



Education &
Communities

Public Schools NSW

8121

Hurlstone Agricultural High School Annual School Report

2012



Our school at a glance

Hurlstone Agricultural High School opened in 1907 and moved to its present site in 1926. When the school was opened to female students in 1978, Hurlstone became the only Government selective, co-educational, agricultural, boarding high school. Agriculture remains an important foundation of the school, compulsory to Year 12 from the 2013 Year 7 cohort, with many students currently electing to continue the study of Agriculture to HSC level. Achievement in the HSC means that Hurlstone continues to rank as one of the top Government schools in NSW.

The Hurlstone Family, comprising students, committees, staff and an effective parent body all work towards making the school one where there is enthusiasm for teaching and learning, close and confident working relationships, and a concern for the care and welfare of students. The school improvement process identifies areas for effective change, promotes student outcomes and enables the school to focus on ambitious learning programs.



Students

Hurlstone students develop into educated young men and women with minds well equipped with the knowledge, skills and values they need to meet the challenges and opportunities of tertiary education and adult life. Our students are well informed about the world in which they live; often their social lives are mediated through SMS and similar electronic facilities. That many are not certain about future career pathways is not unusual for this generation. It is true that the ATAR will often dictate the pathways and double-degrees open career variations at later stages. These uncertainties put more focus on students achieving the highest ATAR possible, so that the

greatest number of tertiary options can be seriously contemplated. Other options such as early-entry programs and cadetships are increasingly sought after by our students as universities open up such doors.

Staff

Some staff have furthered their own education by participating in professional learning programs and/or enrolling in post-graduate studies. Staff at Hurlstone represent the career spectrum from early career teachers within the first three years of professional practice to those who are in the latter part of their career. Of the teaching staff, males out-number females. This trend is also represented in the ratio of males to females in higher duties positions.

Significant programs and initiatives

1. Interact
2. LOTE Faculty Review
3. Reporting System Survey

Student achievement in 2012

NAPLAN – Literacy Year 7

In Reading 99.3% of students were placed in Bands 7, 8 & 9; in Writing 94.9% of students were placed in Bands 7, 8 & 9; in Spelling 99.3% of students were placed in Bands 7, 8 & 9; & in Grammar & Punctuation 100% of students were placed in Bands 7, 8 & 9.

NAPLAN – Numeracy Year 7

In numeracy 97.1% of students were placed in Bands 8 & 9, of which 92.1% were in Band 9.

NAPLAN – Literacy Year 9

In Reading 95.5% of students were placed in Bands 8, 9 & 10; in Writing 94.8% of students were placed in Bands 8, 9 & 10; in Spelling 96.2% of students were placed in Bands 8, 9 & 10; & in Grammar & Punctuation 96.1% of students were placed in Bands 8, 9 & 10.

NAPLAN – Numeracy Year 9

In numeracy 96.1% of students were placed in Bands 9 & 10, of which 88.4% were in Band 10.

ESSA – Science Year 8

In 2012 85% of students achieved a Level 5 or 6 result.

RoSA

In English over 85% of students achieved an award of grades A & B. In Mathematics over 96% of students achieved a grade A & B. In Science 80% of students achieved a grade A & B. In HSIE in Australian Geography over 84% of students achieved a grade A & B, while in Australian History over 79% of students achieved a grade A & B.

RoSA (Record of School Achievement) grades are generated through school-based assessment. There are no state-wide tests for Year 10 students.

Higher School Certificate

The 2012 HSC cohort gained 25 Premier's Awards. One student placed first in Senior Science. Three students were placed in the top ten places for Agriculture and seven students were placed in the top ten for Senior Science.

Messages

Principal's message

Hurlstone Agricultural High School is proudly the oldest, agricultural, selective, boarding secondary school in Australia. Throughout 2012, we have continued to progress the core dimensions of our school.

HAHS holds firm in the belief that we have the capacity and the responsibility to support the education of youth in agriculture. We have the physical resources and the intellectual capacity to make a contribution to agricultural education in NSW and the broader nation now and in the future. In 2012 HAHS has supported this commitment in several ways. We have:

- mandated the study of agriculture through to HSC from the year 7 cohort in 2013; a recommendation from the Peter's Review and the resultant Masterplan which will unfold over the coming twelve months
- increasingly promoted in the community as a site for agricultural events
- continued to develop an active and successful Rural Youth team, the face of agriculture in our school and their

achievements across a range of agricultural shows and events has been outstanding in 2012

- hosted the Regional World Skills Primary Industries Competition
- promoted onsite school visits for metropolitan primary schools and country based DET schools
- provided opportunities for students to complete work experience on the farm
- developed links with Western TAFE to provide sheep and wool courses for both HAHS students and external students
- established links with Sydney University regarding piggery developments and the provision of lectures for secondary students
- nurtured relations with Australian "Year of the Farmer" Roadshow which attended the farm open day, addressed school assemblies and provided workshops for agricultural students
- built a connection with UWS to support our Uni-Steer program
- utilised the farm by engaging with a variety of external partners and providers such as the Ayrshire Breeding Society as a venue for calf days and the UWS Uni-Schools cattle workshops.

We continue to strive to accommodate the learning needs of a range of students through the implementation of the school plan which focuses on student engagement and attainment, leadership and management and curriculum and assessment. The 2012 faculty highlights booklet outlines in detail the outstanding achievements of students in external competitions and across a range of key learning areas. I congratulate all heads of faculty, teachers and students on their achievements in 2012.

In the area of co-curricular, HAHS is a leader amongst many top performing schools. In 2012 numerous awards, accolades and prizes have been bestowed upon our students for their involvement in co-curricular activities. Five students were awarded the NSW Governor's

Medal for Services to the community, a result no other school has achieved.

Improvements in the student well-being and student leadership domains have continued at a fast pace with the introduction of student developed and student lead welfare programs including anti bullying and cyber bullying. The 2012-13 prefect team has raised the bar in terms of demonstrating quality student leadership. I thank the welfare team and co-curricular coordinators of INTERACT and the SRC for developing the skills and knowledge of our student leaders and raising their profile not only in the school but across the regional community.

We are constantly faced with the challenges of keeping our aged buildings and infrastructure operable. Many staff are directly involved in maintaining, repairing and renovating the aged buildings. In 2012 the key outcomes include:

- improved and maintained grounds, gardens, grassed areas and ovals
- fire alarm system in the boarding school replaced
- privacy partitions in boys dorms installed
- E Block Bathrooms renovated
- new window blinds in E, K, N and Z Blocks installed
- internal rooms within E and N Blocks and toilet block painted externally
- electrical upgrade across the school site
- consultant report on the status of the pool completed
- major renovation in the laundry for the installation of commercial washers and dryers commenced
- CCTV for front security gate installed
- the beach volleyball court installed
- roads on the farm resurfaced and
- new air conditioning in the dining hall installed

The farm improvements include:

- soil moisture sensors installed
- numerous tree plantings
- purchase of genetically superior and improved livestock

- surveys completed for an anaerobic pond development to accommodate dairy/piggery effluent
- upgrades in the piggery flooring
- ongoing use of an agricultural consultant, for latest research in paddock management
- upgraded computer software and data analysis on farm and
- water sensor units for irrigation in the student horticulture area installed

Finally, 2012 has seen numerous initiatives and improvements across the school. We need to remember we are not just a school; HAHS is a large and complex organisation, which includes a residential boarding school, a working farm and a selective day school. We are entitled to be proud of the achievements across all areas. For all those achievements, the staff, students and parents of Hurlstone Agricultural High School can be truly proud.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Kerrie Wratten



P & C message

Hurlstone Agricultural High School is renowned as a pre-eminent educational institution in New South Wales and continues its reputation of fostering the leaders of tomorrow. The academic performances, along with achievements in sporting, community service, cultural diversity and the arts by students at Hurlstone ensure the school is frequently and favourably noticed in the public forum.

Like all schools in the public system, Hurlstone relies absolutely on the contributions of energetic groups of parents and friends in addition to the efforts of the teaching staff to achieve its objectives. The ongoing involvement of dedicated parent volunteers will ensure the P & C continues to deliver worthwhile projects and services to the school, which otherwise would not have been possible.

During 2012 funds raised by the P & C, including fees and subscriptions have been used to purchase text books and teaching aides across all faculties, interactive whiteboards, robotic kits and musical equipment and construction of the beach volleyball court. We have also provided financial assistance to students who competed at the highest levels in a number of pursuits.

The P & C Executive acknowledges the outstanding efforts of many parents who have taken on leadership roles, especially in the various sub-committees including Eve Webb - Country Fair, Renu Vishwain and Kulwinder Saini - International Club, Steve Faulds – Uniform Shop, Jane Betteridge – Music Ensemble and Stacey Wall - Canteen. I have been impressed by the willingness of many to take on roles they may have felt were initially beyond their comfort level, and into which they have grown in confidence during the year. I thank the 2012 Executive Committee – Danielle Krix, Rebecca La, Natalie Macky and Domenic Mosca for their tireless efforts and support.

The P & C will continue to play an important role in the implementation of the recommendations of the “2009 Peters Report” which followed a recommendation from the Department of Education and Training to sell part of Hurlstone land. All parents are urged to read the Peters Report and the subsequent Master Plan so they are positioned to push forward with the

development of the School’s farm and residential infrastructure.

Hurlstone aims to counter the trend of declining uptake of HSC study in Agriculture in NSW by encouraging its students to help find the solutions to the challenges of long term sustainability in food and fibre production. The P & C supports the introduction of compulsory study in the subject of Agriculture. This is at the very centre of Hurlstone’s ongoing obligation to guide students into roles in rural sciences, primary industries, agronomy and other related disciplines, thereby delivering on its undertaking to meet the future needs of Australian agriculture.

Phillip Wall,

President

Student representative’s message

The wonderful time we have spent at Hurlstone came to a close much too quickly. The success achieved by our peers made this journey even more enjoyable particularly in our final year, the pinnacle being the Class of 2012 collectively placing Hurlstone back in the top twenty ranked schools of the state, an honour befitting this great institution. This was a year full of joy and one that should be celebrated not just for the brilliant academic achievements attained by staff and students but also for the accomplishments reached across other fields.

The accomplishments of all students through the various student movements including the Environment Committee, Hurlstone Christian Fellowship (HCF), Interact, the Student Representative Council, the Entertainment and Performing Arts Integrated Committee (EPIC) and the Prefect Body is to be commended. The Rural Youth group also deserves a mention for their exceptional ribbon winning skills at the Sydney Royal Easter Show which showcased the best livestock of the school’s working farm. These groups created an over-arching sense of school spirit which spanned across grades.

To complement the work of previous SRC and prefect bodies, the student leaders continued to encourage rapport between grades. This was

achieved through the Creating Connections program, the Year 12 leader assigned to each role call class, and events such as the Gentlemen's Convention, Easter egg hunts and sport competitions. Furthermore, as stated in the mission statement for 2012, the prefects created a new initiative 'Prefect News' to strengthen communication between staff and students. Occurring on Friday assemblies, school announcements were presented in a fresh news bulletin-style format. This was well received, creating a positive environment for communication between students and staff, thereby upholding the tradition of the Hurlstone family.

The performing arts also continued to be incredibly exciting for both performers and audiences. Organised through the work of EPIC and the music faculty, Talent Quest, PAPN, school assemblies and the orchestra provided platforms to showcase Hurlstone's amazing performing talent. A special mention should go to the band known as 'Go Mason Go' who, with their amazing musical talent, managed to win the Red Bull Bedroom Jam Competition, a success celebrated by staff and students alike.

In relation to sport, students continued to display exemplary athletic skill and school spirit in the various fields offered. The swimming carnival and athletics carnival brought friendly rivalries to the fore, with creative themes and fellow student encouragement and participation. The dedicated and passionate House Captains also co-ordinated student-teacher sports matches, including the new addition of Ultimate-Frisbee, which was highly competitive and had the whole school passionately involved. Hurlstone athletes continue to represent our school in the areas of swimming, athletics and cross country at a regional level with great ability and determination.

Hurlstone's growing Interact group with over 300 members is one of the largest in the southern hemisphere and continues to assist people

needing assistance nationally and internationally through a range of volunteering-based events. Major successes for the group were achieved in assisting in the Salvation Army's Red Shield Appeal, the Leukaemia Foundation's World's Greatest Shave and the Cancer Council's Daffodil Day. Another notable achievement was made in relation to World Vision's 40 Hour Famine where the school managed to accumulate the most funds to help poverty stricken communities in the South Western Sydney region. The dedicated team of Interact executives did a fantastic job in coordinating these projects, displaying skills and qualities highly valued by the school.

As this is the last publication as representatives of the Hurlstone student body, we would like to take the time to recognise and appreciate the efforts of both staff and students to make an exemplary learning environment that allows all Hurlstone students to become well-rounded individuals. We would like to express our thanks for the opportunity to represent our beloved school. Finally, we would like to extend congratulations and best wishes to the current student leadership teams, and the very best of luck to the students undertaking their final HSC studies in 2013.

Mariel Malabanan and Kabir Dulichan School Captains



School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2008	2009	2010	2011	2012
Male	477	474	466	472	490
Female	474	479	501	503	487

The school had an enrolment of 977 students at the commencement of 2012. There were slightly more male students than female students, which arrests the trend of the past three years. The enrolment of students from diverse cultural backgrounds, and describing themselves as being from language backgrounds other than English remains at around 75%.

Student attendance profile

	Year	2008	2009	2010	2011	2012
	School	7		97.4	98.4	97.3
	8		96.0	96.0	97.6	97.0
	9		95.4	95.5	96.0	97.4
	10		93.8	95.0	95.2	95.5
	11		94.4	94.8	96.1	97.0
	12		94.4	93.8	95.0	96.3
	Total	95.5	95.1	95.4	96.1	96.8
Region	7		92.9	93.7	93.6	93.7
	8		90.9	91.5	91.4	91.3
	9		89.4	90.4	90.2	90.4
	10		88.9	89.1	88.3	88.2
	11		89.6	89.6	87.9	88.5
	12		89.6	90.0	89.5	90.0
	Total	90.7	90.1	90.7	90.1	90.3
State DEC	7		92.3	92.6	92.5	92.4
	8		90.0	90.5	90.1	90.1
	9		88.8	89.1	88.8	88.7
	10		88.7	88.3	87.1	87.0
	11		89.4	89.1	87.6	87.6
	12		89.4	89.8	89.2	89.3
	Total	89.9	89.7	89.9	89.2	89.1

Annual attendance rates within the school continue to rise reaching 96.8% in 2012, an increase of 0.7% over 2011. Attendance rates continue to rise after a minimal decline in 2008. Parents and students place a high value on

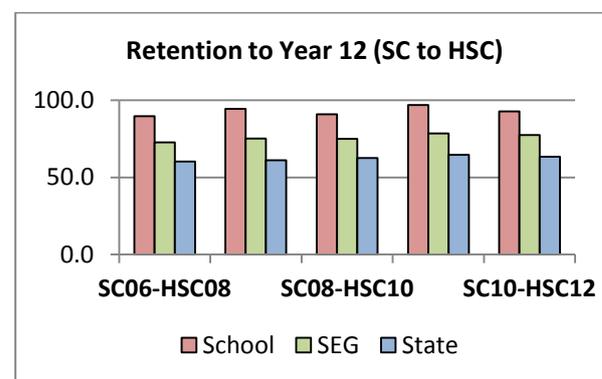
regular attendance resulting in minimal disruption to learning programs.

Attendance in the senior school continues to rise with a further increase of 1.1% in daily attendance over 2011 data.

Management of non-attendance

Student non-attendance is monitored through the OASIS roll system, which is overseen by the Head Teacher Administration. Parental contact through the HTA and year advisers ensures that attendance issues are investigated. The HSLO and school counsellor are utilised as necessary.

Retention to Year 12



Over 92% of our students stay on from Year 10 into the senior school and complete their HSC with us. This slight fall from 2011 is explained by more students seeking placement in other selective schools.

The graph above clearly indicates that Hurlstone goes against the trends in schools nearby and those around the region. Hurlstone's selectivity sees an annual increase of students into Year 11. These new students, along with the 150 students from our junior school create a cohort of approximately 180-190 students in a HSC cohort.

Post-school destinations

In the 2012 Year 12 cohort approximately 90 of the students were made offers to attend the University of New South Wales in 2013. Popular courses at UNSW included: Medicine, Engineering, Commerce, Science (Advanced), Psychological Science, Medical Science, International Studies, Actuarial Studies, Optometry, Economics, Commerce, Commerce International, Science, Environmental Science and Law. The Engineering options of Mining, Chemical, Civil, Industrial Chemistry, Biomedical, Architecture, Environmental and Mechanical

were popular. A number of students opted for combined degrees mostly Engineering and Commerce, Engineering and Science, Science and Arts and Commerce and Science.

Approximately 31 offers to the University of Sydney were made and the popular courses were: Arts, Nursing, Pharmacy, Science (Advanced), Computer Science, Medical Science, Engineering, Commerce, Health Sciences, Psychology, Agricultural Economics, Liberal Studies and Vet Science and Agriculture. Two students opted to pursue Education. Combined degrees were Science/Commerce and Science/Arts.

The number of students attending the University of Western Sydney was small. Sixteen students of the 2012 cohort chose to attend UWS where Medicine and Physiotherapy were very popular as choices. Arts, IT, Communication, Design, Engineering, Business Commerce and Law proved also to attract a significant number of the students. Medical Science and Science (Advanced) continued also to be of interest.

Approximately five offers were made to students to attend the University of Wollongong and popular courses were: International Studies, Law, Health Sciences, Engineering and Arts and Science. Students in the group opted to combine degrees. Students attending UOW can be attributed to the Selective Entry program offered by the university.

Nineteen offers were made for courses at UTS: Communications, Business, Accounting, Law, Engineering, Global Studies, Sound and Music Design, International Studies, Design, Architecture, Medical Science, Nursing, Visual Communication and IT. The majority of these students opted for combined degrees.

Students attending other universities were minimal with students opting for Medicine and Speech Pathology at the University of Newcastle as an example. Thirteen students chose Macquarie University and these students focused on Engineering, Actuarial Studies, Applied Finance, Law, Accounting, Arts, and Commerce. Some students chose to do combined degrees. Students who chose Charles Sturt University were focused on Radiation Science and Agriculture.

A very small number of students gravitated to Canberra with students choosing the Australian National University to study International Relations; Music; Science; Art History; and Curatorship. At the Australian Catholic University

students chose Education and Physiotherapy. At the University of New England Nursing and Agriculture and Criminology and Science were the foci.

Early and Selective Entry applications were extremely popular with students gaining early entry to UOW, UWS, CSU and the University of New England.

Some students deferred university study and chose to work for a year in an agricultural environment or in business. A gap year overseas attracted a very small number of students.

Numerous smaller scholarships were awarded at various universities.

Year 12 students undertaking vocational or trade training

Vocational Education courses were pursued by a number of students in 2012 at TAFE. Hospitality, IT, Children's Services, as well as Accounting, were studied. Primary Industries was taught at the school. Two students pursued School Based Traineeships and Apprenticeships in Retail and Hospitality. One student studied Human Services at Liverpool Hospital.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012, 100% of Year 12 students attained HSC or equivalent vocational educational qualifications.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	12
Classroom Teachers	49.9
Support Teacher Learning Assistance	0.4
Teacher Librarian	1
Teacher of ESL	0
Counsellor	0.836
School Administrative & Support Staff	13.772
Total	81.908

The National Education Agreement requires schools to report on indigenous composition of their workforce.

No staff member acknowledged that they were from an indigenous background.

Staff retention

Staff movements at Hurlstone are minimal. At the completion of the 2012 school year: one deputy principal relinquished their position, two temporary classroom teachers gained permanent appointments at other schools & one classroom teacher resigned.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	17

Financial summary

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	836602.43
Global funds	379775.87
Tied funds	110037.17
School & community sources	661477.74
Interest	37125.70
Trust receipts	1027739.48
Canteen	0.00
Total income	3052758.39
Expenditure	
Teaching & learning	
Key learning areas	264442.70
Excursions	226054.92
Extracurricular dissections	130822.84
Library	14471.03
Training & development	0.00
Tied funds	113792.54
Casual relief teachers	16094.26
Administration & office	230594.48
School-operated canteen	0.00
Utilities	0.00
Maintenance	58538.70
Trust accounts	999202.99
Capital programs	57163.14
Total expenditure	2111177.60
Balance carried forward	941580.79

This summary covers funds for operating costs and does not involve expenditure areas such as

permanent salaries, building and major maintenance.

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

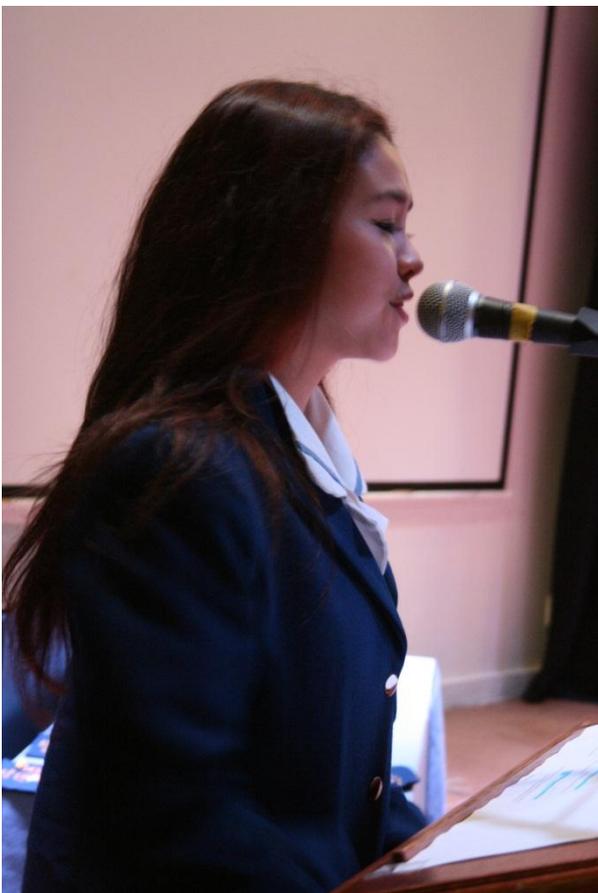
In 2012, Kheira Gabsi and Vivian Zhao were accepted into Millennium Marching Band, a state ensemble, and took part in Royal Easter Show, ANZAC Day and Schools Spectacular. 2012 saw the success of two rock bands. Go Mason Go, consisting of Jesse Taunton, Maximilian Groblicki, Sidney Cremer, Rohan Raman and Jordan Blencowe, and Broke, consisting of Alexander Rookyard, Clancy MacDonald and Brady Shannon participated in YouthRock, a state initiative occurring during Youth Week in May. Go Mason Go were selected to play as part as the Red Bull Bedroom Jam, created a video with Ella Hooper, and played in the finals to win the Red Bull Bedroom Jam and receive studio time in Melbourne, where they cut an LP

To continue their success, Go Mason Go participated in Emergenza passing through heats to get into the finals. From this experience they were chosen to perform at Homebake.

In June, the Performing Arts Unit organised a Boys Vocal Workshop for the southwest region. Jesse Taunton, Dominic Bui Viet, Isaac Jones, Scott Essam, Tahmeed Nabi and Adam Herman were selected to attend. The conductor for the day was the Jonathan Welch. Adam Herman was interviewed at the conclusion of the event and his comments were used to advertise the Boys Vocal Workshop.

Amanda Ramos was selected into State Choir, Talent Identification Program and sang at Directors Choice and as part of the core choir in Schools Spectacular. She also attended State Music Camp. Amanda's vocal success as a soloist saw her earn the Elizabeth Oldham Vocal Award for Vocal Excellence at the Performing Arts Presentation Night held in November.

2012 has seen the growth of the Ensemble Program under Glenn Armitage. The Pops Orchestra consists of 43 students ranging from Years 7-12. Wind, string and percussion instruments are played and the repertoire includes popular and classical tunes. The Pops Orchestra is high in demand, performing at Music Night, Country Fair, Performing Arts Presentation Night and recently enjoyed an end of year combined concert with James Ruse Agricultural High School. They had a Play-a-thon at the end of Term 3, combining with James Ruse to perform for 12 hours from 7pm-7am. They went on tour to Bateman's Bay and performed at Braidwood Public School, Moruya Public School, and the Nursing Home. Other ensembles have sprung from the Pops Orchestra including the Sextet and Jazz group.



Choir has developed and is singing more challenging arrangements. The mixed voice ensemble has performed at Assemblies, Music Night, Country Fair and Performing Arts Presentation Night.

Two Year 12 music candidates, Cheryl Anne The and Anna Gulikov were presented with the honour of being nominated for Encore 2013.

Successful performances were organised throughout the year including Music Night in June which featured Year 10, 11 and 12 Elective Music students, Choir and Pops Orchestra; Variety Night in August, organised by the Music faculty with EPIC. The winner of Variety Night was an ensemble including Isaac Jones, Luke Pereira, Michael Innes, Dominic Bui Viet and Rob Abergas; Country Fair performances which included an hour concert in the Hall, 4 hours of busking in three separate areas and a one hour performance by Pops Orchestra in the Canteen area; Performing Arts Presentation Night, a night to recognise the achievements of students in 2012. The winners of the Perpetual Trophies included : Outstanding Achievement in Performing Arts – Go Mason Go, Outstanding Performance Award - Cheryl Anne The; Outstanding Cross Curricular Achievement in Performing Arts – Aldrich Concepcion; HAHS Elizabeth Oldham Award for Excellence in Vocal - Amanda Ramos.



Sport

In athletics our 13yrs boys 4x100m relay team consisting of Christopher Fitzgerald, Shefath Amin, Henry Tanpanny and Alec Nguyen won a bronze medal at the NSW Combined High Schools championships. Alec also won 4 individual gold medals at this meet and was selected in the NSW team, going on to compete at the national championships winning 3 silver and a bronze.

Kate Diamond of Year 9 competed at the NSW Combined High Schools swimming championships at Olympic Park. Kate won 2 silver and a bronze medallion. She went on to swim at the NSW All-Schools championships where she was awarded 1 silver and 2 bronze medallions.

Harry Davey of Year 12 won the 18yrs division at the regional cross country carnival and went on to finish 10th at the state carnival.

Sisters Tori and Zoe Hall played in the Sydney South West regional hockey team which finished 2nd at the state carnival.

Katrina Ukmar of Year 11 played in the Sydney South West regional cricket team which finished 2nd at the state carnival.



Other

Competitions

The following achievements in English, debating and public speaking competitions highlighted the success and participation of our students:

Year 10 Debating state semi-finalists: Premier's Debating Challenge

Year 11 Debating state semi-finalists: Premier's Debating Challenge

Henry Lawson Society National Literary Awards for writing: Catherine Londos (Year 10) National Winner and 10 finalists. Outstanding School Award for Secondary Schools

ICAS English comp: 90 Distinctions and 13 High Distinctions Year 7 students Sidhant Chavan, Natasha Langdon, Isabel Rivera, Visnja Vlahovic; Year 8 Jessica Ong, Amelia Robertson; Year 9 Sarah Lazarus; Year 10 Laura Howard, Pierri Lin; Year 11 Jordan Gear, Aleksa Ozegovic, Shannon Thomson and Jackie Tran.

Natasha Langdon Year 7 runner-up: *What Matters?* Whitlam institute writing competition

Christine White (Year 10): State semi-finalist SMH Plain Speaking Years 10-12

Adam Herman (Year 8) Regional Finalist in Legacy Speaking Comp, Years 7-9

14 Students completed Premier's Reading Challenge from Years 7 and 8. From Year 7, Celeste Kadel and Tejal Bhojar received Platinum Awards for 7 years participation; Vanessa Khu received Gold for 4 years.

Elizabeth Read (Year 11): Awarded Conditional Scholarship and tablet for winning The UWS Young Writer's Award for poetry.

The following were achievements in Mathematics competitions throughout the year:

Australian Mathematics Competition

Year 7

136 students sat the examination. High Distinctions were awarded to 3 students, Distinctions were awarded to 38 students, and Credits were awarded to 65 students.

Year 8

59 students sat the examination. A High Distinction was awarded to 1 student, Distinctions were awarded to 22 students and Credits were awarded to 33 students.

Year 9

58 students sat the examination. High Distinctions were awarded to 4 students, Distinctions were awarded to 13 students and Credits were awarded to 35 students.

Year 10

58 students sat the examination. A High Distinction was awarded to 1 student; Distinctions were awarded to 23 students and Credits to 26 students.

Year 11

20 students sat the examination. High Distinctions were awarded to 2 students; Distinctions were awarded to 9 students and Credits to 8 students.

Year 12

1 student sat for the examination and was awarded a Credit.

Prudence Award (for the greatest number of consecutive correct responses) was awarded to Maxwell Ong of Year 8.

ICAS Mathematics Competition

Year 7

139 students sat the examination, Rahul Ahluwalia was awarded a Medallion.

High Distinctions were awarded to 25 students, Distinctions to 66 students, and Credits to 39 students

Year 8

138 students sat the examination. High Distinctions were awarded to 11 students,

Distinctions to 75 students and Credits to 44 students

Year 9

152 students sat the examination. High Distinctions were awarded to 11 students, Distinctions to 54 students and Credits to 64 students.

Year 10

153 students sat the examination. High Distinctions were awarded to 7 students, Distinctions to 72 students and Credits to 57 students.

Year 11

179 students sat the examination. High Distinctions were awarded to 6 students, Distinctions were awarded to 49 students and Credits were awarded to 66 students.

Year 12

2 students sat the examination. A High Distinction was awarded to 1 student, the other student being awarded a Distinction.

MCYA: (Maths Challenge for Young Australians)

Challenge Stage: is a set of take home Maths problems to be attempted over three weeks in Term 1. 28 HAHS students took part. Distinctions were awarded to Neil Jain of Year 10 in the Intermediate level and Anthony Giso of Year 7 in the Junior level.

Enrichment Stage: After the Challenge Stage students are invited to attempt the Enrichment Stage, which is another take home set of 12-16 questions over a period of 10 weeks in Term 3. 8 HAHS students took part. Credits were awarded to: Shravan Ananthapadmanabhan of Year 7, Anita Ma of Year 8 and Melissa Zhang of Year 9.

AIMO: (Australian Intermediate Maths Olympiad)

This is a 4 hour, 10 question test held at school in August. Only 800 students take part in Australia. Two students from Hurlstone were invited to take part. Both of these students, Anita Ma of Year 8 and Neil Jain of Year 10, gained credits.

APSMO: (Australasian Problem Solving Maths Olympiad)

Hurlstone had a team of 30 Year 7 students who took part in this competition.

The top 10 scores formed a team total of 175/250.

The best result in school was from Rahul Ahluwalia who scored 21 out of 25.

The rest of the top ten students (Kevin Cao, Adrian Bai, Shantel Fernando, Long Le, Vanessa Ngo, Aijo Ong, James Hoang, Victor Huynh and

Patricia Nguyen) all scored within the top 10% of candidates.

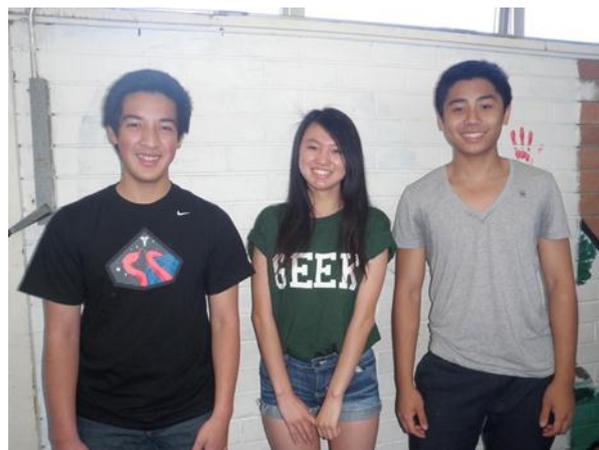
Science

Hurlstone Agricultural High School students performed to a high standard in science based competitions in 2012. Highlights include:

- National Brainbee competition a 9th place in entrants from NSW
- National Chemistry competition one High Distinction Excellence, 13 High Distinctions and 7 Distinctions
- ICAS Science one first in NSW and ICAS Medal winner in Year 11. Students in all grades who attempted the ICAS test performed well above the state cohort on average.

Computing and Multimedia

In 2012 a limited number of talented high school students were offered the opportunity to enrol at UNSW and take COMP1917, a very popular first-year university level course in computing. This was not a HSC-University Pathways Course, but an extracurricular activity. It was a genuine university computing course with the same content and assignments as taken by first-year Computing, Science, and Engineering students at UNSW. If the students subsequently enrol in a UNSW Computing or Engineering degree they will receive full credit for the course.



Students were required to watch lectures at home on DVD and then attend weekly tutorial classes at Hurlstone and the UNSW. Classes ran from March to June. The students who were successful in applying for this course were Keene Bilog, Jeffrey Chung and Katharine Tat. They participated with five other students from different schools in this region. All three students

enjoyed the challenges presented to them and were great ambassadors for our school and successfully completed their final exam in June. Their university lecturer, Brad Lorge, commended our students on their enthusiasm and great work ethic.

Selected students doing the elective Multimedia Course were offered the opportunity to get real life experience in videoing at a live event. Five students were involved in videoing at the annual ACHPER Teacher's Conference held at Liverpool. ACHPER is the Australian Council for Health, Physical Education and Recreation – a leading professional association representing professionals working in the fields of Health and Physical Education.

The students were commended by the staff involved at the conference for being excellent representatives for our school. Congratulations to Sheikh Shahnail Haque, Jonathan Lam (Year 9) and Su Wen Leong, Mark Maksimovic and Jason Wang (Year 10) for their great work.

MUNA

The Model United Nations Assembly (MUNA) was held at Penrith High School and Hurlstone entered 2 teams. The first team represented China and the second, Mexico. All competitors had to wear their countries national dress and had to represent the interests of their selected nation in a worldwide forum. Both teams were outstanding in their research and discussion of global politics, economy, human rights and the environment and stood out because of their research and the quality of their convincing argument.

Team China and Mexico were well organised, devoted time to researching their countries and in the process learnt a lot about themselves, international relations and the role of the UN in the world. Both teams' ability to participate in a progressive debate impressed the adjudicators and team China went on to win the Rotary Muna Challenge at Penrith and Mexico received an honourable mention.

Team China went onto compete at the national MUNA at Canberra which was held in the House of Representatives at Old Parliament House. China presented convincing arguments often making insightful contributions to the forum which had a definite impact on the debate. While

China didn't win the overall debate, the students thoroughly enjoyed MUNA and regarded it as being one of the most rewarding experiences over their time at Hurlstone. Since MUNA, many of the students are looking forward to careers in international relations/diplomacy.

Welfare

During 2012 there were significant achievements in the Welfare Program at Hurlstone Agricultural High School. The key events and initiatives included: the Welfare Conference for the Well Being Team. Here the presenters spoke about mental health issues affecting young people, teacher resilience, leadership and team building, computer applications, attendance and uniform responsibilities, accidental counselling, Headspace, anti-bullying, disability provisions and the Educational Access Scheme.

The Transition Program was a huge success. The program involved the Year 7 Year Advisor and the Assistant Year Advisor, along with the Deputy Principal Boarding and the Head Teacher Secondary Studies travelling to a selected number of Primary Schools to speak to the Year 5 and 6 students and the primary teachers about transitioning to high school. In 2012 we also involved the Prefects and they discussed with the primary students what high school life is all about. The transition program culminated in the Transition and Orientation Day where the primary students and their parents were able to gain much valuable knowledge about the opportunities available at the school and met the Prefect Body, the Year Advisors and toured the school and participated in classroom demonstrations. Representatives from the various extra-curricular organisations of the school spoke to the audience and the parents and new students then had access to a variety of information stalls that were available on the day.

The Assistant Year Advisors in each year group have also tackled Independent Learning Plans for students in the year cohort that were struggling with time management and organisation. The Assistant Year Advisors conducted individual interviews and each plan focused on setting goals and strategies for these students in order to help them overcome their difficulties.

The Creating Connections program has been even further developed and the program has increased awareness in the issues associated with

transitioning to Year 7. The program has been invaluable in helping Year 7 make friends and “feel connected”. Further the program has allowed Year 10 students to develop their leadership skills. This culminated in Year 10 leaders attending camp with Year 7 where the Year 10 leaders fostered relationships with their Year 7 groups by leading a variety of activities and supervising the Year 7 students throughout the camp. The Year 9 students attended a Creating Connections Training Conference where the previous years’ Creating Connections leaders were instrumental in delivering the training modules to the new leaders. This was a terrific opportunity for the two year groups to interact and gain valuable information about assisting the new Year 7 students in their transition to high school.

Year 10 and 11 students attended “Safe Celebrating” workshops to ensure that they had the skills and knowledge to protect themselves in particular circumstances. The workshops focused on avoiding risks and making certain that adequate preparation had taken place so that each student was safe.

Welfare camps took place in Year 7, 9, 10 and 11. These camps are excellent opportunities for the students to gain social skills, bond as a year group, participate in challenging physical activities, gain important information and be mentored by camp leaders. The camps further focused on gaining information on study skills and life skills. The Year 10 celebration dinner at camp also gave the students an opportunity to celebrate their transition into the senior school and was a great event enjoyed by all.

The Wellbeing Team was given the opportunity to gain knowledge and skills in the professional development program available to the staff. The Wellbeing Team attended workshops such as: Autism Spectrum, Mental Health for Adolescents, Safe in Oz, Kids in Cyber-Safety, ‘What’s Happening to our Girls?’ and ‘What’s Happening to our Boys?’

Each year group held assemblies to recognise the achievements of the cohort. These achievements could be academic, sporting or extra-curricular. Students were issued with certificates, awards and even scholarships. The assemblies were also an ideal opportunity to bring the year together

and enhance communication amongst the students.

The Prefect Body has worked tirelessly with the Wellbeing Team to create workshops and seminars where detailed information has been conveyed to year groups. Examples include: The “Anti-Bullying Campaign” for Year 7 students and the “Cyber-Bullying” campaign for Year 8. Prefects were instrumental in organising the Easter Hunt for Year 8 students. The Prefects also devised a scheme where certain prefects would be assigned a roll call class and would be in roll call with those students for two mornings. This certainly has improved communication between the Prefect leaders and the student body.

The Prefect leaders have been involved in the Alumni Morning Tea, Transition and Orientation Day, the Year 12 Formal, Jubilee Project’s Love Language Challenge and the Transition Program.

The Year 12 Formal, and Fun Week proved to be an excellent opportunity for the Year 12 students to finalise their remaining days at high school. There was much laughter, many tears and great memories shared.

The Year 12 Graduation Ceremony saw the Year 12 students, their parents, staff and other Hurlstone students celebrating their past six years at the school. The Year 12 Varsity Jackets and Yearbooks will provide many memories of Hurlstone for the students in future years.

Year 7 2012 saw the students competing in organised Interclass competitions. Students participated in sports, in academic pursuits and a variety of other challenges.

Peer Mediation Training was introduced at Hurlstone and Year 9 and 10 students participated in the training program over two days. The school will now focus on promoting the opportunity for students to utilise peer mediation in the settlement of issues and disputes.

The Prefects’ Christmas Special Assembly was a great opportunity for the entire school to celebrate the message behind Christmas. The student body was able to experience the joy associated with this time of year whilst witnessing the Prefects, singing, dancing and entertaining them. The appearance by Santa Claus with candy canes culminated in an exciting way of finishing the school year.

The Boarding School

It was a busy year within the boarding school with the continuation of the refurbishment program, improvements in the welfare and recreation program and the introduction of a strategic promotional plan for the school within country areas.

The refurbishment program started in 2009 continued in 2012. N Block was painted and new fly screens were installed, partitions were also developed and installed within the dorm rooms giving greater privacy to individual students. E block was refurbished which has included the complete renovation of the bathrooms with all rooms repainted and blinds installed on the windows. Z Block has undergone a security upgrade and blinds and fly screens have been installed on all windows. Further refurbishments have occurred across the boarding school with upgrades being completed on both the Fire Alarm System and the school electrical systems which allowed the dining hall to be fully air-conditioned.

International visitors undertaking study tours of Australia have been accommodated in C Block for periods up to ten days. This learning innovation has taken place with the assistance of the Department of Education and Communities' International Unit and has been the model for several tours throughout 2012. Students from India and China have integrated well with the boarding students, who have acted as companions and guides on recreational activities.

The social and recreational program has been further improved with the introduction of a Martial Arts and Drama program. There has been an emphasis on the development of the Healthy Body, Healthy Mind program which has given students the opportunity to develop their skills and knowledge around cooking and eating healthy foods and exercise. These activities have led to a 30% increase in the use of both the cardio and gym equipment within the boarding school.

The student welfare program was also reviewed and with the excellent work of both Mr Purves and Ms West a new program was put together which has focused the development of proactive welfare programs that best meet the developing need of all students within the boarding school. This has resulted in the number of behaviour

referrals passed onto the Head Teachers to decrease by 40%.

The boarding school was also represented at the Boarding Schools' Expo in Narrabri, Dubbo and Wagga Wagga. The expos allowed the school to showcase its strengths, and from this, a number of families have visited the site and are now looking at the opportunities boarding at Hurlstone will give to their children.

Agriculture and Rural Youth

Rural Youth students have had the opportunity to participate and compete in a number of shows and judging days this year. Students have gained valuable public speaking skills at judging days and showmanship skills at showing days.

Canberra Show

1st place and Champion Junior Dairy Heifer

Reserve Junior Champion Dairy Heifer Kristy Wassink Year 12 1st in Open Dairy Parading Competition

Charolais Steer 1st in class

Camden Show

1st place Holstein under 12 months

3rd place Jersey under 12 months led by Scott Essam

3rd place in Milking class led by Anna Markey

Animal led by Daniella Stewart was 1st in class and then Reserve Junior Champion Ayrshire

1st in the 2 to 3 yrs Milking class led by David Webb

1st in over 4 yrs Milking class led by Jamie Whybrow which also went on to be Champion Ayrshire cow.

Castle Hill Show

Charolais steer 1st in class

Champion School-led Steer-led by Laura Nesbitt

Jack Bush 2nd overall under 14yrs Junior Parading

Laura Nesbitt 1st overall and selection for State Final Judging at Sydney Royal 2012

Royal Easter Show

Beef

Charolais steer 3rd in Live school heavy weight steer

Speckle park X Limousin steer Silver medallion in Trade steer class

School parade Erin Goodacre 2nd

State Beef parading final Laura Nesbitt 3rd and Sam Bush 4th

In Water Fowl Judging Anna Markey finished 3rd Dairy

2nd Heifer 6-8 months led by David Webb

1st Heifer 12-16 months led by Jamie Whybrow

2nd Heifer 20-24 months led by Anna Markey

1st Female cow under 2.5 yrs in milk led by Anna Markey

Intermediate champion cow under 2.5 yrs in milk led by Anna Markey

2nd Female 5-6 yrs in milk led by Kristy Wassink

Unisteers - students showed one steer and competed in multiple events on the day.

Central Coast Steer Competition

Best of best parading – Laura Nesbitt

Experienced parading final 2nd Erin Goodacre and 3rd Kristy Wassink

World Vet Skills

Jordan Kerr 1st in State final

Jordan Kerr Silver Medal in National Final

Ayrshire Calf Day

There were over 100 calves displayed and 17 breeders from all over the state.

National Beef Cattle Judging Finals

Sam Bush Year 12 - 2nd National Beef Judging Competition in Perth.

Jersey State Show

Parading - 14-16yrs - 1st Jamie Whybrow; 17-25yrs- 3rd Laura Nesbitt

2nd Heifer 9-15 months led by Laura Nesbitt

Judging Under 14yrs - 3rd Cailyn Loveday; 15-25yrs - 3rd Anna Markey

South Coast and Tablelands Spring Classic

Showmanship Class Under 14yrs - 3rd Polly Donoghue; 15 - 18yrs- 1st Laura Nesbitt; 2nd Jamie Whybrow; 3rd Anna Markey

2nd Heifer calf under 3 months led by Renu Bhutkar

2nd Heifer 9-12 months led by Ethan Anderson

In the Championship class three Hurlstone students were invited to parade other exhibitors' cattle that had been class winners.

In the parading competitions Hurlstone students dominated.

The Farm

The Farm is an essential resource for:

1. Student practical experiences in Agriculture and Primary Industries –

where students are engaged in hands-on activities and demonstrations of agricultural practices.

2. It also plays an integral part in the Rural Youth program – where students prepare dairy and beef animals for showing.
3. Students from other schools – Primary & Secondary who are involved in Farm visits (older students have the opportunity to carry out practical activities).



Developments in each enterprise include:

1. Dairy
 - New electronic pulsators were installed in the Dairy.
 - Heard Systems tested their new portable cattle pregnancy scanner and conducted demonstrations for senior classes in Agriculture, Primary Industries and Senior Science.
 - An Ayrshire bull was sourced.
2. Beef
 - An Angus bull was used in a crossbreeding program with Limousin heifers and cows.
 - An Angus/Charolais bull was purchased.
 - Steers were sourced for the steer shows in 2013.
3. Sheep
 - Twenty fine wool merino sheep were purchased.
 - TAFE (Western) conducted a one week Shearing & Wool handling course that was attended by students from Hurlstone and other schools.
4. Poultry
 - A number of new breeds of poultry were donated.

- Layer replacement chickens were purchased.
5. Goats
 - A PVC portable goat shelter was purchased.
 6. Pigs
 - Modifications to farrowing pens were completed in the piggery.
 - New metal flooring was installed in the piggery.
 - A new boar was purchased from Gunnedah.
 7. Pastures
 - Pastures improvement has continued through the selection of species to plant, a fertilising program (involving urea application as a source of nitrogen) and irrigation. A water sensor was installed in one of the night dairy grazing paddocks.
 8. Machinery & equipment
 - Maintenance of machinery and equipment has been carried out. New purchases included a Honda quad bike and silage prongs for the Massey tractor.
 9. Horticulture
 - Water sensor units have been installed in the Year 11 plant trial area.

In 2013 there are plans to further increase farm productivity and student involvement on the farm. These include:

- Further development of the irrigation infrastructure to increase pasture, hay & silage production.
- Increased hay storage facilities to be built.
- Upgrading of fences – boundary & internal fences.
- Installation and operation of an automatic calf feeding unit in the Calf Shed.
- The purchase of a replacement White Suffolk ram and Boer buck.
- Increased use of new technology in each farm enterprise.
- An additional greenhouse to be built in the Horticulture area.

The farm staff have played a role in Agriculture and Primary Industries practical classes providing assistance and demonstrations of artificial

insemination, pregnancy testing, herbicide application and fencing. They have also assisted with the Rural Youth program. This has involved assisting students with preparing cattle for shows and assisting at the shows.

Students from tertiary institutions, including Agriculture & Veterinary Science students, and Campbell House, have completed work experience on the farm.

Enterprise Development

There has been continuing development of links with outside schools, universities and community organisations in 2012.

Students from both Sydney Metropolitan and Regional schools have come to Hurlstone to attend workshops, visit the farm or participate in industry linked activities. For example, a number of Primary schools have had farm tours whilst High schools have participated in cattle workshops, Regional World Skills and Australian Wool Innovation Shearing courses.

Links with Universities has enabled our students to gain further knowledge from both undergraduate and post graduate students and University staff during workshops and lectures. Similarly, HAHS staff have also had the benefit of professional development through liaising with University staff. In addition, undergraduate University students have been able to complete work placement for University by working at Hurlstone. The Year of the Farmer road show visited Hurlstone during our Farm Open Day, in addition to providing presentations to Hurlstone students during class time.

We have had an increasing number of sporting teams including Australian Rugby Union training camps, Baseball, Austag and Netball teams utilising our accommodation and field facilities.

Our links DEC International have continued to grow with 17 overseas groups coming to Hurlstone in 2012. This has a twofold benefit for not only the overseas students learning English but has been a great program for our students to develop cross cultural understanding.

We have continued developing links with breeders who have been donating stock of superior quality to enhance Hurlstone's breeding programs. We were also successful in obtaining a grant from the Sydney Management Trust for \$47,000. The grants purpose is to increase the area of our green corridor for nature wildlife movement.

Increased marketing of the Boarding School in 2012 has led to increased Boarder enrolments in Year 7, 2013. Further strategies are being developed to enhance this project in 2013.

The Minister for Education is continuing negotiations with the Minister for Planning to develop a lease regarding land on our Southern boundary. Monies have been recouped for lease of Hurlstone land in the North East corner.

All monies generated through Enterprise Development have been reinvested into improving both Boarding School and Farm facilities.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

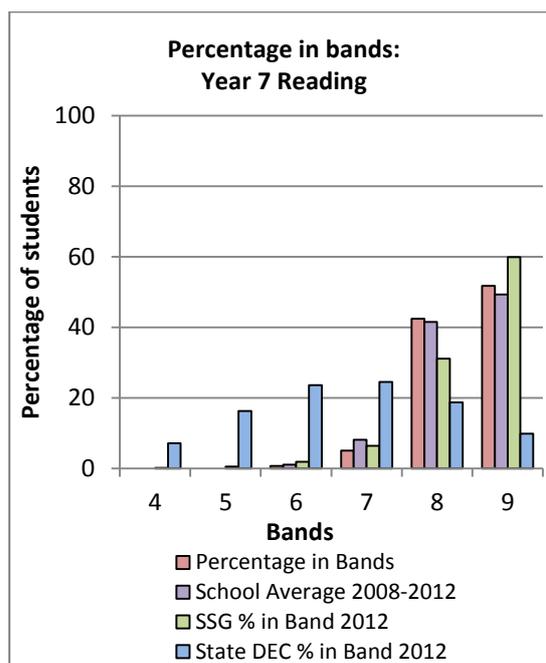
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

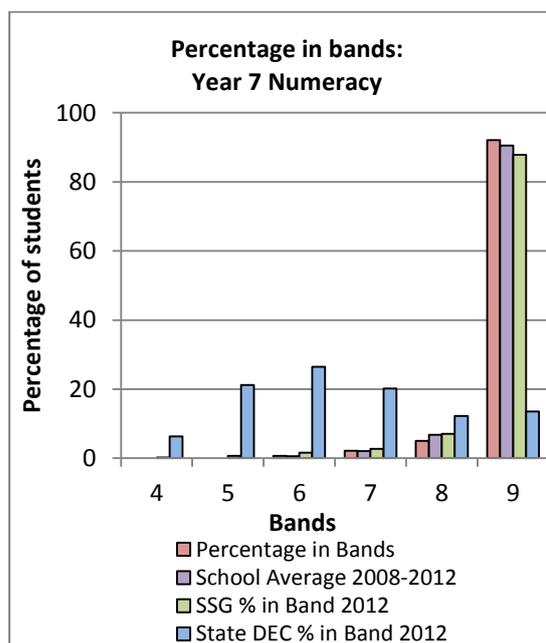
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the Higher School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

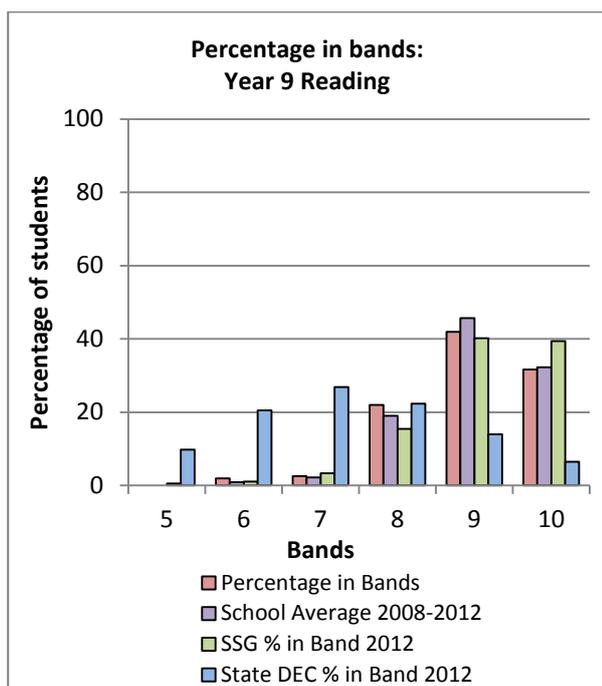
Reading – NAPLAN Year 7



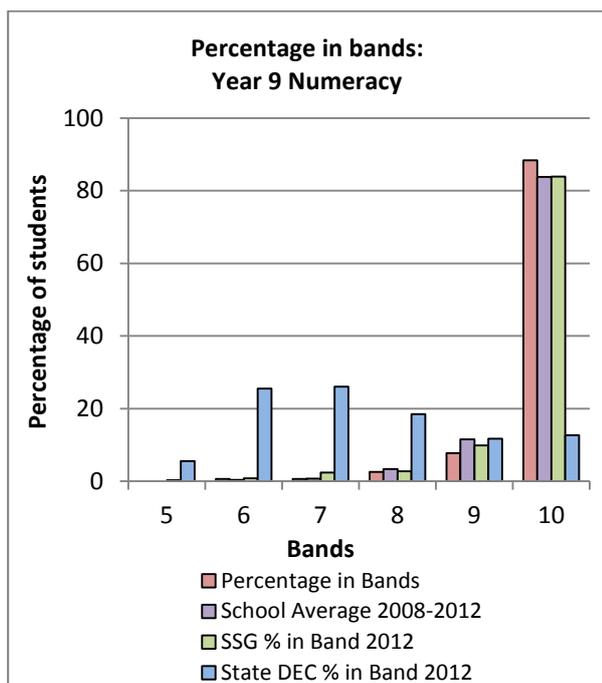
Numeracy – NAPLAN Year 7



Reading – NAPLAN Year 9



Numeracy – NAPLAN Year 9



Progress in reading

Literacy has fluctuated, but in general the trend is for slight improvement. Virtually all students are achieving at or above the minimum literacy standard, and students in some cohorts far exceed these standards.

Progress in numeracy

Numeracy has continued to show strength and improvement over time. All students are

achieving at or above the minimum numeracy standard, with these levels being maintained & often exceeded.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	99.3
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 9 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	100.0

Almost all Year 7 students achieved at or above minimum literacy & numeracy standards.

All Year 9 students achieved at or above minimum literacy & numeracy standards.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

RoSA

The introduction of RoSA (Record of School Achievement) has seen the end of state-wide

testing for Year 10. Grades awarded to students for the RoSA are school-based. A RoSA is only given to students who do not complete a HSC, consequently few, if any, Hurlstone students will eventually receive a RoSA.

Higher School Certificate

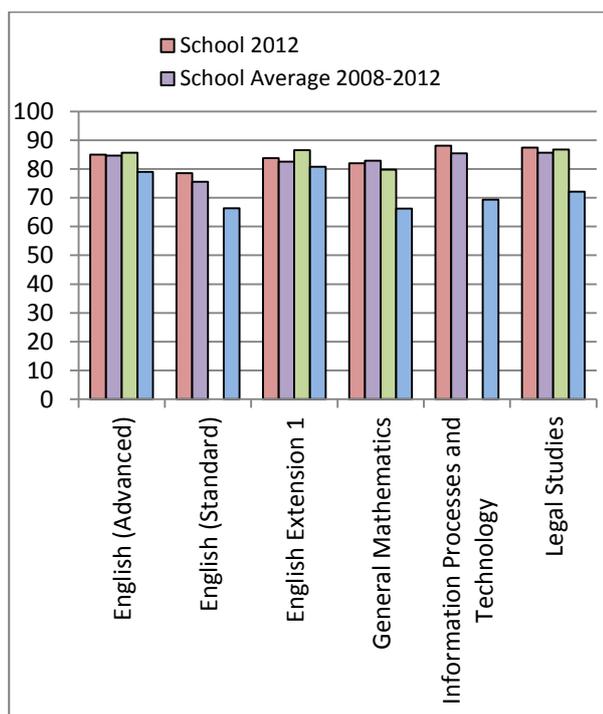
English

In the English Advanced course, 85.36% of candidates achieved either a Band 5 or 6 (with 22% of candidates achieving a Band 6).

In the English Standard course, 94.55% of candidates achieved either a Band 4 or 5 with 1 student achieving a Band 6 and attaining 14th in the state.

Of the 15 students in English Extension 1, 100% of candidates achieved either a Band E3 or E4 (with 1 candidate achieving a Band E4).

Of the 4 students in English Extension 2, 100% of candidates achieved Band E3.



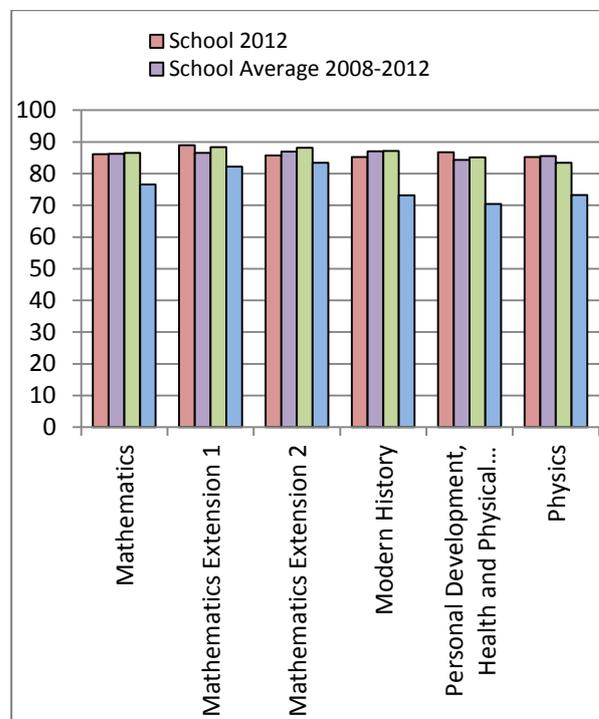
Mathematics

In the General Mathematics course, 58% of candidates achieved either a Band 5 or 6 (with 21% of candidates achieving a Band 6)

In the Mathematics course, 80% of candidates achieved either a Band 5 or 6 (with 41% of candidates achieving a Band 6).

In Mathematics Extension 1, 100% of candidates achieved either a Band E3 or E4 (with 61% of candidates achieving a Band E4).

In Mathematics Extension 2, 93% of candidates achieved either a Band E3 or E4 (with 40% of candidates achieving a Band E4).



Other Achievements

In Agriculture, 2012 HSC students were placed 2nd, 6th and 9th in the state. 93% of students received a Band 5 or 6. In Primary Industries, two students received a Band 6.

In PD/H/PE, 87% of students achieved a Band 5 or 6, with the remainder of students achieving a Band 4.

In Visual Arts, 78% of the students achieved either a Band 5 or 6. Delayne Sternbeck-Rutter was invited to exhibit in Art Express.

A group of 14 accelerated Year 10 students completed their HSC in IPT (Information Processes and Technology). Five students achieved a Band 6 – Neil Jain, Steven Chan, Charu Ahluwalia, Alan Cen and Jason Wang. A further eight students achieved a Band 5.

The Engineering Studies class was a small group this year with four students sitting for the HSC. Luke Prior achieved a Band 6. Three students achieved a Band 4.

Our Music 1 students achieved excellent results with 77% of students gaining a Band 6, the

remaining students a Band 5. Anna Gulikov and Cheryl Anne The were nominated for Encore – a concert showcasing the best performances in the HSC examinations.

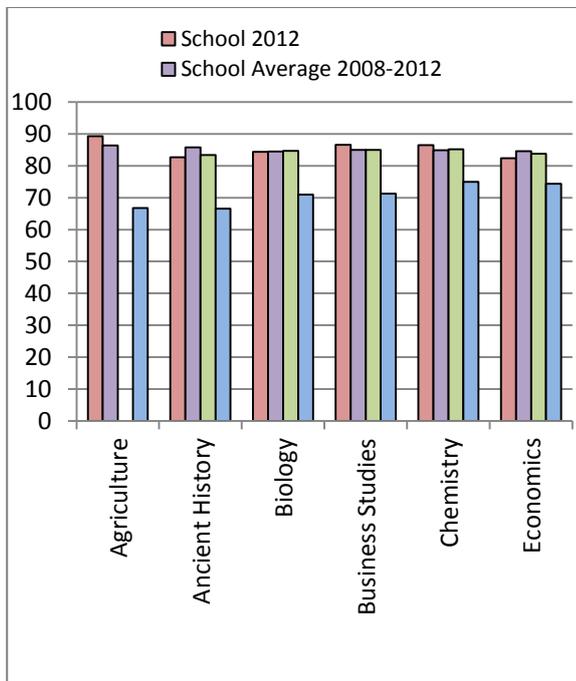
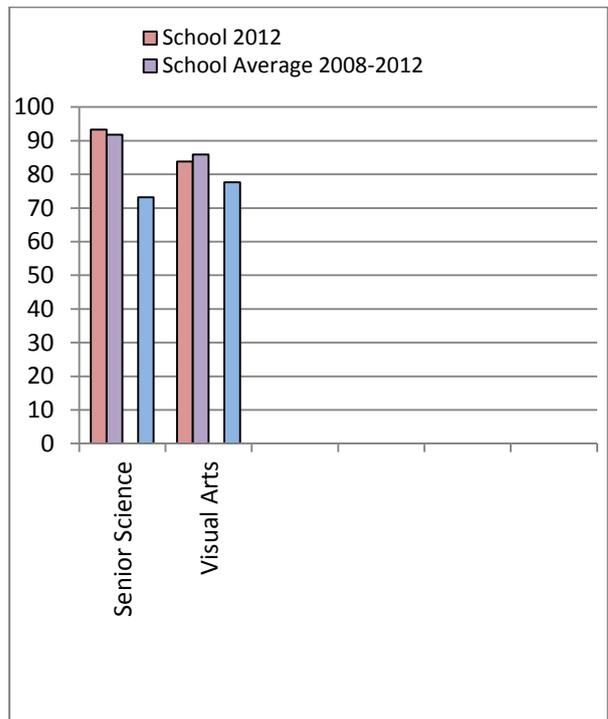
Students studying Biology, Chemistry, Physics and Senior Science in 2012 performed on average substantially better than the state cohort studying these subjects. Senior Science was again the standout Science subject with 7 of the top 10 places in the HSC being attained by students from Hurlstone Agricultural High School. This included the first in subject for Senior science.

In Biology more than 75% of the candidates were placed in Band 6 or 5.

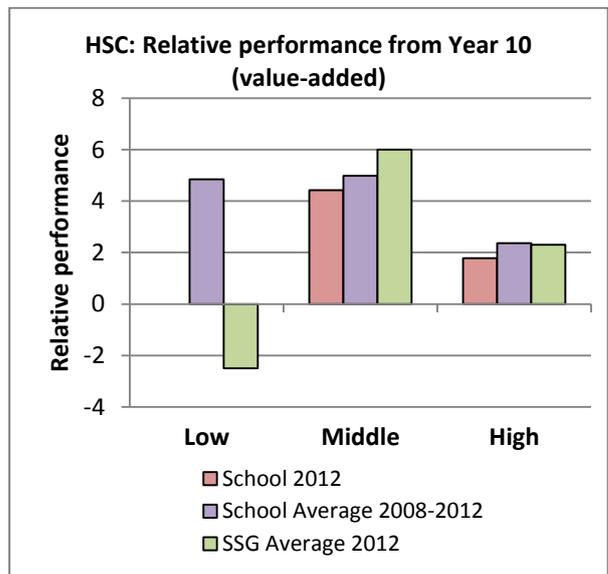
In Chemistry more than 80% of the candidates were placed in Band 6 or 5.

In Physics more than 75 % of candidates were placed in Band 6 or 5.

In Senior science 100% of candidates were placed in Band 6 or 5.



Higher School Certificate relative performance comparison to School Certificate (value-adding)



Significant programs and initiatives

Aboriginal education

In 2012, four students identified as coming from an aboriginal background. Students met with their year advisors to ensure that they achieved the most from their education, and had their personal learning profiles regularly updated.

Faculties continue to promote Aboriginal perspectives within their Stage 4 and Stage 5 programs.

Multicultural Education

The DET Policy on Multicultural Education has been implemented in all KLAs and is reflected in the following programs and practices:

- Staff and community activities that develop awareness of cultural, linguistic and religious issues pertaining to the local community.
- Staff/carer interviews with a culturally appropriate support person present (involved in ongoing mentoring/liasing/between student, staff and carers).
- The use of the ARCO and peer mediation to resolve student issues arising from prejudice.
- Articles in the school newsletter to raise awareness and appreciation of diversity within the school community.

Raising staff understanding of cultural issues to avoid insensitivity and support recognition of differences within our community.

Workplace Health and Safety

(formerly Occupational Health and Safety)

Hurlstone's WH&S Committee met throughout 2012 in order to deal with WH&S issues when identified.

The identification process used was in the form of electronic hazard identification forms downloaded from the DEC website and adopted for local use. Staff were continually encouraged to use these forms. The result was an increase in whole staff awareness of WH&S issues and identification procedures.

The WH&S Committee consists of representatives from all teaching faculties as well as representatives from the boarding school, hostel, farm and maintenance areas.

Other programs

Distance Education

Some of our students, interested in studying a language, were enrolled in the Open High School and pursued the study of the language via distance education. The courses studied by our students were: French Beginners, Russian Beginners, Year 9 French and Year 10 French. A student studied a Modern History course with Sydney Distance Education. One student studied HSC Dance in a Camden Haven Distance Education.

Creating Connections

The Creating Connections program has been further developed and the program has increased awareness in the issues associated with the introduction to Year 7. This program has been invaluable in helping Year 7 make friends and 'feel connected', and has also helped Year 10 develop leadership skills. This culminated in Year 10 leaders attending camp with Year 7. The students from both Years 7 and 10 have provided very positive feedback on the program.

Environment Committee

The year 2012 was a remarkable one for the Hurlstone Environment Committee. The year began with the opening of the Sustainable Garden, with distinguished guests, members of CityRail and the Garden architects, Hurlstone Alumni of 2011, unveiling the prestigious new study space and outdoor classroom, a symbiosis of the environment and community transport. Two planning days saw the draft a new mission statement and the setting of short, mid and long term goals for the committee. Several successful fundraisers at Country Fair and during school hours, contributed to the fund for the beautification of the donut quad gardens, which will hopefully be completed by the end of 2013. The excellent 2012 Executive demonstrated sensational initiative and leadership, with Katherine Ly, Secretary, being named Future Social Justice Leader and the recipient of a \$500 cheque to put towards future projects.

With the end of Term 3, the committee farewelled the 2012 Executive and held elections for their successors. After an excellent display of democracy, a new Executive was appointed; Jason Do – President, Anne Tran – Vice-President, Dalena Pangna – Director, Daniel Ngo – Secretary,

Julia Kho – Senior Greensleader, Edward Trang – Junior Greensleader, Elise Luu – Publicity, Tania Tran – Junior Publicity, Julia Pham – Recycling Manager and Henry Pham – Water Manager. This wonderful group, inducted in February 2013, worked tirelessly over the final term of 2012 to establish themselves, involving the Year 7 students in National Recycling Week that won the school a donation from Symbio Wildlife Park. In the last week of the term the committee entered the 12 Do's of Christmas, Planet Ark initiative, this too led to the receipt of a donation from Greenfleet and a prize pack to the school valued at \$300.

The committee is now working on a series of fundraisers, including Clean-up Australia Day and school stalls to continue raising awareness for environmental causes in both our school and local community. Our hope is to raise enough funds this year to develop some gardens around the school, especially in the donut quad.

Interact

Hurlstone Interact Club is the largest of its kind in the southern hemisphere, currently with around 400 student members from Years 7 to 12. The club is sponsored by Ingleburn Rotary Club but is run by its student executive during school hours with a supervising teacher. Members meet every Wednesday at recess to plan community service and fundraising projects, raise awareness about social justice issues and develop a strong sense of belonging and community. Students in Interact are given opportunities to develop their leadership and citizenship skills, using their talents and considerable energy for the benefit of others.

In 2012 Hurlstone Interact was recognised for their achievements at the Campbelltown Youth Awards for Excellence with a special Community Service Award. Existing and potential Interact leaders from Years 10 -11 also had the privilege of attending the World Vision Global Leaders Convention at Luna Park in May, developing insights into the underlying causes of poverty and returning with inspiration to share with their fellow Interactors, leading to the decision to plan a trip to Thailand in 2013 as volunteers to help Rescue Mission, a refuge for stateless children of the Akha Hill tribe.

2012 also marked Interact's 50th Anniversary internationally. This was celebrated with a week

of fun events at the school, including an 'Amazing Race' and live music concert organised by its members and a 'Fashion500' parade where staff and students modelled second-hand clothing to be auctioned off for World Vision.

Interact clubs are self-governing and financially independent, making it possible to choose and carry out service projects the students care about. Throughout the year, Hurlstone Interact raised thousands of dollars through school-based activities and fundraising stalls for a large variety of charities. Highlights of 2012 included: running a very successful Biggest Morning Tea in the school hall based on an 'Alice in Wonderland' theme to raise funds for the Cancer Council; supporting a cancer survivor and fellow Hurlstone student by running a school-wide campaign for CanTeen's National Bandanna Day, which attracted local media coverage for the charity and raising over \$3600 in funds; collecting donations and gifts in 39 shoeboxes for the Operation Christmas Child program, which allowed children in Samoa to experience a brighter Christmas after the destruction caused by Cyclone Evan; volunteering their time to collect money for the Salvation Army's Red Shield Appeal in May; volunteering to cut, colour and shave off their hair for the Leukaemia Foundation's 'World's Greatest Shave' in March and donate their locks to Tresses for Princesses for sufferers of alopecia; continued support for World Vision (the club sponsors two children - Duy Tan Nguyen from Vietnam and Jose Armando Gonzales from Honduras - and supports the 40 Hour Famine every year by involving the whole school in the campaign – they are the highest group fundraisers in the South West Sydney Region); and selling merchandise for various charity events such as the Deafness Foundation's Butterfly Badges, the Australian Diabetes Council's Buzz Day, the SIDS&KIDS annual Red Nose Day and the Cancer Council's Pink Ribbon Day.

All of these causes were identified by students as areas they felt passionate about, and Interact leaders have worked with their peers to turn that passion into action. Our 2012 Planning Day for the leadership team resulted in a clear vision for the future: to equip every member to be actively involved in community service ('service before self') and focus our fundraising on three main areas of inequality at the local, national and global level: poverty, health and social justice

(including access to education). Our core charities are World Vision (poverty/international), the Salvation Army (social justice/poverty/national), the Cancer Council (health/national), and Stewart House (social justice & education/local).

The day culminated with a new mission statement that sums up what Interact means to Hurlstone students: “Equipping members to advocate for social justice, work together with integrity and transform their passion into action to leave a lasting legacy in our community, our nation and our world.”

Student Representative Council (SRC)

The SRC had an eventful year, having participated in many in school and out of school events. Some of these events included the Talent Quest, which was one of the most successful ever. It had a large number of participants and had a teacher panel for the first time. Multicultural Day (Workshops + Cultural Performances) was another great success and was enjoyed by all.

During the year our members attended a Youth Forum held by Campbelltown Council. Janeda Ong, who is one of our members, was selected as a State SRC member which was a reflection of the representative group we have here at Hurlstone. Several BBQ’s were held for different causes throughout the year. One occasion was to raise money as part of NAIDOC to help Indigenous children with improving literacy.

The SRC catered at school events like Anzac Day, Art Show and Year 12 Final Assembly to assist the school as a whole. Promoting health across the whole school was also a priority with the SRC, having put together an anti-bullying video that was shown at a whole school assembly. This was the beginning of the String Movement against cyber bullying. Jeans for Genes Day was another opportunity for the SRC to raise awareness of particular issues and also an opportunity to raise money for charity.

Opportunities for the SRC executive to liaise with other SRC bodies in the area were also provided with the attendance of a Regional SRC Meeting to gain insight on what other schools get up to and how we could better involve ourselves in the local community.

Faculty Evaluation – LOTE

Background

As part of the school’s ongoing commitment to self-evaluation, a team of school leaders and teaching staff has conducted an internal review of the LOTE subject area.

The LOTE subject area teaches Japanese in Stages 4, 5 and 6. All students in Stage 4 undertake a compulsory study of Japanese.

Findings and conclusions

The LOTE teachers are passionate about their subject area. Students benefit from a creative yet well-rounded curriculum, which is supplemented by teacher-assistants from Japan.

Teaching within the LOTE subject area utilises the Quality Teaching Framework. The diversity of cultures within the student body is embraced and becomes an important component of making foreign languages relevant. Students are engaged in their work and complex concepts involved in the study of Japanese writing forms.

The LOTE subject area plays a significant role in extra-curricular activities within the school. Excursions to restaurants are popular, as well as the bi-annual trip to Japan.

Although the LOTE teachers make many curriculum and pedagogical decisions, they are supervised by the head teacher, secondary studies. The management of the faculty is clearly efficient, with many aspects of management and extra-curricular work shared collegially by the two staff members.

Parents and students were surveyed about Japanese and its teaching. Parents were pleased with the amount of homework provided for their children and felt assignment work allowed the opportunity for their child to work with others.

Year 11 and 12 students praised the willingness of teachers to help them; the skills of their teachers; the intimate class sizes; and the enjoyable nature of the subject. Students in Years 7 and 10 liked the content of the course and the challenge of learning a new language. The help given by Japanese teaching assistants with speaking skills was widely acknowledged by all students.

Future directions

Students highlighted a need for more resources, and wanted more practical activities. Excursions play an important role in developing students' knowledge of Japanese language and culture, so further opportunities need to be explored.

Strategies need to be developed to highlight the benefits of learning an Asian language, and its benefits that specifically relate to business, agriculture and overseas travel and work.

Progress on 2012 targets

Target 1

Improve student learning outcomes through targeted transition, welfare and independent learning programs in a quality teaching environment supporting gifted students.

Our achievements include:

- Welfare programs were scoped, sequenced and implemented across Year 7-12.
- Individual learning plans were written for 100% of students identified as requiring support through NAPLAN results, welfare team referrals and for indigenous students.
- An independent learning centre was established in the library which supports special needs students and independent learners through the pursuit cross-curricular projects.
- Cross KLA student evaluation devised focusing on skills-based learning informed by the multicultural action research project.

Target 2

Support the implementation of the Australian curriculum and improve the quality of assessment and feedback practice.

Our achievements include:

- A survey of students, staff and parents solicited a range of opinions about the suitability and effectiveness of the school's current curriculum.
- Professional development focused, where possible, on the Australian curriculum to raise awareness across the school and pursue models for its introduction.

- The school's assessment notification system was reviewed and amended to place greater emphasis on student originality and responsibility.

Target 3

Increase leadership capacity of staff and students.

Our achievements include:

- All staff have been trained in the Leadership Capabilities Framework during 2012.
- An increase in the use, analysis and application of academic, welfare, financial and co-curricular data in all school decision making and management.
- SRC representatives being included on relevant school committees such as P&C, executive and staff meetings. The SRC was trained in meeting procedures in 2012.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the LOTE faculty.

LOTE Faculty Review

Background

At Hurlstone, Japanese is taught as our Language other than English. It is a vibrant faculty that teaches Japanese in Years 7 – 10 as mandatory and elective subjects; and Japanese Beginners, Japanese Continuers and Japanese Extension in Years 11 and 12.

The review focused on the areas of teacher commitment and pedagogical skill, student engagement and areas of improvement.

Findings and conclusions

Student responses were extremely positive across all year groups. Senior students reported that staff were more than willing to assist, they were motivational and used a range of activities and resources to engage students. Small class sizes allowed staff to cater to individual learning styles and needs. The high level of teacher knowledge and commitment was also noted as being vital to student academic success.

Senior students indicated that the native Japanese assistant teacher was a valuable asset

to their learning in both oral and aural components of the course.

The junior students were once again strong in reinforcing the teachers' strengths and their ability to deliver quality and engaging lessons. The students enjoyed the challenge of learning a new language at a deeper level. Activities based around culture and food were highly rated and students indicated that such activities deepened their knowledge of culture and language. Staff were patient and committed to student academic improvement and again the native Japanese assistant was highly valued and appreciated by the students.

Future directions

The survey indicated that the LOTE faculty was valued by students and that their experiences were positive. Students indicated that more excursions and culture based activities as well as newer textbooks would be of value in improving their understanding and application of their knowledge of Japanese culture and speaking skills. The integration of more quizzes and revision into the course program were seen as valuable. A review of class sizes in Years 9 and 10 was also requested by students.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Student report system

As part of the process for the implementation of the school plan for 2012-2014, parents, students and staff were surveyed regarding the school's system of student reports.

Respondents felt that the reporting system provided sufficient information for parents and students, although staff felt that better use could be made of the report regarding extra-curricular activities, sport, absences from school and requests for parental interviews. Some of these requests were echoed by the students, while some parents requested more information about academic progress.

Parents felt that one report per semester was adequate, but staff were mixed with a third

agreeing with the parents but the other two-thirds split, but favouring a system of either interim reports or optional extra reports for students experiencing difficulties.

Parents were confused about the 'personal learning profile', a position with which a number of staff agreed. Parents wanted greater consistency with comments and marks.

Overall parents and students were happy with the reporting structure, although they felt improvements could be made in certain areas. Staff were more critical, wanting a place where they could request a parent interview; a system that better explained some of the graphic representations on the reports; and, the use of simpler language to better cater for students and parents of a LBOTE (Language Background Other Than English).

Professional learning

In 2012, professional learning within the school was co-ordinated by the Deputy Principal Curriculum and centred on school development day presentations and program of in-service courses.

Activities centred on connected learning, DER laptops, quality teaching practices, general technology, welfare, compliance training, emergency health care and CPR, and the national curriculum. All staff were engaged in some professional learning activities over the year.

During 2012 \$33,360 was expended on teacher professional learning, while at the school level approximately \$200 per head was spent on professional learning for 68 teaching staff.

In 2012, one teacher was working towards accreditation as a new scheme teacher, while eleven teachers were maintaining accreditation at Professional Competence level.

In feedback, staff continued to acknowledge the value of professional learning and advised that they were looking for more hands-on experiences with technology based learning, especially with laptops and IWBs, and more opportunities to pursue school development day activities with their own faculties.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

School priority 1

Outcome for 2012–2014

Implementation of the Australian Curriculum to maintain a broad, relevant and inclusive curriculum.

2013 Targets to achieve this outcome include:

- Review of 100% of curriculum programs to ensure they support the implementation of the Australian Curriculum by 2014.
- Increase professional learning for at least 60% of teachers to improve the quality of assessment and feedback practices by 2014.

Strategies to achieve these targets include:

- Investigate curriculum structures and assessment practices in other schools (selective and comprehensive).
- Review report structure for Years 7-12 through a survey of all staff, 50% of students and 20% parents of each year.
- Increase quality of student outcomes by training 100% of teachers in providing quality feedback.

School priority 2

Outcome for 2012–2014

Develop a plan for the implementation of compulsory Agriculture and Primary Industries.

2013 Targets to achieve this outcome include:

- Raise to 100% of the number of Agriculture staff undertaking professional learning in preparation for strengthening their capacity to deliver senior Agriculture and Primary Industry courses.
- Increase by 5% per annum the number of students engaging in extra-curricular agricultural opportunities.

Strategies to achieve these targets include:

- Provide opportunities for Agriculture teachers to undertake professional development in Agriculture and Primary Industries.
- Demonstrate industry best-practice and increase the use of technology in each plant and animal enterprise.
- Establish a Gifted and Talented program in Agriculture.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Craig Butler, Relieving Deputy Principal

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>