

# 2021 Annual Report

## Hawkesbury High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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## School vision

Hawkesbury High School focuses on best practice in teaching and learning to support student growth and improve performance. Teachers consistently challenge students to learn new things and guide and support them towards meeting their career goals and high expectations for learning and behaviour. The school is a safe learning environment where students are proactively taught future-focussed skills that build responsibility, resilience, self-regulation and positive relationships in collaboration with parents and the school community.

## School context

Hawkesbury High School is located on traditional Darug land 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 470 students including 11% Aboriginal students. The school has 45 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.

A comprehensive situational analysis was completed at the end of 2020, which led to development of the 2021-2024 Strategic Improvement Plan. The situational analysis and the plan included genuine consultation with students, staff, parents, and the AECG. The school's focus is on student growth in Reading and Numeracy, including student achievement in the top 2 bands in NAPLAN and top 3 bands in the HSC. An additional focus will be on teacher professional learning and practice, including evidence-based practices that have a proven link to student growth and achievement.

The school values its connection to Aboriginal cultures and history and the local community and it supports all students to become successful learners, confident and creative individuals and active and informed citizens.

## Self-assessment and school achievement

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to offer every student a range of opportunities to grow and develop as a learner through explicit, evidence-based strategies that result in improved literacy and numeracy outcomes and improved performance in the HSC. Teachers at the school will develop detailed understanding of practices that are proven to work best, and they will explicitly focus on these practices in teaching and learning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy and Numeracy Strategy
- Learning Plans
- Aboriginal Students

### Resources allocated to this strategic direction

**Professional learning:** \$3,200.00

**COVID ILSP:** \$227,149.00

**English language proficiency:** \$2,400.00

**Socio-economic background:** \$242,706.00

**Aboriginal background:** \$28,340.00

### Summary of progress

Analysis of student performance in NAPLAN and the HSC indicate that student growth is more pronounced in years 9-12 and that more work in the areas of Numeracy and Reading growth needs to be done in years 7-9. While value-added growth is high for both years 7-9 and years 9-12, student performance in the top 3 bands in the HSC indicates that the strategy of knowing and unpacking the standards in Stage 6 is working, with HSC students in 2021 significantly exceeding the upper bound growth target. Annual progress measures in NAPLAN Reading and Numeracy indicate that an explicit approach to understanding literacy and numeracy progressions, similar to what was done with HSC achievement standards, needs to be a focus of professional learning and explicit literacy and numeracy strategies.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To improve NAPLAN expected growth in Year 9 Reading from 53% to 55%	NAPLAN expected growth in Reading in 2021 was 43%, well below the school's target trajectory. A number of strategies were introduced to support students to reach expected growth targets, however, many of these strategies require some time to have the intended effect. Adjustments to teaching programs and the explicit teaching of comprehension skills such as making connections and predictions, making inferences and recognising cause and effect are taking place, including related professional learning to enhance teacher knowledge and understanding of how to teach reading skills in all key learning areas. On the other hand, the school's value added data, which directly compares the current Year 9 cohort to their NAPLAN results in Year 7, shows a growth trend, indicating that current strategies are having a positive impact, although expected growth remains below the target trajectory.
To increase growth and attainment of Aboriginal students by improving NAPLAN expected growth in Year 9 to match or exceed the growth of non-Aboriginal students, from 59% to 63% in Numeracy and from 43% to 50% in Reading.	In the 2021 NAPLAN, 31% of Year 9 Aboriginal students achieved at or above expected growth in Reading, and 42% in Numeracy. This compares to 44% of non-Aboriginal students who achieved at or above expected growth in Reading, and 56% in Numeracy. This data relates to a sample size of only 12 students, which means that a small sample size can have a disproportionate impact on the overall result even if one student achieves below expectation.

To improve NAPLAN expected growth in Year 9 Numeracy from 59% to 62%	NAPLAN expected growth in Numeracy in 2021 was 55%, slightly below the school's target trajectory of 62%.. While the school appears to be slightly below the target trajectory, expected growth trends in Numeracy remain positive, growing from 52% in 2019 and 51% in 2015. While a relatively small school cohort does mean that if a small number of students do not perform as expected, the overall impact on growth data is magnified, improving expected growth in numeracy remains a whole school priority.
To increase student performance in top two bands in Year 9 NAPLAN Reading from 12% to 18%	NAPLAN results in top two bands in Reading in 2021 was 7%, significantly below the school's target trajectory of 18% and below the 2019 result of 9%. A focus on higher order skills such as interpretation, synthesis and evaluation, coupled with explicit teaching of reading comprehension skills such as making connections, predicting and word-attack strategies, should result in more students achieving in the top two bands in Reading.
To increase student performance in top two bands in Year 9 NAPLAN Numeracy from 10% to 13%	NAPLAN results in top two bands in Numeracy in 2021 was 10.11%, slightly above the previous result of 9.59% in 2019. While this result is below the school's target trajectory of 13%, the relatively small school cohort suggests that one student did not perform as expected. As with expected growth, the data trend remains positive and targeted strategies to improve student performance in the top two bands remain a school priority.
To increase the number of students achieving top 2 band results in the HSC to 16%.	In the 2021 HSC, 14% of students achieved in the top 2 bands, which continues the positive trend in the growth of top 2 band results in the HSC since 2017 when 6% of students achieved in the top 2 bands. These results place the school within the lower bound of the annual trajectory for 21% of students to achieve top 2 bands in the HSC by 2022.
To increase the number of students achieving top 3 band results in the HSC to 40%.	In the 2021 HSC, 59.57% of students achieved in the top 3 bands, which continues the positive trend in the growth of top 3 band results in the HSC since 2017 when 33% of students achieved in the top 3 bands. These results exceed the school's upper bound of the annual trajectory for 48% of students to achieve in the top 3 bands in the HSC by 2022.

## Strategic Direction 2: Student wellbeing

### Purpose

Our purpose is to create a safe and supportive learning environment where every student will be known, valued and cared for. We will provide all students with a range of opportunities to grow and develop as individuals, and provide a learning environment where students are nurtured, guided, inspired and challenged to become engaged citizens in a complex and dynamic society.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Stepped Care Wellbeing Model
- Attendance Goals and Attendance Improvement Plans
- Ready to Learn Initiative
- Aboriginal Students' Roll Call

### Resources allocated to this strategic direction

**Socio-economic background:** \$77,500.00

**Integration funding support:** \$58,100.00

**Low level adjustment for disability:** \$7,000.00

### Summary of progress

Student engagement with school and learning has proven to be a challenge in 2021 amid unprecedented events such as the 2021 floods and the Term 3 lockdown when students were learning from home. While the school's data is significantly better than statistically similar schools, particularly in the area of attendance, an increased focus on wellbeing and engagement strategies needs to take place in 2022. This includes student peer mentoring once cohorting restrictions are lifted and improved student wellbeing outcomes through the school's Ready to Learn initiative.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To increase the percentage of students reporting positive wellbeing in TTFM surveys from 57% to 63%, including sense of belonging and engagement.	53.85% of students reported overall positive wellbeing in Tell Them From Me (TTFM) surveys in 2021, which was a drop from 2020 when 56.74% of students reported positive wellbeing. A similar trend can be seen in students' sense of belonging, with 49.5% of students reporting a positive sense of belonging in 2021, and 51.68% in 2020, and expectations of success, with 62.53% of students having high expectations of success in 2021 compared to 66.48% in 2020. While expectations of success dropped slightly compared to 2020, students' sense of belonging has dropped significantly and the causes, apart from COVID lockdowns, need to be explored further.
To increase the number of students attending school at least 90% of the time to 57% of students.	In Term 1 of Semester 1 2021, 55.9% of students attended more than 90% of the time. At statistically similar school groups (SSSG), the percentage of students attending more than 90% of the time was 46.3%, while the State average for DoE schools was 65.3%. Term 2, however, saw a drop in attendance for students attending more than 90% of the time, to 44.2%. This was an 11.7% drop compared to Term 1. While student attendance also dropped in statistically similar schools from 46.3% to 39.7%, and from 65.3% to 58.6% in DoE schools, the drop in attendance of students attending more than 90% of the time was bigger at Hawkesbury High School than the SSSG and DoE average. The biggest drop in attendance was for Year 9 students, of whom 35.7% attended more than 90% of the time in Term 1, and 26.7% in Term 2.
To increase the percentage of	In Term 1 of Semester 1 2021, 45.1% of Aboriginal students attended more

Aboriginal students attending at least 90% of the time to match or exceed the attendance of non-Aboriginal students.	than 90% of the time, compared to 55.9% of all students . This dropped to 32.7% in Term 2, compared to 44.2% of all students. This was a 12.4% drop compared to Term 1. The biggest drop in attendance was for Year 9 students, reflecting a fall with engagement with school.
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## Strategic Direction 3: Professional learning and practice

### Purpose

Our purpose is to build and improve staff knowledge and understanding of evidence-based best practices that are proven to work best and to integrate those practices in every day teaching and learning. These practices include the use of data, including learning, wellbeing and attendance data to strengthen existing processes that support student learning and wellbeing. We will support staff to apply best practice, including effective evaluation and monitoring of student progress, capturing student voice, classroom management, aligning programming, assessment and feedback and creating a culture of high expectations.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning Centre
- Staff Data Use and Literacy
- What Works Best Professional Learning
- Aboriginal Education

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$20,000.00

**Professional learning:** \$25,000.00

**Aboriginal background:** \$3,000.00

### Summary of progress

The establishment of the Professional Learning Centre and a whole school focus on professional learning of literacy and numeracy progressions and the eight themes of What Works Best, has placed the school in a good position to apply that professional knowledge and develop explicit strategies that would lead to student growth and engagement. The use of data and evidence, and the explicit focus on literacy and numeracy in teaching programs, will see teachers at the school use PLAN2 to collect evidence of student progress and achievement and annotate work samples to be used as teaching tools.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teaching staff will have access to SCOUT data and will engage in professional learning on how to use SCOUT to access attendance, literacy and numeracy, and wellbeing data.  Staff will engage in professional learning to develop knowledge and understanding of the 8 What Works Best themes.	The majority of the school's staff have access to SCOUT and have completed the required professional learning. The staff who are yet to complete the training are currently on leave, or casual staff who do not work regularly at the school. The school also engaged an Aboriginal elder to deliver professional learning on cultural competence across terms 3 and 4 of 2021. However, the lockdown during Term 3 and part of Term 4, and the unavailability of the Aboriginal elder in Term 4, meant that the planned activities were not delivered as planned.
The school will establish the Teacher Professional Learning Hub with consolidated access to key policy and support documents, data walls with information on targeted students, including Aboriginal students.	The school established the Professional Learning Hub at the end of Term 2 and has finalised the establishment of the hub during Term 4. The hub includes data walls and resources that support professional conversations about the school's priorities, including strategies to improve literacy and numeracy outcomes for all students. The timeline for the establishment of the hub was disrupted by the COVID lockdown, but as of the end of 2021 it is back on track, ready to support teacher professional learning activities in 2022.
Develop student learning profiles that	Significant time was dedicated in 2021 to enhancing staff knowledge and

include information on literacy and numeracy levels of achievement and improvement goals, attendance and attendance goals, work samples, and students' personal interests and goals.	understanding of literacy and numeracy progressions. However, the planned work on developing student learning profiles did not take place in the second half of 2021 due to the Term 3 lockdown and a significant increase in student and staff wellbeing concerns in Term 4. The school will explore the use of PLAN2 to collect evidence of student learning from 2022, and the use of attendance data to develop support plans for students whose attendance is causing concern.
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Hawkesbury High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Stepped Care Wellbeing Model</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Employment of a full time Student Learning Support Officer (SLSO) who has supported students in class with low level adjustments and wellbeing support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Students with integration funding support require frequent one on one support, which includes making low level adjustments and one on one support during learning activities in class. Students who have been supported with integration funding have demonstrated growth and this funding will continue to be used for in-class support in 2022.</p>
<p>Socio-economic background</p> <p>\$320,206.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hawkesbury High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Stepped Care Wellbeing Model</li> <li>• Ready to Learn Initiative</li> <li>• Literacy and Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the Youth Worker program implementation.</li> <li>• additional staffing to employ a speech pathologist to support identified students with additional needs</li> <li>• additional School Learning Support Officers (SLSOs) to implement to support identified students with additional needs and make low-level adjustments for learning.</li> <li>• establishment of a Student Support Centre to provide an additional space for student counselling by the school's Youth Worker.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• providing students and families with additional supports for paediatric assessments and external counselling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional student access to counselling supports through the school's Youth Worker in a dedicated space. Students with undiagnosed learning difficulties were assessed by a speech pathologist who also provided targeted students with speech therapy on school grounds. The employment of additional student learning support officers ensured additional one on one support for students who require low level adjustments for learning.</p>

<p>Socio-economic background</p> <p>\$320,206.00</p>	<p>Students whose families experienced financial hardship were supported with learning materials, uniform, school lunches and additional expenses such as paediatric or psychologist intervention.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The stepped care wellbeing model will continue in 2022 as it provides a structured approach to supporting student wellbeing and learning, allowing the school to identify student needs early and put in place appropriate interventions.</p>
<p>Aboriginal background</p> <p>\$46,340.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hawkesbury High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal Students</li> <li>• Learning Plans</li> <li>• Aboriginal Education</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support for Aboriginal students provided by a dedicated school learning support officer (SLSO) and 0.4 FTE allocation of a teacher to work with Aboriginal students and their families, including individual case conferences and the development of personalised learning and support plans that include literacy and numeracy goals.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The model of allocating a 0.4 FTE, equivalent of two days per week, to an Indigenous teacher to work with Aboriginal students and their families will continue in 2022. A teaching staff member not only provides additional support to students and their families, but continues with this engagement in other school-related activities, including during a dedicated Aboriginal roll call.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Hawkesbury High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support provided to EAL/D students in the classroom through the allocation of Student Learning Support officers (SLSOs).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Staff capacity is developed through EAL/D specific professional learning. Teaching and learning programs are enhanced through differentiation to reflect the language learning needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$163,965.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Hawkesbury High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Stepped Care Wellbeing Model</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students in Life Skills, the development of Individual Learning Plans and HSC Special Provisions.</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional support provided to students who require low level adjustments for disability. The support was provided in the form of development of learning plans in collaboration with parents, team teaching to enhance teacher knowledge of curriculum differentiation, and professional learning activities to develop teacher understanding of disability and appropriate adjustments for students with disabilities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Funding for employment of 1.4 full time equivalent (FTE) Learning and Support Teachers (LaST) will continue in 2022, with a focus on developing teacher knowledge of curriculum differentiation and effective low-level adjustments for disability.</p>
<p>COVID ILSP</p> <p>\$227,149.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers and tutors to deliver small group tuition</li> </ul>

<p>COVID ILSP</p> <p>\$227,149.00</p>	<ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Twenty five percent (25%) of students were targeted in 2021 with smallgroup tuition as part of the COVID ILSP funding. The tuition was provided face to face and continued online during the COVID lockdown via Zoom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Student engagement with the program was very high and it will continue in2022 with the extension of the program. NAPLAN data in 2022 will provideadditional information on literacy and numeracy growth for students whoparticipated in the program.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	220	215	224	225
Girls	203	191	197	219

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	89.9	89.5	92.5	88.9
8	86.9	86.4	92.1	86.5
9	86.2	84.7	88.4	85.5
10	85.3	84	87.8	81
11	84.3	81.8	86.8	80.4
12	84.9	83	90.9	88.6
All Years	86.4	85.2	89.8	84.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	9	3	20
Employment	5	7	10
TAFE entry	3	3	4
University Entry	N/A	N/A	35
Other	N/A	14	11
Unknown	N/A	N/A	30

### Year 12 students undertaking vocational or trade training

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46.15% of Year 12 students at Hawkesbury High School undertook vocational education and training in 2021.

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

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93.5% of all Year 12 students at Hawkesbury High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	6
Classroom Teacher(s)	28.1
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.78
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	522,427
<b>Revenue</b>	7,022,918
Appropriation	6,890,794
Sale of Goods and Services	20,051
Grants and contributions	111,747
Investment income	326
<b>Expenses</b>	-6,972,559
Employee related	-6,204,983
Operating expenses	-767,576
<b>Surplus / deficit for the year</b>	50,359
<b>Closing Balance</b>	572,786

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.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	148,424
<b>Equity Total</b>	573,275
Equity - Aboriginal	46,129
Equity - Socio-economic	306,700
Equity - Language	2,400
Equity - Disability	218,046
<b>Base Total</b>	5,521,658
Base - Per Capita	103,784
Base - Location	0
Base - Other	5,417,874
<b>Other Total</b>	364,623
<b>Grand Total</b>	6,607,979

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.

## School performance - NAPLAN

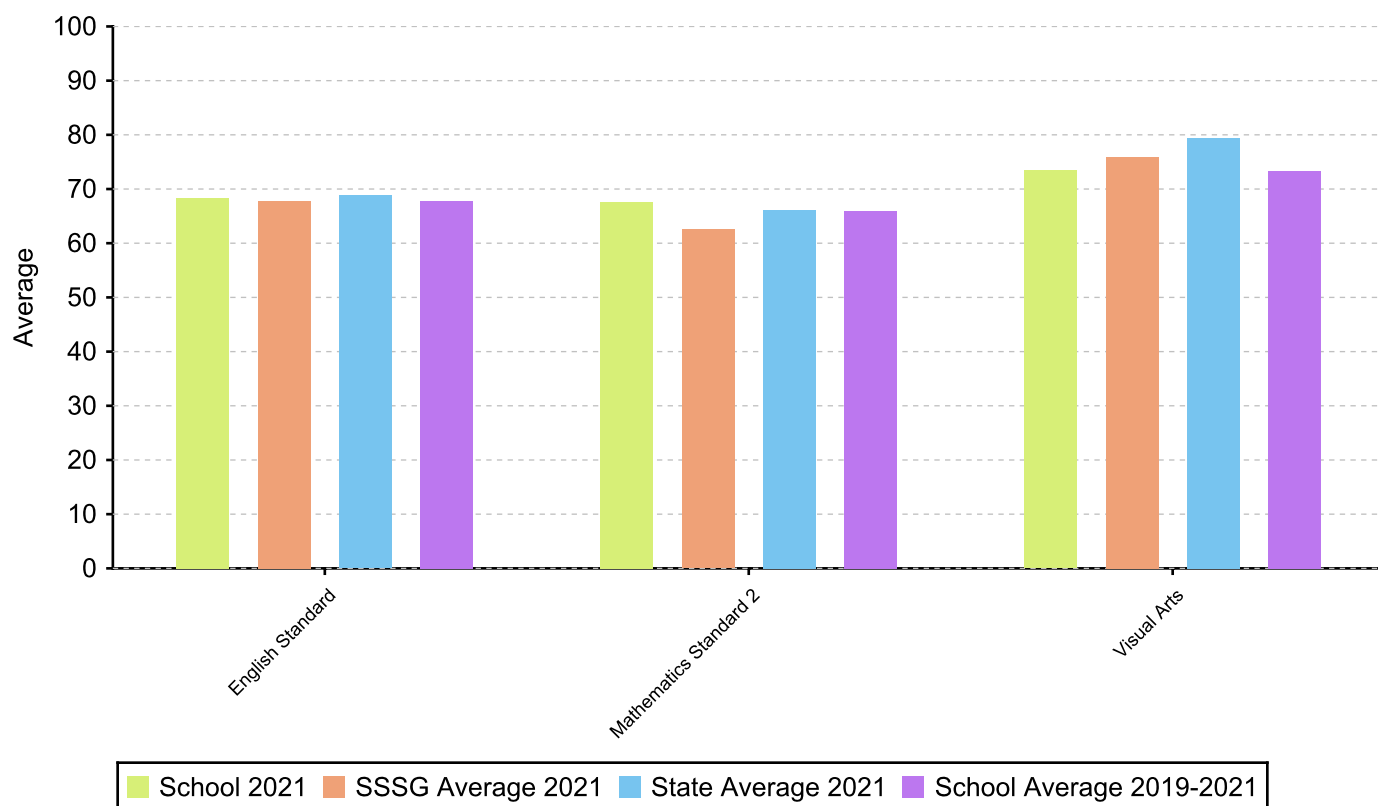
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2021	SSSG	State	School Average 2019-2021
English Standard	68.4	67.8	68.8	67.8
Mathematics Standard 2	67.6	62.5	66.1	65.9
Visual Arts	73.4	75.8	79.4	73.3

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Student Survey is designed to provide the school with insight to guide our planning and help us to identify school improvement initiatives. In 2021, students completed one survey. Students typically complete two surveys per year, but the extended lockdown during Term 3 meant that only one survey was completed in 2021. The comparison between the 2021 survey and two surveys completed in 2020 allowed the school to measure growth in student perceptions in key areas of Social-Emotional Outcomes, Academic Outcomes, and a range of custom measures including school pride, student levels of optimism, positive growth, and expectations of success, among others.

Notable trends in the 2021 student survey include an overall positive trend in positive relationships, from 72% in June 2020 to 76% in October 2020. However, there was a slight decrease to 75% in 2021. A similar decrease in students' sense of belonging compared to 2020 was noted in 2021 (from 53% to 49%), although the long-term trend is positive. Another notable improvement was recorded in students' participation in Sport from 45% to 58%, a drop in truancy from 15% of students reporting truancy to 13%, and a significant improvement in positive behaviours at school from 75% in 2020 to 81% in 2021.

Teachers also completed the Tell Them From Me Survey, with 68% of teachers agreeing or strongly agreeing that the school supports effective teaching practices and that students focus on their learning. Similarly, 71% of teachers agree or strongly agree that students have a sense of belonging, although only 49% of students report the same. Other notable results include a plateauing in perceptions of quality feedback (7.0), a growth in learning culture (7.7 in 2021 and 7.6 in 2020), learning culture (7.7 vs 7.6), use of data to inform practice (7.6 vs 7.5) and technology (7.2 vs 7), which is also significantly above the NSW Government Norm of 6.7. A focus area for improvement in 2022 is parent involvement, particularly working with parents of students with special learning needs, and engaging parents with their children's work, organisation of books and equipment, and time management.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.