
School Infrastructure NSW

Community Engagement Outcomes Report

Proposed boarding and farm facilities upgrades for Hurlstone Agricultural High School

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1. Introduction

The NSW Government is investing \$7 billion over the next four years to deliver more than 200 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 the future of agricultural education at Hurlstone Agricultural High School (HAHS) through:

- new and upgraded farm facilities,
- a new farm layout, and
- new and upgraded boarding, to accommodate up to 180 boarders.

This proposed master plan was developed during 2020. It was influenced by community and stakeholder consultation from early 2020, agricultural industry expertise and education needs and rationale from the Department of Education.

The Hurlstone Agricultural High School site is part of the Glenfield precinct that is being master planned for a range of future uses. As part of this, some land surrounding the Hurlstone campus will be rezoned for alternative uses, such as residential, public open space and commercial. The Department of Education will retain approximately 77 hectares for the Hurlstone campus, including farm, schools for specific purpose and a proposed future primary school. The Department of Education has determined that approximately 82 hectares will be available for sale.

This report summarises the consultation and communication activities undertaken in late 2020. These activities informed the school and local community about the proposed upgrades and sought feedback about the boarding and farm upgrades and potential industry partnership opportunities.

The consultation period coincided with statutory exhibition processes from the Department of Planning, Industry and Environment's Draft Glenfield Place Strategy and Transport for NSW's proposed Cambridge Avenue extension project. Feedback about these projects is out of scope for this project and was forwarded to the relevant government agency for their consideration.

This report presents the engagement undertaken for this stage of the proposed boarding and farm upgrades at Hurlstone Agricultural High School by outlining:

- communications undertaken to inform the school community, local community and stakeholders about the project's progress and proposed masterplan,
- the consultation process undertaken including virtual information session, survey and submissions received,
- a summary of the feedback received, and issues raised by the community and stakeholders.

2. Background

On 10 December 2019, the Minister for Education and Early Childhood Learning announced a new model for agricultural education and upgrades to Hurlstone Agricultural High School and Richmond High School, and a new Centre of Excellence in Agricultural Education to be located at the Western Sydney University Hawkesbury campus. This announcement superseded a 2015 announcement to move Hurlstone Agricultural High School from its existing site in Glenfield and to build a new agriculturally focused, boarding, selective high school in The Hawkesbury.

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 outcomes of consultation in early 2020 were considered and taken into account in the development of the current proposed masterplan. (The Consultation Outcomes Report is available on the project webpages for HAHS, Richmond High School and the Centre of Excellence.) In particular, SINSW examined the need for investment in the farm and how it links to educational outcomes. An external industry expert, with key Department of Education staff, were involved in assessing agricultural needs for the future of the school. This included considering developments in the agricultural industry, Science, Technology, Engineering, Arts/Agriculture and Mathematics (STEAM), and the practical management of the farm into the future.

The proposed masterplan includes:

- new and upgraded farm facilities,
- a new farm layout, and
- new and upgraded boarding, to accommodate up to 180 boarders.

The Department of Education (the Department) will retain approximately 77 hectares for the Hurlstone campus (school, farm, dairy, sporting facilities and boarding), the schools for specific purposes (Campbell House School, Glenfield Park School and Ajuga School), and an area reserved for a potential new primary school that may be required in the future. The farm and the dairy will be retained on approximately 50 hectares. The Department has determined that approximately 82 hectares of its land will be available for sale. This land will be subsequently rezoned by the Department of Planning, Industry and Environment (DPIE).

2.1. Project description and context

Hurlstone Agricultural High School is located on Roy Watts Road in Glenfield and is a selective, co-educational agricultural high school with boarding facilities.

The project includes:

- retaining the school as a selective, boarding and agricultural high school,
- upgrading the boarding facilities
- upgrading the farm facilities
- a new centralised farm hub
- retaining all five farm enterprises, including the dairy.

The proposed boarding facilities will accommodate up to 180 students, in 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 covered outdoor learning area.

3. Key findings

There continues to be a high level of interest and passion about the future of HAHS, from the school community, local residents and interested stakeholders. This consultation period recorded an extremely high level of participation in consultation activities, with more than 350 people participating in the virtual information session, 37 emailed submissions and four survey responses. While there was comparatively less feedback provided during this consultation period than the previous one, the responses continue to demonstrate a community that is highly invested in the future of HAHS.

There has been a shift in the focus of feedback from the strategic priorities for the future of HAHS and agricultural education in NSW, to practical and operational considerations. It reflects a community that is considering how the proposed masterplan will impact their day-to-day experience in new and upgraded facilities. It suggests that the proposed masterplan has responded to the challenges and opportunities identified in early 2020 consultation and is moving the future of HAHS in the right direction.

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

- **Boarding school upgrades are supported, however there are concerns about future management of student supervision and safety.**

While new and upgraded facilities were welcomed, there are concerns about adequate provisions and resourcing for student supervision and safety. This included concerns about the school's capacity to respond to out of hours emergency situations, misadventure and medical incidents. The current residential population, including teachers and their families, is considered to provide a sense of community and contribute to student wellbeing. Potential impacts were strongly linked to the changes in on-site teacher accommodation and the provisions for overnight duty supervision accommodation. This feedback represents a need to carefully consider the new operational model for the boarding facilities and a transition plan for the boarding school. Other feedback, relating to security arrangements and the number of staff on site overnight, appears to be based on incorrect information such as CCTV replacing security patrols (it is not) and only two staff on supervision overnight (there is provision for four staff supervisors within the boarding facility). FAQs or similar are recommended to address misinformation.

- **Farm feedback focused on ensuring continuity of activities and practical management for teaching and learning.**

The absence of feedback opposing the new and contemporary technology and facilities implies a broad consensus that the proposed masterplan is responding to calls for investment in this area of the school. Feedback focused on the day-to-day operational use of the new farm hub and facilities. It ranged from student/class management logistics and WH&S, to facilities' functionality and animal well-being. Perceived impacts on animal well-being reflects a need for more detailed information about the contemporary practices and facilities that have been incorporated in the master plan.

- **The school oval, and continued access to sports facilities, is highly valued.**

Feedback centred on the loss of an oval and perceived inadequacy of the new sports fields in a new location. In particular, the school community is concerned about new facilities providing an equivalent service level and capacity, in terms of supporting the current range of sports and recreational pursuits, number of users and hours of access. There was also concern that pursuing shared use of new community sports fields and facilities in the surrounding areas would reduce student access. In contrast, the local council has expressed initial interest in further exploring shared use of future community facilities and Department of Education facilities. (Shared use agreements are common practice and in use at other schools and council facilities across NSW.) This reflects a need for more detailed information about the new sports fields and deeper engagement about shared use and joint-use agreements to better explain their benefits to schools and local communities and the operational implications.

- **Most feedback received strongly opposed land use changes.**

Nearly 90% of respondents expressed concerns or opposition to land use changes, including rezoning, loss of agricultural vistas and environmental impacts of urbanisation. Most respondents providing this feedback were local residents, followed by current staff and students. Concerns raised included managing the interfaces between the boarding facilities, school campus and farm with future residential development. Potential impacts identified included privacy, visual amenity, noise and odour impacts. Maintaining pedestrian access to Glenfield Trains Station was identified as important for students. Feedback pertaining to strategic planning matters and rezoning was forwarded to DPIE for their consideration, in context of the Draft Glenfield Place Strategy.

- **Overall, less feedback was received about the proposed changes**

Compared to consultation in early 2020, there was 33% more participation in consultation activities. Feedback provided was primarily focused on land use change or operational management considerations for new facilities. This represents a fundamental shift in the school community's focus: from concern about the future of agricultural education in NSW, to providing feedback on the practicalities of new operational models that are needed to maximise the benefit of upgraded and new facilities.

The consultation undertaken throughout 2020 has informed the early planning and master planning stages of the projects. Future information sessions should continue to be accessible, particularly for remote and regional school families. As the project progresses through to the design and delivery phases, deeper engagement with the school community, particularly staff, will ensure their views are considered. Future engagement will also inform the development of transition planning and change management. This will be essential to support a school that will experience arguably the largest investment and level of change that the school has experienced, since it was relocated to the present day site, from Summer Hill in 1926.

4. Consultation Approach

4.1. Consultation objectives

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

- Inform community and stakeholder groups about the proposed masterplan
- Provide opportunity for interested community and stakeholder groups to access project information, accounting for social distancing measures
- Provide opportunity for interested community members and stakeholders to provide feedback about the proposed masterplan, specifically:
 - Boarding facilities upgrades
 - Farm facilities upgrade and new farm hub
 - Opportunities for alumni and industry professionals to partner with the school
- Record and understand feedback so as to incorporate into the project as it progresses, wherever possible
- Promote the benefits of the project
- Continue to build community and stakeholder relationships
- 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 the community.

4.2. Description of consultation and communication channels and activities

The table below describes the consultation and communication channels and activities that were delivered in December 2020 and the strategic intent of each activity.

Activity	Description
Virtual information session	<ul style="list-style-type: none">• Virtual consultation room, accessed via the SINSW project webpage and available from 9am Wednesday 9 December to 5pm Wednesday 23 December 2020• Information included:<ul style="list-style-type: none">○ Information Boards describing the project and providing proposed maps and layouts○ Image gallery○ Project update and FAQs PDF○ Information pack PDF• Facilitate feedback via an online survey• Provide opportunity to speak to SINSW Project Team via call back request function• Screenshots of the virtual information session can be found in Appendix A• Information Boards can be found in Appendix B.
Communications/promotion <ul style="list-style-type: none">• Project webpages	<ul style="list-style-type: none">• Distribution of project update to local residential and school communities delivered via letterbox drop, to 2,100 residential properties in Glenfield and 1,950 to HAHS and three Schools for Specific Special Purposes

<ul style="list-style-type: none"> • Project update, delivered to schools and local residents • Update emailed to stakeholder distribution list • Advertisements in local newspapers 	<ul style="list-style-type: none"> • Project and virtual information sessions were advertised in: <ul style="list-style-type: none"> ○ Macarthur Chronicle (digitally), with approximately 16,600 impressions and 67 clicks to the project webpage ○ The Land (print and digital), with approximately 60,000 impressions and 86 clicks to the project webpage ○ A total of 153 people were directed to the project webpage through digital advertising – representing potentially 43% of visits to the virtual information session. • Project webpage can be found in Appendix C. • Project Update can be found in Appendix D. • Information pack can be found in Appendix E. • Project Frequently Asked Questions can be found in Appendix F • Example advertisements can be found in Appendix G.
<p>Contact and feedback channels</p> <ul style="list-style-type: none"> • Emails • Phone • Online survey 	<ul style="list-style-type: none"> • These channels were promoted as ways to provide feedback and ask questions about the projects. • In addition, submissions made to DPIE and TfNSW regarding the Hurlstone project were forwarded to the SINSW Project Team for consideration • A copy of online survey can be found in Appendix H.

4.3. Consultation activities

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

4.3.1 Staff Briefing Sessions

Project update sessions were held to share the proposed masterplan with HAHS staff on Monday 7 December 2020. Led by the Deputy Secretary, School Performance and supported by the Director Education Leadership and School Principal, sessions were held for:

- HAHS Executive Team
- On site resident teachers and resident supervisors, agricultural teachers and farm staff
- All HAHS staff

Staff were provided with staff-specific project Frequently Asked Questions document and encouraged to view the virtual information session and provide feedback on the project.

4.3.2 Online survey

Within the virtual information session, an online survey was available for participants to provide their feedback from 9 to 23 December 2020. Questions were primarily open-ended, providing respondents with the opportunity to express their views about proposed boarding facilities upgrades, farm hub and farm facilities upgrades and potential partnership opportunities with industry. Four responses were received and are summarised below.

4.3.3 Additional feedback

SINSW facilitates a dedicated phone number and email address for community enquiries and feedback about their projects. The phone number and email were included on all project material, including project updates and information packs. Email was the preferred method for providing feedback during this consultation period. Responses are thematically summarised below.

4.4. Communication actions

The table below outlines the communication actions undertaken to keep stakeholders and communities informed about the early planning of these projects.

Date	Targeted stakeholders	Communication channel and action
Early February 2020	<ul style="list-style-type: none"> • School community • Local community surrounding HAHS • General public 	<ul style="list-style-type: none"> – Letterbox Drop to Glenfield – Newspaper Advertisements in Macarthur Chronicle – Web updates – Information Session – Information Packs and FAQs, distributed to parents/carers via HAHS
March to May 2020	<ul style="list-style-type: none"> • HAHS Principal • Director, Educational Leadership • Centre of Excellence in Agricultural Education Principal • Selective Schools Unit – School Operations and Strategic Partnerships 	<ul style="list-style-type: none"> – Development of the educational rationale for the site – Phone Calls – Meetings
July to November 2020	<ul style="list-style-type: none"> • HAHS Principal, Head of Agriculture and Farm Manager • Director Educational Leadership 	<ul style="list-style-type: none"> – Phone calls – Meetings – Site visits
Early December 2020	<ul style="list-style-type: none"> • State Member of Parliament • HAHS Staff • Key stakeholders 	<ul style="list-style-type: none"> – Emailed project update – Phone calls – Meetings – Staff meetings
Early December 2020	<ul style="list-style-type: none"> • School communities – HAHS, Ajuga School, Campbell House School and Glenfield Park School 	Project Update, distributed by school
Early December 2020	<ul style="list-style-type: none"> • Local community surrounding HAHS 	Letterbox drop to Glenfield
9 to 23 December 2020	<ul style="list-style-type: none"> • Local community across South Western Sydney • Rural and regional NSW, agricultural sector 	Newspaper Advertisements <ul style="list-style-type: none"> – Macarthur Chronicle (digital only) – The Land (digital and print)
9 to 23 December 2020	<ul style="list-style-type: none"> • School communities • Local communities • General public 	Web updates and virtual information session

5. Stakeholder and Community Feedback

5.1. Participation

Overall, participation in this consultation period increased by 33% compared to consultation in early 2020. However, as shown below, participation has shifted from predominantly providing feedback in early 2020 to being informed, in December 2020.

Method	Early 2020 Consultation	December 2020 Consultation
Information Session	<ul style="list-style-type: none">96 attendees	<ul style="list-style-type: none">357 unique visitors40 repeat visitors
Survey responses	<ul style="list-style-type: none">127 responses	<ul style="list-style-type: none">4 responses
Emailed submissions	<ul style="list-style-type: none">30 submissions1 petition, with 73 signatures	<ul style="list-style-type: none">37 submissions
Phone calls	<ul style="list-style-type: none">4 phone calls, requesting information and providing feedback	<ul style="list-style-type: none">1 phone call, requesting information
Total participation	330 interactions	439 interactions

Feedback received in early 2020 recommended an alternative method of delivery for information sessions, to improve accessibility for working parents and carers of current students, rural and regional students' families and alumni. The use of a virtual information session, increased accessibility and resulted nearly four times as many people accessing project information, in this format. Nearly 25% more submissions were received during this consultation period, compared to early 2020. Notably, no petition has been made to SINSW in this round of consultation, although submissions were received from two Members of Parliament. This reflects a change in engagement mechanisms implemented by the school community and interested stakeholders.

This period of consultation has seen a high proportion of participants (89% of unique visitors to the virtual information session) who have opted to be informed, and not provide their feedback on proposed masterplan.

5.2. Project webpage

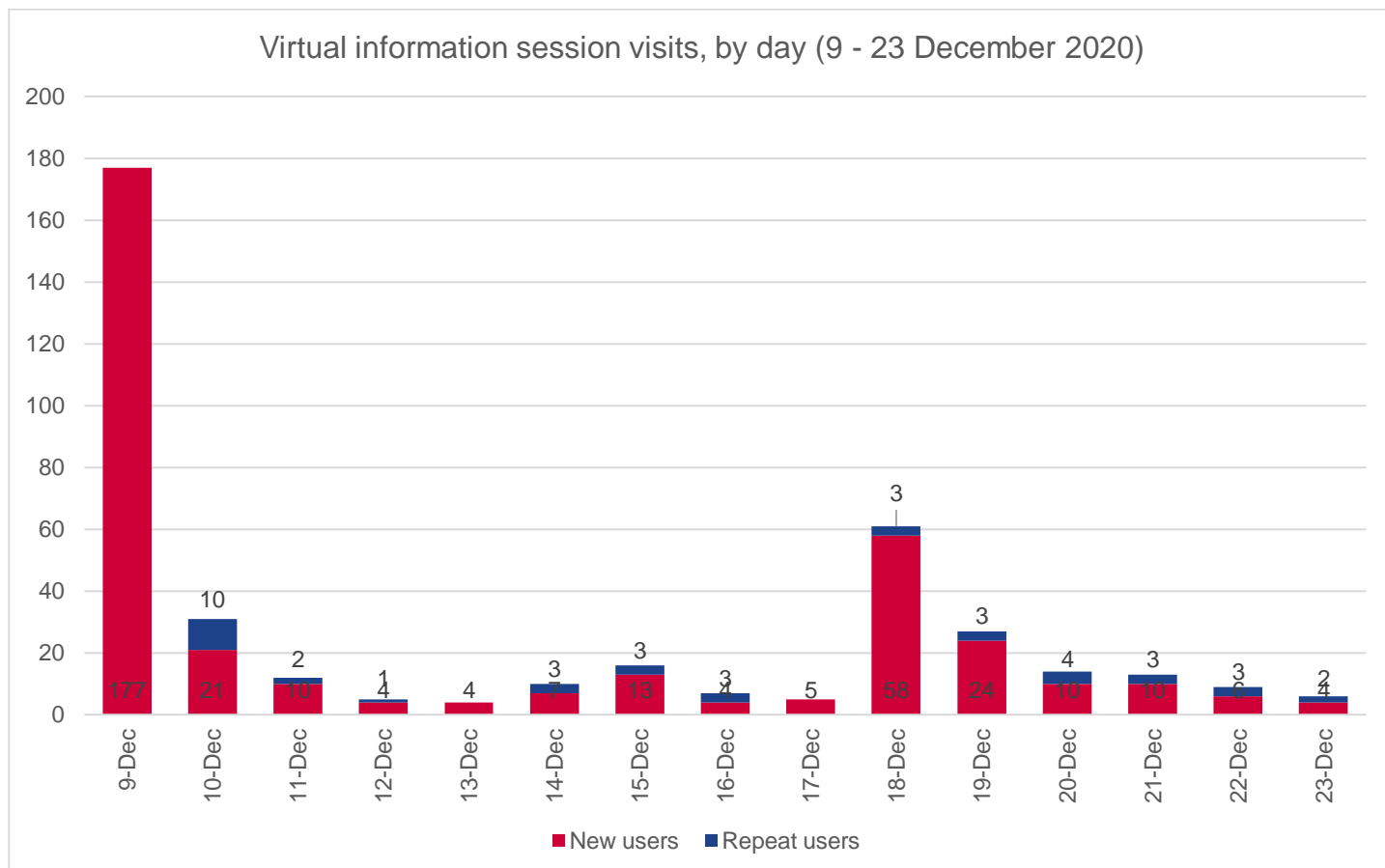
All interested school and local community members and stakeholders were directed to the project webpage, on the SINSW website: <https://www.schoolinfrastructure.nsw.gov.au/projects/h/hurlstone-agricultural-high-school-project.html>. This link to the virtual information session was provided on this page and all project documentation was available on the project subpages.

During the period 9 to 23 December 2020, the main project page was visited 1,116 times with 926 unique visitors.

5.3. Virtual Information Session

The virtual information session was open for two weeks from 9 December to 23 December 2020 and could be accessed from anywhere, day or night. During that period, there were 397 visits, from 357 unique visitors. Approximately 10% of all visits were from users accessing the session more than once. (In comparison, an Information Session about the project held in early 2020 attracted almost 100 participants.)

The highest number of visits (117, 29%) was on 9 December, as shown below. This coincided with the first day of the consultation period and commencement of promoting the virtual information session, via digital advertising and distribution of the Project Update.



The second peak in visits to the virtual information session was on 18 December, with 58 new visitors (15% of all visits). This coincides with the local Member of Parliament sharing a link to the project webpage on Facebook, with a copy of his submission.

The average length of time in the session was 3.64 min.

The top three accessed elements within the room were:

- Information board – Map of proposed site layout (128 clicks)
- Image gallery (119 clicks)
- Information Pack – downloadable PDF (104 clicks)

In addition to downloading the Information Pack 104 times, visitors downloaded the Project Update and FAQs document 69 times.

The virtual information session included an online survey and option to request a call back the SINSW Project Team. The online survey was opened by visitors 48 times, with only one response submitted. The request a call back function was opened 40 times. Only one request for a call back was submitted.

5.4. Online survey feedback

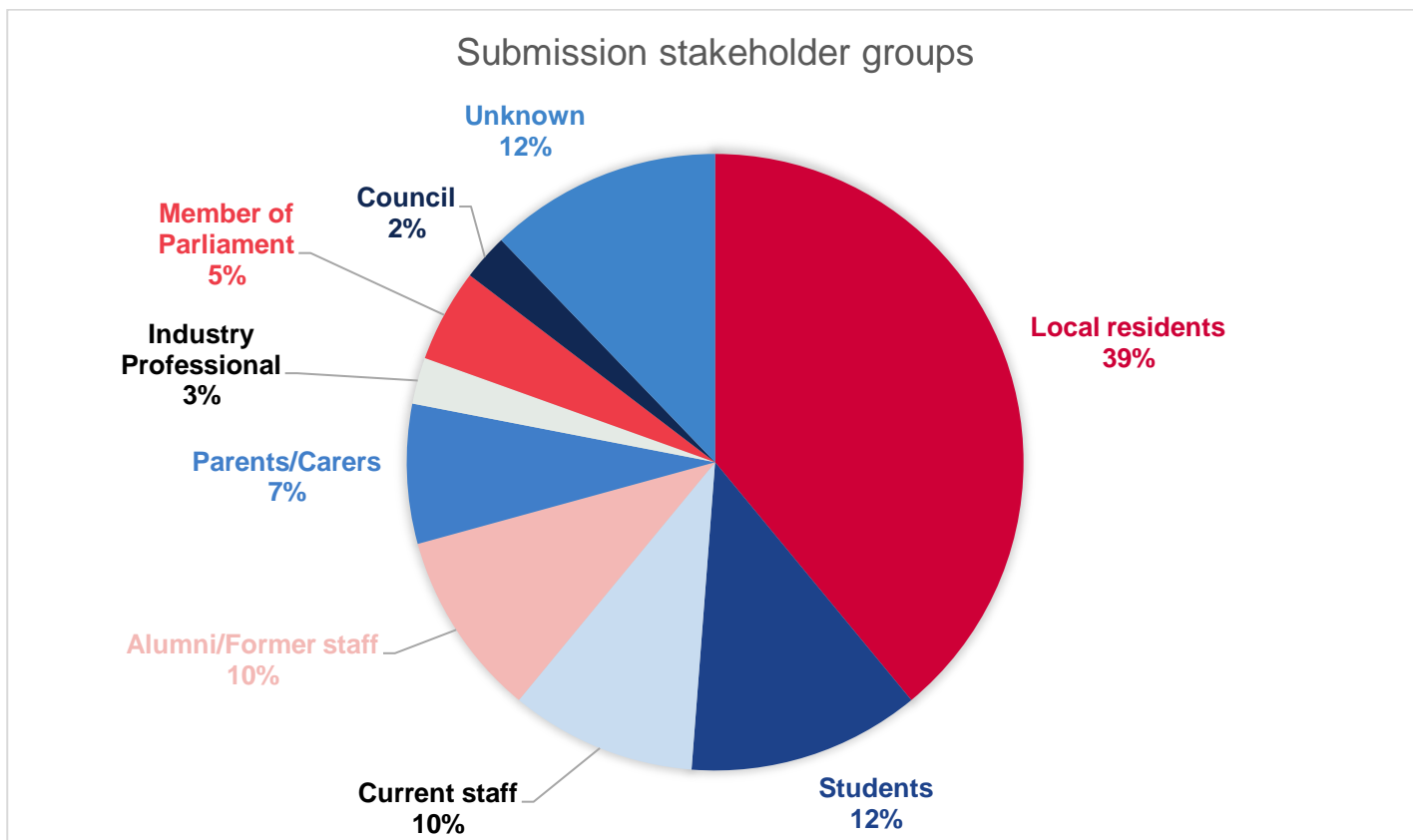
An online survey was available via the virtual information session to collect feedback about the proposed boarding facilities upgrade and farm facilities upgrade and new farm hub. In addition, the survey asked for respondents to indicate their interest in partnerships with alumni and industry professionals. The survey was opened 48 times (12% of total visits to the session). Only four responses were submitted. (In comparison, 127 survey responses were received during consultation in 2020.)

The responses in this feedback were broadly supportive of the proposal. Additional feedback included:

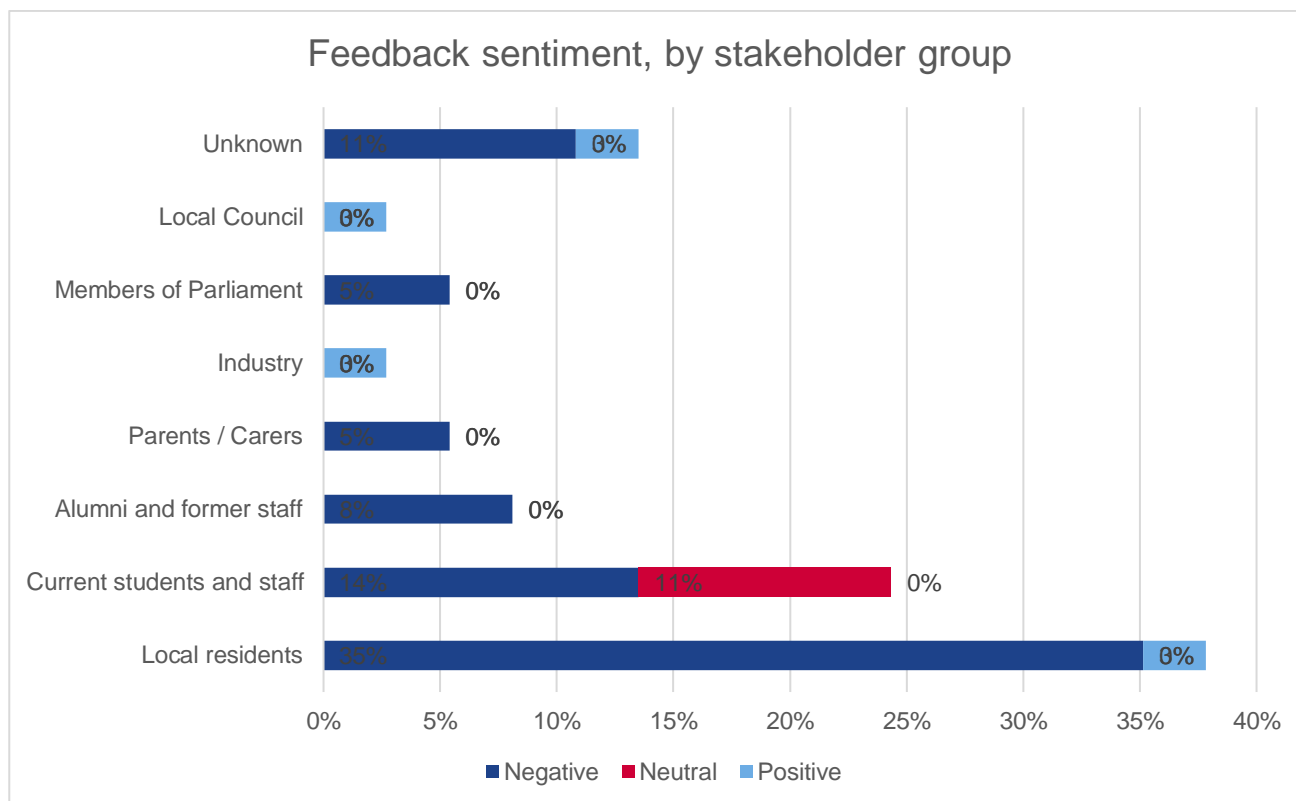
- Importance of the train station (and presumably, access to it for the school community)
- Desire to retain Oval 1
- Desire for Roy Watts Road to be more bicycle friendly, particularly within the farmland
- Concern that Building Z (proposed to be demolished) was built using donated funds
- Interest in mentoring and research project opportunities
- Operational and practical management of farm hub and new farm facilities, including WH&S, class and teaching logistics and sustainable farm management
- Maintaining existing farm enterprises

5.5. Emailed submission feedback

37 submissions were emailed to SINSW. Respondents included local residents (39%), current students and staff (22%), alumni and former staff (10%) and parents and carers (7%). Responses were also received from two State Members of Parliament. The breakdown of respondents is shown below. 12% of submissions were unable to be categorised. Typically, their sentiment and content aligned with similar feedback from alumni or local resident submissions. (In comparison, 30 emails and one petition were received about the project during consultation in early 2020.)



Sentiment of submission content was assessed as 'Positive', 'Negative' or 'Neutral'. Predominantly, the sentiment of most submissions (78%) was considered 'negative', as shown below.



Almost half of the submissions received from current students and staff were 'neutral'. Typically, neutral submissions supported some aspect of the project, with objections to specific elements and/or concerns about operational matters.

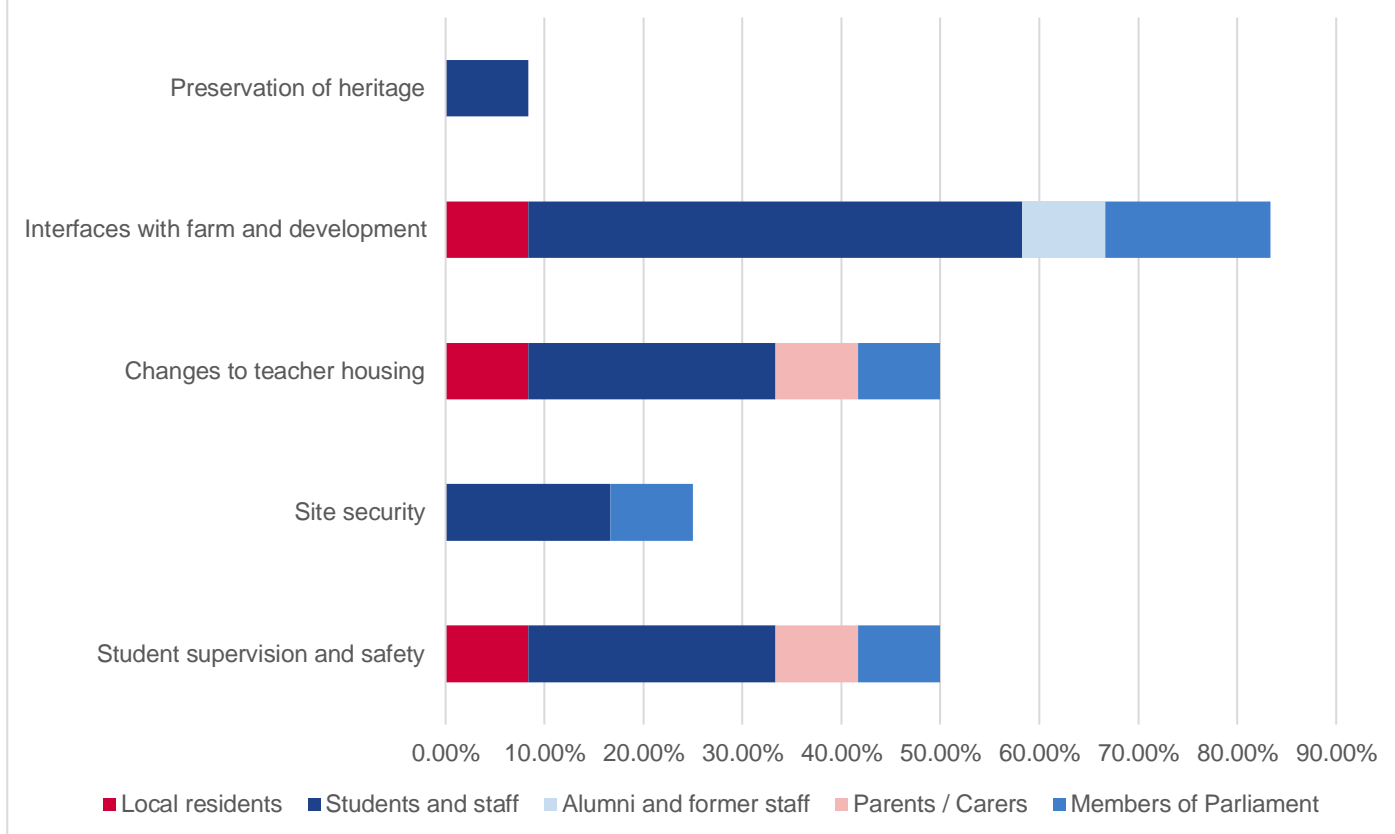
Submissions with positive sentiment (support for the project) were received from an industry professional (regarding partnership opportunities and the project in general), Campbelltown City Council (regarding opportunities for shared use and joint use of sports fields and facilities) and an unknown category.

5.4.1 Boarding facilities upgrades

Approximately one third of all respondents (12) included feedback about the boarding upgrade in their submission. Current staff and students were the most common stakeholder group to provide feedback about boarding upgrades, with six submissions. Across all submissions received, about 16% (6 submissions) expressed some level of support for investment in the boarding facilities. 27% of all submissions received expressed concerns about the proposed boarding upgrades. These concerns ranged from urban planning (potential impacts of future development on boarding school, proximity of farm and heritage) to boarding school operations (student supervision, safety and security) and the change to on-site teacher housing.

As shown below, most feedback (83%) related to urban planning considerations and impacts around the interfaces of the boarding school with the farm hub and future potential development in the surrounding area. Current students and staff were the largest stakeholder group providing this feedback with 6 submissions (50% of boarding upgrade feedback), followed by Members of Parliament (2 submissions, 17% of boarding upgrade feedback).

Boarding upgrade feedback, by stakeholder group



Half of the boarding upgrade feedback related to continuing to provide adequate student supervision and safety and/or changes to teacher housing. Again, current students and staff were the largest stakeholder group providing this feedback with 3 submissions (25%) addressing each theme respectively, as shown below. All submissions raising concerns about boarding supervision and safety related this to changes in on-site teacher housing.

Feedback is summarised by theme, with issues outlined below.

Theme	Issues
Student supervision and safety	<ul style="list-style-type: none"> • Increase in boarder numbers (from existing levels), with reduction in on-site staff may impact school's ability to respond to out of hours emergency situations (including evacuations and medical incidents) • Reduction of duty/supervision staff to two only, impacting student to staff ratios overnight particularly if staff are unwell/unavailable • Provision of ad hoc pastoral care and student support by staff, including overnight responses to students in crisis • Support for students with a disability impacted through removal of on-site teacher housing • Support during medical emergencies, including additional supervision of students on site or attending medical support off site

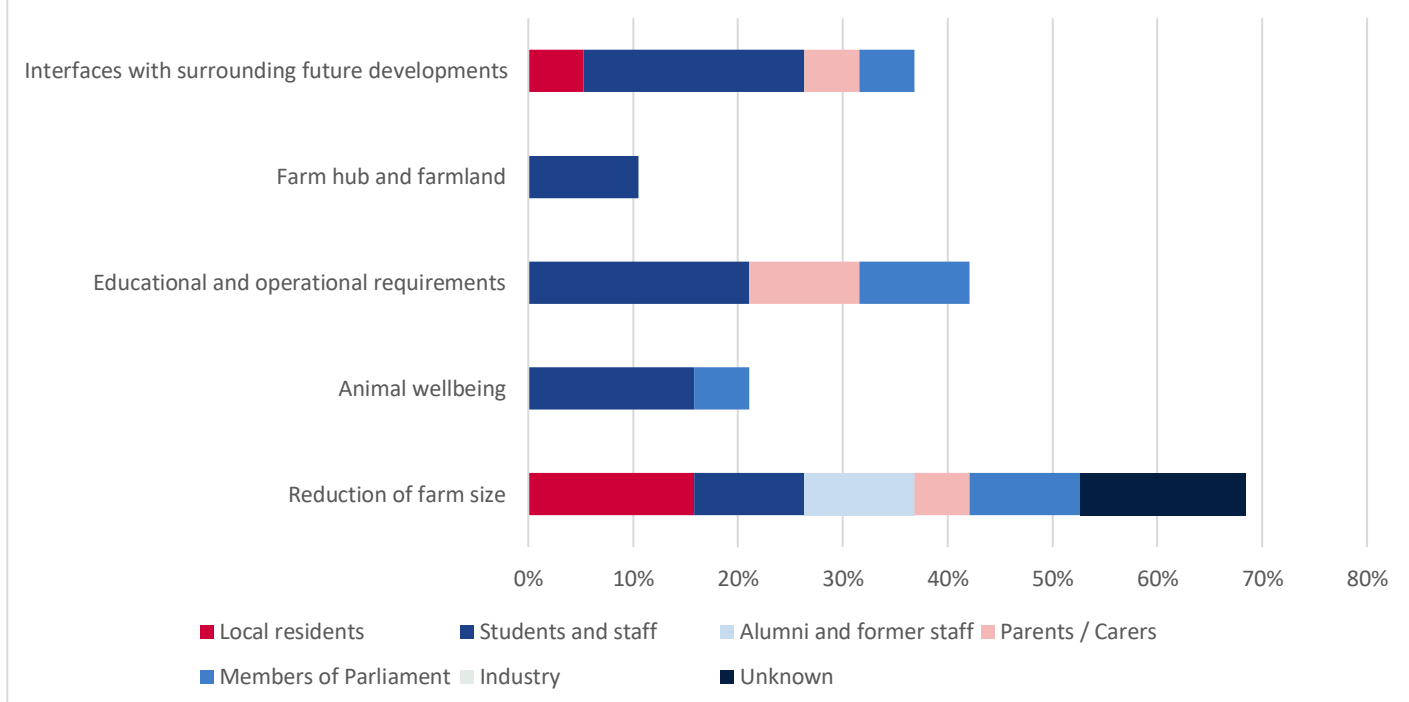
Theme (continued)	Issues
Site security	<ul style="list-style-type: none"> • Replacement of current overnight security arrangements with CCTV considered inadequate • Proximity of proposed developments, including higher density residential and town centre areas, may challenge school's ability to restrict access to school grounds
Changes to teacher housing	<ul style="list-style-type: none"> • Stress impacts on teachers from loss of on-site housing for up to 8 staff and their families • Loss of on-site residential community which currently provides consistency and sense of comfort for boarder population • Impacts to provision of out of hours teaching and learning support
Interfaces with farm hub and surrounding future developments	<ul style="list-style-type: none"> • Loss of agricultural land surrounding school will impact boarders' wellbeing, particularly those from rural and regional locations • Privacy impacts and sightlines from proximity to proposed high density residential developments • Loss of open space and amenity impacting boarding population • Proximity of livestock housing and other farm facilities (within proposed farm hub) to boarding facilities • Provision of a green buffer along school boundaries with residential developments
Heritage	<ul style="list-style-type: none"> • Building Z considered to have heritage value

5.4.2 Farm facilities upgrade and new farm hub

Approximately half of all respondents (19 submissions) provided feedback about the proposed changes to the farm. Of these, more than one third of these submissions (36%, 7 submissions) supported investment in the farm and retention of all farm enterprises. Conversely, more than one third (36%, 7 submissions) opposed any changes to the farm. The remaining submissions provided feedback across a range of concerns, without clearly opposing or supporting the proposal. Current students and staff were the most common stakeholder group to provide feedback about the farm, with six submissions.

As shown below, most feedback (68%) related to the reduction in farmland, with 13 submissions indicating their opposition. The largest stakeholder groups providing this feedback were local residents and unidentified respondents (unknown stakeholder group), both with three submissions (16% of feedback relating to farm upgrades).

Farm upgrade feedback, by stakeholder group



More than 40% of the feedback related to Hurlstone’s educational and operational requirements to teach agriculture and manage the farm enterprises (8 submissions). Much of this feedback focused on ensuring continuity of current operations and teaching facilities.

Similar to boarding upgrade feedback, some farm upgrade feedback raised concerns about the interfaces of farmland with proposed road and residential developments, as well as the proximity to the boarding facilities (36%, 7 submissions).

Feedback is summarised by theme, with issues outlined below.

Theme	Issues
Reduction of farm size	<ul style="list-style-type: none"> Reduced farm scale considered to be less attractive for boarders from rural or regional areas Reduced farm scale will impact local residents’ visual and local amenity Proposed farm scale is not reflective of the scale of commercial agricultural operations Dairy and horticulture enterprises require more land
Animal wellbeing	<ul style="list-style-type: none"> Potential impacts from proposed development (residential and proposed Cambridge Avenue extension), during and/or after construction Suitability of proposed livestock housing, particularly cattle, for the Australian climate

Theme (continued)	Issues
Educational and operational requirements	<ul style="list-style-type: none"> • Support for inclusion of aquaculture and hydroponics and investment in new facilities • Loss of agricultural “out-buildings” that are required for teaching • Managing classes in and around farm hub in terms of logistics, all abilities access and WH&S compliance • Horticulture requirements for six garden beds and sufficient space to move safely around garden beds • Accessibility around farm hub and in new facilities for students, staff and visitors of all abilities • Proposed facilities’ capacities to accommodate: <ul style="list-style-type: none"> ○ Continued participation in agricultural shows ○ Goat enterprise, if this is to be re-introduced to the farm ○ Quarantining of sick, new or show animals and biosecurity requirements ○ Current sheep enterprise • Additional capacity and capabilities required to establish and operate new on-site milk processing
Farm hub and farmland	<ul style="list-style-type: none"> • Suitable access required to grazing land in north • Potential to access additional grazing land in south of Glenfield Precinct should be explored • Distance between farm hub and paddocks is challenging • Concerns about proximity of various enterprises to each other, within the farm hub (sheep and calves)
Interfaces with surrounding future developments	<ul style="list-style-type: none"> • Impacts from livestock and farm activities and proximity of livestock housing on new residential development, including noise and odour • Loss of open space and amenity, provided by current scale of farmland, impacting student population

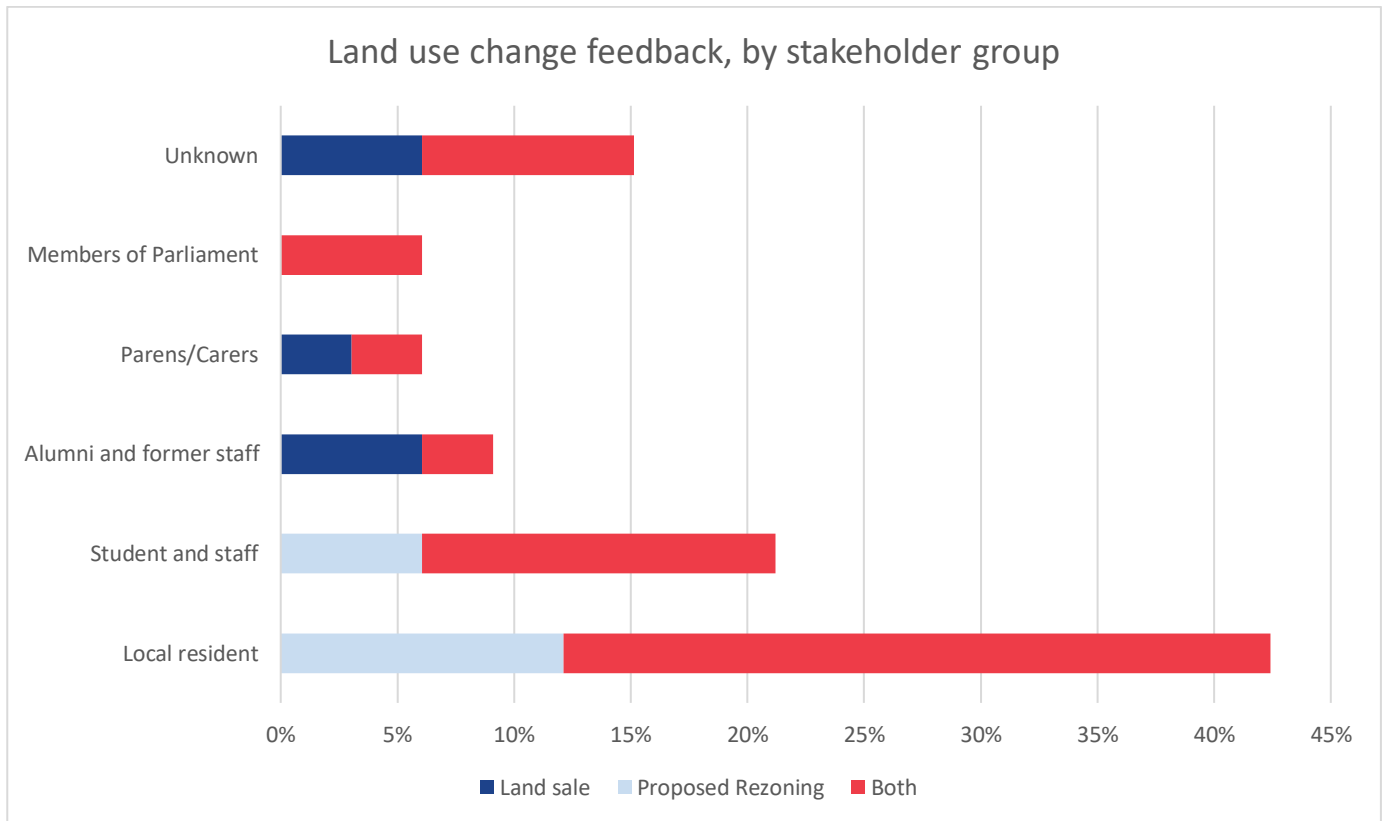
5.4.3 Industry partnerships, research or mentoring feedback

Only one response was received regarding potential partnerships, research programs or mentoring with alumni and industry professionals. Support was indicated for future involvement in potential partnership or mentoring programs, noting the need for further engagement with the Department to develop the scope.

While this is a promising start, it is strongly recommended that a targeted approach is implemented to seek engagement with alumni, professional bodies and the agriculture sector more broadly to further explore these opportunities in the future.

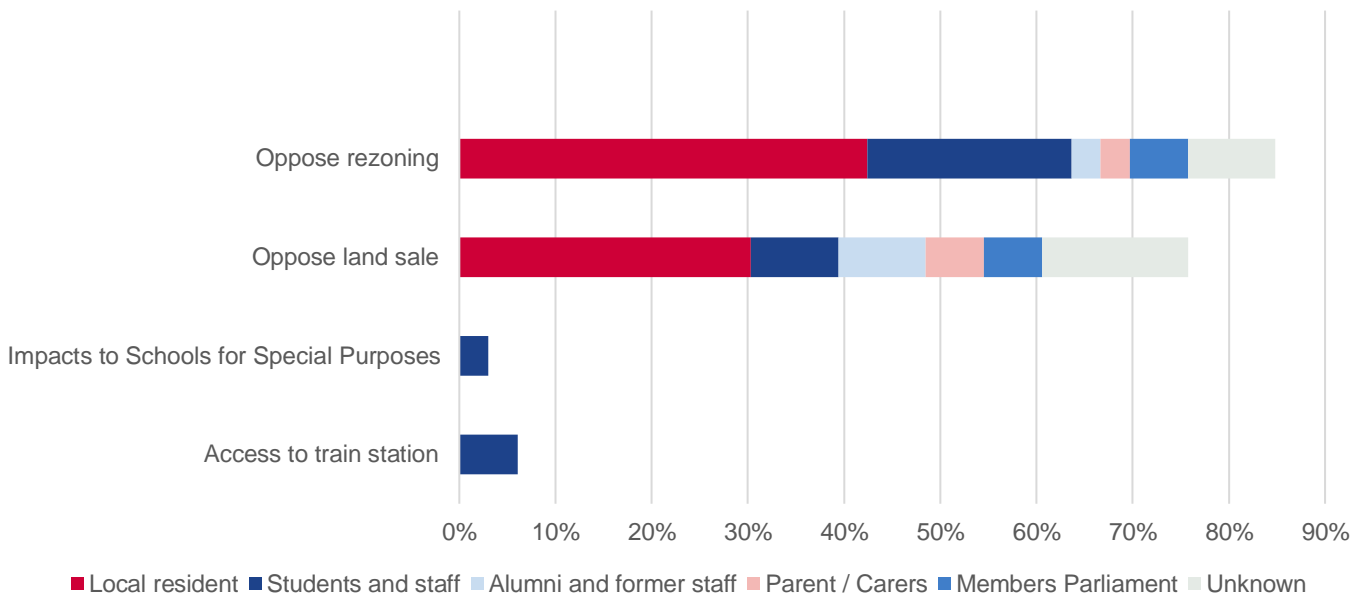
5.4.5 Land use changes

Land use changes, including sale of the Department's land, proposed rezoning and new road project, received the most feedback with 33 submissions (89% of all submissions). As shown below, most submissions (67%) provided feedback about both the sale of the Department's land and DPIE's proposed rezoning (Draft Glenfield Place Strategy). Local residents were the largest stakeholder group to provide feedback about land use changes (42%, 14 submissions), followed by current students and staff (21%, seven submissions).



As shown below, most feedback received (85%, 28 submissions) expressed opposition to the proposed rezoning in the Draft Glenfield Place Strategy. This feedback is out of scope of this project and was forwarded to DPIE to be taken into consideration as part of their statutory consultation process. 76% of feedback (27 submissions) expressed concern about or opposition to the sale of the Department's land. One submission identified concern about impacts to the Schools for Specific Purposes.

Land use change feedback, by stakeholder group



Feedback is summarised by theme, with issues outlined below.

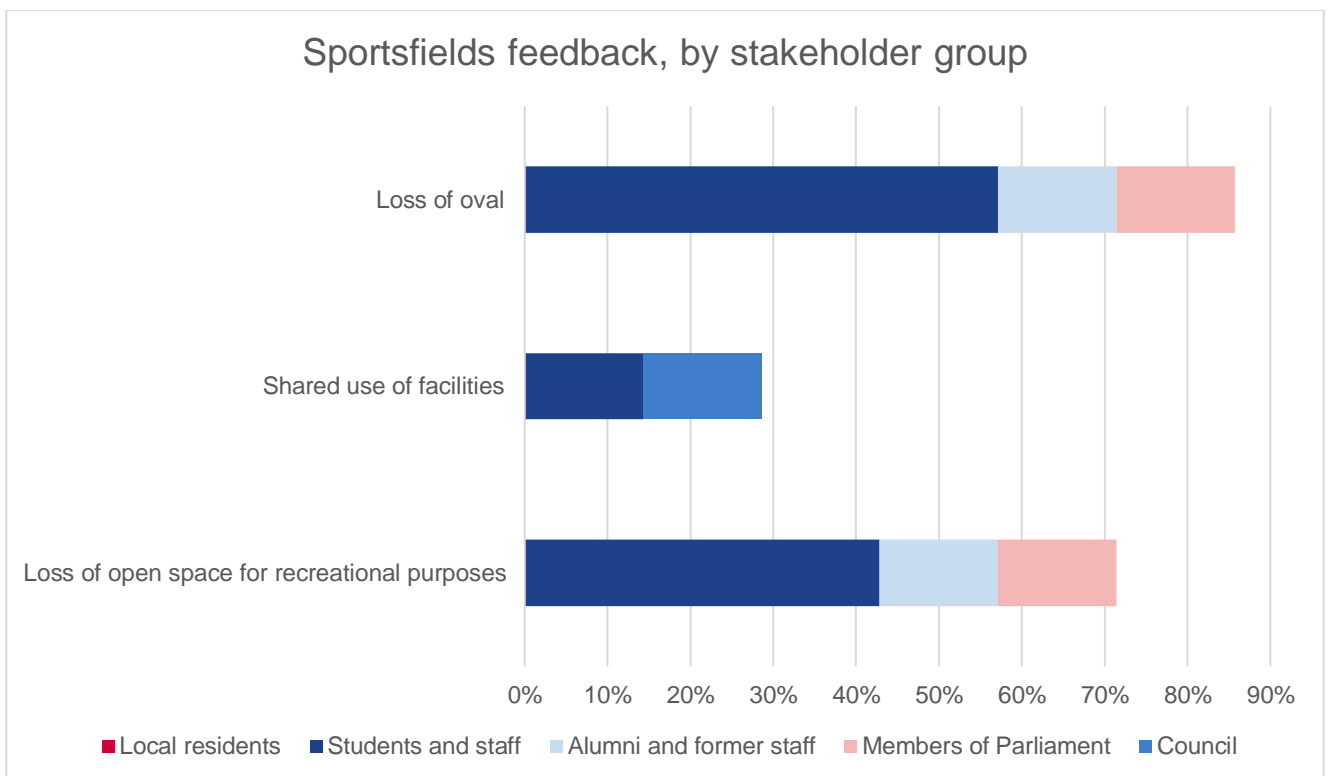
Theme	Issues
Opposition to land sale	<ul style="list-style-type: none"> Once sold, school farm will be unable to scale up in the future School farm requires current scale or more land for sustainable operations and agricultural education While investment in the school is welcomed, loss of land is considered too great a trade-off Sale of land considered opportunity to benefit other schools or government projects or developers, which is unfair for Hurlstone Plan is inconsistent with promise made by former governments Loss of farmland reduces open space and visual amenity for student population and local residents Loss of the former Veterinarian Research Station site and facilities
Opposition to rezoning	<ul style="list-style-type: none"> Generally, proposed densities and location of residential and commercial development is inappropriate for Glenfield and adjacent to school Current transport infrastructure is insufficient to support proposed development Impact on local environment, including pollution and biodiversity <p><i>Rezoning is not within scope of this project. All feedback pertaining to the Draft Glenfield Place Strategy has been forwarded to DPIE.</i></p>

Theme (continued)	Issues
Impacts on Schools for Specific Purposes	<ul style="list-style-type: none"> Concerns about privacy, noise and amenity impacts of changes to land use in surrounding area
Access to Glenfield Train Station	<ul style="list-style-type: none"> Concerns about future changes to pedestrian access to Glenfield Train Station from the school due to rezoning of land surrounding school

Further feedback relating to land use change and its relationship to the boarding and farm facilities upgrades has been summarised in Section 5.4.1 and 5.4.2.

5.4.6 Sports fields and additional facilities

Seven submissions (18% of all submissions) provided feedback about changes to the school's sports fields. About half (57%) of this feedback was provided by current students and staff. Of the submissions received about sports fields, 86% were concerned about loss of the current oval and 71% were concerned about loss of open space around the school for recreational purposes, as shown below. Two submissions (29%) provided feedback about shared use of facilities.

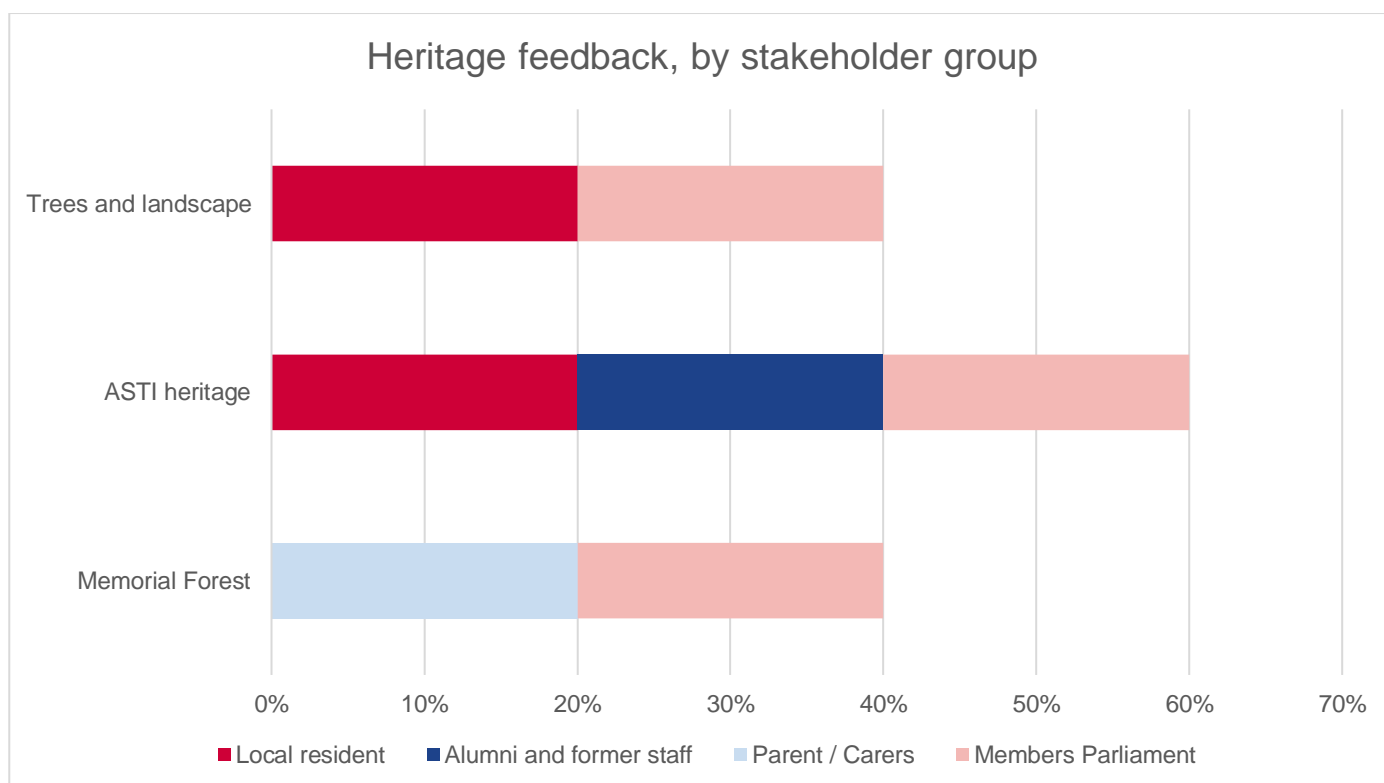


Feedback is summarised by theme, with issues outlined below.

Theme	Issues
Loss of oval	<ul style="list-style-type: none"> • Concern about loss of oval, without replacement or inadequate replacement, reducing access and range of sporting activities • Potential loss of picket fence • Impact on sporting endeavours of students • Amenity impacts of change in land use on site of current oval on school and student population
Shared use of facilities	<ul style="list-style-type: none"> • Council expressed interest in exploring shared use Council-owned and Department of Education-owned facilities, for benefit of school and local community • Concern that shared use of school facilities will reduce student access to sports fields • Operational considerations to facilitate student access to off-site sports fields and facilities in local area
Loss of open space for recreational purposes	<ul style="list-style-type: none"> • Changes in land use surrounding school will reduce access to open space for recreational purposes

5.4.7 Protection of heritage

Five submissions provided feedback about heritage concerns (14% of all submissions). Concerns raised included impacts on the Memorial Forest, due consideration for and consultation about Aboriginal and Torres Strait Islander (ATSI) heritage, historically significant trees and the agricultural landscape. As shown below, these concerns were raised by an alumni, a parent/carer, a local resident and a Member of Parliament.

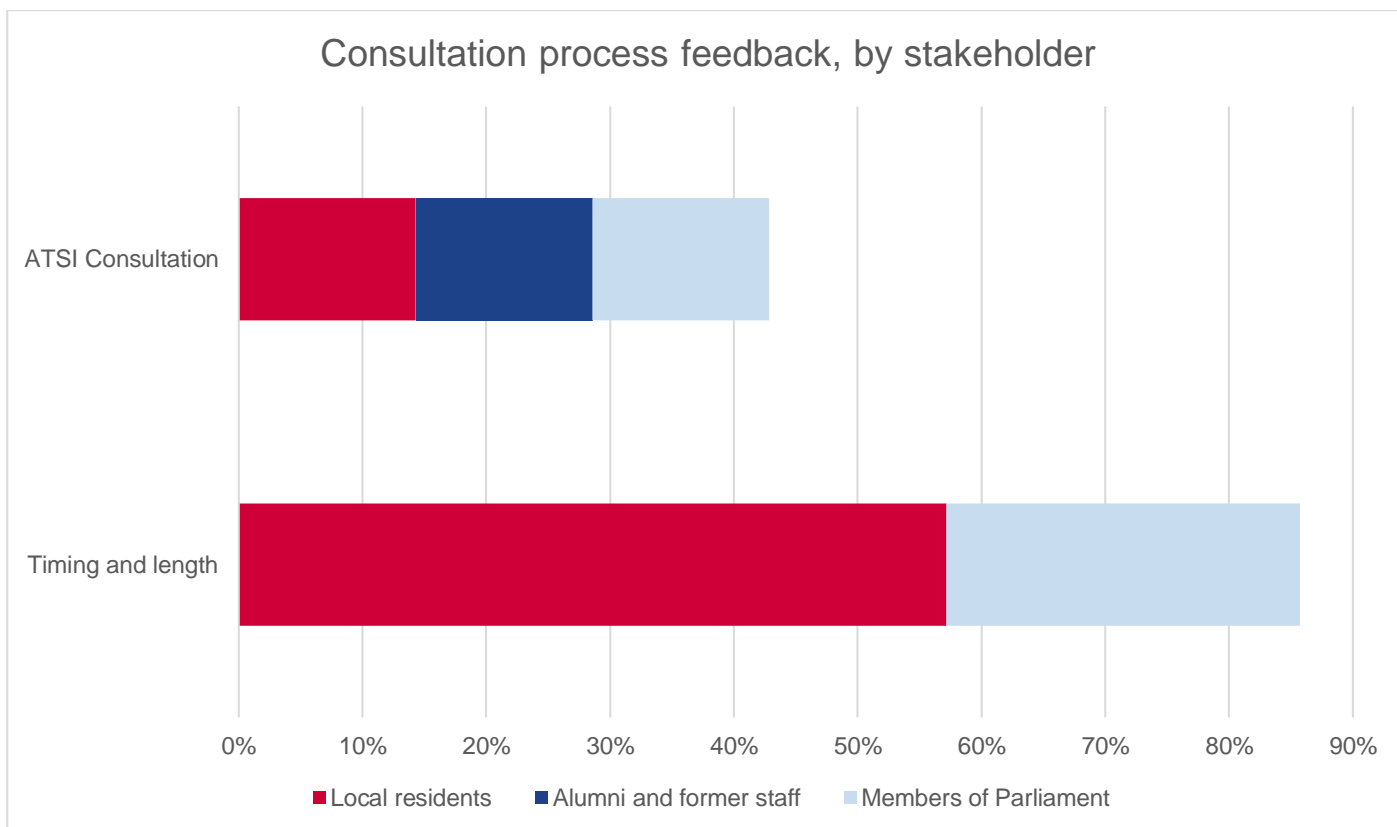


Feedback is summarised by theme, with issues outlined below.

Theme	Issues
Trees and landscape	<ul style="list-style-type: none"> • Potential impacts to trees considered to be locally significant, on land identified to be available for sale by Department of Education • Agricultural landscape considered to be of historical importance and worthy of heritage protection
Aboriginal and Torres Strait Islander (ATSI) heritage	<ul style="list-style-type: none"> • Potential impacts to trees considered to be of significance to ATSI • Lack of consultation with ATSI community
Memorial Forest	<ul style="list-style-type: none"> • Concern that fencing surrounding the Memorial Forest and a roadway through the Forest is planned and this will impact the Forest

5.4.8 Consultation process and inclusion

Seven submissions (19%) provided feedback about the consultation process. As shown below, predominantly, this feedback was provided by local residents (71%), followed by two Members of Parliament (43%). 86% of this feedback related to the timing of consultation and the length of time.



Concerns were raised by three submissions (43%) regarding adequate consultation with Aboriginal and Torres Strait Islanders (ASTI).

Feedback is summarised by theme, with issues outlined below.

Theme	Issues
Timing and length of consultation	<ul style="list-style-type: none"> • Timing of consultation in December was inappropriate • Undertaking consultation during Covid-19 restrictions was inappropriate • Length of time (two weeks) too short for school and local community members and interested stakeholders to provide feedback • Consultation period should be same as the statutory consultation processes currently facilitated by DPIE (Draft Glenfield Precinct Plan) and TfNSW (Proposed Cambridge Avenue extension)
Aboriginal and Torres Strait Islander consultation	<ul style="list-style-type: none"> • Concern that no consultation with ASTI has been undertaken • Concern that length of consultation period was inadequate for ATSI consultation

5.4.9 Other concerns

In addition, a small number of respondents provided feedback about matters that are beyond the scope of this project and consultation process. These are summarised below.

Theme	Issues
Enrolments	<ul style="list-style-type: none"> • Selective student places at Hurlstone Agricultural High School should be increased • Selection criteria should ensure students from rural and regional areas are not disadvantaged
Future primary school	<ul style="list-style-type: none"> • Concern about potential size of primary school • Impacts of school location and size on local traffic • Concern that future primary school is not large enough to support increasing population in area • Should be located south of Hurlstone Agricultural High School, with new playground facilities adjacent

5.5 Additional feedback

One phone call to the SINSW hotline was received during the consultation period, requesting hard copies of project information. No feedback was provided. During consultation in early 2020, four phone calls were received about the project.

6. Next Steps

SINSW has consulted with stakeholders and community, as demonstrated in this report. The outcomes of this community consultation are provided for review and consideration, as the project progresses to detailed planning and design phases.

Based on the feedback provided during this consultation process, the following recommendations are made:

1. **More information about the project scope:** Many concerns raised were based on misinformation or misunderstanding of the proposed boarding facilities upgrade, boarding supervision, farm hub layout and relocation of school facilities, including the oval. This can be addressed through:
 - a. Additional Frequently Asked Questions covering a range of topics will help clarify the scope and plans for new, upgraded and existing facilities and parts of the school
 - b. Communicate clearly and regularly with the school community about the project's progress and forums for staff and students to ask questions.
2. **Targeted engagement with the agriculture sector:** There was a relatively low response rate from alumni and industry professionals, and only one response about potential partnerships with the school. A tailored engagement program with alumni, industry bodies and agricultural professionals is needed to inform the development of an industry partnerships, mentoring and/or research program.
3. **Consideration of new boarding and farm operations:** Much of the feedback from current staff pertained to operational considerations for the new boarding facilities and farm facilities. As the project progresses to detailed planning, deeper engagement with Department of Education staff at Hurlstone Agricultural High School will empower staff to develop new operational models, to maximise the benefits of their new facilities, and support change management planning, to ensure a smooth transition for staff and students. Opportunities for student engagement in operational design and planning may support user centered design.
4. **Establish a Project Reference Group.** As per standard practice for SINSW projects, a Project Reference Group will provide input and managed into the detailed planning and design phases. Formalising this Group early in the next phase will provide clarity about the process and support clear and regular communications to the school community about progress. Consideration may be given to inclusion of additional members, including suitably qualified and experienced industry experts and agricultural education representatives.

Engagement will continue with stakeholders and communities as the projects progress. Specifically, SINSW will continue to work closely with the school community, to inform detailed planning and the delivery of the project. The Final Business Case will be lodged in early 2021 with construction planned to commence to in 2021, subject to planning approvals.

SINSW will continue to update the project webpage and share updates at key project stages for stakeholders and communities.

Appendix A Screen shots of Virtual Information Session

360 views of the room





We are investing into the future of agricultural education at Hurlstone Agricultural High School

Late 2019	Early 2020	WE ARE HERE		Late 2020	Early 2021	Mid 2021
Early design		Master planning				Delivery commencement
New model for state-wide agricultural education announced	Consultation with school staff, students, parents and carers, alumni and industry	Reviewed feedback, consulted with industry experts and Department of Education staff	Developed masterplans with proposed farm and boarding upgrades	Community consultation	Business case lodged	Concept design development

The proposed upgrade will continue Hurlstone’s legacy and support contemporary agricultural education.

Students will benefit from the proposed:

- new farm facilities, including fit for purpose farming technology
- new farm layout including a centralised farm hub
- new and upgraded boarding, to accommodate up to 180 boarders

This proposal was influenced by:

- community and stakeholder consultation from early 2020
- agricultural industry expertise
- educational needs and rationale from the Department of Education.



New farm facilities



A new farm layout



New and upgraded boarding

A new centralised farm hub is at the core of the proposed farm upgrade

The modern farm hub increases student and animal interaction and viewing opportunities.

Farming operations will be redeveloped to be more efficient, reflect contemporary agricultural technology and provide more hands-on farming opportunities for students.

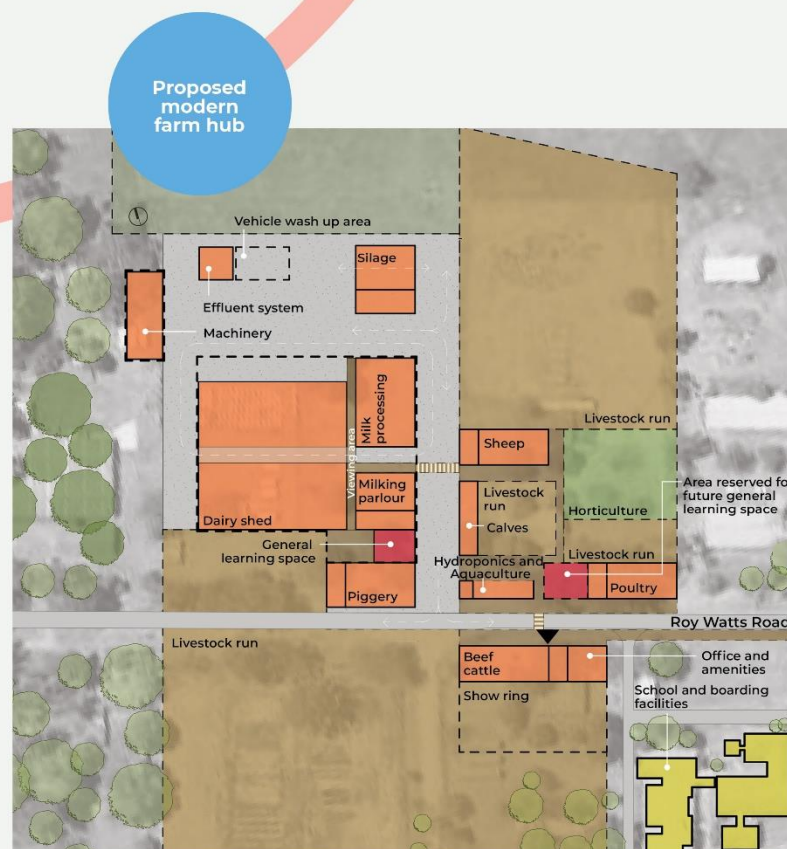
The proposed modern farm hub will include the following new facilities:

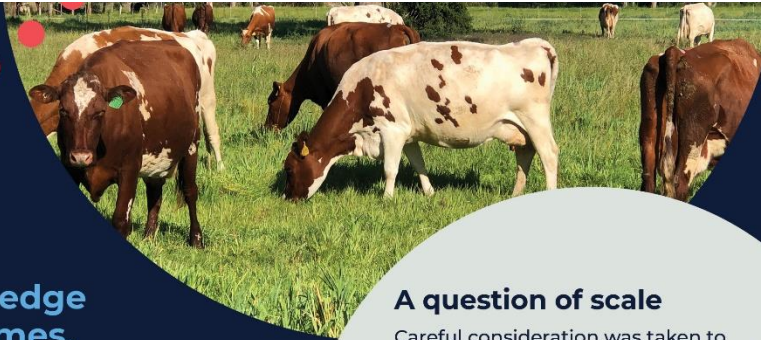
- dairy shed and milking parlour
- dairy processing equipment
- viewing gallery and co-located learning space

- calf, beef and pig sheds
- aquaculture within the hydroponics facility
- commodity shed and storage facilities
- sheep shed and shearing facility
- poultry facility (layer shed and chicken coops)

The proposed farm upgrade also includes new farming equipment and irrigation systems.

The hydroponic and horticultural facilities will be relocated to the farm hub.





This proposal will provide cutting edge technology, better learning outcomes, operational efficiencies and safety benefits in farm management.

Modern technology to support a contemporary agricultural education

A question of scale

Careful consideration was taken to determine the farming scale, informed by expert industry advice and the Department of Education from an educational needs and syllabus perspective. The new farm layout and proposed upgrade is at an appropriate scale for a learning facility and optimal for student experiences. Research and analysis has shown that a larger facility does not equate to better educational outcomes.

The size of the farming enterprises need to balance the operational management input, ensure a sustainable enterprise and provide an enhanced student learning experience, now and into the future.

Dairy enterprise

The dairy will receive a new milking parlour, with a robotic milking system, livestock housing and viewing areas. A herd of up to 80 milking cows can be supported by the approximately 50 hectares of farmland to be retained, under the proposed irrigation systems. The herd is currently approximately 65 milking cows, with followers.

These upgrades will allow for the ongoing support and expansion of the dairy revenue stream, with possible entry into on-site yoghurt and cheese production. This diversification presents additional learning opportunities for students.

Other enterprises

Poultry, beef, sheep shed, shearing facility and hydroponics will be relocated to the farm hub. Changes in farm size will have little impact on beef cattle and sheep, with current herd sizes accommodated within the proposed, enhanced farm.

A new, modern piggery is proposed that will reflect current best practice for about 8-10 sows.

Benefits of proposed upgrades

The benefits of the new dairy enterprise, supported by irrigation, livestock housing, effluent capture, pasture and a feeding area include:

- higher milk production
- improved animal comfort and heat stress control
- improved work, health and safety outcomes for students and workers
- reduced biosecurity risks
- broader educational experience, exposing students to more machinery and cropping methods
- reduced economic loss during drought through irrigation development
- opportunities for engagement with research hubs and industry.

Students will have an enhanced educational experience, with:

- exposure to pasture and crop agronomy under irrigation
- viewing area in new facilities
- access to modern equipment and technology
- potential for on-site pasteurisation and boutique dairy processing operations
- potential opportunities for engagement with research hubs and industry.

New and upgraded boarding facilities to support the wellbeing of students

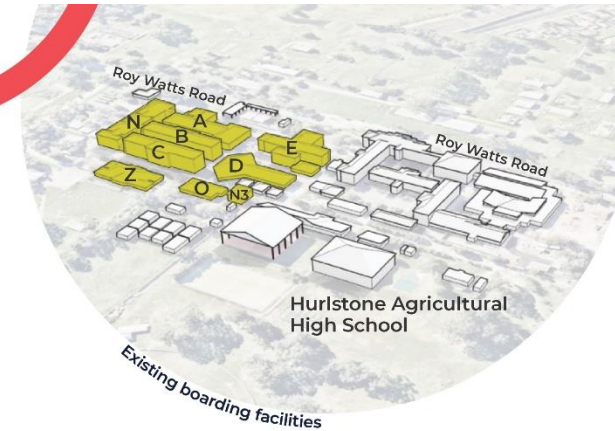
Revitalising boarding facilities will make them fit for purpose, attractive to new boarders, improve social interaction and create a sense of community.

We have reviewed feedback received during consultation in early 2020 and developed a boarding upgrade masterplan.

The boarding upgrade is within the footprint of Buildings A, B, C and N (dormitory buildings).

The upgrade involves refurbishing the heritage listed Building A and replacing Buildings B, C and N with new male and female boarding facilities.

Building E (heritage listed Clarke House), Building D (Dining Hall), Building O (Wellbeing Centre) and Building N3 (Laundry) will be retained and will continue to be used by the school. Building Z (dormitory) will be used during the boarding upgrade for student accommodation and once the upgrade is complete, will be demolished and the land remaining converted into sports fields.



Artist impression of new and improved boarding facilities

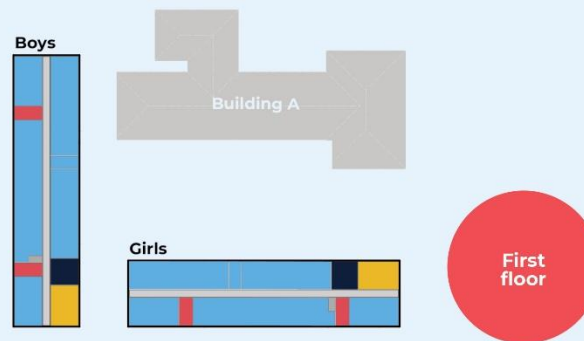


New and upgraded boarding

The new and upgraded boarding facilities will accommodate a cohort of 180 students, evenly split across year groups and gender.

The boarding facility improvements include:

- refurbishing Building A for shared facilities and administration
- demolition of Buildings B, C and N
- replacement of Buildings B, C and N with new male and female boarding facilities
- new building layout to create better separation of boys' and girls' dormitories
- co-ed outdoor common area on the ground floor.



Appendix C Project webpage

Wash your hands, cover your cough and stay home if you're sick. [Get the latest COVID-19 advice](#)

NSW Department of Education - School Infrastructure Log in

NSW GOVERNMENT Explore Programs Latest news About us Contact us

Upgrade | Hurlstone Agricultural High School project

About the project Get involved Library

Design is underway to retain Hurlstone Agricultural High School as an agriculturally-focused selective high school in Glenfield.

The project proposal includes an upgrade to existing boarding facilities and to retain the existing dairy facilities. Hurlstone Agricultural High School will keep its name and stay at the Glenfield location as an academically selective, boarding agricultural high school.

Following consultation in early 2020, we have reviewed feedback from the school community, parents, carers, alumni and industry. We have examined the need for investment in the farm, land use decisions and key links to agricultural education outcomes.

We propose to invest in the future of Hurlstone Agricultural High School to continue its legacy of contribution to education. Students will benefit from contemporary agricultural education through the proposed:

- New and upgraded boarding facilities.
- New farm facilities.
- New farm layout.

Virtual community information sessions

A virtual information session was held from 9:00am Wednesday 9 December to 5:00pm Wednesday 23 December 2020. All information shared via the virtual information session is available in the Library tab and you can submit your feedback via the Get Involved tab.

We are reviewing all feedback submitted. It will inform the next phase, detailed design.

The benefits

- Improved educational outcomes in agriculture and Science, Technology, Engineering, Arts and Mathematics for students
- New and upgraded boarding facilities, with capacity for up to 180 boarders
- New, fit for purpose, modern farm and dairy facilities offering expanded education experiences
- Ease of farm operations and management
- More opportunities for students to view and interact with livestock
- Collaboration opportunities with the new Centre of Excellence in Agricultural Education, universities and industry

Further investment in state-wide agricultural education is planned at the **Centre of Excellence for agricultural education** and **Richmond High School**.

A **redevelopment at Hurlstone Agricultural High School** was previously finished and opened to students in early 2019.

Timeline




Progress summary +

Next steps +

Additional information


Fast facts

 Commencement

Mid 2021

 Electorate

Macquarie Fields

 Address

Roy Watts Road Glenfield NSW 2167

NSW Department of Education – School Infrastructure

Hurlstone Agricultural High School

Project and community engagement update

December 2020

Process timeline



Investing in our schools

The NSW Government is investing \$7 billion over the next four years, continuing its program to deliver more than 200 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 committed to delivering new and upgraded schools for communities across New South Wales. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

Project overview

We are currently designing a project at Hurlstone Agricultural High School. Following consultation with the school community, parents, carers, alumni and industry in early 2020, we have reviewed feedback and refined our plans for the project. The project includes the following proposed upgrades:

- a new farm layout
- farm upgrade, including the dairy
- boarding upgrade to accommodate a cohort of 180 students.

The proposed upgrades reflect the rich heritage of Hurlstone as an exemplar agricultural education facility. They support its modernisation and the delivery of contemporary agricultural education to students.

Progress summary

We have developed masterplans for farming and boarding upgrades.

We would like to show the community how plans for the school have progressed and how we have incorporated feedback from consultation in early 2020.

Once this consultation is complete, the project will be lodged for approval in late 2020.

You're invited to a virtual consultation

The health and safety of students, staff and community is our priority. We are temporarily changing some of the ways we keep you informed about this project to account for social distancing measures.

We have developed an online community information session to provide the community with an alternative way to hear about this project, ask questions, and provide your feedback.

You're invited to our virtual consultation room:



Date: From 9:00am Wednesday 9 December to 5:00pm Wednesday 23 December 2020.

Location: Visit the [SINSW website](#) at any time, day or night during this period to enter the virtual consultation.

To access a physical or emailed version of the project content, please get in touch with us via email or phone.

Next steps

Once the consultation is complete, we will consider all feedback received. We will then finalise the business case and seek approval to proceed to delivery.

As the project progresses, we'll share more information and encourage further questions and feedback.

Keep in touch

The SINSW website will have up to date information about this project. You can also contact our community information line and email on the details below.

For more information contact:

School Infrastructure NSW
 Email: schoolinfrastructure@det.nsw.edu.au
 Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

schoolinfrastructure.nsw.gov.au

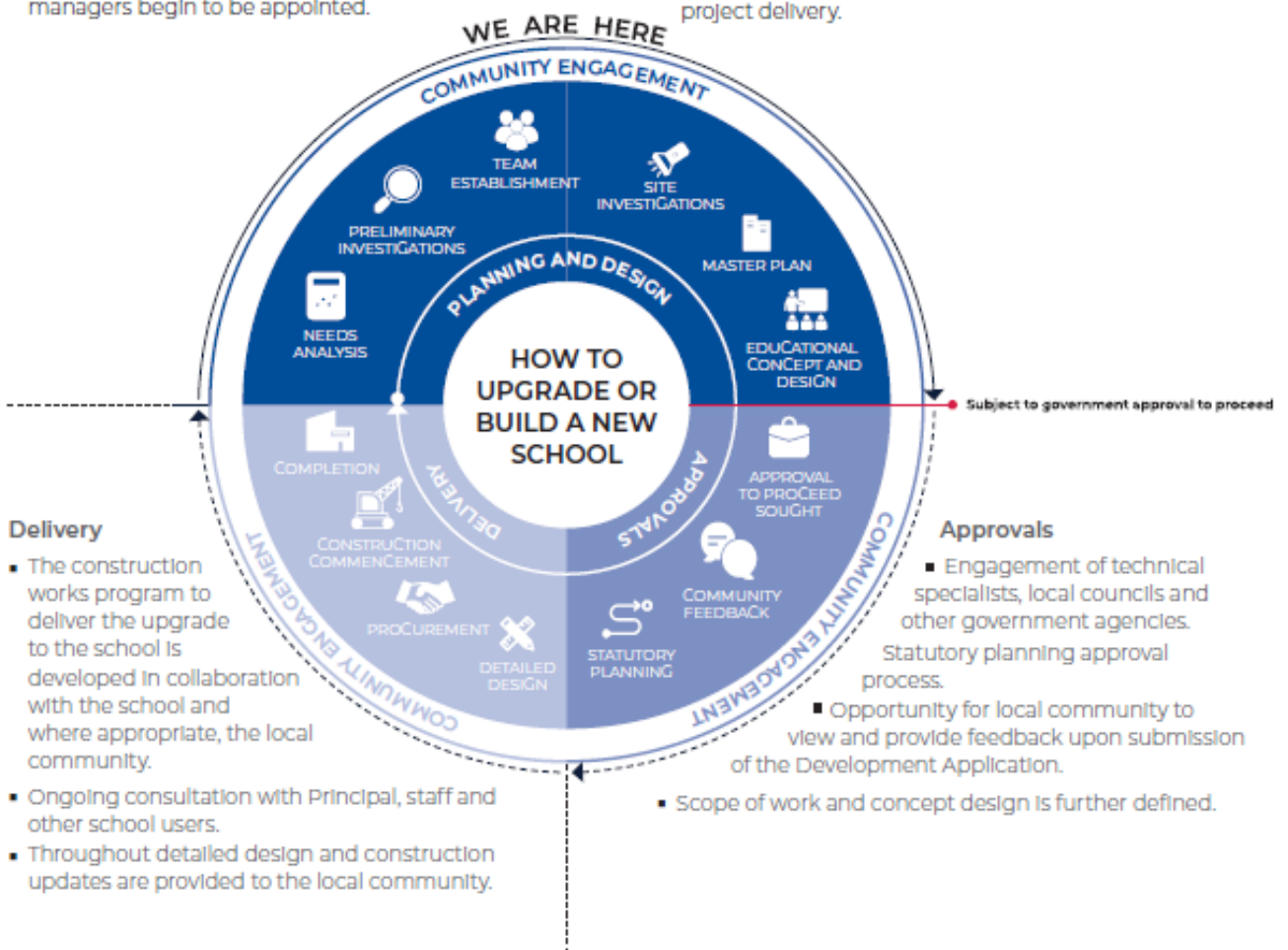


Hurlstone Agricultural High School project

Funding has been allocated to allow for master planning of upgrades to the farm and boarding facilities. The information below takes you through the journey of upgrading a school.

Planning and Design

- Consideration, studies and due diligence assessments of school requirements, the condition of the existing buildings, heritage requirements and statutory planning requirements.
- Doing so means that we consider the needs of boarders, ensure facilities are fit for purpose for current and future students.
- Consultants such as architects and project managers begin to be appointed.
- The site is investigated and reviewed for the development of master plan options, considering general size, shape and form of buildings.
- A Project Reference Group (PRG) is established to consider operational, educational and service delivery factors.
- Operational, educational and service delivery factors are understood and considered by the PRG.
- Once a preferred concept design option is identified, approval is needed to progress from planning through to project delivery.



NSW Department of Education – School Infrastructure

Hurlstone Agricultural High School

Information pack

December 2020



Hurlstone Agricultural High School Agricultural Facilities

The NSW Government is investing \$7 billion over the next four years, continuing its program to deliver more than 200 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 committed to delivering new and upgraded schools for communities across NSW. The delivery of these important projects is essential to the future learning needs of our students and supports growth in the local economy.

The NSW Government proposes to invest in the future of Hurlstone Agricultural High School to continue its legacy of contribution to agricultural education. Following consultation with the school community, parents, carers, alumni and industry in early 2020, we have reviewed feedback and refined plans for the project.

Students will benefit from contemporary agricultural education through a proposed farm and boarding upgrade including fit for purpose farming technology in a centralised farm hub. The proposed upgrades include:



New farm facilities



A new farm layout



New and upgraded boarding



Improved educational and agricultural outcomes

schoolinfrastructure.nsw.gov.au



We're investing into the future of agricultural education at Hurlstone Agricultural High School

New farm layout and facilities

An improved farm layout and modern technology will deliver broader educational experiences. A centralised farm hub with new facilities including dairy and learning spaces is at the core of the proposed upgrade.

- Students will be provided with learning opportunities capturing the best of contemporary agricultural knowledge and practical farming experiences to improve their skills
- Supports development of school curriculum linked to modernised and efficient farming resources and enterprises
- New dairy facilities will enable Hurlstone Agricultural High School to potentially capitalise on milk processing and pasteurisation
- Provides opportunity for cohesive and expanded partnerships with Industry experts



Artist impression of boarding upgrade

New and upgraded boarding

New and refurbished facilities for up to 180 boarders to support the overall wellbeing of students

- Will help achieve equitable access to selective, agricultural education for all students across NSW
- Will attract more students to the school, from regional and rural areas
- Will create a greater sense of community, belonging and social cohesion for the Hurlstone community

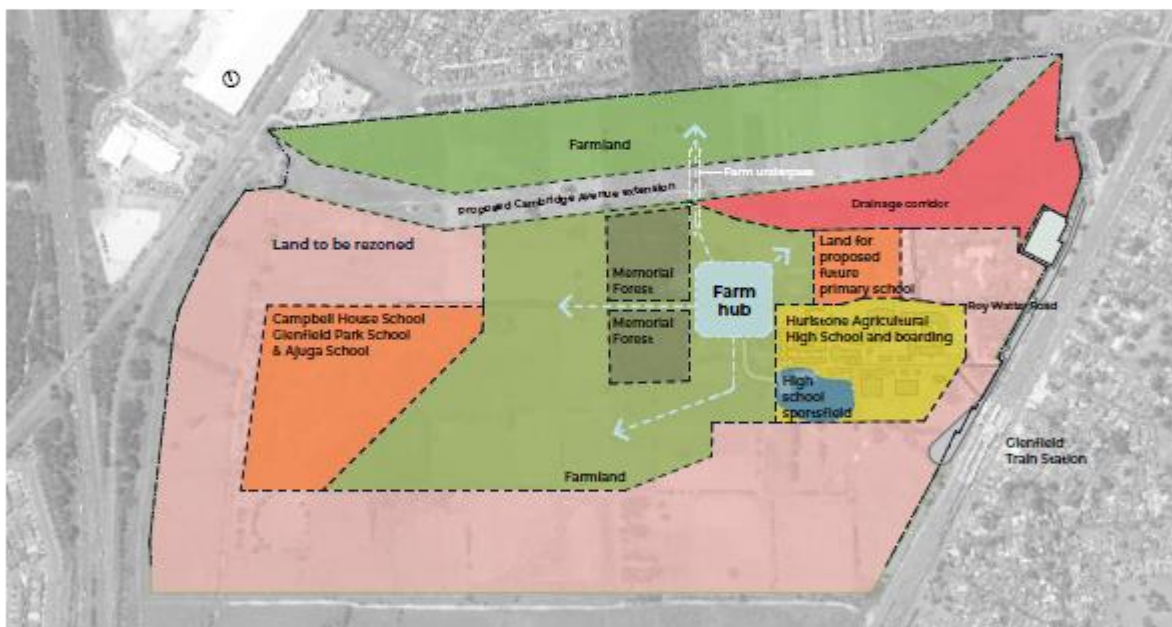
Progress summary

This project is currently in the master planning stage and we have developed masterplans for farming and boarding upgrades. The final project will be lodged for approval in late 2020. Before the approval stage, we would like to show the community how plans for the school have progressed and how we have incorporated feedback from consultation in early 2020.

Process timeline



New proposed farm layout



Since the announcement of a new NSW agricultural model for education in December 2019, and consultation in early 2020, we have examined the need for investment in the farm, land use decisions, and key links to educational outcomes.

Implementing modern farming facilities and technology will achieve a future focused learning experience, while maintaining all existing farm enterprises.

Land use decisions were made by prioritising teaching and learning outcomes for students and were influenced by industry experts, Department of Education staff and feedback from community consultation.

The Department of Education will retain approximately 77 hectares for the Hurlstone campus (school, farm, dairy, sporting facilities and boarding), the schools for special purposes, and an area for a potential future primary school. The farm and dairy will be retained on approximately 50 hectares.

Proposed farming upgrades at Hurlstone Agricultural High School will create fit for purpose facilities to support the next generation of students learning about contemporary agriculture and science, technology, engineering, arts and maths (STEAM). Key farming technology and all existing enterprises will be upgraded or relocated to a central farm hub.

Page 3 of 7



New farm facilities

An improved farm layout and modern technology will support the education of our next generation of researchers, innovators, entrepreneurs and workers across the agricultural sector.

A centralised farm hub is at the core of the proposed farm upgrade and will include co-located farming enterprises, technology and livestock housing.

All existing farming enterprises will be co-located in the farm hub including dairy cows, sheep, beef cattle, pigs, chickens, hydroponics, cropping for animal feed and horticulture. Importantly, new irrigation systems will be included in the upgrade, resulting in more efficient use of the land and resources.

Students will be provided with learning opportunities capturing the best of contemporary agricultural/STEAM knowledge and practical experiences across farming enterprises. The farm upgrade also provides an opportunity for partnerships with industry and tertiary education.

The proposed new farm hub will include the following modern facilities:

- Dairy shed
- Milking parlour
- Dairy processing equipment
- Viewing area
- Co-located learning space
- Calf, beef, and pig sheds
- Aquaculture within the Hydroponic facility
- Commodity shed and storage facilities
- Sheep shed and shearing facility
- Poultry facility (layer shed and chicken coops)

The proposed farm upgrade also includes new farming equipment and irrigation systems. The hydroponic and horticultural facilities will be relocated to the farm hub.

The proposed new farm hub



New and upgraded boarding

Following consultation with the school community, parents, alumni and industry in early 2020, we have reviewed feedback and refined plans for the proposed boarding upgrade.

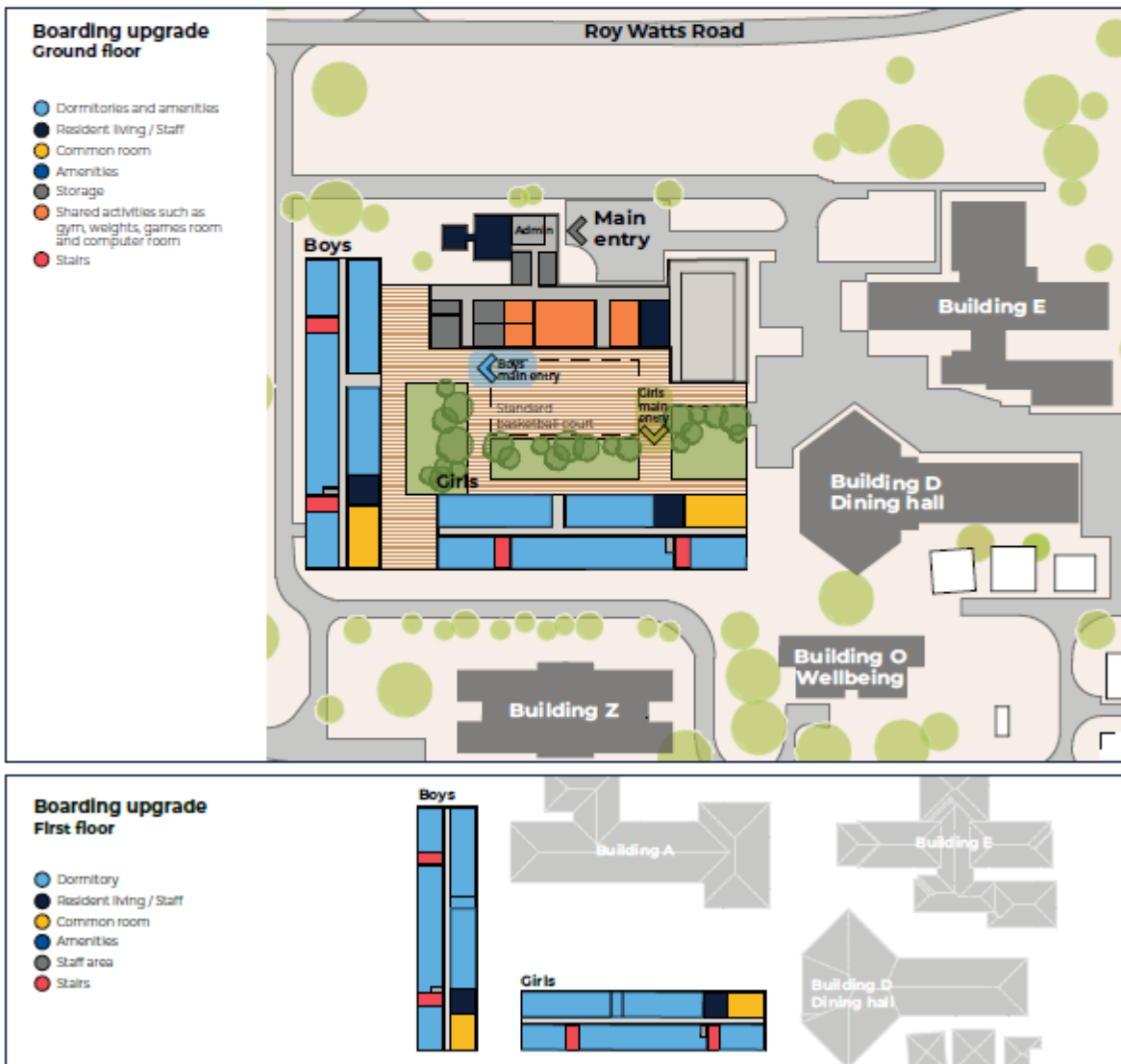
Revitalising the boarding will provide fit for purpose facilities, attract new boarders from rural and regional NSW and create a sense of community and belonging.

The proposed boarding upgrade will provide students with facilities for up to 180 students, as well as provide

staff accommodation. This consists of 30 students per school year and a 50/50 female/male split. The boarding upgrade focuses on improving the overall management, social interaction, and supervision of students. The boarding upgrade will remain within the footprint of buildings A, B, C and N. The upgrade involves refurbishing some existing facilities such as Building A which is heritage listed, and partially rebuilding others. We are seeking feedback from community and stakeholders on the boarding upgrade.

Block E (heritage listed Clarke House), Blocks D, O and N3 will be retained and will continue to be used by the school. Block Z will be used during the boarding upgrade for student accommodation and once the upgrade is complete, will be demolished and the land converted into sports fields.

Boarding upgrade: refurbishment of existing building Block A, removal of Blocks B, C and N, and replacement with new male and female boarding facilities. The new facilities will consist of a new building layout to create better separation of boys' and girls' dormitories with a co-ed outdoor common area on the ground floor.



Frequently asked questions

A full list of frequently asked questions is available on the SINSW website for this project or can be requested through our community phone line or email.

What is involved in the Hurlstone Agricultural High School project?

Following the project announcement in December 2019, and consultation in early 2020, we have examined the need for investment in the farm, and how it links to educational outcomes.

Student outcomes and learning are at the centre of decision making. The proposed farm upgrades will create fit for purpose facilities to support the next generation of students learning about contemporary agriculture and STEAM.

To achieve improved agricultural education outcomes, we propose to upgrade the farm, co-locate technology in a centralised farm hub and upgrade boarding facilities.

The Department of Education has also determined the size of land for divestment. This was influenced by feedback received in early 2020 by community and stakeholders who strongly supported retaining land for upgraded farming facilities and improved agricultural/STEAM education outcomes.

What are the benefits of the proposed new upgrades and facilities at Hurlstone?

The proposed upgrades to the farm and boarding will provide students with:

- Improved educational outcomes in agriculture and STEAM
- new and upgraded boarding facilities with additional capacity for up to 180 boarders
- new fit for purpose, modern farm and dairy facilities offering expanded education experiences
- ease of farm operations and management
- more opportunities for students to view and interact with livestock
- collaboration opportunities with the new Centre of Excellence in Agricultural Education, universities and industry.

What is the project delivery timeline?

The business case is expected to be lodged later in 2020. A detailed timeframe for delivery will be confirmed as planning progresses.

How can I get involved in this consultation?

The health and safety of students, staff and community is our priority. We are temporarily changing some of the ways we keep you informed about this project to account for social distancing measures.

School Infrastructure NSW has developed an online community information session to provide the community an alternative way to hear about our projects.

We are consulting the community and stakeholders on the proposed farm and boarding upgrades and seeking feedback from industry and interested parties on potential partnership opportunities with the school.

This feedback will be considered as the project team refines the proposed farm and boarding upgrades during the next phase of detailed design and delivery.

How does this project relate to the Mal Peters report recommendations and Pratley review?

The Mal Peters report suggests modernising and delivering future focused agricultural/STEAM learning opportunities for students. The proposed upgrades for Hurlstone directly respond to the recommendations from the Mal Peters report and Pratley review to:

- Increase food and fibre study opportunities for secondary students
- enable state-wide best practice in curriculum delivery and student engagement
- Increase access to agricultural education and training for metropolitan students.

Land changes

Hurlstone Agricultural High School is part of the Glenfield precinct that is being master planned for a range of future uses. As part of this, the Department of Education has determined that approximately 82 hectares of its land will be divested. This land is currently being exhibited by the Department of Planning, Industry and Environment.

The Department of Education will retain approximately 77 hectares for the Hurlstone campus (school, farm, dairy, sporting facilities and boarding), the schools for special purposes (Campbell House School, Glenfield Park School and Ajuga School), and an area for a potential new primary school that may be required in the future.

The farm and dairy will be retained on approximately 50 hectares alone by implementing a sustainable irrigation system that will improve the productivity of the retained farmland, and support the dairy, cropping and other livestock.

Land use decisions were made by prioritising teaching and learning outcomes for students and were influenced by industry experts, Department of Education staff and feedback from community consultation.

The size of a farm for a school involves considering farming outcomes required for students and educational purposes, rather than those in a non-educational context. Students will be able to take advantage of a meaningful contemporary educational experience in a manageable and modern fit for purpose facility.

Other government projects

In parallel to the Hurlstone Agricultural High School land use changes, and farming and boarding upgrades, two other government agencies are announcing projects and seeking community and stakeholder feedback.

The Department of Planning, Industry and Environment is seeking to consult on the rezoning of the land to be divested at the Glenfield site as part of the wider Glenfield precinct. This includes the soon to be divested Department of Education owned land as described above.

For more information, you can contact the Department of Industry, Planning and Environment on 1300 305 695, or email glenfield.precinct@planning.nsw.gov.au.

Transport for NSW is consulting on the proposed Cambridge Avenue extension, which intersects Department of Education land. This extension includes a four-lane dual carriageway between Canterbury Road and Campbelltown Road. Consultation is now open through Transport for NSW and feedback welcomed on the recommended option and design.

schoolinfrastructure.nsw.gov.au

For more information, contact Transport for NSW on 1800 370 601, email cambridgeavenue@rms.nsw.gov.au or visit rms.work/cambridgeave.

Prior consultation

In February and March 2020, 96 community members attended a Community Information Session at Hurlstone Agricultural High School, and 127 surveys were received on the project proposal.

We would like to extend a thank you to everyone who took the time to provide feedback. Common themes raised were:

- the value of the school to the agricultural sector
- the school retaining its working farm status
- Improved communications on the project timeline, status and project information.

Since this consultation, we have spent time considering all feedback and used this to refine the proposed upgrades.

Next steps

Following this consultation process, the next steps for the project include:

- a Project Reference Group will be formed
- the project will be lodged for approval
- concept design will be completed
- planning application will be lodged for development consent.

Stay informed



Website

Stay up to date by visiting the School Infrastructure NSW website schoolinfrastructure.nsw.gov.au



Email

Contact the Community Engagement team by emailing schoolinfrastructure@det.nsw.edu.au



Phone

Contact us between 9:00am and 5:00pm, Monday to Friday on **1300 482 651**



NSW Department of Education – School Infrastructure

Hurlstone Agricultural High School

Frequently asked questions

December 2020

The NSW Government is investing \$7 billion over the next four years, continuing its program to deliver more than 200 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

At Hurlstone Agricultural High School, the NSW Government proposes to invest into the future of the school, to continue its legacy and contribution to agricultural education.

Following consultation with the school community, parents, alumni and industry in early 2020, we have reviewed feedback and refined plans. Students will benefit from contemporary agricultural education through a proposed farm and boarding upgrade including fit for purpose farming technology in a centralised farm hub.

The following Frequently Asked Questions provide further details about the proposed farm and boarding upgrades.

General

What is involved in the new model for state-wide agricultural education?

In December 2019, a new model for state-wide agricultural education was announced. The announcement involved Hurlstone Agricultural High School keeping its name, retaining the dairy, receiving upgraded boarding facilities and staying at the Glenfield site. It also involves the establishment of Richmond Agricultural College – a Centre of Excellence in Agricultural Education in the Hawkesbury and a new agricultural speciality stream and new academic selective stream at Richmond High School.

What is now involved in the Hurlstone Agricultural High School project?

Since the announcement in December 2019, and consultation completed in early 2020, we have examined the need for investment in the farm, and how it links to educational outcomes.

Student outcomes and learning are at the centre of decision making. The farm upgrades at Hurlstone Agricultural High School will create fit for purpose facilities to support the next generation of students learning about contemporary agriculture and STEAM.

We are proposing to achieve improved agricultural education outcomes by upgrading the farm, co-locating key farming technology in a centralised farm hub and upgrading boarding facilities.

The Department of Education has also determined the size of land for divestment. This was influenced by feedback received in early 2020 by community and stakeholders who strongly supported retaining land for upgraded farming facilities and improved agricultural/STEAM education outcomes.

Where are you up to in the project lifecycle?

School Infrastructure NSW is currently in the master planning phase for this project. This consultation will assist us in further developing the project and achieving the necessary approvals to proceed to detailed design and delivery. We anticipate the business case will be lodged before the end of 2020, and that a decision will be reached on the project in early 2021.

How have you consulted about the Hurlstone Agricultural High School project?

Consultation with the school and local community, and other stakeholders interested in and impacted by the project was completed in February and March 2020. The aim of that consultation was to ensure stakeholders and community members were informed about the project during early planning and to gather feedback on the announcement made in December 2019. Since the information sessions and surveys, we have been considering all feedback received in the current stage of the project.

What is the timeline for the project?

The business case is expected to be lodged later in 2020. A detailed timeline for delivery will be confirmed as planning progresses.

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NSW Department of Education – School Infrastructure

What are the benefits of the new masterplans for the farm and boarding at Hurlstone?

The masterplans and proposed upgrades to the farm and boarding will provide students with:

- Improved educational outcomes in agriculture and STEAM
- new or upgraded boarding facilities for up to 180 boarders
- new fit for purpose, modern farm and dairy facilities offering expanded education experiences
- ease of farm management and operations
- more opportunities for students to view and interact with livestock
- collaboration opportunities with the new Centre of Excellence in Agricultural Education, universities and industry.

What are you currently consulting the community and stakeholders on?

We are consulting the community and stakeholders on the proposed boarding and farm upgrades and seeking feedback from industry and interested parties on potential partnership opportunities with the school.

This feedback will be considered as the project team refines the proposed farm and boarding upgrades during the next phase of detailed design and delivery.

The feedback from community and stakeholders during consultation in early 2020, which focused on the farm and potential upgrades, has been considered and taken into account within the current proposed masterplan for the farm.

How can I get involved in this consultation?

The health and safety of students, staff and community is our priority. We are temporarily changing some of the ways we keep you informed about this project to account for social distancing measures.

School Infrastructure NSW has developed a virtual consultation room to provide an alternative way to hear about our projects.

The virtual consultation will be open from 9:00am, Wednesday 9 December 2020 through the project website. You can visit at any time, day or night.

Through the virtual consultation, community and stakeholders will be able to view information on the proposed farm and boarding upgrades, submit feedback through our designated feedback form, and arrange to speak to a project team member in more detail.

To access a physical or emailed version of the project content, please get in touch with us via email or phone.

Our information hotline and email address will continue to operate as normal.

Email: schoolinfrastructure@det.nsw.edu.au

Phone: 1300 482 651

As an interested alumni or industry professional, how can I partner with Hurlstone in the future?

We are interested in hearing from alumni and industry professionals on opportunities to partner with the school such as:

- Mentoring
- Research programs
- Industry partnership programs
- Advisory panels on urban agricultural programs and processes
- Marketing and development of Hurlstone products

The aim of these suggested partnerships is to provide students with practical, current, industry led learning and approaches.

The Farm

What is involved in the proposed farm upgrade?

Hurlstone will benefit from cutting edge agricultural technology in the proposed farm upgrade. A farm hub will be at the core of the upgrade and will co-locate farming enterprises, technology, machinery and housing for livestock.

It will also provide improved linkages to learning and boarding spaces. The new central farm hub means students will have access to modern technology, more viewing and animal interaction opportunities, co-located learning space, and greater collaboration opportunities with teaching staff, industry and university partnerships.

What facilities are proposed for the new farm hub?

All enterprises will be co-located in the new farm hub. The farm masterplan proposes to build the following new facilities:

- Dairy shed
- Milking parlour
- Dairy processing equipment
- Viewing area
- Co-located learning space
- Calf, beef, and pig sheds
- Hydroponic facility will be upgraded to include aquaculture
- Commodity shed and storage facilities
- Sheep shed and shearing facility
- Poultry facility (layer shed and chicken coops)
- Hydroponic facility

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NSW Department of Education – School Infrastructure

The proposed farm upgrade also includes new farming equipment and irrigation systems. The hydroponic and horticultural facilities will be relocated to the farm hub.

It is anticipated that the sheep shed, shearing facility and poultry facility (layer shed and chicken coops) will be further developed over time. The farm manager house will be retained in its current location.

How have you made decisions about the agricultural education needs of Hurlstone?

An external industry expert, as well as key Department of Education staff, have been involved in assessing agricultural needs for the future of the school. This includes considering developments in the agricultural industry, agricultural/STEAM curriculum requirements, and the practical management of the farm into the future.

We have aimed to retain the historical value of Hurlstone by respecting the history and legacy of the school and its focus on engaging young people with farming and animals. Into the future, we see this morphing with a greater focus on modern agricultural processes to bolster the standard of education and further encourage young people to enter tertiary agricultural programs or work within the agricultural industry once they have left secondary school.

How is the farm layout changing?

We are proposing to build a new central farm hub, where new equipment and facilities will be located and where livestock housing will occur.

The farm manager and staff will have an administration area situated within the farm hub, enabling easier, direct contact and supervision of livestock and equipment. The farm hub will mean students will spend less time travelling between classes and have greater supervision during field work.

Grazing and cropping land will make up the remainder of the farm site, with the northern and southern areas of the site used primarily for this purpose.

What are the benefits of the proposed farm upgrade?

Irrigation of the farm will result in more efficient use of land and resources. The proposed upgrades will provide a sustainable water source for irrigation to drought proof the farm and therefore maximise stock level capacity and yields. The farming operations will be redeveloped to be more efficient, and effective for hands on farming opportunities for students.

Students will benefit from greater data capture as Hurlstone embraces more modern agricultural practices. This includes strengthening the quantitative data collection from production systems.

What sustainable features are being considered in the farm upgrade?

We are committed to investigating sustainable design elements such as solar panels for the farm upgrade and integrating these where possible in the designs.

Milking will be a sustainable production system and we will ensure we have efficiency and less wastage in the production and processing of milk.

More information will be provided on sustainability features as the project progresses.

What changes are proposed for the piggery?

The proposed new modern piggery will allow for greater pig comfort, ensure piglet safety, and will reflect current best practice.

Large numbers of pigs are not required to demonstrate the principles of pig management. The proposed new piggery will contain around 8-10 sows.

A well-designed, modern piggery will provide important insight into a significant animal industry and one that operates with a high level of sophistication. Many of the feeding and cleaning functions can be automated, reducing the labour demand. The new piggery is proposed to be co-located with the new dairy enterprise to centralise truck and vehicle movements, feed storage areas, and create an integrated effluent management system.

What changes are proposed for other enterprises?

Changes in farm size will have relatively little impact on beef cattle and sheep enterprises. These animals and current herd sizes will be accommodated with the proposed enhanced farm.

The current hydroponic facility will be relocated and upgraded to include an aquaculture facility.

No change is proposed to the current scale for poultry and it can be readily moved or replicated within the proposed new farm layout.

What are the advantages to housing livestock?

Housing livestock in well-designed facilities provides them with shelter and protection from the elements and enhances their overall well-being. It also reduces risks of predation and vandalism. This is most important for smaller livestock, like lambs, chickens, sheep, and calves. The dairy herd has access to pasture for grazing.

Housing for the dairy herd and co-locating the piggery will result in an integrated and more efficient effluent management system. This will improve the waste capture and treatment, improve the health of livestock, and reduce odour.

Dairy upgrade

What are the plans for the future of the dairy enterprise?

To support a more efficient and modern enterprise, a new milking parlour, livestock housing and viewing area is proposed to be built.

Hurlstone currently has approximately 65 milking cows, 16 dry cows, 14 helpers, 15 yearlings and 9 calves. Approximately 50 hectares of farmland proposed to be retained will comfortably support a herd of up to 80 milking cows, with adequate irrigation.

Why a new milking parlour?

A new milking parlour is proposed to replace an outdated facility. A herringbone, low line system is recommended to reduce labour and accommodate student interactions. A robotic system is a contemporary way to manage milking and includes integrated, advanced data capture. This provides a modern experience needed for agriculture students and the data lends itself to a range of agricultural/STEAM applications.

Why are you changing the current dairy?

The current milking facility is ageing, and the proposed new dairy shed, milking parlour and viewing area will allow for better learning outcomes, including better observation of new technology, and greater efficiency in the milking process.

Students will have an enhanced educational experience through:

- exposure to pasture and crop agronomy under irrigation
- viewing areas in the new facilities
- access to modern equipment and technology
- potential for on-site pasteurisation and small dairy processing operations.

What are the benefits to co-locating the dairy and pig enterprises?

Co-locating the dairy and piggery will provide an opportunity for an integrated and more efficient approach to effluent management.

The current system is functional; however, the redevelopment of the dairy and housing of cattle will require a new system, presenting an opportunity to build a more efficient effluent management approach.

What factors were considered in assessing the new dairy enterprise?

Key considerations for determining the scale and type of the new dairy enterprise included:

- education that reflects modern dairy industry challenges in agricultural/STEAM and current agricultural curriculum requirements
- scale and facilities which future proof the enterprise and reflects industry standards
- viable markets for the volume of milk produced
- level of resources to provide educational outcomes (such as machinery, management, harvesting)
- opportunities for additional educational value such as tertiary partners, visiting teaching and student experiences.

A larger enterprise would not necessarily provide a better experience for students. A much smaller enterprise would incur similar infrastructure and labour costs, with fewer data capture and research opportunities.

How will the future dairy enterprise support the agricultural curriculum?

The proposed future dairy enterprise was assessed against the Agriculture Stage 6 Syllabus (2013) for relative value to support each component. The proposed future dairy enterprise would support student learning for:

- The farm as a unit of production
- Farm management
- Plants and their commercial production
- Technology (Plant production)
- Experimental design and research (Plant production)
- Animals and their commercial production
- Technology (animal production)
- Experimental design and research (animal production)

What are the benefits of the proposed new dairy enterprise?

The proposed new dairy enterprise, supported by irrigation, livestock housing, effluent capture, pasture, and a feeding area, will provide many benefits:

- higher milk production
- improved animal comfort and heat stress control
- reduced biosecurity risks
- broader educational experience, exposing students to more machinery and cropping methods
- reduced economic loss during drought, through irrigation development
- opportunities for engagement with research hubs/industry and external teaching and site visits.

New and upgraded boarding

What is the boarding capacity?

The boarding capacity will be 180 students, which aims for 30 students per year group with a 50/50 gender split. The overall enrolment capacity of the school is 1,080 with 985 day and boarder students currently enrolled. The overall enrolment capacity of the school will not be increased as a result of the proposed boarding upgrade. There are currently 42 boarders at Hurlstone in 2020.

What is the proposal for the new and upgraded boarding?

Following consultation with the school community, parents, alumni and industry in early 2020, we have reviewed feedback and refined plans for the proposed boarding upgrade.

The boarding upgrade involves refurbishment of Building A, removal of Building B, C and N, and replacement with new male and female boarding facilities. The new facilities will consist of a new building layout to create better separation of boys' and girls' dormitories with a co-ed outdoor common area on the ground floor.

The boarding upgrade focuses on improving the overall management, social interaction, and supervision of students.

Building E (heritage listed Clarke House) and Buildings D, O and N3 will be retained and will continue to be used by the school. Building Z will be used during the boarding upgrade for student accommodation and once the upgrade is complete, will be demolished and the land remaining converted into sports fields.

What sustainable features are being considered in the boarding upgrade?

The proposed upgrade of boarding facilities will incorporate energy efficient designs, which would reduce resource and energy consumption, and associated costs.

What is excluded from the boarding upgrade?

The following facilities are in good condition for continued use:

- Dining hall
- Kitchen
- Wellbeing centre
- Laundry facility
- Residential housing within Clarke House

What is the heritage status of Building A?

Building A is one of the original Hurlstone Agricultural High School buildings built in 1926. It is a former dormitory block located to the west of Clarke House.

Building A is a single storey face brick building with a gabled unglazed terracotta tiled roof and a verandah featuring rectangular rendered brick posts along the northern side. It is of high heritage significance and it is proposed that the building is retained and its spaces refurbished and purposed for boarding administration and shared facilities such as a gym, computer room, games and secure storage for bikes and musical instruments.

Two shower and communal laundry facilities which are attached to the southern façade of the building are not part of the original building. These are proposed for demolition and removal.

Land changes

Will any land at Hurlstone Agricultural High School site be sold?

The Hurlstone Agricultural High School site is part of the Glenfield precinct that is being master planned for a range of future uses. As part of this, some land surrounding Hurlstone will be rezoned for alternative uses including residential, public open space and commercial. The Department of Education has determined that approximately 82 hectares of its land will be available for divestment. This land will subsequently be rezoned by the Department of Planning, Industry and Environment.

How much land is the Department divesting?

The Department of Education owns approximately 159 hectares of land at the Glenfield site. The approximately 112-hectare Hurlstone campus within this site includes classrooms, farm, dairy, sporting facilities, and boarding.

The Department of Education will retain approximately 77 hectares for the Hurlstone campus (school, farm, dairy, sporting facilities and boarding), the schools for special purposes (Campbell House School, Glenfield Park School and Ajuga School), and an area for a potential new primary school that may be required in the future. The farm and dairy will be retained on approximately 50 hectares alone.

NSW Department of Education – School Infrastructure

How have you decided on the size of land for the farm?

Land use decisions were made by prioritising teaching and learning outcomes for students and were influenced by Industry experts, Department of Education staff and feedback from community consultation.

Implementing modern farming facilities and technology will achieve an improved future focused learning experience while maintaining all existing farm enterprises on a smaller parcel of land.

The size of a farm for a school is about considering the needs of students, not just farming outcomes that might apply in a non-educational context. A balance needs to be made between students having a meaningful educational experience and having a manageable fit for purpose facility.

What is the focus of the new farm layout?

While making decisions about the farm layout and land use changes, the team has focused on creating a harmonious integration between agriculture and urban development.

Hurlstone exists in a unique urban agricultural interface, that differs from an educational experience that might occur in rural or regional NSW and a contemporary farm layout should reflect this.

How will access throughout the farm change?

Access through the site will change as the layout is improved and enterprises upgraded. Grazing land will be located to the north and south of the school and farm hub and dedicated stock routes will be required. As part of Transport for NSW's Cambridge Avenue road upgrade, a cattle underpass is proposed to be created below the new road to enable access to the northern farmland.

What changes are being made to sporting facilities?

Department of Education land is being reconfigured to gain the best outcomes for the school and farm. Once the boarding facilities are complete, Building Z will be demolished, and new sports fields will be built in its place. The existing oval is located on land that will be rezoned.

We acknowledge that the picket fence around the existing oval is valued by the school and alumni and we are investigating options on how to respectfully preserve and repurpose this piece of school history.

The new sports fields will be purpose built for the school, and it is the Department's intention to also pursue shared use of community sporting facilities that may be built in the surrounding development in the future.

Three new sports ovals are currently being proposed as part of the wider rezoning of the area surrounding the school.

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Is a new primary school part of this masterplan?

As part of this masterplan, an area north of Roy Watts Road will be reserved for a future proposed primary school.

Will there be changes to existing access roads?

Roy Watts Road will terminate at the boundaries of Hurlstone Agricultural High School and the schools for special purposes (Campbell House School, Glenfield Park School and Ajuga School), removing transport and public interfaces with farm and students. This will only occur once new proposed access routes are delivered to the schools for special purposes via surrounding land development.

What other changes are being made to Department facilities?

The Department of Education's Glenfield office and Asset Management Unit storage facility will be relocated.

As part of this masterplan, a green open vista will be maintained at the schools for special purposes.

Other government agency projects

What is involved in the rezoning of land surrounding Hurlstone by the Department of Planning, Industry and Environment?

The Department of Education land has identified land in Glenfield that is no longer required for educational purposes. This land will be rezoned by the Department of Planning, Industry, and Environment as part of the Glenfield precinct. It will be rezoned for a variety of uses including housing and commercial uses within walking distance of the Glenfield Train Station.

For more information on this, please visit <https://www.planning.nsw.gov.au/Plans-for-your-area/Priority-Growth-Areas-and-Precincts/Glenfield>.

What is involved in Transport for NSW's Cambridge Avenue upgrade?

Transport for NSW are consulting on proposed Cambridge Avenue extension, which intersects Department of Education land. This extension includes a four-lane dual carriageway between Canterbury Road and Campbelltown Road. Consultation is now open through Transport for NSW and feedback welcomed on the recommended option and design.

For more information, contact Transport for NSW on 1800 370 601, email cambridgeavenue@rms.nsw.gov.au or visit rms.work/cambridgeave.

NSW Department of Education – School Infrastructure

How will the Cambridge Avenue project impact the Department of Education land?

School Infrastructure NSW is working closely with Transport for NSW about linkages for livestock, staff, and students between Hurlstone's northern grazing land and the newly proposed central farm hub.

The farmland north of Cambridge Avenue is suitable for ongoing grazing and cropping. It will remain available for this purpose and a suitable vehicle, pedestrian, and livestock access beneath Cambridge Avenue will be incorporated.

Glossary of terms

- **Agricultural/STEAM** – disciplinary subjects of agricultural and science, technology, engineering, arts and maths. The term STEAM is used because of the important nature of the arts in communicating and delivering agriculture to the market.
- **Hurlstone** – Hurlstone Agricultural High School
- **Department of Education** – responsible for ongoing operation of Hurlstone Agricultural High School, includes school staff, property and land management and divestment
- **School Infrastructure NSW** – also referred to as SINSW, an Infrastructure delivery agency who is tasked with project managing and delivering the proposed upgrades at Hurlstone Agricultural High School
- **Project team** – a combination of SINSW and Department of Education staff who work together to deliver the proposed upgrades at Hurlstone Agricultural High School

For more information contact:

School Infrastructure NSW
Email: schoolinfrastructure@det.nsw.edu.au
Phone: 1300 482 651
www.schoolinfrastructure.nsw.gov.au

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Appendix H Online survey questions

1. When planning a boarding upgrade, we consider a number of factors, including student safety and wellbeing, planning constraints, capital costs and estimated operational costs. Please provide your feedback about the proposed boarding upgrade below.
2. Do you have any feedback on the proposed farm upgrades?
3. We are interested in hearing from stakeholders who would like to develop partnership and research opportunities with the school. Please indicate the category your involvement would most suit:
 - (a) Mentoring
 - (b) Research project
 - (c) Industry placements
 - (d) Marketing and development of dairy brand
 - (e) Other _____
4. If you have indicated you would like to be involved in a potential partnership opportunity, please provide your name, organisation/company and contact details.