

Quirindi Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Quirindi 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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Message from the principal

I would like to acknowledge the traditional owners of the land on which our school is located – the land of the Kamilaroi people. I pay my respects to elders (past and present), Aboriginal people of our community and especially to our Aboriginal students who continue to thrive and shine at Quirindi Public School who hold the key to our future.

As has been for quite some time, Aboriginal Education continues to be a key target area for growth within the NSW Department of Education and I wanted to share an amazing achievement from our school in 2019. As our Stage 3 teachers were analysing data to determine awards for 2019 Dux of the School, 5 of the top 7 students in consideration identified as Aboriginal students, something that we and everybody should be extremely proud of.

School is full of opportunities – A bit like a money box!!! What you put in…is what you get out!!!!

Twitter, Facebook, Shazam, Instagram, SnapChat, Spotify, Podcasts, YouTube, Google, eBay, Tik-Tok, Kik, Nintendo DS, MySpace, Angry Birds, Wikipedia, Google Maps, DropBox, Skype, Netflix, Adobe!!

I don't know about you, but I struggle to keep up with just one of these platforms, let alone multiple apps.

But, this is the world our students, your children are growing up in. In fact, by the time our students are teenagers, many of these will be long forgotten or apps from the 'olden days' and new platforms will fill their world.

Teaching is changing. Learning is evolving. And this is the challenge we as educators face. Preparing your children as best we can for what lies ahead. But what are we preparing them for??? That is the unknown in a world that is moving so fast in technological and educational change and expectation.

So how do we prepare students for this ever-evolving world? The answer I believe is…we challenge them and provide opportunity!!! But our students and families have to buy in – the more you put in, the more you will get out.

So I want to challenge all of our students…from Kindergarten all the way to our Year 6 students who head off to high school each year. Open your arms to the opportunities you are given at Quirindi Public School. Embrace every activity as a learning opportunity. And most of all, take yourself and everything you learn during your school life and do your best to make a difference in the world you are living in.

I would also like to thank a range of people…

To the amazing and dedicated staff – thank you for all of your support throughout 2019 and thank you for the time you all put in to making a difference to the lives and learning of our students.

P & C – Massive thank you to this hard working group of people. It is truly a pleasure to work with you all and the fundraising that you do is simply amazing. Your contributions make significant differences to the students at Quirindi Public School year in and year out.

Quirindi Community – It never ceases to amaze me the support our fantastic school gets from the wider community. Whether it be local business people or people who have no affiliation to the school except they live here in this beautiful little town. Thank you for embracing our school and making a difference to the education of our students.

To all of our students– I am so proud to be the principal of our school. You make coming to work every single day an absolute pleasure, not a job. Your smiles, your personalities and your attitudes are a credit to yourselves and your families. Keep striving to be your best and remember 'what you put in…is what you get out!!!'

School background

School vision statement

At Quirindi Public School we lead, in partnership with the community, a culture of high expectations for student learning and excellence in teaching.

A strategic and planned approach improves the cognitive, emotional, social, physical and spiritual wellbeing of all students and promotes student learning success.

School context

Quirindi Public School (student population 286) services a rural community seventy kilometres south of Tamworth. Quirindi township, population 3523, supports the fertile farmlands of the Liverpool Plains. Ten local buses transport 30% of students to and from school, with travel time ranging from five minutes to one hour. 58 students identify as Aboriginal or Torres Strait Islander. Our school has a Multi-Categorical class, supporting students with specific identified needs and the school attracts significant funds to support students with learning deficits in mainstream classrooms. Quirindi Public School is part of the Liverpool Plains Alliance of schools, working closely with Quirindi High School to build quality teaching and seamless learning from Kindergarten to Year 12.

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

Strategic Direction 1

Learning

Purpose

To provide every student with an engaging learning environment which is personalised and supported by consistent school wide practices in planning, assessment, feedback and reporting in order to connect and thrive.

Improvement Measures

Movement of an additional 15% of students in Literacy and Numeracy in Years 3 and 5 into the top two bands. in NAPLAN.

100 % of students with identified learning deficits have Individual Learning Plans and teaching and learning programs reflect adjustments and modifications for identified students.

Constructive feedback to students is evidenced by student responses on TTFM surveys and classroom observations of teacher practice..

Overall summary of progress

Movement of an additional 15% of students in Literacy and Numeracy in Years 3 and 5 into the top two bands in NAPLAN.

NAPLAN data indicates there has been a slight decrease (<2%) in students in the top two bands in NAPLAN from 2018 to 2019. Significant adjustments were made to school plan/milestones throughout 2019 to address this with the implementation of school 'Take Off' initiative using equity funding.

100% of students with identified learning deficits have Individual Learning Plans (ILPs) and teaching and learning programs reflect adjustments and modifications for identified students.

All students with diagnosed learning difficulties have an ILP in place developed in consultation with parents/carers and this is monitored and tracked against SMART goals. Teaching and Learning programs are monitored according to school PDF and a checklist is used to monitor and record differentiation and learning adjustments for students requiring additional support.

Constructive feedback to students is evidenced by student responses on TTFM surveys and classroom observations of teacher practice.

93% of students surveyed using Tell Them From Me indicated quality instruction including explicit teaching and quality feedback. Classroom observations indicated an increased percentage of student engagement in K–4 students which can be linked to quality teacher practice. One concerning aspect from the Tell Them From Me survey data is the 22% of Year 5/6 students who are displaying early signs of disengagement.

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning is embraced and implemented across K–6 so that students can access the curriculum and thrive in the school setting.

Evaluation	Funds Expended (Resources)
<p>Question: How will we know that our students (K–6) have a strong understanding of our CARES values?</p> <p>Data: PBL Student Survey (survey monkey). SET Analysis – regional coordinator. TTFM Surveys. Playground EBS Data. Signage.</p> <p>Analysis: Data has told us that we need to do a better job at focusing on our students' wellbeing and ensuring every student is known, valued and cared for. TTFM student engagement surveys indicated that only 59% of students had a positive sense of belonging (22% below the NSW Government Norm). This data along with the fact that only 57% of students indicated they were</p>	<p>– PBL Survey of staff and students (K–6)</p> <p>– \$500</p>

Progress towards achieving improvement measures

'interested and motivated' (21% below the NSW Government Norm) is concerning. PBL feedback indicates that while students can articulate our PBL expectations, there is still a significant amount of work to do in gathering data related to student behaviour.

Implications:

- Strengthen leadership of PBL across the school (PBL Coordinator to retrain in Positive Behaviour for Learning) and develop close working relationship with regional PBL coordinator.
- Focus on balance of 'learning' & 'wellbeing' to provide students/families with greater opportunities to celebrate positivity through school community events & gatherings.

Process 2: Teachers embrace and draw on research to develop and implement high quality, professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
<p>https://sway.office.com/yMN3LLvNsygHWcWh</p> <p>Question: How will we know that the research and professional development has built the capacity of staff to implement quality literacy and numeracy teaching practices?</p> <p>Data: SWAY feedback from staff. Program supervision feedback for teaching staff.</p> <p>Analysis: Anecdotal feedback from teachers via SWAY (see link) indicates that the collaborative professional learning and English planning has been extremely successful both in building staff capacity and in the increased engagement of students. Data is telling us that 100% of classroom teachers are implementing quality English units of work with rich, quality literature at the forefront of teaching and learning. NAPLAN data indicates that the school has seen a <1% decrease in students in the top two Bands in Reading as per the Premier's Priority. 43% of students achieved at or above expected growth in NAPLAN English strands. Teacher feedback indicates that our collaborative approach to English Planning and English PL has been extremely successful although, the data at this stage is not showing a huge upward trend in our student results. 2019 has only been the first year of this approach to English planning so with continuation we are expecting to see some increased academic gains from our students in the areas of English.</p> <p>Implications:</p> <ul style="list-style-type: none"> – Continued engagement of HALT to lead professional learning in the area of English. – Continued collaborative approach to English planning 	

Process 3: Implement a school wide integrated approach to student wellbeing and learning growth where students can connect and thrive at each stage of their learning journey.

Evaluation	Funds Expended (Resources)
<p>Question: How will we know that our integrated approach is ensuring that all students at Quirindi Public School are known, valued and cared for?</p> <p>Data: Tell Them From Me survey data.</p> <p>Analysis: Data indicates that we still have a significant amount of work to do regarding our student wellbeing which should also have a positive impact on</p>	

Progress towards achieving improvement measures

learning outcomes. Tell Them From Me Surveys indicated that 63% (girls) and 53% (boys) had a positive sense of belonging where they feel accepted and valued by their peers and by others at the school. Tell Them From Me Survey data indicated that a good percentage of students (79%) felt that they had a positive teacher–student relationship.

Implications:

– Strengthen programs to support and improve emotional resilience and anxiety by tackling issues concerning bullying and school safety, and by building effective family–school partnerships.

Next Steps

- Reduction of processes with more specific targets related to Literacy & Numeracy and provision of assessment tools for staff to track and monitor longitudinal student learning growth.
- Continued implementation of 'Take Off' initiative focusing on targeted learning for students achieving in the middle two bands of NAPLAN > possible shift of focus from Literacy to Numeracy depending on data analysis (to align with LEED project).
- Continued implementation and growth of Positive Behaviour for Learning (PBL) across the school with a focus on student wellbeing and data analysis in this area.

Strategic Direction 2

Teaching

Purpose

Teachers will identify and implement the most effective evidence based teaching methods to improve upon student knowledge and skills while enhancing teacher capacity.

A planned, collaborative and strategic approach to professional learning will result in consistent teaching practices embedded in school culture.

Improvement Measures

Collaborative learning and planning will occur for all teachers once per term.

Instructional leaders will host professional learning sessions, at least 4 per term

Overall summary of progress

Collaborative learning and planning will occur for all teachers once per term – The school IL has made significant progress in the area of Process 1 with equity funding used to engage a remote Instructional Leader/Highly Accomplished Lead Teacher (HALT) to build the capacity of staff. A large focus was placed on the area of English and staff worked collaboratively in stage teams to build their knowledge of the English Syllabus and write quality units of work with a focus on textual concepts.

Instructional Leaders will host professional learning sessions, at least 4 per term – Staff worked collaboratively in stage teams with support from external Instructional Leader undertaking professional learning around using the textual concepts of English to write quality English units of work. Professional learning included differentiated programming in English using assessment data, use of textual concepts, syllabus text requirements, PETAA readings and Effective Reading in the Early Years.

Progress towards achieving improvement measures

Process 1: Staff engage in online effective pedagogical practices to work collaboratively within school for continued capacity building to enhance student outcomes and/or personal growth.

Evaluation	Funds Expended (Resources)
<p>https://sway.office.com/yMN3LLvNsygHWcWh</p> <p>Question: How will we know that the research and professional development has built the capacity of staff to implement quality literacy and numeracy teaching practices?</p> <p>Data: SWAY feedback from staff. Program supervision feedback for teaching staff.</p> <p>Analysis: Anecdotal feedback from teachers via SWAY (see link) indicates that the collaborative professional learning and English planning has been extremely successful both in building staff capacity and in the increased engagement of students. Data is telling us that 100% of classroom teachers are implementing quality English units of work with rich, quality literature at the forefront of teaching and learning. NAPLAN data indicates that the school has seen a <1% decrease in students in the top 2 Bands in Reading as per the Premier's Priority. 43% of students achieved at or above expected growth in NAPLAN English strands. Teacher feedback indicates that our collaborative approach to English Planning and English PL has been extremely successful although, the data at this stage is not showing a huge upward trend in our student results. 2019 has only been the first year of this approach to English planning so with continuation we are expecting to see some increased academic gains from our students in the areas of English.</p>	

Progress towards achieving improvement measures

Implications:

- Continued engagement of HALT to lead professional learning in the area of English.
- Continued collaborative approach to English planning

Process 2: All students trained in goal setting as evidenced in their language, actions and work goals.

Curriculum provision meets student needs and expectations and provides equitable academic opportunities.

Evaluation

Funds Expended (Resources)

Process 2 is not indicative of the current school focus. The process for this Strategic Direction is not supported with professional learning for staff at this point in time, therefore the decision to use visible learning in 2020 and beyond will become a focus for the next planning cycle in developing the school's learning culture.

Process 3: Staff given time to develop consistent and authentic assessment tasks to track student learning and inform future growth.

Staff are trained in instructional teaching methodology and plan and implement teaching between classes.

Evaluation

Funds Expended (Resources)

Question: How will we know that student assessment tasks are meaningfully used to track student learning and inform teaching and learning?

Data: Progressive Achievement Test data/Tell Them From Me teacher survey

Analysis: 100% of English units developed collaboratively by staff have quality assessment strategies embedded into the program. All stage teams meet and collaborate on assessing student work samples to develop quality and consistency in grading and assessment. Teacher surveys (TTFM) indicate teachers use assessment results to inform practice/lesson planning (School Mean = 8.6 / NSW Govt Mean = 7.8). Data does show that the teachers indicated provision of work samples according to grades (success criteria) was significantly lower than the average (School Mean = 5.9 / NSW Govt Mean = 7.8).

Implications:

- Continued implementation of collaborative English Planning with focus on rich assessment tasks embedded into the units.
- Greater focus on PAT assessments and use of data from these to inform teaching and learning programs. Exec team to work with ACER/PAT on reporting and other functions of the PAT Assessment Tool.

Process 4: All staff engages in internal and external professional learning that utilises staff expertise, is structured and sustainable, is based on evidence, data and purpose.

Evaluation

Funds Expended (Resources)

SEE EVALUATION OF PROCESS 1

Next Steps

- Reduction of processes with more specific processes that relate to building teacher capacity to positively impact student learning.
- Large focus to enhance teachers' use of data to inform teaching and learning.

Strategic Direction 3

Leading

Purpose

The Principal and school leadership team model instructional leadership in support of a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

Leadership is a shared responsibility with all staff demonstrating a commitment to a dynamic, visible and inclusive leadership culture that results in opportunities for everyone to contribute to student learning success .

Improvement Measures

Increase in teacher efficacy with the National Teaching Standards will be measured by the number of teachers pursuing Highly Accomplished and Lead by the end of 2018.

Community involvement, multicultural and Aboriginal perspectives in the school will be measured by observations and surveys .

Overall summary of progress

Increase in teacher efficacy with the National Teaching Standards will be measured by the number of teachers pursuing Highly Accomplished and Lead by the end of 2018 – The school has seen a significant change over the past 12–24 months in leadership resulting in a reduction in the support for staff who may be interested in pursuing higher levels of accreditation. The school has engaged closely with a HALT (Highly Accomplished Lead Teacher) who has been working with the school leadership team and identified staff to support all accreditation processes. The aim is to continue to engage the HALT to positively promote and support higher levels of accreditation.

Community involvement, multicultural and Aboriginal perspectives in the school will be measured by observations and surveys – throughout 2019 the school has seen some positive community involvement with the introduction and continuation of wonderful events/initiatives including the school signing up to be part of The Fathering Project. The inaugural event saw over 300 school community members, including students attend our Pizza and Paper Planes evening. The outstanding success of this community event has impacted the schools decisions and planning to continue our involvement in the program in 2020 and beyond. The school has also strengthened Aboriginal perspectives in the school with our Aboriginal Education Officer facilitating a Gomeroi Language Program where all students have the opportunity to learn and engage with traditional language lessons of the local Aboriginal community.

Progress towards achieving improvement measures

Process 1: The school leadership team is trained in the use of data and leadership skills to determine future directions.

Evaluation	Funds Expended (Resources)
<p>Question: How will we know that school leaders are trained in the use of data and use it effectively to build teacher capacity across the school?</p> <p>Data: Tell Them From Me teacher survey/SCOUT Data</p> <p>Analysis: 75% of the school leadership team are now trained in SCOUT and have access to student and school data. We have gone beyond this in 2019 to build staff capacity in the use of data and now have 55% of all staff trained and able to access SCOUT as a data source. While an increased number of staff now have access to this data, only a small percentage (28%) have access SCOUT as part of their role in the school.</p> <p>Implications:</p> <p>– Schools leadership team to become part of CESE's LEED Project and improve capacity in the use of evidence/data to inform practice.</p>	

Progress towards achieving improvement measures

Process 2: The Australian Professional Standards for Teachers are a focus of professional learning and Professional Development Plans are negotiated, monitored and reflect leadership aspirations.

Evaluation	Funds Expended (Resources)
<p>Question: How will we know that staff PDP's are relevant and meaningful?</p> <p>Data: Tell Them From Me teacher survey/PDP mid-year and annual review comments by staff</p> <p>Analysis: In 2019, significant changes were made to the implementation of PDPs and the use of the Professional Standards in this. Feedback from staff indicated that 'School leaders have helped me improve my teaching' (School Mean = 7.2 / NSW Govt Norm = 7.1). Implementation of new school Performance and Development Framework policy saw a much greater focus on collaboration in development of PDPs, program supervision and professional learning opportunities. Data does indicate that we do need to place a much greater focus on 'observation of teaching' as part of the PDP cycle (School Mean = 5.4 / NSW Govt Norm = 7.1)</p> <p>Implications:</p> <p>– Improved processes for observation of teaching and provision of feedback to teaching staff as part of the PDP cycle</p>	

Process 3: The leadership team draw on research to develop and implement quality engagement with the local and wider community.

Evaluation	Funds Expended (Resources)
<p>Question: How will we create improved engagement from our local and wider school community?</p> <p>Data: Tell Them From Me Surveys (parents & students)/tracking data of community engagement at events</p> <p>Analysis: How will we know this has been achieved? What is the data telling us? What have we done well? What do we need to improve or modify?</p> <p>Implications: What will we do in 2020 to consolidate our end of year milestone (process)?</p>	

Next Steps

- Capacity building of the school leadership team in regards school systems/processes
- Involvement in CESE LEED (Leading Evaluation, Evidence and Data) project to build capacity of school executive to support the school in identification, refinement and implementation of evidence-informed practices for school improvement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Question: How will we know that our Aboriginal students (K–6) have a strong understanding of their culture and are engaged in quality learning outcomes?</p> <p>Data: TTFM Surveys/NAPLAN Data (Aboriginal students)/Internal school data</p> <p>Analysis: All classes throughout 2019 have engaged in tailored traditional Gomerioi language lessons delivered by the AEO. Positive feedback from families, students and staff indicate the program has been a huge success. Data is telling us that our Aboriginal students are slowly increasing their cultural knowledge through the learning of traditional language. End of year data also indicates positive learning outcomes for Aboriginal students. 5 out of the 7 students considered for Dux in 2019 identified as Aboriginal. Our Year 3 NAPLAN Data indicated positive trends in all aspects of the assessment however, there was a downward trend in our Year 5 data. Tell Them From Me data indicated that 78% of Aboriginal students felt good about their culture with 6% strongly disagreeing. 66% of Aboriginal students indicated that they thought teachers had a good understanding of their culture.</p> <p>Implications: The school will continue to look at ways of engaging our Aboriginal students in quality learning and cultural opportunities with limited funding. Further professional development for staff to improve outcomes for Aboriginal students. Strong focus on improved processes for PLP's for Aboriginal students. Teacher professional learning in the area of Aboriginal Culture – possible connections with local high school</p>
Low level adjustment for disability	<p>\$25000 – Additional SLSO employed to work across various classrooms</p> <p>\$10000 – Additional SLSO employed to deliver Effective Reading Centre Program</p>	<p>Question: How will we know that the adjustments and support provided have had a positive outcome on the learning and wellbeing of students with low–level disabilities.</p> <p>Data: EBS data/IEP Data/NCCD Data/TTFM Teacher Survey</p> <p>Analysis: Low level adjustment funding was not used effectively in 2019 to positively impact a widespread number of students but positive outcomes were achieved for a small focus group identified in the school. The school data and reports indicated a significant need to support a small group of students who were impacted by low–level mental health of individual students along with targeted students engaging in the Effective Reading Centre out of Westmead Hospital. 2 x SLSO's were engaged to support these students with very positive growth for these individual students and their peers. There was a decrease in referrals for students</p>

<p>Low level adjustment for disability</p>	<p>\$25000 – Additional SLSO employed to work across various classrooms</p> <p>\$10000 – Additional SLSO employed to deliver Effective Reading Centre Program</p>	<p>impacted by mental health concerns and significant support was put in place supporting students in this area. School suspension data for target students decreased from the previous year.</p> <p>Implications: School exec team to look at how we can better utilise low-level adjustment funding to have the greatest possible impact on as many students as possible</p>
<p>Quality Teaching, Successful Students (QTSS)</p>		<p>Question: How will we know that the QTSS allocation ensures all primary students benefit from high quality teaching and learning practices?</p> <p>Data: SWAY feedback from staff. Program supervision feedback for teaching staff. Instructional Leader annotations.</p> <p>Analysis: https://sway.office.com/yMN3LLvNsygHWcWh</p> <p>SWAY feedback indicates a high percentage of staff have shown positive growth in developing quality teaching and learning practices. 30% of staff engaged in demonstration lessons from a HALT with targeted focus areas developed through consultation with staff based on identified areas for teacher capacity building.</p> <p>Unfortunately due to personal reasons, the schools engaged HALT relinquished her 0.4 temporary position however, the school was able to engage her to deliver quality PL for staff in an ongoing basis throughout 2019 with a focus on the English Syllabus and developing units of work.</p> <p>Implications:</p> <ul style="list-style-type: none"> – Continued implementation of PL with HALT – Look at utilisation of QTSS allocation to enable school leaders to work collaboratively
<p>Socio-economic background</p>	<p>\$24610.43 – Casual teacher salaries + English resources (quality literature texts)</p> <p>\$20797.24 – Instructional Leader salaries (Term 1)</p> <p>\$2556.87 – PBL</p> <p>\$1833.13 – The Fathering Project</p> <p>Technology – \$52107.75</p>	<p>Question: How can socio-economic funding best support the learning needs of students at Quirindi Public School?</p> <p>Data: Tell Them From Me Student/Teacher/Parent survey feedback</p> <p>Analysis: Low socio-economic funding was utilised in a number of ways in 2019. Funding was used to support English Planning Days to build capacity of staff in the deliver of English Units, Student Assistance Funding, delivery of Positive Behaviour for Learning (PBL) program, technology/resource support for students and the inaugural year of The Fathering Project.</p> <p>SWAY feedback (see link) indicated staff felt the professional learning/English Planning</p>

<p>Socio-economic background</p>	<p>\$24610.43 – Casual teacher salaries + English resources (quality literature texts)</p> <p>\$20797.24 – Instructional Leader salaries (Term 1)</p> <p>\$2556.87 – PBL</p> <p>\$1833.13 – The Fathering Project</p> <p>Technology – \$52107.75</p>	<p>Days were extremely beneficial. One staff member reported <i>'The collaborative planning approach has provided a platform for our Stage 2 teachers to work together to discuss and compare quality literature, drawing on support from each other, talking about the tasks required. We set and scaffolded specific learning goals with focus questions and formulated explicit and differentiated teaching practices addressing key textual concepts. Delegating tasks between the team members has enabled a timely, high quality and jointly written unit of work'</i>.</p> <p>PBL data indicated that >60% of negative behaviour incidents occurred in the playground setting with 28% occurring in the classroom. Based on data, the PBL team placed a focus on signage in the playground to reinforce PBL expectations with students. TTFM data indicated that 88% of students felt they did not get in trouble at school for disruptive or inappropriate behaviour. This student data was reflective of school EBS Behaviour data.</p> <p>TTFM teacher surveys indicated a significantly low % (School Mean = 4.3 & 4.4 / NSW Govt Norm = 6.7) of staff felt supported with technology that positively impacted their teaching and student learning. The school allocated a significant budget to the upgrade of technology in all classrooms to support teaching and learning.</p> <p>The Fathering Project was a huge success in 2019 with the inaugural event taking place in Term 3 with 123 fathering figures and over 180 students (60%) attending the wellbeing event. This has been one of the most successful community engagement events at the school in a significant time. Feedback from the community was exceptionally positive.</p> <p>Implications:</p> <ul style="list-style-type: none"> – Strengthen leadership of PBL committee – Increased technology resources and use of ICT in the classroom – Continued implementation and growth of The Fathering Project
<p>Support for beginning teachers</p>	<p>\$42390 – Beginning Teacher allocation</p>	<p>Question: How will we know that beginning teachers at Quirindi Public School are well supported through additional release time and effective mentoring from an experienced teacher?</p> <p>Data: TTFM teacher surveys/PDP annual reviews/Accreditation</p> <p>Analysis: All teachers who qualified for Beginning Teacher funding received additional RFF in the allocated timetable. Teacher's also had opportunities to work</p>

<p>Support for beginning teachers</p>	<p>\$42390 – Beginning Teacher allocation</p>	<p>closely with a mentor teacher focusing on building teacher capacity and support structures. One teacher who received Beginning Teacher funding at another school started later in the year at Quirindi Public School so in negotiation with the DoE, we were able to roll over that staff members allocation to support her in 2020.</p> <p>Implications:</p> <ul style="list-style-type: none"> – Increased awareness of 'Strong Start Great Teachers' program – Leadership team to work closely with HALT looking at accreditation processes and support for beginning teachers. – Opportunities for beginning teachers to participate in professional learning at network meetings and regional/state conferences.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	144	148	136	141
Girls	129	143	152	166

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	92.4	93.4	93.5
1	92.6	90.9	92.2	91.6
2	93.2	93.7	91.4	93.1
3	92.4	91.2	90.6	90.9
4	91.6	93.9	92.7	91.5
5	92.9	91.3	92.6	90.1
6	93.7	92.8	91	92.1
All Years	92.7	92.3	92.1	91.9
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.59
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	4.72

*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	403,387
Revenue	3,410,683
Appropriation	3,299,284
Sale of Goods and Services	1,920
Grants and contributions	106,187
Investment income	3,291
Expenses	-3,252,300
Employee related	-2,889,068
Operating expenses	-363,232
Surplus / deficit for the year	158,383

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	341,068
Equity Total	379,446
Equity - Aboriginal	78,275
Equity - Socio-economic	149,598
Equity - Language	0
Equity - Disability	151,573
Base Total	2,240,023
Base - Per Capita	68,988
Base - Location	58,645
Base - Other	2,112,391
Other Total	180,769
Grand Total	3,141,306

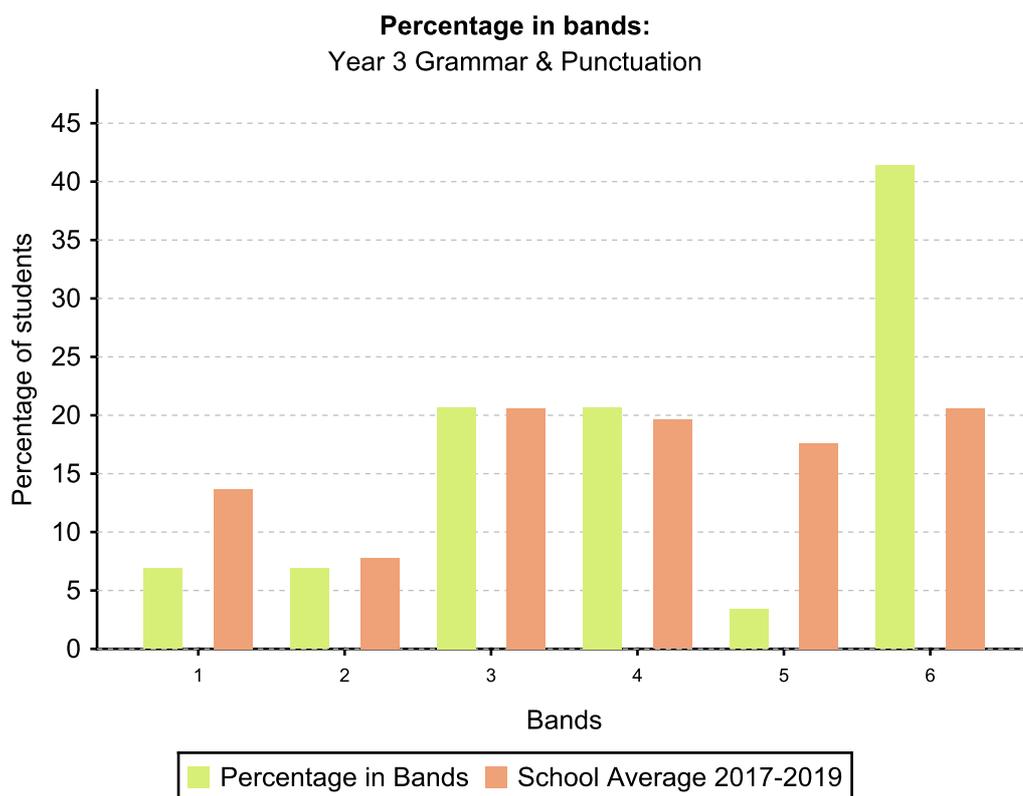
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

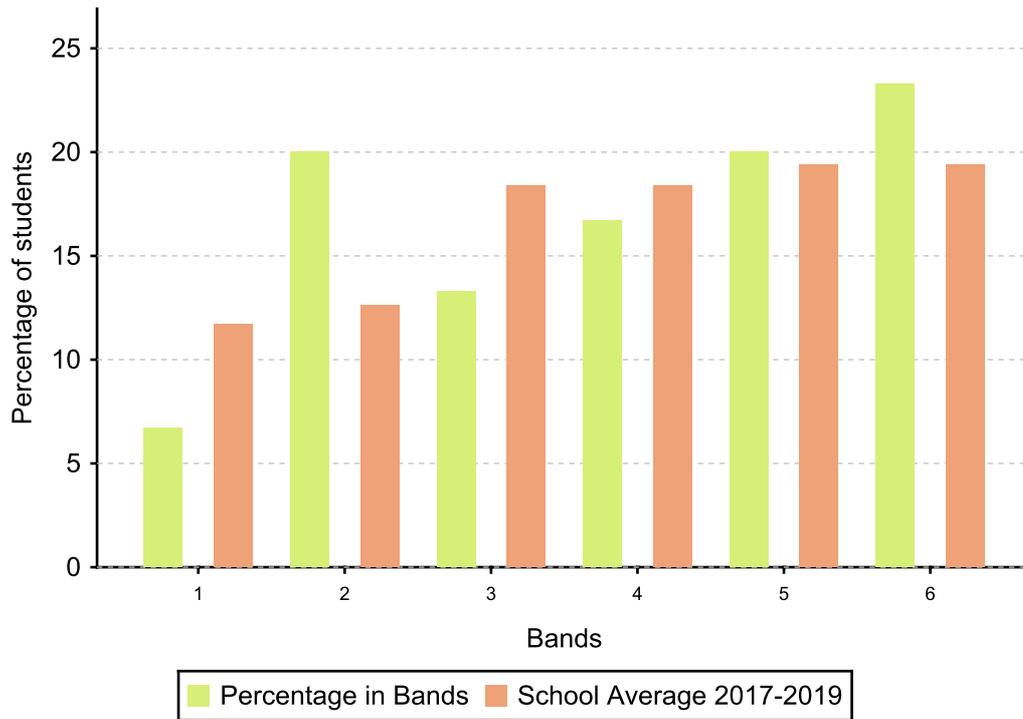
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



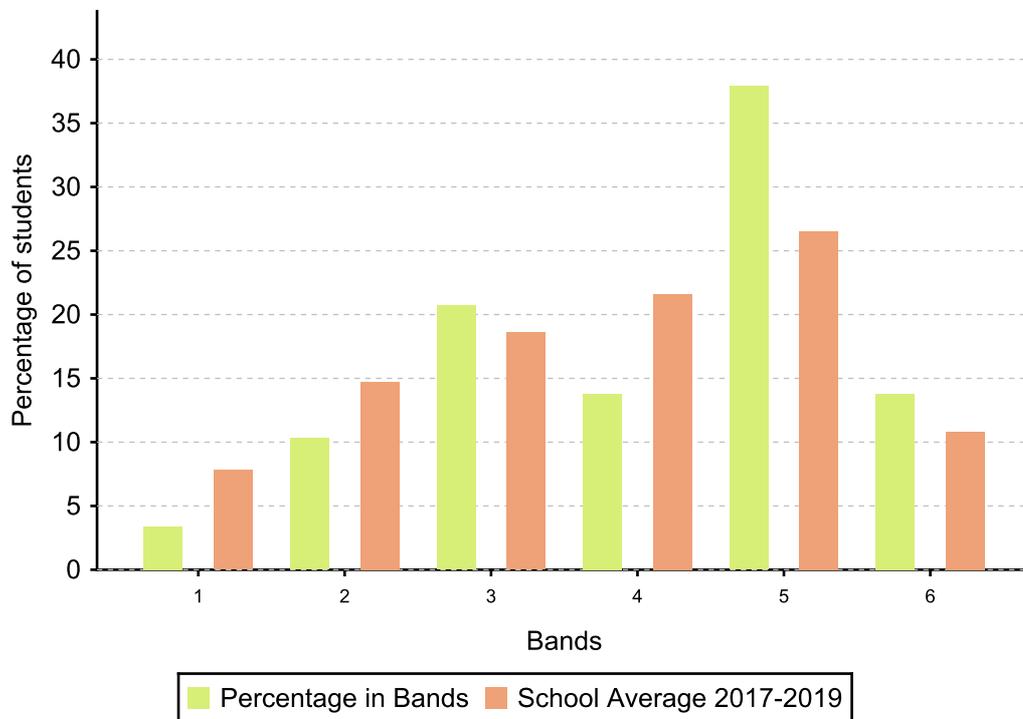
Band	1	2	3	4	5	6
Percentage of students	6.9	6.9	20.7	20.7	3.4	41.4
School avg 2017-2019	13.7	7.8	20.6	19.6	17.6	20.6

Percentage in bands:
Year 3 Reading



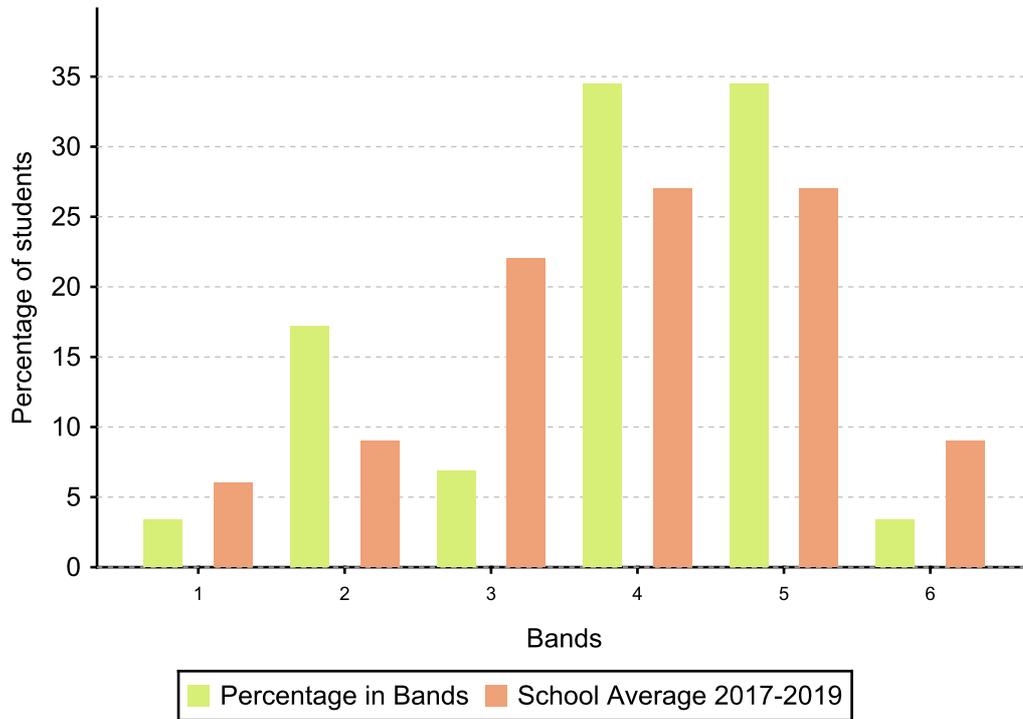
Band	1	2	3	4	5	6
Percentage of students	6.7	20.0	13.3	16.7	20.0	23.3
School avg 2017-2019	11.7	12.6	18.4	18.4	19.4	19.4

Percentage in bands:
Year 3 Spelling



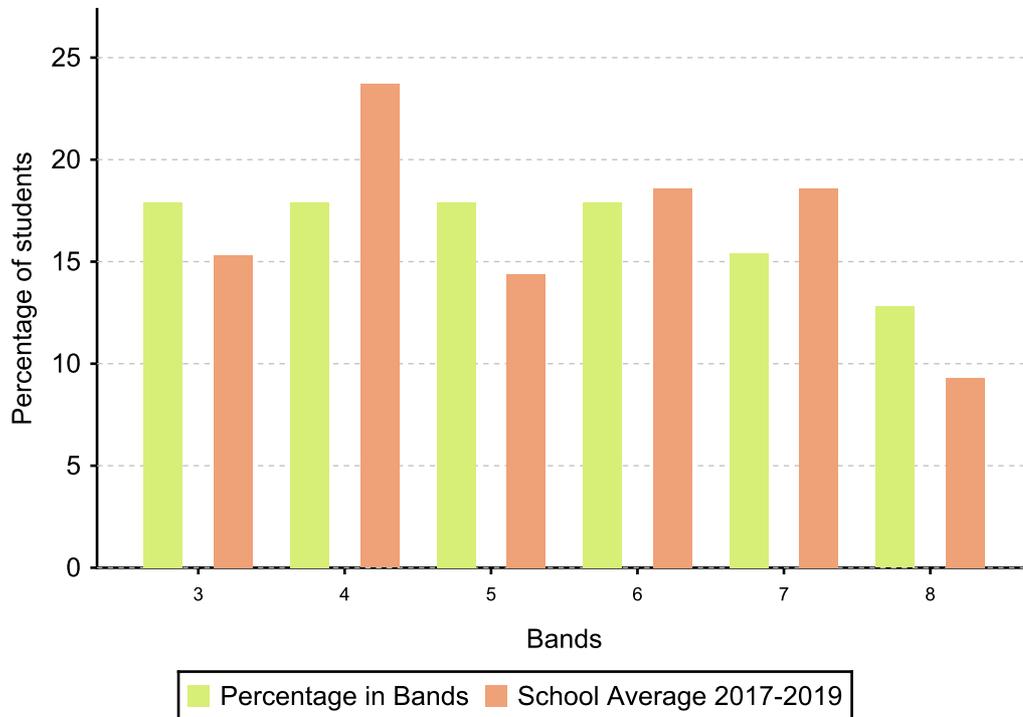
Band	1	2	3	4	5	6
Percentage of students	3.4	10.3	20.7	13.8	37.9	13.8
School avg 2017-2019	7.8	14.7	18.6	21.6	26.5	10.8

Percentage in bands:
Year 3 Writing



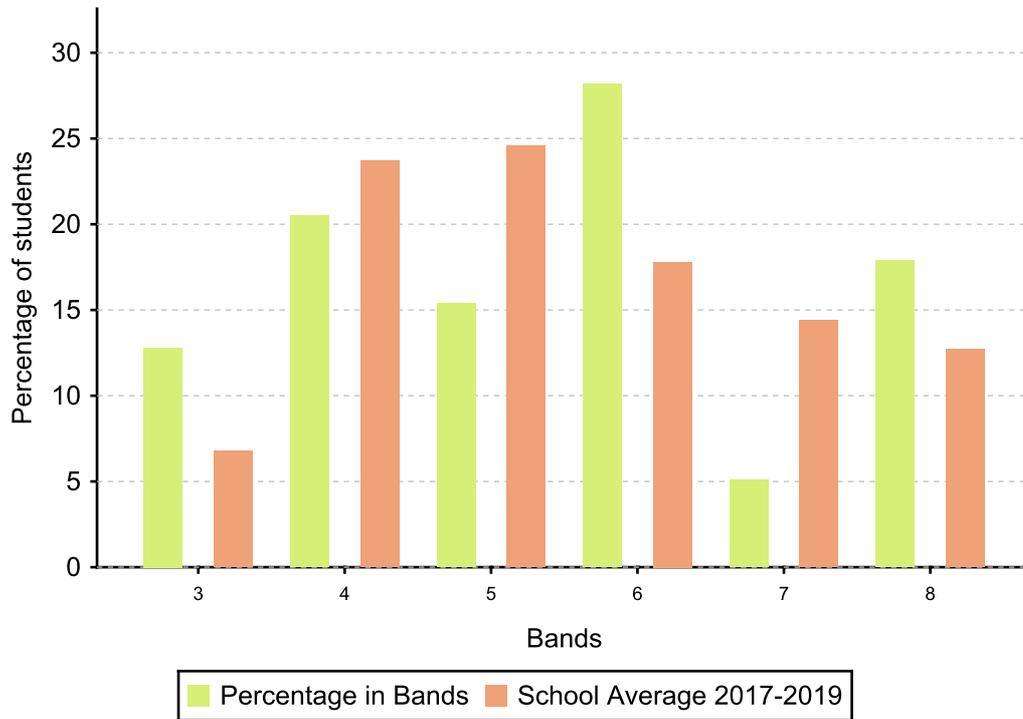
Band	1	2	3	4	5	6
Percentage of students	3.4	17.2	6.9	34.5	34.5	3.4
School avg 2017-2019	6	9	22	27	27	9

Percentage in bands:
Year 5 Grammar & Punctuation



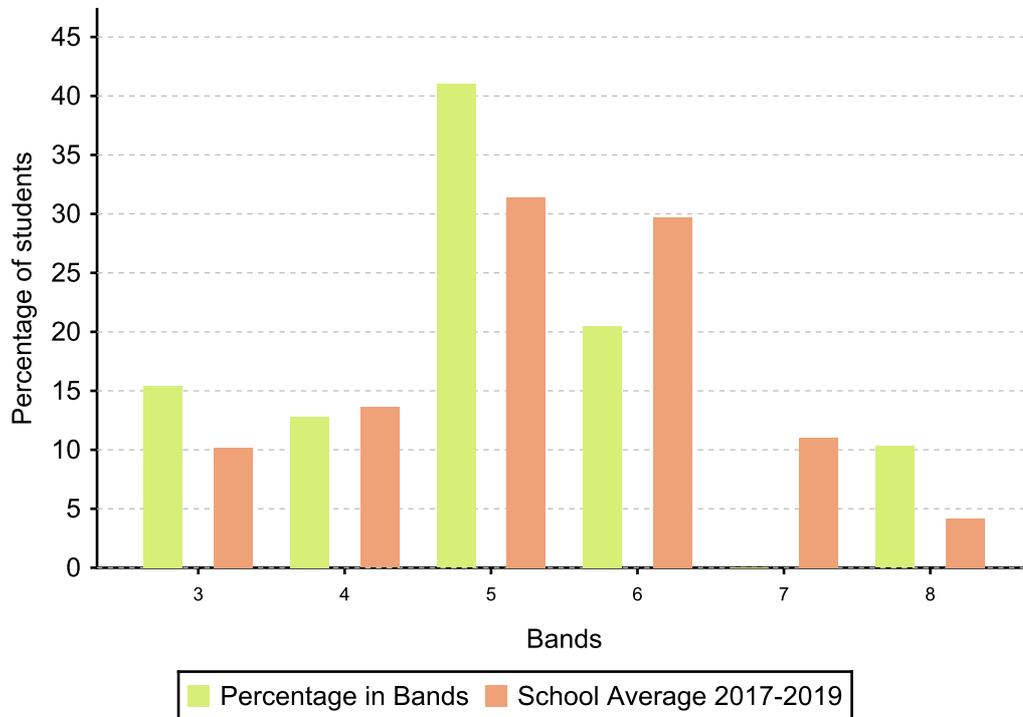
Band	3	4	5	6	7	8
Percentage of students	17.9	17.9	17.9	17.9	15.4	12.8
School avg 2017-2019	15.3	23.7	14.4	18.6	18.6	9.3

Percentage in bands:
Year 5 Reading



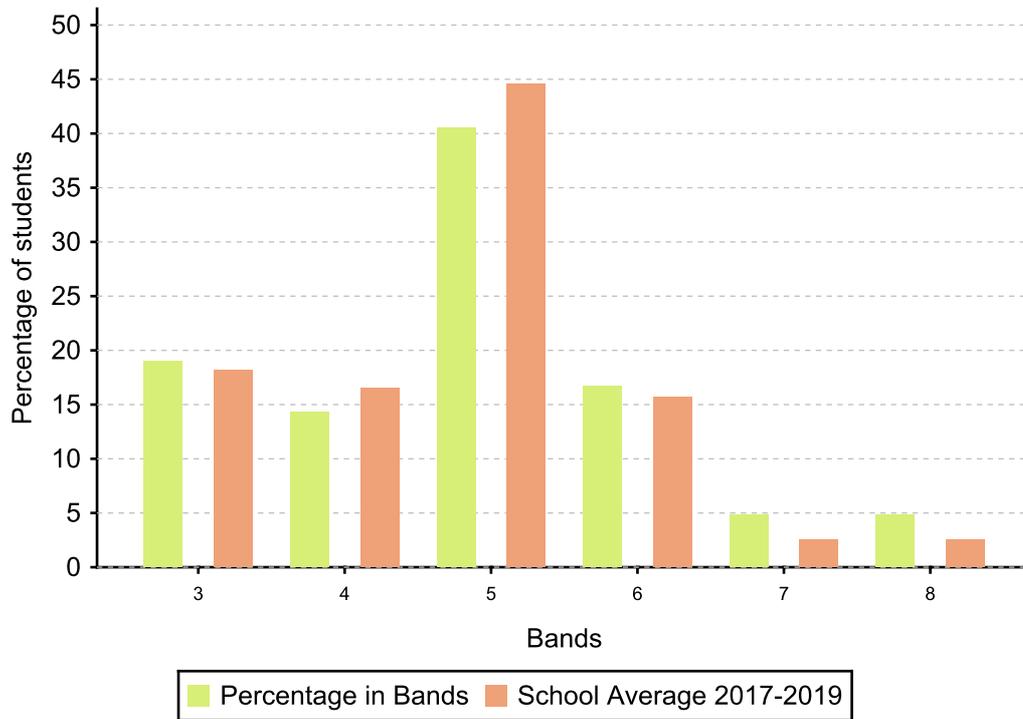
Band	3	4	5	6	7	8
Percentage of students	12.8	20.5	15.4	28.2	5.1	17.9
School avg 2017-2019	6.8	23.7	24.6	17.8	14.4	12.7

Percentage in bands:
Year 5 Spelling



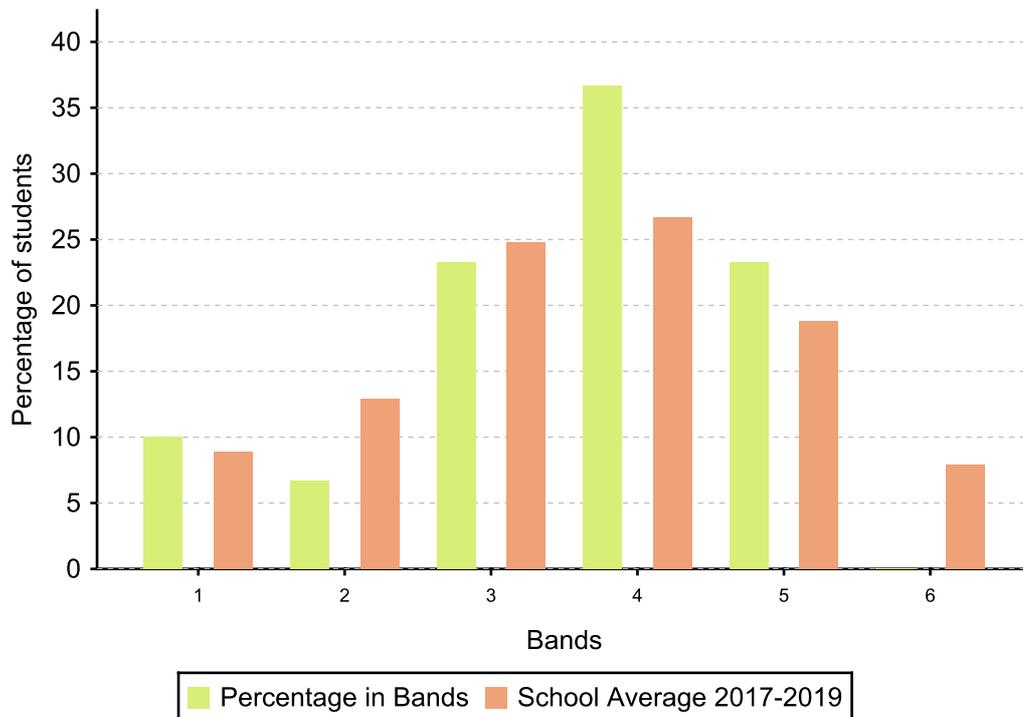
Band	3	4	5	6	7	8
Percentage of students	15.4	12.8	41.0	20.5	0.0	10.3
School avg 2017-2019	10.2	13.6	31.4	29.7	11	4.2

Percentage in bands:
Year 5 Writing



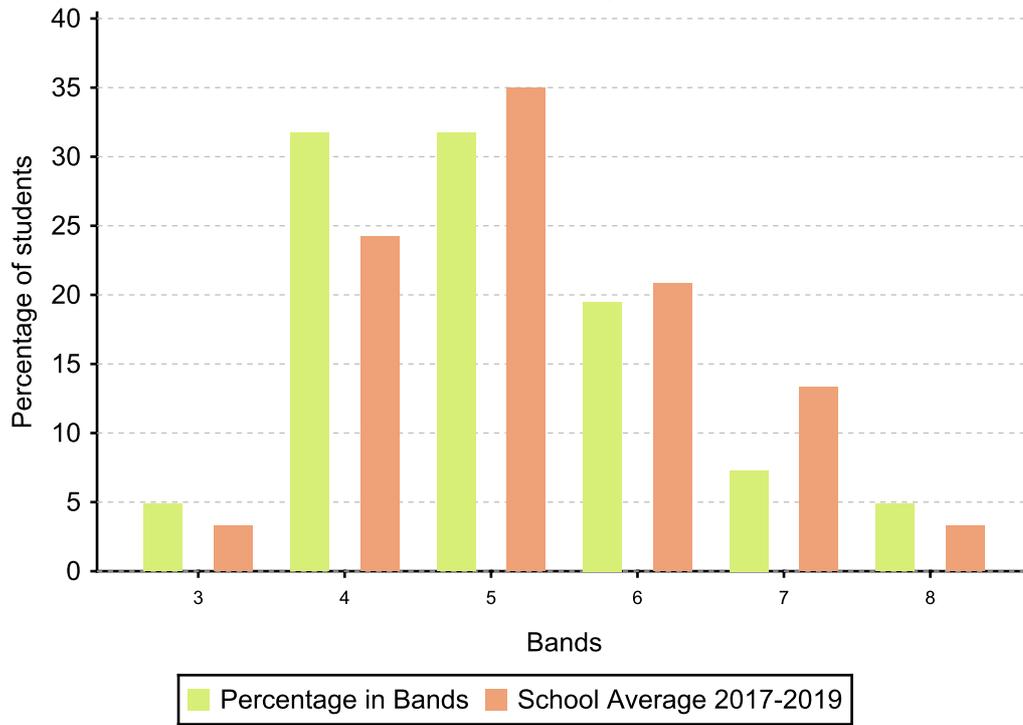
Band	3	4	5	6	7	8
Percentage of students	19.0	14.3	40.5	16.7	4.8	4.8
School avg 2017-2019	18.2	16.5	44.6	15.7	2.5	2.5

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	10.0	6.7	23.3	36.7	23.3	0.0
School avg 2017-2019	8.9	12.9	24.8	26.7	18.8	7.9

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.9	31.7	31.7	19.5	7.3	4.9
School avg 2017-2019	3.3	24.2	35	20.8	13.3	3.3

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me **Parent Survey** results were extremely pleasing with the school mean consistently above the NSW Govt Norm in all aspects surveyed. One positive result was around positive behaviour with our students being able to articulate clear rules for school behaviour (School Mean = 9.1 / NSW Govt Norm = 7.7). One area for focus from the parent survey would be around teacher expectations of homework (School Mean = 5.9 / NSW Govt Norm = 7.3).

Student survey results from throughout 2019 indicated some confronting data but also some pleasing growth areas.

- In April, 70% of students had a positive sense of belonging but this had decreased in November to only 59%.
- In April 82% of students had positive behaviour and this increased to 88% later in the year.
- The percentage of students intellectually engaged in all three surveyed areas (Interest & Motivation, Effort and Quality Instruction) increased on average by 5%

Teacher Surveys as part of Tell Them From Me indicated both strengths and areas for growth.

STRENGTHS

- Teachers work collaboratively with school leaders to create a safe and orderly school environment
- Teachers communicate with each other about strategies that increase student engagement
- Staff set high expectations for student learning
- Clear expectations are established for classroom behaviour
- Effort goes in to including students with additional learning needs into class activities.

AREAS FOR GROWTH

- School leadership members participating in greater teaching observation
- Sharing of learning goals across stage teams
- Utilisation of success criteria during assessment tasks
- Increased use of written feedback on student learning
- TECHNOLOGY
- Greater inclusion of parents in learning and feedback

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.