

Quakers Hill High School Annual Report



2018



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Introduction

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

I certify that the information in this report is the result of a rigorous self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Andrew Skehan

Principal

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Message from the Principal

Quakers Hill High School is a comprehensive, coeducational high school committed to ensuring that students are provided excellence in teaching and learning every day. As a prominent school in its community, Quakers Hill High School enjoys strong and purposeful community relationships that enhance learning. Recognising that students come to the school with diverse needs and aspirations, Quakers Hill High School promotes a broad curriculum, enhanced by an extensive extra-curricular program. Staff are experts in their subject areas and engage in regular, planned professional learning to enhance their teaching practice.

The school has a strong and well established student wellbeing program and realises the Department's goal that every student is known, valued and cared for. These wellbeing structures and practices ensure that students are supported in their learning through targeted school based practices and interagency relationships.

Our Aboriginal students are well supported by the Aboriginal Education Officer. This allows for individualised planning in relation to M Goals as well as support related to all aspects of school life. The Quakers Connecting Communities Program saw Aboriginal students engaged with Elders and given the opportunity to attend excursions and take part in multiple curricular and extra-curricular activities that enhanced their learning.

Year 9 students maintain participation in the Western Sydney University Fast Forward program, which aims to expose students to life on a university campus and provide them the skills to set goals for further learning.

The Student Representative Council undertook various fundraising initiatives in support of charity. A prominent example was the "Buy a Bale" campaign which raised a large sum to assist in the provision of stock feed for drought affected areas.

The CAPA showcase was another triumph in 2018. Themed "Down the Rabbit Hole," this event drew on the talents of Quakers Hill students and staff as well as partner primary schools and Wyndham College. Added to this, Quakers Hill High School students took part in the Blacktown Festival of Performing Arts, Schools Spectacular, Pulse Dance Festival and numerous other events. Sporting excellence continued to flourish in 2018, with the celebration of Grade, Knockout and individual sporting achievement, characterising many school assemblies.

Quakers Hill High School enjoys close and productive relationships with other schools in its educational community. As a member of the Nirimba Collegiate, numerous events such as joint SRC days, performing arts opportunities and teacher professional learning links took place and were made. Our partner primary schools were involved in programs such as Primary Prosperitas, which was a valuable mentoring opportunity for Quakers Hill High students and allowed their primary mentees to showcase their creative flair. Likewise, the Barrier Reading program provided a valuable opportunity for primary school students to receive one on one assistance in reading from a Quakers Hill High School student.

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Principal

Message from the students

The SRC's goal for 2018 was to fundraise for a variety of charities, as well as to build up the school's budget to enable us to make improvements to the equipment and environment.

We began our fundraising in a manner that has become tradition, with our Valentine's Day sales. We sold roses, teddies, and biscuits raising a total of \$794. Our next fundraiser was for Pi Day and we raised over \$250. The rest of the term flew by, but we also enjoyed selling delicious Hot Cross Buns for Easter.

The battle of the states raged supreme with the State of Origin and we took the opportunity to sell donuts in celebration of this sporting event. After selling donuts in anticipation of all 3 State of Origin games, we raised a whopping \$796, which was a huge improvement from the Easter fundraising. After the examination period, the SRC decided to celebrate with Krispy Kreme donuts. This was very popular, and we raised over \$700.

The SRC also undertook their annual SRC Leadership camp, where students participated in many different activities to improve their leadership skills and establish connections between the SRC members. We began with some ice breakers – getting to know each other and establishing skills such as creativity, teamwork, improvisation, problem solving and communication through a variety of games. We refined our public speaking skills, examined the School Excellence Framework, and developed goals for 2019.

Our fundraising efforts continued into semester two, with a focus on giving back to the community. Carrie's Beanies for Brain Cancer inspired us to run "Beanie Day", a successful event where students wore beanies and made a gold coin donation towards brain cancer research, with an overall total of \$700 raised. Following this success, the SRC ran Jeans for Genes Day, raising a total of \$207 for research into genetic disorders and diseases. Finally, to support farmers suffering from the drought, the SRC organised a bake sale, which raised \$682.

The collaboration of the SRC, staff and student body led to a very successful year raising money for the school, the community and various charities. The SRC students would like to thank our SRC co-ordinators Ms Willmett and Ms Del-Pinto for their excellence in helping guide and improve our SRC and our school. We look forward to next year.

Lindsay Bath, Madison Latham, Zoe Morgan, Jacob Power (Student Leadership Team)

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 (GAT) initiatives. We facilitate seamless transitions into and out of Quakers Hill HS via strong links to partner primary schools and Wyndham College.

School context

Quakers Hill HS is a public co-educational 7–10 high school situated in the north-west of Sydney. The school has 1041 students and is one of the largest 7–10 campuses in NSW. It is one of four schools forming the Nirimba Collegiate Group with over 74 teaching staff and 15 support staff. Quakers Hill HS has a vibrant and enthusiastic staff who work collaboratively with the school community to provide a quality learning environment. The student population comprises 37% from a language background other than English with over 50 Indigenous students. A Support Unit which comprises of 2 Autism Spectrum Disorder (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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that our internal processes of self-assessment are robust. The external panel validated all internal self-assessments across all domains.

Learning Culture (Sustaining and Growing): policies are well-developed and clearly communicated through a variety of mediums. There is demonstrated commitment within the school community that all students make learning progress with examples of commitment including the whole school implementation of ALARM supported by TEEL with all years and KLA's completing at least one ALARM task per year. TEEL is also explicitly taught across all KLA's and all years. Do Now Activities are used to begin every lesson and every TPL session and have been a whole school commitment for four years. Numeracy has been a strong focus for 2 years and is now firmly embedded in pastoral care lessons, cross-KLA programs and all staff understand Newmans Error Prompts and how to use them to support problem solving. In 2018 QHHS embarked upon Future Focused Learning which is driven by the 12 Transferables which are QHHS' response to future focused learning skills. QHHS actively partners with Wyndham (Stage 6) in preparing students to successfully transition to 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 through extra focus groups and supportive transition days. 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 QHHS. This data was also offered to the primary schools and parents. SMART underpins all QHHS interactions and means that there are high expectations for behaviour and learning across the school. Attendance is a key school focus with a range of embedded processes and systems to support improved attendance and engagement.

Wellbeing (Sustaining and Growing) : QHHS has a planned, cohesive and strategic approach to ensuring the group and individual welfare of the students and 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 SMART team all meet fortnightly and each meeting is focused on evidence and continuous improvement. Students are discussed and handled on a case by case basis with the young person always positioned as the key stakeholder.

Contact with parents is regular with neutral referrals increasing by over 90% in the past two years. Student wellbeing is a strong focus and is well resourced across the school. Tell Them from Me Surveys have consistently shown high levels of connectedness and lower levels of bullying than similar schools. QHHS has developed, maintained and embedded a strong collaboratively developed system of positive behaviour for learning that promotes and supports optimum conditions for learning across the school so that all students have the opportunity to connect, succeed and thrive.

Curriculum (Delivering) : QHHS has strong learning alliances with schools within the Nirimba Collegiate (Riverstone HS, Seven Hills HS, Wyndham College) and the Nirimba Learning Community which is comprised of the aforementioned schools and Blacktown Girls, Boys, Mitchell HS and The Hills Sports High School. Cross-collegiate examinations 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. There is monitoring and reviewing of curriculum provision through the Standards Maintenance Framework and as part of a 2017 focus on faculties ensuring all programs, registers etc were up to date and in line with the NESA registration for schools manual. Curriculum delivery is differentiated but this remains an area for improvement across the school as only focus and equity groups tend to be involved in learning partnerships around differentiation.

Assessment (Sustaining and Growing) School wide practices for assessment are used to monitor, plan and report on student learning across the curriculum with a particular focus on Assessment of Learning and Assessment as Learning. All assessment tasks contain explicit quality criteria with all KLA's increasingly moving towards using success criteria to support student learning reflection and peer marking. 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 and the feedback received from students is informing some assessment direction and change. In transitioning and targeted classes analysing and sharing student learning based data analysis is a prominent feature and this is continuing to be embedded across the school. Areas for improvement in assessment include continuing to focus on using assessment more responsively in classes with some faculties and Future Focused Learning classes forging ahead in this.

Reporting: (Sustaining and Growing) In 2015 significant TPL was delivered to all staff on writing professional, outcome-based reports that clearly focussed on what students had achieved, areas for future development and specific strategies, behaviours and/or techniques to develop in order to see that improvement. Report writing TPL is provided bi-annually to all new staff and to those who experience difficulty with report writing and QHHS reports have significantly improved since that time. Students were taught how to read and critically reflect on their own reports in 2017 and from there they have used their reports to set specific learning goals which they have discussed with staff and their parents. For the last three reporting sets, students have provided feedback to their teachers on the reporting process and the value of the reports written in terms of learning goals and learning growth. Parental feedback is sought though this is still an area for further development. The next step in reporting and parent/student engagement is explicitly teaching students how to lead student-led three way conferencing at Parent/teacher evenings.

Student Performance Measures (Delivering) The school's value adding is significant overall with strong upward trending in all areas for the past three years. In 2017, the school was 4 marks above average NSW growth with 70.6% Year 9 students attaining greater than or equal to expected growth in reading. In 2017, the school was 3 marks above average NSW growth with 71.4% Year 9 students attaining greater than or equal to expected growth in numeracy. QHHS was 20 marks above average value adding in writing. For Year 7, QHHS was marginally above State Average in Writing and Spelling. QHHS literacy has shown significant growth over the past three years as the school's cohesive approach to Numeracy has also begun to demonstrate improved growth. Internal and external data is shared with students in assemblies and in pastoral care lessons and students use this evidence to work with staff on determining future learning directions. In 2016 and 2017, boys were above State (selective removed) in **all** points of literacy comparison – 7.4 marks above in writing and 8 above in spelling. Aboriginal students were also above in all points of comparison in 2017. Key future goals are increased student understanding of internal and external evidence and how they can use this to measure their own achievement and for staff to make increased use of PAT testing, Best Start for Year 7 in 2019, literacy and numeracy progressions and other internally harvested evidence to set learning goals with and for all students.

Teaching

In the area of Teaching, Quakers Hill High School individually assessed each subsection with the school executive and plotted whether we were delivering, sustaining and growing or excelling.

Effective Classroom Practice (Sustaining and Growing) : There is regular evaluation of programs, plans and assessments. In addition to supervisor / staff PDP meetings, all teaching staff meet with their KLA supervising Deputy Principal to go through all programs, scope and sequencing, assessment schedules, feedback provision and other school management plan targets, NESA and departmental requirements. In 2016–17, there was a strong focus on feedback with students providing feedback to staff what helpful feedback looks like. From this an Assessment as Learning and Peer Assessment template was formed based on 'Did/ Didn't and Tried to.' Cross –KLA collaboration is increasing with an "Aren't our bodies amazing" project based learning unit being taught across 7 faculties and a Human Footprint unit taught and assessed across 3 KLA's with a 4th joining in 2018. 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 since 2014. PBL data has demonstrated a significant shift from 2015–2018 with all lessons reporting a minimum 24% reduction in negative referrals, a drop in short suspensions for Continued Disobedience and Aggressive Behaviour. Students are now taking a stronger leadership role in behaviour management with students running all assemblies and delivering the SMART expectations.

Data Skill and Use (Delivering): Data is analysed regularly and comprehensively by the GAT, Welfare, PBL, SMART and LST teams in order to create classes, determine SMART lesson directions and 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. The school leadership team and 2IC's received training in SCOUT and then all staff completed initial SCOUT training in preparation for NAPLAN analysis. 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. Areas to improve include seeking to include the community in further opportunities to reflect on aggregate school data rather than a focus on presentation of the data. A specific area for improvement is in teachers gathering and using their own teaching and learning data to assess the effectiveness of different pedagogies and teaching directions.

Professional Standards (Sustaining and Growing) : QHHS's strong professional development culture means that staff have a comprehensive understanding of the importance of the Australian Professional Standards, meeting and demonstrating the standards and why individual staff may seek accreditation at higher levels. Accreditation status is monitored and 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. Though relatively few staff are currently seeking levels of higher accreditation staff have had an extended Twilight Session on this (2015) where standards were comprehensively explored and analysed, referee statements and evidence for accreditation were explored and analysed. Staff are committed to their development as professionals and regularly seek to maintain currency in content and teaching and learning practice. As a key part of QHHS Bump it Up goals all teachers understand that they are teachers of literacy and numeracy and all staff explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that has been measured by improved student progress and achievement data.

Learning and Development (Sustaining and Growing) : QHHS has had a longstanding commitment to providing contextualised professional development based on observation, collaboration, professional goal setting and a planned annual calendar of professional learning that seeks to meet 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 Nirimba Learning Community which sees 8 schools come together for one Staff Development Day (SDD) per year where learning is led and driven by cross-Nirimba Learning Community KLA teams. Staff are encouraged to apply for external professional learning where it meets their learning needs, school plan targets and strategic directions. Staff are then required to share their learning where appropriate ie welfare team, SMART team, whole school or within faculty. All professional learning is systematically evaluated online and all data is 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.

Leadership

In the area of Leadership, Quakers Hill High School individually assessed each subsection with the school executive and plotted whether we were delivering, sustaining and growing or excelling.

Educational Leadership (Sustaining and Growing) : 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. Distributed instructional leadership is recognised as important for school growth and there is a focus on continuing to encourage breadth and depth in sharing of expertise. In 2014 there was a QHHS leadership afternoon, in 2015 a 2IC day at the Executive Conference and in September, 2015, QHHS leadership drove a targeted Developing Leadership day at which 5 QHHS staff presented sessions and 14 aspiring QHHS leaders attended. 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 interested in seeking leadership roles now or in the future. Feedback on school performance is solicited 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. QHHS' strategic directions are widely publicised and have been strongly

supported and endorsed by the school community.

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 planning system. Executive staff have taken a leading role in the promotion of the directions but 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 we 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. Each Annual School Report is collaboratively developed, edited and critically evaluated by staff with clear alignment between resource allocation, achievement data improvement measures. Areas for improvement included more systematic assessment and monitoring of indicators to evaluate the impact of the plan over time.

School Resources (Sustaining and Growing): Succession planning and building leadership is a strong school focus. There are a range of leadership roles offered across the school with a transparent Expression of Interest (EOI) selection process supporting this. 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 96% of 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 and there are 6 dedicated computer learning spaces with a total of 5 CROWS (Computer Rooms on Wheels) for staff to book. Community use is made of the facilities which brings significant income to the school. 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 re-outfitting of a current kitchen to create a commercial kitchen which can support student learning outcomes and community connections. The 2014 introduction of a fees policy which focused on the importance of course fees and what they contribute to has seen a dramatic increase in course fee payment with approximately 92% recouped.

Management Practice and Processes (Sustaining and Growing): 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 are invited to take part in annual Tell them from Me surveys since 2015 and the school completed a 360 assessment in 2018. 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 in TPL or in practice. 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. In 2018, a student SMARTvoices team was formed in response to student feedback that 'average students' don't get recognised and the team has focussed on exploring and addressing this issue with various strategies employed to create change.

School determined next steps in the self-assessment process

A key target resulting from our completion of a thorough self-assessment process will be to embed the School Excellence Framework into all school management planning, processes and practices and use the SEF to inform future directions and guide the development of continuous growth targets. The leadership team will also explore how we can use SCOUT reports to more effectively inform teaching, leading and planning.

In the domain of **Learning** the school will focus on increasing student and parent involvement in curriculum delivery. Leadership and learning support will develop processes to support and monitor student learning over time with a focus on all students whilst maintaining focus on equity and specified student groups.

In the domain of **Teaching** the school will improve Data Literacy, Data Analysis and Data Use in Teaching. Staff will be developed and supported in their integration of the analysis, interpretation and extrapolation of data and developed in how to collaboratively use evidence to inform planning, identify interventions and modify teaching practice based on internal and external learning data.

In the domain of **Leading**, the school will improve its processes of data collection by systematically and regularly monitoring a wider range of indicators to assess the impact of school planning and to inform annual changes and iterations of the plan and its directions.

Our self-assessment and the external validation 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

Life Long Learners, Connected Citizens

Purpose

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.

Overall summary of progress

In 2018, QHHS continued to embed a whole school approach to literacy and numeracy across all KLAs. At the beginning of 2018 a numeracy and literacy timeline was created outlining activities and events including pastoral care lessons, scripts, staff development opportunities and meetings. Data was sourced from students NAPLAN and pre-test results to determine areas of strength and areas for improvement. Areas of focus are selected from the data and this is presented to staff at professional learning sessions, where they are shown various teaching strategies to assist them in helping students become better problem solvers. Focus areas are Newman's Error Analysis, ALARM, TEEL and Here, Hidden, Head.

A new focus area as part of Life Long Learners, Connected Citizens is Future Focused Learning (FFL). This course develops the skills and attributes that students need to connect, succeed and thrive in a rapidly changing and increasingly complex world. The 12 transferable skills underpin all teaching and learning within the lessons as students focus on collaboration, communication and creation, use critical and creative thinking to solve complex problems and engage in hands on, authentic learning activities to develop the skills they need to be responsible and active global citizens now and in the future. FFL incorporates elements of the Melbourne Declaration, the Quality Teaching Framework, the Australian Curriculum General Capabilities, the NSW Wellbeing Framework, the QHHS School Vision, Great Teaching, Inspired Learning and research into gamified education into a dynamic and constantly evolving program that approaches 'wicked problems' with the knowledge, skills, behaviours and dispositions that will assist students to actively shape their future.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> The QHHS 21st Century 12 Transferrable Skills are explicit in all teaching and learning programs. 	<ul style="list-style-type: none"> Professional Development (\$2000.00) Teaching Resources: \$1000 Spheros: \$4000 CROW's for flexible learning space: \$40 000 	<p>To be successful and to fulfil its underpinning philosophy of learning, FFL must be responsive. Therefore, it has been programmed to be responsive and dynamic. The core focus is that the activities, strategies and learning are building students capacity in the areas of the 12 Transferables. Ultimately a core goal is that these transferables will be both explicitly and implicitly addressed throughout all KLA's so that students can see that skills are truly transferable, that learning is connected and that knowledge is multi-disciplinary and often constructed. Consequently, FFL is planned on a term by term basis. In 2018 the focus was on developing the FFL program and using PL sessions to share learning with staff. Staff have engaged in sessions on problem solving, communication, creation and on how to use Educational Minecraft across-KLA's.</p>
<ul style="list-style-type: none"> Problem solving skills embedded in all KLA's with increased opportunities for inquiry-based learning 	<p>High Resolves for Year 7: \$4000</p> <p>Year 8 Project Based Learning: \$1000</p>	<p>Faculties have developed problem-focused units with real-world issues on liveability, physical, emotional and mental health, making contemporary society a safer place and so on. Year 8 completed a project based cross-KLA unit on 'Aren't our bodies amazing'. The QHHS programming template encourages inquiry based learning and faculties are increasingly developing problem based units.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">80% students achieving 'at expected growth or above' in NAPLAN performance in reading/numeracy (2019)		Refer to NAPLAN analysis section for more detailed.

Next Steps

Professional Learning for 2019 will be strongly focused on increasing understanding of the 12 Transferables and how these support learning, engagement and resilience in the classroom and within society.

Staff and students will continue to work with the High Resolves Organisation on building individual and collective efficacy in the areas of problem/project based teaching and learning skills across all KLA's.

Staff will continue to be developed in SCOUT and the various data that can be harvested therein to support and improve teaching and learning, particularly in identified areas of Numeracy and Literacy.

The existing Literacy and Numeracy targets were set for 2019 as part of the Bump it Up Initiative and these were maintained for the current 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 remain a literacy focus.

In 2019, QHHS has opted in to Best Start Assessment for all Year 7 students. This data will be explored with staff and the Learning and Support team to provide opportunities for individual student and concerted class improvement in the literacy and numeracy skills that are fundamental to success in secondary studies.

Strategic Direction 2

Collective Purpose, Productive Pedagogies

Purpose

To inspire each staff member to engage in actively building their mastery of teaching through closer professional reflection with a particular focus on the Professional Standards as a reference point for whole school reflection. For all staff to have the highest expectations of themselves and the students that we teach.

Overall summary of progress

In 2018, 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 Numeracy, Literacy, feedback, Growth Coaching, Educational Minecraft, Emergency Care. A TPL project that began in 2017 wherein staff researched, developed and implemented a 'pedagogical passion project' continued in 2018.

Projects including a focus on using immersive technology to increase student engagement. Yoga and mindfulness for improving student and staff wellbeing, using film to support engagement, teaching other staff how to code and using drone technology. 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
Classroom observations and PDP's demonstrate alignment between individual classrooms and whole school strategic directions	\$6000	All staff completed their PDP's. All staff discussed PDP's with a supervisor at least twice throughout the year. Head Teachers received a day per semester to work with staff on their PDPs, observations and to support programming and planning
100% of staff involved in ongoing professional learning and reflection, using the Australian Professional Standards for Teachers as reference.		An extensive PL report can be located towards the end of the ASR.
Learning and Development to be assessed by internal review as excellent.	Nil	Main focus in this area was on reviewing for the SEF external validation. Areas worked on included Wellbeing and Assessment. Both were assessed as Sustaining and Developing overall with Year 10 judging both to be excellent.

Next Steps

The focus for 2019 Collective Purpose, Productive Pedagogies will be strongly influenced by the outcome of the possible extension of the Nirimba Collegiate. Should the extension occur the QHHS autonomous project will focus on the development of Stage 6 units and PL funds will primarily go towards developing staff knowledge and understanding of HSC pedagogies, processes and practices.

Self-assessment against the SEF version 2 has shown that staff have continued to improve 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.

A focus area continues to be collaborative practice with all staff receiving training in Growth Coaching so that structured quality feedback conversations are more focused 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 2018 purchase of an Ipad Swivl will allow for a

more focused approach to quality teaching with staff able to film small segments of teaching practice and share these with colleagues for the purpose of receiving targeted feedback.

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 teachers.

Strategic Direction 3

Strong Partnerships, Community Commitment

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.

Overall summary of progress

QHHS has demonstrated continued commitment to strengthening our community connections both within and outside the school through the employment of expert personnel to meet needs, through the establishment and maintenance of strong learning connections and through responsive communication. 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. Student Voice has continued to be a strong focus within the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Development of a student devised School Excellence Framework		The student devised school excellence framework has been developed with regard to Assessment and to Wellbeing. A mixed group of students devised the framework based on the SEF and approximately 20 % of student community participated. The Wellbeing team has made significant changes based on student feedback and Assessment is being reviewed again in 2019 based on student feedback.
All forms of school communication are used to build stronger community connections.		Facebook and the QHHS new Instagram page have both continued to be excellent forms of communication with the wider community with 540 Instagram followers and over 2000 people liking the Facebook page. The new school website still requires work.
Student led internal validation of whole school initiatives and KLA's underpins school evaluation.		The student internal assessment of Assessment and Wellbeing were very successful and led to some positive changes at the end of 2018 and leading into 2019.

Next Steps

- * Increased collaboration between staff, students and parents on continuous school improvement.
- * Executive Conference will have a segment focused on how to use Tell Them From Me for school improvement and the 360 Survey completed in 2018 will be closely analysed in concert with the Year 10 Exit Survey and other data collected from parents, staff and students.
- * Explore different methods of connecting with parents through interactive technologies

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$47,000 spent on staffing \$ 5000 on ATSI programs for the whole school \$2000 on QCCP days	<p>Our Aboriginal Education Student Support Officer, Mrs Christine Foreshew, worked with all students developing their Mgoals. All Aboriginal students now have Mgoals, that are regularly revisited with students. Digital PLPs on a shared social media platform has enabled the plans to transition with the students from year 6 to 7, and year 10 to 11.</p> <p>Since 2016, the average score for Year 9 ATSI students in writing has grown by 107.5 marks. The average score for numeracy has grown by 45.47 marks and reading has grown by 39.75 marks to 543.8.</p>
English language proficiency	\$37,000 spent on staffing	<p>This year, 20 students from Years 7–10 were provided with EALD withdrawal support. Students were offered assistance with completing tasks for specific subjects with the provision of additional scaffolding for reading and writing. Thinking was made visible for students to deepen knowledge and understanding and to highlight processes and application of skills.</p>
Low level adjustment for disability	\$ 141,000 flexible funding spent on 1.5 extra LaST staff. \$ 260,000 on staffing (2.5 LaSTs) \$15000 to supplement staffing costs	<p>NAPLAN analysis for individual students demonstrates growth consistent with SSG average. In 2018, all schools in Australia participated in the Nationally Consistent Collection of Data on School Students with Disability (the NCCD). The NCCD is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The result of this survey was that the data collected provided the Learning Support Team with the opportunity to review our learning and support systems and processes to continually improve education outcomes for our students with a disability at QHHS.</p> <p>This year we had 107 students who were identified with low level disability who have been provided with an Individualised Education Plan (IEP). The IEPs are created in consultation with their parents/carers. Students with an IEP have also been provided with an Individualised Learning Plan (ILP). Both the ILPs and IEPs are reviewed twice a year to ensure that the information included is kept current. Further in–class support was provided to these students through the modification of work through appropriate level of adjustments. These students were also provided with one–on–one support in the Learning Centre, where the assessments were scaffolded for the students to guide them with the task. Some students may also be timetabled to the Learning Centre for remedial work in areas needing improvement in numeracy or literacy.</p> <p>In 2018, 114 students were specifically targeted for Learning Centre support with a</p>

<p>Low level adjustment for disability</p>	<p>\$ 141,000 flexible funding spent on 1.5 extra LaST staff.</p> <p>\$ 260,000 on staffing (2.5 LaSTs)</p> <p>\$15000 to supplement staffing costs</p>	<p>total of 211 students accessing the resource (this 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 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.</p>
<p>Socio-economic background</p>	<p>\$87 000 student support officer</p> <p>\$10 000 for School Chaplain</p> <p>\$10 000 to student welfare</p> <p>\$ 5000 SMART excursion</p> <p>\$3500 staff wellbeing program</p>	<p>Low socio-economic background funding primarily went to support students social and emotional wellbeing so they could more effectively engage in educational opportunities. The Student Support Officer and school chaplain provided individual and group wellbeing sessions, hampers for families, referrals for families etc. Student Welfare paid student fees, uniforms and provided books and curriculum excursions for students to support equitable access to the curriculum.</p>
<p>Support for beginning teachers</p>	<p>\$25,000</p>	<p>The method of beginning teacher support begun in 2017 continued in 2018 with BT receiving one day RFF teaching each three weeks. These days were used to observe, meet with mentors, plan, program, write reports etc</p>
<p>Bump it Up Literacy</p>		<p>In 2018 35% of students were in the top three bands for writing which was a 4% increase on the previous three year average.</p> <p>Results outlined in further detail with supporting graphs and data in the NAPLAN section of the report.</p>
<p>Bump it Up Numeracy</p>		<p>Significant results in Year 9 NAPLAN results in line with Premier's Priority. Year 9 students results in Numeracy showed continuing improvement with 21.6% students achieving in the top three bands in 2018 compared to 14.1% students over the three year average.</p> <p>Outlined in further detail in the NAPLAN section of the report.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	570	564	525	475
Girls	456	469	464	483

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.4	94	93.9	92.4
8	91	89.7	92.8	90.2
9	89.6	90.4	88.9	90
10	87.4	88.9	90	86.1
All Years	89.8	90.8	91.3	89.6
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
All Years	90	90	89.9	88.7

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 implementing effective roll marking procedures when variation to normal school routine occurs
- updating 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	0
Employment	8	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	90	0	0
Unknown	2	0	0

As a 7–10 high school within the Nirimba Collegiate, most of our students continue on to Wyndham College with a small number selected for St Mary's Senior College. The majority of our students continue on to Wyndham College.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	48.48
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.37
Other Positions	1

*Full Time Equivalent

We have two Aboriginal classroom teachers and one Aboriginal support staff member.

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	11

Professional learning and teacher accreditation

The Teacher Professional Learning (TPL) program at QHHS is developed to support all staff from those new to the career, to those transferring into the school with varying levels of experience, as well as long standing teachers. The program is revised annually to cater to the learning needs of staff in both collaborative and self-identified processes. Staff are surveyed in regards to their areas of interest via their PDPs and collated to form a roster that can be accessed by all.

The TPL process follows a supportive path, with an induction program for all new staff joining QHHS, to offering leadership opportunities at every level and promoting aspirational roles. Pre-service teachers and cadets appointed at the school are offered opportunities to engage in school-based TPL, participating in collegial professional dialogues with staff from different KLAS.

The Induction Program agenda includes topics related to School Management, Student Welfare (medical and learning needs) and Disciplinary Policies outlined as per the SMART Expectations. This program is presented by senior and executive staff, facilitating opportunities for new staff to seek clarification of DoE and QHHS policies, procedures and processes within a small group context.

In addition to this, beginning staff new to the Nirimba Learning Community (NLC) were given relief to engage in a cross community TPL in semester 1, 2018. This was highly evaluated by those who attended, such that a second session was run in semester 2. Due to the positive response this TPL will be offered in 2019.

The Higher Order Thinking (HOT) Hour fortnightly TPL sessions are teacher – identified topics discussed and workshopped fortnightly after school, using the expertise within QHHS to deliver presentations. TPL has actively undergone a series of changes as to how is was managed and attended over the last 2 planning cycles, with a strong emphasis of aligning personal and professional goals with the strategic directions of the school and its community.

Again in 2018, staff were given 2 terms to work independently on a project of interest and show case this within faculty and/or part of their PDP observation. TPL within QHHS is also undertaken in the format of *Twilight PL afternoons* engaging in mandatory training and school based activities.

The *Twilight* sessions for 2018 were as follows:

In Term 1: The Future Focused Classroom and a SWOT analysis with staff related to the SEF document

and the school's alignment

In Term 2: Analysing collected evidence sets for the External Validation

In Term 3: CPR and Anaphylaxis

In support of the school's strategic directions, 2018 saw a commitment to training all staff in the Principles of Growth Coaching, Staff and Student Wellbeing, Thinking Routines, and Future Focused Learning around the 12 transferable skills.

Term 3, saw the Nirimba Collegiate come together for a collaborative Staff Development Day. Guest speaker, Dr Andrew Martin, focused on instructional techniques that promote learning and building motivation in student academic wellbeing. In the second session staff chose to either engage in personal wellbeing programs or engage in activities related to sustaining creativity and innovation.

QHHS staff volunteered as always to lead and facilitate workshops and programs, sharing their expertise and knowledge with the larger learning community. These collaborative TPL days also allow for guest speakers to address the entire learning community on relevant, current educational theories and practices.

With the change in syllabus particularly for stages 3 – 6, staff have actively sought ways to upskill their awareness of the stages 3 and 6 content and skills to better facilitate the transition of students into and out of QHHS in years 7 and 10. This has ranged from face to face training sessions with ADOBE connect PL run by the department and education faculties of different universities.

The need to stay connected with all aspects of teaching and across the different stages is a highly intrinsic commitment of all staff at QHHS. To support the *Bump It Up* process, ongoing activities and PL are provided to staff to further support the learning of all students, and this will continue for 2019.

The executive staff at QHHS undertake an annual conference and this time is dedicated to a myriad of TPL opportunities from strategic school planning , to leadership upskilling and coaching to head teachers designing and leading specific sessions as part of capacity building within the team. This year the second-in-charge (2IC) in each faculty were invited to attend a day at the conference to promote and support aspirational intentions of keen and capable staff. The agenda for that day was Growth Coaching for mentors and leaders.

During each term the school executive team undertake two additional PL sessions after school, and here too 2ICs are invited to attend and participate in activities to not only further support their leadership capacity, but to also contribute to and assist in the development of processes for the school. This year the Executive team focussed on the External Validation process and later used the findings to project for the 2019 school plan. Other sessions include SCOUT training and whole school planning.

Staff at QHHS are given opportunities to participate in the "shadowing program" both within the school and across the NLC. This initiative is to give those seeking promotion at any level the opportunity to spend time with someone already in the position and observe the role and responsibilities in another school setting. In addition to this, further support is given in curriculum vitae preparation for an advertised position, mock interviews and compliance workshops are also run to promote learning amongst educators.

QHHS SASS are also encouraged to keep current with new procedures and processes and engage both in NLC – organised PL sessions and those within the school. The recent department changes and roll over saw SASS take on upskilling opportunities with LMBR and HR training sessions. The start of Term 2 saw all SASS and SLSOs undertake PL designed to better understand the need for the *Performance and Development for Non-Teaching Staff* through goal-setting and team building activities. SASS were guided through their PDPs and a sample copy was provided.

Through the term, SASS met with the school facilitator and got to discuss their goals and other upskilling opportunities in their current roles as well as learning new ones to adapt to the various contexts that SASS are employed under.

TPL at QHHS has its foundations on the 'model and learn' concept. From understanding complex trauma, to communication in the class and differentiation to cater for the learning needs of all students, to giving constructive feedback to parents face to face or over the phone, to engaging in difficult conversations; report writing, implementing new systems such as the PDF and lesson observations, the staff are always guided through some form of TPL. This conscious process is implemented to guide staff through previous and new processes with minimal concern for, and of change,

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	1,371,180
Revenue	11,308,611
Appropriation	10,754,629
Sale of Goods and Services	55,463
Grants and Contributions	486,763
Gain and Loss	0
Other Revenue	160
Investment Income	11,596
Expenses	-10,876,497
Recurrent Expenses	-10,876,497
Employee Related	-9,703,163
Operating Expenses	-1,173,333
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	432,114
Balance Carried Forward	1,803,294

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 2018 was the purchase of over 100 new laptops to allow for increased opportunities for students to engage in online learning. The refurbishing of the oval, the provision of air conditioning in the library and all staff rooms as well as several beautification projects such as the removal of all gum across walkways around the school were other significant costs.

Money has been reserved for future capital expenditure including the refurbishment of a piece of wasted ground as a covered outdoor learning area, air conditioning the rest of the school in collaboration with the Cooler Classrooms project and several new sporting and technology areas.

For 2019 our biggest expenditure will be supporting improved classroom practice, continuing to develop, promote and embed student voice, High Resolves, Project Based Learning and Future Focused Learning across the school, 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.

	2018 Actual (\$)
Base Total	7,974,008
Base Per Capita	195,898
Base Location	0
Other Base	7,778,110
Equity Total	752,846
Equity Aboriginal	37,192
Equity Socio economic	247,911
Equity Language	66,043
Equity Disability	401,699
Targeted Total	1,021,323
Other Total	725,927
Grand Total	10,474,104

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

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

School performance

NAPLAN

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

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.

QHHS Year 7 Literacy performances in NAPLAN in

2018 continued to reflect the progress that our partner primary schools have been making. Individual student growth in reading from Year 7 results indicated a stable positive 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. Year 9 Grammar and Punctuation saw a 2.5% increase in the number of students in the top band with an overall 3.2% increase of students in the top three bands.

Some other significant improvements included continuing growth in Year 9 Writing where the school's explicit and systematic approach to the teaching of writing has maintained consistent improvement over the past four years. In 2018 32.4% of students were in the top three bands which was a 4% increase on the previous three year average.

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 Literacy focus in 2019 will address the need to develop students critical reading skills in the top two bands. Although the middle bands are performing well in reading it is important to strengthen students abilities as discerning consumers of visual and reading materials by exposing them to more challenging texts across the content areas.

In Numeracy, the Year 7 results again showed that in lower bands for numeracy we were at or below the state average with 2018 results approximately equivalent to the School average over the past three years.

The school's Numeracy Team has worked consistently 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 continues to improve. Year 9 students results in Numeracy for both males, females and Aboriginal students showed a significant overall improvement with 21.6% students achieving in the top three bands in 2018 compared to 14.1% students over the three year average. The school's numeracy trend data for Year 9 has continued to grow since 2016 this means that every year the school demonstrates positive growth in numeracy outcomes for all students. This is the second year that we have also seen a reduction in the numbers of students in the bottom 2 bands for Year 7 Numeracy. As a school we are continuing to implement measures using Newman's Error Analysis to address and enhance numeracy learning outcomes for all students with a particular focus on problem solving. 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.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band

averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Aboriginal students results have demonstrated a general upwards trend since 2016; however, there is still a significant gap that is a focus for ongoing improvement and value adding. Since 2016, the average score for Year 9 ATSI students in writing has grown by 107.5 marks to 543.8. The average score for numeracy has grown by 45.47 marks to 547.73 and the average result for Reading has grown by 39.75 marks to 543.8. Next steps for our Aboriginal students will incorporate goal setting using Hub Goals and working with students in setting clear and explicit numeracy and literacy goals.

Parent/caregiver, student, teacher satisfaction

Tell Them from Me Surveys

This year we surveyed students in Years 7, 8 and 10 as well as staff and students. The parent survey showed a significant increase from 33 in 2015 and 104 in 2016 to 114 in 2018. 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.

Parent Survey

Parents rated the school 6.3/10 on the scale of supporting students learning with a range from 2 to 10.

Parents rated the school at 6.8/10 on the scale of the school supports positive behaviour with the state average being 7.7. 45% parents stated agreement that they would recommend the school to others and 19% stated they strongly agree they would recommend the school to others. 52% of parents agree that communication from the school is good with a further 15% strongly agreeing. This represents a distinct effort on the part of the school to improve communication. Parents further rated the effectiveness of the varieties of communication.

Student survey

75% of Year 8 and 10 students felt they had positive relationships with 51% stating they had a positive sense of belonging. 78% of students felt they had positive behaviour at school. 51% of students felt they were trying hard to succeed. 6.6/10 of the students felt they had expectations of success. 5.4 /10 felt they had positive student teacher relationship with the state average being 5.5/10. 27% of year 8 and 29% of year

10 students had participated in extra curricula activities. The state average was 24%. 5.8/10 students felt that important concepts were the focus of learning and that class time was used well. The average for the state was 6.2. 5.4/students felt learning was relevant to their everyday life. The state average was 5.7/10. 5.3/10 of student felt there was someone at school to constantly provide encouragement and who can be sought out for advice. The state average was 5.8. 5.1/10 of students felt they could overcome setbacks and hurdles in their learning. The average for the state was 5.4/10.

Staff Survey

7.8/10 teachers felt that they work with school leaders to create a safe and orderly school environment.8.1/10 teachers talked with other staff about strategies to increase engagement where 8.2 discussed strategies to assess with other teachers. This is further evidenced in 8.1 /10 staff discussing learning problems and how to address student needs. 8.4/10 staff felt they set high expectations for their students. 7.8/10 of staff rated data informed practice being embedded into school practice. The average for the state was 7.8. Staff rated the access and use of technology 7.2/10 with the state average being 6.7. 52% of staff agreed that school leaders implement effective change with a further 9% strongly agreeing.

Policy requirements

Aboriginal education

Aboriginal education at Quakers Hill High School has continued to deliver quality programs in 2018 under its Connected to Community banner. In 2018 QHHS had 57 students who identify as Aboriginal and Torres Strait Islander.

Towards the end of 2018 the Aboriginal Education team reviewed the DoE's 2018–2022 Strategic Plan – which applies to all students in public education in NSW and its Aboriginal Education Policy.

The team has planned the 2018 activities around our commitment to improving the educational outcomes and well being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

At the core of all our programs are the Personalised Learning Pathways for our Aboriginal students. We believe that the educational and cultural philosophies that are embedded in the concept of 'Pathways' that are determined by students, shared by families and supported by the school provide a strong template from which we 'know, value and care' for our ATSI students.

In 2017 the ATSI team developed a simplified template for the PLPs so that all students would have a PLP in a timely manner. At the end of 2017 we investigated a powerful software program, supported by the State AECG this new platform is called Mgoals; goals for living and learning. "The Mgoals program supports Aboriginal Culture and Education by providing local Aboriginal communities and schools with an online project that assists students to create their goals for living and learning. It has two aspects: the first is a website building project – schools collaborate with their local Aboriginal community in building a local community website. Mgoals has developed this concept further and has rebranded it as Storylines. The second aspect is an online goal–setting program where students interact with teachers, parents and mentors to set goals for living and learning.

Our Aboriginal Education Student Support Officer is Mrs Christine Foreshew. As a highly experienced administrator and educational mentor she has spent many hours working with students and their families/carers on developing their Mgoals. All our Aboriginal students now have Mgoals, and Mrs Foreshew revisits the goals regularly with students. A big advantage of digital PLPs on a shared social media platform is that they can transition with the student from year 6 to 7, and year 10 to 11.

We use individual Mgoals to create the programs for the Connected to Community days. The program is now structured around student choice – students can choose from a range of activities, seminars, tutorials – with guest speakers from the community. Mrs Foreshew has been instrumental in assisting us with mentors, industry leaders etc who have presented topics such as midwifery and nursing, leadership, goals

setting and the world of work, constructing family trees – identity – who is my mob, dance language and culture, meditation and mindfulness, Aboriginal women and men who have made a difference to Australian society, art canvas and quilt making.

Our Aboriginal students have performed at the Nirimba Education Precinct NAIDOC presentation, attended Nirimba's ATSI Student Conference 'Change: the Next Step is Ours', and some of our year seven students attended Western Sydney University's Future Dreaming event – its aim being to introduce university and what it can offer in a fun and interactive way. It was an excellent day for our students.

Our students have participated in the creation and organisation needed for NAIDOC week assembly and Reconciliation week assembly. They also assisted with the NAIDOC day cultural program for Year 7 students. Again, this was a very successful day with the finale being an exciting display of traditional Aboriginal dance.

Many of our Aboriginal students participate in our traditional dance program. From this involvement, a group of students created their own contemporary Aboriginal dance (based on a dance from Bangara Dance Company.) This exciting and beautiful performance was presented at QHHS's Multicultural Day and showed that students were able to take traditional aspects and transfer the choreography into modern times.

The final QCCP day provided students with a wonderful experience at the Museum of Contemporary Art at Circular Quay. 17 students from Year 7 to Year 9 immersed themselves in learning about Aboriginal artists, identity, belonging and country and together created a complex "object" installation that threaded through the day. Students also visited the Aboriginal and Torres Strait Islander War Memorial in Hyde Park.

24 Aboriginal and Torres Strait Islander students achieved 90% and above for their attendance. 9 achieved between 85% and 89% with 12 between 70% and 85%. Some of our students were further supported by Mrs Foreshew, Ms Ridge and Mrs Walker, who each provided a range of programs and mentoring to strengthen connections and to improve engagement.

One of the successes of the QCCP program and students who participate and the work of our Aboriginal Education team is the more visible knowledge of Aboriginal history and culture within and across the school population – both staff and students – and the growing understanding of the diversity of Aboriginal people in Australia.

Many, many thanks to our Aboriginal Education Team: Mrs Christine Foreshew, Mrs Suzanne Walker, Ms Judith Ridge, Mrs B Maricic, Mrs Rebecca Mahon and Ms Frances Lawson–Cohen.

Multicultural and anti-racism education

This year, 20 students from Years 7–10 were provided with English as an Additional Language/Dialect

withdrawal support. They were supported with their development of academic literacy on a weekly basis. Students were offered assistance with completing tasks for specific subjects with the provision of additional scaffolding for reading and writing. Thinking was made visible for students to deepen knowledge and understanding and to highlight processes and application of skills. Students were able to work collaboratively with other peers at a similar stage to develop their reading, writing, speaking and listening skills by engaging in various activities designed to support their acquisition of academic literacy to meet the key literacy demands for specific subjects across the curriculum, with a focus on English.

Students were explicitly taught grammar, punctuation and reading strategies, such as skimming, scanning, predicting and inferring to develop their comprehension skills. They were provided with a variety of text types that were relevant to subject-specific content and ranged from everyday texts to academic texts to practise applying these reading strategies. Consequently, students became familiar with the typical features of written school-related genres such as recounts, narratives and reports, and were able to confidently engage in composing increasingly sophisticated written work.

Our annual Harmony Day Assembly, held on the 22nd March, 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. Our Harmony Day celebrations coincided with the National Day of Action Against Bullying and Violence. On the 20th of September the entire school community rallied to support our annual Multicultural Day celebrations. This day involved massive preparation and commitment with faculties supervising students who are excited about sharing their cultural heritage through performance and presentations. These items were rehearsed during recess, lunch and after school in the lead up to the assembly. 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. The celebration was experienced by the whole school community who once again created a culturally inclusive environment and positive intercultural interactions.

Other school programs

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 2018 our sports programs have allowed our students to acquire certain skills and

confidence, with anticipation that these skills are later transferred into them feeling more positive about school.

During the 2018 sporting calendar students at Quakers Hill High School were offered a number of opportunities to showcase their talents at different levels.

Quakers Hill High School was once again very successful 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 each other on a home and away basis and then finals are played at a central venue for each sport.

The sports that were offered this year included:

- Touch Football
- Football (Soccer)
- Netball
- OzTag
- Volleyball
- Basketball
- Ultimate Frisbee

We also had an amazing 49 students receive medals of achievement at this year's sporting ceremony. The medals for season three will be awarded during term one of 2019.

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 at Quakers Hill High School. This allowed us to give options for our students and provide them with alternate opportunities to achieve in sport. The sports we offered included:

- Dance
- Boot Camp
- Table Tennis
- Power walking
- Handball competitions
- Theatre Sports
- Gardening

We would like to thank students and staff for representing Quakers Hill High 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. The students made their own way to Wyndham College where they tried out for Soccer, Rugby League, Touch Football, Basketball and Netball.

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

- Blacktown Zone Girls Soccer: Lilly Deering and Amber Precious
- Blacktown Zone Girls Netball: Alexandra Wicks, Shaelene Elliot, Tyler Kauri–Eru and Abby kitto
- Blacktown Zone Girls Touch Football: Alexandra Wicks
- Blacktown Zone Boys Baseball : Mitchell Tritton
- Blacktown Zone Girls Volleyball: Zoe Morgan and Moira Gatchalin
- Blacktown Zone Girls Oztag Team: Alexandra Wicks
- Blacktown Zone Boys Open Rugby League: Eruera Nehua and Cameron Faulalo
- Blacktown Zone Boys 15's Rugby League: Jesse Faulalo

Each of these students represented QHHS with distinction during the Zone competition. It was a great opportunity for some of our younger year 7 students to play in an open competition and test their skills. This year the Blacktown Zone hosted the trials for 2019 in term 4. Teams for 2019 have been successfully selected and will training during the first few weeks of term 1 next year. There have been allocated spots left available for any year 7 students who play at a representative level. They will be invited to the first training session to trial for the team.

Sporting Carnivals

The carnival year opened up with our swimming carnival at Blacktown Aquatic Centre. It was an excellent turnout and participation levels were high. Many students went on to represent the school at the Blacktown Zone Swimming Carnival. The team went well throughout the day and a number of students moved on to Sydney West Swimming. The following students below were age champions for the 2018 Quakers Hill High School Swimming Carnival.

12 Years Kayla Shore James Schumacher

13 Years Olivia Coram Declan Banks

14 Years Madeleine Hand Daniel Wilson

15 Years Bonnie Boswell Jaxon Savage

16 Years Chloe Webster Logan Maskus

The Athletics Carnival was our second big event which was held at Blacktown International Sports Park. We had another large turn out with enthusiastic students participating in all events. In each event we had students demonstrating amazing talent and a willingness to "give it a go". Huge congratulations to our competitors and all students who attended the athletics carnival. We had one of the largest teams at the Zone carnival with many students moving onto the Sydney West level. From there we saw Alexandra wicks, Elizabeth Amadi and Jessica Randall move onto a CHS level.

The following students below were age champions for the 2018 Quakers High School Athletics Carnival.

12 Years Jessica Randall Jack Hassall

13 Years Elizabeth Amadi Antonio Baillo

14 Years Alicia Mamae Mitchell Tritton

15 Years Alexandra Wicks David Cortese

16 Years Chloe Webster Cameron Faulalo

17 Years Gavin Sanchez

The 2018 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 after each lap. A number of our students excelled at the 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 did really well in their events with Amber Precious, Abby Kitto and Jessica Randal all moving onto a CHS level. The following students below were age champions for the 2018 Cross Country Carnival.

12 Years Keyuri Patel Lucas Simmons

13 Years Antonio Baillo

14 Years Madeleine Hand Mitchell Tritton

15 Years Amber Precious Ryan Corkery

16 Years Chloe Webster Rhys Smith

Quakers Hill High School continues to be a dominant force in the annual Blacktown Zone sporting carnivals. The following students have represented our school with distinction at the Zone carnivals and were selected as Blacktown Zone Age Champions.

SWIMMING

13 Years Boys Declan Banks

14 Years Girls Madeleine Hand

15 Years Girls Bonnie Boswell

15 Years Boys Jaxon Savage

CROSS COUNTRY

13 Years Boys Antonio Baillo

13 Years Girls Abby Kitto

15 Years Girls Amber Precious

ATHLETICS

12 Years Girls Jessica Randall

13 Years Boys Antonio Baillo

14 Years Girls Alicia Mamae

15 Years Boys David Cortese

16 Years Girls Chloe Webster

Knockout competitions

Throughout the year we had some excellent results in all knock out competitions. The stand out team was the Girls Futsal team, coached by Ms Sotiriou who were awarded 'Team of the Year' at our sporting ceremony.

The regional competition took place at Stanhope Leisure Centre where the girls played 4 games and won their pool to advance into the finals. Amber Precious was a standout player using direct play and an eye for the goal to give us an advantage in many of the matches. Our girls made it through to the grand final where they made a tremendous effort against St Paul's Grammar. This meant the girls advanced to the NSW State Championships at Penrith Sports Stadium. The girls also attended the Dural region championship which included stronger competition. Once again they made it to the final where they went down to Hills Sports High School and placed second. The whole team lifted during this game and showed great sportsmanship. At the State Championships, the competition was of a high standard. Our girls played three teams in their pool but did not advance to the final stages. Lilly Deering had a stellar performance during these games, winning many challenges on the ball.

Two teams were entered in the Bill Turner Cup, a state-wide soccer competition. Both the boys' and girls' teams competed to the best of their ability and went well within the Sydney West region. There were many other knock out sports offered throughout the year such as Basketball, Touch Football, Futsal, Netball.

Outstanding Achievement in 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 2018. Our recipients for this year were:

12 Years Jessica Randall Joshua Hayman

13 Years Abby Kitto Antonio Baillo

14 Years Alicia Mamae Mitchell Tritton

15 Years Alexandra Wicks Jaxon Savage

16 Years Chloe Webster Cameron Faulalo

As there are so many events we keep a point scoring system for participating students throughout the year. Each time a student competes in an event they are awarded a certain amount of points. At the end of the year the points are added up and a final Sportsman and Sportswomen is awarded. This is always a close and

hotly contested award. This year we saw two students from year 9 receive the Sportsman and Sportswomen of the year award. Alexandra Wicks & Mitchell Tritton

Overall 2018 has been a very successful year in the sporting domain. We have watched our students rise against competition and always represent our school with respect and pride. This was clearly highlighted at our sports ceremony which was held on the 15th November 2018. We would like to thank all of our competitors that have entered events throughout the year and made 2018 memorable. We are excited for the opportunities we have at this school and are looking forward to 2019. We also welcome both Mr Hawkes and Mr Hill into the role of sports coordinator for 2019.

Analysis of Year 10 VALID test results of 2018

QHHS undertook the VALID 10 examination for the first time in 2017. In 2018 two hundred and thirteen Year 10 students sat the VALID 10 exam, allowing for a comparative analysis in the areas related to Understanding, Planning and Conducting Investigations, Problem Solving and Communicating, and Extended Response. The school's voluntary participation in VALID 10 over the past two years allowed for six Science staff to be trained in marking the extended response questions, using the SOLO marking rubric format.

This year, the results were as follows:

- 10 students attained band 6,
- 40 students attained band 5,
- 79 attained band 4,
- 74 attained band 3 and
- 10 attained band 2 and
- No students attained band 1.

The number of students in band 2 decreased from 12.4% in 2017 to 4.7%, and an increase in number of students in bands 3 and 4 from 63.3% to 71.8%.

In terms of growth from their VALID 8 exam results, 142 Year 10 students demonstrated above expected growth in comparison to 114 in 2017. The number of students with negative growth fell from 70 in 2017 to 38. The average score for students at QHHS aligned with that of SSSG (Statistically Similar School Group). Further analysis in the area of selecting and extracting information from tables, flow diagrams and graphs, as well as critically analysing the validity of information from secondary sources shows a significant improvement in the 2018 results.

In 2018, the overall average score for male students was 90.16, which was higher than the State average of 89.40, with 101 students of the 213 achieving this result.

Summit

The Summit program is a locally –developed, 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 2018, the SUMMIT students at QHHS continued working through their various levels. One Year 10 student has completed the first 3 levels (Base Camp, Glacier and Peak) and has completed the SUMMIT level where she organised for donations on behalf of the school to be sent to the Operation Christmas Child initiative by Samaritans Purse. At Base Camp and Glacier level there are many students (predominantly in year 8) working on various tasks around the school. A highlight was the involvement of several SUMMIT students in the Blacktown Relay for Life, a 24 hour event which raised funds for Cancer Council. The SUMMIT focus day in week 6 of term 3 was successful and valuable for all involved, as indicated by student evaluations and an increase in the number of students who attended.

Future Directions of SUMMIT will involve further advertising the initiative to the schools in an attempt to involve more students and to recognise student achievement in the area of civics and citizenship, particularly students who reach The SUMMIT level by the end of year 10.

Duke of Edinburgh Award 2018

A new initiative, for Quakers Hill High School in 2018, was the introduction of the Duke of Edinburgh Award as an extra-curricular program for interested students in Year 9 and 10. The Bronze Award involves students committing weekly hours, over 6 months, to activities in the areas of Physical Recreation, Skills Development and Service to the Community. Additionally, students take part in two overnight hikes to demonstrate endurance and teamwork.

In May, Mr More (Science) and Ms Lawson-Cohen (TAS) organised an Information Night for interested students and their parents in the Common Room. This year, ten students registered to participate, paying \$130 to the Dept. of Sport and Recreation which oversees the program. They then approached Assessors for each of the activities they wanted to participate in, and commenced their Electronic Log Book to record their involvement.

For the Adventurous Journey component of the program, Mr More and Ms Lawson-Cohen led overnight bushwalks into the Blue Mountains and along the Great North Walk (Broken Bay). These took place on a Friday / Saturday in August and November, and involved our students carrying backpacks with equipment and food to survive two days in the bush.

The seven Year 9 students and three Year 10 students who participated in the program in 2018 found the experience rewarding but challenging. Not only were the bushwalks physically demanding, there was a strong need for them to develop good time-management and organisational skills to undertake the necessary hours of weekly activities. These are skills all our students should be developing in order to gain the most benefit from their time at Quakers Hill High.

It is hoped, in 2019, that the School can expand this program to include at least twice the number of staff and students. While not a large percentage of the student population, the introduction of the Duke of Edinburgh's Award as an extra-curricular activity provides an important opportunity for students who want to excel outside of the classroom.

Prosperitas

Prosperitas is a Gifted and Talented strategy allowing students to self-select a project of interest for the year. Students are mentored by a member of staff to assist with problem solving and technical assistance when required. The students in the program build their skills in problematic knowledge and higher order thinking. The program encourages students to set high expectations for themselves and to build and sustain a depth of knowledge beyond the classroom walls. In 2018 we had a total of 51 students participate with a total of 37 individual projects- 17 from Stage 5 and 20 from Stage 4. 4 students in year 10 completed a project in all 4 of their years at Quakers Hill High and 1 completed all 4 years and 1 year of Primary Prosperitas. Student projects ranged from designing and making their own guitar to cake decorating, writing novels and producing videos as well as outstanding works of art and the writing of classical music. The overall winner for 2018 was Ryan Savige. The technical award was won by Kalpa Abeysinghe, and Alance Kizhakethil Jacob. The stage 5 winner was Ryan Savige and the stage 4 winner was Olivia Coram.