School context statement

Hay War Memorial High School is a comprehensive co-educational rural school with an enrolment of 212 students, including 12% of Aboriginal descent. The school was established in 1923 as a co-educational comprehensive high school and has a strong tradition befitting a war memorial linked to the ANZAC tradition. It is the only war memorial high school in the Commonwealth of Nations. The school has a unique background, close community ties and an ability to provide a personal educational experience for the students. The school provides broad-ranging outcomes to meet student needs and has developed a distinctive blend of traditional values and innovative educational practices that ensure a well-rounded education. The ability of the school to provide a compressed curriculum for Years 11 and 12 offers students a broad range of courses. An extensive range of Vocational Education courses are also offered in the senior years such as Primary Industries and Construction. The provision of vertical elective classes in Years 9 and 10 allows students to experience a diversity of subjects. A supportive staff, community and student body enhances the rich traditions of our unique school.

Parents and Citizens message

In 2014 the P&C contributed $4250.00 towards Hay War Memorial High School events such as the Music and Drama night, the Year 12 Formal and the End of Year Awards Day. The P&C also made donations to fifteen State Representative students and provided Accident & Injury insurance coverage for every student enrolled at Hay War Memorial High School.

We continued our partnership with the Lions Club of Hay to present the Debutante Ball. Thirteen Debutantes and their partners enjoyed a gala evening and the P&C received a donation of over $3700.00 from the Lions Club of Hay for our efforts. The funds were used to purchase a slushy & hot chocolate machine for the canteen which has been very well received by students.

The P&C have a small but loyal band of committee and members and thanks must go to each and every one of them for their attendance at meetings and input. Our numbers are small but our contributions to the School Community are significant.

Rhonda Slattery - HWMHS P&C President

Student representative’s message

The Student Representative Council (SRC) engaged in many leadership and fundraising activities during 2014. Developing leadership skills and continuing to be involved in opportunities that promote and raise school and community awareness about issues such as mental health and youth with cancer have remained a constant focus for the Student Representative Council. The organisation of successful school socials each term were also highlights for the SRC as an opportunity to raise funds and for student body socialisation.

A leadership camp in Deniliquin was held in July which was attended by three students from the SRC. The camp was attended by
Student Representative Councils from several high schools in the region with the aim of the two day camp providing an opportunity for students to collaborate and reflect on the function and operation of the SRC within their school. Students were encouraged to share ideas, discuss the frequency of meetings, how they run and the role and responsibilities of the positions within the SRC. The students that attended gained a valuable insight and returned with new ideas and goals to be set in order to ensure that the SRC at Hay War Memorial High School functions effectively.

The SRC organised a number of activities throughout the year for various organisations with the aim of raising awareness and funds. The student body was invited to wear their jeans to school in support of ‘Jeans for Genes’ day and their football team colours in support of ‘Footy Colours’ day. The money raised for both of these organisations in support of medical research into childhood diseases and youth with cancer respectively. Mental Health Awareness was supported by the SRC in 2014 with the introduction of ‘Mentos Monday’ during mental health week with this initiative continuing on a weekly basis by providing each student with a Mentos each Monday morning. The Hay War Memorial High School SRC tradition of supporting Legacy continued in 2014, with a number of SRC members selling Legacy badges and other merchandise in the community with those students being recognised for their efforts and contributions.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>131</td>
<td>113</td>
<td>111</td>
<td>112</td>
<td>89</td>
<td>91</td>
<td>98</td>
</tr>
<tr>
<td>Female</td>
<td>123</td>
<td>113</td>
<td>106</td>
<td>103</td>
<td>93</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

Student attendance profile

The Student Learning Support team and Student Welfare teams meet five times each term where staff representatives gather information on the whole student such as academic, social learning outcomes and attendances. This data identifies strategies to assist student attendances such as engagement programs, Accelerated Reader, Intensive Literacy programs and Senior Norta Norta tutoring.

On-line period by period roll marking has ensured student attendances have been quickly identified by Learning Support team and Student Welfare teams to ensure regular contact being made with parents/caregivers in the event of non-attendance at the end of each fortnight.
### Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>employment</td>
<td>6</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

### Year 12 students undertaking vocational or trade training

There were a significant number of Year 12 students who completed Vocational Education and Training subjects in Year 11 and/or 12. A number of students completed VET Primary Industries in Year 11 and VET Construction and VET Hospitality in Year 12. Of the 18 students in Year 12, 13(72%) of these studied a VET subject in 2014 and 2 also studied a VET subject in Year 11. Two of our Year 12 students undertook School Based Trainees/Apprentices and both students have continued work with their respective local employers and are studying towards a higher level of vocational training. Another student gained a full time apprenticeship in a regional centre.

### Year 12 students attaining HSC or equivalent vocational educational qualification

There were 18 students who completed Year 12 at the end of 2014 of which 17 (94%) gained a HSC.

### 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.

### Workforce composition

<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 Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Multi-Categorical Class</td>
<td>1.4</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<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>
</tr>
<tr>
<td>Total</td>
<td>29.582</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 the school had no permanent employees of Aboriginal descent. The school employed a casual Student Learning Support Officer 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>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>21</td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

All staff participated in professional learning activities throughout the year associated with the 2012-2014 School Plan.

The professional learning staff undertook included: Student Assessment, the National Disabilities Data Collection Program, the Australian Curriculum, HSC Best Practice workshops, Managing Challenging Student Behaviour, Core Financial Literacy, sport workshops, Secondary Learning Strategy, Resource Allocation Model, Managing the Office and Vocational Education and Training workshops.

The school had five school development days in which all teachers received mandatory training in Child Protection, Anaphylaxis, Code of Conduct, Workplace Health and Safety induction, CPR and Emergency Care and Moodle training.
Two teachers received mentor support as part of their early career teaching development. They also received the equivalent of 2 hours a week release from face to face teaching to develop their teaching and learning.

All teachers received literacy support as part of the Improving Literacy Numeracy National Partnership program to embed literacy strategies into teaching and learning programs.

The school has a total of five new scheme teachers. Three obtained accreditation at the Proficient level during the year and two teachers are working towards their accreditation at the Proficient level.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>210020.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>275568.85</td>
</tr>
<tr>
<td>Tied funds</td>
<td>272895.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>107367.24</td>
</tr>
<tr>
<td>Interest</td>
<td>5496.49</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27355.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>898703.41</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 65109.64   |
| Excursions                 | 23958.46   |
| Extracurricular dissections| 11634.94   |
| Library                    | 7838.40    |
| Training & development     | 24881.58   |
| Tied funds                 | 189021.13  |
| Casual relief teachers     | 49066.30   |
| Administration & office    | 79606.25   |
| School-operated canteen    | 0.00       |
| Utilities                  | 85374.08   |
| Maintenance                | 38206.52   |
| Trust accounts             | 29302.49   |
| Capital programs           | 0.00       |
| **Total expenditure**      | 603999.79  |
| **Balance carried forward**| 294703.62  |

A full copy of the school’s 2014 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 2014

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) 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)
NAPLAN Year 7 - Numeracy

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

NAPLAN Year 9 - Writing

NAPLAN Year 9 - Spelling
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).

Other achievements

Visual Art

This has been a productive and busy year for the Visual Arts Faculty at Hay War Memorial High School. Students have undertaken artist studies in a variety of expressive forms and themes to culminate in large and vibrant collections of artworks. I have been very pleased with the continuing creativity and distinction of works produced by students throughout the 2013-2014 academic year.

Showcasing our artworks at the Performance Night and at the Hay Show to the public has
proved to be very positive and we have received many favourable comments about the high standard of our work. The faculty runs four rotation classes of Year 7/8 students, one very popular elective Visual Arts class for Year 9/10 and alternates between Senior Photography and Senior Visual Arts classes for Year 11/12 students.

Year 7/8 began their studies with still life and created mixed media drawings and paintings. They undertook a study of portraiture with individual research on the Archibald Prize. Through this they created their own pet portraits. Students were also taught about ceramics and how to create ceramic monsters through coiling and pinch pot methods to great success. They were also able to take home glazed ceramic works, fired in the kiln at 1100C.

Year 9/10 began their elective studies by studying architecture and technical drawing aspects to respond to the architecture of Hay. They looked at Margaret Preston's printmaking technique and made their own lino relief prints. They also undertook a portraiture study and looked at Del Kathryn Barton for inspiration. We also undertook a cultural study of Japanese inspired artworks and learnt how to make origami bouquets and paint geisha faces. Students also created stunning ceramic vessels with a Japanese theme.

Year 11/12 Photography undertook six modules of photographic practice. They began by looking at different genres of photography, depicting the elements of design, creating photo manipulations through Adobe Photoshop, learnt how to use digital cameras and created set ups in the photography studio. Students were also taught to create stop motion animation works and created some very successful Claymation works. We played with light and created some amazing effects in the darkened Spirit of Anzac Centre. Through a mountain of colour printing, students learnt some valuable curatorial and photographic mounting skills throughout the course.

Outside of the art classroom, I was able to attend the Hay Public School and undertake three days of art making workshops with Stage 3 students. I also judged the Booligal Public School 'Operation Art' Show. We were able to have many students undertake a workshop with Sonia Gee from ABC Open Riverina to create multimedia video works showcasing artifacts from the School Museum. From the Senior Photography class, Orrey Cooper won second place in the CRC Poultry Photographic Competition. Students Zoe Biggs and Georgia Booth were fortunate enough to attend the Riverina Visual Arts Camp in Wagga Wagga during early Term 4.

The 2014-2015 academic year is shaping up to a marvelous one with our faculty being granted an ANZAC Centenary Grant to create a ceramic mural to commemorate the foundation and heritage of our war memorial high school. For this mural we will be working in partnership with the excellent 'Ceramics in Schools' artisans from Sydney. We thank the Hay War Memorial High School P&C for their continued support with money towards our Performance Night and for allowing us to purchase four Digital SLR cameras and other equipment for our faculty.

Ms Lee Chin - Visual Arts Teacher

Drama

Year 7/8 Drama classes had the stimulating opportunity to participate in Outback Theatre for Young People’s Outback Story Generator Project in Weeks 8 and 9 of Term One. These workshops were run by playwright Jessica Bellamy. The
A project focused on literacy development and was part of a wider project involving Years 9 and 10, engaging young people in Hay, Griffith and Deniliquin in story sharing.

As part of their school assessment, all Drama students devised a group performance based on a current issue and presented it to the class. One group was chosen to present theirs for a public performance as part of Hay War Memorial High School’s Open Night. This performance was well received and a terrific experience for the performers.

Lunch Time Drama was available to students in Terms Two and Three. In preparation for Education Week, a small band of Drama students worked together with teacher direction to prepare performances reflecting the Hay War Memorial High School’s core values of Respect, Responsible and Achieve. Three humorous performance pieces were developed in these workshops and were effective in presenting clear messages about showing respect, being responsible and achieving your best as part of the Education Week Assembly. Maggie Biggs, Emerson Griffiths, Caitlin Hayward, Ellie Hicks and Erin Shalders made up this talented group of performers.

Lunch Time Drama continued in preparation for The HWMHS Music, Art and Drama Night in Term Three. Students performed three plays: The Hospital, Text Me and The Four Yorkshire Men. These were very entertaining and demonstrated the high level of skill development present in current students.

2014 has been a great year for Drama and I look forward to 2015.

Mrs Harrison - Drama Teacher

Music

Music has been very active in the school as well as in community events in 2014. There have been many opportunities for students to demonstrate their talents as musicians, with a very large number of students contributing to events throughout the year. This has been done both as performances and behind the scenes. A recap of what has happened during the year includes: performances at formal assemblies, Education Week, the Performance, Art and Drama Night, Bishop’s Lodge and Boorooban Town Hall Oktoberfest.

ANZAC Day saw the beginning of the academic year with Peter Hedt and former student Matthew Burns leading the march on the drums. This was a very special occasion and both of these students represented the school with pride.

Education Week was the first real chance for students to showcase their abilities with a mock performance in the playground at lunch time. Students did a fantastic job in organising themselves and performing. I would like to thank Michael Simpson for his work with the sound for the day.

Performance Night toward the end of Term Three was a huge success and it was great to see the huge amount of support from teachers, students and the public that helped make this night possible. It is not easy to stand in front of so many faces and perform, but each individual did an outstanding job. I would also like to thank Keiran Pingiaro for doing the sound at this event as well as every single performer throughout the night.

A grant was received from the Hay Community Band in order to assist with learning Music at the school. I would personally like to thank Alan ‘Ral’ Bissell and Mick Beckwith on behalf of everyone at Hay War Memorial High School for this generous donation. It is because of this generous support that students are able to gain access to new equipment to foster their learning.

The students at Hay War Memorial High School need to be congratulated on their effort and hard work throughout the year. I look forward to 2015 in Music.

Mr Browning - Music teacher

Chess

The HWMHS Chess team of Harry McCrabb, Peter Hedt, Harley Curtis, Emerson Hedt and Tyron Morris, with reserve Aiden Short, completed a very successful year in the 2014 Riverina competition of the NSW Junior Chess League. The team competed through five rounds of play against schools with much greater student populations.

Mrs Gardam – Chess Coordinator
Debating

This year students in Year 7 have taken up the opportunity to improve their debating techniques at a regional training day held at Narrandera High School in August and we look forward to entering teams in the Premier’s Debating Challenge for 2015. The Year 7 students also supported debating finals held at Hay Public School and I look forward to working further with these students when they come to HWMHS in 2015. There are many students in our school community who have strong persuasive skills and we hope they will continue to develop their techniques throughout secondary schooling.

Mrs Gardam and Mrs Harrison – Debating Coordinators

School Museum

During 2014 we have added audio visual components to the museum exhibition. Another of our Hay District soldiers, Bill Jackson of Gunbar is featured in a professionally produced video clip. He was the youngest Australian ever to receive a Victoria Cross, and also the first VC recipient on the Western Front during World War One, his story is a great illustration of the courage and daring shown by so many from this area. With almost 700 people enlisting from the Hay district, Hay was indeed well above the state average for enlistment as a percentage of population.

Other additions to our audio visual exhibition were created by staff and students collaborating in an ABC Open workshop with Sonya Gee from Wagga Wagga. These presentations give detail about the armoury lock and the Butterworth “Dead Man’s Pennies”, all displayed in the museum.

A group of dedicated volunteers has been very busy working on the development of an exhibition to commemorate the centenary of World War One. This will feature the stories of many local families who can trace their family back to local Hay District soldiers who enlisted in World War One.

The School Museum also featured as part of an exhibition at Sydney’s Central Station, organised by the World’s Biggest Classroom section of the Department of Education and Communities. This exhibition was also shown during the Schools Spectacular performances at the Sydney Entertainment Centre.

We also welcomed many former students into the School Museum this year and particularly enjoyed the visit made by Mr Bob White AO.

Sport

The participation level of students in sporting activities in 2014 was outstanding.

Swimming Carnival

The swimming carnival was won by Murray on 572 points. Lachlan was second with 505 points then Bidgee (476 points) and Darling (250 points.)

Age Champions

12 years- Jack Gibson and Caitlyn Hayward
13 years – Monte Barnes and Hannah Stewart

14 years – Brayden Cooper and Chloe-Jane Simpson

15 years – David Wood and Brooke Arandt

16 years – Jake Petts and Hannah McGufficke

17 years – Lachlan Oataway and Ruby Barnes

New Records

Congratulations to the following students who broke records at the carnival

Monte Barnes 200m IM 3.27.28 (Jake Murphy 2004 - 3.40.78)

Caitlyn Hayward: 50m freestyle 35.52 (Jesse Jackson 2003 - 2003 - 37.09)

100m freestyle 1.22.33 (Jesse Jackson 2003 - 132.07)

50m backstroke 42.18 (Felicity Matthews 2003 - 46.84)

Zone/Regional/State - Swimming

A fantastic effort from Hay War Memorial High School saw a record number of students qualifying for the Regional Carnival.

Qualifying students were:

Monte Barnes - 100m fly, 100m backstroke. 100m breast stroke, 100m freestyle

Jack Gibson - 200m free, 100 back, 50m free, 10mm breast stroke, 100m free, 100m fly

Max Millyard - 50m free, 100m breast stroke, 100m fly

Lachlan Oataway - 100m back, 200m free, 100m breast stroke

Kynan Headon - 50m free

Braydan Cooper - 100m back

Caitlyn Hayward - 100m back, 50m free, 100m free, 100m breast stroke

Brooke Arandt - 100m back, 100m free, 50m free, 100m breast stroke

Ruby Barnes - 50m free, 100m free

Madeline Headon - 100m back and 100m free

Hannah McGufficke - 50m free, 100m breast stroke

Hannah Stewart - 50m free, 100m free, 100m breast stroke

Ruby Stewart - 50m free, 100m breast stroke

Belle Barnes - 100m breast stroke

Tarli Copper - 100m breast stroke

Georgia Booth - 100m freestyle

Sara Aldred -100m fly

Caitlin Hayward qualified in 50m freestyle, 100m freestyle and 100m backstroke and Brooke Arandt qualified in 100m backstroke to compete in the State Carnival.
Athletics Carnival

The School Athletics Carnival was held on a beautiful autumn day. Participation was excellent with many students competing in as many events as possible. The end house result was very close with Murray emulating the swimming carnival results.

Murray - 464 points, Bidgee - 349 points, Lachlan - 329 points, Darling - 325 points.

Age Champions

The following age champions were:

12 years - Caitlyn Hayward and Kevin Cai
13 years - Holly Headon and Kynan Headon and Sam Ward
14 years - Lauren Mijok and Jock Crighton
15 years - Chloe Slattery, Ebony Crighton, Corey Poole and Darcy Lees
16 years - Hannah McGufficke, Trey Martin
17 years - Sophie Stephens and Toby Crighton

New Records

A special mention to Kynan Headon who broke three longstanding records - one from the 1960s!

Georgia Booth 16yrs shot-put 9.21 (Sophie Stephens 9.10 - 2013)
Ruby Stewart 15yrs triple jump 8.84 (Leslee Woods 8.77 - 1993)
Kynan Headon 13yrs 100m 13.15 (Craig Baird 13.30 - 1982)
Kynan Headon 13 yrs 200m 26.84 (W. Williams 27.00 - 1970)
Kynan Headon 13 yrs 400m 1.02.87 (L. Hadfield 1.05.00 - 1969)

Sport Teams

In the CHS knockout we competed in Cricket, AFL, Touch Football, Soccer, Tennis, and Rugby League. The most successful team was the Girls Open Cricket team who played in the State Finals in Bathurst and were third overall.

Sport Representatives

Luke Arandt enjoyed being in the Riverina Cricket team at the State Carnival in Hornsby. The Riverina team finished 6th overall and Luke learnt a lot from this valuable experience.

Jodie Hicks was a valuable member of the Riverina Cricket team which played in Nowra. The
Riverina team achieved a creditable 4th and also won the Sally Curry Trophy for the team epitomising the Spirit of the Carnival. Jodie was awarded the Blackwell Trophy Certificate (best regional team player) and also selected in the NSW CHS first eleven. Jodie Hicks was selected in the NSW/ACT U18 Youth Girls’ Team to compete at the National AFL Youth Girls U18 Championships in Canberra. As a result of this Carnival, Jodie was selected in the Honorary Australian team as a rover.

Hannah Stewart and Ellie Hicks were selected to represent the Riverina AFL in the Under 16 inaugural squad that played at a carnival in Wagga Wagga.

Significant programs and initiatives – policy

Aboriginal education

The school works in partnership with the Hay Aboriginal Working Party and the Hay Lands Council. This year there was a deeper focus on developing a greater awareness of Aboriginal culture, education, health and reconciliation. Students undertook a virtual tour of Lake Mungo where students learnt about Aboriginal language, culture, and archaeological facts. A careers excursion to Griffith occurred for Aboriginal students with a focus on training opportunities at Riverina TAFE, available accommodation to undertake training and available health care services. Students also visited the Waddi Housing Corporation in Darlington Point to learn about the Aboriginal mission and its place in Australian history. Aboriginal students attended the Passport to Better Health program in Hay and undertook valuable health screening activities conducted by the Griffith Aboriginal Medical Service.

During Education Week Aunty Mary Hooker a Bundjalung woman, a third generation Stolen Generation survivor and former resident of the Parramatta Girls Home shared her life story and the importance of reconciliation to the whole school. The National Sorry Day ceremony on 26th May was held at the school to commemorate the mistreatment of Aboriginal people in Australia.

During NAIDOC week a variety of activities were held at the school to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The whole school undertook Johnny Cake making, weaving, Aboriginal dance, sports and cooking and eating kangaroo. A human Aboriginal flag was also made by the students and staff to conclude the NAIDOC celebrations.

Multicultural education and anti-racism

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. The Student Representative Council also held a “Cultures of the World” social to embrace cultural diversity in our community.

Significant programs and initiatives – equity funding

Aboriginal background

Aboriginal Students represented 12% of the school’s population. Individual learning plans were implemented for all the students and equity funding was utilised to assist Aboriginal students in Years 7 to 10 to improve literacy and numeracy outcomes. The strategies used to do this included: one on one assistance and small group work in class with a School Learning Support Officer. Students in Years 11 and 12 were supported by a School Learning Support Officer in class to assist with their learning using equity funding and with a qualified tutor under the Senior Norta Norta funding program with one on one assistance for students to achieve course outcomes.
**Socio-economic background**

The school received equity funding to support students from a low socio-economic background. Learning Support strategies were focused around quality teaching, student engagement and improvement in literacy and numeracy outcomes.

The funding further assisted:

- a teacher mentor program to support teachers in classroom practice;
- employment of three School Learning Support Officer to offer one on one assistance and small group work in class;
- literacy skills programs for students delivered daily to identified students requiring literacy needs;
- continuance of the Accelerated Reading program to all students which is embedded into the timetable.

Considerable improvements were achieved in NAPLAN growth as compared to the school average 2010-2014 and state average for the top two bands for Year 7 students. Growth in reading, grammar and punctuation, spelling and numeracy. Year 9 students had significant growth as compared to the school average 2010-2014 for the top two bands in reading, spelling, numeracy and grammar and punctuation.

**Learning and Support**

Disability provisions for examinations were provided for students identified by the Learning Support Team. This included provisions for school based and external. In 2014, we were successful in applying for provisions for 13 students sitting the Higher School Certificate. Equity funding contributed to the employment of three School Learning Support Officer who provided invaluable support for students in the classroom and in delivering programs to individual students. The school operated an extremely successful literacy program which included the delivery of MulitLit and the Super 6 Comprehension Strategies to all students in Year 8. This had a twofold effect of improving literacy skills and also increasing student wellbeing.

Equity funding also enabled a successful “Transition to High School” program which was carried out towards the end of 2014 to ensure incoming Year 7 students were familiar and prepared to learn in the secondary setting. It enabled teachers to be released from face to face teaching to learn from the primary schools about the learning support needs of the incoming primary school students

The school also participated in phase two of the National Disability Data Collection Audit. Involving ourselves in this process before it is a mandatory requirement. It has allowed us to continue to refine and identify systems and processes to ensure the identification and support for students with disabilities is effective in our school.

We have also begun the process of reviewing the effectiveness of our Learning Support Team and have been supported in this process by the Assistant Principal Learning Support from Deniliquin.

**Other significant programs and initiatives**

The school received Commonwealth funding to undertake the Improving Literacy Numeracy National Partnership. This program maintained our focus on enhancing student skills in reading texts and comprehension. Our Instructional Leader, Mrs Fiona Harrison worked with teaching staff in a mentoring role to assist with the inclusion of evidence based literacy strategies in to Stage 4 and 5 teaching and learning programs and develop teacher capacity to deliver these strategies. Our data in November on the NSW Literacy Continuum showed that 31% of students in Years 8 and 9 working at expected stage standard or higher on the continuum focus of reading texts and comprehension.
The school also enlisted the expertise of outside providers to support our students learning and engagement. Together with Vinnie’s Services from Deniliquin we delivered the successful “Girls Strong” program to a small group of girls in Year 8 and all Year 10 students participated in the “Love Bites” program delivered by NSW Health and Vinnie’s Services as a part of the Year 10 into 11 Crossroads program. Vinnie’s Services continue to support our students with counselling support on a regular basis which we greatly appreciate. The COnNeCt program from Deniliquin provided support for our students with a disability to build their social and interpersonal skills and to be active members of the community.

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.
- Formal and informal discussions with the school community.
- Collection and evaluation of assessment data such as NAPLAN, ESSA, teaching and learning programs, professional observations.

Evidence of achievement of outcomes in 2014:

- 43.3% of Year 7 students placed in the top two in reading. This was 16.1% higher than the State DEC % in the top two bands.
- 50% of Year 7 students placed in the top two bands in grammar and punctuation. This was 20.8% higher than the State DEC % in the top two bands.
- 35.5% of Year 7 students placed in the lower two bands in writing. This was 3.4% lower than the State DEC % in the lower two bands.
- 17.4% of Year 9 students placed in the lower two bands in reading. This was 20.4% reduction on our three year average.
- 25% of Year 9 students placed in the lower two bands in spelling. This was 7.9% reduction on our three year average.
- 12.5% of Year 9 students placed in the top two bands in grammar and punctuation. This was 7.4% higher than our three year average.
- Year 9 students had a 12.5% decrease in the lower two bands in writing compared to our three year average.

Strategies to achieve these outcomes in 2014:

- An Instructional Leader employed to assist staff in understanding the literacy continuum, using student Personalised Learning Plans to set goals for literacy learning and supporting the implementation of explicit literacy strategies into teaching and learning programs.
- Staff workshops on using Smart Data and incorporate teaching strategies from SMART data for identified outcomes into teaching and learning programs.
- Continuation of the implementation of the Accelerated Reader program for Years 7 to 10 students.
• Implementation of Super 6 Comprehension Strategies across the school to improve reading texts and comprehension skills.
• Timetabling literacy sessions across Years 7 to 10 to enable quality teaching and learning to take place.
• Implement MULTILIT to target all identified Years 7 to 9 students to improve all aspects of literacy through an explicit, sequential approach.

School priority 2
Engagement and Attainment
Outcomes from 2012–2014
• Broader curriculum options and flexible learning opportunities for all students.
• Improved communication with parents concerning attendance rates and learning outcomes.
• Teaching and Learning targets individual student’s needs to ensure they have the literacy skills to access the curriculum.

Evidence of achievement of outcomes in 2014:
• The review of the Years 11 and 12 compressed curriculum identified a need to broaden the number of subjects operating in 2015 from 10 subjects to 15 subjects to cater for student learning needs.
• Our school attendance rate in 2014 was 90.3%, which was 5.3% higher than in 2012.
• The number of misdemeanours for disruption and refusal in the classroom reduced from 2013 to 2014 by 20%. This percentage reflects a positive learning environment.
• 80 families linked to the Skoolbag App for school wide communication.
• 100% of teachers working with an Instructional Leader produced teaching and learning programs that show evidence of students developing literacy skills.

Strategies to achieve these outcomes in 2014:
• All senior students interviewed following the half yearly report to motivate and provide practical course progress support and ensure an appropriate post HSC plan is in place.
• Student participation in work based programs in partnerships with other stakeholders such as work experience, Hay TAFE, careers workshops, school based traineeships and vocational education training courses.
• Parents are provided with assessment booklet outlining yearly assessment items for all students which are clear and constructive and published online.
• Increase parent participation at formal parent/teacher interviews and meetings about the school procedures by contacting parents individually, using technology and letters.
• Build teacher capacity to use the literacy continuum tracker with an Instructional Leader to ensure the catering of student literacy needs. Regular assessment of literacy skills enabled accurate placement onto the continuum and guided planning for teaching and learning activities that allowed students to achieve intended learning outcomes.

School priority 3
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.
• Students access a wide variety of curriculum options that reflect 21st century skills to prepare them for a globalised and sustainable world.

Evidence of achievement of outcomes in 2014:
• All teachers undertaken professional training in preparing and/or writing
teaching and learning programs for the Australian Curriculum.

- 100% of teachers produce teaching and learning programs that show evidence of Quality Teaching elements.
- 100% of teachers undertaken professional training in using technology in the classroom such as Moodle, Sentral, Skoolbag and Smartboard;
- Broader curriculum for Senior students undertaking the compressed curriculum for Term 4 2014.

**Strategies to achieve these outcomes in 2014:**

- Review learning activities and assessment practices that meet the needs of diverse learners (e.g. explicit teaching and modelling of how to respond, online assessment – Moodle, Skoolbag, accommodations and adjustments, Life Skills courses).
- Training in Connected Classroom Strategies, increased used for virtual excursions.
- Implement the Australian Curriculum within the timeframe of the NSW DEC.
- Whole school review of courses offered to cater for learning needs of students.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Staff and students responded to a survey of teaching at Hay War memorial High School. The School Map survey was the evaluation tool used to conduct and analyse the survey results. Possible responses were “almost always”, “usually”, “sometimes” and “rarely”.

The responses are summarised below.

100% of staff responded in the almost always or usually category to the questions: “students are provided with a relevant curriculum”, “teaching programs respond to students interests, needs and abilities”, “I clarify intended learning outcomes and the purpose of learning with students” and “I maintain records of student progress”.

Two areas identified for improvement was that 19% of the respondents agreed that assessment and tracking of student learning outcomes needs to be used to evaluate and refine teaching programs and 12% of the respondents agreed that the school’s reporting to parents needs to clearly communicate information about students’ progress.

Students identified strengths in teaching in the responses: “What I am asked to learn is important”, “My teachers plan class activities that are interesting and help me learn” and “My teachers tell me what I am learning and why” with over 75% responding in almost always or usually.

Two areas identified for improvement by the students was 38% identified school reports and parent interviews should provide more information about my learning and 30% identified more about how their learning will be assessed. Parents identified overwhelmingly that what their child’s teachers know what their child can do and what they need to learn. Parents have identified communication, assessment of student achievement and student engagement as key areas for improvement.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

A comprehensive process was undertaken across the school to develop the 2015-2017 School Plan. The school reviewed current practices and collected evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used at staff development days, meetings and at forums such as Aboriginal community meetings, Hay War Memorial High School Parent and Citizens Association and School Council meetings to share ideas and to identify the vision, directions, the purpose, people, processes, practices, products and improvements measures for the 2015-2017 plan.
Strategic Direction 1

Quality Teaching and Learning

The school community envisages Quality Teaching to achieve positive student outcomes. Teacher experiences in and support for working with colleagues and experts to design and evaluate rich curriculum, assessment practices and reflective self-learning practices enables quality teaching.

Strategic Direction 2

Building Positive Relationships

The school community has a strong tradition of building positive relationships and an expectation that this will be maintained. An environment where the values of “Respect”, “Achieve” and “Responsible” are shared, success is prized, student leadership is encouraged and a strong social conscience is developed to foster positive relationships that enable us to uphold our traditions.

Strategic Direction 3

Engaging Students in Learning

Engaging students in the learning process improves their performance, educational aspirations and motivation for learning. Students who are engaged learners have more choice and autonomy over their learning.

All young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians (MCEETYA) 2008).

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.

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Mrs Chris Huntly, School Administration Manager

Mrs Cathy Gibson, Learning and Support Teacher

Mrs Gretl Schiller, Norta Norta Qualified Tutor

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: