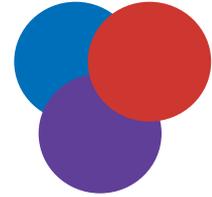


# Hurlstone Agricultural High School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of Hurlstone Agricultural High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.



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Principal

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## School background

### School vision statement

Hurlstone Agricultural High School provides opportunities for a diverse range of students from across New South Wales to pursue a whole school approach to wellbeing steeped in academic excellence where each young person is able to achieve their personal best in learning and engagement, develop a sense of connectedness in a safe environment within a selective school setting which is focused on agriculture.

Hurlstone Agricultural High School recognises that "Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation's ongoing economic prosperity and social cohesion" Ministerial Council on Education, Employment, Training and Youth Affairs (2008) Melbourne Declaration on Educational Goals for Young Australians. Ministerial Council on Education, Employment, Training and Youth Affairs: Melbourne

The school aims to supply teaching and learning experiences which will assist all students to achieve their academic potential.

The ability to supply this academic service is enhanced by the school's residential facility which affords regional and rural students the opportunity to pursue study in a supportive environment.

### School context

The Hurlstone community draws from over 100 different primary schools from across NSW reflecting diverse cultural and socio-economic backgrounds. This includes urban, rural, regional, remote and isolated students. Agriculture remains an important foundation of the school and is compulsory to Year 10. Many students currently elect to continue the study of Agriculture to HSC level.

Our students excellent achievement in the HSC means that Hurlstone continues to rank as one of the top Government schools in NSW.

Students, committees, staff and parents 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.

## **Self-assessment and school achievements**

### **Self-assessment using the School Excellence Framework**

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

This process involves the school assessing itself against the School Excellence Framework's domains of Learning, Teaching and Leading using a diagnostic tool. The school's senior executive performed this analysis. In 2016 Hurlstone Agricultural High School will undergo an external validation of this assessment. Each of the three Deputy Principals will be allocated one of the domains for which they will have to gather evidence from across the school.

The results of this process for Hurlstone Agricultural High School indicated that:

In the Learning Domain the school was:

- Excelling for the element of Student Performance Measures
- Sustaining and Growing for the elements of Learning Culture, Wellbeing and Assessment and Reporting
- Delivering for the element of Curriculum and Learning

In the Teaching Domain the school was:

- Sustaining and Growing for the elements of Collaborative Practice and Learning and Development
- Delivering for the elements of Effective Classroom Practice; Data Skills and Use and Professional Standards

In the Leadership Domain:

- Sustaining and Growing for the elements of School Planning Implementation and Reporting and School Resources
- Delivering for the elements of Leadership and Management Practices and Processes

Our self-assessment will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

Forming an effective wellbeing structure

### Purpose

Due to the diverse nature of our school community wellbeing is a WHS issue and must underpin all structures across the school. Developing highly effective wellbeing structures 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 and staff living on site 24 hours a day for 40 weeks of the year.

### Overall summary of progress

In order to support the creation and development of an effective well-being system the school purchased two computer platforms designed to support teachers in meeting the needs of students in the day school (SENTRAL) and in the boarding school (REACH).

SENTRAL has enabled a more holistic management of student welfare and in 2015 modules which encompass welfare recording, attendance monitoring, assessment tracking and reporting to parents were instituted at the school. There were plans to initiate school calendars and event mapping as well as parent and student portals but by the end of 2015 this had not been achieved.

REACH was implemented as a means of maintaining accurate information regarding the wellbeing and attendance in the boarding school. Modules involving attendance, leave, behaviour and student location were enacted in 2015. The greatest change to boarding school operations was felt in the areas of leave and attendance as the package enabled online, real-time applications for and management of student leave.

Consultation of key stakeholders at the school began with regards to a whole school approach to welfare. Despite the consultation process beginning the school did not reach its goals of a wellbeing policy nor role statements being written for the wellbeing team.

The school began to realise its anti-bullying policy by circulating a draft and opening up discussions amongst the well-being team. This policy is still in draft form and awaiting further development in 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
20 % reduction in the number of students reporting feelings of anxiety and stress associated with study and a culture of high expectations.	Anecdotally there has been a reduction in the number of students reporting stress and anxiety. The school created ties with numerous external providers support in this area of need. The Tell Them From Me Survey in 2016 will be used to assess the efficacy of the measures taken.	NA
20% increase in the recording of student wellbeing issues on the Sentral wellbeing	SENTRAL has been embedded into the day to day processes of the school and is now used for recording of all student information.	\$9350

system		
Extant role statements with clear expectations for staff to follow	Draft role statements were disseminated and feedback sought from all stakeholders	NA
Community survey opportunities	There were several surveys distributed in 2015 concerning a wide spectrum of issues regarding student wellbeing. These survey opportunities will continue in 2016.	NA
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	SENTRAL was embedded into daily practice at the school. It is expected that the parent and student portal will go live in 2016. REACH was also established as the communications program for the Boarding School. Parental interaction through this portal went live at the end of 2015 with further opportunities for parental communication expected in 2016.	\$14772
Strengthening and embedding positive reward systems	There was a review undertaken of the reward systems in 2015. Further refinement is expected to take place in 2016 in conjunction with furthering the use of SENTRAL for positive reinforcement of student behaviours.	NA
20% increase of student, teacher and parent involvement in extra-curricular and co-curricular activities.	2015 saw many extra opportunities for broad community involvement in extra and co-curricular opportunities. These included show cases of student work to parents, overseas trips to America, Europe and Cambodia which incorporated parental involvement and the inclusion of staff, students and parents in a wide variety of competitions beyond the school.	NA

## Next steps

In terms of the creation of an effective wellbeing structure the school needs to continue to build on the draft processes initiated in 2015.

A key element to this strategic direction in 2016 will be the establishment of a review team which will be tasked with examining the draft processes and assessing whether they are currently fit for the purpose they were designed.

The sense of connection to the school, which was a major target of this strategic direction, has been compromised to some degree by the announcement at the end of 2015 of the school's renaming and the movement of its agricultural functions to Hawkesbury.

While this announcement might have complicated the issues with regards to connection it has also given the school an opportunity to forge a new identity across the years leading up to the move in 2020 and the name change in 2023. Even though these years do not form part of the current school plan, they will have an effect on it, especially when the new name is decided in 2016.

The main focus for this direction in 2016 will be to critically examine and build on the advances made in 2015 and to embed these processes and procedures so that they will form an integral and fundamental part of the day to day running of the school in 2017 and beyond.

## Strategic Direction 2

Building leadership capacity across the school

### Purpose

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.

### Overall summary of progress

In order to develop leadership opportunities across the school it was apparent that we first needed to assess the needs and desires of the school community with regards to this strategic direction.

In 2015 the school consulted both staff and students about what opportunities for leadership that they could see across the school.

A process was initiated to create role statements for all roles across the school in order to both ascertain responsibility and reinforce accountability in leadership roles. This process was undertaken for both staff and student leadership opportunities.

Processes for the filling of leadership opportunities were developed in order to ensure equity and transparency.

A mentor structure for teachers was further embedded into the school processes, along with initiatives such as Community of Practice, to ensure that staff were being given opportunities to develop their skills and therefore able to take fulfil leadership positions.

A reviewed system (revised by the Prefect body in 2014) for electing the prefect body was continued and students created the Hurlstone Student Union, a body which represented all of the student groups at the school. This was funded by both the school and the P and C as a mechanism to encourage both student voice and leadership capacity.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
20% Increase in the involvement of staff in leadership roles across the school <input type="checkbox"/>	There was a marked increase in the number of people given opportunities for leadership across the school. This was the result of the embedding of an EOI process which enabled several staff members who had previously not held leadership roles to act in positions of responsibility.	NA
Extant role statements with clear expectations for staff to follow.	Draft statements were created and disseminated for comment. These statements will be further reviewed in 2016.	NA

Parent survey via survey tool opportunities reported via school website	There were no parent surveys regarding leadership in 2015. It is expected that there will be several opportunities for parents to comment on, and contribute to, this element of the school plan in 2016.	NA
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	SENTRAL was embedded into daily practice at the school. It is expected that the parent and student portal will go live in 2016. REACH was also established as the communications program for the Boarding School. Parental interaction through this portal went live at the end of 2015 with further opportunities for parental communication expected in 2016.	\$14772

## Next steps

The strategic direction of Building Leadership Capacity Across the School is expected to develop much more fully in 2016 and 2017.

2015 was an establishment year during which processes and procedures were drafted, and in some instances trialled.

In 2016 it is expected that the draft role statements and EOI processes will be ratified and embedded into practice across the school. This in turn will embed a culture of clear and definitive expectations with regards to leadership opportunities. Working in tandem with these initiatives will be the redevelopment of reporting structures across the school which will complement the embedding of PDF processes.

It is intended that site developed courses for the development of people wishing to gain either an executive position or to gain accreditation at a higher level will be created and trialled in 2016.

Throughout 2016, and finding fruition in 2017 will be the development of a decision making tool which will ensure transparent and equitable decision making across the whole school. This will be based on DEC guidelines and ensure that, given the complexity of a site which includes such disparate entities as the farm and the boarding school, all decisions are above reproach.

During 2015 the scope of leadership opportunities were expanded as were the number of people who were able to take advantage of them. The aim is to engage as many people as possible in leadership across the school in order disseminate both the experience of decision making at the responsibility it engenders.

## Strategic Direction 3

### Equitable and effective assessment

#### Purpose

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

#### Overall summary of progress

The school began to review its assessment procedures in 2015 via two main avenues. The first was the discussion about desired outcomes and associated processes of assessment by the school executive, the second was by the establishment of an Assessment Review Team.

The executive team made some immediate decisions regarding the types of assessments on offer to students and the ways in which these would be delivered. These decisions included the reduction of some assessments which encouraged rote learning and shallow responses and having them replaced with activities which required problematic knowledge and which fostered deep learning.

These decisions were made in line with current best practice in terms of gifted education and with knowledge about the expectations of tertiary education providers.

The Assessment Review Team, during 2015, began to appraise the state of assessment across the school and to formulate general principles for assessment and the associated administrative practices so that they might begin to establish a baseline for the improvement of assessment delivery across all KLAs.

In an associated endeavour a pilot Project Based Learning opportunity was delivered to Year 7 students. This was roundly considered a success. While there were concerns raised about some aspects of this program in terms of the provision of indicative curriculum hours, both internal and external reviews found that it added considerably to both the educational and social development of the Year 7 cohort.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
20 % reduction in the number of students reporting feelings of anxiety and stress associated with study and high expectations.	Anecdotally there has been a reduction in the number of students reporting stress and anxiety. The school created ties with numerous external providers support in this area of need. The Tell Them From Me Survey in 2016 will be used to assess the efficacy of the measures taken.	NA
Extant role statements with clear expectations	The Assessment Review Team have reviewed the current processes and procedures associated with	NA

for staff to follow.	assessment and will be developing more explicit role statements in 2016 -2017.	
Student utilisation of self-reflection tool embedded in our reporting process	Trial self-reflection tools were used across several year groups and several KLAs. The Assessment Review Team will be appraising these trials and furthering the use of this technique in 2016 across all KLAs.	NA
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	SENTRAL was embedded into daily practice at the school. It is expected that the parent and student portal will go live in 2016. By the end of 2016 it is hoped that parents will be able to see the academic progress of their child using this portal.	\$9350
Explicit embedding of off level testing	Some off level testing was conducted in 2015. The aim is to embed this technique for assessing levels of giftedness as common practice so as to maximise student outcomes.	NA
Parent survey via survey tool opportunities reported via school website	Parent surveys were conducted in 2015 regarding assessment, especially with regards to PBL. These were reported at both P and C meetings and via the school website.	NA

## Next steps

The further development of assessment practice is an essential process for the development of student outcomes at Hurlstone Agricultural High School. While it is pleasing that students at HAHS routinely appear in the upper echelons of external testing some of the extant practices do not encourage higher order thinking or prepare students for the tertiary landscape, to which most of our students aspire.

It is intended that the Assessment Review Team will revisit our assessment practices, review their efficacy and redesign the supporting documentation and processes to ensure that our students are not only meeting DoE and BOSTES expectations but reaching their own full potential.

These developments will not only include the redesign of current assessment tasks but, once delineated, will involve considerable staff development and the establishment of links with external entities, such as universities, so that we can continue to develop engaged and creative learners who will be able to meet the expectations of their future studies.

## Key initiatives and other school focus areas

This section includes:

- Key initiatives
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>Aboriginal background funding</b> Targeted tutoring program	Students benefitted from individual tutoring for specific academic needs. These were coordinated by an Aboriginal Education Coordinator, who was a member of the HAHS staff.	\$898
<b>Socio-economic funding</b> Student Assistance Scheme	Students benefitted from this funding through the financial support for individual needs. This included the funding of opportunities such as subject fees, uniform, camps, sporting events and extra-curricular activities which added to the educational development or well-being of students.	\$44,064
<b>Low level adjustment for disability funding</b> School Learning Support Officer	Students with targeted needs benefitted from this funding via the employment of an SLSO who supported students both in the classroom and in the preparation and presentation of assessment tasks.	\$30,674
<b>Support for beginning teachers</b> Professional Learning Release from face to face teaching. Mentor Roles	Beginning teachers were supported with this money by releasing them from face to face teaching as part of their regular timetable. A period allocation was also given to the teacher mentors who assisted the beginning teachers. Beginning teachers were also given professional development opportunities both within the school and through external professional learning providers.	\$36,180

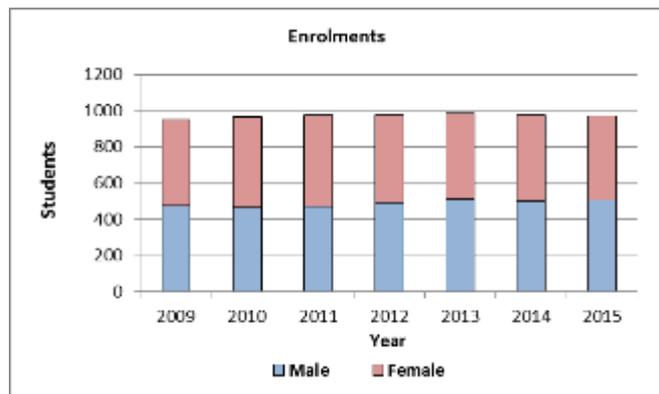
## Mandatory and optional reporting requirements

### Student information

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

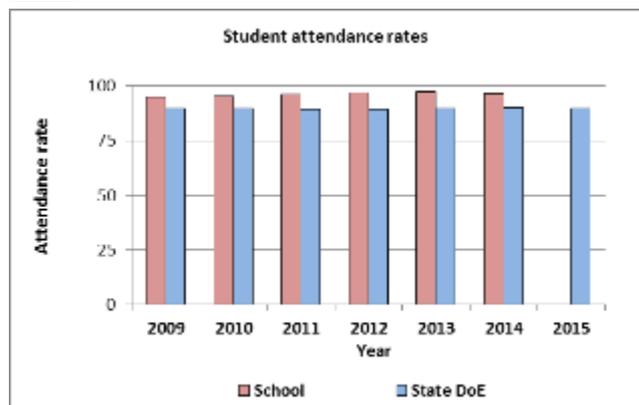
#### Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	474	466	472	490	511	502	508
Female	479	501	503	487	473	474	464



#### Student attendance profile

School	Year	2009	2010	2011	2012	2013	2014	2015
	7	97.4	98.4	97.3	97.7	98.3	97.5	#N/A
8	96.0	96.0	97.6	97.0	97.8	97.2	#N/A	
9	95.4	95.5	96.0	97.4	97.4	96.3	#N/A	
10	93.8	95.0	95.2	95.5	96.8	95.7	#N/A	
11	94.4	94.8	96.1	97.0	97.3	97.0	#N/A	
12	94.4	93.8	95.0	96.3	97.2	96.2	#N/A	
<b>Total</b>	<b>95.1</b>	<b>95.4</b>	<b>96.1</b>	<b>96.8</b>	<b>97.4</b>	<b>96.6</b>	<b>#N/A</b>	



### Post-school destinations

Proportion of students moving into post-school education, training or employment	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

#### Year 12 students undertaking vocational or trade training

In 2015 3.2% of Year 12 students engaged in vocational training. All 6 of these students engaged in the Primary Industries course.

#### Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015 100% of Hurlstone Agricultural High School students attained the qualification of the Higher School Certificate.

### Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

#### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	49
Learning and Support Teacher(s)	.4
Teacher Librarian	1
School Counsellor	1
School Administrative & Support Staff	13.772
Other positions	20
<b>Total</b>	<b>101.172</b>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was one indigenous staff member working at Hurlstone Agricultural High School in 2015.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

### Professional learning and teacher accreditation

In 2015, professional learning within the school was coordinated by the Deputy Principal – Curriculum and the Head Teacher Teaching and Learning. The professional development centered on school development day presentations and activities and the facilitation of inservice courses provided by DDEC and external providers.

Activities centered on Project Based Learning, Guided Inquiry, assessment practice, quality teaching practices, general technology, welfare, compliance training, emergency health care and CPR, the national curriculum and the new Professional Development Framework.

All staff were engaged in some professional learning activities over the year.

The professional development of staff was capped off with the inaugural Hurlstone Symposium on Teaching Gifted and Talented students which was held on the last School Development Day. At this event specialists in the teaching of gifted and talented students delivered workshops to teachers from both Hurlstone and other schools, as well as interested parents, about how gifted students learn and the ways in which we as educators and relatives might support their educational development.

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.

## Financial information

### Financial summary

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

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	952145.89
Global funds	550878.67
Tied funds	207930.01
School & community sources	719660.63
Interest	18524.76
Trust receipts	872493.75
Canteen	0.00
<b>Total income</b>	<b>3321633.71</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	335685.34
Excursions	281217.53
Extracurricular dissections	116164.25
Library	33480.48
Training & development	0.00
Tied funds	190531.75
Casual relief teachers	235036.95
Administration & office	311012.79
School-operated canteen	0.00
Utilities	0.00
Maintenance	195492.40
Trust accounts	941215.41
Capital programs	39374.48
<b>Total expenditure</b>	<b>2679211.38</b>
<b>Balance carried forward</b>	<b>642422.33</b>

## School performance

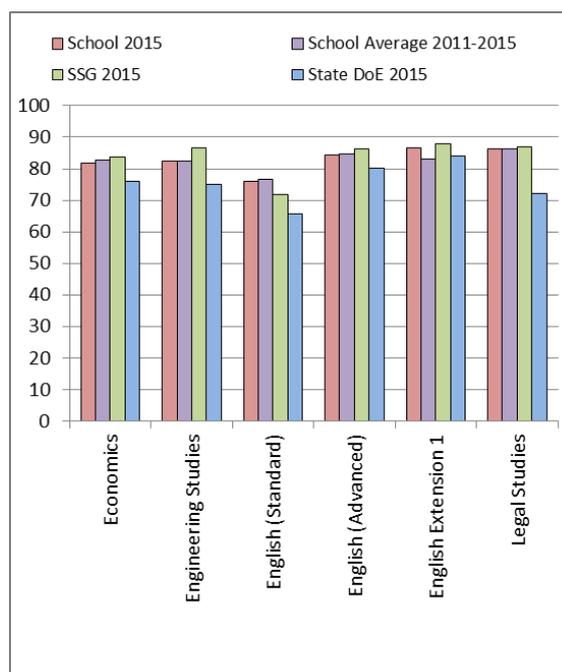
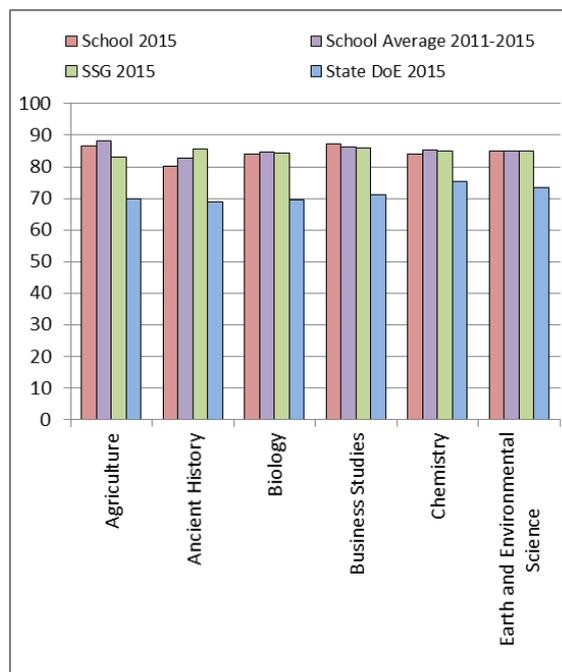
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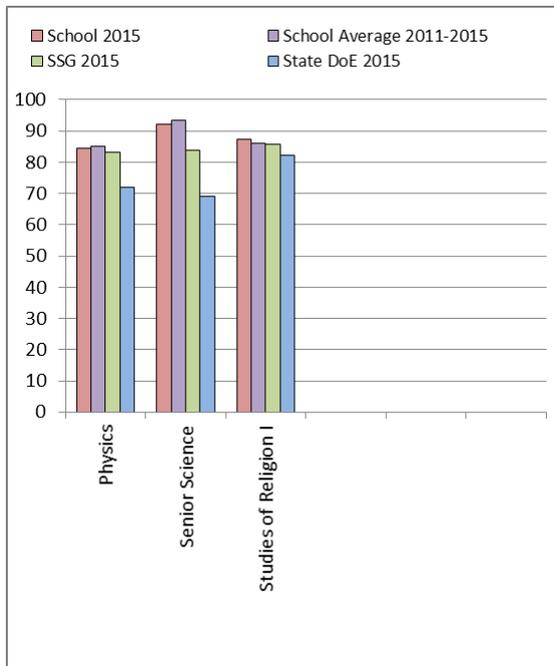
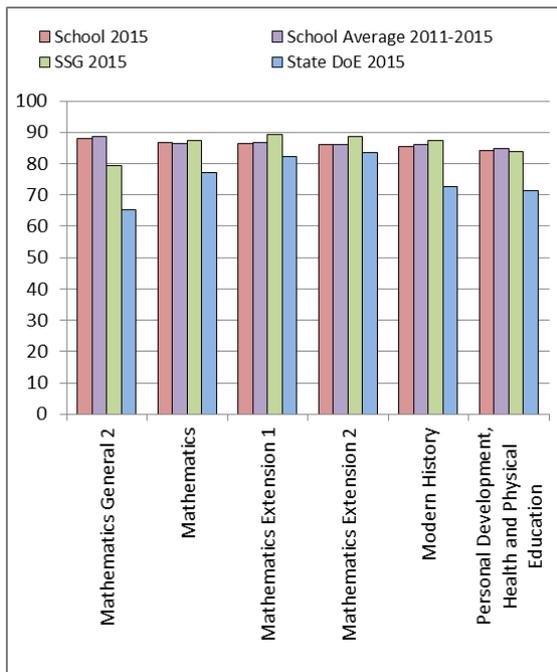
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

## Higher School Certificate (HSC)

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





### HSC Agriculture

Fifty-four students completed their studies in Agriculture in 2015. 94.5% of these students were awarded Band 5 (66.7%) and Band 6 (27.8%).

Six students completed their studies in Primary Industries in 2015. 100% of these students were awarded Band 5 (66.7%) and Band 6 (33.3%).

### HSC English

One hundred and thirty one students completed their studies in Advance English in 2015. 81.7% of these students were awarded Band 5 (63.4%) and Band 6 (18.3%).

Fifty-three students completed their studies in Standard English in 2015. 92.5% of these students were awarded Band 4 (69.8%), Band 5 (20.8%) or Band 6 (1.9%).

Thirteen students completed their studies in English Extension 1 in 2015. 92.3% of these students were awarded Band E3 (53.8%) and Band E4 (38.5%).

Three students completed their studies in English Extension 2 in 2015. 100% of these students were awarded Band E3 (33.3%) and Band E4 (66.7%).

### HSC HSIE

Sixteen students completed their studies in Ancient History in 2015. 56.3% of these students were awarded Band 5 (43.8%) and Band 6 (12.5%).

Thirty-four students completed their studies in Business Studies in 2015. 91.2% of these students were awarded Band 5 (47.1%) and Band 6 (44.1%).

Forty-nine students completed their studies in Economics in 2015. 69.4% of these students were awarded Band 5 (55.1%) and Band 6 (14.3%).

Eighteen students completed their studies in Legal Studies in 2015. 88.9% of these students were awarded Band 5 (55.6%) and Band 6 (33.3%).

Twenty students completed their studies in Modern History in 2015. 80% of these students were awarded Band 5 (40%) and Band 6 (40%).

Seventeen students completed their studies in Studies of Religion 1 in 2015. 88.3% of these students were awarded Band 5 (47.1%) and Band 6 (42.2%).

Three students completed their studies in History Extension in 2015. 33.3% of these students were awarded Band E3.

## HSC LOTE

Three students completed their studies in Japanese Continuers in 2015. 66.7% of these students were awarded Band 5.

One student completed their studies in Japanese Extension in 2015. They were awarded Band E3.

## HSC Mathematics

Thirty-one students completed their studies in General Mathematics in 2015. 87.1% of these students were awarded Band 5 (32.3%) and Band 6 (54.8%).

One hundred and four students completed their studies in Mathematics in 2015. 80.8% of these students were awarded Band 5 (35.6%) and Band 6 (45.2%).

One hundred and nineteen students completed their studies in Mathematics Extension 1 in 2015. 91.6% of these students were awarded Band E3 (37.8%) and Band E4 (53.8%).

Forty-six students completed their studies in Mathematics Extension 2 in 2015. 95.6% of these students were awarded Band E3 (47.8%) and Band E4 (47.8%).

## HSC PDHPE

Twenty-three students completed their studies in PDHPE in 2015. 69.5% of these students were awarded Band 5 (47.8%) and Band 6 (21.7%).

## HSC Science

Seventy-four students completed their studies in Biology in 2015. 71.6% of these students were awarded Band 5 (44.6%) and Band 6 (27%).

One hundred and five students completed their studies in Chemistry in 2015. 75.3% of these students were awarded Band 5 (41%) and Band 6 (34.3%).

Eleven students completed their studies in Earth and environmental Science in 2015. 100% of these students were awarded Band 5 (72.7%) and Band 6 (27.3%).

Seventy-four students completed their studies in Physics in 2015. 72.9% of these students were awarded Band 5 (37.8%) and Band 6 (35.1%).

Twenty-nine students completed their studies in Senior Science in 2015. 96.6% of these students were awarded Band 5 (20.7%) and Band 6 (75.9%).

## HSC TAS

Ten students completed their studies in Engineering Studies in 2015. 60% of these students were awarded Band 5 (30%) and Band 6 (30%).

## HSC CAPA

Eight students completed their studies in Music 1 in 2015. 100% of these students were awarded Band 5 (25%) and Band 6 (75%).

Six students completed their studies in Visual Arts in 2015. 100% of these students were awarded Band 5 (33.3%) and Band 6 (66.7%).

## Parent/caregiver, student, teacher satisfaction (mandatory)

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

### Project Based Learning Review

The review of the school's project based learning initiative, which revolved around the 100<sup>th</sup> Anniversary of the ANZAC campaign, was reviewed firstly by an internal evaluation conducted with parents, students and teachers involved with the project and then through an examination conducted by Department of Education Personal external to the school.

The initial evaluation found that:

- Some parents displayed some concern about the impact of time lost from each Key Learning Area when viewed through the lens of a traditional delivery of the curriculum.
- Most parents understood that the integrated knowledge displayed by students who engaged in this initiative let to them having a deeper understanding of the subject matter.
- The majority of parents felt that the students were engaged by both the subject matter and the mode of delivery and that the initiative allowed their children to display a level of autonomy and creativity not found in other

pedagogical methods of knowledge transmission.

- All parents said that the showcase day for the initiative displayed both the talents of the students and their commitment to the subject matter.
- Staff relayed that the subject matter engaged students and led to higher order thinking via the use of driving questions to underpin pedagogy and learning. Staff felt that the use of these driving questions should be more prevalent throughout the school and across the curriculum.
- The structure of the groups was seen by some staff as disruptive to the settling in of Year 7. It was suggested that individual classes should be allocated certain driving questions and that the tasks should be completed within the set class structures. Other staff disagreed with this evaluation, believing that the self-choice aspect of the task furthered engagement and the cross-class structure led to a more dynamic and confident Year 7 cohort.
- Some staff believed that the student centred nature of the tasks led to an inequity in both student engagement and workload. They believed that leaders emerged who took most of the workload on their shoulders. There was a recommendation made that more emphasis be placed on the communication aspect of groups and that 'group work' be explicitly taught so as to encourage role taking by all students. They also recommended that any future student resource booklet be centred on communication skills.
- Staff also requested further professional learning and the creation of a Project Based Learning Team so that the structures extant in the pilot project could be embedded into practice across the school.
- Students, through the capstone task, told us many things about the initiative. They described the project as:
  - Challenging
  - Frightening
  - Fun
  - Engaging

- Most students highlighted the fact that they wished to do another task like Our ANZACS straight after completion. The main reason for this was that they had learnt a lot about their educational strengths and weaknesses and they wished to do another task so that they could utilize what they had learnt.

The external review of the Project Based Learning initiative was conducted by Robyn Field, Curriculum Advisor, Public Schools NSW.

The Review found:

Benefits for this project have been far reaching:

- it has inspired staff to reflect upon their own teaching style, examine how they could improve learning and engagement for students in Years 8-10 by using similar approaches, and how they could improve assessment tasks to meet 21<sup>st</sup> Century learning needs
- the project has transformed the syllabus in faculty areas. Staff were better able to assist students in both the project and the requirements for their syllabus area because they ensured the learning matched the needs of the students
- students were able to meet syllabus outcomes in a much more natural way.
- some faculty areas, which viewed themselves as having less of a profile in the school, saw themselves as on a more equal footing and that the quality of the work produced by the students and the level of learning achieved was far superior because of the project.

Reflecting on some of the less positive aspects of the project teachers revealed that:

- Timetabling of this project meant that a small, but unequal number of periods were missed for some students in some key learning areas. This was viewed as a negative by those teachers affected however, affected staff adapted their teaching to suit the project without loss of student learning
- Whilst a loss of content hours could have been viewed as a detriment, staff observed that students were more focussed, articulate, confident and outgoing, they were better able to

organise and manage their learning and as a result were able to meet content requirements with adjustments

- Students were immersed in the learning across the curriculum areas of the syllabus but with mapping to content points in all key learning areas it is more than feasible to assume that barely any content hours in any syllabus were lost

Ms Field made the following recommendations:

- That timetabling adjustments be made to ensure minimal affect to each key learning area
- That content mapping in all syllabus areas is undertaken to guarantee compliance with Board of Studies, Teaching and Education Standards in terms of hours of study are met
- That this project and others like it continue. The overwhelming response from students, parents and staff was that this project and others like it should be a key aspect of teaching and learning at Hurlstone Agricultural High School.

The final finding of the review stated:  
“This project, I believe, exceeded expectations. The staff, students and parents at Hurlstone Agricultural High School should be commended for their innovation in teaching and learning. The success of this project needs to be broadcast so that other schools have knowledge of the possibilities for successful student engagement, great teaching, inspired learning and cooperating school communities.”

The full text of both the internal and external reviews into the “Our ANZACS” Project Based Learning initiative were placed on the schools website.

### Uniform Review

Towards the end of 2015 the P and C requested a uniform review be conducted.

This review was promoted primarily due to the desire of some female students, and their parents to allow them to wear pants. This was not a possibility under the extant uniform policy.

Students, parents and staff were all given the opportunity to engage with an online survey tool which posed questions regarding the affordability, durability, practicability and desirability of the school uniform. Given the agricultural focus of the school there was also a section of the survey which dealt with work, health and safety issues associated with the school’s uniform.

The survey was answered by 353 students, 332 parents and 32 staff members.

The review found that:

- There was considerable connection across the entire community to the tradition associated with the Hurlstone Agricultural High School.
- There was concern regarding the WHS implications when it came to appropriate work wear, especially for female students.
- There was a desire for more choice with regards to the uniform, especially for female students.

The recommendations resulting from the review were:

- That the school maintain the current uniform.
- That the school add items to the uniform so as to give students and parents a wider choice. This was particularly needed with regards to pants and shorts options for female students.
- That the school provide safer options with regards to uniform for the work that students perform on the farm.

## Policy requirements

### Aboriginal education

Aboriginal culture and education continued to be a focus in 2015 with our students being recognised both within the school and the wider community for talent and commitment. Five 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.

### **Multicultural Education and Anti-racism**

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.

### **Other school programs**

#### **Agriculture Competitions and Extra-Curricular Events**

Rural Youth students have competed in an increased number of Agricultural Shows and Judging Days this year. They have gained valuable public speaking skills at judging days and showmanship skills at shows and four students have qualified for competition at the 2015 Royal Easter Show. A summary of the best of our achievements are 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 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> in the first two classes, than 4<sup>th</sup> and 5<sup>th</sup> in the third class. This year's team was made up of students from years 7-11. The beef team this year gained a Silver Medal

with the Trade steer which was donated by Marist Brothers and also came 4<sup>th</sup> in his class out of 52 steers on carcass. Two Bronze medals with a Hereford Steer, donated by Geoff Bush with the highest point scoring Hereford Steer on Carcass points. A Limousin Steer donated by Marist Brothers. Overall the team had a fantastic time under the guidance of Mr McAlpin and Mr Houweling.

The Rural Youth team embarked on several shows including Cootamundra Show where once again our students showed great skills and determination. This year we had 4 students selected for the CHS Future Food Challenge where these students 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 area of work include:**

- 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.
- A Dairy Show Experience was held over a full weekend where students from Hurlstone and other schools were invited to attend. The students gained experience in Showing, Parading and Clipping of Dairy cattle. This was well received with students now undertaking most of the show preparation.

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 practise. The enrolments in Rural Youth are up and students have been increasingly exposed to Agricultural industry experts with the aim to developing a wider understanding of the career opportunities Agriculture and Primary industries have to offer. Work continues in a number of areas, including making more farm staff permanent and in the

area of compensating staff for additional work in and out of school hours.

## **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.
4. In 2016 we will start a program for students in year 7 where they will be looking after the poultry, Year 8 pigs and hydroponics and Year 9 will be working on the Dairy.

Developments in each enterprise include:

- **Dairy**
  - Excellent milking quantities and quality reported by Dairy Farmers
  - Dairy Cattle will be shown at IDW in Victoria during the Christmas holidays
  - In 2016 the Dairy will be computerised to improve herd recording and to allow students to access the information digitally
- **Beef**
  - Limousin cattle were successfully bred in 2015 with the school showing steers at Sydney Royal in 2016.
  - Students and farmhands have prepared 6 steers for the 2015 Sydney Royal Easter Show
  -
- **Sheep**
  - Suffolk sheep were successfully bred in 2014
  - Purchase of a Ram from Seriston Suffolk Stud which was the highest on the day
  - Purchase of 8 Ewes from Seriston Suffolk Stud to improve our genetics
- **Poultry**
  - Layers produced eggs that were collected and sold through the

Boarding School kitchen. Students have taken a more active role in this activity in the second half of the year

- Broilers from the Year 11 meat trial were slaughtered and returned to the boarding school kitchen
- There is planned development of the Poultry enterprise including the utilisation of the shed spaces being rationalised
- **Goats**
  - 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.
- **Pigs**
  - Continued work on the new piggery layout and further development is planned in 2016 to increase productivity and the reproductive efficiency
  - Purchase of a new Boar and Gilt to improve our breeding program and increasing our product quality.
  - 2016 Students will be involved in attending Bedgerabong Pig Youth Show.
- **Pastures and paddocks**
  - Work on improving the quality of pastures is ongoing with paddocks now been sown to Rye and Oats.
  - Surplus will be used as silage or hay.
  - During the drier months we have been forced to purchase hay to supplement the pastures this was reduced from previous years with the added bonus of being able to use our own silage.
- **Machinery and Equipment**
  - A new Tractor was leased this year Chase Maxxum 125
  - Haymaking machinery has been serviced
- **Horticulture**
  - The new shade house has been installed and further development including bench purchase is ongoing

- 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.
- 2016 will see the arrival of a new Hydroponic unit from Hydro Master.

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 Competitions and Extra-Curricular Events

#### VISUAL ARTS

Lily Sheng was selected to exhibit in Artexpress.



Lily Sheng, 2015 Detail



*'A Motherhood Statement' was based on my own observations of the 24-hours-a-day demands of the early stages of a nurturing, mother-daughter relationship. I wanted the drawings to encapsulate the all-encompassing rawness and intimacy fuelled by the growing bond between a mother and child, which could be both tentative and emotionally overwhelming. I juxtaposed the drawings with 'statements' on motherhood to subvert traditional expectations and societal dictates of parenting which impose upon mothers a strict regime of rules to follow in*

*order to ensure their children are reared successfully.*

*Lily Sheng*

Kristy Woodlands and Lillian Tong of Year 12 were selected to exhibit their bodies 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. "High Steaks" was a finalist and claimed the "People's Choice Award". The entire school community contributed to Hurlstone taking out the "People's Choice Award" by voting online.





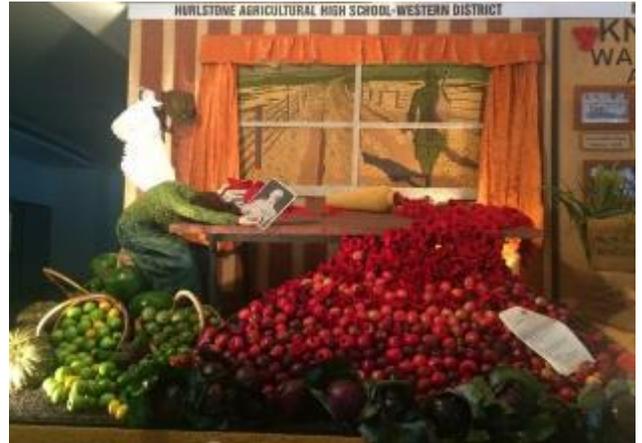
The 2014 Archibull sculpture “Ni Cow” was displayed in the office of the Honourable Niall Blair, Minister for Primary Industries, Land and Water. Representatives from the class who created the work were invited to morning tea with the Minister.

26 Artworks by Hurlstone students were exhibited in the annual Fisher’s Ghost Exhibition at Campbelltown Arts Centre. Many of these students attended the opening night and were delighted to see their works hanging in a gallery space. Angela Lui was awarded the prize for the Secondary Section.



Darrellyn Nguyen and Jahanvi Khatkar were nominated by the school and accepted to attend the National Art School HSC Intensive Studio Practice Course. This is a highly sought after opportunity and places are very limited. Darrellyn completed the painting course and Jahanvi participated in the drawing course. Both students expressed their gratitude for the experience and spoke of the benefits gained from the tutelage of recognised artists and university lecturers. Leanne Nguyen was selected to participate in the National Art School Dobell Drawing Course.

12 Hurlstone Year 10 Visual Arts students created a produce display for the Royal Easter Show. The 3 dimensional display was created using seeds, fruit, vegetables, nuts and wool. In their inaugural display in 2015, Hurlstone Agricultural High School won first place with their tribute to the ANZACs – “Valediction”.



“Hidden” is a public sculpture exhibition held annually at Rookwood Cemetery. The Year 9 Visual Arts students from Hurlstone Agricultural High School were accepted to exhibit an artwork in Hidden at Rookwood Cemetery in 2015. We were the first school to be selected to participate in the exhibition. Visitors to the exhibition voted the Hurlstone artwork the “People’s Choice”.

Year 11 Visual Design students were selected from over 200 entries to exhibit in *Harbour Sculpture* at Woolwich in 2015. This exhibition is a public sculpture exhibition and Hurlstone was the first school to participate in the exhibition. The artwork was sold to the owner of Eden Gardens, a garden centre with a display garden and wedding venue.





The annual Country Fair Art Exhibition was once again highly successful. All students of Visual Arts at Hurlstone were represented in the exhibition. An estimated 650 members of the school and wider communities visited the exhibition.

#### Music report

2015 saw the Music Faculty join the CAPA faculty. All of the creative and performing arts are now united in the school for the first time and it was inspiring to see the artists, musicians and dancers join together for the inaugural Creative and Performing Arts Presentation Night, held in December.

2015 was a year of growth within the Music Faculty. The Pops Orchestra increased its membership to sixty students. Choir increased to a membership of eighteen singers. Interest grew in Music elective classes with more students seeing the value of the performance, listening and composition activities provided.

Music elective classes engaged in performance opportunities including Music Night in June, lunchtime concerts throughout the year, Year 12 Elective Performance evening, Country Fair and Creative and Performing Arts Presentation Night. Students had the opportunity to watch and interact with live performers in an incursion featuring Mellow Diners, a Melbourne based a Capella group.

Two excursion opportunities were presented to the HSC Music class with a trip to the Opera House to see Encore, a concert featuring a selection of the top performers from the 2014 HSC Music 1, 2 and extension courses, and an excursion to Liverpool Girls for an HSC Study Day. Elective music students travelled to Central

to watch staff and students from the Australian Institute of Music present “Fast Forward and Record”, the session underlining the processes involved in the creation and post production of soundtracks. An excursion was organised for forty students from elective music and co-curricular groups to attend the professional production of “Anything Goes” at Sydney Opera House.



*Year 10 Music Elective Lunchtime Concert*



*Music Elective Students at Fast Forward. Elijah Agoo demonstrates part of the process of creating the sound of a punch*



*Music elective and Co-curricular participants at the Opera House to see "Anything Goes"*

As the premiere ensemble, the Pops Orchestra performed at numerous school functions. They provided a moving program for the ANZAC Day commemoration, collaborating with the Choir to present "Abide with Me" and "And the Band Played Waltzing Matilda". They presented items at Music Night, Country Fair, Variety Night and Creative and Performing Arts Presentation Night. In June of 2015, Pops Orchestra and Choir went on tour to Nowra. Over a 36-hour period, they performed a Blues Brothers program to students from Berry Public School, Nowra East Public School and the residents of Anglicare Chesalam Aged Care Home. Students were able to develop their understanding of their world through visits to Nowra Zoo and the Airforce Museum.



*Pops Orchestra and Choir in the Memorial Forest for ANZAC Day commemorations*



*Pops Orchestra, Choir and Archives at Nowra Zoo Performance at Nowra East Public School*

A number of smaller groups have generated from the Pops Orchestra including the string ensemble, brass ensemble, woodwind ensemble and percussion ensemble. These ensembles rehearse diverse repertoire that is arranged to accommodate the standard of players. The chamber ensembles presented repertoire on tour and were well represented at the Chamber Music Concert held in the Dance Studio in November. Another group generating from Pops Orchestra is the Year 8 ensemble. Formed in 2015, this group has developed skills in jazz interpretation and improvisation and will form the basis of the school's stage band.

### **English Competitions and Extra-Curricular Events**

Results in debating for 2015 were as follows:

- Year 12 Debating team were regional finalists in the Premier's Debating Challenge
- In the Premier's Debating Challenge, the Year 11 team were successful to in the inter-zone level, being defeated by HAHS Year 12 team for a place in the regional finals.
- In the Metro Competition, the Year 11 team successfully worked through three rounds, narrowly missing a position in the finals.
- In Year 10 Premier's Debating, the team were zone champions and regional semi-finalists
- The Year 9 team were zone champions
- The Year 8 debating participated with enthusiasm in the inter-zone premier's debating competition.
- The Year 7 debating participated with enthusiasm in the zone competition.
- Year 8 debaters were runners up in the Janene Best Debating Competition

Results in public speaking for 2015 were as follows:

- Rachel Daniel was selected to deliver the annual Anzac Day Address at the DEC ceremony at the Cenotaph in Hyde Park.
- Sausanne Huynh was runner-up in the Phillip Garside Year 9 Speaking Competition

- Rachel Daniel progressed to the zone finals in the SMH Plain Speaking Competition
- Anna Dinh progressed to the Zone final Legacy Junior (Years 9 and 10)
- Ella Colville and Brienne Perera were runners up in the Ambervale High School regional junior speaking competition

Hurlstone entered 2 teams in Regional MUNA winning the peace prize and coming first overall progressing to National MUNA in Canberra. Sadia Qureshi won most outstanding speaker. Students from Years 10 and 11 represented our region with many other students from around Australia at National MUNA in Canberra. Hurlstone represented Iran. The students Sadia Qureshi, Adam Herman, Brienne Perera were outstanding ambassadors.

In the ICAS English Competition, overall there were 19 High distinctions, 160 Distinctions and 330 credits, 100 Merit and 143 participation awards across Year 7-11.

The Premier's Reading Challenge saw 172 students from Year 7 to Year 9 complete the challenge. (Still trying to find exact details, but this is based on 2014). Tiarna Scerri and Vivian Lam of Year 9 were acknowledged for having completed 10 years of the challenge.

The Henry Lawson Writing Competition and the Whitlam: What Matters? Competition 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, Casula Powerhouse, and Parramatta Riverside. Events were also held at school with Bell Shakespeare Actors at Work and performances by poets and writers.

## HSIE Competitions and Extra-Curricular Events

### Mock Trial

The mock trial is a very high profile and prestigious event conducted by the Law Society of NSW. In 2015 the Hurlstone Year 11 team successfully made it through to the elimination rounds. This team 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. A big

thank you must go to Ms Cheng for all her hard work and dedication leading the team.

### Mock Mediation

Mock Mediation is an initiative of The Law Society that is a natural precursor to the Mock Trial Competition in senior years. In 2015 students from Year 10 Commerce Elective represented our school and were successful runners up in the state wide competition. The team progressed through six rounds of the competition before narrowly being defeated in final by Our lady of Mercy College, Parramatta. Through the skills required for mediation students were able to enhance their personal development and call upon their leadership skills and values such as personal integrity & respect for self and others. The majority of this team is now looking to build on these skills in the Mock Trial competition of 2016. A big thank you must go to Mr Cavallaro for all his hard work and dedication leading the team.

### Our ANZACS Project Based Learning task

During 2015 the Year 7 cohort was successful in completing a cross-curricular Project Based Learning task on the experience of the ANZACS in World War I. Hurlstone has a rich tradition that places a very high value on the contribution of Hurlstonians to Australia's war efforts, beginning with the ANZACS in WW1. The centenary of ANZAC was the focus for the cross curricular project that all Year 7 students worked on in Term 1 2015. The projects were completed at end of Term 1 and were part of a special showcase that the school presented to students, staff, parents and members of the community as part of the commemoration of the centenary of ANZAC. A big thank you must go to Mr Gippel for his leadership in this successful whole-school initiative.

### Australian Business Week

In Term 4 2015 the school ran an Australian Business Week for Year 10. This is a nationally awarded enterprise education program and this was the fifth successive year the program has run at Hurlstone. The program was enhanced by the leadership and involvement of industry experts and past student leaders who returned to give valuable input to our year 10 students.

## Europe Study Tour

For 15 days in January 2011 a number of students, staff and parents participated in *the Rome, Pompeii, Herculaneum, the Western Front and Paris* study tour. This senior excursion covered the HSC core study areas in Ancient History, the 'Cities of Vesuvius', and in Modern History, *the Western front 1914-1919*.

We had forensic archaeologist DR Estelle Lazer accompany the group for 4 days in the Bay of Naples region. She amazed us all with her extensive knowledge & her ability to access special areas not open to the public in Pompeii & Herculaneum. In Paestum her knowledge was such that a "Lazer Fan Club" was established! In Rome we had expert guides covering the ancient component of the HSC along with other sites such as the Vatican. Michelangelo's Mona Lisa was able to be seen because of the lack of crowds.

In Belgium we participated in the Last Post service at Menin Gate (see [www.lastpost.be](http://www.lastpost.be)) by laying a wreath on behalf of the school. Small paper poppies made by year 7 and 8 students were given to the tour participants to place on graves visited such as Polygon Wood, Villers-Bretonneux and Bayernwald, the German cemetery. This proved to be an emotional moment for all.

In Paris the Louvre & Les Invalides were popular with the tour group. The local guides were able to answer any questions the students had about Paris.

Overall, it was a successful tour.

## LOTE Competitions and Extra-Curricular Events

In the LOTE faculty we endeavour to promote:

- Cultural Inclusivity: We ensure our students gain insight into other cultures
- Tolerance: We emphasize the importance of embracing difference
- Respect: This is inherent in our dealings with students and we ensure that students also show respect for each other and us

During 2015 the LOTE faculty have had the following achievements:

- Involvement of Japanese Assistant teachers term 3 and 4
- Visit by Enbetsu Agricultural High School (they will be returning this year)
- Visit by Saga High School

- Holiday workshop at the Japanese Language Centre for Year 12
- Extension Workshop at Barker College
- Year 8 Excursion to Japanese restaurants
- Year 9 / 11 Excursion to the Japanese Language Centre
- Year 10 Excursion to city
- Started preparation for 2016 Japan Trip

## Mathematics Competitions and Extra-Curricular Events

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 74 high distinctions, 348 distinctions, and 230 credits.

In the Australian Mathematics competition, there were 2 prize winners Steven Lim and Sinclair Tran, both in Year 9.

The Prudence Award recipient was Andy Le of Year 8.

Hurlstone students achieved 10 High Distinctions, 107 Distinctions and 155 Credits.

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

Out of 350 teams, our Year 7 team achieved a top 25% finish.

The Mathematics Challenge for Young Australians is a take home competition held over three weeks. Twelve students from Years 7 – 10 took part, resulting in High Distinctions to Terry Lim, Rahul Ahluwalia and Kevin Cao in Year 10, as well as Steven Lim and Vrinda Jain in Year 9.

The Enrichment Stage of the challenge was completed over 12 weeks in the second half of the year. Our twelve participants were highlighted by a High Distinction to Steven Lim in Year 9 and Distinctions to Vincent Le and Amber Ahsan in Year 7 and Vrinda Jain in Year 9.

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 21 entries in these competitions altogether, with Steven Lim

achieving a High Distinction. The number of entries in these more demanding competitions was a considerable increase compared to the previous year. The aim of this opportunity is to encourage junior school students to be exposed to high-level mathematics and enable them to maintain a connection with these extra-curricular activities throughout their high school years.

Jonathan Lam (Year 12) and Steven Lim (Year 9) competed in Australian Mathematical Olympiad early in the year. This led to Steven being invited to participate in the Asia-Pacific Mathematics Olympiad.

### **PDHPE and SPORT Competitions and Extra-Curricular Events**

Hurlstone's open girls Ultimate Frisbee team were state champions. Our open boys team were state runners up and our jnr girls team finished 3<sup>rd</sup> in the state.

Mathew Wajzer, Eric Lao, Dennis Tran, Alicia Peachey, Iris Firat and Emma Hannigan were selected in the NSW Ultimate Frisbee team and then went on to be selected in the Australian u18 team. Kimberly Tran, Cathy Tran, Amy Wu and Theresa Pham were also selected in the NSW team.

Alex Quach was named swimmer of the meet at the NSW CHS swimming carnival. At the NSW Allschools swimming carnival Alex won 2 gold and 5 silver medals. He then competed at the Pacific Schools Games in Adelaide where he won 1 gold, 2 silver and 2 bronze medals.

The Hurlstone boys table tennis team finished 3<sup>rd</sup> in the State Championships after winning the regional championships for the 3<sup>rd</sup> year in a row. (Dennis Tran, Clinton Lauv, Hammill Prasawat, Andre Forrester, Matthew Leung).

Alec Nguyen placed 2<sup>nd</sup> in the 200m and 3<sup>rd</sup> in the 100m at the NSW Allschools athletics carnival.

Zoe Hall, Celeste Dao and Wilson Wu were selected in the Sydney South West Regional hockey team.

Benji Hoppit was selected in the Sydney South West Regional cricket team.

Darcy Ryan, Jordan Gregory, Suhaib Khan, Matthew Gregory and Jack Lawrence were selected in the Sydney South West Regional touch team.

### **Science Competitions and Extra-Curricular Events**

- Six students achieved high distinctions or distinctions on Science Olympiad competitions. One student won four medals.
- In ICAS Science, 38 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.
- Big science competition, 6 students achieved high distinctions.

### **VALID**

Over 75% of students achieved level 5 or level 6 in the state-wide public school VALID 8 test sat in November 2015. Level 5 and 6 are indicators of working above stage 4 Science at that point in time.

Over 95% of students achieved level 5 or level 6 in the state-wide public school VALID 10 test sat in 2015. Level 5 and 6 are indicators of working above stage 5 Science at that point in time. No students achieved a result below level 4.

### **TAS Competitions and Extra-Curricular Events**

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. Ms Macqueen and Ms Browne attended the Stitches and Craft show and participated in workshops to gain skills and resources for the introduction of Textiles in the Year 7 and 8 Mandatory Technology course. Ms Macqueen also attended a Professional Development course on html related to pattern & process.

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 digital media and textiles. Year 9 and 10 elective students participated in Food Technology, Multimedia, Information and Software Technology, Electronics 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 Technology students completed their practical food assessment creating a meal of their own choosing. They also completed the cupcake challenge where they designed and created cupcakes based on a theme of their own choice. The aim being 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. Wood classes designed a carry-all. A new unit of work on Textiles Technology was introduced to Years 7 and 8 classes. This unit embraced the PBL ANZAC theme that Year 7 students were involved in. Students were required to create an artist trading card demonstrating their stitching techniques. They then progressed on to successfully design and create a pincushion. Year 7 pincushions were designed in keeping with the theme of ANZAC, which reinforced the Project Based Learning that all Year 7 students participated in during Semester 1. Year 8 students created a pincushion on a theme of their choice. The students enjoyed the opportunity to experience a new technology that had previously not been offered at the school. Year 9 and 10 Multimedia 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 completed a web development unit. Students were assessed on their ability to design and create a functioning website for a travel destination of their own choice. Students created the website using Adobe Dreamweaver and HTML coding. Students also continued to build on their programming skills using the Lego Mindstorms

Robots. The completed a task that required them to navigate through a maze within a set time frame.

Year 9 and 10 Engineering Studies students participated in a range of practical tasks to reinforce theory concepts. These include solar energy projects and renewable energies topics. Lego Mindstorms kits were also used to design and construct wind mills and solar powered vehicles.

Electronics was introduced as a new subject for Year 9 and 10 students. This course complements existing subjects in the TAS KLA and is good preparation for those students who show an aptitude for engineering in the senior school. A range of electronic projects were completed in this course which has been warmly embraced by students. e.g. electronic dice, home alarm, intercom and solar powered vehicle.

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. Students incorporate the use of 3D-printing technology to and produce Three students interesting in programming languages took the opportunity to compete in the UNSW programming competition held on Friday 10th June 2015. This competition challenges students to problem solve and use mathematical skills to solve programming scenarios. The students were Jonathan Lam (Year 12), Jack Lam (Year 11) Steven Lim (Year 9). The students represented the school admirably and were one mark short of achieving a commendable pass.

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.