2010 Annual School Report
Hay War Memorial High School

NSW Public Schools – Leading the way
Messages

Principal’s message

It gives me great pleasure to present the 2010 Annual School Report for Hay War Memorial High School.

2010 was a year of productivity & progression with the most important change for our students being an educational one. After consultation with our school community this was the first year of our new senior program called the ‘Focused HSC’. Year 11 students selected 3 subjects only and studied both the Preliminary and HSC courses during Terms 1, 2 & 3. They were then released from school for the first 5 weeks of Term 4 to complete their Higher School Certificate (HSC) exams. After the School Certificate (SC) all classes moved into their next year with Year 10 becoming Year 11 and joining the Year 12 students to become one senior cohort. Year 11 chose their first three senior subjects and Year 12 their next three subjects to give them the full complement for an HSC.

The senior curriculum was designed to overcome small and unrealistic class cohorts, and allowed the school to offer more senior courses. Feedback from students, parents, staff and community has been positive. This has been supported in research completed by our school counsellor.

Traditionally, the final five weeks of Term 4 have always presented difficulties in terms of attendance, student engagement and consequently behaviour and discipline. This new arrangement resulted in a very settled and focused end of the 2009 year. The same can be said about this year. The school experienced minimal ‘drop-off’ in attendance across all years and students were engaged in all classes until the final day of lessons in week 10 Term 4. There were fewer discipline issues for staff to deal with indicating students were on-task.

Along with proactive programs for both girls and boys further modifications to the welfare system has seen a settled student cohort.

After a couple of years of rebuilding and restricted access our students returned on day one to occupy three new buildings and a renovated quadrangle. The breaking of the drought has assisted by not only taking some pressure off families but making our quadrangle lush and green. Our physical resources and space for students to move are some of the best in the state and the envy of many other schools.

The new Language Centre built under the Federal Government’s Building Education Revolution has already shown its versatility. Apart from being a base for language classes its connected classroom capability allows classes to join with other schools or presenters. Its large size is ideal for special presentations.

The long awaited bus shelter purchased by with a P&C donation was completed, along with new paths, just in time for the rain. The temporary welding bay from the demountables has been moved to the Agriculture plot and will be extended next year to make chicken accommodation. The Ag plot was enhanced with a cattle crush and temporary yards, and a grant from the NSW DET has enabled us to buy a new teaching and learning tractor. This $35,000 machine comes with all the safety equipment and a side-arm for weed control.

The Hay community continues to amaze the school with their generosity in supporting our students. Apart from many donations and scholarships given towards our presentation day a number of significant donations were received. A huge donation from the Hay Marching Girls fitted security screens on the new Science facility and will renovate and install new audio visual technology on the stage in the Spirit of Anzac Centre. The Ex-Students Association has topped up its gift of $26,000 from last year with another $12,000 to go in trust, the interest from which will pay for 4 annual scholarships for a girl and a boy from Year 8 & 9. Mr. Rexwell Poole has bequeathed a legacy of $3,000 each year creating six $500 prizes for the top 3 male and female academic achievers.

The partnership the school enjoys with the Hay...
Branch of the Returned Services League has been and will remain fundamental to the ethos of this school. The school would like to thank them for their involvement with Anzac Day, VP Day, Armistice Day and promoting our students in the ‘Australia My Country Competition’.

National Servicemen’s Day featured a Commemorative Service in the Spirit of Anzac Centre followed by floral wreaths being laid at the base of the new monument which was placed on the school grounds this year. The Hay Branch of the National Services presented the school with a specially struck commemorative medal celebrating their tenth anniversary.

The school is fortunate in having a supportive Parents & Citizens Association (P&C) presided over by Mrs. Wendy Jarratt. The P & C runs a very effective canteen that provides quality food at great prices to our students. Proceeds from the canteen provide facilities and equipment to the students.

The school benefits from having a very functional School Council presided over by Mr. Bert Matthews. The council is a great “sounding board” for ideas and change to school policy or programs. I thank them for their assistance with community surveys and for their input into the decision making processes ensuring the school remains in harmony with the community.

In concluding I would like to take this opportunity to thank all the staff, students and parents, as well as the P & C, School Council, and community members for the support they have given this wonderful school throughout the 2010 year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ray Billing

School Council message

The School Councillors for 2010 included Mr Bert Matthews (President and Parent), Mrs Gaylene Stephens (Secretary and Community), Ms Sonia Woods (Parent), Mr Jim Ovens (Parent), Mrs Wendy Jarratt (P&C), Mr John Breen (Staff), Mr Simon Warden (Staff), Mr Howard Nish (RSL) and Mr Ray Billing and Mr Phil Thompson (Executive).

Council’s early role in 2010 was to review the School Plan. Literacy and Numeracy were identified as areas for academic improvement as we continually strive to raise the standard, with a reduction in the number of negative behaviour notifications being targeted in the Welfare Code.

Following the success of the Focused HSC in our Senior Study Program, Council has undertaken a review of the Junior School to see if the current structures are providing the best outcomes for our students. Council conducted a telephone survey of parents to gauge the general acceptance of the schools current procedures. The results of the survey have been collated and Council is expecting a report in the near future.

As President of the Council, I have become very aware of the current harmonious environment which is evident within HWMHS at present and would like to congratulate Mr Billing and Mr Thompson for their leadership of the Staff Executive and indeed all staff on their professional approach to teaching in our school. With the new buildings and grounds in operation there is a lot to be proud of at our school.

Council has had representation on the Finance Committee and the interview panel for the election of the student leaders for 2011.

With the improved seasonal conditions we hope our student enrolment may increase and more children can enjoy what we have to offer.

I would like to say a big thank-you to all Council members for giving their time to attend meetings and to help formulate the policies for the future.

Bert Matthews (President)

P & C message

As President of the 2010 Hay War Memorial High School Parents and Citizens Association, I would like to reflect upon the commitment and achievements we have made during the year. I would first like to thank the small but very committed members, who volunteer to become part of the P&C for the benefit of our children’s education. Special thanks must go to Helen Jacka for her tireless effort in the role of P&C Treasurer, a challenging position at times.

We are a small group of parents and community members who meet on the first Thursday of every month to discuss issues within the school
and appropriate measures to approach them. 2010 has been a productive - and, at times, challenging - year for our members.

Our canteen supervisor, Jan Hemphill, was farewelled after thirty years at the Services Club on the 25th June. Many friends and colleagues showed up in support of Jan and an enjoyable evening was had by all.

Since, we have welcomed our new canteen supervisor, Rhonda Richards, who has settled into the role well and delivered our canteen with a new approach in some areas - this has been enjoyed by both staff and students.

2010 also saw the replacement buildings finalised and made available for use by students; including a new language centre, library and science building. All reports on the buildings have been positive - the buildings offer students the newest technologies and services available, a great achievement for such a small school in a rural area. A celebration assembly was held, allowing parents and community members the opportunity to tour the new buildings, officially opened by Regional Director Colin Parker.

The much awaited bus shelter has been completed and is currently in use by students.

Finally, our new senior program completed its first year and by all reports has been welcomed by both students and teachers. The program involves Year 11 and 12 students studying the HSC to complete three subjects per year, rather than 6 over the two. Assessment and monitoring of the program is constant, and we have been told this has influenced other regional schools to consider this program as an alternative. Last year’s HSC results for Year 12 (completing the HSC via the regular system) and year 11 reflected the positive effect it has had on students.

I have enjoyed my role as P&C President for the year 2010, and would like to take this opportunity to encourage any interested parents, carers or community members to consider becoming a part of this worthwhile and rewarding group of people. At the end of the day, we are working in the aim of bettering our children’s education and quality of schooling, and we are always on the lookout for fresh ideas and perspectives.

Wendy Jarratt (President)
Oliver attended the Regional SRC camp at Lake Hume in late November. Some students were able to attend School Council meetings and gave reports.

Students volunteered to sell badges at various times during the year (Legacy) and organised BBQ’s for year 6 and Education week.

For the first time we had an SRC roll call which enabled the students to organise functions without lesson disruption.

**SRC Committee**

**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

Student enrolment has continued to decline in line with population statistics for the area. The breaking of the drought may reverse this trend.

**Student attendance profile**

The school is taking positive steps to encourage parents to ensure their students come to school improving attendance compared to 2009 data.

**Management of non-attendance**

Student non-attendance has been managed in a proactive manner. Initially parents are sent letters itemising any unexplained absences. Direct phone calls home are utilised on a case by case situation. Parents are encouraged to contact the school prior to absences if they know beforehand. In the case of extended absence work is sent home to students if appropriate. Students displaying chronic non-attendance are referred to the Regional Home School Liaison Officer. Intervention programs with students causing concern have improved attendance rates. Regular information and notices are placed in the school newsletter promoting the importance and value of being at school each day. This is being reinforced through the presentation of award certificates at assemblies for those with full attendance.

**Retention to Year 12**

In the above graph ‘SEG’ stands for School Education Group comprising of 6 Riverina West High Schools. The data displayed is dependent on the employment market. In 2010 more students than expected were able to find work prior to completing year 12. In many cases these involved traineeships or apprenticeships leading to further education.

**Post-school destinations**

Of the 19 Year 12 students who completed their school studies in 2010 the following destinations are known:

- 7 gained employment for 2011.
- 2 gained apprenticeships or traineeships and
- 8 gained entry to university with 3 of them deferring for a gap year.
A significant number of students who left prior to year 12 have been successful in gaining employment, apprenticeships or traineeships.

Year 12 students undertaking vocational or trade training

Hay War Memorial High School has a strong offering of Vocational Education and Training (VET) subjects, with 70% of our students undertaking at least one. In 2010 Hospitality, Construction, Information Technology and Primary Industries were offered to our students.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2010 we presented 19 Year 12 students for the HSC, 100% of them attained the HSC with 42% of them accepting university placements. Thirteen students attained at least one vocational educational qualification.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15.7</td>
</tr>
<tr>
<td>Teacher of Multi-categorical class</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.782</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32.282</td>
</tr>
</tbody>
</table>

The School Counsellor is allocated to this school but works across a number of other schools.

During 2010 the school had one part time Indigenous employee.

Staff retention

In 2010 the proportion of teaching staff retained from 2009 was 77%. Of those who left the majority had taught at the school for extended periods of time and moved on for retirement, career or family circumstances.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>313 883.65</td>
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<tr>
<td>Tied funds</td>
<td>217 626.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>117 719.20</td>
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<tr>
<td>Interest</td>
<td>13 684.25</td>
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<tr>
<td>Trust receipts</td>
<td>34 226.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>1 049 103.46</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>79 996.27</td>
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<tr>
<td>Excursions</td>
<td>15 421.91</td>
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<tr>
<td>Extracurricular dissections</td>
<td>25 906.17</td>
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<tr>
<td>Library</td>
<td>10 564.55</td>
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<tr>
<td>Training &amp; development</td>
<td>2 187.88</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>34 050.02</td>
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<tr>
<td>Administration &amp; office</td>
<td>119 945.40</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>71 113.64</td>
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<tr>
<td>Maintenance</td>
<td>63 349.52</td>
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<tr>
<td>Trust accounts</td>
<td>26 223.24</td>
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<tr>
<td>Capital programs</td>
<td>41 296.82</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td>702 712.49</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>346 390.97</td>
</tr>
</tbody>
</table>

The school holds a large amount of money in trust to fund annual scholarships. During 2010 a significant amount of tied funding and rolled over tied funding was utilised for the purposes granted.

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent
body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

In 2010, the Creative and Performing Arts continued to be an important and vibrant part of the curriculum. In 2010, the school offered programs across all stages in Visual Arts, Drama and Music. In 2010 Photography and Digital Media was introduced at HSC level.

A highlight of this course was a public exhibition in November of photographic and digital imaging works from Year 11 students at Shear Outback entitled Hay through the lens, How I see my town.

In May 2010 the Sydney Theatre Company visited our school for two performances of the play Burnt. The play was based on problems farming families face with ongoing drought and at times struck close to the bone. It had its origins in regional NSW with input from high school students and the actors were pleased to bring the play back to its roots.

Hay WMHS continued to compete in the Premiers Debating Challenge in 2010 in the Year 7/8 and the Year 9/10 sections. Although neither teams progressed to zone finals, it was pleasing to see all speakers develop their skills in this competition.

Students from HWMHS performed The Dunera Boys - Friendly Aliens in August for the Dunera 70th Anniversary Reunion. The play was written in 2006 by the Vertical Drama class of HWMHS with assistance from Outback Theatre for Young People and Hay Museum Learning. It tells the story of internees who came to Australia on a ship called The Dunera, and then to Hay to an internment camp. The cast consisted of eleven students from Year 8 to 11. The public performance was well received by an appreciative audience, including original Dunera “boys” and their relatives.

Sport


The sporting year started with the half day swimming carnival followed by the twilight carnival. After a great evening of swimming and participation by students Darling house was deemed the winner.

The Zone Swimming Carnival was held at Deniliquin with several students placing first or second qualifying through to the Regional Swimming Carnival held in Leeton. Students were Olivia Wells, Ellie Darlow, Ruby Barnes, Amelia Maynard, Madeline Headon and Cara Pocock.

The 2010 Athletics Carnival gave students the opportunity to reach their personal best. The day saw some exceptional individual performances by students including three records being broken. Jodie Hicks again showed her sporting prowess by breaking the 13yrs girls Javelin record with a throw of 21.12m and also the 13yrs girls Triple Jump record with a leap of 8.44m. Rachael Pearson, another all-round athlete broke the 17+yrs Long Jump record with a jump of 4.81m. Lachlan came out on top as the winning house with 640 points.

The Zone carnival was held at Finley. All students performed well with several qualifying for the Regional carnival in Albury. These included Todd Gee-Harris, Brandon Burns, Luci Lugsdin, Cheyenne Hey, Jasmine Dickson and Melissa Adams. Todd once again did exceptionally well winning the Long Jump and 100m whilst placing second in the 200m and Triple Jump. Todd, along with Melissa Adams (AWD) qualified to compete at the state championships in Sydney. Luci Lugsdin put in a solid performance at the carnival placing third in the 800m.

The 2010 annual school cross country run was held in great conditions with many students putting in pleasuring performances. Both Jodie Hicks and Toby Crighton performed well when they went on to compete at the Riverina Cross Country held at Albury.

The 2010 Hay High 10 was a successful event with $2,750 dollars being raised for the school.

Top individual sporting performances include:
• Ned Mabon being selected in the NSW CHS U/15 Australian Rules Football team to compete in the Australian Titles in Perth. He was awarded as a ‘player’s player’.

• Rachael Pearson travelling to Nowra as a member of the Riverina Girls Open Soccer team to compete in the CHS State Championships. By all reports Rachael individually was outstanding, scoring a goal and being picked as a shadow player for the NSW team.

• Todd Gee-Harris qualifying for the CHS State Athletics Championships held in Homebush this year. He competed in four events the 100m, 200m, Long Jump and Triple Jump. Although suffering an injury Todd competed well and represented Hay War Memorial High School in an outstanding fashion. At the State Championships Todd was successful in breaking a 100m record which was previously held for 10 years with a time of 10.98secs.

Other

It is not possible to mention all activities and successes of our students so we have used a few as examples to show the depth and breadth of the fantastic educational opportunities this school provides to the youth of Hay.

William Anderson was selected to participate in the International Space School program in Houston, Texas, USA as a guest of NASA, working with astronauts and experiencing life as a NASA engineer. The program included visits to Mission Control, Space Station Mock Up Facility and the Neutral Buoyancy Laboratory simulating microgravity.

Dylan Bolger went to Europe as a NSW Anzac Scholar, as one of a group of 12 students from across the state. The group, with accompanying teachers and dignitaries, visited significant sites at which Australian soldiers fought in Belgium and France. It was a wonderful opportunity to expand Dylan’s horizons and develop new skills as a student ambassador.

Year 12 students had the opportunity to experience ‘SiDNE’, a small car which simulates the effects of driving under the influence. Instructors from Vinnies Reconnect and the police presented on the day. The day ensured our students were well briefed on the importance of driving with a clear, functional mind.

Year 11 students took part in a Rotary Club Fostering Young Drivers Awareness program (RYDA) at Yanco. They participated in six sessions presented by road safety professionals.

Agricultural students Hayley Jacka, Aprel Cox and Matt Smith represented the school at the 2010 National Beef Expo held in Bendigo. The students exhibited a steer donated by A&M Harvey, South Bri, Gunbar, which was placed 4th in its class of 15 animals. They participated in a Junior Education day with Aprel making it into the finals for the Junior Judging and being selected as one of the seven finalists from over 20 entrants. The heifer owned by David Bolton and prepared by the students was placed 3rd in her class for Poll Hereford heifers 12 to 15 months.

Gabrielle Hurst went to Sydney to participate in the High Flyer Program, a hospitality course for Year 12 students run by Kenvale College and the Radisson Plaza Hotel. Twenty students were selected out of many across the state to compete in this final “Cook Off”. Gab was awarded overall winner of the kitchen team and also the overall winner of the High Flyer Program. She won an offer of a valuable scholarship to study at Kenvale College and the chance to become a chef.

Eleven Year 9 and Year 10 students participated in the NSW Rural Fire Service Cadet program. For ten weeks, they were taken through a formal training program, resulting in recognised national qualifications when they turn sixteen. This program develops personal qualities in students of leadership, self reliance, initiative and teamwork. Students nominated themselves for the course. The program concluded in Sydney with eleven cadets receiving their graduation certificates from the State Commissioner, Shane Fitzgibbon.
Year 10 attended a presentation by StartSmart. Established in 2007, StartSmart ensures that the Commonwealth Bank Foundation communicates to young people equipping them with essential money management skills for life.

Year 9 students went to Leeton TAFE for a Maths in Trades Day and were able to see and use maths being applied in practical work situations.

Year 8 students participated in special health and well-being programs during Term 3. The girls were involved with the highly successful “Girls with a Purpose” program, developed by “Vinnies Re-Connect”. The boys were involved with a school developed program addressing adolescent health and well-being issues appropriate to Year 8 boys, such as basic physical fitness, diet, risk taking and drug and alcohol behaviours.

Tori Cooper and Chloe Howard attended a summer school at Newcastle. The Girls Choices Summer School is an initiative of the Equity and Diversity Unit and is designed to promote Maths, Science and non-traditional careers amongst Year 9 female students.

A significant number of students entered their work in the Annual Hay Show and gained deserved recognition. Major works entered by the Year 12 Construction class were a highlight and promoted the students and the school in a positive manner. The school set up a display featuring student works and a DVD showing what the school has to offer. The school was awarded with a ribbon for the Best Display.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**

The graphs below show the percentage of students in each band for Year 7 NAPLAN Literacy tests.

![Percentage of students in bands:](image)

The Literacy results from 2008 to 2010 National Assessment Program Literacy and Numeracy (NAPLAN) have been used to set teaching and learning strategies designed to improve the literacy outcomes for this cohort over the next year. The strategies outlined in the HWMHS school plan include:

- Every unit of work across all Key Learning Areas (KLAs) includes a built-in component of grammar, punctuation and subject specific vocabulary.
• The continuation of Peer Tutoring.
• A focus on comprehension skills.
• Explicit teaching of the skills.
• The incorporation of a Spelling program across all KLAs.
• Writing strategies promoted by all KLAs and incorporated into classroom lessons.
• And the encouragement of student entry into external literacy competitions.

Some of our girls enjoying the diverse sports program at Hay War Memorial High School

Numeracy – NAPLAN Year 7

The results from 2008 to 2010 NAPLAN have been used to set teaching and learning strategies outlined in the school plan. They include:
• Numeracy being a focus in formal school exams in all (KLAs).
• Programs in Mathematics outlining a variety of teaching methods with focus on quality teaching elements.
• And the encouragement of student entry into external numeracy competitions.

The graph below shows the percentage of students in each band for Year 7 NAPLAN Numeracy tests.

The Literacy results from 2008 to 2010 NAPLAN have been used to set teaching and learning strategies designed to improve the literacy outcomes for this cohort over the next year. The strategies are outlined in the HWMHS school plan and include those listed above with the Year 7 data.

2010 Hay High Ten

Literacy – NAPLAN Year 9

The graphs below show the percentage of students in each band for Year 9 NAPLAN Literacy tests.
Numeracy – NAPLAN Year 9

The graph below shows the percentage of students in each band for Year 9 NAPLAN Numeracy tests.

The Numeracy results from 2008 to 2010 NAPLAN have been used to set teaching and learning strategies designed to improve the numeracy outcomes for this cohort over the next year.

Progress in literacy

NAPLAN results for Years 7 and 9 are ‘snapshots’ in time and need to be considered in conjunction with school reports and other feedback from the school and teachers. Along with the individual reports and the above graphs showing the relative performance of our students the school receives other valuable information about students and school growth. Growth is measured across a two year period and the information allows us to modify programs and targets. Students across the state and within the school can be at quite different developmental stages, even within the same year, and therefore student growth is a good measure of the effectiveness of our educational programs and student learning.

In 2010 we had some very pleasing results. Average school growth patterns as follows:

Year 7

- Reading – above our School Education Group (SEG). This is made up of 6 local Riverina West High Schools.
- Writing – well above State, Riverina and SEG.
• Grammar and Punctuation – above SEG. Spelling will be a focus area for improvement.

Year 9
• Reading – above State, Riverina and SEG.
• Writing – above Riverina and SEG.
• Spelling - above Riverina and SEG.
• Grammar and Punctuation – above Riverina and SEG.

Progress in numeracy
Average school growth patterns are:

Year 7
• Numeracy – at SEG.

Year 9
• Numeracy - well above State, Riverina and SEG.

School Certificate
The performance of our 2010 School Certificate cohort is shown below in a series of graphs. The graphs compare the 2010 cohort to this school’s averages over a 5 year period and to that of Statistically Similar School Group (SSG).

Average student marks in Mathematics, Science, and Australian Geography, Civics and Citizenship were above those for our SSG.
Relative growth for the 2010 Year 10 cohort can be summarized as follows:

- **English** – similar to that of our 5 year average and better than our SSG.
- **Mathematics** – above state average, greater than that of our 5 year average and significantly better than our SSG.
- **Science** – above state average, greater than that of our 5 year average and significantly better than our SSG.
- **Australian History Civics and Citizenship** - improved in comparison to our 5 year average however below that of our SSG.
- Australian Geography Civics and Citizenship – almost at parity with state average, improved in comparison to our 5 year average and better than our SSG.
- Computer studies – below that of our 5 year average and that of our SSG.

Higher School Certificate

The following graph compares the 2010 HSC cohort to this school’s averages over a 5 year period and to that of Statistically Similar School Group (SSG). Only subjects that presented a statistically valid number of students are shown on the graph. Results for subjects with low student numbers are not shown for privacy reasons.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.6</td>
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<tr>
<td>Writing</td>
<td>90.9</td>
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<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
<td>90.9</td>
</tr>
</tbody>
</table>

Higher School Certificate relative performance comparison to School Certificate (value-adding)

The graph shown below indicates that our 2010 HSC cohort in the middle and upper bands had slightly better value adding compared to our 5 year average.
Percent of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

14 students identified as Aboriginal in 2010. They were all part of mainstream classes. Danielle Deaton successfully completed her year 12 HSC. She was MC at the Indigenous Deadly awards at Griffith. Jordan Carney completed half of the HSC in the compressed HSC model during the year and was also voted as Vice-Captain at HWMHS for the 2011 academic year. Dane Hutchison, Patrick Stewart and Lara Woods successfully completed the School Certificate this year. They are enrolled in the Focused HSC for the 2011 academic year. The Deadly awards in Moama recognised the efforts of Liam Woods (NAPLAN), Chloe Gleeson (attendance), Lara Woods (Performing/Creative and Visual Arts) and Brayden Huchinson (encouragement).

During the year Welcome to Country at all formal assemblies, recognising indigenous stewardship of the land and reconciliation was carried out. Ray Woods, President of the local AECG, Regional President of Riverina Two Aboriginal Education Consultative Group (AECG) and representative to the State AECG, carried out a smoking ceremony during Education Week celebrations at HWMHS. Mr Woods has also been working as an Aide at the school helping to lift the literacy and numeracy abilities of targeted students. This was enabled through the effective use of Norta Norta funding accessed by the school.

A Reconciliation Day was held at the school for all students and the Aboriginal flag was raised. A special assembly was held and Mr Woods spoke on the purposes of Reconciliation, this was followed by activities, the theme being painting of feet, Footprints. It symbolised “The Stolen Generation”.

NAIDOC day was celebrated by Aboriginal students and their friends travelling to Tirkandi Inaburra Cultural and Development Centre near Coleambally. Along with students from other schools they experienced a full day of activities strengthening cultural identity and resilience. Later in the year students attended a festival celebrating Aboriginal culture and contribution to wider society in Deniliquin.

Aboriginal perspective and experience continues to be embedded in Key Learning areas including HSIE, English, Art (visual and performing) and Science. We look forward to continuing to foster relationships, recognition and respect for the Aboriginal community and its values which contribute to the tapestry of Australian culture.

Multicultural education

Multicultural education is part our teaching programs, particularly the English programs, as students in Stage 4 and Stage 5 are required to study literature from other cultures. Stage 4 History syllabus helps students look at other cultures.

Respect and responsibility

Respect and responsibility form the basis of our discipline and welfare system and are reinforced.

The fact that our school is a war memorial ensures that our students are constantly made aware of respect and responsibility through the motto, For so much, what shall we repay? and our active participation in various commemorative services throughout the year.

The school maintains a policy covering students representing the school. Students must canvas teachers with regard to their behaviour in class, their application to their work and the completion of assessment tasks. This policy reaffirms that representing the school is a privilege and also a responsibility.

Country area Program (CAP)

CAP has allowed our school to advance the development of staff expertise and use of technologies such as Interactive White Boards by providing access to this technology in more classrooms than would otherwise be possible. It supported students in their educational interests.
that allowed them to develop skills, meet other like-minded students and extend their range of experiences beyond Hay. CAP funding was also integral in a range of activities that targeted student self esteem and confidence, such as the Year 8 boys and girls programs. Support from CAP enabled students to attend a range of other activities that supported their learning in class, such as HSC enrichment/study days and MYAT testing. CAP funds were essential in supplementing travel costs for a range of purposes such as study days and helping students to attend special interest activities such as the Girls in Science Program at Newcastle University.

Progress on 2010 targets

Target 1

Reduction of School Certificate (SC) English students in Bands 1 and 2 by 5% and an increase of SC English students in bands 5 and 6 by 5% compared to 2009 data; and a decrease in School and State gap in English NAPLAN by 4% for 2009 Yr 8 cohort in 2010.

We did not meet some of these numerical targets however our achievements did include:

- No student placed in Band 1, the lowest Band, in the SC.
- No student scored below the minimum National Standards for Literacy in the SC.
- The majority of our students achieved in the Band 3&4 range.
- Positive patterns of growth for students in Year 9 compared to their Year 7 results.

Target 2

To have 20% of Year 10 Mathematics students achieve bands 5 & 6 in the School Certificate.

Our achievements include:

- An increase of 14% in students who achieved Band 5 in the School Certificate.
- 16% achieved band 5 or 6 in the SC.
- School growth patterns for numeracy in Year 9 NAPLAN well above the state, Riverina and SEG averages.
- 44% of students achieved Bands 5 and 6 in the HSC Mathematics Exam.

- One student achieved a distinction in the UNSW Mathematics Competition at the Senior Level.

Target 3

Reduced classroom behaviour RISC entries by a further 20% and increased involvement in excursions by 20% compared to 2009 data. The number of students achieving Credit or Distinction in extra curricula competitions to increase by 10% compared to 2009 data.

Our achievements included:

- A reduction of negative behaviour RISC entries of over 21%.
- Collection of definitive excursion data is difficult; however faculties and office staff were consistent in their opinion of their records showing an increase in student involvement in excursions.
- The school subsidised all students to participate in University of NSW competitions in English, Mathematics and Science allowing them to receive a certificate.

Key Evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school evaluated our Senior Program, and Vocational Education and Training courses.

Educational and management practice

Senior Program

Background

In 2009 the school introduced a new format for Years 11 and 12 called the ‘Focused HSC’. Year 11 students choose 3 subjects only and studied both the Preliminary and HSC courses in the first year and then choose 3 subjects to be studied in the same manner for Year 12.

The school has been monitoring the program with teacher feedback from a School Development Day and a parent and teacher survey after the first year. It has also evaluated the subject choice and performance in the HSC.

The School Counsellor, Ms Suzanne Wright, surveyed the impact of the program on the stress levels in our senior students.
Findings and conclusions

In comparison our 2010 HSC cohort had a choice of 19 subjects taught on site whilst our HSC students for 2011 will have had a choice of 24 subjects. It allowed the school to offer Music, Drama, and Photography and Digital Media; subjects that normally have insufficient numbers to run.

Parent and teacher surveys showed consistency in responses with satisfaction in subject choice and students ability to concentrate on 3 subjects. Teachers indicated they were satisfied with the stress levels of students with parents indicating a little concern.

HSC data does not show that students studying via the ‘Focused’ mode are disadvantaged and the better students may actually be doing better. Seven subjects had sufficient student numbers to make comparisons. Of the Focused mode students, 4 subjects had the best student growth compared to Year 10 data and 3 subjects the highest score. Standard English had an equal top score.

The curriculum has also allowed the school to tailor more appropriate programs for students who are required to attend school until age 17 and seeking work. Some students chose two VET courses in Year 11 and have been successful in gaining apprenticeships or traineeships having already gained Certificate II in their subjects.

The School Counsellor’s research states that “Overwhelmingly participants believed that the focused HSC was less stressful than the traditional model and that it enabled them to have a better school/home life balance.”

In the survey students also reported:

- Advantages to learning subjects taught by more than one teacher with teachers delivering their areas of strength, fairer marking, and greater access to teachers.
- Double periods improved the quality of their learning at school by enabling them to start and finish work in one session.
- They achieved more outcomes during school and as a consequence did less homework and saw their friends more.

Future directions

The school will monitor this program and look at what subjects will fall into a 2 year rotation to maximise subject choice and teacher expertise. Impact on student wellbeing will be monitored.

Curriculum

Vocational Education and Training

Background

In September 2010 the school underwent an internal audit conducted by the Department of Education and Training. The positive aspects have been summarised under Findings and Conclusions and areas targeted for improvement under Future Directions.

Findings and conclusions

A structural diagram was presented that identified staff currently responsible for VET.

VET is delivered in one year across the timetable.

Evidence of teacher qualifications and industry currency was provided. The Primary Industries teacher is currently undertaking training. The Hospitality teacher is completing gap training.

Evidence of student induction using the Riverina Region Student Guide was provided.

Hay War Memorial High School student reports identify competency achievement.

Hay WMHS facilities for the delivery and assessment of Information Technology, Primary Industries and Construction are adequate.

Completed workplace learning documentation was presented. Emergency contact cards are provided to individual students.

Post school destination information is gathered by the career adviser.

The Construction teacher has adapted the Riverina Regions Training and Assessment Strategies to reflect current delivery. The use of Riverina Regions tasks and tools has ensured consistent judgement of student competency achievement.

The Construction students interviewed displayed enthusiasm for the course and had a sound understanding of competency based training and assessment. These students were aware of their individual competency achievement via
assessment feedback forms and online access to results.

Teachers provided a mix of electronic and handwritten record keeping.

The Information Technology teacher’s documentation was extensive.

The Primary Industries teacher articulated a clear plan for the development of training and assessment for Certificate II in Agriculture.

The delivery of Hospitality is enhanced by catering for school functions.

**Future directions**

Roles and responsibilities of the VET team be documented.

A course information booklet provided to students prior to subject selection for 2012 be checked to ensure that it accurately reflects the qualification being delivered in all VET courses using the Riverina Region Subject Information Sheets.

That evidence be provided of client feedback from VET students to inform future delivery and assessment.

A process is developed to ensure the timely and accurate entry of student competency achievement on eBOS.

Riverina Region Training and Assessment Strategy be adapted and used in all VET courses.

That a mechanism be developed to ensure all students are aware of their individual competency achievement.

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents and staff were consistent with their opinions that curriculum choice, student progress and discipline were satisfactory. Both parents and staff gave learning facilities and physical environment a high satisfaction rating. Parents gave welfare and managing attendance issues high satisfaction ratings whilst staff thought they were satisfactory.

Students gave positive feedback on the senior program and overwhelmingly supported the Peer Tutoring Program.

**Professional learning**

Each year teachers and school assistants take part in professional learning opportunities. Funding for is supplied by the department of Education and Training (DET) as a tied fund. This funding is supplemented by the school using global funds. The funding is spent on course/seminar fees, casual teacher replacement, accommodation and travel. A variety of activities were undertaken. They included staff development days, conferences, regional activities, specific faculty development days, Board of Studies seminars and school based activities. Some of the major professional learning experiences for 2010 included:

- Use of ICT/IWB.
- Syllabus Implementation.
- Literacy and Numeracy courses.
- Quality teaching seminars and workshops.
- Conferences for executives.
- Specific subject courses especially for VET.
- Leadership and Career development.
- Welfare and Equity courses (Mind Matters).
- Syllabus implementation and
- Essential staff training (Emergency Care).

**School development 2009 – 2011**

**Targets for 2011**

**Target 1 - Literacy**

*An increase of School Certificate students in bands 5 and 6 by 5% compared to 2010 data; and a decrease School and State gap in Writing, Language Conventions and Reading NAPLAN by 4% for 2009 Yr7 cohort in 2011.*

Strategies to achieve this target include:

- Continued practice of wide reading in the English program.
- Continuation of the Peer Tutoring Program.
• Staff professional learning to be linked to Regional Literacy strategies.
• Every unit of work incorporates grammar, punctuation and subject specific vocabulary.

Our success will be measured by:
• Improved student results in external exams – HSC, School Certificate and NAPLAN.
• Improved student results in external competitions.
• Improved results in school based formal exams.

**Target 2 - Numeracy**

*Growth rates in Numeracy NAPLAN in Yr 9, 2011 to be 3 standard points above the State average.*

Strategies to achieve this target include:
• Continued evaluation and development of detailed programs outlining a variety of teaching methods with a focus on using ICT.
• Modified assessment tasks to cater for individual learning needs.
• Consultation with DET Maths consultant in addressing numeracy from the analysis of NAPLAN data.

Our success will be measured by:
• Growth rates in Numeracy NAPLAN in Yr 9, 2011 reaching 3 standard points above the State average.
• An increase of 5% of students gaining credit or distinction in the UNSW Mathematics competition.
• Improved results in school based formal assessment.

**Target 3 - Attendance**

*School attendance rates to match if not better Regional averages.*

Strategies to achieve this target include:
• Promotions about the importance of student attendance be placed in the school's newsletter and spoken about on assemblies.
• Students with excellent attendance records be publically recognised and rewarded.
• Regular contact to be made with the parents of students with attendance issues and referral to the Home School Liaison officer to be made where necessary.

Our success will be measured by:
• School attendance rates to match if not better Regional averages.
• More students gaining recognition for good attendance records.
• A decreased need to contact parents about attendance concerns.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mr R. Billing, Principal
Mr P Thompson, Deputy Principal
Ms S. Prosser, Head Teacher Science
Mr S. Warden, Head Teacher English
Mrs L. Aylett, Head Teacher Mathematics
Ms L. Poustie, Head Teacher HSIE
Mr B. Matthews, President, School Council
Mrs W. Jarratt, President, P & C
Mrs A. Anderson, SASS Member

**School contact information**

Hay War Memorial High School
Pine Street, HAY, NSW, 2711
Ph: 02 6993 1408
Fax: 02 6993 1223
Email: haywarmem-h.school@det.nsw.edu.au
Web: www.haywarmem-h.schools.nsw.edu.au
School Code: 8119

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr