

2020 Annual Report

Hurlstone Agricultural High School



HURLSTONE
AGRICULTURAL HIGH SCHOOL

8121

Introduction

The Annual Report for 2020 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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Message from the principal

Educational leadership is an honour and I am proud to lead Hurlstone Agricultural High School. As a leader I am motivated by the care and commitment in the development of young people demonstrated by an exceptional workforce of public servants who inspire students to reach their potential. The importance of sustaining an environment where quality teaching and learning are paramount must always be underpinned by the notion of high expectations for all and community wellbeing. Our teachers ensure student outcomes are optimised, placing student wellbeing at the heart of every decision made.

Our staff provide a dynamic, creative, innovative, collaborative and differentiated curriculum and foster connected partnerships to maximise student engagement. We maintain a proud tradition of preparing resilient, resourceful, critical and creative thinkers who strive to make a difference in our rapidly changing world.

It is my privilege to work with our community, parents, P&C and Hurlstone Boarder Parent Welfare to maintain the important traditions and ensure that the school is a leader in educational outcomes that promote positive futures for young people.

Our alumni continue a deep connection with our community and have extensive involvement in the life of the school which is evidenced by their rich and significant educational journey where the Hurlstone family sense of pride has been fostered.

We have had great success in learning partnerships during 2020 and we are looking forward to continuing strong and effective connections within our local community and extend those opportunities to further enhance our global connections to inform and engage our young people in active citizenship.

It is difficult to capture words that express all of the emotions that encompass 2020. It is a year we will all never forget. To say that this year has been difficult is an understatement. What a journey. Our students have impressed our school community beyond all expectations. Our school community have been inspired by our student's grit, tenacity and resilience. The way in which our community as a whole have navigated an ever-changing global pandemic landscape was truly inspirational. This in conjunction with the news of Ministerial changes announced for each re-iteration of what, where and how Hurlstone Agricultural High School will be represented in the future, have been undertaken with great dignity and respect. None are prouder than your teachers and your parents, it takes strong learning and wellbeing partnerships to be in place for all people to flourish, thrive and maximise their personal potential.

2020 has been a time in our world where a default is appearing in popular media to look for someone to blame for global issues. I know that our Hurlstone students will continue to work on positive solutions for future opportunities, student voice is strong and their voices need to be heard. I believe our gifted students, your children are the change agents we need in our world.

Personally, I would like to thank the graduating class of 2020 for the vast contribution they have collectively made to our school. Under the executive leadership of School Captains: Ella Colville, Abdul Qavi-Siddique, Olivia Cole, Wesley

Honey and senior prefects: Aimy Trang, and Antriksh Dhand and prefects Mohamed Ahmed, Keziah Ambatt, Cassandra Chang, Stephanie Chung, Jared Higgins, Tahlia King, Benjamin Le, Kylin Lu, Susan Nguyen, Elizabeth Nguyen, Ryan Nguyen, Parul Singh, Francesca Smith and Chris Tan. You have redefined and re-affirmed a positive school culture and continued the high standard and commitment to academic, co-curricular and sporting triumphs associated with esteemed alumnus. Equally, you have demonstrated tremendous teamwork and a wonderful spirit of friendship and fun.

So many of you have inspired your teachers, younger students and parents through your active citizenship, volunteering for service activities in our community, our region and internationally. Year 12 you have been so tenacious in grasping opportunities to support school and community projects, doing the hard work to hold Hurlstone in such a positive light.

I would also like to acknowledge the work of Carolyn McMurtrie in her role as our President of our Boarder Parent Welfare. Carolyn has been a long serving member of this vitally important group and has worked tirelessly for our boarding community this being her 6th year in various roles on the committee serving our community. Carolyn in her Presidency supported our school through all the components of Ministerial announcements in regards to Boarding at Hurlstone and I thank her for her unwavering support on behalf of our school.

On behalf of our P&C group I would like to thank Sandra Harris, Hazel Delves and Vicky Southwell for their service to Hurlstone Agricultural High School over many years. Their dedication, commitment and service to our school has been inspiring. I welcome Samantha Ellis and Sharon Wells to their new roles in the Uniform Shop and I hope that many new and existing parents will reach out to support our P&C.

Kind regards,

Christine Castle

Message from the students

The 2020 Prefects were leading the school cohort during a difficult period of time where the student body could be told to stay at home within an instant. COVID-19 made Hurlstone progress further than it ever has due to the seamless, immediate shift to online learning. Senior students were given a greater onus to study by themselves if the work taught by the teachers wasn't at the same level as if it was in-person, juniors had to adapt more abruptly to secondary study and for many, it was a struggle to complete tasks and adapt to the new changes. Yet however, despite the misadventure that ensued, many students were able to see school through a different light and experienced different forms of interaction with their peers, exemplifying that the need to socialise and be a part of a community was extremely significant for the wellbeing of the student body. Luckily, the Prefects were driven towards a simple goal of uniting the school through student-led initiatives despite the unexpected occurrence of COVID-19. Our motto YOUunity was based on the knowledge that unity had to start from within the individual. Being flexible to change, resilient and creative as well as having a variety of ideas and mindsets, allowed us to connect more easily with others and direct activities outside the usual school environment and thereby unify the school through continued interactions. Despite COVID, we pushed for many inclusive events which were open not only to students but teachers and other personnel within the school grounds. As student leaders, we made the most out of the available resources and platforms to enhance the school experience for students the best it could be within uncontrollable circumstances. Activities and Outcomes Our term as Prefects began in Term 4 2019 and we were immediately put to the task of coordinating the Year 7 Orientation. With the help of the SRC and the Deputy Principals, we were able to coordinate a safe and successful day with events catered to the upcoming Hurlstonians. As our first event, it was exciting to work with our new team and to figure out our dynamics with each other together. From the start, we were able to identify areas of improvements in event organisation and worked well to communicate this, to continually improve events for the school community. The first of our initiatives for the students of Hurlstone began with the annual, Prefect led, Christmas festivities. Our Christmas assembly was filled with games, school wide Kahoots, dance routines, and Christmas carol singalongs, maintaining the traditions set by Prefect bodies before us. Alongside this annual event, we ambitiously planned a new Christmas initiative, the Candy Cane-Grams, in which students were able to send free Candy Canes with messages to their friends. This initiative was one of the first times our organisational skills and dedication was tested, as individually tying ribbons and messages around over a thousand Candy Canes was quite a feat - one that took many after school hours to achieve. Not to mention, also making sure all the Candy Canes were delivered to the right people at the right time took a lot of spreadsheets and timetabling. But it was all worth it in the end when we could see the joy on students' faces when we arrived playing Christmas songs through bluetooth speakers, with a blow-up Santa suit in tow. By Ella Collville and Abdul Qavi-Siddique

EPIC

As the tumultuous year of 2020 comes to a close, we, the Hurlstone EPIC execs, look back on what we've accomplished. With quarantine, social distancing restrictions and everything moving online, the Performing Arts community took quite a

hit. Many planned events; Variety Night, Lunch-time concerts and Music Night, had to be cancelled. However, the members of EPIC were determined to **make the best out of a bad situation**.

One of the biggest events that EPIC ran was the first-ever online cover competition. After a group meeting, the theme that was decided on was "#THROWBACK". The Hurlstone community was asked to cover songs that brought feelings of nostalgia. We thought that this theme achieved the main objective of our competition; bringing the Hurlstone community together over a universal emotion. The competition was inclusive of all grades and any performative media; whether that be a dance, instrumental or vocal cover. After thorough planning throughout Term Two, we released the cover comp at the end of term two, giving participants the holidays and the first few weeks of Term Three to hand in their submissions.

Leading up to the submission date; we used our online platform to promote the competition. Centred around sparking inspiration in the Hurlstone students, the EPIC execs revealed some of their favourite throwback songs - some of whom created their covers as promotion for the competition! Additionally, the publicity consisted of edited videos, posters and Instagram story games; including throwback bingo and throwback 'this' or 'that'.

Since the goal of this cover competition was to allow students to interact with EPIC during the time of COVID, a google form was created and then shared on the @hahs.epic Instagram account. This enabled the people of the Hurlstone community to continue to interact with us and to vote on their favourite cover. To ensure that votes only came from the Hurlstone community and there was no double voting, we collected the emails.

This google form was linked to a google sheet, which is where the votes for the submissions were tallied. From there we selected the top 3 submissions who had the most votes. First place won a Google Home Mini, second place and third place won a lolly bag (this was packaged and disinfected carefully).

We plan for many more online accessible events and competitions in the future so that students can continue getting involved in entertainment and performing arts.

EPIC collaborated with other groups, such as the Hurlstone SRC to extend the presence of the performing arts into the wider school community. This year's talent quest ran a little differently to comply with guidelines for social distancing. A virtual focus[1] was employed. Students filmed and uploaded their entries, and the videos were then all edited, placed on YouTube and premiered to the entire school community. In preparation for the big event, publicity was in full swing on the @hahssrc and @hahs.epic Instagram accounts. Instagram stories were posted to engage students and remind them to enter the competition, for chances to win prizes. Great prizes were up for grabs, thanks to Suzie Dukes! First place won a \$50 voucher, second place won a \$30 voucher, and third place won a \$20 voucher. Adapting an event like Talent Quest to run online brought many challenges, but also a chance to innovate and step out of the box. Sign-ups were organised through Google Forms, which allowed all members of the EPIC and SRC exec teams to access them whenever needed. QR codes with the sign-up form were posted around the school, simplifying the sign-up process for all Hurlstone students. Our collaboration with HAHS SRC on Talent Quest allowed for EPIC to expand our horizons and plan events on a larger scale.

A goal that the EPIC executive body aimed to achieve was to increase our engagement as an extracurricular presence and to provide an inclusive platform. Due to COVID-19 restrictions, this centralised around increasing our social media presence as a whole. We devised many social media initiatives to raise awareness for pride month, the black lives matter movement, astrology month and Harmony day. We began by promoting our Instagram on the SRC, Prefects and our personal accounts to increase following. We created a Harmony Day 2020 post where we promoted a Spotify playlist of songs relating to harmony and racism as a whole. When the Black Lives Matter movement was at its peak, we connected music and activism to highlight the importance of black lives in our community. To continue with our activism, we collaborated with Interact on Pride month events. This included a Spotify playlist of LGBTQI+ creators and supporters. The Black Lives Matter movement and Pride allowed us to uphold the values of the Hurlstone community, including the belief in and support of equality and inclusivity. Finally, we ran a small event for astrology month as a fun addition to our Instagram. We highlighted qualities and popular artists of each zodiac. We invited Hurlstone students to engage in music and performance as a whole, with relation to the interesting topic of astrology. We were able to increase our follower count exponentially and advance participation in online activities and events.

2020 is a year full of great memories and many surprises. Some may be amazing and open new opportunities, whilst others (like Coronavirus), are less pleasant. We had an incredible opportunity to participate in the Masters Academy Debating course in which we got to learn about the many aspects of debating and even got to participate in some class debates. Masters is a Debating Academy which teaches students skills in preparing for, speaking and reflecting on debates. It's especially helpful because we weren't able to participate in the Premiers Debating Challenge this year.

Masters Debating Academy

The Masters coaches had many diverse topics to discuss which helped us, the students, expand our thinking outside the box. We would have to get creative to manage the time allocated for the preparation of debates and would have to work together to come up with strong arguments. Every lesson the coaches would give us a topic or question, show us how to break it down, then let us work in teams to present a mock debate. Then our classmates would adjudicate the debate

and vote on the winning team.

Now, obviously, the Covid-19 pandemic slightly occluded our lessons. It was difficult to get in contact with the Masters Academy course face-to-face, so they decided to continue through online learning during late Term 1 and early Term 2, overcoming the obstacle by using Zoom classes to teach the students.

Mrs Kokkinos was the organiser for this course and we could not have participated in this activity without her help and assistance throughout the year. Even throughout the pandemic, she kept in touch with the students participating in the debating activity and informed us about the face to face lessons and when it would resume. We wouldn't have been able to take part in this extra-curricular activity without her guidance and assistance!

Overall, Masters Academy really was a great opportunity for us, teaching many new things and allowing us to think beyond debating, and hopefully, we will get to do something like this again in the future! by Angus Vu and Raifah Rahman

PNG

One year ago, I had just come back from what was probably one of the exciting and interesting trips of my life so far. Myself and one other student were privileged enough to be part of the PNG AUS secondary schools partnership program along with three of our Hurlstone teachers, Sharon Davis, Laura Rose and Erika Dayaganon. The Hurlstone team, along with other schools across NSW, Victoria, Queensland and the Northern Territory spent 10 days in Papua New Guinea, 3 days in Melbourne and a week at Hurlstone working with our partnered PNG school to plan and develop an initiative aiming to create meaningful connections between our schools.

Hurlstone's partner school was Wawin National High School, a selective, agricultural boarding school located near Lae in the Morobe province. Through the use of design thinking we were able to recognise issues in each school and construct an initiative to solve them. These issues included a lack of teaching resources and vegetables to eat in the dining hall at Wawin and high anxiety and stress levels at Hurlstone.

To combat these issues we decided to start gardens in both schools. At Wawin, the garden would consist of an expandable hydroponics system made from water bottles to grow vegetables. This could also be used in science and agriculture lessons to see the effect of different conditions and nutrient levels on the plants. At Hurlstone, the garden would be aimed at wellbeing and reducing stress. It would be a place where students could garden and sit with the plants by themselves or with their friends.

The garden at Hurlstone has started as a small project outside the dining hall, a place where the boarders frequently sit to socialise and study. Many of the boarders were involved in the planting and care of the plants and enjoyed the afternoon activity. Although the garden is just small scale, it has contributed to the positive atmosphere in the area. The most popular plants were definitely the snow peas which turned out to be great snacks for everyone to share.

This year, a new group of students and teachers were planning on visiting PNG and continuing Hurlstone's relationship with Wawin however, due to COVID this has not been possible. Luckily, we have still been able to continue our relationship with Wawin through platforms such as WhatsApp, Google classroom and youtube. I am so glad that I have been able to be part of such an inspiring project that I will continue to be part of for the rest of my schooling and remember for the rest of my life. It has definitely made me extremely grateful for the education and opportunities that I have in Australia. The program has inspired me to use everything I have been in the best way possible to promote the well-being of people around me. by Nadia Gunn

Game Changers

In Term 3, students in year 9 and 10 from HAHS participated in the Department of Education's Gamechanger Challenge 2020, a design thinking challenge focused on innovating tangible solutions to real-world problems. The students were given a challenge question to base their idea around; 'How might we use technology to bring everyone in our community closer together?'. This question aimed to highlight the pandemic's impact on what it means to be a community and how this has changed with the times due to technology. To find a solution to this problem, in teams of five, Hurlstone students utilised the design thinking process. The process consists of empathising, defining, ideating, prototyping and then testing. After following this process, they created a 60-second pitch showcasing their idea and submitted it to the Gamechanger Challenge. While Hurlstone was not successful in gaining entry into the semi-finals, the ideas students came up with were still amazing and feasible solutions to the problem of a distant community. One team created a multi-faceted approach and aimed to incorporate a virtual noticeboard, app and a drone system into neighbourhoods. The virtual noticeboard and app would have daily notices about community events and weather/natural disaster information, while the drone would be utilised to exchange objects between neighbours, such as a cup of sugar or home-grown veggies. All of the teams from Hurlstone were exceptionally innovative in their solutions and showcased their design-thinking skills through the Gamechanger Challenge.

Interact Yearly Report by Year 12 2021

Valentine's Day Main Organisers: Stephanie Chung, Lauran Tien, Sophia Tran, Dorothy Nagatsuka, Martin Nguyen. Interact's annual Valentine's Day event was a huge success this year, raising a total of \$856.40 for bushfire crisis relief through sales of roses, singagrams and Hershey's kisses. Individual roses were priced at \$4 with bundles of 3 roses being priced at \$10 as singagrams were priced at \$2. Hershey's kisses were priced at \$2 for 5. Groups of Year 11 student volunteers assisted in distributing a total of 388 roses, 666 Hershey's kisses while enthusiastically performing 103 Valentine's Day pop anthems to singagram recipients throughout the day. In the leadup to valentine's day, Interact produced multiple comedic skits to encourage students to purchase these items to spread the love around the school while continuing to raise funds for the bushfire crisis. An anonymous confession line was set up on the interact instagram page where students were able to send in messages to their friends or their special someone. These messages were compiled and hung up on the notice board where everyone could come up and read endearing messages.

Pride Month Main Organisers: Ella Colville, Lucy Huynh. One of Interact's newest initiatives was the celebration of Pride month. Over the course of June, Interact held various initiatives to show support for the LGBTQIA+ community. These efforts included posts made on our Instagram page, highlighting significant activists and events that propelled LGBTQIA+ rights around the world, through weekly posts including a timeline of events as well as activist profiles of notable LGBTQIA+ figures which encouraged students to learn about these figures and their impacts on the world through their activism. Interact also had a minor collaboration with the EPIC group to create a playlist composed of LGBTQIA+ artists and anthems that were uplifting and supportive of the LGBTQIA+ community, which was spread around via codes being hung up around the school. On the 20th of June, Interact set up a large chalk mural in the main quad, a scavenger hunt involving the informative timeline on the noticeboard and the activist profiles on our instagram page, a heart wall filled with supportive and endearing messages to the LGBTQIA+ community and a photobooth in the main quad. Elections with the departure of the Senior year 12 executive members, Interact was in need of a new junior body. A total of 18 year 10 applicants applied for a position within Interact's executive body, all going through the same lengthy application process. The applicants progressed through 3 stages of the application process. The first being a written submission to 4 questions which allowed for the applicants to eloquently explain their passions and ideas for Interact. The second stage of applications allowed for the applicants to further explain their concerns and passions through an interview with the execs which included questions regarding their participation, passion and creativity. The third stage allowed for other Interact members to see the successful applicants from the previous stages through short speeches made by each applicant outlining their qualities and passions. However, due to COVID-19 restrictions, the speeches were recorded in the dance studio and posted on the instagram page for students to view as ballot sheets were distributed and collected at school after the speeches were posted. The ballot sheets were recorded and counted thoroughly as the new junior executive members were welcomed into the body.

World's Greatest Shave Main Organisers: Jennifer Nguyen, Sophia Tran, Alyssa Doeur

Met with restrictions in place due to the current COVID-19 pandemic, Interact's annual World's Greatest Shave initiative was not as boisterous as it usually is, however it still concluded with great success, with seven participants (Jason Tran, Jacklyn Le, Elisha Chan, Venni Baliyan, Jenpattra Paotrakul, Jayzen Valencia, Ridwan Khandaker) raising a total of \$3962.32 for the Leukaemia Foundation.

The World's Greatest Shave initiative was held entirely online this year, as the process of the initiative was altered to pertain to COVID restrictions. The changes to normal process include:

- Promotion: The majority of promotion for the event occurred on Interact's Instagram account, however many posters were also plastered around the school to gain support for the event.
- Hair Shaving/Cutting: all cutting and shaving of hair was done at home during the two-week holiday preceding Term 4. They were filmed and emailed as a video to Interact for collation.
- Broadcasting: The separate video submissions were edited into one final montage, which was posted to the Interact Instagram page for the Hurlstone community to watch.

Mental Health Awareness Month Interact held a new initiative this year for Mental Health Awareness Month, which was especially suitable during a pandemic when the mental health of staff and students is at an all-time low.

Throughout the month of October, Interact released regular informative posts about mental health, pertaining to 2020's theme of "Tune In". Through these posts, students were encouraged to and guided on how to understand that "tuning in" may mean being present, and to "tune in" to their senses and communities.

Key features of these posts included mental health hotlines and support networks, methods on dealing with mental health issues both individually and through seeking help in the community, how to recognise the stigma surrounding mental health, and learning more about how it is present in ableism and impacts the quality of life of those affected.

On Friday 23rd, during the second week of October, Interact set up a station in the main quad during recess and lunch for students to collect a green ribbon pin* and/or write a positive and/or supportive message on coloured paper to stick up on a mural.

Bandanna Day Interact's annual Bandanna Day event was held on the 30th of October, however selling of bandanas for

Canteen commenced during the last week of Term 3. Items sold included \$5 regular bandanas, \$15 premium bandanas, and \$5 pens. The event successfully concluded with a total of \$1393.95 raised for Canteen. From the total sum of donations, it can be assumed that approximately 278 bandanas were sold this year. On Bandana Day (October 30th) students were encouraged to participate in a photo competition, as part of the promotion of Canteen's cause and the selling of bandanas. In order to win, students needed to send in a photo of their group wearing bandanas while socially distanced- the group with the most people in the photo would win. This was implemented as a substitute for the annual group photo of Hurlstonian students wearing bandanas, which was not able to happen due to COVID restrictions.

All up this year INTERACT has facilitated the raising of \$6212.67 for numerous worthwhile organisations within the Hurlstone School Community. The Hurlstone spirit and enthusiasm for making a positive difference is alive and well..

Student Representative Council

Year 7

In 2020, students in the Year 7 SRC were able to successfully adapt formerly in-person events to a new COVID-safe environment. They ran and judged a Year 7 grade art competition to celebrate and highlight their talented peers who submitted amazing artworks. The winners of the competition were given great prizes and all participants were acknowledged. The Year 7 SRC also created an online trivia game which was played by their peers during a welfare period to boost morale and create a fun and engaging environment. To keep up this theme of school spirit and a supportive environment, they produced an entire school-wide initiative to raise mental health awareness for R U OK day. This included uplifting and informative locker messages, social media posts, posters and announcements as well as a 'yellow accessory day' to support the message of R U OK Day. Even with the limitations on in-person events and their first time being in the Hurlstone SRC, the Year 7 SRC members were outstanding contributors to the Hurlstone community.

Year 8

Over the past 4 terms, Year 8 SRC have been working together to create a comforting environment for students while in the midst of COVID-19. Through online meetings, and many restrictions, we planned and initiated many activities such as Odd Sock Day, Do it for Dolly Day, Naidoc week celebrations and grade wellbeing activities. Our main focus was maintaining students' mental and social health as it would have been quite hard to check up on students while learning from home. We wanted to make sure everyone felt safe and happy during the school year. All our events were a success and we all had lots of fun getting to know each other and planning these exciting new events for SRC 2020.

Year 9:

One event that the Year 9 SRC have organised in 2020 was the escape room grade event. As a team we created a competition in which each Year 9 class were to race to solve the mystery we gave them through a series of challenges, puzzles and games. We believe that this event was very successful and through it we were able to promote student participation and improve grade wellbeing during the stressful events of COVID-19. Also, at the end of Term 4 2020 the Year 9 SRC have organised the annual HAHS Multicultural Day from which we have been learning the importance and relevance of multiculturalism in the Hurlstone community, whilst learning and growing as leaders.

Year 10

This year has been quite a challenging year for everybody; including us, but thanks to all the great, proactive members of the Year 10 SRC we were able to create exciting events for our school. Due to COVID-19, we had to alter many of our events this year in order to abide by social distancing regulations, but we adapted to the new challenges very well. We organised the school wide Jump Rope for Heart that was extremely successful in bringing the school community of teachers and students together for a purposeful case. Then at the beginning of Term 4 2020 we organised the annual Talent Quest through the introduction of a voting submission system and an online voting platform to replace the usual event inside the hall. The production was edited into a short film and was shared online with the entire school watching the Talent Quest unfold at the same time in their classrooms. Both staff and students highly enjoyed watching every performance and were then able to vote for their favourite performances. The top three winning performers received certificates and obtained a variety of prizes from sponsors of the event. Overall, the Year 10 SRC had a great year creating events for their cohort and wider school community to ensure we all stayed connected during these unexpected times.



School vision

Hurlstone Agricultural High School is committed to ensuring wellbeing is placed at the heart of every educational experience we facilitate for our students. The school nurtures the whole child in an inclusive environment where gifted and talented learners are encouraged to develop both the educational understanding and the skills which illustrates it. The creation of our purpose built Science, Technology, Engineering, Art, Mathematics (STEAM) facility provides an exceptional opportunity for our community to develop and deepen understanding and innovation in this area of education. Our staff provide a dynamic, creative, innovative, collaborative and differentiated curriculum and fosters connected partnerships to maximise student engagement. We maintain a proud tradition of preparing resilient, resourceful, critical and creative thinkers who strive to make a difference in our rapidly changing world. Over the next three years the school will continue to supply this level of care and academic success as it begins to transition into Roy Watts High School.

School context

Hurlstone is the only NSW Government selective, co-educational, agricultural, boarding high school. 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 and 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 and 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) and engaged a company called Straight Talk to canvas the community with regards to the renaming of the school. In 2017 an announcement came from 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.

In 2019 Schools Infrastructure and Schools Operations opened the exciting new building, Day 1 Term 2.

On December 10, 2019 a new announcement was made by the Minister for Education, the Honourable Sarah Mitchell in the form of

"A new state-wide agricultural education model"

The NSW Government is spending \$6.7 billion over four years to deliver more than 190 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

A new model for state wide agricultural education is being designed. The establishment of Richmond Agricultural College includes a new Centre of Excellence in agricultural education in the Hawkesbury and the creation of a new agricultural specialty stream and a new academically selective stream at Richmond High School. As part of this new model, Hurlstone Agricultural High School will keep its name and stay at the Glenfield site.

As part of this new model, Hurlstone Agricultural High School will keep its name and stay at the Glenfield site as an academically selective, boarding, agricultural high school. Boarding facilities will be upgraded and the dairy facilities will be retained.

Our community currently draws from over 120 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 will be continued to be offered as an elective subject from 2019. Students currently elect to continue the study of Agriculture to HSC level.

Self-assessment and school achievement

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Differentiating

Purpose

To enable staff to excel in differentiating teaching and learning practice to cater for the individual needs of gifted and talented learners at Hurlstone Agricultural High School. To encourage improvement in pedagogy, enhance staff potential to be innovative, creative, share and reflect on their own practice to deliver world class, future focussed quality learning experiences that academically inspire and challenge learners to reach their individual potential.

Improvement Measures

Increased opportunities available for staff to engage in collaborative practice, professional dialogue with a focus on differentiating teaching and learning practice.

Increased professional learning opportunities for staff to become experts in supporting and developing individual talent plans for gifted and talented learners to reach their promise of potential.

All teachers develop and implement Performance and Development Plans aligned to whole school goals and reflect the Australian Professional Standards for Teachers.

Progress towards achieving improvement measures

Process 1: Develop a whole school approach to differentiating curriculum and assessment that engages and challenges learners. Programs focus on literacy, numeracy, GAT and STEAM for future focused learning and problem solving initiatives.

Evaluation	Funds Expended (Resources)
Staff shared projects, programs as examples of developing practice to support gifted learners.	HT T&L, Staff who completed 2020 training in CoGE.

Process 2: Implement a project to capture individualised talent plans for every student to work towards reaching their promise of potential.

Evaluation	Funds Expended (Resources)
Staff use the same language to discuss differentiation and to implement this in programs and activities for gifted and talented students in the Hurlstone context.	Principal, Deputy Principal, Staff with funding above individual entitlement.

Process 3: Implement a training and development project to captures each teachers professional learning priorities aligned with our school strategic directions.

Evaluation	Funds Expended (Resources)
HAHS successfully negotiated continuation of professional learning with the success of the school being captured in the Centre for Education Statistics and Evaluation as a case study in its publication in 2020 <i>Remote learning: An evidence-based explainer</i> . expertise enabled positive engagement of students to continue differentiation.	Technology coordinator Teaching staff expertise.

Next Steps

The gains from the on-line learning for both staff and students have set high expectations for this to be an ongoing focus of professional learning as a means to support differentiation across all areas of curriculum and programs. Staff are committed to staying at the fore of their involvement of professional learning to continue to improve the school. The links have been clearly articulated in PDPs. Staff continued to engage in professional Learning delivered by UNSW mini CoGE with more than 50% of staff now trained and ready to move towards higher level training.



Strategic Direction 2

Communicating

Purpose

To actively develop and strengthen effective communication across our school community to ensure the needs of gifted and talented learners and their families are met. To continue to foster a culture of trust and respect that enables our school community to feel connected and included.

Improvement Measures

Increase parent, community and alumni satisfaction to ensure they are kept informed about school, curriculum, extra-curricular programs and kept up to date with our school transition.

Increase communication regarding school excellence and celebrate the achievements, gifts and talents of our young people, staff and community.

Consolidate and extend our business links, academic and mentoring opportunities, extra-curricular programs, university links and volunteering opportunities.

Progress towards achieving improvement measures

Process 1: Whole school commitment to enhancing effective communication channels to strengthen engagement and connections throughout and beyond the school community.

Evaluation	Funds Expended (Resources)
Better layout of the reports sent to students. The increased character limit was edited to accommodate for deeper and engaging feedback.	Sentral/Academic Reports

Process 2: Investigate, implement, maintain and evaluate effective communication tools within the school.

Evaluation	Funds Expended (Resources)
After consultation with staff and students, a decision was made to revert to hard copy student diaries for 2021.	e-diary



Strategic Direction 3

Engaging

Purpose

Engaging all members of the school community in the provision of gifted and talented education by providing a stimulating, engaging, future focused learning environment underpinned by a culture of high expectations and supported by the creation of an inspiring STEAM building and facilities. To challenge our community to think deeply about how education responds to a rapidly changing world and equips future generations to use their individual gifts and talents in informed and ethical future problem solving.

Improvement Measures

Increase in the number of students reporting they are engaged and challenged by their learning experiences.

Increase in opportunities for students to engage in project based learning, real life applications and problem solving activities.

Increase in students reporting higher levels of happiness and resilience in the TTFM survey tool by engaging with well being programs that help students develop a growth mindset so they are able to connect, succeed and thrive.

Increase in teacher confidence to deliver engaging, quality, future focused teaching and learning programs for GAT students .

Increase in parents reporting through TTFM and other survey tools that their children are actively engaged, supported and take responsibility in their learning opportunities.

Progress towards achieving improvement measures

Process 1: Executive program project developing a whole school approach to produce innovative, engaging quality teaching and learning programs for GAT students that use data to inform practice, engage students in collaboration, critical thinking, creativity and communication and embed literacy, numeracy and STEAM initiatives.

Evaluation	Funds Expended (Resources)
<p>Increased staff engagement with data literacy</p> <p>A core team of instructional teachers including two headteachers applied their data literacy training to generate, collect monitor and interpret student data. Teacher survey conducted by the Teaching Quality Unit for Learning Ecosystems showed increased staff confidence in making statements of facts about students progress in relation to specific general capabilities.</p>	<p>Release days funded by the Teaching Quality Unit (Learning Improvement) and supplemented by school professional learning budget.</p> <p>Funding to develop a general capabilities matrix.</p>
<p>Increased common language about student progress and skills</p> <p>Strengthening a common language with staff and students about talent development across all domains of giftedness that makes connections to the general capabilities supported by extracurricular student groups and staff including the Wellbeing Team.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$0.00)

Process 2: The whole community embeds MindMatters, kids matter, positive psychology and skills to develop a growth mindset across the school. to set foundations of resilience, goal setting and the ability for each student to achieve their personal best.

Evaluation	Funds Expended (Resources)
<p>Increased understanding that professional development is an individual and collective responsibility</p> <p>Nearly all members of the wellbeing team including the Head Teachers Welfare and the senior executive have completed the Be You modules as the</p>	<p>Wellbeing funding for Elevate program.</p> <p>Be You online access.</p>

Progress towards achieving improvement measures

basis to support students. However, further work needs to be undertaken so that wellbeing programs are created, developed and informed by a deep understanding of positive psychology and evidence-based research.

Process 3: Instructional leadership and instructional collaboration are embedded into our school culture.

Evaluation

Funds Expended (Resources)

Deepened engagement with learning partners to sustain continuity of professional practice

Our instructional leadership team's work with Asian Education Foundation from 2019 continued to develop to increase our community's engagement with Asia in 2020.

Due to Covid-19 the 2020 teachers & student team switched to online collaboration. This has included working on a water design sprint (stimulus Covid-19) and the challenges faced in our community (drought, bushfires) and Papua New Guinea communities. Students tracked the development of their intercultural understanding using the matrix developed from our work with the Learning Ecosystems initiative.

Internet connectivity.

Time during and after school for students to complete projects. Products and Resources of collaboration

Process 4: Targeted professional learning for teachers to support whole school goals.

Evaluation

Funds Expended (Resources)

Increased staff confidence in utilising online tools for professional development and engaging curriculum delivery

To support effective remote learning, staff self-assessed their capacity to integrate information and communication technologies into their courses to help all students access the curriculum for continuity of learning. Teaching staff undertook courses offered by the Department including LinkedIn Learning and workshops within the school led by head teachers, instructional leaders and early career teachers to upskill teacher knowledge and confidence in delivering remote learning experiences using Microsoft Teams.

Staff performance and development plans refined to reflect emerging educational demands and opportunities

Investment in professional learning that focused on how to implement the curriculum in a pandemic context engaged teachers to re-think their instructional practice and make subsequent adjustments to their 2020 performance and development goals. Final staff development sessions provided teachers opportunities to reflect and celebrate their individual, faculty and school goals using the school plan as a framework to measure progress as well as completion of NSW Department of Education Centre for Education Statistics and Evaluation What Works Best 2020 professional learning. Professional discussions resulted in an emerging common language and increasing awareness of high expectations across faculties.

Public acknowledgement of staff commitment to professional learning to support inclusive and equitable student outcomes

Our staff's ability to pivot to meet the demands of online delivery with newly acquired digital literacy and skills to maintain student intellectual engagement was recognised by the Centre for Education Statistics and Evaluation as a case study in its publication in 2020 *Remote learning: An evidence-based explainer*.

Release time from face to face teaching

Expert staff to support teachers

Access to on demand PL courses

Next Steps

- Continuation of staff engagement with digital technologies in the use of explicit teacher and real-time feedback.
- Building the capacity of staff, in partnership with parents and carers, to respond and support students who report and advise they are not engaged and being challenged.
- Coaching and modelling to staff ways to develop wellbeing resilience to optimise student learning and progress.
- Establish a scope and sequence in order to deepen staff knowledge and practice of the Quality Teaching Model.
- Leverage our school partnerships as opportunities to enhance instructional leadership across school networks.
- Increasing school community's common language of the general capabilities and ways to develop talent across the different domains of giftedness.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Personalised Learning Pathways from 2019 to inform 2020 student goals. Staff Development agenda earmarked for Aboriginal Education (last day of Term 4). Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 810.00) 	Professional learning for staff co-ordinator Student opportunities provided for indigenous students to attend events. Students benefited from individual tutoring for specific academic needs. These were coordinated by an Aboriginal Education Coordinator, who is a member of the Hurlstone Agricultural High School staff
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$93 366.00) 	\$93,366 Including flexible funding which was used to increase SLSO support to student need. 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.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$59 698.00) 	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 wellbeing of students.
Flexible Funding for wellbeing services	Nil Allocation	Students benefited from this funding through the financial support for individual needs. This included the funding of opportunities such as extra support for classroom in the form of SLSOs, external counsellors, and extracurricular activities, which added to the educational development or wellbeing of students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	511	518	531	568
Girls	439	437	426	417

Student attendance profile

School				
Year	2017	2018	2019	2020
7	97	96.3	96.6	98
8	96.1	96.7	96	96.7
9	95.2	94.8	96.5	96.5
10	95.3	94.3	95.1	96.2
11	95.5	95.1	96	96.3
12	95.5	94.4	96.8	95.6
All Years	95.7	95.3	96.2	96.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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

1.34% of Year 12 students at Hurlstone Agricultural High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students at Hurlstone Agricultural High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	48.7
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	3,597,809
Revenue	13,639,508
Appropriation	12,870,557
Sale of Goods and Services	203,404
Grants and contributions	267,965
Investment income	13,085
Other revenue	284,498
Expenses	-14,189,722
Employee related	-11,249,982
Operating expenses	-2,939,740
Surplus / deficit for the year	-550,214
Closing Balance	3,047,595

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	214,265
Equity - Aboriginal	2,743
Equity - Socio-economic	59,568
Equity - Language	59,681
Equity - Disability	92,272
Base Total	9,293,874
Base - Per Capita	230,066
Base - Location	0
Base - Other	9,063,808
Other Total	2,888,219
Grand Total	12,396,358

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

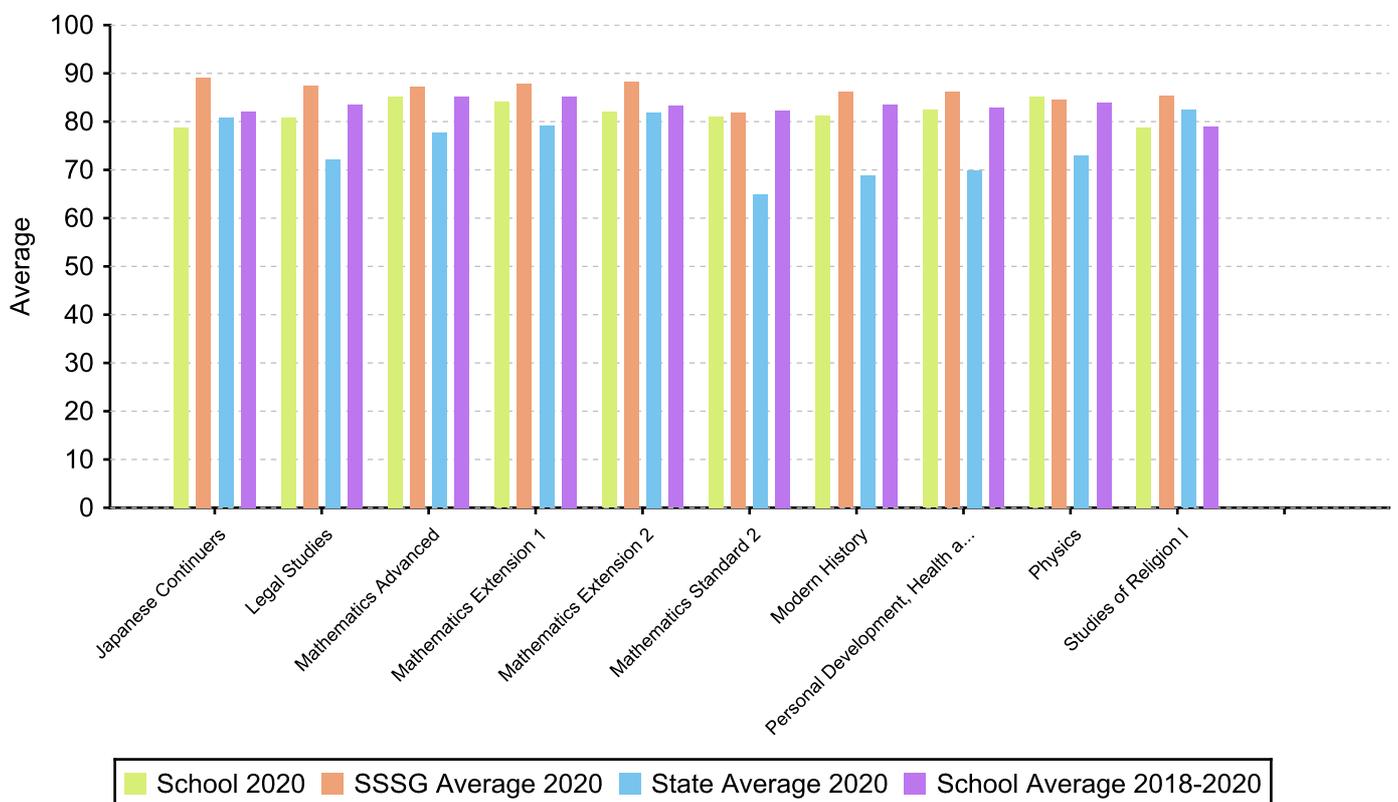
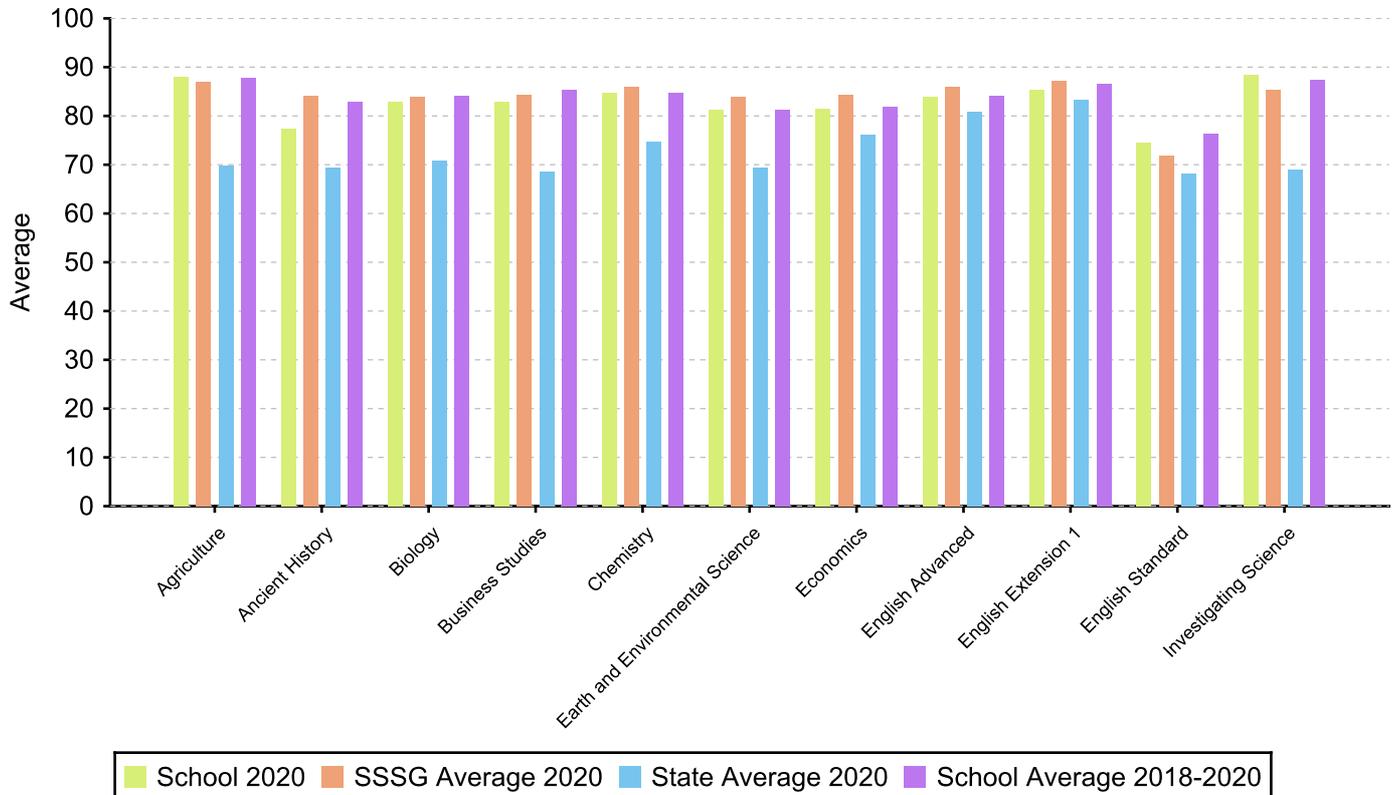
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Agriculture	88.1	87.0	69.7	87.9
Ancient History	77.4	84.2	69.4	82.8
Biology	82.9	83.9	70.8	84.2
Business Studies	83.0	84.4	68.6	85.5
Chemistry	84.8	86.0	74.8	84.8
Earth and Environmental Science	81.2	84.0	69.5	81.2
Economics	81.5	84.3	76.1	81.8
English Advanced	83.9	85.9	80.8	84.0
English Extension 1	85.4	87.3	83.4	86.6
English Standard	74.5	71.8	68.1	76.4
Investigating Science	88.4	85.3	69.0	87.4
Japanese Continuers	78.8	89.1	80.8	82.1
Legal Studies	80.9	87.5	72.1	83.6
Mathematics Advanced	85.2	87.3	77.7	85.2
Mathematics Extension 1	84.1	87.8	79.1	85.2
Mathematics Extension 2	82.0	88.4	81.8	83.2
Mathematics Standard 2	81.1	81.9	64.9	82.4
Modern History	81.3	86.1	68.9	83.4
Personal Development, Health and Physical Education	82.4	86.1	69.9	82.8
Physics	85.1	84.5	73.0	84.0
Studies of Religion I	78.8	85.4	82.5	79.0

Parent/caregiver, student, teacher satisfaction

Our students' outstanding achievement ranging from external examinations to high support and high challenge programs that develop competitive yet collaborative dispositions so that students needs in the social, physical, emotional and intellectual domains are developed. Hurlstone Agricultural High School continues its long tradition of being regarded as a distinguished school within our Department of Education earning an emerging global reputation for producing creative and critical leaders.

Student voice is active and dynamic, our students give back to the community in numerous ways including extensive CAPA, Sports and Agricultural Programs, Student Representative Council, Interact, Student Union, Enviro Club, debating, mentoring and other leadership development programs highlighted by an exceptional student leadership body.

Our school community comprising of students, dedicated staff, a passionate committed parent body and a proud network of extraordinary alumni continue to make teaching and learning our core focus. These partnerships foster interrelation trust and work towards surpassing the potential and maximising positive outcomes for each child. We achieve this by seeking enriching opportunities and extending our educational leadership beyond Australia to create student and teacher impact.

The school improvement process identifies areas for effective change, promotes student outcomes and enables the school to focus on ambitious differentiated learning programs to challenge, engage and encourage creative and critical thinking. Wellbeing programs underpinned by the formation of a growth mindset offer an opportunity for developing confidence, resilience, self-reflection, passion, purpose and principles.

Hurlstone Agricultural High School

Principal's Report Continued...

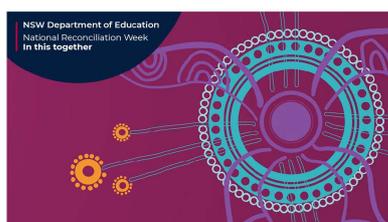
I would like to take the opportunity to reiterate that if your child is unwell, do **not** send them to school. If they are unwell at school you will be notified and will be required to collect them immediately for the safety of our whole community.

So many incredible opportunities are coming our way for your children and we will keep you up-to-date as they unfold. Just prior to all school children having to continue learning from home, I was lucky enough to congratulate Anoushka who achieved her Bronze Award for the Duke of Edinburgh Award. I would also like to thank Ms Keegan who continues to support students who wish to follow this opportunity.



I would like to end this report by celebrating the end of Reconciliation week at our school. Your children started lessons with the didgeridoo being played by Mr Andrew Wilson and we celebrated by sharing information posters about reconciliation week, as well as sharing ideas about how we can continue the narrative <https://healingfoundation.org.au/timeline-trauma-healing-australia/>. We also celebrated the gifts and talents of our indigenous community via social media.

Congratulations to Georgia Biaginni NSW / ACT Zonta Achievement Award for Young Indigenous Woman and to a huge thank you to Ms Crichton who is our Aboriginal Education Contact, who supports opportunities for our first nation's people.



Mrs Christine Castle
Principal

HAHS - Project Update

For information regarding Hurlstone Agricultural High School:



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HAHS - SRC

SRC Introduction

The new SRC team was selected towards the end of Term 1, alongside a new executive team as well which includes:

Senior	Junior
Neon Wongruachu (President)	Sahana Ganjigunte (President)
Eesha Sonje	Madison Chang
Vyom Nanavati	Venni Baliyan
Anthony Rajapaske	Adam Nguyen



The executive team and the SRC body with the aid of Miss James as the SRC coordinator have been working hard to ensure they can consistently deliver exciting high-quality events to Hurlstonians even in a time of uncertainty.

Our motto "Pro Discipulus" - For the students, by the students, is sure to live up to everyone's expectations and excite the crowds!

Recent Events

The 8th of May, marked Do It For Dolly Day which focused on bringing the community together to celebrate kindness and spread positivity and prevent bullying. The Year 8 SRC Team had organised the submission and distribution of anonymous messages, each positive and personal, aiming to bring a spark of brightness to another student's day. Furthermore, the entire SRC body, in conjunction with a few teachers, contributed to create a compilation of short and fun videos focused on welcoming Hurlstonians back to school and spreading positivity online. The video that was prepared by the Year 8 team and shared on the Hurlstone SRC Instagram page (HAHSSRC) was also recognised by the official Dolly Foundation and praised for their efforts.



With the return to school came an opportunity for the SRC executives to express the gratitude the student body held for those who helped them through online learning.

The SRC noticeboard became a site for the collection of dozens of notes, in which students recognised both the hardworking teachers who quickly adapted to the change in learning platforms and kept lessons engaging.

Future Events

The Year 10 SRC are ensuring Hurlstone's annual Jump Rope for Heart tradition continues this year and are working extremely hard behind the scenes to finalise the logistics for the event to bring a super fun event to Hurlstone, despite the COVID-19 delays!

NAIDOC Week is a great way to acknowledge and celebrate the traditions and achievements of Aboriginal and Torres Strait Islanders people, but to also acknowledge the history. Our Year 8's are prodigiously planning multiple events which will make Naidoc week quite memorable for the Hurlstone community.

Student Representative Council

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HAHS - Year 10 Peer Support Leaders

Messages from the Year 10 Peer Support Team

Dear Year 7,

We know that you weren't here for very long before we had to say good-bye. So, we wanted to put together something to welcome you back and show how much we missed you all.

Wishing you all the best,
Year 10 Peer Support Leaders

Welcome Back to Hurlstone!

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HAHS - Year 10 Peer Support Leaders

Messages from the Year 10 Peer Support Team

As we phase back into school, remember to not just keep on top of your schoolwork, but also to take some time out for yourself and do things you enjoy!
- Veera

Sometimes the little things can bring you the most joy, reach out to a friend you haven't spoken to in a while, or set up a virtual dinner party!
- Sakana

You may be trying to achieve that 'guarantee glow-up' with all the free time that you now have. It's great that you want to eat good habits and routines but please don't overwhelm yourself by trying to achieve such. It's okay if you missed a day of your workout schedule. It's okay if you're feeling unproductive. Take small steps, take necessary breaks and remember that you have support, in the form of friends, reliable adults and your peer support leaders, to guide you along the way.
- Hannah

Even though your schoolwork can get quite overwhelming, especially in this new online format, always remember to stay organized and value your mental and spiritual wellbeing whether that be in solitude or by connecting with others.
- Katherine

It's important to finish all your work but sometimes try some fresh things, whether it be gaming or trying a new recipe (I personally recommend whipped coffee). COVID is tough, but so are you!
- Jorith

Schoolwork is essential to complete. However, don't forget to take regular breaks and stretch! Make a list of small goals, such as learning how to bake meringue kisses or trying a new workout. Your free time can be used to accomplish these little goals and remember to HAVE FUN!
- Justyn

Although it's beneficial to keep up with your schoolwork, remember that constant worry will get you nowhere. In times like these, remember to put your mental health first, because it's okay to skip something if you truly feel like you're not up to it. Do things that make you happy like calling a friend, get back into something you started before but didn't have the time to continue (I recommend skateboarding!!), or pick up a new hobby entirely!
- Kimberly

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HAHS - Extracurricular

Swimming Carnival - Relay Teams



13 Years Boys - 4 x 50 Relay Team

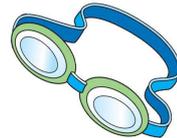
14 Years Boys - 4 x 50 Relay Team



15 Years Girls - 4 x 50 Relay Team



16 Years Girls - 4 x 50 Relay Team



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HAHS - Head Teacher of Teaching & Learning

This month on School TV - Happiness & Gratitude

Happiness is a term that captures a huge variety of positive emotions such as humour, serenity, optimism, joy, pride, inspiration, love and hope. Happiness means different things, to different people and is essential to your understanding of emotional literacy. Throughout history, philosophers, religious writers and poets have pondered on the meaning of happiness and how it might be achieved. In the last few decades, scientists and psychologists have researched this further by studying a field of science called positive psychology.



The result of this research suggests there is a strong correlation between gratitude and greater happiness.

Practising gratitude helps you shift your focus to positive memories or experiences, noticing the good in your life. Over time, this will re-wire your brain to create new neural pathways, increasing your state of happiness and overall wellbeing.

In this edition of SchoolTV, parents and care-givers will learn how to achieve happiness and the benefits of practising gratitude. We hope you take time to reflect on the information offered in this month's edition, and we always welcome your feedback.

If you do have any concerns about the wellbeing of your child, please contact the school for further information or seek medical or professional help.



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Whitlam Institute
WITHIN WESTERN SYDNEY UNIVERSITY

The Masala of My Soul

SHORTLISTED: YEAR 9-10, FINALIST 2020 - 10 AUGUST 2020

The Masala of My Soul

Winner Year 9/10

TANISHA TAHISIN

Year 9, Hurlstone Agricultural High School

I gaze at my Grandmother (I call Nani) with wonder as she places the still bubbling pot of curvy on the table. In her eyes, I see a twinkle, O' lord! O' fiery soul, majestic!

Where I'm from we call that spice. A sensation that runs through your body - more than a feeling, spice is an emotion in itself that resonates within you. Stronger than magic - it's a way of life.

I inhale the through my nose till there is no longer space in my lungs, and I'm overcome with joy!

I'm embraced by the aroma of saun and cardamom, saffron and cinnamon, garam masala and garlic. The nature of these spices encompasses an experience that transcends my very senses.

I appear some on to my plate, along with some rice, and I begin dancing in my seat!

Every taste of fennel, every sting of ginger and the lashing of my tongue reminded my soul of being home.

In my head, it replays memories of hot summer days splashing in the riverbank, flying through ricefields, dreaming in conversation from my village's local street shop. Adventures of racing to the rooftop after a 12 story building, getting scolded by my aunty, giggling on the way to the farm till our bellies ached. It reminds me of my spunky loving auntie, girls that teased "this is what makes life beautiful, home".

But I didn't always see the beauty in my home. For so long, I saw ugliness.

My beautiful memory takes me back to darker, masala-less days. Days where I was once stuck in a town where no other girl had copper skin like mine, or spices enduring hardships, or brokenly spoke a jumbled concoction of languages.

Days where my Nani, old and non-English speaking would walk me to school and back. Though her bones ached and her legs struggled, she'd hold her hand out to me every day as she guided me to school. Though Nani's hands were warm and welcoming, I refused to hold them. I didn't want anybody to think I associated with her, because I wasn't a high-achieving, old, non-English speaking girl. I was just like everyone else.

O! I wanted to be.

I still remember scenes from my auntie's cabinets, hoping I'd become white enough that my classmates didn't notice I was from a country where people lived in tin houses and didn't have wifi and ate curvy almost every day. I sat jeans into shorts, hoping I'd fit in. I stopped speaking my native language because I refused to accept who I was, where I was from, and what made me, me.

No child should ever have to feel like they don't belong because of the colour of their skin, or the dialect they speak, or what they eat.

Then why do we live in a world where this happens every day? To people like you and me, or even our family or friends.

Our children should be able to grow up proud of their identities, their cultures, their homes.

I finally taste a bit.

And as the taste of home hugs me tight, I gaze back into Nani's eyes with a heavy but loving heart.

This is what matters to me, and I know it matters to her too.



PREVIOUS
What Matters

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Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

