



School plan 2015 – 2017



Hurlstone Agricultural High School - 8121



SCHOOL BACKGROUND 2015 -2017



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.

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.

School planning process

This 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.

Senior Executive: The leaders of the school identified three core areas for development across the school.

Executive Staff: The executive team workshopped these initial ideas and formulated broad plans for the areas of development, ensuring that they would have cross faculty foci and purpose.

Staff: Staff were canvassed about their ideas regarding the three strategic areas and were given the chance to raise any barriers to the development of these areas and to explore the opportunities these strategic areas afforded the school.

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.

SCHOOL BACKGROUND 2015 -2017



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

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 and look forward to the continuation of collaborative partnerships working together to strengthen opportunities and face future challenges. Wider distribution of the working document will form part of the ongoing process of realisation of the school plan as we work in collaboration to strive for excellence in our school and set goals for our future strategic direction.

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 the document 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.

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 implementable, it is expected that it will undergo alteration as this implementation unfolds.

SCHOOL STRATEGIC DIRECTIONS 2015 -2017



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.

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.

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

Strategic Direction 1: Forming an effective wellbeing structure

Purpose

Why do we need this particular strategic direction and why is it important?

The creation of a wellbeing system which is standard across the school (both day and boarding environments) and which gives clear directions and expectations for all staff with regards to how act in order to create a supportive and nurturing environment for all of our school community.

Improvement Measures

- ❖ 20 % reduction in the number of students reporting feelings of anxiety and stress associated with study and a culture of high expectations.
- ❖ 20% increase in the recording of student wellbeing issues on the Sentral wellbeing system
- ❖ Extant role statements with clear expectations for staff to follow
- ❖ Community survey opportunities
- ❖ The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community
- ❖ Strengthening and embedding positive reward systems
- ❖ 20% increase of student, teacher and parent involvement in extra-curricular and co-curricular activities.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Develop student skills leadership to enable students to design facilitate or lead student wellbeing team. Implementing student led strategies develop a range of mental health assets such as self-efficacy and a sense of purpose and control

Staff: Deputy Principal with Responsibility for Welfare will lead reviews of extensive wellbeing processes, organise working groups to address concerns and enact changes to processes and procedures which underpin wellbeing structures at the school. Mobilise students, staff and parents to maximise learning opportunities in wellbeing and positive psychology initiatives that support and underpin a growth mindset framework.

Deputy Principal with Responsibility for Sentral will support the DP responsible for welfare in the creation of tools and services which will promote and support the changes to wellbeing structures at the school.

Head Teacher Administration will support both responsible members of the senior executive in the establishment of processes and procedures which will promote and support the changes to wellbeing structures at the school.

Processes

How do we do it and will we know?

Purchasing of Sentral modules and training of staff in their use.

Consultation of stake holders including the Wellbeing Team, The Duty Team, wider staff, students and parents.

Creation of a role statement document for Wellbeing Action Team, Learning support team and Duty Team.

Creation of wellbeing policies and procedures document.

Creation of an anti-bullying document.

Creation of a process from the initiation of centrally located Individual Learning Plans, Health Care Plans, Risk Assessments and PLP's as a means of recording and disseminating information within them.

Establishment of a review team garnered from across the school community to oversee processes, procedures and update role statements at regular intervals with an aim to maintain currency for the Hurlstone Agricultural High School context.

Positive school culture where an individual feels safe, cared for and able to meaningfully participate in school life.

Products and Practices

What is achieved and how do we measure?

Products:

Creation, and embedding, of an effective wellbeing structure across all areas of the school. This will include role statements and procedures and processes for both the day to day care of students and the management of both wellbeing crises and initiatives.

Synthesis of individual learning plans

A school culture where student achievement is recognised and celebrated

Graduating students who are life-long learners, confident and creative individuals, active and informed citizens.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

All staff recognise and understand that the wellbeing of staff and students is the responsibility of all members of staff.

All staff understand the role of the Wellbeing and Duty Teams within the processes of the school and also understand their role in maintaining wellbeing across the school.

All staff use Sentral to report wellbeing issues in a timely and effective manner

Head Teachers Welfare will support and lead responsible members of the senior executive in the establishment of processes and procedures which will promote and support the changes to wellbeing structures at the school. They will also oversee and lead the embedding of wellbeing initiatives across the school.

Wellbeing Team led by the Head Teachers' Welfare will be responsible for the collegial development of wellbeing processes and procedures and the embedding of them into practice across the school.

ILP's PLP's and Health Care Plans are embedded into Sentral.

Duty Team Leaders led by the Deputy responsible for Welfare of Boarding and Head Teachers' Welfare will be responsible for the collegial development of wellbeing processes and procedures and the embedding of them into practice across within the residential facility.

Head Teacher Teaching and Learning will create learning opportunities in order to support staff in the embedding of wellbeing initiatives in all classrooms and all settings across the school.

Teachers promote wellbeing strategies by using Sentral and making wellbeing notifications.

Strengthening staff communication and interpersonal skills to ensure our community is informed about our wellbeing in action at Hurlstone using component 3 of the MindMatters training

Parents and Carers:

Providing parents and families with information and support with respect to youth development, mental health and wellbeing
Continued support from our P&C and

Strengthening students', staff and parents' "sense of connection" and "belonging" to their school

Evaluation Plan

Annual wellbeing survey
External audit from a Boarding School Principal
Regular reporting against milestones
Staff professional development feedback
MindMatters self-assessment tool
Positive Psychology initiatives strengthening relationships with our School Counsellors and DGO
Positive Schools Conference
Growth Mindset
Selective Schools Deputy Principals' conference initiatives- formation of an action plan

All staff use a common language to report student wellbeing needs in a respectful and confidential manner in line with DEC policy

Proactive Strategies are in place to support students' wellbeing such as strategic embedding of the anti-bullying policy

Collaboration with all stakeholders to develop ILPs

Streamline enrolment practice to disseminate wellbeing information to staff

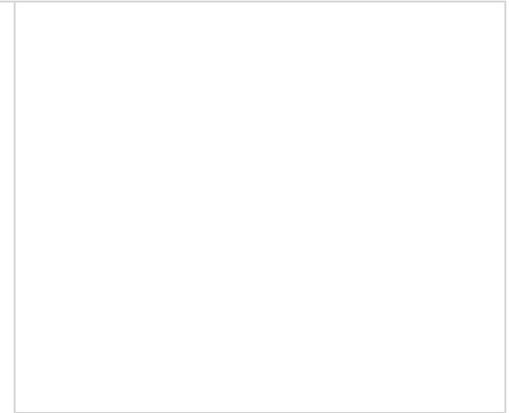
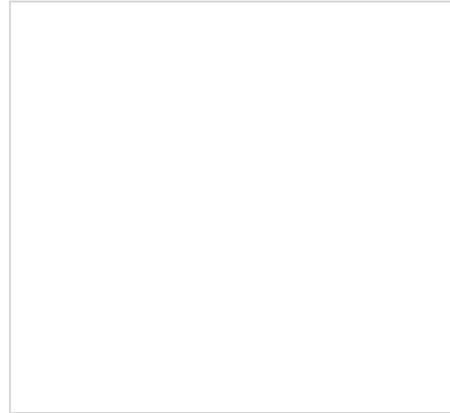
Introduce MindMatters as a holistic, integrated approach to build school capacity including the creation of a MindMatters action team, consisting of at least one member of the school executive, teaching staff and community.

The core components include but are not limited to

Positive School Community
Student skills for resilience
Parents and Families
Support for students general wellbeing
Growth Mindset initiatives
Positive Partnership frameworks



Boarder Parent Welfare groups.
School-parent relationships are critical in
supporting student achievement



Strategic Direction 2: Building leadership capacity across the school

Purpose

Why do we need this particular strategic direction and why is it important?

To create a school where everybody has explicit knowledge of both their lines of responsibility and those of their co-workers. To also create a school where people are encouraged to take on responsibilities and to be allowed to take risks in order to develop both themselves and the school environment. To create a school in which there is no notion of 'failure' but to encourage the idea of development through aspirational challenge.

Improvement Measures

- ❖ 20% Increase in the involvement of staff in leadership roles across the school
- ❖ Extant role statements with clear expectations for staff to follow.
- ❖ Parent survey via tools
- ❖ The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community

People

Why do we need this particular strategic direction and why is it important?

Students:

Increase the opportunity to engage in significant real world experiences by participating in programs to develop skills in working as part of a team and leadership.

Staff:

Principal will formulate and execute an executive training program for aspiring HTs and DPs. The Principal will also establish devolved practices of decision making across the school and develop procedures which support

Deputy Principals will be responsible for the supervision and development of several HTs and will provide professional learning to build leadership capacity.

Head Teachers will be responsible for the supervision and development of their staff members and will provide professional learning to build leadership capacity.

Head Teacher Teaching and Learning will be responsible for the supervision and development of New Scheme Teachers in their induction supporting their entry into teaching.

Processes

How do we do it and will we know?

Consultation of stake holders including the Senior Executive, Executive, Staff, Students and parents

Creation of role statements for Senior Executive, Executive and all staff positions.

Creation of role statements for Student leadership positions.

Creation of clear and definitive expectations with regards to opportunities for leadership positions and the development of clear and explicit processes for filling them.

Creation of clear expectations of those who are in relieving positions and

The establishment of site specific courses for those wishing to take on the roles of Head Teacher or Deputy Principal.

The redevelopment of report structure lines and responsibilities of executive members.

The development of both learning and support structures for those teachers looking to achieve and / or maintain teaching standards.

The maintenance of a teacher mentor program. The development of a clear set of expectations for teachers (both

Products and Practices

What is achieved and how do we measure?

Products:

Creation of clear role statements for both staff and student leadership

Clearly presented web of responsibility

Clear processes to ensure equity of opportunities (e.g. EOI processes)

Effective monitoring and or development programs for leadership across the school:

- * Teaching standards
- * Executive development
- * Student leadership development

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Devolution of centralised decision making

Increased opportunities and broaden experience for staff and students

Mentoring and coaching of staff, students and parents to develop leadership profiles across all stake holder groups

Restructure of reporting lines and curriculum responsibilities

Increased knowledge of DEC policies

Whole school succession plan to ensure broad corporate knowledge base



Teachers engage in professional learning and meet expectations of the Australian Professional Standards.

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>

Parents and Carers:

The school will provide parents with information around innovative teaching practice and parents will be given the opportunity to give feedback about quality teaching and learning at our school.

mentors and mentees) involved in such a relationship.

The creation of a training and development schedule which maps out teacher development of knowledge of DEC processes and procedures over a three year period.

The creation of a set of guidelines for decision making which will ensure that all decisions are equitable, transparent and adhere to DEC guidelines.

Equitable and transparent decision making

Recognition and development of staff and student leadership capability

Strategic Direction 3: Equitable and effective assessment

Purpose

Why do we need this particular strategic direction and why is it important?

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.

Improvement Measures

- ❖ 20 % reduction in the number of students reporting feelings of anxiety and stress associated with study and high expectations.
- ❖ Extant role statements with clear expectations for staff to follow.
- ❖ Student utilisation of self-reflection tool embedded in our reporting process
- ❖ The development of a parent and student portal where communication the system celebrate student achievement and strengthen the relationships in our community
- ❖ Explicit embedding of off level testing
- ❖ Parent survey via survey tool opportunities reported via school website

People

Why do we need this particular strategic direction and why is it important?

To create a positive school culture that provides engaging and challenging learning opportunities underpinned by quality assessment and reporting for gifted talented students to become creative, confident, resilient life-long learners.

Student:

Students can access higher order academic excellence through consistently develop and embed quality teaching practices with the express focus for maximisation of student achievement in gifted and talented education. Clear expectations and guidelines for all assessment processes will assist in reduction of anxiety related to the task.

Staff:

Consistently provide quality advice on assess and feedback processes to students fostering a culture of high expectations underpinned by clear and explicit guidelines.

Professional development and learning opportunities for all staff to keep up to date with current educational reform and innovative classroom practice.

Parents and carers:

Parents engage with the school by

Processes

How do we do it and will we know?

Review of Assessment document and practices.

Staff training in gifted and talented education.

Staff training in authentic assessment (PBL, Guided enquiry, 21st Century Learning etc.)

Creation of cross faculty team to create assessment tool kit.

Creation of cross faculty team to create new assessment protocols and proformas.

Creation of new reporting guidelines and proformas.

Creation of a self-reflection tool in the student report.

Creation of team to explore acceleration and extension models for students.

Creation of a parent portal in Sentral so parents and carers can access documents related to assessment policies.

Executive team to explore enhanced relationships with universities

Explore partnerships with universities to

Products and Practices

What is achieved and how do we measure?

Products:

Creation of an assessment tool kit for use in junior school

New assessment documentation and practices

Assessment process and practices which demonstrates and gauges 21st century learning skills

Explicit and standardised assessment processes across all KLA

New reporting processes and procedures

What are our newly embedded practices and how are they integrated and in sync with our purpose?

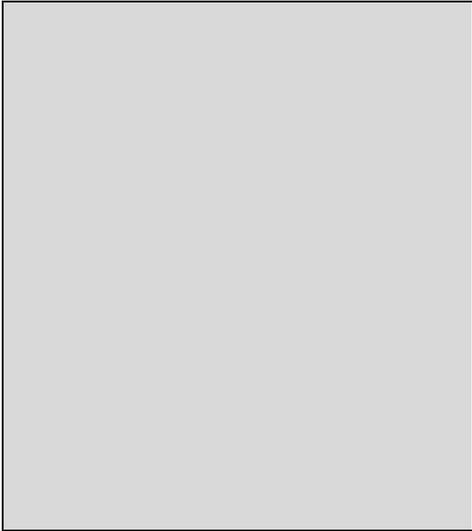
Practices:

Exploration of acceleration, enrichment and extension for students

Embedding of innovative teaching and learning practice and authentic assessment opportunities including Project based learning, design thinking etc. across the school

Opportunities for STEM or STEAM integration and the development of a maker space model

Move of reliance from summative to



effectively using school communication tools such as Sentral, parent survey opportunities, P&C, Boarder Parent Welfare and special information evenings such HSC information and subject selection nights.

increase student opportunity to engage with authentic higher order thinking processes commensurate with our gifted and talented student body.

formative assessment practice

Clear and explicit and deep feedback for all assessment tasks

Clear and explicit expectations to facilitate to support student and staff wellbeing

Creation of assessment tasks which are authentic and meaningful in real world situations