

Queanbeyan East Public School

Annual Report



2018



4371

Introduction

The Annual Report for **2018** 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.

Kim Smith

Principal (Relieving)

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Message from the Principal

I am very excited to be able to address you as relieving principal of Queanbeyan East Public School.

This is my 13th year teaching at East and every year has brought new challenges, new achievements and some surprises. While we have seen many staff and students arrive and leave through our doors, some things have remained the same.

The incredible sense of community that exists within the school, the exceptional expertise and dedication of our staff, the support of our parents and of course, the amazing talents and commitment of our students.

2018 has marked the beginning of a new era at East with the welcome announcement of the NSW Government's significant investment to cater to the current and projected growth in the Queanbeyan local government area. This has had a major impact on Queanbeyan East this year.

Upgrades to the administration area have been completed and we look forward to officially opening our new library early next year.

Building has commenced on 11 new classrooms, a new tiered seating area, performing arts spaces, STEM spaces, new canteen, Covered Outdoor Learning Area and play spaces to be completed in 2019.

There are exciting times ahead and the students and staff have loved seeing our new school literally rising from the ground.

2018 has been a year full of exciting learning opportunities for our students. Our Performing Arts Group represented the school at the Queanbeyan Performing Arts Festival, The choir enjoyed numerous performances outside of the school including the Choral Festival and for the first time, our senior Aboriginal students ventured off to Jindabyne Sport and Recreation Centre for the STEM Youth Development Camp.

Students also participated in NAIDOC Public Speaking, Chess club, the Governor-General's Science Design Challenge, The Music Bus and various sporting events.

This was all capped off with an outstanding whole school showcase performance of dancing and singing at The Q earlier this term. It was such a wonderful celebration of our hard work and artistic achievements in Creative Arts and Physical Education this year. Thank you to the teachers and parents that have created such a wonderful variety of opportunities for our students.

I would like to congratulate our staff on a very successful year of teaching at Queanbeyan East Public School. Our

teachers, Administration, and support staff are incredibly committed to the well-being of our students and to giving them every opportunity to 'be their best'. To all of our wonderful staff– Thank you.

I would also like to acknowledge the wonderful work of our parents and community. We cannot do the work we do without your help, encouragement and support. I thank the P&C for the fantastic fundraising efforts and for giving our students the extra special lunches, ice blocks and hot chocolates throughout the year. The Jubilee garden is an amazing addition to our playground and your ongoing support of Queanbeyan East is very much appreciated.

I am extremely proud of our students and today is a time to acknowledge their hard work and to celebrate their academic, sporting, performance and leadership accomplishments. For the effort you have put in to achieving your personal, academic, social and cultural goals, to all of you seated here– thank you– you make every day so rewarding.

As we look to the future I invite you to share in our past year and celebrate the learning opportunities our students have enjoyed at East.

Kim Smith

Principal (Relieving)

Message from the school community

2018 was another big year for East and the P&C. Early in the year we formed a range of sub-committees to follow up specific ideas and issues. We ended up with 6 separate committees, which are:

- The Environment & Sustainability committee has established our awesome Jubilee Garden. There was a lot of time and effort, including securing a grant from the NSW Environment Trust. Teachers and students will be able to utilise this space to its full potential as we continue with this project this year.
- The Communication & Engagement committee has worked on ensuring the relationship between the school and parent community is effective, and that we have the right policies and procedures in place in relation to things like volunteering at the school. We continue to work hard at welcoming new students and parents to the school, and making the transition from pre-school to big school as easy as possible.
- The Safety committee have focused on combining with other local schools (and pre-school) in East QBN to improve safety while getting to and from school. As we well know, both Yass and Bungendore Roads are very busy, and our aim is to ensure we have an actual, signalised, safe crossing point on Bungendore Road by the time the Ellerton Drive Extension opens.
- The uniform committee will provide parents with opportunities to trade in uniform that is now too small or not required anymore, for something that fits.
- Fundraising of course is always a key focus for any P&C – we were lucky enough to run two very successful Bunnings BBQs, the mothers and father's day stalls, in addition to canteen days and catering at the athletics carnival and cross country. In total, the P&C has again raised a touch over \$10,000 – which is a huge amount considering we raised the same amount last year but that included \$7000 from the Jubilee fete.

The P&C will again cover the insurance costs of all of our students, which provides cover for them if they are injured in an accident while at school, as well as limited coverage when away from school as well. Please contact the P&C for further information on this.

I would like to say a very big thankyou to one of our members who will sadly be leaving us in 2019. Elli Webb has been our hard working co-secretary for the past 2 years, and has been the driving force behind the Jubilee Garden as well as introducing initiatives to reduce the amount of waste the school generates. Elli and her family are heading home to Sunny QLD, and we wish them all the best on their next adventure.

2019 promises to be a big one for both the school and the P&C. We have started Term 1 with a bang, with a \$10k donation from the NSW Government, which we plan to use on new playground equipment. We are all very excited to see the new school building progress, and can't wait for it to open later in the year.

On a personal note, I plan to engage with other P&Cs within Queanbeyan to share ideas and discuss different ways that we can all learn from each other. I believe this will be very productive for all involved and it is always interesting to see how the various P&Cs operate. I also plan to build closer links with both the SRC and the teaching staff, to make sure the P&C is delivering what our key stakeholders require, and we are all united in our efforts to make East the best school it can be.

I would like to thank our hard working executive committee for their work in 2018, and am looking forward to even more success with our 2019 committee.

I would like to finish off by thanking Fiona Senior-Conroy for all of her great work at East over the past 6 years. Fiona has been deservedly promoted within the Department of Education and is now the Director of Educational Leadership for

our area of NSW. We will still see Fiona around the school at our special events (and she remains a parent at the school) and we will be arranging a proper thank you for her later in the year. Mrs Kim Smith has done a terrific job as relieving Principal the past 2 terms, and we look forward to working with her until our new Principal is appointed.

Kenrick Winchester

President

QBN East Public School P&C

School background

School vision statement

Queanbeyan East Public School promotes equity and excellence for all .

Our students are 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 culturally inclusive school community.

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 six elements;

Excelling in Learning Culture,

Excelling in Wellbeing,

Excelling in Learning,

Sustaining and Growing in Assessment,

Sustaining and Growing in Reporting and

Sustaining and Growing in Student Performance Measures.

In the domain of Teaching: The school's self–assessment is consistent with the evidence presented in four elements;

Excelling for Effective Classroom Practice,

Excelling for Professional Standards

Excelling in the areas of Data Skills and Use and

Excelling for Learning Development.

In the Domain of Leading : The school's self–assessment is consistent with the evidence presented in four elements;

Excelling in educational leadership,

Sustaining and growing in school planning, implementation and reporting,

Excelling in management practices and processes and

Sustaining and growing in school resources.

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

Highly Effective Teaching and Learning

Purpose

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

All staff have an excellent 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. Every student is receiving differentiated learning at their level with learning intentions and success criteria clearly articulated through personal learning goals. All students receiving adjustments and/or who have an Individual Learning Plan have been included in the National Data Collection. Targeted students receive intervention in their area of need, provided by specialist teachers and classroom teachers.

The school has looked at structures that best support teachers having many opportunities to further enhance their teaching practices and to tap into and share expertise within the staff. Quality teaching rounds has staff working in collaborative teams where honest feedback and constructive advice are welcomed as a tool for aspiring to excellence in teaching. One of the important aspects to effective collaboration is time to work with peers and executive in coaching and mentoring capacities within the learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Mandatory Target Increase the proportion of students in the top 2 NAPLAN bands by 2%		<ul style="list-style-type: none">• Year 3 Reading NAPLAN data has 52.50% of students in the top 2 bands which is a 20% increase from 2017.• The average growth of both Year 3&5 students in Numeracy and Literacy in the top 2 bands has been:<ul style="list-style-type: none">• 28.87% in 2016• 31.25% in 2017• 31.45% in 2018
Aspirational target – Increase the proportion of students in the top 2 NAPLAN bands by 10%		<ul style="list-style-type: none">• Year 3 Reading NAPLAN data has achieved the aspirational target – 52.50% of students in the top 2 bands which is a 20% increase from 2017 and a 14% increase from 2016
Quality Teaching Rounds data evidences embedding of evidenced based professional learning.		<ul style="list-style-type: none">• Professional learning for the Quality Teaching Rounds team• Professional Learning for all staff in the Quality Teaching Model.• All teachers in Stages 2 and 3 completed QT rounds.
The Tell Them From Me student survey indicates that 100% of students feel learning is challenging.		<p>Tell Them From Me survey data showed: <i>Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.</i></p> <ul style="list-style-type: none">• 41% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW. Govt norm for this category is 53%.• 32% of students were confident of their skills but did not find classes challenging. The NSW Govt

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The Tell Them From Me student survey indicates that 100% of students feel learning is challenging.		<p>norm for this category is 26%. 93% of Students try hard to succeed in their learning.</p> <p>89% Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.</p>
80% of students performing at or above their grade level in literacy and numeracy.		<ul style="list-style-type: none"> • In Year 3 Reading 97.5% of students performed at or above national minimum standards.. • In Year 5 Reading 82.5% of students performed at or above national minimum standards. • In Year 3 Numeracy 94.8% of students performed at or above national minimum standards. • In Year 5 Numeracy 85% of students performed at or above national minimum standards. • Review assessment tasks using the Quality Teaching model and reflect on ways to improve the quality of assessment and record the data of student progress.
Learning goals are embedded in all classrooms at stage, class and student level		<ul style="list-style-type: none"> • Students discuss their learning goals with their teacher. • Students are able to articulate their learning goals in Literacy and Numeracy. • Student reports are personalised and comprehensive providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.
Aboriginal and Torres Strait students are tracked using PLAN 2, SMART data and internal data sets.		<ul style="list-style-type: none"> • All teachers undertake professional learning in teams to understand the PLAN data tools • All staff participated in further Aboriginal Education Professional Development

Next Steps

- ES1 and Stage 1 staff to complete Quality Teaching Rounds Professional Learning.
- Implementation of Quality Teaching Rounds in ES1 and Stage 1.
- Effective Quality Teaching Rounds operating K–6



Strategic Direction 2

Leadership At All Levels

Purpose

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student survey data indicates students are provided ample opportunity to lead student groups		<ul style="list-style-type: none">• Grip Leadership training for School Captains• House Captains and Student Representative Council members are elected and weekly SRC meetings timetabled• Student AECG developed with ongoing weekly culture group sessions implemented. Data from the Tell Them From Me Surveys showed that students are engaged learners able to work with students and staff with: <ul style="list-style-type: none">• 94% of our students had positive behaviour.• 92% of students enjoy positive relationships at school which is above the NSW Government norm of 85%• 89% of students valued school outcomes
Data indicates 100% of staff are actively engaged in coaching conversations and goal setting		<ul style="list-style-type: none">• Instructional Leadership teams for Aboriginal Education, Beginning Teachers and Literacy and Numeracy are developed.• K-6 Implementation of Instructional Leadership through time allocations.• Whole staff professional learning on Instructional Leadership.
All staff understand & commit to Performance & Development processes and have a PDP		<ul style="list-style-type: none">• Instructional Leadership is aligned to PDP processes.• Executive support staff in the development of PDP's that reflect the school's strategic directions.• Comprehensive programming guide developed in accordance with department policy. PDP and program meetings are scheduled at least once per term with verbal and written feedback given by supervisors.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student makes measurable learning progress and gaps in student achievement decrease		<p>Student NAPLAN data indicates a high proportion of students achieving at or above minimum national standards:</p> <ul style="list-style-type: none">• Year 3 Reading 97.5%• In Year 5 Reading 82.5%• In Year 3 Numeracy 94.8%• In Year 5 Numeracy 85%

Next Steps

- formalise the Mentoring Program outlining the timeline and support beginning teachers.
- Formalise the Coaching Program for experienced teachers.



Strategic Direction 3

School Community Partnerships

Purpose

High levels of trust exist 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

We believe that parents and the broader community play a vital role in supporting successful learning outcomes for our students. Parents are actively involved as partners in the learning process enabling effective curriculum implementation. Parents are given opportunities to be involved in a range of activities to support both social and academic endeavours

Community expertise and resources are used effectively to support student learning. The school continues to have productive relationships with external agencies including: University of Canberra, Queanbeyan Council, Queanbeyan District Preschool Association, Ningimurra Community of Schools, Queanbeyan Special Needs Group, Campbell Page, YMCA and Schools as Community Centre (SACC). Our Queanbeyan East OOSH lease continues to provide families with access to before and after school care. 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)	Funds Expended (Resources)	Progress achieved this year
Procedures ensure effective communications, monitoring and evaluating the impact of partnerships.		<ul style="list-style-type: none">• Staff work collaboratively with the AECG and local community.• The P&C take an active role in: providing advice and feedback on school planning, merit selection panels, running the school canteen, finance committee, and fundraising activities.• The leadership team measures school community (parent and student)satisfaction and shares its analysis and actions in response to the findings with its community.
Evidence collected evaluating partnerships impact in improving outcomes for students.		<ul style="list-style-type: none">• Focus has been placed on community engagement and opportunities for Aboriginal students. 90% of families attended PLP afternoon tea.• PLP's created for every Aboriginal student.• 8 students attended STEM youth development camp.• Student AECG established, students attended weekly AECG meeting and began to contribute ideas to support Aboriginal students.
Partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations		<ul style="list-style-type: none">• Establishment of native sensory garden &"outdoor classroom" developed in partnership with P&C.• Project groups are made up of P&C representatives and our staff and in 2018 include: sustainable school; safety; fundraising; canteen; uniforms; communications & engagement; Multicultural school.• Sustainable garden planning group meets and determines action plan• P&C Sustainable Schools team – implement 'Composting Wednesdays'.• SRC 'waste warriors' implemented

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations		<ul style="list-style-type: none">• Sustainable Schools team build garden and commence planting

Next Steps

- support staff undertaking the Masters of Education at the University of Canberra. a joint initiative with the department.
- Sustainable Schools team develop surveys to assess the effectiveness of 'Composting Wednesdays' and SRC 'Waste Warriors'.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$24646	<ul style="list-style-type: none"> • A Reconciliation Action Plan (RAP) committee was formed and work began on developing a RAP for Queanbeyan East in consultation with community members and parents • 8 year 5/6 students attended the NSW AECG STEM camp at Jindabyne • PLP's developed for all students using the online platform Mgoals. Professional learning was provided for all staff in the development and negotiation of these • All staff participated in an Aboriginal parent and community afternoon tea and information session • The cultural awareness program continued to increase cultural intelligence, pride and belonging. This program runs for 1 hour once a week. During this program student contributed to a community cookbook with their own healthy food recipe and have begun work on an art piece for the community hospital dental unit. • Transition to school playgroup targeting Aboriginal students starting school in 2019 • 4 students participated in the NAIDOC public speaking challenge • All students participated in NAIDOC celebrations and assembly at school • All students K–6 attended a cultural excursion to Tidbinbilla Cultural Centre during NAIDOC Week. • School captains attended the NAIDOC celebrations and smoking ceremony at Queanbeyan West Public School • All students K–6 participated in the community run Reconciliation Walk. • One staff member was given an hour Instructional Leadership time per week to visit classrooms and assist teachers to implement and embed Aboriginal perspectives into the curriculum. • Aboriginal students in Years 3–6 attended an excursion to meet and attend a workshop with Bronwyn Bancroft, the renowned Aboriginal author and illustrator. •
English language proficiency	\$31,156	<ul style="list-style-type: none"> • Funded EALD program and resources for student improvement. • Teacher release to develop adjustments to teaching and learning programs. • Teacher release to initiate community connections for multicultural transition to school program.
Low level adjustment for disability	\$97,048	<ul style="list-style-type: none"> • Additional learning support for student academic improvement • Teacher release to create behaviour management plans. • Teacher release to work with AP Learning Support. • Teacher release for LaST meetings, Student resilience program.
Quality Teaching, Successful	Staffing Allocation	<ul style="list-style-type: none"> • Instructional Leadership, including team

Students (QTSS)	Staffing Allocation	teaching, development of programing policy, development of new reporting templates using Sentral, and positive behaviour program and policy development. • Quality Teaching Rounds – Staff Professional Learning and teacher release.
Socio–economic background	\$48030	<ul style="list-style-type: none"> • Bridges out of poverty professional learning for staff. • School uniforms provided. • Funded school camp and excursions for various students. • 2 additional staff members trained in Berry Street Education Model.
Support for beginning teachers	\$31736	<ul style="list-style-type: none"> • Beginning teacher release time to complete accreditation. • teacher release time for teacher mentor. • professional learning to guide teachers toward accreditation at proficient level. • professional learning for 2 beginning teachers for Quality Teaching Rounds. • release for beginning teachers to complete the first quality teaching round. • extra professional learning to implement, analyse and report on PLAN data.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	96	110	117	137
Girls	85	82	81	95

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	91	92.7	91.1
1	92.8	91.2	91.3	91.8
2	92.4	91.6	90.4	90.7
3	94.6	91.4	93.5	95.1
4	92.4	91.1	89.6	92.4
5	92.5	93.8	91.3	93.3
6	91.1	92.2	94.3	89.8
All Years	92.9	91.7	91.7	92.3
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

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.23
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.37

*Full Time Equivalent

Queanbeyan East Public School has one staff member identifying as Aboriginal or Torres Strait Islander.

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	47

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.
- Aboriginal Education – strategies for developing quality PLP's, engaging teaching and learning programs and cultural awareness.
- Quality Teaching; Professional Development Plans and Instructional Rounds.
- Focus on Writing
- 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.
- The continuation of the L3 (Language Learning Literacy) program saw additional staff trained K-2.
- Il 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

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	368,996
Revenue	2,378,986
Appropriation	2,282,398
Sale of Goods and Services	12,711
Grants and Contributions	79,945
Gain and Loss	0
Other Revenue	100
Investment Income	3,831
Expenses	-2,376,923
Recurrent Expenses	-2,376,923
Employee Related	-2,062,058
Operating Expenses	-314,865
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	2,063
Balance Carried Forward	371,059

Funds carried over are targeted for expenditure on school programs and 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 Actual (\$)
Base Total	1,675,540
Base Per Capita	39,451
Base Location	0
Other Base	1,636,089
Equity Total	200,881
Equity Aboriginal	24,646
Equity Socio economic	48,030
Equity Language	31,156
Equity Disability	97,048
Targeted Total	173,821
Other Total	39,124
Grand Total	2,089,367

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

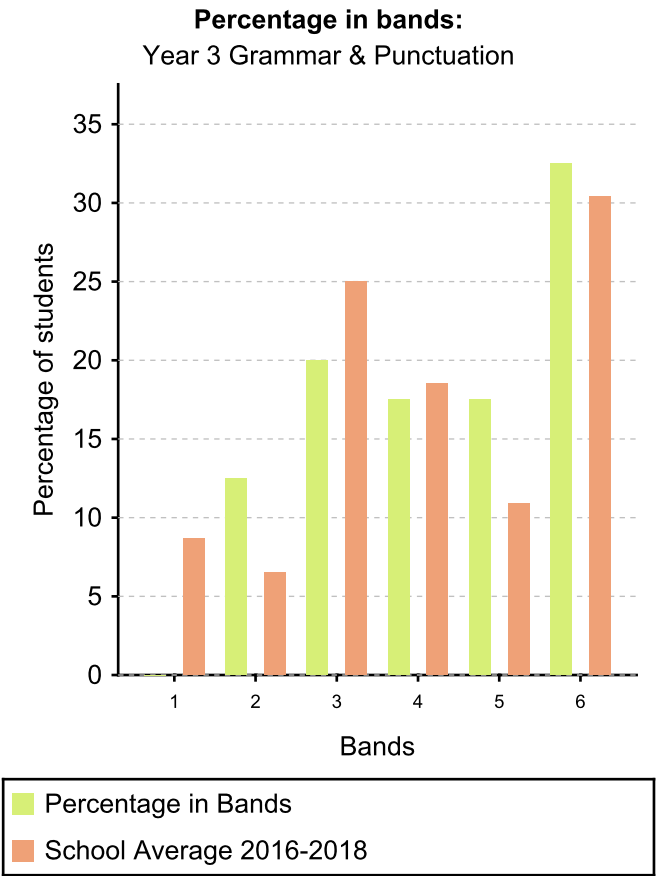
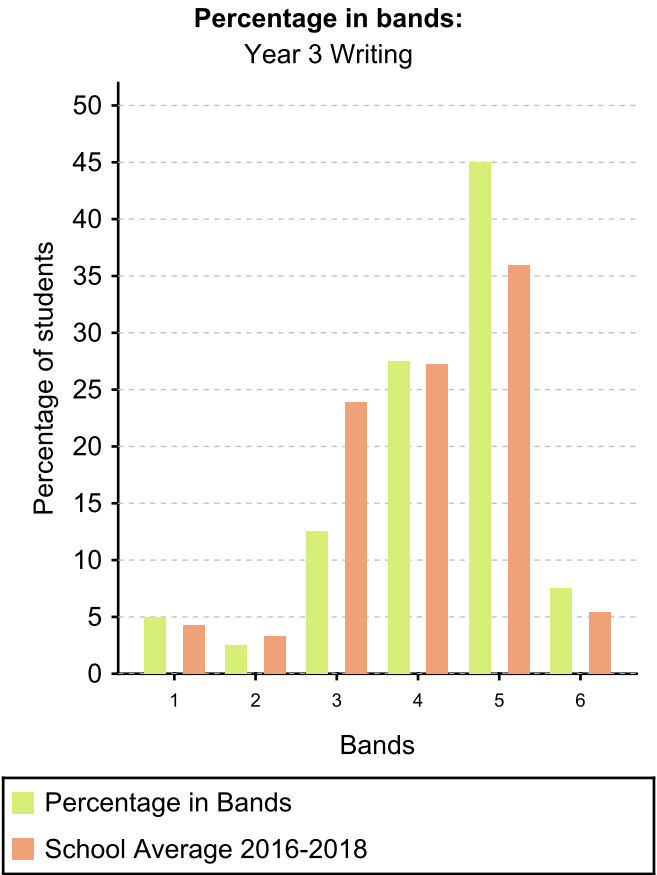
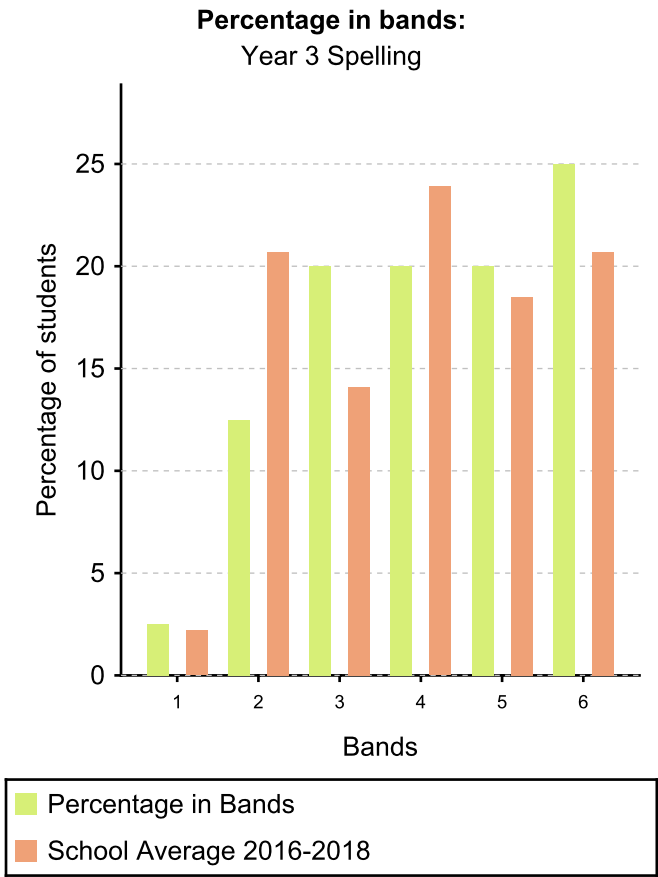
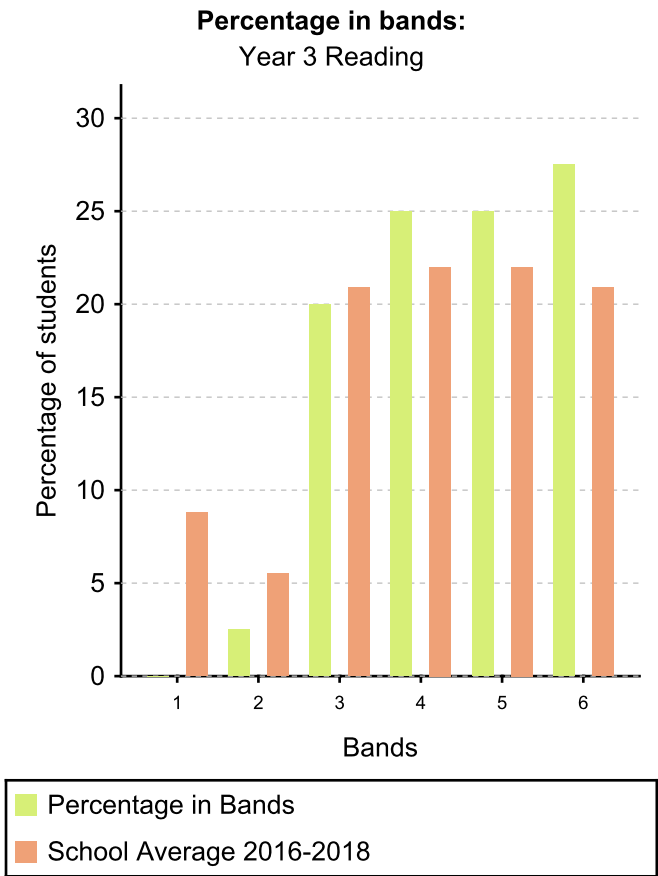
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

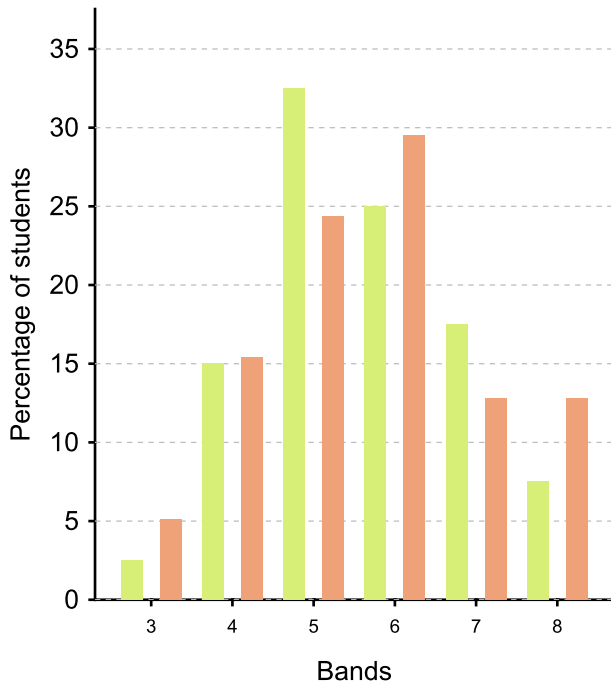
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

In Reading, Year 3 had 97.5% of students achieving at

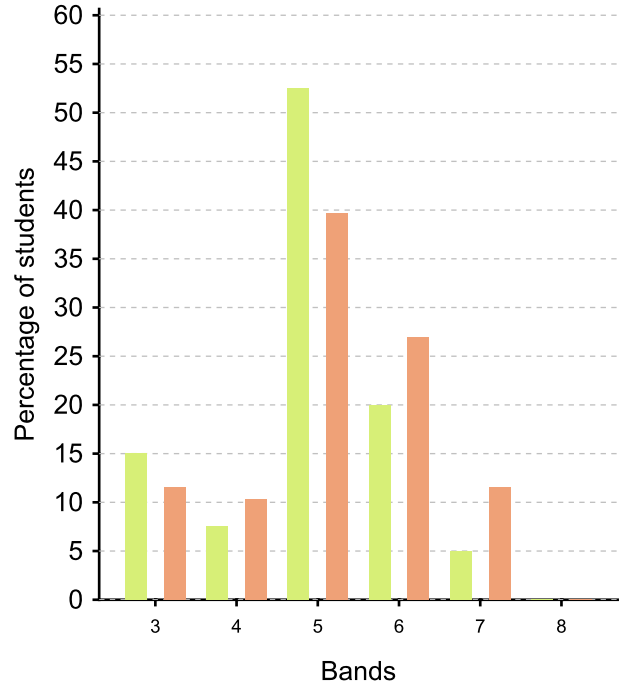
or above national minimum standards. In Year 5 Reading 82.5% of students achieved at or above the national minimum standard.



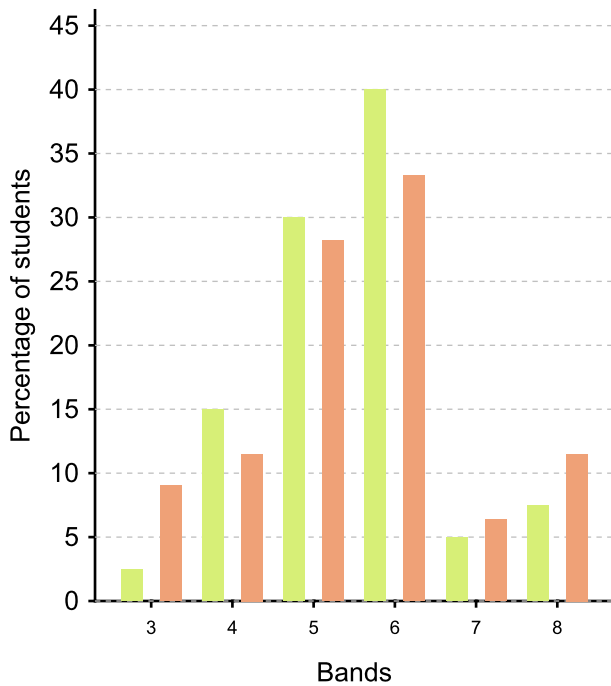
Percentage in bands:
Year 5 Reading



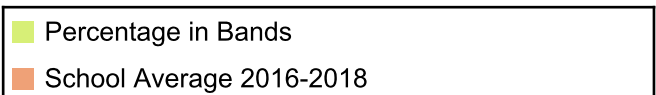
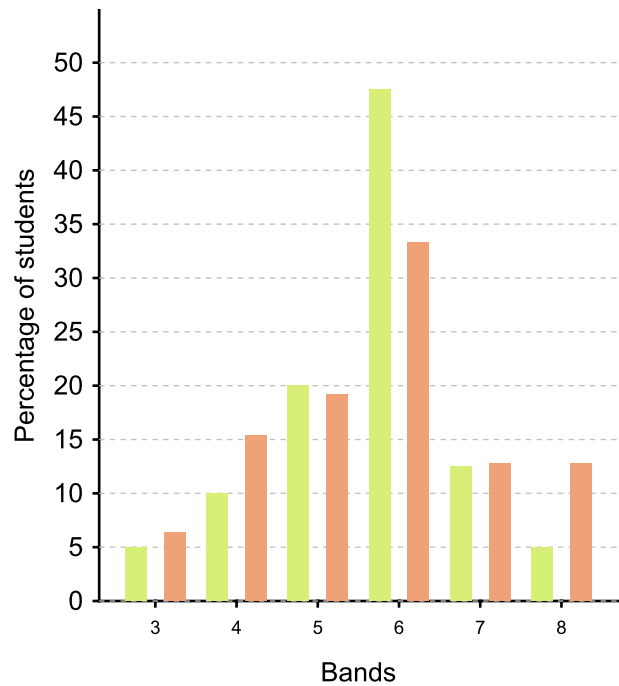
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling

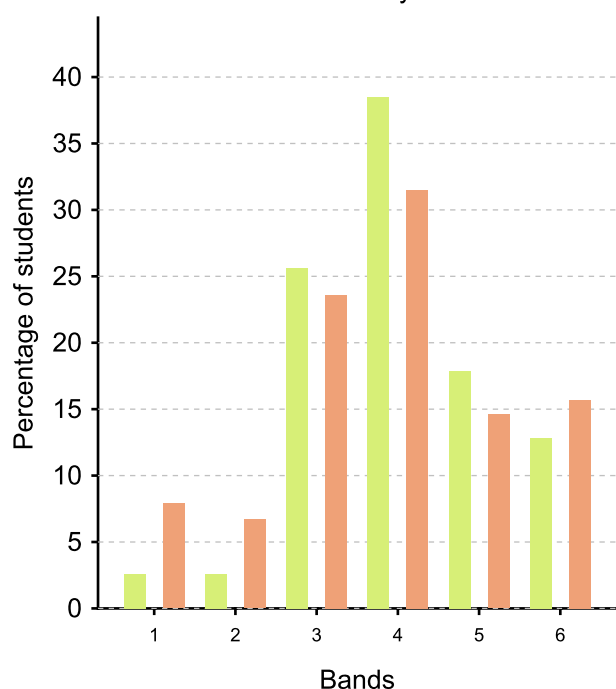


Percentage in bands:
Year 5 Grammar & Punctuation



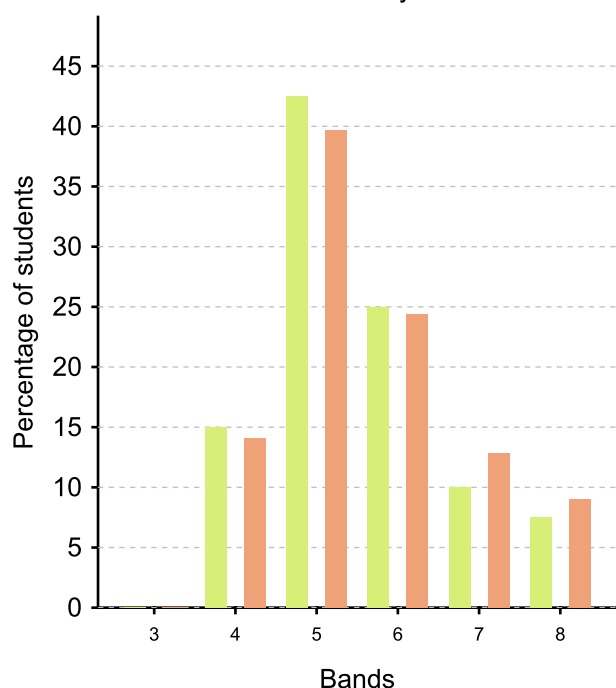
In Numeracy, Year 3 had 94.8% of students achieving at or above national minimum standards. In Year 5 Numeracy 85% of students achieved at or above the national minimum standard.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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 East Public School continues to use effective analysis of 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 52.50 % of students in the top two bands (Band 5 & 6) with the state average being 51.6%.

Year 3 Numeracy in 2018 saw 30.77% of students in the top two bands (Band 5 & 6) with the state average being 40.8%

Year 5 Reading in 2018 saw 25.00% of students in the top two bands (Band 7 & 8) with the state average being 36.3%.

Year 5 Numeracy in 2018 saw 17.50% 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, parents and staff. 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 73 students, 11 families and 15 teachers at Queanbeyan East Public School that completed the *Tell Them From Me* student survey in 2018. Some sections of this report have been used to present the student, parent and staff responses.

At Queanbeyan East Public School:

*69% of students have a sense of belonging which is above the NSW Government norm of 81%

*92% of students enjoy positive relationships at school which is above the NSW Government norm of 85%

*89% of students valued school outcomes at school with the NSW Government norm being 96%

*In our school 94% of students had positive behaviour with the NSW Government norm 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 in the following areas are:

*73% of our students are interested and motivated with the NSW Government norm of 78%

*Effort –93% of our students try hard to succeed in their learning with the NSW Government norm of 88%

*Students were asked if they felt confident and challenged in their skill in English and Maths. 41% of our students were in the desirable quadrant with high skills and high challenge and 32 % of students were confident about their skills but did not find lessons challenging.

DRIVERS of student engagement. When looking at the five school level factors that were consistently related to student engagement responses showed that we were above or at the NSW Government norm in all areas:

*Effective learning time – our students rated this area 7.0 out of 10 with NSW Govt norm of 8.2

*Relevance of classroom instruction – our students rated this area 7.8 out of 10 with NSW Govt norm of 7.9

Rigour – children feel the classroom instruction is well organised with clear purpose and immediate feedback that helps them learn. our students rated this area 8.1 out of 10 with NSW Govt norm of 8.2.

*Positive Teacher student relationships – our students rated this area 8.1 out of 10 with a NSW Govt norm of 8.4.

*Positive learning climate – our students rated this area 6.3 out of 10 with a NSW Govt norm of 7.2

*Teacher expectations for success – our students rated this area 8.1 out of 10 with a NSW Govt norm of 8.7.

*Advocacy at school – our students rated this area 7.5 out of 10 with a NSW Govt norm of 7.7.

Teachers were asked about school leadership.

School Mean 7.4 (NSW Govt Norm) (7.1)

School leaders have helped me establish challenging and visible learning goals for students. 7.9

School leaders have helped me create new learning opportunities for students. 7.5

School leaders have provided me with useful feedback about my teaching. 6.8

School leaders have helped me improve my teaching. 6.8

School leaders have provided guidance for monitoring student progress. 7.5

I work with school leaders to create a safe and orderly school environment. 8.2

School leaders have taken time to observe my teaching. 7.9

School leaders have supported me during stressful times. 6.4

Teachers were asked about collaboration with other teachers.

School Mean 7.8 (NSW Govt Norm) (7.8)

I work with other teachers in developing cross-curricular or common learning opportunities. 7.9

Teachers have given me helpful feedback about my teaching. 7.1

I talk with other teachers about strategies that increase student engagement. 8.2

Other teachers have shared their learning goals for students with me. 7.5

Teachers in our school share their lesson plans and other materials with me. 7.5

I discuss my assessment strategies with other teachers. 8.2

I discuss learning problems of particular students with other teachers. 7.9

I discuss my learning goals with other teachers. 8.2

Teachers were asked about Learning Culture

School Mean 8.2 (NSW Govt Norm) (8.0)

I give students written feedback on their work. 8.9

I talk with students about the barriers to learning. 7.1

In most of my classes I discuss the learning goals for the lesson. 7.9

Students become fully engaged in class activities. 8.2

I monitor the progress of individual students. 8.6

I am effective in working with students who have behavioural problems. 8.6

I set high expectations for student learning. 8.2

Students find class lessons relevant to their own experiences. 7.9

Teachers were asked about data informing their practice

School Mean 8.1 (NSW Govt Norm) (7.8)

My assessments help me understand where students are having difficulty. 8.2

I use formal assessment tasks to help students set challenging goals. 8.2

I regularly use data from formal assessment tasks to decide whether a concept should be taught another

way. 8.2

I use formal assessment tasks to discuss with students where common mistakes are made. 8.2

When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an

opportunity to improve. 8.6

I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent). 7.5

I use results from formal assessment tasks to inform my lesson planning. 8.2

I give students feedback on how to improve their performance on formal assessment tasks. 7.9

Teachers were asked about their teaching strategies

School Mean 8.1 (NSW Govt Norm) (7.9)

I help students set challenging learning goals. 8.2

When I present a new concept I try to link it to previously mastered skills and knowledge. 7.9

Students receive written feedback on their work at least once every week. 8.2

I can easily identify unproductive learning strategies. 7.9

My students are very clear about what they are expected to learn. 8.2

I use two or more teaching strategies in most class periods. 8.6

Students receive feedback on their work that brings them closer to achieving their goals. 8.2

I discuss with students ways of seeking help that will increase learning. 7.9

Parents were asked how well they are informed.

School Mean 6.2 (NSW Govt Norm) (6.6)

Reports on my child's progress are written in terms I understand. 8.2

If there were concerns with my child's behaviour at school, the teachers would inform me immediately. 6.4

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. 6.1

I am well informed about my child's progress in school subjects. 5.7

I am informed about opportunities concerning my child's future. 5.7

I am informed about my child's social and emotional

development. 5.2

Parents were asked to rate the following aspects of feeling welcome in our school.

School Mean 7.8 (NSW Govt Norm) (7.4)

I feel welcome when I visit the school. 9.3

I can easily speak with my child's teachers. 8.6

I am well informed about school activities. 7.3

Teachers listen to concerns I have. 7.3

I can easily speak with the school principal. 6.6

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

Parent activities are scheduled at times when I can attend. 6.4

The school's administrative staff are helpful when I have a question or problem. 8.9

Parents were asked about supporting learning at home.

School Mean 8.0 (NSW Govt Norm) (6.3)

Discuss how well your child is doing in his or her classes. 7.7

Talk about how important schoolwork is. 7.0

Ask about any challenges your child might have at school. 8.4

Encourage your child to do well at school. 9.1

Praise your child for doing well at school. 8.6

Talk with your child about feelings towards other children at school. 8.6

Take an interest in your child's school assignments. 6.6

Parents were asked to respond to these statements about the school supporting learning.

School Mean 6.6 (NSW Govt Norm) (7.3)

Teachers have high expectations for my child to succeed. 6.4

Teachers show an interest in my child's learning. 8.1

My child is encouraged to do his or her best work. 8.2

Teachers take account of my child's needs, abilities, and interests. 6.6

Teachers expect homework to be done on time. 4.3

Teachers expect my child to work hard. 6.4

Parents were asked to respond to these statements about the school supporting positive behaviour.

School Mean 8.0 (NSW Govt Norm) (7.7)

Teachers expect my child to pay attention in class. 8.4

Teachers maintain control of their classes. 7.5

My child is clear about the rules for school behaviour. 8.4

Teachers devote their time to extra-curricular activities. 7.5

Policy requirements

Aboriginal education

This year at Queanbeyan East we have continued to enjoy strong Aboriginal family and community connections through the local AECG and by hosting our own parent and community afternoon tea where parents came together with teachers and their children to develop Personalised Learning Pathways (PLPs). Collaborative goals were set and the main objective brought forward from the parents was to increase student achievement in literacy and numeracy and foster a sense of cultural awareness and belonging in their children. We had 90% of our Aboriginal and Torres Strait Islander families attend the afternoon tea and the feedback from the event was positive.

To ensure ALL students have ownership over their learning, we have continued to use the online goal setting tool, Mgoals to record student PLPs. Mgoals enables students to set, record, track and reflect on SMART goals and gives parents the opportunity to be a part of the process. Furthermore, the MGoals program fosters partnership, builds connections and promotes the brilliant work being done by community and schools in support of Aboriginal culture and Education.

We have continued our cultural awareness program throughout the year. This program is delivered by one of our Aboriginal teachers, Mrs Lindsay, and aims to explore and strengthen cultural awareness, identity and pride within our Aboriginal school community. Students have had the opportunity to connect and build relationships with other Indigenous students and investigate aspects of the Indigenous Culture through contemporary art, stories, dance, sport and music. The focus of these sessions has shifted slightly this year to empower and develop leadership capacity in the students. The students are encouraged and given the support and strategies to take ownership over their own learning whilst still engaging in cultural activities and developing a sense of identity.

The senior students had the opportunity to demonstrate leadership ability by contributing to the planning and running of the NAIDOC week celebrations and excursion. To reinforce the importance of having positive Indigenous role models within our school community, we have developed a student Aboriginal Education Consultative Group (Student AECG). Two

students were nominated and voted in as Presidents and two as Vice Presidents. These students have joined our SRC team and represent the Aboriginal students across the school, attending regular SRC meetings.

For NAIDOC week celebrations, Aunty Tina Brown performed a Welcome to Country for us and she shared with us the dreaming from the area along with her personal story of how her mother and aunties empowered her throughout her life. Alanna Raymond was our key note speaker and shared how her mother and grandmother had impacted and inspired her to achieve her dreams and guide her along her journey.

As part of our NAIDOC Week celebrations we participated in a whole school excursion to Tidbinbilla Nature Reserve. Students were treated to a guided tour up to Hanging Rock with 2 Aboriginal Rangers who imparted their knowledge with us of the landscape, dreaming, stories and various aspects of the Aboriginal culture and way of life in the area. To conclude the tour, the rangers used some artefacts to further demonstrate tools that were used in the area and the way in which they were used. All students returned to school and participated in lessons to reflect on and further their learning after the excursion.

All students from Years K–6 attended the community run Reconciliation walk. The students crossed the bridge and walked down the main street to the Queanbeyan Park, proudly representing our school and demonstrating that we at Queanbeyan East 'walk together' to achieve reconciliation. Once again, the students were treated to a Welcome to Country and listened to some guest speakers discuss what Reconciliation means to them. They were also able to wander the exhibitions and participate in some Aboriginal artworks, music and plant their previously coloured 'hand' in the Sea of Hands garden display. The day sparked lots of discussion and conversation back at school around how we as individuals can contribute towards reconciliation. Some of these discussions were filmed and presented at the Reconciliation assembly.

In true East spirit, 4 students from 5/6 proudly represented the school in the NAIDOC public speaking competition. Miss Hawkins worked with the students to present 4 minute speeches on the topic of 'Because of Her We Can'. The students made themselves and the school very proud by representing us with passion and pride. They competed against several schools in our region and came away with both second and third places for the competition.

At the end of term 2, to demonstrate our commitment to community relationships and partnerships, the school captains and Miss Budakoski travelled to Queanbeyan West Public School to attend their NAIDOC assembly.

This year students were given several opportunities to engage in Aboriginal culture and meet strong Indigenous role models. The years 3–6 Indigenous students attended a workshop at Queanbeyan High School run by the internationally renowned author and illustrator, Bronwyn Bancroft. 8 years 5 and 6

Indigenous students attended the NSW AECG Stem Camp in Jindabyne where they participated in 3 days of learning, exploring and hands on STEM activities. The camp was a fantastic bonding experience for the students whilst allowing them to be empowered and inspired to have a go at STEM activities as well as various cultural activities. Throughout the camp, various careers in STEM and pathways into these careers were demonstrated to them and they had the opportunity to chat to and be inspired by some very successful Aboriginal astrophysicists, mathematicians, university lecturers and astronomers.

celebrated the event. Harmony day bunting was created by all students to decorate our new library.



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.

30% 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 'cultural dress-up' day was organised by SRC with a variety of colourful costumes