

# 2022 Annual Report

## Queanbeyan Public School



2022

# Introduction

The Annual Report for 2022 is provided to the community of Queanbeyan 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 Strategic Improvement 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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## School vision

*Queanbeyan Public School collaborates with community to create a safe and inclusive environment that encourages respectful, responsible and resilient learners.*

## School context

The students, staff and parents acknowledge the Traditional Caretakers of the land the school is on, the Ngunnawal people, and pay respect to Elders past, present and emerging. The land the school is on has always been a place of learning for the Ngunnawal people. The Queanbeyan Public school community continues this tradition. (An Acknowledgment of Country written by the students of Queanbeyan Public School in 2017.)

Queanbeyan Public School, established in 1864, is the most historic school in Queanbeyan. The school community is diverse, welcoming students from a wide variety of cultures and backgrounds. 21% of the school population identifies as EAL/D and is supported by a dedicated ESL teacher.

The school has a deep commitment to Aboriginal Education including ongoing reconciliation actions. It maintains a collaborative partnership with the Aboriginal Education Consultative Group and consults with the Aboriginal community.

We currently have an enrolment of 620 students. Our staff includes over 50 (full time equivalent) teachers and support staff.

The staff have a diversity of skills and experiences with a commitment to ongoing evidence based professional learning. We strive for excellence in teaching that provides a consistent, relevant, challenging and diverse curriculum for all learners. The Coolamon is representative of the school's connection with the Ngunnawal people. The Coolamon was traditionally used to carry most precious possessions, including infants. It is symbolic of the school's role in caring for and carrying the aspirations of each child in the school community. Student wellbeing is a priority and we ensure that every student is known, valued and cared for with targeted initiatives to achieve this outcome. Queanbeyan Public School is dynamic and diverse, serving a culturally and linguistically diverse community with 32% of students from NESB from approximately 32 countries.

Queanbeyan Public School and its community form a strong partnership. The school has a partnership with a "Schools as Community Centres" facility that is sited on school grounds. The Parents and Citizens association is a very supportive and active part of the school community. Parents and teachers work together to support students to be responsible, respectful and resilient individuals.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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   | 2022 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                 | Working towards Delivering |
| TEACHING: Effective classroom practice                 | Delivering                 |
| TEACHING: Data skills and use                          | Delivering                 |
| TEACHING: Professional standards                       | Sustaining and Growing     |
| TEACHING: Learning and development                     | Delivering                 |
| LEADING: Educational leadership                        | Delivering                 |
| LEADING: School planning, implementation and reporting | Delivering                 |
| LEADING: School resources                              | Sustaining and Growing     |
| LEADING: Management practices and processes            | Sustaining and Growing     |

## Strategic Direction 1: Student growth and attainment

### Purpose

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All staff share responsibility and accountability for promoting a culture of high expectations. All staff are committed to using data informed evidence based practice ensuring our students reach their learning potential.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Curriculum Provision (Collaboration)
- Data Skills and Use

### Resources allocated to this strategic direction

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**Professional learning:** \$30,000.00

### Summary of progress

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#### Curriculum Provision (Collaboration)

During 2022, teaching and learning programs were reviewed and monitored throughout the year to ensure they met the standards of the NSW Department of Education and NSW Standards Education Authority. The focus was on strengthening the capacity of teachers to meet the needs of all learners through differentiation. Teachers reflected on the use of explicit teaching in reading and numeracy in line with the Centre for Education Statistics and Evaluation (CESE) 'What Works Best, 2020' paper. Staff collaborated throughout the term to review student progress and adjusted programs accordingly. Teachers integrated the literacy and numeracy progressions into programming to support the needs of all students and monitored student achievement using the progressions and PLAN2. The focus in reading was Understanding Texts, Phonic Knowledge, and Word Recognition and Phonological Awareness. The focus in numeracy was Additive Strategies and Multiplicative Thinking. School structures were adjusted to support collaboration of staff around curriculum provision and the Release from Face-to-Face (RFF) timetable enabled staff in the same stage/year group to have an opportunity to meet and monitor curriculum provision together. Our internal data showed that students made growth in reading and mathematics.

In the next steps of the new school planning cycle we will continue to strengthen collaborative practice around teaching and learning and develop deeper understanding and knowledge of the English and mathematics syllabus K-10.

#### Data Skills and Use

Over the course of the year all class teachers engaged in 'Data Wall Conversations' twice per term. The purpose of these professional learning discussions was for teachers to collaborate around their student achievement data. All key school personnel participated in these stage-based conversations, including classroom teachers, executive staff, learning and support and EAL/D staff in order to capture a holistic view and varying approaches due to expert knowledge to ensure tailored learning and progress moving forward. Consistent practices K-6 in data collection were utilised, this included using Progressive Assessment (PAT) data, the literacy and numeracy progressions and internal classroom assessment data which enabled triangulation of data to check judgement. In the 'Data Wall Conversations', class teachers reviewed the progress of their students and refined teaching and learning programs based on current data. This ensured that teaching and learning programs were evidenced-based and reflected the needs of all learners at a point-in-time. Professional learning opportunities were also identified throughout these conversations. Teachers shared practice and were supported to engage in lesson observation and feedback sessions to strengthen areas of practice that were self-identified as potential growth areas. Internal data showed that there was an improvement in student reading and numeracy data.

In the next steps of the new school plan we will continue to engage in 'Data Wall Conversations' and build upon the observation and feedback sessions to continue to grow teacher practice. The new Assistant Principal Curriculum and Instruction position will be integral to the work undertaken to improve student reading and numeracy outcomes.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement  |
|--|---|
| Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 6.8% from baseline data towards the system-negotiated target.              | 2022 NAPLAN data indicates a decrease of 12.34% in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data demonstrating the school did not achieve the system-negotiated target.              |
| Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 7.1% from baseline data towards the system-negotiated target.               | 2022 NAPLAN data indicates a decrease of 3.72% in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating the school did not achieve the system-negotiated target.                |
| Increase the proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN numeracy by 6.7% from baseline data towards the system-negotiated target. | 2022 NAPLAN data indicates a decrease of 14.44% in the proportion of Aboriginal students achieving in the top three skill bands for NAPLAN numeracy from baseline data demonstrating the school did not achieve the system-negotiated target. |
| Increase the proportion of Year 3 and 5 Aboriginal students achieving in the top three bands in NAPLAN reading by 8.9% from baseline data towards the system-negotiated target.  | 2022 NAPLAN data indicates a decrease of 2.21% in the proportion of Aboriginal students achieving in the top three skill bands for NAPLAN reading from baseline data demonstrating the school did not achieve the system-negotiated target.   |

## Strategic Direction 2: Belonging Matters

### Purpose

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In order to build a positive and safe learning environment where all students are known, valued and cared for we will further develop an enabling school environment that fosters students' sense of belonging, values student voice and promotes engagement.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- High Expectations

### Resources allocated to this strategic direction

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**Socio-economic background:** \$30,000.00

**QTSS release:** \$127,562.31

### Summary of progress

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#### Wellbeing

Throughout 2022 the Positive Behaviour for Learning team reviewed the practices and initiatives of a long and strong system for school-wide implementation. This involved engaging all stakeholders to review how we celebrate and acknowledge positive behaviour. The outcome of this review resulted in the planning and preparation for implementation of the Star Badge initiative in 2023. Staff also engaged in professional learning each term to support the implementation of Positive Behaviour for Learning (PBL) across the school. Professional learning focussed on consistent school-wide expectations, classroom learning experiences and positive pre-correction strategies. The PBL team was strengthened by ensuring there was representation from across the school in the team and also a shared understanding of team roles and responsibilities to support PBL implementation.

Systems were strengthened to support student continuity of learning through the review of Learning and Support student tracking processes. There were inconsistencies and gaps in the types of student academic and wellbeing information being gathered and stored. There were also inconsistencies related to how this critical information was being used to inform teaching and learning experiences. Families also provided feedback that identified at times there were gaps in follow up with regards to information passed on from key stakeholders. Clear expectations are now shared and understood amongst staff about how we use data and information for a more holistic approach to supporting students. Systems are now in place to ensure that continuity of learning is prioritised as we transfer students between academic years.

In the next steps it will include continuing to employ specialist staff to support the implementation of whole school wellbeing initiatives. Professional learning will be focused on increasing the school's capacity to build student resilience. Attendance will also be a focus in the 2023 Strategic Improvement Plan.

#### High Expectations

Throughout 2022, the leadership team engaged with the Leading Evaluation, Evidence and Data (LEED) project to support capability and capacity through the lens of 'What Works Best, 2020'. The leadership team designed professional learning opportunities that supported staff to strengthen and refine skills in evaluating the effectiveness of assessment practices and processes at our school. An outcome of this professional learning included a strengthened understanding of all teaching staff of how to improve and enhance assessment practices across the whole school. Staff completed a reflection on current assessment practices which included a self-assessment tool. The information from the reflection and self-assessment tool enabled a whole school focus for development to be identified. The school assessment schedule was reviewed and refined to ensure all students are supported to demonstrate evidence of learning in an equitable way. Due to the lack of casual relief, we were unable to continue with planned collaboration activities in relation to assessment in the later part of semester 1.

In the next steps it will include planned opportunities for staff to collaborate on assessment to ensure that assessment practices reflect the six elements of quality - including equity, validity, reliability, transparency, timeliness and feedback.

This will include planned opportunities for moderation of student achievement in reading and numeracy.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement   |
|--|--|
| Increase the proportion of students attending school 90% of the time or more by 2.3% from baseline data towards the system-negotiated target.  | Attendance data indicates a decrease of 36.63% in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target.   |
| Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 1.35% from baseline data towards the system-negotiated target. | Tell them from Me (TTFM) data indicates a decrease of 21.49% in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress yet to be seen toward the system-negotiated target. |
| Improve the school's self-assessment level in the theme of high expectations towards excelling against the School Excellence Framework.  | Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of high expectations.  |
| Improve the school's self-assessment level in the theme of formative assessment towards sustaining and growing against the School Excellence Framework.  | Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the theme of formative assessment.   |



## Strategic Direction 3: Striving for Excellence

### Purpose

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In order to build a school community where voices are heard and diversity valued we will collaborate to strengthen a culture of continuous improvement. Success will be shared and celebrated as we work in partnership to reach aspirational goals.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning and Development
- Community Engagement

### Resources allocated to this strategic direction

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**Professional learning:** \$15,000.00

**Per capita:** \$100,000.00

### Summary of progress

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#### Learning and Development

Nine early career teachers engaged in a suite of professional learning with a focus on teaching reading and staff were supported by a school-based mentor. This professional learning enabled the early career teachers to meaningfully engage in evidence on best practice in relation to the teaching of reading, collaboratively engage in disciplined dialogue with their peers and deepen their knowledge in the science of learning. This initiative supported the early career teachers to increase engagement with whole school practices focussed on using data effectively as part of the 'Data Wall Conversations' that occur each term. The school-based mentor supported the teachers to sustain motivation and engagement with refining practices throughout the teaching and learning cycle. Teachers reported they had increased confidence in the analysis of data and improved practice - including lesson observation and feedback sessions. This was also observed by the teacher mentor. Improved formative assessment strategies were also observed as teachers could assess their students more confidently and accurately in real-time.

In the next steps we will continue to support early career teachers to keep current with best practice pedagogy and continue to develop their comprehensive knowledge of content and strategies to implement engaging learning and teaching programs for all learners in reading and numeracy.

#### Community Engagement

During 2022 various events were held involving our parents and wider community. These events included whole school initiatives, cohort activities and opportunities for individual families to engage with their child's teacher about their learning and wellbeing. To support improved communication between home and school, additional staff were employed to assist with strengthening existing strategies to enable the school to communicate effectively and in a timely way. Strategic staffing supported with the organisation of, and communication about, school events as well as sharing the successes and achievements of the students with the wider school community. Collaborations with the P and C (P&C) resulted in increased attendance at end of year celebrations of learning. Systems throughout the year were strengthened to ensure that a holistic approach to enabling student growth and attainment were implemented. This included the streamlining of internal communications relating to individual students and their wellbeing and learning needs. Changes to the deployment of administrative staff enabled stronger practices and processes related to improvement in responsiveness to community feedback. There is now a foundation for whole school response to community feedback with the goal of improving service delivery to our community.

The next steps include reflecting on how best to engage our whole school community to obtain feedback. This will involve developing a deeper understanding of the preferred methods of communication that support engagement from all stakeholders.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement  |
|--|---|
| Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 3.95% from baseline data towards the system-negotiated target.                              | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.  |
| Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 3.25% from baseline data towards the system-negotiated target.                               | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.  |
| Increase the proportion of community reporting parent input into school planning through the Tell Them From Me survey by 2.5% from 2021 baseline data towards the school-based target. | Tell Them From Me data indicates a decrease of .06% in the proportion of community reporting parent input into school planning from baseline data indicating progress yet to be seen toward the school-based target. With the new 2023 - 2026 school plan currently being written, a shift should take place in early 2023. |

| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Refugee Student Support</p> <p>\$1,680.38</p>       | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students have made progress towards their literacy and numeracy goals and have shown growth in progression data.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to employ school learning and support officers to support student growth and attainment of learning goals.</p>  |
| <p>Integration funding support</p> <p>\$247,864.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Queanbeyan Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>All students receiving IFS had additional support in the classroom, on the playground and during excursions. Students attained learning goals as articulated in learning plans. All students had well informed collaboratively developed PLSP's that were reviewed regularly.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to enhance collaborative practice with families and agencies around the development of PLSP's to maximise student participation, engagement and attainment of learning goals whilst being supported by additional staff across the school setting.</p> |
| <p>Socio-economic background</p> <p>\$107,116.94</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Queanbeyan Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Assistant Principal Well-being to support complex case management.</li> <li>• resourcing to increase equitability of resources and services</li> </ul>  |

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| <p>Socio-economic background</p> <p>\$107,116.94</p>   | <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Three playing courts were upgraded and now provide a safe play/learning space for students which has resulted in a decrease in negative incidents and an increase in engagement.<br/> Devices were purchased to improve capacity for staff to embed ICT across the curriculum to improve student learning outcomes.<br/> A reduction in physical altercations has been noted through SENTRAL data in particular playground 5. Students engaged with the AP Wellbeing demonstrated a reduction in negative incidents in SENTRAL and it was reported they had increased levels of engagement across the school. There has been a decrease in negative behaviour and suspensions, looking at Complex Case Management data moving from red to amber to green.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Continue to monitor and evaluate the distribution of resources to ensure equity.<br/> Professional learning for behaviour management in the context of Inclusive Education Reform (IER). Continuation of employment of staff in higher duties positions to support inclusion and well-being. Enrolment in, and whole school professional in the Anxiety Project through Primary Principal's Association.</p>  |
| <p>Aboriginal background</p> <p>\$54,925.70</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Queanbeyan Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Increased student engagement through access to quality texts authored by Aboriginal and Torres Strait Islander peoples.<br/> All students demonstrated growth in their learning goals as reflected in Personalised Learning Pathways for reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> To continue to maximise student participation, engagement and attainment with learning goals additional staff will continue to be employed.</p> |
| <p>English language proficiency</p> <p>\$85,701.44</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Queanbeyan Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Students demonstrated growth in their literacy and numeracy goals in relation to the learning progressions.</p>   |

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| <p>English language proficiency</p> <p>\$85,701.44</p>         | <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue with additional staffing to provide intensive support for students identified in beginning and emerging phase.</p>   |
| <p>Low level adjustment for disability</p> <p>\$260,902.20</p> | <p>Low level adjustment for disability equity loading provides support for students at Queanbeyan Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [Centre for Effective Reading] to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Learning and Support teachers worked with staff to ensure all students were supported to achieve growth with identified learning goals as evidenced in learning plans.<br/>Learning and Support teachers identified and supported students in the COVID ILSP program to make growth in either literacy or numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to support targeted students in participation with Centre of Effective Reading program.<br/>Continue to employ SLSOs to provide identified students with additional needs with targeted support in classrooms.</p>   |
| <p>Professional learning</p> <p>\$57,247.29</p>                | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Queanbeyan Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Provision (Collaboration)</li> <li>• Data Skills and Use</li> <li>• Learning and Development</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist teachers to unpack evidence-based approaches to teaching the new English and mathematics.</li> <li>• attendance at professional learning for early career teachers and middle leaders.</li> <li>• engaging in whole school analysis of data.</li> <li>• engaging in training for the implementation of the Anxiety Project.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Teachers are familiar with new syllabus requirements and have engaged in professional learning to develop understanding and knowledge. Staff have increased competency in analysing a variety of data sources to inform teaching and learning. Seven Early Career teachers attended the Rural South and West's 'The Effective Teaching of Reading' in line with SD1. Coaching and mentoring opportunities were provided by middle leaders in order to strengthen capacity of staff at point of need. As a result of the professional learning, students engaged in explicit teaching and learning experiences in reading focusing on comprehension.</p> |

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| Professional learning<br>\$57,247.29               | <p><b>After evaluation, the next steps to support our students will be:</b><br/> Continue to provide high impact professional learning in the areas of reading, numeracy and wellbeing.<br/> Need more targeted professional learning and support for teachers in programming and planning, as well as opportunities for teachers to collaborative implement the new syllabus.</p>   |
| Literacy and numeracy<br>\$24,420.17               | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Queanbeyan Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> All students demonstrated growth in their exit data compared to their baseline data.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> To continue to support targeted students in participation with Centre of Effective Reading program.</p>  |
| QTSS release<br>\$127,562.31                       | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Queanbeyan Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> There was a significant improvement in student participation and engagement as evidenced in wellbeing data.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> To continue to support student participation and engagement through the employment of additional staff. The additional staffing will support the implementation of evidence based whole school wellbeing initiatives.</p> |
| Literacy and numeracy intervention<br>\$108,600.35 | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Queanbeyan Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of additional SLSO to address the identified needs for</li> </ul>   |

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|---|---|
| <p>Literacy and numeracy intervention</p> <p>\$108,600.35</p> | <p>students who require additional support in literacy and numeracy</p> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students have made progress towards their literacy and numeracy goals and have shown growth in progression data.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to employ school learning and support officers to support student growth and attainment of learning goals.</p>   |
| <p>COVID ILSP</p> <p>\$167,953.00</p>                         | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and/or numeracy</li> <li>• employing/releasing staff to coordinate the program</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Data analysis indicates that the program was implemented successfully with student growth demonstrated across most measures.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to plan additional and ongoing intervention for students at risk of not achieving at stage level. Continue to closely monitor students who demonstrated growth but not reaching stage level.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 344        | 352  | 328  | 279  |
| Girls    | 329        | 306  | 284  | 241  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 92.4 | 95.9 | 92.3 | 87.7 |
| 1         | 92.8 | 94.6 | 91.9 | 87.9 |
| 2         | 93.3 | 95.4 | 90.6 | 86.7 |
| 3         | 93.1 | 95.3 | 91.1 | 83.1 |
| 4         | 94.3 | 95.0 | 92.1 | 87.6 |
| 5         | 93.1 | 94.7 | 89.5 | 82.6 |
| 6         | 92.9 | 94.4 | 91.4 | 85.5 |
| All Years | 93.1 | 95.1 | 91.3 | 85.8 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.1 | 92.4 | 92.8 | 87.9 |
| 1         | 92.7 | 91.7 | 92.7 | 87.4 |
| 2         | 93.0 | 92.0 | 92.6 | 87.8 |
| 3         | 93.0 | 92.1 | 92.7 | 87.6 |
| 4         | 92.9 | 92.0 | 92.5 | 87.4 |
| 5         | 92.8 | 92.0 | 92.1 | 87.2 |
| 6         | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

## Attendance

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 2020. 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.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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     |
| Deputy Principal(s)                     | 2     |
| Assistant Principal(s)                  | 5     |
| Classroom Teacher(s)                    | 28.81 |
| Literacy and Numeracy Intervent         | 0.95  |
| Learning and Support Teacher(s)         | 1.6   |
| Teacher Librarian                       | 1.2   |
| Teacher ESL                             | 0.2   |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 8.26  |
| Other Positions                         | 0.2   |

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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

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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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 475,766          |
| <b>Revenue</b>                        | 7,854,268        |
| Appropriation                         | 7,559,093        |
| Sale of Goods and Services            | 37,769           |
| Grants and contributions              | 241,141          |
| Investment income                     | 2,865            |
| Other revenue                         | 13,400           |
| <b>Expenses</b>                       | -7,149,236       |
| Employee related                      | -6,322,569       |
| Operating expenses                    | -826,667         |
| <b>Surplus / deficit for the year</b> | 705,032          |
| <b>Closing Balance</b>                | 1,180,797        |

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.

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 196,573                           |
| <b>Equity Total</b>     | 508,646                           |
| Equity - Aboriginal     | 54,926                            |
| Equity - Socio-economic | 107,117                           |
| Equity - Language       | 85,701                            |
| Equity - Disability     | 260,902                           |
| <b>Base Total</b>       | 5,736,798                         |
| Base - Per Capita       | 160,073                           |
| Base - Location         | 0                                 |
| Base - Other            | 5,576,725                         |
| <b>Other Total</b>      | 721,233                           |
| <b>Grand Total</b>      | 7,163,250                         |

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.

## Parent/caregiver, student, teacher satisfaction

Throughout the year, regular reports are provided to our school community through monthly meetings of the Parents & Citizen Association and the Aboriginal Education Consultative Group. Celebrations of school success and achievement is highlighted through school newsletters, website and social media. In 2022, students, staff and parents participated in the Tell Them From Me Survey as part of the Department's strategy to measure wellbeing and satisfaction. Below are some trends and areas for growth and improvement for each stakeholder group. A comprehensive list can be obtained by contacting the school.

### Staff trends

We have experienced upward trends in relation to Collaboration with teachers sharing their knowledge and experiences that advance learning for instructional improvement and positively affect student achievement. Quality Feedback was also highlighted as teachers are knowledgeable about their individual student learning needs and can innovate and adapt resources to reflect this based on feedback. Teachers also indicated an increase in parental involvement with student learning.

Areas for growth and improvement:

- Focus on Learning - Teachers share and implement ideas about ways to help student retain what they are learning.

### Parent trends

Our school is above the NSW government norm in relation to parent/carer perception of how helpful the school's administrative staff are when they have a question or problem. The school is also above the norm for the way the school supports clear understanding about the rules for positive school behaviour and promotes a inclusive culture by ensuring that all students are involved in school activities.

Areas for growth and improvement:

- Ensuring that parents are informed about their child's social and emotional development, and
- Seek feedback from parents in relation to their availability to attend school events.

### Student trends

We have experienced upward trends with students considering themselves to have positive behaviour at school, and students reported that they have experienced frequent explicit teaching practices and feedback in the classroom, inclusive of teachers setting clear learning goals and checking for understanding.

Areas for growth and improvement:

- Students develop and sustain a positive sense of belonging at our school. This would be demonstrated by students feeling accepted and valued by their peers and others.

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.