

Hurlstone Agricultural High School

Annual Report



2018



8121

Introduction

The Annual Report for **2018** 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.

Christine Castle

Principal

School contact details

Hurlstone Agricultural High School

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Message from the Principal

It is such an honour to have been selected to lead Hurlstone Agricultural High School as your Principal. As an educational leader I am motivated by genuine interest, care and commitment in the development of young people, and in building an environment where quality teaching and learning are paramount and student outcomes are maximised, ensuring student wellbeing and personal achievement is at the heart of every decision that is made.

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.

Our alumni continue a deep connection with our community and have extensive involvement in the life of the school which is evidence of their rich and significant educational journey and the Hurlstone family sense of pride that has been fostered. I am looking forward to continuing strong and effective partnerships within our local community and extend opportunities for global context.

School background

School vision statement

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.

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 2018. Students currently elect to continue the study of Agriculture to HSC level.

Our students' outstanding achievement in external examinations as well as a rich combination of individual and team opportunities where their gifts and talents are celebrated means that Hurlstone continues its long tradition of being considered as a distinguished school within our Department of Education. Student voice is active and dynamic, our students give back to the community in numerous ways including extensive CAPA, Sports and Agricultural Programs, SRC, Interact, Student Union, Enviro Club, debating, mentoring and other leadership development programs highlighted by an exceptional prefect body.

The "Hurlstone Family", comprising students, dedicated staff, passionate committed parent body and a proud network of extraordinary alumni 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 wellbeing of our young people. 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.

The current Hurlstone Agricultural High School at Glenfield is committed to ensuring a smooth transition to Roy Watts High School at the Glenfield site. This commitment includes working closely with the newly appointed Principal of Hurlstone Agricultural High School, Hawkesbury site. Where ever possible working with the Department of Education, WSU, community, student, parent and alumni groups to ensure the spirit of Hurlstone Agricultural High school is retained.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning the school demonstrates evidence at the standard of excelling in most areas of the domain. Student achievement is key to this success and is underpinned by highly effective evidence based programs and strategies that our teachers build into their teaching and learning programs to support the needs of our gifted students. This is accompanied by rich co-curricular and extra-curricular programs that aim to maximise the potential of each learner at our school.

In the domain of Teaching, the school demonstrates evidence at the standard of excelling in most areas of the domain. A dedicated focus on high impact professional learning that aims at maximising differentiation for our gifted learners is the key to success.

In the domain of Leadership, the school demonstrates evidence at the standard of excelling in most areas of the domain. Student leadership opportunities continue to be the focus and we are working towards broadening a strong provision of student voice to ensure our leadership values have a high impact across our school community.

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/sef-evidence-guide>

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.

Overall summary of progress

Differentiating has been a key performance driver to ensure we are maximising the potential for our gifted and talented learners. Priority has been given to ensuring our teachers have the knowledge and evidence-based research into maximising our learners possibility of potential.

Dr Ben North and Dr Carina Dennis were engaged to assist teachers in a literature review for gifted and talented learners, this strengthened our opportunities to participate in substantive conversations regarding rigorous curriculum with maximum engagement for our students.

Our students engaged with researchers to support the review into selective schools education process, ensuring that student voice was active and that the researchers became acutely aware of the importance of their selective school education at Hurlstone Agricultural High School.

Dr Peta Hay from the University of NSW has led our staff through the mini certificate of gifted education. Faculty head teachers have been requested to differentiate their programs for teaching and learning using key research that underpins supporting the needs of gifted and talented learners.

Our Careers advisor maintained and strengthened connections with our students to provide and maximise learning opportunities within a variety of learning institutions including University immersions, academic mentorships, TAFE and other business internships to ensure their educational opportunities are differentiated.

Head Teacher, Teaching and Learning engaged in an enormous amount of valuable professional learning and insights into the world of twice exceptionality with Bridges Academy, proudly hosted at Penrith High School. Differentiating practice in gifted education was highlighted by Susan Baum and Robin Schader and has created a starting point for our Head Teacher's Teaching and Learning to adopt a strength based approach to individualised talent plans.

Dr Jae Yup Jared Jung is an Associate Professor in the School of Education at the University of NSW. His primary research focus is on the decision-making of adolescents (including gifted adolescents) on topics such as careers, university entrance and friendships, usually incorporating motivational and cultural perspectives. We invited Dr Jung to deliver our teachers findings based on his research to enhance our opportunities when we work with our students providing guidance in their educational journey.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased opportunities available for staff to engage in collaborative practice, professional dialogue with a focus on differentiating teaching and learning practice.	\$50,000 on Differentiated practice for Gifted and Talented students \$40,00 on Mini Certificate of Gifted Education	Students have reported positive expectations for success based on teacher expertise University trained teachers – 41% of staff have completed the Mini Certificate of Gifted Education
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.	\$10,000 Differentiation for twice exceptionality, individual talent plan development \$80,000 in supporting student based problem solving opportunities such	Increased student opportunities for individual talent plans

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	as Archibull Art 4 Agriculture, Game Changer Challenge, MUNA, Insight and Q&A	Increased student opportunities for individual talent plans
All teachers develop and implement Performance and Development Plans aligned to whole school goals and reflect the Australian Professional Standards for Teachers.	\$5,000 Performance and Development plans signed off and professional learning opportunities aligned to the school strategic directions.	<p>Increase in alignment of professional learning goals to support student learning outcomes</p> <p>Increase in staff skill and talent in differentiating classroom practice through PDP opportunities</p>

Next Steps

Continue high impact professional learning in Gifted and High potential research for all staff.

Create stronger pathways in academic mentorships.

Create stronger pathways for university entry.

Ensure all learners develop a strength based talent plan to support their gifts and map high potential opportunities.

Continue to strengthen opportunities for student showcase of talent in a variety of domains.



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.

Overall summary of progress

Our new school website is now live and is receiving positive feedback.. Students, parents and the broader school community have responded positively.

Our Facebook page is popular and has improved communication in conjunction with providing a platform where our student success and school activities can be highlighted.

The Sentral Parent Portal is operational and the resources available there for parents continue to grow.

The use of EDVAL as a new timetabling program has improved daily communications within the school and provided a more functional support for parents to schedule their parent, teacher interviews.

REACH boarding software continues to be the main platform where boarding families can continue to monitor and maintain leave systems.

A renewed focus on our school newsletter format has been highly successful in celebrating our community news and assisted in communication to our parent body .

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$10,000 spent on communication tools to enhance interactivity for parent, community and alumni engagement \$30,000 Spent on Boarding Expo's	2 initial meetings held at school with the transition team in the Alumni space Weekly meetings with Kris Beazley Principal Hurlstone Agricultural High School (Hawkesbury) Increased rural information through Boarding Expo's in Dubbo, Griffith, Wagga Wagga and Tamworth
Increase communication regarding school excellence and celebrate the achievements, gifts and talents of our young people, staff and community.	\$50, 000 spent on additional student administration to staff to support school communication \$120,000 Phone upgrade \$150,000 Wireless upgrade	Additional hours in administration have had significant impact on processes flowing towards excellence in communication Additional hours in administration to assist teachers in wellbeing targets to decrease failed communication channels while the teachers teach Phone system updated to VOIP and handsets linked to voicemail and emails
Consolidate and extend our business links, academic and mentoring opportunities, extra-curricular programs, university links and volunteering opportunities.	\$5,000 spent to support students attending events and increasing opportunities to connect with mentors in universities \$5,000 spent in supporting academic mentor programs within school	Career Day's and evenings including guest speakers Release from face to face teaching supporting individual academic mentor time specifically in the step up to senior school program initiative

Next Steps

Continue to develop opportunities for one learning platform to create a cohesive communication tool for students, staff and parents.

Timetable review to be reflective of community needs and opportunities for gifted learners based on research and evidence based practice.

Strengthen communication channels and streamline our contact measures.



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.

Overall summary of progress

In anticipation of our new Science Technology Engineering Arts Mathematics (STEAM) building Hurlstone Agricultural High School staff engaged in a range of professional learning on future focused areas. Key staff participated in Higher Resolves, Future–Problem Solving Program Coaching, STELR inquiry–based STEM education program and Integrating STEAM into the curriculum and beyond professional learning to maximise student engagement and learning in flexible and innovative, technology–rich teaching spaces.

During 2018, staff received training to become Future Problem Solving coaches to deliver a cross–curricular global program developed by Dr E. Paul Torrance. This problem and project based learning program and competition was partially funded by the P & C. Year 7 students engaged in ethical and creative problem solving scenarios and worked collaboratively to develop researched solutions.

The Year 6–7 Transition Team developed and delivered a Parent Orientation Day with sessions focussed on Carol Dweck's Growth Mindset, Gagne's Model of Giftedness, Supporting Twice Exceptional students and ways to engage with the school community including the Teaching and Learning Team. Post parent survey showed an increase understanding of the need to focus on the holistic development of their child.

All staff developed professional learning goals using the performance development framework and collegially observed lessons as part of this process. Professional learning communities called action teams were established to drive the implementation of the school's strategic directions by way of staff initiatives and programs. Staff engaged in CESE What works best resources to inform these action teams.

In response to staff feedback, a Beginning Teacher Mentoring Program was refined to meet the needs of mentors and beginning teachers and planned release time from classes for 2019 to ensure a focus on instructional leadership and collaboration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of students reporting they are engaged and challenged by their learning experiences.	\$40,000 spent on Head Teacher development in areas of Future focus learning, engagement, ethics and global citizenship	School community training and development in engaging higher order thinking activities for gifted students
Increase in opportunities for students to engage in project based learning, real life applications and problem solving activities.	\$10,000 spent on competition entries to show case problem solving strategies of our gifted and talented learners	Students were involved in Game Changer Challenge, RAS, MUNA, Q&A and Archibull to name a few
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.	\$5,000 spent on wellbeing programs \$1,000 spent on professional learning programs to support our students unpacking Carol Dwecks work on growth	Staff engaged with Be You online resources and registered and commenced module training. Parent Teacher evenings to support academic opportunities and understanding growth mindset

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	mindset and Angela Duckworth's GRIT	Staff engaged with Be You online resources and registered and commenced module training. Parent Teacher evenings to support academic opportunities and understanding growth mindset
Increase in teacher confidence to deliver engaging, quality, future focused teaching and learning programs for GAT students .	\$10,000 spent on professional learning for explicit GAT programs	Increase in teacher confidence in differentiating, engaging and communicating with learners and parent communities
Increase in parents reporting through TTFM and other survey tools that their children are actively engaged, supported and take responsibility in their learning opportunities.	\$Nil Parent surveys to be conducted moving forward	Parent focus group to be formulated through P&C and Boarder parent welfare groups

Next Steps

In 2019, staff and students will access the new STEAM building and have opportunities to work in flexible spaces and utilise technology to support their teaching and learning. The STEAM / Future-Focused Action team will drive whole school programs including the "Boat Project" and "I-STEAM" so that students know, understand and appreciate that subjects are cross-disciplinary and skills transcend subject areas. Through the leadership of the Head Teacher Ethics, Global Citizenship and Future Focused Learning, and the Careers Advisor and Stage 6 Academic Mentors, 7-12 Elevate Presenters, students create multiple pathways to engage in more future-focused experiences.

An executive professional learning community will be established to support head teachers to lead school initiatives and faculty practice as instructional leaders. The expertise of teaching staff will continue to be utilised in the delivery of professional development days including a community of schools staff development day to support the implementation of new syllabi and opportunities to share professional practice, develop consistent teacher judgements and demonstrate curriculum requirements and monitoring as outlined by NESA and Department of Education.

A Timetable Committee will be established to examine ways which periods and co-curricular activities embed future-focused learning and space so that creativity, critical thinking, curiosity and ethical understanding is valued and developed in our gifted and talented students.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3,281	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	\$48,886	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	\$50,277	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	\$85,190	Students benefited from this funding through the financial support for individual needs. This included the funding of opportunities such extra support for classroom in the form of SLSO's, external counsellors, and extra curricular activities which added to the educational development or wellbeing of students



Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	508	506	511	518
Girls	464	436	439	437

Student attendance profile

School				
Year	2015	2016	2017	2018
7	96.8	97.6	97	96.3
8	95.9	96.4	96.1	96.7
9	95.5	96.4	95.2	94.8
10	95.2	96	95.3	94.3
11	96	96.7	95.5	95.1
12	95.1	96.6	95.5	94.4
All Years	95.7	96.6	95.7	95.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Attendance data is monitored daily and tabled at the executive meetings and welfare meetings. The year advisers in association with the Head Teachers Welfare under the guidance of the Head teacher administration and Deputies work in collaboration with families to work out the best strategies to support students that have attendance concerns.

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

The 2018 cohort of HSC students demonstrated outstanding outcomes and it resulted in phenomenal post school options for our students. Students were offered the following courses through UAC:

B Actuarial Studies

B Adv Computing/B Com

B Adv Maths (H)/B Eng (H)

B Adv Sc (H)/B Arts

B Adv Sc (H)/B Eng (H)

B Advanced Sc (Hons)

B Advanced Sc (Hons), 4 students

B Agriculture

B Agriculture/B Business

B App Finance/B Actrl Studies

B App Sc (Diag Radiography)

B App Sc (Diag Radiography)

B App Sc (Exercise Physiology)

B App Sc (Occup Therapy), 2 students

B App Sc (Physiotherapy), 2 students

B Architectural Studies

B Arts and Business

B Arts/B Adv Stds 3 students

B Arts/B Ed (Sec)

B Arts/B International Studies

B Arts/B Laws

B Arts/B Science
 B Arts/M Teach (Prim)
 B Biotechnology (Hons)
 B Bus B Sc Info Tech
 B Business
 B Business BA Int Studs, 2students
 B City Planning (Hons)
 B Com/B Adv Stds
 B Comm (Journalism)
 B Comm (Public Comm)
 B Comm (Soc & Pol Sc) B Laws
 B Commerce, 6 students
 B Construction Mngt & Property, 4 students
 B Crim & Criminal Justice, 2 students
 B Data Sc & Decisions
 B Design in Architecture
 B Dsgn Arch (Hons)/M Arch
 B Ed (Sec:Humanities)/B Arts
 B Ed (Sec) H&A (Callaghan)
 B Education (K–12)
 B Eg(H)(MatSc)/BEgSc(ChemEg)
 B Eng (H) Biomed DEP
 B Eng (H) Civil(Constr) DEP
 B Eng (H) Flexible DEP, 2 students
 B Eng (H)(AeroM&ManMech)
 B Eng (H)(Civil with Arch)
 B Eng (H)(Civil)/B Surveying
 B Eng (H)(Elec)/M Eng (Elec)
 B Eng (H)(Flexible First Year)
 B Eng (H)/B Arts or B Science
 B Eng (H)/B Commerce
 B Eng (H)/B Commerce
 B Eng (H)/B Commerce
 B Eng (H)/M Biomed Eng

B Eng (Hons) (Mech)
 B Eng (Hons) (Mechatronic)
 B Eng Hons (Aeronautical)
 B Eng Hons(Civil)/B Dsgn Arch
 B Eng(H)(Chem or ChemProdEng)
 B Engineering Hons (Software)
 B Exercise Physiology, 4 students
 B Exercise Science
 B Forensic Sc
 B Health Science
 B Info Tech /B Laws (SW Syd)
 B Information Systems, 3 students
 B Information Technology, 2 students
 B Inter Stds/B Laws
 B Inter Stds/B Soc Sc
 B Landscape Architecture(Hons)
 B Liberal Arts and Science
 B Med Biotech(H)(Dean's Schlr)
 B Media (PR & Advertising)
 B Medical Science, 6 students
 B Medical Science (Adv), 2 students
 B MedMD
 B Mgt (Tourism)
 B Nursing, 3 students
 B Nutrition Science
 B Occ Therapy
 B Pharmacy, 3 students
 B Pharmacy & Mgt
 B Physiotherapy
 B Physiotherapy, 4 students
 B Polit Phil & Econ
 B Psychological Science, 3 students
 B Psychology

In 2018, 100% of students attending Hurlstone Agricultural High School successfully received a HSC.

B Psychology (Honours), 2 students
B Psychology (Hons) /B Laws
B Renew Energy Eng (Hons)
B Sc (Biotech/Med/Biomed)
B Sc (Health)
B Sc (Medical Science)
B Sc (Medical Science)
B Sc/B Adv Stds
B Sc/B Adv Stds (Adv)
B Sc/B Adv Stds (Adv)
B Sc/B Adv Stds (Agr)
B Sc/B Adv Stds (Agr)
B Sc/B Adv Stds (Scholars)
B Sc/B Adv Stds(An&Vet Biosc), 2 students
B Sc/M Teach (Prim/Sec)
B Science, 3 students
B Science (Computer Science). 4 students
B Science/B Laws
B Sport & Ex Sc
B Vision Science, 2 students
BA–Psych BSpchHearingLangSc
BA/B Adv Stds(Pol & Int Rels)
BSc/D Dental Med
Combined Actuarial Studies, 6 students
Combined Commerce, 2 students
Dip Information Technology, 2 students
Dip Social Sc
Doctor of Medicine

Year 12 students undertaking vocational or trade training

No students in 2018 undertook vocational education or trade training post school

Year 12 students attaining HSC or equivalent vocational education qualification

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	47.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.77
Other Positions	1

- NESA work shops
- Literacy and Numeracy workshops
- Science, Technology, Engineering, Arts and Mathematics (STEAM) project based learning opportunities
- Teacher professional led "teach meets" in google classroom, collaborative learning platforms and ALARM matrix training

*Full Time Equivalent

Hurlstone Agricultural High School has one member who identifies as having Aboriginal cultural heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

Hurlstone Agricultural High School encourages professional development of all staff in order to support our differentiated and engaging curriculum for gifted and talented learners. Professional development plans are created with all staff to support individual personal learning goals. In 2018 high impact professional learning took place to target new syllabus requirements in a variety of key learning areas.

Professional learning conducted in 2018 included but not limited to:

- UNSW Mini Certificate of Gifted Education– 41% trained with the aim of having 100% trained by 2020
- SCOUT training in data analysis
- Understanding the needs of 2e students– Bridges Academy
- HSC Marking/ Judge marking and Faculty area association meetings and much more

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	2,950,278
Revenue	14,153,322
Appropriation	12,155,312
Sale of Goods and Services	1,144,588
Grants and Contributions	618,192
Gain and Loss	0
Other Revenue	183,982
Investment Income	51,249
Expenses	-13,553,160
Recurrent Expenses	-13,553,160
Employee Related	-10,539,828
Operating Expenses	-3,013,332
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	600,162
Balance Carried Forward	3,550,441

total roll over and has been targeted for 2019 scope of works.

- Projection of future scope and spending for 2019 including but not limited to the re-working of the old Technology and Applied Studies building to form a state of the art Physical Development, Health and Physical Education centre. Further painting, carpeting and furniture upgrades for all classrooms. Air conditioning, carpet and paint for the residential facilities. An audit and comprehensive technology plan to improve system use and wireless access. Training and development for all teachers in Gifted Education at University level. Upgrading the canteen facility. Upgrading the hall toilets and change rooms. Specific resources and funding to support student access to literacy, numeracy and equity opportunities to enhance learning.

As a newly appointed Principal in April 2018, our school undertook a review of financial processes, these included:

- An audit and review of Hurlstone Agricultural High School's financial management processes and governance structures to meet financial policy requirements.
- The set up an Agricultural working party finance team with our Business Manager, Head Teacher Agriculture and Farm Manager to secure food and support our dairy operations due to drought affected farm and feed procurement in NSW and Australia.
- Substantial underspending was evident in our planned budget and this underspend has rolled over into the 2019 allocation. This included non-expenditure of money on new syllabus textbooks required for the 2019 HSC. This specifically related to the Science faculty. In addition to this significant amounts of money set aside for refurbishment of school resources such as toilet blocks, the library, painting of classrooms and the beginning of carpet replacement were reimbursed by assets management. This is

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,619,683
Base Per Capita	183,701
Base Location	0
Other Base	8,435,982
Equity Total	138,748
Equity Aboriginal	3,281
Equity Socio economic	50,277
Equity Language	0
Equity Disability	85,190
Targeted Total	0
Other Total	644,504
Grand Total	9,402,935

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

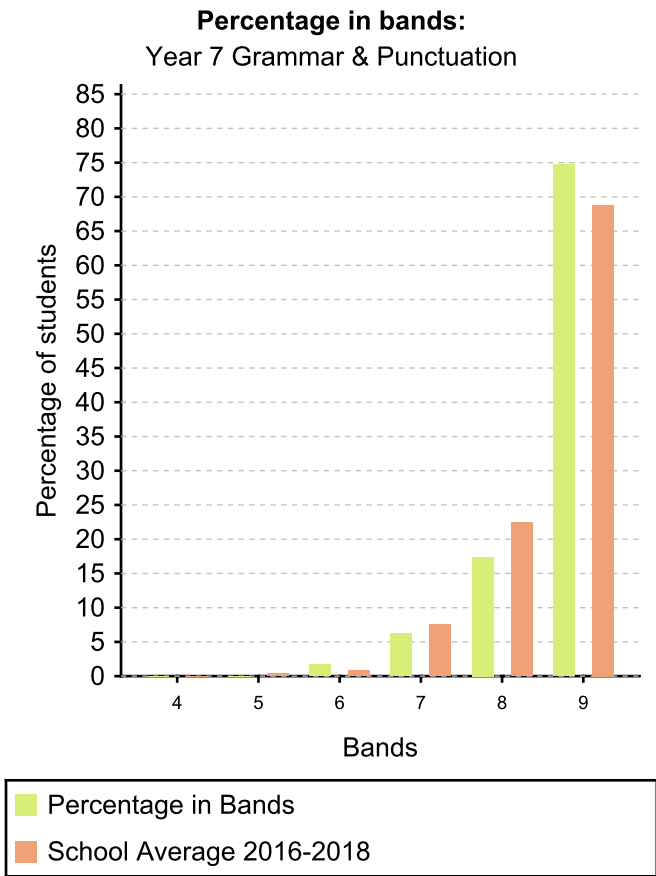
NAPLAN

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.

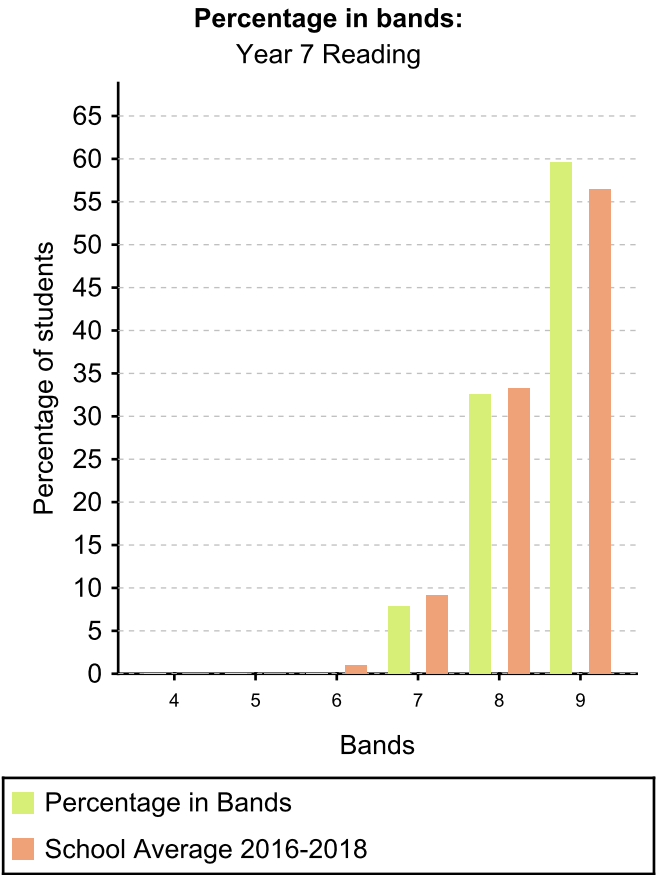
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

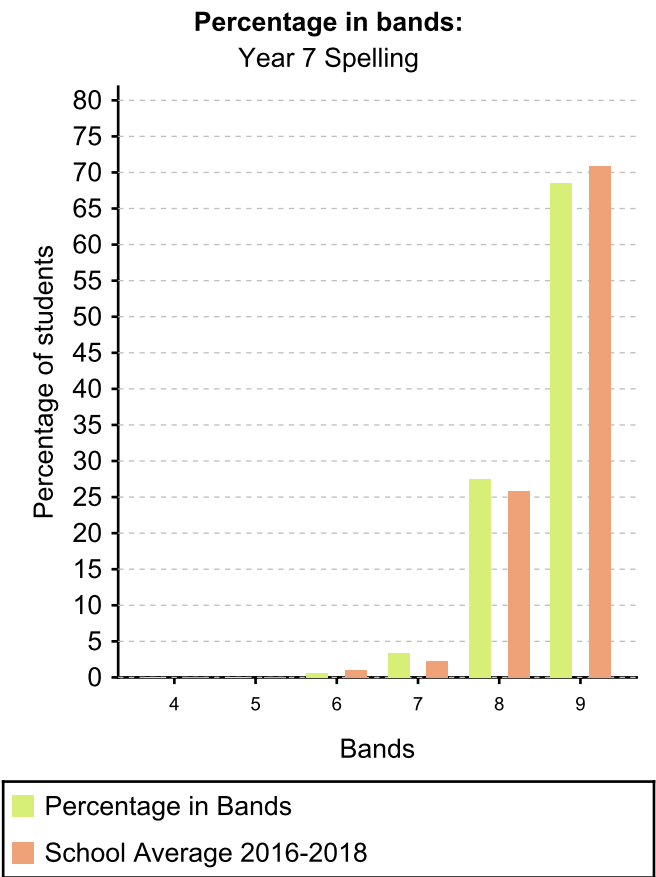
Hurlstone Agricultural High School students produce excellent results in Literacy, particularly in Spelling, Grammar and Punctuation.



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	1.7	6.2	17.4	74.7
School avg 2016-2018	0	0.4	0.8	7.5	22.4	68.8

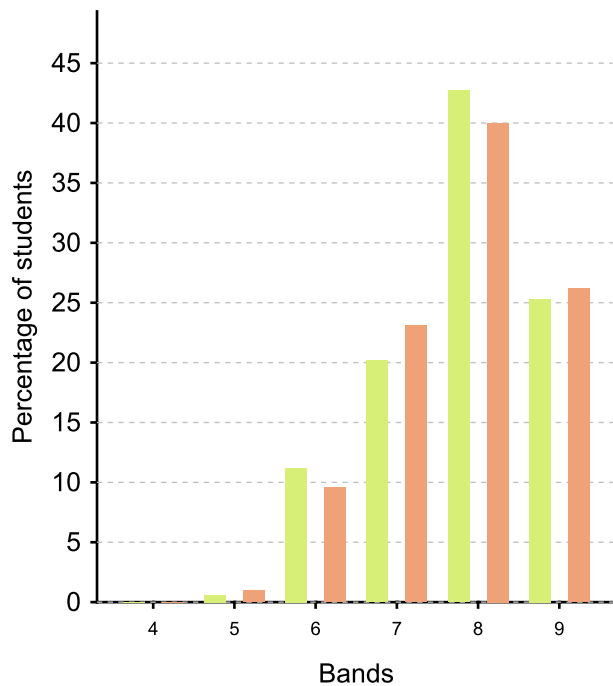


Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	7.9	32.6	59.6
School avg 2016-2018	0	0	1	9.2	33.3	56.5



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.6	3.4	27.5	68.5
School avg 2016-2018	0	0	1	2.3	25.8	70.9

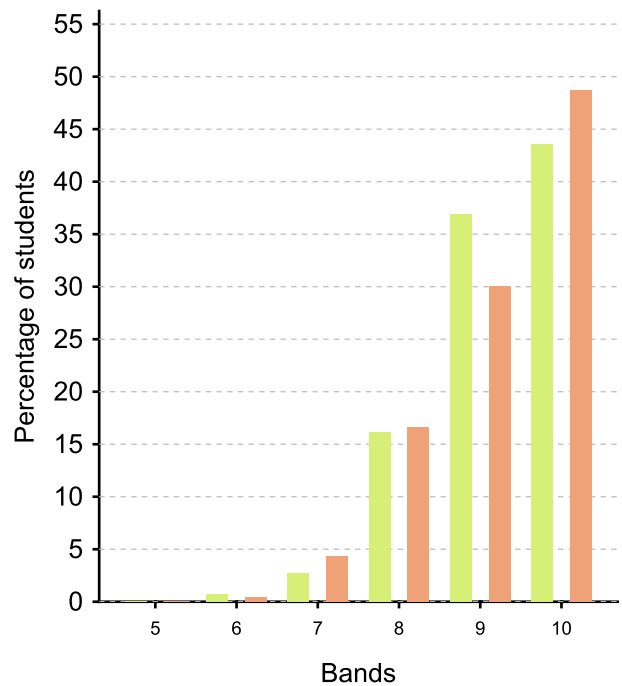
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	0.0	0.6	11.2	20.2	42.7	25.3
School avg 2016-2018	0	1	9.6	23.1	40	26.2

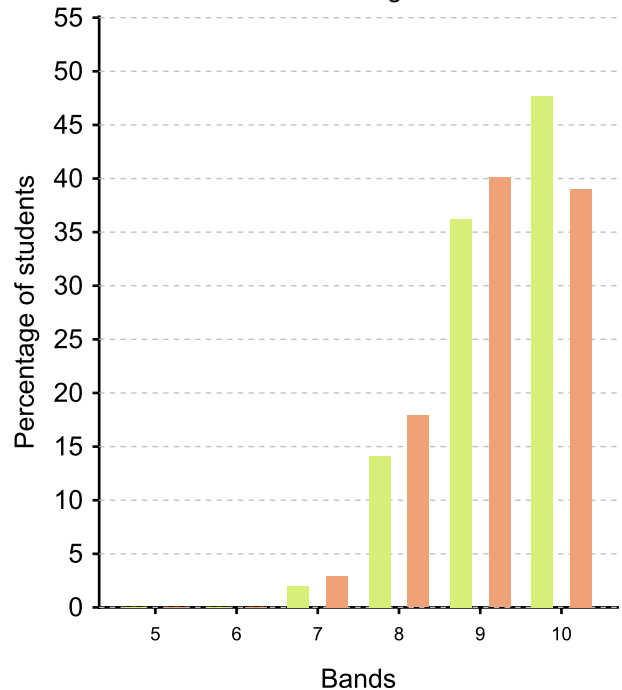
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.7	2.7	16.1	36.9	43.6
School avg 2016-2018	0	0.4	4.3	16.6	30	48.7

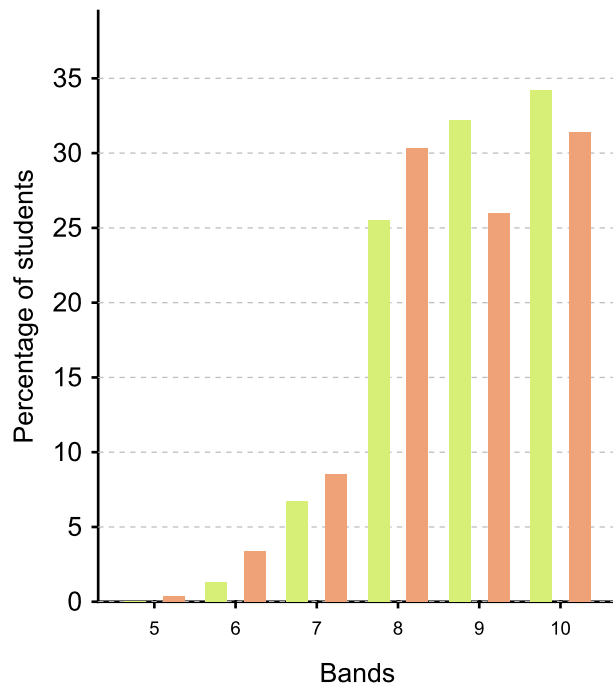
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	2.0	14.1	36.2	47.7
School avg 2016-2018	0	0	2.9	17.9	40.1	39

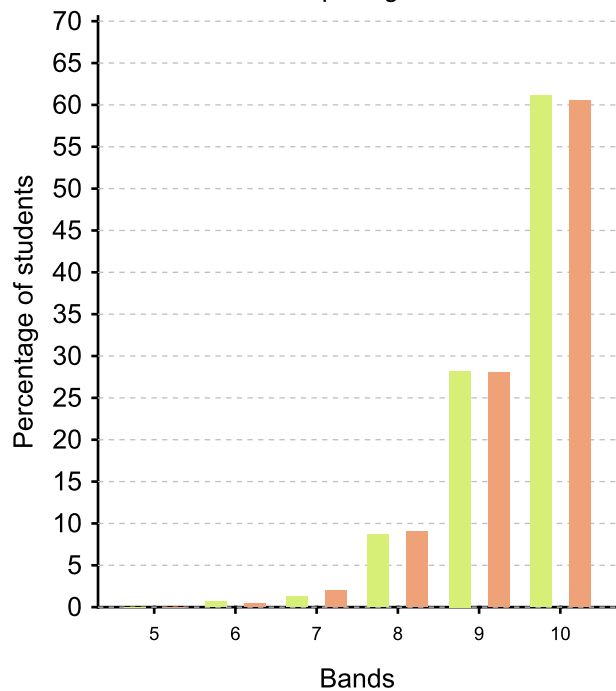
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	1.3	6.7	25.5	32.2	34.2
School avg 2016-2018	0.4	3.4	8.5	30.3	26	31.4

Percentage in bands:
Year 9 Spelling



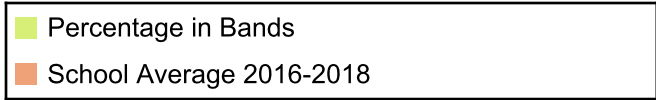
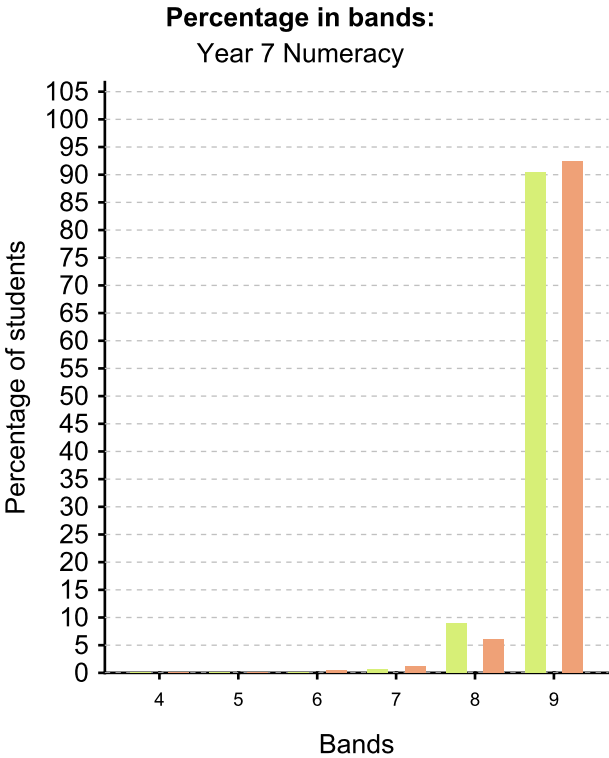
Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	0.0	0.7	1.3	8.7	28.2	61.1
School avg 2016-2018	0	0.4	2	9	28	60.5

Hurlstone Agricultural High School students produce excellent results in Numeracy.

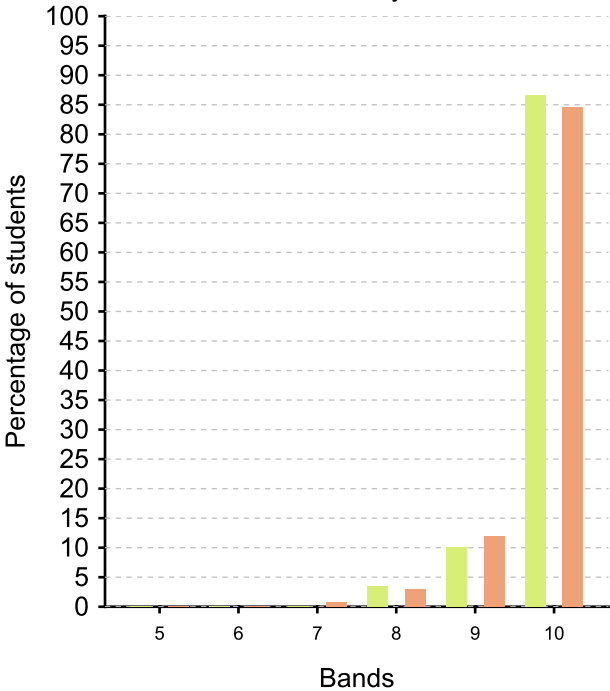
In year 7, 90.4% of candidates achieved a band 9. The remaining 9.0% of students achieved a band 8.

In year 9, 96.7% of candidates achieved a band 8 or better, 86.6% achieving a band 10; 10.1% a band 9 and 3.4% a band 8.



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	0.6	9.0	90.4
School avg 2016-2018	0	0	0.4	1.1	6.1	92.4

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	3.4	10.1	86.6
School avg 2016-2018	0	0	0.7	2.9	11.9	84.5

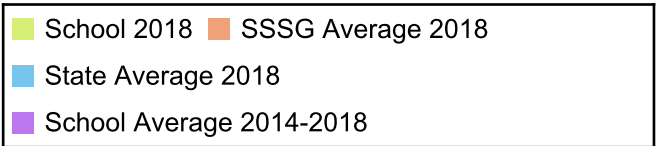
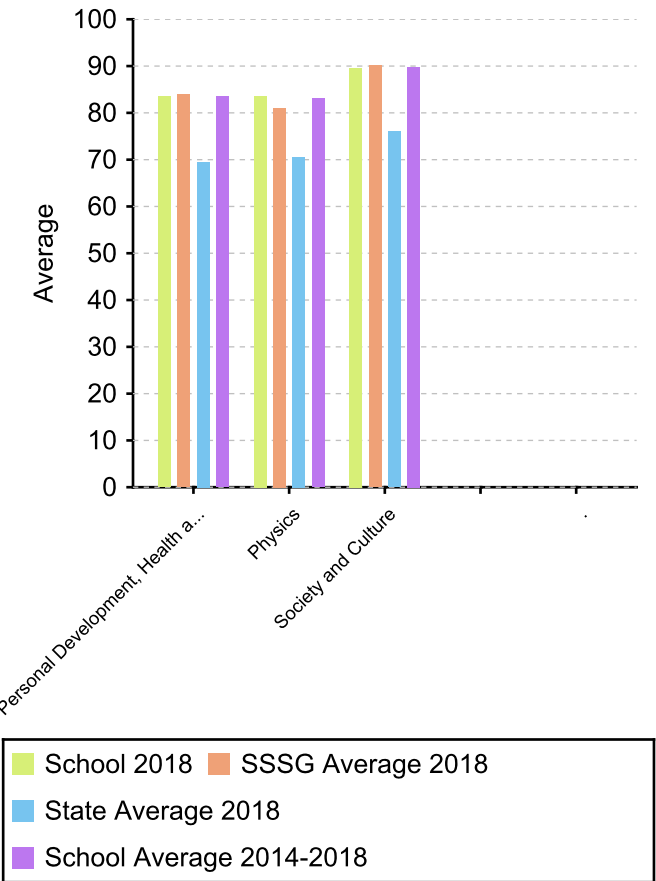
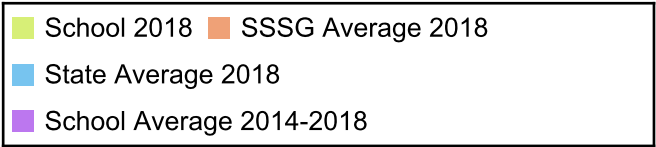
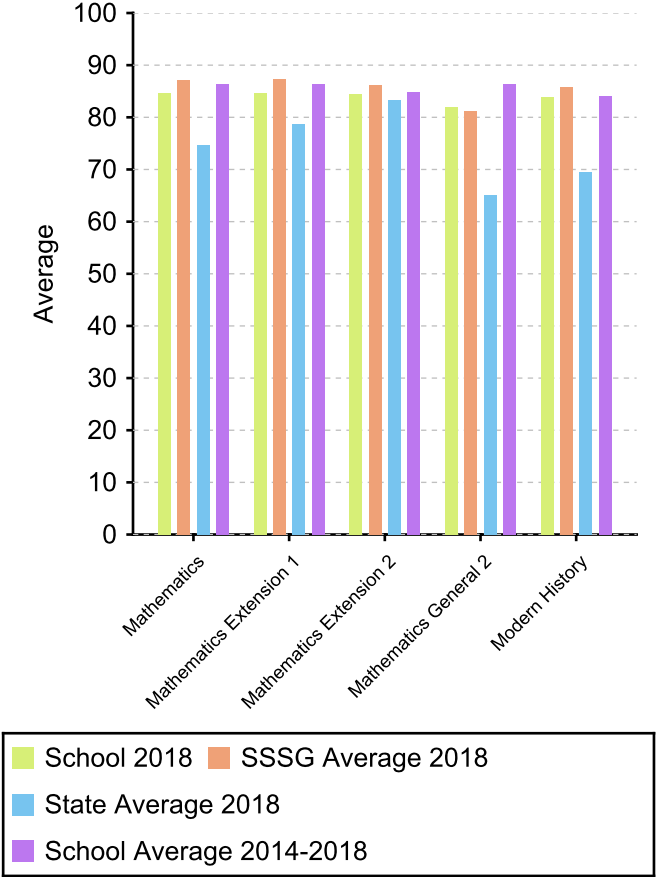
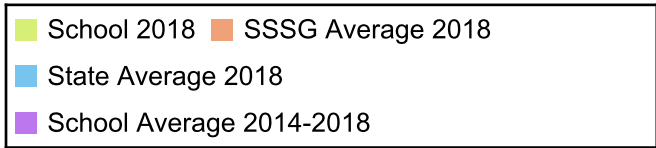
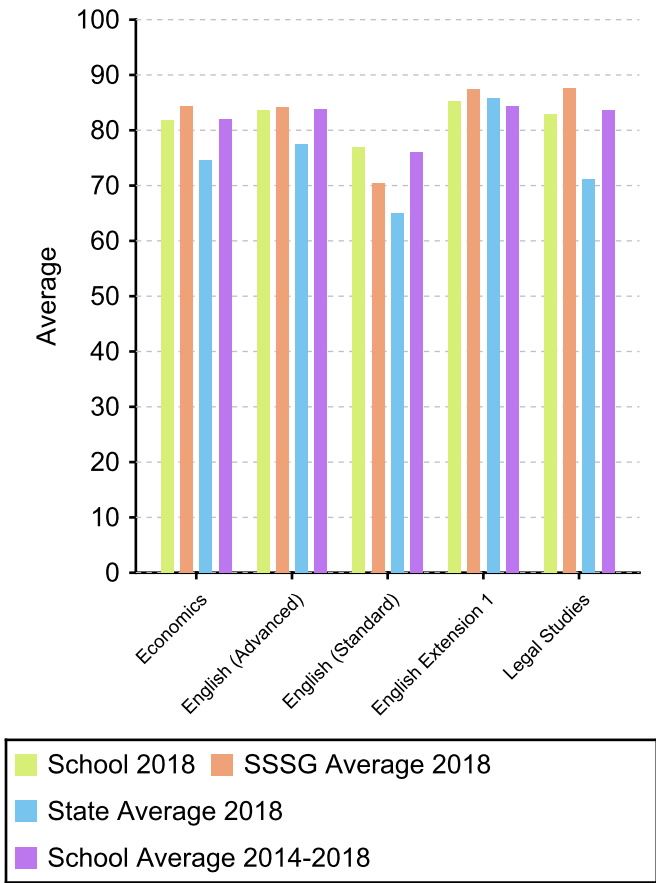
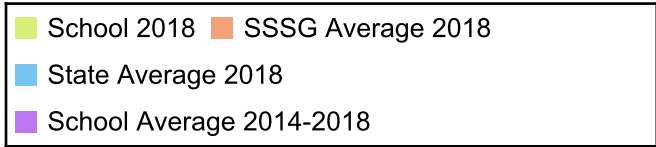
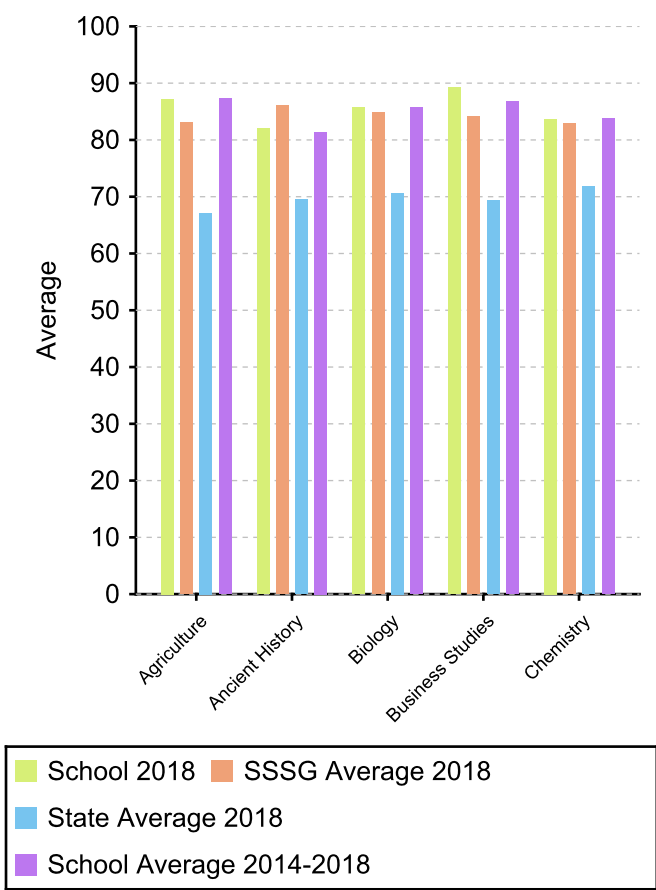
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

All Aboriginal students in year 7 and in year 9 have excelled and more than met the minimum standards in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.



Higher School Certificate (HSC)

Our 2018 HSC cohort performed exceptionally well in the HSC.



Subject	School 2018	SSSG	State	School Average 2014-2018
Agriculture	87.2	83.1	67.1	87.3
Ancient History	82.0	86.1	69.5	81.4

Biology	85.7	84.8	70.7	85.7
Business Studies	89.2	84.1	69.3	86.8
Chemistry	83.7	82.9	71.8	83.7
Economics	81.8	84.3	74.7	82.1
English (Advanced)	83.6	84.1	77.5	83.8
English (Standard)	76.9	70.3	65.0	76.1
English Extension 1	85.3	87.5	85.8	84.3
Legal Studies	82.9	87.6	71.2	83.6
Mathematics	84.6	87.2	74.8	86.5
Mathematics Extension 1	84.7	87.3	78.7	86.3
Mathematics Extension 2	84.4	86.1	83.3	84.8
Mathematics General 2	81.9	81.2	65.1	86.4
Modern History	83.8	85.9	69.5	84.1
Personal Development, Health and Physical Education	83.5	84.0	69.5	83.5
Physics	83.6	81.0	70.6	83.1
Society and Culture	89.6	90.1	76.1	89.8

Parent/caregiver, student, teacher satisfaction

In 2018, Hurlstone Agricultural High School engaged with key stakeholders in a number of ways. All students took part in the Tell them from Me student feedback survey which focused on wellbeing, engagement and effective teaching practices. Overall the surveys found that student engagement was high.

Parents, caregivers and alumni contributed to a highly successful Country Fair fund raiser. The P&C and Boarder Parent Welfare Groups ensured our teams of teachers and student leaders welcomed our new year 7 cohort for 2019 on orientation day, 2018.

The P&C run canteen and uniform shop raised substantial money to be able to assist our learners with further resources.

Parents were able to attend a number of evenings including Growth Mindset, opportunities to talk about the HSC and various parent teacher meetings.

Policy requirements

Aboriginal education

Hurlstone Agricultural High School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students. All indigenous students at Hurlstone Agricultural High School have been invited and presented the Acknowledgement of Country of assemblies and all formal occasions. Aboriginal culture and education continued to be a focus in 2018 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 and carers).

- * The use of the ARCO and peer mediation to resolve

student issues arising from prejudice.

- * Articles in the school newsletter to raise awareness and appreciation of diversity within the school community.

- * Raising staff understanding of cultural issues to avoid insensitivity and support recognition of differences within our community.

Other school programs

AGRICULTURE

The aim of Agriculture is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products.

Students develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible. The Agriculture teaching programs and the school Farm provide students with the opportunities to understand and appreciate the essential aspects of agriculture. Year 9 continues to do Dairy Duty of an afternoon where students in small groups attend the dairy and assist with the milking of the cow. This experience has proven to be

On the farm, improvements continue to be made to make it a very useful teaching resource for Agriculture, providing students with invaluable experience. Biosecurity and sustainable practices are employed on the farm in order to align the management of the farm more closely with the requirements of the syllabuses and modern agricultural practice.

The teaching programs have been designed to allow students to develop knowledge and understanding of the interaction between the components of agriculture and the scientific principles that explain the processes involved in producing agricultural products. The Hydroponics system is being utilised as a valuable teaching resource especially in the comparison between growing vegetables in a soil environment and a soil-less environment. Parents and staff have purchased the produce from this system where students were able to learn not only about growing, but the marketing principles involved in selling their own produce.

The many Agricultural initiatives, including poultry squad and Rural Youth, are an important and integral component of the school and involve many students.

One of the key strategies to enhance authentic learning and make connections between the classroom and the real life application of the knowledge was the continuation of the Rural Youth program. This program is very flexible and takes into account the students' interests, with no a formal assessment and encouraging only those students who have an interest and want to know more about Agriculture. The Rural Youth program allows students to explore agricultural concepts in much more depth and encourages lateral thinking. Students are often presented with real life problems and they are encouraged to come up with the solutions. It allows them to make sense of the learning that happens in the classroom and therefore is a very worthwhile complementary learning forum for the students. This year our students represented Hurlstone Agricultural High School, at Kangaroo Valley, Canberra Royal, Camden and Sydney Royal and Forbes. The annual Event of Ayrshire Calf day was held during Country Fair weekend. This encourages the community

to witness the great ambassadors that Hurlstone Rural Youth students are.

Agriculture students SBS INSIGHT

Year 12 students had the privilege to be part of the audience for the SBS Insight program, which looked at the drought and how the next generation plan to make a go of life on the land.

The population of our planet grows by around 200,000 people every day, and more people means a lot more food is going to be needed. For that to happen, farms will need to grow more, and farming practices have to adapt to the ever changing environment. That's why contemporary Agricultural Science learning has a focus on innovative new methods of food production and sustainable farming practices. During the day our students were very privileged to hear from young entrepreneurs who have studied agriculture at Tertiary level. They are the young pioneers who are introducing innovative ideas and are using relevant modern technologies that will increase production and the quality and the sustainability of Agricultural production in Australia. These students went on to successfully gain band 5 and 6 in their HSC results.

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. For 66% of students in this course, their result in Music was their highest HSC mark. For 33% of students, it was their second best result.

75% of Visual Arts students received a band 6; 25% of Visual Arts students received a band 5. For 87.5% of students, Visual Arts result was their highest mark. For 12.5% of students it was their second best result.

ARTEXPRESS

Kevin Luu's HSC body of work, "Self Portrait: Silent, Awake", 2018 was selected by curators to be exhibited as a part of the Artexpress exhibition. The painted triptych was included in exhibitions at the Armory at Sydney Olympic Park and at the Blue Mountains Cultural Centre.

NEXT

Sophie Gao and Katrina Pincaro of Year 12, 2018 were selected to exhibit his body of work in "NEXT", an annual exhibition of exemplary HSC artworks from the local area held at Casula Powerhouse. Katrina's work was featured on the back cover of the exhibition catalogue.

ARCHIBULL

Yr 10 Visual Arts students participated in the Archibull Prize Competition. They created a large scale

installation that responded to aspects of the horticultural industry and environmental issues. These issues also underpinned the multimedia presentation and blog that were integral components of the submission. This project developed collaborative practice and built an awareness of agriculture and concepts such as food security, biosecurity and climate change. Representatives of the team attended the presentation day where Hurlstone Agricultural High School was awarded the following prizes: Participation; NSW Primary Industry Award – Best Bio Security Infographic; Highly Commended Blog; Secondary School Best Animation; Secondary School Best Artwork; Champion Secondary School and Archibull Grand Champion 2018.

SCULPTURE IN THE VINEYARDS

Year 10 Visual Arts students installed 3 artworks at Undercliff winery at Wollombi in the Hunter Valley for the high profile public sculpture event "Sculpture in the Vineyards, 2018". Their work was very well received by the public. A photograph of one of the artworks was used to promote the event on the Visit NSW tourism website.

FISHER'S GHOST

19 students' works were exhibited in the annual Fisher's Ghost exhibition at Campbelltown Arts Centre. The works were 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.

MUSICAL SETS

Year 9 and Year 10 Visual Arts students created the sets for the Little Shop of Horrors. The sets were inspired by silhouette imagery and employed a very graphic aesthetic. Students worked collaboratively to ensure the brief from the directorial team was met. The sets created an evocative mood for the performances and were a critical component in the narrative.

BUNNINGS RECYCLE ART EXHIBITION

Year 9 Visual Arts students worked on small group submissions for the annual Bunnings Recycle Art Exhibition. Students received a variety of goods from Bunnings to upcycle into a sculpture. The results were extremely impressive and Hurlstone students were awarded the people's choice award.

ME TO YOU COLLABORATIVE PROJRCT WITH CASULA POWERHOUSE ARTS CENTRE

Year 9 Visual Arts students attended a workshop run by education officers from Casula Powerhouse Arts Centre at HAHS. The project ran in conjunction with the exhibition of works from the Archibald Prize in the gallery at Casula Powerhouse. Students created portraits that were subsequently exhibited in an adjoining gallery at Casula Powerhouse Arts Centre. Students visited the gallery to view their works and the Archibald Prize exhibition.

GAME CHANGER

The Game Changer Challenge, 2018 was a NSW Department of Education initiative held during Education Week. The challenge was designed to empower teachers and students with insights into design thinking as a powerful tool for developing general capabilities such as critical thinking, collaboration, empathy, and creativity.

A small team of 5 students created a one minute video in response to the question "What will the school of the Future Look Like?" to apply for the chance to participate in the challenge. The Hurlstone Agricultural High School Team were selected as one of 7 secondary schools and 7 primary schools from across the state.

Students attended the three day residential experience and were given training in design thinking processes before creating a pitch regarding an innovative response to the theme, the school of the future. Hurlstone students presented an inspired pitch to a panel that included the Secretary of the NSW Department of Education, Mr Mark Scott. Mr Scott praised the creative and considered proposal created by the team and Hurlstone Agricultural High School were awarded Runner Up in the inaugural challenge.

EXCURSIONS

Elective Visual Arts students visited the Art Gallery of NSW to see Artexpress and to explore the gallery's permanent collection. Year 9 Visual Arts students visited Casula Powerhouse Arts Centre and Year 10 students accompanied them to visit Campbelltown Arts Centre. Hurlstone students' work was hung in both galleries at the time of the visits with the works hanging alongside that of practicing artists in "Fisher's Ghost" and "Me to You". Elective Art students also attended the Woollahra Small Sculpture Prize exhibition. Elective Music students attended "Encore" at the Sydney Opera House.

CAPAPN

The annual Creative and Performing Arts Presentation Night was postponed from the traditional December date to February 2019. The night celebrated the contributions and achievements of students through an art exhibition and performances by Music students, ensembles, soloists, the Pops Orchestra. In addition to the opportunity to exhibit and perform for their peers, teachers and families, awards were distributed to students who had led or excelled in their field within the Arts.

COUNTRY FAIR PERFORMANCES

Our students once again performed at Country Fair. The stage Band, Orchestra, Chamber Ensembles and Soloists performed during the day. Their performances added to the festive atmosphere of the day.

OTHER PERFORMANCE OPPORTUNITIES

In 2018, Pops Orchestra performed at the ANZAC Day

ceremony; Music Night; a lunchtime concert; Country Fair and Creative and Performing Arts Presentation Night.

VOCAL ENSEMBLE

Vocal Ensemble developed a strong core group in 2018, consisting of both male and female singers from years 7–10. This breadth of vocal range gave the group the opportunity to develop skills in 3–part harmony. Meeting once a week under the direction of Mrs Wuhler, it rehearsed popular repertoire in preparation for school and community events. Vocal Ensemble led the School Song and National Anthem at assemblies, Orientation Day and Presentation Day. They performed at Orientation Day and prepared a work for CAPAPN 2018, presented this year.

EPIC

EPIC organised soloists and students to lead school song and national anthem at school Assemblies. They raised awareness of the performing arts through regular speaking at School Assemblies.

ORCHESTRAL PROGRAM

2018 saw the continued development of the instrumental program under the direction of Mr Armitage. The program now includes the Chamber Orchestra (40 students); Pops Orchestra (90 students) and Stage Band. Additionally, Year 8, 9 and 10 ensembles along with Brass; Clarinet; Percussion and String Chamber Ensembles are included in the program.

The creation of the Chamber Orchestra was a response to the need to perform with a smaller number of students available. In order to fulfil responsibilities, a smaller chamber orchestra of approximately 40 of our more experienced students performed "The Magnificent Seven" at Presentation Day 2018. This was extremely well received by the audience and a highlight in terms of performance for the students involved. The result is that beginning in 2019, there will be a timetabled a Chamber Orchestra. It is anticipated that this group will perform two concertos as well as movements from Rick Wakemann's "Journey to the Centre of the Earth". This is an exciting opportunity for students and is designed to extend our more experienced students.

TOUR

The instrumental program and a select group from the Musical went on tour to Mudgee, where they workshopped with and performed for local secondary and primary schools. Feedback from audiences and participants was extremely positive.

Tour participants also visited the Lowe Winery, an organic vineyard owned and run by a member of the Hurlstone Alumni, Mr David Lowe. They were taken on tours of the vines and processing facilities.

MUSICAL

"The Little Shop of Horrors" musical was presented by

Hurlstone Agricultural High School on the 21st – 23rd June, 2018. Over 180 students were involved in the delivery of the production in diverse roles. Students were able to extend their abilities in drama; dance; music; visual arts; design and sound and light engineering. In addition to developing skills within these disciplines, the students acknowledged that the most valuable lessons were those in team work and collaborative practice. The development of those capabilities will be of benefit throughout their academic and vocational life. The Pops Orchestra played an integral role in the performances. All Year 7 and 8 students from HAHS attended a matinee performance of the musical.

SCIENCE FACULTY

Seventy nine students completed their studies in Biology in 2018. 83% of these students were awarded Band 5 (49%) and Band 6 (34%).

One hundred and thirteen students completed their studies in Chemistry in 2018. 77.% of these students were awarded Band 5 (50%) and Band 6 (27%).

Seventy three students completed their studies in Physics in 2018. 42.7% of these students were awarded Band 5 (44%) and Band 6 (27%).

Six students completed their studies in Senior Science in 2018. Of these students 17% Band 5's were awarded and 50 % Band 6. One student was placed on the HSC Merit List.

Valid 10 and 8

96% of students achieved level 5 or 6 in Valid 10. . Level 5 and 6 are indicators of students working above stage 5 Science at that point in time.

94% of students achieved level 5 or 8 in Valid 8. Level 5 and 6 are indicators of students working above stage 4 Science at that point in time.

Competitions

Eight students achieved high distinctions or distinctions in Science Olympiad competitions.

In ICAS Science, 19 students achieved the High Distinction level and 170 students achieved the distinction level. This was an outstanding performance by students.

Two students attempted the Big Science competition. One achieved a high distinction. The others a distinction.

Eight students attempted the Australian National Chemistry Competition. Six achieved distinction or distinctions.

ASR 2018 PDHPE and Sport

PDHPE

23% of the cohort received a band 6

46% of the cohort received a band 5

SPORT

Alex Quach represented NSW at the national swimming championships and was awarded a CHS Blue

Open girls ultimate frisbee state champions

Junior girls ultimate frisbee state champions

Anthony Donoghue, Bronte Clifford, Teagan Colless, Jennifer Dœur, Lilly Hua and Kristie Vu selected in NSW Frisbee team

Olivia Cole selected in NSW AFL team

Hunter McAuliffe selected in NSW AFL team

Jordan Gregory represented NSW as a touch referee

Yr 9/10 girls touch team regional champions

HSIE Report – Annual Report 2018

Again in 2018, the HSIE faculty worked diligently to provide students with a range of opportunities to foster their empathy, reasoning and creativity and to develop their awareness of the domestic and international issues.

Financial Literacy and Business Skills programs

Start Smart Program

Year 9 Commerce students participated in the CBA Start Smart Program designed to improve their financial literacy.

\$20 Boss Program

Year 9 Commerce students were given the opportunity to collaborate with a team of their peers to develop their own businesses from scratch as part of the \$20 Boss program. Students collaborated and created their own start up business to see how much profit they could generate over 4 weeks. The program provided the students with an authentic opportunity to put into practice the theory learnt within the classroom, allowing them to experience the challenges that face many start-up businesses. Profits from the program were donated to the Stewart House Charity.

Illuminate Challenge

Five students from Years 9 and 10 attended the Illuminate NextGen Challenge, held at the UTS Campus between 19th – 23rd November 2018. This was an invaluable one-week event where students were challenged to establish a social enterprise to solve a current problem in their community.

The Hurlstone team, consisting of Fahim Mustafa, Jared Higgins, Om Rami, Priyanshu Kundnani, Taha Amir and Yusuf Sayed, created an idea to sell smoothies made using visually imperfect fruit, which

would have otherwise gone to waste due to them not meeting specifications required by supermarkets and greengrocers.

Over the week, the team successfully developed a business plan, completed timed challenges, set up a trade display and presented in front of other teams and a panel of experts from the business industry. While they missed out on the overall best solution award, the team still finished the week with being recognised for their exceptional Pitch Deck Presentation.

Law focused extra-curricular programs

Mock Mediation

Year 10 students participated in NSW Law Society's Mock Mediation to develop their communication and negotiation skills. Students invested time in developing their craft and ability to handle emotional and stressful scenarios to achieve positive and mutually agreed upon resolutions. The Hurlstone team was highly successful, coming second overall in a tightly contested Grand Final against Sydney Boys High School.

Mock Trial and Kirby Cup

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 their critical thinking, advocacy and research skills. The competitions also gave students the opportunity to experience the challenges that face law professionals and develop well rounded and logical arguments.

MUNA

MUNA is a competition run by Rotary where students participate in a model United Nations General Assembly and represent a nominated country. The competition develops student's knowledge and understanding of global issues, the operations of the United Nations and gives them the opportunity to further hone their debating and negotiating skills. Teams of year 11 students participated in the regional MUNA. One of the Hurlstone teams won the regional MUNA, moving onto the national MUNA which was held at the Old Parliament House in Canberra. At the national MUNA, the Hurlstone Agricultural team, made up of Sienna O'Dea, Milica Alavanja and Rachel Porter, represented Israel. The Hurlstone team did the school proud in the national MUNA, coming second overall.

UN Evatt Competition

The school played host to other schools in the region as part of the UN Evatt Competition. The UN Evatt Competition is a simulated UN Security Council meeting, where students develop a deeper understanding of the negotiations which are undertaken to ensure regional and global stability. The competition fosters the student's diplomacy and negotiation skills and broadens their understanding of contemporary international issues.

Australia–ASEAN Youth Forum

To coincide with Australia hosting the ASEAN summit, a group of year 11 students were given the opportunity to attend the Australia–ASEAN Youth Forum. As part of the day, students heard from then Foreign Minister Julie Bishop and from a range of trade, environmental and refugee experts. The day deepened student understanding of nations from South–East Asia and fostered their global citizenship through helping them to recognise the challenges of regional dialogue and appreciate the importance of working towards regional solutions.

History Events

ANZAC Day and Remembrance Day

The HSIE faculty oversaw the running of ANZAC Day and Remembrance Day ceremonies to reflect upon and commemorate the sacrifice made by Australia's service men and women. The ceremonies also reflect the ongoing and deep tradition of Hurlstone and the country's serving men and women. The coordination of the day is done in conjunction with the Archive group, Music and the Orchestra, the Cadets and the maintenance team.

Welfare

During 2018 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 our achievements is an important aspect of our welfare program. Aside from the final Presentation Afternoon in December, opportunities to celebrate success were made throughout the year. At school assemblies and year assemblies students were recognized for their academic, sporting or extra-curricular successes. 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 2018 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 the University of New South Wales International Competitions and Assessments for Schools (UNSW ICAS), Hurlstone students achieved 65 high distinctions, 326 distinctions, and 277 credits. Two Year 11 students, Martin Tran and Nathan Tran, received medallions from UNSW in acknowledgement of their perfect scores.

In the Australian Mathematics competition, Lyn Duong of Year 7 was a prize winner.

Hurlstone students also achieved 19 High Distinctions, 138 Distinctions and 163 Credits.

Forty students from years 7 and 8 entered the Australasian Problem Solving Mathematics Olympiad (APSMO). Our Year 8 team finished in the top 10% of teams while the Year 7 team was in the top 25% of over 400 schools across the Australasian region.

The Mathematics Challenge for Young Australians is a take home competition held over three weeks. Nineteen students from Years 7 – 10 took part, resulting in High Distinctions to Chris Tan, Eassen Lim and James Nguyen of Year 10.

The Enrichment Stage of the challenge was completed over 12 weeks in the second half of the year. Chris Tan led our five participants with a Distinction. Chris also gained a High Distinction in the Australian Intermediate Maths Olympiad.

The 4-hour UNSW Annual Maths Competition was completed in May, with Steven Lim of Year 12 being awarded a Credit.

Having Hurlstone students participating in these competitions sees our senior and junior school students exposed to high-level mathematics and enables them to maintain a connection with these extra-curricula activities throughout their high school years.

For the 2018 Year 10 RoSA:

78.5% of students in Mathematics were awarded a Grade A or B (with 34.9% of students receiving A10 and 22.8% an A9).

For the 2018 Year 11 Preliminary HSC RoSA:

75.3% of students in Mathematics Standard were awarded a grade A or B, with 50.3% of students achieving an A.

81.9% of students in Mathematics were awarded a grade A or B, with 55.1% of students achieving an A.

58.5% of students in Mathematics Extension 1 were awarded a grade A or B, with 27.1% of students achieving an A.

For the 2018 HSC:

58.8% of candidates in General Mathematics achieved Bands 5 and 6, with 17.6% of candidates achieving a Band 6.

71.4% of candidates in Mathematics achieved Bands 5 and 6, with 42.9% of candidates achieving a Band 6.

88.1% of candidates in Mathematics Extension 1 achieved Bands E3 and E4, with 50.5% of candidates achieving a Band E4.

91.4% of candidates in Mathematics Extension 2 achieved Bands E3 and E4, with 37.9% of candidates achieving a Band E4.

Performance in NAPLAN 2018:

In year 7, 90.4% of candidates achieved a band 9. The remaining 9.0% of students achieved a band 8.

In year 9, 96.7% of candidates achieved a band 8 or better, 86.6% achieving a band 10; 10.1% a band 9 and 3.4% a band 8.

2018 saw the start of the new NESA Mathematics Standard course for year 11. Preparations were made for the new Mathematics Advanced and Extension 1 courses for year 11 starting at the beginning of 2019.

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The new Mathematics Stage 6 syllabuses are designed to offer opportunities for students to think mathematically through questioning, communicating, reasoning and reflecting. They promote development of 21st-century knowledge, skills, understanding, values and attitudes and provide challenge.

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