

# 2021 Annual Report

## Quakers Hill High School



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# Introduction

The Annual Report for 2021 is provided to the community of Quakers Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

## School contact details

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## Message from the principal

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Once again, we are reporting on a year which was unprecedented in our schools and across all facets of society and it is fair to say that 2021 tested us in ways we never thought possible with significant, comprehensive changes to the way school took place. The QHHS community rallied, although without being physically with each other, and ensured that the best possible education was provided for students under the circumstances. This was once again proof positive of the resilience of our students, staff, and community. We got through the challenges together and put the wellbeing of others first.

The 2021 school year began a new cycle of school strategic planning. Our strategic improvement plan came together following a long and detailed process of analysis during 2020. Our focus areas of student growth and attainment, excellence in classroom practice and excellence through community partnerships guided whole school decision making. I am pleased to report that several initiatives were successfully implemented despite us being off site for more than a term. These include programs to enhance literacy, numeracy, wellbeing, and attendance, as well as our BYOD initiative and the implementation of the QHHS outline for learning as a means to increase the level of explicit teaching practice evident in our classrooms.

I want to particularly recognise our senior students, who were the trailblazing group for Stage 6 at QHHS following the Nirimba Collegiate recalibration. These students were in learning from home for one third of their Year 11 courses and came through the other side with grace and style thanks to their great teamwork and support from their teachers.

## Message from the school community

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PRESIDENTS REPORT from the QHHS Parents and Teachers Association

In my report for the 2021 AGM, I wrote and spoke of the evolving role of teachers and public education in the recent decades, and the fact that teachers are no longer just teachers, principals are not just principals no matter their job description at the time. Teachers are now required to teach, counsel, mentor and take on any role required to support students.

Teachers and principals are encouraged to be authentic as they build relationships with stake holders. Those stake holders extend much further than the department of education. Stake holders include students, carers, parents, tutors, teachers and principals.

You've heard the saying it takes a village to raise a child, well I believe it takes a village to educate a child. All parties mentioned above are invested in a child's education, teachers, principals, welfare, parents/guardians, tutors and grandparents.

We have been very lucky over the years that we have had great principals who keep the door open to constructive

discussion in an effort to work cohesively to ensure maximum opportunity for success for our students.

At this time, I want to acknowledge the support Andrew Skehan provided our parent forum. He was happy to entertain suggestions and offer a seat in his office to discuss concerns or feedback. Thank you, Andrew, for your support. Special thanks to Rebecca Mahon who has provided strength and support for our students in particular during the covid challenges. In fairness, not just Covid challenges, Rebecca has a wealth of knowledge and a solid commitment to the strong success of students in our school.

So let's take a look at what the QHHS P & C association has achieved for 2021.

Covid put a stop to many things, however during this time, we were successful in finalising a Memorandum of Understanding between our association and QHHS. A great group effort in getting this done and again thank Andrew for his role in this process.

We also managed to get together funding to fund the new electronic sign. Sadly, many may have noticed that the old sign was no longer operational and our association agreed to fund a new bigger better-looking sign to help show case the wonderful opportunities available at the school as well as reminders for parents of important dates.

Our association now has a Facebook page. Thank you to Kylie and Annette in this. Again, parents and carers are incredibly busy people and we appreciate every moment you spent creating this for us.

WE also have some money set aside to help out with a CAPA project to fund a new piano and an art mural that is currently being finalised. This year, I also assisted in the canteen tender process which will recommence in a couple of months' time.

It was an honour and privilege to be asked and subsequently accepted as president of our association for the second year running. What a journey it has been.

Special thanks to Simon, Annette and Linda for your commitment and support of our association. Office bearer roles are not difficult but do come at a time cost, so thank you for your time commitment to the association.

Thank you also to the members that turned up every month. We really do appreciate it, because without you we would not have an association and parent representation would not exist. Please continue to consider supporting this group and at the end of the meeting considering an office bearer position. There is a wealth of support available and new fresh faces are a breath of fresh air and insight into opportunity.

Thank you to all parents and community members for your support of our school.

## Message from the students

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A message from our SRC

This term at Quakers Hill High School many improvements have been made to our school to better the environment and education for the students. The process of starting the mural, the valentine's day fundraiser by the SRC, the harmony day celebration and fundraiser by the SRC, the fundraiser for flood relief and the introduction of yondr pouches.

The money raised from previous SRC fundraisers as well as the P&C fundraisers has been used to fund our school's new mural. One of the focus points of SRC is school development. The existing mural in our school has faded and is not very appealing to the eye. We hope by brightening up our school and making it look nicer so the spirits of our students and school community are brighter. This event also provides the opportunity for selected students to join an Australian artist, Brad Eastman, to work on the design of the mural and the process of painting it. For the students to be chosen an application of their ideas and a rough sketch of their vision of the mural was completed and the most creative students were chosen. This event allows the students a chance to work with an amazing artist and have interactive lessons gaining knowledge and feedback on their skills. This term the students undertook their first class with Mr Brad Eastman and as the year progresses changes to the old mural will be immense.

In early term 1 the SRC held the first fundraiser of the year, the valentines day rose stall. This year the rose stall was accompanied by a chocolate guessing competition. Students were able to purchase or send a rose to someone for \$4 and were also able to have a guess at how many chocolates were in the jar with one guess being 50c and 3 guesses being \$1. Students got very involved with the rose buying and the chocolate competition was a hit. The winner of the guessing game ended up being one of our teachers, Mr Head. The roses were available for order a week prior to valentine's day and then delivered the roses to roll call on Valentines day.

On Monday the 21st of March Quakers Hill High School celebrated Harmony Day. Harmony Day is an important celebration to our school as it is about inclusiveness, respect and a sense of belonging for everyone. As a diverse

community we have strong feelings about eliminating racial discrimination and having a welcoming environment for all students and staff members. The SRC had arranged activities to commemorate this event and fundraise money for school development. Students were provided the opportunity to wear orange accessories and be provided with an orange ribbon for a gold coin donation. Orange is the chosen colour which represents harmony day. Wearing orange signifies social communication and meaningful conversations. There was also the opportunity to pay \$2 to have your hair sprayed with orange hairspray. This fundraiser was successful and a great way for the school community to connect with one another.

Recently, our SRC has been working together to raise money for affected people and victims of the floods. We are raising money to donate to the victims of Lismore and Richmond. The SRC students have been going around to roll calls of every year group each morning to take donations and are also hosting a barbecue on the last day of school, where students are able to buy a sausage sandwich and a can of drink. It costs \$4 for the sausage sizzle and a can of drink. The money raised by this fundraiser will be put into food vouchers and gifted to the flood victims so they can have a bit of help during this time of crisis.

This term the yondr pouches have been introduced to the students. Since the yondr pouches have been in place, students are starting to connect with one another more than ever before. The school spirit has picked up and students are looking much happier than they were before. The school has been playing music at recess and lunch 2 times a week and the school offers lots of fun activities such as karaoke, wii competitions and lots of fundraisers. The school community is coming together more and the spirits of everyone have lifted.

Jeyda and Lucy

SRC Leaders

## School vision

Quakers Hill High School meets the educational and wellbeing needs of all students from Stages 4 to 6, encouraging and challenging them to become lifelong learners and active, connected citizens. We provide a comprehensive education focused on quality learning and teaching.

Quakers Hill High School has a diverse, flexible and responsive curriculum, supported by High Potential and Gifted Education and Learning and Support initiatives. We are committed to student growth and to developing the whole student through co-curricular sport, creative and performing arts, academic enrichment and student leadership. Strong connections with partner primary schools, the Nirimba Collegiate and local community, support the learning and wellbeing of all students.

## School context

Quakers Hill High School is a comprehensive school which forms part of the Nirimba Collegiate of schools, located in the North West of Sydney. At the start of 2021, the school began its transformation into a full Years 7-12 campus as a result of the Nirimba Collegiate Recalibration process. Quakers Hill High School has a Support Unit, providing two Multicategorical classes and two classes for students with Autism Spectrum Disorder.

Students at Quakers Hill High School benefit from comprehensive learning and support structures and classes for high potential and gifted students and future focused learning. Academic acceleration into Stage 6 courses provides an opportunity for talented students to complete an HSC subject prior to the end of Year 12. In the senior school, access to courses at different collegiate campuses expands the choice available to students.

Quakers Hill High School is built on the lands of the Darug people. In 2020, there were 39 students enrolled who are Aboriginal or Torres Strait Islander. The school is immensely proud of its connection to Aboriginal and Torres Strait Islander cultures. This is evident in the daily life of the school, through the curriculum and co-curricular activities, and is regularly celebrated at school assemblies and events. An active partnership with the Nurrungy Aboriginal Education Consultative Group provides vital support to Aboriginal students.

Approximately 32% of students are from a language background other than English, most of whom have spent more than 7 years enrolled in Australian schools. Significant language groups include Tagalog, Urdu, Hindi, Spanish, Punjabi and Arabic.

The school is supported by an active Parents and Citizens Association who also manage the uniform shop. Significant connections exist through the Quakers Hill Learning Community, whose membership includes local partner primary schools and the Nirimba Learning Community comprising 8 high schools in the Blacktown area.

Quakers Hill High School has a permanent workforce of 66 teachers and 15.5 support staff. This includes one Principal, two Deputy Principals and 12 Head Teachers who form the school executive. Additional Head Teacher positions are school funded in the areas of Literacy and Numeracy development and Stage 6. A Business Manager, additional School Learning and Support Officers and a Technical Support Officer have also been employed using equity funding under the Resource Allocation Model.

Learning at Quakers Hill High School is underpinned by the SMART Code, which supports all students to become Safe, Motivated, Academic, Respectful and Tolerant. This is the primary expression of the school's commitment to Positive Behaviour for Learning. Students regularly take part in SMART lessons to enhance engagement and achievement across the curriculum.

The 2020 situational analysis of Quakers Hill High School identified the areas for ongoing development outlined in this school improvement plan. Student growth and attainment will be achieved through the provision of a high challenge, high support learning environment which fosters excellence in literacy and numeracy growth. A pronounced focus on outstanding instructional practice will see Quakers Hill High School teachers demonstrate excellence within and beyond the classroom. Deepening community engagement in student learning will be achieved by the ongoing commitment to partnerships between the school and key stakeholders such as community members and learning communities.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that our students experience measureable growth in literacy, numeracy and wellbeing. Teachers will engage in explicit teaching practices, which underpin these aims, ensuring that all learners are provided a learning environment with high expectations and high levels of support.

### 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.

- Explicit teaching practices in literacy and numeracy
- A high challenge, high support learning environment

### Resources allocated to this strategic direction

**Socio-economic background:** \$7,680.00

**Professional learning:** \$1,720.00

### Summary of progress

Explicit teaching practice in literacy and numeracy was a significant focus for teacher professional learning and dedicated lessons in 2021. QHHS is working towards the achievement of some literacy and numeracy goals as measured by NAPLAN performance and internal measures. This will remain an area of focus in 2022.

Students were provided a high challenge, high support learning environment in 2021, during on site and learning from home periods. Despite a number of initiatives not taking place due to Covid 19 lockdown and associated restrictions, measurable progress was realised in advocacy and expectations of success. A range of activities, including a new anti bullying strategy, will contribute to growth in this area in 2022.

### 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
<b>Expected Growth in Reading and Numeracy</b>  Improvement in the proportion of students achieving expected growth is increased to meet the lower bound targets of 66.4% in Reading and 69.7% in Numeracy.	<b>Reading</b>  In Year 7 in 2021, approx. 44% of students are at or above expected growth, failing to meet the baseline target of 61.6% and approximately 43% achieved at or above expected growth in Year 9 in 2021.  <b>Numeracy</b>  In Year 7 2021, approximately 64.0% of students are at or above expected growth, slightly lower then the baseline target of 64.9%.  In Year 9 2021, approximately 42.1% of students are at or above expected growth, failing to meet the baseline target of 64.9%.
Growth in the proportion of students achieving in the top 2 bands of NAPLAN to be above the system negotiated baseline of 9.4% in Reading and 16.5% in Numeracy.  Growth in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN to meet the system negotiated baseline figure.	<b>Reading</b>  In 2021, 3% of students achieved in the top band and 13% achieved in the second top band, ensuring that 6% of students achieved in the top two bands, meeting the system negotiated baseline of 9.4% in reading.  <b>Numeracy</b>  In Year 9 2021, 18 students from 186 achieved in the top two bands. That is a percentage of 9.68%. Therefore, not meeting the system negotiated baseline of 16.5% in Numeracy.

<p>Growth in the proportion of students achieving in the top 2 bands of NAPLAN to be above the system negotiated baseline of 9.4% in Reading and 16.5% in Numeracy.</p> <p>Growth in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN to meet the system negotiated baseline figure.</p>	<p>In Year 7 2021, 56 students from 206 achieved in the top two bands. That is a percentage of 27.18%. Therefore, meeting the system negotiated baseline of 16.5% in Numeracy.</p>
<p>The proportion of student growth in expectations of success, advocacy and sense of belonging is above the baseline figure of 62.5% for the system negotiated Wellbeing target.</p>	<p>The overall figure for the Wellbeing target was slightly lower than the baseline figure, at 59.58% for 2021. However, the Semester 2 Tell Them From Me results saw advocacy at a mean score of 6.6, a full 0.6 above the NSW Government norm and expectations for success at 7.7, which was 0.7 above the NSW Government mean. Further work in the area of sense of belonging in Years 7, 8 and 9 will be undertaken in 2022 to enhance progress here.</p>
<p>Students in equity groups identified and specific teaching interventions are planned and delivered.</p>	<p>Students in equity groups were identified at the beginning of the year and interventions were planned and delivered. EAL/D students received targeted interventions in language acquisition and deconstructing tasks with a focus on language. ATSI students received support in goal setting and completing assessment tasks. Students from low-SES backgrounds in Years 7, 9 and 11 were supported in the purchase or ongoing loan of BYOD devices to support equity in the classroom.</p>



## Strategic Direction 2: Excellence within and beyond the classroom

### Purpose

Our purpose is to ensure that teachers engage in innovative, dynamic and inclusive instructional practices that enhance student outcomes. Teachers will engage in collaborative practice and explicit teaching, with innovative pedagogies that are enhanced by high quality professional learning and supported by a firm evidence base.

### 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.

- Outstanding instructional practice
- Planned and innovative pedagogies

### Resources allocated to this strategic direction

**Professional learning:** \$2,520.00

**Socio-economic background:** \$2,500.00

### Summary of progress

Excellent progress was made across many areas of Strategic Direction 2. In particular, the enhancement of explicit teaching practices was evident in the Tell Them From Me survey and is an area of significant achievement. Excellent teaching and organisational practices were evident in the Vocational Education and Training (VET) space, with the school demonstrating full compliance in the delivery of the Hospitality Food and Beverage and Construction courses for Stage 6. The Bring Your Own Device (BYOD) initiative was rolled out to Years 7, 9 and 11 with success. This will be rolled out to other year groups in 2022, making Quakers Hill High School a full BYOD school with robust processes in place to ensure access for equity groups. The learning from home period presented barriers in the delivery of the full suite of initiatives and professional learning experiences given the necessity to focus on more basic operational considerations at the time.

### 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
HSC attainment meets the baseline suggested system negotiated target of 18.4% of students achieving in the top 2 bands and 48.1% of students achieving in the top 3 bands of achievement.	HSC attainment cannot be effectively measured in 2021 due to the fact that the school will not have its first HSC candidates until 2022.
All teachers take part in teacher professional learning explicit teaching practices and are supported to implement strategies in the classroom.  Tell Them From Me (TTFM) score for Explicit Teaching Practices and Feedback exceeds the 2020 School Mean score of 5.8	Teachers took part in a series of professional learning events related to explicit teaching practices, run by the Deputy Principal and members of the SMART Effective Practices team.  Significant progress was made in the area of explicit teaching practice. The 2021 mean for Explicit Teaching Practices and Feedback according to the Tell Them From Me survey was 6.9. This represents an increase of 1.1 in the 2020 School Mean and is 0.5 above the NSW Government norm.
The Quakers Hill Outline for Learning is fully implemented by teachers as a key practice underpinning explicit teaching and effective classroom practice.	The Quakers Hill Outline for learning was fully implemented in Term 2 though it was adapted for the purposes of learning from home in the second semester. A substantial increase of 1.1 on the Tell Them From Me survey on 2020 in the area of explicit teaching demonstrates the efficacy of the implemented measures. A TTFM question designed by the school revealed that 93% of students surveyed agreed that they 'know the purpose of the lesson and know what they are learning.'

<p>BYOD is promoted in Years 7,9 and 11.</p> <p>100% of teachers in Years 7, 9 and 11 incorporate significant use of approved devices into learning programs.</p> <p>Equity groups in Years 7, 9 &amp; 11 are effectively provided device access via a school based loan scheme.</p> <p>At least 70% of staff effectively integrate individual student devices to enrich learning experiences across the school</p>	<p>Years 7, 9 and 11 had their laptop devices effectively integrated into learning programs across all KLAs. The device loan scheme was successful, with the greatest uptake in Year 9. This was supported by a broader school device and internet access scheme rolled out for the period of home learning. 58 teaching staff members used Screencastify to deliver lessons during online learning and have integrated into ongoing classroom teaching and learning since returning to face to face teaching and learning. At 82%, this is significantly above the target. Programs such as Education Perfect, Mote (a system of providing online feedback) and Beep ( a chrome extension that supports students who struggle reading text) were effectively integrated by staff according to need and faculty focus.</p>
<p>Teacher Performance and Development Plans place student learning outcomes at the centre of each goal, with planned professional learning reflective of identified student need.</p>	<p>Teacher Performance and Development plans and processes were managed to ensure that student learning needs were central to teacher identification of professional learning and professional development needs.</p>

## Strategic Direction 3: Excellence within and through partnerships

### Purpose

Our purpose is to improve student learning outcomes by building stronger connections with our school community through active participation in a range of purposeful school activities. We will increase attendance and the engagement of our equity groups, and further collaborate with learning communities to provide increased opportunities for students to connect, succeed and strive both within and across school communities.

### 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.

- Community engagement in improving student attendance and learning
- Effective learning communities

### Resources allocated to this strategic direction

**Socio-economic background:** \$1,720.00

### Summary of progress

Attendance patterns were significantly affected by the Covid 19 lockdown and associated learning from home period. A number of students were absent once the school returned to face to face learning for reasons such as vaccination, Covid 19 testing and mild sickness they may otherwise have coped at school with. The tiered approach to provided by the Safeguarding Kids Together project team will inform the planning and delivery of attendance support in 2022.

The Covid 19 induced learning from home period in 2021 saw a change in direction for a number of activities to enhance the effectiveness of the learning communities Quakers Hill High School is part of. The Quakers Hill Learning Community, comprised of QHHS and 4 partner primary schools, saw a greatly reduced meeting activity however, key relationships to aid the Year 6 into 7 transition process were strong and effective. The Nirimba Collegiate adapted its processes to ensure as smooth a transition as possible from Year 10 into 11. These and other key learning community relationships can be the subject of increased focus in 2022.

### 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
The proportion of students with an attendance figure of more than 90% is above the baseline figure of 63.3% for the system negotiated attendance target.	The actual figure for our attendance of more than 90% is 60.2%. However, this has been much higher at different points throughout the year, often exceeding our baseline of 63.3%. Term One data shows the school was on track to achieve the benchmark; however, remote online learning and complex issues on return to onsite learning impacted overall achievement. In addition to this figure, there are 51.7% of students in the attendance band of 85-90%. This will remain an area for universal and targeted support in 2022.
Strategies developed to enhance parent and carer understanding of teaching, learning and assessment practices in the school.	The P and C had a presentation on the QHHS Outline for Learning which focused on its basis in data collected from students and parents. Each term's newsletter featured detailed outlines of professional learning and staff development in this area. There were detailed articles outlining how programs were being evaluated, how staff were collaborating in the development of exemplar lessons to build staff knowledge and understanding of explicit teaching, and examples of what the QHHS Outline for Learning looked like in practice. Positive student data post QHHS Outline implementation was also shared with parents.
Partnerships with tertiary partners are established and literacy and numeracy projects with partner primary schools	There was limited progress made on this measure in 2021. This was chiefly due to the extended period of learning from home, which saw significant amounts of school planning time dedicated to more basic operational

initiated.	matters. Tertiary partnerships can be explored in more depth in 2022.
School investigates and establishes strategies to enhance and measure community satisfaction.	The school gathered data through surveys and activities such as Tell Them From Me in order to ascertain detail around community satisfaction. During the learning from home period, a number of parent and carer evening Zoom meetings were held in order to communicate essential information around key annual processes, such as elective course selection, but also to explain the school's approach to the return to face to face learning in Semester 2. Significant time was given to question and answer opportunities. Transcripts from the Zoom chat function indicate a high degree of satisfaction with the school's management of learning from home and planning for 2022.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$296,766.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Quakers Hill High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A high challenge, high support learning environment</li> <li>• Explicit teaching practices in literacy and numeracy</li> <li>• Effective learning communities</li> <li>• Planned and innovative pedagogies</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional SLSO staffing to implement to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• supplementation of extra-curricular activities and the provision of educational resources and materials to ensure equitable access.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The equitable access to educational opportunities across all aspects of school life at Quakers Hill High School.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Further examination of effective programs, resources and strategies to support the evolving needs of students at Quakers Hill High School, such as access to digital technologies and the internet from home.</p>
<p>Aboriginal background</p> <p>\$32,133.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Quakers Hill 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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Ongoing support provided for Aboriginal students across the full range of activities at Quakers Hill High School. This support is differentiated where needed. The Quakers Connecting Communities program successfully ran excursions and other interventions where possible under Covid 19 restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing processes of planning and evaluation to ensure that funding is targeted in the areas of greatest need and is producing the greatest value possible for students. There is a continued emphasis on student voice and</p>

<p>Aboriginal background</p> <p>\$32,133.28</p>	<p>parent and carer partnerships for all activities.</p>
<p>English language proficiency</p> <p>\$36,973.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Quakers Hill High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students for whom English is an additional language or dialect were provided high level support to access the curriculum. A part time, temporary teacher was employed to deliver the majority of this support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing planning and evaluation to ensure that the best possible support for students with English as an additional language or dialect will be undertaken in 2022. Activities will be dynamic and flexible to cater for the diverse range of student needs.</p>
<p>Low level adjustment for disability</p> <p>\$414,630.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Quakers Hill High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with a disability who access the curriculum in the mainstream classroom setting were known, valued and cared for. Extensive planning and evaluation documentation took place in order to share best practice approaches with teachers, often informed by documentation provided by external professionals and parents and carers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ensure that the level of support with students who have a low level of disability is maintained and enhanced through the use of flexible support mechanisms and strong external partnerships.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$75,831.02</p>	<p>Professional Learning for Teachers and School Staff Policy at Quakers Hill High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching practices in literacy and numeracy</li> <li>• A high challenge, high support learning environment</li> <li>• Outstanding instructional practice</li> <li>• Planned and innovative pedagogies</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• professional learning in explicit teaching practices through the SMART Effective Practices team</li> <li>• professional learning to support all teachers to effectively integrate digital technologies into their classroom practice under the BYOD initiative.</li> <li>• Various professional learning events related to wellbeing, such as those to assist teachers with unique student needs.</li> <li>• professional learning related to the analysis of NAPLAN and Tell Them From ME data and how this should inform planning for effective classroom practice.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> A wide array of targeted and general professional learning initiatives were undertaken to enhance staff professional practice.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> An analysis of areas of particular need via the 2021 PDP process will inform professional learning planning for 2022.</p>
<p>School support allocation (principal support)</p> <p>\$42,075.77</p>	<p>School support allocation funding is provided to support the principal at Quakers Hill High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Partial funding of the Business Manager position.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The Business Manager position has enabled executive and senior executive staff to be relieved of some administrative responsibility to enable an enhanced focus on teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The ongoing evaluation of the Business Manager role statement to ensure that individual and school wide needs are met.</p>
<p>COVID ILSP</p> <p>\$310,156.00</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>

<p>COVID ILSP</p> <p>\$310,156.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• 2 paraprofessional employed to work with students in class and in the after school homework centre</li> <li>• 2 qualified classroom teachers to work in small group focused withdrawal and in targeted roll call groupings that focused on literacy and numeracy</li> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Mixed improvement in literacy and numeracy. Surveys also indicated there was an improvement in attitude of students to resiliently give activities a go and problem solve activities they would previously not attempt.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>During Semester Two, staff were assigned to 50 targeted students in Year 7. The impact of COVID-19, meant that staff offered teachers in those targeted classes support whilst online both with students and scaffolding literacy and numeracy activities to support their individual needs. Based on executive and whole-school staff surveys, it was decided to offer in-class assistance to targeted students upon the return to school in Term 4. For 2022 the decision was made to attach Covid ILSP support staff to identified classes so they could both support students and build a stronger understanding of the students as a whole learner and through working across classes would be able to provide more detailed guidance and support for what learning conditions and materials worked well for identified students.</p>
<p>Per capita</p> <p>\$211,284.58</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Quakers Hill High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase of IT equipment such as electronic whiteboards to replace old stock</li> <li>• Purchase of updated video equipment to assist with school communications</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The school has been able to replace old classroom technologies, such as Smartboards and Panaboards with new versions to ensure ongoing availability of these resources for students. Added to this, the school was able to further invest in video and sound technologies which enabled the creation of high quality video presentations. This enabled the creation of clear, effective video communication during the Covid 19 lockdown and through the subsequent restrictions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Planned renewal of whole school technology resources.</p>
<p>Integration funding support</p> <p>\$83,803.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Quakers Hill High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul>



<p>Integration funding support</p> <p>\$83,803.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"><li>• additional staffing to assist students with additional learning needs</li><li>• employment of staff to provide additional support for students who have high-level learning needs</li></ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved outcomes for students with specific learning needs</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to use parent/ caregiver and student evaluations and achievement data to support student growth</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	475	432	416	441
Girls	483	434	417	412

Enrolment data for the past few years has stayed consistent with a balance between student numbers

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.4	92.5	94.3	91.2
8	90.2	88.6	92.2	88.4
9	90	87.3	89	87.3
10	86.1	87.8	89.1	88.1
11				77.1
All Years	89.6	89	91.2	88.4
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				83.6
All Years	88.7	88.2	89.8	85.7

Attendance is a strong focus at QHHS and remains one of our targets for improvement.

## 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

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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	5	3	N/A
Employment	2	1	N/A
TAFE entry	2	2	N/A
University Entry	N/A	N/A	N/A
Other	N/A	N/A	N/A
Unknown	1	N/A	N/A

2022 is the first year that QHHS will be a 7-12 school hence we have no current data on destinations from Year 12.

### Year 12 students undertaking vocational or trade training

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0% of Year 12 students at Quakers Hill High School undertook vocational education and training in 2021.

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

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100% of all Year 12 students at Quakers Hill 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)	2
Head Teacher(s)	12
Classroom Teacher(s)	43.72
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.48
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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,484,362
<b>Revenue</b>	11,471,057
Appropriation	11,221,725
Sale of Goods and Services	33,968
Grants and contributions	212,511
Investment income	1,454
Other revenue	1,400
<b>Expenses</b>	-11,614,720
Employee related	-10,577,131
Operating expenses	-1,037,588
<b>Surplus / deficit for the year</b>	-143,663
<b>Closing Balance</b>	1,340,700

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	83,803
<b>Equity Total</b>	780,504
Equity - Aboriginal	32,133
Equity - Socio-economic	296,766
Equity - Language	36,974
Equity - Disability	414,631
<b>Base Total</b>	8,617,656
Base - Per Capita	211,285
Base - Location	0
Base - Other	8,406,372
<b>Other Total</b>	999,701
<b>Grand Total</b>	10,481,664

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](https://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.



## Parent/caregiver, student, teacher satisfaction

Internal and External School Community data is collected in a number of ways. Students are surveyed each term and all exiting students complete an exit survey. These surveys provide the school with areas of focus. In 2021, over 17% of parents completed the Tell Them From Me survey. QHHS has a strong uptake in all survey opportunities demonstrating that staff, students and parents feel their voice is heard.

### Student Surveys

TTFM Students 2021: 'staff hold high expectations for all students' was above NSW Govt Norms in all areas and both genders. (QHHS av: 7.7; NSW 7)

TTFM 2021: 92% students indicated they knew what they were learning and why.

TTFM 2021 - all cohorts were above NSW Govt norm in area of *Students understand there are clear rules and expectations for classroom behaviour*. (QHHS Mean 6.3/ NSW Govt Mean: 5.6.)

98% students indicated positive behaviours at school in comparison to 86% NSW Govt norm.

QHHS students who had experienced bullying at school was half the NSW Govt Norm (QHHS 11%/ NSW Govt Norm 22%)

Exit Survey 2021: 89% of students were able to identify a staff member they would turn to for support

### Staff Surveys

People Matter Survey 2021: 100% staff communicated that they understand what is expected of them

Data from staff professional learning surveys averaged (over 80%) high level engagement with SIP related professional learning throughout the year

People Matter Survey 2021: 96% of QHHS staff agreed that leadership considers customers (community) in planning our work which was 7% above average.

### Parent Surveys

TTFM 2021: 84% parents agreed the school used clear, plain language in communications.

TTFM 2021: over 90% of respondents agreed that QHHS was their preferred school

TTFM 2021: Staff and parents agreed that the school was well resourced and maintained.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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Aboriginal education is embedded in the curriculum of all key learning areas at Quakers Hill High School as part of our focus on ACARA's cross-curricular priorities on Aboriginal and Torres Strait Islander Histories and Cultures. Several subjects have key syllabus components which provide students with an appreciation of the treatment and affirmative policies to support First Nations peoples. Staff have also completed additional training and professional learning to better meet the needs of Aboriginal students in their classes.

Funding is provided through the Department of Education resource allocation so that students are given additional support as required. Mentoring is provided to students to assist in increasing their literacy and numeracy outcomes and enhancing retention and engagement through the development and integration of indigenous perspectives across the curriculum. In 2021, our Aboriginal Education Officer Jo Ann Anderson worked closely with all Aboriginal students during remote learning and then continued with this once onsite learning resumed. This helped many of our students to catch up on assessment tasks and fill in gaps where work was missed.

All Aboriginal students are supported through the process of developing personalised learning plans and student profiles that target individual needs of each student. Plans are developed in collaboration with the students and their families and carers. The focus of these plans is to build on the strength of students, increase school engagement, improve educational outcomes, maintain high levels of attendance and identify where and when support is needed whilst ensuring wellbeing needs are met. These plans also aligned with the 8 Ways of Learning pedagogy.

Opportunities to engage in community programs are offered to students throughout the year. with many of our First Nations students involved in a number of activities that promoted connections to country and supported increased understanding of Aboriginal culture. Students engaged in one to one mentoring through WSU and attended zoom session run by WSU for Careers in Sport to encourage students to consider the different career options they have. Staff and students also attended Local AECG meetings and continued to connect with other schools and the Aboriginal Education Team at Nirimba. This continued to ensure development and understanding of Aboriginal perspectives and histories as acknowledged within the wider community.

Quakers Hill High School is very proud of the contribution made by Aboriginal students and families. Many of our First Nations students were involved in a number of activities that promoted connections to country and supported increased understanding of Aboriginal culture. Students engaged in one to one mentoring through WSU and attended zoom session run by WSU for Careers in Sport to encourage students to consider the different career options they have. Mathematics and Physics sports lectures were most interesting as this is where performance-based sports are headed.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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All staff at QHHS are required to demonstrate pro-social approaches to all interactions with parents, students and each other. All staff 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. QHHS has three Anti-Racism Contact Officers who are all trained to respond to concerns in relation to racism. Any instance of racism is reported to the ARCO.

## **Multicultural Education Policy**

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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.

## **Multicultural and anti-racism education - School Statement**

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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. Awareness and understanding of multicultural perspectives across all Key Learning Areas is embedded across all stages and KLA's.

Staff and students join together for Harmony Day, National Day of Action against Bullying and SMART lessons focused on Tolerance.