

Hurlstone Agricultural High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Hurlstone Agricultural High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

Hurlstone Agricultural High School provides opportunities for a diverse range of students from across New South Wales to pursue a whole school approach to wellbeing steeped in academic excellence where each young person is able to achieve their personal best in learning and engagement, develop a sense of connectedness in a safe environment within a selective school setting which is focused on agriculture.

Hurlstone Agricultural High School recognises that “Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of young Australians, and in ensuring the nation’s ongoing economic prosperity and social cohesion”

Ministerial Council on Education, Employment, Training and Youth Affairs (2008) *Melbourne Declaration on Educational Goals for Young Australians*. Ministerial Council on Education, Employment, Training and Youth Affairs: Melbourne

The school aims to supply teaching and learning experiences which will assist all students to achieve their academic potential.

The ability to supply this academic service is enhanced by the school’s residential facility which affords regional and rural students the opportunity to pursue study in a supportive environment.

Our primary aim is to produce academically gifted citizens who will have knowledge, creativity and passion for the discipline of agriculture and to encourage them to utilise their skills to positively affect the future of agriculture both within Australia and across the world.

In order to achieve this primary goal, Hurlstone Agricultural High school is committed to:

- Communicating both developments and opportunities within agriculture to our students.
- Developing our students abilities to think creatively both within an agricultural framework and about agricultural issues.
- Embedding agricultural concepts across all key learning areas.
- Engaging students in discussions regarding agricultural concepts and with agricultural employers.
- Ensuring that our students are given opportunities to work collaboratively both within and through agricultural enterprises.
- Exploring the use of technology, with a particular focus on agricultural developments, both contemporary and with future applications.
- Exposing students to careers and pathways within the agricultural sector.
- Pursuing active collaboration with tertiary institutions and Primary Industries

School context

Hurlstone is the only Government selective, co-educational, agricultural, boarding high school.

Our community draws from over 100 different primary schools from across NSW reflecting diverse cultural and socio-economic backgrounds. This includes urban, rural, regional, remote and isolated students. Agriculture remains an important foundation of the school and is compulsory to Year 10. Many students currently elect to continue the study of Agriculture to HSC level.

Our students excellent achievement in the HSC means that Hurlstone continues to rank as one of the top Government schools in NSW.

The Hurlstone Family, comprising students, committees, staff and an effective parent body all work towards making the school one where there is enthusiasm for teaching and learning, close and confident working relationships, and a concern for the care and welfare of students. The school improvement process identifies areas for effective change, promotes student outcomes and enables the school to focus on ambitious learning programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Hurlstone Agricultural High School met its obligations within the domains of Learning, Teaching, and Leading, to the following standards:

The school judged itself as **Delivering** in the elements of; Curriculum and Learning, Effective Classroom Practice, Data Skills and Use, Professional Standards, Leadership and Management Practices and Processes.

The school judged itself as **Sustaining and Growing** in the elements of; Learning Culture, Wellbeing, Assessment and Reporting, Collaborative Practice, Learning and Development, School Planning, Implementation and Reporting and School Resources.

The school judged itself as **Excelling** in the element of Student Performance Measures.

Each of these judgements were validated by the external validation panel which visited the school and reviewed both the school judgement and associated supporting documentation.

The SEF and validation process was an invaluable opportunity for Hurlstone Agricultural High School in its endeavours to implement our school plan 2015–2017. The SEF has given Hurlstone Agricultural High School an opportunity to collect evidence to support each strategic direction. It is clear from the evidence collected that we still have opportunities to further the success of our students, staff and community.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Forming an effective wellbeing structure

Purpose

Due to the diverse nature of our school community wellbeing is a WHS issue and must underpin all structures across the school. Developing highly effective wellbeing structures will promote capacity within individuals to build resilience, emotional intelligence and create connections that will enable them to value their potential.

This is an especially important goal given the nature of our boarding school facility which has students and staff living on site 24 hours a day for 40 weeks of the year.

Overall summary of progress

In 2016 Hurlstone continued to ensure that staff are directed to SENTRAL for wellbeing notifications. Follow-up support for wellbeing notifications and opportunities for professional discussions regarding use of Sentral were reported at senior executive, executive and staff meetings. Targeted use of SENTRAL wellbeing notifications continued to be highlighted at school development days. Discussion regarding swithcing on further modules to Sentral for wellbeing to include parent engagement with the operational parent portal was communicated at P&C and Boarder parent welfare meeting .

Ongoing support in training and the use of REACH boarding software was a focus in 2016, head teacher welfare led and initiated training for SASS staff on using third party software REACH which supports our 24 hour, 7 day week boarding school environment. Boarding school support officers, duty team leaders, head teachers' welfare and senior executive continued to support students and parents with any updates to REACH boarding software, via phone, boarder parent welfare meetings and email contact.

Targeted year group support in wellbeing, included cybersafety, anti-bullying, ELES study skills, ELEVATE, school camps, positive psychology and much more.. The introduction of Learning Curve diaries were rolled out and roll call pastoral care initiatives using the Learning Curve diaries was overseen by our school prefects, roll teachers, year advisers and head teachers welfare. The planned Duty team training day conference was not executed but remains as primary focus for 2017.

Creation of role statement documents are now in draft form, for all staff. In wellbeing specifically for head teachers welfare, year advisors, learning and support team and duty teams we are working on continued refinement of these live documents.

A major focus for all wellbeing teams acrosss the school was to centralise document access to ILP's, PLP's, Individual Health Care Plans, attention to Court order documents and risk assessments. All documents are now attached to SENTRAL where they are reviewed, monitored and updated. Flags appear on student rolls to ensure staff read notifications and seek assistance where necessary from each wellbeing team.

Work continued to embed the Wellbeing Framework into positve school culture, this was supported by flexible wellbeing funding, NCCD tied grants and school based welfare funding allocation. Wellbeing initiatives explicitly addressing needs in our boarding school included, support for students in social, psychological, emotional, physical, intellectual and environmental domain . Programs such as Biteback rolled out to our year 7 students via our school counsellor, representatives from our wellbeing teams attended the positive schools conference and came back with a renewed focus to roll out MindMatters and positive psychology across our school. Outcomes from this included a growth mindset conference for students where Hendy Kurniawan spoke to our senior students, supported by our staff, wellbeing teams and school counsellors. Concern raised regarding the amount of time spent by our students on their devices was adressed at our School Development Day where Jocelyn Brewer presented "Digital Nutrition" in the context of our gifted and talented environment.

Wear it Purple Day, Harmony Day and Bullying No Way! continued to be an integral part of celebrating diversity. Staff, students and P&C renewed uniform options, long pants and shorts for our female students are now available in our school run uniform shop, ensuring equity and choice for our students. Peer support, Crossroads and year group and leadership camps integrated strong wellbeing structures in their delivery. Head teacher welfare boys and head teacher PDHPE created a boys to men wellbeing program which included the introduction of an innovative outdoor experience for our year 10 boarder boys.. Senior boarding school students continued to take part in the team building experiences of urban challenge and running their boarder council.

Continued support for our DoE Wellbeing framework was supported by flexible wellbeing funds allocated to Hurlstone. The breakdown of funds include the provision of a counsellor/ youth worker to be employed via an external provider to

support boarder access outside of school hours, the employment of drivers to assist students to access outside school activities including external appointments and money to be expended for professional development and learning in evidence based wellbeing programs.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20 % reduction in the number of students reporting feelings of anxiety and stress associated with study and a culture of high expectations.	Our school re-engaged with Tell Them From Me Survey to use the data to inform practice.	Flexible Wellbeing Funding \$87,000
20% increase in the recording of student wellbeing issues on the Sentral wellbeing system	SENTRAL portal is being used regularly by staff to report student wellbeing concerns. We are still working towards ensuring notifications are followed up in a timely manner and solutions or outcomes are explicitly documented. We have exceeded the 20% increase in recorded wellbeing notifications however we have identified opportunities to increase student wellbeing through targeted follow up.	\$8000
Extant role statements with clear expectations for staff to follow	Role statements are in DRAFT form for all staff and will be living documents as structures within the educational landscape reform continue.	nil
Community survey opportunities	Students report in the Tell Them From Me Survey School based boarding school welfare survey for students and parents Community consultation survey created by Straight Talk for the Hurlstone Glenfield Name	
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	This will be further developed in 2017 via; • Extension of training modules to support parents–Parent support and training for SENTRAL requested at boarder parent welfare and P&C an opportunity for a package to be created. Parents were thinking “Sentral for dummies” • Switching on further modules to Sentral such as absences for parents • Targetted assistance during parent teacher evenings, such as a Sentral help desk	nil
Strengthening and embedding positive reward systems	Students are given opportunities to lead within our school such as the creation and publishing of our school newsletter and taking ownership for initiatives such as running student leadership conferences. There has been an increase in the number of positive notifications being uploaded to SENTRAL celebrating student achievement.	
20% increase of student, teacher and parent involvement in extra-curricular and co-curricular activities	Further engagement for our community in extra-curricular and co-curricular activities, evidenced by parents, teachers and students working together to present our School Musical, STEM initiatives in partnership with WSU, Annual Country Fair and the Inaugural Education Symposium for Gifted and Talented. The	nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% increase of student, teacher and parent involvement in extra-curricular and co-curricular activities	representation on Project reference groups for the New Hurlstone Glenfield STEM facility and advisory opportunities for the New Hurlstone Hawkesbury site.	

Next Steps

- Extension of training modules to support our parents in the use of SENTRAL. In 2017, create a parent package or how-to resource. Set up an access point or SENTRAL help desk at parent teacher night to assist parents in accessing SENTRAL..
- Continued training to support SASS and Boarding School Officers (BSO) in the operation of SENTRAL and REACH.
- Head teachers' welfare to lead a duty team training conference in 2016 was placed on hold, this will be a focus for 2017. Learning and support team operational process flow chart to dovetail with Welfare team.
- MindMatters focus to be the centre of 2017 led by Head teacher welfares' and the formation of a renewed MindMatters action team for implementation across the school.



Strategic Direction 2

Building leadership capacity across the school

Purpose

Leadership capacity impacts directly on the school community. Succession management is the corner stone of an effective educational landscape which empowers all stakeholders. Developing leadership capacity is critical to nurturing successful learners and future leaders to become confident, creative and knowledgeable individuals as espoused by The Melbourne Declaration.

Overall summary of progress

In 2016 Hurlstone realised an increase in the number of staff engaging in a range of professional learning activities that focused on leadership in education and school administration. Linked with the revision and peer assessment of role statements across the executive and senior executive teams, we have enabled growth and development of our faculty, executive and co-curricular teams and a move towards distributed leadership in these areas.

An increase in school community surveys has gathered a variety of data which has been used to inform areas for improvement across our school. A number of faculties have engaged our students and parents in surveys leading to data based decisions and a deeper understanding of our students and our school community.

The introduction of the Student and Parent Portal has been well received by staff, students and parents and has provided accurate and current attendance information, access to academic reports, student notices and timetable information.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% Increase in the involvement of staff in leadership roles across the school	The majority of faculties have had members of staff attend professional learning and development training in leadership in learning and staff management. In the area of educational leadership, our professional learning committee led the school in quality teacher rounds developing the capacity of our staff through professional discussions regarding pedagogy and the quality teaching framework. This initiative led to an increase of teacher leaders and a concerted approach to build consistency across our school.	nil
Extant role statements with clear expectations for staff to follow.	All Executive and Senior executive role statements were reviewed and revised by the staff and their peers. The publication of concise position descriptions and defined faculty and whole school responsibilities has empowered staff and facilitated clear lines of communication and leadership within our school.	nil
Parent survey via tools	A number of survey modes have been used to gather and analyse information from our students and parents. Our main surveys gathered data regarding our Uniform review and the 'Tell Them From Me' survey. This data has provided our staff with an insight into student engagement and wellbeing. We have used this information to inform and improve our teaching practice, provide direction for our school strategic directions and assist in identifying emerging issues.	\$300 Software Licence

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent survey via tools	Our community have provided us with relevant and deep feedback for each of the surveys we have completed.	
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	Hurlstone has implemented the Sentral Student and Parent Portal with great success. Students and parents have access to attendance information, academic reports, parent teacher bookings and relevant school information. Over 90% of parents and 100% of students have accessed the Student and Parent Portal. This initiative has provided a sustainable information conduit between our school and our parents.	\$8000 Staff training and Software Licences

Next Steps

In 2017 we aim to:

- conduct a number of surveys relating to Assessment, Wellbeing and Leadership to ascertain that we have improved our benchmark in relation to the 2015 Parent survey.
- develop role statements for co-curricular activities within our school as part of a wider communications policy.
- Continue to provide opportunities for staff and students to develop their leadership skills in curriculum and co-curricular areas
- Develop clear lines of communication and reporting within the school and review organisational structures to enhance and simplify improved communications between students, staff and our community.
- Develop and implement leadership courses for aspiring leaders at classroom and head teacher level to strengthen and consolidate our school in regards to gifted and talented education.
- Review the information published in the Student and Parent portal and whether we can utilise further options within the portal for staff, students and parents and develop support material to assist parents in using the system successfully.



Strategic Direction 3

Equitable and effective assessment

Purpose

Equitable and effective assessment is a means to support differentiation, validate critical thinking and meet the needs of all students and staff. An effective and consistent approach to assessment will develop confident and creative individuals as well as a culture of excellence through authentic experiences and deep and informed feedback from teaching staff.

Even though the school comprises a gifted and talented student cohort differentiation in the form of flexible extension activities and pathways is of paramount importance for students to reach their full potential

Overall summary of progress

In 2016 Hurlstone experienced a significant reduction in cases of anxiety and stress associated with study and academic performance. The strategies implemented across the school community had delivered positive outcomes.

The school continued to develop staff capabilities to enable the successful roll-out of Sentral reports to all year groups. Further to this, students were introduced to the trained report reflection tool and for the first time parents were able to access their child's report on the Sentral Student and Parent Portal. The Portal was also able to successfully deliver a range of tools including online timetables, attendance and the ability for parents to interactively book in for the Parent/Teacher evening.

Teachers continued to attend professional learning with a focus on Gifted and Talented (GAT) education, authentic assessment tasks and cross-curricular strategies. They were able to successfully embed these strategies into teaching programs for the long term. As part of this focus, the Western Sydney University link initiated in 2015 was further developed with the creation of components by WSU for a STEM program involving competition in a solar energy car competition.

The creation of a Cross-curricular Assessment Team was formed and strategies to deliver clear and consistent assessment tasks and guidelines were explored, delivered and embedded across all KLA.

The Mathematics and English faculties used off-level testing to assess student capabilities. The data produced was used in a variety of ways to accelerate and support student learning to deliver positive learning outcomes via differentiated teaching strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20% reduction in the number of students reporting feelings of anxiety and stress associated with study and high expectations	Reports from Counsellors and Year Advisors indicate a reduction in cases of anxiety and stress associated with study and academic performance of over 20 percent. The following major factors have contributed: 1. Removal of marks on junior reports 2. Inclusion of student self-reflection tool on all reports 3. More clear and consistent assessment task and guidelines delivered 4. Staff training in GAT strategies enabling more effective differentiation in their teaching and assessment 5. High level summative, formative and authentic assessment tasks regularly used in teaching practice	\$30000 Software Licence and teacher Professional Learning
Extant role statements with clear expectations for staff to follow.	Assessment policies have been revised and re-written with clear staff role statements	nil
Student utilisation of self-reflection tool embedded in our reporting process	Students use the self-reflection tool to assess their areas of strengths and weakness. The tool enables them to target and identify where they can make	nil

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student utilisation of self-reflection tool embedded in our reporting process	improvements and improve their learning outcomes by feedback with their relevant teachers.	
The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community	Parents and students regularly use the Student and Parent Portal in a variety of ways which has vastly improved communications. It has been used to pass important messages and documents such as timetables and reports. We are exploring the use of the Portal as a vehicle to celebrate student achievement.	\$8000 Staff training and Software Licences
Explicit embedding of off level testing	The Mathematics and English KLA have trialled the use off-level testing to determine areas for student acceleration. We are currently expanding the use of off-level testing in other KLAs.	nil
Parent survey via survey tool opportunities reported via school website	The Student and Parent Portal after introduction has been successfully used to survey parents and students in a variety of ways including: 1. Attendance and bookings for Parent Teacher Evenings2. Subject Selection evenings3. Sport selectionWe are currently exploring other avenues to use the Portal as it has the ability to effectively reach out to our boarder parent in rural and remote areas.	\$8000 Staff training and Software Licences

Next Steps

In 2017 we aim to support following:

- Development of software to deliver the Assessment toolkit
- Continue to provide professional learning opportunities for staff to develop and embed strategies in GAT and authentic assessment practice
- Continue to develop the Student and Parent Portal to deliver more options and the creation of materials to assist parents to use the system effectively
- Explore the use of HAHS Twitter and Facebook accounts to celebrate student success in conjunction with the use of the Student and Parent Portal
- Explore the use of off-level data to create classes focusing on curriculum compaction and acceleration



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students benefitted from individual tutoring for specific academic needs. These were coordinated by an Aboriginal Education Coordinator, who was a member of the HAHS staff.	\$1,768
English language proficiency	Students with targeted needs benefitted from this funding via targeted strategies employed both in the classroom and in the preparation and presentation of assessment tasks. Funds were also utilised to compile, assess and act on data concerning student attainment of proficiency in English.	\$17,866
Low level adjustment for disability	Students with targeted needs benefitted from this funding via the employment of an SLSO who supported students both in the classroom and in the preparation and presentation of assessment tasks.	\$73,866
Socio-economic background	Students benefitted from this funding through the financial support for individual needs. This included the funding of opportunities such as subject fees, uniform, camps, sporting events and extra-curricular activities which added to the educational development or well-being of students.	\$44,068
Support for beginning teachers	Beginning teachers were supported with this money by releasing them from face to face teaching as part of their regular timetable. A period allocation was also given to the teacher mentors who assisted the beginning teachers. Beginning teachers were also given professional development opportunities both within the school and through external professional learning providers.	\$81,154



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	512	502	508	506
Girls	473	475	464	436

In 2016 Hurlstone Agricultural High School had 150 students per year in Years 7 to 10, 180 students in Year 11 and 170 students in Year 12.

85% of students were from a non-English speaking background.

The largest cultural group at the school were students from Vietnamese speaking background who accounted for 23.5% of students.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	98.3	97.5	96.8	97.6
8	97.8	97.2	95.9	96.4
9	97.4	96.3	95.5	96.4
10	96.8	95.7	95.2	96
11	97.3	97	96	96.7
12	97.2	96.2	95.1	96.6
All Years	97.4	96.6	95.7	96.6
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

The management of attendance at Hurlstone Agricultural High School falls under the remit of the Head Teacher Administration.

Student attendance is closely monitored via electronic roll marking.

If any pattern of non attendance is discovered then the Head Teacher Administration initiates internal procedures which involve:

- Parental contact.
- Well being support.
- Educational Support.

The school utilises a range of support personnel at the school to allay the effects of non attendance including:

- Year Advisers
- The Counsellor
- The Careers Adviser
- Deputy Principals
- Head Teachers

If internal measures do not alleviate any attendance issues then the school utilises external supports such as:

- Home School Liaison Officers
- Departmental Support staff
- Mental Health Services
- Community Support Services
- Police Liaison Officers

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	99
Other	0	0	0
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

In 2016 5.3% of Year 12 students engaged in vocational training. Eight of these students engaged in the Primary Industries course and one student completed a Human Services course.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 100% of Hurlstone Agricultural High School students attained the qualification of the Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	12
Classroom Teacher(s)	44.9
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	13.37
Other Positions	3.2

*Full Time Equivalent

There was one indigenous staff member working at Hurlstone Agricultural High School in 2016.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	18

Professional learning and teacher accreditation

In 2016, professional learning within the school was coordinated by the Deputy Principal – Curriculum and the Head Teacher Teaching and Learning. The professional development centered on school development day presentations and activities and the facilitation of inservice courses provided by DDEC and external providers.

Activities centered on Project Based Learning, Guided Inquiry, assessment practice, quality teaching practices, general technology, welfare, compliance training, emergency health care and CPR, the national curriculum and the new Professional Development Framework.

All staff were engaged in some professional learning activities over the year.

The professional development of staff was capped off

with the inaugural Hurlstone Symposium on Teaching Gifted and Talented students which was held on the last School Development Day. At this event specialists in the teaching of gifted and talented students delivered workshops to teachers from both Hurlstone and other schools, as well as interested parents, about how gifted students learn and the ways in which we as educators and relatives might support their educational development.

Staff indicated that professional development activities catered to their needs as educators and that some time should be allocated to staff developing and implementing innovation and differentiation into learning activities and the curriculum.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	2 446 326.88
Global funds	3 277 355.10
Tied funds	279 309.94
School & community sources	2 746 522.61
Interest	50 652.18
Trust receipts	480 781.11
Canteen	0.00
Total income	9 280 947.82
Expenditure	
Teaching & learning	
Key learning areas	3 315 094.04
Excursions	323 464.22
Extracurricular dissections	255 631.31
Library	23 617.73
Training & development	0.00
Tied funds	256 050.69
Short term relief	163 657.09
Administration & office	601 143.37
School-operated canteen	0.00
Utilities	386 999.67
Maintenance	277 360.88
Trust accounts	485 162.45
Capital programs	378 496.96
Total expenditure	6 466 678.41
Balance carried forward	2 814 269.41

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

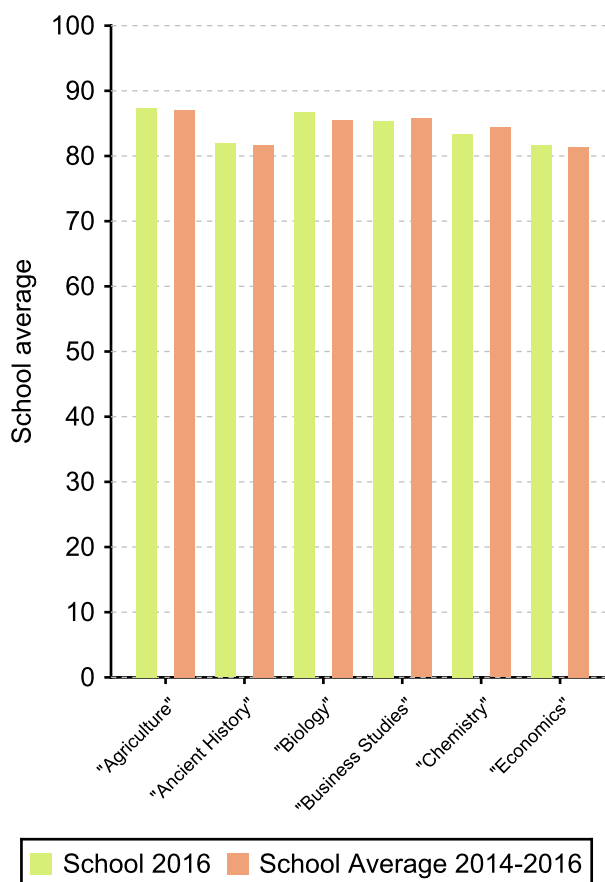
NAPLAN

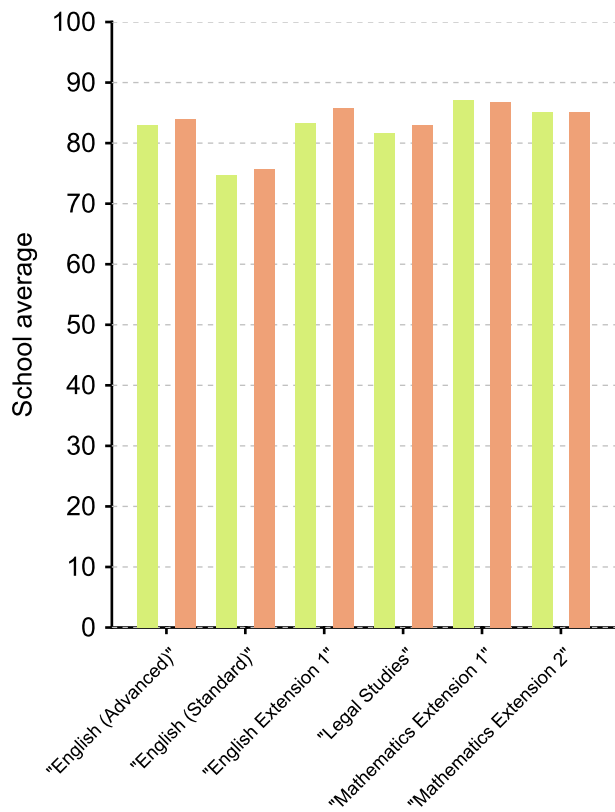
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

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





Eight students completed their studies in Primary Industries in 2016. 75% of these students were awarded Band 5 (50%) and Band 6 (25%).

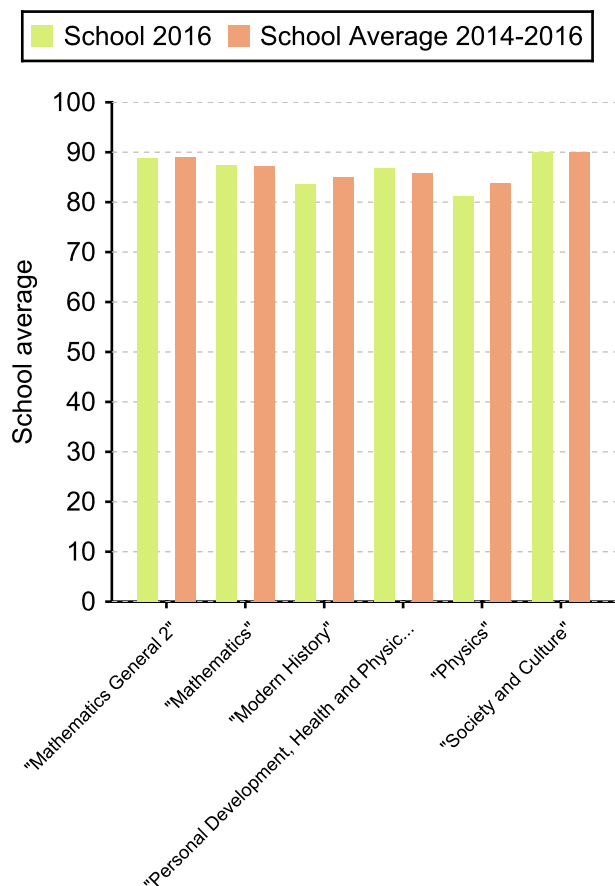
HSC English

One hundred and twenty five students completed their studies in Advance English in 2016. 72% of these students were awarded Band 5 (59.2%) and Band 6 (12.8%).

Forty four students completed their studies in Standard English in 2016. 81.81% of these students were awarded Band 4 (45.45%), Band 5 (36.36%) or Band 6 (1.9%).

Nineteen students completed their studies in English Extension 1 in 2016. 100% of these students were awarded Band E3 (84.21%) and Band E4 (15.78%).

Three students completed their studies in English Extension 2 in 2016. 100% of these students were awarded Band E4.



HSC HSIE

Fifteen students completed their studies in Ancient History in 2016. 86.66% of these students were awarded Band 5 (40%) and Band 6 (46.66%).

Sixteen students completed their studies in Business Studies in 2016. 87.5% of these students were awarded Band 5 (56.25%) and Band 6 (31.25%).

Thirty one students completed their studies in Economics in 2016. 61.28% of these students were awarded Band 5 (38.7%) and Band 6 (22.58%).

Twenty students completed their studies in Legal Studies in 2016. 75% of these students were awarded Band 5 (55%) and Band 6 (20%).

Twenty nine students completed their studies in Modern History in 2016. 75.86% of these students were awarded Band 5.

Eleven students completed their studies in Society and Culture in 2016. 100% of these students were awarded Band 5 (36.36%) and Band 6 (63.63%).

HSC LOTE

Ten students completed their studies in Japanese Continuers in 2016. 90% of these students were awarded Band 5 (70%) and Band 6 (20%).

Five students completed their studies in Japanese Extension in 2016. 100% were awarded Band E3.

HSC Mathematics

HSC Agriculture

Sixty-five students completed their studies in Agriculture in 2016. 93.83% of these students were awarded Band 5 (50.76%) and Band 6 (43.07%).

Thirty-one students completed their studies in General Mathematics in 2016. 90.31% of these students were awarded Band 5 (35.48%) and Band 6 (54.83%).

2016. 100% of these students were awarded Band 5 (60%) and Band 6 (40%).

Seventy eight students completed their studies in Mathematics in 2016. 79.49% of these students were awarded Band 5 (32.05%) and Band 6 (47.43%).

One hundred and two students completed their studies in Mathematics Extension 1 in 2016. 100% of these students were awarded Band E3 (41.17%) and Band E4 (50.98%).

Fifty two students completed their studies in Mathematics Extension 2 in 2016. 92.31% of these students were awarded Band E3 (51.92%) and Band E4 (40.38%).

HSC PDHPE

Twenty two students completed their studies in PDHPE in 2016. 86.35% of these students were awarded Band 5 (40.9%) and Band 6 (45.45%).

HSC Science

Fifty six students completed their studies in Biology in 2016. 85.7% of these students were awarded Band 5 (39.28%) and Band 6 (46.42%).

One hundred and five students completed their studies in Chemistry in 2016. 69.51% of these students were awarded Band 5 (51.42%) and Band 6 (18.09%).

Five students completed their studies in Earth and environmental Science in 2016. 60% of these students were awarded Band 5.

Eighty two students completed their studies in Physics in 2016. 57.31% of these students were awarded Band 5 (42.68%) and Band 6 (14.63%).

Eight students completed their studies in Senior Science in 2016. 100% of these students were awarded Band 5 (62.5%) and Band 6 (37.5%).

HSC TAS

Seven students completed their studies in Engineering Studies in 2016. 42.85% of these students were awarded Band 5 (28.57%) and Band 6 (14.28%).

HSC CAPA

Eight students completed their studies in Music 1 in 2016. 100% of these students were awarded Band 5 (50%) and Band 6 (50%).

Five students completed their studies in Visual Arts in

Provision of Welfare in the Boarding School Review

This review was promoted primarily due to concerns raised by the Boarder Parent Welfare Committee.

Boarding students and their parents given the opportunity to engage with an online survey tool which posed questions regarding the provision of welfare within the boarding school. The survey canvassed opinions of all of the levels of welfare in the boarding school including:

- The role of the Principal
- The role of the Deputy Principal Boarding
- The roles of the Head Teachers Welfare
- The roles of the members of the Duty Team
- The roles of the nurses.

The questions regarding these roles focused on staff:

- Approachability
- Caring
- Action
- Reaction
- Decision making
- Notice of student voice
- Engagement in the life of the boarding school
- Adherence to notions of fairness and equity

The survey was answered by 44% of students and 38% parents.

- The review found that:
- The majority of students and parents reported that students enjoyed boarding school and were happy at Hurlstone Agricultural High School .
- The majority of students and parents reported that students felt comfortable within the boarding at Hurlstone Agricultural High School .
- The school leadership were perceived as readily available and approachable by the majority of boarding students and their parents..
- There were some issues in communication and administration in the management of welfare within the boarding school.
- The majority of students and parents reported that the duty team staff performed in a manner which supported and nurtured the development of students in the boarding school.

The recommendations resulting from the review were:

- That the management of welfare in the boarding school be reviewed and steps taken to allay management practices which were not conducive to the wellbeing of students in the boarding school..
- That mechanisms to improve communication both within the boarding school and to parents be investigated.
- That professional development with regards to welfare provision be a focus for staff in the boarding school.

Tell Them From Me Survey

In 2016 the school utilised the Tell Them From Me Survey to gauge student outcomes and the School Climate. The Tell Them From Me student survey measures 38 indicators based on the most recent research on school and classroom effectiveness. 621 students participated in the survey between 17 Mar. 2016 and 8 Apr. 2016.

The number of students by year level was:

- Year 7: 120
- Year 8: 81
- Year 9: 63
- Year10: 132
- Year11: 158
- Year12: 67

The survey data revealed the following:

Social – Emotional Outcomes

Student participation in school sports

Students play sports with an instructor at school, other than in a gym class.

- 50% of students in this school had a high rate of Participation in Sports; the NSW Govt norm for these years is 48%.
- 45% of the girls and 54% of the boys in this school had a high rate of Participation in Sports. The NSW Govt norm for girls is 45% and for boys is 52%.

Student participation in extracurricular activities

- Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.
- 55% of students in this school had a high rate of Participation in Extracurricular activities; the NSW Govt norm for these years is 24%.
- 70% of the girls and 44% of the boys in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for girls is 26% and for boys is 22%.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 76% of students in this school had a high sense of belonging; the NSW Govt norm for these years is 66%.
- 70% of the girls and 82% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 62% and for boys is 69%.

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 86% of students had positive relationships; the NSW Govt norm for these years

is 78%.

- 87% of the girls and 86% of the boys in this school had positive relationships. The NSW Govt norm for girls is 80% and for boys is 77%.

Students that value schooling outcomes

Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

- 73% of students in this school valued School Outcomes; the NSW Govt norm for these years is 72%.
- 69% of the girls and 77% of the boys in this school valued School Outcomes. The NSW Govt norm for girls is 72% and for boys is 73%.

Students that regularly truant

Students skip classes or miss days at school without a reason, or arrive late for school or classes.

- In this school, the Student Truancy Rate was 3%; the NSW Govt norm for these years is 10%
- In this school, the Truancy Rate for girls was 3% and for boys, 2%. The NSW Govt norm for girls is 9% and for boys is 10%.

Students with positive homework behaviours

Students do homework for their classes with a positive attitude and in a timely manner.

- In this school, 74% of students had positive homework behaviours; the NSW Govt norm for these years is 54%.
- 73% of the girls and 75% of the boys in this school had positive homework behaviours. The NSW Govt norm for girls is 57% and for boys is 50%.

Students with positive behaviour at school

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- In this school, 98% of students had positive behaviour; the NSW Govt norm for these years is 87%.
- 98% of the girls and 98% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 92% and for boys is 82%.

Intellectual engagement composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.

- 57% of students in this school are intellectually engaged. The NSW Govt norm for these year levels is 46%.

- 50% of the girls and 62% of the boys in this school were intellectually engaged. The NSW Govt norm for girls is 43% and for boys is 48%.

Students who are interested and motivated

Students are interested and motivated in their learning.

- 36% of students in this school were interested and motivated; the NSW Govt norm for these years is 28%.
- 30% of the girls and 40% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 26% and for boys is 29%.

Effort

Students try hard to succeed in their learning.

- 67% of students in this school tried hard to succeed; the NSW Govt norm for these years is 66%.
- 63% of the girls and 71% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 67% and for boys is 65%.

Skills (grades)–challenge

Students feel challenged in their English, Maths and Science classes and feel confident of their skills in these subjects.

- 58% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for these years is 42%.
- 22% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for these years is 11%.
- 18% of students were not confident of their skills and found English, Maths or science challenging. The NSW Govt norm for this category is 40%.
- 2% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Students with high levels of optimism

Students feel good most of the time.

- 43% of students in this school had high levels of optimism.
- 37% of the girls and 48% of the boys in this school have high

Levels of optimism.

Students with medium levels of optimism

- 39% of students in this school had medium levels of optimism.
- 42% of the girls and 36% of the boys in this school have medium levels of optimism.

Students with low levels of optimism

- 18% of students in this school had low levels of optimism.
- 21% of the girls and 16% of the boys in this school have low levels of optimism.

Students with high levels of happiness

Students are mostly happy with their life.

- 32% of students in this school had high levels of happiness.
- 24% of the girls and 38% of the boys in this school have high levels of happiness.

Students with medium levels of happiness

- 46% of students in this school had medium levels of happiness.
- 48% of the girls and 43% of the boys in this school have medium levels of happiness.

Students with low levels of happiness

- 22% of students in this school had low levels of happiness.
- 27% of the girls and 18% of the boys in this school have low levels of happiness.

Students with high levels of academic self-concept

Students feel they can do well in their school work.

- 82% of students in this school had high levels of academic self-concept.
- 76% of the girls and 86% of the boys in this school have high levels of academic self-concept.

Students with medium levels of academic self-concept

- 16% of students in this school had medium levels of academic self-concept.
- 21% of the girls and 11% of the boys in this school have medium levels of academic self-concept.

Students with low levels of academic self-concept

- 3% of students in this school had low levels of academic self-concept.
- 3% of the girls and 3% of the boys in this school have low levels of academic self-concept.

Academic Outcomes

Grades in English

Students' overall mark in their current or most recent English class was reported as a letter grade and converted to a percentage.

- In this school, students' average reported grade was 77%; the NSW Govt norm for these years is 68%.
- In this school, girls' average reported grade was 79% and boys' was 76%. The NSW Govt norm for girls is 69% and for boys is 66%.

Grades in Maths

Students' overall mark in their current or most recent Maths class was reported as a letter grade and converted to a percentage.

- In this school, students' average reported grade was 81%; the NSW Govt norm for these years is 66%.
- In this school, girls' average reported grade was 79% and boys' was 84%. The NSW Govt norm for girls is 64% and for boys is 67%.

Grades in Science

Students' overall mark in their current or most recent Science class (e.g., general science, biology, chemistry, or physics) was reported as a letter grade and converted to a percentage.

- In this school, students' average reported grade was 79%; the NSW Govt norm for these years is 64%.
- In this school, girls' average reported grade was 78% and boys' was 80%. The NSW Govt norm for girls is 63% and for boys is 64%.

Drivers of Student Outcomes

Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.

- In this school, students rated Effective Classroom Learning Time 6.9 out of 10; the NSW Govt norm for these years is 6.6.
- In this school, Effective Classroom Learning Time was rated 6.7 out of 10 by girls and 7.2 out of 10 by boys. The NSW Govt norm for girls is 6.6 and for boys is 6.6.

Relevance

Students find classroom instruction relevant to their everyday lives.

- In this school, students rated Relevance 6.2 out of 10; the NSW Govt norm for these years is 5.9.
- In this school, Relevance was rated 6 out of 10 by girls and 6.4 out of 10 by boys. The NSW Govt norm for girls is 5.8 and for boys is 5.9.

Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them

- In this school, students rated Rigour 6.3 out of 10; the NSW Govt norm for these years is 6.1.
- In this school, Rigour was rated 6 out of 10 by girls and 6.5 out of 10 by boys. The NSW Govt norm for girls is 6.1 and for boys is 6.2.

Students who alleged they were victims of bullying

Students alleged that they subjected to physical, social, or verbal bullying, or are bullied over the Internet.

- 17% of students in this school alleged they were

victims of moderate to severe Bullying in the previous month; the NSW Govt norm for these years is 21%.

- 13% of the girls and 20% of the boys in this school alleged they were victims of moderate to severe Bullying in the previous month. The NSW Govt norm for girls is 19% and for boys is 24%.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

- In this school, students rated advocacy at school 7.6 out of 10.
- In this school, advocacy at school was rated 7.6 out of 10 by girls and 7.6 out of 10 by boys.

Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 6.5 out of 10; the NSW Govt norm for these years is 6.1.
- In this school, Positive Teacher–Student Relations were rated 6.4 out of 10 by girls and 6.7 out of 10 by boys. The NSW Govt norm for girls is 6.1 and for boys is 6.1.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

- In this school, students rated Disciplinary Climate of the Classroom 6.7 out of 10; the NSW Govt norm for these years is 6.1.
- In this school, Disciplinary Climate of the Classroom was rated 6.6 out of 10 by girls and 6.8 out of 10 by boys. The NSW Govt norm for girls is 6.1 and for boys is 6.1.

Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 7.8 out of 10; the NSW Govt norm for these years is 7.2.
- In this school, Teachers' Expectations for Academic Success were rated 7.7 out of 10 by girls and 7.8 out of 10 by boys. The NSW Govt norm for girls is 7.4 and for boys is 7.1.

Advocacy outside of school

Students feel they have someone at home or in their

community who consistently provides encouragement and can be turned to for advice.

- In this school, students rated Advocacy outside School 6 out of 10; the NSW Govt norm for these years is 5.2.
- In this school, Advocacy outside School was rated 5.9 out of 10 by girls and 6 out of 10 by boys. The NSW Govt norm for girls is 5.3 and for boys is 5.2.

Students planning to finish Year 12

Students plan to finish high school.

- 98% of students in this school had aspirations for finishing High School; the NSW Govt norm for these years is 85%.
- 98% of the girls and 98% of the boys in this school had aspirations for Finishing High School. The NSW Govt norm for girls is 89% and for boys is 81%.

Students planning to do an apprenticeship or VET/TAFE course

Students plan to finish high school, and afterwards pursue a trade or apprenticeship program.

- 14% of students in this school planned to pursue a trade or apprenticeship program; the NSW Govt norm for these years is 35%.
- 11% of the girls and 16% of the boys in this school planned to pursue a trade or apprenticeship program. The NSW Govt norm for girls is 35% and for boys is 35%.

Students planning to go to university

Students plan to pursue a post-secondary education.

- 94% of students in this school had aspirations for pursuing a post-secondary education; the NSW Govt norm for these years is 67%.
- 94% of the girls and 95% of the boys in this school had aspirations for going to University. The NSW Govt norm for girls is 73% and for boys is 61%.

Demographic Factors

Time student has lived in Australia

Students were born in Australia.

- 83% of students in this school were born in Australia.
- 86% of the girls and 81% of the boys in this school were born in Australia.

Aboriginal status

Students are of Aboriginal or Torres Strait Islander

origin.

- 1% of students in this school are of Aboriginal origin.
- 1% of the girls and 2% of the boys in this school are of Aboriginal origin.

Use of Tell Them From Me Data

These 38 data points have been utilised by members of the schools Senior Executive Team, Executive Team, Classroom teachers and support staff to inform planning and implementation of programs and processes for the three strategic directions of Wellbeing, Assessment and Leadership.

Transition of Hurlstone Agricultural High School from Glenfield to Hawkesbury Campus of Western Sydney University

In November of 2015 it was announced by the Minister for Education, The Honourable Adrian Piccoli, that the agricultural and boarding operations situated at Glenfield would be moved to the Hawkesbury campus of Western Sydney University under the name Hurlstone Agricultural High School and that a selective school, under a new name, would be situated on approximately 7 hectares at the extant Glenfield site. It was also announced that the Glenfield site would be the recipient of a building project that would improve educational facilities.

As part of the of these processes of transfer and renewal 2016 saw staff, students, parents and the wider community being canvassed about many aspects of Hurlstone Agricultural High School, including:

- The significant aspects of the history of Hurlstone Agricultural High School
- The future name of the school on the Glenfield site
- The educational requirements of the school which will remain on the Glenfield site

Further information about these projects and community consultation can be found at:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/innovative-education-successful-students/new-schools/glenfield-educational-precinct/hurlstone-agricultural-hs>

Policy requirements

Aboriginal education

Aboriginal culture and education continued to be a focus in 2016 with our students being recognised both within the school and the wider community for talent and commitment. Five students identified as having Aboriginal or Torres Strait Islander ancestry. Students met with their year advisers and the indigenous student contact officer (Ms Schultz) to ensure that they achieved the most from their education, and had their personal learning profiles regularly updated.

Faculties continue to promote indigenous perspectives within their Stage 4 and Stage 5 programs. We also continued to strengthen our ties with Dharawal land council and elders in the local indigenous community.



Multicultural and anti-racism education

The DoE Policy on Multicultural Education has been implemented in all KLAs and is reflected in the following programs and practices:

- Staff and community activities that develop awareness of cultural, linguistic and religious issues pertaining to the local community.
- Staff/carer interviews with a culturally appropriate support person present (involved in ongoing mentoring/liasing/between student, staff and carers).
- The use of the ARCO and peer mediation to resolve student issues arising from prejudice.
- Articles in the school newsletter to raise awareness and appreciation of diversity within the school community.
- Raising staff understanding of cultural issues to avoid insensitivity and support recognition of differences within our community.

Other school programs

Agriculture and Rural Youth

The farm remains an essential resource utilised for:

- Student practical experiences in Agriculture and Primary Industries – where students are engaged in hands-on activities and demonstrations of agricultural practices.

- It plays an integral part in the Rural Youth program – where students prepare dairy, beef cattle sheep, pigs and poultry for showing.
- Students from other schools – both primary and secondary have been involved in visits for observation and practical experiences throughout the year.

Developments in each enterprise include:

Dairy

- This year we computerised the Dairy. This is a useful tool in that we can download information and bring it back to the classroom. HSC students are able to interpret this data and make an informed decision in the production of their farm product – Dairy.
- Year 9 were all involved in milking at the dairy, for a week. This is a compulsory activity and the mark goes towards their practical component of the course. Boarders and day students were given shifts throughout the year.
- We hosted the Aryshire NSW branch calf day, which was a huge success for all concerned.

Beef

- Limousin cattle were successfully bred in 2015. With 2016 Royal Show being the main catalyst so that we can actually show our own bred steers.
- Students and farmhands have been preparing 6 steers for the Sydney Royal Easter Show in 2016

Sheep

- This year we made the bold decision to further improve our flock. Farm Manager purchased 8 ewes and 1 ram from SA so that we can increase our genetics within the Suffolk stud.

Poultry

- Layers produced eggs that were collected and sold through the Accounts office. Students have taken a more active role in this activity as it has become part of year 7 to collect, count and deliver the eggs to the front office. Broilers from the Year 11 meat trial were slaughtered and returned to the boarding school kitchen and sold to teachers and the school community.
- This year we participated at the Sydney Royal with our layers and meat birds. These birds were part of a major competition. Students learnt how to prepare, feed and conduct all husbandry procedures.

Pigs

- Continued work on the piggery layout and the acquisition of 3 gilts 2 sows and a boar have improved our genetics.
- Year 8 Students were involved in feeding the pigs during the year. All classes were allocated a time to do this.

Pastures and paddocks

- Work on improving the quality of pastures is ongoing. Under sowing all pastures with rye and oats, putting in an oat paddock, reducing the amount of dry feed that we purchase.
- We have been making silage when possible to supplement the pastures during the drier months.
- A sorghum crop was grown to educate the

students on different methods of sowing and to illustrate how crops grow.

Machinery and Equipment

- A new tractor was purchased this year.
- All machinery has been serviced and running.

Horticulture

- Year 8 students produced a successful hydroponic lettuce crop using the current hydroponic beds. These beds are old and are perishing and a program of upgrade will need to be undertaken to continue this experience.
- The Polyhouse was given a new lease of life with the introduction of a hydroponics growing system. This year the staff ate very well, with zucchinis, tomatoes, strawberries, egg plant and capsicums.

The farm staff have played an important role in Agriculture and Primary Industries practical classes providing assistance and demonstrations of artificial insemination, pregnancy testing, herbicide application and fencing. They have also assisted with the Rural Youth program. They have also been involved in a work experience program with Year 7, 8 and 9 students spending time with farm assistants on the farm, assisting with general farm duties in an attempt to broaden student experiences on the farm. This has involved assisting students with preparing cattle for shows and assisting at the shows.

Progress towards School Plan Priorities

Staff are continuing to undertake professional development with the Junior programs now more in line with HAHS enterprises to reflect industry best practise. The enrolments in Rural Youth are up and students have been increasingly exposed to Agricultural industry experts with the aim to developing a wider understanding of the career opportunities Agriculture and Primary industries have to offer.

Creative and Performing Arts

Jahanvi Khatkar and Kirsten Lim of Year 12 were selected to exhibit their bodies of work in "NEXT", an annual exhibition of exemplary HSC artworks from the local area held at Casula Powerhouse.

The Year 10 Visual Arts class participated in the Archibull Prize. "Haute Couture" was a finalist and claimed the "Best Artwork" prize. Hurlstone was also awarded two DPI awards (first and second) for the infographic component of the competition. Students attended the presentation ceremony at The Stables, a venue at the Sydney Showground.

Darrellyn Nguyen and Jahanvi Khatkar were nominated by the school and accepted to attend the National Art School HSC Intensive Studio Practice Course. This is a highly sought after opportunity and places are very limited. Darrellyn completed the painting course and Jahanvi participated in the drawing course. Both students expressed their gratitude for the experience and spoke of the benefits gained from the tutelage of

recognised artists and university lecturers. Leanne Nguyen was selected to participate in the National Art School Dobell Drawing Course.

Hurlstone Year 10 Visual Arts students created a produce display for the Royal Easter Show. The 3 dimensional display was created using seeds, fruit, vegetables, nuts and wool. The theme was "The Wizards of OZ" and explored the relationship between farmers and scientists in the delivery of quality produce to the people of Sydney and the surrounding suburbs. Hurlstone claimed first place in the Schools District Display Competition. The Honourable Niall Blair celebrated the result with the students.

Two year 11 students –Christopher Wang and Lilian Cao – were successful in their application to the National Art School's HSC Intensive Studio Practice program. Undertaken throughout the school holidays, the program allowed students to participate in undergraduate level study and work related to their chosen art making discipline– life drawing. At the conclusion of the program, students had completed an extensive series of life drawings, produced using a range of academic drawing techniques and exhibited their work.

"Sculpture in the Vineyards" is a public sculpture exhibition held annually in the Hunter Valley. The Year 9 Visual Arts students from Hurlstone Agricultural High School were accepted to exhibit an artwork in Sculpture in the Vineyards, 2016. Students travelled to Wollombi to install the artwork.

The annual Country Fair Art Exhibition was once again highly successful. All students of Visual Arts at Hurlstone were represented in the exhibition. An estimated 600 members of the school and wider communities visited the exhibition. Music Students performed in a variety of venues around the school as buskers during Country Fair and the Pops Orchestra performed for a large audience in the hall.

The musical, 'The Wizard of Oz' was staged by Hurlstone in 2016. There were four highly successful performances in June. Students were involved in acting, singing, dancing, stagecraft, costume design and set design activities. Direction was undertaken by student leaders Abirami Kandasamy and Nicole Baxter. Students on stage were supported by the Pops Orchestra that presented accompaniment and musical interludes. Other students gained experience in the creation and organisation of costumes and props while some students developed skills in stage management. The sound and lighting team explored lights and sound, creating mood and visual effects to compliment the drama on stage. Students painted sets and props under the guidance of the Visual Arts Department. Students from the TAS department created tickets, programs and flyers.

2016 saw the continued development of the instrumental program under the direction of Mr Armitage. The program consists of large ensembles, including the Pops Orchestra and Stage Band as well as numerous small ensembles. These currently include

brass, clarinet, flute, percussion, saxophone and string ensembles. The Pops Orchestra continues to expand. Up to ninety students rehearsed regularly in the Music rooms and performed at school events and within the community. In 2016, Pops Orchestra performed at the ANZAC Day ceremony, Music Night, Country Fair, Orientation Day and Creative and Performing Arts Presentation Night. Stage Band and String Ensemble prepared a program of dinner and dance music for the Debutante Ball.

The instrumental program went on tour to Dubbo with members of the musical cast, the sound and lighting crew and school archivists, workshopping and performing with local schools. The performances and workshops took place at Dubbo RSL. Feedback from audiences and participants was extremely positive.

In term 3, Vocal Ensemble was established. Consisting of twelve young and enthusiastic students, voices were developed and repertoire rehearsed. The Vocal Ensemble had their inaugural performance at Creative and Performing Arts Presentation Night.

The Music Department organised a number of events in 2016 including Music Night, Country Fair music entertainment and lunchtime concerts. These performances encouraged students not only to present items but to take responsibility for backstage movement, programming and publicity. The Malala concert organised by EPIC and presented in March, was well attended by students and the community. Also organised by EPIC, Variety Night showcased a number of performing arts students and ensembles and was particularly well received.

Our biggest event for the year was Creative and Performing Arts Presentation Night. This evening acknowledged the contribution of students to the performing and creative arts and showcased ensembles, soloists, dancers, public speaking and artworks. Four students were acknowledged for their contribution with perpetual trophies. Amy Chen won Outstanding Achievement in the Performing Arts; Katherine Cai won the Outstanding Performance Award; Tayte Brown won the Elizabeth Oldham Excellence in Vocal Award and Nicole Baxter won the Cross Curricula Award.

English

Debating

Year 7–Zone Finalists

Year 8 Regional Runners–up

Year 9–Zone Finalists

Year 10 Regional runner–up

Year 11 Regional Semifinalists (Defeated by Fairvale High School)

Year 12–Regional Finalists

Year 12 – Future of America finalists(defeated by North Sydney Girls High School)

MUNA

REGIONAL MUNA

Hurlstone this year entered 3 teams. These teams represented Cuba, Israel and North Korea. Hurlstone teams performed well and established themselves as strong debaters. Two Hurlstone teams were particularly recognised, Team North Korea were runners up and team Israel came first overall and progressed onto National MUNA in Canberra. Tessa Kane (Year 11) won best speaker of the competition.

NATIONAL MUNA

Was at Old Parliament House (now the Museum of democracy) in Canberra. The students represented our region with many other students from around Australia. At National MUNA, Hurlstone represented the Iran. On the Saturday evening in Canberra, the students attended a black tie dinner organised by the Australian National University where they had the opportunity to meet several consular officials over a 3 course dinner and celebrate reaching a national level. The students Tessa Kane, An L and Brianne Perera were outstanding and although they did not win, they were without doubt major contenders for the title.

Public Speaking

Karina White – State Finalist in Legacy Junior Public Speaking.

Olivia Bui – State Semi-Finalist in Legacy Junior, runner-up HAHS Philip Garside, Third in Ambarvale High regional Speaking

Brianne Perera–Winner of Quota Student of the Year

Abirami Kandasamy–First Runner up Quota Student of the Year

Ann Le state finalist UN Youth Australia: Voice NSW

Writing comp – Writing comp – Darrelyn Nguyen in Year 12 won a national John Marsden–Harchette writing award. (More details at the following)

<http://www.expressmedia.org.au/blog/announcing-the-2016-winners-of-the-john-marsden-and-hachette-australia-prize-for-young-writers/>

HSIE

Stronger relationships with learning communities

Students from Year 10 to Year 11 had the opportunity to hear the Former Australian Human Rights Commissioner and Disability Discrimination Commissioner, Human Rights and Equal Opportunity Commission (HREOC) from 2000–2005 Dr Sev Ozdowski as part of their studies of the legal system. Dr Sev Ozdowski discussed the influence of human rights

and how students can respond to promote specific human rights. This opportunity was in partnership with Western Sydney University's Academic Speakers Program.

Year 9 and 10 Commerce students participated in the Start Smart Program designed to increase student financial literacy. This included employment, credit finance and consumer issues.

Mock Mediation and Mock Trial

Year 10 students participated in Mock Mediation to develop their communication, empathy and negotiation skills. Students invested time in developing their craft and ability to handle emotional and stressful scenarios to develop positive resolutions. The Hurlstone Mock Mediation Team reached the quarter finals with the assistance of Mr Cavallaro.

Year 11 students participated in Mock Trial to develop advocacy skills and learnt the art of the courtroom. The Hurlstone Mock Trial Team reached Round 4 of the competition. Students reported it was a wonderful opportunity to work with a range of people in including Ms Cheng and Mr Cavallaro.

Australian Business Week

Australian Business Week is an intensive entrepreneurial leadership program targeting Year 10 students. This year's theme Social Justice was embedded in students' learning a whole business operations, human resource management, finance and marketing. This resulted in a final day of trade displays which the whole student body attended.

Chartered Practising Accountants Plan Your Own Enterprise

Year 11 Business Studies students made a state-wide impact with their business plan with three students placing in the top ten students in New South Wales. Students pitched their business plans at the headquarters of CPA with family, friends and distinguished guests from a range of business enterprises.

ANZAC Day

Students collaborated with the HSIE Faculty and support staff to develop a highly successful commemoration with distinguished guests including past students of Hurlstone and student representatives of Amity College, Prestons.

LOTE

In the LOTE faculty we endeavour to promote:

- Cultural Inclusivity: We ensure our students gain insight into other cultures
- Tolerance: We emphasize the importance of embracing difference
- Respect: This is inherent in our dealings with students and we ensure that students also show respect for each other

During 2016 the LOTE faculty have had the following achievements:

- Involvement of Japanese Assistant teachers term 3 and 4
- Visit by Enbetsu Agricultural High School
- Holiday workshop at the Japanese Language Centre for Year 12
- Extension Workshop at Barker College
- Year 8 Excursion to Japanese restaurants
- Year 9 / 11 Excursion to the Japanese Language Centre
- Year 10 Excursion to the city
- Trip to Japan

Mathematics

Hurlstone students participated in a number of external mathematics competitions.

In the University of NSW International Competitions and Assessments for Schools (UNSW ICAS) the school achieved 67 High Distinctions and 355 Distinctions.

In the Australasian Mathematics Competition (AMC) the school achieved 2 Prizes, 13 High Distinctions and 112 Distinctions.

The prize winners were Steven Lim (Year 10) and Patrick Le (Year 8).

The Prudence Award was awarded to Steven Lim.

Thirty-three students from years 7 and 8 entered the Australasian Problem Solving Mathematics Olympiad (APSMO).

Out of 350 teams, our Year 8 team finished in 22nd place. Due to multiple teams representing different schools, this result was behind only 10 other schools in the competition from the Australasian region.

The Mathematics Challenge for Young Australians is a take home competition held over three weeks. Fifteen students from Years 7 – 10 took part, resulting in High Distinctions to Chris Tan of year 8 and Petar Smolovic of year 10.

The Enrichment Stage of the challenge was completed over 12 weeks in the second half of the year. Our eight participants were highlighted by a High Distinction to Steven Lim in Year 10 and Distinctions to Moksh Bhatia in Year 7 and Chris Tan in Year 8.

The school was also involved in two demanding 4 hour tests.

These are the Australian Intermediate Maths Olympiad (AIMO) and the UNSW Annual Mathematics Competition, both of which are undertaken by very few students around the country. Hurlstone had 18 entries in these competitions altogether.

In the AIMO, Steven Lim of Year 10 achieved a High Distinction and Vrinda Jain achieved a Distinction.

The UNSW Annual was a triumph for Steven Lim, who

achieved equal 1st place for Year 10 students in NSW. He received an award for this at the University of NSW.

Distinctions to Jack Lam of Year 12 and to Vrinda Jain were also presented at this ceremony.

The aim of this facility is to encourage senior and junior school students to be exposed to high-level mathematics and enable them to maintain a connection with these extra-curricular activities throughout their high school years.

PDHPE

Frisbee:

- Girls open Frisbee team runners up at the NSW state championship.
- 5 of our students were selected to represent NSW Under 18's in Frisbee: Amy Wu, Emma Hannigan, Cailyn Loveday, Kayla O'Regan, Matt Gregory
- Junior girls were state champions. Our second junior team were runners up.
- Junior boys team 3rd at state championship

The open boys beach touch team were the NSW All schools state champions

Tess Kane of year 11 won her age group at the SSW regional cross country

Alex Quach competed in 7 events at the state swimming championships winning 6 gold and 1 silver medal.

Science

Six students achieved high distinctions or distinctions on Science Olympiad competitions. Three students won nine Olympiad medals.

In ICAS Science, 14 students achieved the High Distinction level and 167 students achieved the distinction level. This was an outstanding performance from students.

Australian National Chemistry Quiz saw five High Distinctions achieved by students.

Big science competition, 5 students achieved high distinctions.

VALID commentary

In Valid 8 84% of students achieved level 5 or level 6 on the state-wide public school VALID 8 test sat in November 2016. Level 5 and 6 are indicators of working above stage 4 Science at that point in time.

Over 90% of students achieved level 5 or level 6 in the state-wide public school VALID 10 test sat in 2016. Level 5 and 6 are indicators of working above stage 5 Science at that point in time. No students achieved a result below level 4.

TAS

The TAS Faculty is very active within the school with staff highly involved with a wide range of extra-curricular activities which provide extension and external links for GaT students as well as encouraging and developing STEM interests and skills.

Listed below are extracurricular activities that were conducted by staff from the TAS faculty:

- SunSprint Model Solar Car Challenge
- Zero Robotics challenge

Zero Robotics allowed students the opportunity to gain valuable experience in programming a robot. Students involved learnt the Maths and Physics behind the motion of the SPHERES robot and develop strategies for successful game play within the game premise. Students were required to work as a team, delegate tasks, communicate effectively and be well organised. In taking part in such an activity, students gained valuable skills that they can apply to their schoolwork and that will be invaluable should they consider further studies post high school. We will continue with this program in 2017 with the team from 2016 and any other student who wishes to join.

Welfare

During 2016 welfare programs were delivered by outside agencies, such as Elevate and Brainstorm productions, our students and staff as both a proactive measure and in response to the needs of our students.

An integral component of the Hurlstone Agricultural High School Welfare program is Peer Support. It has helped develop and increase the awareness of the issues associated with the transitioning of students coming into Year 7. The program has been invaluable in helping Year 7 make friends and develop skills surrounding resilience. Furthermore the program has allowed Year 10 students to develop their leadership skills. This culminated in Year 10 leaders attending camp with Year 7 where the Year 10 leaders fostered relationships with their Year 7 groups by leading a variety of activities and helping with the supervising of Year 7 students throughout the camp. Year 9 students attended a Leadership training day where the previous years' Peer Support leaders were instrumental in delivering the training modules to the new leaders. This was a terrific opportunity for the two year groups to interact and gain valuable information about assisting Year 7 students in their transition to high school.

Hurlstone Agricultural High School's student body also continues to support national and international programs such as Harmony Day, Women's International Day, Pink Ribbon Day, World Vision and World's Biggest Morning Tea. This support can be demonstrated by the wearing of ribbons, stalls and mufti days where the proceeds are donated to the organization. Students also took a stand against bullying by participating in activities including a short film competition. The prefect body continued to lead the school in Spirit Week. This was an opportunity for the school to undertake some fun activities and show their support for the school. A highlight was Thankful Thursday where staff was thanked by the students. The prefects continued to lead the school in celebrating

cultural festivals including Easter and Christmas.

In supporting our students academically, our students have access to an electronic study skills handbook which has been used at school and at home. Students have undertaken welfare workshops on study skills and stress management. Year 10 students were involved in a transition program in term 4 Step Up to Senior School where they participated in workshops on study skills, senior English expectations, Positive Psychology, practical workshops and a panel discussion with current senior students and ex-students.

Acknowledging our achievements is an important aspect of our welfare program. Aside from the final Presentation Afternoon in December, opportunities to celebrate success were made throughout the year. At school assemblies and year assemblies students were recognized for their academic, sporting or extra-curricular successes. The Year 12 Graduation Ceremony was a dignified and formal event which marked the end of 13 years of schooling. All students received a portfolio which included a Certificate of Graduation. Some students were awarded academic, sporting and special prizes at the ceremony. Welfare camps took place in Year 7, 9 and 11. These camps are excellent opportunities for the students to gain social skills, bond as a year group, participate in challenging physical activities, gain important information and be mentored by camp leaders. The camps further focused on gaining information on study skills and life skills.

Staff continued their professional development through the attendance of conferences and completing courses on line. An important focus in 2016 was staff training about how to have the difficult conversation with students or staff regarding their mental health using the RUOK model