

Quakers Hill High School Annual Report

In support of
Australia's campaign to stop
men's violence against women

 **White Ribbon
Australia**



**i swear
never to commit, excuse
or remain silent about
violence against women
this is my oath**



2017



8594

Introduction

The Annual Report for **2017** 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 reflect 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

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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. These important values are deeply embedded in the school's SMART code, the expectations by which all our students and staff commit to. 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. In 2017 the school undertook a serious step to embedding a "future focused" agenda in all school activities and this will continue to be a priority in the immediate future.

All measures of student achievement indicate that 2017 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

Student Representative Council Report

Throughout 2017, the student body worked with the SRC to run activities to benefit our school and community. At the beginning of the year we sold roses for Valentine's Day. We raised money to benefit our school facilities in order to improve our learning environment. As Easter came around we sold hot cross buns outside the library to raise funds for new equipment. On the 14th of March we ran Pi Day, selling meat pies and apple pies (with ice-cream) to donate money to Headspace which is an organisation that aims to improve mental health.

The annual SRC camp was held, during which our representative students gained leadership and teamwork skills from activities which were run by a variety of staff members. The skills taught in the camp were brought back to QHHS and were implemented to engage and lead the student body.

Year 8 led the Purple Pinkie Day where for a gold coin donation, students could have their pinkie painted with purple nail

polish to raise awareness and money for polio in third world countries. Polio is a fatal disease that can only be prevented through immunisation (it cannot be cured).

After the examination period, the SRC decided to celebrate with doughnuts from Krispy Kreme. This was very popular amongst students and \$240 was raised for Muscular Dystrophy Australia.

At the end of the year as a final farewell, the SRC, in collaboration with our school band 'Chaseling and the Muppets', held a concert to showcase our student's musical talents and a final performance for the Year 10s. This was very popular with the student body and several Year 10 students returned to offer their support and to participate in it.

The collaboration of the SRC and the student body has led to a very successful year raising money and assisting the community and other organisations.

The SRC would like to thank Mr Meredith for his tireless work this year and to Ms Tweeddale for taking over in Term 4.

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 1000 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

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.

Learning Culture (Sustaining and Growing) policies are well-developed and clearly communicated through a variety of mediums. Commitment to improving learning outcomes is demonstrated by the whole school implementation of ALARM with all years and KLA's completing at least one ALARM task per year. Do Now Activities are used to begin every lesson and have been a whole school commitment for three years. Digital Literacy classes for all year 7 were implemented in 2016 with a focus on learning and developing cross-KLA ICT skills necessary for high school. PCL (project centred learning) across year 7 is in its 4th year. All of these initiatives have been embraced by staff across the school. Dedicated Literacy and Numeracy classes taught by a range of teachers from across the school have continued to be a feature for at least seven years with outstanding value adding across all areas of Literacy in NAPLAN 2017. Newman's Error Analysis, implemented in 2017 along with three core Numeracy roll call lessons per term, has seen over 70% of Year 9 students achieve expected or higher than expected growth.

Wellbeing (Excelling) QHHS has a planned, cohesive and strategic approach to meeting student wellbeing needs across the school community. At least 85% of students have been involved in a range of targeted extra-curricular activities including CAPA showcase, Peer Support, Peer reading, Prosperitas, Primary Prosperitas, volunteer visits to local nursing homes and many other initiatives. The School Wellbeing team, LST and PBL team meet fortnightly with a focus on evidence and continuous improvement. Students are discussed and handled on a case by case basis with a clear focus on the young person as the key stakeholder. Contact with parents is regular with neutral referrals increasing by over 90% from 2015–17. Student wellbeing is a strong focus and is well resourced across the school.

Curriculum and Learning (Sustaining and Growing, Excelling) QHHS has strong learning alliances with schools in the Nirimba Collegiate. Cross-collegiate exams are a feature with collaborative cross-collegiate marking and some KLA's planning and programming together. These learning alliances were further strengthened in 2017 with an ongoing cross-collegiate focus on assessment consistency and STEM enrichment. Active partnerships exist with Wyndham that are strongly focussed on preparing students to successfully transition to Wyndham (Stage 6) High levels of assessment and support are evident in the 6–7 transition process with 2 taster days per year and a systematic process of transitioning identified high needs/ anxiety students. A comprehensive program of stage 3 visits begins early each year: students are tested for literacy/ numeracy and individual teachers are surveyed and interviewed. Class placement is evidence based, active parental involvement is encouraged. Extra-curricular learning opportunities are significant and varied. In 2017 a new locally developed online diagnostic testing platform was developed and used to provide data for

was also offered to the primary schools and parents.

Assessment and Reporting (Sustaining and Growing) In transitioning and targeted classes, analysing and sharing student learning data is a prominent feature and this is continuing to be embedded across the school. In 2015 significant TPL was delivered to all staff on writing professional, outcome-based reports that clearly focussed on learning outcomes and feedback. Through the use of learning journals and Assessment as Learning templates, KLA's are working towards students taking a more active role in their own assessment and learning. All assessment tasks contain explicit quality criteria with KLA's moving towards using success criteria to support student learning reflection and peer marking. Students critically reflected on their own reports in 2017, set specific learning goals and provided feedback on the reporting process to staff.

Effective Classroom Practice (Sustaining and Growing) There is regular evaluation of programs, plans and assessments. In addition to the PDP meetings, all teaching staff meet with the supervising Deputy Principal to go through all programs, scope and sequencing, assessment schedules, feedback provision and other school and departmental requirements. All staff and students are trained in the school SMART expectations for classroom management. There is a clear and widely publicised system of delineating behaviours (Above and Below the Line) and QHHS SMARTchart. Staff and students use common language such as 'reasonable request' and dialogue around making pro-social choices. Delivering, developing and supporting effective classroom management has been a priority. PBL data has demonstrated a significant shift from 2015–2017 with all lessons reporting a minimum 24% reduction in negative referrals.

Data Skill and Use (Sustaining and Growing) Data is analysed regularly and comprehensively by the GAT, Welfare, PBL and LST teams in order to create classes, develop IEP's, ILP's and PLP's. Data analysis continues to underpin and drive school goal setting in specific areas across the school ie student behaviours, assessment completion rates, literacy, numeracy and writing in the content areas. Individual staff are increasingly exploring and analysing their own student performance data with faculties also engaged in evaluating A–E percentages and overall results. Numeracy, literacy, behaviour and Attendance data has all been shared on assembly with students and roll call lessons focused on students analysing their own data and suggesting their own directions has also been a feature of 2017.

Collaborative Practice (Sustaining and Growing) : The specific needs of EAL/D, ATSI, GAT and students with identified learning needs are clearly and explicitly addressed in a variety of ways. There is collaboration in the development of PLP's, ILP's, IEP's and behaviour development plans. Faculties, teams and groups of teachers work together to improve teaching and learning within their identified areas. Opportunities for collaborative practice, observation and targeted feedback are manifest and are explicitly mapped out throughout the year. There is a strong sense of transparency with staff sharing and discussing their successes and failures in open forums and staff eager to work to support each other through observations and informal mentoring throughout the school. Expertise within the staff is identified and staff are supported to share and further develop their expertise within the school context and wider forums. In 2017, QHHS staff shared expertise locally through Higher Order Thinking (HOT) Hours, formal inductions for new staff and Twilight Professional Development sessions. All meeting agendas, including faculty meetings, have a focus on TPL to support the growth and development of all team members. Future development will be focussed on developing coaching relationships between teachers within the school as part of a Growth Coaching program.

Learning and Development (Sustaining and Growing / Excelling) QHHS has had a longstanding commitment to providing locally developed professional development based on observation, collaboration, professional goal setting and a planned annual calendar of professional learning that meets the identified goals and aims of all staff. Prior to the implementation of the PDP, QHHS had a system of professional learning plans where staff identify individual strengths and areas for development. These were collated and used to provide a systematic roll out of localised professional development that met identified needs. This has been further enhanced by QHHS's role in the NLC which sees 8 schools come together for one SDD per year where learning is led and driven by cross-NLC KLA teams for a portion of/ or the whole day. Staff are encouraged to apply for external TPL that meets PDP goals/ SMP targets. In 2017, QHHS trialed an autonomous learning project wherein staff identified an area they wanted to explore and staff then shared learning where appropriate. In the September holidays, 11 staff voluntarily attended the 2 day Smart Technologies Innovate Conference and a further 5 attended 2 days at Macquarie University thus showing staff eagerness to embrace opportunities. All professional learning is systematically evaluated online and all data used to inform future delivery, material and directions. Various school personnel are recognised as expert in supporting early career teachers and in the gaining of accreditation and QHHS has a very strong reputation with universities as a school recognised for its commitment to the learning of undergraduate teaching staff.

Professional Standards (Delivering) QHHS' strong professional development culture means that staff have a comprehensive understanding of the standards, meeting and demonstrating the standards and why individual staff may seek accreditation at higher levels. A significant percentage of the staff work beyond their own classrooms to contribute to whole school programs and the provision of extra-curricular learning and activities for the students. QHHS' goals and strategic directions are extensively discussed at an executive level and communicated to the staff via 'Faculty Big Ticket Items'. All staff recognise and demonstrate their understanding that the classroom is where most school targets are achieved. Staff are committed to their development as professionals and regularly seek to maintain currency in content and teaching and learning practice.

Leadership (Sustaining and Growing) Feedback on school performance is sought via a range of methods including the Tell Them From Me surveys, students and parents are surveyed regarding transition processes, GAT students and parents, accelerated classes and students/ parents transitioning to Stage 6 are annually surveyed. This feedback is collected, analysed and used to determine current areas of strength and areas for improvement. The QHHS strategic directions are widely publicised and have been strongly supported and endorsed by the school community. There are many leadership roles across the school and there is a transparent EOI selection process that supports this. Each HT has an identified 2IC and there have been multiple opportunities for leaders throughout the school to attend sessions at the annual executive conference with 2IC's attending each extended executive meeting as of 2017. Leadership, spreading leadership roles via encouraging staff to take control of key milestone projects and initiatives combined with strategic succession building means that many QHHS staff are seeking leadership roles now or in the future.

School Planning, Implementation and Reporting (Sustaining and Growing): The QHHS Strategic Directions have formed the cornerstone of all professional conversations, development, planning and evaluations since the completion and publication of the new school plan. Executive staff have taken a leading role in the promotion of the directions and they have been explicitly communicated and feature in each faculty and area of influence plan via the development of 'Big Ticket Items' which are focussed on meeting strategic directions in a faculty context. All QHHS teams were involved in the initial formation of milestones with meetings around the 'where are we now, how do we know, where do want to be, how do we get there' strategic questioning. A mixture of classroom teachers (3) and executive staff (5) were in charge of key initiatives and had regular meetings and reviews with the senior executive in charge of assessing milestones. All impact assessments were conducted with regular data analysis carried out throughout the year. For the next planning cycle all executive and 2IC's have aligned themselves with one or more strategic directions.

School Resources (Sustaining and Growing, Excelling): Succession planning and building leadership is a strong school focus. There are a range of leadership roles offered across the school supported by a transparent EOI selection process. Workforce planning is a feature of regular HT meetings with supervising DP and is openly discussed at executive meetings with input sought and considered. The school is in a strong financial position and is extremely well-resourced with all classrooms containing interactive technology. Flexible learning facilities (common room, performance space, library and school hall also feature smartboards or presentation technology. All faculties have at least one class set of laptops, there are 6 dedicated computer learning spaces and 2 CROWS (Computer Rooms on Wheels). Regular community use is made of the facilities. The school is attractive, well maintained and cared for. Significant monies are used to ensure that the buildings and surrounds are safe and well maintained. Regular finance team meetings are held and focus on short term finances and resourcing whilst exploring long-term improvements such as the refurbishing of the common room and learning centre as flexible learning spaces. The 2014 introduction of a fees policy which focussed on the importance of course fees and what they contribute to has seen a dramatic increase in course fee payment with approximately 80% recouped.

Management Practice and Processes (Delivering): Multiple opportunities exist for students and the school community to provide feedback and to evaluate the school's performance in a range of areas including teaching and learning, engagement, communication, policies and processes. These are communicated to the school community via the website, facebook, fortnightly Contact newsletter, school notice board and so on. Since 2013 all year 10 students have been surveyed on a range of questions relating to their experience of QHHS and parents were also offered the opportunity to provide feedback. Parents were invited to take part in the Tell Them From Me survey in 2015, 2016 and 2017. All responses are considered in context and where responses show a need for change or development the school leadership considers these and there are several instances where parent and student response has led to a shift in direction. One example among many is where parents had commented that most school communication was negative in nature which led to a shift in focus wherein more positive letters are sent home, the school merit system was overhauled and a new system implemented in 2015 and the school newsletter format was changed to be primarily informative with one 'Bumper Contact' per year.

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

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

In 2017, ALARM is a key term in all QHHS classrooms and is explicitly taught across the school. The content of student writing has strengthened with staff across the school indicating greatest growth amongst middle to lower band students. 2016 NAPLAN writing results saw the Year 9 cohort above State Average in all points of literacy comparison. Boys were 17.2 marks above SA in writing, with girls 11.3 points above. In 2017 NAPLAN the average growth across the State in writing was 42.3, QHHS writing growth was 63.1. Students who have been at QHHS since Year 7 grew a further 5 marks to 68.1. ALARM has impacted all students across the school strengthening their cognitive wellbeing via the provision of a high support framework for challenging tasks.

Numeracy School targets were 80% of Year 9 students achieving expected or higher levels of growth in numeracy and reading by 2019. In addressing these targets, all available DoE resources including funding for PAT online, numeracy advisers, RAM, PL tied funds and extra periods were accessed to provide time and resources to build staff understanding of Newman's Error Analysis and allocate time for collaborative planning, programming and structured observations. Growth included 71.4% in Numeracy in comparison to the previous 3 year average growth of 54.8%. Out of 229 students who sat 2017 NAPLAN, only 3 students did not show improvement in Numeracy. QHHS is well placed to meet the 80% target by 2019 and QHHS students are well placed to meet the critical literacy and numeracy challenges of negotiating 21st century learning. In reading 70.6 % students achieved expected or greater than expected growth in reading in comparison to the previous 3 year average of 53.6. Value adding was significant with DoE value adding for reading at 37.1 and QHHS at 41.1. Targetted classes achieved strong results in the areas of writing with value adding exceeding 100 in one of the BIU classes.

SMART targets have been met and positive results have been achieved. The consistent implementation of SMART through scripts, roll call lessons, communication of targets to staff, students and the community have formed the cornerstone of developing and embedding effective routines for learning. At the end of the 3 year cycle, QHHS now has a clear system of universal management which is monitored, evaluated and systematically revised. Adjusting break times in concert with clear expectations around playground behaviour led to a 51.3% reduction in recess referrals and 56.3% in lunch referrals, negative referrals in all periods decreased by a minimum of 24.3%. From 2014 Semester One to 2017 Semester One, suspensions for continued disobedience had reduced with average length of both long and short suspensions decreasing by a day. From 2015–2017 negative referrals decreased by 33% overall with communication to parents increasing by over 90%. Percentages of positive referrals have significantly outweighed negatives at a rate that usually sits around 4 to 1.

In 2017, The Literacy for Life (L4L) program continued to produce great success in reaching the lower ability students in Year 8 at Quakers Hill High School. The classes were targeted classes with a reduced number of students being supported by an additional literacy or 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.

Focus was placed upon students 'Reading for Understanding', developing stronger grammar, spelling, structured writing and using Newman's Error Analysis to approach complex mathematical problems. Students were encouraged to use the TEEL paragraph structure to write complex paragraphs and the ALARM scaffold to complete classroom tasks. These students showed improvement throughout the year, particularly in their reading comprehension and verbal reasoning

skills. Additionally, students in these two targeted classes showed an improvement in their social skills and their overall attitude to school, becoming more involved in whole school events.

The year 9 2017 Literacy for Life (L4L) cohort demonstrated extensive improvements in their NAPLAN results. Students from this program showed a greater than expected growth across reading, writing, spelling, grammar and numeracy. Only one student registered negative growth in 2017. Improvements were strongest in numeracy and grammar, where the classes scored a scaled growth 10 points higher than state average. While many of these students are still working on improving their overall literacy and numeracy skills, the Literacy for Life program has allowed them to access the core curriculum content of year 9.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% students and staff engage in using ALARM to compose extended responses across all KLA's	\$ 5000 was expended in Professional Learning and the creation of prompt posters for classrooms.	ALARM is now firmly embedded across the school with all faculties using it for extended response composition. Writing results have improved significantly as evidenced by NAPLAN and assessment results.
Significant improvement in targeted L4L literacy class students as identified by assessment results.	A staff member employed using SBAR funds to support targetted Literacy 4 Life Students.	Literacies for Life has shown strong value adding for most students in the classes. Reading aloud, numeracy in calculator tasks, spelling and use of metalanguage have all improved.
• Increase the proportion of students in the top 2 NAPLAN bands by 8% (2019)	\$ 2500 : Expended on Teacher Relief planning differentiated numeracy tasks, Extended Executive Conference	Main progress was made in the raising the lower to middle bands. Higher bands were raised in writing.
• "70% students achieving 'at expected growth or above' in NAPLAN performance in reading by 2019	\$ 2500 : Expended on Teacher Relief planning differentiated numeracy tasks, Extended Executive Conference	Although this is a 2019 target, significant improvement has been made with 70.6% students achieving expected or greater growth in reading in 2017.
• All staff createclass groups and identify three reading areas for item analysis focus	Nil	Staff have improved in their reading and accessing of internal and external data to support teaching and learning. In the SEF Assessment and Reporting, QHHS has moved to Sustaining and Growing from Delivering.
• Increase the proportion of students in the top 2 NAPLAN bands by 8% (2019)	cost included in other Numeracy targets	Some progress has been made in this area; however the biggest shift was in moving the lower bands into the middle bands.
• "70% students achieving 'at expected growth or above' in NAPLAN performance in reading.	cost included in other Reading targets	Although this is a 2019 target, significant improvement has been made with 71.4% students achieving expected or greater growth in numeracy in 2017.
• All staff createclass groups and identify three Numeracy areas for item analysis focus	cost included in other Numeracy targets	Staff have improved in their reading and accessing of internal and external data to support teaching and learning. In SEF Assessment and Reporting, QHHS has moved to Sustaining and Growing from Delivering.

Next Steps

As Quakers Hill High School moves into a new School Management Planning cycle we have slightly altered the wording of Strategic Direction One to "Embedding Literacy, Numeracy and Technology within a future focused environment." The purpose of this direction is to provide a diverse and comprehensive future focused curriculum responsive to the needs and aspirations of students within a well-resourced environment where all learning is

underpinned by the development of critical literacy, numeracy and technology skills with a focus on continuously improving performance.

The existing Literacy and Numeracy targets were set for 2019 as part of the Bump it Up Initiative and these being maintained throughout the next school planning cycle. Critical Literacy and Numeracy will continue to be a focus with staff analysing data and using the evidence to plan, program and differentiate. Roll Call Numeracy lessons will continue and the focus on Newmans Prompts as a multi-step problem solving scaffold will continue to be embedded in all teaching areas. Here, Hidden, Head and engaging with more complex authentic texts will be a literacy focus.

Future Focused Learning (FFL), Inquiry Based Learning and Project Based Learning are key features of the next school planning cycle. A future focused learning Head Teacher has been employed using SBAR funds and an FFL program is being written. The focus of the program is the QHHS 12 Transferrable Skills which will be embedded into a gamified unit based on STEM and underpinned by the key verbs Create, Communicate and Collaborate.

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

In 2017, QHHS continued its longstanding commitment to providing locally developed professional development based on observation, collaboration, professional goal setting and a planned annual calendar of professional learning that meets the identified goals and aims of all staff. All staff attended professional learning on Newman's Error Analysis, on feedback, developing Success Criteria, Emergency Care, Numeracy and TEEL writing strategies. A new TPL project was successfully trialed in 2017 that saw staff devise a 'passion project' in which they researched, developed and implemented something around pedagogy that was particularly of interest to them.

Projects including a focus on teaching students with Dyslexia, using film to support engagement, developing pastoral lessons to support social and emotional wellbeing and others. The trial was very successful and will continue in 2018 with variations including staff outlining anticipated impact on student learning outcomes and how they will impact classrooms other than their own. In the September holidays, 11 staff voluntarily attended the 2 day Smart Technologies Innovate Conference and a further 5 attended 2 days at Macquarie University thus showing staff eagerness to embrace opportunities around new and emerging technologies. All professional learning continues to be systematically evaluated online with all data being shared and used to inform future delivery, material and directions. QHHS continues to have a very strong reputation with universities as a school recognised for its commitment to the learning of undergraduate teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff to submit and annually reflect on their PLPs	Nil	All staff completed their PDP's. All staff discussed PDP's with a supervisor at least twice throughout the year.
100% of staff to attend 8 HOT hour sessions based on PLP identified need and HT evaluation.	Nil	This was not achieved due to the implementation of the independent project which took up 5 hours of identified PL time.
For all staff to be developed in how to generate, analyse and critically evaluate internal learning and assessment data for improved teaching and learning.	Twilight Session catering: \$2000 for 3 sessions Semester One and Two Invigilators: \$12 000 for four weeks of exam supervision	This was achieved with several staff sessions on how to generate and analyse the data in order to differentiate and provide targeted teaching and learning.
Each teaching staff member to analyse one class using at least 3 internally generated data sources.	Nil	Staff used A– E percentages, submission rates, surveys, learning journals etc to analyse class performance in detail.

Next Steps

Self-assessment against the SEF has shown that staff have improved in the identified areas of using data to improve teaching and learning with a particular focus on assessment quality and submission. N Determination warnings have

decreased by 41% since 2015. Although assessment tasks have improved in quality we now need to further critically evaluate the quality of our examinations ensuring that they allow for a full range of responses and are examining more than recall of knowledge.

A focus area for the next planning cycle is collaborative practice with all staff receiving training in Growth Coaching so that structured quality feedback conversations are more focussed on strengthening areas identified by the staff member rather than general classroom observations. An example of a focus area might be "How many questions were asked in the lesson, how many were open/closed? How many were recall/ evaluative etc"

The autonomous project will be further built upon with staff demonstrating their developing expertise via sharing across faculty and the school.

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

QHHS has demonstrated commitment to our community through the employment of expert personnel to meet their needs. SD3 has been strategically resourced through the employment of a school chaplain and a Youth Outreach Worker who provide support to families in crisis sourcing church, community and DoE resources to provide physical and emotional support. Community volunteering, a focus on service and mentoring through the Summit program, QCCP and Primary prosperitas have been an integral part of developing student self-esteem.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
20 % increase of ATSI students who contribute to the success of ATSI programs / projects / presentations within and beyond the schools	\$ 5000 planning days, teacher relief for QCCP days and sourcing expertise.	ATSI student attendance at QCCP events and participation in NAIDOC week and Reconciliation Assembly have increased beyond the target. ATSI attendance overall is above state average.
90% completion of independent primary projects.	\$3000 for teacher relief/ refreshments and planning meetings	Primary Prosperitas students completed their projects at the targetted rate. 75 QHHS students volunteered s student mentors.

Next Steps

All projects undertaken as part of Strategic Direction 3 have been highly successful in strengthening QHHS' relationship with parents, the community and beyond.

As part of the next cycle of school planning a Communications Project officer and an Engagement officer have been selected and will be working to meet planned school targets in these areas.

Student voice has been an emerging focus in various elements of school planning and this will feature more strongly in the next planning cycle with a SMART Student team that will run parallel to the SMART teacher team. Initiatives include a Teacher Recognition System, critical evaluation of data related to the areas the students most want to investigate and the writing of lessons to support implementation. A further student evaluation team will be working on creating a 'student devised excellence framework' which will be used to evaluate one whole school initiative i.e. Wellbeing and one teaching and learning areas per year. This will move our students even closer to the action of critical decision making.

The Communications Project Officer will be exploring more and improved ways of recording, storing and sharing school achievements. the Engagement Officer will focus on re-engaging students whose attendance is between 75 and 85%.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Additional support is 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. Their participation in the school's Connecting with Community cultural program is also encouraged as it facilitates increased identification and connection with school community.</p> <p>RAM funding \$37,813</p> <p>SLSOs \$28,000</p> <p>Culture Activities \$9000</p>	<p>Aboriginal student performance was above state average in all points of comparison in 2017 NAPLAN.</p>
English language proficiency	<p>The EALD teacher withdraws students in small groups, who require additional English language support and assistance. These groups often work with the EALD teacher in the school's Learning Centre. The school EALD team also coordinates and facilitates the school's Harmony Day activities.</p> <p>RAM Funding \$110, 228 (includes 0.8 teacher allocation)</p>	<p>In the area of Year 9 NAPLAN Numeracy there was considerable growth in EALD students moving from Emerging to Developing Phase. In 2016 there was little or no movement for students moving from Emerging to Developing. The 2017 NAPLAN results saw 12% of EALD students attain a Band 8 and 7% in Band 9.</p>
Low level adjustment for disability	<p>Planning Time necessary</p> <p>RAM Funding \$417, 561 (includes teacher allocation 3)</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$5 000.00) 	
Support for beginning teachers	<p>RAM Funding \$12,242</p>	<p>This year Beginning Teachers were supported through a days release every three weeks which was used to observe, meet with mentors, mark, assess meet school targets and to further develop areas of interest.</p>
Bump it Up (Literacy)		<p>Significant impact in Year 9 NAPLAN results as outlined in detail in the NAPLAN section of this report.</p>
Bump it Up (Numeracy)		<p>Significant impact in Year 9 NAPLAN results as outlined in detail in the NAPLAN section of this report.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	587	570	564	525
Girls	450	456	469	464

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92	91.4	94	93.9
8	88.5	91	89.7	92.8
9	88	89.6	90.4	88.9
10	86.4	87.4	88.9	90
All Years	88.7	89.8	90.8	91.3
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
All Years	90.5	90	90	89.9

Management of non-attendance

The school supports regular attendance of students by:

- providing clear information to students and parents regarding attendance requirements and consequences of unsatisfactory attendance
- maintaining accurate records of student attendance using SENTRAL and implement effective roll marking procedures when variation to normal school routine occurs
- update the Attendance Register Codes when necessary and record attendance information on EBS Central
- keeping a period by period record of student attendance (SENTRAL PxP)
- recognising and rewarding excellent and improved student attendance
- providing safe and engaging learning environments that encourage student attendance
- implementing programs and practices to address attendance issues where necessary
- identifying patterns of concern and regularly communicating these with parents/guardians
- obtaining an accurate record of student attendance at alternative placements

Post-school destinations

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

As a 7–10 campus, the majority of QHHS students proceed onto Wyndham College to complete Stage 6. In 2017, 88% of students proceeded to Stage 6. 62% of those students selected at least 1 school based VET subject, 11% applied for one TAFE based VET subject and 3 students are undertaking a School Based traineeship.

Year 12 students attaining HSC or equivalent vocational education qualification

Quakers Hill High School is a 7–10 school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	49.24
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	3
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	16.37
Other Positions	1

*Full Time Equivalent

Quakers Hill High School has two permanent Aboriginal teaching staff. One Aboriginal student support worker is employed on a contractual basis to work with students on numeracy, literacy, Personalised Learning Plans and building skills to improve student learning outcomes.

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	10

Professional learning and teacher accreditation

Staff continued to access Professional Learning (PL) 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. Staff shared their knowledge with others, both within and out of faculty, and contributed to a varied and engaging curriculum, catering to students learning abilities.

The Professional Learning (PL) format for Semester 1, 2017 was based on a new model to promote teacher ownership of their professional learning, by electing to focus on an aspect of personal interest, relevant to individual needs. The new TPL process required staff to engage in their area of interest over 5, one hour sessions during terms 1 and 2. Staff developed a plan, discussed this with Head Teachers and included this area of interest as a goal in their PDPs. Once completed this was presented as part of their lesson observation or faculty PL. 80% of staff surveys indicated that they preferred this way of addressing their professional learning, citing that they were happy with the support provided and suggested that more time be allocated to this style of PL.

The fortnightly HOT (Higher Order Thinking) Hour continued to support staff and practicum teachers in areas such as classroom management, differentiating to cater to the learning needs of students, providing feedback to students and carers, programming and ICT.

The executive conference this year focused on wellbeing and dealing with anxiety. Faculty 2ICs were also invited to work on the 5P Planning Process and Planning to Plan as well as amending the school vision statement.

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:

March – The numeracy team went through the process of Newman Error prompts, giving staff an opportunity to focus on numeracy and supporting students through a common language across all KLAs. Faculties were given time to address how this was to be implemented in their programs. Also, time was spent on Child Protection online training.

June – ICT was the focus during this PL session. Staff elected to attend sessions based on self-identified areas of need. An evaluation of how Newman's Prompts were being implemented was undertaken and how they have impacted on student learning. TEEL was also evaluated during faculty time.

September – In compliance with DoE expectations on emergency care, all staff completed the Combined CPR and Anaphylaxis Course provided by Royal Life Saving where practical assessments were completed. All staff are now registered.

The term 2 SDD was jointly held with the NLC at QHHS. The first presentation was from NESA Representative, Paul Hewitt on "Stronger HSC Standards". The second half of the day was scheduled at different schools, where KLAs worked on items such as programming for new syllabus in Stage 6 and providing effective feedback to students.

The term 3 SDD saw the executives and 2ICs work through the School Excellence Framework and Executive Role Statements and what the descriptors look like in School Leadership Practice. Assessing NESA audit preparedness was also examined, addressing what further needed to be done. The rest of the staff went through the 5P Planning Process and Planning to Plan.

2017 saw SASS and executive staff access PL in preparation for the LMBR and its implementation in term 3.

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.

Over the past four years, Quakers Hill High School has worked hard to strengthen the culture around fees and the payment of fees. A clear and transparent Fees Policy was developed in 2014 and this has formed the basis of the changed culture. Students are expected to pay course fees and are requested to pay voluntary contributions to support extra school programs and initiatives. In 2017 a letter was developed in concert with the P & C to build community understanding of

voluntary school contributions and what these funds were used for.

Receipts	\$
Balance brought forward	1,252,711
Global funds	441,091
Tied funds	409,758
School & community sources	296,710
Interest	14,640
Trust receipts	96,888
Canteen	0
Total Receipts	1,259,087
Payments	
Teaching & learning	
Key Learning Areas	77,549
Excursions	79,971
Extracurricular dissections	124,017
Library	5,164
Training & Development	40
Tied Funds Payments	289,282
Short Term Relief	69,741
Administration & Office	190,301
Canteen Payments	0
Utilities	58,372
Maintenance	15,970
Trust Payments	130,022
Capital Programs	324,132
Total Payments	1,364,561
Balance carried forward	1,147,237

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

	2017 Actual (\$)
Opening Balance	0
Revenue	2,070,311
Appropriation	1,894,110
Sale of Goods and Services	23,977
Grants and Contributions	150,775
Gain and Loss	0
Other Revenue	0
Investment Income	1,448
Expenses	-699,131
Recurrent Expenses	-699,131
Employee Related	-263,037
Operating Expenses	-436,094
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,371,180
Balance Carried Forward	1,371,180

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.

The Quakers Hill High School Finance team is comprised of the senior executive, teaching staff, office staff, a parent and a student representative. The team meets regularly to discuss financial planning, strategic budgeting and resourcing to support school planning and improved teaching and learning.

The biggest financial project undertaken in 2017 was the building of a COLA outside the science and social science blocks. The purpose of the COLA is to provide extra shelter and relief from heat during the summer months.

For 2018 our biggest expenses will be supporting improved classroom practice, developing, promoting

and embedding student voice across the school, future focused learning, improved community consultation and communication and improving teaching and learning. Further improvements in these areas will require release time for staff to engage in growth coaching conversations, planning and programming. Extra staff will be employed through school funds to support development in these areas.

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	7,808,235
Base Per Capita	161,287
Base Location	0
Other Base	7,646,948
Equity Total	833,876
Equity Aboriginal	37,813
Equity Socio economic	268,274
Equity Language	110,228
Equity Disability	417,561
Targeted Total	956,187
Other Total	701,692
Grand Total	10,299,990

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

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NAPLAN

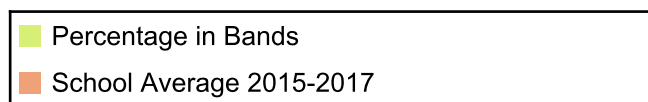
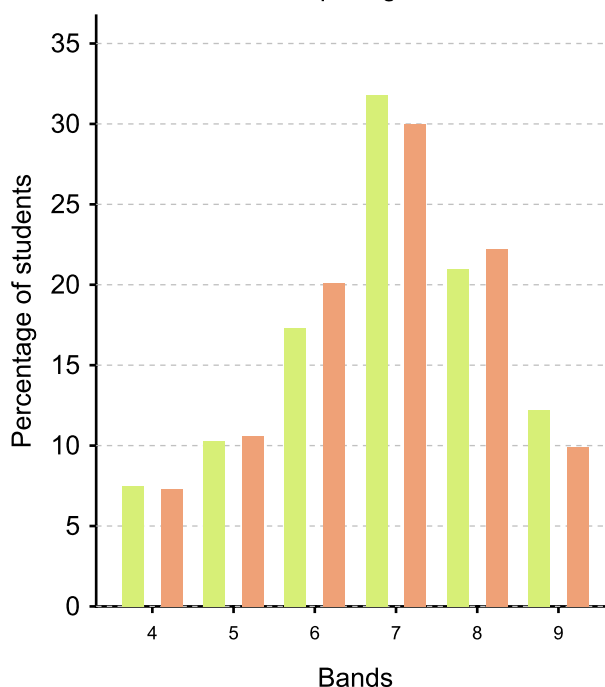
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Our Year 7 Literacy performances in NAPLAN in 2017 continue to reflect the progress that our partner primary schools have been making. Individual student growth in reading from Year 7 results indicated a positive upward trend. Our Year 9 NAPLAN results indicate a significant improvement in moving students from the lower bands to the higher bands for all the aspects of Literacy. 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 added growth. On average our Year 9 results were higher than the State Average for non-selective schools in all points of literacy comparison. The school was 3 points higher in Reading, 17.2 higher in Spelling and 5 points higher in Grammar & Punctuation.

Some other significant improvements included growth in Year 9 Writing where the school's explicit and systematic approach to the teaching of writing has ensured improvement with an average scaled growth score for Year 9 NAPLAN of 63.1 compared to the state growth 45.5. Equally impressive were our Year 9 boys performing above state average in all points of literacy comparison when selective school data was excluded. The performance of Year 9 boys saw the school achieve 17.2 points above the state average in Writing, in previous years the trend of our boys results was generally below state average. Within School Matching in the area of Writing, that is students who have been at QHHS since Year 7, saw very strong results with the mean for Writing going up a further 7 marks. Furthermore, Aboriginal student performance was above state average in all points of comparison.

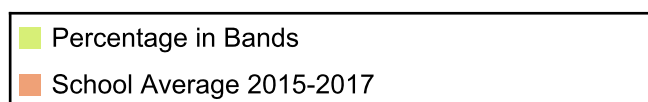
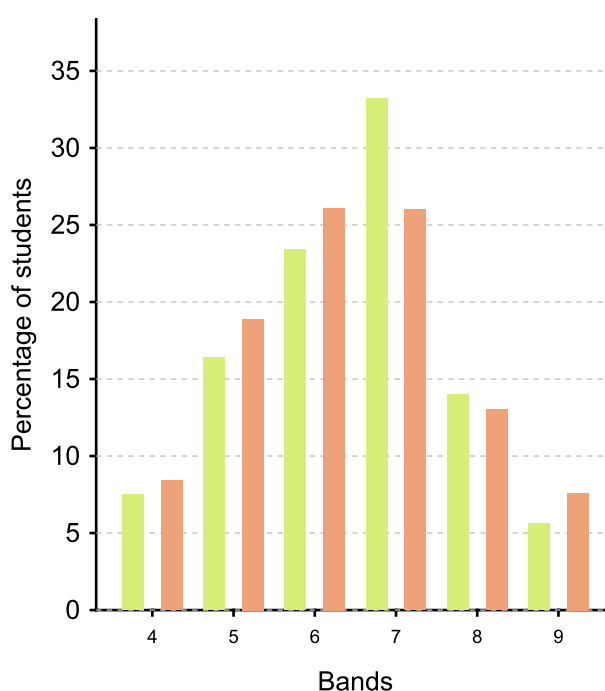
Addressing the needs of improving our reading comprehension results will continue to be a priority in the school's plan and staff professional learning, as well as maintaining the momentum around strategies to improve students' writing skills. The focus of our Literacy team in 2017 will address some of our concerns with students' Grammar and Punctuation skills and how staff can reinforce these skills in all teaching and learning programs.

Percentage in bands:
Year 7 Spelling



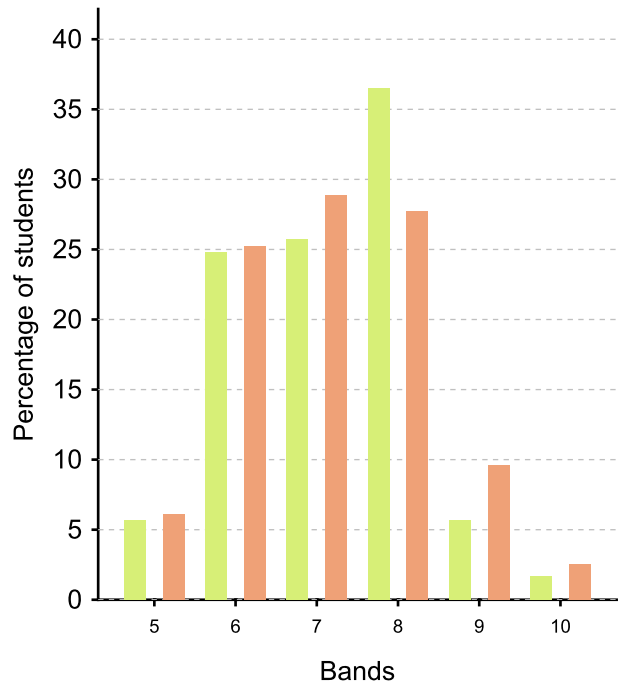
Band	4	5	6	7	8	9
Percentage of students	7.5	10.3	17.3	31.8	21.0	12.2
School avg 2015-2017	7.3	10.6	20.1	30.0	22.2	9.9

Percentage in bands:
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	7.5	16.4	23.4	33.2	14.0	5.6
School avg 2015-2017	8.4	18.9	26.1	26.0	13.0	7.6

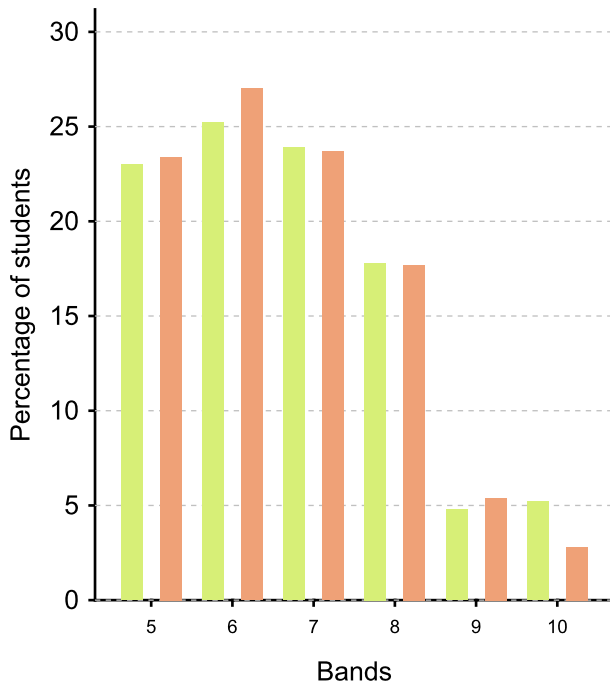
Percentage in bands:
Year 9 Reading



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	5.7	24.8	25.7	36.5	5.7	1.7
School avg 2015-2017	6.1	25.2	28.9	27.7	9.6	2.5

Percentage in bands:
Year 9 Writing



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	23.0	25.2	23.9	17.8	4.8	5.2
School avg 2015-2017	23.4	27.0	23.7	17.7	5.4	2.8

In Numeracy, the Year 7 results again showed that in lower bands for numeracy we were at or below the state average. In Measurement, Space & Geometry, the school results exceeded state average in Bands 6 & 7 and there was a positive shift in Number, Patterns & Algebra from Band 6 into Band 7. Similarly, the school outperformed the Nirimba Collegiate schools in all areas of Year 7 Numeracy.

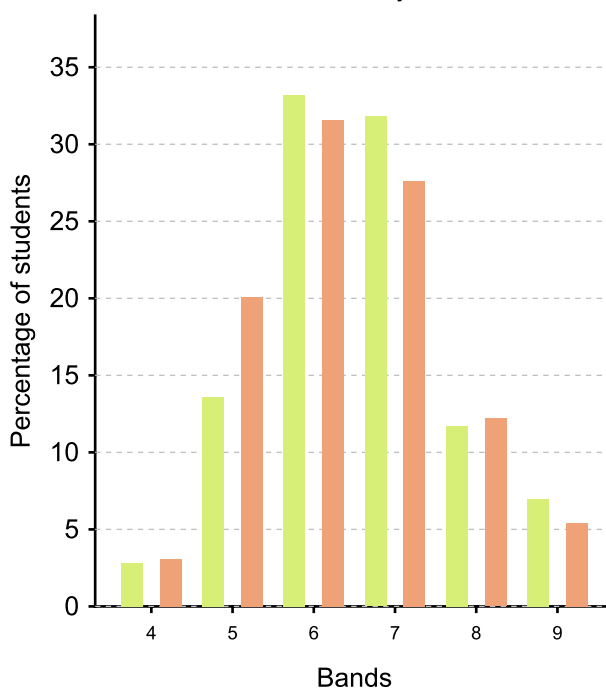
The school's Numeracy Team has worked very hard over the past 12 months, creating highly contextualized, explicit lessons that Roll Call teachers have been delivering once a fortnight. This whole school focus is reflected in the fact our overall growth in Numeracy was 3 points above state average. The team have already begun analysing QHHS' performance in all numeracy areas and have prepared professional learning activities for staff to address identified deficit areas.

The school's numeracy trend data for Year 9 has grown by 21.9 points since 2014; this means that every year the school demonstrates positive growth in numeracy outcomes for all students. We have also seen a reduction in the numbers of students in the bottom 2 bands for Year 7 Numeracy. In 2016 there were 2.2% of our students in Band 5 compared to 1.7% in 2017. This is similar in Band 6 with 24% students in 2016 dropping down to 14.4% in 2017. There has also been a corresponding increase in the numbers of students in the top 2 bands. In 2016 there were 6.2% students in Band 9 but this has grown to 7.9% in 2017. For Band

10 there were 3.1 students in 2016 and this increased to 3.5 in 2017.

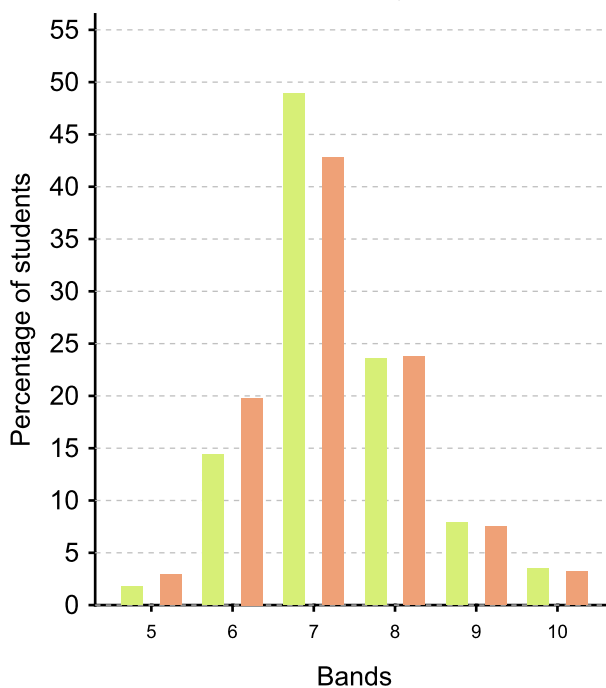
Many of our students continue to demonstrate limited numeracy outcomes and the school plan has implemented measures using Newman's Error Analysis to address this and to enhance numeracy learning outcomes for girls. The school recognises the importance of equipping our students with the numeracy skills to prepare them for Stage 6 Mathematics as a prerequisite to a range of different careers.

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	2.8	13.6	33.2	31.8	11.7	7.0
School avg 2015-2017	3.1	20.1	31.6	27.6	12.2	5.4

Percentage in bands:
Year 9 Numeracy



Band	5	6	7	8	9	10
Percentage of students	1.8	14.4	48.9	23.6	7.9	3.5
School avg 2015-2017	2.9	19.8	42.8	23.8	7.5	3.2

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

Average % NAPLAN results in the top 2 bands. Year 7 Numeracy 18.69%, Year 7 Reading 18.69%. Year 9 Numeracy is 11.35% and Reaching 7.9%

Higher School Certificate (HSC)

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

Parent/caregiver, student, teacher satisfaction

Tell Them from Me Surveys

This year we surveyed students in Years 7, 8 and 10. Year 7 completed the Tell Them From Me Survey to create a baseline for future surveys. Year 8 completed the survey to compare their data from year 7. 80% of Year 8 students reported that they felt they had positive relationships with 80% also indicating that school was important in their everyday life. 75% of the students stated they had positive behaviours for learning and 67% felt they tried hard to succeed at school. 71% of Year 8 stated that they could do well in their school work.

At the midpoint Year 10 completed the Tell Them From Me Survey. 66% of Year 10 felt they valued school outcome. This is an increase from the previous Year 10 wherein 61% reported valuing school outcomes. 89% felt they displayed positive behaviours for learning; the same as the previous year 10. 60% of year 10 felt they put effort into the work and 66% felt they could do well at school. Both of these were replicated the previous year. Students rated the school at 5.2/10 as having a positive learning climate, 6.7/10 as having expectations of success and 5.1 /10 as a place where staff advocated for students. Higher percentages of students with an Aboriginal or Torres Strait Islander background felt good about their culture when at school compared to the previous year.



Policy requirements

Aboriginal education

2017 has seen further development of QHHS Aboriginal education programs – for both our Aboriginal and Torres Strait Islander students and all other students and staff. For a number of years the school has created a holistic approach through the QCCP program (Quakers Hill High School Connected to Community), whole school assemblies centred on important days that further develop a deeper understanding of the diversity and challenges of Aboriginal people and extending our community reach to build authenticity in relation to what we do at Quakers Hill High School.

The focal point of our Aboriginal Education program is the QCCP concept. This year there have been four dedicated QCCP days – one per term. The activities focused on sharing greater cultural knowledge from the wider community and dovetailing into important whole school assemblies: Term 1: Harmony Day, Term 2 National Reconciliation Week and NAIDOC week, Term 3 Multicultural Day and Term four, the official opening of the Outdoor Learning Centre – ‘Yalabilinga’– A Place of Learning.

The theme for NAIDOC Week 2017 was Our Languages Matter, and it has been this message that has underpinned the 2017 QCCP program. In Term one, students formed a choir, learnt and performed the National Anthem in Dharawal verse. They also wrote a new Acknowledgement of Country which is presented at all school assemblies. Work was started on creating art pieces to make a large patchwork style yarning rug for ‘Yalabilinga’.

In Term 2, Koomurri shared his extensive knowledge of traditional artefacts, story telling, dance, language and music through the didgeridoo and the techniques of boomerang throwing. Most of the activities were held at the Outdoor Learning Centre. It's sharing stories yarning circle design provided a contemplative, co-operative physical environment that supported students high level of engagement.

Term three saw the Wild Animal Encounters visit on the QCCP day, learning about a number of Australian reptiles. Students also worked with Bronwyn Spearim, teacher and mentor from Gamilaraay Cultural Education. Bronwyn and her team worked with students on dance, language, and storytelling, culminating in the performance of the Welcoming Dance at the NAIDOC week assembly and the Term 4 Multicultural Day assembly. A significant moment for students was the experience of preparing for the dance –the shared symbolism of being painted with ochre, of putting on the costume, of working with Aboriginal teachers and mentors who had a deep knowledge of Gamilaraay language and how that was incorporated into the dance.

In the background to the QCCP days was the continued work on preparing the Outdoor Learning Centre (which was started several years ago) for its official opening. Students from the School's Green Team, students from Barnier Primary school, students from within the ATSI group and many staff all worked on this, especially building the pebble waterway and the final native vegetation plantings. The beautiful timber signs at the beginning of the walkway into the open space were also completed.

The final QCCP day for the year was the official opening of the Outdoor Learning Centre with its new name 'Yalabilinga' a Place of Learning. Mr Greg Edwards and Ms Dianne Burrell from the Aboriginal Education and Wellbeing office at Nirimaba were of tremendous assistance in organising this event. Uncle Greg and Uncle Wes presented the Acknowledgement of Country in language with didgeridoo being played in the background. Uncle Greg performed the Smoking Ceremony and our Aboriginal students presented their school Acknowledgement of Country, and two dances: the Welcoming Dance and the Brolga Dancing Bird. Staff who had worked intensely on the design and construction of the Centre shared their experiences about this journey. Mrs Maricic (Relieving School Principal) and Ms Dianne Burrell then formally opened the Centre as 'Yalabilinga A Place of Learning'.

From a whole school perspective the QCCP days have enabled Aboriginal students to participate in and learn about different aspects of Aboriginal culture that they have then shared with non indigenous students at whole school assemblies. Our Aboriginal staff members were key to the success of the National Reconciliation Week assembly presenting moving accounts of some aspects of their own lives as Aboriginal people. There was great symbolism in the presentation of a powerpoint on the Reconciliation Journey 50 years from the 1967 Referendum and 25 years since the historic Mabo decision and where we are now in relation to discussions on constitutional change.

The theme for NAIDOC week – 'Our Language Matters' was reflected in P.I.E. Performance in Education's presentation of dance, song and humour from the Torres Strait. Many students went onto the stage when invited to participate in learning some dances and songs from this part of Australia. Our Aboriginal students led the opening of the Multicultural Day

assembly with enormous grace and confidence – with their Welcoming Dance and Acknowledgement of Country. The combination of Aboriginal language, dance and music is a powerful way of sharing culture and deepening the knowledge, understanding and appreciation of its rich heritage with non indigenous students and staff.

The Student Wellbeing Framework has also underpinned how we are developing our student voice. 2017 saw the beginning of an Aboriginal Student Leadership group which in the next couple of years will develop into a Junior AECG. Further improvements were made to the student's PLPs more to improve the ease of communicating and documenting goals with both students and family members. Staff attended a presentation of MGoals at Wyndham College. MGoals is a software platform for not only PLPs, but also community information that is supported by both our local Aboriginal Education Consultative Committee and the State Association. One of the greatest advantages of moving to MGoals is their transferability from feeder Primary Schools to QHHS and then to Wyndham College. Term one 2018 will see students starting on MGoals to replace the present PLPs.

Staff have been attending the Nurringiny local AECG meetings. The knowledge, shared experiences and networks gained from the meetings will assist us with planning for future development of the School's Aboriginal Education program.

NAPLAN results were varied, and we have continued to employ an SLSO to work with Aboriginal students in their classes. This will be important in developing a more explicit support framework with regular student progress feedback in 2018 so that there is more detailed information on individual student literacy and numeracy knowledge and skills. More work will also be done in relation to networking with universities to enhance student understanding of future further learning opportunities. For 2017, 34 out of 50 students were 85% or above attendance, with 5 between 80% and 84%. 23 students achieved 90% and above, with 2 students achieving 100% attendance. The average overall attendance was 85.8%.

In early 2018 the Aboriginal Education team will survey students and staff to evaluate the effectiveness of the program and to improve its effectiveness. Indicators such as NAPLAN results, attendance, academic reports, participation in extra curricular activities, and wellbeing Sentral entries (S.M.A.R.T. data) will also be used to assist the team in liaising with other staff and parents/carers on supporting the improvement of outcomes for Aboriginal students.



Multicultural and anti-racism education

Our annual Harmony Day Assembly epitomised the respect and tolerance of our SMART values. A student created video communicated what members of the school community believe Harmony day is about. The message of acceptance, inclusion, unity and peace was promoted. Students shaking hands, embracing and supporting one another demonstrated the nature of this event as did stunning cultural performances that were opened by a moving Welcome Dance from our Aboriginal and Torres Strait Islander students. Our Harmony Day celebrations coincided with the National Day of Action Against Bullying and Violence. This year, Year 9 students guided by their Year Advisers organised the Take A Stand Disco which encouraged students to not be bystanders and to stand up against bullying and violence.

On the 21st of September the entire school community rallied to support our annual Multicultural Day celebrations. This day involves massive preparation and commitment with faculties supervising students who are excited about sharing their cultural heritage through performance. These items were rehearsed during recess, lunch and after school in the lead up to the assembly. Year 7 students created bright and culturally appropriate posters promoting the day's events. Year 8 Advisers organised with faculties the delicious cultural cuisines that were sold during lunch. Students were treated to sample Indian, South East Asian, Armenian, Italian, British and American traditional foods. Year 9 Advisers and students organised the much anticipated teachers versus students sporting events and Year 10 Advisers and students were responsible for putting on an unforgettable Multicultural Day assembly. The celebration was experienced by the whole school community who once again created a culturally inclusive environment and positive intercultural interactions.

Other school programs

2017 Disability Funding

NAPLAN analysis for individual students demonstrates growth consistent with SSG average. In 2017, 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 LST 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 122 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 2017, 136 students were specifically targeted for Learning Centre support; however the overall number of students who accessed the Learning Centre was 211, which included self-referrals and teacher referrals. The outcome of this strategy has seen an improvement in students' Literacy / Numeracy, 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 78 students were provided with examination provisions.

Low Level Adjustment for Disability Funding

In 2017 QHHS received \$112,839 in equity funding for Low Level Adjustment for Disability. This funding is for 'salary purposes only' meaning it could only be spent on employing staff to assist students with their learning. This provided the Learning Support faculty with the ability to employ a fourth Learning and Support Teacher (LaST) which meant there was a learning support staff member allocated to each year group. The remainder of the funding was allocated to employ Student Learning Support Officers (SLSO).

The priority of the staff was to provide learning assistance to students who had academic levels that were below that of their peers. Students were provided with personalised support in regular classes to assist them with the completion of the work set by their classroom teacher. This allowed those students receiving assistance the ability to access the curriculum and stay up to date with their studies. Each of the

LaST's created a priority list of students in their year group needing assistance and developed a timetable that allowed them the maximum amount of face to face time with students whether it was in class or in the Learning Centre. The SLSO's also developed timetables around targeted learning support classes in year 7 and 8 which allowed most lessons to have an SLSO to assist the teacher with the content being delivered.

The Learning Support team also worked with students requiring assistance in the Learning Centre. The Learning Centre is a dynamic learning environment in which students are regularly withdrawn from class to get assistance with assessments and to learn skills that can assist them in all aspects of their learning. The aim of the learning centre is to teach students the skills needed to complete their studies. This will hopefully develop a student's ability to successfully manage the demands of future studies by themselves.

In 2017 the Learning Support team continued to provide assistance to those students in need and implemented specific Numeracy and Literacy based lessons that targeted groups of students who were below national benchmark in NAPLAN results.

In 2018 the team will continue to assist classroom teachers with differentiating the curriculum to meet the varying demands of the greater student population at QHHS

SUMMIT

The Summit program is a locally –devised, civics and citizenship based program that encourages students to develop community based projects that demonstrate the 9 core Public Education values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

The foundations of the program were devised in 2014 by the Quakers Hill Learning Community and piloted in 2015. In 2016 the schools each began working with their student groups towards completing tasks and aligning them with core values. A key component was the SUMMIT focus day, in which the primary schools attended the high school to participate in a range of team building activities, as well as ICT activities with a focus on gathering evidence for their tasks.

In 2017, the SUMMIT students at QHHS continued working through their various levels. One Year 9 student has completed the first 3 levels (Base Camp, Glacier and Peak) and is now at the stage of completing the SUMMIT level where she will need to propose her own school community project. At Base Camp and Glacier level there are many students working on various tasks around the school. The SUMMIT focus day in week 9 of term 2 was successful and valuable for all involved.

Future directions of SUMMIT will involve further advertising the initiative to the schools in an attempt to involve more students and to recognise student

School Sport

School sport is an essential aspect of school life. Sporting programs offered at Quakers Hill High School often support and complement students' 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 2017, our sports programs have allowed our students to acquire a broad range of skills, developing confidence and supporting them with school life.

During the 2017 sporting calendar, students at Quakers Hill High School were offered a number of opportunities to showcase their talents through various stages of competition.

QHHS was very successful in our third year in the Macquarie Zone Grade Sport competition. The Grade Sport system is set up into 2 groups with a Junior (Stage 4 – Years 7 & 8) and Senior (Stage 5 – Years 9 & 10) competition being held. The competition is played in 3 seasons which run for approximately 13 weeks each. Each school plays against each other on a home and away basis.

In our second year of grade sport we were a strong competitor for the rival schools. Each team was able to play in Semi Finals, with some teams making it all the way to the Grand Final. We also had an amazing 45 students receive medals of achievement at this year's sporting ceremony. The medals for season three will be awarded during term one of 2018.

Our house sport program was also a huge success, with students' competing on a weekly basis in sports organised at QHHS. Students in House Sport are allocated a team and they have the opportunity to play 2 rounds of Sport during the allocated sport periods.

For those students who do not compete in grade or house sports we were able to offer recreational sport. This allowed us to give options for our students and provide them with alternate opportunities to achieve in sport.

Overall, QHHS' third year in the Macquarie Zone Grade Sport Competition has been a huge success with our students and staff representing the school to the best of their ability.

Blacktown Zone Sporting Teams

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

Students who made the Blacktown Zone team for their respective sports are as follows:

Blacktown Zone Soccer: Lilly Deering, Amber Precious, Kayla Randall, Selvy Ruslan, Chelsea Thompson, Daniel Allport, Bilal Kabi and Christopher

Wicks.

Blacktown Zone Netball: Hannah Duncan, Tyler kauri–Eru,Alexandra Wicks and Lauren Woods.

Blacktown Touch Football: Justyce Cleverly, Bethany Lala,Chelsea Thompson, Alexandra Wicks, Kaleb Farr, Cameron Faulalo and Matthew Tito.

Blacktown Zone Rugby League: Cameron Faulalo, Matthew Tito and Kaleb Farr.

Blacktown Zone Basketball: Carl Castillo and Carlos Castillo.

Each of these students represented QHHS with distinction during the Zone competition.

Sporting Carnivals

The carnival year began with the swimming carnival at Blacktown Aquatic Centre. Students with the fastest times in their age groups then went on to represent the school at the Blacktown Zone Meet. The team went well with most of our relay teams placing and a number of students moving on to Sydney West Swimming. Guven Gemikonakli was a standout performer for our school, where he was named Carnival Champion for the Blacktown Zone. The following students were age champions for the 2017 Quakers Hill High School Swimming Carnival.

Females: Lara Beringer (12Years), Madeleine Hand (13 Years), Bonnie Boswell (14 Years), Chloe Webster (15Years), Taylor Scott (16 Years)

Males: Henry Branson (12 Years),Daniel Wilson (13 Years), Jaxon Savage (14 Years), Guven Gemikonakli (15Years), Tyler Micallef (16 Years).

The Athletics Carnival was our second big event which was held at Blacktown Olympic Park. We had one of our biggest turn outs so far with a large number of enthusiastic students participating in all events. In each event we had students demonstrating amazing talent and a willingness to "give it a go". Congratulations to our competitors and all students who attended the athletics carnival.

The following students were age champions for the 2017 Quakers High School Athletics Carnival.

Females: Ammie Vamah (12 Years),Tayla Webster (13 Years), Alexandra Wicks (14 Years), Chloe Webster (15 Years),Justyce Cleverly (16 Years).

Males: Antonio Baillo (12 Years),Jake Richardson (13 Years), David Cortese (14 Years), Guven Gemikonakli (15Years), Kaleb Farr (16 Years), Joshua McGivney (17 Years).

The 2017 Cross Country was held at Quakers Hill High School. Our eager participants strived to complete the challenging course. It was great to see everyone, including competitors,showing support and congratulating each other on their efforts. A number of

our students excelled at Blacktown Zone Cross Country and made it through to Sydney West.

There were over two hundred participants in each age group at the Sydney West Cross Country Carnival. A number of our students performed admirably in their events. The following students were age champions for the 2016 Cross Country Carnival.

Females: Trisha Spicer (12years), Kayla Gallagher (13 years), Amber Precious (14years) , Hannah Branson (15years) Justyce Cleverly (16 years).

Males: Giovanni Mina(12 years), David Cortese (14 years), Guven Gemikonakli (15 years), Daniel Allport (16 years)

Quakers Hill High School continues to be a dominant participant in the annual Blacktown Zone sporting carnivals. The following students have represented our school with distinction at the Zone carnivals and earned the right to call themselves Blacktown Zone Age Champions.

Swimming

Females: Lara Beringer (12 Years),Madeleine Hand (13 Years)

Males: Jaxon Savage (14 Years),Guven Gemikonakli (15 Years)

Athletics

Females: Chloe Webster (15Years), Justyce Cleverly (16 Years)

Males: David Cortese (14 Years)

Cross Country

Females: Olivia Coram (12 Years),Kayla Gallagher (13 years), Amber precious (14 Years), Justyce Cleverly (16Years)

Males: Giovanni Mina (12 Years),Guven Gemikonakli (15 Years)

Knockout competitions

Throughout the year we had some excellent results in all knock out competitions. The stand out team was the Open Girls Soccer Team, coached by Mr Fabricato who was awarded 'Team of the Year'at our annual sports presentation assembly.

The Open Girls Soccer team were entered into the Sydney West School Sports Knockout Competition. The team went through the preliminary stages and came up against a strong Castle Hill High School in the grand final. It was a close and entertaining game with the final score being a 2 all draw thanks to goals by Amber Precious and Kayla Randall. The game went into extra time where our exhausted team defended their hearts out. The game then went into a penalty shoot–out, where our goal keeper, Amelia Smith, stood strong and our girls, as accurate as anything, won the game. The win crowned our team as the Open Girls Sydney West Champions for 2017. This meant that the girls went through to the state level where they travelled to Wollongong to play in Round 16 of the competition. A disciplined team took the field under the watchful eye of Mr Fabricato and our dedicated parents who made the trip. Early in the game Amber Precious scored an amazing goal putting the team 1–0 up. The team

stayed calm and saw some near misses, with Emma Hemsworth almost scoring an unbelievable header from a corner. The girls held Wollongong out to take the win and put them through to the Quarter finals of the state. The team then travelled to Cronulla and played against Woolooware High School. Unfortunately the girls were defeated but did not give up even though there was torrential rain and the game needed to be abandoned 5 minutes early. This is an outstanding result for our school particularly because they made this progress in an opens competition where they played against predominately senior students.

There were many other knock out sports offered throughout the year such as Basketball, Touch Football, Futsal, Netball and Softball. All students represented Quakers Hill High School with pride throughout their competitions and enjoyed the competitive nature of the knockout sport competition.

Blacktown Zone

The Blacktown Zone Sporting Blues Award is the highest individual award bestowed by the Zone. For an individual to be nominated for a Blues award they must satisfy a specific criteria and then be approved by the Zone sporting awards committee. This year 3 students were awarded the Blacktown Zone Blues Award.

Justyce Cleverly, Guven Gemikonakli and Lauren Woods

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 handed out to students who have excelled in a number of sports throughout the year for 2017. Our recipients for this year were:

Year 7: Giovanni Mina and Ammie Vamah

Year 8: David Cortese and Alexandra Wicks

Year 9: Cameron Faulalo and Chloe Webster

Year 10: Christopher Wicks and Kayla Randall

Sportsman and Sportswomen

The pinnacle achievement of our sporting programs here at Quakers Hill High School is the Sportswoman and Sportsman of the Year Award. This is always a hotly contested award because we have so many outstanding athletes here at QHHS. Each student is allocated points throughout the year for each achievement, which are then added up and a winner is awarded. This year's recipients have again actively participated in their age groups in all the major sporting carnivals and have been keen participants in all the many sporting opportunities offered here at QHHS.

Justyce Cleverly and Guven Gemikonakli

Overall, 2017 has been a very successful year in the sporting domain. We have watched our students rise against the competition and always represent our

school with respect and pride. This was clearly highlighted at our inaugural sports ceremony. We would like to thank all of the competitors who have entered events throughout the year and made 2017 memorable. We are excited for the opportunities we have at QHHS and are looking forward to 2018.

Prosperitas

In 2017 a total of 39 students participated in the Prosperitas program for 2017. This program is in its 6th year of running and has doubled in numbers since inception. A total of 15 teachers acted as mentors to students who completed their own project-based learning project. Students covered topics such as sustainability, building their own guitar and the creation of artworks and phone apps. The winner for 2017 was Chloe Holt and the technical awards went to Oliver Matthews and Eoghan Moon.

Primary Prosperitas – a Gifted and Talented Year 6 Transition Mentoring Program

This year, 32 primary school students from our four partner primary schools applied for the Primary Prosperitas program, with 29 of those students completing their project. 38 QHHS student mentors assisted the primary students throughout the process of completing their projects, using mentoring skills to teach the primary school students how to break their project down into small, manageable steps, supporting them with developing their skills and the content knowledge required to successfully complete their projects. QHHS student mentors worked individually and in pairs to mentor their primary students.

Each project was supervised by a QHHS teacher mentor, who provided advice, mentoring support and coaching. 9 QHHS teachers were involved in mentoring the projects, with an additional coordinating teacher for the entire program.

Throughout the year, support was provided to the primary students through three face-to-face mentoring sessions, one Adobe Connect mentoring session, ongoing support through an Edmodo group and an introductory afternoon, halfway presentation meeting and final showcase.

Projects came from all faculty areas, from English novels and creative writing, to artworks, sculptures, dances, ICT projects, History, Sport, HSIE, Science and Mathematics. Each student completed a process journal in a form of their own choosing to document the stages of their project and to reflect on their learning.

This Year 6–7 Gifted and Talented transition program was again very successful, with students, parents, principals and teachers of all four partner primary schools expressing their appreciation of the opportunities and support offered to their students through this initiative.

Due to its success, the program will again run in 2018; this time with a specific focus on future-focused learning strategies through a driving question

underlying each project, an increased emphasis on the interpersonal skills involved in collaboration and communication with student mentors and more in-depth reflective learning through an enhanced form of the process journal. Students will use Google Classroom rather than Edmodo as their online communication platform to take advantage of the new technologies offered through Google Suite.

Musical

A cultural highlight and achievement of students and staff of Quakers Hill High School during September was the musical production, "That Moment When". Parents and community members were treated to an original production that presented a window into the minds of our students and the workings of daily school life. The story is a modern version of the classic Cinderella tale and is peppered with teenage angst and all the dramas that we see in our adolescents today.

Drama teacher and director, Mr Dacey assisted by Ms Marin created a remarkable show that allowed the huge gamut of creative students that we have at Quakers Hill High School to share their talents through drama, song and dance. Our teachers have invested enormous amounts of personal and professional time to nurture, enhance and develop the creative capabilities of our fantastic students. The musical production reflects the excellent collaboration of staff across the curriculum from our English, TAS, PDHPE and CAPA faculties under the coordination and production of Ms Melissa Lachevre. This year saw valued involvement of our wonderful partner primary schools to our musical showcase. A cast of over 120 performers from across four schools performed, sang and danced throughout the musical showcase.

Many staff worked behind the scenes; assisting with costume design, makeup, musical scores, rehearsal supervision, sponsorship management, ticket sales, choreography and set building. On performance night we had staff ushering, backstage, in the green room and selling refreshments. The Musical Team for 2017 worked tirelessly on this project since the beginning of the year. Those special teachers are: Ellise Barratt, Bree Mutch, Launce Roma, Christine Marin, Luke Cole, Bronwyn Tweeddale, Amy Nicholls, Georgina Willmet, Clarissa Ferreria, Ben Dawborn, Melissa Waddups, Alicia Amodeo and Laura Weatherburn.

Our wonderful parents invested many hours in ferrying their children to and from rehearsals, assisting with fundraising and dealing with the highs and lows of adolescents worrying about their performance. Our school motto is "A Caring Educational Community Shaping A Positive Future" and our musical is an example of one of the successful ways that the caring staff at Quakers Hill High School work together to provide such a positive experience for so many of our students.

Analysis 2017 Year 10 VALID Testing

As this is the first year that QHHS has been involved in VALID testing for Year 10 students, this analysis does

not allow for a comparison to results to previous years. However, it does allow for analysis of the quality of answers our students provided to questions based on knowledge and understanding, planning and conducting investigations, problem solving, communicating and writing extended responses.

The voluntary participation in VALID 10 this year provided an opportunity for three Science teachers to be trained to mark extended response questions collectively within Nirimba Collegiate using the SOLO marking criteria by a VALID development coordinator. The overall levels achieved by QHHS students were 14% in bands 1 & 2, 63% in bands 3 & 4 and 23% in bands 5 & 6 (the highest). Out of the 218 students, 9 attained band 6, 41 attained band 5 and 78 attained band 4. The average scaled score growth from year 8 for all our students was 2.1 as compared to 2.7 of all NSW DoE students. Furthermore, 59.6% of our students achieved greater or equal to the expected growth. The analysis of the students responses indicate that the mean for our school for planning and conducting investigations and, problem solving and communicating were equal to that of the non-selective schools. The deeper analysis of the success of our students in their answers to the three extended response questions revealed that although students were able to attempt the questions, the specific depth required in each instance, according to the SOLO marking rubric, reduced the number of those who qualified for bands 5 and 6. The implication of this analysis is that further, explicit focus and practice is required for students to engage in when answering extended response questions, using the SOLO marking scheme. The trained teachers will use their marking expertise to provide models to faculty staff and develop scaffolds for students to improve and develop stronger strategies for completing extended response questions for 2018 across all year groups.