

# 2020 Annual Report

## Quaama Public School



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# Introduction

The Annual Report for 2020 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.

## School contact details

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Quaama Public School

48 Cobargo St

Quaama, 2550

[www.quaama-p.schools.nsw.edu.au](http://www.quaama-p.schools.nsw.edu.au)

[quaama-p.school@det.nsw.edu.au](mailto:quaama-p.school@det.nsw.edu.au)

6493 8213

## School vision

Quaama Public School fosters a community of respect where people feel connected and safe. A strong sense of wellbeing is prioritised through a focus on positivity and delivery of practices tailored to meet each individual's needs. (to support ongoing growth and improvement).

## School context

Quaama Public School fosters a community of respect where people feel connected and safe. A strong sense of wellbeing is prioritised through a focus on positivity and delivery of practices tailored to meet each individual's needs. (to support ongoing growth and improvement).

Quaama Public School is a small, community focused school with a current enrolment of 41 students from K-6, situated between Cobargo and Bega on the Far South Coast. School numbers have fluctuated over the past seven years with student numbers ranging from 40 to 70 students. Our FOEI has increased 20 points over the last 3 years indicating a change in the families moving into the area. The school has a variety of areas for students to play and engage in outdoor activities ranging from a football oval, playground equipment, large shaded areas and a covered basketball court. Students also have access to a school bike track and a large orchard initiated by the school P&C.

The whole school approach to learning and wellbeing focuses on the values of Respect, Responsibility and being a great Learner. Teachers reinforce school wide expectations through positively acknowledging student behaviour and explicitly teaching expected behaviours.

Quaama PS is committed to improving the quality of teaching across all classes through targeted ongoing professional development. Teachers are dedicated to quality classroom practise and the training and reflection needed to for continuous improvement. There is a significant focus on improving the quality of numeracy teaching and improving student growth from year 3 to year 5. All students experience high quality music lessons each week with selected students taking part in a large music event at the Sydney Opera House each year. Quaama PS offers Japanese lessons once a week where all students are given the opportunity to learn the language and about the culture.

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.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	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	Sustaining and Growing

## 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.

### 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)
2020 saw a 75% change over in teaching staff with collaboration pivotal to the success in establishing school routines and implementing teaching and learning programs. Significant focus on individualised learning and behaviour management plans provided a platform students to re-engage in school and their learning. Social and emotional growth and stability was primary target for QPS in 2020.  2021 to see continuation of student wellbeing with a specific lens on academic achievement.	Classroom teacher additional 0.6  Covid casual teaching allocation  <b>Funding Sources:</b> • Director Approval of expenditure (\$65000.00)

## 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

### 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>Given the significant impact of local bushfires in addition to the Covid disruption to school operations in 2020 parent connection with students' learning was well supported by the following strategic approaches;</p> <ul style="list-style-type: none"><li>• Covid at home learning period supports through School Stream messages, Pre-recorded teacher instruction videos disseminated through FlipGrid and google links.</li><li>• Zoom meetings - community consultation re changes in class structures (groups) in response to Covid at home learning return to school.</li><li>• Regular P&amp;C meetings and communications</li><li>• School reporting opportunities through three-way interviews, online feedback and general communications</li></ul> <p>2021 will see a continuation of this mixed platform supporting effective communication with parents/carers.</p>	<p>Additional staffing to support planning and programming</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Literacy and numeracy (\$3000.00)</li></ul>

#### Process 2: Effective Transitions

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>2020 complexity with bushfires having impacted the community resulted in additional programs being implemented in the school;</p> <ul style="list-style-type: none"><li>• Royal Far West - trauma training for staff and Stormbirds for students</li><li>• Save the Children - Journey of Hope support interventions</li><li>• Visits with Bega HS staff to build relationships with QPS students who were transitioning to HS</li></ul> <p>Equity funding sources supported additional school staffing needed in Learning and Support. QPS has complex inter-agency supports from a range of health and welfare providers.</p> <p>2021 student demographic is shifting with less complex health and welfare concerns forecast. However, staffing structure will continue to support strong</p>	<p>Additional staff to accommodate parent and community liaison meetings.</p> <p>0.4 FTE class teacher supporting LaST</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$3482.00)</li><li>• Aboriginal background loading (\$7750.00)</li></ul>

## Progress towards achieving improvement measures

relationships with all external agencies to best support our students and families.

Consolidating approaches to trauma informed teaching and learning will continue throughout 2021.

- English language proficiency (\$912.00)
- Low level adjustment for disability (\$9733.00)

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Additional teaching support  <b>Funding Sources:</b> • Aboriginal background loading (\$7 750.00)	Small group intervention in literacy and numeracy supporting all Aboriginal students through a formalised PLP approach developed in conjunction with family members and students.
<b>Low level adjustment for disability</b>	0.2 FTE staffing and flexible funding \$9733  <b>Funding Sources:</b> • Low level adjustment for disability (\$31 610.00)	Classroom teacher engaged to support students requiring learning adjustments, maintenance of NCCD register and implementation of identified interventions; whole-school assessment data and analysis.
<b>Quality Teaching, Successful Students (QTSS)</b>	Classroom Teacher 0.093 FTE  <b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$10 173.00) • Teaching Principals Relief (\$40 828.00)	QTSS funds in addition to Teaching Principal relief funding supported educational leadership initiatives throughout 2020. Teachers engage in profession discussion and collaborated to improve teaching and learning across the school. Focus on effective feedback, coaching and mentoring provided cohesion within a newly formed staff.  2021 continued focus on learning and development, effective classroom practice and educational leadership will continue to embed explicit systems for collaboration and feedback to sustain quality teaching practice.
<b>Socio-economic background</b>	Additional Classroom Teacher time  <b>Funding Sources:</b> • Socio-economic background (\$30 748.00)	Strengthening of learning and support strategies fully expended this funding.  2021 it is anticipated continued additional funding required for learning and support to ensure students reach their potential.



# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	26	29	25	26
Girls	36	34	29	28

## Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.9	94.1	91.9	92.5
1	95.6	94.4	91.9	92.5
2	92.3	93	89.6	94
3	94.1	95	93.1	93.8
4	95.9	90.1	92.6	93.8
5	98.3	89.5	89.6	93.2
6	94.3	91.9	91.2	89.3
All Years	95	92.4	91.3	92.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

## 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)	2.39
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	171,084
<b>Revenue</b>	977,794
Appropriation	910,665
Grants and contributions	66,692
Investment income	438
<b>Expenses</b>	-1,054,067
Employee related	-928,422
Operating expenses	-125,645
<b>Surplus / deficit for the year</b>	-76,273
<b>Closing Balance</b>	94,811

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	99,553
<b>Equity Total</b>	71,020
Equity - Aboriginal	7,750
Equity - Socio-economic	30,748
Equity - Language	912
Equity - Disability	31,610
<b>Base Total</b>	682,473
Base - Per Capita	12,987
Base - Location	15,437
Base - Other	654,049
<b>Other Total</b>	27,483
<b>Grand Total</b>	880,529

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Parent/caregiver, student, teacher satisfaction

16 parents completed the Tell Them From Me survey in Term 3, 2020. Parents felt supported when their students were learning from home. This was well above the state mean. Parents believed they could speak easily to their child's teacher and the school's administrative staff were helpful. Parents also believed reports were written in terms they understand and they are kept informed about their child's behaviour. Parents acknowledged that their child is encouraged to their best and their teacher shows an interest in their learning. Parents believed their child feels safe going to and from school.

More timely action when dealing with behaviour issues.

More accessibility to speak with the principal.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.