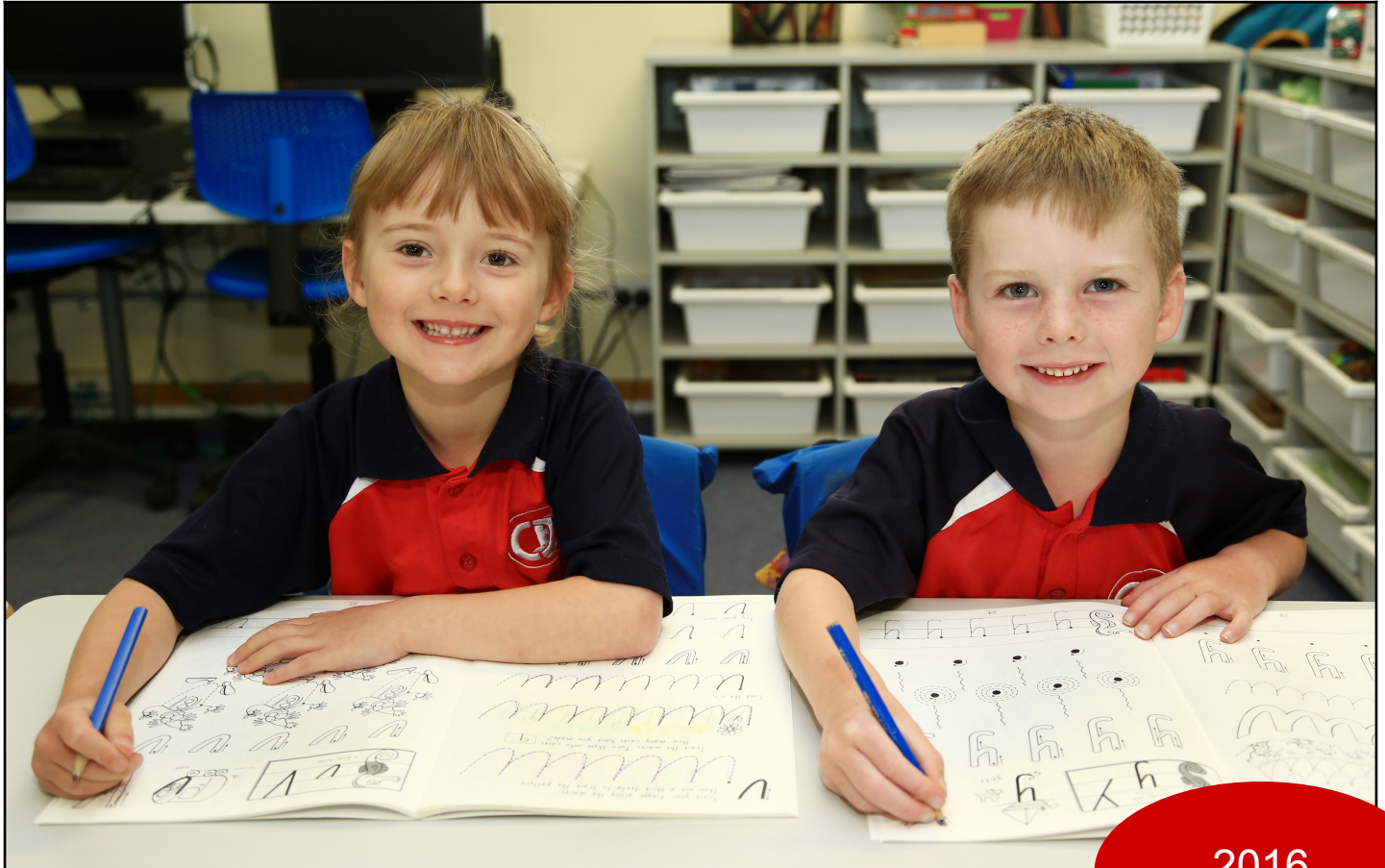


Queanbeyan East Public School

Annual Report



2016



4371

Introduction

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

Fiona Senior-Conroy

Principal

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Message from the Principal

Our school motto – “To Do Our Best” is always at the centre of all we do at East. Who could ask for a better job to have than to be a principal and have the opportunity to lead the teaching and learning for our students – each of them a young, proud student of East and outstanding young Australians. In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed. As students’ progress, it means knowing that they are well-supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

‘East’s’ school motto – TO DO OUR BEST, applies to us all equally as teachers and members of our school community as it does to our students. Together as a school community, we ensure every child has the opportunity to be the best that they can be in our classrooms, performing on the stage, as part of a debating team, playing on the sporting field, learning a language or instrument, celebrating their artistic talents at an art show or singing in a choir. An education at East allows all students opportunities to ‘be the best they can be!’

Our school strategic direction of “*Highly Effective Teaching and Learning*” remains the priority for all teachers as they work tirelessly to deliver outstanding educational opportunities for every child. Our classrooms are vibrant, colourful, active and exceptional places to visit. East’s teachers are committed to consistent improvement and through the implementation of *Instructional Rounds* work with colleagues who observe and provide feedback on our teaching and learning practices.

The Language, Literacy and Learning (L3) program has been implemented for the third year in Kindergarten and for the first time in Year 1 and Year 2 during 2016. We worked alongside colleagues at Jerrabomberra, Captains Flat, Sutton, Gundaroo and Bungendore Public Schools in mastering the “Language Learning Literacy” program. Our results continue to show marked improvement from previous cohorts with strong growth in all areas of essential literacy skills.

In years 3 – 6 we continue to implement *Focus On Reading* and all our teachers are tracking students using the Literacy and Numeracy Continuums, allowing clear understanding of student progress and achievements. This will ensure smooth transitions between each year group.

In Mathematics – every teacher has implemented the new curriculum and this has been supported by programs such as *Targeted Early Numeracy* ‘TEN’ and ‘TENplus’ in their classrooms – every child K– 6 have been assessed using the Literacy and Numeracy continuums and data recorded using PLAN.

Students with special learning needs have been led by our Learning Support Teachers Mrs Campbell and Mrs French and supported by our School Learning Support Officers – Mr Lucius Culliton and Mrs Lindy Hall. These colleagues have worked tirelessly alongside classroom teachers to ensure every child has the opportunity for success. We have worked extensively with our school community towards the establishment of a Multi-Categorical Class – due to open in 2017.

Miss Smith led our teachers in the implementation of the new Australian Curriculum for Science, History and Geography. The Queanbeyan High School – has worked in partnership with us through their Science faculty – bringing teachers and students to our school to guide our learning and challenge the students thinking. This is one way we work to form positive relationships with our local high school and assist the transition to high school with our senior students.

Our senior students have participated in trials for the Year 7 national Valid assessments in Science and achieved results that place them in a fabulous position for high school. Our teachers have reinvented the way they teach science to our students and our student results reflect the effort in this area.

Japanese was taught to all students K–6 in 2016. Mrs French has led the implementation of Japanese and our students have thoroughly enjoyed the subject and the opportunities it affords them to know another language. Students have learnt about how languages work and developed an understanding and respect for other cultures, people, their ideas and ways of thinking.

Our students have been provided with many unique opportunities this year. We have held Special Teaching and Learning Days each term where our students are grouped in K–6 groups. These special days are such a fabulous opportunity for our senior students to lead the learning of our junior students. There are also plenty of opportunities for our seniors to learn from the creative minds of the juniors. Days have included our Japan Day, Science Day in Education Week and NAIDOC day.

The Aboriginal community worked in partnership with school to develop a NAIDOC Celebration Day. Community representatives led art, games, dance and cultural programs for all K–6 students. Our Year 5/6 students participated in the Queanbeyan High School NAIDOC celebrations. Mrs Bower and I accompanied a small group of year 5 and 6 Aboriginal students to an evening at the Australian Catholic University where students met university mentors and were encouraged to aspire to University for further study after high school.

This year for the first time we entered the Premiers Debating Challenge and for the second year the State NAIDOC public speaking competition. A team of 8 students worked with Mrs Bower to prepare their speeches represent our school at Illawarra and South East regional final of which our team made their families and school proud. We narrowly missed the opportunity to progress to the state championships.

The importance of leadership development at all levels of the school community is identified in our strategic goal, *Leadership At All Levels*. Promoting student leadership has resulted in greater student participation in their learning and extra-curricular activities. Our Student Representative Council has been led by Mrs Bower and Mrs Bruce – the SRC students are super keen and have coordinated discos, fundraisers and influenced decisions across the school – these students are smooth talkers – community minded and definitely our next politicians!!

Our teachers have demonstrated their leadership by being asked to share their outstanding practices with schools across NSW. 3 teachers are currently working towards accreditation at the higher levels with the Australian Teaching Standards. And 3 of our teachers have been recognised for their outstanding contributions to education at state level.

We are all very proud of our Assistant Principal and Stage 1 teacher Mrs Bronwyn Lochrin, who was acknowledged for her outstanding contributions to education when she received the *Member for Monaro Excellence in Education Award* at our school Presentation Day.

Our teachers each take a lead to offer these extra curricula activities to our students. Our Performing Arts group represented our school at the Queanbeyan Performing Arts festival under the guidance of the very talented team of Mrs Campbell and Mrs French..

At the choral festival and a couple of special guest appearances at local fetes and retirement villages – the Choir performed led by the dedicated Mrs French, Miss Fish and Mrs Lochrin. For the first year our K–2 Choir performed alongside our 3–6 choir at the Choral Festival.

We have played AFL, Cricket, Soccer, Rugby and more in huge interschool competitions. An extra special highlight was joining 1000 students as guests of the Governor General at a special sports day. Wherever they go our students do their best.....they enjoy and make the most of every opportunity. These results require hard work by our teachers, the students and their parents working to reinforce their learning at home.

Our teachers work with our students to uphold our school values to be *Responsible, Respectful* and *Resilient* members of our school community. Our students show these school values in everything they do. You can see the Values of *Respect, Responsibility* and *Resilience* in action every day in our classrooms.

East is committed to ensuring that we work to improve our *School and Community Partnerships* – our *Transition to School* program continues to be highly successful “*Transition to School Playgroup*” which now runs two mornings a week. More than 70 children and their parents accessed this outstanding program led by Ms Kellie Strawbridge and Mrs Brooke Hardy. 28 children from the playgroup started Kindergarten in 2016 with over 80% of these students not have

been able to access any prior to school setting if it wasn't for this program. A huge success for our school and these students. I am very pleased to say we will continue to expand this program in 2017.

We are indeed a small school who relies on the help of our parents and community. We cannot do the work we do without your help, encouragement and support. I thank the dedicated group of parents for the time they have put it to making this year a successful one. I thank you for your leadership and support of East. Thank you to the hundreds of helpers and volunteers who have assisted with fundraising activities, stalls, raffles, canteen days, disco and our working bees throughout the year.

Fiona Senior-Conroy

Principal

School background

School vision statement

Our school promotes equity and excellence. We strive to ensure all students become successful learners, confident and creative individuals, and active and informed citizens.

School context

Queanbeyan East Public is located near the border of NSW and the ACT. The culture and climate of the school is characterised by a strong sense of pride, open communication, and a strong commitment to working as a supportive, positive, cohesive team reflecting on our practice.

Our school prides itself on providing strong academic and welfare programs to a supportive school community. The culture and climate of the school is characterised by a strong sense of pride, open communication, and a strong commitment to excellence.

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. 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.

In the Learning Domain Queanbeyan East assessed the following elements resulting in:

- | | |
|--------------------------------|------------------------|
| • Learning Culture | Sustaining and Growing |
| • Wellbeing | Excelling |
| • Curriculum and Learning | Excelling |
| • Assessment and reporting | Excelling |
| • Student Performance Measures | Sustaining and Growing |

In the Teaching Domain Queanbeyan East assessed the following elements resulting in:

- | | |
|--------------------------------|------------------------|
| • Effective classroom practice | Excelling |
| • Data skills and use | Sustaining and Growing |
| • Collaborative practice | Excelling |
| • Learning and Development | Excelling |
| • Professional standards | Excelling |

In the Leading Domain Queanbeyan East assessed the following elements resulting in:

- | | |
|---|------------------------|
| • Leadership | Excelling |
| • School planning, implementation and reporting | Excelling |
| • School resources | Excelling |
| • Management, practices and processes | Sustaining and Growing |

Our self-assessment 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

Highly Effective Teaching and Learning

Purpose

Develop and drive an explicit, coherent sequenced plan for curriculum delivery across the school.

All students learning needs are addressed; adjustments are made to learning programs for students.

High achieving students are appropriately engaged, challenged and extended.

Overall summary of progress

Queanbeyan East staff has successfully implemented the teaching standards aligned to their stage of development and are able to demonstrate implementation across classrooms and the school.

The staff has consistently implemented a whole school approach to well-being that has clearly defined behavioural expectations and creates a positive teaching and learning environment leading to high levels of engagement and all students being able to access appropriate curriculum. All staff use data to inform key decisions.

The detailed summary of progress is outlined below:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improvement in NAPLAN assessment data	<p>In Year 5 NAPLAN student % in the top 2 bands has improved:</p> <ul style="list-style-type: none">• Reading 12% in 2015 to 21.7% in 2016• Writing 0% in 2015 to 17.4% in 2016• Grammar and Punctuation 24% in 2015 to 34.8% in 2016• Numeracy 2% in 2015 to 26.1% in 2016 <p>100% of students in Year 3 achieved at or above the national minimum standard in Writing, Spelling and Numeracy in 2016.</p> <p>100% of students in Year 5 achieved at or above the national minimum standard in Writing and Numeracy in 2016.</p> <p>Implementation of specialist curriculum opportunities for students including: Japanese, music and creative arts.</p> <p>All 3–6 students, staff and parents have had opportunities to respond to surveys based around learning, leadership, school culture and social and intellectual engagement.</p> <p>Learning Support Team operates in line with school policy requirements. All staff provided data to the LST.</p> <p>Revised Student Welfare and Attendance policies implemented and aligned to DEC requirements.</p> <p>By mid–Term 3 this year all Kindergarten students have progressed beyond reading levels 3–4. The proportion of Kindergarten students achieving reading levels 6–8 has risen.</p>	RAM Funding as stated in Key Initiatives located later in this report

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased of student engagement across all curriculum areas.	<p>Implementation of specialist curriculum opportunities for students including: Japanese, music ,creative arts and more.</p> <p>Additional staff members trained in L3 Kindergarten (1 teacher) and Stage 1 (2 teachers). QEPS trained 1 Stage 1 L3 Lead trainer providing additional expertise for staff.</p> <p>All 3–6 students, staff and parents have had opportunities to respond to surveys based around learning, leadership, school culture and social and intellectual engagement.</p> <p>Learning Support Team operates in line with school policy requirements. All staff provided data to the LST.</p> <p>Revised Student Welfare and Attendance policies implemented and aligned to DEC requirements.</p> <p>By mid Term 3 this year all Kindergarten students have progressed beyond reading levels 1–2. The proportion of Kindergarten students achieving reading levels 6–8 has risen from 14% in 2013 to 33% in 2015.</p>	RAM Funding as stated in Key Initiatives located later in this report.
Teaching and Learning programs demonstrate inquiry based learning, differentiation, ICT and PLP's	<p>Tracking all students using the Literacy and Numeracy continuums. Development specific assessment data to inform planning across school years.</p> <p>All teachers implementing PLAN each term.</p> <p>Teaching teams continue to review and implement whole school assessment strategy</p> <p>Targeted Early Numeracy program implementation K–2.</p> <p>KLA teams evaluated current programs in KLAs and developed Scope and Sequences for QEPS for the curriculum areas; History and Geography</p> <p>Regular Assessment quality and moderation workshops carried out in Stage and whole school meetings.</p> <p>Implementing Stage teams working on open ended assessment tasks in maths.</p>	RAM Funding as stated in Key Initiatives located later in this report.

Next Steps

- Further directions for the 3–year plan include:
- Instructional Rounds used to provide feedback on quality teaching and learning practices.
- Professional learning focus on embedding higher order thinking and open ended tasks into daily Literacy and Numeracy tasks.
- Continued implementation of L3 Stage training for all Kindergarten and Stage 1 teachers.
- Continued focus on consistency of teacher judgement informing quality assessment practices and student data that will be tracked using Literacy and Numeracy continuums and PLAN.

- Implementation of *HOW2 Learn* across the school.



Strategic Direction 2

Leadership at all levels.

Purpose

Develop and drive an explicit and detailed local school improvement agenda which is expressed in terms of improved student performance and supported strongly and optimistically by the whole school community.

Overall summary of progress

The School leadership team has to strategically aligned resources to enable effective implementation of curriculum, demonstrate instructional leadership, promoting and modelling effective evidence based practice.

All levels of leadership included:

- Students being engaged in meaningful learning opportunities to develop skills and capabilities.
- Staff engaged in coaching and mentoring programs to achieve professional learning plans aligned to the professional standards. Developing capabilities of staff to demonstrate leadership of their classrooms, strategic directions and whole school initiatives.
- Coaching, mentoring and shadowing programs implemented by all school leaders. Succession planning, distributed leadership and organisational best practice form part of the schools leadership strategy. Identifying the professional expertise of teachers and encouraging leadership opportunities aligned to achieving the school plan.

The detailed summary of progress is outlined below:

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers demonstrate proficiency with an increased number of teaching staff aspiring to be accredited at highly accomplished or lead teacher level.	<p>Establish KLA teams that will take on the leadership role for the implementation and event coordination of that subject.</p> <p>Implemented the Performance and Development Framework through the ongoing development of a Performance and development Culture across the school.</p> <p>Nominate staff/students for awards and publish achievements.</p> <p>All teachers have undertaken professional learning so that they reflect on current practice aligned to their Professional Development Plan goals. Staff regularly meet a group of colleagues to work to achieve the Highly Accomplished and Proficient accreditation levels.</p> <p>Aboriginal Mentoring program implemented for early career teacher.</p>	RAM Funding as stated in Key Initiatives located later in this report
All staff demonstrate knowledge and understanding of the commitment to Professional Development including accreditation aligned to students	<p>Beginning Teachers resource funding allocated and aligned to PLPs</p> <p>All executive use the GROWTH Coaching model as a strategy for all performance and development conversations.</p> <p>WHS and Mandatory Induction programs implemented and a general induction program is being trialled.</p>	RAM Funding as stated in Key Initiatives located later in this report

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff demonstrate knowledge and understanding of the commitment to Professional Development including accreditation aligned to students	<p>Principal and SASS staff attending all offered LMBR training in Term 4.</p> <p>Effective transition program with QHS.</p> <p>EUCLID – maths Stage 3–4 action research project commenced.</p> <p>L3 community of schools group continues to expand.</p>	
Increase proportion of students involved in leadership opportunities eg SRC, Library etc	<p>SRC successfully running throughout the year.</p> <p>School and House captains successfully carry out their roles and responsibilities.</p> <p>All Stage 2&3 students provided the opportunity to attend GRIP leadership Conference.</p> <p>Teachers continue to provide group leadership role with class activities, the library, Sport and Creative Arts.</p>	RAM Funding as stated in Key Initiatives located later in this report

Next Steps

Further directions for the 3–year plan include:

- All aspiring leaders to complete NSW Public Schools Leadership and Management credential.
- Beginning Teachers continue to access professional learning supported by mentors and coaches to achieve and maintain accreditation at Proficient Teacher level.
- Teachers provided opportunities to undertake accreditation at the Higher Levels with BOSTES.
- All staff are engaged in Professional development.
- School based programs developed to support implementation of more student leadership opportunities at the local level.



Strategic Direction 3

School and Community Partnerships

Purpose

Develop high levels of trust across the school community, parents, school leaders, teachers and community agencies work together in a mutually supportive way focused on school improvement.

A strong sense of belonging and pride exists in the school and is recognised and celebrated across the community.

Overall summary of progress

Community Partners continue to be a major focus in providing feedback to support school reflections and evaluations on school planning and performance data. Parents are actively involved as partners in the learning process enabling effective curriculum implementation. Community expertise and resources are used effectively to support student learning.

The school has developed productive relationships with external agencies including: Australian Catholic and Canberra universities, Queanbeyan Council, Queanbeyan District Preschool Association, Ningimurra Community of Schools, Queanbeyan Special Needs Group, Campbell Page, YMCA, Schools as Community Centre (SACC) and have expanded the L3 initiative with Bungendore, Jerrabomberra, Sutton, Gundaroo and Captains Flat, Queanbeyan South and Queanbeyan West schools. Active involvement in these partnerships has supported improved student outcomes. Our Queanbeyan East OOSH lease continues to provide families with access to before and after school care after a successful beginning in 2016.

The school parent community have participated, in partnership with the staff, in the implementation and ongoing evaluation of the school strategic directions and practices enabling achievement of educational priorities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of increased school involvement by school community in school groups and programs	<ul style="list-style-type: none">• Parent information sessions offered on regular basis to support student learning• Formal and informal structures in place to encourage families to initiate conversations with school leaders and staff• Staff worked collaboratively with Local government and non-government agencies, including AECG, to provide services to strengthen and support the school, students and families• Successful transition to school playgroup• Effective programs are in place to support students and families in their transition to school and high school.• 100% places offered at OOSH are filled• Continued involvement of parents in the development of PLP's and ILP's	RAM Funding as stated in Key Initiatives located later in this report

Next Steps

- Further development of the Parents and Citizens Association in consultation with the NSW Federation of P&C.
- Transition to School program expanded and Transition to School Playgroup to continue.
- Continue to review the effectiveness of school communication and current practices and procedures accordingly.
- Continued development of effective transition to high school programs with Queanbeyan and Karabar High Schools.
- Active participation and leadership presence as a member of the Ningimurra Professional Learning Community.
- Active membership of the Queanbeyan Aboriginal Education Consultative Group AECG
- Continue links with Universities and partnership programs for our students benefit



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • PLPs developed for all students and professional learning was provided for all new staff in the development and negotiation of these • two staff members trained to facilitate the Bro Speak Program which involves a 10 week course for senior Aboriginal male students. • Students were supported to participate in the GRIP Leadership Program in Canberra • Wellbeing plans were developed and implemented for Aboriginal students • Transition to school – Playgroup targeting Aboriginal students starting school in 2017 • 4 Aboriginal students participated in the Regional NAIDOC debating and public speaking challenge. • All students participated in NAIDOC Celebrations and Cultural events at school level. • All Stage 3 students attended QHS NAIDOC Week activities. • Students and teachers participated in the Australian Catholic University “Come to Dinner” program for Year 5 – 8 students • Yrs 3–6 Aboriginal students were given the opportunity to participate in the Queanbeyan/Palerang Council ‘Street Sails Aboriginal Art project’. • Additional learning support time allocations provided for students with a focus on Literacy and Numeracy 	\$11672 in addition \$2390 Aboriginal Learning Support
English language proficiency	<ul style="list-style-type: none"> • EAL/D (English As A Language/Dialect) funding was used to employ a teacher to service the needs of children in classes K–6 whose language skills have been affected by the fact that it is often their second language, not their language of birth. Support is provided at 3 levels being : Direct instruction – 35 students. Collaborative instruction – 40 students and 60 students required resources to assist their learning. • Lessons improved their general English usage and vocabulary and thus their performance in Literacy in particular. • Targeted Students Support for Refugees and New Arrivals. Timetabled support provided with a focus K–2. • In class support and individual students programs negotiated, developed and implemented. • Ongoing student progress tracking was undertaken by teachers. • Parent involvement for transition to school programs for students starting in 2017. 	\$29654
Low level adjustment for disability	<ul style="list-style-type: none"> • This funding was used to support students not receiving any integration funding. The funding was used to employ School Learning Support Officers (SLSOs) to support the necessary children and teachers. • Teachers developed Individual Learning Plans for targeted students • Teachers and support staff completed Professional Development in Non Violent 	<p>\$74255 of which:</p> <p>\$61213 is a staff allocation and \$13042 is a resource allocation</p>

Low level adjustment for disability	<p>Intervention.</p> <ul style="list-style-type: none"> • Timetabled additional teacher support provided focussing on K–2 students. • Funding was also used to facilitate meetings with organisations such as – Queanbeyan Special Needs Group as we transitioned students to school in Kindergarten • Teacher Professional Learning was provided to support teachers working with students with trauma, refugee students and out of home care. 	<p>\$74255 of which:</p> <p>\$61213 is a staff allocation and \$13042 is a resource allocation</p>
Quality Teaching, Successful Students (QTSS)	<p>Expanded Instructional Leader Program where executive staff were provided with time to work with their teams in a coaching and mentoring capacity focusing on quality teaching practices.</p>	<p>Semester 1 staffing allocation 0.07</p> <p>Semester 2 staffing allocation 0.15</p>
Socio–economic background	<ul style="list-style-type: none"> • School Excursion Program – Subsidies • Transition to School Playgroup • Teacher Professional Learning related to the monitoring and tracking of students using PLAN and Literacy / Numeracy Continuums • TEN numeracy resources purchased. • Numeracy Resource allocation to implement and resource the Targetted Early Numeracy Program (TEN) • Classroom reading Resources purchased. • L3 training for new staff –Kinder x 1 and Stage 1 x 2 staff members 	<p>\$ 19163</p>
Support for beginning teachers	<ul style="list-style-type: none"> • All beginning teachers have timetabled allocated reduced teaching loads. • All beginning teachers and their mentors receive additional professional learning time. • Additional time has been provided for beginning teachers during report writing time to assist with the development of quality reporting processes through the analysis of student assessment • Supervisors of beginning teachers have a timetabled allocated reduction in teaching load to facilitate ongoing feedback and professional support. • Feedback and support has been aligned to the professional development plans developed for each teacher. • Beginning teachers and supervisors have collaborated with colleagues from networking schools during professional learning days to support the beginning teacher undertaking accreditation at Proficient. • Additional time has been allocated to develop and implement the beginning teachers' professional development plan.. • An instructional leader has been employed on various occasions to support the beginning teachers. 	<p>13377 x Beg teacher</p> <p>\$3970 x Beg teacher Aboriginal background</p> <p>\$4080 x 2nd year Beg teacher</p> <p>TOTAL \$21427</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	81	74	96	110
Girls	80	84	85	82

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.4	93.8	94.2	91
1	94.4	91.4	92.8	91.2
2	93.9	93.4	92.4	91.6
3	95.7	95	94.6	91.4
4	93.7	95.7	92.4	91.1
5	95.5	91.4	92.5	93.8
6	95.5	94.6	91.1	92.2
All Years	94.1	93.6	92.9	91.7
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

Management of non-attendance

Students are encouraged to attend at all times and parents must explain absences on every occasion. If no explanation of an absence is given, the parent will be phoned or a letter sent asking for an explanation.

Persistent absenteeism will be referred to the Home School Liaison Officer (HSLO) for further follow-up. Parents are reminded that it is the law that students attend school regularly.

Absences of over 10 days may seek application for leave. However, parents are strongly encouraged to arrange family holidays in school vacation periods. Management is per DoE policy and guidelines.

Class sizes

Class	Total
KR	20
K/1B	19
1/2B	24
1W	23
2/3R	22
3/4B	25
4/5R	26
5/6B	30

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration & Support Staff	2.37
Other Positions	0.07

*Full Time Equivalent

One permanent member of the staff identifies as an Aboriginal or Torres Strait Islander person.

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	40

Professional learning and teacher accreditation

Teachers were provided access to a broad range of Professional Learning opportunities aligned to the teachers' professional learning priorities and the school plan.

All staff of Queanbeyan East Public School completed a number of professional learning activities both mandatory and optional. Mandatory courses included Child Protection, Code of Conduct, CPR, Disability Standards for Education and Anaphylaxis.

Other professional learning undertaken included:

- eMerit Selection Panel Training for up coming panels.
- Quality Evidence: Quality Annotations.
- Visible Learning with J. Hattie.
- The School Excellence Framework and implications for school planning.
- LEAP (Leadership Education Around the Planet) or principals.
- Quality Teaching; Professional Development Plans and Instruction Rounds.
- All staff focused on the implementation of the new Geography curriculum and continued the implementation of the History Curriculum.
- All staff participated in ongoing training in HOW2Learn modules.
- All staff completed NVCI (Non Violent Crisis Intervention) training. and participated in extensive workshops around student engagement and attendance.
- 2 staff members trained in Bro Speak program.
- The continuation of the L3 (Language Learning Literacy) program saw additional staff trained K-2.
- All classroom teachers and support staff had the opportunity to undertake professional learning in PLAN, Literacy and Numeracy Continuums and Geography syllabus.
- TEN training (Targeted Early Numeracy).
- A number of our SASS and SLSO's staff were involved in the following learning; OASIS Finance Rollover training, Excel training, SASS conferences, LMBR, Working with ASD in the school environment.

Beginning Teachers

Our school proudly supports the development of our early career teachers through structured induction programs.

Executive staff and teachers acting in mentoring roles support permanent, temporary and casual beginning teachers during their first two years aligned to the Beginning Teacher Support resourcing requirements.

Experienced school leaders also hosted a number of teacher education students from a variety of Universities throughout NSW and Australia.

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

Financial information

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

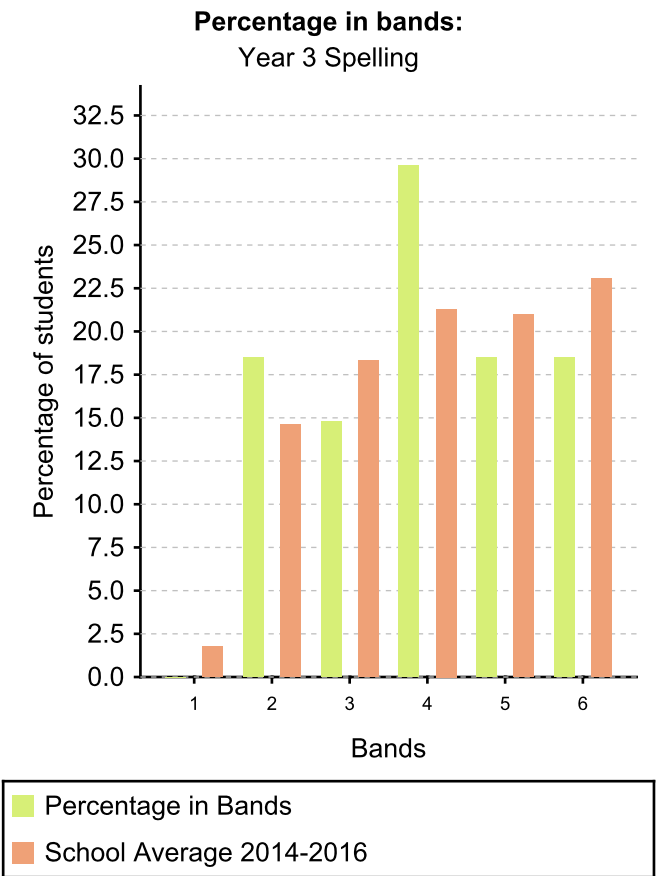
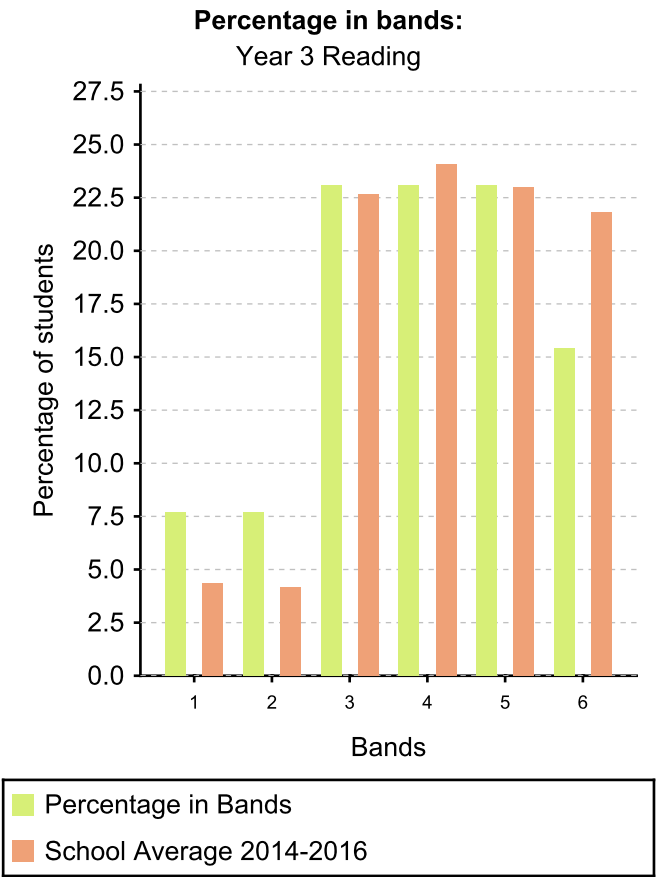
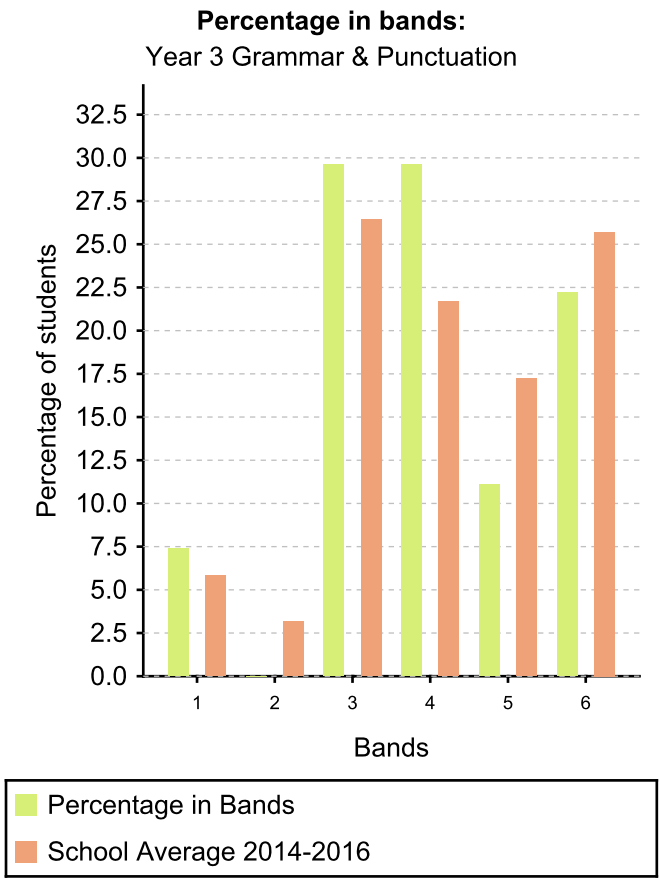
Income	\$
Balance brought forward	159 614.96
Global funds	232 831.80
Tied funds	359 974.50
School & community sources	66 557.25
Interest	4 634.58
Trust receipts	9 413.00
Canteen	0.00
Total income	833 026.09
Expenditure	
Teaching & learning	
Key learning areas	39 699.53
Excursions	13 346.56
Extracurricular dissections	13 040.78
Library	2 358.91
Training & development	8 283.79
Tied funds	329 852.91
Short term relief	33 321.42
Administration & office	57 127.74
School-operated canteen	0.00
Utilities	40 685.33
Maintenance	8 185.42
Trust accounts	9 805.19
Capital programs	0.00
Total expenditure	555 707.58
Balance carried forward	277 318.51

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.

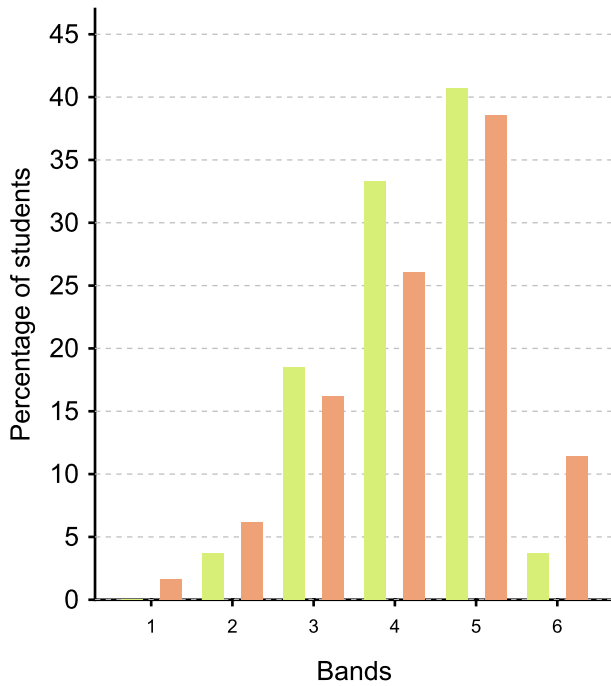
School performance

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.

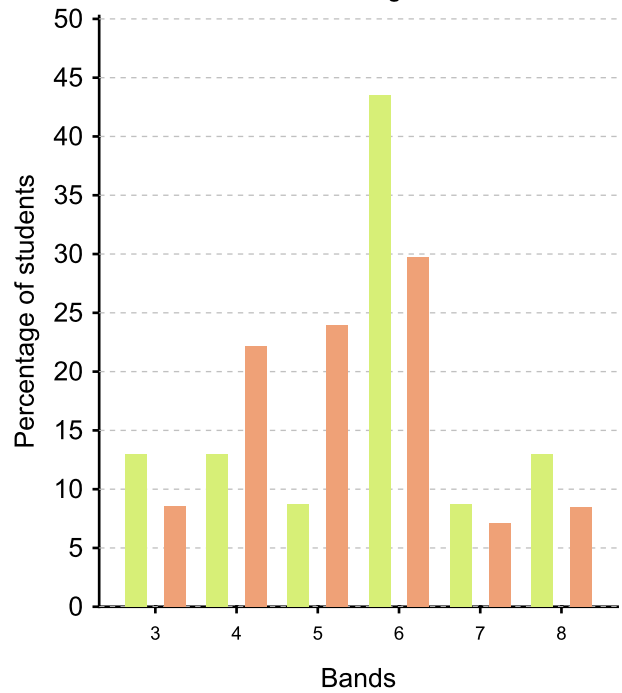


Percentage in bands:
Year 3 Writing



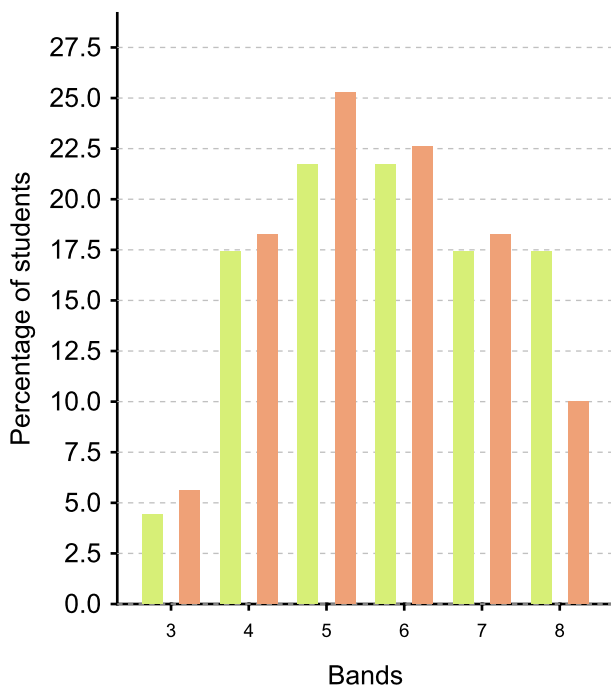
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading



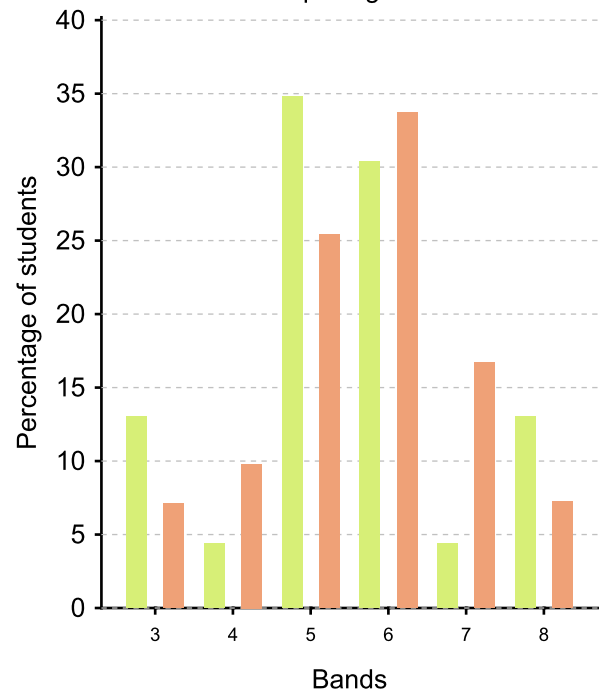
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Grammar & Punctuation



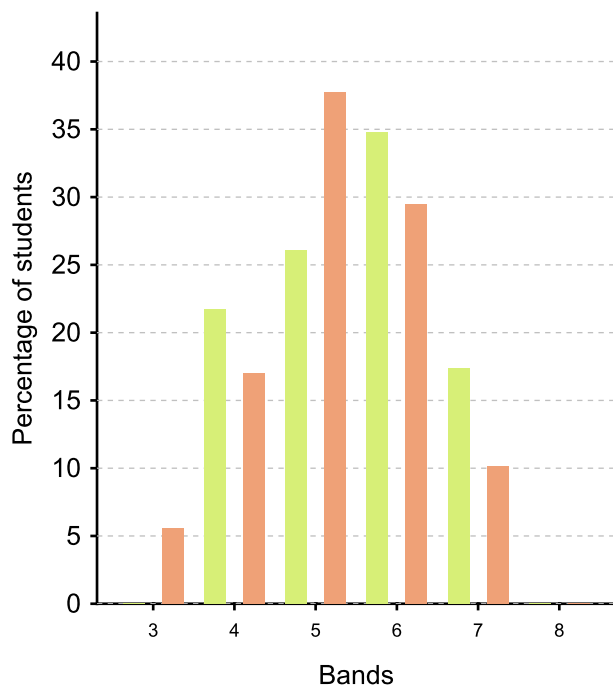
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Spelling



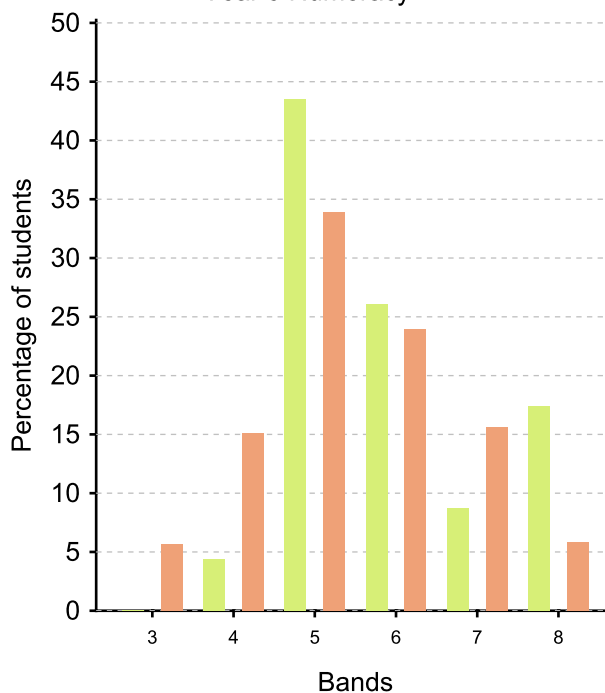
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Writing



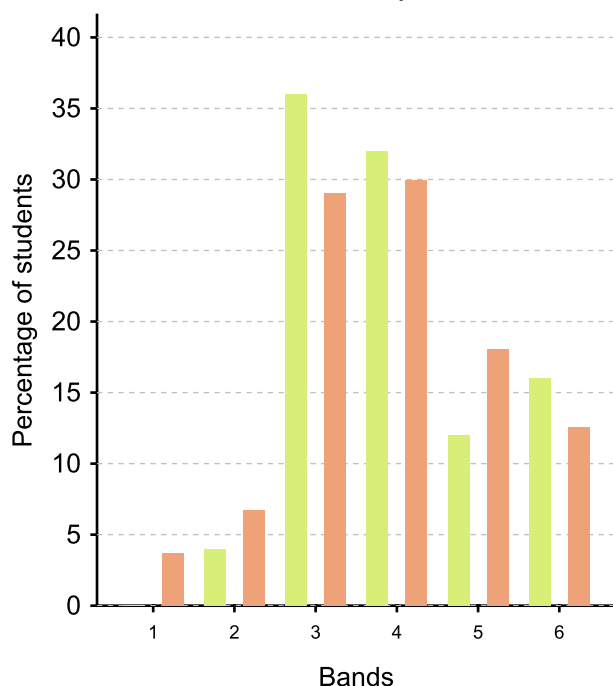
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year our school used ***Tell Them From Me***, which is a web based evaluation system to survey our students. This report was prepared by Dr. J. Douglas Willms, Director of the Canadian Research Institute for Social Policy at the University of New Brunswick. It was based on data from 62 students at Queanbeyan East Public School that completed the ***Tell Them From Me***

student survey in 2016. Some sections of this report have been used to present the student responses.

This year the focus was on student engagement in their learning. Students who are *socially* engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. At QEPS:

- 88% of students have a sense of belonging which is above the NSW Government norm of 80%
- 88% of students enjoy positive relationships at school which is above the NSW Government norm of 85%

Intellectual engagement entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. Percentage of students intellectually engaged at Queanbeyan East Public School in the following areas are:

- interest and motivation 85% with a the NSW Government norm of 82%
- Effort 98% with a the NSW Government norm of 90%
- Effort 100% with a the NSW Government norm of 96%

The staff and parents were surveyed about the importance of attendance and the link to learning. parents had the opportunity to respond on a paper survey released in the newsletter and in addition parents were telephoned and surveyed. Parent results indicated:

- over 80% of parents strongly agreed that the school advertises the importance of attending school and over 90% of parents strongly agreed that they are committed to sending their children to school each day.. This data links strongly to and supports student engagement in their learning.
- In addition over 80% of parent responses strongly agreed that that released the impact of attendance on the child's learning.
- 72% of parent responses agreed that the school has a system for rewarding good attendance with 28% of parents unaware of this system. 56% of responses agreed that the school has a system for rewarding improving attendance with 44% being unaware.

Policy requirements

Aboriginal education

Queanbeyan East Public School continues to implement the Aboriginal Education and Training Policy as follows:

- the targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAs.

- outcomes of programs designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

We have:

- using the 'Guide for Local Planning Groups document', continued to develop and implement Personalised Learning Plans (PLPs) for all Aboriginal students focused on strengthening positive and productive working relationships with parents and students to achieve the highest level of achievement for each Aboriginal student. The Learning Support Team worked with staff to ensure all PLPs were actioned and they continue to Foster positive relationships with outside agencies to support Aboriginal students and their families in the home and at school.
- Ensured Aboriginal studies and cross curriculum content is evident and actioned in all Teaching and Learning Programs, for all students to develop a deeper understanding of Aboriginal histories, cultures and languages. We continue to work with local elders and worked with the local community to educate all about Aboriginal Australia, from both contemporary and traditional perspectives.

QEPS continues its' Active membership of the Queanbeyan AECG and access to their local resources to support Teaching and learning K-6. In addition these resources have been used in the implementation of the History and Geography syllabuses in 2015/2016.



Multicultural and anti-racism education

At Queanbeyan East Public School cultural diversity and racial tolerance are a part of the schools culture. Teachers through integrated units of work address cultural differences throughout the world. Anti-bullying forms a part of lessons in Personal Development, Health and Physical Education lessons and is spoken about during assemblies.

The teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active citizenship within a democratic and multicultural society.

14% of our student population are from culturally diverse backgrounds, newly arrived and refugee students where staffing resources from English Language Proficiency Funding are allocated to meet their specific needs.

Access to interpreters and further liaison support related to any cultural and linguistic needs are provided to all families.

The school has an Anti–Racism Contact Officer (ARCO) who also deals with any issues as they arise.

Our school acknowledged “Harmony Day” with a range of teaching and learning activities in classrooms highlighting different cultures across our student population. A special lunch was organised by with a variety of multicultural foods and community celebrated the event.