School Context

Quaama Public School provides a caring and supportive environment in which children enjoy quality learning. Our committed and experienced staff enable students to learn, create and express themselves to become excellent citizens. Our school has a strong emphasis on achievement in literacy, numeracy, technology, the performing arts and sport. The school enjoys high levels of parent and community participation with parents actively involved in sub-committees, fundraising, parent educational programs and classroom activities.

The school is located in a picturesque rural village on the far south coast of NSW. Currently the school has three multi-age classes. The school is well resourced and maintained, with a computer lab, covered outdoor play area and large gardens and play ovals.

Quaama School is supported by National Partnerships and is an Empowering Local Schools project school.

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 2013 and provides information about priorities for 2014.

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 particularly around focusing on the National Curriculum, 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 continued the vegetable garden program. They have also supported 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 and/or School Council message

Quaama Parents and Citizens (known as the P & C), firstly I would like to thank all the committee members and all the parents and carers that attended meetings throughout the year, without the P & C the school would not be what it is today.

A big thank you for 2013 has to go to the teachers, office staff, all the parents and helpers within the class rooms, music, at sports carnivals, the walkathon, swim pool day, book fair, after school activities, driving children around and a final thank you to the fabulous children of this ‘small school with a big heart’.

Roz Bannon (Principal)
We would like to thank the Yuin Folk festival for their 3rd year in a row donation of $200 towards school music program.

The P & C provides a weekly canteen service on Mondays (again a special thank you to Kath Unsworth and to her many assistants - parents and students who provided this service in 2013).

Throughout 2013 the P & C contributed over $2,000 dollars in resources including, sun hats, games and ‘Reading Eggs’ software, flat screen TV for the library and the newly formed bus fund to assist in school excursions. The contributions could not have been achieved without the support of our fundraising events throughout this year, the walkathon raised over $900.00 AND as we are all anticipating the monster raffle which credit to all has raised over $2,700.00! These funds will greatly assist in playground equipment and shade sails for 2014.

On this note, a big thank you to all who sold tickets, bought tickets and the sponsors who donated the prizes with a special thank you to the Platts family for donating 1st prize and particular to Debbie Platts for her driving force and endless motivation to this cause and the school.

Finally the P&C wishes all the year 6 students a farewell from this school and the future success in High School.

Michael Van Tilburg
P&C President.

**Student Representative’s Message**

Oscar Sutherland

I have been School Captain of Quaama Public School this year and an active member of the Student Representative Council.

On behalf of Year 6 I would like to thank all of our teachers and friends for teaching us how to become better people.

This year we have participated in lots of great activities and events, such as Athletics, Cross Country, Swimming and the Regional Athletics.

We have held mufti day and raised money for the Red Cross and childhood cancer.

We have also had better buddies where an older student takes care of a younger student. We like making things with our buddies.

The best things about my time at Quaama School were teachers teaching me how to write, read and do maths. The highlight for me at Quaama Public School was the year 5/6 Canberra Excursion.

Thankyou

**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>
</tr>
</thead>
<tbody>
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<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Female</td>
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<td>34</td>
<td>30</td>
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</tbody>
</table>

![Enrolments](chart.png)
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>
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<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 Administrative &amp; Support Staff</td>
<td>1 SAM / .2 SAS</td>
</tr>
</tbody>
</table>

Workforce Composition

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. (Our school has no indigenous staff)

Student Attendance Profile

Management of Non-attendance

It is important to note that attendance at Quaama Public School generally 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
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<td>93.6</td>
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<td>93.7</td>
<td>86.1</td>
<td>90.2</td>
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<tr>
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<tr>
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<td>89.2</td>
<td>93.4</td>
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</table>

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<tr>
<td>Total</td>
<td>93.7</td>
<td>93.9</td>
<td>94.3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
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<td>93.8</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Attendance Data for School, Region and State

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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>25%</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 30/11/2013

Income
- Balance brought forward $97336.92
- Global funds $85644.96
- Tied funds $104657.67
- School & community sources $11916.55
- Interest $3419.39
- Trust receipts $2447.15
- Canteen $0.00
Total income $305422.64

Expenditure
- Teaching & learning
  - Key learning areas $11363.04
  - Excursions $4259.00
  - Extracurricular dissections $12403.90
- Library $3600.51
- Training & development $2943.14
- Tied funds $86960.45
- Casual relief teachers $5321.35
- Administration & office $32181.92
- School-operated canteen $0.00
- Utilities $9957.05
- Maintenance $5973.29
- Trust accounts $4065.49
- Capital programs $0.00
Total expenditure $179029.14
Balance carried forward $126393.50

A full copy of the school’s 2013 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 2013

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 12 Credits and 4 Distinctions and 1 High Distinction received by only 8 children in total.
- Participation in Premiers Sporting and Spelling Challenges.
- Gifted and talented programs, 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 and IPad technology.

Significant Programs and Initiatives

Arts

Quaama Public School provides a range of opportunities for students in creative arts.

Initiatives in 2013 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 Georgi Hargraves who teaches students wind instruments. We also have a school band which performs at all school functions. Our school dance programme prepares students for performances at school assemblies and special events.
- A selected group performed a bootscooting dance in a combined schools festival performance highlighting excellence in public education at the Sapphire Coast Festival.
- All students featured in our end of year production of ‘Puss In Boots’. 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.
- 2 children represented the school at the SCLC Music Camp.

**Sport**

Sport Report by Leonie Buteux – Sport Organiser

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 support and sportsmanship displayed at all events.

In addition to our daily Move To Learn and weekly sport program, students have participated in our three school carnivals, swimming programs in Terms 1 and 4, the PSSA touch football competition, gala days for Rugby League and AFL, sports clinics at school, the gymnastics program and the highly successful Active After School program.

We had 5 children represent the school at Regional Carnivals this year. They were Kataya McCormack for swimming and athletics and Bill Sutherland, Reily Davis, Oscar Sutherland, and Jarmarl Thomas in Athletics. Well done to these talented children.

I would like to especially thank the many parents who have helped out with sport programs this year – those who have provided transport and vocal support for our teams at the different venues throughout the year. We could not give the students at Quama these great learning experiences without your help.

Brian and Mary Ayliffe presented the house shield to the winning house for 2013. Verona once again won the competition which was very close and it came down to the number of students in the house who gained participation points. The house that really encouraged their team to participate and have a go no matter how good they were.

**Academic**

Quaama Public School students achieved excellent results in 2013 NAPLAN.

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 spelling 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 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 5 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.

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO*. 

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Aboriginal Education
All students demonstrate knowledge and understanding of Aboriginal history, culture and contemporary issues through explicit teaching of integrated units of work. In 2013 Staff wrote new units of work for the National Curriculum in English. Staff ensured that Aboriginal Education was integrated into these units and appropriate resources used.

During Naidoc Week all students engaged in cultural activities. Our school engaged in activities with their ‘Buddy’ which included making ‘hands of reconciliation’ and placing these symbolically around the school. Each day we proudly display the Aboriginal flag and we acknowledge country at ceremonies. To celebrate National Reconciliation Day we made friendship Bands using black yellow and red thread woven together.

All staff attended training in the No Gap No Excuse training for Module 2 in Term 2 Staff Development day. One staff member has trained as a facilitator in teaching these modules.

Multicultural Education
Multicultural perspectives are integrated into programs across all KLAs. Staff integrated Asian perspectives into units of work for the National Curriculum. 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 with their Buddies creating kites together and flying these.

Students in Years 2 to 6 studied cultures from other countries.

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

National Partnership Low SES Programs
This year our school has been participating in its third year of National Partnerships low SES projects. 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 third year of operation. This helps us in gathering data to set quality teaching and learning goals for our students.

This year we did surveys on student, teacher and parent satisfaction, literacy and numeracy.

The results are summarised below.

Literacy Programs
This year our Kindergarten teacher continued her L3 training and demonstrated excellent results in student achievement in Kindergarten and Year 1. We are proud of the work that she and her students have achieved this year.

Week 38 Text Reading Levels

<table>
<thead>
<tr>
<th>Reading Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18+</td>
<td>73%</td>
</tr>
<tr>
<td>12 - 14</td>
<td>18%</td>
</tr>
<tr>
<td>15 - 17</td>
<td>9%</td>
</tr>
</tbody>
</table>
In years 2 to 6 our students have participated in Accelerated Literacy and have received support from SLSO’s to implement Multilit. Students have demonstrated improvement and growth as demonstrated by NAPLAN, Running records and PAT –R results.

Numeracy Programs

All Stage 1 and Early Stage 1 staff participated in training with Lisa Freedman the Regional TEN (Targeted Early Numeracy) consultant. Staff worked intensively with students and collected data to show evidence of excellent results in this program. The teachers concentrated on mental arithmetic strategies in addition and subtraction in K-2 classrooms. Resources were purchased to support the implementation of the program. Data was taken every 5 weeks. TEN data has shown a significant improvement in all students with only one targeted student in the school in year 2 in term 3 week 5. This student has significant learning difficulties and continues to receive additional support through an ILP.

Teachers feel much more confident in their ability to address targeted student needs in Early Arithmetic Strategies.

The program, while designed to target students has benefited all students, many reaching outcomes above expectation.

We will continue to work with our staff and community to develop and implement a quality program for all students at Quaama PS in 2014.

Library 2013

This year has been a particularly exciting one for the Quaama Public School Library. During Term 3 the Library had wonderful face lift, being given a fresh coat of paint internally. This has made our Library an even more enjoyable place to be in. We were also lucky to be given $500 from the P & C which has been used to replace our analogue T.V. This will be used in the teaching of digital and multi modal literacy.

Visual Literacy is an important part of the new NSW/Australian Curriculum and our Library is well set up to move into this area as well as to support the expert teaching of this within our classroom.

This year we extended library collection with the accessioning of over 340 new resources. We introduced a new section called Graphic Novels and these books have been extremely popular with a wide range of children. We will continue to add to this section in the coming year.

The children have made extensive use of our Library during 2013 with our borrowing rate continuing to rise steadily.

The Library has continued to be a popular place during Fruit Break for children to access a quiet area and make use of our bank of iPads.

The Quaama Public School Library is a wonderful place to be a part of.
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, celebrating National Buddy day and booksharing for National Story Day. This program has proved to be worthwhile in also developing empathy in our students, thus making a difference in their own lives. Each year the new Kinders are paired with a new Buddy and are sent letters through the mail over the holidays.

Parents have been invited to all of our Buddy Activities and were well represented at our Better Buddies picnic, and the Book Character Parade and Reading Day. Parents are always welcome to come to our school and particularly enjoy participation in special events.

Thank you to Jenny Hobbis for coordinating this program.

Transitional Equity Funding

Quaama School received Transitional Equity Funding (TEF) in 2013.

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.

During 2013, TEF funds enabled relevant school and community personnel to:

- Attend professional activities to collegially interact with other educators such as the Leaders Circle and the Technology Forum.
- Attend workshops to embed quality teaching and learning strategies into school culture.
- Extend Creative and Practical Arts such as Music, Drama and Dance.
- Utilize Technology expertise in Natalie Willoughby and Wayne Dunning to extend staff and student’s opportunities for learning in this medium.
Environmental Education

This year we continued to focus on environmental issues both in the class curriculum and as a whole school focus. We again ran our gardening program which incorporates recycling, composting, growing vegetables and cooking.

We continued to monitor our local river system in our Waterbug survey studies conducted in spring. We attended several days at Bournda Environmental Education Centre and also entered the ‘Love our Lakes’ competition. One of our students was successful in having her work included on the new calendar for 2014.

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:

- Use of Survey Monkey to survey students, parents and teachers.
- Tools such as Plus Delta to study what is working and what needs improving
- NAPLAN analysis, TEN data, L3 data, and school based assessments.

Literacy Evaluation

Individual students and small groups of targeted students were identified through data collected and the Learning Support Team.

All students at risk have individualised goals identified through analysis of Best Start data, L3 data, MULTILIT data, PAT-R test data, Running Records and NAPLAN. Data was entered on Best start continuums and on SENTRAL.

Targeted students were supported with personnel ie LAST, SLSOs and resources such as levelled texts, MULTILIT and the SMART package (utilised to address weaknesses).

External and school based formative assessments reveal increased critical understanding of texts and better use of strategies as a result of these programs for all students.

ILPs are found to be important for students at risk and the Learning Support Team meet regularly to review students which also proves to be effective in monitoring progress of students including types of interventions.

The School Learning Support Team monitors learning programs and achievement of specific learning goals.

Assessment of learning recorded such as PM levels and PAT-R results were entered in SENTRAL and tracked using the Literacy Continuum.

Targeted students completed MULTILIT programs utilising YESS tutors. YESS Tutors conducted MULTILIT with three students from Term 1 2013.

An SLSO was trained in MULTILIT to further support targeted students.

Repeated reading strategy was introduced in Stage 3 to increase fluency and comprehension.

PAT-R Testing and SMART data analysis gave teachers valuable data regarding growth as it is now the fourth year of data gathered in PAT – R.

Reading level benchmarking enabled teachers to track the progress throughout the year and to pass on information to teachers from year to year.

Accelerated Literacy was extremely beneficial for students and students were obviously engaged in texts. Some evidence indicated increased vocabulary understanding but critical understanding of texts needs to be further developed.

Best Start Data/Literacy Continuum tracking

Our Staff continued to use Best Start data (K-2) and the Literacy Continuum (Years 3 – 6) to
monitor student progress and inform teaching and learning programs.

Literacy data was collated and entered on SENTRAL to assist teachers to track and monitor students.

**Speech Programs**

A daily 30 mins speech program is implemented for two students in K/1 with significant speech delay.

Speech training has continued to occur for two children with special needs.

**Writing**

Programs were developed to ensure students were applying skills to their own extended writing texts but results indicate students are still in need of further work.

Resources were purchased to support Reading Recovery, Multilit and school reading programs.

Extra SLOS were allocated to early years reading groups particularly L3 support and guided reading support in stage 2 which enabled explicit instruction to take place.

Focused support was provided for Year 4/5/6 students including the use of trained Multilit tutors.

All students have been entered on Best Start or Literacy continuums and ILP’s developed from there where necessary.

**Numeracy Evaluation**

**Targeted Early Numeracy Program (TEN)**

Two teachers were trained in the Targeted Early Numeracy (TEN) program in Semester 1, 2013 concentrating on mental arithmetic strategies in addition and subtraction in K-2 classrooms. Resources were purchased to support the implementation of the program. Data was taken every 5 weeks. TEN data has shown a significant improvement in all students with only one targeted student in the school in year 2 in Term 3 week 5. This student has significant learning difficulties and continues to receive additional support through ILP.

Teachers feel much more confident in their ability to address targeted student needs in Early Arithmetic Strategies.

The program, while designed to target students has benefited all students, many reaching outcomes above expectation.

**Best Start Data – Numeracy Continuum Tracking**

Our school continued to use Best Start data (K-2) and the Numeracy Continuum (Years 3 – 6) to monitor student progress and inform teaching and learning programs.

Numeracy data was collated and entered on SENTRAL to assist teachers to track and monitor students.

Year 7 numeracy NAPLAN data was analysed for clustering of concepts. Follow up teaching for Year 6 students occurred.

All Staff were trained in SENA and the results of SENA were collated and passed on through the school as each child progresses. Data is used to inform teaching of individual students.

Quick Maths program was continued by SLST and trained SLSOs to develop quick recall of maths facts. Also SLSO’s were trained in using TEN strategies.

Regional Support provided Professional Learning in the Numeracy Continuum

As a result:

Teachers developed a deeper understanding of the Place Value and Multiplication and Division aspects on the continuum.

Pre and post assessment tasks for placement on the continuum have been utilised for 2013 to monitor progress.

Resources continue to be developed as students’ progress to address needs of clusters of students.

Teaching strategies are shared at staff meetings.
School planning 2012—2013: progress in 2013

School priority 1A

Literacy

Outcomes from 2012–2013

- Increased levels of literacy achievement for every student aligned with NSW Syllabus.
- Maintain strong focus on reading including implementing Accelerated Literacy and specific targeted reading programs for at risk students.
- Strengthen quality teaching practices in spelling.
- Improve student engagement and attainment in writing extended texts.

Evidence of progress towards outcomes in 2013:

- Year 3: 0 students Below National Minimum Standard.
- 75% were proficient.
- Year 5: 1 student was below NMS.
- 1 student proficient.

New targets in Literacy for 2014:

- Maintain the number of students in the top two bands in reading in Year 3 and Year 5 (currently 75%).
- Maintain student achievement in Early Stage 1 and Stage 1 Reading at 70% in appropriate clusters or above.
- To increase the percentage of Stage 1, 2, 3 students achieving stage appropriate outcomes in writing to 75% (currently 60%).
- To increase the percentage of students in the top two bands (proficient) in Year 5 for NAPLAN results in writing from 0 in 2013 to at least 20% (2 out of 10 students).

Strategies to achieve these outcomes in 2014:

- Maintain consistent high standard educational practices in English.
- Curriculum sharing.
- Implementing the Literacy Continuums.

School priority 1B

Numeracy

Outcomes from 2012–2013

- Increased levels of numeracy achievement for every student aligned with NSW Syllabus.
- Develop teacher capacity Counting On and Ten strategies.
- Quality teaching practices in numeracy – particularly working mathematically.

Evidence of progress towards outcomes in 2013:

- NAPLAN data for Year 3 indicates 0 students below National Minimum benchmarks.
- 3 out of 4 students in top 3 bands.
- NAPLAN data for Year 5 indicates all students achieving above National Minimum standards, with all students in Band 6 or higher and 2 students achieving Band 8.
- Students in Year 7 did not maintain growth in numeracy at acceptable levels.

New Targets for Numeracy in 2014

- To maintain the percentage of Year 2 students achieving at or beyond level 5 (facile) in early arithmetic strategies (EAS) at 100% in 2014.
- To maintain or increase the percentage of Year 3 and Year 5 students in the proficiency bands of NAPLAN numeracy (currently 25% in Year 3 and 50% in Year 5).
- To increase the percentage of students achieving expected growth in NAPLAN Numeracy between Year 5 and Year 7 (currently 0%).
School Planning 2014

Priority 2 Leadership and Community Engagement

Outcomes

• Students successfully transitioning to School from Preschool to School.
• Students successfully transitioning to School from School to High School.
• A strong foundation of professional practice and collaboration.
• Quality Teaching Programs in every classroom and program at Quaama PS.
• Community participating in all levels of school activities from fundraising to assisting in classrooms, helping with excursions, running the school canteen.

Targets for 2014:

• Feedback from High School 100% positive.
• NAPLAN Year 7 Literacy and Numeracy targets achieved.
• All staff meet TARS requirements.

• Feedback from community is 95% positive or above as measured by survey monkey and qualitative data.

Priority 3 - Equity and Wellbeing

Outcomes

• Students are happy to attend school and are engaged in their learning.
• Staff is engaged in teaching and learning and is positive about our school and our future for our students.
• Community participating in all levels of school activities from fundraising to assisting in classrooms, to helping with excursions, to running the school canteen.

New Targets from Priority 3

• Attendance maintained at state level or above.
• Student feedback is maintained at 95% positive or above as measured by survey monkey and qualitative feedback.
• Zero suspension rates.
• Parent feedback is 95% positive or above as measured by survey monkey and qualitative feedback.
• Staff feedback indicates 95% positive or above as indicated by survey monkey and qualitative feedback.
Professional Learning

In 2013 a number of teachers participated in professional learning to support the achievement of our school targets.

- 1 staff attended L3 training for Year 1.
- All staff attended Professional Learning for the national Curriculum.
- All staff attended the Small Schools Professional Development Day in Term 2.
- All staff attended the SCLC Staff Development Day in term 3.
- Staff in Early Stage 1 and Stage 1 have attended PL in TEN.
- 1 staff has attended training in PLAN.
- 1 staff attended SLST training.
- 1 staff attended Road Safety Training.

Parent/caregiver, Student, and Teacher Satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

We used a survey for parents called Statement of Effective Practice. Fifty percent of families responded. To each of the questions regarding student learning, parents all indicated they agreed or strongly agreed that the learning programs are engaging for their students. To each of the welfare questions about the school being welcoming and caring, the response was mostly favorable with one family wanting more work done on anti-bullying.

In the communication about the school programs one family responded that we need better communication about school activities. Parents were particularly happy with the extra-curricular options we have for our students at Quaama School. They mentioned activities such the Sapphire Coast Learning Community Festival, the vegetable garden and the school’s music program.

To survey our students we got them to work with their Buddy and to use a ‘Plus Delta’. This tool enables them to say what is working well at our school and what needs improving. The children saw many positives about Quaama School. They identified three common themes amongst their responses and they were; nice teachers, friendly children and lots of fun activities including the great playground spaces. In the improvement area students wanted everyone to wear their hats, a cleaner playground and more play equipment.

The teachers also were surveyed on the school development day 2013 using a plus delta. On the pluses teachers were positives about:

- Our school production, our creative arts programs, fundamental movement skills, class organization with the National Partnership funded support, TEN Training, L3 training, Philosophy lessons, the community YESS tutors, gardening and cooking, our school culture.

On the improvement side teachers said we need to improve:

- Opportunities for our students to attend leadership forums or have leadership opportunities, our awards system, public speaking, citizenship, accepting responsibility, website, technology, linking with the Aboriginal Community, environmental focus, healthy food and drama opportunities.
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: