

Parent Newsletter

Hurlstone Agricultural High School

Address: Roy Watts Road Glenfield NSW 2167
Email: hurlstone-h.school@det.nsw.edu.au

Tel: 9829 9222 Fax: 9829 2026
Website: www.hurlstone.com.au



2014 Issue 13 Term 4 - Week 8

25 November 2014

CALENDAR

Term 4

Week 9

Monday, 1 December - Day 2

Yr 8 Bonsai Experience
Yr 10 Australian Business Week
Yr 12 Modern History Task 1 Assess.
Yr 12 Maths Extension 1 Task 1 Assess.

Tuesday, 2 December - Day 3

Yr 8 Bonsai Experience
Yr 10 Australian Business Week
Yr 12 Ancient History Task 1 Assess.
Yr 12 Biology Task 1 Assessment

Wednesday, 3 December - Day 4A

Transition Day
International Food Stall - COLA
Yr 8 Bonsai Experience
Yr 12 Studies of Religion Task 1 Assess.

Thursday, 4 December - Day 5

Yr 8 Bonsai Experience
Yr 8 Janene Best Debating Comp
Yr 10 Australian Business Week
Yr 12 Maths Extension 2 Task 1 Assess.

Friday, 5 December - Day 6

Yr 8 Bonsai Experience
Yr 10 Australian Business Week
Yr 12 Physics Task 1 Assessment



The Melbourne Declaration is arguably the most important educational document produced in Australia in the 21st Century. In 2008 the education ministers of the six states, two territories and the federal government made a joint declaration regarding the aspirational goals for the education of young Australians. These goals were concise and powerful.

The declaration states that all educational constituencies aim to develop young Australians who are:

- Successful learners
- Confident and creative individuals
- Active and informed citizens

On the surface these statements seem self-evident and simple yet they set the country on a path of new curriculum development and pedagogical re-evaluation. At the heart of these goals is the understanding that the skills and knowledge required by young Australians in the 21st century are not those developed by the constructs of the previous century and that there needs to be a move from a content driven curriculum to one which allows students to develop skills in the areas of creativity, communication, collaboration and critical thinking.

Over the last fortnight there have been several occurrences which have foregrounded the importance of this changing landscape in education and highlighted how Hurlstone has addressed these changes to date and how the school plans to further develop our students' skills into the future. Two events during this time have highlighted the creative spirit of the students and their ability to work both critically and collaboratively.

The first of these was the school's success in the Archibull Prize. The school was fortunate enough to be honoured with the national title in this event and to have its creation lauded by both educational and business leaders, as well as politicians. The success of this project displayed the power of student collaboration and creativity and highlighted how the exploration of ideas is far more important in the 21st century than the regurgitation of content. I encourage all readers of this newsletter to peruse the article regarding the Archibull and ruminate on how amazing are the elements which gave rise to it. I saw with my own eyes how expertly the students critically developed the idea for the sculpture, creatively developed a vision, collaboratively brought their concept into existence and then communicated their learning with a much wider audience. Everybody who was exposed to this product was in no doubt that it was the work of successful learners who were confident, informed, active and very creative.

In the same vein as the Archibull was the CAPA Presentation Night. It was wonderful to see such creativity, expertise and commitment. This event was the culmination of students working together towards the common goal of recognising each other's creativity and success. Students revelled in each student's disparate creative pursuits and collaborated to design and deliver a holistic and entertaining product. Audience members can sometimes forget the broad set of skills which have to be developed and executed for such a night to come into existence. I was very proud to witness how all of the 21st century learning skills of our students were on show and how they all pointed to the fact that Hurlstone Agricultural High School is definitely fulfilling its obligation to the Melbourne Declaration in the performing arts.

In the case of both the Archibull and the CAPA Presentation Night it is important that I recognise the teachers. I praise Ms Ross and Ms Wurher for both expertly navigating the pedagogy of the 21st century. My praise is not necessarily for what they did, but for what they didn't do! Both Ms Ross and Ms Wurher were professional and brave enough to give over the products to the students and, while being available as an expert adviser and educational confidant, let them explore and learn through experience. Their students were asked to produce something of substance and merit and depth. Their students succeeded in doing this without being directed but by being supported through facilitation and advice.

It is important that we recognise the success of projects such as the Archibull and CAPA Performance Night, for these type of project, or product, based experiences are the way of the future for Australian students. I have recently been invited to presentations by several universities and at each event they have explained how their institutions are moving towards this type of learning

CALENDAR

Term 4

Week 10

Monday, 8 December - Day 1

Yr 7 Lifesaving Thirroul

Yr 8 Bonsai Experience

Yr 12 Economics Task 1 Assessment

Tuesday, 9 December - Day 2

Multicultural Day

Yr 7 Lifesaving Thirroul

Yr 8 Bonsai Experience

Yr 12 Business Studies Task 1 Assess.

Wednesday, 10 December - Day 3A

Yr 7 Lifesaving Thirroul

Yr 8 Bonsai Experience

Prefect Christmas Assembly

Thursday, 11 December - Day 4

Yr 7 Lifesaving Thirroul

Yr 8 Bonsai Experience

Yr 12 Visual Art Task 1 Assessment

Yr 12 Engineering Studies Task 1 Assess.

Friday, 12 December - Day 5

Yr 8 Bonsai Experience

Yr 12 PDHPE Task 1 Assessment

Presentation Ceremony

PRINCIPAL'S MESSAGE Continued

within their degree structure. University students cannot rely on individual study and myopia. Universities are recognising that the world beyond education, regardless of the area of expertise, no longer rests solely on content but on the ability to manage projects and to work with others to achieve goals. In every endeavour humanity is moving towards recognition that a person's contribution to a goal orientated project is the means by which they will be assessed and their value determined. It is imperative that we do not let university be the first time our students experience the demands of this new paradigm.

In order to ensure that this does not happen, the school is embarking on pedagogical reformation which will see all students develop the cognitive skills which will help them meet the demands of the 21st Century. Foremost amongst this reformation is the Project Based Learning initiative. I will not elaborate too much on this but I urge everybody to read Mr Gippel's article in this edition of the newsletter as it gives a fantastic explanation of both the program and why it needs to be introduced. At the same time as this is occurring, we have also been redeveloping 'prep' and discussing with staff and students the ways in which we can more actively and creatively support student development. Ms Davis, Ms Castle and Ms Twomey have taken the lead in this area and the aim is to ensure that the time allocated to boarders for this activity is used to develop skills appropriately. The school is also in the process of re-evaluating and redesigning its wellbeing structure, assessment philosophy and the opportunities for building leadership capacity, for both staff and students. These elements of the school plan are being honed at present and will be open for student and wider community consultation in early 2015.

Hurlstone is on the verge of some substantial changes in the ways in which teachers facilitate and students learn. Even though these alterations will take time and energy, from all of the community, they will lead to the development of young Australians who utilise the 21st century learning skills in order to fulfil both the aspirations of the Melbourne Declaration and their potential. However, it is not only staff that need to prepare themselves for the new demands which lie ahead. Students and parents can also prepare themselves by beginning to develop their ability to be informed and creative and to communicate with others and collaborate. During the next 10 weeks I encourage students to engage in as many different activities and to explore as many different ideas as possible. The new ways of teaching and learning cannot be mastered by visiting tutors and spending hours going over the same material as you do at school. They cannot be manipulated by memorising information and regurgitating it into a prefabricated answer. They cannot be beaten through formulae which has been passed on from student to student. They cannot be any of these things because the new way of teaching and learning lies not in external stimuli but in the students' experiences, creativity and exploration.

It is because of this fact that I encourage all students to go to the movies, travel to the art gallery, explore the museum and visit restaurants. Indeed I encourage students to do anything which will enlarge their experience and understanding of the world as it will be these insights which help them to succeed in the world of the future. Above all else I encourage students to read. Through reading we expand our horizons and the breadth of what we can offer to any project through the experiences of others. Whether it is fiction, non-fiction, magazines, new articles or any other text reading expands your ability to both conceptualise and explore ideas. Rather than students limiting themselves to a world of content they should be opening themselves up to the experience of concepts.

DEPUTY PRINCIPAL'S MESSAGE

See article below which was published in The Land newspaper on Thursday, 20th November 2014.



THE LAND | Thursday, November 20, 2014 **NEWS 15**



Celebrating China ties a winner for Hurlstone

SYDNEY's Hurlstone Agricultural High School has taken the top honours in the agriculture-themed art competition the Archibull Prize.

The school's entry was a dairy industry-inspired artwork titled 'Ni Cow', which celebrated the connections between the Australian and Chinese dairy industries.

Judges praised the Hurlstone entry for being timely and relevant, symbolising the NSW dairy industry's recent development of ground-breaking technology to supply fresh milk to China.

It was awarded 96 points out of 100.

Teacher Jo Ross said the student team explored the economic sustainability and expansion of the dairy export market. The Archibull Prize invites

students from 40 participating schools across NSW, Queensland and Victoria to decorate life-size fibreglass cows to showcase the grain, cattle and sheep, wool, cotton or dairy industries.

Organiser Lynne Strong called the works "extraordinary and inspired - a feast of colour and creativity".

Runner-up was Kildare Catholic College, Wagga Wagga, with its sheep and cattle-themed Archibull Kasey.

Third place on equal points went to three NSW schools - Northlakes High School, San Remo; Metraville Sports High School, Sydney; and Hamilton North Public School, Broadmeadow.

Visit www.theland.com.au to see the full list of winners and photos.

- KATIE McROBERT

NEWS

Australian Intermediate Maths Olympiad

Nine intrepid Hurlstone Mathematics Students from Years 8 and 9 took on the daunting task of attempting a 4 hour, 10 question problem solving competition, one that is only attempted by 1200 students from Years 8-10 across the country.

Our highest achievers were Steven Lim from Year 8, who earned a High Distinction, Vrinda Jain from Year 8, Rahul Ahluwalia and Kevin Cao from Year 9, who earned credits. These achievements place these students amongst the very best Mathematics students in Australia. Congratulations to each of them.

Australian Mathematics Competition

HAHS entered 314 students into this competition. A proficiency certificate is awarded to all students who achieve at least a pre-set score reflecting high performance. Over 98% of our entrants achieved this level and are to be congratulated for their efforts.

Highlights in Hurlstone's results: 2 Prizewinners (Result within the top 0.3% of participants)

Steven Lim of Year 8 and Kevin Tran of Year 10

Steven Lim also won the school's prudence award, due to his correct responses to the first 26 questions out of the 30 that comprised the task.

12 High Distinctions (Result within the top 2% of participants)

Year 7: Tien Dinh, Rahat Howlader, Andrew Kim, Ojas Patwardhan and Nikitha Rao.

Year 8: Gordon Chau, Patrick Nguyen, Petar Smolovic and Basavaraj Gotyal.

Year 9: Raymond Trinh.

Year 10: Megan Pham.

Year 11: William Thlang.

Congratulations to all.

Australasian Problem Solving Mathematical Olympiad (APSMO)

Forty-seven students from years 7 and 8 entered this contest, held in 5 parts on different dates throughout terms 2 and 3. The problems are answered individually, then the top ten results form the team score out of a total of 250 marks.

Hurlstone's Year 8 team capitalised on their experience of competing last year, and were able to answer 189 problems correctly. This was the 9th best result in Australasia, out of 350 different teams, and improvement from their 25th place ranking last year. The Year 7 team finished in 45th position, with a total score of 147.

Congratulations to both teams and encouragement to the Year 7 team members to return in 2015.

Mr Huxley, Maths Competition Co-ordinator.

Uniform Shop Trading Hours for 2015

Saturday, 17th January 2015 10am to 2pm

Monday, 19th January 2015 10am to 1pm

Wednesday, 21st January 2015 10am to 1pm

Friday, 23rd January 2015 10am to 1pm

Normal trading hours from Tuesday, 27th January 2015

The Uniform Shop will be closed after Wednesday, 17th December 2014.

Uniform News - Buying/Ordering Blazers

The wearing of blazers is compulsory for years 10 to 12. To ensure the delivery by the supplier by Term 2 2015 students need to order them by 6/2/2015. From now till that date they are reduced by \$20 for all students:

Girls 30-40 and Boys 12-18: \$200 Girls 42-46 and Boys 19-26: \$212

After 6/2/2015 they will return to the present prices which have not been raised for twelve months to maintain affordability.

Girls 30-40 and Boys 12-18: \$220 Girls 42-46 and Boys 19-26: \$232

Students in years 7-9, requiring a blazer to represent the school, such as being in band or a debating team member, can order/buy the blazer at the reduced price all year. The uniform shop would need proof that the student is representing the school.

The normal requirement of paying a non-refundable deposit of \$50 for orders applies to all students. This can be placed on a new or secondhand blazer and can be transferred between new and second hand stock.

Second hand blazers are available for purchase from the uniform shop at very reasonable prices.

NEWS

Year 11

Students interested in pursuing medicine and other health courses need to sit the UMAT on 29 July 2015. MedEntry is a government accredited Registered Training Organisation specialising in UMAT preparation. MedEntry offers discounts of 30% for groups, and numerous scholarships. For more information, please visit www.MedEntry.edu.au

2015 Return Dates

Tuesday, 27th January 2015 - Staff Development Day

Wednesday, 28th January 2015 - Year 7, 11 and 12 return

Thursday, 29th January 2015 - Year 8, 9 and 10 return

Online Payments

Online payments will not be available from Friday, 14th November until Friday 5th December due to end of year financial processes. Payments can be made directly to the school, by phoning 02 9829 9222.

SPORT NEWS

Junior Ultimate Frisbee State Championships – 19th November @ Centennial Park

After both defeating Bellfield College in the regional finals, both Hurlstone's junior boys and junior girls Ultimate Frisbee teams made the long bus trek to centennial park hoping to repeat the success of our senior teams earlier this year.

Conditions were quite hot and a strong breeze came through later in the day making flying disc control quite difficult, particularly for the girls division with most points being scored 'downwind' in later games. The girls team, led by Emma Hannigan battled all day and only lost one game to Killarney Heights High, however two close tied games with Bellfield College and eventual champions Chatswood high (both games which they could have won), ultimately cost them a place in the final and they had to face Emmanuel College in the bronze playoff which they won convincingly.

The junior boys, led by James Wu blitzed through their pool games and showed some great athletic ability, with some crazy layouts, diving and heavy collisions to book a place in the final against defending champs Killarney Heights (also a rematch of the senior boys final from earlier in the year). Both teams played an aggressive style with both teams committing several fouls, however the Hurlstone guys scored two valuable points into the strong breeze to turn the game and eventually win 9 -3.

Congratulations to both teams for continuing Hurlstone's excellent reputation in the world of Ultimate Frisbee. Most students had only picked up a disc for the first time in term 3 of this year and showed great skill and ability to quickly pick up the game. All of our players are in year 9 and will have to step up to seniors next year. I look forward to seeing them continue to play.

Thankyou to Mr Gregory for coming down to support the teams.

Junior Girls (3rd in state)

Polly Donohoe
Amy Stone
Sandy Phan
Kristine Souksamrane
Cailyn Loveday
Monica Higa
Celeste Kadel
Renu Bhutkar
Vanessa Ngo
Yaxin Huang
Emma Hannigan
Ping Sheng



Junior Boys *(state champions)

James Wu
Darcy Ryan
Thong Bui
Suhaib Khan
Will Bailey
Anthony Giso
Pat Feghali
Duc Ho
Anik Biswas
Sean Sneddon
Rohan Saini
Matt Gregory



Hurlstone Ag continues to support former student with Bandanna Day



One student's story has lived on at Hurlstone Agricultural High School a year after his graduation.

Lachlan Delves, who last year finished year 12 at the Glenfield school, survived cancer, and every year Hurlstone holds their own National Bandanna Day celebration to support Mr Delves' journey and the CanTeen charity.

Bandanna Day was held on Friday, October 31, coinciding with Halloween, and the school's social justice group, Hurlstone Interact, sold more than 130 bandannas and \$700 of CanTeen merchandise.

The Halloween-themed goal of the day, which was sponsored by Ingleburn Rotary Club, was to 'Make Cancer less of a Nightmare for Teenagers'.

Macarthur Advertiser

Nov. 6, 2014, 1:16 p.m.

<http://www.macarthuradvertiser.com.au/story/2678151/hurlstone-ag-continues-to-support-former-student-with-bandanna-day/?cs=1437>

PRODUCT BASED LEARNING (PBL) AT HURLSTONE – John Gippel (Head Teacher HSIE)

In 2015, year 7 teachers will place a much greater emphasis on a method of teaching and learning known as Product Based Learning (PBL). It is also known as Project Based Learning. This represents a significant change in the way curriculum is taught and the way student learning and achievement will be assessed and reported. The expectations the school will put on your child will also change markedly.

This is a brief introduction to PBL and the way it will be implemented at Hurlstone.

Why PBL?

The answer to this question is quite simple – because students in the modern world – your children - need it. To be university or career ready in the 21st century your children need to be good critical thinkers, complex problem solvers, creative innovators and they have to know how to work well in teams. They also need to be excellent communicators using a variety of media to various audiences, often across cultures. These 21st century understandings are all central to the new Australian curriculum.

Universities in Australia (e.g. UNSW and UWS) and worldwide are implementing PBL in their courses. Many NSW academically selective high schools like Hurlstone have responded by implementing PBL in their classrooms. In fact the PBL concept had its beginnings in medicine faculties in US universities. Universities are increasingly critical of school leavers whose approach to learning is to memorise a set of facts and basic skills that are required to pass an examination. Universities and employers want to recruit young people with the 21st century understandings listed above. This is what they value and reward, not the memorisation and regurgitation of facts.

This is additional to the knowledge and skills learned in traditional subject areas. In PBL the traditional knowledge and skills is learned with a purpose in mind other than exam success.

It is also vital that students develop strongly held positive attitudes towards learning. As educators we need to create learning environments that enshrine habits of mind such as eagerness to learn, persistence, taking responsibility and reflecting on mistakes made.

These 21st century skills and attitudinal goals cannot be built adequately using traditional teaching methods and traditional delivery of the curriculum.

Data collected across NSW schools including Hurlstone Agricultural High School shows that without a doubt, high school students are by and large not engaged in their schooling. As parents of high achieving girls and boys you have to admit that sometimes your children are given low level assignments and are bored by school. They don't find school personally relevant or don't see the connection between their classes and the real world.

The use of technology by young people today is also a key factor. Students enjoy using tech tools and they expect quick access to information to get instant answers. They won't sit still for yesterday's process of learning by listening to lectures and reading textbooks.

There is a strong trend toward the use of PBL by many successful and progressive universities across the world; and graduates from this form of education consistently achieve better and progress faster in their careers than graduates from comparable traditional classroom based education.

*Research has shown that graduates of PBL based courses are far more successful in career advancement over 5 to 10 years following graduation. (Ref: comments by P. Jolliffe, University of British Columbia, in paper at ISHH Hort Education Symposium, Perth 2004)

*Research indicates critical thinking and problem solving skills are not typically addressed in a classroom

(Ref: SCORE Internet Classrooms –<http://score.rims.k12.ca.us/problearn.html>)

*Entire medical degrees have been taught this way in the USA, and students from this and traditional systems given the same exams. Research has shown similar success rates in exams, but 10 yrs later, the PBL graduates have more successful careers. (Ref: comments by P. Jolliffe, University of British Columbia, in paper at ISHH Hort Education Symposium, Perth 2004)

*It is widely considered that 50% of what is taught to students will be out of date or of no use by the time students finish a course; and there is no way of predicting which 50% that will be. As such it is more valuable to develop habits and skills for researching information and solving problems; rather than just acquiring factual information

*It prepares students more for “real life” situations

*It initiates the development of networks and networking skills.

In summary, PBL is necessary because, like all industries, education must adapt to the changing world of the 21st century and meet the needs of its stakeholders – you and your children or else become irrelevant.

BENEFITS OF PBL

Our students benefit from this approach to teaching learning because PBL:

*Encourages academic proficiency

*Meets traditional learning outcomes or course aims

*Goes beyond simply knowing; forcing the student to think about what they know.

*Develops habits in the way the mind is used (eg. Encourages an attitude of life long learning, social responsibility, career ambition)

*Integrates different disciplines and sub disciplines (encourages a broader multi disciplinary and lateral thinking approach to problems)

*Builds relationship skills (In that it requires interaction with others).

*Assesses learning based on criteria more closely related to real world situations

*Is more inclusive (motivates less motivated students; the same projects can be worked on by students with varying skill levels).

*Teachers using PBL methods will report that students have more energy and enthusiasm and they will get more out of their work (teachers I mean!).

What is PBL?

PBL classrooms are high performing learning environments with very high expectations of individual student achievement. The focus is on **critical thinking, collaboration, communication and creativity/innovation** (the 4 Cs).

In PBL, content coverage and memorisation of facts for an examination becomes secondary to deep exploration of rich content and opportunities to apply what is learnt in real adult world contexts.

In a PBL classroom students are working on challenging tasks with their peers. Here's how PBL is defined:

Project Based Learning is a systematic teaching method that engages students in learning important knowledge and developing 21st century competencies (4 Cs) through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks.

An authentic PBL project has eight key elements:

1. Significant content. At its core the project is focussed on teaching students important knowledge and skills, derived from a range of course syllabuses. (English, Maths, Science, Agriculture, History and Visual Arts)
2. 21st century skills. Students must build competencies and attitudes that will that are essential for career and university readiness. (Complex problem solving, collaboration, communication and creativity/innovation)
3. In-depth Inquiry. Students are involved in a rigorous, extended process of asking questions, using sophisticated resources and developing answers.
4. Driving Question. Project work is focussed by an open ended question that sparks interest and inspires exploration. It is intriguing and challenging.
5. Need to Know. The project is relevant to students so that it generates interest and stimulates curiosity
6. Voice and Choice. Students have some input into how they work, the product to be created, how they use their time – guided by a teacher.
7. Revision and Reflection. The project includes processes for feedback so that the product they create is of high quality. A PBL classroom has high expectations of quality work.
8. Public Audience. Students present their work to the adult world, beyond classmates, teacher and family.

How will PBL be implemented at Hurlstone?

In 2015 PBL will be implemented across the curriculum in Year 7. In addition to this teachers in other courses and grades will be encouraged to run PBL projects as a teaching

method in their classrooms. Many teachers at Hurlstone are doing it now and have been for quite a few years.

2015 is a special year for all Australians. On the 25th April we will mark the centenary of the Gallipoli landings. Hurlstone has a rich tradition that places a very high value on the contribution of Hurlstonians to Australia's war efforts, beginning with the ANZACS in WW1.

The centenary of ANZAC will be the focus of a cross curricula project that all Year 7 students will be working on in Term 1 2015. The projects will be completed by the end of Term 1 and will be part of a special showcase that the school will present in Week 1 of term 2 – the week leading up to our ANZAC service on Friday 24th April 2015.

The title of this PBL is "Our ANZACS"

The projects that students will be working on will focus on the 4 Cs but will also feature high expectations of quality work and academic achievement and will engage students in learning significant content from a range of courses including English, Mathematics, Science, History, Agriculture and Visual Arts. Students will work on these projects in peer groups under the guidance of various expert teachers.

The projects will be incorporated into the normal school day. Every day, except Wednesday, students will go to a designated room with their project learning partners, and work on their project during periods 5 and 6.

The hallmarks of this learning will be challenge, high expectation, quality work and student engagement.

What about Assessment and Reporting?

Students will be in normal classes with a more traditional delivery of the curriculum in Periods 1 -4 each day and on Wednesday. In these courses, teachers will assess according to our assessment policies and write a course specific report as we have always done. This report will be issued toward the end of term 2. Not much changes here.

The students will also be assessed and a report will be compiled on their individual and group performance in PBL. This will take the form of a credential which specifically describes the project content and the competencies being learned.

How can Parents Help?

PBL is probably not your school experience, but let's face it you wouldn't want to visit a heart specialist who treated you the way she/he treated people 20 years ago!

Here are four ways you can get involved:

1. Become acquainted with project-based learning practices

Perhaps you're wondering if PBL will be demanding enough to help students learn what they need to know. You may remember projects from your own school days that were fun but

not very rigorous. Or you may wonder how your children will be assessed on projects that involve team effort instead of individual tests.

Here are a few resources to help you understand why PBL is gaining momentum as a way to keep students interested and engaged in school while also helping them develop a deeper understanding of important content, along with essential 21st century skills like critical thinking, communication, and collaboration.

Get a quick overview of PBL in this animated video, [Project Based Learning: Explained](#).

Listen to students describe how PBL makes a difference in their lives in this video, ["It Really, Actually Changed My Life."](#)

The [Buck Institute for Education \(BIE\)](#) offers an extensive introduction to project-based learning. As BIE experts like to point out, PBL is about serious, "main-course" learning, not fluffy projects that seem more like dessert.

2. Keep an open mind

Bruce Alberts, former president of the National Academy of Sciences (USA), says one reason project based learning isn't being tried in more schools is that parents don't support it. That is because they were taught in a more traditional way and aren't acquainted with how project-based learning works.

But think about the role that projects play in your own life - at work and at home. In almost every career field, from aerospace to medicine to law, project teams bring together interdisciplinary experts to accomplish important work. Community challenges are often tackled by collaborative teams, too. You may not have done PBL as a student, but it's a safe bet that you're involved in projects as an adult. Consider the skills and collaboration required for projects to run smoothly. PBL will give your children a head start on developing the skills they'll need in the future - such as managing their time, getting along with others, and knowing how to access and evaluate resources in the information age.

3. Support PBL at Hurlstone

A PBL classroom offers many opportunities for parents to get involved in their children's education. Here are a few ideas for how you can contribute to PBL.

Volunteer to be a project parent. Help locate resources.

Share your expertise. In PBL, students often consult with experts from outside the classroom as part of their investigations. Let Hurlstone know that you're willing to share

your knowledge. You might be asked to serve on a project review panel to give students expert feedback, be part of a focus group, or answer technical questions that involve a subject you know well.

Ask questions. Talk with teachers to learn more about how PBL works. It's likely that your child's teacher uses tools to help your children stay organised with PBL. Talk with your children, too, about what they're doing with their projects. They may be stretching to develop new skills or understand challenging content. Listen as they talk about what they're learning. Reflection is a big part of PBL - it helps learning stick.

Attend showcases. The 'Our ANZACS' project will wrap up with a culminating event where students share what they know and can do as a result of their investigations. Be sure to attend this celebration of learning. You may be amazed to hear how much students learn and accomplish through projects.

4. Ask how your employer could support project-based learning

Because students are involved in real-world projects, local companies and organisations have much to offer in terms of support. Smart employers recognise that their future success will depend on today's students, but they may not know how to engage directly with schools.

Make introductions to connect your child's school with your employer. Companies and nonprofit organizations may be able to provide expertise, materials, volunteers, or funding to support student projects. Think about field research and mentoring opportunities, too.

A Final Word

An enthusiastic team of teachers at Hurlstone are developing PBL. Anyone of them would be happy to speak to you about PBL. A good place to begin would be a chat with the principal Mr. Daryl Currie.



Hurlstone Agricultural High School

2015 Year 7 Subject Requirements

Subject	Student & Classroom Requirements
English	4GB minimum 'English Only' USB, A4 Book, loose leaf paper, plastic display folder, supply of black pens.
Mathematics	Grid book, blue/black pens, red pen, pencil, eraser, ruler. Scientific calculator (preferably CASIO fx-82AU PLUS II) {available for purchase from school for \$22}. Geometry set {available for purchase from school for \$3}.
Science	Pen, pencil, eraser, ruler, calculator scientific, 128 page exercise book.
PDHPE	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$35) for classroom lessons.
Agriculture	Class exercise book (e.g. A4 , stapled exercise book – 96 page), Farm note book (small pocket sized, well bound notebook), writing implements (pens and lead pencils, rubber), ruler, calculator required for some areas of work, sturdy leather lace up school shoes, an old shirt to wear over the uniform in practical lessons & a hat or cap. A USB.
Technology	Workbook – A4 96 pages (lined), USB 2GB, pens, ruler, pencils, eraser.
Music	Music book 96 pages (lined), USB 2GB, pens, ruler, pencils, eraser.
Geography	Exercise Book (150 pages), calculator, ruler, protractor, compass, pencil, coloured pencils.
History	Exercise Book (150 pages), calculator, ruler, pencil, coloured pencils.
Visual Arts	Visual Arts Process Diary (bound sketch book) A4 size (-included in the Year 7 book pack), pencils 2B, HB & 6B, eraser.



Hurlstone Agricultural High School

2015 Year 8 Subject Requirements

Subject	Student & Classroom Requirements
English	4GB minimum 'English Only' USB, A4 Book, loose leaf lined paper, plastic display folder, supply of black pens.
Mathematics	Grid book, blue/black pens, red pen, pencil, eraser, ruler. Scientific calculator (preferably CASIO fx-82AU PLUS II) {available for purchase from school for \$22}. Geometry set {available for purchase from school for \$3}.
Science	Pen, pencil, eraser, ruler, calculator scientific, 128 page exercise book.
PDHPE	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$35) for classroom lessons.
Agriculture	Class exercise book (e.g. A4 , stapled exercise book – 96 page), Farm note book (small pocket sized, well bound notebook), writing implements (pens and lead pencils, rubber), ruler, calculator required for some areas of work, sturdy leather lace up school shoes, an old shirt to wear over the uniform in practical lessons & a hat or cap. A USB.
Japanese	Obento Deluxe Workbook \$35.55 (incl GST), 48 pages exercise book.
Technology	Workbook – A4 96 pages (lined), USB 2GB, pens, ruler, pencils, eraser.
Music	Music book 96 pages (lined), USB 2GB, pens, ruler, pencils, eraser.
History	Exercise Book (150 pages), calculator, ruler, pencil, coloured pencils.
Visual Arts	Visual Arts Process Diary (bound sketch book) A4 size (-included in book pack), pencils 2B, HB & 6B, eraser.



Hurlstone Agricultural High School

2015 Year 9 Subject Requirements

Subject	Student & Classroom Requirements
English	A4 Book/folder loose leaf lined paper, presentation folders, 4GB* 'English Only' USB, Presentation folders, laptops (when available).
Mathematics	Grid book, blue/black pens, red pen, pencil, eraser, ruler. Scientific calculator (preferably CASIO fx-82AU PLUS II) {available for purchase from school for \$22}. Geometry set {available for purchase from school for \$3}.
Science	Pen, pencil, eraser, ruler, calculator scientific, 128 page exercise book.
PDHPE	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$35) for classroom lessons.
PASS elective	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$35) for classroom lessons.
Agriculture	Class exercise book (e.g. A4 , stapled exercise book – 96 page), Farm note book (small pocket sized, well bound notebook), writing implements (pens and lead pencils, rubber), ruler, calculator required for some areas of work, sturdy leather lace up school shoes, an old shirt to wear over the uniform in practical lessons & a hat or cap. A USB.
Japanese	Obento Supreme Workbook \$35.55 (incl GST), 48 pages exercise book.
Multimedia	Workbook – A4 96 pages (lined), USB 4GB, pens, ruler, pencils, eraser.
Food Tech	Workbook – A4 96 pages (lined), USB 2GB, pens, ruler, pencils, eraser.
Music	Music book 96 pages (lined) or folder, manuscript and plastic sleeves for resources, USB 4GB, pens, ruler, pencils, eraser.
Engineering Studies	A4 binder book 64 pages, USB 4GB, compass, ruler, calculator, pens, pencils, eraser.
IST	A4 binder book, USB 4GB, pens, pencils, eraser, ruler.
Graphics	A4 binder book, A3 Presentation Folder, USB 4GB, 0.5 pacer pencil, pens, pencils, eraser, ruler.
Geography	Exercise Book (150 pages), calculator, ruler, protractor, compass, pencil, coloured pencils.
Commerce - Minor & Major	Exercise Book (150 pages), calculator, ruler, protractor, compass, pencil, coloured pencils.
History	Exercise Book (150 pages), calculator, ruler, pencil, coloured pencils.
Visual Arts	Visual Arts Process Diary (bound sketch book) A4 size, pencils 2B, HB & 6B, eraser.



Hurlstone Agricultural High School

2015 Year 10 Subject Requirements

Subject	Student & Classroom Requirements
English	A4 Book/folder, loose leaf lined paper, presentation folders, 4GB* 'English Only' USB, Presentation folders, laptop.
Mathematics	Grid book, blue/black pens, red pen, pencil, eraser, ruler. Scientific calculator (preferably CASIO fx-82AU PLUS II) {available for purchase from school for \$22}. Geometry set {available for purchase from school for \$3}.
Science	Pen, pencil, eraser, ruler, calculator scientific, 128 page exercise book or ring binder and paper.
PDHPE	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$35) for classroom lessons.
PASS elective	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$35) for classroom lessons.
Agriculture	Lap top computer, class exercise book (e.g. A4 , stapled exercise book – 96 page), Farm note book (small pocket sized, well bound notebook), writing implements (pens and lead pencils, rubber), ruler, calculator required for some areas of work, sturdy leather lace up school shoes, an old shirt to wear over the uniform in practical lessons & a hat or cap. A USB.
Multimedia	Workbook – A4 96 pages (lined), USB 4GB, pens, ruler, pencils, eraser.
Food Tech	Workbook – A4 96 pages (lined), USB 2GB, pens, ruler, pencils, eraser.
Music	Music book 96 pages (lined) or folder, manuscript and plastic sleeves for resources, USB 4GB, pens, ruler, pencils, eraser.
Engineering Studies	A4 binder book 64 pages, USB 4GB, compass, ruler, calculator, pens, pencils, eraser.
IST	A4 binder book, USB 4GB, pens, pencils, eraser, ruler.
Graphics	A4 binder book, A3 Presentation Folder, USB 4GB, 0.5 pacer pencil, pens, pencils, eraser, ruler.
History	Exercise Book (150 pages), calculator, ruler, pencil, coloured pencils.
Commerce - Minor & Major	Exercise Book (150 pages), calculator, ruler, protractor, compass, pencil, coloured pencils.
Visual Arts	Visual Arts Process Diary (bound sketch book) A4 size, pencils 2B, HB & 6B, eraser.



Hurlstone Agricultural High School

2015 Year 11 Subject Requirements

Subject	Student & Classroom Requirements
English	A4 book/folder, hole punch, scissors & glue, correction tape (not white-out), stapler and scissors, laptop.
Mathematics	Grid book/ loose leaf folder, blue/black pens, red pen, pencil, eraser, ruler. Scientific calculator (preferably CASIO fx-82AU PLUS II) {available for purchase from school for \$22}. Geometry set is optional {available for purchase from school for \$3}. A mathematical template is optional (but advised) for students studying either Mathematics or Mathematics Extension 1 {available for purchase from school for \$16}.
Science	Pen, pencil, eraser, ruler, calculator scientific, 128 page exercise book or ring binder and paper.
PDHPE	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$66) for classroom lessons.
SLR	Sport uniform (including hat) for practical lessons. Pens and highlighters for classroom lessons
Agriculture	Lap top computer, folder or exercise book, writing implements (pens and lead pencils, rubber), ruler, a calculator that is required for some areas of work and a USB.
Engineering Studies	A4 binder book 64 pages, USB 2GB, compass, set squares, ruler, calculator, pens, pencils, eraser.
Music	Music book 96 pages (lined) or folder, manuscript and plastic sleeves for resources, USB 4GB, pens, ruler, pencils, eraser.
Economics	Folder for notes, calculator, pens, ruler, pencils, eraser.
Business Studies	Folder for notes, calculator, pens, ruler, pencils, eraser.
Modern History	Folder for notes, pens, ruler, pencils, eraser.
Ancient History	Folder for notes, pens, ruler, pencils, eraser.
Legal Studies	Folder for notes, pens, ruler, pencils, eraser.
Geography	Folder for notes, calculator, protractor, compass, pens, ruler, pencils, eraser.
Studies of Religion	Folder for notes, pens, ruler, pencils, eraser.
Visual Arts	Visual Arts Process Diary (bound sketch book) A4 size, pencils 2B, HB & 6B, eraser.
Japanese	Wakatta Workbook 1 \$30.55
Society & Culture	Folder for notes, pens, ruler, pencils, eraser.



Hurlstone Agricultural High School

2015 Year 12 Subject Requirements

Subject	Student & Classroom Requirements
English	A4 book/folder, hole punch, scissors & glue, correction tape (not white-out), stapler and scissors, laptop.
Mathematics	Grid book/ loose leaf folder, blue/black pens, red pen, pencil, eraser, ruler. Scientific calculator (preferably CASIO fx-82AU PLUS II) {available for purchase from school for \$22}. Geometry set is optional {available for purchase from school for \$3}. A mathematical template is optional (but advised) for students studying either Mathematics or Mathematics Extension 1 {available for purchase from school for \$16}.
Science	Pen, pencil, eraser, ruler, calculator scientific, 128 page exercise book or ring binder and paper.
PDHPE	Sport uniform (including hat) for practical lessons. Pens, highlighters and workbook (workbook supplied for students at cost of \$66) for classroom lessons.
Agriculture	Lap top computer, folder or exercise book, writing implements (pens and lead pencils, rubber), ruler, a calculator that is required for some areas of work and a USB.
Japanese	Wakatta Workbook 2 (already purchased \$30.55).
Engineering Studies	A4 binder book 64 pages, USB 2GB, compass, set squares, ruler, calculator, pens, pencils, eraser.
Music	Music book 96 pages (lined) or folder, manuscript and plastic sleeves for resources, USB 4GB, pens, ruler, pencils, eraser.
Economics	Folder for notes, calculator, pens, ruler, pencils, eraser.
Business Studies	Folder for notes, calculator, pens, ruler, pencils, eraser.
Modern History	Folder for notes, pens, ruler, pencils, eraser.
Ancient History	Folder for notes, pens, ruler, pencils, eraser.
Legal Studies	Folder for notes, pens, ruler, pencils, eraser.
Geography	Folder for notes, calculator, protractor, compass, pens, ruler, pencils, eraser.
Studies of Religion	Folder for notes, pens, ruler, pencils, eraser.
Extension History	Folder for notes, pens, ruler, pencils, eraser, Project logbook (A4 bound sketch book).
Visual Arts	Visual Arts Process Diary (bound sketch book) A4 size, pencils 2B, HB & 6B, eraser.

2015 Bell Times

	Monday	Tuesday	Wednesday	Thursday	Friday
Roll Call	8:40 – 8:50	8:40 – 8:50	8:40 – 8:50	8:40 – 8:50	8:40 – 8:50
Period 1	8:50 – 9:41	8:50 – 9:41	8:50 – 9:32	8:50 – 9:41	8:50 – 9:41
Period 2	9:41 – 10:32	9:41 – 10:32	9:32 – 10:14	9:41 – 10:32	9:41 – 10:32
Recess	10:32 – 10:51	10:32 – 10:51	10:14 - 10:36	10:32 – 10:51	10:32 – 10:51
Period 3	10:51 – 11:42	10:51 – 11:42	10:36 – 11:18	10:51 – 11:42	10:51 – 11:42
Period 4	11:42 – 12:33	11:42 – 12:33	11:18 – 12:00	11:42 – 12:33	11:42 – 12:33
Lunch	12:33 – 1:13	12:33 – 1:13	12:00 – 12:40	12:33 – 1:13	12:33 – 1:13
Period 5	1:13 – 2:04	1:13 – 2:04	Sport – 12:40	1:13 – 2:04	1:13 – 2:04
Period 6	2:04 – 2:55	2:04 – 2:55	Sport – 2:30	Students Home	2:04 – 2:55

Assembly Day	
Roll Call	8:40 – 8:50
Period 1	8:50 – 9:31
Period 2	9:31 – 10:12
Recess	10:12 – 10:31
Assembly	10:31 – 11:31
Period 3	11:31 – 12:12
Period 4	12:12 – 12:53
Lunch	12:53 – 1:33
Period 5	1:33 – 2:14
Period 6	2:14 – 2:55