2009 Annual School Report
Queanbeyan South Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
Queanbeyan South students celebrate their learning experience in a wide and diverse school community of almost forty nationalities and cultural backgrounds.

Students and staff welcome all members of the school community to work in partnership to implement programs and initiatives to address the needs of all students. Many new programs at Queanbeyan South will be supported now with quadrennial funding under the Priority Schools Program and the National Partnership Low Socio Economic Schools Program.

Queanbeyan South also offers a diversity of learning styles to cater for the needs of students enrolled in our two Opportunity classes for gifted and talented students and our two support classes for students with special needs. Early intervention is catered for through the on-site transition to school program Ngurranbai.

Queanbeyan South maintains a high focus on literacy and numeracy with technology of major importance.

Staff
Our school staffing entitlement for 2009 was 29.5 which included 24.5 teaching and specialist staff and 5 executive staff including the principal.

2 district staffing entitlements are based at Queanbeyan South Public School.

Our support staff entitlement for 2009 was 6.9 which included a general assistant for four days a week as of term four, 2.7 administrative officers, this includes one administrative manager, two School Learning Support Officers and 1.4 Aboriginal Education Officers.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
In 2009 the school integrated the use of the Connected Classroom into our technology program to enhance the Computer and Laptop laboratories.

All classrooms including the library were fitted with Interactive Whiteboards under the National Schools Pride funding bringing the total in our school to 20.

All our classrooms were re-carpeted and new bubblers and safety railings installed in our playground under National Schools Pride funding.

The building of our new school hall commenced, including the re-furbishment of our school canteen and the construction of a covered outdoor learning area for K-2. These projects are funded under the Building Education Revolution.

Kindergarten participated in the Queanbeyan District Arts Festival.

Junior students met with the Premier of N.S.W.

Students participated in the Premiers Reading Challenge.

Installation of water tanks was completed under the Community Water Grants Scheme.
Student achievement in 2009

In year 3 literacy 73% of students were in the top four bands
In year 5 literacy 63% of students were in the top four bands
In year 3 numeracy 66% of students were in the top four bands
In year 5 numeracy 55% of students were in the top four bands

Progress results by students from year’s three to five were pleasing for all students and outstanding for our Aboriginal students, whose average growth in literacy overall was 90.4 exceeding the state by 13 points. Girls’ growth of 95.3 points exceeded the average state growth by 18 points. Our Aboriginal boys’ growth was 107.6 points exceeding the average state growth made by Aboriginal boys of 77.8 by some 30 points. Our greatest strength was in Writing where our boys achieved almost twice the state average.

In Numeracy our year 3 and 5 Aboriginal students were above the state average with 90% and 87% respectively at or above the minimum national standard.

Messages

Principal’s message

I am pleased to report that 2009 has been another year of accomplishment for Queanbeyan South Public South. While our students demonstrated achievement in many areas 2009 continued to be an extraordinarily busy year for all school personnel. Our school embraced a number of new programs and projects from curriculum and technology through to building infrastructure thus ensuring an optimistic future for Queanbeyan South Public School.

I would like to recognise all members of our school community for their commitment to our student body during 2009.

I begin by thanking our teachers, our support officers and visiting support staff, our canteen supervisor, our cleaners and general assistant for their professionalism and continued commitment to our students this year. Our school like so many others has functioned under difficult circumstances as it gradually became a complex building and trades site with disruption to daily routine and programs commonplace.

I pay tribute to all our staff as they continue to serve our students into 2010 as we look forward to using our new facilities.

I would also like to thank our hard working Parent and Citizens’ Association, reading volunteers and parent helpers for their commitment to our students throughout 2009. The support of our parents at Queanbeyan South is deeply valued and is an integral part of our students’ success and achievement.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

This report is our opportunity to demonstrate accountability to our community. As you read I hope you will join with me in celebrating our strengths and support our future aspirations as we work together for the benefit of all our students at Queanbeyan South Public School.

Genevieve Jackson

Parent & Citizens Association Report

The Parents and Citizens Association plays an important role in the school. It provides an opportunity for parents, community members and staff to meet regularly to discuss many aspects of the school. It allows the parents and community to have input into decisions affecting the school and to obtain a better understanding of how the school operates.

2009 was a busy year for the P and C, as we conducted a very successful School Fete. The students had a fantastic day and were kept busy with numerous stalls and activities. We managed to raise almost $12,000, half of which we donated directly to the school. A special thank you must go to our hard working Fete Committee.

The canteen had a successful year although we had to employ a part-time canteen assistant to make up for the shortage of volunteers. While this has taken some of the pressure off we still desperately need more helpers.

The canteen refurbishment which is being done under the Building Education Revolution funding scheme, was started in term four and the P and C has purchased a dishwasher and air conditioner to be installed as part of the upgrade.

We also made the following contributions to the school:

- sponsoring student entries for national University of N.S.W. competitions in English, maths, and science.
- providing funds to library for new books
- purchasing a variety of resources and equipment for the school
- successful fundraising activities including Canteen Slice Days and Easter Raffle
- sponsoring end of year medals and certificates
- fundraising for year 6 celebrations

Our ongoing challenge is to involve more parents in the school and P and C activities to ensure we have as broad a representation as possible to make our school the best it can be for every student. The P and C are always looking for new ideas and ways to improve the environment that our children learn in, so they can thrive and achieve. Your ideas and input are always welcome.

Rebecca Taylor  
P and C President

Student representative's message
2009 was a successful year for the S.R.C. with the students holding 28 meetings during the year to discuss issues relating to the student population.

Representations were made at both Queanbeyan's A.N.Z.A.C. and Remembrance Day ceremonies which were well attended. Charities supported included Guide Dogs Australia, Genes for Jeans, The Children's Hospital and SIDS for KIDS.

The S.R.C. held a number of fun days in order to raise funds for our major project, which was the planting of mature Bottlebrush plants into the planter boxes donated by Riverside Plaza. These plants now give a beautiful display of deep red flowers in spring and provide a backdrop for functions held on the lawn area.

The S.R.C. supplemented sports equipment to provide play activities for primary student engagement during lunchtime.

The S.R.C. ran two very successful K-6 discos during the year, raising funds as well as having a great social time.

A notable feature of the S.R.C. was the commitment shown by the students, attendance at meetings was high and students were always willing to volunteer for school activities.

Gordon Weir and S.R.C. Representatives

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Management of non-attendance

Non-attendance is managed through regular liaison between the school, parents, Aboriginal Education Officer and the district Home School Liaison Officer. Programs to enhance attendance include the Phone Intervention Program (PIPs) designed to achieve early and direct contact.

Students with attendance issues are detected through the application of regular roll checks while in school strategies are implemented through the HSLO.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2EH</td>
<td>1</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>1/2EH</td>
<td>2</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>1BL</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1JB</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>2/3HC</td>
<td>2</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>2/3HC</td>
<td>3</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>2MH</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2TC</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3LH</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4/5JG</td>
<td>4</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>4/5JG</td>
<td>5</td>
<td>18</td>
<td>26</td>
</tr>
<tr>
<td>4PS</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4VL</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>5/6MG</td>
<td>5</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>5/6MG</td>
<td>6</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>5DM</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5PP</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6JL</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6SB</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>KCK</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KCR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KRJ</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The preceding table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

Structure of classes

Our school caters for the district’s gifted and/or talented students with two Opportunity Classes one for year five and one for year six. Our school also caters for students with mild intellectual disabilities in a smaller class with fulltime support staff. The school also supports a Multi-Categorical Class for students with special needs including full-time support staff.

Classes are run as parallel classes.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Teacher of Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>RFF/Part time</td>
<td>0.756</td>
</tr>
<tr>
<td>Primary part time teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Priority Schools Funding</td>
<td>0.7</td>
</tr>
<tr>
<td>Primary Community Languages</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary SS Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.168</td>
</tr>
<tr>
<td>Itinerant Teacher Visual Disabilities*</td>
<td>1</td>
</tr>
<tr>
<td>Primary SS Teacher Severe Reading*</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>6.9</td>
</tr>
</tbody>
</table>

*denotes district position

The indigenous composition of our school staff constitutes approximately one sixth of our workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>


**Financial summary**

This summary covers funds for operating cost and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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**Date of financial summary:** 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>456,931.65</td>
</tr>
<tr>
<td>Global funds</td>
<td>273,485.21</td>
</tr>
<tr>
<td>Tied funds</td>
<td>395,476.55</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70,806.15</td>
</tr>
<tr>
<td>Interest</td>
<td>17,375.63</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>27,608.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1,241,683.84</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>50,169.64</td>
</tr>
<tr>
<td>Excursions</td>
<td>15,809.13</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>68,166.46</td>
</tr>
<tr>
<td>Library</td>
<td>3,651.37</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3,692.71</td>
</tr>
<tr>
<td>Tied funds</td>
<td>359,796.16</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>78,319.68</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>108,193.35</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>73,219.99</td>
</tr>
<tr>
<td>Maintenance</td>
<td>43,080.66</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>31,381.84</td>
</tr>
<tr>
<td>Capital programs</td>
<td>45,751.53</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>881,232.52</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward** 360,451.32

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A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2009**

**Achievements**

**Arts**

Kindergartens were the talk of this year's Queanbeyan District Performing Arts Festival held at the Canberra Theatre in term three. This energetic and enthusiastic group of students did not miss a word or beat and had the audience clapping along to their performance. The students participated in a night show and a matinee the following day. The creative mind behind the festival item was Kindergarten teacher Mrs Kaye supported by fellow kinder teachers Mrs James, Mrs Richardson and staff. We thank parents for their support and commitment to the arts.

**Choir**

The school choir was formed from children across Years 2-4. Auditions began for the eagerly sought sixty places in February and weekly practices began in March. Choir songs were chosen across a variety of music genre including popular songs, rounds and old time favourites.

The first public performance was held at the school ANZAC ceremony where the choir performed 'My Country' unaccompanied. The choir has also performed aboriginal songs at our NAIDOC celebrations and at a variety of public and school based presentations.

The highlight of the year was attending the ‘Symphony for Kids’ presented by the Canberra Symphony Orchestra at the Canberra Theatre.

Elizabeth Harley      Narelle Mitchell

**Sport**

In 2009 one hundred and fifteen students represented Queanbeyan South Public School at a district level. This included swimming, cross country and athletics and from these three students went on to represent the school at a regional level.

Our school participated in several competitions and carnivals throughout the year. These included boys and girls’ basketball, rugby league, AFL, Oz Tag and soccer. Two students were successful in
gaining selection in the regional girls’ soccer team.

Coaching clinics were held in rugby league, rugby union, AFL and cricket which were designed to improve the student’s skills and fitness.

Each stage organised programs improving student’s fitness, strength, coordination and endurance as well as teaching sporting skills and game rules.

To enhance these initiatives students participated in the SmartStart fitness program facilitated by Rob de Castella and the Australian Institute of Sport. A number of student continued with this program in an after school format.

Our school was also very privileged and honoured to be chosen to appear in the making of a DVD to be released nationally to schools to portray how to play particular games correctly. Filming was done in and around our school and was in conjunction with the Australian Sports Commission.

**Julie Giteau**

**State and National Competitions**

In 2009 a total of 91 students participated in the University of N.S.W. International Competitions in English, Mathematics and Science. The following results indicate that at a third of our participants are achieving a credit certificate or higher. We thank the Parents and Citizens Association for their ongoing contribution to these competitions.

<table>
<thead>
<tr>
<th>Science</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 High Distinction</td>
<td>1 High Distinction</td>
</tr>
<tr>
<td>9 Distinctions</td>
<td>7 Distinctions</td>
</tr>
<tr>
<td>25 Credits</td>
<td>24 Credits</td>
</tr>
</tbody>
</table>

**Mathematics**

| 1 High Distinction |
| 6 Distinctions |
| 25 Credits |

**Heather Carroll**

**Academic**

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Literacy – NAPLAN Year 3**

![Percentage of students in bands: Year 3 writing](chart1)

Writing will remain a whole school focus as identified in our school plan in order to help move student results from band 3 and 4 in an upwards trend to match state averages.

![Percentage of students in bands: Year 3 reading](chart2)
Year 3 students in band 5 reading have exceeded the like school group average, while there is an over representation in lower bands.

Spelling results show that we have equalled the state average in band 4. Success in this area can be attributed to targeted intervention by a whole school focus on spelling.

The high proportion of students in band 1 demonstrates that the links across literacy are consistent and that there is a significant need in grammar and punctuation to continue working in this area.

The representation of results in bands in 5 and 6 is pleasing and in line with school planning the aim for 2010 is to raise more student results into these bands.
Results in band 7 have shown an increase over the past two years of the percentage in that band and a continued focus on moving students from lower bands in line with state averages.

The high proportion of students in band 3 demonstrates that the links across literacy are consistent and that there is a significant need in grammar and punctuation to continue working in this area.

### Numeracy – NAPLAN Year 5

An over representation in band 4 indicate a continued need for a school focus on spelling.
In reading, 67% of year 5 students were matched to their year 3 results. The average growth in our Year 5 students was 104.3 points, exceeding the average state growth of 87.7 points by approximately 17 points. Our indigenous student’s growth was approximately 35 points higher than the average growth made by male indigenous students elsewhere in the state.

In writing, 71% of our Year 5 students were matched to their Year 3 results. Our average school growth was 65 points, compared to state growth of 60.2. Male indigenous students in Year 5 achieved a growth of 119.4 points, compared to the state average growth in the same area of 59.5 points – a difference of approximately 60 points.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>85</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>76</td>
</tr>
<tr>
<td>Numeracy</td>
<td>83</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>84</td>
</tr>
<tr>
<td>Writing</td>
<td>81</td>
</tr>
<tr>
<td>Spelling</td>
<td>87</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>71</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90</td>
</tr>
</tbody>
</table>
**Significant programs and initiatives**

**Aboriginal education**

All our curriculum areas continue to explicitly teach an Aboriginal perspective and to promote cultural identity and tolerance.

Our school is committed to the targets set down by the DET to significantly raise literacy and numeracy standards and outcomes for all Aboriginal students.

With 24% of students being of Aboriginal descent our school continues to hold a high priority with Aboriginal programs inclusive of the whole school community.

The Aboriginal Education and Training Policy was introduced to all staff during 2009 and endorsement of the Aboriginal Education and Training Strategy has been reinforced through the following programs:

- Our school is actively represented in the local Aboriginal Education Consultative Group and Dare to Lead forums
- The Australian Government Quality Teaching Indigenous project – AGQTIP continued into its third year with team members involved in Quality Teaching professional development in Literacy and Numeracy. During term three, twenty indigenous students visited the University of Canberra to visit Dr Kaye Price and the Ngunnawal Centre to interview indigenous students about their educational journey. Our students produced a digital story of their interview and invited UC students to school to share their stories.
- In-Class Tuition support for students in years 4 and 6 who identified as not reaching the minimum standard in NAPLAN 2008, with Norta Norta funding. This employed three aboriginal tutors to provide in class support
- An Indigenous Intensive Reading Class conducted by the School Learning Support Officer involved students in years 4, 5 and 6
- Schools as Community Centres – (SACC) has continued to fund a teacher one day a week to support kindergarten indigenous students with individual support to attain Kindergarten benchmarks
- The Indigenous garden area beautification was undertaken to include a serpent pathway and local indigenous plants with a water tank to irrigate
- An Apology plaque purchased in recognition of the National Apology

Over 65% of our school population was represented at the Reconciliation Walk through Queanbeyan

Our students participated in ACT Indigenous cricket and softball days

Personalised Learning Plans continue to be reviewed and updated for all indigenous students

NAIDOC Week was celebrated throughout the whole school from Pre- school to year 6 in keeping with this year’s theme ‘Honouring Our Elders, Nurturing Our Youth’

Peer Support activities in Term 3 involved all classes producing friendship bands and stickers

Flag raising ceremony

Guest Aboriginal speakers including local high school ex-students, local elders and the Quality Teacher Indigenous Engagement Coordinator

Didgeridoo performance by an ex student

Choir performance of a Torres St Island song

School Community morning tea

Director of Aboriginal Education and Training visited in support of our many initiatives.

Karen-Ann Soltan

**Multicultural education**

We are proud of our cultural and ethnic diversity at Queanbeyan South Public where we represent almost forty nationalities. We welcomed nine new arrivals this year from India, Indonesia, China and the Philippines.

Our Community Languages Other than English (CLOTE) teacher delivers programs in Macedonian language and culture to students from both Macedonian and non-Macedonian backgrounds. Our Macedonian CLOTE classes consist of 32 native speakers and 80 non-speakers.

The Language Olympiad in Macedonian continues to be held between Queanbeyan South Public and local schools for stage two and three students with our students successful in both stages.

Intensive English classes continue under our New Arrivals program through distribution of our English as a Second Language teaching staff.(ESL)

Our school has two trained anti-racism contact teachers (ARCO) and cultural and linguistic diversity are highly valued.

Danuta Olender
Respect and responsibility

Student welfare programs have successfully continued in 2009, building on existing strong foundations through a combination of in class and whole school lessons on respect, responsibility and values.

Values education this year related to topics on honesty, respect, trustworthiness and doing your best. The structured values program devised by a staff team and implemented in term three, involved senior students as peer mentors in coordinated small group lessons as part of our Peer Support program.

Throughout the course of the year, restorative practices were used by all staff to underpin conflict resolution situations in all grades.

Reward systems included Sun Safe hat rewards, school merit certificates and medallions and a range of classroom specific acknowledgements designed to reward positive student behaviours that supported our school values.

Combined playgrounds gave students in different grades the opportunity to play together and engage in a wider range of social activities. Other programs of merit included Playkids at lunchtime, (our senior monitoring of equipment) plus dance and hall games.

Students support ANZAC day by participating in the Queanbeyan ANZAC Day march

Students support Clean Up Australia Day by cleaning up designated areas of school areas.

Student support various charities and national appeals through their Student Representative Council notably the Australian wide bushfire or disaster appeal.

Inclusion of our school in the Positive Behaviour for Success program in 2010 aims to build on the strong understanding our students have regarding respect and responsibility.

Mark Gardiner

Information and Communication Technology (ICT)

ICT has remained a high priority across Queanbeyan South Public School in 2009. The teaching and learning environment has been supported in many ways through the purchase of hardware, targeted professional development and the design of a range of activities to support the learning needs of all students.

Steps taken by the school in the pursuit of quality ICT include the purchase of interactive whiteboards for every class and the establishment and training of staff in the use of our Connected Classroom.

Positive initiatives in support of these purchases have included increased lessons on digital story telling and the creation of notebook lessons by staff.

Learning programs have been supported by the integration of student tracking and reporting using online tools that enable more consistent monitoring of student tracking and better quality development of teaching programs.

Departmental activities including training in notebook software, the quality teacher improvement program and the use of CLAS has enabled staff to begin to track their own professional development in technology as part of annual teacher assessment and review negotiations.

Community Use of Facilities

The use of school facilities include:

- regular P and C meetings
- daily after school care through the YMCA
- weekly Taekiddokai Martial Arts
- weekly Indonesian bi-lingual pre-school program
- on site transition to school program

The DET Community Agreement Policy is implemented where relevant.
Progress on 2009 targets

Our schools management plan for 2009 included strategies to promote the achievement of three targets. Our progress in achieving these targets is set out below.

Target 1

To improve student performance in literacy and numeracy.

Students will show growth in space and spelling.

Our achievements include:

- Employment of two coordinators in literacy and numeracy to work with staff and students across K-6
- Spelling evaluation completed and linked to successful strategies to meet student needs, with 88% of students at or above the minimum standard in spelling
- Growth in literacy and numeracy from year three to five was significant for our Aboriginal students with both curriculum areas well in excess of state average

Target 2

To enhance school wide access of digital educational resources for learning and teaching and for teacher professional learning.

To provide state of the art technology for students and staff.

Our achievements include:

- electronic interactive whiteboards are installed in every classroom and library
- continued training of staff in Notebook and associated technologies
- employment of computer teacher
- Connected Classroom and video conferencing facilities used by school and district
- Interactive technology incorporated across the curriculum
- Sharing of interactive whiteboard sites and strategies through stage, staff and mentor meetings.

Target 3

To improve the social and emotional well being of all students

To strengthen student transition points, preschool to year seven.

- an extended year 6 orientation program in place with staff and students of partnership schools.
- increased attendance figures equal to regional figures due to proactive attendance programs
- further completion of individual Personalised Learning Plans for indigenous students now aligned with Best Start interviews for parental convenience
- kinder Orientation has been extended to a six week session program from the previous three weeks with parents workshops to build continuity and familiarity for new students and parents
- welfare and discipline policies and systems reviewed in consultation with staff and parents

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Management and spelling in Literacy.

Educational and management practice

In 2009 we evaluated School Management

Background

School Management was evaluated with the view to determining parent’s needs as the school moves into the first phase as a National Partnership Low Socio Economic school funded by the Australian Federal Government.

The school needed to evaluate current and future communication systems and used the School Map Parent Survey to facilitate the gathering of this information.

Findings and conclusions

Parent’s comments were positive in the areas of school management of teacher professional learning and the evaluation of programs offered, with 88% responding that teachers undertook extra training to improve their classroom teaching and 84% felt that the school regularly evaluates and measures programs.

Three quarters of our parents believed the school addressed the educational needs of the students.

While only 57% felt that the school communicated effectively with students and parents.
**Future directions**

Perceptions and issues raised through the survey showed that although we have successful programs in place we need to develop further ways to communicate all our activities to our parents and improve our channels of communication with our entire school community.

This process has begun with the development of the D.E.T. provided website as a school based website. Into 2010 clearer communication and consultation will be established regarding student educational needs through email, website updates, further consultation with parent bodies and the establishment of a community centre on site. These measures will be implemented in consultation with staff, parents and through our Community Liaison Officer.

**Curriculum**

In 2009 the school evaluated spelling in Literacy

**Background**

The strong focus placed on spelling as identified through NAPLAN was evidenced in the appointment of a Literacy Coordinator under the Priority Schools Program. The coordinator worked with staff students and parents, evaluating student’s needs and conducting workshops for staff and parents. The transition to a greater consistency in the whole school planning of spelling began in earnest this year with interactive whiteboards installed in every classroom giving staff a uniform platform for quality teaching lessons.

**Findings and conclusions**

Parent surveys indicated that all children who complete homework spend part of this time on spelling activities and that a family member does help.

Some respondents have indicated that an online tool would be useful for learning spelling while others asked the school to be mindful that not all families have computers or internet access.

50% of students were interested in spelling while the remainder indicated some disinterest and frustration with spelling. More than 30% of students enjoyed using paper, while over 90% felt that technology helped them learn spelling well. More than 80% felt they were better spellers when compared to last year.

Staff surveyed indicated that most use spelling as a whole class literacy focus. A majority felt that guided and independent spelling strategies should be taught as explicit quality teaching lessons. While there was scope indicated by staff to further refine whole school spelling strategies particularly in the integration of technology.

**Future directions**

Parent workshops targeting spelling areas identified through NAPLAN results will be implemented in 2010. Professional learning in Accelerated Literacy and interactive whiteboard technologies will continue as an integrated component of a planned mentoring and whole staff training program. Spelling will remain a focus within school planning with punctuation and grammar.

Student preference for spelling online will be supported through a spelling website the school literacy coordinator has tailored to meet the dynamics of our school.

Our school community room will be used to host ongoing workshops for parents.

**Parent, student, and teacher satisfaction**

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Parents**

Our parents felt very strongly that our school is a friendly school and tolerant and accepting of all students and that we teach and promote core values. They also felt that the school was an attractive and well resourced school. All strongly agreed that we maintain a focus on literacy and numeracy although one parent would like to see more extra curricular activities. All parents agreed that student’s achievements were recognised through the school award system.

Parents indicated that literacy, numeracy and welfare should remain a priority in the school plan. Further priorities included continuing to have the best resources for our students.

**Students**

Student surveys revealed that 83% of them like to go to school each day, 90% of students are proud to be members at Queanbeyan South Public School.

Satisfaction in regard to social integration also revealed that 91% of students felt that they had learnt skills to get along with other people at school. While 94% of students believed that work at school is good preparation for their future.

**Staff**

Staff agreed that it was a friendly school that is tolerant and accepting of all students although one respondent did not agree with this and three felt that it was not an attractive or well resourced school.
The majority of staff felt that student achievements were recognised through the school award system while two staff did not agree.

Four staff did not agree that the school was well organised although all agreed they were given opportunities to participate in professional learning.

**Professional learning**

In 2009 staff development was prioritised against the school plan and 2009 school targets. Professional learning took place through school development days, staff and stage meetings and district and regional collegial networking.

Key achievements in professional learning include:

- Whole staff training in working with students with special needs.
- Whole staff training in cardio – pulmonary resuscitation
- Continued Staff extension training in Non-Crisis Intervention training
- Executive attended Illawarra Linking Conference
- Involvement of staff team in Australian Government Quality Teaching Indigenous Project
- Best Start Assessment and Reporting training
- Anti-Racism Contact Officer training
- Early Stage One and Stage One Accelerated Literacy training
- NAPLAN Writing Criteria Marking
- Australian Early Development Index for Kindergarten
- Digital Storytelling
- Notebook training
- Dare to Lead
- O.H.S. team training
- Queanbeyan South Public School

Teacher Professional Learning funds allocated to the school totalled $21,000 and expenditure was $27,000. This was supplemented by funds from the global budget and Priority School Funds. The average amount for professional learning per teaching staff member was approximately $950.

School Learning Support Officers and administration staff also attended professional learning both in their own professional areas and with teaching staff. SASS professional learning funded from the global budget.

**School development 2009 – 2011**

**Targets for 2010**

The long term strategic directions (2009-2011) are set out in the Targets for 2010. The strategies to achieve our targets for 2010 were drawn from the analysis of data provided from SchoolMap surveys and assessment of school data.

**Target 1**

*To improve student performance in literacy and numeracy.*

Strategies to achieve this target include:

- K-2 School Learning Support Teacher to address learning difficulties
- Continuation and extension of early stage one intensive literacy program including Aboriginal Early Intervention and In Class Tuition
- Employment of Literacy and Numeracy coordinator to address stage specific needs as identified from NAPLAN data
- Provision of School Learning Support Officers to support literacy and numeracy programs K-6

Our success will be measured by:

- Increased levels of literacy and numeracy achievement in line with state and regional levels
- Diminished gap in literacy between Aboriginal students and all students
- Continued growth in NAPLAN results within writing and numeracy
- All staff K-4 will be trained in Accelerated Literacy
Target 2

To implement curriculum using technology and expertise across the whole school

Strategies to achieve this target include:
- Strengthen quality teaching through mentoring of teachers by school leaders.
- Sharing of professional knowledge of ICT in stage and staff meetings.
- All staff trained in using interactive whiteboards.
- Employment of a technology coordinator

Our success will be measured by:
- All staff involved in a continuum of technology training that caters for individual needs.
- All staff confidently use a range of quality teaching strategies.
- All staff familiar with a sequential delivery of classroom programs within the quality teacher framework.
- All staff use data to develop individual learning plans for quality teaching.

Target 3

To improve student engagement across the school

Strategies to achieve this target include:
- Student Engagement officer to identify student needs.
- Implementation of Positive Behaviour for Success (PBS).
- Review of student welfare policy.
- Establishment of a community centre and greater range of communication to parents and community.
- Enhance student knowledge of career pathways through the promotion of the value of education

Our success will be measured by:
- Increased attendance at parent workshops.
- Implementation of Phase 1 of PBS
- Improved community use of school website
- Data reflects greater levels of attendance
- A measured decrease in detention and suspension rates.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Genevieve Jackson Principal
Rebecca Taylor Parent Representative
Robyn James Assistant Principal
Karen-Ann Soltan Assistant Principal
Elizabeth Harley Assistant Principal
Mark Gardiner Assistant Principal

School contact information
Queanbeyan South Public School
101 Cameron Road, Queanbeyan 2620
Ph: 0262973043
Fax: 02 6297993350
Email: queanbeyas-p.school@det.nsw.edu.au
School Code: 4394

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: