2008 Annual School Report
Quirindi Public School

NSW Public Schools – Leading the way
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 2008 there were 312 students enrolled at Quirindi Public School. This included 170 boys and 142 girls. Twenty percent of our students identify as Aboriginal which adds to the rich cultural heritage of our school.

Staff
In 2008 the school's staffing allocation was 17 teachers. While many of the teachers at our school are very experienced, 2007 saw a turnover of staff which was very refreshing for the school.

Mrs Jill Gardner, Mrs Kirsty Matthews and Miss Kelly Gavenlock were all appointed to the school either on transfer, direct appointment or through merit selection.

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

Significant programs and initiatives
The school ran a number of programs to give students extra educational opportunities throughout 2008. These included:
Quality Teaching for Indigenous Students (QTIP)
The Information Centre
CAPERS
Schools Spectacular
Student Leadership Forum
Personal Learning Plans (Aboriginal Students)

Student achievement in 2008
2008 was the first year that all students in Year 3 and Year 5 across Australia were assessed in common NAPLAN examinations in Literacy and Numeracy. A brief summary of Quirindi Public School’s results immediately follows but further and fuller detail may be found in graphical form later in this report.

Literacy – NAPLAN Year 3
In Year 3 our literacy results in the first national assessment were very pleasing. Our results in Writing were particularly satisfying after the strong emphasis we had placed on Teacher Professional Learning in this specific area. Our results were well above our Like School Group (LSG) average in Writing, Spelling, Grammar and Punctuation and on par in Reading. Our school continues to achieve slightly below the State average in Literacy.

Numeracy – NAPLAN Year 3
In Numeracy, in Year 3 our school once again achieved well above our Like School Group's (LSG) results. The grades also indicated an improvement over the average results the school has achieved in the period 2005-2007.

Literacy – NAPLAN Year 5
In Year 5, Quirindi Public School achieved above the Like School Group (LSG) in the Literacy areas of Reading, Writing and Spelling. In Grammar and Punctuation we are on par with the LSG. As has been the historical pattern, we continue to achieve slightly below State average which is typical of rural schools.

Numeracy – NAPLAN Year 5
In 2008 in Year 5 Numeracy our school achieved slightly above the Like School Group (LSG) average but below the State average. Our growth in numeracy between Year 3 and Year 5 for 2006-2008 was much greater than it was for the period 2005-2007.
Messages

Principal's message

2008 has been yet another positive and purposeful year at our school as we have continued to grow – academically, culturally, technologically, socially and on the sporting field. The contents of this report demonstrate how this has occurred and pay tribute to the people that have made this possible – that is you, the school community of Quirindi Public School.

For me personally, one of the highlights of this year has been the massive replanting of the school playground with native plant species. This has been in keeping with our responsibility to the Kamilaroi Nation for taking care of the land on which our school stands. The venture was made possible by the support of the local Namoi Catchment Management Authority and BHP. Hopefully this will be a long lasting gift to the school environment.

We try very hard at Quirindi Public School to give children a wide variety of opportunities as well as a firm concentration on the basics of literacy and numeracy. Participation in events such as CAPERS, the Young Leaders Forum and the variety of excursions we provide, are only possible through strong teamwork. This teamwork depends on good communication and cooperation between staff, parents, caregivers, students and the wider local community. Thankfully this relationship exists and our children are the beneficiaries.

We look forward to 2009 when even more students will benefit from being part of Quirindi Public School – a Place of Friendship and Learning. Thank you again for allowing me the privilege of leading this school.

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.

Mrs Sally Hansen, Principal

School Council message

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.

The School Council has had a rewarding year being involved with areas of school management, budget implementation, policy renewal and children welfare issues. 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.

I hope that everyone has an enjoyable and safe Christmas and New Year as we enjoy the school holiday and look forward to the new school year in 2009.

Mr Mark Roseby, School Council President

P&C Message

The P&C have worked hard again this year, but this is what we are about, to help our school and all the children. I would like to give a huge thank you to all the parents on the P&C as without your tireless efforts, we wouldn't achieve anything.

To all the parents that will be leaving us this year, I want to thank you sincerely, especially our secretary Mrs Jennifer Hicks whose son is moving on to high school next year. Jennifer has filled in for me when work commitments have prevented me from attending meetings. She is truly a legend.

On behalf of all the Quirindi Public School P&C, I would like to extend a warm welcome to all those people who will be joining us in 2009.

Mrs Guilia King, P&C President

Student representative's message

Being School Captains of Quirindi Public School in 2008 has been a wonderful privilege. We have learnt many things about being leaders and it has been a great responsibility. We have really enjoyed getting involved with the students and having the opportunity to help them when in need. Some of the highlights of this year have been:

- Running assemblies
- Meeting special guests
- Being there for others
- Attending leadership conferences
- Putting up the flags in the morning
- Being a part of ANZAC Day

We would like to thank the students and teachers of Quirindi Public School for making our job as school captains so enjoyable. We give special thanks to Mrs Hansen, Mr Taylor and Miss Gavenlock for helping us throughout the year. It has been a memorable experience and we wish the 2009 captains all the best.

Alanna Hamblin, Amanda Rutter, Richard Gardner and Brock Beresford
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

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>163</td>
<td>164</td>
</tr>
<tr>
<td>2005</td>
<td>161</td>
<td>160</td>
</tr>
<tr>
<td>2006</td>
<td>154</td>
<td>151</td>
</tr>
<tr>
<td>2007</td>
<td>166</td>
<td>154</td>
</tr>
<tr>
<td>2008</td>
<td>170</td>
<td>141</td>
</tr>
</tbody>
</table>

Student attendance profile

![Student attendance rates graph]

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>95</td>
</tr>
<tr>
<td>2006</td>
<td>97</td>
</tr>
<tr>
<td>2007</td>
<td>96</td>
</tr>
<tr>
<td>2008</td>
<td>94</td>
</tr>
</tbody>
</table>

Structure of classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>23</td>
</tr>
<tr>
<td>KN</td>
<td>K</td>
<td>22</td>
</tr>
<tr>
<td>1I</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>1Q</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>2D</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>3/4G</td>
<td>3&amp;4</td>
<td>21</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>4/5A</td>
<td>4&amp;5</td>
<td>29</td>
</tr>
<tr>
<td>5CJ</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>35</td>
</tr>
<tr>
<td>IO</td>
<td>1-6</td>
<td>6</td>
</tr>
</tbody>
</table>

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>Total</td>
<td>16.808</td>
</tr>
</tbody>
</table>

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 93.2%.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools. Our school continues to support newly appointed teachers to undergo the rigorous accreditation for the NSW Institute of Teachers.

<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.

Date of financial summary: 30/11/2008

Income

Balance brought forward 101,933.75
Global funds 160,394.94
Tied funds 149,099.69
School & community sources 85,275.31
Interest 8,323.12
Trust receipts 18,001.06
Canteen 0.00
Total income 523,027.87

Expenditure

Teaching & learning
Key learning areas 20,532.94
Excursions 52,797.25
Extracurricular dissections 14,204.88
Library 919.81
Professional Learning 870.76
Tied funds 172,401.12
Casual relief teachers 32,637.44
Administration & office 43,000.21
School-operated canteen 0.00
Utilities 34,817.52
Maintenance 21,918.56
Trust accounts 17,953.24
Capital programs 0.00
Total expenditure 412,053.73
Balance carried forward 110,974.14

Quirindi Public School continues to operate on a barely adequate global budget and is very thankful for the contributions made by a generous school community.

A full copy of the school’s 2008 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 2008

Achievements

Arts

There have been a number of highlights in the Arts calendar for 2008 beginning with the school’s inclusion in the New England performing arts spectacular called CAPERS held at the Tamworth Entertainment Centre.

Students were a part of the four massed dance items, the massed choir and the signing choir. Of note, one of our staff members was the choreographer for the Early Stage One massed dance.

Seventeen members of our school choir performed at the Sydney Entertainment Centre in the 25th Schools Spectacular which was a most memorable experience for the children and parents alike.

Music was taught throughout the school by the Release from Face to Face teacher. This program enriched the children’s learning through the development of musical concepts, facilitated the sequence of musical skills and developed an enthusiasm of a wide variety of music styles.

The inclusion of classes performing at Friday whole school assemblies has stimulated and enhanced the performance skills of our children.

Public speaking and communication is embedded in the Talking and Listening strand of the English curriculum. Specific programs and opportunities for involvement and extension including interschool debating; public speaking competitions and Australian Speech and Communication Association (ASCA) exams were available to all students.

The debating groups achieved success under the tutelage of Mrs Jennifer Lewis and Mrs Catherine Hearne trained our students for the ASCA exams. Many of our students received High Distinctions, Distinctions and Credits in these exams.

Another opportunity included the Tournament of Minds. We participated in the three sections of this competition and the English Literature team achieved a special award for their achievement.
**Sport**

This year students participated in a number of sporting activities including Swimming, Cross Country, Athletics, Netball, Soccer, Walking, Basketball, Tennis, Rugby Union and Horse Sports.

Students also competed in swimming, cross country and athletics competitions at school, regional and state level. The following students represented the Region at State level: Amanda Rutter (Tennis); Tiana Payne (Swimming); Dominick Whitney (Rugby Union); Harry Brabrook, Madie Urquhart (Cross Country); Harry Cudmore, Brock Beresford, Sari Hamblin, Isobel Robinson, Sophy McRae and Madie Urquhart (Athletics)

The intensive learn to swim program in Term 4 provided 104 of our students with basic skills in water safety and survival. Our K-2 students continued to enjoy Swimming and Athletics Fun Day opportunities.

Being an Olympic year we invited the surrounding small schools and held a successful Mini Olympics on our school oval. The student had the opportunity to learn about an international country and participate in fun activities following the format of the 2008 Olympic Games.

**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)
Percentage of students in bands:

Year 3 spelling

Percentage of students in bands:

Year 3 numeracy

Percentage of students in bands:

Year 3 grammar and punctuation

Percentage of students in bands:

School average 2005 - 2007

LSG average 2008

Percentage of students in bands:

Year 5 reading

Percentage of students in bands:

School average 2005 - 2007

LSG average 2008

Literacy – NAPLAN Year 5
Percentage of students in bands:
Year 5 writing

Percentage in band
School average 2005 - 2007
LSG average 2008

This graph shows the percentage of students in each band for Year 5 writing, with bands ranging from 3 to 8. The data includes the percentage in each band, the school average for the years 2005-2007, and the LSG average for 2008.

Percentage of students in bands:
Year 5 grammar and punctuation

This graph displays the percentage of students in each band for Year 5 grammar and punctuation, covering bands from 3 to 8. It includes data on the percentage in each band, the school average for 2005-2007, and the LSG average for 2008.

Percentage of students in bands:
Year 5 spelling

This graph presents the percentage of students in each band for Year 5 spelling, with bands ranging from 3 to 8. The data includes the percentage in each band, the school average for the years 2005-2007, and the LSG average for 2008.

Percentage of students in bands:
Numeracy – NAPLAN Year 5

This graph illustrates the percentage of students in each band for Numeracy – NAPLAN Year 5, covering bands from 3 to 8. It includes data on the percentage in each band, the school average for 2005-2007, and the LSG average for 2008.
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 2008

| Subject                        | Percentage
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Subject                        | Percentage
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88</td>
</tr>
<tr>
<td>Writing</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>85</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

NAIDOC Week and Reconciliation Week were both commemorated with special assemblies. It was particularly pleasing that we were able to mass plant natives in our school reinforcing that we have respect for the Kamilaroi custodians and lands and take on some responsibility for its regeneration.

Our students continued to have Personal Learning Plans which support their achievement of learning goals. Some students’ goals are reflected quietly through effective classroom practice while others draw on extra curricula events and activities. We are proud of our students and the achievements they make every year.

A number of students were fortunate in being part of a Gifted and Talented initiative. This helped to develop the students’ Literacy and Numeracy skills. Our students were highly commended for their efforts and were stand out performers at the ‘Night of Notables’ presentation. These students will have further opportunities to develop their skills in 2009.

Our QTIP program has continued to go from strength to strength. Our NAPLAN results showed that our indigenous students had achieved highly in writing which was a major focus of QTIP. It is encouraging to see that the professional learning of teachers is impacting on student achievement. In 2009 we will sustain our writing focus while moving towards a greater focus on Numeracy.

Alana Hamblin, Emma McDonald, Timothy Hearne and Jamie McDonald competed in the Multicultural Public Speaking Competition at a regional level where they performed creditably.

Members of the Student Representative Council took part in New England Region Harmony Day celebrations.

Quirindi Public School hosted an Olympic Games celebration with primary schools in the Liverpool Plains Community of Schools group. Prior to the culminating event students learnt about cultural aspects of their country.

Multicultural education

The school has maintained its focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes necessary for a cultural diverse society.

Respect and responsibility

At all times teachers have expectations that students will develop as responsible and respectful students. This is an integral part of the school culture and is embedded within the implementation of Key Learning Areas in the classroom.

The school has provided the opportunity for students to celebrate and demonstrate these core values by participating in a partnership with the wider community in ANZAC, Remembrance and Harmony Day activities.

The school continues to develop students understanding of our core school values of Excellence, Integrity, Respect and Cooperation.

Students in Year 5 were given the opportunity to develop their leadership skills with Mrs Julie Haworth, New England Student Welfare Consultant.

All students developed a deeper understanding and respect for the Kamilaroi nation, in particular how Aboriginal people interacted with their environment, during the mass native flora planting and regeneration of the school grounds.
Technology

The integration of Information Communication Technology (ICT) into all classrooms continues to be an integral component of student learning. Teachers collaboratively plan and teach with the teacher librarian to further students’ knowledge, skills and understandings of new trends in ICT.

The school received an Interactive Whiteboard and Video Conferencing unit as part of the Department of Education and Trainings Connected Classrooms project. This was placed in the Information Centre to ensure that all students and staff had access to this new technology. The school was successful in purchasing two more Interactive Whiteboards with the support of the P & C for the Year Two and Year Six rooms. The school has a number of new programs to support student learning including the 3D animation program Marvin and Clicker 5.

The Technology team meets twice per term to discuss administrative and professional learning opportunities. The team consists of the Technology Manager and three Stage Computer Coordinators and has greatly contributed to improvements in the teaching of technology skills across the school K-6.

Progress on 2008 targets

Our school established target areas for 2008 in the School Improvement Plan. The aim was to improve learning outcomes for all students in the areas of literacy and numeracy.

Target 1

**Improved student outcomes in literacy**

Our achievements include the:

- Provision of professional learning through Accelerated Literacy and Reading to Learn;
- Continued professional learning through the Quality Teaching Indigenous Program (QTIP) on the implementation of the framework in classroom and assessment practice;
- Continued implementation and monitoring of the core spelling curriculum;
- Provision of professional learning for staff in analysis of National Assessment Program—Literacy and Numeracy (NAPLAN) achievement data;
- Ongoing analysis of assessment data as a means of monitoring student achievement particularly in writing;
- Provision of workshops, for parents on the NAPLAN assessment process.

Significantly our Year 3 and Year 5 students performed equally or above the LSG in the literacy aspects of NAPLAN. These results can be found elsewhere in this report.

Our school has also implemented the Best Start Program with Kindergarten. These students and future Quirindi Public School students will be assessed and tracked through the literacy continuum ensuring that they are achieving to the best of their ability.

Target 2

**Improved student outcomes in numeracy**

Our achievements include the:

- Continued implementation of the QPS mathematics scope and sequence;
- Administration and analysis of in-school assessment including SENA and the use of NAPLAN data analysis to inform programs and teaching;
- Continued whole school tracking processes in mathematics;
- Continued provision of professional learning in terms of Count Me In Too (CMIT), programming for CMIT, SENA administration and analysis, use of support material.

Our school has also implemented the Best Start Program with Kindergarten. These students and future Quirindi Public School students will be assessed and tracked through numeracy ensuring that they are achieving to the best of their ability.
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 2008 our school carried out evaluations of Student Leadership and Connected Outcomes Groups (COGs).

Educational and management practice

Student Leadership

Background

Student Leadership is a very important aspect of any school culture as it teaches children very important skills for their future lives. Quirindi Public School’s approach to this facet of school life has undergone significant change over the past several years so the school community considered it was time to evaluate its effectiveness. Miss Kelly Gavenlock was asked to undertake this evaluation.

Findings and conclusions

Surveys regarding student leadership were distributed to students, staff, parents and caregivers. The parent community returned 78 surveys. These surveys showed that some parents were unsure of how student leadership operated in the school despite their support of its importance. Interestingly, parents were very divided in their opinions of whether younger children should have a representative voice and both sides were equally passionate.

On the other hand, staff and students were very supportive of all ages having a student voice in the school and many stated the view that younger students could offer valuable insights. Both the staff and students were also very supportive of the leadership training for prospective candidates that occurred for the first time in 2008 thanks to Mrs Jane McKenzie.

The majority of students indicated that they would like to be future leaders of the school. They reported that they understood and agreed with the selection process and that they were very well aware of who their representatives were. Students did however signify that SRC representatives did not report back to their classes regularly enough.

Future directions

It is obvious that the school’s parent body needs to have the role, selection process and training opportunities of the school’s student leaders more clearly communicated to them.

In general, however, there was broad agreement regarding the success of the processes around this aspect of school life at Quirindi Public School which will continue to be reflected on, refined and further enhanced.
Curriculum

Combined Outcome Groups (COGs)

Background

Our school has been using the Connected Outcomes Groups (COGs) method of syllabus planning and classroom programming since it was first introduced in New South Wales. We believed that was time to reflect on why we initially made the decision to proceed in this way and whether the benefits that were purported by its proponents have become the reality.

The COGs curriculum planning framework organizes outcomes in connected groups within and across each K – 6 stage. The KLA learning outcomes have been grouped in each COG to take advantage of connections that can be made because of similar content, processes or skills and to make connections between ideas to maximize students’ learning. Each connected outcomes group is designed to be taught over one term and where there is adequate repetition of outcomes.

We were initially advised that the benefits from using a COGs approach would be the following:

• Making programming manageable by connecting similar content, processes and skills
• Allowing the curriculum to be taught more efficiently
• Enabling effective planning across key learning areas
• Ensuring that the KLA is able to be effectively taught in an integrated approach
• Ensuring a balanced coverage of all key learning areas.

The aim of this evaluation is to ascertain how well these benefits have impacted on student learning at Quirindi Public School.

Findings and conclusions

Staff and students were surveyed directly regarding their opinions on the above. Parent responses were collated using the P&C and the School Council as focus groups.

Both parents and students were ambivalent as to whether the school continued to use the COGs approach. Alternatively, teaching staff were very keen to dispense with this approach to syllabus delivery despite the time saving opportunities it offered to them.

Future directions

In 2009, Quirindi Public School will return to a straight Key Learning Area (KLA) pattern of curriculum delivery. This will be supported by the executive staff in terms of sample units and professional learning.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. This was executed through surveys distributed to staff, students and the parent and caregiver communities.

Their responses showed a very high satisfaction level in the following areas:

• That Quirindi Public School is a happy and secure place for students to learn and grow.
• That staff understand and respond to the context of the community in which they work.
• That the school’s leaders have a positive influence on the school culture.
• That meeting the needs of students is the school’s main priority.
• The school encourages students to achieve their best.
• The school encourages everybody to be a continuing learner.
• The school appreciates having my child as a student.

The results of the surveys also concluded that the majority of the community believed that

• The school’s curriculum caters for the learning needs of all students.
• The school is continually finding ways to improve what it does.
• The school recognises and celebrates student achievement.
• That when necessary, the school makes important changes to what it does.
School development 2009 – 2011

As well as to our community, Quirindi Public School is also accountable to government and system priorities to enhance public education in NSW. In regard to the NSW State Plan Priorities, Quirindi Public School will be responding to the State priority of increasing levels of attainment for all students.

Quirindi Public School will also be addressing the NSW DET Corporate Plan 2008-2010 and the Office of Schools Plan. In relation to the latter plan we will be responding to the priority areas of:

- Literacy
- Numeracy
- Student Engagement and Retention
- Aboriginal Education and Training
- Teacher Quality
- Connected Learning

Our school's main priorities very closely follow those from the New England Regional Plan and become:

- Literacy
- Numeracy
- Student Engagement and Well-Being
- Aboriginal Education (including QTIP)
- Teacher Quality
- Connected Learning through Technology

Our focus on Writing will be replaced with one on Numeracy for the 2009-2011 planning cycle. As well, programs will be developed to better extend the learning capacity of all students through a continued focus on the Quality Teaching Framework. Our school is on a continuous learning journey as indicated in the following school targets.

 Targets for 2009

Target 1

Improved student outcomes in numeracy

Strategies to achieve this target include:

- Train new staff in the Count Me In Too program and all staff in the On-line Counting On Program.
- Reduce the reliance on black line masters as major teaching tool. Use of a variety of teaching resources.
- Train staff and monitor the implementation of engaging mathematics lessons through collaborative planning buddy days with QTIP
- Middle Years mathematics workshops to facilitate better understanding between Stage 3 and Stage 4
- Continue to implement the Best Start Kindergarten Assessment program to identify numeracy learning that children bring to school and use this information to plan and deliver quality early years numeracy teaching

Our success will be measured by:

- Teacher programs in Mathematics demonstrate strong evidence of the Quality Teaching Framework
- An increase in the percentage of students at and above the minimum standard in NAPLAN numeracy achievement from 2008 which were 90% in Year 3 and 95% in Year 5
- An increase in the percentage of students in the top 2 bands in each of Years 3 and 5 in NAPLAN numeracy from 2008 levels which were 37.4% in Year 3 and 37.4% in Year 5.

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.
- Implement the Accelerated Literacy and Reading to Learn programs
- Teachers participate in NAPLAN data analysis and marking
- Apply consistent assessment practices that allow students to demonstrate understanding against a set of criteria
- 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:

- Teacher programs in English will demonstrate strong evidence of the Quality Teaching Framework
- An increase in the percentage of students at and above the minimum standard in NAPLAN literacy achievement from 2008 which was 90.7%
- An increase in the percentage of students in the top 2 bands in each of Years 3 and 5 NAPLAN literacy from 2008 levels which were 35.2% in Year 3 and 33.1% in Year 5.
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.

Sally Hansen  Principal
Mark Roseby  School Council President
Guilia King  P&C President
Corie Taylor  Aboriginal Education Officer
Kathy Bromage  School Administrative Manager
Pam Caterer  Assistant Principal
Sarah Stutchbury  Assistant Principal
Jane McKenzie  Assistant Principal

School contact information

Quirindi Public School
Munro Street, Quirindi. 2343.
Telephone 02 6746 1565
Facsimile 02 6746 2600

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: