Our school at a glance

Students

Quaama Public School is a small rural primary school located in the Bega Shire. The school forms an important focus for the local community.

The school culture encourages close teacher student relationships and strong productive home school partnerships. Our aim is to create a happy, challenging, caring and inclusive environment in which students have the opportunity to reach their full potential. Encouragement, praise, empowerment, responsibility and risk taking are emphasised in daily lessons.

The school curriculum is responsive, balanced and integrated to ensure growth and development of each student academically, socially, physically and emotionally.

We are proud of the personal achievements of our students, their contribution and commitment to their learning and their caring for each other.

Staff

Our enthusiastic and highly experienced staff is committed to the welfare, learning and happiness of all of the children.

Professional development has a high priority and focuses on quality teaching and continuous improvement. Our members of staff align their professional goals with the school’s annual goals in the management plan.

This year classroom teachers Jenny Hobbis, Leonie Buteux, Kathy Summers, Julie Moore, Gill Park and Roz Bannon formed a very successful team. Improvement of student literacy and numeracy outcomes and engaging students through technology was the focus of collaborative planning. Our NAPLAN results reflect the expertise and commitment that is required to realize this ongoing goal.

This year we were grateful for the support of school counselors Margaret Sparkes and Penny Scheaffe. Many students benefited from their expertise and intervention.

Significant programs and initiatives

- **Performing Arts** – ‘Ali Baba’ musical developed performance skills in drama, art, music and dance. The School Dance team performed at the Sapphire Coast Learning Community Festival.
- **Book Week** activities included a visiting author sharing her stories and a book character parade.
- **Gifted and Talented** program included visits to Bournda Environmental Centre for English, Maths, Science, HSIE and Art activities.
- **Move to Learn** - an innovative program enhanced academic, physical and social development of all students and addressed nutrition.
- **NAIDOC week** - involved students participating in cultural experiences, such as attending the NAIDOC cultural activities organized by Bournda Environmental Educational Centre.
- **Premier’s Sport Challenge** was initiated during PDHPE program for all stages.
- **Active After School Communities (AASC)** included circus skills, dance, sport and leisure games.
Student achievement in 2011

Quaama PS students received good results in 2010 and our school was selected for National Partnership Low SES funding for 2011. This means extra funding will be allocated for Literacy next year to boost our student’s achievements even further.

Our students achieved at or above their expected level for all areas of NAPLAN in both Literacy and Numeracy. Our children achieved very good results in Writing and Numeracy with nearly all students achieving at or well above the National Average score.

Messages

Principal’s message

This year as the educational leader of this school has been extremely rewarding. I have thoroughly enjoyed being the Principal of this ‘small school with a big heart’ and I really value the on-going support, involvement and encouragement from parents and families. Their contribution to our school is invaluable.

The Annual Report is a summary of the efforts and achievements of our students and staff during 2011 and provides information about priorities for 2012.

I am very proud of the achievements of the school community and the exciting strategies and programs undertaken this year.

The professional commitment of all teachers and staff and their development of skills, knowledge and understanding of curriculum and current trends in teaching and learning have ensured improved student outcomes. It has been a privilege to work and learn with such talented and generous people.

Our dedicated group of parents has committed to fundraising ventures, maintained a healthy canteen and successfully achieved the construction of our vegetable garden as well as supporting our students in transporting them to various venues for excursions and sporting events.

We value all of the wonderful achievements made by our students in the classroom, in creative arts and in sport, and their contributions towards school activities and the citizenship demonstrated within the community. It has been so rewarding to have been a part of the learning journey of each child.

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.

Roz Bannon (Principal)

P & C Report

On behalf of the P and C I would like to thank our P and C committee; Debbie Platts and Jan Whyte, vice presidents, Michelle Sutherland, treasurer, Kath Unsworth, secretary, Shelley Boyle, fundraising, Frenzy McCormack, the clothing pool and Danielle Cameron for the canteen as well as all of the barbecue days on the sports carnival and the walkathon and the wonderful wreaths she made for the ANZAC ceremony. I would also like to thank
all the parents that help out with our school. Debbie Platts did a terrific job organizing the walkathon as did all the parents that helped with walking, driving and baking goods. $642 was raised. Thank you to CWA and the RSL for their continued support of our school. Thank you to Shelley Boyle for organizing the family photos and to Jan Whyte for the chocolate drive which has raised money for the poles to support the shade sails. Other projects the P and C has supported are the Brass Plaque for the peace garden, the vegetable garden, purchase of a new microwave, sandwich maker and popcorn maker for the canteen and a First Aid course for parents. We are currently working on a project to resurrect the local tennis courts. Michelle Sutherland was successful in gaining a grant for the Hall stage lighting.

Thank you to all our wonderful students that make up our school and a special thank you to all our wonderful teachers and School Learning support Officers. They take great care in our children’s education and genuinely care for the wellbeing of our students.

Letitia Carroll President

Student Representative’s Message
This year at Quaama Public School we have had many fun and educational programs for all students. We have had programs such as Better Buddies. Better Buddies has helped younger children to feel more secure at school, and older ones to have more responsibility. Another program was Clean Up Australia Day. This was a great day that encouraged children to think about the waste they are creating. We have also participated in the Sapphire Coast Learning Community Festival, where we performed our Bollywood Dance, Jai Ho. Our production of ‘Ali Baba Meets Abba’ was fabulous because all children were involved. Our school supported the ANZAC Day community service, the Australia Day service and the Quaama Hall reopening. Our SRC held fundraisers including the Talent Quest, Mufti days and the Disco. On behalf of Year 6 and the SRC we would like to thank the staff for their support this year. Good luck to everyone in 2012 and in future.

Matilda Sutherland and Cooper Wilson

School Captains

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>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38</td>
<td>36</td>
<td>28</td>
<td>21</td>
<td>22</td>
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<tr>
<td>Female</td>
<td>30</td>
<td>39</td>
<td>33</td>
<td>33</td>
<td>34</td>
</tr>
</tbody>
</table>
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-1</td>
<td>K</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>2-3-4</td>
<td>2</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>2-3-4</td>
<td>3</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>2-3-4</td>
<td>4</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>4-5-6</td>
<td>4</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>4-5-6</td>
<td>5</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>4</td>
<td>19</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

It is important to note that attendance at Quaama Public School remains high in comparison to the state. Measures are taken to ensure each student’s attendance is monitored and nonattendance is followed up where necessary.

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>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher</td>
<td>.2</td>
</tr>
<tr>
<td>Learning Assistance</td>
<td>.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>17 days per year</td>
</tr>
<tr>
<td>School Adminstrative &amp;</td>
<td>1 SAM /</td>
</tr>
<tr>
<td>Support Staff</td>
<td>.2 SASS</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
Quaama School has engaged the local Lands council for indigenous personnel to work with. Uncle Louis Davis was engaged to open our Peace Garden and to tell stories from the local Aboriginal area. We also attended NAIDOC week celebrations at Jigamee Farm where indigenous people taught our children about Aboriginal history and culture.

**Staff retention**

Staff has access to leave entitlements such as sick leave. Quaama School always has an exceptional attendance rate for teachers. However in 2011 the average daily attendance rate for staff was not available to be reported for schools with 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>
<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.

**Date of financial summary:** 30/11/2011

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>85842.32</td>
</tr>
<tr>
<td>Global funds</td>
<td>66343.26</td>
</tr>
<tr>
<td>Tied funds</td>
<td>170228.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>14915.56</td>
</tr>
<tr>
<td>Interest</td>
<td>4638.46</td>
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<tr>
<td>Trust receipts</td>
<td>2553.60</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>344521.86</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>31122.17</td>
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<tr>
<td>Excursions</td>
<td>8388.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>8734.89</td>
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<tr>
<td>Library</td>
<td>2785.08</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6741.73</td>
</tr>
<tr>
<td>Tied funds</td>
<td>163726.20</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6449.08</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>21450.98</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
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<tr>
<td>Utilities</td>
<td>9010.76</td>
</tr>
<tr>
<td>Maintenance</td>
<td>6447.99</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2575.50</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>267432.50</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>77089.36</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**

Students from our school had the opportunity to participate and perform in a variety of programs and experiences during the year.

Some of our major achievements were:

- Outstanding results in the University tests, with students achieving a total of 4 Credits and 1 Distinction and 1 High Distinction received by only 4 children in total.
Participation in Premiers Reading, Sporting and Spelling Challenges, with 13 Gold certificates achieved in Reading.

Gifted and talented programmes, such as the Bournda Environmental Maths and Writing Days and the Education Environmental Day.

Extension opportunities for students in technology through the employment of expertise to challenge and engage students in programs such as Photostory and Movie Making.

All students featured in our end of year production of ‘Ali Baba Meets Abba’. Members of the community appreciated the fine talents of students and staff and the outstanding work presented by the children at the concerts.

We also participated in a dance program. Nicole Buckley was employed to work with a boys dance group as well as all children from K to 6. This program was a terrific way to engage students in creative movement.

Arts
Quaama Public School provides a range of opportunities for students in creative arts.
Initiatives in 2011 included:

- The music program where all children learn to play an instrument from Kinder to Year 6. Kinder to Year 3 learn percussion and Year 4 to 6 learn keyboard and guitar. We engaged a professional music teacher Helen Gill who teaches students wind instruments. We also have a school band which performs at all school functions. Our school dance programme prepares students for performance at school assemblies and special events.
- A selected group performed Jai Ho, a Bollywood dance in a combined schools festival performance highlighting excellence in public education at the Sapphire Coast Festival.

Sport
This year has been another successful one in the field of sporting endeavour for the students of Quaama Public School. One of the great successes of this school is the high level of participation in sport by all students, no matter the level of their ability and the great school, and team sportsmanship displayed at all events. All students completed the Premiers Sporting Challenge which was a fantastic achievement.

In addition to our daily Move to Learn and weekly Sport programme, the students have trained for and participated in our three major sport carnivals; Swimming, Athletics and Cross Country.

We also attended swimming programmes in Terms 1 and 4, PSSA netball, gala days for Rugby League and AFL, and cricket clinics at the school and the highly successful Active After School program. Once again Quaama hosted Central Tilba PS for the annual Athletics carnival.

Congratulations to regional representatives for 2011. They included Daisy Boyle and Jorja Moore for swimming, and Daisy for Athletics. Daisy Boyle and Jorja Moore competed in individual
events at the Regional swimming Carnival. Daisy competed in individual events at the Regional Athletics Carnival. Both girls progressed through to State level; Jorja in swimming and Daisy in athletics.

Outstanding results were achieved by Daisy Boyle, who came second in the discus event at the Regional Carnival in Canberra. Also Jorja who came second in freestyle and breastroke at Region.

Congratulations to teachers, staff and parents for supporting the various individual and team sport programs. The wonderful variety of sporting opportunities would not be possible without the support of parent coaches and commitment to the sport program by Ms Buteux.

Other
Initiatives in Technology

The school has a designated computer laboratory and each classroom has access to the internet and a Smartboard.

Initiatives in 2011 included:

- All classes accessed specialist technology expertise in Natalie Willoughby. She taught the students Advanced Word, Publisher, moviemaking and Photostory.
- All classrooms have interactive whiteboards and all teachers participated in Professional Learning to learn new techniques to engage students through technology.
- School programs were highlighted in Education Week and Presentation Night through power point presentations, digital storytelling and Photomorphing.
- All students accessed the portal, and competently accessed email and web based programmes such as Mathletics, TALE and Fast ForWord to enhance their learning opportunities.

Academic

Quaama PS students received good results in 2011 and our school was selected for National Partnership Low SES funding for 2011. This means extra funding will be allocated for Literacy and Numeracy for the next three years to boost our student’s achievements even further.

Our students achieved at or above their expected level for all areas of NAPLAN in both literacy and Numeracy. Our children achieved very good results in Writing and Numeracy with nearly all students achieving at or well above the National Average score.

Literacy – NAPLAN Year 3

Due to the small cohort in Year 3 the school is unable to make a comment on NAPLAN results.

Numeracy – NAPLAN Year 3

Due to the small cohort in Year 3 the school is unable to make comment on NAPLAN results.

Literacy – NAPLAN Year 5

Due to the small cohort in Year 5 the school is unable to make a comment on NAPLAN results.

Numeracy – NAPLAN Year 5

Due to the small cohort in Year 3 the school is unable to make comment on NAPLAN results.

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 sent to parents of children sitting the tests but are unable to be reported due to the low numbers of children sitting the tests.

Significant programs and initiatives

Aboriginal education

All students demonstrate knowledge and understanding of Aboriginal history, culture and contemporary issues through explicit teaching of integrated units of work.
During Naidoc Week all students engaged in cultural activities. Our school attended an excursion to Jigamee Farm to work with local indigenous people to study Aboriginal history and culture. This year our school held an official opening of our Peace Garden with a local elder Uncle Louis Davis.

Library
Quaama Public School prides itself on having a well stocked busy library.

This year our Library has purchased and accessioned over 300 fiction and non-fiction books to add to the resources for our students and staff. Every student is offered 2 sessions per week to access the Library for the purpose of borrowing. Our Library lessons provide skills in finding appropriate books to borrow and how to efficiently research information. Our lessons also involve exposing the children to a range of Literary styles and the pleasure that can be gained from reading.

Again in 2011 all students at Quaama Public School have successfully completed the Premier’s Reading Challenge. Nineteen of our students have completed four years on the PRC and will receive a gold certificate from the Premier’s Department this year.

As always, Book Week involved an exciting selection of activities with a wonderful range of book characters for our parade. Our Book fair raised $905 with which we purchased resources from Scholastic.

Student Welfare
Student welfare is a high priority. Our student welfare policy incorporates rules based on core values, and is linked to a statement of rights and responsibilities. The school has many ways of recognizing achievement in the academic, sporting and social areas including fish awards, super student and certificates of merit. We also include in our school syllabus, programs to support student welfare such as Peer Support, PD.H.PE and Child Protection.

Also the culture of respect and responsibility for self and others continues to develop through the Fish Philosophy which encourages all at school to value others (Make Their Day); stay focused and listen and be empathic to others (Be Present); learn with a sense of fun (Play); and make appropriate choices (Choose Your Attitude).

Better Buddies
This year our school has been sponsored by The Alannah and Madeline Foundation and NAB as a Better Buddies School. The Better Buddies Framework focuses strongly on activities and strategies that reinforce positive social values, such as care, friendliness, responsibility, valuing difference and respect. The older children engaged in activities with the younger children making things such as friendship bracelets, headbands, and booksharing. This programme has proved to be worthwhile in also developing empathy in our students, thus making a difference in their own lives. Thank you to Jenny Hobbis for coordinating this programme.

Country Areas Program (CAP)
Country Areas Program (CAP) is part of the Equity Directorate. Its objective is to help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of geographical isolation.

Quaama Public School is proud to be associated with CAP and acknowledges its huge contribution to student learning. The active and on-going support from the region’s CAP consultants, Liz Sweeney and Marty Lyons, is greatly appreciated and highly valued.

During 2011, CAP funds enabled relevant school and community personnel to:

- Attend professional activities to collegially interact with other educators such as the Leaders Circle;
- Attend workshops to embed quality teaching and learning strategies into school culture;
- Extend opportunities for students in the Creative and Practical Arts such as Music, Drama and Dance.
- Engage all students in the follow up Brain workshops with Sue Lunney.
- Utilize Technology expertise in Natalie Willoughby to extend staff and student’s opportunities for learning in this medium.

**Multicultural Education**

Multicultural perspectives are integrated into programs across all KLAs. Students continue to develop the knowledge, skills and values required for life in a culturally diverse country. Kinder and Year one students continue to use Makaton universal sign language. All students participated in national Harmony Day making a gratitude sign to be displayed across the front of the school.

Several Year 4, Year 5 and Year 6 students studied Iceland as a part of the CWA project for this year, and then attended a special morning tea at the Cobargo CWA hall.

Our school also supports important days in the community calendar such as ANZAC Day and Australia Day. Students participate in the annual ANZAC Day march and service, and our school captains contribute to the service. On Australia Day members of our School Community attend the annual celebration with our captains making speeches at the ceremony.

**National partnership programs**

In 2011 our school has had the first year of participating in the National Partnership on Low SES School Communities Program. This is a four year program and aims to address the complex challenges that students face in disadvantaged communities.

Our school has undertaken an evaluation of the first year of operation. This helps us in gathering data to set quality teaching and learning goals for our students.

We will work with our staff and community to develop and implement a quality program for all students at Quaama PS in 2012.

**Progress on 2011 targets**

**Target 1**

**Literacy**

**Intended Outcomes:**

*Improved Literacy outcomes for students focusing on explicit teaching aligned with the Quality Teaching Framework and syllabus outcomes and indicators.*

Our achievements include:

- Increase the percentage of students achieving greater than expected growth in Reading from 33% in 2010 to 45% in 2011 - Target achieved.
- Increase the percentage of year 3 students in the proficient bands in Spelling as measured by NAPLAN from 0% to 22% (2 students) - target achieved.
- Increase the percentage of year 5 students in the proficient bands in Spelling as measured by NAPLAN from 0% to 18% (2 students) - target achieved.
- Maintain the percentage of students in Year 3 in Reading achieving at or above the National Average at 33% - target achieved.
- Increase the percentage of students in the top band in Year 3 Reading from 0% to 11% (1 student) – target achieved.
- Increase the percentage of students in the top band in year 5 Reading from 0% to 9% (1 student) - target exceeded.

**Target 2**

**Numeracy**

*Improved Numeracy outcomes for students focusing on explicit teaching aligned with the...*
Quality Teaching Framework and syllabus outcomes and indicators.

Our achievements include:

- Increase the percentage of students achieving greater than expected growth in Numeracy from 50% in 2010 to 63% in 2011 – target achieved.
- Maintain the percentage of students achieving above the national average in Year 3 Numeracy at 66% or above in 2011 – target achieved.
- Increase the level of explicit support for all students achieving below school and NAPLAN benchmarks in Numeracy. Quick Maths implemented and 8 students have completed initial phase.
- Increase the percentage of students in the top band in year 3 in numeracy from 0% to 11% (1 student) – target achieved.
- Increase the percentage of students in the top band in year 5 numeracy from 0% to 18% (2 students) – target achieved.

**Target 3**

**Technology**

Integrating innovative ICT into learning activities across all KLAs. Increased use of digital resources for teaching and learning, and enhancing Teacher Professional Learning opportunities in the use of Connected Classroom technologies.

Our achievements include:

- Students engaged in creative, challenging tasks through the use of technology and connected classroom tasks. Engagement of technology paraprofessional to extend opportunities for students in technology.
- Resources purchased to complement Interactive Technologies such as IPads.
- Students demonstrate achievement on Staged Based Capacity Matrix. (Students moving beyond initial Matrix so it needs to now be updated).

**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.

**Educational and management practice**

Welfare and Discipline

**Background**

This year our school implemented the new changes to the school discipline code which we had previously designed and published in a booklet for all the school community.

**Findings and conclusions**

Students

Students felt that the discipline system was fair and that the verandah was a suitable punishment for the students. Some students felt that we were too lenient at times and if there was any violence at all students should receive tougher penalties.

Staff

Most of the staff were supportive of immediate removal of children from the playground and sitting them on the verandah for breaches of discipline.

Some staff still felt that we need to suspend students for violent behavior and there was still too much leniency when it came to dealing with some of the boys.

Parents

Most parents were supportive of our school discipline code.

Some parents felt that they wanted to be notified if a child had received a detention, rather than getting a letter (bluey) in the mail after 3 detentions.

**Future directions**

Continue with the immediate removal of a child from the playground for breaches of rules. Record all removals in discipline book and if need record the detail in behavior book in Principal’s office for follow up by Principal. Where staff felt there was a need for harsher penalties, Principal to be informed immediately and the appropriate
procedures to be followed for in or out of school suspension as required.

Where students have received 2 detentions parents are to be called and warned that the student is getting close to a Bluey.

Curriculum

Reading

Background

During 2011 our school staff participated in Accelerated Literacy and had our first year of Reading Recovery.

Findings and Conclusions

All staff were very happy with Accelerated Reading and have developed a lot of resources to support the teaching of the AL texts. They were concerned by the time it was taking them to complete all of the steps in teaching the texts though to the detriment of guided reading and writing extended texts. Some staff felt that reading rich texts to students was very important in low socio economic schools as this was the only exposure many of these students have to these books and they need that vocabulary development. It is also very important for underachieving students as they enjoyed the more advanced texts which they cannot ordinarily access.

Reading Recovery was considered a great success with all staff, students and parents. All of the children really progressed during the second semester and we thank Kathy Wilson for her hard work with these children.

We also held workshops for parents and these were received very well with parents gaining insights on how to help their child with reading at home.

Future directions

Continue with Accelerated Literacy but ensure that guided reading sessions still occur on specific skills of how to read in the Stage 2 years.

Ensure that students have to write more extended texts rather than the transformations in the AL suite of steps.

Continue with the parent information sessions to encourage parents to help with reading at home.

Other evaluations

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parents were very happy overall with the quality of teaching, the extra-curricular activities offered to students and the sporting opportunities. Parents were also very pleased with the three-way interview system offered at the beginning of the year. Responses included:

“it allows us to discuss any issues with the school”

“we are able to set goals together with our children for the year in both the academic and personal areas”

“It helps us understand the routines and homework expectations”

Professional learning

In 2011 a number of teachers participated in professional learning to support the achievement of our school targets.

- 2 staff attended Accelerated Literacy training
- 2 staff attended NAPLAN Maths workshops
- 1 staff attended the Maths in the middle Years transition to High School program.
- All staff have begun training in Counting On around Place Value.
- All staff have attended spelling professional learning with the Regional consultant.
- 1 staff member completed the Behaviour Course online training

School planning 2012—2014

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

**Reading**
- Continue to implement Accelerated Literacy (AL) and a balance of quality teaching reading practice such as modelled, guided and independent reading tasks.
- Targeted guided reading support for students at risk. Target middle and top students as identified by NAPLAN in Reading.
- Principal to monitor and support and mentor programs.
- Use of tutors to implement individual programs such as MULTILIT.
- Individual learning plans (ILPs) to be maintained and Learning Support Team to monitor progress of students including levels of interventions.
- Clear accountable monitoring of students’ progress such as Best Start, PM Benchmarking, PAT-R assessment, and utilisation of other services such as school counsellor where necessary.
- Smart data analysis and utilisation of strategies to address weaknesses.

**Spelling**
- Implement the new spelling package – access Regional support for professional learning.

**Writing**
- Develop strategies in writing extended texts.
- Professional Learning (PL) in writing intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
- Strengthen quality teaching practices in spelling.
- Improve student engagement and attainment in writing extended texts.
- 2012 Targets to achieve this outcome include:
  - Students will achieve a level of expected growth comparable to their starting point in overall literacy as measured by state and school data.

**School Priority 2**

**Numeracy**

**Outcome for 2012–2014**
- Increased levels of numeracy achievement for every student aligned with NSW Syllabus.
- Develop teacher capacity in implementing Place Value.
- Quality teaching practices in numeracy – particularly working mathematically.

**2012 Targets to achieve this outcome include:**
- Students will achieve a level of growth comparable to their starting point in overall numeracy as measured by state and school data.

**Strategies to achieve these targets include:**
- Targeted number and place value support for students at risk. Target middle and top students as identified by NAPLAN.
- Principal to monitor and support and mentor programs.
- School learning support teacher (SLST) continues to develop Quick Maths program and implement with at risk students.
- Use of tutors to implement individual programs such as Quick Maths.
- ILPs to be maintained and Learning Support Team to monitor progress of students including levels of interventions.
• Clear accountable monitoring of student progress such as Best Start, SENA framework, and Place Value continuum
  Access Regional support for PL in Place Value
• Develop Place Value resources
• Smart data analysis and utilisation of strategies to address weaknesses.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed 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.

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*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:*