

# 2020 Annual Report

## Queanbeyan West Public School



4127

## Introduction

The Annual Report for 2020 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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Queanbeyan West Public School  
Morton St  
Queanbeyan, 2620  
[www.queanbeyaw-p.schools.nsw.edu.au](http://www.queanbeyaw-p.schools.nsw.edu.au)  
[queanbeyaw-p.school@det.nsw.edu.au](mailto:queanbeyaw-p.school@det.nsw.edu.au)  
6297 2020

## School vision

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 Musiccorp 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards 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)
100% of students had a PDP. Unfortunately due to Covid-19 we were unable to reach our other improvement measures. These will continue to be a focus for 2021.	Staffing  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$56159.00)</li></ul>

**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)
Due to lack of casual teaching staff we were only able to hold 3 out of our 4 planned days.  Due to Covid-19 a need for professional development of staff regarding use of technology and how to engage students and parents/carers in home learning took precedence. Throughout 2020 these skills acquired assisted teachers in creating a higher quality of programming and shared practices.  Due to Covid-19 the assessment schedule was put on hold as other priorities took precedence. It was noted that further information from staff was needed and an audit through the LEED project will take place in 2021.	Casual days  Professional Learning targeted at literacy and numeracy  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$20000.00)</li></ul>

**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.  All teachers worked alongside their supervisor and team in order to create quality programs.  Teachers engage in professional learning targeted to school priorities, the needs of their students, and the achievement of their professional goals. This training was predominantly provided through On line services due to Covid	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$20941.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$95981.00)</li></ul>

### Progress towards achieving improvement measures

restrictions. All teachers embedded Professional Learning into classroom practice.

All teachers were working on embedding Learning Intentions and Success Criteria into their programs.

## 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 worked with their supervisors and teams to create robust teaching and learning programs.  Teaching and learning programs show evidence of curriculum differentiation to meet the needs of students.  Ongoing professional learning and support in differentiating content so that lessons can be adjusted or paced to students' skills and knowledge driven by data will continue in the next Strategic Improvement Plan.	Casuals - Collaborative Planning days  Stage meetings  RFF meetings

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

Evaluation	Funds Expended (Resources)
Nominated staff members engaged in the Quality Teaching Rounds project, however the continuance was cancelled due to Covid-19. Further engagement will continue in 2021.	\$2700 used from \$10000 funding provided by grant  <b>Funding Sources:</b> • (\$0.00)

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

Evaluation	Funds Expended (Resources)
All staff collect data to demonstrate student achievement.  Further work is needed in relation to consistent, whole school methods to collect data from different types of assessments to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.	

### 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)
Unfortunalety due to Covid-19 Parent and Carer engagement within the school gates had to cease. Other ways of connecting including online assemblies, filming and parent calls increased in 2020.  School Stream app was reintroduced and expanded this year to communicate more effectively with parents in regards to day-to-day operational matters, upcoming events, notices and notifications.  All staff were trained in Using Microsoft Teams to connect with families and other staff. This has continued and all staff are efficient.	Upgrade of technology \$97000

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

Evaluation	Funds Expended (Resources)
Due to Covid-19 there were limited opportunities for staff to work across schools and networks. Through online Network meetings relationships with other schools leadership teams has continue with plans set for 2021 to strengthen these relationships and schools resourcing.	



Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	<p>Staffing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$55 133.00)</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>
Low level adjustment for disability	<p>Staffing FTE1.2</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$211 648.00)</li> </ul>	<p>Engagement of two Learning Support Teachers and additional SLSOs (School Learning Support Officers) to support students and teachers.</p> <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 focused on targeted Numeracy and Literacy intervention with the LST working closely with the classroom to teacher to evaluate and strengthen practice.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staffing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$95 930.00)</li> </ul>	<p>Off-class AP to assist with Instructional teaching and administrative support</p> <p>Learning and Support team reorganised after the 2019 evaluation with clearer processes and procedures in place for staff and families.</p> <p>Additional time for Executive release to work alongside teachers.</p>
Socio-economic background	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Socio-economic background (\$105 891.00)</li> </ul>	<p>Socio-Economic Funds were spent delivering our Strategic Directions.</p> <p>Additional AP employed at higher duties to assist staff in delivering quality teaching and learning programs.</p> <p>Additional SLSO employed to assist classroom teachers in delivering quality teaching and learning programs.</p> <p>Additional money put aside for Professional Learning, however was not utilised due to access to personnel and travel limits in regards to Covid-19.</p> <p>In addition, we reevaluated and relaunched PBL to support well-being and engagement for learning. Consistent language regarding behaviour is used throughout the school as a result of our school values - Be Safe, Be Respectful, Be Responsible. Positive, respectful relationships are evident and widespread among students and staff. In 2021, we will continue to strengthen well-being at our school and ensure the cognitive, social, emotional, physical and spiritual well-being of students is addressed through student voice, engagement and inline with the new Behaviour Strategy.</p>

<b>Support for beginning teachers</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$43 443.00)</li> </ul>	<p>Additional 2 hours of RFF give to Beginning teachers and 1 hour per week for their chosen mentor to work alongside.</p> <p>Beginning teachers gained the proficient accreditation and felt supported within the classroom.</p>
<b>Integration funding support</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Integration funding support (\$23 894.00)</li> </ul>	<p>SLSOs employed to support students and staff.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	231	251	249	266
Girls	199	219	210	215

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	93.7	90.4	93.1
1	93.4	92.2	90.1	92.7
2	94.2	93	90	95.1
3	94.9	93.6	91.2	93
4	92.1	93.6	91.2	93.8
5	94.4	90.4	90.2	93.8
6	93.4	93.8	90.8	93.9
All Years	93.7	92.9	90.5	93.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	22.59
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	429,626
<b>Revenue</b>	5,647,431
Appropriation	5,537,135
Sale of Goods and Services	77,323
Grants and contributions	30,805
Investment income	200
Other revenue	1,968
<b>Expenses</b>	-5,458,215
Employee related	-4,946,406
Operating expenses	-511,809
<b>Surplus / deficit for the year</b>	189,216
<b>Closing Balance</b>	618,843

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	24,836
<b>Equity Total</b>	428,831
Equity - Aboriginal	56,159
Equity - Socio-economic	105,891
Equity - Language	55,133
Equity - Disability	211,648
<b>Base Total</b>	4,195,953
Base - Per Capita	115,769
Base - Location	0
Base - Other	4,080,184
<b>Other Total</b>	724,996
<b>Grand Total</b>	5,374,617

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.

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.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## Parent/caregiver, student, teacher satisfaction

At the end of 2019 a review of strengths, opportunities and areas for development across the school took place, and in late 2020 and early 2021 a comprehensive process was undertaken to review current practices and collect evidence, including forums and survey data from staff, students and parents/carers to form our situational analysis. In response, three Strategic Directions were identified as a basis for a shared commitment to future developments across the school. The three strategic directions that the school will focus on are:

1. Student Growth and Attainment
2. Collaborative and Connected Learning Community
3. Positive School Culture

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.