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Education &
Communities

2021



Quakers Hill Public School Annual School Report



Messages



Principal's message

Quakers Hill Public School has been delivering quality education to its students since 1914. The school offers an inclusive enrolment policy and a comprehensive curriculum in a warm, caring learning environment catering for the specific learning needs of its students.

Quakers Hill provides every child with a variety of challenging teaching/learning programs aimed at helping our students reach their potential; enrichment classes catering for the specific needs of our school's talented students; opportunity classes catering for those students in our wider community by providing them the opportunity to work alongside like-minded children; the provision of an outstanding technology program which is embedded into each classroom K-6; a strong commitment to providing a safe and supportive environment which values cooperation, tolerance and respect; and supportive parents and dedicated teachers working collaboratively to maximise learning outcomes for all students, whether they be gifted and talented or requiring extra support.

Commitment to pursuing excellence in student achievement and community participation is reflected in the school's achievements across curricular and extra-curricular activities and initiatives. Cultural diversity is recognised and celebrated by the school through multicultural days, NAIDOC day, classroom activities and school leadership programs.

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. Quakers Hill provides quality teaching and learning programs in a stimulating and challenging environment that encourages all students to challenge their learning and become lifelong learners. Our students consistently perform above, and in many areas far exceed state average as indicated through NAPLAN assessment. Teachers continually challenge their teaching, working tirelessly to ensure that this trend continues.

The strong partnership that the school enjoys with the Parents and Citizens Association (P&C) is an essential and vital component to 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.

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 & C message

This year has been another amazing year for the P&C. 2011 has seen new parents join the P&C and their contributions have been valued. Our major events for the year have included a school disco, a cookie dough drive, an Easter raffle, a mother's day stall, a father's day breakfast, entertainment books as a fundraising initiative, supporting the school walkathon, a Christmas raffle, running the

uniform shop and student banking. The P&C has assisted in funding Athletics and Spellodrome for every child and we will continue to support these programs in the future.

Debbie Muscat - P&C President

Student representative's message

The Student Representative Council (SRC) is an important and integral group within the school. The SRC provides students with a variety of 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 held fundraising activities such as 'All Blacks Day' which assisted and supported our New Zealand neighbours and cake stalls for World Vision. The SRC donated money to the school library and with the assistance of Ms Napper purchased books for each stage. We raised funds for our school by organising an SRC Café during Education Week.

The SRC helps to improve the general physical environment and appearance of the school by suggesting improvements to our facilities. These include adding a new handball court in the playing area and improving the condition of the toilets.

The students' leadership and citizenship skills were developed and enhanced when Stage 3 SRC representatives and prefects attended a Leadership Training Day at Long Neck Lagoon.



Heather Williams - SRC Co-ordinator, Bevan Kundu and Emily Savage (School Captains)

School context

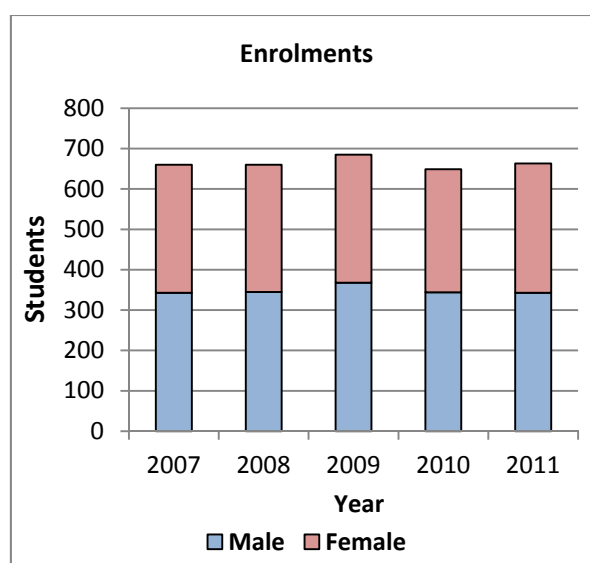
Student information

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

Student enrolment profile

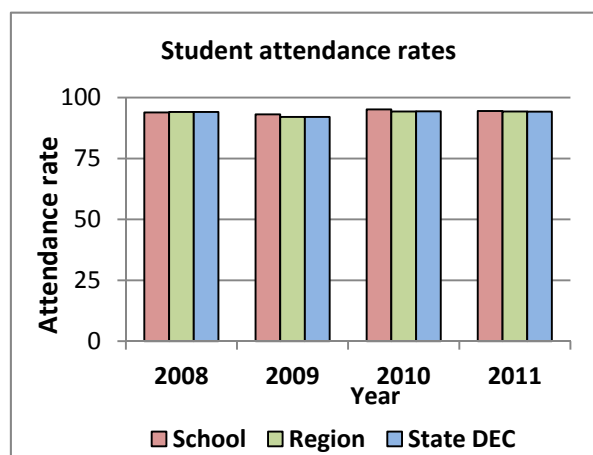
In 2011 the total student population was 663.

Gender	2007	2008	2009	2010	2011
Male	343	345	368	344	343
Female	317	315	317	305	320



Student attendance profile

Quakers Hill Public School continues to maintain attendance rates above regional and state percentages.



School	Year	2008	2009	2010	2011
	K		93.1	95.5	94.7
	1		92.7	94.3	94.6
	2		93.1	94.2	93.2
	3		93.0	95.2	95.1
	4		93.0	95.2	95.1
	5		93.7	95.9	94.8
	6		93.2	95.2	94.1
	Total	93.9	93.1	95.1	94.5
Region	K		94.1	94.6	94.7
	1		93.5	93.9	94.1
	2		93.8	94.2	94.1
	3		94.1	94.4	94.4
	4		93.9	94.4	94.4
	5		94.0	94.3	94.3
	6		93.4	94.2	93.9
	Total	94.1	92.1	94.3	94.3
State DEC	K		94.3	94.7	94.7
	1		93.7	94.2	94.2
	2		94.0	94.4	94.2
	3		94.1	94.5	94.4
	4		94.0	94.5	94.3
	5		94.0	94.4	94.2
	6		93.6	94.0	93.8
	Total	94.1	92.1	94.4	94.3

Management of non-attendance

Student attendance and partial attendance are recorded on a daily basis. Teachers monitor attendance concerns and attendance concern notes are sent home to parents where necessary. The Learning Support Team is provided with a print out of students with attendance less than 85%. It is the responsibility of the Learning Support Team to work with families to improve the attendance of students. 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 that exceed 10 school days. Exemptions for up to 50 days can be approved by the principal. Exemptions greater than 50 days require the approval of the School Education Director. Where exemptions are

granted, 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
KB	K	19	19
KI	K	20	20
KL	K	19	19
KM	K	20	20
KP	K	19	19
12C	1	13	24
1E	1	21	21
1J	1	21	21
1V	1	22	22
12C	2	11	24
2A	2	24	24
2H	2	24	24
2TP	2	24	24
34HM	3	15	32
34W	3	11	28
3M	3	29	29
3P	3	30	30
34HM	4	17	32
34W	4	17	28
4P	4	29	29
4V	4	27	27
56C	5	11	28

56G	5	13	31
5E	5	27	27
5M	5	27	27
5S	5	30	30
56C	6	17	28
56G	6	18	31
6K	6	29	29
6M	6	30	30
6V	6	30	30

Structure of classes

Classes at Quakers Hill Public School are formed in line with DEC guidelines. In 2011, Quakers Hill Public School hosted two Opportunity Classes (5S and 6M). Students are selected following state wide testing by the Selective Schools Placement Panel. Quakers Hill Public School also provides enrichment opportunities for its own identified talented children through the provision of enrichment classes in each stage. In 2011, these classes were 12C, 34HM and 56G.



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 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 of staff who work in a part time capacity and share classes or roles.

Staff establishment

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Classroom Teachers	22.0
Primary Part Time Teacher	1.1
Primary Teacher RFF	1.176
Teacher of Reading Recovery	0.92
Support Teacher Learning Assistance	1.4
Teacher Early School Support Program	1.0
Teacher Librarian	1.2
Teacher of ESL	2.0
Counsellor	1.0
School Administrative & Support Staff	4.262
Total	42.058

Staff retention

The portion of staff retained from 2010 was 93%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	73%
Postgraduate	27%

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: 30/11/2011

Income	\$
Balance brought forward	139,044.46
Glob funds	342,848.43
Tied funds	159,180.00
School & community sources	184,403.54
Interest	13,213.68
Trust receipts	45,731.90
Canteen	<u>0.00</u>
Total Income	<u>884,422.01</u>

Expenditure

Teaching and learning	
Key Learning Area	51,432.95
Excursions	90,824.51
Extracurricular dissections	21,298.34
Library	5,121.27
Training and development	723.23
Tied funds	158,234.86
Casual relief teachers	111,930.32
Administration and office	55,739.20
School-operated canteen	0.00
Utilities	64,827.83
Maintenance	48,691.31
Trust accounts	38,918.07
Capital programs	<u>32,895.95</u>
Total Expenditure	<u>680,637.84</u>
Balance carried forward	<u>203,784.17</u>

A full copy of the school's 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School Performance 2011

Quakers Hill continues to maintain a strong commitment to providing students with the opportunity to participate in a variety of experiences that span across all facets of school life. In 2011, students were able to attend in-school performances which included Aboriginal performances, author visits, Musica Viva, the NED and Jolly Bops science show and the Camp Quality puppet show.

Band

Quakers Hill Public School continues to foster a dynamic and exciting band program. The program consists of a senior band which is comprised of wonderful children who play a range of instruments such as the flute, clarinet, drums, trumpet and saxophone. 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 of music. The senior school band has performed at the Blacktown Music Festival, Principal's Assemblies and other school functions.

Daniel McMahon - Senior Band Coordinator



Debating

In 2011, QHPS participated in both the Premier's Debating Challenge and the Blacktown District Debating Competition.

The Premier's Challenge team is comprised of Year 6 students, the majority of whom had previous debating experience. They completed all four rounds of the competition at district level without a loss and moved on to the regional finals where they were finally defeated by Glenbrook Public School. Two members of this team also tried out for inclusion in the Regional Debating Team, with

Bevan Kundu successful in gaining a place to eventually debate at state level.

The members of the Blacktown District Competition team are all Year 5 students with no previous debating experience. They began the year with an overnight debating camp in Katoomba and a one day workshop at Rouse Hill Public School (along with four other promising Year 5 students). These debaters went on to win four of the five rounds of the competition. Their journey ended at the regional level, but a fabulous and skilled effort was made by all. The students were gracious in defeat, showing maturity far beyond their young years.

Throughout their respective competitions our debaters demonstrated commitment, exceptional teamwork and an increasing ability to employ effective debating skills.

Robyn Simmons and Suzanne Gittoes
Debating Coordinators

Choir

This year, the choir program at Quakers Hill Public School has continued to follow the extremely successful structure, consisting of 3 choirs: Stage 1 choir - led by Mrs Hodges; Junior Choir - led by Mrs Virveste; and Senior Choir - led by Miss Kladal. The Junior 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 perform at Principal's assemblies and other school functions throughout the year.

Sharon Hodges - Stage 1 Choir Coordinator

Stage 3 Dance

Twenty-eight talented Stage 3 dancers performed at this year's Blacktown Music Festival and at school presentations throughout the year. Although they are a large group of dancers, their performances displayed precision and enthusiasm to the delight of many families, friends and visitors. The performances were second to none and an inspiration to all.

Suzanne Gittoes – Senior Dance Coordinator

Junior Dance

The Junior Dance Group consists of 20 dancers, both boys and girls from Years 3 and 4. Mrs Therese Virveste and Miss Alicia Kladal choreographed the dances and led the training of the students each week. Performances this year included Principal's assemblies and events such as NAIDOC Day and Education Week.

Therese Virveste and Alicia Kladal
Junior Dance Coordinators

Public Speaking

Early in the year, 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. The final was held at Rouse Hill Public School where our students presented their speeches with skill and confidence.



Shamim Moodley - Public Speaking Coordinator

Sport

Quakers Hill enjoyed another year of great achievements in sport. Twenty students were selected to represent Blacktown PSSA in sporting teams. Four students gained selection for Sydney West PSSA Teams.

Thomas O'Reilly	Sydney West Boys Hockey
Osea Kaloumaira	Sydney West Athletics
Liana Kaloumaira	Sydney West Athletics
Sarah Wakeling	Sydney West Athletics

In summer PSSA, our school was successful in winning the senior and junior cricket grand finals. The boys' softball team was a grand finalist. The girls' softball team and the boy's tee ball both qualified for the summer semi-finals.

In winter PSSA, the junior B and senior A netball teams were semi-finalists.



In swimming, Quakers Hill finished 6th in the Blacktown Zone. Chloe Liebeck was selected for the Blacktown Zone, later competing at the Sydney West carnival.

In athletics, Quakers Hill finished 1st in the Blacktown Zone. 14 students were then selected to represent the Blacktown Zone. 3 students, Osea Kaloumaira, Liana Kaloumaira and Sarah Wakeling, competed at the NSW PSSA State Carnival.

Osea won the gold medal for the 11ys boy's discus and a silver medal for the 11yrs boys' long jump. Liana won a bronze medal for the junior girl's long jump. This is the first time that our school has had medal winners at the State carnival.



In Cross Country, Quakers Hill finished 5th in the Blacktown Zone with five students later competing at the Sydney West carnival.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and

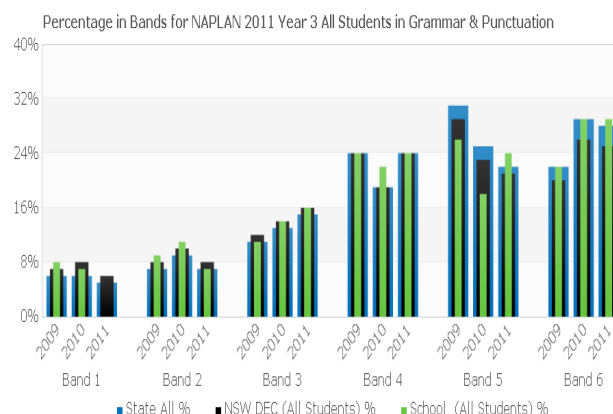
numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

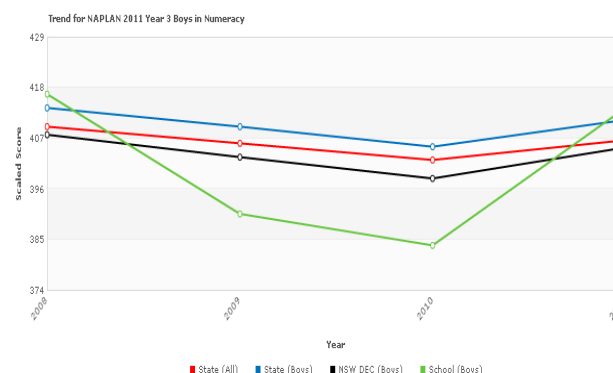
Literacy – NAPLAN Year 3



In 2011, writing, spelling, grammar and punctuation were above state average for our Year 3 students. Reading was below state average.

Boys performed better than girls in reading, whilst the girls showed higher achievement levels in writing, spelling, grammar and punctuation.

Numeracy – NAPLAN Year 3

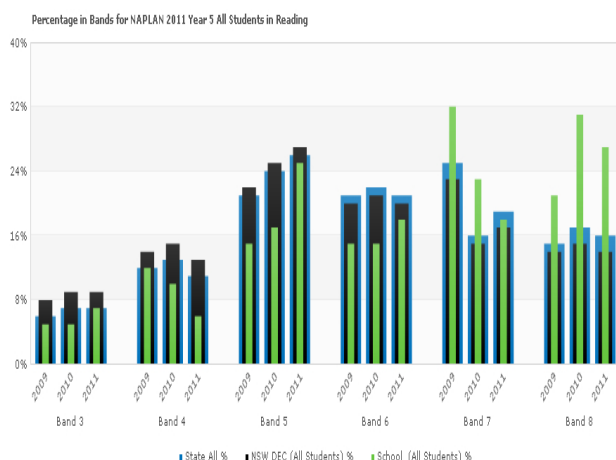


Year 3 performed slightly below state in numeracy. Trend data shows that student performance has increased greatly and the gap between school and state continues to narrow.

A highlight in results was demonstrated with boys performing better than state in data,

measurement, space and geometry and overall numeracy.

Literacy – NAPLAN Year 5

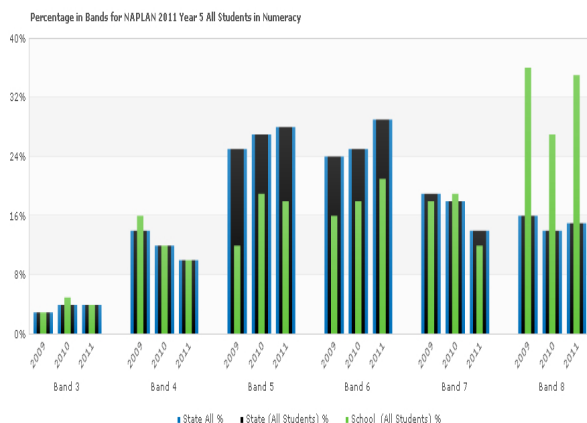


Year 5 students performed better than state in all areas of literacy including reading, writing, spelling, grammar and punctuation.

Student growth exceeded state in reading, spelling, grammar and punctuation. No comparable results were provided for writing as no growth data was available to schools in 2011.

In Year 5, our students performed better than state in all aspects of literacy and these results should take into account the inclusion of students from the opportunity class. Data that removes the opportunity class students shows that the school performed better than state in writing, spelling, grammar and punctuation.

Numeracy – NAPLAN Year 5



Year 5 students performed above state in numeracy. 47% of our students placed in the top two bands compared to the state average of 29%. Student growth exceeded that of the state.

Aboriginal students exceeded the state mean for overall numeracy. Our language backgrounds other than English (LBOTE) students were above the state mean by 14.3 points.

Progress in literacy and numeracy

The average progress for matched students between Years 3-5 between 2009-2011 was above state average in all areas.

(A matched student is a student who has been enrolled at our school to complete Year 3 NAPLAN 2009 and Year 5 NAPLAN 2011).

Average Progress between years 3 and 5 students 2009 - 2011		
	School	State DET
Reading	90.2	74.0
Spelling	90.7	75.4
Grammar	98.8	82.7
Numeracy	114.5	95.8

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 achieving at or above minimum standard (exempt students included)	
Reading	97.6
Writing	98.8

Spelling	95.3
Grammar & Punctuation	100.0
Numeracy	97.6

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	93.3
Writing	95.2
Spelling	97.1
Grammar & Punctuation	93.3
Numeracy	96.2

Significant programs and initiatives

Aboriginal education



Quakers Hill Public School has continued to maintain and strengthen productive, meaningful relationships with the Aboriginal community.

Teaching and learning programs K-6 incorporate Aboriginal perspectives to ensure that we educate all students about Aboriginal history, culture and traditions. Quakers Hill Public School has continued to implement programs and personalised learning plans to enhance academic achievement.

Our annual NAIDOC assembly was a tremendous success due to the strong connection with the Aboriginal community and the support of many local elders. Uncle Wes performed Welcome to Country and a traditional smoking ceremony. Aunty Jenny addressed the assembly sharing the meaning of NAIDOC week and the importance of acknowledgement of Aboriginal traditions and culture. The Sisters of the Dreaming performed a

breath-taking dance to the song 'One People One Land'. Sandra Hickey led the Quakers Hill student dance group and former student Brandon Shillingworth played the didgeridoo.

The remainder of NAIDOC day had the students engaged in a variety of activities centered around Aboriginal culture and traditions. Community members shared a morning tea and took the opportunity to discuss plans, initiatives and directions for 2012.

Alyssa Christey - Aboriginal Education Coordinator

Multicultural education

Multicultural Education covers many areas of our diverse school. Quakers Hill Public School ensures that multicultural perspectives are embedded in teaching and learning programs across all years. Programs such as English as a Second Language (ESL) and professional learning in Teaching English Literacy Learners (TELL) have enabled us to meet student and community needs across our school.

Respect and responsibility

The values of respect and responsibility are a major part of our school's pastoral care policy.

They are demonstrated through a focus on:

- taking responsibility for maintaining an orderly classroom and playground;
- maintaining the school's SRC to foster the democratic process;
- recognising student achievement through blue awards and the principal's recognition ceremony;
- understanding and supporting the school's banner statement of innovation-excellence-success;
- continuation of peer mediators and peer support initiatives;
- continuation and development of Positive Behaviours For Learning; and
- celebrating days of cultural and historical significance.

Connected learning

In 2011, the staff expanded their knowledge of Sentral, a combined computer operating system that is used to generate student reports and is also used as a tracking system for attendance, and positive and negative behaviours by the Positive Behaviour for Learning team.

Interactive whiteboards are now installed in all classrooms and a mentoring group provides teachers with the opportunity to share ideas on different ways to use the interactive whiteboards to promote student engagement in lessons.

The Connected Classroom continues to be a valuable tool to expand student learning opportunities beyond the classroom with students participating in video conferences. The staff has also had the opportunity to participate in video conferences to develop their skills in using Notebook.

This year we have purchased 20 notebook computers and have set up wireless access points across the school to support these computers.

In 2012, the school, in association with the P&C will continue to focus on technology, investing physical and human resources to ensure that our students are provided with state of the art technology, embedded in all teaching and learning programs and in all classrooms.

In 2012, Quakers Hill public School plans to;

- set up a netbook based, wireless e-learning centre for the opportunity classes consisting of 1 netbook between two students;
- set up two e-learning (PC) centres consisting of a 1 PC between 2 students;
- purchase sets of iPads and iPods; and
- Purchase a smart table for the kindergarten classes.

Rob Pugh

Connected Learning Coordinator

Reading Recovery

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

intervention program designed to assist those students in Year 1 who are not meeting expected levels in reading.

Individualised instruction is provided by a specialist teacher on a daily basis for approximately 6 months and is supplementary to the ongoing activities of the classroom.

In 2011, 20 students participated in this program with the majority achieving or exceeding the program goals. This program will continue in 2012.

Vera Stojanovic – Reading Recovery Teacher

Learning Assistance

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.

The STLA program is designed to provide skills, strategies and reinforcement of concepts in the areas of literacy and numeracy. Throughout the year, the children attend a combination of small group sessions and in class support. In the small groups, the focus is on oral reading, literacy activities, numeracy activities and educational games that are designed to increase the students' confidence and improve their skills.

It is encouraging to see the children gain in confidence and ability as the year has progressed. It is also wonderful to see so many parents supporting their child through home reading and revision of concepts. This commitment to each child's learning is beneficial and enhances the hard work done in the classroom.

Andrew Cooper – Support Teacher Learning

Early School Support Program

Quakers Hill PS is very fortunate to have the Early School Support Program operating in our 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 meet the individual student's needs.

At Quakers Hill Public School in 2011, five students were eligible to be part of the Early School Support Program. There were two students in Year 2 and three students in Kindergarten. Assistance in the area of expressive/receptive language continued to be a high priority in 2012.

Colleen Soper – ESSP Teacher

My Science

The My Science program was implemented in five classrooms in 2011. With the support from the Australian Catholic University, students were involved in conducting scientific investigations.

On Wednesday August 10th the school held its annual Science Fair in the school hall. Anne Forbes, Primary Science and Technology Lecturer from the Australian Catholic University, attended along with the mentors who supported the students during their investigations.

The Science Fair provided students with the opportunity to showcase their investigations. As a result of participating in the My Science program students from each class submitted investigations to the Young Scientist Awards. The results saw Stage 1 students selected as finalists and a Stage 3 team received the Royal Australian Chemical Institute Research Project award in Chemistry.

Alison Chew- My Science Coordinator

Live Life Well @ School



Quakers Hill Public School continued to implement the Live Life Well @ School Program in 2011. The program focused on ensuring children engage in regular fitness sessions within the school setting. It is specifically designed to further develop the fundamental movement skills and educate children on nutrition.

This year the Live Life Well @ School team had the opportunity to purchase a large variety of sporting equipment with the Premier's Sporting Challenge Grant. The new equipment has allowed us to enhance the quality of activities used to develop fundamental movement skills.

The Crunch and Sip break continued in all classrooms 2011, increasing the consumption of fruit and vegetables at school and promoting hydration throughout the day. In Term 3, children were provided with the opportunity to participate in Fruit 'N' Veg Week. This included tasting a variety of fruit and vegetables and engaging in a Crunch 'N' Sip challenge.

Foodbank and Genesis Fitness Club generously donated fruit, vegetables and competition prizes to support this program and promote healthy lifestyles within our school community.

QUICKSMART

In 2011, the QUICKSMART program was implemented with 30 students from Years 3-6. QUICKSMART is a numeracy intervention program which focuses on the teaching and learning of strategies that bring about the automatic and accurate recall of number facts.

A team of tutors including Mr. Cooper, Mrs Byrne, Mrs Hulewicz, Miss Peters, Mrs Gallagher, Mrs Williams and Mrs Doyle worked with the children three times a week. The results achieved by the students have been very pleasing and feedback from families has been extremely positive. Transferring these skills to the classroom has seen an increase in student confidence, enthusiasm and dedication to learning.

Mrs Debbie Byrne - School Learning Support Officer

Incursions/Excursions

Early Stage 1

Earlier in the year the children in Early Stage 1 were treated to a wonderful display of vintage cars owned by a local family. The visitors told the children stories and facts about transport that gave them a glimpse of Australian history. Opportunities to look closely at the cars and compare the similarities and differences to their family car made for valuable learning. The experience allowed the children to produce art works and pieces of writing as ways of recording their new knowledge. Our thanks to the family for their generosity and time to bring this piece of Australian history to our young children.

In Term 4, the children in Early Stage 1 were fortunate enough to visit Calmsley Hill Farm in Fairfield. The excursion was organised to support the learning of the children in the unit 'Growth and Change', providing the students first-hand experience with the machinery, animals and chores associated with living on a farm. All the children delighted in interacting with the baby animals and learning about their life cycles.

The children were given opportunities to see how farm products were changed to food sources that they would see in their homes. Special moments were captured as the children were treated to a tractor ride around the farm and a close and personal opportunity to milk a cow. The value of the day was in bringing a real-life aspect to the unit being taught at school. Everyone had a brilliant and memorable day.

Stage 1

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



During Term 2, the students travelled to Lithgow to visit the Zigzag Railway to support their learning about 'Powering On'. This enabled the students to experience rail transport using steam/coal as a power source rather than electricity.

The Stage 1 students added to their learning about 'Growing and Changing' with a visit to Taronga Zoo in Term 3. Lessons dealing with the stages within the life cycle of a variety of animals were also a major part of the day. Close encounters with a number of Australian native animals and insects was a wonderful experience for all.

During Book Week 2011, the whole school participated in a book week parade where the students and staff were invited to dress as their favourite book character. They were encouraged to read and share stories with the parents and other teachers in the school. The students also had the opportunity to meet and talk to a well-known Australian author, Lisa Shanahan. She discussed writing and her life as an author, as well as sharing some of her books with 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 participants and the parents provided valued assistance throughout the event.

Stage 2

As part of our ongoing commitment to ensure learning opportunities that promote deep knowledge and connectedness, Stage 2 participated in two external excursions in 2011. The first involved a visit to Blacktown Council chambers and library where the students learnt of local services provided for the community by the local government, thus linking their work with their COGs units.

The second excursion involved the exploration and discovery of significant Australian landmarks and icons during a day tour of Sydney that involved a walk across the Harbour Bridge, into the south pylon and then around Circular Quay, the Opera House and Botanical Gardens. This provided a real-life link to the classroom materials in our unit Being Australian.

On both occasions, the students were excellent ambassadors for our school and developed a deeper understanding and knowledge of the topics covered in the classroom.

Stage 3

In Term 1, students from the Year 6 Opportunity Class participated in a mathematics and science enrichment day at Quakers Hill High School as well as an overnight camp. In Term 2, all Year 6 students took part in an activity day at the high school, taking part in drama, mathematics and science lessons.

Stage 3 also had a well supported excursion to the Sydney Aquarium in Term One. Students learnt about the creatures of the Great Barrier Reef including the dugong, sharks and tropical fish. The students also visited the nearby IMAX Theatre to see the 3D documentary 'Under the Sea'.

To complement the study of decision making and government during Term Four, students from Stage 3 travelled to the national capital, Canberra, for two action packed days of sightseeing. Places visited included Parliament House, the War Memorial and the Education Centre. Students were involved in experiences that developed their understanding of how governments work and the decision making process. They also enjoyed hands-on experiences in sport and science at the Institute of Sport and Questacon.



Stage 3 students attended the Jolly Bops science show in Term Three. The show was based on the Stage 3 COGs unit Physical Phenomena. The students were provided a wealth of information during the show, whilst being entertained in an educational and engaging manner. Processes and

elements of energy were displayed as balloons exploded, dry ice changed forms, indicators changed carbonated water and air was turned to liquid. This was the perfect way to consolidate what the students had learnt during the term and was a fabulous and informative day, enjoyed by all.

Swimming Scheme

From the 5th of December, students from Year 2 to Year 6 attended the DEC Special Swimming Scheme at Mt Druitt Pool. Special Swim Scheme is an intensive 10 day swimming program that focuses on technique and water safety.

Student confidence levels and skill development had shown a great improvement at the conclusion of the program.

Rob Pugh - Swimming Scheme Coordinator

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 2011 our school carried out evaluations of [school culture](#) and [science and technology](#).

Educational and management practice

School Culture

Background

In order to determine the community's attitude towards the school, the ACER School Life Questionnaire was administered to all staff, parents and students Year 2 to Year 6.

Findings and conclusions

T- teacher P – parent S - student

Comment	T	P	S
The school knows about the families and community in which it serves.	100%	92%	87%
School leaders have a positive influence on the school culture.	100%	97%	87%
The students are the school's main concern.	100%	98%	84%
The school encourages new students and their	93%	89%	90%

families to be involved in school activities.			
The school caters for the learning needs of all students.	95%	88%	87%
The school continually finds ways to improve what it does.	100%	99%	90%
When necessary, the school makes important changes to what it does.	96%	94%	86%

Data from the surveys showed that the community has a very positive attitude towards the school. The groups highly agreed that the school considers the students to be their main concern and that the school continually strives for ways to improve.

Two key areas that are identified for development include:

- the school encourages new families to be involved in school activities; and
- the school caters for learning needs of all students.

Future directions

This data correlates with the parent satisfaction survey. The school and P&C will work together to discuss ways of encouraging new families into the Quakers Hill community.

The school will also review the reporting to parents policy to ensure that all families have a clear understanding of the support services provided to their child/ren.

Curriculum

Science and Technology

Background

Science and Technology is one of the six key learning areas and has been a focus for 2011. Data from surveys, observations, discussion groups, work samples and interviews have all been collated to evaluate this Key Learning Area.

Findings and conclusions

Collated data indicated the following:

- 94% of the community feels that it is important to learn about science, computers and other forms of technology. From this we have encouraged staff to ensure that this teaching and learning time has as few disruptions as possible;
- 86% of students enjoy science based lessons. Staff are continuing to develop ways in which to engage students by referring to the Quality Teaching Framework and by building the science process into their lessons;
- 46% of our parents felt that they were informed on progress made by their child/ren in this key learning area. These findings have had an impact on the format of our school reports and these have been altered accordingly;
- 76% of staff indicated that they use various assessment tools and 77% indicated that this was a subject they liked teaching. This data led us to encourage stage teams to work cooperatively when planning lessons and assessment tasks. Staff were also inserviced on the department's Investigating Scientifically documents which assisted in developing lessons that included the four significant facets of planning, conducting, processing and evaluating; and
- 81% of the staff indicated that the school was well resourced in this key learning area.

Future directions

Professional learning in 2012 will focus on the New South Wales Quality Teaching Framework. This framework aims to deepen teacher knowledge and understanding of teaching strategies designed to increase student engagement in the classroom, leading to an improvement in student outcomes.

Access to resources needed to be easily accessible by all staff. Science and Technology resources will be relocated and organised in a central location that is accessible to all staff.

Our whole school community felt that it is important that our students keep abreast of the current changes in technology. Based on this

information, technology will continue to be a focus throughout the school. This will include the installation of more interactive whiteboards and the purchasing of notebook computers and Apple iPads. Technology will be continually expanded and integrated into other key learning areas.

Parent, student, and teacher satisfaction

In 2011, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below. All staff, parents and students in Stage 2 and 3 were surveyed. We received 207 responses from our families. Surveys indicated the following:

Comment	T	P	S
I enjoy being part of the Quakers Hill community.	100%	85%	92%
I feel welcomed at our school.	100%	83%	94%
I am proud of our school.	100%	94%	93%
The school has supportive welfare programs.	97%	93%	84%
The school offers a good range of extra curricula activities.	98%	90%	79%
Fair discipline exists across the school.	100%	84%	81%

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

Survey results were analysed by a school improvement team which made the following recommendations:

- hold parent events/workshops on a regular basis to encourage more interaction between all members of the whole school community;
- share and promote student welfare programs across the school; and
- continue to promote and highlight the continuum of Positive Behaviours for Learning across the school.

It is pleasing to see a change in opinions from past surveys with an increase from 63% to 79% of the students agreeing that the school provides a range of extra curricula activities. In the past, 80% of parents felt that the school had supportive welfare programs where as now, 93% of parents feel that we have supportive welfare programs.

Professional learning

In 2011, all staff at Quakers Hill Public School participated in professional learning. The school receives a grant of \$22677.60 which is specifically tied to teacher professional learning.

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, team teaching and Individualised professional learning plans.

All teachers were provided with training in the Teaching English Language Learners (TELL) program. This program aimed at building teachers' capacity to help students from non-English speaking backgrounds move from spoken or "playground" English to more academic written English.

Teachers also engaged in professional learning centered around comprehension strategies. This included theoretical and practical sessions encompassing areas such as making connections, predicting, questioning, monitoring, visualising and summarising.

Staff also participated in professional learning that included anaphylaxis, asthma updates and Cardio Pulmonary Resuscitation.

Teacher professional learning is closely aligned with DEC priorities and will continue to support our school plans and targets.

School development 2012 – 2013

Target 1: Progress on 2011 Literacy Target

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%.

Quakers Hill Public School has continued to focus on the professional learning of our teachers in the implementation of programs and strategies to develop the reading and comprehension skills of our students.

Our achievements for 2011 include:

- 44% of Year 3 students performing in skill bands 5 and 6 in reading;
- 45% of Year 5 students performing in skill bands 7 and 8 in reading;
- 63 % of Year 3 students performing in skill bands 5 and 6 in spelling;
- 63 % of Year 3 students performing in skill bands 5 and 6 in grammar and punctuation with no students in band 1;
- 56% of Year 5 students performing in skill bands 7 and 8 in grammar and punctuation;
- 63% of Year 5 students performing in skill bands 7 and 8 in spelling;
- participation and commitment of all teachers K-6 in the NSW DEC Teaching English Language Learners Program (TELL). All teachers completed professional learning in a series of regular workshops conducted by the school ESL teacher. This program focused on teachers supporting ESL students in their classroom and provided strategies to support the learning. Teachers completed tasks at the end of each module including a final presentation at the end of the program;
- expansion of Jolly Grammar 1 over Years 1 and 2 and the expansion of Jolly Grammar 2 over Years 3 and 4. Jolly Grammar 1 is incorporated in all Stage 1 programs and Jolly Grammar 2 has successfully been implemented into all Stage 2 classes. The program aims to introduce students to grammatical conventions, systematically teach spelling, extend students phonics knowledge and improve vocabulary and comprehension. This program is incorporated into everyday teaching through the sentence a day program,

writing lessons and weekly grammar lessons;

- embedding of the school Talking and Listening Program into Stage 2 focusing on the identified comprehension steps. Stage 2 teachers have implemented Talking and Listening programs in their classrooms. Changes have been made recently to ensure activities are more interactive and are designed to encourage talking and listening skills. The comprehension strategies are being incorporated as training and development continues;
- 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. Staff training and development has been held introducing staff to 4 of 9 comprehension strategies. The strategies that have been explored are activating prior knowledge, self-monitoring, predicting and questioning. Staff resource folders have been developed which include posters, information handouts and activity ideas. Prior to introducing the strategies, base line data was obtained for Years 2 to 6 based on 2008 NAPLAN reading assessment. K-1 is using the Literacy continuum to track progress;
- Continuation of Sentence a Day into all classes K-6. The Sentence a Day program continues to be implemented in all classrooms. This program's emphasis is on students using a variety of grammar to increase their language skills, with the overall aim being on students using more complex sentences, with descriptive and technical language, similes and metaphors, connectives and conjunctions.
- introduction of the online computer program Spellodrome to all teachers through professional learning workshops. Spellodrome enhances students' skill and knowledge in spelling. The program has been trialled in 2011 with a decision to purchase the program for 2012; and

- introduction of Multilit. This program is currently being implemented to support students who are currently working below grade level. Support staff have participated in professional learning.

Target 2: Progress on 2011 Numeracy Target

To 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%.

The school has continued to focus on the professional learning of our teachers in the implementation of programs and strategies to develop and enhance the numeracy skills of all students.

Our achievements in 2011 include:

- 35% of Year 3 students performing in the top 2 Bands;
- 60% of Year 3 students performing in the top 3 Bands;
- 47% of Year 5 students performing in the top 2 Bands;
- 68% of Year 5 students performing in the top 3 Bands;
- participation and commitment of all teachers K-2 to the NSW DEC Early Numeracy Intervention Program (TEN). Teachers completed professional learning in a series of workshops conducted by course facilitators. Classroom implementation of strategies, utilisation of TEN resources and on-going observation, monitoring and assessment was carried out in a systematic and explicit manner. Data collected over the course of 2011 indicated a growth in student learning and application of early arithmetic strategies. In both Kindergarten and Year 1, there was an improvement of 29%, and in Year 2 an improvement of 51% was achieved. These results are extremely encouraging and ensure our on-going commitment to TEN strategies in 2012;
- continuation of the explicit and systematic teaching of problem solving skills. The 'Working Mathematically' document is featured in all classroom programs. Staff new to the school in 2011 will be inserviced on the document which will be revisited by all staff in 2012;
- on-going success of the Quicksmart program for targeted students in Years 3-6. We have provided professional learning to skill two additional staff members in the strategies of Quicksmart. As a result we have been able to target more students and improve their automatic recall, understanding and classroom application of basic number facts; and
- introduced the 'Mathletics' program to all staff through professional learning workshops. This on-line program further supports and enhances student knowledge and application of basic numeracy facts and operations. All teachers have trialed the program as part of their numeracy session. The school has purchased the license to enable all students at Quakers Hill Public School to access the program at home as part of set homework or for individual learning. In 2012, full implementation of 'Mathletics' will occur in all classrooms as part of a daily balanced numeracy session.

Targets for 2012

Target 1 - Literacy 2012

- **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%;**
- **performance in reading skill bands 1-2 in Year 3 in NAPLAN to 12%, from the 09-11 average of 15%;**
- **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%.**

Strategies to achieve this target include:

- provide professional learning opportunities that will result in improved literacy levels for Aboriginal students;
- whole school implementation of Accelerated Literacy;
- support the effective use of NAPLAN, Best Start data, SMART data and school based performance data to inform teaching and learning programs in literacy;
- personalised learning programs for all Aboriginal students;
- provide professional learning opportunities with a focus on the Australian Curriculum;
- provide a coordinated program of professional learning opportunities and support to assist in the improvement literacy levels for students in the early years;
- analysing NAPLAN results and sharing analysis with school and local high school staff
- purchasing of appropriate teaching/learning resources;
- focusing professional learning on the explicit teaching of correct grammar and the use of complex sentences;
- utilising processes for the consistent collection of comprehension samples to produce assessment data;
- ongoing analysis of in-school assessment data as a means of monitoring achievement in comprehension/reading; and
- utilising the school developed assessment marking criteria.

Our success will be measured by:

- improved results as indicated by the 2012 target expectations;
- students in each stage achieving at least 80% in school marking criteria and standardised testing;

- increased the percentage of students achieving in the top 3 Bands in reading (Year 3: from three year average of 64% to 66%; Year 5: from three year average of 66.6% to 68%);
- student growth in Year 5 reading to 70% achieving equal to or above one and a half skill bands, from 65.7% in 2011; and
- student growth in Year 5 punctuation and grammar to 75% achieving equal to or above one and a half skill bands, from 70.6% in 2011.

Targets for 2012

Target 2 - Numeracy 2012

- **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%;**
- **performance in numeracy skill bands 1-2 in Year 3 in NAPLAN to 14%, from the 09-11 average of 16.6%;**
- **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%.**

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 DEC Space and Geometry document with particular emphasis on stage outcomes and expectations;
- continuation of the Early Numeracy Intervention Program (TEN), expanding into Stage 2;

- revisit the 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 and the provision of teacher professional learning for new staff;
- teacher professional learning on the importance of 'mathematical language' and embedding strategies to implement this into classroom practice;
- item analysis of NAPLAN data to inform school planning and teaching, specifically in multiplication & division;
- ongoing analysis of in-school and NAPLAN assessment data as a means of monitoring achievement; and
- continue to utilise Mathletics as part of the teaching and learning program.

Our success will be measured by:

- improved results as indicated by the 2012 target expectations;
- improved student performance in numeracy as reflected by ongoing class assessments and whole school assessment;
- all classrooms reinforce and teach number recall facts;
- student growth in Year 5 overall numeracy to 75% achieving equal to or above one and a half skill bands, from 70.6% in 2011; and
- increased percentage of students achieving in the top 3 Bands in overall numeracy (Year 3: from three year average of 52.6% to 54%; Year 5: from three year average of 67.3% to 69%).

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.

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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>