

# Hurlstone Agricultural High School

## Annual Report



2017



**HURLSTONE**  
AGRICULTURAL HIGH SCHOOL

8121

## Introduction

The Annual Report for 2017 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.

Daryl Currie

Principal

### School contact details

Hurlstone Agricultural High School

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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.

Our primary aim is to produce academically gifted citizens who will have knowledge, creativity and passion for the discipline of agriculture and to encourage them to utilise their skills to positively affect the future of agriculture both within Australia and across the world.

In order to achieve this primary goal, Hurlstone Agricultural High school is committed to:

- Communicating both developments and opportunities within agriculture to our students.
- Developing our students abilities to think creatively both within an agricultural framework and about agricultural issues.
- Embedding agricultural concepts across all key learning areas.
- Engaging students in discussions regarding agricultural concepts and with agricultural employers.
- Ensuring that our students are given opportunities to work collaboratively both within and through agricultural enterprises.
- Exploring the use of technology, with a particular focus on agricultural developments, both contemporary and with future applications.
- Exposing students to careers and pathways within the agricultural sector.
- Pursuing active collaboration with tertiary institutions and Primary Industries

### School context

Hurlstone is the only Government selective, co–educational, agricultural, boarding high school.

Our 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.

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.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools participating in external validation processes:

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Hurlstone Agricultural High School met its obligations within the domains of Learning, Teaching, and Leading, to the following standards:

The school judged itself as **Delivering** in the elements of; Curriculum and Learning, Effective Classroom Practice, Data Skills and Use, Professional Standards, Leadership and Management Practices and Processes.

The school judged itself as **Sustaining and Growing** in the elements of; Learning Culture, Wellbeing, Assessment and Reporting, Collaborative Practice, Learning and Development, School Planning, Implementation and Reporting and School Resources.

The school judged itself as **Excelling** in the element of Student Performance Measures.

Each of these judgements were validated by the external validation panel which visited the school and reviewed both the school judgement and associated supporting documentation.

The SEF and validation process was an invaluable opportunity for Hurlstone Agricultural High School in its endeavours to implement our school plan 2015–2017. The SEF has given Hurlstone Agricultural High School an opportunity to collect evidence to support each strategic direction. It is clear from the evidence collected that we still have opportunities to further the success of our students, staff and community.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## 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 2017 Hurlstone continued to ensure that staff are directed to SENTRAL for wellbeing notifications. Follow-up support for wellbeing notifications and opportunities for professional discussions regarding use of Sentral were reported at senior executive, executive and staff meetings. Targeted use of SENTRAL wellbeing notifications continued to be highlighted at school development days. Discussion regarding swithcing on further modules to Sentral for wellbeing to include parent engagement with the operational parent portal was communicated at P&C and Boarder parent welfare meeting .

Ongoing support in training and the use of REACH boarding software was a focus in 2017, head teacher welfare led and initiated training for SASS staff on using third party software REACH which supports our 24 hour, 7 day week boarding school environment. Boarding school support officers, duty team leaders, head teachers' welfare and senior executive continued to support students and parents with any updates to REACH boarding software, via phone, boarder parent welfare meetings and email contact.

Targeted year group support in wellbeing, included cybersafety, anti-bullying, ELES study skills, ELEVATE, school camps, positive psychology and much more.. The introduction of Learning Curve diaries were rolled out and roll call pastoral care initiatives using the Learning Curve diaries was overseen by our school prefects, roll teachers, year advisers and head teachers welfare. The planned Duty team training day conference was not executed but remains as primary focus for 2017.

A major focus for all wellbeing teams acrosss the school was to centralise document access to ILP's, PLP's, Individual Health Care Plans, attention to Court order documents and risk assessments. All documents are now attached to SENTRAL where they are reviewed, monitored and updated. Flags appear on student rolls to ensure staff read notifications and seek assistance where necessary from each wellbeing team.

Work continued to embed the Wellbeing Framework into positve school culture, this was supported by flexible wellbeing funding, NCCD tied grants and school based welfare funding allocation. Wellbeing initiatives explicitly addressing needs in our boarding school included, support for students in social, psychological, emotional, physical, intellectual and environmental domain .

Wear it Purple Day, Harmony Day and Bullying No Way! continued to be an integral part of celebrating diversity. Staff, students and P&C renewed uniform options, long pants and shorts for our female students are now available in our school run uniform shop, ensuring equity and choice for our students. Peer support, Crossroads and year group and leadership camps integrated strong wellbeing structures in their delivery. Head teacher welfare boys and head teacher PDHPE created a boys to men wellbeing program which continued the introduction in 2016 of an innovative outdoor experience for our year 10 boarder boys.. Senior boarding school students continued to take part in the team building experiences of urban challenge and running their boarder council.

Continued support for our DoE Wellbeing framework was supported by flexible wellbeing funds allocated to Hurlstone. The breakdown of funds include the provision of a counsellor/ youth worker to be employed via an external provider to support boarder access outside of school hours, the employment of drivers to assist students to access outside school activities including external appointments and money to be expended for professional development and learning in evidence based wellbeing programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20 % reduction in the number of students reporting feelings of	• Learning Curve well being diaries purchased for	• Continued reduction in number of students reporting feelings of anxiety and stress

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
anxiety and stress associated with study and a culture of high expectations.	<ul style="list-style-type: none"> <li>students and teachers</li> <li>• Flexible well being funds, expended engaging a variety of support services for students</li> </ul>	<ul style="list-style-type: none"> <li>• Continued reduction in number of students reporting feelings of anxiety and stress</li> </ul>
20% increase in the recording of student wellbeing issues on the Sentral wellbeing system	<ul style="list-style-type: none"> <li>• Ongoing resources in place using third party providers, Sentral and timetable package</li> </ul>	<ul style="list-style-type: none"> <li>• Further support required using Sentral and timetabling package side by side with the transition to new Department provided resources via LMBR</li> </ul>
Extant role statements with clear expectations for staff to follow	<ul style="list-style-type: none"> <li>• Head teacher review of role statements to begin in 2018 so as to align with current reform structures and Department of Education requirements. Deputy Principals attended professional learning days to accommodate role review structures for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing updates of role statement reviews due to policy and procedure compliance within the Department of Education</li> </ul>
Community survey opportunities	<ul style="list-style-type: none"> <li>• Tell them from me Surveys for parents</li> <li>• Transition Day survey</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with our parent community requires further development</li> <li>• Transition Day surveys revealed a high level of engagement and sense of excitement at the time of student and parent entry into Hurlstone Agricultural High School for day students. Further communication is required for our boarding families in line with current procedure and transition to the newsite as announced by the Minister in 2015</li> </ul>
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	<ul style="list-style-type: none"> <li>• Funds expended on Sentral</li> </ul>	<ul style="list-style-type: none"> <li>• Portal opened up for the parents, continuation of expanding opportunities via the portal</li> </ul>
Strengthening and embedding positive reward systems	<ul style="list-style-type: none"> <li>• Teacher release to improve Academic mentor program for Year 12 students</li> <li>• Whole school support reinvigorating Gold award systems</li> <li>• Well being team attended Positive Schools conference</li> </ul>	<ul style="list-style-type: none"> <li>• One on one mentoring program for Year 12 students to support their education goals</li> <li>• Increased gold level certificates being awarded</li> <li>• Well being team reviewed the well being evaluative framework</li> </ul>
20% increase of student, teacher and parent involvement in extra-curricular and co-curricular activities	<ul style="list-style-type: none"> <li>• P&amp;C Country Fair, increase parent, staff, community and student involvement</li> <li>• Co-host Ayrshire Calf Day to increase Agricultural interest at Country Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of people visiting on Country Fair Day</li> <li>• Highly successful initiative which will continue in 2018</li> </ul>

## Next Steps

- Extension of training modules to support our parents in the use of SENTRAL. In 2017, create a parent package or how-to resource. Set up an access point or SENTRAL help desk at parent teacher night to assist parents in

accessing SENTRAL..

- Continued training to support SASS and Boarding School Officers (BSO) in the operation of SENTRAL and REACH.
- Learning and support team operational process flow chart to dovetail with Welfare team.
- MindMatters focus to be the centre of 2018 led by Head teacher welfares' and the formation of a renewed MindMatters action team for implementation across the school.



## 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 2017 Hurlstone realised an increase in the number of staff engaging in a range of professional learning activities that focused on leadership in education and school administration. Linked with the revision and peer assessment of role statements across the executive and senior executive teams, we have enabled growth and development of our faculty, executive and co-curricular teams and a move towards distributed leadership in these areas.

An increase in school community surveys has gathered a variety of data which has been used to inform areas for improvement across our school. A number of faculties have engaged our students and parents in surveys leading to data based decisions and a deeper understanding of our students and our school community.

The introduction of the Student and Parent Portal has been well received by staff, students and parents and has provided accurate and current attendance information, access to academic reports, student notices and timetable information.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% Increase in the involvement of staff in leadership roles across the school	<ul style="list-style-type: none"> <li>Staff attended targeted professional learning activities in line with leadership initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Three staff members were successfully promoted to higher positions within the Department of Education due to their exceptional leadership skills</li> <li>Many staff have stepped up and relieved in leadership roles across the school as the result of expression of interest positions within the school. This has built leadership capacity</li> </ul>
Extant role statements with clear expectations for staff to follow.	<ul style="list-style-type: none"> <li>Head teacher review of role statements to begin in 2018 so as to align with current reform structures and Department of Education requirements. Deputy Principals attended professional learning days to accommodate role review structures for the future</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing updates of role statement reviews due to policy and procedure compliance within the Department of Education</li> </ul>
Parent survey via tools	<ul style="list-style-type: none"> <li>No parent survey was undertaken in relationship to building leadership capacity in 2017, this is to be a focus of our new school plan 2018–2020</li> </ul>	<ul style="list-style-type: none"> <li>Parents to be surveyed in 2018 in relation to leadership opportunities for their children</li> </ul>
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships	<ul style="list-style-type: none"> <li>Funds expended on Sentral</li> </ul>	<ul style="list-style-type: none"> <li>Student and parent portal opened up for communication opportunities</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
in our community		• Student and parent portal opened up for communication opportunities

## Next Steps

In 2017 we aim to:

- develop role statements for co-curricular activities within our school as part of a wider communications policy.
- Continue to provide opportunities for staff and students to develop their leadership skills in curriculum and co-curricular areas
- Develop clear lines of communication and reporting within the school and review organisational structures to enhance and simplify improved communications between students, staff and our community.
- Develop and implement leadership courses for aspiring leaders at classroom and head teacher level to strengthen and consolidate our school in regards to gifted and talented education.
- Review the information published in the Student and Parent portal and wether we can utilise further options within the portal for staff, students and parents and develop support material to assist parents in using the system successfully.



## 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

In 2017 Hurlstone experienced a significant reduction in cases of anxiety and stress associated with study and academic performance. The strategies implemented across the school community had delivered positive outcomes.

The school continued to develop staff capabilities to enable the successful roll-out of Sentral reports to all year groups. Further to this, students were introduced to the trained report reflection tool and for the first time parents were able to access their child's report on the Sentral Student and Parent Portal. The Portal was also able to successfully deliver a range of tools including online timetables, attendance and the ability for parents to interactively book in for the Parent/Teacher evening.

Teachers continued to attend professional learning with a focus on Gifted and Talented (GAT) education, authentic assessment tasks and cross-curricular strategies. They were able to successfully embed these strategies into teaching programs for the long term. As part of this focus, the Western Sydney University link initiated in 2015 was further developed with the creation of components by WSU for a STEM program involving competition in a solar energy car competition.

The creation of a Cross-curricular Assessment Team was formed and strategies to deliver clear and consistent assessment tasks and guidelines were explored, delivered and embedded across all KLA.

The Mathematics and English faculties used off-level testing to assess student capabilities. The data produced was used in a variety of ways to accelerate and support student learning to deliver positive learning outcomes via differentiated teaching strategies.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20% reduction in the number of students reporting feelings of anxiety and stress associated with study and high expectations	<ul style="list-style-type: none"><li>• Elevate study skills and study skills workshops 7–12</li><li>• Academic Advisor Program Year 12</li><li>• Step up to Senior School Program Year 10</li><li>• Transition Day Year 7</li><li>• Subject selection</li></ul>	<ul style="list-style-type: none"><li>• Progress this year was substantial in relation to all programs run to assist in academic support and well being of students</li></ul>
Extant role statements with clear expectations for staff to follow.	<ul style="list-style-type: none"><li>• Head teacher review of role statements to begin in 2018 so as to align with current reform structures and Department of Education requirements. Deputy Principals attended professional learning days to accommodate role review structures for the future</li></ul>	<ul style="list-style-type: none"><li>• Ongoing updates of role statement reviews due to policy and procedure compliance within the Department of Education</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student utilisation of self-reflection tool embedded in our reporting process	<ul style="list-style-type: none"> <li>• Sental and reporting package</li> <li>• Well being team</li> <li>• Year assemblies for dissemination of reports under well being team and year advisors</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection tool continues to support students in achieving their personal best and guides student focus on teacher feedback for self improvement</li> </ul>
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	<ul style="list-style-type: none"> <li>• Funds expended on Sentral and reporting package</li> </ul>	<ul style="list-style-type: none"> <li>• Student and parent portal opened up for communication opportunities</li> </ul>
Explicit embedding of off level testing	<ul style="list-style-type: none"> <li>• This was not achieved in 2017 and will be the focus of GAT in our school plan 2018–2020</li> <li>• Staff training in a Literature review of Gifted and Talented Policy</li> <li>• Staff attended the World Gifted and Talented Conference</li> </ul>	Off level testing will be a focus of GAT initiatives in our 2018–2020 plan
Parent survey via survey tool opportunities reported via school website	<ul style="list-style-type: none"> <li>• Tell them from me surveys for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Tell them from me parent survey results revealed that our school has further work to do in communication</li> </ul>

## Next Steps

In 2017 we aim to support following:

- Development of software to deliver the Assessment toolkit
- Continue to provide professional learning opportunities for staff to develop and embed strategies in GAT and authentic assessment practice
- Continue to develop the Student and Parent Portal to deliver more options and the creation of materials to assist parents to use the system effectively
- Explore the use of HAHS Twitter and Facebook accounts to celebrate student success in conjunction with the use of the Student and Parent Portal
- Explore the use of off-level data to create classes focusing on curriculum compaction and acceleration



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1,274.00	Students benefited from individual tutoring for specific academic needs. These were coordinated by an Aboriginal Education Coordinator, who was a member of the HAHS staff.
<b>English language proficiency</b>	\$215.97	Students with targeted needs benefited from this funding via targeted strategies employed both in the classroom and in the preparation and presentation of assessment tasks. Funds were also utilised to compile, assess and action data concerning student attainment of proficiency in English
<b>Low level adjustment for disability</b>	\$15,486.84	Students with targeted needs benefited 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.
<b>Socio-economic background</b>	\$26,165.40	Students benefited 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
<b>Support for beginning teachers</b>	\$73,446.61	<p>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.</p> <p>Funds were also expended on beginning teachers conference</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	502	508	506	511
Girls	474	464	436	439

In 2017 Hurlstone Agricultural High School had 150 students per year in Years 7 to 10, 180 students in Year 11 and 170 students in Year 12.

80% of students were from a non-English speaking background.

The largest cultural group at the school were students from Vietnamese speaking background who accounted for 24% of students.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	97.5	96.8	97.6	97
8	97.2	95.9	96.4	96.1
9	96.3	95.5	96.4	95.2
10	95.7	95.2	96	95.3
11	97	96	96.7	95.5
12	96.2	95.1	96.6	95.5
All Years	96.6	95.7	96.6	95.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

The management of attendance at Hurlstone Agricultural High School falls under the remit of the Head Teacher Administration.

Student attendance is closely monitored via electronic roll marking.

If any pattern of non attendance is discovered then the Head Teacher Administration initiates internal procedures which involve:

- Parental contact.
- Well being support.
- Educational Support.

The school utilises a range of support personnel at the school to allay the effects of non attendance including:

- Year Advisers
- The Counsellor
- The Careers Adviser
- Deputy Principals
- Head Teachers

If internal measures do not alleviate any attendance issues then the school utilises external supports such as:

- Home School Liaison Officers
- Departmental Support staff
- Mental Health Services
- Community Support Services
- Police Liaison Officers

### 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	99
Other	0	0	0
Unknown	0	0	1

In 2017 100% of Hurlstone Agricultural High School students attained the qualification of the Higher School Certificate.

### Year 12 students undertaking vocational or trade training

In 2017 three Year 12 students engaged in vocational training. One of these students engaged in the Primary Industries course achieving a Certificate II in Agriculture and two students completed a Human Services course achieving a Statement of Attainment towards Certificate III in Health Services Assistance.

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

In 2017 100% of Hurlstone Agricultural High School Year 12 students attained the qualification of the Higher School Certificate. A small number of students completed Higher School Certificate examinations as pathways and/or accelerated students obtaining a Record of Achievement. These students will complete their Higher School Certificate in 2018.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	48.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	13.77
Other Positions	1

\*Full Time Equivalent

There was one indigenous staff member working at Hurlstone Agricultural High School in 2017.

### Teacher qualifications

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

In 2017, 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 DoE and

external providers.

Activities centered on Project Based learning, Gifted and Talented education, agricultural education, assessment practice, quality teaching practices, general technology, welfare, compliance training, financial training, emergency health care and CP and the national curriculum.

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

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	3,605,851
Appropriation	3,130,394
Sale of Goods and Services	291,613
Grants and Contributions	183,695
Gain and Loss	0
Other Revenue	0
Investment Income	149
<b>Expenses</b>	-655,573
Recurrent Expenses	-655,573
Employee Related	-174,575
Operating Expenses	-480,998
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	2,950,278
<b>Balance Carried Forward</b>	2,950,278

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	8,445,075
Base Per Capita	143,962
Base Location	0
Other Base	8,301,113
<b>Equity Total</b>	126,914
Equity Aboriginal	2,548
Equity Socio economic	52,331
Equity Language	432
Equity Disability	71,603
<b>Targeted Total</b>	0
<b>Other Total</b>	627,588
<b>Grand Total</b>	9,199,577

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

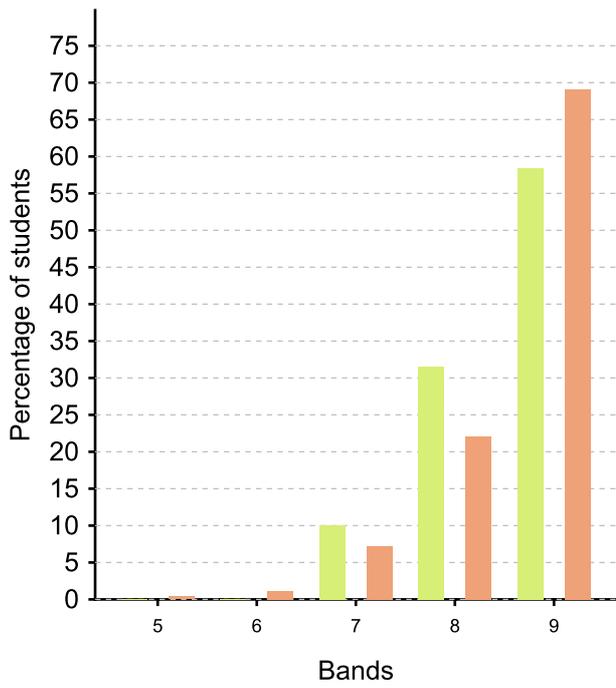
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

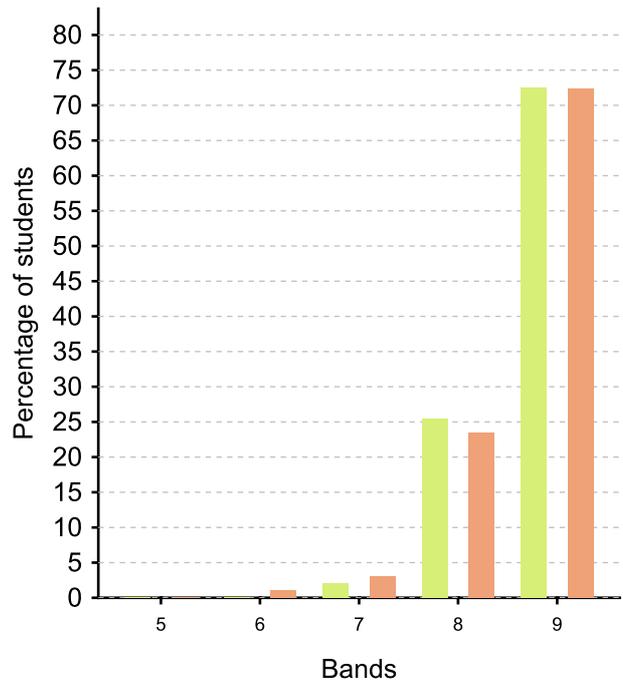
### NAPLAN

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.

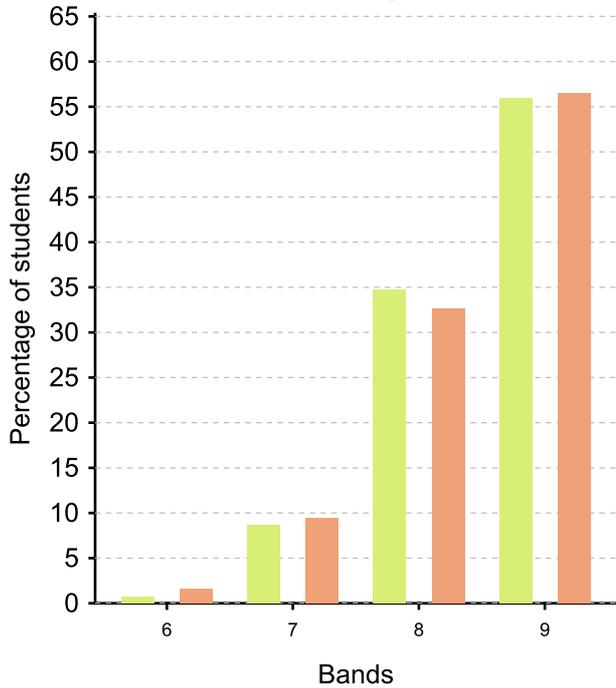
**Percentage in bands:**  
Year 7 Grammar & Punctuation



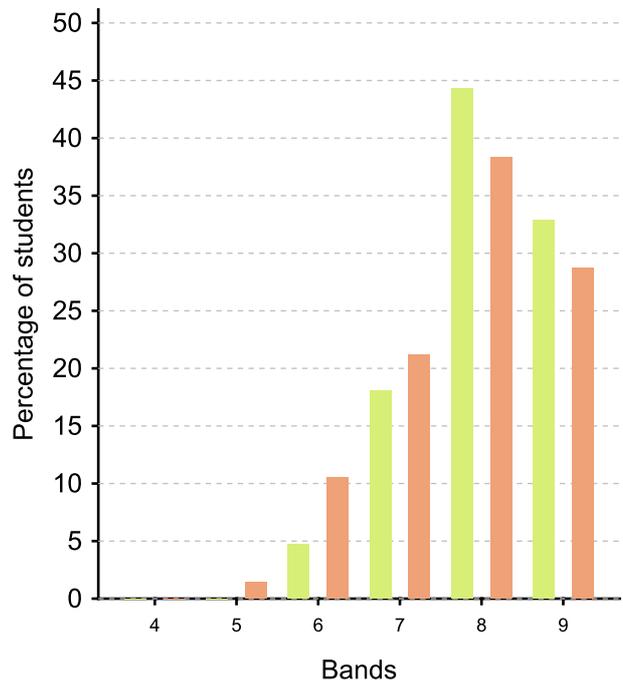
**Percentage in bands:**  
Year 7 Spelling



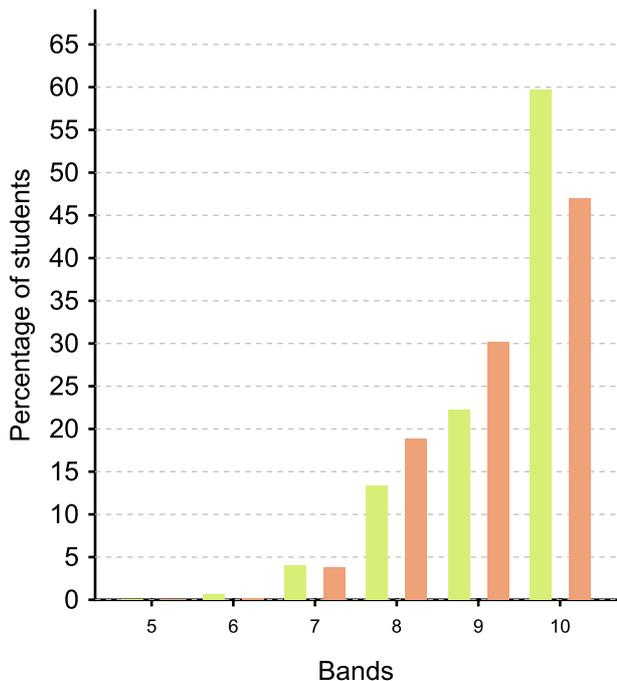
**Percentage in bands:**  
Year 7 Reading



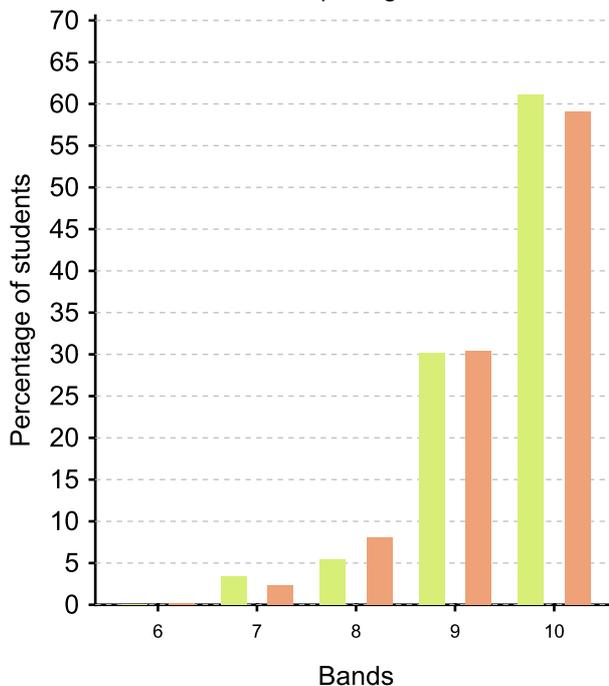
**Percentage in bands:**  
Year 7 Writing



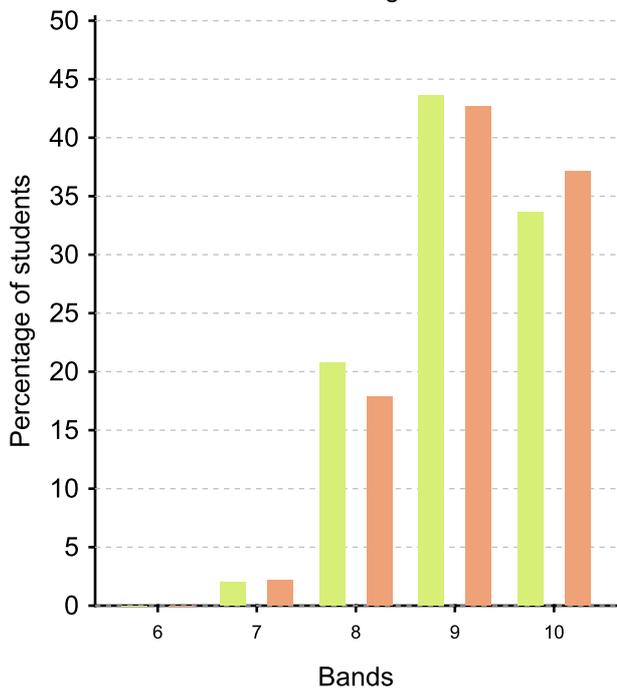
**Percentage in bands:**  
Year 9 Grammar & Punctuation



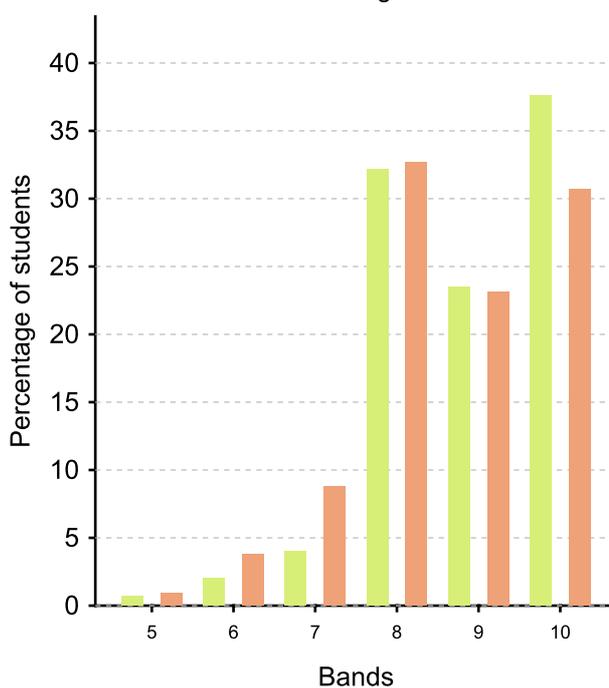
**Percentage in bands:**  
Year 9 Spelling



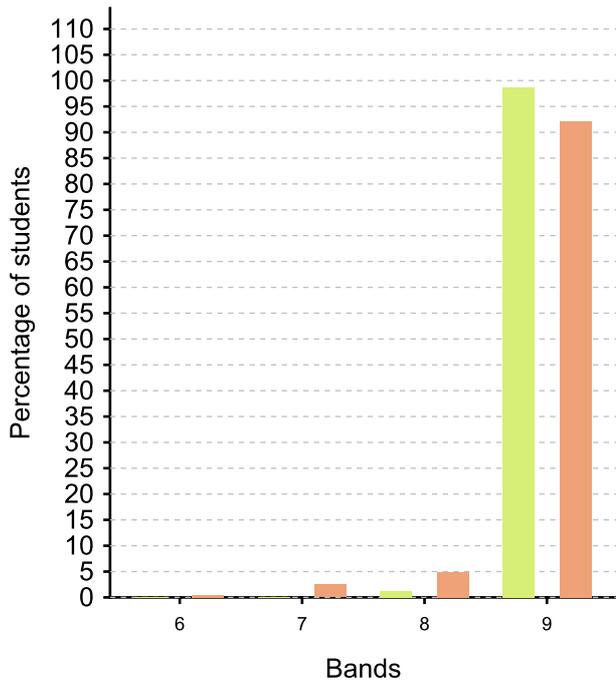
**Percentage in bands:**  
Year 9 Reading



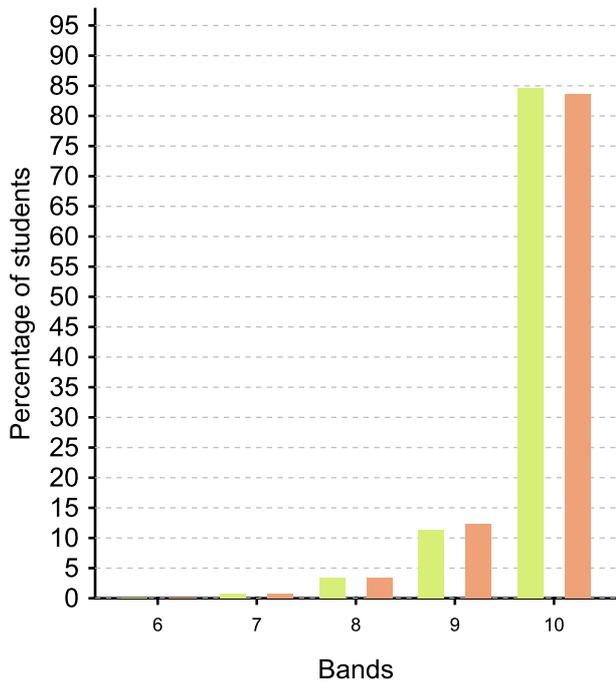
**Percentage in bands:**  
Year 9 Writing



**Percentage in bands:**  
Year 7 Numeracy

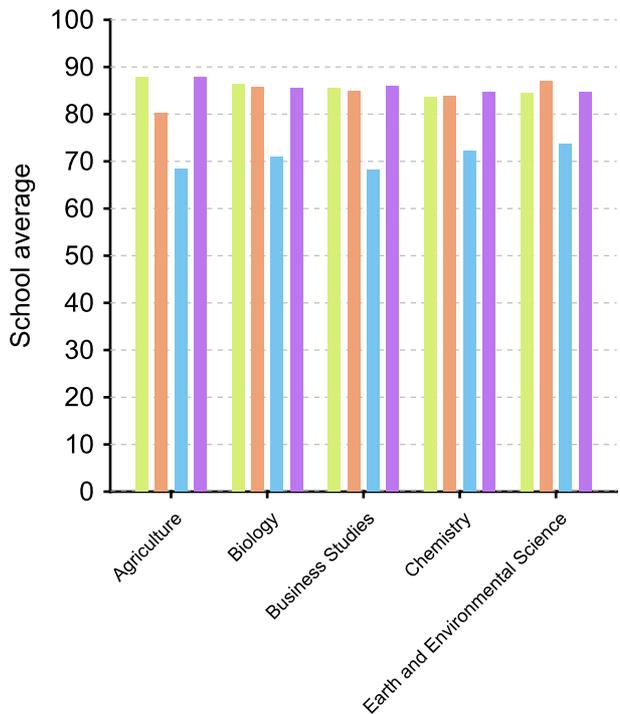


**Percentage in bands:**  
Year 9 Numeracy

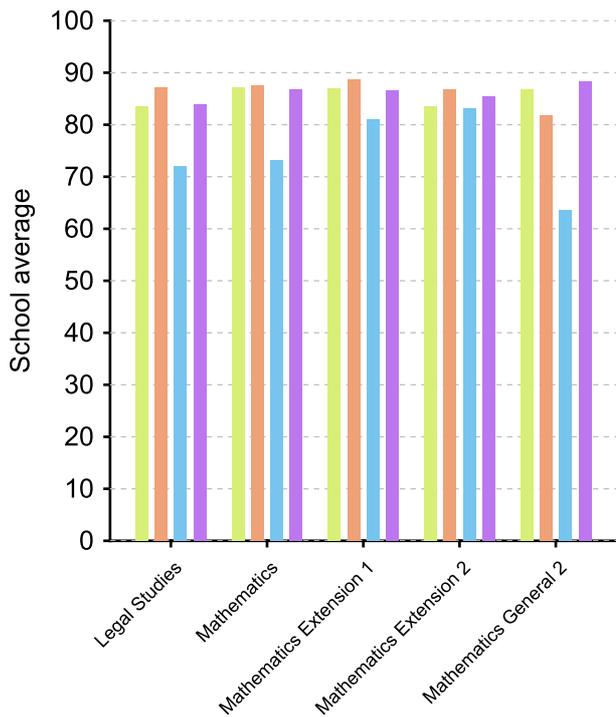
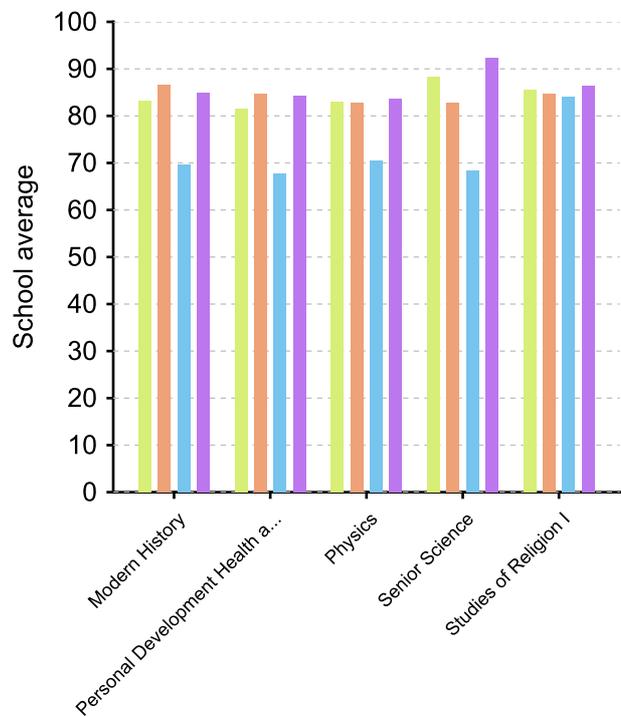
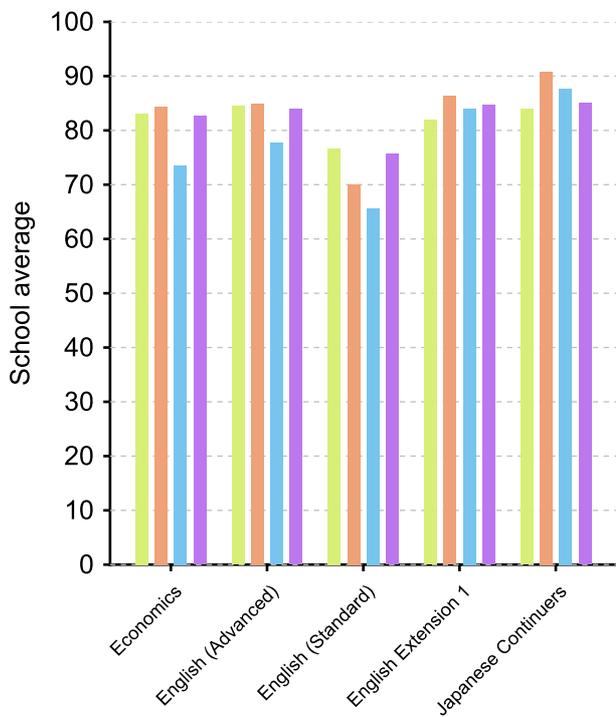


**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..



## Parent/caregiver, student, teacher satisfaction

### Tell Them From Me

The TTFM Student Survey is designed to provide you with insight to guide your school planning and help you to identify school improvement initiatives. The One-Click Report highlights your results on survey measures that are based on the most recent research on school and classroom effectiveness.

This report provides results based on data from 609 students in this school who completed the survey between 13 Mar 2018 and 12 Apr 2018. The number of students by year level is shown below;

- Year 7– 160
- Year 8– 109
- Year 9– 103
- Year 10– 119
- Year 11– 67
- Year 12– 51

### Social emotional outcomes

#### Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.

- 51% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 48%.
- 48% of the girls and 54% of the boys in this school had a high rate of Participation in Sports.

The NSW Govt norm for girls is 45% and for boys is 52%.

### **Student participation in extracurricular activities**

- Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

- 52% of students in this school had a high rate of Participation in Extracurricular activities; the NSW Govt norm for these years is 24%.

- 62% of the girls and 43% of the boys in this school had a high rate of Participation in Extracurricular activities.

The NSW Govt norm for girls is 24% and for boys is 22%.

### **Students with a positive sense of belonging**

Students feel accepted and valued by their peers and by others at their school.

- 76% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 66%.

- 76% of the girls and 81% of the boys in this school had a high sense of belonging.

The NSW Govt norm for girls is 62% and for boys is 69%.

### **Students with positive relationships**

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 83% of students had positive relationships; the NSW Govt norm for these years is 78%.

- 85% of the girls and 82% of the boys in this school had positive relationships.

The NSW Govt norm for girls is 80% and for boys is 77%.

### **Students that value schooling outcomes**

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 75% of students in this school valued School Outcomes; the NSW Govt norm for these years is 72%.

- 75% of the girls and 78% of the boys in this school valued School Outcomes.

The NSW Govt norm for girls is 72% and for boys is 73%.

### **Students that regularly truant**

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

- In this school, the Student Truancy Rate was 3%; the NSW Govt norm for these years is 10%

- In this school, the Truancy Rate for girls was 3% and for boys, 3%.

The NSW Govt norm for girls is 9% and for boys is 10%.

### **Students with positive homework behaviours**

Students do homework for their classes with a positive attitude and in a timely manner.

- In this school, 76% of students had positive homework behaviours; the NSW Govt norm for these years is 54%.

- 79% of the girls and 75% of the boys in this school had positive homework behaviours.

The NSW Govt norm for girls is 57% and for boys is 50%.

### **Students with positive behaviour at school**

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 98% of students had positive behaviour; the NSW Govt norm for these years is 87%.

- 100% of the girls and 97% of the boys in this school with positive student behaviour at school.

### **Intellectual engagement composite**

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

- 58% of students in this school are intellectually engaged.

- 56% of the girls and 62% of the boys in this school were intellectually engaged.

The NSW Govt norm for girls is 43% and for boys is 48%.

### **Students who are interested and motivated**

Students are interested and motivated in their learning.

- 31% of students in this school were interested and motivated; the NSW Govt norm for these years is 28%.

- 32% of the girls and 32% of the boys in this school were interested and motivated.

The NSW Govt norm for girls is 26% and for boys is 29%.

### **Effort**

Students try hard to succeed in their learning.

- 70% of students in this school tried hard to succeed; the NSW Govt norm for these years is 66%.

- 67% of the girls and 73% of the boys in this school tried hard to succeed.

The NSW Govt norm for girls is 67% and for boys is 65%.

### **Skills (grades)–challenge**

Students feel challenged in their English, Maths and Science classes and feel confident of their skills in these subjects.

- 57 %of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 42%.
- 20% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 11%.
- 18% of students were not confident of their skills and found English, Maths or Science challenging.
- 5% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

### **Transition of Hurlstone Agricultural High School from Glenfield to Hawkesbury Campus of Western Sydney University**

In November of 2015 it was announced by the Minister for Education, The Honourable Adrian Piccoli, that the agricultural and boarding operations situated at Glenfield would be moved to the Hawkesbury campus of Western Sydney University under the name Hurlstone Agricultural High School and that a selective school, under a new name, would be situated on approximately 7 hectares at the extant Glenfield site. It was also announced that the Glenfield site would be the recipient of a building project that would improve educational facilities.

As part of the of these processes of transfer and renewal 2016 saw staff, students, parents and the wider community being canvassed about many aspects of Hurlstone Agricultural High School, including:

- The significant aspects of the history of Hurlstone Agricultural High School
- The future name of the school on the Glenfield site
- The educational requirements of the school which will remain on the Glenfield site

Update on Transition of Hurlstone Agricultural High School at Glenfield

November 18, 2015 – Minister for Education, the Hon. Adrian Piccoli, announced that Hurlstone Agricultural High School will move to Hawkesbury campus of WSU.

This announcement included:

- Boarding operations

- Agricultural enterprises

It was decided that the school which remains at Glenfield will:

- Remain fully selective.
- Be expanded to 1080 positions (180 students per year)
- Have a new block built.
- Will be given a new name.

During 2016 – 2017 the Department of Education:

- Created a Project Reference Group which began designing the new block for Glenfield, which it was decided would focus on Science, Technology, Art and Maths (STEAM).
- Engaged a company called Straight Talk to canvass the community with regards to the renaming of the school.

In 2017:

Announcement of the Minister for Education, the Honourable Robert Stokes, regarding his endorsement for the future name of the school for the Glenfield site.

Roy Watts High School

Further information about these projects and community consultation can be found at:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/innovative-education-successful-students/new-schools/glenfield-educational-precinct/hurlstone-agricultural-hs>

Year 7– 160

51% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 48%.

48% of the girls and 54% of the boys in this school had a high rate of Participation in Sports.

57 %of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 42%.

20% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 11%.

- 18% of students were not confident of their skills and found English, Maths or Science challenging.

5% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

The significant aspects of the history of Hurlstone Agricultural High School

The future name of the school on the Glenfield site

The educational requirements of the school which will remain on the Glenfield site



- 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.

## Policy requirements

### Aboriginal education

Aboriginal culture and education continued to be a focus in 2017 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 advisers and the indigenous student contact officer to ensure that they achieved the most from their education, and had their personal learning profiles regularly updated.

Faculties continue to promote indigenous 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 and anti-racism education

The DoE 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

## Other school programs

### WELLBEING

During 2017 welfare programs were delivered by outside agencies, such as Elevate and Brainstorm productions, our 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 Peer Support. 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 develop skills surrounding resilience. 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 9 students attended a Leadership training day where the previous years' Peer Support 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's student body also continues to support national and international programs such as Jeans for Genes Day, Women's International Day, Canteen, World Vision and World's 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. The prefect body continued to lead the school in Spirit Week. This was an opportunity for the school to undertake some fun activities and show their support for the school. The prefects continued to lead the school in celebrating cultural festivals including Easter and Christmas.

In supporting our students academically, our students have access to an electronic study skills handbook which has been used at school, by year 7 and at home. Each student is provided with a school planner which contains activities supporting the ongoing development at social and academic level. The planner also provides opportunities to reflect on their learning. Students have undertaken welfare workshops on study skills and stress management. Year 10 students were involved in a transition program in term 4 Step Up to Senior School where they participated in workshops on study skills, senior English expectations, Positive Psychology, practical workshops and a panel discussion with current senior students.

Acknowledging student achievement 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. 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 online. An important focus in 2017 was staff training about the Wellbeing Framework and the assessment of our welfare program.

### MATHEMATICS

Hurlstone students participated in a number of external mathematics competitions in 2017.

In the University of New South Wales International Competitions and Assessments for Schools

(UNSW ICAS), Hurlstone students achieved 62 high distinctions, 299 distinctions, and 250 credits.

Steven Lim and Steven Ngo of year 11, and Sam Huynh of year 12 were awarded Medallions in recognition of achieving fullmarks.

In the Australian Mathematics Competition, Steven Lim, in Year 11, was a prize winner.

Hurlstone students achieved 13 High Distinctions, 130 Distinctions and 151 Credits.

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

Out of 350 teams, our Year 8 team finished in 44th place and the Year 7 team came 51st.

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

The Enrichment Stage of the challenge was completed over 12 weeks in the second half of the year. Our four participants gained two High Distinctions.

The school was also involved in a demanding 4-hour test. The UNSW Annual Mathematics Competition is undertaken by very few students around the country. Hurlstone had 18 entries in this competition, ranging from year 7 to 12.

Our best result was a Distinction and \$50 prize to Terry Lim of year 12.

A highlight of the year was Steven Lim's participation by invitation in the Australian Mathematics Olympiad

in February and the Australian Mathematics Olympiad Committee's (AMOC) Senior contest in Mathematics in August. Both competitions are run by the Australian Mathematics Trust.

Steven has followed his successful 2017 up with further success in early 2018.

#### **For the Year 10 RoSA:**

63% of students in Mathematics were awarded a Grade A or B (with 38% of students receiving A10 and 25% an A9).

#### **For the Year 11 Preliminary HSC RoSA:**

93% of students in Mathematics General were awarded a grade A or B, with 64% of students achieving an A.

74% of students in Mathematics were awarded a grade A or B, with 53% of students achieving an A.

68% of students in Mathematics Extension 1 were awarded a grade A or B, with 39% of students achieving an A.

#### **For the 2017 HSC:**

88% of candidates in General Mathematics achieved Bands 5 and 6, with 38% of candidates achieving a Band 6.

86% of candidates in Mathematics achieved Bands 5 and 6, with 47% of candidates achieving a Band 6.

92% of candidates in Mathematics Extension 1 achieved Bands E3 and E4, with 57% of candidates achieving a Band E4.

90% of candidates in Mathematics Extension 2 achieved Bands E3 and E4, with 33% of candidates achieving a Band E4.

#### **Performance in NAPLAN 2017:**

In year 7, 98.7% of candidates achieved a band 9. The remaining 1.3% achieved a band 8.

In year 9, 99.4% of candidates achieved a band 8 or better, qualifying them for the HSC. 84.6% achieved a band 10; 11.4% a band 9; 3.4% a band 8; and 0.7% a band 7.

### **TEACHING AND LEARNING**

#### **Professional Learning and teacher accreditation.**

In 2017, professional learning within the school was coordinated and planned by the Senior Executive, in consultation with the Head Teacher Teaching and Learning. The professional development centred on school development days and four twilight sessions throughout the year. Staff were also developed in Community of Practice sessions held each fortnight after school.

The activities included simulated NAPLAN marking, embedding writing across KLA's, Teachmeet (presentations and attendance by a number of schools), syllabus implementation, assessment and reporting as well as developing work for priorities for the school plan in 2018.

All staff were engaged in some professional development activities throughout the year.

A conference was developed for our early career teachers, designed to meet their professional development and accreditation process needs. The conference theme was 'Reflecting and Projecting'. All provided feedback that the retreat was useful and worthwhile and many have moved forward in applying for relieving positions within the school.

Some of our twilight sessions were attended by members of our parent community and all expressed positive feedback for the invitation and the content of their sessions.

The Science, English, Mathematics and HSE faculties used some professional development resources for their preparation for the delivery of New Preliminary Courses which begin in 2018.

Staff indicated that the PD activities undertaken at school catered to their needs as educators and there was a request for more PD focused staff meetings. In 2018 staff meetings with PD topics will be scheduled on the SENTRAL calendar.

All staff with accreditation dates and maintenance dates for 2017, successfully completed their cycles. All pre 2004 teaching staff will join maintenance cycles in 2018 as they become accredited as proficient. Staff have begun professional development in these processes. There was greater interest expressed by staff to learn about higher accreditation options.

#### **Learning and Support.**

Support in student learning continued in 2017, with ten students working from ILP's and four students from PLP's, throughout the year. All learning plans were developed in collaboration with students, parents and other support agencies and were reviewed throughout the year. There was an increase of 10% of students entered into the NCCD collection. There was an increase in the number of students who utilised for Disability Provisions in the HSC, with more students requiring support in school based tasks across all years.

Support in the classroom was provided by our SLSO, LST and HT T&L. Sixty four students required support in the classroom or outside of class time in 2017. Students also received academic support in our boarding school by boarding staff, tutors employed for prep support and with the assistance of pre-service teachers from UWS who volunteered for one on one support, over several hours each day for several weeks during assessment periods. An additional SLSO was employed one day a week to concentrate on supporting

boarding students in English.

All but thirteen Year 9 students met minimum standards for the HSC in writing, reading and mathematics. The use of SENTRAL was employed to place flags on student profiles to alert staff to those who may need support in specific areas for students in years 7, 8 and 9 by analysis of NAPLAN, Valid and ICAS data.

Students from Year 9 were targeted for additional support and self-paced learning platforms were assessed for use by students in this group. Additional resources were purchased and provided for use by students in the library.

## AGRICULTURE AND RURAL YOUTH

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 prepare dairy, beef cattle sheep, pigs and poultry for showing.
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:**

### Dairy

The computerised dairy continues as a useful tool in that we can download information and bring it back to the classroom. HSC students are able to interpret this data and make an informed decision in the production of their farm product – Dairy.

Year 9 students are involved in milking at the dairy, for a week. This is a compulsory activity and the mark goes towards their practical component of the course. Boarders and day students were given shifts throughout the year.

We hosted the Ayrshire NSW branch calf day, which was a huge success for all concerned. With Sylvia Nanziri receiving first place in the best dressed calf competition.

Students every year compete in the Semex Challenge where the students have to work as a team in preparing a cow for show, parading a team of four heifers and judging a team of four heifers. This year with a first time team Hurlstone Dairy Show team won this event. The students felt very proud wearing their Semex vests.

### Beef

Limousin cattle were successfully bred in 2015. With 2017, Royal Show being the main catalyst so that we can actually show our own bred steers.

Students and farm hands have been preparing 12 steers for the Sydney Royal Easter Show in 2017. The results this year were fantastic with Grand champion

Middle weight steer, which also won the gold medal for carcass, with two Silvers and two Bronze medals as well. Third in Tradesteers. Cassie Bush and the Farm Manager Mr Jeff Doolan received the award.

### Sheep

The decision to improve our genetics was a great decision. August drop ram Reserve Champion Ram in the in school interbred at Sydney Royal, then took out the Timor trophy in the Suffolk breed. This was the first time HAHS had shown sheep and it was a great result.

The team consisted of Lilian Kopchewa, Kira Wilson, Cassie Dransfield, Sylvia Nanziri and Luca Squires.

### Poultry

Layers produced eggs that were collected and sold through the Accounts office. Students have taken a more active role in this activity as it has become part of year 7 to collect, count and deliver the eggs to the front office. Broilers from the Year 11 meat trial were slaughtered and returned to the boarding school kitchen and sold to teachers and the school community. The school entered in the *Steggles Sydney Royal School Meat Bird Pairs Competition*, which engages the students in the poultry industry with a chicken growth and production trial. This competition provided students an insight into the Commercial Chicken Meat Industry. Hurlstone was supplied with twelve-day-old chicks and students had to prepare them for exhibition at the 2017 Sydney Royal Easter Show.

Hurlstone entered The School (Commercial) Egg laying Competition; the RAS initially provides young crossbred Hy-Line Brown pullets in October 2016 for the school to develop into laying hens by Showtime in March 2017. The students had to provide the following:

**Project work:** This is a written summary of all aspects of care and animal husbandry made by School Exhibitor to ensure best laying pullets and applies to both competitions.

**Egg laying component:** The quality of the eggs laid by the three pullets (during the 10 days of Competition) are judged.

The poultry team did quite well in the egg laying component receiving second place out of 90 schools. This was a great result.

### Pigs

Year 8 Students were involved in feeding the pigs during the year. All classes were allocated a time to do this. We had a very successful time at Sydney Royal with Grand champion Boar. This year the Australian Pork Industry trialled a new competition which, provided students with an insight into the Commercial Pork Industry through participation in a growth and production trial. Students had to participate in the Australian Pork APIQ pig program and prepare pigs for exhibition at the 2017 Sydney Royal Easter Show. The Competition is judged by experts from the pig industry

and consists of three (3) components:

1. HAHS won first place with Best individual pig on the hoof, first with a pen of three, first with a pen of three on the hoof and most successful school.
2. This was the first year that the students also showed pigs in the commercial section of the show with HAHS achieving Grand Champion Boar, Grand Champion Group A Boar and first without sows.
3. 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. They have also been involved in a work experience program with Year 7, 8 and 9 students spending time with farm assistants on the farm, assisting 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.

### **Progress towards School Plan Priorities**

Staff are continuing to undertake professional development with the junior programs now more in line with HAHS 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 to developing a wider understanding of the career opportunities Agriculture and Primary industries have to offer.

### **TECHNOLOGICAL APPLIED STUDIES**

In 2017, the TAS Faculty continued to provide students with a range of opportunities for students to extend and enrich their knowledge and understanding of technology, industrial arts and home economics. The faculty is committed to providing meaningful and relevant learning experiences for gifted and talented learners in the areas of STEM both in the classroom and in extracurricular activities.

Within the classroom, students developed multifaceted skill sets through a range of practical based projects in the areas such as robotics, food technology, textiles and design, Computer Aided Design (CAD), metalwork, woodwork, design and technology, electronics and engineering. In the junior years, students also took on the Crack the Code unit to further enhance their knowledge of coding methods and to equip them with a future focused set of skills.

Listed below are some of extra curricular activities and opportunities that were provided to students during the year:

- Australian Aeronautical Velocity Challenge
- A STEM initiative requiring students to design, produce and battle against other schools in a rocket building challenge. The challenge fosters critical thinking, problem solving and innovation skills. A big thank you to Mr Krishan and Mr Payne for organising and assisting students through the challenge.

- SunSprint Model Solar Car Challenge
- Run by UNSW, a team of students worked together to design, build and race a model car powered only by the energy of the sun.
- Lunch time robotics club
- Students in years 7 and 8 were given the opportunities twice a week to design and build their own robots, supplementing their study of robotics in the classroom.
- Zero Robotics challenge
- Students involved learnt the Maths and Physics behind the motion of the SPHERES robot and develop strategies for successful game play within the game premise. Students were required to work as a team, delegate tasks, communicate effectively and be well organised.

### **HSIE**

#### **Collaboration, Citizenship, Communication & Financial Literacy**

##### **Start Smart Program**

Year 9 and 10 Commerce students participated in the Start Smart Program designed to increase their financial literacy. This included employment, credit finance and consumer issues.

##### **\$20 Boss Program**

Year 9 Commerce students flexed their entrepreneurial skills in the \$20 Boss program. Students collaborated and created their own start up business to see how much profit they could generate over two months. This really tested their perseverance and ability to improve their product whilst developing effective communication skills. Students then had to pay back the initial capital and \$1 interest for the "loan".

**Mock Mediation and Mock Trial** Year 10 students participated in Mock Mediation to develop their communication, empathy and negotiation skills. Students invested time in developing their craft and ability to handle emotional and stressful scenarios to develop positive resolutions.

Year 11 students competed in the NSW Law Society Mock Trial Competition as well as the Kirby Cup. These competitions provided opportunities for students to develop advocacy and research skills.

##### **Chartered Practising Accountants Plan Your Own Enterprise**

Year 11 Business Studies students made a statewide impact with their business plans. Hurlstone Agricultural High School students consistently make it to the top 10 of the state. This year HAHS was well represented by one student, Katrina Pincaro who pitched their business plan at the headquarters of CPA with family, friends and distinguished guests from a range of business enterprises.

## **United Nations Evatt Competition and Global Voices**

As host school for both these state events, HAHS students addressed political, economic and geographical issues as nation states or individuals making recommendations. Olivia Bui reached the state finals for the Global Voices competition and delivered a polished speech about medical access in Australia.

## **Hyde Park Memorial Soil Collection**

Modern History students participated in the collection of soil samples program to be part of the newly designed and renovated Hyde Park Memorial.

There was the 75th anniversary of the ending of WW2 in the Pacific Memorial at Cabravale Diggers that six year 11 Modern History students went to as representatives of the school. They attended a service in the park and placed a wreath on behalf of HAHS.

## **CREATIVE AND PERFORMING ARTS**

### **HSC**

All students received a band 5 or 6 in both the HSC Visual Arts and Music 1 course.

66% of Music students received a band 6; 33% of Music students received a band 5.

50% of Visual Arts students received a band 6; 50% of Visual Arts students received a band 5.

4 students were nominated for Encore

### **NEXT**

Christopher Wang of Year 12 was selected to exhibit his body of work in "NEXT", an annual exhibition of exemplary HSC artworks from the local area held at Casula Powerhouse. The gallery subsequently offered to purchase the work, but Chris declined the offer.

### **ARCHIBULL**

As part of the National Ag Day celebrations, 2017, Hurlstone Agricultural High School was inducted into the National Ag Day; Archibull Hall of Fame, for consistent high quality entries and successes in the Archibull Prize. The award was presented at an awards ceremony at the Stables, Sydney Showground by Adam Giles of Kidman and Co.

### **National Art School**

Lillian Cao and Christopher Wang 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. Both students participated in the drawing course. Lillian and Chris expressed their gratitude for the experience and spoke of the benefits gained from

the tutelage of recognised artists and university lecturers.

## **Royal Agricultural Society Schools District Exhibit**

Over 50 Year 10 Agriculture students worked with the CAPA faculty to produce a display for the School District Exhibit Competition at the Royal Easter Show. The three dimensional display was created using seeds, fruit, vegetables, nuts and wool. The theme for the 2017 display was "Aquaculture – Fishing for the Future" and explored sustainable practices within the fishing industry. Hurlstone claimed first place in the Schools District Display Competition. The Honourable Niall Blair celebrated the result with the students.

## **Fisher's Ghost**

18 students' works were exhibited in the annual Fisher's Ghost exhibition at Campbelltown Arts Centre. The works are exhibited as part of a contemporary exhibition and the students were able to attend the opening night and see their work hung alongside that of practising artists.

## **Excursions**

Visual Arts students visited Art Express and John Olsen exhibitions at the Art Gallery of NSW and Hyper Real at the National Gallery of Australia. Drama students attended a performance of Cyrano de Bergerac at the Seymour Centre.

## **Dance Ticket Parade**

Lily Mei Goodacre and Angela Pidgeon were accepted as part of the Ticket Parade program run by Campbelltown Arts Centre. The students were offered tickets to a range of dance performances and opportunities to interact with a range of professionals within the field of dance.

## **CAPAPN**

The annual Creative and Performing Arts Presentation Night celebrated the contributions and achievements of students through an art exhibition and performances by Music students, ensembles, soloists, the Pops Orchestra Dance and Drama students. In addition to the opportunity to exhibit and perform, awards were distributed to students who had led or excelled in their field.

## **Rotary awards night**

Students of Music participated in a number of events in 2017. The chamber ensembles performed at Hunts Motel for a Rotary Awards Night.

## **Memorial for Nick Wenban**

Music students were honoured to participate in the memorial for Mr Nick Wenban. The String ensemble, featuring electric violins played selections of Nick's favourite music, ACDC and performed a rendition of

Over the Rainbow.

### **Music night**

Music Night 2107 featured performances by Year 12 HSC candidates, elective music students and the orchestral program.

### **Country fair performances**

Students performed in various areas of the school. There were keyboard stages set up on the Maths veranda and Hall. Pops Orchestra presented a one hour program.

### **Principal network awards ceremony**

The Pops Orchestra played for Directors, Principals and award recipients at the Principal Network Award Ceremony. This was a prestigious event and the performance was very well received.

### **Other performance opportunities**

Students from both elective classes and Pops Orchestra ran and performed lunchtime concerts in the main quad. Year 12 performance night saw students polish their performance pieces for their HSC examination while entertaining a considerable audience.

EPIC organised a range of performances in 2017. These performances encouraged students not only to present items but to take responsibility for backstage movement, programming and publicity. The Malala indoor concert organised by EPIC was well attended by students and the community. Also organised by EPIC, Variety Night showcased a number of performing arts students and ensembles and was particularly well received.

### **Orchestral program**

2017 saw the continued development of the instrumental program under the direction of Mr Armitage. The program consists of large ensembles, including the Pops Orchestra and Stage Band as well as numerous small ensembles. Continued development of student ensemble skills through student-led but staff tutored ensembles including Clarinet, Brass, String, Woodwind and Percussion ensembles.

In 2017, Pops Orchestra performed at the ANZAC Day ceremony, Music Night, a lunchtime concert, Country Fair and Creative and Performing Arts Presentation Night.

The instrumental program went on tour to Tamworth with members of the sound and lighting crew and school archivists. They workshoped and performed with local schools. Feedback from audiences and participants was extremely positive. A highlight of the tour was the opportunity to explore Farrer

The Vocal Ensemble also attended the tour. This group, led by Ms Wuhler, continued to develop and participation increased.

### **Musical**

"Little Shop of Horrors" was chosen as the Musical for 2018. Auditions for cast members were undertaken and rehearsals for the production began for the Pops Orchestra and cast members in term 4.

### **LANGUAGES**

#### **What Values We Instil At Faculty Level**

- 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

#### **Significant Achievements LOTE Faculty**

- Involvement of Japanese Assistant teachers term 1
- Visit by Enbetsu Agricultural High School (they will be returning this year)
- Holiday workshop at the Japanese Language Centre for Year 12
- Extension Workshop at The Shore school
- Year 8 Excursion to city – Japanese restaurant, Kinokuniya bookshop, Daiso
- Year 9 / 11 Excursion to the Japanese Language Centre
- Year 10 Excursion to city
- Introduced Korean language