

Queanbeyan West Public School

Annual Report



2016



4127

Introduction

The Annual Report for **2016** is provided to the community of **Queanbeyan West 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.

Vicki Muscat

Principal

School contact details

Queanbeyan West Public School
Morton St
Queanbeyan, 2620
www.queanbeyaw-p.schools.nsw.edu.au
queanbeyaw-p.School@det.nsw.edu.au
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Message from the Principal

As well as a strong academic focus, our school offers a range of additional programs to enrich students' learning and encourage social, cultural, sporting and personal development. Our desire is to value and nurture each student as an individual and to develop the whole child in a supportive and challenging environment.

Some significant programs include:

- enrichment programs for gifted and talented students (GATS);
- visual arts, including specialist instruction as part of regular lessons, and talent and interest groups that also enrich student learning;
- music, including a specialist Musicorp teacher providing regular lessons as well as enrichment groups, choir and school concert band;
- environmental programs which have a strong focus at school. A dedicated team of students and staff work to support various environmental initiatives promoting awareness, as well as reducing the school's consumption of electricity and water, and the level of waste generation;
- academic support and remediation programs in literacy and numeracy;
- sporting teams and opportunities for individual and team sports at school and representative level;
- and Personal Development and health programs such as, Fruit Break and Happy and Positive Behaviour for Success programs focus on student wellbeing, health and safety.

We provided targeted support to students who were not achieving at proficiency through support from the Learning and Support teachers (LAST). This was done by in-class support where the LAST teacher worked with the lower groups, enabling the teacher to concentrate on the middle to upper groups, working towards the regional target of moving the middle to the top.

Student Welfare programs are of high importance at Queanbeyan West Public School. Positive Behaviours for Success underpins all aspect of welfare in my school. We have fully adopted the program in all settings.

We have committed money, time and resources to three whole-school programs which have had amazing results in our students' learning outcomes; they are: L3, TOWN and TEN.

A Peer Support program operates each year and an active Student Representative Council provides a range of leadership opportunities for students from leading assemblies through to fundraising for charities.

School background

School vision statement

Queanbeyan West Public School is committed to educating students to be capable and responsible members of society through effective classroom management, appropriate teaching programs and constructive parental and community involvement. We take pride in delivering an excellent education in a warm and nurturing environment. Our teachers are committed to helping all students reach their full potential. Our values; Responsibility, Safety and Respect underpin all aspects of school life.

School context

As well as a strong academic focus, our school offers a range of additional programs to enrich students' learning and develop social, cultural, sporting and personal development. Our desire is to value and nurture each student as an individual and to develop the whole child in a supportive and challenging environment. Some significant programs include:

- enrichment programs for gifted and talented students (GATS);
- visual arts, including specialist instruction as part of regular lessons, talent and interest groups also enrich student learning;
- music, including a specialist Musicorp teacher providing regular lessons as well as enrichment groups, choir and school concert band;
- Environmental programs which have a strong focus at school. A dedicated team of students and staff work to support various environmental initiatives promoting awareness as well as reducing the school's consumption of electricity and water, and the level of waste generation;
- academic support and remediation programs in literacy and numeracy;
- sporting teams and opportunities for individual and team sports at school and representative level; and
- Personal Development and health programs such as, Fruit Break, Peer Support and Positive Behaviour for learning programs focus on student wellbeing, health and safety.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

An External validation was conducted at Queanbeyan West Public school on 8 September 2016. The school leadership team consisted of Vicki Muscat (Principal) Carlyn Bladen (Assistant Principal) Sarah Rudolph (Assistant Principal) Kirsty Daisley (Assistant Principal) Kylie Kenyon (Assistant Principal) Luci Chambers (teacher) Claire Morgan (Teacher) All staff at Queanbeyan West Public School contributed to the evaluation. Their work and commitment to the process is greatly valued and appreciated. On the basis of evidence submitted by the school and subsequent discussion, the validation panel supports the school's self –assessments in the following elements of the School Excellence Framework:

In the domain of Learning: the school's self–assessment is consistent with the evidence presented in four elements; Sustaining and Growing in Learning Culture, Excelling in Wellbeing, Sustaining and Growing in Learning and Sustaining and Growing in Assessing and Reporting and is validated using the School Excellence Framework. Delivery in all aspects In the element of; Student Performance Measures the evidence presented indicates the school is working towards the Delivering stage

- ***This means, In the domain of Learning:*** As a 'Positive Behaviour for Learning' (PBL) school, Queanbeyan West Public School is mindful of the Wellbeing of students. To support this valuable program a PBL Team has been established to support the school community and its diverse needs. Queanbeyan West Public School has a highly effective Learning Support Team. This team is integral to the school's operation; coordinating, developing, implementing, monitoring and evaluating educational programs, ensuring that all students' needs are catered for. Access to support mechanisms for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. Involving the sharing of information between parents/carers, and health and education department specialists is an important part of this process. The effective organisation of school resources to maximise time and instruction is a priority. Reading Recovery exists to support those students who have completed one year of schooling and are not meeting grade outcomes in Literacy. Significant gains can be attributed to the intervention of this program. Specific school based programs in Art 2015 and Italian 2016 have been developed. Taught by specialists, these programs are well recognised within the community as providing significant opportunities and advantage for our students. Parent workshops have been facilitated to support understanding of the educational standards and outcome expectations in a range of curriculum areas. The tangible results from these workshops have been: enhanced delivery of the subject material, increased support by the community towards the educational process and a greater acknowledgement and understanding of assessment procedures. This approach has resulted in a higher degree of satisfaction by our

community in our school management and procedures. There are a variety of extra curricula choices such as garden club, debating, public speaking, Robotics, dance, choir, sport and music. Library lessons are linked to the classroom program. Learning and Support Team systems are in place to support all students under National Minimum standards and Aboriginal students have Individual learning plans. The literacy and numeracy continuum are used strongly K – 4 and informs the teaching and learning cycle. Executive staff use reports in PLAN to track and monitor student growth.

In the domain of Teaching: The school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. Sustaining and Growing for the elements Effective Classroom Practice, Collaborative Practice and Professional Standards. We are also Sustaining and Growing in the areas of Data Skills and use and Learning Development.

- ***This means, in the domain of Teaching:*** our focus has been data skills and use. As teachers, the use of assessment data for teaching is required to ensure the best possible outcomes for students. Putting this into practice, we have undertaken professional learning as a whole school and teaching teams to determine the baseline achievement level of our students. To monitor and evaluate progress through our Strategic Directions the school regularly analyses internal and external data sources such as PLAN, NAPLAN data. The school uses this data to report back to parents on their child's progress in twice yearly reports and PLP interviews. As well as these data sources the school is focused on improving its assessment practices and is creating student centred rubrics. . The data wall has been established and is a focus for continuous individual assessment and whole school discussion as to how we can ensure that children achieve the required syllabus outcomes. All classrooms are increasingly showing evidence of innovative learning spaces, visible learning resources and a focus on a growth mindset. The importance of student well-being in learning is a key feature of our school community as we continue to implement White Ribbon values, Live Life Well at School and Queanbeyan West Public School's core values of Respect, Responsibility and Safety. Staff have aligned teaching and learning programs with the New South Wales Syllabus for the Australian Curriculum.

In the Domain of Leading : In the domain of Leading the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework. Excelling for elements leadership, school planning, implementation and reporting and management practices and processes. Sustaining and growing in school resources.

- ***This means, in the domain of Leading:*** our school has focused on our partnerships with parents and the community. We have held parent workshops to aid our community to connect with school programs these have included, anti-bullying and Transition to feeder high schools. Parents have been surveyed to determine what courses are of interest to be provided in 2016. These will form part of the P&C monthly meetings. The 2015–2017 method of planning, assessing and reporting our school achievements has had a positive impact for our school and community. We are providing many opportunities for parents and community members to engage in a wide range of school related activities including information sessions for parents about how to help their children with literacy and numeracy. Teaching staff are being proactive in finding ways to keep parents informed about school events and activities and initiate parent/teacher discussions about student needs. We are committed to developing leadership skills in staff and students and do so through leadership positions such as School Captains, Student Representative Council and our peer support program. All staff lead a range of school initiatives and parents are encouraged to support and/or lead various school activities. The external validation and self assessment process will assist the school refine our strategic priorities in our School Plan leading to further improvement in the delivery of quality education for our students.

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

Develop and deliver consistent high quality teaching and learning programs driven by professional learning and assessment in line with the Australian Curriculum

Purpose

The purpose of Strategic Direction 1 is to improve student learning outcomes through the development and delivery of consistent, high quality teaching underpinned by the NSW Syllabus for the Australian Curriculum in the areas of English (including Technology), Mathematics, Science and History. As a result, students will be equipped with the necessary literacy and numeracy skills to “become successful learners, confident and creative individuals, and active and informed citizens” (Melbourne Declaration on Educational Goals for Young Australians, December 2008).

Overall summary of progress

In 2016, a team of teachers was established to lead the school in the interpretation of data to teaching practice. 21st Century Learning is a continuous focus for Queanbeyan West Public School. Technology is used to support and redefine the learning experiences of students. Professional development is aligned to the school plan and teachers PDP's. This has focussed our learning on current NSW Syllabus requirements. Queanbeyan West Public School staff have implemented scope and sequences and overviews for all Key Learning Areas aligned to the Australian Curriculum for NSW Syllabus. School programs utilise these documents to develop teaching and learning activities that support the diverse needs of students at Queanbeyan West Public School. Staff regularly evaluate teaching and learning programs including assessment of student outcomes

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve student learning outcomes through the development and delivery of consistent high quality teaching.	Syllabus documents English, Mathematics, Science and History have been implemented. History and Sciencescope and sequence has been created for the school. Professional Learning for staff this year on History, Science, Mathematics and English. Implementation of TOWN (Taking Off With Numeracy) TEN (Targeted Early Numeracy) L3 (Language Learning and Literacy)	\$6400.00 \$365.00 \$8500.00 \$9137.00
Teachers plan, implement and review PDPs to inform the Leadership Team of targeted school development needs.	Professional Development to support the ongoing improvement of student outcomes through continuous development of a skilled, effective and professional teaching team at Queanbeyan West Public School. Through identified goals and school targets teachers have received ongoing professional development to improve knowledge and teaching practice. Opportunities for staff have been created in leadership, mentoring and professional learning to build capacity and expertise in leadership.	\$16800.00

Next Steps

- Implementation of Geography Syllabus.
- Stage teams to fully implement the new assessment schedule focusing on the use of rich tasks to ascertain student achievement of learning targets in science, history and geography.

- The implementation of a new scope and sequence and core units of work to support the introduction of the new geography syllabus.
- Teachers to ensure all students participate in projects requiring the use and production of visual and multimodal texts as an integral component of student assessment in science, history and geography.
- Provide ample opportunities for class teachers to employ effective consistent teacher judgment through planning, programming and assessing collaboratively.
- Ensure professional learning opportunities are made available to meet individual and stage requirements, including L3 training and 'Writing in the middle years'.
- Literacy: analysis of 2016 NAPLAN assessment tasks indicates in K–Y3 classrooms the need for: a) at the start of Term 1, stage meetings to collaboratively initiate common class programs based on the school spelling scope and sequence; b) weekly explicit modelling/teaching of sound–letter correspondence, letter patterns and spelling rules; c) regular teacher–student conferences to discuss student reading progress.
- Numeracy: analysis of 2016 NAPLAN assessment tasks indicates in Y1–6 classrooms the need for improved student ability to understand and complete maths problems. Stage meetings early in Term 1 2017 will decide on a common approach to maths open ended multi–step problem solving. In each maths lesson. All classes will be shown an taught appropriate problem solving strategies and apply and practice these in daily maths activities.
- Student self assessment and reflection on their learning: a) students, K–Y6, to critically proof–read their own and partners' written texts on a regular basis; b) regular teacher–student conferences to discuss student progress in all strands of literacy and numeracy with suggestions made on how to achieve further progress.

Strategic Direction 2

Lead and develop whole school programs and practices which enable all students to be engaged, resilient, self-motivated and successful

Purpose

The purpose of Strategic Direction 2 is to support all students to become competent and creative learners in a positive school environment. This will be achieved through the development of whole school programs, underpinned by Positive Behaviour for Learning (PBL). Our goal is to increase teacher capacity and engage students in meaningful learning opportunities whilst improving the social and emotional well being of our students.

Overall summary of progress

The introduction of Every Student Every School initiative and the release of the new Student Wellbeing Framework resulted in the school undertaking a full evaluation of its current student welfare policies and procedures. The role and organisational structure of the Learning Support Team was a key component of this process. Parents, students and all staff were surveyed, and school documentation was reviewed by student welfare specialists. Recommendations from this evaluation will guide the development of policies and procedures in student wellbeing over the next 3 years. Positive Behaviours for Learning are fully implemented in all aspects of school. This has resulted in safety, responsibility and respect being identified as the school's three core values. These values have been used as the basis of school rules and playground awards. A social skills program aligned to school values was also developed and included in all K-6 teaching programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase teacher capacity to improve the social and emotional wellbeing of students	<p>Provide LaST assistance to teachers and students requiring extra support to meet the students learning needs. Implemented Reading Recovery, Multilit and ELF for students whose benchmarks are below expected levels.</p> <p>Implement ILPs for all students with known additional learning and support needs.</p> <p>Developed a recording system using the PBL triangle to plot students' academic, social learning needs within each class and this differentiation is implemented. \$6000.00</p>	<p>\$4620.00</p> <p>\$6000.00</p>
Improve student engagement in learning by strengthening and expanding options through targeted and intensive PBL strategies.	<p>Provide clear links between PBL and the Learning Support Team.</p> <p>Implement strategies and incentives for students to maintain their Value Pins.</p> <p>Developed procedures for training new staff and students in PBL procedures, practices and systems.</p> <p>Implemented a whole school social skills program.</p>	<p>\$5200.00</p>

Next Steps

- Review and revise PBL matrix and develop a PBL Home Matrix.
- Students identified as English as an Additional Language or Dialect will continue to be supported. New students who enroll at Queanbeyan West Public School will be included after assessment.
- Provide TPL to staff on how to incorporate multicultural perspectives within everyday teaching and learning programs.

- Planning for a cultural Celebration Day for Term 2 2017 in conjunction with Harmony Day to further to foster empathy in students from other cultures. It also signifies the importance of Australia's engagement with Asia.
- Implement Lucky Learning afternoons to improve engagement in Aboriginal student's learning. Utilise other agencies and organisations including AECG to meet the needs of culturally and linguistically diverse student and parent body.

Strategic Direction 3

Enhance community engagement and participation by strengthening community relationships and strategic support

Purpose

The purpose of Strategic Direction 3 is to enhance whole school community engagement through improved communication structures in a positive school environment. Emphasis will be placed on establishing more effective partnerships with families and building stronger relationships as an educational community. Stronger relationships can be achieved by leading a culture of collaboration, engaged communication, empowered leadership and transparent organisational practices.

Overall summary of progress

Adjustments to Strategic Direction 3 reflect the nine measures of student engagement alongside the five drivers of student outcomes. The continued implementation in Robotics will be a key strategy to create a sustainable program for ICT development at QWPS. Progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Enhanced community engagement and participation by strengthening community relationships and strategic support	Use of multiple communication modes to ensure all stakeholders are well informed. Send home grade based curriculum overviews. Completed formal parent teacher interviews with the formal student report. Enhanced community engagement and participation by strengthening community relationships through well organised whole school events	
Effective partnerships as an educational community through increased student and parent participation.	Use multiple communication modes to communicate with the wider school community including website, Facebook and School Stream. Established effective partnerships with AECG, Health and DOCS.	\$3260.00

Next Steps

Students

- Students participate in community events to enhance community engagement. Events may include public speaking, the learning and sharing through both digital (Web 2.0 Tools) and face-to-face events (Classroom learning journeys, Education Week).

Parents

- Parents will be encouraged to participate in more school events supported by the P&C, to feel connected in the daily happenings of the school.

Staff

- Staff will develop skills in using digital applications such as Web 2.0 Tools in order to create links with community and thereby fostering the home/school relationship.

Leaders

- Leaders will support new directions by organising events to promote the home/school relationship and by working towards other community partnerships such as local businesses and other educational facilities

Community Partners

- Community partners will be provided opportunities to work within a collaboratively learning community to improve the quality of educational programs and practices in the school.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a Personalised Learning Plan (PLP) where learning goals were designed in conjunction with the students' parent/carer.</p> <p>LaSO 16.5 hours per week 40 wks @ \$34 = \$22440</p> <p>Norta Norta</p>	<p>\$19112</p> <p>\$2768.00</p>
English language proficiency	<p>Teachers are using data effectively to inform the language acquisition needs of their EAL/D students. • Research projects presented to reflect how EAL/D students acquire language</p>	0.4 Staffing allocation (2 days per week)
Low level adjustment for disability	<p>All students requiring adjustments received these through adjustments in teaching and learning programs and also PLPs where appropriate.</p> <p>LaST 37 weeks' x 2 days @ \$445 = \$32930 also including ELP – \$2588 L&S – \$6054</p>	\$148391
Socio–economic background	<p>Additional classroom teachers and learning Support Officers were employed to support classroom and student welfare programs. Funds were also allocated for all K–6 teachers to receive professional learning in literacy and numeracy to support student outcomes.</p> <p>LaSO 22.6 hours per week 40 weeks@ 40.00</p>	\$22675

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	210	201	195	220
Girls	193	186	171	202

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	93.9	96.5	93.3
1	94.2	93.8	95	94.4
2	93.8	94.7	92.3	93.5
3	94.4	93.6	95.1	93.2
4	94	94.5	93.3	95.6
5	94.4	92.6	94.1	93.6
6	93.8	94.4	91.9	92.4
All Years	94.1	94	94.2	93.7
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

Class sizes

Class	Total
KK	20
K/1B	20
KN	20
KM	20
1C	23
1S	23
2P	26
2D	26
3B	28
3U	31
4K	26
4B	29
4/5T	28
5/6M	27
6S	25
6R	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	6
Classroom Teacher(s)	18.09
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	6.32
Other Positions	1.56

*Full Time Equivalent

The school strongly supports the government guidelines on the employment of Aboriginal people.

Currently we have five employees that identify as Aboriginal; these include classroom teachers, LaSO and an Aboriginal mentor.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	60

Professional learning and teacher accreditation

The teaching staff at Queanbeyan West Public School participated in a number of professional learning activities designed to build the capacity of staff to achieve some of our key priorities as set out in our School Plan. As well staff has been involved mandatory training and in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. Professional learning include:

- CPR
- Anaphylaxis Training
- Code of Conduct
- Child Protection
- WHS Induction
- E-Emergency
- LMBR (SAP/SALM/eps4)
- NAPLAN Analysis
- Focus on Reading
- TEN (numeracy)
- L3
- Autism Spectrum
- Excellence framework
- Disability Standard Modules 1–8
- Communities Working Together

Queanbeyan West Public School has nine new scheme teachers working towards the Board of Studies Teaching and Education Standards (BoSTES) accreditation. Four new scheme teachers are maintaining accreditation at Proficient level.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	156 384.97
Global funds	293 622.55
Tied funds	418 195.97
School & community sources	129 745.07
Interest	5 025.79
Trust receipts	34 911.07
Canteen	72 269.60
Total income	1 110 155.02
Expenditure	
Teaching & learning	
Key learning areas	15 377.57
Excursions	23 571.74
Extracurricular dissections	113 926.80
Library	3 068.68
Training & development	512.43
Tied funds	291 614.90
Short term relief	73 855.01
Administration & office	86 872.38
School-operated canteen	52 914.27
Utilities	63 838.88
Maintenance	23 799.05
Trust accounts	32 028.33
Capital programs	27 775.00
Total expenditure	809 155.04
Balance carried forward	300 999.98

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

School performance

Language, Learning and Literacy (L3)

The aim of the Language, Learning, Literacy (L3) project is to reduce the risk of students in low socio economic communities not achieving expected literacy levels at the end of the first year of school. L3 works to narrow the gap between high achieving literacy learners and students whose literacy is at risk. Teachers in L3 classrooms believe that effective intervention in the first year of school can put literacy learning on a successful pathway for many students. Kindergarten teachers expressed an interest in implementing L3 practice within their classrooms after hearing of the program from colleagues in other schools. In 2013, Kindergarten teachers began participating in L3 ongoing professional learning inside and outside the classroom. In 2014 Year One teachers began their ongoing professional learning, and Year Two teachers began in 2015. L3 practices are now an intricate part of our quality teaching and learning experiences to achieve acceptable levels of literacy for all students with a range of capabilities and prior to school experiences.

All K–2 classroom teachers have embraced the content and procedures of L3 adapted their classrooms to provide a physical environment full of rich language opportunities, problem solving, independent learning and a strong sense of personal success. Literacy instruction is conducted in small groups of students with similar processing and strategic behaviours. Students engage in independent tasks designed to practise and consolidate their learning and take responsibility for their learning. L3 data analysis of Kindergarten classes has shown a significant reduction in the number of students not achieving end of year reading benchmarks, and a significant increase in the number of students achieving above expectations from 2012 (before L3 introduction) until term 4, week 5 of 2015 as detailed below:

Year	% Below	% At	% Above
2012	51	24	24
2013	14	52	33
2014	15	24	62
2015	11	13	75.5

Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN)

The following evidence outlines the implementation of Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) to enhance and improve classroom practice. Targeted Early Numeracy (TEN) Intervention Program is a component of the Best Start initiative. It is aimed at K–2 students and complements the regular numeracy programs through the delivery of short, focused and frequent numeracy sessions of strategically targeted activities focussing on addition and subtraction. Taking Off With Numeracy (TOWN) is

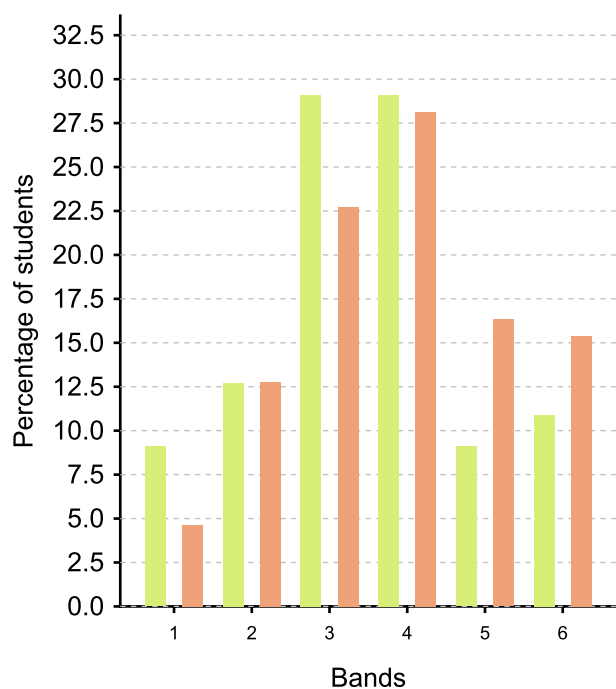
a whole–class intervention initiative which focuses on improving numeracy skills of students in the upper primary years identified as not performing at expected stage level. Teachers submit data of student's numeracy attainment to the TEN/TOWN facilitator every 10 weeks. The facilitator assesses data and identifies at risk students for additional support.

In alignment with the School Plan – Strategic Direction 1 – Processes – Curriculum, TEN and TOWN programs have been continued to be implemented consistent with the continued delivery of high quality teaching and learning programs. TEN/TOWN sessions allow for flexible, targeted and differentiated delivery of numeracy instruction. TEN/TOWN activities are designed to be fun and/or exciting resulting in highly engaged students who are active participants in the learning process. TOWN allows students to self-evaluate and provides explicit guidelines on 'where to next' demonstrating responsiveness in meeting the needs of all students. TEN/TOWN Data is collected and used to inform teachers of where to group students to undertake activities in order consolidate their current level of numeracy attainment and to move them toward the next milestone as well as to identify at risk students. Students undertake regular assessment; those who do not attain the benchmark for their year level are provided with programmed sessions with the TEN/TOWN facilitator.

NAPLAN

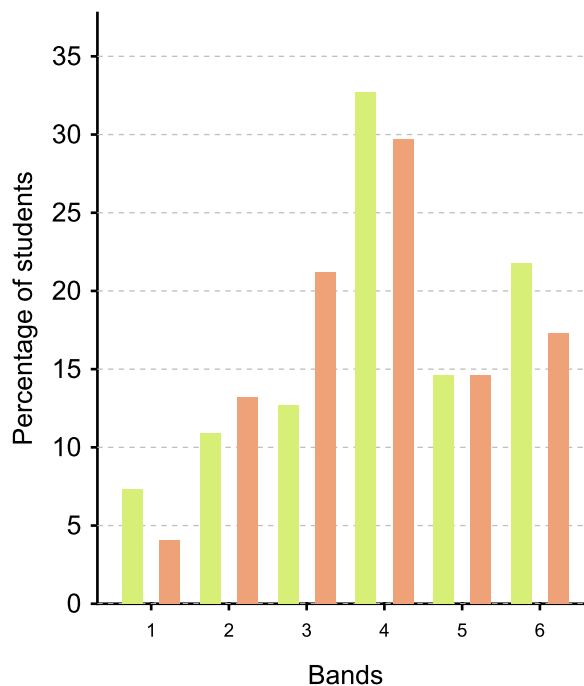
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



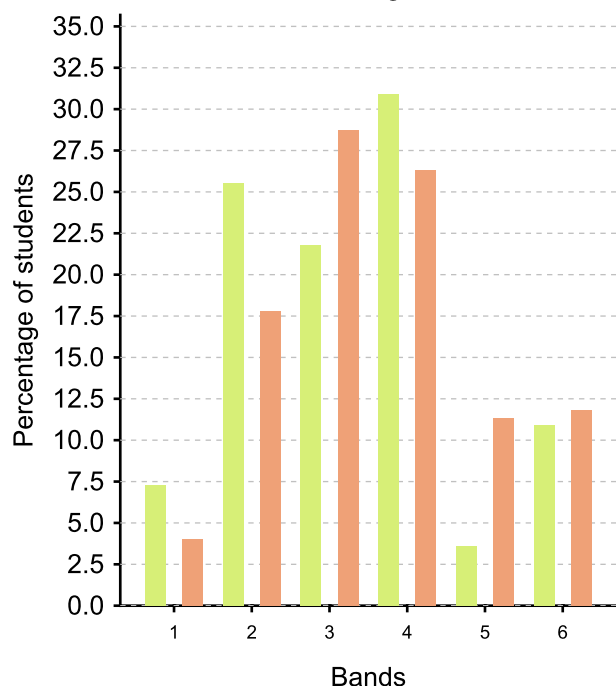
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



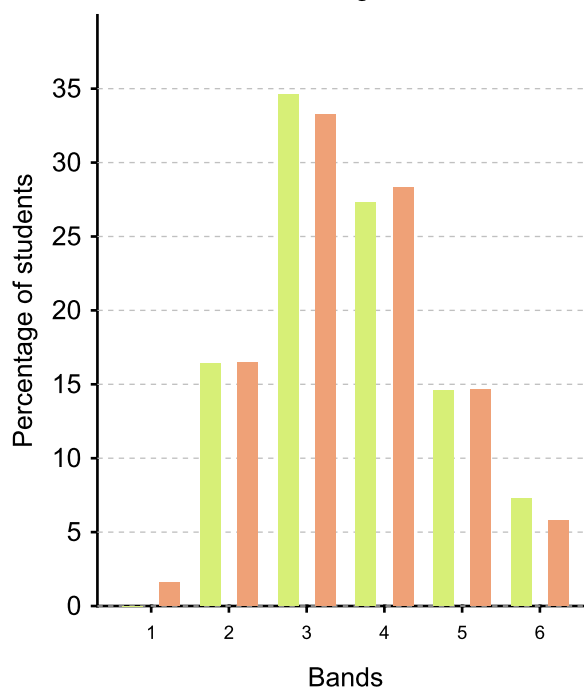
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



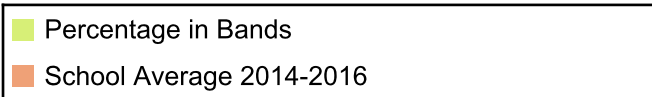
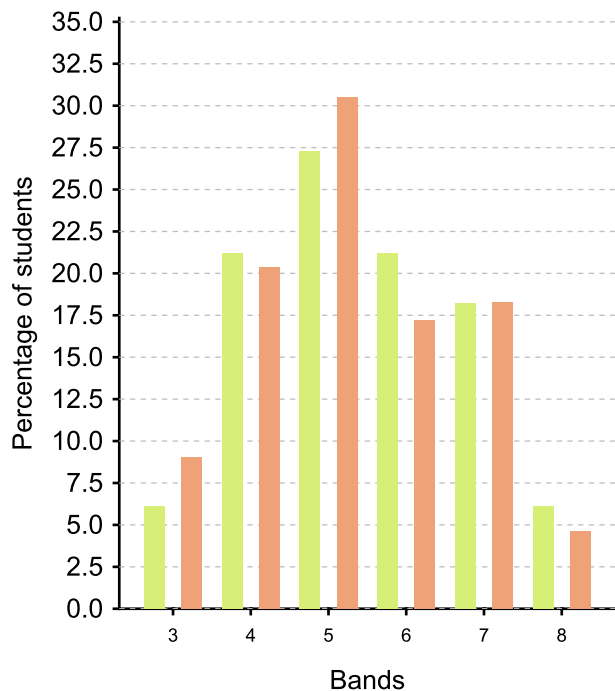
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

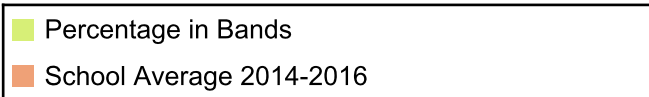
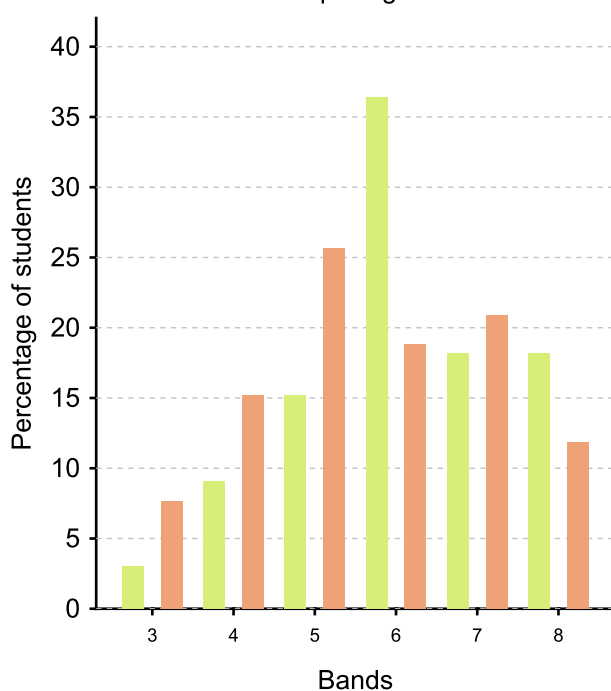


Percentage in Bands
School Average 2014-2016

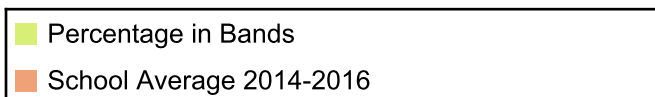
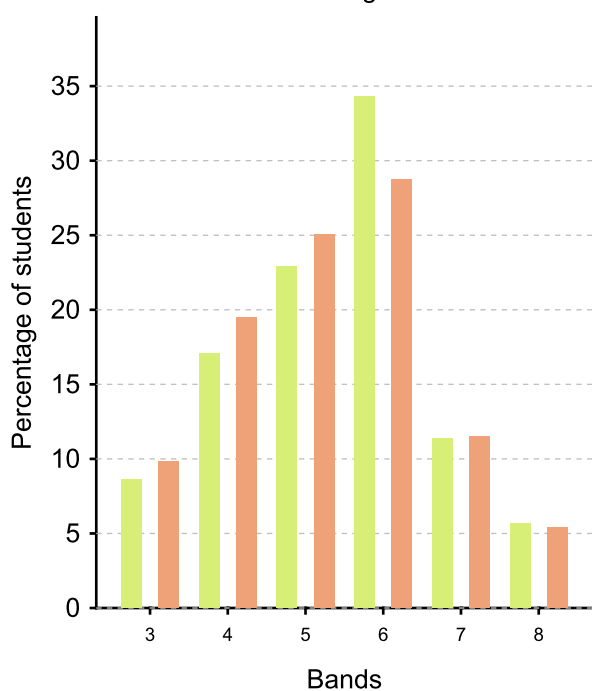
Percentage in bands:
Year 5 Grammar & Punctuation



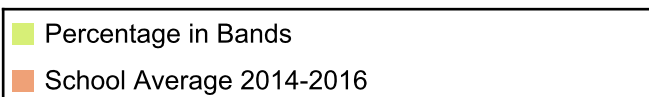
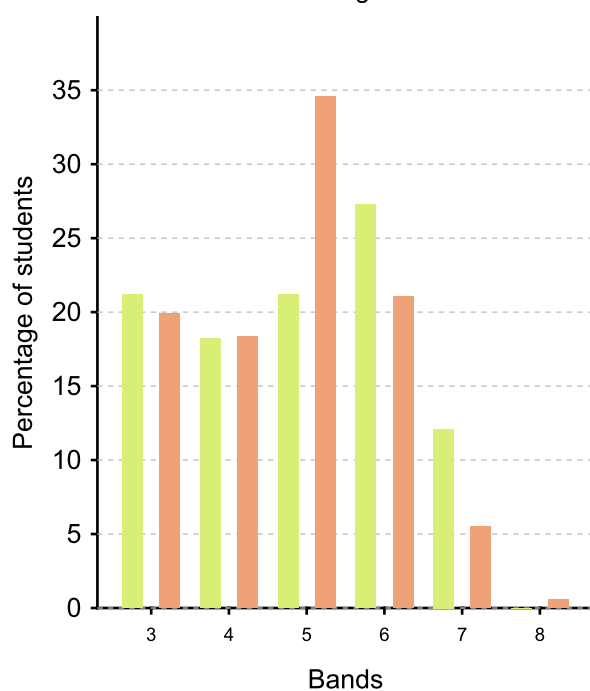
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in Bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Background – The student survey was undertaken by students in Years 3–6 and also by a number of Year 2 students. 181 students completed the survey.

Findings and conclusions: *Students*

- Over 99% of students believed the school's leaders have a positive influence on the school culture and that the school often praises and rewards students
- 99% of students felt that the school encourages everyone to learn
- Over 98% of students indicated that the school appreciates having them as a student and encourages them to achieve their best. They also said that new students are made to feel welcome and that the school is continually finding ways to improve what it does.
- 3% of students wanted more input into the decisions made at the school.

Findings and conclusions: *Parents*

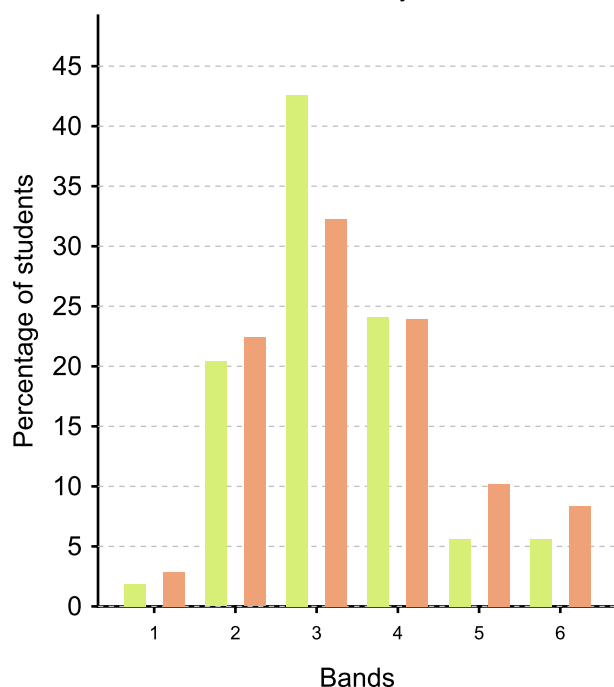
- Parents 96% of parents indicated that teachers provide a stimulating and challenging environment for their child in class. 2% (1 parent) disagreed with this statement and 2% did not know.
- 98% of respondents believed that students were the school's main concern. One parent disagreed and one parent did not know.
- 98% thought that the school listened to and acted on their concerns or had never had any concerns.
- 97% of parents said that the school valued their help and interest when it was offered. 3% did not know or had never offered.
- The very large majority of respondents indicated that teachers care if their child is not doing as well as possible and that the school has high expectations for its students. 3 parents disagreed with these views.
- Parents are very satisfied with home school communication links particularly the use of SMS, Facebook and school newsletter to communicate
- Parents highly value parent workshops offered by the school
- Parents still enjoy the paper copy of the newsletter and would like it continued rather than going completely paperless

Parents, students and staff support the programs offered at Queanbeyan West Public school particularly, Robotics, Choir, Music, Dance and Technology. Parents value the opportunities to participate in school programs including reading, Kindergarten sport and gardening.

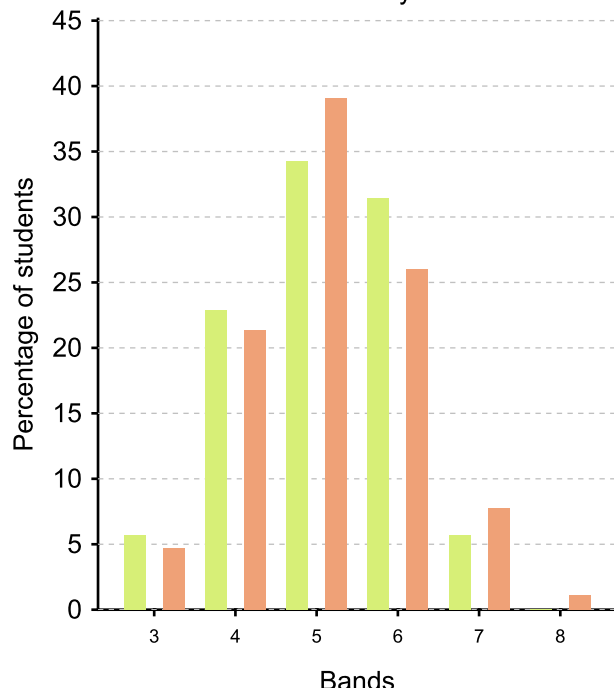
Parents, students and staff highly value the introduction of the a language at Queanbeyan West Public School

Students and parents believe the staff at Queanbeyan West Public School are engaging for their children and offer great programs and innovative learning

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 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.

opportunities. Surveys indicate the staff are good role models for the children and the gender balance in the school is viewed as positive.

Policy requirements

Aboriginal education

This year QWPS celebrated NAIDOC week in style the day started with a community smoking ceremony. This was followed by student reflections. After this opening event we celebrated the day by splitting the whole school into their Peer Support groups and participated in rotational activities. Each group was run by different community members, who gave up their day for us, to come and celebrate and promote the inclusive education at our school. We are very thankful to these people and appreciate all their hardwork, preparation and effort. The students had a great day and they learnt a lot through participation in some great experiences like basket weaving, painting, storytelling rocks, learning journal, bush tucker and traditional Aboriginal food, artefacts and shelters.

We participated in the Reconciliation Walk. Around 100 students participated in this event. National Reconciliation Week is celebrated across Australia each year between 27 May and 3 June. The dates commemorate two significant milestones in the reconciliation journey, – The anniversaries of the successful 1967 referendum and the High Court Mabo decision.

At Queanbeyan West Public School we learn about our shared histories, cultures and achievements. We explore how each of us can join together in reconciliation..

Multicultural and anti-racism education

Queanbeyan West Public School promotes a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Within our school, approximately 24% of students come from Language Backgrounds Other Than English (LBOTE). Maintenance of first language is promoted through our Kindy start information days and also to Kindergarten parents during Best Start assessments. Queanbeyan West has increasing numbers of students from countries where an Asian language is spoken at home. Some of our students attend Saturday community language classes to acquire written skills in their first language. The school readily promotes the importance of bilingualism and multilingualism through notices in the newsletter or when communicating to parents.

Enrolment forms and other important notices are offered in other languages where possible.

EALD teachers program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs. This year we have also supported senior students needing a greater comprehension of mathematical language. EALD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs. Writing has been a priority and proven to be successful, as 84% of Year 3 and 92% of Year 5 LBOTE students scored in the top two bands for writing. Our EALD teachers have led the

Our school has an anti-racism policy supported by two trained anti-racism officers. We celebrated Harmony Day earlier in the year through activities to develop our understanding of our diverse cultural, religious and language backgrounds. Teachers in the school have programmed and assessed using the new English curriculum, with units that focus on cross curriculum priorities and general capabilities that encompass intercultural understanding.