Hay War Memorial
High School
Annual School Report
**Our school at a glance**

**Students**

Hay War Memorial High School had an enrolment of 215 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 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.

**Significant programs and initiatives**

The Focused HSC created a unique whole school program where the whole school started the new academic year in Week 6, Term 4 of 2011. This has resulted in all students being engaged with their learning throughout the school year.

Years 7 and 8 students undertook elective 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.

The Student Welfare and Learning Support Teams are leading the review and improvement in student learning outcomes and the whole school approach of Positive Behaviour in Schools.

**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 started the development of the Positive Behaviour in Schools (PBS) approach in 2011.

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 2011 included Mrs Kerry Barnes (President and Parent), Mr Simon Warden (Secretary and Staff), Mrs Gaylene Stephens (Parent), Mr Peter Oataway (Parent ), Mrs Wendy Jarratt (P & C), Mr John Breen (Staff ), Mrs Anna Anderson, Mr Howard Nish (RSL) and Mr Ray Billing and Mr Phil Thompson (Executive).

Council’s major role for 2011 was to undertake a review of the Junior School and to assess the possibility of implementing a Stage 4 model in 2012. Given that student numbers were expected to decline in 2012, staffing would become an issue and the Stage 4 model would possibly offer the best outcomes for the school community. After lengthy discussions it was decided against at this stage.

Council recognises the continuing need to promote our school as Hay War Memorial High School plays a very important role in a small community such as ours. To the community of Hay, HWMHS is so much more than a school.

As President of School Council, I would like to wish Mr Ray Billing all the very best for his retirement and thank him for his enormous contribution to HWMHS. To the school community, thank you your dedication to our school.

**Mrs Kerry Barnes, 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, organize social activities to promote school pride and
participation and also to raise the profile of our school in the community.

During 2011, the SRC was active in various activities such as:

- a House challenge day with various fun activities including trivia, chess, novelty events, table tennis and handball.
- three very successful socials with monies raised going towards “A Million Hands” Charity.
- the Youth Festival held early in Term 3. This event included coaching clinics with Susan Pratley and motivational speaker Dean Whymark, stencil artist workshops, hip hop dance workshops, live bands of Uprising and Enuff Said. The week culminated in Hay’s Got Talent concert that was open to the community.
- Tori Oliver was elected to represent the region at State SRC
- Relay For Life team participated in the Cancer Council fundraiser at the end of Term 3.
- Community service selling of Legacy badges.

Captains: Sean Towler and Sarah Langley

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 ensure a diverse curriculum and provision of support for our students to maintain their enrolment at our school.

Student attendance profile

Attendance rates remain a priority in our school strategy. Programs involving the Student Welfare team, Learning Support Team, Home School Liaison Officer, Aboriginal Student Liaison Officer have had continued success.

Management of non-attendance

Our school has in place attendance and retention programs as well as literacy and numeracy programs targeting students, including Girls’ Engagement Program, Peer Tutoring in reading, Year 6 Transition, Norta Norta tutors and the After School Homework Club. The outcomes of these programs improved students’ learning outcomes and the level of engagement and degree of connectedness to the school community.

Structure of classes

Years 7 and 8 each had two classes of mixed ability. Students selected their electives for the School Certificate during Year 8 which commenced Term 4, Week 6 of the new
academic year. Senior students were able to select from a wide range of courses, including Vocational Education and Training and Distance Education. Classes were generally small in all years, allowing for flexibility in teaching strategies and personalised learning. Year 7 students had further support through and an After School Homework Club delivered by the teaching staff and senior students.

Retention to Year 12

One way to express retention rates is to calculate the percentage of students who present for the HSC after completing the School Certificate at the same school. From the data 78.7% of the 2009 School Certificate students completed their HSC at our school in 2011. This is a significant increase by 40.4% from the 2010 data and which is 14.3% above the State average. This increase coincides with the raising of the school leaving age to 17 years on January 1, 2010 and the Focused HSC at our school.

![Retention to Year 12 (SC to HSC)](image)

Post-school destinations

The Year 12 HSC cohort consisted of 28 students. 8 students received university offers. Most received more than one offer, giving them the choice between NSW and Victorian university courses. Successful entry was in Medicine, Education, Psychology and Event Management and Arts. A further 4 students elected to study full time at TAFE in Certificate III courses such as Children’s Services, Business and Fitness and Outdoor Education and Sports Development. Therefore, 43% of the Year 12 group gained entry to full time tertiary study.

In addition 3 students gained full time apprenticeships: one with Essential Energy as a Linesman, one with the RTA as a Bridge and Wharf Carpenter and one student was apprenticed in Sign Writing and Graphics. Another 3 students gained full time traineeships: The Hay Shire and the local Child Care Centre. There is a strong link between these employment outcomes and the provision of vocational education at Hay War Memorial High School.

As well 3 of our students combined part time employment while studying distance education via TAFE in Animal Studies (early stages of Veterinary Assistant) with 2 of these students gaining work experiences with our local vet. This trend shows again that our students are aware of and are adopting flexible pathways towards their career goals.

Some of our Year 10 2011 school leavers obtained apprenticeships. Six students gained full time apprenticeships in building, metals and engineering, butchery and painting.

Year 12 students undertaking vocational or trade training

In 2011 the Focused HSC enabled students in Years 11 and Year 12 to undertake HSC vocational courses. 41% of the Senior cohort completed one or more vocational or trade training courses.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2011 every student completed their HSC requirements.

Staff information

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

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>15.7</td>
</tr>
<tr>
<td>Teacher of Multi-Categorical Class</td>
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</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
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<td>Teacher of Mild Intellectual Disabilities</td>
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<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6.782</td>
</tr>
<tr>
<td>Total</td>
<td>32.282</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011 the school had no permanent Indigenous employees. The school employed an Indigenous Student Learning Support Officer through the allocated funds of the NAPLAN Norta Norta.

Staff retention
In 2011 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>
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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2011

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<th>Income</th>
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<tr>
<td>Global funds</td>
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<td>Tied funds</td>
<td>134867.21</td>
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<tr>
<td>School &amp; community sources</td>
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<td>Interest</td>
<td>13049.54</td>
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<tr>
<td>Trust receipts</td>
<td>31911.30</td>
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<tr>
<td>Canteen</td>
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<td>Total income</td>
<td>891343.84</td>
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Expenditure

<table>
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<tr>
<th>Teaching &amp; learning</th>
<th>Key learning areas</th>
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<tbody>
<tr>
<td></td>
<td>Excursions</td>
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<tr>
<td></td>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>10536.32</td>
<td></td>
</tr>
<tr>
<td>Training &amp; development</td>
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</tr>
<tr>
<td>Tied funds</td>
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<tr>
<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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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
<td>272601.50</td>
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</table>

A full copy of the school’s 2011 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 2011
One of the school's strengths is the breadth of extracurricular activities with which students can become involved.

Achievements

Arts

2011 had been an exciting and fulfilling year for Visual Arts students at Hay War Memorial High School. We had the opportunity to teach the compressed Senior Visual Arts program for the first time and closely followed the making of 13 major work artworks.

Miss Watson was overwhelmed by the creative talent of students across the school, from Portrait paintings to Skateboard designs, students
enjoyed learning new techniques and hearing from artistic professionals in the field.

In Year 7, students learnt new skills in painting and how to combine materials in abstract works.

Year 8 designed their own cartoon animation as they looked to the makers of Wallace and Gromit for inspiration, students modeled their own character and built a set to film a short stop-motion animation.

The vertical Year 9/10 class gained insight into a range of artistic styles employed by famous Australian artists.

**Sport**

- Jodie Hicks represented the Riverina at the Open Girls Cricket CHS Championships held at Barooga. Jordan Carney attended the Riverina Lawn Bowls selection trials held at Temora. Blake Headon attended the State Squash Championships in Sydney as a part of the Riverina team. The Riverina team came fourth in their pool from ten teams. Maddison Aylett in Year 7 attended the NSW CHS Athletics Carnival which was held in Homebush, Sydney. Maddison qualified by winning the 100m, 200m and long jump in the Girls U12 age group at the Riverina Carnival. Liam Headon attended the State Cross Country also held in Sydney. Liam achieved a place of 67th out of 120 competitors in his age group.

- The school hosted the South West Riverina Open Boys and Girls Soccer Carnival.

- Both the boys and girls teams travelled to Leeton to compete in the Regional round robin in Touch Football.

- Maddi Aylett, Toby Bevan, Georgia Booth, Liam Headon, Lily Bevan and Jodie Hicks travelled to Albury to compete in the Regional Athletics Carnival. All students competed well and achieved personal bests in their respective events.

- A team of girls League Tag ranging from Years 7 to 12 attended the Riverina Open Girls League tag carnival. Our team won the competition.

**Other**

- Senior Drama students entertained audiences on two separate school assemblies, the Youth Festival and Hay’s Got Talent.

- Junior Drama students participated in improvisation and play building workshops, presented issue based playbuilt performances to small audiences in the drama room, explored the elements of drama, melodrama and Commedia Del’Arte, presented a script based performance and made masks.

- Junior Drama students were also provided with the opportunity to work with Outback Theatre for Young People to make a silent film. This was presented at Hay’s Got Talent, a school Assembly and at the Hay Show.

**Academic**

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

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

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

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

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

**Literacy – NAPLAN Year 7**

44 students sat for the 2010 NAPLAN literacy test. In the writing, the school performed above the SSG and State in Band 7 and above SSG in Band 9. In spelling the school achievement was above SSG in Band 9.
Numeracy – NAPLAN Year 7

44 students sat the NAPLAN Numeracy test. Student performance in the middle bands was above the School Average. Students were below the Statistically Similar Group (SSG) and State in Bands 8 and 9 and below the School Average, SSG and State in Band 4.

Literacy – NAPLAN Year 9

30 students sat the NAPLAN Literacy test. Student performance in the Reading upper bands was above or just below SSG.

Numeracy – NAPLAN Year 9

26 students sat the NAPLAN Numeracy test, with a slight improvement in Band 9 compared to the school average.
Progress in literacy

Year 9 showed growth in the middle bands in Literacy. Year 7 showed growth in the middle bands in Writing, Spelling and Grammar and Punctuation.

Progress in numeracy

Year 9 showed a decline in the bottom band, significant growth in Bands 6 and 7 and similar results in Band 9 as compared to SSG. Year 7 results were also encouraging with students performing solidly in the middle bands.

School Certificate

In 2011, 37 students sat for their School Certificate. In English, student achievement in Bands 4 and 5 was above School Average and SSG in Band 5. Students also performed well in the middle bands in Science, Mathematics and Australian Geography. In the compulsory Computer Skills test, student achievement of Competent was higher than State and SSG.

School Certificate relative performance comparison to Year 5 (value-adding)

The average School Certificate relative performance from Year 5 demonstrates significant growth when compared to SSG averages in English, Mathematics, Science, Australian Geography and Computer Skills.
Higher School Certificate

In 2011, 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. Visual Arts was significantly higher than State and SSG averages.

Minimum standards

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

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

Student achievement in Year 7 demonstrates that 97.6% of students are performing at or above the minimum standard in Numeracy and 93.2% in Reading.

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

The achievement of students sitting the 2011 Higher School Certificate demonstrates a significant improvement in Bands 5 and 6 (High) and in Bands 3 and 4 (Middle) when compared to the school’s averages.

Student achievement in Year 9 demonstrates that 92.3% of students are performing at or above the minimum standard in Numeracy and 90% in Reading.
Significant programs and initiatives

Student welfare has been a key area in the school this year. The revitalised Welfare Committee has been proactive in providing innovative rewards for positive student behaviour such as Friday Period 6 reward time. An afterschool homework club on Wednesday has also been operating which has been accessed by many Year 7 students. Personal Learning Plans have been developed for students. Staff also undertook training in adolescent mental health and suicide awareness. The potential dangers of the inappropriate use of the internet and mobile phones have been extensively addressed with students. A new whole school welfare program called ROCK was introduced in Term 4. It is based around the concept of taking responsibility for your own actions.

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 and the involvement of parents in the Art program. NAIDOC was highly successful and student participation was high. The Proud and Deadly regional awards was held in the Spirit of ANZAC centre in Term 4. 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. The SRC connection via video-conference with Merrylands High School also enhanced this education.

Other programs

Literacy, numeracy and accessibility were all addressed in the Country Area Program 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.

Connected learning has also been important in allowing access to teaching, learning and students at other sites. A good example of a relationship being developed is video-conference meetings between the members of Hay War Memorial High School SRC and Merrylands High School SRC.

The geographical barrier was also addressed with support of major excursions to the snow and Tasmania. Students reported back on these through the use of multi-media presentations to the school and whole school community, including feeder schools. This entailed complex interaction between students and extended literacy skills needed to make such productions.

Progress on 2011 targets

Target 1

An increase of School Certificate students in Bands 5 and 6 by 5% compared to school average.

Our achievements include:

- 2011 School Certificate in English had 27% of the cohort achieve Band 5 and 6 compared to the school average of 2007-2011 which was 20.3%. This was significantly higher than the school average.

- 2011 School Certificate in Science had 18.9% of the cohort achieve Band 5 and 6 compared to the school average of 2007-2011 which was 17%. This was 1.9% higher than the school average.

Target 2

Growth rates in 2011 Numeracy NAPLAN in Year 9 to be above the State average. A decrease between the School and State gap in Grammar and Punctuation and Reading NAPLAN for the Year 7 cohort in 2011.
Our achievements include:

• The Numeracy growth rate for Year 7 2009 to Year 9 2011 was significantly above State average.

• Year 7 students significantly closed the gap between school achievement and State achievement in Grammar and Punctuation in 2011.

• Year 7 students significantly closed the gap between school achievement and State achievement in Reading in 2011.

Target 3

School attendance rates to match if not better Regional averages.

• Whole school attendance averages were 86.1% and Regional attendance averages were 87.6% which was different by 1.5%.

• HWMHS Year 9 attendance was greater than Year 9 Regional averages by 0.2%

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of:

Educational and management practice

Background

Hay War Memorial High School is dedicated to providing the best possible educational experience for all students. During 2011, Learning Support and Welfare teams were established to guide the entire school community through a change management process with a focus on positive behaviour. Informed by data and based on rewards for appropriate behaviour and enhanced recognition of student achievement, the positive behaviour approach is a long term culture change with a staged implementation over three to five years. Progression through each stage is determined by the extent to which the preceding stage is embedded in school systems, in classrooms and in the playground.

Findings and conclusions

In order to establish a direction from which to progress towards positive behavior in the school interviews, meetings and surveys were undertaken of parents, staff and students. They examined aspects of school climate and culture such as perceptions of safety at school and support for students. It was concluded that a focus on the core values of Respect, Observe, Cooperate and Kindness (ROCK) is to ensure staff, students and parents have clear approaches to the positive behaviour in the school.

Future directions

• Establish a Positive Behavior in School (PBS) team.

• A staff member undertake the PBS coach training who will then guide the training in PBS for all staff.

• Launch Positive Behaviour in Schools and follow up the launch with explicit teaching of the core values (ROCK) and social skills for a variety of settings.

• We will involve parents and the wider community as much as possible in all aspects of the Positive Behaviour approach.

• We will monitor the incidences of inappropriate behaviour and use this data to determine our progress and inform our planning.

Curriculum

Background

Due to a declining school population the school community investigated a proposal to operate Stage 4 as a combined cohort. Extensive consultation with all stake holders 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. The Mathematics faculty and PDHPE staff, based on student data, concluded that Years 7 and 8 should remain as separate classes.
As a result, the timetable allowed the staged structure to operate in elective lines. This was the final position adopted for 2012.

**Future directions**

The school community will continue to evaluate, draw conclusions from student data, survey parents and staff and investigate staged models with the Welfare Committee 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 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

As part of the consultations in relation to a staged Year 7/8 structure the majority of parents and students survey expressed the view that the school was providing a happy, safe and stimulating environment.

The P&C noted that the Focused (Compressed) HSC was operating with positive results in terms of the Year 10 students getting straight back into work in Year 10 of Term 4, and less anxiety as the students only had to contend with 3 courses at a time each year.

Teacher satisfaction is strong as represented by their ongoing willingness to go beyond the line in support of students and extra-curriculum activities (e.g. After School Homework Club, After Hours Tutoring for HSC subjects).

**Professional learning**

Each staff member is responsible for their own professional development. The executive staff help staff develop their own professional learning pathways ensuring all elements and standards are addressed over time and in line with the school plan.

Extensive staff professional development has been undertaken as part of the school’s ongoing commitment to providing a quality education to students. For example, mathematics teachers have introduced Applied Mathematics for the preliminary course, the development of Moodle, financial management, CHEM SAFE, 2LS regional literacy strategy course and Mind Matters seminars.

**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**

Overcome isolation factors especially in the delivery of a diverse curriculum.

**2012 Targets to achieve this outcome include:**

- Increase the use of technology in classrooms, as is reflected in programs and by the use of IWB’s in classrooms and learning devices in Years 9 to 12.
- Ongoing offering of TVET and VET courses for students and continued establishment of School Based Traineeships.
- Review of curriculum delivery in Stage 4 and 5.

**Strategies to achieve these targets include:**

- Plan experiential learning activities to complement teaching programs.
- Use of video-conference and connected classroom events.
- Review of curriculum delivery in stages 4 and 5.

**School priority 2**

**Outcome for 2012–2014**

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

**2012 Targets to achieve this outcome include:**

- To increase students proficiency in non-calculator mathematical skills by as measured by external data and compared to 2011 data.
- Review of curriculum delivery in stages 4 and 5.
• Ongoing planning for implementation of National Curriculum.

Strategies to achieve these targets include:

• All staff to develop skills as numeracy and literacy for all teachers using NAPLAN results and teaching resources as well as the classroom use of the DER laptops and focused professional learning.

• Examination of numeracy and literacy delivery in like schools.

• Apply for PSP funding in 2012 to address and improve student literacy and numeracy.

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
Mr P Thompson  Deputy Principal
Ms S Prosser  Head Teacher Science
Mr S Warden  Head Teacher English
Mrs L Aylett  Head Teacher Mathematics
Ms L Poustie  Head Teacher HSIE
Mrs K Barnes  President School Council
Mrs W Jarrat  President P&C
Mrs A Anderson  SASS

School contact information

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School Code: 8119

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