

Hurlstone Agricultural High School Annual School Report 2013



School context

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.

Principal's message

It is very hard for me to write a message for the 2013 Annual School Report, not because I don't have anything to say about the school but because I only joined the school community on January 28 2014

Due to this I feel that any retrospection can only sound hollow. This doesn't mean that I have no understanding from whence the school has come, as I have spoken to numerous people about what has been achieved during 2013 and the preceding years and that information is presented within the body of this report.

What I can say with surety is that my experience of the school community during 2014 has been positive. The students, staff and parents who I have met have been passionate about their school and wanted to make alterations which will see the school build on its successes into the future.

The greatest challenges for Hurlstone Agricultural High School is the redefining of itself as a centre for excellence in agricultural education and as a

site for equitable access to quality education for rural and remote youth. This sentiment has been repeated in every forum that I have been involved in during 2014 and has been the underpinning ethos of all interactions with staff, students, parents and the wider school community.

Thus, regardless of where the school has come, the foci for the next few years will be on increasing the awareness and influence of agricultural concepts and concerns and increasing the opportunities for the success of our current students and ensuring that opportunities are afforded prospective students from rural and remote areas. This will involve major review of the school's processes and procedures, its curriculum structure and its vision of Australia's agricultural future. It will not be an easy task but I expect it to be rewarding for both myself and all the other stakeholders involved.

I appreciate that this is not a normal message form the Principal for an Annual School Report but from where I stand it is much better to focus on a future on which I will have a direct influence, and responsibility for, rather than ruminate on a past which I was unable to impact.

I certify, as far as I am able, 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.

Mr Daryl Currie
Principal

P & C Message

Hurlstone Agricultural High School (HAHS) 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 agriculture activities, sporting, community service, cultural diversity, music 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, funding is very limited. HAHS P&C's goal is to raise additional funds to help provide a better educational environment and to acquire

resources to enrich the students in their learning through 21st century education. We achieved this by the contributions of energetic groups of parents and friends in addition to the efforts of the teaching staff.

2013 has been another successful year for HAHS P&C. Funds raised by the P & C sub-committees, donations and member subscriptions have been used to purchase additional student resource books and teaching aids across all faculties, additional interactive whiteboards and musical instruments. Extra funding has been allocated in preparation for new resources for the new curriculum in 2014. We have also provided financial assistance to students who competed at the highest levels in a number of pursuits, and enhanced rural youth experience in supporting attendance at forums.

The P & C Executive acknowledges the outstanding efforts of many parents who have taken on leadership roles, especially in the various sub-committees including:

- Country Fair – Mark Latham. This year, it was a joint event with Farm Open Day. We had over 4000 people come to our fair. We also had Kate Ritchie who is an ex-Hurlstone student as our guest speaker.
- International Club – Renu Vishwain and Atula Dhamal
- Uniform Shop – Steve Faulds
- Canteen – Corinne Sneddon
- Music Ensemble – Michael Dumlao
- Working Bee – Andrew Phillips

I would sincerely like to thank the 2013 Executive Committee – Rosemary Payne, Deb Twaddell, Mark Latham and Theresa Bui for their tireless efforts and support.

Finally, I would like to encourage more parents to get involved. This is a tremendous opportunity to meet other parents, learn more about the school and to contribute to the community and to make Hurlstone an ever greater school.

Rebecca La
HAHS P&C President

Student representative's message

Academically, Hurlstone has experienced another strong year of achievement in external tests, including outstanding results in NAPLAN, the HSC and academic competitions. This is a credit to the hard work and dedication of teachers and students alike.

Historic achievements were made in sport over the last year. For soccer, the Hurlstone Heifers went on to become the Regional Champions for the South-West Sydney Region, a major feat, especially considering no Hurlstone team has ever made it past the first round of the knockout competition. Hurlstone's Ultimate Frisbee team also gained great success, coming 2nd in their competition. This year marked the beginning of the House Cup, in which points were accumulated across the swimming carnival, athletics carnival and Ultimate Frisbee All Stars Competition. Wentworth took the title of being the first House Cup winner. Another groundbreaking achievement was made with the Year 12 students winning the Teacher-Student contest for the first time since the inception of the competition over 10 years ago.

In terms of extra-curricular activities, Hurlstone's students have continued to excel and the work of extra-curricular groups has remained a strong component of Hurlstone life. Rural Youth has been an organisation that has increased in prominence over the last year, with the group holding the greatly successful farm-themed mufti day to publicise Hurlstone's Country Fair. They have experienced continued success with the parading of cattle and are now expanding to include other farm animals.

The Environment Committee continued to campaign and raise awareness for sustainability. This included their initiatives such as "Panda Made Me Do It" photo booth and OzGreen's "Youth Leading the World" program, which aimed to educate students about environmental issues. Other major initiatives of the Committee included Clean Up Australia Day, National Tree Day and National Recycling Week.

EPIC, a student organisation which supports the performing arts branch of Hurlstone life, has continued to host brilliant events including the school's Multicultural Day and Variety Night. Performing arts has excelled in the last year with the fun-filled musical 'Guys and Dolls' and Hurlstone's band touring the Jindabyne area.

Student leaders in SRC continued to build a positive school environment with their initiatives. This included Talent Quest, which showcased Hurlstone talent, and the introduction of Zumba classes to emphasise the need for physical activity.

The Hurlstone Prefect Body of 2012-13 has experienced phenomenal success, including positive responses to initiatives and events established by the group. Traditions such as International Womens Day and The Gentlemen's Convention were continued whilst new initiatives like the Christmas Assembly, Anti-Drug Seminars and the Teacher Appreciation Assembly received tremendous positive praise.

Hurlstone's Interact has maintained its strong involvement in the school, with over 400 determined and passionate members. The group still holds the title of the largest Interact organisation in the Southern Hemisphere. The annual events continued their pattern of strong success, including fundraising for the Heart Foundation, the Salvation Army's Red Shield Appeal and the Cancer Council's Biggest Morning Tea. The Interact team showed exemplary qualities in terms of student leadership, commitment and willingness to contribute to the wider community. This meant that Hurlstone students raised tens of thousands of dollars for charitable causes and earned Hurlstone an Order of Australia Medal for Service to the Community. Hurlstone is the first school to receive an Order of Australia Medal, with the prestigious award presented at Government House by Governor Marie Bashir.

Finally, after a magnificent year at Hurlstone, we would like to wish Hurlstonians of the present and future good luck for the adventures that lie

before them. It is challenging but rewarding and we know that you will continue the legacy of excellence that alumni of this great school have left behind.

Jay Kajale and Kathy Quach

School Captains

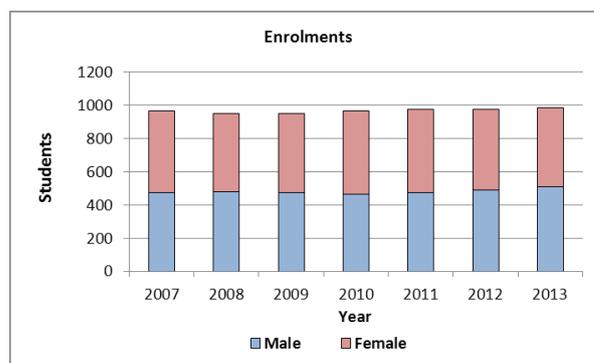
Student information

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

Student enrolment profile

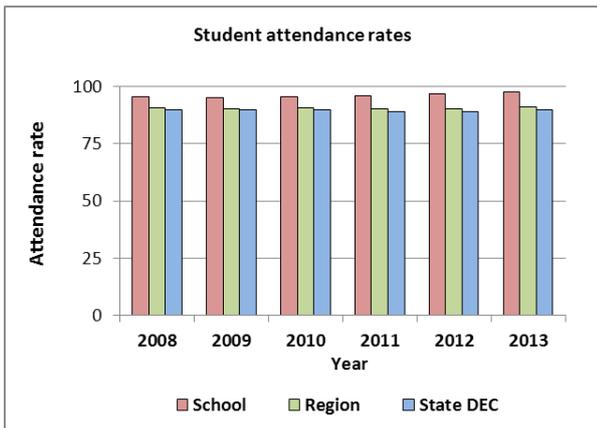
Hurlstone had an enrolment of 984 in 2013. There was an increase in the number of male students continuing the trend set in 2012. Our enrolment of students from diverse cultural backgrounds, and describing themselves as being from a language background other than English increased to 84%

Gender	2007	2008	2009	2010	2011	2012	2013
Male	474	477	474	466	472	490	511
Female	491	474	479	501	503	487	473



Student attendance profile

Our attendance rates continue to improve reaching 97.4%, an increase of 0.6% from 2012. This is a reflection of the importance of attendance in our school community reinforced by staff and parents.



Management of non-attendance

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

Post-school destinations

In 2012, 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 and Architecture were popular. A number of students opted for combined degrees mostly Engineering and Commerce, Engineering and Science, Science and Arts and Commerce and Science.

Early and Selective Entry applications were extremely popular with students gaining early entry to the University of Wollongong, the University of Western Sydney, Charles Sturt University 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 studied by 11 students in 2013. A wide range of courses including Electrotechnology, Hospitality, Information Technology, Primary Industries and Human services were completed by our students.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013, 100% of Year 12 students attained a HSC or equivalent vocational educational qualification in 2013.



Workforce information

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

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	12
Classroom Teacher(s)	49
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support Staff	13.772
Total	81.172

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

No staff acknowledged they were from an indigenous background.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	17
NSW Institute of Teachers Accreditation	11

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2013
Income	\$
Balance brought forward	941580.79
Global funds	447041.99
Tied funds	128332.40
School & community sources	667891.45
Interest	25593.02
Trust receipts	1245872.20
Canteen	0.00
Total income	3456311.85

Expenditure

Teaching & learning	
Key learning areas	271615.44
Excursions	288252.24
Extracurricular dissections	175644.35
Library	20916.01
Training & development	0.00
Tied funds	158918.37
Casual relief teachers	3196.35
Administration & office	274571.72
School-operated canteen	0.00
Utilities	0.00
Maintenance	101933.69
Trust accounts	1263078.95
Capital programs	93734.71
Total expenditure	2651861.83
Balance carried forward	804450.02

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 2013 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 2013

Boarding School

A broad range of recreational, social and cultural activities enhanced the boarding school experience, this included In Rhythm drumming tutorial, attendance to performance events such as Schools Spectacular, Blue Man Group and The Lion King.

Physical recreation programs continued to expand with laser tag being delivered on site for weekend use, "Flip out" trampolining events, rock climbing and a variety of sports and games under the cola and on the pool lawn. Archery and fishing for our boarders was introduced to the mix of events and the recreational equipment was purchased to continue these popular activities. The success of these activities is underpinned by a committed duty team who support the Head Teachers' Welfare Roxanne West and Richard Purves to provide the boarders

a rich variety of activities to complement their sporting and recreational needs.

Highly successful staff professional development including a two day conference covering topics such as National Boys Education, Accidental Counsellor and Duty of Care, where members of the boarding school staff were immersed in research that supports the development of young adolescents. Execution of newly acquired skills were implemented on return to the boarding school, where several programs from the research findings, were initiated for staff, students and boarder parent welfare groups.

Christine Castle attended the "National Boarding Schools Symposium on Risk Assessment" which highlighted the specific requirements for boarding schools, high priority areas for the boarding school were highlighted and a strategic plan was created to assess current and emerging risks. Support initiative strategies were introduced and Australian Boarding Schools Association president, Richard Stokes and associate Thomas Dunsmore travelled from Queensland to Hurlstone for a boarding school tour.

Promotion of the Boarding School took several formats, including the attendance of Boarding School Expo's at Dubbo, Tamworth and Griffith. DEC employee Jan Bartram was engaged to assist in the promotion of the whole school by beginning the process of a professional suite which includes a school prospectus and the generation of associated school requirements.

Boarder Council initiated and ran a highly successful stall at Country fair.

Improvements in the Boarding School facilities have been quite significant. The boys N Block bathrooms have been renovated; painting has been completed throughout the Boarding facilities including toilets, showers, blocks and games room. The addition of a lecture theatre with tiered seating, video conference facilities and a presentation platform was opened. Wireless upgrades in the blocks have occurred and the purchase of a colour laser photocopier,

printer and scanner was made to assist the boarders in the presentation of their work.

Physical assets purchased for our boarding students have been many and varied, these include new leather couches for all common rooms, new flat screen TV's, outside garden furniture, microwaves and refrigerators for the dormitories.

Several areas of the Boarding School have been selected for redevelopment and improvements have already been made to the games room with the flow on effect leading to the L-shaped common room, which will be designed and fitted out with comfortable furniture for a relaxation space for all boarders.

Significant boarder student achievement has been highlighted in several faculty reports for academic achievement, the success of Laura Nesbitt gaining "Paraders Champion Trophy" for the Unischools Steer Challenge and Gabrielle Sherring was nominated via merit selection as one of a hundred young people from across Australia to attend UNE's inaugural Generation 2050: Project Feed the World conference in Armidale in December 2013.

Bill Ellwood received a nomination for Encore HSC stage performance and Alex Rookyard and Bill Ellwood accepted two of the highest awards at the schools Performing Arts Night. Many of our boarders took top billing at the musical including Jesse Taunton who was cast in a leading role. The sound, lighting and tech crew underpins the success of many school events and our Boarders continue to be involved in this important group.

Agriculture and Rural Youth

Rural Youth students have competed in an increased number of Agricultural Shows and Judging Days this year. They have gained valuable public speaking skills at judging days and showmanship skills at shows, four students have qualified for competition at the 2014 Royal Easter Show. A summary of the best of our achievements are listed below.

Cootamundra Show

27 top 5 placings

Grain judging – 1st place in age classes for Michael Webb, Matthew Gregory and Jack Bush

Merino Sheep Judging – 2nd place in the Open Zone final for Fergus Ryan

Fruit and Vegetable Judging – 1st in age classes Michael Webb and Jack Bush

Herdsmen Award – Michael Webb

Royal Easter Show

For the first time, Hurlstone students showed two suffolk sheep at the show.

Semex Challenge – team event, led by Jamie Whybrow involving parading, clipping and judging – Hurlstone achieved first place, a massive achievement.

Best Maintained Ayrshire team (over 5 head) – 1st

Pen of five females of any age – 2nd

Camden Show

Reserve Junior Ayrshire Champion – 1st Sarah Luddington and 'Leea Solax'

Dairy Paraders Competition - seven of the first nine places in the 14 years competition

Beef Paraders Competition – Emma Rice came 3rd in the 15 – 18 years age group

Junior Rural Ambassador competition – three finalists, Ethan Anderson, Laura Nesbitt and Anna Markey

South Coast and Tablelands Spring Heifer Classic

Students were awarded a total of \$130 in prize money for their efforts.

18 – 25 years paraders – Kory Graham (farm hand)

Calf 3-6 months – five of the top seven placings with Sarah Luddington 1st with 'Missy Moo Frauline'

Heifer 9 – 12 months – Sarah Luddington and 'Laura Gwyn', who also went on to place 2nd in the Senior Champion

Senior Championship class – Sarah Luddington and 'Laura Gwyn' was awarded Reserve Junior Champion

Ayrshire Calf Day

This was the 30th annual event, held on the school grounds since 1983. Hurlstone students showing animals numbered twenty eight with excellent results.

5-7 months – Polly Donoghoe came 1st showing 'Magical Norma'

11-13 months – Sarah Luddington came 1st showing 'Laura Gwyn'

Bull – Jamie Whybrow came 1st showing 'Lex Norma'

Albion Park – Dairy Judging

Intermediate division – Jamie Whybrow 1st and she placed 2nd overall.

Students have increased skills in judging grain and fibre with the inclusion of various workshops with industry experts.

World Skills Vet Competition

Hurlstone entered the world skills competition with Gabby Sherring achieving 1st place, Isaac Jones 2nd place and Sid Cremer 3rd place in the Regional Competition. Both Gabby and Isaac have qualified for the National Championships held in Perth in 2014.

Other areas of work include

- Mr Ross McGregor and Mr Robert Schippers both retired after many years leading the Hurlstone Agriculture faculty. Both have had a positive impact on the education of many generations of Hurlstone students. Mr McGregor has been head teacher of the Agriculture department in his last few years here and was an integral part of the fight to save our farm. Mr McGregor has also served on the school council for many years.

- At the time of publication, four students have qualified for judging competition at the Sydney Royal Easter show, with others close to achieving this goal.

- Gabby Sherring was an admirable representative at the Generation 2050 conference at UNE

- A new shade house has been constructed in the horticulture area that will be used to raise native Acacia seeds grown by Year 9. An additional 5000 seedlings of native species were planted on the farm by contractors and will be maintained by students over the coming years to assist in developing a corridor for native fauna.

- Year 10 enjoyed a visit from lecturers and students from Sydney University who shared with our students the details of their research projects and the application of their work in Agriculture. This was an opportunity for students to further explore career and study paths.

- Year 9 visited the University of Sydney Cobbitty campus where they explored career and study opportunities in Agriculture and Science; along with exciting activities such as extracting DNA from strawberries.

- Year 8 have once again produced beautiful Bonsai specimens using plant propagation skills with Mrs. Campbell, this initiative provides a cross curriculum link with their studies in Japanese.

- Rural Youth continues to grow both in membership and in breadth of activities. Year 7 students interested in joining Rural Youth underwent a series of student led workshops to build skills in judging animals, fibre, grain and vegetables. They have also enjoyed whip making workshops and Mrs Hackett is constantly looking to further their experiences within Rural Youth.



Farm

The farm is an essential resource utilised for:

1. Student practical experiences in Agriculture and Primary Industries – where students are engaged in hands-on activities and demonstrations of agricultural practices.
2. The Rural Youth program where students prepared dairy and beef cattle and sheep for showing. Rural Youth are exploring possibilities such as apiary enterprises that may be integrated into their program.
3. Students from other schools, both primary and secondary who have been involved in visits for observation and practical experiences throughout the year.

Developments in each enterprise include:

1. Dairy

- Excellent milking quantities and quality reported by Dairy Farmers
- Review of Dairy Contract is due to occur early in 2014
- Dairy Cattle will be shown for the first time at IDW in Victoria during the Christmas holidays

2. Beef

- Limousin cattle were successfully bred in 2013
- Students and farmhands have been preparing 6 steers for the Sydney Royal Easter Show in 2014

- Purchased two new Limousins with calves at foot for students to use in a breeding program for future Beef cattle showing

3. Sheep

- Sheep were shorn as part of the Shearing Course, held by Dubbo TAFE, in the HAHS shearing shed. The course was attended by students from Hurlstone, who shared the Hurlstone farm resource with other students from across the State. All students engaged in a weeklong experience of learning to shear sheep.
- Hurlstone Sheep used for judging competition held at St Gregorys' College, Campbelltown.

4. Poultry

- Layers produced eggs that were collected and sold through the Boarding School kitchen. Students have taken a more active role in this activity in the second half of the year
- Broilers from the Year 11 meat trial were slaughtered and returned to the Boarding School kitchen
- Planned development of the poultry enterprise, including the utilisation of the shed spaces being rationalised
- Purchase of a portable, automatic incubator that allows students to closely monitor the process of incubation within the classroom environment.

5. Goats

- Goat numbers were reduced in an effort to improve the quality of the herd and to better manage the reduction of available fresh pastures

6. Pigs

- The boar was replaced in an attempt to increase production
- Continued work on the new piggery layout and further development is planned in 2014.Deleted

7. Pastures and paddocks

- Work on improving the quality of pastures is ongoing with use of the mulcher and the use of urea
- The effective utilisation of our pastures has enabled the farm to produce quality hay for onsite storage.
- During the drier months we have been forced to purchase hay to supplement the pastures
- There has been ongoing work by contractors repairing fences and installing crushes.

8. Machinery and Equipment

- A new tractor was ordered and will arrive in 2014
- Haymaking machinery has been serviced
- Farmhands have attended courses to develop skills in the safe use and maintenance of machinery e.g. chainsaws

9. Horticulture

- The new shade house has been installed and further improvements including the purchase of a bench are being investigated.
- Year 8 students produced a successful hydroponic lettuce crop using the current hydroponic beds. These beds are old and are perishing and strategic plans are being undertaken to upgrade outdated equipment so that modern agricultural practice is supported and maintained

The farm staff have played an important 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. The farm assistants have been involved in a work experience program with Year 8 students, assisting with general farm duties in an attempt to broaden student experiences. This has involved assisting students with preparing cattle and assisting at the shows. Students from tertiary institutions, including Agriculture & Veterinary

Science students, and Campbell House, have completed work experience on the farm.

2014 will see Karen Johnson, our new Head Teacher Agriculture, begin her role and along with the work of the Advisory Board and a New Principal, new directions and priorities for the Hurlstone Farm will begin.

Sport

Hurlstone had another successful year in sport which included the following achievements.

- Brittany Berry of year 11 was selected in the NSW school girls' netball team after playing for Sydney South West region at the state championships in Tamworth.
- Students who qualified for the NSW CHS swimming carnival at the Sydney Olympic Park Aquatic Centre were: Kate Diamond (5 events), Alex Quach (6 events), Timothy Jong (2 events), Marco Bucci (1 event) and the 14 years boys 4x50m relay team consisting of Alec Nguyen, Harry Fuelling, Dan Nguyen and Peter Phanouvong. Kate Diamond and Alex Quach competed at the NSW All Schools Swimming Championships.
- Henry Carta and Zarif Mashrur represented Sydney South West Region at the NSWCHS tennis championships.
- Jack Lawrence of year 9 was selected in the Sydney South West Regional AFL under 16 team to compete in the Sydney Championships.
- Matthew Gregory of year 8 was selected in the Sydney South West Regional touch under 16 team to compete in the NSW Championships.
- The Hurlstone Boys' Open Soccer team had an outstanding and unprecedented run in the state knockout tournament. The team made it all the way to the state quarter final.
- Students who competed at the NSW CHS athletics championships : 12 years girls relay team (Melanie Truong, Hafsa Syed, Tina Dai, Tiarna Scerri), Oscar Cole, Alec Nguyen, 14 years boys relay (Alec

Nguyen, Chris Fitzgerald, Shefath Amin, Henry Tanpanny), Stephan Music, Dennis Tran, Mathew Wajzer, Jesse Taunton.

- The open boys ultimate frisbee team narrowly lost the final to Killarney Heights in the State Championships. The girls team finished 4th in NSW.
- The Hurlstone boys' table tennis team was the Sydney South West Regional champions in 2013. The team comprised Matthew Leung (Year 9), Clinton Lauv (Year 10), Winston Huynh (Year 11) and Kevin Nguyen (Year 11). The team went on to compete at the state championships at Homebush. Matthew and Clinton paired up at the state cup to win the bronze medal.
- Zoe Hall of year 9 was selected in Sydney South West Regional Girls Hockey Team.

Welfare

During 2013 there were significant achievements in the Welfare Program at Hurlstone Agricultural High School. The Transition Program was a huge success. The program involved the Year 7 Year Advisor, Assistant Year Advisor, along with 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 2013 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 valuable knowledge about the opportunities available at the school. On the day of transition held at Hurlstone, the Prefect Body and the Year Advisors toured the school and participated in classroom demonstrations which were provided by staff. Representatives from the various extra-curricular organisations of the school spoke to the parents and new students and then had access to a variety of information stalls.

The Assistant Year Advisors in each year group have also tackled Independent Learning Plans for students 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 continued and has helped develop and increase the awareness of the issues associated with the transitioning of students coming into Year 7. The program has been invaluable in helping Year 7 make friends and “feel connected”. 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 helping with the supervision of Year 7 students throughout. Year 10 students have also been involved in completing their gold awards and leadership portfolios which will help in preparation for prefect applications.

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 Years 7, 9 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 Jamberoo excursion

also gave the students an opportunity to celebrate their transition into the senior school and was a great event enjoyed by all.

A select group of staff were able to attend the King’s School for the informative “Boys Education Week” Seminars. Guest speakers at the conference included professional speakers from overseas and from within Australia.

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 continued the roll call scheme where certain prefects are assigned a roll call class and would be in roll call with those students for two mornings. This certainly has improved communication between the Prefects and the student body. The Prefects have been involved in the Alumni Morning Tea, Transition and Orientation Day and the Year 12 Formal. The Year 12 Formal, and Fun Week proved to be an excellent opportunity for the Year 12 students to finalise their 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 2013 saw the students competing in organised Interclass competitions. Students participated in sports, in academic pursuits and a

variety of other challenges. Year 10 students attended the mental health seminar conducted by the Batyr group. This event was quite successful by alerting students to the pitfalls of depression and who to speak to about these sensitive issues. The school will continue to 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 of Santa Claus with candy canes ended the school year in an exciting fashion.

Competitions

English

Students received prizes at the Henry Lawson Writing competition. Hurlstone students took out top awards and several other minor awards. Commended and higher place mentions were awarded to Jaskiiran Kaur, Alex Waite, Cindy Lam, Chloe Angeles and Sharon Gao.

In the Premier's Reading Challenge students were given awards for long-term involvement in the Challenge. Hurlstone students achieved:

2 gold awards (for 4 years involvement)
5 platinum awards (for 7 years involvement).

In the UNSW ICAS English competition Hurlstone students achieved 12 High Distinctions, 85 Distinctions, 290 Credits and 363 Participation certificates.

Finally, two winners of the UWS Young Writer's competition were Alicia Ha and Ridah Ahsan. Both students win a tablet and a conditional scholarship to UWS in 2015.

Mathematics

Hurlstone students participated in a number of external mathematics competitions.

In the University of New South Wales International Competitions and Assessments for Schools (UNSW ICAS), Hurlstone students achieved 80 High Distinctions, 298 Distinctions and 293 Credits. Anton Tran in Year 10 gained a perfect score.

In the Australian Mathematics competition, two prize winners were Steven Lim in Year 7 and Victor Huynh in Year 8. They have received invitations from the Maths Olympiad Committee to take part in a program to help develop them as future Maths Olympiad candidates. Hurlstone students achieved 14 High Distinctions, 109 Distinctions, 149 Credits and 25 Proficiency awards.

In the Australasian Problem Solving Mathematics Olympiad, teams from Years 7 and 8 competed in this International Competition. The Year 7 team finished in the top 10% of all teams. The teams' top scorer was Steven Lim who achieved 24 out of a possible 25 points.

In the Mathematics Challenge for Young Australians, 28 students from Years 7 to 10 competed in this take home competition held over three weeks. Year 10 students Johnny Bui, Riyan Farhim, Jonathan Lam and Melissa Zhang all gained full marks in their section. Altogether Hurlstone students achieved 7 High Distinctions and 6 Distinctions.

The Enrichment Stage of the challenge was completed over 12 weeks in the second half of the year. Our 7 participants earned 2 Distinctions and 5 Credits.

In the Australian Intermediate Maths Olympiad, 16 students from Years 7 to 10 took on 4 intense hours of problem solving. Steven Lim of Year 7 was the top performer, earning a Distinction, with other Hurlstone students gaining 4 Credits.

Science

Hurlstone competed in a number of external science competitions.

In the Year 10 NSW State Brain Bee, Riyan Fahim achieved second place and Kishore Konan placed in the top ten. The four person team from Hurlstone made State Finals and finished in the top 10 schools from across NSW.

Hurlstone Year 9 and Year 10 students were winners of the Regional Science and Engineering Challenge Day 2013 building on success at the 2012 competition.

18 students received High Distinctions in the Australian National Chemistry Quiz

Two students achieved High Distinctions, one in the Physics and one in the Chemistry Science Olympiad Exams. Six student's received Distinctions in Chemistry and five students were awarded Distinctions in Physics.

In ICAS Science, 13 students achieved the High Distinction level.

In the Australian National Chemistry Quiz, Saikrishna Anantha Padmanabhan received a plaque for achieving 100% in the quiz. Students from our school achieved 17 High Distinctions in the competition.

In the Big Science Competition, 3 students achieved High Distinctions.

Over 85% of students achieved level 5 or level 6 in the statewide public school ESSA test sat in November 2012. Level 5 and 6 are indicators of working above stage 4 Science at that point in time.



Debating & Public Speaking

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

Year 11 debating team won the Future of America Debating competition at Sydney University and they each won an iPad 4. The Year 10 Premier's team was successful in making it to the state semi final for the 'The Premier's Debating Challenge competition. The year 8 debating team won their zone competition.

The year 10 debating team reached the state semi final but we're unfortunately knocked out. The Year 11 metro debating team won their zone and inter-zone final convincingly. Vincent Anthony gained a place on the Regional (Sydney South West) Debating Team.

MUNA - The model United Nations debating competition. We entered 4 teams and 2 of them won the Regional MUNA (gaining first and second place). These teams were then selected to go to Canberra and compete in the National MUNA. The team representing Mexico (Vincent Anthony, Anamarija Mrkela and Janeda Ong won the perpetual trophy (Peace Prize at MUNA).

Adam Herman won the first round legacy junior public speaking competition.

Christina Wu was successful in winning the Lion's Youth of the Year competition.

Christine White was successful in winning the 2014 Quota Club Competition.

Academic achievements

NAPLAN

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.

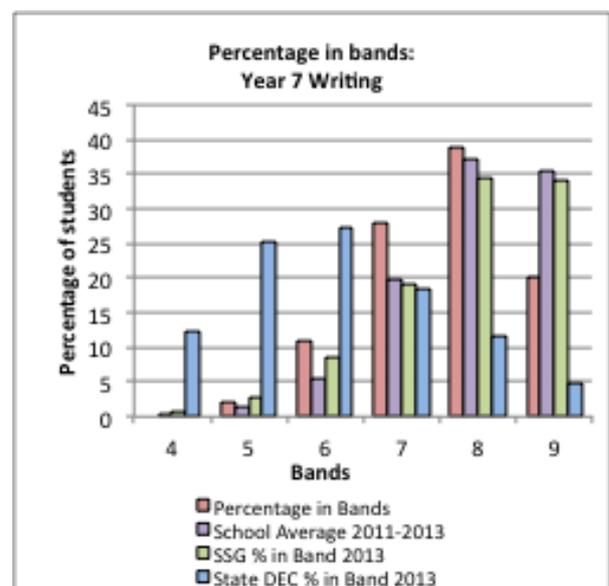
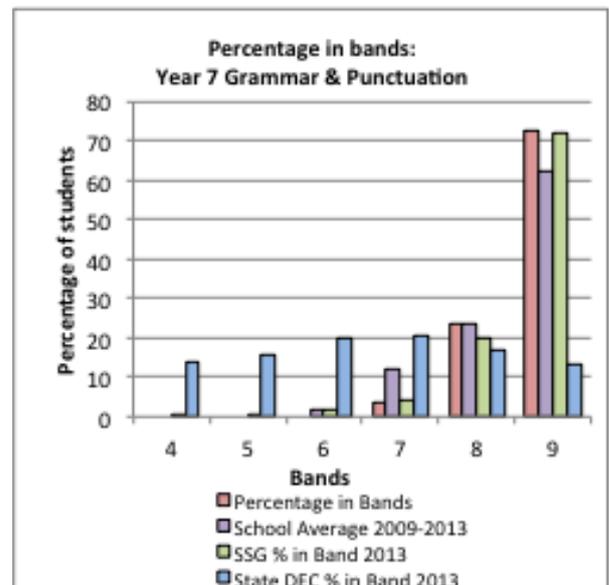
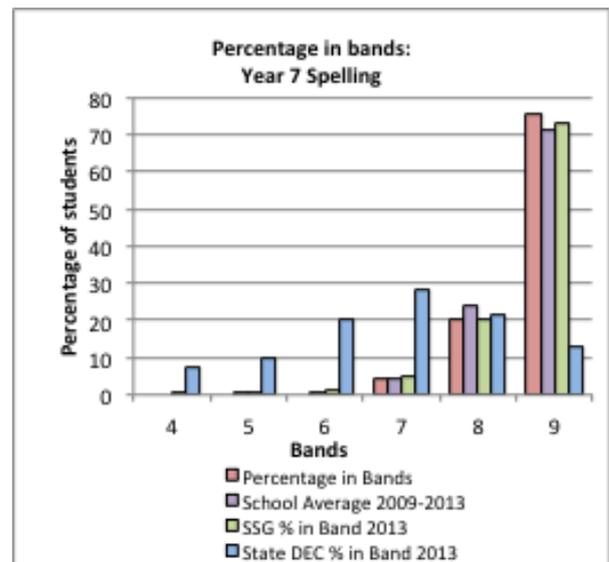
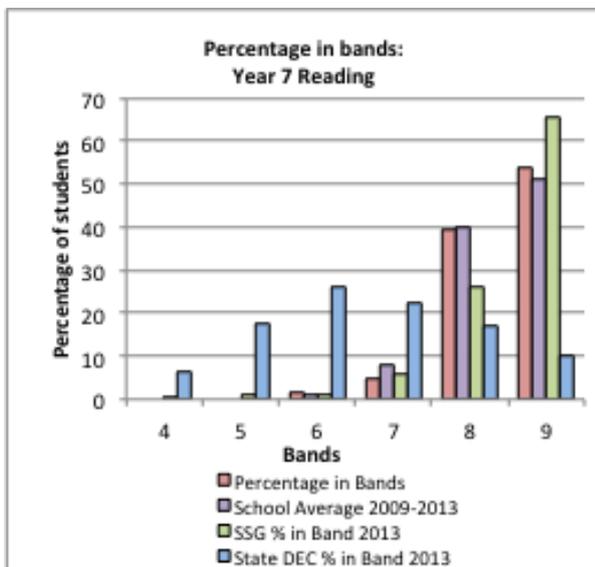
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

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

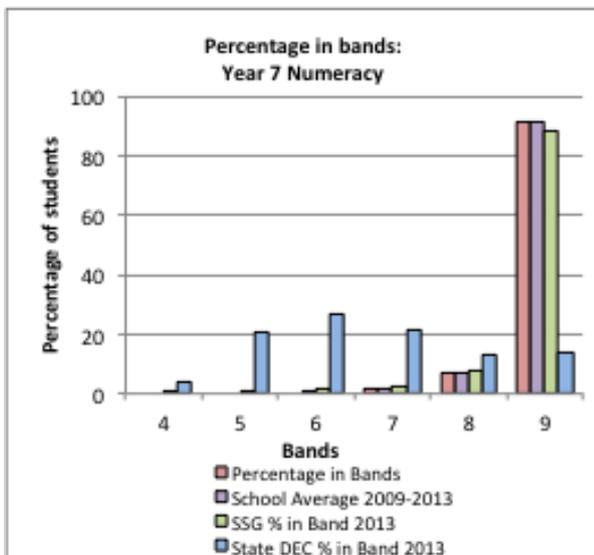
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



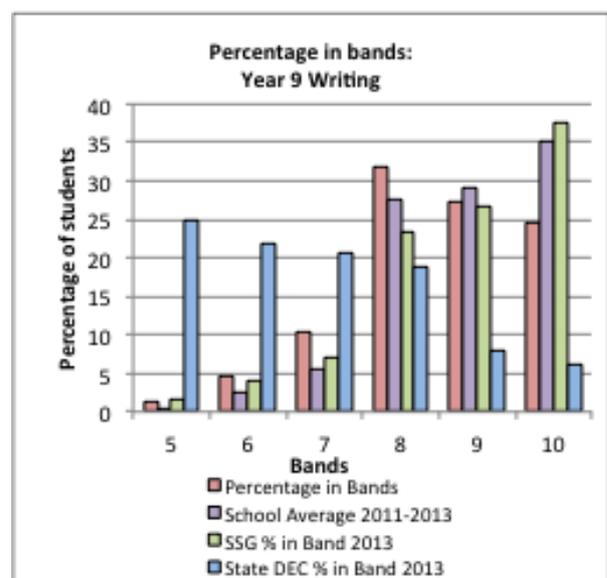
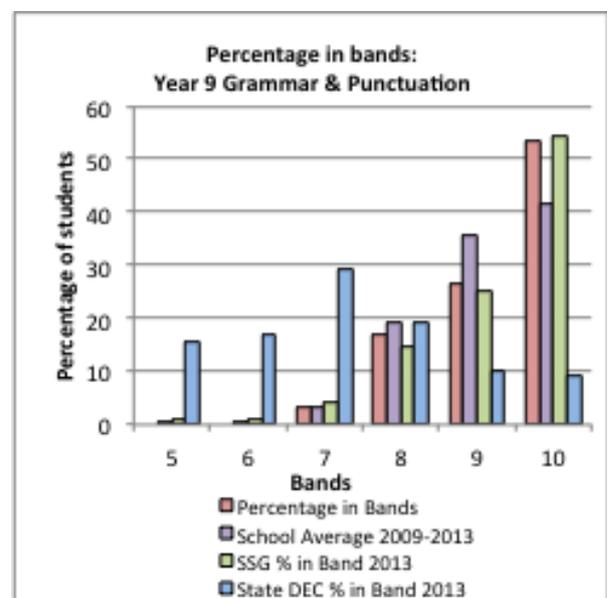
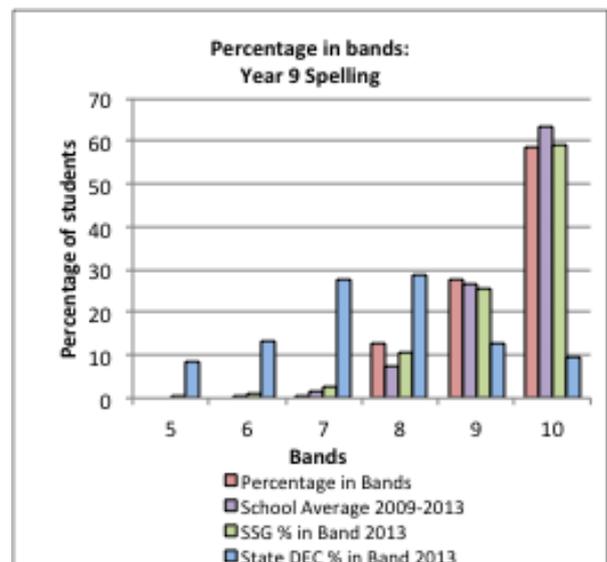
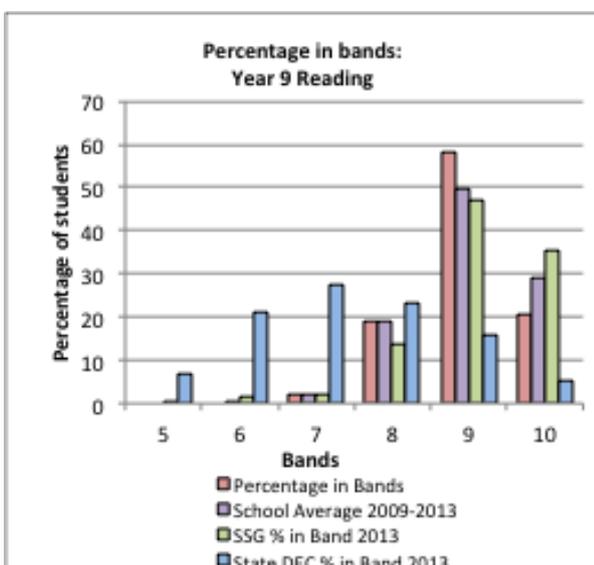
In Reading 98.6% of students were placed in Bands 7, 8 & 9; in Writing 87% of students were placed in Bands 7, 8 & 9; in Spelling 100% of students were placed in Bands 7, 8 & 9; & in Grammar & Punctuation 100% of students were placed in Bands 7, 8 & 9.

NAPLAN Year 7 - Numeracy



In Numeracy 98.6% of students were placed in Bands 8 and 9, of which 91.2% were placed in Band 9.

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

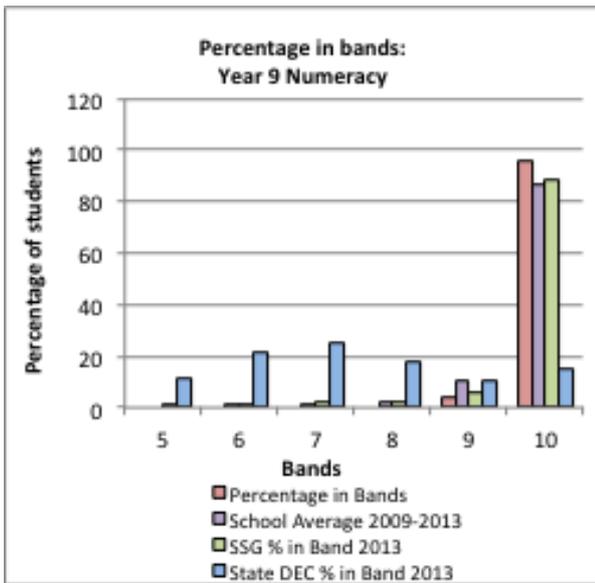


In Reading 98% of students were placed in Bands 8, 9 & 10; in Writing 83.8% of students were

placed in Bands 8, 9 & 10; in Spelling 99.4% of students were placed in Bands 8, 9 & 10; & in Grammar & Punctuation 96.7% of students were placed in Bands 8, 9 & 10.

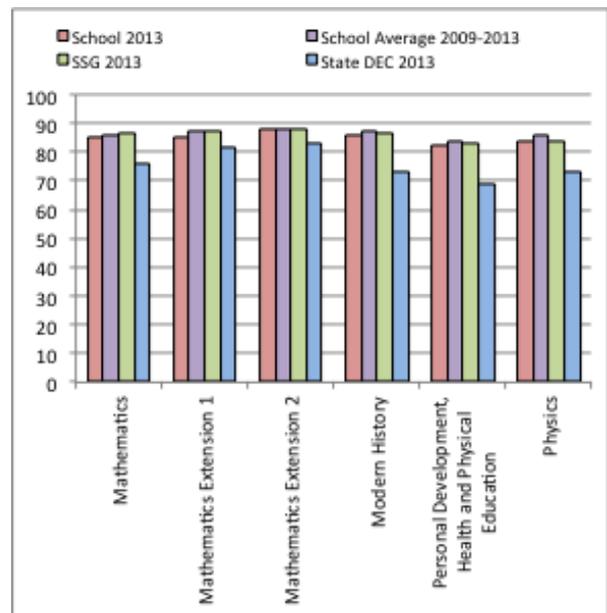
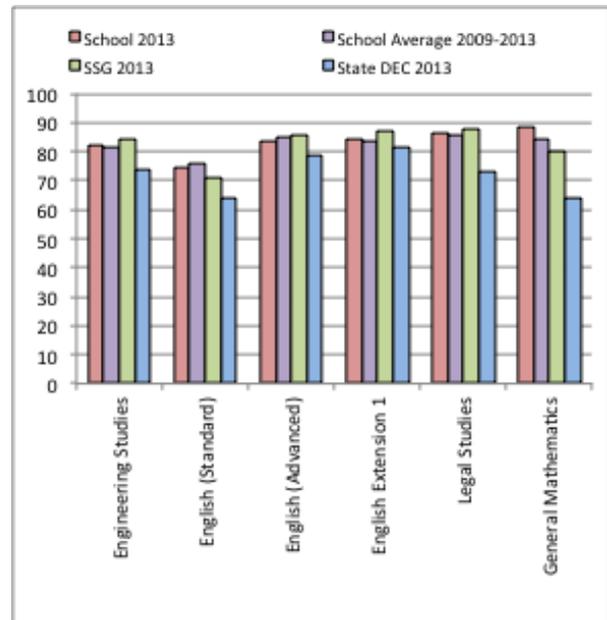
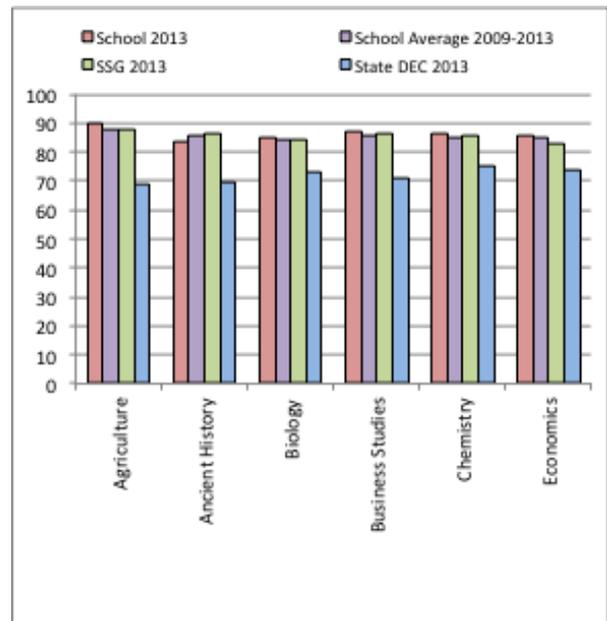
NAPLAN Year 9 - Numeracy

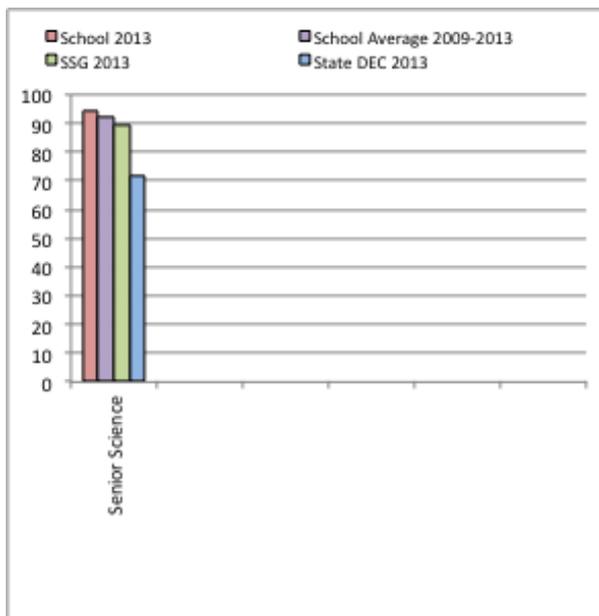
In Numeracy 100% of students were placed in Bands 9 and 10, of which 96.1% were placed in Band 10.



Higher School Certificate (HSC)

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).





Mathematics

87% of candidates in General Mathematics achieved Bands 5 and 6, with 57% of candidates achieving a Band 6.

82% of candidates in Mathematics achieved Bands 5 and 6, with 40% of candidates achieving a Band 6.

92% of candidates in Mathematics Extension 1 achieved Bands E3 and E4, with 42% of candidates achieving a Band E4.

98% of candidates in Mathematics Extension 2 achieved Bands E3 and E4, with 50% of candidates achieving a Band E4.

Science

HSC results in science were outstanding with 21% of students studying Biology 2 unit earning a band 6, 35% of students studying Chemistry 2 unit earning a band 6, 23% of students studying Physics 2 unit earning a band 6 and 96% of students studying Senior Science earning a band 6.

A Hurlstone student achieved the highest Senior Science mark in NSW and a Chemistry student received the second highest mark awarded.

English

In the English Advanced course 80 % of candidates achieved either a Band 5 or 6 with 15 % of candidates achieving a Band 6.

In the English Standard course, 77.13% of candidates achieved either a Band 4 or Band 5.

Of the 5 students in English Extension 1, 90.9 % of candidates achieved either a Band E3 or E4 (with 36.36% of candidates achieving a Band E4. These students, Ashi Bhat and Elizabeth Read, achieved a Band E4 and Elizabeth was selected to be in the Young Writer's Showcase of 2013(a collection of outstanding major works in the state).

Agriculture/Primary Industries

A total of 60 students studied Agriculture and/or Primary Industries to HSC level. The highlights of their achievements are as follows:-

Laura Nesbitt achieved first place in the state for Primary Industries

Laura was also awarded the Regional VET Student of the year with her studies in Primary Industries

Julia Kho achieved tenth place in the state for Agriculture in the HSC

92.58% of Agriculture students were awarded a Band 6 (68.51%) or Band 5 (24.07%) in the HSC, compare to the state average of 26.63% of students achieving at least a Band 5 result

34% of Primary industry student's achieved a Band 5 or 6.

PDHPE

15% of students gained a band 6 and 54% of students gained a band 5.

Visual Arts

100% of students gained a band 6.

Two sculptural artworks created by year 10 Visual Arts students and a special interest group was selected to be exhibited in the Sculpture in the Vineyards Exhibition in the Wollombi Valley

Students exhibited artworks in the Fisher's Ghost exhibition at the Campbelltown Arts Centre

(David Tu; Kathryn Sivieng; Anne Yang; Kimberly Tran; Alexandra Le; Syeada Imanhossain; Enoch Kwok; Caelun Squires; Lilian Cao; Jasmine Jarvis; Phoebe Ludemann; Georgina Kingston; Natasha Truong; John Enego; Long Le)

Eugene Cheung's work was selected for exhibition in SNAPSHOT 2013 at Penrith Regional Gallery

Record of School Achievement (RoSA)

Mathematics

For the Year 10 RoSA:

97% of students in Mathematics were awarded a Grade A or B (with 27% of students receiving A10 and 26% A9).

For Year 11 Preliminary HSC RoSA:

88% of students in Mathematics General were awarded a grade A or B, with 53% of students achieving an A.

81% of students in Mathematics were awarded a grade A or B, with 51% of students achieving an A.

86% of students in Mathematics Extension 1 were awarded a grade A or B, with 41% of students achieving an A.

Science

In the RoSA, 42% of students achieved an A in science, and 45% of students achieved a B grade.

Significant programs and initiatives

Aboriginal education

In 2013, there were 2 students who identified as coming from an Indigenous background. These students met with the Indigenous student contact officer once a fortnight to evaluate the progress of their Independent Learning Plans (ILP) to ensure that they achieved the most from their education. To further assist students they were successful in gaining Norta funding to provide tuition in areas where they required support.

These students were successful in gaining places at the UNSW Winter School where over the winter school holidays they were residents on the university campus and got to experience lectures; in disciplines of their choice, tutorials and university life in general.

Our indigenous students were also successful in gaining regional scholarships that enabled them to purchase items to assist their study. Indigenous students at Hurlstone are continuing to build strong links with the Tharawal Aboriginal Corporation and through this connection they are able to build and consolidate cultural connections with elders and prominent representatives of the local indigenous community.

In the greater school community, all students study indigenous perspectives in each stage of the English syllabus. This enables the whole student community to gain a greater understanding of indigenous perspectives on issues within Australian society.

Currently several students are going through the process of identifying as indigenous and notifying the school once they have searched into their ancestry. This will mean more Indigenous students in 2014 with greater access to regional resources and greater connection to local indigenous elders and community links.

Workplace Health and Safety

Hurlstone WH&S Committee met throughout 2013 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 encouraged to use these forms. The result of this was an increased 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.

Interact

Interact has seen considerable growth in its capacity in 2013, with a number of the Senior Executive achieving school leadership positions, including both School Captains (Precy Zea and William Xu) and Senior Prefect (Holly Huynh). The Interact Mission Statement, which arose out of the last Planning Day, is:

To equip 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.

Interact have certainly lived up to this aspiration, putting 'service before self' with a number of successful whole school fundraising and awareness events throughout the year. The club has been equipping new members with leadership and advocacy skills through weekly meetings, volunteering opportunities and school events.

In the students' own words:

Interact, a group formed on the basis of social equity, is comprised of amazing individuals who aspire to aid those who are less fortunate than themselves. Funds and awareness for social issues are raised and volunteering opportunities for students to partake in, for both the school and the wider community, are provided. During the course of the year, Interact has organised and volunteered for many events including Valentine's Day, Biggest Morning Tea and 40 Hour Famine. For Valentine's Day, roses and sing-o-grams were sold, raising over \$1000 for the Heart Foundation. Students took time out of their weekend to go door knocking for the Salvation Army's Red Shield Appeal in the Ingleburn area. In May, students organised an amazing Biggest Morning Tea in Edmonson Hall with performances, food stalls and novelties to raise funds for the Cancer Council. The World's Greatest Shave event in April gave students and teachers alike the opportunity to sacrifice their precious hair to raise funds for the Leukaemia Foundation. Funds and awareness were raised during 40 Hour Famine in August for those suffering from poverty. Interact students volunteered as waiters in Alice in Wonderland themed costume, helping with the catering for a Beautiful Minds High Tea event at Ingleburn RSL

to raise money for mental health awareness. A number of Interact students in Years 10 – 11 attended the World Vision Global Leaders Convention, returning with renewed enthusiasm and ideas for future events at Hurlstone. This led to a World Vision stall to raise money for the two children sponsored by Interact in South America and Vietnam. Students also led a school-wide campaign in December to support Operation Christmas Child with donations of toys and education supplies in shoeboxes to kids in South-east Asia and the South Pacific. By the end of the year, preparations were being made for the 2014 Valentine's Day event. Many other activities were also undertaken during the course of the year that aided and raised awareness for social justice issues in society.

Multicultural Education

The DET Policy regarding 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/liaising/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.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Online Surveys
- Analysis of academic, welfare and attendance data
- Staff, student and community evaluations

School planning 2012—2014: progress in 2013

School priority 1

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

Outcomes from 2012–2014

- HAHS is the preferred choice for students in South West Sydney seeking selective school enrolment.
- Improved communication between parents and the school.
- Improved learning outcomes for students.

Evidence of progress towards outcomes in 2013:

- Implementation of explicit skills based teaching strategies in National Curriculum subjects.
- Increased the use of online communications through the website and parent teacher bookings
- Learning support staff developing ILP's for students achieving band 4, 5 or 6 in NAPLAN

Strategies to achieve these outcomes in 2014

- Implement automatic translation of our website utilising Google translation services.
- Continued development of 'Community of Practice' and professional learning resources.

- Develop learning programs through negotiation with students.

School priority 2

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

Outcomes from 2012–2014

- Implementation of the Australian Curriculum to maintain a broad, relevant and inclusive curriculum.
- Rich, valid assessment practices are embedded in all teaching and learning programs.
- Clear alignment between the implementation of curriculum, professional learning and student learning needs.

Evidence of progress towards outcomes in 2013:

- Staff analysing student performance using school assessment data and external data (RAP, SmartData and NAPLAN)
- Continued peer evaluation of assessment tasks and guidelines
- Staff development activities based on innovation in education and student reflection on assessment tasks.

Strategies to achieve these outcomes in 2014:

- Maximise professional learning opportunities through SDD and targeted faculty learning sessions, faculty-based school networks and in-services to explore effective application of data analysis.
- Maximise professional learning opportunities for KLAs to develop quality assessment tasks.
- Investigate curriculum structures and assessment practices in other schools (selective and comprehensive).

School priority 3

Increase leadership capacity of staff and students.

Outcomes from 2012–2014

- Increased leadership capacity of teachers and students.

Evidence of progress towards outcomes in 2013:

- Staff utilized the data gathered from the 'Tell Them From Me' survey to enhance welfare strategies and staff advocacy
- An increase in the number of staff taking on new leadership roles within the school
- Executive staff increased their participation in professional development activities throughout 2013.

Strategies to achieve these outcomes in 2014:

- Analyse and evaluate welfare and advocacy trends generated from the second 'Tell Them From Me' survey held in 2014.
- Continue staff and student training in meeting procedures and provide further leadership development opportunities.
- Further utilize the assistance of alumni, parents and the community in staff and student leadership opportunities.

Professional learning

In 2013, professional learning within the school was coordinated by the Deputy Principal – Curriculum and centered on School Development Day presentations and activities and the facilitation of inservice courses provided by DEC and external providers.

Activities centered 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.

Staff indicated that professional development activities catered to their needs as educators and that some time should be allocated to staff developing and implementing innovation into learning activities and the curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

'Bring Your Own Device' Program

In preparation for a BYOD program, extensive surveys about the current use of technology by staff and students, types of devices used by families, student evaluation of staff technology use and their willingness to support a BYOD program.

Teaching staff indicated they used technology in a variety of areas, both school related and for personal use. 98% of staff indicated that they were average or above in their ability to integrate technology into teaching and learning activities. 50% of staff indicated they led other staff in professional development and were more than capable of implementing the BYOD program. 60% of staff use interactive whiteboards or data projectors throughout the day in learning activities. A majority of staff indicated they use collaboration and communication via technology in learning activities.

The student survey found that 27% of students are currently using a personally owned device at school in learning activities. Students own a wide variety of devices and 98% of students have access to the internet at home. The majority of students felt that their teachers were comfortable with technology in learning activities.

Parents were also surveyed and 96% of parents supported their children bringing a personal device to school. Parent concerns included the theft of the device, data security and privacy as well as the reliance on technology and increased screen time.

Overall staff, students and parents are in support of a BYOD program at school and believe that this strategy will improve student engagement and learning both in classrooms and at home. Parent concerns will be addressed in policy documents currently being developed to support a BYOD program at Hurlstone.

School Evaluation

NSW Schools are required to conduct an evaluation to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of the Music faculty.

Music Faculty Review

Students from Years 7 to 11 were surveyed. The results are as follows:

- 89% of students felt that their teacher had a good to very good knowledge of the course content.
- 76% of students felt that their teacher made an effort to understand any difficulties that they had understanding the work.
- 75% of students felt that their teacher made the course interesting.
- 71% of students felt that their teacher gave them helpful feedback about how they were progressing.
- 77% of students felt that the resources used in class were interesting and supported their learning.
- 45% of students felt that the course stimulated their enthusiasm for further learning in this field.
- 60% of students felt that the assessment tasks were challenging.
- 68% of students felt that they had a clear understanding of the standard of work expected from them.
- 54% of students felt that they were confident of achieving a good result in this course.
- 71% of students were satisfied with their experience in this course.

The evidence indicates that there is a high level of student satisfaction with their teacher's knowledge of course content. This is also true with regard to teachers making the course

interesting so as to motivate and engage students in the classroom.

Students expressed high levels of satisfaction with the resources provided in the classroom and the level of support and feedback teachers provided to them. Staff will continue to review programs to include Quality Teaching elements that will provide students with the best possible outcomes.

Overall, the majority of students felt that the music course that they were involved in was a positive experience.

The evidence also highlighted areas of concern. In particular the responses that related to students wanting to pursue further learning in the field of music. While this was only 45%, traditionally student's academic focus has indicated that students from this school choose careers predominantly in the areas of maths, science, agriculture, business studies and legal studies. Our future direction will attempt to design assessment tasks that are more challenging and set out clear expectations to enable students to feel more confident about achieving a good result in their respective courses.

The Music Faculty also presents numerous extra curricula opportunities to allow students to participate outside the classroom environment. In 2012, 70 students collaborated with music teachers and other staff to present the very successful "Guy and Dolls" musical. Students contributed in a range of areas including singing, dancing and acting as well as sound and lighting, choreography, set design and prop creation. A milestone was that the Pops Orchestra took on the role of the pit band for the first time. All members gave professional performances.

2013 saw the success of two rock bands, Go Mason Go and Broke, both succeeded in making it to the semi- finals of YouthRock during Youth Week in May. Go Mason Go went on to win the prestigious competition, which has seen the well-known band, Silverchair, use it as a platform to kick off their career. As a result of winning

YouthRock, Go Mason Go went on to record and release their second EP.

Students have also been given opportunities to showcase their personal musical talents. Amanda Ramos auditioned for Schools Spectacular and succeeded in making it through to the final audition, a valuable experience for her and a massive achievement to reach this level. Maximilian Groblicki auditioned for the DEC's Talent Development Project on the drum kit, the only non-singer to do so. He impressed the panel with his strong technical and musical presentation. Year 12 music candidate, William Ellwood was honoured with being nominated for Encore 2014.

This year has seen the growth of the Ensemble Program with the Pops Orchestra increasing its members to over 50 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 and has performed at Music Night, the Musical, Country Fair, Performing Arts Presentation Night and Variety Night. Recently they enjoyed an end of year combined concert with James Ruse Agricultural High School. In June they went on a tour of the Snowy Mountains region performing at several schools in the Jindabyne area. Other ensembles have grown from Pops Orchestra including the Wind Sextet, String Ensemble, Flute Ensemble and the Brass Quintet. These ensembles have presented at presentation nights and school functions. A junior choir has also been developed and made a successful debut at the Performing Arts Presentation Night.

Successful performances were organised throughout the year including:

Music Night in June which featured year 10, 11 and 12 elective music students, Pops Orchestra, Wind Sextet and Brass Quintet.

Variety Night in August.

Country Fair performances.

Performing Arts Presentation Night.

The Music faculty is gearing up to present the musical "Leader of the Pack" in 2014. Auditions have already been held and rehearsals will begin in term 1, 2014.

In 2013 nine Music students sat for the Music 1 HSC, six students achieved a Band six (66.66%) and three students achieved a Band 5 (33.33%). These are outstanding results. Congratulations to all the students concerned and their teacher, Mrs Wendy Wuhrer, who worked incredibly hard with these students to help them achieve their full potential.

In conclusion, the Music faculty strives to give students every possible opportunity to achieve their potential in the musical arena through a wide variety of classroom and extra-curricular events. This can only be achieved with professional and dedicated staff. The music faculty, consisting of Mr Robert Craig and Mrs Wendy Wuhrer, along with Music Consultant Mr Glenn Armitage, are creative and passionate about their work and are to be congratulated on a highly successful year, which is highlighted by the long list of student achievements.

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.

Daryl Currie - Principal

Christine Castle – Deputy Principal

Rob Craig – Deputy Principal

Nick Wenban – Deputy Principal

John Dillon – Head Teacher Mathematics

Jo Twomey – Head Teacher Teaching & Learning

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>