

# Quaama Public School Annual Report



2017



2917

## Introduction

The Annual Report for **2017** is provided to the community of **Quaama Public** 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.

Mark Sullivan

Relieving Principal

### School contact details

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### Message from the Principal

I arrived at Quaama Public School, the “Small School with a Big Heart”, at the beginning of Term 3 2017 to a most warm welcome. Small schools definitely have something special about them and it has been my good fortune to have been appointed here as the Relieving Principal. Small schools provide students, families and staff an opportunity to participate, grow and enjoy life in an enjoyable and supportive environment. Our approach to student welfare is based on the fish philosophy.

#### The Fish Philosophy

The “Fish Philosophy” originated from the Seattle Fish Markets in the USA. Today it is a philosophy employed by many companies around the world to increase productivity and one which also has application to our classroom and quality of life. It is quite simple and has four main attributes:

- **Make their Day** – When you “make someone’s day” (or moment) through a small kindness or unforgettable engagement, you can turn even a routine encounter into a special memory. Everyone at school deserves to feel special every day. It is our joint responsibility to make it happen. Whose day will I make today?
- **Be There** – The glue in our humanity is in being fully present for each another. If you see someone who needs your help, it is your responsibility to go out of your way to assist them and be there for them. Ask yourself, am I really listening to someone and hearing what they say?
- **Choose Your Attitude** – When you look for the worst, you will find it everywhere. When you learn to have the power to choose your response, to what life brings, you can look for the best and find opportunities you never imagined possible. If you find yourself with an attitude that is not what you want it to be, you can choose a new one. Do I have a smile in my heart that is heard in my voice?
- **Play – Work hard – play hard.** Remember that work made fun gets done, especially when we choose to do serious tasks in a light-hearted, spontaneous way. Play is not just an activity; it is a state of mind that brings new energy to tasks at hand and sparks creative solutions.

The students are exposed to simplified versions of these four main areas. Our aim is to further develop a student and staff friendly environment which inspires high standards of citizenship and academic success.

In 2018 I am looking forward to teaching a class from the beginning of the year and further engaging the community in our students’ education in an exciting orchard/vegie patch and native tree cultivation project in 2018.

I would like to thank the P&C for all their efforts over 2017 helping the school with resources, camp costs and in particular paying for air-conditioning for two classrooms, including mine!

Our communityreaders program (YESS) continues to grow from strength to strength. The tutors time and effort is greatly valued and appreciated.

We are most fortunate to have a staff that are professional with diverse skills. A further bonus is that they are also a most positive and supportive team and terrific motivators and carers of our students. They are wonderful to work with and I am most grateful for their efforts.

In closing I must say that our beautiful playground and pleasant classrooms are enjoyable places to be thanks to the good nature of our students and the school spirit promoted through our positive staff and Fish Philosophy.

### Message from the school community

The Quaama Public School Parents and Citizens association has had another successful year of fundraising and supporting our students. The P & C has again provided a weekly canteen service each Monday and, on behalf of the P&C, I would like to say thank you to Karen Matthews and to her many assistants – both parents and students, who provided this service in 2017. It should be noted that unlike large schools, our canteen service rarely makes a profit. We are also one of only 2 or 3 schools in the region that does not have a paid canteen co-ordinator. Without parents willing to volunteer, even just one morning a term, there is no canteen. Karen and Bec Grenfell have each done many, many canteen shifts this year and we cannot continue to expect this of them next year. Please volunteer if you are able.

The P & C has continued to manage the uniform pool and we would like to thank Bec Grenfell for managing our stock and arranging all the new orders.

In 2017 the P & C raised \$4,200 for our school. In addition, we applied for and received grants totalling \$7,500. These funds were applied towards a variety of school resources and projects, including:

- \$1950 for the purchases of Reading Eggs and Mathletics programs licenses;
- \$1000 towards the purchase of an classroom air conditioning unit, in addition to the \$3000 raised last year;
- \$500 to the library; and
- the purchase of scientific calculators for each year 6 student for use at high school.

In 2017 the P&C again subsidised the cost of the Stage 2 and Stage 3 Camps for each student. The total amount of subsidies provided for these camps was \$2,672. This reduced the cost to parents significantly. The P&C contributed \$45 per student for the Stage 2 camp and contributed \$133 per student for the Stage 3 camp. These contributions could not have been achieved without the support of students and their families for our fundraising events such as:

- the walkathon, which raised \$1480;
- our Mother's Day and Father's Day stalls; discos; and
- raffles and cake stalls, which this year raised just over \$2000 in total.

The P&C would also like to acknowledge the Cobargo Community Op –Shop, Power FM and Yates who awarded us grants totalling \$7,500. We would like to thank Jasmin Ventura in particular for sourcing these grants and driving the school orchard project.

I would like to thank all the committee members of the P&C and all the parents and carers who have attended committee meetings throughout 2017. Contributions made by the P&C may not always be immediately obvious. It may also be easy to think that, in the case of air conditioning for example, if the P&C hadn't contributed \$4,000 toward the purchase of airconditioners, then the Department of Education would have done so sooner or later.

Funds raised by the P&C are very important to our school and if you are not been a member of the P&C then I would urge you to join in 2018. If you don't like committee meetings then please bake for a cake stall or volunteer in the canteen, every little bit helps and reduces the load for others.

If any families remain unconvinced and are still asking, "What's in it for me?" then consider the very real benefit of the camp subsidies. A family with a child attending the Stage 2 camp and another child at the stage 3 camp this year would have needed to pay an additional \$178 if not for P&C fundraising. Well worth baking a few cakes or selling raffle tickets!

The P&C would like to say a very big thank you to all our wonderful teachers, teachers aides and office staff, and also the volunteer parents and helpers who assisted with classroom activities, sports carnivals, the walkathon, our school performance and all of the many other activities we have had this year. We would also like to thank the wonderful Jenny Hobbis and Jodi Macrae for stepping up and keeping us running between principals.

Finally, the P&C wishes all the year 6 students success in their ongoing education at high school.

Louise Allery

P&C President.

## 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. 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.

**In the domain of Learning:** the school's self-assessment is consistent with the evidence presented in four elements;

Sustaining and Growing in Learning Culture,

Sustaining and Growing in Wellbeing,

Sustaining and Growing in Learning,

Sustaining and Growing in Assessing,

Sustaining and Growing in Reporting and

Sustaining and growing in Student Performance Measures.

**.In the domain of Teaching:** The school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Sustaining and Growing for Effective Classroom Practice,

Sustaining and Growing for Collaborative Practice,

Sustaining and Growing for Professional Standards.

Sustaining and Growing in the areas of Data Skills and use

Sustaining and Growing for Learning Development.

**In the Domain of Leading :** In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

Sustaining and Growing in leadership,

Sustaining and Growing in school planning, implementation and reporting,

Sustaining and Growing in management practices and processes and

Sustaining and growing in school resources.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 is now an established practice and continues to be 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 and completed self-evaluations as to their progress in the achievements of their goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students setting effective and realistic learning goals applying goal setting framework.	Full day each classroom teacher to work as group with Learning and Support Teacher to develop IEP's, PLP's  \$1500  MGoals co-ordinator \$500	Continue development of established student goal setting framework with all stake holders.  Goal setting framework process documented and implemented.  3 Way Interviews held with parents. Evidence of student meeting goals is collected and discussed with student. Goals reported upon in Semester 1 Report.  Term 3/4 Evidence of student meeting goals is collected and discussed with student. Goals reported upon in Semester 2 Report.
100% of teaching staff setting 3–5 goals related to their own professional learning within the Performance Development Framework (PDF)	Nil	Staff undertake discussions with the principal where PDP goals are aligned to the schools strategic directions with a strong emphasis on quality teaching.  Principal develops a professional learning plan reflecting these goals.  Staff complete mid-year review of goals and make adjustments. Staff meet with Principal to discuss.  Staff complete PDP annual review.

#### Next Steps

The success of our goal setting program will see its continuation in 2018. 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.

Teachers PDP's reflect goals that support the schools strategic directions and with an emphasis on quality teaching, developing capacity through observation, feedback and reflection.

Teaching staff will use the Quality Teaching Framework as a tool for mapping quality lessons.



## 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 continued their professional learning of HOW2Learn participating in Phase 1/2 modules. The HOW2Learn program looks extensively at how students learn most effectively, the quality of student interaction and design of quality teaching programs and a wide range of teaching strategies.. Valuable professional dialogue examined the changing face of education and educators, and the role and capabilities of students as 21st century learners.

After a successful submission to the Fair Education Program the school became part of a local STEM Network (Science, Technology, Engineering and Mathematics) where small schools work together to provide STEM programs to students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
* 80% of students will achieve expected growth as indicated by Common Teacher Judgement (CTJ) whole school assessment.	Nil cost. All teachers worked as group in staff meetings or as part of a professional development day.	Teachers work as a team using marking criteria to assess students writing tasks ensuring consistent teacher judgement. The students assessments are plotted on the Literacy Continuum and staff develop teaching and learning programs to progress students on the literacy continuum.
* Survey data indicates 100% of teaching staff utilising teaching pedagogy from How2Learn professional learning.	Nil cost	Staff participated in professional learning of Phase 1/2 HOW2Learn modules.  Classroom practice reflecting use of HOW2Learn pedagogies.
* Survey data indicates that 100% of teachers are implementing the new History and Geography syllabus.	Nil cost	Implementation of the History & Science Syllabus.  Scopes & Sequences for History and Geography implemented throughout 2017, reviewed and adjusted if necessary  Resources reviewed in relation to scope and sequences identifying any additional resources required.

### Next Steps

- Continue to work in teaching teams to plan the explicit teaching of writing and the use of consistent teacher judgement with criteria based marking to assess student progress.
- Completion of HOW2Learn training in outstanding modules.
- Professional learning regarding the new Literacy and Numeracy progressions.
- Professional learning on using the literacy and numeracy progressions in PLAN.





## 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

Our established School Parliament continues to be successful and an integral part of the school culture. Students from year six continued to take on ministerial positions and work 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 continues to be an important aspect of our daily school life, with children using the language and following the four parameters of the Fish Philosophy as they interact at school. Fishtales have been given out daily, weekly draws happen in each class, and a school Fisherperson award has been presented at each whole school assembly.

All teaching staff are members of our school Learning Support Team (LST), meeting 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)	Funds Expended (Resources)	Progress achieved this year
* 80% of students utilise student voice processes through engagement in debate at School Parliament.	Nil cost.	The success of School Parliament has seen growing student confidence with 90% of students taking up the opportunity to debate at School Parliament.  Two Parliament sessions per term, Minister lead activities organised.
* Survey data identifies that 100% of teachers staff implement the schools's Fish Philosophy principles and practices.	\$500 expended on prizes	Fisherperson Award at each whole school assembly.  'Fish' award parameters taught.  Daily 'Fish Tales Award' for students from K-6.

#### Next Steps

School Parliament will continue in 2018.. Invitation to parliamentary sessions will be extended to parents and the community. The Fish Philosophy will continue to be a major part of our school culture, and incorporated in all aspects of school life.

A plan to develop and introduce 'Mindfulness' for Quaama Public School will need to be assessed.

The LST will continue to meet three times a term with 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	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$8619	Established use of MGoals to construct and share Aboriginal students PLP's. PLP's transferred to MGoals site. Staff and Aboriginal student's parents using MGoals as means to share and monitor PLP.
<b>Low level adjustment for disability</b>	\$16098	The school employed School Learning and Support Officers (SLSO's) to assist classroom teachers in the effective delivery of English and Mathematics to identified students.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing allocation	Through the LaST, the school has initiated a program where targeted students have been involved in various enrichment experiences.
<b>Socio-economic background</b>	\$18116	The school employed SLSO's to assist classroom teachers in the effective delivery of teaching and learning programs, including extracurricular activities to promote student engagement.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	25	23	26	26
Girls	31	30	29	36

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	94	94.3	91.9
1	95.9	89.5	92.7	95.6
2	93.9	94.5	89.4	92.3
3	93.1	95.5	89.7	94.1
4	94.8	93.4	93.8	95.9
5	98	94	95.2	98.3
6	94.7	94.1	93.1	94.3
All Years	94.8	93.8	92.4	95
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The whole school community values the attendance of all students and sees it as being an integral part of a successful education. School attendance is regularly monitored and departmental policy followed and communicated to all families. Parents or carers work with the school to maximise the attendance of all students.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

\*Full Time Equivalent

No staff identify as having Aboriginal Heritage.

### 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	0

### Professional learning and teacher accreditation

School completed a number of professional learning activities both mandatory and optional. Staff were also involved in a number of courses related to their own teaching goals and interests. All staff participated in their Professional Development Plans (PDP) with these forming the basis of ongoing professional learning throughout the year. Mandatory and other identified professional learning courses included:

- Child Protection,
- Code of Conduct,
- CPR,

- Accelerated Literacy
- HOW2Learn
- Mindfulness
- Anaphylaxis.
- Consistent Teacher Judgement

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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	172,833
<b>Revenue</b>	790,071
Appropriation	733,443
Sale of Goods and Services	-100
Grants and Contributions	55,788
Gain and Loss	0
Other Revenue	0
Investment Income	940
<b>Expenses</b>	-829,666
Recurrent Expenses	-829,666
Employee Related	-772,473
Operating Expenses	-57,193
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-39,595
<b>Balance Carried Forward</b>	133,238

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	603,588
Base Per Capita	8,405
Base Location	14,504
Other Base	580,678
<b>Equity Total</b>	42,834
Equity Aboriginal	8,619
Equity Socio economic	18,116
Equity Language	0
Equity Disability	16,098
<b>Targeted Total</b>	59,296
<b>Other Total</b>	5,116
<b>Grand Total</b>	710,833

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

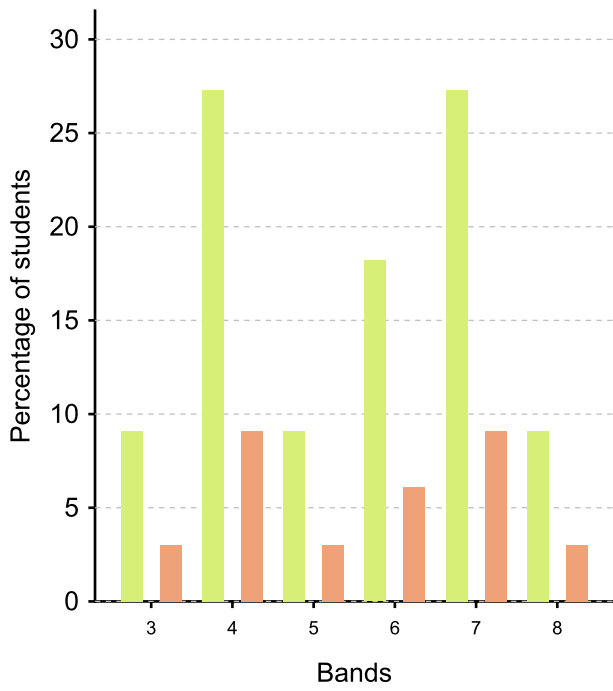
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

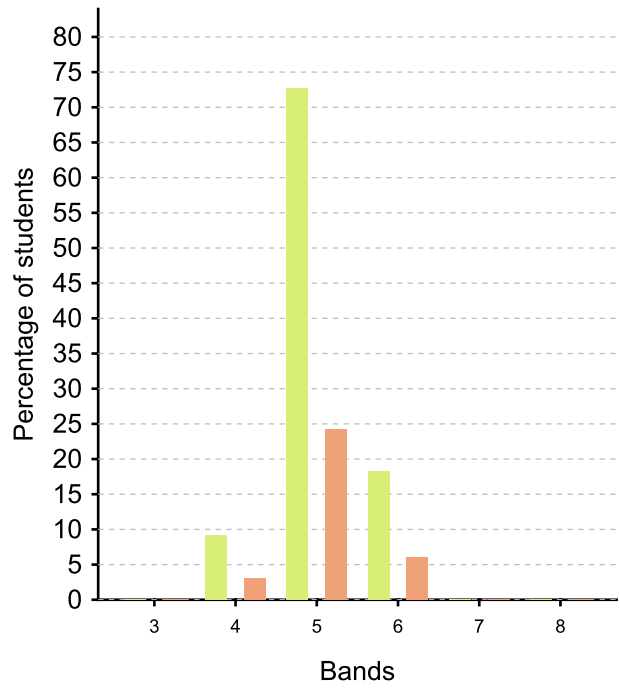
### NAPLAN

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.

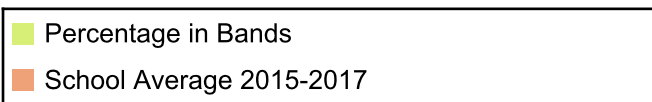
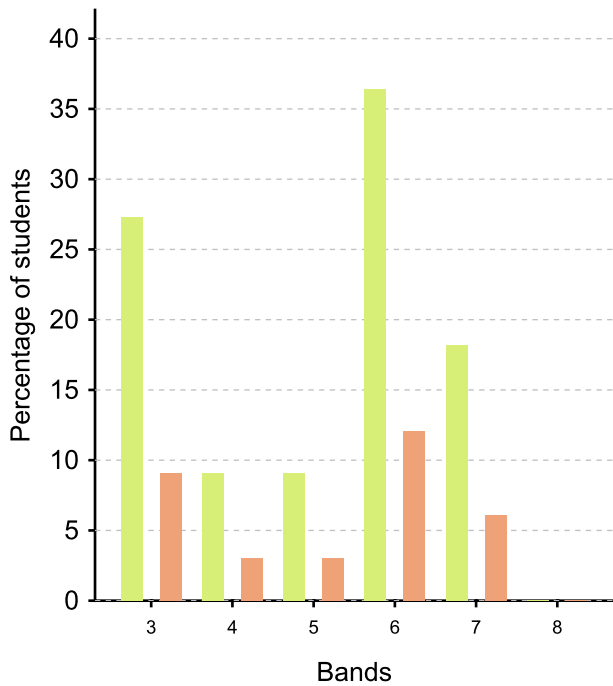
**Percentage in bands:**  
Year 5 Reading



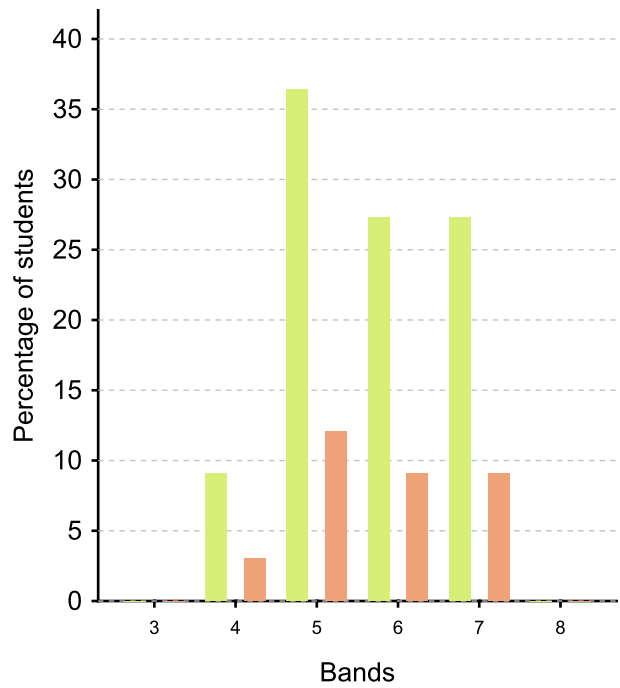
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Grammar & Punctuation



In 2017 the Year 3 cohort that sat NAPLAN testing was less than 10 students and therefore summary statistics and graphical representations are unable to be used. Parents may access information by following the link provided.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Quaama Public School continues to use effective analysis of data to inform school programs, in Literacy and Numeracy, with a focus on moving students from the middle to top bands in NAPLAN ( Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5). In Year 5 Reading 2017 saw 27.3% of students in Band 7 ( state average of 21.3%) and 9.1% of students in Band 8 (state average of 18.4%). In Year 5 Numeracy 2017 saw 18.2% of students in Band 7 ( state average of 19.1%) and 9.1% of students in Band 8 (state average of 13.4%).

## Parent/caregiver, student, teacher satisfaction

Each year our school endeavours to make ongoing improvements. An important part of this planning is to seek the opinions of students, parents and staff. Parents were given the opportunity to respond to an online survey to find out what they liked about our school, expectations for their children's wellbeing and learning and areas for improvement. **Parents responded to this survey with the results as follows:**

### What do you like best about our school?

The teachers are brilliant.

Small school equals more awareness of all students and their needs.

Small friendly approachable staff who know students well.

I think it is a solid caring public school – the best in our area.

Welcoming environment.

Great kids. Small and local.

I like the inclusiveness and dedication of the teaching staff.

Close to home and a small community network.

How our whole school works together.

Location, friendly and approachable.

Love the problem solving class.

### What skills and attributed do you want your child to have in their "school backpack" when they leave our school?

To be happy, healthy and to have a sound knowledge

at the level of learning they should be at.

Ability to problem solve, love learning, ready for high school and be able to work together with other children. To be eager for more learning, not bored, jaded or sick of school.

Confidence, knowledge and background skills to excel in the future. Also to expose the children to new ideas and the diversity of options we have in life.

Resilience, respect, confidence and the ability to collaborate.

Confidence, drive and leadership experience.

Confidence, kindness, problem solving abilities and perseverance.

to be able to read and do their maths.

To know how to be a decent and kind friend and to have been taught the K–6 curriculum competently and well.

Enthusiasm for learning, values of respect and inclusion, diversity of experiences and sound skills in reading, writing, maths and science.

To be confident, have pride and be able to apply themselves and work independently.

Capable in English and Maths.

### What expectations do you think are the most important in our school / playground?

Most of all learning; fun; education; safety; no bullying; inclusiveness; it would be great to see some more art and music programs; cooking would be great too; honesty, fun, a sense of perspective about things, inclusive play, fairness and consideration of others, respect for others, a respectful kind culture, school rules adhered to, a place where children feel happy and safe, understanding each child and valuing individuality, children feel respected at school, children want to learn and are challenged to do their best.

### What things would you like to see "value add" to our school wellbeing policies?

Bring back old fashioned discipline.

School newspaper or magazine produced by the children.

Safe belief. More aides.

Ethics discussions amongst students.

More full time permanent teachers.

### What words describe our school?

Fantastic, friendly, small, conservative, happy, welcoming, high expectations, quality learning, community, supportive, achieving, inclusive, caring,



nurturing, safe and approachable.

**Students K–6 were asked to respond to the two areas outlined below:**

**Three areas working well at the school.**

Learning Support – Our Learning Support teacher runs many programs with small groups throughout the school. The 4/5 and 6 class highlighted that they enjoyed these sessions particularly the math extension groups and writing sessions. The importance and appreciation of small group work was also emphasised again by the senior students with opportunities to work with School Learning Support Officers greatly appreciated.

Excursions and incursions (guest speakers and sports coached) were valued greatly by the senior students.

Parliament was rated highly and important platform for student input in to the running of school. The students particularly enjoyed the leadership roles they played when parliament was sitting.

Sports Coaching– the students thoroughly enjoyed sessions run by sports coaches employed through the Sporting School grants (tennis, cricket, Aussie Rules). The year 1's also endorsed the Swim for Sport Program.

Special Days were a very popular such as Clean–up Australia Day and visiting speakers and performers to the school.

Better Buddies sessions are also a most popular program. Better Buddies program was rated as important and valued program. Comments were made around the theme of the importance of learning responsibilities of looking after and teaching younger children and that they felt they were beginning to understand some of the responsibilities that parents undertook when looking after children.

The students identified the environment as a friendly, nice place to be. There were several aspects to this including the playground with lots of open space, which students felt was a generally friendly and enjoyable place. The Fish Philosophy was identified as being an important factor in promoting the atmosphere. The importance of canteen day, (every Monday) was emphasised as part of the enjoyment factor of the school.

Education was rated highly and students identified the importance of the need for teachers who teach properly, who listen and are friendly and nice.

**Areas that could be improved in the school.**

Technology was pinpointed as a problem. Faster internet connection and better access to computers was suggested. Students were frustrated by access to programs not available or not running efficiently on devices.

Students felt parliament should sit on more occasions throughout the year. (Parliament currently runs 3 times a term).

Students were unhappy that they were not allowed to run on the concrete.

Students were concerned that they could not sit at picnic table to eat lunch.

More 'Better Buddies' sessions were suggested.

Greater selection of playground equipment.

More clubsto be run at lunchtime;

More opportunities in participating in art aqctivities and easier access to computers.

**Teacher satisfaction survey results are as follows:**

**What do you like best about our school?**

Positive attitude, professionalism, positive input of SLSOs, very supportive and collegial staff, nice atmosphere, children a pleasure to teach((99% of time), lots of opportunities for students (eg.Bournda, Music Camp), good whole school community, positive P&C, wonderful environment to work in. Parents friendly ourschool has good feeling overall.

**Things we want students to take with them when they leave**

**Active & Informed Citizens who:** accept others; participate happily in all school activities; are involved in our community – eg. Clean up Australia Day, ANZAC Day; help keep our school clean and tidy; are responsible users of technology; care for our school environment; value local Indigenous cultures; value democracy and follow the rules of our class, school and society.

**Confident & Creative Students who:** are positive; take responsibility; believe in themselves; show initiative; show respect and empathy; are a good friends; are responsible; dare to be different; are prepared to take reasonable risks and think creatively.

**Successful Learners who ;** work independently; work in a team; ask for help; complete tasks; actively listen; accept feedback; produce quality work and set realistic goals.

**What things would you like to see "value add" to our school wellbeing policies?**

There was a consensus to evaluate and review the school's Wellbeing Policy in 2018

**What words describe our school?** friendly, enthusiastic, warm, co–operative, caring, supportive, collaborative;

### 3 things we do well:

Teaching– individualised learning/ and program adjustments

teaching at the point of need

Welfare– buddies, peer support, etc.

Learning support

### 3 things we need to improve:

Afternoon assemblies;

Consistent use of Pink slips as a means of recording all behaviour..

## Policy requirements

### Aboriginal education

Knowledge understanding is evident in teaching and learning programs. The school has approximately 10% of students who identify as Aboriginal. All these students have a personalised learning plan which is developed in consultation with parents/carers. MGoals is currently being rolled out for the second year.

NAIDOC Week celebrations were highlighted with a visit by Dan Morgan, Local Council Aboriginal Liaison Officer and accompanied by a Yuin Nation Elder. Stories were told, dances taught and didgeridoo playing exhibited. Teachers and students were very appreciative of the visit.

National Reconciliation Week is celebrated across Australia each year between 27 May and 3 June. The dates commemorate two significant milestones in the reconciliation journey, – The anniversaries of the successful 1967 referendum and the High Court Mabo decision. At our school Reconciliation Week was marked by activities conducted during Better Buddies sessions. Senior students with their junior buddy completed a variety activities.

Late in Term 4 the Years 3 & 4 students were very lucky to have Troy Lenhian, an Aboriginal Liaison Officer in the NSW Department of Education visit, thanks to Ms Weldon's organisation. Troy enthralled the class with discussions around: the symbolism of Aboriginal art works; the importance of local landmarks for the Yuin people; the importance and use of local plants as a food source and how plants flowering times were indicators of time to fish for certain species of fish. Troy also discussed the use of tools and how the tools were made. Students found the session most informative and entertaining culminating in using the symbolism used in Aboriginal work to write a story based on one of their own experiences or create a fiction narrative.



### Multicultural and anti-racism education

Quaama Public School continues to promote multicultural education through a range of initiatives.

Teachers recognise and respond to the cultural needs of the school community

Classroom teachers work cooperatively to develop strategies that best cater for student's individual needs

Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted.

The school has a trained Anti– Racist Contact Officer. (ARCO) and is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.

Staff increase students' understanding of racism and discrimination and its impact through teaching and learning programs.