

# Hawkesbury High School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Hawkesbury 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.

Jenny Linklater

Principal

## School contact details

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## Message from the Principal

Hawkesbury High School had a very productive year in 2016 and was a very exciting time for our school. In addition to the work we were doing to improve teaching and learning, the school was part of the Schools Renewal Program. Work commenced on the refurbishment of the administration buildings, establishment of outdoor classrooms, gardens and new school entry. This work will continue in 2017. Both staff and students look forward to its completion.

The three Strategic Direction teams worked collaboratively throughout the year towards achieving the milestones identified in the school plan.

# School background

## School vision statement

Hawkesbury High School is a comprehensive community high school committed to nurturing and inspiring students to work hard and achieve their potential. Our quality teaching and leadership programs empower students to be aspirational, self-directed, resilient and lifelong learners who have the capacity to succeed in a dynamic 21st century society.

## School context

Hawkesbury High School is located approximately 70 km North West of the Sydney CBD, on the outer edge of the Sydney Basin. The school is surrounded by Cumberland Plain Forest in a semi-rural setting. The current enrolment is 500 students. We have 45 teaching staff and 10 ancillary and support staff.

The school has excellent facilities with an Agricultural Farm, Drama Theatre, multi-purpose hall and Trade Training Facilities (Hospitality, Metals and Engineering).

The school prides itself on the quality and variety of educational and extra-curricular experiences available to students. Key initiatives include: Rural Fire Cadets, Agricultural Show Teams, Equestrian Sports, Knock-out teams, Duke of Edinburgh Awards Scheme, Australian Business Week, Tournament of Minds, Public Speaking, Science and Maths Competitions, Premier's Reading Challenge and Creative and Performing Arts initiatives.

The school provides excellent professional learning experiences for staff with a focus on Quality Teaching and Learning. In 2014, the school launched Positive Behaviour for Learning which emphasises our core values of all students being; Safe, a Team-Player, an Achiever and Respectful. These are our STAR values.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

In 2016 Hawkesbury High School participated in external validation. Staff worked collaboratively to evaluate and annotate evidence against the School Excellence Framework. During the external validation process, an independent panel of peer principals considered evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. 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.

**Learning Domain** – In the domain of Learning the school's self-assessment was consistent with the evidence presented in four elements and was validated using the School Excellence Framework. In the element of; – Curriculum and Learning the evidence presented indicated the school is operating at the Sustaining and Growing stage. **Future Directions** – Positive Behaviour for Learning – move into Classroom Systems. Provide professional learning for PBL team and the whole staff. Develop and implement a school-wide strategy to "Bump Up" student performance as indicated by NAPLAN results to increase the number of students in the top two bands. **Teaching Domain** – In the domain of Teaching the school's self-assessment was consistent with the evidence presented in two elements and validated using the School Excellence Framework. In the element of; – Data Skills and Use the evidence presented indicated the school is operating at the Sustaining and Growing stage – Collaborative Practice the evidence presented indicated the school is operating at the Excelling stage – Professional Standards the evidence presented indicated the school is operating at the Sustaining and Growing stage. **Future Directions** – Quality Teaching Rounds will be further implemented. The school will continue in the University of Newcastle QTR study. Inquiry Based Learning will expand with all faculties developing IBL Units. Continue implementing the program of faculty and system reviews. **Leading Domain** – In the domain of Leading the school's self-assessment was consistent with the evidence presented in one element and validated using the School Excellence Framework. In the element of; – School Planning the evidence presented indicated the school was operating at the Sustaining and Growing stage – School Resources the evidence presented indicated the school was operating at the Sustaining and Growing stage – Management Practices and Processes the evidence presented indicated the school was operating at the Sustaining and Growing stage. **Future Directions** – Continue to develop a culture of high expectations, accountability and school-wide improvement. Review and evaluate progress on Communications Audit recommendations. Consult with and engage staff, students, parents and community in school planning and decision making. Further develop and strengthen school partnerships with universities, businesses and community organisations to improve educational and post school opportunities for students. Continue to implement and refine the 2015–17 school plan, evaluate strategic directions and their impact by monitoring the achievement of milestones. Continue to strategically and efficiently manage available resources to ensure the best educational provision and achieve improved student outcomes. Use the School Excellence Framework to promote evaluative thinking.

## Strategic Direction 1

### Sustained Student Engagement Attainment

#### Purpose

To ensure that students receive a high quality education that focuses on participation, recognition, feedback and self-reflection by all staff and students. Hawkesbury High School Community will enhance student engagement and attainment by focusing on developing individual responsibility for learning and behaviour.

#### Overall summary of progress

In the enrichment program pilot students developed a project exploring their identified area of interest. They used scaffolds to help them organise their work and had freedom to choose their own end product and pathway to achieve that product. The enrichment program ran in 2016 with a 100% retention rate and 100% of participants stating that they would participate in a second round, indicating the amendments were effective and resulted in increasing student engagement HHS School.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Successful implementation of Positive Behaviour for Learning to move into Classroom Systems.	PBL was implemented and integrated into school wide non-classroom settings. External evaluations indicate the school is ready to move PBL into Classroom Systems. Teachers are more confident to mentor students.	\$1700
Increased provision of extracurricular programs and activities at school.	Establishment of a range of extracurricular opportunities and Lunchtime clubs. Establishment of the Chaplaincy program which also provided Career counselling for students	\$200
Growth plans are developed in consultation between staff and students	All students develop a "Growth" Plan in consultation with parents and teachers. This plan becomes a useful living document for supporting students to achieve their academic and career goals. Students identify at least one teacher as potential mentor or support person to help them with the plan.	\$200

#### Next Steps

Hawkesbury High aims to offer all students access to and ability to achieve STAR expectations no matter the setting, subject or ability. PBL will move into classroom settings in Term 1 2017.

Extra-curricular activities and interest groups will be continued in 2017. Students meet at least once a week during lunchtime. Activities are available to all students and are voluntary. The activities include; art, manga/anime, hip hop dance, agriculture, Harry Potter enthusiasts, computer coding and games including chess. The atmosphere is fun and relaxed. Each student is encouraged to come along and try the clubs out or alternatively they are encouraged to start and interest group of their own.

## Strategic Direction 2

### Quality Teaching and Learning

#### Purpose

The core business of Hawkesbury High School is to ensure that students receive a high quality education that provides students with the skills and knowledge to participate effectively in the 21st century. Quality Teaching Pedagogy should be evident in every learning and assessment program and visible in the teaching and learning activities in each classroom. Implementation of the "Premier's Priority "Bump it Up" Strategy.

#### Overall summary of progress

Quality Teaching was a key focus in 2016. All teachers engaged in professional learning with the Quality Teaching Framework as a central focus. Involvement in Lesson Study and Quality Teaching Rounds resulted in positive contributions to collegial discussions and improvements in teaching and learning. A whole school approach to ensure consistency resulted in a valid and reliable system for assessment of student learning. Improvements in the development and structure of the Higher School Certificate assessment booklet provided students with accessible information for each assessment task, weighting and outcomes to be assessed. An Inquiry Based Learning program pilot which focused on Year 7 across all Key Learning Areas was successful. The program promoted Creativity, Collaboration, Critical Thinking and provided students with strong Connection to authentic learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Positive growth for 100% of students.	Quality Teaching Rounds Assessment schedule published, Assessment tasks reflect differentiation to meet student needs.	\$10761
50 % increase in Student Active Engaged Learning and Student Learning Conversations as evidenced by professional conversations, lesson observations and staff and student feedback.	Inquiry Based Learning, Student Growth plans are used to support students monitor and achieve their academic progress and career aspirations.	\$1900

#### Next Steps

Student academic progress will continue to be closely monitored in 2017. An expansion of the Progressive Achievement Tests will compliment the data from NAPLAN and other external assessments. Explicit strategies to teaching Reading, Writing and Numeracy written in all learning programs with reference to how reading, writing and numeracy skills are taught. The BIU team will continue to plan strategies to address achievement gaps, collaborating on the design of data walls and other instruments to track targeted students' growth in reading, writing and numeracy.

## Strategic Direction 3

### Strong Community Connection

#### Purpose

To develop and promote strong partnerships with parents and Hawkesbury Learning Community and develop positive relationships with stakeholders in the local area. To strengthen connections with organisations and institutions to enhance the opportunities of students who can aspire to achieve their potential with confidence, pride in their school and the Hawkesbury area.

#### Overall summary of progress

Throughout 2016 the Strong Community Connection team aimed to improve communication structures internally and externally, raise awareness of the school's learning culture, programs, development and future directions. To achieve these goals, an external communication audit was conducted, leading to the team re-developing and relaunching the new look school website; redesigned the monthly school newsletter to make it more user friendly. The school Facebook page was initiated to increase the level of engagement of students and parents within the school. It was also used to create awareness of the wide range of school and community events, celebrate school success stories within the range of contexts. In addition to the current and future directions of the school. Moving forward, the Strong Community Connection team is focused on building strong links and productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students. Maintaining the strong line of 'top down' and 'bottom up' forms of communication within the teaching staff; continual promotion of school events, achievements, directions and success stories through our well established online and print presence; and launching a range of new promotional initiatives aimed at increasing student aspiration and growth mindset (Motivational Monday) and increasing parent involvement within the school (Humans of Hawkesbury).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of events and involvement of students in years 3–6 from partner primary schools. A 10% improvement in students' enrolment in Tertiary education. 10% improvement in a parents understanding of their child's learning and educational opportunities as reflected in the Tell Them From Me Partnerships in Learning Parent Survey (2014)	Increased opportunities for inter-school partnerships. Hawkesbury band program, introduction of arts and drama classes outside school hours for primary students. Increased use of school website and Facebook as a means of communication. Hawkesbury Band, Hawkesbury Festival, Hawkesbury Show.	\$8000

#### Next Steps

The school will continue to increase the learning opportunities for students in partnership with parents and community organisations. In 2017 continued development of the range of online communication platforms and resources will be developed for students, parents and staff.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The Aboriginal Education Officer (AEO) works collaboratively with students, carers and the Learning and Support Team to develop Personalised Learning Pathways for all Aboriginal students. High expectations are held for all students to achieve, both academically and socially. This includes encouragement for all students to complete the HSC and further education and employment. The AEO communicates regularly with parents and assists Aboriginal students with literacy and numeracy. Regular check-ins with high-needs Aboriginal students with close monitoring of academic progress and engagement at school. Aboriginal attendance rates have steadily improved.	\$31366
<b>Socio-economic background</b>	<p>In 2016, the development of Individual Student Learning Plans was a continued focus with a coordinated system of support to enhance student learning. There has been an emphasis on embedding school wide systems to ensure the effective development of plans, access to additional support for students in class and withdrawal to work with staff and increased use of learning plans by teachers to monitor and support student learning.</p> <p>These processes allow all staff to review the effectiveness of strategies and make recommendations for future planning to support students. Parent and caregiver consultation strengthened this process in 2016, allowing more opportunity for collaborative planning to support student progress. These systems allow staff to understand their responsibilities in supporting student learning and to actively make necessary adjustments and modifications to class work and assessments where appropriate.</p>	\$9431
<b>Support for beginning teachers</b>	In 2016 there were two permanent Early Career teachers and seven temporary or casual Early Career teachers who were all supported to attend a range of professional development opportunities. These teachers were also provided with release time to observe other teachers' lessons, develop learning programs and prepare evidence and annotations for their submission towards accreditation at Proficient.	\$11708

# Student information

## Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	282	265	265	244
Girls	280	285	240	233

The student enrolment has declined in recent years with 490 students in 2016. There were 46 Aboriginal students at school which was approximately 8% of the school enrolment. A significant number of students reside in Out of Home Care. English is the overall language spoken at home with no parents requiring an interpreter. Many parents work in trades and rural industries. The community is largely a low socio economic group with a FOEI of 113 for 2014/2015. Some of our students live up to two hours away from the school by bus or car. The greatest number of parents identify as having school education to Year 10 or equivalent and post school qualifications as Certificate I–IV or no non-school qualifications.

## Student attendance profile

School				
Year	2013	2014	2015	2016
7	92	90.9	90.4	89.9
8	89.3	88.6	88.6	88.4
9	85.7	85.6	90.2	88.2
10	83.5	82.9	86.9	87.9
11	82.3	72.8	86.2	80
12	86.9	86.4	82.7	81.1
All Years	86.8	84.9	88	86.4
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

A collaborative approach to managing student attendance has been successful in reengaging targeted students. Monitoring student attendance is a whole-school responsibility. The Principal works closely with the Head Teacher Administration and Head Teacher Welfare to review students' attendance. Individual teachers mark each student's attendance in the roll call period at the beginning of each day. Parents are informed when their child is not present at school via the SMS system. Parents respond via SMS, phone call or note to the office with the reason the student was absent from school and the number of days. The Head Teacher Administration monitors attendance and communicates with parents and carers regarding concerns. The Head Teacher Welfare with the Home School Liaison Officer to monitor students' attendance and plans strategies to remediate attendance issues. Parents are requested to come to the school for a meeting to discuss attendance issues. The attendance report is tabled at the Welfare Team meeting to plan how to support students and families. Families who do not engage with school-based strategies are referred to the HSLO who monitors the Student Attendance Plan. In addition to this, external agencies may be contacted to support the family and student to reengage at school.



## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	2	7
Employment	3	18	28
TAFE entry	3	15	28
University Entry	0	0	17
Other	0	2	6
Unknown	0	0	14

Students engage in a range of programs to help them in their career path for the future. These include a Careers market at the school with information on Universities, TAFE, Defence Force, Apprenticeships and Traineeships. A work-experience program for students in Year 10 provides a general introduction for students to the 'world of work'. Students are able to observe a variety of worksites often in their field of career interest and undertake supervised tasks. Work experience builds on the career planning and transition activities and assists in career choices. Australian Business Week (ABW) runs in Term 4 targeted to Year 10 students. The program develops student understanding of business and work place environments', develops students' problem solving skills, gain an insight into marketing and resource management and allows students to explore vocational pathways by providing students with a platform to work collaboratively with community members and foster lifelong learning. The aim of careers education is to broaden students' horizons by increasing knowledge and understanding of possible career opportunities and make students aware of their skills, strengths and qualities that are essential for career planning. Careers also connect students to potential careers that also increases motivation and sense of achievement, boosts self-esteem and confidence and develops self-help skills that will be of life-long benefit. Exit data indicates a strong correlation to the industries students were successful in gaining employment and further training and work experience. Using this data, we see the program was successful in providing students with an avenue towards their future career paths.

## Year 12 students undertaking vocational or trade training

At Hawkesbury High School 54% of students who undertook the Higher School Certificate in 2016 completed a Vocational Education and Training (VET) course. The courses offered for the HSC were Construction, Hospitality and Metals and Engineering. Of these, 86% of students enrolled in VET achieved their full qualification. This encompassed the Certificate II in Hospitality, Certificate II in Pathways to Construction and Certificate I in Metals and Engineering.

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

At Hawkesbury High School in 2016 98% of students enrolled in school vocational education achieved their Higher School Certificate. The following vocational education courses were offered as part of the HSC pathway. Of these, 5 students studied Hair and Beauty Services, 4 students studied Animal Studies, 1 student studied Plumbing, 1 student studied Hairdressing, 1 student studied Community Services and 1 student studied Early Childhood Education and Care.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	25.2
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	8.68
Other Positions	4.3

\*Full Time Equivalent

In 2016 one Head Teacher and one Aboriginal Education Officer identify as Aboriginal.

### 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	46

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

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>492 919.00</b>
Global funds	480 877.00
Tied funds	403 830.00
School & community sources	219 168.00
Interest	12 699.00
Trust receipts	70 857.00
Canteen	0.00
<b>Total income</b>	<b>1 680 350.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	121 868.00
Excursions	57 061.00
Extracurricular dissections	59 931.00
Library	7 766.00
Training & development	1 543.00
Tied funds	388 591.00
Short term relief	115 468.00
Administration & office	129 042.00
School-operated canteen	0.00
Utilities	86 455.00
Maintenance	62 497.00
Trust accounts	77 747.00
Capital programs	12 727.00
<b>Total expenditure</b>	<b>1 120 696.00</b>
<b>Balance carried forward</b>	<b>559 654.00</b>

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

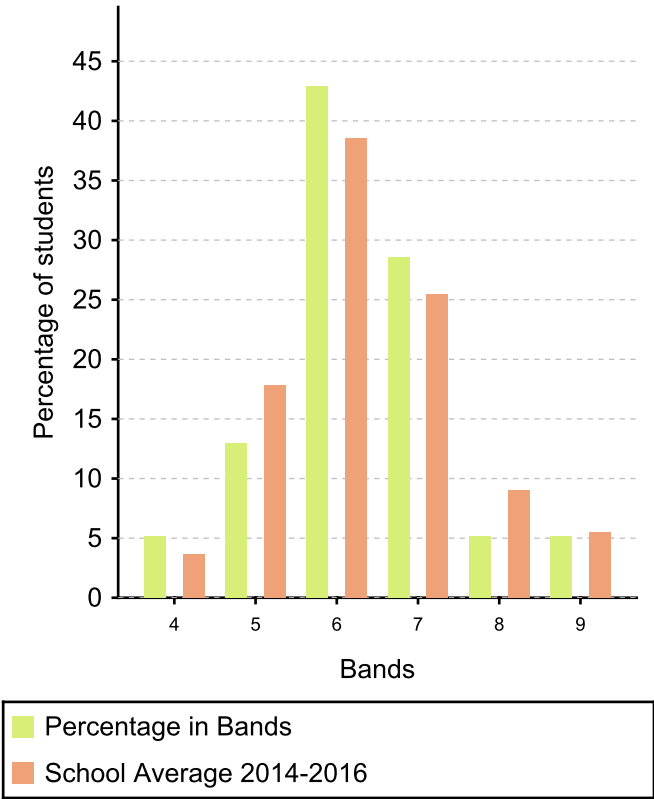
## NAPLAN

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.

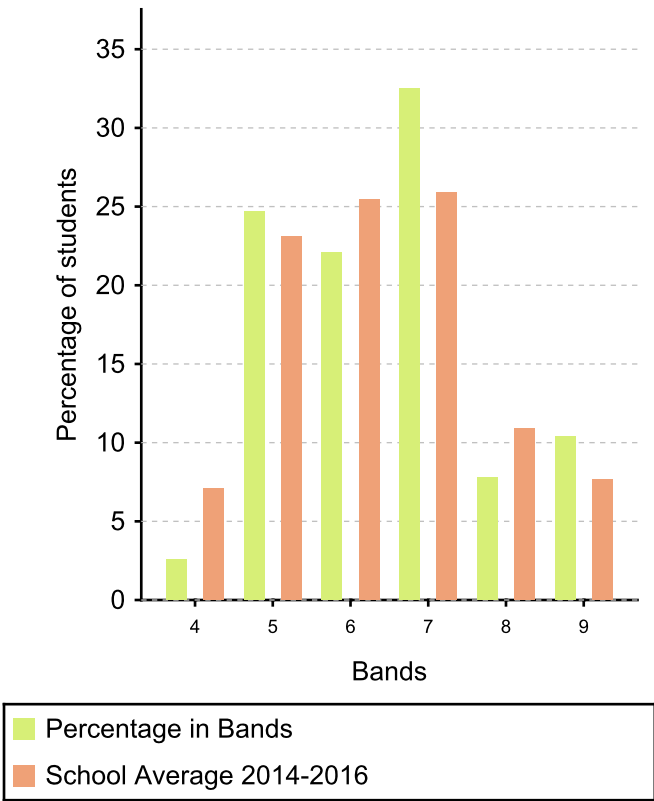
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The overall results for NAPLAN are consistent with the school being identified as having an over representation of students in the middle bands.

In the period 2014 to 2016, there was a higher than average participation rate in NAPLAN tests for Year 7 students. In Year 7, for reading, there was a higher representation of students in bands 6 and 7 and a lower representation of students in bands 8 and 9 than the state. This trend in reading was also consistent with grammar and punctuation. For writing and spelling there was an over representation of students in bands 4, 5 and 6 against the state and under representation in bands 7, 8 and 9.

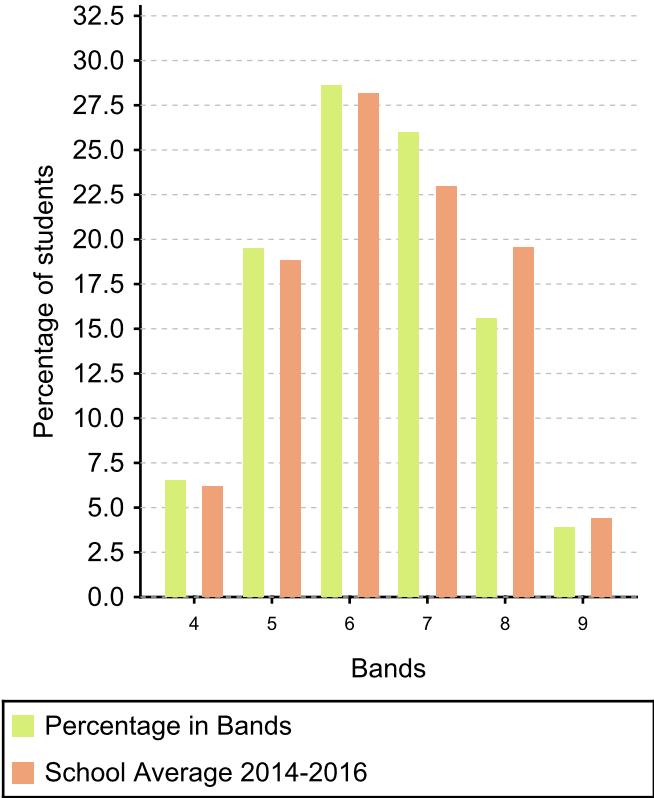
Percentage in bands:  
Year 7 Reading



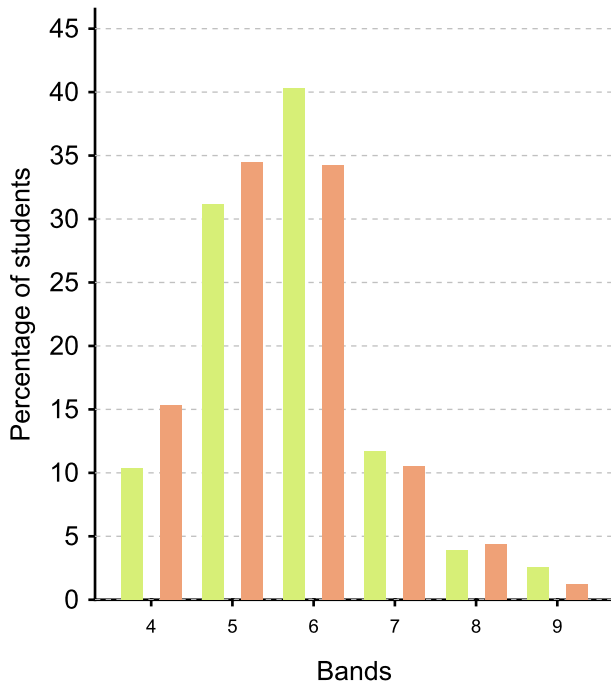
Percentage in bands:  
Year 7 Grammar & Punctuation



Percentage in bands:  
Year 7 Spelling

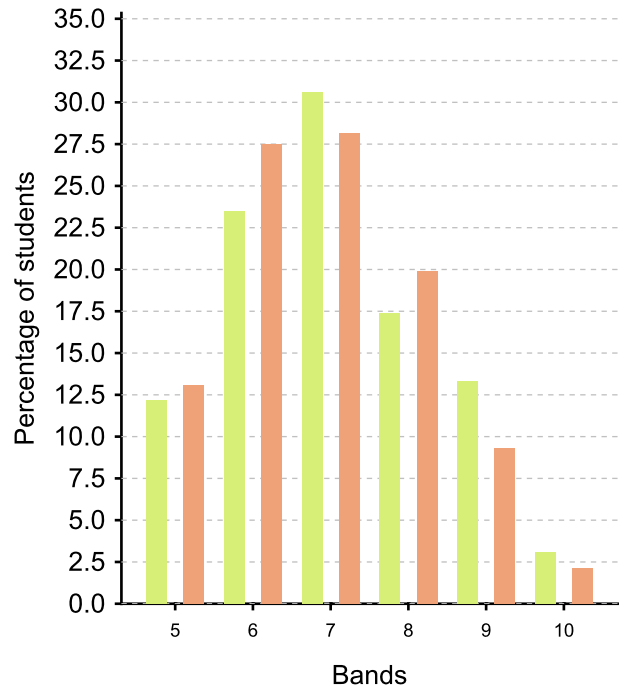


**Percentage in bands:**  
Year 7 Writing



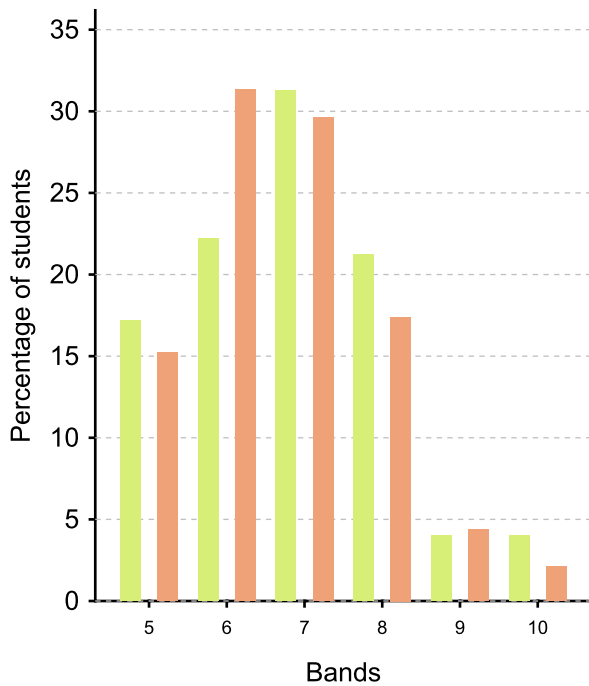
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Reading



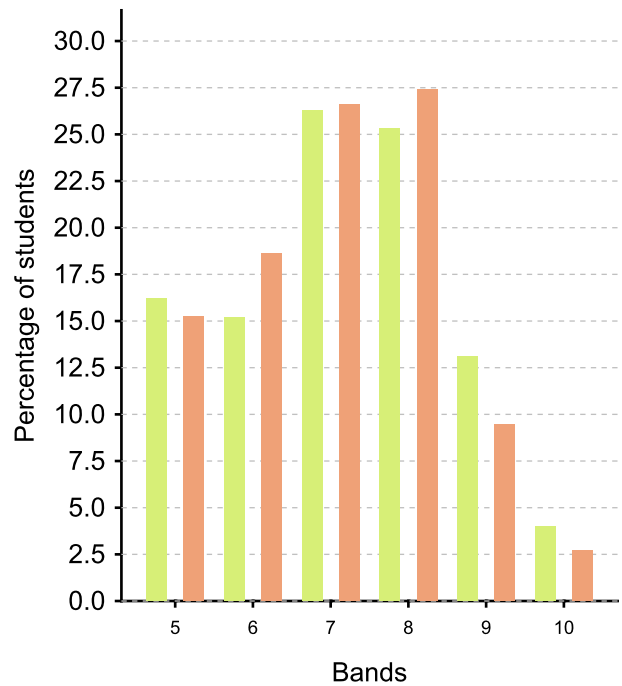
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Grammar & Punctuation



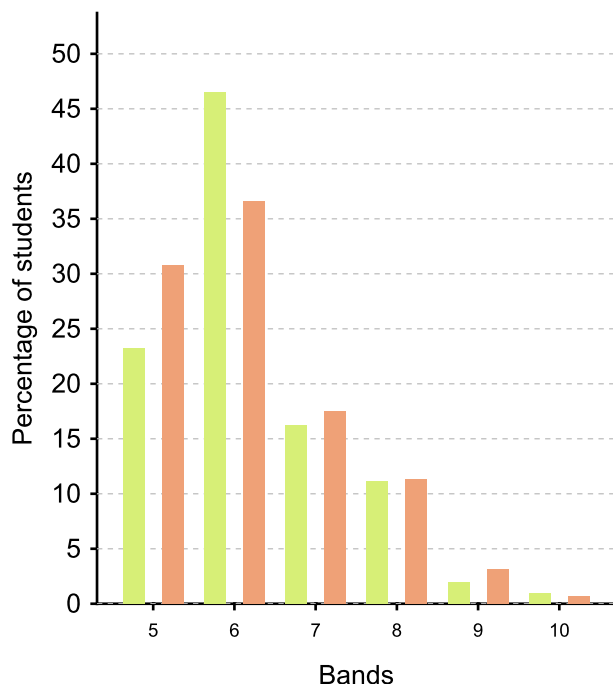
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Writing



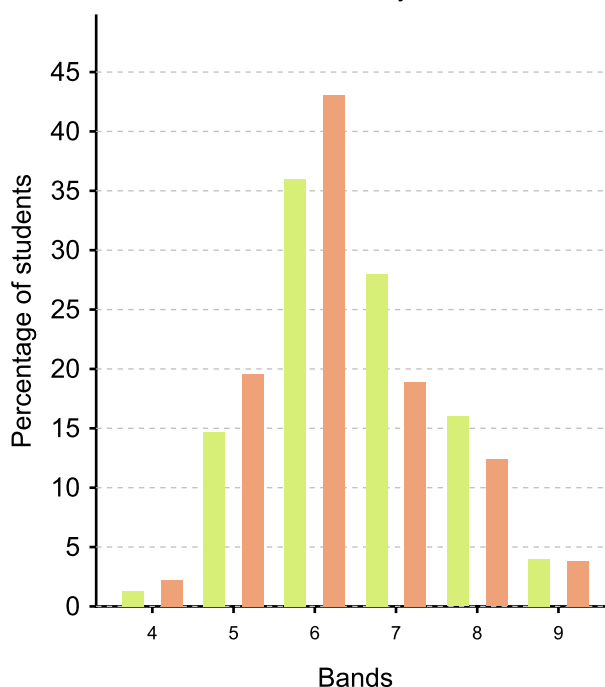
Percentage in Bands  
School Average 2014-2016

In Year 9, the participation rate in NAPLAN was lower than the Australian average. For reading and spelling, there was a higher representation of students in bands 5, 6 and 7 and a lower representation of students in bands 8, 9 and 10 than the state. There was an increase in the top 2 bands – 9 and 10 from the previous 2 years NAPLAN results 2014–2015 showing a shifting trend into the higher bands for reading and spelling.

For writing, there was a higher percentage of students in bands 5 and 6 when compared to state average. Students were under represented in bands 7, 8, 9 and 10 than the Australian or state average. For grammar and punctuation, there was a higher percentage of students in bands 5, 6 and 8.

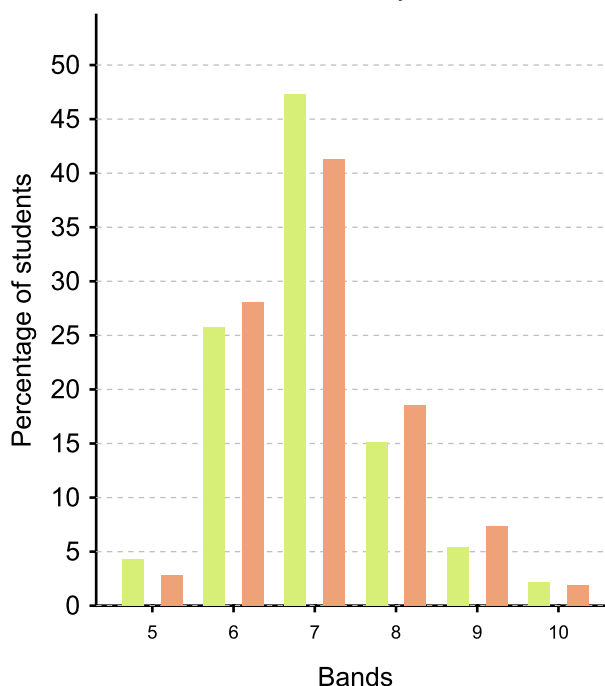
Band 8 and band 10 show increased numbers of students from the last 2 year NAPLAN 2014 and 2015. Band 7 in grammar and punctuation is on-par with the state. There is an under representation in bands 9 and 10 for grammar and punctuation. In Year 9, there have been increased students in bands 9 and 10 in spelling with 25% of students in band 8 which is on-par with the Australian Average of 27%. In Year 9, for writing, there was a higher percentage of students in bands 6 and 7 than the state.

**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2014-2016

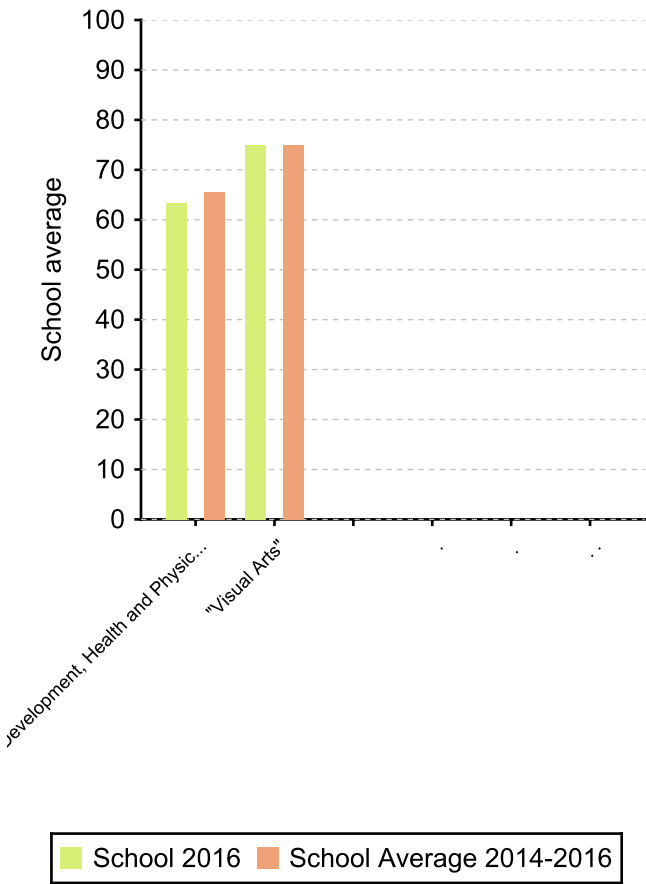
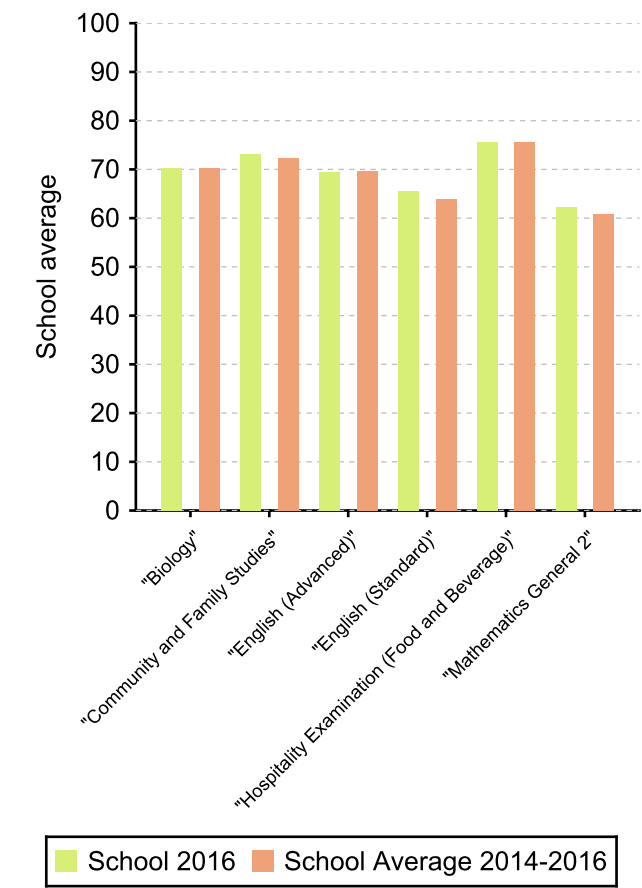
In year 7 numeracy, there has been an increase in the number of students in bands 7 and 8 and a decrease in the number of students in bands 5 and 6 compared to the previous 2 years 2014–2015. This shows a positive trend of shifting NAPLAN results into the higher bands. In year 7, numeracy the number of students in band 9 has remained consistent when compared to the

previous 2 years. In band 9 there is a significant under representation of students when compared with the state.

In year 9 numeracy, there was an over representation of students in bands 5, 6 and 7 and an under representation of students in bands 8, 9 and 10 when compared with the state. This is consistent with the school being identified as having potential for improvement in this area.

### Higher School Certificate (HSC)

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



Thirty-five students sat Higher School Examinations in 2016. Results demonstrated an overall improvement in the number of students achieving a band 4 or higher. Courses that achieved above the state average included; Agriculture, Ancient History, Community and Family Studies, Food Technology, Hospitality (Food and Beverage) and Metals and Engineering. Twenty-six band 5s were achieved across twelve different courses. Courses that included a practical component generally achieved higher results in the practical section than in the written examination.

HSC trend data from 2011 – 2016 shows an increasing trend of student achievement within the high performance bands and decreasing achievement within the low performance bands. In 2016, the percentage of students in the high performance bands was greater than the percentage in the low performance bands.

The critical factor underpinning this trend remains building teacher capacity and improving the quality of pedagogy across the school with a relentless focus upon quality teaching in all subjects and courses. The school will continue to provide the leadership and professional learning to ensure each teacher has the capacity to address the personal learning needs of individual learners and address the educational challenges, changes to syllabi and course structure to improve students' achievement in the HSC.



## Parent/caregiver, student, teacher satisfaction

Satisfaction was quantified using parameters measured by the Tell Them From Me suite of surveys. The student survey identified that the majority of students feel a sense of belonging, forming positive relationships with both peers and teachers. The majority of students place value on school outcomes, recognising the relevance and importance of what they are learning to their own lives.

There was improvement in reported levels of both student motivation and effort year on year from 2014 to 2016, but levels remain below school expectations. Research suggesting that participation in extracurricular activities can increase academic motivation has led to the implementation of a lunchtime clubs and societies program with the aim of increasing student engagement.

The parent survey identified that parents and caregivers feel welcome at the school, feel informed about school, their child's learning and feel that their child's learning is well supported. The data indicate that parents are not aware of all the programs and activities in place to ensure student inclusivity, identifying the need to communicate this information more effectively.

The staff survey reported that teachers believe that we are an inclusive school where staff work collaboratively to meet the learning needs of all students. The survey reported lower than expected levels of staff morale but identified that the majority of staff feel that school leaders are leading improvement and change. It is expected that a higher level of staff morale will be reported in the next survey.

## Policy requirements

### Aboriginal education

Hawkesbury High School is actively committed to Aboriginal Education and *Closing the Gap* through providing significant learning opportunities for students which facilitate improved learning outcomes and achieve positive change. In 2016, the number of students who identified as from Aboriginal backgrounds was 47 which was 10% of enrolments. The Aboriginal Education Leadership Team worked collaboratively to develop and coordinate a range of activities and strategies to engage students with their Aboriginal culture, connection with school and their community. These activities included: Allowah Day, NAIDOC Day, Australian Indigenous Mentoring Experience (AIME) and in-class learning and support for students.

In 2016 the school experienced an upward trend for Aboriginal students' attendance. Close monitoring of Aboriginal students' educational outcomes was achieved through the analysis of SMART, NAPLAN and HSC results and school assessments. This forms part of the overall Bump it up strategy. Along with quality teaching, effective learning programs and coordinated support from the leadership, Learning and Support and

teaching and learning teams, the school is working strategically to improve the outcomes for all Aboriginal students.

Hawkesbury High School has within its boundaries, an area of critically endangered Cumberland Plains Woodland which also contains an Aboriginal silcrete site. Prior to European occupation this site was used for toolmaking. This area was under regeneration throughout 2016 in partnership with the NSW Local Lands Services, Hawkesbury Environment Network, Green Army and Western Sydney University students. The site has areas of rare and critically endangered terrestrial orchids which were an important food source for the traditional owners, the Darug people and is recognised as part of a trade route. The site will continue to be regenerated in 2017 and further developed as a learning resource for the school and our Aboriginal community.

### Multicultural and anti-racism education

Hawkesbury High School has a student cohort which is not at all ethnically diverse. The International Links program continued in 2016 to help students expand their knowledge and experience of other cultures. A group of students and two teachers travelled to Japan to experience school life and Japanese culture. A visit by a group of students from Korea also gave students the chance to billet and opportunity to share our Australian lifestyle and culture. Student performances at formal assemblies and Freemans Reach Public School enabled students to gain an insight into different cultural beliefs and practices. This acculturation helped to dispel cultural stereotypes.

Society and Culture students visited the Australian Islamic College of Sydney at Mt Druitt and the Nan Tien Buddhist Temple in Wollongong. Students returned to school to share their experiences with the student body. These experiences provided our students with rich opportunities for multicultural learning and anti-racism education. It is planned the school will continue this International Links program and host students in 2017 as part of the cultural exchange program. This will help to ensure students continue to develop their intercultural understanding and provide opportunities to communicate with students from other