

# Quirindi High School Annual Report



2017



8174

## Introduction

The Annual Report for **2017** is provided to the community of **Quirindi High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ian Worley

Principal

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### Message from the Principal

I came to Quirindi High School at the start of term 3 in 2016.

Walking into a new position always carries a great deal of trepidation with it, no matter who you are or what the position is.

Having now been here for over 12 months I have been able to truly see what a fantastic institution of learning Quirindi High School is, what a dedicated staff the students have working for them, what a support P&C the school has and how absolutely committed the local community is when it comes to supporting their local school.

2017 has seen a number of new initiatives and changes at QHS:

The installation of new Promethean boards in classrooms, the revamp of the library furniture, the resurrection of the old school bell and a new tradition started, the introduction of iPads to all stage 6, the study centre 3 afternoons per week, our new look news letter and Facebook page, an intense program for transition from primary schools to Quirindi high school with a strengthened Partner School relationship, new members of staff to coordinate our media and communication, rebranding of many school items, the partnership with Corwin and Visible Learning, the Clontarf Academy, expansion of the breakfast program, the expansion of the fledgling school band, specific literacy and numeracy classes in addition to English and Maths, a whole new suite of electives for years 9 and 10 and the introduction of a Head Teacher Wellbeing to support students, the securing of a \$700 000 grant to create a purpose built building to benefit the whole community, eftpos in the canteen and office. The holidays will see the complete upgrade of toilet blocks, an additional classroom and internal works. You will have undoubtedly notice the huge difference in our physical environment. Our overseas excursion in 2018 has more students than every taking part-33 and the fundraising done to support them has already raised over \$20 000. The introduction of a scholarship in partnership with the Farming For Kids Committee to further support agriculture in our school. This is a \$5000 scholarship. We have also introduced the Young Family scholarship of \$2000 to specifically support students moving onto university. This year has seen a big change in the way we conduct our awards for the presentation day. In partnership with the local RSL, they have been the major sponsor of the day. In conjunction with this, we have worked closely with our local Chamber of Commerce to create a shop local system for students who win vouchers. This is just another way in which Quirindi High School supports the community that supports it. The positive message about all that is happening at Quirindi High School has certainly been making its way into the local community.

Of course this year will also see the inaugural P&C Christmas Markets to be held in the school grounds tomorrow. Again, this is about our whole community and not just the school. Remember to be here at 5pm.

There have been many internal adjustments in relation to processes as we look at the journey that is continual improvement. We will always be able to look for ways of improvement. The fact that the school community is so willing to

embrace change for the sake of improvement is a testament to previous management and the directions set. The culture of change to allow for continued improvement is truly part of QHS. The staff here focus as a team in the truest sense to make sure students are provided with everything they need.

Our focus is always on how can we, as a school, improve the learning opportunities for students. What can we do better to assist students. It is this that drives change and continual improvement. Students are always at the forefront of everything we do.

2018 will see a new school planning cycle. Feedback from the school community shows that the school plan put in place over the last 3 years has been successful and the direction will continue in a similar manner. There are also a number of exciting projects in the pipeline to directly benefit students for 2018.

2017 has seen many successes for students. The awards recognise many of these, however there are many students who have succeeded in so many ways who may not necessarily be receiving an award today. Quirindi High School truly does offer Educational Excellence in a Country Atmosphere.

## School background

### School vision statement

We believe that well-informed, quality teaching practice underpins learning success and that all young people are capable of being successful learners in a differentiated, supportive environment. Quirindi High School actively enables student success through innovative curriculum delivery intended to build student skills, values and resilience for the future.

Teachers at our school agree that we are an 'Assessment for Learning' school and focus their teaching practice on current research and school-based evidence. We support diverse extra-curricular activities with the knowledge that we 'make a difference' for young people in our community.

Our school community provides the context for our approaches to student learning. Our community are valuable and are welcome in our school. We believe that strong links and communication with our community enhance opportunities for student success.

### School context

Quirindi High School is rurally situated 70km south of Tamworth on the Liverpool Plains in North-West NSW. Our students enjoy cutting edge technology, large grounds and new Science, Hospitality and Metal and Engineering facilities, along with 100 acres of school farm for the study of Agriculture.

Quirindi High School is built on the traditional lands of the Kamilaroi people and is part of the Liverpool Plains Community of Schools and has a stable annual co-educational enrolment of students 7-12 with an ATSI student enrolment of 21%. In addition, our school has three support classes specifically for students with mild, moderate and multi-categorical disabilities.

Quirindi High School offers a broad curriculum 7-12, with a large number of senior courses available for study at Higher School Certificate level. Tertiary and Vocational pathways are equally emphasised, with high level academic subjects offered. Our school has a thriving School Based Apprentice and Trainee (SBAT) program, with students successfully obtaining dual accreditation at the completion of their secondary schooling.

Resource allocation to Quirindi High School includes additional equity loadings related to Aboriginal Students, Students with Disabilities and Socio-Economic status. A range of school initiatives are in place to optimise educational performance for all students. Quirindi High School was identified as a National Partnerships Centre for Excellence 2011-2013.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Quirindi High School is within the Delivering to Excelling domains as defined by the Excellence framework. We are a school that excels in terms of adding value to student learning. Students from year 7 to 9 show value adding at a level of

Sustaining and Growing, whilst students moving from years 9 to 12 show the value added to their learning is in the Excelling range. Quirindi High School continues to strive to improve across all areas on a continual basis. Regular reflection and feedback allows us to be a school focused on improvement.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

Equipping 21st Century Learners with the capacity to succeed and contribute.

### Purpose

We will equip 21st Century Learners with the essential skills for future success. These skills reach beyond the learning of compulsory Australian curriculum content and have a focus on differentiated learning structures.

### Overall summary of progress

Continuing on the Visible Learning pathway, all staff have focused on the use of Learning Goals and Success Criteria within their classes. The promotion of the CCCC's has encouraged the student body to move forward with the development of the skill set required to work as 21st Century Learners.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students demonstrate expected or above expected growth in relation to effect size as measured through the 3 yearly applications of the ACER PAT tests.	A variety of funds have been used in relation to professional learning. This has included additional staffing, external assessment and increased staffing.	Students have performed above their expected growth with QHS being 8th in the state for schools performing above expectation.

### Next Steps

Explicit teacher learning in developing student learning/thinking skills in the areas of metacognition, vocabulary literacy, numeracy, technology, divergent thinking, innovation, creativity and problem-solving. Explicit student development of 21st Century understandings, including evidence of learning in the skills listed above. Development of Visible Learning approaches to classroom practice and student learning. Increased contact with KLA networks and PL to ensure teacher expertise. PL will be in line with individual PDPs and the common school goal relating to Visible Learning. The development of an improved, wholeschool strategy for the junior and seniors school, including benchmarking and rubric development around best practice. A common approach to assessments will be developed.

## Strategic Direction 2

Collectively building teacher and leadership capacity to ensure quality learning for all.

### Purpose

Our alliance of schools will enable consistent, quality learning opportunities for all children. This will be facilitated through collaborative teacher learning initiatives supporting innovative, evidence-based, effective change in 21st Century teaching.

### Overall summary of progress

The introduction of new Head Teacher roles and the expansion of responsibilities throughout the school has allowed for staff to continue to build their leadership capacity. The use of visible learning strategies has created a collegial atmosphere and enabled professional dialogue using the language of Visible Learning. Having a variety of teachers responsible for specific areas has further developed the capacity of all staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff will be working within the framework of a Visible Learning pedagogical approach. Staff will be involved in instructional rounds and use Learning Goals and Success Criteria within their classes.		

### Next Steps

Explicit teacher learning in developing student learning/thinking skills in the areas of metacognition, vocabulary literacy, numeracy, technology, divergent thinking, innovation, creativity and problem-solving. Explicit student development of 21st Century understandings, including evidence of learning in the skills listed above. Development of Visible Learning approaches to classroom practice and student learning. Increased contact with KLA networks and PL to ensure teacher expertise. PL will be in line with individual PDPs and the common school goal relating to Visible Learning. The development of an improved, whole school strategy for the junior and senior school, including benchmarking and rubric development around best practice. A common approach to assessments will be developed.

### Strategic Direction 3

Enhancing community congruence through effective partnerships.

#### Purpose

Established and new community networks and relationships at Quirindi High School will be extended with the common goal of congruent understandings, expectations and support for the whole child.

#### Overall summary of progress

The trial of a CLO and Media position has allowed the school to become a highlight of the local community. Entering into partnerships with the local council and a focus on 'local first' in relation to purchasing and student activities, has significantly raised the profile of the school. The updated newsletter and Facebook page have allowed the community to see all of the positive activities happening within the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased positive promotion of our school, evident in an increase in the number of positive contacts in comparison with previous years.	75000	community support for the school has increased with a number of students returning to the school from the private system. Local businesses have actively approached the school to offer sponsorship and the partnership with the Liverpool Plains Council is allowing QHS students access to all local sporting facilities.

#### Next Steps

Community agencies and local employers and organisations will be engaged in a collective impact strategy to improve services for the 'whole child' at a local level. A Head Teacher Wellbeing will be employed to work within our school. Our partnership of schools will be a focal point at student, teacher and community levels to ensure high quality service and equitable outcomes for all students. Our P&C will provide joint school forums for parents on topical areas such as cyber-safety, bullying, mental health and effectively parenting adolescents. Clontarf will implement high quality cultural and support activities for young men. A Community Liaison Officers will be employed to focus on school promotions.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	153288	90% of Indigenous boys have engaged with the Clontarf program. The ACLO has worked with a variety of community groups to establish positive links with the school.
<b>Low level adjustment for disability</b>	203234	Student achievement has improved with above expected improvement in terms of value adding. Literacy and numeracy classes have been established to further improve skills. LaSTS have run these classes and developed specific programs. focus
<b>Socio-economic background</b>	560591	Quirindi High School has performed 8th in the state in terms of adding value to student learning above expected growth.
<b>Support for beginning teachers</b>	85000	All 2017 beginning teachers have completed their proficiency and all staff on maintenance are compliant with having completed reports.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	190	199	213	210
Girls	180	194	188	169

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.2	91.4	90.3	91.5
8	87.9	88	86.4	90.9
9	87.6	87.9	84.7	85
10	81.6	85.9	84.2	86.2
11	83.6	82.6	82.9	82.4
12	85.9	87.8	81.2	85.7
All Years	86.4	87.4	85.3	86.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

- Non-attendance is followed up through the Head Teacher Wellbeing. Within this role, contact is made with home, interviews invited and where necessary, Individual Attendance Plans developed. The HT Wellbeing regularly liaises with the Home School Liaison Officers in terms of developing programs and implementing strategies to support students with their attendance patterns.
- Regular contact with students and their families has facilitated some attendance improvement for those students who are of concern. The development of Work Experience programs has been of great benefit. Attendance rates have shown a slight increase from 2016. Our attendance rates continue to be higher than the like school groups.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	2	0	20
Employment	2	0	15
TAFE entry	0	0	10
University Entry	0	0	45
Other	0	0	0
Unknown	0	0	15

Of the cohort completing the HSC, 45% accepted entry to University. Of this, 60% of this group deferred their enrolment to participate in a GAP year to assist with finances for their University year. We have not been able to contact all students to confirm their post school destinations. The majority of year 10 students moved into stage 6 with a low percentage leaving school to look for work or enter the workforce. Retention rates between stage 5 to 6 are high, as are the numbers of students gaining entry into a University.

### Year 12 students undertaking vocational or trade training

Of the students in year 12, 36% undertook a Vocational Education and Training course as part of their HSC.

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the students starting stage 6, 24% did not complete the HSC. A number of these withdrew from school to move to employment, apprenticeships or studies through TAFE.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	7
Classroom Teacher(s)	28.9
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.5
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	11.78
Other Positions	1

\*Full Time Equivalent

Of the total workforce at Quirindi High School, 15% identify as of an Aboriginal background.

## Teacher qualifications

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

## Professional learning and teacher accreditation

A significant amount of additional funding was put toward professional learning throughout 2017. The school spent \$68000 dollars to support staff in their professional learning. A total of \$145The majority of this additional funding went toward the inclusion of all school staff in the Corwin Visible Learning Program. This has allowed the school to continue with the Assessment for Learning Focus. Beginning teacher funds were used to allocate additional release time to all first year teachers and to employ a Lead Teacher to focus on moving all new scheme teachers to proficiency or assisting with maintenance. The school's aim was to have all beginning teachers reach their proficiency within their first 12 months of teaching. Professional learning funds and beginning teacher funds were also used to support a new and beginning teacher program which was run every Tuesday morning on a spreading scale. This allowed for significant amounts of time to be spent on developing practice and understanding of context. Nine teaching staff were working toward proficiency throughout 2017. Sixteen staff were in their maintenance period whilst one member of staff maintained accreditation at Lead Teacher level.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>999,158</b>
Global funds	565,499
Tied funds	942,273
School & community sources	361,284
Interest	15,475
Trust receipts	8,791
Canteen	0
<b>Total Receipts</b>	<b>1,893,322</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	76,085
Excursions	106,039
Extracurricular dissections	148,432
Library	3,217
Training & Development	9,346
Tied Funds Payments	777,616
Short Term Relief	91,539
Administration & Office	313,467
Canteen Payments	0
Utilities	119,512
Maintenance	58,921
Trust Payments	34,187
Capital Programs	0
<b>Total Payments</b>	<b>1,738,361</b>
<b>Balance carried forward</b>	<b>1,154,119</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	1,334,568
Appropriation	1,170,694
Sale of Goods and Services	41,934
Grants and Contributions	117,288
Gain and Loss	0
Other Revenue	4,652
Investment Income	0
<b>Expenses</b>	-420,007
Recurrent Expenses	-420,007
Employee Related	-171,014
Operating Expenses	-248,993
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	914,560
<b>Balance Carried Forward</b>	914,560

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The School Finance Committee includes the Principal, Deputy Principal, SAM, staff representative and ACLO.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,951,551
Base Per Capita	65,180
Base Location	77,263
Other Base	4,809,108
<b>Equity Total</b>	917,114
Equity Aboriginal	153,288
Equity Socio economic	560,591
Equity Language	0
Equity Disability	203,234
<b>Targeted Total</b>	663,048
<b>Other Total</b>	176,208
<b>Grand Total</b>	6,707,920

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

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. For further details, please refer to the MySchool Website  
<https://www.myschool.edu.au/school/42520>

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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

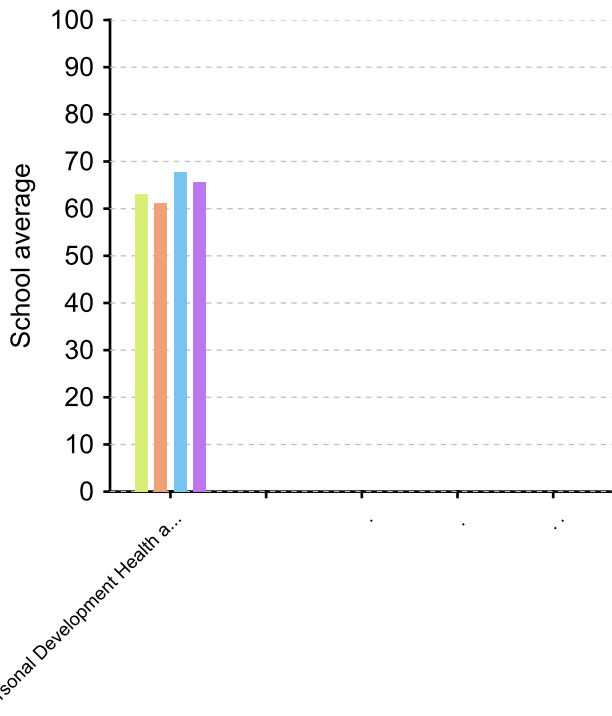
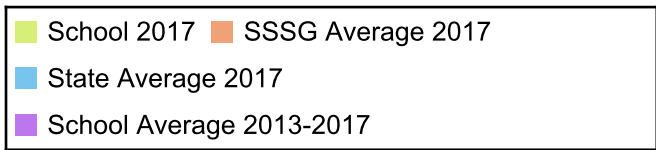
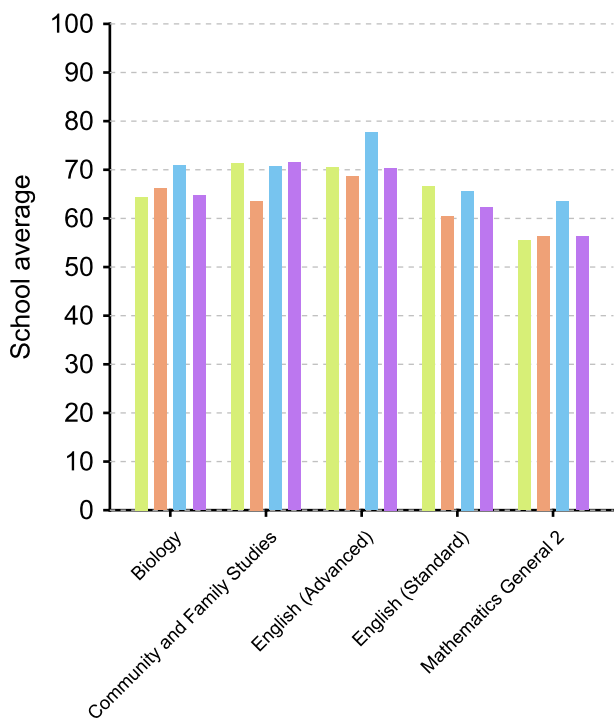
*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

QHS has continued to move forward with the value

adding aspect of our educational programs. The introduction of a specific study centre along with specific Literacy and Numeracy classes has seen a significant improvement in results and value adding, so much so that we are ranked as one of the top 10 schools in the state in relation to performing above anticipated growth. The role of the ACLO has allowed the school to form significant relationships with the local community and focus on the improvement of Indigenous students. The introduction of the Clontarf program has seen significant improvement in terms of results for our Indigenous boys, along with attendance.

### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



### Parent/caregiver, student, teacher satisfaction

Through end of year surveys—both paper and electronic, a high level of satisfaction was shown. The school community indicated a high level of confidence in terms of school performance. The school community indicated that changes implemented had been having a positive effect on the student population and the perception of QHS within the local community was positive. Changes to some branding items were generally seen as positive and indicating a level of renewal within the school. The school community were positive about wellbeing but still believed further focus in this area could be developed. The school community felt communication was good and staff approachable. There was a desire for greater emphasis on wearing uniform and additional extra curricular activities. Parents did ask that extracurricular activities be supported by school providing transport. The in school community indicated a high level of satisfaction and the building of a collegial atmosphere was continuing. Parents and students generally felt supported by the school and believed that the school had a genuine focus on student learning.

### Policy requirements

#### Aboriginal education

2017 saw the introduction of the Clontarf Academy to support Aboriginal boys within the school. The employment of two Clontarf Officer and the conversion of two spaces into Clontarf Academy rooms has seen the program grow and have significant impact on

students throughout the year. The program, by extension, has supported the whole school community and the broader community. Students have participated in a variety of events throughout the year both in our local community and outside. The Sasha Fierce program, aimed at Aboriginal girls promoted moving beyond the boundaries throughout 2017. The group planned and ran an excursion to Sydney, challenging themselves to be the tour guides and facilitators. The result of this was to include the girls in a variety of processes and build confidence in relation to aspects of moving outside of their local area. An ACLO position was established within the school to promote regular contact with the community. All faculty programs were monitored to make sure that Aboriginal perspectives were included. The CSIRO Indigenous Science Team worked closely with staff on Aboriginal Science and staff were involved in cultural excursions to specific heritage sites.

### **Multicultural and anti-racism education**

Quirindi High School is committed to the DoE Multicultural Education Policy. Through our language programs in year 7 and the running of EALD programs, students have experienced a variety of cultural backgrounds. The introduction of AUSLAN as an elective has further broadened the understanding of cultural backgrounds. Quirindi High School trained a new ARCO in 2017. The ARCO has not been required to respond to any specific issues up to this point in time.