

Hawkesbury High School

Annual Report



2018



8565

Introduction

The Annual Report for **2018** 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.

Igor Maric

Principal

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School background

School vision statement

Hawkesbury High School aims to be a supportive and safe learning environment that is underpinned by strong and consistent whole school systems and practices. Teachers know and apply best pedagogical practice that enables staff and students to grow and succeed. The school community respects HHS as a valued partner that equips young people to become world ready and positive contributors to the society in which they live.

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 430 students including 10% Aboriginal students. We have 42 teaching staff and 7 ancillary and support staff.

The school has excellent facilities with up-to-date technology in all faculties, an Agricultural Farm, Drama Performance space, multi-purpose hall and Trade Training Facilities for teaching Hospitality and Metals and Engineering.

The school provides a wide variety of co-curricular and extra-curricular opportunities. 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 Safe, Team-Player, Achiever and Respectful (STAR).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Hawkesbury High School has made a number of significant improvements in the Learning domain, notably in the areas of curriculum, assessment and reporting. This includes developing explicit Stage 6 learning achievement descriptors that inform teaching programs, assessment, feedback and improve report comments to parents. An area for future focus in changing the learning culture of the school and using student performance measures to identify specific improvement targets and high impact strategies.

Teachers at Hawkesbury High School have continued professional learning activities to improve data skills and use, including targeted professional learning on how to use learning achievement descriptors to collect and interpret evidence of student learning.

In the Leading domain, the school leadership team is working together to ensure NESA curriculum requirements are met, including rigorous HSC monitoring processes that meet NESA and Department of Education requirements. Staff performance and development reviews are aligned to the school's strategic priorities, while parents and community members are given opportunities to engage in a range of school-related activities.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Wellbeing and Engagement

Purpose

To build teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. Expectations of student behaviour, attendance and wellbeing are explicitly taught and clearly communicated to the school community, including staff, students and parents. The school supports students to meet these expectations through clear school policies and procedures and consistent practices that actively involve the broader school community in a school narrative focussed on excellence and success.

Overall summary of progress

Hawkesbury High School has reviewed its major and minor behaviour categories and clarified explicit school expectations linked to the STAR values, resulting in 20 clear and explicit student behaviour expectations that form the core values of the school. The school has revised its discipline, attendance and wellbeing procedures and developed flowcharts that assist staff to consistently implement the school's core values and expectations in all learning settings. To facilitate the monitoring of strategies that support the teaching of pro-social skills, adjustments were made to both positive and negative behaviour categories and how incidents are recorded and the data is analysed by the Wellbeing Team. Students have also been explicitly taught the school's core values and expectations in year meetings and school assemblies, while visible reminders of those expectations are posted in every learning space in the school. The school has also engaged in explicit strategies to improve learning and wellbeing outcomes for our Aboriginal students, including the establishment of a Junior AECG and the school's Reconciliation Action Plan. Other notable programs include

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of staff report improved knowledge and understanding of school expectations of student behaviour, attendance and wellbeing.	\$10000	100% of staff have reported that they have an increased understanding of school expectations in relation to behaviour, attendance and wellbeing. Every classroom has the school's STAR expectations clearly displayed and all staff use the behaviour management flowchart aligned to major and minor incidents that are reported in Sentral.
An increase in student attendance, including the attendance of Aboriginal students, to match or exceed statistically similar schools using 2017 attendance data as a baseline.	\$25000	Progress has been made in improving individual student attendance, including the attendance of Aboriginal students. Strategies to improve student engagement and attendance include targeted wellbeing programs such as the #Connect and #Inspire me programs, breakfast clubs and student mentoring
100% of learning spaces include visible displays of student expectations.	\$3000	Posters displaying the school's values and expectations are displayed in every learning space in the school. These values are explicitly taught in assemblies and year meetings.
All faculties apply consistent whole school procedures for managing student behaviour, attendance and wellbeing.	\$1000	All staff developed a discipline management flowchart that is applied to manage minor and major incidents. The flowchart has facilitated a consistent approach to discipline management across the whole school by all staff.
A 30% decline in minor and major discipline incidents and a 30% reduction in short and long suspensions compared to 2017 baseline data.	\$5000	There has been a 50% decline in discipline referrals in Semester 2 compared to Semester 1 with the introduction of revised discipline management procedures and consistent application of those procedures by all staff.

Next Steps

Next steps include using data to identify areas where students might need additional support to meet the school's core values and expectations. Data collected throughout the year suggests that two areas where additional support is required is addressing the inappropriate use of mobile phones in the classroom and organisational skills, particularly working in partnership with parents to ensure that all students arrive to school with the required books and equipment.

Strategic Direction 2

Teaching and Learning

Purpose

To develop staff capacity to implement evidence-based practices to help improve student performance. All teaching staff have knowledge and understanding of effective evidence-based practices, including curriculum differentiation, explicit teaching, formative assessment and feedback, consistency of judgement, disciplined learning environments, positive teacher-student relationships and collaborative practices that enhance professional learning and

Overall summary of progress

A major focus in 2018 was developing teacher knowledge and understanding of achievement standards to inform consistent judgement of student achievement, identify improvement targets, and provide formative feedback. The school conducted a Capability Assessment to evaluate staff and student understanding of evidence-based teaching and learning practice, including knowledge and understanding of key skills linked to achievement in the higher grades. Staff worked on the development of Stage 6 Learning Achievement Descriptors, aligning them to literacy and numeracy progressions and NESA syllabus outcomes. An increased understanding of achievement standards has facilitated the evaluation of teaching programs, assessment tasks and formative feedback practices, including the use of ICT tools to provide students with annotated work samples.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 7.5% increase in above expected growth in Reading and Numeracy in the 2019 NAPLAN test for Year 9 students to achieve the 3 year average (baseline) targeted growth of 60.4%.	\$3000	There has been a 30% growth in students achieving in the middle bands and a 15% growth of students achieving in the top two bands in NAPLAN.
100% of teachers report increased knowledge and understanding of evidence-based teaching and learning practices.	\$1000	The school's focus on developing learning achievement descriptors has resulted in all staff developing an increased understanding of achievement standards and the differences between different levels of achievement.
All faculties include formative assessment and feedback practices, with a 50% reduction in summative assessment tasks.	\$5000	Ongoing professional learning is taking place to increase staff awareness of the benefits of progressive assessment and the value of evidence of student learning collected in the classroom as opposed to examinations. Assessment schedules have been revised to reduce the number of summative tasks and increase the number of on-going, progressive tasks.
A 25% growth in value added performance for students completing the HSC compared to their performance in Year 9 NAPLAN results, using 2018 Year 9 NAPLAN results as a baseline.	\$5000	Ongoing professional learning is taking place to increase staff awareness of the benefits of progressive assessment in Year 12 and formative feedback practices. .

Next Steps

The next steps are to create consistent programming templates across all KLAS that will include an explicit focus on literacy and numeracy skills and the development of higher order skills that allow students to access higher grades in the HSC. A focus on writing and the ability to develop students knowledge of academic and critical writing through scaffolds

such as PEEL and ALARM, will support students to access a framework for developing their literacy and numeracy skills. In addition, the introduction of HSC Minimum Standards from 2020, will see an alignment between literacy and numeracy progressions, the Australian Core Skills Framework and NESA syllabus requirements.

Strategic Direction 3

Community Partnerships

Purpose

To strengthen community partnerships and build connections with parents, community and DoE services to enhance learning, wellbeing and engagement opportunities for all students. The school builds partnerships with families and the broader school community by connecting learning at home and school, building a community identity, recognising and valuing the role of the family, engaging in consultative decision-making, and encouraging collaboration and participation with the school and a range of community services and agencies.

Overall summary of progress

In 2018 the school worked towards developing a Community Engagement and Communication Strategy by improving communication with parents and nurturing and enhancing existing connections with community partners such as HCOS and School Services. Strategies included a re-design of the school's web site and the introduction of the Skoolbag app to build on the already very dynamic social media presence on Facebook. The school has also worked on enhancing its relationship with School Services, particularly in the areas of teaching and learning and student wellbeing. The school also consulted extensively with parents and carers when developing learning, wellbeing, attendance and behaviour support plans. This consultative and collaborative process facilitated the development of support plans that are relevant, timely and achievable, leading to improved wellbeing and learning outcomes for those students. The school also reviewed a range of policies in 2018, including the school's wellbeing, anti-bullying and discipline policies, in consultation with the P&C and parents and carers. The creation of the Head Teacher Administration and Community Engagement Officer positions facilitated the consultation and implementation process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of parents, including parents and families of Aboriginal students, who are consulted, engaged and involved in the development, implementation and evaluation of school policies and procedures.	\$1000	Parents and community members have been involved in a consultative process that evaluated the school's STAR values and defined 20 explicit behaviours that form part of the school's values and expectations.
Increased parent attendance and participation, including parents and families of Aboriginal students, in information nights, parent teacher nights, and school programs, events and initiatives such as sports carnivals, excursions, assemblies and student performances.	\$500	Aboriginal parents afternoon teas, assemblies, information nights, parent teacher nights and school performances have been attended by a large number of parents and community members. Methods to track attendance and improve communication with the school community have been introduced to monitor the rate of participation and engagement.
Involvement of all parents of identified students, including parents and families of Aboriginal students, in the development, implementation and evaluation of learning, behaviour, career and attendance plans.	\$1500	All Aboriginal students have an individualised learning plan developed in consultation with parents, carers and family members. Parents and carers of students who require learning, behaviour or attendance plans have been consulted and have actively participated in the development, implementation and review of those plans.
Increase in the number of community members accessing the school's website, social media sites and school information through a parent portal and a mobile school app.	\$5000	The school's website has been completely revised and the school has introduced the Skoolbag mobile app to improve communication with parents. The school will also introduce the Sentral parent portal early in 2019 following the migration of Sentral servers to the cloud.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Involvement of community services and organisations, DoE School Services, local businesses and tertiary institutions in the development, implementation and evaluation of school initiatives and programs.	\$500	The school has increased its engagement and developed partnerships with DoE School Services, including the development of wellbeing and learning initiatives. The school has continued to strengthen its partnership with Hawkesbury Community Outreach Services.

Next Steps

The next step in developing community partnerships is to engage more parental participation in Tell Them From Me surveys, the creation of community forums to engage more parents and increase parental participation in decision-making. These steps include the review of the school's mobile phone policy and facilitating parental and community participation through forums and surveys. An additional community engagement strategy will be the creation of the Sentral Parent Portal to assist with parental access to students' attendance data, booking appointments for parent teacher nights, interviews, and general information such as excursion notes and other notifications.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$81 194 • Low level adjustment for disability (\$145 758.00)	In 2018, 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 2018, 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.
Socio-economic background	\$472 756 • Socio-economic background (\$472 576.00)	Four School Learning and Support Officers (SLSO) were employed to work with students and support teaching staff to implement low level adjustments in the classroom. School Learning and Support Officers focused on the areas of literacy and numeracy support, organisation and pro-social skills. Students were provided with individualised learning and support and this has improved their learning outcomes and overall achievement levels. Release time was provided for the Learning and Support and Wellbeing Teams to engage in professional learning and planning, meet with students and their parents to develop, monitor and review individual learning plans and make low level adjustments to teaching programs and formative assessment tasks.
Support for beginning teachers	\$94 536 • Support for beginning teachers (\$94 536.00)	In 2018 there were three permanent Early Career teachers and eight temporary or casual Early Career teachers who were all supported to attend a range of professional development opportunities. Three Early Career teachers were successful in gaining accreditation at Proficient.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	265	244	238	220
Girls	240	232	199	203

Student overall enrolment has continued to decline – a continued trend since 2013. However, there was a slight increase in the number of girls enrolled in 2018, with an overall enrollment of 423 students. There were 38 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 main language spoken at home with no parents requiring an interpreter. Many parents work in trades and rural industries, with some of our students requiring to travel up to two hours by bus to get to school. 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	2015	2016	2017	2018
7	90.4	89.9	90.2	89.9
8	88.6	88.4	88.9	86.9
9	90.2	88.2	88.1	86.2
10	86.9	87.9	87	85.3
11	86.2	80	86.6	84.3
12	82.7	81.1	88.5	84.9
All Years	88	86.4	88.1	86.4
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

In 2018, the Wellbeing Team analysed attendance data

to identify attendance patterns and students whose attendance is causing concern. Students whose attendance was causing concern were supported by their year advisors who maintained regular contact with students and parents, and addressed minor concerns. The Wellbeing Team, consisting of the Head Teacher Wellbeing, the School Counsellor and year advisors, case-managed complex cases with the assistance of deputy principals and the Home School Liaison Officer (HSLO). Concerns related to student attendance at Hawkesbury High School are supported through universal wellbeing initiatives that address the underlying causes of poor school attendance. These initiatives and programs include anti-bullying programs, building resilience, social support, teamwork, pro-social communication skills and effective learning practices.

Student attendance is also monitored through the school's attendance monitoring system, Sentral. Student attendance is marked on multiple occasions every day, beginning with roll call, and continues for every period. Partial attendance, including fractional truancy, is followed up by classroom teachers who are supported by head teachers and deputy principals. Parents are notified of student absences via SMS messages and letters mailed home every Friday for unexplained absences for that week.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment			9
Employment	5	24	59
TAFE entry		11	16
University Entry		0	16
Other			
Unknown			

In 2018 students were engaged in a range of programs to help them in their career planning. These programs 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 to the 'world of work' and builds on the career planning and transition activities that assist 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 problem-solving skills, helps students gain an insight into marketing and resource management and allows students to explore vocational pathways.

Year 12 students undertaking vocational or trade training

Twenty five Year 12 students undertook vocational or trade training in 2018, either at school or through an external provider. This amounts to 58% of the Year 12 student cohort, emphasising the strong focus on vocational and trade career pathways for our students. Out of a cohort of 68 students who commenced Year 12 in 2018, 25 students left school before the completion of the HSC – all into apprenticeships or full time employment. The remaining students achieved their HSC, with 27 students studying a school VET course in either Construction, Hospitality, Metals and Engineering, and Retail.

Year 12 students attaining HSC or equivalent vocational education qualification

Forty four students completed the HSC at Hawkesbury High School in 2018, studying a range of courses, including 20 students who studied vocational education courses. studied English Standard, while only one student studied English Extension 1 and 2 and Music. Other courses offered by the school had very small student cohorts, ranging from 11 students in Food Technology to 5 students in Chemistry and 2 in Mathematics Extension 1. Small student cohorts make statistical comparisons unreliable, however, the average school score of 65 was slightly below the State average score of 72.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	25.8
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.38
Other Positions	1

*Full Time Equivalent

In 2018 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	47

Professional learning and teacher accreditation

In 2018, all Early Career teachers undertook a comprehensive program of professional learning and support which included mentoring and coaching, formal lesson observations and feedback for improvement. This program included opportunities for the Early Career Teachers to work with teachers within the school as well as Professional Learning in combined School Developments Days with the Hawkesbury Learning Community partner primary schools as part of a network approach to implementing Visible Learning. Four Early Career teachers successfully attained Accreditation at Proficient in 2018.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	857,800
Revenue	6,119,143
Appropriation	5,901,833
Sale of Goods and Services	31,473
Grants and Contributions	172,554
Gain and Loss	0
Other Revenue	5,879
Investment Income	7,404
Expenses	-6,668,051
Recurrent Expenses	-6,668,051
Employee Related	-5,787,950
Operating Expenses	-880,102
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-548,908
Balance Carried Forward	308,892

The school, the Principal and the Finance Committee are responsible for meeting the State/Treasury legislation and regulations, achieving educational goals measured in terms of student outcomes, protecting and maximising the use of public funds, preventing the loss of assets and unnecessary waste, and providing a clear framework to effectively work within the relevant laws, policies and procedures.

Strict internal controls ensure the accuracy, reliability and integrity of accounting and administrative transactions, as well as safeguarding the assets of the school. These include the sharing decision making, planning a budget, controlling and monitoring income and expenses within the planned budget and sharing financial matters with the school's parent body.

Available funds were used to cover the school's operational costs, teaching and learning initiatives, wellbeing initiatives, student assistance programs, additional teaching staff, and additional school support officers.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,927,039
Base Per Capita	84,541
Base Location	0
Other Base	4,842,498
Equity Total	521,612
Equity Aboriginal	48,855
Equity Socio economic	256,981
Equity Language	3,559
Equity Disability	212,216
Targeted Total	75,147
Other Total	150,489
Grand Total	5,674,287

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 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.

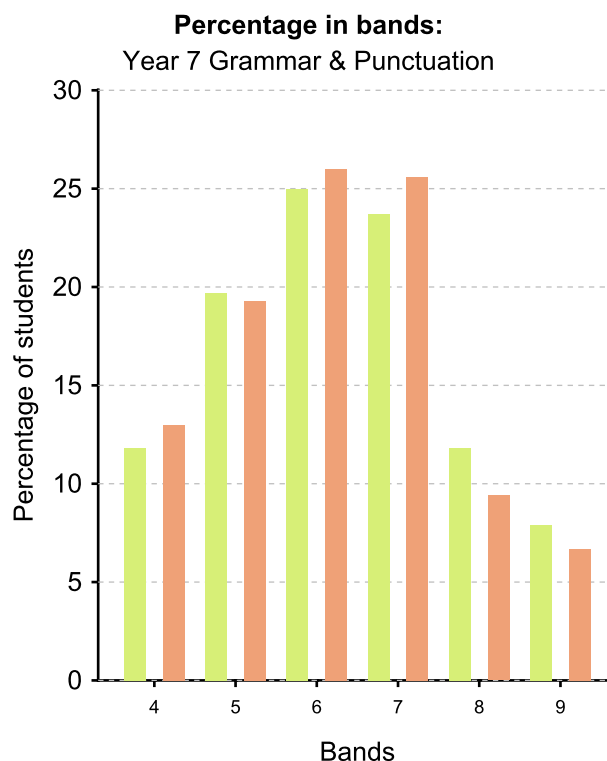
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

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. This scale represents increasing levels of skills and understandings demonstrated in Grammar and Punctuation, Reading, Writing and Spelling. Grammar and Punctuation results

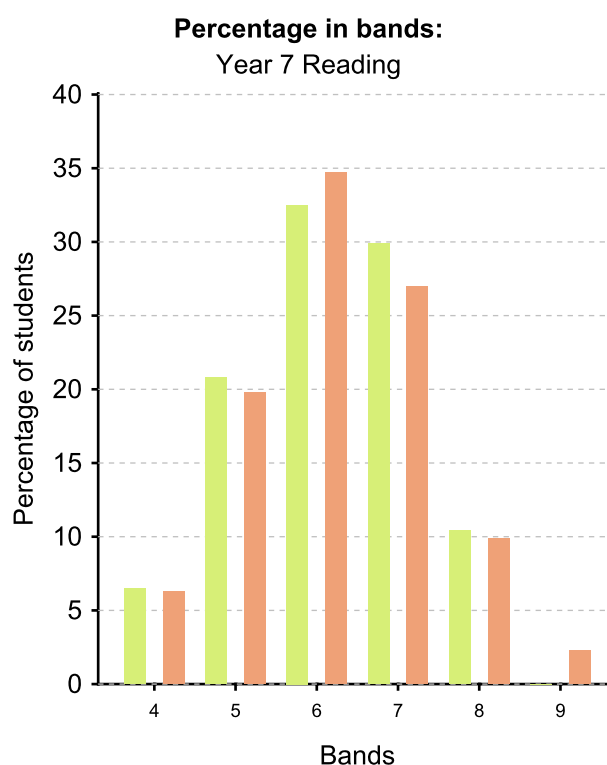
show an increase in the number of students achieving in the top two bands compared to a three-year whole school average. However, the data also indicates an increase in the number of students achieving Band 5 results. A similar trend can be observed in Spelling results, with more students achieving in the top band compared to a three year average, but also with more students achieving in the lower middle bands. Reading and Writing continues to be area where most students are having difficulty achieving in the upper bands and will continue to be a focus in Year 7 and 8. While there was a slight increase in students achieving in Bands 7 and 8 in Reading, there was a decrease in the number of students achieving Band 6, showing that students are moving into the upper achievement bands. However, the challenge remains to reduce the number of students who are achieving in the bottom two bands in Reading, which represents 27% of the candidature. Writing, however, remains the biggest challenge for the school, with only 15% of Year 7 students achieving in the top three bands and 85% of Year 7 students achieving in the bottom 3 bands. This presents the school with a major challenge and focus on reading and writing in the two years leading to the 2020 NAPLAN.

Year 9 Reading results show a positive improvement trend, with a growth in higher bands and a decrease in the lower bands compared to the school's three-year average. There was a significant growth in students achievement in the top three bands in Reading, 42.9% compared to 35.8%. However, this still means that more than 50% of students are achieving in the bottom three bands. Writing results remain the greatest challenge for the school, with an improvement in the number of students achieving in bands 7, 8 and 9, but a significant increase in the number of students achieving in the bottom band. While this figure correlates with data on student disengagement in Year 9, and it's pleasing to see positive growth in the middle bands, the challenge remains to increase student engagement and performance in Reading and Writing to ensure students meet the HSC minimum standard and perform well in the HSC written examinations.



■ Percentage in Bands
■ School Average 2016-2018

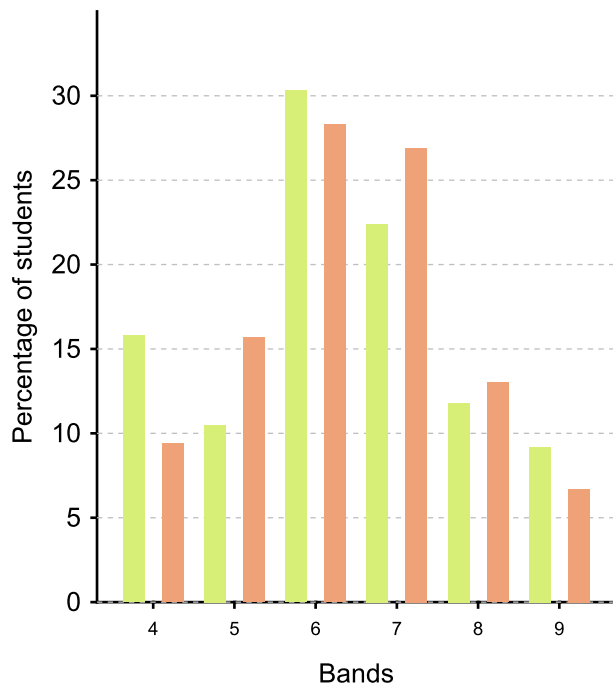
Band	4	5	6	7	8	9
Percentage of students	11.8	19.7	25.0	23.7	11.8	7.9
School avg 2016-2018	13	19.3	26	25.6	9.4	6.7



■ Percentage in Bands
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	6.5	20.8	32.5	29.9	10.4	0.0
School avg 2016-2018	6.3	19.8	34.7	27	9.9	2.3

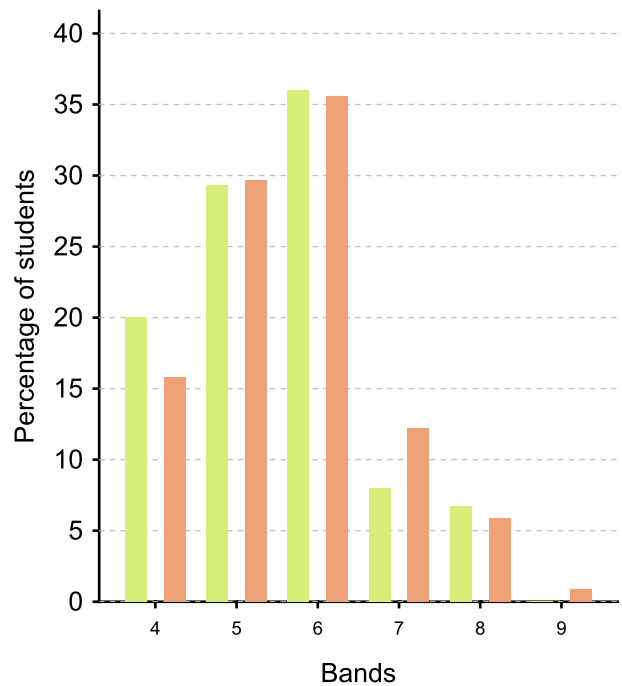
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	15.8	10.5	30.3	22.4	11.8	9.2
School avg 2016-2018	9.4	15.7	28.3	26.9	13	6.7

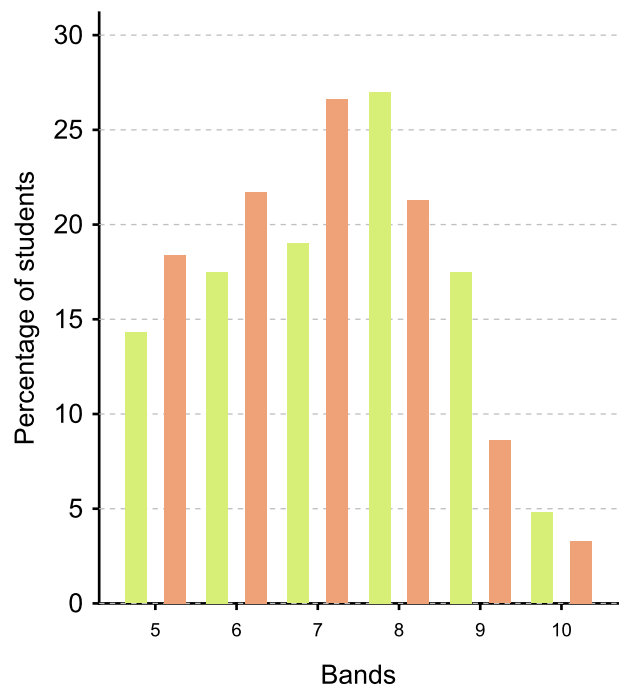
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	20.0	29.3	36.0	8.0	6.7	0.0
School avg 2016-2018	15.8	29.7	35.6	12.2	5.9	0.9

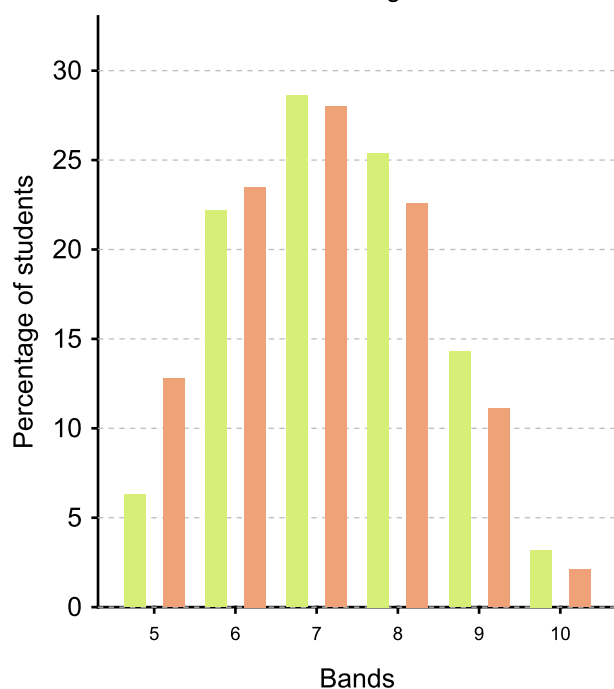
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	14.3	17.5	19.0	27.0	17.5	4.8
School avg 2016-2018	18.4	21.7	26.6	21.3	8.6	3.3

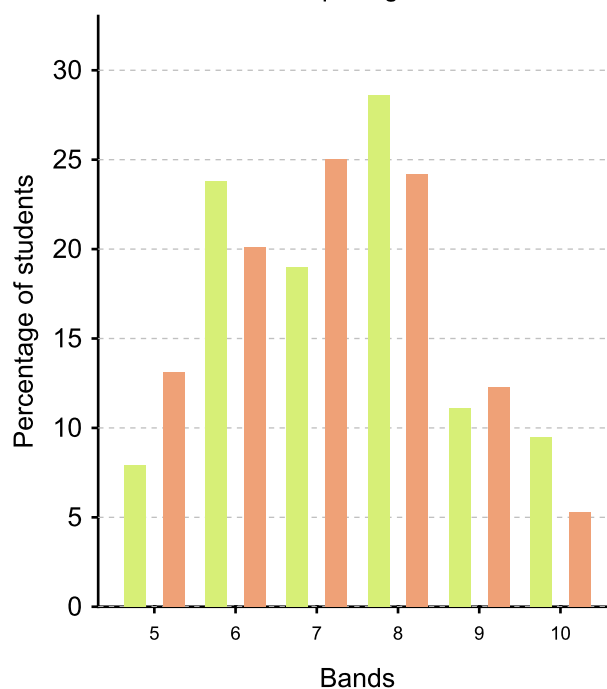
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	6.3	22.2	28.6	25.4	14.3	3.2
School avg 2016-2018	12.8	23.5	28	22.6	11.1	2.1

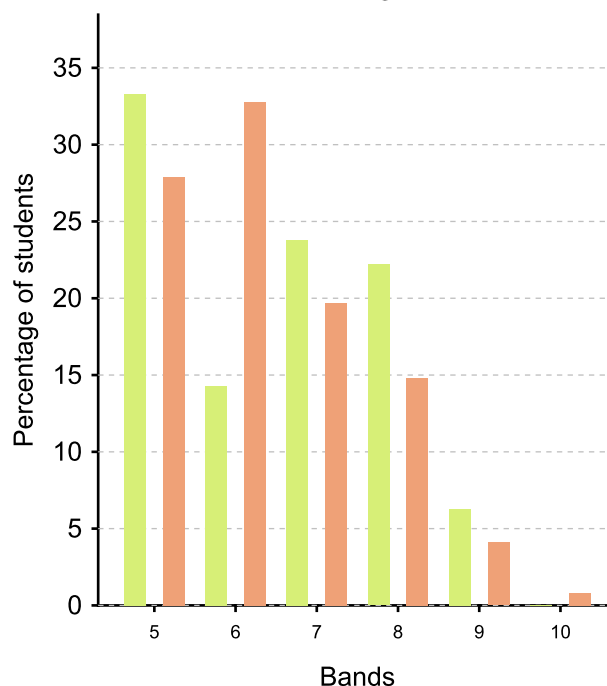
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	7.9	23.8	19.0	28.6	11.1	9.5
School avg 2016-2018	13.1	20.1	25	24.2	12.3	5.3

Percentage in bands:
Year 9 Writing

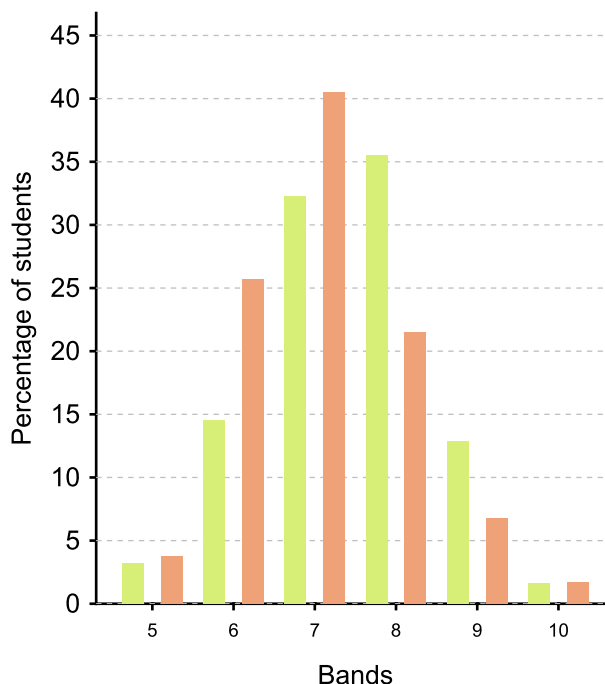


Percentage in Bands
School Average 2016-2018

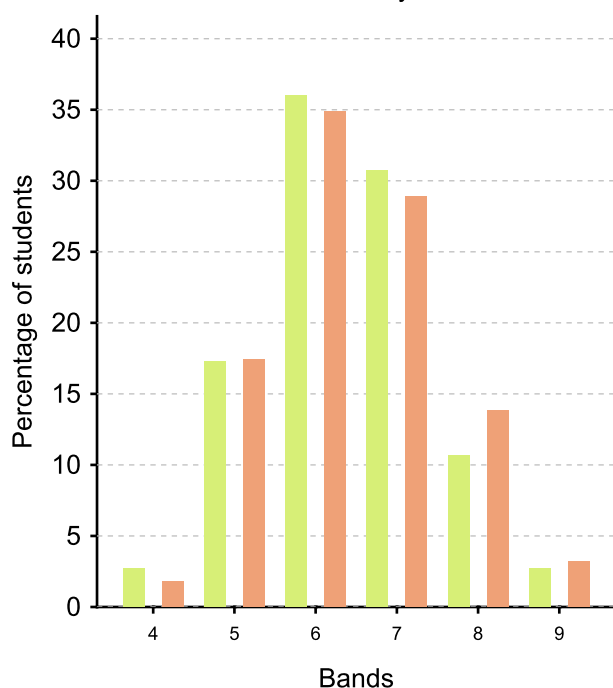
Band	5	6	7	8	9	10
Percentage of students	33.3	14.3	23.8	22.2	6.3	0.0
School avg 2016-2018	27.9	32.8	19.7	14.8	4.1	0.8

Year 7 Numeracy results indicate that there is a significant number of students who are achieving in the middle bands, continuing the three year trend which saw over 60% of students achieve in bands 6 and 7. However, there was also a decrease in the number of students achieving in the top two bands to 13.4% in 2018 compared to 17% average over three years from 2016 to 2018. In Year 9, however, there have been some pleasing results, with a sharp decrease in the number of students achieving in the bottom bands, and a sharp increase in the number of students achieving in the top 3 bands. The three year average in the bottom three bands from 2016–2018 was 70%, while in 2018, 50% of students achieved in the top three bands in Numeracy. The challenge remains, however, to increase the number of students achieving in the top two bands in Numeracy in Year 9.

Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	3.2	14.5	32.3	35.5	12.9	1.6
School avg 2016-2018	3.8	25.7	40.5	21.5	6.8	1.7

<You may choose to use this text box and statement to refer readers to the My School website:

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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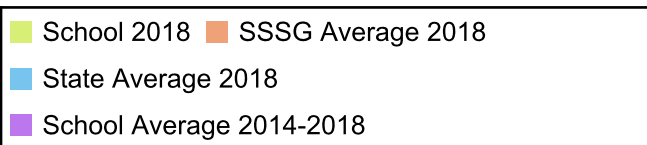
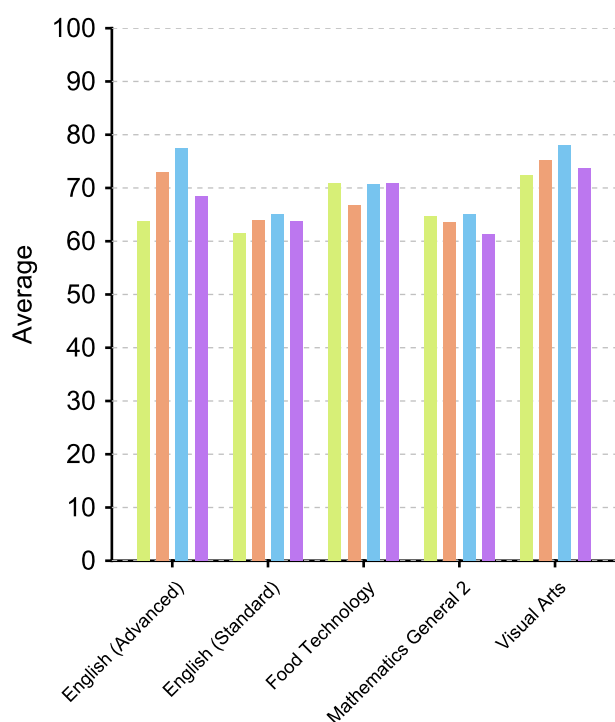
<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018, 44 students completed the Higher School Certificate. Due to a small number of students in each course, statistical comparisons can be unreliable. However, the average School Score of 65, is below the Average State Score of 72 for all courses. Students achieved Band 6 results in English Extension 1, Society

and Culture and Food Technology, with a significant number of the candidature who also achieved Band 5 results, including English Advanced, Society and Culture, Community and Family Studies, PDHPE, Biology, Food Technology, Metal and Engineering, Ancient History, and Visual Arts. HSC trend data from 2013 – 2018 shows an increasing trend of student achievement within Bands 4 and 5 and a decreasing number of students in the lower bands. HSC results in 2018 show a continued positive value-added trend which commenced in 2015. We anticipate that this positive trend will continue with a school focus on building teacher capacity and improving the quality of pedagogy. 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.



Subject	School 2018	SSSG	State	School Average 2014-2018
English (Advanced)	63.8	73.0	77.5	68.5
English (Standard)	61.5	64.0	65.0	63.7
Food Technology	70.8	66.7	70.7	70.8
Mathematics General 2	64.6	63.6	65.1	61.3
Visual Arts	72.4	75.2	78.0	73.7

Parent/caregiver, student, teacher satisfaction

Parent/caregiver, student and teacher was quantified using parameters measured by the Tell Them From Me suite of surveys and school 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 2017 to 2018, 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 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 indicates 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 which facilitate improved learning outcomes and achieve positive change. In 2018, the number of students who identified as from Aboriginal backgrounds was 38 which was 9% of enrolments. The Aboriginal Education Leadership Team worked collaboratively with students, parents staff, the community and the AECG to develop and coordinate a range of activities and strategies to engage students with country and culture. These activities included participation in Allowah Day, NAIDOC Week celebrations, Australian Indigenous Mentoring Experience (AIME), the boys' didgeridoo group, the school mural and in-class learning and support for students. In 2018 the school saw the continuation of positive trends for Aboriginal students' attendance and the commencement of the Reconciliation Action Plan. Close monitoring of Aboriginal students' educational outcomes was achieved through the analysis of NAPLAN and HSC data, RAP testing and school assessments as part of the overall Bump it up strategy. Along with Quality Teaching, effective learning programs and coordinated support from the 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 integral in promoting the connection to Country and culture.

Multicultural and anti-racism education

Hawkesbury High School has a student cohort which is ethnically and culturally moderately diverse. The International Links program continued in 2018 to help students expand their knowledge and experience of other cultures. Student performances at formal assemblies enabled students to gain an insight into different cultural beliefs and practices. 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 2019 host students from Japan as part of the cultural exchange program. This will help students to continue developing intercultural understanding and provide opportunities to communicate and connect with students from other countries and cultural backgrounds.