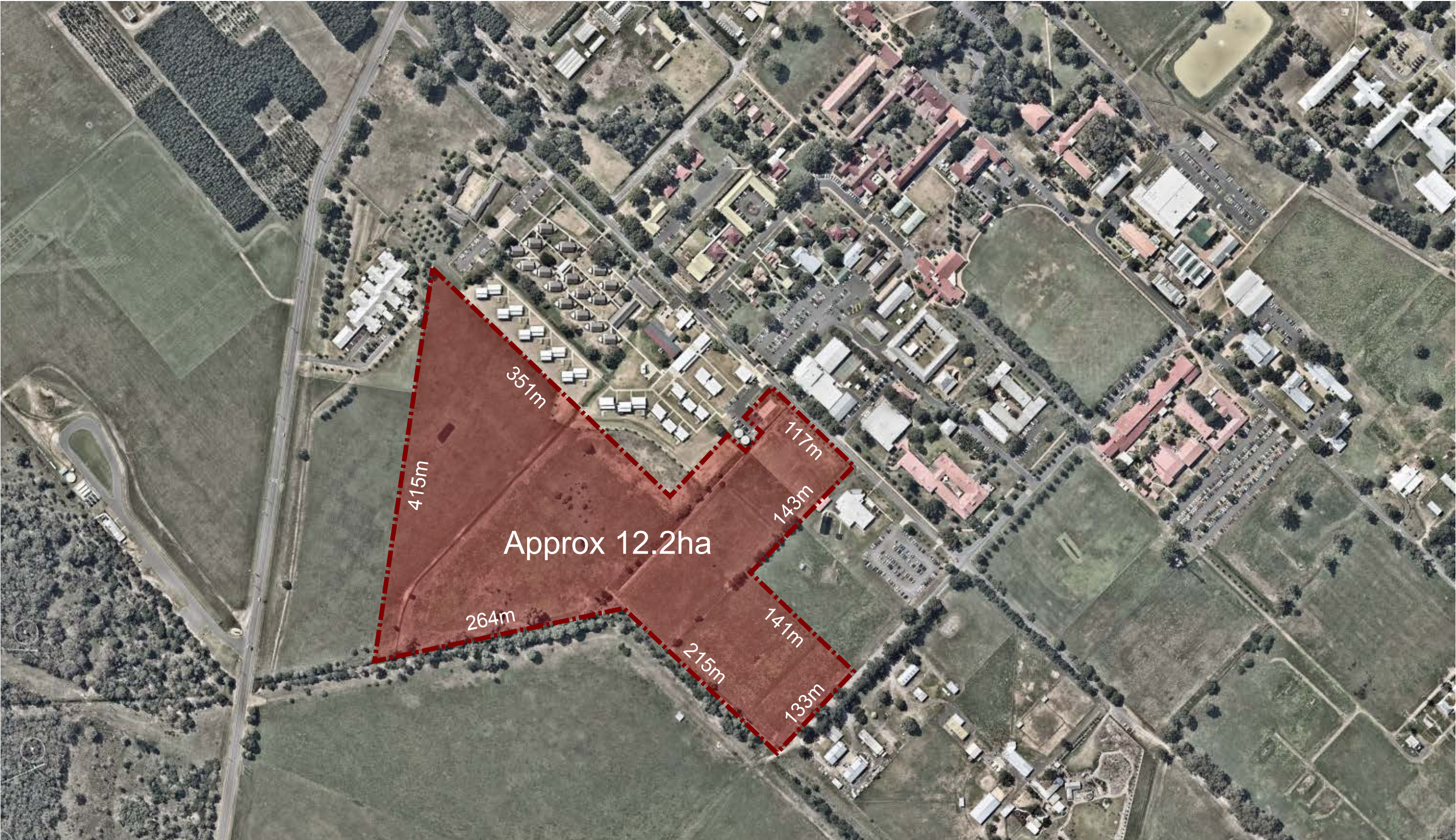







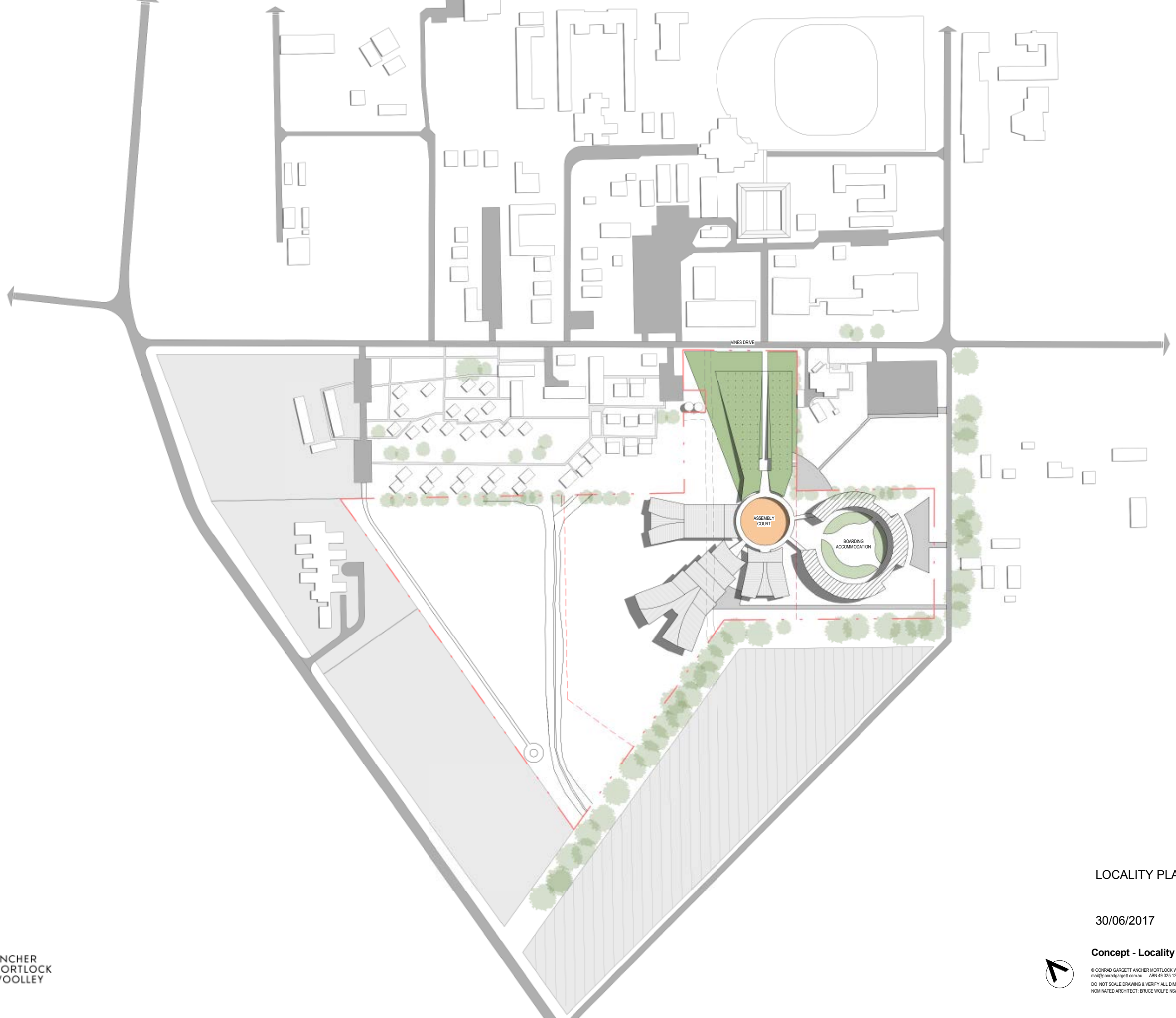
Hurlstone Agricultural High School - Hawkesbury

Concept Design



Education and Learning Principles

		EDUCATION PRINCIPLE 1	EDUCATION PRINCIPLE 2	EDUCATION PRINCIPLE 3	EDUCATION PRINCIPLE 4	EDUCATION PRINCIPLE 5	
LEARNING PRINCIPLES		Focus on the needs of learners and learning	Build community and identity and create a culture of welcome, inclusion and belonging	Be aesthetically pleasing	Provide contemporary, sustainable learning environments	Embed the potential for re-configurability, for multi-purpose use and future changing needs	
01	Make learning central, encourage engagement, and be where learners come to understand themselves as learners	●	●	●	●	●	1.1. Agriculture is at the heart of everything that Hurlstone (Hawkesbury) does. 1.2. As much as possible make learning hands on – learning by doing. 1.3. Ensure that all learning activities are relevant and engaging. 1.4. Ensure that agricultural experience is authentic and connected to industry realities.
02	Ensure that learning is social and often collaborative	●	●	●	●	●	2.1. Hurlstone (Hawkesbury) students and teachers share a passion for agriculture and are partners in research and discovery. 2.2. What opportunities are there to extend this partnership into Western Sydney University also. 2.3. Foster creative thinking and problem solving skills as catalysts for innovation.
03	Be highly attuned to learners' motivations and the importance of emotions	●	●	●	●	●	3.1. Ask students what they want to learn. 3.2. Consult with industry about what students need to know and what industry would like to find out (research opportunities). 3.3. Students working on addressing real-world problems that are of interest and concern to them
04	Be acutely sensitive to individual differences including in prior knowledge	●	●		●	●	4.1. What agricultural experiences have students already had and how can Hurlstone (Hawkesbury) build on them? 4.2. Foster creative thinking and problem solving as catalysts for innovation.
05	Be demanding for each learner but without excessive overload	●			●		5.1. Provide opportunities for students to engage with the international research community via links with Western Sydney University. 5.2. Hurlstone (Hawkesbury) students are our future agricultural leaders.
06	Use assessments consistent with these aims, with strong emphasis on formative feedback	●					6.1. Practical exercises should enable students to see the results/products of their input/effort. 6.2. They should also include opportunities to reflect on possible improvements and celebrate success.
07	Promote horizontal connectedness across learning activities and subjects, in and out-of-school	●	●		●	●	7.1. Agriculture as a platform for STEM. 7.2. Hurlstone (Hawkesbury) should aspire to be a self-sustaining and world-leading enterprise 7.3. Education at Hurlstone (Hawkesbury) must be global and future-focused.
EDUCATION APPROACH – PROJECT DESIGN & PLANNING OBJECTIVES		1.1. Make teaching and learning shape the building 1.2. Design for effective communication 1.3. Promote active participation and a 'hands on' approach 1.4. Provide a second home for students to feel safe and welcome 1.5. Enable a broad variety of teaching modes	2.1. Consult early and widely 2.2. Make spaces to engender pride and high aspirations 2.3. Plan site functions to integrate with WSU infrastructure 2.4. Recognise the new school's historic past 2.5. Facilitate community connections	3.1. Put theory into practice 3.2. Naturalise teaching and recreation spaces 3.3. Bring the outside in and the classroom to the paddock 3.4. Reveal how things work 3.5. Express the agricultural focus of the school	4.1. Embrace technology 4.2. Give students places for cross-disciplinary work 4.3. Provide places for students of all ages to test new skills 4.4. Encourage new settings for teaching and learning 4.5. Engage and respect the school's unique agricultural setting	5.1. Plan for the unknown 5.2. Make teaching spaces agile and resilient 5.3. Enable occupants to adapt and manipulate spaces 5.4. Facilitate site planning for a changing demographic 5.5. Don't let today's reality limit tomorrow's possibilities	    



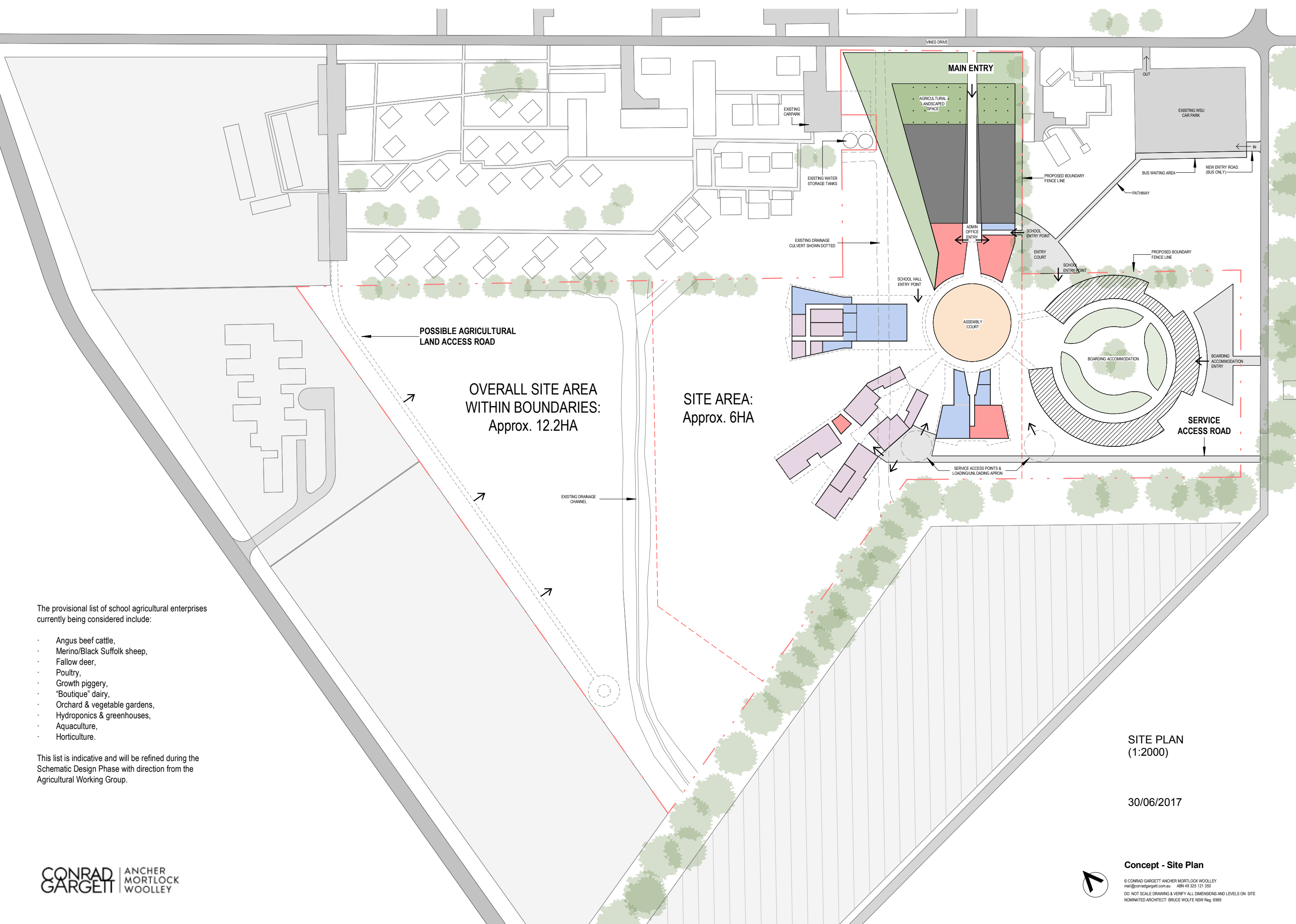
LOCALITY PLAN

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Concept - Locality



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The provisional list of school agricultural enterprises currently being considered include:

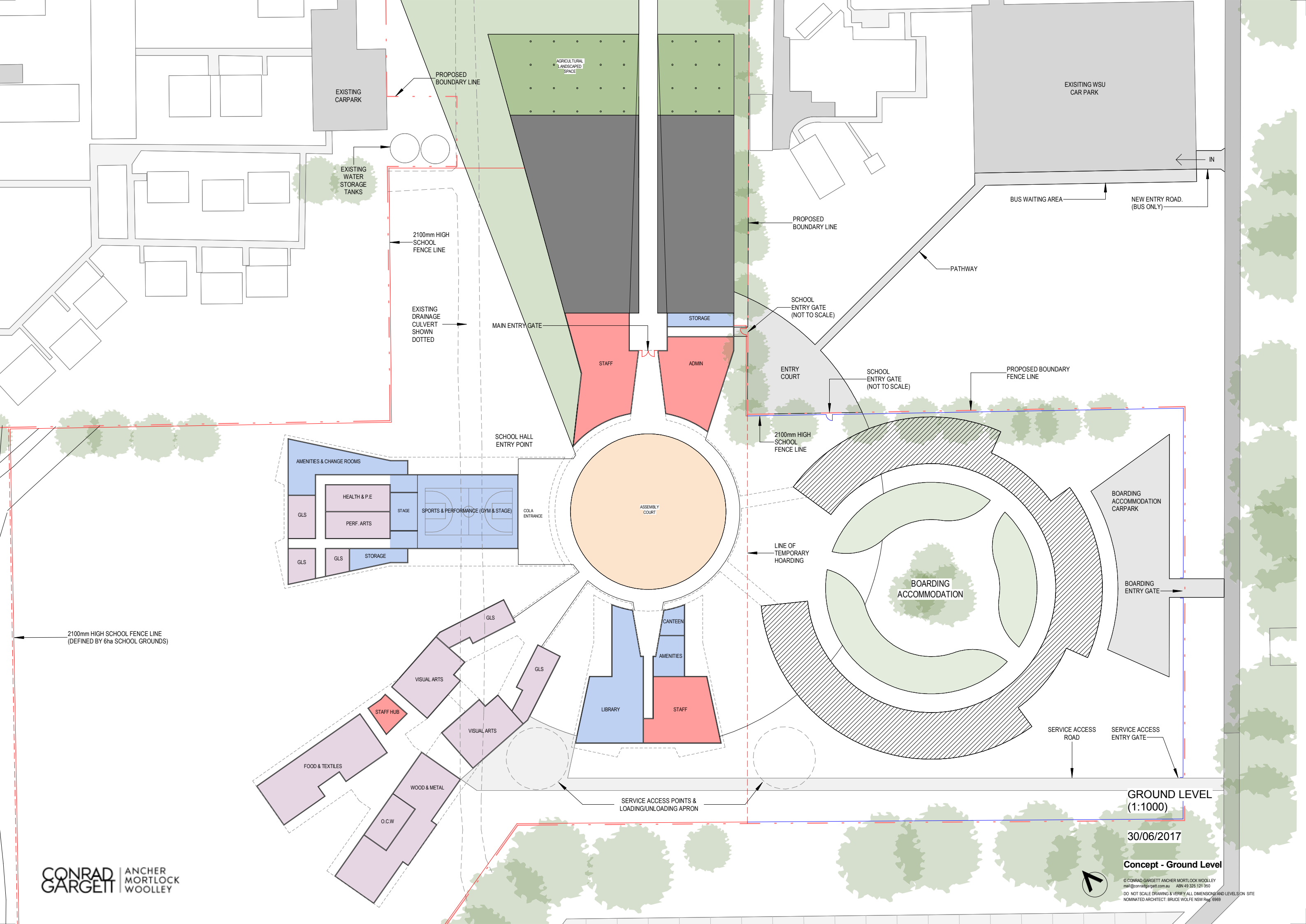
- Angus beef cattle,
- Merino/Black Suffolk sheep,
- Fallow deer,
- Poultry,
- Growth piggery,
- "Boutique" dairy,
- Orchard & vegetable gardens,
- Hydroponics & greenhouses,
- Aquaculture,
- Horticulture.

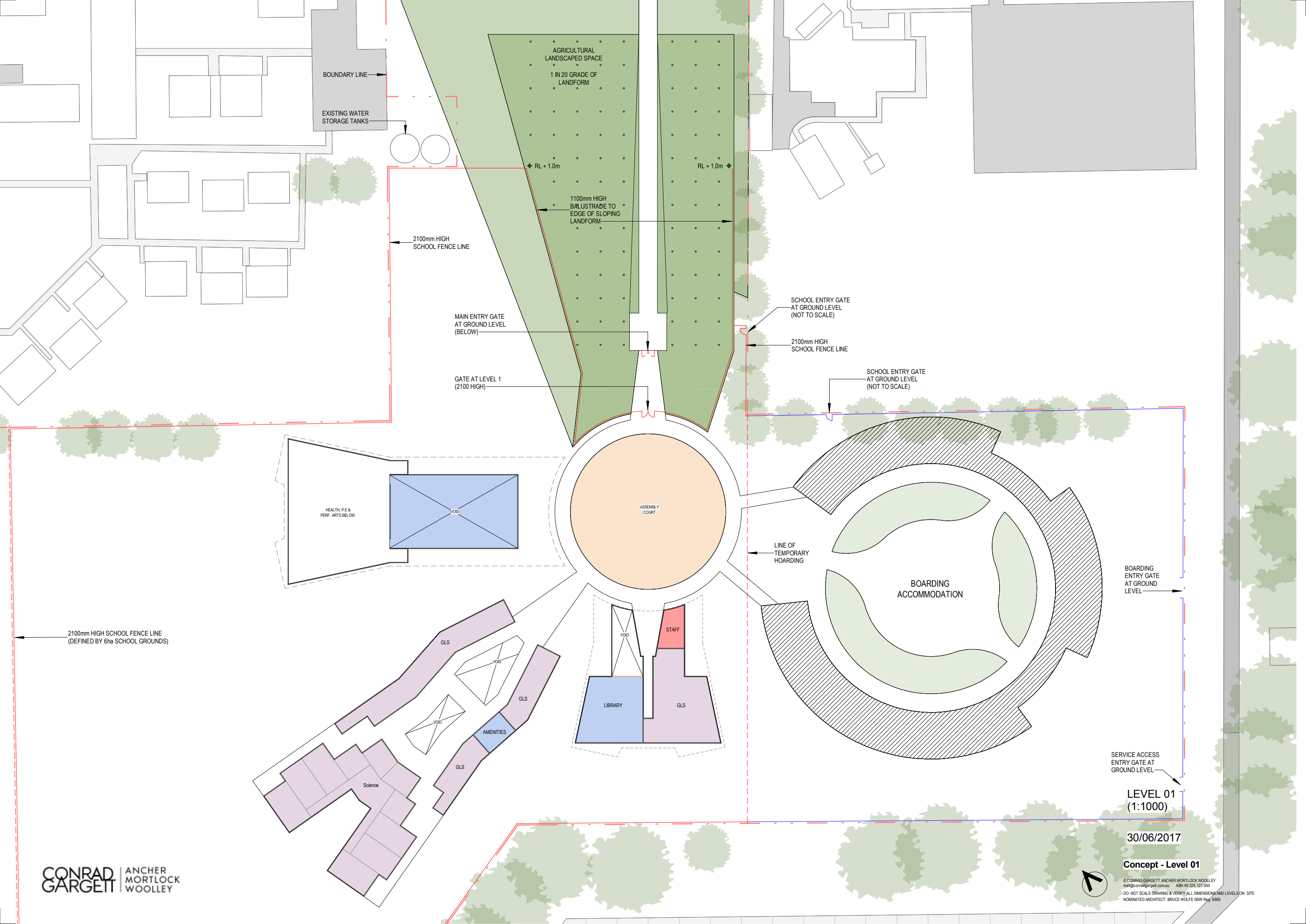
This list is indicative and will be refined during the Schematic Design Phase with direction from the Agricultural Working Group.

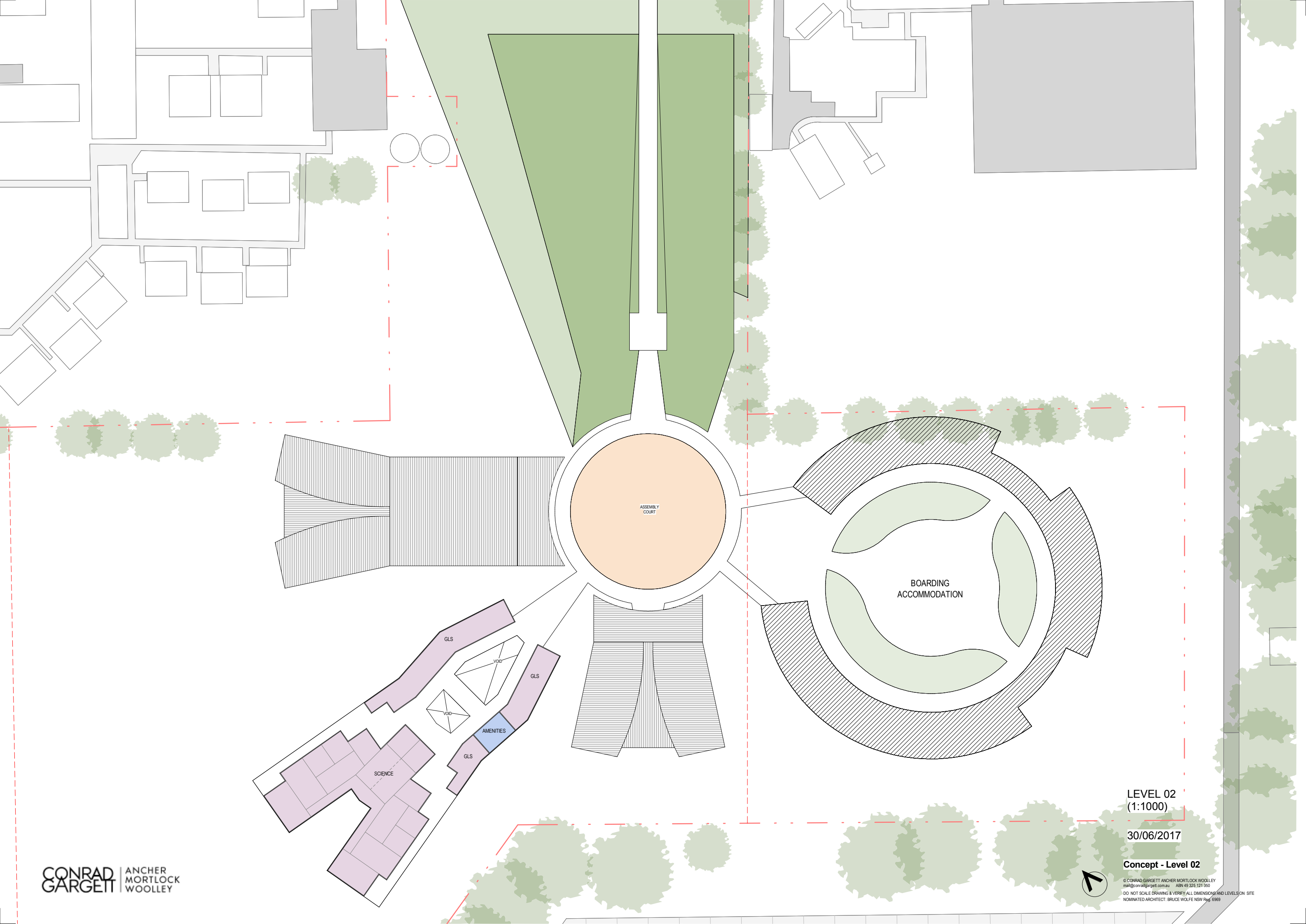
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ASSEMBLY COURT

BOARDING ACCOMMODATION

SCIENCE

AMENITIES

GLS

GLS

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VOID

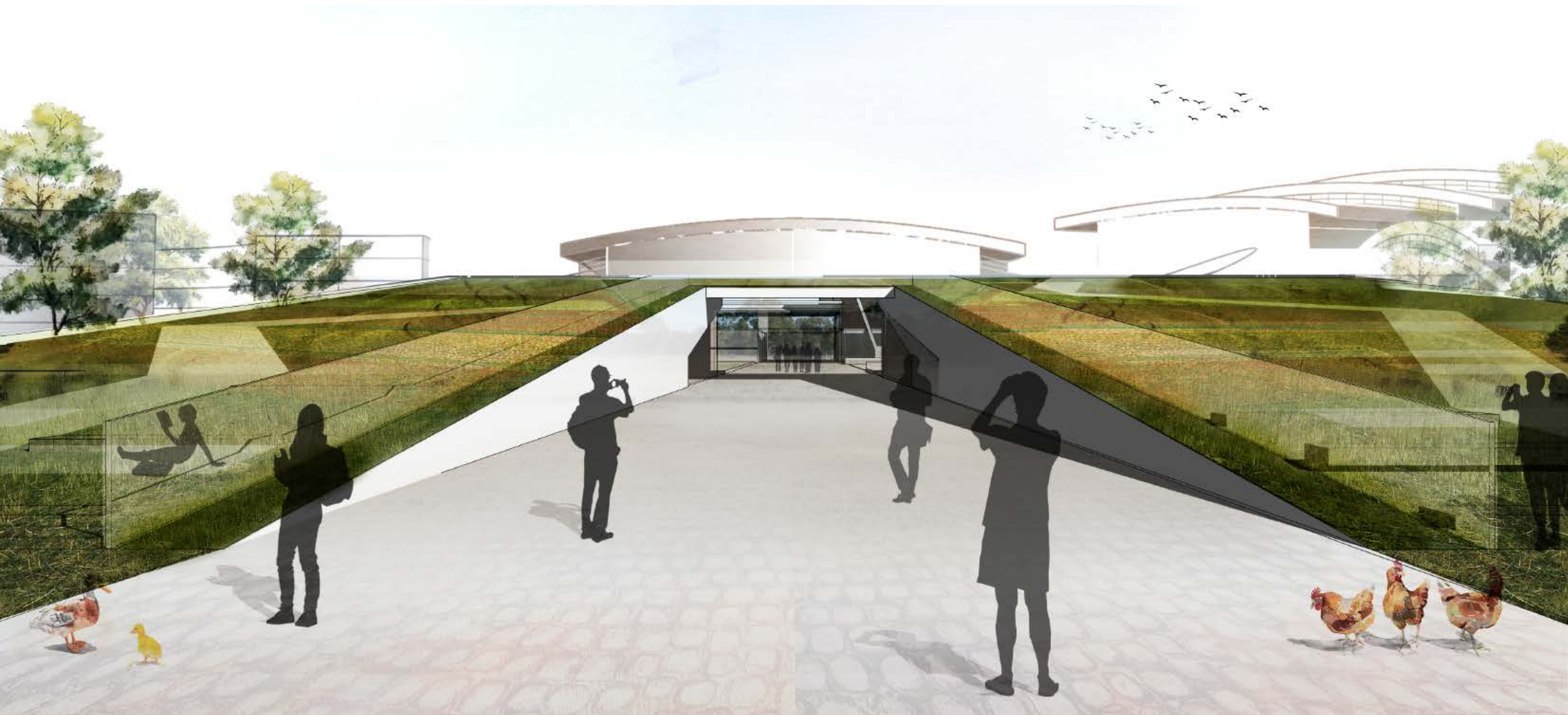
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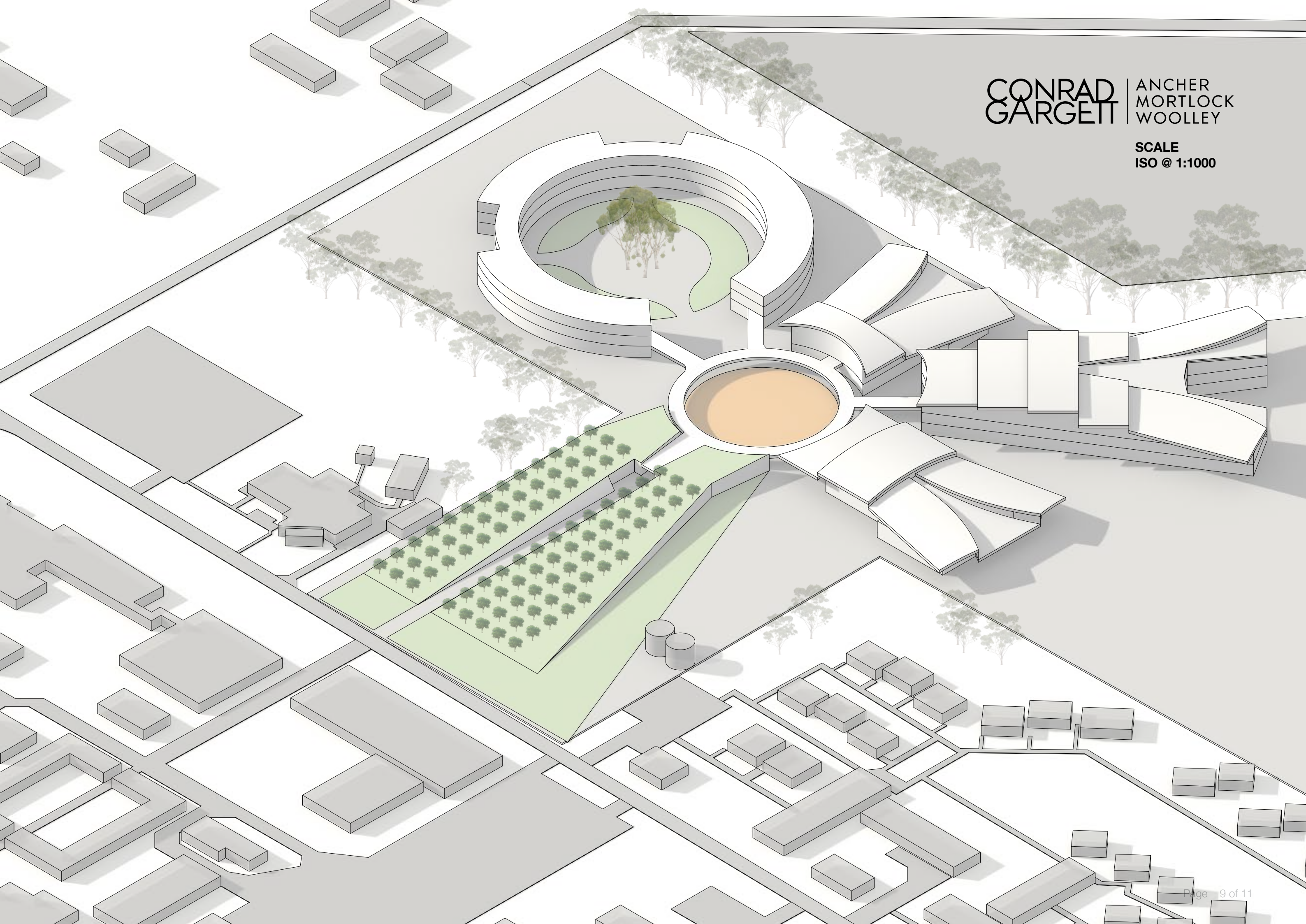
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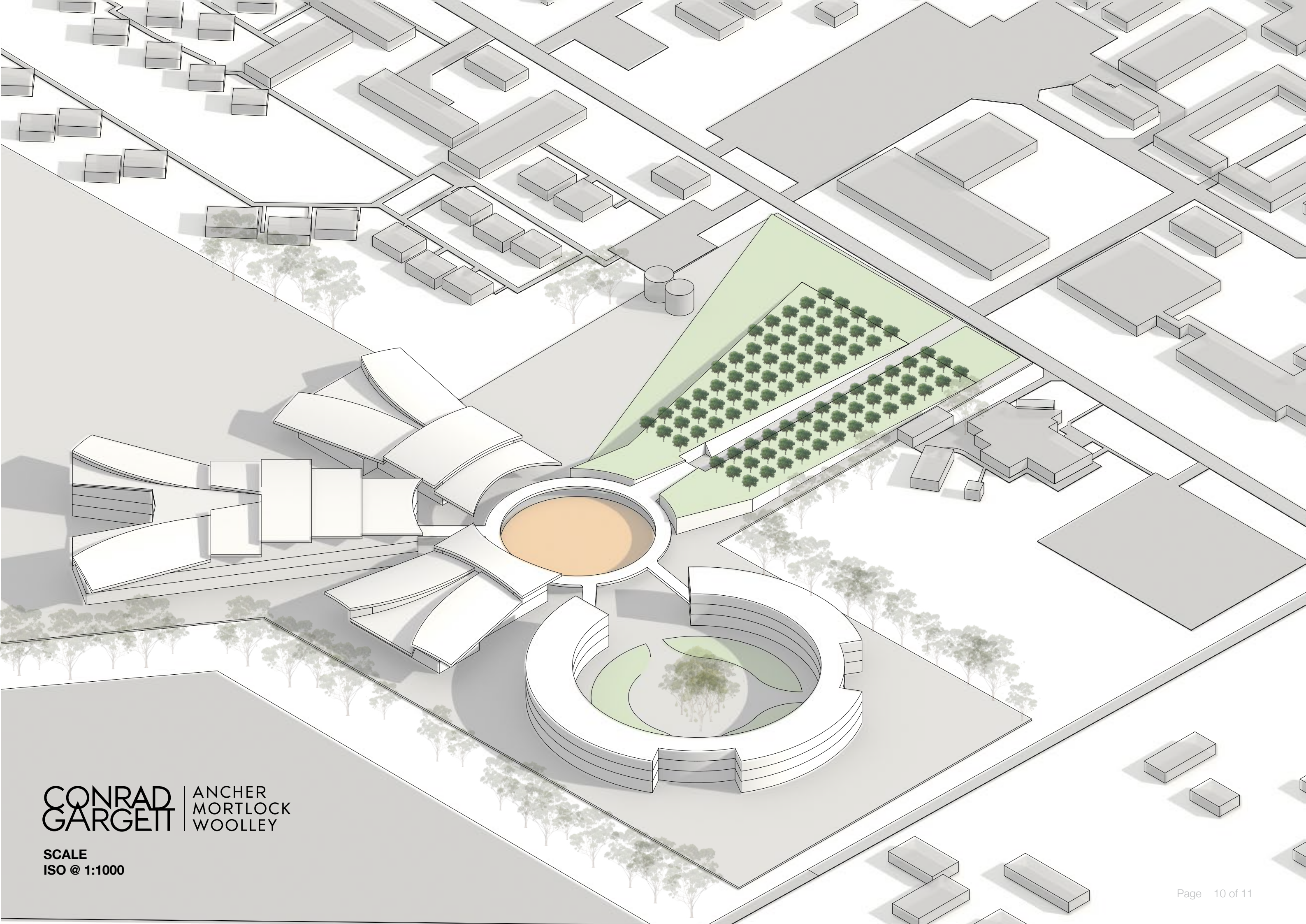
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