

# Queanbeyan West Public School

## Annual Report



2018



4127

## Introduction

The Annual Report for **2018** 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

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6297 2020

## 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

The strategic directions show how Queanbeyan West Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school's commitment to academic and social progress. The directions also maintain the commitment to an inclusive and equitable whole school learning environment that encourages and supports a range of learning styles, sparks curiosity and passion for knowledge and understanding.

Underlying the Queanbeyan West Public School plan is the professional development of teachers. In providing teachers with the expertise to competently implement teaching practices we are preparing children for a future defined by technology, creativity and open ended thinking.

Some significant programs at Queanbeyan West Public School 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, The Music Bus catering for all students 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,

Excelling in Wellbeing,

Sustaining and Growing in Learning,

Sustaining and Growing in Assessment

Sustaining and Growing in Reporting and

Delivering 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,

Delivering 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.

Delivering in educational leadership,

Delivering in school planning,,

Delivering in management practices and processes,

Delivering 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

### Student Engagement

#### Purpose

To support all students to become confident and creative learners in a positive school environment. Leading to higher intrinsic motivation to achieve student personal bests and success.

#### Overall summary of progress

All staff have a good understanding of and commitment to the essential link between wellbeing and developing a positive learning culture. Our whole school approach to excellence in learning is underpinned by this premise. Meaningful partnerships with families and community to support quality teaching, student engagement and wellbeing of students continues to be an important daily focus at our school. The role and organisational structure of the Learning Support Team is a key component in supporting student needs.

Positive Behaviours for Learning continues to be an important aspect of student welfare and engagement. These values have been used as the basis of school rules and playground awards. A social skills program aligned to school values 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
Improved attendance measured against State Benchmarks		<ul style="list-style-type: none"><li>• Undertake collegial classroom observations and feedback sessions in targeted areas including Quality Teaching Rounds to maximise student engagement.</li></ul>
Increase the proportion of students achieving proficiency in line with the Premier's Priorities.		<ul style="list-style-type: none"><li>• Data aligned to the literacy continuum and numeracy continuum is demonstrated in programming.</li><li>• Staff Develop assessment tasks per stage with explicit criteria for assessment.</li><li>• Bump It Up student groups are based on NAPLAN data as well data from PAT tests. Data reviewed each term by the Learning support team and groups are adjusted accordingly.</li></ul>
Students will achieve their year appropriate expected growth in Literacy and Numeracy		<ul style="list-style-type: none"><li>• A scope and sequence/continuum aligned to the Maths syllabus is developed with an outline of teaching and learning activities.</li><li>• Best start data collected and collated and entered into PLAN.</li><li>• Development of Individual Learning Plans in Literacy and Numeracy</li></ul>
Aboriginal students achieve performance in NAPLAN and PLAN reading and numeracy comparable to other Aboriginal students in the SEG and State		<ul style="list-style-type: none"><li>• Personalised Learning plans were created for all Aboriginal and Torres Strait Islander students.</li><li>• Family members, students and classroom teachers share personal stories, identifying areas to improve on, set learning goals and celebrate learning and social success. This process and involvement of family members strengthens our link between school and home.</li></ul> <p><b>A K–6 Aboriginal Education Program delivered that ensures:</b></p> <ul style="list-style-type: none"><li>• Students are embraced to share their own personal stories that include their country, families, achievements and setting goals.</li><li>• Students learn about Aboriginal Artist and create Story telling through dance.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students achieve performance in NAPLAN and PLAN reading and numeracy comparable to other Aboriginal students in the SEG and State		<ul style="list-style-type: none"><li>• Students learn the importance of an Acknowledgement of Country and Welcome to Country. Students create a group acknowledgment and their own personal acknowledgment where they will share their acknowledgment on a weekly basis in their own classrooms and to the whole school.</li><li>• Lessons are based around leadership. By developing and learning the skills to lead and become a leader within our school and their own</li></ul>

## Next Steps

- Continue to implement 'Bump It Up' groups to support students moving from the middle to top NAPLAN bands.
- Whole staff professional learning with a focus on quality teaching strategies in Literacy and Numeracy being embedded into daily practice.

## Strategic Direction 2

### Quality Teaching and Learning

#### Purpose

To support all teachers to provide quality teaching and learning programs underpinned by the use of data and evidence. This will be achieved through the development and review of whole school programs.

#### Overall summary of progress

In 2018 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.

The HOW2learn is a strategy, focused on building students' capacity to learn, was implemented throughout the year. All staff were trained in Phase 1 & 2.

The staff have been focusing on building the students capacity by explicitly teaching dispositions and habits within the existing programs and practices at Queanbeyan West Public School to develop a learning culture that enables everyone to:

- be self aware of their learning
- use the language and dispositions of successful learners
- share a belief that intelligence is learnable and expandable.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy		<ul style="list-style-type: none"><li>• Formed Bump It Up student groups based on NAPLAN data as well as data from PAT tests. Students from Year 3 and Year 5 were targeted.</li><li>• Teachers use Literacy Continuum, PLAN and Best Start data to plot students starting points of Learning. PLAN data updated in Week 5 &amp; 10 each term.</li><li>• Staff have meetings with parents to present PLAN Data reports. ILPs, PLPs are completed after seeking parent input.</li><li>• In-School data collected – PLAN, Bump It Up, PAT Test, NAPLAN. This data is analysed so that teaching and learning programs are differentiated. Programs and Teaching and Learning Activities reflect accommodations and adjustments made to support G&amp;T students, LST Students and students in the middle moving to the top.</li></ul>
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.		<ul style="list-style-type: none"><li>• Teachers plan, implement and review PDPs with executive.</li><li>• Instructional round planned for lesson observations and reflection time with a focus on quality teaching strategies from How2Learn.</li><li>• 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.</li><li>• Through identified goals and school targets teachers have received ongoing professional development to improve knowledge and teaching</li></ul>

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.		practice. <ul style="list-style-type: none"><li>• Opportunities for staff have been created in leadership, mentoring and professional learning to build capacity and expertise in leadership.</li><li>• Annual review of teacher's PDPs shows evidence of how they have achieved their first goal which related to establishing a school culture that reflects their professional learning from How2Learn.</li></ul>
All programs contain evidence of rich learning activities that facilitate the development of literate and numerate students produce quality work.		<ul style="list-style-type: none"><li>• All students learning is differentiated to meet their learning outcomes. Teaching and learning activities reflect accommodations and adjustments made to support G&amp;T students, LST students. and students in the middle moving to the top.</li></ul>

### Next Steps

- the staff will continue the implementation of How2Learn.



## Strategic Direction 3

### Community Partnerships and Engagement

#### Purpose

To connect with our school community and local community to develop stronger relationships. This will be enhanced by accessing services and institutes within our community to better support students through life and school transitions.

#### Overall summary of progress

Stronger relationships can be achieved by leading a culture of collaboration, engaged communication, empowered leadership and transparent organisational practices. 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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
To increase the number of parents and community members that provide feedback to the school.		<ul style="list-style-type: none"><li>• Ongoing Communication through: Newsletters, Facebook, School Bag App, P&amp;C Meetings, Surveys, Email, and student Reports and parent Interviews.</li><li>• Effective partnerships are formed – AECG / Health/DoCS</li><li>• Values implementation across school.</li><li>• Assembly times communicated to community.</li><li>• Kinder Orientation–New enrolments–High School Transition</li><li>• Data collected and analysed for The Tell them From Me Survey.</li><li>• PLAN reports are communicated to parents as a tool to support their child</li></ul>
Increased participation of Parents in workshops		<ul style="list-style-type: none"><li>• Parent afternoon workshops in Technology Curriculum</li><li>• Overviews sent home per grade</li></ul>
Increased engagement with web based platforms. School Website, Face Book and School Steam Application		<ul style="list-style-type: none"><li>• Frequency of use data collected from school based communications. School Stream, Facebook and Website. Used this information alongside parent feedback to improve the quality and timing of information provided on our web based platforms.</li></ul>

#### Next Steps

- Formalise a 2019 timeline for seeking feedback from all stakeholders.
- provide parent workshops in Literacy and Numeracy

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$33,836	<p>Increase in cultural understanding for all. Active AECG partnership</p> <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>	\$35,286	<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>	\$180,095	<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>	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 created.</p>
<b>Socio–economic background</b>	\$65488	<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

Students	Enrolments			
	2015	2016	2017	2018
Boys	195	220	231	251
Girls	171	202	199	219

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	93.3	93.5	93.7
1	95	94.4	93.4	92.2
2	92.3	93.5	94.2	93
3	95.1	93.2	94.9	93.6
4	93.3	95.6	92.1	93.6
5	94.1	93.6	94.4	90.4
6	91.9	92.4	93.4	93.8
All Years	94.2	93.7	93.7	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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.

### Class sizes

Class	Total
ROLL CALL 5	18
ROLL CLASS 4	20
ROLL CLASS 3	18
ROLL CLASS 2	19
ROLL CLASS 1	18
ROLL CLASS 8	26
ROLL CLASS 7	23
ROLL CLASS 6	23
ROLL CLASS 9	23
ROLL CLASS 10	25
ROLL CLASS 12	30
ROLL CLASS 11	27
ROLL CLASS 14	26
ROLL CLASS 13	26
ROLL CLASS 17	29
ROLL CLASS 16	29
ROLL CLASS 15	30
ROLL CLASS 18	29

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	21.5
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	7.48

\*Full Time Equivalent

Queanbeyan West PS have 8 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
- TEN (numeracy)
- L3

Staff have completed training in Bridges out of Poverty; building capacity and strategies to improve outcomes for all while support personal growth and development.

Staff also participated in How2Learn Phase 1

HOW2learn is a strategy focused on building students' capacity to learn.

This is achieved by explicitly teaching dispositions and habits within the existing programs and practices at Queanbeyan West Public School to develop a learning culture that enables everyone to:

- be self aware of their learning
- use the language and dispositions of successful learners
- share a belief that intelligence is learnable and expandable.

How2learn is a practical application for use 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.

The Principles that underpin the strategies are:

**1. Real Life Learning** – education is about enabling young people to take their place in the world confidently, actively and successfully.

**2. Success At School** – students can utilise powerful learning skills in order to embrace the specific content demands in various subject areas.

**3. Literacy and Numeracy** – all students deserve the

right to access strategies that will enable them to become more literate and numerate citizens as they are the fundamental building blocks that predict life success.

**4. Mental Wellbeing** – all students deserve the right to become more resourceful and resilient when faced with adversity.

**5. Expandable Intelligence** – all learners can behave more intelligently through developing a repertoire of learning dispositions and habits.

**6. Complex but Vital** – it will take consistent focus and collective will over time to develop a growth culture but it is a path we need to travel.

The HOW2learn strategy empowers learners by developing **5 dispositions and 22 habits that improve all round learning fitness.**

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	339,991
<b>Revenue</b>	5,342,076
Appropriation	5,114,391
Sale of Goods and Services	77,377
Grants and Contributions	146,728
Gain and Loss	0
Other Revenue	500
Investment Income	3,080
<b>Expenses</b>	-5,304,165
Recurrent Expenses	-5,304,165
Employee Related	-4,850,755
Operating Expenses	-453,410
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	37,911
<b>Balance Carried Forward</b>	377,902

Funds carried over are targeted for school initiatives in 2019.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,173,971
Base Per Capita	87,639
Base Location	0
Other Base	3,086,333
<b>Equity Total</b>	314,704
Equity Aboriginal	33,836
Equity Socio economic	65,488
Equity Language	35,286
Equity Disability	180,095
<b>Targeted Total</b>	788,356
<b>Other Total</b>	575,625
<b>Grand Total</b>	4,852,657

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Reading, Year 3 had 64.7% of students achieving at

or above national minimum standards. In Year 5 Reading 68.2% of students achieved at or above the national minimum standard.

In Numeracy, Year 3 had 75% of students achieving at or above national minimum standards. In Year 5 Numeracy 77.8%% of students achieved at or above the national minimum standard.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Queanbeyan West Public School continues to use both external and school based 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).

Year 3 Reading in 2018 saw 29.41% of students in the top two bands (Band 5 & 6) with the state average being 51.6%.

Year 3 Numeracy in 2018 saw 41.67% of students in the top two bands (Band 5 & 6) with the state average being 40.8%

Year 5 Reading in 2018 saw 21.21% of students in the top two bands (Band 7 & 8) with the state average being 36.3%.

Year 5 Numeracy in 2018 saw 22.22% of students in the top two bands (Band 7 & 8) with the state average being 30.2%

## 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 168 students and 20 families at Queanbeyan West Public School who completed the **Tell Them From Me** student and parent surveys. Some sections of this report have been used to present both the student and parent responses.

**Parents were asked – How well informed are you regarding your child?**

**School Mean (NSW Govt Norm) 6.7 (6.6)**

Reports on my child's progress are written in terms I understand. 7.4

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 7.3

I am informed about my child's behaviour at school, whether positive or negative. 6.1

The teachers would inform me if my child were not making adequate progress in school subjects. 7.0

I am well informed about my child's progress in school subjects. 6.9

I am informed about opportunities concerning my child's future. 6.1

I am informed about my child's social and emotional development. 6.1

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

**School Mean (NSW Govt Norm) 7.7 (7.4)**

I feel welcome when I visit the school. 8.3

I can easily speak with my child's teachers. 7.9

I am well informed about school activities. 7.3

Teachers listen to concerns I have. 7.5

I can easily speak with the school principal. 7.6

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

Parent activities are scheduled at times when I can attend. 6.7

The school's administrative staff are helpful when I have a question or problem. 8.7

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

**School Mean (NSW Govt Norm) 7.9 (7.7)**

Teachers expect my child to pay attention in class. 8.5

Teachers maintain control of their classes. 7.5

My child is clear about the rules for school behaviour. 8.5

Teachers devote their time to extra-curricular activities. 7.2

**Parents were asked – Does their child feel safe at school?**

**School Mean (NSW Govt Norm) 7.4 (7.4)**

Behaviour issues are dealt with in a timely manner. 6.6

My child feels safe at school. 7.6

My child feels safe going to and from school. 8.6

The school helps prevent bullying. 6.8

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

**School Mean (NSW Govt Norm) 7.6 (6.7)**

Teachers help students who need extra support. 7.9

School staff create opportunities for students who are learning at a slower pace. 7.5

Teachers try to understand the learning needs of students with special needs. 7.9

School staff take an active role in making sure all students are included in school activities. 7.2

Teachers help students develop positive friendships. 7.4

**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

- 70% of students have a positive sense of belonging
- 86% of students enjoy positive relationships at school
- 84% of students valued school outcomes at school
- In our school 73% 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. 68% of students gave a high rating to these extra curricula activities. with a 55% NSW State DoE average.
- 84% of students gave a high rate of participation in sport with the NSW State DoE average of 83%

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

- 59% of our students are interested and motivated
- Effort – 78% of our students try hard to succeed in their learning

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 7.0 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 6.1 out of 10.
- Teacher expectations for success – our students rated this area 98.0 out of 10.

## Policy requirements

### Aboriginal education

Queanbeyan West Public school have a total of 466 students, 47 students identified as Aboriginal students. We deliver quality teaching and learning in all areas of Aboriginal Education. We value the ongoing relationships between our Aboriginal students, their families, Aboriginal community and the local AECG. Our Aboriginal Education team creates whole school lessons that implements Aboriginal perspectives linked to the curriculum. We maintain outdoor Aboriginal learning areas and develop whole school events for significant celebrations.

All Aboriginal students and Stage 3 students attended the Queanbeyan Reconciliation Walk. Teachers, students, schools', staff, families and community members from Queanbeyan come together and walk across the local Queanbeyan Bridge as a community. Our school attends the opening Reconciliation Ceremony held by Reconciliation Australia and participate in culture activities at the venue. As a whole school we learn about shared history, culture and achievements.

NAIDOC week in our school involves an opening smoking ceremony held by Adrian Baxter, local community member. A formal assembly is followed and is run by our Aboriginal year 6 leaders. Our assembly includes information based on the NAIDOC theme. Our Aboriginal students proudly share stories through song and dance. We have guest speakers that include previous Queanbeyan West Aboriginal students and Aboriginal community members.

All Aboriginal and Torres Strait Islander students of Queanbeyan West Public School are invited to be part of a specific Aboriginal and Torres Strait Islander program. This program is an opportunity for students to increase their knowledge and understanding of Aboriginal culture. Concepts taught are directly from the Australian Curriculum. As relationships are key to student engagement and therefore achievement, the program will also focus on relationships between staff and students as well as relationships with parents and the community.

### Multicultural and anti-racism education

Queanbeyan West Public School continues to promote a highly inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Within our school, approximately 24% of students come from Language Backgrounds Other Than English (LBOTE). Maintenance of first language is promoted through our Kindy start information days and also to Kindergarten parents during New Best Start assessments.

Queanbeyan West has increasing numbers of students from countries where an Asian language is spoken at home. Some of our students attend Saturday community language classes to acquire written skills in their first language. The school readily promotes the importance of bilingualism and multilingualism through notices in the newsletter or when communicating to parents. Enrolment forms and other important notices are offered in other languages where possible.

EALD teachers work closely to support class programs by team-teaching or withdrawing students with additional needs. Writing has been a priority and proven to be successful.

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