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 2009 there were 335 students enrolled at Quirindi Public School. This included 182 boys and 153 girls. 20 percent of our students identify as Aboriginal which adds to the rich cultural heritage of our school.

Staff
In 2009 the school staffing allocation was 17 teachers. The teachers at our school are very experienced and the majority have 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.

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

Significant programs and initiatives
During 2009 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 for Indigenous Students (QTIP)
Best Start Lighthouse Project
QuickSmart
Tournament of Minds
Dance Festival
Student Leadership Forum
Personal Learning Plans (Aboriginal Students)
Environmental Education – Permaculture Garden

Messages

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.

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.

The school is situated in an attractive setting, with well maintained grounds and gardens. The family atmosphere that is part of the culture here 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.

I am enjoying my time at Quirindi Public School as the Relieving Principal and 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

Once again the P&C have had a very busy year. The P&C are a small group of people who work hard to better the education of the children at Quirindi Public School. After all, the children are the sole purpose of the P&C! I would like to acknowledge the hard work and dedication that these people give to the Quirindi Public School community.

I would also like to thank Jenny Hicks for continuing in the role of secretary for 2009. Jenny has been a huge help to me over the year particularly in sharing her vast knowledge.

I would like to say farewell and thank you to all the P&C parents that will be leaving us this year. On behalf of the Quirindi Public School P&C I would like to extend a warm welcome to all those people joining us in 2010.

Gail Crane P&C President

School Council Message

The School Council has had a rewarding year being involved with areas of school management, policy renewal, budget implementation and the welfare of our children. Our continual aim is to work at maintaining and developing programs to ensure that all of our students at Quirindi Public School have a positive and rewarding school experience.

On behalf of the Quirindi Public School’s School Council, I would like to thank all of the school staff for the continual care and commitment they have given to our children during the year, especially for all of the after school time they give up in organizing so many extra activities which our children enjoy throughout the year.

Mark Roseby, School Council President

Student representative's message

Being the school captains for 2009 has been a great honour and something we are very proud of. It has brought us many experiences and responsibilities that we will never forget. These have included:

- Running the weekly assemblies.
- Leading major school functions including Presentation Night.
- Greeting special guests visiting Quirindi Public School.
- Representing Quirindi Public School and laying wreaths at ANZAC Day services.
- Attending the Young Leaders Conference in Sydney.

Being school captains was the highlight of our primary years.

Andrew De Roos, Kate O’Brien, Harry Cudmore, Kirsty Lei

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

![Enrolments Chart]

- Male and Female enrolments are indicated.
- The enrolment numbers for each year are as follows:
  - 2005: [Male] [Female]
  - 2006: [Male] [Female]
  - 2007: [Male] [Female]
  - 2008: [Male] [Female]
  - 2009: [Male] [Female]
Management of non-attendance

Student attendance is regularly monitored by teachers, the learning support team, the Principal and the DET Home School Liaison Officer. Teachers who are concerned about a student’s attendance contact parents by phone, letter or interview. Parents may also be sent a letter by the Principal. Should there be no improvement to a student’s attendance then a referral is made to the Home School Liaison Officer.

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 2009 class size audit conducted on Wednesday 18 March 2009.

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, a part time Teacher Aide Special, a number of part-time Teachers’ Aides and the General Assistant. There are 6 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>9</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher / Part Time / RFF</td>
<td>1.13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16.85</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>110 974.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>225 455.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>184 091.94</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>110 316.64</td>
</tr>
<tr>
<td>Interest</td>
<td>5 758.56</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>16 343.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>652 940.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>
Many of our students received High Distinctions, Distinctions and Credits in the ASCA exams. A number of students were presented with medals in Sydney and one of those students was selected to deliver his presentation.

Other students had the opportunity to compete in Tournament of Minds. We entered teams in each of the three sections with one team honoured with a highly commended.

Students participated in the Multicultural Public Speaking Competition and judges commented on the students’ confidence and the high standard of performance across the school.

**Sport**

Quirindi Public School community values sport and the opportunities sport provides. Physical development education and health lessons focused on the values we share, bullying, child protection and fundamental skills. These sessions and the variety of sporting provisions have given our students increased confidence and therefore our students achieved greater success at higher levels.

The wide variety of sporting opportunities allows all students to develop their interests and to experience other sports in preparation for a commitment to a healthy lifestyle.

**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 the 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)

### NAPLAN Year 3

![Bar Chart]

Quirindi Public School students have experienced some exciting and rewarding opportunities across the sporting sector in 2009. These have included participation in the following sports: rugby league, basketball, cricket, tennis, touch football, athletics, swimming, cross country, soccer, hockey, netball and horse sports.

Students competed in swimming, cross country and athletics competitions at school, regional and state level.

The intensive learn to swim program in Term 4 provided more than 100 of our students with basic skills in water safety and survival. Our K-2 students continued to enjoy Swimming and Athletics Fun Day opportunities.
Percentage of students in bands:

Year 3 writing

Percentage of students in bands:

Year 3 grammar and punctuation

Percentage of students in bands:

Year 3 spelling

Percentage of students in bands:

Year 3 numeracy

Numeracy – NAPLAN Year 3
Literacy – NAPLAN Year 5

Percentage of students in bands:
Year 5 reading

Year 5 spelling

Year 5 writing

Year 5 grammar and punctuation
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 2009

| Percentage of Year 3 students achieving at and above minimum standard |
|--------------------------|------------------|
| Reading                  | 86               |
| Writing                  | 84               |
| Spelling                 | 87               |
| Punctuation and grammar  | 84               |
| Numeracy                 | 78               |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at and above minimum standard |
|--------------------------|------------------|
| Reading                  | 84               |
| Writing                  | 94               |
| Spelling                 | 96               |
| Punctuation and grammar  | 94               |
| Numeracy                 | 92               |

Significant programs and initiatives

Aboriginal education
Quirindi Public School has 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. The Aboriginal flag is flown each day and there is a welcome to country at each school assembly.

Our school continues to provide support for Aboriginal students. During the year the school celebrated Aboriginal culture and ensured that Aboriginal perspectives were embedded within the curriculum and lesson content so that students are confident that the school is a place where they are valued and respected. Teachers and support staff met with each parent and their child to negotiate Personal Learning Plans (PLPs) for 2009.

The QTIP (Quality Teaching Indigenous Project) funding secured by the school enabled the staff to participate in professional learning in technology and mathematics, for the benefit of all students in the school.
Multicultural education

The school has maintained its focus on multicultural education in all areas of the curriculum by providing programs that raise the student’s awareness of a national and global society.

We celebrate the diversity of cultures in many ways, but mainly through a focus on multicultural education in the curriculum particularly in Human Society and its Environment (HSIE) and by providing learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Most students at Quirindi Public School come from English speaking backgrounds. This emphasises the ongoing need to raise the student’s awareness of a national and global society that is significantly different from that of Quirindi.

A number of Quirindi Public School students participated in the Multicultural Public Speaking Competition.

Our school hosted a Harmony Day celebration with the whole school and other invited schools being involved in celebrating cultural diversity. Quirindi Public School was only one of 4 schools in the region to host this significant event.

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 2009 targets

Error! Bookmark not defined. Target 1

Improved student outcomes in Numeracy

Our achievements include:

New staff trained in Count me in Too procedures. The online Counting On program was also experienced by the staff and students of the school.
Kindergarten and Year 1 students were tracked in their mathematical learning using the Best Start Program. This informed staff of the learning needs of students and optimised classroom teaching practices.

Links with the local high school were strengthened through middle school maths workshops attended by staff and students. The workshops focused on the mathematical concepts required in Stage 4 maths learning.

Staff and students embraced the new learning opportunities created by the use of interactive white board technology. Teachers were able to incorporate visual images to stimulate numeracy learning.

Target 2

Improved student outcomes in Literacy

Our achievements include:

Kindergarten and Year 1 students were tracked in their literacy learning using the Best Start Program. This informed staff of the learning needs of students and optimised classroom teaching practices.

Staff and students embraced the new learning opportunities created by the use of interactive white board technology. Teachers were able to incorporate visual images in classroom lessons to stimulate student creativity.

Staff and students were involved in the Best Start Lighthouse Program which promoted visual literacy learning. Teaching staff compiled a visual literacy framework and purchased resources to compliment classroom practice.

Staff were 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 2009 our school carried out evaluations of Learning in Technology and Engagement of Aboriginal Students with the Curriculum.

Educational and management practice

Learning in Technology

Background

As part of our strategic planning we undertook the evaluation of Learning in Technology in 2009. Our school received QTIP funding that was in part used to train teachers in the use of ICT and Interactive Whiteboards.

We have installed IWB’s in some classrooms with the plan of adding this technology to other classrooms through future budgeting, funding or grants.

Findings and conclusions

Teacher learning, expertise and confidence grew in the use of technologies by involvement with programs such as:-

- CMIT (Count Me In Too) online
- Inquiry based learning
- Collaborative ICT training using our part time teaching allocation funding
- QTIP technology session days
- Academic Partner interaction. Our academic partner was James Herring from Scotland.
- Cuddie Cuddie project
- Video Conferencing

Future directions

We will continue to increase the number of IWB’s in classrooms to ensure more students have easy access to this technology

We will also continue to have a focus on technology as part of staff professional learning.

Curriculum

Engagement of Indigenous students in the curriculum

Background

In 2009 the school was funded under the Norta Norta Program. This funding targeted Indigenous
students who were regarded as “at risk” according to NAPLAN results in literacy and numeracy.

Under this funding we engaged a tutor to implement Accelerated Learning strategies aimed at improving literacy through effective teaching and learning techniques.

Findings and conclusions
A University of Western Sydney study of rural schools across the state, found that Quirindi Public School had the highest results for Indigenous students in the state. The University interviewed staff, community members and students to ascertain why we had such outstanding results. These results will be published to assist other schools with Indigenous students.

It was noted that students who participated in the Norta Norta program were more engaged in their literacy learning.

QTIP funding led to an increase in professional learning that positively impacted on student learning outcomes.

Future directions
The school has been informed that the Norta Norta funding will not continue in 2010, however, many of our students achieve beyond expected National benchmarks.

We are committed to improving engagement in the curriculum for all students and we will use information gathered from NAPLAN results and from the PLPs to ensure that student learning needs are met.

We will use additional QTIP funds to build the professional capacity of teachers so that students will continue to be engaged in all areas of the curriculum.

Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Most students indicated that they felt the school catered for the learning needs of all students and the school encourages students to achieve their best.

There was strong support from parents indicating that they think the school is connected to its community and encourages parental involvement. They also believe that parents are encouraged to contact the school to discuss concerns relating to their child.

A majority of parents also agree that the school promotes a healthy lifestyle and teaches and promotes core values.

A high percentage of the staff believes the school makes important changes to what it does when necessary and is often looking for ways to improve what it does.

All respondents believe the school encourages students 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 identified, strategies developed and resources allocated.

Targets for 2010
Target 1
Improved student outcomes in Numeracy
Strategies to achieve this target include:

- Teachers participating in NAPLAN analysis workshops to help identify focus areas for improvement.
- Integration of technology and connected classroom strategies into numeracy initiatives.
• Identifying and providing support to students not achieving appropriate stage outcomes.
• Continue with the Best Start assessment program for kindergarten students.

Our success will be measured by:
• Improved NAPLAN results in Numeracy in Years 3 and 5.
• Classroom practice demonstrating Quality Teaching elements embedded in programs and delivery.
• Increased achievement and growth in all students.
• Staff having access to quality resources to implement quality numeracy programs.

Target 2
Improved student outcomes in Literacy
Strategies to achieve this target include:
• Continue to implement the 2008 K-12 Literacy policy to guide teaching at QPS and improve student literacy achievement.
• Further implement the Accelerated Literacy and Reading to Learn programs across the school.
• Implement the Best Start Kindergarten Assessment program to identify literacy learning that children bring to school and use this information to plan and deliver quality early years literacy teaching.

Our success will be measured by:
• a decrease in the proportion of lowest performing students not meeting minimum literacy standards.
• increased achievement and growth in literacy.
• An increase in the percentage of students in the top 2 bands in each of Years 3 and 5 NAPLAN literacy from 2009.

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
Corie Taylor Aboriginal Education Officer
School contact information

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Fax: 02 6746 2600
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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: