2008 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 this report which highlights the achievements of Hay War Memorial High School, its staff, students and community throughout 2008.

Hay War Memorial High School is a well resourced educational facility that is serving the needs of its rural and isolated community.

Together with this community Hay War Memorial High School strives to provide its students with a quality comprehensive education that helps overcome isolation issues and prepares them for their next phase in education or the work place.

The school aims to provide a challenging and relevant curriculum which stimulates student growth intellectually, morally, socially, emotionally and physically.

Thank you to the committed band of parents and community members who make up our Parents and Citizens Association and our School Council. Their support for the school is invaluable.

2009 will be an exciting time for our school community as we watch the construction of our new buildings which include a library, a materials workshop and a science learning unit. These will certainly enhance our facilities and provide excellent classrooms for our students to learn in.

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

P&C message

Firstly I would like to thank everyone who has attended meetings throughout the year, without your attendance many of the issues brought up at P&C would never have been discussed and acted upon.

My year as President has been uneventful, which after last year is very welcoming!

I would like to thank the other executive members, Wendy Jarratt as Vice President, Caroline Martin as Secretary and Helen Jacka as Treasurer, their support and commitment to the P&C and myself has been very much appreciated.

Thank you to Mr Ray Billing for supporting the P&C and keeping us up to date with the happenings of the school and answering all the questions that members throw at him, we appreciate your time.

Thank you also to Jan Hemphill, Nicole Wade and Dawn Scandolera for their tireless work in the canteen to provide healthy, tasty, affordable lunches to the students, thank you to the small number of volunteers that turn up to assist in the canteen as well. The P&C appreciates the time that you give up to help.

The canteen funds enable the P&C to provide resources to the school which not only benefit the children but staff as well. Without the dedicated group of workers mentioned above the P&C would have to look at fundraising in a whole new light!

Although we have not spent as much this year as previous years we still donated over $6000 worth of items to the school and its students;

- Awards night 2007 - $2000
- 5 Lyrebird Bench seating - $1650.00
- Text Books for STLA - $840.00
- Yearly Donation Royal Far West School - $200.00
- Students that have represented the school at State Level (Sporting and Academic) - $800
- Equipment for Canteen - New sink tap $336.60 and Cupboard for Pie heater $430.10 (both OH&S).

Money has also been placed aside for the Bus Shelter which will be built once the demountable buildings have been moved.

Once our new school buildings have been built it is expected that the P&C will have many requests from faculties to buy required resources that the Department of Education have not replaced.

Again I wish to thank my executive and wish the incoming committee all the best.

Become involved; continue to support your children and their school through P&C it is rewarding and worth the effort.

Liz Matthews

President

School Council Message

2008 saw three new faces elected to the School Council. Sonia Woods (Parent Rep), Gaylene Stephens (Community Rep) and Mr John Breen (Staff Rep) were welcomed at the May meeting. They joined Bert Matthews (Parent Rep), Jim Ovens (Parent Rep), Ms Anne Longworth (Teacher Rep), Mr Jim Little (RSL Rep) and Mr Ray Billing (Executive Rep).

The DET plans for the new buildings were tabled and School Council resolved to make every effort to ensure the new facilities are appropriate for student's current and future needs.
The School’s bus lease was considered. The continuing increases in costs of maintenance and fuel necessitated the increase in fees for use. Council resolved that the bus was very necessary to the schools needs and proposed a new fee structure for its use.

The School Plan was discussed and areas of focus were identified. These included school – community partnerships, programs to teach students to value education, teacher professional development, literacy and numeracy.

The concept of a local Country Education Foundation (CEF) was presented. Council resolved to support the establishment of a local CEF. Funds are raised through philanthropy and community donations to allow students to continue their education beyond high school through scholarships.

Council had a representative at a two day “communicating with your school community” workshop. The overwhelming theme was to promote the positives your school has to offer in a professional manner.

Council noted the tremendous success of the 2008 Year 12 students gaining entry to their chosen University courses, students gaining employment and apprenticeships.

Council continues to encourage the development of the school community and to grow the reputation of Hay War Memorial High School as a first class educator of our children.

Bert Matthews
President

Student representative's message

The 2008 Hay War Memorial High School Student Representative Council (SRC) consisted of twenty-two students and under the guidance of first-year coordinator Ms Leonie Booth, placed emphasis on being the student voice of the school.

2008 members included:
Year 7 – Brad Aylett, Scott Matthews, Ned Mabon
Year 8 – Tui Wells, Rose Booth, Kate Stephens
Year 9 – Lilli Barnes, Maddy Watmore, Sarah Matthews
Year 10 – Ben Mabon, Reanna Brown, Sammy Rosewarne
Year 11 – Andrew Pearson, Greg Kouroulis, Daniel Zambon, Carly Davis
Year 12 – Felicity Matthews, Victoria Anderson, Angus Rex, Trent Wall, Emma-Jane Jacka, Danielle Huntly.

Office-bearer positions were held by:
Andrew Pearson – Senior Chairperson
Scott Matthews – Junior Chairperson
Rose Booth – Junior Secretary
Danielle Huntly – Senior Secretary
Greg Kouroulis – Senior Treasurer
Kate Stephens – Junior Treasurer

The SRC’s major fundraising activities for 2008 included two socials, Footy Colours Day and a Manly NRL jumper raffle.

As a result, Footy Colours Day raised $300 for the Hay branch of CanAssist and the proceeds of $355.70 from the Manly jumper raffle were donated to Kristian Miller of Maude to assist with the cost of his ongoing medical treatment.

In June, Sarah Matthews was elected to attend the State SRC conference in Sydney with the main focus on good communication within the SRC being the key element of getting things done.

In August, a group of Year 7 and 8 students participated in a District Youth Forum in Griffith, where one of the outcomes of the day was being able to identify issues of concern within the school environment. These students then worked together with the SRC to develop a plan of action to address the issues. A school survey was conducted covering topics including; what students enjoy about school, bullying issues, canteen issues and environmental issues. From this survey, bullying was ranked the number one issue that concerned students. Friendship was rated highly as was the canteen.

Finally, a number of students attended District SRC meetings held at Deniliquin High School throughout the year. Through attendance at these meetings, the HWMHS SRC is able to compare themselves against other schools within the district.

This provides a framework for friendship/leadership building and helps to promote our school at a wider level.

Andrew Pearson
Senior Chairperson

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 declined in line with population statistics for the area; however remain about the same as they were in 2004.

Student attendance profile

Student attendance remains well above state and Regional averages in Years 7 to 10. The decline of 1.8% in Years 11 & 12 can be attributed to some long term medical issues in this cohort during 2008.

Retention to Year 12

2008 had a substantial proportion of students successful in gaining entry into Tertiary Study, Apprenticeships, Traineeships or Full Time work.

Post-school destinations

2008 Post School Destination

<table>
<thead>
<tr>
<th>Year</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students Term 4 2007</td>
<td>48</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Continuing at school</td>
<td>26</td>
<td>28</td>
<td>N/A</td>
</tr>
<tr>
<td>Tertiary Study</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Full time work</td>
<td>3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>4</td>
<td>2</td>
<td>3</td>
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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>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>18.5</td>
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<tr>
<td>Teacher Relief Scheme</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>27.2</td>
</tr>
</tbody>
</table>
Staff retention

The teaching staff remained stable in 2008 with very few changes. At the end of 2008 only two permanent teachers Ryan Clayton and Ingrid Jackson accepted transfers to other schools. Their positions were promptly filled by Simon Kermode and Emily Nelson respectively. During 2008 our temporary STLA teacher, Dale Worland, left and was replaced by Sarah Johnston. Henriette Spaven who helped us over the last year covering temporary vacancies also moved home. Also in Term 1 2008 our School Administrative Manager, Colleen Behl took extended leave and was replaced by Kath Stewart in a relieving role.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 98.7%. This is an exceptionally high rate compared to many schools and reflects a very dedicated staff.

Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

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>89</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2008</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>146 123.55</td>
</tr>
<tr>
<td>Global funds</td>
<td>502 155.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>242 088.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>81 680.84</td>
</tr>
<tr>
<td>Interest</td>
<td>23 490.74</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>26 649.59</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1 022 189.02</td>
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</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>57 890.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>26 963.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>20 277.07</td>
</tr>
<tr>
<td>Library</td>
<td>11 744.54</td>
</tr>
<tr>
<td>Tied funds</td>
<td>122 670.79</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1 945.41</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>27 368.20</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>96 255.12</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>59 395.28</td>
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<tr>
<td>Maintenance</td>
<td>128 103.88</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>22 548.95</td>
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<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>575 162.85</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>447 026.17</td>
</tr>
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</table>

A large proportion of the balance carried forward is in Tied Funds or reflects movement of managed funds due to the explosion that occurred in 2007. Most of this will be used on unpaid orders or utilised in 2009 with the Balance carried forward returning to a figure comparable with previous years.

A full copy of the school's 2008 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 2008

Achievements

Arts

Students from Hay War Memorial High School were given a broad range of experiences in the Creative and Performing Arts during 2008.

Early in Term 1, Year 12 travelled to Sydney to see Artexpress and attend the Artside-In! workshop at the Art Gallery of NSW, where students had the opportunity to meet artist Ben Quilty, do life drawing in the old courts of the
gallery, and take a backstage tour of the art restoration department – fascinating stuff! They also visited the Museum of Contemporary Art and Hazlehurst Gallery. This excursion provided HSC Visual Arts students with inspiration and advice that enabled them to successfully complete their Body of Work.

The Yr 9/10 Debating Team won the Zone Competition in the Premier’s Debating Challenge for the Teasdale Cup. The team debated Deniliquin High School and Barham High School to win the Zone but were defeated by West Wyalong High School in the ½ Final. The successful team consisted of Ashlee Jarratt, Nakitta Dunn, Gab Hurst and Samantha Oliver.

Debating in the junior years also developed well during 2008. The Year 7 Team went to Barham to compete in the Premier’s Debating Challenge for Years 7/8. Our Junior team debated strongly, but were defeated by Barham HS in Rounds 1 and 2. The team consisted of Chloe Howard, Robert Harries, Tania Neilson and Scott Matthews.

During the year, CAP funding allowed us to take students to Griffith to attend two plays. The first play was a touring production of The Seven Stages of Grieving, a poignant and moving Australian play that deals with the issues surrounding the Stolen Generation. At the end of the play, students were given the opportunity to participate in a question and answer session with the cast.

The second production attended in Griffith was a production of Eyes to the Floor. This production was especially relevant as it chronicles the stories of the women who were incarcerated at the Hay Gaol. Students from HWMHS played the roles of many of the characters in the play and had the opportunity to work with a professional troupe of actors.

In May 2008, HWMHS hosted a performance by the NSW Department of Training’s Arts Unit Stage and Jazz bands. The Bands performed for the local schools during the day and the community in the evening. In addition, Music students from HWMHS were given the opportunity to attend an improvisation workshop with the Bands to extend their skills as musicians.

Four students from Year 11 attended the Regional Drama Camp in Albury. Alannah Robertson, Scott Blanchonette, Joseph De Luca and Jack Murray participated in a week of activities designed to extend their skills as a performer. Alannah Robertson was chosen to attend the 2008 State Drama Camp in Sydney.

Later in the year, HWMHS students performed for the Dunera Boys Reunion in Hay. They performed the locally devised piece The Dunera Boys to great acclaim. Not only was this a valuable opportunity to hone performance skills, but also to participate in an important local event.

The Dunera Boys was also performed by Year 11 Drama students at the Drama and Music Performance night in September. At this performance Year 9 to 12 music students presented a number of items rocking the Spirit of Anzac Centre. The evening showcased both musical and dramatic talent within the school as well as allowing Year 12 Music students to perform in front of an audience before their final practical examination.

**Sport**

Hay War Memorial High took part in various sporting activities in 2008 including cricket (open and U15 boys, open girls), open boys & U/14 boys AFL, U/15 girls AFL, girls and boys Touch Football, open boys Soccer, open girls Soccer, boys and girls Tennis, Lawn Bowls, U/13 boys Rugby League, open girls Netball and Archery.

The sporting year kicked off with the half day swimming carnival followed by the twilight carnival. Darling were easy winners with a score of 673 followed next by Murray 542, Lachlan 299 and Bidgee 141.

Seven records were broken this year, two more than last year. Toby Whitehead broke 2 records (12yrs 400m free and 4x50 IM), Brad Pocock (13yrs 400m free), Cara Pocock (15yrs 400m free) and Kate Murphy broke three records (17yrs 400m free, 4x50 IM and 50m breaststroke). The 2008 age champions were: Toby Whitehead, Chloe Howard, Brad Pocock, Tori Cooper, Michael Harrington, Jessie White, Dylan Whitehead, Cara Pocock, Daniel Zambon, Aymee Wall, Angus Rex and Kate Murphy.

Hay hosted the zone swimming carnival with several students qualifying to attend the Regional carnival in Albury. Lara Woods swam well in Albury progressing to the CHS Swimming Championships in Sydney. Lara competed in the 50m Backstroke, 50m Breaststroke, 50m Freestyle and 50m Butterfly events. Congratulations and well done Lara.

The 2008 athletics carnival was a competitive day with all four houses battling it out until the bitter end. At the completion, Bidgee were awarded 1st place finishing with 865 points followed by Darling with 772 points in second place followed by Lachlan on 864 points claiming third and Murray finishing in fourth place with 642 points. 2008 age champions were: Toby Whitehead, Bridie Betts, Sam Rogoyawa, Tui Wells, Nick Richardson, Rose Booth, Todd Gee-Harris, Rachael Pearson, Ryan Gash, Tess Hanna, Jack Murray and Danielle Curtis.
Eighteen students travelled to Finley for the Zone carnival. All 18 students performed well on the day with 11 students qualifying for the Regional carnival in Albury. They were: Tui Wells (shot put, discus), Luci Lugsdin (high jump, 200m), Rachael Pearson (high jump, long jump, triple jump, 100m, 800m), Jamie Garner (shot put, discus, javelin), Kelle Ryan (high jump), Ellie Jamieson (triple jump), Todd Gee-Harris (long jump, triple jump, 100m, 200m, 400m), Jasmine Gregory (discus, javelin), Shelby Darlow (javelin), Nick Richardson (100m, 200m).

Tui, Jamie, Kelle, Todd and Jasmine travelled to Albury to compete for a place in the State championships. All five put in a first-rate performance with Todd and Kelle qualifying for the State championships in Sydney. Todd qualified for the long jump, triple jump, 100m, 200m and 400m. Kelle qualified for high jump with a personal best jump. Todd was first in his 200m heat, and 8th in the final of the event. He also placed 4th in the 100m heat, 7th in the triple jump and 9th in the long jump. Kelle was also very competitive, gaining 12th place in the U15 high jump.

The 2008 annual cross country run saw many students battle it out for a place. First place in the long jump. Kelle was also very competitive, placing 4th in the 100m heat, 7th in the triple jump and 9th in the 200m.

The Open girls’ cricket team hosted Deniliquin High. Hay played extremely well on the day defeating Deniliquin for the first time in many years. The next game was the Riverina semi-final against Billabong High in Henty. Hay travelled to Henty and bowled first. Henty made 178. Hay’s innings started strongly however a steady flow of wickets saw Hay being bowled out for 85.

The Yr 7 – 9 boys’ cricket team hosted Finley. Hay was sent into bat first and was bowled out for 67. Finley passed our total with 6 wickets to spare.

The open boys’ AFL team travelled to Finley to combine with Balranald and Tooleybuc. The combined team defeated Barham and were then defeated by Deniliquin and Finley in two closely contested games.

The U/14 boys’ AFL team travelled to Griffith to take on Wade High in the Swan Cup. The boys put in a tremendous effort in their defeat. This year HWMHS competed in the U/15 girls’ AFL for the first time. Hay defeated Finley and Barham but was defeated by Deniliquin and Balranald. Hay hosted the first round of the Western Riverina boy’s and girl’s touch football knockout. Both the boy’s and girl’s teams were undefeated qualifying for the next round that was played in Griffith. Both teams then travelled to Griffith to play in the District carnival. The competition proved too strong with the girls’ team coming away with the only win against Yanco.

The Open boys’ and girls’ soccer teams travelled to Deniliquin to take on Deniliquin, Finley and Barham. The girls defeated Finley and Barham but were defeated by Deniliquin. The boys managed one win against Barham and two loses on the day. For the first time Hay hosted the first round of the Western Riverina tennis knockout championships.

The boys were defeated by Balranald in the first round. The girls’ team defeated Balranald in the first round. Barham in the second round and Deniliquin in the third round, qualifying for the next round in Wagga Wagga. The girls made their way to Wagga Wagga and played with enthusiasm and commitment in their defeat on the day.

Hay hosted the first round of the Western Riverina lawn bowls competition. The Hay team put in a tremendous effort finishing in third place.

The U/13 boys’ rugby league team travelled to Griffith to compete in the first elimination round of the Country Rugby League State Championships. The boys’ played St Francis defeating them 26 – 6. Hay came up against Young High and Kildare
College being defeated in both games. Hay was successful being ranked 4th best team in the Riverina. This was a tremendous effort by the boys.

The girls’ open netball team travelled to Deniliquin to compete in the Western Riverina Carnival. Hay played against Deniliquin, Finley, Barham and Balranald. Unfortunately the girls were outclassed on the day by some well drilled teams.

Other sporting events that took place during the year include:

- Harley Paterson and Tom Howard competing in the State Kayaking Championships in Nelligen with Harley claiming two gold medals, one in the 10 km K1 U/14 singles and the other with Tom Howard in the U/16 doubles. Tom also won a gold medal in the 15km single U/16 surf ski race. Harley and Tom then went on to compete in the National Marathon Titles staged at the Regatta Centre, Penrith over the Easter break. Harley was successful in the Under 14 Boys’ K1 event which is held over 11km winning a silver medal. Harley also achieved a fifth placing in the Under 16 Boys’ Doubles with Tom Howard.
- Rachael Pearson being selected to train with the Australian U17 “Young Matildas” soccer team. A great achievement from a talented young sportsperson. Rachael also was a team member of the NSW Country soccer team who went on to become the National Champions, a member of the Southern Suns Touch team, a member of the Riverina U/16’s soccer team, a member of the ACT U/17’s cricket team, a member of the Griffith representative touch and soccer teams and Rachael was also awarded the Jonny Warren Soccer Scholarship for 2008
- Tui Wells qualifying for discuss and shotput in the NSW CHS Athletic Championships in Sydney.
- Kelle Ryan competing in the NSW CHS Athletic Championships in Sydney for high jump.
- Todd Gee-Harris competing in the NSW Athletic Championships in Sydney for the 100m, 200m (8th), long jump (9th) and triple jump (7th).
- Lara Woods qualifying for the NSW CHS State Swimming Championships in Sydney where she competed in the 50m freestyle, 50m backstroke, 50m breaststroke and 50m butterfly.
- Jake Hicks qualifying and competed in the NSW CHS State Cross Country Championships in Sydney.

Ben Johnston
Sports Organiser

Other

2008 was a busy and productive time for students and staff at Hay War Memorial High School. We gained some wonderful outcomes for our students. These include having five of our sixteen Year 12 students offered early entry into university, four year 10 students established into apprenticeships or traineeships, several students leaving for fulltime employment, and Ashlee Jarratt being successful in receiving a Premier's Anzac Memorial Scholarship to travel to Gallipoli in 2009 accompanied by the Premier and the President of the NSW Branch of the Returned and Services League. These are achievements of which any school would be proud.

Other student achievements throughout the year were extensive. To mention a few we start with Matt Butler attending the Aboriginal Summer School for Excellence in Science and Technology (ASSETS). Felicity Matthews represented the school and Hay Lions Club in the ‘Lions Youth of the Year’ competition and was successful in progressing to the District Final. Victoria Anderson had one of her photographs displayed in Old Parliament House in Canberra; alongside ones taken by professional photographers in an exhibition called Beyond Reasonable Drought. Sarah Matthews was chosen by the Regional SRC to represent them and our school at State SRC Conference. Gab Hurst and Danielle Curtis presented a report on the Water Crisis to the Murrumbidgee Catchment Authority at the Council Chambers.

Sarah Langley won the Yrs 9 & 10 Essay section in the “Australia My Country” competition initiated by the RSL State Branch. Cara Pocock was again successful, coming second in the same section. Ashlee Jarratt received a Certificate of Merit for her entry in the Poetry section for Yrs 9 & 10.


Ebony Lees and Andrew Pearson were selected as School Captains for 2009 with Danielle Curtis and Daniel Zambon as Vice Captains.

The school has also provided curriculum enhancement in many ways. The Jazz in Hay workshop and concert presented to our students certainly demonstrated the achievements of our Public Schools. Students participated in a very informative workshop run by the Whitehouse Institute of Design. Questacon QU2 scientists visited the school and captivated our students with their displays. Many of our Year 10 students gained their Senior First Aid Certificate. Year 7 and 8 students learnt how to look after themselves and others in the water through undertaking Life Saving training. A Science Linkages Program
provided primary students with a taste of science in high school as did our transition program for Year 6 students provide a taste of life in high school. Our students also thoroughly enjoyed themselves at school socials in a safe and secure environment. Their behaviour was excellent as was their respect for one another and the teachers who helped supervise.

Anzac Day 2008 was such a special occasion for Hay War Memorial High School. That day saw 400 plus people fill the Spirit of Anzac Centre for its reopening and the Anzac Day Service demonstrated that the Spirit of Anzac is alive and well in Hay. The 85th anniversary of the ex-students association reunion was held over the Anzac weekend and was very successful. The organisers did a great job bringing over 260 ex-students together.

The school provides the opportunity for students to attend many excursions. In 2008 these included students attending a play ‘Seven Stages of Grieving’ in Griffith. A visit to Parliament House in Sydney by our school captains, Angus Rex and Felicity Matthews. Year 8 went to Sydney and enjoyed their experience immensely. Four students, William Anderson, Jamie Garner, Gab Hurst and Christie Rosewarne attended the Engineering Challenge Day at University of NSW, Sydney and some Year 10 and 11 students visited Canberra.

In 2008 the front office area was renovated and enlarged, and a new deputy’s office and video conferencing room constructed behind the old stage area. As well as this several rooms were painted. During the 2008 summer holidays the Spirit of Anzac Centre floor was repaired and resurfaced.

Ray Billing
Principal

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 the 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 Literacy results from 2008 NAPLAN have been used to set teaching and learning strategies designed to improve the literacy outcomes for this cohort over the next three years. The strategies outlined in the HWMHS school plan include: Every unit of work across all KLA includes a built-in component of grammar, punctuation and subject specific vocabulary (metalanguage); focus on comprehension skills; explicit teaching of the skills, and the encouragement of student entry into external literacy competitions through subsidised entry.
Numeracy – NAPLAN Year 7

The Numeracy results from 2008 NAPLAN have been used to set teaching and learning strategies designed to improve the numeracy outcomes for this cohort over the next three years. The strategies outlined in the HWMHS school plan include: Numeracy being a focus in formal school exams in all KLAs and programs in Mathematics outlining a variety of teaching methods with focus on quality teaching elements.
Literacy – NAPLAN Year 9

The Literacy results from the 2008 NAPLAN compare favourably with the results of like school groups (LSGs). Notably, at HWMHS fewer students scored in the lower performance bands when compared with LSGs and in all areas tested scored average marks above LSGs.
Numeracy – NAPLAN Year 9

The Numeracy results from the 2008 NAPLAN compare favourably with the results of the LSG. Notably, our students scored average marks above that of the LSG. The improved Maths results are a reflection of the review conducted in 2007.

School Certificate

School Certificate results in 2008 showed an overall improvement. Our results compared favourably with SC performance from like school groups. No student scored in the lowest band for English-literacy and Mathematics and results indicate a shift of student achievement towards the higher bands. In both English and Mathematics the percentage of students achieving band 5 or 6 increased on previous years.
### Percentage of students in performance bands:

**School Certificate Science**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Percentage 2008</th>
<th>School Average 2004-2008</th>
<th>LSG Average 2008</th>
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<tbody>
<tr>
<td>1</td>
<td>10</td>
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<td>6</td>
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**Australian Geography, Civics and Citizenship**

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<tr>
<th>Performance band</th>
<th>Percentage 2008</th>
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<th>LSG Average 2008</th>
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<tbody>
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**Australian History, Civics and Citizenship**

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**Computer Skills**

<table>
<thead>
<tr>
<th>Performance band</th>
<th>Percentage 2008</th>
<th>School Average 2006-2008</th>
<th>LSG Average 2008</th>
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</thead>
<tbody>
<tr>
<td>Not Demonstrated</td>
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</tr>
<tr>
<td>Competent</td>
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<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Highly Competent</td>
<td>15</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Demonstrated</td>
<td>10</td>
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</tr>
<tr>
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<td>45</td>
</tr>
<tr>
<td>Highly Competent</td>
<td>0</td>
<td>40</td>
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</tbody>
</table>
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate

Small class numbers preclude us from including specific data that breaches student privacy. Parents have received information on their child’s performance and progress via school reports and parent interviews.

It can be reported that 30% of our students gained results that gave them pre-selection into university courses.
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 2008

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and 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

16 students identified as Aboriginal in 2008. They were all part of mainstream classes. Two students successfully completed their School Certificate.

A number of students were recognised at the District Indigenous Awards held in Deniliquin at the end of the year. Two received awards for completion of Year 10; one student received an encouragement award for his attentiveness in class and consistent striving to do his best. Two students were rewarded for their promotion of Aboriginal culture by playing the didgeridoo at a number of community and school functions, delivering the Welcome to Country to various community groups and by helping educate others about Aboriginal culture.

Matthew Butler was selected to participate in the Aboriginal Summer School for Excellence in Technology and Science which was held in Adelaide in January. Only 19 students were selected from throughout Australia. He was selected on merit after consideration of staff comments on his aptitude and application, his current performance and his potential performance and a test he completed.

A joint project between the Public School and the High School saw the establishment of an Aboriginal Homework Centre which was held in one of our computer rooms.

All Aboriginal students are acknowledged at Presentation Night with a scholarship to help with educational expenses and thus encourage them to stay at school.

Multicultural education

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

Respect and responsibility

All students participated in the “Motivational Media” presentation which was titled “The Power of Everyone”. This high tech production was particularly relevant to students and supported the respect and responsibility which are part of every day classroom activities. The presentation contained very strong messages about planning for our lives and making good choices in relationships with others.

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

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.

Throughout Term 2 we conducted an anti-bullying program during rollcall. This was designed to make students more aware of what bullying was, how different people bully, understanding the bully and ways to combat it.

We introduced a new policy covering students representing the school. Students must gain clearance from all their teachers with regard to their behaviour in class, their application to their work and the completion of assessment tasks. Students need to understand that representing the school is a privilege and also a responsibility.
Other programs

Country Area Program (CAP)

The Country Areas Program again advantaged our school with access to quality learning, quality technology and quality improvement to the tune of $26,301.02 in 2008 with unpaid orders extending into 2009 in excess of $11,000. Both staff and students benefited.

A large part of the funding was used to support the ‘Science in Middle Schools’ project which enabled Years 5 & 6 from Hay Public School to have weekly Science lessons in a specialist Science classroom with a specialist Science teacher. Primary staff who accompanied students were also advantaged. This was a most successful program and also acted as a transition program. Year 7 settled very quickly into high school at the start of 2009.

Students were also advantaged by curriculum enhancement in many areas including:
- A Questacon Science Presentation at the school
- A Motivational Media presentation
- The Arts Unit Jazz Ensemble performing at the school
- A Percussion Performance and Workshop
- The School Captains attending Parliament House in Sydney
- Four students attending an Engineering Challenge Day in Sydney
- Numerous subsidies to travel to Youth Forums, a Step to the Future workshop, HSC Study Days, Maths Challenge days, and several excursions.

Funds provided by CAP to purchase Interactive Whiteboards, Software and other minor equipment was a great boost to ICT in the school and subsequent student engagement.

CAP also provided funds for a staff member to attend the CAP Conference in Dubbo.

In summary CAP has again kept our students abreast of all the latest educational advantages, reduced their isolation and given them outstanding opportunities to make themselves quality thinkers, learners and active participants. CAP is a great asset to our school.

Progress on 2008 targets

Target 1

*Increase the number of students achieving bands 5 and 6 in the School Certificate by 5%.*

It should be noted that the percentage of students across the state achieving bands 5 and 6 in the School Certificate varies from subject to subject and from year to year.

Our achievements include:

Although our target of 5% was not met, overall we have made definite progress towards it. This can be seen in the fact that every subject increased the percentage of students in the top three bands:

- English by 3.5%
- Mathematics by 6.9%
- Science by 0.3%
- Australian History, Civics and Citizenship by 2.2%
- Australian Geography, Civics and Citizenship by 6.7%

It should be also noted that three of the above subjects recorded average marks significantly above the Like School Group averages for the top three bands with Mathematics being 8.7% higher; Science 5.7% higher; and Australian Geography, Civics and Citizenship 6.7% higher.

Target 2

*Reduce bullying and harassment in the school by 10% as measured by a reduction in Register of Individual Student Contact (RISC) entries.*

Our achievements include:

- During 2008 a comprehensive Anti-bullying program was undertaking by staff within the school. The program consisted of a whole school approach for one term with weekly student awareness sessions, staff training and publications for parents in the school’s newsletter. The program was undertaken in Term 2 and extended into the first few weeks of Term 3
- Programs targeting identified groups with bullying tendencies were implemented.
- When the same 7 week period (ie. Week 2 to Week 8 inclusive) were compared across each term to Term 1 2008 the following was noted
  - In Term 2 whilst the program was running there was a 35% reduction in RISC entries for bullying and harassment across the whole school
  - In Term 3 there was a 12% reduction and
  - In Term 4 an 18% reduction
- A reduction of RISC entries on bullying and harassment for those students in targeted groups was also noted.

Target 3

*To have 25% of the staff trained in interactive technologies (video conferencing and interactive whiteboards) by the end of the year.*

Our achievements include:
• All staff were given school based training on using Video Conferencing equipment
• All staff were given school based training on using 'Bridgit software' as a means of interactive use of computers in the classroom and for professional development opportunities
• Some staff received external training on the use of Interactive Whiteboards and software was made available for all staff to become familiar with.

Note: Due to restrictions on the procurement of Interactive Whiteboards these were not available until the start of 2009. This restricted staff training and the incorporation of the technologies into the classroom.

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 2008 our school carried out evaluations of the Library and History, Society & Its Environment (HSIE).

Educational and management practice

Library

In 2008 the teacher-librarian in conjunction with staff undertook an evaluation of the Library. A survey of students and staff was used to gather data.

Background

The explosion that occurred in 2007 devastated the library. The majority of its resources were destroyed along with the building. A temporary demountable is being used waiting for the construction and completion of a new library in late 2009. Resources have been and continue to be replaced using managed funds. This has created an exceptional extra work burden on the library staff.

Findings and conclusions

Student and staff responses showed the following were working well within the library program:

• The number, use and access of computers
• The selection, quality, arrangement and processes of borrowing books and resources
• Its availability and resources for students to complete assignments and research
• Assistance given by library staff to students with their research and assignments
• Processes around cataloguing, OASIS and finding books
• The availability of photocopying and printing

• The availability of non book resources such as magazines and movies on different media.
• Opening hours
• The range of other activities it allows for, (eg. Chess, games at lunch, Peer Tutoring, classes and roll call)
• The physical layout, its cleanliness and heating and cooling.
• Two teaching spaces available
• Helpful and friendly staff that provided assistance to both students and staff.

Areas for improvement noted were:

• The availability of more computers and technology
• The range and availability of books, magazines and resource materials
• Some classes and seniors needed quiet space
• Printing should be free
• Longer borrowing times needed
• More lessons and staff use
• The location and physical restrictions of the demountable library
• More displays needed.

Future directions

The new library will address some of these issues and others will be catered for with replacement of resources lost in the explosion of 2007.

Curriculum

The Principal, in conjunction with the school executive and staff, evaluated student performance in HSIE faculty. Internal school data along with data from state test results were used in the analysis.

Background

HSIE is mandatory in Years 7 to 10. In 2006 – 2007 subjects were taught on a Semester basis in Years 7, 8 and 9. In 2007 Year 10 went to concurrent History and Geography to improve School Certificate outcomes.

Findings and conclusions

• In 2008, for best use of teacher expertise, subjects were separated in 7, 8, 9 & 10 History & Geography were studied throughout the year with a specialist teacher. Students completed a task each term in each subject
• Scope & Sequence timelines were established at the start of the year for each subject
• Each class is timetabled once a cycle into a computer room.
• In 2008 we worked on more presentation type tasks done at school. This was to improve
students Writing skills a designated area of weakness from testing

• Skills are emphasised in each subject.
• The History Challenge was undertaken in 2008 and Murder Under the Microscope by invitees
• A disappointment has been the reluctance of many students to commit to the opportunity of HSC lectures locally.
• Mr Breen has been involved in the construction of the new Legal Studies syllabus
• Year 8 Commerce rotation is an introductory course to the 5 areas and focuses on the units of Travel and Community Participation, the latter is in response to the high value the local community places in these areas
• Mrs Gardam was part of the APQTP project which brought Professional Development to the staff on Australian History source use
• Defence 2020 is a three year program promoting the awareness and involvement of youth in understanding the role of the Defence Forces. A group of 8 students participated in a day of interschool team events in Albury. Students were chosen from the top history students in Years 9 & 10. There was also a competition offered to the students
• Two entries for an Anzac Scholarship were made.

Future directions
In 2009 to better cater for the top end Elective History has been successfully offered. It will be taught in the spirit of the syllabus as a student driven rather than teacher-led program. In the senior school, the spectrums of subjects are strong.

Business Studies attracts solid numbers. Legal Studies has a small following and History has growing numbers. In 2009 Ancient History was the subject selected.

In 2009 we will be trialling single sex classes in Year 10 in a bid to improve engagement and hence outcomes. We are in the fortunate position of having male teachers available to teach the boys. We feel this organisation may reduce the off task distractions in the classroom and allow targeting of content and strategy to suit our students. Again we will look at competitions to engage some students.

Other evaluations

Peer Tutoring
The Peer Tutoring program that operates within the school was evaluated by surveying tutees, tutors and teaching staff.

Tutees generally found the program very helpful indicating that their reading had improved, they understood and enjoyed it more, their skills had improved and all recommended it to other students.

Tutors found the experience rewarding and felt that they personally had gained from the experience. They had gained an understanding of others’ needs, learning requirements and the importance of patience. They also felt that their tutees had made improvements with their reading and understanding.

Teacher responses identified the benefits and showed strong support for the continuance of the program.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

The Card System
The school teaching staff and the school council decided to concentrate on the cards used in the discipline system. These were the cards used for students displaying behaviour problems.

Their responses are presented below.
• All felt that a system needed to be in place and the current one had some merits
• They felt that it was too easy to get onto the system and too hard to get off
• The times students were spending on cards were too long
• The time spent managing the system needed consideration.

As a result the executive decided to change the system so that:
• Two significant RISC entries will lead to a student being placed on a green monitoring book
• Uniform will be considered separately and reported on in school reports
• The times on each card were reduced to Green 5 days; Blue 5 days and Red 10 days
• Students must complete each card in the required days
• Students on a negative level are still not allowed to go home for lunch, attend discos or represent the school in sporting or cultural activities
• Each category has only three levels; the points awarded are 3, 2, and 1
• Consequences for misbehaviour or non compliance will be stated on the cards
• Faculties will develop their own monitoring system for students who are not complying in particular classes


• When a student successfully completes each level, they are to notify their Year Adviser so that levels can be changed.

Student Satisfaction
The school also surveyed students about School Life. Significant responses included:

Students generally felt that:
• the things they learn are important to them
• it is easy to get to know other people
• teachers give them the marks they deserve
• they have acquired skills that would be of use to them when they leave school
• they always achieve a satisfactory standard in their work
• the things they learn will help them in their adult life
• people think a lot of them
• they know how to cope with their work
• they can do well enough to be successful
• they are a success as a student
• they learn how to get along with other people
• the work they do is good preparation for their future
• they are proud of themselves
• other students accept them as they are
• they have learnt to work hard
• they get on well with other students

Students agreed that they do not
• get upset
• feel restless
• feel depressed
• or feel worried.

Results of this survey indicate an overall positive feeling of students to their life at the school.

Professional learning
Each year teachers and school assistants take part in professional learning opportunities. Funding for teachers 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 2008 included:
• Financial management courses
• Communicating with the school community courses
• Literacy and Numeracy courses
• Quality teaching seminars and workshops
• Conferences for executives

• Specific subject courses
• Syllabus implementation
• Career development
• Welfare and Equity courses
• and First Aid courses.

In 2008 a total of $30,272 was spent on Professional Learning.

School development 2009 – 2011

Targets for 2009

Target 1
Reduction of SC English students in Bands 1 and 2 by 5%, Increase of SC English students in bands 5 and 6 by 5% compared to 2008 data.

Strategies to achieve this target include:
• Every unit of work includes a built-in component of grammar, punctuation and subject specific vocabulary (metalanguage)
• Focus on comprehension skills
• Explicit teaching of the skills necessary for the reformatting of information eg from a table into a column graph

Our success will be measured by:
• Formative and summative assessment that show development of skills.
• Improved understanding of reading and comprehension.
• Improved results in external examinations such as SC, NAPLAN, and the HSC.

Target 2
To increase students proficiency in non-calculator mathematical skills by 10% as measured by external data and compared to 2008 data.

Strategies to achieve this target include:
• Standardised bank of non-calculator questions to be used in all classes across the board daily and results compared.
• Detailed programs in Mathematics outlining a variety of teaching methods with focus on QT elements.
• Consult the DET Maths consultant in addressing numeracy specific issues evident in the analysis of NAPLAN data.

Our success will be measured by:
• Improved student results in External Tests
  – NAPLAN
  – School Certificate
  – HSC
• Improved results in Half Yearly and Yearly Examinations
• Improved student results in external competitions.

Target 3

Establishment of TVET courses for students and establishment of School Based Apprenticeships / Traineeships

Strategies to achieve this target include:
• Negotiation with Deniliquin TAFE to provide a Stage 5 TVET course in Beauty Therapy
• Promotion of concept
• Seek commitment of employer and student mentoring
• Faculties focus on programming and implementation

Our success will be measured by:
• TVET courses operate in 2009
• School Based Apprenticeship established
• Involvement and utilisation of community groups in program delivery.

Target 4

Reduced classroom behaviour RISC entries by 20%, and increased involvement in excursions by 20%. Increased involvement in extra-curricula competitions to 100% compared to 2008 data.

Strategies to achieve this target include:
• Every student to participate in academic competitions – Mathematics, English, Computer Skills, Writing
• Staff undertake professional learning on Generation Y
• Students are offered the opportunity to participate in a self-select class where learning and application are valued.

Our success will be measured by:
• All students receiving a certificate for participation in academic competitions
• Active and willing participation in sporting carnivals and excursions
• Classroom behaviour RISC entries reducing by 20% compared to 2008 data.

Target 5

To increase the use of technology in classrooms, as is reflected in programmes and by the use of IWBs in classrooms (30% staff confident with use in 2009)

Strategies to achieve this target include:
• Training for staff and time to practise new skills with IWBs
• Inservicing with an expert, during a Staff Development Day
• Relief time to develop relevant materials.

Our success will be measured by:
• Increased use of technologies in classrooms, especially of IWBs which will be assessed by surveying staff for their amount of use of IWB
• Greater student engagement as measured in less RISC entries
• Improved student academic performance.

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
Mrs A. Doyle, 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. Johnston, Teacher
Mr B Matthews, President, School Council
Mr J Breen, Representative, School Council
Mrs E Matthews, President, P & C
Miss F. Matthews, SRC Representative
Mrs A. Anderson, School Administration Officer

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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: