



Version Amended 5/2/13

 Hurlstone Agricultural High SCHOOL PLAN 2012-2014	
SCHOOL CONTEXT	
<p>Hurlstone Agricultural High School is unique as the only selective co-educational boarding high school in NSW. It is the state's oldest agricultural high school and combines traditional academic studies with the opportunity for students to relate their work to the key primary sector of agriculture. Of the total enrolment of 982 students, 52% are female with 12% representing boarding students. The 79.1% NESB students represent 53 language groups of which the largest are Vietnamese, Cantonese and Mandarin. Students are selected for academic and agricultural excellence and are nurtured by quality teachers in a day and boarding school with a working farm. Experienced, dedicated and caring staff, maintain high standards of education through ongoing professional learning. They deliver award winning agricultural and multi disciplinary programs, partnering with local business and industry. Advanced teaching programs are designed for students selected with strong academic potential. Students also undertake studies through the Open High School and TAFE. The school is set in a stimulating agricultural environment, incorporating the latest technology. Developing partnerships with universities provide a broad range of resources and opportunities for students and teachers. The overwhelming majority of our students undertake university studies post HSC. Well being programs foster community responsibility, build resilience and promote social inclusion through extra-curricular activities which enhance student development and leadership. Regular and open communication between school and home are an imperative link in building community.</p>	
SCHOOL IDENTIFIED PRIORITY AREAS	INTENDED OUTCOMES
<ol style="list-style-type: none"> 1. Curriculum and assessment. 2. Student engagement & attainment. 3. Leadership and management. 4. Agriculture, farm & Rural Youth. 	<ol style="list-style-type: none"> 1.1 Implementation of the Australian Curriculum to maintain a broad, relevant and inclusive curriculum. 1.2 Rich, valid assessment practices are embedded in all teaching and learning programs. 1.3 Clear alignment between the implementation of curriculum, professional learning & student learning needs. 2.1 HAHS is the preferred choice for students in SW Sydney seeking selective school enrolment. 2.2 Improved communication between primary feeders, parents and the school. 2.3 Improved learning outcomes for students. 3. Increased leadership capacity of teachers and students. 4. Implementing compulsory Agriculture or Primary Industries to HSC. 4.1 Improving the farm as a resource for use in Agriculture & Primary Industries. 4.2 Developing a plan for the implementation of compulsory Agriculture & Primary Industries. 4.3 The Hurlstone farm is a resource for HAHS students (curricula/extra curricula) & students from other schools.
TARGETS	
<ol style="list-style-type: none"> 1. At least 60% of teachers undertake professional learning to improve the quality of assessment and feedback practice. 2. At least 12 students engaged in negotiated independent learning plans per term per year. 3. 100% of staff trained in the <i>Leadership Capabilities Framework</i>. 4. 100% of SRC trained in meeting procedures. 	
PRINCIPAL'S SIGNATURE 	SED ENDORSEMENT <i>6/2/13</i>
	DATE

SCHOOL IDENTIFIED PRIORITY - Curriculum and Assessment		INDICATORS		TARGETS		STRATEGIES	
		TIMEFRAME		RESPONSIBILITY		FUNDING SOURCE/BUDGET	
		2012	2013 (9-12)	2014 (7-8)	End of each year (where applicable)		
<p>OUTCOMES</p> <p>1. Implementation of the Australian Curriculum to maintain a broad, relevant and inclusive curriculum.</p> <p>2. Rich, valid assessment practices are embedded in all teaching and learning programs.</p> <p>3. Clear alignment between the implementation of curriculum, professional learning and student learning needs.</p>		<p>TARGETS</p> <p>To support the implementation of the national curriculum and development of innovative assessment and feedback practices:</p> <p>1. Reviewed 100% of curriculum programs to ensure they support the implementation of the Australian Curriculum by 2014.</p> <p>2. Increased professional learning for at least 60% of teachers which improved the quality of assessment and feedback practices by 2014.</p> <p>3. Raised to 100% the number of teachers undertaking professional learning in data analysis to strengthen teacher capacity to improve student learning outcomes by 2014.</p>					
<p>STRATEGIES</p> <p>1. Review current curriculum (in terms of breadth & relevance) in Years 7-10 & 11-12 through survey of all staff, 50% students and 20% parents of each year.</p> <p>2. Investigate curriculum structures and assessment practices in other schools (selective and comprehensive).</p> <p>3. Review report structure Years 7-12 through survey of all staff, 50% students and 20% parents of each year.</p> <p>4. Maximise professional learning opportunities for KLAs to develop quality assessment tasks.</p> <p>5. Increase quality of student outcomes by training 100% of teachers in providing quality feedback.</p> <p>6. Maximise professional learning opportunities through SDD and targeted faculty learning sessions, faculty-based school networks and in-services to explore effective application of data analysis.</p>		<p>INDICATORS</p> <p>Review completed and results analysed; stakeholders informed.</p> <p>Survey results indicate that the curriculum and assessment structure meets the needs of the school.</p> <p>Decisions made within school about what type of data/information is required.</p> <p>Informed curriculum change through utilisation of data.</p> <p>Survey results indicate that the reporting structure meets the needs of the school.</p> <p>Increase to at least 60% of teachers undertaking professional learning that focuses on developing rigorous, valid assessment instruments.</p> <p>Evidence through peer review and BOS review, and comparison with other schools of quality, valid assessment tasks to assess student learning.</p> <p>Faculty assessment guidelines include principles of quality, valid assessment tasks.</p> <p>Peer review indicates evidence of quality assessment tasks developed that allow for a range of marks to be attained.</p> <p>Presentations at SDDs indicate evidence of innovation and feedback practices shared amongst staff.</p> <p>Analysis of relevant data by 100% of staff (RAP, Smart Data, NAPLAN results) and school survey results to inform teaching and learning practices.</p> <p>Increase of at least 5% decrease shown in Bands 1-4 in Stage 4 and 5 results.</p>		<p>RESPONSIBILITY</p> <p>Curriculum Committee</p> <p>Curriculum Committee</p> <p>Curriculum Committee</p> <p>Curriculum Committee</p> <p>Professional Learning Committee</p> <p>HTs KLAs</p> <p>HTs KLAs</p> <p>HTs KLAs</p> <p>HTs KLAs</p> <p>Professional Learning Committee and HTs KLAs</p> <p>HTs KLAs</p>		<p>FUNDING SOURCE/BUDGET</p> <p>Curriculum</p> <p>Curriculum</p> <p>Curriculum</p> <p>Curriculum</p> <p>Teacher Professional Learning</p> <p>Teacher Professional Learning</p> <p>Teacher Professional Learning</p>	

SCHOOL IDENTIFIED PRIORITY – Leadership and Management

OUTCOMES		INDICATORS	TIMEFRAME			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET
1.	2.		2012	2013	2014			
1. Increased leadership capacity of teachers and students.	To develop the leadership capacity of teachers and students: 1. 100% of staff trained in the <i>Leadership Capabilities Framework</i> . 2. 50% of staff accepting new roles of responsibility by 2014. 3. 100% of student leadership groups trained in meeting procedures annually.	Executive members participating in at least one leadership-based professional learning experience. 100% of staff trained in the <i>Leadership Capabilities Framework</i> annually. All staff trained in meeting procedures.	x	x	x	Executive	Professional Learning Budget	
1. Teachers trained in the understanding and implementation of the <i>Leadership Capabilities Framework</i> .			x	x	x	Professional Learning Committee	Professional Learning Budget	
2. Teachers develop Professional Learning Plans (PLPs) that support career development.		50% of staff accepting new roles of responsibility by 2014. 100% of staff have one leadership role in the school with a mentor.	x	x	x	All Staff		
3. Relevant data is used for effective decision making.		Data provided to staff for analysis and use in decision-making. Analysis of academic, welfare and financial data.	x	x	x	Executive	DEC & Executive	
4. Incorporation of alumni, parents and community representatives as leadership resources.		Alumni, parents and community involved in both staff and student leadership initiatives.	x	x	x	All Staff		
5. Provide a range of student leadership initiatives and opportunities in extra-curricular programs.		Diverse opportunities for student leadership including SRC, prefects and volunteering groups. SRC representatives included in relevant school committees. Student leadership groups trained in meeting procedures.	x	x	x	Staff & Students		
			x	x	x	Staff Co-ordinators		
			x	x	x	Committee Leaders		
			x	x	x	Staff Co-ordinators		
							End of each year	

SCHOOL IDENTIFIED PRIORITY – Agriculture, Farm & Rural Youth

To implement compulsory Agriculture or Primary Industries to HSC:
 1. 100% of students will be engaged in Agriculture or Primary Industries up until the HSC.
 2. Raise to 100% of the number of Agriculture staff undertaking professional learning in preparation to strengthen their capacity to deliver senior Agriculture & Primary Industry courses.
 3. Increase of 5% students per annum engaging in extra curricula agriculture opportunities.

OUTCOMES	STRATEGIES	INDICATORS	TIMEFRAHE			RESPONSIBILITY	REFORM	FUNDING SOURCE/BUDGET					
		TARGETS	2012	2013	2014								
<ol style="list-style-type: none"> 1. Implementing compulsory Agriculture or Primary Industries to HSC. 2. Improving the farm as a resource for use in Agriculture & Primary Industries. 3. Developing a plan for the implementation of compulsory Agriculture & Primary Industries. 4. The Hurlstone farm is a resource for HAHS students (curricula/extra curricula) & students from other schools. 	<ol style="list-style-type: none"> 1. DEC & HAHS undertake to inform Year 7 annually that Agriculture or Primary Industries is compulsory to the HSC. 2. Provide opportunities for Agriculture teachers to undertake professional development in Agriculture & Primary Industries. 3. Improve or upgrade the facilities for each farm enterprise. 	<p>Information mailed to students who intend enrolling at HAHS to inform them of the compulsory Agriculture or Primary Industries study conditions.</p> <p>100% of staff undertake professional learning in areas of senior Agriculture or Primary Industries.</p> <p>100% of enterprises are working towards industry best practice.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Principal</p>							
<ol style="list-style-type: none"> 4. Demonstrate industry best practice & increase use of technology in each plant & animal enterprise. 		<p>Staff (teachers & farm) visit other facilities to develop knowledge & plans for each enterprise to maximise learning outcomes for students.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Principal HT Agriculture Agriculture Staff Farm Staff</p>							
<ol style="list-style-type: none"> 5. Farm classroom & Agriculture staffroom are upgraded to meet learning requirements. 		<p>Classroom set-up with 15 computers linked to the network & an electronic whiteboard installed. Staffroom is linked to the Wi-Fi network</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Principal</p>							
<ol style="list-style-type: none"> 6. Increase the profile of Agriculture within the school. 		<p>Increase enrolments in Rural Youth. Increase use of the farm as a resource by other KLAs. Establish links between Agriculture & the wider school community to interact with industry experts & academics involved in food, fibre & sustainable agriculture.</p>	<p>x</p>	<p>x x x</p>	<p>x x x</p>	<p>Principal Executive</p>							
<ol style="list-style-type: none"> 7. Increase the profile of agricultural career pathways. 		<p>Increase exposure of students to industry experts including ex-HAHS students. Establish a mentoring program between students & industry experts.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>Principal Agriculture Staff Careers Advisor</p>							

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<ol style="list-style-type: none"> 8. Improve the opportunities for farm staff & the stability of the farm. 								
<ol style="list-style-type: none"> 9. Establish a Gifted & Talented program in Agriculture. 						HT Agriculture Agriculture Staff		
<ol style="list-style-type: none"> 10. Promote & develop student involvement in showing livestock. 			x	x	x	Rural Youth Agriculture Staff Farm Staff	End of each year	