

# Queanbeyan West Public School

## Annual Report



2017



4127

## Introduction

The Annual Report for **2017** 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

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6297 2020

### Message from the Principal

Queanbeyan West Public School delivers quality teaching and learning to develop individual talents, interests and abilities of all students. It is a place where students are valued as individuals and where the staff is committed to providing quality teaching and learning experiences to maximise the learning outcomes of all students. The school culture nurtures and encourages individual growth and achievement in an environment based on respect, responsibility and safety.

Queanbeyan West Public School is a school which values the relationships between students, staff and parents. I am continually impressed by the enthusiasm, support and commitment of the staff, by the willingness of our supportive and hardworking parents and the happy, eager and cooperative students. The school continues to encourage community participation, involvement and open communication. Our school website is used as a teaching and learning tool as well as a communication tool along with our newsletter, Facebook Page, School Stream App, calendar of events and school policies and practices.

Our commitment to providing a quality education for every student, arming them with a set of learning tools which they can use independently to ensure deep understanding, will be supported by embedding the Quality Learning Model, Bump It Up strategies and professional learning as a core component of all teaching and learning programs.

Students have had many opportunities to experience and participate in sport, physical activity, performing arts and community events throughout the year. We have also implemented a very strong Robotics Program and Coding Club. These programs will be expanded in 2018.

## 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

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 domain of Learning:** the school's self-assessment is consistent with the evidence presented in four elements;

Excelling in Learning Culture,

Sustaining and Growing in Wellbeing,

Sustaining and Growing in Learning,

Sustaining and Growing in Assessing and Reporting,

Sustaining and growing in Student Performance Measures.

***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 all students valuing and acknowledging diverse backgrounds and needs.. Queanbeyan West Public School continues to have 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. Parent workshops have been facilitated to support understanding of the educational standards and outcome expectations in a range of curriculum areas. There are a variety of extra curricula choices such as garden club, debating, public speaking, Robotics, dance, choir, sport and music. The literacy and numeracy continuum and visual data walls are used K – 6 and informs the teaching and learning cycle and identification of individual student needs.

**.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 Effective Classroom Practice,

Sustaining and Growing for Collaborative Practice and

Sustaining and Growing for Professional Standards.

Sustaining and Growing in the areas of Data Skills and use

Sustaining and Growing for Learning Development.

***This means, in the domain of Teaching:***

The school continues to provide professional development in the use of data skills to ensure whole school and teaching teams can effectively plot, plan and identify student achievements and needs to maximise learning outcomes. 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. 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.

**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.

Sustaining and Growing in leadership,

Sustaining and Growing in school planning,

Sustaining and Growing in implementation and reporting,

Sustaining and Growing in management practices and processes,

Sustaining and growing in school resources.

***This means, in the domain of Leading:*** our school continues to focus on our partnerships with parents and the community. We have held parent workshops to aid our community to connect with school programs including, anti-bullying and Transition to feeder high schools and 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 2017 all teachers are working in stage teams, reviewing and analysing student data to inform teaching and learning programs that address student needs with a strong focus on learning outcomes, high expectations coupled with quality support. 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, in 2015 /2016, scope and sequences and overviews for all Key Learning Areas aligned to the Australian Curriculum for NSW Syllabus and in 2017 we began to review these documents. 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)	Funds Expended (Resources)	Progress achieved this year
Improve student learning outcomes through the development and delivery of consistent high quality teaching.		<p>Syllabus documents English, Mathematics, Science, History and Geography have been implemented. Overviews and Scope and Sequences for each stage have been fully implemented with reviews underway.</p> <p>Implementation of Bump It Up program with the formation of literacy and numeracy groups focusing on moving students from the middle to top bands in NAPLAN.</p> <p>Continuation of TOWN (Taking Off With Numeracy) TEN(Targeted Early Numeracy) L3(Language Learning and Literacy)</p>
Teachers plan, implement and review PDPs to inform the Leadership Team of targeted school development needs.		<p>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.</p> <p>Through identified goals and school targets teachers have received ongoing professional development to improve knowledge and teaching practice.</p> <p>Opportunities for staff have been created in leadership, mentoring and professional learning to build capacity and expertise in leadership.</p> <p>All beginning and early career teachers are involved in programs that provide additional support with a multi faceted approach to their professional learning.</p>

## Next Steps

- 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'.
- 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.
- Staff professional learning in the new Literacy progressions.
- Staff professional learning in new Numeracy progressions.
- Staff training in use of PLAN incorporating the new Literacy and Numeracy progressions.

## 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.

The Every Student Every School initiative and the Student Wellbeing Framework continue to underpin the schools current student welfare policies and procedures. The role and organisational structure of the Learning Support Team has a major role in supporting student welfare and is a key component of implementing an effective Welfare Policy. Positive Behaviours for Learning are fully implemented in all aspects of school with our three core values being safety, responsibility and respect. These values continue as the basis of school rules and playground awards. A social skills program aligned to school values continues to have a daily focus and is included in all K-6 teaching programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase teacher capacity to improve the social and emotional wellbeing of students		<p>Instructional leader employed 3 days per week providing professional learning in 'the six ways of learning' and a focus on positive behaviours for learning.</p> <p>Provide LaST assistance to teachers and students requiring extra support to meet the students learning needs.</p> <p>Continuation of Reading Recovery Program.</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.</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>Policy implemented with procedures and a strong focus on strategies and incentives for students to achieve and maintain their Value Pins.</p> <p>Whole school induction package developed staff in PBL procedures, practices and systems.</p> <p>Whole school social skills program.</p>



## Next Steps

- 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.
- 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

At Queanbeyan West PS we continue to 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. Parent involvement is encouraged at many levels and their feedback is sought and valued as an important aspect of school improvement. A strong sense of belonging and pride exists in the school and is recognised across the community. In 2017 we continue to improve our communication strategies with a large number of families tapping into the School Stream App and Facebook.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced community engagement and participation by strengthening community relationships and strategic support		<p>Use of multiple communication modes to ensure all stakeholders are well informed.</p> <p>Encourage parent engagement through a variety of activities including:</p> <ul style="list-style-type: none"><li>• Kinder Tea and Tissues</li><li>• Good effort afternoon teas</li><li>• parent teacher interviews</li><li>• parent workshops</li><li>• a strong Aboriginal Education focus</li></ul> <p>Completed formal parent teacher interviews with the formal student report.</p> <p>Enhanced community engagement and participation by strengthening community relationships through well organised whole school events.</p>
Effective partnerships as an educational community through increased student and parent participation.		<p>Use multiple communication modes to communicate with the wider school community including website, Facebook and School Stream. This year 343 families are using the School Stream App and our Facebook page has over 800 followers.</p> <p>Continued effective partnerships with AECG.</p>

#### Next Steps

- improve parent engagement in school activities by providing a variety of approaches that take into consideration the needs of working families.
- the school will develop communication procedures to ensure the provision of timely clear information to all families using a variety of mediums thus maximising access opportunities.
- 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



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$40,486	<p>All students have a Personalised Learning Plan (PLP) where learning goals were designed in conjunction with the students', parent/carer.</p> <p>A male Aboriginal mentor has been employed to work with aboriginal students on cultural perspectives. School learning support officers provide additional time to teachers to assist with programs designed to support student needs.</p>
<b>English language proficiency</b>	\$43,145	<p>Teachers are using data effectively to inform the language acquisition needs of their EAL/D students. ESL teacher conducted parents teacher meetings. Research projects presented to reflect how EAL/D students acquire language.</p>
<b>Low level adjustment for disability</b>	\$149,899	<p>All students requiring adjustments received these through accommodations developed and implemented in teaching and learning programs and also PLPs where appropriate.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	0.6 staffing allocation	<p>Staffing allocation used to release an expert teacher 3 days per week to implement the Bump It Up strategy with an emphasis on comprehension and a focus on moving students from the middle to top bands.</p> <p>Premise: if students increase their vocabulary bank and associated word meaning they will not merely be decoding some words but reading for meaning. They will have a deeper understanding of texts, a more extensive vocabulary and be able to transfer this to their writing. Reading for meaning will also develop skills in breaking down and understanding question and tasks across all KLAs.</p> <p>Staff provided with ongoing professional learning. Staff work with expert and stage teachers to analyse students needs and develop teaching and learning programs.</p> <p>PAT Testing was used to gain baseline data and as checks throughout the process. A K–6 Bump It Up Wall was created with all students placed in clusters on the Literacy Continuum.</p> <p>in addition to the class program Bump It Up groups have been formed using the previous year's NAPLAN data, PAT testing and those clusters. PAT testing shows growth in all areas</p>
<b>Socio–economic background</b>	\$59,399	<p>Additional classroom teachers and Learning Support Officers were employed to support classroom and student welfare programs.</p> <p>All K–6 teachers to receive professional learning in literacy and numeracy to support student outcomes.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	201	195	220	231
Girls	186	171	202	199

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	96.5	93.3	93.5
1	93.8	95	94.4	93.4
2	94.7	92.3	93.5	94.2
3	93.6	95.1	93.2	94.9
4	94.5	93.3	95.6	92.1
5	92.6	94.1	93.6	94.4
6	94.4	91.9	92.4	93.4
All Years	94	94.2	93.7	93.7
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

The school values the attendance of the students and sees it as being integral to their academic success. School attendance is regularly monitored with the assistance of the Home School Liaison Officer. The school has a set of procedures that require parents/carers to address all unexplained student absences. School newsletters regularly feature an attendance focus with School Handbooks and the school website providing clear guidelines about the importance of good attendance and the serious consequences if students have poor attendance that is causing concern. Parents or Carers work with the school to achieve maximum attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	7
Head Teacher(s)	0
Classroom Teacher(s)	19.89
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.32
Other Positions	0

\*Full Time Equivalent

Queanbeyan West PS have 5 staff who identify as having Aboriginal heritage.

### 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	70

### 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/ebs4)
- 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 NESA accreditation. Four new scheme teachers are maintaining accreditation at Proficient level.

The Primary Schools in the Ningimurra Professional Learning Community join together for an annual Combined Staff Development Day. Principals, teachers Office Staff and Support Staff participated in keynote sessions including:

*Visible Learning – Top effect sizes and their practical application in the classroom.* This keynote provides a re–cap of the Visible Learning research and what it means to educators, and an in–depth look at practical ways to implement the top strategies that will make the greatest impact on student learning.

What is a Growth Mindset? What are its benefits and what does it mean for learning and teaching?

Can an organisation demonstrate a Growth Mindset?

What conditions best support the development of a Growth Mindset?

How does a Growth Mindset articulate with and support the concept of Visible Learning? What role can goal setting and coaching play in maximising a Growth Mindset to develop self–directed learners?

A range of workshops were also available for staff focusing on topics aligned with the Australian Professional Standards for Teachers. Actively building school network partnerships (such as Ningimurra –Queanbeyan Community of Schools Network) that targeted professional development.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>301,000</b>
Global funds	184,215
Tied funds	203,751
School & community sources	81,770
Interest	2,587
Trust receipts	4,679
Canteen	27,759
<b>Total Receipts</b>	<b>504,761</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	8,342
Excursions	23,898
Extracurricular dissections	56,178
Library	2,696
Training & Development	0
Tied Funds Payments	132,294
Short Term Relief	34,929
Administration & Office	42,641
Canteen Payments	21,196
Utilities	32,189
Maintenance	11,740
Trust Payments	6,973
Capital Programs	19,980
<b>Total Payments</b>	<b>393,057</b>
<b>Balance carried forward</b>	<b>412,705</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	901,868
Appropriation	777,500
Sale of Goods and Services	50,358
Grants and Contributions	73,125
Gain and Loss	0
Other Revenue	0
Investment Income	884
<b>Expenses</b>	-561,877
Recurrent Expenses	-561,877
Employee Related	-297,778
Operating Expenses	-264,099
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	339,991
<b>Balance Carried Forward</b>	339,991

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,923,556
Base Per Capita	68,173
Base Location	0
Other Base	2,855,383
<b>Equity Total</b>	290,930
Equity Aboriginal	40,486
Equity Socio economic	59,399
Equity Language	43,145
Equity Disability	147,899
<b>Targeted Total</b>	753,443
<b>Other Total</b>	514,389
<b>Grand Total</b>	4,482,318

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

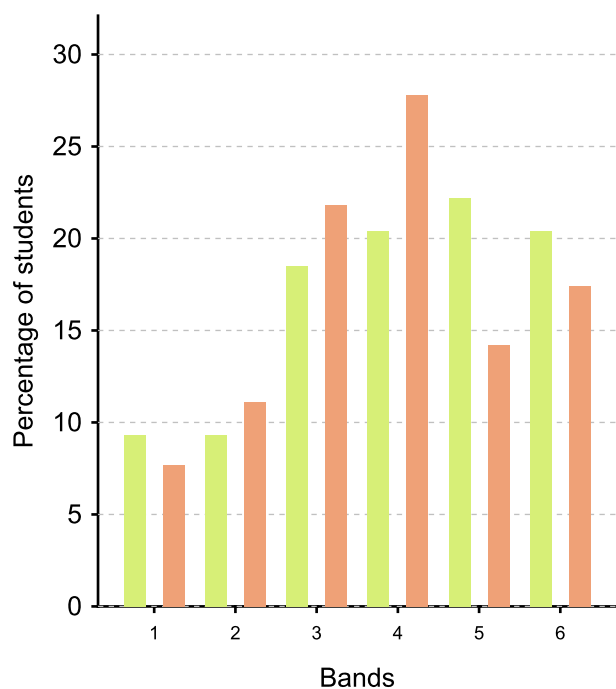
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

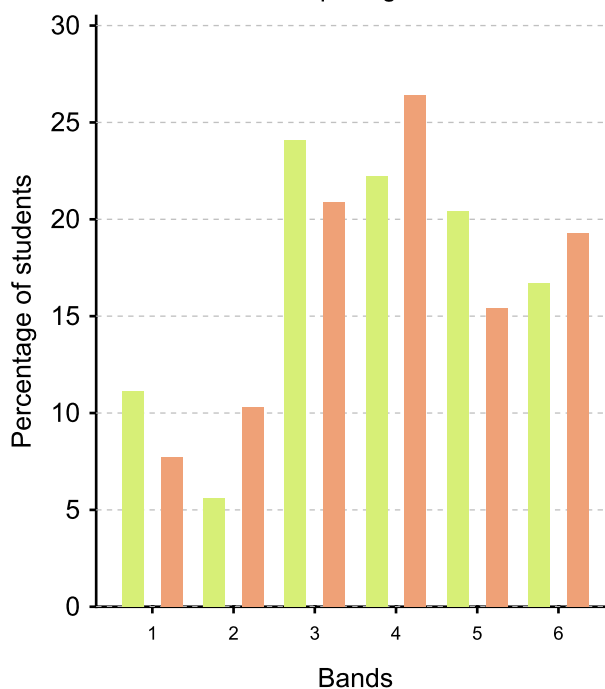
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



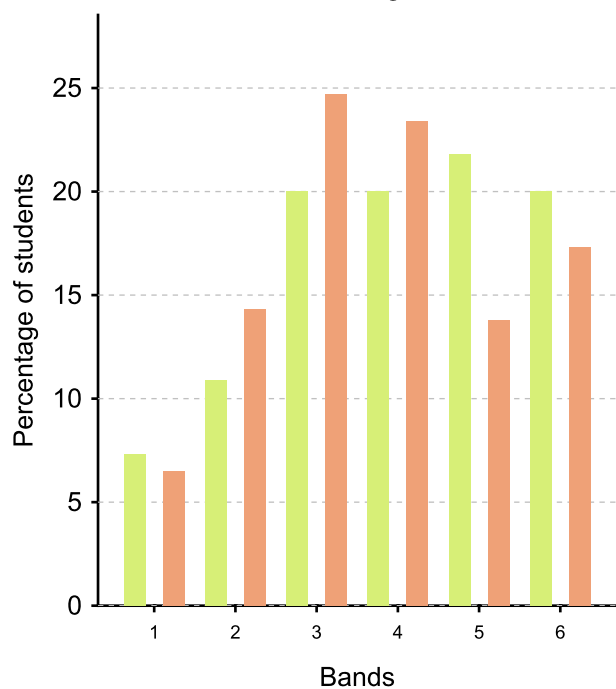
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



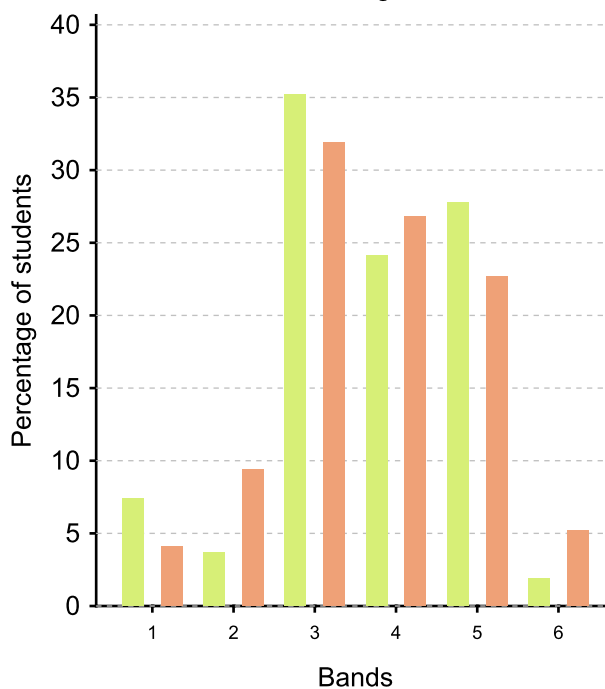
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



Percentage in Bands  
School Average 2015-2017

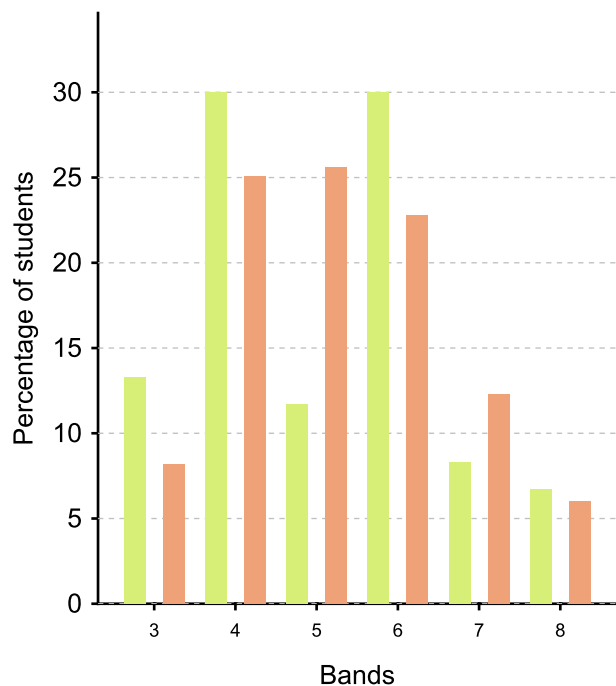
**Percentage in bands:**  
Year 3 Writing



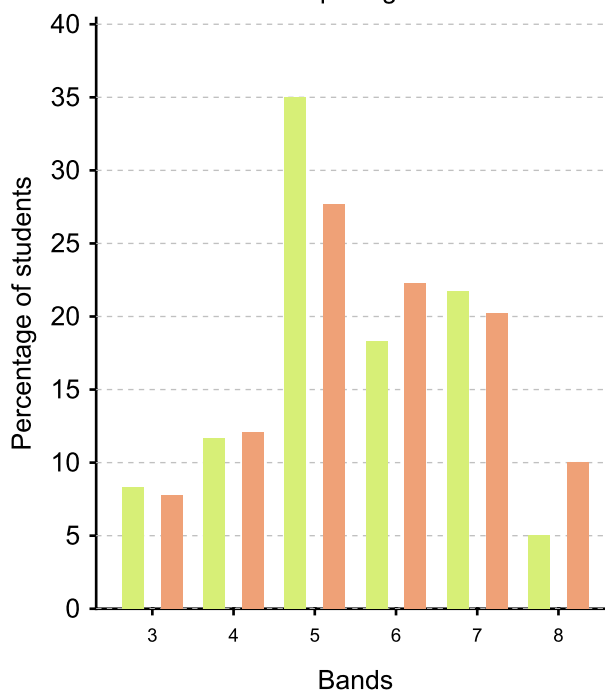
Percentage in Bands  
School Average 2015-2017



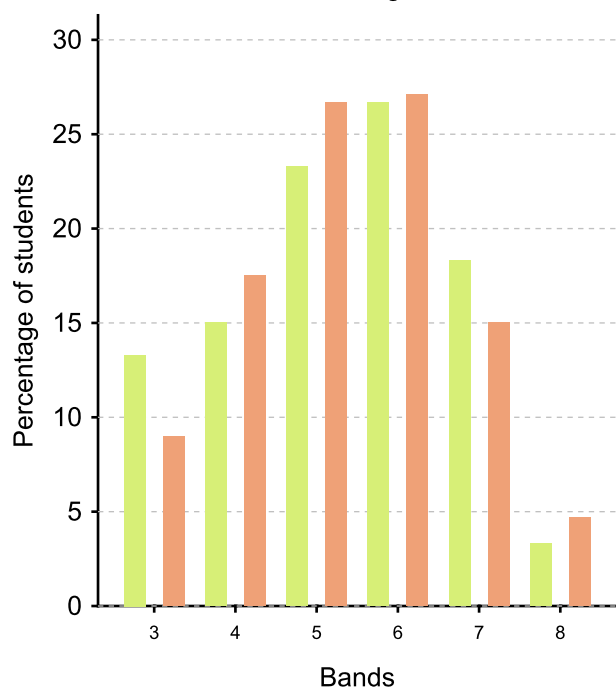
**Percentage in bands:**  
Year 5 Grammar & Punctuation



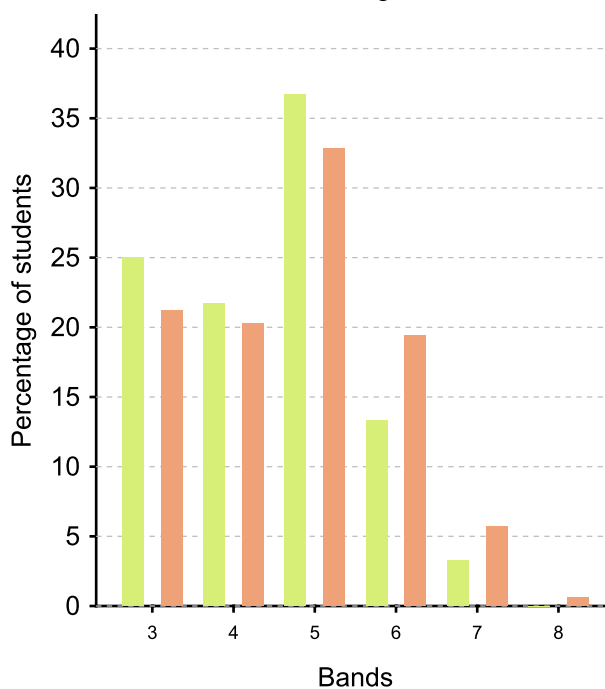
**Percentage in bands:**  
Year 5 Spelling



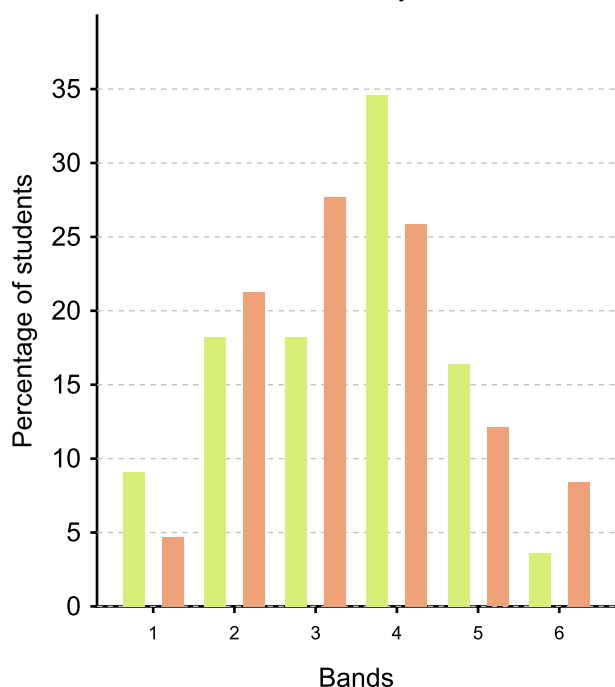
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

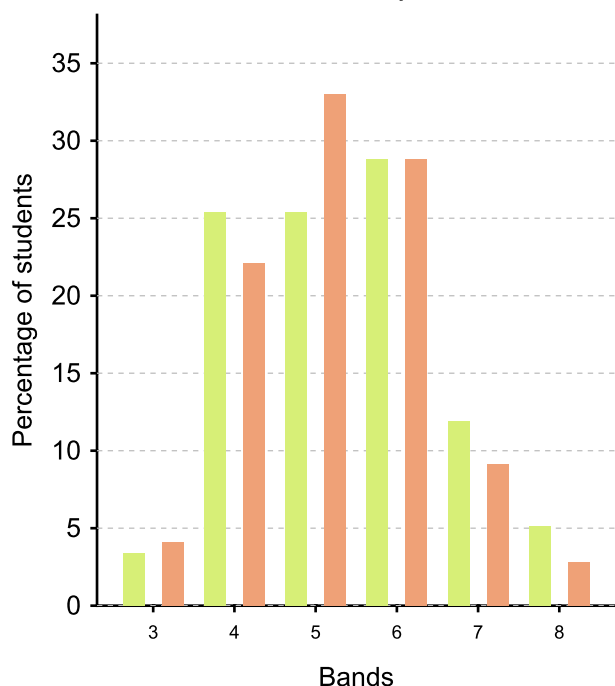


**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Queanbeyan West Public School continues to use effective analysis of data to inform school programs, in

Literacy and Numeracy, with a focus on moving students from the middle to top bands in NAPLAN ( Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5). In Year 3 Reading 2017 saw 21.8% of students in Band 5 ( state average of 21.8%) and 20% of students in Band 6 (state average of 29.2%). In Year 5 Reading 2017 saw 18.3% of students in Band 7 ( state average of 21.3%) and 3.3% of students in Band 8 (state average of 18.4%).

In Year 3 Numeracy 2017 saw 16.4% of students in Band 5 ( state average of 20.3%) and 3.6% of students in Band 6 (state average of 23.0%). In Year 5 Numeracy 2017 saw 11.9% of students in Band 7 ( state average of 19.1%) and 5.1% of students in Band 8 (state average of 13.4%).

## 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 96 students and 21 families at Queanbeyan West Public School who completed the *Tell Them From Me* student and parent surveys in 2017. Some sections of this report have been used to present both the student and parent responses.

### Parents were asked – Does someone in your family do each of the following?

**The NSW government schools average norm was 6.3 and our school average responding to the statements below was 7.6:**

Discuss how well your child is doing in his or her classes. 6.4

Talk about how important schoolwork is. 7.2

Ask about any challenges your child might have at school. 7.2

Encourage your child to do well at school. 8.2

Praise your child for doing well at school. 8.4

Talk with your child about feelings towards other children at school. 7.7

Take an interest in your child's school assignments. 7.6

### Parents were asked – Do they feel welcome?

**The NSW government schools average norm was 7.4 and our school average responding to the statements below was 6.8:**

I feel welcome when I visit the school. 7.2

I can easily speak with my child's teachers. 7.2

I am well informed about school activities. 6.8

Teachers listen to concerns I have. 6.9

I can easily speak with the school principal. 7.2

Written information from the school is in clear, plain language. 7.7

Parent activities are scheduled at times when I can attend. 4.9

The school's administrative staff are helpful when I have a question or problem. 7.4

### **Parents were asked – Does the school support positive behaviour?**

**The NSW government schools average norm was 7.7 and our school average responding to the statements below was 7.4:**

Teachers expect my child to pay attention in class. 8.1

Teachers maintain control of their classes. 6.6

My child is clear about the rules for school behaviour. 8.7

Teachers devote their time to extra-curricular activities. 6.2

### **Parents were asked – Is Queanbeyan West PS and inclusive school?**

**The NSW government schools average norm was 6.7 and our school average responding to the statements below was 6.7:**

Teachers help students who need extra support. 6.6

School staff create opportunities for students who are learning at a slower pace. 6.8

Teachers try to understand the learning needs of students with special needs. 7.4

School staff take an active role in making sure all students are included in school activities. 6.6

Teachers help students develop positive friendships. 6.0

**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 Queanbeyan West Public School

•68% of students have a sense of belonging

•78% of students enjoy positive relationships at school

•88% of students valued school outcomes at school

•In our school 80% of students had positive behaviour at school

•In our school students have many opportunities to participate in extra-curricula activities with many students involved in a number of activities. The survey showed that 29% of students participated in band or choir, 44% in school plays or musicals and 31% participated in peer support and fundraising work.

Intellectual engagement entails a series of emotional and cognitive investments 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 students. Queanbeyan West Public School in the following areas are:

•59% of our students are interested and motivated

•Effort – 85% of our students try hard to succeed in their learning

•Students were asked if they expected to go to university after high school – 53% strongly agreed, 15% agreed with 22% unsure and 10% disagreeing with that expectation.

DRIVERS of student engagement. When looking at the five school level factors that were consistently related to student engagement responses showed:

•Effective learning time – our students rated this area 7.5 out of 10

•Relevance of classroom instruction – our students rated this area 7.4 out of 10

•Classroom instruction is well organised, has a clear purpose with feedback and help provided– our students rated this area 7.5 out of 10

•Positive teacher student relationships – our students rated this area 7.7 out of 10.

•Positive learning climate – our students rated this area 6.2 out of 10.

•Teacher expectations for success – our students rated

# Policy requirements

## Aboriginal education

Staff have knowledge and understanding of the Aboriginal Affairs plan OCHRE (Opportunity, Choice, Healing, Responsibility and Empowerment) and how this will be incorporated into future school planning. The OCHRE framework will also inform the teaching and learning cycle so that all students achieve the outcomes set out for them ensuring staff have the knowledge and confidence to plan effective Individual Education Plans for Aboriginal students in their care.

Effective implementation of the Aboriginal Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas.

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

- 100% of Aboriginal students have Individual Education Plans developed and receive additional support
- Aboriginal perspectives are incorporated into Units of Inquiry
- Increase in staff understanding of Aboriginal culture and history
- Annual NAIDOC activities involve the whole school community
- The school participated in the local Queanbeyan Reconciliation Walk
- active representation at local AECG meetings and planned activities.

## Multicultural and anti-racism education

Queanbeyan West Public School continues to promote multicultural education through a range of initiatives.

- Teachers recognise and respond to the diverse cultural needs of the school community,
- Classroom teachers, librarians and English as a Second Language (ESL) teacher work cooperatively to develop strategies that best cater for student's individual needs
- Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted.
- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.
- Expanding Horizons: 'Tasting China' and 'India Calling' units allow for the study, celebration, appreciation and understanding of different cultures
- Two staff members are currently trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.

- Staff increase students' understanding of racism and discrimination and its impact through activity based teaching and learning programs.

## Other school programs

### Extension Programs

Queanbeyan West Public School is currently implementing a robotics program. The introduction of the robotics program to the school has its foundation in current research on STEM's (Science, Technology, Engineering & Mathematics) education to drive academic and social engagement of students.

The robotics program is aligned with Queanbeyan West Public School's commitment to school excellence and quality teaching and learning. **Lead and develop whole school programs and practices which enable all students to be engaged, resilient, self-motivated and successful learners.** The robotics program promotes a very high level of engagement as student learning is self-directed and requires critical thinking skills.

The robotics program positions Queanbeyan West Public School on its trajectory as a leader in 21st Century education. This includes using technology to support learning with teachers and students being focused on capturing new and innovative ideas and engaging in challenging and interesting learning situations. The robotics program is also about valuing a learning environment that is open to new ideas and challenges with the opportunity for students to solve a range of problems, and apply knowledge, skills and understanding to new situations and come to personal realisations.

The robotics program is an educational and entertaining medium for students and creates a productive and positive learning culture linked to the school wellbeing policy. It motivates children to learn through an interesting, fun and worthwhile activity. It provides a context on which to continue to build a whole school curriculum of innovation and creative, open ended thinking that drives student success through measurable growth and achievement.

The robotics program is an initiative that encourages young people to take an interest in scientific, mathematic, engineering and technological fields and to cultivate their interest through open ended thinking and hands on learning. The robotics program underpins the school's commitment to a productive learning environment.

The Robotics program is aligned with Queanbeyan West Public School's commitment to school excellence and quality teaching and learning. It represents the strategic directions of the school plan; **Lead and develop whole school programs and practices which enable all students to be engaged, resilient, self-motivated and successful learners.** The robotics program promotes a very high level of

engagement as student learning is self-directed and requires and develops critical thinking skills. We are entering the RoboCup for the first time and we are very excited about our participation in this event.

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, Seasons for Growth and Happy and Positive Behaviour for Success programs focus on student wellbeing, health and safety.

In 2017 we entered the Premier's Debating Challenge and made it to the Regional Finals. We also have a strong tradition within the Premier's Reading Challenge.