

# Strategic Improvement Plan 2024-2027

## Quakers Hill High School 8594



# School vision and context

## School vision statement

Quakers Hill High School aims to meet the educational and wellbeing needs of all students from Years 7 to 12, 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 and now has a well established Stage 6 curriculum.

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. In 2024, 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

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## School vision statement

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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.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure that our students experience growth in literacy, numeracy and HSC results. Teachers will engage in evidence based explicit teaching practices and HSC High Leverage Strategies. Teachers will reflect on and refine their practice through the use of Teaching Sprints.

## Improvement measures

### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for reading in Year 7 and 9 in 2024 compared with Year 7 and 9 in 2022

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for numeracy in Year 7 and 9 in 2024 compared with Year 7 and 9 in 2022

## Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2024.

## Initiatives

### Explicit Teaching of Literacy and Numeracy

#### Why does this matter?

All teachers explicitly teach literacy and numeracy to students at all levels of achievement and in all subject areas to improve student outcomes.

#### What's new?

- High impact professional learning to further develop teacher expertise in teaching and embedding literacy and numeracy strategies

- Strengthening collaborative practice and the embedding of research-based strategies in the classroom through Teaching Sprints

### HSC Strategy

#### Why does this matter?

The HSC Strategy aims to improve student achievement individually and collectively, increase the overall number of students who achieve in top bands in the HSC, and show improvement in HSC achievement for equity groups.

#### What is new?

Enhance Stage 6 teaching strategies and student outcomes through :

- engagement in HSC Strategy School Implementation

- ongoing analysis of HSC RAP data

- prioritising HSC Strategy PL for all Stage 6 teachers

- embedding High Leverage Strategies in all programs through Teaching Sprints

- backward mapping of High Leverage Strategies to inform programming and assessment practices in Years 7-10

## Success criteria for this strategic direction

- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. (SEF Curriculum: Literacy and Numeracy Focus)
- There is a school-wide explicit teaching approach which incorporates modelled, guided and independent practice. . Effective explicit teaching methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF Effective Classroom Practices: Explicit Teaching)
- School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF Student Growth and Performance: Internal and External Measures)

## Evaluation plan for this strategic direction

### Questions:

What impact does a systematic focus with collective responsibility have on the explicit teaching of reading and numeracy have on student growth and attainment?

What impact does a systematic focus with a collective responsibility have on the explicit teaching of numeracy have on student growth and attainment?

How can we build enthusiasm, curiosity and commitment to embedding high leverage strategies across all HSC programs?

## Evaluation plan for this strategic direction

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What impact does a sustained focus on high leverage strategies have on HSC outcomes and post-school pathways?

### Data:

- Checkin Assessment
- NAPLAN Data
- Internal Assessment Data (pre and post tests)
- Maths faculty twice yearly numeracy test - Stages 4 & 5
- Literacy internal assessment
- HSC Results RAP Analysis
- Post-school pathways

### Analysis:

By the end of each term with QDAI completed in SPARO. From data identified above, analysis to include discussion of:

evidence of activity

evidence of process quality

evidence of impact (including equity group breakdown, triangulation)

### Implications:

Term 1 - The next steps are ....

Term 2 - The next steps are ....

Term 3 - The next steps are ....

Term 4 - Our progress has been ....

# Strategic Direction 2: Leadership Growth

## Purpose

Leadership growth for students aims to achieve greater student voice and agency, and deepen the leadership capabilities of a wide range of students. For staff, leadership growth will build the capabilities of current and aspiring leaders.

## Initiatives

### Student Voice, Agency and Leadership

#### Why does this matter?

Student voice, agency and leadership have a central role in improving student outcomes and supporting student safety and wellbeing. School leaders foster a school wide culture where teachers and students work together, and where student voice, agency and leadership are understood as inter-related factors that contribute to the notion of empowerment and sense of school belonging and pride.

#### What's new?

There is an embedded school wide and data informed approach to identify persisting or emerging issues in student engagement and experience of school. The school actively engages and promotes student participation and collaboration to inform decision making processes. Various student leadership teams and focus groups are consulted to contribute their unique perspectives on learning, teaching and schooling, with a particular focus on school culture and identity.

Notes: Student-centred leadership and whole-school culture ensures that student voice guides decisions and practices for whole school initiatives as well as classroom practice. Student feedback is actively sought in a multitude of forms and forums, ensuring that all voices are heard. Students are able to identify ways in which their voice has improved their experience at school. Ongoing upgrades to school facilities inline with student feedback. Regular and ongoing methods of collecting student voice will be refined and developed. Students will also have their capacity developed through programs and learning experiences available to all students.

### Educational Leadership

#### Why does this matter?

## Success criteria for this strategic direction

- There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs. (SEF Wellbeing: A Planned Approach to Inclusion and Wellbeing)
- Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school. As a result, maximised learning time is a focus in every classroom. (SEF Wellbeing: Behaviour)
- School staff collaborate with the school community to use student learning and wellbeing data to identify strategic priorities and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success. (SEF Data Skills and Use: Data Use in Planning)
- A high performance culture and strong relational trust enable professional growth and a collaborative feedback culture to flourish. All students are taught by high performing teachers. Leadership capability is developed by identifying, inspiring and enabling potential leaders. The leadership team monitors and evaluates the effectiveness of leadership practices and develops strategies for greater whole school impact. (SEF Educational Leadership: Performance Management and Development)

## Evaluation plan for this strategic direction

### Questions:

What impact does a systematic focus on student voice, student agency and distributed leadership have on student experience of school?

# Strategic Direction 2: Leadership Growth

## Initiatives

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A high performance leadership culture enables professional growth and a collaborative culture to flourish. Developing leadership capabilities is vital in identifying, inspiring and enabling potential leaders.

### What is new?

The leadership team and aspiring leaders will engage in intentional and ongoing leadership learning as a group and individually, linked to PDP goals and other SIP Initiatives.

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## Evaluation plan for this strategic direction

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What impact does educational leadership development have on staff and student learning and wellbeing?

### Data:

- Tell Them From Me data on Sense of Belonging, Advocacy, and Positive Relationships
- Tell Them From Me teachers survey data on educational leadership
- People Matter Employee Survey
- Professional Learning evaluations

### Analysis:

From data identified above, analysis will occur as data becomes available, and will include discussion of:

evidence of activity

evidence of process quality

evidence of impact in terms of the success criteria

### Implications:

Term 1 - The next steps are ....

Term 2 - The next steps are ....

Term 3 - The next steps are ....

Term 4 - Our progress has been ....

# Strategic Direction 3: Sense of Belonging

## Purpose

A strong sense of belonging for all members of our community is vital to ensuring we have high levels of student engagement, parent and carer understanding of why attendance matters, and additional support for our Stage 6 students.

## Improvement measures

### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 86% in 2023 to 86.7% by 2027 and the school community celebrates regular and improved attendance.

## Initiatives

### Every Day Counts

#### Why does it matter?

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. An embedded, school-wide, high expectations culture of high attendance rates where teachers, students and parents/carers work together using data and research to ensure systematic processes will continue to drive higher attendance rates for all students.

#### What's new?

- A whole school approach to attendance improvement.
- Fostering a school wide culture of high expectations and a shared responsibility for attendance, student wellbeing and engagement as a part of a whole school approach to student success.
- Engaging with the community to deepen the links between students, parents and carers, and the school.
- Enhanced community engagement through regular focus groups and school tours.

### Stage 6 Student Support

#### Why this matters?

Recalibration to a 7-12 school has seen a significant expansion of Stage 6 curriculum and student numbers. There is a need to cater for senior students through enhanced learning support, additional resources and a dedicated senior study space.

#### What's new

## Success criteria for this strategic direction

- There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Learning Culture: Attendance)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident. (SEF Learning Culture: High Expectations)
- The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings in accessible and culturally inclusive ways with its community. (SEF Management Practices and Processes: Community Satisfaction)
- The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes. (SEF Educational Leadership: Community Engagement)

## Evaluation plan for this strategic direction

### Questions:

What impact does a systematic focus on student voice and student agency have on attendance, engagement and student experience of school?

What impact does enhanced community engagement have on community satisfaction?



# Strategic Direction 3: Sense of Belonging

## Initiatives

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A Stage 6 Coordinator will support Stage 6 students' learning and wellbeing needs in collaboration with the Wellbeing Team and HT Secondary Studies. A dedicated space will be created to provide students with an option for their study periods, for supervision of classes requiring cover, and for support with assessment tasks, HSC Minimum Standards, and individual education plans. This space will also be available for Year 12 students before school and during breaks to provide access to a student lounge.

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## Evaluation plan for this strategic direction

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What impact does enhanced Stage 6 learning and wellbeing support have on HSC outcomes and post-school pathways?

### Data:

- Tell Them From Me student data on Sense of Belonging, Advocacy, and Positive Relationships
- Tell Them From Me parent/carer data on communication, learning and leadership
- Tell Them From Me teacher data on learning, leadership and collaboration
- Internal student and parent surveys and focus groups

### Analysis:

From data identified above, analysis will occur as data becomes available, and will include discussion of:

evidence of activity

evidence of process quality

evidence of impact in terms of the success criteria

### Implications:

Term 1 - The next steps are ....

Term 2 - The next steps are ....

Term 3 - The next steps are ....

Term 4 - Our progress has been ....