

# 2022 Annual Report

## Hurlstone Agricultural High School



**HURLSTONE**  
AGRICULTURAL HIGH SCHOOL

8121

# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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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 school community includes a proactive commitment to equity to enhance shared understandings and connections to learning and opportunity, so all staff, students and community continue to flourish and thrive.

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.

We have a great deal to celebrate, and we have selected a few highlights in our annual school report.

I wish to extend my thanks to our Deputy Principals', Mai Ni Pham and Sailash Krishan and relieving Deputy principal's Sharon Davis, and Rebecca Ross, 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 2022. 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. 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 2022 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.

Personally, I would like to thank the graduating class of 2022 for the vast contribution they have collectively made to our school. Under the executive leadership of School Captains

Venni Baliyan - Captain, Noah Simpson - Captain, Madison Chang - Vice Captain, Lucy Colville - Vice Captain, Abdul-

Haadi Siddique, Patrick Benci, Nevin Johnson, Bryant Nguyen, Adam Nguyen, Francesco Ierano, Rachel Zou, Kimberly Dang, Anita Ung, Bharathi Gotyal, Hannah Yin, Mukund Srinivasan, Arjun Theyagarajan, Jessica Lam and Steven Ngo.

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. Gayle was honored at the Director Educational Leadership Principal Network Awards Ceremony in 2022 for her exemplary service to public education. At the end of this annual school report you can see a photograph of Gayle accepting her award from our Educational Director, Deb Summerhayes. In 2022 we welcome Tim Hart as president elect of our Boarder parent welfare group and our network support is growing stronger each year as we move towards the new build and re-imaging boarding at Hurlstone Agricultural High School. On behalf of our school P&C group under the leadership of Rafay Siddique, I would like to thank all our wonderful parents and urge new parents to reach out to support the P&C.

## 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. 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.

Our self-assessment 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>

## 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:** \$2,108.00

**Low level adjustment for disability:** \$94,136.00  
: \$16,945.00

**Student support officer (SSO):** \$96,058.00

**Socio-economic background:** \$55,134.00

### Summary of progress

Throughout 2022, teachers identified and applied a range of evidence-informed teaching practices to optimise learning progress for all students. Teaching staff engaged in professional learning around the EAL/D (English as an Additional Language/Dialect) Progression 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.

Faculties began their analysis of HSC data in the first School Development Day of Term 4, using the HAHS RAP Analysis template supported faculties with a comprehensive approach to critically analysing and evaluating data with prompts to encourage thoughtful reflection on past and current classroom practices for 2023. 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 2023.

Learning and wellbeing are inextricably linked. In 2022, 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*. The school has been unpacking the recommendations of an external Student Wellbeing Evaluation to improve the delivery of student wellbeing programs, structures and processes for our students.

In NAPLAN (National Assessment Program - Literacy and Numeracy) 79.8% of Year 9 students were in the top two skill bands for Reading. The slight decline in results prompted the establishment of a 'NAPLANalysis' team to support high level data analysis for Head Teachers and faculties to identify interventions and modify teaching practice for Years 8 and 10 in 2023.

Hurlstone students continue to excel in Numeracy in NAPLAN. 95.9% 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 - 95.3% compared with HAHS - 89.9%). 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 50% in the number of students achieving in the top 2 bands in the HSC.

The Attendance Team met regularly in 2022 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. Staff are emailed student attendance data each fortnight with an attendance strategy to utilise in supporting students in their classes in Tier 2 and 3. Attendance analysis and attendance processes

and procedures were presented at Staff Meetings to further support the Attendance Matters initiative. Support materials for our community were placed on the school website to further support improved attendance rates at Hurlstone AHS.

As a result, student attendance continued on an upward trajectory in 2022, with a 94.1% 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 2022 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  |
|--|---|
| <b>NAPLAN - Reading</b><br><br>Improvement in the percentage of students achieving in the top 2 bands to be above SSSG at 95.4%, an increase of 0.4% in 7 and increase by 0.2% to 88.8% in 9.  | 79.8% of Year 9 students achieved in the top two skill bands for Reading.   |
| <b>Attendance</b><br><br>Increase percentage of students attending school more than 98% of the time.   | The whole school attendance rate for 2022 was 92.9%, with 77.9% of students attending school > = 90% of the time.<br><br>Due to change in calculation methodology by CESE, the above figure ( 77.9% of students attending school > = 90% of the time) decreased significantly from 2021 to 2022 by more than 20 percentage points across all government schools in NSW. |
| <b>HSC achievement - top two bands</b><br><br>Increase the percentage of HSC course results in top two bands.  | In 2022, 50% of the HSC courses delivered at HAHS showed an increased percentage of students achieving Bands 5 or 6.  |
| <b>NAPLAN - Numeracy</b><br><br>Increase the percentage of students achieving in the top 2 NAPLAN numeracy bands by 0.1% to 99% in Year 7 and 0.1% to 98.8% in Year 9.<br><br><b>Achievement</b><br><br>Year 7 - 98.9% in 2019 to 99.3% in 2021<br><br>Year 9 - 98.7% in 2019 to 99.4% in 2021 | 95.9% of Year 9 students achieved in the top two skill bands for Numeracy.  |
| Increase the percentage of students achieving expected growth in NAPLAN numeracy by 2.0%, from 48% for NAPLAN 9 to 50%.<br><br><b>Achievement</b><br><br>In 2021 48% of students achieved at or above their expect growth, while in  | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.  |



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| 2021 it was 62.5%  |  |
| <b>HSC performance - top three bands</b><br><br>Improvement in the % of HSC course results in top 3 bands.                                 | In 2022, 71% of the HSC courses delivered at HAHS showed an increased percentage of students achieving Bands 4, 5 or 6 from the baseline of 70%.   |
| <b>Wellbeing</b><br><br>TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at 75%, continuing our improvement journey. | <p>In the 2022 <i>Tell Them From Me</i> surveys, 81% of students reported a positive sense of wellbeing compared to the state average of 66%. This included high ratings for Advocacy, Positive learning climate 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> |



Student leadership team 2022

## 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

**English language proficiency:** \$227,175.00

**:** \$4,523.00

**Professional learning:** \$81,136.00

### Summary of progress

The teaching staff at Hurlstone continue to engage in high impact professional learning directing support our impact on HPGE, EAL/D, data literacy and Wellbeing areas. Along with the EAL/D Learning Progressions training that all staff undertook, work was done in supporting EAL/D students in accessing assessment tasks. Representatives from all KLA's, including the Head Teachers have worked with the EAL/D Leader and EAL/D teaching staff to develop a consistent and supportive assessment notification template that has been implemented across the school. All assessment tasks are now distributed using the consistent template developed. Professional learning has been conducted on improving the academic register in writing for Stage 6. This was supported by the EAL/D Hurlstone team working closely with the EAL/D teacher and leader, positively impacting the writing quality of stage 6 students. Staff have undertaken training across all areas, with additional senior executive members undertaking the HPGE Leaders training. All staff have now undertaken the Tier 1 training for the implementation of the HPGE policy and we continue to support additional members of staff training with the University of NSW, with GERRIC training.

The continued development of data literacy skills has focused on utilising the Dr Selena Fisk online training and the application of these skills have supported staff in their analysis of NAPLAN data, HSC data and TTFM data. All teachers who had HSC classes in 2022 completed an analysis of their class results. This was used to review teaching programs and further evaluations of practice. This is scheduled to be continued as an annual activity, with classroom teachers analysing their class results and faculty teams reviewing course analysis in reference to teaching program evaluations. The use of data in decision making processes has become part of the evidence-informed practice across the school, including our student group, relating to initiatives they propose.

Staff have continued to map their professional learning to their PDP's (Performance Development Plans) and the Australian Professional Teaching Standards (APTS). Our professional development has become closely linked to self-identified areas of improvement, which reflects the goals laid out in each teacher's Performance Development Plan. Professional learning conducted at Hurlstone throughout the year by external presenters and staff presentations on Staff Development Days and in staff meetings, have been referenced against APTS and staff have been able to log the hours in eTAMS successfully referencing the teaching standards addressed. Staff have successfully submitted proficiency accreditation applications and proficiency maintenance accreditation in 2022.

### 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 |
|-------------------------|------------------------------|
|                         |                              |

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| 100% of staff including temporary staff engage in high impact professional learning in HPGE, data literacy, literacy and numeracy, EAL/D and/or Curriculum focus areas including wellbeing and embed knowledge in programs. | 100% of teaching staff have undergone training across 2022 on EAL/D learning progressions and this has been supported by the annotations made in the class profiles in curriculum folders. I. Wellbeing training has occurred across the school (including the non-teaching staff) in the form of SafeMinds training with plans to continue to develop staff confidence to respond to serious wellbeing concerns in 2023. Data literacy training was undertaken, using online training developed by Dr Selena Fisk and we have a committee of staff who have volunteered to support staff in analysing NAPLAN Data. There was a number of faculties (HSIE, Science, CAPA ) who all undertook high impact professional learning to support HSC improvement and development of STEM capacities with the USYD STEM training towards the end of 2022. This program will produce a cross-KLA learning unit to be developed in 2023.   |
| All stage 6 teachers use data, including RAP and TTFM and NAPLAN projections to review teaching and learning programs.  | 100% of teaching staff with HSC classes in 2022 have undertaken an analysis of their class' HSC results using a template developed by the senior executive staff. Faculty teams made up of the Head Teacher and at least one other representative presented their conclusions in a meeting with the Principal and the Deputy working with the Teaching team. They reviewed the classroom teachers analysis and projected goals that varied from program review, assessment changes and action research for some faculties. Teaching staff undertook training at the conclusion of 2022 to develop the application of their data literacy in analysing the NAPLAN data and reviewing the implications for teaching programs in 2023. TTFM data was reviewed in reference to the Wellbeing Evaluation report unpacking and SRC also undertook analysis of the data from a student perspective and produced a 'What we would like you to know' presentation for the staff. This is planned for 2023, after each snapshot. |
| All staff use the Australian Professional standards to plan and monitor their professional learning in their PDP.   | 100% of teaching staff have utilised the Australian Professional Teaching standards as part of PDP processes in 2022.  |



## 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:** \$210.00

### Summary of progress

Throughout 2022, staff have continued to be engaged in High Impact Professional Learning with additional staff participating in the Quality Teaching Rounds Training. This has led to at least one staff member across multiple faculties being trained by highly experienced staff from the Quality Teacher Academy of the University of Newcastle, lifting staff teaching and learning capacity. The school successfully built upon its work in fostering student awareness of the General Capabilities, with all Stage 4 and Stage 5 reports now containing reporting on General Capabilities.

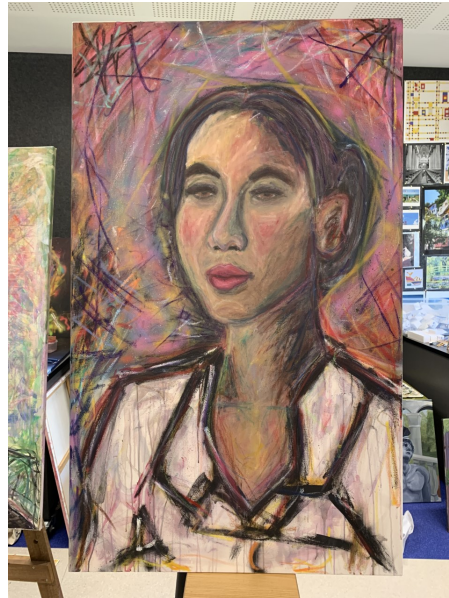
### Progress towards achieving improvement measures

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  |
|---|---|
| Each faculty has at least 1 teacher trained in QTR and/ or QAP and undertaken at least 2 rounds within the school and across network of schools.  | <p>The Department of Education's funding commitment to have 2 fully funded places for professional development has contributed to our school's progress towards achievement. The school achieved its target for having at least 1 teacher trained in Quality Teaching Rounds and/ or Quality Assessment Practice in each of the following faculties: Agriculture, CAPA, English, HSIE, Mathematics, PDHPE, Science and TAS/LoTE. Achievement of this progress measure was helped by the offering of flexible learning options including face to face and online.</p> <p>Despite planned dates for two rounds of lesson observations and assessment sessions, COVID 19 NSW Public Health Orders and spikes in reported COVID 19 cases in our school setting delayed and prevented the implementation of the rounds for Term 3 and Term 4 2022. This was also a factor for our partner schools. The decision was to postpone the rounds for 2023.</p> |
| <p>All students are aware of the General Capabilities.</p> <p>All year advisors capture student survey data and report on the General Capabilities that students have identified as areas of strength and development.</p> <p>70% students complete the survey.</p> | <p>Student Reports for Stage 4 and Stage 5 all now have General Capabilities being reported on</p>  |



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| <p>Increase the score of student expectations for success from the Tell them from Me survey from the NSW Government Norm and our school mean.</p>                              |  |
| <p>Proportionally contribute to the Glenfield Principal Network target uplift of Aboriginal students attaining the HSC in 2022, while maintaining their cultural identity.</p> | <p>Our Aboriginal student was awarded a Higher School Certificate and an ATAR.</p> |



| Funding sources                                     | Impact achieved this year   |
|---|---|
| <p>Socio-economic background</p> <p>\$55,134.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Wellbeing Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staff release to increase community engagement</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Supporting groups of students and staff through utilising evidence-based wellbeing initiatives that increase opportunities for students to connect, succeed and thrive. The delivery of additional wellbeing programs and activities in a guided scope and sequence that promote student voice and continue to work towards meeting our students point of need. Supporting students, parents and carers access to programs and resources to support our community sense of belonging. through a comprehensive external wellbeing evaluation.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue with wellbeing evaluation and include safeguarding kids together program.</p>   |
| <p>Aboriginal background</p> <p>\$2,108.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Wellbeing Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Strengthening our partnerships to include coordinated wellbeing meetings to support Aboriginal and Torres Strait Islander students led by our Aboriginal contact officer has resulted in further support networks being created. The impact has seen both junior and senior students reaching out both internally and externally to further support opportunities in mentoring services and the ongoing development of PLPs. With support and guidance this aims to address any challenges in academic knowledge or skills and ensure that students have the resources they need to achieve their personal goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Follow-up on cultural capital, cultural humility and inclusion to support staff and students. Continue to actively listen to the community needs and engage appropriate support and guidance to continue to strengthen each</p> |

|   |  |
|---|--|
| <p>Aboriginal background</p> <p>\$2,108.00</p>                | <p>individual PLP.</p>   |
| <p>English language proficiency</p> <p>\$227,175.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning and development based on the Australian Professional Teaching Standards</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The professional learning activity was run in sessions held on SDD and staff meetings across 2022. The deliverable for the course includes differentiated teaching programs that include EAL/D strategies that are relevant to the progression analysis of students in classes. The staff will annotate their Class Profile documents kept in Faculty Curriculum Folders with information relating to progression of individual students and teaching strategies for students in each class.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>The staff will annotate their Class Profile documents kept in Faculty Curriculum Folders with information relating to progression of individual students and teaching strategies for students in each class. These will then be used in a handover to class teachers for 2023. This was highlighted for staff as developing Australian Professional Teaching Standards - 3.1.2 and 1.3.2</p> |
| <p>Low level adjustment for disability</p> <p>\$94,136.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Wellbeing Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Stronger connections for teaching and learning programs with embedded wellbeing outcomes.</p>   |

|   |  |
|---|--|
| <p>Low level adjustment for disability</p> <p>\$94,136.00</p> | <p><b>After evaluation, the next steps to support our students will be:</b><br/>Strengthen wellbeing outcomes through continued connection with evidence-based wellbeing initiatives and ongoing support.</p>  |
| <p>Professional learning</p> <p>\$81,346.00</p>               | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hurlstone Agricultural High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence informed practice</li> <li>• 1. Strengthening community connectedness</li> <li>• 2. High impact professional learning communities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>QTR-Progress towards 2023 goals with at least two faculty members and all Head Teachers to be trained in QTR will involve Head Teachers nominating staff in 2022 to support PDP goals for 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>RAP analysis of HSC 2022 showed improvement in students achieving in bands 5 &amp; 6 when compared to those awarded across the State.</p> |
| <p>COVID ILSP</p> <p>\$76,369.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing intensive small group tuition for identified students</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Support for students to maintain and strengthen connections to their learning during COVID disruption.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to monitor data and outcomes for teaching and learning, student support and wellbeing needs.</p>   |
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p>       | <p>These funds have been used to support improved outcomes and the achievements of staff and students at Hurlstone Agricultural High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Wellbeing Programs</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p>   |



|   |   |
|---|---|
| <p>Student support officer (SSO)</p> <p>\$96,058.00</p> | <ul style="list-style-type: none"> <li>• Breakfast club: Successful at this stage. Support needed from all staff to remind students of this club.</li> <li>• Breakfast club: Successful at this stage. Support needed from all staff to remind students of this club.</li> </ul> <p>Art Club: SSO will make more posters to advertise this club.2022 was more about supporting students identified by the learning support team. This also include students identified by the SSO.</p> <p>Board Game club: Board game club: very early stages. Need more advertising and staff to remind students.</p> <ul style="list-style-type: none"> <li>• Art Club: SSO will make more posters to advertise this club.2022 was more about supporting students identified by the learning support team. This also include students identified by the SSO.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Deepening of connection and sense of belonging to school. Wellbeing support for students travelling long distances to school.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue and maintain current programs and evaluate and investigate additional programs.</p> |
|---|---|



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 531        | 568  | 569  | 570  |
| Girls    | 426        | 417  | 420  | 422  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| 7         | 96.6 | 98.0 | 96.4 | 94.4 |
| 8         | 96.0 | 96.7 | 96.3 | 92.4 |
| 9         | 96.5 | 96.5 | 95.0 | 93.5 |
| 10        | 95.1 | 96.2 | 94.8 | 91.1 |
| 11        | 96.0 | 96.3 | 95.9 | 93.1 |
| 12        | 96.8 | 95.6 | 94.1 | 93.9 |
| All Years | 96.2 | 96.6 | 95.4 | 93.0 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| 7         | 91.2 | 92.1 | 89.7 | 85.5 |
| 8         | 88.6 | 90.1 | 86.7 | 82.1 |
| 9         | 87.2 | 89.0 | 84.9 | 80.5 |
| 10        | 85.5 | 87.7 | 83.3 | 78.9 |
| 11        | 86.6 | 88.2 | 83.6 | 80.0 |
| 12        | 88.6 | 90.4 | 87.0 | 83.9 |
| All Years | 88.0 | 89.6 | 85.9 | 81.7 |

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

## Post school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment   | 0         | 0         | 0         |
| Employment   | 0         | 0         | 0         |
| TAFE entry   | 0         | 0         | 0         |
| University Entry   | 0         | 0         | 98        |
| Other  | 0         | 0         | 0         |
| Unknown  | 0         | 0         | 2         |

## Year 12 students undertaking vocational or trade training

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0.66% of Year 12 students at Hurlstone Agricultural High School undertook vocational education and training in 2022.

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

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100% of all Year 12 students at Hurlstone Agricultural High School expected to complete Year 12 in 2022 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)                    | 49.3  |
| Learning and Support Teacher(s)         | 0.4   |
| Teacher Librarian                       | 1     |
| Teacher ESL                             | 1.2   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 14.77 |
| 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 3,077,733               |
| <b>Revenue</b>                        | 15,018,892              |
| Appropriation                         | 13,873,158              |
| Sale of Goods and Services            | 450,249                 |
| Grants and contributions              | 517,269                 |
| Investment income                     | 49,879                  |
| Other revenue                         | 128,337                 |
| <b>Expenses</b>                       | -14,333,166             |
| Employee related                      | -11,614,411             |
| Operating expenses                    | -2,718,755              |
| <b>Surplus / deficit for the year</b> | 685,726                 |
| <b>Closing Balance</b>                | 3,763,458               |

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.

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 0                                 |
| <b>Equity Total</b>     | 378,553                           |
| Equity - Aboriginal     | 2,108                             |
| Equity - Socio-economic | 55,134                            |
| Equity - Language       | 227,176                           |
| Equity - Disability     | 94,136                            |
| <b>Base Total</b>       | 9,749,774                         |
| Base - Per Capita       | 249,900                           |
| Base - Location         | 0                                 |
| Base - Other            | 9,499,874                         |
| <b>Other Total</b>      | 3,130,037                         |
| <b>Grand Total</b>      | 13,258,365                        |

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

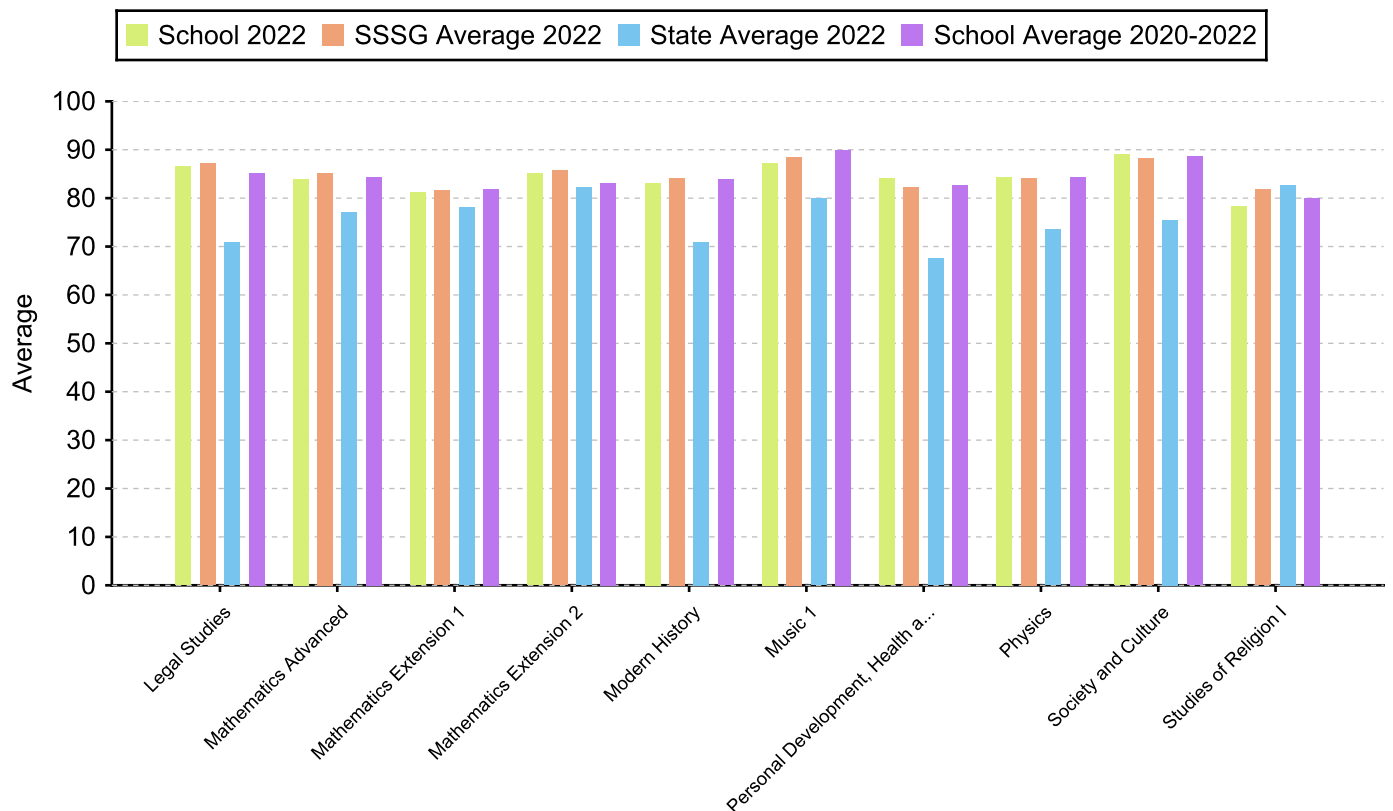
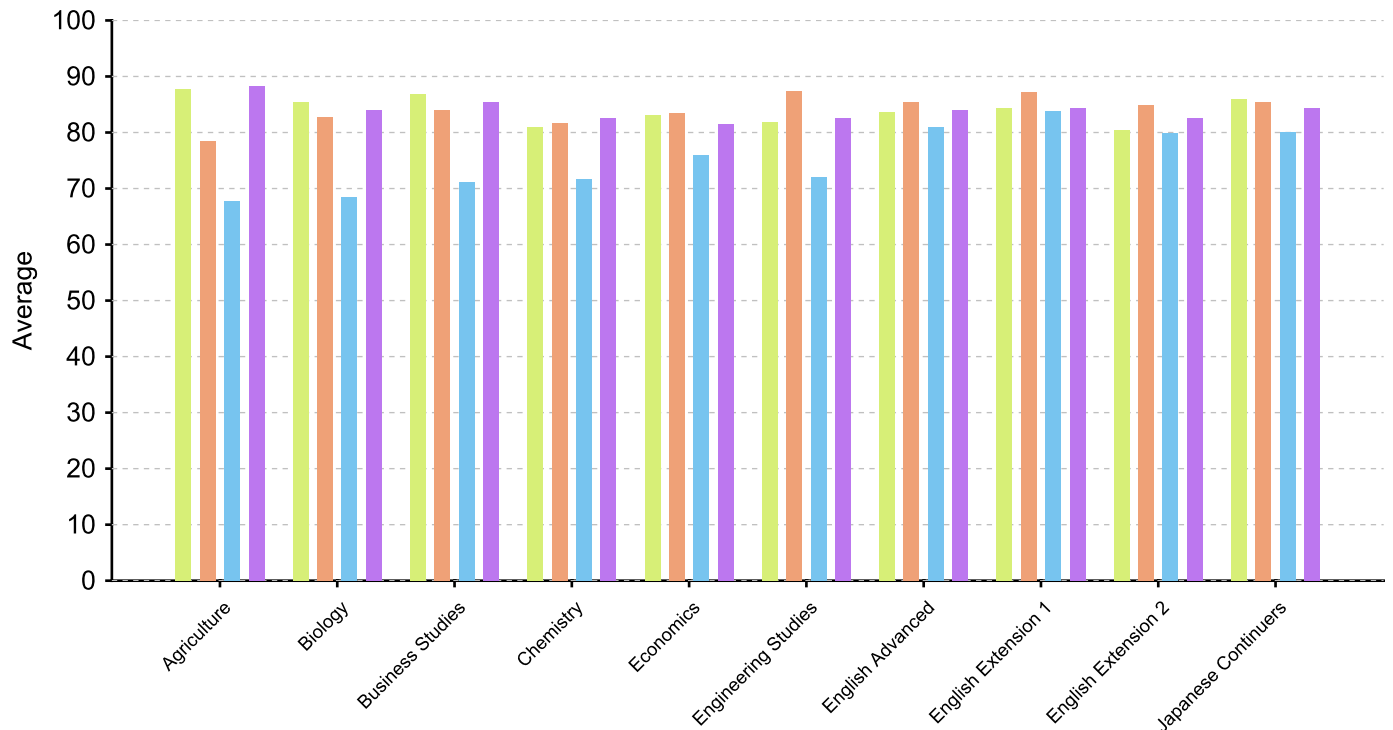
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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 2022 | SSSG | State | School Average 2020-2022 |
|---|-------------|------|-------|--------------------------|
| Agriculture   | 87.8        | 78.5 | 67.8  | 88.3                     |
| Biology   | 85.4        | 82.8 | 68.5  | 83.9                     |
| Business Studies                                    | 86.9        | 84.0 | 71.2  | 85.4                     |
| Chemistry   | 81.0        | 81.6 | 71.7  | 82.6                     |
| Economics   | 83.1        | 83.4 | 76.0  | 81.6                     |
| Engineering Studies                                 | 81.8        | 87.3 | 72.0  | 82.6                     |
| English Advanced                                    | 83.7        | 85.4 | 81.0  | 83.9                     |
| English Extension 1                                 | 84.4        | 87.1 | 83.9  | 84.4                     |
| English Extension 2                                 | 80.5        | 84.9 | 79.9  | 82.6                     |
| Japanese Continuers                                 | 85.9        | 85.4 | 80.1  | 84.3                     |
| Legal Studies                                       | 86.5        | 87.2 | 70.8  | 85.2                     |
| Mathematics Advanced                                | 84.0        | 85.2 | 77.1  | 84.4                     |
| Mathematics Extension 1                             | 81.2        | 81.5 | 78.0  | 81.9                     |
| Mathematics Extension 2                             | 85.1        | 85.7 | 82.2  | 83.2                     |
| Modern History                                      | 83.1        | 84.2 | 70.9  | 83.9                     |
| Music 1   | 87.3        | 88.6 | 79.9  | 90.0                     |
| Personal Development, Health and Physical Education | 84.1        | 82.3 | 67.5  | 82.7                     |
| Physics   | 84.4        | 84.2 | 73.5  | 84.4                     |
| Society and Culture                                 | 89.0        | 88.2 | 75.5  | 88.6                     |
| Studies of Religion I                               | 78.4        | 81.8 | 82.7  | 80.0                     |



Class of 2022 receiving their HSC celebration Campbelltown City Council Awards from Mayor George Greiss



## Parent/caregiver, student, teacher satisfaction

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

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

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

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

### Director Educational Leadership, Principal Network Awards

On Thursday 10 November, Ms Gayle Thomas, President of our Boarder Parent Welfare Group received "The Excellence Award" which is chosen from nominations received by principals in each Principal Network in the directorate. It recognises individuals and groups that have demonstrated significant achievement in their role, making a valuable contribution to the achievement of the goals of the Department of Education and the promotion of NSW Public Education. Gayle assisted our whole school community for the entire 6 years of her son's enrolment as a boarder at Hurlstone Agricultural High School. Gayle served our school in a variety of roles including but not limited to being an active member of the P&C association where she championed and co-ordinated areas of our annual Country Fair. Gayle has been a passionate advocate for our boarding school. In her elected role as president of our Boarder Parent Welfare Group, Gayle has supported boarding students, their families, and our staff by creating and leading forums for our unique and diverse community. Gayle's leadership in this role crucial ensured equity and opportunity for our rural, regional and remote families as she put child wellbeing and learning outcomes at the centre of her decision making to support our unique community. During the global pandemic Gayle was instrumental in gaining assistance from the boarder network and advocated for our boarders, their families, and carers particularly in relation to lockdown procedures for residential settings. Gayle has selflessly "adopted" families by hosting and caring for students during their time of need in her family home. Our school wishes to recognise her vast and valuable contribution to our community. There is no greater gift a parent can give their child or their child's school than time, energy and passion and Gayle embodies all these qualities.

### Women in Education Leaders Program

During this term, Ms Sabah (Mathematics Faculty), Ms J. Ross and Ms Pham formed part of the Hurlstone Agricultural High instructional leaders team travelling to Brisbane to work with Australian and Papua New Guinea educators as part of our PNGAus partnership with the Asia Education Foundation, University of Melbourne for four full days including Saturday and Sunday.

Since 2019 our students and staff have participated in a range of design sprints and learning programs as an international community with academics, schools and experts in their fields addressing some wicked problems such as COVID 19, access to water and food security. Another benefit of being part of a global learning community is that it increases our intercultural understanding and communication skills which makes us more aware of how we can provide better educational access to those who may face cultural and social barriers.

One of the key aspects of the program is to make space, take space and create space for women in educational leadership across Australia and Papua New Guinea through the lens of Science, Technology, Engineering and Mathematics (STEM) initiatives and professional learning. Ms Pham had the privilege of sharing her leadership journey like several of the other Australian leaders at the immersion program with the aim of inspiring and encouraging PNG women educators to take their first step into leadership roles at the next level. Ms Pham was able to share her experiences of stepping into the principal role in 2022 and how that has helped her support others' aspirational growth to be middle leaders.

**Schools Spectacular** Cecilia Hart, Isabella Vu, Avani Bhatt, Cindy Nguyen, Pranaya Prasath, Inayat Aujla, Kean Gizman, Maymunah Tehzeeb, Sukanya Dasputa, Jade Tellis, Eden Hart, Andy Ngo, Olivia Wright, Anika Shinde, Tegan

Tran were selected for Schools Spectacular over four performances they wowed audiences. The night is a showcase of gifted and talented young people, the dedication and commitment they show in consistently demonstrating their passion is underpinned by the dedication of the teacher leading the team. In this case Ms Wuhrer, the community was able to attend the showcase and celebrate alongside the students.



Gayle Thomas receiving her Service to public education award from Deb Summerhayes, Educational Director.



Ms Sabah, Ms J. Ross and Ms Pham attending and leading PNGAus Partnership Asia Education Foundation



Choir for Schools Spectacular



# Policy requirements

## Aboriginal Education Policy

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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

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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.

## Multicultural Education Policy

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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.