

# 2022 Annual Report

Queanbeyan East Public School



4371

# Introduction

The Annual Report for 2022 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 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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Queanbeyan East Public School

Yass St

Queanbeyan, 2620

<https://queanbeyae-p.schools.nsw.gov.au>

[queanbeyae-p.school@det.nsw.edu.au](mailto:queanbeyae-p.school@det.nsw.edu.au)

6297 2619

## School vision

Queanbeyan East Public School embeds, celebrates and supports a culturally inclusive environment to support the individual needs of students. Our school harnesses the connections with the wider educational community to build excellence in education, striving to develop student's ability to be active future citizens.

## School context

Queanbeyan East Public School (QEPS) has a 2022 enrolment of 297 students across 12 mainstream classes and 1 support class.

QEPS undertook external validation in late 2020 which has been used as the basis for the situational analysis. As part of this strong consultation has been carried out with; staff, students and community.

The school undertook a major refurbishment with the handover of the new building on day one of 2020. The extensive new build has been designed to enable future focus learning pedagogies. Extensive training and development of staff has been undertaken over the previous years to prepare for the shift from demountable building to the new learning spaces.

QEPS has a teaching entitlement of 17 and a non-teaching entitlement of 3.4. The school employs an additional Assistant Principal bringing the total up to 4. Two assistant principals have a non-classroom teaching load and are responsible for Wellbeing programs and Quality Teaching across the school.

Collaborative practise is evident across all stages of the school and is a clear expectation within teaching and learning programs. Technology is imbedded throughout with the school offering a 1:1 device program K-6.

Queanbeyan East Public School promotes equity and excellence for all. Our students are successful learners, confident and creative individuals, and active and informed citizens. 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. The student population consists of 9% Aboriginal or Torres Strait Islander and 30% English as an additional language or dialect.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To provide an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of all students.

### Initiatives

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.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

### Summary of progress

In 2022 the focus of this initiative was quality teaching and effective student assessments to track progress. Additional teaching staff were employed to support targeted students and to enable greater levels of differentiation within the classroom. Collaborative practices continued to be developed across K-6 staff and students were taught in flexible groupings across stages and multi-stage cohorts.

Collaborative practice amongst teachers was of a high standard. Data indicated that cooperative planning and team teaching strategies were in use in most stages of the school. Effective training and development of staff and executive support of all teachers helped to support Quality Teaching throughout the school.

In literacy, the focus was on 'Understanding Texts' to support the Premier's Priority in reading. This was supported through demonstration and observation of lessons as well as mentoring beginning teachers and supporting experienced staff. We were also able to employ an EAL/D specialist teacher to support new arrival students. As a school we were also able to commence explicit phonics teaching K-6. Staff identified the need to commence training in multi-lit to support targeted students.

In numeracy, the focus was on 'Additive Strategies' to support the Premier's Priority in numeracy. We have differentiated number groups across K-6 to target specific needs of students. We established the High Potential Gifted Education program within numeracy to support identified students. As a school we undertook professional development in the areas of effective teaching practices in numeracy.

Data analysis has been carried out in both target areas of; 'Understanding Texts' and 'Additive Strategies' to ensure monitoring of program effectiveness.

The impact of COVID-19 absences still had negative impacts on teaching and learning consistency. This coupled with a very high rate of staff turnover increased the difficulties of maintaining consistency of program implementation. Unfortunately, the expectations of much larger growth in NAPLAN results for 2022 were not seen.

Needs-based funding was used to support the initiatives in this area. This included the employment of additional teaching and SLSO positions. It was also utilised to support the professional learning of staff.

In 2023, our staffing will consist of a significant number of beginning teachers. There will also be the implementation of the new K-2 English Syllabus. These factors will mean that our focus for 2023, will move towards supporting these two significant areas. We will continue to employ additional staffing to provide professional learning and will establish a new position of an Assistant Principal Curriculum & Instruction.

### 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 Year 3 and 5 students achieving in the top two bands	2022 NAPLAN data indicates a decrease of 1.14% in the proportion of year 3 and 5 students achieving in the top two skill bands for NAPLAN reading

in NAPLAN reading by 7.2% from baseline data towards the system-negotiated target.	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 Numeracy by 7% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a decrease of 7.44% in the proportion of year 3 and 5 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 5 students achieving expected growth in NAPLAN reading by 5.1% 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 numeracy by 3.4% 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.
Internal SEF assessment indicates that school is sustaining and growing in 'whole school monitoring of student learning' theme (learning, assessment)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in student growth in the Learning domain of whole school monitoring of student learning.
Internal SEF assessment indicates that school is sustaining and growing in 'student growth' theme (learning, student performance measures)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in student growth in the Learning domain of student performance measures.
Internal SEF assessment indicates that school is sustaining and growing in 'data literacy' theme (teaching, data skills and use)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in data literacy in the Teaching domain of data skills and use.

## Strategic Direction 2: Learning Culture

### Purpose

To support the needs of the school community including students, staff and community.

To ensure school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

### Initiatives

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.

- Student Engagement
- Wellbeing
- Cultural Identity

### Resources allocated to this strategic direction

### Summary of progress

In 2022, teachers increased their professional knowledge of visible learning strategies and implemented these strategies into their day to day teaching programs. This included developing and incorporating Learning Intentions and Success Criteria for all lessons and targeting feedback to these criteria. Staff continued to refine student goal setting, aligning student goals more closely to learning intentions.

Using survey data from students, staff and community, a 'Be You' Professional Development plan was developed to increase teacher capacity to identify and support mental health in students. Staff also increased their ability to effectively cater for students with autism through a number of professional development sessions throughout the year.

In 2022 continued to employ a school chaplain to support individual student wellbeing at critical points. Additionally, we implemented a social skills group led by the school chaplain to support identified students with communication, problem solving, and friendship development skills.

During the year, we were able to secure a TESOL (Teaching English to Speakers of Other Languages) trained EAL/D (English as an Additional Language/Dialect) teacher. Using the teachers' experience and knowledge, we were able to implement an EAL/D program and provide professional development and ongoing support to classroom teachers on how best to meet the learning needs of EAL/D students.

Our Aboriginal Cultural Education teachers continued to build on their knowledge by accessing cultural knowledge and support through local elders and professional learning hubs such as Narragunnawalli. The Warrumbul group led whole school workshops and activities to share their culture with other students.

The implementation of Learning Intentions and Success Criteria for all Key Learning Areas helped teachers to ensure lessons stayed focused and their feedback was more useful for student improvement. Behaviour management and approaches to student wellbeing and disabilities was streamlined and made more consistent across the school. Students who needed immediate mental health support were able to access the school chaplain. EAL/D students received targeted support in withdrawal groups and in whole class settings. Aboriginal Cultural Education was a highlight of 2022, with many opportunities for students and staff to learn about and celebrate Aboriginal culture, and many leadership opportunities for Aboriginal students. Having an Assistant Principal, Wellbeing responsible for overseeing these initiative was crucial to the success of the strategic direction in 2022.

We were still unable to engage any allied health specialists, such as speech or occupational therapists, due to a lack of availability and long waitlists in the area.

Whilst teachers found the Learning Intentions and Success Criteria useful for themselves in the planning and teaching of lessons, student survey data indicated that students were not as clear on the focus for the lesson or the purpose of their learning.

Self-assessment against the School Excellence Framework demonstrates that the school is currently performing at sustaining and growing in the themes of high expectations, caring for students and a planned approach to wellbeing. Tell Them From Me data indicates an increase of 10% in the proportion of students reporting a positive sense of wellbeing from baseline data.

Needs-based funding was used to support the initiatives in this area. This included the employment of additional teaching and SLSO positions. It was also utilised to support the professional learning of staff.

In 2023, there will need to be some revisiting of professional learning around Visible Learning due to high staff turnover and a large number of beginning teachers. However, we aim to utilise the existing knowledge base to build on student goal setting in 2023 so that students can articulate their goals and connect them to their learning, as well as communicate these goals to families. We will continue to seek out allied health specialists where possible. In 2023, we will review the 'Bounce Back' program to evaluate its impact on student resilience and wellbeing. Having completed the initial professional learning in 'Be You', we will begin implementing some of the student tools to support mental health at school. We will continue to employ a school chaplain and, using data on student need, look at programs that can be implemented to address these needs.

### 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
Internal SEF assessment indicates that school is maintaining sustaining and growing in SEF theme 'high expectations' (learning, learning culture)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of high expectations.
Internal SEF assessment indicates that school is maintaining sustaining and growing in SEF theme 'caring for students' (learning, wellbeing)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of caring for students.
Internal SEF assessment indicates that school is maintaining sustaining and growing in SEF theme 'A planned approach to wellbeing' (learning, wellbeing)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of a planned approach to wellbeing.
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.25% from baseline data towards the system-negotiated target.	Tell them from Me (TTFM) data indicates an increase of 10% 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 achievement of the system-negotiated target.
Increase the proportion of students attending school 90% of the time or more by 2.9% from baseline data towards the system-negotiated target.	Attendance data indicates a decrease of 25% 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. Focus on this target has resulted in a higher percentage of students attending school 90% of the time or more than other schools in the network, statistically similar schools and the state average.



### Strategic Direction 3: Educational Leadership

#### Purpose

To provide leadership opportunities for all members of the school community and connections throughout the wider community to enhance the educational impact for students.

#### Initiatives

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.

- Distributed Leadership
- Educational Network
- Community Connections

#### Resources allocated to this strategic direction

#### Summary of progress

In 2022 the school continued its connections with the University of Canberra to ensure we continued the large practicum placement program within the school. The school also linked with individual schools and institutions to build the capacity of staff. These connections led to improved cooperative teaching between staff at the school which in turn led to higher engagement of students through differentiated learning as evidenced through teacher and student surveys. Success was due to the funding support to enable teachers to engage in professional learning at a university level.

Although there were some limitations, due to COVID-19 absences, the school was still able to support and/or run initiatives within this Strategic Direction that supported both the school and the wider educational network in 2022.

Building capacity was a focus within strategic direction 3 with staff members attending the 'Step Up' program which involved aspiring leaders from the Rural South and West directorate. With the support of their assigned Director mentor the 'Step Up' participants created and led an initiative to support leadership growth and enhance school targets. The school also developed participants for the Department FastStream initiative and Rural Scholarship which allowed staffing to remain within the network. Establishment of a Queanbeyan Beginning Teachers Network took place in 2022 where teachers engaged with other staff from the local area to upskill and support wellbeing. Beginning Teachers and SLSOs who were training to be teachers were invited to these sessions which were lead by the Director, executive teams from various schools and corporate staff such as the Learning and Wellbeing team.

A limit in staffing available was a barrier to further success and implementation of initiatives within this area. This included an inability to successfully recruit an applicant into the Assistant Principal Curriculum & Instruction position.

Quality Teaching Successful Students, Professional learning and Beginning Teacher funding was utilised to support staff in these initiatives.

In our next steps we will continue with distributed leadership and look for new ways to ensure our staff are leading programs across the network. We will also continue the links with the University of Canberra and look at ways to strengthen our understanding of teaching and learning in innovative spaces. We were expecting to see a greater level of network-wide leadership through this initiative and more of a connection with the community and as a result, we will be redoing many aspects of this initiative in 2023.

#### 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
Internal SEF assessment indicates that school is maintaining sustaining and growing in SEF theme 'community engagement' (leading, educational leadership, community engagement)	Self-assessment against the School Excellence Framework shows the school is currently performing at excelling in the theme of community engagement.

Internal SEF assessment indicates that school is maintaining sustaining and growing in SEF theme 'performance management and development' (leading, educational leadership, performance management and development)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of performance management and development.
Internal SEF assessment indicates that school is sustaining and growing in SEF theme 'continuous improvement' (leading, school planning, implementation and reporting, continuous improvement)	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the theme of continuous improvement.
TTFM Parent survey trend data shows an upward trend from 2021 to at or above NSW Government norms	Tell Them From Me trend data indicates an increase of 1% from baseline data in the proportion of community reporting that parents feel welcome and parents are informed indicating progress toward the school-based target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,874.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Queanbeyan East 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 targeted professional learning around support students with additional needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were able to reach their PLP goals. Increase in staff knowledge of supporting students with a range of learning and behaviour disabilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of additional staffing</p>
<p>Socio-economic background</p> <p>\$53,025.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Queanbeyan East 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>• 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>• professional development of staff through visible learning to support student learning</li> <li>• employment of additional staff to support small group program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support for student learning needs. Check-in assessments demonstrate improvement in student outcomes for reading and numeracy. 26% of students in years 3 &amp; 5 reached premiers priorities in NAPLAN.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of employment of additional staffing.</p>
<p>Aboriginal background</p> <p>\$22,737.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Queanbeyan East 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</li> </ul>

<p>Aboriginal background</p> <p>\$22,737.19</p>	<p>Aboriginal students</p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 30% of students achieved in the top two bands for Reading and Numeracy in NAPLAN, which is an increase of around 10% from the previous year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to ensure all students have a PLP established and are working toward goals throughout the year. Continue to employ additional staffing to support the achievement of goals and quality teaching.</p>
<p>English language proficiency</p> <p>\$33,449.79</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Queanbeyan East 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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students achieving in the top two bands of Reading and Numeracy for 2022 NAPLAN; - Developing 17% - Consolidating 50%</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of employment of additional staff to support the specific needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$114,751.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Queanbeyan East 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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased average NAPLAN Scores for students in the 3rd SES Quarter in all domains. Reduced difference between SSSG and School NAPLAN results in Spelling, Grammar &amp; Punctuation and Numeracy - Year 5 and Writing, Spelling and Grammar &amp; Punctuation - Year 3</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Low level adjustment for disability \$114,751.02	Continuation of additional teacher and SLSO employment. Target SES Quarter 1 & 2.
Professional learning \$25,803.66	<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 East 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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Professional learning: 8 staff attended the 'Making it a Success: Teaching &amp; Behaviour Support Strategies for Students with an Autism Spectrum Disorder' with Sue Larkey in Term 1, 2022 1 staff member participated in the Step Up leadership course 3 staff were training in Minilit to target reading skills in Stage 1</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 86% of staff indicated that they have support for effective teaching practices</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of professional learning based on school and PDP goals.</p>
Literacy and numeracy \$26,088.29	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Queanbeyan East 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>• employment of an additional Learning and Support intervention teacher</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reduced difference between SSSG and School NAPLAN results in Spelling, Grammar &amp; Punctuation and Numeracy - Year 5 and Writing, Spelling and Grammar &amp; Punctuation - Year 3</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of additional staffing.</p>
QTSS release \$57,115.74	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Queanbeyan East 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 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> <li>• assistant principals provided with additional release time to support</li> </ul>

<p>QTSS release</p> <p>\$57,115.74</p>	<p>classroom programs</p> <p><b>The allocation of this funding has resulted in the following impact:</b> All beginning teachers reached the proficient level of accreditation. 75% of students in TTFM survey reported that the school had High Advocacy and High Expectations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of employment of additional staff.</p>
<p>COVID ILSP</p> <p>\$92,040.00</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>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reduced difference between SSSG and School NAPLAN results in Spelling, Grammar &amp; Punctuation and Numeracy - Year 5 and and Writing, Spelling and Grammar &amp; Punctuation - Year 3</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of small group tuition.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	146	143	148	142
Girls	114	120	139	147

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.0	92.7	93.5	87.9
1	90.6	93.9	88.1	87.0
2	93.1	94.5	90.9	87.0
3	91.8	94.4	90.9	88.4
4	93.0	92.6	90.6	85.4
5	90.9	94.9	89.4	87.0
6	91.0	91.3	92.3	83.4
All Years	91.8	93.5	91.0	86.8
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.59
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.47

\*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

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	509,868
<b>Revenue</b>	3,301,735
Appropriation	3,120,877
Sale of Goods and Services	67,801
Grants and contributions	109,865
Investment income	2,692
Other revenue	500
<b>Expenses</b>	-3,456,705
Employee related	-2,929,618
Operating expenses	-527,087
<b>Surplus / deficit for the year</b>	-154,970
<b>Closing Balance</b>	354,898

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>	52,874
<b>Equity Total</b>	223,963
Equity - Aboriginal	22,737
Equity - Socio-economic	53,025
Equity - Language	33,450
Equity - Disability	114,751
<b>Base Total</b>	2,497,392
Base - Per Capita	74,040
Base - Location	0
Base - Other	2,423,352
<b>Other Total</b>	165,723
<b>Grand Total</b>	2,939,952

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

Each year schools are required to seek the opinions of students, parents and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, bi-termly Parents & Citizen Principal reports, monthly Aboriginal Education Consultative Group school reports, fortnightly newsletter distribution and social media posts. This year our school sought the opinions of students, parents and staff using the 'Tell Them from Me' online surveys.

## Students

The below results show a selection of the information received from students in the Tell Them From Me Survey. They indicate a high percentage of students report that they are socially and intellectually engaged, however it is still lower than state average. The future direction will be to develop ways to socially engage students whilst at school.

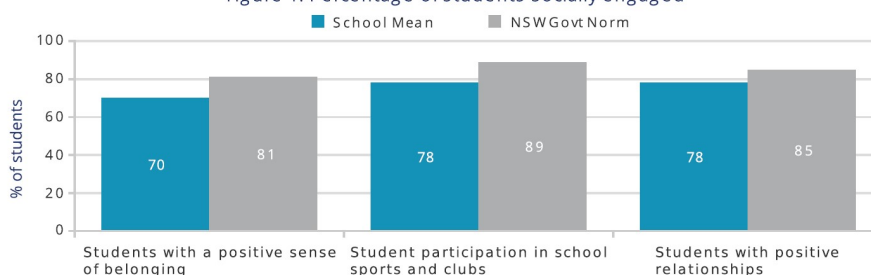
## Staff

Two data sets are utilised for this report from the Tell Them From Me Survey, the graphs are included below. They show that 50% of staff indicate that they are working at the highest two levels of collaboration. A high turnover of staff for 2022, will mean that the school will need to continue to develop staff understanding of collaborative practices in 2023.

## Parents

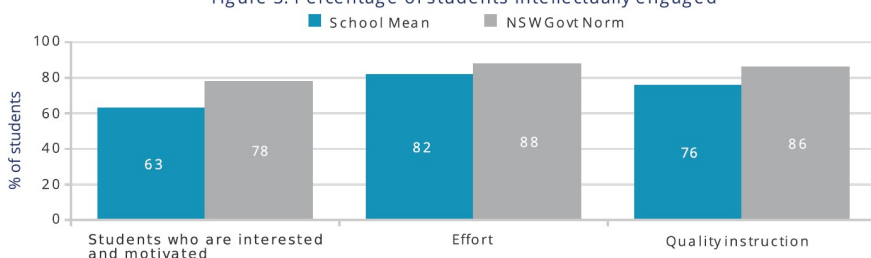
Useful communication about school news and the perception of school facilities have both been selected to report. For communication, parents of the school indicated a preference for the school newsletter and emails to convey important information about the school. 86% of parents responded that the school environment was welcoming. A future direction based on the TTFM survey is to improve familiarisation of school facilities with the community.

Figure 1: Percentage of students socially engaged



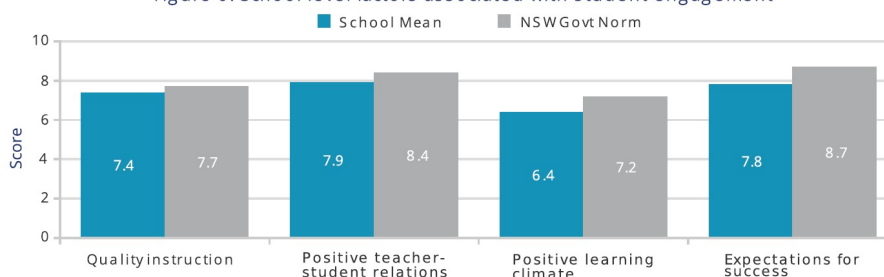
Percentage of students socially engaged

Figure 3: Percentage of students intellectually engaged



Percentage of students intellectually engaged

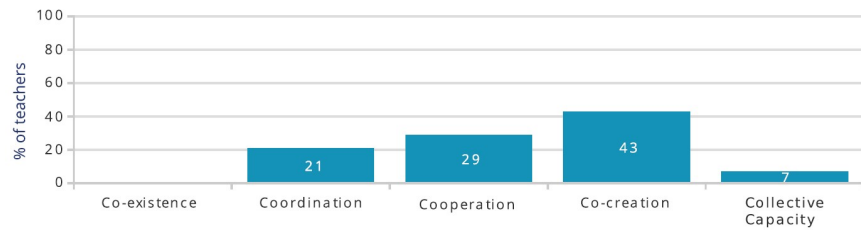
Figure 6: School-level factors associated with student engagement



School-level factors associated with student engagement

## Collaboration

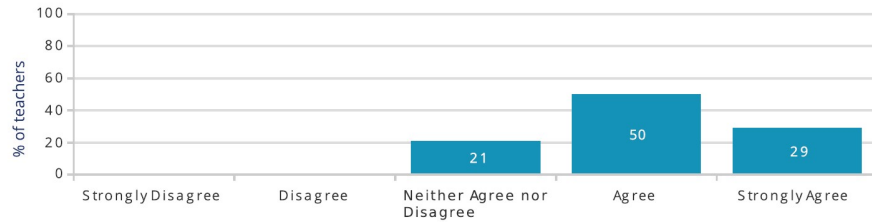
Considering your stage team, where would you rank teacher planning on the Collaboration Continuum?



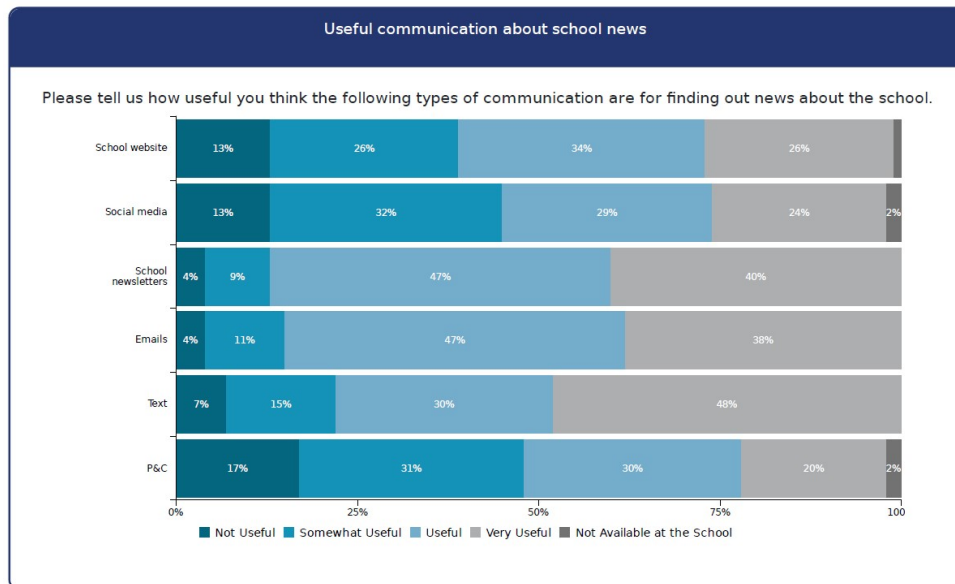
## Collaboration

### School leaders leading improvement and change

School leaders in my school are leading improvement and change.



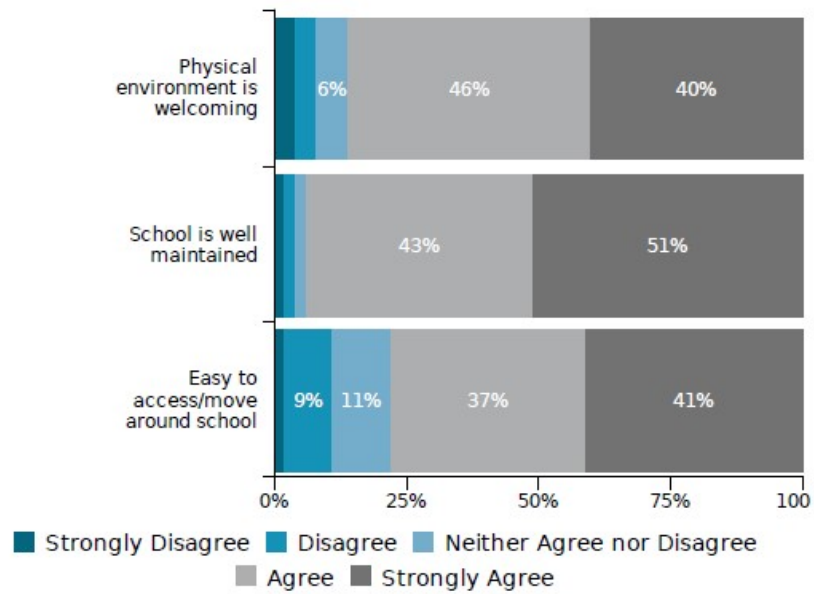
### School leaders leading improvement and change



### Useful communication about school news

## Perception of school facilities

How strongly do you agree with each of the statements:



# 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.