



School Infrastructure NSW

Community Engagement Outcomes Report

Hurlstone Agricultural High School

Richmond High School

Centre of Excellence in agricultural education

Contents

1. Introduction.....	3
1.1. Background.....	3
1.2. Project descriptions and context.....	3
2. Key findings.....	5
3. Consultation Approach.....	7
3.1. Consultation objectives.....	7
3.2. Detail of consultation activities.....	7
4. Stakeholder and Community Feedback.....	9
4.1. Feedback from information sessions.....	9
4.2. Feedback from online surveys and feedback forms.....	14
5. Next Steps.....	20

1. Introduction

The NSW Government is investing \$6.7 billion over four years to deliver more than 190 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

The NSW Department of Education is implementing a new model for state-wide agricultural education. This includes investing in Hurlstone Agricultural High School and Richmond High School and delivering the new Centre of Excellence in agricultural education, co-located at the Western Sydney University (WSU) Hawkesbury Campus.

This report summarises the consultation and communication activities undertaken between February and March 2020 during the early planning stage of projects at Hurlstone Agricultural High School, Richmond High School, and the new Centre of Excellence in agricultural education.

This report outlines:

- communications to increase awareness of the projects and consultation activities
- the consultation process including information sessions, feedback forms, and other opportunities to provide feedback
- the summary of feedback received from the community and stakeholders.

1.1. Background

On 10 December 2019, the Minister for Education announced a new model for agricultural education involving Hurlstone Agricultural High School, Richmond High School and a new Centre of Excellence to be located at the Western Sydney University Hawkesbury campus.

Following this announcement, School Infrastructure NSW (SINSW) initiated communications activities to increase awareness of the new educational model, planned upgrades, and the retention of key facilities. Consultation with school communities, local communities and other stakeholders interested in and impacted by these related projects was undertaken in February and March 2020. The aim of this consultation was to ensure stakeholders and community members were informed about the projects in the early planning stage and to gather feedback.

1.2. Project descriptions and context

Hurlstone Agricultural High School

Hurlstone Agricultural High School (HAHS) is located on Roy Watts Road in Glenfield and is a selective, agricultural school with boarding facilities.

The project includes:

- retaining the school as a selective, boarding and agricultural high school
- upgrading the boarding facilities
- retaining the dairy facilities.

The proposed boarding facilities will cater to the needs of students from years 7 to 12.

An upgrade to the HAHS was previously completed and opened to students in early 2019. The completed upgrade delivered five new modern science laboratories, modern technology and applied studies facilities, including new innovative food and textiles and wood and metal learning spaces, new and refurbished visual arts learning spaces and a new central learning commons courtyard.

Richmond High School

Richmond High School (RHS) is located on Lennox Street, Richmond, and is a comprehensive high school for years 7 to 12. This project will see two new educational streams implemented at the school:

- an agricultural specialty stream
- an academically selective stream.

To support these new streams, an upgrade to existing science, technology, engineering and maths (STEM) and agricultural education facilities is proposed, as well as the provision of a new STEM facility.

The newly branded Richmond Agricultural College will be developed, which encompasses RHS and the Centre of Excellence in Agricultural Education (CoE) co-located at WSU's Hawkesbury campus. Spanning the high school and university campuses, the College will deliver four educational streams:

- years 7 -12 comprehensive local enrolment
- specialty agricultural education cohort selected based on a portfolio and interview process which determines their interest and potential in agricultural education
- academically selective cohort with enrolment managed by the High Performing Students Unit

Centre of Excellence in agricultural education

The Centre of Excellence (CoE) is a new facility proposed to be built on the WSU Hawkesbury campus. It will be a state-wide resource, delivering world class agricultural and science, technology, engineering and mathematics (STEM) education. Programs will be linked to the NSW syllabus. Short-term residential accommodation will be included to facilitate access from rural, regional and overseas students and teaching professionals.

The CoE will be available for agricultural students from all schools in NSW. It will also be available for teacher training for TAFE and WSU and partnered industry programs.

The proposed facilities may include:

- agriculture labs and science labs
- aboriginal farming enterprise (in partnership with community and industry)
- pods for partnership work with industry, e.g. vertical farming
- precision farming technology space
- flexible learning and collaborative spaces.

Students will have access to shared facilities on the WSU campus, including sports fields, specialist teaching and research areas as part of partnered projects. They will have access to the WSU Living Labs, including the WSU Farm, water management, land management and resource sustainability systems. Agricultural programs, in partnership with TAFE, will also facilitate access to specialist areas on the TAFE campus, including horticulture, landscaping and animal care facilities.

2. Key findings

There was a high level of participation in the consultation activities, with:

- more than 150 people participating in information sessions
- nearly 200 survey responses
- more than 30 emails and phone calls.

HAHS attracted the most feedback, followed by the CoE and then RHS and the introduction of the Richmond Agricultural College. This participation demonstrates a community that is highly engaged in the future of agricultural education in NSW and primarily, deeply concerned about the future of HAHS.

Feedback forms and consultation during this early planning phase were focused on the announced scope for the three projects. However, stakeholders connected to HAHS provided feedback on a wide range of aspects of the school itself, including the future of the school, its agricultural enterprises, and the divestment of Department of Education land at Glenfield. This feedback was welcomed and is included in this report.

The consultation outcomes are summarised by theme below and detailed further in section 5 of this report.

- **There is strong support to strengthen agricultural education in NSW.**

The importance of agricultural education was almost universally acknowledged in feedback. This was described in its contribution to supporting the sector's economic growth, demand for an educated and skilled workforce, and ability to respond to future challenges. It was a uniting theme across all stakeholder groups and projects. Practical, working farm experience, exposure to modern technology and farming practices, and learning from highly skilled teachers, were commonly identified as critical to delivering excellent agricultural education across the three sites.

HAHS has a proud history of agricultural education that is based in farming enterprise. The CoE was identified as an opportunity to expand and strengthen agricultural education. The introduction of the specialised agricultural stream at RHS was viewed as an important opportunity for students with experience and interest in agriculture, with academic performance that may exclude them from selective agricultural high schools.

- **Working farm experience and modern technology are vital to delivering excellent agricultural education.**

On-site working farms are highly valued for the hands-on learning they provide and are considered a significant point of difference for agricultural high schools. Opportunities for practical experience, that incorporates modern technology, is considered essential for the CoE and for HAHS.

The retention of the dairy at HAHS was resoundingly supported. Ensuring students are exposed to other farm enterprises is highly valued, in terms of equipping students for careers in agriculture. In addition, working farms would benefit from investment to ensure they use modern technology and keep pace with industry practices. Viable farm enterprises require dedicated land and retaining land for these purposes was strongly supported, particularly in the context of surrounding land use change and residential development in Western Sydney.

- **Fit for purpose facilities, including boarding accommodation, are highly valuable in supporting students' access to agricultural education, and investment is critical.**

The provision of short-term residential facilities at the CoE and proposed upgrade of boarding facilities at HAHS were well supported. Provision of affordable boarding facilities is a deciding factor in school selection, particularly for regional and rural families. Many respondents shared concerns about the current state of facilities and felt that investment to modernise accommodation is a priority at HAHS. Detailed recommendations were made relating to the design, layout and amenity of boarding accommodation.

- **CoE presents an opportunity for boosting agricultural education across NSW.**

The operational coordination and logistical relationship between the CoE and RHS, and existing agricultural high schools (including HAHS) was the subject of much interest. The priorities for the facilities include access to modern farming technology and recruitment of suitably qualified and experienced staff to deliver best practice education. Establishing an Advisory Board with links to agricultural industry to support the CoE to meet these priorities was recommended.

Some feedback questioned the location of the CoE at the WSU Hawkesbury Campus. A rural setting was suggested as a way to improve accessibility for rural and regional students, with Yanco Agricultural High School suggested as an alternative location.

- **Continued engagement with and provision of information to the agricultural education community is essential as the projects progress.**

The sheer volume of feedback and attendance at information sessions demonstrates the appetite for project information and a high level of interest in being involved as the projects progress. Specifically, there is a desire for more information relating to:

- scope of facilities, design considerations and inclusions
- operational and management of new facilities and agricultural education streams
- plans for divestment of Department of Education land in Glenfield
- construction information and plans to mitigate impacts on students.

Consultation undertaken to date has informed the early planning stages of the projects. Future information sessions need to be accessible, particularly for remote families. Ongoing engagement from SINSW will continue to ensure community and stakeholder views are considered as the projects progress into detailed design and to delivery.

3. Consultation Approach

3.1. Consultation objectives

The following community engagement objectives have been identified for this consultation:

- introduce the consultation process and invite participation from community and stakeholder groups
- provide different methods of participation (online and in person)
- hear a range of issues, concerns and ideas relating to the scope of work for each project
- record and understand feedback so as to incorporate into project scope and planning, where possible
- promote the benefits of the projects
- build community and stakeholder relationships and maintain goodwill with impacted communities
- manage community expectations and build trust by delivering on our commitments
- provide timely information to impacted stakeholders, schools and broader communities
- leave a positive legacy in each community.

3.2. Detail of consultation activities

Several methods were used to promote the project to school communities, local communities and other stakeholders. These are summarised below.

Information Sessions

Information sessions were held in February 2020 to provide an opportunity for interested local community, school community and other stakeholders to ask questions and provide their feedback on the scope of works for the three projects. Attendees included:

- school staff, including principals (where possible), current and past teachers
- parents and students
- alumni
- local community members.

The details of the information sessions are provided below.

Date	Targeted stakeholders	Consultation activity	Attendance (recorded on sign in sheet only)
19/02/2020	Local community – RHS	Community information session	39 attendees
20/02/2020	Local community – HAHS	Community information session	96 attendees
21/02/2020	General Public – Richmond Market Place	Information stand	16 attendees

Online survey and feedback forms

Feedback forms for all three projects were available at each information session and returned during the session or sent to SINSW via email. In addition, online surveys, asking the same questions as the feedback forms, were available to collect stakeholder and community views across the three projects. The surveys were open from Tuesday 18 February 2020 until Friday 20 March 2020. Information about how to participate in the online survey was provided at information sessions and included in project collateral.

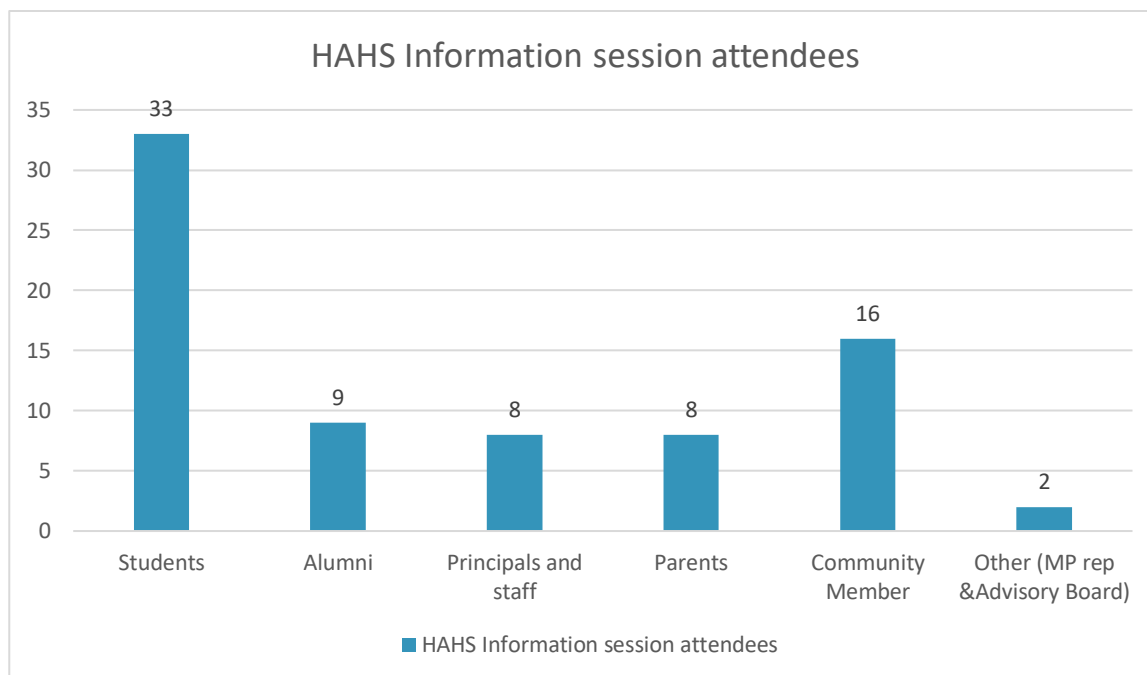
Questions were primarily open-ended, providing respondents with the opportunity to express their views. Responses have been summarised thematically.

4. Stakeholder and Community Feedback

4.1. Feedback from information sessions

Hurlstone Agricultural High School information session

96 people attended the information session held at Hurlstone Agricultural High School (HAHS) on 20 February 2020. Students were the largest stakeholder group, followed by the community members as shown below. Some attendees did not indicate their stakeholder group.



The attendees demonstrated a deep concern about the future of HAHS and are heavily invested in preserving agricultural education at HAHS.

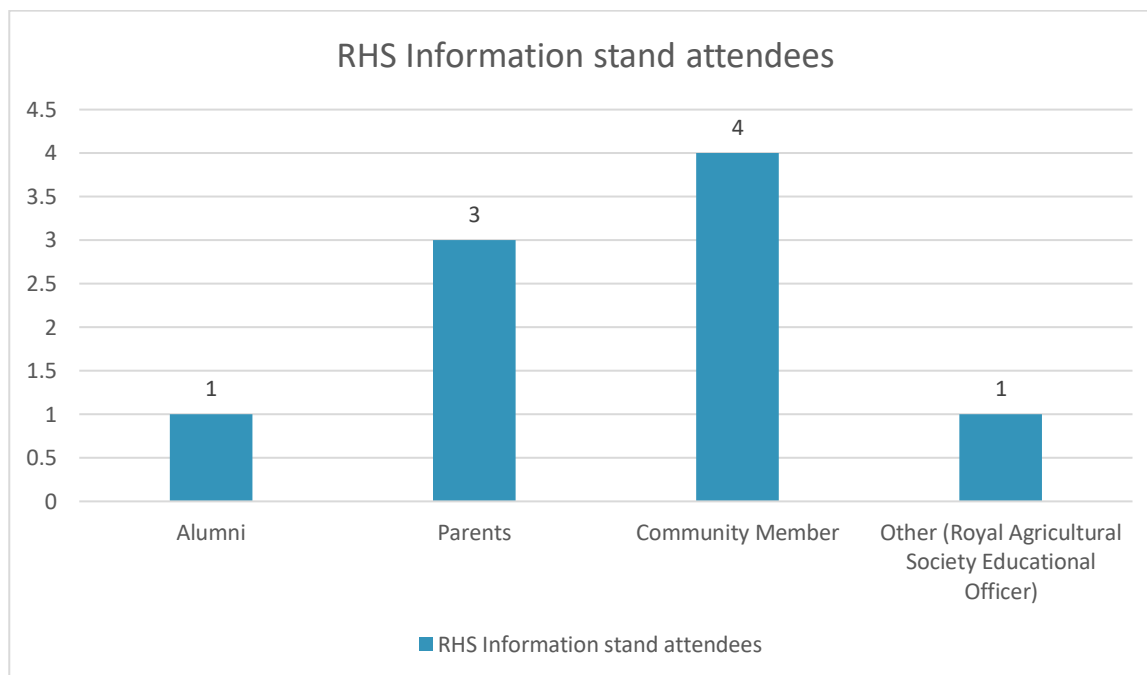
Theme	Feedback
Value of HAHS education to agricultural sector	<ul style="list-style-type: none"> ▪ Significant contribution to the agricultural industry ▪ Current students viewed as the future farmers and food suppliers who will support the future of the industry ▪ Many families have several generations that attended HAHS ▪ Life-long industry connections through alumni network
Current state of facilities, including boarding	<ul style="list-style-type: none"> ▪ HAHS's boarding school is an intrinsic and highly valued part of the school ▪ Boarding is part of the culture and the strong sense of community within the school's current and past students ▪ Current state of school facilities, including boarding accommodation and farming facilities, is a priority to be addressed ▪ Number of maintenance issues raised and directed to school management ▪ New building completed in 2019 has maintenance issues, limiting its use by students ▪ Roads within Department of Education HAHS site need to be upgraded, in

	particular the drop off/pick up area
Retention working farm status	<ul style="list-style-type: none"> ▪ Retaining the dairy is supported ▪ Appetite for further details regarding the extent of the facilities, herd size and impact on/relationship with the curriculum ▪ Strong support to retain all five agricultural enterprises on the working farm ▪ Reference made to the “Peters Report” (2009 HAHS Inquiry Report)
Retention of school land	<ul style="list-style-type: none"> ▪ Concern about Landcom plans for residential development and sale of Department of Education land ▪ Loss of HAHS land would greatly restrict school’s ability to run dairy and other enterprises ▪ Concern that divesting any land of the farm is not economically viable ▪ Request for transparency relating to discussions between DoE and Landcom regarding subdivision plans ▪ School community want to be included in decision-making
Impacts of period of uncertainty (since 2015)	<ul style="list-style-type: none"> ▪ School community faced with uncertainty about their future since the 2015 announcement regarding the relocation of boarding facilities ▪ New facilities promised and not adequately delivered ▪ Students have started and completed their high school education with ageing infrastructure
Project timeline, decision making and information	<ul style="list-style-type: none"> ▪ Keen interest for information and timelines relating to the proposed project ▪ Interest in planning for and detailed scoping of future boarding facilities to ensure suitable accommodation is provided ▪ More detailed information requested about the next stages of the project and project scope ▪ Clarify project scope including that HAHS will remain at existing site ▪ More accessible information sessions to cater for parents, past students and other interested stakeholders who are remote or unable to attend a weeknight event ▪ Feedback opportunities beyond the February Information Session ▪ Consultation Outcomes Report to be made publicly available ▪ Allocation of funds across three projects to provide better facilities at HAHS ▪ More information about how other agricultural schools including Yanco Agricultural High School and Farrer Memorial High School will be involved
Operational concerns	<ul style="list-style-type: none"> ▪ Concern about the current management of the facilities, resources, and land impacting the students’ experience. ▪ Selling off animals and reducing variety due to reduction in enrolments, impacting on current students’ agricultural learning experience. ▪ Plans for renaming of school in honour of Roy Watts Family

Richmond information session/stand held at Richmond Market Place

While information on all three projects was available to attendees, this session was targeted to those interested in the Centre of Excellence as it was a more public venue than the Richmond High School session.

16 people attended this information session held at Richmond Marketplace on 21 February 2020. Four community members and three parents attended, as shown below. Some attendees did not indicate their stakeholder group.



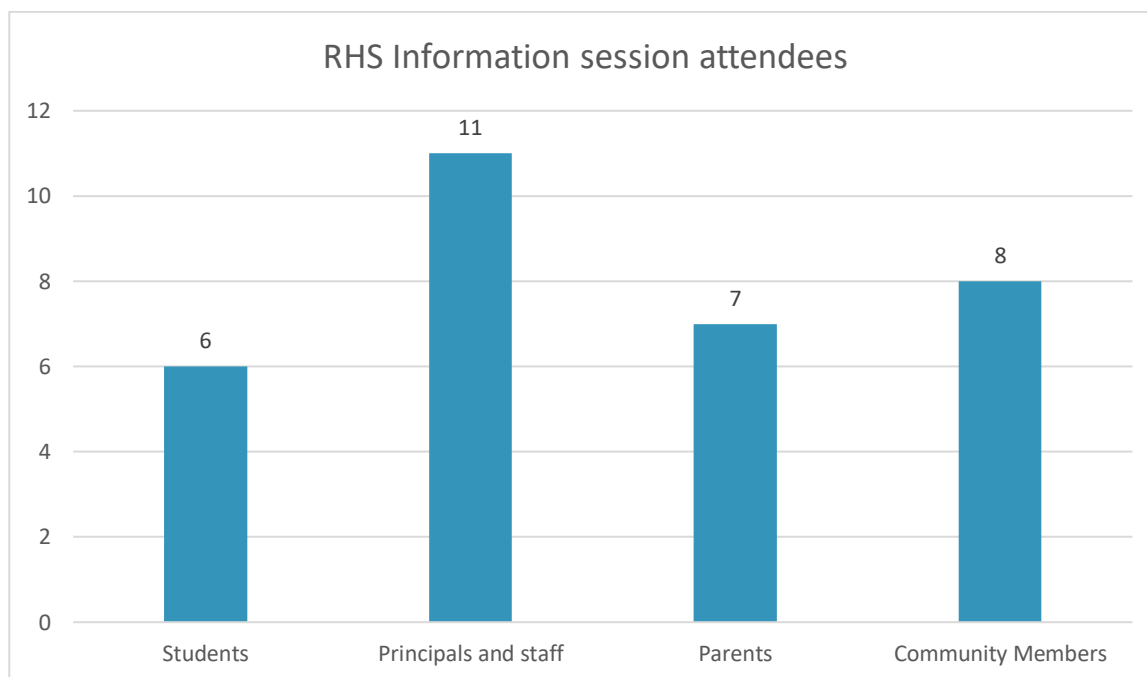
Generally, the local community was interested in project information and collected communication material to share with their networks. The following feedback was received:

- interest in information about the upgrades at RHS and opportunities for agricultural education for local children
- investment in agricultural education at RHS is supported, with specialised subjects such as waste and river management viewed as important
- more information is needed about the future of all agricultural schools, including Yanco Agricultural High School and Farrer Memorial High School
- the new CoE program should align with the Royal Agricultural Society program.

Richmond High School information session

39 people attended the information session held at Richmond High School on 19 February 2020. Staff were the largest stakeholder group represented, followed by the local community members, as shown below. Some attendees did not indicate their stakeholder group.

Principals from nearby local schools were in attendance (including Richmond Public School, Londonderry Public School, Hobartville Public School and Bligh Park Public School).



Parents and staff conveyed a great interest in the future of RHS, demonstrating excitement about the new facilities as a great resource for future students.

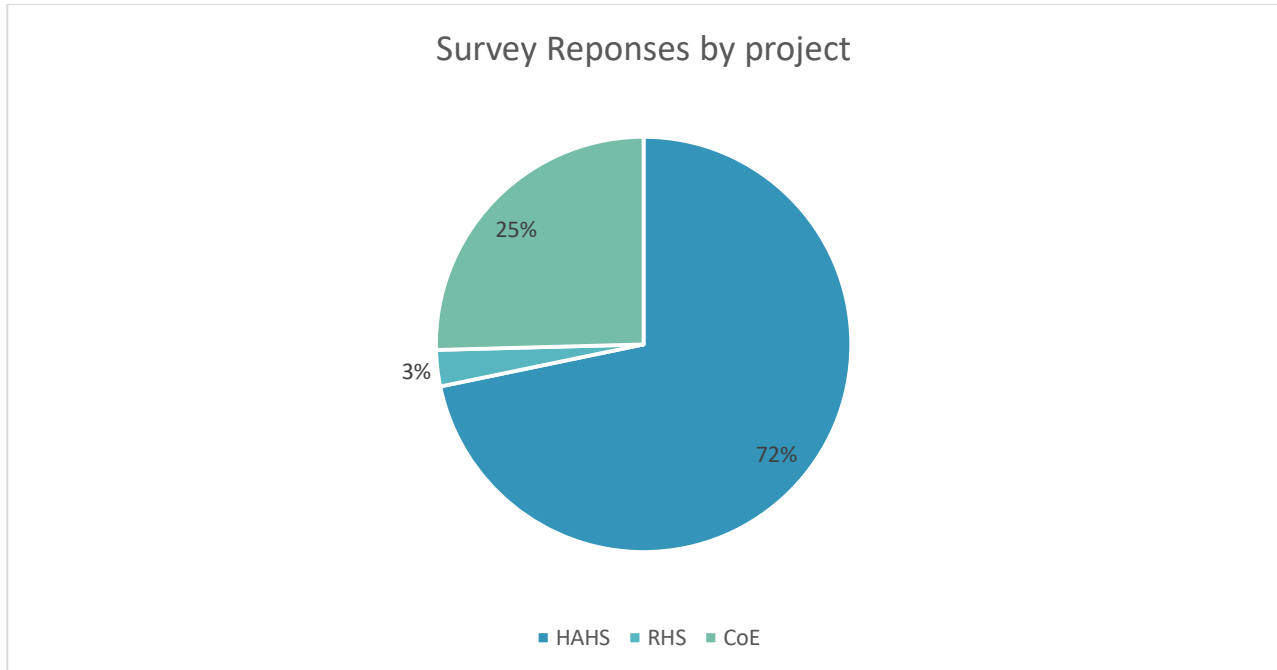
Theme	Issues
Project information	<ul style="list-style-type: none"> ▪ Need for more project information available and promoted to the local community ▪ Need for details about the operation of the agricultural stream at RHS, for teachers and parents ▪ More detailed information about designs for boarding facilities at HAHS
Retention of HAHS land	<ul style="list-style-type: none"> ▪ Concern about potential divestment of Department of Education land at HAHS and its impact of the future of the agricultural facilities ▪ Concern about future of the school buildings and facilities located on land that is not owned by the school
Operation of CoE	<ul style="list-style-type: none"> ▪ Interest in the coordination, logistics and relationship between RHS, HAHS and the CoE, as well as coordination of all agricultural schools in the area ▪ Recommendation for an Advisory Board with experience and knowledge of agricultural industry to: <ul style="list-style-type: none"> • Support the coordination with other agricultural schools, including Yanco, Farrer, HAHS and RHS • Focus on the most efficient approach to the funding of

	<p>agricultural education</p> <ul style="list-style-type: none"> ▪ Concern about travel time and logistics to transport students between RHS and CoE, including teacher supervision, mode of travel and frequency ▪ Use of technology in agricultural education to increase student interest
<p>Operation of Richmond Agricultural College</p>	<ul style="list-style-type: none"> ▪ Agriculture taught at every school in years 7 and 8 ▪ Priorities for educational units should include food business stock and plant-based products ▪ Upskilling teachers and recruiting suitably qualified teachers to support new selective streams at RHS ▪ Additional teachers required to accommodate future demand and new streams at RHS ▪ Concern about potential conflict between RHS' support unit and selective streams ▪ Location of classes, including core subjects such as English ▪ Relocation of classes if buildings are demolished during upgrade ▪ Support for the site of the bini dome as the preferred location for the new facilities at RHS ▪ Potential change of uniforms, new logos and re-branding of school ▪ Specific questions were raised relating to the enrolment process, management and content of the agricultural stream, including: <ul style="list-style-type: none"> • Application process for speciality stream, portfolio requirements • Catchment area for RHS and 'feeder' schools • Opportunity for practical agricultural experience important ▪ Preference for scientific instruction outdoors instead of, or in conjunction with, indoor laboratories ▪ Suitability for rural students, with practical farm experience, but not strong academic performance
<p>Boarding facilities</p>	<ul style="list-style-type: none"> ▪ Upgrade of HAHS boarding facilities supported.

4.2. Feedback from online surveys and feedback forms

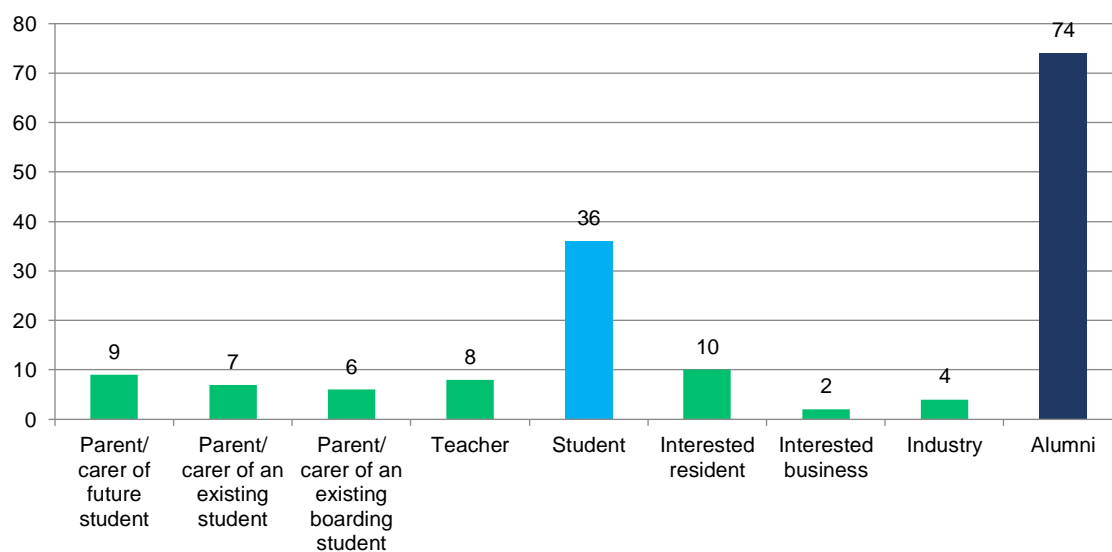
In total 197 responses were received via feedback forms and the online surveys. Feedback forms were distributed at information sessions. The online surveys were promoted at sessions and accessed via the project webpages. The surveys were open from Tuesday 18 February until Friday 20 March 2020.

As shown below, the majority of responses were received in relation to HAHS (72%), followed by the CoE (25%). The survey feedback is summarised below.



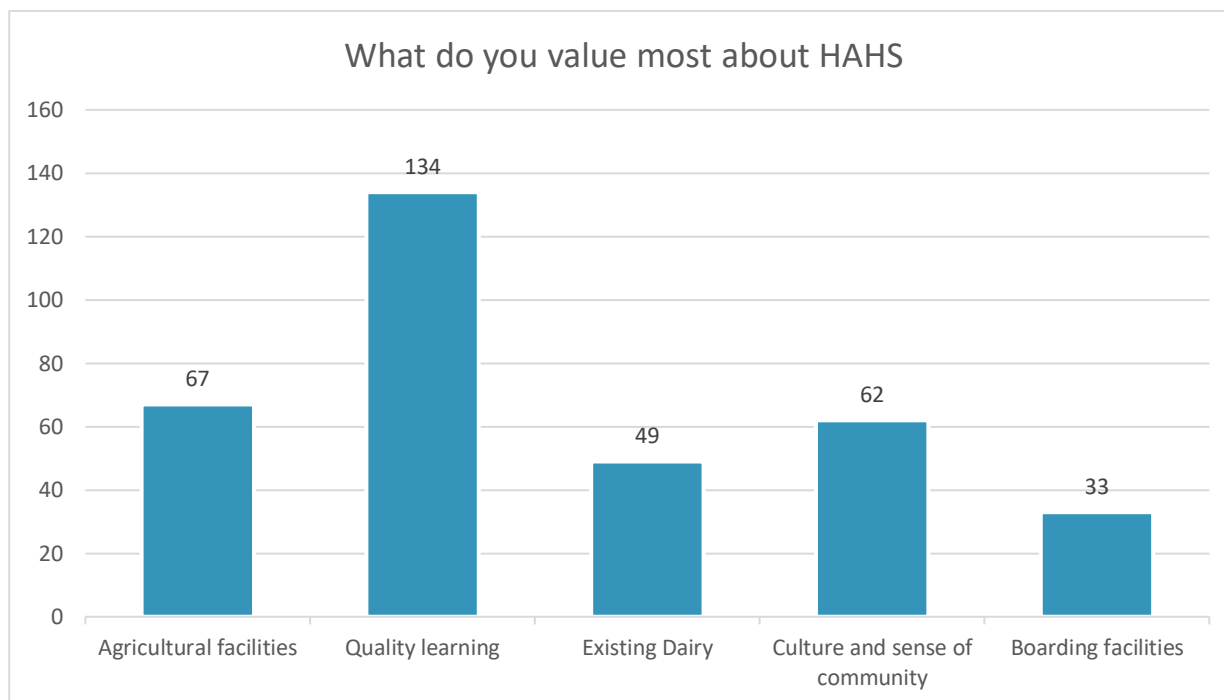
Hurlstone Agricultural High School – survey feedback

A total of 127 respondents completed the six-question survey. 74 respondents (58%) identified themselves as alumni and 34 respondents (28%) as students. Some respondents identified themselves as multiple categories, for example alumni, industry and/or parent of an existing student. This is significant as it means responses capture a broad range of important stakeholder perspectives.



While respondents were predominantly from south western Sydney, with a focus around Glenfield, responses were received from across Western NSW.

The most valuable aspects of HAHS are shown below. Overwhelmingly, respondents felt very strongly about, and are highly invested in the future of HAHS.



Respondents were asked for their top three priorities for the upgrade of boarding facilities in relation to the layout and look and feel. Several details were identified and are broadly summarised below:

Layout priorities	'Look and feel' priorities
<ul style="list-style-type: none"> ▪ Designed to be accessible, comfortable and safe ▪ Minimise the number of students sharing rooms and/or dormitories ▪ Cater to students' needs for study, play and relaxation areas ▪ Accommodate future growth 	<ul style="list-style-type: none"> ▪ Multi-purpose spaces, including the dining hall ▪ 'Homely' design ▪ Modernised facilities with integrated technology ▪ Sound proofing ▪ Easily maintained ▪ Integrated bathrooms

The survey called for recommendations for how to best retain the dairy facilities. Feedback demonstrated how deeply valued the dairy enterprise is, recommendations for its continued operation and actions:

Recommendation	Detail
Financial earnings and best practice	<ul style="list-style-type: none"> ▪ Source of income, as well as a valuable educational resource ▪ Focus on increasing revenue, rather than reducing capital assets ▪ Increase partnerships with industry to improve financial returns and student experience ▪ Best practice facilities should be installed to modernise and ensure relevance to the industry
Retention of farmland	<ul style="list-style-type: none"> ▪ No land should be sold – short term financial gain for long term educational harm

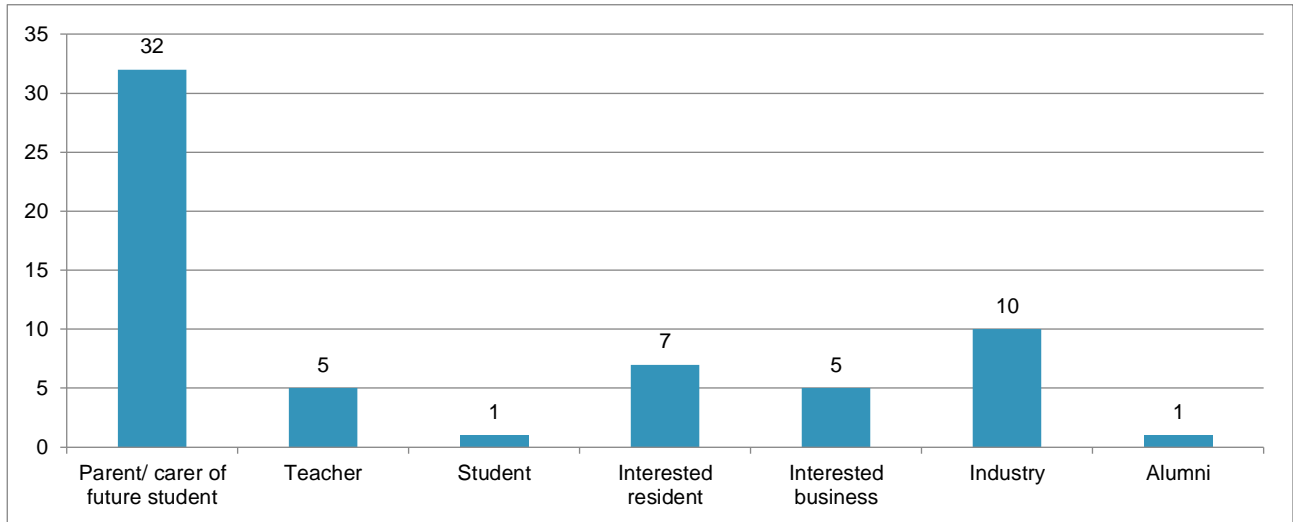
	<ul style="list-style-type: none"> Substantial farmland is required for grazing and to meet animal welfare standards and milking facilities
Student experience	<ul style="list-style-type: none"> Valuable investment in the students and primary industries in NSW/Australia Point of difference to other agriculture schools Integral part of student learning and should be open to other schools/facilities
Retain all five farm enterprises	<ul style="list-style-type: none"> Piggery, Poultry, Beef, Sheep/Goats should also be maintained, and not reduced or have land for these enterprises sold to maintain dairy
Heritage importance	<ul style="list-style-type: none"> Ayrshire line of cattle is one of the oldest in Australia and must be preserved.

Additional comments captured key issues and concerns regarding the future of HAHS:

Theme	Issues
Community engagement and communication	<ul style="list-style-type: none"> Want clear direction on what is happening and planned Uncertainty is causing fear and impacting on enrolments Transparency and information about potential sale of land, and request to have more information sessions and the ability to provide feedback Future information sessions need to be accessible for remote families
Retention of farmland and farm enterprises	<ul style="list-style-type: none"> Strong support to retain all land, although some respondents supported divestment of unsuitable parcels Dairy facilities are critical to viable future of HAHS Significant concerns about potential for any plans to sell land, and the lack of information and communication about these plans Site visits requested to agree on land areas that are appropriate/inappropriate for farming purposes
Student experience	<ul style="list-style-type: none"> HAHS is well located and is important to future agriculturalists as a learning ground and food provider Focus on biotechnology, future farming practices and drought resistant crops
Boarder welfare	<ul style="list-style-type: none"> Current boarding facilities need additional investment due to poor building condition and as a result, have impacted boarding enrolments Lack of air-conditioning and heating within dormitories makes it unpleasant to live in during summer and winter months Layout of building ill-equipped for student needs
Alumni involvement	<ul style="list-style-type: none"> Engage alumni and long serving staff to be on an advisory board to help bring back the school's ethos
Future opportunities	<ul style="list-style-type: none"> Investigate ways to integrate agricultural experiences across schools in South West Sydney through excursions, day trips, and overnight camps to work the dairy Consideration for investment in Yanco Agricultural High School instead

Centre of Excellence – Survey feedback

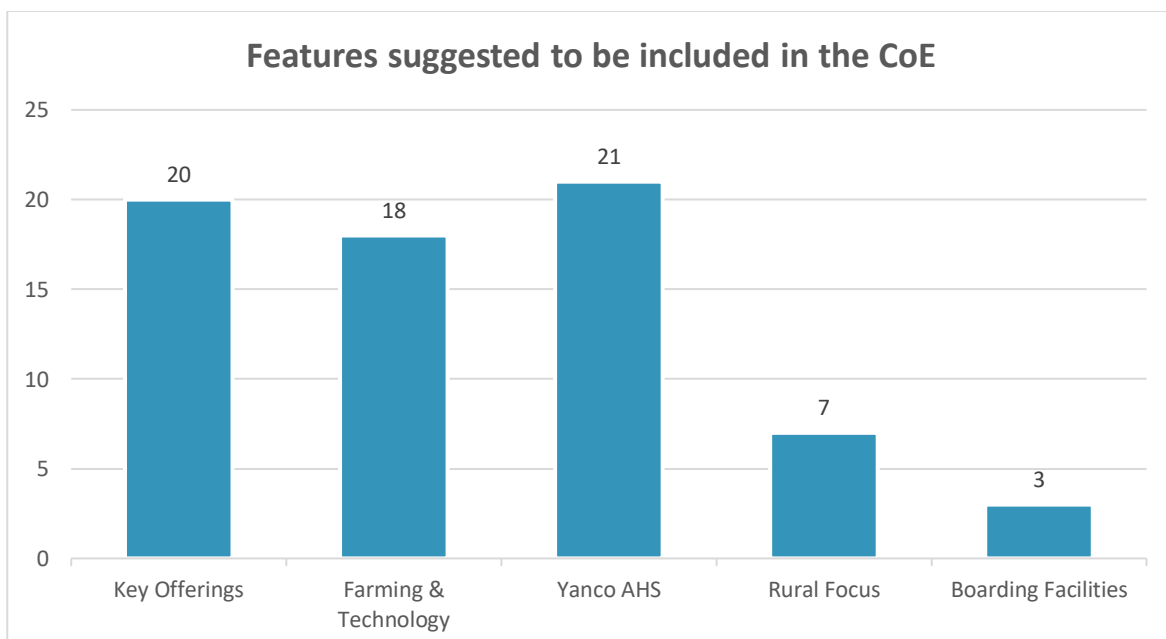
A total of 45 respondents answered the five-question survey. 32 respondents (71%) identified themselves in a parent or carer of a future student and ten respondents (22%) were industry representatives.



Respondents were evenly distributed across NSW, including remote areas of country NSW and Victoria. The focus of the survey was the proposed facility at WSU Hawkesbury Campus. However, there was feedback throughout the survey results suggesting moving the location of CoE to a more rural setting, with Yanco Agricultural High School recommended. Responses are summarised below.

Respondents suggested features that they would like to see included in the CoE, including:

- opportunities for the CoE to be included at Yanco Agricultural High School (YAHS) were identified
- key offerings of STEM, agricultural economics, livestock management, region-specific farming practices
- farming and technology focus on climate change, modern use of data and commercial farming practices
- excellent boarding facilities.



Views were elicited on the scope of the proposed education facilities.

There was **strong approval for these facilities**, however specific concerns were raised:

- suitability of location (at Hawkesbury Campus)
- incorporation of Aboriginal farming.

Further considerations for the scope of the project were suggested:

- integration with the Aerotropolis plan for Western Sydney
- practical experience essential, including crop trials and large-scale farming
- recruitment process for academic staff to ensure best practices are taught
- recommendation to invest in existing agricultural high schools (Farrer, HAHS and Yanco) instead.

The final question asked for further comment and elicited responses covering a range of issues:

Theme	Issues
Rural setting more appropriate for CoE for agricultural education	<ul style="list-style-type: none">▪ CoE is not located in rural NSW where the skills are mostly needed▪ Sydney students already have access to James Ruse and HAHS▪ CoE should be located in an agricultural setting, such as Yanco Agricultural High School▪ YAHS could have served the agricultural industry better due to its current facilities and relevance▪ Agricultural education needs to have more of a rural focus, instead of being Sydney centric
Boarding facilities	<ul style="list-style-type: none">▪ The boarding facilities at HAHS are in need of investment to make the experience worthwhile for rural students▪ RHS should be the location for increased boarding facilities
Agricultural education	<ul style="list-style-type: none">▪ NSW's Agricultural High Schools are in need of modernisation and increased investment▪ Increased focus on providing farms and modern facilities to assist in a practical approach to learning

Richmond High School – Survey feedback

Five surveys were submitted about RHS, with some partially completed. Respondents were primarily parents or carers of future and current students. Below is a summary of the outcomes across all responses provided:

Theme	Issues
STEM facilities	<ul style="list-style-type: none"> ▪ Technology should play more of a role in the STEM facilities ▪ Interest in further information and details, including: <ul style="list-style-type: none"> • Number of STEM rooms available to students • Year groups within RHS that would use the STEM facilities
Academic selective stream	<ul style="list-style-type: none"> ▪ Support for the academic selective stream in challenging students ▪ Expectation that teachers will be upskilled, briefed on the curriculum and requirements for the specialty and academic streams
Agricultural specialty stream	<ul style="list-style-type: none"> ▪ Support for the agricultural specialty stream in facilitating opportunity for rural students to enter based on experience and a portfolio ▪ Specific questions raised about guidance material and process for portfolio submission
Relationship to CoE	<ul style="list-style-type: none"> ▪ Concern about operational relationship between RHS, CoE and HAHS. ▪ Suggestion for an alumni board to support CoE and provide knowledge within agricultural space
Other considerations	<ul style="list-style-type: none"> ▪ Potential disruption and impacts on student and staff during construction ▪ Bini dome (hall) site was the preferred location for upgraded facilities

5. Next Steps

SINSW has consulted with stakeholders and community, as demonstrated in this report. The outcomes of this community consultation will be reviewed and considered, prior to submission of a Final Business Case to NSW Treasury for the Richmond High School and Centre of Excellence projects in Q4 2020, and the submission of a Final Business Case to NSW Treasury for the Hurlstone Agricultural High School project in Q4 2020.

Centre of Excellence in agricultural education

- Following NSW Treasury's decision on the Business Case, the detailed design phase for the project will commence in late-2020
- Planning approval mechanisms for the Centre will progress as of early-2021
- Operational aspects of the Centre are being finalised, including expressions of interest for school programs, enrolments through Richmond Agricultural College and a Memorandum of Understanding with Western Sydney University regarding joint use of facilities

Richmond High School upgrade

- Following NSW Treasury's decision on the Business Case, the detailed design phase for the project will commence in late-2020
- Planning approval mechanisms for the project will progress as of early-2021

Hurlstone Agricultural High School

- Following NSW Treasury's decision on the Business Case, the detailed design phase for the project will commence in early-2021
- Planning approval mechanisms for the project will progress as of mid-2021

Future consultation

Engagement will continue with stakeholders and communities as the projects progress. Specifically, SINSW will continue to work closely with the schools' communities to plan and coordinate potential future construction, should approval be granted.

SINSW will continue to update the project webpage and produce updates at key project stages for stakeholders and communities. Future information sessions will be held to update the community once more information is available. Until further notice we will share information with our communities online instead of in person.