

2023 Annual Report

Queanbeyan Public School



2922

Introduction

The Annual Report for 2023 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.

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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 First Nations people of the land the school is on, the Ngunnawal and Ngambri 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 and Ngambri people. The Queanbeyan Public school community continues this tradition.

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. 25.8% of the school population identifies as English as an Additional Language or Dialect (EALD) and is supported by an EALD teacher. 10.4% of the current EAL/D students were born overseas.

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 452 students. Our staff includes over 50 staff (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. 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 from 28 language backgrounds.

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 very supportive and are an active part of the school community. Parents and teachers work in partnership 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

All staff share responsibility and accountability for effective classroom practice, focusing on lesson planning, explicit teaching and feedback.

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.

- Effective Classroom Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction

Beginning teacher support

Professional learning

Integration funding support

English language proficiency

Aboriginal background

Low level adjustment for disability

Summary of progress

English

During 2023, K-6 staff continued to learn about the incoming English syllabus and support documents to support the teaching of reading. K-2 teaching and learning scope and sequences and programs were created, with Department of Education units of work adapted and contextualised to meet QPS's unique needs. 3-6 staff continued to prepare for 2024 implementation. All programming K-6 was reviewed and monitored throughout the year to ensure they met the standards of the NSW Department of Education and NSW Standards Education Authority. Staff focused on using data effectively to drive classroom practice in reading. Internal and external data was utilised to provide individual teaching points of need. All staff collaborated throughout the year in professional learning conversations at the school Data Wall, which had been redesigned to show student success and areas of growth aligned to syllabus outcomes and literacy learning progression sub-strand Understanding Texts. Teachers shared practice and collegial conversations took place to grow professional knowledge. Teaching Sprints were introduced to provide targeted teaching in stages to create opportunities for collaboration and open dialogue between staff with a focus on effective teaching. Our internal data shows students made progress in reading throughout 2023 which correlates with our external Check-in data of 22% growth in Year 6 reading.

The next steps in the new school planning cycle will be to continue learning about and implementing the high impact teaching strategy of explicit teaching. The school will also revisit and update the annual school assessment schedule in consideration of syllabus requirements.

Maths

During 2023, K-6 staff continued to learn about the incoming mathematics syllabus and support documents to support the teaching of numeracy. Department of Education's scope and sequences and units of work programs were adapted and contextualised to meet QPS's specific context. 3-6 staff continued to prepare for 2024 implementation. All programming K-6 was reviewed and monitored throughout the year to ensure they met the standards of the NSW Department of Education and NSW Standards Education Authority. Staff continued to focus on using data effectively to drive classroom practice in numeracy. Stage Assistant Principals and the Assistant Principal - Curriculum and Instruction met throughout the year to analyse internal and external data sources to identify and discuss cohort and grade trends. Data sources included Best Start, Check-ins, NAPLAN and Progressive Assessment (PAT) data. This data was constantly used to filter upcoming teaching points to maximise individual student and cohort achievement. Data has shown that students have made growth in mathematics.

The next steps in the new school planning cycle will be to utilise the learning intentions and success criteria provided in the DoE units of work to guide assessment practices. The school will also revisit and update the annual school assessment schedule in consideration of the mathematics syllabus.

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 mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the proportion of Year 3 and Year 5 students achieving growth in reading has increased by 5.967 from 2022 to 2023 indicating the school has achieved the system negotiated target.
Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the proportion of Year 3 and Year 5 students achieving growth in numeracy has increased by 2.98% from 2022 to 2023 indicating the school has achieved the system negotiated target.

Strategic Direction 2: Wellbeing

Purpose

All staff are committed to a strategic and planned approach to develop whole school wellbeing processes that support students so that everyone can connect, succeed, thrive and learn. Staff are focusing on student engagement and attendance to lead to improved student achievement.

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.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Professional learning

QTSS release

Integration funding support

Aboriginal background

Low level adjustment for disability

Summary of progress

Wellbeing

The 2023 focus was on implementing The Anxiety Project to create evidence-based change in well-being and engagement to support student learning. The school identified and trained two implementation coaches, who then trained all school staff in an introductory session. Over multiple sessions, external providers delivered professional learning to all staff around the key content of the Anxiety Project. Baseline student and staff data was collected about identification and management of anxiety. Classroom teachers resourced, delivered and evaluated the externally created lessons. Through the delivery of lessons, staff modified the program to contextualise lessons for individual needs. The implementation was affected due to staffing shortages and time constraints however additional data was collected from both students and teachers to strengthen further implementation. One of the successes of the project was the upskilling of teachers and staff in identifying and managing anxiety in students. The whole school staff inclusion in the project ensured continuity of content and consistent use of language across the school by all key stakeholders.

In 2024, the school will review the processes and systems of The Anxiety Project to consolidate implementation and embed whole school practices into our approach to supporting student wellbeing.

Attendance

In 2023, the school focus was on supporting and growing student attendance data to be at or above the Department of Education's expectation of 95%. Executive, teaching and administrative staff accessed data about student attendance from Sentral and SCOUT to investigate trends and patterns in cohorts and individual students. Through school newsletter inserts and social media, parents and community members were informed about the importance of regular school attendance and its impact on academic success. The school introduced a variety of strategies to support students to feel safe, secure and valued at school, including regular check-ins with trusted adults and the resumption of Breakfast Club. The creation of a school administration officer role in Semester 2 enabled further attendance support, allowing parents to be consistently contacted by one known staff member, with relevant information communicated to teachers. Students with lower attendance were identified and supported by the School Learning and Support Team and our region's Learning and Wellbeing Team. At risk students, their parents and staff jointly created, implemented and evaluated individual Attendance Improvement Plans to uplift attendance.

In 2024, our next steps will be to revisit processes and systems with all staff, to build the capacity of Assistant Principals to monitor attendance and complete the Attendance School Self- Assessment Tool which will provide future directions for the school. These actions will support further improvement in attendance data to ensure the school meets the DoE 95% attendance expectation.

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
<p>Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target.</p>	<p>Tell them from Me (TTFM) data indicates the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) has decreased by 22.33% from baseline data indicating the school has not achieved the system negotiated target.</p>
<p>Increase the proportion of students attending school 90% of the time or more by 4.6% from baseline data towards the system-negotiated target.</p>	<p>Attendance data indicates the proportion of students attending school 90% of the time or more has decreased by 16.12% from baseline data indicating the school has not achieved the system negotiated target. However, has increased by 20.51% from 2022 to 2023.</p>

Purpose

All staff engage with parents and community members to improve school systems, communication and customer experience. Mentoring and coaching support is provided to ensure the ongoing development and improvement of all teachers as leaders.

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.

- Community Engagement
- Coaching and Mentoring

Resources allocated to this strategic direction

Socio-economic background

Professional learning

AP Curriculum & Instruction

Beginning teacher support

Summary of progress

Community Engagement

The focus for 2023 was on strengthening sustainable and constructive partnerships to improve community engagement. This involved engaging parents and carers with the school wellbeing initiative - Positive Behaviour for Learning. The focus promoted the wellbeing initiative across the community through effective and timely communication. The school employed additional staff to support home/school communications. This enabled inclusion of families at key events to celebrate the achievements of students, promote the initiative in our newsletter and social media channels, and seek and action feedback from families. Students engaged in goal setting, with a focus on wellbeing that directly linked to the school's expectations. Goals were shared with parents and carers, and achievement of goals were celebrated across the community. Feedback from parents indicated that the community values opportunities inside and outside of school hours to attend whole school events. Feedback also indicated that families valued being kept informed about wellbeing initiatives in a timely and informative manner.

Our next steps will be to assess community engagement with our broader community to ensure that there is diversity of families represented in opportunities to collaborate.

Coaching & Mentoring

Whole school and inter-school relationships provided mentoring and coaching support to ensure the ongoing development and improvement of all teachers. Early career teachers and aspiring middle leaders were supported to grow their leadership skills through internal mentoring and external support programs. All teachers enhanced their classroom management skills to strengthen the delivery of content through a school-based initiative named Classroom Management for Curriculum Implementation. Staff meaningfully engaged in evidence-based professional learning on best practice in relation to classroom management skills, collaboratively engaged in disciplined dialogue with their peers, observed each other's classroom practice through chosen classroom management lenses, were observed by peers and were provided with feedback to strengthen practice. Teachers reported they had increased confidence and had grown their repertoire of classroom management strategies with school data showing a decrease in Sentral entries for disruptions in lesson time.

The next steps will be to continue to prioritise mentoring and coaching for all early career teachers in order to maximise student engagement and improve student outcomes. There will also be a focus to continue developing comprehensive knowledge of content and effective strategies to implement quality teaching and learning. The school will continue to support inter-school collegial networks to build capacity of all staff.

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
<p>Improve the school's self-assessment level in the element of management practices and processes focusing on community satisfaction and the element of educational leadership focusing on community engagement to delivering against the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of management practices and processes focusing on community satisfaction.</p> <p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of educational leadership focusing on community engagement .</p>
<p>Improve the school's self-assessment level in the element of learning and development, focusing on collaborative practice and feedback, coaching and mentoring, professional learning to delivering against the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of learning and development, focusing on collaborative practice and feedback, coaching and mentoring, professional learning.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Timely and targeted support in teaching and learning was provided for students. There was a focus on literacy, numeracy and wellbeing intervention. 98% of students improved on progression data. Students at risk of not achieving were further supported through Learning and Support and targeted wellbeing intervention.</p> <p>After evaluation, the next steps to support our students will be: Continue professional learning for staff with a focus on trauma-informed practice and building family partnerships.</p>
<p>New Arrivals Program</p> <p>\$27,384.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Queanbeyan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employing additional staff to provide intensive English Language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: New arrival students were supported within class and withdrawal support to assist in acquiring English language skills. Students achieved personal learning goals with a focus on literacy outcomes. 98% of students improved on progression data. Students at risk of not achieving were further supported through Learning and Support and targeted wellbeing intervention.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to employ staff to support students in classrooms to ensure that students meet their personal learning goals and improve English language proficiency.</p>
<p>Integration funding support</p> <p>\$330,824.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Integration funding support</p> <p>\$330,824.00</p>	<ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of personalised learning • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Funding was utilised to support the ongoing individual learning needs of students requiring additional support. Staff were employed to support identified students to meet academic and wellbeing needs. Personalised Learning Plans were created, implemented and evaluated to ensure that the ongoing individualised support was focused, relevant making an impact. As a result, students displayed growth in the learning and wellbeing against their goals.</p> <p>After evaluation, the next steps to support our students will be: Integration funding support will continue to be used to support the growth of individual students. Personalised Learning Plans will be reviewed regularly and include collaboration with students, families and school.</p>
<p>Socio-economic background</p> <p>\$91,943.33</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement • Coaching and Mentoring <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff to support student learning • employment of additional staff to support the implementation of wellbeing initiatives • resourcing to increase equitability of resources and services • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Check-in assessment data shows an uplift in across reading and numeracy. Student wellbeing data maintained a general upward positive trend throughout the school year. LaST teachers and SLSO's supported students in K-6 requiring additional support to achieve learning goals in literacy and numeracy. All students demonstrated growth in reading as evidenced against the literacy and numeracy progressions. Quality literacy and numeracy resources were purchased to support the implementation of syllabus and curriculum delivery. Staff engaged with professional learning to build whole school capacity to improve student engagement, student literacy and numeracy outcomes and strengthen a whole school approach to supporting student wellbeing. 94% of staff reported that engagement in targeted professional learning had added value to their teaching and learning programs. 100% of staff indicated that they gained new knowledge and insight as a result of their engagement with lesson observation and feedback processes.</p> <p>After evaluation, the next steps to support our students will be: Staff will be employed to support the literacy, numeracy and wellbeing needs of students. This will include school learning support officers. We will continue to provide professional learning at the whole school, team and individual level to support student growth. Student achievement will continue to be monitored and actioned through the consolidation of the school's data practices. A leadership strategy will be implemented to support the increased number of early career teachers and staff who are aspiring leaders.</p>

<p>Aboriginal background</p> <p>\$55,254.86</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Funds were utilised to employ additional non-teaching staff to support individual students to achieve literacy, numeracy, wellbeing and cultural goals in the Personalised Learning Pathway. All Aboriginal students achieved academic and cultural goals as part of their Aboriginal Personalised Learning Pathway. With additional staff in classrooms, students were confident and comfortable in seeking assistance, advice and support to help them achieve their goals. 94% of Aboriginal students demonstrated growth on progression data. Students at risk of not achieving were further supported through Learning and Support and targeted wellbeing interventions.</p> <p>After evaluation, the next steps to support our students will be: We will continue to employ additional staff to work in classrooms to support individuals to achieve their goals as detailed in their Personalised Learning Pathway. Professional learning will be available to support the school to increase its ability to build cultural competency across the community. Literacy and numeracy growth of all Aboriginal students will continue to be closely monitored to maximise support and engagement.</p>
<p>English language proficiency</p> <p>\$88,946.47</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases <p>The allocation of this funding has resulted in the following impact: Effective, targeted EAL/D support which has enabled staff to implement, monitor and evaluate their teaching and learning programs. Staff collaborate to collect, analyse and evaluate student literacy data at regular intervals throughout the year. This has enabled strategic conversations to take place to determine effective differentiation is being utilised to maximise student growth. 98% of students improved on progression data. Students at risk of not achieving were further supported through Learning and Support and targeted wellbeing intervention.</p> <p>After evaluation, the next steps to support our students will be: We will continue to employ staff to support the learning needs of identified</p>

<p>English language proficiency</p> <p>\$88,946.47</p>	<p>students.</p>
<p>Low level adjustment for disability</p> <p>\$283,242.97</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [Centre for Effective Reading] to increase learning outcomes <p>The allocation of this funding has resulted in the following impact:</p> <p>Students successfully participated in the Centre for Effective Reading program demonstrated growth in all areas of their literacy development. All students had increased engagement with teaching and learning and improved wellbeing.</p> <p>Students were supported by SLSO's with a focus on improving positive behaviour and school engagement. All students supported, demonstrated a decrease in number of negative incidents and had improved engagement in the playground and classroom.</p> <p>Staff were also released to work with specialist staff (Learning and wellbeing team and external providers) to collaborate on personalised learning plans to support positive behaviour and increased engagement. Staff indicated that they valued the time allocated to collaborate with stakeholders to create informative plans. to support student participation and growth.</p> <p>Transition programs were enhanced through the employment of additional staff. Students were supported and families valued the care provided to ensure a smooth start to school.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to provide professional learning to all staff that supports them to differentiate learning to the needs of all learners in their classroom. Consider the implementation of an intervention program to support students who are not making expected progress against learning outcomes. Continue to employ staff to support individuals and groups of students to achieve their learning goals.</p>
<p>Professional learning</p> <p>\$58,974.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Wellbeing • Coaching and Mentoring <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes. • Whole school professional learning with a focus on teaching reading, data skills and use supporting student behaviour, leadership development and student wellbeing

<p>Professional learning</p> <p>\$58,974.00</p>	<p>The allocation of this funding has resulted in the following impact: Early career teachers attended professional learning to build their capacity of teaching reading. All teachers indicated that their confidence in choosing effective strategies improved. All school staff engaged in professional learning to support student behaviour and wellbeing. This increased the capacity of the staff to identify anxiety in students and provide responses that are appropriate and supportive. All staff engaged in professional learning focused on developing skills in creating and maintaining safe learning environments. Staff are now using a framework to assist and guide them when making decisions about managing student behaviour.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the development of future and current leaders through engagement with the School Leadership Institute and coaching and mentoring opportunities. We will continue to strengthen the capacity of staff to implement curriculum reform through professional learning opportunities that includes collaboration and coaching and mentoring (lesson observation and feedback).</p>
<p>QTSS release</p> <p>\$113,870.02</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Queanbeyan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional staff to support the implementation of wellbeing initiatives. <p>The allocation of this funding has resulted in the following impact: There was increased collaboration between stakeholders when planning for personalised learning for students with additional needs. Plans were created, implemented and evaluated for impact. Plans were communicated effectively with staff to ensure there was consistency in knowledge and understanding to support students across all settings in the school. Universal school wide positive behaviour initiatives were consolidated throughout the year. This was evidenced by trend data showing increased rates of implementation and a decrease in negative student behaviour.</p> <p>After evaluation, the next steps to support our students will be: We will continue to provide strong induction to wellbeing initiatives for new staff and ensure opportunities for feedback are built in to whole school process to refine elements of the initiatives. We need to consider how to share the data with the wider community and celebrate successes and acknowledge challenges in response to feedback given.</p>
<p>COVID ILSP</p> <p>\$113,311.78</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing/releasing staff to coordinate the program

COVID ILSP

\$113,311.78

- development of resources and planning of small group tuition

The allocation of this funding has resulted in the following impact:

Data analysis indicates that the program was implemented successfully with student growth demonstrated across most measures.

Across the Kindergarten/Year 1 cohort, average letter naming fluency scores increased by 61% and average phonemic segmentation fluency scores increased by 98% as measured by DIBELS on-grade benchmarks. Average scores in non-word reading and word reading fluency assessments increased in all focus groups. Effect size greater than 1 was noted in all but one measure. Student scores in the 'at risk' range decreased from 80.6% to 58.9%.

SLSOs noted increases in student confidence, abilities and application to learning across their focus groups. Obstacles to progress reported by SLSOs were managing challenging behaviours and inconsistency with programs (staffing challenges, teacher programming variation, student absences).

After evaluation, the next steps to support our students will be:

Plan additional and ongoing intervention for students at risk of not achieving grade level. Closely monitor students who demonstrated growth but where some risk is still present.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	352	328	279	240
Girls	306	284	241	196

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.9	92.3	87.7	89.1
1	94.6	91.9	87.9	89.3
2	95.4	90.6	86.7	89.4
3	95.3	91.1	83.1	91.2
4	95.0	92.1	87.6	89.2
5	94.7	89.5	82.6	89.2
6	94.4	91.4	85.5	87.2
All Years	95.1	91.3	85.8	89.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6.2
Classroom Teacher(s)	28.66
Learning and Support Teacher(s)	1.7
Teacher Librarian	1.2
Teacher EAL/D	0.2
School Counsellor	1
School Administration and Support Staff	8.26

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	537,480.52
Revenue	8,357,871.32
Appropriation	8,067,525.61
Sale of Goods and Services	47,122.70
Grants and contributions	222,503.19
Investment income	9,802.31
Other revenue	10,917.51
Expenses	-8,005,527.21
Employee related	-6,446,336.27
Operating expenses	-1,559,190.94
Surplus / deficit for the year	352,344.11
Closing Balance	889,824.63

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	211,728
Equity Total	519,388
Equity - Aboriginal	55,255
Equity - Socio-economic	91,943
Equity - Language	88,946
Equity - Disability	283,243
Base Total	5,817,957
Base - Per Capita	141,378
Base - Location	0
Base - Other	5,676,579
Other Total	750,215
Grand Total	7,299,287

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2023, 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

Staff were surveyed using the Positive Behaviour for Learning Self-Assessment Survey to measure staff perception of positive behaviour implementation and behaviour support systems across four particular domains. The domains included school-wide systems, non-classroom systems, classroom systems and individual student systems. Internal Positive Behaviour for Learning data collected from the survey highlighted the major areas of strengths were the frequent collection and analysis of student behaviour data; the evaluation of student behaviour and management practices in the school; student behaviour and routines in classroom are stated positively and defined clearly; and the involvement of family members when appropriate. Areas for further development include reviewing the process for referral and support plan design, implementation and monitoring; delivery of booster training and feedback sessions; and the teaching of routines in line with school wide expectations.

Our school ranked well in the 2023 NSW government "People Matter Survey". Our highest performing survey categories were "Ethics and Values", "Inclusion and Diversity" and "Job Purpose and Enrichment". Areas for further action will be "Well-being" and "Action on Survey Results".

The school has experienced slight downward trends in external data in relation to technology and leadership. Internal staff survey data indicated that staff have shown growth in their understanding of the new curriculum and literacy progressions. Staff feedback forms indicated significant lifts in classroom management practice through a school based initiative.

Parent Trends

From 2022 to 2023, the school has increased its scores in relation to parent/carer perception of "School supports positive behaviour", "Safety at school" and "Inclusive school". The school also received parent/carer perception feedback in the areas of "Parents feel welcome", "Parents Support Learning at Home" and "School Supports Learning". These statistics will be able to have comparison data in 2024. Our areas for growth and improvement are informing parents about their child's social and emotional development and to ensure information is accessed from all stakeholders about their availability to attend school events.

Student Trends

In the Tell Them from Me 2023 student data, the school has experienced upward trends with students building and sustaining positive relationships at school. Students have reported an increase in the number of lessons that are "High Skill and High Challenge" as well as "High Skill and Low Challenge". Students have reported a decrease in lessons with "Low Skill Low Challenge" which shows changing teaching practices. An area of growth and improvement will focus on student participation in extra-curricular activities which includes performing arts and sporting events.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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

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.