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 2011 a specialist Autism class was established and in 2012 a Support Unit will be established with an additional ASD class and Multicategorical class.


The school also experienced considerable success with our entry in the Generation One “Hands across Australia” Competition. This national competition involved the school presenting a video of students performing the song Hands Across Australia. Every student and staff member was involved in the project masterfully orchestrated by Miss Bronwyn Tweeddale and our own students then edited the final video ready for production. This was a major achievement as Quakers Hill High School was the only school from Sydney West Region who entered the competition. It was a very public commitment by our school community to removing intolerance and racism in our community and promoting understanding of the needs of our Indigenous community.

The introduction of our “Prosperitas” program this year also marked an important culmination in our commitment to providing all students with the opportunity to explore their individual talents and skills, while being supported and guided by a staff mentor. This program was very enthusiastically received by our students and will continue in 2012.

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. A laptop was purchased for the uniform shop for stock records/treasury data. We also assisted the School Musical to purchase sound equipment. Funds also went to a sprinkler system for the oval. A ceiling projector was purchased for the School Hall. A donation was made to a few students representing the school. Retractable banners were purchased as well as two commercial coffee machines for the TAS department.

The P&C ran a canteen on Fundday to assist the school in raising funds for the School Performance Space to refurbish and upgrade, fix curtains and install a mirror and dance bar.

Jannette Nigl
President
**Student representative message**

The Quakers Hill High School Student Representative Council has worked hard this year on several projects. The SRC are relied upon to carry out numerous duties within our school such as running the 'Big Day In' which looks to be the greatest concert to hit Quakers Hill High School. This duty consists of holding auditions, preparing the agenda and making sure that the day runs smoothly.

At the beginning of the year the SRC worked hard on the Annual Valentine’s Day Store. This took a lot of preparation as QHHS’s young leaders spent their own time taking orders, organising what types of roses would be available and how many of those particular roses were required for the event to proceed.

There is one thing that we try to get everyone in our school involved in the 40 Hour Famine which is organised by World Vision. This fundraiser has always been a success. This year we had many participants put their name forward to give up a precious item for 40 hours. Participants then collected donations to be sent to World Vision. A total of $4000 was raised this year to help the less fortunate in East Timor.

One accomplishment in which students were greatly involved was the DJ Program.

During mid-June, the School Captains of QHHS attended a Global Leadership Convention held at the Sydney Showgrounds which was also run by World Vision. This event helped the leaders of QHHS run the SRC, bringing new leadership skills to the table.

Jasmine Camilleri & Jonathan Mansour

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**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**

**Student attendance profile**
Management of non-attendance

The school has in place a Student Attendance Plan that monitors and seeks to improve all student attendance. Awards are presented to students with exemplary or improved attendance patterns. The plan includes a strategy to manage students at risk due to poor attendance patterns. In 2011 the school worked closely with the HSLO to track, review and initiate alternative programs for students with at-risk attendance. In 2012 this attendance plan will be reviewed by the Head Teacher Administration.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>12</td>
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<tr>
<td>Classroom Teachers</td>
<td>48</td>
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<tr>
<td>Teacher of Autism</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on the Indigenous composition of their workforce.

In 2011 we had one Indigenous teaching member of staff and one Indigenous teacher’s aide.

Staff retention

We said goodbye to Jenny Linklater who took up the Teaching and Learning Head Teacher position at Wyndham College, while Catriona Kreiss was successful through merit selection the position of HT HSIE at Mitchell HS. Janna Xerri took a transfer to Hawkesbury HS while Diana Vujovic took up an appointment at Wyndham College. We welcomed to our school Georgia Valadiatis as our new HT Creative Arts while Daniel Nash was successful through merit selection as our new HT Administration.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
<td>9</td>
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</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
<td>588781.93</td>
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<tr>
<td>Global funds</td>
<td>501096.77</td>
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<tr>
<td>Tied funds</td>
<td>254104.85</td>
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<tr>
<td>School &amp; community sources</td>
<td>399805.61</td>
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<tr>
<td>Interest</td>
<td>38399.50</td>
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<tr>
<td>Trust receipts</td>
<td>75668.51</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1857857.17</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011**

**Achievements**

**Arts**

This year we began a new gifted and talented program—*Prosperitas*.

This program engaged students from across all years to design and complete their own project with staff support.

On 1st August we held our inaugural Prosperitas awards. Students created entries ranging from a novel and computer games to a program for primary students to learn Ancient Egyptian numbers. We had students design clothing, produce movies and demonstrate their leadership skills by completing fundraising activities.

The award winners were:

**Gold Award**  
Laura Radwill—Novel

**Silver Award**  
Bethany Price—Ancient Egypt teaching tool

**Bronze Award**  
Ben Talintyre—Leadership: Making Change

Distinctions and High Distinctions were awarded to:


**Sport**

Quakers Hill High School excelled in the sporting arena this year with outstanding team and individual performances. Looking back on the year, the milestones achieved at a school and regional level has been exceptional.

The sporting year opened with our swimming carnival which proved to be another successful event, with many records broken and more talent discovered. Quakers Hill High School had more than 40 students represent the Blacktown Zone at the zone swimming meet and a further 20 athletes progressed onto the Sydney West swimming meet at Homebush Olympic Aquatic Centre. Jacob Hansford and Caleb Hansford proved to be the most successful athletes across all swimming meets going onto national meets and achieving the age champion awards. We also had five age groups head into the relay events at the zone carnival which goes to show the depth of talent that we have at our school.

Throughout the sporting year we had many successful teams make the final rounds of knockout competitions. All soccer teams played extremely well throughout these competitions and showed the true Quakers Hill spirit, playing with heart and effort in every game. The team that really stood out this year was the Under 14s Buckley Shield team led by Mr. Longstaff who managed to make the final four in the Sydney West region. They played every game with a lot of courage and proved they were too strong for opposing schools. This team also received the school award for *Team of the Year*.

It was also the first year our school entered an AFL competition with the team doing extremely well on the day, winning the majority of their games and missing out on the final by only a few points. The school was also very proud to have Sam Marial scouted to train with the Greater Western Sydney Giants AFL academy squad, for his outstanding performance on the day. It was also our first year we put together a girls’ softball team who proved to do an outstanding job on the day. The girls’ team led by Ms Reid has paved the
way for future girls’ teams to be involved. Other teams that did extremely well throughout this year were Mr Barry’s basketball teams, Mr Hewitt’s cricket squad and Mr Fuoco’s and Mr Maclyntire’s touch football teams.

We also had two outstanding individual performances from Victoria Firth and Olivia Molino. Victoria Firth was chosen to represent Western Sydney in the State Championships in Orange. Victoria was also selected to represent NSW in the Combined High Schools’ Under 15 NSW Netball Team for the National Championships in Perth. Olivia Molino from Year 7 was selected to represent Sydney West at the NSW CHS Golf Championships. The youngest player in the team, Olivia played extremely well over the two rounds only to finish five strokes off the lead at the end. According to the team coach, Olivia will continue to improve on her handicap and she will have a good chance of being selected in years to come.

Another exciting event on the sports calendar was the Athletics Carnival held at Blacktown Olympic Park. We had many athletes advance onto both the zone carnival and the Sydney West carnival. Our most successful student at the Zone Athletics Carnival was Pita Faulalalo who was the overall age champion for the Under 13s age group. We also had plenty of success with our school relay teams with our under 16s team going through to the Sydney West Athletics Carnival.

Our Aim in 2012 is to continue to provide our students with every opportunity to engage and participate in sport. The school has submitted registrations for all major knockout competitions including sports that in the past have had teams that have not been filled such as—boys and girls Football, AFL and Ultimate Frisbee. We also have the added benefit of having strong, supportive staff members who are willing to use their skills when it comes to assisting and coaching teams during the competitions.

Aside from the major competitions, we will also continue to strengthen the Collegiate Cup Competition. Over the year Quakers Hill High School has been the strongest across the Collegiate Cup Competition. 2011 has really been the year of the sport revolution at Quakers Hill HS with our new Fitness club led by Mr. Longstaff that takes place every Tuesday and Thursday morning followed by a healthy breakfast. In addition Zumba classes have been introduced into our integrated sports program.

Overall the 2011 sporting arena at Quakers Hill HS has been particularly fruitful with many great achievements. Our biggest triumph, however, has been the ongoing school spirit, effort and commitment that the students have put in to represent the school. We all look forward to another great year of success and accomplishments in the 2012 sporting arena.

Mario Ghobrial and Daniel Nash
Sport Coordinators

Premier’s Sporting Challenge

Students from Quakers Hill High School participated in the trial Premier’s Sporting Challenge program for the second year in 2011 under the guidance of Mr Somerset and Mr Blench. The NSW Government’s aim is to increase the number of school–aged students participating in sport by encouraging students to be “more active, more often”. By recognising that all moderate to vigorous physical activity is beneficial to good health (mental, social and physical) and the Premier’s Sporting Challenge has provided all NSW government schools with three successive grants to purchase a wide range of sporting and physical–activity equipment. It has also provided all schools participating in the PSC with additional funding to help the schools to provide a wide variety of programs that respond to the schools” needs based on their sport and physical activity resources.

One thousand and twenty six schools, primary, secondary and Schools for Specific Purposes participated in the 2011 Premier’s Sporting Challenge. This is an increase of around 18% on the 2010 numbers. The program was launched in April 2008 and is planned to now continue until
2015. The program also includes a number of special initiatives including:

- Girls intervention sport and physical activity program
- Middle Schools sport initiative and
- The Sport Leadership program.

Quakers Hill High School will be part of the expanded project for the 2012–2014 period. This program will assist student sport leaders to obtain sport coaching and officiating credentials to assist with both local school sport programs and also community sport programs.

The aims of the PSC Sport Leadership programs Learning to Lead Years 5-8 and Leading with Action Years 9-12, are for students participating in the program to develop their interests and leadership skills in sport administration, sport coaching and sport officiating and then assist their school with the organisation and officiating of school sport and physical activity programs.

This exciting new phase of the PSC program will also directly support the Australian Sports Commission’s goals of increasing the number of sport coaches and officials across the country to enable more schools and community members to have the opportunity to participate in a wide variety of sport and recreation activities as coaches, organisers and officials.

We would like to personally thank those students who have successfully participated in the Premier’s Sporting Challenge program over the past two years and encourage all students to consider participating in this exciting project in the future.

David Blench & Tony Somerset

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.

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

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

There were strong gains in the top bands in the area of Reading and Spelling, with the school results in both of these sections exceeding the state average in Band 7. There was also a general swing up from Band 4 into Band 5. In the aspect of Writing, Year 7 results did not reflect the progress shown by the Year 9 cohort, with the school having double the state average in the bottom bands and half the percentage of students in the top band. Grammar & Punctuation also appears to be an area that the school needs to focus on as students transition into high school, with our results well below the Nirimba SEG average in the top two bands and significantly high in Band 5.

Numeracy – NAPLAN Year 7

Quakers Hill High School students performed strongly in Bands 7 & 8 in the Numeracy section of NAPLAN and there was a pleasing reduction in the numbers of students achieving in the lowest band. In the area of Data, Measurement, Space & Geometry the school cohort exceeded the SEG average in Bands 6, 7 & 8 and in the bottom two bands our students were well below the SEG average. Number Patterns & Algebra continues to be an area the school and our feeder primary schools need to focus on as we had very few students attaining the top band, although there was a strong showing in bands 6, 7 & 8; in fact these results were very close to the state average.
Literacy – NAPLAN Year 9

Outstanding results were achieved in the top three bands of Year 9 Writing with the school result exceeding the state average in Band 10 and Band 8. The extensive preparation work the staff did prior to the NAPLAN tests clearly provided some students with the tools to excel in this section of the literacy paper. In the area of Grammar & Punctuation, students maintained the achievement in Band 10 from 2010 with a big improvement in the numbers of students attaining Band 8. There is still a concern with the high proportion of students achieving Bands 5 & 6. In the aspect of Spelling, the school once again outperformed other schools in the Nirrimba SEG, while in Reading there was a strong showing in Bands 10, 9 & 7 and a reduction in the numbers of students in the bottom bands.

Numeracy – NAPLAN Year 9

In the aspect of Numeracy there was a similar number of students achieving in the top three bands as in 2010, but for the first time the school result in Band 10 in Numeracy exceeded the Nirrimba SEG results. In Data, Measurement, Space & Geometry the school outperformed the Nirrimba SEG in the top two bands but once again we had an over-representation in the bottom two bands which continues to be a concern for the school. Many of our students continue to demonstrate limited outcomes in Number Patterns & Algebra, with far too high a proportion of students in the bottom two bands, despite the school performing well in the top two bands compared to schools in our local area.

School Certificate

In the School Certificate the performance of students is reported in performance bands ranging from Band 1 (lowest) to Band 6 (highest). The results in all external examinations: English–Literacy; Mathematics; Science; Australian Geography and Civics and Citizenship; Australian History and Civics and Citizenship and Computing.
Skills, indicated improvement in all subjects, demonstrating that the whole school target to improve students’ basic skills results by one mark per year for each student is working.

Overall, there has been a steady movement of our students’ grades into the middle and higher bands, which has been the trend over the past five years.

In English there was a slight decrease in students achieving Band 6 and but an 18% reduction in the number of students in Bands 3, 2 & 1 compared to 2010. In 2011 there was a 4% increase in students achieving a Band 5 and the school will continue to direct time and resources into increasing the proportion of students achieving in the top two bands and moving them away from the middle bands.

In Mathematics, there was maintenance of students achieving in the top two bands, however there still continues to be a large over representation of students in the bottom three bands. The school plan for the next four years directs considerable attention to the explicit teaching of literacy in Mathematics to help address this situation.

The Science KLA performed strongly in the top three bands but was unable to maintain the remarkable growth of 2010. The results however, still indicated a reduction in the numbers of students achieving in the bottom two bands. In 2012 the school will be attempting to really move the performance of students in the middle bands to the higher bands in line with regional targets, and the trends in our Science results indicate this target can be realised.

Results in the Australian History Civics and Citizenship examinations showed a significant improvement on the 2010 results. There was a reduction of 49% of students achieving in the bottom two bands. Furthermore, there was a 37% increase in students achieving in the top two bands. The faculty will continue to retain the direction it is taking in the teaching of Stage 5 History but at the same time consider closely the implications of introducing the new Australian curriculum.

In Australian Geography Civics and Citizenship the results indicated a strong correlation with the state average in the middle two and lower two bands. However, students in our accelerated program dramatically impact on the numbers in the higher two bands as they have already commenced their Preliminary Studies and therefore did not factor into our results. Pushing students into the top two bands from the middle two bands will continue to be a priority of the Social Science faculty in 2012.

In the Computing Studies examination 45% of the cohort achieved a high distinction with 55% achieving a competent result. The challenge will be for the school to establish a meaningful way to assess our students’ computing skills with the formal abolition of this examination in 2011.

School Certificate relative performance comparison to Year 5 (value-adding)

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program—Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.
### 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 2011, QHHS employed two Aboriginal tutors through the government agency Norta Norta. This step was purely to improve the literacy and numeracy skills of Aboriginal Students falling below the benchmark on NAPLAN tests.

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 cultural identification within the school. As a lead–up to this assembly, the construction of the ‘Circle of Stones’ on school grounds took place. This was undertaken to establish a place of significance at QHHS for the local Aboriginal community.

A major accomplishment for the school was achieving the runners–up position in the nationwide GenerationOne Hands Across Australia competition coordinated by performing arts teacher Bronwyn Tweeddale. QHHS Indigenous and non-Indigenous students contributed to the planning and performance of the video clip entry which helped instill further awareness and pride in the Aboriginal culture within our school.

The school also established a communal meeting room where Aboriginal students can build friendships, share experiences and provide support for each other. They can discuss any issues or problems with the Aboriginal mentor, Aunty Jo.

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 to 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.

As a culmination of the year in Aboriginal Education an assembly took place showcasing Aboriginal achievement within the school.

#### 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.

#### PBL (Positive Behaviour For Learning)

The behavioural expectations of our students is highlighted in the simple acronym SMART (Safe, Motivated, Academic, Respectful, Tolerant). These core behaviour expectations underpin every aspect of teaching and learning at school.

A new PBL Team has maintained and sustained the levels of success of previous years and continued to re–teach SMART Expectations. In

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### Table: Percentage of Year 7 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.6</td>
</tr>
<tr>
<td>Writing</td>
<td>87.4</td>
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<tr>
<td>Spelling</td>
<td>94.9</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>92.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.1</td>
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### Table: Percentage of Year 9 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Reading</td>
<td>92.4</td>
</tr>
<tr>
<td>Writing</td>
<td>80.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>83.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.5</td>
</tr>
</tbody>
</table>
March 2011 the school scored 100 percent on the School-wide evaluation test. This result allowed us to move away from the non-classroom settings such as the playground and direct our attention to the classroom and creating quality learning environments for our students.

The PBL team conducted surveys throughout the year on bullying, litter, calm courteous communications and rewards to celebrate student achievement. The data gathered from these surveys indicated enhanced student self-regulation and a positive change to student learning across the school.

Nitha Sewlall

Progress on 2011 targets

Target 1
To develop and implement Personalised Learning Plans (PLPs) for every Aboriginal student at QHHS and to increase retention rates of Aboriginal students to match the rates of non-Aboriginal students, and enhance their transition program to Wyndham College.

Our achievements include:
- Increase of 24% of Aboriginal students achieving in the top two bands in Literacy and a 62% reduction in Aboriginal students achieving in the bottom bands in Numeracy.
- Runners Up in the national competition Hands Across Australia.

Target 2
To expand the use of technology in teaching programs in order to promote student engagement and learning.

Our achievements include:
- Installation of two more interactive whiteboards, with the provision of one in the library to assist professional learning activities
- Continuation of the professional learning program ICT for everyone with phase two commencing in 2012.

Target 3
To improve students’ basic skills results (on average) by one mark per year for each student.

Our achievements include:
- An improvement in Science, English and Australian History value-added data
- Improvement in student performance data in the NAPLAN writing section after an intense teacher focus on persuasive writing across the school.

Target 4
To improve student retention and engagement.

Our achievements include:
- 18% increase in students receiving awards for attendance excellence
- Implementation of the school’s Attendance Plan and a professional learning team with a focus to address student attendance and engagement.

Target 5
All staff engaged in a specifically targeted program of professional development building on individual needs, school and also collegiate needs.

Our achievements include:
- Maintenance of school MyPLD@det with 45% of staff signing up for available courses
- Two classroom teachers attaining promotion through merit selection as a result of the leadership program operating at the school.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations—one related to educational and management practice
and the other related to curriculum. In 2011 our school carried out evaluations of Student Welfare and Discipline and an investigation into the teaching of literacy and numeracy in the Science faculty and the incorporation of Aboriginal Education.

**Educational and management practice**

**Student Welfare and Discipline**

**Background**

The school developed a survey for staff, students and community members to identify the various welfare roles across the school. This survey was an attempt to clarify who provided what welfare support for students in the school. The school has adopted a House system and the existence of additional year coordinators often caused confusion for parents and students as to whom they contact for various issues.

**Findings and conclusions**

As expected, the survey results indicated there was considerable confusion for parents and students alike regarding who they needed to speak to for various matters. Parents were particularly unclear who they needed to speak to if they were concerned about their child’s attendance at school and what support they could access if they felt their child was being bullied.

Clear role statements for the House Advisers regarding student attendance have been developed in consultation with the Head Teacher Administration, Head Teacher Welfare and the school attendance plan. Furthermore, the creation and implementation of the whole school Anti–Bullying Plan provides parents with specific advice as to when they seek out the assistance of the House Adviser, Head Teacher Welfare or the Deputy Principal of that year group.

**Future directions**

A new role aligned with the school’s PBL team has been developed for the Year Coordinator so their administrative role is being enhanced.

**Curriculum - Science**

**Background**

The focus for 2011 in Science was to continue to enhance student engagement and to improve outcomes by creating further relevance within the content of the programs. This saw the integrating of literacy and numeracy initiatives into the Science programs, to provide students with strategies to improve their results through better comprehension and application. At the same time these strategies allowed for differentiation of the curriculum to cater for different learning styles.

**Literacy:**

Using SMART data and TORCH test results to address areas of weakness, programs and assessment tasks are modified to equip life skills students to achieve success through relevant and appropriate tasks based on the Quality Teaching and Learning Model.

Emphasis on text types, with particular attention to persuasive writing style and specific scientific metalanguage is used to improve extended response questions in the NAPLAN, School Certificate and ESSA tests. The “two more marks” approach saw students achieve higher outcomes in assessment tasks across the 7–10 cohorts.

**Numeracy:**

The specific metalanguage of numeracy and the use of the SMART cards are used in the areas of: graphing, reading scales, metric conversions, time lines and percentages.

Attention to the above are addressed during planning, assessment and program writing. Numeracy skills are explicitly taught in theory and practical lessons, engaging students in mathematical activities to understand the relevance of these exercises within the Science programs.
Engaging ICT, the Netbooks and the computer learning spaces in the school provides students with the opportunity to use technology in Science in a mathematical context.

**Future directions - Aboriginal Education:**

A comprehensive approach is used in teaching the content of the Science syllabus to continue to increase the awareness of Aboriginal culture, encouraging high expectations and success amongst Aboriginal students. The study of native plants, animals and medicine in the various units of work including Astronomy, Ecology, Classification and Earth History generates much interest in Aboriginal cross-cultural perspectives. Practical lessons provide a hands-on learning style, instilling scientific concepts, through practical experimentation thereby improving student engagement. The availability of Aboriginal tutors and support networks within the school further enables a culturally inclusive environment for Aboriginal students.

*Kamani Naicker
HT Science*

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

In May 2011, the school carried out a SchoolMap Survey on Student Welfare online. 46 staff, 281 students and 96 parents participated in this survey.

The online survey focused on the roles of various school support personnel and how effective the communication is between parents, students and the school’s student welfare personnel.

**Professional learning**

During 2011 staff accessed a number professional learning and training opportunities. These events involved courses, workshops and training held within the school, collegiate, DEC and by external providers. The QHHS Professional Learning Team organised training events in Literacy, Numeracy, Teacher Quality, ICT in the classroom and Aboriginal Education. The beginning teacher mentor program was held throughout the year with fortnightly workshops developing skills in teacher quality, administration and time management, class management and differentiating the curriculum. From Term 2 onward this program of workshops was promoted to all staff (due to staff request) as it provided valuable professional learning opportunities and collegial support to all teachers.

School development days were held on the first day of Terms 1, 2 and 3 with workshops and presentations focusing on current trends in education (a social research presentation), teacher quality, Literacy (persuasive text teaching strategies), ICT skill development and catering to the needs of our students. QHHS conferences were organised for the school executive team and second in charge (2IC). The agenda of these conferences included managing difficult circumstances in a school, keeping schools safe, school management planning and a policy update.

Staff accessed a total of 51 external courses provided by the DEC and external sources. The distribution of the type of professional learning is as follows:

- Literacy/Numeracy 21%
- ICT 19%
- Career Development 19%
- Welfare 17%
- Quality Teaching 9%
- Syllabus Implementation 9%
- Beginning Teacher 6%

Due to popular demand, the QHHS Professional Learning Team will reintroduce the highly successful *ICT for everyone* workshop program in Term 1, 2012.

**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—Literacy & Numeracy

Outcomes for 2012–2014

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

2012 Targets to achieve these outcomes include:

- An increase of 3% students achieving proficient or higher in Literacy sections of NAPLAN in both Years 7 & 9
- 2% reduction in the achievement gap in literacy achievement between Aboriginal students and non-Aboriginal students
- 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 & 9.

Strategies to achieve these targets include:

- Through EARS and TARS processes monitor the explicit teaching of literacy and numeracy strategies in all programs to ensure the embedding of literacy and numeracy elements in all T&L 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 teaching of literacy in Mathematics.

School priority 2—Student Engagement & 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
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 & Leadership

Outcomes for 2012–2014

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 T&L programs
- An increase of 6% of staff seeking accreditation for the standards of leadership competence.

School priority 4–Aboriginal Education

2012 Targets to achieve these outcomes include:

- 5% increase of Aboriginal students achieving minimum or higher bands in literacy in Years 7 & 9 NAPLAN
- 3% increase of Aboriginal students achieving minimum or higher bands in numeracy in Years 7 & 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.
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: