

Quaama Public School

2019 Annual Report



2917

Introduction

The Annual Report for 2019 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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School background

School vision statement

Engaging with our community to provide a quality education.

School context

Quaama Public School is a small, community focused school in the Far South Coast Network of Public Schools with a current enrolment of 70 students from K–6. 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 is a proud member of the Sapphire Coast Learning Community (SCLC) working collaboratively to strengthen productive partnerships with Bega and Eden Community of Schools and Far South Coast Principals' Network. Together the schools serve a student population of over 3500 students from diverse and complex backgrounds. The schools have strong cultures of excellence in the arts and sporting pursuits and take great pride in the provision of a broad-based curriculum to ensure that all students have the opportunity to excel in areas of individual interest and talent.

Our school is a member of the Fair Education Small Schools Championing STEaM project which will further enable our network of schools to work strategically to align priorities that focus on improving family and community engagement in student learning.

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.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Excellence in teaching and learning

Purpose

Our purpose is to develop students as dynamic global citizens by teaching skills, processes and resilience to be confident, critical and creative individuals. We will empower our teachers to achieve curriculum innovation and provide quality teaching that inspires authentic learning within a cluster wide culture of high expectations, shared responsibility and student engagement. Our school's commitment to data informed, collaborative and evidence based pedagogical teaching practice will pursue the goal of maximising literacy and numeracy skills for every student.

Improvement Measures

100% of staff and students will use learning intentions, success criteria, formative assessment, feedback and learning processes to achieve syllabus outcomes.

Increase each year in student growth measures identified through NAPLAN.

Overall summary of progress

It has been a challenge to fully evaluate the changes or the programs that were put in place in 2019 due to changes in staff at the end of the year. Only one full time staff member has remained at the school to call upon to help evaluate the progress. Part of the challenge to successfully evaluate progress has also been with a new principal taking over for 2020.

Progress towards achieving improvement measures

Process 1: Excellence in Learning

School-wide adoption of proven researched based pedagogical approaches to enhance student performance across all curriculum areas.(eg. spelling, writing, reading' mathematics and technology).

Evaluation	Funds Expended (Resources)
<p>Soundwaves was used throughout the school. It is a comprehensive spelling and phonics program that needs significant teacher pedagogical understanding to be implemented successfully and with fidelity. The school needs to embed sustainable and durable systems when implementing new programs, like soundwaves, to ensure the students are getting the best possible delivery of spelling and phonics.</p> <p>Phasing Soundwaves in over time could be a more efficient and effective practice. Having students in K/1 start the program and then follow them through each grade would be a preferred model of implementation. Training teachers with a deep working knowledge of phonics and phonemic awareness is crucial to the fidelity of the program.</p> <p>Students who demonstrate strong phonological knowledge and phonemic awareness could be exempt from undertaking significant parts of the program. Targeting specific students in the stage 1, 2 and 3 seems like a more productive use of the program. The support students receive with Soundwaves could also be supplemented with Multilit.</p> <p>The purchase of additional laptops (11) in 2019 helped provide better access to online learning and flexibility to work in a variety of rooms and settings. More laptops in the near future would continue to provide more students with the flexibility of working online</p> <p>The school purchased a variety of online program licences for teachers and students to access at school and at home. These resources offer good complementary activities to support what students are being explicitly taught</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$5000.00)

Progress towards achieving improvement measures

in class by their teacher. Caution needs to be taken when relying too heavily on them to develop growth in student progress. Activities undertaken need to be closely aligned to the specific teaching program/concepts to ensure they are not being undertaken in isolation.

Next Steps

Next steps...

Strategic Direction 2

Quality leadership, engaged community

Purpose

Our purpose is to engage and connect our communities to a dynamic learning culture where outstanding expectations achieve desired student outcomes. We will build capacity in educational practice by sharing knowledge, experience, skills and shared responsibility for student engagement, learning, development and success across our network of school communities and our staff, students and community members. .

Improvement Measures

Increased community participation in a range of school activities.

All teachers participate in targeted professional learning and educational networks.

Our schools are rated as 'sustaining' or excellent on all seven dimensions of the School Assessment Tool – Reflection Matrix

Overall summary of progress

a challenge to fully evaluated the changes

only one full time staff member remaining to call upon to evaluate

Progress towards achieving improvement measures

Process 1: Connecting Parents

Connect parents/carers to student learning by sharing knowledge and skills to build awareness and understanding of innovative pedagogy and new curriculum through workshops and increased school participation.

Evaluation	Funds Expended (Resources)
<p>There was high interest in Kindergarten orientation and the series of workshops provided to support parents understanding of Early Stage 1 fundamental skills and knowledge.</p> <p>Parents attended a culminating activity at the school to participate in a travel expo created by stage 3 students. Students demonstrated their newly acquired knowledge and inquiry skills throughout the afternoon engaging in conversations with parents and community members.</p> <p>The orchard was a significant project that attracted a range of parents to the school on a regular basis. Parents eagerly help in the preparation, construction and maintenance of the orchard project. Parents continue show a keen interest in upgrading the orchard to provide all students the opportunity for another highly engaging learning space.</p> <p>The book character parade followed on by transitions activity was well supported by students, parents and pre-school students. Pre-school students from Cobargo also came to watch the school performance to give them a taste of what to expect in the future.</p> <p>All these initiatives should continue, where possible, to maintain and strengthen the links pre-school students and their families. It is clear that these efforts have made the transition to Kindergarten much easier and effective for all 2020 students starting at Quaama PS.</p>	

Process 2: Effective Transitions

Progress towards achieving improvement measures

Process 2:

Further develop our educational partnerships with our local high schools, primary schools and universities to support curriculum implementation and innovative pedagogy.

Evaluation	Funds Expended (Resources)
<p>We can't truly evaluate the success of some of the transition initiatives, but we did provide them a variety of opportunities to build relationships that will support them in their new school.</p> <p>Opportunities included:</p> <ul style="list-style-type: none">– Year 6 students traveled to the Bega campus of the University of Wollongong to participate in the 'In to Uni' workshops.– a High School maths and science day opportunity was provided but transport issues impacted on this taking place– Strong connection with Cobargo PS were maintained to allow students to undertake performances and participate in local folk festival– Students attended Jigamy Farm and education centre to build knowledge around indigenous customs and practices– Students attended the Sea Country excursion fisheries education primary . Students developed their knowledge of indigenous cultures catch sea food.– Students from Quaama compete in an Indigenous Games day at Bega High School. Many high school students mentored the primary school students on how to play the games, and built connections to call upon when they move on to high school.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$21 000.00)	LaST employed 1 day a week to support students (Aboriginal and with disability). This support involved withdrawing students twice a week to provide intensive support with literacy and numeracy.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$8 500.00)	This funding contributed to the employment of a LaST 1 day a week. Students were provided intensive support in a withdrawal setting.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$12 000.00)	Additional teacher to support was provided to the principal to allow additional RFF. The principal was able to initiated school initiatives and focus on providing educational leadership.
Socio-economic background	Funding Sources: • Socio-economic background (\$24 500.00)	LaST employed 1 day a week to support students (Aboriginal and with disability) SLSO employed to support students in class and for withdrawal for students with identified complex learning needs.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	26	26	29	25
Girls	29	36	34	29

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.3	91.9	94.1	91.9
1	92.7	95.6	94.4	91.9
2	89.4	92.3	93	89.6
3	89.7	94.1	95	93.1
4	93.8	95.9	90.1	92.6
5	95.2	98.3	89.5	89.6
6	93.1	94.3	91.9	91.2
All Years	92.4	95	92.4	91.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	98,672
Revenue	1,032,100
Appropriation	993,394
Sale of Goods and Services	-356
Grants and contributions	37,950
Investment income	1,113
Expenses	-959,688
Employee related	-825,195
Operating expenses	-134,493
Surplus / deficit for the year	72,412

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	97,113
Equity Total	64,660
Equity - Aboriginal	7,448
Equity - Socio-economic	24,557
Equity - Language	698
Equity - Disability	31,957
Base Total	662,280
Base - Per Capita	14,782
Base - Location	16,736
Base - Other	630,762
Other Total	26,865
Grand Total	850,917

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

A survey regarding 2019 was distributed on 3 occasions for all families to share their responses. 35% of families responded to survey (12/56)

Parents satisfaction rate average with the school last year was 7/10.

Parents feedback indicated that they would like 'more discipline' implemented at school.

Some parents mentioned the need to focus more on literacy skills.

Parents overwhelmingly happy to keep the same 3 school values to be taught and promoted in the school (Respect, Responsibility, Be a Learner)

Parents provided their opinions on some of the extra-curricular activities taking place in the school;

- 50% of respondents extremely happy to continue having an external music teacher come in to the school each week and teach a lesson and support the band

- 40% of respondents extremely happy to continue having an external Japanese teacher come in to the school each week

- There is strong support by parents to continue to have recorder group and whole school singing

- 50% of respondents were not very keen to have their children attend scripture.

The orchard was strongly supported in it's planning stage right through to its construction and completion (and resurrection). It continues to be a source of high engagement for many families.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.