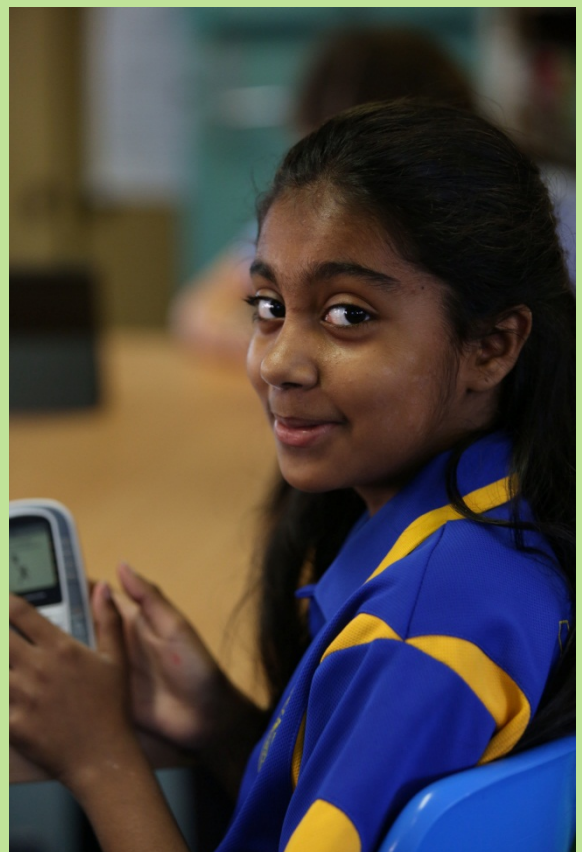
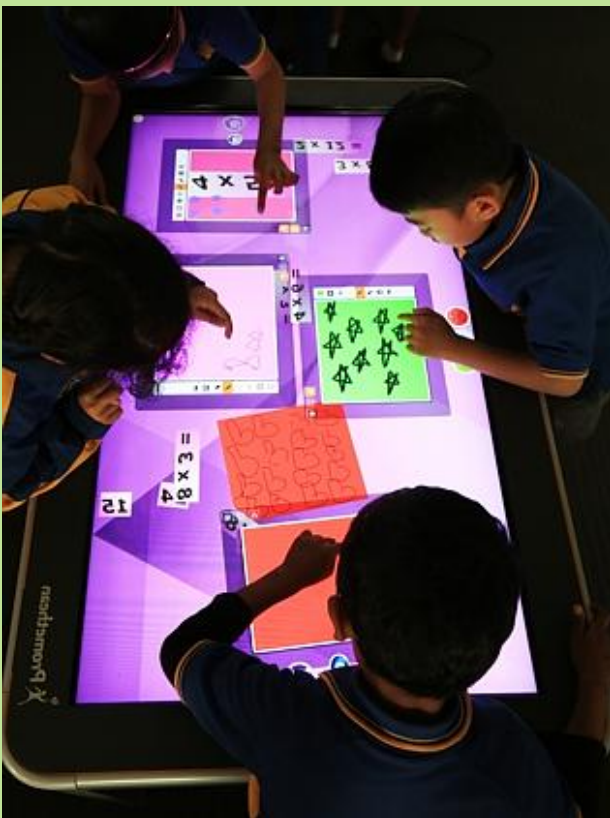


Quakers Hill Public School Annual School Report 2014



Messages

Principal's message

Quakers Hill Public School is a dynamic and caring learning community, which has been catering for families living in the school's drawing area since 1914. The school's banner statement '**innovation-excellence-success**', and expectations '**safe, responsible, proud, learners**', encapsulates what this outstanding place of learning is all about and is reflected in many programs and activities offered by the school, ensuring that every aspect of school life (academic, social, sporting, leadership and performing arts) are catered for. Our banner statement is the school's reason for being; it is our ethos, our mantra.

This year, Quakers Hill celebrated 100 years providing our students with exceptional learning opportunities. 100 years of innovation, excellence and success. 100 years of imagining the possibilities, believing in the possibilities and creating these possibilities.

Current students and staff celebrated with past students, past teachers, principals and parents reminiscing on the past, marvelling in the present and looking in to our future. Quakers Hill has stood for 100 years on this site providing our community with amazing educational learning opportunities for each and every child. Always at the cutting edge of education, always innovative in what it does. For 100 years Quakers Hill has ensured that our future is in the hands of amazing young people becoming outstanding citizens

Quakers Hill not only serves to improve student learning outcomes and academic success, which is a given and evident through all external assessment results, but this beautiful school is also about providing for the well-being of the whole child. We as a staff and a community are committed to ensuring that each child's emotional intelligence and resilience are also catered for. What this means for our students is, that when things don't always go according to plan our students have the emotional resilience to bounce back and continue to be the happy, altruistic individuals that they are. It means that our kiddies are be able to face life's challenges with strength of character and a positive outlook. We are committed to ensuring that our students

enjoy coming to school and that they enjoy learning.

Our core belief is that our school is built on innovation, excellence and success. This belief is evident in all that we do and achieve in every single classroom and across curricular and extra-curricular activities. The innovation, excellence, success was evident this year in terms of academic excellence through our outstanding NAPLAN and university test results and demonstrated by 60% of the Year 6 students who sat the selective highs schools test being success in gaining entry in to selective high schools and that 13 our Year 4 students gaining entry into opportunity classes. These are amazing results by an amazing school by any measure.

By all assessment measures and benchmarks, the students of Quakers Hill consistently perform at and above state average as indicated through NAPLAN results, university testing, school based assessment and the learning continuums. The teachers work tirelessly to ensure that this trend continues and that children are provided with high expectations and quality teaching embedded in all classrooms through a differentiated curriculum.

The school enjoys with a wonderful partnership with the Parents and Citizens Association (P&C). This is an essential partnership and a vital component of the connectedness and shared vision exists in this wonderful learning environment. We have a clear direction for our school and our students and we work together to achieve this vision and direction. Quakers Hill Public School continues to be the school of choice for families within the local drawing area, for students from Kindergarten to Year 6.

Quakers Hill, a founding member of the Blacktown Leaning Community (BLC) since 1994, continues to take a proactive leadership role within this group. The BLC consists of 28 schools (principals and parent representatives) working together to provide students, staff and parents with quality programs, projects and professional learning opportunities.

Outstanding educational outcomes are delivered through state of the art e-learning as this is vital in engaging our students and providing them with a stimulating modern environment in which to learn. Today's world is a digital world, changing rapidly, and we are committed to preparing all of our

students for this world. As of 2014, the school has a 1:2 ratio of e-learning devices (tablets and netbooks), to students. I would encourage our local and wider community to visit the school's website, specifically the e-learning tab for a detailed description of the outstanding state of the art technology that is afforded to each student.

The staff at Quakers Hill Public School is committed to a process of continuous improvement and self-evaluation to meet the ever changing needs of the school, the community and its students in order to remain at the cutting edge of education and learning. This is an expectation that as a school we have and place on ourselves to continue to challenge current practices for the betterment of our students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Bert Lo Campo – Principal

P and C Message

2015 was a successful year for the P & C. The P& C was presented with a grant to install a second COLA, over the kindergarten astro turf area behind the library. This structure is now a wonderful new addition to the school. It adds a new useable learning space and play area for our students and the wider community.

2014 was also the year that the school celebrated its 100year anniversary. The P & C took the opportunity to enhance the celebrations with a successful BBQ that raised much needed funds to support the school's range of diverse programs. Student numbers are now in excess of 800 students and any of our fundraising and related events require significant organization. I would like to thank all P & C members and parent helpers for assisting with the running of these events. Through fundraising, the P& C was able to raise funds to assist the school with the purchase of Athletics, Reading Eggs, Smart TVs and an electronic school sign.

As the school has grown, so to has the traffic surrounding the school. The P & C has initiated a community campaign to have extra off- street parking provided and a possible construction of a purpose built 'kiss and ride' bay on Medlow Drive to ease traffic congestion. It is hoped that during 2015

Blacktown Council will provide our school community with these much needed additions to our school's infrastructure.

Katrina Mitchell- P & C President

SRC Message

The Student Representative Council (SRC) is an important and integral group within the school. The SRC provides students with varied opportunities to learn and foster leadership skills, to develop communication skills and to participate in the decision making process. It empowers students at our school to identify and help solve problems. Students are then encouraged to present solutions to these problems that should help improve our school community.

This year, the SRC has provided students with a variety of opportunities. The SRC donated money to the school library and with the assistance of Mrs Kotowski purchased a book for each stage. We raised funds for our school by organising an SRC café during Education week and a cake stall during Semester One where funds were distributed to Stewart House. The students' leadership and communication skills were developed and enhanced by the organisation of portfolios. The areas of concern were the Environment, Charities, Publicity and Fundraising. The aim of the portfolios is to give future direction and focus on the issues raised for action.

Heather Williams & Colleen Soper- SRC Coordinators

School context statement

Quakers Hill Public School is a dynamic and caring learning community which has been catering to families in the school's drawing area since 1914. Current enrolment is 810 students.

The school's banner statement of 'innovation – excellence – success' is reflected through the many programs and activities offered by the school to ensure that every aspect of school life is catered for.

The school has a strong commitment to providing a safe and supportive environment for all of our students. We are a truly multicultural school with 66% of our students being from Language

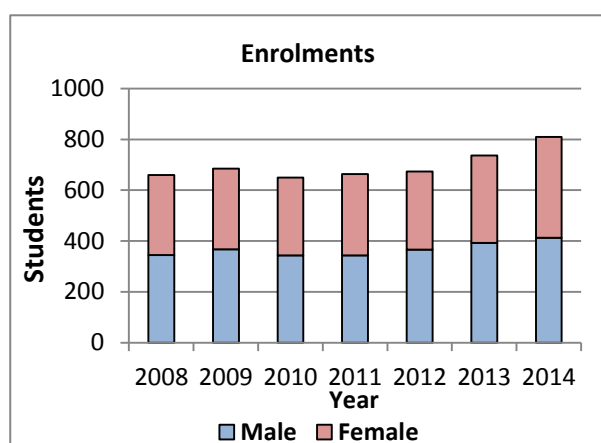
Background other Than English (LBOTE) background 4% of our students being from an Aboriginal or Torres Strait Islander background. Cultural diversity is recognised and celebrated across our school.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	345	368	344	343	366	393	413
Female	315	317	305	320	308	343	397



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	93.1	95.5	94.7	95.8	95.0	94.9
	1	92.7	94.3	94.6	93.8	96.0	94.4
	2	93.1	94.2	93.2	94.6	96.1	95.4
	3	93.0	95.2	95.1	93.2	95.6	96.8
	4	93.0	95.2	95.1	94.9	95.3	95.6
	5	93.7	95.9	94.8	94.9	96.0	95.6
	6	93.2	95.2	94.1	94.7	95.6	93.8
	Total	93.1	95.1	94.5	94.6	95.7	95.2
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

Student attendance and partial attendance are recorded on a daily basis. Teachers monitor attendance concerns and notes are sent home where necessary.

If students have attendance at less than 85%, the Learning Support Team work with families to improve attendance. If attendance continues to be a concern, a referral is made to the home school liaison officer.

Under the new policy, parents are required to seek exemptions for their child(ren). This is appropriate where students may be travelling overseas for extended times notifiable in advance. Exemptions for up to 100 days can be approved by the Principal and cannot be granted retrospectively. Exemptions greater than 100 days require the approval of the Director. Where exemptions are granted, absences do not count in attendance data for the school.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The following table indicates the number of staff at Quakers Hill Public School and the various roles that are undertaken. It is important to note that whilst many staff work in a full time capacity, there are a number who work in a part time capacity and share classes or roles.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	26.0
Primary Part-Time Teacher	1.3
Primary Teacher Executive Release	1.0
Primary Teacher RFF	1.428
Teacher of Reading Recovery	0.945
Learning and Support Teacher	1.0
Learning and Support Pool	1.0
Teacher Librarian	1.4
Teacher of ESL	2.4
School Counsellor	1.0
School Administrative & Support Staff	4.872
Total	49.345

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

There was 1 staff permanent staff member of Aboriginal or Torres Strait Islander descent employed at Quakers Hill Public School during 2013.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	22%
NSW Institute of Teachers Accreditation	58%

Professional learning and teacher accreditation

In 2014 all staff at Quakers Hill Public School participated in professional learning funded by a grant of \$28204.

All staff participate in regular professional learning activities that focus on improving student outcomes. In addition to regular team and staff meetings, teachers are given the opportunity to develop the quality of their teaching through demonstration lessons, structured observation lessons, team teaching and individualised professional learning plans.

All teachers have continued to train and update their skills in the Accelerated Literacy pedagogy and balanced mathematics sessions.

Teachers also engaged in professional learning centred around meeting student needs. This involved training in speech therapy, learning and support team processes and managing challenging behaviour.

The introduction of the Science syllabus as part of the Australian curriculum saw staff take part in registered courses to support its' implementation.

Beginning Teachers

In 2014 Quakers Hill Public School utilised funding under Great Teaching Inspired Learning to support permanent beginning teachers to adjust to their role through a comprehensive induction process, the allocation of mentors, additional RFF each week as per guidelines and collegial networks to ensure teachers were provided with guidance and support to navigate key transition points.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as

permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	298203.16
Global funds	421922.85
Tied funds	270686.81
School & community sources	363986.17
Interest	10487.83
Trust receipts	107783.75
Canteen	0.00
Total income	1473070.57
Expenditure	
Teaching & learning	
Key learning areas	93101.56
Excursions	109060.61
Extracurricular dissections	32800.66
Library	5005.92
Training & development	1612.74
Tied funds	255502.95
Casual relief teachers	140429.54
Administration & office	133545.09
School-operated canteen	0.00
Utilities	82684.20
Maintenance	67079.53
Trust accounts	96790.05
Capital programs	127500.75
Total expenditure	1145113.60
Balance carried forward	327956.97

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



School performance 2014

Quakers Hill Public School has a strong commitment to providing students with opportunities to participate in a variety of experiences.

Choir

The school choir consists of three individual choirs and they have had an excellent and successful year. The choirs being led by: Stage 1 Choir – Mrs Pearce and Miss Bowman, Stage 2 – Miss Susi and Stage 3 – Miss Deguara. Throughout the year the choirs rehearsed on a weekly basis.

Inter-school rehearsals were also conducted within the region, where the Stage 2 and 3 Choirs had the wonderful opportunity to travel to different schools to rehearse and meet with other students involved in the Blacktown Music Festival choir. They later showcased a range of spectacular songs at the Blacktown Music Festival. In addition to the Blacktown Music Festival, the choir also gave great performances during Education week at Westpoint Blacktown, Principal's Assemblies, Stage Assemblies and other important school events. The school choir has had a fabulous 2014.

Mrs Pearce, Miss Bowman, Miss Susi & Miss Deguara – Choir Coordinators

Dance

The 2014 Senior Dance group was comprised of 22 very talented performers from Years 5 and 6. The group performed a modern jazz routine to a medley of current pop songs. The routine was choreographed by Miss Kladal and Mrs Weatherburn. In Term 3 the Senior Dance group performed at the Blacktown Music Festival at Bowman Hall. The group enjoyed a number of in-school performances during Education Week and at Principal's Recognition Assemblies. The talent and commitment of the dancers was evident throughout the year.

The Years 3 and 4 students in the Junior Dance group participated in a number of performances both in school and at Westpoint Shopping Centre, showcasing the talent of the Blacktown area. This provided a valuable and rewarding extra-curricular opportunity for the students. The routine was

choreographed by Miss Kladal and Mrs Weatherburn. Both teachers were extremely proud of the group's dedication and achievements.

The Stage One Dance Group was awarded a highly commended at the Hawkesbury Eisteddfod in August. They also performed at the Kindergarten Concert, the schools 100 year celebration and the opening of the new OOSH building.

All of the dance teachers are extremely proud of the dance groups dedication and achievements during 2014.

Miss Alicia Kladal & Mrs Karyn McDonald- Dance Teachers

Public Speaking

Quakers Hill Public School has a very active and successful Public Speaking programme as part of the co-curricular life of the school. Not only does this wonderful program provide an opportunity to further gifted and talented students in English but they also help to develop and foster relationships with our network schools.

Stage 2 and Stage 3 students participated in a Multicultural Perspectives Public Speaking Competition at our school. Two students from each stage were selected to represent our school at the district final. Hayley O'Connor successfully won her division and proceeded to the Regional Finals.

Quakers Hill also had four students from Stage 2 and Stage 3 compete in the Blacktown Learning Community Public Speaking Competition. All students spoke brilliantly and are to be commended. This year, the public speaking program at Quakers Hill Public School has continued to thrive and our students have demonstrated excellence in all competitions.

Miss Denise Deguara and Miss Kristine Susi – Public Speaking Coordinators

Premiers Debating

This year Quakers Hill PS had two teams involved in the Premier's Debating competition. The teams were coached by Miss Kladal and Miss Vumbaca. The team met weekly to discuss topics and to work

on rebuttals, team lines and overall structures used in debating. The students debated against a range of schools from the Western Sydney area both in school and at other locations. One of the teams was successful in reaching the semi-finals. Both teachers were extremely impressed with the student's dedication, commitment and hard work throughout the year.

Miss Alicia Kladal- Premiers Debating Coach

Blacktown Learning Community (BLC) Initiatives

BLC Sharing

In Term 3, approximately 30 students from the school were selected to participate in a Sharing Course. These students had been nominated by their teachers for displaying talent in a particular area- from art through to technology and sport. Students were able to spend the day developing their skills in an area of interest with other like-minded children. There were also three Sharing courses run by teachers at Quakers Hill Public School- an art course run by Miss Kladal, a cupcake decorating course run by Mrs Stojanovic and an Aboriginal Culture course run by Mrs Christey.

Miss Alicia Kladal- Sharing Co-ordinator

Blacktown Music Festival

On the 11th of September, 2014, students from Quakers Hill Public School performed as part of the Blacktown Music Festival. Students from the Stage 2 and 3 choirs performed alongside students from other participating schools in the combined primary choir. Prior to the performance, the students had attended a number of rehearsals at Lynwood Park Public School as well as a rehearsal performance at Bowman Hall. The students performed 11 songs of various genres with confidence on the evening.

Our Senior Band performed 'Grease Medley,' as the first individual performance of the night. The dedication and hard work from the students was evident in their flawless performance. Our Senior Dance group presented 'Rather Be,' which was a jazz dance performed to a medley of current pop songs. The students should be commended on their amazing talent and commitment to the performance.

We were lucky enough to have a large number of our parent community attend the concert. The students were thrilled to be able to showcase their hard work to their family and friends. Congratulations to all of the talented students involved.

Miss Alicia Kladal- Senior Dance Teacher



Operation Art

In Term 3, approximately 20 students from Years 1-6 were given the opportunity to attend an Operation Art excursion. These students had been nominated by their class teachers for displaying talent in the area of Visual Arts. The students spent the day at Sydney Olympic Park in Homebush, participating in a range of art activities, from sculpture to collage.

Miss Alicia Kladal- Operation Art Co-ordinator

Band

On Monday October 13th the junior and senior drama groups and the opportunity classes participated in the 2nd annual QHPS drama night attended by over 100 parents. Drama provides students a safe and challenging opportunity to develop key speaking and expressive language skills that entertain, inform and persuade. The junior drama group performed a play called 'Lady Dorothy and the Pirates' directed by Mrs Christey. The senior drama group performed 'Christophella', a play which was adapted by two 6S students Kshama Owen and Hooriah Anwar and was directed by Mr Abbey.

The opportunity classes 5H and 6S produced, casted and directed many skits and short plays from school magazines. The night was a huge success as we raised a lot of money for our school and left every audience member entertained. A huge well done to all the performers and teachers for the many hours of practice and preparation given throughout this year to deliver plays incorporating particular purposes and audiences (Australian English Curriculum outcomes). Thank you to the parents for supporting us.

Freya Roynon & Gouri Saini 6S



Environmental Education

In 2014, Quakers Hill Public School has made the effort to be more sustainable in our everyday lives. Learning about environmental sustainability is not only vital for students to learn about in the 21st Century; but it is embedded throughout the New Australian Curriculum. Quakers Hill Public School has ensured we are ready for this change by starting some new environmental projects.

It is important for students to learn how to take care of their environment. By learning this skill at an early age, it will ensure the children of our future will have a happy and safe place to live. For this reason, our school has started a variety of projects to give our students hands-on outdoor learning experiences. This has allowed Stage 2 students the opportunity to construct, maintain and enjoy class

vegetable gardens. We have provided 8 classes with gardening spaces around the school grounds to engage in sustainability education. By giving students this opportunity, it teaches them how fragile our environment is, gives them problem solving skills and educates them how to care for their environment.

These garden beds has allowed Stage 2 teachers ways of integrating a variety of KLA's in Environmental Education, such as Maths and Art—measuring perimeter and area, measurement in the depth of planting seeds and making creative scarecrow art sculptures. In addition, Healthy Living (PDHPE) is promoted as students can enjoy a healthy snack when their crop is ready to harvest.

A new worm farm and tumble compost was also installed in 2014. This has reduced our school's waste output, as Crunch 'n' Sip fruit and veggie scraps are now 'recycled' in both areas, providing our crops with rich fertiliser and soil for gardens around the school.

Our school has also participated in Clean Up Australia Day and National Tree Day to further reinforce our school sustainability message. Furthermore, EnviroMentors incursions have also been held to educate students about the benefits of using worm farms and how to conserve water.

Quakers Hill Public School will continue to lead the way in sustainability education in 2015. We aim to expand our environmental projects; with the installation of more garden beds and constructing a greenhouse. This will provide teachers ways of planning innovative lessons, and most of all allow our students to have fun outdoors!



Mr William Dorrell- Environmental Coordinator

Learning and Support

At Quakers Hill Public School, we recognise the importance of seeing students as individuals with

differing learning needs. On this basis, we aim to provide additional support and encouragement for students when necessary. Based on teacher referrals, students are selected for support as deemed necessary.

This year, students from Kindergarten to Year 6 have benefited from small group support and classroom support in Literacy and Mathematics. At other times, support is provided to the whole class, working alongside the classroom teacher.

It is exciting to see each student progressing at their own rate, and encouraging to see the positive influence that they have with each other in their group as they work together. We look forward to continuing to support students in their learning in 2015.

Andrew Cooper and Maryanne Cole – Learning and Support Teachers



Live Life Well @ School

Live Life Well @ School (LLW@S) is a joint initiative between the NSW Department of Education and Communities and NSW Health that aims to get more students, more active, more often. Quakers Hill Public School continued to implement the Live Life Well @ School program in 2014. The focus of this program is to ensure the successful teaching of the fundamental movement skills and nutrition to all students across the school. The program also aims to improve teacher's knowledge, skills and confidence about making healthy choices and the fundamental movement skills as part of the Personal Development, Health and Physical Education (PDHPE) Syllabus.

This year we continued to follow our action plan that was developed for Quakers Hill Public School in

2012. All classes continued to participate in Crunch & Sip on a daily basis. This program encourages students to eat more fruit and vegetables throughout the day and highlights the importance of drinking water regularly.

In Term 4, Quakers Hill Public School participated in Fruit 'N' Veg week. This will include all classes participating in a variety of lessons, focusing on the importance of nutrition in our everyday lives. Our parents and local community are also invited to participate by providing our students with fresh fruit and vegetables for class tasting sessions.

Miss Hayley Pleffer – PD/H/PE Coordinator



School Swimming and Water Safety Program

December 2014 saw 180 students from Year 2 to Year 6 attend the Department of Education and Communities School Swimming Scheme at Emerton Leisure Centre. Swim Scheme is an intensive 10 day program that develops water confidence and provides students with basic skills in water safety and survival.

Qualified swimming instructors first assessed all students and then graded them into an appropriate swimming group. The 45 minute lessons followed a prescribed program; including water safety skills, correct breathing techniques and practise of different swimming strokes. At the end of the two week program all swimming groups were re-tested on water safety, freestyle swimming distance and their ability at swimming other strokes. A special certificate was awarded to each student showing their progress and achievement upon completion of the program.

Students from Quakers Hill Public School enjoyed their time learning to swim and becoming more confident around water.

Miss Rosannagh Ryan– Swim Scheme Coordinator

Sport

Quakers Hill enjoyed another year of great achievements in sport. 17 students were selected to represent Blacktown PSSA in sporting teams.

In summer PSSA, our school was successful in being declared joint premiers in the junior cricket and senior cricket as the grand final night were cancelled due to extreme weather. Both teams were undefeated during the completion. The senior girls' softball team and the junior girls' tee ball teams were semi-finalists.

In winter PSSA, the Senior A and Junior Oz Tag teams were grand finalists. They were declared joint premiers with the other grand finalist team as the finals were washed out this year. All other winter PSSA teams qualified for the semi-finals.

In swimming, Quakers Hill finished 8th in the Blacktown Zone. One student was selected in Blacktown Zone team to attend the Sydney West Carnival.

In athletics, Quakers Hill finished 11th in the Blacktown Zone. Three students were selected in the Blacktown Zone Team.

In cross country, Quakers Hill finished 2nd in the Blacktown Zone with 5 students later competing at the Sydney West carnival.

Quakers Hill competed in Greg Alexander Cup in Mod League finalist in the B Division of the Blacktown Competition.

In football 2 teams participated in the Wanderers Cup. They were successful with a number of wins but missing out on the finals.

Four teams participated in a NSW Touch Football Gala Day. The senior and junior girls' teams were undefeated in the competitions.

The Royce Simmons Shield for Year 3 / 4 in participated in B Division of the Blacktown Competition.

An inaugural girls' team was entered and was very successful with victories against boys and girls teams.

2014 Sports Captains

	Captains	Vice Captains
Babilla	Jayden Rambukwella Marilyn Zhu	Lochlan Blair Selvy Ruslan
Derriwong	Cain Bonham Destiny Adlam	Dylan Bassili Kshama Owen
Kerribee	Ariraam Ramanan Paradise Quensell	Manraj Singh Yashleen Dhot
Warrimoo	Ian Wickeramaachichi Chloe Riley	Siddharth Pasuparti Sarah Kolomalu

2014 PSSA Representatives

Swimming	Ashleigh Out
Netball	Chloe Riley, Chloe Leibeck Briarna Hukui
Football	Jai Atkinson, Tony Cetinic
Cross Country	Tricia Spicer, Yohann D'Souza, Makayla Dare, Akshay Pandianrajan, Izabella Dunne , Selvy Ruslan, Ben Edgerely
Athletics	Chloe Riley, Chevonne Gilchrist, Siddartha Pasupati
Rugby League	Lachlan Connor

Mr Robert Pugh- PSSA Co-ordinator



Aboriginal Education

Quakers Hill Public School throughout 2014 has maintained an important Aboriginal education focus and continued a meaningful relationship, based on respect, with members of the Aboriginal

community. Quakers Hill Public School has continued to devise and implement programs to enhance the academic achievement of all Aboriginal students. The staff incorporates Aboriginal content in their teaching and learning programs and aim to achieve improved learning experiences and outcomes for all students.

The annual NAIDOC assembly was a great success. Uncle Wes, a senior community elder addressed the assembly, engaged the audience by his story telling and performed a Smoking Ceremony. The children of the Quakers Hill Aboriginal Dance Group performed various traditional and modern dances. The 'Sisters of the Dreaming', a dance group featuring mothers of our Aboriginal children and Aboriginal community members performed a breathtaking dance to 'One People One Land'. The Shillingsworth Dance Group mesmerized the audience with their traditional dancing and didgeridoo playing. The Aboriginal children of QHPS joined with members of the wider Aboriginal community to perform dances to traditional music accompaniment which gave a deep insight into Aboriginal culture, traditions and spirituality. The children of the QHPS Art group painted a spectacular traditional dot painting which was presented to the school and is displayed in the main office of the school. Community members shared in the celebrations with students and teachers and all feedback was extremely positive.

The Traditional Aboriginal Dance Group performed at Hornsby at the invitation of Hornsby Council as a part of their Reconciliation Ceremony. These talented performers received great accolades.

A dance group consisting of Aboriginal and non-Aboriginal children engaged in traditional and modern dances and performed at Westpoint Blacktown.

Children of Quakers Hill and their families engaged in a community based program whereby they crocheted blankets for the Aboriginal Community members of the Holroyd Council. The blankets were greatly appreciated and the participants felt a great sense of community spirit.

The children of Quakers Hill Aboriginal Art Group painted some extraordinary artworks which Holroyd Council displayed in the foyer of their council chambers.

Robert Ebsworth, an Aboriginal community member and teacher, assisted Aboriginal children in the classroom providing them with rich cultural experiences and assisted the classroom teachers to further develop the children's understanding of concepts learnt within the classroom. He was also a valuable asset in teaching Aboriginal dance and cultural aspects to the children and staff.

Quakers Hill Public School has many new initiatives and programs to implement in 2015 and beyond, and is constantly striving for positive outcomes in Aboriginal education.

Alyssa Christey - Aboriginal Education Coordinator.

Little Library

Each term, staff from Quakers Hill Public School invite our parents and preschoolers to join us in Little Library sessions. Little Library runs along similar lines to a playgroup where the children are engaged in themed activities that involve: storytelling, singing, technology and art and craft activities.

This year more than 22 children and their families attended each session, led by Mrs Droscher, Mrs Price and Mrs Johnston. We look forward to continuing these sessions in 2015.

Mrs Lyndall Droscher- Deputy Principal

Positive Behaviour For Learning

Positive Behaviour for Learning (PBL) is where we encourage our students to strive to be safe, responsible, proud learners. These are our school expectations. PBL aims to ensure that all students and staff share the same language to discuss behaviour and have the same expectations for behavior at Quakers Hill Public School. Staff and students have a clear understanding of the school expectations and take pride in demonstrating these expectations every day. Staff actively promote displays of positive behavior through our school reward system. The school celebrates positive behaviour by having PBL reward days each term.

Mr Toby Hynes – PBL Coordinator

Coffee Mornings

Coffee mornings occur each term. This is where various staff, community organisations and parents come together in an informal atmosphere. It is an opportunity to meet each other and ask questions about things that are happening in our school and in our local area.

Pop up coffee shops were added to coffee mornings in 2014 with a highly successful hot chocolate gathering in Term 3. We will continue to hold various informal get-togethers in 2015.

Mrs Lyndall Droscher- Deputy Principal

Speech Pathologist

Quakers Hill Public School was fortunate enough to secure a \$25,000 Every Student, Every School (ESES) grant in 2013. This funding enabled the school to employ a speech pathologist, provide professional learning for staff and workshops for parents.

During 2014 the P & C supported the school to continue to provide this resource for our students. Our speech pathologist is onsite once a week and provides team teaching opportunities for staff K-2. She also liaises with teachers in years 3 – 6 to provide recommendations on how to best meet student needs.

The continuation of this project has enabled us to strengthen our learning and support services to meet the needs of our students.

Mrs Lyndall Droscher- Deputy Principal

Reading Recovery

Reading Recovery is part of Quakers Hill Public School's operating system. This program is an early literacy intervention program designed to assist those students in Year 1 who are not meeting grade expectations. Individualised instruction is provided by specialist teachers on a daily basis until they reach an acceptable instructional reading level with their peers in class and the ability to utilise the skills that they have learned in Reading Recovery independently. The program is supplementary to the ongoing literacy activities in the classroom.

Mrs Robyn Doyle & Mrs Sharon Hodges – Reading Recovery Teachers

Early Stage 1 2014

On Wednesday 20th August the six kindergarten classes and their teachers enjoyed an amazing day at Calmsley Hill Farm, Fairfield. The excursion was organised to support the COGs unit "Growth and Change". Timed perfectly leading into spring, the children were treated to an abundance of baby chicks, calves, ducklings, kids and kittens (rabbits) to hold and pat. Demonstrations of whip cracking, working dogs, sheep shearing, a tractor ride and the opportunity to milk a very obliging cow, allowed the children to see and experience the daily routines and chores on a farm. The children were congratulated on their conduct, participation and behaviour by the staff at Calmsley Hill Farm. The day was a valuable hands-on learning experience for the children and teachers. The return bus trip was considerably quieter, with everyone having had a busy and memorable day on the farm.

Kindergarten students were also treated to visits from our local Police Officers from Quakers Hill Police, and Firemen from Schofields Fire Station. These visits were organised to support the "Our Needs" COGs unit which has a focus on the role of community groups and helpers. Children experienced having their finger prints taken by Constable John Bollard and sitting in the police car with the sirens blaring. Students were also allowed to climb up into the fire truck, and have a turn at using the fire hose.

Gigalees Crazy Circus show was also another valuable incursion organised for Early Stage One students. This performance supported the COGs unit "Moving". This was an interactive, entertaining show which got the students moving, singing and dancing. A great time was had by all.

Mrs Vera Stojanovic & Miss Sheree Vidler- Kindergarten Teachers

Stage 1 2014

Throughout the year the Stage 1 students have been involved in a wide variety of activities to support and expand their learning opportunities beyond the classroom.

During Term 1, the students in the 12J and 56P were given the wonderful opportunity to attend the Sydney Royal Easter Show. This supported their classroom learning about living things, life cycles

and celebrations. The students were given a taste of the country life, grinding their own wheat into flour and kneading bread and learning about the life on a farm. They played with animals in Friendship Farm, watched cows being milked and got to plant their own seedling to take home. We were able to get up close to Australian native animals, whilst taking part in the Wildlife show.

The Stage 1 students also had the privilege of attending a theatre production of Julia Donaldson's 'The Gruffalo' at the Riverside theatre to support the Accelerated Literacy activities based on the picture book. Having the chance to see actors live on stage was definitely a highlight of our year and such a special experience for the students.

Stage 1 and Early Stage 1 students participated in the K-2 sports carnival at school. Events included skills based games and age races. All students were acknowledged as participant and the parents provided valuable assistance throughout the day.

Ms Donna Jackson- Relieving Assistant Principal



Stage 2 2014

The students in Stage 2 had the opportunity to engage in a wide range of learning activities throughout 2014.

All Year 3 and 4 classes have been learning Mathematics using the "Taking Off with Numeracy" (TOWN) program with students improving their mental computation automaticity (speed and accuracy) and problem solving skills.

Every second Tuesday afternoon classes have conducted the Stage 2 Assembly and every student

has been an active public speaking contributor including several classes presenting musical items.

In Term 3, Stage 2 classes visited Elizabeth Farm and Experimental Cottage in Parramatta as part of the COGs unit 'Our Fleeting Past.' Students were able to experience life as a convict through a range of role-play and hands-on activities, such as cooking, cleaning and gardening. At Experiment Cottage, students learnt about early settlement in the Parramatta area.

During Term 4, the Stage 2 classes were visited by the CSIRO Education Unit as part of the COGs unit 'Machines.' Students were able to engage in a range of hands-on activities related to simple machines, motion and energy.

Stage 2 were involved in the Backyard League program in Term 3, where development officers from the Penrith Panthers worked with the students to develop their skills in Physical Education. All students received a free football for their excellent participation at the end of the four week program.

This year has seen the development of vegetable gardens in Stage 2. Each class has been given a garden to take care of. Students have been involved in the planting, watering and maintaining soya bean, corn, cucumber, zucchini and lettuce vegetables in these gardens.

Alicia Kladal- Stage 2 Co-ordinator

David Abbey- Stage 2 Assistant Principal



Stage 3 2014

This year, Stage 3 students were given the opportunity to attend both a day and overnight excursion as well as many incursions.

In Term 2, Stage 3 classes visited the Nan Tien Temple, as part of a unit of work 'Symbol Systems.'

Students participated in Chinese cultural activities, enjoyed an authentic vegetarian lunch, viewed the unique visual experience of the buildings and beautiful gardens and also provided an insight into Chinese culture and their beliefs and practices.

In Term 4, students attended an overnight excursion to Bathurst Goldfields, as part of a HSIE unit on Traditions and Heritage. The trip included; a tour of Echo Point, Katoomba, a tour of Jenolan Caves, a gold tour, gold panning and life in the goldfields activities.

Aside from this, the two OC classes attended an overnight OC Orientation camp which was held at Narrabeen Sport and Recreation camp in Term 1.

The OC classes and 5/6P Enrichment class participated in the exciting game show "Move it" which will air on television in early 2015. Move It! is a hectic game full of variety that comes down to how quickly the young contestants can think and react against a ticking clock.

This year, Stage 3 students also attended a range of incursions, including;

- Backyard League, where students were able to develop their rugby league skills through a range of training sessions run by experienced players;
- Anti-bullying and cyber-bullying workshops run by Constable John Bollard of Quakers Hill Police Station;
- Connected Classroom Incursions which enabled students to investigate scientifically and explore new concepts;
- Anti Graffiti workshops which explained the impact and consequences of graffiti;
- 'Worlds Apart' incursion which complimented work undertaken in library lessons.



Miss Denise Deguara – Excursion Coordinator

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

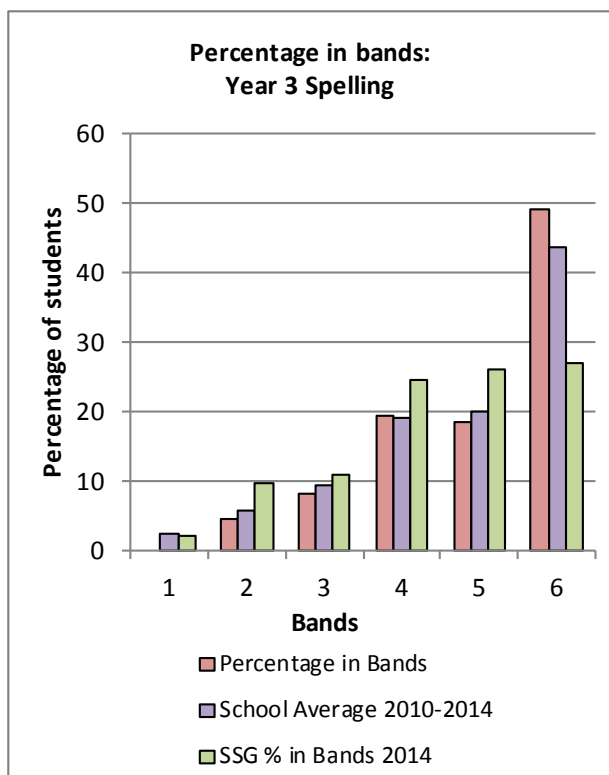
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

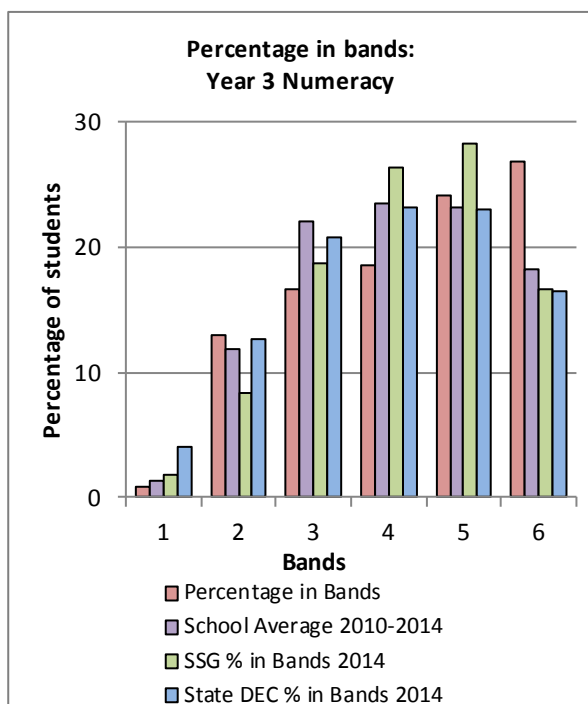
Alternatively:

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)



In 2014, over 96% of students achieved at or above national minimum standards in reading, writing, spelling and grammar and punctuation.

NAPLAN Year 3 - Numeracy

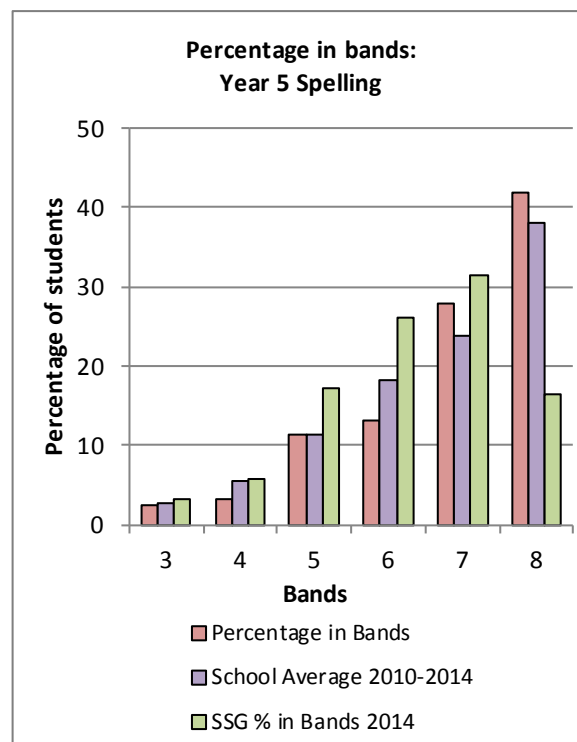


Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	96.3%
Writing	96.7%
Spelling	99.9%

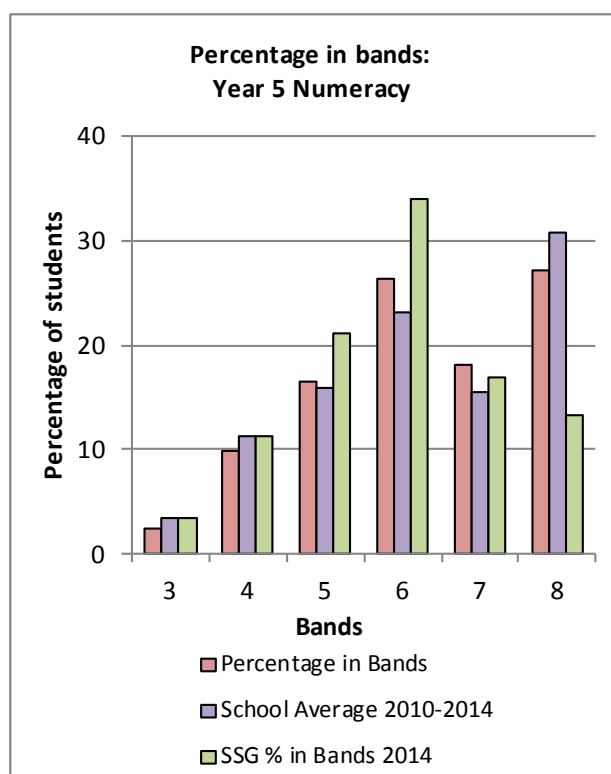
Grammar & Punctuation	96.3%
Numeracy	99.2%

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

In 2014, over 95% of students achieved at or above national minimum standards in reading, writing spelling and grammar and punctuation



NAPLAN Year 5 – Numeracy



Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	98.4%
Writing	98.3%
Spelling	97.6%
Grammar & Punctuation	95.9%
Numeracy	97.5%

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Quakers Hill Public School is passionate about enhancing the opportunities for all students and has provided support at all community levels to promote quality teaching and the inclusion of Aboriginal perspectives and content across KLAs for all students. Equity funding was provided to enable specific programs, strategies and subsequent outcomes to be implemented and achieved from the Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP) in 2014 including:

- Personalised Learning Pathways morning tea and planning session with school community
- NAIDOC celebrations including performances from local Aboriginal performance groups

- All staff participated in professional learning regarding Aboriginal education led by Maureen Wenzel.
- Employment of an Aboriginal Mentor in Terms 2-4 2014 to work with staff to increase their capacity to meaningfully embed Aboriginal perspectives across the curriculum when creating units of work.
- Workshops for all students on Aboriginal culture including music and dance
- Stage teams to create programming proformas that incorporate the Aboriginal 8 ways of learning pedagogy.
- Aboriginal traditional and modern dance groups offered across the school for students and co-ordinated by an Aboriginal staff member.
- All student attendance targeted and staff provided with professional learning to enhance the engagement and attendance of Aboriginal students.
- 100% of Aboriginal students to have a Personalised Learning Pathway plan.
- Aboriginal School Learning Support Officer to target student literacy and numeracy levels through in class support.

Multicultural education and anti-racism

Quakers Hill Public School is proud to be a school which is culturally diverse and where all community members are valued and supported. Equity funding was provided to support English as an Additional Language or Dialect (EAL/D) students. Strategies that were implemented to enhance all students' intercultural understanding include:

- Harmony Day where all students participated in activities to raise cultural awareness and to promote diversity.
- Cultural celebrations including Diwali. All students participated in workshops run by community members to further understand global cultures and celebrations.
- Community events including Coffee mornings and Little Library where all community members participate in discussion and activities and where

intercultural understanding is promoted and valued.

- Appointment of an Anti- Racism Contact Officer (ARCO) to support anti-racism throughout the school community.
- Interpreters provided to community members as required.
- Documents made available to parents available in community languages
- Community Liaison officer employed from Term 4 2014 to plan, support and enhance community participation through a cycle of data –collection, planning, implementation, evaluation and review.

Strategies to support English as an Additional Language or Dialect (EAL/D) students include:

- Staff participated in professional learning regarding data collection for EAL/D students.
- Specialist staff in all classes to support teachers regarding teaching strategies and targeted support for EAL/D students.
- All teachers skilled regarding the differentiation of the curriculum to meet the needs of EAL/D students.

The above strategies have resulted in the increase of EAL/D students English language proficiency.

Socio-economic background

Quakers Hill Public School provides a range of support for all students to ensure every child meets and exceeds their educational potential. Specific strategies to support students from a low socio-economic background include:

- Additional teaching staff employed to support teachers in class to plan, implement and review programs to meet the needs of students from a low-socio-economic background.
- School Learning Support Officers employed to implement intensive literacy and numeracy interventions including Multilit and Quicksmart to raise the educational achievements of students identified as 'at risk' or performing below National Minimum Standards.

- Continuum of support for students, families and the wider community at key transition points to increase participation, engagement and wellbeing.
- Continued strengthened partnership between Quakers Hill Public School and Wesley Mission to provide support for families including Triple P parenting Program and Tuning into Kids.

Low Level adjustment for disability

Quakers Hill Public School community embraces diversity and provides an inclusive and supportive environment that is able to cater to all students and their individual needs across both academic and social emotional domains. Specific strategies to support students from a low socio-economic background include:

- Comprehensive support for students channeled through effective Learning and Support Team processes
- Personalised learning and support programs for identified students delivered through Individual Education Plans (IEPs) that are reviewed every 5- 10 weeks.
- Professional learning for staff regarding meeting needs of students with a disability and the Disability Discrimination Act
- Employment of School Learning Support Officers to provide targeted support to students with a higher level of need and/or those with a range of complex needs.
- Continued collaboration with parents as to inclusion and how enduring partnerships can be further sustained to support their child's progress.

Learning and Support Learning and Support Processes

Quakers Hill PS has robust learning and support team processes that are built on durable home school partnerships and a shared commitment for all students to receive the best education

specifically tailored to their individual needs. Over the past 18 months the Learning and Support team has refined its systems and processes to ensure efficacy and efficiency regarding support for students, staff parents/carers and the whole community.

Nationally Consistent Collection of Data of School Students with a Disability (NCCD)

Quakers Hill PS opted in to participate in the Nationally Consistent Collection of Data of School Students with a Disability in 2014. As a result comprehensive systems and frameworks for supporting data collection and student support mechanisms were developed, evaluated and refined. Staff capacity has been assessed and strategically increased, through external and internal professional learning opportunities. These systems are now more equipped to fully support the compulsory data collection that is scheduled for 2015.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Collection and analysis of data sets including qualitative and quantitative data from both external and internal data sources.

Educational and Management Practice

Learning Survey

Comment	P	T	S
Teachers are actively engaged in and passionate about teaching and learning	96%	100%	93%
Teachers provide students with multiple opportunities for learning based on surface and deep thinking	96%	100%	86%

Students understand the learning intentions of each lesson	90%	91%	87%
Teachers use success criteria to know if students have achieved the learning intentions of each lesson	89%	96%	89%
Staff are actively engaged in learning themselves	93%	100%	83%
Students feel safe to say when they do not know something	82%	91%	70%
Students are able to track their learning and progress	89%	75%	80%
Teachers seek regular feedback from students	82%	80%	77%
Students are actively involved in knowing about what and how they are learning	89%	84%	88%
Teachers use a range of strategies in their day to day teaching	93%	100%	88%
Teachers use evidence of learning to plan next learning steps with students	93%	96%	88%
Parents/carers understand teachers when talking about how their children are learning and achieving at school	93%	83%	89%

(P-parents, T-teachers, S-students)

Future directions

This data indicates that only 70% of students feel safe to say when they do not know something. In 2015, staff and families will, via the Kidsmatter framework and strong family and community partnerships, be able to further build resilience in all students.

Curriculum

Mathematics

Mathematics is one of our Key Learning Areas and has been a focus for 2013- 2014. Data from surveys, observations, discussion groups, work samples and interviews have all been collated to evaluate this Key Learning Area.

Mathematics Parent Survey

Comment	Parents/Carers
Mathematics is an important subject	100%
Please describe your child's attitude to Mathematics (positive)	94% indicate their child feels positively about mathematics
My child's learning needs are currently being addressed in Mathematics.	87%
I am well informed of my child's progress in Mathematics	87%
Teachers use a range of strategies to teach mathematics	84%
My child uses hands on activities in the classroom to learn mathematics	91%
The school has a range of resources and equipment to assist in the effective teaching of mathematics	87%
My child uses the online "Mathletics" program at home	81%
I am confident in my ability to assist my child with Mathematics at home	87%
I am interested in attending an information session about how Mathematics is taught at QHPS and how to better assist my child at home	91%
Please outline any suggestions or ideas for improving the teaching and learning programs in Mathematics at Quakers Hill Public School	80% happy with current programs

Mathematics Teacher Survey

Comment	Teachers
I have the relevant knowledge and skills to teach mathematics	100%

I am confident with the new Mathematics syllabus	100%
My teaching and learning programs improve all students' mathematics skills	100%
I am familiar with the school's assessment schedule regarding mathematics	95%
Please list the mathematics assessments you use	100% listed assessments from the QHPS assessment schedule
Please comment on the frequency of these assessments	100% indicate they assess students regularly
Please comment on what you do with the assessment data	100% indicate they use this data to inform their teaching and learning programs and to plan future directions for students
Do you provide this data to anyone? If yes who?	55% provide this data to their supervisor.
Please comment on how you use these assessments as part of the teaching and learning cycle	100% indicate they use this data in all areas of teaching and learning cycle
I am confident with utilising PLAN and numeracy continuums to plot student data	95%
I use NAPLAN analysis information to inform my teaching and to plan collaboratively	90%
I use a range of strategies to teach mathematics	100%
I regularly use hands on activities to	95%

teach mathematics like support/PL	
I use Mathletics	70%
The school effectively supports high quality teaching and learning mathematics programs	100%
The school provides access to student and teacher resources to support mathematical thinking	100%
The school has a range of resources and equipment to assist in the effective teaching of mathematics	100%
Please indicate any area/s of mathematics in which you would like support and/or Professional Learning	Various
Please outline any suggestions or ideas for improving the teaching and learning programs in Mathematics at Quakers Hill Public School	Various

Mathematics Student Survey

Comment	Students
Mathematics is an important subject	95%
I enjoy mathematics	93%
Teachers use a range of resources and strategies to teach mathematics	94%
I enjoy hands on activities to learn mathematics	94%
I enjoy using technology to learn mathematics	92%
I enjoy using Mathletics	92%
The teacher makes it clear what students need to learn	92%
I like to work with others to solve problems in mathematics	80%
The school has a range of resources and equipment to help students in	96%

mathematics	
Please outline any suggestions or ideas for improving the teaching and learning programs in Mathematics at Quakers Hill Public School	Various

Future directions

This data indicates that assessment data and the schools' assessment schedule and tools for student data collection need to be evaluated and revised so to enable analysis of consistent streams of data are to inform the teaching and learning cycle school-wide. Ongoing professional learning in TEN, TOWN and CMIT will be available to all new and existing staff members.

School planning 2012-2014:

School priority 1

School planning 2012—2014: progress in 2014

School priority 1 - Literacy

Targets 2014

- RR levels: **80%** of Kindy students at Level 8⁺; **80%** of Yr 1 at Level 18⁺; **80%** of Yr 2 at Level 26⁺.

Year 3

- performance in reading skill bands 5-6 in Year 3 in NAPLAN to **45%**, from the 09-11 average of **41.6%**;
- performance in reading skill bands 3-4 in Year 3 in NAPLAN to **42%**, from the 09-11 average of **45.3%**; and
- performance in reading skill bands 1-2 in Year 3 in NAPLAN to **12%**, from the 09-11 average of **15%**;

Year 5

- performance in reading skill bands 7-8 in Year 5 in NAPLAN to **54%**, from the 09-11 average of **50.6%**;
- performance in reading skill bands 5-6 in Year 5 in NAPLAN to **32%**, from the 09-11 average of **35%**; and

- performance in reading skill bands 3-4 in Year 5 in NAPLAN to **12%**, from the 09-11 average of **15%**;

Outcomes from 2012–2014

	Year 3			Year 5		
	Below	At or below	Proficiency	Below	At or below	Proficiency
Reading Target	1%	7%	52%	0%	8%	50%
Achievement	4%	14%	51%	2%	14%	43%
Writing Target	0%	2%	68%	1%	5%	49%
Achievement	1%	10%	56%	2%	7%	42%
Spelling Target	1%	4%	72%	1%	5%	65%
Achievement	0%	5%	68%	2%	6%	70%
Grammar/Pun Target	0%	3%	68%	2%	8%	60%
Achievement	4%	11%	62%	4%	10%	65%

The table above indicates our target for 2014 on the top line. The number below indicates our achievement level.

Evidence of achievement of outcomes in 2014:

- 0% of students below target in Year 3 spelling;
- 62% of students at proficient in Year 3 grammar and punctuation;
- 68% of students at proficient in Year 3 spelling;
- 1% of students in Year 5 below target in writing;

Strategies to achieve these outcomes in 2014:

- All staff familiar with whole school literacy assessment schedule including comprehensive induction processes to ensure new staff are able to implement these processes effectively and accurately.
- provide a coordinated program of professional learning opportunities and support to assist schools improve the literacy levels of students in the early years including jolly phonics and jolly grammar:
- all staff trained and implementing Accelerated Literacy;

- all staff trained and provided with professional learning time to further investigate and implement the new English syllabus;
- personalised learning pathways for all Aboriginal students;
- ongoing analysis of internal and external data to meet student needs; and
- utilising the literacy continuum to determine directions for class lessons
- Intensive literacy support provided to students achieving below National Minimum Standards via specialist programs including Multilit.

School priority 2 - Mathematics

Targets 2014

Year 3

- performance in numeracy skill bands 5-6 in Year 3 in NAPLAN to **37%**, from the 09-11 average of **33.6%**;
- performance in numeracy skill bands 3-4 in Year 3 in NAPLAN to **49%**, from the 09-11 average of **49.3%**; and
- performance in numeracy skill bands 1-2 in Year 3 in NAPLAN to **14%**, from the 09-11 average of **16.6%**;

Year 5

- performance in numeracy skill bands 7-8 in Year 5 in NAPLAN to **52%**, from the 09-11 average of **49%**;
- performance in numeracy skill bands 5-6 in Year 5 in NAPLAN to **32%**, from the 09-11 average of **34.6%**; and
- performance in numeracy skill bands 3-4 in Year 5 in NAPLAN to **14%**, from the 09-11 average of **16.6%**;

	Year 3			Year 5		
	Below	At or below	Proficiency	Below	At or below	Proficiency
Numeracy Target	0%	6%	46%	0%	10%	52%
Achievement	1%	14%	51%	2%	12%	45%

Space/Geo Target	1%	5%	45%	1%	7%	52%
Achievement	3%	11%	51%	3%	16%	30%
Num/Patt/Alg Target	2%	10%	46%	1%	10%	53%
Achievement	2%	13%	48%	3%	16%	53%

The table above indicates our target for 2013 on the top line. The number below indicates our achievement level

Evidence of achievement of outcomes in 2014:

- 1% of students below target in Year 3 Numeracy;
- 51% of students in Year 3 at proficiency in Numeracy;
- 51% of students in Year 3 at proficiency in Space/Geometry;
- 48% of students in Year 3 at proficiency in Patterns and Algebra;
- 2% of students below target in Year 5 Numeracy;
- 45% of students in Year 5 at proficiency in Numeracy;
- 53% of students in Year 5 at proficiency in Patterns and Algebra;

Strategies to achieve these outcomes in 2014:

- All staff trained in and implementing 'problem – a- day' as an integral part of the balanced Mathematics session;
- Stage 2 and 3 teachers completed training in TOWN and implementing strategies in the classroom;
- All staff program and teach balanced daily mathematics sessions, comprising modelled, guided and independent learning opportunities and focusing on Quality Teaching dimensions;
- Personalised learning pathways for all Aboriginal students;
- Ongoing analysis of internal and external data to meet student needs; and
- Utilising the Numeracy Continuum to track, monitor and direct classroom teaching and learning.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

School Satisfaction Survey

Comment	P	T	S
I enjoy being part of the Quakers Hill Public School community.	100%	97%	95%
Quakers Hill Public School is an attractive and well-resourced school (e.g.: classrooms, library, grounds).	100%	97%	97%
My child/ students/I enjoy/s going to school.	97%	97%	91%
I feel welcomed at our school.	94%	97%	94%
Parents are encouraged to contact the school to discuss concerns relating to their child.	97%	95%	90%
The school is a friendly school that is tolerant and accepting of all students.	97%	97%	89%
The students are the schools main concern.	97%	97%	91%
The school has supportive welfare programs.	100%	100%	96%
The school offers challenging programs for its students.	100%	100%	95%
The school maintains a focus on literacy and numeracy.	100%	100%	94%
The school teaches and promotes core values.	100%	97%	97%
Quakers Hill Public School has competent	92%	95%	95%

teachers who set high standards of achievement.			
A wide range of extracurricular programs (e.g.; sport, music, band, debating, public speaking) are offered.	97%	97%	97%
There is good student access to computers and strong technology programs and resources.	97%	97%	95%
Fair discipline exists within the school.	94%	97%	89%
There are good lines of communication between the school and parents.	92%	97%	91%

(P-parents, T-teachers, S-students)

Analysis of school survey results suggest the following recommendations:

- highlight the programs that exist across our school in the various Key Learning Areas;
- maintain focus on strong communication channels between all levels of the community. Continue to provide a variety of modes to connect with families. Community plans to be created by stage teams in 2015.
- 89% of our whole school community saw that fair discipline exists across the school – a small decrease from 91% in 2013. We will maintain our focus in this area with the continuation of the Positive Behaviour For Learning (PBL) committee with a focus on reinforcing positive behaviour from students including reward days at the end of each Term.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term

2 2015. The school is currently meeting with a range of community stakeholders on the consultation phase of the 2015-2017 school plan.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Bert Lo Campo	Principal
Lyndall Droscher	Deputy Principal
Helen Davis	Deputy Principal
Kathy Price	Assistant Principal
David Abbey	Assistant Principal
Donna Jackson	Assistant Principal (rel.)
Sheree Vidler	Assistant Principal
Rose Nasso	School Admin Manager
Katrina Mitchell	P&C President
Quakers Hill Public School Staff	

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>