

2020 Annual Report

Quirindi High School



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Introduction

The Annual Report for 2020 is provided to the community of Quirindi High School as an account of the school's operations and achievements throughout the year.

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

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School vision

We believe that well-informed, quality teaching practice underpins learning success and that all young people are capable of being successful learners in a differentiated, supportive environment. Quirindi High School actively enables student success through innovative curriculum delivery intended to build student skills, values and resilience for the future.

Teachers at our school agree that we are an 'Visible Learning' school and focus their teaching practice on current research and school-based evidence. We support diverse extra-curricular activities with the knowledge that we 'make a difference' for young people in our community.

Our school community provides the context for our approaches to student learning. Our community are valuable and are welcome in our school. We believe that strong links and communication with our community enhance opportunities for student success.

School context

Quirindi High School is rurally situated 70km south of Tamworth on the Liverpool Plains in North-West NSW. Our students enjoy significant links with the local businesses and council. Quirindi High School students have access to all community sporting facilities as part of their enrolment at the school. Students enjoy a high level of personalised pathway planning and bespoke pathways are something that Quirindi High School students have access to. Agriculture is a significant part of Quirindi High School life and students have access to a large range of facilities and experiences along with a 100 acre agricultural farm.

Quirindi High School is built on the traditional lands of the Kamilaroi people and is part of the Liverpool Plains Community of Schools and has a stable annual co-educational enrolment of students 7-12 with an ATSI student enrolment of 27%. In addition, our school has four support classes specifically for students with mild, moderate, multi-categorical and emotional disabilities.

Quirindi High School offers a broad curriculum 7-12, with a large number of senior courses available for study at Higher School Certificate level. Tertiary and Vocational pathways are equally emphasised, with high level academic subjects offered. Our school has a thriving School Based Apprentice and Trainee (SBAT) program, with students successfully obtaining dual accreditation at the completion of their secondary schooling.

Resource allocation to Quirindi High School includes additional equity loadings related to Aboriginal Students, Students with Disabilities and Socio-Economic status. A range of school initiatives are in place to optimise educational performance for all students. Quirindi High School has strong links with the Liverpool Plains Council and a strong partner school relationship which has allowed for an excellent transition program.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Strategic Direction 1

Extending Community Congruence Through Effective Partnerships

Purpose

Established and new community networks and relationships at Quirindi High School will be extended with the common goal of congruent understandings, expectations and support for the whole child.

Improvement Measures

A measurable increase in the number of services available to support student achievement.-Farming For Kids Scholarships, additional Liverpool Plains Scholarships, Study Centre, Liverpool Plains Partnership.

An increase in the number of students accessing support services.

Post school destination data indicates increases in vocational and tertiary uptake.

Attendance data is at state average

Increased positive promotion of our school, evident in an increase in the number of positive contacts in comparison with previous years

Progress towards achieving improvement measures

Process 1: Community agencies and local employers and organisations will be engaged in a collective impact strategy to improve services for the 'whole child' at a local level.

A Head Teacher Wellbeing will be employed to work within our school.

Our partnership of schools will be a focal point at student, teacher and community levels to ensure high quality service and equitable outcomes for all students.

Our P&C will provide joint school forums for parents on topical areas such as cyber-safety, bullying, mental health and effectively parenting adolescents.

Clontarf will implement high quality cultural and support activities for young men.

A Community Liaison Officers will be employed to focus on school promotions.

Evaluation	Funds Expended (Resources)
<p>Increase in Aboriginal boys completing the HSC, HT Wellbeing leads attendance checks and follow up. A small number of students (3) have brought down attendance figures. They remain on our roll but are in other areas refusing to attend. All are known and being followed up by HSLO.</p> <p>Partnership of local primary schools has assisted with the positive promotion of the high school and an increase in enrolment numbers.</p> <p>CLO role has seen a significant improvement in school communication and promotion. This has also contributed significantly to the increase in enrolments.</p> <p>Head Teacher Wellbeing has taken on supervision of Year Advisors and taken on the monitoring of attendance as well as developed Wellbeing week. The impact is clearly evidenced by the reduction in suspensions across the school.</p>	<p>Whole School Funding. Personnel. Funding at the start of the year is transferred into one account. There is no breakdown cross WBS components due to this.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$100000.00)

Strategic Direction 2

Building Teacher and Leadership Capacity to Enhance Student Learning

Purpose

Our school will enable consistent, quality learning opportunities for all children. This will be facilitated through collaborative teacher learning initiatives supporting innovative, evidence-based, effective change in teaching practice.

Improvement Measures

Internal measurement and validation of teaching and learning against *School Excellence Framework*, teaching and leadership elements.

100% of staff demonstrate a self-reflective understanding of their own professional development directions.

All teachers at Quirindi High School will evidence negotiated current school directions in 'Visible Learning' strategies in their classroom practice via their *Performance and Development Framework* goals and through regular evidence collected during Instructional Rounds and Peer Observation

Evidence of an increase in teachers applying for accreditation at higher levels.

Progress towards achieving improvement measures

Process 1: Impact coaches will be engaged to work within the school to work with staff on the Visible Learning approach and classroom strategies.

The development and implementation of a partnership of schools transition strategy to provide improved transition, a consulted learning continuum focused on building future focused learning and technology skills for all students Years 3-8. Partnership of school opportunities for increased inter-school promotion initiatives, such as Performing Arts, Community Participation strategies, media opportunities, music and a travelling Year Advisor.

Evaluation	Funds Expended (Resources)
<p>Visible learning practices are evident in all classrooms. The next step is to move to regular impact cycle evaluation and discussion. This will be done by moving from impact coaches to a Head Teacher Instructional Leader.</p> <p>The Deputy Principal has organised and promoted the Partner School meetings and events. In conjunction with the CLOs, a number of taster days have been organised on a regular basis. This strategy will continue to be implemented due to the significant success and request for further taster days from our partner schools.</p> <p>As a school, we choreographed and wrote music for a number of items in CAPERS. The whole school attended this event. Students auditioned for parts and took on lead roles. The school organised the Aboriginal dance item. Students have auditioned for school spectacular and we now have an established band and ensemble groups.</p>	<p>Staffing.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$60000.00)

Strategic Direction 3

Enabling Future Focused Learners with the skills to succeed.

Purpose

We will enable Future Focused Learners with the essential skills for future success. These skills reach beyond the learning of compulsory curriculum content and have a focus on differentiated learning structures and the skills of creativity and adaptability, critical thinking and problem solving, communication and collaboration.

Improvement Measures

Instructional Practices Inventories will evidence increased higher order, high yield teaching and learning practice that is sustained over time.

Measurement of improved senior student performance in Bands 5 and 6 will include external testing improvement, post school destination and VET data.

Internal measurement and validation of teaching and learning against School Excellence Framework, learning elements will indicate improvement from over time.

Students in Year 9, including Low SES and Aboriginal students will evidence an effect size of 0.4 or greater through internal measurement.

Progress towards achieving improvement measures

Process 1: Explicit teacher learning in developing student learning/thinking skills in the areas of metacognition, vocabulary literacy, numeracy, technology, divergent thinking, innovation, creativity and problem-solving

Explicit student development of 21st Century understandings, including evidence of learning in the skills listed above.

Development of Visible Learning approaches to classroom practice and student learning.

Increased contact with KLA networks and PL to ensure teacher expertise. PL will be in line with individual PDPs and the common school goal relating to Visible Learning.

The development of an improved, whole school strategy for the junior and senior school, including benchmarking and rubric development around best practice. A common approach to assessments will be developed.

Evaluation	Funds Expended (Resources)
<p>The move toward the development of learner dispositions has allowed the focus to move toward developing the particular traits in learners that are essential to take them forward. As part of the process, we were able to survey students, staff and community and decide on focus areas for development. Moving forward into the new school planning stage, we will develop progressions based on the learner dispositions which will be used across faculties and as a focus for student learning.</p> <p>Our time with Corwin expired and we are moving forward with a self-sustaining model around Visible Learning. The pedagogical approach has been embedded in classrooms and a program of induction for new staff has been developed. Moving forward, the Instructional Leader will take on the role of maintaining contact with Corwin but also inducting new staff into Visible Learning.</p> <p>The school has a standard common practice toward assessment tasks and a whole school calendar has been developed. Using the assessments in a more formative manner is the next step.</p>	<p>Introduction of a Head Teacher Instructional Leadership</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$130000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Staffing and contract fees.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$130 000.00) 	<p>The ACLO has provided a huge service to the school and developed significant community connections with local Aboriginal organisations and community. This has seen a significant improvement in the attendance of Aboriginal students at the school and created a deeper understanding of culture and history throughout the school. The Clontarf program has worked with boys across year 7 to 12. It has had a positive impact on student attendance and we have seen a continuing increase in the number of Aboriginal boys completing the HSC..</p>
Low level adjustment for disability	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$75 000.00) 	<p>The addition to year 7 and 8 of a specific literacy and numeracy class has allowed for targeted support for students who have been identified as not meeting benchmarks. These classes have been supported with additional personnel allowing teachers to create smaller learning groups and focus on the development of literacy and numeracy skills. This will continue as the results have been positive in terms of impact.</p>
Socio-economic background	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$180 000.00) 	<p>The HT Welbeing has played an integral role in the monitoring of attendance and the supervision of Year Advisers along with the development of specific wellbeing such as Wellbeing Week, Guest Speakers, Breakfast Club, Uniform Provision and mental health care.</p> <p>The position will carry on into the future.</p> <p>The HT Instructional Leader position was implemented to work with staff on the development of practice. This position will be solidified in the next school plan.</p>
Support for beginning teachers	<p>Staffing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$75 000.00) 	<p>This program allowed beginning teachers to have their face to face teaching time reduced by 2 hours per week. All teachers were able to meet on a regular basis with an accreditation specialist who supported them to gain proficiency.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	210	203	194	211
Girls	169	173	176	175

Student attendance profile

School				
Year	2017	2018	2019	2020
7	91.5	88.9	87.5	91.8
8	90.9	87.5	86.8	89.7
9	85	88.6	85	86.2
10	86.2	79.4	84.4	85.4
11	82.4	81.7	77.9	90.2
12	85.7	81.3	89.9	89.1
All Years	86.9	84.7	85	88.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

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	12	50
TAFE entry	2	0	12
University Entry	0	0	35
Other	0	0	3
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

51.92% of Year 12 students at Quirindi High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95% of all Year 12 students at Quirindi High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	28.7
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	12.38
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	746,569
Revenue	7,956,963
Appropriation	7,656,193
Sale of Goods and Services	172,965
Grants and contributions	110,305
Investment income	2,918
Other revenue	14,581
Expenses	-7,849,948
Employee related	-6,930,660
Operating expenses	-919,288
Surplus / deficit for the year	107,015
Closing Balance	853,584

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	47,998
Equity Total	966,845
Equity - Aboriginal	177,373
Equity - Socio-economic	547,363
Equity - Language	1,729
Equity - Disability	240,379
Base Total	6,064,974
Base - Per Capita	93,306
Base - Location	75,936
Base - Other	5,895,732
Other Total	385,964
Grand Total	7,465,781

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

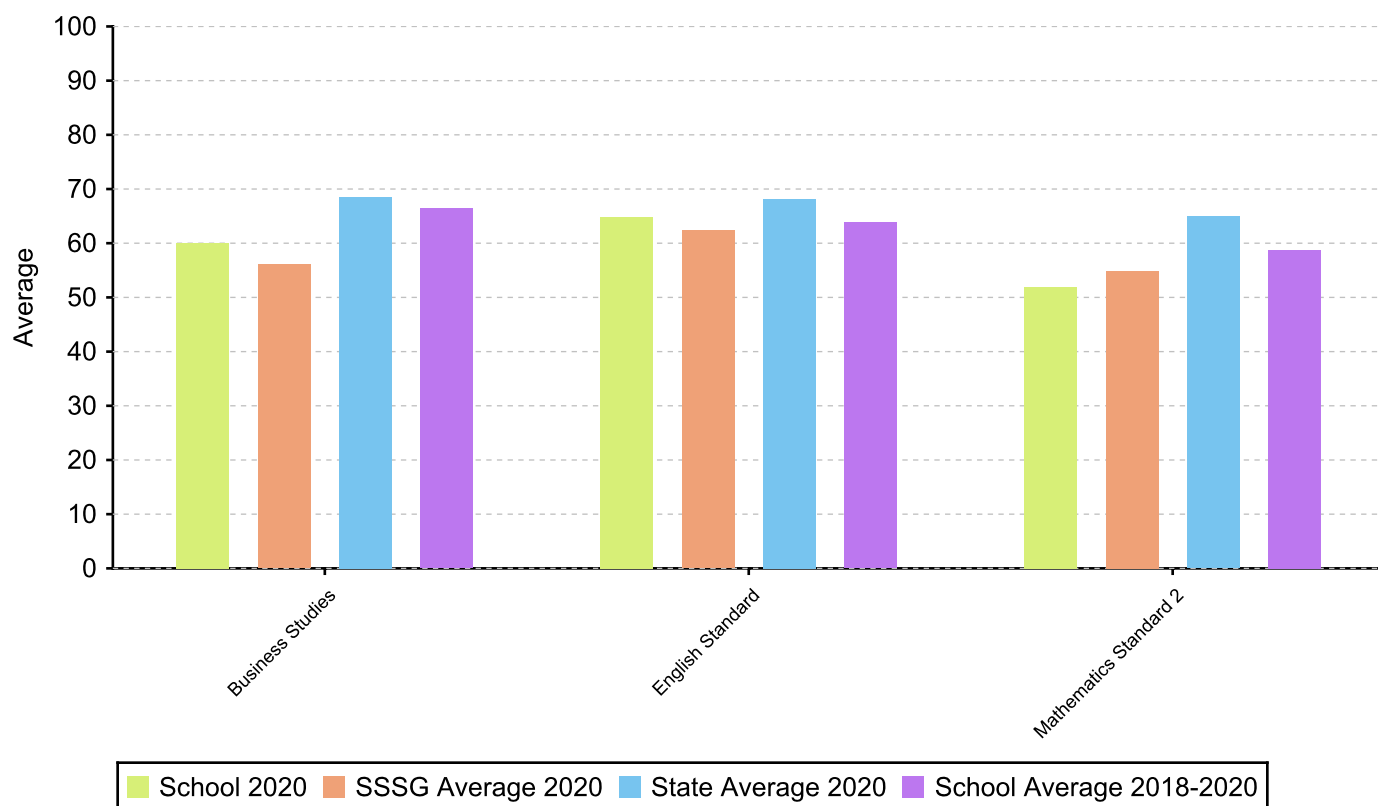
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2020	SSSG	State	School Average 2018-2020
Business Studies	60.0	56.1	68.6	66.4
English Standard	64.9	62.4	68.1	63.8
Mathematics Standard 2	51.9	54.9	64.9	58.8

Parent/caregiver, student, teacher satisfaction

Over 2020, a great deal of contact was made with parents. This was done via surveys, phone call and online messages. Survey results and comments received from parents and carers showed a very high level of satisfaction with the school and the communication processes, particularly around Covid.

The school newsletter has been very well received by the school community. The school Facebook page has been a way of collecting feedback, particularly around satisfaction with the school.

A variety of surveys were conducted post Covid. These were aimed at collecting student, staff and school community voice. An annual review was also held giving the opportunity for school community members to offer further comment.

This review showed a high level of satisfaction with curriculum, wellbeing and communication.

Student numbers have continued to increase which has also indicated a high level of satisfaction with the school. Much of this has been due to the taster days and links made with the local primary schools.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.