School context

Hay War Memorial High School is a comprehensive co-educational rural school with an enrolment of 185 students. The school provides students with a broad, quality education through a diverse and relevant curriculum.

The vision of Hay War Memorial High School is focused on catering to the needs of 21st century learners. We believe that a great school produces successful learners through the achievement of academic, social and personal bests. It is responsive to students, staff and the community, and is focused on building dynamic relationships between them.

Principal’s message

The involvement in the Literacy and Numeracy National Partnership initiative has enabled the school to employ additional staff above establishment to focus on the professional development of teachers in teaching literacy for Stage 4 students.

The Trade Skills Centre application (a commercial kitchen) was approved in 2013. It will eventually provide the school with a new facility of commercial standard for Hospitality and give our students and community an excellent appreciation of what it is like working in this area.

The school provides quality learning experiences for all our students. The commitment to quality is only possible through the professionalism demonstrated by our teaching, learning support and school administrative staff. Providing quality education and life experience for our students is actively supported by the HWMHS School Council, HWMHS P&C, parents and community.

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.

Mr Y Chambers

School Council message

The School Council for 2013 included Mrs Kerry Barnes (President and Parent), Mr James Caughey (Secretary and Staff), Mrs Gaylene Stephens (Community), Mrs Serena Wall (Parent), Mrs Cathy Millyard (Staff), Mrs Judy Jarratt (P&C), Mr Jasen Crighton (Parent), Mrs Suzanne Murphy (RSL), Ms Anna Anderson (SASS), Mrs Anne Longworth (RSL), Miss Ruby Barnes (SRC Rep.) and Mr Yvan Chambers (Executive).

Council’s major role for the past twelve months was to undertake a review of the Senior Compressed Curriculum. Two past staff members who were involved with its implementation into the school, carried out the review. Results found that majority of students, parents and staff were supportive of the changes.

Council recognises the need to promote our school within the community of Hay as Hay War Memorial High School continues to play a very important role in a small community such as ours.

Kerry Barnes (President)

Student representative’s message

The Student Representative Council is a body of student leaders who meet regularly to voice student opinions and assist in the running of school events. The SRC provides leadership opportunities and avenues for students to make suggestions and direct the use of SRC funds. Students are elected from within the SRC to be on the executive and run the council, which is made up of representatives from each year group. The SRC also elect a member to be on the School Council.

During 2013, the SRC was active in various activities such as:

- Three school socials which were held in the Spirit of ANZAC Centre. Funds were raised for Legacy Day and the Variety Club Bash when they came to Hay.
Community service in the selling of Legacy Badges

Matt Miller and Chloe Howard (School Captains and SRC members)

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

Student enrolment profile
Examination of student enrolment data indicated a slight increase compared to 2012. The data still reflects the declining local community population.

Twelve percent of the student population was of Aboriginal background.

The mobility continues to be a high priority for our school to maintain a diverse curriculum to improve student enrolment and provision of learning support for the students.

Student attendance profile
Student attendance for 2013 was above past school averages, above 2013 Region averages and marginally below State averages.

Management of non-attendance
The learning support team and student welfare committee meet five times a term to gather information on the whole student such as academic, social learning outcomes and attendances. This data identifies strategies to assist student attendances such as Girls’ and Boys’ Engagement Programs, Accelerated Reader, Peer Tutoring in reading, Senior Norta Norta tutor and a Years 7 to 10 After School Homework Club.

Attendance monitoring procedures have also been improved through such measures as on-line period by period marking and regular contact being made with parents/caregivers in the event of non-attendance at the end of each fortnight.
Post-school destinations

There were 25 students who completed Year 12 at the end of 2013 and all achieved a HSC.

Nine students gained entry into university degree courses. Students are studying a variety of subjects including nursing, human nutrition, exercise science, science and education.

Two students have successfully gained apprenticeships away from Hay, one as a chef and the other as a locksmith.

Four students who undertook the life skills courses are all working part-time in employment that they started as work experience when at school.

One student is working fulltime (shearing) and another part-time (supermarket).

The remaining HSC students are looking for work.

Year 12 students undertaking vocational or trade training

There were a significant number of students from Year 12 who completed Vocational Education and Training subjects in Year 12. Sixteen students (64%) completed at least one VET subject and five of these completed two VET subjects. Nine students (36%) completed Primary Industries, six completed (24%) Hospitality, two completed (8%) Information Technology and three completed (12%) Construction taught by HWMHS teachers. Two students studied VET subjects through OTEN – one Retail and the other Tourism.

Year 12 students attaining HSC or equivalent Vocational educational qualification

In 2013 every HSC student (100%) completed their HSC requirements.

Workforce information

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

The staffing allocation is indicated in the table below. The school is supported by a variety of non-teaching personnel including a School Administration Manager, School Learning Support Officer, School Administrative Officers, General Assistant and Farm Assistant.

<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>
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<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>11.4</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
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<tr>
<td>Teacher of Multi-Categorical Class</td>
<td>1.4</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.382</td>
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<tr>
<td>Total</td>
<td>28.982</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

In 2013 the school had no permanent employees of Aboriginal descent. The school employed a casual Student Learning Support Officer who is identified as Aboriginal through the allocated funds provided by NSW Aboriginal Educational Consultative Group to fund an Aboriginal Language Program. Also, the school employed an additional casual SLSO who is identified as Aboriginal to assist students in targeted programs in literacy.

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>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tr>
<td><strong>Income</strong></td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
<td>40814.62</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>569944.42</td>
</tr>
</tbody>
</table>

| Balance carried forward    | 210020.28  |

A full copy of the school’s 2013 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 2013**

The school’s strength is the breadth of extracurricular activities with which students can become involved.

**Arts**

- Years 9 and 10 music students were invited on a 4-day excursion to Sydney to participate in the Anatomy of Music songwriting workshop with special guest Bob Evans.

- Students had art work displayed and judged at the Hay Show. The community was impressed by the talent.

- School Stage 4 Drama students participated in a workshop with artists from Sydney funded by the Griffith Regional Theatre.

**Sport**

- The year started began a very successful swimming carnival with Murray House declared the Champion House and Darling coming second. Five swimmers qualified for the Regional Swimming Carnival and one student qualified and competed in the State Swimming Carnival for 50m.

- The Hay High Ten was held in Term 3. The event raised over $3000 and a major fundraising prize an iPad.

- The Premier's Sporting Challenge began in Term 3 and ran for 10 weeks. The students recorded every 20 minutes of exercise completed throughout each day. To support the challenge lunchtime competitions were organised. Students and teachers joined a team and played 20 minutes of the designated team sport. The students participated with great spirit and it was a very positive experience for all.

Most teams achieved at least a bronze medal award which meant they completed a minimum of 200 minutes of exercise throughout each week.
The snow trip for Stage 5 Physical Activity and Sports Studies was very successful with many students mastering skiing and snowboarding in wet and cold conditions.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

**NAPLAN Year 7 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

41 students undertook the 2013 NAPLAN literacy test.

In reading, the school performed above the Similar School Group (SSG) and School Average in Bands 8 to 9. Student performance in the bottom 3 bands was higher than compared State.

In spelling, the school performed above School Average and SSG in Band 8. Student performance in the bottom 3 bands was significantly higher than compared to State.
In Grammar and Punctuation, students achieved predominately a Band 4, 5 or 6. Student performance was above School Average, and SSG in Band 8.

In Writing, students predominately achieved a Band 4, 5 or 6. Student achievement was higher than School Average and SSG in Band 8.

In Numeracy, student achievement was higher in Bands 4 and 5 compared to School Average, SSG and State. Students performed marginally higher when compared to School Average in Band 9.

**NAPLAN Year 9 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

34 students undertook the 2013 NAPLAN literacy test.

**NAPLAN Year 7 – Numeracy**

39 students undertook the 2013 NAPLAN numeracy test.
In Reading, student performance shows a decrease in the number of students in Bands 5 and 6 and an increase in Bands 7 and 9. Student performance in Band 9 is above School Average, SSG and State. A continued focus with the Accelerated Reader program in Years 7 to 10 has assisted improvement in student achievement in Reading.

In Grammar and Punctuation, student performance was predominately in Bands 5 to 7. Student achievement was higher in Band 10 compared to School Average.

In Spelling, student performance is higher in Bands 5 and 7 when compared to State and lower than State in Band 6. Student achievement is higher in Bands 9 and 10 when compared to School Average.

In Writing, student performance was higher than State and SSG in Bands 5 to 7. Students performed higher in Band 10 compared to SSG.

NAPLAN Year 9 – Numeracy

32 students undertook the 2013 NAPLAN numeracy test.

In Numeracy, student achievement was predominately in Bands 5 to 7. Students achieved higher in Band 10 compared to School Average.
Higher School Certificate (HSC)

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

In 2013, students undertook the Higher School Certificate. The participation rate is higher due to the compressed curriculum model. Student achievement was of a satisfactory standard when compared to School Average. Student achievement in English (Standard) was 6.9% higher than the School Average. It was lower than State by 3.7%

Student Achievement in General Mathematics was marginally lower compared to SSG (0.7%) and lower than State (3.2%).

Community and Family Studies, Business Studies and Vet Construction Examination were significantly higher than State and SSG averages. A continued focus for HSC English and General Mathematics is required.

Other achievements

The school’s "Aberline Dorper and White Dorper Stud" which is operated by the students achieved numerous accolades at the Sydney Royal Easter Show, Holbrook Sheep Show, Australian Sheep and Wool Show in Bendigo and the National Dorper Show in Dubbo. The stud achieved accolades such as the Most Successful Exhibitor, Champion Ram and Reserve Champion Ram at the Holbrook Sheep and Wool Fair.

The school is the first school to establish and operate a Dorper and White Dorper Stud in Australia.

Significant programs and initiatives

The Positive Behavior for Learning Team along with the Learning Support Team and Welfare Committee have been proactive in providing innovative programs to enable positive student outcomes.

The 2013 Mates Plus program was a partnership with the NSW Riverina TAFE (Deniliquin) which provided a perfect opportunity for a group of boys to develop their skills in technology, communication and team work. Richard Seivers (Deniliquin TAFE Teacher) enabled the boys to use their skills to give back to the local community. The final product was a You Tube clip promoting the benefits of living in Hay and a rural community.

The development of the school’s core values of Respect, Achieve and Responsibility was pivotal for the PBL team in 2013. The team furthered their progress in developing the early stages of a matrix which explained what these core values look like in various settings throughout the school. The PBL team also implemented a rewards program to recognise student achievement of the core values such as ten pin
bowling in Griffith, movie afternoon and BBQ lunch.

**Aboriginal education**

The acknowledgment of Aboriginal Education continues to be an essential focus. This is not just in key learning areas but through the use of Welcome to Country at formal assemblies, the involvement of the AECG in various programs such as the teaching of Wiradjuri Language for students who are interested in learning a language other than English and utilising agencies such as the Griffith based Aboriginal Health who delivered health and welfare programs to the students across the school. The Proud and Deadly regional awards was held in Deniliquin. HWMHS students and others from around the region were recognised for their success in Public Education.

**Multicultural education**

Multicultural education is incorporated into the HSIE and English Key Learning Areas. Respect and understanding of other cultural beliefs and ideas is promoted within the school.

**Transitional Equity Funding**

A partnership was formed with the Riverina TAFE and the school which established a “Mates Plus” program. The program focused on boys education to improve engagement, work skills and community ties. The program expanded partnerships with local business and the Hay Shire Council to develop a promotional You Tube clip about the community of Hay.

Through consultation a variety of ICT programs were purchased and used to enhance students skills in using ICT, Numeracy, Literacy, Science and access to/delivery of course material.

These programs were funded through transitional equity funding.

**National partnerships and significant Commonwealth initiatives**

The school received funding for the Improving Literacy and Numeracy National Partnership initiative (2013-2014)

Through consultation and review of student data the school focused on the improving of literacy in reading and comprehension for Stage 4 students.

The initiative focused on three areas for teacher professional development:

- High quality teaching
- Strong leadership
- Effective use of student performance information

Teachers worked with a literacy teacher to embed improvement literacy practices into their teaching and learning programs. This professional learning developed the teaching of reading and comprehension and enabled Stage 4 students to move along the literacy continuum.

**School planning and evaluation 2012—2014**

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys issued to students, parents and staff;
- Informal discussions with the school community; and
- Collection and evaluation of assessment data such as NAPLAN, ESSA, teaching and learning programs, professional observations.

**School planning 2012—2014: progress in 2013**

**School priority 1**

**Literacy**

**Outcomes from 2012–2014**

- Increased school leadership capacity to lead evidence based and strategic literacy planning;
- Teachers expand skills in using ICT to enhance Literacy outcomes;
- Teachers use ICT based curriculum resources in classroom practice;
- Teachers use Personalised Learning Plans to support all students to achieve literacy outcomes; and
Teachers use NSW Literacy Continuum to focus teaching, assessment and monitoring of individual literacy needs.

Evidence of progress towards outcomes in 2013:
- All teachers contributed to the PLP’s to improve student literacy outcomes;
- 20% of Year 7 students placed in the top 2 bands for Reading. This was an improvement on our three year average of 15.8% and above SSG (18.1%); and
- 18.2% of Year 9 students placed in the top 2 bands for Reading. This was an improvement on our three year average of 14.2%, above SGG of 10.6% and marginally below State (21%).

Strategies to achieve these outcomes in 2014
- Review and implement professional learning of all teachers to analyse and interpret SMART Data (literacy) and school based data to modify teaching and learning programs to cater for all students in literacy;
- Implement a whole school timetable to provide teachers with a set day to work with a mentor focusing on delivering explicit literacy strategies embedded with a focus on Quality Teaching;
- Implement MULTILIT for identified students in Years 7 to 9 to improve literacy development through an explicit, sequential approach;
- Continuation of the Accelerated Reader program in Years 7-10 with LAST support to ensure literacy outcomes are achieved; and
- Review the writing of assessment tasks with a mentoring program with the LAST and Multicategorical Class Teacher to support teachers in scaffolding tasks to address student literacy needs.

School priority 2
Curriculum and Assessment

Outcomes from 2012–2014
- Assessment practices and quality feedback are implemented to improve learning outcomes for all students;
- Innovative use of interactive technologies to enhance student learning;
- The new NSW syllabuses incorporating the Australian Curriculum are implemented across the school; and
- Students access a wide variety of curriculum options that reflect 21st century skills to prepare them for a globalised and sustainable world.

Evidence of progress towards outcomes in 2013:
- 95% of all classrooms have a Smart Board;
- Student enrolments have been consistent for two years which suggests student and parent satisfaction of the breadth of curriculum; and
- The 2013 attendance rate was 89.4% which was higher than 2012 (85%). This suggests innovative learning provides a positive learning environment which improves attendance.

Strategies to achieve these outcomes in 2014:
- Review assessment practice using the ‘Quality Teaching Framework” and quality of assessment tasks such as scaffolding tasks to enable all students to access the task;
- Build stronger home/school relationships to improve student learning such as effectively using Moodle as a teaching and learning tool;
- Implement the Australian Curriculum within the timeframe of the NSW DEC;
- Build teacher leadership in technology, planning and communication; and
- Collaborative ongoing review of courses offered which cater for learning needs of students

School priority 3
Organisational Effectiveness

Outcomes from 2012–2014
- Implement and evaluate ways to ensure the parents and community are aware of what is happening at the school;
- An effective school promotion strategy;
• Partnership programs with local primary schools and other community organisations; and

• Engagement of parents and community within the school.

Evidence of progress towards outcomes in 2013:

• Installed digital photo frame featuring up to date photos of recent school events for display in school foyer and an additional digital photo frame for the school museum to display the community historical participation in military conflicts;

• Email database established and school newsletter sent via email;

• Students work displayed at the Hay Show; and

• The ‘Hands on Hay High School” transition evening program for Year 6 into Year 7 parents and students.

Strategies to achieve these outcomes in 2014:

• Implement further methods home/school communication such as Skoolbag, Moodle, Sentral (online timetable);

• Build leadership capacity to develop and administer a survey tool and response procedures to reveal school’s promotion strategy; and

• Develop and “Learning Community” with feeder schools to engage students and parents about the school and teaching/learning experiences for students and staff.

Professional learning

Each staff member is responsible for their own professional development. The executive and the professional learning team help staff develop their own personal professional learning plans ensuring all elements and standards are addressed over time.

All staff participated in professional learning activities each term. Priorities for 2013 included Secondary Learning Strategies, Positive Behavior for Learning and explicit teaching of literacy embedded in Stage 4 teaching and learning programs.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• 100% of parents are appreciative of the staff who put in extra time to help their child. Which has led to students being better prepared for beyond school;

• 85% of parents believed that teachers provided a challenging and stimulating Learning environment;

• 80% of parents agreed that they were kept informed of what is happening at the school via the school newsletter and website, especially in regards to the HSC;

• 92% of parents indicated that the school’s PBL approach is a positive way to acknowledge student achievement and instill the core values of the school;

• 90% of staff felt students benefited and receive a wide exposure to a variety of teaching styles to address student learning needs;

• 98% of teachers agreed that the concept of team teaching in classes with two teachers needs to be clarified, especially for the HSC;

• 100% of staff indicated that staff are able to professionally support each other and there was support for early career teachers;
65% of students generally did not have a plan to select their courses of study for the Higher School Certificate;

75% of students chose particular subjects for the HSC that would be suitable for a particular career path;

60% of students student’s saw the value of developing leadership skills

80% of students saw their own lack of organisational skills as an issue when studying; and

85% of Senior students indicated that the pace of delivery with the compressed curriculum prevented them from revising or relearning ideas addressed in class.

Program evaluations

Background

The Compressed Curriculum

The school developed and eventually implemented the compressed curriculum over three years ago after extensive consultation with staff, parents and students. This initiative has attracted extensive interest from schools and is being implemented by a number of other schools.

All senior students are enrolled in only three courses at the beginning of their 11th year of schooling and three courses in their 12th year. This gives students double the time to complete each course and so they are able to sit for the HSC in their courses at the end of each year.

By the end of each year, from early roll-over, students have chosen and started their courses for the following year and have completed their HSC examinations in completed courses.

Some courses do not run in consecutive years.

Staff, students and parents were surveyed and interviewed, answering questions about the effectiveness of the Compressed Curriculum.

Findings and conclusions

Student retention rates have improved beginning in 2011 of the Compressed Curriculum.

This is possibly influenced in part by the fact that the 17 years of age became the school leaving age. The school rates are still above SEG and State averages which suggests that are other factors involved in the above average retention rates. The Compressed Curriculum possibly is one of those factors.

Practical subjects benefit from the double time in the last weeks before the examination.

There does not seem to be any correlation between results and whether the subject is taught by one or two teachers.

The declining student numbers in the school would limit available courses under the traditional pattern of study. The compressed curriculum has allowed a range of subjects to remain.

Students, staff and parents generally agreed that only doing 3 courses in one year is a preferable system. The pressure for students is relieved and students can focus more on the tasks at hand.

The need to ensure that an appropriate English course is available was a cause of some concern with students.

Some students in their first year of senior courses appear to not appreciate the seriousness of what they are facing. There is no time to settle in and think, as many have done in the past. This point needs to be emphasised at the beginning of the senior courses. A strong feeling indicated that many senior students lacked the maturity needed in the first year of the senior course. The notion that Year 12 students would influence the Year 11 students has not always been evident so more needs to be done to impress on the Year 11 students the need for application from the very start of the senior course.

Future directions

To maintain the Compressed Curriculum as the appropriate teaching method for the senior students.

Students in Years 7 to 10 participate in a preparation program that focuses on the skills required for personal development during the
first 5 weeks of Term 4. Especially those skills such as higher order thinking skills, organisational skills, problem solving skills and information ordering and manipulation skills. This was identified by staff, student and parents.

One key issue is the subject selection process. Students were under the impression that they will get what they want because there is a range to choose from in the booklet. The school needs to explain to students that student numbers are critical in a course and that in turn impacts what courses can be offered. The selection of different subjects in the second year may be a result of the student changing their mind but also because the new cohort skews the subject availability in a different way. Hence, Distance Education subjects will need to be still made available. One parent indicated that doing a DE subject prepared their child for independent organisation and research.

Maths courses should run against English every year. Combinations of English and Maths courses could be set from year to year i.e. English Studies and General Maths in one year and Standard English and Mathematics in the next year. There should be one other subject on that line to accommodate those who do not choose a Maths course.

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 Yvan Chambers, Principal
Mrs K Barnes, School Council President
Mrs C Huntly, School Administration Manager
Ms A McNally, Science Head Teacher (Acting)
Mrs C Millyard, Learning and Support Teacher
Mrs B Schiller, Careers Advisor

School contact information

Hay War Memorial High School
Pine Street, HAY, NSW, 2711