

2023 Annual Report

Quakers Hill High School



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Introduction

The Annual Report for 2023 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 2023 school year was a particularly important one for Quakers Hill High School. Following the Nirimba Collegiate recalibration, the second HSC cohort in over 20 years graduated and their achievements were remarkable. The Year 12 cohort was a larger group than 2022. Collectively our students achieved 8 Band 6 results, 42 band 5/E3 results, and 75 Band 4/E2 results, which met our HSC targets for the year.

The school Parents and Citizen's Association made very generous contributions to the school in 2023. This included the purchase of a covered outdoor learning area for the Support Unit, student diaries, and World Teachers Day celebrations.

In 2023 our school engaged in the External Validation process and was recognised by the panel as **Excelling in Wellbeing, Assessment, Effective Classroom Practice, Learning and Development, and Educational Leadership**.

In 2024 Quakers Hill High School will finalise the process of evaluation and reflection of the current Strategic Improvement Plan and develop our new Strategic Improvement Plan 2024-27.

Jason White

Principal

Message from the school community

It has been our pleasure being part of the Quakers Hill High School community, celebrating the achievements of the students. Presenting awards at annual awards presentations was a highlight.

It is wonderful to see the way the school welcomes the parent community to events such as the CAPA showcase, information evenings and presentations to see what happens in the classroom and the multitude of talented students who attend Quakers Hill High School.

The importance of our school community shows with Year 6 information night, where we are very lucky to have many P&C volunteers selling uniform, including parents, grandparents, former students, and teachers.

The uniform shop is run by Linda Robertson, our P&C Treasurer, ably assisted by additional volunteers most weeks. The Uniform Shop is an extremely important activity of the P&C as it allows us to keep prices as low as possible, with any annual surplus available to contribute to the school for special events or resources. We welcome any parents or community members who are willing to assist.

In 2023 we purchased the following items for the school:

- World Teachers Day morning tea
- Shade structure for the Support Unit
- A diary for every student in Years 7-12
- \$1,000 towards pavers for the 30th Anniversary Memorial Pathway so that each of the 60 school captains since 2023 are represented.

It has been a great pleasure to work alongside Mr White, Ms Mahon, Ms Maricic, Ms Lawson-Cohen and all the amazing teachers and administration staff at the school. They really go above and beyond to give our students the best educational opportunities.

More information on all P&C activities can be provided at our regular meetings on the second Monday of each month.

Thank you to everyone who supports the P&C and special thanks to the 2023 executive committee of Emma D'Angelo (vice-president), Kylie Estall (Secretary) and Linda Robertson (Treasurer).

Annette Ward, P&C President 2023, on behalf of the QHHS P&C Association

Message from the students

Annual Student Representative Council (SRC) Report 2023

In 2023 the Quakers Hill High School SRC team worked diligently and collaboratively to fund-raise for a variety of school projects that sought to enhance the learning environment and experience for students, teachers, and the community alike. These endeavours included Valentines Day, Pi Day, Election Bake Sale and Coffee, Multicultural Day, Leadership

Day, World's Greatest Shave, and R U OK? Day, which were all led by the SRC team.

Valentine's Day

In early term one, the SRC team held their first fundraising event of the year, Valentines Day. In the week leading up to the event, the SRC were busy selling roses in the Quad and promoting the day to students all across the school. On the actual day, the SRC team delivered roses during roll call and sold lolly bags at recess and lunch along with a jelly bean guessing challenge. The funds made from the event went towards future endeavours from the SRC and was found to be a huge success and enjoyed by all who participated.

Pi Day

On 14 March the SRC collaborated with both the TAS and Maths faculties to celebrate Pi Day, the celebration of the number Pi and mathematics itself. The SRC supplied pies and ice cream to students which were sold outside of H block and were kindly supported by the TAS faculty, who supplied us with the equipment we required to cook the pies. As a fundraiser, Pi Day was a massive success and we were able to spread the word about Pi and Math around the school through the sales of our pies.

State Election Bake Sale

On March 25, the SRC team set up a State Election Bake sale outside of the hall where our members volunteered to sell and bake goods. With a range of cakes and cookies, the SRC successfully sold items to voters and their families. The team worked hard to keep the process running as smoothly as possible and our efforts raised funds that could go to future projects directed towards enhancing the school and local community.

Multicultural Day

June 9 saw students engage in celebrating the rich diversity of our school for Multicultural Day. The SRC teamed up with the Multicultural Day committee led by the Wellbeing team in the weeks leading up to the day, working diligently to organise flags, performances, and a 'Hello' video supported by the No Kizzy team. The day allowed students to enjoy performances from Tonga, the Philippines, and India, along with a showcasing of flags from all across the globe and a 'Hello' video with students from both the SRC and Multicultural Day committee saying greetings in a variety of languages. Multicultural Day was a massive success and allowed students and teachers to appreciate the rich diversity that Quakers Hill High School has to offer.

Leadership Day

At the end of term two, the SRC decided to organise a Leadership Day incursion which would allow the team to reorganise our constitution and decide on new events for students to enjoy. The day was a massive success where members went over 'Tell Them From Me' surveys and thought up new events students may enjoy. We also updated our constitution to make it relevant and more inclusive for all year groups. The day was a massive success and members gained a deeper understanding of their roles as student leaders.

RUOK? Day

On the 14th of September, the SRC collaborated with the Wellbeing staff to recognise national RUOK? Day. The initiative seeks to encourage people to ask "Are you OK?" to peers, friends and family. The celebration aimed to raise awareness about mental health within the community and how one simple question can make all the difference. The SRC team encouraged students and teachers to come down to the library and have a photo taken and receive a cupcake baked by some of our members. All events were free of charge thanks to the support from the Wellbeing Team and raised funds to support raising awareness. The day was well received and the money raised was sent to charity.

World's Greatest Shave

In term three, Quakers Hill High School recognised the World's Greatest Shave and how it can make the world feel less lonely, scary, and difficult for blood cancer patients. In the days leading up to our Monday Assembly, the SRC sold raffle tickets to students wanting a chance to cut off Mr Hill's glorious man bun. With the assistance of some of our Year 10 TAFE students, we were to successfully (and safely) cut off Mr Hill's man bun which would be donated to charity and give an entertaining show to all of our students.

Recycling Bins

SRC members Olivia and Liam identified a need for improved recycling at our school while conducting a Geography research project. They approached our principal Mr White with a proposal to replace the general waste bins with new ones that would include separate bins for general waste and 'return and earn' bottles and cans. Mr White took the proposal to the finance committee and it was approved soon after. Most of the bins arrived and were installed at the end of the year, though it was discovered that the initial 10 sets were not enough so 7 more were ordered. SRC members

have been collecting the bottles and cans each week, and will decide how the funds are to be spent. As a bonus, the new bins are also lbis-proof.

Summary

Looking over the past year, the SRC is proud to have led the school in celebrating a variety of events that were both for charity or aimed to improve the school. We celebrated cultures around the world, recognised people with disabilities and those who struggle with mental health conditions, and promoted different faculties across the school. Our fundraising efforts have gone towards an array of school projects and we hope that all students enjoyed our events this past year. The SRC have been proud ambassadors for the school and hope to continue promoting it, looking forward to all the new endeavours the 2024 team will bring.

Lawrence Llave and Jacqueline Portelli



Harmony Day Foodfest 2023



Harmony Day 2023

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 7-12 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.

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. The school also has a Support Unit, providing two multi-categorical classes and two classes for students with autism spectrum disorder.

Quakers Hill High School is built on the lands of the Darug people. There are 34 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 five local partner primary schools, and the Nirimba Learning Community comprising six high schools in the Blacktown area.

Quakers Hill High School has a permanent workforce of 72 teachers and 28 support staff. This includes one Principal, two Deputy Principals and 13 Head Teachers, including in the areas of Teaching and Learning, Secondary Studies, Administration, Wellbeing, and Technology. A Business Manager, additional School Learning and Support Officers, a Technical Support Officer and several additional teachers have been employed using school funds.

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 main 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.

Each year the school stages a Creative Arts Showcase which exhibits a variety of student musical, dance and drama performances as well as art and photography developed by students throughout the course of the year.

The 2023 situational analysis of Quakers Hill High School identified areas for ongoing development outlined in the 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 through engagement with Teaching Sprints and the HSC Strategy. Deepening community engagement in student learning and Student Voice 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	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	Excelling
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 Professional learning

Summary of progress

Explicit teaching practices in literacy and numeracy

Literacy:

Term 2 roll call post-testing results indicated improvement in being able to define 3/3 of the directive verbs for the 7-9 cohort and 2/3 for the 10-12 cohort. In identifying phrases to use in responses to questions with the directive verbs describe, explain and analyse the following improvements were made:

Years 7-9:

- Describe: 12% increase
- Explain: 16% increase
- Analyse: 0.26% increase

Years 10-12

- Describe: 35% increase
- Explain: 30% increase
- Analyse: 57% increase

This data indicates strong improvement for 7-9 in the lower order verbs, and significant improvement for 10-12 in all verbs. More explicit teaching of writing, and more extended writing exercises would be beneficial in the junior years, particularly of higher order directive verbs. While the gains in 10-12 are strong, there is still room for improvement and more work needed in this area, embedding the verbs into teaching and learning programs for long term improvement.

Numeracy:

Program Structure:

Term One: Conducted 5 numeracy lessons with the following components:

- Pretest
- Introduction to Fractions
- Fractional Chart
- Pi Day
- Percentages and Fractions
- Post-test

Overall Improvement:

- Overall improvement was observed from a pre-test average of 4.5 to a post-test average of 5.0.

Breakdown by Year:

1. Year 7: 3.85 to 4.60 (10.7% increase)
2. Year 8: 4.68 to 4.91 (3% increase)
3. Year 9: 4.61 to 5.43 (11.7% increase)
4. Year 10: 4.72 to 5.24 (7.4% increase)

Key Findings:

- Significant improvement in problem-solving skills related to fractions and percentages observed across all Stage 4 and 5 students.
- Identified difficulty among students in understanding Place Value.

Recommendations:

- Future lessons and activities should emphasise Place Value to address identified challenges.
- Continuous monitoring and reinforcement of numeracy skills to maintain and further enhance student proficiency.

Student Confidence:

- Student confidence levels remained relatively consistent from the pre-test to the post-test.

This annual evaluation highlights positive advancements in numeracy skills, particularly in the targeted areas of Number and Algebra. The data-driven breakdown by year provides insights into specific areas of success and potential areas for improvement. The focus on student confidence and the identified challenge with Place Value will guide future initiatives to ensure a well-rounded and effective numeracy program.

A High Challenge, High Support Learning Environment

Tell Them From Me data indicates continuing need to focus school resources on developing a positive sense of student wellbeing as measured by expectations for success, advocacy, and sense of belonging at school.

The Wellbeing Team and Student Representative Council analysed the Tell Them From Me Student Survey data, with SRC students engaging in focus group activities. This resulted in two clear areas for future initiatives identified:

- SRC: increasing student understanding of reporting processes (bullying and other incidents), understanding of staff roles, and building relational trust
- Wellbeing Team: focus on sense of belonging/connection to school (activities, initiatives, programs & presentations) through continued development of student voice initiatives, whole school events such as Harmony Day, and additional staffing in the Wellbeing Team.

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
An increase in Check-in Assessment mean scaled score for reading in Year 8 for 2023 compared with Year 8 in 2022.	The Check-in Assessment mean scale score for Year 8 indicates the percentage of students achieving growth in reading has increased by 7.9% from 2022 to 2023.
An increase in Check-in Assessment mean scaled score for numeracy in Year 8 for 2023 compared with Year 8 in 2022.	The Check-in Assessment mean scale score for Year 8 indicates the percentage of students achieving growth in numeracy has increased by 4.3% from 2022 to 2023.
Growth in student expectations of success, advocacy and sense of belonging increases to meet the Wellbeing lower bound target of 67%.	Tell Them From Me data indicates 56.66% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school). This is a decline of 5.66% from 2022 responses. 'Expectations for Success' represented the area of most significant decline, decreasing by 9%.

Strategic Direction 2: Excellence within and beyond the classroom

Purpose

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

Initiatives

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

- Outstanding instructional practice
- Planned and innovative pedagogies

Resources allocated to this strategic direction

Professional learning Socio-economic background

Summary of progress

Outstanding Instructional practice

The Quakers Hill High School 'Outline for Learning' has been embedded in classroom practice. The success of this lesson structure is reflected in the TTFM score for Explicit Teaching Practices and Feedback of 6.0, which was higher than the 2020 School Mean score of 5.8.

QHHS has consistently demonstrated commitment to professionally developing school leaders and Stage 6 staff by planning for and providing HSC focused professional learning that supports teachers to collaboratively and individually interrogate their own Stage 6 practice. To further guide improvement, a HSC strategy team was developed in 2023 with all actions underpinned by the question: "How can we build enthusiasm curiosity and commitment to embedding high leverage HSE strategies across all HSC programs?". This will be continued into the next SIP.

As a result of our Recalibration from a 7-10 to a 7-12 school within the Nirimba Collegiate, we have so far had two cohorts of HSC students. With a cohort of 18 students in 2022, the HSC targets for top two and top three targets were met easily. In 2023, with a cohort of 47 students, these progress measures were also met. This consistent set of excellent HSC results indicates the impact of teachers engaging in HSC professional learning, and the associated use explicit teaching of high leverage strategies, has been a significant factor.

Planned and Innovative Pedagogies: Bring Your Own Device program

- Student survey about the status of their BYOD computers indicated that 632 students (73%) had ready access to a working computer. Of the remaining 233 students, 72 (8%) did not have access to a computer; 111 (13%) had a computer but it was damaged and unusable or being repaired; 27 students were from the support unit and not using notebooks; and 23 students were absent (long-term).
- Desktop computers for students from the support unit are on average 7 years old (the oldest being over 10 years old). This creates an undesirable user experience and limits student participation in 1:1 computing lessons in their homeroom.
- 30% (24) of staff notebook computers were found to be out of warranty and in need of replacement. Additionally, 18% (12) of the school's projectors and main learning displays (18%) were found to be over 8 years old and causing frequent difficulties to teachers and support staff.
- Student participation in BYOD is lower than hoped. It is concerning that on any school day, 233 students (27%) do not have access to a working, personal computer to support their learning, this also places strain on school resources (loan laptops) and consumes teaching time to locate, supervise and check the equipment. The BYOD team carefully considered this issue and is working with the senior executive to promote financial assistance options for families not currently participating in BYOD and to reorganise where school devices are positioned (allocating more resources where they are most needed).
- New notebook computers for students and SLSOs in the support unit are being purchased and ITD field services are assisting to deploy Wi-Fi coverage to their classrooms. This is intended to make the learning spaces more flexible and responsive to student learning needs and learning activities. It also allows students to more easily participate in 1:1 computing activities when enrolled in a mainstream course or using specialised learning spaces

(such as science, CAPA or TAS classrooms).

- Significant funding is allocated to the ongoing replacement of aging equipment (notebook computers and projectors) to support efficient and effective learning and teaching. All staff are offered training and support in the operation of new equipment and the new capabilities they bring to the learning space. Other new equipment (such as microphones and video cameras) brings new capabilities to the staff that are being used to enhance the production and delivery of learning materials and media for community engagement.

High Potential and Gifted Education (HPGE)

The 2023 HPGE focus was on evaluating and reinvigorating extracurricular HPGE opportunities such as Primary Prosperitas and Prosperitas. Students were surveyed and all highly evaluated both programs. Student mentors for Primary Prosperitas particularly valued the opportunity to mentor younger students in projects of interest.

A key task for 2023 was placing all HPGE student support plans on Sentral where they could be easily accessed by all staff. Staff were then surveyed about the efficacy of the plans. Out of 51 staff responses, most staff (77%) had accessed some or all plans. 36% of staff indicated that the plans provided a deeper understanding of the student as a learner with 14% stating that they were not useful. Staff indicated that they would like to see more student voice in the plans and more specific information about the HPGE domain the student has been identified in.

Students were surveyed on the plans through focus groups. All groups felt that the plans contained enough basic information, but students were eager to have the opportunity to share more about how they liked to learn with their teachers. Overall student surveys and focus groups demonstrated that identified HPGE students believe their learning needs are being met and there are sufficient opportunities for them to showcase and develop their talents.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
HSC Attainment HSC attainment meets the suggested lower bound targets of 24% of students in the top 2 bands of achievement.	24% of HSC students attained results in the top two bands demonstrating that QHHS met the lower bound target.
HSC attainment meets the suggested lower bound targets of 54% of students in the top 3 bands of achievement.	54% of HSC students attained results in the top three bands demonstrating that QHHS met the lower bound target.
TTFM score for Explicit Teaching Practices and Feedback exceeds the 2020 School Mean score of 5.8	Tell Them From Me score for Explicit Teaching Practices and Feedback was 6.0, exceeding the 2020 School Mean score of 5.8.

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

Per capita

Socio-economic background

Summary of progress

Community engagement in improving student attendance and learning

Attendance patterns returned to pre-COVID levels in 2023, with continual improvement from Term 1 to Term 4. Throughout the year there was a strong media focus on attendance, with attendance competitions, reminders and an increase in tangible rewards for meeting smaller attendance goals, such as improving from 87%-90% attendance rates towards the end of the school year. The tiered approach provided by the Safeguarding Kids Together project team continued to inform the school's approach to attendance 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 the last few years, and the fact that attendance is now at pre-COVID levels and on an upward trajectory is something to build on in 2024. Continued growth in the proportion of students attending greater than or equal to 90% of the time will be a strong priority in 2024.

Effective learning communities

The Barnier Reading Program and Primary Prosperitas are the two key features of our work with partner Primary schools. These partners are Quakers Hill PS, Quakers Hill East PS, Barnier PS and Hambleton PS, making the Quakers Hill Learning Community. In 2023 it was decided to expand this group to include Maryong Heights PS. In 2023 Quakers Hill HS PDHPE and Sport students resumed support for QHLC school sports, including carnivals and sports days. This has enhanced our connections and now includes Stage 6 students.

Since Recalibration the school has established connections with University and TAFE providers. In Stage 6, all students who applied for university in 2022 and 2023 gained a place in the course of their choice. A significant proportion of Year 10 students have engaged in TAFE taster courses in 2022 and 2023.

In terms of parent satisfaction, a recent survey showed over 60% of parents rated their overall experience of Quakers Hill High School as very good to outstanding. Enhancing community connections will be a feature of the 2024-27 SIP.

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	The proportion of students attending greater than or equal to 90% of the time has increased to 51.6% (up from 35.4% in 2022). When broken down term by term (Term 1: 55.8%, Term 2: 49.7%, Term 3: 53.1%, Term 4:

<p>more than 90% of the time meets the lower bound system negotiated attendance target of 68.7%.</p>	<p>66.6%) there is a positive trajectory towards the overall attendance goal since Term 2.</p>
<p>Decrease proportion of students attending <80% of the time in 2023 when compared with 2022</p>	<p>The proportion of students attending less than 80% of the time in 2023 has decreased in 2023 to 18.7%, compared to the 2022 figure of 30.3%. This figure is similar to pre-COVID levels of 18.9% (2019).</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$236,258.23</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 • Planned and innovative pedagogies • Effective learning communities • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Resourcing of materials to support students in having equitable access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: To maintain resourcing of identified students who need additional financial assistance and support.</p>
<p>Aboriginal background</p> <p>\$31,647.49</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 • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: An increase in the percentage of First Nations students engaging in cultural activities inside and outside the school setting.</p> <p>After evaluation, the next steps to support our students will be: To continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$41,117.87</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>English language proficiency</p> <p>\$41,117.87</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes</p> <p>After evaluation, the next steps to support our students will be: Professional learning on teaching English as an additional language/ dialect.</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$82,031.94</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the 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"> • Explicit teaching practices in literacy and numeracy • Outstanding instructional practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • course costs for staff undertaking recognised courses • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved student results in Check In Assessment.</p> <p>After evaluation, the next steps to support our students will be: targeted professional learning in Teaching Sprints, to ensure that professional learning is aligned with the school's new Strategic Improvement Plan.</p>
<p>COVID ILSP</p> <p>\$244,943.01</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 2023.</p>

<p>COVID ILSP</p> <p>\$244,943.01</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"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were... • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Improvement in identified students' results in reading and numeracy in Check In Assessment results. student results in reading and numeracy in Check In Assessment results.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning and Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
<p>Integration funding support</p> <p>\$158,401.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.

<p>Student Support Officer</p> <p>\$99,516.00</p>	<ul style="list-style-type: none"> • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Individualised, sustainable support to meet student needs. - proactive, preventative strategies employed to support students. - created and strengthened community connections through external agencies to support school wellbeing programs <p>After evaluation, the next steps to support our students will be:</p> <p>To continue to employ student support officers to support student wellbeing on a daily basis and to work with the Wellbeing Team to develop proactive supports.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	416	441	446	463
Girls	417	412	414	397

Student attendance profile

School				
Year	2020	2021	2022	2023
7	94.3	91.2	87.3	90.1
8	92.2	88.4	83.3	87.9
9	89.0	87.3	82.1	85.7
10	89.1	88.1	79.3	83.9
11		77.1	86.4	79.4
12			85.5	92.1
All Years	91.2	88.4	83.2	86.9
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11		83.6	80.0	81.7
12			83.9	86.0
All Years	89.8	85.7	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	1	3	4
Employment	6	0	16
TAFE entry	4	0	7
University Entry	0	0	57
Other	1	0	5
Unknown	2	0	11

Year 12 students undertaking vocational or trade training

20.37% of Year 12 students at Quakers Hill High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

95.8% of all Year 12 students at Quakers Hill High School expected to complete Year 12 in 2023 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)	47.16
Learning and Support Teacher(s)	2.2
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,446,963.33
Revenue	12,958,598.30
Appropriation	12,526,956.19
Sale of Goods and Services	30,002.62
Grants and contributions	330,096.81
Investment income	41,304.40
Other revenue	30,238.28
Expenses	-13,403,128.85
Employee related	-11,228,177.80
Operating expenses	-2,174,951.05
Surplus / deficit for the year	-444,530.55
Closing Balance	1,002,432.78

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.

	2023 SBAR Adjustments (\$)
Targeted Total	153,706
Equity Total	727,932
Equity - Aboriginal	31,647
Equity - Socio-economic	236,258
Equity - Language	41,118
Equity - Disability	418,908
Base Total	9,526,110
Base - Per Capita	229,643
Base - Location	0
Base - Other	9,296,467
Other Total	1,157,602
Grand Total	11,565,350

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

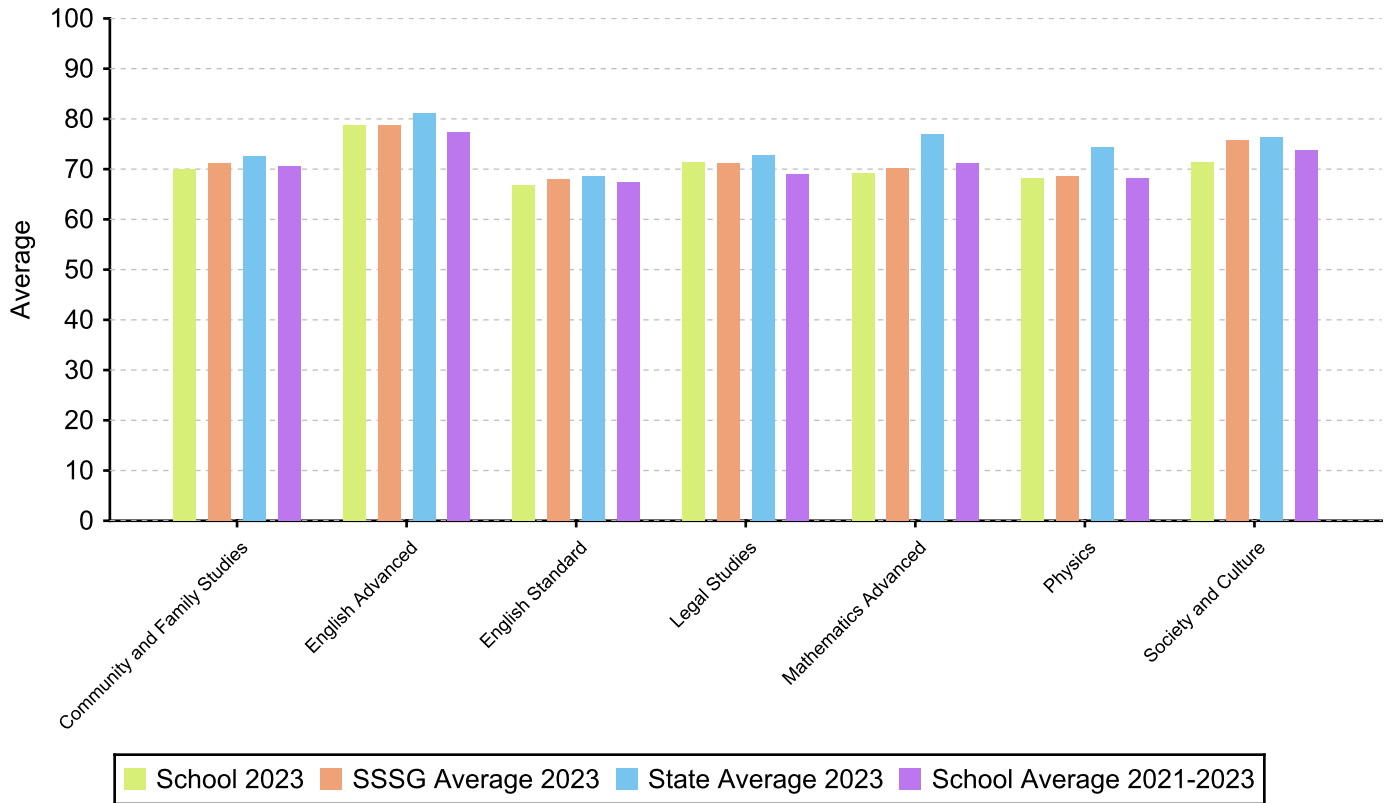
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Community and Family Studies	70.0	71.2	72.7	70.6
English Advanced	78.8	78.7	81.2	77.4
English Standard	66.7	67.9	68.5	67.5
Legal Studies	71.4	71.2	72.9	68.9
Mathematics Advanced	69.1	70.2	77.0	71.2
Physics	68.2	68.6	74.4	68.2
Society and Culture	71.4	75.7	76.3	73.8

Parent/caregiver, student, teacher satisfaction

Data below shows levels of parent/carer, student and staff satisfaction.

Student data was collected using the Tell Them From Me (TTFM) survey and shows some areas of student wellbeing have declined since Covid lockdowns. These areas have been analysed by the Wellbeing Team and will inform our approach in the 2024-27 Strategic Improvement Plan.

Staff data was collected through the People Matter Employee Survey (PMES) and shows a high level of job satisfaction among the staff who completed the survey.

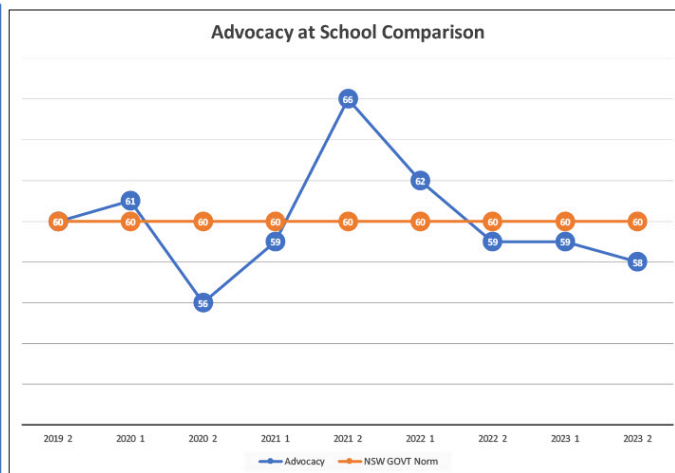
Parent satisfaction data was collected through an internal survey and shows 84% of parents rated their experience as high or very high.

Quakers Hill High School – Tell Them From Me: Student Wellbeing 2019.2 – 2023.2

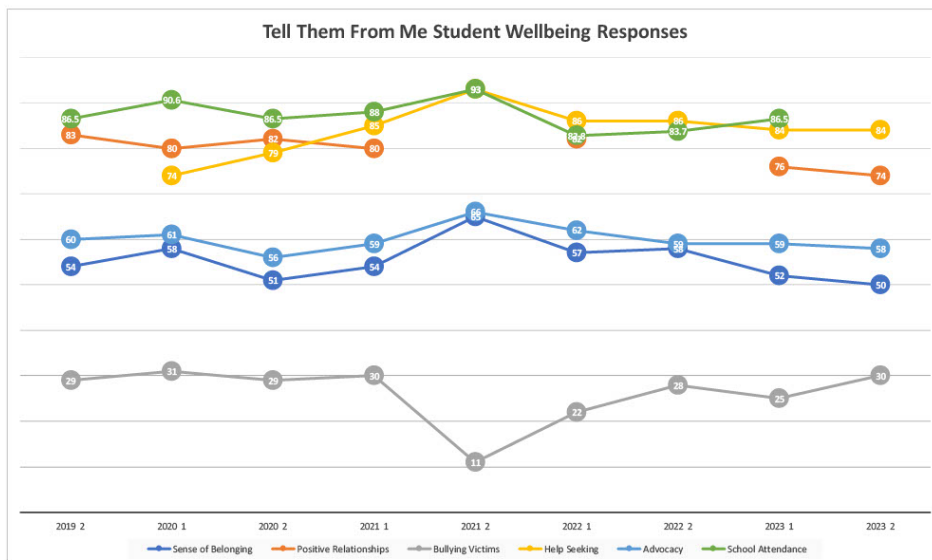
ADVOCACY AT SCHOOL

Students feel they have someone at school who consistently provides encouragement and can turn to for advice.

- October 2023: 6.1 Males and 5.5 Females (School Mean = 5.8; NSW Govt Norm = 6.0)
- May 2023: 6.2 Males and 5.7 Females (School Mean = 5.9; NSW Govt Norm = 6.0)
- October 2022: 6.2 Males and 5.6 Females (School Mean = 5.9; NSW Govt Norm = 6.0)
- June 2022: 6.7 Males and 5.9 Females (School Mean = 6.2; NSW Govt Norm = 6.0)
- October 2021: 6.8 Males and 6.5 Females (School Mean = 6.6; NSW Govt Norm = 6.0)
- May 2021: 6 Males and 5.8 Females (School Mean = 5.9; NSW Govt Norm = 6.0)
- October 2020: 6 Males and 5.2 Females (School Mean = 5.6; NSW Govt Norm = 6.0)
- June 2020: 6.4 Males and 5.9 Females (School Mean = 6.15)
- September 2019: 6 Males and 6 Females (School Mean = 6.0; NSW Govt Norm = 6.0) – 6.1; NSW Govt



Student Advocacy at School: this measure increased during Covid and has been identified as an area for further attention in 2024.



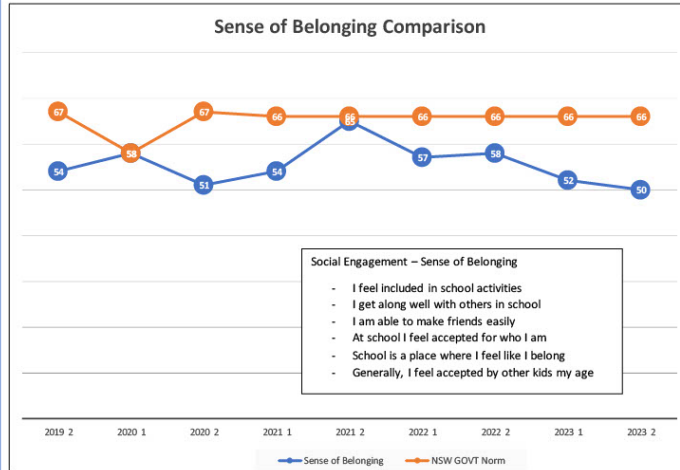
Number of students who completed the survey (Year groups represented)							
239 (7 – 10)	416 (7 – 10)	195 (7 – 10)	476 (7 – 11)	272 (7 – 11)	416 (7 – 11)	515 (7 – 12)	710 (7 – 12)
							514 (7 – 10, 12)

A summary of Tell Them From Me Survey Wellbeing responses over time.

SENSE OF BELONGING

Students with positive sense of belonging (Students feel accepted and valued by their peers and by others at their school)

- October 2023: 59% Males and 41% Females. (School Mean = 50%; NSW Govt Norm = 66%)
- May 2023: 57% Males and 49% Females. (School Mean = 52%; NSW Govt Norm = 66%)
- October 2022: 65% Males and 50% Females. (School Mean = 58%; NSW Govt Norm = 66%)
- June 2022: 66% Males and 53% Females. (School Mean = 57%; NSW Govt Norm = 66%)
- October 2021: 73% Males and 62% Females. (School Mean = 65%; NSW Govt Norm = 66%)
- May 2021: 56% Males and 54% Females. (School Mean = 54%; NSW Govt Norm = 66%)
- October 2020: 64% Males and 43% Females. (School Mean = 51%; NSW Govt Norm = 67%)
- June 2020: 63% Males and 56% Females. (School Mean = 58%; NSW Govt Norm = 67%)
- September 2019: 50% Males and 57% Females. (School Mean = 54%; NSW Govt Norm = 67%)



Social Engagement – Sense of Belonging

- I feel included in school activities
- I get along well with others in school
- I am able to make friends easily
- At school I feel accepted for who I am
- School is a place where I feel like I belong
- Generally, I feel accepted by other kids my age

Social engagement as a measure of sense of belonging has declined since Covid. This will be an area for attention in 2024.

SEEKING HELP IF BULLIED

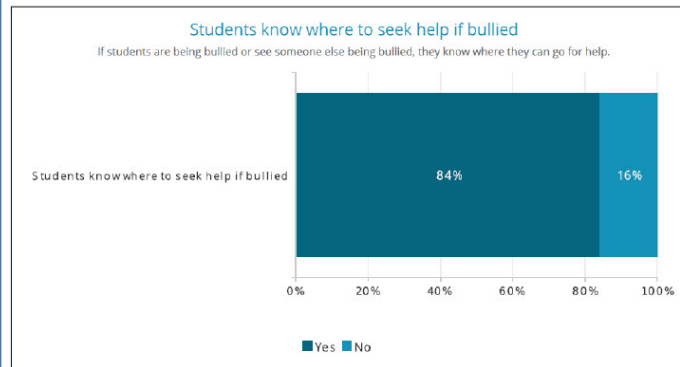
Students know where to seek help if bullied (If students are bullied or see someone else bullied, they know where they can go for help).

- October 2023: Yes 84%; No 16%
- May 2023: Yes 84%; No 16%
- October 2022: Yes 86%; No 14%
- June 2022: Yes 86%; No 14%
- October 2021: Yes 93%; No 7%
- May 2021: Yes 85%; No 15%
- October 2020: Yes 79%; No 21%
- June 2020: Yes 74%; No 26%

Bullying Notification

If you were experiencing an issue with bullying would you report it?

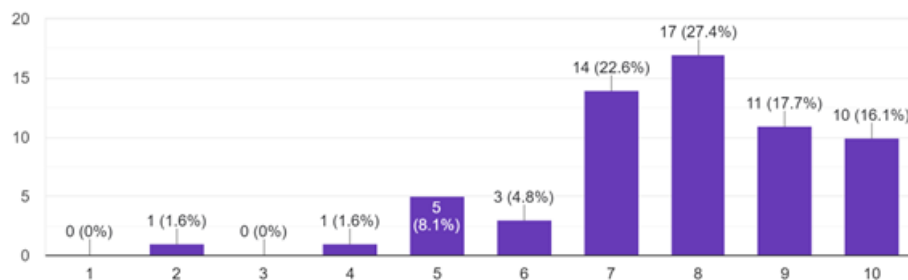
- October 2023: Yes 67%; No 33%
- October 2022: Yes 65%; No 35%
- October 2021: Yes 75%; No 25%



Students know where to seek help. This measure has plateaued over time and will be an area of attention in 2024.

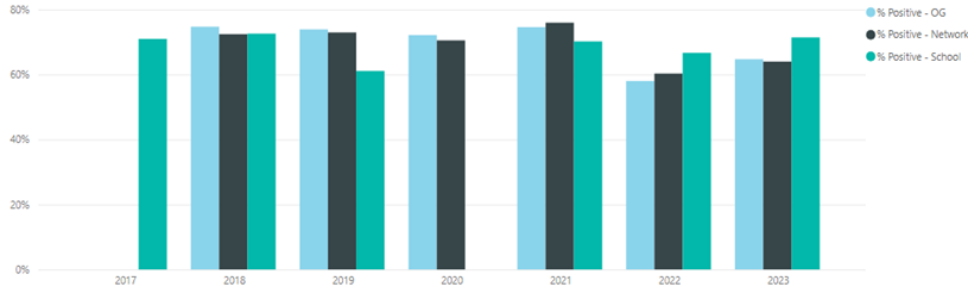
How would you rate your experience of Quakers Hill High School as a parent?

62 responses



Parent survey responses rating their satisfaction as a parent. 84% of parents rated their satisfaction as high or very high.

Weighted % Positive - OG, % Positive - Network and % Positive - School by Year



People Matter Employee Survey of staff job satisfaction shows high levels compared to our local network and Department of Education schools.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

At Quakers Hill High School, Aboriginal education is seamlessly integrated into the curriculum across all key learning areas, reflecting our commitment to ACARA's cross-curricular priorities concerning Aboriginal and Torres Strait Islander Histories and Cultures. Various subjects incorporate essential syllabus components designed to foster students' understanding of the historical treatment of and affirmative policies for Aboriginal peoples. These educational initiatives are guided by the principles of the 8 Ways of Learning pedagogy. Furthermore, our dedicated staff have undergone supplementary training and professional development to better cater to the needs of Aboriginal students in their classrooms. Financial support from the Department of Education ensures that students receive additional assistance whenever necessary.

Every Aboriginal student receives tailored support in crafting personalized learning pathways and student profiles that address their unique educational needs. These plans are meticulously developed through collaboration among teachers, students, and their families or caregivers. While the specific goals of these plans may vary from student to student, the overarching aim is to leverage their strengths toward enhancing school engagement, academic achievements, attendance rates, and pinpointing areas where additional support is required, all while ensuring their overall wellbeing is nurtured.

In 2023 the Aboriginal Education Team was officially formed to meet the specific needs of our Aboriginal students, currently the team is made up of the principal, Aboriginal Education Officer and two other staff members of Aboriginal heritage, the team will expand to include more teachers and students over the next year. The formation of the team was a necessity due to the growing numbers of our Aboriginal students. 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 majority of the year. Additionally, we also updated the structure of our students' Personalised Learning Pathways to make it specific to the student experience and in class education. Students receive mentoring aimed at improving their literacy and numeracy skills, as well as bolstering their retention and engagement levels by incorporating indigenous perspectives throughout the curriculum. This initiative aligns with the department's objective of retaining Aboriginal students, and we are proud to report an increase in retention rates for Aboriginal students. Our dedicated Aboriginal Education Officer and the Aboriginal Education Team collaborate closely with all Aboriginal students, addressing individual learning gaps identified through their Personalised Learning Pathways (PLP) goals.

Throughout the year, students are presented with various opportunities to participate in community programs, fostering connections to their heritage and deepening their understanding of Aboriginal culture. Many of our Aboriginal students actively engage in these activities. Among the programs offered is Deadly Dreaming by the Ted Noffs Foundation, facilitating student-led learning guided by Aboriginal educators and mentors. Participants receive support in the form of black leather school shoes and laptops. Moreover, students benefit from face-to-face mentoring by Western Sydney University (WSU) and attend Zoom workshops conducted by WSU on topics such as online safety, interview skills, study techniques, respect, and cultural protocols. Our senior students also take part in WSU and KARI pathways programs to explore potential career paths. A highlight of our Aboriginal education initiatives is the Goanna Academy, which received overwhelmingly positive feedback this year. This academy not only allows students to immerse themselves in Indigenous culture through sports but also cultivates teamwork and leadership skills. The enthusiastic response from participants underscores the significant impact of such programs in fostering cultural pride and unity among our students. 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. Additionally, our students are frequently attending the junior AECG which gives them the opportunity to become leaders throughout the community leading to hosting a junior AECG meeting in 2024. 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 several activities that promoted connections to country and supported increased understanding of Aboriginal culture. Our Aboriginal Education Room was established in 2022 and has grown in 2023, 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 also containing many resources for teachers to use including an Aboriginal artifact kit. Community links have been established with several community agencies such as Kari who provided a women's business wellbeing group called Tidda Talk in 2023 which will continue in 2024, Ted Noffs foundation with the Deadly Dreaming program and our continued partnership with WSU and their Pathways to Dreaming program.

In 2023, approval was granted for the establishment of the Aboriginal roll call room, scheduled for Stage 5, and Stage 6 in 2024. This initiative marks the first of its kind at our school, aimed at significantly enhancing the wellbeing, attendance, pastoral care, and cultural connectedness of our Aboriginal student cohort. The primary objective is to cultivate a supportive environment that not only acknowledges but actively caters to the unique needs of Aboriginal students, thereby promoting their overall personal and academic achievements. The introduction of the Aboriginal Student Roll Call underscores our steadfast commitment to fostering an inclusive, supportive, and culturally enriched learning atmosphere. It serves as a platform for Aboriginal students to voice their perspectives and contribute to school-wide changes. This strengths-focused approach not only addresses the specific requirements of Aboriginal students but also greatly enriches the overall success, wellbeing, and cultural cohesion of the entire school community.

Our students attended cultural immersion days for our Quakers Connected Community Program (QCCP). Students were immersed in full day workshops at the Botanical gardens 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 Aboriginal Education and Employment Expo to learn about pathways and the Bangara Dance Academy to learn traditional dance as well as being invited to the 2024 Warrawi Camp Brewongle which is a new experience for our school also creating new and exciting connections with the Kari Foundation. This program will continue into 2024 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 2024, our goal is to integrate the Aboriginal culture throughout our school, incorporating signage and a "welcome to country" plinth at the main entrance, while also adopting a holistic approach to the wellbeing of our Indigenous students.

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.