

Quirindi High School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

An increase in the number of students accessing support services.

Post school destination data indicates increases in vocational and tertiary uptake.

Attendance data is at state average

Increased positive promotion of our school, evident in an increase in the number of positive contacts in comparison with previous years

Progress towards achieving improvement measures

Process 1: 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.

Evaluation	Funds Expended (Resources)
Equity funding has been used to maintain the employment of the CLOs. The end of 2019 saw the year 7 2020 intake at 90% of all students who should be attending the school. The Head Teacher Wellbeing has worked with students on a variety of initiatives, including the inception of the Resilience Project for 2020.	Equity Funding Aboriginal Funding

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.

Improvement Measures

Internal measurement and validation of teaching and learning against *School Excellence Framework*, teaching and leadership elements.

100% of staff demonstrate a self-reflective understanding of their own professional development directions.

All teachers at Quirindi High School will evidence negotiated current school directions in 'Visible Learning' strategies in their classroom practice via their *Performance and Development Framework* goals and through regular evidence collected during Instructional Rounds and Peer Observation

Evidence of an increase in teachers applying for accreditation at higher levels.

Progress towards achieving improvement measures

Process 1: Impact coaches will be engaged to work within the school to work with staff on the Visible Learning approach and classroom strategies.

The development and implementation of a partnership of schools transition strategy to provide improved transition, a consulted learning continuum focused on building future focused learning and technology skills for all students Years 3–8. Partnership of school opportunities for increased inter-school promotion initiatives, such as Performing Arts, Community Participation strategies, media opportunities, music and a travelling Year Advisor.

Evaluation	Funds Expended (Resources)
<p>Impact coaches were engaged to work within the school to work with staff on the Visible Learning approach and classroom strategies. All staff are implementing agreed strategies and have worked through Impact Cycles</p> <p>The development and implementation of a partnership of schools transition strategy has provided improved transition, a consulted learning continuum focused on building future focused learning and technology skills for all students Years 3–8.</p> <p>Partnership of school opportunities have increased inter-school promotion initiatives, such as Performing Arts, Community Participation strategies, media opportunities, music and a travelling Year Advisor.</p>	<p>Professional Learning funds</p> <p>Equity funds</p>

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.

Improvement Measures

Instructional Practices Inventories will evidence increased higher order, high yield teaching and learning practice that is sustained over time.

Measurement of improved senior student performance in Bands 5 and 6 will include external testing improvement, post school destination and VET data.

Internal measurement and validation of teaching and learning against School Excellence Framework, learning elements will indicate improvement from over time.

Students in Year 9, including Low SES and Aboriginal students will evidence an effect size of 0.4 or greater through internal measurement.

Progress towards achieving improvement measures

Process 1: 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.

Evaluation	Funds Expended (Resources)
All activities have been achieved. Planning for 2020 has taken place with the role of an Instructional Leader implemented within the school. Visible Learning practices are evident in all classrooms and teacher collaboration and professional dialogue has been enabled through the learning undertaken with Corwin. The common language of learning across the school allows all staff to have cross faculty discussions based around learning.	Professional Learning funds Corwin professional learning workshops

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Funds	<p>All milestones have been achieved with positive outcomes for all students in terms of their deep understanding of local Aboriginal history and continued establishment of the Kamilaroi language program in the school.</p> <p>The Clontarf Academy has had a significant impact on Aboriginal boys within the school. The additional experiences and mentorship have seen attendance increase, suspensions decrease and retention from 10 to 11 improve.</p> <p>The whole school was involved in CAPERS with our Aboriginal students a key component of the music section and the dance sections. QHS had a major role in the design and creation of the Aboriginal item. As part of the enlightenment day, the whole school attended the performance.</p>
Low level adjustment for disability	SLSO MacLit tutor training and additional time.	<p>Programs have shown positive impacts on student learning. These have been quantified through the number of graduations from the MacLit program, reduction in suspensions due to a greater ability to be able to engage with the curriculum and targeted support for incoming year 7 students with the need for bespoke literacy programs.</p>
Socio-economic background	SLSO Music Teacher	<p>All of the programs have been effective in terms of impact. Significant links have been made with partner schools through the band program and a successful band program established at the school with numerous students taking on new instruments.</p> <p>The additional SLSO has been able to work with students across a variety of classrooms and assist with monitoring behaviours within the playground. Significant reduction in suspensions has occurred.</p> <p>The Lake Keepit excursion has been successful in establishing positive bonds between students and giving them the chance to build deep rapport with their year 11 'buddies' and settled well into the first year of high school.</p>
Support for beginning teachers	Highly Accomplished Teacher Head Teacher Additional staff for release time	<p>The New and Beginning Teacher program has provided significant support for teachers and access to a HAT. All beginning teachers have been able to complete proficiency reports, they have been given a reduced load and worked weekly with a Head Teacher to understand and develop their skills around classroom management, teaching and learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	213	210	203	194
Girls	188	169	173	176

Student attendance profile

School				
Year	2016	2017	2018	2019
7	90.3	91.5	88.9	87.5
8	86.4	90.9	87.5	86.8
9	84.7	85	88.6	85
10	84.2	86.2	79.4	84.4
11	82.9	82.4	81.7	77.9
12	81.2	85.7	81.3	89.9
All Years	85.3	86.9	84.7	85
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	2
Employment	10	10	50
TAFE entry	0	0	10
University Entry	0	0	38
Other	0	0	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

26.67% of Year 12 students at Quirindi High School undertook vocational education and training in 2019

Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	7
Classroom Teacher(s)	28
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	648,424
Revenue	8,509,931
Appropriation	7,305,228
Sale of Goods and Services	190,949
Grants and contributions	982,556
Investment income	8,576
Other revenue	22,623
Expenses	-8,411,787
Employee related	-6,609,926
Operating expenses	-1,801,861
Surplus / deficit for the year	98,145

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	939,849
Equity Total	971,524
Equity - Aboriginal	174,981
Equity - Socio-economic	549,485
Equity - Language	5,037
Equity - Disability	242,021
Base Total	4,826,268
Base - Per Capita	92,462
Base - Location	74,925
Base - Other	4,658,882
Other Total	392,321
Grand Total	7,129,963

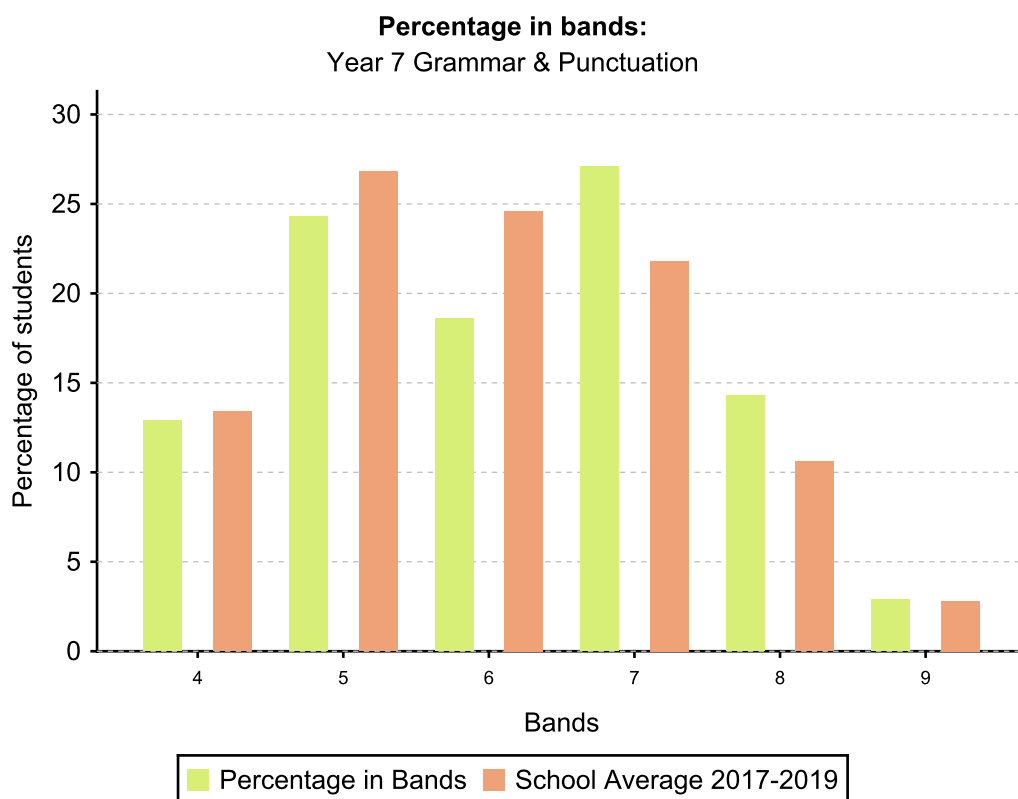
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

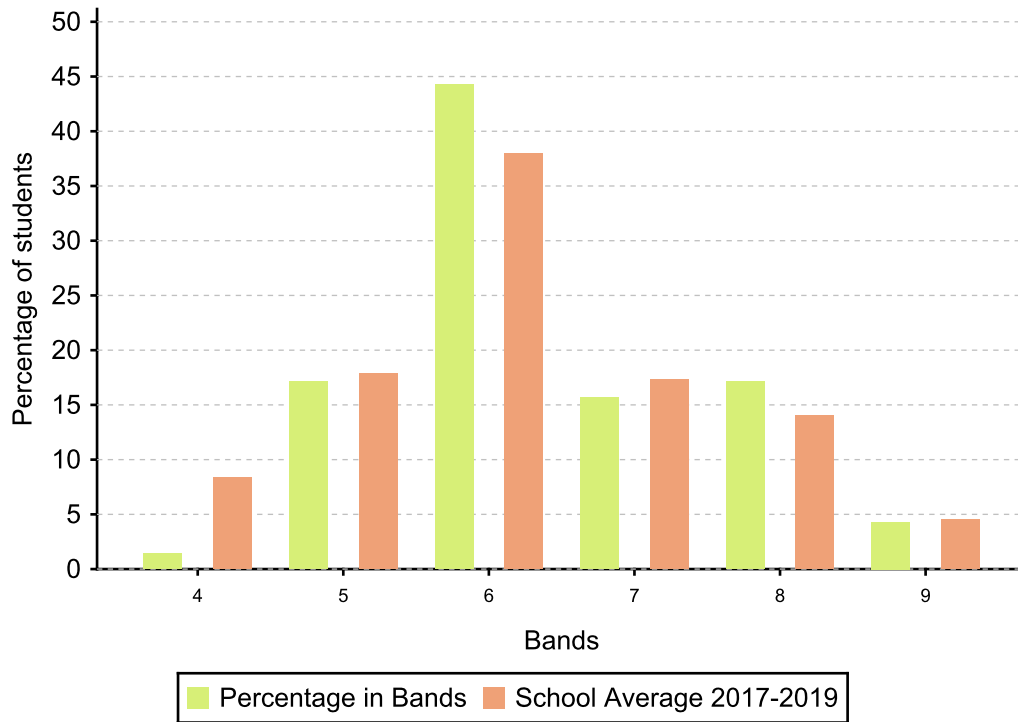
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



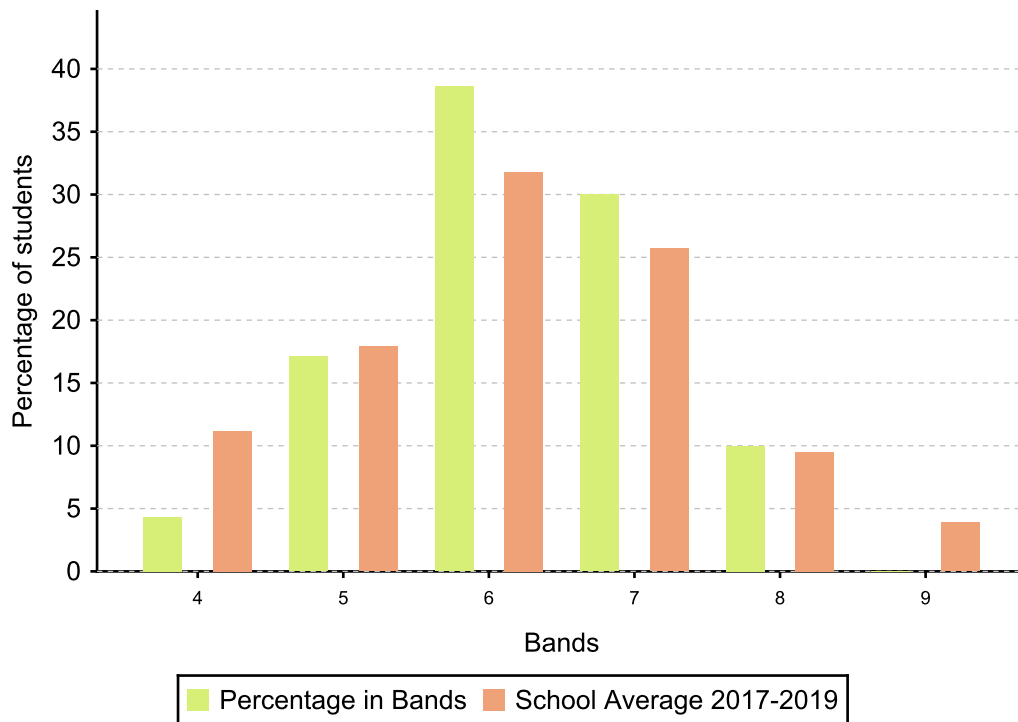
Band	4	5	6	7	8	9
Percentage of students	12.9	24.3	18.6	27.1	14.3	2.9
School avg -2019	13.4	26.8	24.6	21.8	10.6	2.8

**Percentage in bands:
Year 7 Reading**



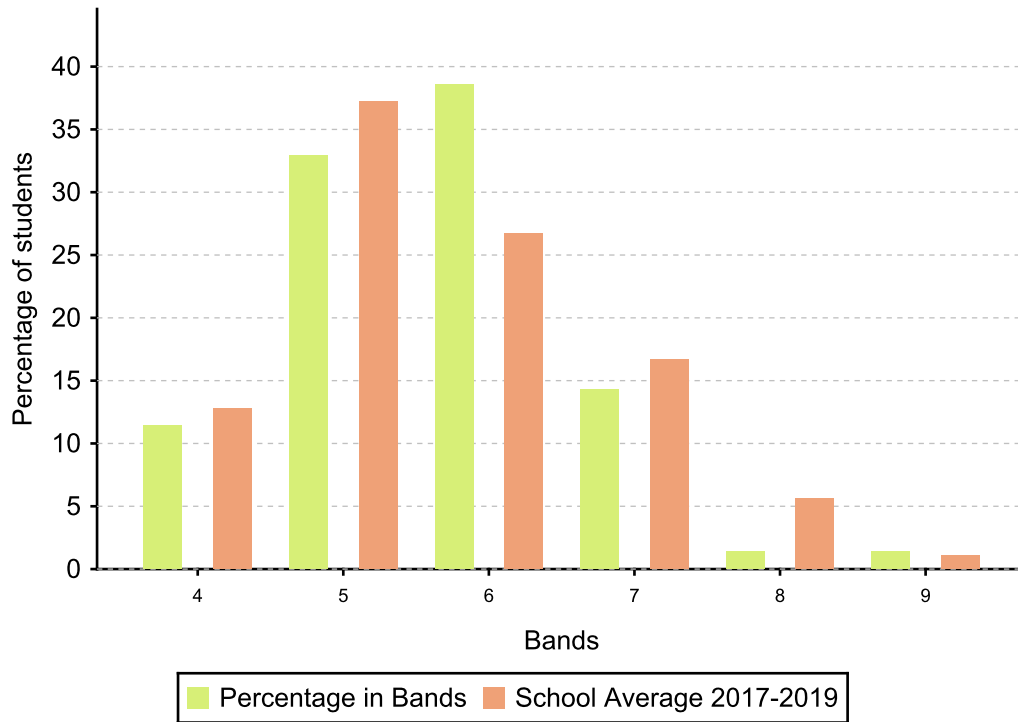
Band	4	5	6	7	8	9
Percentage of students	1.4	17.1	44.3	15.7	17.1	4.3
School avg -2019	8.4	17.9	38	17.3	14	4.5

**Percentage in bands:
Year 7 Spelling**



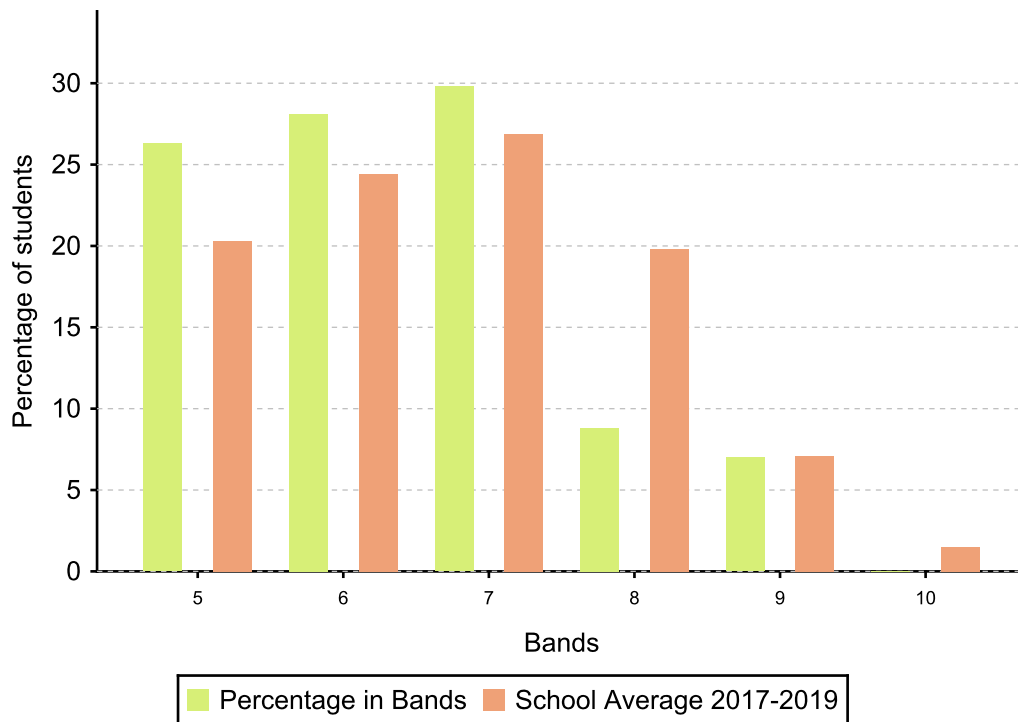
Band	4	5	6	7	8	9
Percentage of students	4.3	17.1	38.6	30.0	10.0	0.0
School avg -2019	11.2	17.9	31.8	25.7	9.5	3.9

Percentage in bands:
Year 7 Writing



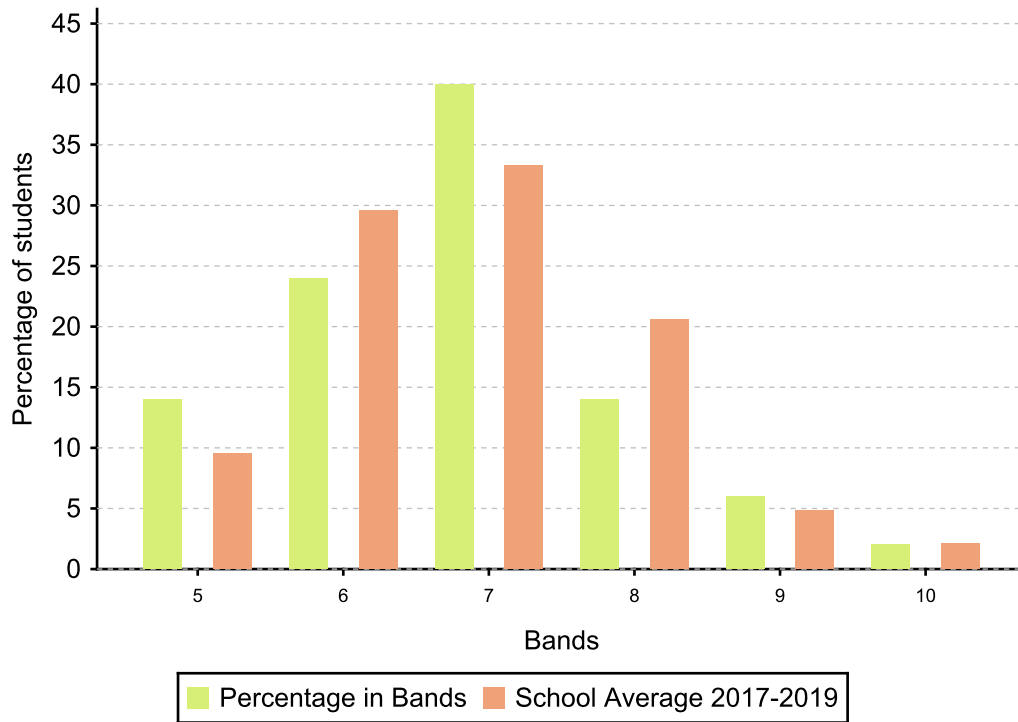
Band	4	5	6	7	8	9
Percentage of students	11.4	32.9	38.6	14.3	1.4	1.4
School avg -2019	12.8	37.2	26.7	16.7	5.6	1.1

Percentage in bands:
Year 9 Grammar & Punctuation



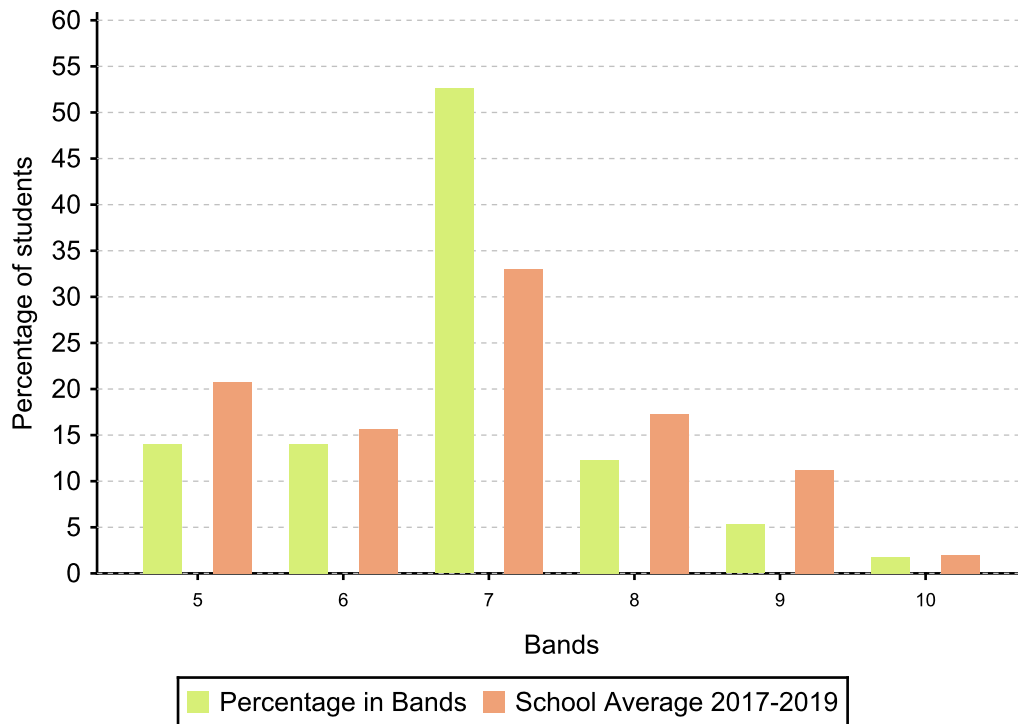
Band	5	6	7	8	9	10
Percentage of students	26.3	28.1	29.8	8.8	7.0	0.0
School avg -2019	20.3	24.4	26.9	19.8	7.1	1.5

**Percentage in bands:
Year 9 Reading**



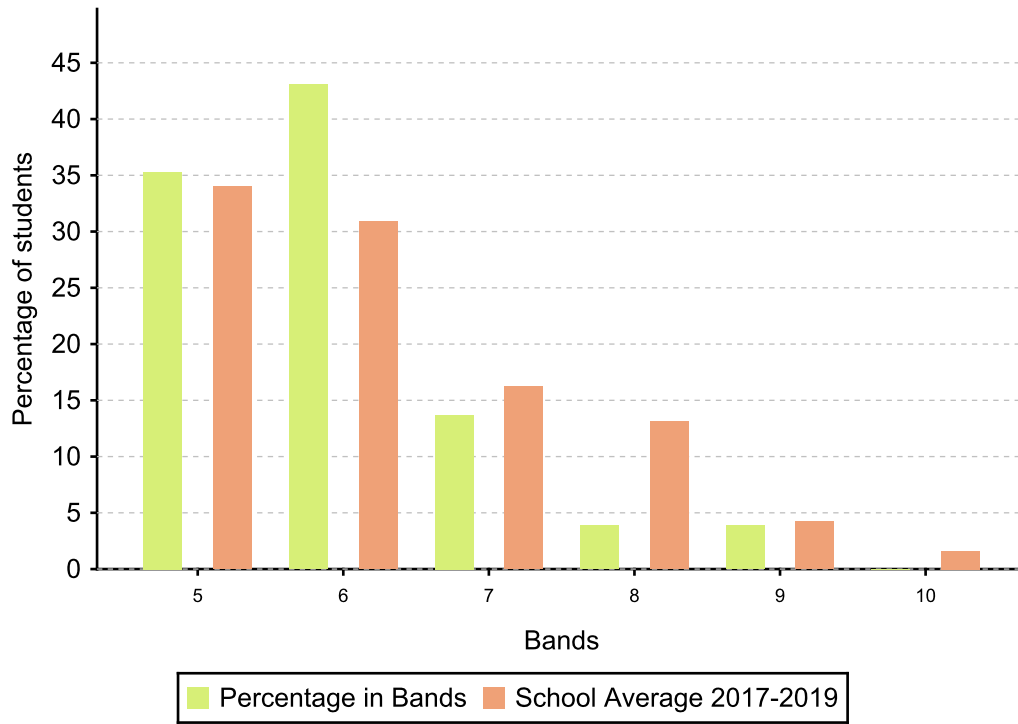
Band	5	6	7	8	9	10
Percentage of students	14.0	24.0	40.0	14.0	6.0	2.0
School avg -2019	9.5	29.6	33.3	20.6	4.8	2.1

**Percentage in bands:
Year 9 Spelling**



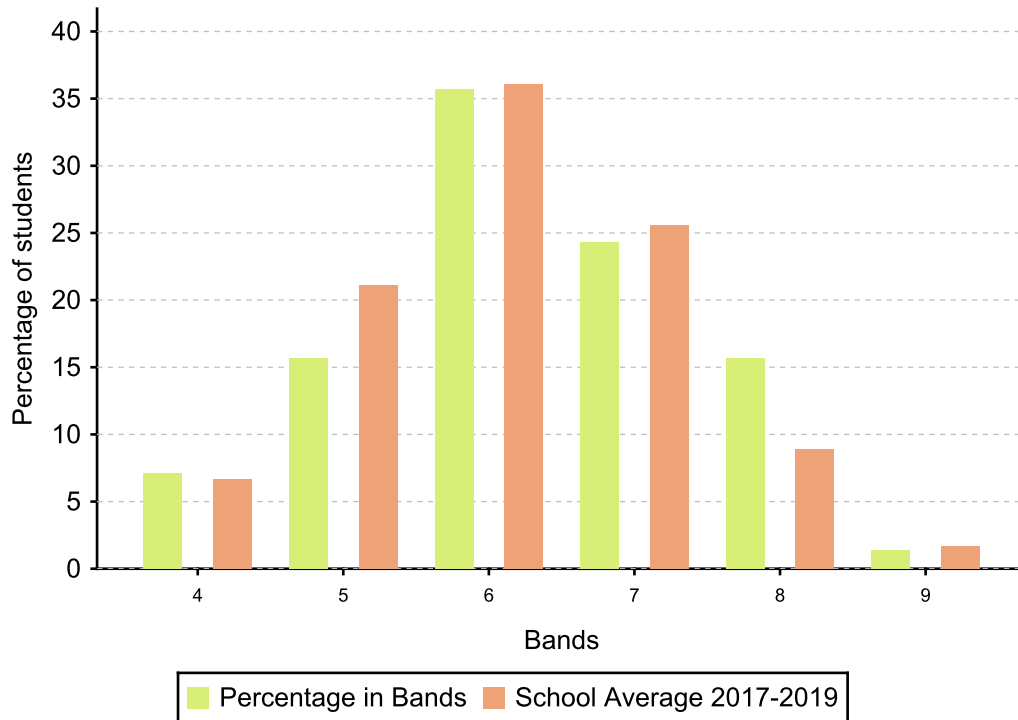
Band	5	6	7	8	9	10
Percentage of students	14.0	14.0	52.6	12.3	5.3	1.8
School avg -2019	20.8	15.7	33.0	17.3	11.2	2.0

Percentage in bands:
Year 9 Writing



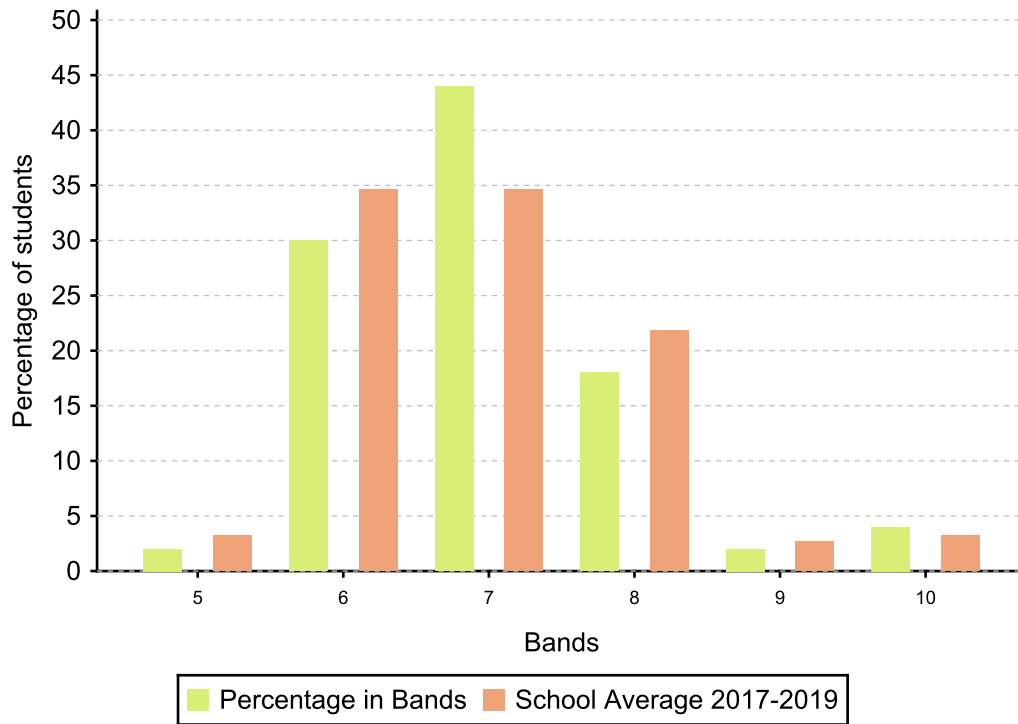
Band	5	6	7	8	9	10
Percentage of students	35.3	43.1	13.7	3.9	3.9	0.0
School avg -2019	34	30.9	16.2	13.1	4.2	1.6

Percentage in bands:
Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	7.1	15.7	35.7	24.3	15.7	1.4
School avg -2019	6.7	21.1	36.1	25.6	8.9	1.7

Percentage in bands:
Year 9 Numeracy

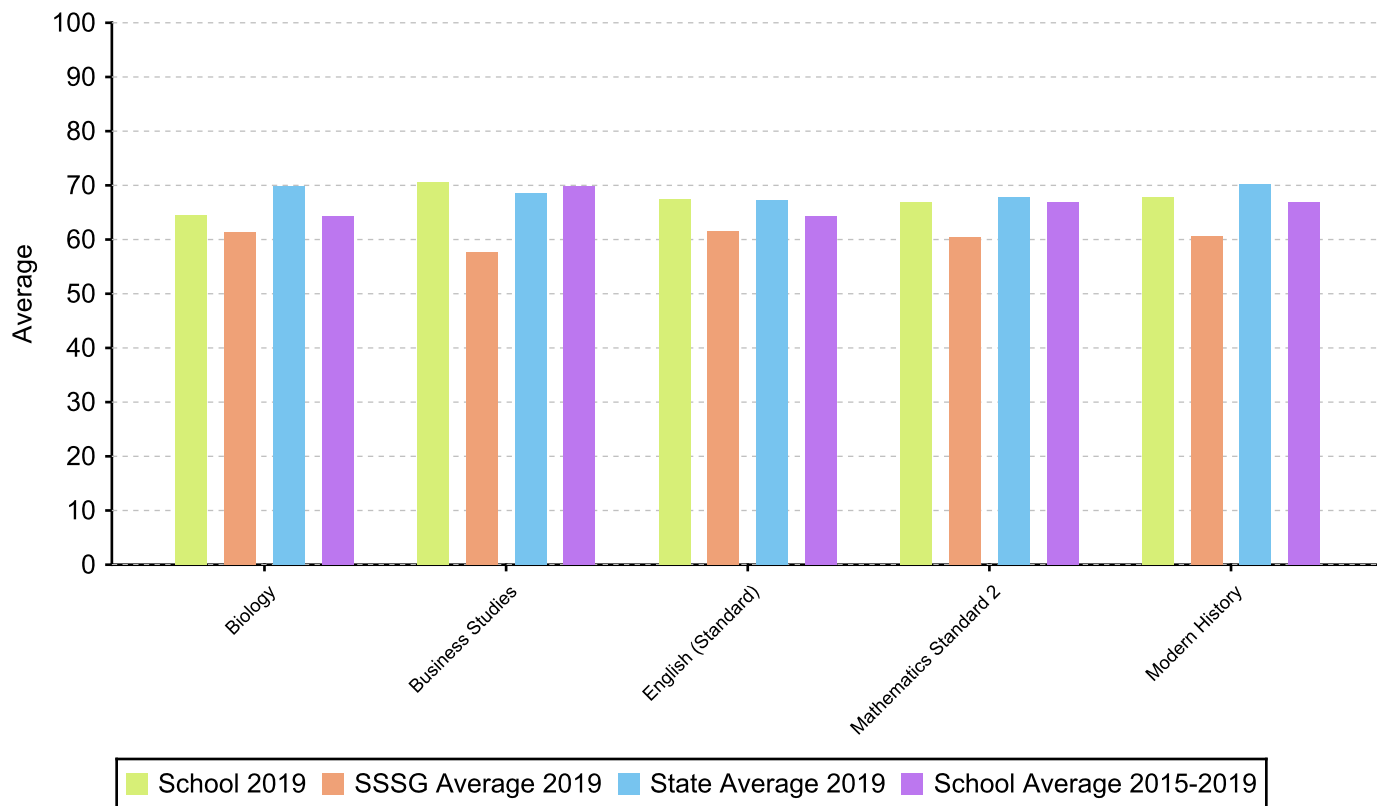


Band	5	6	7	8	9	10
Percentage of students	2.0	30.0	44.0	18.0	2.0	4.0
School avg -2019	3.2	34.6	34.6	21.8	2.7	3.2

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	64.5	61.3	69.9	64.2
Business Studies	70.6	57.8	68.6	69.9
English (Standard)	67.4	61.5	67.3	64.3
Mathematics Standard 2	66.9	60.5	67.7	66.9
Modern History	67.8	60.7	70.2	66.8

Parent/caregiver, student, teacher satisfaction

Through our Facebook page, interviews at Parent/Teacher evenings, informal meetings, P&C feedback, meetings with the local council and community feedback, it has been indicated that there is a high level of satisfaction with the learning occurring at the school. Regular communication is sent home about school happenings through the fortnightly newsletter, this is also replicated on the school Facebook page. A number of parent information evenings are held throughout the year to assist parents with their understanding of school routines and how to support learning in the home environment.

The Community Liaison Officers are regularly in the community and collecting feedback. This feedback is translated into action where necessary through regular meetings with the Deputy Principal and Principal.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.