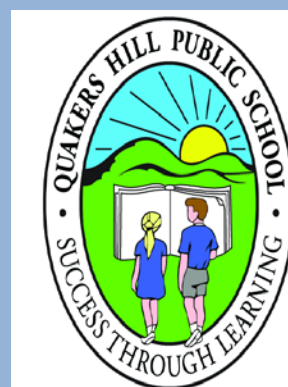




Quakers Hill Public School Annual School Report



Education &
Communities



Messages

Principal's message

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

The school strives to provide each and every student with best teaching practice by providing a stimulating and challenging environment, where the curriculum is differentiated to cater for the educational needs of each student from our opportunity class children, through to those children requiring educational support.

The school has a strong commitment to providing a safe and supportive environment valuing cooperation, tolerance and respect. The nine core values of public education and the schools expectations are embedded into each and every classroom and supported by our wonderful parents and dedicated teachers. Quakers Hill is a truly multicultural school with 60% of its students being from a non-English speaking background. Cultural diversity is recognised and celebrated by the school through multicultural and NAIDOC days, classroom activities and school leadership programs.

Our students consistently perform at and above state average as indicated through external assessment and NAPLAN results. Teachers work tirelessly to ensure that this trend continues and that children are provided with innovative programs and excellent teaching practice.

The strong partnership that the school enjoys with the Parents and Citizens Association (P&C) is an essential and vital component of the connectedness and shared vision that our school as a learning community enjoys. We have a clear direction for our school and our students and we work together to achieve this vision and direction.

Quakers Hill Public School continues to be the school of choice for families within the local drawing area, for students from Kindergarten to Year 6.

Quakers Hill is a proud member of the Blacktown Learning Community (BLC), being a founding member since 1994. The BLC consists of 23 schools (principals and parent representatives) working together to provide students, staff and parents with quality programs, projects and professional learning opportunities.

Quakers Hill Public School prides itself on delivering outstanding education through best teaching practice. Technology is embedded throughout each and every classroom and e-learning is an integral part of all teaching and learning programs.

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

E-Learning is the terminology we have chosen to represent our philosophy, because we are talking about more than technology and the use of computers and netbooks. We are also talking about the integration of iPads, iPods, game consoles, smart response systems, Beebots, interactive whiteboards, video conferencing and so much more. How this 'e-learning' looks is uniquely different from classroom to classroom and from stage to stage, but is equally as effective, as important and as stimulating.

Student achievement is at all times acknowledged in all school settings through an effective and responsive merit system. It is the school's core belief that every student's achievements and successes should be celebrated with our local and wider community and via a wide range of media (webpage, newsletter, iphone and android app, assemblies and newspaper).

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

its students in order to remain at the cutting edge of education and learning.

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 was a fantastic year for the P&C. Our major events for 2012 have included a school disco, a cookie dough drive, an Easter raffle, a mother's day stall, father's day breakfast, a Christmas raffle and school discos. We have also continued to successfully staff the uniform shop and student banking. The P&C have assisted in funding Mathletics, Reading Eggs and iPads to support learning across the school.

Karen Lindley- P&C President

Student representative's message

The Student Representative Council (SRC) is an important and integral group within the school. The SRC is made up of students from Stages Two and Three and the prefect body.

Being elected as a representative for the SRC provides students with various opportunities to learn and foster leadership to develop communication skills and to participate in the decision making process. The SRC are encouraged to present solutions to problems which will result in improvements to the school and wider community.

This year the SRC has continued to support World Vision, assisted the Taronga Zoo program for the Tasmanian Tigers, purchased books for all stages and donated money towards our Reading Eggs program. Holding the SRC café during Education Week continues to be a successful fundraising venture.

The students of the SRC have shown themselves to be a dedicated group of students.

Mrs Heather Williams – SRC Coordinator



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 2012 the total student population was 674.

| Gender | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
|--------|------|------|------|------|------|------|
| Male | 343 | 345 | 368 | 344 | 343 | 366 |
| Female | 317 | 315 | 317 | 305 | 320 | 308 |

Student attendance profile

Quakers Hill Public School attendance rates for 2012:

| Year | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------|------|------|------|------|------|
| K | | 93.1 | 95.5 | 94.7 | 95.8 |
| 1 | | 92.7 | 94.3 | 94.6 | 93.8 |
| 2 | | 93.1 | 94.2 | 93.2 | 94.6 |
| 3 | | 93.0 | 95.2 | 95.1 | 93.2 |
| 4 | | 93.0 | 95.2 | 95.1 | 94.9 |
| 5 | | 93.7 | 95.9 | 94.8 | 94.9 |
| 6 | | 93.2 | 95.2 | 94.1 | 94.7 |
| Total | 93.9 | 93.1 | 95.1 | 94.5 | 94.6 |

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 100 days can be approved by the principal. Exemptions greater than 100 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 2012 class size audit.

| Roll class | Year | Total per year | Total In class |
|------------|------|----------------|----------------|
| KB | K | 21 | 21 |
| KI | K | 19 | 19 |
| KL | K | 20 | 20 |
| KM | K | 20 | 20 |
| KP | K | 20 | 20 |

| | | | |
|------|---|----|----|
| 1F | 1 | 25 | 25 |
| 1G | 1 | 24 | 24 |
| 1S | 1 | 24 | 24 |
| 12C | 1 | 16 | 26 |
| 12C | 2 | 10 | 26 |
| 12J | 1 | 10 | 29 |
| 12J | 2 | 19 | 29 |
| 2AP | 2 | 26 | 26 |
| 2T | 2 | 26 | 26 |
| 3R | 3 | 29 | 29 |
| 3V | 3 | 29 | 29 |
| 34HM | 3 | 16 | 30 |
| 34HM | 4 | 14 | 30 |
| 34W | 3 | 17 | 29 |
| 34W | 4 | 12 | 29 |
| 4B | 4 | 29 | 29 |
| 4E | 4 | 30 | 30 |
| 5K | 5 | 30 | 30 |
| 5M | 5 | 26 | 26 |
| 5V | 5 | 25 | 25 |
| 56C | 5 | 18 | 27 |
| 56C | 6 | 9 | 27 |
| 56G | 5 | 14 | 29 |
| 56G | 6 | 15 | 29 |
| 6P | 6 | 26 | 26 |
| 6S | 6 | 30 | 30 |
| 6V | 6 | 24 | 24 |

Structure of classes

Classes at Quakers Hill Public School are formed in line with DEC guidelines. In 2012, Quakers Hill Public School hosted two Opportunity Classes (5K and 6S). 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 2012, these classes were 12J, 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 |
| Part Time Teacher | 1.1 |
| Primary Teacher RFF | 1.176 |
| Teacher of Reading Recovery | 0.92 |
| Support Teacher Learning Assistance | 2.0 |
| Teacher Librarian | 1.2 |
| Teacher of ESL | 2.0 |
| Counsellor | 1.0 |
| School Administrative & Support Staff | 4.262 |
| Total | 41.658 |

Staff retention

The portion of staff retained from 2011 was 93%.

Teacher qualifications

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

| Qualifications | % of staff |
|--------------------------|------------|
| Degree or Diploma | 75% |
| Postgraduate | 25% |

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: 30/11/2012

| | |
|-------------------------|------------|
| Income | \$ |
| Balance brought forward | 203,784.17 |

| | |
|----------------------------|--------------------------|
| Global funds | 398,802.41 |
| Tied funds | 133,911.97 |
| School & community sources | 161,467.88 |
| Interest | 9,685.35 |
| Trust receipts | 41,657.80 |
| Canteen | 0.00 |
| Total Income | <u>949,309.58</u> |

Expenditure

| | |
|-----------------------------|------------|
| Teaching and learning | |
| Key Learning Area | 85,131.69 |
| Excursions | 64,756.41 |
| Extracurricular dissections | 31,187.96 |
| Library | 5,669.63 |
| Training and development | 1,672.69 |
| Tied funds | 130,716.06 |

| | |
|--------------------------------|--------------------------|
| Casual relief teachers | 99,264.35 |
| Administration and office | 57,232.44 |
| School-operated canteen | 0.00 |
| Utilities | 63,568.50 |
| Maintenance | 95,581.32 |
| Trust accounts | 39,605.27 |
| Capital programs | 54,295.60 |
| Total Expenditure | <u>728,681.92</u> |
| Balance carried forward | <u>220,627.66</u> |

A full copy of the school's 2012 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 2012

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 2012, students were able to attend in-school performances which included Aboriginal performances, author visits and interactive science shows.

Band

This year the school band members encompassed a group of trainee musicians from Years 3-6, and a senior band group also comprising of students from Years 3-6. All students attended tutoring on Wednesdays provided by Musicorp. They also attended 2 rehearsal sessions per week provided by Mrs Gittoes, Mrs Poole and Mrs Abel. The senior band performed brilliantly at education week performances (Blacktown Westfield), the Blacktown Music Festival and various school assemblies. The students' enthusiasm and dedication is an inspiration to all.

Mrs Suzanne Gittoes - Band Coordinator

Debating

The Premier's debating team were an inspiration to our school community as they debated 7 rounds undefeated. They proceeded through to the regional finals representing the Blacktown District on the evening of 20th September 2012. Our team was awarded runner-up to Blaxland East P.S. The debaters received trophies for their efforts and have set a fabulous example for aspiring debaters. The debaters attended coaching every Monday lunch and every second Friday lunch throughout the year. Their dedication and determination to succeed is to be commended.

Mrs Suzanne Gittoes
Debating Coordinator/Coach



In 2012, we had five students from Year 5 involved in the Blacktown District Debating Competition.

Prior to the competition, the team attended a debating camp in Katoomba, where they were able to learn how to debate and work with students from other schools in the Western Sydney area. During the competition, the team participated in four rounds and won three out of the four, narrowly missing out on the semi-finals. The students worked extremely hard this year and should be proud of their efforts.

Miss Alicia Kladal - Debating Coach

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 performed at Principal's assemblies and other school functions throughout the year.

Mrs Sharon Hodges - Stage 1 Choir Coordinator,
Mrs Therese Virveste – Stage 2 Choir Coordinator
Miss Alicia Kladal – Stage 3 Choir Coordinator

Senior Dance

In 2012, our senior dance group included 16 girls and 6 boys from Years 5 and 6. The dancers gave an excellent performance at the Blacktown Music Festival and at the Term 3 Principal's assembly.

The students attended dance practice every Tuesday lunch, and should be proud of their efforts and dedication to dance. They have inspired many others in the school to consider dance as part of their extra-curricular activities in the future.

Mrs Suzanne Gittoes – Senior Dance Coordinator

Junior Dance

The Year 3 and 4 Dance Group enjoyed a number of performances both in school and at Westpoint Shopping Centre, showcasing the talent in the

Blacktown area. This provided a valuable and rewarding extra-curricular opportunity for the students. The talent and commitment of the dancers was evident throughout the year.

Miss Laura McCarthy – Junior Dance Coordinator

Public Speaking

Quakers Hill Public School had four students participate in the Multicultural Perspectives Public Speaking Competition at Doonside Public School.

Beverly Lye, Anjhana Murugesan, Adam Coleiro and Manoj Murugesan spoke with confidence and skill during their presentation. Both Beverly and Adam received highly commended awards for their speeches.

We also had four students compete in the Blacktown Learning Community Public Speaking Competition at Hambledon Public School. They were Shabir Ali Khan, Shikar Gautam, Minal Tanvir and Sonali Richard. Minal successfully won her division.

Congratulations to these great ambassadors for our school.

Shamim Moodley- Public Speaking Coordinator



Sport

Quakers Hill enjoyed another year of great achievements in sport. 27 students were selected to represent Blacktown PSSA in sporting teams.

Two student gained selection for Sydney West PSSA Teams:

Thomas O'Reilly Sydney West Boys Hockey
Connor McLeod Sydney West Athletics

In summer PSSA, our school was successful in winning the senior cricket grand final. The junior cricket team, boys' softball team and the girls'

T-ball teams were all grand finalists.

In winter PSSA, the junior B and senior B netball teams were semi-finalists. The senior A team were premiers going through the competition undefeated.

In swimming, Quakers Hill finished sixth in the Blacktown Zone. Four students were selected into the Blacktown Zone team.

In athletics, Quakers Hill finished sixth in the Blacktown Zone. Fourteen students were selected in the Blacktown Zone. One student, Connor McLeod, competed at the NSW PSSA State Carnival.

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

Mr Rob Pugh – Sports Coordinator



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.

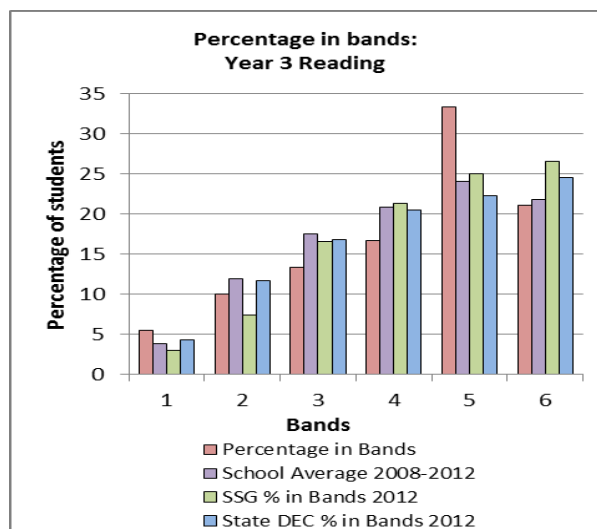
The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest)
Yr 5: from Band 3 (lowest) to Band 8 (highest)

Literacy – NAPLAN Year 3

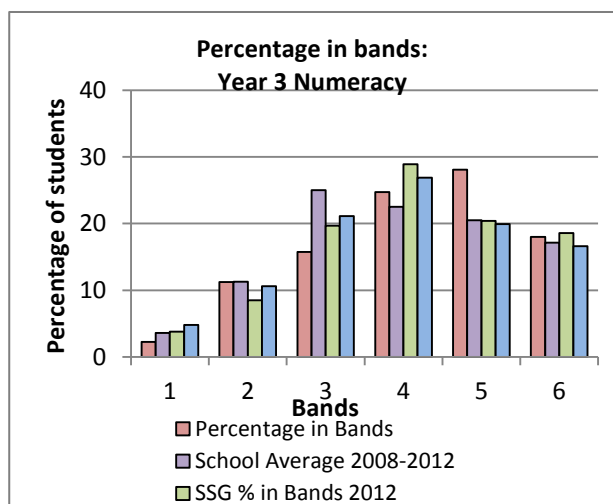
In 2012, over 90% of Year 3 students achieved at or above state in writing, spelling, grammar and punctuation. Our results in reading improved on

last year with over 80% of students achieved at or above minimum standards in reading, this is above last year's results.



Numeracy – NAPLAN Year 3

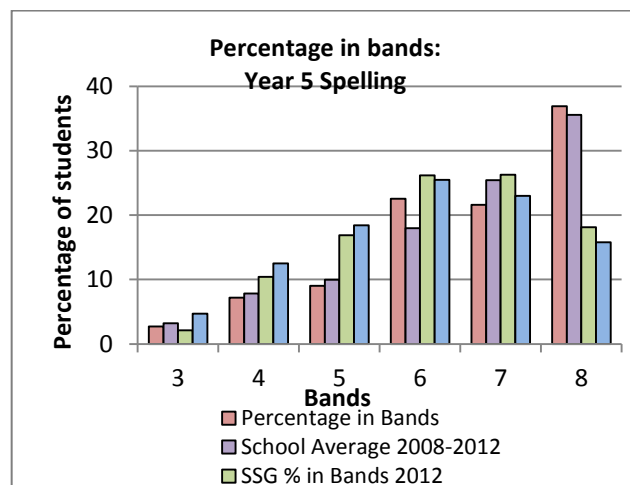
In 2012, 89 students sat for NAPLAN. We had 81% of our Year 3 students performing in the top 3 skill bands. There was a significant increase in the number of children performing in Band 5 (from 19% in 2011 to 28% in 2012). Trend data shows that our students out-performed the state by 6%, an increase of 9% on our 2011 results. This was evident in numeracy and patterns and algebra both of which showed high levels of achievement.



Literacy – NAPLAN Year 5

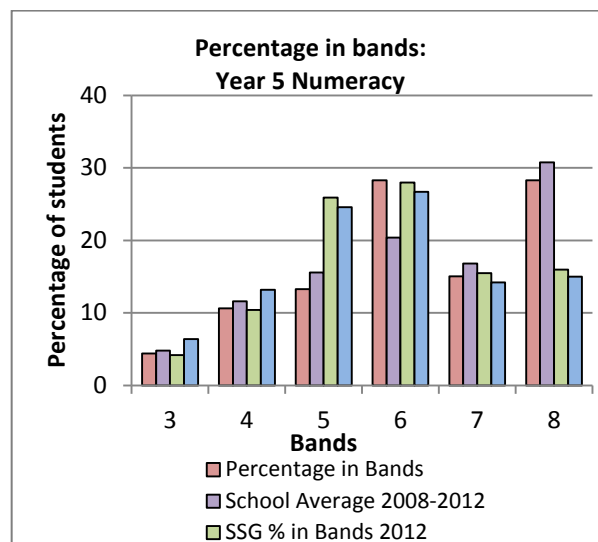
Over 90% of Year 5 students are performing at or above the minimum standard in writing and spelling. Our results in reading are down on last year; however, we are still above state in the top

two skills bands. Grammar and Punctuation remains strong with over 80% of students achieving at or above minimum standards.



Numeracy – NAPLAN Year 5

In 2012, 113 Year 5 students sat for NAPLAN. 72% of our students performed in the top 3 skill bands and our school growth was 10% higher than that of the state. While results were slightly below those in 2011, we were 27% higher than the state as indicated by trend data. Areas in which students achieved pleasing results were patterns and algebra and fractions and decimals.



Progress in literacy and numeracy

The average progress for matched students, Years 3-5, between 2010 and 2012 was above state average in some areas. (A matched student is a student who has been enrolled at our school to

complete Year 3 NAPLAN 2010 and Year 5 NAPLAN 2012).

| Average progress between years 3 and 5 students 2010 - 2012 | | |
|--|--------|-----------|
| | School | State DET |
| Reading | 77.8 | 79.2 |
| Spelling | 95.0 | 95.4 |
| Grammar | 82.7 | 81.3 |
| Numeracy | 104.3 | 98.2 |

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 | 94.4 |
| Writing | 100.0 |
| Spelling | 97.8 |
| Grammar & Punctuation | 94.5 |
| Numeracy | 97.8 |

| Percentage of Year 5 students achieving at or above minimum standard (exempt students included) | |
|---|------|
| Reading | 93.8 |
| Writing | 96.4 |
| Spelling | 97.3 |
| Grammar & Punctuation | 92.8 |
| Numeracy | 95.6 |

Significant programs and initiatives

Aboriginal education

Throughout 2012, Quakers Hill Public School has maintained a rich Aboriginal educational 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. All staff implement Accelerated Literacy on a daily basis and incorporate Aboriginal content in their teaching programs with the aim to achieve improved learning outcomes for all students.

The annual NAIDOC assembly with the theme of 'Tent Embassy' was a great success. Aunty Jenny Ebsworth, 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 under the guidance of Sandra Hickey, a grandmother of two of our Aboriginal students. 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 which gave a deep insight into Aboriginal culture, traditions and spirituality.

All students at Quakers Hill Public School were involved in activities such as boomerang painting, viewing traditional weapons and artefacts, learning the significance of Aboriginal symbols and participating in traditional Aboriginal dance lessons. These activities, led by members of the Aboriginal community, provided invaluable learning experiences for all children. All students contributed to a display of Aboriginal art, craft, poems stories and projects which were displayed throughout the school.

Community members shared in the celebrations with students and teachers, all feedback was extremely positive. Quakers Hill Public is constantly striving for positive outcomes in Aboriginal education.

Alyssa Christey - Aboriginal Education Coordinator



Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a school-wide behaviour initiative currently in use at Quakers Hill Public School. PBL was introduced at Quakers Hill Public School in 2008. It employs a whole school systems approach to address problem behaviour and reduce its effects on student outcomes and on the school community as a whole. PBL encourages positive behaviour from students, which has been shown to improve their self-concept and motivation to learn.

At Quakers Hill Public School we are

- *Safe*
- *Responsible*
- *Proud*
- *Learners*

These are our school expectations. PBL aims to ensure that all students and staff share the same language to discuss behaviour and have the same expectations for behaviour.

2012 saw the introduction of PBL days – this was a day set aside each term to celebrate positive student behavior.



Mrs. Michelle Kotowski – Positive Behaviour for Learning 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

Throughout 2012, the values of respect and responsibility have been the focus for our pastoral care policy with the introduction of a Value of The Month focus as part of our Positive Behaviour for Learning philosophy.

Respect and responsibility are best demonstrated through our school's expectations – safe, responsible, proud, learners and our banner statement – innovation, excellence, success.

Students are recognised and rewarded for their efforts through a PBL celebration day every term, blue awards and the principal's recognition ceremony.

Students demonstrate responsibility in their approach to their school work, the wearing of their school uniform, their use of manners when addressing each other, staff and community members, their commitment to a clean learning environment and their sensible use of information technology to support their learning.

Cultural responsibility and respect has been best demonstrated through the celebration of days with significant cultural and historical importance such as ANZAC day and NAIDOC.

Mrs Kathy Price – Learning Support Team Coordinator

Connected learning

In 2012, 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 welfare), by introducing EduPro and utilizing the learning continuums to track student learning in literacy and numeracy.

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. In 2012, a connected classroom team hub was created and skilled in the use of this resource. This hub will be directly responsible in providing professional learning to all staff.

In 2012 the following was achieved;

- Awarded Western Sydney Regional Excellence Award in ICT;
- Successfully lead QT21 project for Western Sydney Region;
- 64 iPads and two iPad trolleys were purchased;
- wireless access points across the school were installed;
- active response system purchased;
- class set of iPods were purchased;
- 4 e-learning centres were created with a 2:1 ratio of students to computers;
- Electronic microphones purchased for all K-2 classes;
- Edmodo, mathletics and reading eggs implemented K-6;
- A school based iPhone and Android app was developed; and
- E-learning hubs were created.

In 2013, 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 2013, Quakers Hill Public School plans to;

- purchase 64 iPad minis and 8 wall cages for storage;
- create an e-learning environment in all classrooms;
- purchase interactive whiteboards for new classrooms;

- complete installation of wireless access points;
- purchase 50 iPods for Kindergarten classroom;
- continue and further expand the QT21 e-learning hub;
- implement an explicit professional learning program for all staff; and
- purchase 20 netbooks.



Rationale – connected learning

Quakers Hill Public School prides itself on delivering outstanding education through best teaching practice. Technology is embedded throughout each and every classroom and e-learning is an integral part of all teaching and learning programs.

At Quakers Hill Public School we deliver outstanding educational outcomes through e-learning as it is vital in engaging our students and providing them with a stimulating environment in which to learn. Today's world is a digital world, changing rapidly, and we are committed to preparing all of our students for this world.

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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 grade expectations in reading.

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

In 2012, 20 students participated in this program with almost all achieving or exceeding the program goals. This highly successful program will continue in 2013.

**Mrs Sharon Hodges and Mrs Vera Stojanovic –
Reading Recovery Teachers**

Learning Assistance

During 2012, students from Kindergarten to Year 6 benefited from small group and in class support. Where possible, support timetables have been structured to have an early intervention focus.

Support staff have been a part of all cooperative planning days. This has been integral in assisting classroom teachers to develop programs to meet specific student needs.

It is exciting to see each student progressing at their own rate.

Mr Andrew Cooper – Support Teacher Learning

Early School Support Program

Quakers Hill PS was very fortunate to have the Early School Support Program operating in our school for the first two terms of 2012. The aim of this program was 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 allowed the students to develop skills and personal confidence while experiencing all aspects of the primary curriculum. At Quakers Hill Public School in 2012, five students were eligible to be part of the Early School Support Program; one student in Year 2, three students in Year 1 and one student in Kindergarten.

Due to the Education Department restructuring, the ESSP program is no longer available. However, students continue to be supported by Classroom Teachers, the schools Learning and Support Term and specialist Learning and Support Teachers (LaST), within the school. All students are regularly monitored and adjustments are made to meet the individual student's needs.

Ms Maryanne Cole
ESSP / LaST Teacher

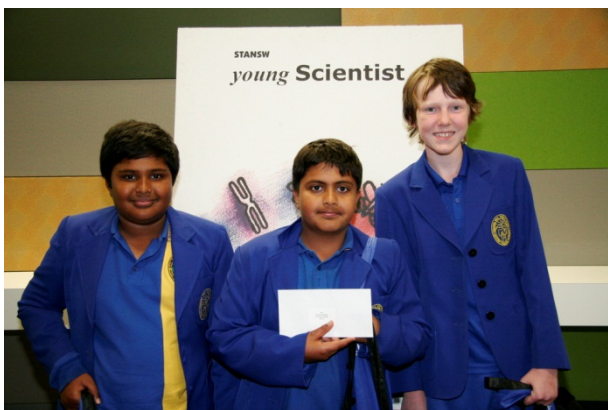
My Science

Throughout 2012, the My Science program continued to flourish at Quakers Hill Public School, with five classes actively implementing rich, engaging science lessons focusing on the principles of fair-testing. With the support of the teachers, parents and peers, the students were involved in devising, hypothesizing and conducting scientific investigations.

As a result of participating in the My Science program students from the Stage 2 and 3 classes produced a published report detailing their scientific research.

These in-depth investigations were then subsequently submitted into the STANSW Young Scientist Competition. The results saw a Stage 3 team selected as finalists from across the NSW entrants.

Ms Donna Jackson - My Science Coordinator



Environmental Education

At QHPS, our students, staff and community continuously try to improve the effective eco-friendly environment for our school. There has been a whole school effort to reduce waste, with 5V successfully managing and maintaining the classroom recycling program. Students also participated in the Schools Clean-Up Day by upholding our healthy school environment. Our thanks go to the continued support from Blacktown City Council for their donation of plants to mark the National Tree Day event.

Daniel McMahon (teacher) coordinated the participation of classes in the Climate Clever Program, which ran throughout the year. The aim of this program was to promote energy sustainability within the school and increase student's knowledge regarding 'Climate Change'. This led to the implementation of awareness signs in classrooms about energy conservation and the installation of sky lights to student toilets. Congratulations to the teachers and students for their sustained efforts and proud achievement.

Mrs Shamim Moodley – Environmental Education Coordinator

Live Life Well @ School

Live Life Well @ School (LLW@S) is a joint initiative between the NSW Department of Education and Communities and NSW Health that aims to get more students, more active, more often. Quakers Hill Public School continued to implement the Live Life Well @ School program in 2012. The focus of this program is to ensure the successful teaching of the fundamental movement skills and nutrition to all students across the school. The program also aims to improve

teacher's knowledge, skills and confidence in teaching about nutrition, making healthy choices and the fundamental movement skills as part of the Personal Development, Health and Physical Education (PDHPE) Syllabus.

This year a new action plan was developed for Quakers Hill Public School to ensure we continue to effectively teach the fundamental movement skills and educate our students on nutrition. All classes continued to participate in Crunch & Sip daily, encouraging students to eat more fruit and vegetable throughout the day and to highlight the importance of drinking water regularly.

In Term 3, Quakers Hill Public School participated in Fruit 'N' Veg week. This included all classes completing lessons, focusing on the importance of nutrition in our everyday lives, as well as taking part in a crunch 'n' sip challenge. Our parents and local community also joined in, providing our students with fresh fruit and vegetables for class tasting sessions. Foodbank NSW, the Western Sydney Giants and the Western Sydney Wanderers generously donated fruit, vegetables and competition prizes to support this program and our school.

Miss Hayley Pleffer – Live Life Well @ School Coordinator



Quicksmart

During Semester 2, six children from Stage 2 have participated in Quicksmart. Quicksmart is a numeracy program designed to develop automatic and accurate recall of number facts. The program encourages students to become quick in their response and smart in their strategies when learning basic number facts. The children receive four lessons a week and have achieved pleasing results.

They have transferred these skills to the classroom and their teachers have seen an increase in confidence and enthusiasm during maths lessons.

Mrs Debbie Byrne - School Learning Support Officer

Incursions/Excursions

Early Stage 1

In Term 3, Kindergarten children and teachers were fortunate to visit Calmsley Hill Farm in Fairfield. The excursion was organised to support the unit 'Growth and Change', providing the children first-hand experience with the machinery, chores and animals associated with living on a working farm.

As our visit coincided with Spring, the children were treated to many newly born kids, lambs, foals and calves. They delighted in being able to milk a cow, see a sheep shearing display and watch two farm dogs round up the sheep in a paddock.

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, tired but excited at what they had experienced.



Stage1

In Term 2, Stage One students attended an excursion to The Joan Sutherland Centre to watch the stage performance, James and the Giant Peach. This was linked to Accelerated Literacy, the COGS unit - Our Stories and the school writing focus, narrative.

Stage 1 students attended the 'And the Winner is..' incursion as part of this year's Education Week activities. Students also participated in the K-6 Book Character Parade. All teachers and students dressed up as their favourite book character for the day.

Stage One students also 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

Stage 2 students had the opportunity to attend an educational excursion to Elizabeth Farm and Experiment Cottage as part of their unit studies on 'Our Fleeting Past'. During the excursion students learnt about the history of Parramatta, medicine used during the 18th Century and crops cultivated for the new colony to survive. The students engaged in role play to learn about the life of a convict. This included setting the table for the evening meal, making the beds, dusting and tidying rooms and completing the laundry for the day.

Our incursion for this year was from the CSIRO and was entitled Simple Machines. This incursion had students work in pairs to make simple machines with levers, pulleys and gears. Emphasis is placed on building machines with real world applications.



Stage 3

The Chinese Whispers tour of Chinatown and the Chinese Gardens, Darling Harbour in Term 2 allowed students some insight into the contributions made to our society by Chinese

immigrants. In Term 4, the Bathurst Goldfields overnight excursion complemented the study of Australian heritage related to the discovery of gold. In addition to these, specific groups of Stage 3 students were involved in the Opportunity Class induction camp to Narrabeen, the Youth Eco Summit at the Homebush Olympic Centre and a taping of an episode of My Kitchen Rules at Taronga Zoo.

Incursions have included an anti-graffiti presentation by Blacktown Council, a performance entitled "And the Winner Is ..." that complemented the work undertaken in library lessons and a presentation on cyber-bullying by police youth liaison officer Constable John Bollard.

Swimming Scheme

December 2012 saw 180 students from Year 2 to Year 6 attend the DEC special Swimming Scheme at Mt Druitt Aquatic Centre. Swim Scheme is an intensive 10 day program that provides students with the opportunity to develop skills, techniques and an understanding of basic water safety.

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 2012 our school carried out evaluations of teaching and English.

Educational and management practice

Teaching

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

P – parent S – student T – teacher

| | | P | S | T |
|---|--|-----|-----|------|
| 1 | What students are asked to learn is important. | 94% | 98% | 100% |
| 2 | Class activities are interesting and help the | 87% | 97% | 100% |

| | | | | |
|---|--|-----|-----|------|
| | students learn. | | | |
| 3 | The teachers explains what they are learning and why. | 59% | 97% | 100% |
| 4 | The teacher manages the class to maximise learning. | 82% | 95% | 100% |
| 5 | The teacher knows what the students can do and what they need to learn. | 82% | 95% | 100% |
| 6 | The teacher maintains records of student progress. | 83% | 98% | 100% |
| 7 | Parents and students understand how learning will be assessed. | 75% | 89% | 85% |
| 8 | The school report clearly provides information to students and families. | 80% | 97% | 100% |

Data from the surveys indicated that the whole school community believes that what the students are asked to learn is important.

Identified areas for development include:

- creating a shared understanding of how learning will be assessed; and
- familiarising parents with classroom routines.

Future directions

The school will provide parent workshops to introduce parents to the Australian Curriculum and NSW syllabus to develop a clear understanding of class routines, expectations and assessment for each stage.

The school will also work with students to develop a clear understanding of what is expected in an assessment task.

Curriculum

English

Background

English is one of the six Key Learning Areas and has been a focus for 2012. 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:

- 95% of the community feels that English is an important subject. As a school, we will continue to implement daily balanced literacy sessions that incorporate pedagogies that best meet the needs of our students;
- 70% of our community feels that students are getting better at writing, but only 33% of staff believe that students enjoy writing. Teacher professional learning will focus on improving student engagement in writing; and
- 89% of students and parents believe that it is important to integrate technology into English lessons. We will continue to purchase resources to support this area.

Future directions

On-going professional learning for teachers will be provided to increase student engagement and improve student learning outcomes. Training for teachers will centre on the Quality Teaching Framework, technology and integrating writing into the Accelerated Literacy cycle.

Parent, student and teacher satisfaction

In 2012, 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 211 responses from our families. Surveys indicated the following:

| Comment | T | S | P |
|---|------|------|-----|
| I enjoy being part of the Quakers Hill community. | 94% | 88% | 99% |
| I feel welcomed at our school. | 100% | 100% | 97% |

| | | | |
|--|------|------|-----|
| Quakers Hill Public School is an attractive and well resourced school. | 100% | 100% | 99% |
| The school offers challenging programs for its students. | 88% | 76% | 97% |
| The school has supportive welfare programs. | 100% | 100% | 95% |
| The school offers a good range of extra curricula activities. | 98% | 100% | 95% |
| Fair discipline exists across the school. | 55% | 20% | 97% |

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

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

- to maintain our regular community events to encourage interaction between all members of the whole school community;
- promote extra-curricular activities across the school; and
- investigate responses relating to fair discipline and highlight the procedures of Positive Behaviour For Learning.



Professional learning

In 2012, 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 participates 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 Accelerated Literacy pedagogy. Accelerated Literacy is a balanced literacy program that focuses on the development of skills in reading, writing, spelling, talking and listening and grammar and punctuation.

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

Developing a balanced mathematics session high in the elements of the quality teaching framework have been an area of professional development for all staff. Training has included professional discussions, observation lessons, coding lessons and the collaborative development of units of work.

Other professional learning 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 2012 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 2012 include:

- 54.4% of Year 3 students performing in skill bands 5 and 6 in reading;
- 39.8% of Year 5 students performing in skill bands 7 and 8 in reading;
- 70.4% of Year 3 students performing in skill bands 5 and 6 in writing;
- 6% of Year 5 students performing in skill bands 7 and 8 in writing;
- 72.5% of Year 3 students performing in skill bands 5 and 6 in spelling;
- 61.2% of Year 5 students performing in skill bands 7 and 8 in spelling;
- 70.7% of Year 3 students performing in skill bands 5 and 6 in grammar and punctuation;
- 45.9% of Year 5 students performing in skill bands in grammar and punctuation;
- whole school implementation of Accelerated Literacy. All staff were provided with demonstration lessons and trained in how to plan literacy lessons that incorporate the teaching sequence and methodology. A resource folder containing a collection of Accelerated Literacy programs has been stored on the server for teachers to utilise. Data collection commenced in Term 1 and will be collected again in Term 4. Classroom observations of all teachers have been completed by executive and all staff have been given the opportunity to visit other stages to view lessons;
- supporting the effective use of NAPLAN, Best Start data, SMART data and school based performance data to inform teaching and learning programs in literacy. NAPLAN data was shared with staff in Term 4, 2011. Staff have been shown how to access teaching resources within SMART. Our 2012 school targets were developed based on our 2011 NAPLAN results;
- personalised learning plans for all Aboriginal students. All Aboriginal students have PLP's which are frequently evaluated with the assistance of the Learning Support Team;
- providing professional learning opportunities with a focus on the Australian Curriculum. Staff provided with the English Curriculum Framework when trained in Accelerated Literacy.

Professional readings have been shared with staff. More training and development will be provided to staff throughout 2013;

- providing a coordinated program of professional learning opportunities and support to assist in the improvement of literacy levels of students in the early years. Support staff have been timetabled into each Early Stage 1 and Stage 1 classroom throughout the morning literacy lessons. This was implemented to support students with their reading, writing and talking and listening. Classroom observations have commenced along with demonstration lessons incorporating ICT;
- focussing professional learning on the explicit teaching of correct grammar and the use of complex sentences. This was incorporated into Accelerated Literacy training;
- utilising processes for the consistent collection of comprehension samples to produce assessment data. All staff were trained in explicitly teaching the Super Six comprehension skills. This was done during staff development days and online training. Staff members were provided with a resource folder containing a range of teaching resources that can be used in the classroom;
- ongoing analysis of in-school assessment data as a means of monitoring achievement in literacy. A whole school online assessment tracking system has been established to collate data. This data is then used to guide programs, measure our successes and develop future targets; and
- utilising the school developed assessment marking criteria. School based assessment folders have been developed and distributed to all staff. As a requirement of Accelerated Literacy, classroom teachers are to track students spelling, writing and reading levels. This will be done through SA Spelling, narrative assessment and PM Benchmarking or Torch (depending on stage). The results from these assessments are tracked on the whole school data system to show students growth in each of these areas. The results

will be shared with staff in 2013 to guide their teaching programs.



Target 2: Progress on 2012 Numeracy Target
To improve performance in Numeracy skill bands 5 -6 in Year 3 to 37% from the 09-11 average of 33.6% and 7-8 in Year 5 to 52% from the 09-11 average of 49%.

This year we have worked collaboratively in whole school and stage teams to improve and enhance the numeracy skills of our students and achieve our projected targets for 2012.

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 2012 include:

- 46% of Year 3 students performing in the top 2 skill bands;
- 71% of Year 3 students performing in the top 3 skill bands;
- 43% of Year 5 students performing in the top 2 skill bands;
- 72% of Year 5 students performing in the top 3 skill bands;
- effective utilisation of DEC documents, specifically Space and Geometry, to plan, teach and assess the concepts of 2D and 3D shape;
- NAPLAN results in Year 3, show a growth in this strand in bands 5 and 6 from 32% in 2011 to 48% in 2012;
- NAPLAN results in Year 5, have been maintained across bands 6-8;
- A K-6 format has been developed and implemented in all class programs to

document a balanced mathematics lesson that includes guided, modelled and independent activities based on the Quality Teaching Framework;

- Continuation of the Early Numeracy Intervention Program (TEN) K-2 and expansion into Stage 2;
- Ongoing commitment to improving children's recall of basic number facts, through daily classroom practise and provision of 'Mathletics' for all students in both the school and home settings;
- Class assessments and school based data to track student progress has shown Mathletics average scores for all students K-6 improved from 75% to 97% accuracy in curriculum related numeracy activities. An average of 75% of students access Mathletics on a regular basis from home seven days a week to supplement and consolidate their learning at school; and
- A focus on providing support for children in lower skill bands through programs such as QUICKSMART and STLA in- class support.



Targets for 2013

Target 1 - Literacy 2013

| | Year 3 | | | Year 5 | | |
|-----------------------------------|----------|-------------|-------------|----------|-------------|-------------|
| | Below | At or below | Proficiency | Below | At or below | Proficiency |
| Reading 2010-2012 Av Target | 4% 3% | 15% 10% | 47% 52% | 6% 4% | 15% 10% | 46% 51% |
| Writing 2010-2012 Av Target | 1% | 3.4% | 66% | 4% | 9% | 39% |

| | 0% | 2% | 70% | 3% | 6% | 49% |
|---------------------------------------|----------|-----------|------------|----------|-----------|------------|
| Spelling 2010-2012 Av Target | 3% 2% | 9% 6% | 62% 66% | 4% 3% | 10% 6% | 60% 65% |
| Grammar/Pun 2010-2012 Av Target | 4% 3% | 11% 7% | 56% 60% | 5% 4% | 11% 7% | 55% 60% |

Target 2 - Numeracy 2013

| | Year 3 | | | Year 5 | | |
|--|----------|-------------|-------------|----------|-------------|-------------|
| | Below | At or below | Proficiency | Below | At or below | Proficiency |
| Numeracy 2010-2012 Av Target | 2% 1% | 15% 10% | 38% 43% | 4% 3% | 15% 10% | 46% 51% |
| Space/Geom 2010-2012 Av Target | 4% 3% | 14% 11% | 36% 41% | 6% 4% | 16% 11% | 43% 50% |
| Num/Patt/Alg 2010-2012 Av Target | 5% 4% | 17% 12% | 39% 44% | 5% 4% | 15% 10% | 48% 53% |

About this report

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

| | |
|----------------------------------|----------------------|
| Bert Lo Campo | Principal |
| Lyndall Droscher | Deputy Principal |
| Robyn Simmons | Assistant Principal |
| Michelle Lindsell | Assistant Principal |
| Kathy Price | Assistant Principal |
| Alison Chew | Assistant Principal |
| Diane Secomb | School Admin Manager |
| Maryanne Cole | Teacher |
| Karen Lindley | P&C President |
| Quakers Hill Public School Staff | |

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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>