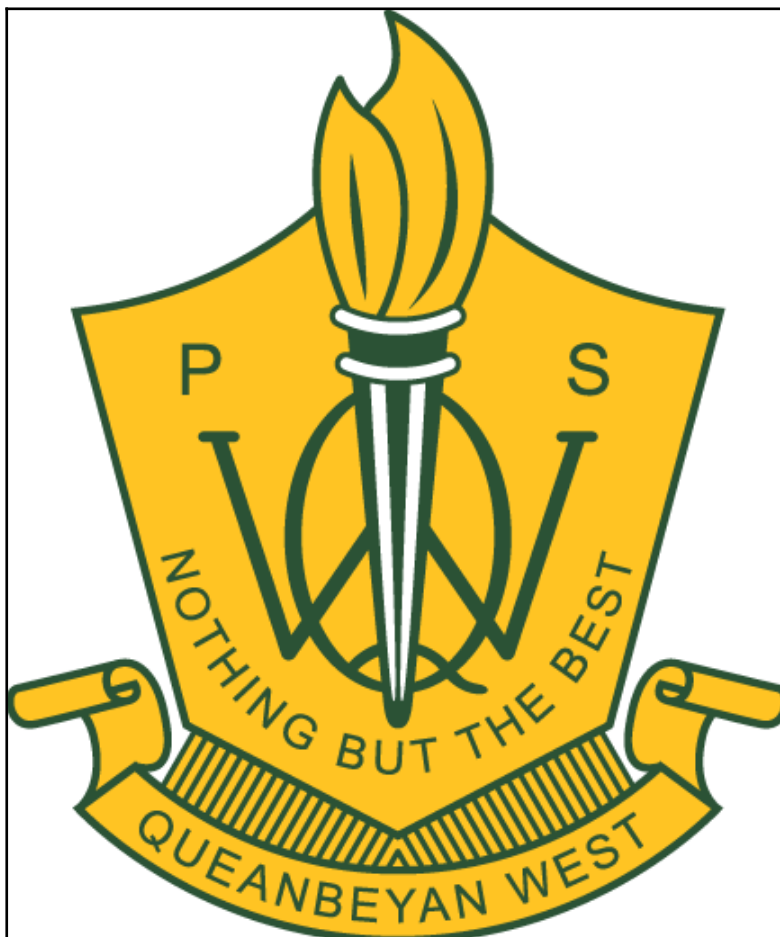


# Queanbeyan West Public School

## 2019 Annual Report



4127

## Introduction

The Annual Report for 2019 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.

### School contact details

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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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

Improved attendance measured against State Benchmarks

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Students will achieve their year appropriate expected growth in Literacy and Numeracy

Aboriginal students **achieve performance** in NAPLAN and PLAN reading and numeracy comparable to other Aboriginal students in the SEG and State

#### Progress towards achieving improvement measures

**Process 1:** Personalised Learning Plans (PLPs) outlining all Aboriginal students learning goals written and reviewed in consultation with classroom teachers, parents and students.

Evaluation	Funds Expended (Resources)
Increased ATSI students engagement with learning outcomes	Targeted SLSO for ATSI students
Successfully implemented PLP's across the school, ensuring all staff are informed and committed to continually addressing and adapting the PLP's	targeted teacher time with ATSI students
Nurtured a sense of pride within our ATSI students through the successful implementation of the Aboriginal Program	Casuals
Increased community involvement and engagement through the implementation of special community events, seeking input and advice from the AECG	Continuation of Aboriginal Education Team
	Community involvement and engagement with AECG

**Process 2:** Stage and committee teams will collaboratively develop authentic programs and meaningful assessment tasks to engage students deliver the curriculum including Aboriginal Education programs.

Evaluation	Funds Expended (Resources)
Collaborative planning days held and stage meetings used to moderate student work samples	Casual days
Professional Learning implemented into classroom practice	Professional Learning targeted at literacy and numeracy
Assessment schedule created and will be refined 2020	

**Process 3:** All teachers provide quality teaching of reading, writing and numeracy.

Evaluation	Funds Expended (Resources)
All teachers engaged in the Learning Program review process	Professional Learning
All teachers embedded Professional Learning into classroom practice	Casuals
All teachers embedding Learning Intentions and Success Criteria into their daily lessons	

## 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.

#### Improvement Measures

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum in Literacy and Numeracy

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

All programs contain evidence of rich learning activities that facilitate the development of literate and numerate students produce quality work.

#### Progress towards achieving improvement measures

**Process 1:** Implementing, monitoring and evaluating teaching and learning programs ensuring high quality assessment, planning, programming and teaching models across K–6.

Evaluation	Funds Expended (Resources)
All teachers engaged in Learning Program review process	Professional Learning
All staff engaged in Professional Learning opportunities and embedded skills learnt into practice	Casuals
Assessment schedule created	Purchase of additional resources including online programs
Conceptual Programming units trialled and adjusted	

**Process 2:** How2Learn and Quality Teaching Rounds

Evaluation	Funds Expended (Resources)
All staff demonstrate an understanding of the HOW2Learn program as evidenced in their deliverables completed at the end of each module	Professional Learning
Evidence of Habits of Mind being explicitly taught in Conceptual Programming across the school	Casuals
Learning Intentions and Success Criteria embedded into daily practice.	Additional resources purchased
Team chosen to engage in Professional Learning 2020	
Lesson observations and coding conducted by external personnel.	

**Process 3:** Evidence based practise. Teaching and Learning programs are informed by data to meet the needs of students and differentiate learning for all learners including Gifted and Talented.

Evaluation	Funds Expended (Resources)
ILPs created, implemented and reviewed for students identified from LST	Professional Learning
Differentiation monitored as part of Learning Program review process	Reviews by Departmental personnel
Increase in formative assessment practices and assessment schedule	Casuals

## Progress towards achieving improvement measures

created

Review of 'What works best' guide

### 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.

##### Improvement Measures

To increase the number of parents and community members that provide feedback to the school.

Increased participation of Parents in workshops

Increased engagement with web based platforms. School Website, Face Book and School Steam Application

##### Progress towards achieving improvement measures

###### Process 1: Community Engagement

The School to continue its operation of important open days (including: Harmony day, Book week, sporting events and assemblies) to engage the school community with student learning and demonstrate the school's successes and practices

Evaluation	Funds Expended (Resources)
Ensuring community involvement, consultation and review takes place – assistance from P&C	Venue hire
Engagement of community and attendance at events	Buses
Review and adjustments created after each event	Staging, equipment and catering
	Awards
	Publicity

###### Process 2: Strengthening and participating in Community of Schools network opportunities.

Evaluation	Funds Expended (Resources)
Regular attendance at Network meetings, AECG and community of schools events	Casuals
Partnerships with other schools and sharing of resources	Purchase of resources



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Teacher 2 days per week</p> <p>\$5000 NAIDOC Resources, PLP Teacher Relief, Camp subsidy.</p> <p>Balance used to cover AEO 2020</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$47 522.00)</li> </ul>	<p>All students have Personalised Learning Pathway (PLP)</p> <p>Additional support provided to Aboriginal students targeting literacy and numeracy need</p> <p>Professional Learning on Culture provided to staff</p> <p>Engagement with the local AECG</p>
<b>English language proficiency</b>	<p>FTE 0.3 Teacher – ELP</p> <p>FTE 0.4 Teacher – New Arrivals</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• English language proficiency (\$33 408.00)</li> <li>• Targeted student support for refugees and new arrivals (\$40 828.00)</li> </ul>	<p>EAL/D teacher works collaboratively with the classroom teachers to support teaching and learning programs to participate and achieve equitable educational outcomes</p> <p>Achievements of all EAL/D students' are measured against the EAL/D phases</p>
<b>Low level adjustment for disability</b>	<p>FTE 1.2 LAST – \$128059</p> <p>SLSO Support – \$72700</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$200 759.00)</li> </ul>	<p>Engagement of:</p> <ul style="list-style-type: none"> <li>* Two Learning Support Teachers</li> <li>* SLSOs (School Learning Support Officers)</li> </ul> <p>All students requiring adjustments received these through differentiation in teaching and learning programs and also ILP's where appropriate.</p> <p>Targeted support for students identified through the Learning &amp; Support Team</p> <p>Focus on targeted Early Numeracy and Literacy where students on average, moved varying degrees of up to 3–4 levels over the course of the year. Individual scores can be provided on request.</p> <p>Focus on positive social skills and self-regulation which resulted in decreased behaviour referrals.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>AP off class</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$90 068.00)</li> </ul>	<p>Instructional Leader support</p> <p>Evaluation of Learning and Support team</p> <p>Additional time for Executive release to work alongside teachers</p>
<b>Socio-economic background</b>	<p>Student Welfare \$4370</p> <p>SLSO Support \$58472</p> <p>Balance to support AP off class</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$78 621.00)</li> </ul>	<p>Additional SLSOs hired to support mainstream classes to ensure LST programs run effectively</p> <p>Student assistance given to those in need of uniform, text books and excursion participation</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	220	231	251	249
Girls	202	199	219	210

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.3	93.5	93.7	90.4
1	94.4	93.4	92.2	90.1
2	93.5	94.2	93	90
3	93.2	94.9	93.6	91.2
4	95.6	92.1	93.6	91.2
5	93.6	94.4	90.4	90.2
6	92.4	93.4	93.8	90.8
All Years	93.7	93.7	92.9	90.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	7
Classroom Teacher(s)	21.51
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	377,902
<b>Revenue</b>	5,455,080
Appropriation	5,213,693
Sale of Goods and Services	99,602
Grants and contributions	139,812
Investment income	1,274
Other revenue	700
<b>Expenses</b>	-5,403,356
Employee related	-4,861,696
Operating expenses	-541,660
<b>Surplus / deficit for the year</b>	51,724

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	768,050
<b>Equity Total</b>	360,310
Equity - Aboriginal	47,522
Equity - Socio-economic	78,621
Equity - Language	33,408
Equity - Disability	200,759
<b>Base Total</b>	3,221,027
Base - Per Capita	114,921
Base - Location	0
Base - Other	3,106,105
<b>Other Total</b>	730,828
<b>Grand Total</b>	5,080,215

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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.

## Parent/caregiver, student, teacher satisfaction

In 2019, Parent/caregiver, student and teacher satisfaction was gathered by way of individual and group meetings focusing on three main questions: 'Positives' about Queanbeyan West, 'Areas of Improvement' needed and 'Possible Solutions' to the improvements needed. In addition to this, the Tell them for me survey was conducted at the beginning of 2019 for students and a Learning Support review also took place by a team of staff members and Departmental personnel. at the end of 2019, taking into account responses from students, staff and parents/carers.

A comprehensive list of all findings can be accessed by contacting the school for all results of reviews.

From review of all the findings 'Future Directions' have been set under five main areas:

- Wellbeing – relaunch PBL; increase communication home/ school;
- Curriculum – whole school, explicit, scaffolded approach; formative assessment; data use to drive programming,
- Resources – linked to support curriculum areas; increase in technology; access; professional learning
- Environment and Physical Space – playground and classroom upgrade; recycling and general waste audit and plan; workable learning, meeting and study spaces.
- Communication – home/school using technology platforms; to/between students using goal setting and feedback; to/between staff using collaborative planning days, transition meetings and moderation.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.