

Quaama Public School Annual Report



2016



2917

Introduction

The Annual Report for 2016 is provided to the community of Quaama Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Principal

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School background

School vision statement

To provide Quality Education that is creative and innovative for all students at Quaama PS.

Students:

Will develop confidence, responsibility, independent work habits and make the right choices. They will be achievers, cooperative, caring, respectful, engaged, goal setters, flexible, reliable, organised, competent and happy.

Teachers:

Will be enthusiastic, literate and numerate, know their strengths and challenges, have self-respect, a sense of belonging and effective technology skills. They will be critical thinkers, problem solvers, cooperative, innovative, effective communicators, motivated, resourceful, have pride in their achievements and have the opportunity to display leadership qualities.

Parents:

Will be given the opportunity to be collaborative learners, internet smart, caring, ethical, confident, capable, inclusive, honest, and tolerant of all cultures. They will have a solid grasp of core fundamentals and be partners in their child's learning.

School context

Quaama Public School is a P5 school in the Far South Coast Network with a current enrolment of 61 students from K–6. The school has participated in the 229 Schools Program, trialling the implementation of LMBR.

The school is using student performance data to inform the delivery of a range of innovative teaching and learning programs to promote improved student learning outcomes. The use of technology in teaching and learning, student welfare and environmental education are also focus areas for the school.

Quaama Public School continues to be committed to caring and supporting all. Our motto is 'The small school with the big heart – every child, every day.'

The school continues to foster a productive partnership between the community, parents, students and staff in a climate characterised by flexibility, commitment and teamwork. Quaama Public School is a proud member of the Sapphire Coast Learning Community (SCLC).

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the domain of:

LEARNING

The results of this process indicated that in the School Excellence Framework domain of Learning Quaama Public School (QPS) has assessed our performance as ***Sustaining and Growing***.

TEACHING

The results of this process indicated that in the School Excellence Framework domain of Teaching Quaama Public School (QPS) has assessed our performance as ***Delivering***.

LEADING

The results of this process indicated that in the School Excellence Framework domain of Leading Quaama Public School (QPS) has assessed our performance as ***Delivering***.

OVERALL

The process of self-evaluation through the School Excellence Framework has enabled the evaluation team of Quaama Public School to broaden their personal understanding of the role of whole-school self-evaluation. It has given us a good understanding of what we have achieved.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Leadership and Community Engagement

Purpose

To ensure all school leadership promotes quality education through strong community partnerships and the pursuit of equity and excellence.

Overall summary of progress

Student goal setting has become an integral part of our school culture, with all students setting realistic goals with teacher guidance, and working towards achieving these goals. Students are responsible for collecting evidence and demonstrating achievement of goals, and this is celebrated in a special goal kicking activity at the end of each goal setting period.

Using the Performance and Development Plan (PDP), teaching staff have also set and worked towards achieving realistic goals, to enhance their teaching practice and meet their professional learning needs. All staff have met with the Principal throughout the year, participated in lesson observation and feedback sessions, and completed self-evaluations as to their progress in the achievement of their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students setting effective and realistic learning goals applying goal setting framework.	<p>Concept of enhanced development of student goal setting framework discussed with students, staff and parents.</p> <p>Goal setting framework process documented and implemented.</p> <p>3 Way Interviews held with parents.</p> <p>Evidence of student meeting goals is collected and discussed with student.</p> <p>Goals reported upon in Semester 1 Report.</p> <p>Term 3/4 Evidence of student meeting goals is collected and discussed with student.</p> <p>Goals reported upon in Semester 2 Report.</p>	<p>Full day IEP, PLP release \$1000.</p> <p>1 day release MGoals co-ord \$500.</p>
100% of teaching staff setting 3–5 goals related to their own professional learning within the Performance Development Framework (PDF)	<p>Staff undertake coaching session as a means of setting 3 goals for PDP. Staff complete initial section of PDP.</p> <p>SASS staff meet with Principal to set PL goal. Principal review and plan PL required. Staff gather evidence to demonstrate how goals are being met. Staff complete mid-year review of goals and make adjustments.</p> <p>Staff meet with Principal to discuss.</p> <p>Staff gather evidence to demonstrate how goals are being met.</p> <p>Lesson observation sessions discussed and planned.</p> <p>Staff complete PDP annual review.</p>	<p>S Member – 2 day PL St/Mentor \$1000.</p> <p>Teacher Release QTSS Funds \$2040.</p>

Next Steps

Because of the success of our goal setting program, it is planned that this will continue in 2017. It is anticipated that students will gradually take more and more responsibility for this process, especially in the area of gathering data and proof to present to their class teachers.

Teaching staff will continue to develop their professional learning plans, utilising an external agency called MyPLGoals to enhance the process. Lesson observations and feedback will continue, as will self-assessment, as part of this worthwhile process. The formal introduction of the PDP process to non-teaching staff will occur in 2017.

Stage 3 students will be trained in peer GROWTH coaching, to enhance their goal setting process.



Strategic Direction 2

Teaching, Learning and Curriculum

Purpose

To deliver 21st Century Education that is engaging, differentiated and innovative.

Overall summary of progress

The planning and implementation of a special writing project resulted in increased teacher capacity in the teaching of writing and improved student attitudes and outcomes. Following the project, results from writing assessments and an attitudinal survey reflected growing confidence and enthusiasm and has led to significant shifts in student engagement and achievement.

Teaching and non-teaching staff participated in the first module of HOW2Learn, so that teaching programs and student interaction could be structured using research and collegial advice about how students learn most effectively. Valuable professional dialogue examined the changing face of education and educators, and the role and capabilities of students as 21st century learners.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* 80% of students will achieve expected growth as indicated by Common Teacher Judgement (CTJ) whole school assessment.	Over 80% of students achieved expected growth or greater than expected as indicated by Common Teacher Judgement (CTJ) whole school assessment. Evaluate effectiveness of action plan and modify where necessary.	2 days staff release \$1000.
* Survey data indicates 100% of teaching staff utilising teaching pedagogy from How2Learn professional learning.	Initial HOW2Learn modules to be delivered to all staff. Staff classroom practice reflecting use of HOW2Learn pedagogies.	3 day Principal Release \$1500.
* Survey data indicates that 100% of teachers are implementing the new History and Geography syllabus.	Whole staff goals set in PDPs to reflect implementation of the History & Science Syllabus. Co-ordinator appointed for the development of Scopes & Sequences. Resources to support identified. Teaching programs and assessment practices shared and future PL requirements considered.	2 day release – co-ordinator \$1000. Resources – History Syllabus Implement \$500. Resources – Science Syllabus Implement \$500.

Next Steps

Explicit teaching of writing and engagement of children will be monitored and continued into 2017. Common Teacher Judgement (CTJ) will continue to be used to monitor student writing progress along the English learning continuum, and to inform teaching practice.

The next modules of HOW2Learn will be delivered, and staff encouraged to reflect on the HOW2Learn pedagogy and its implementation in the classroom. It is anticipated that the language of the HOW2Learn program will be commonly used throughout the school, by all staff and students.

The scope and sequence for the implementation and teaching of the new History syllabus was started, and work will continue in 2017. This will also extend to include an updated version of the Science scope and sequence, with emphasis on teaching programs, assessments and the purchasing of resources to support unit implementation.



Strategic Direction 3

Equity and Wellbeing

Purpose

To embrace inclusion to ensure educational opportunity for all, within a culture of high expectations and broad educational opportunities.

Overall summary of progress

School Parliament was successfully introduced to the school this year. Students from year six took on ministerial positions and worked with a teacher mentor to plan reports, organise events and represent the school in their portfolio. Children from all classes had the opportunity to write and present motions, speak for and against and vote in parliamentary sessions.

The Fish Philosophy was revisited at the start of each term, and has become entrenched in our school culture, with children using the language and following the four parameters of the Fish Philosophy as they interact at school. Fish tales have been given out daily, weekly draws happen in each class, and a school Fisherman award has been presented at each whole school assembly.

All teaching staff are members of our school Learning Support Team (LST), which has met three times a term to monitor student progress and programs. Individual Education Plans (IEPs) and Personalised Learning Plans (PLPs) have been developed where required, and these have been reviewed and amended as needed throughout the year. Whole school standardised testing has provided us with valuable data as to student achievement and progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* 80% of students utilise student voice processes through engagement in debate at School Parliament.	Concept of School Parliament discussed by school community. Two Parliament sessions per term, Minister lead activities organised. Students from all year groups engaged in debate at School Parliament.	Mindfulness Professional Learning \$2000 for staff.
* Survey data identifies that 100% of teachers staff implement the schools's Fish Philosophy principles and practices.	Introduction of Fisherman Award. 'Fish' award parameters taught using Quality Start. Daily 'Fish Tales Award' for students from K-6.	'Fish' Signage \$3000.

Next Steps

School Parliament will again be implemented in 2017. Invitation to parliamentary sessions will be extended to parents and the community. A plan to develop and introduce 'Mindfulness' for Quaama Public School will need to be developed.

The Fish Philosophy will continue to be a major part of our school culture, and incorporated in all aspects of school life. In 2017 students will be involved with a local artist to design and create a fish mural.

The LST will continue to operate as it has this year, with meetings being held three times a term and all teaching staff attending. Students in need of support will continue to be targeted and IEPs and PLPs will be developed in consultation with parents and carers, and reviewed throughout the year as needed.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Process established for use of MGoals to construct and share Aboriginal students IEPs.</p> <p>IEPs transferred to MGoals site.</p> <p>Staff and Aboriginal student parents using MGoals as means to share and monitor IEP.</p>	<p>Full day IEP, PLP release \$1000.</p> <p>1 day release MGoals co-ordinator \$500.</p>
Low level adjustment for disability	<p>The school initiated a program and employed School Learning and Support Officers (SLSOs) to assist classroom teachers in the effective delivery of English and Mathematics to identified students.</p>	<p>Staffing and resources \$13,965.</p>
Quality Teaching, Successful Students (QTSS)	<p>Through the LaST, the school has initiated a program where targeted students have been involved in various enrichment experiences.</p>	<p>Staffing component allocated to the school of 0.2 FTE</p>
Socio-economic background	<p>The school initiated a program and employed SLSOs to assist classroom teachers in the effective delivery of teaching and learning programs, including extracurricular activities to promote student engagement.</p>	<p>Staffing \$3,943.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	24	25	23	26
Girls	28	31	30	29

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	93.3	94	94.3
1	93.6	95.9	89.5	92.7
2	90.2	93.9	94.5	89.4
3	95.5	93.1	95.5	89.7
4	96.6	94.8	93.4	93.8
5	94.9	98	94	95.2
6	86	94.7	94.1	93.1
All Years	93.4	94.8	93.8	92.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The school has procedures in place to monitor student attendance and work closely with parents in promoting student attendance. Students of concern in relation to attendance are referred to the Department of Education Home school Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

*Full Time Equivalent

One staff, who identifies as being of Aboriginal/Torres Strait Islander background, is employed as 0.6 School Learning Support Officer.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Two staff members are currently seeking accreditation at the Professional Accomplishment level.

All staff are involved in professional learning activities throughout the year relating to our involvement in the HOW2Learn initiative and the introduction of the Australian Curriculum in the areas of History and Science.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	198 980.19
Revenue	737 606.72
(2a) Appropriation	707 907.10
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	28 818.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	881.23
Expenses	-763 753.89
Recurrent Expenses	-763 753.89
(3a) Employee Related	-693 861.90
(3b) Operating Expenses	-69 891.99
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	-26 147.17
Balance Carried Forward	172 833.02

Financial management processes have been established to ensure policy requirements are met. Regular meetings are held between the Principal and School Administrative Manager (SAM) to ensure the implementation of accrual accounting practices. These practices include:

- budgeting, management and reporting for the full cost of all resource flows.
- information on the full financial position including assets and liabilities
- financial information being aligned with school strategic direction and performance information.
- expenses being matched to a time period.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	579 902.82
Base Per Capita	2 851.93
Base Location	12 302.65
Other Base	564 748.25
Equity Total	18 938.19
Equity Aboriginal	1 029.62
Equity Socio economic	3 943.41
Equity Language	0.00
Equity Disability	13 965.16
Targeted Total	71 197.16
Other Total	2 382.42
Grand Total	672 420.59

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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 (11 students):

0% of year 3 students are below NMS in any strand. Achievement in reading is above state level (441.1 compared to 429.0) which is consistent with trend data for the school, except for the 2015 cohort.

Trends are variable in all strands relative to the cohorts, except Grammar and Punctuation, which has been below the state average since 2013.

YEAR 5 (4 students):

The year 5 cohort is too small to draw any conclusions.

YEAR 3 (11 students):

0% of year 3 students are below NMS in any strand. Trends are variable in all strands relative to the cohorts, except Numeracy, which has always been at or above state average but was slightly below this year.

YEAR 5 (4 students):

The year 5 cohort is too small to draw any conclusions.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*, Quaama Public School has strategies in place to increase the proportion of students in the top two bands of NAPLAN by 8%, and the proportion of Aboriginal students in the top two bands for reading and numeracy by 30%. This is reflected in quality teaching and learning programs, the LST enrichment and extension programs and a range of extracurricular activities designed to compliment classroom learning.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

- 84% of students like to go to school each day.
- 88% of students feel that they are a success as a student.
- 88% of students enjoy what they do in class.
- 95% of students believe their teacher helps them do their best.
- 94% of students feel happy at school.
- 97% of parents/care–givers strongly agree or agree that they feel welcome in the school.
- 93% of parents/care–givers strongly agree or agree the school provided helpful information about their child's progress.
- 100% of parents/care–givers strongly agree or agree that the school has a safe and secure environment.
- 93% parents/care–givers strongly agree or agree that the school is always looking for ways to improve what it does.
- 97% of parents/care–givers strongly agree or agree that the school regularly praises and rewards students who are successful.



Policy requirements

Aboriginal education

The school is complying with the implementation of the Aboriginal perspectives in teaching and learning programs.



Multicultural and anti-racism education

The school is complying with the implementation of the multicultural perspectives in teaching and learning programs.