

# 2022 Annual Report

## Quirindi High School



8174

# Introduction

The Annual Report for 2022 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.

## School contact details

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Quirindi High School

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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 our 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Delivering
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 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

**Aboriginal background:** \$237,455.00

**Integration funding support:** \$68,689.00

### Summary of progress

Our focus for 2022 was on the use of highly effective teaching practices to improve Cultural Connections through the introduction of a Kinship class and enhancing the Cultural Classes being run with the addition of external experts.

Continuation and the extension of the Accelerated Student Program has occurred. Students could self nominate or were identified by displaying the appropriate traits and skills to participate. In 2022, the identification of the 2023 cohorts occurred earlier than previous years, providing opportunities for significant discussion and investigation of subjects of interest by students. The accelerated students played a significant role in the building of the timetable for the program, ready for implementation in 2023.

To strengthen the explicit teaching of literacy, professional dialogue on co-construction of text strategies drawn from the evidence-base was a focus in whole school staff development days. Staff groups were then led and supported by expert teachers on the processes of implementing the strategy into classrooms.

2023 will see the specific literacy strategy developed further with a focus on professional learning around the implementation of specific literacy strategies.

The allocation of a staff mentor to each Year 12 students was highly successful, particularly for students following a university pathway. Supported by their mentors, students accessed a range of scholarships, developed successful study plans and habits and were supported to manage their time and completion of their assessment tasks more effectively. This program will continue in 2023.

Due to the lack of staff, we were not able to focus on Numeracy. Being without a full complement of mathematics teachers meant not having the expertise we required to maintain the focus.

### 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 baseline moving toward the lower bound.	8.06% of year 7 students achieved in the top 2 bands for Numeracy. 6.94% of year 9 students achieved in the top 2 bands for Numeracy.  Student growth data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving in the top two bands achieving expected growth to be above the school's baseline moving toward	11.86% of year 7 students achieved in the top 2 bands for Reading. 10.96% of year 9 students achieved in the top 2 bands for Reading.  Student growth data is unavailable for this progress measure in 2022 with

the lower bound.	an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving in the top 2 HSC bands to be above the school's lower bound system negotiated target of 13.5%.	22.2% of students achieved in the top 2 HSC bands exceeding the lower bound system negotiated target.
Improvement in the percentage of students achieving in the top 3 HSC bands to be above the school's lower bound system negotiated target of 43.4%.	51.4% of students achieved in the top 3 HSC bands exceeding the lower bound system negotiated target.
Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system negotiated target in numeracy of 11.6%.	8.06% of year 7 students achieved in the top 2 bands for Numeracy. 6.94% of year 9 students achieved in the top 2 bands for Numeracy.
Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system negotiated target in reading of 12%.	11.86% of year 7 students achieved in the top 2 bands for Reading. 10.96% of year 9 students achieved in the top 2 bands for Reading.
Improvement in the percentage of students achieving in the top 3 NAPLAN bands to be above the school's lower bound system negotiated target in numeracy of 23.2%.	35% of year 7 students achieved in the top 3 bands for Numeracy. 23% of year 9 students achieved in the top 3 bands for Numeracy.
Improvement in the percentage of students achieving in the top 3 NAPLAN bands to be above the school's lower bound system negotiated target in reading of 23.9%.	42% of year 7 students achieved in the top 3 bands for Reading. 23% of year 9 students achieved in the top 3 bands for Reading.
Improvement in the percentage of students attending school >90% of the time to the lower bound system negotiated target of 62.1%.	20.8% of students are attending school greater than 90% of the time indicating that the target is yet to be achieved.

## 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

**Socio-economic background:** \$474,017.00

**English language proficiency:** \$2,400.00

**Low level adjustment for disability:** \$241,385.00

**Location:** \$84,498.00

### Summary of progress

To build students' skills and engagement and promote life long learners, the school has endeavoured to build student and staff awareness of how students learn and individual learning dispositions.

Staff have been involved in Impact Cycles around the literacy strategy of co-construction, however the engagement has been limited by the lack of casual relief staff. The majority of staff had the opportunity to start the cycle and implement some strategies.

The shortage of staff impacted on the regularity and consistency of data collection as teachers were required to teach additional periods each term. Staff continued to collaborate in Professional Learning Communities and discussed the progress that was tangible and had been measured.

Staffing shortages also delayed the development of the Progressions. This will be a focus for 2023.

### 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
Faculties have moved forward onto the development and implementation of a second and/or third Learner Disposition within the KLA. Students show a clear understanding of the Disposition.	Progress has been limited in terms of development of the progressions. Staffing impacts have been the hindering factor.
All staff will be involved in regular termly impact cycle development and articulation. The impact cycles will incorporate learner dispositions and students will be mapped against the progressions. All staff will be using impact cycle information and learner disposition progression as the basis for reporting. All students will know where they fall on the progression and what it is they have to do next to progress.	Most staff have been able to complete some impact cycles around the literacy strategy of co-construction. Meeting in PLCs has allowed staff to compare evidence they have been able to collect in relation to student progress and teacher impact.

### 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)

#### Resources allocated to this strategic direction

**Professional learning:** \$58,359.00

**Student support officer (SSO):** \$96,058.00

#### Summary of progress

Recognising the critical role that sharing and collaboration plays in enhancing teacher efficacy, the school introduced Professional Learning Communities (PLC) . The PLCs have met on a regular basis throughout each term of the year. There have been a minimum of 3 PLC meetings per term with the focus on Strategic Direction 1 (Student Growth and Attainment) and Strategic Direction 2 (Building and Enhancing Learner Dispositions/Traits).

Staff have implemented Impact Cycles throughout the year with a focus on literacy through co-construction techniques. Evaluation is ongoing through the use of classroom Impact Cycles, ACER PAT, Check In Assessment and NAPLAN. As part of the plan, QHS has re-engaged with Corwin to develop further professional learning for staff around Literacy Skills in a Visible Learning Classroom.

Professional Learning Communities will continue to underpin and support staff professional learning in 2023.

#### 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
PLCs are well established. All staff have taken part in at least 2 different PLC groups. Staff are monitoring and providing evidence of impact cycles within the class. Staff can present evidence to peers as to the progress students have made in targeted areas.	All annual progress targets have been met in relation to the PLCs. The Head Teacher Instructional Leader has been the guiding force in relation to the establishment, monitoring, feedback and evaluation of the groups. All staff have taken part in a PLC, measured progress in their classroom through an Impact Cycle and been able to report to colleagues in relation to student progress.
Evaluation of survey and establishment of a budget to allow for the development of professional learning spaces.	Professional learning spaces have continued to be developed throughout the school. Staff have been provided with the professional spaces in which to meet and conduct their PLCs along with planning, reporting to parents, providing feedback to students and evaluation and adjustment of teaching and learning programs. There is 1 professional learning space to complete as an initiative for 2023.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,689.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Quirindi 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>• Literacy/Numeracy Focus</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Introduction of a whole school literacy strategy based on co-construction of text.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff worked with expert staff on co-construction. This was introduced into classes at the start of the year. The activities were not maintained due to the overall staffing issue and trying to find casuals to release staff for further learning. The impact of the strategy resulted in further evaluation of teaching programs and improved staff understanding of literacy strategy implementation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue and enhance the literacy focus, QHS has engaged with Corwin for the next 2 years to develop a program of Professional Learning focused on Literacy in the Visible Learning classroom. The next step is for the Senior Executive and the Head Teacher Instructional Leader to meet with Corwin at the end of 2022 to complete the planning.</p>
<p>Socio-economic background</p> <p>\$474,017.00</p>	<p>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.</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>• Progression Development</li> <li>• Impact Cycles</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>• Whole school focus on the development of Self Regulation as a trait. Development of progressions within different faculties.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional planning time for staff in relation to literacy which has allowed staff to implement co-construction activities and monitor the impact on students on a class by class basis through Impact Cycles. The Impact Cycles have shown clear improvement in relation to the focus area. Staff have further developed skills in the implementation of the co-construction activities led by expert staff from within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next step is to continue to access the expertise of the staff on site for professional learning, engage with Corwin to develop a bespoke professional learning plan and continue to employ a Head Teacher Instructional Leader to guide the implementation.</p>
<p>Aboriginal background</p> <p>\$237,455.00</p>	<p>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.</p>

<p>Aboriginal background</p> <p>\$237,455.00</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>• Cultural Connections</li> <li>• Year 12 Mentoring</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>• Introduction of a Kinship class as part of the stage 5 subject offering.</li> </ul> <p>Raising the status of the AEO to ACLO. Employment of local community to work with students on cultural connections. Funding of Clontarf Academy.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact has been to build cultural connection across the whole school for both students and staff. This has resulted in improved attendance, PLP processes, engagement with local community and staff cultural awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next step will be to continue the employment of the AEO at ACLO level, maintain the Clontarf Academy and extend the work with local community in relation to assisting with the cultural connection and Kinship Classes.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Quirindi 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>• Progression Development</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>• Working with students from NESB and the use of MacLit.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved literacy for students from NESB via the graduation from the MacLit program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To maintain the program into 2023 as it currently stands.</p>
<p>Low level adjustment for disability</p> <p>\$241,385.00</p>	<p>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.</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>• Impact Cycles</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 LaST for 1.6 FTE</li> </ul> <p>Employment of additional SLSOs for classroom support in stage 4 Reduction in class sizes for the first part of the year in 2022.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> This impact has been to reduce the suspension rate for students, particularly across stage 4. The improvement of literacy through the use of the MacLit program has significantly improved access to learning for a number of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to run the program in its current form with the addition of a</p>

Low level adjustment for disability \$241,385.00	bespoke professional learning model devised by Corwin.
Location \$84,498.00	<p>The location funding allocation is provided to Quirindi High School to address school needs associated with remoteness and/or isolation.</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>• Impact Cycles</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>• Assisting in excursions for students and the continuation of PLC groups.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been able to access learning experiences outside of Quirindi. Of particular note are the visits to cultural sites as well as corporate businesses and universities. The location loading has also assisted students in accessing more metrocentric DoE activities such as Schools SPectacular.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to use the location loading to support the effective collection of baseline information, development of strategies in relation to literacy and support students to access new learning experiences beyond Quirindi.</p>
Professional learning \$58,359.00	<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 Professional Learning for Teachers and School Staff Policy at Quirindi 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>• Professional Learning Communities (PLC)</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>• PLCs grouping will be changed on a semesterly basis to allow staff to build rapport with others and encourage further professional discussion. Further to the professional discussion, the PLCs are intended to help build a trust base across the staff and encourage more candid professional conversations about practice. PLC members will have the opportunity to view each other's classroom practice. This will also tie into the PDP process.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact has been in relation to staff awareness of what is working in relation to strategies in their classroom, being able to re-evaluate planning and strategies based on reliable data and then plan moving forward to improve student access to literacy progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to maintain the PLC direction and use PL funds to support staff with the additional 5 hours per term release time as announced in 2022.</p>
COVID ILSP \$202,960.00	<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 2022.</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>\$202,960.00</p>	<p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Covid ISLP Support through MacLit and an after school study centre.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The impact of this program has meant the progress of students through to the graduation of the MacLit Program. This program focused on building literacy skills with identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The MacLit program will be maintained as will the after school study centre for all students to access.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Quirindi 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>• Professional Learning Communities (PLC)</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SSO and additional release time to support PLCs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> We are continuing to monitor the implementation of the SSO in the school as the role was only filled at the start of term 4. The impact of additional staffing to work on student wellbeing will be monitored.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will use the funding to employ the SSO in the school.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	194	211	217	193
Girls	176	175	176	168

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.5	91.8	87.4	81.3
8	86.8	89.7	86.3	76.8
9	85.0	86.2	75.9	76.2
10	84.4	85.4	79.8	67.4
11	77.9	90.2	82.9	73.2
12	89.9	89.1	85.1	79.5
All Years	85.0	88.9	83.0	75.6
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	2	0	0
Employment	0	4	0
TAFE entry	10	10	0
University Entry	0	0	20
Other	0	0	0
Unknown	0	0	0

## Year 12 students undertaking vocational or trade training

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48.78% of Year 12 students at Quirindi High School undertook vocational education and training in 2022.

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

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88.2% of all Year 12 students at Quirindi High School expected to complete Year 12 in 2022 received a Higher School Certificate or equivalent vocational education and training qualification.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	28
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.38
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,315,913
<b>Revenue</b>	8,440,075
Appropriation	8,087,641
Sale of Goods and Services	175,924
Grants and contributions	150,967
Investment income	10,700
Other revenue	14,843
<b>Expenses</b>	-8,768,140
Employee related	-6,682,358
Operating expenses	-2,085,782
<b>Surplus / deficit for the year</b>	-328,065
<b>Closing Balance</b>	987,849

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	68,689
<b>Equity Total</b>	955,259
Equity - Aboriginal	237,456
Equity - Socio-economic	474,017
Equity - Language	2,400
Equity - Disability	241,386
<b>Base Total</b>	6,165,692
Base - Per Capita	105,822
Base - Location	84,498
Base - Other	5,975,372
<b>Other Total</b>	499,816
<b>Grand Total</b>	7,689,456

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

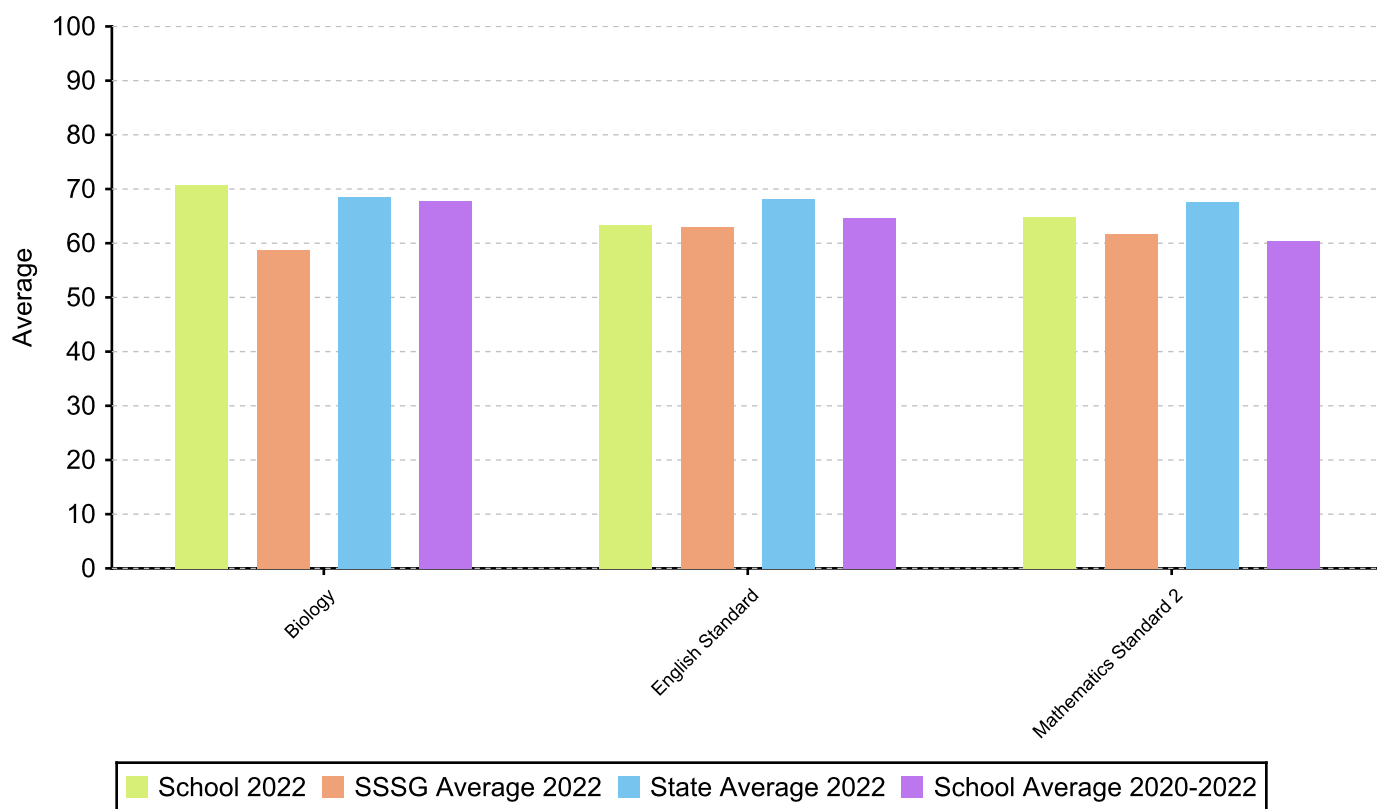
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.



Subject	School 2022	SSSG	State	School Average 2020-2022
Biology	70.7	58.8	68.5	67.8
English Standard	63.4	63.0	68.1	64.7
Mathematics Standard 2	64.9	61.6	67.6	60.5

## Parent/caregiver, student, teacher satisfaction

Satisfaction has been measured using feedback via social media. We did not use the TTFM survey. Feedback from students has been collected via their SRC and meetings with the SRC leaders and the Principal on a regular basis.

Feedback using the information gathered via social media and the P&C shows a high level of satisfaction with the direction the school is taking and the responsiveness to suggestions and queries from the P&C.

The Instructional Leader spends time working in classes and interviewing students to gain feedback on classroom learning for teachers. This feedback is a conduit for teacher reflection and focus on continual improvement.

The result of the surveys has been to introduce targeted project groups to be managed by the executive team to create significant improvement in the areas of-Parent/Teacher Evenings, Pastoral Care during roll call, A way of developing home study skills in students throughout the junior years which goes beyond just doing homework, more relevant and meaningful workshops for parents on how they can support their child to progress at school.

These project groups are to be led by members of the executive staff with time allocated in the executive meetings to create the strategies for the improvement. The involvement of Corwin to help direct the executive in their evaluative thinking will also form a part of this process.

# 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.

## 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.

## 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.