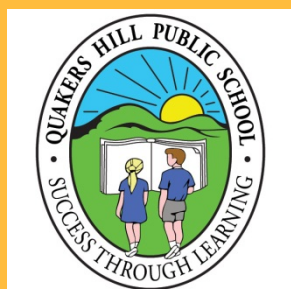
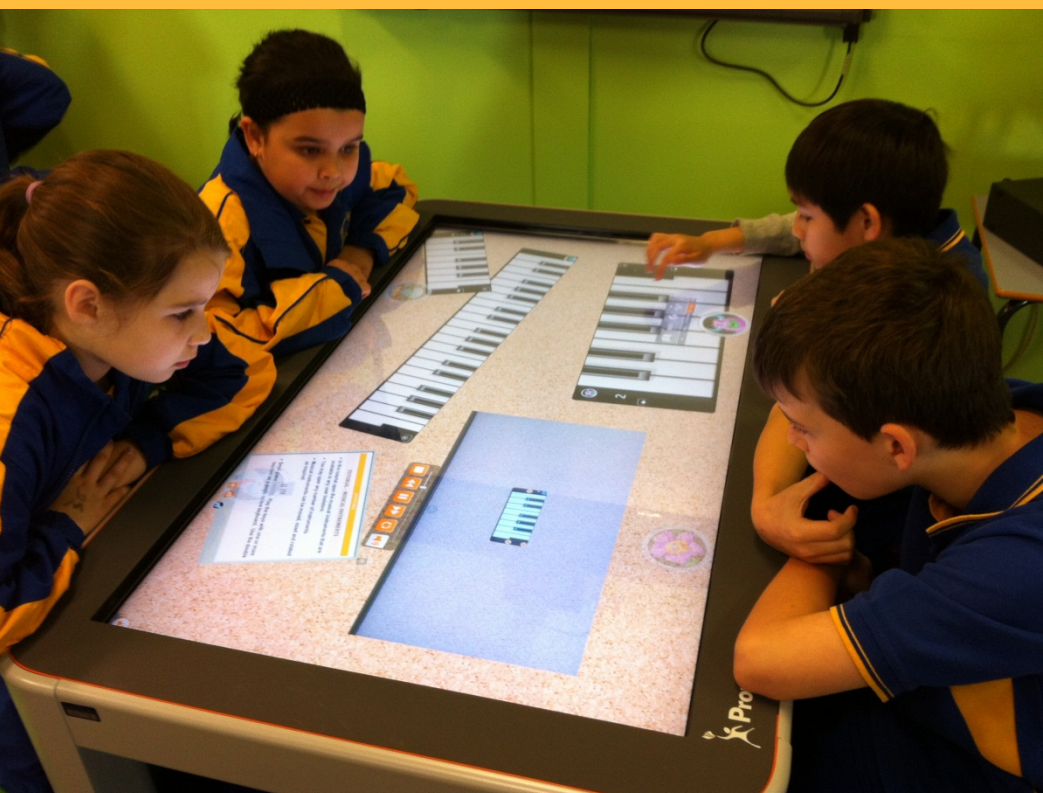


# Quakers Hill Public School 2918 Annual School Report 2013



## School Context

Quakers Hill Public School is a dynamic and caring learning community which has been catering to families in the school's drawing area since 1914. Current enrolment is 735 students.

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

The school has a strong commitment to providing a safe and supportive environment for all of our students. We are a truly multicultural school with 60% of our students being from a non-English speaking background and 33 students being from an Aboriginal or Torres Strait Islander background. Cultural diversity is recognised and celebrated across our school.



## 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 the 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.

In 2014, Quakers Hill celebrates 100 years of providing innovative, high quality education for its local and wider community. The school has grown from its humble beginning to catering for the individual needs of 795+ students in 2014.

Quakers Hill 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. This is achieved through the school's e-learning culture that exists, where our staff look at the future for our students where they are equipped to meet the demands of an ever changing technology driven world.

The nine core values of public education and the school's 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 over 60% of its students being from a non-English speaking background. Cultural diversity is recognised and celebrated by the school through multicultural days, NAIDOC day, classroom activities and school leadership programs.

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

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

Quakers Hill is a founding member of the Blacktown Leaning Community (BLC) since 1994, continuing to take a leadership role within this group. The BLC consists of 25 schools (principals and parent representatives) working together to provide students, staff and parents with quality programs, projects and professional learning opportunities.

Outstanding educational outcomes are delivered through 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.

As of 2013, the school has a 1:2 ratio of e-learning devices (tablets and netbooks), to students. I would encourage our local and wider community to visit the school's website, specifically the e-learning tab for a detailed description of the outstanding state of the art technology that is afforded to each student.

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

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

**Bert Lo Campo – Principal**

## **P & C message**

It has been a pleasure serving as the president of Quakers Hill Public School P&C this year. It has also been a wonderful opportunity to meet other parents and understand more about our school.

In 2013, the P&C were able to assist the school by funding Athletics and Reading Eggs. They also purchased a Promethean Interactive Table for The Hub. We were able to achieve this through the

support of our community. Our community have assisted us in fundraising by actively taking part in events such as discos, mother's day gifts, Easter/Christmas raffles, slice drive, election day barbecue, school banking and running the clothing shop.

Our P&C are all volunteers, we are a friendly group that encourages new ideas from parents and the community.

I would like to thank the P&C members for their valued contributions throughout the year and look forward to a successful 2014.

**Kellie Milostic – 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 varied opportunities to learn and foster leadership skills, to develop communication skills and to participate in the decision making process. It empowers students at our school to identify and help solve problems. Students are then encouraged to present solutions to these problems. Being a part of the SRC assists in developing leadership and communication skills.

This year, members of the SRC were responsible for various portfolios. Portfolios included the Environment, Charities, Publicity and Fundraising.

The SRC raised funds by organising an SRC cafe and a cake stall. This year, the SRC donated money to the school library and, with the assistance of Mrs



Kotowski purchased a book for each stage. We also sent donations to Westmead Children's Hospital and the NSW Bush Fire Appeal.

**Mrs. Heather Williams - Mrs. Colleen Soper – SRC Coordinators**

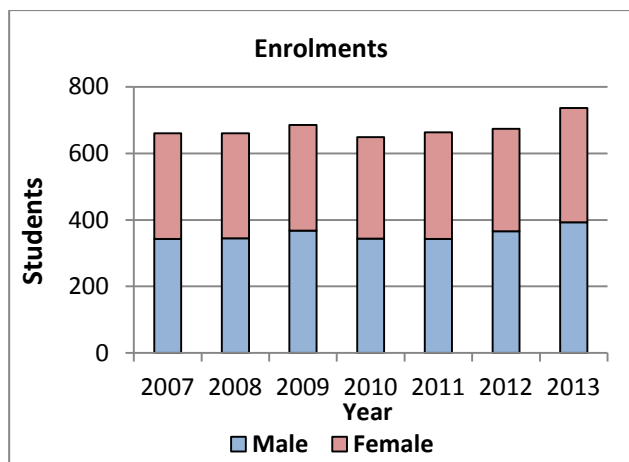
## Student information

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

## Student enrolment profile

In 2013 the total student population was 736.

Gender	2007	2008	2009	2010	2011	2012	2013
Male	343	345	368	344	343	366	393
Female	317	315	317	305	320	308	343



## Student attendance profile

	Year	2008	2009	2010	2011	2012	2013
School	K		93.1	95.5	94.7	95.8	95.0
	1		92.7	94.3	94.6	93.8	96.0
	2		93.1	94.2	93.2	94.6	96.1
	3		93.0	95.2	95.1	93.2	95.6
	4		93.0	95.2	95.1	94.9	95.3
	5		93.7	95.9	94.8	94.9	96.0
	6		93.2	95.2	94.1	94.7	95.6
	Total	93.9	93.1	95.1	94.5	94.6	95.7
Region	K		94.1	94.6	94.7	93.9	94.9
	1		93.5	93.9	94.1	93.4	94.2
	2		93.8	94.2	94.1	93.8	94.6
	3		94.1	94.4	94.4	94.0	94.9
	4		93.9	94.4	94.4	94.1	94.7
	5		94.0	94.3	94.3	94.0	94.6
	6		93.4	94.2	93.9	93.5	94.2
	Total	94.1	92.1	94.3	94.3	93.8	94.6
State DEC	K		94.3	94.7	94.7	94.3	95.0
	1		93.7	94.2	94.2	93.9	94.5
	2		94.0	94.4	94.2	94.2	94.7
	3		94.1	94.5	94.4	94.4	94.8
	4		94.0	94.5	94.3	94.3	94.7
	5		94.0	94.4	94.2	94.2	94.5
	6		93.6	94.0	93.8	93.8	94.1
	Total	94.1	92.1	94.4	94.3	94.2	94.7

## Management of non-attendance

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

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

Under the new policy, parents are required to seek exemptions for their child(ren). This is appropriate where students may be travelling overseas for extended times 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 Director. Where exemptions are granted, absences do not count in attendance data for the school.

## Workforce information

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

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

### Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	1.0
Assistant Principal(s)	4.0
Classroom Teacher(s)	24.0
Primary Part-Time Teacher	1.2
Primary Teacher Executive Release	1.0
Primary Teacher RFF	1.302
Teacher of Reading Recovery	0.945
Learning and Support Teacher(s)	1.0
Learning and Support Pool	1.0
Teacher Librarian	1.2
Teacher of ESL	2.0
School Counsellor	1.0
School Administrative & Support Staff	4.472
<b>Total</b>	<b>45.119</b>

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

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	78%
Postgraduate	22%
NSW Institute of Teachers Accreditation	44%

## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	220627.66
Global funds	358715.79
Tied funds	205375.31
School & community sources	167110.74
Interest	7788.51
Trust receipts	72225.85
Canteen	0.00
<b>Total income</b>	<b>1031843.86</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	137593.08
Excursions	30314.58
Extracurricular dissections	24941.34
Library	6574.11
Training & development	1277.07
Tied funds	124331.85
Casual relief teachers	104740.33
Administration & office	92933.03
School-operated canteen	0.00
Utilities	69238.31
Maintenance	67205.08
Trust accounts	38937.47
Capital programs	35554.45
<b>Total expenditure</b>	<b>733640.70</b>
<b>Balance carried forward</b>	<b>298203.16</b>

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2013

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

## 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 Tomazic; Junior Choir - led by Miss Kladal; Senior Choir - led by Miss Deguara.

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 Maryanne Tomazic, Miss Alicia Kladal, Miss Denise Deguara – Choir Coordinators**



## Dance

The 2013 Senior Dance group was comprised of 27 very talented performers from Years 5 and 6. The group performed a modern hip hop routine to a variety of Top 40 songs. The routine was choreographed by Miss Kladal and Miss McCarthy.

In Term 3, the Senior Dance group performed at the Blacktown Music Festival at Bowman Hall. The group enjoyed a number of in-school performances during Education Week and at Principal's Recognition Assemblies. The talent and commitment of the dancers was evident throughout the year.

The Years 3 and 4 students in the Junior Dance group participated in a number of performances both in school and at Westpoint Shopping Centre. This provided a valuable and rewarding extra-curricular opportunity for the students. The routine was choreographed by Miss Kladal and Miss McCarthy. Both teachers were extremely proud of the group's dedication and achievements.

The Stage One Dance group successfully auditioned for the Sydney West Dance festival. They performed an evening and matinee performance of 'Monster Mash', choreographed by Mrs McDonald at the Evan Theatre in Penrith. The Stage One Dance group successfully competed in the Hawkesbury Eisteddfod in August.



**Miss Laura McCarthy – Dance Coordinator**  
**Miss Alicia Kladal – Dance Coordinator**  
**Mrs Karyn McDonale – Dance Coordinator**

## Debating

At Quakers Hill Public school we compete in two debating competitions, the Blacktown District debating competition which comprises of Year 5 students and the Premiers Debating team which comprises of Year 6 students. We have had a successful year and the students have represented the school.

The Premiers Debating team won their district and advanced into the regional playoffs. The team met weekly to discuss topics and to work on rebuttals, team lines and overall structures used in debating. The Blacktown Debating team won 3 of their 5 debates and continue to work alongside the Premiers Debating team to be ready for 2014.



Before the competitions began, both debating teams participated in workshops to help develop their skills and improve their overall understanding of the debating structure. These workshops run annually and are great opportunity for the students and teachers.

**Mr Daniel McMahon – Debating Coordinator**



## Public Speaking

This year, the public speaking program at Quakers Hill Public School has continued to thrive and our students have demonstrated excellence in all competitions.

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. Minal Tanvir successfully won her division and proceeded to the Regional Finals.

Quakers Hill also had four students from Stage 2 and Stage 3 compete in the Blacktown Learning Community Public Speaking Competition at Hambledon Public School. All students spoke brilliantly and are to be commended. Congratulations to Hayley O'Connor who won the junior section.

**Miss Denise Deguara – Public Speaking Coordinator**

## Band



This year our school band program consists of a Trainee Band and Senior Band. Our trainee musicians include 14 students from Years 3 to 5 and our more experienced Seniors include 10 students from Years 4 to 6. The students have been enthusiastically learning many new pieces of music and working hard to develop their skills. Both bands performed at school, with our Senior band performing at Blacktown WestPoint and the Blacktown Music Festival. Our experienced musicians have been sharing their knowledge to encourage our newer band members. Mrs Poole has been guiding both bands with the help of the Musicorp tutor, Mr Steedman. It has been wonderful to see the growth in our musicians and we look forward to another exciting year.

**Mrs Wendy Poole – Band Coordinator**

## Drama

Extra-curricular drama activities were offered to Stage 2 and 3 students in 2013 in the form of lunchtime workshops. Two groups met once a week to devise and rehearse dramatic presentations. In addition, the two opportunity classes worked on an intensive, integrated drama unit of work in Term 3. Students developed skills in script writing, improvisation, voice projection and movement and stage direction.

To enhance the students' experience an incursion by 'Sport For Jove' was organised. All these activities culminated in a drama performance night that provided students with a vehicle for demonstrating their skills, as well as allowing the school to raise funds that will be used to further enhance this area of the performing arts.

**Mr David Abbey, Mrs Robyn Simmons, Miss Alicia Kladal, Mrs Maryanne Tomazic – Drama Coordinators**

## Sport

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

In summer PSSA, our school was successful in winning the junior cricket and our boys' softball team were grand finalists. The senior cricket team and the boys' tee ball teams were semi-finalists. In winter PSSA, the Junior A and Senior B netball teams were semi-finalists. The Senior Football team were grand finalists in their sport.

In swimming, Quakers Hill finished 7<sup>th</sup> in the Blacktown Zone. One student was selected in Blacktown Zone team to attend the Sydney West Carnival.

In athletics, Quakers Hill finished 8<sup>th</sup> in the Blacktown Zone. Six students were selected in the Blacktown Zone Team.

In Cross Country, Quakers Hill finished 6<sup>th</sup> in the Blacktown Zone with 2 students later competing at the Sydney West carnival.

Quakers Hill Public School competed in the Greg Alexander Cup in Mod League winning the B

Division of the Blacktown Competition. The Royce Simmons Shield for Year 3 / 4 in Mod League were finalists in B Division of the Blacktown Competition.

The school competed in divisions of the Milo Cup T20 Blast in cricket. The girls' team were finalists in the Blacktown event. The boys' team won the Blacktown Competition coming 4<sup>th</sup> in the Western Sydney Regional Final. Year 3/4 Junior Cricket won the boys Blacktown Zone Final.



## 2013 House Captains and Vice Captains

	Captains	Vice Captains
Babilla	Daniel Allport Kathy Ong	Zara Thomas Janahan Prabakharen
Derriwong	Chelsea Felizardo Blair Overton	Ariel Kapur Emily Vella
Kerribee	Maceon Lim Alyssa Haithwaite	Akansha Chauran Shaun Tweedie
Warrimoo	Jared Mansour Emily McKenzie	Sela Crisafulli Jove Cikaitoga

## Blacktown PSSA reps

Softball	Jed Impresso Miguel Arullo Daniel Allport
Swimming	Kinnaree Evans
Netball	Kathy Ong
Football	Shaun Tweedie
Cross Country	Akashdeep Singh Yohann D'Souza
Athletics	Kathy Ong Chelsea Felizardo Selvy Ruslan Emily McKenzie

	Connor McLeod Daniel Allport
Cricket	Blair Overton

## Sports Champions - Swimming

Junior Girl	Chloe Leibbeck
Junior Boy	Emil Rayhan
11 Year Girls	Kinnaree Evans
11 Year Boys	Jared Mansour
Senior Girl	Abbey Fraser
Senior Boy	Lachlan Hooke



## Sports Champions - Athletics

Junior Girl	Desteni Teteira
Junior Boy	Akash Chandra
11 Year Girls	Ebony O'Connor
11 Year Boys	Janahan Prabakharen
Senior Girl	Chelsea Felizardo
Senior Boy	Daniel Allport

## Sports Representative 2013

Daniel Allport

Mr Rob Pugh – Sport Coordinator

## Significant programs and initiatives

### Aboriginal Education

At Quakers Hill we continue to support and develop Aboriginal and Torres Strait Islander Education. Once a term we organise a morning tea to discuss programs that have been put in place and to update the Personalised Learning Plans (PLPs) for the students. We were also a part of a pilot program called Indigenous Police Recruiting Our Way



Delivery (IPROWD). The program comprised of ATSI people who are studying at TAFE to become police officers. For 8 weeks these students came into our classrooms and worked alongside the teachers to provided one to one assistance for the students. This has been a great success and will be implemented next year for 18 weeks.

We continue to celebrate NAIDOC DAY and have set up cultural groups for the students which are run each fortnight. These groups are broken into a K-2 group and a 3-6 group. These groups look at the importance of Dreamtime Stories, ATSI history and Cultural Art.

This year our Aboriginal students, their families and friends had the opportunity to participate in Corroboree 2013. This gave the students the opportunity to see many leading Indigenous artists, writers and performers and share their story.

**Mr Daniel McMahon – Aboriginal Coordinator**

## Little Library

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

This year so more than 20 children and their families attend each session. We look forward to continuing these sessions in 2014.



**Mrs Lyndall Droscher – Deputy Principal**

## Multicultural Education

Quakers Hill PS continues to support Multiculturalism and has embedded programs to benefit students of all cultures. We celebrate Harmony Day every year, which includes a

recognition assembly and food tasting for students across the whole school. Our primary students also compete in the regional Multicultural Public Speaking Competition each year. At Quakers Hill PS we endeavour to ensure all children are catered for and programs are put in place to value the culture and heritage of each and every student.

**Mr Daniel McMahon – Multicultural Education Coordinator**

## 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 Learning and Support Teacher (LaST) program is designed to provide skills, strategies and reinforcement of concepts in the areas of reading, 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/numeracy activities and educational tasks 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 tasks and revision of concepts. This commitment to your child's learning is so beneficial and enhances the hard work done in the classroom.

**Mr Andrew Cooper, Mrs Maryanne Cole – Learning and Support Teachers**

## Reading Recovery

Reading Recovery is part of Quakers Hill Public Schools operating system. This program is an early literacy intervention program designed to assist those students in Year 1 who are not meeting grade expectations. Individualised instruction is provided by specialist teachers on a daily basis for approximately 6 months and is supplementary to the ongoing literacy activities in the classroom.

**Mrs Sharon Hodges, Robyn Doyle – Reading Recovery Teachers**

## Positive Behaviour For Learning

Positive Behaviour for Learning (PBL) is where we encourage students to strive to be safe, responsible, proud learners. These are our school expectations. PBL aims to ensure that all students and staff share the same language to discuss behavior and have the same expectations for behavior. We celebrate positive behavior by having PBL days each term.

**Mrs Michelle Kotowski – PBL 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 2013. The focus of this program is to ensure the successful teaching of the fundamental movement skills and nutrition to all students across the school. The program also aims to improve teacher's knowledge, skills and confidence about making healthy choices and the fundamental movement skills as part of the Personal Development, Health and Physical Education (PDHPE) Syllabus.

This year we continued to follow our action plan that was developed for Quakers Hill Public School in 2012. All classes continued to participate in Crunch & Sip daily, encouraging students to eat more fruit and vegetables throughout the day and to highlight the importance of drinking water regularly.

In Term 4, 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. Our parents and local community also joined in, providing our students with fresh fruit and vegetables for class tasting sessions.

**Miss Hayley Pleffer - PE/PD/H Coordinator**

## Speech Pathologist

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

Our speech pathologist is onsite once a week and provides team teaching opportunities for staff K-2.

She also liaises with teachers in years 3 – 6 to provide recommendations on how to best meet student needs.

Our ESES team has strengthened ties with Hilltop Road Public School, Coreen School and Quakers Hill Family Centre to share ideas and resources.

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



**Mrs Lyndall Droscher – Deputy Principal**

## Connected Communities 21

The Connected Communities 21 Project (CC21) was an action research project with Macquarie University. It aimed to investigate how schools were changing to accommodate the new Australian Curriculum with a specific focus on information and communication technology (ICT).

Quakers Hill Public School received a \$10,500 grant as part of this project. Our school utilized this funding to establish The Hub and to provide teacher professional learning centered around ICT, creative and critical thinking and transforming classrooms to meet the needs of the 21<sup>st</sup> century learner.



**Mrs Lyndall Droscher – Deputy Principal**

## Connected Learning

Quakers Hill Public School prides itself on delivering outstanding education through best teaching practice through a 1:2 ratio. 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.

e-Learning is the terminology we have chosen to represent our philosophy, because we are referring to 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' will look will be uniquely different from classroom to classroom and from stage to stage, but will be equally as effective, as important and as stimulating

In 2013, the staff fully implemented the use 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, through the introduction of EduPro and embedding the use of the learning continuums to track student learning in literacy and numeracy and achievements.

The school has started replacing its older Interactive whiteboards with LCD touchscreen TVs, providing teachers and students with state-of-the-art technology.

The Connected Classroom continues to be a valuable tool to expand student learning opportunities beyond the classroom with students participating in video conferences through the schools virtual connected communities' initiative involving the 25 BLC schools (teachers, students and community).

In 2013, 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 2013 the following was achieved;

- Successfully lead QT21 and CC21 projects;
- achieved a 1:2 ratio of tablet devices (480) consisting of Microsoft surface, IPAD and android devices;
- worked with Apple as a light house school for state, interstate and international schools to visit;
- worked closely with Apple store at Penrith providing professional learning for staff;
- The Hub, (e-learning room) created and opened;
- wireless access points across the school were installed;
- active response systems purchased;
- 2 e-learning centers were created;
- Apple TVs installed in classroom;
- Promethean Active table purchased;
- Electronic microphones purchased for all K-2 classes;
- Edmodo, mathletics and reading eggs implemented K-6;
- a school based smartphone app was developed;
- e-learning hubs were created; and
- Stage 3 students participated in creating gaming applications for Android, Apple and Microsoft platforms.

In 2014, 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 2014, Quakers Hill public School plans to;

- create an e-learning environment in all classrooms based on Steven Hepple's theory on 21 century learning environments;
- purchase Touchscreen TVs to replace interactive whiteboards;
- complete installation of wireless access points in all classrooms;
- purchase 50 IPODs for Kindergarten classroom;
- continue and further expand the QT21 e-learning hub;



- implement QR codes across all classrooms as part of the learning process;
- implement an explicit professional learning program for all staff;
- continue to purchase tablet devices in order to continue the school's 1:2 ratio; and
- working closely with our partner school, Barinier Public School.



## Positive Partnerships – Autism Spectrum Disorder (ASD) Project

As part of the reforms needed to meet the departmental expectations of Every School Every Student we applied to be a participant in the Positive Partnerships ASD Project to better service a growing need in the student body. Successful acceptance meant that a team from across the school were elected to train in Autism Spectrum Disorder and bring the knowledge back into the school.

Initial data showed that 80% of classroom teachers had encountered at least one ASD student throughout their teaching career. All teachers expressed a desire to professionally develop their skills and knowledge in the area of ASD and catering for these students both socially and academically.

The Positive Partnership team at Quakers Hill held two initial staff meetings based upon data gathered in the initial survey. The first training session covered what is ASD, what does it look like and some strategies that can be used when teaching a student with ASD. During this workshop the staff covered the Disabilities Act in Education and the implications under Every School Every Student.

The second workshop covered the parental side of the story. We invited one of our ASD parents to the workshop and she discussed her journey with her daughter and expressed her desire for her daughter to be valued and respected as a learner and an individual. Once her presentation was completed the workshop moved to how we as educators needed to work with the families and the students to ensure the learning journey was a positive and rewarding experience for teachers, parents and students.

The team introduced the Learner Profile and visual timetables for every classroom to ensure consistency across the school for all ASD students.

The project has raised awareness for staff and made the first positive steps to Quakers Hill becoming an ASD friendly learning environment.

## Coffee Mornings

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

Pop up coffee shops were added to coffee mornings in 2013. We will continue to hold various informal get-togethers in 2014.



Lyndall Droscher – Deputy Principal

## Incursions/Excursions

### Early Stage One

This year on Wednesday 21<sup>st</sup> August the six kindergarten classes and their teachers enjoyed an amazing day at Calmsley Hill Farm, Fairfield. The

excursion was organised to support the COGs unit 'Growth and Change'.

Timed perfectly leading into spring, the children were treated to an abundance of newborn and baby chicks, calves, ducklings, kids and kittens (rabbits), to move around, hold and pat. Demonstrations of whip cracking, working dogs, sheep shearing and the opportunity to milk a very obliging cow, allowed the children to see and experience the daily routines and chores on a farm.

As expected the children were congratulated on their conduct, participation and behaviour, by the staff at Calmsley Hill Farm. The day was a valuable hands-on learning experience for the children and teachers. The return bus trip was considerably quieter, with everyone having had a busy and memorable day on the farm.

Early Stage 1 students also took part in the Responsible Pet Care Incursion. The importance of sensible handling, care and knowledge of animals, specifically dogs, were brought to the Kindergarten children through a visit to the school by the Responsible Pet Care Organisation.

This incursion was valuable in helping to ensure that children are aware of the dangers and precautions that should be exercised around all animals particularly when they are unfamiliar or unsure of an animal's reaction.

**Mrs Michelle Lindsay – Assistant Principal**



### Stage One

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

During Term 1, the students in 12J and 34HM were given the wonderful opportunity to attend the Sydney Royal Easter Show. This supported their classroom learning about living things, life cycles and the needs of people. The students were given a taste of the country life, grinding their own wheat into flour and kneading bread and learning about the life on a farm. They watched the working dogs in action, rounding up the sheep. But the highlight was definitely meeting some world famous wood choppers and watching them in action.

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 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.



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

During Term 4 the Year 2 students were able to participate in an AFL skills program in association with the Sydney Giants. The students were able to meet a number of the team member and to work with them, learning some of the skills required to play AFL.

**Miss Donna Jackson – Stage Coordinator**

### Stage Two

Stage 2 students were visited by the Penrith Panthers players and coaches in Term 1 which involved students in the "Say No to Bullying" presentation. During Term 2 the Penrith Panthers conducted 3 days of the "Backyard League" PE Skills



program with every student receiving a free football.

In Term 3, the CSIRO Education Unit visited Stage 2 classes as part of the COGS (Connected Outcomes Group) “Effects of Growth and Change” unit. Students were able to investigate the many functions of the human body systems including experiments with breathing, circulation and the body senses.

During Term 4, Stage 2 classes travelled to Sydney Harbour and walked across the Harbour Bridge, toured the southern pylon of the Bridge and lunched in the Botanic Gardens to complete the “Local Environments” unit.

**Mr David Abbey – Assistant Principal**



### Stage Three

This year, Stage 3 students were given the opportunity to attend both a day and overnight excursion. In Term 1, Stage 3 classes visited the Sydney Aquarium and IMAX Theatre, as part of a unit of work on the Great Barrier Reef. Students were able to view a range of marine creatures from all over the world, and then experienced life in the Great Barrier Reef through viewing the 3D movie ‘Under the Sea.’

In Term 4, students attended an overnight excursion to Canberra, as part of an HSIE unit on government. Students visited Parliament House, the Australian Electoral Commission, Questacon, the

National Film and Sound Archive and the War Memorial.

Aside from this, the two OC classes attended an overnight OC Orientation camp which was held at Narrabeen Sport and Recreation camp in Term 1. This year, Stage 3 students attended a range of incursions, including;

- Backyard League, where students were able to develop their rugby league skills through a range of training sessions run by experienced players;
- Anti-bullying and cyber-bullying workshops run by Constable John Bollard of Quakers Hill Police Station;
- Sport for Jove- the OC classes and Stage 3 drama students were able to attend a drama workshop which enabled them to participate in a range of team-building and cooperative games designed to develop their drama skills;
- Game Training- students from Stage 3 were given the opportunity to learn how to design and develop their own computer games; and
- Commonwealth Bank- a representative from the Commonwealth Bank visited the Stage 3 classes and taught them about saving money and budgeting.



**Mrs Robyn Simmons – Relieving Assistant Principal**

### Swim Scheme

December 2013 saw 180 students from Year 2 to Year 6 attend the DEC special swimming scheme at Emerton 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.

**Miss Rosannagh Ryan – Swim Scheme Coordinator**



## Academic achievements

### NAPLAN

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

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

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

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

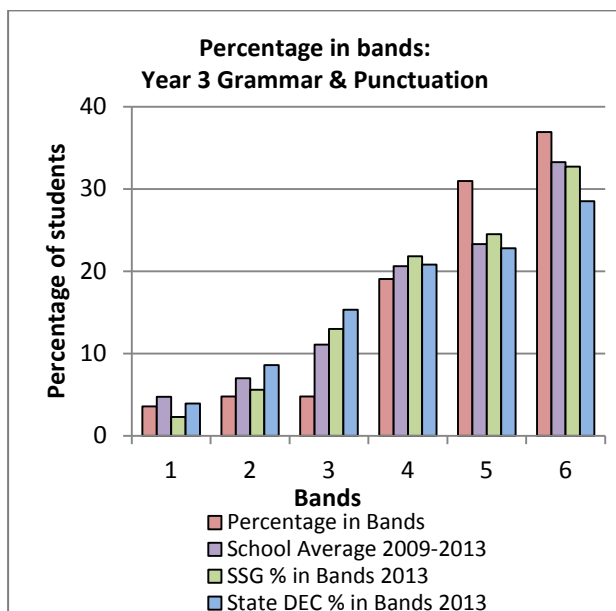
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

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

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

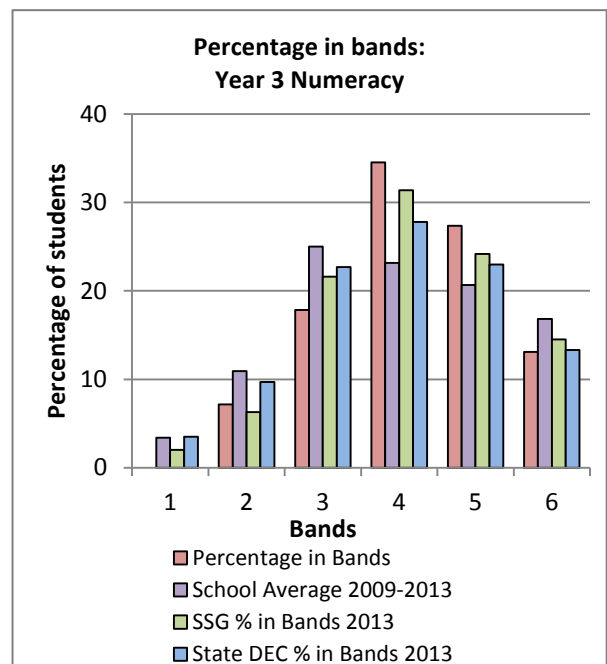
Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

### NAPLAN Year 3 - Literacy



In 2013, over 95% of students achieved at or above national minimum standards in reading, spelling and grammar and punctuation. In writing, we performed above NSW DEC.

### NAPLAN Year 3 - Numeracy



In 2013 100% of students achieved at or above national minimum standards for numeracy. Data indicates that we are moving students from the middle bands into the top bands with 76% of our students sitting in the top three bands.

### NAPLAN Year 5 - Literacy

(including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	96.2
Spelling	96.2
Grammar & Punctuation	97.2
Numeracy	98.1

In 2013, 106 students completed NAPLAN with in excess of 96% of students attaining at or above minimum standard in Reading, Writing, Spelling, Grammar and Punctuation. Writing for year 5 students was slightly down on last year but still well above state.

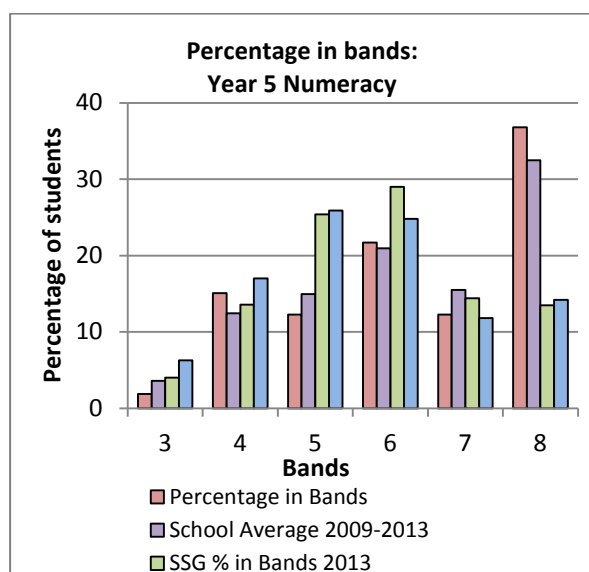
## School planning and evaluation 2012—2014

### Educational and management practice Learning

	T	S	P
Our student's classroom is an interesting place to learn.	99%	93%	96%
Teachers talk to me about my child's learning.	100%	71%	41%
Our students have access to good equipment to help them to learn.	100%	89%	93%
The school expects students to achieve to the best of their ability.	100%	84%	98%
My child looks at samples of his/her work over time to see how he/she has improved.	92%	89%	45%
My teachers finds new ways to help me understand.	100%	79%	91%
People other than my child's teacher help him/her to learn.	100%	78%	56%

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

### NAPLAN Year 5 – Numeracy



98% of Year 5 students performed at or above minimum standard in the area of Numeracy. This was up on last year's results and was well above state.



In regards to learning, our school community found the following:

- 96% of people surveyed thought that our student's classrooms were an interesting place to learn;
- 94% stated that our students have good access to equipment; and
- 94% thought that the school had high expectations.

#### Future directions

This data indicates that only 41% of parents feel that teachers communicate with them in regards to their child's learning. In 2014, the staff would like to highlight that teachers are available to discuss student progress throughout the year – not just at parent/teacher interviews.

We will also investigate ways of showing parents how we use work samples in the classroom. This will be achieved through parent workshops on the new curriculum and when we have open classrooms/demonstration lessons.



## Curriculum Mathematics

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

### Findings and conclusions:

- 99% of our school community feels that Mathematics is an important subject. As a school, we implement daily balanced mathematics sessions that incorporate Targeting Early Numeracy (TEN), Taking off With Numeracy (TOWN) and Count Me In Too (CMIT);
- 48% of our students indicated that they enjoyed problem solving activities. Our staff have dedicated time to the "Problem A Day" initiative to provide intellectual challenges for enhancing students' mathematical understanding. Teachers acknowledge that this will be an area that they will strive to make more engaging for students; and
- 61% of people surveyed indicated that they discuss how students are progressing in Mathematics. The Mathematics committee will ensure that providing feedback to

students is an area for teaching professional learning in the future.

### Future directions

Staff will be provided with opportunities to engage with the new Mathematics K-10 syllabus and prepare for implementation in 2015. This will also provide the opportunity to focus staff on assessment and providing feedback to students and their families. Ongoing professional learning in TEN, TOWN and CMIT will be available to all new and existing staff members.

### Parent, student and teacher satisfaction

In 2013, the school sought the opinions of parents, student and teachers about the school. Their responses are presented below. Surveys indicated the following:

Comment	P	T	S
I enjoy being part of the Quakers Hill Public School community.	100%	100%	99%
The school maintains a focus on literacy and numeracy.	94%	100%	100%
There is good student access to computers and other forms of technology.	96%	100%	100%
The school offers challenging programs for its students.	93%	100%	87%
Fair discipline exists across the school.	95%	93%	84%
We have good lines of communication between our teachers, parents and students.	95%	100%	97%

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

Analysis of school survey results suggest the following recommendations:

- highlight the programs that exist across our school in the various Key Learning Areas;
- maintain focus on school community ethos by continuing to hold community events to encourage interactions between members



of our whole school community. A Connecting Communities Committee has been established for 2014; and

- that 91% of our whole school community saw that fair discipline exists across the school – a pleasing increase from 57% last year. We will maintain our focus in this area with the re-establishment of a Positive Behaviour For Learning committee to oversee this area.

## School planning 2012—2014: progress in 2013

### School priority 1 - Literacy

#### Targets 2013

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

#### Year 3

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

#### Year 5

- performance in reading skill bands 7-8 in Year 5 in NAPLAN to **54%**, from the 09-11 average of **50.6%**;
- performance in reading skill bands 5-6 in Year 5 in NAPLAN to **32%**, from the 09-11 average of **35%**; and
- performance in reading skill bands 3-4 in Year 5 in NAPLAN to **12%**, from the 09-11 average of **15%**;



## Progress

	YEAR 3			YEAR 5		
	Below	At or Below	Proficient	Below	At or Below	Proficient
Reading						
Target	3%	10%	52%	4%	10%	51%
Achievement	2%	11%	43%	0%	9%	48%
Writing						
Target	0%	2%	70%	3%	6%	49%
Achievement	6%	8%	51%	4%	9%	35%
Spelling						
Target	2%	6%	65%	3%	6%	65%
Achievement	4%	8%	65%	4%	10%	58%
Grammar & Punctuation						
Target	3%	7%	60%	4%	7%	60%
Achievement	4%	8%	68%	3%	17%	53%

The table above indicates our target for 2013 on the top line. The number below indicates our achievement level. Numbers in green indicate that we achieved or exceeded our target.

### Our achievements for 2013 include:

- 2% of students below target in Year 3 reading;
- 68% of students at proficient in Year 3 grammar and punctuation;
- 65% of students at proficient in Year 3 spelling;
- 0% of students in Year 5 below target in reading;
- all staff trained and implementing Accelerated Literacy;
- all staff trained and provided with professional learning time to investigate and implement the new English syllabus;
- personalised learning plans for all Aboriginal students;
- ongoing analysis of internal and external data to meet student needs; and

- utilising the literacy continuum to determine directions for class lessons.

## School priority 2 - Mathematics

*Targets 2013*

### Year 3

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

### Year 5

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



## Progress

	YEAR 3			YEAR 5		
	Below	At or Below	Proficient	Below	At or Below	Proficient
Numeracy						
Target	2%	15%	38%	4%	15%	46%
Achievement	0%	7%	40%	2%	17%	49%
Space/Geo						
Target	4%	14%	36%	6%	16%	43%
Achievement	4%	7%	37%	3%	8%	51%
Num/Patt/Alg						
Target	5%	17%	39%	5%	15%	48%
Achievement	1%	12%	36%	6%	15%	49%

The table above indicates our target for 2013 on the top line. The number below indicates our achievement level. Numbers in green indicate that we achieved or exceeded our target.

### Our achievements for 2013 include:

- 0% of students below target in Year 3 Numeracy;
- 40% of students in Year 3 at proficiency in Numeracy;
- 2% of students below target in Year 5 Numeracy;
- 49% of students in Year 5 at proficiency in Numeracy;
- All staff trained in and implementing 'problem – a- day' as an integral part of the balanced Mathematics session;
- Stage 3 teachers completed training in TOWN and implementing strategies in the classroom;
- All staff program and teach balanced daily mathematics sessions, comprising modelled, guided and independent learning opportunities and focusing on Quality Teaching dimensions;
- personalised learning plans for all Aboriginal students;
- ongoing analysis of internal and external data to meet student needs; and

- utilising the Numeracy Continuum to track, monitor and direct classroom teaching and learning.

## Outcomes from 2012–2014

### Literacy Target – 2014

	Year 3			Year 5		
	Below	At or below	Proficiency	Below	At or below	Proficiency
<b>Reading</b> 2011-2013 Av Target	4% 1%	12% 7%	47% 52%	4% 0%	13% 8%	44% 50%
<b>Writing</b> 2011-2013 Av Target	2% 0%	5% 2%	63% 68%	4% 1%	9% 5%	37% 49%
<b>Spelling</b> 2011-2013 Av Target	4% 1%	9% 4%	67% 72%	3% 1%	9% 5%	60% 65%
<b>Grammar/Pun</b> 2011-2013 Av Target	3% 0%	8% 3%	63% 68%	6% 2%	13% 8%	52% 60%

### Strategies to achieve these outcomes in 2014

#### Teaching and Learning Cycle

- Introduction to all staff of links between English syllabus and Literacy continuum to assist assessment – for, of and to learning through formal/informal tasks, consistent and accurate use of SENTRAL/PLAN, data walls in classrooms for open feedback for students on learning and achievement;
- Alignment of Accelerated Literacy pedagogy with inferential and visual literacy strategies using a wide range of genres and multimodal texts utilising Super 6 Comprehension, Jolly Phonics, Jolly Grammar and Sentence a Day; and
- Individualised Educational Programs in program targeting students below proficiency, differentiation for students at proficiency and for students who are demonstrating negative growth in NAPLAN.

#### Teacher Professional Development

- Ensure Quality Teaching elements are embedded in all teaching and learning programs in every classroom involving lesson observations – team teaching, stage and cross-stage buddy teachers to foster

and consolidate an understanding of continuum;

- Embedding the use of SMART data K-6 to plan, teach and provide for students; and
- AL pedagogy for all new staff members.

#### Technology

- Use of Reading Eggs at home and in the classroom; and
- Use of digital technology to improve oral and written language skills.



### Numeracy Target 2014

	Year 3			Year 5		
	Below	At or below	Proficiency	Below	At or below	Proficiency
<b>Numeracy</b> 2010-2012 Av Target	2% 0%	11% 6%	41% 46%	3% 0%	15% 10%	47% 52%
<b>Space/Geom</b> 2010-2012 Av Target	4% 1%	10% 5%	40% 45%	4% 1%	12% 7%	47% 52%
<b>Num/Patt/Alg</b> 2010-2012 Av Target	5% 2%	15% 10%	41% 46%	4% 1%	15% 10%	48% 53%

### Strategies to achieve these outcomes in 2014

#### Teaching and Learning Cycle

- Continuing the focus on the concept of a balanced maths session incorporating: Quality Teaching dimensions in K-6 program format, TEN (ES1/S1), TOWN (S3 and introduce in S2), Problem-a-Day, Quicksmart for targeted students;
- Individualised Educational Programs targeting students below proficiency, differentiation for students at proficiency



and for students who are demonstrating negative growth in NAPLAN;

- Lesson observations – team teaching, stage and cross-stage buddy teachers to foster and consolidate an understanding of continuum;
- Assessment – for, of and to learning, formal/informal, plotting student achievements on SENTRAL/PLAN, data walls in classrooms, goal setting at the commencement of lesson / feedback to students and reflection for students on learning and achievement; and
- Embedding the use of SMART data K-6 to plan, teach and provide for students.

#### Teacher Professional Learning

- Modules for new BOS mathematics syllabus for 2015 implementation; and
- TOWN (Stage 2) – introduction and implementation.

#### Technology

- Use of Mathletics at home and in classroom; and
- Use of devices – embed in teaching.

### **Professional learning**

In 2013 all staff at Quakers Hill Public School participated in professional learning. The school receives a grant of \$23748 which is specifically tied to 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 have continued to train and update their skills in the Accelerated Literacy pedagogy and balanced mathematics sessions.

Teachers also engaged in professional learning centred around meeting student needs. This involved training speech therapy, autism and meeting the needs of gifted and talented students.

The introduction of the Australian curriculum saw staff take part in registered courses to support the

implementation of the new curriculum. This has included courses such as:

- The Learner and The New Curriculum;
- Teaching For The New Curriculum;
- Your School and The New Syllabuses;
- Programming For Quality Teaching;
- Your School and the English K-10 Syllabus; and
- NSW Program Builder.

### **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
David Abbey	Assistant Principal
Brenda Shead	School Admin Manager
Daniel McMahon	Teacher
Kellie Milostic	P&C President
Quakers Hill Public School Staff	

### **School contact information**

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School Code: 2918

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

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

