

Quirindi High School Annual Report



2018



8174

Introduction

The Annual Report for **2018** 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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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 'Visible 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 significant links with the local businesses and council. Quirindi High School students have access to all community sporting facilities as part of their enrolment at the school. Students enjoy a high level of personalised pathway planning and bespoke pathways are something that Quirindi High School students have access to. Agriculture is a significant part of Quirindi High School life and students have access to a large range of facilities and experiences along with a 100 acre agricultural farm.

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 27%. In addition, our school has four support classes specifically for students with mild, moderate, multi-categorical and emotional 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 has strong links with the Liverpool Plains Council and a strong partner school relationship which has allowed for an excellent transition program.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated Quirindi High School to be Sustaining and Growing in the areas of Curriculum, Wellbeing and Teaching. In the area of Leading, Quirindi High School was Excelling.

Our self-assessment and the external validation 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

Extending 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

Progress within this strategic direction has been made. The creation of faculty plans has allowed the refinement of the direction to be more bespoke and for faculties to undertake specific projects in working within this direction.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| <p>A measurable increase in the number of services available to support student achievement.–Farming For Kids Scholarships, additional Liverpool Plains Scholarships, Study Centre, Liverpool Plains Partnership.</p> <p>An increase in the number of students accessing support services.</p> <p>Post school destination data indicates increases in vocational and tertiary uptake.</p> <p>Attendance data is at state average</p> <p>Increased positive promotion of our school, evident in an increase in the number of positive contacts in comparison with previous</p> | <p>CLOs–\$100 000 through equity funding</p> <p>Farming for Kids Scholarships</p> <p>Clontarf persone</p> | <p>We have established good links with the community and been able to expand the relationship with the local council to include our partner schools for 2019. This will offer all students the opportunity to gain access through a season pass to the local swimming pool. The Farming for Kids scholarships have been very successful and through the community talk, the school has been offered an additional scholarship valued at \$9000. Most of this work has been done through the employment of the CLOs.</p> |

Next Steps

Individualised faculty planning based around the strategic directions have allowed for bespoke projects to be run with a faculty focus and a greater understanding across KLAs of what is happening across the school. Regular discussion and updating on each faculty's plan occurs at executive meetings.

Strategic Direction 2

Building Teacher and Leadership Capacity to Enhance Student Learning

Purpose

Our school 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 teaching practice.

Overall summary of progress

This strategic direction is continuing to be built upon. Having a Lead Teacher work within the school and focus on graduate teachers gaining their proficiency has allowed our beginning teachers to gain their accreditation within a 12 month period. The Lead Teacher has worked with Head Teachers on their capacity as supervisors and assisted in the development of a New and Beginning Teacher program with a focus on the standards. The maintenance of additional executive positions has continued to allow staff to build capacity in this area.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| <p>Internal measurement and validation of teaching and learning against <i>School Excellence Framework</i>, teaching and leadership elements.</p> <p>100% of staff demonstrate a self-reflective understanding of their own professional development directions.</p> <p>All teachers at Quirindi High School will evidence negotiated current school directions in 'Visible Learning' strategies in their classroom practice via their <i>Performance and Development Framework</i> goals and through regular evidence collected during Instructional Rounds and Peer Observation</p> <p>Evidence of an increase in teachers applying for accreditation at higher levels.</p> | <p>School professional learning funds—\$21000</p> <p>Equity Funding—\$51000</p> <p>Employment of Impact Coaches to work within the school and release time for staff to be able to work with each other</p> | <p>We are continuing to work through the impact cycle. Staff are continuing to implement the VL strategies. The review of the current impact cycle is to be conducted to allow students an opportunity to present their views in relation to learning</p> |

Next Steps

Our Lead Teacher will work with staff on moving toward Highly Accomplished. Six staff have started working with the Lead Teacher in this area. Professional learning budgets have been devolved to faculties to allow them to better plan for their needs.

Strategic Direction 3

Enabling Future Focused Learners with the skills to succeed.

Purpose

We will enable Future Focused Learners with the essential skills for future success. These skills reach beyond the learning of compulsory curriculum content and have a focus on differentiated learning structures and the skills of creativity and adaptability, critical thinking and problem solving, communication and collaboration.

Overall summary of progress

The school focus on Visible Learning as a practice has continued. Embedded within this practice is the focus on Future Focused Learners. Staff are continuing to undertake professional learning on developing learning traits within students as opposed to being content focused. This will align with the new HSC and the focus on problem solving and critical thinking.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| <p>Instructional Practices Inventories will evidence increased higher order, high yield teaching and learning practice that is sustained over time.</p> <p>Measurement of improved senior student performance in Bands 5 and 6 will include external testing improvement, post school destination and VET data.</p> <p>Internal measurement and validation of teaching and learning against School Excellence Framework, learning elements will indicate improvement from over time.</p> <p>Students in Year 9, including Low SES and Aboriginal students will evidence an effect size of 0.4 or greater through internal measurement.</p> | <p>Impact coaches Posters and Impact Coaches for monitoring.</p> <p>Equity funding to allow for additional release time.</p> <p>Casual relief</p> <ul style="list-style-type: none">• Professional Learning (\$4000.00) <p>SAO time</p> <p>ACER PAT</p> <p>Common Assessment Schedules and proformas</p> | <p>All staff have worked in observation groups to assist each other with the VL cycle.</p> <p>Posters have been reviewed and removed as it was believed they were too wordy. The focus on the impact cycle has allowed for students to build their capacity in relation to vocabulary.</p> <p>Observations were successful. There is a need to allow more time for staff to debrief after the observations. This will be factored into the next rounds.</p> <p>Some links were established but time became an issue. There was research completed into the establishment of a network day within the area. Ongoing research will happen in relation to this.</p> <p>This has worked well throughout the year. There is commonality and a similar language across tasks. We have continued to update the schedules in line with the new HSC.</p> |

Next Steps

Regular professional reading and presentations by staff have allowed for more in depth discussion. Impact coach audits of classrooms and the use of Visible Learning structures mean that there is a focus on building skills and staff will have the opportunity to evaluate their practice against the Visible Learning targets. Individualised faculty planning will allow each KLA to further embed the skills of Future Focused Learners into the teaching and learning programs.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Aboriginal background loading | \$162305 | Employment of ACLO and Clontarf program. This resulted in the reduction of suspensions among Indigenous students, the implementation of additional support programs and assisting with uniforms. Attendance rates have improved. |
| Low level adjustment for disability | \$39641 | Additional SLSOs were employed to support students in mainstream classes in relation to literacy and numeracy. Students built their literacy capacity, particularly in year 7. |
| Socio-economic background | \$530619 | Funds were used for a variety of initiatives including—Access to the gym and pool, interschool music tuition and band. Employment of additional staff and resources. Suspension rates from 2017 were down, attendance rates of Indigenous boys was up. |
| Support for beginning teachers | \$48000 | Employment of a Lead Teacher to work with staff on gaining accreditation was very successful. All except one beginning teachers gained their accreditation within the year. The one teacher was still completing university courses so opted to spread this over a 2 year period. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 199 | 213 | 210 | 203 |
| Girls | 194 | 188 | 169 | 173 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 91.4 | 90.3 | 91.5 | 88.9 |
| 8 | 88 | 86.4 | 90.9 | 87.5 |
| 9 | 87.9 | 84.7 | 85 | 88.6 |
| 10 | 85.9 | 84.2 | 86.2 | 79.4 |
| 11 | 82.6 | 82.9 | 82.4 | 81.7 |
| 12 | 87.8 | 81.2 | 85.7 | 81.3 |
| All Years | 87.4 | 85.3 | 86.9 | 84.7 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| 7 | 92.7 | 92.8 | 92.7 | 91.8 |
| 8 | 90.6 | 90.5 | 90.5 | 89.3 |
| 9 | 89.3 | 89.1 | 89.1 | 87.7 |
| 10 | 87.7 | 87.6 | 87.3 | 86.1 |
| 11 | 88.2 | 88.2 | 88.2 | 86.6 |
| 12 | 89.9 | 90.1 | 90.1 | 89 |
| All Years | 89.7 | 89.7 | 89.6 | 88.4 |

Management of non-attendance

- Non-attendance is handled through the Head Teacher Wellbeing. Regular attendance meetings and contact with the HSLO occur. The NIPS program has been introduced as an early intervention program. Regular texts are sent home if a child is absent and roll checks are completed each lesson.
- The NIPS program was introduced part way through 2018. The greater level of Face to Face contact should manifest a tangible improvement in specific student's attendance rates.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10 % | Year 11 % | Year 12 % |
|--|-----------|-----------|-----------|
| Seeking Employment | 8 | 15 | 4 |
| Employment | 0 | 0 | 60 |
| TAFE entry | 0 | 0 | 5 |
| University Entry | 0 | 0 | 15 |
| Other | 0 | 0 | 0 |
| Unknown | 0 | 0 | 16 |

Year 12 students undertaking vocational or trade training

2018 saw 45% of students undertaking either a VET or a TAFE subject.

Year 12 students attaining HSC or equivalent vocational education qualification

All 41 year 12 students enrolled attained the HSC. Of these 41 students, 3 Attained a Life Skills HSC.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Head Teacher(s) | 7 |
| Classroom Teacher(s) | 27.7 |
| Learning and Support Teacher(s) | 1.6 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 11.98 |
| Other Positions | 1 |

*Full Time Equivalent

The percentage of staff who identify as being of an Aboriginal background in 2018 was 12%.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 85 |
| Postgraduate degree | 15 |

Professional learning and teacher accreditation

Throughout 2018, All beginning teachers worked with a Lead Teacher to attain proficiency. The professional learning budget was added to by approximately \$30 000 to allow for greater depth. The focus for 2018 was on Visible Learning in partnership with Corwin. Staff participated in regular professional learning sessions and Visible Learning has become an integral part of teaching within the school. Professional Learning funds were allocated to support the role of Impact Coaches and to employ a Lead Teacher to work with staff on maintenance and accreditation.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 914,560 |
| Revenue | 7,330,994 |
| Appropriation | 6,950,945 |
| Sale of Goods and Services | 181,825 |
| Grants and Contributions | 173,381 |
| Gain and Loss | 0 |
| Other Revenue | 18,080 |
| Investment Income | 6,763 |
| Expenses | -7,597,130 |
| Recurrent Expenses | -7,597,130 |
| Employee Related | -6,416,788 |
| Operating Expenses | -1,180,342 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -266,136 |
| Balance Carried Forward | 648,424 |

2018 saw the introduction of a new financial software package across the DoE. Throughout 2018 we continued to build our knowledge in relation to the use and implementation of the new processes. The finance committee of the SAM, Principal and DP met on a regular basis. Due to the new software, faculties were not allocated with budgets but were funded directly from the Equity funding. This will be changed in 2019. A significant Equity spend was the whole school membership to the Liverpool Plains Gym and Pools.

Funds carried forward included funds being held to establish the new Wellbeing Centre in 2019.

Some funds were spent from 6300 that should have been spent from the 6100. The journal to correct this will happen at the start of term 2 2019 when actual funds are synchronized with the EFPT.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|------------------|
| Base Total | 4,738,051 |
| Base Per Capita | 77,796 |
| Base Location | 74,043 |
| Other Base | 4,586,212 |
| Equity Total | 941,740 |
| Equity Aboriginal | 162,305 |
| Equity Socio economic | 530,619 |
| Equity Language | 10,959 |
| Equity Disability | 237,857 |
| Targeted Total | 919,649 |
| Other Total | 156,261 |
| Grand Total | 6,755,702 |

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

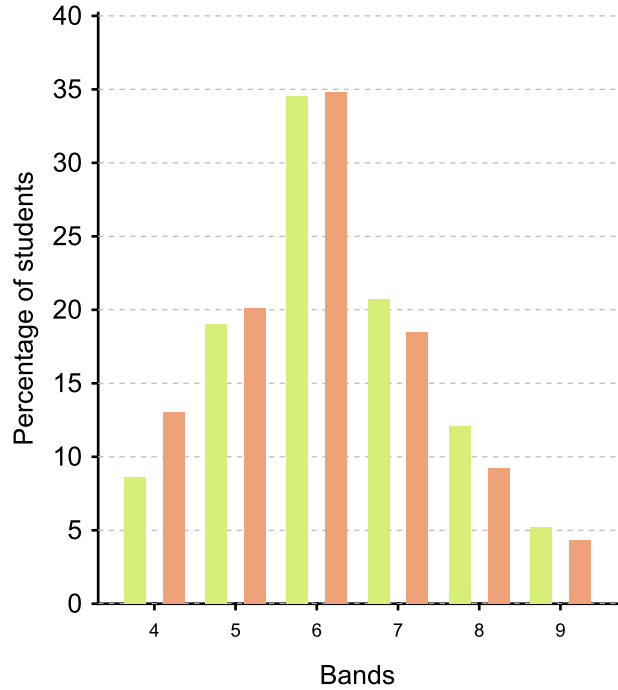
numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Student in year 7 and 9 undertook NAPLAN. The school opted to continue with the pen and paper test for 2018 and will complete the pen and paper test in 2019. We have done this as we believe it is good preparation for the HSC exam which still requires students to complete a pen and paper examination.

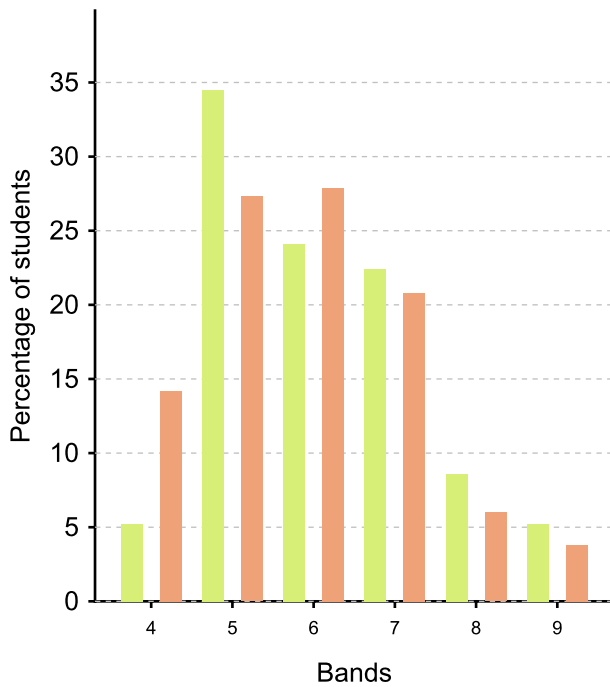
**Percentage in bands:
Year 7 Reading**



Percentage in Bands
School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|------|-----|
| Percentage of students | 8.6 | 19.0 | 34.5 | 20.7 | 12.1 | 5.2 |
| School avg 2016-2018 | 13 | 20.1 | 34.8 | 18.5 | 9.2 | 4.3 |

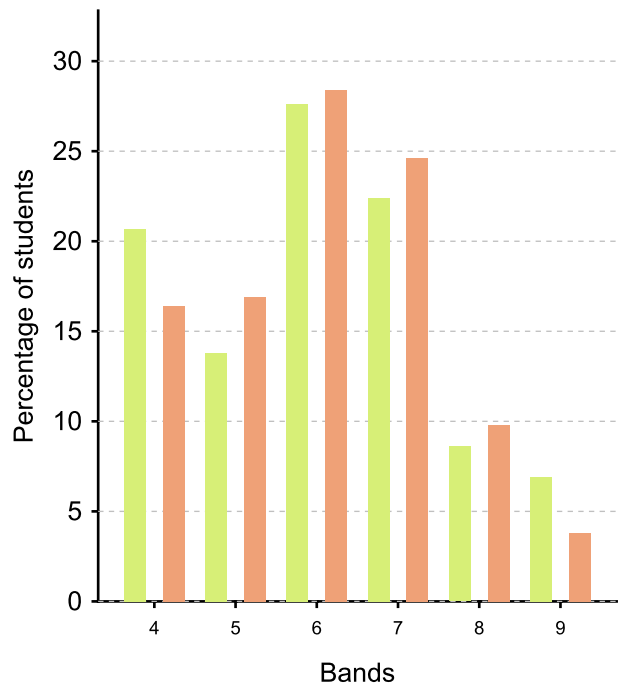
**Percentage in bands:
Year 7 Grammar & Punctuation**



Percentage in Bands
School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 5.2 | 34.5 | 24.1 | 22.4 | 8.6 | 5.2 |
| School avg 2016-2018 | 14.2 | 27.3 | 27.9 | 20.8 | 6 | 3.8 |

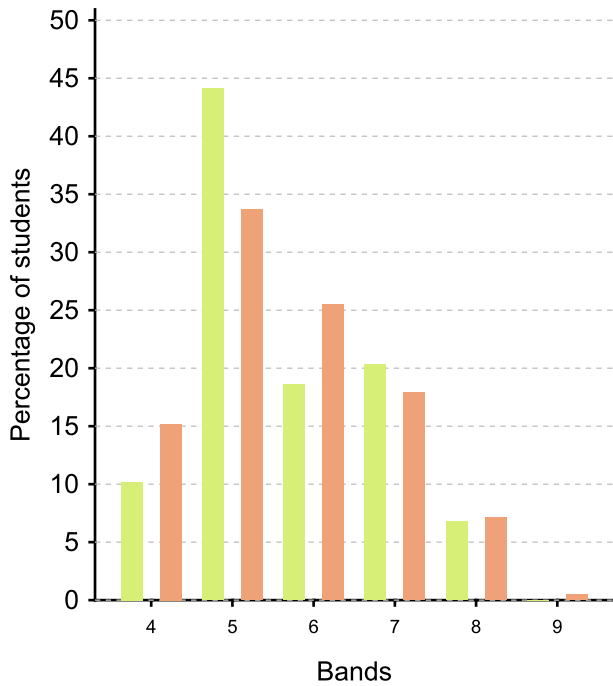
**Percentage in bands:
Year 7 Spelling**



Percentage in Bands
School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 20.7 | 13.8 | 27.6 | 22.4 | 8.6 | 6.9 |
| School avg 2016-2018 | 16.4 | 16.9 | 28.4 | 24.6 | 9.8 | 3.8 |

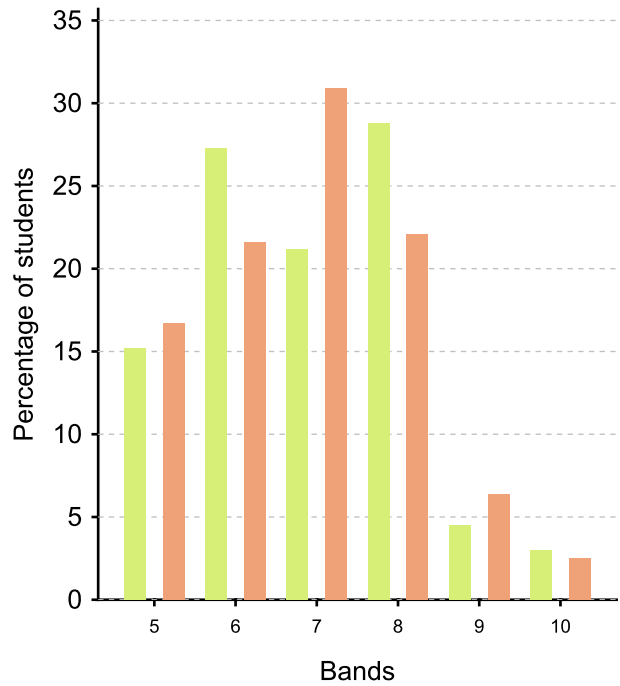
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 10.2 | 44.1 | 18.6 | 20.3 | 6.8 | 0.0 |
| School avg 2016-2018 | 15.2 | 33.7 | 25.5 | 17.9 | 7.1 | 0.5 |

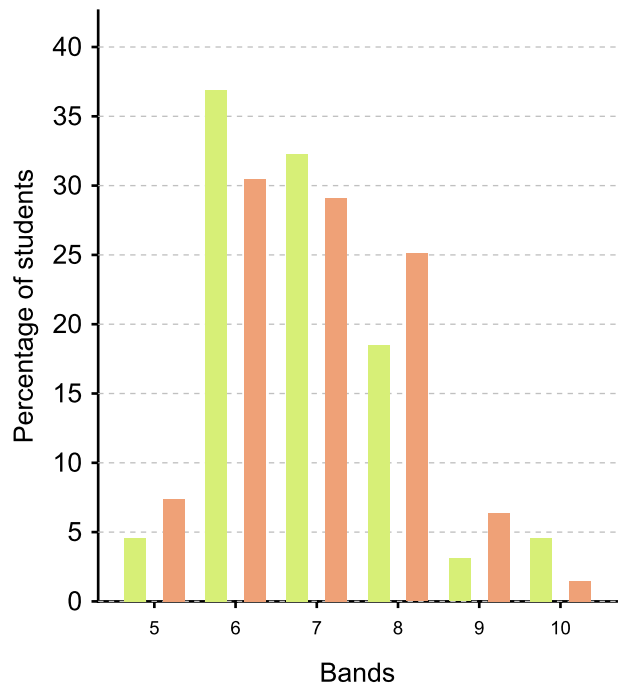
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 15.2 | 27.3 | 21.2 | 28.8 | 4.5 | 3.0 |
| School avg 2016-2018 | 16.7 | 21.6 | 30.9 | 22.1 | 6.4 | 2.5 |

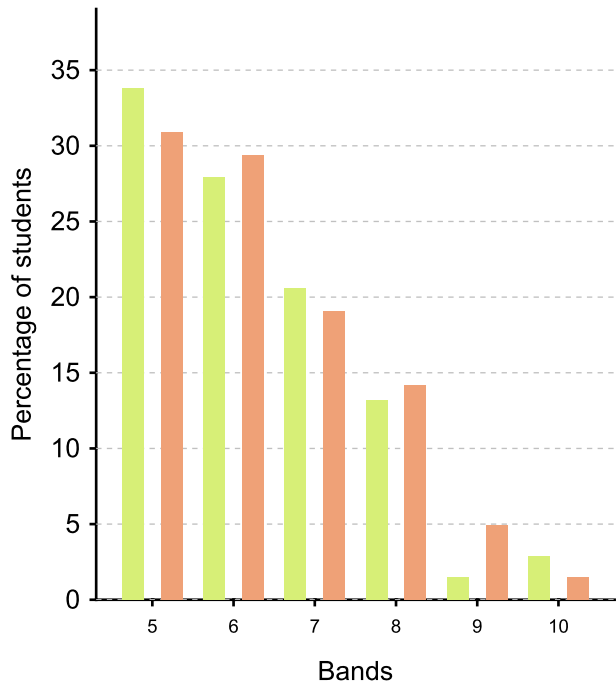
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 4.6 | 36.9 | 32.3 | 18.5 | 3.1 | 4.6 |
| School avg 2016-2018 | 7.4 | 30.5 | 29.1 | 25.1 | 6.4 | 1.5 |

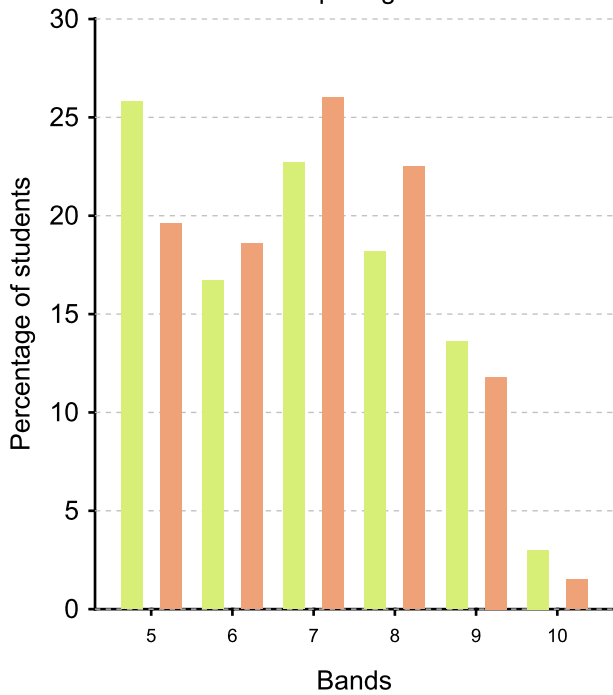
Percentage in bands:
Year 9 Writing



| |
|---|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|-----|-----|
| Percentage of students | 33.8 | 27.9 | 20.6 | 13.2 | 1.5 | 2.9 |
| School avg 2016-2018 | 30.9 | 29.4 | 19.1 | 14.2 | 4.9 | 1.5 |

Percentage in bands:
Year 9 Spelling

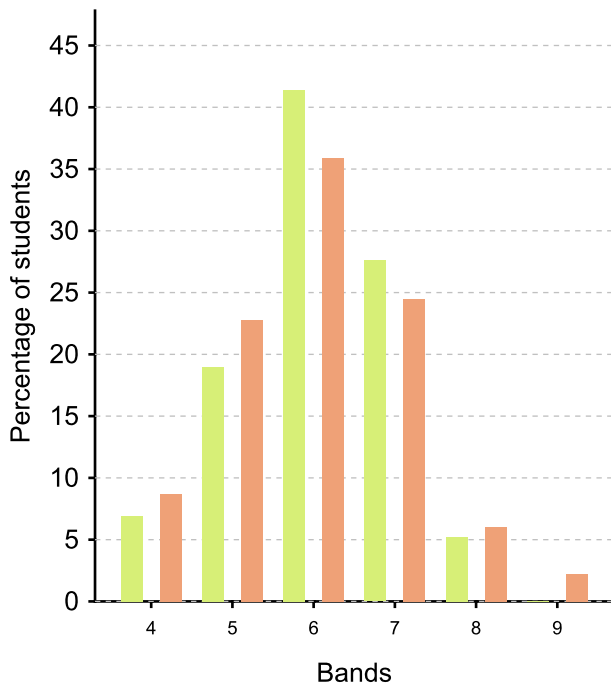


| |
|---|
| ■ Percentage in Bands |
| ■ School Average 2016-2018 |

| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|------|------|------|------|------|-----|
| Percentage of students | 25.8 | 16.7 | 22.7 | 18.2 | 13.6 | 3.0 |
| School avg 2016-2018 | 19.6 | 18.6 | 26 | 22.5 | 11.8 | 1.5 |

Student in year 7 and 9 undertook NAPLAN. The school opted to continue with the pen and paper test for 2018 and will complete the pen and paper test in 2019. We have done this as we believe it is good preparation for the HSC exam which still requires students to complete a pen and paper examination.

**Percentage in bands:
Year 7 Numeracy**



| Band | 5 | 6 | 7 | 8 | 9 | 10 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 4.7 | 31.3 | 34.4 | 23.4 | 1.6 | 4.7 |
| School avg 2016-2018 | 2.5 | 34.3 | 32.3 | 24.9 | 4 | 2 |

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.

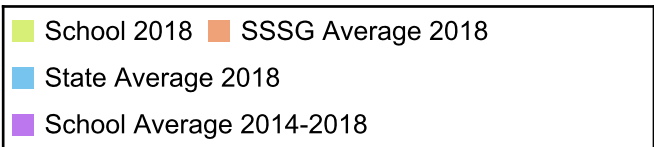
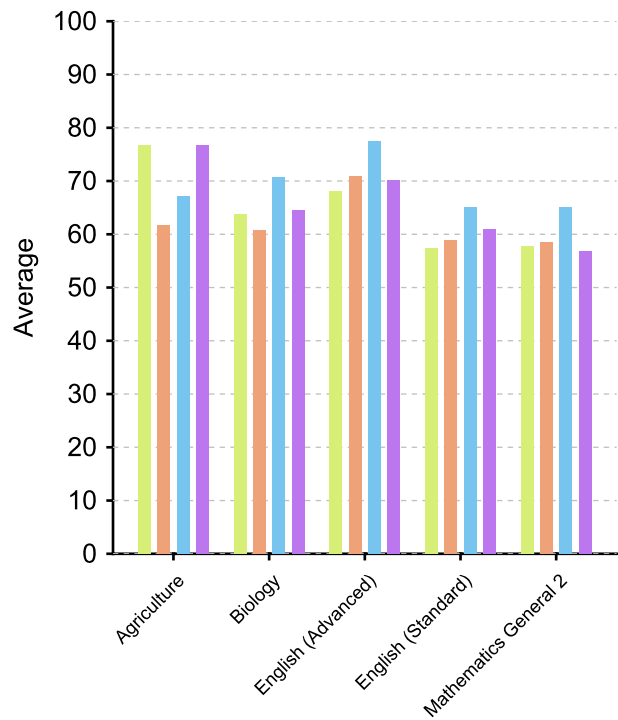
A focus on specific literacy and numeracy classes and the improvement of the PLP process has seen our Indigenous students progress significantly in relation to the top 2 bands.

Higher School Certificate (HSC)

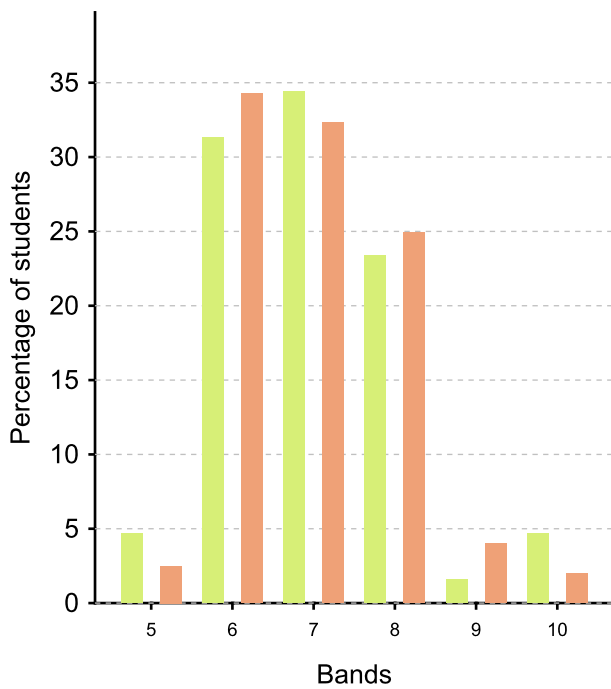
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The 2018 HSC saw accelerated students in CAFS and Agriculture sit exams.

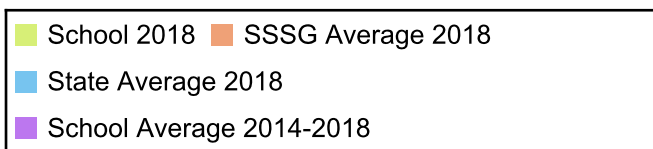
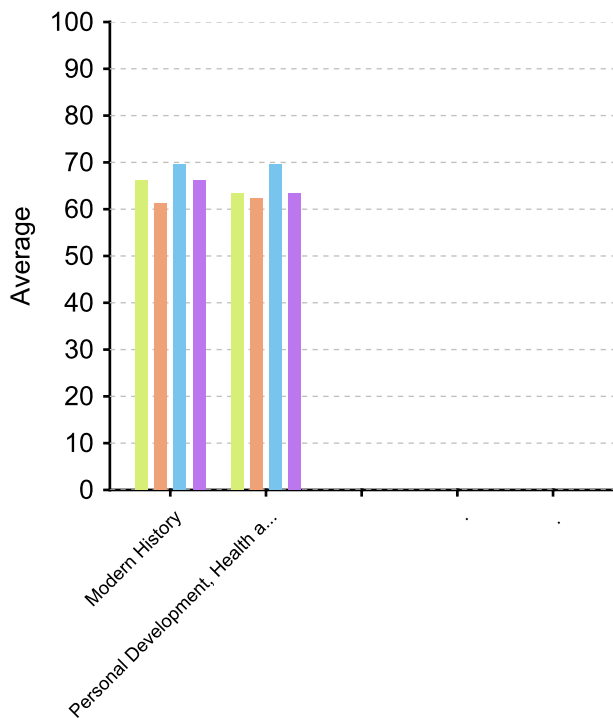


| Band | 4 | 5 | 6 | 7 | 8 | 9 |
|------------------------|-----|------|------|------|-----|-----|
| Percentage of students | 6.9 | 19.0 | 41.4 | 27.6 | 5.2 | 0.0 |
| School avg 2016-2018 | 8.7 | 22.8 | 35.9 | 24.5 | 6 | 2.2 |



**Percentage in bands:
Year 9 Numeracy**





| Subject | School 2018 | SSSG | State | School Average 2014-2018 |
|---|-------------|------|-------|--------------------------|
| Agriculture | 76.8 | 61.6 | 67.1 | 76.8 |
| Biology | 63.8 | 60.7 | 70.7 | 64.5 |
| English (Advanced) | 68.1 | 71.0 | 77.5 | 70.2 |
| English (Standard) | 57.4 | 58.9 | 65.0 | 61.0 |
| Mathematics General 2 | 57.7 | 58.5 | 65.1 | 56.8 |
| Modern History | 66.2 | 61.1 | 69.5 | 66.2 |
| Personal Development, Health and Physical Education | 63.3 | 62.4 | 69.5 | 63.3 |

Parent/caregiver, student, teacher satisfaction

Satisfaction this year was measured anecdotally through our Facebook page. Our social media presence is very high and we have a high number of responses to posts. Through the evidence on the page, we have noted a high level of satisfaction with the school. Many articles have been shared and liked and had positive comments. There was some concern about new designs around the school crest and the

choice of colour for captains' blazers. This was all part of our updated brand and signifying the school keeping pace with current trends. Our social media presence has allowed parents and the community an opportunity to become much more aware of happenings within the school. The deeper understanding of our high school has increased the percentage of students coming to us to 80% of all students from our intake area. This was our goal for the next 5 years. The 20% of students not coming to QHS are in the majority attending private boarding facilities in a metropolitan area. Staff sick leave for the year of 2018 is the lowest it has been for the last 3 years. The initiative with the Liverpool Plains Council to buy membership to the local gym and pools for all students was a great initiative and very well received by the school and the community. Staff were also able to access the facilities under the deal and this is evident in the reduction in sick leave for the year.

Policy requirements

Aboriginal education

2018 saw the continuation of the Clontarf Academy to support Aboriginal boys within the school. The employment of two Clontarf Officers 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 2018. 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 continues within the school to promote regular contact with the community. All faculty programs were monitored to make sure that Aboriginal perspectives were included. The the Aboriginal Education Team organised a Christine Anu concert as part of our NAIDOC celebrations.

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. As a school, we embrace the idea of multiculturalism. 2019 will see us welcome an exchange students and plan the next overseas excursion to Argentina.