Preamble

The mission of Quakers Hill High School is to provide ‘A Caring Educational Community Shaping a Positive Future’. QHHS is dedicated to providing its students with a rich array of initiatives designed to enhance Teaching & Learning across the school and promote greater student achievement.

The school seeks to achieve these goals by:

- Encouraging the development of positive relationships within and between the student body, the school’s staff and community
- Building on prior learning and assessment to ensure that appropriate curriculum and attainment targets are set for all students
- Embracing high expectations and setting the highest possible standards for all students in appropriate courses of study
- Making learning as engaging and effective as possible
- Enriching and extending learning opportunities through a range of extra-curricular study and recreational activities
- Developing a strong partnership with parents/community in supporting students’ learning
- Provide staff with appropriate TPL (Teacher Professional Learning) opportunities to ensure that the above objectives can be achieved

Each sub-heading within this policy represents a QHHS program that is available to all students and which directly supports Teaching & Learning. Each program is further clarified with its own individual policy document.

Aboriginal Education

QHHS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander (ATSI) students so that they excel and achieve.

Personal learning plans for all ATSI students are collaboratively developed and regularly reviewed as part of this process.

Cultural education programs are implemented for all staff and students, to increase knowledge about Aboriginal Australia and understanding of the histories, cultures and experiences of ATSI people as the First Peoples of Australia.

Assessment

QHHS focuses on assessing students with a holistic approach, providing a variety of differentiated tasks, catering for all learning styles and abilities.
Assessment tasks in all Key Learning Areas (KLAs) are related to syllabus outcomes, are scaffolded and provide clear marking criteria. Students are given the opportunity to submit draft tasks to further enhance their achievement through teacher guidance. All tasks are given clear notification and time frameworks for submission.

**CAPA**

QHHS is committed to providing students with diverse learning opportunities in the Creative, Visual and Performing arts.

In Visual Arts and Music courses, students can engage in a wide range of enrichment programs. Students showcase their talents through performances at formal assemblies, Collegiate and interschool concerts and at our partner primary schools. Elective music students have the opportunity to audition for extension music courses to facilitate them learning at their ability and level of experience in Music. The school works closely with cultural groups in the community through Harmony events and Aboriginal and Polynesian after school programs.

**Curriculum Differentiation**

QHHS aims to identify individual learning needs of students, and groups of students, to maximise their learning outcomes across all KLAs.

QHHS teaching community develops effective and equitable programs that address the learning needs of students.

**Data Driven Decision Making**

QHHS is committed to data-driven decision making. It is the intention of the school’s leaders to utilise sound and accurate data to support and justify all decision making that may affect Teaching & Learning.

**Environmental Education**

QHHS is committed to the development and maintenance of a curriculum that supports environmentally sound, safe and sustainable practices.
ESL

QHHS is committed to improving the educational outcomes and wellbeing of all Language Background Other Than English (LBOTE) students.

LBOTE students are supported through the provision of:

- Specialist teachers
- Special class groups
- Team teaching
- Differentiated curriculum
- Special roll call program to help integrate students into QHHS and wider-school community
- Recognising and celebrating diversity

Extra-Curricular

QHHS provides a wide range of opportunities for students to participate in extra-curricular activities. Through participating in these activities, students can enrich their educational experiences and can access a more holistic education.

Extra-curricular activities available to students at QHHS include:

- Camp (Year 7)
- Chess Competition
- Collegiate Cup
- Dance
- Debating
- External faculty competitions (Maths, Science, English, Geography, etc.)
- Funiday
- Gala day
- Leadership camp
- Musical
- Partner primary school links
- Premier’s Reading Challenge
- Representative sport
- Ski trip
- Sports carnivals
- State knockout competition
- Student Representative Council (SRC)
- Swim school
- Tournament of the Minds
Gifted and Talented

QHHS identifies and provides learning opportunities for Gifted and Talented (GAT) students, allowing them to develop and maximise their learning through a range of curricular and extra-curricular programs. The programs available to GAT students include:

- Year 7 and 8 GAT classes
- Year 9 accelerated program
- Stage 6 HSIE accelerated program
- Maths & Science Enrichment Day (with GAT students from partner primary schools)
- Advanced music elective (for students demonstrating experience in performing arts)

*Please see Extra-curricular list for additional activities.*

Through participation in these programs, GAT students can accelerate their learning and enrich their educational experience at QHHS.

Students involved in the school’s GAT programs experience higher levels of engagement, achievement, higher-order thinking skills and creativity through differentiated teaching practices aimed at providing learning options appropriate for each student’s development.

Gender Strategies

All students will be given the opportunity to explore and develop their learning styles and personal development regardless of gender and stereotypes that may exist in the wider community.

Programs are offered within the school to students who may be at risk or who require extra support (this support may be along gender lines). These initiatives are embedded across school and student wellbeing programs to ensure all students are successful irrespective of gender.

ICT

Digital literacy and Information and Communication Technologies (ICT) skills are developed and fostered throughout all aspects of both the formal and informal curriculum. The school prioritises the acquisition and utilisation of current and significant technologies within our learning environments.

ICT skills are an important aspect of all teaching programs at QHHS.
Learning Support/Life Skills (Special Needs)

QHHS is committed to:

- The identification of students with special needs.
- Improving the educational outcomes and wellbeing of all students with special needs, so that they may achieve their full potential and/or match the outcomes of the broader school community.
- Specialised teaching programs and learning plans that are the result of collaborative decision making.
- The development of Individual Education Plans for all students identified as requiring additional support in their learning.

Literacy

QHHS is focussed on developing literacy across all KLAs by incorporating teaching strategies, programs, evaluations, assessments and varied activities that promote reading and comprehension skills.

Literacy at QHHS involves systematic instructions in the skills, knowledge and understandings required for students to be literate.

Teachers should be able to collate and interpret data, from school-based and state-wide assessments, to track and improve student performances and progress. The school supports teachers in evaluating and refining literacy practices to address the diverse needs of students (including integration of technology and differentiation).

Numeracy

The QHHS Numeracy Policy reflects the implementation of programs and practices to develop students’ numeracy skills and support specific numeracy demands across KLAs. All teachers address the development of numeracy skills within their teaching programs, identify and support specific numeracy needs and implement strategies to maximise student learning outcomes.

School Numeracy and assessment data analysis is used to guide teaching programs and whole school strategies. The QHHS Numeracy Plan supports the School Management Plan and reflects state wide targets, including those for ATSI students.
**Quality Teaching**

QHHS teaching programs are developed in line with the Quality Teaching framework making learning meaningful and relevant to all students. This is done by incorporating effective teaching styles and the use of ICTs to enhance maximum learning potential.

**School to Work/Work Experience**

QHHS students are actively encouraged to participate in both Work Experience and School to Work programs which provide an array of skills and opportunities to prepare students for future entrance into the workforce.

QHHS has fostered a positive working relationship with many local businesses which ensures the continued success of these programs.

**SMART (PBL)**

All programs, policies and procedures at QHHS are directed by the SMART acronym and are underpinned by a Positive Behaviour for Learning (PBL) approach. By explicitly and systematically teaching accepted, pro-social behaviours to all school stakeholders, we aim to minimise problematic behaviour and enhance student learning outcomes and socialisation skills.

To support and foster a positive school learning environment, underpinned by Safe, Motivated, Academic, Respectful and Tolerant behaviours, we strive to recognise, affirm, praise and celebrate good behaviours and valuable social skills in order to build student resilience and maximise personal success.

**Sport**

The Sports Program at QHHS aims to identify and address the physical, social and mental benefits of undertaking a healthy and active lifestyle. It also helps to develop fundamental movement skills, leadership, team work and the ability to solve problems, as well developing an ongoing interest in physical activity and sport.

**Through the Sport Program, QHHS students:**

- Are offered a wide variety of experiences to cater for all student needs including dance, gymnastics, drama, games and play and recreation activities, as well as opportunities to develop skills in coaching and mentoring.
- Receive opportunities for elite sportsmen and women to build on their talents by fostering partnerships with local sporting teams and utilising of local resources and development programs to provide expertise and variety.
- Strategically utilise sporting resources (with an ongoing development and upgrade program) to further enhance participation in sport as well as reinforcing the message to all students about the need for undertaking physical activity and sport in their daily routine.
- Participate in a safe environment, ensuring guidelines and regulations are adhered to (First Aid and Sport injury prevention).

**Teacher Quality**

QHHS places the utmost importance on developing the quality of teaching across the various KLAs. All staff are engaged in regular professional development, aimed at improving the quality of teaching and the educational outcomes of all students.

QHHS maintains a rigorous Mentoring program to support Early Career teacher and those that are new to the school by providing new staff with a thorough induction plan and a series of tailored professional learning sessions. The program is in line with the Australian Professional Standards for Teachers (AITSL).

**Transition**

QHHS maintains a strong link with its partner primary schools and senior college to ensure a smooth student transition between schools.

**Student transition is supported through:**

- Year 6 Transition Coordinator
- Year 6 Taster Days and Orientation Day
- Teacher exchange program (QHHS staff teaching in partner primary schools)
- Barnier PS reading program (QHHS students teaching at Barnier PS)
- Year 6 anxiety management group with school counsellors
- Year 10 open days/orientation at Wyndham College
- Welfare team meetings (QHHS and Wyndham College) to plan for student support
- Cross-collegiate faculty meetings

**Values**

QHHS is a proud public school committed to the belief that all children, regardless of their culture, religion or socio-economic status, are entitled to a quality education.
The school’s SMART code is a commitment to these values of public education and teaches students high expectations and positive social behaviours, which promote positive behaviour at school and within the wider community. Respect and Tolerance are a fundamental aspect of the school’s SMART policy.

### Roles and Responsibilities

#### Senior Executive

- exemplify the policy in their own teaching
- lead the process for monitoring Teaching & Learning across the whole school

#### Head Teachers (Teaching & Learning)

- exemplify the policy in their own teaching
- lead the school community in the development and implementation of Teaching and Learning innovation and pedagogy

#### Heads of Department

- exemplify the policy in their own teaching
- ensure that the most appropriate curriculum and assessment is utilised within all their courses/classes and review them regularly with staff
- monitor the effectiveness of Teaching & Learning within their faculty (in partnership with Senior Executive)

#### All Teachers

- exemplify the policy in their own teaching
- be a role model for pupils through personal presentation and professional conduct
- maintain up-to-date knowledge of the curriculum and pedagogy within their areas of responsibility
- be aware of and implement DEC, school and faculty policy and procedures
- actively and accurately compile assessment data for their students for reporting to DEC, school and parents/carers
- implement IEPs (Individual Education Plan) and PLPs (Personal Learning Plans) as recommended by the QHHS Welfare Team
- keep up-to-date with relevant technological change and the use of technology and ICT to enhance delivery and student access to education
- maintain professional relationships with all colleagues
- maintain good order in their classroom with clear expectations for student conduct
- develop positive relationships with students based on mutual respect