Quakers Hill High School
Annual School Report
2012
Our school at a glance

Significant programs and initiatives

2012 was another very busy and successful year at Quakers Hill High School. Some of the highlights included: winning the Social Science section of the WSR Tournament of the Minds, our annual CAPA Showcase and of course our wonderful musical – “It Began With Eve” directed by Ms Deborah Franco and produced by Ms Melissa Lachevre.

Messages

Principal’s message

Quakers Hill High School is a coeducational 7 - 10 school providing quality education in an enthusiastic, caring and supportive environment. The school aims to encourage students to pursue excellence and develop the knowledge and skills that will equip them for their future. Student participation and success underpin the school’s philosophy of effective quality teaching and learning.

The school is designed to meet the educational and welfare needs of students in a Stage 4/5 environment, encouraging all students to be lifelong learners and become active citizens of the world. The school aims to provide a diverse and comprehensive curriculum responsive to the needs and aspirations of students with a focus on teaching and learning and teacher quality. The school is committed to embedding literacy, numeracy and technology into all aspects of our professional practice.

A focus on sport and physical activity together with creative and performing arts provides a broad extracurricular program for all students. Student leadership and gifted and talented initiatives remain a priority.

In 2012 the school celebrated the successful establishment of our Support Unit. Our three specialist classes and staff have become an integral element of the school and the school is committed to making sure students in the support unit access the many opportunities afforded to all students across the school. We will also continue to develop the skills of all staff so everyone has the capacity to support the learning needs of our ASD students.

During 2012 the school maintained its commitment to our “SMART” code built around Positive Behaviour for Learning:

S – Safe
M – Motivated
A – Academic
R – Respectful
T – Tolerant.

This year the focus was moving PBL into the classroom and the staff meeting the school target of three positive referrals for every one negative referral. In Term 3 the staff successfully met this target and there was a significant rise in the numbers of students receiving awards and recognition for their SMART behaviour.

As a result of the “Every Student, Every School” initiative, Quakers Hill HS introduced a Learning Centre to support the learning needs of students who experience literacy and numeracy difficulties. The Learning Centre opened for business in Term 3 and was a huge success and was a key element supporting our Stage 5 students participating in school to work initiatives organised by our Careers Advisor, Mr. Hutton.

The school’s population continues to grow and there has been significant pressure on our school learning and playing resources. Planning meetings and changes to procedures have occurred to facilitate our school’s burgeoning population and the school management team has continued to plan and provide for extra playground spaces to meet the demand.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Lauretta Claus
Principal
P&C message

P&C meetings are held each month to discuss educational issues, provide valuable feedback and plan for improvements to benefit all students.

Members of the P&C have been involved in Merit Selection Panels as well as committees for the uniform and school finance.

With the funds raised through the Uniform Shop, we were able to provide a school diary for every student. Funds also went to the Photography department for the purchase of new enlargers. We assisted the school with funding to provide internet access to the school hall. For the past few years, we have supported the school musical with purchases of sound equipment and this year, in addition, we purchased a sewing machine and overlocker which will also be used in the TAS department. A donation was made to a few students representing the school at the Sydney West Dance Festival and the School Spectacular. Display boards were purchased for the artworks displayed in the CAPA Showcase.

Members of the P&C helped with the Election Day BBQ that was run by the SRC and the P&C ran a canteen on Fundday to assist the school in raising funds for the purchase of more interactive whiteboards across the school.

Parents who would like to join Quakers Hill High School P&C but are unable to make the meetings now have an option to become an e-member.

Jannette Nigl
President

Student representatives’ message

The Quakers Hill High School SRC of 2012 has been very proud to serve their school community in a wide range of events and activities. The working teams (Fundraising, Special Programs, School Development and Public Relations) have worked hard to implement and run a number of different programs and events that students have enjoyed and learnt from and which have provided a range of leadership opportunities for our students.

The year started with a two day SRC leadership camp, during which time students learnt important leadership skills including public speaking skills, team building and event management. The SRC were very thankful to all the staff who kindly helped supervise and run events throughout the two days. Overall, a great deal of leadership responsibilities and the ideas for events came to light in this time.

Following the camp, the SRC developed a program of events not only to raise money for the school and for charities, but also to provide enjoyable, extracurricular activities for our students at Quakers Hill High School. In particular, the 2012 SRC were proud to introduce the first Quakers Hill High School Spelling Bee during Term 3. Over 80 students from Years 7 to 10 participated in this event, with many more coming along to watch and cheer on their friends.

Our proudest implementation was instilling a new event called the SRC Spirit Week. Students thoroughly enjoyed the five day fundraiser involving a Crazy Hair Day, Sports Day, Mufti Day and a box-car rally that proved ever so successful. After the success of Spirit Week, the SRC plans to make it a recurring event. The SRC have also worked hard throughout the year to raise funds through other activities such as the Election Day Barbecue and Valentine’s Day. Through the arrangement of the SRC, the student body has also supported numerous charity events including the Bandaged Bear Day, 40 Hour Famine, Jeans for Genes Day and Bandanna Day. The school has received numerous phone calls and letters from these organisations to thank and congratulate our students.

The success of these events would not have been possible without the support of the staff, parents and students of Quakers Hill High School. On behalf of the SRC, we would like to thank all those who have supported the SRC in their endeavours in 2012. We put our faith in the leaders and SRC of 2013 and are positive that they will serve the school and make the year an excellent one for all.

Alana Duncan and Luke Agius
School Captains, 2012
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>7</td>
<td>92.2</td>
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<td>8</td>
<td>89.5</td>
<td>89.8</td>
<td>88.5</td>
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<tr>
<td>9</td>
<td>88.5</td>
<td>86.2</td>
<td>84.1</td>
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<td>N/A</td>
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<td>89.1</td>
<td>89.2</td>
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Student attendance profile

Management of non-attendance

2012 saw the successful implementation of our Student Attendance Plan which monitors and seeks to improve all student attendance. Close scrutiny by staff during Roll Call and a call home program, saw a dramatic spike in the numbers of attendance awards presented to students with exemplary or improved attendance patterns. The plan also continued to focus on managing students at-risk due to poor attendance patterns and the school worked closely with the HSLO to track, review and initiate alternative programs for students with at-risk attendance. Our attendance plan is managed by the Head Teacher Administration working closely with our Welfare and Learning Support Teams.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
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<tr>
<td>Head Teachers</td>
<td>12</td>
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<tr>
<td>Classroom Teachers</td>
<td>54</td>
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<tr>
<td>Teacher Emotional Disturbance Autism</td>
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<tr>
<td>Careers Advisor</td>
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</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>15.7</td>
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<td>Total</td>
<td>73.61</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce. In 2012 we had one Indigenous teaching member of staff and 2 part-time Indigenous teachers’ aides.

Staff retention

At the end of 2012 we said goodbye to our Deputy Principal, Therese Hourigan who was successful in her appointment as Principal at Crestwood High School. Early in Term 1 2013 the school will appoint a new deputy principal to replace her. Our school counsellor for the past four years, Jennifer Berthold, decided to move interstate and Nitha Sewall from the English faculty and Brendan Hewitt from the TAS faculty took up appointments at Wyndham College.

This year we welcomed Emily Gray to our English faculty and Phillipa Spring to our Creative Arts
faculty, while Alexandra Liversedge was appointed through merit selection to our PDHPE faculty and Melhem Daghel to our Maths faculty. Kuldip Khehra began her first full year as our Head Teacher Mathematics and Louise Grantham transferred into the Maths faculty from Richmond High School. Mukesh Charan, Margie Beange, Coby Ferretti and Elaine Cranfield also joined our staff as part of our growing Support Unit.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

Expenditure

| Teaching & learning       |            |
| Key learning areas        | 132512     |
| Excursions                | 125735     |
| Extracurricular dissections| 75224     |
| Library                   | 12364      |
| Training & development    | 6491       |
| Tied funds                | 227366     |
| Casual relief teachers    | 44241      |
| Administration & office   | 221617     |
| School-operated canteen   | 0.00       |
| Utilities                 | 96800      |
| Maintenance               | 42826      |
| Trust accounts            | 64507      |
| Capital programs          | 132929     |
| Total expenditure         | 1183162    |

Balance carried forward 1080237

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

This year as a direct result of the school’s commitment to our gifted and talented strategy, our Tournament of the Minds, Social Sciences Team won the Western Sydney Regional championship.

Primary School Induction Program

The Quakers Hill HS Primary School Induction Program works on multiple levels to facilitate a seamless transition from primary to secondary schooling for all our partner primary school students. It’s a multifaceted program that endeavours to both provide students with an experiential understanding of school geography,
procedures, routines and educational opportunities, and to equip teachers with a pre-
emptive understanding of their prospective students and their abilities prior to their arrival at our school.

Historically, we’ve always implemented an Orientation Day, exposing students to key members of staff and engaging them in ‘taster lessons’ from various KLAs. The Orientation, or Open Day, worked closely with the Peer Counsellor Program and fostered positive relationships between our budding student leaders and our Year 6 guests, the experience being equally enriching for our empowered mentors and our well supported mentees. In 2011 we inaugurated our first ‘Taster Day’, which emerged as a means of addressing our primary school students’ desire for a more diverse repertoire of learning experiences than a single Orientation Day could provide. Due to the sheer volume of interested participants we introduced a second ‘Taster Day’ and targeted alternate schools. Once again the attendance levels were overwhelming, as was the positive response articulated within the student feedback. Apparently we were promoting confidence, demystifying the high school experience and garnering enthusiasm for learning.

We have consistently administered both a literacy and numeracy diagnostic test in the first semester and in recent years augmented this with an online survey designed to identify the preferred learning styles and various interests of the Year 6 students. By accessing this information earlier in the year, staff were able to begin planning the best ways to support learning within their KLA, through acceleration and remediation and structured extracurricular activities.

We cater for students who are anxious about facing high school with a special ‘Transition Support Group’ which was overseen by Lauren Paa (Student Support Officer) and Nicky Mayo (School Counsellor). This group meets weekly during Term 4 to explore the school and the issues and concerns that emerge as one transitions into a high school setting.

For many years QHHS has been sending Year 9 and 10 students to partner primary schools as part of the Peer Reading program and the MyScience Project and in 2012 we continued both these initiatives. Staff have also conducted dance and drama workshops to facilitate a sharing of expertise and to foster a love of the performing arts in all our future students. For this purpose our partner primary schools are invited to attend our yearly musical matinee performance.

Clear communication is an essential ingredient in any successful relationship and we ensure that all parents have an opportunity to learn about our school and reaffirm their decision to send their students here through our annual Primary School Information Evenings and Orientation Information Evenings. Overall, the Transition Program has nurtured a strong interest in our school which has seen our enrolment figures climb skyward and our classes reach absolute capacity. Our 2013 cohort of Year 7 students is the largest group of confident and motivated learners the school has ever had.

Melissa Lachevre
Year 6 Transition Coordinator

**Sport**

It was another great year for Quakers Hill High School with some outstanding team and individual performances in the sporting arena. The numbers of students who participated in sport this year was a big increase on previous years and is something that we hope to continue to build upon in 2013, recognising the value of all our students undertaking physical activity.

The sporting year opened with our swimming carnival which proved to be another successful event, with many records broken and more talent being discovered. Quakers Hill High School had more than 50 students represent the Blacktown Zone at the zone swimming meet and a further 30 students progress to the Sydney West Swimming meet held at Homebush Olympic
Aquatic Centre. Caleb Hansford performed exceptionally well going onto the national championships and achieving Age Champion.

The following students’ swimming achievements earned them the title of “Age Champion” at our school swimming carnival:

Girls: Katie Towell (12 years), Kori McMaster (13 years), Maddison Smith (14 years), Zoe Savage (15 years), Courtney Browne (15 years) and Kaylah Godley (16 years). Boys: Hayden Moran (12 years), Nikolas Savage (13 years), Luke Micallef (14 years), Caleb Hansford (15 years) and Thomas Dunn (16 years).

Throughout the sporting year we had many successful teams make the final rounds of knock out competitions. Our soccer teams performed extremely well throughout these competitions, however, the team that really stood out this year was the Under 15’s Basketball team led by Mr. Barry, who managed to make the final four in the Sydney West Region. The boys played every game with a lot of courage and proved they were too strong for opposing schools. This team was also recognized with the award for Team of the Year at Quakers Hill High School. It was also the first year our school entered an AFL competition with the team doing extremely well on the day of competition. The school was very proud to be part of the program that the Greater Western Sydney Giants AFL academy squad provided.

Another exciting time on the sports calendar was our annual athletics carnival held at Blacktown Olympic Park. Quakers Hill HS had many athletes advance to both the zone carnival and the Sydney West carnival. Our most successful student at the Zone Athletics Carnival was Pita Faulalo who was the overall age champion for the Under 13’s age group. We also had plenty of success with our school relay teams with the under 13’s team going through to the Sydney West Athletics Carnival and then onto the State Carnival held at Homebush. Congratulations to the following students who received the trophy for Athletics Age Champions:

Girls: Afraa Jumma (12 years), Tamara Savage (13 years), Elizabeth Micallef (14 years), Zoe Savage (15 years) and Juliette Harrington (16 years).

Boys: Clayton Faulalo (12 years), Nikolas Savage (13 years), Waheed Shinwari (14 years), Declan Amos (15 years) and Mathew Rollo (16 years).

Waheed Shinwari Year 8 made it to the national championships in the cross country competition. Waheed was outstanding coming first in the school cross country competition and placing second in both the zone and Sydney West cross country carnivals. Congratulations to the following students who received the trophy for Age champions in our school cross country competition:

Girls: Veronica Mullane (12 years), Chelsea Dixon (13 years), Maddison Smith (14 years), Courtney Browne (15 years) and Juliette Harrington (16 years).

Boys: Clayton Faulalo (12 years), Nikolas Savage (13 years), Waheed Shinwari (14 years), Ethan Shepherd (15 Years) and Thomas Dunn (16 years).

In 2012 the school continued to participate in the Nirimba Collegiate Cup competitions. Since its inception Quakers Hill HS has been the strongest school in the Collegiate Cup and again in 2012, was the champion school. In 2012 the school underwent a sport revolution with the introduction of our new Fitness club led by Mr. Longstaff. The club met every Tuesday and Thursday Morning from 7am followed by a healthy breakfast. There was also the introduction of Zumba classes into our integrated sports program.

We all look forward to greater successes and accomplishments in the sporting arena in 2013.

Mario Ghobrial
Sports Organiser
New School Leaving Age - NSLA

In 2012 NSW schools were invited to submit an application for funds to support the development and implementation of alternative programs addressing the challenges faced by schools with the New School Leaving Age legislation. Our school submitted an application and was successful in receiving a grant of $21,600 to fund NSLA initiatives across 2012/2013. During Semester 2, the school introduced a number of alternative learning opportunities to develop employability skills, enhance student engagement and facilitate training pathways for targeted students in Stage 5 at risk of disengaging from school.

The construction of flexible timetable options facilitated the implementation of a specialised program where students develop workplace literacy and numeracy skills in conjunction with basic workshop skills. These students were building projects that will be donated to local pre-schools to support the learning needs of these early childhood centres. In addition to this program, Stage 5 students were engaged in TAFE taster courses (bricklaying and carpentry), pre-apprenticeship courses (automotive, plumbing, signage), TAFE Certificate 1 Business Course and the ANZ BREED Young Entrepreneurs program.

Funding has been used to purchase quality teaching and learning resources which specifically focus on literacy and numeracy for work and employment and other essential vocational skills. These resources have been used to develop alternative lessons for the NSLA program and for the new Quakers Hill HS Learning Centre. They have also been made available to staff across all KLAs to enhance existing teaching programs. Planning is now underway to utilise these resources to address the Work and Enterprise components of the new Australian Curriculum.

In 2013, the school hopes to expand and improve the alternative learning initiatives by increasing the numbers of both staff and students taking part. Purchasing materials for practical projects will be a priority. A further goal is to seek more relevant and effective professional learning opportunities for staff who wish to be involved in delivering alternative learning programs and / or for embedding employability skills within all faculty teaching programs.

Therese Hourigan and Brendan Hutton
NSLA Team

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Overall the school recognizes that there are still proportionately the same numbers of students not meeting national benchmarks in literacy and numeracy and the Learning Support Team and Learning Centre will continue to meet the needs of these students. In 2012 there were some outstanding successes with the improved learning outcomes for our Aboriginal students.

Reading – NAPLAN Year 7
There was some drop-off in the top bands but a significant increase in the numbers of students achieving Band 8. The overall number of students achieving Band 8 and 7 well exceeded the Nirimba SEG average. There was also an increase in the numbers of boys achieving in the bottom two bands compared with the school’s 2010 and 2011 results. The Year 7 Boys Reading results continue to languish behind the girls results. In fact the Year 7 girls’ results outperformed the girls in the Nirimba SEG, particularly in the middle Bands 6 and 7. The results indicate that the school needs to continue to work closely with our feeder primary schools as part of our transition program. Addressing the needs of improving our boys reading results will continue to be a focus of the school’s management plan.

Numeracy – NAPLAN Year 7

Quakers Hill High School students performed strongly in Bands 7 and 8 in the Numeracy section of NAPLAN and there was only a slight increase in the numbers of students achieving in the lowest band. In the middle two bands QHHS exceeded the SEG average in Bands 6, 7 and 8. Year 7 Boys performed similarly to 2011 with a small rise in the number of students achieving a Band 4. It was pleasing to see a shift in the performance of girls from the bottom two bands into the middle two bands compared to the Nirimba SEG average.

Reading – NAPLAN Year 9

The school again outperformed the Nirimba SEG across the top three bands of Year 9 Reading, however, there was a significant rise in the numbers of students achieving in the middle bands compared with 2011 results. The Year 9 boys performed better than the Nirimba SEG in the top three bands and there were 8% less boys in the bottom two bands compared with the Nirimba SEG group. Year 9 girls again performed well with double the numbers of girls in the top band compared with the 2011 results and half the number of girls in the bottom band. The extensive preparation work the staff did prior to the NAPLAN tests will continue in 2013 and there will be a much greater focus on sharing staff strategies to improve student reading, with a professional learning session on “skimming, scanning and identifying the main topic.”

Numeracy – NAPLAN Year 9

In the aspect of Year 9 Numeracy there were similar numbers of students achieving in the top three bands as in 2011. There was again a large proportion of the cohort in Bands 6 and 7 which reflected the Nirimba SEG average. Year 9 boys performed strongly in the middle bands improving on the Nirimba SEG average. However, girls maintained the trend from previous years with few achieving in the top two bands and higher proportions in the bottom two bands. Many of our students continue to demonstrate limited numeracy outcomes and the school management plan has emphasised measures to address this and to particularly enhance the numeracy learning outcomes for girls. The introduction of Maths acceleration in Stage 5 is also an initiative to improve the numbers of students excelling in the top numeracy bands.
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

**Significant programs and initiatives**

**Aboriginal education**

The school management team recognises the importance of continuing to ensure that measures for Aboriginal and Torres Strait Islander students to improve and enhance their literacy and numeracy skills, as well as providing a range of opportunities to develop their leadership skills and self esteem, are of paramount importance.

In 2012, QHHS employed two Aboriginal tutors through the government agency, Norta Norta. This step was purely to improve literacy and numeracy skills of Aboriginal Students falling below benchmark on NAPLAN tests. In 2012 there were some outstanding successes with the improved learning outcomes for our Indigenous students. For example Year 7 Aboriginal students improved by 57 scale scores and 24 scale scores in Grammar & Punctuation and Spelling compared to 2011 results.

In conjunction with the Aboriginal Education Committee QHHS Aboriginal students coordinated and participated in the NAIDOC assembly. This was primarily aimed at celebrating aboriginality, harmony and identification within the school.

A significant achievement this year was the creation of an Aboriginal sculpture which was a central piece of student work at the annual CAPA showcase. This sculpture was a celebration of ancient Aboriginal culture as well as an acknowledgement of current moves towards reconciliation. QHHS indigenous students contributed to the planning and creation of this sculpture and the local media ran a story on their achievement. This artwork has helped instill further pride in our Indigenous students and it espouses our commitment to them as members of our learning community.

Year 9 and 10 Aboriginal students participated in AIME held each Friday at Macquarie University. AIME is coordinated by university volunteers who act as mentors to individual students in order to develop study skills and also encourage transition to higher education. Throughout this program QHHS students have been able to gain confidence in their abilities and foster a more positive attitude towards education.

**Multicultural education**

The school remains committed to acknowledging and celebrating the many different cultures that make up the QHHS community. The annual Harmony Day assembly and celebration was again an opportunity to recognize the rich cultural identity of the school. Many of our students got the opportunity to share their community languages at this assembly. Furthermore, the CAPA faculty organised Stage 5 Visual Arts students to participate in the NSW Harmony Day poster competition. The focus of this competition was ‘Harmony - it’s up to you and me’. Alwyn De Los Santos’ entry was awarded first prize in this competition with Raquel Gerial’s entry receiving a highly commended award. Both students accompanied Ms. Valatiadis into Parliament House in Sydney to receive their awards from the Governor General, Bryce Quentin.

**Progress on 2012 targets**

**School priority 1 - Literacy and Numeracy**

**Outcomes for 2012**

- Improved levels of literacy achievement for every student
- Improved levels of numeracy achievement for every student

Our achievements include:
an increase of 2% students achieving proficient or higher in Numeracy sections of NAPLAN in Years 7 and 9

6.6% reduction in the achievement gap in literacy achievement between Aboriginal students and non-Aboriginal students

12.5% increase of Aboriginal students achieving minimum or higher bands in literacy in Year 7 NAPLAN

22.9% increase of Aboriginal students achieving minimum or higher bands in literacy in Year 9 NAPLAN.

Strategies to achieve these targets include:

- through EARS and TARS process monitor the explicit teaching of literacy and numeracy strategies in all programs to ensure the embedding of literacy and numeracy elements in all teaching and learning programs
- quality differentiation of assessment tasks to cater for the literacy and numeracy skills of all students
- Professional Learning programs to promote the explicit teaching of metalanguage across all KLAs and the literacy skills required in Mathematics.

School priority 2 - Student Engagement and Attainment

Outcomes for 2012

School culture and practice that respects and responds to every student’s aspirations, culture, gender and learning potential

Quality teaching practices used for every student with particular attention to personalised learning

Continuum of learning from 7 – 10 which provides for every student with particular emphasis on transition points

Social and emotional wellbeing and skills for life for every student

Parental engagement in supporting their child’s learning

2012 Targets to achieve these outcomes include:

- improved attendance rate for students to equal or better state average
- reduction in student negative referrals and an increase in positive student referrals - with a ratio of 3 positive referrals to 1 negative referral.

Strategies to achieve these targets include:

- maintain school commitment to our SMART PBL, facilitating the transition to classroom settings
- support the school based “ICT for Everyone” to enhance the emerging priorities in ICT and 21st Century learning
- subject diversity and variety to be a priority in meeting student learning needs through innovative curriculum structures.

School priority 3 - Teacher Quality and Leadership

Outcomes for 2012

Greater capacity of teachers to improve student outcomes

Increase in the number of teachers accredited with the NSW Institute of Teachers

Quality teaching practices used for every student with particular attention to personalised learning

Enhancement of School Leadership Team and its capacity to build and facilitate further school improvement

2012 Targets to achieve these outcomes include:

- maintain 100% participation of staff in developing and implementing their Professional Learning Plans
- all school-based professional learning activities be directly connected to national teaching standards
• faculties incorporate contemporary and innovative ICT in all teaching and learning programs
• an increase of 6% of staff seeking accreditation for the standards of leadership competence.

Strategies to achieve these targets include:
• professional development activities focused on understanding and catering for the needs of Aboriginal students and students with special learning needs
• in-school professional learning focused on explicitly teaching numeracy across all KLAs and school’s capacity to introduce new National Curriculum and LMBR
• staff formally recognised for leadership capabilities through a school-based leadership program.

School priority 4 - Aboriginal Education

Outcomes for 2012
Aboriginal students achieving outcomes in line with the broader student population
Teaching and learning strengthened through the implementation of evidence based programs and initiatives to identify strategies to close the gap
Increasing proportion of Aboriginal students completing Year 12 or recognised vocational training
Parental engagement in supporting their child’s learning

2012 Targets to achieve this outcome include:
• 5% increase of Aboriginal students achieving minimum or higher bands in literacy in Years 7 and 9 NAPLAN
• 3% increase of Aboriginal students achieving minimum or higher bands in numeracy in Years 7 and 9 NAPLAN.

Strategies to achieve these targets include:
• support the Aboriginal Education Team to provide avenues for staff and students to increase our understanding of Aboriginal culture and celebrate that culture
• provide pathways to post school options involving employment, training and further study to support educational attainment and employment opportunities for Aboriginal people
• In-class tuition program to focus on skills required for numeracy and literacy using Aboriginal tutors.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the Mathematics faculty and the introduction of Every Student Every School as part of the Quakers Hill HS Learning Support Team.

Curriculum

Background
The Mathematics faculty consists of seven full-time staff members. With the implementation of the new syllabus for Stages 4 and 5 in 2006, the faculty currently offers Stage 5 courses dealing with the 5.1, 5.2 and 5.3 outcomes. As part of the faculty evaluation 80 students across a range of classes and year groups were interviewed about their Mathematics classes. These interviews focused on questions about their perceptions of the subject and their own evaluations of their performances in the subject and what improvements would enhance their learning.

Findings and conclusions
89% of the students identified Mathematics as being a crucial subject for their future. 95% of the students identified Mathematics as a very difficult and challenging subject. Nearly all students interviewed said there was consistency across year cohorts in the regular delivery of homework and almost 60% of the students were aware of how they were progressing in the subject and their ranking across the year.
**Future directions**

From the information gleaned in this review and the Stages 4 and 5 review organised by the professional learning teams the Mathematics faculty has committed to reviewing all assessment tasks with an ICT focus. Furthermore, the delivery of lessons would have a more hands-on approach and direct relevance to the students experiences and not be driven by a textbook. The faculty would move to greater utilization of the school’s Moodle and OLE and in 2013 offer an accelerated class to meet the needs of GAT students in Mathematics.

**Quakers Hill High School Learning Support Team**

**Background**

Every Student, Every School is an initiative providing better learning and support for the students with a disability, learning difficulties or behaviour support needs in our public schools. Every Student, Every School is structured around a Learning and Support Framework for all NSW public schools.

**Findings and conclusions**

As part of the Every Student, Every School funding Quakers Hill High School has set up a Learning Centre in 2012. The Learning Centre aims to assist those students who require extra help with their schooling. The Learning Centre has a major focus on improving the literacy and numeracy skills of the students involved as well as helping students stay up to date with assessment tasks. Over 50 students at QHHS have received extra assistance as a result of the work taking place in the Learning Centre. The effectiveness of the learning will be evident once ROSA and NAPLAN results come out in future years.

**Future directions**

In conjunction with the Learning Centre the school has also been appointed a SSO (Student Support Officer). The SSO differs from normal personnel within a school as they are not a counsellor and not a teacher but someone students can turn to for assistance when needed. The SSO works on a variety of programs throughout the school to help students feel supported and increase their sense of belonging to the school. These programs include Social Skills groups, an Anxiety Transition Group for students in Year 6 coming to QHHS the following year and assisting the Careers Advisor with many programs helping Year 10 students prepare for life after QHHS. The addition of the SSO has alleviated some of the pressures that are placed on the School Counsellor.

**Parent, student and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school with a particular focus on our Parent Evening numeracy classes and how this program supports the learning of our students. The parent evening classes offered members of the community an awareness and understanding of how numeracy skills are taught in high school. The sessions were interactive, hands on and informative in order for parents to be given a set of tools and ideas they can utilise to assist their child when doing numeracy-based tasks.

Out of the 15 regular participants, eight of them had children attending Quakers Hill HS and the other seven were parents from local feeder primary schools. The staff who assisted with the delivery of the sessions and the parents who participated all agreed that the sessions met their expectations. Furthermore, they felt they learnt something beneficial and they gained confidence to assist their children with numeracy-based homework tasks.

Prior to the sessions parents were surveyed to identify the numeracy areas they would like to be covered and overwhelmingly their responses focused on: long subtraction, long division and how to borrow and give back of numbers and fractions.

Some of the parents’ responses evaluating the sessions: “I learnt some great techniques and tricks to help my child with” and “I can see these numeracy techniques helping my child in a lot of different subjects.” Other comments that validated the importance of the program were: “I feel confident to explain through pictures and like the number tape,” “I mentioned the sessions to a work colleague, who thought it was a fantastic idea,” “it’s great I learnt what kids do wrong,” “these kinds of sessions are valuable,” “these teachers really enjoy what they do” and “I really
enjoyed classes and was always looking forward to next week’s session.” Most importantly every participant asked for the classes to be run again in 2013.

**Professional learning**

During 2012 staff accessed a number of professional learning and training opportunities. These events involved courses, workshops and training held within the school, collegiate, DEC and by external providers.

School development days were held throughout the year. Staff were in-serviced and contributed to management procedures such as work, health and safety, child wellbeing and attendance support. Across the region staff were also presented with an insight into the thinking of the adolescent mind. Head Teachers from across the region met to review the implications of the National Curriculum and built regional faculty groups with a view to sharing and developing curriculum and teaching materials. The teaching staff discussed ways to build a learning culture for the 21st Century learner.

The QHHS Professional Learning Team organised training events in literacy, numeracy, teacher quality and quality teaching as well as ICT software. During school-based staff development days, teachers worked across KLAs and in faculties, reviewing learning needs of students, school procedures and DEC policies.

In addition, staff accessed a total of 90 external courses provided by the DEC and other external sources. The distribution of the type of professional learning is as follows:

<table>
<thead>
<tr>
<th>Type of Professional Learning</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy/Numeracy</td>
<td>3%</td>
</tr>
<tr>
<td>ICT</td>
<td>6%</td>
</tr>
<tr>
<td>Career Development</td>
<td>12%</td>
</tr>
<tr>
<td>Welfare</td>
<td>33%</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>29%</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>14%</td>
</tr>
<tr>
<td>Beginning Teacher</td>
<td>3%</td>
</tr>
</tbody>
</table>

At the QHHS executive conference, faculty head teachers invited aspiring leaders to attend. The outcome of the event included further knowledge in literacy, numeracy, financial management, and effective communication with all school stakeholders. Timelines and preparation for the implementation of the National Curriculum were also established by each faculty.

The New Scheme Teacher mentoring program, the Higher Order Thinking (HOT) Hour session, which was requested by staff, was held throughout the year with weekly workshops providing valuable professional learning opportunities and collegial support to teachers. These sessions involved developing skills in administration, time management, classroom management and differentiating the curriculum to cater to the learning needs and abilities of all students.

The HOT Hour sessions incorporated effective quality teaching and learning strategies, focusing on student engagement and achievement. The sessions were led by a diverse group of highly accomplished staff who addressed a large scope of Teaching Standards. All sessions were met with positive feedback and due to this, the highly productive HOT Hour program will continue to run in 2013.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1 - Student Learning**

**Outcomes for 2012—2014**

- Improved literacy outcomes in Years 7 and 9 in overall literacy, especially for boys
- Improved overall reading and writing results in Years 7 and 9
- Reduced percentage of students at or below National Minimum Standard (NMS)
- Improved numeracy outcomes for Years 7 and 9 Aboriginal students with students achieving outcomes in line with the broader student population
- Increased staff understanding of assessment requirements and best practice
Students access technology at school to enhance their learning opportunities via lesson activities, programs and assessments

2013 Targets to achieve these outcomes include:

- 5% increase of Aboriginal students achieving minimum or higher bands in literacy in Years 7 and 9 NAPLAN
- an increase of 3% of students achieving proficient or higher in literacy sections of NAPLAN in both Years 7 and 9
- 2% reduction in the achievement gap in literacy achievement between Aboriginal students and non-Aboriginal students
- 3% increase of Aboriginal students achieving minimum or higher bands in numeracy in Years 7 and 9 NAPLAN
- 3% reduction in the achievement gap in numeracy achievement between Aboriginal students and non-Aboriginal students
- an increase of 4% students achieving proficient or higher in numeracy sections of NAPLAN in both Years 7 and 9.

Strategies to achieve these targets include:

- effective utilization of the QHHS Learning Centre and Learning Support Team
- increase professional learning opportunities for staff on the explicit teaching of strategies to enhance literacy and numeracy skills
- review of assessment tasks and procedures across the school.

School priority 2 - Student Engagement and Attainment

Outcomes for 2012–2014

School culture and practice that respects and responds to every student's aspirations, culture, gender and learning potential

Quality teaching practices used for every student with particular attention to personalised learning

Continuum of learning from 7 – 10 which provides for every student with particular emphasis on transition points

Social and emotional wellbeing and skills for life for every student

2013 Targets to achieve these outcomes include:

- improved attendance rates for students to equal or better state average
- reduction in student negative referrals and an increase in positive student referrals - with a ratio of 4 positive referrals to 1 negative referral
- reduction in suspension rates, halving the number of recidivists
- every student to participate in at least one extracurricular activity in the school year.

Strategies to achieve these targets include:

- continue to promote PBL across the school and embed it in all school structures and practices
- maintain school awards program with a particular focus on student attendance.

School priority 3 - Teacher Quality and Leadership

Outcomes for 2012–2014

Greater capacity of teachers to improve student outcomes

Increase in the number of teachers with national accreditation

Improved capacity of staff to plan, prepare for and implement the new national curriculum

Quality teaching practices used for every student with particular attention to personalised learning

Enhancement of school leadership team and its capacity to build and facilitate further school improvement

2013 Targets to achieve this outcome include:

- all school-based professional learning activities be directly connected to national teaching standards
- faculties incorporate contemporary and innovative ICT in all teaching and learning programs
- improved capacity of staff to differentiate learning in their classrooms
• an increase of 3% of staff seeking accreditation for the standards of leadership competence.

**Strategies to achieve these targets include:**

• prioritise the school based professional learning program “HOT HOUR”

• ensure all staff complete their individual professional learning plan and use these plans as a guide in the provision of professional learning through staff meetings, faculty time and TARS and EARS processes.

**School priority 4 - School Organisation**

**Outcomes for 2012–2014**

Improved delivery of student outcomes by all teachers

Systems and structures better meet the needs of students and the community

Increased use of the school website to coordinate the dissemination of information about the school

Staff use technology with confidence in teaching, learning, assessment, administration and professional learning

Technology used effectively to communicate with our community

Parental engagement in supporting their child’s learning

**2013 Targets to achieve these outcomes include:**

• more effective use of the school website as a source of community information

• regular faculty evaluations as part of reviewing teaching and learning aspects across all KLAs

• coordinated and informed transition programs for Year 6 into Year 7 and Year 10 into Year 11.

**Strategies to achieve these targets include:**

• liaise with parents and community to determine ways to facilitate better communication.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: