

Hawkesbury High School

Annual Report



2017



8565

Introduction

The Annual Report for 2017 is provided to the community of Hawkesbury High School as an account of the school's operations and achievements throughout the year. Our committed teachers ensure all students engage in holistic and appropriately challenging learning programs. Hawkesbury High School continued its pursuit of excellence in the provision of high quality educational opportunities for all students. The main focus continued to be on providing quality teaching and engaged learning experiences for students in all courses with an expansion of Inquiry Based Learning and Quality Teaching Rounds.

The extracurricular program of Lunchtime Clubs was expanded to include a Science, Technology, Engineering and Mathematics (STEM) focus of Robotics. In partnership with Guide Dogs NSW/ACT and parent volunteers, the school undertook "Positive Paws", a world first pilot for students who assisted in training pre-vaccinated Guide Dog puppies. This program was so successful in 2017 there are plans to further expand into other schools in 2018.

Student leaders represented the school at many different events including; ANZAC Services, the 150th Commemoration of the Hawkesbury Flood and were Masters of Ceremonies at the Hawkesbury Dance Festival. The Agriculture team successfully competed at Hawkesbury Agricultural Show in the cattle judging and sheep competition where they achieved a commendable second place. Our Stage Band and music ensembles performed at many events throughout the year leading to accolades from the community.

Many students represented the school at Zone, Regional and State levels. Sydney West representatives included; Caitlyn Ferrier in Athletics and Cross Country, Cameron Ferrier in Cross Country, Paige Bulman in Athletics, Angus and James Kennedy in AFL and Tara Fidock in Trampolining. Jessie Rice-Ward was awarded first place in the Inter-Schools Equestrian Show Jumping Competition going on to be selected for the Junior NSW and Australian Junior Equestrian Teams. Equestrian vaulters; Tegan Davis, Isabella and Lucia Rogan and Hope Beetson were chosen to perform at Sydney Royal Easter Show and Hawkesbury Agricultural Show in the main ring. The school's "White Ribbon" program engaged students, teachers, parents and community representatives to raise awareness about domestic violence in the community. Our boys participated in the White Ribbon competitions with the Junior Boys Touch team winning the White Ribbon Cup.

This report 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

Relieving Principal

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School background

School vision statement

Hawkesbury High School is a comprehensive community high school committed to nurturing and inspiring all students to strive 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 449 students. We have 37 teaching staff and 18 ancillary and support staff.

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

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

The school provides excellent professional learning and staff development with a strong focus on Quality Teaching and Learning. In 2017, Positive Behaviour for Learning was expanded into Classroom Systems which further emphasised our core values with all students being; Safe, a Team-Player, Achievers and Respectful in all settings. These are our STAR expectations.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

In 2017 Hawkesbury High School participated in Self-Assessment using the School Excellence Framework. In the **Learning Domain** – In the domain of Learning the school is operating at the Sustaining and Growing stage. Positive Behaviour for Learning moved into Classroom Systems. Professional learning for PBL team and the whole staff. A school-wide strategy to "Bump Up" student performance in NAPLAN results was implemented to increase the number of students in the top two bands. **Teaching Domain** – In the domain of Teaching the school's self-assessment indicated the school is operating at the Sustaining and Growing stage. Quality Teaching Rounds was further implemented in 2017. The school continued in the University of Newcastle QTR study. Inquiry Based Learning was expanded with all faculties developing IBL Units. **Leading Domain** – In the domain of Leading the school's self-assessment indicated the school was operating at the Sustaining and Growing stage. The school continued to develop a culture of high expectations, accountability and school-wide improvement. School partnerships with universities, businesses and community organisations were expanded to improve educational and post school opportunities for students.

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

The Lunchtime clubs program was further expanded to offer students a variety of choice in participation in extra-curricular interest groups during lunchtimes. Each Lunchtime Club is student centred and supervised by a teacher expert. The program includes enrichment projects which explore identified areas of student interest, provide an avenue for peer support groups based on common interests. Lunchtime Clubs foster a culture of peer leadership and enhance positive peer and teacher relationships which form the basis of Hawkesbury High's STAR expectations.

The program provides students with opportunities to develop academic and non-academic interests, talents and skills, affording students strategies to achieve the school STAR expectations. The popularity of the clubs has seen a decrease in incidents of negative behaviours during lunchtime. This is a result from increased choice of activities, extra teacher supervision and opportunities for students to pursue creative outlets. Individualised Growth plans were developed for each student and these were further developed to include a report reflection and NAPLAN reflection.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Successful implementation of Positive Behaviour for Learning to move into Classroom Systems.	\$20823	In 2017 Positive Behaviour for Learning moved successfully into Classroom Systems. A system of school wide entry and exit to lessons was developed with a consistent blackboard configuration including a Do Now literacy activity for students at the beginning of each lesson. Implementation was reviewed by executive walkthroughs in all faculties. The PBL Team developed an implementation plan for 2018.
Increased provision of extracurricular programs and activities at school.	\$4450	The program of extra-curricular activities was expanded with the provision of extra Lunchtime clubs available for students. These included; Literary appreciation Harry Potter Club, Chess, Visual Art, Music, Dance and Drama as well as sporting opportunities and the introduction of Robotics.
Growth plans are developed in consultation between staff and students	\$600	Growth plans were collaboratively developed for all students and these were reviewed each semester with the mentor. The program was evaluated and further refined to include student report and NAPLAN reflections.

Next Steps

Hawkesbury High supports all students to achieve the STAR expectations in all settings. This was achieved through a team based proactive approach to develop and sustain school-wide STAR expectations for behaviour and learning. In Term 2018 Positive Behaviour for Learning into Classroom Systems will focus on increasing student opportunities to respond in lessons and extra choice within assessment tasks. In 2018 a school-wide review of rewards and recognition for students will be conducted. Extra-curricular activities and interest groups will be further expanded in 2018.

Introduction of a formal Senior Mentoring program will be implemented with all students in Years 11 and 12 participating in scheduled mentoring sessions with identified teachers. This process will support students' progress and through regular check-ins with the mentor assist students to successfully complete the HSC.

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 continued as a key focus in 2017. All teachers engaged regularly in professional learning to improve teaching with the Quality Teaching Framework. Involvement in Quality Teaching Rounds resulted in positive collegial discussions and improvements to teaching and student learning. The Quality Teaching and Learning Team will continue to plan strategies to address achievement gaps. A data room was installed to track targeted students' growth in reading, writing and numeracy. A whole school approach to improve assessment resulted in a reliable system to ensure consistency in teacher assessment of learning. Improvements in the development and structure of assessment booklets provided all students with accessible information for each assessment task, weighting and outcomes to be assessed. Selected students participated in a program which provided them with freedom to choose their own project, leading to an end product and their own learning pathway towards achieving that learning goal.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive growth for 100% of students.	\$27013	Head Teacher Teaching and Learning appointed to work with Quality Teaching Team. All faculties developed rich, differentiated assessments with marking rubrics guidelines that enable a Standards Referenced, accurate reflection of student learning. Professional learning for all staff and faculties.
50 % increase in Student Active Engaged Learning and Student Learning Conversations as evidenced by professional conversations, lesson observations and staff and student feedback.	\$11883	50 % increase in students actively engaged in learning, evidenced through lesson observations and professional conversations and feedback about teachers' practice.

Next Steps

Differentiation of teaching and learning continued as a priority in 2017 within the whole-school focus on Quality Teaching and Positive Behaviour for Learning Classroom Systems. In 2018 all faculties will evaluate their current learning programs and continue to embed effective evidence-based strategies aimed at improving outcomes for the most able students. The success of the range of programs in meeting student needs will be measured by staff and student feedback on learning experiences, levels of engagement and formative and summative assessment results. In 2018 the school will commence "Visible Learning", a three-year comprehensive evidence-based professional learning program based on the research of Dr John Hattie. This program will see the further consolidation of Hawkesbury Professional Learning Community with Hawkesbury High School working closely in partnership with our feeder primary schools. Collaboration between staff from the various schools will strengthen partnerships and promote understanding of teaching practices and learning progressions through Stages 1–6. Students' academic progress will continue to be closely monitored throughout 2018. An expansion of the Progressive Achievement Tests (PAT) will compliment the data from NAPLAN and other external assessments. Explicit strategies to teach Reading, Writing and Numeracy will be written into all learning programs with reference to strategies how reading, writing and numeracy skills will be explicitly taught in all classes.

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 2017 the Strong Community Connection team aimed to improve communications internally and externally to raise awareness and improve understanding of the school, its learning culture and programs and to develop future directions. To achieve these goals the team sought feedback from parents, students and staff to inform the new look school website; redesigned the "Hawkesbury Highlights" monthly newsletter to make the information more accessible and user friendly. The school Facebook page was further developed to increase the level of engagement of students and parents within the school and draw community attention to the wide range of school and community events and success stories. The Strong Community Connection team is focused on developing and building strong links and productive relationships with external agencies such as universities, business, industry and community organisations to improve the educational opportunities for students. The team maintains the various forms of communications with the teaching staff and wider community, continually promoting school events, achievements, directions and to celebrate our student and staff success stories. Other initiatives are aimed at increasing student aspirations and to develop in students a Growth Mindset for enhanced learning and achievement and increased parent involvement in school initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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)	\$14362	Communications Team regularly convey consistent positive messages to the community. Increased positive exposure of HHS activities and successes in the Hawkesbury Learning Community and local media. Student leaders act as Masters of Ceremonies at school and community events including partner school presentation days and festivals. Positive feedback from parents indicates a strengthened relationship between the school and home. Increased numbers of parents attend parent teacher meetings and school celebrations.

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 were developed for students, parents and staff. In 2018 a parent portal and a school APP will be developed to further improve communications between the school, parents and the community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$53879	In 2017, Aboriginal Education Officers (AEO) worked 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 supported to pursue further education and employment. The AEOs communicated regularly with parents and assist Aboriginal students with assessment tasks, literacy and numeracy and regular check-in with Aboriginal students. Due to successful targeted student support strategies, close monitoring of academic progress and student engagement at school, Aboriginal attendance rates match those of non-Aboriginal students.
Socio-economic background	\$201000	In 2017, 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 within classes as well as withdrawal of students to work with staff on targeted learning interventions and increased use of learning plans by teachers to monitor and support student learning. These processes allowed 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 2017, allowing more opportunity for collaborative planning to support students' 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.
Support for beginning teachers	\$19083	In 2017 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 mentored by experienced teachers who were provided with release time to observe other teachers' lessons, develop learning programs and prepare evidence and annotations for submission towards accreditation at Proficient. Four Early Career teachers were successful in gaining accreditation at Proficient.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	265	265	244	238
Girls	285	240	232	199

The student enrolment has declined in recent years with 437 students in 2017. There were 35 Aboriginal students at school which was approximately 9% 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 Index of Community Socio-Educational Advantage ICSEA of 943. 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	2014	2015	2016	2017
7	90.9	90.4	89.9	90.2
8	88.6	88.6	88.4	88.9
9	85.6	90.2	88.2	88.1
10	82.9	86.9	87.9	87
11	72.8	86.2	80	86.6
12	86.4	82.7	81.1	88.5
All Years	84.9	88	86.4	88.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

A collaborative approach to managing student attendance in 2017 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	11
Employment	3	16	11
TAFE entry	8.5	14.5	35
University Entry	0	0	32
Other	0	0	11
Unknown	0	0	0

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'. 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. 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 2017 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 2017 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. Construction, Hospitality, Metals and Engineering, Retail and TAFE Vocational courses. 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
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	26.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.4
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	7.38
Other Positions	1

*Full Time Equivalent

In 2017 one Head Teacher and one Aboriginal Education Officer identified 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

Professional learning and teacher accreditation

In 2017 all Early Career teachers undertook a comprehensive program of professional learning and support which included mentoring, lesson observations and feedback. This program included voluntary participation in Quality Teaching Rounds as part of a study with University of Newcastle. Four teachers successfully completed their Accreditation at Proficient.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	559,652
Global funds	309,707
Tied funds	340,452
School & community sources	104,470
Interest	7,437
Trust receipts	6,620
Canteen	0
Total Receipts	768,686
Payments	
Teaching & learning	
Key Learning Areas	64,844
Excursions	29,479
Extracurricular dissections	31,690
Library	9,202
Training & Development	18
Tied Funds Payments	222,074
Short Term Relief	34,537
Administration & Office	90,304
Canteen Payments	0
Utilities	68,734
Maintenance	48,598
Trust Payments	14,552
Capital Programs	8,350
Total Payments	622,382
Balance carried forward	705,957

	2017 Actual (\$)
Opening Balance	0
Revenue	1,308,037
Appropriation	1,184,454
Sale of Goods and Services	17,812
Grants and Contributions	104,638
Gain and Loss	0
Other Revenue	0
Investment Income	1,134
Expenses	-450,236
Recurrent Expenses	-450,236
Employee Related	-174,226
Operating Expenses	-276,010
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	857,800
Balance Carried Forward	857,800

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	5,005,838
Base Per Capita	72,806
Base Location	0
Other Base	4,933,031
Equity Total	505,354
Equity Aboriginal	43,760
Equity Socio economic	263,796
Equity Language	6,852
Equity Disability	190,947
Targeted Total	27,230
Other Total	145,089
Grand Total	5,683,511

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

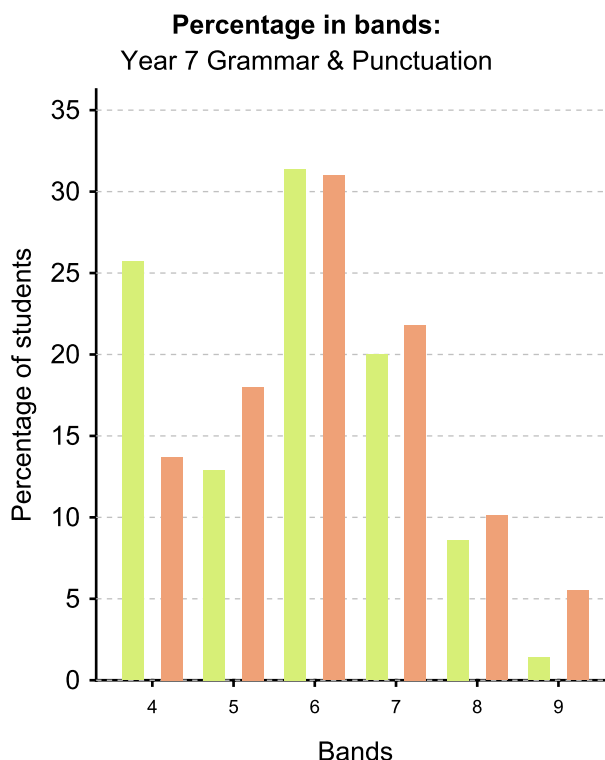
School performance

NAPLAN

In the National Assessment Program, the results across the Years 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.

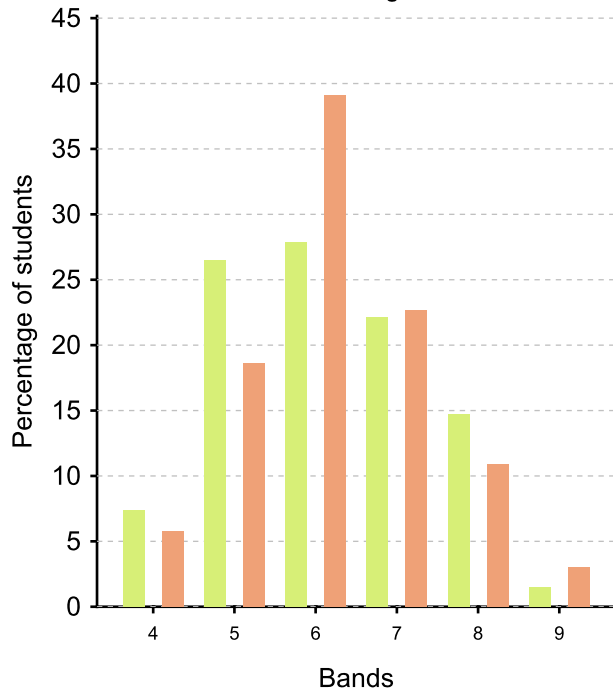
Year 7 NAPLAN results indicated that students were below the State Mean in all domains. Reading results demonstrated that 33.9% were below the National Minimum Standard, 50% of students were in the middle bands and 16.1% were in the top bands. The largest difference between the School and State Mean occurred in Grammar and Punctuation. There were no distinctive differences between girls and boys. Aboriginal students, both in Years 7 and 9, were at the State Mean for Writing, compared with like students. Year 9 NAPLAN results indicated that the cohort were below the State Mean in all domains. Reading results demonstrated that 42.7% were below the National Minimum Standard, 51.2% were in the middle bands and 6.1% in the top bands. NAPLAN analysis indicated

a clear trend for most of the students in Year 7 and 9, at Hawkesbury High, to be in the middle bands across all years and components. Within the middle bands in Year 9 the majority of students were at a Band 7, while in Year 7 most were at Band 6 across all domains. Year 9 Writing has shown an improvement from 2016 to 2017 with 59.8% in the bottom bands in 2017 and less than 69.7% in 2016. 63% of Year 9 students were above expected growth in Reading and 58% were above expected growth in Writing. Grammar and Punctuation in 2017, both in Year 7 and Year 9, had the largest percentage of students in the bottom bands. Year 7 Reading data demonstrated that 50.7% of students were below expected growth and 46.4% of students in Writing were below expected growth.



<div> <div></div> Percentage in Bands </div> <div> <div></div> School Average 2015-2017 </div>						
Band	4	5	6	7	8	9
Percentage of students	25.7	12.9	31.4	20.0	8.6	1.4
School avg 2015-2017	13.7	18.0	31.0	21.8	10.1	5.5

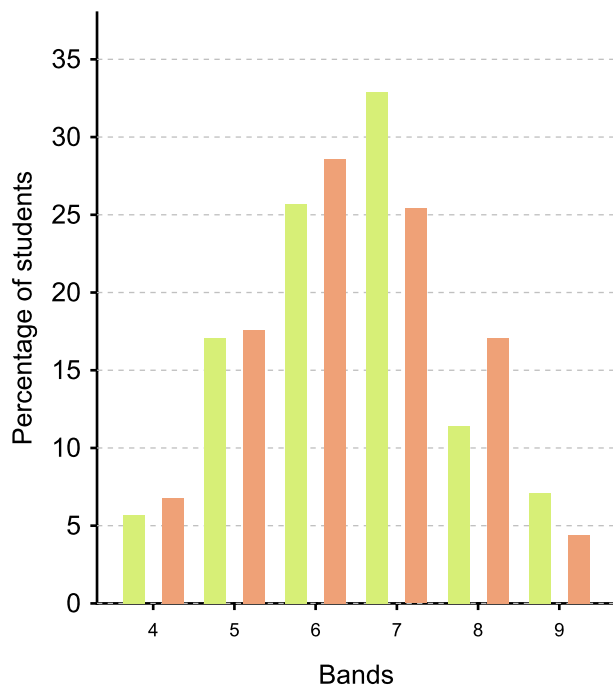
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	7.4	26.5	27.9	22.1	14.7	1.5
School avg 2015-2017	5.8	18.6	39.1	22.7	10.9	3.0

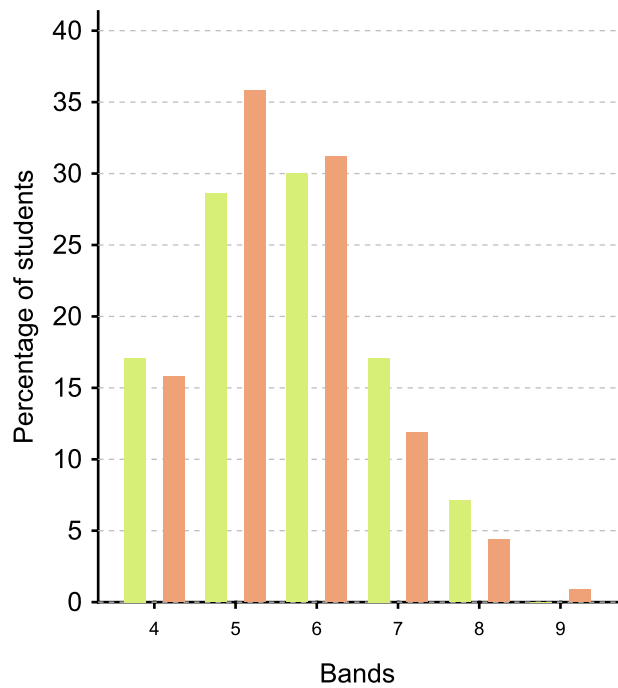
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	5.7	17.1	25.7	32.9	11.4	7.1
School avg 2015-2017	6.8	17.6	28.6	25.4	17.1	4.4

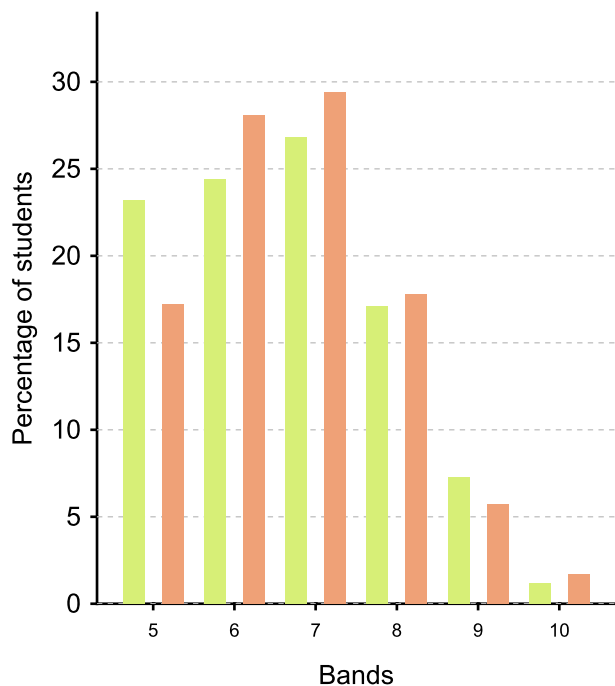
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	17.1	28.6	30.0	17.1	7.1	0.0
School avg 2015-2017	15.8	35.8	31.2	11.9	4.4	0.9

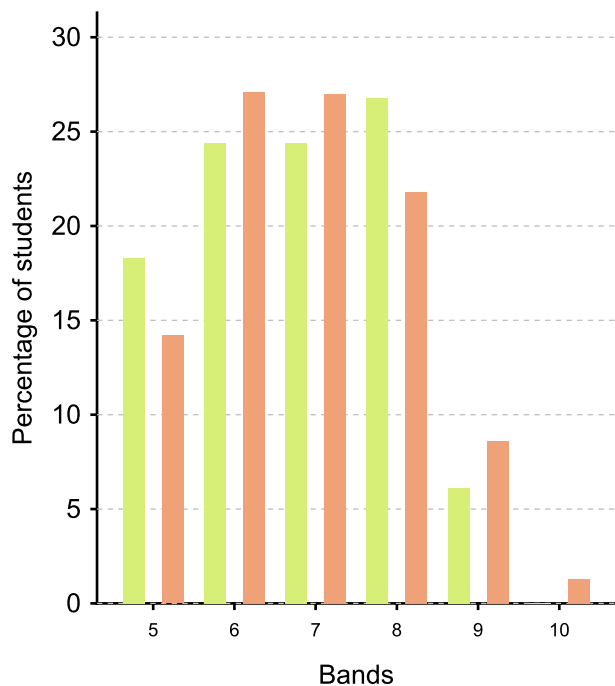
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	23.2	24.4	26.8	17.1	7.3	1.2
School avg 2015-2017	17.2	28.1	29.4	17.8	5.7	1.7

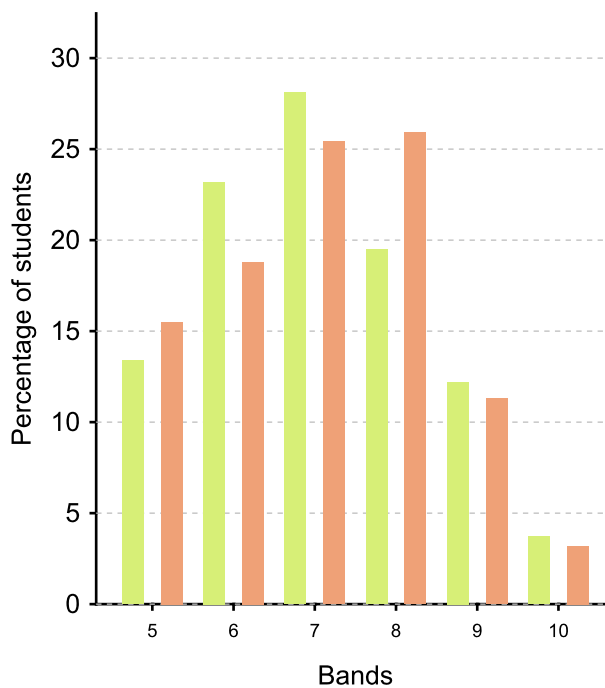
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	18.3	24.4	24.4	26.8	6.1	0.0
School avg 2015-2017	14.2	27.1	27.0	21.8	8.6	1.3

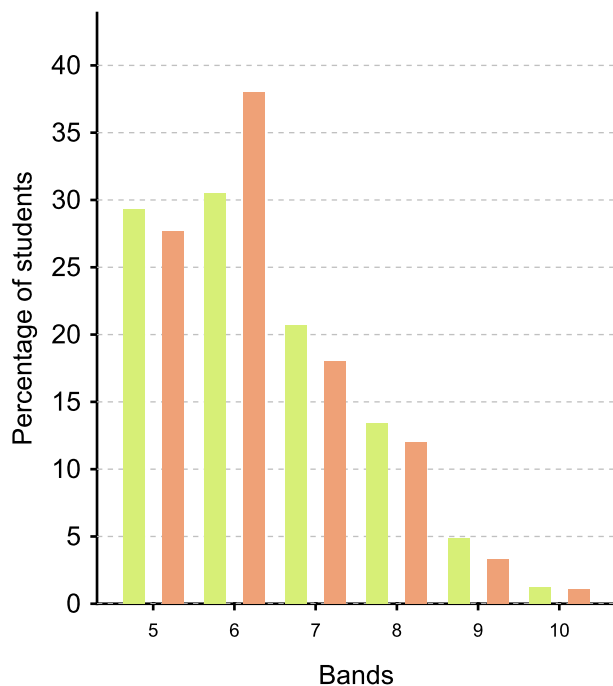
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	13.4	23.2	28.1	19.5	12.2	3.7
School avg 2015-2017	15.5	18.8	25.4	25.9	11.3	3.2

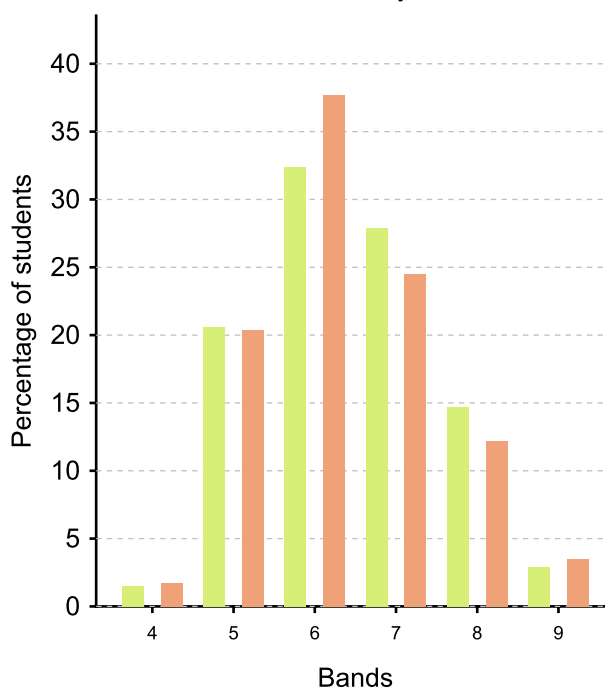
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	29.3	30.5	20.7	13.4	4.9	1.2
School avg 2015-2017	27.7	38.0	18.0	12.0	3.3	1.1

Percentage in bands:
Year 7 Numeracy

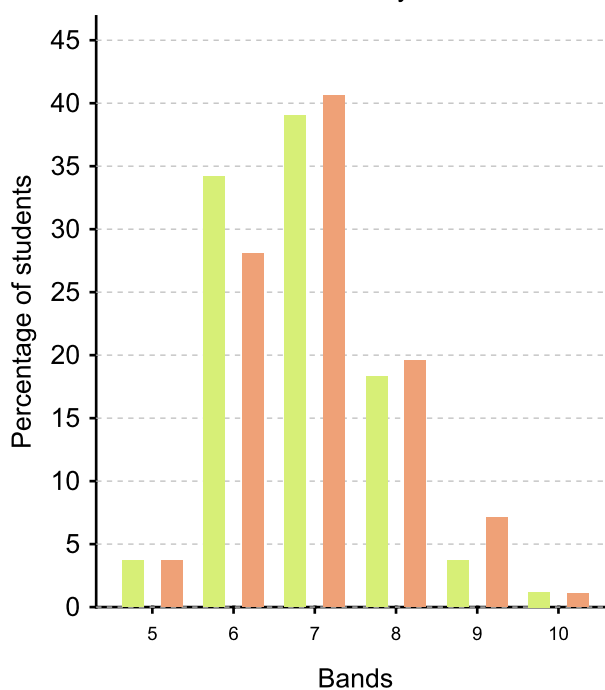


Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	1.5	20.6	32.4	27.9	14.7	2.9
School avg 2015-2017	1.7	20.4	37.7	24.5	12.2	3.5

Year 7 NAPLAN results in Numeracy demonstrated that 22.1% of students were below the National Minimum Standard, 60.3% of students were in the middle bands and 17.6% of students were in the top bands. Aboriginal Students were above the State Mean for Number, Patterns and Algebra, compared with like students. An analysis of the Year 9 data showed that 37.8% of students were below the National Minimum Standard, 57.3% were in the middle bands and 4.9% were in the top bands. 59.4% of Year 7 students were below expected growth in Numeracy, while 56.8% of Year 9 students were above expected growth in Numeracy. Year 7 and 9 NAPLAN results indicated that the cohort were below the State Mean in all domains.

Percentage in bands:
Year 9 Numeracy



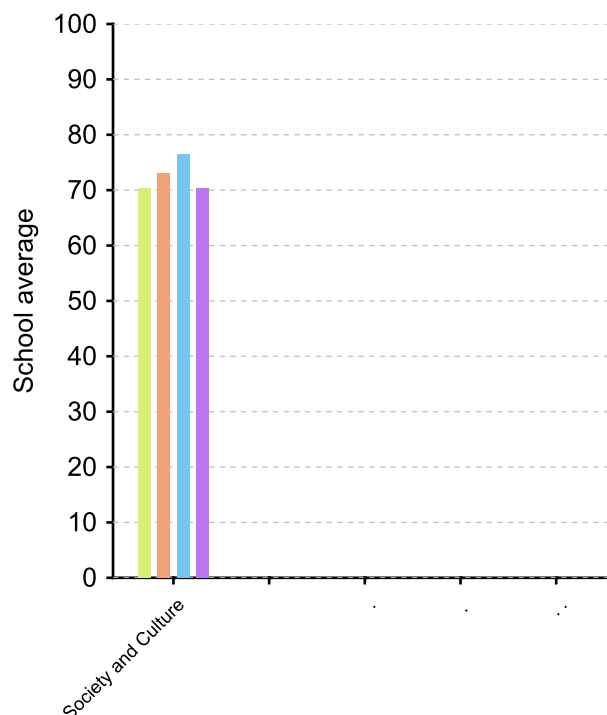
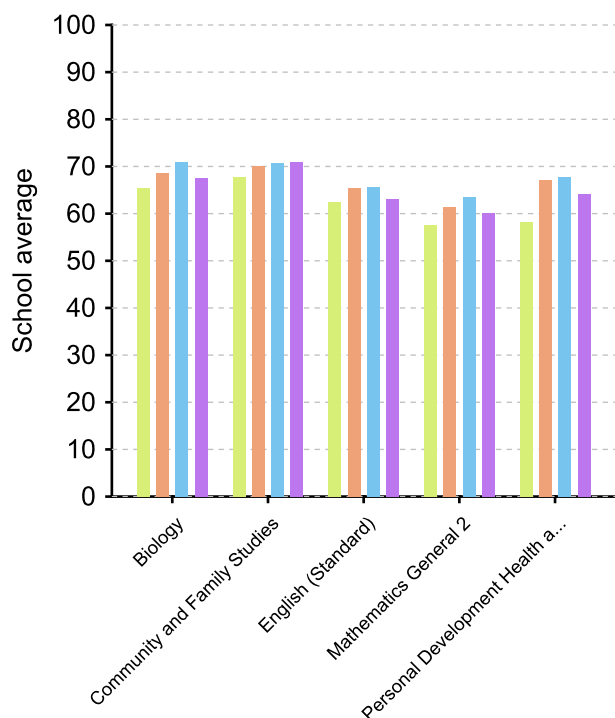
Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	3.7	34.2	39.0	18.3	3.7	1.2
School avg 2015-2017	3.7	28.1	40.6	19.6	7.1	1.1

Hawkesbury High School continued the school-wide focus on lifting the results of students in NAPLAN from the middle bands into the top two bands in Reading, Writing and Numeracy. A team led by the Head Teacher Teaching and Learning supported teachers to analyse data, identify numeracy and literacy gaps and develop strategies to lift student results. Staff understand a range of literacy and numeracy strategies to support students' learning. This was achieved through professional learning that focused on data analysis and faculty programming. Data from analysis of SMART data guided teachers to map student progress on Data walls against Literacy and Numeracy Continua. This ensured information was accessible to teachers and support staff to differentiate lessons and learning programs.

Higher School Certificate (HSC)

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



School 2017	SSSG Average 2017
State Average 2017	School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	65.5	68.6	70.9	67.4
Community and Family Studies	67.7	70.1	70.7	70.8
English (Standard)	62.5	65.4	65.6	63.0
Mathematics General 2	57.5	61.5	63.6	60.0
Personal Development Health and Physical Education	58.1	67.1	67.7	64.1
Society and Culture	70.3	73.1	76.4	70.3

In 2017, 34 students completed the Higher School Certificate, 20 receiving an ATAR. Measuring courses against the State Average is not statistically viable for this cohort due to the small numbers in each course. Band 5s were achieved in Legal Studies, Society and Culture, Hospitality, Community and Family Studies, Retail Services and Music. HSC trend data from 2012 – 2017 shows an increasing trend of student achievement within Band 4 and decreasing number within the lower 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 2015 to 2017, 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 for the school to expand the ways in which this information is communicated.

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 identified that the majority of staff feel that school leaders are leading improvement and change.

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 2017, the number of students who identified as from Aboriginal backgrounds was 35 which was 9% 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 2017 the school experienced a continuance of the upward trend for Aboriginal students' attendance to

88% Close monitoring of Aboriginal students' educational outcomes was achieved through the analysis of SMART, NAPLAN and HSC results and school assessments as part of the overall Bump it up strategy. Along with Quality Teaching, effective learning programs and coordinated support from the school 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 continued to be regenerated in partnership with the NSW Local Lands Services, Hawkesbury Environment Network. 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.

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 2017 to help students expand their knowledge and experience of other cultures. 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 in 2017 host students from Japan as part of the cultural exchange program. This will help to ensure students continue to develop intercultural understanding and provide opportunities to communicate with students from other countries.