

2022 Annual Report

Quakers Hill High School



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Introduction

The Annual Report for 2022 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.

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Message from the principal

The 2022 school year was a particularly important one for Quakers Hill High School. Following the Nirimba Collegiate recalibration, the first HSC cohort in over 20 years graduated and their achievements were remarkable. While the Year 12s were a small group, they collectively achieved a total of 24 results in the top two bands, representing 42% of HSC results.

The year also saw students return to more regular routines after two years of disruptions. While it has taken a while to resume effective routines, the staff at Quakers Hill High School have worked together to ensure students' learning and wellbeing needs are well catered for.

The school Parents and Citizen's Association made very generous contributions to the school in 2022. This included the purchase of a grand piano, a large mural for the senior area, and assistance for students in international sporting events.

In 2022 the Strategic Improvement Plan 2021-25 continued to be implemented, with a focus on Student Growth and Attainment, Explicit Teaching, Outstanding Instructional Practice, Effective Learning Communities and Effective Educational Partnerships.

In 2023 Quakers Hill High School embarks on a process of evaluation and reflection of the plan so far, which will include feedback on our progress and consultation with staff, students and the community on future directions. From this process a new Strategic Improvement Plan will be created and will be adopted from 2024.

Jason White

Principal

Message from the school community

Message from the Parents and Citizen's Association following the 2022 Presentation Day Ceremony

Today I had the absolute pleasure of presenting the Rotary Performing Arts award and the P & C Award for citizenship to two very deserving students at today's Presentation Day ceremony.

Congratulations to all students who were honoured during recent award presentations and ceremonies.

How great it was to see parents and caregivers allowed back into the school for all the recent end of year celebrations. As I walked into the school I could hear one student whisper excitedly to another student, "I wonder if my Mum is here yet?" as she looked around the school in eager anticipation of seeing her Mum. Such a special time for parents/carers and students to be able to share this special moment as they all burst with pride and excitement. Of course, there are

many parents/caregivers that cannot make these ceremonies, so it was lovely to see the school continued to embrace the technology that was adopted during covid and livestream the event on Facebook for families to watch.

This year the QHHS P & C funded the gorgeous mural that sits brightening the day for all that pass it. Fabulous effort from all concerned in creating this masterpiece. The Association also funded a beautiful new piano that I'm told today is loved and enjoyed by the students.

It has been an absolute honour to work alongside other parents, teachers, students and teaching staff to be able to find common ground to provide enhancements to our school in an effort to improve the student and parent/caregiver experience.

This year was a notable year for the school and the P & C as we celebrated the first Year 12 students to complete their HSC at QHHS for some time. The P & C were involved in collaborating with the school in organising the new senior uniform and other small support systems to help the implementation of all the necessary changes required to accommodate a senior cohort. A very big thanks to Mr Head and Ms Mahon for efforts above and beyond to ensure every student, parent and carer of this cohort felt supported, respected and honoured whilst moving through a process that was new to the majority. Of course, they could not have been able to do what they did without the support of many. A big thank you to all for involving parents and carers at a very special and important time in the students' lives at QHHS.

QHHS P & C Association

Message from the students

A message from our SRC

Last year the Quakers Hill High School SRC team collaborated to fundraise for a variety of school improvements to benefit our school environment and education for our students and the whole community. These included the funding of our newly designed mural, our Valentines Day fundraiser, Harmony Day celebrations, Flood Relief BBQ & bucket collection, Election Bake Stall and Coffee, Athletics Carnival BBQ, donations to Streetsmart Mufti Day, RUOK? Day and donations to White Ribbon Day and the Haven Organisation.

Valentines Day

In early term one, 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 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 funds we raised went towards the beautiful mural.

Harmony Day

On the 21st of March 2022 Quakers Hill High School celebrated Harmony Day. Harmony Day is a celebration of our cultural diversity, a day of cultural respect for everyone who calls Australia home. Orange is the colour chosen to represent harmony day. Traditionally orange signifies social communication and meaningful conversations. It also relates to the freedom of ideas and encouragement of mutual respect. The SRC had arranged many activities including; the opportunity to wear orange accessories and held an orange hairspray stall with complementary orange ribbons. The fundraiser was very successful resulting in joy from students and staff!

Flood Relief

During the months of March and early April, towns in North Eastern NSW from Lismore to Richmond were heavily affected by the recurring floods damaging their properties and causing financial stress on struggling families. The SRC put forth a Flood Relief campaign involving a voluntary bucket collection and a school sausage sandwich and can of drink in order to fundraise towards this worthy cause. We are proud to say over \$1500 was donated to victims of the floods!

Election Bake Stall and Coffee

On Saturday the 21st of May the SRC held a sausage sizzle and bake sale at QHHS alongside our Year 12 students. We supplied many baked goods and sweet treats that made people's day as well as a delicious sausage sizzle in the morning. Families in the Quakers Hill community kindly donated money in return for delectable snacks. We raised over \$500 which will go towards school-based projects.

Streetsmart mufti

On the 5th of August, we held a Mufti Day in order to fundraise for Streetsmart, a non-profit charity which takes action to

support the homeless. Being in the cool wintery months, we felt the importance of donating to a charity which can impact so many lives. Students came to school dressed in appropriate clothing in exchange for a gold coin which was donated to the appeal. The SRC were extremely surprised at the amount of funds raised and grateful for how successful and the fundraiser was amongst all students.

RUOK? DAY

On the 8th of September, the SRC and the Wellbeing staff recognise national RUOK? Day. This initiative is about asking 'Are you OK?' to your peers, friends and family. The celebration was aimed to raise awareness about mental health within the community. On the day we held a cupcake stall, a photo booth, karaoke session and kindness chocolates. These activities were completely free of charge thanks to the Wellbeing Team, as this day is not about raising funds, but rather about raising awareness. The day was a massive hit and such a successful day.

The Haven Organisation & White Ribbon Day

At the end of Term 4 the SRC began fundraising towards the Haven Nepean Women's shelter. Christmas is a time of unity and comfort, so a call was made for non-perishable goods to be donated to contribute to a Christmas lunch. All donations supported victims of domestic violence. In addition to that, SRC campaigned for White Ribbon Day, collecting donations at roll call.

The collective money raised from our early SRC fundraisers as well as the P&C fundraisers were used to fund our school's new mural. One of the focus points of being part of SRC is embarking on school development projects. The original mural painted behind G Block has faded and is not very appealing to the eye. We hoped by brightening up our school and making it look nicer would increase students' engagement and positivity. In the process selected students met with 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 allowed students a chance to collaborate with a very talented artist and have interactive lessons gaining knowledge and feedback on their skills. The completion of the project in Term 3 saw the art students undertaking this project come to create an appealing new mural and the final result was amazing.

Looking back on the past year, the SRC are proud to acknowledge all our fundraising efforts and welcome exciting new projects next year.

Stella Buttigieg (SRC Secretary) and Sienna Cuschieri (SRC Communications officer)

School vision

Quakers Hill High School aims to meet 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, including 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 the local community support the learning and wellbeing of all students.

School context

Quakers Hill High School is a comprehensive coeducational public school which forms part of the Nirimba Collegiate of schools, located in the north-west of Sydney. At the start of 2021, Quakers Hill High School began its transformation into a Year 7-12 school as a result of the Nirimba Collegiate Recalibration process. The 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, 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 schools expands curriculum choice for 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 Nurragingy Aboriginal Education Consultative Group provides vital support to Aboriginal students and staff.

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 additional funding under the Resource Allocation Model.

Learning at Quakers Hill High School is underpinned by the SMART Code, which supports all students to be Safe, Motivated, Academic, Respectful and Tolerant learners. 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 strategic 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	2022 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	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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: \$214,800.00

Integration funding support: \$119,254.00

Low level adjustment for disability: \$418,908.11

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

Summary of progress

Explicit teaching practices in literacy and numeracy

Explicit teaching practice in literacy and numeracy was a significant focus for professional learning and dedicated lessons in 2022. QHHS is working towards the achievement of some literacy and numeracy goals as measured by NAPLAN performance, HSC results and internal measures. This will remain an area of focus in 2023. HSC results for the first Year 12 cohort were very strong, with targets exceeded by a significant margin. Literacy and Numeracy results showed an overall improvement from 2021 to 2022. However, growth data was unavailable for Year 9 students to assess the impact of strategies using this measure. The Numeracy roll call lessons have been successful in increasing student participation and promoting growth. Analysis shows areas of focus for 2023 will include extending high-potential students and strengthening capacity to include numeracy skills in each subject area for all students. The desire for KLA-specific numeracy activities indicates a need for tailored instruction to enhance student engagement and performance. The impact of additional resourcing in this area was that teachers were able to adopt, refine and embed explicit teaching strategies with the support of a dedicated Head Teacher Teaching and Learning.

A high challenge, high support learning environment

Despite a number of staffing and attendance issues students were provided a high challenge, high support learning environment in 2022. Measurable progress was achieved in Tell Them From Me expectations of success which was above the NSW state norm for the first time. The introduction of the Yondr policy with all Stage 4 and 5 students pouching their phones throughout the school day was a success for student engagement and wellbeing. Other activities, including the introduction of a range of lessons on inclusion in the areas of cultural diversity, LGBTQIA+ and anti-racism continues to contribute to growth in this area in 2023.

Students in all equity groups were identified at the beginning of the year and interventions were planned and systematically delivered. EAL/D students received targeted interventions in language acquisition and deconstructing texts with a focus on language. Supports for EAL/D and Aboriginal students were provided in small groups and in the classroom dependent on individual student need. Aboriginal students received support in goal setting, completing assessment tasks, writing and building CVs. Funding was also provided to support the creation of a culturally safe and welcoming space for all Aboriginal students where they could comfortably meet with the AEO. Students from low-SES backgrounds across all year groups were supported in the purchase or ongoing loan of BYOD devices to support equity in the classroom. All students in equity groups were supported in the purchase of uniform, books and other equipment for learning.

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 proportion of students achieving expected growth is increased to meet the lower bound targets of 69.7% in Numeracy.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Improvement in the proportion of students achieving expected growth is increased to meet the lower bound targets of 66.4% in Reading.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available.
Growth in the proportion of students achieving in the top 2 bands of NAPLAN to meet the lower bound target of 22.4% in Numeracy.	<ul style="list-style-type: none"> 11.5% of students achieved in the top 2 bands in Yr 9 NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
Growth in the proportion of students achieving in the top 2 bands of NAPLAN to meet the lower bound target of 16.4% in Reading.	<ul style="list-style-type: none"> 10.84% of students achieved in the top 2 bands in Yr 9 NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Growth in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN to meet the system negotiated lower bound target in Reading.	<ul style="list-style-type: none"> 14.3% of Aboriginal students achieved results in the top 3 NAPLAN bands in reading.
Growth in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN to meet the system negotiated target in Numeracy.	<ul style="list-style-type: none"> No Aboriginal students achieved results in the top 3 NAPLAN bands in numeracy.
Growth in student expectations of success, advocacy and sense of belonging increases to meet the Wellbeing lower bound target of 67%.	<ul style="list-style-type: none"> Tell Them From Me data indicates 62.32% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school). This shows an improvement of 2.74% across the positive wellbeing measures, increasing from 59.58% in 2021.
The growth in achievement of students in equity groups is trending towards equivalency with other students in the school.	<ul style="list-style-type: none"> Students from low SES backgrounds improved their NAPLAN results by 12% in Numeracy and 23% in Reading from 2021 to 2022, demonstrating progress towards this target.

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

Socio-economic background: \$46,047.26

Per capita: \$221,620.29

Professional learning: \$80,903.01

Summary of progress

Strong 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 Vocational Education and Training (VET), 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 culminated in all year groups being BYOD with robust processes in place to ensure access for equity groups.

In the area of Technology in the TTFM 2022 report, QHHS at 7.8 was significantly above state average at 6.7. Student access to computers was particularly high at 8.7. Whilst not all students have their own device, equity programs for students have seen 34 students access a device on a 'laptop for loan program' wherein they have purchased the case and are able to use the laptop throughout the day. A further program that is only available to Stage 5 and above enabled students to gradually pay off laptops over a three year period. 29 students benefited from the loan to buy program in the last year. These programs combine with opportunities for loan at school and through the library mean that all students at QHHS have access to a quality device for one to one laptop learning. 87% of respondents indicated that interactive technology is used to analyse, organise, and present subject matter, to refine student critical thinking and independent research.

The 2022 Tell Them From Me survey included responses from 39 staff members. In the area of collaboration QHHS results were commensurate with the state and with last years results. Collaboration with a focus on the development of expertise was most apparent in the areas of engagement and assessment with an average 8.5 across respondents. Developing the expertise of Stage 6 teachers has remained a priority with all staff receiving professional learning from NESAs advisors in the areas of consistent teacher judgement, grade allocation, and using the standards packages. All executive received external professional learning on effective assessment practices. HSC Strategy professional learning was widely engaged with across all curriculum areas to support Recalibration and the first HSC cohort. The impact of this funding was that HSC results far exceeded targets set for top 2 and top 3 bands.

The focus for Effective Classroom Practice for 2022 was in the area of evidence informed questioning routines to optimise learning progress for all students, across the full range of abilities. The final reflection demonstrated that all teachers who attended the professional learning sessions and were subsequently surveyed employ evidence-based effective questioning strategies and routines. Effective methods (cold calling routines, differentiated questioning using taxonomy starters, hinge questioning for formative assessment) were identified, modelled, collaboratively built upon and used in classrooms across the school. 100% of staff indicated that they plan questions and 86% indicated that they plan key questions with other staff members.

In 2023, outstanding instructional practice and innovative pedagogies will continue to be a priority. The BYOD program will be evaluated to ascertain the most effective methods of lesson delivery and its effect on student engagement. HSC Strategy professional learning will continue to be a focus to embed innovative pedagogies in Stage 6 and will be backward mapped to embed evidence-informed strategies in Stages 4 and 5.

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
<p>HSC Attainment</p> <p>HSC attainment meets the suggested lower bound targets of 24% of students in the top 2 bands of achievement.</p>	<ul style="list-style-type: none"> • 42% of HSC students attained results in the top two bands demonstrating that QHHS exceeded the lower bound target.
<p>HSC attainment meets the suggested lower bound targets of 54% of students in the top 3 bands of achievement.</p>	<ul style="list-style-type: none"> • 73% of HSC students attained results in the top three bands demonstrating that QHHS exceeded the lower bound target.
<p>Over 50% of students indicate that they understand the expectations of tasks, what they need to do to succeed in them, and can articulate learning intentions for each lesson.</p>	<ul style="list-style-type: none"> • The most recent Tell Them From Me Survey (Semester 2, 2022) demonstrates that this target has been met in the identified focus areas. In response to the Explicit Teaching Practices and Feedback Question : Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. The school score of 6.6 compares to the NSW of 6.4 . A student survey showed that 57% often or always know what they are learning and why the learning matters.
<p>Teachers demonstrate a deep understanding and systematic implementation of the principles of effective instruction.</p>	<ul style="list-style-type: none"> • Through a survey on effective instruction, 100% of staff indicated that they plan questions and 86% indicated that they plan key questions with other staff members.
<p>Technology for learning strategies are incorporated into programs for Years 7-12 in all KLAs and students all have access to a device.</p>	<ul style="list-style-type: none"> • 100% of teachers are incorporating the use of devices to support teaching and learning programs. A school-wide program provides access to a device for all students.

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: \$1,000.00

Summary of progress

Attendance patterns continued to be substantially impacted by Covid isolation and close and casual contact rules in Semester One, 2022. Term one was significantly impacted. From Semester Two, a strong and sustained focus on attendance was maintained with social media reminders, attendance matters competitions, increased numbers of tangible rewards for meeting smaller attendance goals began to see a marked improvement towards the end of the year. The tiered approach provided by the Safeguarding Kids Together project team informed the planning and delivery of attendance support in 2022. Attendance will continue to be a focus in 2023, with sustained attention to improving attendance for all students. Although our attendance targets were lower than the system negotiated targets it is important to see these results in the broader social context of two pandemic affected years. Growth in the proportion of students attending greater than 90% of the time will be a strong priority for 2023.

Greater engagement with community and education partners occurred in 2022, partly due to the relaxing of restrictions and the capacity to hold on site community events and professional learning. Staff engaged with educational partners in our Quakers Hill Learning Community and the Nirimba Collegiate to ensure quality transition processes for Years 6-7 and 10-11. Support for Recalibration involved staff and senior executive engaging with Nirimba Collegiate and Nirimba Learning Community school partners to support curriculum implementation and HSC success. The school gathered data through surveys and activities such as Tell Them From Me in order to ascertain detail around community satisfaction. Our focus area for community satisfaction was in the area of communication. Throughout the year QHHS held a number of parent and carer evenings via Zoom in order to communicate essential information around Stage 4, 5 and 6 assessment processes, the role of the Wellbeing Team, anti-bullying and supporting students' social, emotional and academic wellbeing. In Term 2 we hosted an online seminar with Dr Kristy, a nationally renowned expert in 'raising a screenager' that was attended by over 170 people. Transcripts from the Zoom chat function and brief surveys indicated a high degree of satisfaction with these sessions. The next step in this area is to continue communicating the success of recalibration to our community and educational partners, including the broad and flexible curriculum offered in the collegiate and the supports available for our Stage 6 students.

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
Student attendance The proportion of students attending more than 90% of the time meets the lower bound system negotiated attendance target of 68.7%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased to 36.1%. However, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
50% of surveyed parents indicate that they have a strong understanding of	<ul style="list-style-type: none">• All parents who attended the Stage 4 Assessment practices evening (71 parents in total) indicated at the end of the evening that they had a strong

<p>teaching, learning and assessment practices in the school.</p>	<p>understanding of assessment processes. Parents have not been surveyed outside this event.</p>
<p>Evidence gathered at transition points indicates that 80% or more of students feel well supported as they enter their next phase of learning.</p>	<ul style="list-style-type: none"> • Year 8 students transitioning to Stage 5 were surveyed in December. Students strongly indicated (89.2%) that they believed they had improved throughout Stage 4. Barring one respondent, all students indicated that they felt ready to begin Stage 5. 100% students positively rated their subject selection experience with over 40% deeming it excellent and easy to do. • Year 12 (2022) positively rated their experiences of Stage 6 overall. Although there were some elements of their experience that they did not rate highly these were beyond school control and not connected to learning. In the realm of feeling well supported all students positively rated their Stage 6 experience and support as they move beyond secondary education. • Year 11 students moving into Year 12 were surveyed in December and all students agreed that they were well supported by staff as they transitioned to Year 12. 88% students rated their year 11 experience highly.
<p>Community satisfaction is increased by 20% on 2021 data.</p>	<ul style="list-style-type: none"> • The Tell Them From Me Parent survey indicated a similar level of satisfaction to 2021 with 16% of parents strongly agreeing that they experienced high levels of satisfaction with communication in 2022 compared to 15% in 2021. All other levels were commensurate across the two years.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$261,847.26</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching practices in literacy and numeracy • A high challenge, high support learning environment • Outstanding instructional practice • Planned and innovative pedagogies • Community engagement in improving student attendance and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support professional learning for program implementation. <p>The allocation of this funding has resulted in the following impact: students developed KLA-specific numeracy skills through a targeted whole school program delivered in roll call classes. Staff have strengthened their skill sin explicitly teaching numeracy within the context of their subject area.</p> <p>After evaluation, the next steps to support our students will be: continue to provide professional learning for numeracy education according to identified staff need to best support student learning.</p>
<p>Aboriginal background</p> <p>\$34,850.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: improved engagement with education, culture and community. An identified safe space for Aboriginal students to meet.</p> <p>After evaluation, the next steps to support our students will be: increased building of connections with parents and families to build stronger partnerships.</p>
<p>English language proficiency</p> <p>\$23,593.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$23,593.00</p>	<ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: 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 most of this support. This staff member completed diagnostic testing on all EAL/D students to determine their appropriate progression phase and collaborated on the completion of the EAL/D Annual Survey. In 2022, 12 students were identified as requiring EAL/D intensive support.</p> <p>After evaluation, the next steps to support our students will be: 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 2023. Activities will be dynamic and flexible to cater for the diverse range of student needs, including further development of online resources for students to independently engage with, to further develop their English proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$418,908.11</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching practices in literacy and numeracy • A high challenge, high support learning environment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in the following impact: - 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 to share best practice approaches with teachers, often informed by documentation provided by external professionals and parents and carers. A total of 179 students were included in the National Consistent Collection of Data 2022, reflecting the levels of adjustments provided to support their access to curriculum. This included: 83 students received Quality Differentiated Teaching Practice; 65 students received Supplementary adjustments; 3 students received Substantial adjustments; and 28 students received Extensive adjustments. 2022 also saw the successful completion and submission of HSC Disability Provisions applications.</p> <p>After evaluation, the next steps to support our students will be: to ensure that the level of support with students who have a low level of disability is maintained and enhanced using flexible support mechanisms and strong external partnerships. Review of collaborative curriculum planning (school based) documentation, including the implementation of updated Student Support Plan templates and further use of SENTRAL capabilities to increase staff understanding of student learning needs, ensuring that students are known, valued, and cared for.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$80,903.01</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Quakers Hill High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planned and innovative pedagogies <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • HSC Professional Learning • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Stage 6 teachers had strong engagement with HSC PL, with all available courses attended. HSC results in 2022 exceeded our target by a substantial margin, with 42% of results in the top 2 bands which exceeded the lower bound target of 24%.</p> <p>After evaluation, the next steps to support our students will be: continue to support our Stage 6 students through explicit professional learning program for teachers and the delivery of Stage 6 courses.</p>
<p>COVID ILSP</p> <p>\$326,591.00</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 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • In class support for identified students. Assessment completion support for students with significant absence due to Covid/ close contact etc • SLSO attached to identified Stage 4 value added classes to provide consistent support across a range of subjects. • Paraprofessionals attached to identified Stage 4 value added classes to provide consistent support across a range of subjects. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - staff viewed the assistance of COVID Intensive team positively. - staff saw mixed improvement in literacy, numeracy and 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. - a preference for in-class support practised in Term 4 versus the earlier initiative of withdrawing students both by students and staff. Reasons provided included minimisation of disruption to class activities and the reduction of stress on students to catch up with class-based tasks. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - for COVID ILSP funding, if continued, will be used to employ additional staff to continue small group tutoring.
<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 Quakers Hill High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A high challenge, high support learning environment <p>Overview of activities partially or fully funded with this Staffing - Other</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Individual case management and engagement with external support agencies (including provision on onsite support sessions) • Withdrawal small group programs based on student/cohort specific needs <p>The allocation of this funding has resulted in the following impact: the SSO delivers and supervises a variety of small group/support programs including Strength, Shine, Fearless, Top Blokes, RAGE, Teen Mental Health First Aid. Student voice data indicates that they feel safe, supported and comfortable reporting wellbeing issues and concerns. Students benefit from increased confidence, awareness and understanding of their actions and others. Students wellbeing needs are met through safe, evidence and strength based models.</p> <p>After evaluation, the next steps to support our students will be: to increase engagement with the Quakers Hill community and expanding opportunities for collecting student voice following participation in groups/programs. Seek further opportunities for external support agencies to provide information and resources to students and parents/carers.</p>
<p>Integration funding support</p> <p>\$119,254.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching practices in literacy and numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing support for targeted students who have high-level learning needs within the classroom through the employment of School Learning and Support Officers (SLSOs). • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the complex needs of students receiving IFS. <p>The allocation of this funding has resulted in the following impact: - 5 students received IFS for a variety of specific learning needs (mental health issues, physical disability, and medical needs etc). Each student was provided with a specific support plan and appropriately supported by SLSOs, enabling them to access and participate in their learning, to the best of their ability. This individualised support led to improved education outcomes and attendance for these students.</p> <p>After evaluation, the next steps to support our students will be: - further engagement with the Career and Transition Team and, if appropriate, relevant external support providers focusing on linking specific student goals with educational and career pathways. Identifying appropriate strategies to be implemented at school to future/interested career options.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	432	416	441	446
Girls	434	417	412	414

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.5	94.3	91.2	87.3
8	88.6	92.2	88.4	83.3
9	87.3	89.0	87.3	82.1
10	87.8	89.1	88.1	79.3
11			77.1	86.4
12				85.5
All Years	89.0	91.2	88.4	83.2
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			83.6	80.0
12				83.9
All Years	88.2	89.8	85.7	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

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	3.1	0	10
Employment	4.2	3.9	25
TAFE entry	3.7	0	5
University Entry	0	0	55
Other	1	0	0
Unknown	1	2	5

Year 12 students undertaking vocational or trade training

8.57% of Year 12 students at Quakers Hill High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

82.6% of all Year 12 students at Quakers Hill 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)	2
Head Teacher(s)	12
Classroom Teacher(s)	47.3
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.48
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 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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	1,340,700
Revenue	12,329,147
Appropriation	12,053,819
Sale of Goods and Services	32,820
Grants and contributions	229,525
Investment income	12,355
Other revenue	627
Expenses	-12,163,466
Employee related	-11,067,809
Operating expenses	-1,095,657
Surplus / deficit for the year	165,681
Closing Balance	1,506,381

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	119,254
Equity Total	739,198
Equity - Aboriginal	34,850
Equity - Socio-economic	261,847
Equity - Language	23,593
Equity - Disability	418,908
Base Total	9,278,930
Base - Per Capita	221,620
Base - Location	0
Base - Other	9,057,309
Other Total	1,442,223
Grand Total	11,579,605

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

School performance - NAPLAN

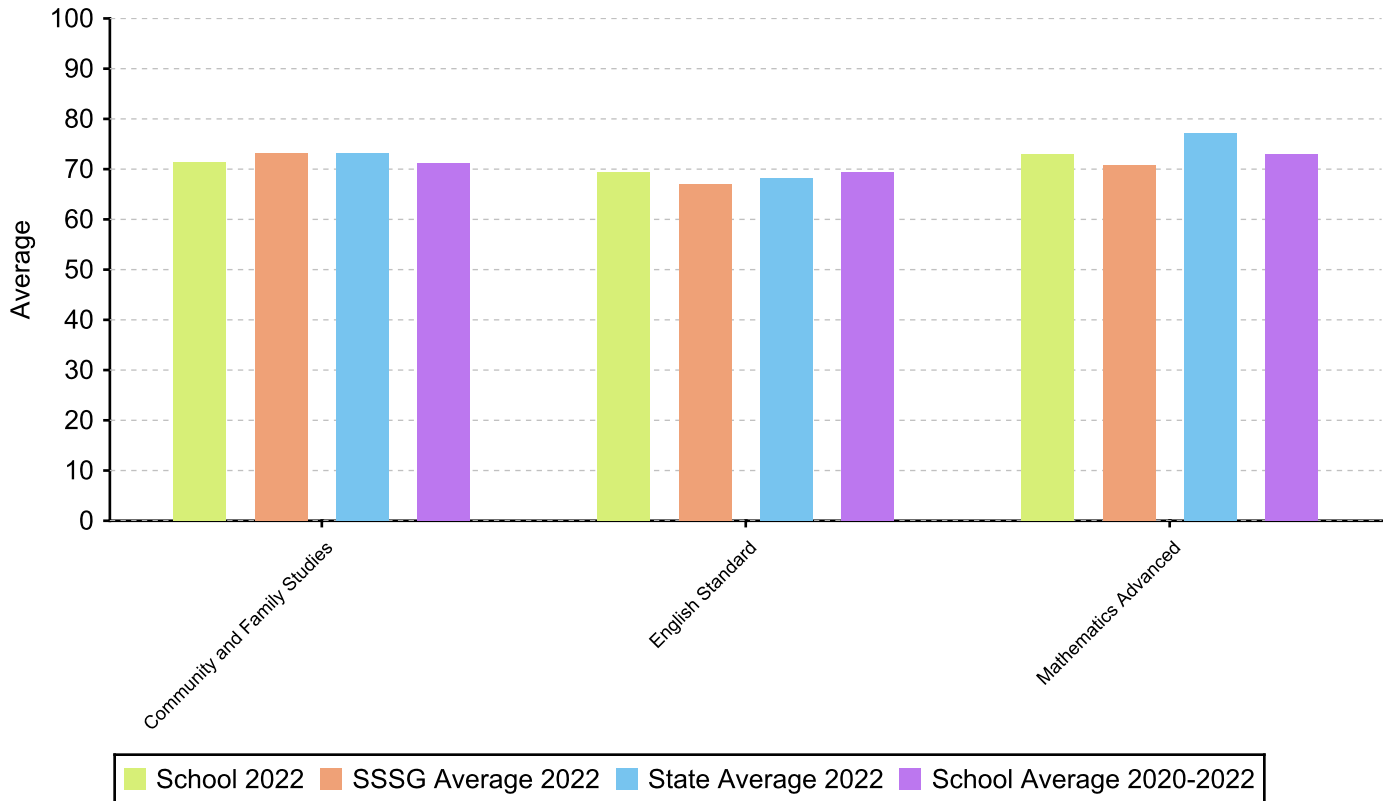
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

School performance - HSC

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

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



Subject	School 2022	SSSG	State	School Average 2020-2022
Community and Family Studies	71.3	73.2	73.2	71.3
English Standard	69.3	67.0	68.1	69.3
Mathematics Advanced	72.9	70.8	77.1	72.9

2022 saw the first Quakers Hill High School cohort in over 20 years complete the HSC. The cohort was small but achieved excellent results with the school significantly surpassing the system negotiated targets. The lower bound target of 24% of students in the top two bands of achievement was exceeded by 18% with 42% of HSC students attaining results in the top two bands. QHHS exceeded the second lower bound target by 19% with 73% of HSC students attaining results in the top three bands. Four students achieved a place on the HSC Distinguished Achievers list.

These results can be attributed to a range of academic, wellbeing and growth initiatives. A significant number of staff undertook the HSC Professional Learning opportunities for their subject with 15 staff completing the training and one staff member undertaking this twice. A key goal is for all staff to complete this training when available in their KLA and for as many as possible to undertake several rounds. Evidence has demonstrated that this strengthens and refines classroom practice. All staff undertook NESAs delivered professional learning in the areas of assessment practice and using the standards to refine teaching and learning.

Key wellbeing and support staff also completed the HSC Disability Provisions training to support identified students and maximise opportunities for successful applications for individual students.

Other key supports that were provided to students included a cross year mentoring program, conceived, initiated and developed by a Year 12 student, holiday workshops, additional online sessions, students having a mentor teacher to

support and provide individual guidance, weekly extended meetings as a cohort with the Year Adviser and the creation of a HT Secondary Studies to support the development of systems, policies, practices and processes allowing staff to focus on academic delivery.

Parent/caregiver, student, teacher satisfaction

Each year Quakers Hill High School conducts and analyses the results of several internal and external data sets, allowing opportunities for all key stakeholders to have their voices heard. These surveys provide the school with areas of consideration, focus and future development.

Tell Them From Me Student Surveys

Student Engagement:

Student engagement is a disposition towards learning, working with others, and functioning in a social institution. It includes students' sense of belonging at school, the extent to which they value schooling outcomes, and their psychological investment in learning. Tell Them From Me measures of these aspects of engagement are classified as social engagement, institutional engagement, and intellectual engagement. Overall, 2022 results indicated that Quakers Hill High School students had higher levels of social and institutional engagement than intellectual engagement, in comparison with NSW Government Norms.

Social Engagement:

- 74% of student respondents indicated their 'participation in school sports and clubs'; this is significantly higher than the NSW Govt Norm 61%.

- 82% of student respondents indicated they had 'positive relationships'. That is, they have friends at school they can trust and who encourage them to make positive choices. This result is higher than the NSW Govt Norm 79%. Additionally, the School Mean increased by 2% from 2021 (80%).

Institutional Engagement:

- 94% of student respondents indicated 'positive attendance'. This result is higher than the NSW Govt Norm, 91%.

- 91% of student respondents indicated 'positive behaviour at school', higher than the NSW Govt Norm, 86%. This result is further reinforced when comparing the Quakers Hill High School Mean to the NSW Govt Norm, across several drivers of student outcomes;

- Advocacy at school (Students feel they have someone at school who consistently provides encouragement and can be turned to for advice): 6.2 School Mean; 6.0 NSW Govt Norm

- Positive teacher-student relations (Students feel teachers are responsive to their needs and encourage independence with a democratic approach): 6.3 School Mean; 5.6 NSW Govt Norm

- Positive learning climate (Students understand there are clear rules and expectations for classroom behaviour): 6.0 School Mean; 5.6 NSW Govt Norm

Intellectual Engagement:

- 20% of student respondents indicated they are 'interested and motivated in their learning', this result is lower than the NSW Govt Norm 28%.

- 55% of student respondents indicated they 'try hard to succeed in their learning'; this result is lower than the NSW Govt Norm 67%.

- Despite the results for Intellectual Engagement being lower than the NSW Govt Norm, it is important to highlight that across the four School-level factors associated with student engagement the Quakers Hill High School Mean is higher than the NSW Govt Norm for each factor:

- Quality instruction: 6.3 School Mean; 5.9 NSW Govt Norm

- Positive teacher-student relations: 6.3 School Mean; 5.6 NSW Govt Norm

- Positive learning climate: 6.0 School Mean; 5.6 NSW Govt Norm

- Expectations for success: 7.1 School Mean; 7.0 NSW Govt Norm

Tell Them From Me Staff Surveys

Focus on Learning

Approximately 55% of Quakers Hill High School staff completed the Tell Them From Me 'Focus on Learning' Teacher Survey in 2022. Staff respondents indicated three clear areas of outperformance, when compared to the NSW Govt Norm:

- **Leadership:** 7.4 School Mean; 7.1 NSW Govt Norm. Strengths of school leadership are reflected in respondents indications that 'I work with school leaders to create a safe and orderly school environment' (8.2) and 'School leaders have supported me during stressful times' (7.8) being the highest scoring aspects of Leadership.

- **Data Informed Practice:** 8.1 School Mean; 7.8 NSW Govt Norm. The highest scoring staff responses reinforce the specific focuses, over recent years, on supporting staff to provide students with explicit feedback, 'My assessments help me understand where students are having difficulty' (8.6) and 'I use formal assessment tasks to discuss with students where common mistakes are made' (8.4).

- **Technology:** 7.8 School Mean; 6.7 NSW Govt Norm. Staff indicated that 'Students have opportunities to use computers or other interactive technology for describing relationships among ideas or concepts' (8.9) and that 'I help students use computers or other interactive technology to undertake research' (8.7).

Tell Them From Me Parent Surveys

Partners in Learning

In 2022, 123 respondents completed the Tell Them From Me - 'Partners in Learning' Parent Survey. Parent respondents indicated outperformance, when compared to the NSW Govt Norm, across aspects of 'Two-way communication with Parents', 'Support Learning at Home' and 'School Supports Learning':

- Two-way communication with Parents' - Parents feel welcome: 'I feel welcome when I visit the school' (7.0); 'Written information from the school is in clear, plain language' (7.2); 'The school's administrative staff are helpful when I have a question or problem' (7.6).

- Two-way communication with Parents' - Parents are informed: 'Reports on my child's progress are written in terms I understand' (7.3).

- Parents support learning at home: 'Encourage your child to do well at school.' (7.2)

- School Supports Learning - School supports positive behaviour: 'Teachers expect my child to pay attention in class' (7.5); 'My child is clear about the rules for school behaviour' (8.2).

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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. These lessons align with the 8 Ways of Learning pedagogy. 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. In 2022 we had employed an Aboriginal SLSO full time who provided in class learning support to our Aboriginal students to support them in reaching their academic goals and our Aboriginal Education Officer provided in class support for six months. 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 2022, our Aboriginal Education Officer worked with all Aboriginal students in targeting gaps that were a consequence of remote learning during 2021.

All Aboriginal students are supported through the process of developing personalised learning pathways and student profiles that target individual needs of each student. Plans are developed in collaboration with teachers, 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. 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. One of the programs offered was Deadly Dreaming through the Ted Noffs Foundation. This allowed student guided learning by Aboriginal educators and mentors on Aboriginal issues. The students who participated were supported in their learning by being provided black leather school shoes and laptops. Students engaged in face to face mentoring through Western Sydney University (WSU) and attended workshops via zoom sessions run by WSU throughout the year to encourage students to consider the different career options they have. Some of the workshops included Online safety, Interview skills and resume writing, Study skills, Respect as well as Cultural protocols.

Students attended On Campus Experience days at Western Sydney University which gave them the opportunity to experience lectures, workshops and ask questions about the University from Indigenous academics and mentors. The students attended lectures on Science, Child development, Education as well as participated in cultural workshops where they learnt about bush food and medicine, were taught how to weave, and learnt about cultural artefacts. Several staff attended the Nurragingy local AECG meetings and continued to connect and consult with other educators on issues in Aboriginal Education as well as 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.

In 2022 a dedicated Aboriginal Education Room was established by our Aboriginal Education Officer to provide a culturally safe space to welcome parents, elders and students. The room provides a place where students can meet to learn about culture, receive learning and mentoring support, and where we display our Dharug language resources and student achievements. Community links have been established with several community agencies such as Kari who will be providing a women's business wellbeing group called Tidda Talk in 2023, Ted Noffs foundation with the Deadly Dreaming program and our continued partnership with WSU and their Pathways to Dreaming program.

Throughout 2022 our students attended cultural immersion days for our Quakers Connected Community Program (QCCP). Students were immersed in full day workshops in Darug Culture at Sydney Zoo and Brewongle Environmental Education Centre where they met Uncle Chris Tobin, a Darug elder. The students also attended the Australian Museum and learnt the rich history of first nations people from many nations including Eora and Gadigal, as well as visiting the Gully in the Blue Mountains to learn about the Gundungarra people of the Blue Mountains. This program will continue into 2023 with a cultural immersion experience booked for each term. Each experience aims to educate students on different nations as our Aboriginal students come from many Aboriginal nations. In 2023 we aim to include Dharug language throughout the school with signs and a welcome to country plinth at the entrance to our school.

Anti-Racism Policy

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

Anti-Racism - School statement

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. Quakers Hill High School has a team of five Anti Racism Contact Officers who are committed to responding to concerns, completing additional professional learning and increasing staff awareness of trends. They are trained to respond to concerns in relation to racism., and any instance of racism is reported to these officers in line with school procedures relating to student wellbeing.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

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

In 2022, all students actively participated in SMART lessons focused on the inclusive values of Public Education. Students completed a range of scenarios and explored the school-based anti-racism processes and practices. Students completed surveys and evaluated QHHS anti-racism systems and pro-social, inclusion education programs

Other School Programs (optional)

High Potential and Gifted Education (HPGE)

Quakers Hill High School has continued a long tradition of providing opportunities for students with high potential in all aspects of school both curricula and extracurricular. This includes music, art and sport, science and mathematics. One example of the school's HPGE program was the school's Prosperitas program where 30 students produced outstanding displays. Students worked with a mentor teacher to explore an area of interest and passion culminating in a shared whole school event.

Primary Prosperitas ran again in 2022 with QHHS students mentoring primary students in independently conceived

projects of choice. Other extra-curricular programs that continued to support HPGE students to connect, succeed and thrive were the after school Debating, Japanese and Chess Clubs.

Over 2022 317 individual aspects of HPGE were identified in the student population through school processes including detailed data analysis. 245 individual student profiles were developed and communicated to staff via the SENTRAL system. 120 students contributed directly to their profile alongside 95 parents and guardians through interview and survey. The school has maintained a strong academic program with specific classes in Years 7 and 8, specialist classes in 9 and 10 and an accelerated program in Mathematics Stage 5 to Stage 6.