

# Quirindi High School

## Annual Report



2016



8174

## Introduction

The Annual Report for 2016 is provided to the community of **Quirindi High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ian Worley

Principal

## School contact details

Quirindi High School

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## Message from the Principal

Principal's Message

I sit and write this report as a Principal who has sat in the Quirindi High School chair for 2 terms. Those who came before have set the tone of the school and the current path for the school. It is through their hard work and dedication that Assessment for Learning has become an embedded pedagogy within the walls of learning that are Quirindi High School. This approach to learning is hugely positive and gainful for both students and staff. I acknowledge both Meghanne Clarke and Sally Chad for the work they have put into Quirindi High School.

Being able to work at Quirindi High School is a true privilege. The staff, students and community are dedicated to the betterment of learning opportunities for all. Schools in rural communities have so much more to offer in terms of a personal approach to learning. The motto—Educational Excellence in a Country Atmosphere rings so true throughout Quirindi High School.

Opportunities in the Arts, Science, Humanities and Technology abound at Quirindi High School. The work done throughout 2016 shows the high level of commitment from students, staff and community to the learning processes. A full school review undertaken through term 3 gave all stakeholders the chance to have their opinion heard in relation to Quirindi High School moving forward and focussing on continual improvement. Improvement is not about looking back and deciding something has been done poorly and therefore it needs change, improvement is about looking forward and knowing that the way we approach learning is forever changing, just as our society changes. Being an advocate for change means embracing the knowledge that we can always improve on what we are doing. This ethos fits well with the approach taken to learning by Quirindi High School—we are all life long learners.

Ian Worley

Principal

## School background

### School vision statement

We believe that well-informed, quality teaching practice underpins learning success and that all young people are capable of being successful learners in a differentiated, supportive environment. Quirindi High School actively enables student success through innovative curriculum delivery intended to build student skills, values and resilience for the future.

Teachers at our school agree that we are an 'Assessment for Learning' school and focus their teaching practice on current research and school-based evidence. We support diverse extra-curricular activities with the knowledge that we 'make a difference' for young people in our community.

Our school community provides the context for our approaches to student learning. Our community are valuable and are welcome in our school. We believe that strong links and communication with our community enhance opportunities for student success.

### School context

Quirindi High School is rurally situated 70km south of Tamworth on the Liverpool Plains in North-West NSW. Our students enjoy cutting edge technology, large grounds and new Science, Hospitality and Metal and Engineering facilities, along with 100 acres of school farm for the study of Agriculture.

Quirindi High School is built on the traditional lands of the Kamilaroi people and is part of the Liverpool Plains Community of Schools and has a stable annual co-educational enrolment of students 7–12 with an ATSI student enrolment of 21%. In addition, our school has three support classes specifically for students with mild, moderate and multi-categorical disabilities.

Quirindi High School offers a broad curriculum 7–12, with a large number of senior courses available for study at Higher School Certificate level. Tertiary and Vocational pathways are equally emphasised, with high level academic subjects offered. Our school has a thriving School Based Apprentice and Trainee (SBAT) program, with students successfully obtaining dual accreditation at the completion of their secondary schooling.

Resource allocation to Quirindi High School includes additional equity loadings related to Aboriginal Students, Students with Disabilities and Socio-Economic status. A range of school initiatives are in place to optimise educational performance for all students. Quirindi High School was identified as a National Partnerships Centre for Excellence 2011–2013.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The assessment throughout 2016 has taken into a number of factors.

The senior executive structure was dynamic in the fact the position of principal had to be filled and the position of deputy principal became vacant at the start of term 3.

The dynamic nature of the first half of the year meant a number of personnel were in relieving capacity.

Due to the solid nature of the structures within the school, we confidently found that in the area of Learning, Quirindi High School is moving from domain of Delivering into the Sustaining and Growing domain.

In relation to the domain of Teaching, through a constant approach to collaborative practice, Quirindi High School sits firmly in the domain of Sustaining and Growing.

Within the domain of Leadership, the self assessment tool shows that Quirindi High School is operating within the Sustaining and Growing domain.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

Equipping 21st Century Learners with the capacity to succeed and contribute.

### Purpose

We will equip 21st Century Learners with the essential skills for future success. These skills reach beyond the learning of compulsory Australian curriculum content and have a focus on differentiated learning structures.

### Overall summary of progress

On going learning is occurring within the school. 2016 saw an expert work with a variety of staff in relation to the development of skills. Due to the change of the senior executive half way through 2016 an evaluation of the framework was undertaken and the school introduced to the leadership of Corwin Professional Learning as a partner.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students demonstrate expected or above expected growth in relation to effect size as measured through the 3 yearly applications of the ACER PAT tests.	Staff mastery of 21st Century skill pedagogy has increased. All staff continue to develop the agreed school position on Teaching and Learning 100% of staff have evaluated their PDPs with their supervisor.	TSO-\$65000, Staff PL-\$110000, Genius Hour Program-\$5000 • Socio-economic background (\$180000.00)

### Next Steps

All staff to take part in ongoing professional learning through a collaborative approach with a variety of schools. Corwin Professional Learning will be leading the 2017 professional learning.



## Strategic Direction 2

Collectively building teacher and leadership capacity to ensure quality learning for all.

### Purpose

Our alliance of schools will enable consistent, quality learning opportunities for all children. This will be facilitated through collaborative teacher learning initiatives supporting innovative, evidence-based, effective change in 21st Century teaching.

### Overall summary of progress

Through the collaboration of faculties and a collaborative approach to leadership, capacity is being built across the school with a focus on succession planning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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### Next Steps

New leadership roles will be developed and a number of staff will be encouraged to move toward Highly Accomplished level.



### Strategic Direction 3

Enhancing community congruence through effective partnerships.

### Purpose

Established and new community networks and relationships at Quirindi High School will be extended with the common goal of congruent understandings, expectations and support for the whole child.

### Overall summary of progress

A commitment has been made to work closely with the partner primary schools. Through evaluations we have found areas of focus.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased positive promotion of our school, evident in an increase in the number of positive contacts in comparison with previous years.	Social worker processes continued. Community PR increased. Student access and equity health issues addressed and follow up supported.	Social Worker—\$86000, SAO—\$24000, Workshops—\$5000 • Aboriginal background loading (\$5000.00) • Low level adjustment for disability (\$24000.00) • Socio-economic background (\$86000.00)

### Next Steps

In 2017 the school will employ a community liaison officer to work directly with the partner schools and promote the school within the regional area. The school will undergo significant re-branding and promotion activities.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Liaison officer working within the community to strengthen relationships between the school and parents of Aboriginal students	ACLO—\$86000 • Aboriginal background loading (\$65 000.00) • Socio-economic background (\$10 000.00)
<b>Low level adjustment for disability</b>	Improved literacy and numeracy results across the selected student range.	SLSO—\$45000 • Low level adjustment for disability (\$45 000.00)
<b>Socio-economic background</b>	Milestones 1, 2 and 3 achieved	Staffing—\$180000 A4L—\$110000 Resources—\$10000 • Socio-economic background (\$300 000.00)
<b>Support for beginning teachers</b>	A4L evaluations PDPs Instructional Rounds evidence	Beginning Teacher Funding—\$14000 • Support for beginning teachers (\$14 000.00)



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	178	190	199	213
Girls	178	181	195	189

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	92.2	91.2	91.4	90.3
8	85.8	87.9	88	86.4
9	82.9	87.6	87.9	84.7
10	81	81.6	85.9	84.2
11	82.8	83.6	82.6	82.9
12	85.4	85.9	87.8	81.2
All Years	85	86.4	87.4	85.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	8	5	17
TAFE entry			2
University Entry			9
Other	1	22	15
Unknown			

### Year 12 students undertaking vocational or trade training

5 students undertook School Based Apprenticeships or Traineeships. All of these students moved into full time employment as a result of taking part in the scheme.

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

Of the 47 students who started their HSC at Quirindi High School, 40 students completed the HSC or equivalent.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	22.1
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	11.38
Other Positions	6

\*Full Time Equivalent

7% of the staff at Quirindi High School identified as of Aboriginal descent.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	100

### Professional learning and teacher accreditation

Of the staff associated with Quirindi High School;

19 are at Proficient level

1 is at Lead level

9 are at Provisional level

26 are existing teachers.

All staff have worked through the standards and are aware of the requirements to become institute members as of 2018.

Staff have undertaken a variety of professional learning activities as required per the PDP cycle.

The common goal of Assessment for Learning has seen a whole school professional learning approach toward a consistent classroom pedagogy.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 066 898.02</b>
Global funds	518 618.35
Tied funds	721 225.92
School & community sources	437 166.01
Interest	24 359.66
Trust receipts	25 343.73
Canteen	0.00
Total income	2 793 611.69
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	87 594.38
Excursions	143 615.01
Extracurricular dissections	36 129.23
Library	5 482.78
Training & development	9 508.00
Tied funds	871 953.80
Short term relief	91 409.44
Administration & office	330 571.41
School-operated canteen	0.00
Utilities	112 059.24
Maintenance	54 048.30
Trust accounts	33 113.54
Capital programs	18 968.19
Total expenditure	1 794 453.32
<b>Balance carried forward</b>	<b>999 158.37</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

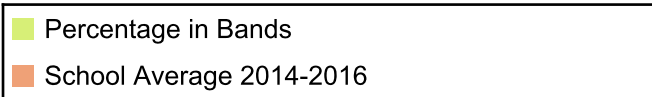
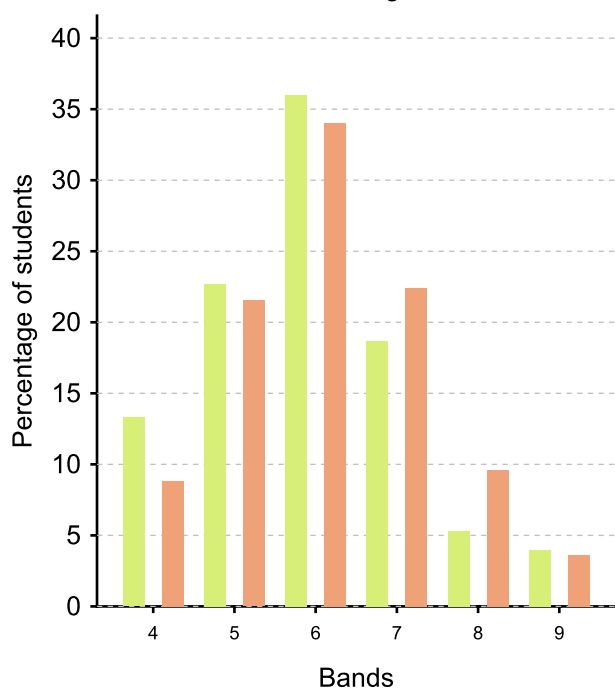
## School performance

### NAPLAN

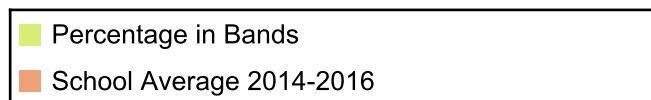
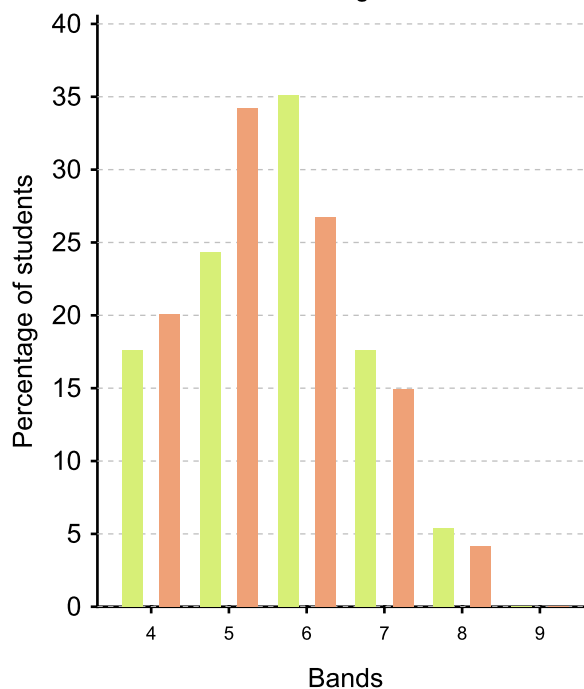
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



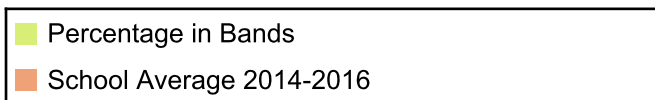
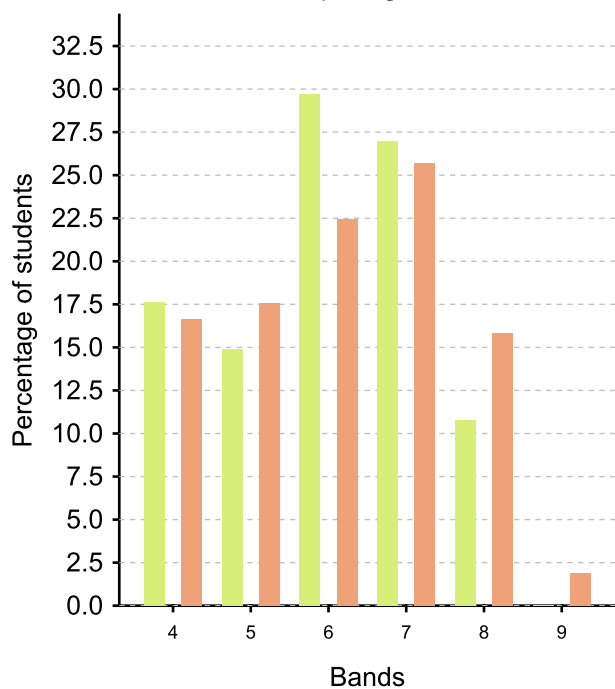
**Percentage in bands:**  
Year 7 Reading



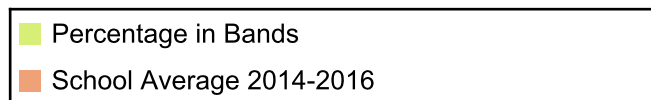
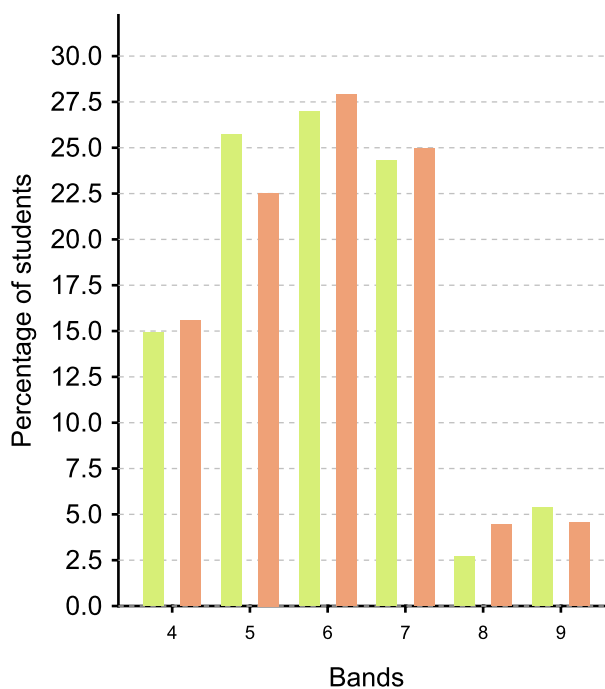
**Percentage in bands:**  
Year 7 Writing



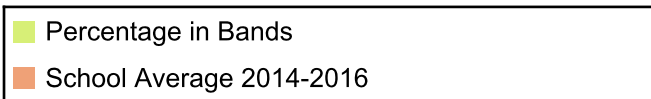
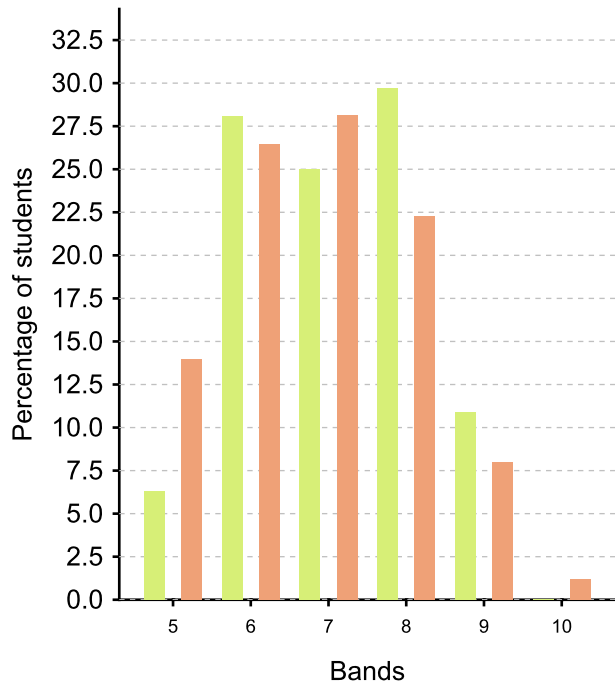
**Percentage in bands:**  
Year 7 Spelling



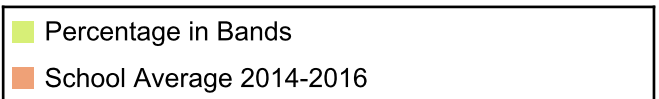
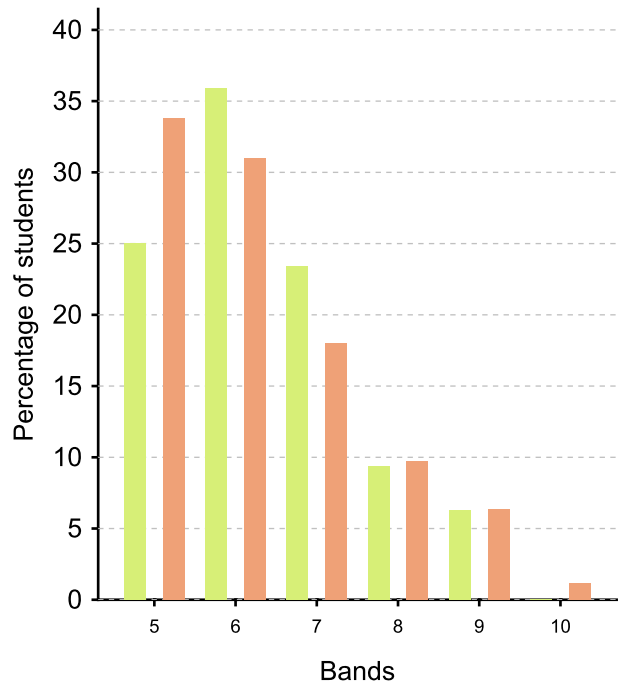
**Percentage in bands:**  
Year 7 Grammar & Punctuation



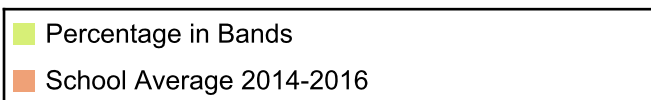
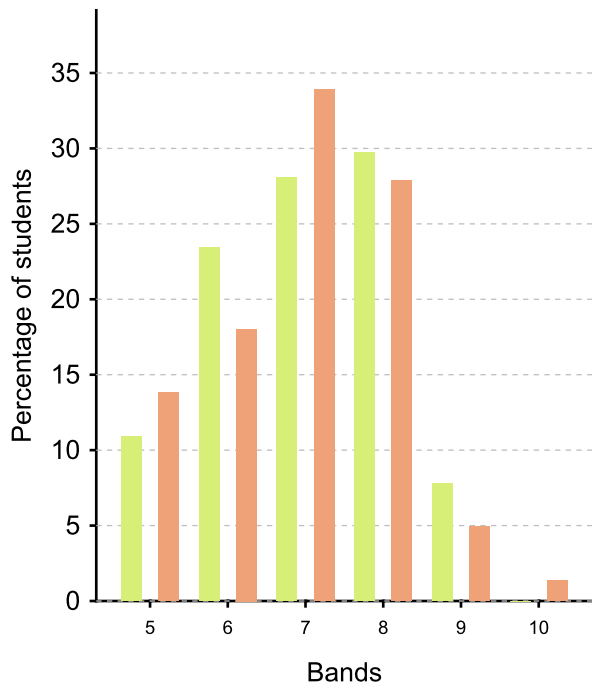
**Percentage in bands:**  
Year 9 Reading



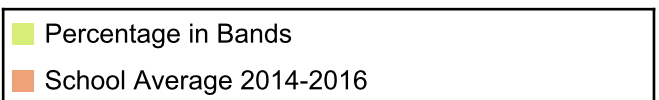
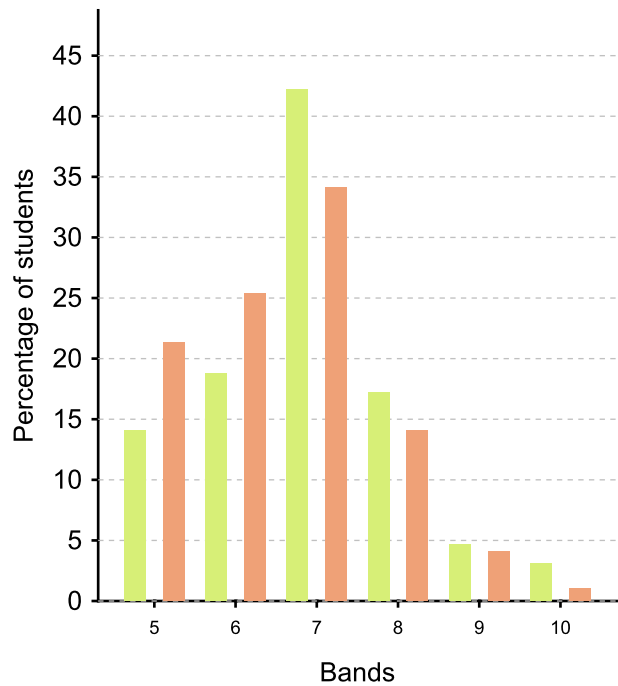
**Percentage in bands:**  
Year 9 Writing



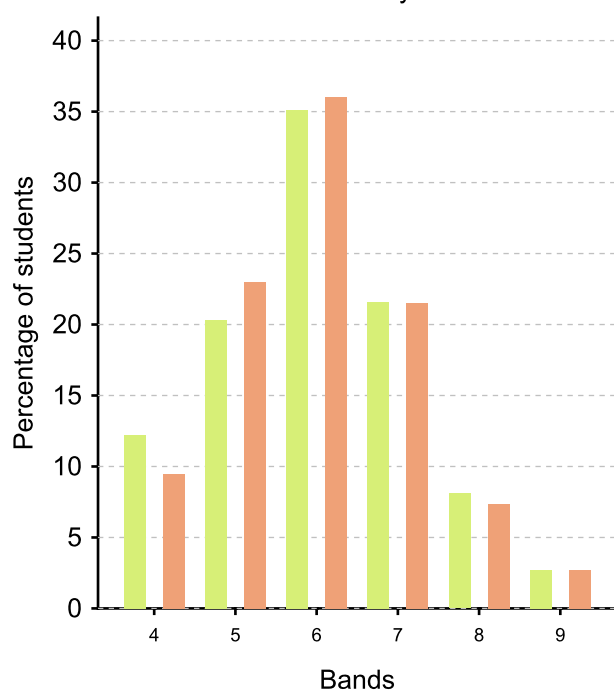
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Grammar & Punctuation

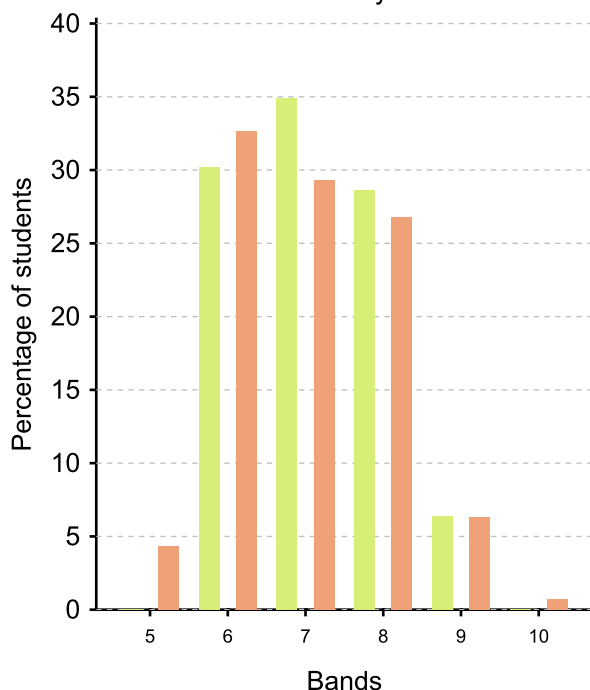


**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Numeracy

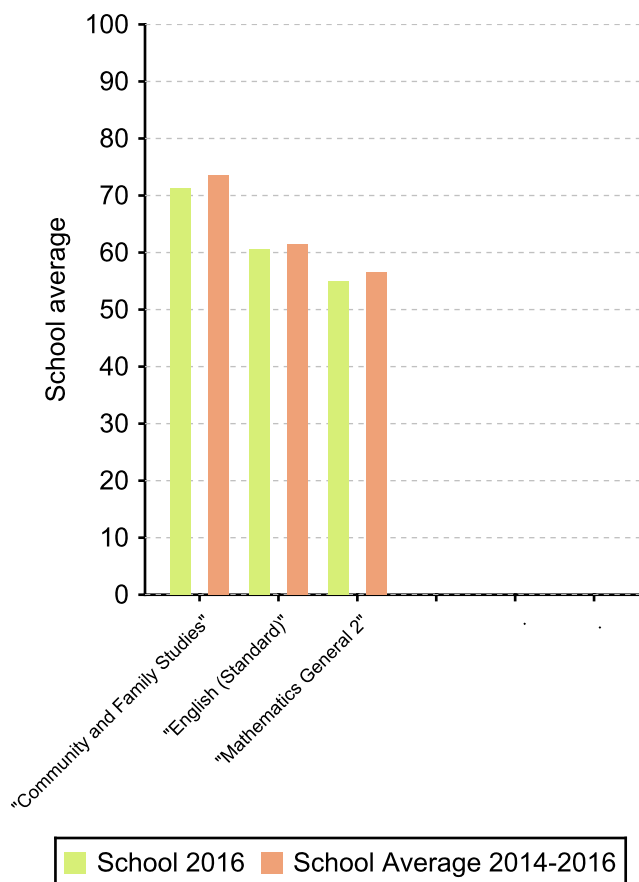


Percentage in Bands  
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2016 School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

During Term 3 of 2016 a school review was undertaken by an external assessor. This gave the opportunity for all stakeholders to be able to contribute to the future direction of Quirinid High School and be able to comment on areas of improvement or change. This review was undertaken over a week long period. Feedback was given by the assessor to the staff, students and parent body. A number of findings came from the review along with recommendations in relation to the school and its direction.

Areas of strength within the school were identified as:

Learning Culture: Strong traditions

Wellbeing: Uniform and discipline

Curriculum and Learning: Student access to staff and curriculum choice

Assessment and Reporting: A4L, Student Performance Measures, Effective Classroom Practice

Professional Standards: Staff are highly motivated to work at a professional level

Dedicated staff and Leadership: Principal approachable and a feeling of positivity. The new Principal and Deputy are seen as a real team.

Areas for development were identified as:

School Ethos: Clearly articulated goals

School Presentation and Appearance: Physical appearance is tired

Learning Culture: more student involvement in processes and recognition

Wellbeing: too many on levels, staff training in classroom management, student leadership, STLA role to be redefined,

Curriculum: Higher expectations of students, expectation of success, greater support for staff, focus on beginning teacher program, assessment information, partner school development.

Assessment and Reporting: Not all staff trained in A4L, more collaborative practice.

Learning and Development: A need to make the school plan a living document, greater publicity.

Leadership: Head Teachers need to take more responsibility for their staff and results, too many relieving positions, a need for a united executive group

School Resourcing: Greater funds need to be spent on updating the look of the school and assisting students with technology.



## Policy requirements

### Aboriginal education

Aboriginal Education has been a continual focus at Quirindi High School. With an Indigenous enrolment of 25% there is significant need to make connections with the local community and involve the school in the local community. 2016 saw QHS undertake a highly successful enlightenment day which involved the whole school. All staff and students visited significant cultural sites to become better informed about local cultural aspects. This was undertaken as a whole school

learning activity. Students and staff were the learners and were shown local sites by local community members. The development of the congruence between community and school is significant.

The employment of an Aboriginal Community Liaison Officer has had significant impact on the school's relationship with the community. There is a positive flow of information between the school and parents and community members feel welcome within the school. The ACLO position has been filled by a highly competent community member and the positive relationships between school and community are a testament to her work.



### Multicultural and anti-racism education

Through the training of an ARCO, Quirindi High School has been able to establish a number of programs to support students. The peer buddy program and enlightenment day have all involved aspects of multicultural education.

During the 2016 school year, Quirindi High School has diligently followed the DoE Anti Racism Policy.

QHS has supported the initiative of training new ARCOs across the state.

QHS has used our nominated ARCO to be a point of contact for issues and strategies relating to anti-racism at school.

A message has been sent to community members through the school newsletter, explaining the role of the ARCO and our contact details for any complaints.