

Queanbeyan High School

Annual Report



2017



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Introduction

The Annual Report for 2017 is provided to the community of **Queanbeyan 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.

Jennifer Green

Principal

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Message from the Principal

2017 was a positive and constructive year for Queanbeyan High School. The school continued to build on our reputation as an inclusive, comprehensive public secondary school with a broad range of opportunities in the formal curriculum and extracurricular activities.

The school introduced new Vocational Education and Training courses on site and the EVET program at the Queanbeyan TAFE. STEM and Aboriginal Studies were introduced for the first time in Stage 5.

The school acknowledges that the Country upon which we teach and learn is, has and always will be traditional Aboriginal Lands, we the school community extend sincere respects and gratitude to our Aboriginal and Torres Strait Islander parents and our local Queanbeyan Aboriginal Education Consultative Group for working tirelessly to support the genuine efforts of local schools to improve outcomes for our young people.

The school established an Aboriginal Learning Centre and invested in cultural learning environments. The Aboriginal Learning Centre, located in the Learning Centre provides a space where students can work with the Teacher or Support Learning Officers to develop their skills and support their assessment. Gardens for bush tucker and fibres, were installed and students began installation of an Indigenous garden and Yarning Circle. A Classroom was set up specifically for Aboriginal Studies and maintaining the collection of Artefacts.

The 2017 school prefects under the leadership of our captains Hayley Phelps and Nick Armstrong provided outstanding service to our school building a sense of comradeship and positivity. Setting the stage for expanded student voice in the strategic direction and school plan.

Mr Murray Lembit president of our P&C and our core P&C team continued to support the activities of the school, providing input and feedback to school programs and activities. Active involvement by parents anchors us to our past and traditions whilst actively encouraging our school to strive for the best possible outcomes for the present and future. We excitedly began work on an online Alumni Archives project which will see artefacts of our schools past on our website and a dedicated Facebook for Alumni to reconnect.

Across 2017 I have been consistently impressed with our student's endeavours. Encouraged and supported by a team of committed staff:

- From our stage 5 STEM class working with engineers at ADFA who became the ACT champion Formula1 in schools team, winning a place in the 2018 Nationals, our performers and dancers on the stage in Canberra, our Show team performing well on the circuit, debaters to our sporting team and individual athletes to name a small number.
- A Higher than usual number of year 12 students were accepted into university courses and a significant number began apprenticeships directly after completing year 12.

- I witnessed quiet moments of generosity of spirit with new students with little or no English being included into games of handball and groups of friends.
- Across three–days of peer led skill development, students demonstrated that they are empowered to use their voice for themselves and others. These emboldened groups have identified areas for school improvement at a level of sophistication that are immediately transferable to the Project Reference Group currently planning refurbishment of Blocks 1,2,A,D and F. The students are particularly excited about improvements in sporting facilities and collaborative and technological learning spaces.

School education in Australia faces two major challenges:

- to improve student learning in core academic areas and
- to better prepare young people for adult life in a changing world in a way that is fair for all.

A recent report from the Grattan Institute called for Australia’s education system to rethink the way it teaches students, supports teachers and runs schools.

In the ‘Review to Achieve Excellence in Australian Schools’, led by David Gonski, it was clearly stated that the reform opportunity to attain quality educational outcomes for all Australians must be seized. Schools must work rigorously to adapt and improve our practices. This journey of continuous improvement cannot stop.

Our school has taken this challenge on head first with our strategic directions for 2018 to 2020 working to develop

- **A Positive Culture for Learning Success**—at all levels we commit to improving the capacity for quality teaching and learning and personal growth through positive psychology and a growth mindset.
- **Personalised learning for Mastery**—All students at all levels of academic readiness will have work that progresses their personal growth in mastery of key skill areas of Literacy and Numeracy with differentiation that enriches and extends students across all areas and levels of learning.
- **Collaborating for Future Success**— staff, students and partners from beyond our school will collaborate to maximise the degree that graduates enter the world beyond formal schooling as resilient, adaptable, skilled lifelong learners, ready for skilled work, training, and further education.

High Expectation Relationships at all levels will be central to our realisation of all three Strategic Directions. We must embrace an “adaptive approach” whereby school staff at all levels in all areas, use regular, accurate feedback to continuously improve practice and systems.

Working with colleagues from other schools and experts beyond, ensures consistent teacher judgement of standards and quality criteria are applied across our teaching, assessment wellbeing and management systems.

Next year we begin work with Professor David Hopkins in a program of school evaluation and improvement with a clear unambiguous purpose to maximise the preparation of our young people for adult life.

The year 7 students commencing high school next year will be at university, work or training in 2024. As adults, they will spend most of their working lives in the middle and second half of the 21st century. We must project into the future to ensure when current Kindergarten students arrive at High School, we have the responsive learning environment to accommodate their needs and those of the domain of employment.

It has always been the case that our schools hold the future of the community within our classrooms. Our school needs to set the foundation mindsets, skillsets and tools for these young children to thrive in life and work in 2020 and beyond and for this to be effective we need to work with community groups, industry partners and researchers to ensure we are preparing our students for the future, not the past.

From the pace of change brought on by rapid developments in technology, it is highly conceivable that these young children will be living in a world radically altered from our own.

Twenty years ago, who would have thought Australia would no longer manufacture cars of any make by the end of 2017.

Back then, electric cars were a radical notion of ultra–rich futurists and science fiction. Now they are driven in most communities, in cities and the bush.

A global wave is occurring where countries and cities are mandating electric cars only within the next 20 to 30 years.

Future thinking –genuine planning for the future – matters more now than ever before.

Many experts are predicting that developments in artificial intelligence, robotics and automation will transform the way we live and work, on a scale similar to the industrial revolution. Some pundits predict that 40% of the jobs now advertised will no longer exist by 2050.

Andrew Ng, a Stanford Professor of Artificial Intelligence, has dubbed AI ‘the new electricity’. He and many of his Silicon Valley colleagues believe that AI will change society as much as electricity has done in the past 100 or so years.

Electricity, enabled inventions such as television, computers and the internet have had a massive impact on how we work and how we live. No one knows how this new technology will change the future for the generations to come.

Previously when jobs were disrupted in waves it tended to be what is commonly referred to as blue-collar jobs that were lost. The current disruption of work is cutting jobs in areas previously thought to be untouchable.

Some jobs will be eliminated, many will be augmented and others wholly transformed.

Predictions while fraught are nonetheless sobering – 40 per cent of Australian jobs have a high probability of being automatable and more than 70 per cent are likely to be substantially affected by automation and AI in the next two decades.

Artificial Intelligence is already integrated into our daily life. These systems adapt themselves and learn over time. Many jobs never thought of will be created but we cannot say with any certainty what labour market today's five year olds will enter. We cannot know with any certainty what precise set of skills they will need.

More than ever our schools need to be in the position to stay head of the curve, to lead change and provide students with the knowledge and abilities to counter, adapt and ultimately succeed amidst this ever-changing world.

The OECD World Economic Forum in 2016 stated that "No longer are schools going to succeed with an approach of mastery of knowledge and test taking skills. The demand for graduates of schooling with capabilities such as initiative, creativity, critical thinking, and advanced problem-solving, collaboration and communication skills is unprecedented and continuing to grow".

Global and digital transformations are creating challenges and opportunities for changing the way we learn, and creating new possibilities. Research shows many Australian schools are already adapting approaches to education to ensure that all young people acquire the knowledge, skills and capabilities they need to thrive in a complex education and employment setting.

The cost of delaying our efforts at Queanbeyan High School would be disastrous for individual students, but the impact would be greater felt throughout our community.

We are exploring the strategic implications for education of these advancing technologies because education will be the foundation to liberate opportunity.

With thanks to recent injections of money through the Gonski RAM funding in NSW and the Futures refurbishment announced at last years presentation evening, our school is well on its way to ready our learning environments for this future. Refurbishment work is currently in planning and is hoped to commence at the end of term one next year.

Our Strategic Plan will be focused on our people and systems to support this future focused work.

Our school is not overwhelmed by this pressure of the future we are excited, we are motivated and committed to realising the potential of these opportunities.

Barak Obama said "Change will not come if we wait for some other person or some other time. We are the ones we've been waiting for. We are the change that we seek.

I hope that you too are excited by the possibilities we face and the opportunity we have to make something very special happen for our school and community. In our lives, we may never have an opportunity to effect improvements in our buildings and quality of education as we have right here right now.

School background

School vision statement

Queanbeyan High School is committed to building positive High Expectation Relationships with all stakeholders in our community and foster self-directed lifelong learners.

We provide a safe, engaging and predictable school every day. Students know explicitly what is expected of and from them if they are to succeed.

Students are proactive citizens who act democratically by showing responsibility and respect and receive the same in return from staff and parents. Students make positive choices towards their learning and their personal best.

School context

Queanbeyan High School is a comprehensive school with an enrollment of 540 students, including 9% Aboriginal or Torres Strait Islander students and 25% students from non-English speaking backgrounds.

School enrollments are gradually rising across all year levels.

The school is transitioning its College 3+3 model of compressed stage 6 curriculum to a regular 2 year delivery model to prepare for the new stage 6 curriculum to be introduced in 2018.

Queanbeyan High School is working to strengthen its professional collaboration with partner primary schools and secondary schools. Project Euclid, Project Einstein, Robotics and the Ninjimurra Professional Learning Group have seen enhanced collaboration and growth.

The school has a dedicated and passionate staff including Beginning teachers through to highly experienced teachers. The school has an active Parents and Citizens Association.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Significant improvement as assessed by school staff was demonstrated across all elements of Learning. Positive shift in learning culture is evidenced by improved processes to support productive learning behaviours and practices. Comprehensive evaluation of all elements of learning and management of learning was undertaken by full staff involvement in distilling this data into a strong vision for improvement as actioned by a new three year school plan.

Work on Professional Learning and standards remained consistent from the previous year. With increased focus on leading faculties and whole school programs, areas for improvement have been identified and are included into the 2018–2020 school plan.

Staff confidence in using the School Excellence Framework continue to improve and all Process teams for the 2018–2020 school plan will be using the elements against milestones.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Positive High Expectation Relationships

Purpose

To Create high expectation relationships that are strength base driven for the well-being of all stakeholders, in which communication is open and transparent. Partnerships between school and external agencies are active and prosperous and meet the needs of our students.

Overall summary of progress

High expectations relationships were fostered through a variety of strategies in 2017. Key messaging at regular student assemblies and roll call announcements set a tone that was reinforced through increased expectations around student behavior in classes and satisfactory participation in assessment tasks

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease referrals for students management.		Permanent and casual teaching staff are all aware of the Sentral referral system, Head Teacher monitoring and Deputy Monitoring of behaviour. Students have all had sessions in which the new system was outlined and clarified. Brochures have been produced and distributed to parents and available in a variety of locations. SASS staff and teachers have improved understanding of the Policy requirements around partial and whole day absence management. Sessions by the Home School Liaison Officer were conducted at Welfare, executive and whole school staff meetings. The school now generates and posts letters home following unexplained absences on a weekly basis. School gates were closed during the school day to reduce partial non-attendance. Parents may now check period by period school attendance of their children through the Sentral Portal. One Sass Staff member is dedicated to Attendance compliance and works closely with the Home School Liaison Officer.
Increased attendance of parents at school events.		Parent teacher evenings had a strong parental attendance. Activities focused on the younger cohorts had a higher participation rate. A focus on providing additional resources appeared to be appreciated. Positive feedback
Positive feedback from partner schools around information sharing and collaboration between schools.		A collaboration focused on improving the transition of primary students to high school across the Queanbeyan Schools was successful with joint planning and communication strategies employed. Focus addressed personalised transitions for students with significant additional social/emotional and educational needs.

Next Steps

High Expectation relationships embedded in a Positive Psychology based culture for learning was comprehensively developed into the first of the Strategic Directions for the 2018 –2020 School Plan. After hearing from the Positive Behaviour for Learning Team, school staff were very keen to implement the program across Queanbeyan

High School. This Strategic Direction has three major focus programs within it including 1. Building Positive Behaviour for Success, 2. Wrap Around Wellbeing, 3 Positive Community Engagement.

With these three foci, the school will foster a culture of continuous improvement for all students, with student wellbeing at the centre of all decision making. Through establishing high expectation relationships between all stakeholders, we will maximise the mindset, skillset and toolset of students to succeed within school and beyond school. with the ultimate goal of developing self-directed lifelong learners with high aspirations to build stronger sustainable future-focused communities.

Strategic Direction 2

Quality Teaching and Learning

Purpose

To foster a culture of personal best for all stakeholders, through quality teaching and engaged learning. Our staff will demonstrate curriculum innovation that reflects the needs of our students. Our students will embrace opportunities in all aspects of school life.

Overall summary of progress

Significant work was accomplished on mapping student accommodations and adjustments and in turn the development of a more focused approach to Learning and Support. Staff evaluation strongly supported a narrowing of the focus of the strategic direction as work done in 2016 was too broad

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of stage 6 students are aware of and recognize the performance band at which they are working.		All students entering the senior years in addition to completing All My Own Work now download copies of syllabi, performance band descriptors and learn where to access the Assessment and Reporting site to view exemplars of work within each syllabi. Students who aspired to achieve the HSC, a ROSA or Certificate in an AQF all engaged in this discussion and activity with varying effort. It is evident from these discussions, further work on study skills and study patterns outside of formal classes requires additional attention. A significant proportion of Students viewed any time that was not formal face to face classroom time as "Free time" and they either made a clear choice to not undertake homework and assessment or they did not possess the executive functioning skills of organisation and time management to complete this work in the time available.
100% of students in stages 4 and 5 know about quality criteria for assessment performance band descriptors		Quality Success criteria are published with each Assessment task notification. in accordance with school policy.
100% of staff have a Professional Development Plan		Faculty Head Teachers review Personal Development plans with respect to their faculty Professional Learning plans. Responses fed back into whole school and faculty planning for 2018. Teachers undertook two collegial observations of their teaching in 2017 as part of the Professional Development Framework Plan.

Next Steps

Following comprehensive data analysis across all faculties, the need to focus teaching on explicit strategies proven to be effective by research would be implemented as a major focus of the 2018 –2020 School Plan.

Consistent rigorous use of data and research to drive and evaluate Personalised Learning for mastery of literacy and numeracy through clear guidance on explicit teaching and more responsive interventions with proven effectiveness through three teams targeting 1. Literacy. 2. Numeracy and 3. Differentiation.

Strategic Direction 3

Leadership at all levels.

Purpose

To deliver whole school practices that strengthens accountability and transparency. Teacher leadership is enabled and facilitated. Student leadership is guided and supported.

Overall summary of progress

Staff were provided with additional opportunities to undertake leadership roles and develop role and responsibilities for teams. A review of executive roles demonstrated a significant amount of duplication and cross over of roles. Students in year 7 and 8 were supported to attend leadership development forums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student participation in leadership opportunities.		A review of the plan moved this from the strategic direction on Positive relationships. Students in years 7 and 8 attended the Halogen Leadership forum in Sydney. Students attended the Group Leadership Conference in Canberra. Student leaders from year 9 developed strategies for supporting young students transitioning to highschool. Shared delivery of specialist programs including the Industry Training College(I.T.C.) which is to be jointly staffed in 2017, Vocational Education and Training courses, sporting and other activities. Both schools began to share opportunities for positive promotion including a shared press release for the students who were placed in the states meritlist for the 2016 HSC results in band 6.
Increased staff participation in collaborative professional learning programs.		A review of leadership development opportunities mapped areas for future engagement. Covey, Stronger Smarter, Growth Coaching and enhanced mentoring programs have been identified.

Next Steps

Through a consistent approach to continuously improving the systems of the school to create clarity of purpose and aligned processes in a transparent manner, the capacity for faculty leaders to be educational leaders has been enhanced. Through 2017, Head Teachers have led significant improvement particularly in use of data analysis to inform decision making, consistent approaches to conversations with teachers around Professional Development goals, and educational monitoring, evaluation and improvement. As this process of improvement has progressed, additional areas for focus have been identified and head teachers have begun to initiate change within and across faculty areas. All Head Teachers have been given leadership of one major area of the 2018–202 school plan to lead with the express focus of building leadership capacity within their program of work. Additional areas leadership development have been created to lead student and whole school initiatives.

Moving beyond the view of leadership within the school, we have increased our focus to collaborate with other schools and Partners. through our strategic direction of Collaborating for Future Success. To raise awareness of the changing dynamic of education, employment and social services into the future, we need to prepare our school, staff, students and community for upcoming changes. Build teacher capacity to engage with future focused opportunities and work in genuine collaborative professional communities to enhance practice. This will be achieved through 1. Collaborative Professional Communities. 2. Future focused Pedagogy and environments, 3. Enrichment and extension programs within and beyond the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$91,461	<p>PLP's jointly developed by students, the Aboriginal Learning Centre team and family.</p> <p>Establish Bush tucker garden and fibre bed</p> <p>Establish Indigenous garden with yearning circle space</p> <p>Fund Cultural Programs for NAIDOC week</p> <p>Breakfast club provides a nutritious start to the day for students twice a week.</p> <p>AIME Program to increase aspirations for quality post schooling pathways</p> <p>Improvements in student attendance and participation in cultural programs</p> <p>Aboriginal Studies was implemented in the stage 5 curriculum</p> <p>Strong positive engagement with the Queanbeyan AECG and QHS families in our community programs has led to strengthened relationship and genuine collaboration.</p>
English language proficiency	\$58,394	<p>School Learning and Support Officers were employed to assist with delivery of the MultiLIT program to build confidence with English reading and comprehension.</p> <p>Resources to support teaching ESL</p> <p>ESL students continue to show high growth in external and internal assessment tools.</p>
Low level adjustment for disability	\$214,740	<p>Focus on explicit teaching skills of writing, comprehension and numeracy. Additional staffing – teaching and support staff.</p> <p>Formal support scaffolding assessment tasks resulting in reduction of the number of non-completion of assessment and courses.</p> <p>Significant refocusing of Learning Support to be a visible space central in the school with consistent messaging about the roles of staff and supports available in the space. Cultural mapping of the centre and wrap around supports is underway to ensure common purpose, aligned systems to maximise impact of programs and resources.</p> <p>Employ specialists to build professional capacity of the teaching staff and increase the skills of school learning support officers working with students. The school is implementing Focus on Reading (Supersix strategies), MultiLIT and is working on addressing number through TEN.</p> <p>Significant increased numbers of students identified by the Learning and Support team with targeted interventions– individual, group,</p>

<p>Low level adjustment for disability</p>	<p>\$214,740</p>	<p>class based interventions, accommodations, and modifications developed.</p> <p>Significant expansion of our year 6 to year 7 transition program targeting specific groups with activities such as a writing masterclass, writer in residence program, enhanced transition for Aboriginal Students and students on our support classes</p> <p>Provision of excursions, learning materials, uniform and food for students who applied for student assistance funding.</p>
<p>Socio-economic background</p>	<p>\$178,035</p>	<p>Staff focused on the interface of the learning space and pedagogy to plan for and upgrade learning spaces. Ideas boards displayed around the school stimulate and garner feedback and ideas. Teachers use different approaches to learning space design to increase student engagement and active learning across the curriculum. Expanded opportunities for students to participate in robotics, 3D printing and iSTEM courses.</p> <p>Gallery space to display quality student work resulted in significant student and community engagement in our Creative and performing arts.</p> <p>Reorganising LOTE teaching space resulted in improved student engagement and a significant reduction in behaviour management issues.</p> <p>Hubs of collective practice are exploring new technologies and pedagogies to develop self-directed learners to enhance their post school effectiveness in education and their careers.</p> <p>A major review of technology infrastructure (2017) to provide interactive platforms for teaching across all Key Learning Area learning spaces. The school has invested in hardware and teachers provided with relevant professional learning to support new digital platforms. Flipped classrooms are being trialled by some staff.</p> <p>The school has a focus on professional collaboration and participating in support networks such as strongly engaging in the Ningimurra Professional Learning Community and the and the Euclid and Einstein programs.</p>
<p>Support for beginning teachers</p>	<p>\$34255</p>	<p>All permanent and temporary beginning teachers are provided staged support for their early years of teaching. Teachers are given additional release from teaching in their timetabled load and additional full non-teaching days for planning, programming and evaluating teaching. Significant financial support is provided to participate in professional learning.</p>

Support for beginning teachers	\$34255	Funding for mentors allowed feedback and mentoring sessions to support teachers with accreditation. 100% of teachers who submitted accreditation evidence were successful. Teachers had time to work with mentors and reflect upon and refine teaching practice.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	264	273	266	268
Girls	227	241	244	253

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.8	93.4	91.7	91.2
8	91.8	88	90.8	89.7
9	89.6	88.9	87.4	89.5
10	84.4	85.2	83.4	81.3
11	91.3	88.1	85.8	84.6
12	91.2	85.9	87	89.4
All Years	90.1	88.4	87.8	87.6
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Attendance that drops below 90% is shown to have a significant impact on student outcomes. Percentage attendance for years 8–12 all fell below this figure which is of significant concern to the long term academic performance of the cohorts.

Students are encouraged to attend at all times and parents must explain absences on every occasion. If no explanation of an absence is given, the parent will be phoned or a letter sent asking for an explanation. Persistent absenteeism will be referred to the Home School Liaison Officer (HSLO) for further follow-up. Parents are reminded that it is the law that students attend school regularly.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			2.8
Employment	5.4	27	29.2
TAFE entry	10.8	13.5	29.2
University Entry	0	0	20.8
Other	3.1	23	5.5
Unknown	0	0	12.5

Destination Information

From the year 12 cohort: University courses– 9 students gained university places at the University of Canberra, Australian National University and La Trobe University.

University Preparation Courses – 6 students enrolled in university preparation courses at the University of South Australia, and the University of Canberra College.

CIT/TAFE Courses– 9 students enrolled into courses at the Canberra Institute of Technology and NSW TAFE.

Apprenticeship/Traineeships– 12 students gained apprenticeships in a range of industries including; plumbing, glazier, golf professional, diesel mechanic, carpentry, childcare, electrician,

Employment–21 students gained employment.

Three students are engaged in work and study overseas (USA Summer camp leaders, Pastry course Dublin)

2 students are seeking employment.

4 students were unable to be contacted to confirm their post school activity.

With strengthened processes in places for non-satisfactory Completion of Year 10 and 11, a number of students opted to seek further education through TAFE NSW and CIT in the ACT. A number also took up apprenticeships offered through work placements in VET courses.

Year 12 students undertaking vocational or trade training

Queanbeyan High school is committed to Vocational Education and Training and actively seeks to replace skill based 2 Unit courses with a commensurate Australian Qualification Framework courses to ensure

students leave formal schooling with the maximum credentialing for their future careers.

Vocational Education and Training continues to be highly successful for students to gain employment and training beyond school.

Constructions: Seven students were offered apprenticeships.

Hospitality: One student has taken up a chef internship overseas, one student works fulltime in industry, nine were offered part time work.

Metals and Engineering students: 100% of students were offered apprenticeships from their work placements.

Automotive: Three are working in the industry, two in apprenticeships and one in fulltime work.

Year 12 students attaining HSC or equivalent vocational education qualification

All of the year 12 cohort who sat for the HSC were successful gaining the Higher School Certificate. Many of these also gained Certificates in Australian Qualification Frameworks. Many students sitting for HSC Examinations were year 11 students undertaking three 2 Unit courses within the compressed curriculum model. This group will complete their HSC in 2018.

Queanbeyan High School has invested in a number of supports for our senior students. Study sessions supported by staff are available throughout the day when students do not have face to face lessons. During this time, student may have support with scaffolding tasks and gaining feedback of drafts. Study days at Universities were supported within the school term and holiday periods. Homework club available one afternoon a week provided an extended period for students to work in the library on tasks and study with teacher support. Queanbeyan High School has six support classes and a number of students received the HSC through Life Skills courses.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	37.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.6
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	16.08
Other Positions	2

*Full Time Equivalent

Reporting of information for all staff must be consistent with privacy and personal information policies.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Queanbeyan High School has 8.7 % Aboriginal staff in teaching and non-teaching roles.

A number of staff retired, were promoted or transferred throughout and at the end of the year.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

All teaching and administration staff undertook mandatory and targeted professional learning. A wide variety of differentiated professional learning was offered in response to the ongoing implementation of Professional Development Plans (PDP). These included:

- CPR
- Anaphylaxis Training
- Code of Conduct
- Child Protection
- WHS Induction

Faculties all undertook two days of training in data analysis. Staff were trained in the use of SMART, RAP and SCOUT.

The literacy and numeracy teams undertook training in the learning progressions.

The Ningimurra Professional Learning Community is the name given to the Queanbeyan Network of Schools. Each year staff are involved in professional development with national and international keynote speakers, researchers and educators all with the purpose of driving school improvement.

Euclid is an action research project focused on improved outcomes in Stage 3 and 4 Mathematics. The school is working with Associate Professor Dr Catherine Attard from the University of Western Sydney as part of the Ningimurra Professional Learning Community.

Einstein is a professional learning network with the focus on improving outcomes in Science within the Ningimurra Professional Learning Community. Teachers will engage in current research and evidence based practice known to enhance student engagement in Science.

Significant work is being undertaken at senior school executive levels to improve transition programs to high school within the Queanbeyan schools and the work between the two local high schools which traditionally were very competitive with each other.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	458,607
Global funds	315,891
Tied funds	269,110
School & community sources	92,385
Interest	4,107
Trust receipts	51,103
Canteen	0
Total Receipts	732,595
Payments	
Teaching & learning	
Key Learning Areas	26,483
Excursions	92,806
Extracurricular dissections	12,148
Library	5,333
Training & Development	0
Tied Funds Payments	186,429
Short Term Relief	18,615
Administration & Office	65,996
Canteen Payments	0
Utilities	71,003
Maintenance	48,354
Trust Payments	66,143
Capital Programs	0
Total Payments	593,309
Balance carried forward	597,892

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,446,129
Appropriation	1,329,523
Sale of Goods and Services	8,279
Grants and Contributions	107,501
Gain and Loss	0
Other Revenue	0
Investment Income	827
Expenses	-1,022,709
Recurrent Expenses	-1,022,709
Employee Related	-363,661
Operating Expenses	-659,047
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	423,420
Balance Carried Forward	423,420

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	5,520,924
Base Per Capita	82,875
Base Location	0
Other Base	5,438,049
Equity Total	542,630
Equity Aboriginal	91,461
Equity Socio economic	178,035
Equity Language	58,394
Equity Disability	214,740
Targeted Total	1,305,117
Other Total	252,023
Grand Total	7,620,695

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

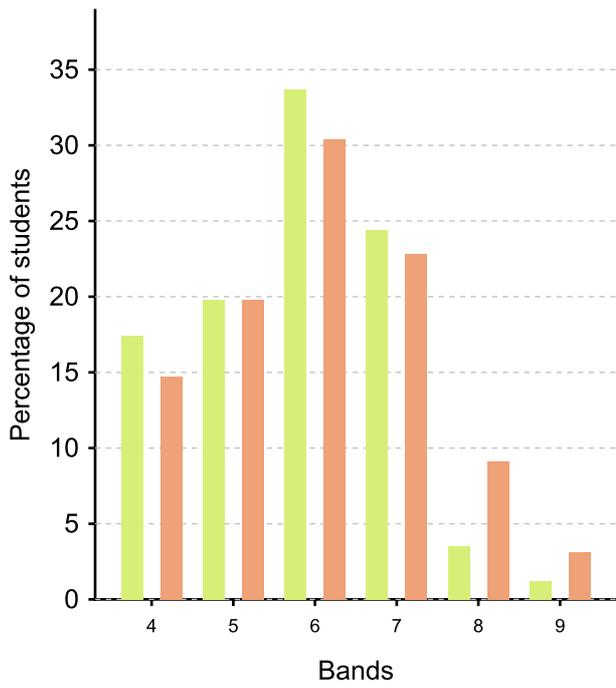
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

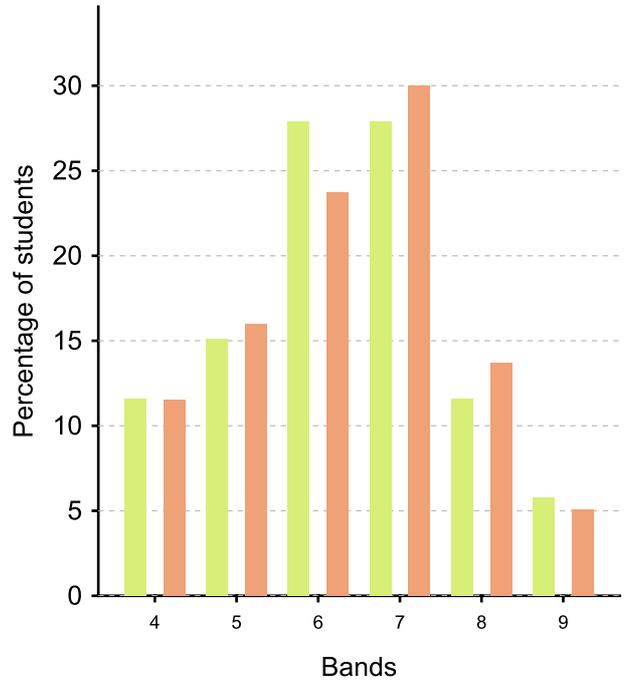
NAPLAN

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.

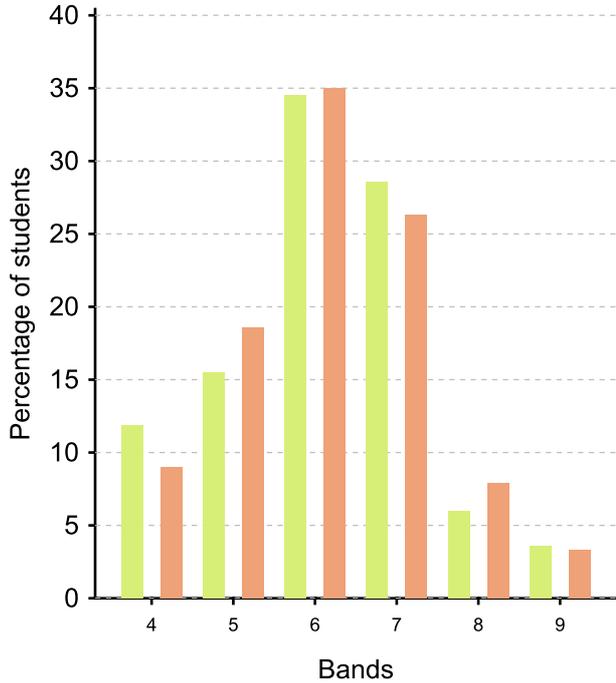
Percentage in bands:
Year 7 Grammar & Punctuation



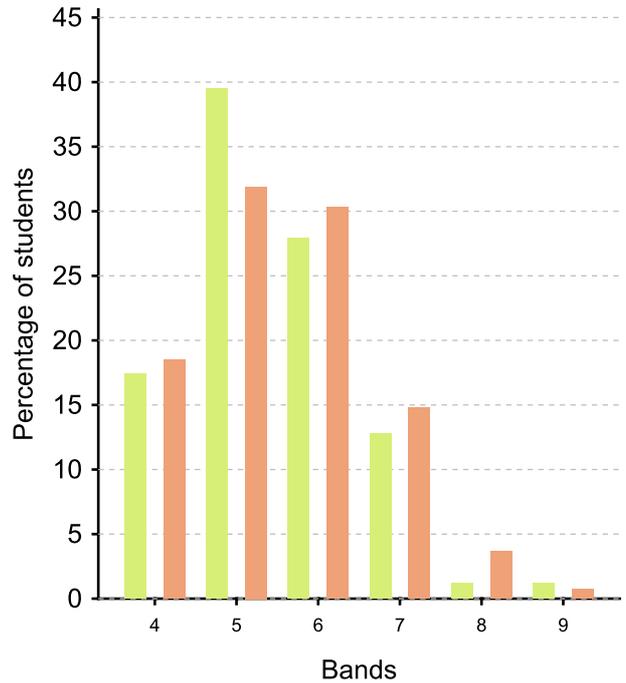
Percentage in bands:
Year 7 Spelling



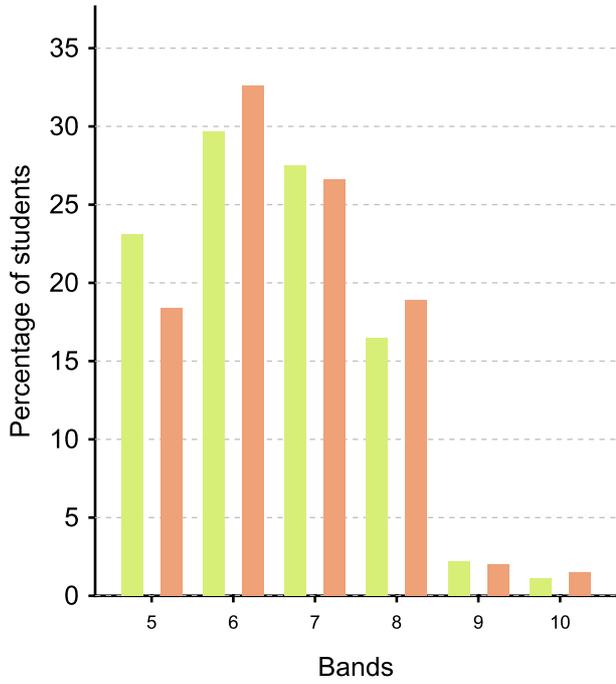
Percentage in bands:
Year 7 Reading



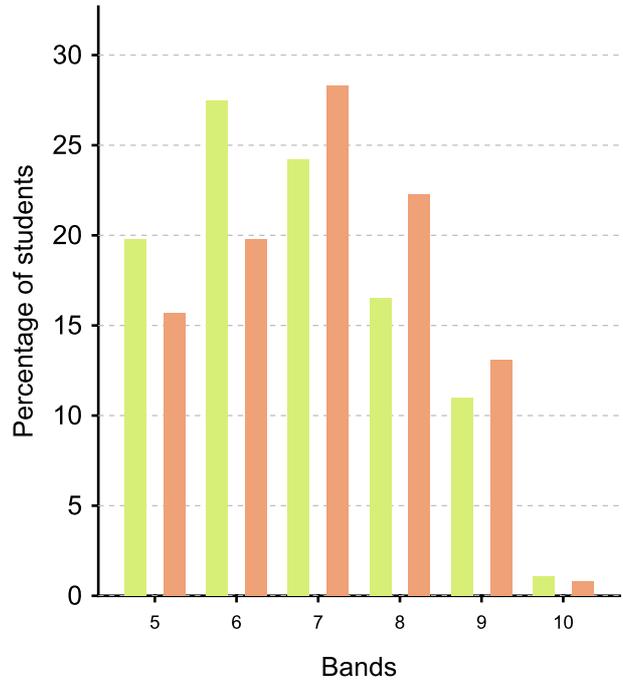
Percentage in bands:
Year 7 Writing



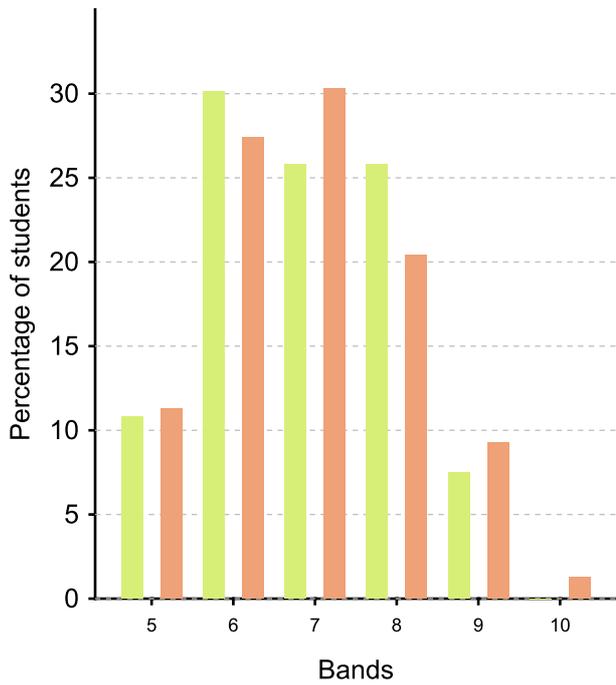
Percentage in bands:
Year 9 Grammar & Punctuation



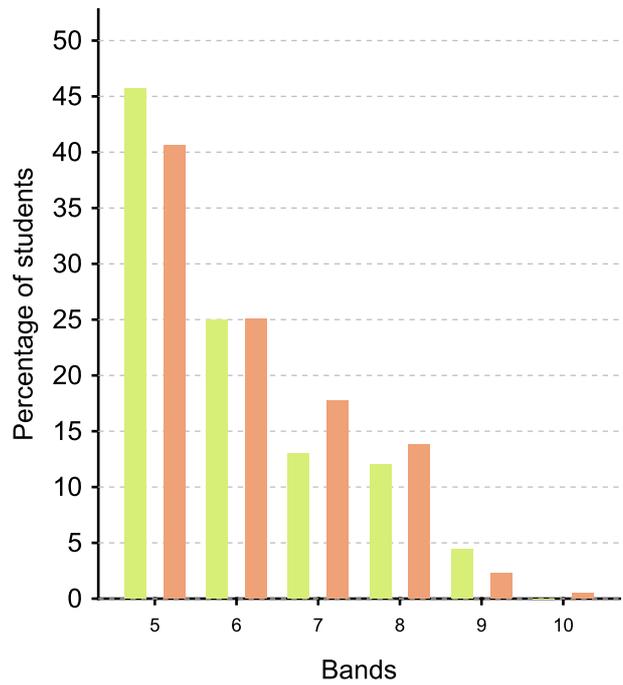
Percentage in bands:
Year 9 Spelling



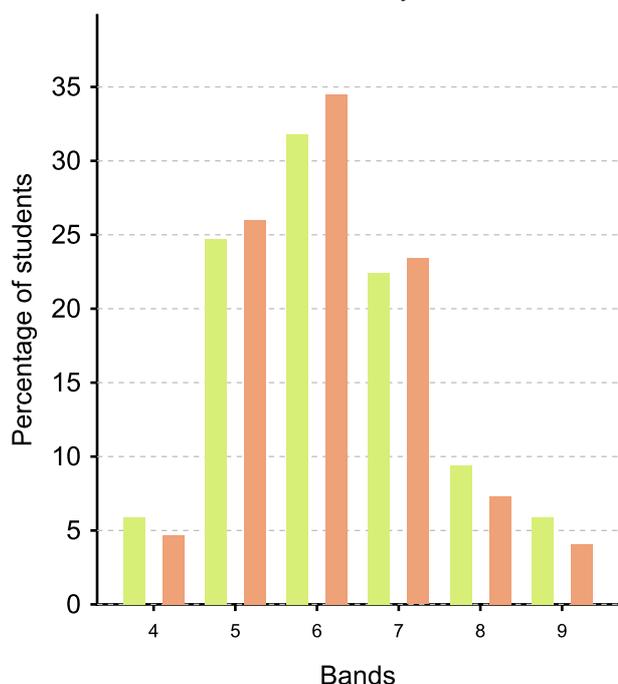
Percentage in bands:
Year 9 Reading



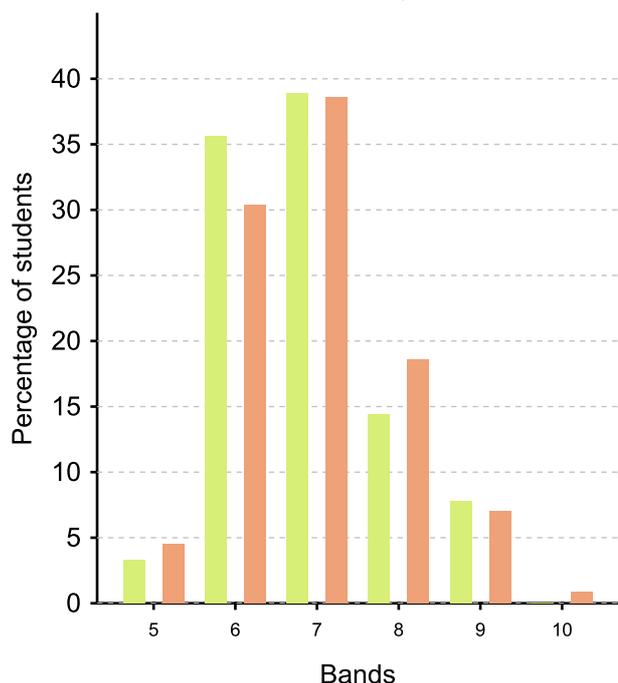
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Numeracy



Premier's Priorities: Improving education results and State Priorities:

Queanbeyan High School continues to use effective assessment and the analysis of both external and school based data to inform school programs, in Literacy and Numeracy, with a focus on moving students from the middle to top bands in NAPLAN (Bands 8 & 9 in Year 7 and Bands 9 & 10 in Year 9).

Year 7 Reading in 2017 saw 6% of students in Band 8 (state average of 18.8%) and 3.6% of students in Band 9 (state average of 11.8%). Year 7 Numeracy in 2017 saw 9.4% of students in Band 8 (state average of 17.8%) and 5.9% of students in Band 9 (state average of 17.1%).

Year 9 Reading in 2017 saw 7.5% of students in Band 9 (state average of 17.1%) and 0% of students in Band 10 (state average of 7.6%). Year 9 Numeracy in 2017 saw 7.8% of students in Band 9 (state average of 17.7%) and 0% of students in Band 10 (state average of 12.1%).

Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State
Ancient History	58.7	63.4	68.1
Biology	65.6	69.1	70.9
Business Studies	62.0	65.4	68.2
English (Standard)	64.9	65.5	65.6
Food Technology	63.2	66.5	69.3
Hospitality Examination (Food and Beverage)	72.1	71.6	71.5
Mathematics General 2	62.7	63.5	63.6
Personal Development Health and Physical Education	63.8	66.7	67.7

Parent/caregiver, student, teacher satisfaction

In 2017 QHS participated in four (4) Tell Them From Me (TTFM) surveys. Two surveys were of the students and one each for the parents and teachers.

The **student survey** was completed by 360 students in April 2017 and by 248 students in Oct 2017.

The myschool website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

The variations in participation rates for year 11 and 12 between surveys was a result of the school's 3 X 3 College system and subsequent low school attendance by these students in preparation for the HSC external examinations in November 2017. It should be noted that the TTFM survey automatically suppressed the data from the second year 11 survey to preserve confidentiality.

- **Positive sense of belonging:** QHS (S1: 60%, S2: 43%) was well below to NSW norm of (66%), with fall in the sense of belonging within the Year 7 group (April 72% to October 55%) being the biggest contributor to the decline.
- **Truancy rates:** (self-reporting not actuals) QHS reported (S1: 14%, S2: 20%). While the State average was 10%. The rise between survey one and two can be attributed to the low participation rate among year 11 and 12 students in the second survey. This group traditionally has lower truancy rates. When compared to the 2016 Truancy rate was 17%. The 2017 result should be seen as an improvement.
- **Positive Homework Behaviours:** (do h/w with a positive attitude and in a timely manner): QHS reported 42% Positive Homework Behaviours compared to the State average of 54%. This is a self-reported measure, and needs to be compared in context with students' responses to "Effort", QHS at 61% was similar to the State norm of 66%, or "High levels of Optimism" QHS & State average both 43%, or "High levels of Happiness" QHS 35%, to the State average 37%.
- **Academic self-concept:** QHS S1: 32% S2 30% was greater than the State average of 27% for 'Students with a Medium level of academic self-concept'
- **Academic Outcomes:** Students were asked to report their last 'letter' grade and this was converted into a percentage.

English – Average reported grade (S1: 66%, S2: 69%) vs the State norm 68%

Maths – Average reported grade of (S1: 62%, S2: 61%) vs the State norm of 66%.

Science – Average reported grade of (S1: 62%, S2: 63%) vs the State norm of 64%.

- **Participation in Sport:** The proportion of QHS students participating in sport has been steadily declining: from 54% in 2016, to 47% in S1 to 45% in S2 2017. During the same period the NSW State average has remained constant at 48%. Extracurricular Activities: QHS Extracurricular Activities (29%) is higher than State average (24%).

Of the remaining questions most were compatible to State averages with the exception of three questions. For "Bullying" where QHS year 10 report almost double the level of Bullying than State average; "Positive teacher-student relationships" is consistently higher than State averages and "Planning to do an apprenticeship or VET/TAFE course" QHS students are above State average 43% to 35%

Parent Survey

The participation fell from (2016) 19 parents to (2017) seven parents, this was despite a school based initiative to provide computer tables with technical support at Parent/Teacher evenings to encourage participation.

The main measures looked at in the survey were: Parents feel welcome; Inclusive school; Safety at School; School supports positive behaviours; School support learning; Parents support learning at home and Parents are informed.

Due to the low participation rate, much of the data was automatically suppressed by TTFM. However, if these 7 parents are seen as a representative sample, then for those answers that were not suppressed it would appear QHS parents have similar perceptions of their school as those of parents across the State.

Teacher Survey

In 2016, QHS ran its own staff survey using an online program called *survey monkey*. In 2017 QHS participated in the TTFM teacher survey. The TTFM only surveys Teachers (not other staff). The participation rate fell from (2016) 40 Staff to (2017) 13 teachers.

The main measures looked at in the survey were: Leadership; Parent involvement; Inclusive school; Technology; Teaching strategies; Data informs practice; Learning culture; and Collaboration. The QHS results are comparable with State Teacher perceptions.

Policy requirements

Aboriginal education

Key Events in our Calendar

Education Summit

Sorry Day – ribbon "Sorry" art installation on front fence of the school.

Reconciliation Walk: Community walk in support of Reconciliation across the bridges within Queanbeyan.

NAIDOC Week:

- Cultural program day with visiting presenters from the Jervis Bay and the local area, Busk tucker Lunch
- NAIDOC Assembly – Students playing Didgeridoo, showcasing an original RAP, Special guest speakers and community participation
- NAIDOC week Touch Football GALA day with agencies: Juvenile Justice and Police

Aboriginal Learning Centre:

Funding for a teacher and school learning support officer was provided to address the Premier's Priorities for Aboriginal students and to close the gap between Aboriginal and non-Aboriginal senior students at the school.

A suite of cultural and educational supports to engage with students and community to build high expectation relationships was implemented. Establishing Aboriginal Studies in the curriculum, Yarning circles, a bush food and medicine garden have supplemented the core work to develop a culturally welcoming precinct within our school.

Purpose: The Aboriginal Learning Centre aims to provide academic and cultural support to enhance better outcomes for Aboriginal students, particularly in regards to secondary education, while improving engagement, attendance, retention and HSC attainment through the establishment of Learning Centres.

- Improve in academic growth, social and cultural outcomes
- Enhance student engagement with education and aspirations for post school destinations
- Build high expectation trust-based relationships with students, parents and community
- Our Aboriginal Learning Centre operates with a growth mindset of possibility and we challenge ourselves to test our assumptions and incubate solutions to previous existing barriers to success for the students.

Role: The team have worked to case manage PLP's for all students and work to address structural and psychological barriers to student success and the individual level. This looks different for all of the students.

- Supporting Aboriginal students in completing tasks, such as homework assignments, library/IT research across curriculum areas including effective planning and time management skills
- Liaising with teachers, support staff and parents/carers to develop personalised strategies to improve educational outcomes and post-schooling opportunities for Aboriginal
- Identifying and connecting with Educational Services teams and Network Specialist Centres to provide additional support
- Working in collaboration with the local AECG and community in supporting the initiative
- Collecting and analysing data to inform targeted support.
- Monitoring and evaluating student participation, engagement and academic achievement.
- Students who are operating at the highest educational levels have established focus on university extension and enrichment,
- Students challenged by assessments are supported with personalised scaffolding of tasks to meet deadlines, preventing Non-completion of

courses,

- Providing culturally engaging spaces to go to if they are having difficulty regulating their behaviour in class to prevent them from continuing a pattern of partial truancy. This is a diversionary/ redirection focus (not a discipline focus) Previously some students would have had a confrontation and taken off from school, now they calm down and re-engage back to class.
- Providing lunchtime activities that build the team ethos while having fun at school.
- Debriefing and analysing issues in a positive Growth focused manner as they arise

Functioning Model: The ALC is coordinated by a teacher who leads the programs and team. School Learning Support Officers work at times in classes to support students, but mainly they work on personalised interventions in the space of the ALC. MultiLIT, Maths support and assessment task support are the major academic focus.

- The ALC is open before school, all day and after school. Homework Centre with a bus home on Wednesday.
- Students may approach staff for support with resourcing and advice.

Other points:

- 100% Aboriginal workforce in our Aboriginal learning Centre– One Teacher coordinator, 2 School Learning Support Officers

Information sessions conducted for parents and community to showcase the facility and share the aspirations of the centre with students, parents and community.

- PLP meeting coordination– the team coordinated meetings to established students focussed learning plans

Aboriginal Education Team visited Vincentia High School to investigate the Ranger Program with a view to establishing partnerships with local industry and business resulting in an increase numbers of our graduates transitioning into skills work.

Future plans:

- Coordinator undertake specialist training on Instructional Leadership with Professor John Hattie – Melbourne University.
- Build capacity of the cultural arts produced by students as potential future income stream by developing support for them to register ABN so that they may sell their work and not lose their intellectual and cultural copyright.

Aboriginal Learning Summit

Community event to highlight services, build relationships and gain feedback around our programs.

The Queanbeyan AECG, Australian National University, AIME, Southern Region and Canberra Business Enterprise Centre, University of Canberra, Canberra Institute of Technology, Australian Catholic University, Healthy Country Program, Ngambri Local Aboriginal Land Council attended.

AIME:

Students work with the AIME team at local Universities to increase aspirations for post school destinations

Aboriginal Studies:

- Commenced delivery of Aboriginal Studies in stage 5.
- Taught by Aboriginal Teacher
- In process of creating a culturally respectful and engaging learning space for delivery

Introducing Aboriginal language

- Approved delivery of Nggunawal language in our Supportclasses
- Visited Vincentia High School to see a local language implemented by community and explore how we could replicate the model with our local Nggunawal Language.

Culturally respectful environments:

- Development of an area for growing Indigenous plants for food, fibre and medicine.
- Yarning Circles – two in process of being constructed to enable running of SistaSpeak and BroSpeak at the same time but separated by distance
- Artist in Residence program– Quality artworks generated by students are being installed after workshopping with Aboriginal artists.

Professional Learning:

- Stronger Smarter Leadership Program – the school has 7 staff trained
- SistaSpeak and BroSpeak– staff trained to deliver

Multicultural and anti-racism education

As part of Queanbeyan High School's ongoing efforts to ensure that the school is culturally inclusive our students have engaged in a range of activities that celebrate multiculturalism and wellbeing of all. Harmony Day is a whole school celebration of diversity and includes music, food and games from a range of our students 42 cultural backgrounds.

Our School has an Anti Racism Contact Officer (ARCO) who works with students experiencing or committing racism. This role is supported by significant department of education policy and resources to support harmonious relationships between all students irrespective of cultural background.

Other school programs

The school has undertaken a significant review of extra curricular opportunities for students to engage with including after school gaming, Dance, photography and agricultural show team. A major focus for the past twelve months has been supporting behaviour

management with transparent whole school purpose, systems and strategies. Staff, students and parents now have a clear understanding of expectations for a safe and productive learning environment

Community Participation and consultation \$12743.00

Social media and apps were funded to support at point of need communication with parents and community.

SRC is very active and our student leaders have engaged with local Police in a special advisory role with the local LAC. Queanbeyan High School Student Representative Council became involved in a local Police initiative. Students were involved in a Youth Advisory Council, White Ribbon Leaders program, Community awareness of Policing Program, Adopt a School and the NAIDOC sports day.

School staff attend local Aboriginal Education Consultative Group meetings. These are very well attended and supportive of the work done in schools.

Local sporting groups are working with the school in the hope of utilising the facilities for their clubs outside of school hours.

The school has fostered strong partnerships with local universities especially the University of Canberra and the Australian Catholic University. We are developing relationships with faculties within the Australian National University.

The school conducts Links to Learning and Youth Mentoring programs in collaboration with the Business Enterprise Centre – Southern Region.

The school has engaged with agencies that support young people and their families. We are currently trialling the shared funding of a Family Referral Service one day a week based at the school in collaboration with three other local public schools (Karabar High School, Queanbeyan West Public School and Queanbeyan South Public School.) Twice a term, school staff meet with personnel from Police, CAMHS, Health and the Education Services team to case manage complex students.

An Intensive language school operates on weekends and the school provides facilities to support the local Roller Derby team

Euclid Project Report :Group Learning and Strategies in Problem Solving Activities

Background

Many students at Queanbeyan High School arrive at the school with low levels of literacy and numeracy. Students' inabilities or lack of confidence in mathematics, particularly when engaging in more complex, multi-step problems, has continued to hinder their progress in class. It was envisaged that by addressing problem solving strategies more explicitly

with students and by engaging the students in practical tasks that encompass fundamental mathematical concepts that the confidence, and thus capabilities, of the students should increase.

From visits to feeder Primary schools, it was noted that many of the classrooms operated with a L3 style of learning and that this allowed for the teacher to work more closely with a small group of students and clarify issues and gain feedback regarding student learning/progress.

It was proposed that an adaptation of this small group scenario could be made with numeracy – and more specifically, problem solving – as its focus. In this organisation, the teacher/s could work more closely on explicitly teaching problem solving strategies. Also with this same organisation, a number of stations could be set up that incorporated kinaesthetic tasks targeting certain mathematical concepts. It was decided that the activities would relate to measurement as SMART and RAP data indicated that this was an area of study in which a majority of students had performed poorly in the past.

It is hoped that by increasing students' confidence and skills and by providing students with a suite of different strategies for problem solving that the numeracy levels for students will improve.

What data or evidence led you to believe this was an issue?

Based on SMART data there were very few students achieving minimum band requirements in numeracy at Queanbeyan High School. Anecdotal evidence showed that students lacked confidence in problem solving activities and more heavily worded or multi-step questions. There was a lack of achievement in numeracy based homework sheets and students were struggling with meta language, finding it difficult to identify key words and interpret the meaning of these words in the context of the questions presented. Teachers also identified that many students lacked exposure to a range of hands on activities and that in some cases this had impacted upon important conceptual understanding.

Could anything you have already tried be built upon?

The mathematics faculty had implemented a number of initiatives prior to this project in an attempt to tackle this issue.

Numeracy based homework sheets has been trialled for Years 7 to 9 across all classes. However, this had had minimal impact upon students' confidence and results, apart from a number of more focused and diligent students.

The LST had arranged for withdrawal for specific students. This had had some impact for particular students, however was not regular enough, nor did it target the majority of students.

Problem solving activities had been trialled with classes but these sessions had not been designated a

particular time nor frequency.

SMART data had been analysed and a focus had been placed upon particular NAPLAN questions prior to NAPLAN. This did have some impact as results indicated that many students did experience significant value – adding. However, this did not then transfer over to students' confidence levels and problem solving in other areas.

Comprehension strategies employed throughout the whole school had been modified in mathematics to the 'Six Steps to Solving Problems' and students were given a copy of these steps to put in their workbooks. Each classroom also had posters about the Six Steps outlining to students what was involved. Teachers had made general references to these when undertaking particular problems in class and some teachers had run through the steps more explicitly in class with a number of set problems.

Some initial liaison had been made with other schools within the region. Many of these initiatives have been developed further and incorporated into this project.

Research Question

How does the implementation of small group learning and directed problem solving activities impact students' numeracy skills?

Sub Questions:

In what way can you cater to the diverse needs of a range of student through small group learning?

How does the implementation of a group reflective journal enhance students understanding of mathematical literacy?

In what way will the implementation of practical, hands on tasks increase knowledge acquisition, development and retention of secondary students?

The Project – Methodology

Year 8 classes were targeted for this project. These classes were selected due to the availability of extra support via SLSOs and the relatively smaller sizes of the classes (approximately 20 to 25 students in each). An initial Pre-Euclid project student survey was conducted with 56 Year 8 students involved, relating to problem solving, group work and types of activities in mathematics classes.

The classroom was organised into six groups or stations. It was envisaged that students would work on activities related to this project every two to three weeks, however due to unforeseen interruptions, a sequence of activities were planned and delivered over a shorter time frame.

A sequence of lessons planned over three weeks was developed focusing on concepts related to area, surface area and volume, as well as the 'Six Steps to Solving Problems'. Each of three Year 8 classes undertook at least two of the lessons in this

sequence. The lessons were conducted once per week.

The lesson sequence was as follows:

Week 1: Three different activities were conducted: one activity was based upon a kinaesthetic task related to the concept of area; one activity was working through a series of more formal area problems; and the final task was emphasising metalanguage. The three activities were set up at six stations (double of each activity so that each group had sufficient time to work on each activity). Students were divided up into 6 groups of 3–5. Each group rotated around to each of the three activities. Time allocated to each activity was approximately 10–15 minutes. Teachers and support staff assisted where required, with particular focus upon the practical tasks if extra guidance was required. Students were asked to fill in a scaffolded learning log related to the various activities.

Week 2: Again the emphasis was upon work within the same group structure and with three separate activities. Two activities were kinaesthetic in nature and built upon the concept of area; dealing with the conceptual understanding of surface area and volume. Each activity was building upon the metalanguage activity in week 1 and got the students to respond to a series of worded puzzles/problems. Students were encouraged to work within their group to solve as many of the puzzles as they could within the time allocated. Emphasis was placed upon looking for particular key words and developing strategies to solve the problems.

Week 3: This lesson was structured so that students were still working within their groups however the emphasis was placed solely upon problem solving strategies and the 'Six Steps to Solving Problems'. Problems presented to students were numeracy based worded questions of varying difficulty. A problem solving grid was trialled and a time allocation of 20 minutes was given for the activity after initial direction and instructions from the teacher.

Finally, a Post–Euclid project student survey was conducted with 53 Year 8 students.

Program Review – HSC Monitoring

Executive undertook a review of key procedures that impact on quality teaching and learning to ensure clarity of purpose and aligned systems to ensure staff we're able to understand their obligations to regulations and requirements and ensure transparency of process within and between faculties. Monitoring the HSC within faculties and the wider school had areas identified for improvement. Head Teachers, Deputy and Principal worked to ensure a systematic approach was developed and implemented. All course monitoring was evaluated at the end of semester one and two with new section outlines implemented in semester two. Significant improvement was noted within the year.

Work Studies students created a system of folders and inserts to use across the school. This was distributed to all staff with a whole school meeting and further faculty

meeting time. A review by a team of three directors and staff from other regional schools was conducted. Feedback from the review team was positive about the process, scaffold and clarity of purpose for the procedures as evidenced by staff responses supported by artefacts. The school was seen to have good processes for assessment, misadventure, appeals and scheduling.

Areas to further improve included the need to increase collaboration between schools to share practice and explore ways to increase parental engagement in senior curriculum events.

Compressed Curriculum

A review of the compressed 3+3 college system and possible reversion back to regular delivery of Stage 6 curriculum began in 2016 following requests from staff for this to occur.

The number of students experiencing stress during the HSC years were perceived to be higher than expected by a group of parents, staff and community health organisations.

Staff were surveyed with respect to curriculum delivery, the impact of the model on their ability to deliver best practice education and student's ability to achieve quality outcomes. The majority of staff in particular were very keen for the system to be changed.

A two–year review was initially planned, however new syllabi to be introduced in 2018 for year 11 students required a decision to be made earlier to enable course selection, timetabling and programming activities to proceed to meet all necessary timelines. This, in conjunction with overwhelming staff feeling about the impact of the model on quality educational delivery, made a decision necessary and the change back speeded up.

Background:

Following a number of years of declining enrolments, Queanbeyan High School implemented a program of compressed Stage 6 delivery of curriculum in 2008.

Students studied three Two Unit courses at double the normal delivery undertaking the HSC examination for the three courses at the end of the year. Over two years students completed six 2 Unit courses in this manner.

The "College Model" or "3+3 Compressed Model" was widely marketed as a point of difference from other NSW secondary schools. Many schools visited Queanbeyan High School to learn about the program in an attempt to reverse declining enrolments at their schools. During the implementation of this model, the NSW Board of Studies closely monitored the process to ensure that the school still met requirements under the Assessment Certification Examination Rules.

Student enrolments did increase under the model. The school identified an increase in the number of students gaining higher raw results in the HSC in 2009 and 2010

and attributed this increase to the new model. The data sets had very small cohorts.

Over time, faculties began to identify a number of issues that they believed resulted from structural limitations of the model.

English staff found students often lacked the sophistication required for high-level performance in the Higher School Examination in both Standard and Advanced English by the end of year 11. Students were encouraged to enrol in English in the second year of their pattern of study. This resulted in some loss of the conventions of writing and general skill.

Mathematics students who studied in the second year of the program experienced a decline in their skill level and so were encouraged to study Mathematics in the first year of their pattern of study. This then leads to issues of loss of recent knowledge for students moving into mathematics based courses at University or professions beyond school.

Students studying Vocational Education and Training Courses have a 35 Hour work placement to undertake. This removed them from a double equivalent from other courses. Instead of missing a week of study in year 11, they missed three equivalent of two weeks of other courses. This led to issues with students around submission of assessments and covering set outcomes in the normal classroom delivery. When students elected to study more than one VET course the impact of work placement on other courses was exacerbated.

School approved business including sports excursions and representative teams, excursions have a similar impact. This led in particular to staff stress around completion of course content.

Students receiving warning letters of Non-completion of courses increased substantially, but the timing of the completion of the Preliminary course and commencement of the Higher School Certificate course led to significant complications in managing these non-completion issues by the school. Compliance with the NewSouth Wales Educational Standards Authority's.

The Trade Training Facility was funded and to be shared with Karabar High School and Queanbeyan TAFE. Metals and Engineering has had to be delivered across two years resulting in Timetablers having to manage most courses over a single year and one over two years.

To allow a longer period of time for students to develop their work readiness and ability of students to have time to develop skill across the widest range of competencies, VET teachers (Construction and Hospitality) have requested their courses to also be delivered over two years. It is anticipated that with a longer period of instruction a higher percentage of students will demonstrate a greater number of competencies and achieve Certificate I or II.

Teachers of practical courses where a practical major work had to be designed and constructed with a

identified that with a two-year delivery, students had a greatly increased period of time to develop their design and construct their work. In the college model, major works do not commence until the end of term one. They are still due in with the rest of the state in August. With a two-year delivery, major works commence in term 4 of the preceding year. Students have the identical number of in class periods for teacher assistance but miss the December/January vacation, Easter vacation and the number of weekends to work on projects are halved. This loss of time to think about design; gain feedback and act on it impacts on the complexity and quality of work students are able to produce.

Courses including Society and Culture, Community and Family Studies, Exploring Early Childhood, Agriculture and Geography all have major assessments requiring long-term focus and development. Drama, Music and Dance all have major performances that require long-term development and rehearsal to achieve quality results.

New syllabi being implemented in 2018 in English and the Sciences have major assessment works in both year 11 and year 12 that will impact students in a similar way. Both of these faculties have indicated concern for students being able to produce work comparable to the quality produced in other schools with double the preparation and completion period. Staff are not confident they are able to deliver a quality education in a compressed model.

Teachers of these courses have resoundingly supported the move back to a two-year delivery system.

Z Scores are an indication of the degree of growth demonstrated by students in their HSC. In 2016 the HSC Z score data from 2006 until 2016 was analysed to determine the impact of the Compressed 3+3 model on student academic results. Beyond the first two years of the program, Z score data indicated no improvement in student performance.

In addition to data indicating that no sustainable improvement in student results occurred as a result of the College model, by delivering the course in a compressed manner, prevented any collaborative professional sharing with corporate marking and the like between schools. This over time significantly contracted the professional interaction with colleagues within Queanbeyan and beyond. This isolated staff from a range of professional opportunities.

Students found attending HSC Study days at Universities problematic as the compressed pattern of study did not match the other participants and so our students regularly were working on material they had not yet covered. This reduced the impact that these opportunities could make on students results.

The number of courses offered for the HSC was one of the main arguments for the change to compressed curriculum model. Delivering over two year pattern will contract within the school the number of courses we are able to offer. For 2018 it is expected that students may have three less courses to choose from. Breadth

of courses will be on par and equitable with other schools working within the staffing guidelines of NSW Public Schools.

Currently a Queanbeyan High School student studies a course at Karabar and they have a student studying at our school. Both schools collaborate to share delivery at the local Industry Training College run at the Queanbeyan TAFE. This culture of genuine collaboration is expected to continue to flourish with the construction of the new Distance Education School on the Queanbeyan High School site.

The school has also identified a number of students moving from Queanbeyan High School at the end of year 10 to attend other schools to avoid the 3+3 model, citing many of the reasons listed above.

The 3+3 model also affected enrolments for stage 6 students (year 11 or 12) after academic year rollover in week 6 term 4 had occurred. Students from other schools arrived with a pattern of study with six courses not three. This meant they would often not be able to miss work at twice the rate making it extremely difficult to achieve quality outcomes in their coursework.

School staff continue to be committed to delivering quality education to the young people of Queanbeyan and district, supported by policy of the NSW Department of Education and NSW Educational Standards Authority.