Our school at a glance

**Students**

Quirindi Public is a comprehensive school with a wide range of students who take part in their education at our school regardless of their wealth, ethnic background, ability or religion. We value this aspect of our school greatly as we embrace the diversity of the whole of our surrounding community.

At the end of 2010 there were 358 students enrolled at Quirindi Public School. This included 186 boys and 172 girls. 20 percent of our students identify as Aboriginal which adds to the rich cultural heritage of our school.

**Staff**

In 2010 the school staffing allocation was 18 teachers. The teachers at our school are very experienced with the majority having been at the school for over 5 years. These teachers and our support staff come from a variety of backgrounds and experiences and bring diversity and vibrancy to the learning community. At the end of 2010 a Highly Accomplished Teacher (HAT) was appointed to begin working at the school in 2011. All teaching staff meet the professional requirements for teaching in NSW public schools.

**Significant programs and initiatives**

During 2010 the school delivered a variety of programs to enrich student experience, provide additional educational support and address identified needs.

Some of these programs included:
- Quality Teaching Indigenous Project (QTIP)
- Best Start Lighthouse Project
- QuickSmart
- MultiLit
- Tournament of Minds
- Dance Festival
- Student Leadership Forum
- Environmental Education – Biodiversity Audit
- Focus on Reading
- Year 6 / Kindergarten Buddy Program
- ASCA
- CREST Science
- Active After Schools Community
- Multicultural Public Speaking
- Chess

Throughout 2010, each class had a daily *Crunch and Sip* time. Daily Fitness as well as *Active After Schools* supplement the PDHPE strand of the syllabus. Classroom cooking lessons have also advocated healthy meal choices. Our school canteen offers a range of healthy snacks and meals.

At the beginning of 2010, the school implemented a playground and classroom behaviour system. Clear behavior expectations are understood by students, parents and teachers. There are positive and negative consequences for behaviours at school with inappropriate behavior being recorded on RISC. The school will make necessary modifications to the systems including conformity between classes, reviewing the variety of awards and publishing award winners in the newsletter and weekly local newspaper.

A new Quirindi Public School website was launched this year with links to school developed resources, professional learning and general school information. Our weekly newsletter is also published online.

*Construction of our new canteen and COLA*
Principal’s message

Quirindi Public School is a school where the students, staff and community work closely together in achieving the best outcomes for all students. At Quirindi, the focus is on providing a safe, happy, student-centred learning environment that is also stimulating and challenging.

The school is situated in an attractive setting, with well maintained grounds and gardens. Upgraded buildings, including a double classroom complex as well as a new canteen and COLA that are near completion, will add to the functionality of the school when they are ready for use at the beginning of 2011.

The family atmosphere that is part of the culture at the school makes it a welcoming and warm environment for everyone who visits us. It is this type of environment that encourages students and staff to strive for excellence in the day to day learning that is an integral part of Quirindi Public School.

Our level of achievement would not be possible without the commitment and dedication of all staff and the strong partnership we share with the community. The staff and community work together as an effective team, making balanced and well-informed decisions for the benefit of the school and the students.

My ongoing role as Relieving Principal is enjoyable and rewarding and I continue to look forward to the privilege of leading the school as part of a dedicated and professional team.

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.

Kerry Kurtz – Relieving Principal

P & C message

I would like to acknowledge the tireless efforts of this small group of parents who give their time to better the education of the children at Quirindi Public School.

I would like to say farewell and thank you to any of our members leaving us this year. Your contribution to the P&C has been greatly appreciated.

On behalf of the Quirindi Public School P&C, I would like to extend a warm welcome to any new members joining us in 2011.

Gail Crane P&C President

School Council message

The School Council has had a successful year working within the school to assist with the education of our children. This year has seen the School Council’s continued involvement within all areas of the school including overall management, budget implementation, renewal of school policies, children welfare issues, and as elected members, representing the whole school communities concerns and issues.

The School Council will continue to work to improve the whole school environment for all of the children attending Quirindi Public School. Our aim is to work at maintaining and developing programs to ensure that all students have a positive and rewarding school experience.

I would like to thank all the teachers, support staff and office staff for the wonderful job they have done in educating the children of Quirindi Public School during 2010. The whole school staff is extremely dedicated to ensuring our children receive the best education possible.

Special thanks to Kerry Kurtz for doing a wonderful job of Relieving Principal during the year. His dedication and leadership has had an extremely positive impact on our school.

Mark Roseby, School Council President
Student representative’s message

Being School Captains this year has rocked. Committing to all the extra responsibilities has been extremely hard, but very rewarding. It has been great to have other students look up to you (especially on stage).

The boy School Captains, Harry and Mackinley, quoted, “We have loved being School Captains with Montanna and Madie. We have treasured this year, not only as boy School Captains, but having them by our side every step of the way. We are sure going to miss them.”

The girl School Captains, Madie and Montanna, quoted, “Being School Captain is a fantastic privilege. Both Harry and Mackinley have made us laugh all throughout the year and have made our time as Captains for 2010 more enjoyable.”

We would like to thank all of the teachers for their continuing support and guidance throughout the year. Big thanks to Mrs McKenzie and Mrs DeRoos for letting us off class to fulfil our captaincy duties and also Mr Kurtz for extra help on decisions that we had to make.

A short message to the 2011 School Captains. We wish you the very best and we hope you have a great year, just as we have. Enjoy it while it lasts because as the end of the year approaches you will be wondering where the year went! Best of luck.

We are looking forward to High School even though we are going to miss Quirindi Public School deeply. We all hope we can stay in touch when we all separate within different schools. It will be quite an adventure, but we are still going to remember one thing- QUIRINDI PUBLIC SCHOOL and the family within it. Best wishes for years to come.

Harry Brabrook, Mackinley Goodwin, Montanna Allan, Madie Urquhart

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.
Class sizes

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

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

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KQ</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>K/1C</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>K/1C</td>
<td>1</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>1I</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1W</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4/5A</td>
<td>4</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>4/5A</td>
<td>5</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6D</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>27</td>
<td>27</td>
</tr>
</tbody>
</table>

Staff information

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

The school is fortunate to have a balance of staff members ranging from those who are very experienced to those who are in their first five years of teaching. The school values the enthusiasm and experiences these members bring to the school. This great diversity brings the wisdom of experience mixed with the enthusiasm and new ideas of youth. All are committed to excellence and the provision of quality teaching and learning opportunities for all students.

The teachers are supported by a School Administration Manager, a full time and a part-time School Administration Officer, two full time School Learning Support Officers, a number of part-time School Learning Support Officers and the General Assistant. There are five members of staff who identify as Aboriginal.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher / Part Time / RFF</td>
<td>1.272</td>
</tr>
<tr>
<td>Total</td>
<td>19.297</td>
</tr>
</tbody>
</table>
Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>55</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>145 380.79</td>
</tr>
<tr>
<td>Global funds</td>
<td>200 248.08</td>
</tr>
<tr>
<td>Tied funds</td>
<td>180 394.71</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>59 668.79</td>
</tr>
<tr>
<td>Interest</td>
<td>7 490.24</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>33 401.43</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>626 584.04</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas: 19 096.15
- Excursions: 24 886.35
- Extracurricular dissections: 52 507.69
- Library: 4 430.84
- Training & development: 1 515.56
- Tied funds: 183 981.15
- Casual relief teachers: 53 917.00
- Administration & office: 44 139.95
- School-operated canteen: 0.00
- Utilities: 42 833.98
- Maintenance: 16 920.01
- Trust accounts: 22 547.37
- Capital programs: 38 050.60

**Total expenditure**
- 504 826.65

**Balance carried forward**
- 121 757.39

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Throughout 2010 the children of Quirindi Public School have had many varied learning experiences in the Arts.

Highlights of the school’s program included inclusion in the New England Regional Dance Festival at the Tamworth Regional Entertainment Centre. K-6 boys and girls honed their movement and teamwork skills for their performances in the festival. Involvement in this major festival has become an important facet of Quirindi Public School culture.

As part of Education Week 2010, K-6 students contributed works to a colourful and stimulating art show that saw our assembly hall set up as an art gallery. Children also performed guitar and choral items to an appreciative audience.

Our children benefitted from dance and drama programs taught by our release from face to face teacher. Children enjoyed presenting musical and drama items at our whole school Friday assemblies.

Public Speaking and Communication is embedded in the Talking and Listening strand of the English curriculum at Quirindi Public School. Our students achieved success in the Rotary and New England debating competitions. The Australian Speech and Communication Association (ASCA) exams were available to all students. All students achieved either Credits, Distinctions or High Distinctions in these exams.

Two of our students made it to the regional finals of the Multicultural Public Speaking Competition, with one of the students advancing to represent the region at the State Finals.

Other students had the opportunity to compete in the Tournament of Minds competition that was held at the University of New England in Armidale. We entered teams in each of the three sections and each team performed with credit.

Sport

Quirindi Public School has a proud tradition of sporting achievements. Our students have had rewarding experiences in the competitive sports.
of Rugby League, Basketball, Rugby Union, Cricket, Tennis, Touch Football, Athletics, Swimming, Cross Country, Netball and Horse Sports.

One of our girl School Captains excelled in reaching the national level in girls hockey, representing NSW in the National PSSA Hockey Carnival. She and other students also reached regional and state level in Cross Country, Swimming and Athletics. another student also reached regional representation in basketball.

Swimming skills and water safety were enhanced in our intensive Learn to Swim program in term 4. Swimming and Athletics activities were provided in our K – 2 swimming and athletics fun days.

*Good for Kids, Good for Life* activities occurred throughout the year at lunchtime breaks. These organised games helped foster healthy relationships and healthy lifestyles.

![Cross Country at the Racecourse](image)

**Academic**

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

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

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Percentage of students in bands:
Year 3 spelling

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Percentage of students in bands:
Year 3 grammar and punctuation

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Numeracy – NAPLAN Year 3
Numeracy – NAPLAN Year 5

Percentage of students in bands: Year 5 numeracy

- Percentage in band
- School average 2008 - 2010
- SSG average 2010
- State DET average 2010

Progress in literacy

Average progress in reading between Year 3 and Year 5

- School
- SSG
- State DET

Average progress in spelling between Year 3 and Year 5

- School
- SSG
- State DET

Average progress in grammar & punctuation between Year 3 and Year 5

- School
- SSG
- State DET
**Progress in numeracy**

![Bar chart showing average progress in numeracy between Year 3 and Year 5 for 2006 to 2010 with data points for School, SSG, and State DET.

**Minimum standards**

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

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>92</td>
</tr>
<tr>
<td>Spelling</td>
<td>94</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</td>
</tr>
<tr>
<td>Numeracy</td>
<td>84</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Quirindi Public School has approximately 20% of students who identify as having Aboriginal heritage. School programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school’s culture.

Year 6 Aboriginal boys were invited throughout the year to take part in the Mooki Murray program run by Quirindi High School. This program is run by Aboriginal men who are leaders in the community and who present excellent role models for the students.

Our whole school participated in the celebration of NATSIC Week and each student decorated a boomerang that is included in a whole school display in our assembly hall.

Along with the Australian flag, the Aboriginal flag is flown each day. Welcome to Country is presented by an Aboriginal student or staff member at all official school gatherings including our Presentation Night and weekly assemblies.

The QTIP (Quality Teaching Indigenous Project) funding secured by the school enabled the staff to participate in professional learning in technology during the year.

![Image of students participating in Aussie Bush Camp]

*Aussie Bush Camp*
Multicultural education

Multicultural education has been a school focus in teaching programs throughout the year at Quirindi Public School. Year 6 completed research modules on Australia’s nearest neighbours. Years 4 and 5 studied Bali’s culture and traditions. Year 3 students completed buddy research on a country of choice. During roll call each morning, teachers have varied their morning greeting to reflect a multicultural perspective.

Stage 1 were linked with Hong Kong students through video conferencing and mastered constructing gingerbread houses. Stage 2 focused on our island neighbours addressing anti-racism education concurrently.

Recent school enrolments have led to the employment of a part time English as a Second Language (ESL) teacher.

Our Harmony Day celebrations were highlighted by a K – 6 assembly where class items focused on aspects of tolerance, respect and understanding.

Respect and responsibility

The culture at Quirindi Public School expects that students develop as responsible and respectful citizens. This is an integral part of the school culture and is embedded within the implementation of the Key Learning Areas (KLA’s) in the classroom and the school’s Student Welfare Programs.

Respect and Responsibility underpin our core values. At Quirindi ‘Respect’ means:

- Listening to others
- Being considerate of others
- Speaking politely
- Showing good manners
- Using appropriate language
- Having regard for other people’s feelings, thoughts and belongings
- Listening to and working with visiting adult helpers
- Valuing the environment
- Listening and following teacher instructions

At our school ‘Responsibility’ means:

- Being trustworthy
- Being dependable
- Accepting the consequences of your own actions
- Being reliable
- Showing common sense
- Taking care of your own belongings
- Being organised
- Showing acceptable and appropriate behaviour both at school and during out of school events.

Our Student Welfare Policy encourages all students to exercise these values every day.

Progress on 2010 targets

Target 1

Improved student outcomes in Numeracy

Our achievements include:

- Our staff participated in NAPLAN analysis to identify areas of strength and weakness. We were able to use the appropriate teaching and learning strategies linked to NAPLAN analysis to enhance learning opportunities for students.
- Our Student Learning Support team have targeted students based on NAPLAN data and provided intensive learning opportunities for these students.
- Students in Year 3, performed above the state average in Numeracy.
- Teachers have continued to benchmark students including the use of the Best Start continuum and Count Me In Too assessment
to identify students not achieving appropriate stage outcomes.

Target 2
Improved student outcomes in Literacy
Our achievements include:

- Kindergarten, Year 1 and Year 2 students have continued to be tracked in their literacy learning using the Best Start Program. This has ensured that teachers are meeting the learning needs of students in their classes.
- Staff have been implementing comprehension through both our Lighthouse and Focus on Reading projects. Teachers are able to begin implementing appropriate strategies for improved understanding of texts. Teachers are monitoring students using appropriate assessments and tracking.
- Staff have continued to be trained in Accelerated Literacy practice. Teachers collaboratively planned learning programs as a result of this new learning.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Attendance through student engagement and Literacy.

Educational and management practice
Attendance through student engagement

Background
As part of our strategic planning we undertook the evaluation of attendance in 2010. Our school was able to restructure our staffing to create a part time position that focused on student engagement including attendance. Procedures and practices were reviewed, modified and where necessary, changed, to fall into line with the new DET School Attendance Policy.

Findings and conclusions
- All staff were given additional training on correct implementation of procedures when dealing with attendance issues. This has resulted in more effective communication between school and home.
- Our school has been recognized by our Home School Liaison Officer as a ‘best practice’ school when dealing with attendance.
- Attendance rates are above region and just below state.
- Attendance procedures are consistently adhered to with students falling below 85% checked weekly and measures put in place.
- Parents and carers report effective relationships with QPS.

Future directions
We will continue to monitor student attendance and use effective communication strategies to ensure that parents and carers are also supportive of our processes.

We will continue to implement best practice with attendance procedures.

Curriculum
Literacy

Background
In 2010 our school was selected to further participate in the Best Start Lighthouse project. This provided funds for the team of four teachers to develop resources and model best practice to other schools in the teaching of early years Literacy.

We were also fortunate to have the opportunity to participate in Focus on Reading with an Assistant Principal trained as a facilitator. This is a 3-6 program that focuses on the development of comprehension. This meant being able to deliver the course to all staff members, including K-2, which was to our advantage because we
wanted to continue our focus on comprehension across the school.

Findings and conclusions

- Our teachers have enjoyed the challenge of embedding comprehension into their everyday teaching.
- Teachers throughout the state have accessed our Lighthouse best Start comprehension cards. Our teachers have presented our resources at several conferences with very favourable reviews.
- Students are talking about and beginning to use comprehension strategies across all areas of learning.
- Teachers are designing teaching, learning and assessment resources to support student learning.
- Stage 1 and Early stage 1 teachers have implemented the MIOOW (Magic Words) program with success. There has been positive feedback regarding the program from all stakeholders.
- MultiLit has been implemented in multiple classrooms for students in need of support. New kits have been purchased and support staff trained.

Future directions

- We will continue to implement Focus on Reading including developing the importance of reading texts and vocabulary.
- We will purchase necessary resources to support reading at the school.
- We will analyse results at class, school and state level (NAPLAN) to inform future directions with comprehension.

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- Parents viewed the school as a happy place for their children to attend.
- They were impressed by the variety of extra curricular activities available for students across the school.
- Parents found the teaching staff to be friendly and approachable and the school culture to be a positive, dynamic one.
- Parents were concerned about the Spelling and Grammar learning programs of the school as NAPLAN results reflected a learning need in this area.
- Improved communication regarding upcoming events was a request from a number of parents. This will be addressed in 2011 by the publishing of a calendar term by term with all events for the term.
- Teachers appreciated the professional learning opportunities available at the school. The school executive were considered to be approachable and supportive.
- A large majority of students indicated that the school catered for their learning needs and the learning needs of other students, and the school encourages them to achieve their best.

Professional learning

Teacher Professional Learning (TPL) Funds are provided as a tied grant to the school to provide professional learning opportunities for teaching staff.

Teaching staff participated in a variety of learning experiences with a focus on quality teaching in literacy and numeracy at our school.
School development 2009 – 2011

During 2008 the staff in partnership with students and the wider community produced a three year plan for the period 2009-2011. Through this process priorities were set, outcomes and targets indentified strategies developed and resources allocated. Updated plans are submitted each year.

Targets for 2011

Target 1

Improved student outcomes in Literacy

Strategies to achieve this target include:

- Increasing staff competence and confidence through participation in Professional Learning workshops.
- All teaching staff participating in an Instructional Practices Inventory to identify areas of instructional practice that can be improved.
- Staff participating in Learning Walks to help develop and improve classroom practice.
- Purchase of reading resources to enhance learning of students.
- Continuous assessment and evaluation of practices to facilitate improvement.

Our success will be measured by:

- An increase in the % of Year 3 students achieving at proficiency standard in Reading as measured by Naplan 2011 by 6%.
- An increase in the % of Year 5 students achieving at proficiency standard in Reading as measured by Naplan 2011 by 6%.
- A decrease in the % of Year 3 students achieving at and below minimum standard in Reading as measured by Naplan 2011 by 4%.
- A decrease in the % of Year 5 students achieving at and below minimum standard in Reading as measured by Naplan 2011 by 2%.
- An increase in the % of Year 5 students achieving ‘Greater than or equal to expected growth’ in Grammar and Punctuation as measured by Naplan 2011 by a minimum of 12%.

Target 2

Improved student outcomes in Numeracy

Strategies to achieve this target include:

- Increasing staff competence and confidence through participation in Professional Learning workshops, including the training of new staff in the Count Me In Too program, the On-line Counting On Program and Newman’s Error Analysis.
- Implement the Count Me In Too or Counting On Program as part of regular teaching program.
- Implement and train staff in aspects of the Quicksmart program in conjunction with QHS.
- Conducting an audit of existing Mathematics resources and purchasing new resources to enhance learning of students.
- Middle Years mathematics workshops to facilitate better understanding between Stage 3 and Stage 4.
- Staff trained in curriculum differentiation.
- Continuous assessment and evaluation of practices to facilitate improvement.

Our success will be measured by:

- An increase in the % of Year 5 students achieving at proficiency standard in Numeracy as measured by Naplan 2011 by 4%.
- An increase in the % of Year 5 students achieving ‘Greater than or equal to expected growth’ in Numeracy as measured by Naplan 2011 by a minimum of 10%.
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.

Kerry Kurtz Relieving Principal
Mark Roseby School Council President
Gail Crane P&C President
Pam Caterer Assistant Principal
Sarah Stutchbury Assistant Principal
Jane McKenzie Assistant Principal
Kirsty Matthews Relieving Assistant Principal
Kathy Bromage School Administrative Manager
Georgina Riley Aboriginal Education Officer
Ian Stutchbury Student Engagement Teacher

School contact information

Quirindi Public School
Munro Street, Quirindi. 2343.
Telephone: 02 67461565
Fax: 02 6746 2600
Email: www.quirindi-p.schools.nsw.edu.au
Web:
School Code: 3947

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