

Hurlstone Agricultural High School

2019 Annual Report



8121

Introduction

The Annual Report for 2019 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.

School contact details

Hurlstone Agricultural High School
Roy Watts Rd
Glenfield, 2167
www.hurlstone-h.schools.nsw.edu.au
hurlstone-h.school@det.nsw.edu.au
9829 9222

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.

The school nurtures the whole child in an inclusive environment where gifted and high potential learners are encouraged to develop both the educational understanding and the skills which demonstrate human potential in an ever changing, dynamic and complex global context. 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 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 2019 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.



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 peryear)
- * 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/school-excellence>

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)
Direction 1 has remained a focus for both staff professional learning and an indicator of student engagement. All programs across KLAs are reviewed annually. Formal assessment tasks are linked to programs to identify deep learning using GATs strategies and CESE research papers. Staff involvement in action groups has targeted literacy, numeracy, STEAM and problem solving as integral to developing student responses to challenge and innovation. Students have been offered an increased number of external events including World Scholars with Year 7 transition offering opportunities for students to value problem solving as a way of engaging with learning in a GATs context. These initiatives will continue into 2020.	Executive staff, Year advisors, Staff meetings, SDD, staffing cover for transition week cover as required. External professional learning for a range of staff in literacy, numeracy, STEAM and GATs. stationary resources as required for staff meetings and school based PL across 2019.

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)
Assessing student potential continues to be an ongoing conversation for staff as the new High Potential and Gifted Education policy mid 2019 was released for implementation in 2021. Focus on the policy and the terms of reference to support staff PL to facilitate the new policy and create a process to develop individual talent plans with student, parent and teacher input will continue in 2020 as more resources are released by DoE.	HT T&L, targeted professional learning mapped to school plan and PDP's.

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)
Qualitative evidence from staff annual reviews demonstrates an increased understanding of how improvement measures can be collated to inform future ongoing performance development plans (PDP) for all staff, not just executive. The PDP's will be continued as a tool to support professional	Executive staff, Staff meetings, twice yearly reviews with individuals

Progress towards achieving improvement measures

learning and dialogue focused on the school's strategic directions .

Next Steps

- Continue high impact professional learning in Gifted and High potential education for all staff. Both school based and external providers such as UNSW GERRIC will be used to showcase best practice in gifted education and differentiation. Staff performance development plans will continue to be used as a means to support learning goals in differentiated teaching practice for high potential gifted students and to continue the development and review of curriculum and co curricular programs for teaching and learning.
- Produce talent plans to support students to develop their gifts and map high potential opportunities in concert with the new High Potential and Gifted Education policy. This will be informed by CESE research and professional learning and include staff, student and parent input to prepare for implementation in 2021. Executive and teaching staff will engage with a literature review to further strengthen their understanding of what works best.
- 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.

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)
The communications team has successfully planned and implemented several programs this year to further improve our communications within our school and with our school community. The implementation of web-based systems such as Edval Daily, the School Website Service, Sharepoint and MS Teams has enabled more defined communication channels and has improved the level of access that our students and teachers have to data and information to enhance classroom experiences and online learning. The new school website has seen an improvement in community engagement and the dissemination of information to our parents and community. We will continue to improve our communication systems and services in 2020.	HT Administration – Training, Systems planning and implementation DoE Systems – SharePoint and School Website Service Edval Software

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

Evaluation	Funds Expended (Resources)
The Communications Team worked closely with the Timetable Review Committee to evaluate and implement a Welfare period for years 7 to 10 in 2020. The addition of this period, in conjunction with longer period lengths, will improve our communications with our students by providing dedicated time for the Welfare team to lead and implement welfare and educational programs that support the work in our classrooms. Several digital signage solutions were evaluated with VIVI being the preferred system that will provide simple and effective digital signage across the school that leverages the school WIFI infrastructure. The trial of an E-Diary for our students was not successful and technical issues prevented the system from working effectively with our existing systems.	Committee Meeting time Systems evaluation

Next Steps

- Support staff through training and professional development to migrate from existing third-party platforms to Microsoft Teams as the preferred learning management system.
- Adopt Microsoft SharePoint as a document management and collaboration tool to move teaching and learning resources into the cloud. Investigate the creation of school-based Intranet to improve communication within and

across the staff.

- Further integrate digital signage with our student communication systems.
- Integrate grade year meetings, external welfare presentations and other in-school communications into the designated timetabled welfare period to minimise disruptions to teaching and learning activities.
- Evaluate the use of social media platforms to improve the dissemination of information to our parents and community to celebrate the achievements, gifts and talents of our young people, staff and community.



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)
Scheduled annual discussions of faculty practice was established focusing on the impact of head teacher leadership on improving staff professional practice and knowledge and student learning. Self-assessments conducted by faculties identified areas of strengths including extra-curricular programs and development in ensuring all students were consistently challenged and engaged in their learning were curated as evidence sets. Identified aspiring head teachers or early career teachers provided insights and reflections in collaboration with their head teacher about the evidence sets.	

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)
Year Advisors played an instrumental role in creating incursions which met the needs of the year group. Staff continued to embed aspects of the Wellbeing Framework's three pillars: connect, thrive, and succeed through the year 12 Academic Mentoring Program.	
The Supervisor of Female Student role was established in term 4 to focus on instilling a culture of high expectations and resilience so that more female students are taking up opportunities in the fields of science, technology, engineering and mathematics whilst balancing the demands of the arts, humanities and physical activities.	

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>Increased network collaboration and overseas school partnerships in Japan, Papua New Guinea and Brunei produced an instructional leadership culture with classroom and executive teachers. Capacity building for instructional leadership focusing on developing Asian literacy will continue in 2020 in conjunction with the University of Melbourne and the Asia Education Foundation. This complements the training of staff in the Quality Teaching Rounds.</p> <p>A core team of numeracy and literacy instructional leaders, trained staff in teaching inference. This focus was informed by Best Start data. All faculties developed teaching and learning resources that targeted this and evaluated the impact of student progress at regular intervals. This culminated in a gallery presentation allowing cross faculty dialogue to identify successful ways to help student develop and consolidate this skill.</p>	

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

Evaluation	Funds Expended (Resources)
<p>100% staff have written and reflected on their performance development plans including the impact of professional learning undertaken on the school goals. Further development in high potential and gifted education training and more opportunities to engage in professional learning across the Glenfield Network and the Selective Schools Network was identified in staff surveys.</p>	<p>Staff engaged in the PDP process with end of year review, led by line supervisors.</p>

Next Steps

Process 1 > A common theme for the future for executive development project includes:

- professional learning in building executive confidence in the use of data to inform practice;
- building knowledge, understanding and skills to implement the new High Potential & Gifted Education policy effective 2021 into faculty practice and programs.

Process 2 > Wellbeing:

- 2020 implementation of timetabled wellbeing periods informed by a Wellbeing program to be developed by Year Advisors to meet the needs of each cohort.
- 100% of the wellbeing team will complete the Be You (formerly Mind Matters) training modules.

Process 3 > Instructional leadership and instructional collaboration:

- Building staff understanding and capacity to engage in professional learning communities
- Providing more opportunities for staff and students to engage with teaching and learning with our PNG partnership

Process 4 > Professional learning:

- 100 % staff performance development plan goals will explicitly state and link identified Australian Professional Standards for Teachers descriptors. Of these PDPs, 40% of staff will identify at least one highly accomplished or lead descriptor to work towards demonstrating.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>\$2,676</p> <p>Professional learning for staff co-ordinator</p> <p>Student opportunities provided for indigenous students to attend events</p>	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	<p>\$43,545</p> <p>In addition flexible funding was used to increase SLSO support to student need.</p>	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	\$54, 758	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	\$86,852	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 SLSO's, external counsellors, and extracurricular activities which added to the educational development or wellbeing of students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	506	511	518	531
Girls	436	439	437	426

Student attendance profile

School				
Year	2016	2017	2018	2019
7	97.6	97	96.3	96.6
8	96.4	96.1	96.7	96
9	96.4	95.2	94.8	96.5
10	96	95.3	94.3	95.1
11	96.7	95.5	95.1	96
12	96.6	95.5	94.4	96.8
All Years	96.6	95.7	95.3	96.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

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	1	5
University Entry	0	0	99
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

5.96% of Year 12 students at Hurlstone Agricultural High School undertook vocational education and training in 2019.

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 2019 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)	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

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	3,550,441
Revenue	13,719,324
Appropriation	12,229,954
Sale of Goods and Services	658,857
Grants and contributions	613,042
Investment income	40,810
Other revenue	176,661
Expenses	-13,671,956
Employee related	-10,277,476
Operating expenses	-3,394,479
Surplus / deficit for the year	47,368

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.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	174,426
Equity - Aboriginal	2,676
Equity - Socio-economic	54,758
Equity - Language	26,690
Equity - Disability	90,302
Base Total	8,844,165
Base - Per Capita	224,056
Base - Location	0
Base - Other	8,620,109
Other Total	2,947,784
Grand Total	11,966,375

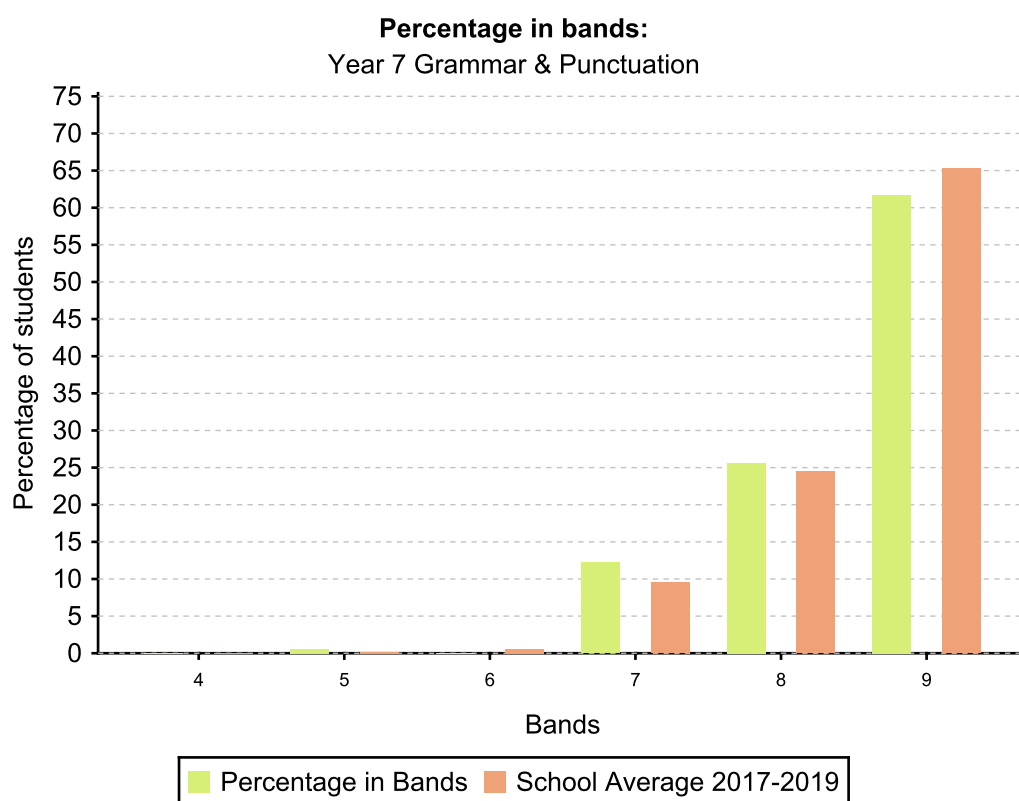
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

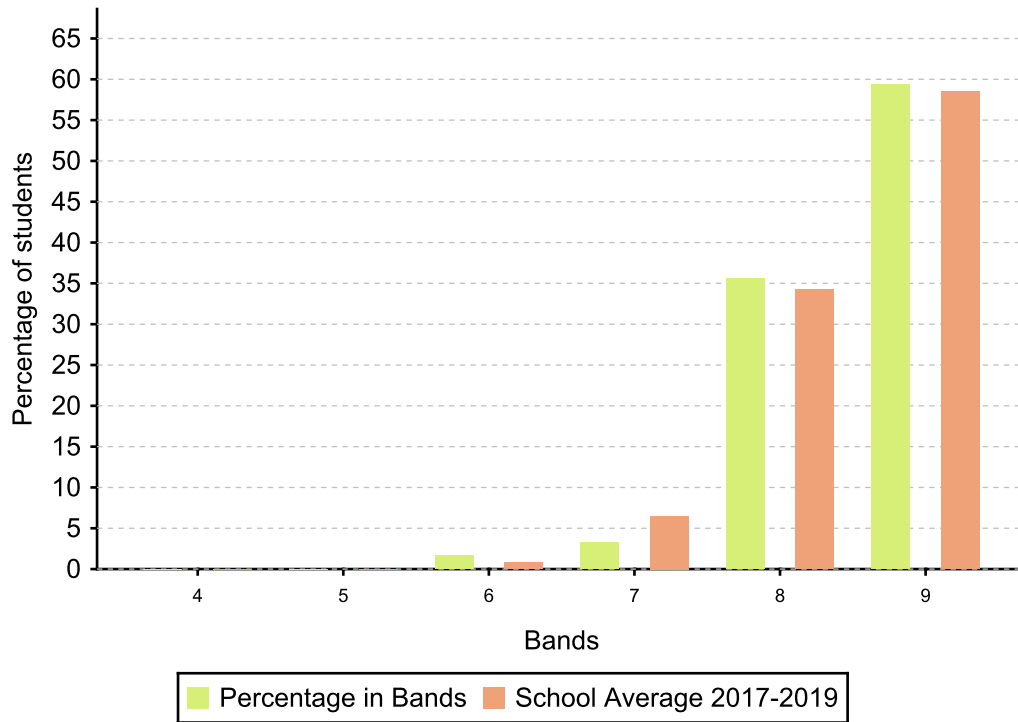
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



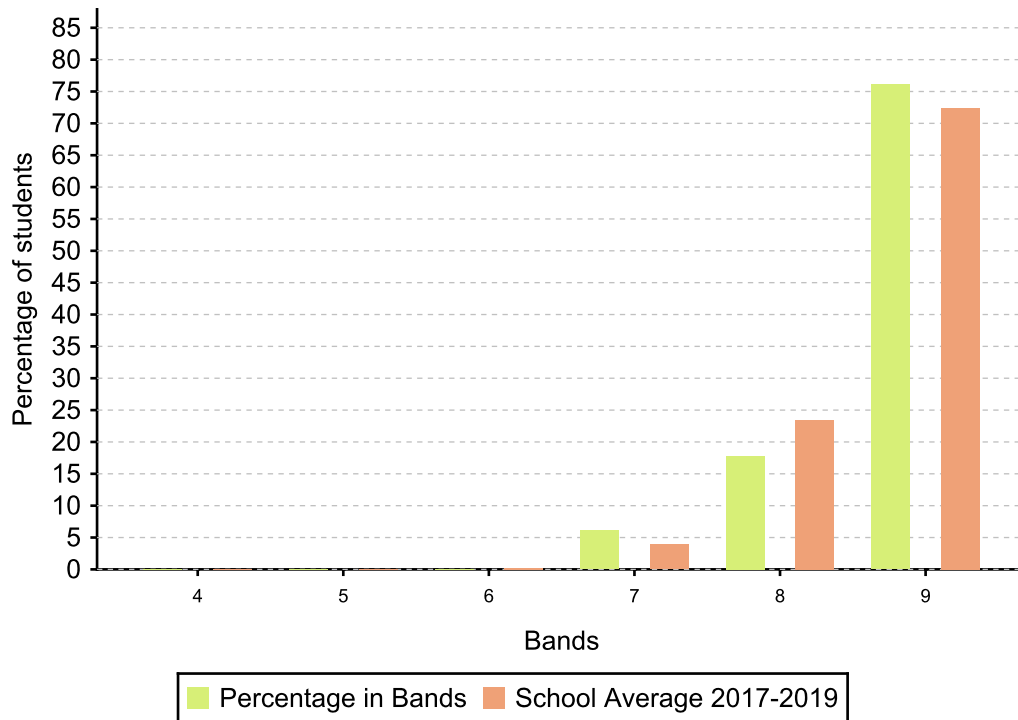
Band	4	5	6	7	8	9
Percentage of students	0.0	0.6	0.0	12.2	25.6	61.7
School avg 2017-2019	0	0.2	0.6	9.5	24.5	65.3

Percentage in bands:
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	1.7	3.3	35.6	59.4
School avg 2017-2019	0	0	0.8	6.5	34.3	58.5

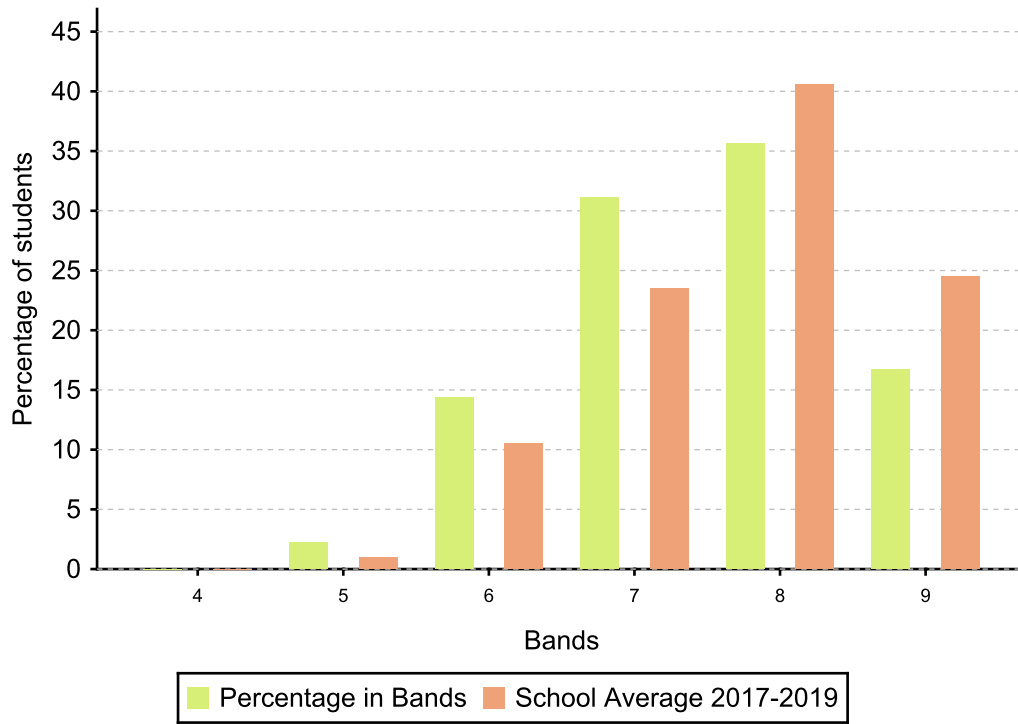
Percentage in bands:
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.0	6.1	17.8	76.1
School avg 2017-2019	0	0	0.2	3.9	23.5	72.4

Percentage in bands:

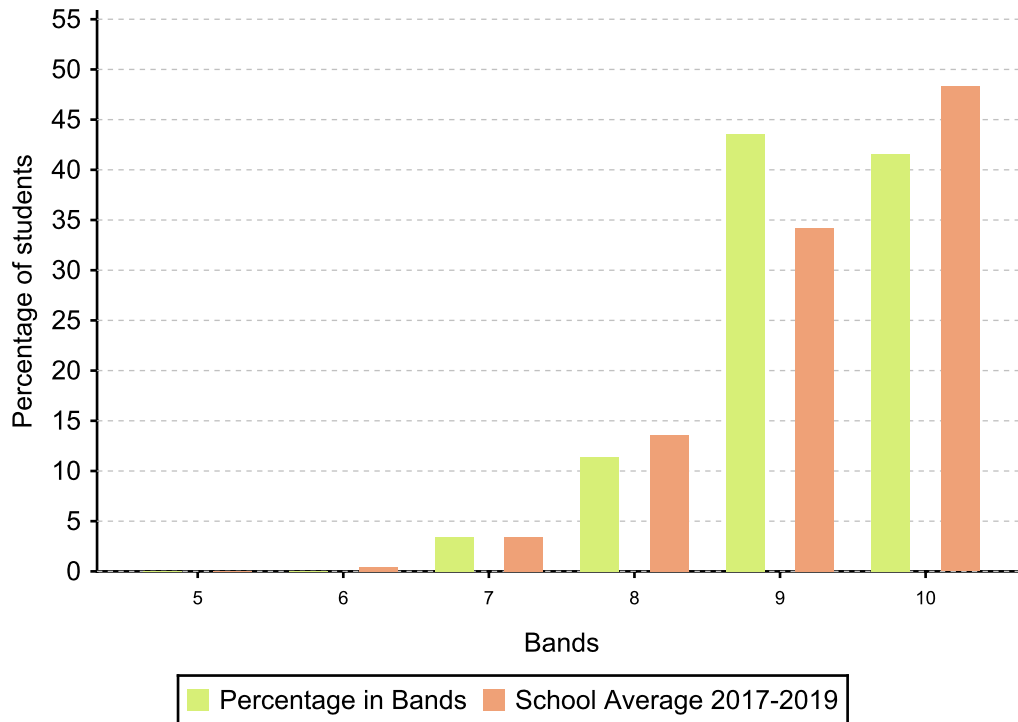
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	0.0	2.2	14.4	31.1	35.6	16.7
School avg 2017-2019	0	1	10.5	23.5	40.6	24.5

Percentage in bands:

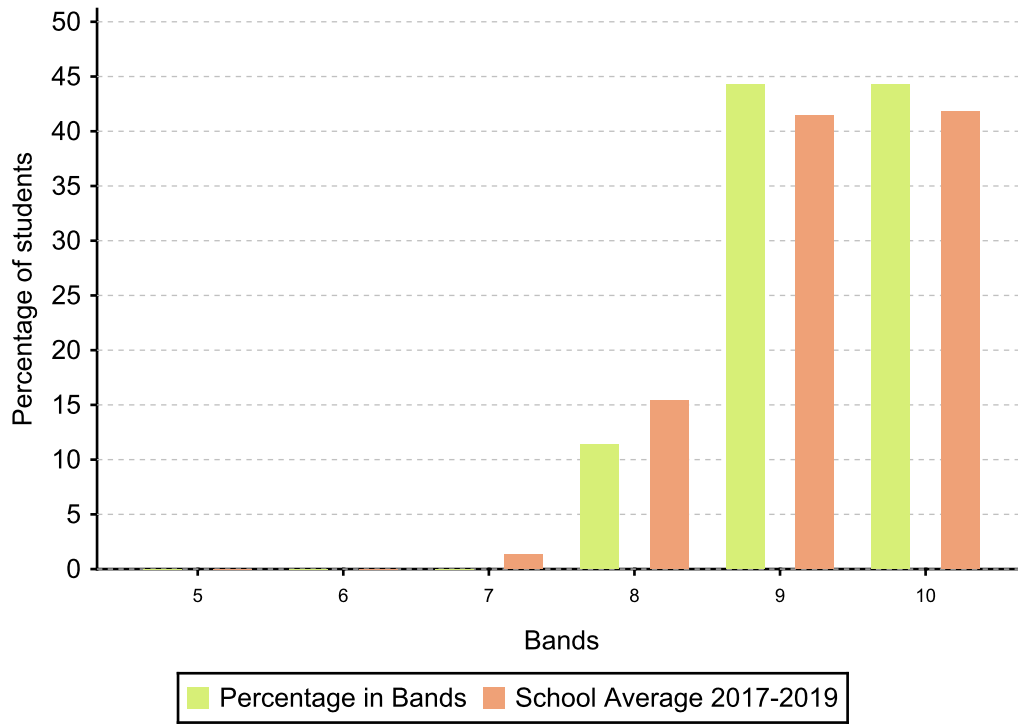
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	3.4	11.4	43.6	41.6
School avg 2017-2019	0	0.4	3.4	13.6	34.2	48.3

Percentage in bands:

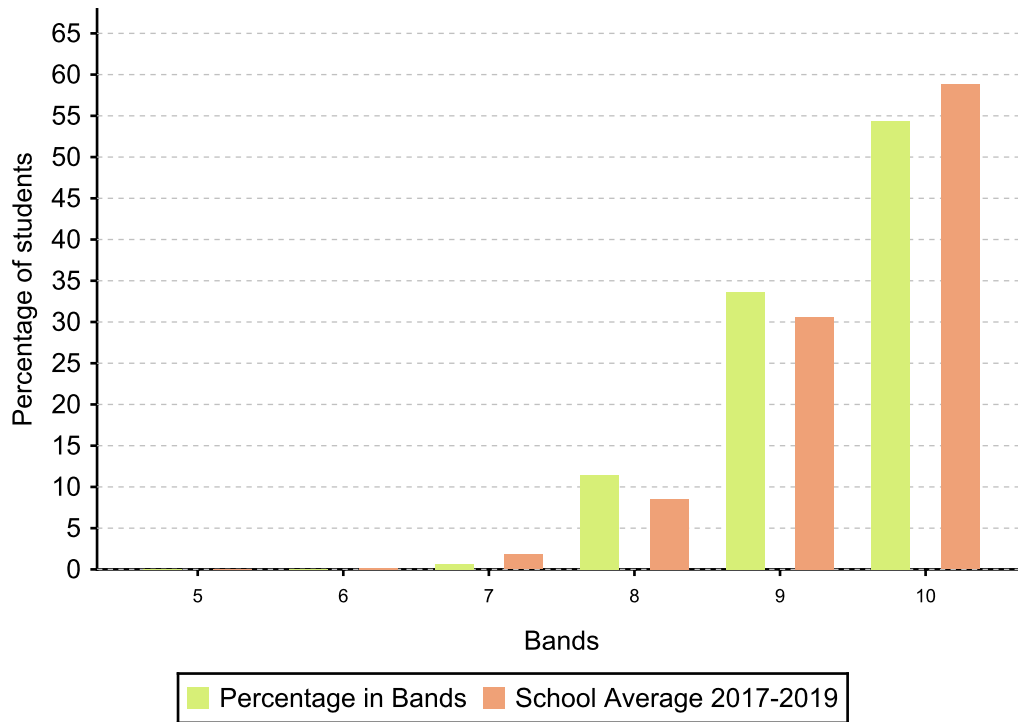
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	11.4	44.3	44.3
School avg 2017-2019	0	0	1.3	15.4	41.4	41.8

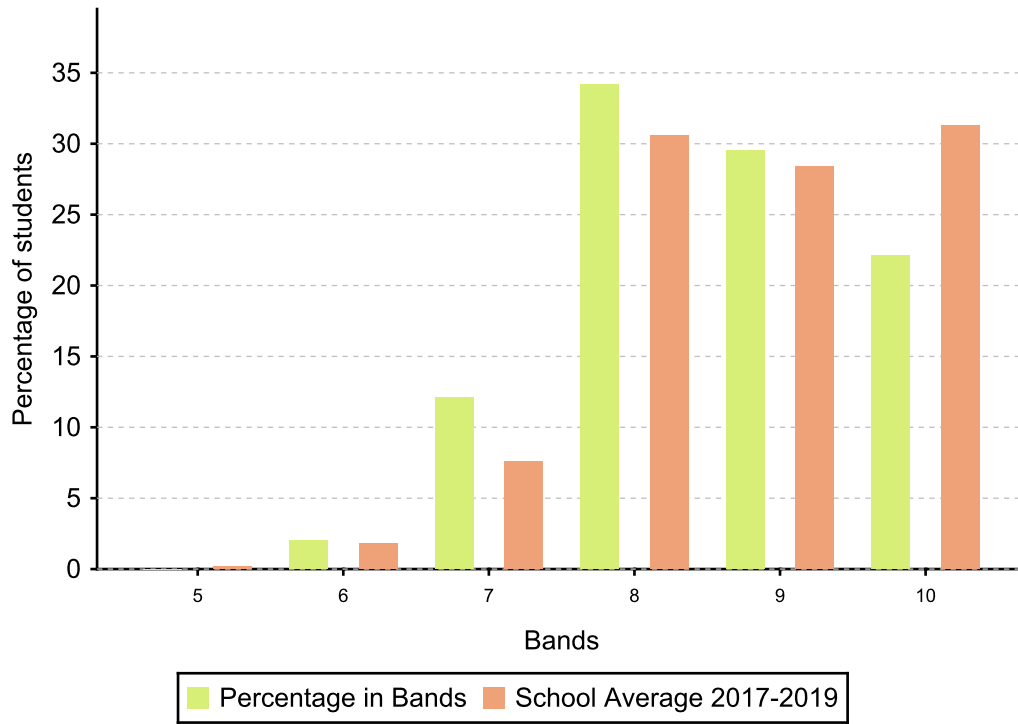
Percentage in bands:

Year 9 Spelling



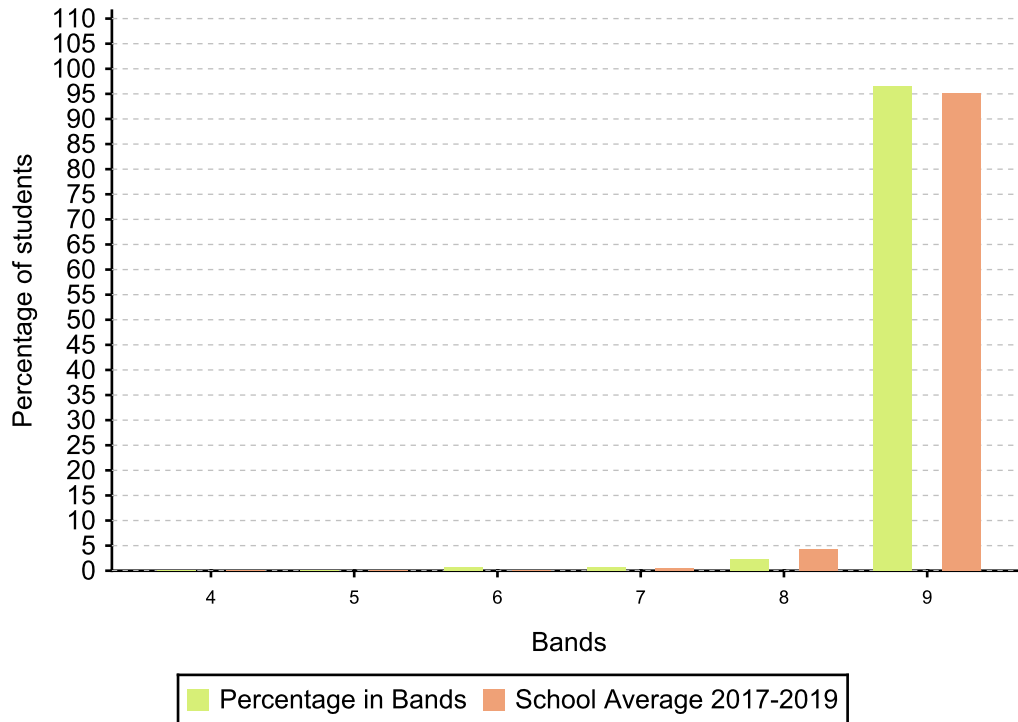
Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.7	11.4	33.6	54.4
School avg 2017-2019	0	0.2	1.8	8.5	30.6	58.8

Percentage in bands:
Year 9 Writing



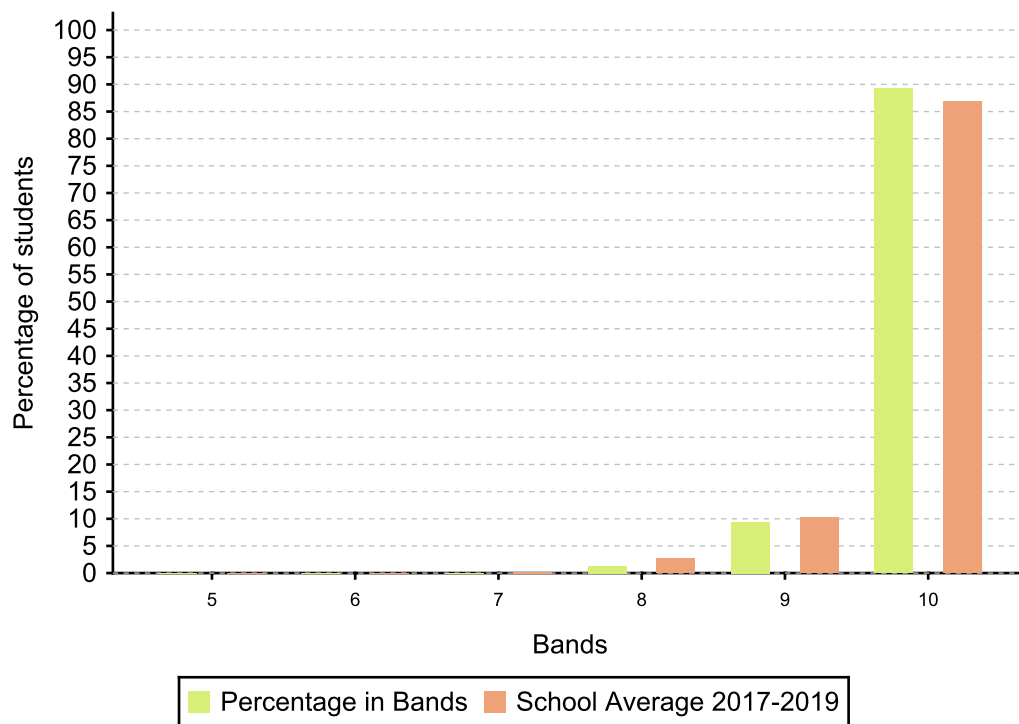
Band	5	6	7	8	9	10
Percentage of students	0.0	2.0	12.1	34.2	29.5	22.1
School avg 2017-2019	0.2	1.8	7.6	30.6	28.4	31.3

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	0.0	0.0	0.6	0.6	2.2	96.6
School avg 2017-2019	0	0	0.2	0.4	4.3	95.1

Percentage in bands:
Year 9 Numeracy

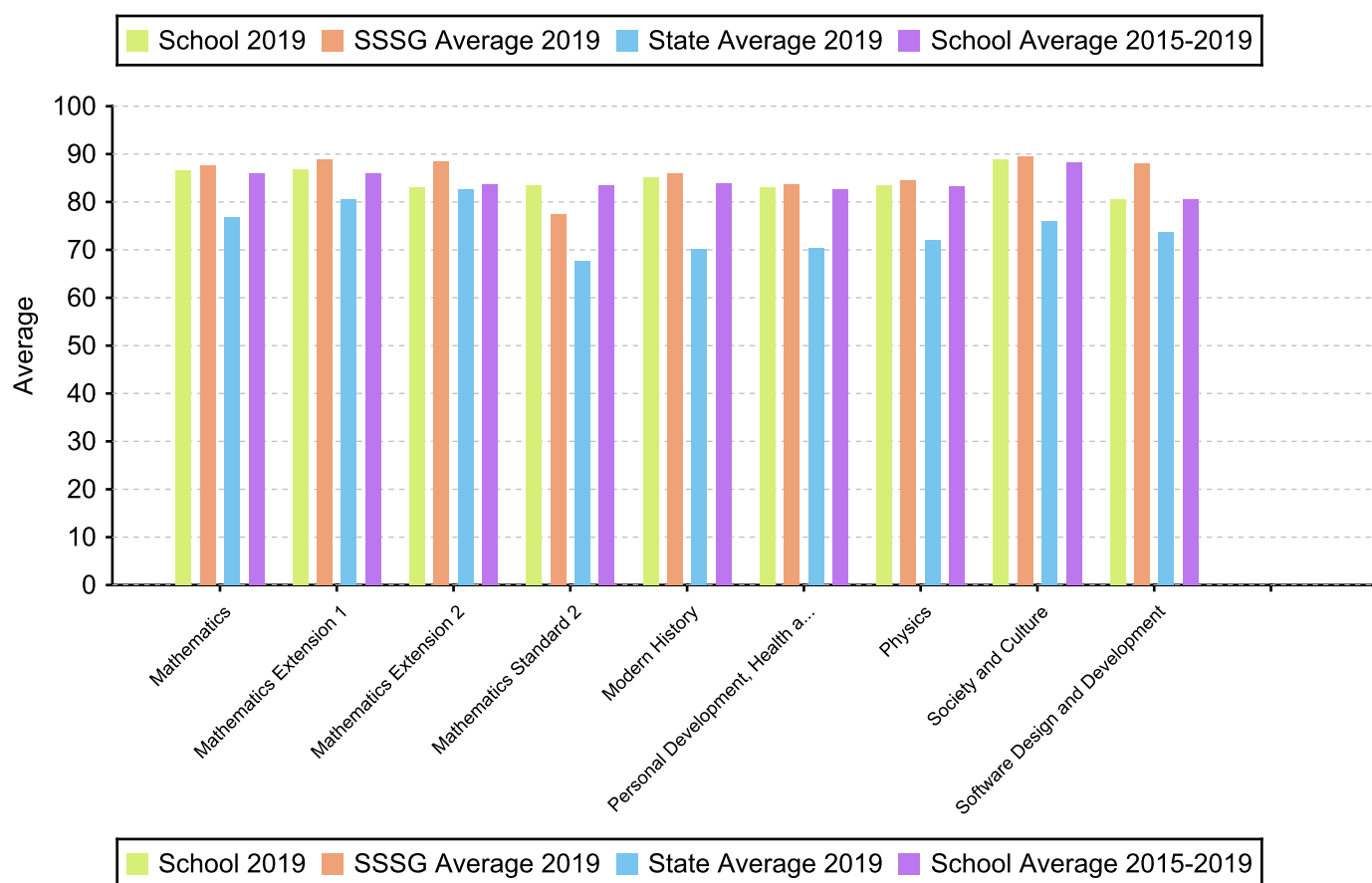
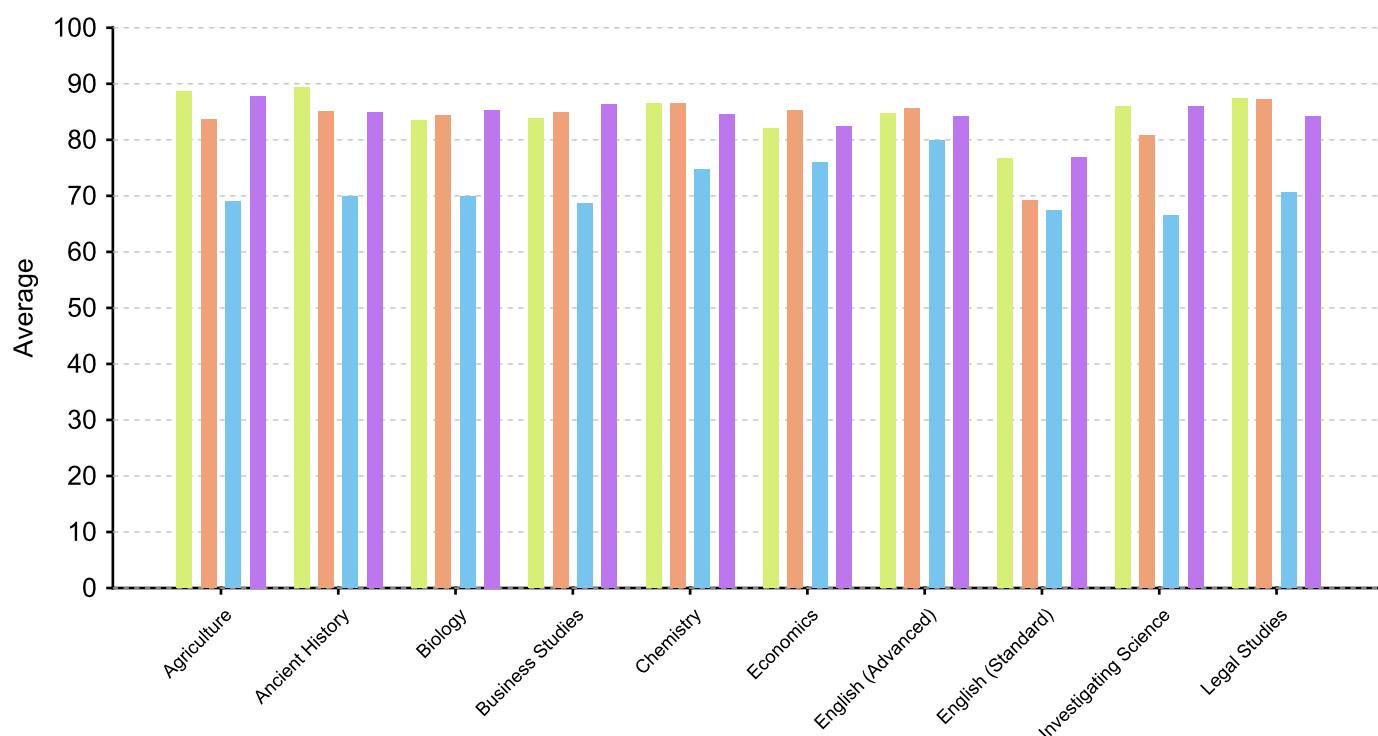


Band	5	6	7	8	9	10
Percentage of students	0.0	0.0	0.0	1.3	9.4	89.3
School avg 2017-2019	0	0	0.2	2.7	10.3	86.8

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 2019	SSSG	State	School Average 2015-2019
Agriculture	88.7	83.7	69.0	87.8
Ancient History	89.4	85.1	69.9	84.8
Biology	83.5	84.3	69.9	85.3
Business Studies	83.8	84.9	68.6	86.3
Chemistry	86.4	86.5	74.7	84.5
Economics	82.1	85.3	75.9	82.3
English (Advanced)	84.7	85.6	80.0	84.2
English (Standard)	76.6	69.2	67.3	76.8
Investigating Science	85.9	80.8	66.5	85.9
Legal Studies	87.4	87.1	70.6	84.2
Mathematics	86.5	87.5	76.9	86.0
Mathematics Extension 1	86.7	88.8	80.6	86.1
Mathematics Extension 2	83.1	88.5	82.7	83.7
Mathematics Standard 2	83.5	77.4	67.7	83.5
Modern History	85.1	85.9	70.2	83.9
Personal Development, Health and Physical Education	83.0	83.6	70.5	82.7
Physics	83.4	84.4	72.1	83.4
Society and Culture	88.8	89.4	75.9	88.3
Software Design and Development	80.5	88.2	73.8	80.5

Parent/caregiver, student, teacher satisfaction

Our students' outstanding achievement in external examinations as well as a rich combination of individual and team opportunities where opportunities for student gifts and talents are celebrated means that Hurlstone Agricultural High School 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 of students, dedicated staff, a passionate committed parent body and a proud network of extraordinary alumni all work towards making the school one in which there is enthusiasm for teaching and learning, close and confident working relationships, and a concern for the care and wellbeing of our young people. Learning partnerships foster interrelational trust and work towards fulfilling the promise of potential and maximising positive outcomes for each child. 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.

7) General Business

- a) **Proposed motion:** *"For Students and Teachers to be recognized for 2019 HSC achievements"* (Motion Passed)
- b) Recognition of teacher's losing their annual leave to enable programs to be undertaken to benefit the Hurlstone students and community. Parents need to be made aware of this and encouraged to engage in the opportunities to become involved in the school. (eg: panel selection, etc). Teachers appreciate parent involvement.





From Thursday the 21st to Sunday the 24th Sylvia Nanziri, Nadia Gunn, Kira Wilson, Luca Squires and Abby Nolan from Rural Youth went to Canberra Show to show the school's Suffolk sheep.

In the Breeder's competition the school sheep achieved two firsts, three seconds and three thirds. In the school competition the sheep achieved two firsts, one second, a third, a fourth, a fifth, a reserve champion, champion short wool ewe and supreme school exhibit.

All of the girls participated in a Young Handler's competition and a Junior sheep judging competition. Both groups consisted of 100 students. Luca Squires came out with an outstanding placing of 5th in the Young Handler's competition.

Congratulations to all the girls who participated and a huge thank you to Mr Jeffery Doolan the Farm Manager and Mrs Karen Johnston for organising this event. These girls spend most afternoons down in the farm with Jeff working with the school's livestock during the day and on weekends.

Teagan Colless
Year 12



Champion school short wool ewe



Luca Squires in handlers

World Scholars Cup

Other schools around the world now know that Hurlstone World Scholars are pwaa*-some!

On the cold mornings of Thursday 15 and Friday 16 August 2019, one junior team and several senior teams respectively embarked upon a journey to the International Convention Centre (ICC) Sydney to begin an adventure they wouldn't regret or forget; the Sydney World Scholar's Cup Global Rounds. Struggling to recollect aspects of fifty page long syllabuses, they desperately exchanged writing and debating tips before heading into the opening ceremony of an academic experience unlike any other.



Above: "Real" & stuffed alpacas with Alex Dang (4 time US National Poetry Slam Competitor, 3 time Grand Slam Champion, TEDx Speaker, educator and poet)

What is the World Scholar's Cup?

The World Scholar's Cup is a competition where students' worldwide hone their skills in a demanding thematic curriculum stretched out across six key academic areas:

- social studies
- history
- science & technologies
- art & music
- literature
- and a specially selected special area.

The curriculum prepares students to showcase their talents in a global arena attracting a diverse range of international schools and schools for the gifted & talented. The competition demands exceptional team work and collaboration skills.

After the regional rounds held at Inaburra School, eighteen teams of three students each qualified to attend one of the six global rounds held around the world. Luckily Sydney was a host global round venue. During the Sydney Global Rounds, Hurlstone students mingled with over 2100 scholars and cemented friendships and gift exchanges.



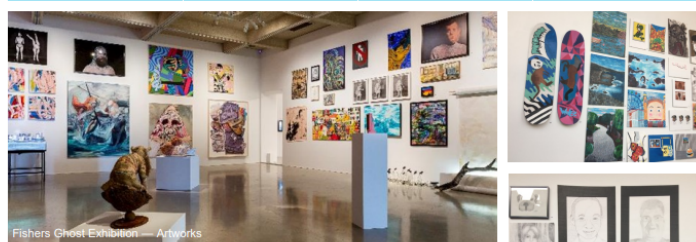
Congratulations to Sophia Hayden, Nadia Gunn, Sharon Davis Erika Dayaganon and Laura Rose Herbert, who spent their school holiday vacation travelling as ASEAN ambassadors in PNG- this is the first of many opportunities in our ASEAN partnership with PNG and Brunei partners in understanding opportunities that exist between our education systems. PNG delegates will be spending time at our school in the coming weeks.



Fishers Ghost Art Exhibition

On **Friday 1 November** the following students exhibited their artworks at the **Fishers Ghost Art Exhibition**:

Young Chen	Year 7	Belle-Rae Takacs	Year 9
Justin Phan	Year 7	Naimul Azmat	Year 9
Jade Qin	Year 8	Anoushka Salian	Year 9
Natasha Ly	Year 9	Mabel Chen	Year 10
Jerith Rassou	Year 9	Trinity Doan	Year 10



Students exhibited their artwork alongside the work of practising artists in a contemporary art gallery.

The exhibition is held at , Campbelltown Arts Centre 1 Art Gallery Rd Campbelltown and will run until the **12 December** and the **entry is free**.

The Fisher's Ghost Art Award is now in its 57th year and has over **\$40,000 in prize money**.

The Fisher's Ghost Art Award coincides with Campbelltown Annual Festival of Fisher's Ghost. Held over 10 days, the Festival dates back to 1956 and celebrates Australia's most famous ghost – Frederick Fisher.

The Open section of the Award is acquisitive to the C-A-C permanent collection and is worth \$25,000. In the past it has been awarded to some of Australia's most respected contemporary artists including *Elisabeth Cummings, Khaled Sabsabi, Justene Williams, David Bromley, Marion Borgelt, Raquel Ormella and Philip Wolfhagen*

The Art Award includes works from a range of artistic disciplines including open, contemporary, traditional, drawing, painting and printmaking, photography and sculpture.

Ms Melvy Connell



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.