Our school at a glance

Students
Student numbers have fluctuated during the 2010 year, due to the usual population mobility factors. Enrolments at the start of the year numbered twenty-seven, and at the end of the year were twenty-six, with eleven girls and fifteen boys.

Staff
In 2010 Quambone Public School’s staff comprised a full time Teaching Principal, a full time second Teacher and a part time Teacher Librarian (two days per week), a part-time Administrative Assistant and a part time General Assistant.
All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Priority Schools Program (PSP) Country Area Program (CAP),
National Partnership
Low SES Schools,
Reading to Learn,
Small Schools Daily Fitness Program

Student achievement in 2010
In 2010 one Year Three student and four Year Five students undertook the National Assessment Program Literacy and Numeracy (NAPLAN).
Results from the assessment have been analysed for each student and will form the basis for individual planning.
Because of the small number of students privacy considerations prevent further analysis of student achievement in this report.

Messages

Principal’s message
The 2010 year at Quambone Public School began with the good news that the enrolment of 26 allowed for the retention of a second teacher. Jess Sinclair took up the position of K-2 teacher at the beginning of the year. Tina Fletcher continued in her role as Relieving Principal pending a permanent appointment for that position.
In April I was very pleased to be appointed as the new Principal of Quambone Public School and soon moved into the school residence. The remaining three terms proved to be a very rewarding learning curve for me.
As provided for in the school plan, the targets for the school continued to be Literacy, Numeracy and Quality teaching. In both classes the implementation of the Reading to Learn methodology was continued and Count Me In Too strategies were employed in Mathematics.
In Term 2 the multipurpose hall was opened and the school held its first event there. Carinda and Marra Creek Public Schools joined us for a sausage sizzle and a disco. In third term an Australian Poetry Competition was held, with a ‘Trash to Fash’ fashion parade afterwards. Once again Carinda joined us for the day. The hall has also been used for weekly assemblies, visits from the Community Health nurse, and during visits by regional departmental staff.
In Term 3 the whole school joined Carinda Public School for a wonderful excursion to Lake Keepit Sport and Recreation Camp. The K-2 class remained for 3 days and the 3-6 class stayed for the week. These camps provide an excellent opportunity for developing social and physical skills in a new environment. Despite some cold and inclement weather, the students enjoyed the water-based activities as well as the rock climbing, low ropes, archery and lots more.
Shortly after Stage Three returned to Lake Keepit for the Technology Camp, which offered the opportunity to explore filmmaking for a concentrated period over two days. As the term drew to a close the school was again supported by our wonderful parents in a very successful
working bee. This helped reduce hazards and tidy the school grounds.

One of the real highlights of the year was the success of our team at the State Athletics Carnival at Homebush. Having showed a real commitment to training they returned home with a silver medal for the Small Schools Relay event. This was a real achievement for our athletes who often trained in muddy rainy conditions. It was also a great achievement by the supporting parents who put in significant amounts of time in training and fundraising. A special vote of thanks is also due to Mrs Katrina Shelton who gave her time so generously to our students.

Term 4 was marked by rain and flooding throughout the Coonamble shire, as well as many other places. Many students were unable to get to school for an extended period, and eventually the school grounds were inundated and students were asked to stay at home. Luckily the staffroom and the water filtration system were the only parts of the school to suffer damage. Nevertheless we were able to proceed with part of our end of year Presentation Assembly, with some families braving flooded creeks and all but impassable roads to attend. Their community spirit is typical of Quambone.

I would like to thank all the students and parents who welcomed me so warmly to Quambone Public School, and who work tirelessly to support our work here. Everybody came together to ensure that the year was a productive and successful one. Particular thanks are due to a number of people who have contributed so much to our efforts. Our teacher, Jess Sinclair, showed great commitment to the school during the year, and in December was rewarded with a promotion. We are sorry that she has left the school, but wish her the very best, thankyou Jess. It is also great news to hear that Quambone Public School has secured a second teacher for 2011!

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.

Cassandra Mackay

P & C message

Teachers, Grandparents, Parents, friends, girls and boys, and a special welcome to Cassandra Mackay, our new Principal who arrived here at QPS in Term 2.

It is my pleasure to present the Presidents report on behalf of the Quambone P&C for 2010.

The P&C has had another successful year as the result of the continued support from parents and community members.

By far the most critical and ongoing issue driving the P&C is staffing levels, more accurately, the requirement of a second teacher. We were all very happy to have Ms Sinclair as our second teacher of the infants this year, and she will be sadly missed next year, but wish her all the best, thankyou Jess. It is also great news to hear that Quambone Public School has secured a second teacher for 2011!

FUNDRAISING

Fundraising has again been successful this year.

Catering has been for:

- Thurn luncheon $200.00
- Cross Country & Athletics Carnival $388.00
- Coonamble Shire Meeting: $385.00

Raffles:

- Easter Egg Raffle: $377.00
- Mother’s Day Raffle: $194.00
- Meat Raffles for Regional Athletics @ Homebush: $630.00

Donations from members of the community include:

- Al Karanouh $500.00
- Sean Golledge $525.00 – included towards students going to Homebush.

Other fundraising projects still running are:

- Walgett Special One Crop Insurance referrals commission
- NGR donations
- Steer trading
- P&C Christmas raffles which will be drawn this Friday.
A special thanks to all those parents and community members who donated cakes, slices, and assisted with the catering events, we couldn’t have done this without you. Thanks must also go to Coonamble businesses, such as IGA, who have donated goods towards our Easter and Christmas raffles, along with Leonards Pharmacy, Cants Hardware, Al & Abbey Karanouh and the Quambone General Store.

**CATTLE**
This year the P&C purchased 13 steers, at a cost of $4,800.00, they are happily grazing locally. Thanks must go to Peter Kennedy at Martins Transport who waived cartage of the steers. Once good weight gain is achieved, these steers will be sold providing a nice profit!!

**OTHER EXPENSES**
The P&C subsidised the Primary and Infants excursion to the value of $2,500.00. Thanks again to all those parents who donated their time to help out on the excursions. The P&C also contributed $250.00 towards the students going to Homebush, this was in addition to the fundraising efforts.

We would now like to make a small presentation to Miss Jess Sinclair, who is leaving us shortly, please accept this gift as a token of our appreciation. Thank you Miss Sinclair.

Finally, I would like to thank the P&C Office Bearers and the Committee for their dedicated work and support this year.

Wishing everyone a very happy Christmas and prosperous and exciting 2011!

Greg Perry
P&C President

**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>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>
Management of non-attendance

Attendance rates are generally sound at Quambone Public School, although in 2010 flooding impacted substantially on Term 3 and 4 attendance. Students with low attendance rates are monitored by both the school and Home School Liaison Officers.

Class size

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K/2A</td>
<td>K</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>K/2A</td>
<td>1</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>K/2A</td>
<td>2</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>3 to 6</td>
<td>3</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3 to 6</td>
<td>4</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3 to 6</td>
<td>5</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>3 to 6</td>
<td>6</td>
<td>6</td>
<td>16</td>
</tr>
</tbody>
</table>

Structure of classes

Student numbers at Quambone Public School were maintained in 2010 and the enrolment of 26 students allowed the school to retain its second teacher. The classes are K-2 and 3-6.

Staff information

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

At Quambone Public School there were two full time teaching positions in 2010: the teaching principal and a classroom teacher. The release teacher is employed two days per week, the School Administration Manager for three days per week and the General Assistant for one day per week.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Assistant Principal</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.3</td>
</tr>
<tr>
<td>Teachers of Moderate Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor (8 days per year)</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Currently, there are no Indigenous members of staff at Quambone Public School.

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></td>
</tr>
<tr>
<td>Postgraduate</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>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>180465.35</td>
</tr>
<tr>
<td>Global funds</td>
<td>55361.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71953.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>10378.13</td>
</tr>
<tr>
<td>Interest</td>
<td>9363.96</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2588.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>330110.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8249.24</td>
</tr>
<tr>
<td>Excursions</td>
<td>1824.43</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>2505.60</td>
</tr>
<tr>
<td>Library</td>
<td>410.04</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>604.80</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57305.60</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2185.76</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>18547.77</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>6948.62</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6301.94</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2887.54</td>
</tr>
<tr>
<td>Capital programs</td>
<td>13925.15</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>121696.49</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>208414.50</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 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 2010

Achievements

Arts

- Students participated in the Coonamble Show in Term Two. Our display included a diverse range of artworks.
- In Term Two, Stage Two and Three students participated in a percussion workshop at Coonamble Public School which also included students from Gulargambone Central School. They performed with drums and large rhythm sticks to explore how layers of rhythm can be put together.
- Students also travelled to Coonamble to participate in the Moorambilla Music Festival.
- At the end of Term Three many students participated in the Quambone Public School Celebration of Australian Poetry, along with the students from Carinda Public School.
- Students also developed skills in recycling and garment construction for the Term Three Trash to Fashparade and competition.
- In Term Four the whole school joined Marra Creek Public School for a full day music making workshop with “The Junes”

Sport

Quambone Public School students participated in a range of sporting activities and experienced a successful year:

- The school participated in the Small Schools Cross Country, Athletics and Swimming Carnivals with students progressing to zone, regional and state carnivals.
- Our relay team was placed second in the PP6 Relay at the State Athletics Carnival at Homebush.
- Horse sports
- In school Rugby League clinic
- All students enjoyed participating in Indigenous Games as part of the NAIDOC celebrations.
- Because of floods the intensive swimming program was postponed until Term 1 2011

Other

Our students enjoyed their excursion to Lake Keepit where they had the opportunity to experience rock climbing, canoeing, kayaking, archery and other activities in safe conditions under the supervision of experts.
Four of our Stage Three students returned to Lake Keepit a few weeks later to participate in the Country Areas Program Technology Camp, where they had the opportunity to produce and edit their own video about weather.

In Term Four Stage Two and Three students had a day excursion onto the Macquarie Marshes where they learned about adaptation of species, life cycles and management of the land.

**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 these 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)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 3**

In 2010 one student sat the NAPLAN Year 3 Literacy Test. In a small school such as ours reporting of results in such an instance may allow a student to be identified. Because of the small student cohort, results were reported directly to parents. The form of reporting identifies areas of strength and areas requiring improvement.

Results from the Year 3 Literacy Test have been analysed and used to develop strategies for individual improvement.

**Numeracy – NAPLAN Year 3**

In 2010 one student sat the NAPLAN Year 3 Numeracy Test. In a small school such as ours reporting of results in such an instance may allow a student to be identified. Because of the small student cohort, results were reported directly to parents. The form of reporting identifies areas of strength and areas requiring improvement.

Results from the Year 3 Numeracy Test have been analysed and used to develop strategies for individual improvement.

**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.

**Significant programs and initiatives**

**Aboriginal education**

Aboriginal perspectives are integrated into K-5 programming. The 8 Ways of Learning, developed after community consultation within the Bourke Group of Schools, integrates local perspectives on Aboriginal ways of learning across all Key Learning Areas. The 8 Ways of Learning are incorporated into all lesson planning.
Multicultural education
Multicultural perspectives are included in programming, with a focused sequence of lessons each year. This year the Year 3-6 students rehearsed a play based on a traditional African-American story. Multicultural perspectives are also included in lesson planning across all Key Learning Areas.

Respect and responsibility
Students have a keen interest in their local environment as the school borders the Macquarie Marshes, an environmentally significant area that has in recent years experienced stress from water shortages. The students have learned about responsibility for their environment through a field trip onto the marshes accompanied by Ray Jones from NSW National Parks and Wildlife to witness one of the best bird breeding seasons for years. Students discussed ways of caring for their environment and how to manage land in ways that supports biodiversity. The value of respect has also been a focus of our whole school program to develop class and playground rules, so that all students share a deeper understanding of what is expected from them.

National partnership programs
National Partnership funding was used to employ an aide 4 days per week in the K-2 classroom to support small group learning and programming to meeting individual needs. An Occupational Therapist also began working in the school to assess and develop programs to support learning, particularly for K-2 students.

Other programs
Priority School Program (PSP)
Quambone Public School continues to benefit from the PSP funding allocation which provides resources to improve literacy and numeracy outcomes and to develop strategies to enhance the learning process. These funds also helped employ an Aide in the K-2 classroom. Additional literacy and numeracy resources were also purchased.

Country Areas Program (CAP)
Country Areas Program funding has supported our school in the following areas:

- Reduced cost of excursion to Lake Keepit;
- Funded Stage 3 Technology Camp at Lake Keepit;
- Provision of aide to 3-6 classroom one day per week.

Progress on 2010 targets
The school targets are the major focus of our school plan.

Target 1
Reading and writing growth exceeds state growth in Year 3 and Year 5.
Our achievements include:

- Most of the students on all of the test aspects are performing above National Minimum Standard.
- Average growth for writing years 3-5 (88.6%) is significantly higher than both State (66.46%) and Regional (66.2%) average growth.

Target 2
Numeracy growth exceeds state growth in Year 3 and Year 5.

- Average growth in numeracy 5-7 (68.2) is higher than both state (61.89) and regional (58.1) average growth demonstrating that students leaving Quambone Public School are making a successful transition to High School in numeracy.

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 2010 our school carried out evaluations of Enter text here

Educational and management practice

Background
As part of the Situation Analysis conducted in 2010 a steering committee met to formulate discussion points for a school community meeting. At the meeting there was a wide-ranging consideration of educational practices within the school.
Findings and conclusions

The results of the focus group indicated overwhelming community desire for quality teaching to be supported through targeted group learning, more specifically through the retention of a separate K-2 class for as long as possible. Focus group comments also prioritised other needs.

Future directions

As a result of this consultation process National Partnership funds have been directed to supporting a full time second teacher in the school and a teacher’s aide for the K-2 classroom.

Curriculum

Background

English was the curriculum area selected to evaluate in 2010

Findings and conclusions

The Principal appointed in April this year was experienced in the Reading to Learn methodology, and the K-2 teacher successfully completed the 8 day training course and other assessments during the year. Reading to Learn has been successfully embedded in the school’s literacy teaching.

Future directions

As a result of evaluation and discussion with parents Reading to Learn will continue to be implemented within the school.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

The focus group responses regarding the performance of the school indicated good to very good levels of parent satisfaction with the school overall, with 10 negative comments received out of a total of 180

Professional learning

The Principal attended various leadership seminars and workshops and undertook professional learning in the integration of technology in the classroom.

School development 2009 – 2011

Targets for 2011

The following targets are the major foci for our 2011 School Plan.

Target 1

Students will achieve reading, writing and numeracy growth that is comparable or exceeds state growth.

Strategies to achieve this target include:

- Analysis of NAPLAN Data
- Employment of teacher’s aide to facilitate individually targeted teaching.
- Implementation of Reading to Learn and Count Me in Too strategies.

Our success will be measured by:

- Planning and programming using Reading to Learn and Count Me in Too strategies which are linked to analysis of NAPLAN data.
- Student growth indicated by NAPLAN data.

Target 2

Raise teacher and student confidence and competence in using new and existing technologies

Strategies to achieve this target include:

- Accessing iTeach for further Teacher Professional Learning.
- Accessing the Connected Learning Coach to assist in preparation and implementation of Notebook resources in the classroom.
- Audit and updating of equipment in the school.

Our success will be measured by:

- The availability of better quality technology resources;
- Greater use and integration of technology into classroom lessons.
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.

Cassandra Mackay, Principal
Christene Andrews, School Administration Manager
Greg Perry, P&C President.

School contact information

Quambone Public School
MungiMungi St, NSW 2831
Ph: 68242046
Fax: 68242017
Email: Quambone-p.school@det.nsw.edu.au
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: