

2021 Annual Report

Hurlstone Agricultural High School



HURLSTONE
AGRICULTURAL HIGH SCHOOL

8121

Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

It is an honor to contribute to our Annual School Report as I begin to set the tone for what has been another complex year for our families. It has been difficult with many of our families unable to connect with their loved ones either suburb to suburb, state to state, or internationally. That is why with great pride I have selected to feature the work of gifted artist Trinity Doan, her body of work exemplifies the Hurlstone family and spirit. Our Hurlstone being connected to culture, art, beauty, food, resilience, and above all family. In this year 2021, family in all its forms has been so important. Trinity's stunning work was selected for Art Express. It embodies a true resilience and tenacity to create and share the value of family. her Body of Work, 'Potluck', was selected to be exhibited in ArtExpress 2022, at the Bank Art Museum Moree. Her selection is a well-deserved acknowledgment of her dedication and talent. The series of paintings includes her Grandmother, the matriarch of her family. The images of food are symbolic, not only of the way her Grandmother's cooking nourishes the family in a physical sense, but also in an emotional, cultural and spiritual manner. I believe her teacher Ms Joanne Ross and indeed the whole Visual Arts class could not have been prouder. The continuation of the global pandemic shut down opportunities for early HSC students to engage day by day with like-minded peers and gain immediate support from their teachers on a daily basis. The work that needed to be handed in prior to HSC main examination timetable included Extension 2 English, Music, Society and Culture, and Visual Arts. Students had to work on projects at home as the only option. Some students across the state were unable to access their work. Our Deputy Principals drove to our students' homes to deliver their works in a COVID-safe manner enabling students to continue their educational journey. Teachers put together care packages, sent well-being gifts, and called families each day to ensure students were being looked after as best we could with remote learning. Our Sunflower passion project was sent out to all families and will be a showcase in 2022 during Are you OK? Day.

I wish to extend my thanks to our Deputy Principals' Ann Young, relieving Sharon Davis, Mai Ni Pham, relieving Rebecca Ross and Sailash Krishan, and our executive leadership team for the important role they have undertaken as active and engaged leaders of their faculty teams. As always they have worked with passion and pride to keep their staff optimistic as they managed learning from home continuity. Our school would not be as successful without our wonderful casual and temporary teachers who have truly supported our learners and community throughout 2021. Our school is supported by this core group of reliable, quality teachers who agree to support our community throughout the year. This year their support was certainly relied upon and very much appreciated. Similarly I extend my appreciation to our School Administration and Support Staff (SASS), Business Services Administration team, General Assistants, Technology Support and household, cleaning staff, caterers, security and last but not least our nurses. These pivotal staff continue to take so much pride in their association with the school supporting students, staff and the community. I am appreciative to work with a team who maintain such a professional approach to all their work. All staff re-imagined ways to support the running of our school and their creativity, flexibility and completing whatever was needed to manage and respond to the advice and guidelines that needed to be implemented to maintain learning continuity and to keep us all safe.

We have had great success in learning partnerships during 2021 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. 2021 continued to see students, parents and teachers face the challenges of online learning. Continuation of learning from home created challenges and opportunities for our whole school community. Once again students have impressed our school community beyond all expectations.

Personally, I would like to thank the graduating class of 2021 for the vast contribution they have collectively made to our school. Under the executive leadership of School Captains: Neon Wongreuch, Anthony Rajapakse and Vice Captains: Alyssa Douer, and Eesha Sonje and senior leadership team David Stewart, Ariq Abdullah, Zoe Ray, Tainan Marchese, Nadia Gunn, Dorothy Nagatsuka, Martin Tran, Aurva Hasnat, Evelyn Ly, Daniel Higgins, Rachel Chhoeu, Shishir Mehendale, Neha Joseph and Aden Nothingkam. It was a difficult time to celebrate the end of your schooling with everything postponed and the final weeks of celebratory right of passage not being able to be coordinated with the NSW public health restrictions yet you led your year group through this adversity. You kept morale high and continued the high standard and commitment to academic, co-curricular and sporting triumphs associated with esteemed alumnus. You have inspired your teachers, younger students, and parents through your active citizenship, volunteering for service activities in our community, our region and internationally.

On behalf of our community, I would like to acknowledge the work of Gayle Thomas in her role as our President of our Boarder Parent Welfare. Gayle has worked tirelessly for our boarding community during the pandemic serving our community in conjunction with our school leaders and all parents to ensure the online meetings could occur every 3 weeks. On behalf of our school P&C group under the leadership of Rafay Siddique, I would like to thank urge new parents to reach out to support the P&C.

Kind regards,

Christine Castle

School vision

Hurlstone Agricultural High School is committed to ensuring wellbeing is placed at the heart of every educational experience we facilitate for our students. Our school nurtures the whole child in an inclusive environment where gifted and high potential learners are encouraged to develop a passion for life-long learning and strive to maximise their personal potential. The synergy between parents, teachers, support staff, students and external partnerships strengthens our identity, as we continue to follow a model based on high expectations for our community. Emotionally intelligent leadership is valued and enhanced through all strategic directions. Our strategic directions identified through our situational analysis will enable all staff and students to develop aspirational goals. This includes a proactive commitment to equity to enhance shared understandings and connections to learning and opportunity, so all staff and students continue to flourish and thrive.

The creation of our purpose-built Science, Technology, Engineering, Art, Mathematics (STEAM) facility delivered in 2019, provides an exceptional opportunity for our community to develop and deepen understanding and innovation in a trans disciplinary approach to education. In 2020 the Honourable Minister for Education and Early childhood learning, Sarah Mitchell announced Hurlstone Agricultural High School would remain at Glenfield. This announcement has revitalised our school vision with exciting possibilities in our dynamic and unique setting and resolves in re-imagining curriculum through an innovative agricultural lens and state of the art farm. For all residential students this includes the creation of a world class residential facility dedicated to meet the needs of our gifted and high potential rural, remote and regional young people which will commence design and delivery in 2021.

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. Over the next four years the school will continue to supply this level of care and academic success as it begins to re-invigorate Hurlstone Agricultural High School, the only public Agricultural, residential, co-educational, selective high school in NSW.

School context

This school plan was developed through a process which had at its core the canvassing of all sectors of the school community and the formulation of three strategic directions which brought together the concerns of staff, students and parents into three attainable strategic directions. This Strategic Improvement Plan has been built and completed by an in depth and comprehensive situational analysis conducted throughout 2020.

Hurlstone Agricultural High School has an enrolment of 990 students, including 2 Aboriginal and/or Torres Strait Islander students and 481 English as an additional language or dialect language students (EAL/D). Hurlstone Agricultural High School is the only NSW Government fully selective, coeducational, agricultural, boarding high school. It is located in Glenfield, 36 km south west of the Sydney central business district.

The school nurtures the whole child in an inclusive environment where high potential and gifted learners are known, valued and cared for. Student voice is active and dynamic. Students give back to the community in numerous ways including extensive extra-curricular programs in Creative and Performing Arts (CAPA), Sports, Agricultural, Student Representative Council (SRC), Interact, Student Union, Enviro Club, debating, Model United Nations Assembly (MUNA), Solar Car, mentoring and other leadership development programs highlighted by an exceptional student leadership body.

The school is strongly supported by an engaged and active Parents and Citizens' Association, Boarder Parent Welfare and alumni network.

Students: student voice has been recognised through the peak student bodies at the school. The SRC, Prefects and Student Union have all been encouraged to review all planning documents and have input into its formation. Ongoing interaction between the educational leaders and the student representatives is expected as they alter over the life of the school plan.

Parents and Carers: Parents have been consulted through the P and C and Boarder parent welfare groups. Both the overarching strategic concepts and the ways in which they will be realised in the school have been presented to parents and their concerns and questions taken into account. Parents will continue to participate in "tell them from me" survey tool as well as being invited to School Development Days (SDD) and twilight sessions to support, inform strengthen our school strategic directions.

It is acknowledged that our P and C and Boarder parent welfare group require further consultation as we continue to build this important community document. Our parent community come from diverse locations across Australia, including Norfolk Island and beyond NSW and Australian borders. Our Hurlstone community values the significant contribution of

our dedicated parent and community groups such as our current and future industry partners and HAHS Alumni and look forward to the continuation of collaborative partnerships working together to strengthen opportunities and face future challenges.

Staff: Staff were canvassed at twilight sessions and SDD about their ideas regarding the three strategic areas and were given the chance to raise any challenges to the development of these areas and to explore further opportunities.

Executive Staff: The executive team collaboratively led faculty and cross faculty discussions these initial ideas and formulated broad plans for the areas of development, ensuring that they would have cross faculty foci and purpose. Executive staff utilised Schools Excellence Framework in faculty groups. Situational analysis was created looking inward, looking outward and looking forward.

Senior Executive: The leaders of the school identified three core areas for development across the school after collating all student, parent, teacher and executive feedback from surveys, focus groups and data. The collation was enhanced by the Head Teacher, Teaching and Learning who fed forward all data into the situational analysis with the senior executive team.

Area of strategic improvement:

- significant school improvement focus based on the findings of the situational analysis focus on innovation, feedback loops, data analysis and interrogation of minutiae data points for high potential gifted students, learning ecosystems, continuous teacher growth and development, wellbeing and strengthening opportunities for our residential community
- high level of resourcing to support each strategic direction
- maintain and strengthen significant alliances and partnerships
- maintain and strengthen the achievement and support for students with additional needs, and Aboriginal students, students learning English as an additional language (EAL/D students).

It is important to note that this document is intended to be a living, changing document and that, even though it has reached a stage which is published, it is expected that it will undergo alteration as this implementation unfolds.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

In 2021 saw the school undergo External Validation process which involved school evidence collected against the School Excellence Framework (SEF). The school executive immersed themselves in the process and developed an increased understanding of both processes, collecting a wide variety of evidence across all elements. The Self Assessment component demonstrated a close correlation with the outcomes of the External Validation team. The EV team commented that there were pockets within the school that were performing across the domains and elements above the assessment level they assigned. This has highlighted the need for sharing practice and developing consistent procedures and processes that lift the achievements of students. This will continue to provide a rich basis for the review of the Hurlstone School Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to have every student at HAHS engaged and challenged to continue to learn and to maximise their potential. We are tasked to present HAHS students with opportunities to attain excellent outcomes and succeed beyond the classroom as resourceful, resilient, critical creative thinkers with high level of literacy and numeracy. .

Through embedded wellbeing programs and practices, programming for high potential students using our data sets and staff trained in high potential and gifted education, we will cater for our students to grow and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance improvement
- NAPLAN improvement
- HSC improvement
- Evidence Based Wellbeing Programs

Resources allocated to this strategic direction

Aboriginal background: \$2,800.00

Per capita: \$27,000.00

EAL/D Effective School Practices action research: \$3,000.00

English language proficiency: \$77,270.80

Socio-economic background: \$2,500.00

Low level adjustment for disability: \$93,365.80

Summary of progress

Throughout 2021, teachers identified and applied a range of evidence-informed teaching practices to optimise learning progress for all students. The school focused on the establishment of a school-wide EAL/D (English as an Additional Language/Dialect) program and implementing the High Potential and Gifted Education Policy which will contribute to further improving the school's NAPLAN and HSC achievement as well as addressing the wellbeing needs of students from a diverse range of language backgrounds.

Preparation for the analysis of HSC data began in Term 4 after a delay to the timetabled HSC examinations by NESA to accommodate the challenges schools across NSW have faced with the effects of COVID-19 on face-to-face teaching and learning. A thorough approach to critically analysing and evaluating data was modelled with a view to prompting thoughtful reflection on past and current classroom practices for 2022. These reflections will continue to enable more strategic professional discussions as to how staff can build on the strengths informed by the data to develop strategies to improve student outcomes in 2022.

Learning and wellbeing are inextricably linked. In 2021, the Wellbeing Team designed and led fortnightly Wellbeing lessons for students in Years 7 - 10, informed by the NSW Department of Education's *Wellbeing Framework for Schools* and mapped to the *Wellbeing for School Excellence Framework*.

In NAPLAN (National Assessment Program - Literacy and Numeracy) 85.31% of Year 9 students were in the top two skill bands for reading. There is strong progress toward the upper bound of system negotiated target and student performance slightly exceeded the annual upper bound trajectory. Hurlstone students continue to excel in numeracy, exceeding the upper bound target for numeracy with 99.44% of Year 9 students in the top two skill bands. Year 7 performance in reading in the top two bands is below the statistically similar school group (SSSG). Expected growth across Year 7 is also below SSSG in all areas except numeracy. This provides the school a future focus in literacy for Stage 4.

There was an uplift of around 6% in the number of students achieving in the top 2 bands in the HSC.

The Attendance Team met regularly in 2021 to analyse student attendance data and provide progress updates on case management of students with attendance concerns and the intervention strategies in place to support student attendance and engagement for students. As a result, student attendance continued on an upward trajectory in 2021, with a 96.1% student attendance rate. A review of school data collection and analysis process helped to refine school evaluative practice and plan for more timely interventions to support student attendance. Ongoing collection, monitoring and analysis of student attendance data enabled the Attendance team to case manage and quickly respond to the

changing needs of students, led by the Head Teacher Administration and supported by the Head Teachers Welfare and Deputy Principals.

Below is a snapshot of how far the school has come toward the 2021 yearly progress measures using internal data and system check-in data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Expected growth - Attendance Increase the percentage of students attending school 90% or more of the time to be above the system negotiated target of 92.6%.	The whole school attendance rate for 2021 improved to 96.1%, with 92% of students attending school > = 90% of the time.
NAPLAN - Reading Improvement in the percentage of students achieving in the top 2 bands to be above SSSG at 88.2% an increase of 0.4% in Year 7 to 88.6% and an increase by 0.2% to 88.8% in Year 9.	Only 85.31% of Year 9 students are now in the top two skill bands (NAPLAN) for reading, exceeding the lower bound system negotiated target by almost 2%. 93.9% of Year 7 students achieved within the top two bands for reading, well above the progress measure.
NAPLAN - Numeracy Improvement in the percentage of students achieving in the top 2 bands by 0.1% in Year 7 to 98.9% and increase by 0.1% in Year 9 to 97.8%.	99.44% of Year 9 students are now in the top two skill bands (NAPLAN) for numeracy, exceeding the upper bound system negotiated target of 97%. 99.3% of Year 7 students achieved within the top two bands for numeracy, which is in excess of the progress measure by 0.4%.
Expected growth - NAPLAN Numeracy Percentage of students achieving expected growth in Year 9 NAPLAN numeracy by 2.0%, from 48% for NAPLAN 9 to 50%.	The percentage of students achieving expected growth in numeracy is 62.13%, indicating achievement of progress on an upward trajectory toward the system-negotiated target. Year 7 had 83.6% achieve at or above the expected growth in numeracy, 0.7% above similar schools group achievement. This is in excess of the school's progress measures.
HSC achievement - top two bands Increased percentage of students achieving Bands 5 or 6 in the HSC.	In 2021, there was a slight growth in the percentage of students achieving in the top two bands in the HSC.
HSC performance - top three bands Increased percentage of students achieving in the top three bands in the HSC.	95.58% of students achieved in the top three bands in the HSC, indicating a small increase from the previous year's results.
Wellbeing Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) above the state average.	<p>In the 2021 <i>Tell Them From Me</i> surveys, 80% of students reported a positive sense of wellbeing compared to the state average of 66%. This included high ratings for Advocacy and Expectations for success that exceeded the state average. In Advocacy, the results exceeded the upper bound targets. This aligns with the strong focus on the wellbeing of all students across the school.</p> <p>Students feel accepted and valued by their peers and by others at their school. Students in all year groups indicated that they felt supported by someone at school who consistently provides encouragement and advice.</p>

Strategic Direction 2: Teacher growth and attainment

Purpose

Our purpose is to support the delivery of the DoE strategic goals where every student, every teacher, every leader and every school improves every year within a system that is a great place to work and the workforce is of the highest calibre.

Our teachers will engage in developing skills about data use to inform rigorous teaching and learning programs and resources while engaging in a culture of observation and feedback with reflective practices to become the best teacher leaders.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning and development based on the Australian Professional Teaching Standards
- Evidence informed practice

Resources allocated to this strategic direction

Deputy Principal Induction Training: \$930.00

Professional learning: \$42,278.26

Summary of progress

Staff at Hurlstone Agricultural High School have continued to engage more deeply in utilising the Australian Professional Teaching Standards, aligning professional learning conducted in the school context to standards as well as in creating the Performance Development Plan goals. High impact, evidence-based training for newly appointed middle leaders and Deputy Principals, undertaken as part of their Induction Program. Teaching staff are engaging with the Australian Professional Teaching Standards more regularly and are undertaking high impact professional learning, in line with their PDP goals and SIP priorities. There has been increased use of evidence and research in presentations provided by staff in professional learning presentations.

Professional learning for the implementation of the High Potential Gifted Education (HPGE) Policy was undertaken by all teaching staff as online training on our Staff Development Day in Term 2, 19 April 2021. Staff had previously completed the Canape training and moved on to Tier One training. This culminated with a plenary that involved collating the work carried out in developing students across all domains. HPGE leadership training was undertaken by Deputy Principal and Head Teacher Teaching and Learning mid-year. This training included a policy attitudes and teaching practices survey across staff, with a total of 49 respondents including teaching and non-teaching staff. The leadership training concluded with a review of the survey data and the completion of the review of implementation in policy point 1.1 of the HPGE Policy Evaluation and Planning Tool, which will continue to be used as a barometer to ensure that student needs are met with appropriate opportunities across all domains.

Staff who were teaching Stage 6 classes for HSC courses in 2021 all undertook RAP analysis for their classes and reviewed and presented their analysis at a faculty level. Faculties reviewed their course analysis and Head Teachers and additional faculty representative met with faculty aligned Deputy Principal and Principal to review the analysis for the implementation of new faculty goals and review teaching programs. Further, all staff participated in an online professional learning course by Dr Selena Fisk on data literacy, data stories and evaluative thinking.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
100% staff undertake high impact training 100 % Staff complete HPGE Canapes from DoE leading to higher level training, resulting in the collating talent	100% of teaching staff completed the HPGE (High Potential and Gifted Education) Canapes and moved onto Tier 1, High Potential and Gifted Education Policy training. Professional learning in data literacy was delivered via an online course to all staff in Term 3. Due to the unavailability of subject matter experts and postponement of the planned delivery of face-to-face professional learning, cost-free alternatives were sought including

development programs across all domains, nominating students with giftedness across one or more domains and ranking areas for development in further PL. (day 1, 2021)	online professional learning during meeting times and outside of school hours.
All Stage 6 teachers use HSC RAP analysis data to review teaching and learning programs.	100% of Year 12 teachers of 2021 HSC classes undertook RAP analysis of results and have utilised the results in the evaluation of teaching programs for 2022.
All staff use the Australian Professional standards to plan and monitor their professional learning in their PDP.	100% of teachers have mapped their Performance Development Plan goals to the Australian Teaching Standards, with the majority also mapping to School Improvement Plan measures and system goals.

Strategic Direction 3: Confident and creative communities

Purpose

To improve learning partnerships that engage individuals to connect and contribute meaningfully to local and global communities with the skills, innovation and expert knowledge to tackle current and future challenges. This strategic direction is our school's explicit commitment to realise the national vision of the *Mparntwe* (pronounced *M-ban tua*) *Education Declaration* that education systems should provide the best educational opportunities for young Australians to thrive creatively and confidently in a rapidly changing world.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- 1. Strengthening community connectedness
- 2. High impact professional learning communities

Resources allocated to this strategic direction

Professional learning: \$7,500.00

Socio-economic background: \$900.00

Summary of progress

In 2021, all staff were able to engage in high impact professional learning communities to enable collegial collaboration on effective teaching strategies across the school. Instructional leaders and aspiring teacher leaders of the school undertook training with staff from the Quality Teacher Academy of the University of Newcastle. This produced support for the development of contextually relevant school-wide professional learning around the Quality Teaching Model. School teaching staff engaged in online professional learning in faculties, using the Quality Assessment Practice Guide to practice coding assessment practice and reflect on quality teaching strategies in the classroom.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A pilot team is trained in QTR and/ or QAP and undertakes at least 1 observation of practice round within the school.	Expressions of interest were sought to establish a Quality Assessment in Practice Rounds group demonstrating some progress towards this target. However, this initiative was deferred until 2022 due to COVID-19 restrictions. Professional learning in coding lessons using the Quality Teaching Model was delivered remotely during a dedicated workshop on Term 3 School Development Day. The school is working towards developing greater collective efficacy to achieve our target.
All students are aware of the General Capabilities. All year advisors capture student survey data and report on the General Capabilities that students have identified as areas of strength and development in reporting to parents. At least 60% of students complete the survey. The score for expectations for success in the <i>Tell Them From Me</i> survey exceeds the NSW Government norm.	The school Executive has mapped all Stage 4 scope and sequences to the General Capabilities, with a view to backward mapping Stage 5 scope and sequences in 2022. An assessment of student achievement of the General Capabilities was included in all Stage 4 Semester 2 reports with Year Advisor comments drawing on responses to student surveys. Over 60% of Stage 4 students completed the survey in 2021. The survey is planned for Stages 4 and 5 in 2022 with Year Advisors. In the 2021 <i>Tell Them From Me</i> student survey, the average score for expectations for success (8.1) exceeded the NSW Government norm (7.0).

Proportionally contribute to the Glenfield Principal Network target uplift of Aboriginal students attaining the HSC in 2021, while maintaining their cultural identity.	100% of Aboriginal students attained the HSC in 2021.
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,400.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hurlstone Agricultural High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 1. Strengthening community connectedness • Evidence Based Wellbeing Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement SAFEMinds to support identified students with additional needs • engage with external providers to support student engagement and retention • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: Increased staff knowledge and understanding to respond with confidence to identify and support students including culturally diverse backgrounds and low socio economic backgrounds with interventions using the SAFEMinds Notice, Inquire and Plan model in boarding and day school setting. School specific NIP student plans by Wellbeing Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: To utilise the SAFEMinds resources by embedding them into a Year 7-10 wellbeing program. Continue to build on the skills and knowledge of the SAFEMinds training so trained staff can support other staff, parents and students.</p>
<p>Aboriginal background</p> <p>\$2,800.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hurlstone Agricultural High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal students and staff collaborate with the community as well as non Aboriginal students and staff to create an authentic, Hurlstone Agricultural High School Acknowledgement of Country. <p>The allocation of this funding has resulted in: the identification and shared understanding of goal and areas for talent development for the school's Aboriginal students. This has provided clear pathways to ensure Aboriginal students thrive. Mentoring program for Aboriginal students. School Acknowledgement of Country protocols for staff and students.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing staff to support the goals and talents of our students and increasing connection with Glenfield AECG, providing opportunities for Aboriginal students to learn and share their culture within our multicultural community.</p>

<p>English language proficiency</p> <p>\$77,270.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hurlstone Agricultural High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • NAPLAN improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in: Establishment of a dedicated instructional EAL/D team Appointment by expression of interest of EAL/D specialist teacher Subject specific teaching and learning programs with embedded EAL/D strategies</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued emphasis on literacy and numeracy support for improvement in NAPLAN measures. The school will focus on improving the reading results in NAPLAN in stage 4.</p>
<p>Low level adjustment for disability</p> <p>\$93,365.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Hurlstone Agricultural High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence Based Wellbeing Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in: Occupational Therapy Handwriting program In-class support program for students with disabilities Executive functioning skills program</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide needs based support for students as assessed on an annual basis.</p>
<p>COVID ILSP</p> <p>\$19,844.93</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Small group tutoring to support development of literacy, numeracy and development of effective functioning skills in students identified with needs

<p>COVID ILSP</p> <p>\$19,844.93</p>	<p>The allocation of this funding has resulted in: Students building confidence and improving targeted literacy, numeracy and executive functioning skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to analyse data and develop solutions according to the need of students.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	518	531	568	569
Girls	437	426	417	420

Student attendance profile

School				
Year	2018	2019	2020	2021
7	96.3	96.6	98	96.4
8	96.7	96	96.7	96.3
9	94.8	96.5	96.5	95
10	94.3	95.1	96.2	94.8
11	95.1	96	96.3	95.9
12	94.4	96.8	95.6	94.1
All Years	95.3	96.2	96.6	95.4
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Student attendance during 2021 was outstanding in comparison with State norms. Attendance remains an area of focus in supporting attendance of students with specific learning needs. The establishment of an attendance team that case manages, analyses data and shares practice has been crucial in continuing this work.

Attendance

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

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	2
TAFE entry	0	0	0
University Entry	0	0	98
Other	0	0	0
Unknown	0	0	0

The post school destinations for students is almost entirely in university entry. The collection of data in relation to post school destination is an opportunity for growth.

Year 12 students undertaking vocational or trade training

0% of Year 12 students at Hurlstone Agricultural High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

99.3% of all Year 12 students at Hurlstone Agricultural High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	48.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	13.77
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	3,047,595
Revenue	13,848,472
Appropriation	13,084,961
Sale of Goods and Services	288,058
Grants and contributions	221,453
Investment income	4,720
Other revenue	249,281
Expenses	-13,487,262
Employee related	-11,039,630
Operating expenses	-2,447,632
Surplus / deficit for the year	361,209
Closing Balance	3,408,804

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	270,344
Equity - Aboriginal	2,810
Equity - Socio-economic	59,698
Equity - Language	114,470
Equity - Disability	93,366
Base Total	9,496,524
Base - Per Capita	242,720
Base - Location	0
Base - Other	9,253,803
Other Total	2,944,636
Grand Total	12,711,504

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

School performance - NAPLAN

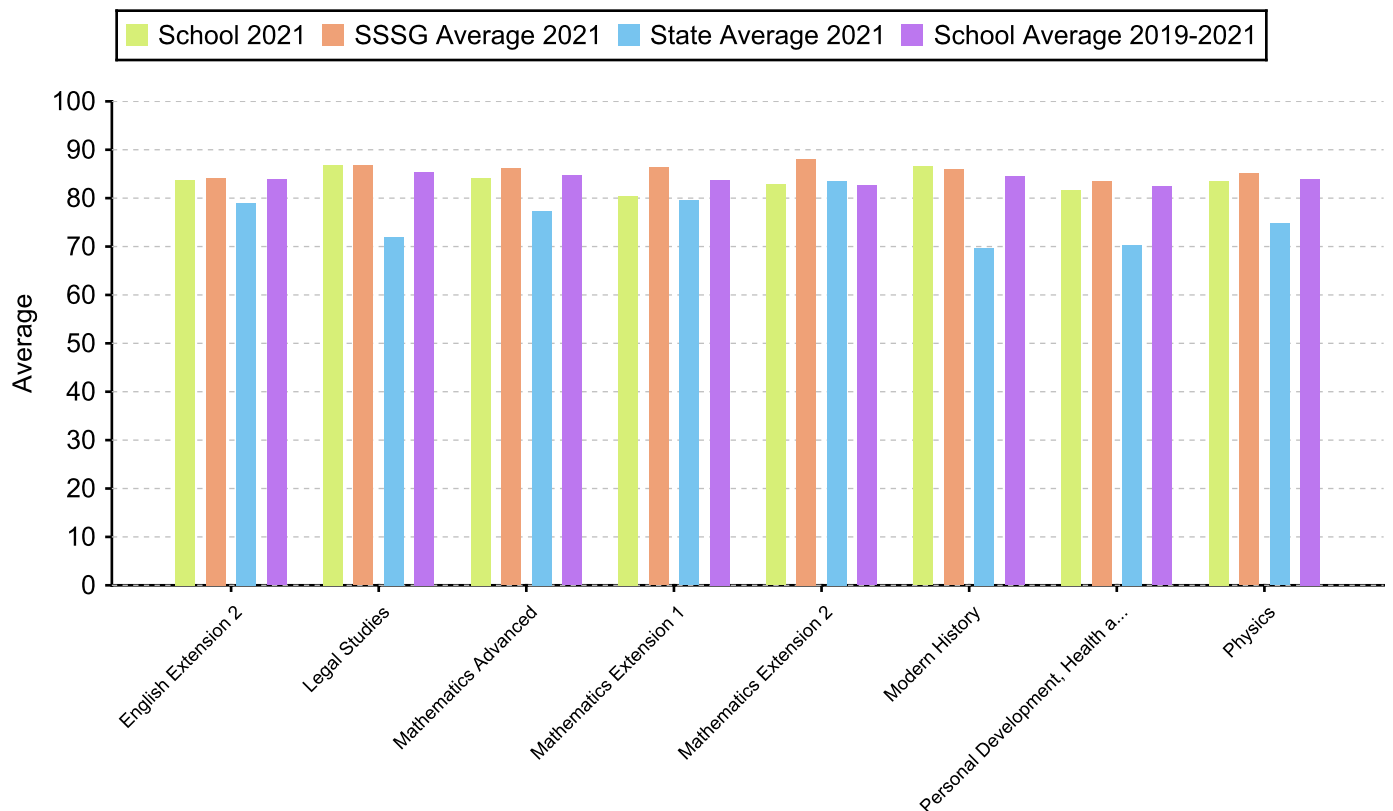
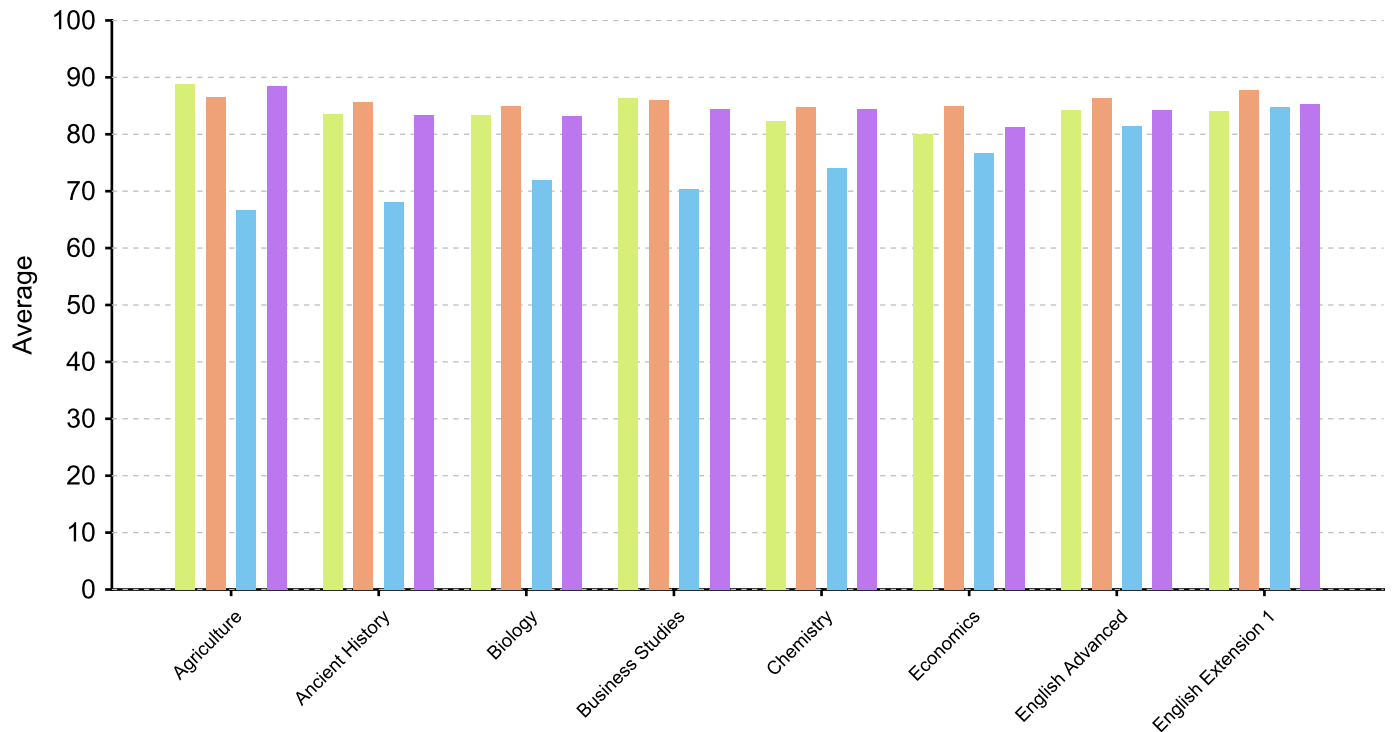
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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 2021	SSSG	State	School Average 2019-2021
Agriculture	88.9	86.5	66.7	88.5
Ancient History	83.6	85.6	68.1	83.4
Biology	83.4	85.1	71.9	83.2
Business Studies	86.4	86.0	70.4	84.4
Chemistry	82.3	84.9	74.1	84.4
Economics	80.1	84.9	76.7	81.3
English Advanced	84.2	86.5	81.4	84.2
English Extension 1	84.1	87.8	84.8	85.3
English Extension 2	83.7	84.2	79.0	83.8
Legal Studies	86.9	86.8	72.0	85.4
Mathematics Advanced	84.2	86.1	77.4	84.6
Mathematics Extension 1	80.5	86.3	79.5	83.7
Mathematics Extension 2	82.8	88.1	83.5	82.6
Modern History	86.5	85.9	69.7	84.5
Personal Development, Health and Physical Education	81.7	83.5	70.3	82.4
Physics	83.6	85.1	74.8	84.0

100% of the teachers with a HSC class in 2021 undertook extensive statistical, item analysis of their class performance in the HSC. This was discussed at faculty levels. Analysis at a faculty level was undertaken and discussed with Senior executives in formal meetings and faculty goals and plans related to using the data analysis to inform classroom practice was undertaken.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me surveys were conducted with students twice on 2021, whilst parents and teachers also had an opportunity to respond in the second half of the year. The review of Tell Them From Me survey data from 2021 student, teacher and parent survey has informed the following observations;

* 1046 students completed the surveys across snapshot I and II. An average of 80% of students reported a positive sense of wellbeing and the rate of at least 15% above the State average for instruction being well organised and with clear purpose with feedback on what they have learned. Students understand there are clear rules and expectations in class and that school staff emphasise academic skills to succeed. 75% feel that technology helps them learn and 66% stated that their learning spaces helped, with 75% stating that their spaces were neat and clean. 73% of students feel pride in their school and 97% are confident they will complete the HSC with 95% planning to go to university. 15% (which is 6% lower than State norm) stated they were subjected to moderate or severe bullying, with 96% of respondents stating they knew where to seek help if they were bullied.

* 85 parents completed the survey in November and reported lower than state average levels around two-way communication with the school. Parents reported lowest scores around accessibility to speaking with school staff, whilst 52% had spoken with a teacher. Their scores indicated that they wanted information related to opportunities concerning their child's future. Parents expressed a desire for less homework per day and 97% of respondents were not involved in any school committees. 81% of parents felt that the subjects that their children wanted to study were available. 85% of the parents who felt their children required specialist assistance felt that those needs were met. 75% of the respondents felt satisfied with the general communication from the school, with 55% feeling that reports were useful, the next most useful being formal interviews. Parents felt that emails were very useful in communicating school news. Parents felt that school reports, external assessments and interviews with class teachers for communicating student progress. 74% of the parents expressed that Hurlstone was the first choice and the majority of parents felt the school the school was well maintained and welcoming.

* 19 teaching staff responded to the survey with similar proportions of staff with less than 6 years at the school and 6 years or more at Hurlstone. 36% of respondents had 16 or more years experience in the teaching profession. Staff felt most strongly that they work with school leaders to create safe and orderly environments but felt less strongly that leaders take the time to observe and give feedback about their teaching. Staff felt strongly that they collaborate with other teachers about strategies that increase student engagement and discuss assessment strategies to improve engagement but less that they work on developing cross-curricular or common learning opportunities. 60% of teachers share and implement ideas about ways to help students retain what they learn. 85% agree that they have the skills and confidence to meet the needs of students with disabilities or special needs. 29% had observed another colleagues practice within the past year, while 33% said they do this each term and 24% had given feedback to another colleague in the past year.

Hurlstone will continue to value the data provided by the Tell Them From Me Surveys and will continue to use the data to triangulate the evidence to inform future decisions regarding school operations and serving our school community.



2021 Year 12 Chemistry Titration Competition Teams at University of Sydney



2021 Senior Ethics Olympiad Teams; gold-placed team on the right side



2021 HSC Study Groups in the Library



Boarding students celebrating end of the year 2021!



Student Leadership Team Wellbeing Initiative supported the return of peers to school face to face after a long time in LGA lockdowns. Location: STEAM Building



Asia Education Foundation PNGAus Secondary Schools Partnership Program: Remote Learning- Hurlstone Agricultural High School Teacher and Student Team.



Rural Youth Team successfully representing Hurlstone at the Dubbo Agricultural Show in the sheep and pig arenas.

[Home](#) > [Student poems](#) > [Limited Beauty](#)

Limited Beauty

By Claire H



Engulfed by its own overgrown branches
 The bright light from the sun shines upon the leaves
 The ground aligned with a carpet of green needles
 That portray a colour of a magnificent emerald green
 The warmth of the sun enlightens the atmosphere
 Making me feel ever so safe in the hands of mother nature
 An overwhelming feeling of guilt takes over
 The thought of being unable to protect my happy place
 I take a deep breath, filling my lungs with air
 Finally exhaling as I enjoy the limited beauty of nature

Project

Poem Forest 2021

Author

Claire H

Hurlstone Agricultural High School
 Year 8

Student poem: From the Red Room Poetry Poem Forest 2021 project with Dakota Feirer (a Bundjalung-Gumbayngirr man based in Dharawal and Yuin country).

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.

Aboriginal Education - School statement

Hurlstone Agricultural High School is committed to the education of all Aboriginal and Torres Strait Islander Students and the inclusion of Aboriginal perspectives into teaching and learning and wider school programs. The school is committed to creating a culturally safe environment which enables the community to learn and celebrate. All teaching staff are provided professional learning opportunities to expand their knowledge to create authentic and safe learning environments and embed an authentic understanding of culture into lessons.

Anti-Racism Policy

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

Anti-Racism - School statement

Hurlstone Agricultural High School does not tolerate racism and is committed to acting on all forms of discrimination. The school is committed as a community to eliminate racism for students, staff members, parents, caregivers and community members. All teaching and non-teaching staff contribute to the educate themselves and each other about racism and strive to accept all aspects of Australia's diversity and challenging prejudice.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Hurlstone Agricultural High School is committed to celebrating our diverse, multicultural community. The school strives to sustain a culturally inclusive and responsive learning environment and support students from all cultural and language backgrounds to achieve their full potential. The school continues to promote intercultural understanding and positive relationships between students and staff from all cultural backgrounds and recognise the valuable contributions of individuals to the school.

