Queanbeyan East Public School

2019 Annual Report

4371

Introduction

The Annual Report for 2019 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.

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School background

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.

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.

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

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.

Improvement Measures

Mandatory Target Increase the proportion of students in the top 2 NAPLAN bands by 2%
Aspirational target – Increase the proportion of students in the top 2 NAPLAN bands by 10%
Quality Teaching Rounds data evidences embedding of evidenced based professional learning.
The Tell Them From Me student survey indicates that 100% of students feel learning is challenging.
80% of students performing at or above their grade level in literacy and numeracy.
Learning goals are embedded in all classrooms at stage, class and student level
Aboriginal and Torres Strait students are tracked using PLAN 2, SMART data and internal data sets.

Overall summary of progress

Significant improvements have been made this year in preparation to moving into the school's new learning areas in early 2020. The emphasis has been on Future Focused learning which includes collaborative teaching and learning as well as developing staff's skills and knowledge.

Progress towards achieving improvement measures

Process 1:   Student Reporting

> Learning progressions and PLAN 2 are used to track student achievement and inform teaching and learning.
>
> Student Reports are personalised and comprehensive providing detailed, clear and specific information about student learning, growth, next steps and improvement measures.

Evaluation	Funds Expended (Resources)
Are student achievement K–6 recorded using PLAN 2?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Process 2:   Teaching and Learning Programs

> Designing and implementing engaging teaching programs that meet curriculum, assessment and reporting requirements.

Evaluation	Funds Expended (Resources)
Is there evidence of data–informed differentiation in teaching and learning programs? Was feedback on process of QTR positive?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Progress towards achieving improvement measures	
How will it inform future teaching practice?	

Process 3:   **Quality Teaching Rounds**

Teachers collaboratively plan, deliver and review the effectiveness of lessons using the Quality Teaching model. Quality teaching rounds are used to reflect on and inform practice.

Evaluation	Funds Expended (Resources)
Have QTR been established?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Process 4:   **Wellbeing**

Implement evidence–based whole school practices, resulting in measurable improvements in well–being and engagement to support learning.

Attendance data is regularly analysed and used to inform planning.

Evaluation	Funds Expended (Resources)
Do students strive for exemplary behaviour banner? Has attendance improved? Do students feel supported, valued and rewarded for positive behaviour?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Process 5:   **Future Focused Teaching and Learning**

Embed future focused, evidence based pedagogy into teaching and learning programs and practice.

Implementation of quality teaching using flexible learning spaces.

Evaluation	Funds Expended (Resources)
Is Future Focused learning evident in all classes K–6? This has included an emphasis on collaborative teaching practices and fluid grouping.	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

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.

Improvement Measures

Student survey data indicates students are provided ample opportunity to lead student groups

Data indicates 100% of staff are actively engaged in coaching conversations and goal setting

All staff understand & commit to Performance & Development processes and have a PDP

Every student makes measurable learning progress and gaps in student achievement decrease

Overall summary of progress

A distributed leadership model has been well implemented at QEPS. This has resulted in staff at all levels taking on responsibility and driving programs.

Progress towards achieving improvement measures

Process 1: **Instructional Leadership**

leading change in Literacy, Numeracy and Aboriginal education K–6.

Evaluation	Funds Expended (Resources)
• An increase in teacher satisfaction and support levels has been noted throughout the year. • Value adding data has improved across the school from years K–3 and years 3–5.	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Process 2: **Professional Learning Community**

The leadership team builds processes for teachers and leaders to share learning, establishing a professional learning community focusing on continuous improvement of teaching and learning.

Evaluation	Funds Expended (Resources)
Are meetings an effective communication method? What data will we use to assess improvement in spatial relationships 4–6?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Process 3: **Student Leadership**

Leadership programs developed and implemented to support the School Captains, Student AECG, House Captains and SRC leaders.

Evaluation	Funds Expended (Resources)
Are leadership roles clearly defined?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

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.

Improvement Measures

Procedures ensure effective communications, monitoring and evaluating the impact of partnerships.

Evidence collected evaluating partnerships impact in improving outcomes for students.

Partnerships are sustainable and have become an accepted part of the culture of the school community and partner organisations

Progress towards achieving improvement measures

Process 1: Aboriginal Education

Partnership with the local AECG fosters strong relationships with the Aboriginal community, maintaining an open line of communication to ensure community input when developing best teaching and learning practices for all students.

Evaluation	Funds Expended (Resources)
Has strong partnerships been formed? and are they productive?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Process 2: Transitions and continuity of learning
• The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Evaluation	Funds Expended (Resources)
Has transition program been effective in 2019?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Process 3: Parent Engagement

Teachers directly and regularly engage with parents through the P&C to improve understanding of student learning and strengthen student outcomes.

Evaluation	Funds Expended (Resources)
Has communication been strengthened? Is there an increase in communication between all stakeholders?	In 2019 the school had an above allocation of CRT 0.4 and SASS 2.4. These were funded from a range of different 2019 sources.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$23 865	Significant benefits have been noted over the year. Including; • Increase cultural intelligence, pride and belonging. • Increase connection between school and community. • Increased involvement in community events.
English language proficiency	$54 873	• Targeted students supported to develop skills. • Staff training and development
Low level adjustment for disability	$27,235 flexible + $74,701 staffing	Significant improvement in a wide range of areas including; • Targeted intervention strategies • Support for classroom teachers in the area of training and development • Reduction of negative behaviours. • Implementation of a well–being strategies K–6
Quality Teaching, Successful Students (QTSS)	0.405 fte ($43,220)	Improved support of teaching staff K–6. Resulting in an increase in teacher satisfaction and abilities to support the learning of all students.
Socio–economic background	$47,515	A greater level of support for community, staff and students has been developed through; • Training and development opportunities,. • employment of additional staff (CRT and SLSO)
Support for beginning teachers	$32,529	Beginning teachers obtained accreditation throughout the year.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	110	117	137	146
Girls	82	81	95	114

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	91	92.7	91.1	92
1	91.2	91.3	91.8	90.6
2	91.6	90.4	90.7	93.1
3	91.4	93.5	95.1	91.8
4	91.1	89.6	92.4	93
5	93.8	91.3	93.3	90.9
6	92.2	94.3	89.8	91
All Years	91.7	91.7	92.3	91.8
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)	2
Classroom Teacher(s)	10.31
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.47

*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[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
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 **Actual** ($)
Opening Balance	371,059
Revenue	2,618,851
Appropriation	2,520,235
Sale of Goods and Services	16,984
Grants and contributions	77,950
Investment income	2,881
Other revenue	800
Expenses	-2,374,851
Employee related	-2,104,766
Operating expenses	-270,085
Surplus / deficit for the year	243,999

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 **Approved SBA** ($)
Targeted Total	194,675
Equity Total	228,190
Equity - Aboriginal	23,865
Equity - Socio-economic	47,515
Equity - Language	54,873
Equity - Disability	101,937
Base Total	1,853,397
Base - Per Capita	55,647
Base - Location	0
Base - Other	1,797,750
Other Total	107,469
Grand Total	2,383,731

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 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

The school sought to gather information in relation to satisfaction levels. For staff questions were asked around the support given to them in preparation to moving into the new future focused learning environments. Of all teaching staff; 72% of staff felt satisfied with the level of support given to them in order to prepare for future focused learning. Suggested methods of improving support included;

- visiting other schools that implement future focused learning.
- further collaboration and planning time
- Identification of effective grouping and differentiation strategies.

Parent/caregiver, student, teacher satisfaction

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.