



HAWKESBURY HIGH SCHOOL

Caring Learning Connecting

Welcome

At Hawkesbury High School we believe that every child should be given every opportunity to grow and develop in a caring, supportive and safe learning environment. Our goal is to build and sustain teaching and learning environments that enable the development of healthy, happy, successful and productive individuals who meet the high standards of school and community expectations focussed on excellence and success.



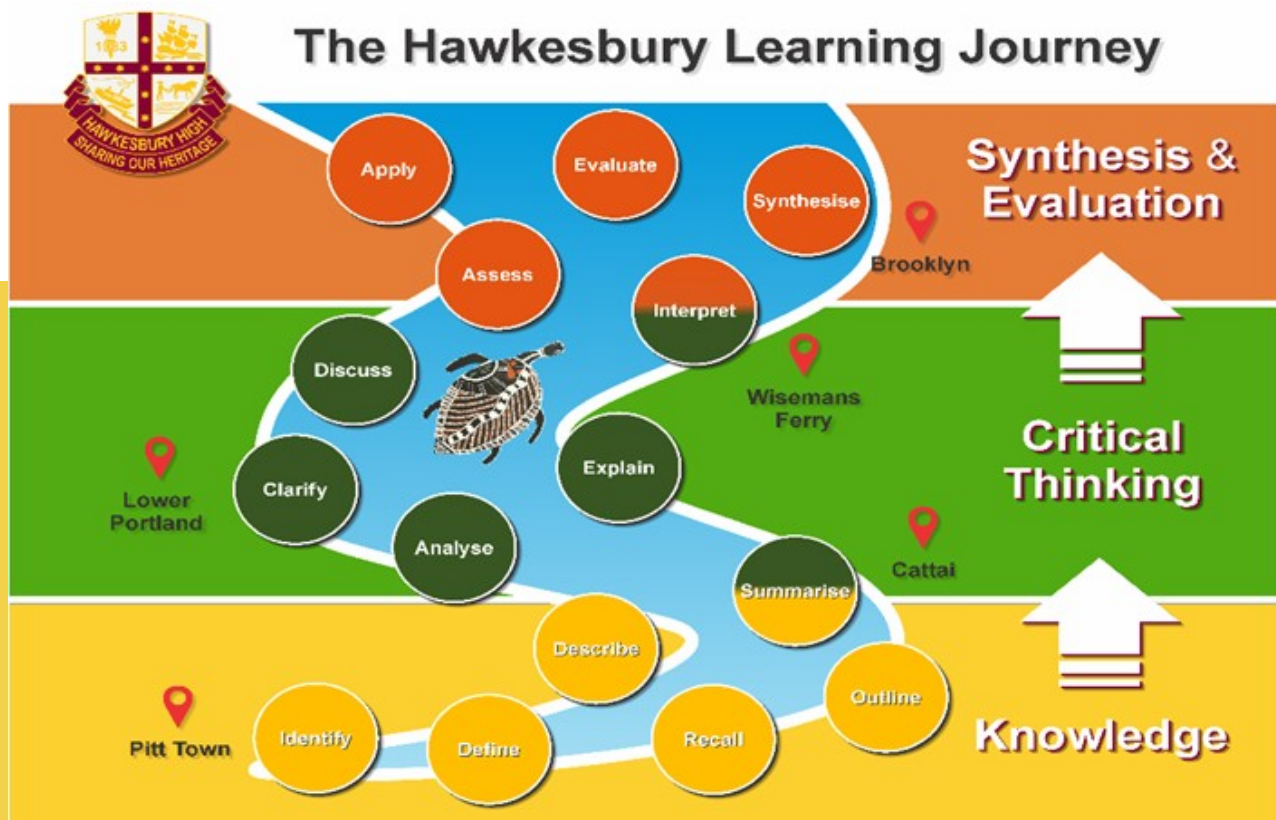
Our school prides itself on meeting the needs of every child, including academic, social, workplace readiness and personal development needs. As a school, we always strive to provide opportunities that extend and challenge every child to achieve their learning goals. We believe that every student can grow and succeed, and that being successful means that students are on the path to knowing and achieving their personal best.

Our highly trained, dedicated and professional staff implement high standards in teaching and learning and enthusiastically share good teaching practices, ideas and resources. We continually engage in professional learning to maintain excellence and highest professional standards. All staff are part of a collaborative and proactive team that works towards a common goal of knowing and supporting every child, in every learning environment.

At Hawkesbury High School, we highly value community partnerships and nurture connections with parents and the school community to enhance learning, wellbeing and engagement opportunities for all our students. We build these partnerships by connecting learning at home and school and by recognising and valuing the role of the family. We believe that by working together and by focussing on every individual we can prepare all students to successfully negotiate the challenges of the modern world.

Igor Maric
Principal

LEARNING



The Hawkesbury Learning Journey uses the metaphor of the Hawkesbury River to emphasise that learning is a progression, that students can be at different points on their learning journey, and that different students may choose different destinations along the river, depending on their learning goals.

The journey starts near the origin of the river, marked by Pitt Town, and continues through Cattai, Lower Portland, Wiseman's Ferry and, finally, Brooklyn at the mouth of the river. Each stage of the journey adds a layer of complexity to the continuum of learning, with different stages of the journey linked to key skills and capabilities aligned to ACARA literacy and numeracy progressions, NESAsyllabi and the Australian Core Skills Framework aligned to the HSC minimum standard. From gaining knowledge, to critical thinking, to synthesis and evaluation, the journey down the Hawkesbury River visually represents a roadmap of learning for all our students with clear learning goals that guide them to their learning destinations.

At Hawkesbury High School teachers worked collaboratively to develop stage Learning Achievement Descriptors (LADs) – teaching, assessment and evaluation tools that explicitly identify learning intentions and success criteria to help students understand where they are as learners. Stage Learning Achievement Descriptors define learning as a continuum and assist teachers and students to become experts at diagnosis, intervention and evaluation of learning goals and achievements. Learning Achievement Descriptors are used to identify learning intentions that are integrated into teaching programs. The effect and success of learning activities are evaluated through student assessment and evidence of student learning. Stage learning descriptors also provide a clear focus for formative student feedback as they clearly identify explicit improvement criteria.

LEARNING

WALU

WALU is a paragraph writing scaffold that guides students and helps them move from knowledge through to analysis and interpretation to a deeper understanding of a topic or idea.

WALU guides students in the process of engaging in critical thinking by bridging the gap between knowledge (summarise) and higher-order skills (interpret and synthesise).

The main steps and skills in WALU are:

- 1. What is the main point or idea? (summarise)**
- 2. Analysing evidence that supports the main point or idea (analyse)**
- 3. Linking the evidence to the main point or idea (explain)**
- 4. Understanding how the evidence develops or enhances the main point or idea (interpret)**

Similar to PEEL, WALU emphasises our respect for and connection to Country and addresses the potential over-simplification of the last step in PEEL (L) which frequently sees students regress to a lower order skill when they link back to the main point. The last step in WALU (U) encourages students to demonstrate understanding of the main point or idea by showing how evidence helped them develop that point or idea – effectively guiding students to go further and conceptualise rather than go back to the main point.

INTEGRATED CURRICULUM

Future-focused learning prepares students across all curriculum areas and learning stages with the skills and capabilities to thrive in a rapidly changing and interconnected world. Students will collaborate and use creative and critical thinking to solve complex problems and become mindful global citizens. Students will be offered a differentiated and integrated curriculum that incorporates Inquiry-Based Learning and enrichment options to best meet the needs of motivated students and independent learners.

Our Year 7 and 8 extension classes are based on the 6Cs, which are future-focused skills of:

- **Communication (listening and sharing ideas clearly and concisely)**
- **Collaboration (working with others)**
- **Creativity (expressing, thinking and doing things in new ways)**
- **Critical thinking (problem-solving)**
- **Citizenship (becoming more globally aware and proactive in the community)**
- **Character (being a responsible and caring individual)**

Our aim is to:

- **Provide learning activities that facilitate the development of the 6Cs within our students**
- **Develop transferable skills in addition to content knowledge**
- **Integrate Inquiry-Based activities and authentic assessment with real-world application**
- **Increase engagement with the learning process**

Future-focused learning environments inspire students to be leaders of their own learning.

LEARNING

INTEGRATED CURRICULUM



LEARNING



SUPPORTING OUR STUDENTS

Bring Your Own Device (BYOD) refers to the practice of students bringing their own laptops with them to school for use in learning. Hawkesbury High School's **BYOD Policy** includes an Equity Policy that outlines steps through which all students will be supported to have access to appropriate technological resources in their classes. The policy also provides a framework through which a family may request assistance by completing the **School Assistance Form**.

The Learning and Support Team (LaST) leads whole-school planning and support. It addresses the needs of specific students through coordination, development, implementation, monitoring and evaluation of educational programs. The LaST collaborates between members of the school and wider community; shares expertise and collegial support with the school and wider community and coordinates support services from within and outside the school. Students can be referred to the LaST by teachers and parents.

Hawkesbury receives funding which is used to employ **School Learning and Support Officers (SLSOs/teachers aides)**. SLSOs assist in the implementation of strategies from students' personalised learning and support plans.

Level Up is an explicit literacy and numeracy program that is run during Year 8. The process of Level Up can be summarised as follows:

- Students are tested in reading, comprehension, writing and numeracy

LEARNING

READY TO LEARN

Our Ready to Learn model is an integral part in the Hawkesbury High narrative which facilitates dialogue about achievement standards and high expectations between students, parents and staff and enables us to develop a well informed picture of our students learning.

What works best, Wellbeing Framework, Policy into Action and SEF

High Leverage Strategies and Quality Assessment

Hawkesbury Learning Journey and WALU

S.T.A.R

Wellbeing

Schoolwide Assessment and Feedback procedures

"Ready to Learn" maps key skills and learning progressions in 3 key areas -

- **Organisation**
- **Time management** and
- **Study skills**

These three key areas are aligned with skills linked to our scaffold '**Organise, Prioritise, Do**' where each key area explicitly models for teachers, students and parents how students can achieve their goals. The model is also embedded with future-focused skills such as collaboration, problem solving, communication and creativity (6C's).

By changing the focus from the 'WHAT' of learning, to the 'WHY' and 'HOW' of learning, students focus on developing skills that will help them manage the learning process and take control of their learning.

	You are ready to learn !	
	Stick to your study schedule	
	Link class notes to key skills	
	Start tasks and assignments early	
	Chunk your work	
	Ask for help and feedback	
	Use a 'To Do List'	
	Do urgent tasks first	
	Make time for important tasks	
	Set learning goals	
	Balance important and everyday tasks	
	Keep your books and equipment tidy	
	Use your timetable to plan ahead	
	Pack your bag ready for each day	
	Create a study schedule	
	Sort your class notes and handouts	
	Are you ready to learn ?	

CONNECTING

CONNECTION TO COUNTRY AND CULTURE

The turtle motif is an integral part of the Hawkesbury High School's connection to Country and Culture and its learning journey.

The mural was painted by the school's Aboriginal students and it consists of six long neck turtles – one for each year group – representing progress, innovation, connectedness, collaboration, creativity and growth, while also acknowledging that we are learning on Darug land.

The turtle motif effectively captures the school's focus on Caring, Learning and Connecting that is at the centre of everything we do.

As the six long-neck turtles move along the Hawkesbury River towards the central meeting place, they grow in size and complexity to capture the social, personal and intellectual development of our students from Year 7 to Year 12.



CONNECTING



ABORIGINAL / CULTURAL ACTIVITIES

Our Aboriginal Education Officer coordinates several events throughout the year to ensure Aboriginal and Torres Strait Islander students are engaging in Cultural activities and connecting to Country. Through engagement with these programs, Aboriginal young people will confidently express and demonstrate their knowledge of the cultures of their own peoples as well as their achievement of western education.

Some cultural activities include:

- Allowah Day - Yrs 5-12 Aboriginal and Torres Strait Islander students in the Hawkesbury attend
- Year 5-6 Aboriginal and Torres Strait Islander Students Cultural/Transition day to HHS
- Year 8-10 Aboriginal and Torres Strait Islander Student Roll Call
- Australian Defence Force Presentations regarding career pathways
- Macquarie University - Cultural Leadership Scholarship Program
- Brewongle Leadership Camp Year 10
- Western Sydney University - Pathways to Dreaming
- Didgeridoo Group - Aboriginal Males
- Aboriginal Mural - Aboriginal Female



CONNECTING LIBRARY



Our library is a welcoming and supportive learning space and plays an important role in our teaching and learning focus. We aim to provide students with a set of research skills which will help them think critically about the information they need to succeed academically and in the world of life and work.

A fiction collection that caters for all reading levels gives every student the opportunity to read for pleasure – and this is the very best way to develop literacy skills. Extensive non-fiction and reference area offers up to date print resources on all knowledge areas. Recreational magazines, newspapers and special interest publications are available for perusal.

Digital and multi-media technologies are sources of information for students and are integral to our teaching and learning focus. The school subscribes to world book online, a digital encyclopedia which can be accessed on the internet at school or at home. The log-in identification and password are available from the library.

PREMIER'S READING CHALLENGE

This challenge aims to encourage a love of reading for enjoyment and enrichment in students and enable them to experience quality literature. It is not a competition but a challenge to each student - to read, to read more and to read more widely.

The challenge is a personal challenge to our Year 7 to 9 students to read twenty books from a wide variety of genres. They can borrow from our extensive library collection of fiction and non-fiction titles as well as our e-book collection. They record their own reading on the PRC website and receive a certificate at the end of the year. Many of our students achieve a Platinum Certificate, which is the highest level for consistent involvement throughout primary and high school.

DEBATING AND PUBLIC SPEAKING

At Hawkesbury we encourage our students to get involved in activities that expand their potential and broaden their horizons. Each year HHS participates in the Premier's Debating Challenge and the Plain English-Speaking Competition.

Our Year 9 & 10 debating team were Zone Champions for 2021. Our Year 7 & 8 debating team also did very well as did our representative speaker in the Plain English Public Speaking Competition. Both competitions develop essential skills such as critical thinking, public speaking, research, teamwork, and active listening. Students represent their schools in zone and state-wide competitions. These competitions are open to all NSW Public Schools.



CONNECTING



SPORTS

Hawkesbury High School is a member of the Macquarie Zone Sports Association and participates in Macquarie Zone events, which allows students to compete in Sydney West Regional events and teams with further opportunities for representation at Combined High School (CHS) teams and events.

Some students also compete in national and international sporting competitions and the school is proud to field teams in a number of State Knockout competitions and gala days.

The three carnivals, Swimming, Cross Country and Athletics are major events on the school calendar.

Students compete in the four houses- **Erringhi, Narara, Willaree and Deerubbun.**

The school has access to a number of sports facilities across the community in addition to the facilities on the school site which include:

- Full Size Rugby Field
- Cricket Net
- Indoor Basketball/ Volleyball court
- Netball Court
- Basketball Court
- Tennis courts
- Gym/indoor workout area

CONNECTING

MUSIC

Hawkesbury High School students have the opportunity to be involved in:

- School ensembles - Rock band, Junior Rock Band Concert Band, Choir Small ensembles (guitar, drumming)
- Creative and Performing Arts Showcase
- Performance opportunities - Hawkesbury Performing Arts Festival, community events
- State wide Ensembles and Music Camps
- State wide performance opportunities- School Spectacular, Pulse Alive
- Private and group instrumental tuition
- Workshops- Performance and Composition



DRAMA

Participation in Drama as an elective or Theatresports as a sport activity promotes communication skills, teamwork, negotiation, socialisation and critical thinking.

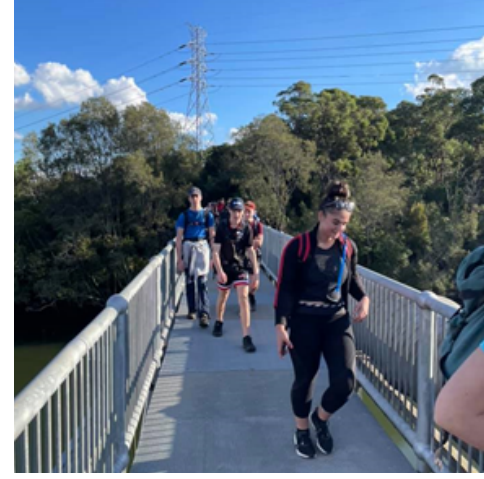
Drama students can:

- **See** live theatre performances
- **Learn** about design and production elements that assist whole school activities
- **Understand** the history of theatre and undergo studies on famous practitioners
- **Engage** in theatre sport activities that promote creativity in the theatre environment



CONNECTING

DUKE OF EDINBURGH'S INTERNATIONAL AWARD



The Duke of Edinburgh Award program is an internationally recognised, development program for Australians aged 14 to 24. It equips young people with opportunities explore their full potential and find their purpose, passion and place in the world.

Within the Duke of Edinburgh's International Award, participants design their own unique program that challenges them to set and meet goals while forging qualities of strength, resolve and commitment.

For the Award to be achieved, each young person must learn a skill, improve their physical well being, volunteer in their community and experience a team adventure in a new environment. The Duke of Edinburgh program recognises individual goal setting and self-improvement through persistence and achievement. Through participation in this Award, students develop problem solving skills and teamwork, while building resilience and their personal leadership capacity.

POSITIVE PAWS

This is a world first innovative social skills program aimed to build student confidence; enhance students' connection to school and their learning and develop leadership capability.

Selected students work with pre-vaccinated Guide Dog puppies at Guide Dogs NSW Glossodia, for two hours a week for eight weeks. Two students of each group are selected to be mentors for the next group of students, which has resulted in increased confidence and leadership capacity.

The success of the Positive Paws program is unprecedented and has led to the program's expansion to other schools. As a result of this partnership, we have fostered a culture of respect, inclusivity and high expectations in our students and school community.

Positive benefits for students have included decreased anxiety, increased positive social interactions, building leadership capacity and an increase in aspiration for students interested in a career with animals.

Positive benefits for the puppies include increased socialisation and neurological stimulation resulting in puppies better suited to the Guide Dog program.



CONNECTING RFS CADETS



This program is designed to encourage students to participate and gain knowledge in the Rural Fire Fighting Service. It has been run as a Sport option during Wednesday sport time. Teamwork, respect, communication and interpersonal skill are also promoted along with a student's sense of belonging to their community.



FAST FORWARD PROGRAM

A program run by Western Sydney University to promote university education opportunities to aspirational students. The program begins in Year 9 and continues through to Year 12.

PARENT ADVISORY COUNCIL

Our Parent Advisory Council (PAC) is made up of parents and carers, teachers, students and community members.

CARING WELLBEING



Student wellbeing provides a strong framework for the school community to meet the personal, social and learning needs of all students.

Our wellbeing policies and programs aim to create a positive, safe and supportive learning environment.

The programs and strategies put in place by the Wellbeing Team ensure a holistic approach to wellbeing, starting when students transition from primary school, throughout Years 7-12 and then as they transition to tertiary studies or the workplace.

The Peer Support and Years 6-7 Transition Programs provide support to new students from our partner primary schools.

Prior to Year 6 students starting there is regular contact between the primary schools and our Wellbeing Team. Students requiring extra assistance will have a series of facilitated visits to support their transition to high school.

The wellbeing activities through Years 7-12 endeavour to ensure that our students are supported to achieve their personal best. The wellbeing programs are evidence based and differentiated to be age appropriate. The programs are delivered in fortnightly Year Meetings by Year Advisors and have a focus on building resilience; developing and maintaining safe, healthy relationships; explicit teaching of social skills; reiterating our STAR values; leadership and addressing age-appropriate issues.

Year Meetings will also include presentations from external agencies on issues relevant to a particular year group.

In addition to the universal wellbeing support provided to all students, targeted programs are also in place to support individuals. This includes specialist support from the School Counsellor and Student Support Officers and working with external agencies such as Hawkesbury Community Outreach Service (HCOS).

A learning space was refurbished as the Wellbeing Hub. The specialised furniture has created zones that facilitate privacy and create a quiet, calm space where students can feel less anxious or overwhelmed, remove themselves from trigger situations or reflect on their behaviour. Identified students are issued with a Time Out card which allows access to the Hub for a maximum of fifteen minutes then a return to class. The Hub is manned by staff to provide supervision and support to students.

We support your child's wellbeing through positive and respectful relationships and fostering a sense of belonging to the school and community. We have a range of strategies and opportunities including:

- **Anti racism education**
- **Anti bullying education and programs (Cyber Bulling, National Week of Action)**
- **Conflict resolution**
- **Peer support**
- **Inclusive (IWD, Harmony Day, RUOK day, purple day)**

National Day
of Action against
Bullying and Violence



TAKE A STAND

Hawkesbury
High School

National Day
of Action against
Bullying and Violence



CARING

THERAPY DOG PROGRAM

Therapy dogs are being used to support children with social and emotional learning needs, which in turn can assist with literacy development.

Research into the effects of therapy dogs in schools is showing a range of benefits including:

- **Increase in school attendance**
- **Gains in confidence**
- **Decreases in learner anxiety behaviours resulting in improved learning outcomes, such as increases in reading and writing levels**
- **Positive changes towards learning and improved motivation, and**
- **Enhanced relationships with peers and teachers due to experiencing trust and unconditional love from a therapy dog. This in turn helps students learn how to express their feelings and enter into more trusting relationships.**

Our school's therapy dog, Icon, has been carefully selected and put through a strict testing regime prior to starting at Hawkesbury High School.

Icon's time at school is mainly spent supporting students whether that is in the Wellbeing Hub, working with the School Counsellor or members of the Wellbeing Team and being walked around the playground at recess and lunch.



STAR VALUES

At Hawkesbury High School we provide a positive learning and teaching environment to encourage healthy, happy, successful, and productive students.

Our STAR values of Safe, Team player, Achiever and Respectful underpin our approach to behaviour support and management.

Each learning space has posters that unpack these values, so all staff and students are aware of these expectations. Behaviour support and Reward and Recognition procedures are aligned to the STAR expectations.

Staff have a common language and clear behaviour expectations that support students to achieve. Expectations for student behaviour are rewarded through the consistent use of positive reinforcements and consistency in addressing negative behaviour.

CARING LEADERSHIP



Our student leaders are representative of our STAR values. They are key participants in both the modelling of standards for their peers and younger students as well as the proactive development of activities that represent the school community.

The Leadership team is comprised of our Senior Leaders and The Student Representative Council (SRC).

Year 11 students may apply for the positions of Senior Leaders during the nomination process in Term 2. All positions are announced at a School Assembly and Captains, Vice-Captains and Ambassadors elected are inducted at a formal ceremony.

The SRC includes students from Years 7-11 and this forum affords all students a voice within the school. Students may apply for the positions of SRC during the nomination process in Term 2. SRC members and Senior Leaders sign a contract, which details the work, roles and responsibilities and behaviour expected for the position.

The main activities of the student representative council (SRC) include:

- Developing an annual action plan based on the decisions of the school leadership
- Representing the school at external events
- Co-ordinating the agenda for the school leadership conference
- Communicating a fortnightly weekly report to the whole school assembly
- Addressing their year group at fortnightly Year Meetings
- Actioning concerns raised by their year group
- Overseeing all student fundraising activities and Spirit Days
- Considering matters or concerns raised by the student body



LEADERSHIP TRAINING

This day is for all SRC members and is held annually after the elections. Activities during the day include:

- Study of SRC constitution and responsibilities
- Discussion of the relationship between SRC and their year group
- Evaluation of the year's achievements
- Goal setting and teamwork
- Discussion of strategies to implement decisions, to maintain current school-based initiatives and support for charities



Caring Learning Connecting

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