



# **HAWKESBURY**

## INDEPENDENT SCHOOL



**Annual Report 2025**

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# A Message from the School Management Committee

Welcome to the 2025 Annual Report for Hawkesbury Independent School. It has been a year of steady progress, careful planning and thoughtful stewardship as we continue to support the long-term strength of our school community.

A major focus for the Committee in 2025 was the schools re registration process. Following a comprehensive inspection in May, we were very pleased that the inspectors recommended a five year re registration, the maximum period available. This outcome reflects the dedication and preparation of the Principal and staff, as well as the Committee's ongoing commitment to sound governance, clear policies and responsible oversight.

This behind-the-scenes work ensures the school continues to meet NESA registration and re registration requirements and broader government obligations, while remaining true to its values.

The building project has also remained an important strategic priority. While construction has not yet commenced due to delays outside the school's control, the Committee has continued to support the Principal in addressing Council requirements associated with the development application and in ensuring the school meets the necessary conditions to retain previously approved Block Grant Authority funding. This steady, careful work ensures the project remains viable and well positioned for the next phase.

Throughout the year, the Committee has also supported key operational priorities, including significant investment in IT infrastructure to enhance teaching and learning, alongside essential maintenance and safety improvements across the school site. Maintaining strong financial oversight remains central to safeguarding the sustainability of HIS for future generations.

We sincerely thank our principal, Pat, for her professionalism, leadership and tireless commitment to the school, particularly in guiding the re registration process and continuing to strengthen curriculum development across all year levels. We also acknowledge the dedication of our teaching staff, whose consistency, care and high expectations create the respectful and engaged learning environment that defines Hawkesbury Independent School.

We would also like to acknowledge Cherie Pfeiffer, who concluded five years of service on the Management Committee in 2025. Her contribution, insight and steady commitment to the school community have been greatly valued.

Finally, we thank our families and the wider school community for your ongoing support and trust. As a not-for-profit association, our strength lies in collaboration, shared responsibility and a collective belief in the value of a small, community centred school.

We look forward to continuing this work in 2026 and beyond.

Emilie Capelle  
Convenor  
School Management Committee

# Message from the Principal

2025 has been a busy, productive and very rewarding year at Hawkesbury Independent School. As I look back over the year, I feel very proud of the steady progress we have made as a school community. So much of what has been achieved has come from careful, consistent work — the sort of work that often happens quietly in the background but makes a real difference to the children every day.

A major focus this year has been continuing to strengthen our English and reading programs. We have been working hard to ensure that the way we teach reading reflects the best available research about how children learn. This has included a strong focus on phonics, spelling, reading fluency, decodable books, vocabulary and building background knowledge. These are not quick fixes, but they are important building blocks. They help children become more confident, capable readers who can understand and enjoy increasingly complex texts.

One of the most encouraging parts of the year has been the introduction of our Reading Intervention Program, developed by Tom Fraser. Fourteen students took part in targeted sessions before school, during the day and after school. We have seen pleasing academic growth, but just as importantly, we have seen children begin to believe in themselves a little more. That growing confidence is incredibly powerful.

Across the school, we have also continued to develop more consistent programs from Kindergarten to Year 6. In Mathematics, we have focused on helping children understand what they are doing, not just follow steps. Students have used hands-on materials, solved problems, explained their thinking and taken part in activities that encourage persistence and reasoning. It has been wonderful to see children become more willing to have a go, even when the work feels challenging.

Our Science, History and Geography programs have also continued to provide rich opportunities for students to explore, investigate and ask questions. Some of the best learning is often a little noisy, a little messy and full of curiosity — which is exactly as it should be.

Our school community has once again been one of our greatest strengths. Open Day, Book Fair, the Working Bee, Kindergarten Orientation, information sessions, Sports Carnival, Parent/Teacher Interviews and Presentation Night all reminded us of the strong partnership we have between home and school. I am always grateful for the way our families support the school and take such an active interest in the children's learning.

2025 was also an important year for planning and facilities. Our Development Application was approved, which is a significant milestone for the school's building project. We also completed a number of practical improvements around the school, including the renewed linking decking, the new staff carpark and kiss 'n drop area, a new septic system, improvements to learning spaces and further investment in technology. Each of these improvements helps us provide a safe, well-maintained and forward-thinking environment for our students.

Another major milestone was the school's Registration process. This involved a detailed review by NESA of many areas of school life, including curriculum, policies, governance, staffing, child protection and operations. We were very pleased that Hawkesbury Independent School was granted Registration for the maximum five-year period, with no corrective actions required. This was a wonderful outcome and reflects the dedication of our staff, the strength of our systems and the careful work of our School Management Committee.

I would like to thank our teachers, Matthew, Alison, Alex, Liz and Maddie, for the care, professionalism and energy they bring to their work each day. I also thank Tom for his ongoing support with curriculum development, intervention and teacher learning. Thank you to our School Management Committee for their steady guidance, and to our parents for your trust, encouragement and support.

Most importantly, thank you to our students. They are the heart of our school. They make us laugh, keep us on our toes, ask wonderful questions and remind us every day why this work matters.

As we look towards 2026, there is much to be excited about. We are entering an important stage in the school's growth, but our focus remains the same: to provide a warm, caring and structured learning environment where children are known, supported and encouraged to do their best.

Pat Fraser

Principal



# Our Purpose

Hawkesbury Independent School was established in 1993 with a clear purpose: to provide a small, caring and active school environment where children are known, supported and encouraged to love learning.

As a co-educational primary school for children from Kindergarten to Year 6, we aim to help each child grow into a confident, capable and thoughtful young person. We want our students to leave Hawkesbury Independent School with strong foundations for future learning, a belief in their own ability, and the skills and attitudes they need for life beyond primary school.

At the heart of our school is the belief that children learn best when they feel safe, valued and connected. We place great importance on relationships, community and a strong sense of belonging. In a small school environment, children are able to build friendships across year levels, develop trust in the adults around them, and understand the importance of caring for one another.

Our purpose is to give children the skills they need to succeed both inside and outside the classroom. This includes strong literacy and numeracy skills, a love of reading, the ability to think clearly and solve problems, and the confidence to ask questions and explore ideas. We also value creativity, physical activity, music, technology, research skills and opportunities for students to express themselves through the arts and performance.

We want our students to understand that learning is not just about schoolwork. It is also about developing responsibility, resilience, curiosity and respect. Children are encouraged to take pride in their efforts, to care for themselves and others, and to understand their role in the wider world.

We support this through high expectations, strong teaching, clear routines and a warm, purposeful school culture. We celebrate achievement, encourage effort and guide students to develop self-respect, respect for others and a belief in the value of lifelong learning.

Hawkesbury Independent School is a community where children are encouraged to do their best, look after one another and grow as learners and people. Our purpose is to help each child develop the confidence, knowledge, skills and values they need to take their next steps with courage and optimism.

# School Snapshot

## Contextual Information about the School

Hawkesbury Independent School is a small, co-educational community primary school for children from Kindergarten to Year 6. Established in 1993, the school is situated in Kurrajong, NSW, and offers families in the Hawkesbury area a positive alternative in primary education.

Our school is non-religious and is built on a strong sense of community. We have created a supportive and nurturing environment where children are well known, where friendships develop across year levels, and where students are encouraged to look out for one another. Parents are also warmly invited to be part of the life of the school, and this partnership between home and school remains one of our great strengths.

Active learning is central to the way we teach. While our learning programs are structured and meet the requirements of the NSW Education Standards Authority (NESA), lessons are designed to be engaging, purposeful and hands-on. Our teaching and learning programs are based on research and evidence, with a strong focus on giving students the knowledge, skills and confidence they need for future learning.

Hawkesbury Independent School endeavours to provide an affordable education while maintaining high academic expectations. As a non-selective school, we aim to meet the needs of all students and support every child to make strong progress each year. Over time, this commitment has been reflected in student growth, strong NAPLAN results, and the success of students who have been offered places in Opportunity Classes, selective high schools, top streams in comprehensive high schools and scholarships to private schools.

At the heart of Hawkesbury Independent School is a belief that children learn best in a calm, caring and purposeful environment. We value strong relationships, active learning, high expectations and a genuine sense of belonging.



## Student population

Our enrolment during 2025 was 77 children. Our families are drawn from a wide area of the Hawkesbury and a cross-section of the community. Over 15% of our students are children of educators. It is reassuring that so many teachers and lecturers continue to choose our school for their children. This indicates confidence in the educational programs and reflects positively on the teaching practices within the school. Three percent of our student population have aboriginal heritage.

We were excited to learn that our 2025 Year 6 students have been offered placements at their chosen schools. Three of our students who are attending the local high school were offered places in the top stream at the school. That's pretty amazing as it is a class of 30 students. One child enrolled in a local private school. All eight students who left our school at the end of 2025, have settled in well to their chosen high schools.

# 2025 in Action

The school ran a number of interesting and varied programs throughout 2025 to support and engage students.

## English

We made some significant changes in the teaching of English during 2025.

### Key Pillars of the Science of Reading that We Focused on in 2025:

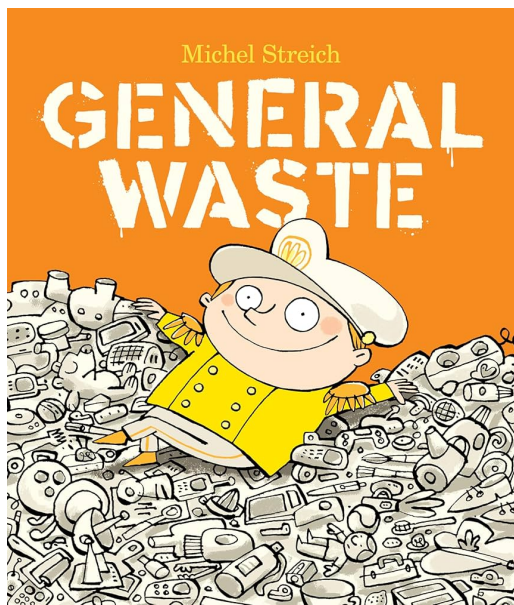
- **Phonics** – We created a structured scope and sequence. We expanded our collection of decodable (sounding out) books and introduced new spelling programs to support structured phonics instruction.
- **Building Background Knowledge** – We continued to develop and integrate knowledge-rich modules into our reading programs to strengthen comprehension.
- **Reading Fluency** – We continued to implement a structured approach to developing reading fluency across all grades.
- **Reading Intervention** – We introduced a tailored Reading Intervention Program designed to sit alongside the school's scope and sequence. This program provides targeted support for students who require additional practice and explicit instruction in key reading skills, while ensuring that intervention remains closely aligned with the learning taking place in the classroom.

For the twenty first year in a row, we had 100% participation (Kindergarten to Year 6) in the *Premier's Reading Challenge*. This program encouraged a greater use of our Library, more borrowing and it motivated reluctant readers to get back into books. Children who had met the Challenge for the fourth year were recognised for their wonderful efforts by being awarded special Gold Certificates. And children who had met the Challenge for the seventh year were recognised for their outstanding efforts by being awarded special Platinum Certificates.



All the children from Kindergarten to Year 6 spent Term 2 writing poetry. They spent time learning about poetic devices such as onomatopoeia, alliteration, personification, similes, metaphors, rhyme and rhythm. They tried their hand at writing many different kinds of poems including haiku, cinquain, shape poems, free verse and rhyming couplets. Each child, then, selected his/her favourite poem to enter in the Dorothea Mackellar Poetry Competition. The theme for 2025 was: *All the Beautiful Things*

We joined in *National Simultaneous Story Time* where children across the country logged in to share a chosen Australian children's book together. This year's book was *The Truck Cat*



Our students were treated to a live performance by Tony Bones from “**Books to Life**”. The book *General Waste* by Michael Streich was brought to life by Tony. He sang and presented a creative and engaging performance that had our students completely enthralled. There was lots of student participation.

### **Maths**

In 2025, our focus in Mathematics was on deepening students' understanding through hands-on learning experiences.

A key priority was developing their **problem-solving and reasoning skills**. Problem-solving in Maths involves applying previously learned concepts to new and unfamiliar challenges. After explicit teaching, students are presented with more complex, real-world problems that require them to **think critically and decide which strategies to apply**. They are encouraged to ask themselves: *What do I already know? What skills do I have? How can I use them to solve this problem?* Both teachers and students have reported that this approach has been highly

effective in building confidence and fostering a deeper understanding of mathematical concepts.

We've continued to integrate the use of **hands-on materials to develop the children's understanding** of Maths concepts with the support of Tom, and he has conducted PD sessions to facilitate programming and the writing of Maths units for teachers. As part of this, the scope and sequence has been updated to the new NESA syllabus outcomes

We encourage our children to **show their thinking** - They learn how to use a range of strategies and models to show their mathematical thinking

As part of our maths program, **we value the development of problem solving and reasoning skills**. We encourage the children to persevere with challenging problems, and to develop a range of strategies for attacking and working through problems. All the children from Year 1 to Year 6, take part in the APSMO problem solving program.

### **HSIE & Science & Technology**

As part of our History unit on *Government*, Years 5 & 6 visited Canberra and took part in lots of interesting learning activities. They visited many places of interest including the Discovery Room at the War Memorial, Old Parliament House, Questacon, the Electoral Office, Parliament House and the information centre at Lake Burley Griffith. They had the opportunity to dress up and role play in both Parliament House and Old Parliament House and to learn about the Australian electoral system. They also visited some places just for fun - dinner at a restaurant at night and they played laser tag.





The school musical was based on *Harry Potter* and featured all students singing, dancing and acting. It was a wonderful opportunity for the children to perform on stage and share their talents with the school community.

### ***Personal Development, Health & Physical Education.***

All students from K-6 participated in the Life Education Program (with Healthy Harrold) They learned about topics including: food and nutrition, personal safety and drug and alcohol education. The programs are a unique, hands-on experience and a fun and informative way to reinforce the messages about making right choices and keeping ourselves safe.

### ***Creative and Practical Arts***

All of the children enjoyed two different Musica Viva programs during the year. We have professional musicians from this program visit each year and it is always very well received. This year we had:

*Water Rhythms* – Students enjoyed a dynamic performance that combined music, movement and visual storytelling to explore the rhythm and flow of water. Through percussion, soundscapes and contemporary dance, the performers showed how rhythm and movement can reflect the natural world. Students were encouraged to listen carefully, respond to sound through movement and consider new ways of expressing ideas through music and dance.

*Imagination Exploration* – Students enjoyed a highly engaging Musica Viva performance that celebrated creativity, imagination and the joy of music. Through jazz, humour and playful interaction, the performers encouraged students to listen carefully, use their imaginations and explore how music can help bring creative ideas to life.

Presentation Night was held in the Richmond High School auditorium, which provided a spacious venue for our students and extended families.



All children from K-6 took part in an eight-day intensive swimming program. This is designed, of course, to improve their confidence in the water and their swimming skills.

## ***Japanese Language***

We continued the study of Japanese under the direction of Matthew Barwick where the children learned how to read and write Japanese.



## ***Open Day***

In June we held our Open Day and Book Fair. During this day children enjoyed showing off their classrooms and their learning to their mums and dads and other family members. Each of our classrooms was open so that parents and interested members of the community could look at displays of the children's work and talk to teachers about our school. A number of new parents completed application forms regarding future enrolment for their children.

As a result of the Book Fair, we received a commission which allowed us to add an additional 124 books to our library.

# Student Achievement

## Literacy & Numeracy – NAPLAN Year 3

Analysis of Year 3 data shows that our Year 3 performance in the 2025 NAPLAN overall was excellent in all areas. However, statistical comparisons are not always meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our programs and teaching strategies.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	422	469	411	415	445
National	402	414	405	408	405

## Literacy & Numeracy – NAPLAN Year 5

Analysis of Year 5 data shows that our Year 5 performance in the 2025 NAPLAN overall was excellent in all areas. However, statistical comparisons are not always meaningful with such small numbers in our school. Results of individuals, on the other hand, are useful for the teachers in diagnosing and responding to particular strengths and weaknesses of each child. This analysis also allows our teachers to see where improvements can be made to our programs and teaching strategies.

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	527	530	517	542	519
National	492	480	487	497	492

# Details of Teaching Staff

## Teacher accreditation (as at the end of 2025)

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	2
Proficient Teacher	3

## Teaching Standards

Category	Number of Teachers
(i) Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	5
(ii) Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
(iii) Teachers who do not have qualifications as described in (i) and (ii) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Teachers in this category must have been employed:	0

## Details of school staff 2025

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Full-time Equivalent	5	2	0

# Student Attendance

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.81%	92.71%	90.81%	90.37%	91.88%	93.34%	92.24%

In 2025, 92.23% of students attended school each day on average. This is a small decrease from the daily attendance in 2024.

## Management of non-attendance

During 2025, the teachers continued to use a computerised attendance register.

An attendance report is provided to parents each term. This report indicates the number of days a student is absent from school and the reasons given by the parent for the absence. It also highlights those days where there has been no explanation given for the absence. An SMS notification is sent to parents where written explanation of absence is not received from parents.

All unexplained absences and poor record of school/class attendance will be reported to the Principal by the Classroom teacher for determination on the follow up required. If a child is absent for more than 3 days without hearing from the parent, the Classroom teacher should call home to check. Any absence more than 3 days with no explanation is to be referred to the Principal

1	Initial contact is made via the school centralised online system <i>Sentral</i>
2	If there is no response, this is followed up by a phone call and/or SMS
3	If there is no response, a letter/email is sent to the parent/carer expressing concern at student absences
4	If there is no response and/or the situation does not improve, the Principal contacts the parent/carer
5	Referral to Home Liaison Officer
6	Mandatory reporting procedures apply where absences are extended or the student may be at risk

# Policies

Policy	Effective Date	Access to Policy
<p><b>Child Protection Policy</b></p> <p>Our Child Safe Program sets out the policies, processes, and systems that have been established to meet our commitment to providing a safe environment for all students.</p>	September 2024	<p><a href="#">Child Protection Policy</a></p> <p>Full text issued to staff (Staff Handbook)</p> <p>Communicated to staff annually at full staff meeting in Term 1</p>
<p><b>Anti-bullying Policy</b></p> <p>This Policy describes Hawkesbury Independent School's strategies to prevent students from bullying other students, and how incidents of bullying are to be managed.</p>	September 2024	<p><a href="#">Anti-Bullying Policy</a></p> <p>Full text issued to staff (Staff Handbook)</p> <p>Communicated to staff annually at full staff meeting in Term1</p>
<p><b>Discipline Policy</b></p> <p>This Policy establishes procedures for managing student behaviour, and maintaining a safe, respectful learning environment. It outlines acceptable conduct, the consequences for various infractions, and the process for addressing disciplinary issues.</p>	November 2024	<p><a href="#">Discipline Policy</a></p> <p>Full text issued to staff (Staff Handbook)</p> <p>Communicated to staff annually at full staff meeting in Term 1</p>
<p><b>Complaints Handling Policy &amp; Procedures</b></p> <p>The Policy outlines the procedure when dealing with complaints and grievances and provides processes for raising grievances by students and parents.</p>	October 2024	<p><a href="#">Complaints Handling Policy &amp; Procedures</a></p> <p>Full text issued to staff (Staff Handbook)</p> <p>Communicated to staff annually at full staff meeting</p>
<p><b>Enrolment Policy</b></p> <p>The Policy outlines the HIS's enrolment criteria, application process, enrolment acceptance, collection of data, and student continued enrolment criteria</p>	August 2024	<p><a href="#">Enrolment Policy</a></p> <p>Communicated to prospective and current parents as needed</p>

# Achievement of targeted priorities for 2024-2030

These targets were set as a six-year goal in 2024 and will continue during 2026 and beyond.

Area	Activities undertaken and outcomes achieved
<p><b>Target 1</b></p> <p><b>To improve student outcomes in Reading: Phonics Skills</b></p> <p><i>Development of Synthetic Phonics program</i></p>	<ul style="list-style-type: none"> <li>• Teachers participated in professional development opportunities to develop knowledge and understanding of Synthetic Phonics</li> <li>• Teachers planned and programmed collaboratively</li> <li>• The curriculum was differentiated to meet the individual needs of students</li> <li>• A new Scope and Sequence Chart related to the teaching of Synthetic Phonics was modified</li> <li>• Additional reading resources were purchased</li> <li>• Additional reading resources including the introduction of decodable books especially written for the school, to support phonics programs</li> </ul> <p><i>Achievement of Target 1 is ongoing and will continue into 2026</i></p>
<p><b>Target 2</b></p> <p><b>To improve student outcomes in Reading: Comprehension &amp; Fluency</b></p> <p><i>Development of Core Reading program</i></p>	<ul style="list-style-type: none"> <li>• Teachers planned and programmed collaboratively</li> <li>• The revision and development of units related to the core Eureka reading program has been completed for Levels 0, 1, 2 3 and 4. Other stages are being revised and/or developed</li> <li>• Additional reading resources to support reading programs for all stages were purchased</li> <li>• Resources were organised to improve access by teaching staff</li> <li>• The development of resources for use on the interactive whiteboard and computers to accompany the Core reading program were commenced in 2025</li> </ul> <p><i>Achievement of Target 2 is ongoing and will continue into 2026</i></p>
<p><b>Target 3</b></p> <p><b>To further integrate the use of technology into classroom practice</b></p>	<ul style="list-style-type: none"> <li>• Teachers planned and programmed collaboratively</li> <li>• ICT resources were audited to determine reliability and consistency of programs to all computers on the network</li> <li>• Purchase of two new interactive whiteboards</li> <li>• Additional student and teacher computers were replaced in 2025</li> <li>• Additional iPads were purchased</li> </ul> <p><i>Achievement of Target 3 is ongoing and will continue into 2026 with additional teacher training</i></p>

<p><b>Target 4</b></p> <p><b>To improve the outcomes of all students in English</b></p>	<ul style="list-style-type: none"> <li>• Staff undertook professional learning opportunities with Literacy Consultant in 2025</li> <li>• English Scope &amp; sequence charts were developed with assistance of an external mentor</li> <li>• Effective whole school programs were developed with assistance from an external mentor who coached the staff throughout 2025</li> <li>• Consistent assessment and reporting practices were introduced across the school</li> </ul> <p><i>Achievement of Target 4 is ongoing and will continue into 2026 and beyond.</i></p>
<p><b>Target 5</b></p> <p><b>To improve the outcomes of all students in Mathematics</b></p>	<ul style="list-style-type: none"> <li>• Staff undertook professional learning opportunities with an external Maths Consultant</li> <li>• Mathematics Scope &amp; sequence charts were developed</li> <li>• Effective whole school programs were introduced, including the introduction of Learning Modules</li> <li>• Purchase of Mathematics equipment</li> </ul> <p><i>Achievement of Target 5 is ongoing and will continue into 2026 and beyond</i></p>
<p><b>Target 6</b></p> <p><b>To create consistent programming across the school implementing backward design principles</b></p>	<ul style="list-style-type: none"> <li>• Staff undertook professional learning opportunities with an external consultant in order to understand how to program using backward design</li> <li>• Scope &amp; sequence charts were and are being developed</li> <li>• Effective whole school programs were introduced, including the introduction of Learning Modules</li> <li>• <i>Achievement of Target 6 is ongoing and will continue into 2026 and beyond</i></li> </ul>

As a small school with 6 members of staff, targets need to be set over a number of years. The targets determined will be built upon and will continue through 2025 and 2026 (and beyond).

# Stakeholder satisfaction

The school respects and values each child as an individual and as a member of the school community. Teachers and parents provide the care and support that engender self-esteem, mutual respect and responsibility. Respect and responsibility are stressed in class and in everyday school life. There is an expectation of courtesy, good behaviour, care for the community they belong to, and respect for all.

As a small school, we are able to foster strong personal relationships between students, and with teachers and parents. Integral to this is the development of mutual respect and understanding and accepting responsibility for one's actions. This is stressed in class and in all aspects of school life. Any behaviour of students that is in conflict with these principles is addressed promptly and respectfully.

A culture of mutual respect, care and responsibility is very strong within the school, and this is acknowledged and appreciated by parents.

The weekly "Friday Meetings" of the whole school enables issues to be raised by students and staff and provides a forum for the development of practices with strong commitment from the students.

## Parent, student and teacher satisfaction

Hawkesbury Independent School continues to value the strong partnership that exists between the school and its families. The school is very proud of its open door policy, with parent involvement welcomed and encouraged across many areas of school life. The School Management Committee meets approximately once a month during term time and provides an important avenue for parent voice, feedback and involvement. Parent participation in the Committee remained strong throughout the year, and discussions consistently reflected a high level of confidence in, and satisfaction with, the school.

Surveys conducted during the 2025 school year further confirmed the very positive regard parents, students and teachers have for Hawkesbury Independent School. Overall, survey responses indicated that parents, students and staff were highly satisfied with the school, its learning environment, its culture and the care provided to students.

Parent responses highlighted strong appreciation for the quality of teaching, the care shown by staff, the individual support provided to students, and the warm, nurturing culture of the school. Parents particularly valued the way teachers know students as individuals and adapt their teaching and support to meet each child's needs.

Key strengths identified through the surveys included:

- excellent teaching and dedicated staff
- a caring, kind and nurturing school environment
- students feeling safe, known, supported and valued
- strong relationships between teachers, students and families
- a calm and respectful school culture
- explicit teaching, progress monitoring and intervention when needed
- attention to individual learning needs

- encouragement of kindness, confidence, self-advocacy and personal growth
- a strong sense of belonging across the school community.

Students also responded positively about their experience at school, particularly in relation to feeling safe, supported and connected to others. Teacher responses reflected a strong commitment to the school's learning culture and to supporting students academically, socially and emotionally.

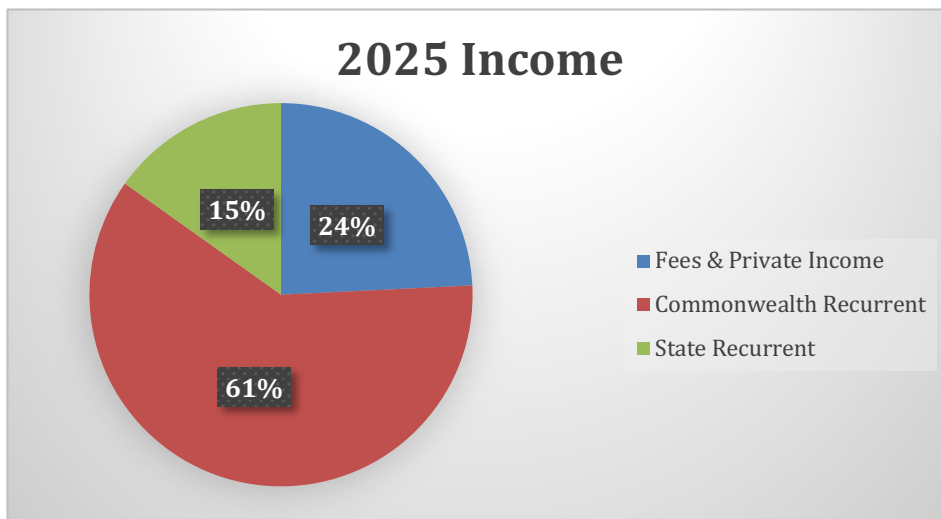
Overall, the survey responses demonstrated a very high level of satisfaction across the school community. They confirmed that families, students and staff value Hawkesbury Independent School as a place where children are well taught, well known, well cared for and encouraged to develop as confident, capable and thoughtful young people.

# Summary of Financial Information

## Graphical representation of income and expenditure using percentages only

The following summary covers operating costs including permanent and casual salaries, buildings and major maintenance. A full copy of the school's 2025 financial statement is tabled at the annual general meeting of the School Management Committee.

### (a) Income represented by pie chart



### (b) Expenditure represented by pie chart

