

# Queanbeyan High School

## Annual Report



2018



8216

## Introduction

The Annual Report for **2018** is provided to the community of Queanbeyan High School as an account of the school's operations and achievements throughout the year.

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

Queanbeyan High School delivers education on Aboriginal Lands and we pay respect and gratitude to our Aboriginal Elders and Traditional owners, parents, students and staff and in particular our local Queanbeyan Aboriginal Education Consultative Group under the leadership of Esma Livermore for working tirelessly to support the genuine efforts of our local schools to improve outcomes for our young people.

2018 has been one dedicated to mobilising our staff teams undertaking work towards our Strategic Directions for our three year School Plan. This plan is unapologetically future focused. The development, implementation and actioning of the 2018 – 2020 School Plan genuinely reflects the work of all staff at Queanbeyan High School. All staff had considerable input into developing the strategic directions and in process teams collaborated to develop actions plans with milestones. This is a significant change from previous planning iterations that were more hierarchical in nature. With a move to distribute the leadership and responsibility of the school plan we hope to gain increased commitment to the core vision of the plan and realise greater impact of the various process programs. This change in how we work has meant additional responsibilities across all levels and areas of staff and I would like to acknowledge the efforts of all and in particular our faculty leaders and program coordinators who have led this period of transition.

It was a busy year with our school working towards the realisation that our old and tired learning spaces are about to be refurbished to reflect the latest in research about what makes great learning spaces for the new pedagogies.

We are determined that Queanbeyan High School graduates are prepared for fulfilling and exciting lives beyond school. Our graduates need to adapt to stay relevant in a rapidly changing world through building resilience in their mindset and willingness to update skill acquisition throughout their careers.

All of the work we are doing is geared to ensuring all students are best prepared for their futures and what lies ahead beyond school. Industry and business partners recognise that future fit schools and school systems are critical to ensuring the next generation are equipped to flourish in their working lives. It is time to move away from the 20th century classroom model of education.

We need all graduates to be proactive citizens and bystanders. They need to own responsibility for their own behaviour and actions. To make respectful, responsible decisions. By building this strength in our graduates, we build strength in our community. We have all formed ideas about what is best practice or good teaching.

COLLABORATING FOR FUTURE SUCCESS, our faculty leaders have engaged in ongoing work with Professor David Hopkins and the Australian College of Educational Leaders to develop instructional rounds processes where teachers work with colleagues within and between schools to explore their teaching and support collective efficacy and improvement. To really test efficacy and challenge practice.

We are committed to increasing genuine engagement of students in meaningful learning and have established processes to support this improvement.

Staff have undertaken professional development at local partner Universities and training organisations including University of Canberra, Australian National University, building partnerships to enhance the work done at our school.

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

This work involved considerable consultation with our school planning process teams, faculty teams, and our students who under the leadership of Jesse Thompson and Maggie Schirmer and prefects Mitchell Bernecker and Jennifer Smyth, rallied to provide considerable input of collective students voice.

2019 is Queanbeyan High School's diamond anniversary – we will be 60 years old. What a better way to celebrate than to undertake a massive refurbishment of five of our existing blocks. Staff are mobilising for the move into temporary class and administration spaces.

As we move into the refurbishment of our buildings, we are looking beyond this work and seek input into other ways we can improve the school and our facilities. I appreciate that significant work must be done to our back ovals and sporting facilities and am keen to hear from sporting organisations for suggestions. I invite contribution of all stakeholder ideas.

Our Strategic Plan is focused on our people and systems to support this future focused work and our school is motivated and committed to realising the potential of these opportunities. The more involvement we get from our entire school community, the stronger our outcomes will be. Our school actively works to strengthen existing partnerships and foster new ones.

Student achievement was celebrated across all fields including academic, cultural, sporting, citizenship and leadership as we witnessed substantial participation and achievement. Graduates have gained employment, or are involved in further training and education.

I salute the efforts and encourage of all staff and students and encourage them all to continue to realise your talents, passions and dreams for the future.

Your partner in education

Jennifer Green

Principal

### School contact details

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### Message from the Principal

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Jennifer Green

Principal

## School background

### School vision statement

Engaged learners focused on creating a strong, smart and sustainable future for themselves and their community.

The pace of change brought on by rapid developments in technology requires genuine strategic planning for the future more than ever before.

Queanbeyan High School needs to be in the position to stay ahead of the curve, to lead change and provide students with the knowledge and abilities to counter, adapt, and ultimately succeed amidst the ever-changing world.

Our school needs to set the foundation mindsets, skillsets and tools for our graduates to thrive in life and work beyond 2020 and beyond and for this to be effective we need to work with community groups, industry partners and researchers to ensure we are preparing our students for the future, not the past.

### School context

Queanbeyan High School provides comprehensive education for 538 students from year 7 to 12. A broad curriculum including extension, academic and Vocational Education and Training Courses supported by a range of re-engagement courses ensures students may choose a relevant pattern of study suited to their post school and career aspirations. Senior students may combine their schooling with additional training, micro-credentialling and employment. The Industry Training Centre allows students to combine the HSC with a School Based Apprenticeship or traineeship. Seven support classes for students with significant additional learning needs operate with both stand alone and semi integrated models.

The school is currently undergoing significant refurbishment of learning and recreational facilities to enable pedagogical approaches to expand to maximise student outcomes.

13% of students are Aboriginal or Torres Strait Islander students. The school has established an Aboriginal Learning Centre staffed by an Aboriginal Teacher and School Learning Support Officers.

22% of students have a non-English speaking background. 11% of students require English as a second language support ranging from beginning, emerging, developing and consolidating. Our average Family and Occupation Education Index is 110.

74% of our families are in the lowest half of the socioeconomic quartiles for Australia. 43% of our families are placed in the lowest quartile.

The school transitioned from the College 3X3 program to a regular HSC two-year delivery model with the last 3X3 cohort sitting their HSC in 2018.

Queanbeyan High School is working to strengthen its professional collaboration with partner primary and secondary schools. Project Euclid, Robotics and the Ninjimurra Professional Learning Group have seen enhanced collaboration and growth. Establishment of a secondary Professional Learning Community with our two colleague high schools is planned for initiation in 2019 –2020.

Dedicated and passionate teaching and support staff, an active P&C and parent body supports student's social activism, leadership development and advocacy. Many extracurricular opportunities have been fostered to strengthen these pursuits

## 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.

In previous years, the School Excellence Framework Self Assessment was undertaken by 2 senior executives in 2016, and in 2017 with one whole school staff meeting of one hour and one follow up meeting of the school executive team. In

2018, with the responsibility of The 2018–2020 School plan distributed to process teams, where each team had to develop, action and evaluate milestones, and assess their area using the School Excellence Framework, the shared understanding of the tool was significantly increased. Not only is an element assessed with a descriptor, teams document the types and sources of evidence to justify their judgement of that element and domain. The team assessment matrices are collated into a master document of evidence against the SEF.

Changes across 2016 to 2018 in the SEF self assessment tool, more reflects the change in how we assess our school rather than actual declines or significant improvements in domains and elements of the framework.

Change in leadership and management has shifted from Exceling to delivering as greater understanding of effective educational leadership has shifted from a hierarchical power based system to a distributed system with instructional and transformation leadership capabilities being articulated and developed in all levels of leadership.

A systematic audit of the management and compliance of NESA and Department of Education Policy and Procedures has led to an honest assessment that in a number of areas, complacency had resulted in outdated policies with little educational impact. Traditional procedures have been challenged and across the Wellbeing, teaching, learning and leading platforms, change is occurring and policy areas are now being documented with clear purpose and aligned systems that undergo continuous evaluation and improvement cycles. This dip in assess occurred in 2017 and in 2018 reflects confidence that as a school we are back on track for continued improvement.

2018 Self Assessment has the school operating mostly in the delivering level, with a larger percentage also in sustaining and growing. With continued effective use of data as evidence, the sophistication of this assessment will develop further.

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### Positive Culture for Success

#### Purpose

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

#### Overall summary of progress

Process teams delivered actions against milestones in 2018 and assessed their work against the School Excellence Framework. These teams worked collaboratively with a team leader taking responsibility for the work of the team and publishing all products of the team. Strategic direction 1 has three process teams working to deliver improvements in positive learning culture for success of all members of our community: students and teachers.

Throughout 2018, the main focus was to ensure the new reward system was implemented successfully throughout the school. Staff were trained at a staff meeting about the new reward system including the new documentation that form part of the regular recognition of positive, expected behaviour and this training was supplemented with a staff guide to the reward system. All students were introduced to the reward system through Year meetings at the beginning of the school year.

Appropriate student behaviour was acknowledged each term through a reward excursion where students on certain levels of the reward system were invited to attend the excursion. The following table provides information as to the final level achieved by students in each year group.

Anecdotal evidence from year advisors indicated that the reward system was a success, with increased student engagement and participation in the system. The team has decided to commit to the reward system for another year with an evaluation to be completed at the end of 2019 by a survey of students and staff.

Other achievements in 2018 include the development of three core school values and the overarching school vision of developing 'respectful, responsible, learners'. Posters of school expectations for each classroom were developed and ratified by all staff through distribution at executive meetings and subsequent faculty meetings. These posters were presented to students for their feedback at Pos Camp and will be finalised and placed in classrooms throughout 2019.

Whole-School Expectations have been developed to enable staff to consistently apply high expectations regardless of faculty or learning space.

High Expectations with regard to uniform, behavior and attendance have been embedded within the reward system. This was explained to all students at the beginning of 2018 and regularly throughout the year at school assemblies.

Attendance is a mandatory component within the reward system. Attendance data is checked each term to determine which students have met set benchmarks.

Students meeting high attendance benchmarks are recognized for that through their eligibility for reward excursions. Positive Behaviour for Learning is a planned approach towards a systemic wellbeing system. Taking 3–5 years for full implementation, the process is extremely planned and deliberate.

Data will be analysed to determine whether the team moves to the next stage of the process.

It will involve consistent expectations across the school, consistent language use by staff and explicit teaching of expected behaviours. We are in the planning stage for these at the moment.

The reward system implemented in 2018 is a whole school approach towards recognizing and celebrating student achievement and engagement and student numbers at each level indicate that this has been a success.

The development of school-wide expectations will enable us to explicitly communicate expectations of behavior across a variety of school settings.

We have worked with students to co-develop the school expectations.

The purpose of PBL is to create an effective learning environment for all students which will be the major focus of 2019 as the school expectations are introduced, and explicitly taught, to students.

This year the wellbeing team has developed engaging programs that support the needs of all students, providing them with opportunities to develop strategies that support their health, learning and long term success. The team has developed a comprehensive wellbeing policy for implementation in 2019 as well as beginning the initial stages of consulting with students, staff and parents in preparation for further development of the bullying policy to be implemented in the early stages of 2019.

In 2019 the wellbeing team will build on the successes of 2018 and further develop links within the community. A key part of this is the new wellbeing scope and sequence that was developed during 2018 that effectively links school events with community organisations/events and integrates wellbeing objectives throughout the school year. Programs run in 2018 were reviewed and recommendations for strengthening will be applied. 2019 will see invigorated programs which have been improved based on feedback from all stakeholders. Overall the wellbeing team has made great strides in unifying the vision and practise of wellbeing leading to better outcomes in 2019 and beyond.

Over the past 2 years there has been greater understanding of and support for a learning culture of a learning culture of high expectations and high achievement. This is celebrated through key messaging to the wider community via our social media platforms. It is all recognised through the student rewards scheme through the use of RRL's and formal assemblies and presentation nights.

QHS offers a broad curriculum, high expectations are encouraged regardless off the student background, academic level or abilities.

Teachers regularly submit VOR's for experimental learning to enhance curriculum through different learning alliances.

School communicates each term via alternates of parent teacher nights and formal reporting. Term 2/4 is reporting. Term 1/3 is parent teacher information nights.

Celebrating student achievement showcasing them through social media platforms, formal assemblies, and the school website. Focusing on key messages of best practise via a variety areas eg wellbeing. Increase in student involvement in extracurricular opportunities eg show team, D&D and dance ensemble. An increase in parent's willingness to be involved in the school eg assisting with school productions, working bees and completing surveys.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students, staff and parents articulate understanding of systems for managing student behaviour and wellbeing.	RAM funding has been directed to create a second Deputy Principal to support wellbeing programs and policy across the school.	Clear behaviour policy and procedures published in staff handbook, on posters, website and social media.
Student engagement reflected in data from quantitative and qualitative tools.		Advocacy and Student engagement as measured in Tell Them From Me indicate slight increases in these areas.
Data shows increased engagement with communication tools and activities (particular reerence to AECCG and Aboriginal Families.)	SLSO employed to undertake social media and website maintenance one day per week.	Engagement data has increased substantially. Engagement through attendance at Parent functions has increased substantially.

### Next Steps

Finalizing the PBL team to ensure representation from each faculty

Undertaking formal training for all team members, ensuring a representative from each faculty is formally trained

Finalising and printing the classroom expectations posters for distribution in all classrooms

Working with the wellbeing team on explicit teaching of school expectations

Developing outdoor expectation posters for the fluid playground areas QHS will have in 2019.

Continuing to embed the reward system in the daily routine of all staff

Evaluating the reward system at the end of 2019 by surveying year advisors, staff and students

Update Anti-Bullying Policy and Procedures inline with survey responses and best practice strategies for positive impact

Relaunch focus on attendance with review of current practice and communication strategy

Enhance communication suite to expand coverage and output of celebratory and operational information

Review Uniform and have ready for opening of new Futures focused buildings and curriculum packaging

## Strategic Direction 2

### Personalised Learning for Mastery

#### Purpose

Consistent rigorous use of data and research to drive and evaluate Personalized Learning for mastery of literacy and numeracy through clear guidance on explicit teaching and more responsive interventions with proven effectiveness.

#### Overall summary of progress

Strategic direction 2 has three process teams working to deliver improvements in students mastery of learning through attention to Literacy, Numeracy and differentiation. With a focus on mastery, our school is personalising learning for students at all levels of ability.

**Renaissance Reading** was a major milestone and achieved with great success. Across all four year seen classes there was average growth of between three to six months in the measurement of reading age. Students maximised their engagement in reading. This was facilitated by:

Continued access to the testing facility and the targeted fiction and nonfiction selection of reading materials. Materials were purchased for the zones of proximal development.

Multiple testing stages at different times of the year.

Utilised online nonfiction texts allowed the maximum engagement of student training sessions for the English staff

The maximum reading age growth was two years and five months with a student not only growing in confidence by also in comprehension ability. The testing in this program, tests not only understanding but also recall of information. The average number of words read in a year was between 5,000 and 15,000. The highest number was over one million words read.(student x also grew one year and eight months in reading age.) The screenshot below shows the progress of a high needs students who has passed every quiz he has attempted and read over his target, with 32,095 words.

On average, students answer literacy comprehension quizzes with an accuracy rate of 80% set as the passing mark. However, most students answered to 90–100% in their tests.

#### Literacy Circles

This program was put in place to assist with the literacy and confidence in reading of year 9 students. Students self-nominated their reading levels and were placed in groups. A teacher sat with each group and students and teacher took it in turns in reading aloud. This was highly successful, as it was non-threatening and students were able to listen to a fluent reader. Assistance was given by a non-judgemental friend.

Myon has also been applied for and is open to students for reading over the summer holiday period. This allows greater access to students and a wide range of reading materials becomes available.

#### ALARM

A survey was carried out and the results were mixed. This milestone was not reached fully but will be rectified in the 2019 milestones. This will be done through staff meetings and by the use of outside expert personnel such as Joe Southwell. We can also use expert knowledge from staff.

#### Multi-Lit

The aim of the Multi-lit program at Queanbeyan High School is to improve student's literacy outcomes. Multi-lit was recommended as a program which could address these gaps in the student's learning.

The program also had aims to improve student attendance and engagement in school generally.

The staff at Queanbeyan High school were trained in the program. Students were chosen from the Aboriginal and Torres Strait Islander students and run through the Aboriginal Learning Centre in the school.

Groups were identified in year 7, 8, 9 and 10. There were seven groups in total, with 18 students on the program at various times.

Groups run most days in the same sessions. This takes students out of different classes and additional help is offered through the ALC for students who may have missed some class content during the term.

Students' individual data has been collected from external testing including Best Start and ACER pack. This data is being analysed to show students' individual learning needs. Relevant planning for effective teaching and learning is then conducted with regards to students' individual learning needs.

Thorough analysis of data (BEST START, ACER/ PAT, NAPLAN) allows us to inform achievement data. It has allowed us to identify gaps in learning so that we can focus our teaching on these areas. We link the numeracy data with other information such as literacy testing data, wellbeing data and consultation with student advisors and teachers to supplement data. We acknowledge trends and disseminate this to staff so that we can base our teaching and learning around areas of need.

After analysing NAPLAN data from our school over the past few years we have identified the need around strengthening our numeracy skills. This is the basis of the numeracy team's plan and why we are investing in Quicksmart intervention program and increasing momentum for a more committed whole school approach to teaching numeracy skills and therefore we hope to see an increase in NAPLAN results.

Day book planner used for teachers to track students' progress and differentiate, Monitoring folders include NAPLAN data, ILP, PLP, IEP, NESB. These ensure we are catering to the needs of all students

Numeracy team members have been undergoing an array of professional development focussed around the analysis of data from external testing. The findings of these are being disseminated onto whole school staff. Seminars are being hosted by team members to demonstrate how to access data and what to look for.

BEST START, NAPLAN and ACER/PAT have provided the team with rich data on students knowledge, understanding and skills in numeracy. This valid and reliable data has provided us with many finding including students who require intervention for progress, students who need to be extended and skills that need to be strengthened across the school. For example: finding the mean, mode and median of a set of scores.

The data collected from NAPLAN, ACER, PAT and Best Start is used to create and develop cross curriculum programs specific to numeracy outcomes that have been flagged in gaps of student achievement.

Numeracy team has a strong focus on ensuring all KLA's take responsibility for teaching explicit numeracy skills. This is based on data collected from tests that highlight our students need for better progress in numeracy. We highlight key students and skills that need to be focussed on. The very nature of our numeracy team has members from all KLA's of the school, each that share information back to their relevant faculties and help evaluate their numeracy inclusions in their programs. We ensure that lesson plans and programs highlight where numeracy is included. As part of our 2019 milestones numeracy team will observe and evaluate staff programs to provide feedback on their numeracy inclusion. We are currently creating a "post test" to evaluate the effectiveness of such programs

Although, collaborative practice has not been implemented at this stage, professional learning and system development has commenced with the Numeracy Team. This is an ongoing process which will lead to the facilitation of professional dialogue, collaboration and effect teaching outcomes

Staff are currently going on a variety of Professional development courses to deepen our data literacy to drive teaching and learning. Once forthcoming training is completed, strategies to improve numeracy teaching and learning will be shared with whole staff via staff meetings and share point documents to share best practice.

During the numeracy evaluation process, students are/will be informed the importance and high expectation in numeracy through applying numeracy across the curriculum. This is an on-going progress with the hope to build the high expectation culture in numeracy across the school.

The Numeracy Team will be sharing the milestones with the community via School Facebook account.

The numeracy process team was born out of the QHS need to improve student's achievement in this area. We have frequent meetings to analyse data and set relevant milestone. For example the investment in numeracy intervention programs. We have mapped these milestones and frequently monitor our progress and invest time, money and other resources in achieving these. We evaluate our progress and constantly realign our milestones to ensure we are achieving. We have a clear plan of what we want to achieve as a team for the benefit of student outcomes. Ongoing evaluation and monitoring of student results from school data allows us to find areas to focus on.

Throughout the external evaluation progress, the leadership utilised different staffs' expertise to collect numeracy

evidence and analyse student data and evidence. Numeracy team members also attended relevant professional development to help the team to achieve milestones

There is an investment in advance technology to implement and support learning by integrating numeracy in lessons including laser cutting, 3D printing, heart rate monitor, iPad, digital technologies (which allows the practical implementation of numeracy).

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student growth/value adding as demonstrated in Literacy and numeracy continuums, NAPLAN and HSC Z Scores increased for all levels of learning– including the top 2 bands (Aboriginal student data is monitored)	RAM funds for Renaissance reading program and MultiLIT programs. Significant salaries and wages delivered Learning and Support staff to undertake interventions.	Identified issues with literacy and numeracy using ACERPAT tests and NAPLAN analysis. By year 9 students have closed the gap substantially.  HSC Z Score analysis was only valid in English and Visual Art due to the size of the classes.
All faculties and staff engage in authentic data analysis and evaluation of teaching, learning and assessment (ATSI PLP's)	Faculty monitoring folders  ALC PLP meetings	All faculties have monitoring folders which articulate accommodations and adjustments for students.  SCOUT training for Executive  RAP training for Executives  ALC undertakes major data analysis each term
Aligned systems with clarity of scope and purpose, transparent processes supported and monitored at all levels of the school– All faculties develop, pilot or explore a diversity of strategies to increase literacy, numeracy and differentiation strategies for all levels of learning and groups including ATSI students		Course Monitoring policy for is articulated in the staff handbook. This process is monitored beyond the school at Network level each year.  Faculties have all reported progress on differentiation targets.

## Next Steps

One key recommendation is that the groups from the higher grades (particularly year 10) did not work very well together. The students didn't see the value in the program and the group was closed. In the future, it is recommended to work with groups for students in year 7 and 8, but students above this age would work better one on one, based on the student's personality.

Year 10 students – If possibly avoid having MacLit sessions during session 1.

One thing that should be clear to students is how important this is for them, many of the students who did not continue with MacLit believed it to be optional, this affects their motivation and the program really needs full buy-in from the students for it to work.

There was some struggle with behaviour at times, especially for the SLSO's, having a teacher nearby during sessions can be very helpful for keeping sessions on track.

Rewards should possibly be issued with particular groups to improve motivation

Quick Smart program, which is suitable for the numeracy needs of students at QHS, is being implemented starting from term 2 2019. Students' progress will be monitored continuously to track the effectiveness of this program. Numeracy is also integrated into all teaching and learning programs. The importance of integrating numeracy cross the curriculum will also be emphasised during staff meetings

## Strategic Direction 3

### Collaborating for Future Success

#### Purpose

Raise awareness of the changing dynamic of education, employment and social services into the future. Prepare our school, staff, students and community for upcoming changes. Build teacher capacity to engage with future focused opportunities and work in genuine collaborative professional communities to enhance practice.

#### Overall summary of progress

Strategic direction 3 has three process teams working on the foundational culture, skillset and mindsets for enhancement in professional collaboration. This Collective efficacy focus covers within and across schools and beyond schools to other partners such as industry and other educational providers.

The school improvement team look to manage skills and leadership attributes to facilitate whole school improvement (SEF: Educational Leadership – Instructional Leadership (S&G)). Instructional rounds are being used to assess classroom practice to lead towards the collaborative development of strategies for improved students learning (SEF: School Planning – Continuous Improvement (D))

Supporting beginner teachers builds the capacity of all school staff through utilising the skill set of experienced teachers. Mentoring is embedded into the school structure with mentee and mentors engaging in professional dialogue for improved practise and achievement of professional goals in their PDP and meeting proficient accreditation.

Mentoring beginning teachers supports the School Plan Strategic Direction 3.1 – Collaborative Professional Communities building collective efficacy in the meeting the School Excellence Framework Teaching Domain – Professional Standards – Improvement of Practise and Accreditation along with Teaching Domain – Learning and Development – Collaborative practise and feedback, Coaching and Mentoring and Professional Learning.

Supporting beginner teachers through mentoring provides opportunities for collective learning for the purpose of Improved teacher knowledge leads to improved student outcomes.

Students wellbeing and support networks is used to provide students with guidance and support to help them cope with the rigours of senior study.

This shows professional Collaborative practicebetween teachers and students to construct support networks to support collaborative performance development, as well as to provide students with opportunities to reflect and identifyimprovements in their personal performance (SEF: Learning Culture – High Expectations). This collective approach to individual learning needs ensures students are able to maximise their opportunites to grow and enhance their educational outcomes (SEF: Wellbeing – Individual Learning Needs)

Students wellbeing and support networks is used to provide students with guidance and support to help them cope with the rigours of senior study.

Teachers participate in professional learning based on PDPs.

Some collaboration occurs at the faculty level but not at the school level.

Professional learning provided to early career teachers regarding professional practise, wellbeing, classroom management, administrative demands.

PLC/Instructional rounds established to encourage professional collaboration and observations.

Faculties work collaboratively in faculty meetings to create common assessment catered to the student needs

Mentoring program has been supported by executive and leadership.

Strategic direction teams – teachers know what they need to do– Class teachers are provided leadership opportunities – mentoring

Distributed leadership amongst strategic direction teams

Instructional rounds developed to promote the collaborative review of teaching practise

technology is being used effectively by most staff to learning and service delivery.

Students have 24/7 access to assessment requirements and receive feedback on assessment progress from some staff.

SharePoint's adoption has been a strategic improvement for teaching, staff communication and collaboration inefficiencies. Staff now have more effective access to resources and whole school information no longer restricted to DE machines and server access.

In line with SD3.2 staff engaged in professional discussions to learn about and implement new tools to improve practice, share and develop expertise. This is seen in growing confidence and use of Google Classroom but also in 17 of 25 respondents in the Google Classroom Survey desiring further development and training to improve delivery

evidence shows individualised data collection about students who are transitioning from primary school to high school (filled out by their current year 6 teacher). This evidence gives a snapshot of each student, focusing on their literacy and numeracy, social/ emotional strengths and weaknesses, interests and hobbies and a snapshot of their behavioural concerns. There is also room for the current teacher to comment with any strategies that they believe will assist the student with a successful transition.

This evidence shows our commitment to caring for individual student needs within a mixed ability cohort and informs our learning and support and wellbeing teams on possible strategies and programs to include the student in to support the students' social and emotional wellbeing.

This planned approach to wellbeing allows our team to be proactive in putting in place processes and measures to support each student upon arrival to our school.

2018 saw the introduction of a number of new initiatives to expand student opportunities and extend their learning.

Students in Yr 9 and 10 had the opportunity to participate in an Aeronautical engineering day at ADFA where they completed activities, including a simulated flight, related to different aeronautical concepts.

Stage 5 and 6 Students continued to participate in work experience and work placement programs to expand on and identify jobs of interest to them. Stage 5 and 6 students were also given the opportunity to complete their White Card and Asbestos Awareness courses. For many of the student who complete these courses it allows them access to work experience in the construction industry

Yr 12 IDPT (VET) students worked closely each week with Codarra engineering to develop a video. This allowed students the opportunity to work as a team to produce a workable solution to a real life design brief. At the end of the year students were required to give a presentation to the manager of Codarra.

Aboriginal students participated in weekly Nairu Program. The AIME program operated again to assist Aboriginal students to consider applying for and going to university by giving them study skills and confidence in their abilities.

Students at risk were given opportunities to participate in work experience and work with community organisations such as the PCYC to provide them with personal skills and work related skills to assist them in the future.

As a school, staff were given the opportunity to work with staff at ACU and UC to learn about courses students could enrol in and examine facilities that could be used by staff to enrich student learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers collaborate in professional communities of	ACEL \$12000 David Hopkins program	6 members of executive worked with Prof David Hopkins on an action research based program to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
practice within and between schools.		<p>build collaborative professional practice at Queanbeyan High School. this group implemented Observational Rounds with all teaching staff.</p> <p>Principal and colleague secondary principals are working to implement a Professional Learning Community amongst faculties.</p>
<ul style="list-style-type: none"> <li>All staff and students complete evaluations regarding the relationship between future focused learning spaces/resources and pedagogy including modified TTFM surveys, observations and resource booking dates.</li> </ul>	State funding for refurbishment of 5 school buildings and learning spaces, administration and staff facilities and sporting facilities including a covered learning area for Support.	<p>Student feedback and ideas for the future learning spaces refurbishment provided to executive and PRG.</p> <p>Parent representation on the PRG.</p> <p>SD process team worked with NSW DOE Futures team to align pedagogies with the new learning spaces.</p> <p>TTFM data indicates increased advocacy</p>
100% of year 10–12 students have a post–school destination plan		All students have interaction with the Career teacher and year advisors with focus on post school destinations. Partnerships with other training and employment organisations provides relevant options other than school education for disengaged students.

## Next Steps

Aboriginal students participated in weekly Nairu Program.  
The AIME program operated again to assist Aboriginal students to

Mentoring of aspiring leaders

Participation of select staff in tertiary education – Masters of Education via UC and the Capital Region Project resulting in achieving highly accomplished

Mentoring and support available for teachers aiming for proficiency – from introduction to the process through to completion of the report .

A whole school approach to the digital learning environment at QHS: Progression to all faculties seeing the value and potential use of G.C.

Further training for teachers in the use of G.C. particularly in the implementation of assessment reporting and student feedback (As indicated in survey April 2019).

Established learning activities for Year 7 to learn how to use G.C.

In future, survey students annually for feedback on their use, understanding and perceived benefits/challenges.

Training in SharePoint for forms and VOR submissions to develop a process for 2020

Collaborate with Instructional Rounds team to use results of observations to plan future development.

Transition is a regular process undertaken yearly. QHS will continue to refine practices and work collaboratively with feeder schools. Opportunities for families and their children to engage and connect with the school will ensure successful transition from primary to high school.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>\$226 177</p> <p>the majority of funds were spent on salaries and wages. AEO, ALC teacher Coordinator, 2 SLSO's for ALC.</p>	<p>The ALC has been successful in improving student performance, attendance and school engagement. The numbers of Aboriginal students enrolled at Queanbeyan High School is 14.3%. At the end of 2018, the percentage of Aboriginal students at Queanbeyan High School was around 11%. This year we have seen a large number of Aboriginal students, particularly in Year 11, enrolling at Queanbeyan High School, having chosen to transition from another local school. Many of these students mentioned the ALC as their reason for changing schools.</p> <p>Students are completing assessment tasks at a higher rate, and those senior students who engage with the ALC for assessment tasks have a higher success rate for course completion than those who do not.</p> <p>Junior students who utilise the ALC for assessment tasks have a higher completion rate, and this seems to translate into an improved attitude towards assessment task completion in later years.</p> <p>The ALC provides support for students who have difficulties engaging in appropriate behaviour and offers strategies to assist students to make good decisions about their behaviour through the use of <i>Deadly Decisions</i> cards.</p> <p>In Term 1 2019, Aboriginal students accounted for 30.5% of students suspended, yet accounted for 14.3% of the population. This overrepresentation needs to be addressed, but indicates a decline, as data from 2018 shows that Aboriginal students accounted for 46% of the school suspensions for the year, while making up 11% of the school population.</p>
<p><b>English language proficiency</b></p>	<p>Resources for ESL, Low Level Disability and Low socio-economic background are combined. across all three areas \$ 356 455 was expended including \$345 045 on salaries and wages.</p> <p>Salary of ESL teacher</p> <p>ESLA resources</p>	<p>Budgets for 2019 completed – staffing, time and finances for professional learning and resources</p> <p>Educational</p> <p>Cultural</p> <p>Professional learning</p> <p>Student assistance</p>
<p><b>Low level adjustment for disability</b></p>	<p>Resources for ESL, Low Level Disability and Low socio-economic background are combined. across all three areas \$ 356 455 was expended including \$345 045 on salaries and wages.</p>	<p>ACERPAT testing is completed for all new year 7 students and all new enrolments across the year.</p> <p>100% of funds are used for SLSO employment to support students with additional learning needs that cannot be accommodated within the classroom setting.</p>

<p><b>Socio-economic background</b></p>	<p>Resources for ESL, Low Level Disability and Low socio-economic background are combined. across all three areas \$ 356 455 was expended including \$345 045 on salaries and wages.</p>	<p>Senior Student mentor 0.2 to support writing and scaffolding of work for success. This has led to a decrease in the percentage of student not meeting course requirements.</p> <p>Significant funds are directed to support wellbeing needs of students. A Family Referral Service Social worker is employed one day a fortnight to intensively support students and families.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$25 616 was spent on beginning teacher release. Substantially more was spent supporting beginning teachers, as often cover was not tied to BT funds and was withdrawn from Professional learning funds.</p> <p>Plans for these funds for 2019 will see improved planning, expenditure and monitoring.</p>	<p>Beginning teachers have accessed significant professional learning however it is done on an adhoc basis. A review of the processes has led to changes being planned for 2019 with employment of a Beginning teacher mentor to support comprehensive induction and targeted support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	273	266	268	262
Girls	241	244	253	240

Student numbers have remained relatively stable over the past five years. The percentage of Aboriginal students has increased to 13% and we also have 22% of students from Non-English speaking backgrounds. 74% of our students families are in the lowest two quartiles for socio-economic disadvantage.

Our school has 7 Support Classes for student with significant additional learning needs. We have three Autism Classes, a class each for Mild, Moderate and severe Intellectual disadvantage and a class was established in 2018 to cater for the needs of student with emotional disorders.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.4	91.7	91.2	90.7
8	88	90.8	89.7	85
9	88.9	87.4	89.5	83.9
10	85.2	83.4	81.3	82.7
11	88.1	85.8	84.6	82.7
12	85.9	87	89.4	84.1
All Years	88.4	87.8	87.6	85
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

In 2018 Queanbeyan High School experienced difficulty in our Third Party software communicating effectively with EBS Central which monitors attendance. We had a

significant number of issues with letters for non-attendance being sent when students had been marked at school in our SENTRAL System. As a result of reduced communication to parents, we did experience a drop off in attendance rates across all levels of the school.

Attendance that drops below 90% is shown to have a significant impact on student outcomes. Percentage attendance at Queanbeyan High School falls below this target and this is having an impact on learning outcomes.

Students are encouraged to attend regularly. We are working to support parents understanding of the importance of full time regular attendance. Parents are required to provide written, phone or in person advice of the reason for no-attendance. reasons are recorded as justified or unjustified.

The school is managing a significant number of persistent no-attenders and school refusers. These are referred to the Home School Liaison Officer for support.

A review of enrolled students who have not or persistently do not attend school was undertaken and we provided them timetables to ensure their attendance for the first time was captured in our data sets. This included:

- students not at school due to a family holiday
- on extended sick leave without sufficient medical notification being recorded as unjustified.
- students awaiting documentation to move onto Distance Education delivery due to medical conditions
- students who presented for enrolment but did not ever attend, but are not showing on ERN as being enrolled in a school.

The Strategic Direction Process Team: 1.2 is undertaking a full review of our Attendance policy and procedures in 2019.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	0	4
Employment	15	15	56
TAFE entry	7	3	9
University Entry	0	0	11
Other	13	0	16
Unknown	4	5	7

Queanbeyan High School is proud of our graduates actively participating in post school employment, training and education. A small numbers of students who disengaged from formal school were supported by the school to engage with outside employment partners: SRBEC and Employment Plus to support the students to acquire specific micro credentials and resources to make them increasingly successful in gaining employment. A small number of students from our Support classes were supported through NDIS partners to support them in gaining work and supported recreational positions.

### Year 12 students undertaking vocational or trade training

Queanbeyan High School is committed to delivering a relevant broad base of relevant curriculum including NESAC accredited courses, Australian Qualification Frameworks through in school and off site delivery and micro credentialing. Students undertaking Vocational Education and Training Courses, can obtain the Certificate 1, 11, or 111; or they may gain a certificate of competency which outlines the competencies they were assessed as meeting requirement.

96 students enrolled at Queanbeyan High School participated in Cert II in Hospitality, Cert II in Construction (Pathways), Cert II in Primary Industries, Cert II in Skills for Work and Vocational Pathways, Cert II in Sports Coaching, SOA Cert III in Information Digital Media and Technology. As part of the eVET program students also participated in Cert II Automotive (Pathways) Cert II in Business Services, Cert III in Individual Support –Aged Care and Cert II in Animal Care

77 students were enrolled in VET courses run at Queanbeyan High School and 19 students were enrolled through eVET courses and working from Queanbeyan and Cooma TAFEs.

Students had the opportunity to participate in workplacements at local businesses as well as working exclusively with CODARRA Advanced Systems (IT project management). IDMT students also spent a week working with staff at the Academy of Interactive Entertainment to learn how to make games.

Many VET students were offered part time work or apprenticeships as a result of their outstanding participation in workplacement.

Hospitality students participated in a number of catering opportunities including Wests Primary School NAIDOC celebrations and working at a number of State dining functions at Government House Canberra.

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

45 students completed year 12 at Queanbeyan High School in 2018. 41 were awarded the HSC.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	36.7
Learning and Support Teacher(s)	1.4
Teacher Librarian	1
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	16.68
Other Positions	2

\*Full Time Equivalent

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

7 % of Queanbeyan High School staff are Aboriginal, occupying both teaching and non-teaching roles.

The school uses Resource Allocation Funding to fund additional positions to support the implementation of strategic directions.

### 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	7

### Professional learning and teacher accreditation

Queanbeyan High School has an even mix of staff across the different levels and stages of their careers. The school enjoys comprehensive coverage of subject expertise across all key learning areas.

Teaching and non-teaching staff have a number of courses they maintain. CPR, Anaphylaxis, Code of Conduct, Child Protection, WHS induction are updated annually.

Beginning teachers: our school has a number of

teachers in their first two years of their career. They are supported by a beginning teacher mentor who arranges release to undertake induction programs, professional learning and accreditation preparation work. Beginning teachers have access to additional release to assist with key times of the school year requiring additional support such as programming, and report writing. All Beginning teachers are encouraged to take advantage of specific courses developed to address their needs.

In 2018 all teachers became accredited with NESA and are currently at Proficient level. Some staff have commenced maintenance and are looking once a cycle has been completed, undertaking a Mastery of Teaching program to gain Highly Accomplished Accreditation level.

All teaching and non-teaching staff develop a Professional Development Plan that addresses their learning goals for the year. PDP's reflect School strategic directions, specific areas of faculty need and personal career goals. This plan is reviewed periodically throughout the year and supported by professional observations. Information about goals is collated for whole school planning of professional learning.

Aspiring leaders are supported through opportunities to coordinate key programs across the school and wider network of schools. A number of staff are involved in Action research/ ongoing programs of professional learning with outside providers (ACEL and NSW DOE).

All staff had an opportunity to apply for scholarships for a Masters in Educational Leadership at the end of 2018. \$ staff were successful in gaining the scholarship.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	423,420
<b>Revenue</b>	8,581,704
Appropriation	8,414,238
Sale of Goods and Services	16,084
Grants and Contributions	143,253
Gain and Loss	0
Other Revenue	3,930
Investment Income	4,199
<b>Expenses</b>	-8,116,523
Recurrent Expenses	-8,116,523
Employee Related	-7,368,621
Operating Expenses	-747,902
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	465,181
<b>Balance Carried Forward</b>	888,601

2018 saw Queanbeyan High School use the Electronic Financial Planning Tool for the first time. This tool had several updates requiring additional planning at each stage. As the school was about to undertake a major refurbishment, money was set aside for purchasing new technologies and resources for new spaces after the build. Storage of these resources would be problematic through out the build period.

The EFPT was developed with the Principal and School Administration Manager. The Budget reflected budget submission from all faculties and programs across the school. The budget is presented at P&C meetings. The school now only requests elective fees and does not request general contribution. Families are invited to donate to a project that improves the facilities for their children. the 2018 focus project was increasing shade across the school.

Significant funds have been spent on preparing our temporary student and staff accommodations for the duration of the build. In particular storage rooms have been carpeted and painted to use as small senior teaching spaces in preference to spending considerable higher sums in locating demountable accommodations at the school.

With increasing familiarity of the new LMBR, SAP and EFPT systems for financial planning and management, we are increasingly improving our capacity to identify funds associated with strategic direction expenditure. Our school attracts significant additional funds to reflect our Family Occupation and Economic Index (FOIE). Funds are targeted for specific programs such as

disability funding, and English as a second language. Our school attracts funds to finance an Aboriginal Learning Centre to assist with "CLOSING the GAP" strategies.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	5,533,945
Base Per Capita	108,894
Base Location	0
Other Base	5,425,051
<b>Equity Total</b>	586,894
Equity Aboriginal	79,242
Equity Socio economic	174,173
Equity Language	120,122
Equity Disability	213,357
<b>Targeted Total</b>	1,527,757
<b>Other Total</b>	254,077
<b>Grand Total</b>	7,902,674

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

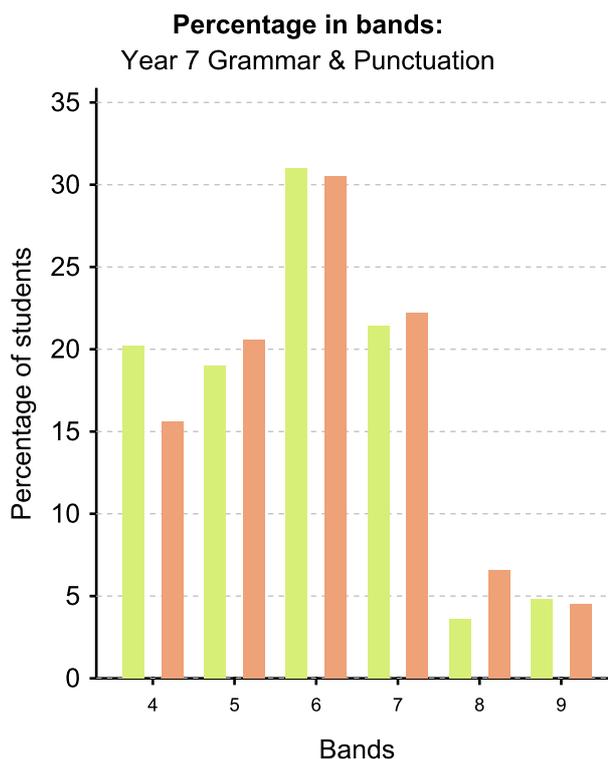
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Against the School Excellence Framework, Queanbeyan High School was delivering with value added growth from year 7 to 9 assessments in NAPLAN for the 2018 Year 9 cohort. Whilst we have seen a decline in the average entry level of students NAPLAN ability in year 7, the growth to year 9 has students nearing state average for average NAPLAN scores vs the SSSG and state.

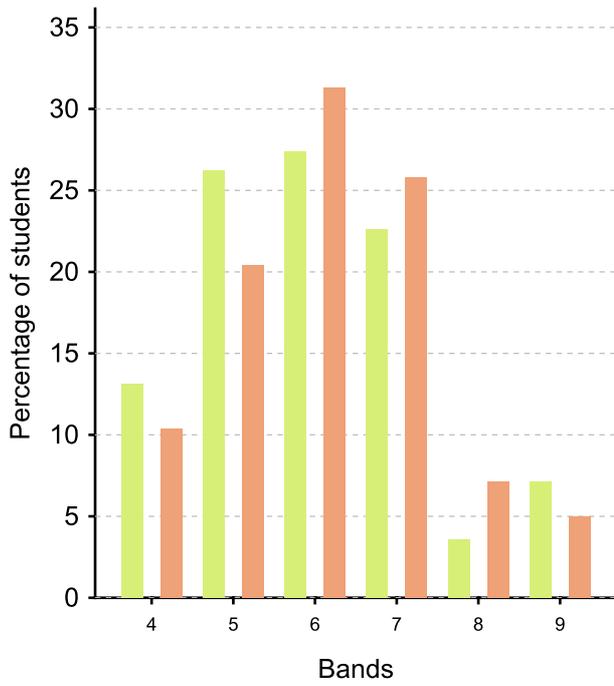
The school is commencing with the BESTSTART program to better target literacy needs of year 7. The Renaissance Reading and MultiLIT programs are being implemented in 2019 to address this identified need.



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	20.2	19.0	31.0	21.4	3.6	4.8
School avg 2016-2018	15.6	20.6	30.5	22.2	6.6	4.5

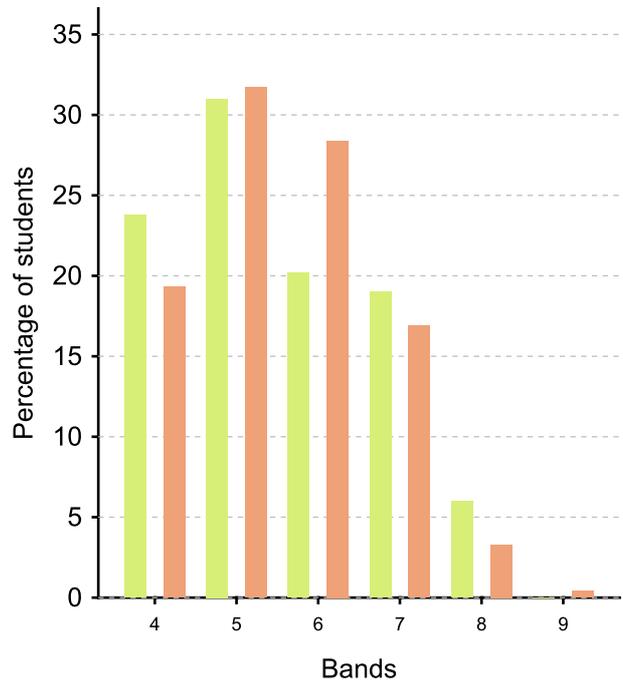
**Percentage in bands:  
Year 7 Reading**



Band	4	5	6	7	8	9
Percentage of students	13.1	26.2	27.4	22.6	3.6	7.1
School avg 2016-2018	10.4	20.4	31.3	25.8	7.1	5

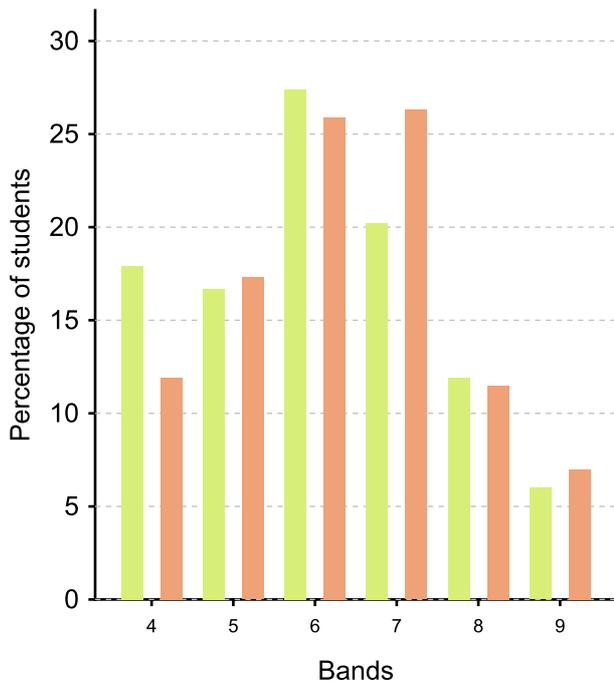
Band	4	5	6	7	8	9
Percentage of students	17.9	16.7	27.4	20.2	11.9	6.0
School avg 2016-2018	11.9	17.3	25.9	26.3	11.5	7

**Percentage in bands:  
Year 7 Writing**

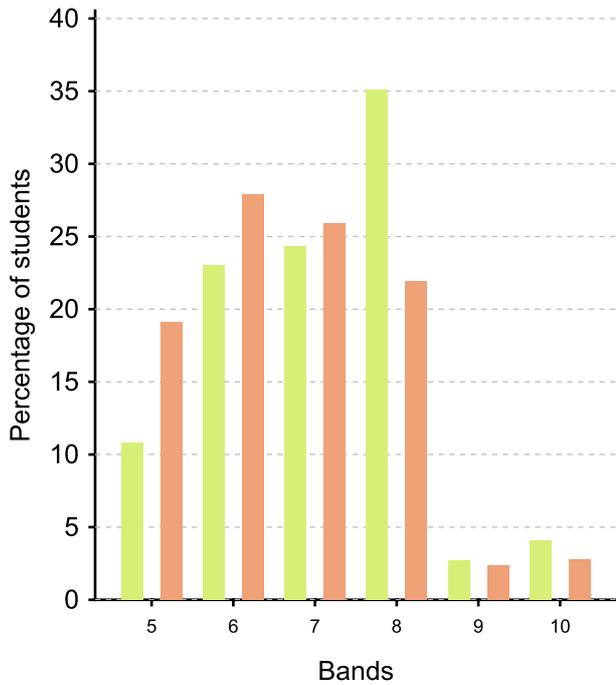


Band	4	5	6	7	8	9
Percentage of students	23.8	31.0	20.2	19.0	6.0	0.0
School avg 2016-2018	19.3	31.7	28.4	16.9	3.3	0.4

**Percentage in bands:  
Year 7 Spelling**



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

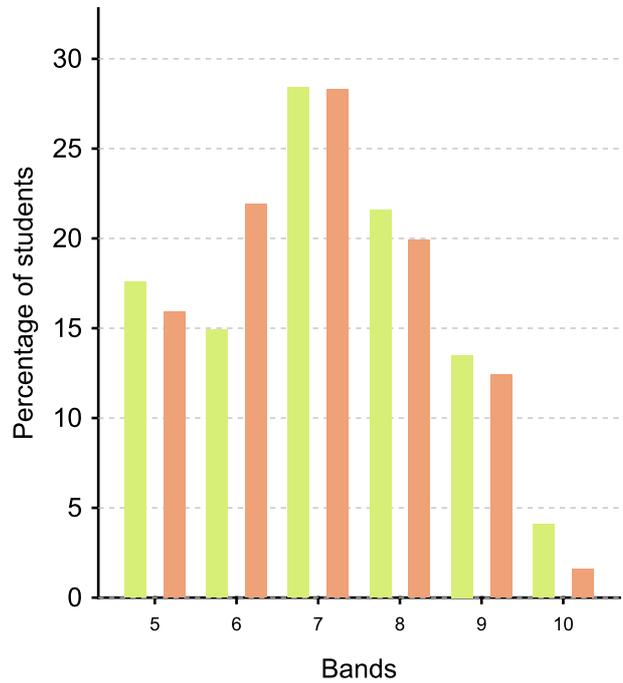


Percentage in Bands  
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	10.8	23.0	24.3	35.1	2.7	4.1
School avg 2016-2018	19.1	27.9	25.9	21.9	2.4	2.8

Band	5	6	7	8	9	10
Percentage of students	12.3	21.9	28.8	28.8	6.8	1.4
School avg 2016-2018	11.2	27.3	29.3	22.1	8.8	1.2

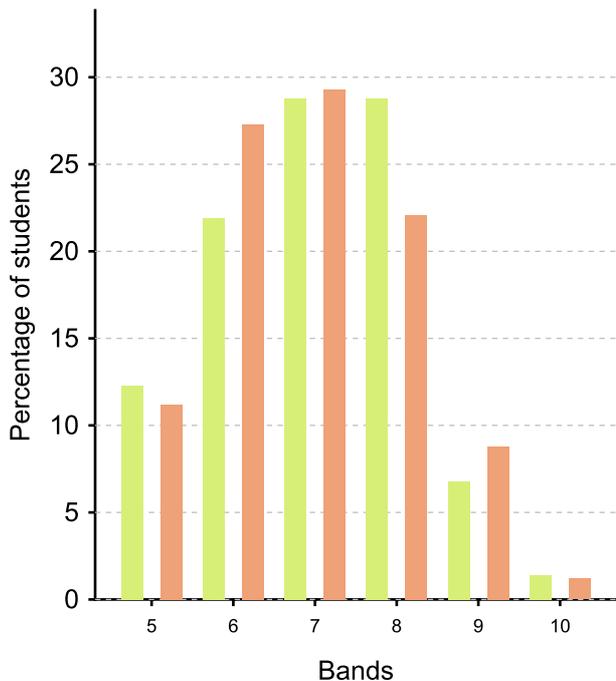
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

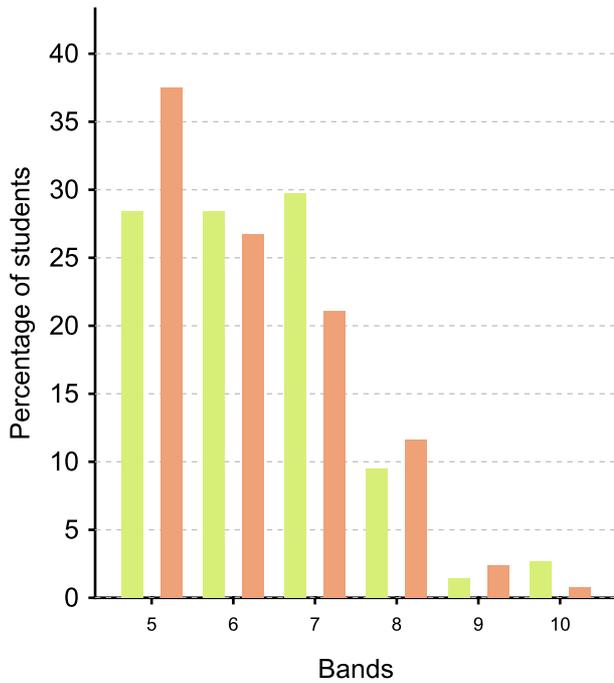
Band	5	6	7	8	9	10
Percentage of students	17.6	14.9	28.4	21.6	13.5	4.1
School avg 2016-2018	15.9	21.9	28.3	19.9	12.4	1.6

**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

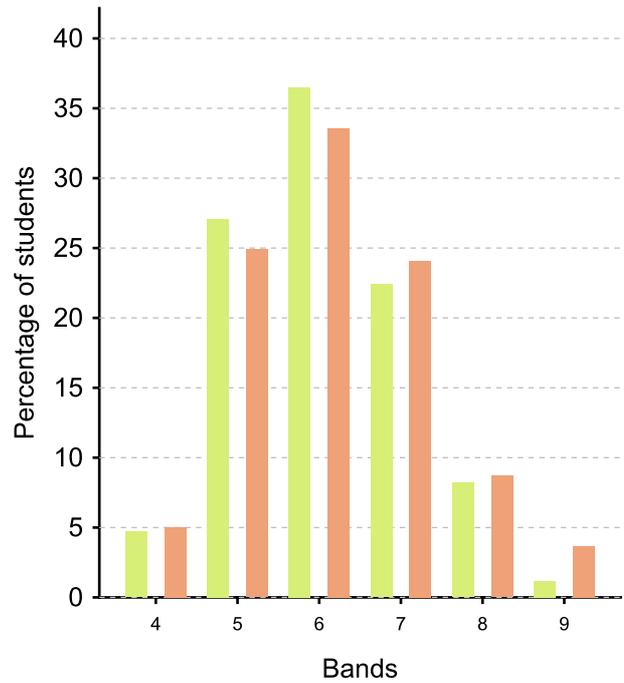
**Percentage in bands:**  
Year 9 Writing



■ Percentage in Bands  
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	28.4	28.4	29.7	9.5	1.4	2.7
School avg 2016-2018	37.5	26.7	21.1	11.6	2.4	0.8

**Percentage in bands:**  
Year 7 Numeracy



■ Percentage in Bands  
■ School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	4.7	27.1	36.5	22.4	8.2	1.2
School avg 2016-2018	5	24.9	33.6	24.1	8.7	3.7

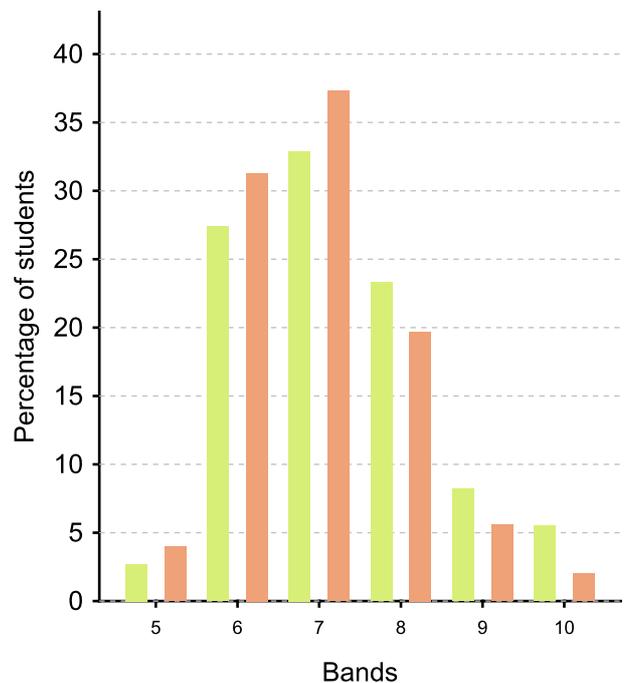
The Mathematics faculty has always been proud of the growth that we achieve for our students from Year 7 to Year 9 in the NAPLAN numeracy examinations. In 2018, the Year 9 students achieved impressive growth results, with 96% of students achieving growth from Years 7 to 9.

Almost 70% of students in the 2018 Year 9 cohort achieved at or above expected growth from their Year 7 NAPLAN results. Even though there were only 3 students who achieved negative growth, this was a disappointing statistic for us and we have attempted to rectify this through the placement of these students into new classes where they may benefit from different teaching and class dynamics.

The percentage of our Year 9 students achieving at or above expected growth was 6.5% higher than the statistically similar school groups (SSSG) and 0.7% higher than the state percentage.

Our average scaled growth from Year 7 to 9 for numeracy was also higher than both the SSSG (6.3% higher) and state (4.6% higher).

**Percentage in bands:**  
Year 9 Numeracy



■ Percentage in Bands  
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	2.7	27.4	32.9	23.3	8.2	5.5
School avg 2016-2018	4	31.3	37.3	19.7	5.6	2

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

Student performance at or above the National Minimum standard has increased at Queanbeyan High School to 91.13 %. Relative to the state and Similar School Groups. Delivering

Results in the top band have been trending upwards. 10.48% and 15.09% of students in years 7 and 9 achieved results in the top two bands.

### Higher School Certificate (HSC)

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

2018 was the final cohort of students to undertake the HSC in a compressed model at Queanbeyan High School.

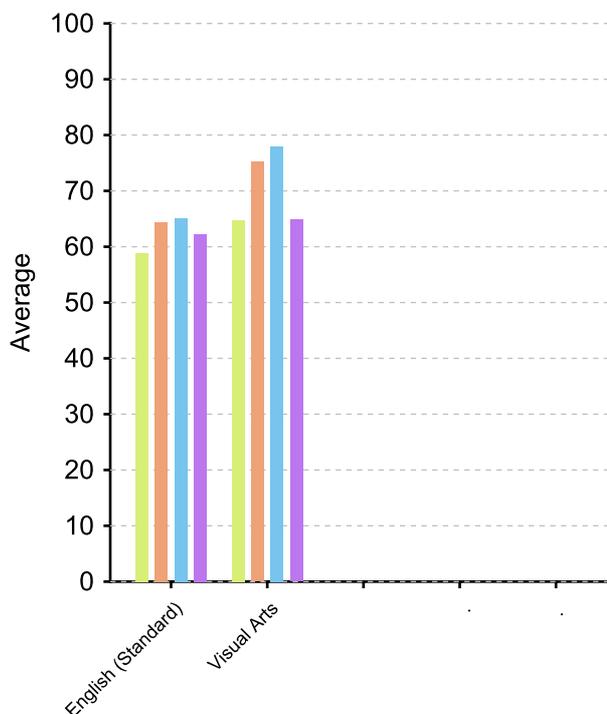
In 2018, 41 students sat for at least one HSC examination. 19 HSC courses were examined.

The school has been able to retain a high percentage of students up to the HSC. Students are encouraged to undertake a pattern of study suited to their post school destination plans.

5.71% of students achieve results in the top 2 bands.

Reporting of data occurs when classes are large enough to cover confidentiality.

A Mathematics student achieved the state distinguished achievers list.



Subject	School 2018	SSSG	State	School Average 2014-2018
English (Standard)	58.9	64.5	65.0	62.2
Visual Arts	64.8	75.2	78.0	64.8

### Parent/caregiver, student, teacher satisfaction

Under the goal of Every Student is known, valued and cared for in our schools, Queanbeyan High School has been tracking students sense of belonging, advocacy, and expectations of success.

**Advocacy at school:** has been tracked since 2016. In schools, advocacy and support for learning refer to active consideration and support of individual student's academic and wellbeing needs. This includes general support and specific supportive behaviours that help students navigate the everyday course of school life. At Queanbeyan High School, students have continued to indicate increasing advocacy each year. This reflects emphasis of the wellbeing and learning support programs that wrap around each learner.

**Expectations for Success:** Expectations for success is a measure of classroom context and refers to the extent to which teachers value academic achievement and hold high expectation of all students. High Expectations are effective for learning for all types of

student and schools. Supportive classroom environments in which student experience consistent, clear and high expectations and receive help from teachers and peers promote the engagement of all students. Increasing steadily since 2015, there was a spike in 2017 with a slight dip in 2018. Although still higher than the first two years of the survey, the dip may be due to a focus on No completion of assessments and enforcing NESA conditions for ROSA and HSC certification. This is an area we need to address as high expectations are a key element of our schools strategic directions.

**Sense of Belonging:** refers to a students perceptions of being accepted., valued and included in their school setting by peers and by others in the school. It is sometimes referred to as school connectedness or bonding to school.

Student's feelings of belonging at school, alongside positive relationships with peers and teachers, are essential for student wellbeing. Characterised by constructive interactions that provide genuine support for students and help them to build social and emotional skills.

Sense of belonging is currently sitting at the same level identified in 2015. Having increased fractionally in the last two years. This trend reflects state and similar schools.

60% of student report high levels of advocacy at school.

54% of student identifying Expectations of Success and Advocacy in the highest quadrant.

56% of students identify a High sense of belonging at school.

73% of student identify that they have High Expectations of Success.

48% of student identify High Belonging and High Expectations.

Of concern is that 20% of students identify low levels of Belonging and low Expectations. These students are more vulnerable in terms of mental health and wellbeing factors.

Parents have not engaged well with the Tell Them From Me survey tool. The school has provided paper flyers of the survey link, tablets and laptops at all parent information sessions with staff to assist with setting up the survey. The school has decided to opt for other ways to garner parent and student satisfaction.

Parents have had opportunity to provide input for the future rebuild at the school. a significant proportion have identified need for Shade, improved sporting facilities and better classroom facilities. Parents have engaged with information booths at all parent evenings and information sessions.

Comprehensive surveying of parents is conducted by the strategic processes teams.



## Policy requirements

### Aboriginal education

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

Improve in academic growth, social and cultural outcomes

Enhance student engagement with education and aspirations for post school destinations

Build high expectation trust-based relationships with students, parents and community

Our Aboriginal Learning Centre operates with a growth mindset of possibility and we challenge ourselves to test our assumptions and incubate solutions to previous existing barriers to success for the students.

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

Supporting Aboriginal students in completing tasks, such as homework assignments, library/IT research across curriculum areas including effective planning and time management skills

Liaising with teachers, support staff and parents/carers to develop personalised strategies to improve educational outcomes and post-schooling opportunities for Aboriginal students

Identifying and connecting with Educational Services teams and Network Specialist Centres to provide additional support

Working in collaboration with the local AECG and community in supporting the initiative

Collecting and analysing data to inform targeted support.

Monitoring and evaluating student participation, engagement and academic achievement.

Students who are operating at the highest educational

levels have established focus on university extension and enrichment,

Students challenged by assessments are supported with personalised scaffolding of tasks to meet deadlines, preventing Non-completion of courses,

Providing culturally engaging spaces to go to if they are having difficulty regulating their behaviour in class to prevent them from continuing a pattern of partial truancy. This is a diversionary/ redirection focus (not a discipline focus) Previously some students would have had a confrontation and taken off from school, now they calm down and re-engage back to class.

Providing lunchtime activities that build the team ethos while having fun at school.

Debriefing and analysing issues in a positive Growth focused manner as they arise

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

The ALC is open before school, all day and after school. Homework Centre with a bus home on Wednesday.

Students may approach staff for support with resourcing and advice.

Other points:

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

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

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

The school delivers Aboriginal Studies in Stage 5 and stage 6.

Stage 4 students participate in the Nguru Cultural program.

Links for Learning in Semester two supports students who have experienced difficulty transitioning to high school.

Cultural programs:

Development of an area for growing Indigenous plants for food, fibre and medicine.(Photo– rainbow serpent garden)

Yarning Circles – two in process of being constructed to enable running of SistaSpeak and BroSpeak at the same time but separated by distance

Artist in Residence program– Quality artworks generated by students are being installed after workshoping with Aboriginal artists.

In 2018 the ALC hosted a state Education Forum for Aboriginal Education. The event was attended by 120 educators and community members from across NSW.

### Multicultural and anti-racism education

Queanbeyan High School has 42 different nationalities represented in our student enrolments. 22% of students come from Non- English speaking backgrounds. As part of Queanbeyan high Schools ongoing efforts to ensure that the school is culturally inclusive our students have engaged in a range of activities that celebrate multiculturalism and wellbeing of all. Harmony Day is a whole school celebration of our diversity.

Our school has an Anti-Racism Contact Officer (ARCO) and this staff member deals with any student who is impacted by race based concerns. Dignity and Respect are values that underpin our commitment to our comprehensive and inclusive school community.