

# Strategic Improvement Plan 2021-2024

## Quakers Hill High School 8594



# School vision and context

## School vision statement

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

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

## School context

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

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

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

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

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

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

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

The 2020 situational analysis of Quakers Hill High School identified the areas for ongoing development outlined in this school improvement plan. Student growth and attainment will be achieved through the provision of a high challenge, high support learning environment which fosters excellence in literacy and numeracy growth. A pronounced focus on

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## School vision statement

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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.

# 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.

## Improvement measures

### Target year: 2022

#### NAPLAN Top 2 or 3 Bands

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 and 22.4% in Numeracy.

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 and Numeracy.

### Target year: 2023

#### Expected Growth in Reading and Numeracy

Improvement in the proportion of students achieving expected growth is increased to meet the lower bound targets of 66.4% in Reading and 69.7% in Numeracy.

### Target year: 2022

#### Wellbeing

Growth in student expectations of success, advocacy and sense of belonging increases to meet the Wellbeing lower bound target of 67%.

### Target year: 2024

#### Equity Groups

Growth in achievement of students in equity groups is equivalent to that of other students in the school.

## Initiatives

### Explicit teaching practices in literacy and numeracy

Engage in planning and implement explicit teaching practices that achieve measurable growth for students in reading and numeracy.

- Set teaching and learning goals for all aspects of literacy and numeracy with emphasis on delivering classroom level interventions to support students across all levels of achievement.
- Deliver high impact professional learning to teachers that supports enhanced instructional practices in literacy and numeracy.
- Implement plans for the achievement of system negotiated reading and numeracy targets through the ongoing analysis of data.
- Analyse HSC target and minimum standards data to identify and address areas of need for senior students.

### A high challenge, high support learning environment

Student growth and attainment will be underpinned by a culture of high expectations of student success and the provision of evidence based, high impact support structures.

- Embed a high expectation of student success with appropriate classroom and school wide support structures utilised.
- Maintain regular analysis and planning using internal wellbeing data through the SENTRAL database and external Tell Them From Me measures.
- Review attendance data regularly at a faculty level and support students through adjusted teaching practices where necessary.

## Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all achievement levels and in all subject areas. Success is measured by improved student performance data.

A high proportion of students achieve in the top 2 bands of NAPLAN for Reading, Writing and Numeracy.

The school has identified the expected growth for students and students are achieving higher than expected growth on internal school progress and achievement data.

Progress and achievement of students in equity groups in the school is equivalent to the progress and achievement of all students in the school.

School structures allow for students to regularly seek the advice and support of an identified member of staff so that they are supported to achieve to their full potential.

Planning for learning is undertaken using holistic information about each student's wellbeing and learning needs, in collaboration with parents and carers.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using consistent, explicit teaching practices in literacy and numeracy instruction? Are teachers taking a high expectations, high support approach?

**Data:** External performances measures (NAPLAN) in reading, numeracy, expected future growth and wellbeing. Internal data such as work samples, classroom observations and evaluation of programs. Also, Progressive Achievement Test data.

**Analysis:** Data to be analysed by school teams to ascertain evidence of impact.

**Implications:** Are we successful in this area? What changes need to be made and what plans need to be adjusted?

# 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.

## Improvement measures

**Target year: 2022**

### HSC Attainment

HSC attainment meets the suggested lower bound targets of 24% of students in the top 2 bands of achievement and 54% of students in the top 3 bands of achievement.

**Target year: 2024**

### Explicit teaching

Over 85% of students indicate that they understand the expectations of tasks and what they need to do to succeed in them .

100% of students can articulate the learning intentions and explain why the learning matters for each lesson.

TTFM score for Explicit Teaching Practices and Feedback exceeds the NSW Govt Norm score

**Target year: 2024**

### Learning significance and high impact teaching practice

The school is judged as excelling in the Effective Classroom Practice element of the School Excellence Framework., with learning informed by evidence based explicit teaching practices and student performance data.

**Target year: 2024**

## Initiatives

### Outstanding instructional practice

Teachers engage in instructional practices that are explicit and enhanced through collaboration with colleagues.

- Establish lesson structures that ensure that students understand why their learning is important and how it connects to prior knowledge.
- Adjust practice to ensure that expectations of a task and criteria for success are clearly outlined for each learning task. Tasks are differentiated as required.
- Embed regular opportunities in class for students to check their understanding and receive clear feedback from teachers.
- Develop different methods of explaining learning when students indicate they do not understand.
- Establish a whole school understanding of effective collaboration between teachers which provides an opportunity to share outstanding practices.
- Review and enhance teaching practice making use of high impact evidence based professional learning

### Planned and innovative pedagogies

Teachers will undertake clear, purposeful planning that ensures lessons that are informed by high impact professional learning and are enriched through the use of technology.

- Develop lessons that are enriched through the use of innovative strategies under the Bring Your Own Device program.
- Further develop Stage 6 teaching strategies which demonstrate best practice pedagogy, content knowledge and HSC compliance.
- Establish Vocational Education and Training courses ensuring best practice pedagogy and compliance.
- Teachers develop individual Performance and

## Success criteria for this strategic direction

The leadership team maintains a focus on instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress and the gaps in achievement are narrowed.

The school uses embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation, modelling of effective teaching practice and feedback. This drives ongoing school wide improvement, with structures to ensure that success is scaled.

Teachers provide feedback to ensure that all students have a firm understanding of how to improve both in class and in submitted tasks, addressing any errors or misunderstandings explicitly. Teachers regularly seek student feedback and make adjustments to their teaching practice.

There is a consistent, school wide approach to the management of learning environments, underpinned by differentiated, planned and significant learning activities.

Teachers have a firm understanding of student assessment and data concepts. They analyse, interpret and extrapolate data collaboratively to inform the planning, implementation and review of teaching programs.

Technology that supports learning is available and effectively integrated into lessons by teachers.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of teachers engaging in explicit teaching practices? Has this engagement been across all faculties? Has this professional learning been high impact and student focused? Is Stage 6 curriculum delivered according to best practice principles? Have faculty/program leaders embedded these practices equally across all areas?

**Data:** External performance measures related to the

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

### Improvement measures

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#### Learning enrichment through technology

100% of students successfully access a device which forms part of every teaching and learning program offered by the school.

100% of staff effectively integrate individual student devices to enrich learning experiences across the school.

**Target year: 2024**

#### Planning for teaching excellence

Teachers and school leaders regularly evaluate professional learning and can demonstrate subsequent adjustments to their practice which have a direct and positive impact on student performance.

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### Initiatives

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Development Plans are focused on student improvement and reflect system and school priorities as well as individual aspirations.

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### Evaluation plan for this strategic direction

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HSC. Classroom observations, staff/student surveys, teaching program evaluation, student work samples.

**Analysis:** Data to be analysed by school teams to ascertain evidence of impact.

**Implications:** Have we been successful in what we set out to achieve? What plans need to be adjusted?

# 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.

## Improvement measures

### Target year: 2022

#### Student attendance

The proportion of students attending more than 90% of the time meets the lower bound system negotiated attendance target of 68.7%.

### Target year: 2024

#### Parent/Carer engagement

Evidence from parent and carer surveys indicate that at least 75% have a strong understanding of teaching, learning and assessment practices and indicate they are provided opportunities to make meaningful contributions when they are reviewed.

### Target year: 2024

#### Transition partnerships

Evidence gathered at transition points indicates that 90% or more of students feel well supported as they enter their next phase of learning, supported by deep relationships with partner primary schools, tertiary providers and other external agencies.

### Target year: 2024

#### Community confidence

Stage 6 enrolment growth and community satisfaction

## Initiatives

### Community engagement in improving student attendance and learning

The community and school work in close collaboration to ensure that student learning is well supported. Student attendance will be improved by these partnerships.

- Implement regular attendance reviews, case management of at risk students, effective communication with parent and carers and Department of Education processes related to attendance.
- Undertake ongoing analysis of and improvements in systems for the management of attendance
- Embed opportunities for collaboration with parents and caregivers that support improved learning outcomes for students.
- Review strategies to engage the parents and carers of Aboriginal students to ensure their attendance and engagement matches that of non Aboriginal students.

### Effective learning communities

The school will maintain excellent stakeholder relationships and key partnerships with local school networks.

- Make substantial contributions to the evolution of the Nirimba Collegiate during and subsequent to the Nirimba Collegiate Recalibration.
- Build the confidence of the school community in Quakers Hill High School as a provider of excellent comprehensive Stage 6 education.
- Deepen relationships with partner primary school with emphasis on literacy and numeracy projects.
- Further develop external relationships with universities, TAFE and other large agencies and businesses.

## Success criteria for this strategic direction

The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

The school is recognised as excellent and responsive by its community due to its culture of high expectations, best practice teaching and support provided to equity groups.

The school community shares and demonstrates high expectations of students in learning progress, wellbeing and active citizenship. School staff regularly collaborate with the school community to use student progress and achievement data to develop and implement plans for continuous improvement.

Parents and caregivers collaborate meaningfully with teachers to support sustained improvement in student learning, particularly at key transition points and in the management of complex need.

The school works closely with parents and carers to ensure that student attendance is systematically managed and that absences do not impact on learning outcomes.

The curriculum is enhanced by alliances with learning communities and organisations.

Inter school relationships provide mentoring or coaching support to ensure the ongoing improvement of teachers. Teachers demonstrate and share their expertise within the school and between schools.

Students, parents and caregivers understand learning and assessment practices used in the school and collaborate regularly with teachers to strengthen student outcomes.

## Evaluation plan for this strategic direction

Question: What has been the impact of improvements to systems and initiatives supporting increased student attendance? Have student learning outcomes been improved through collaboration with key stakeholders? Has community confidence in the school to deliver

# Strategic Direction 3: Excellence within and through partnerships

## Improvement measures

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data demonstrates a high degree of confidence in the school as a provider of outstanding education to students in Stage 6.

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## Evaluation plan for this strategic direction

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excellence in Stage 6 education grown?

Data: External performance measure related to enhanced attendance. Staff/student/community surveys.

Analysis: Data to be analysed by school teams to ascertain evidence of impact.

Implications: Have we been successful in these areas? Where is adjustment to our plans needed?