2022 Annual Report

Hawkesbury High School

8565

Introduction

The Annual Report for 2022 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. 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.

Our self-assessment 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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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: $6,500.00
Per capita: $100,000.00
: $272,580.00
English language proficiency: $2,400.00
Socio-economic background: $67,157.00
Low level adjustment for disability: $223,315.00
Aboriginal background: $58,191.00

Summary of progress

Analysis of student performance in NAPLAN and the HSC indicate that value added growth trend for years 9-12 is very strong, and that the school is sustaining and growing . While value added growth trend is also positive in years 7-9, the additional focus on literacy and numeracy initiatives in years 7 to 10, particularly teacher knowledge and understanding of literacy and numeracy progressions, and the integration of literacy and numeracy strategies in teaching programs, has seen this growth sustained over time. 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 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 continued 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 55% to 57%	Student growth data for the 2022 cohort is unavailable due to absence of 2020 NAPLAN results. A number of strategies were introduced to support students to improve growth, including adjustments to teaching programs and the explicit teaching of comprehension skills such as making connections and predictions, making inferences and recognising cause and effect. Targeted professional learning took place 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 shows a growth trend, indicating that current strategies are having a positive impact over time.
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 63% to 67% in Numeracy and from 50% to 57% in	Student growth data for the 2022 cohort is unavailable due to absence of 2020 NAPLAN results. A number of strategies linked to Aboriginal 8 Ways of Learning were introduced across the school to support students to improve reading growth, including adjustments to teaching programs and the explicit teaching of comprehension skills such as making connections and predictions, making inferences and recognising cause and effect. The

Reading.	school developed a targeted reading strategy MURU (Darug for path) that will be used to enhance students' reading skills through visual connections to Country. MURU will also support enhanced teacher understanding of how to explicitly teach reading skills and make reading relevant to all students.
To improve NAPLAN expected growth in Year 9 Numeracy from 62% to 64%	Student growth data for the 2022 cohort is unavailable due to absence of 2020 NAPLAN results.
To increase student performance in top two bands in Year 9 NAPLAN Reading to 22%	NAPLAN results in top two bands in Reading in 2022 was 5%, significantly below the school's target trajectory of 22% and below the 2021 result of 7%. 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. The school is focussing on Reading as a priority with the introduction of the MURU reading comprehension scaffold to support the professional learning of teachers on how to explicitly teach comprehension skills in the context of different key learning areas.
To increase student performance in top two bands in Year 9 NAPLAN Numeracy to 20%	NAPLAN results in top two bands in Numeracy in 2022 was 3%, significantly below the 2021 result of 8% . This result is below the school's target trajectory. While overall value-added growth remains positive, targeted strategies to improve student performance in the top two bands in numeracy remain a school priority. This includes the Level-Up program which explicitly focuses on improving numeracy skills, availability of tutors, and explicit focus on numeracy skills in teaching programs.
To increase the number of students achieving top 2 band results in the HSC to 21%.	In the 2022 HSC, 11% 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 48%.	In the 2022 HSC, 37% 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.

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: $158,000.00
Professional learning: $20,000.00

Summary of progress

Student engagement with school and learning has proven to be a challenge in 2022 amid unprecedented events such as the 2022 floods which continued a string of natural disasters since 2019 that have impacted the school community. 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 2023. This includes student peer mentoring, revised student reward and recognition procedures, and enhancements to 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 68%, including sense of belonging and engagement.	53.99% of students reported overall positive wellbeing in Tell Them From Me (TTFM) surveys in 2022, which was a slight increase from 2021 when 53.85% of students reported positive wellbeing. A similar statistical trend can be seen in students' sense of belonging, with 48% of students reporting a positive sense of belonging in 2022, compared to 49% in 2021, and expectations of success, with 66% of students having high expectations of success in 2022 compared to 63% in 2021. Students' expectations of success increased 3% compared to 2021, suggesting that the school's Ready to Learn initiative is having a positive impact.
To increase the number of students attending school at least 90% of the time to 60% of students.	In Term 1 of Semester 1 2022 45.2% 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 34.5%, while the State average for DoE schools was 44.9%. Term 2, however, saw a drop in attendance for students attending more than 90% of the time, to 24.8%. This was a 21% drop compared to Term 1. While student attendance also dropped in statistically similar schools from 34.5% to 29.8%, and from 44.9% to24.8% in DoE schools, the drop in attendance of students attending more than 90% of the time was impacted by several major flooding events in 2022. In Term 3, the number of students attending 90% of the time increased to 36.4%, and that level of attendance above 90% was maintained with 36% in Term 4. This is identical to the DoE State level of attendance above 90% of 35.9%.

To increase the percentage of Aboriginal students attending at least 90% of the time to match or exceed the attendance of non-Aboriginal students.	In 2022, 23.4% of Aboriginal students attended more than 90% of the time, compared to 31.7% of all students .

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

Socio-economic background: $100,000.00
Professional learning: $21,792.00

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 they will develop knowledge and understanding of how to use SCOUT to access attendance, literacy and numeracy, and wellbeing data. Staff will use the Professional Learning Centre with consolidated access to key policy and support documents, data walls with information on targeted students, including Aboriginal students, and professional advice provided by a teacher mentor. Staff will be familiar with the 8 themes of What Works Best, and engage in professional learning to develop knowledge and understanding of the the 8 themes.	All teaching staff have been provided with opportunities to engage in professional learning and have access to SCOUT data. A number of short-term temporary staff are yet to complete learning and gain access, but 100% of executive staff have access to Scout, enabling them to lead conversations about evidence-based pratice. Plan2 data has been used to monitor student progress and identify students who require additional support, including COVID ILSP small group tutoring, and to inform focused literacy and numeracy programs such as Level Up. Staff regularly use the Professional Learning Centre where easy access to key policy documents and a focus on school priorities facilitates professional dialogue. The Professional Learning Centre was used in 2022 by teacher mentors who worked with beginning teachers and aspirational school leaders. Staff have continued to engage with the 8 themes of What Works Best. School Development Days in Term 2 and 3, and the Staff Conference in Term focussed on explicit teaching of literacy and numeracy, formative assessment and feedback, student wellbeing, high expectations and classroom management.

All teaching staff will access SCOUT data and will engage in professional learning on how to use SCOUT to monitor attendance, literacy and numeracy progressions, and wellbeing data. Staff will be familiar with the 8 themes of What Works Best, and willactively contribute towards sharing their practices with their colleagues.	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 and short-term temporary staff who do not work regularly at the school. The school has used Aboriginal staff to enhance all staff Aboriginal cultural competence, including the completion of mandatory Aboriginal Cultural Education.
Staff will have access to and use student learning profiles that include information on literacy and numeracy levels of achievement and improvement goals, attendance and attendance goals, work samples, and students' personal interests and goals.	Significant time was dedicated in 2022 to enhancing staff knowledge and understanding of literacy and numeracy progressions. However, the planned work on developing student learning profiles did not take place in 2022 due to an increase in student and staff wellbeing concerns in Term 4 and the lack of progress in establishing student mentoring groups. It is anticipated that the student mentoring initiative will commence in 2023.

Funding sources	Impact achieved this year
Integration funding support $193,798.00	Integration funding support (IFS) allocations support eligible students at Hawkesbury High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Students were supported to engage with learning and access differentiated curriculum. Students with additional needs were provided with individualised support in the classroom. **After evaluation, the next steps to support our students will be:** Use data to measure student growth and evaluate the impact of support provided by student learning support officers, including attendance data.
Socio-economic background $325,157.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning Plans • Stepped Care Wellbeing Model • Professional Learning Centre • Attendance Goals and Attendance Improvement Plans **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through a focus on strategies to differentiate curriculum, particularly in the area of writing, to support student learning. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Students who have experienced cummulative trauma as a result of multiple floods, including loss of homes and school uniform and equipment, were provided with necessary essential to continue engagement with school and maintain school attendance. **After evaluation, the next steps to support our students will be:** Use student mentoring booklets to evaluate the effectiveness of small group mentoring support.
Aboriginal background $58,191.00	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.

| Aboriginal background

$58,191.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Aboriginal Students **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • creation of school literacy resources embedding local language and connection to Country • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Aboriginal students were supported with individualised support which included engagement with families in the development of personalised learning plans. Literacy and numeracy achievement and school attendance for Aboriginal students is above statistically similar schools. **After evaluation, the next steps to support our students will be:** Use attendance, literacy and numeracy and well being data to measure the effectiveness of learning plans.
English language proficiency

$2,400.00 | English language proficiency equity loading provides support for students at all four phases of English language learning at Hawkesbury High School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Literacy and Numeracy Strategy

Overview of activities partially or fully funded with this equity loading include:
 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives

The allocation of this funding has resulted in the following impact:
Individualised support has resulted in the completion of all required tasks for supported students.

After evaluation, the next steps to support our students will be:
Use data to measure growth and the impact of individualised support. |
| Low level adjustment for disability

$223,315.00 | 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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Learning Plans

Overview of activities partially or fully funded with this equity loading include:
 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students
 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting
 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

The allocation of this funding has resulted in the following impact: |

Low level adjustment for disability $223,315.00	Learning and support teachers worked closely with classroom teachers to develop knowledge and understanding of curriculum differentiation to meet a range of learning needs. Learning and support teachers assisted with assessment modification and the allocation of student learning support officers to maximise their impact on student learning. **After evaluation, the next steps to support our students will be:** Use learning data to measure expected growth for supported students.
Professional learning $48,292.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Hawkesbury High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Strategy • Ready to Learn Initiative • What Works Best Professional Learning **Overview of activities partially or fully funded with this initiative funding include:** • Targeted professional learning - literacy and numeracy progressions and What Works Best • Release for additional time to develop learning resources that focus on writing and student feedback. **The allocation of this funding has resulted in the following impact:** Student work samples show a growth in their ability to analyse and make conclusions based on evidence in a range of complex texts. **After evaluation, the next steps to support our students will be:** Annotate student writing samples for use as teaching tools and to develop students' ability to self-report in relation to achievement standards and literacy progressions.
Per capita $100,000.00	These funds have been used to support improved outcomes and the achievements of staff and students at Hawkesbury High School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Literacy and Numeracy Strategy **Overview of activities partially or fully funded with this operational funding include:** • Development of a draft programming template with an explicit focus on literacy and numeracy. • Trial of the programming template in all key learning areas, and the use of staff feedback to makeappropriate adjustments. **The allocation of this funding has resulted in the following impact:** Development of a whole-school programming template with an explicit focus on literacy and numeracy which will support teaching staff to apply their knowledge of litercy and numeracy progressions in teaching activities, assessment and feedback. **After evaluation, the next steps to support our students will be:** Use of the programming template to develop learning activities with an explicit focus on literacy and numeracy skills.
COVID ILSP $272,580.00	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 2022. **Funds have been targeted to provide additional support to students**

COVID ILSP $272,580.00	**enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were identified through NAPLAN results and Best Start assessments. **The allocation of this funding has resulted in the following impact:** Supported students experienced measurable growth in literacy and numeracy achievement. **After evaluation, the next steps to support our students will be:** Use school and systems data to continue monitoring student progress and identify appropriate interventions to continue supporting students with additional needs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	215	224	225	235
Girls	191	197	219	224

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
7	89.5	92.5	88.9	85.8
8	86.4	92.1	86.5	81.9
9	84.7	88.4	85.5	81.1
10	84.0	87.8	81.0	77.0
11	81.8	86.8	80.4	75.8
12	83.0	90.9	88.6	84.7
All Years	85.2	89.8	84.9	80.9
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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	N/A	3	10
Employment	7	24	49
TAFE entry	4	12	20
University Entry	N/A	N/A	21
Other	N/A	N/A	N/A
Unknown	N/A	N/A	N/A

Forty one percent of Year 12 students in 2022 have either enrolled in university or TAFE courses, with another 49% finding employment. There is also an increasing trend of Year 10 students obtaining traineeships or apprenticeships.

Year 12 students undertaking vocational or trade training

36.54% of Year 12 students at Hawkesbury High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at Hawkesbury High School expected to complete Year 12 in 2022 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)	29.1
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
School Counsellor	2
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	480,190
Revenue	7,792,511
Appropriation	7,644,113
Sale of Goods and Services	20,193
Grants and contributions	124,692
Investment income	3,467
Other revenue	45
Expenses	-7,359,429
Employee related	-6,637,714
Operating expenses	-721,715
Surplus / deficit for the year	433,082
Closing Balance	913,271

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

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

	2022 **SBAR Adjustments** ($)
Targeted Total	193,798
Equity Total	609,064
Equity - Aboriginal	58,191
Equity - Socio-economic	325,157
Equity - Language	2,400
Equity - Disability	223,316
Base Total	5,778,578
Base - Per Capita	112,038
Base - Location	0
Base - Other	5,666,540
Other Total	510,918
Grand Total	7,092,359

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 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.

Legend: School 2022 | SSSG Average 2022 | State Average 2022 | School Average 2020-2022
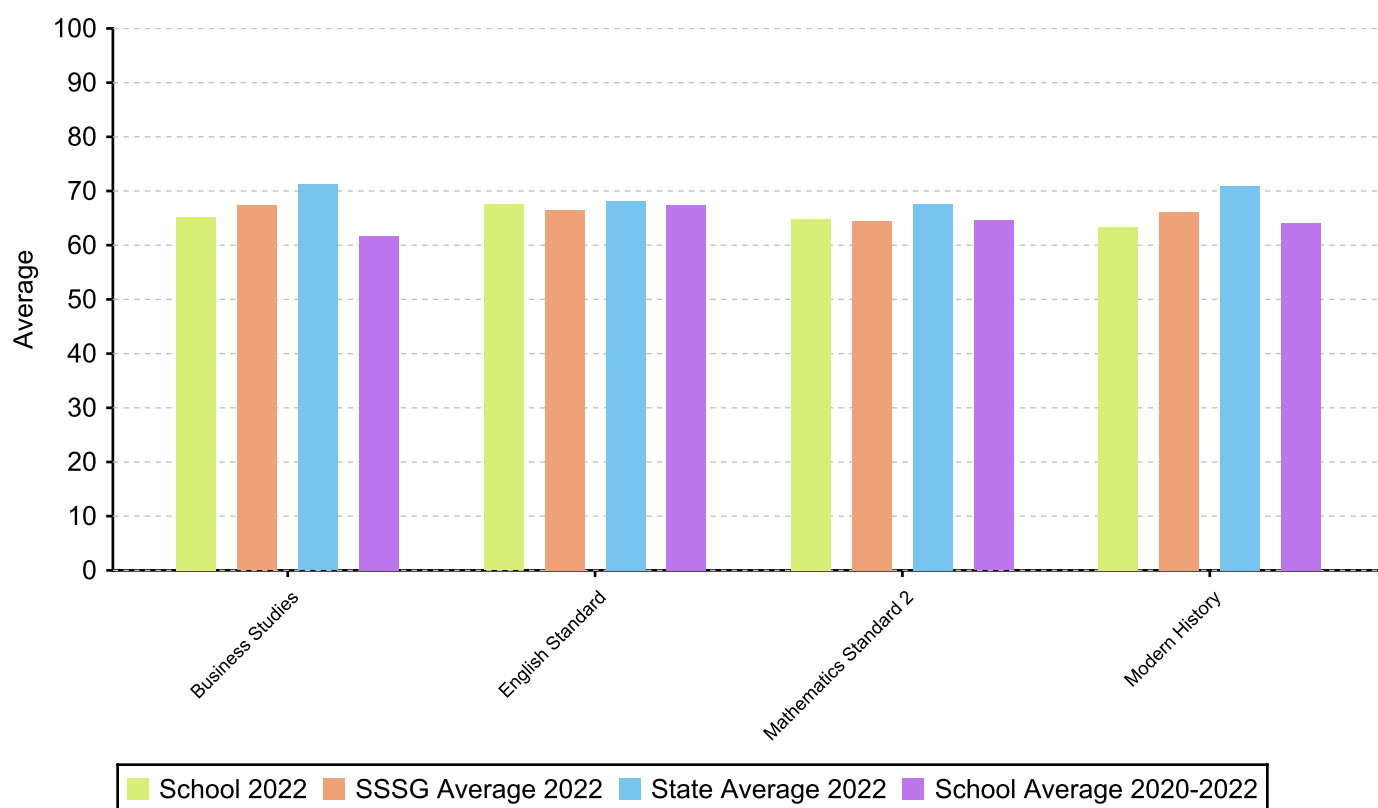
Subject	School 2022	SSSG	State	School Average 2020-2022
Business Studies	65.2	67.3	71.2	61.8
English Standard	67.5	66.5	68.1	67.5
Mathematics Standard 2	64.8	64.5	67.6	64.5
Modern History	63.4	66.1	70.9	64.2

Parent/caregiver, student, teacher satisfaction

he 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 2022, students completed two surveys. The 2022 surveys allowed the school to measure 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 results in the 2022 student survey include above NSW norm results in students who are interested and motivated in years 9, 10 and 11, but a significantly below the NSW norm result for Year 7 students, which needs to be investigated. Student participation in sport (55% school vs 52% State) and participation in extra-curricular activities (26% school vs 24% State) is a pleasing result which can, however, be improved. Another result worth investigating in the number of students who reported regular truancy (23%). While school data does not support student perception in the survey, this is a measure that will be investigated. ositive trends in the survey, in addition to participation in extra-curricular activities and sport, includes the area of interest and motivation (4% increase). Students have also reported an improvement in their perceptions of academic outcomes in English (1%), mathematics (2%) and science (2%).

Teachers also completed the Tell Them From Me Survey, with 63% of teachers agreeing or strongly agreeing that they are confident in their capacity to meet the needs of Aboriginal students, while 68% agree or strongly agree that they have the knowledge required to engage with students on Aboriginal cultures and histories. Similarly, 90% of teachers agree or strongly agree that the school is a welcoming place for all students, and 66% believe the school i s culturally safe place for students.

Parents were also given the opportunity to complete the Tell Them From Me Survey in 2022, with 47 respondents (10%). The areas where parents who completed the survey reported scores below the NSW norm include parents feeling welcome (6.3 vs 7.4), parents are informed (5.4 vs 6.6), and school supports positive behaviour (6.3 vs 7.7). While parents report a significantly above norm result for their children's knowledge of school rules for behaviour (8.4), they report a significantly below norm perception of teachers maintaining control of their classes (4.1).

Policy requirements

Aboriginal Education Policy

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

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

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.