



Education &
Communities

Hurlstone Agricultural High School Annual School Report 2014



HURLSTONE
AGRICULTURAL HIGH SCHOOL

8121

School context statement

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

Thank you for showing an interest in Hurlstone Agricultural High School and taking the time to read our Annual School Report.

The information contained in this report chronicles our successes, lays bare our aspirations and outlines our plans for achieving them in the future.

Each year this report gives people a glimpse into what is happening at our school and the ways in which our students are developed through opportunities and challenges. It gives the wider community a chance to understand what we take for granted, that our school is filled with vibrant and enthusiastic teachers who are constantly supplying exciting and meaningful learning opportunities designed to develop students' academic understanding and social competence.

I must admit that being made the permanent Principal of Hurlstone Agricultural High School during term two of 2014 was an honour. I had not expected to stay beyond first term, which was the timeframe of my

original secondment but the warm welcome which I received from the community, coupled with the complexities of the site, helped me to make the decision to apply for the role of Principal. A decision which, gratefully, bore fruit.

My first year at Hurlstone has been an amazingly steep learning curve as I have had to immerse myself in the worlds of selective schooling, agricultural education and boarding school living. All three of these worlds are complementary within the landscape of Hurlstone and it is impossible to fathom the school without comprehending how one affects the other.

There have been many changes initiated during 2014, changes which will have effect on a broad spectrum of educational processes at the school. All of these changes will be discussed in depth in the body of this document but all of them are designed to facilitate better leaning and assist our students in meeting their full potential.

Whether it be the restructuring of the timetable, the creation of new learning spaces, the reorganization of the boarding school kitchen operations, the reformation of the school's welfare assessment and leadership policies, all of these will assist us in better meeting the needs of a gifted and talented cohort.

This is not to say that these ideas is where the change will cease, as there are many more alterations required to enhance the effectiveness of our school in its development and extension of our students.

Indeed these changes, I hope will lead to more which will help to ensure that Hurlstone Agricultural High School continues to be a place which values its students and helps develop in them a respect for each other and learning. My aim, and that of my staff, is to provide all of our students with a school environment which is both supportive and positive, an environment in which they feel safe, valued and happy, an environment in which they can be successful learners who are assisted to fulfil their academic potential.

Daryl Currie
Principal

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.

P and C Message

Hurlstone Agricultural High School P&C provides a very important role in the school community. By bringing together parents, citizens, students, teachers and staff into a closer cooperation, we've been able to raise funds to support both current and future school needs so that every child enjoys the benefits of the work undertaken.

2014 has been another successful year for the HAHS P&C. The 2014 Country Fair, despite the wet weather, was a great day. There were tremendous effort made by the parents, students, teachers and school staff. Country Fair typifies the team effort which is commonly made by the entire school.

Our Canteen continues to promote healthy food for our students, as well as servicing students and visitors from public events such as sports and exams that were hosted by our school.

Uniform shop continues to run smoothly and now the new sports uniform is now available. We have had excellent feedback regarding this new product.

The International Club was very successful with their food stalls and excellent efforts were by the parents who prepared such yummy food for the school community.

In 2014, \$45,500 was contributed to school faculties for the purchasing of additional teaching resources such as new text books, farm equipment, music instruments, sports equipment and technological upgrades. We continued to provide support to our students, in sports, academia, various student activities and Rural Youth.

In addition to the wide ranging support offered students, HAHS P&C sponsored a major school project, the air-conditioning units were installed and in operation in the school hall just before the HSC. Our students can now enjoy a comfortable environment in the hall during their exams, sports and various activities.

I would like to thank the school executive staff, the teachers, administration staff, maintenance crew and our HAHS students for their continued support of the P&C.

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, Domenic Mosca and Eve Webb, Uniform Shop – Steve Faulds, Canteen – Corinne Sneddon, International Club – Lisa Corado and Event Zhu, Working Bee – Andrew Phillips and Music Ensemble – William Betteridge.

I would also like to thank the 2014 Executive – Mark Latham, Greg Quirk, Rosemary Payne, and Phil Lavers for their tireless efforts and support. Without the dedication and hard work of the entire P&C team, we could not have met our main goal - a better school for our children.

Finally, I would like to take this opportunity to thank all the amazing volunteers that have made this year a success. It couldn't have been done without you. People who have contributed in many ways, big and small, from running major events or committees, to being that extra, spontaneous pair of hands on the day in packing our Country Fair show bags and everything in between. The school community values the effort you have made to provide additional resources for the children and staff of HAHS and my heartfelt thanks goes to each and every one of you, it's been a great year from a great team.

Rebecca La

HAHS P&C President

SRC Message

The SRC's focus in 2014 term was to get the whole school united in areas both inside and outside of academics, whilst also providing fundraisers to support various organisations and charities.

Jump Rope for Heart was a huge success with the whole school participating under SRC's slogan "let's start jumping to keep our hearts pumping". Students from all years were given time out of class to engage in fun skipping competitions and activities, with a demonstration group from Jump Rope itself attending the event.

Other charity and fundraising events such as Daffodil Day and Jeans 4 Genes Day aimed to inform students about the various diseases and ailments that affect many Australians. Students enthusiastically participated in the mufti days and donated to the respective organisations and charities. SRC focused on delivering a grand and enjoyable Talent Quest and Multicultural Day, undertaken by the Year 11 and 12 SRC's. The events, although chaotic to organise, were arguably one of the best events undertaken by the SRC throughout the term with many stars being born.

The term ended with Hurlstone's very own Asian Cup (HAHS AFC) soccer tournament – with over 200 participants and many more spectating. The event was deemed another huge success, creating a lot of hype and hope for future initiatives.

Overall, 2014 was a fantastic year and the current SRC body hope to build upon its success.

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

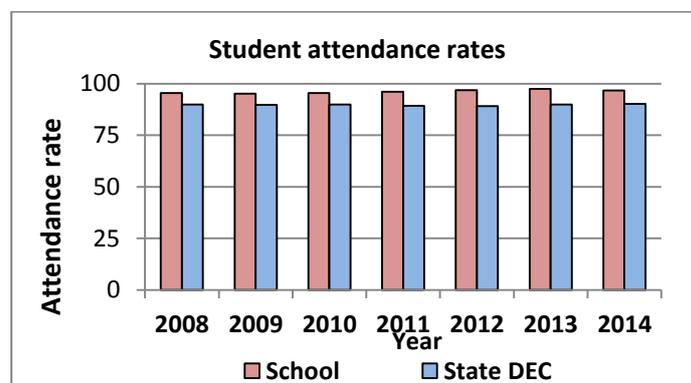
Hurlstone had an enrolment of 974 in 2014. Our enrolment of students continued to be from diverse cultural backgrounds. The percentage of students describing themselves as being from a language background other than English increased to 84%

Gender	2008	2009	2010	2011	2012	2013	2014
Male	477	474	466	472	490	511	502
Female	474	479	501	503	487	473	474

Student attendance profile

In 2014 our attendance rates continued to be markedly above the state average with 96.6% attendance compared with 90.2% across all DEC schools. In fact across the last six years students at Hurlstone Agricultural High School have maintained an average attendance rate of 95.5% compared with all DEC schools with an average of 90%. This is a reflection of the importance of attendance in our school community reinforced by both staff and parents.

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

Post-school destinations	Year 10	Year 11	Year 12
	%	%	%
seeking employment	0	0	0
employment	0	0	0
TAFE entry	0	0	0
university entry	0	0	100
other	0	0	0
unknown	0	0	0

In 2014, all of the students who sat the HSC were made offers to attend University. The mix of university offers made in the major

round were as follows: UNSW 34%, USYD 29%, UWS 14% UTS 12%, UNE 5%, Wollongong 2% and 1% each for Canberra, Charles Sturt, Griffith and Newcastle Universities. Popular courses included: Agriculture, Actuarial Studies, Commerce, Communications, Design Economics, Engineering, Environmental Science, International Studies Journalism, Law, Medical Science, Medicine, Nursing, Optometry, Psychology and Science. A number of students opted for combined degrees most notably Engineering and Commerce, Engineering and Science, Science and Arts and Commerce and Science.

It was very pleasing to see a wider selection of both universities and academic pathways being chosen by students from Hurlstone Agricultural High School.

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 studied by 5 students in 2014. These students achieved accreditation either in Primary Industries or Community Services.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2014, 100% of Year 12 students attained a HSC or equivalent vocational educational qualification.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent

with privacy and personal information policies.

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Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teachers	12
Classroom Teacher(s)	49
Learning and Support Teacher(s)	.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administrative & Support	13.772
Total	81.172

The Australian Education Regulation, 2014 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	18

Professional learning and teacher accreditation

In 2014, professional learning within the school was coordinated by the Deputy Principal – Curriculum and the Head Teacher Teaching and Learning and centered on school development day presentation and activities and the facilitation of inservice courses provided by DDEC and external providers.

Activities centered on connected learning, DER laptops, quality teaching practices, general technology, welfare, curriculum differentiation, Autism Spectrum Disorder, 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.

Beginning Teachers

Beginning Teachers at Hurlstone Agricultural High School received extra support in the form of additional release from face to face teaching.

Experienced teachers were also released from face to face teaching in order to act as mentors for early career teachers.

Teachers in the early years of their career were also given the opportunity to meet with experienced teachers during the planning, execution and reviewing phases of teaching and learning programs, assessments and activities in order to hone their pedagogical practice.

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	30/11/2014
Income	\$
Balance brought forward	804450.02
Global funds	451172.99
Tied funds	281817.1
School & community sources	627181.82
Interest	21499.16
Trust receipts	1273931.34
Canteen	0.00
Total income	3460052.43
Expenditure	
Teaching & learning	
Key learning areas	395111.94
Excursions	169384.69
Extracurricular dissections	115922.67
Library	20217.04
Training & development	37011.45
Tied funds	134439.36
Casual relief teachers	111149.70
Administration & office	279025.37
School-operated canteen	0.00
Utilities	0.00
Maintenance	64054.18
Trust accounts	1312731.72
Capital programs	28098.71
Total expenditure	2667146.83
Balance carried forward	792905.60

A full copy of the school's 2014 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 2014

Boarding School

It has been an amazing journey in 2014 for our boarding school as we continue to grow the boarding school numbers in line with the Minister's rural and remote blueprint and strategies for the education of Australian children. The boarding school is a perfect vehicle for access and equity for rural and remote families. The two most significant initiatives have been the approval to renovate the pool, the tender process is underway for the total renovation of this historic resource, and the outsourcing of catering operations within our boarding community to enhance the quality of food and nutrition supplied to our Boarders.

The new caterers will begin their scope of works during 2015. The contract overseen by Principal Daryl Currie and Business Services Manager Paul Dait will ensure an efficient provision of service to our boarders with significant anticipated financial savings.

Deputy Principal Christine Castle generated the beginning of a creative and innovative program to update areas within the boarding facility, 2014 saw the opening of the L-shaped common room which was designed and fitted out with comfortable furniture for a relaxation space for all boarders.

A new design studio space is currently being created so that students can follow creative art and design projects as a recreational pursuit. Sharon Davis organised for a substantial amount, over \$20,000 worth of new craft items to be delivered to the boarding house. The resources donated included new pencils, quality cardboards and stationary design kits. The boarders have been utilising these resources for projects during the year.

Joanne Twomey, Sharon Davis and Christine Castle led a reformation of the "Prep" period which will afford students the opportunity to work collaboratively and creatively using critical thinking skills and communication otherwise known as the 4 C's for 21st century learning these skills and ideas will be implemented from the beginning of 2015.

Improvements in the boarding school blocks have been quite significant. The scope of works overseen by Business Services Manager Paul Dait has included; the renovation of B Block bathrooms; N Block showers and the replacement of hot water systems in both N and E block. Painting has been completed throughout dormitory areas including B, C N and Z Blocks. Bunk beds were removed from the boarding facility and new mattresses were purchased for the single beds.

Physical assets purchased for our boarding students have been many and varied; these included new mattresses, games, flat screen TV's in common areas and resources for recreational activities. Parent and guest accommodation was upgraded with new carpet, painting and furniture. President of the Boarder Parent Welfare Group, Mrs Leeann Groblicka donated utensils and dinner sets for each hut. The dining room windows were tinted to reduce the impact of the sun in the dining room space.

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, The Lion King and "Cybershorts" an anti-bullying dramatic art presentation led and initiated by Roxanne West, Head Teacher Welfare. Physical recreation programs continued to expand with AFL entering the mix, the success of these activities is underpinned by a committed duty team who support the variety of activities our Boarders undertake. Boarder executive students, Gabby Sherring, Sid Cremer, Emily Kwan, Jesse Taunton,

Andrea Dye and Ben Casey created a design for a new outdoor entertaining and BBQ area as their farewell gift to their boarding community. This resource will be a valuable space for students and families to congregate and is much appreciated.

Support initiative strategies continued with the Australian Boarding Schools Association president, Richard Stoke who introduced the beginning of a consultative phase for "Australian Boarding Standards" <http://www.boarding.org.au/1922/standards/> . Our new boarding welfare program, training and duty of care will use this framework as a guide to meeting National Standards prior to the final sign off.

Promotion of the boarding school took several formats, including the attendance of Boarding School Expo's at Dubbo, Narrabri and Wagga. Principal Daryl Currie and Deputy Principal Christine Castle attended each expo in 2014, Gabby Sherring, Jack Bush and Brianna Barry attended the Dubbo expo and assisted in positive schools promotion work throughout the year. Christine Castle also represented the school at Mudgee Smalls Farm Field Days where she was interviewed by the Land. Advertising and editorials appeared in The Land, RM Williams Outback Magazine, Farm Guide Agricultural Calendar, The National Farmers Federation, The Daily Liberal and Australian Ayrshire Journal.

Many of our boarders took part in the school musical, top billing in the musical "Leader of The Pack" was talented boarder, Tayte Brown who was cast in the leading role of Ellie Greenwich. The sound, lighting and tech crew underpins the success of many school events and our Boarders continue to be involved in this important group.

Probably one of the biggest changes for our boarding school was the retirement of Head Teacher Welfare, Richard Purves. Richard dedicated many hours to our community over his time at Hurlstone Agricultural High

School. Our boarding community held a special evening for Richard Purves at Chans Canton Village Restaurant where the boarders, duty staff and parents joined Mr Purves, serenading him with various karaoke dedications. I know that our boarding community will miss Richard's dedication and his corporate knowledge of boarding. The students and families he supported over his tenure, duty team colleagues and executive staff wish him every success for the future.

Agriculture and Rural Youth

Rural Youth students competed in an increased number of Agricultural Shows and Judging Days during 2014. They gained valuable public speaking skills at judging days and showmanship skills at shows and four students have qualified for competition at the 2015 Royal Easter Show. A summary of the best of our achievements is listed below.

Royal Easter Show

The Junior Dairy Parader competitions at Sydney Royal this year were dominated by students from Hurlstone, with the students winning 1st, 2nd, and 3rd in the first two classes, and 4th and 5th in the third class. This was topped off by Matt Gregory being named State Champion Parader at just 14 years of age. After winning the SEMEX Youth Challenge at Sydney Royal in 2013, the students backed it up with a very credible 4th place this year. This years' team was made up of students from years 7-11. Students competed in the Grain judging, Fleece judging, Fruit and Vegetable judging and Poultry judging.

The Rural Youth team embarked on several shows including Cootamundra Show where once again our students showed great skills and determination. The highlight was winning the Schools Shield. Jack Bush qualified in the State Parader Final where he will compete at the 2015 Royal Show.

In 2014 we had 6 students selected for the CHS Future Food Challenge where they spent a week of their holidays at the

University of Western Sydney and then completed a week industry placement. These students then gave a fantastic presentation at the UWS–Hawkesbury Campus.

Other opportunities included:

- 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 with a cross curriculum link with their study in Japanese.
- Rural Youth continues to grow both in membership and in breadth of activities the group has been involved in. 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.

Agriculture staff are continuing to undertake professional development in the area of teaching Senior Agriculture and work is underway for improving enterprises to reflect industry best practice. The enrolments in Rural Youth are up and students have been increasingly exposed to Agricultural industry experts with the aim of developing a wider understanding of the career opportunities that both Agriculture and Primary industries have to offer.

In 2015 the school will pilot the first Exceptional Merit Pathway which will allow our students to receive an offer to study the Bachelor Sustainable Agriculture and Food

Security at UWS. This trial will commence Term 3 of year 11 2015.

Farm

The farm remains 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. It plays an integral part in the Rural Youth program – where students prepared dairy and beef cattle. This year the students were involved in the Uni-Steer Challenge at UWS.
3. Students from other schools – both primary and secondary have been involved in visits for observation and practical experiences throughout the year.

Developments in each enterprise include:

1. Dairy

- a. Excellent milking quantities and quality reported by Dairy Farmers
- b. Dairy Cattle will be shown at IDW in Victoria during the Christmas holidays
- c. In 2015 the Dairy will be computerised to improve herd recording and to allow students to access the information digitally

2. Beef

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

3. Sheep

- a. Suffolk sheep were successfully bred in 2014.
- b. The ram will be replaced in 2015 to bring in a new bloodline.
- c. The Shearing shed is under review and further

development is planned in 2016.

4. Poultry

- a. Layers produced eggs that were collected and sold. Students have taken a more active role in this activity in the second half of the year
- b. Broilers from the Year 11 meat trial were slaughtered and returned to the boarding school kitchen
- c. There is planned development of the Poultry enterprise including the utilisation of the shed spaces being rationalized

5. Goats

- a. Boer Goats have been purchased from Valley Boer Goat stud the 4 does have arrived in kid and will be part of the new show team for next 2016 Royal.

6. Pigs

- a. Continued work on the new piggery layout and further development is planned in 2016 to increase productivity and the reproductive efficiency
- b. Purchase of a new Boar to improve our breeding program and increasing our product quality.

7. Pastures and paddocks

- a. Work on improving the quality of pastures is ongoing with paddocks now been sown to Rye and Oats.
- b. Surplus will be used as silage or hay.
- c. During the drier months we have been forced to purchase hay to supplement the pastures
- d. There has been ongoing work by contractors

repairing fences and installing crushes.

8. Machinery and Equipment

- a. A new tractor that is safer for student use (for Year 9 onwards) has arrived and is in high demand
- b. Haymaking machinery has been serviced

9. Horticulture

- a. The new shade house has been installed and further development including bench purchase is ongoing
- b. Year 8 students produced a successful hydroponic lettuce crop using the current hydroponic beds. These beds are old and are perishing and a program of upgrade will need to be undertaken to continue this experience.

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 and with general farm duties in an attempt to broaden student experiences on the farm. This has involved assisting students with preparing cattle for shows and assisting at the shows. Students in year 11 who would like to undertake Agriculture & Veterinary Science, have completed work experience on the farm.

CAPA

Visual Arts

Three HSC students, Alexandra Le, Anne Yang and Claire Cao were preselected for Artexpress. Alexandra Le and Anne Yang were chosen by curators for exhibition in Artexpress.

Kathryn Sivieng of Year 12 was selected to exhibit her body of work in "NEXT", an annual

exhibition of exemplary HSC artworks from the local area held at Casula Powerhouse.

The Year 10 Visual Arts class participated in the Archibull Prize, claiming the title of Grand Champion. The Hurlstone entry also won the Best Regional Artwork and Regional Champion. The entire school community contributed to Hurlstone taking out the "People's Choice Award" by voting online. The Land newspaper featured an extensive article on the Archibull Prize that featured the Hurlstone entry and achievements.

The sculpture "Ni Cow" responded to the theme of sustainability and the dairy industry, focusing on the NSW dairy industry's recent development of groundbreaking technology to supply fresh milk to China. The sculpture examines the rich culture of China and the valuable partnerships being forged between Australian dairy farmers and the Chinese people.

Ni Cow was present at the free trade agreement talks in Melbourne. The sculpture was exhibited at Flemington Racecourse and the Royal Easter Show, 2015. It is presently exhibited in the foyer of the office of Mr Niall Blair, the NSW Minister for Primary Industries, Land and Water.

Fourteen students exhibited their work in the annual Fisher's Ghost Exhibition at Campbelltown Arts Centre. The following students had artworks hung in the gallery: Quang Phan, Cathy Cam and Olivia Bui of Year 7; Octavia Chandler of Year 8; Sophie Nguyen, Amy Stone, Lynne Nguyen, Derick Luong and Lillian Cao of Year 9; Jessica Chau, Darrelyn Nguyen, David Duong and James Blight of Year 10 and Lillian Tong of Year 11. David Duong was awarded the prize for the Secondary Section.

Lily Sheng and Syeada Imamhossain were nominated by the school and accepted to attend the Dobell school of Drawing at the National Art School. This is a highly sought after opportunity and places are very limited. Lily and Syeada enjoyed the interaction with

other like-minded students of Visual Arts and developed their skills in a range of drawing media under the tutelage of recognised artists and university lecturers.

The Country Fair Art Exhibition was once again highly successful. All students of Visual Arts at Hurlstone were represented in the exhibition. The favourable comments from the Hurlstone community and the general public reflected the high quality of the work.

Music

2014 was a busy year for the Music Faculty. The staff and students commenced rehearsal for the school production, *Leader of the Pack*, in early February. Over 100 students participated as cast or crew, the effort culminating in four successful performances in the middle of June. Students were involved in singing, dancing and stagecraft activities. Choreography and stage direction was undertaken by student leaders Lisa Huynh-Le, Vanessa Khu and Jessica Aguinaldo. Thirty-five students sang, danced and acted on stage while sixty students performed in the orchestra, presenting accompaniment and musical interludes. Other students gained experience in the organisation of costumes and props and developed skills in stage management. The sound and lighting team explored lights and sound, creating mood and visual effects to compliment the drama on stage. Students painted sets and props under the guidance of the Visual Arts Department. Students from the TAS department created tickets, programs and flyers. To aid the success of performances, a workshop was organised for the cast in April with a professional singer and director.

Kai Lavers was accepted into State Music Camp.

2014 saw the continued development of the instrumental program under the direction of Mr Armitage. The program consists of Pops Orchestra, four chamber ensembles (string, woodwind, brass and percussion), and a year 7 ensemble. The Pops Orchestra continues

to expand. Sixty students rehearsed regularly in the Music rooms and performed at school events and within the community. In 2014, Pops Orchestra performed at the Alumni Dinner, ANZAC Day ceremony, Music Night, Country Fair, Orientation Day and Performing arts Presentation Night. The instrumental program went on tour to Canowindra with members of the musical cast in early July, workshopping and performing with local schools. The Ensemble program initiated their own concert in November. Members from the Pops Orchestra combined with singers to present Christmas carols at Glenfield Station in December.

The Music Department organised a number of events in 2014 including Music Night, Country Fair music entertainment and lunchtime concerts. These performances encouraged students not only to present items but to take responsibility for backstage movement, programming and publicity. Our biggest event for the year was Performing Arts Presentation Night. This evening acknowledged the contribution of students to the performing arts and showcased ensembles, soloists, dancers and drama. Four students were acknowledged for their contribution with perpetual trophies. Maximilian Groblicki won Outstanding Achievement in the Performing Arts; Samantha Xu won the Outstanding Performance Award; Tabassum Hussain won the Elizabeth Oldham Excellence in Vocal Award and Jessica Aguinaldo won the Cross Curricula Award.

HSIE

Mock Trial

The mock trial is a very high profile and prestigious event conducted by the Law Society of NSW. In 2014 the Hurlstone Year 11 team successfully made it through to the elimination rounds. These teams of young barristers, solicitors and witnesses have gained a very valuable experience of the legal world and many of them are looking forward to careers in the law. Another event

run by the Law Society of NSW is the Mock mediation competition for students in Years 9 and 10. In 2014, the Hurlstone team, after successfully winning all of their mediations, was narrowly beaten in the state final of the competition. This is the best result the school has ever achieved in this completion.

New Curriculum Implementation

During 2014 the BOSTES syllabus for the Australian Curriculum in History was implemented into the school. This new syllabus allows students and teachers to focus on content that interests them while still giving an emphasis to the major events of significance to Australians, notable the experience of the ANZACS in World War I.

Australian Business Week

In Term 4 the school ran an Australian Business Week for Year 10. This is a nationally awarded enterprise education program and this was the fourth successive year the program has run at Hurlstone. This year the program was enhanced by the leadership and involvement of past student leaders who returned to give valuable input to our year 10 students.

Sport

Hurlstone had another successful year in sport. There were many students who represented the school across the whole gamut of knockout sports. Every student who competed in the name of the school is to be both thanked and congratulated. The following achievements were particularly noteworthy:

- The school was named NSW champions in Ultimate Frisbee for open boys, open girls and junior boys.
- Mathew Wajzer, Brandan Chau, Dennis Tran and Ben Casey were selected in NSW Ultimate Frisbee team.
- Alec Nguyen was winner of 100m and 200m sprints at NSW Allschools athletics carnival

- Stefan Music won 2 bronze medallions at the NSW CHS athletics carnival
- Kate Diamond and Alex Quach represented NSW CHS at NSW Allschools swimming carnival. Alex won 5 gold at the CHS carnival.
- Boys table tennis team won the regional championships for 2nd year in a row.

LOTE

The LOTE faculty endeavours to instill three main values in the students of Hurlstone Agricultural High School. We encourage our students to be:

- Cultural Inclusive: This is assured through students being exposed to other cultures and gaining insights into the people who are part of them.
- Tolerant: This is achieved by emphasizing the importance of difference within a multicultural society.
- Respectful: This is inherent in our dealings with students and we ensure that students show respect for each other and the people of other countries and cultures.

Apart from making sure that all of these values are embedded within our programs and practised in our classrooms every day we also have also promoted these values through extra-curricular activities.

In 2014 we have:

- Hosted Japanese Assistant teachers throughout most of the year. This has lent both expertise and depth to our classrooms and added to the learning of both the teachers and our students.
- Been visited by Enbetsu Agricultural High School. This has allowed our students to not only practice their Japanese in a meaningful conversation scenario but enabled our

students to share their knowledge of agriculture with like-minded students from another country while at the same time learning about global agricultural practices. Enbetsu will visit HAHS again in 2015.

- Been visited by Saga High School and been presented with other opportunities to converse in Japanese in real life scenarios.
- Been involved in learning workshops at the Japanese Language Centre
- Been involved in an extension Workshop at Barker College
- Facilitated a Year 8 Excursion to Sushi Bar Hiro
- Facilitated a Year 9 / 12 Excursion to the Japanese Language Centre
- Facilitated a Year 10 Excursion to city.

TAS

The TAS faculty is committed to the delivery of quality teaching and learning. Professional development is vital in maintaining and improving teaching and learning in the classroom. Personal growth and keeping up-to-date with trends in technology are strongly encouraged.

Kirstin Macqueen and Kim Browne attended the three day National Technology Education Conference from Thursday 27th to Saturday 29th November, 2014. This enabled them to attend workshops to learn new skills and strategies that could be implemented in the TAS curriculum at this school. The Conference included international guest speakers who discussed global trends and new methods of digital assessment for the TAS curriculum. One of the workshops addressed 3D printing techniques and how this technology can be incorporated into student projects. Another workshop discussed trends in Multimedia and displayed samples of Band 6 student's projects. One of the speakers was an ex-student who explained his experiences from the student's perspective and how Multimedia as an HSC subject allowed him to gain the skills necessary to successfully work in the Multimedia industry creating video games. All workshops proved to be very informative and

were discussed within the faculty. The conference also provided a valuable opportunity to network with other teachers and share resources and ideas.

The TAS faculty purchased a new electronic whiteboard in room 42 with funding from the P & C, which is well used and much appreciated by staff and students. Faculty members attended after school training to ensure they could use it effectively to enhance teaching and learning in the classroom.

Our faculty focus continues to be on student engagement and motivation. This has been achieved by implementing techniques and strategies to broaden student's experiences while making learning fun yet challenging. The emphasis has been on enabling students to be immersed in learning through participation. Practical based projects that are accompanied by a written report or folio allows students to get hands on experience while also developing their literacy and report writing skills. All folios and reports include a section that involves student reflection to encourage students to critically evaluate their successes and failures so that they can learn from their mistakes and improve on future works.

Year 7 and 8 students experienced a variety of technologies through food, metal work, wood work, plastics and digital media. Year 9 and 10 elective students participated in Food Technology, Multimedia, Information and Software Technology and Engineering Studies.

Year 7 and 8 Technology students completed practical projects that highlighted their workshop skills as well as developing written communication skills in folios submitted with their project. Media classes designed and created a digital maze game. Food classes created a banquet based around a particular theme of their choice. They also completed the cupcake challenge where they competed within the class to create the most aesthetically pleasing cupcake. Metal classes designed and created a pot plant holder and garden trowel. Plastics classes designed and created a key ring and desk organiser.

The TAS faculty embraced the school musical (Leader of the Pack) with Year 9 and 10 Multimedia classes designing and creating

posters, tickets and the program. Students were also given the task of designing and creating A3 sized promotional posters for each faculty to display at the Year 8 into 9 subject selection night. Students were required to liaise with Head Teachers and deliver a product that they were happy with. Both tasks gave students the chance to promote real school events and were incorporated in assessment tasks that highlighted student's design and creative skills.

Year 9 and 10 IST classes also put their graphics skills to good use when they designed and created posters to promote the school's annual Country Fair. This involved the use of Adobe software such as Illustrator, InDesign and Photoshop to challenge and extend their skills in these areas.

Year 9 and 10 IST students were given the opportunity to develop their programming and problem solving skills through an online programming competition run by Grok Learning. Students had to complete a range of activities which allowed them to progress at their own rate as they understood the concepts and programming language being presented to them. At the conclusion they then used their acquired skills to solve more complex problems. The students found this to be challenging and motivating as they progressed to reach their final goal by completing all levels presented to them.

Robotics continues to be incorporated into units of work. Each unit aims to build on the previous unit and introduce new concepts to students through set tasks and challenging activities. Year 9 and 10 Information and Software Technology students completed a new option topic in Robotics. In this unit of work classes used Lego Mindstorms robots to successfully navigate their way through a maze. This practical assessment included a time trial as well as bonus points for completing other tasks within the maze.

Year 9 Food Technology students put their hospitality skills into practice when they assisted with the preparation of food and service at a range of school events including the Leader of the Pack musical canteen, Parent and Teacher night staff dinner and food service for guests at the Year 12 final assembly.

Some of the Year 9 and 10 Engineering classes incorporated physics concepts in researching, designing and constructing trebuchets as part of a "Storm the Castle" project. Students enjoyed creating a prototype then redesigning this to produce their own medieval siege machine. This project culminated with the construction of a model castle being set-up in the workshop and then groups of students then using their trebuchets to attack or "Storm the Castle" in a mock battle.

Year 11 and 12 students participated in Engineering Studies. Year 12 students were engaged in designing and testing a variety of aeronautical components to develop twenty-first century learning skills including creativity, collaboration, real world problem solving and team work.

Overall it has been a challenging but rewarding year. The TAS faculty continues to strive to attain student excellence by encouraging and developing student's creative skills through the design and creation of projects. These tasks incorporate the development of practical and written skills while encouraging students to become life-long learners and creative problem solvers.

Welfare

During 2014 welfare programs were delivered by outside agencies, students and staff as both a proactive measure and in response to the needs of our students.

An integral component of the Hurlstone Agricultural High School Welfare program is Creating Connections. It 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". Furthermore 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 supervising of Year 7 students throughout the camp. Year 10 students have also been involved in completing their gold awards and leadership

portfolios which will help in preparation for prefect applications.

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 Year 7 students in their transition to high school.

Hurlstone Agricultural High School continues to support national and international programs such as Harmony Day, Women's International Day, Pink Ribbon Day, World Vision, Drawtism and Biggest Morning Tea. This support can be demonstrated by the wearing of ribbons, stalls and mufti days where the proceeds are donated to the organization. These activities are all student led.

The prefect body initiated Spirit Week in term three. This was an opportunity for the school to undertake some fun activities and show their support for the school. A highlight was Thankful Thursday where staff was thanked by the students. The prefects continued to lead the school in celebrating cultural festivals including Easter and Christmas.

In supporting our students academically, Hurlstone Agricultural High School, has implemented Independent Learning Plans for students who need assistance with organization and time management. These plans are reviewed by the Year Advisor and Head Teacher Teaching and Learning. Our students have access to an electronic study skills handbook which has been used at school and at home. Students have undertaken welfare workshops on study skills and stress management.

Acknowledging our achievements is an important aspect of our welfare program. Aside from the final Presentation Afternoon in December, opportunities to celebrate success were made throughout the year. At school assemblies and year assemblies students were recognized for their academic, sporting

or extra-curricular successes. In July, a whole school Recognition Ceremony was held where students were also rewarded for commitment, citizenship and achievement. These were decided upon by faculties and saw many students rewarded. The Year 12 Graduation Ceremony was a dignified and formal event which marked the end of 13 years of schooling. All students received a portfolio which included a Certificate of Graduation. Some students were awarded academic, sporting and special prizes at the ceremony.

Welfare camps took place in Year 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.

Staff continued their professional development through the attendance of conferences and completing courses on line. An important focus in 2014 was staff training about the presentation, possible impacts on learning of Autism Spectrum Disorder. Staff were also made aware in this training of how to adjust programming and teaching and learning opportunities for students who either have this disorder or present with similar issues associated with it.

Competitions

English

In the ICAS English Competition, overall there were 14 High distinctions, 141 Distinctions and 362 credits, 78 Merit and 99 participation awards across Year 7-11.

The Premier's Reading Challenge saw 72 students from Year 7 and 18 students from Year 8 complete the challenge. 12 students from Year 9 and 16 students from Year 10 also completed the reading challenge.

A Highly Commended was achieved in the UWS Young Writers Competition.

Elizabeth Read's Major Work '*Schmanity: a poetry suite that explores the relationship between humanity's fascination with mortality and our vanity*' was published in the 13th Annual selection of outstanding works in the Higher School Certificate English Extension 2 course.

The Henry Lawson Writing Competition and the Whitlam: What Matters? Competitions were also well supported by students from Years 7-11.

Students from Years 7-12 participated in a variety of live theatre experiences at The Sydney Opera House, Parramatta Riverside and at UNSW Figtree Theatre. Events were also held at school with Bell Shakespeare Actors at Work.

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 88 high distinctions, 360 distinctions, and 232 credits.

In the Australian Mathematics competition, there were 2 prize winners Steven Lim in Year 8 and Kevin Tran in Year 10. The Prudence Award recipient was also Steven Lim of Year 8.

Hurlstone students achieved 12 High Distinctions, 110 Distinctions, 162 Credits and 22 Proficiency awards.

Forty-seven students from years 7 and 8 entered the Australasian Problem Solving Mathematics Olympiad (APSMO).

Out of 350 teams, our Year 8 team finished in 9th place and the Year 7 team came 45th.

The Mathematics Challenge for Young Australians is a take home competition held over three weeks. Eighteen students from Years 7 – 10 took part, resulting in six High Distinctions and three Distinctions.

The Enrichment Stage of the challenge was completed over 12 weeks in the second half of the year. Our five participants gained one High Distinction and one Distinction.

The school was also involved in two demanding 4 – hour tests. These are the Australian Intermediate Maths Olympiad (AIMO) and the UNSW Annual Mathematics Competition, both of which are undertaken by very few students around the country. Hurlstone had 12 entries in these competitions altogether.

HAHS entered the UNSW Annual Mathematics Competition for the first time after a hiatus of several years. This competition provides opportunities for Year 11 and 12 students, as well as juniors, to extend themselves in the competition environment.

Highlights from the outcomes of all of these competitions were: Jonathan Lam, of Year 11, gained acceptance for the National Mathematics Summer School during the school holidays. Steven Lim, of Year 8 has received several invitations from the Australian Mathematics Trust, who have observed his potential and can see a future for him in further Mathematics Olympiads at a National and International level. Both Jonathan and Steven have been invited to compete in an Australian Mathematical Olympiad early in 2015.

Science

Hurlstone year 9 and 10 students were winners of the Regional Science and Engineering Challenge Day 2014 building on success at the 2012 and 2013 competition.

Six students achieved high distinctions or distinctions, three in the Physics and three in the Chemistry Science Olympiad Exams. Five medals were awarded to those students.

In ICAS Science, 31 students achieved the High Distinction level and 187 students achieved the distinction level. This was an outstanding performance from students.

Australian National Chemistry Quiz saw one plaque winner. Nine students from the school achieved high distinctions in the competition.

Big science competition, 6 students achieved high distinctions.

Debating & Public Speaking

Students participated in public speaking competitions and debating competitions including the Sydney University Future of America Competition.

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

Year 12 Debating state semi-finalists:
Premier's Debating Challenge

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

Year 10 Debating: The team were zone champions

Year 9 Debating: Reached the inter-zone final

Year 8 Debating: participated with enthusiasm in her inter-zone competition

Year 7 Debating: Reached the regional final

Hurlstone entered 4 teams in Regional MUNA winning the peace prize and coming first overall progressing to National MUNA in Canberra.

Students from Years 10 and 11 represented our region with many other students from around Australia at National MUNA in Canberra. Hurlstone represented the United States of America. The students Krisha Umali, Lorena Flawn and Archita Jaisimha were outstanding ambassadors.

Quota Student of the Year competition- Hurlstone was represented by Rachel Daniel was awarded regional runner-up.

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 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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)

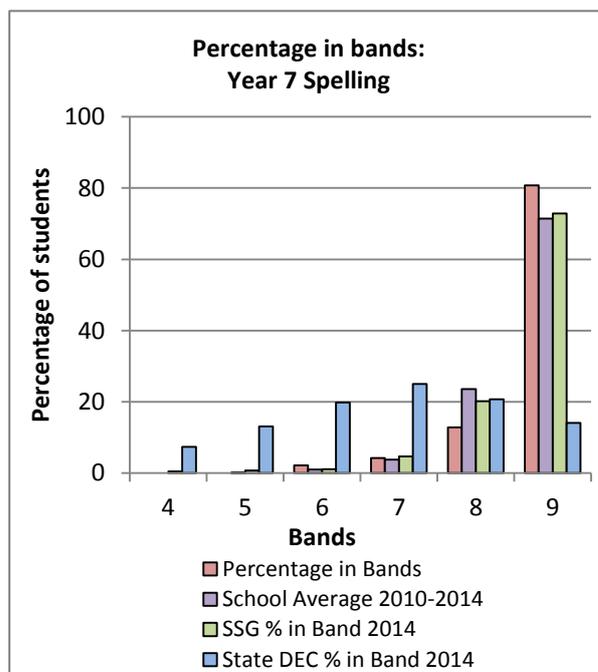
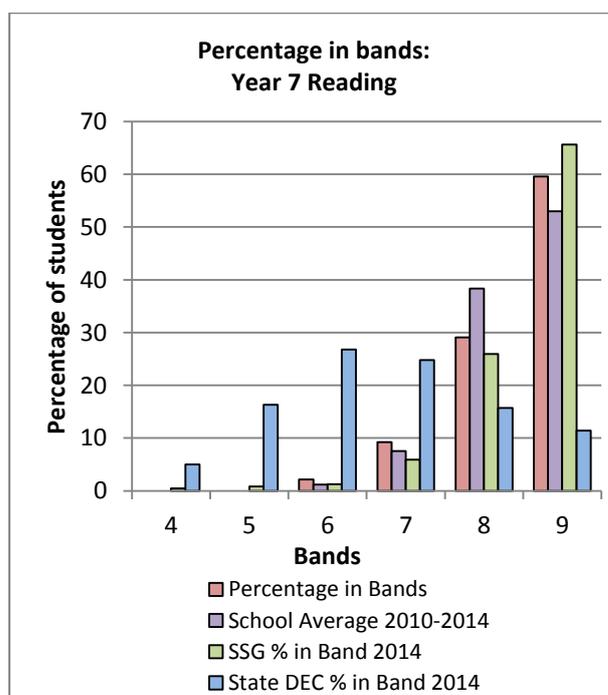
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

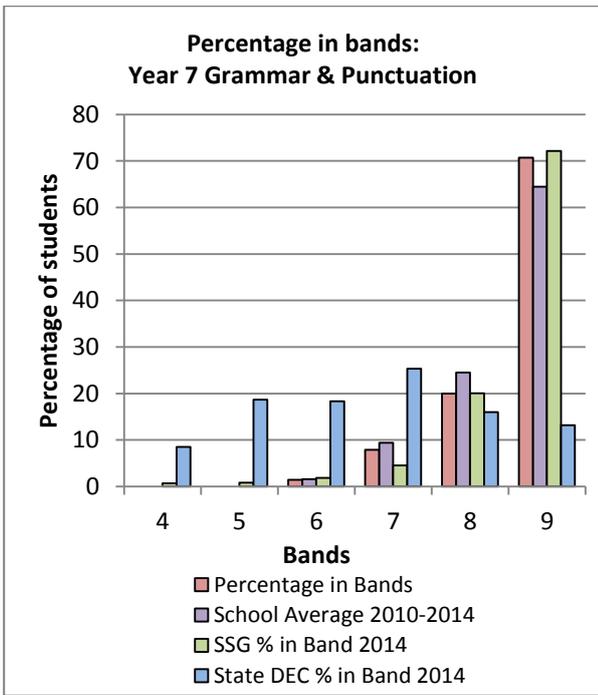
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Alternatively:

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

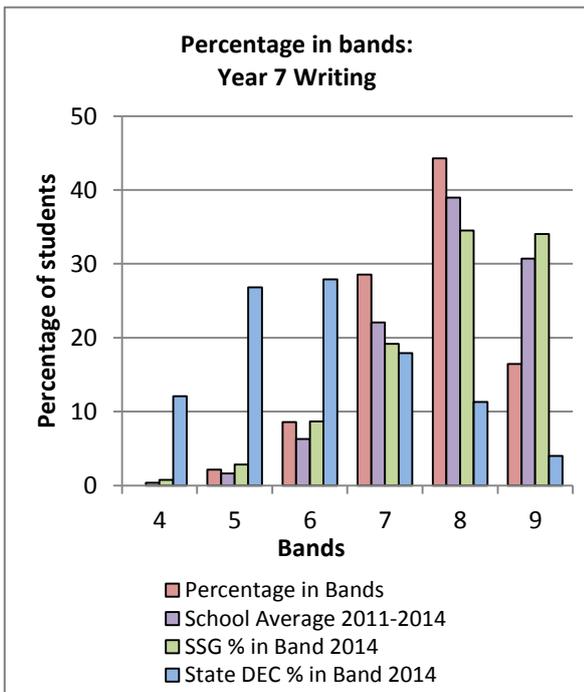
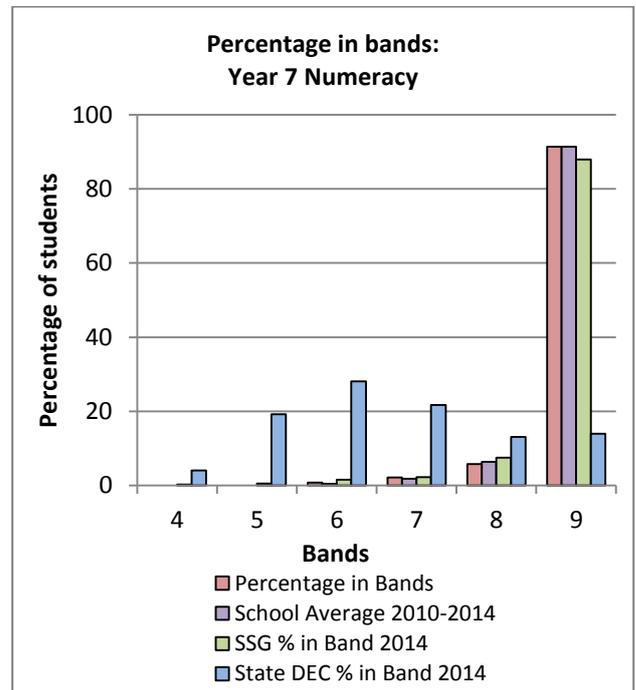
In Reading 97.9% of students were placed in Bands 7, 8 & 9; in Writing 91.4% of students were placed in Bands 7, 8 & 9; in Spelling 97.9% of students were placed in Bands 7, 8 & 9; & in Grammar & Punctuation 98.6% of students were placed in Bands 7, 8 & 9.





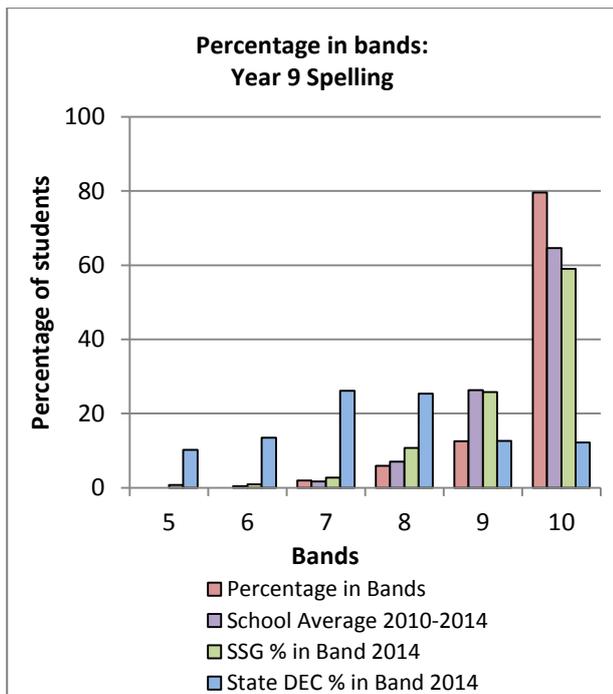
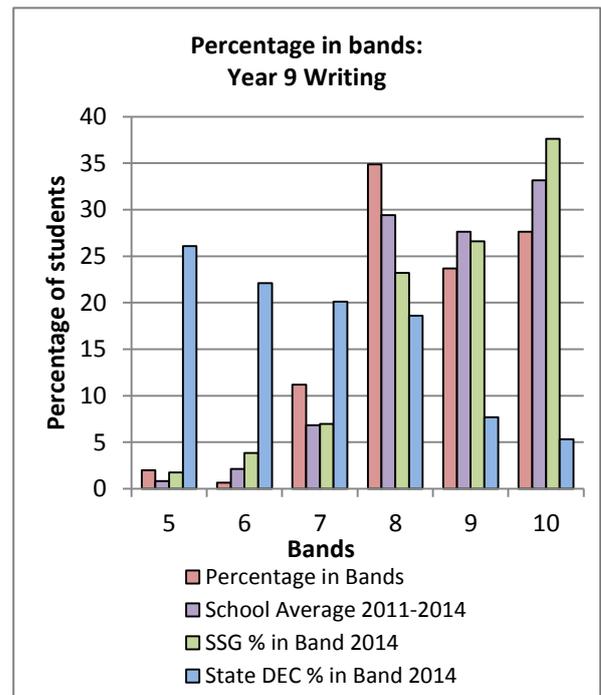
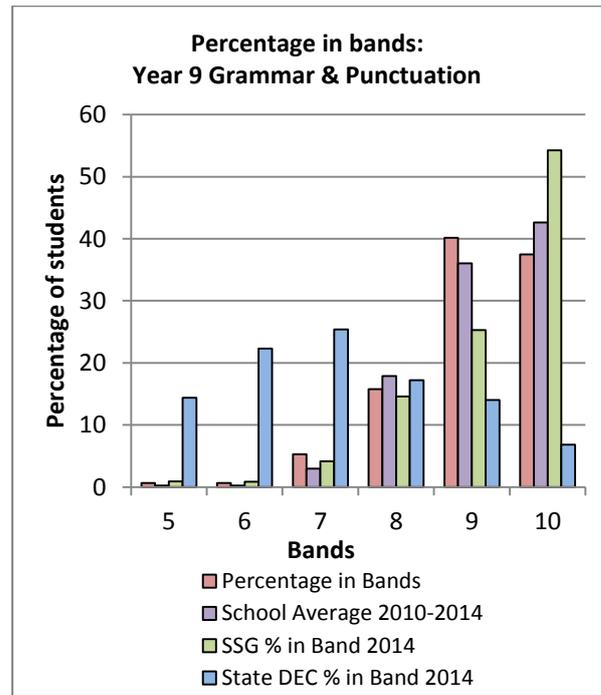
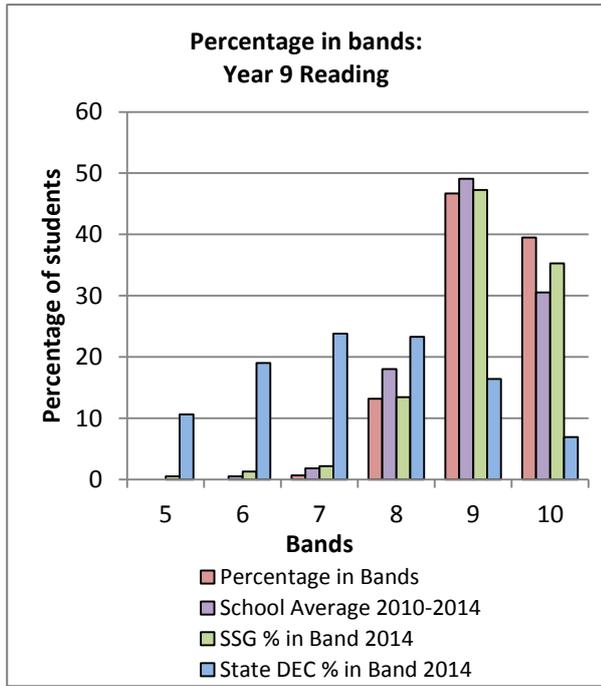
NAPLAN Year 7 – Numeracy

In Numeracy 97.9% of students were placed in Bands 8 and 9, of which 91.4% were placed in Band 9.



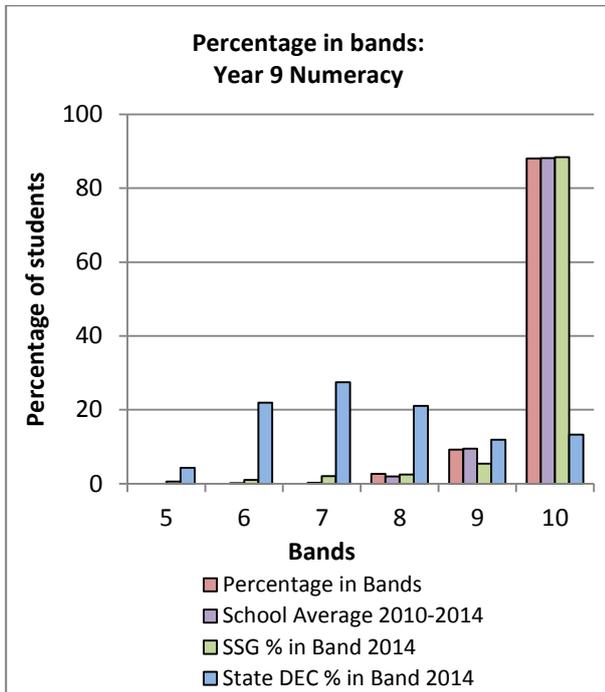
NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In Reading 99.3% of students were placed in Bands 8, 9 & 10; in Writing 86.2% of students were placed in Bands 8, 9 & 10; in Spelling 98% of students were placed in Bands 8, 9 & 10; & in Grammar & Punctuation 93.4% of students were placed in Bands 8, 9 & 10.



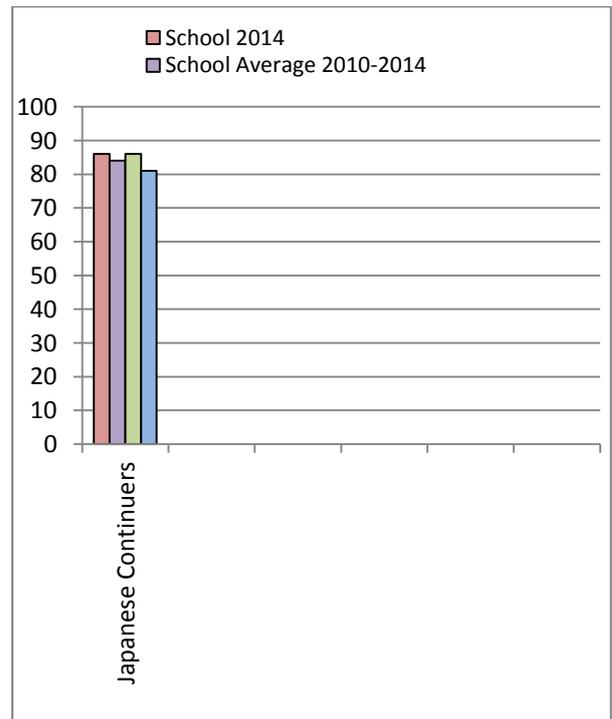
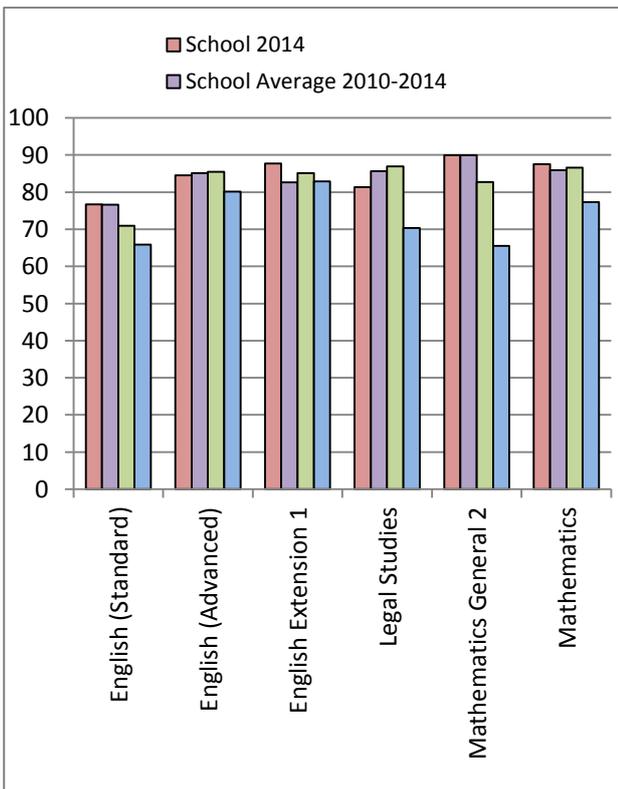
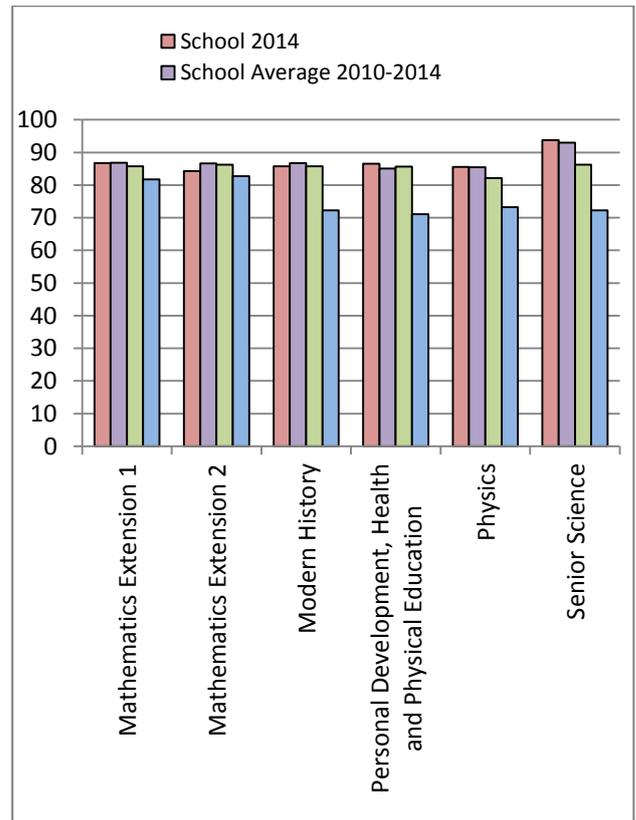
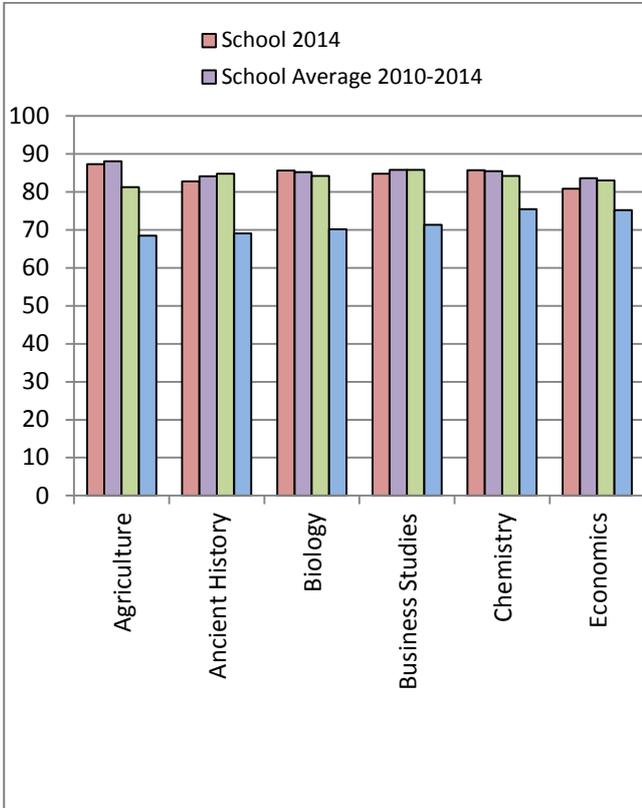
NAPLAN Year 9 – Numeracy

In Numeracy 97.3% of students were placed in Bands 9 and 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).



HSC Agriculture/Primary Industries

In Agriculture 87.5 % of students were awarded a Band 6 (47.2%) or Band 5 (40.3) in the HSC.

100% of Primary industry student's achieved a Band 5 (25%) or 6 (75%).

The most notable achievements in the HSC in the field of Agriculture was the fact that for the first time students from Hurlstone Agricultural High School came first in the state in both Agriculture (Reynard Tan) and Primary Industries (Isaac Jones).

HSC English

In the English Advanced course 86.5 % of candidates achieved either a Band 5 or 6 with 11.3 % of candidates achieving a Band 6.

In the English Standard course, 94.1% of candidates achieved either a Band 4 or Band 5.

Of the 13 students in English Extension 1, 100 % of candidates achieved either a Band E3 or E4 (with 53.8% of candidates achieving a Band E4).

Four students studied English Extension 2. Of these students 50% obtained a Band E4 and 50% obtained a Band E3.

HSC HSIE

The HSC results in HSIE courses were exceptional in 2014. Combined Band 6 and band 5 results in course were as follows:

In the Ancient History course 71.4 % of candidates achieved either a Band 5 or 6 with 14.3 % of candidates achieving a Band 6.

In the Business Studies course 73.3 % of candidates achieved either a Band 5 or 6 with 33.3 % of candidates achieving a Band 6.

In the Economics course 66.6 % of candidates achieved either a Band 5 or 6 with 10 % of candidates achieving a Band 6.

In the Geography course 50 % of candidates achieved a Band 5.

In the Legal Studies course 60.1 % of candidates achieved either a Band 5 or 6 with 16.7 % of candidates achieving a Band 6.

In the Modern History course 85.7 % of candidates achieved either a Band 5 or 6 with 26.3 % of candidates achieving a Band 6.

In the Studies of Religion 1 course 87.5 % of candidates achieved a Band 5.

In the History Extension course 66.6 % of candidates achieved a Band E3.

HSC LOTE

In Japanese continuers 16.7% of students gained a band 6 and 75% of students received a band 5.

In Japanese Extension 100% of students achieved a Band E3.

HSC Mathematics

90% of candidates in General Mathematics achieved Bands 5 and 6, with 74% of candidates achieving a Band 6.

80% of candidates in Mathematics achieved Bands 5 and 6, with 59% of candidates achieving a Band 6.

91% of candidates in Mathematics Extension 1 achieved Bands E3 and E4, with 50% of candidates achieving a Band E4.

90% of candidates in Mathematics Extension 2 achieved Bands E3 and E4, with 42% of candidates achieving a Band E4.

HSC PDHPE

In the study of PDHPE 37.5% of students gained a band 6 and 37.5% of students gained a band 5.

HSC Science

HSC results in science were outstanding with:

39.1% of students studying Biology earning a band 6 and 39.1% earning a Band 5.

34.1% of students studying Chemistry earning a band 6 and 46.3% earning a Band 5.

34.1% of students studying Physics earning a band 6 and 42.7% earning a Band 5.

86% of students studying Senior Science earning a band 6 and 14% earning a Band 5.

HSC TAS

In Engineering 20% of students gained a band 6 and 60% of students received a band 5.

HSC CAPA

In Music 1 50% of students gained a band 6 and 50% of students received a band 5.

In Visual Arts 50% of students gained a band 6 and 50% of students received a band 5..

Record of School Achievement (RoSA)

Mathematics 200 hrs

For the Year 10 RoSA, 98% of students in Mathematics were awarded a Grade A or B (with 29% of students receiving A10 and 39% A9).

English 200hrs

For the Year 10 RoSA, 98% of students in English were awarded a Grade A or B (with 68% of students receiving Band A).

Science 200hrs

For the Year 10 RoSA, 99% of students in Science were awarded a Grade A or B (with 80% of students receiving Band A).

Australian Geography 100hrs

For the Year 10 RoSA, 95% of students in Australian Geography were awarded a Grade A or B (with 54% of students receiving Band A).

Australian History 100hrs

For the Year 10 RoSA, 92% of students in Australian History were awarded a Grade A or B (with 46% of students receiving Band A).

Commerce 100 Hours

For the Year 10 RoSA, 90% of students in the Commerce 100hrs Course were awarded a

Grade A or B (with 33% of students receiving Band A).

Commerce 200 Hours

For the Year 10 RoSA, 92% of students in the Commerce 200hrs Course were awarded a Grade A or B (with 46% of students receiving Band A).

History Elective 100 Hours

For the Year 10 RoSA, 91% of students in the History Elective 100hrs Course were awarded a Grade A or B (with 52% of students receiving Band A).

Japanese 100 Hours

For the Year 10 RoSA, 100% of students in the Japanese 100hrs Course were awarded a Grade A.

Japanese 200 Hours

For the Year 10 RoSA, 100% of students in the Commerce 100hrs Course were awarded a Grade A or B (with 95% of students receiving Band A).

Agricultural Technology 200 Hours

For the Year 10 RoSA, 98% of students in the Agricultural Technology 200hrs Course were awarded a Grade A or B (with 59% of students receiving Band A).

Food Technology 100 Hours

For the Year 10 RoSA, 69% of students in the Food Technology 100hrs Course were awarded a Grade A or B (with 30% of students receiving Band A).

Graphics Technology 100 Hours

For the Year 10 RoSA, 79% of students in the Graphics Technology 100hrs Course were awarded a Grade A or B (with 46% of students receiving Band A).

Engineering 100 Hours

For the Year 10 RoSA, 26% of students in the Engineering 100hrs Course were awarded a Grade A or B (with 0% of students receiving Band A).

Engineering 200 Hours

For the Year 10 RoSA, 70% of students in the Engineering 200hrs Course were awarded a Grade A or B (with 15% of students receiving Band A).

Multimedia / Photography 100 Hours

For the Year 10 RoSA, 95% of students in the Multimedia / Photography 100hrs Course were awarded a Grade A or B (with 63% of students receiving Band A).

Information and Software Technology 100 Hours

For the Year 10 RoSA, 78% of students in the Information and Software Technology 100hrs Course were awarded a Grade A or B (with 30% of students receiving Band A).

Information and Software Technology 200 Hours

For the Year 10 RoSA, 79% of students in the Information and Software Technology 200hrs Course were awarded a Grade A or B (with 34% of students receiving Band A).

Music 100 Hours

For the Year 10 RoSA, 90% of students in the Music 100hrs Course were awarded a Grade A or B (with 47% of students receiving Band A).

Photography and Digital Media 100 Hours

For the Year 10 RoSA, 100% of students in the Photography and Digital Media 100hrs Course were awarded a Grade A or B (with 58% of students receiving Band A).

Visual Arts 100 Hours

For the Year 10 RoSA, 91% of students in the Visual Arts 100hrs Course were awarded a Grade A or B (with 68% of students receiving Band A).

PDHPE 200 Hours

For the Year 10 RoSA, 89% of students in the Photography and Digital Media 100hrs Course were awarded a Grade A or B (with 65% of students receiving Band A).

Significant programs and initiatives – policy

Aboriginal education

Aboriginal culture and education continued to be a focus in 2014 with our students being recognised both within the school and the wider community for talent and commitment. Two students identified as having Aboriginal or Torres Strait Islander ancestry. Students met with their year advisors and the indigenous student contact officer (Ms Schultz) 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. We also continued to strengthen our ties with Dharawal land council and elders in the local indigenous community.

Our Indigenous students were successful in receiving KARI scholarships to assist with excursion costs or the purchasing of resources. In 2014, we continued to strengthen our partnership with the University of New South Wales with one of our students attending Nura Gili; UNSW's Winter school. This winter school aims to equip indigenous young people with the confidence and knowledge to follow a supported pathway between secondary school and further education and/or employment. At Hurlstone, staff are involved in the development of Personalised Learning Programs (PLP) collaboratively through parents the community and supporting Aboriginal agencies. Ms Schultz continues to attend all the Aboriginal network meetings which discuss issues relating to Aboriginal education.

We continue to work with our students who have identified as being of Indigenous ancestry, and we encourage those students who have not identified to do so; to enable them to have access to support to maximise their educational opportunities at Hurlstone Agricultural High School.

Interact

The Hurlstone Interact Club, sponsored by Ingleburn Rotary, has achieved great feats in 2014. Consisting of twelve executive members and over one hundred members, Interact offers students the opportunity to raise awareness of and donations for causes they are passionate about whilst learning important skills such as leadership and teamwork.

Our mission is: *'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.'*

In being a part of this extra-curricular club, students sacrifice their time for the benefit of others - an admirable quality in youth and future leaders. In 2014 alone, Interactors participated in numerous events which all contributed to the outstanding reputation of Hurlstone Interact and the school. Some of the larger fundraising events included Valentine's Day, World's Greatest Shave, the Biggest Morning Tea and 40 Hour Famine

Starting off in February with our annual Valentine's Day sing-o-grama and rose orders, Interactors raised over \$1300 to be fittingly donated to the Heart Foundation.

In March, Interact hosted their own World's Greatest Shave in which teachers auctioned their hair to be coloured and shaved by students to support the Leukaemia Foundation. A number of students also coloured and shaved their hair to raise awareness for the prevalence of Leukaemia in our community. From this event, Interact raised over \$500 with all profits donated to the cause. To contribute to the community, members also gave up their weekends to assist with the Salvation Army's Red Shield Appeal in Ingleburn where they went door-to-door collecting donations in groups of four.

The Oaktree Foundation's Live Below the Line campaign in May attracted approximately 20 students that were

challenged to live on just \$2 of food a day, for 5 days. In doing so, they were able to raise over \$500, providing educational opportunities to the impoverished in Cambodia. We also acknowledged the efforts of our volunteers in our celebration of National Volunteering Week in May.

June saw to one of Interact's major events for the year: the Cancer Council's Biggest Morning Tea. Raising over \$2000 towards the cause, the event boasted delicious food, exciting performances, a photobooth and a great time. Hundreds of students attended and supported the cause. As well as this, twenty students were given the opportunity to attend World Vision's Global Leaders Convention at Luna Park where they were able to gain leadership skills and learn about what World Vision does.

The annual Jeans for Genes Day in August sought out volunteers to assist in selling merchandise in Sydney CBD and of course, Interactors were keen to help out. Shortly, after students participated in World Vision's 40 Hour Famine where students gave up something important to them for 40 hours. As another one of our major events, Hurlstone's 40 Hour Famine had many students participating, collectively raising over \$1500.

In October, Interact hosted a screening for the Oaktree Foundation's 'Within Our Reach' documentary with over 70 students in attendance. The film showed them how close we are to eradicating poverty worldwide and how they can contribute.

Additionally, in support of an ex-Hurlstonian, Interact hosted a competition for National Bandanna Day and sold hundreds of bandannas to raise funds for CanTeen. Interactors were acknowledged in the Macarthur Advertiser sporting their bandannas. The article can be found here: <http://www.macarthuradvertiser.com.au/story/2678151/hurlstone-ag-continues-to-support-former-student-with-bandanna-day/?cs=1437>

December was focused on the spirit of Christmas with over 30 shoeboxes filled with gifts donated towards Samaritan's Purse's Operation Christmas Child to provide gifts to Children around the world. Over 50 Interactors also participated in Christmas carolling at Liverpool Hospital, boosting the mood of patients and staff and having a good time themselves.

Overall, 2014 was a big year for Interact with much to celebrate. The students look forward to achieving even more in 2015.

Multicultural education

The DEC 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.

Significant programs and initiatives –equity funding

Aboriginal background

Given the number of indigenous students enrolled in the school we received very limited funding for this equity purpose. All funds were utilized to meet the particular

educational needs of students from indigenous backgrounds.

Socio-economic background

The monies received by the school to support students from low socio-economic background were utilized to help targeted students via the school's student assistance scheme.

Families applied for assistance and their applications were assessed by the Student Assistance Scheme panel.

Monies were distributed amongst applicants on a priority basis based on the level of financial need.

These monies were expended for a wide range of educational opportunities which depended on individual student needs including:

- Subject Fees
- Uniform
- Extra Curricular school based activities (camps, orchestra etc)

Learning and Support

Learning and support funding was utilized to employ a School Learning Support Officer who worked, in association with the Head Teacher Teaching and Learning to supply targeted students with support for their specific needs.

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 2014

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 2014:

- Educational activities being differentiated in order to meet the needs of all students.
- Increased contact with parents through opportunities for feedback.
- Development of Project Based Learning as a means of meeting the needs and extending gifted students.

Strategies to achieve these outcomes in 2014

- Staff development in differentiation of curriculum and Autism Spectrum disorder.
- Reorganised teacher / parent night format to ensure that there is at least one piece of feedback (either written or oral) per term.
- Staff development with regards to Project Based Learning and the development of a pilot project for 2015.

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 2014:

- Staff analysing student performance using school assessment data and external data (RAP, SmartData and NAPLAN)
- Critical evaluation of assessment practices and tasks.
- 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.
- Provide opportunities for KLAs to develop quality assessment tasks, including cross curricular assessments.
- Executive staff development with regards to models of gifted education and how these models inform assessment practice for gifted students.

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 2014:

- Decision making structures at the school were redesigned to supply staff and students with meaningful leadership opportunities.
- An increase in the number of staff and students taking on new leadership roles within the school

- A consistent EOI process was adopted to ensure equity of access for staff to leadership opportunities.

Strategies to achieve these outcomes in 2014:

- The creation of clear role statements for staff at all levels of responsibility across the school.
- Continue staff and student training in meeting procedures and provide further leadership development opportunities.
- Further embed processes across the school that will ensure both transparency and equity in terms of both access to, and expectations of, leadership roles.

Professional learning

In 2014, professional learning within the school was coordinated by the Deputy Principal – Curriculum and centered on school development day presentation and activities and the facilitation of inservice courses provided by DDEC and external providers.

Activities centered on Autism Spectrum Disorder, Project Based Learning, assessment practice, 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 and differentiation into learning activities and the curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Timetable Review

The review of the timetable was prompted by concerns raised by the P and C.

Parents were concerned that the extant six day rotating structure was confusing and that it did not support the stability of operations for neither the students nor the parents. This view was particularly strong amongst parents of year 7 students and students new to the school. Parents of students who had been at the school for a longer period said that they had gotten used to the timetable but that it had taken them some time to be au fait with its peculiarities. The P and C made it clear that they had been asking for a change to the timetable structure for some time.

After the P and C had brought this to the attention of the school's senior executive the timetable structure was discussed at executive level and it was clear that the majority of executive staff were in favour of an alteration to school's structure. This was particularly true when discussing the impact of the timetable on the facilitation of extracurricular activities for students.

It was decided to survey staff in order to find out their views on both how the structure impacted on their preparation for, and execution of, educational opportunities for students. After preliminary interviews with a selection of students it was determined that students would not be surveyed regarding this issue. This was not to limit student input but at a result of the fact that when preliminary interviews were conducted those students that had been at the school since year 7 and knew nothing else largely failed to have an opinion and those students that had joined from other schools uniformly spoke about how they found the rotating timetable confusing and a negative impact on their learning.

The staff survey had the following results:

- 75% of staff either disagreed (27%) or strongly disagreed (48%) with the premise that "the current six day rotating timetable structure makes it easy for me to plan my lessons."
- 63% of staff either disagreed (36%) or strongly disagreed (27%) with the premise that "the current six day

rotating timetable structure is easy for teachers to understand.”

- 78% of staff either disagreed (32%) or strongly disagreed (45%) with the premise that “the current six day rotating timetable structure helps students plan for their lessons.”
- 68% of staff either disagreed (36%) or strongly disagreed (32%) with the premise that “the current six day rotating timetable structure is easy for students to understand.”
- 82% of staff either disagreed (35%) or strongly disagreed (47%) with the premise that “the current six day rotating timetable structure facilitates the planning of extra-curricular opportunities for students.”
- 76% of staff either disagreed (24%) or strongly disagreed (52%) with the premise that “the current six day rotating timetable structure supplies staff with predictability.”
- 78% of staff either disagreed (30%) or strongly disagreed (48%) with the premise that “the current six day rotating timetable structure supplies students with predictability.”
- 73% of staff either disagreed (43%) or strongly disagreed (30%) with the premise that “the current six day rotating timetable structure has a positive impact on my teaching and learning.”
- 69% of staff either disagreed (16%) or strongly disagreed (53%) with the premise “I like the current six day rotating timetable structure”
- 48% of staff either disagreed (16%) or strongly disagreed (32%) with the premise that “the current six day rotating timetable structure provides equity between subjects.”
- 50% of staff either disagreed (20%) or strongly disagreed (30%) with the premise that “the current six day

rotating timetable structure provides equity between days.”

- 69% of teachers said that if the timetable was to change they would prefer a 10 day structure.
- 57% of teachers said that if the timetable was to change they would prefer a 6 period daily structure.

These findings made it clear that an alteration in the school’s timetable was desired by the school community and that the preferred model was a six period a day, 10 day cycle timetable.

These findings were presented at the P and C and the model was adopted for action in 2015.

School Evaluation

NSW Schools are required to conduct an evaluation to support the effective implementation of the school plan.

As well as the evaluation and review of the school’s timetable structures which impacted on the facilitation of teaching and learning across all KLAs, the school underwent several important evaluation and review processes during 2014. The most notable of these evaluations were the review of the boarding school kitchen operations, the involvement of the school in the Review into Agricultural Education and Training in NSW (The Pratley Report) and the formulation of the 2015 -2017 School Plan.

Boarding School Kitchen Operations

The Boarding School Kitchen Operations had been the subject of a previous review process conducted by an external auditor. As part of this review suggestions were made for the improvement of hospitality services for the boarding school community. It was also noted by this review that if the measures suggested did not facilitate a consistent and nutritional food provision for the boarding school community then a process of outsourcing the kitchen operations should be undertaken.

At the beginning of 2014 it was deemed via internal review that the provision of food service did not fulfill these requirements neither in terms of consistency nor nutrition

and a process of outsourcing was embarked upon.

This process involved many areas of the Department of Education and Communities and the Office of the Minister for Education.

After receiving permission from the office of Minister of Education and Communities, the school worked very closely with Industrial Relations, Human Resources and Procurement in order to explore options and to secure a company which could provide a service which could provide security, consistency and nutritional value for the boarding school community.

This involved an open tender process which was undertaken by Procurement with representatives of both the school executive and the boarding school parent community.

The process to review and procure this service took approximately twelve months and concluded in Cater Care being awarded the contract.

Cater Care will commence the contract servicing to the boarding school community at the outset of Term 2 2015.

The Review into Agricultural Education and Training in NSW (The Pratley Report)

The involvement of the school in the Review into Agricultural Education and Training in NSW has been an instrumental part of the review and planning process across many areas of the school.

As one of the four designated Agricultural school, Hurlstone Agricultural High School is peculiarly positioned to have a impact on the ways in which the recommendations of this important review are formed but also is peculiarly affected by the Department of Education and Communities' ways and means of responding to the report's recommendations.

Representatives from the school have been involved in all of the meetings of the DEC's working group and it has informed all of the discussions at the school regarding both future directions and areas of educational development.

The recommendations which have a particular focus on schools are:

- A review into careers advice provision in New South Wales schools be undertaken to ensure students are

provided with well-informed advice on possible careers and pathways.

- New South Wales school systems, schools and TAFE NSW Institutes establish an "Agriculture and Food Week" within the annual school year to celebrate and appreciate the role that agriculture and food make to the health, wealth and wellbeing of society.
- The Board of Studies NSW develops a 'Statement on teaching about agriculture in primary school', including guidance and advice for teachers about Key Learning Area opportunities and availability of resources.
- The NSW Institute of Teachers, New South Wales universities and school authorities initiate a review of the training and ongoing professional development of primary teachers in science, including agriculture and food, to ensure that primary teachers have the confidence, sufficient expertise and up-to-date knowledge to deliver quality science education in schools.
- In the teaching of Technology in each of Years 7 and 8 of secondary school, at least one content area be based on agriculture, food and fibre.
- In the context of the implementation of the Australian curriculum in the senior years of schooling, the Board of Studies NSW considers the potential for students with a clear interest in agriculture to package a set of study options that better target vocational and professional career opportunities in the field.
- The NSW Institute of Teachers undertakes a review of the qualifications of teachers in agriculture and primary industries to determine future directions in recruitment to ensure strong depth of expertise in these areas.
- The agricultural high schools in New South Wales be considered 'specialist schools' for education and training in agriculture and primary industries for secondary students. These schools should:

- Encourage all students to study agriculture and/or primary industries in senior secondary school
- Review their mission statements to ensure that agricultural education is strongly identified as a designated educational outcome for their students; and
- Utilise the flexibility provided for staff appointments to appoint directly specialist agriculture teaching staff because of their pivotal role in the reputation and leadership responsibilities of the school.
- An Agricultural High Schools Forum (AHSF) be established, comprising the Principals of the agricultural high schools and officers of the NSW Department of Education and Communities.
 - Issues for consideration should include:
 - Professional development needs
 - Management of agricultural equipment
 - Residential accommodation policies, management and staffing arrangements
- Agricultural high schools give consideration to establishing and maintaining, where they do not exist, an email-based alumni network for school promotion and reconnection with potential supporters.
- Head teachers of agriculture from the agricultural high schools and vocational education and training providers form a network to develop a program of actions that contributes to leadership in agricultural education and training.

Hurlstone Agricultural High School has been working very closely with both the working group and the other Agricultural High schools in order to fulfill its obligations of this review. The members of the school community responsible for leadership and review have also ensured that this document has been central to any review and planning process at

the school. It is pleasing to report that many of the recommendations are either fulfilled or well on the way to fruition.

This review process has enabled the Agricultural High School Principals to meet with many senior officers of the DEC to put forward the particular educational issues facing our schools.

The working group will continue to meet in 2015 and to move all schools towards the goals of the Pratley Report.

If you are interested in the finer details of the Review into Agricultural Education and Training in NSW, you can find it in its entirety at :

<http://www.dec.nsw.gov.au/about-us/statistics-and-research/public-reviews-and-enquiries/agricultural-education-review>

The School Plan 2015-2017

The Department of Education and Communities has decided on the use of a new planning tool and associated procedures for the years 2015-2017.

This new process, is focused on the use of the 5 Ps (Purpose, People, Processes, Products and Practices), this style underpinned the major focus for the evaluation and review cycle during 2014.

The evaluation and review focus leading up to the finalised school plan had four main stages of production at Hurlstone Agricultural High School during 2014.

These stages were:

- Formulation of the three focus areas
- Creation of a strategic vision for each focus area.
- Cross curricular development of each focus in terms of expected products and practices and which processes may lead to their realization.
- Editing and honing of the vast number of concepts and ideas into a manageable and realistic document.

The formulation of the three focus areas was conducted by the senior executive utilizing a wide range of data including; the Tell Them From Me survey, attendance data, sick bay data, SMART data (NAPLAN, ESSA, RoSA, HSC) and evaluations of assessment

practices across the school. The senior executive came to the opinion that the areas of wellbeing, leadership and assessment practice were essential areas of improvement for the continued educational development of our students.

The creation of a strategic vision for each of the three focus areas was conducted by the executive team during an executive planning day. Head Teachers were given the opportunity to work closely on one particular area with the Deputy Principal with responsibility for that focus and to have input into all three of the areas. In this way all KLAs informed the broad vision for each focus area.

A school development day was utilized for all staff, in cross curricular groups, to have input into the means by which the vision for each focus area might be realized. Each Deputy Principal led these discussion groups as staff rotated through all three. Ideas, comments and suggestions were recorded for later use in the final formulation of the plan.

After all of the ideas concerning each focus area were collated the Deputy Principals presented the vast array of ideas and then edited the information into a meaningful and realistic plan.

This plan was then presented to staff and will be presented to parents and students in 2015. The three strategic areas and their associated statements of purpose are listed on page 29.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

The school's new strategic directions are:

- **Forming an effective wellbeing structure**

Due to the diverse nature of our school community wellbeing is a WHS issue and must underpin all structures across the school. Developing an effective wellbeing structure will promote capacity within individuals to build resilience, emotional intelligence and create connections that will enable them to value their potential.

This is an especially important goal given the nature of our boarding school facility which has students living on site 24 hours a day for 40 weeks of the year.

- **Building leadership capacity across the school**

Leadership capacity impacts directly on the school community. Succession management is the corner stone of an effective educational landscape which empowers all stakeholders. Developing leadership capacity is critical to nurturing successful learners and future leaders to become confident, creative and knowledgeable individuals as espoused by The Melbourne Declaration.

- **Equitable and effective assessment**

Equitable and effective assessment is a means to support differentiation, validate critical thinking and meet the needs of all students and staff. An effective and consistent approach to assessment will develop confident and creative individuals as well as a culture of excellence through authentic experiences and deep and informed feedback from teaching staff.

Even though the school comprises a gifted and talented student cohort differentiation in the form of flexible extension activities and pathways is of paramount importance for students to reach their full potential

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

Steven So – Deputy Principal

Nick Wenban – Deputy Principal

Ann Young – Head Teacher English

John Dillon – Head Teacher Mathematics

Ric Morante – Head Teacher Science

John Gippel – Head Teacher HSIE

Jo Ross – Head Teacher CAPA

Kim Browne – Head Teacher TAS

Brett Wilson – Head Teacher PDHPE

Roxanne West – Head Teacher Welfare

Jonathan Millar – Head Teacher Welfare

Rebecca Ross – Head Teacher Teaching & Learning (relieving)

School contact information

Hurlstone Agricultural High School

Roy Watts Road, Glenfield, NSW, 2167

Ph: 02 9829 9222

Fax: 02 9829 2026

Email: hurlstone-h.school@det.nsw.edu.au

Web: www.hurlstone.com.au

School Code: 8121

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:

<http://www.schools.nsw.edu.au/learning/emsa/d/asr/index.php>