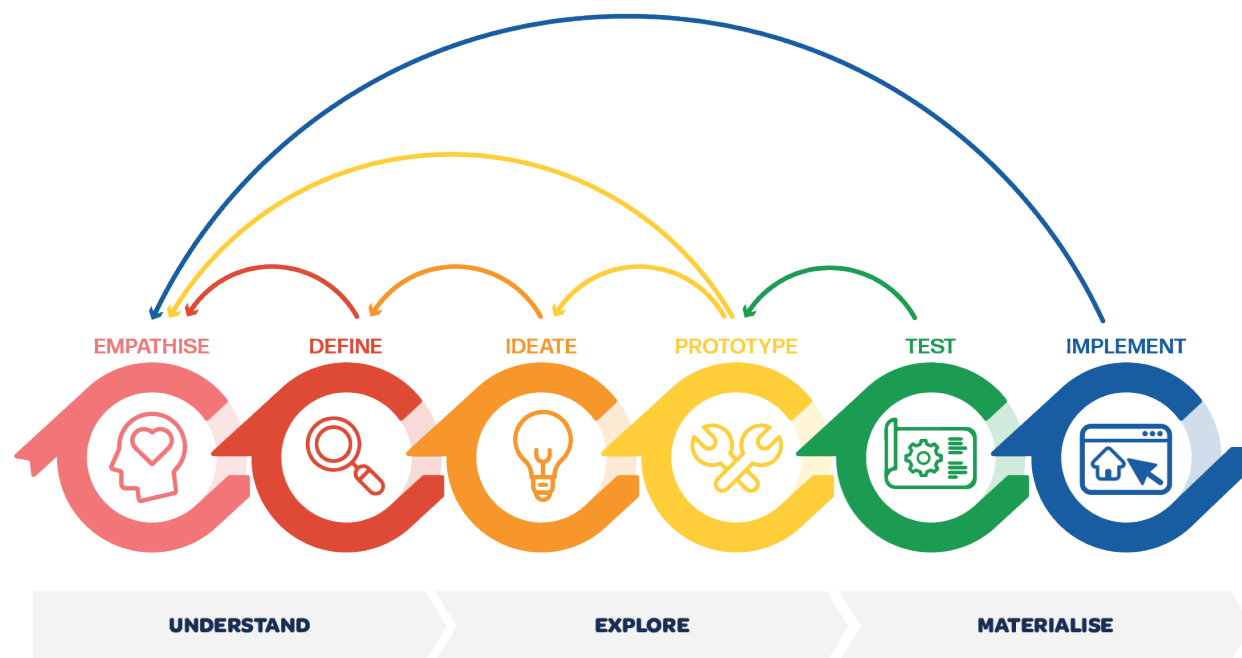


Creating new Resources:

Resource development process

When developing new resources, the co-design process must be followed. All existing resources were developed using this process and have been reviewed by Health Professionals, Early Childhood Educators and Parents. This process has identified key components that consumers want when accessing nutrition information for the children in their care to ensure that we are filling existing gaps. Please use the process outlined on the following pages (see page 38 for an example of how this process was made to create the existing resources/website and page 39 for a template) as a guide.

Throughout the development of the Grow&Go toolbox, we have streamlined the feedback process to ensure that all feedback is captured and applied seamlessly.



Creating new Resources:

Resource development process

Below is the process followed to make existing resources and to develop the Grow&Go Website.

Stage	Description	Consumer involvement	Outputs
Define	Results from consumer panels have provide Point of View Statement that clearly define consumers challenges.	Consumer panels	Point of View Statements
Ideate	To begin the ideation process How might we? Questions are developed for each Point of View Statement. For each 'how might we' question a range of possible solutions are brainstormed.	Initiate consultation with consumers, including experts and organisations that have a vested interest and resources or expertise to contribute to the development of resources/solutions.	How Might We Questions List of potential solutions developed with consumers
Prototypes	From the list potential ideas, a solution is selected, content is drafted, and design prototypes are created.	Drafts and potential designs are shared with consumers for feedback.	Feedback matrix is used to gather and analyse responses/comments.
Testing	A final prototype is created using feedback from the prototype stage. Where possible a low literacy version and translations/ cultural adaption will be developed.	The final prototype is shared with consumers for feedback and refinement.	Feedback matrix is used to gather and analyse responses/comments.
Implementation	The finalised resources are uploaded to the Toolbox. The resource will be reviewed every 5 years.	Resources will be endorsed by consumers involved in the creation. Consultation will be sought from consumers in the review process.	Finalised and updated resource.

Creating new Resources:

Resource development template

Stage	Consumer involvement	Outputs
Define :	<i>Consumers consulted:</i>	<i>Point of View Statements:</i> <i>Ideation list:</i>
Ideate:	<i>Consumers consulted:</i>	<i>How might we questions:</i> <i>Ideation list:</i>
Prototypes:	<i>Consumers consulted:</i>	<i>Draft documents links:</i> <i>Feedback matrix:</i>
Testing:	<i>Consumers consulted:</i>	<i>Final prototype:</i> <i>Feedback matrix:</i>
Implementation:	<i>Consumers consulted:</i>	<i>Finalised resource:</i> <i>Dissemination processes used:</i>

Creating new Resources:

Tone of voice

Website language

Part of our project ethos focuses around inclusivity. That means that we pride ourselves in using language that is 'Person First'. When describing patient types (i.e., children), we will always frame the subject at the centre.

Furthermore, to be inclusive, means that all word choices should be jargon free, aimed more towards parents/lay persons as opposed to language aimed at Healthcare Professionals. Technical terms and jargon should be avoided at all cost, unless it is integral for patient care. If jargon or technical terms do need to be used, adequate descriptions in lay terms need to accompany it.

All written English is to follow the Australian English (AuE) spelling and grammar guide lines. All language used should be at an year 8 reading level*.

* If a year 8 reading level is not attainable due to the content in the resource, year 10 is the highest acceptable level.

Writing new resources

Try to use fewer than 25 words in each sentence. Long sentences are hard to read and usually contain more than one main idea. Aim for only one main idea for each sentence.

If you feel your writing is dull with too many short sentences, vary the length of your sentences to make your writing more interesting. The same applies to paragraphs. Short paragraphs make text reader-friendly and less intimidating. Too much text puts readers off. Think about how you can break it up by adding elements like:

- Images/decorative graphics (i.e., noodles or waves)
- Icons/Information graphics
- Bullets
- Tables
- Additional section headings
- Leaving additional white space (space without any text or graphics)

✓ Do:	✗ Don't:
✓ Patient centred language "The person with obesity" "The child with fussy eating habits" "The child with autism" "People with disabilities" "Person who does not speak English"	✗ Task focused language "The obese person" "The fussy child" "The autistic child" "Disabled people" "Non-English speaker"
✓ Jargon free "Child healthcare"	✗ Jargon "Paediatric care"
✓ Positive language "For more information, please call me on 9345 5522." "We can review your history as soon as you provide us with all the information we require."	✗ Negative language "Do not hesitate to call me on 9345 5522 if you need any further information." "We cannot review your history until you have provided us with all the required information."
✓ Active Voice "We operated on the child yesterday." "Joe Blogs replied to your letter on 10 June 2009."	✗ Passive Voice "The child was operated on yesterday." "Your letter was replied to by Joe Blogs on 10 June 2009."
✓ Concise Language "later" "collaborate" "trend" "estimated at" "for 10 days" "created"	✗ Unnecessary descriptors/words "at a later date" "collaborate together" "current trend" "estimated at about" "for a period of 10 days" "originally created"

Creating new Resources:

Publishing resources

Print resource publishing

All print resources are published through the 'Publish Online' feature in Adobe InDesign. For detailed steps on how to use this feature, visit: <https://helpx.adobe.com/au/indesign/using/publish-online.html>.

Important Settings when publishing

General:

- A. When publishing for the first time, select the 'Publish New Document' Option. Ensure that all pages are selected and the document is given an appropriate name.
- B. When updating an existing document, ensure that the 'Update Existing Document' is selected. If not, a new link will need to be added to the resource database for the update to be applied.

Advanced:

Ensure that the following settings are selected:

- C. A custom preset needs to be used to ensure that hyperlinks are included in the downloaded copy. See the image to the right for the correct settings needed for this preset.
- D. Ensure that the 'Allow viewers to download the document as a PDF (print)' option is selected.

Analytics:

Before publishing Online, Google analytics must be linked to the resource. This is done so by adding the project's 'Measurement ID' and by enabling cookies.

- E. Measurement ID: G-72FPZ94YGG

- F. Cookies Text: We use cookies and similar methods to recognise visitors and remember their preferences. We also use them to measure how our resources are used and to analyse site traffic. By tapping 'accept,' you consent to the use of these methods by us and third parties. You can always change your tracker preferences by visiting our Cookie Policy.

This 'Online Publishing' preset used 'Press Quality' as a basis for the export settings. The settings displayed in the box above are the only additional settings needed to ensure that the user is able to download a PDF that includes hyperlinks.

Digital resource publishing

Once a prototype has been tested and finalised, all digital resources should be provided to a web developer. Provide all required files and prototype content to the web developer team.

The resource should first be uploaded to a test site before being added to the website. Once the resource is developed and a custom URL is created, the resource can be added to the data base following the steps below.

Adding/Updating resources in the Grow&Go Data Base

The process for adding, updating for changing links to resources (both internal and external, new or existing) is outlined below:

1. Log in to the administration section of the website.
2. Update the resource spreadsheet, including all of the required information. The data base uses this to populate the resource cards found on the website. **DO NOT** add or change column headers or positions. If a field is left blank, this may impact what is displayed on new/updated resource cards and may effect filtering.
3. Upload the updated spreadsheet to the website and implement the changes. If resource cards are not displaying correctly, check to see that the fields were filled in appropriately.
4. Check to see if the new resource has been added by using the search feature on the website.



Part six:

Accessing project assets



Accessing the project assets

Published resource files

The files for all published Grow&Go resources can be found in the project files on OneDrive. If issues accessing the project files persist, contact the Knowledge Translations and impact manger (see page 46).

Creative Cloud Library

All project assets can be found in the projects creative cloud library. This can be accessed by using the Grow&Go Adobe Creative Cloud account. This is a shared creative cloud library so deleting, moving or changing any aspect will effect all persons with access. If issues accessing the project asset library persist, contact the Knowledge Translations and impact manger (see page 46).



Appendix:

Contact



Contact information

For any troubleshooting requests such as file access, account information and more, contact the project development team listed below. Clare Dix is the best contact for all admin and website related issues. Ceara Swyripa is the contact for all design related issues. Stella Boyd-Ford is the contact for all issues concerning the Aboriginal and Torres Strait island target audience.

Project Development Team



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Chief Investigator

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UQ Marketing Contact

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Communications (HaBS
marketing)*

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