Quambone Public School
Annual School Report

2011
Our school at a glance

Students

Student numbers have fluctuated during the year due to population mobility. Enrolments at the start of the year numbered twenty-four and at the end of the year were twenty-three, with nine girls and thirteen boys.

Staff

In 2011 the staff at Quambone Public School was as follows: a full time Teaching Principal; a full time second Teacher, partly funded by National Partnerships funding; a part time Relief Teacher and Teacher Librarian (two days per week); a part time Administration Manager and a part time General Assistant.

Significant programs and initiatives

- Priority Schools Program (PSP)
- Country Areas Program (CAP)
- National Partnerships/ Low SES
- Reading to Learn
- Multilit
- Live Life Well at School
- Crunch and Sip
- Occupational Therapy Program

Student achievement in 2011

This year four Year Three students and one Year Five student undertook that National Assessment Program Literacy and Numeracy (NAPLAN)

NAPLAN results for each student have been analysed and will form the basis for individual planning

Because of the small number of students privacy considerations prevent further analysis for student achievement in this report.

Messages

Principal’s message

Quambone Public School offers a range of programs as we endeavour to cater to a wide and diverse range of student abilities and interests as well as parent expectations. A strong partnership between home and school is vital in achieving the stated goals and objectives outlined in our school plan. We aim for our students to experience success and acceptance in a safe and happy environment.

Parent involvement in school management takes place through the P&C, whose focus is the Cattle Committee and fundraising through catering, at which they are highly skilled. Parents are also involved in selection panels for all permanent and temporary staff vacancies.

I encourage all parents to become involved in school life, through the P&C, and also through attending school events, assisting in class activities, and sport related activities. In particular our learning environment would be greatly enhanced through parent involvement in an individual reading program for all students.

I commend all students and staff for their good will towards the school and their efforts to achieve higher outcomes, whether these are academic, sporting or social in nature.

The Annual School Report provides the school with an opportunity to highlight events and outcomes of the school year. There is much in which the Quambone School Community can take pride, and the efforts of all who have supported our improvements are much appreciated.

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, Principal

P & C and/or School Council message

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

Our priority is still to maintain current staffing levels, and it’s great to hear that we have Miss Watt as our Infants teacher again in 2012!
**FUNDRAISING**

Just a brief overview of our fundraising for 2011:

- **Membership Fees**  
  $ 90.00

- **CMA Lunch**  
  $ 450.00

- **Easter Egg Raffle**  
  $ 440.00

- **Cross Country**  
  $ 194.00

- **Donation from Coonamble Rodeo Committee**  
  $2,500.00

- **Trek 4 Kidz**  
  $ 412.00

- **Walgett Special One**  
  $ 274.67

- **Party on the Plains Donations**  
  $ 600.00

- **Coonamble Shire Meeting**  
  $ 450.00

- **Macquarie Cotton Growers Association**  
  $ 500.00

- **Sale of Steers**  
  $ 5,577.72

- **TOTAL FUNDS RAISED**  
  **$11,488.39**

Other fundraising projects still running are:

- **P&C Christmas raffles** which will be drawn this Friday.

- **The Variety Club** are planning to visit Quambone in May next year. The Variety Club are always very generous in regard to the School and the Children. The P&C will be catering for this event which is always a lot of fun and a great morale boost for the community in general.

The P&C supported the Primary excursion to the value of **$2,000.00** and the infants excursion to the value of **$500.00** and we donated **$50.00** towards The Royal Far West.

- **DONATED A TOTAL OF $2,550.00**

A special thanks must go to all those parents and community members who donated cakes, slices, and assisted with the catering events, as well as giving their time helping out on the School excursions - 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.

**CATTLE**

This year the P&C have been running 13 steers locally. In November we sold these steers for a handsome profit of approximately **$5,500.00**. We are now waiting for the right time to restock.

This by far was our most profitable fundraising venture.

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

Greg Perry  
President, Quambone Public School P&C

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**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>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Student Attendance Profile

Management of non-attendance

Students with low attendance rates are monitored by both the school and Regional Home School Liaison Officers.

Class sizes

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

Class Sizes

<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/2</td>
<td>K</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>K/2</td>
<td>1</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>K/2</td>
<td>2</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>3/6MK</td>
<td>3</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>3/6MK</td>
<td>4</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>3/6MK</td>
<td>5</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>3/6MK</td>
<td>6</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

School

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>86.4</td>
<td>90.9</td>
<td>89.1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>89.3</td>
<td>86.4</td>
<td>93.5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>88.1</td>
<td>88.5</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>93.1</td>
<td>86.4</td>
<td>84.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>89.6</td>
<td>82.4</td>
<td>98.8</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.1</td>
<td>92.6</td>
<td>94.2</td>
<td></td>
</tr>
</tbody>
</table>
Structure of classes
There are two classes: 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.

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(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>.688</td>
</tr>
<tr>
<td>Teacher of Emotional 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>0084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>Total</td>
<td>1.772</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.

[Enter text here.]

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>50%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</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>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>208414.50</td>
</tr>
<tr>
<td>Global funds</td>
<td>47812.74</td>
</tr>
<tr>
<td>Tied funds</td>
<td>67943.20</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5292.20</td>
</tr>
<tr>
<td>Interest</td>
<td>8169.41</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2518.45</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>340150.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td>Balance carried forward</td>
</tr>
</tbody>
</table>

A full copy of the school's 2011 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 2011

Achievements

Arts
- Students submitted art works to the Coonamble Show in Term Two. Our display included a diverse range of artworks.
- Students participated in the Moorambilla Music Festival.
- Students attended the Creative Arts Camp.
- A bush dance was held for the community giving the students the opportunity to experience live music and community dancing.
**Sport**

Quambone Public School Students participated in a range of sporting activities throughout the year.

- The school participated in the Small Schools Cross Country, Athletics and Swimming Carnivals with students progressing to zone and regional carnivals.
- Students participated in the Intensive swimming program.
- Students experienced success at Baradine, Dunedoo and Mendooran Horse Sports Gymkhanas, achieving Girl and Boy Champion in various age groups and also Champion Age Rider.

**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 2011 four students undertook the NAPLAN Year 3 Literacy Test. In a small school reporting of these results allows students to be identified. Because of the small 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 2011 four students undertook the NAPLAN Year 3 Numeracy Test. In a small school reporting of these results allows students to be identified. Because of the small 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.

**Literacy – NAPLAN Year 5**

In 2011 one student undertook the NAPLAN Year 5 Literacy Test. In a small school reporting of these results allows students to be identified. Because of the small cohort, results were reported directly to parents. The form of reporting identifies areas of strength and areas requiring improvement.

Results from the Year 5 Literacy test have been analysed and used to develop strategies for individual improvement.

**Numeracy – NAPLAN Year 5**

In 2011 one student undertook the NAPLAN Year 5 Numeracy Test. In a small school reporting of these results allows students to be identified. Because of the small cohort, results were reported directly to parents. The form of reporting identifies areas of strength and areas requiring improvement.

Results from the Year 5 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-6 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.

Local excursions focusing on the rich heritage of the Macquarie Marshes supported greater understanding of Aboriginal cultural perspectives.

Multicultural education
Multicultural perspectives are incorporated in all lesson planning. The K-2 class studies the unit *The Way We Were* which incorporated understandings of cultural and personal differences. The 3-6 class studied the Unit Understanding Each Other and learned about the experiences of migrants and refugees who have come to Australia.

National partnership programs
National Partnership funding was used to support employment of a second teacher for the K-2 class and also to employ a teacher’s aide 4 days per week. These positions support the provision of innovative and tailored learning opportunities, and arrangements that encourage innovation and flexibility. It has also supported the Occupational Therapy Program and a MultiLit tutor.

Other programs
Priority School Program (PSP)
Quambone Public School uses PSP funding to improve literacy and numeracy outcomes and to develop strategies to enhance the learning process. The funds assisted a major upgrade of literacy resources. They also helped employ a part-time aide for the 3-6 class.

Country Areas Program (CAP)
CAP funding has supported our school in the following areas:
- Reduction of excursion costs to Canberra and Western Plains Zoo
- Ten-pin bowling engagement excursion
- Support for aide for K-2 classroom
- Support for John Joseph whole school seminar jointly with Carinda Public School

Progress on 2011 targets
The school targets are the major focus of our school plan. 2011 was the final year of the school’s 2009 – 2011 plan. The Plan was developed in consultation with our School Education Director and with the National Partnership Consultation Working Party.

Target 1
Reading, writing and numeracy growth exceeds state growth.
- Reading Benchmarking shows improved growth in a majority of cases. Writing assessments indicate improving consistency.
- Mathematics assessments including SENA and SENA 11 show improved growth in a majority of cases.

Target 2
Raise teacher and student confidence and competence in using new and existing technologies.
- Cameras and videocameras updated.
- 3-6 classroom remodelled to improve smartboard accessibility and better integrate computer use into classroom.
- Improved integration of smartboard and computer technology.
- Murder under the Microscope.

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 2011 our school carried out evaluations of Teaching and English

Educational and management practice: Teaching

Background
The NSW Quality Teaching Model was used as a focus for staff development throughout the year
in order to develop targeted teaching strategies that address individual student needs.

Findings and conclusions
A School Map student survey was made of all students.
100% of staff reported increased understanding of the Quality Teaching model.
100% of staff reflected that they had developed strategies in addressing the needs of students with special learning needs through professional development with Connected Learning Coach and through accessing professional development with teachers experienced in this area. Strategies were also developed through Professional Development conducted by an Occupational Therapist working with the school.

Improvements in Quality Teaching were evidenced through staff observations and reflections on improved on-task behavior in class.

Future directions
In 2012 the school is developing its focus on Quality Teaching and Planning through implementation of Personal Learning Plans for every student.

Curriculum
English

Background
Staff used informal means to evaluate English, because of need to develop resources in this curriculum area.

Evaluations were carried out through:
- discussions with staff, students and parents
- analysis of programs, especially scope and sequence
- review of resources and use thereof
- assessment information
- classroom observation

Findings and conclusions
As a result of the evaluation it was concluded that the English curriculum area needed a significant injection of quality, up-to-date resources to support improved programming, planning and engagement. In particular:
- Resources were hampered by a lack of forward planning, with small numbers of texts acquired just to meet the needs of the present cohort. As numbers in the school fluctuated from year to year, resources were often proved inadequate.
- Older students who were not reading at stage appropriate levels did not have access to age appropriate resources.

Future directions
- Annual review to resources to ensure that needs of present students are met, and predicted future enrolments are catered for.
- Development of Personal Learning Plans to support tailored learning opportunities for all students.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school through formal and informal means.

Staff indicated overall very good satisfaction with improvements to school discipline, organization, and teaching and learning within the school.

Student responses, gathered from School Map Student Survey, indicated good levels of satisfaction with the school.

Individual parent responses indicated good levels of parent satisfaction with the school overall. Identified area of dissatisfaction is the parents’ desire for more extensive performance at Christmas presentation assembly, and emphasis on traditional presentations for Book Week etc.

Professional learning
The principal attended leadership seminars and workshops throughout the year.

Staff attended:
- on-site professional coaching from the Connected Learning Coach.
- ES1 literacy workshops
- Keeping Them Safe workshop
- Reading to Learn 1 day training.
- On-site training in meeting individual learning needs.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Literacy and Numeracy:
- All students have Personal Learning Plans.
- Increased levels of literacy and numeracy achievement for every student in line with Personal Learning Plans.

**2012 Targets to achieve this outcome include:**
- Personal Learning Plans completed for all students
- Programming reflecting Personal Learning Plans
- Students achieve targets as per Personal Learning Plans.

**Strategies to achieve these targets include:**
- Develop Personal Learning Plans to tailor learning to individual needs.
- Provide release time and site based professional learning to assist development of Personal Learning Plans.
- Focus on Jolly Phonics, Reading to Learn, Multilit and Maths Matters

**School priority 2**

**Outcome for 2012–2014**

Engagement and Attainment: Improved attendance.

**2012 Targets to achieve this outcome include:**

- Improved attendance in accordance with attendance programs
- Prize system is in use
- Engagement projects and rewards taking place.

**Strategies to achieve these targets include:**
- Individual attendance plans for targeted students.
- Weekly attendance prizes, prizes for best attendance and most improved attendance.
- Positive behavior rewards and engagement projects.

**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
Kim Watt, Teacher
Lyn Fisher, Casual Teacher and Community Member
Narelle Sinclair, Teacher’s Aide and Community Member

**School contact information**

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Fax: 02 6824 2017
Email: quambone-p.school@det.nsw.edu.au
Web: www.quambone-p.schools.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: