2010 Annual School Report
Quakers Hill High School

NSW Public Schools – Leading the way
Our school at a glance

A Caring Educational Community Shaping a Positive Future

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 is situated in the Quakers Hill area in Western Sydney Region. 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.

During 2010 the school maintained its commitment to our “SMART” code built around Positive Behaviour in Learning.

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

Many initiatives have been introduced to support student learning and ensure that all students become successful learners. The focus on “one more mark” has seen significant growth in the school’s literacy results in the National Literacy Assessment; in fact the Year 9 results passed the regional average results. The school has planned and prepared for a similar improvement in numeracy in 2011.

Staff professional learning will continue to be directed toward developing their technology skills to facilitate the effective use of the laptops for learning initiatives, as well as enhance teacher skills in promoting “numeracy moments” in every classroom.

Students have continued their high level of involvement in academic, cultural and sporting arenas with many successes. Outside the formal classroom setting, students continue to take part in events such as mock trials, musicals, public speaking, student leadership activities, debating, sporting competitions, and dance festivals, the School Spectacular and Tournament of the Minds.

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 and the once a term school discos, we were able to provide a School Diary for every student. We also provided funds for the Library to have window tinting installed and assisted the school musical to purchase sound and lighting equipment. 4 computer/data projectors were purchased, 3 for the English faculty and 1 for whole school use, as well as 30 keyboards for the Music faculty.

The P&C ran a canteen on Fundday to assist the school in raising funds for a new area in the school grounds for the students to use.

Jannette Nigl
President

Student Representative’s message
The Quakers Hill HS Student Representative Council has worked very hard this year on a number of projects. The SRC do a huge range of jobs around the school, from fundraising for both the school and charity, running events such as the Big Day In and discos to being involved in school wide projects that invite change in the school.

At the beginning of the year the desire to work on a school wide recycling project was expressed by the School Captains. The SRC have worked very hard on this project, which involved asking for sponsorship, seeking advice from Blacktown City Council and sourcing equipment needed to begin a school wide recycling project. Blacktown Council put us in contact with Blacktown Scrap
Metal, who kindly donated two can cages, and pick up the cans and pay us for them. Money raised from this can go towards funding further projects around the school. We also received donations of cardboard boxes from Bunnings, which we have placed in every classroom to assist with paper recycling. Through this project QHHS is now a more environmentally friendly school. The SRC hope to keep expanding this recycling project each year.

The SRC also raised considerable amounts of money for the Sleep Out event. They organised sponsorship from local businesses while students raised money to attend the sleep out. Sponsorship provided students with food for the night, so all funds raised could go towards the charity. The charity chosen was St Michael’s Family Centre, who offer care for the homeless and people in need. The SRC are very proud to have raised close to $2000 for the charity. They know that this money will be put to good use. The Student Representative Council is filled with hardworking students who aim to make a difference to their school and also the local community.

Janna Xerri
SRC Mentor

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></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Male</td>
<td>488</td>
<td>505</td>
<td>502</td>
<td>534</td>
</tr>
<tr>
<td>Female</td>
<td>465</td>
<td>492</td>
<td>501</td>
<td>496</td>
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</table>

The total school enrolment of 1033 students means that the school continues to operate at capacity. There are approximately equal numbers of boys and girls. Students with language backgrounds other than English make up 39% of the total school population.

Student attendance profile

The school’s overall attendance rate has dropped slightly and remains lower than our region and the state. Students with above average unexplained absenteeism are identified and interviewed and closely monitored.

Management of non-attendance

In 2010 the school developed a Student Attendance Plan to monitor and improve all student attendance. Awards were introduced for students with exemplary or improved attendance patterns. The plan also included a strategy to manage students at risk due to poor attendance patterns. In 2010 the school worked closely with the HSLO to track, review and initiate alternative programs for students with at risk attendance. In 2011 this attendance plan will be overseen 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>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>48</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.7</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
</tr>
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</table>

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>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
</tbody>
</table>

Staff Information

We saw a number of staffing changes, particularly in the History and Science faculties, with new staff choosing to transfer in, pointing to the high regard the profession has for our school. At the end of the year we said farewell Christine Sloggett (SAM) and Anthony Bryant (HT English) who retired after many long years of service to public education and our school.

In 2010 we had one Indigenous member of staff.

Financial summary

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

Date of financial summary: 30/11/2010

<table>
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<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
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<tr>
<td>Total income</td>
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<table>
<thead>
<tr>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
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</tbody>
</table>

A full copy of the school’s 2010 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 2010

Our students take pride in their achievements in the creative and performing arts; sport and student leadership. Congratulations must go to the student themselves but also the staff, parents and caregivers who support them. The continued professional development of teachers is a school priority and continues to enable the staff to provide a range of quality programs and initiatives for our students both in the classroom and beyond.

Achievements

Arts – The Mikado Musical

Prior to thinking of what to do next in the form of a musical, a holiday in Vietnam gave me the opportunity to see some wonderful colourful costumes. The bright, vivid outfits were purchased and sent back to Sydney and the outcome was a truly fabulous colourful show. The
script was then rewritten as a more contemporary story that had segues into scenes and the audience really appeared to enjoy the new spin on an old story.

At first rehearsals were fraught with problems, however eventually a well adjusted cast and crew began to fall in sync with one another. For the first time at QHHS the musical had a live band. They were fantastic and demonstrate the commitment our teaching staff have to students at our school. The process of a musical is to break it down to its simplest form and then build it back up into a viable show. The behind the scenes public relations work was managed by Ms Lachevre and the contribution she made to the polish and professionalism of the show cannot be understated.

As the director of the school musical I love the process of developing the performance. My passion for theatre runs through my veins and I hope that the experience of the musical at QHHS helps the students to feel the same way about the performing arts. So as they say in the classics... “The Mikado ...the rest is history” but planning is well underway for the 2011 production- “The 7 Deadly Sins”.

**Deb Franco**  
Musical Coordinator

**Sport**

Quakers Hill High School had a very successful year on the sporting fields, tracks and pools around the Blacktown and Sydney West regions. A number of individual performers progressed through to state level in both Swimming and Athletics. An abundance of relay teams made it to Sydney West, whilst three had the thrill and excitement of competing at the State level. The 13 Years Girls Cross Country team made it through, as did the 15 Boys relay in Athletics as well as Jake and Caleb Hansford in Swimming. A number of fine individual performances resulted in QHHS fairing very well in Zone pointscores at each of the major carnivals.

Another highlight of the year was the Trampolining team’s performance at the Combined High Schools competition. Proving that last year’s medal haul was no fluke, the talented duo – Leah Nazareth, and Damian Scott, managed 5 silver and 1 bronze medal. This display earned them the “Team of the Year” title for the second year running. 2011 will focus on improvement in Knockout competitions and getting more students to trial for team sports at the Zone level.

It will also see the second year of the Collegiate Cup, which will be a round robin tournament involving Riverstone and Seven Hills High schools. QHHS were narrow winners in the inaugural year of the competition. Throughout the 2010 sporting year students represented the school with pride and displayed outstanding levels of sportsmanship whenever they were competing under the QHHS banner.

**Andrew Tetley**  
Sport Coordinator

**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)  
Yr 9: from Band 5 (lowest) to Band 10 (highest)

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

**Literacy – NAPLAN Year 7**

In every aspect of the Literacy assessment girls achievement out performed our boy cohort. Thus the school needs to continue to implement strategies that enhance all students’ literacy skills but particularly for boys. This will be achieved through closer consultation with our partner primary schools. Overall there was a strong performance for Year 7 in Reading, particularly in the top 3 bands with our results exceeding the Nirimba School Education Group average. Attention to Grammar and Punctuation will be the focus of the Literacy program in 2011.
Numeracy – NAPLAN Year 7

The school continues to have a very traditional response to our testing data with the boys’ achievement in Year 7 exceeding the girls results in every aspect covered in numeracy. Specific time will be allocated to our curriculum in Year 7 and 8 to explicitly teach numeracy skills particularly measurement, space and geometry as these are areas where our Stage 4 students are struggling. It was pleasing to see our Year 7 results in bands 6 & 7 again exceed the Nirimba School Education Group.

Numeracy – NAPLAN Year 9

In Numeracy we once again had a high proportion of students in band 6 and lower however; this was offset by the growth of students in band 10 in measurement, space and geometry. In all aspects of numeracy the boys achieved higher overall results than the girls did. Clearly attention needs to be given to supporting the achievement of girls outcomes in all aspects of numeracy.

ESSA

In 2010 245 Year 8 students sat for the Essential Secondary Science Assessment (ESSA) in November. We were also a pilot school for the DET online ESSA testing project. The school’s average compared to the state had shown improvement over the 2009 results.

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 1 mark per year for each student is working.

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

In English there was an increase in students achieving band 6 and a 2% increase in students in bands 3 & 4 compared to 2009. The school will continue to direct time and resources into increasing the proportion of students achieving in the top two bands and a reduction in the bottom two bands.

In Mathematics there was significant growth in the top two bands from 6% in 2009 to 9% in 2010. Furthermore students achieving in bands 3
& 4 grew from 63% in 2009 to 65% in 2010. This is extremely pleasing as there was also a reduction of 7% of students in the bottom two bands.

The Science KLA demonstrated its most successful results with 29% of students achieving in the top two bands compared to 20% in 2009. In bands 3 & 4 there were 61% of the cohort and particularly pleasing was not one student achieving the lowest band, band 1.

Results in the Australian History Civics and Citizenship exams did not match the dramatic improvements made in 2009. 3% of our students achieved in the top two bands and 65% of the cohort achieved in the middle two bands. There was a large number of students who were in the bottom two bands which will be the focus area for the faculty in 2011.

In Australian Geography Civics and Citizenship the results indicated a strong correlation with state average in the middle two and lower two bands. The 14% achieving bands 5 & 6 was 10% below the state average, 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 will continue to be a priority of the Social Science faculty in 2011.

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

In the Computing Studies exam 47% of the cohort achieved a high distinction with 50% achieving a competent result. More attention to the trial computer skills exam will be given in 2011 to determine areas of students’ weakness. As well the school will continue to reinforce with the cohort and their parents that this external exam is an integral part of the awarding of a School Certificate credential.

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.
### Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>92.5</td>
</tr>
<tr>
<td>Writing</td>
<td>91.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>81.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.1</td>
</tr>
</tbody>
</table>

### Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.7</td>
</tr>
<tr>
<td>Writing</td>
<td>80.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.9</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.6</td>
</tr>
</tbody>
</table>

### 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 2010 the Learning Support Team in collaboration with the Aboriginal Education Committee and the Aboriginal community reviewed the Individual Education Plans for all Indigenous students at QHHS. These plans are a priority for staff in ensuring that their lesson plans cater for the learning needs of our Aboriginal students.

The Aboriginal Community Education Group led by Jenny Linklater was established to facilitate opportunities for Aboriginal parents to improve their understanding and awareness of the literacy and numeracy skills their children require to be effective learners. In 2010 there was significant emphasis on the parents learning about the DER notebooks to compliment the homework demands of their children. This community group was awarded a Western Sydney Regional Education Award for excellence in 2010.

#### 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.

#### Respect and responsibility

QHHS “SMART” code has respect and responsibility embedded in it. PBL lessons are provided to students regularly throughout the school year. These lessons focus on improving our students’ understanding and awareness of respect and responsibility. The Student Leadership Team had an opportunity during their leadership camp earlier in the year to discuss respect and responsibility at QHHS and how they as a group can enhance student awareness of it.

#### Connected learning

The school has made a serious commitment to improving student engagement through use of technology and the laptops provided through the federal government’s DER program. Teacher professional time has been devoted to improving staff confidence and awareness of how to use technology effectively in the classroom. In addition, the installation of more Interactive Whiteboards and the purchase of more data projectors have certainly assisted this focus.

#### Korean Student Visit

Quakers Hill High School hosted students from Korea from Monday 19th July to Tuesday 27th July. The Korean students were billeted out to students of QHHS and were treated to the Aussie family experience. Students visited a myriad of Sydney’s attractions with their host family, as well as enjoying the great Aussie BBQ. During school hours the Korean students mirrored their billets and experienced life in our classrooms. During their stay different staff members organised a range of activities for our visitors.

Students started each day with an Aussie themed English session and then either completed some indigenous art with members of the school’s Indigenous community or learnt how to play AFL. Students also learnt how to cook Aussie recipes.
and participated in Drama games. The tour culminated in a BBQ and cooking marshmallows and damper on the open fire. The billet families enjoyed the week and made some new friendships. Some billets are still in contact with the visitors and one Korean student has moved to Australia to live with his Australian family for an extended period.

Anthony Head
Tour Coordinator

Progress on 2010 targets

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

Our achievements include:
- Increased student participation in the collegiate AIME project which provides mentoring support to our students.
- WSR Award for Excellence for our Aboriginal Parent Education Group, recognising the increased involvement of community members in our ATSI student learning.

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

Our achievements include:
- Installation of 3 more Interactive Whiteboards, with every faculty in the school having access to this resource.
- Continuation of professional learning program “ICT for everyone” and practical ICT sessions offered at the Collegiate and school Staff Development Days.

Target 3
To improve students’ basic skills results (on average) by 1 mark per year for each student.

Our achievements include:
- An improvement in Science, English, Australian Geography and Computing Studies value added data.
- The revision and overhaul of the school’s Literacy and Numeracy programs using the last two years’ NAPLAN data to guide changes.

Target 4
To improve student retention and engagement.

Our achievements include:
- 5% increase in students receiving awards for attendance excellence.
- Introduction and 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:
- Establishment of school MyPLD@det with 20% of staff signing up for available courses
- Development and introduction of a new school Executive Assessment and Review process to enhance and build leadership capacity for experienced teaching staff.

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 2010 our school carried out evaluations of our school Management Plan, all school policies and all faculty areas except Mathematics.

Educational and management practice

In May 2010, the school carried out a School Map Survey on Learning. 50 staff, 257 students and 111 parents participated in this survey.

Background

The SchoolMap Learning Survey has changed from previous years. The most noteworthy changes include: the addition of two specific
questions; the wording of some questions were modified and some explanations were added to assist student and parent understanding of the questions; and additional separate questions were asked of the teacher cohort.

The questions were focused on: whether the school was providing a stimulating and supportive learning environment; whether a wide range of strategies and resources were used to enhance student learning and whether outstanding achievement was encouraged and was reflected in the school assessment process.

**Findings and conclusions**

66% of all responses were either “Almost Always” or “Usually”. (34% for “Sometimes,” “Rarely” or “Nil”)

76% of staff responses were either “Almost Always” or “Usually”.

59% of student responses were either “Almost Always” or “Usually”

76% of parent responses were either “Almost Always” or “Usually”

98% of staff responses felt there was a strong commitment by the school to develop and support structures that facilitated learning for all students.

89% of the parent responses felt that the learning needs of all students were addressed through a range of strategies and resources.

86% of the student cohort felt that all students were encouraged to excel and that there were high expectations for their learning.

**Future directions**

The work the school continues to undertake in the area of assessment and curriculum differentiation, will be able to use the feedback provided by our main stakeholders, to further enhance the delivery of quality learning outcomes for all of our students.

**Curriculum**

In 2010 a series of formal curriculum reviews were undertaken across the school.

**Background**

One of the first reviews held in 2010 was with the History Faculty. Thirty students from Year 7 through to Year 10 were asked to complete a survey and then were interviewed by the Principal about their learning in History.

From these interviews it was clear that all students were able to discuss the importance of having a true understanding of our past to help us become effective and sensitive citizens of the world. The students talked about the enjoyment that they got from the “narratives” the teachers used to convey the events and key points of the past.

**Findings and conclusions**

One of the strong findings from this review process was that the students did not enjoy and value the emphasis placed on working from textbooks and writing large amounts of text. So the first recommendation was for the faculty to review current material offered on OLE (QHHS Online Learning Environment) for students to access rather than the emphasis on text book work particularly when a teacher is absent.

The second finding from the review was that many students felt the focus on Aboriginal issues in all units of work actually diminished their understanding of Aboriginal History. So the faculty has decided to review their scope and sequence for all courses and look at the emphasis on Aboriginal history, endeavouring to reduce the repetition and highlight the key perspectives.

**Future directions**

Time was provided at the end of 2010 for the faculty to work on teaching material being put onto the school’s online learning environment as well as review the Aboriginal perspective in their teaching programs. In 2011 the faculty has planned to work with the Aboriginal Parent Group to have more community involvement in the presentation of these perspectives.

**Professional learning**

During 2010 staff accessed a number of opportunities for professional development and training. These involved courses, workshops and training held within the school, collegiate, DET and provided externally. The QHHS Professional Learning Team organised training events focusing on Teacher Quality, ICT in the class room and lesson sequencing. All staff were trained in emergency care procedures. The beginning teacher mentoring program was held throughout the year with fortnightly workshops developing
skills in teacher quality, teacher administration, class management and orientation to teaching. School Development Days were held on the first day of terms 1, 2 and 3 with workshops and presentations focusing on teacher quality, ICT strategies in the classroom, school policy development and differentiating the curriculum. QHHS conferences were organised for the school executive team and second in charge (2IC). The agenda of these conferences addressed professional learning plans and strategies for all staff, school policy update, documentation and implementation and consistent procedural practice within the school.

Staff (including SASS) accessed an overall total 64 external courses provided by the DET and external organisations. The distribution of the type of professional learning accessed is as follows:

- ICT 33%
- Career Development 24%
- Quality Teaching 22%
- Beginning Teacher 11%
- Syllabus Implementation 10%

School development 2009 – 2011

Targets for 2011

Target 1

Aboriginal Education

For all staff to effectively utilise and value the Personalised Learning Plans (PLPs) for every Aboriginal student at QHHS, thereby increasing retention rates of ATSI students to match the rates of Non-ATSI students, and improving ATSI student achievement levels to match Non-ATSI students.

Strategies to achieve this target include:

- Personalised Learning Plans updated, used and valued by teachers. HT Admin work with the welfare team to map and track ATSI student attendance.
- Maintain and improve the Aboriginal Parent Education Group that enhances parental and community understanding of the school.
- In class tuition to focus on skills required for numeracy and literacy using, with faculty based analysis of ATSI student performance in assessment tasks and exams.

Our success will be measured by:

- All Aboriginal students have current personalised learning plans with 20% improvement in ATSI attendance rates.
- 5% improvement in ATSI student performance in national tests with retention rates matching those of non-ATSI students.
- Doubling of involvement by community members.

Target 2

Using Technology

Maintain the school’s commitment to using a wide range of technology in teaching programs in order heighten student engagement.

Strategies to achieve this target include:

- Connected classroom in use to enhance college curriculum opportunities.
- Develop the school’s professional learning policy to facilitate ICT use and expand IWB facilities in each KLA.
- Faculties to incorporate contemporary and innovative ICT in programs.

Our success will be measured by:

- ICT incorporated into faculty programs.
- Reduction in negative student referrals as a result of heightened engagement.
- More IWBs across the school and Laptops being utilised in all Stage 5 classrooms.

Target 3

One More Mark

To improve students’ basic skills results (on average) by 1 mark per year for each student.

Strategies to achieve this target include:

- Cater to all learning abilities to improve SC and NAPLAN by one mark and Professional Learning focus on explicit teaching of numeracy skills in all KLAs.
- Utilise student literacy/numeracy data to facilitate intervention and learning support and all students complete planned numeracy
development program led by the Numeracy Team.

- Learning Support Team to develop Individual Learning Plans for all students who do not meet national benchmarks.

Our success will be measured by:

- SC and NAPLAN results show one mark average increase and improvement in value added data.
- All staff accessing the Learning Plans for students who do not meet national benchmarks and all staff familiar with concept of a “numeracy moment”.
- Increased use of numeracy based ICT.

Target 4

**Student Retention and Engagement**

To improve student attendance, retention and engagement.

Strategies to achieve this target include:

- Individual Learning Plans for students in Year 9 to identify and target students in danger of not completing their schooling.
- Implement the school Attendance Plan which is based on school’s PBL structures and will be overseen by HT Admin.
- Increased exposure to the Wyndham learning environment for students in Years 8 to 10 and investigate Stage 5 VET in 2012.

Our success will be measured by:

- Year 9 students identified and plans in place.
- 10% more students transition to Year 11 and Collegial plan to implement Stage 5 VET.
- A 2% increase in overall student attendance.

Target 5

**Staff Professional Development**

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

Strategies to achieve this target include:

- All staff have a personal Professional Learning Plan (PLP) and implementation of Executive PLP based on NSWIT standards
- Professional Learning linked directly to the School Plan and Professional Development tracked and “in-house” program designed from data reflecting staff needs.
- Facilitate staff completing online accreditation by the NSWIT through the indication of teaching elements in all school based professional learning.

Our success will be measured by:

- All staff PLPs are being used.
- Executive staff using standards in their TARS meetings with staff.
- At least 20% of staff completing on-line accreditation with NSWIT.

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.

Lauretta Claus, Principal
Robert Bredin, Deputy Principal
Therese Hourigan, Deputy Principal
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School contact information

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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:

http://www.sCHOOLS.nsw.edu.au/ASR