

# 2020 Annual Report

## Queanbeyan East Public School



4371

## Introduction

The Annual Report for 2020 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.

### School contact details

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Queanbeyan East Public School

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## School vision

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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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.

#### 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)
Teachers have undertaken training on the progressions and PLAN 2  Students K-6 are mapped against Grammar and Punctuation (Literacy Progressions) and Quantifying Numbers (Numeracy Progressions).  Started using consistent centralised reports	

##### Process 2: Teaching and Learning Programs

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

Evaluation	Funds Expended (Resources)
Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs ensuring that all students are challenged and all adjustments lead to improved learning.  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.  Teachers have been trained in collaborative practice and future focussed learning techniques. Lesson observations and staff surveys show the growth	Additional staffing: Teacher 0.7 FTE  SLSO 0.6  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$76569.00)</li><li>• English language proficiency (\$37754.00)</li><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

in teacher understanding in this area

(\$2473.50)

### 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)
Teachers coded online lessons and shared collegial discussion around the QT model. Unable to conduct formal Quality Teaching rounds in 2020.	

### 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)
<ul style="list-style-type: none"><li>• AP Wellbeing implements support programs for students. Whole school student wellbeing program implemented: Bounce Back.</li><li>• Significant reduction in suspensions.</li><li>• Increased attendance rate.</li><li>• Student wellbeing survey indicated that students felt valued and cared for.</li></ul>	AP Wellbeing  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$20733.50)</li></ul>

### 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)
<ul style="list-style-type: none"><li>• Digital Technologies taught in all stages.</li><li>• Evidence-based teaching practice in all classes, making effective use of ICT and flexible learning spaces</li><li>• Embed future focused, evidence based pedagogy into teaching and learning programs and practice including fluid groupings.</li><li>• Implementation of quality teaching using flexible learning spaces.</li></ul>	SLSO FTE 1.4  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$34986.00)</li></ul>



## 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

#### Progress towards achieving improvement measures

##### Process 1: Instructional Leadership

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

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Quality Teaching AP supporting all staff in educational change across literacy and numeracy.</li><li>• Wellbeing AP coordinating support and services for Aboriginal students.</li><li>• Wellbeing AP communicates and liaises with local AECG initiatives and coordinates student cultural awareness group including our student AECG.</li><li>• An increase in teacher satisfaction and support levels has been noted throughout the year.</li><li>• Value adding data has improved across the school from years K-3 and years 3-5.</li></ul>	<p>AP Quality Teaching</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$14469.00)</li></ul>

##### 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)
<ul style="list-style-type: none"><li>• Successful implementation of school and university partnership with the University of Canberra pre-service teacher program.</li><li>• Unable to establish professional learning community in 2020.</li></ul>	

##### 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)
<ul style="list-style-type: none"><li>• Students provided with opportunities to lead school initiatives.</li><li>• Improved leadership program</li><li>• New format/ structure for SRC meetings</li><li>• Student AECG established and maintained</li></ul>	<p>Employ SLSO 0.6</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$24655.00)</li><li>• English language proficiency (\$4750.00)</li></ul>

## 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)
<ul style="list-style-type: none"><li>Wellbeing AP continued instructional leadership for staff in the areas of Aboriginal Education.</li><li>Implementation and monitoring of the Reconciliation Action Plan (RAP)</li><li>Creation and mapping of the Junior AECG leadership group</li></ul>	<p>Employment of SLSO</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Aboriginal background loading (\$14469.00)</li></ul>

##### 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)
<ul style="list-style-type: none"><li>Continued strong Pre-K transition. Individual family meeting sessions and COVID controlled student visits.</li><li>Zoom and face-to-face individual learning plan meetings with parents and stakeholders of identified students.</li><li>Year 6-7 transition meetings, student sessions and high school visits with parents/ staff/ students.</li><li>Tailored transition programs including parents, students and staff for students in the support class who entered Year 7 in 2021.</li></ul>	

##### 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)
<ul style="list-style-type: none"><li>Developed and regularly assessed the effectiveness of family communication during COVID</li><li>Feedback from families indicated that online and phone communication during 2020 was of a high standard. Families indicated that they felt</li></ul>	



## Progress towards achieving improvement measures

connected to their child's learning through teacher communication..

- P&C participated in External Validation workshops with executive staff.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$28 938.00)</li> </ul>	<p>Wellbeing Assistant Principal is partly funded from this program and has had significant impact on all students.</p> <p>Cultural awareness group has continued and had positive impact on Aboriginal students and families.</p>
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$42 504.00)</li> </ul>	<p>Executive staff and district support colleagues continued to support teachers in making appropriate adjustments for identified students. Support also upskilled teachers to differentiate for individuals and groups in programs.</p> <p>SLSOs employed to support targeted students.</p> <p>Teacher surveys indicated that a higher level of support has been provided to students. Internal data indicates that identified students are meeting their individual learning goals.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$111 555.00)</li> </ul>	<p>Executive staff and district support colleagues continued to support teachers in making appropriate adjustments for identified students. Support also upskilled teachers to differentiate for individuals and groups in programs.</p> <p>SLSOs employed to support targeted students.</p> <p>Teacher surveys indicated that a higher level of support has been provided to students. Internal data indicates that identified students are meeting their individual learning goals.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$49 770.00)</li> </ul>	<p>Successful mentoring program for all staff.</p> <p>Teacher survey indicated significant levels of satisfaction.</p>
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$47 862.00)</li> </ul>	<p>Executive staff and district support colleagues continued to support teachers in making appropriate adjustments for identified students. Support also upskilled teachers to differentiate for individuals and groups in programs.</p> <p>SLSOs employed to support targeted students.</p> <p>Teacher surveys indicated that a higher level of support has been provided to students. Internal data indicates that identified students are meeting their individual learning goals.</p>
<b>Support for beginning teachers</b>	<p>Additional RFF and mentoring support for Beginning Teachers.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$14 481.00)</li> </ul>	<p>All Beginning Teachers successful in completing accreditation in 2020.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	117	137	146	143
Girls	81	95	114	120

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	92.7	91.1	92	92.7
1	91.3	91.8	90.6	93.9
2	90.4	90.7	93.1	94.5
3	93.5	95.1	91.8	94.4
4	89.6	92.4	93	92.6
5	91.3	93.3	90.9	94.9
6	94.3	89.8	91	91.3
All Years	91.7	92.3	91.8	93.5
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)	3
Classroom Teacher(s)	10.5
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, 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>	615,059
<b>Revenue</b>	2,821,719
Appropriation	2,686,510
Sale of Goods and Services	23,590
Grants and contributions	109,774
Investment income	945
Other revenue	900
<b>Expenses</b>	-2,793,038
Employee related	-2,461,281
Operating expenses	-331,758
<b>Surplus / deficit for the year</b>	28,681
<b>Closing Balance</b>	643,739

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>	55,240
<b>Equity Total</b>	230,858
Equity - Aboriginal	28,938
Equity - Socio-economic	47,862
Equity - Language	42,504
Equity - Disability	111,555
<b>Base Total</b>	2,271,225
Base - Per Capita	63,979
Base - Location	0
Base - Other	2,207,246
<b>Other Total</b>	103,941
<b>Grand Total</b>	2,661,263

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

In 2020, the school conducted an extensive review of practice and consultation on key strategies, as part of the External Validation process. A brief summary can be seen in the below tables.

How satisfied are you that your child's learning needs are addressed at Queanbeyan East Public School?

[More Details](#)

46

Responses



4.15 Average Rating

Over the past 3 years has your child represented the school for any cultural, sporting or interest event? eg. SRC, Student AECG, PSSA sport etc.

[More Details](#)

Yes	20
No	24
Unsure	2



How satisfied are you that you have learnt new things this year?

[More Details](#)

137

Responses



4.09 Average Rating

Have you represented the school in an event in the last 3 years? e.g. SRC, Student AECG, PSSA sport, athletics.

[More Details](#)

Yes	62
No	41
unsure	34



# 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.