

# Quakers Hill High School

## Annual Report



2016



8594

## Introduction

The Annual Report for 2016 is provided to the community of Quakers Hill 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 reflects the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lauretta Claus

Principal

### School contact details

Quakers Hill High School

70 Lalor Road

Quakers Hill, 2763

[www.quakershil-h.schools.nsw.edu.au](http://www.quakershil-h.schools.nsw.edu.au)

[quakershil-h.School@det.nsw.edu.au](mailto:quakershil-h.School@det.nsw.edu.au)

9837 1533

### Message from the Principal

The staff at Quakers Hill High School are committed to student success at every level. A wide range of learning opportunities and experiences which are designed to allow students to explore their interests and to develop talents are offered. The school is known in the community for its excellent academic, sporting and cultural achievements. The school focuses on quality teaching by extending and enhancing the talents, achievements and aspirations of all of its students. Programs are implemented for gifted and talented education as well as programs for students who excel in the sporting and cultural arenas. Students in the Support Unit experience equivalent high quality learning opportunities and experiences and are integrated into the mainstream through sporting and other extra-curricular activities.

The school and its community work together, providing strong congruence of purpose and alignment between the school and home. The school encourages students to value excellence, respect, responsibility, democracy and lifelong learning. Curriculum and teaching and learning programs at the school reflect student choice and student needs. There is a strong focus on personal and creative growth, challenging learning experiences, independence in thinking, risk taking, autonomy, resilience and initiative.

All measures of student achievement indicate that 2016 was another outstanding year for the school. It is the aim of the school to ensure that all students achieve their academic potential, while at the same time, being stimulated, challenged and encouraged to embrace possibilities which will allow them to grow and develop as young people.

### Message from the students

As it does every year, the SRC hit the ground running with its annual Valentine's Day event, fundraising a significant amount of money with the sale of roses and teddy bears. Over the Easter period we ran the "Easter Extravaganza", an Easter Egg Guessing competition and a raffle. We took the proceeds from both of these ventures and donated \$1,000 to 1 Step 1 Life, a charity organisation helping build schools in Cambodia. The founder of this charity, Jake Stalker, created a personalized video thanking the SRC and Quakers Hill HS for their generous donation. As well as fundraising events, the SRC organised and participated in a myriad of other activities including SRC Collegiate Days at Wyndham where our students joined with student leaders from Wyndham, Seven Hills and Riverstone to create more effective bonds between the four schools.

We participated in events in the local community including the Youth Leadership Program at Parliament House and Make a Difference Day held at Parliament House in Sydney. This year the SRC had their annual SRC Leadership Camp at Winston Hills. Across the two days students participated in many team building and leadership activities. SRC students used these days to develop as a group and reflected on the responsibility of leadership within a school setting.

The biggest project completed this year was the School Development Team's project proposal to install synthetic grass

in the top quad area outside G Block. This area always had an issue with the grass not being able to grow due to a high traffic area. The team wrote the proposal, collected quotes and then, after the grass was installed, created an educational video for the school on how to look after the grassed area. Two bottle filling stations and new bubblers were also installed around the school, specifically near the basketball courts, thanks to the SRC. A further project was to ensure that there were working clocks in every classroom in the school.

The SRC students of 2016 would like to thank our SRC co-ordinators Mr Oliver Meredith and Mr Gregory Wright for their exceptional guidance and leadership. We wish the SRC of 2017 all the best in their endeavours.

## School background

### School vision statement

QHHS meets the educational and welfare needs of students in a Stage 4/5 environment, encouraging all students to become lifelong learners and active, connected citizens. The school provides a diverse and comprehensive curriculum responsive to the needs and aspirations of students with a focus on teaching and learning and teacher quality. We are committed to embedding literacy, numeracy and technology into all aspects of professional practice. We develop the 'whole child' via our focus on sport, physical activity, creative and performing arts and student leadership. Tailoring the curriculum to meet student needs is a priority with a focus on Gifted and Talented initiatives. We facilitate seamless transitions into and out of Quakers Hill HS via strong links to partner primary schools and Wyndham College.

### School context

Quakers Hill HS is a public co-educational 7-10 high school situated in the north-west of Sydney. The school has 1041 students and is one of the largest 7-10 campuses in NSW. It is one of four schools forming the Nirimba Collegiate Group with over 74 teaching staff and 15 support staff. Quakers Hill HS has a vibrant and enthusiastic staff who work collaboratively with the school community to provide a quality learning environment. The student population comprises 37% from a language background other than English with over 50 Indigenous students. A Support Unit which comprises of 2 ASD classes and 2 multicategorical classes are an integral element of our school community.

## 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.

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

To embed literacy, numeracy and technology within a 21st Century teaching and learning focus

### Purpose

To provide a high standard of education through a combination of differentiated teaching programs that target individual strengths and common goals and a well-resourced learning environment with a clear focus on creating the citizens of the future.

ALARM (© Max Woods; Freshwater High School) empowers students with the tools they need to approach writing and problem solving within an explicit framework. It empowers teachers via strengthening the intellectual quality of their instruction, raises expectations and enables more specific feedback.

Positive Behaviour for Learning (PBL) as a school community we want to support all students by providing a clear and explicit framework within which they can achieve positive, academic, social and civic-based outcomes.

PCL and Learning for Life: (PCL/L4L) As a school community we will develop critically literate 21st Century problem solvers who combine essential literacy/numeracy and digital literacy skills with 21st Century skills in teamwork, problem solving, researching, time management, information synthesising and technology utilisation.

### Overall summary of progress

The Learning for Life (L4L) classes were targeted classes with a reduced number of core teachers being supported by a literacy/numeracy team teacher across at least half of their classes. Students were selected and placed in the class based on low NAPLAN and school based assessment results. The goal was to use ALARM, Reading for Understanding, differentiated groupings, specific numeracy strategies, targeted ICT and projects to strengthen students' results in literacy and numeracy. This program specifically addressed the learning needs of students who achieved below NAPLAN Band 3 in Year 7. The program was based on current research and relied on the monitoring of internal and external data to consistently evaluate and determine existing and future directions.

The impact of the Learning for Life implementation was evident through the data that was compared progressively throughout the year. Data analysis identified significant improvements in the areas of spelling and grammar through the use of Literacy Booklets. The students demonstrated improvement in their comprehension skills through strategies such as 'Reading for Understanding', particularly in English, History and Science. There was significant improvement in calculator-based assessment tasks.

Furthermore, the assessment results across all KLAs demonstrated improvement in writing skills, with students applying the ALARM scaffold to structure their responses and write cohesively, composing short paragraphs with minimal spelling, punctuation and grammar mistakes. This was evident through assessments in Geography, English and Science. The 2015 cohort of the L4L program demonstrated significant improvement in NAPLAN with an average of 10.8 growth points in excess of State Growth Numeracy Average and only one student registering no growth. In Reading the growth was 17 above SA and 11 for Spelling. Trend data has seen Numeracy clearly trending upwards since 2014. The QHHS average has grown since 2014 and this trend continued to grow in 2016 as the State average declined.

Additional literacy enhancements have been made with improved 2016 Year 9 NAPLAN data in the area of Reading where our growth was 4.1 points above State Average, in Spelling 17.2 points above and 5 points higher in Grammar & Punctuation all of which is indicative of the successes the literacy projects have had meeting the needs of all types of learners at QHHS.

The Numeracy team worked on developing whole school understanding of the significance of Numeracy and the role that each KLA plays in embedding it as an integral part of their programs. Lessons were developed, evaluated and results were analysed.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% <i>students and staff engage in using ALARM to compose extended responses across all KLA's</i>	Significant improvement in student learning outcomes had been achieved in 2016 compared to previous years at QHHS through the whole school focus using the ALARM scaffold. Assessment results across all KLAs demonstrated an	Planning Time \$8250 Testing resources \$4000 Stationary \$4500

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>improvement in writing skills, with students applying the ALARM scaffold to structure their responses and write cohesively, composing short paragraphs with minimum spelling, punctuation and grammar mistakes.</p> <p>All staff and 30% students surveyed to evaluate success of revised assessment program and seek future directions for 2017. There is a refinement in the culture of assessment as indicated by improved submission rates, full range of A to E results, demonstrated consistency in outcome assessment and reporting across all KLA's.</p>	<p>Teacher Release \$11250</p> <p>Other Resources \$ 5900</p>
<p><i>Significant improvement in targeted L4L literacy class students as identified by assessment results.</i></p>	<p>The impact of the Learning for Life implementation was evident through the data that was compared progressively throughout the year with the entire cohort, where the students completed common assessments and exams. The students demonstrated improvement in their comprehension skills through strategies such as 'Reading for Understanding', particularly in Science. This was evident with the top mark of 88% in the Yearly examination. The students have developed other skills as part of the project, including confidence in reading aloud, problem solving and inquiry based learning. There was significant improvement in calculator-based assessment tasks, with a student scoring a top mark of 82% in the Yearly Examination.</p>	<p>Extra Teachers \$145, 000</p> <p>Professional Learning \$10,500</p>

## Next Steps

Critical reflection based on the School Excellence Framework indicates that to move further in this direction we need to continue focusing on quality assessment coding, strengthening the intellectual quality of tasks and continuing to build high expectations across the school.

The Learning for Life program will continue to be rolled out across the school via staff learning more about 'Reading for Understanding' through targeted professional development and as part of the Bump It Up initiatives.

- Publication of 2017 Assessment Schedule, Assessment Policy, Assessment Booklets.
- All Year 7 students complete two 'Assessment – How To' focused lessons.
- All faculties to submit examinations for a finite and explicit examination schedule to reduce examination stress and promote clearer organisation and information for students.
- All executive staff to present the results of their Comprehensive Assessment Analysis and to map out how this will form part of a continuous cycle of improvement.
- Strong Assessment as Learning focus for 2017.
- Formal PBL lesson on setting and meeting goals. Goals set 2016 revisited and plans drawn by students for meeting goals.
- Implementation of bi – annual report reflection and goal setting post a formal PBL lesson on setting and meeting goals.
- Implementation of a Feedback template for greater cross-KLA consistency and increased student understanding of achievement and improvement.
- Mapping of the Learning for Life students against the Literacy Continuum and greater student voice in assessment, learning and goal setting.
- Increased initial testing of students (TORCH, SA Spelling, Numeracy and WARP assessments) in order to identify low ability students with a focus on reading comprehension and confirm/consolidate the Year 6-7 transition assessments completed by all Year 6 students.

## Strategic Direction 2

Deepening staff knowledge, understanding and practice through contemporary research-based Professional Learning

### Purpose

To inspire each staff member to engage in actively building their mastery of teaching through closer professional reflection and the development of faculty and cross faculty links. For all staff to have the highest expectations of themselves and the students that we teach.

Learning Practitioners need to model and demonstrate lifelong learning themselves via the continued professional development required to maintain pace with directions in education. To develop the 21st Century citizen, staff must be up to date in their methodology, practice and the theory that underpins that practice.

### Overall summary of progress

The goal was to ensure that technology was more effectively integrated into and across the curriculum. A core new literacy component, Digital Literacy (DIG), was planned, programmed and implemented in 2015. This course targeted Year 7 students transitioning to high school and incorporated the basic digital literacy skills considered necessary. The course also focused on research, ALARM, basic coding and programming as internal data indicated that a significant number of students did not have the digital literacy skills necessary for success at high school. All staff received TPL in ICT in line with what they had entered as their professional goals at the outset of the year. Specific teams (Welfare/ LST) received specific training in using various SENTRAL features to track student welfare and learning support concerns.

Staff reported increased understanding of students in the use of all ICT tools implemented and explicitly taught. All students demonstrated improvement and surveys and evaluations indicated students felt more confident in using ICT applications. The incorporation of other school targets ie. ALARM and quality assessment products made this a highly integrated program. Overall training has been rated as either highly or moderately effective with staff expressing interest in further development across a range of software, apps and programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff to submit and annually reflect on their PLPs	All staff have had school - based and external opportunities to achieve their professional goals for the year.	Observation Release \$10,000
100% of staff to attend 8 HOT hour sessions based on PLP identified need and HT evaluation.	Staff attended a minimum of 8 pre-determined PL afternoon sessions. Three of these focused on key school targets around literacy and the use of ALARM, 21st century learners and assessment for learning, with others based on directions from analysis of all staff PDP's.	Refreshments \$1000
For all staff to be developed in how to generate, analyse and critically evaluate internal learning and assessment data for improved teaching and learning.	To ensure the continued building of staff expertise in their teaching and learning practice one of the key priority areas of the School Plan in 2016 was to facilitate professional learning workshops and conversations about assessment for and assessment of learning. The executive undertook a comprehensive analysis of assessment tasks, processes and the grades being awarded across the school. From this thorough investigation the team then planned ways to guide and support all staff in quality assessment practices and how assessment should direct and interact with teaching and learning.	SDD Activities \$17,000
Each teaching staff member to analyse one class using at least 3 internally generated data sources.	Standards Maintenance Meetings completed by all staff, incorporating two HT/ annual DP meetings to demonstrate accountability to school, DoE and NESAs requirements.	Observation Release \$10,000

## Next Steps

Critical reflection based on the School Excellence Framework has continued to demonstrate that staff need to be more involved in generating and analysing their own teaching, learning and assessment data. To address this, two further improvement measures have been added to Strategic Direction 2:

Key Strategies will be:

1. For all staff to be developed in how to generate, analyse and critically evaluate internal learning and assessment data for improved teaching and learning.
2. Each teaching staff member to analyse one class using at least three internally generated data sources.
  - Working with different groups across the school on sharing the data they use to provide evidence of progress and for determining directions ie GAT team, PBL team, LST etc
  - Working with staff to encourage increased involvement in determining TPL directions rather than being executive/senior executive reliant on development and directions.
  - Supporting HT's to continue to generate and use internal data





### Strategic Direction 3

Build strong partner relationships with feeder primary and collegiate schools focused on strengthening learning outcomes.

#### Purpose

To build stronger relationships within our immediate and wider educational community by fostering and maintaining sustainable links that are focused on collaboration, communication, excellence and the overall improvement of student learning outcomes. QHHS Connecting with ATSI Community: will provide a positive cultural and educational experience for Aboriginal and Torres Strait Islander students (7-10). It will support the creation of positive community links and provide ATSI students with the opportunity to share and learn culture from Elders and Community members. Primary Prosperitas: will develop the leadership/mentoring skills of QHHS students via their mentoring of individual primary school extended projects. This will create positive links within and across our community and provide our students with valuable mentoring and leadership skills.

#### Overall summary of progress

Quakers Hill HS had three distinct partner projects as part of Strategic Direction three. Connecting With Community - a year long program that incorporates a range of activities around building ATSI students sense of pride and connection to the culture. Primary Prosperitas where students from local feeder primary schools complete an independent interest-based project with a high school mentor. The final part is the SUMMIT program which is a DoE values-based joint initiative between QHHS and 3 local primary schools which gives students the opportunity to complete a range of school/home and community based projects.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20 % increase of ATSI students who contribute to the success of ATSI programs / projects / presentations within and beyond the schools	<p>All ATSI students were actively engaged in 5 timetabled and structured days that explored and celebrated ATSI culture both in and outside of the classroom via: Relationship Building</p> <p>Connection to Country,</p> <p>A Brighter Future,</p> <p>Sharing Language &amp;</p> <p>QCCP Cultural Showcase.</p> <p>Students were involved in the planning and leading sessions for Stage 3 students from feeder primary schools and any new students to the school.</p> <p>Staff received further training and development in 8 Ways based on 2015 evaluations. Staff sessions were dedicated to showcasing how Outdoor Learning Area could be used to build connection and improve learning.</p>	<p>Planning Time \$3700</p> <p>Specific Events \$2500</p> <p>Professional Learning \$1250</p>
90% completion of independent primary projects.	<p>32 Primary students presented their project ideas and all 32 students were provided with a mentor and the student representatives from each school jointly composed an article outlining their journey in creating their projects. Primary teachers, executive staff and parents attended the Showcase Evening where the final reward projects were on display. Local media attended the event providing significant coverage of the projects and the amazing levels of creativity demonstrated.</p>	<p>Teacher Release \$2600</p> <p>Refreshments \$2150</p>

## Next Steps

Critical Reflection based on the School Excellence Framework has demonstrated that the next step towards excellence is for more student involvement as they progress through their education. Both initiatives are heavily student based and seek student input and feedback at regular stages so the next step is to seek more student involvement in further directions for each program. In 2017 all programs and initiatives will be seeking increased levels of student voice and active student engagement in decision-making processes where appropriate. Neither of these directions or strategies will significantly change. Both are in a sustaining and growing phase. In order to achieve and validate excellence it is important that we continue to embed the program as part of the school's cohesive, strategic and planned approach to actively contributing to emotional and social wellbeing of students. QCCP will continue to seek more involvement from the partner primary schools in 2017 and Primary Prosperitas will continue to focus on quality and project completion rather than numbers. For 2017 31 students have put forward project initiatives with 73 QHHS students volunteering to be mentors which is a significant increase on past numbers. The improvement measure for Primary Prosperitas has been altered to make it a more specific and measurable goal. For Summit the focus for 2017 will be on targeting a wider range of students rather than focusing on higher achievers alone. This will require further negotiation and discussion with feeder primary schools.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Additional support provided through the employment of Indigenous aides to work closely with our ATSI students. Our ATSI students requiring additional learning support are also given ongoing access to the school Learning Centre as well as involvement in the school's Connecting with Community Initiative.	\$31,000 2016 RAM funding SLSOs \$15,000 Culture Activities \$2000
<b>English language proficiency</b>	EALD teacher withdraws students who require additional English language support. These students also receive ongoing access to the school Learning Centre. The EALD team facilitates the school's Harmony Day activities.	0.8 teacher allocation \$13,000 2016 RAM funding
<b>Low level adjustment for disability</b>	Year 8 Classes for the following year were formed and based around Learning needs. NAPLAN analysis for individual students demonstrates growth consistent with SSG average. 136 students were specifically targeted for Learning Centre support. However the overall number of students who accessed the Learning Centre was 229, which included self-referrals and teacher referrals.	Reward excursion and camp \$30,000 Reward morning teas \$500 PBL vouchers \$3000 Uniforms \$25000 Competitions \$800 SLSOs \$80,000
<b>Socio-economic background</b>	Low SES students supported via the provision of student support (finances) inclusion in activities otherwise inaccessible and groups and activities to build resilience and support engagement and inclusivity. Some of these activities were: Stage 5 students attended an Elevate Study Skills Seminar, Stage 4 and 5 students attended resilience workshops, Stage 5 students were given opportunity to participate in Dress for Success Forum and funds were provided to support the Cafe Barista and Green Team programs.	Planning Time \$5000 Additional Teaching Staff \$140,000

**Support for beginning teachers**

Early Career Teachers completed accreditation process as per employment status and BOSTES requirements. Beginning teachers are taken through a structured four week Induction Program. This program continues to be vital to new staff, enlightening them of the school culture, facilitating a smooth transition into the work place.

Beginning teachers and new staff were provided with support-centred Professional Learning (PL) sessions that are customised for our school. The program includes specific areas which were related to School Management, Welfare and Disciplinary Policies outlined as per the SMART Expectations, Welfare Team roles and Student Medical Issues, Learning Support Processes and PL opportunities available both internally and externally. Relief time from face-to-face teaching was made available for all beginning teachers. This release time facilitated the opportunity for beginning teachers to collect evidence and write annotations aligned with the AITSL standards for accreditation purposes at proficient level.

Beginning teachers were supported with their goals identified in their PDP through classroom observations and Teacher Standards Maintenance and were given ongoing feedback for best practice within and out of the classroom. This year three permanent and one temporary beginning staff submitted their accreditation at proficient level.

Teacher Release time for early career teachers and their supervisors.

\$26,000



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	601	587	570	564
Girls	476	450	456	469

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.1	92	91.4	94
8	89.4	88.5	91	89.7
9	88.4	88	89.6	90.4
10	86.8	86.4	87.4	88.9
All Years	89	88.7	89.9	90.7
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
All Years	92.6	92.9	92.2	92.2

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	6.2		
Employment	4.4		
TAFE entry	1		
University Entry	0		
Other	63		
Unknown	1.8		

### Year 12 students undertaking vocational or trade training

The school is a 7-10 campus so there are no Year 12 students

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

The school is a 7-10 campus so there are no Year 12 students

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	47.7
Learning and Support Teacher(s)	3
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	16.77
Other Positions	5.94

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2016 we had two Indigenous teaching members of staff and one part-time Indigenous teacher aides.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

### Professional learning and teacher accreditation

The commitment to supporting staff in becoming dynamic practitioners of teaching and learning continued to allow all staff to access PL opportunities within the school and externally by attending courses, workshops and conferences offered within the Nirimba Collegiate, Nirimba Learning Community (NLC), DoE and expert external providers. This was evidenced in staff demonstrating their acquired skills by providing students with a varied and engaging curriculum.

At the beginning of the school year, all staff were allocated time to reflect on their current teaching practice. Using the School's Strategic Directions as a guide, all staff set personal PL goals, completed a PDP in consultation with their Head Teacher and submitted these plans to the Principal. Each faculty submitted a

suggested list of PL based on the goals identified by its staff as being relevant for them. These lists were then compiled by the PL team and a schedule was developed to facilitate PL sessions for both the Staff PL Afternoons, held on Thursdays three times per term, as well as during the school's fortnightly PL session, HOT (Higher Order Thinking) Hour. All staff attended four PL sessions of choice.

The Executive Conference this year focused on Quality Assessment Coding. The executive staff were led through the coding process, using a specific task and analysing the three dimensions and the ninety coding ranks. Small group discussions allowed faculty Head Teachers to work through their own tasks and use the opportunity of modifying the task with additional input, improving the intellectual quality of it. The mindset of the 21st Century Learner was also analysed with regards to past and present day teaching methods and learning styles.

In addition to the PL sessions available at our school, three extended Twilight alternative School Development Days (SDD) were held with the following PL made available to all staff:

- Quality Assessment and Coding Process. The purpose was for all faculties to re-examine the QT model in relation to the assessment practice and code a task to determine how this aligned with the three dimensions.
- Numeracy and SMART Data. Staff engaged in accessing SMART data, creating a class list, analysing the questions and selecting one that was poorly answered related to their teaching area. A lesson was then designed for that class and students were retested to determine the level of improvement.
- Emergency Care and Certification in compliance with DoE expectations.

The Term 2 SDD was jointly held with the NLC at Wyndham College. The day was divided into two sessions. The first session was an insightful presentation by Dr Justin Coulson on the mechanics of Emotional Intelligence and the 21st Century learner. The second session was faculty-focused, allowing the collaboration and the sharing of teaching strategies and engaging ways in presenting the curriculum for all stages.

The Term 3 SDD was also a joint event, involving the four Nirimba Collegiate schools, held at Wyndham College. The central focus was on the Continuum of Learning. The remainder of the day was faculty-centred and involved areas such as the analysis of the RAP Data for Stage 6, strategic links to bridge the gap between Stages 5 and 6, developing quality assessment tasks and A-E grading of assessment tasks and how consistency could be established and maintained. Further to this, the Science faculty across the four campuses undertook a non-registered course on Quality Assessment and Coding at our school. This was to establish and create a continuum for students taking Stage 6 Science subjects in Years 11 and 12 with regards to the quality and expectations of assessment tasks. 85% of those attending indicated that they felt confident to engage in coding tasks and

modifying them with a view to improving on its intellectual quality.

Faculties across the school continued to address their identified 'big ticket item' and work towards embedding their chosen area of focus within their teaching programs, upskilling staff and sharing their expertise with other KLAs. This year the English and Science faculties engaged in a cross KLA assessment task. Pilot marking was undertaken by all staff in these faculties and consistency processes were established. The collaboration and success of this venture has led to this Year 9 task being coded and modified to include a Geography section into it for 2017.

All staff undertook and completed the mid-year and final self-reflections of their PDP goals, as well as being observed by a buddy teacher and their supervising HT or Deputy Principal. The figures below are of the percentage of staff that accessed external PL:

This year six staff completed and submitted their maintenance reports at proficient level and two staff are working at completing their lead level of accreditation.

1. Quality Teaching	16%
2. Literacy and Numeracy	8%
3. Beginning Teacher	7%
4. Syllabus Implementation	16%
5. Welfare and Equity	34%

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/16 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>1 390 118.00</b>
Global funds	688 208.00
Tied funds	589 728.00
School & community sources	477 148.00
Interest	27 839.00
Trust receipts	132 524.00
Canteen	0.00
<b>Total income</b>	<b>3 305 569.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	201 111.00
Excursions	144 900.00
Extracurricular dissections	152 428.00
Library	10 884.00
Training & development	19 485.00
Tied funds	527 344.00
Short term relief	133 930.00
Administration & office	217 257.00
School-operated canteen	0.00
Utilities	108 810.00
Maintenance	67 456.00
Trust accounts	124 225.00
Capital programs	345 023.00
<b>Total expenditure</b>	<b>2 052 858.00</b>
<b>Balance carried forward</b>	<b>1 252 710.00</b>

assessments and saw all KLA's code tasks, pilot mark and implement A-E exemplar packages to build consistency and develop staff and student understanding of what an 'A' looks like. 78% of staff have identified that their ability and ability of their colleagues to assess student learning and to provide feedback has significantly improved.

In 2016 there was a cross-collegiate focus on assessment consistency via the development of common tasks, examinations and in some KLA's, cross-collegiate planning and programming.

All faculties have conducted comprehensive assessment analyses focused on analysing the range of marks, student and staff evaluations of the tasks and how the related material was delivered. Feedback and how to use feedback as part of an ongoing cycle of teaching and learning was a prominent focus in TPL and in developing peer marking strategies with students. Students have strongly indicated that assessment tasks and doing well in assessment tasks 'is important to them.'

For 2017, the QHHS assessment focus will be on assessment as learning with the implementation of bi – annual report reflection and goal setting, a QHHS feedback template for greater consistency, an Assessment as Learning template to inform goals and monitor progress and increased opportunities for student, parent, teacher conferencing on report/goals.

## 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.

Our Year 7 Literacy performances in NAPLAN in 2016 continue to reflect the focus that our partner primary school have been making. Our Year 9 NAPLAN results indicate an improvement in the top bands for all the aspects of Literacy. Our growth in reading was 4.1 above the State Average when Selective School data was removed. Within school matching saw a further 1.8 mark growth while the rest of the State stayed the same showing no further growth.

On average our Year 9 results were above the State Average in all aspects of Literacy when selective schools were removed from the comparison. QHHS was 3 points higher in Reading, 11.3 higher in Writing, 17.2 higher in Spelling and 5 points higher in Grammar & Punctuation. The performance of Year 9 boys saw the school achieve 17.2 points above the state average in Writing. Equally impressive was the QHHS Year 9 boys who were significantly above state average in all aspects of literacy comparison when selective school results were removed. Within School Matching, that is students who have been at QHHS since Year 7, saw further growth with the Year 9 mean increasing by 7

## School performance

### School-based assessment

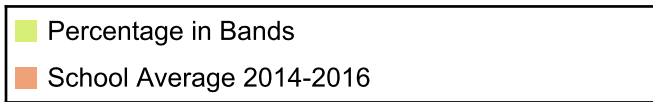
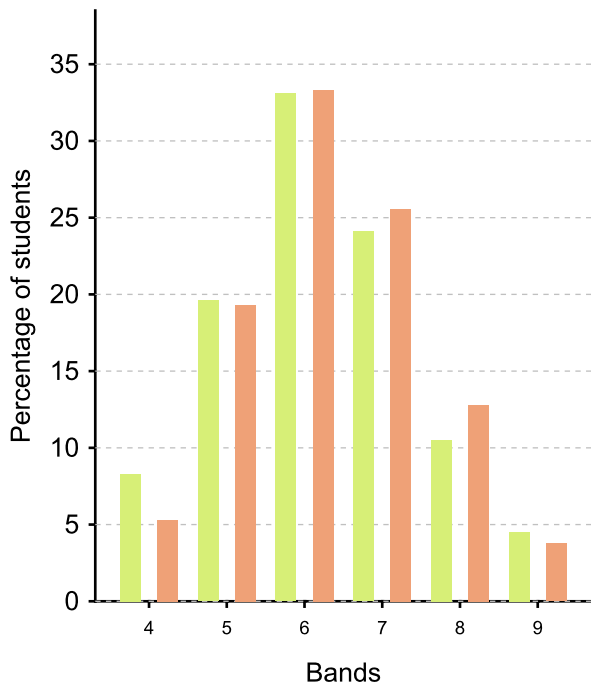
Since 2013, QHHS has been strongly committed to improving a range of aspects related to school based assessment policies, procedures and practices. In 2013-14 the focus was on improving assessment submission rates. This was achieved via the implementation and publication of assessment schedules, assessment policies, increased levels of communication with the school community regarding assessment and more consistent follow-up for non-submission. By 2016 the average number of tasks not submitted at the end of each term had dropped by approximately 80%. In late 2014, commitment to improving student writing across all content areas was demonstrated by the whole school implementation of ALARM with all years and KLA's completing at least one ALARM task per year. In 2016, Quality Assessment Coding underpinned our school wide focus on improving the intellectual quality and significance of

marks.

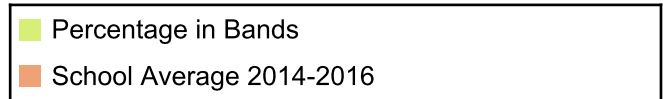
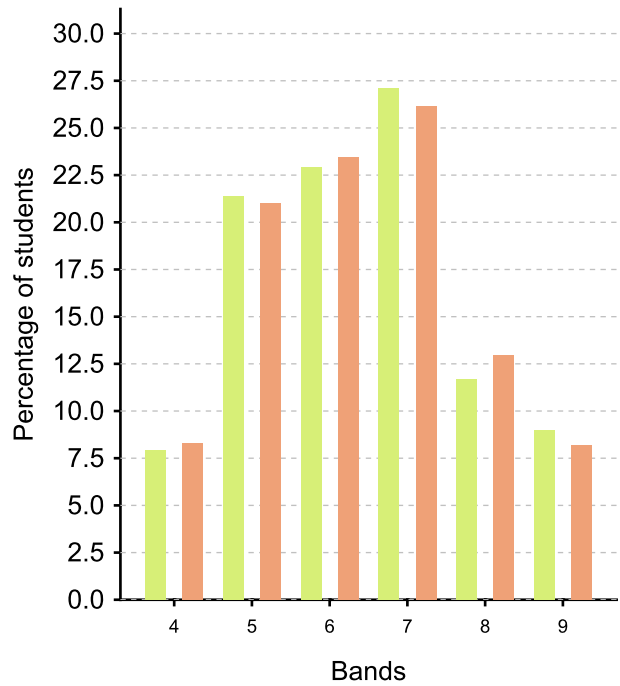
Addressing the needs of improving our writing results will continue to be a focus of the school's plan and staff professional learning as well as maintaining the momentum around strategies to improve students' reading comprehension skills. The focus of our Literacy Team in 2017 will be looking at reading fluency and ensuring our teaching and learning programs align with the literacy continuum.

The extensive work the staff has undertaken in the use of the ALARM scaffold to assist in the development of student writing is certainly evident in the results attained by our Year 9 boys and there is anecdotal evidence in whole school assessment that students have consistently requested ALARM scaffolds when asked to write extended responses.

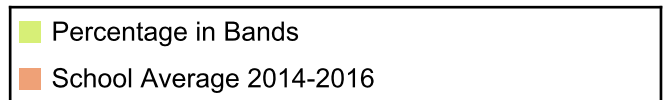
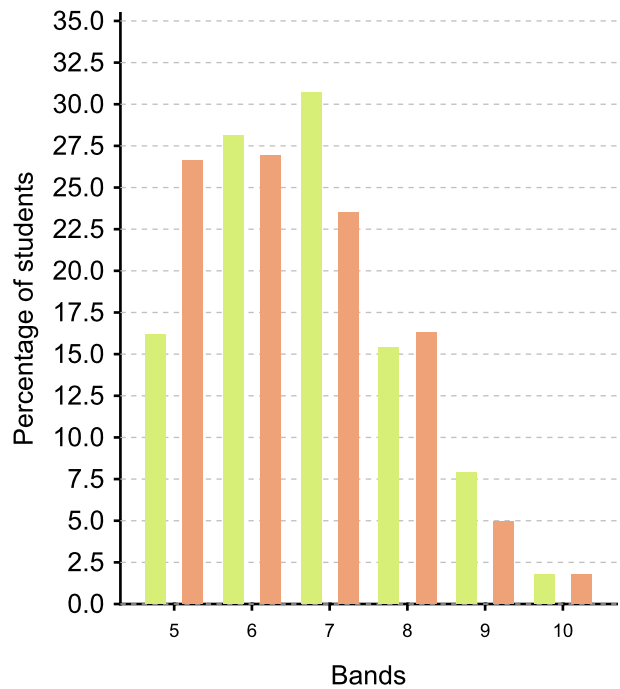
**Percentage in bands:**  
Year 7 Reading



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

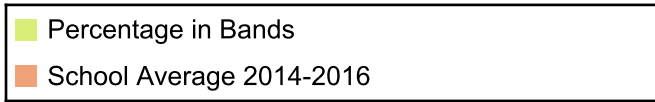
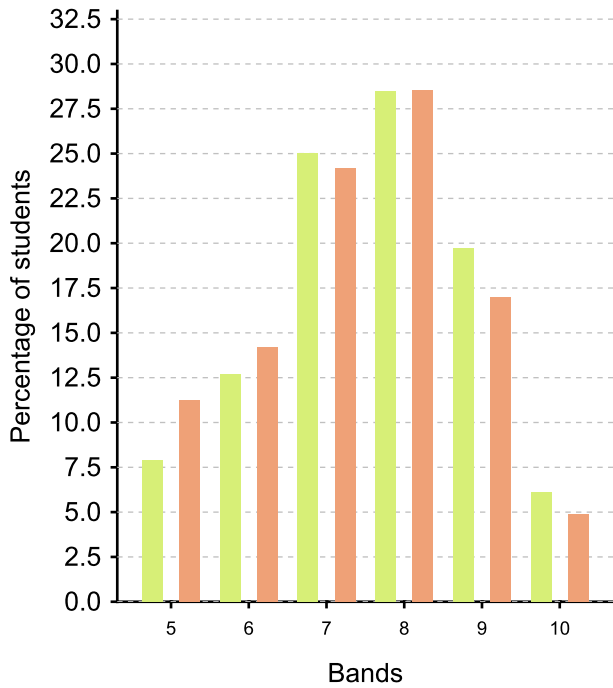


**Percentage in bands:**  
Year 9 Writing

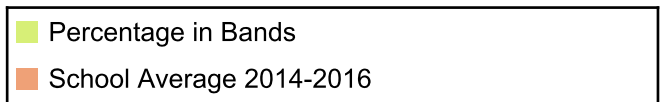
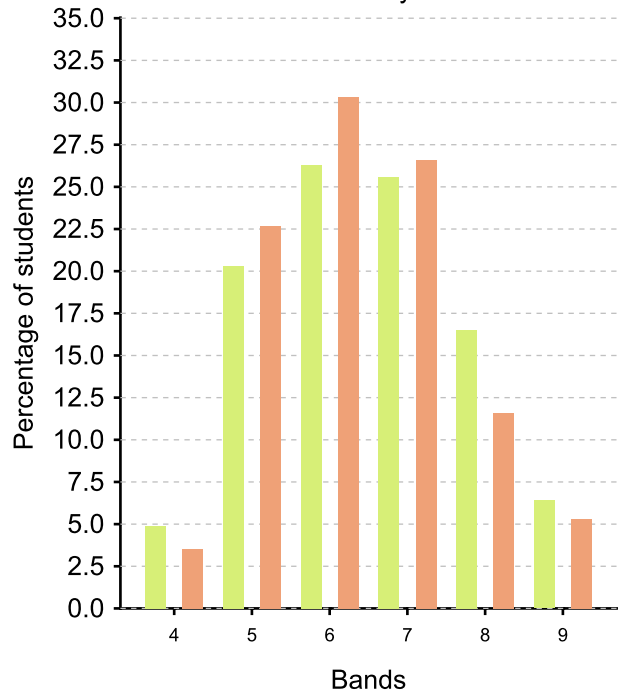




**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 7 Numeracy

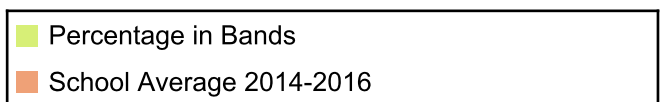
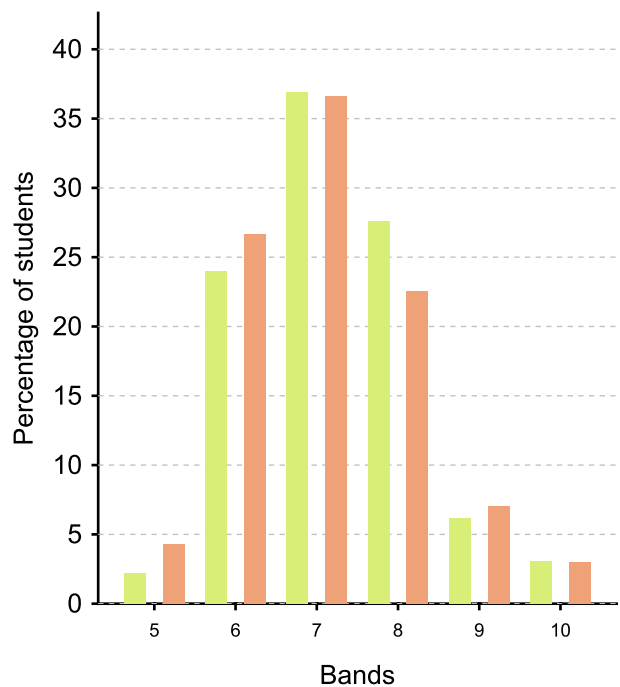


The Numeracy results attained by students at QHHS since 2014 have been trending upwards. In fact over the last two years QHHS numeracy average has grown and this has continued in 2016 despite the fact that the state average declined. Particularly pleasing was the results attained by Year 9 girls whose results were equivalent to numeracy results to similar school groups (SSG) and above similar school groups (SSG) in Number, Patterns and Algebra.

Our Learning Centre and ability to support students who struggle with their learning is reflected in the improvement in the numbers of students in Year 9 that are below national benchmarks in Numeracy. In 2015, 5% of the Year 9 cohort were below national benchmark with the state average at 4%. In 2016 we had only 2% of our students below national benchmarks in Numeracy but the state average was 4%.

In 2016 the Numeracy Action Team played a key role in further enhancing our student's fundamental numeracy skills as well as building staff awareness in how to explicitly teach numeracy skills. During Roll Call in Semester 2 every student has engaged in a mini lesson that reviewed a specific numeracy skill. This lesson has involved them unpacking the literacy component in numeracy questions before completing the activity in a supportive environment. These questions were all derived from previous NAPLAN exams.

**Percentage in bands:**  
Year 9 Numeracy



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

In 2016 the school participated in the 'Tell Them from Me' surveys organized by CESE. The parent survey completed in October reinforced the clear message the school has around its SMART expectations. In the survey the parents indicated a score of 7.4 for feeling welcome at the school when the average was 6.8 for other participating schools. In the area of written communication with parents and parents feeling informed, the school received a 7.8 for student progress reports and a 7 for immediate notification to parents if there was a problem with behaviour. The average score for this section of the survey was 6.5.

In terms of support for learning, parents once again acknowledged that Quakers Hill HS had high expectations for their child (7) encourages them to do their best work (7), expected homework to be done on time (7.9) and expected every child to work hard (7.2). This clearly indicates the high demands we set of all our students is valued by our parent community. The parent survey also indicated that the school was an inclusive and supportive environment with an 8.6 for the child understanding the rules for behaviour and a 7 for their child feeling safe at school. All of these results were equivalent to or exceeded the State average.

QHHS completed 'Tell Them from Me' surveys in Term 1 & 3 for Years 8 and 10 and in Term 3 for Year 7. The social emotional outcomes of the survey indicated the students had a positive sense of belonging to the school well above the NSW norms. The survey indicated that the school's truancy rate was at 7% whereas the NSW norm was 9%. In terms of bullying incidents there were 23% compared to the NSW figure of 26% suggesting the school's Anti Bullying stance is rigorous and students clearly articulated they had someone at school who was their advocate which has led to positive student and teacher relationships across all years. Students indicated that they have people at school that they can trust and encourage them to make positive choices 82% compared to the state average 78%. Students have strongly identified that the school is a centre of positive behaviour 86% compared to 83%.

The teacher survey provided invaluable input to the executive team about further support that needs to be channelled to the teaching staff as well as a confirmation that there were many processes and structures in place that assisted teachers in their day to day role in the classroom. We have seen a distinct increase in figures on assessment collaboration, 78% staff have identified that their ability and the ability of their colleagues to assess student learning and to provide feedback has improved.

School based surveys included the Annual Transition Survey of Year 10 students moving to Stage 6. 75%

students indicated that they would turn to a teacher they trusted for guidance and support 98% students had been involved in at least one extra-curricular activity and 74% strongly agreed that they would recommend Quakers Hill HS to anyone seeking a school.



## Policy requirements

### Aboriginal education

The Quakers Hill HS Connecting with Community Program (QCCP) continued to be a focus for the school's strategic direction. The program commenced in 2015 and focused on relationship building, connection to country, reaching one's full potential and sharing culture. In 2016 students and their families were invited to participate in 5 incursion days held throughout the year. The program was successful in ensuring student engagement and participation. It utilised the knowledge and skills of Aboriginal professionals and Community Elders, with the objective of strengthening partnerships and promoting genuine collaboration between Aboriginal families, local AECG, Aboriginal community organisations and primary feeder schools.

This year ATSI students were involved in a number of cultural workshops. Guest presenter Chris Tobin, a Darug man who is a cultural interpreter for NSW National Parks, taught students how his ancestors made traditional tools and what they were used for. Students learnt gender specific traditional skills such as basket weaving with Amber Thorburn and how to play the didgeridoo with Wes from Muru Mittigar Aboriginal Cultural & Education Centre. Uncle Steve taught the students how important communication was in showing respect and they engaged in art making activities to demonstrate this. Students learnt about Message Sticks and their origin and were given the opportunity to make one. Uncle Tony Schoer from Western Sydney University taught traditional Indigenous games using hula-hoops, tennis balls and socks. Performers Tim Bishop and Caleena Sansbury who had performed with the Bungarra Dance Company led students through traditional and contemporary dancing activities. They participated in a session regarding work education, TAFE and university options. Our students learnt traditional Darug language from local AECG member and Darug Elder, Aunty Edna Watson and heard Dreamtime Stories from Uncle Wes and Alan Watson.

Our final incursion day involved our primary feeder schools. Quakers Hill HS students became role models and leaders to primary school students teaching them traditional knowledge and culture from what they experienced throughout the QCCP.

To improve the quality of teaching and learning as well as improve outcomes, three teachers were trained in the Aboriginal Pedagogy - 8 Ways of Learning. These teachers then facilitated professional learning to promote the inclusion of Aboriginal perspectives and content across KLAs. Teaching staff were provided strategies on how to include the pedagogy into their program planning and complement their Aboriginal PCL projects for 2016. Staff and students were also encouraged to use the Outdoor Learning area. The Outdoor Learning area was built across two years through the involvement of all teachers and students across KLA specific areas and has instilled an enormous sense of pride in our Aboriginal and Torres Strait Islander students.

To improve literacy and numeracy skills, the school utilised school RAM funding to provide in class support as well as individual withdrawal. Additionally, parents, teachers and students worked collaboratively to develop Personalised Learning Plans. The measures put in place to provide continual support has resulted in a three percent higher than the State Average Aboriginal Student Attendance rate of 79%. Comparably the attendance rate between Aboriginal Girls and All Girls within the school is nearly on par. Results from the Tell Them From Me Survey, indicate that 46% of Aboriginal students strongly agreed that they felt good about their culture when at school.



### Multicultural and anti-racism education

Quakers Hill HS is dedicated to promoting harmony and celebrating the rich cultural diversity of the school community. There are 364 Language Background Other Than English (LBOTE) students enrolled at Quakers Hill HS with 226 needing EAL/D Support. The following tools were utilised to assess the English language development of EAL/D learners: ESL Scales, Literacy Continuum and school developed assessment tools. ELP flexible funding was used to purchase resources and provided additional teacher support. Direct and collaborative assistance was delivered by an EAL/D Teacher who attended Professional Learning on Teaching Refugees in my classroom, ESL Scales and

EAL/D Learning Progression. Our annual Harmony Day Assembly was run by the Year 7 cohort and led by Year 7 Advisers Mrs Nicholls and Mrs Schryver who organised dance and musical performances as well as speeches that advocated the message 'everyone belongs'. All Year 7 students contributed to the creation of symbolic paintings with their fingerprints forming images of peace and unity. The school continued its commitment to teach tolerance and eradicate forms of racial discrimination through PBL lessons on anti-racism. Our Anti-Racism Contact Officer Mrs Critchley encouraged teaching staff to reflect on their own cultural bias and consider its impact on students and the school culture as part of professional development. A mammoth celebration was experienced by the whole school community who created a culturally inclusive environment and positive intercultural interactions during our Multicultural Day. The day was run by the Year 9 cohort and led by Mrs Maricic, Mr Roma and Ms. Del Pinto. Our students showed their pride by waving their national flags high for the opening ceremony of the assembly. This was followed by cultural performances, with staff and students sharing their cultural knowledge through speeches and greetings. Food stalls and activities were set up by KLA faculties that represented a country's traditional cuisine and games. The day ended with teacher versus students' sport competitions to commemorate the 2016 Olympic Games.

### Other school programs

#### The Library as a Learning Hub at Quakers Hill HS

In 2016 the QHHS Library continued to act as a dynamic and responsive hub for learning, information, reading promotion, creativity, student leadership and social interaction within our school community. The size and range of reading materials and AV resources continues to grow with the acquisition of new books, magazines and video resources. 60 additional notebook computers have recently been added to the library for access by students across the whole school. Much of the furniture has been updated and the school's library management software was successfully updated from the old OASIS system to the DoE's new Oliver system.

As the largest learning hub of Quakers Hill HS, the library plays host to many vital extra-curricular activities and events such as the Primary School Prosperitas Program, the Strength & Shine Program, Inter school chess tournaments, Peer Support Workshops, the O-Week Festival and a multitude of professional learning events that engage educators across our learning community. Parents and community members also engage with the library through various events, meetings and presentations such as Year 6 Information Evening, Accelerated Information Evenings, GAT presentations, Summit Celebrations and the Stage 4 & 5 Special ROSA Breakfast presentations. We've been a facilitator of VALID Testing, Special Provisions ROSA and Semester Exams, the All My Own Work Program and the primary school diagnostic testing afternoons. The library also hosts and offers many student leadership opportunities, including the Library Monitor

Program, from which the Library Events Calendar emerged, karaoke contests, writing and art and photography competitions, LAN game challenges, henna workshops, origami and trivia challenges during lunch breaks for our student body. We oversee the leadership program for Parent Teacher Evenings, Special Transition Events and the annual CAPA Showcase.

The new furniture and layout has greatly revitalised the aesthetic of the library, enhanced student engagement with the space and improved access to resources, such as the many careers and further education resources, and has further promoted the space as a venue for social learning and prosocial behaviour. Whole school distribution of multimedia learning resources through ClickView and access to library resources via Oliver and the DoE Portal has enabled us to further support recent changes to the curriculum and has enhanced student access to pertinent and appropriate media to assist their learning.

### **Developing Students Workplace & Entrepreneurial Skills - the Barista Program**

The Barista Program was successfully launched in 2016 with an aim to increase attendance, social skills with some of our disengaged students and also to gain work readiness skills in the hospitality industry. The program initially started with 15 students who were selected from Year 9 to participate in a full day of comprehensive training at school on Barista skills and how to run a café successfully. They then attended the course at The Barista Academy in the city. All were successful in attaining their nationally accredited barista certificate which is recognised in the hospitality industry as a formal qualification.

During Semester 1 some of our students found it difficult to commit to the demands of the program and decided not to continue. Out of the 15 students who were enrolled, 9 were awarded a Service to School Certificate for their dedication to the program. In Semester 2, another 15 students were selected for the program and the 9 students who were successful in Semester 1 became the supervisors of the new group. In order to recruit candidates for the next group to be trained, the students were addressed at the Year 9 assembly asking them to complete an expression of interest in order to be considered. There was an overwhelming response. The students were chosen for their ability, social skills, attendance and also as an incentive for students to gain leadership, team and work readiness skills.

The Barista Program has also enabled our students to gain actual employment in the industry, with over half of the students gaining casual employment in the community as a result of their involvement with the program. In the first year of the program's inception, it was evident that the students gained confidence in their own abilities to complete tasks, dealing with customers and building rapport with staff as well as skills in time management, organisation and communication.

During Semester 2, the program established itself further through an increase in the number of positive

referrals for our school baristas, improved school attendance and self confidence with the majority of students serving coffees at special events and taking on student leadership roles as SRC members, or Peer Support Leaders. The successful creation of the new branding of the design and logo "Café Del RoMar" has created an ongoing sustainable program with a gross profit of \$1,745 in its first year of operation.

This program was successful due to the enormous support from staff and in particular from Careers led by Mr Hutton who has assisted the program through funding support of our students via the School to Work program. A testimony from one of our students; The barista course is a great program that has helped me create new relationships with teachers and students. It has taught me different skills and techniques to making different types of coffees. This program provided us the opportunity to complete the course and receive a barista certificate that has helped some of the students in successfully obtaining a job. I personally work in the McCafe at McDonalds. The benefits of joining and being a part of this program are learning and teaching others how to make a great cup of coffee, to experience working as a team member and working as a volunteer to give back to the community. The barista course is a great service to the school and I am very proud to be a part of this wonderful program. In 2017 we hope to introduce new products such as Iced coffee drinks and small baked goods.

### **School Engagement, Quakers Hill High School Green Team**

As outlined in the Melbourne Declaration on Educational Goals for Young Australians 2008, the successful completion of school significantly improves the life chances of children and young people. School completion leads to greater employment opportunities, economic and social prosperity, community inclusion and participation, and health and wellbeing. Conversely, the costs of not engaging in education are high, both for the individual and the community. Schools have a vital role in ensuring good educational, social and wellbeing outcomes for all students, which includes providing a responsive and inclusive school experience and finding innovative ways to engage all students. Quakers Hill HS strives to provide a learning environment which fosters and promotes student engagement and participation through a wide range of academic, sporting and extra-curricular activities. For the vast majority of students, attending school, participating in classes and interacting with their teachers and peers is stimulating and engaging. However, the school has recognised that flexible learning opportunities need to be provided for some students. In response, 2016 has seen the development and implementation of numerous programs for supporting and improving student's engagement in the mainstream school setting, including the Quakers Hill HS Green Team.

The Quakers Hill HS Green Team is a school based program specifically targeting a small group of Year 9 students identified as being at risk of educational disengagement. The goal of the Green Team is to develop students' practical landscaping related skills

and to promote students' work readiness. The emphasis of which is on developing and enhancing students' employability skills including; interpersonal communication, collaboration and teamwork, initiative and problem-solving; planning and organising, and self-management. The program is structured for students to be withdrawn from their regular classes one day per week. Students are guided and mentored through the program by the school Transition Advisor (Mr Kantek), Careers Advisor (Mr Hutton), Student Support Officer (Ms Paa) and General Assistants (Mr Sale and Mr Parton). Students have completed a number of purposeful learning projects including: weather proofing the outdoor learning space totem poles; trimming and maintaining plants, trees and shrubs; completing the mosaic paver walkway; exposing and maintaining irrigation and drainage pipes. Carrying out such projects has enabled students to learn the practical skills and knowledge required to establish and maintain landscapes and gain varied levels of competency in: timber finishing; recognising and caring for a range of plants; laying pavers; maintaining basic irrigation systems; WHS considerations and actions.

Through participating in the Green Team, students have positively contributed to the school community and environment, developing a sense of pride, belonging and achievement. Data harvested from Sentral Wellbeing reports, demonstrated that participating in the Green Team program has positively influenced student behaviour and engagement. The data illustrated that 66% of the students who participated in the Green Team had a reduction in negative behaviour referrals, between 2015 and 2016. Significantly, students with the highest number of negative behaviour incidents in 2015 (in excess of 30) have had reductions between 33% - 75%. Positive behaviour referrals have also increased for 50% of the participating students. Encouragingly, students participating in the Green Team have used the opportunity as a springboard to apply for leadership positions, 60% of the students have applied for positions as Peer Support Leaders in 2017.

## 2016 Sport Report

School sport is an essential aspect of school life. Sporting programs offered at Quakers Hill HS often support and complement student academic achievement and emphasise the importance of lifelong physical activity. Sport motivates students and allows young people to develop important communication and leadership skills. In 2016 our sports programs have allowed our students to acquire skills and confidence. During the 2016 sporting calendar students at Quakers Hill HS were offered a number of opportunities to showcase their talents at different levels. QHHS was very successful in our second year in the Macquarie Zone Grade Sport competition. We had an amazing 47 students receive medals of achievement at this year's sporting ceremony through their involvement in grade sport.

### *Blacktown Zone Sporting Teams*

A number of our students started the year by trying out for the Blacktown Zone Sporting teams with 12

students successfully gaining a place in four different teams.

### *Sporting Carnivals*

The carnival year opened up with our swimming carnival at Blacktown Aquatic Centre. It was an excellent turnout and participation levels were high. Forty students went on to represent the school in the Blacktown Zone Swimming Carnival which is a huge improvement compared to the twenty-six who competed the previous year. The team went well with all of our relay teams placing and a number of students moving on to Sydney West Swimming. Katelyn Stephenson was a stand out performer for our school, where she was named Carnival Champion for the Blacktown Zone. She then went on to swim at Sydney West Level.

The following students were the QHHS 2016 age champions: (Girls) Iluka Jelley (12 years), Eliza Waller (13 Years), Chloe Webster (14 years), Katelyn Stephenson (15 years), Sarah Branson (16 years) & (Boys) Luke Spasaro (12 Years), Jaxon Savage (13 years), Guven Gemikonakli (14 years), Tyler Micallef (15 years), Jonah Walker (16 years).

The School Athletics Carnival held at Blacktown Olympic Park, saw an enormous turn out with enthusiastic students participating in all events. The following students were the 2016 Athletics Age champions: (Girls) Melissa Getty (12 years), Alexandra Wicks (13 years), Chloe Webster (14 years), Kayla Randall (15 years), Mer Kalo (16 years) & (Boys) Mitchell Tritton (12 years), Blake Baker (13 years), Rawnsley Ramos (14 years), Daniel Allport (15 years), Will Foster (16 years).

There were over two hundred participants in each age group at the Sydney West Cross Country Carnival. A number of our students performed very well in their events. The following students were the 2016 Cross Country Age champions: (Girls) Makayla Dare (12 years), Alexandra Wicks (13 years), Chloe Webster (14 years), Justyce Cleverly (15 years) Sarah Branson (16 years) & (Boys) Mitchell Tritton (12 years), David Cortese (13 years), Guven Gemikonakli (14 years), Christopher Wicks (15 years), Jonah Walker (16 years).

QHHS was a strong competitive force at the annual Blacktown Zone sporting carnivals. The following students represented our school with distinction at the Zone carnivals and earned the right to call themselves Blacktown Zone Age Champions.

Swimming :	13 Years boys	Jaxon Savage
	13 years girls	Eliza Waller
	15 Years	Katelyn Stephenson
Cross Country:	13 Years	Alexandra Wicks
	15 Years	Justyce Cleverly
	16 Years	Jonah Walker

Throughout the year we had some excellent results in all knock out competitions. The stand out team was the under 14's Girls Futsal team, coached by Mr Fabricato. The Girls were entered into Futsal NSW Regional Tournament at Dural Leisure Centre. After going through the group stages undefeated the girls eased into the final after a 5-0 victory in the semi-final. The girls defeated Cheltenham Girls in extra time in the final to win the Regional Tournament. This enabled our team to qualify for the State Championships held at Penrith Valley Regional Sports Centre. The girls went into the group stages with confidence and finished top of the group to reach the quarter finals. They then played Endeavour Sports High in the quarter finals and were unfortunately defeated. The girls played extremely well throughout the competition. To watch the girls represent Quakers Hill HS with such distinction was outstanding and we would like to congratulate the girls on achieving the 2016 Team of the Year.

QHHS entered two teams in the Bill Turner Cup, a state wide soccer competition. Both the boys and girls teams competed to the best of their ability and went well within the Sydney West Region. The boy's team coached by Mr Nash made it all the way to the regional final, where they came up against Hills Sports HS. Unfortunately the boys were defeated 3-1 in the final, with Hills Sports HS going on to win the entire competition. This is the best outcome we have had in the Bill Turner Cup, where the boys were placed in the top 32 teams out of 400 schools from around Australia.

There were many other knock out sports offered throughout the year such as Basketball, Touch Football, Futsal, Cricket, Netball and Softball. Our Softball team coached by Ms Barratt were invited to the CHS Softball competition, where they travelled to Newcastle as a wild card to participate in the competition.

#### *Outstanding Achievement in Sport*

Each year we award students for their consistent application to sport. The outstanding achievements in sport and sportsman/sportswomen awards are given to students who have excelled in a number of sports throughout 2015. Our recipients for this year were:

Year 7: Alexandra Wicks and Mitchell Tritton

Year 8: Chloe Webster and Cameron Faulalo

Year 9: Justyce Cleverly and Christopher Wicks

Year 10: Sarah Branson and Jonah Walker

Sportsman and Sportswomen: Justyce Cleverly and Christopher Wicks

Overall, 2016 has been a very successful year in the sporting domain. We would like to congratulate all competitors, coaches and staff for their efforts in 2016.

#### **NCCD**

In 2016, all schools in Australia participated in the Nationally Consistent Collection of Data on School

Students with Disability (the NCCD). The NCCD is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The result of this survey was that the data collected provided the Learning Support Team with the opportunity to review our learning and support systems and processes to continually improve education outcomes for our students with a disability at QHHS.

This year we had 107 students who were identified with low level disability who have been provided with an Individualised Education Plan (IEP). The IEPs are created in consultation with their parents/carers. Students with an IEP have also been provided with an Individualised Learning Plan (ILP). Both the ILPs and IEPs are reviewed twice a year to ensure that the information included is kept current. Further in-class support was provided to these students through the modification of work through appropriate level of adjustments. These students were also provided with one-on-one support in the Learning Centre, where the assessments were scaffolded for the students to guide them with the task. Some students may also be timetabled to the Learning Centre for remedial work in areas needing improvement in numeracy or literacy. In 2016, 136 students were specifically targeted for Learning Centre support; however the overall number of students who accessed the Learning Centre was 229, which included self-referrals and teacher referrals.

The outcome of this strategy has seen an improvement in students' Literacy and Numeracy achievement, which is further reflected in an improvement/shift in the NAPLAN data when compared with their Year 5, 7 or 9 results. This has resulted in a decrease in student N determinations and an increase in on-time submission of assessments and class tasks. As part of QHHS' commitment to ensuring that the needs of all students with additional learning and support needs are met, this year 68 students were provided with examination provisions.