

# 2010 Annual School Report Quakers Hill Public School

NSW Public Schools – Leading the way



## Messages



Quakers Hill Public School is a dynamic and innovative 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', embodies what this outstanding place of learning is all about.

The school strives to provide all students with quality teaching and learning programs in a stimulating and challenging environment that encourages all students to learn in a safe and supportive setting. Technology plays a pivotal role in our schools education and it is embedded across all Key Learning Areas (KLA's).

Our students consistently perform above state average as indicated through external assessment. Teachers continually challenge their teaching, working tirelessly to ensure that this trend continues.

The active participation and valued contribution of the Parents and Citizens Association (P&C) is an essential and vital component in the school's growth as a quality learning community. 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 has an inclusive enrolment policy and offers a comprehensive curriculum in all Key Learning Areas and extra curricula activities in a thriving learning community. It meets the needs of its students by providing:

- challenging teaching/learning programs aimed at helping students to reach their potential;
- enrichment classes catering for the specific needs of our the school's talented students;
- parents and teachers working together to maximise learning outcomes for all students,

whether they be gifted and talented or experiencing some difficulties;

- a safe and supportive environment which values cooperation, tolerance and respect; and
- the provision and updating of technology and resources to ensure current knowledge and skills are developed.

Student achievement is acknowledged and celebrated in all school settings through an effective and responsive merit system. These achievements are regularly communicated to parents/carers through the school newsletter.

The staff at Quakers Hill Public School is committed to a process of continuous improvement and self-evaluation to meet the changing needs of the school and its 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.

**Adam Wynn    Relieving Principal**

### P & C message

What an amazing year 2010 proved to be. Our fundraising efforts had to be constant with 6 new classrooms being built; we had to help fund air conditioning for our students and teachers. These events included our Easter raffle, mother's day stall, slice and lolly drive, our inaugural father's day breakfast, family portraits, a car boot sale, K-6 disco and a Christmas raffle, uniform shop and student banking. We funded 4 classroom air conditioners, medals for presentation assembly, sporting equipment, teaching boards and students representing in state sport.

A huge thank you to everyone who helped support our P&C throughout 2010. You are an important part of the school community. Looking forward to the P&C having an amazing 2011 with a continued partnership with our school community.

**Debbie Muscat  
P&C President**

### Student representative's message

The Student Representative Council (SRC) and prefects are an important group in the school, voted by their

fellow students, to be responsible for making important decisions.

The SRC and prefect body provides a chance to develop leadership skills and the opportunity to make decisions that can improve the school community from a student's point of view. The SRC and Prefects, with the continuous assistance of the P&C, have held many fundraisers to improve our school such as SRC Café and Crazy Hair Day.

The prefects have helped communicate messages about not littering and the importance of looking after the school environment. The Captains, Vice Captains and prefects have successfully completed the duties required of them. They have also hosted Principal's Assemblies, an Anzac Day Ceremony and other school assemblies. Throughout the year, on several occasions, they have also greeted many important visitors in a polite and friendly manner. The prefects have assisted staff members and been effective role models for the other students.

The SRC, led by Miss McCarthy, and the Prefects, have all contributed to improving the learning environment of Quakers Hill Public School.

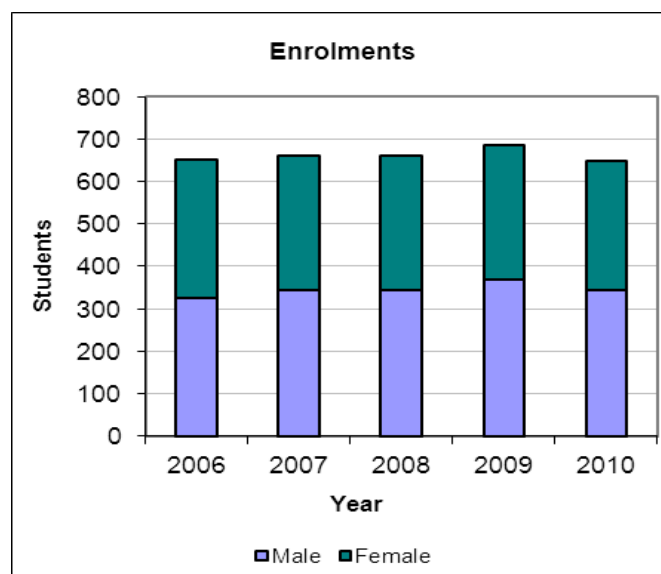
**Manwah Cheung and Louis Long School Captains**

## School context

### Student information

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

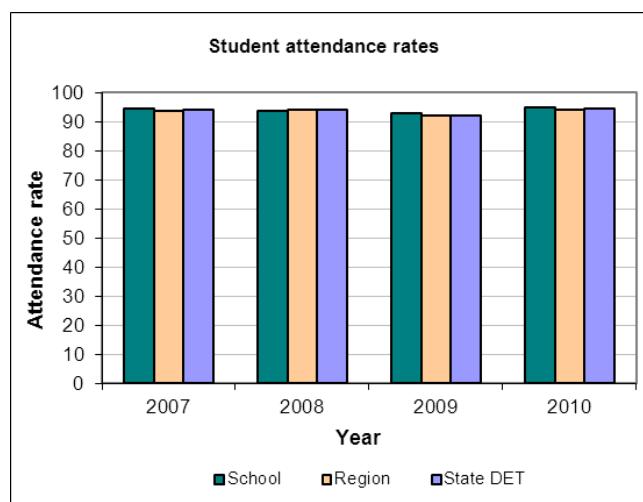
### Student enrolment profile



	2006	2007	2008	2009	2010
<b>Male</b>	324	343	345	368	344
<b>Female</b>	326	317	315	317	305

In 2010, the total student population was 649. The school population reflected 56% LBOTE students which was a rise of 3% on the previous year. Our school had 27 Aboriginal students which correlated to 5% of our total school population.

### Student attendance profile



Quakers Hill continues to enjoy a high attendance rate being above both the regional and state percentages.

	Year	2007	2008	2009	2010
<b>School</b>	<b>K</b>			93.1	95.5
	<b>1</b>			92.7	94.3
	<b>2</b>			93.1	94.2
	<b>3</b>			93.0	95.2
	<b>4</b>			93.0	95.2
	<b>5</b>			93.7	95.9
	<b>6</b>			93.2	95.2
	<b>Total</b>	94.6	93.9	93.1	95.1
<b>Region</b>	<b>K</b>			94.1	94.6
	<b>1</b>			93.5	93.9
	<b>2</b>			93.8	94.2
	<b>3</b>			94.1	94.4
	<b>4</b>			93.9	94.4
	<b>5</b>			94.0	94.3
	<b>6</b>			93.4	94.2
	<b>Total</b>	93.9	94.1	92.1	94.3
<b>State DET</b>	<b>K</b>			94.3	94.7
	<b>1</b>			93.7	94.2
	<b>2</b>			94.0	94.4
	<b>3</b>			94.1	94.5
	<b>4</b>			94.0	94.5
	<b>5</b>			94.0	94.4
	<b>6</b>			93.6	94.0
	<b>Total</b>	94.0	94.1	92.1	94.4



## Management of non-attendance

Student attendance and partial attendance are recorded on a daily basis. Each month the Learning Support Team is provided with a print out of students with less than 85% attendance. Attendance concern letters are sent home to parents for these children. If attendance continues to be of 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, for example, where students may be travelling overseas to visit family for extended times that exceeds 10 school days. Exemptions for up to 50 days can be approved by the principal and exemptions greater than 50 days are required to be approved by the relevant School Education Director. Where exemptions are granted, the absences do not count in attendance data for the school.

## Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Roll Class	Year	Total per Year	Total in Class
6S	6	29	29
KE	K	20	20
KJ	K	20	20
2HM	2	24	24
KP	K	20	20
KM	K	19	19
1A	1	21	21
1H	1	21	21
1TP	1	20	20
12C	1	12	24
12C	2	12	24
2M	2	24	24
3P	3	28	28
3W	3	30	30
5C	5	27	27
5R	5	29	29
56V	5	17	29
56V	6	12	29
56G	5	20	31
56G	6	11	31
6M	6	30	30

5M	5	30	30
4G	4	30	30
4C	4	30	30
34H	3	18	30
34H	4	12	30
6H	6	29	29
2B	2	24	24
34L	3	16	29
34L	4	13	29

## Structure of classes

Classes at Quakers Hills PS are formed on a year basis and follow DET guidelines. Quakers Hill PS hosts two Opportunity Classes (5M and 6S in 2010). Students are selected following state wide testing by the Selective Schools Placement Panel. These classes comprise 30 students from various schools in the local area. Quakers Hill PS provides enrichment opportunities for identified talented children through the provision of enrichment classes on each stage. In 2010, these classes were 1/2C, 3/4L and 5/6G.

## Staff 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 PS and the various roles that are undertaken. It is important to note that whilst many staff work in a full time capacity that there are a number of staff who work in a part time capacity sharing classes or roles.

## Staff establishment

Position	Number
<b>Principal</b>	1
<b>Deputy Principal(s)</b>	1
<b>Assistant Principal(s)</b>	4
<b>Classroom Teachers</b>	21
<b>Part Time Teacher</b>	1.1
<b>Teacher Release form face to face</b>	1.134
<b>Teacher of Early School Support</b>	1
<b>Teacher of Reading Recovery</b>	0.735
<b>Support Teacher Learning Assistance</b>	1.4
<b>Teacher Librarian</b>	1.2
<b>Teacher of ESL</b>	2
<b>Counsellor</b>	1
<b>School Administrative &amp; Support Staff</b>	4.062
<b>Total</b>	40.631

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2010, Quakers Hill PS had no workers who identified as being Indigenous.

### Staff retention

The portion of staff retained from 2009 was 100%.

### Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	72%
Postgraduate	28%

### 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:	30/11/2010
<b>Income</b>	<b>\$</b>
Balance brought forward	131 995.76
Global funds	289 451.40
Tied funds	185 916.83
School & community sources	162 094.24
Interest	9 339.14
Trust receipts	50 449.87
Canteen	0.00
<i>Total income</i>	<i>829 247.24</i>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	43 587.33
Excursions	83 536.31
Extracurricular dissections	29 734.29
Library	6 012.75
Training & development	339.50
Tied funds	177 620.17
Casual relief teachers	101 614.65
Administration & office	52 080.63
School-operated canteen	0.00
Utilities	64 698.51
Maintenance	41 669.59
Trust accounts	52 597.43
Capital programs	36 711.62
<i>Total expenditure</i>	<i>690 202.78</i>
<b>Balance carried forward</b>	<b>139 044.46</b>

Unexpended funds will be committed to the payment of 2010 accounts yet to be received and ongoing maintenance and beautification of the school.

A full copy of the school's 2010 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 2010

Quakers Hill maintains a strong commitment in providing its students with outstanding learning opportunities across all facets of school life. We pride ourselves on the outstanding experiences that our talented and very dedicated teachers are able to provide for each and every student. In 2010, students were able to attend in school performances which included; Aboriginal performances and author visits.

### Achievements

#### Arts

##### Band



Quakers Hill Public School continues to foster a dynamic and exciting band program, with a senior band and a beginning band. Our multi-talented tutor, Mr Alan Steedman, provides students with a wide range of practical and theoretical music skills, and selects a varied and enjoyable repertoire. The school bands have performed at the Blacktown Music Festival, Principal's Assemblies and school functions. Hugh Miller - Performing Arts Co-ordinator

##### Choir

This year, the choir program at Quakers Hill Public School was restructured to form 3 choirs: Stage 1 choir, led by Mrs Hodges; Stage 2 Choir, led by Miss Pleffer; and senior choir, led by Mr Miller. The Stage 2 and senior choirs participated in the massed choir at the Blacktown Music Festival and the Stage 1 choir represented the school with a performance at WestPoint Shopping Centre during Education Week. All three choirs performed at Principal's Assemblies and school functions through the year.

##### Debating

In 2010, QHPS participated in the Premier's Debating Challenge. Two teams, Quakers Hill A and Quakers Hill B were entered into the challenge. Quakers Hill A comprised of Year 5 students who had no previous debating experience. Our second team, Quakers Hill B included Year 6 children and comprised of some

children with debating experience. The students were involved in an overnight debating camp at Katoomba and a one day debating workshop at Rouse Hill Public School. Both teams demonstrated their talents and skills at various debates.

Sheree Vidler - Debating Co-ordinator

### Stage 3 Dance

33 talented Stage 3 dancers performed at this year's Blacktown Music Festival and at presentations throughout the school. Their performances were second to none and an inspiration to all. They are one of the biggest senior groups to have performed for our school, and did so with precision and enthusiasm to the delights of many families, friends and visitors.

Suzanne Gittoes - Senior Dance Coordinator

### Public Speaking

Quakers Hill PS hosted the local finals of the Multicultural Perspectives Public Speaking Competition for Stage 2 and Stage 3 students. We were successful in becoming winners in both the categories and reached the regional finals.

In November, four students participated in The Blacktown Public Speaking Competition which was held at the Meadows PS. Once again, two of our students won, Year 3 and Year 6, in poetry recitation and speech making, respectively.

Shamim Moodley - Public Speaking Co-ordinator

### Sport

Quakers Hill enjoyed another year of great achievements in sport. 28 students were selected to represent Blacktown PSSA in Sporting teams.

Five Student gained selection in Sydney West PSSA Teams. **Tyler Sparks** was chosen to represent in girls football, touch cricket and athletics. She also received the Peter Davis Memorial Award for outstanding Sydney West PSSA representative.

**Brock Styles** was selected in the Sydney West cross country and athletics teams and later qualified for the NSW PSSA team in cross country and athletics.

Other representatives included **Bryce Simpson** (athletics) and **Param Uppal** (boy's cricket).

In summer PSSA, our school was successful in winning the senior and junior cricket grand finals. The girls tee

ball and girls and boys softball teams all qualified for the summer semi-finals.



In winter PSSA, the Junior A Netball team were premiers.

In swimming, Quakers Hill finished 6<sup>th</sup> in the Blacktown Zone. Tyler Field was selected in the Blacktown Zone, later competing at the Sydney West carnival.

In Athletics, Quakers Hill finished 2nd in the Blacktown Zone. 11 students were selected for the Blacktown Zone. 3 students, Bryce Simpson, Tyler Sparks and Brock Styles competed at the NSW PSSA State Carnival. Brock Styles was selected for the NSW PSSA Track and Field team. He won two bronze medals at the Australian 12yrs and under Track and Field Sports Exchange

In cross country, Quakers Hill finished 5<sup>th</sup> in the Blacktown Zone with 5 students later competing at the Sydney West carnival.

### Academic

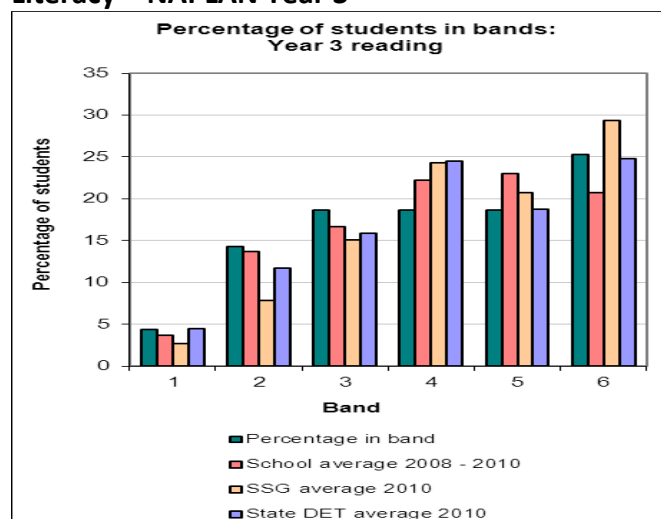
In the National Assessment Program, the results across Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

Yr 3: from Band 1 (lowest) to Band 6 (highest)

Yr 5: from Band 3 (lowest) to Band 8 (highest)

## Literacy – NAPLAN Year 3



In 2010, reading, writing, grammar and punctuation were below state average whilst spelling continued to be above state average for our Year 3 students.

In Year 3, girls performed better than state in all aspects of Literacy, whilst boys achieved lower in all aspects of Literacy except spelling.

Our students from a Language Background Other Than English performed better than state in all aspects of literacy.

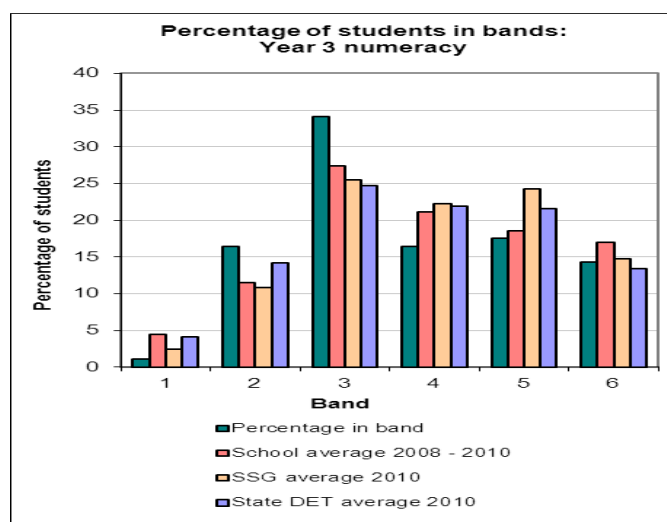
Year 3 improved their overall percentages in Bands 5 and 6 in all aspects of Literacy when compared to 2009 NAPLAN data, however the results in these bands continue to be below state percentages for reading and at state average for Band 6 in punctuation and grammar.

In 2011, the school will look at the teaching of Literacy for boys and focusing on comprehension strategies to improve overall reading results.

## Numeracy – NAPLAN Year 3

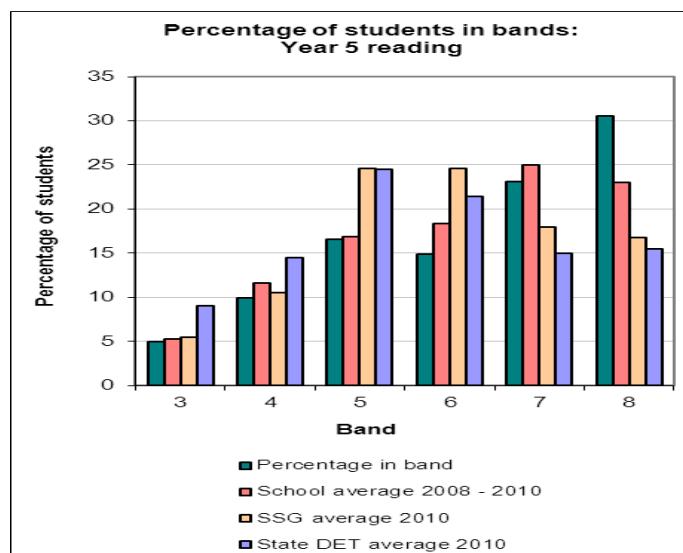
91 students from year 3 at Quaker Hill Public School completed the 2010 NAPLAN numeracy assessment. 61 were boys and 30 were girls.

Overall, Year 3 student performance aligned closely with state results, with 32% of children placed in the top 2 Bands. A highlight was the improvement of the girl's results by 37 scale scores compared to that in 2009.



Three Aboriginal students participated in 2010. Our students were 25.0 above the state mean for Aboriginal students.

## Literacy – NAPLAN Year 5



In Literacy, Year 5 students in 2010 performed better than state in all test aspects.

Year 5 boys scored 45 scale scores above the state average growth in the test aspect of grammar & punctuation.

Our Year 5 students from a Language Background Other Than English scored 62 scale scores above the state average in the test aspect of grammar & punctuation.

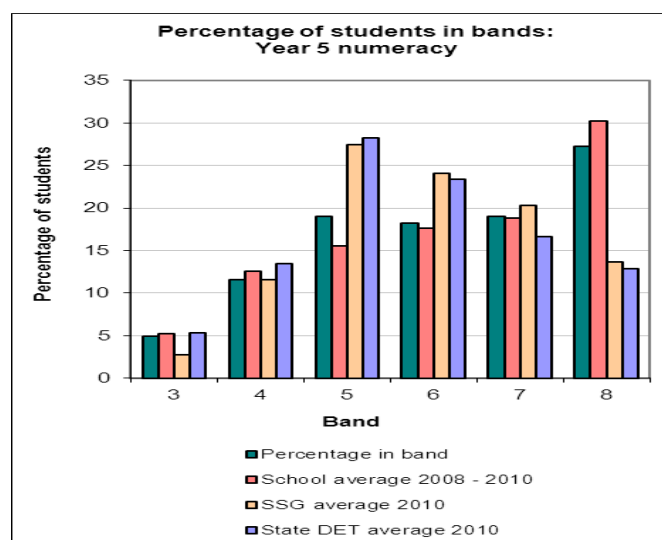
In Year 5, our students achieved higher percentages of students in bands 7 and 8 than state in all aspects of Literacy and whilst being pleasing, it is to be expected



with the inclusion of students from the Opportunity Class.

There was a decrease in the percentage of students in Bands 3 and 4 compared to 2009 results and a significant increase in band 8. It was pleasing to note that our school had lower percentages in Bands 3 and 4 when compared to state averages.

### Numeracy – NAPLAN Year 5



121 students from year 5 at Quaker Hill Public School completed the 2010 NAPLAN numeracy assessment. 56 were boys and 65 were girls.

Overall, Year 5 achieved excellent results in numeracy with 46% of children placed in the 2 top Bands in the NAPLAN, compared to the state average of 32%. The number of children placed in the lower Bands decreased in 2010 from the results in 2009. Our Aboriginal children achieved outstanding results with all children placed in Bands 6 and 7, and 60 points above the state average for Aboriginal children.

The performance of boys at Quakers Hill was excellent. This was shown by 59% of boys in the two top Bands, compared to the state average of 35%. The average scaled score growth for boys was 88.5%, in line with the state growth of 90.55%.

Girls at Quakers Hill achieved above state average, with 36% placed in the two top Bands. This is compared to the state average of 28%. The average scaled score growth for girls was 95.4%, above that of the state average at 87.6%.

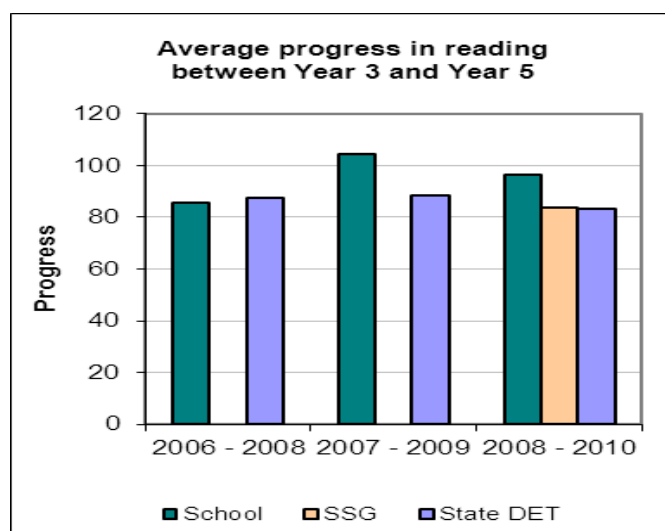
Three Aboriginal students participated in 2010. Our students were 25.0 above the state mean for Aboriginal students.

Our LBOTE children at Quakers Hill achieved excellent results with 38% of the children placed in the top Band, compared to the state at 20%.

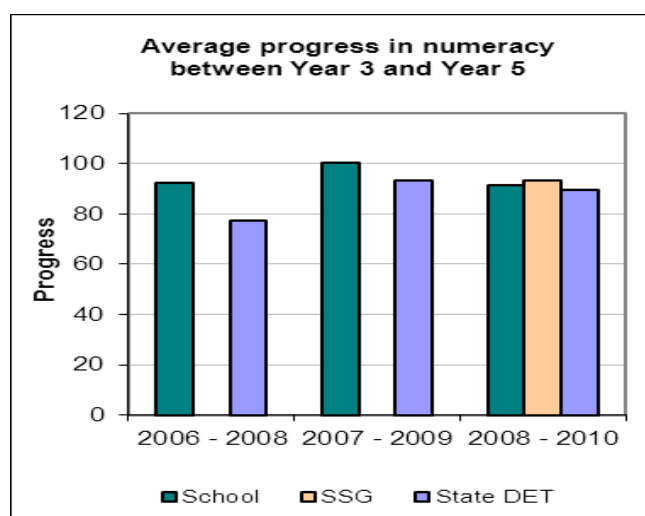
### Future Directions

In 2011, Quakers Hill will continue to implement problem solving strategies to improve children's ability to interpret and solve word problems using a range of strategies. The outstanding success of the QuickSmart program which improved the automatic recall and accuracy of number facts for all participating children will be implemented with targeted children in the classroom. In 2011, Quakers Hill teachers will undertake professional learning to implement the TEN program in K-2 classrooms. This program will address the needs of children who require support in early numeracy.

### Progress in Reading



### Progress in numeracy





## Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

### ***Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010***

Percentage of Year 3 Students in our school achieving at or above the minimum standard in 2010

Percentage of Year 3 students achieving at and above minimum standard	
Reading	95
Writing	97
Spelling	92
Punctuation and Grammar	95

### ***Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010***

Percentage of Year 5 Students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at and above minimum standard	
Reading	94
Writing	98
Spelling	97
Punctuation and Grammar	98

## Significant programs and initiatives

### Aboriginal education



Quakers Hill Public School throughout 2010 has maintained a rich 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 programs and aim to achieve improved learning experiences and outcomes for all students.

The annual NAIDOC assembly with the theme of 'Unsung Heroes – Closing the Gap by Leading the Way' was a great success. Aunty Mae, an Aboriginal elder, performed the Welcome To Country and addressed the assembly speaking on the theme. The children of the Quakers Hill Aboriginal Dance Group performed various dances which were accompanied by members of the Aboriginal community playing the didgeridoo. 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 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.

All children of Quakers Hill Public School were involved in activities such as boomerang painting, viewing traditional weapon carving demonstrations, tasting of bush tucker and traditional Aboriginal dance lessons. These activities, led by members of the Aboriginal community, provided invaluable learning experiences for all children. All students of Quakers Hill Public School contributed to a display of Aboriginal art, craft, poems stories and projects in the hall.

Community members shared in the celebrations with students and teachers and all feedback was extremely positive. Quakers Hill Public School has many new initiatives and programs to implement next year and is constantly striving for positive outcomes in Aboriginal education.

Alyssa Christey - Aboriginal Education Coordinator.

### Reading Recovery

Quakers Hill PS is very fortunate to have the Reading Recovery Program operating in the school. The program is an early literacy intervention designed to

assist those Year 1 students who are not meeting expected reading levels. Instruction is one-on-one and provided by a specialist teacher each day for approximately six months and is supplementary to the ongoing activities of the classroom. In 2010, 20 students participated in this program with 19 students achieving or exceeding the program goals. This program will continue in 2011.

Colleen Soper - Reading Recovery Teacher

### **Multicultural education**

In 2010, we were fortunate enough to retain our ESL staffing at 2 teachers. This has allowed us to continue supporting a large number of students in all stages. Evaluation of NAPLAN results for our ESL students indicated that our students from Language Backgrounds Other Than English are continuing to show improved results, with an increase in the number of students achieving the top band in both the Year 3 and Year 5 results.

### **Respect and responsibility**

Respect and responsibility are core values at Quakers Hill Public School and they form a major part of the school's welfare policy and the school expectations. These core values are held in high regard by the community and are embedded in the school's ethos.

Measures implemented at Quakers Hill Public School in order to promote respect and responsibility includes the following;

- continuation of the school's SRC to foster the democratic process;
- continuation of the principal's recognition assembly;
- implementation of the school's banner statement of **innovation-excellence-success**;
- continuation of peer mediators and peer support initiatives; and
- continuation of the Western Sydney Regions 'Positive Behaviours for Learning (PBL).'

### **Connected learning**

In 2010, the teaching staff trained in the use of several online applications to enhance teaching and learning programs and reporting to parents. Staff participated in professional learning in the use of a new online learning tool called BlogEd. This tool provides teachers with the opportunity to create an online web-based learning space for their class. Another major initiative

was the introduction of the Sentral reporting program which was introduced in Semester Two.

The Connected Classroom continues to be a valuable tool to expand student learning opportunities beyond the classroom with students participating in video conferences on topics such as environmental science and literacy. This facility also provides staff with access to professional development opportunities including music, science, learning support needs and the integration of Information Communication Technology into teaching and learning.

Jennifer McCarron - Technology Co-ordinator



### **Other programs**

#### **QuickSmart**

In 2010, the QuickSmart program was implemented with 32 students from Years 4-6. A numeracy intervention program, QuickSmart focuses on the explicit teaching of strategies to bring about the automatic and accurate recall of number facts. Mrs Lindsell coordinated a team of tutors, Mr Cooper, Mrs Hulewicz, Mrs Petraco, Mrs Byrne and Miss Peters, who worked with the students 3 times a week for a period of 30 weeks. The results achieved by all students in their capacity to recall number facts quickly and accurately were outstanding. Most pleasing was the transfer of these skills to classroom learning and the wonderful growth in confidence, enthusiasm and dedication in all of the participants. The success of QuickSmart has ensured its place in 2011 as a priority numeracy program.

#### **Live Life Well @ School**

The Live Life Well @ School program was implemented in Term 1 at Quakers Hill Public School. This initiative focused on incorporating regular fitness sessions in classroom programs. Each session focused on

providing activities that developed and enhanced fundamental movement skills. Live Life Well @ School also focused on educating students about nutrition. The program Crunch and Sip was introduced at Quakers Hill Public School and we became a certified Crunch and Sip School in Term 3. This was celebrated as part of Fruit and Vegetable week. This commenced Monday 20th September 2010. To help promote healthy eating and to build on our relationship with local community services, Woolworths kindly donated a large quantity of fruit and vegetables.

### Learning Assistance

This year, students from Kindergarten to Year 6 have benefited from small group support and classroom support in Literacy. Throughout the day, students have instruction and practice in phonics, spelling, sight word recognition, vocabulary, grammar, writing and comprehension, as needed. At other times, support is provided to the whole class, working alongside the classroom teacher.

A key instructional goal is to place and maintain all students on reading texts at appropriate instructional level operationally defined as 90-95% accuracy. Additional practice to develop fluency is also available to all students on texts at 95%+ accuracy. To this end all books used in the program are carefully graded into a sequence of levels of increasing difficulty.

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 2011.  
Andrew Cooper - STLA

### Early School Support Program

Quakers Hill PS is very fortunate to have the Early School Support Program operating in the school. The aim of this program is to give students with a mild intellectual disability the opportunity to attend school in a mainstream classroom setting with intensive support from a specialist teacher.

This support allows the students to develop skills and personal confidence while experiencing all aspects of the primary curriculum. All students involved in the Early School Support Program are regularly monitored and adjustments are made to the learning program in order to best serve the individual student's needs. At the end of Year 2, students are reviewed and recommendations are

then made on whether the child would be best placed in a mainstream or support class setting.

At Quakers Hill PS in 2010, three students were eligible to be part of the Early School Support Program. There were two students in Year 1 and one student in Year 2. Assistance in the area of expressive/receptive language continued to be a high priority in 2010.

Maryanne Cole - ESSP teacher

### Supporting Learning Review

In 2010, the Learning Support Team undertook a comprehensive review of how students and teachers are supported at Quakers Hill PS. Teaching staff collaborated in groups to brainstorm all forms of learning support currently provided at the school, and then placed their ideas on the Supporting Learning Framework. After collating and graphing the data, the Learning Support Team shared the results with the staff, who then completed a follow up survey, the 'Assessing and Planning Effective Learning Support' survey, which brought into clearer focus some areas requiring development in Learning Support at QHPS. The final outcomes of the Supporting Learning Review showed that the primary areas in need of development were **teacher support; curriculum, teaching and learning; and school community and parents.**

- 91% of respondents felt that the school **partially** seeks ways to help teachers implement learning support for diverse learners. 60% of respondents rated improving teacher support as a high priority. This indicates that the Learning Support Team should aim to increase its emphasis on developing teachers' ability to support diverse learners;
- 83% of respondents felt that teachers **partially** understand the Quality Teaching Framework and Effective Teaching Cycle, and use both to support curriculum, teaching and learning for students of all levels of need. 58% of respondents rated improving curriculum, teaching and learning as a high priority. This indicates that the Learning Support Team should aim to develop teachers' knowledge and understanding of the Quality Teaching Framework and Effective Teaching Cycle to benefit all learners; and



- 65% of respondents felt that school community and parents had a partial input into regular planning around learning support, and 47% rated this as a high priority for improvement.

### Climate Clever Energy Savers Program

In 2010, QHPS had two Stage 3 classes participate in the Climate Clever Energy Savers (CCES) program. This project was jointly funded by the NSW Department of Education and the Department of Environment, Climate Change and Water (NSW). CCES program is an authentic learning project centred on students developing proposals to reduce energy consumption in schools. Children developed proposals in the form of an “e-folio”. The “e-folios” were submitted for approval by the principal and then for regional review.

At QHPS, we were lucky enough to have 2 proposals selected to receive funding for implementation. The proposals included:

- designing and creating posters for each classroom;
- writing, rehearsing and recording speeches promote awareness;
- planning, writing and creating a children’s book for ES1 and S1; and
- planning, designing making a computer program using Kahootz software.

### MyScience



The MyScience program continued in 2010 with five classes involved in conducting scientific investigations with support from students of the Australian Catholic University and the University of Western Sydney.

A successful science fair was held in the school hall and the students eagerly demonstrated their investigations to parents, students and teachers. Each class submitted investigations to the Young Scientist Awards with one team selected as finalists in the Years 3 – 6 division. The team of students, Manwah Cheung, Celeste Cheung, Inderpreet Singh and Alicja Kaczynska

received the Royal Australian Chemical Institute (RACI NSW) Chemistry Encouragement Award (Primary Division).

Jennifer McCarron - MyScience Co-ordinator

### Recovery Reading Program

Quakers Hill PS is very fortunate to have the Reading Recovery Program operating in the school. The program is an early literacy intervention designed to assist those Year 1 students who are not meeting expected reading levels. Instruction is one-on-one and provided by a specialist teacher each day for approximately six months and is supplementary to the ongoing activities of the classroom.

In 2010, 20 students participated in this program with 19 students achieving or exceeding the program goals. This program will continue in 2011.

Colleen Soper - Reading Recovery Teacher

### Incursions/Excursions



#### Early Stage 1

During Term 4, all children in Early Stage 1 attended the Calmsley Hill Farm excursion that supported the learning of students in the unit of Growth and Change. The students were provided with opportunities to explore farm animals and their life cycles, as well as the change of farm products to food sources. All children enjoyed interacting with the baby animals, milking the cow and riding the tractor around the farm. It was a wonderful learning experience for children and staff and ensured connectedness with real life and the classroom.





The students of Early Stage 1 were also provided with an opportunity to learn how modern technology had grown and changed through a special incursion involving vintage cars. The children were able to compare their own family vehicles to these vintage cars and identify differences and similarities. This incursion provided opportunities to explore many text types in writing and opportunities to create artworks involving their observations. Community support allowed this very special occasion for the students to encounter a piece of Australian history.



### Stage 1

In Term 3, Stage One students attended an excursion to The Riverside Theatre to watch the Gruffalo. This was linked to the COGS unit- Local Places and the school writing focus (narrative).

Linking to the music focus, Stage One students attended two Musica Viva performances. In Term 2, they attended Makukaha and in Term 3 they attended Hummingbirds.

Stage One students participated in the K-2 sports carnival at school. Events included skill based activities and age races. All students were acknowledged as participants and the parents provided valuable assistance throughout the day.

### Stage 2

In 2010, stage 2 children were involved in some exciting experiences and activities that contributed to their understanding of concepts taught in the classroom.

To complement our study of early Australia the children visited Elizabeth Farm and Experiment Farm Cottage. They experienced first- hand through role play and active involvement, the lifestyle of the early settlers to NSW.



During Term 4, Stage 2 children travelled to Sydney, visiting the Powerhouse Museum to consolidate their knowledge of how machines work and their impact on society over time.

Later they were treated to an amazing 3D movie about the Hubble Telescope and NASA at the IMAX Theatre. This experience supported the study of machines which was part of our Term 4 COGs unit.

### Stage 3

Chinatown was the destination for a Stage 3 excursion in Term Three. Students learnt about the influence of Chinese immigrants on Australian culture and the importance of symbolism in our society. A visit to the Chinese Gardens was a highlight of our visit.

The Bathurst Goldfields was the site for a very successful overnight excursion attended by Stage 3 students. The excursion was organized to provide students with the opportunity to learn about Australia's traditions and heritage. Activities included making mud bricks, cooking damper, playing nineteenth century games, line dancing and the most popular activity: gold panning. A visit to the Jenolan Caves was also a popular feature of this excursion as students toured the historic Lucas Cave to learn about the geology and history of this formation.



Students from the Opportunity Classes travelled to Camp Somerset in February. This excursion was designed to develop team building skills and to develop

cooperation between the Year 6 class and the incoming Year 5 class. Activities included archery, canoeing, challenge ropes and camping.

A highlight of the year was a visit from a retired American astronaut who spoke about his experiences as a member of the NASA space team. He enthralled the students with a multimedia presentation about his space flights and how he became an astronaut.

Jennifer McCarron - Stage 3 Supervisor

## Special Swimming Scheme

From the 8<sup>th</sup> March, 2010 to the 19<sup>th</sup> March, 2010, students from Year 2 to Year 6 attended the DET Special Swimming Scheme at Mt Druitt pool. This program focused on building students confidence in the pool, developing swimming techniques and water safety.

## Progress on 2010 targets

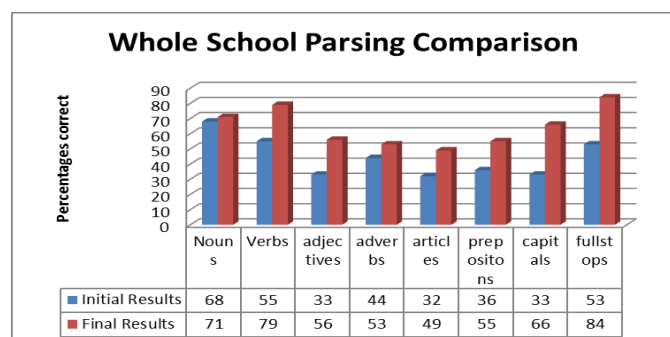
### Target 1

To improve learning outcomes in grammar and punctuation.

*The school has focused on the provision of professional development for all our teachers in the implementation of programs to develop the grammar and punctuation skills of our students.*

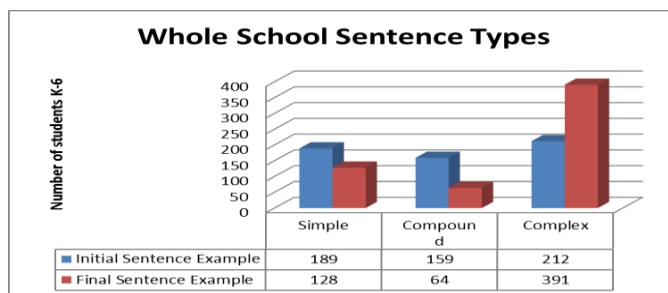
Our achievements include:

- all students K-6 showed a marked improvement in their ability to identify isolate and label the correct aspects of grammar used in given sentences, with an average of 12% growth across the school in the recognition of the targeted features of grammar;



- all students K-6 made progressive improvements in the selection of sentence types used in their writing, with 67% of all students using complex sentence structures

after the implementation of the systematic and explicit school based teaching program of Sentence A Day;



- Jolly Grammar was introduced into Year 2 and all teachers and students K-2 regularly participating in intensive grammar lessons as part of the daily literacy sessions;
- all Stage 2 and Stage 3 teachers participated in the Literacy on Track professional learning program focusing on writing, with Semester 2 particularly focusing on persuasive text types;
- in grammar and punctuation, Year 3 had a 19 point growth when compared to 2009 NAPLAN results and Year 5 maintained their results remaining 51 points above the Region;
- all staff using NAPLAN data to guide and target specific areas of need for students in all aspects of Literacy;
- our Learning Support Team were placed with groups of students that did not meet National standards for 2009 during Semester 1 and readjusted when data for 2010 NAPLAN became available to develop intensive individual programs for the targeted and identified students in the lower bands for Literacy.

### Target 2



**To improve learning outcomes in mathematics.**

*The school has continued to focus on the professional development of our teachers in the implementation of*

*programs to develop the numeracy skills of our students.*

Our achievements include:

- the implementation of the Quicksmart program for targeted students in Years 4-6, resulting in improved retention of number facts and a 100% increase in speed and accuracy for all students. Data collected through the PAT Maths and CAAS Computer Assessment is analysed externally and the results forwarded to the school in Term 1 2011;
- completion of the Count Me In Too online program by new scheme, beginning and other interested teachers. Implementation of CMIT strategies to support students in the classroom is currently underway;
- participation of all teachers in 'Working Mathematically' Teacher Professional Learning workshops, focusing on the explicit teaching of problem solving strategies. The development of QHPS 'Working Mathematically' document, comprising a sequence of problem solving strategies K-6, examples and resources, now forms part of the K-6 teaching programs for mathematics;
- introduction to Newman's Analysis as a tool to help identify where students make errors in mathematical tasks. Results from a teacher survey indicate;
  - an understanding of the process of solving mathematical problems;
  - use of Newman's Analysis to inform teaching;
  - the explicit teaching of problem solving strategies at least 3 times each week; and
  - a commitment to continue to develop problem solving skills through explicit teaching and a request to generate additional resources and examples on a grade basis;
- completion of the Norta Norta program for targeted Aboriginal students;
- our two year whole school focus on the explicit teaching of number facts across each term, has led to an increase in speed and accuracy of automatic fact recall in 83% of students across K-6, based on

results obtained from class pre and post assessments. NAPLAN results in numbers, patterns and algebra show the percentage of Year 3 students in Band 1 below state and an increase in students attaining Bands 3 and 4;

- NAPLAN results in measurement, data, space and geometry show our Year 5 students below the state in Bands 4-6 and 5-7% above the state in Bands 7 and 8. In Year 3, our results are closely aligned to state percentages in all bands; and
- Staff confidently using NAPLAN data to inform class programs, as a result of collaborative stage analysis during meetings.

## **Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of **teaching and writing**.

### **Educational and management practice**

#### **Teaching**

##### **Background**

Teaching is the core practice of our school. It had been planned to evaluate teaching in 2010 as part of the school planning cycle. The school made use of the SchoolMap evaluation tool. All staff and parents were surveyed as well as all Stage 2 and Stage 3 students. A most pleasing aspect of the survey was the increase in parent response from 2009 to 2010 with 237 families returning their surveys.

##### **Findings and conclusions**

The survey of staff, parents and students revealed that:

- all three groups strongly agreed that curriculum focus, teaching and student learning of curriculum was the most important part of the teacher's teaching role;
- both parents and teachers agreed that teachers knew their students and knew their strengths and weaknesses with 86% of parents and 100% of staff responding that this is almost always or usually the case;
- both parents and students agreed that they believed teachers kept very good records of student assessment and progress with 88% and 90% respectively; and



- an area to develop is that all three surveyed groups felt that teachers needed to work on their expressing of intended learning outcomes being assessed and the relevance of assessment tasks for students. This was substantiated with 17% of students, 13% of parents and 5% of staff stating that this was rarely communicated effectively to students.

### Future directions

- the school will look at further developing the communication between teachers, parents and students in regards to assessment tasks and the outcomes being assessed; and
- the school will continue to educate the school community in regards to current teaching pedagogy and the roles teachers play in student learning.

## Curriculum

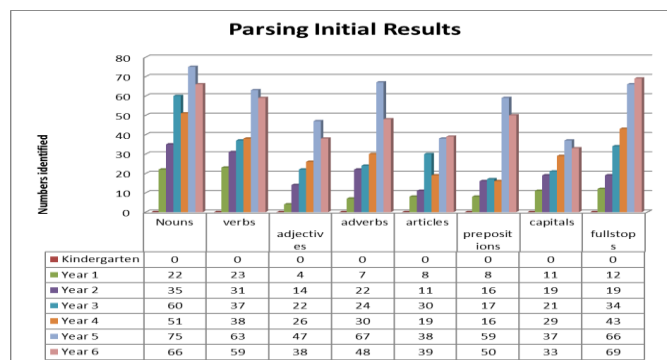
### English – Writing

In 2010, the explicit teaching of grammar and punctuation through sentence writing was the focus of evaluation. Student work samples, pre and post teaching, were used to evaluate the impact of explicit, systematic and focused teaching through the implementation of a Sentence A Day Program in conjunction with the K-2 Jolly Phonics and Jolly Grammar program.

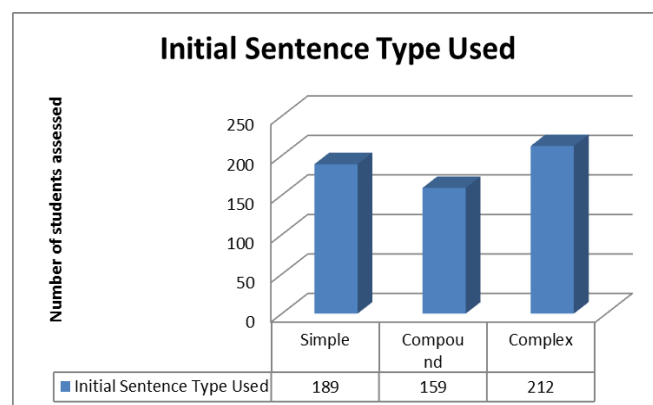
### Background

NAPLAN results from 2009 indicated that punctuation and grammar were the areas that were weaker than other aspects of literacy across the school. Despite a fairly high percentage of students meeting or bettering State minimum standards, it was pointed out that this was an area for curriculum focus and improvement that the staff agreed to develop as an integral part of their overall literacy sessions.

At the end of Term 2, every student from Year 1 to Year 6 was asked to parse the same sentence. They had to identify for every word in the sentence the function of grammar it represented. Initial results were then tabulated for every class, every grade and across the whole school.



The students were also asked to write the best sentence they could about the topic school. Every sentence was identified and tabulated for its structure – simple, compound or complex. This information then formed graphs for individual classes, grades and whole school data.

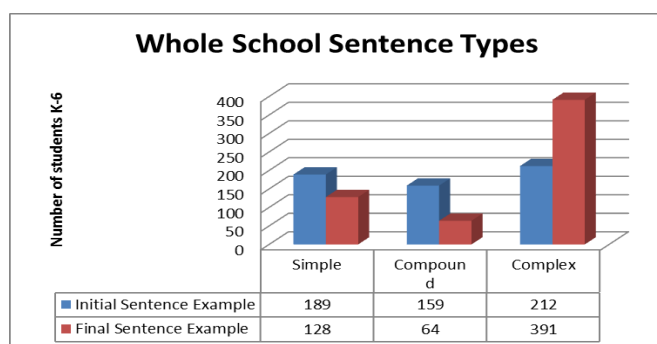
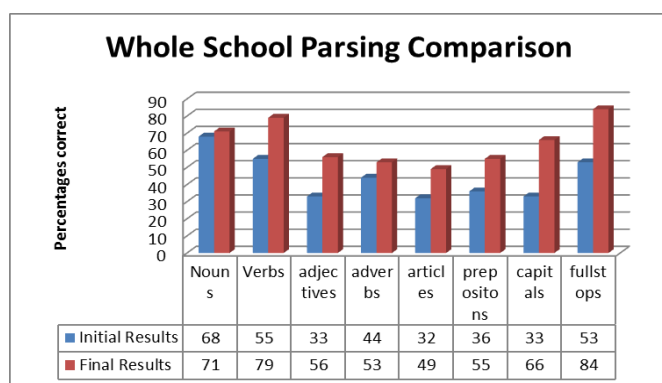


At the beginning of Term 3, all classroom teachers were given a systematic, explicit, grammar focused document that introduced a Sentence A Day with a weekly grammar focus for each grade level. Teachers were given professional learning on the implementation of the document and given ideas and teaching strategies that would allow the program to be implemented into the literacy session every day. At this time there were no classrooms regularly implementing this teaching strategy. After 12 weeks of this explicit, systematic and focused teaching program, every child K-6 was asked to parse another sentence and to write another sentence about the topic, my teacher.

### Findings and conclusions

At the completion of the 12 weeks, that spanned Term 3 into Term 4, the results across the school reflected significant improvement for all grades. Students from Kindergarten to Year 6 were able to identify the key functions of grammar for a given text and had improved their personal writing styles, writing sentence structures of more complexity.





There was a marked improvement in word choice by students in their writing samples, with an increase in the use of adverbs and adverbial phrases adding to the meaning and overall appeal of the writing.

The staff celebrated the growth and improvement of their classes by having the students write a sentence about their fathers and these were displayed across the school as part of our Father's Day celebrations.

At the completion of the 12 weeks, there were 21 classes where the teachers implemented this program every day, 2 classes that implemented parts of the program and 2 classes that had not implemented the program at all.

### Future directions

All staff agreed the program to be of benefit to the students and provided a consistent use of grammatical terms and features across the school. As a result, the Quakers Hill Public School Sentence A Day Program will be issued at the beginning of 2011 to all classroom teachers and regular monitoring of student work samples will work towards the accountability of all towards the integrity and implementation of the program.

At the end of 2011, the document will be revised by staff and any changes or improvements will be added to ensure that all students are proficient in their ability to use and identify grammar and the types of sentences used within texts.

NAPLAN 2011 will be analysed with particular interest in the improvement of results in the areas of grammar and punctuation for literacy.

### Parent, student, and teacher satisfaction

In 2010, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

### Background

All staff, parents and students in Stage 2 and 3 were surveyed. It was pleasing to have received responses from 237 of our families.

- all three surveyed groups agreed that the school is a friendly school and accepting of all students with 99% of parents, 100% of staff and 97% of students agreeing with this statement;
- parents and teachers both agreed that students were the main focus of the school with 98% and 100% respectively;
- teachers strongly believed (98%) that the school focused on numeracy and literacy in their teaching programs and these were the school's curriculum focus;
- 63% of all students surveyed strongly agreed that the school provided a very good range of extra curricula activities including dance, band, choir, sport and debating;
- staff now feel they are promoting a healthy lifestyle for all students with 96% agreeing compared to 21% of staff in 2009;
- the school's welfare policies showed a disagreement across the respondents with 20% of parents somewhat disagreeing that the school's programs were supportive as opposed to 70% of staff and 45% of students strongly agreeing that the programs were supportive; and
- all parties agreed that the school uniform and its expectations were poorly conveyed and expected amongst the school population with 30% of staff somewhat disagreeing.

### Future Directions

The school will look at opportunities to further promote student welfare policies and procedures and the important role the learning support team has in

the education of all students at Quakers Hill Public School.

The school will continue to look at and address the issues surrounding school uniforms and the promotion of the uniform as part of our school expectations.

## Professional learning

In 2010, all members of staff at Quakers Hill Public School participated in professional learning. The school receives a grant of \$23 968 which is specifically tied to teacher professional learning.

Throughout 2010 the main areas for expenditure were in literacy and numeracy. Teachers in Stage 2 and 3 undertook a series of workshops for Literacy on Track to better equip them to utilise authentic assessment to inform and direct their teaching and learning in writing.

All teachers were provided with professional learning in grammar and punctuation through the 'Sentence A Day' initiative. A sequence of lessons was developed for each grade and explicit teaching of aspects of punctuation and grammar were incorporated in daily classroom practice.

In numeracy, all staff were trained in the effective teaching of problem solving and a sequence of strategies was developed to support the implementation of problem solving in the classroom.

Staff completed CMIT on-line to develop their ability to use the underlying principles of CMIT to enhance the outcomes of their students

## School development 2009 – 2011

Our school plan defines the steps our staff will progressively take towards achieving improved educational outcomes and welfare programs for all students. The community is welcome to view our 2009 - 2011 school plan during a school visit.

The school plan was developed in collaboration with members of the school community.

Detailed analysis of student performance data in combination with information from school based evaluations led to the formation of the following targets.

### Targets for 2011

#### Target 1

***Improve student performance in reading skill bands 5-6 in Year 3 in external tests to 50%, from the 08-10***

***average of 43.6%; and to improve student performance in reading skill bands 7-8 in Year 5 in external tests to 55%, from the 08-10 average of 48%;***

Strategies to achieve this target include:

- introduction of whole school literacy scope and sequence utilising the learning continuum;
- the expansion of Jolly Grammar 1 in Years one and two and the expansion of Jolly Grammar 2 in Years Three and Four;
- the embedding of the school Talking and Listening Program into Stage 2 focussing on the identified comprehension steps;
- whole school participation in the K-6 Literacy Focus Project implementing a systematic, explicit teaching program with each term focusing on one of the 6 key steps to comprehension: Term 1 – connections, Term 2 – predicting, Term 3 – inferring and Term 4 – questioning; and
- continuation of Sentence a Day programs into all classes K-6

Our success will be measured by:

- improved student performance as reflected by ongoing class and whole school assessment;
- increased performance in reading skill bands 5-6 in Year 3 to 50%, from 08-10 average of 43.6%;
- increased performance in reading skill bands 7-8 in Year 5 to 55%, from 08-10 average of 48%;
- increased percentage of students achieving in the top 3 Bands in reading (Year 3: from three year average of 65.6% to 80%; Year 5: from three year average of 66.3% to 80%); and
- student growth in Year 5 reading to match or better WSR achieving equal to or above one and a half skill bands.

#### Target 2

***Improve performance in numeracy skill bands 5-6 in Year 3 in external tests to 44%, from the 08-10 average of 35.6%, and improve performance in numeracy skill bands 7-8 in Year 5 in external tests to 55%, from the 08-10 average of 49%;***

Strategies to achieve this target include:

- teacher professional learning targeting space and geometry outcomes, specifically 2D and how to translate these into effective and efficient classroom practice;

- implementation of DET space and geometry document with particular emphasis on stage outcomes and expectations;
- participation in the NSW DET Early Numeracy Intervention Program (TEN);
- continued implementation of QHPS 'Working Mathematically' document focusing on the explicit teaching and implementation of problem solving strategies;
- continuation of the QUICKSMART program with targeted students in lower bands. Implementation of QUICKSMART strategies into mainstream classroom practice;
- teacher professional learning on the importance of 'mathematical language' and embedding strategies to implement this into classroom practice; and
- item analysis of national assessment data to inform school planning and teaching, specifically in chance and space 2D.

#### **Our success will be measured by:**

- improved student performance as reflected by ongoing class assessment, including work samples and TEN and QuickSmart programs;
- increased performance in numeracy skill Bands 5-6 in Year 3 to 44%, from 08-10 average of 35.6%;
- increased performance in numeracy skill Bands 7-8 in Year 5 to 55%, from 08-10 average of 49%;
- increased percentage of students achieving in the top 3 Bands in overall numeracy (Year 3: from three year average of 56.6% to 75%; Year 5: from three year average of 66.6% to 80%); and
- student growth in Year 5 overall numeracy to match or better WSR achieving equal to or above one and a half skill bands.

## **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.

Adam Wynn	Acting Principal
Kathy Price	Rel. Deputy Principal
Michelle Lindsay	Assistant Principal

Rhoda Pedrana	School Admin Officer
Diane Secomb	School Admin Manager
Debbie Muscat	P&C President

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

<http://www.schools.nsw.edu.au/asr>