School plan 2015 – 2017

QUAKERS HILL HIGH SCHOOL 8594 (REVISED FOR 2016)
### School vision statement

QHHS meets the educational and welfare needs of students in a Stage 4/5 environment, encouraging all students to become lifelong learners and active, connected citizens. The school provides a diverse and comprehensive curriculum responsive to the needs and aspirations of students with a focus on teaching and learning and teacher quality. We are committed to embedding literacy, numeracy and technology into all aspects of professional practice. We develop the ‘whole child’ via our focus on sport, physical activity, creative and performing arts and student leadership. Tailoring the curriculum to meet student needs is a priority with a focus on Gifted and Talented initiatives. We facilitate seamless transitions into and out of Quakers Hill High School via strong links to partner primary schools and Wyndham College.

### School context

Quakers Hill HS is a public coeducational Year 7-10 high school situated in the north-west of Sydney. The school has 1056 students and is the largest 7-10 campus in NSW. It is one of four schools forming the Nirimba Collegiate Group with over 76 teaching staff and 15 support staff. Quakers Hill High School has a vibrant and enthusiastic staff who work collaboratively with the school community to provide a quality learning environment. The student population comprises 37% from a language background other than English with over 50 Indigenous students. A Support Unit which comprises 2 ASD classes and 2 multicategorical classes is an integral element of the school community.

### School planning process

The process began in late 2013 with a close evaluation of the final stage of the 2012-14 school plan. Broad focus areas under the headings of Students, Staff, Community were developed. Executive received development in strengthening understanding of developing measurable targets based on internal and external data harvests. The school vision was developed in consultation with representatives from whole school community and was finalised and published at the end of 2013. Mid-2014 the 3 Strategic Directions were constructed in consultation with the Executive Team, parent representatives and with an opportunity for staff input. In Term 4, 2014 key groups across the school were consulted in the development of the 5P planning page for each strategic direction. A series of key questions around where are we now, where do we want to be, what training/development for staff is required, what resourcing is required, why are these goals important, how will they lead to improved student outcomes were given to all group members and answers were discussed over time. Collated answers were used to develop the planning pages and were reviewed by key stakeholders post development.

- Milestones were developed in consultation meetings with individual program leaders
- Milestones shared with executive
- Executive staff to share milestones with faculties and report back on timeframes
- Impact Assessments and means of evaluation explored with Executive Staff
- Executive staff to share with faculties
- Discussed and explored at staff meeting
- Published
Purpose: To provide a high standard of education through a combination of differentiated teaching programs that target individual strengths and common goals and a well-resourced learning environment with a clear focus on creating the citizens of the future.

STRATEGIC DIRECTION 1
To embed literacy, numeracy and technology within a 21st Century teaching and learning focus

Purpose: To inspire each staff member to engage in actively building their mastery of teaching through closer professional reflection and the development of faculty and cross faculty links. For all staff to have the highest expectations of themselves and the students that we teach.

STRATEGIC DIRECTION 2
Deepening staff knowledge, understanding and practice through contemporary research-based Professional Learning

Purpose: To build stronger relationships within our immediate and wider educational community by fostering and maintaining sustainable links that are focussed on collaboration, communication, excellence and the overall improvement of student learning outcomes.

STRATEGIC DIRECTION 3
Build strong partner relationships with feeder primary and collegiate schools focussed on strengthening learning outcomes.
### Strategic Direction 1: To embed literacy, numeracy and technology within a 21st Century teaching and learning focus

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<td>To provide a high standard of education through a combination of differentiated teaching programs that target individual strengths and common goals and a well-resourced learning environment with a clear focus on creating the citizens of the future.</td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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| **Positive Behaviour for Learning (PBL)** | **Students:** Develop understanding of how to successfully address assessment criteria, compose well-structured and content-rich quality responses. To develop understanding of assessment as learning and critically evaluate their own work/ work of others. To know and understand what verbs mean/require in short/ extended responses. **Staff:** Develop understanding of assessment of/as and for learning. Develop staff in success criteria and how to code assessment according to QTF. Evaluate existing ALARM / assessment scaffolds and continue to develop and refine knowledge of question verbs. Develop stronger consistency processes through further pilot marking. Higher expectations of student assessment. **Parents/Carers:** Interested parents to be trained in using the scaffold. Session with Elevate Education offered to parents to support understanding cross- KLA success. **Community Partners:** Work with Senior College on their ALARM implementation and PEEL/TEEL process. Share learning cross collegiate. **Leaders:** build staff capacity to implement changed processes, to encourage high expectations around learning and preparing students for Stage 6 and beyond. Students: continue to develop student | - Do Now Activity verb focus.  
- ALARM and assessment samples to develop A-E consistency packages and exemplar responses to inform teaching and learning.  
- TEEL acronyms to be embedded cross-KLA to improve structure and lexical cohesion.  
- Develop whole staff understanding of assessment of / as and for learning as part of improving assessment culture.  
- EDMODO group developed for staff to share samples, questions, view responses and share ideas.  
- Implement ELEVATE program of cross-KLA inquiry learning focus across Year 10. | **Product:**  
- All faculties maintain a common approach to teaching extended responses using ALARM, TEEL. All assessments are evaluated by staff and students.  
- Common drive publication of A-E consistency packages. |
| | **Evaluation Plan** | **Practice:**  
- Every student to understand what is expected in each assessment task. For students to be able to develop their own success criteria based on an increased understanding of assessment expectations.  
- Students to use ALARM, TEEL and success criteria for assessment as learning. | **Product:**  
- All faculties to confidently use ALARM/TEEL scaffolds in teaching and learning. **Links to purpose via ALARM differentiation where each student reaches their own level via verb/prompt scaffolding. Students are also supported in pushing past comfort level. High level of intellectual quality and problem solving. Targeted approach to critical literacy and numeracy.** |
| | **Students:** fortnightly lessons targeting | | **Products:** All school community routines, |

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**ALARM (© Max Woods; Freshwater High School)** empowers students with the tools they need to approach writing and problem solving within an explicit framework. It empowers teachers via strengthening the intellectual quality of their instruction, raises expectations and enables more specific feedback.
As a school community we want to support all students by providing a clear and explicit framework within which they can achieve positive, academic, social and civic-based outcomes.

**Improvement Measures**

**PCL and Learning for Life: (PCL/L4L)**

As a school community we will develop critically literate 21st Century problem solvers who combine essential literacy/numeracy and digital literacy skills with 21st Century skills in teamwork, problem solving, researching, time management, information synthesising and technology utilisation.

**Students**: students need to develop critical literacy, problem solving, essential literacy/numeracy and digital literacy skills with 21st Century skills in teamwork, problem solving, researching, time management, information synthesis and technology utilisation.

**Staff**: continued capacity building of staff to meet the literacy needs of all students across all KLA’s. Embedding of

**Parents**: to secure parent support of SMART initiatives through consultation, collaboration and clear and explicit communication of school community expectations of students and parents.

**Community Partners**: work with cross-collegiate group sharing PBL ideas and resources

**Leaders**: promote and use the language of SMART across the school and in all interactions with students/parents. To adequately resource the promotion of SMART, support and implement reward initiatives to encourage and embed ongoing pro-social behaviours.

**Data and Knowledge**: data-identified issues; revisiting established routines and expectations. Train peer support leaders and New Generation Teachers in developing and delivering PBL lessons. 2016 Implementation of a 30 min SMART orientation for new students upon enrolment.

**Staff**: engage in regular cross-faculty development and discussion. Continue to focus on Above/Below the line behaviours and developing/maintaining positive practice in the classroom. Promote/model Choice Theory in the classroom. Implementation of a 60 min SMART induction for new staff.

**Parents**: build awareness and understanding of SMART via use of scripts at formal assemblies, prominent signage, ongoing website/signboard communication

**Leaders**: Use staff/student/parent surveys, PDP’s and SENTRAL data to inform direction and development in classroom management systems.

**Evaluation Plan (SMART)**

Mid-term data analysis comparisons with previous years. SWOT analyses at end of year. Regular surveys on data identified areas and success of implementations.

**Students**: Fortnightly lessons targeting basic digital literacy skills for learning. All yr 7 students to complete a cross-KLA Aboriginal perspectives focus. Targeted classes created for at-risk low-literacy/numeracy students to support them in meeting subject outcomes with reasonable adjustments.

**Staff**: engage in regular, organised and focussed cross-faculty TPL around the 21st Century skills needed for being an

**Products**: a scoped, sequenced and fully integrated cross-curricular program that develops students 21st Century learner skills

**Products**: students possess the necessary literacies for life including digital literacy, literacy, critical literacy and numeracy.

**Practices**: strong school wide focus on using PCL and gradually moving all staff towards implementing these learning modes into non-PCL targeted units of work

**Links to Purpose** via the creation of citizens of the future. Through SMART, students are explicitly taught pro-social behaviours around learning, working together, sharing spaces and interpersonal relationships that form the cornerstone of successful civics and citizenry.
### Improvement Measures

- 100% students and staff engage in using ALARM to compose extended responses across all KLA’s.
- 30% increase in students expressing confidence in writing extended responses.
- School data to conform to the PBL triangle.
- 85% students to be involved in leadership/extra-curricular programs.
- Significant improvement in targeted L4L literacy class students as identified by assessment results.

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<td><strong>To inspire each staff member to engage actively building their mastery of teaching through closer professional reflection and the development of faculty and cross faculty links.</strong> For all staff to have the highest expectations of themselves and the students that we teach. Learning Practitioners need to model and demonstrate lifelong learning themselves via the continued professional development required to maintain pace with directions in education. To develop the 21st Century citizen, staff must be up to date in their methodology, practice and the theory that underpins that practice.</td>
<td><strong>Staff</strong>: All staff will receive ongoing support and development in completing PDP’s. All staff will be developed in key focus areas for 2016 (Literacy Continuum, Numeracy Continuum, Quality Assessment, 21st Century Learning, Raising Expectations) <strong>Staff</strong>: interested staff to receive TPL in providing relevant professional development according to the Australian Charter for the Professional Learning of Teachers and School Leaders. <strong>Leaders</strong>: encourage and support expert staff of all levels to present workshops on areas of interest- based expertise. With a focus on delivering across the Nirrimba Collegiate and Nirrimba Learning</td>
<td><strong>Staff</strong>: New staff to attend specifically designed PL sessions to encourage a smooth transition in understanding process/procedures. A 2 hour teacher identified SMART induction for staff who arrive post term 1. School/faculty management plans used for all staff to develop/map own learning plans to demonstrate how they will align their practice to meet school targets and goals. <strong>Leaders</strong>: demonstrate individual accountability to school, DoE and BOSTES requirements.</td>
<td><strong>Product</strong>: Increased number of staff seeking to share areas of interest and expertise with their colleagues in targeted professional learning sessions within school and across NLC/ Nirrimba Collegiate. <strong>Product</strong>: Increased number of staff actively seeking to build their mastery of 21st Century learning tools and methodologies. <strong>Leaders</strong>: Staff will have a deeper understanding of the research behind the learning practice across the school.</td>
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**Links to Purpose** via embedding team teaching the learning environment is well resourced for targeting individual strengths and areas of need. All teaching and learning is underpinned by a deep understanding that there are many literacies needed for successful citizenry and these programs seek to build and embed all.
 100% of staff to submit and annually reflect on their PLP.
 100% of staff to attend 8 HOT hour sessions based on PLP identified need and HT evaluation.
 For all staff to be developed in how to generate, analyse and critically evaluate internal learning and assessment data for improved teaching and learning.
 Each teaching staff member to analyse one class using at least 3 internally generated data sources.

Community in 2016.

Community: Term Two/ Term Three Staff Development Days will be in held conjunction with the Nirrimba Collegiate and Nirrimba Learning Community with a focus on assessment, building capacity and 21st learning.

Parents/Students: regular communication to parents via School Newsletter, Website and Facebook as to how professional learning time is used, what is learned and how it leads to improved learning outcomes.

Staff will attend a minimum of 8 predetermined PL afternoon sessions annually. Three will focus on key school targets with others based on directions from analysis staff PDP’s.

staff and school leadership will build their capacity to meet and address the needs of 21st learners.

Strategic Direction 3: Build strong partner relationships with feeder primary and collegiate schools focussed on strengthening learning outcomes.

Purpose

To build stronger relationships within our immediate and wider educational community by fostering and maintaining sustainable links that are focussed on collaboration, communication, excellence and the overall improvement of student learning outcomes.

QHHS Connecting with ATSI Community: will provide a positive cultural and educational experience for Aboriginal and Torres Strait Islander students (7-10). It will support the creation of positive community links and provide ATSI students with the opportunity to share and learn culture from Elders and Community members.

People

Students: Students provided with a low-cost, high interest accessible series of learning engagements to facilitate cultural awareness, citizenship, interpersonal relationships and pride.

Staff: create a deeper understanding of Aboriginal culture and how to engage Aboriginal students in learning environments.

Parents: Strong focus on parent involvement throughout the program with parents invited to be a part of all sessions and to share stories and expertise in culture (ie dancing, performance etc)

Community Partners: Close partnership with parents of QHHS ATSI students. Invite ATSI stage 3 students to begin building links and strengthening engagement prior to high school. Guest speakers from the local ATSI community and involvement of local Elders.

Processes

Students: All ATSI students actively engaged in 5 timetabled and structured days to explore and celebrate ATSI culture both in and outside of the classroom via Relationship Building, Connection to Country, A Brighter Future, Sharing Language, QCCP Cultural Showcase. Students involved in planning and leading sessions for Stage 3/ new year students.

Staff: Staff will receive further training and development in 8 Ways based on 2015 evaluations. Staff session dedicated to showcasing how Outdoor Learning Area used to build connection and improve learning.

Parents: Early individual phone contact with parents of new ATSI students. Increased consultation with parents. Regular PLP revision days input in calendar. Committee of interested parents to communicate ATSI student

Products and Practices

Product: Positive and strengthened links with the local ATSI community.

Product: A sustainable program that is staffed, organised and resourced using the expertise of QHHS staff.

Product: Increased attendance at the program and increased levels of pride and engagement.

Product: A QHCCP showcase that brings together the artworks, message sticks and documented journey of the students and parents.

Practices: A systematic and strategic approach to raising cultural awareness and pride.

Links to Purpose via the development and maintenance of strong relationships with ATSI students and parents. The central
Primary Prosperitas: will develop the leadership/mentoring skills of QHHS students via their mentoring of individual primary school extended projects. This will create positive links within and across our community and provide our students with valuable mentoring and leadership skills.

Leaders: to promote and resource the course. To assist in developing links with community and other schools.

Students: Students will receive tutorials in effective mentoring and how to provide feedback, guidance and assistance. Students will be assigned a teacher mentor to support this process. EDMODO site for HS/PS students to facilitate shared learning processes.

Staff: development on effective mentoring.

Parents/Carers: invited to meetings (and showcases) with a focus on supporting their child through the extended individual project.

Community Partners: Primary School staff invited to be a part of the process and encouraged to promote project and suggest interested students.

Leaders: oversee the process in collaboration with supporting senior executive.

needs to staff. Set goals and assist in communicating initiatives to wider community.

Evaluation Plan: Staff / Student and Parent surveys. Attendance at the sessions. Focus group feedback.

Students: strategically plan and problem solve developmental stages completing a process log. Communication via timetabled structured meetings. EDMODO. Complete presentation mid-project and a final presentation of projects evening.

Staff: meet regularly with student mentors for training and debriefing. QHHS staff to provide ongoing training, supervision and support.

Evaluation Plan

Staff / Student and Parent surveys. Attendance at the sessions. Focus group feedback.

Leaders: to promote and resource the course. To assist in developing links with community and other schools.

Students: Students will receive tutorials in effective mentoring and how to provide feedback, guidance and assistance. Students will be assigned a teacher mentor to support this process. EDMODO site for HS/PS students to facilitate shared learning processes.

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Community Partners: Primary School staff invited to be a part of the process and encouraged to promote project and suggest interested students.

Leaders: oversee the process in collaboration with supporting senior executive.

focus on collaboration demonstrates understanding of the key role played by parents in their child's learning and will lead to stronger school/home connections. Stronger connections will lead to stronger engagement, increased attendance and improved student learning outcomes.

Product: Halfway presentation and final Presentation evening to promote and further develop formal feedback processes, multimodal presentation skills and idea/product promotion skills.

Product: Increased confidence of students in large scale independent project development.

Product: Positive and strengthened links with feeder primary schools.

Practices: Increased understanding of approach to independent projects and how students can be supported in this. Deeper knowledge and understanding of independent learning and mentoring. Increased use of independent learning projects in the classroom.

Links to Purpose via the building of personalised learning relationships within our immediate and wider educational community. Develops sustainable links focussed on collaboration, multi-modal communication, excellence and the achievement of quality.

Improvement Measures

- 20 % increase of ATSI students who contribute to the success of ATSI programs/projects/presentations within and beyond the schools
- 90% completion of independent primary projects.