2021 Annual Report

Quirindi High School

8174

Introduction

The Annual Report for 2021 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 Strategic Improvement 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

Our vision is to provide educational excellence in a country atmosphere.

As a school, our aim is to provide every student with every opportunity they require to experience success in the attainment of their post school goals. Living in a rural area and attending a regional high school is no barrier in attaining post school goals.

Students at Quirindi High School develop a clear understanding of the dispositions/traits they need to develop to be good learners. These dispositions/traits will carry students forward into success within their chosen post school destinations. Our students can self-regulate, reflect, be persistent, are curious, understand the need for resilience and are willing to take the risk of facing a challenge.

We aim to offer bespoke pathways. The school will bend to the need of the student.

Our students know where their learning is and what they need to do next to progress. Our students have clear goals or thoughts on post school pathways and understand what they need to do to move forward. Our teachers know their students, where their students' learning is at and what the individual student needs to do next to progress.

School context

Quirindi High School is a regional high school located in the centre of Quirindi. The high school was established in 1935 and has been in continuous operation since.

Quirindi is an agricultural town on the traditional lands of the Kamilaroi people. The township of Quirindi has a population of 2600 and sits within the Liverpool Plains Shire Council.

We have a school population of 430 students (31% of students identify as Aboriginal or Torres Strait Islander). The school caters carefully to the needs of the students and provides clear pathways for entry to university, traineeships or apprenticeships, or directly into the workforce.

As a school, we pride ourselves on being culturally aware and connected to our community. Aboriginal cultural understanding and perspectives form a significant part of the fabric of the school. The school has close ties with the local community which have been promoted by the school Aboriginal Community Liaison Officer (ACLO). A range of opportunities are provided to deepen understanding and appreciation of culture and history. As a school, we actively look for opportunities to promote Aboriginal education and enhance and further our understanding of Aboriginal perspectives throughout or school community.

Quirindi High School offers a broad range of subjects to cater for all students. As a school, we utilise all aspects of the department to enhance learning and provide opportunities.

Quirindi High School is focused on quality teaching practice and monitoring student progress so that all students are aware of their progress and all staff are aware of their impact on student learning.

As a result of our situational analysis, needs were identified leading to strategic directions of Enhancing Collective Teacher Efficacy and Building and Enhancing Learner Dispositions/Traits.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that student learning outcomes improve through reflective and collaborative teacher practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Potential Program
- Cultural Connections
- Year 12 Mentoring
- Literacy/Numeracy Focus

Resources allocated to this strategic direction

Socio-economic background: $30,000.00

Summary of progress

Our focus for 2021 was on the use of highly effective teaching practices to improve Cultural Connections across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in faculty groups and executive teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support across most faculties, in the form of coaching and mentoring, has been provided for staff at their point of need, however further support for the HSIE faculty is required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year in this initiative we will work with staff to establish a process to provide staff with feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top two bands achieving expected growth to be above the school's lower bound system negotiated target in numeracy of 56.7%.	60% of year 9 students achieving in the top two bands had expected growth to be above the school's lower bound system negotiated target in numeracy of 56.7%. 87.5% of year 7 students achieving in the top two bands had expected growth to be above the school's lower bound system negotiated target in numeracy of 56.7%. These results are based on Reading and Numeracy only. This indicates achievement of the system negotiated target.
Improvement in the percentage of students achieving in the top two bands achieving expected growth to be above the school's lower bound system negotiated target in reading of 59.3%.	60% of year 9 students achieving in the top two bands had expected growth to be above the school's lower bound system negotiated target in numeracy of 56.7%. 87.5% of year 7 students achieving in the top two bands had expected growth to be above the school's lower bound system negotiated target in numeracy of 56.7%. These results are based on Reading and Numeracy only. This indicates achievement of the system negotiated target.
Improvement in the percentage of students achieving in the top 2 HSC bands to be above the school's baseline system negotiated target of	According to the SCOUT information from the Distribution of Students in HSC Bands for 2021 across all subjects, 4.1% of students performed in Band 6 and 18.1% of students in Band 5. This totals to 22.2% of students in the top 2 Bands for the 2021 HSC.

7%	
Improvement in the percentage of students achieving in the top 3 HSC bands to be above the school's baseline system negotiated target of 38%.	According to the SCOUT information from the Distribution of Students in HSC Bands for 2021 across all subjects, 4.1% of students performed in Band 6 and 18.1% of students in Band 5 and 29.2% of students in Band 4. This totals to 51.4% of students in the top 3 Bands for the 2021 HSC.
Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's baseline system negotiated target in numeracy of 5.6%.	6.69% of year 9 students and 15.49% of year 7 students are now in the top two skill bands (NAPLAN) for numeracy and 9.84% of year 9 students and 7.14% of year 7 students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's baseline system negotiated target in reading of 6.3%.	6.69% of year 9 students and 15.49% of year 7 students are now in the top two skill bands (NAPLAN) for numeracy and 9.84% of year 9 students and 7.14% of year 7 students are now in the top two skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
Improvement in the percentage of students achieving in the top 3 NAPLAN bands to be above the school's baseline system negotiated target in numeracy of 17.9%	25% of year 9 students and 30% of year 7 students are now in the top two skill bands (NAPLAN) for numeracy and 25% of year 9 students and 23% of year 7 students are now in the top three skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
Improvement in the percentage of students achieving in the top 3 NAPLAN bands to be above the school's baseline system negotiated target in reading of 17.9%.	25% of year 9 students and 30% of year 7 students are now in the top two skill bands (NAPLAN) for numeracy and 25% of year 9 students and 23% of year 7 students are now in the top three skill bands (NAPLAN) for reading, indicating achievement of the annual progress measure.
Improvement in the percentage of students attending school >90% of the time to the baseline system negotiated target of 57.5%.	50.9% of students are attending school at or greater than 90% of the time. This indicates the baseline target is being worked toward. These figures are skewed due to Covid 19 impacts.

Strategic Direction 2: Building and Enhancing Learner Dispositions/Traits

Purpose

Different research identifies different dispositions but there is consensus about the importance of the learning dispositions furthering skills, engagement and deep understanding.

Development of these dispositions is fundamental for students to develop an awareness of the way they learn and establish future-focused attitudes to learning, critical if they are to be able to become lifelong learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Progression Development
- Impact Cycles

Resources allocated to this strategic direction

Professional learning: $50,000.00
Socio-economic background: $50,000.00

Summary of progress

Are all staff aware of the progression for their identified disposition and is the development of dispositions forming part of their regular lesson planning?

All staff are aware of the learner dispositions the school is focusing on. Early literacy results, particularly from year 7 have caused a shift to focus on literacy impact cycles and the implementation of specific strategies around co-constructed writing across years 7 to 10.

Have all members of staff completed at least 2 Impact Cycles with their classes and discussed their findings in a PLC group?

All staff have completed an impact cycle within their class. The focus on Covid preparation and shut down has meant only 1 impact cycle has been completed and discussed within PLCs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All faculties are working on the development of progressions pertaining to learner dispositions. Each faculty will focus on an individual disposition. Through this, the faculty will measure the impact of strategies on the development of the disposition. This will be included in impact cycles. All faculties will have a progression developed for that particular disposition by the end of 2022.	All faculties have been surveyed to allow a more succinct means in the development of a school wide disposition approach. Through surveys, the whole school will be working toward the development of Self Regulation and a progression to match throughout 2022. Throughout 2021, faculties were focused on Covid planning and literacy impact cycles. The focus on the learner dispositions became minimal. The impact of not being able to access casual staff to allow for faculty planning and professional development meant the limited development of progressions around learner traits. The TAS faculty was able to create a progression for Self Regulation. This has become the starting point for other faculties to focus on and refer to. The development of posters and the use of these in classes is allowing the discussion with students and teachers to be able to recognise the point at

All faculties are working on the development of progressions pertaining to learner dispositions. Each faculty will focus on an individual disposition. Through this, the faculty will measure the impact of strategies on the development of the disposition. This will be included in impact cycles. All faculties will have a progression developed for that particular disposition by the end of 2022.	which students are at. The assessment of a trait is a more difficult as there is no clearly defined path to this. The progressions will provide the information staff need to be able to assist students understand their development and staff to assist with the development. The development of progressions will need to continue throughout 2022.
Every member of the teaching staff will have measured student progress through the use of at least 2 Impact Cycles. All staff will be able to articulate the specific strategies they have used in their class and how these strategies have impacted on the learning of students.	All staff have completed impact cycles throughout 2021 to monitor the progress of learning within their classes. Staff have been involved in observation of peer lessons but have only been able to complete one impact cycle due to the nature of the year. The Head Teacher Instructional Leadership has regularly worked with staff on the development of classroom practice and the delivery of content. This has been done through observation, feedback on pedagogical practice and one to one meetings. The HT IL has been able to provide teachers with student feedback in relation to their practice and has worked with staff on implementing practices which best suit the needs of the students in the class as per their feedback.

Strategic Direction 3: Enhancing Collective Teacher Efficacy

Purpose

This strategic direction has been set based on the effect size on student progress of Collective Teacher Efficacy. Enhancing collective teacher efficacy can have up to a 1.57 effect size on student progress.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Professional Learning Communities (PLC)
- Head Teacher Instructional Leadership (HT IL)
- Professional Learning Space Development

Resources allocated to this strategic direction

: $0.00
Socio-economic background: $130,000.00

Summary of progress

Have all staff participated in Professional Learning Community meetings and have they evaluated progress of students through Impact Cycles in their PLC group?

All staff have been involved in impact cycles. The employment of the Head Teacher Instructional Leader has meant leadership and organisation in this area. The HT IL develops the plans and resources for staff to use within their PLCs and Impact Cycles. Working with staff through their PLCs and faculties, there has been an ongoing upgrade of professional learning areas to allow staff to be more productive in meetings and to encourage cross faculty discussions.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Cross faculty Professional Learning Communities are established within the school. Regular meetings times are designated. Staff have all been able to observe colleagues' professional practice.	Professional Learning Communities have been established and regular scheduled meetings have taken place. Staff have had the opportunity to observe some collegial practice and be involved in peer discussions around the practice. The time out of school due to Covid and the ongoing Covid planning has meant that observations have had to be limited and have had to be designed to fit within preparation periods due to a lack of access to casual staff. Staff have enjoyed the cross faculty learning groups and it has allowed solid discussion around pedagogy and the sharing of resources. The staff room exchange was an initiative born from the PLCs and has allowed staff to spend time in different faculties and evaluate a variety of practice. The promotion of professional discussion among staff has been evident and collective teacher efficacy has continued to build with staff working collegialy in the analysis of student results and the implementation of unified strategies which have had a positive impact as evident in HSC results.
Professional Learning Space audit and survey of staff and students to establish a baseline of satisfaction with current learning spaces and impact on learning and planning.	Professional learning spaces around the school have been evaluated and the process of renewal has started. Staff have been able to identify the resources they need and design spaces which fit their professional needs. The Math's staff room, Science staff room, PDHPE staff room and HSIE rooms have all benefited from the process.

Professional Learning Space audit and survey of staff and students to establish a baseline of satisfaction with current learning spaces and impact on learning and planning.	The updating of facilities has allowed staff the space to plan collaboratively and provided a positive work environment. The staff common room has been equipped with furniture and resources to allow authentic and effective discussion and meetings to take place. This is evident in the increased use of the space, particularly around planning for year groups and cross faculty meetings to target learning within particularly classes. Previously, there was not a space that was effective for staff to be able to meet in. This process is ongoing. This positive work environment has improved staff wellbeing which will assist with the reduction of time away from school. The promotion of group planning will continue to benefit all students. The introduction of these effective meeting places has encouraged staff to come together to collaborate and plan.

Funding sources	Impact achieved this year
Integration funding support $25,285.01	Integration funding support (IFS) allocations support eligible students at Quirindi High School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • In class support for students **The allocation of this funding has resulted in:** Students received in class support with SLSO which also extended to support in the playground as was needed. Employing additional teaching staff helped to reduce class size for targeted students. **After evaluation, the next steps to support our students with this funding will be:** Continue with this program as is allowed by funding.
Socio-economic background $744,618.16	Socio-economic background equity loading is used to meet the additional learning needs of students at Quirindi High School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Head Teacher Instructional Leadership (HT IL) • Impact Cycles • Year 12 Mentoring • High Potential Program • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement additional literacy classes to support identified students with additional needs • employment of additional staff to support in class support program implementation and additional elective choices. **The allocation of this funding has resulted in:** The reduction in size of a number of classes. This has allowed for more individualised instruction. It has also allowed for mentoring in the senior years. We have seen significantly improved HSC results. **After evaluation, the next steps to support our students with this funding will be:** The next step would be to continue the program. Unfortunately we have had to increase class sizes throughout 2022 due to the lack of teaching staff available for employment. We are not anticipating the same results at the end of 2022 due to this.
Aboriginal background $211,062.80	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Quirindi High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Aboriginal background $211,062.80	• Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (ACLO) to support Aboriginal students • employment of specialist agency to support Aboriginal students through the Clontarf Academy. **The allocation of this funding has resulted in:** The establishment of a specific Kinship class for students as an elective. This has significantly improve the connection of Aboriginal students with culture as well as deepening overall school appreciation of local culture and knowledge. **After evaluation, the next steps to support our students with this funding will be:** The next step is to continues to employ the AEO in higher duties. This is proving problematic due to the nature of the GSE award and the difference between and AEO and an ACLO and the fact we are not able to maintain the AEO in a temporary role as an ACLO.
English language proficiency $4,671.39	English language proficiency equity loading provides support for students at all four phases of English language learning at Quirindi High School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional teacher time to provide targeted support for EAL/D students and for development of programs **The allocation of this funding has resulted in:** Students have improved English proficiency and are moving toward meeting minimum standards for the HSC. **After evaluation, the next steps to support our students with this funding will be:** Depending on the need for 2022, the same program will be implemented.
Low level adjustment for disability $244,753.56	Low level adjustment for disability equity loading provides support for students at Quirindi High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in:** Students participating in mainstream classes through the effective use of IEPs and parents regularly involved in the development and evaluation of IEPs. **After evaluation, the next steps to support our students with this funding will be:** Continue to employ the 1.6 LaST

| Location

$80,525.39 | The location funding allocation is provided to Quirindi High School to address school needs associated with remoteness and/or isolation.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this operational funding include:
 • incursion expenses
 • subsidising student excursions to enable all students to participate

The allocation of this funding has resulted in:
Students have participated in a variety of excursions which has enhanced overall learning and contributed to improved outcomes indicated by the HSC results.

After evaluation, the next steps to support our students with this funding will be:
Continue to contribute the funds to support students in accessing excursions. |
|---|---|
| Professional learning

$108,569.38 | Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Quirindi High School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Progression Development
 • Other funded activities

Overview of activities partially or fully funded with this initiative funding include:
 • Focus on the establishment of Professional Learning Communities within the school across faculties under the guide of the Head Teacher Instructional Leader.

The allocation of this funding has resulted in:
All staff involved in the implementation of Impact Cycles to monitor student growth and teacher impact on target areas.

After evaluation, the next steps to support our students with this funding will be:
Improved understanding of where students are at and the learning they need has resulted in the variation of programs. We will continue with this program. |
| COVID ILSP

$253,699.50 | The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Other funded activities

Overview of activities partially or fully funded with this targeted funding include:
 • employment of teachers/educators to deliver small group tuition
 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in:
Students meeting the minimum standards for year 10. A significant number |

COVID ILSP	of students participating in the MaqLit program
$253,699.50	**After evaluation, the next steps to support our students with this funding will be:** If possible, we will continue with the program as it has shown a significant positive impact on student literacy. Unfortunately, lack of access to staff may stall part of the program.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	203	194	211	217
Girls	173	176	175	176

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
7	88.9	87.5	91.8	87.4
8	87.5	86.8	89.7	86.3
9	88.6	85	86.2	75.9
10	79.4	84.4	85.4	79.8
11	81.7	77.9	90.2	82.9
12	81.3	89.9	89.1	85.1
All Years	84.7	85	88.9	83
State DoE				
Year	**2018**	**2019**	**2020**	**2021**
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	5	30
TAFE entry	5	10	30
University Entry	0	0	25
Other	0	0	0
Unknown	0	0	15

Year 12 students undertaking vocational or trade training

39.53% of Year 12 students at Quirindi High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.5% of all Year 12 students at Quirindi High School expected to complete Year 12 in 2021 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)	29.3
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	853,584
Revenue	8,343,512
Appropriation	8,065,107
Sale of Goods and Services	174,496
Grants and contributions	82,979
Investment income	1,663
Other revenue	19,267
Expenses	-7,861,463
Employee related	-7,115,570
Operating expenses	-745,892
Surplus / deficit for the year	482,049
Closing Balance	1,335,633

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	49,198
Equity Total	995,106
Equity - Aboriginal	211,063
Equity - Socio-economic	534,618
Equity - Language	4,671
Equity - Disability	244,754
Base Total	6,215,622
Base - Per Capita	100,855
Base - Location	80,525
Base - Other	6,034,241
Other Total	388,219
Grand Total	7,648,144

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.

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.
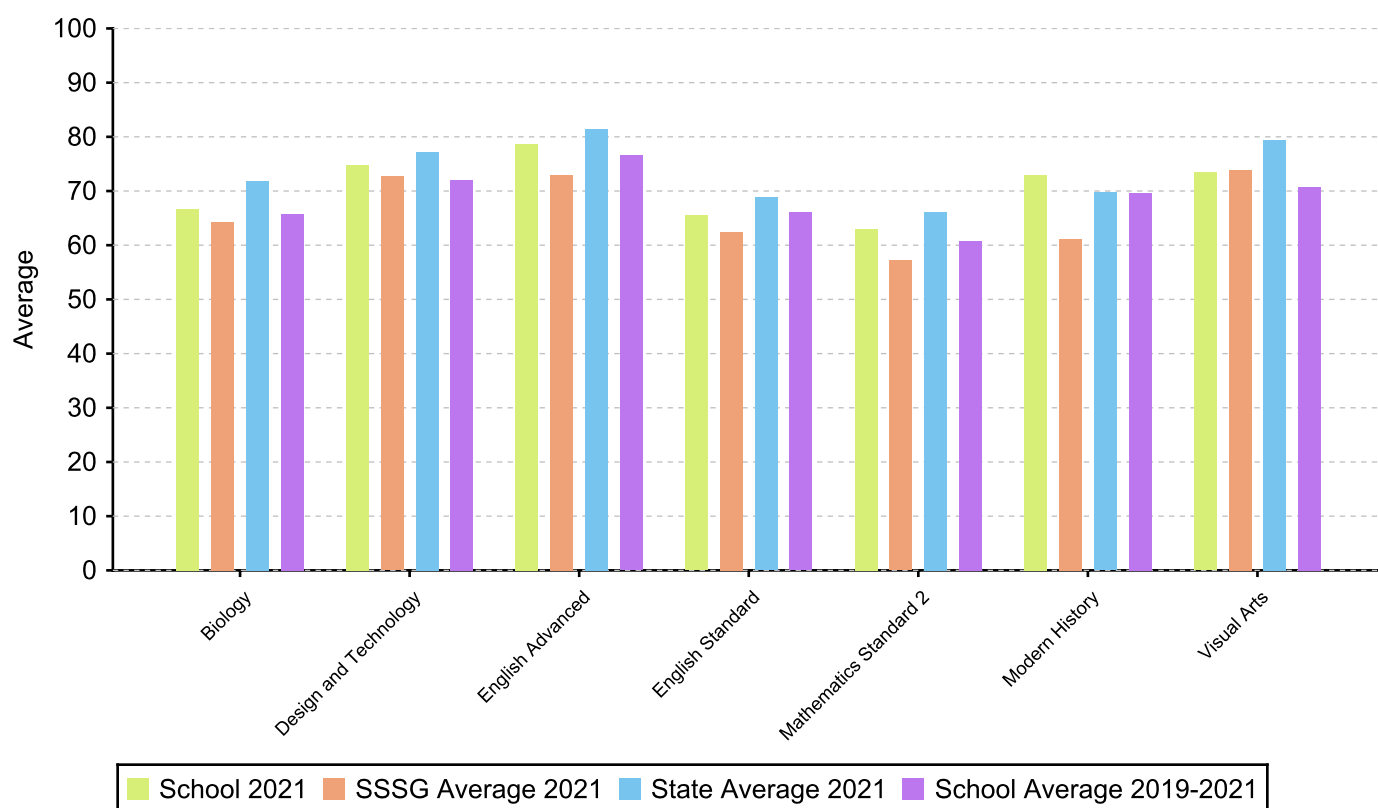
Subject	School 2021	SSSG	State	School Average 2019-2021
Biology	66.7	64.3	71.9	65.8
Design and Technology	74.8	72.7	77.2	72.1
English Advanced	78.7	73.0	81.4	76.6
English Standard	65.5	62.4	68.8	66.1
Mathematics Standard 2	63.0	57.2	66.1	60.8
Modern History	73.0	61.1	69.7	69.6
Visual Arts	73.4	73.9	79.4	70.8

Parent/caregiver, student, teacher satisfaction

Our major source of feedback from the school community is through our Facebook page and comments registered on this page. In terms of collecting feedback from parents and the community, this is the most effective source. Statistical evidence shows the number of followers and interactions we have with this information. Anaylsis of comments provides feedback on what needs to be reviewed. We have found that the community are much more likely to comment on Facebook than the return of surveys. Parents and community are also willing to send through messages in the platform if more information is required.

Through the CLO, we regularly promote and recognise student and school achievement. This has provided the school community the opportunity to see what happens in the school as well as be kept up to date with regular happenings and gives us a means to recognise students. Feedback from the student body is sort through the Student Representative Council. The School Captains and Vice Captains meet with the Principal and Deputy Principal on a fortnightly basis to give feedback from the student body in relation to school, student concerns or changes that students would like to see happen. The measurement of student satisfaction is based on this ongoing anecdotal feedback and discussion with the representative body. Students are encouraged to seek their SRC members to discuss issue. Surveys are conducted by students as is necessary.

During Covid, regular video messages were sent to the school community by the Principal and Deputy. The school community have expressed the value from these messages.

Anecdotally, through the analysis of Facebook messages, the school community has expressed a high level of satisfaction with the school and with the direction of the school. The P&C is regularly attended by the Principal and feedback is sort on initiatives. This is also a time for questions of the Principal. The P&C are a hugely supportive body and the work they do and support they give is representative of their satisfaction with what is happening within the school.

The Head Teacher Instructional Leader has regularly visited classrooms. Part of the role is to collect student voice in relation to the learning happening in the classroom and how this can be improved. Feedback is passed onto the class teacher and through the executive to affect change where necessary. This has been a powerful process as staff have been very responsive. Having the HT IL talk with students means there is an ability to delve into comments and gain more information.

The CLOs are regularly in contact with the community and have established a significant number of scholarships with local entities to support students. Feedback from their work has shown that these roles are invaluable in the promotion of the school and collecting community feedback.

Feedback from staff shows a high level of satisfaction with what is happening inside the school in relation to supporting professional learning and a positive work environment. Staff have expressed frustration at the number of extras being handed out due to the lack of casual teachers available. Staff have voted to support their colleagues and students on excursions by taking additional extras to keep costs lower for students.

The school is a member of the Local Chamber of Commerce, has links with the Liverpool Plains Shire Council, has representation on the Local Aboriginal Lands Council-Nungaroo as well as the local AECG.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.