Hay War Memorial High School

Annual School Report
Our school at a glance

Students

Hay War Memorial High School had an enrolment of 185 students in 2011. The community continued to experience hardship due to an economic downturn. Student numbers in the school fell in line with the local area population statistics. The proportion of students leaving the community to attend private schools and selective high schools remained static and followed traditional family trends. Student academic results were in line with similar like schools. Student educational growth and exit outcomes were positive with most students achieving their desired employment goal, TAFE course or university course.

Staff

The staff at our school is cohesive and consists of a mix of very experienced teachers and early career teachers. We had only one change at the start of 2012 and that was the appointment of a new principal. Some staff elected to reduce their teaching load to avoid the school having a forced transfer due to declining student numbers.

Significant programs and initiatives

The school has its third year with the Compressed HSC. This has created a whole school program where the whole school starts each new academic year in Week 6, Term 4. This has resulted in all students being on task and engaged with their learning throughout the school year.

Years 7 and 8 students undertook rotation courses in staged classes (Stage 4) as a result of an extensive whole school review which enable the students to experience a broad range of skills.

After consultation with the key stakeholders it was agreed that the Stage 4 courses would expand to core courses in Week 6, Term 4 2012 to address the learning needs of the students.

The Student Welfare, Learning Support and Positive Behaviour for Learning teams continue leading the review and improvement in student learning outcomes and whole school approaches.

Student achievement in 2012

Years 7 and 9 students showed a slight improvement in the higher bands of some areas of literacy and numeracy. Writing is an area for improvement. The Essential Secondary Science Assessment was completed by Year 8 students in November as an online exam. The results of the exam have been discussed by the Science teachers and areas of weakness are being incorporated into teaching and learning in Science classes. All Year 10 students successfully moved into their Preliminary Studies in Term 4, 2012 under the Compressed HSC model. As a result, no students in 2012 were awarded the RoSA. Student achievement in the HSC was of a sound standard when compared to SSG averages.

Messages

Principal’s message

Hay War Memorial High School is a successful isolated rural comprehensive secondary school in the Riverina. The school has highly skilled and motivated staff who work collaboratively to improve student learning outcomes through innovative teaching including targeted programs. All students have the opportunity to develop their potential through an extensive range of academic, sport and extracurricular programs. The school community embraced the planning towards a Positive Behaviour in Schools (PBL) approach in 2012.

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 Yvan Chambers, Principal

School Council message

The School Council for 2012 included Mrs Kerry Barnes (President and Parent), Mr Simon Warden (Secretary and Staff), Mrs Gaylene Stephens (Community), Mr Peter Oataway (Parent), Mrs Judy Jarratt (P &C), Mr Jasen Crighton (Parent), Mr John Breen (Staff), Mrs Anna Anderson (SASS), Mr Howard Nish (RSL) and Mr Yvan Chambers (Executive). We also welcomed representatives
from the Student Representative Council Brandon Burns and Ruby Barnes.

In 2012 Council’s major role was to undertake a review of the current School Council’s Constitution which is still ongoing. A subcommittee has been formed to assist in obtaining the best possible outcomes for the school and school community.

Council has also decided to review the current Senior Studies program. An independent review will take place and further school community consultation will occur.

This year has seen the Museum incorporate a digital display which is well worth visiting.

Thank you to Yvan, his dedicated Staff and the school community for their continuing contributions to our wonderful school.

Kerry Barnes, School Council President

**Student representative’s message**

Hay War Memorial High School Student Representative Council (SRC) is a representative body of students that aims to bring forward the opinions and ideas of students, build a better school community, raise funds, organise social activities to promote school pride and participation and also to raise the profile of our school in the community.

During 2012, the SRC was active in various activities such as:

- Fundraising events to assist community organisations: Pink Day street stall, Shades 4 Aids, jeans for Genes Day, Footy Colours Day for the local Can Assist and Cupcake Day to support Far West Health.
- Raising donations to train a teacher and buy water for a village in third world countries.
- Participating in District SRC meetings and in the Lake Hume SRC Regional Camp.
- Being involved in community service such as the selling of Legacy Badges

**Captains: Tui Wells and Jack Hanna**

**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**

Examination of student enrolment data indicated significant student mobility as a result of a declining local community population. The mobility continues to be a high priority for our school to maintain a diverse curriculum to improve student enrolment and provision of support for our students.

**Student attendance profile**

Attendance rates remain a high priority in our school plan. A variety of programs involving the Student Welfare, Learning Support and PBL Teams, Home School Liaison Officer, Aboriginal Student Liaison Officer had continued success.
Management of non-attendance

Our school has in place attendance and retention programs as well as literacy and numeracy programs assisting students, including Girls’ and Boy’s Engagement Programs, Accelerated Reading, Peer Tutoring in reading, Year 6 Transition, Senior Norta Norta tutors and a Years 7 to 8 After School Homework Club. In addition we have a weekly review of student attendance and we are proactive in contacting families to offer assistance. The outcomes of these programs improved students’ learning outcomes and the level of engagement and degree of connectedness to the school community.

Post-school destinations

There were 24 HSC students in the 2012 cohort.

In regard to university offers, we reported a 100% success rate in applications, with each of the 11 students applying for university entry receiving an offer, either for their first preference or a very close preference. This represented 45% of the cohort gaining access to university study.

Employment outcomes have also been outstanding for our HSC students with 3 of the students gaining full time apprenticeships and one student securing employment as a cadet with an Accounting firm and who will complete university qualifications concurrently.

The remaining HSC students either gained full time or part time employment in the local area.

Year 12 students undertaking vocational or trade training

In 2012 the Compressed HSC enabled students in Years 11 and Year 12 to undertake HSC vocational courses. 60% of the Senior cohort completed one or more vocational or trade training courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2012 every student completed their HSC requirements.

Financial summary

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

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>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Multi-Categorical Class</td>
<td>1.4</td>
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<tr>
<td>Learning and Support Teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.402</td>
</tr>
<tr>
<td>Total</td>
<td>32.602</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2012 the school had no permanent Indigenous employees. The school employed an Indigenous Student Learning Support Officer through the allocated funds provided by Region – “Community of Schools Funding” to assist students in targeted programs in engagement, leadership and attendance.

Staff retention

In 2012 the proportion of teaching staff retained from 2010 was 97%.

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>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.
Date of financial summary 30/11/2012

**Income**
- Balance brought forward $272601
- Global funds 233853
- Tied funds 125577
- School & community sources 84997
- Interest 8214
- Trust receipts 42396
- Canteen 0.00
- Total income 767640

**Expenditure**
- Teaching & learning
  - Key learning areas 49411
  - Excursions 12104
  - Extracurricular dissections 18882
- Library 5678
- Training & development 2373
- Tied funds 145043
- Casual relief teachers 45680
- Administration & office 116818
- School-operated canteen 0.00
- Utilities 71310
- Maintenance 34365
- Trust accounts 32675
- Capital programs 4695
- Total expenditure 539034
- Balance carried forward 228606

A full copy of the school’s 2012 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 2012**

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

**Achievements**

**Arts**

With a greater focus on the junior years, 2012 proved to be a successful year.

The Stage 4 classes allowed an opportunity for students to enhance class discussion.

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

Stage 5 students undertook an excursion to Sydney to see Art Express which enabled students to see the standard of HSC Major Works in the State.

Madeline Headon participated in the Schools Spectacular in Sydney as a member of the choir.

**Sport**

- The Hay War Memorial High School Under 15 Girls AFL team was successful in their bid to become the first team from this school to be crowned State Champions. They defeated Belmont Christian College in the Grand Final at Blacktown International Sports Park.

- The Open Girls Cricket team played against Deniliquin High School. The Hay girls shone in their batting, bowling and sportsmanship, winning the match 142-87. The girls then played Yanco High School in the next round defeating them convincingly. The girls are still in the competition and are due to play in the Riverina final early in 2013.

- The Open Boys and Girls touch teams played Deniliquin High School in Hay. The girls’ team played first and proved far too experienced and skillful for the Deniliquin girls with Hay winning 12-0. The boys’ game was a similar affair with Hay showing more expertise and flair with the ball than the Deniliquin team. The boys were eventual winners 10–2.

- Eight Hay War Memorial High School students Liam Headon, Luke Arandt, Toby Bevan, Mitchell Mijok, Jake Petts, Michael Simpson, Darcy Lees and Dane Doyle travelled to Barham where they combined with the home team to compete in the Under 14 Aussie Rules Gala Day.
• The Under 15 and Open Girls Netball teams travelled to Deniliquin to compete in the zone knockout competition.

• The Under 14 Rugby League team travelled to Griffith to take part in the Buckley Shield Round Robin.

• Jodie Hicks played at the NSW CHS Cricket Championships held in Cronulla.

Other

Our Aberline Dorper and White Dorper Stud, a fully functioning Dorper sheep stud operated by the students, achieved numerous accolades at the Sydney Royal Easter Show, Australian Sheep and Wool Show, National Dorper Show in Dubbo and the Royal Melbourne Show. Our Dorper sheep achieved accolades such as the Grand Champion Dorper Ewe, Most Successful White Dorper Exhibit, Junior and Senior White Dorper Ewe and Champion Dorper Ewe. We are the first school to establish and operate as a Dorper and White Dorper Stud.

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.

![Graph](image)

**Reading – NAPLAN Year 7**

Twenty two students sat for the 2012 NAPLAN literacy test. In reading, the school performed above the Similar School Group (SSG) in Bands 7 to 9 and State in Bands 7 and were 0.7% below State in Band 9.

![Graph](image)

**Numeracy – NAPLAN Year 7**

Twenty students sat the NAPLAN Numeracy test. Student performance in the middle bands was above SSG and State. Students were below the SSG and State in Bands 8 and 9 and below the SSG and State in Band 4.

![Graph](image)
Reading – NAPLAN Year 9
Thirty three students sat the NAPLAN Literacy test. Student performance in the Reading upper bands was just below SSG and significantly below State.

Numeracy – NAPLAN Year 9
Thirty three students sat the NAPLAN Numeracy test, with a slight improvement in Band 9 which was above SSG and State. Student performance in the bottom two bands was higher than State but lower than SSG.

Progress in reading
Year 9 showed improvement in the middle bands when compared to SSG and State Reading. Year 7 showed growth in the top two bands in Reading when compared to SSG. A continued focus with Accelerated Reader which was introduced in 2012 across Years 7 to 10 is required to maintain and further improve Reading.

Progress in numeracy
Year 9 showed a significant growth in Band 9 and Year 7 showed the top two bands were of an area of concern. The Year 7 result in Band 4 was encouraging with students performing below SSG and State.

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 and enter the school name in the Find a school and select GO.

RoSA
In 2012, 24 students undertook Year 10. All students successfully moved into their Preliminary Studies in Term 4, 2012 under the Compressed HSC model. As a result, no students in 2012 were awarded the RoSA.

Higher School Certificate
In 2012, 56 students sat for their Higher School Certificate. This is higher due to the compressed curriculum model. Student achievement was of a sound standard when compared to SSG averages. Community and Family Studies, Business Studies and Vet Construction Examination were significantly higher than State and SSG averages. A focus for HSC English is required in 2013.
Significant programs and initiatives

Student welfare has been a key area in the school this year. The establishment of a Positive Behavior for Learning Committee along with the Welfare Committee has been proactive in providing innovative recognition and rewards for students such as once a term PBL afternoon activities. An afterschool homework club on Wednesday also continued to operate and grew in student participation throughout the year. It was accessed by Year 7 and 8 students. Personal Learning Plans were developed and completed for approximately 24% of the student population. Staff also undertook training in Youth Mental Health First Aid. The potential dangers of the inappropriate use of the internet and mobile phones had been extensively addressed to students and an update of the School’s Anti-Bullying Policy occurred during the year. A whole school welfare program called PBL was introduced formally started in Term 1 which is based around the concept of positive behavior for learning.

Aboriginal education

The recognition and valuing 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 projects such as the construction of the Native Garden. Year 8 undertook Kayaking down the Darling River which involved a deeper appreciation and understanding of Aboriginal cultural sites and Dreamtime Stories. NAIDOC was highly successful and student ran workshops with a local primary 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.

Other programs

Literacy, numeracy and accessibility were all addressed in the Country Area Program/Equity initiatives. Students were able to access curriculum expertise outside the township of Hay. This also provided student engagement with other students from different cohorts and towns and was important in helping bridge the isolation gap experienced by our students.

The geographical barrier was also addressed with support of a major excursion Kayaking down the Darling River which involved a deeper appreciation and understanding of Aboriginal cultural sites and stories.

Local feeder schools undertook transition days in Science, Visual Art and Music throughout the year.

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 then expanded the partnership to link up with the local Men’s Shed where the boys assisted the men in using current everyday technology.

Progress on 2012 targets

Target 1

Overcome isolation factors especially in the delivery of a diverse curriculum

Our achievements include:

- Two further Smartboards being installed for Mathematics and TAS which has increased the use of technology in the classroom.
Staff undertaking professional learning in using Moodle to improve student learning, delivery and access of learning material and student engagement. There has been a gradual use of the school’s Moodle.

After consultation with key stakeholders, introducing Stage 4 classes across the KLA’s (except for Mathematics) to ensure a broad curriculum for Years 7 and 8 students.

Target 2
Improvement in educational outcomes for students in literacy, numeracy and the Higher School Certificate.

Our achievements include:

- Undertaking Staff training in Secondary Learning Strategies with a roll out of whole school strategies.
- Introducing Accelerated Reader across Years 7 to 10 to improve Reading and Comprehension skills.
- Year 9 showing improvement in the middle bands of NAPLAN when compared to SSG and State Reading.
- Year 9 showing a significant growth in Band 9 for NAPLAN
- HSC results for General Mathematics being above SSG, School Average (2008-2011) and State.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Curriculum.

Background
In 2012 due to a declining school population the school community continued its investigation from 2011 with the proposal to operate Stage 4 (Years 7/8) as a combined cohort. Extensive consultation with all stakeholders including prospective Year 7 students and their parents for 2012 was undertaken by the school.

Findings and conclusions
The P&C, School Council, parents and staff concurred that change was needed to ensure a broad curriculum and student attainment.

After consultation with the key stakeholders and a parent meeting in 2012 it was agreed to trial the Years 7/8 staged structure to operate in all subjects except for Mathematics (to assist with their continuity of learning). This was the final position adopted for 2013.

Future directions
The school community will continue to evaluate, draw conclusions from student data, survey parents and staff and investigate the need for further staged models within the school with the Welfare and Learning Support Committees to ensure a broad curriculum is being offered and student engagement and attainment is being addressed across all KLA’s.

Parent, student and teacher satisfaction
In 2012 the school sought the opinions of parents, students and teachers about the school.

Areas of strength as perceived by staff included: meeting the individual learning needs of students; recognising and celebrating achievement and encouraging students to meet their personal best. Teachers value and support the contributions of their colleagues. With a focus on literacy and numeracy the challenges for staff include addressing each student’s literacy and numeracy needs. Students appreciated the HSC Compressed Model. The wide range of extracurricular activities, both cultural and sporting, was another area of satisfaction.

Parents were generally happy with their communication with the school. Reporting of the progress in Years 7 and The Preliminary/HSC and the ‘Hands on Hay High School’ program for Year 6 into Year 7 parents was also highly valued. Parents believed that staff provided activities that were interesting and appropriate to their child’s needs and abilities. They also believed the school had high expectations for students to achieve to the best of their ability.

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 2012 included Secondary Learning Strategies, positive behavior for learning and an introduction to the use of Moodle for student learning and engagement.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Improve the teacher quality of all staff and improve educational outcomes for students.

2013 Targets to achieve this outcome include:

- Reviewing the mentor program for new scheme teachers and executive.
- Providing support for staff by the newly appointed Learning and Support Teacher for the support of teaching and learning.
- Providing Teaching and Learning Programs of best practice.

Strategies to achieve these targets include:

- Staff participating in internal and external professional development programs.
- Engaging all students more in learning.

School priority 2

Outcome for 2012–2014

Improve the literacy and numeracy of every student with a focus on engagement.

2013 Targets to achieve this outcome include:

- Analysing Smart Data Using Faculty workshops to.
- Detailed analysing of NAPLAN questions to identify strengths and weaknesses.
- Targeting learning support assistance.

Strategies to achieve these targets include:

- Improving student performance in the NAPLAN, ROSA and Higher School Certificate.
- Appropriating explicit literacy and numeracy strategies in all KLA teaching and learning programs.
- Improving student attendance.

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 Y. Chambers  Principal
Ms S. Prosser  Head Teacher Science
Ms A. McNally  Acting Head Teacher Science
Mr S. Warden  Head Teacher English
Mrs K. Barnes  President School Council
Mrs C. Huntly  School Administrative Manager
Mrs A. Anderson  School Administrative Officer

School contact information

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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: