School context statement

Quambone Public School is a small PP6 school in Quambone, Central-West NSW. The school serves a small rural township and has an active P&C. The school enrolment in 2014 was 24, with staffing including a teaching principal, classroom teacher, a part time learning support / teacher librarian and a teacher’s aide.

Student learning needs are well catered for in an engaging learning environment, with opportunities offered to meet the individual needs of all students. The curriculum is relevant and innovative, with a strong emphasis on literacy and numeracy. Integrating technology is also a central focus, with all primary and infants students accessing individual laptops, and iPads used in small group learning in both infants and primary classrooms. Our school offers students a wide range of extra-curricular opportunities, including sports and the arts.

Our school is a warm and caring environment where family and community partnerships are valued and staff strive to deliver the best educational experiences for our students.

Small schools require an enormous level of commitment from all staff, parents and our P&C association to ensure we provide the best opportunities for our students. We are fortunate to have passionate teachers and support staff in our school. I commend all staff on their commitment this year. The students of Quambone Public School are also supported by families that value education, are supportive of our staff and school and contribute willingly to school programs and initiatives. The P&C are also to be recognised for their ongoing support. They have helped to ensure the best opportunities are provided for all students.

Congratulations to all students at Quambone Public School on their achievements this year. Your education and wellbeing are extremely important, as you are all capable of achieving great things and becoming influential and capable young adults. I commend you on your effort and application throughout the year.

Farewell to our Year 6 students and families. We have had a wonderful group of young leaders, driving change and supporting our students. Sarah and Holly have been an asset to our school, and have been determined and committed leaders in their role as School Captains.

Principal’s message

It has been a wonderful year at Quambone Public School, with staff maintaining a collegial and supportive environment and students experiencing success in a wide range of areas. A close network with our community has supported the positive energy within the school.

Congratulations to Miss Pip Watters on achieving the role as Principal of QPS in 2015.

Always strive to be your best, and aspire to achieve.

Kind Regards,

Mrs K. Burnheim
P&C Report

We have had a very busy year with catering this year with a total of 6 catering events. This year we did a cake stall in Warren for mothers’ day, we hosted the annual athletics carnival between Quambone and Carinda and we had 2 rallies visit Quambone, the Silver City Pushbike Riders from Broken Hill and the Destination Outback 4 Wheel Drive Rally from Dubbo. Both were a great success.

Total Funds Raised this year was $9635.24.

The P&C again supported the school with funds to help run programs. These included the Martial Arts program, annual school excursion and other small excursions through the year, regional sports, laptops, netball shirts and outdoor lighting.

Total Funds donated this year was $11,490.80

We say thank you to all the parents and community members who donated cakes and slices and assisted with catering events, as well as giving their time to help with school excursions - we couldn't have done it without you.

Our Cattle committee has been unable to buy any cattle this year due to the dry conditions but this will hopefully improve in 2015.

We say farewell to two families this year, the Turnbull’s and the Coleman’s. Simon and Rosie have been members for the past 13 years. Simon took on the Presidents job in his first year in 2001 until 2006, Rosie then took the chair from 2006 until 2007 when she took on the secretary’s position until 2010. Simon has been on the cattle Committee all this time.

A special mention must also go to Marie Turnbull for her support of the school over this time.

Adam and Leonie have been members for the past four years and Adam has had a roll on the cattle committee. We also thank Eric and Carollyn Fisher for their support over this time.

We wish both families all the best for the future.

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

We wish Mr and Mrs Burnheim all the best with the upcoming birth of their first child and look forward to working with Miss Watters in 2015 in her role as acting principal.

Student representative’s message

It has been a great year as a school captain in 2014. It has been a great achievement in our time at this school. We would like to thank our teachers and fellow peers for making this a great last year in primary school.

It has been great going on excursions. Some of the excursions we have attended this year have included the Warrumbungles, Marra Creek to watch a play, Carinda for the Count Us In day and for a Year 5-6 ASPIRE day. In Term 3 we had our whole school excursion to Lake Keepit. Year 6 went to the Halogen Young Leaders conference in Sydney and Year 5-6 went to the GRIP Leaders Conference.

Throughout this school year we have completed a martial arts program. Year 5-6 completed an energy audit following through from our Warrumbungles leadership camp. Throughout the year the Salvation Army have also been working within our school and community.

This year the girls in the primary have once again participated in the netball gala days, except this time we won our games! All the girls in the primary room have improved enormously. The
boys have participated in football days and have improved as well. We have also done intensive swimming which has really helped us to improve in swimming.

We would like to thank P&C for supporting our school with helping to pay for our excursions and do all the extra activities like martial arts and many more. Without your support we may have not had the chances to do these things so thank you P&C.

We would like to thank our fellow peers for making this such a fantastic last year. We wish you good luck for the years ahead of you and hope you enjoy the rest of your time at Quambone Public School, as what we did.

From the 2014 School Captains,

Sarah McNamara & Holly Turnbull

2014 Year 6 Students

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>12</td>
<td>13</td>
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<tr>
<td>Female</td>
<td>9</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>11</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>90.9</td>
<td>89.1</td>
<td>91.8</td>
<td>92.0</td>
<td>90.2</td>
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<tr>
<td>1</td>
<td>86.4</td>
<td>93.5</td>
<td>92.7</td>
<td>94.0</td>
<td>95.1</td>
</tr>
<tr>
<td>2</td>
<td>88.5</td>
<td>90.4</td>
<td>92.3</td>
<td>95.4</td>
<td>94.6</td>
</tr>
<tr>
<td>3</td>
<td>86.4</td>
<td>84.9</td>
<td>91.4</td>
<td>95.8</td>
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<tr>
<td>4</td>
<td>82.4</td>
<td>98.8</td>
<td>89.0</td>
<td>93.0</td>
<td>96.7</td>
</tr>
<tr>
<td>5</td>
<td>92.6</td>
<td>94.2</td>
<td>84.1</td>
<td>92.4</td>
<td>95.3</td>
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<td>6</td>
<td>85.9</td>
<td>88.6</td>
<td>96.3</td>
<td>89.9</td>
<td>93.0</td>
</tr>
<tr>
<td>Total</td>
<td>87.8</td>
<td>89.7</td>
<td>91.1</td>
<td>93.5</td>
<td>94.6</td>
</tr>
</tbody>
</table>

Workforce information

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

Our school was able to maintain staffing of two classes, K-2 and 3-6. This was managed through our small school supplementation allocation, and equity funding.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</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 Teacher(s)</td>
<td>0.546</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There are currently no Aboriginal staff at the 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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

### Professional learning and teacher accreditation

Professional learning is an integral part of the school plan and contributes to the professional growth of staff and improved student outcomes. Professional learning is linked directly to our school priorities as outlined in the school plan. Throughout 2014, staff participated in various professional learning activities which directly impacted on classroom practice.

Staff have been involved in professional learning and mandatory training as required. Target areas have included:

- Literacy
- Numeracy
- Implementation of the new Australian curriculum
- Learning & Support
- Leadership

These have been the focus areas in school development days. 100% of teaching staff have attended training in areas of literacy, numeracy and the implementation of the Australian curriculum. The Learning Support Teacher has completed modules and training in the area of learning and support. All staff have completed mandatory training.

### 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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>78,335.77</td>
</tr>
<tr>
<td>Global funds</td>
<td>48,795.39</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35,576.93</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>13,065.95</td>
</tr>
<tr>
<td>Interest</td>
<td>1,446.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2,361.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>179,581.56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>25,746.71</td>
</tr>
<tr>
<td>Excursions</td>
<td>10,532.15</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>1,729.99</td>
</tr>
<tr>
<td>Library</td>
<td>1,157.72</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>44,244.32</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4,719.84</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>39,720.72</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10,744.32</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,718.56</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2,128.49</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>146,442.82</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>33,138.74</td>
</tr>
</tbody>
</table>

LLW@S funding was used to help pay for the Martial Arts program- $1038.57 and to purchase sporting equipment such as tennis equipment and new balls for soccer, netball and football- $946.68 totaling $3614.41 for the year from LLW@S.

The P & C also contributed to the funding of the Martial Arts program, $1,600.00, Excursions, $5,400, Hire of the School Bus, $300 and help to purchase iPads for the classrooms $2400.

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent.
School performance 2014

Academic achievements

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.

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

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, three students undertook the NAPLAN Year 3 Literacy Tests. 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 tests have been analysed and used to develop strategies for individual improvement.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, five students undertook the NAPLAN Year 5 Literacy Tests. 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 tests have been analysed and used to develop strategies for individual improvement.

NAPLAN Year 5 - Numeracy

In 2014, five students 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.

Other achievements

Sport

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

- Students participated in the Small School Swimming Carnival held in Coonamble in February. Many children progressed to the zone carnival in Coonamble and two students
• Students participated in the Small Schools Athletics Carnival held in Quambone in June. Many children progressed to zone level, with some students also qualifying to compete at the regional carnival in Tamworth.

• Students also participated in Zone Cross Country at Quambone in June. Two children progressed to Regional level in Cross Country.

• One student also competed in several Horse Sport events throughout the year and was extremely successful.

• Primary girls combined with students from Carinda, Marra and Toorawee to form the Small School Sparklers to compete in netball gala days at Coonamble and Walgett. Students also attended trials for the Coonamble Zone Netball team with two Quambone students making it into the team. They travelled to Gunnedah to compete for a place in the North West Netball team. A netball coach from Netball NSW came to the school for a coaching afternoon to support the girls and for the rest of the school to develop skills. Netball shirts were purchased for the team by the P&C.

• The Primary boys also combined with students from Carinda, Marra and Toorawee to form the Small School Barbarians to participate in Rugby League and Rugby Union Gala days in Coonamble, Warren and Walgett. Some boys also tried out for the Coonamble Zone Rugby League side in Coonamble. The P&C is looking to buy jersey’s next year. We also had a Rugby League coach come to our school to run a clinic to support out boys and to up skill the rest of the school.

Martial Arts

Students once again participated in a Martial Arts program this year in Term 3. Every Thursday morning, Matt and Nick came to our school to teach our students the moves and mind set of Martial Arts. This program is not simply about getting fit and learning the art form but also about teaching students discipline, positive attitudes and hard work.

NAIDOC

On Tuesday 12th August, students from Carinda Public School visited our school to participate in our NAIDOC celebrations. We were able to source many local Coonamble Aboriginal community members to come out for the day to teach us about their culture. During the day, students watched and participated in a Smoking
Ceremony, made Johnny Cakes, did some weaving, listened to a presentation by a returned Aboriginal war veteran and played games with the teachers and students from the Clontarf Academy from Coonamble High School. The day was very successful with students and community coming together to learn more about Aboriginal culture.

Students engaged in a Smoking Ceremony with local Aboriginal community members as the introduction to 2014 NAIDOC Day

Lake Keepit Excursion

On 25th August, students from Quambone, Carinda and Marra travelled to Lake Keepit to participate in Small Schools Week. Primary students stayed for the whole week with Infants students returning on the Wednesday. Students were able to participate in several activities throughout the week including archery, canoeing, orienteering, abseiling and the giant swing. Students also learned responsibility at the camp, being expected to take it in turns to serve food and clean up after meals. It was a great week with students being active, getting outdoors and meeting lots of students from other small schools around the state.

Primary students at the Lake Keepit Sport & Recreation Centre

Significant programs and initiatives – Policy and equity funding

In 2014, a number of highly successful programs and initiatives operated within the school to support student learning outcomes in literacy and numeracy, and to improve attendance and engagement. These included:

- Introduction of individual student laptops in the infants room to enable all students to have access to regular technology, and to support the initiative from 2013 where iPads were implemented in all classrooms;
- Premier’s Reading Challenge and Spelling Bee;
- An active Student Representative Council (Kids Council) hosting a wide range of student centered and charity events;
- Martial Arts Program (the program ran for 10 weeks and had a whole school focus);
- Improved behavior management program;
- Consolidation of Multilit and Minilit programs;
- A modified and integrated approach to occupational Therapy;
- A focus on Student Leadership, with student leaders attending the Halogen and GRIP leadership programs, and a ten week leadership program through the
Warrumbungles Environmental Education Centre;
- An ASPIRE day at Carinda, with the ASPIRE team educating students about university and helping them to set goals for their future;
- Improved PE program, using support from the Live Life Well at School program, with the program teaching students fundamental movement skills;
- Students attended the small school week at Lake Keepit as their annual excursion to enrich their learning opportunities and their social and emotional development.

Aboriginal education
Aboriginal perspectives are integrated across K-6 programming. The 8 Ways of Learning framework has been used in programming in a variety of KLAs to integrate Aboriginal learning styles. The 8 Ways of Learning are incorporated into lesson planning to support Aboriginal students and a range of learning styles.

Aboriginal perspectives, local history and culture are integrated into our scope and sequence. This year, the primary students focused on Aboriginal perspectives, history and culture and the impact of colonisation. Infants focused on their personal identifies and beliefs, and identifying the importance of Aboriginal culture and heritage.

This year, we held a NAIDOC celebration day. An Aboriginal community member and parent helped to organise the day, liaising with Coonamble High School and local Aboriginal representatives. The day was a reflection of the importance of Aboriginal culture and heritage in our local area and within our school and wider community. It was a valuable learning experience for our students.

Personalised learning plans have been used across the school to support the learning needs of all students.

Multicultural education and anti-racism
Multicultural education is incorporated into our HSIE scope and sequence.

This year 3-6 class studied a unit about Multicultural Australia, learning about their culture and developing understanding and appreciation for different cultural groups. They also developed an awareness of how Australia came to be a multi-cultural country, and reasons why different cultural groups have immigrated to Australia.

The K-2 class completed a unit of work about their personal identities, learning about how families differ, including their cultures and beliefs.

Aboriginal background
Our school received Equity Funding for students with Aboriginal background in 2014. The programs and strategies implemented have included:
- The implementation of Personalised Learning Plans for all students;
- Supporting teachers to develop Personalised Learning Plans (PLPs) for all students;
- Supporting teachers in completing individual assessments, analysing NAPLAN data, and coordinating meetings with families through classroom release;
- Supporting costs to provide small group and targeted learning through the employment of a second teacher and a teacher’s aide;
- Supporting student engagement and attendance by providing funding to support special programs and initiatives within our school, and to allow students to travel to attend excursions and programs outside our school;
- NAIDOC Day celebration to strengthen community partnerships and to acknowledge Aboriginal culture, heritage
and to support engagement for our Aboriginal students.

These strategies have helped to strengthen partnerships between schools and Aboriginal families and have improved the quality of the teaching and learning for our Aboriginal students.

Socio-economic background

Our school received Equity Funding for students from low socio-economic backgrounds in 2014. The programs and strategies as listed above were implemented to support these students.

Learning and Support

Our school received Equity Funding for students requiring learning and support in 2014. This funding was used to support the employment of a teacher’s aide. The aide worked with students to improve learning outcomes using specialised programs, and also supported students in small group work in the classroom.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Curriculum and school surveys;
- Staff meetings;
- NAPLAN analysis;
- Evaluation of 2014 School Plan;
- Community surveys;
- Community meeting to plan for the 2015-2017 School Management Plan.

School priority 1

Literacy and Numeracy

Outcomes from 2012–2014

All students to have Personal Learning Plans.

Evidence of achievement of outcomes in 2014:

- All students had Personalised Learning Plans with personal targets related to literacy and numeracy learning outcomes;
- PLP meetings were organised in Term 1 and Term 4, with all parents attending to discuss PLP goals for their child/ren;
- Teachers used release time to develop PLPs and monitor student progress towards targets.

Strategies to achieve these outcomes in 2014:

- Parent meetings in Term 1 and Term 3;
- Teachers contacted families to organise meetings;
- Review meetings to sign off on targets.

School priority 2

Literacy and Numeracy

Outcomes from 2012–2014

Increased levels of literacy and numeracy achievement for every student in line with Personal Learning Plans.

Evidence of achievement of outcomes in 2014:

- Small group learning supported teachers to cater for individual learning needs;
- A focus on Multilit and personalised programs for targeted students to support literacy growth;
- Student data was collected from a range of school based assessment data, identifying student growth in literacy and numeracy;
- NAPLAN and Best Start data identified individual student growth, with most students achieving average to above average growth in literacy and numeracy.

Strategies to achieve these outcomes in 2014:

- Employment of a second teacher to allow for small group learning;
• Employment of a teacher’s aide to implement individual learning support and to support small group learning in the classroom in the areas of literacy and numeracy.

School priority 3
Improved Attendance

Outcomes from 2012–2014
• Attendance rate at 94.6%, which is an improvement of 1.1% from 2012.
• No students required individual attendance plans, which also meant no referrals were made to the HSLO.
• Attendance and behaviour rewards were implemented, and engagement projects implemented to support student engagement and attendance.

Evidence of achievement of outcomes in 2014:
• Student attendance rate is at 94.6%;
• Over 90% of students achieving the reward for maintaining 90% attendance on a termly basis, with 10-20% of students achieving 100% attendance each term.

Strategies to achieve these outcomes in 2014:
• A modified attendance rewards program to support all students to achieve 90% attendance.
• Positive behavior rewards to support student behaviour.
• Engagement projects, including sports opportunities and excursions, and strengthening links with other schools and the community

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.

The findings of the survey on satisfaction indicated that parents, students and staff have a high satisfaction rate. This satisfaction related to student learning outcomes, opportunities for students, school and parent partnerships, school image and community involvement.

Positive feedback and directions for 2015 included:
• Employment of second teacher a priority to support student learning;
• Employment of a teacher’s aide to support individual student learning needs and small group learning in the classroom, particularly in the areas of literacy and numeracy;
• Personalised learning plans a successful strategy to engage students and families and to improve student learning outcomes. This needs to remain a focus for 2015;
• A PLP workshop with parents was suggested for 2015;
• Attendance and engagement initiatives all successful in improving student engagement, attendance and learning outcomes. This needs to remain a priority for 2015;
• Greater use of technology and video-conferencing was successful;
• Community engagement improved through successful implementation of strategies within the school;
• Excursions have been beneficial, but need to ensure they are supporting student learning outcomes. Some parents would prefer the students to spend more time in the classroom. It was suggested that in school programs and excursions (eg. martial arts and video conferencing) could be used as an alternative.
Future Directions  
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

In 2014, the school sought the opinions of staff, students and community members to evaluate the priorities from the 2012-2014 School Plan, and to plan for the 2015-2017 School Plan.

The planning process involved:

- An initial community survey to evaluate satisfaction with current school strategies and initiatives;
- Staff meetings to evaluate the effectiveness of current school strategies;
- Analysis of current student assessment and attendance data to identify areas of need;
- Network meetings with principals from the Western NSW Region of small schools to identify target areas and define strategic directions;
- A community consultation meeting to evaluate current strategies and plan strategies for the new strategic directions;
- A community feedback survey to plan strategies for new strategic directions.

The Strategic Directions for the 2015-2017 School Management Plan are:

Strategic Direction 1: Student Learning

To improve student learning and outcomes through the development and delivery of consistent high quality programs and practices while supporting their emotional, social, and physical wellbeing.

Strategic Direction 2: Leadership

To create effective leaders by supporting staff to develop their teaching skills through professional learning and practice, and to develop effective leaders through leadership programs.

Strategic Direction 3:
Student & Community Engagement

To improve student social and emotional wellbeing and the whole school organisational effectiveness in a positive school community environment. Building on effective partnerships with families and to develop technologically competent students.

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.

Kim Burnheim          Principal
Pip Watters           Teacher
Chris Andrews         School Admin Manager
Greg Perry            P & C President

School contact information
Quambone Public School
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Fax: 02 68242017
Email: quambone-p.school@det.nsw.edu.au
Web: www.quambone-p.schools.nsw.edu.au
School Code: 2919

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: http://www.schools.nsw.edu.au/learning/emsad/asr/index.php