2008 Annual School Report
Quambone Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

We were pleased to begin the 2008 school year with enough students to operate as a PP5, two teacher school. Seven students began in the infants classroom, whilst nineteen students started the academic year in primary. Again, the drought and the downturn in the rural economy saw the school enrolments fluctuate at different stages during the year.

Staff

Student needs were supported by a full-time teaching Principal, a full-time infant's teacher and a part-time teacher/librarian (2 days per week). In addition the school was supported by a part-time School Administrative Manager (3 days per week), a General Assistant and a part-time teacher’s aide during second semester.

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

Student achievement in 2008

Literacy and Numeracy – NAPLAN Years 3 and 5

In 2008, six Year 3 students and two Year 5 students undertook the first nationwide assessment, the National Assessment Program Literacy and Numeracy (NAPLAN).

Results from the assessment have been analysed for each student and will assist in determining strategies for improvement on an individual basis.

Individual results were sent home to parents identifying areas of strength and aspects for improvement.

Messages

Principal's message

In 2008, Quambone Public School continued to provide its students with a variety of educational experiences across all Key Learning Areas (KLAs).

On-going sources of funding continued to provide the opportunity for small group and individual learning programs to cater for students needs.

Without a doubt, the highlight of the year would be the primary classes’ involvement in the 25th Anniversary of the Schools Spectacular. It showcased the talent of the students, the commitment of the staff and the support of the local Quambone community.

Quambone Public School is a small, isolated rural school in Western NSW. The school is uniquely located close to the Macquarie Marshes, using this environmental feature as part of the Special Forever project during the year. It rates as an eight point school. The school is composed of four buildings, two of which are used as classrooms, one as a library and another as a staffroom. Quambone PS was fortunate to benefit from Country Area Program (CAP), Priority School Program (PSP) and Parent School Partnership Initiative (PSPI) funding in 2008.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Mrs Siobhan Fagan

P&C message

Fundraising

Our fundraising this year has been very successful. The car rally raised $1,860.00, the canteen at the Regional Cross Country made $180.00, the catering for the two STIPA Field Days made $1,000.00, the Marthaguy Races and Coonamble Shire Meeting catering made $1,890.00, netting the P&C a total of $4,930.00.

Donations

This year the P&C has donated $2,000.00 to Quambone School for the Schools Spectacular, $1,800.00 for the Primary excursion and $570.00 for the Infants excursion.

Cattle

There are 11 steers on hand at present; they will be sold in 2009.

Schools Spectacular

The Schools Spectacular was amazing. I’m sure it was a great experience for all involved; teachers and children. I would like to thank Mrs Fagan, Mrs Woodhill and Mrs Blackburn for a job well done.

We would like to thank all the staff and helpers, and also to Miss Burtenshaw for giving her time and effort to the children and good luck next year.

Finally I would like to thank our hard working Treasurer, Mrs Jo O’Brien for looking after the money and Mrs Rosie Turnbull, our very dedicated Secretary for all of the hard work organising fundraisers and newsletters. I need to also mention all the members particularly the mothers, who give their time by cooking cakes, slices or by helping out on the day.
Next year, hopefully, more parents will get involved and help the P&C to raise money to further their children’s education.

Mr Larry Garnsey

Student representative’s message

Through the year we’ve had many triumphs. We started the year off with the swimming carnival, where Quambone protected their title of swimming champions.

Then, before we knew it, it was Term 2, a very fast term at that. We started off with the NAPLAN, replacing the BST, which our Year 3 and 5 students took part in with all of the students receiving excellent marks. Soon after, we had our Mother’s Day luncheon which everyone enjoyed. Just around the corner was the Cross Country which Quambone was well represented in. About three quarters of the way through the term, we visited the Life Education Van and toured around the Macquarie Marshes with Ranger Ray.

Soon it was Term 3; we had the Athletics Carnival, which Quambone was also well represented in. Not long after, we had the Moorambilla Music Festival which Laiken Hoogenboom, Katelyn Turnbull, Emily Turnbull and myself took part in.

In the final term, we had our school excursions. The Primary went to Lake Keepit whilst the Infants went to Dubbo. A few weeks later we were visited by the author John Larkin. A week later, we travelled to Sydney to take part in the Schools Spectacular in which our school became very popular.

All together a very successful year!

Gareth Garnsey

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Student attendance profile

![Graph showing student enrolments](image)

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>86.3</td>
<td>89.1</td>
<td>91.0</td>
<td>87.3</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
</tr>
</tbody>
</table>

![Graph showing student attendance rates](image)
Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISS BURTENSHAW</td>
<td>K</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>MISS BURTENSHAW</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>MRS FAGAN</td>
<td>4</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>MRS FAGAN</td>
<td>3</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>MRS FAGAN</td>
<td>5</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>MRS FAGAN</td>
<td>6</td>
<td>5</td>
<td>19</td>
</tr>
</tbody>
</table>

Structure of classes

During 2008 the classes at Quambone Public School were structured in such a way as to maximise student learning and ensure each student was able to reach his or her full potential.

Over the past year the school experienced a decrease in numbers in the Kindergarten to Year 2 group, whilst the primary cohort, Year 3 to Year 6, had a significant increase in numbers and therefore required a teacher’s aide to assist within the classroom.

Staff information

Quambone Public School has professional staff that is consistent in their application and dedication to their work environment.

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

At the commencement of 2008 our school was given the following staff through an establishment by the Department of Education and Training.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Relief from face-to-face</td>
<td>1.5 days/week</td>
</tr>
<tr>
<td>School Administration Manager</td>
<td>3 days/week</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.5 days/week</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 day/term</td>
</tr>
</tbody>
</table>

Staff retention

With Quambone Public School as a PP5 school in 2008, the school was able to employ a second teacher, Miss Carolyn Burtenshaw, to teach in the Infants classroom 5 days per week.

The Senior Administrative Managers position also increased from 5 days per fortnight to 3 days per week.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was reported as N/A as the school has less than 3.4 staff members.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>200 307.04</td>
</tr>
<tr>
<td>Global funds</td>
<td>46 144.94</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55 776.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>16 500.36</td>
</tr>
<tr>
<td>Interest</td>
<td>12 161.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 081.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>333 971.91</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 6 260.25
- Excursions: 4 392.37
- Extracurricular dissections: 2 879.95

Library: 119.09
Training & development: 60.00
Tied funds: 89 704.77
Casual relief teachers: 1 056.95
Administration & office: 21 587.53
School-operated canteen: 0.00
Utilities: 5 550.68
Maintenance: 4 101.58
Trust accounts: 3 218.78
Capital programs: 0.00

**Total expenditure**: 138 931.95
**Balance carried forward**: 195 039.96

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

**Arts**

It was a big year for creative and performing arts at Quambone Public School in 2008. As usual, students entered art work in the school art section of the Coonamble Agricultural Show and participated in the Waste to Art Exhibition held by the local council.

For a second year, students from our school participated in the Moorambilla Music Festival, with four senior students being selected for inclusion in the festival, Gareth Gamsey, Laiken Hoogenboom, Emily Turnbull and Katelyn Turnbull.

We held several fund-raisers during the year, including an Art Exhibition and wine tasting, compliments of Lazy River Estate in Dubbo. This provided an opportunity for the students to exhibit their creative achievements. This display of such high quality work was a positive re-enforcement to the students’ self-esteem.

The most exciting event that the Primary students participated in was the 2008, 25th Schools Spectacular. The class auditioned in Term 2 and were notified of their success early in Term 3. The students were incredibly fortunate to represent the small rural and isolated schools together with Tullamore Central School.

Both the students, staff and parents were in awe of the talent of the students in our State education system, to be part of that experience will be something that none of us will ever forget.

**Sport**

Our school provides sporting opportunities for all students through a structured school sport program and physical education program as well as the external Primary Schools Sports Association (PSSA) knockouts and trials.

Highlights for 2008 include:

- Structured daily fitness program
- School athletics and swimming carnivals
- Participation in District PSSA swimming, athletics and cross country
- Intensive swimming lessons were again held in Term 4 with Mrs Katrina Shelton, in a two week block rather than over the term. This seemed more effective when concentrating on stroke correction and water safety as students seemed to make more of an improvement during this time.
Other

Students were involved in a number of curriculum based activities and excursions as well as our major sport and recreation camp.

- Major excursion to Lake Keepit (Primary) and Western Plains Zoo (Infants).
- Education Week
- Book Week and Book Fair
- COGS based excursions/activities
- Mother’s day luncheon
- Father’s Day breakfast
- Go Go Golf
- Macquarie Marshes and Special Forever Project
- Claymation
- Premier’s Spelling Bee
- Author Visit – John Larkin.

Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Significant programs and initiatives

Aboriginal education

Quambone Public School incorporates 23% Aboriginal and Torres Strait Island (ATSI) students. The Parent School Partnership (PSPI) was successful in its application for funding for the 2008 school year; however the school was not informed of this success until the middle of the first semester. This funding was used to support ATSI students within the classroom during literacy and numeracy.

Multicultural education

We ensure that multiculturalism is a fundamental value and culturally inclusive teaching practice.

Teaching and learning programs promote an understanding and appreciation that Australia has been multicultural in nature throughout its history and that people of many different cultural backgrounds have contributed to the Australian society.

Respect and responsibility

Our school environment offers opportunity for all students to be themselves and to value each other, whilst our community partnership promotes the educational, personal and civic values shared by us all. We strive to encourage excellence, responsibility, respect, cooperation, participation, care, fairness and democracy.

Our students have continued to learn Values through the school program. In 2008, our focus was on the Value, ‘Be kind to others’.

Other programs

Priority Schools Program (PSP)

Quambone Public School continues to benefit from PSP the funding allocation which provides resources to improve literacy and numeracy and to develop strategies to enhance the learning process. In 2008, the school employed an aide in the primary classroom and used PSP funding to:
• increase student engagement in Literacy programs and higher Benchmark results across all grades; and

• increase student engagement in mathematics outcomes and special programs with improvements in students test results in all grades.

Country Areas Program (CAP)

The school receives funding from CAP which provides support in areas of literacy and numeracy through developing opportunities for professional development and resources to enhance the learning process. In 2008, the school used CAP funding to:

• the Sport and Recreation Primary excursion to Lake Keepit;

• the Schools Spectacular excursion to Sydney;

• Claymation – digital animation using clay figures; and

• Literacy and numeracy resources, including Jolly Phonics resources.

Many of the programs were not implemented this year due to changes in the curriculum and the school structure. This money will be rolled-over to the 2009 CAP budget.

Progress on 2008 targets

Target 1

No student will be in Band 1 or 2 for Year 3 and Bands 1, 2 or 3 for Year 5 in NAP literacy.

Our achievements include:

• an analysis of the NAPLAN data;
• a teachers aide employed for greater flexibility;
• implementation of the Regional Initiative program Reading to Learn;
• collaboration with five Warrumbungle’s Small Schools to improve literacy outcomes;
• teacher awareness of the target areas and the implementation of explicit teaching;
• classroom programs reflecting explicit teaching and the use of the Quality Teaching Framework; and
• classroom programs reflecting Reading to Learn cycles.

Target 2

No student will be in Band 1 or 2 for Year 3 and Bands 1, 2 or 3 for Year 5 in NAP numeracy.

Our achievements include:

• an analysis of the NAPLAN data;
• a teachers aide employed for greater flexibility;
• revisiting Count Me In Too strategies;
• implementation of a new mathematics program Milestones in Mathematics;
• teacher awareness of the target areas and the implementation of explicit teaching;
• classroom programs reflecting explicit teaching and the use of the Quality Teaching Framework; and
• classroom programs reflecting Count Me In Too strategies.

Target 3

100% of students demonstrate proficiency at using the Interactive Whiteboard in the classroom.

Our achievements include:

• staff participate in Interactive Whiteboard training;
• a demonstration for new parents to the school and Kindergarten parents about the benefits to the teaching and learning cycle;
• implementation of connected classrooms in specific lessons to maximise the potential of the Interactive Whiteboard;
• staff being trained and being able to fully utilise the Interactive Whiteboard in a classroom context;
• a well-attended parent workshop; and
• student engagement is maximised through the use of Bridgit and connecting classrooms with students from Coonamble Public School.

Target 4

Attendance K-6 is within 2% of the state average.

Our achievements include:

• an in-school reward system for excellent attendance;
• an increased awareness of the necessity for regular attendance;
• increased student awareness of the necessity for regular attendance through police liaison officers;
• regular Home School Liaison Officer (HSLO) visits;
• an increased percentage of notes being returned to explain student absence;
• an increased public awareness of the necessity for regular attendance; and
• an improvement in attendance across all grades.

**Target 5**

**To reduce electricity consumption at school.**

Our achievements include:

• analysis of what and where we use most electricity at school;
• planning and implementing specific targets to reduce the level of electricity used within the school;
• using natural sources to provide resources for example, sunlight;
• an increased public awareness of excess electricity usage as an environmental issue;
• a decrease in electricity used, measured through the monitoring of electricity bills; and
• an increase in switching off electrical items that are on stand-by.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Connected Outcome Groups (COGs) and School Planning.

**Educational and management practice**

**School Planning**

**Background**

In line with the school’s evaluation cycle, School Planning was evaluated in 2008.

A survey was conducted to gauge the attitudes of staff, parents and students to aspects of the school’s management practice. The SchoolMap survey of School Planning was amended and used as an evaluation tool. The survey allowed for information to be gathered on:

• decision making processes
• school purpose
• annual school report
• school targets for learning
• management plans
• planning processes
• management of resources and finances

Only 20% of parent surveys were returned.

**Findings and conclusions**

Of the parent surveys that were returned, the response was positive. Parents acknowledged that the main purpose of the school targets was to improve student learning outcomes. There were less positive responses regarding the development of documents with the support of staff, students and parents, also what the school was buying and why.

All staff responses to the survey were either ‘almost always’ or ‘usually’. There was an indication too, from staff that they would like parents to be more involved with the development of planning documents.

**Future directions**

In 2009 the school will address the need to involve parents and students more in school’s programs and their evaluations, and ways to provide opportunities for parents to have a greater input into decision making within the school.

**Curriculum**

The teaching and learning of Connected Outcome Groups (COGs) at Quambone Public School was the curriculum area selected to evaluate in 2008.

**Background**

The school has a cycle of evaluation to ensure that each curriculum area is investigated. The area under investigation in 2008 was COGs. Parents, staff and students opinions were gathered through a survey format and meetings throughout the year.

**Findings and conclusions**

Most respondents, including staff, students and parents were pleased with how COGs was being taught at Quambone Public School.

This was our first year of trialling COGs in line with the Quality Teaching documents and the newly formed Castlereagh Connected Learning Community (CCLC), which comprises of Carinda PS, Gulargambone CS, Gwabegar PS, Tooraweenah PS and of course Quambone PS. Staff particularly enjoyed working collaboratively with the staff from the other schools, whilst it was good for students from small schools to interact with students from other schools.

**Future directions**

To identify additional resource needs and areas where improvements could be made to teaching and learning. It is the Castlereagh Connected Learning Communities understanding that as part of the Australian Government Quality Teaching
Program (AGQTP), the five schools will all be connected classrooms in the near future, which will make planning, teaching and learning much easier and more efficient.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
A more detailed report can be found under the Key Evaluations section.

Professional learning
All staff were extensively involved in professional learning programs throughout 2008. The programs involved:
- Smart board training and updating training for one member of staff;
- Reading To Learn;
- NAPLAN analysis;
- Occupational Health & Safety;
- Connected Outcomes Groups;
- Basic Skills analysis;
- Best Start;
- AGQTL Conference; and
- Collegiate meetings for Principal.

School development 2009 – 2011

Targets for 2009
The major school focus in 2009 will be COGs integrated through literacy and numeracy, as well as lessons supported by IT, eg Moodle and video conferencing.

Target 1
Reading to Learn reading and writing growth exceeds State growth in Years 3 and 5.
Strategies to achieve this target include:
- Quality of student work samples;
- Classroom planning and programs reflect R2L pedagogy;
- Improved student performance in school based and external assessments; and
- Student growth.
Our success will be measured by:
- Engaging in local networks;
- Online sharing of resources;
- Maintaining Castlereagh Connected Learning Community (CCLC) conferences and Professional Learning;
- Ongoing support from WNSW consultancy; and
- Reading to Learn focus.

Target 2
Numeracy growth exceeds State growth in Years 3 and 5.
Strategies to achieve this target include:
- Quality of student work samples;
- Classroom planning and programs reflect R2L pedagogy;
- Improved student performance in school based and external assessments; and
- Student growth.
Our success will be measured by:
- Engaging in local networks;
- Online sharing of resources;
- Maintaining Castlereagh Connected Learning Community (CCLC) conferences and Professional Learning; and
- Ongoing support from WNSW consultancy.

Target 3
Professional Learning appropriate to staff needs.
Teacher use of IT is evident in al KLAs
Student confidence and competence in the use of technology.
Strategies to achieve this target include:
- Common Professional Learning Plan for CCLC; and
- Lessons supported by IT, eg Video Conference.
Our success will be measured by:
- Developing and individual PL plan to identify needs;
- Engaging in WNSW consultancy to support identified PL focus areas; and
- Implement IT priorities: Moodle, Technology camps, Blog, Laptop initiative.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The
self-evaluation committee and school planning committee have determined targets for the school's future development.

Siobhan Fagan, Principal
Christene Andrews, SAM
Larry Garnsey, P&C Representative

School contact information

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School Code: 2919

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: