

Queanbeyan Public School Annual Report



2016



2922

Introduction

The Annual Report for 2016 is provided to the community of Queanbeyan Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kym Hawes

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School background

School vision statement

Queanbeyan Public School reflects the goals of the Melbourne Declaration. Equity and excellence are promoted by:

- providing all students with access to high-quality, personalised schooling free from discrimination
- working in partnership with the local Aboriginal community and promoting high expectations for the learning outcomes of Indigenous students ensuring they improve to match or exceed those of other students
- encouraging students to hold high expectations for their own educational outcomes
- providing challenging and stimulating learning experiences and opportunities that enable all students to explore and build on their gifts and talents.

All students are supported to become:

- successful learners by developing essential skills and abilities in literacy and numeracy; being creative and productive users of technology; thinking deeply and logically; obtaining and evaluating evidence in a disciplined way; being innovative and resourceful; planning activities independently, collaborating, working in teams and communicating ideas; and making sense of their world.
- confident and resilient individuals by developing essential skills and abilities to manage their emotional and physical wellbeing; showing initiative; relating well to others and forming and maintaining positive relationships; and embracing opportunities, making rational and informed decisions and accepting responsibility.
- active and informed citizens by developing essential skills and abilities to act with moral and ethical integrity; appreciating Australia's diversity; understanding and acknowledging the value of Indigenous cultures; relating to and communicating across cultures; and being responsible global and local citizens.

School context

Queanbeyan Public School, established in 1864, is the most historic school in Queanbeyan. The enrolment is 771 students with 8% Aboriginal and 20% LBOTE. There are 28 mainstream classes, 6 distance education classes and 5 special education classes.

Parents and teachers work together to support students to build positive attitudes and habits for learning. The P&C Association contributes to school decision-making and encourages family members to become involved in activities, workshops and discussions that promote strong partnerships. The staff has a diversity of skills and experience with a commitment to ongoing professional learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The external validation process included writing nine projects with the required body of evidence prepared, reviewed and annotated. These nine projects are inter-related and all reference The Melbourne Declaration on Educational Goals for Young Australians as a cornerstone in our thinking and planning for students in the school. This gives us a sense of being part of something bigger than ourselves. The school's mantra of creating opportunities, building relationships, achieving success is encapsulated in each of the projects:

1. Building Relationships, Engaging Families and Community
2. Learning, Developing, Leading
3. Diversity is our strength, equity is our commitment, inclusion is our goal
4. Aboriginal Education for All
5. Personalising Learning
6. Learning Diversity and Opportunity
7. Using Technology: thinking creatively and critically
8. Changing Teacher Pedagogy to Maximise Student Literacy Achievement
9. Numeracy Counts.

The results of this process indicated that in the School Excellence Framework domain of Learning the school was sustaining and growing in the areas of Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting and Student Performance Measures.

The results of this process indicated that in the School Excellence Framework domain of Teaching the school was sustaining and growing in the areas of Effective Classroom Practice, Data Skills and Use, Collaborative Practices and Learning and Development. The school was delivering in the area of Professional Standards.

The results of this process indicated that in the School Excellence Framework domain of Leading the school was sustaining and growing in the areas of Leadership and Management Practices and Processes. The school was delivering in the areas of School Planning, Implementation and Reporting and School Resources.

Future directions include the alignment of the language the School Plan with the descriptions of excellence in the Framework. This will support staff commitment to the development of a shared vision, identification of strategic priorities and the ongoing tracking of progress towards them.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Strategic Direction 1: Effective leadership, management and professional learning practices.

Purpose

For school leaders to enhance learning.

Overall summary of progress

Teachers, parents and students were surveyed to determine the effectiveness of existing programs and to guide decision-making for future actions. Professional learning needs were identified and plans developed to meet these needs. Plans focused on improving educational outcomes for students. Specific areas for intervention were identified and resulted in the implementation of projects for enhancing teacher learning in Information Communication Technology, Targeted Early Numeracy (TEN), Language, Learning and Literacy (L3), Bluearth and Physical Wellbeing projects in athletics, touch football, Hotshots tennis, AFL and orienteering. Through these projects teachers engaged in high quality, targeted opportunities to improve their practice. Collegial relationships were strengthened and became more collaborative, data was collected and analysed, classroom observations and discussions were undertaken and constructive feedback was provided and applied to improve professional knowledge and practice. Teachers demonstrated an increasing understanding of the importance of continued professional learning to improved student learning. Teachers improved their knowledge of the Excellence Framework and the Wellbeing Framework. They achieved a deeper understanding of evidence as it relates to measuring the impact of initiatives in the school plan through their participation in the nine projects developed for the external validation process. Teachers took responsibility for writing their professional development plans (PDPs) reflecting the teaching standards including identifying goals, participating in activities to achieve these, collecting supporting evidence and reviewing and refining their plan. They engaged in professional discussions to reflect on practice directed at improving professional knowledge and the educational outcomes of students. Staff used consistent judgements to collect, analyse and apply PLAN data to improve teaching practice, diagnose learning needs and better plan for ongoing student learning growth. Effective and appropriate feedback was given to students about their achievements relative to their goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school embeds data informed practices which evaluate the effectiveness of professional learning and the impact of changed practices on student learning.	<p>All teachers have become increasingly skilled and confident in planning and incorporating technology in class programs. All students are using technology more safely, creatively and effectively.</p> <p>Teachers in Kindergarten, Year 1 and Year 2 have increased knowledge of key numeracy concepts and strategies for programming and assessment. Greater numbers of students are achieving higher levels within the TEN framework. Parents are better informed and more able to assist their children.</p> <p>Increased numbers of students achieved proficiency in NAPLAN tests: Year 3, Grammar and Punctuation and Reading; Year 5, Numeracy.</p> <p>Increased use of the physical environment and a greater range of physical activities are available.</p>	\$61 824

Next Steps

- Implementing a system of continuous assessment that clearly maps student achievement against the literacy and numeracy continuums and supports students to develop strong identities as learners.
- Using evidence-based research to improve teacher performance and development.
- Implementing a cycle for reviewing professional learning programs to ensure increasing staff capacity.

Strategic Direction 2

Strategic Direction 2: Quality teaching and learning

Purpose

For students to be confident, resilient and successful learners.

Overall summary of progress

Teachers trained in literacy and numeracy initiatives, Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) and participated in the technology mentoring project that evolved into a personalised learning model. These have had significant impact on programs and student learning. Teachers participated in professional learning programs including: How2Learn phase 1; Seven Steps to Writing Success; Teaching Refugees in my Classroom (TRIMM); and Trauma Informed Practice. These professional learning opportunities resulted in improved knowledge of teaching strategies using effective research-based learning and teaching programs. Opportunities were provided within the L3 and TEN programs for collaboration, professional conversations, demonstrations of exemplary practice and to engage in planning and self assessment. Supported Learning teachers established a Queanbeyan District collegial network. Reporting and accountability mechanisms in the school were evaluated and revised to better meet the needs of students, parents and teachers. The student leadership program provided opportunities for students to be recognised as leaders throughout the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Teachers regularly reviewing learning with students, ensuring they have a clear understanding of how they are learning, where they are at with their learning and how to improve their learning.	<p>Teachers used the TEN framework and wrote differentiated early learning plans for students in Kindergarten, Year 1 and Year 2. Sets of resources were maintained for these classes. Resources continued to be published on the school website to support parents.</p> <p>Teachers selected and evaluated resources, including ICT, for application across the school. They participated in professional learning, eg Bridges out of Poverty and Berry Street to deepen knowledge of inclusive practices and better support students with special needs.</p> <p>Some students in Years 1 and 2 participated in an explicit program to build their social skills, develop a greater awareness of the needs of others and practice applying the skills in a greater variety of learning situations.</p> <p>Teachers and students participated in the Blueearth program. They demonstrated increased body awareness within the physical environment.</p>	\$70 269

Next Steps

- Teachers, parents and students use Mgoals tool to assist students in creating goals that support their learning.
- Ensure students understand and enjoy learning through receiving 'intrinsic feedback' from teachers to help them adapt their thinking to increase understanding and ownership of ideas.
- Build staff capacity through professional learning in: How2Learn (phase 2); understanding needs of children who have experienced trauma; using a personalised learning model effectively; and Focus on Reading (FoR).

Strategic Direction 3

Strategic Direction 3: A positive school community

Purpose

For parent – teacher partnerships to be strengthened to support successful learning.

Overall summary of progress

Parents contributed to their children's education in a variety of ways throughout the year. Their attendance at information meetings, training workshops and special events and assemblies and their support for their children at home demonstrated their commitment to their children's success. Getting to Know your child meetings were held in term 1 and for teachers to host quality conversations with parents to set goals and plan programs to support students' learning. This helped to establish a strong relationship and open channels for communication. This partnership with parents ensured support for students was more targeted to their individual needs and delivered more effectively. We have a strong connection with the local AECG and local Elders are welcomed to school functions. A homework club for Aboriginal students operates three afternoons each week. Information was provided to parents through the school newsletter and website, class letters and the yearbook. An interested group of parents regularly attended P&C meetings. They contributed ideas, gave feedback on school activities and contributed to decision-making related to school programs. Parents participated in meetings and completed surveys to review methods of communication used across the school. This resulted in more specific information being given to future Kindergarten families and a wider user use of email and apps for informing all parents of school events and activities. We have strong links with the Schools as Community Centres (SaCC). This supported a successful transition to school for children and families.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Parent, teacher and student feedback is collected and used to evaluate programs and inform future decisions to enhance curriculum delivery in all areas of the school.	<p>In partnership with the P&C Association we: completed a significant redevelopment of playground 3; purchased additional resources to support implementation of L3 in Kindergarten and Year 1 classes and successful home reading activities in Kindergarten, Year 1 and Year 2 classes; hosted a Baby and Kids Expo with the SaCC and Families NSW.</p> <p>Teachers worked together to plan and deliver workshops for parents to build understanding of numeracy strategies to help children at home. Information about the maths games was published on the school website. All staff completed online modules from the Stronger, Smarter Institute.</p> <p>Parents attended a 'Lads, Dads and Kids' social evening that included classroom visits, meeting teachers and other parents and participating in Blueearth games.</p>	\$97 496

Next Steps

- Ensuring parents understand and engage with information provided in PLAN feedback reports.
- Enhancing community engagement by providing information and publicising events through increased use of digital platforms eg using school enews, emails and class dojo.
- Use the Getting to Know Your Child meeting format throughout the year with families new to the school.
- Establishing and maintaining clear standards and high expectation for written communication including developing a Writing Style Guide.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<ul style="list-style-type: none"> • Promoted genuine collaboration and strengthened relationships with parents through providing specific information sessions, listening to and responding to questions and ideas and ensuring consultation with families to identify explicit and challenging learning goals and develop Personal Learning Plans for Aboriginal students. This established meaningful, high expectation relationships with families. • Implementation of transition to school program promoted early engagement with learning and established a strong foundation for starting school. • Employed staff, teachers and support officers, to engage with Aboriginal and Torres Strait Islander students in Kindergarten and Stage 1 through the Early Intervention Literacy Program. Staff also provided regular support to identified students across different KLAs and team taught with the class teacher. • Provided extra-curricular activities that enabled Indigenous students to learn more about themselves and their culture. Stage 3 male students attended Digeridoo mentoring sessions. The Deadly Dancers group was established and all Aboriginal students were invited to participate. Students demonstrated their cultural learning with performances at in-school and out-of-school events. • Staff professional development in Aboriginal and Torres Strait Islander education assisted the whole school in achieving a mutual understanding of culture and practices. The staff completed on-line modules from the Stronger Smarter Institute. Staff held professional conversations and reflected on how practices could be improved to benefit the students. • The school emphasised the importance of Reconciliation Week to explore Aboriginal histories, cultures and past events. Students and staff participated in community events including the Reconciliation Walk across Queen's Bridge. • Students participated in a Local Council partnership project as part of a Reconciliation process. Aboriginal and non-Aboriginal students worked together to create street sails for the main street. • The school celebrated NAIDOC Week with traditional dance performances, Queanbeyan River Walks and lessons on culture and kinship systems. Students were introduced to the idea of totems to protect in their natural environment. Two Stage 3 students choreographed an original dance which they performed during NAIDOC Week. 	<p>\$40 360</p>

English language proficiency

\$19 351

- EAL/D program operated 4 days a week. The program used individual student lessons (for Phase 1 students), small withdrawal groups and whole class team teaching and demonstration lessons. The program provided ongoing teacher support through mentoring and skill development in ESL methodology and program differentiation to maximise student achievement.
- One EAL/D day contributed to the formation of an additional class, above school entitlement. This enabled smaller classes to be formed in Years 1 to 4 and increased opportunities for students to benefit from more individual planning and program delivery.
- Establishing a conversation group for 'new arrivals', to develop essential vocabulary and build language proficiency.
- Implementing Mini-lit program for 'new arrivals' group to build literacy knowledge and understanding and support the transfer of skills to everyday activities.
- Purchasing 4 ipads for use by EAL/D students uploaded with specific apps to support learning.
- Providing in-class support for Kindergarten and Year 1 students during technology lessons to ensure students acquire appropriate language and technology skills.
- Forming language groups for Kindergarten students with some print literacy in their first language to build skills and confidence in understanding and speaking English. All students moved to the Emergent level.
- Forming groups for Year 1 and Year 2 students for explicit teaching of essential writing skills. Students are now more confident and capable writers.
- Continuing Years 3-4 and Year 5-6 writing groups and introducing technology as the tool for presenting writing. Students worked with the EAL/D teacher to plan and write their text. They published their writing using ipads.
- Undertaking a review of the parent report format and implementing changes to ensure the report uses 'plain English' to increase parent understanding of the comments about their child's progress.
- EAL/D teacher implemented Aus Swim coach training to support EAL/D students to improve their safety and increase confidence in and around water.
- EAL/D teacher joined SaCC playgroups to introduce foundation handwriting skills and teach 'Brain Gym' activities.

<p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • Formed a class above school entitlement to reduce the number of students in classes in Year 1 to Year 4 and increase opportunities for more individual planning, teaching and assessment. • Purchased additional resources for support classes to meet the sensory needs of students and to assist in personalising their learning. • Purchased new literacy resources for Kindergarten and Year 1 classes to assist implementation of the L3 program. • Funded additional school learning and support officers to work with students in five Kindergarten classes, one hour per day, five days each week. • Funded the implementation of the 'Heather Harvey' reading program for small groups of Year 2 students. A school Learning Support Officer was trained to deliver this intensive program. • Operated a lunchtime Social Skills program to support the development of social and emotional skills for Stage 1 students, focusing on building friendships, joining a game, taking turns, playing by the rules and taking care of others. • 'Isabella Calm', a program focused on helping students to manage anxiety, was developed and implemented. Small groups of students from Kindergarten to Year 6 met with a teacher to discuss their personal journeys. • An early intervention reading and comprehension program was implemented in term 4. PLAN data was used to identify Kindergarten students needing additional support. L3 teaching strategies were used and students were provided with more frequent explicit instruction at their literacy level. • Local community members implemented individualised student reading programs. Students chosen for this program were in the 25th to 50th percentile for PLAN. This program focused on students in Year 6 who were preparing for high school. • Students in Years 3-6 were withdrawn by the learning and support teacher for reading support, to focus on phonemic awareness, fluency and comprehension using Focus on Reading strategies. • Stage 3 numeracy learning was prioritised and an extra group was formed. This allowed a smaller group size where learning activities could be planned and implemented to more specifically target individual learning needs. 	<p>\$63 027</p>
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Socio-economic background

- Supporting Kindergarten orientation and transition activities through additional staffing to help students make a successful start to school.
- Enhancing student welfare and wellbeing programs through providing breakfast and lunch; assisting families with purchasing uniform and resources (textbooks); supporting student participation in excursions, camps and school swimming lessons.
- Increasing the range of learning experiences through funding visiting performers to the school, giving all students an opportunity to enjoy and benefit from live theatre, drama and dance.
- Enhancing the quality of teaching and learning through purchasing additional sporting equipment, craft materials, specialist science equipment and playground equipment.
- Celebrating achievements with families and community members through providing school award certificates, medallions and trophies and hosting the annual 'Celebration of Learning' assembly at a community venue outside the school.
- Promoting growth of student leadership skills through implementing peer mediator training and catering for a BBQ to thank students for their participation and contribution to school life.
- Enhancing students' access to a wide variety of specialist programs through providing funding for a choir accompanist and conductor and supporting participation in eisteddfods and community events.
- Providing teacher professional learning in the Blueearth program to build skills and knowledge and support the effective implementation of sport and fitness.
- Providing additional release time for Assistant Principals to work with colleagues to plan, evaluate and modify teaching programs to create productive learning environments that engage all students. This also supports strong collegiality between team members and promotes reflective teaching practices.
- Reviewing methodology used in cooperative teaching in the library to increase teacher confidence and independence in using library systems. The library committee worked collaboratively to reorganise the space to increase student access and use of library materials.
- Maintained registration and repairs for school bus to support student access to and participation in a wide variety of educational experiences.

\$52 250

<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Beginning teachers and their mentors were provided with increased release from face to face teaching time . This allowed time for the mentor to support and guide the beginning teacher each week during the school day. Discussions focused on the Professional Teaching Standards and how they can be implemented through teaching practice to enhance student achievement of learning outcomes. • Eight teachers with a range of teaching experiences achieved proficient level in their accreditation. Proficient teachers met the requirements for full registration or accreditation through demonstrating achievement of all the standard descriptors at this level. These teachers created effective teaching and learning experiences for their students. They understand the unique backgrounds of their students and adjusted their teaching to meet students' individual needs and diverse cultural, social and linguistic characteristics. They developed safe, positive and productive learning environments where all students are encouraged to participate. • Three teachers achieved their first round of maintenance at proficient level. These teachers modelled effective learning and reflection through this process. They identified their own learning needs and analysed, evaluated and expanded their professional learning collegially and individually. During the process they reflected on their teaching and described their achievements against each of the seven standards. • All beginning teachers (permanent, temporary and casual) were supported in meeting the requirements for the completion of their accreditation through meetings and planned team days to build capacity on writing annotations, collecting quality evidence and understanding the Professional Teaching Standards. • Beginning teachers accessed professional learning opportunities including attending conferences and courses that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and developing productive relationships with parents and carers. 	<p>\$30 836</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	362	362	362	359
Girls	388	414	439	410

Total student numbers include students in kindergarten to Year 6 in mainstream classes, supported learning classes and distance education classes. There was a decline in enrolments in 2016 when compared to previous years. Enrolments include 8% Aboriginal students and 20% students with a language background other than English.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	95.6	95.1	94.9
1	94.4	95.9	94	95.4
2	95.4	94.9	95.2	94.3
3	94.6	95.6	94.9	95.3
4	94.7	94.5	95.3	93.7
5	95	94.5	93.4	93.7
6	94.3	94.2	93.9	93.4
All Years	95	95.1	94.6	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Overall student attendance rates have remained high, at 94.4%. This rate is significantly higher than the 94% rate for all years across the state. The table shows that student attendance rates in Kindergarten, Year 1, Year 2 and Year 3 have been very strong.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	31.18
Teacher of Reading Recovery	1.13
Learning and Support Teacher(s)	1.6
Teacher Librarian	1.2
Teacher of ESL	1
School Counsellor	0
School Administration & Support Staff	10.77
Other Positions	1

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At Queanbeyan Public School the Aboriginal staff members include three teachers, one school support officers, one canteen assistant and one part time junior admin officer. Queanbeyan Public School enjoys a close relationship with the local Aboriginal Education Consultative Group (AECG) with many staff attending meetings regularly and one teacher volunteering her time as AECG secretary.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

Professional learning and teacher accreditation

Throughout 2016 a total of \$50845.00 was spent on teacher professional learning. All staff participated in a variety of professional learning programs delivered in a variety of ways: during staff development days (SDDs), stage and whole school staff meetings, internal and external courses, network meetings, conference presentations and mentoring programs.

Five teachers are working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at proficient level, eight teachers gained accreditation at proficient level, three teachers completed maintenance level 2.1 and eight teachers are maintaining accreditation at proficient. level One executive teacher is seeking voluntary accreditation at Lead Teacher level.

Topics covered during SDDs included:

Term 1: Child Protection 2016 update; How2Learn (Higher Order Ways of Learning); Code of Conduct; Stronger Smarter online modules; and an introduction to technology mentoring program.

Term 2: Teaching staff - 'Seven Steps to Writing Success' workshop. Administrative and Support Staff - online modules: Working with Communities and Corruption Prevention.

Term 3: How2Learn (Higher Order Ways of Learning).

Term 4: Day 1 – Teaching Refugees In My Classroom (TRIMC); Day 2 – CPR and Emergency Care, first aid and anaphylaxis training and 'The Resilience Project' workshop .

Accreditation is a growing area for staff support and professional development. Collaborative practices were implemented to build staff skills to understand and achieve accreditation. Teachers incorporated the Australian Professional Standards for Teachers into their Professional Development Plans (PDPs). Staff professional learning built a deeper understanding of how the standards and teaching practice are intrinsically linked and how these may be used together with PDPs in a best practice model to ensure documented evidence is recorded for future maintenance.

All teaching staff received training in Programming Literacy and Numeracy (PLAN) to strengthen understanding and increase the use of the planning tool to ensure consistent assessment structures are implemented across the school. Programming is focussed on supporting students and stage assessments are aligned with the continuums. PLAN data was entered and reports printed and shared with parents. This data was used in identifying students for Learning and Support and in collating information for TEN and L3 programs. Staff use the continuum to enhance teaching and learning activities. High quality evidence-based classroom practice is implemented incorporating assessment for learning and differentiation to meet varied learning needs.

Teachers completed modules from the program How2Learn. This learning enhanced teacher quality and built student engagement through creating a culture where learning is central to all school decisions, developing a better understanding of how we learn, helping everyone to become powerful learners and improving life chances for all.

One teacher completed training to qualify as a Focus on Reading Lead Trainer. Two teachers commenced training in Reading Recovery pedagogy. Kindergarten and Year 1 teachers participated in the Language, Learning and Literacy (L3) program. Teachers in Years 3 to 6 continued their learning in Focus on Reading (FoR). Teachers in Kindergarten to Year 2 continued learning for successfully implementing the Targeted Early Numeracy (TEN) program.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

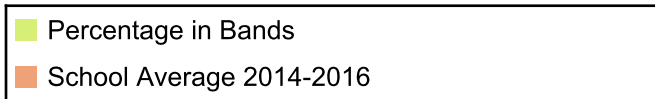
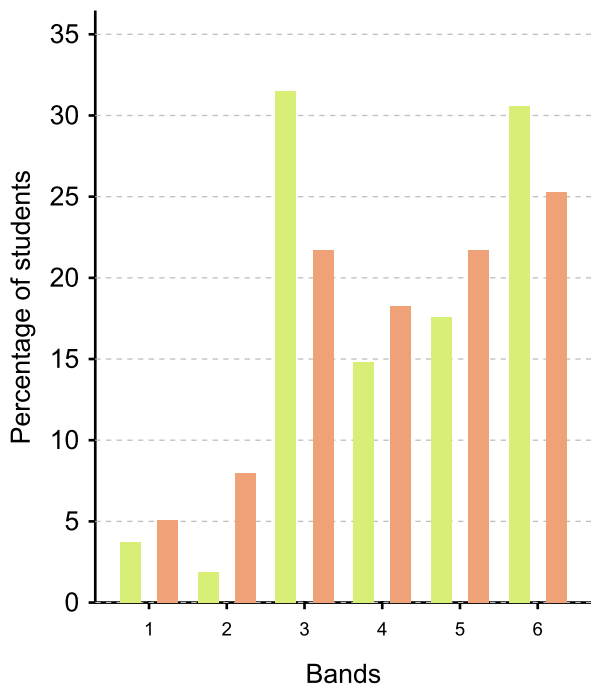
Income	\$
Balance brought forward	212 510.00
Global funds	465 047.00
Tied funds	674 965.00
School & community sources	285 576.00
Interest	8 381.00
Trust receipts	81 160.00
Canteen	69 873.00
Total income	1 797 515.00
Expenditure	
Teaching & learning	
Key learning areas	43 428.00
Excursions	54 831.00
Extracurricular dissections	156 274.00
Library	9 551.00
Training & development	2 507.00
Tied funds	566 950.00
Short term relief	164 960.00
Administration & office	82 689.00
School-operated canteen	68 610.00
Utilities	93 010.00
Maintenance	59 826.00
Trust accounts	78 759.00
Capital programs	69 871.00
Total expenditure	1 451 272.00
Balance carried forward	346 243.00

School performance

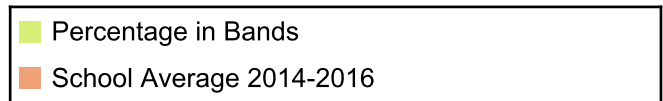
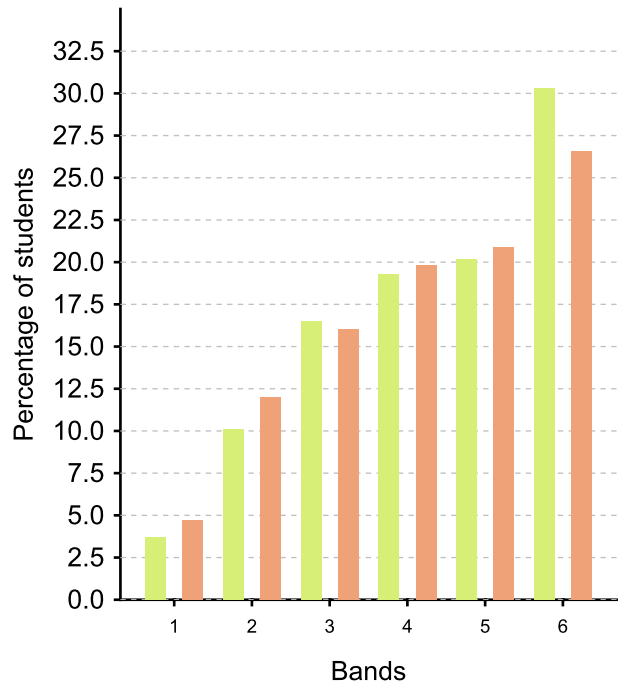
NAPLAN

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.

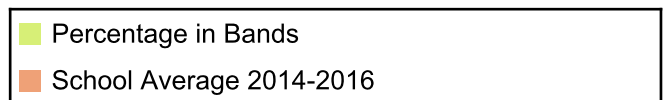
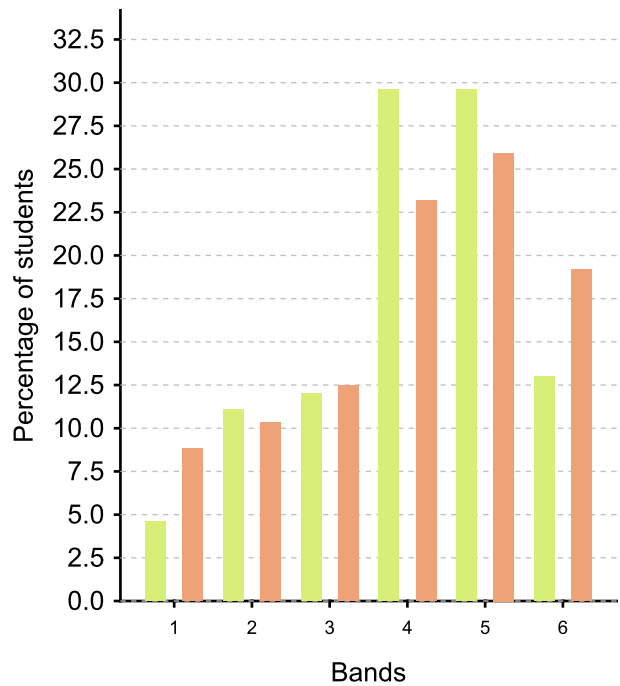
Percentage in bands:
Year 3 Grammar & Punctuation



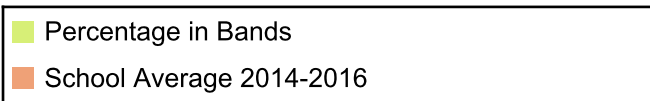
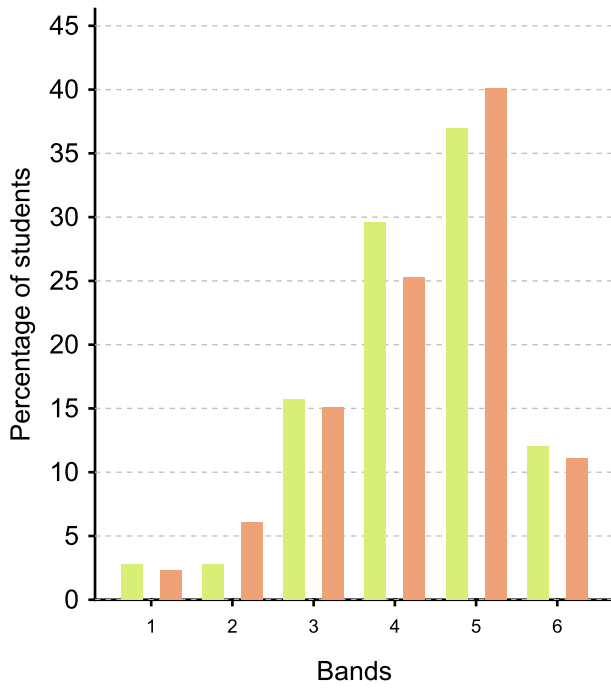
Percentage in bands:
Year 3 Reading



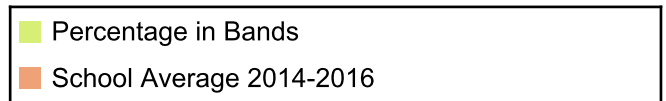
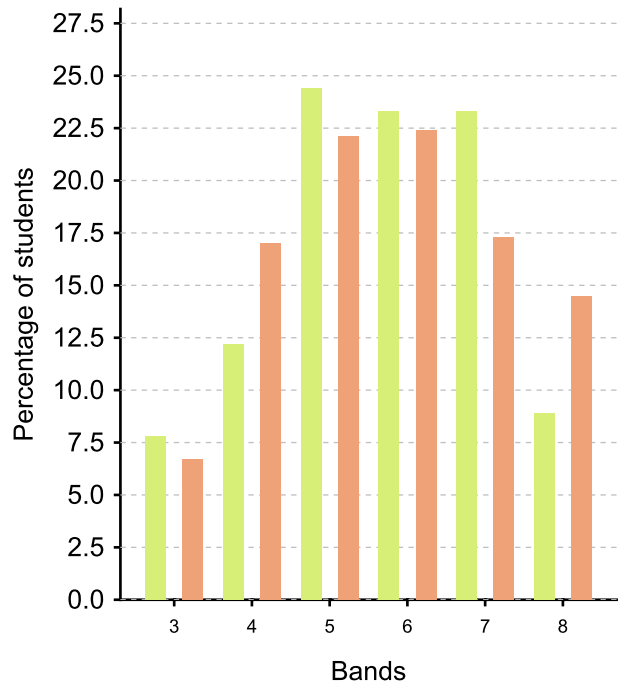
Percentage in bands:
Year 3 Spelling



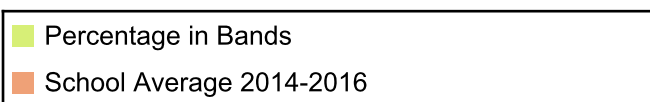
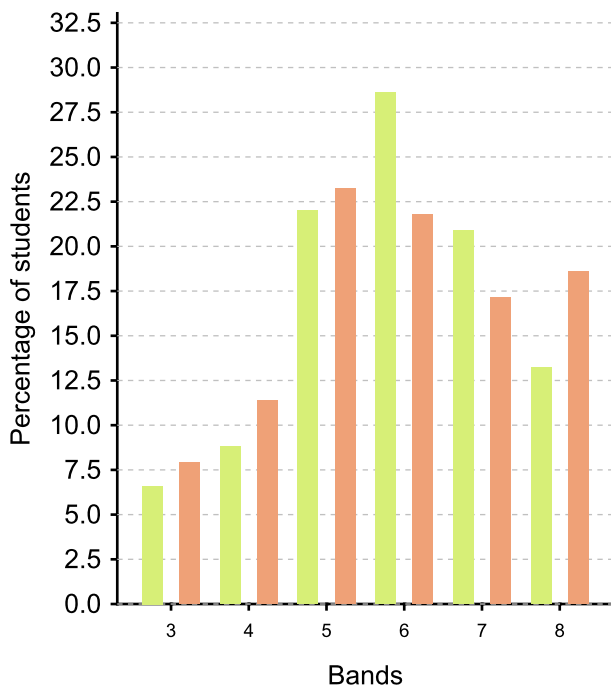
Percentage in bands:
Year 3 Writing



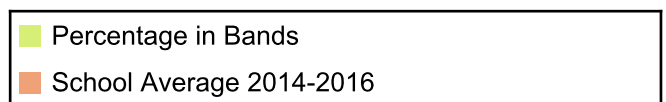
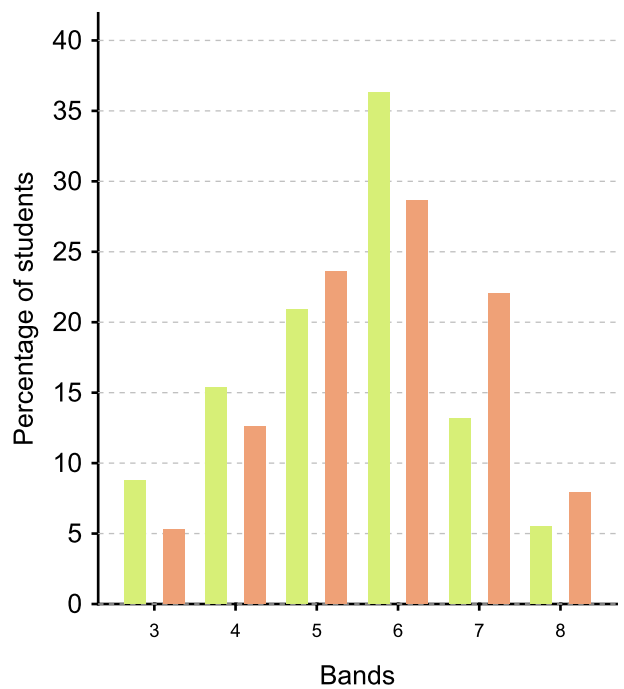
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Year 5 Reading



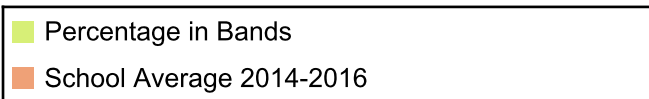
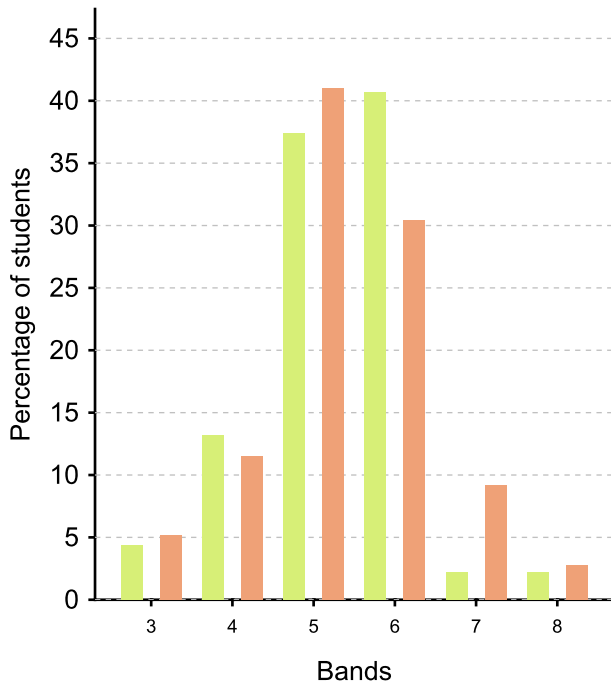
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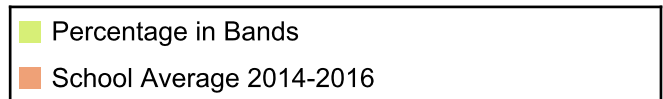
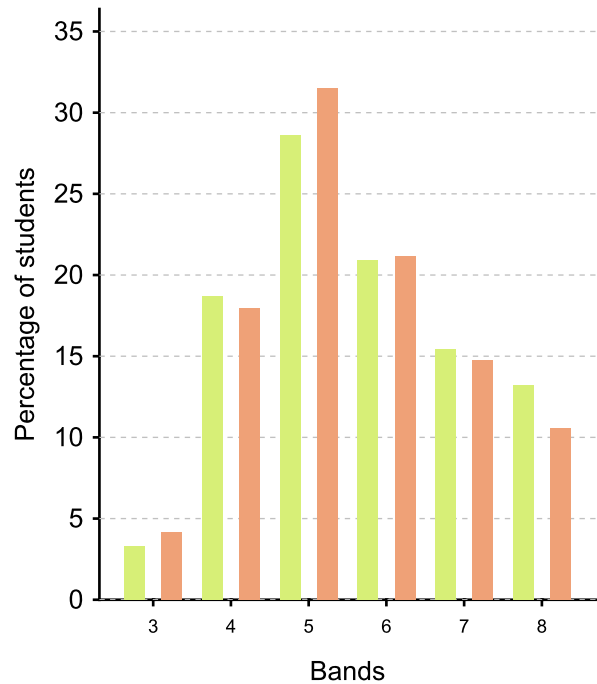
Percentage in bands:
Year 5 Spelling



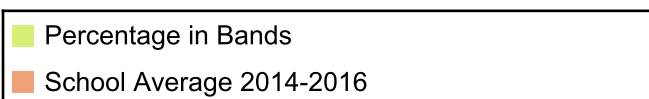
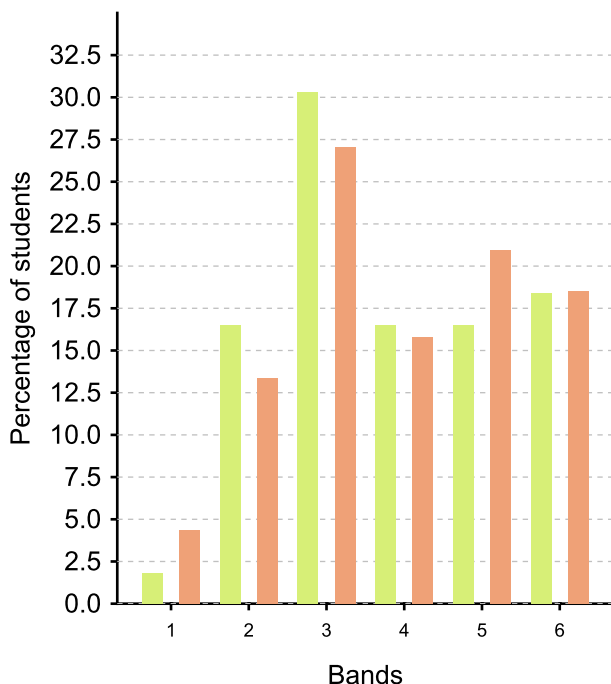
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2016 students, parents and staff provided feedback through their participation in the Tell Them From Me surveys. These surveys provided data on engagement, wellbeing and teaching practices that was used to review activities and guide decision making and planning for the future. The key findings were:

From the 'Partners in Learning' survey, parents agreed strongly that: the school supports positive high standards for student behaviour; teachers set the high expectations set for students; and their children feel safe at school.

From the 'Tell Them From Me' data, students reported that: their learning is relevant to their everyday lives; they try hard to succeed in their learning; and there is a positive culture of behaviour expected at school. All these results were above the state norms.

Teachers responded in the 'Focus on Learning' survey, that: Queanbeyan Public School is an inclusive school and effort is made to include students with special learning needs in all activities; they provide students with quality written and verbal feedback regarding their learning; and they have high expectations for student behaviour.

Areas for future action include:

- parents increasing their understanding of how to best support learning at home.
- students achieving a greater sense of belonging in the school.
- staff collaborating more widely with colleagues across the school.

Policy requirements

Aboriginal education

Aboriginal education is a significant part of the teaching and learning for all staff and students at Queanbeyan Public School. There are 61 Aboriginal and Torres Strait Islander students currently enrolled. Programs have been implemented to further improve educational outcomes for these students. We have also continued a journey of reconciliation through actions that support the building of strong partnerships based on honesty, openness and trust. This has included:

- Continuing active participation in Queanbeyan AECG. Miss Alanna Raymond was elected to an executive position as Secretary. Strong staff attendance at meetings and encouragement for parents to become involved in school activities resulted in positive collaboration and shared decision-making.
- Strengthened partnerships with local AECG through hosting community meetings in the MurraGadi (meeting place) garden that included a camp fire and BBQ afternoon tea.
- The Acknowledgment of Country (or Welcome to Country) is significant at QPS and it is shared at all formal and informal school events so students understand the history and acknowledge the original owners of the land on which the school has been built.
- A record number of Aboriginal students from Kindergarten to Year 6 participated in the 'Patrick White Young Indigenous Writers' competition in 2016. All the writers received a participation certificate and each kindergarten student who entered writing received a \$20 gift voucher encouragement award. One supported learning class K-3C with their teacher, Ms Cheel, received a \$50 encouragement award for their entry. The group entry of three students from 3/4S class also received a \$50 award. Marcus White received the NSW Year 2 writer's award of \$100 for his poem entitled Dreaming.
- Sustained focus on providing leadership opportunities for Aboriginal students including their active participation as school prefects and SRC members and chairing whole school assemblies. Aboriginal students were coached in public speaking skills and given the opportunity to contribute ideas for how an assembly can be run so they can be effective when leading the assemblies.

- Student donations were collected as part of the School Big Book Swap held during Book Week, to support the National Indigenous Literacy Foundation and remote communities.

- The operation of a Homework Club in the Schools as Community Centres three days a week. Students were helped to complete set tasks and practice literacy skills.

- Promotion of the importance of regular school attendance and its link to learning success. Monitored attendance rates and increased communication with families has improved awareness of factors influencing individual student attendance.

- The distribution of a newsletter, Isa Message Stick, continued to increase awareness of learning programs and to build stronger partnerships with the families of Aboriginal students.

Multicultural and anti-racism education

Queanbeyan Public School has a rich variety of cultures within its community. About 20% of students have a language background other than English. These students and their families promote understanding within the school and help to build a deeper appreciation of cultural differences. In 2016 programs and activities included:

- Clustering students into classes according to the English language learning needs and prioritising and directing support to achieve early intervention goals.
- School Assembly to celebrate Multiculturalism, develop intercultural understanding and build strong community connections. Students discussed cultural diversity with peers and teachers and many wore national costumes to school for the assembly.
- Anti-racism officer, Mrs Wendy Imrie, participated in ARCO training and presented a workshop to staff to build their knowledge and skills. She addressed a school assembly to explain her role to students and to give emphasis to the importance of sustaining understanding and valuing difference. She supported students to resolve problems when they arose and build skills for the future.
- Students had an opportunity to learn the community language, Macedonian.
- Class programs in history built intercultural understanding and skills. Early Stage 1 students learnt about personal and family history including stories from different cultures and parts of the world. Stage 1 students studied local history through the unit 'The past in the present'. They explored, recognised and appreciated the history of their local area by examining remains of the past and considering why they should be preserved. Stage 2 students learnt about 'Australia's place in the world'. This unit helped them to understand what it means to be part of a unified and changing community. They compared and contrasted Australian culture with the culture of neighbouring countries in the Asia-Pacific region. Stage 3 students studied a unit

'Australian Identity'. They learnt about accepting and valuing diversity of people, places, cultures and beliefs. All these units included elements of Aboriginal culture.

- The EAL/D teacher delivered the professional learning course Teaching Refugees in my Classroom (TRIMC) to forty one teachers. As a result of this professional development, teachers reflected upon their practice and acquired greater knowledge and skills to reflect DoE best practice standards. Some teachers completed action research projects investigating the role of language in their classrooms. They created units of work to specifically and explicitly build students' vocabulary skills. They wrote, implemented and evaluated activities and lessons to improve student achievement in literacy.

Other school programs

Special Education

At Queanbeyan Public School (QPS) students from the Supported Learning Classes were welcomed and included in a vast range of programs, activities, and social opportunities that saw students from all stages, learning and interacting together. We provided activities for students to develop skills to increase self-awareness and build positive relationships. Staff articulated a commitment to equity and high expectations for learning for all students. School project teams focused on establishing a strategy for effective communication. Positive and respectful relationships supported all students to develop as successful learners. QPS is committed to supporting students in the school and people in the community who are living with disabilities. Our school was represented at the local Festival of Ability for International Day of People with a Disability. School choirs and dance groups performed at this significant community event. We engaged families of students in the Supported Learning Classes to help them feel welcomed and confident to contribute to their children's education. We hosted a number of events throughout the year and encouraged family participation in school life. These events include High Tea during Education Week, family BBQs at the local Queanbeyan Park and attending Dream Cricket.

Distance Education

The Distance Education Centre enrolment data indicates an increasing number of students with significant support needs which, for various reasons, preclude them from mainstream school attendance. Students can present with high levels of anxiety, depression, behavioural and/or mental health issues and disorders. In particular students are very often disengaged and oppositional and can refuse to engage in any sort of perceived school learning. Once in the home setting, school work becomes contentious with students learning to manipulate and supervisors becoming frustrated, exhausted and defeated. Work return data was also indicating that other categories of students; travellers, the geographically isolated and long-term medical, were also disengaging to varying degrees. They become weary of the teacher-constructed programmed lesson regime. Mounting

evidence indicated a need for a major paradigm shift. It was our mission to have every distance education student experience satisfaction and success as learners, to develop confidence and creativity and to be active in their communities where possible. At that very time, Personalising Learning was offered as a tertiary level professional learning opportunity. Most staff completed the course and our transformational shift to personalising learning began. Vigorous and excited collaborative planning ensued, followed by implementation with a small target group. It was most positively received and student/supervisor feedback and work samples confirmed all that we had learnt. Personalising learning continues to guide the way teaching and learning takes place. Teaching staff continually reflect on theory, methods and successes. We know it has allowed for student ownership, responsible decision making, engagement and, notably, re-engagement. It has worked to restore student's spirit of inquiry, self-expression, and developed their capacity to learn and play an active role in their own learning. Importantly, this student-centred curriculum and learning approach for each and every student has built students' confidence as contributors to self and others and established a productive learning culture that has enhanced wellbeing and connection. Staff learning and development has been considerable and is consistently evident in their ongoing collaborative practice and sharing, in their considered use of data – both empirical and observational; all of which has led to effective classroom practice in the distance education context.

Schools as Community Centres

The 'Schools as Community Centres' (SaCC) is a NSW Department of Education interagency program that works from a strengths based community development approach to support families with children 0-8 years of age in the Queanbeyan area. SaCC works closely with local services to provide information and referral, and universal early intervention and prevention, for families in the Queanbeyan region. A key aim of SaCC is to ensure parents are confident and connected to their community and its services, and equipped to support their children's development. This year a number of projects were successfully implemented to benefit students and families of our school and the local community. Some of the initiatives SaCC supported this year are: The 'Big Steps' information night for families of children starting school in 2017; Transition to School Playgroup to help children 3-5 years of age prepare for school; Early Literacy Support Program for all Aboriginal children in Kindergarten; Barnardos Aboriginal Homework Club for children from three local primary schools; Queanbeyan Kids and Baby Market and Expo in partnership with Families NSW; Triple P Positive Parenting Program to support parents in building positive relationships with their children aged 2 - 12 years and effectively manage their children's behaviour; and Queanbeyan Festival of Ability event. SaCC also runs a Family Kindy Gym, Supported Playgroups, a Multicultural Playgroup in conjunction with the Queanbeyan Multicultural Centre and a Young Parents Group. These programs support children and families and prepare them for a successful start to school. SaCC has a dynamic community of parents who regularly access the available initiatives.