QUEANBEYAN SOUTH PUBLIC SCHOOL
Annual School Report 2011
Our school at a glance

Students
Queanbeyan South Public School students are focused and motivated learners who share their learning journey through a comprehensive curriculum with staff, parents and community.

With our school values of BE RESPECTFUL, BE RESPONSIBLE and BE SAFE at all times, students work in harmony together with students from thirty seven cultural backgrounds. Through a balanced and challenging curriculum the school continues to provide a diverse range of programs to meet student needs from transition to year six.

The Nguuranbai Transition to School program caters for our pre-school children, offering a continuum of education on site. Queanbeyan South also caters for a number of district based classes including one for students with mild intellectual disabilities, two multi-categorical classes for students with special needs and two classes for academically gifted and talented students.

Staff
The staff at Queanbeyan South are identified as compassionate and caring by parents and the community. Teachers each have individual skills and expertise that enhance student learning and these skills are constantly developed through extensive professional learning and mentoring programs. The school learning support staff and administration staff are highly valued members of the school community.

Significant programs and initiatives
2011 saw completion of the final stage of the Building Education Revolution (BER) upgrade, with the completion of the new hall

Playground upgrades included two new all weather fitness circuits (junior and senior)

Extensive painting of new playground activities to enhance welfare programs

To further enhance interactive learning, the establishment of an extensive vegetable garden

To compliment the garden and curriculum the awarding of a Stephanie Alexander Kitchen Garden Classroom to Queanbeyan South with two classrooms to be converted to kitchens early in 2012

An example of our new playground art.

Messages
Principal’s message
Queanbeyan South Public School students showed significant growth in all academic areas in particularly literacy and numeracy during 2011. A more in depth explanation of the wonderful progress our students have made is found under our academic reports.

Queanbeyan South continues to deliver quality education in core syllabus learning areas. These programs are highly valued by the school community and Queanbeyan South is fortunate to be able to address student learning needs with support staff such as a speech pathologist, literacy coordinator and numeracy consultant all working in tandem with a dedicated teaching staff.
This collaboration and teamwork at Queanbeyan South demonstrates excellent academic growth across a diverse student population which includes students who have special needs and students who are highly gifted. 28% of our student population identifies as being from a language background other than English and these students are supported through strong English as a Second Language (ESL) programs. 25% of our students are of Aboriginal or Torres Strait Islander descent and are supported by an Aboriginal Education Officer and mentor programs. Students with special needs have maximum support through a highly effective Learning Support Team. The school caters for all students through differentiated classroom programs funded by National Partnerships, Priority Schools Program and Priority Action Programs.

I pay tribute to the staff, parents and community for their valued contribution in helping to establish and maintain the many programs and initiatives implemented during 2011.

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.

Genevieve Jackson  Principal

P & C message

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

2011 was a successful year for our P&C and we held some great fundraising activities such as:

- Easter Raffle
- Fete
- Canteen Red Food Days
- Canteen slice drive
- BBQ at Bunning’s in Fyshwick

Our school canteen continues to run at a small profit and employing 2 staff. The canteen relies on volunteers to help with its successful operation and we would love to see new faces. Remember many hands make light work. The P&C made many contributions to the school this year which include -

- Sponsoring student entries for competitions including the University of NSW exams in Mathematics, Science, and English
- Sponsoring end of year medals and awards
- Supplying canteen vouchers for a Youth Mentoring Program
- Funds towards the Year 6 farewell
- Funding towards students entries in the Queanbeyan Show
- Purchase of library books and laptops
- Purchase of new construction toys

One of our ongoing challenges is to involve more parents not only within the school but the P&C activities so that we can continue to provide ongoing support to the school and therefore in turn our students and also continue to have input into key decisions that affect our children’s learning environment.

We always welcome new parents and community members so that together we can make our school the best it can be for our students to learn and grow. I look forward to seeing you soon at one of our monthly meetings.

Leanne McGuirk  P&C President

Student representative’s message

2011 was a successful year for our Student Representative Council. (SRC)

Students held 31 meetings during the year to discuss the issues relating to the student population.

Queanbeyan’s ANZAC and Remembrance Day ceremonies were well attended by student representatives. Charities supported this year included Guide Dogs Australia, Jeans for Genes Day, The Children’s Hospital, Sids for Kids and the Rural Bushfire Service.

The S.R.C. held a number of fun days in order to raise funds for school projects.

The S.R.C. organized a “School Garden Design Competition” where all of the school participated in mapping out a design for our school vegetable garden that will supply our Stephanie Alexander
Kitchen Classroom. The SRC judged the entries and made suggestions for the final design.

The SRC sports equipment was also replenished to provide further lunchtime play activities for both primary and infants.

Two very successful SRC discos were held during the year, raising funds and ensuring a great social time for students from K-6.

A notable feature of the S.R.C. was the commitment shown by the children, to their meetings and duties and their willingness to volunteer for school activities. Thank you to staff and executive for their support of our SRC students.

Mr Gordon Weir and 2011 SRC team

2011 School Captains.

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.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>256</td>
<td>250</td>
<td>251</td>
<td>236</td>
<td>213</td>
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<tr>
<td>Female</td>
<td>221</td>
<td>217</td>
<td>206</td>
<td>197</td>
<td>183</td>
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</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>91.9</td>
<td>90.4</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.7</td>
<td>93.1</td>
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<td></td>
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<td>2</td>
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<tr>
<td>3</td>
<td>91.7</td>
<td>91.7</td>
<td>92.9</td>
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<tr>
<td>4</td>
<td>90.8</td>
<td>93.4</td>
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<tr>
<td>5</td>
<td>92.2</td>
<td>90.5</td>
<td>92.1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>91.8</td>
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<td>Total</td>
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<table>
<thead>
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<th>2010</th>
<th>2011</th>
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<td>K</td>
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<td>1</td>
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<td>93.9</td>
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<td>2</td>
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<td>94.0</td>
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<td>3</td>
<td>93.9</td>
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<td>93.6</td>
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<td>4</td>
<td>93.7</td>
<td>93.9</td>
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<tr>
<td>5</td>
<td>93.7</td>
<td>93.8</td>
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<td>6</td>
<td>93.2</td>
<td>93.6</td>
<td>93.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.7</td>
<td>94.0</td>
<td>93.7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
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<td>94.7</td>
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<td>94.0</td>
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<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
</tr>
</tbody>
</table>

Management of non-attendance

Non-attendance is managed through liaison between school, parents, Aboriginal Education...
Officer and the District Home School Liaison Officer. Letters are sent to parents to request an explanation of non-attendance as per regulations. To simplify parent notification to school of absences all families have been supplied with pre-printed attendance booklets. 2012 will see Queanbeyan South become part of a regional Attendance Program focus to review and address attendance procedures.

**Class sizes**

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>KCR</td>
<td>2011</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>KRJ</td>
<td>2011</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1CK</td>
<td>2011</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1RL</td>
<td>2011</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2JB</td>
<td>2011</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2MH</td>
<td>2011</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3CH</td>
<td>2011</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3HC</td>
<td>2011</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4RJ</td>
<td>2011</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>4VL</td>
<td>2011</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5PS</td>
<td>2011</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5SB</td>
<td>2011</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>6JG</td>
<td>2011</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>6PP</td>
<td>2011</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

**Structure of classes**

In 2011 there were 17 classes at Queanbeyan South with three catering for students with special needs. The special education unit is comprised of one class for students with mild intellectual disabilities and two multicategorical classes catering for students with diagnosed disabilities. There are two stage three Opportunity Classes for gifted and talented students.

**Staff information**

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

The teachers at Queanbeyan South are an experienced, dedicated and skilled team. They have a broad range of expertise and are committed to continued professional learning and collaboratively planning quality teaching programs across all stages.

**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>11</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.63</td>
</tr>
<tr>
<td>Primary Part-Time teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Priority School Funding Scheme</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Community Language Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary AP Multi-Categorical</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher Multi-Categorical</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>School Learning Support Teacher</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher Visual Disability *</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary SS Teacher Severe Learning *</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Student Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Total</td>
<td>27.202</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.522</td>
</tr>
<tr>
<td>TOTAL</td>
<td>34.724</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The indigenous composition of our staff constitutes approximately one fifth of our workforce.

**Staff retention**

Staff numbers remain stable due to retention through National Partnership programs. One classroom teacher retired and this position will be filled in 2012.

**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>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>
Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>614 459.25</td>
</tr>
<tr>
<td>Global funds</td>
<td>262 277.81</td>
</tr>
<tr>
<td>Tied funds</td>
<td>553 437.76</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>86 832.44</td>
</tr>
<tr>
<td>Interest</td>
<td>30 749.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25 170.09</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td><strong>1 572 927.28</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
  - Key learning areas: 48 375.76
  - Excursions: 7 549.92
  - Extracurricular dissections: 51 790.27

Library: 2 983.52
Training & development: 6 774.32
Tied funds: 467 593.21
Casual relief teachers: 61 394.28
Administration & office: 82 581.92
School-operated canteen: 0.00
Utilities: 74 614.49
Maintenance: 69 484.16
Trust accounts: 29 574.95
Capital programs: 110 840.38
Total expenditure: **1 013 557.18**

**Balance carried forward**

| 559 370.10 |

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Choir and Performing Arts

The start of 2011 saw children from grades 4 to 6 come together to form a choir. Returning members were welcomed back and new members auditioned for the remaining places in the choir. Songs from a variety of genres were introduced and their hard work began.

The choir took part in the Queanbeyan District Choral Festival in Term 2. They received many favourable comments about the high quality of their individual school item. They were also commended for their presentation and performance technique. A highlight of the Choral Festival was their participation in a massed choir with students from across the district.

The Queanbeyan District Performing Arts Festival was held in Term 3 at the Canberra Theatre with the theme ‘Planes, Trains and Automobiles’. This gave the choir another opportunity to perform before a much larger audience. A small group of dancers, choreographed by a talented young dance teacher, joined the choir to present the item for Queanbeyan South Public School.

In Semester 2 a Junior Choir was auditioned to foster the enjoyment of singing and encourage the participation in future choirs.

Elizabeth Harley
Narelle Mitchell

The Senior Choir takes a well earned rest between items.

Sport

In 2011 students represented Queanbeyan South at district level in swimming, cross country and athletics. From these carnivals eight students were selected to move onto regional carnivals and one student was successful in representing the region in the state swimming championships held at Homebush Bay.

Our school participated in several competitions and carnivals throughout the year. These included the Matt Giteau Cup in rugby union, an AFL Gala Day and interschool basketball rounds.

Students were also involved in the Premier Sporting Challenge where students were encouraged to increase their daily physical activity time.
The school was also involved in the two week intensive swimming scheme. This involved students from years 2-6.

Coaching clinics were also held in rugby union, cricket and AFL. These clinics are designed to increase the participation, fitness and skill level in these sports.

Queanbeyan South also participated in an Indigenous Sports Program with local high school Vocational Education Training (VET) students in 2011. The students enjoyed the interaction with the older students and their skill level also improved.

**Julie Giteau**

School involved in intensive swim school.

**Indigenous sports program in conjunction with local High Schools.**

**State and National Competitions**

2011 saw a total of 234 participants from Queanbeyan South involved in the International Competition and Assessments for Schools (ICAS) run by the University of New South Wales.

The assessments are conducted annually across Australia and in twelve other countries. There are over 1.5 million entries worldwide.

Students participated in Mathematics, Science and English. We would like to thank the Parents and Citizens Association for their ongoing financial subsidy of students participating in this competition.

**Mathematics**  
2 Distinctions 21 Credits 13 Credits

**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 these assessments.

Yr 3: Band 1 (lowest) to Band 6 (highest in Year 3)  
Yr 5: Band 3 (lowest) to Band 8 (highest in Year 5)

**Progress in Literacy and Numeracy Years 3-5**

<table>
<thead>
<tr>
<th>Average progress in Reading between Year 3 and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>SSG</td>
</tr>
<tr>
<td>State DEC</td>
</tr>
</tbody>
</table>

The school exceeded both the state mean and the similar school group with high reading growth.
In numeracy the school exceeded both the state mean and the similar school group with exceptional individual school growth of 20 scale scores.

Average progress in Numeracy between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>84.1</td>
<td>104.1</td>
</tr>
<tr>
<td>SSG</td>
<td>85.4</td>
<td>92.4</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Significant growth was also indicated in spelling with school growth again exceeding both state and similar school groups.

Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>76.3</td>
<td>90.8</td>
</tr>
<tr>
<td>SSG</td>
<td>88.9</td>
<td>75.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

Outstanding growth was achieved in Grammar and Punctuation as Queanbeyan South exceeds the state mean and similar school groups.

Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>98.4</td>
<td>109.1</td>
</tr>
<tr>
<td>SSG</td>
<td>93.5</td>
<td>80.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

Literacy is everywhere.

The Great Book Swap
In year 3 Reading our school exceeds similar school groups in bands 5 and 6. The school remains overrepresented in band 1 and this remains an area for continued development.

Queanbeyan South has a higher percentage of students in the top two bands than the similar school group but is below state.

The percentage of students in bands 3, 4 and 5 have increased from 55% in 2010 to 65% in 2011. QSPS experienced a drop of 3% in band 6. We have 32% of students in the top two bands compared to Similar School Groups 29%.

The percentage of students in bands 1 and 2 in Grammar and Punctuation has fallen from 33% in 2008 to 23% in 2011.
Year 3 have shown considerable growth in movement from bands 1 and 2 with over 70% of students achieving Band 3 and above.

Queanbeyan South has exceeded similar school groups with 38% of students in bands 6, 7 and 8.

While year 5 exceeds similar school groups in bands 6 and 7 there remains a focus for development in this area.
Year 5 while below state scores showed a distinct increase in bands 5 and 6.

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 2011.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>87.3</td>
</tr>
<tr>
<td>Writing</td>
<td>89.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>89.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.7</td>
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An Aboriginal mentor choreographed a dance group of stage one Aboriginal boys who represented our community in performing at Queanbeyan State Office for Sorry Day, Opening Welcome in Canberra, Queanbeyan Reconciliation Walk and Karabar and Queanbeyan High Schools NAIDOC celebrations.

All class teachers have been trained in Accelerated Literacy.

NAIDOC Week (National Aboriginal and Islander Observance Committee) was celebrated throughout the school including our transition to school students. Activities included a flag raising ceremony – local community providing samples of bush tucker for students – staff and community handprints painted in school as sign of unity – an assembly with local Aboriginals and current students sharing their celebration thoughts – a stall of Aboriginal mementos – a local elder to perform a ‘Welcome to Country’ – year one class performance of a Torres Strait Islander song – a school and community morning tea.

NORTA NORTA funded in – class tuition provided by four Aboriginal tutors for students in years four and six identified as not reaching minimum standard in NAPLAN 2010.

The funding from Schools as Community Centres (SACC) provided a teacher two days per week for intensive one on one support to Aboriginal students in Kindergarten, ensuring they attained the Kindergarten benchmarks and achieved outcomes to match or better their peers.

Over 70% of students participated in the local Reconciliation Walk through Queanbeyan.

Students participated in the Boomanulla Cricket Day and the Indigenous Sports Program in which local high school students have led skills based sports programs as part of their Vocational Education Training (VET) program.

Otitis media assessments are conducted annually.

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**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011.**

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<tr>
<td><strong>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</strong></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>86.0</td>
</tr>
<tr>
<td>Writing</td>
<td>86.0</td>
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<tr>
<td>Spelling</td>
<td>90.0</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.0</td>
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<tr>
<td>Numeracy</td>
<td>91.7</td>
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(One year 5 student was exempt from NAPLAN testing due to Support class placement)

**Significant programs and initiatives**

**Aboriginal education**

As a school with a 25% Aboriginal student population a strong focus has been presented in the school culture at Queanbeyan South. All staff participated in an Aboriginal Cultural Excursion of the local area under the direction of a local elder to explore local sites significant to Aboriginal people. This cultural awareness will be further enhanced in 2012 when staff undertakes study of the Department of Education and Communities Cultural Awareness Modules.

Further focus has been shown through:

- All Aboriginal students have a Personalised Learning Plan which supports student learning goals.
- Weekly assemblies continue to commence with an Acknowledgement of Country as do special assemblies and meetings.
- The Queanbeyan Aboriginal Education Consultative Group (AECG) had an active representation by staff and community members.
- A Dare to Lead audit was undertaken early in the year across the school community and found that the school had strong ties in supporting Aboriginal students and promoting Aboriginal Australia.
- Community Aboriginal Education YARN group met twice a term to discuss and support Aboriginal directions of the school.
- Female Aboriginal workers were trained in the Sista Speak program to be initiated with year 6 Aboriginal girls addressing self esteem.
Multicultural education

In 2011 Queanbeyan South Public School has welcomed new arrivals from Fiji, Bangladesh, Nepal, Philippines and India.

Stage 2 and 3 students, who studied Macedonian, completed a Language Olympiad against Queanbeyan Public School and did extremely well. In term 3, a number of stage 1 Macedonian students from Queanbeyan South performed traditional dances for all year 2 classes at Queanbeyan Public School and taught them some simple steps.

Our school has an anti-racism contact teacher and cultural and linguistic diversity is valued.

Students also had the opportunity to study Japanese language and culture.

Sunny Mircevska and Danuta Olender,

Queanbeyan South Reconciliation Walk 2011.

Respect and Responsibility

Positive Behaviours for Success

In 2011 we held a PBS (Positive Behaviours for Success) celebration assembly, to recognize our work since PBS was established. The assembly was attended by invited guests, students, and staff. The assembly was followed by participation in sports tabloids to practice our values in the playground. Local sports identities spoke to our students about using values of respect, responsibility and being safe in their sports. Each class awarded a special certificate to one student who best displayed these values. Since the beginning of the year all teachers have been using the ‘All Areas’ IWB (interactive whiteboard) lessons. During the second term class teachers were given the next set of IWB lessons for outside areas to use with their students. Our signs have been made and placed in prominent positions throughout the school. They display our south stars with their values and also specific behaviours expected in different areas. Next year our team will moving into the next stage which focuses more on in class behaviours.

Sandy Swift and Toni Clark On behalf of PBS team

National Partnership Programs

National Partnership – low socio economic

Priority Action School

Priority School Funding Program

Queanbeyan South receives funding from the above sources. This allows our school to support initiatives that are tailored to the needs of our students and maximize their potential. Programs were included that increased in-school professional development and mentoring of teachers to produce Quality Teaching programs on an individual needs basis.

All teachers are trained and include the pedagogy of Accelerated Literacy with up to date resources and interactive whiteboards in every classroom.

Support through the employment of literacy and numeracy coordinators to mentor, and organize workshops on an individual basis provide professional development to teachers of our school and the community of schools, support staff and parents within our community.

A student engagement coordinator position provided mentoring for students at risk and enhanced the capacity of staff in supporting the school welfare policy.

A technology facilitator supported the inclusion of interactive whiteboards with technical and software support, and with individual teacher needs were addressed through mentoring sessions and class role modeling.

The inclusion of the school community involvement in our school with decision making and school promotion is supported by a school community liaison officer and the provision school community room.

Early intervention is a school priority and employment of a K-2 Literacy Executive and School Learning Support Officers across each grade for the first three years at school has allowed extensive support in literacy sessions. A speech therapist has also been employed to assess and provide a program for students with language needs.

Aboriginal mentors, male and female supported students in classrooms and playground environments as role models and provided dance sessions across the school for all students.

Student learning was supported through Personalised Learning Plans for all Aboriginal
students, involvement in the Performing Arts festival and Queanbeyan Choral Festival, incursions related to outcomes and transition support for students to enter high school.

A school garden area was developed to support an alternative classroom environment initiative as an outdoor interactive learning centre. The school was successful in becoming a Stephanie Alexander Kitchen Garden School. Kitchen and garden classrooms provide innovative teaching and learning styles supporting improved attendance through engagement and across curricula learning.

Community Use of Facilities
- Daily after school care through the YMCA
- Weekly Taekiddokai Martial Arts
- G K Karate
- On-site transition to school program (4 days)
- Regular use by P and C for meetings

The DET Community Agreement Policy is implemented where relevant

Progress on 2011 targets

Target 1
To improve student performance in literacy and numeracy
Our achievements include:
- Year 5 students with 42% achieving above band 5 compared to 21% in 2010
- 50% of our Aboriginal students achieved band 3 or above compared to 35% in 2010
- Early stage one intensive literacy programs
- The continued engagement of a K-2 Learning Support has enabled the facilitation of a speech pathologist to implement early detection screening and programs
- 100% of our teaching staff are trained in Accelerated Literacy
- Progress in numeracy from years three to five has exceeded both state and similar school groups
- Progress in Reading, Spelling, Grammar and Punctuation from years three to five also exceeds state and similar school groups

Target 2
To implement curriculum using technology and expertise across the whole school
- Professional learning is aligned to targeted and identified individual needs through mentoring and consultancy
- Through the executive leadership and mentoring program staff, staff expertise and consultancy, teachers are increasingly confident with implementing the Quality Teaching framework
- Staff are now using a suite of programs supporting Quality Teaching frameworks based on the K-6 Literacy Continuum and the Mathematics Scope and Sequence

Through professional learning opportunities, staff, executives and consultants have addressed the needs of individual student through the use of data harvest to organize Individual Learning Plans

Target 3
To improve student engagement across the school
- There has been increased interest and attendance by parents in our workshops in literacy due to the schools reorganization of the workshop accessibility
- The school has celebrated the launch of our PBS (Positive Behaviour for Success) welfare program and the completion of all and outdoor setting evaluation and implementations under this system. 2012 will see the school move into the evaluation of the classroom settings for behaviour management.
- The PBS team also completed the installation of all the PBS welfare signs throughout the school and the implementation of interactive white board lessons designed by teachers on the Queanbeyan South PBS team to specifically introduce the lessons to our students. These are available on our IWBs in each classroom and our staff have presented this successful initiative at regional meetings
- While the web site needs further expansion our email list for parents is gradually showing growth. Students spelling lists and newsletters
are available on line with notes to go on in 2012.

- An Attendance team has been formed and the school will be involved in the regional Attendance Focus Program to address attendance that remains under regional level. Parents have appreciated the Attendance Booklet distributed by Queanbeyan South that helps streamline absent notes for attendance.

- 2011 saw a decrease in suspensions due to further implementation of the PBS welfare system, ongoing reviews of our welfare policies and the effectiveness of our special education unit. The continued communication and awareness of procedures and protocols with parents and staff have helped achieve this outcome.

- The school continued to offer more opportunities for parent and community communication, and for student engagement across the curriculum. Some area included:
  - Continued availability of our Community Room for parents to meet, chat and use the internet for school needs
  - availability and accessibility of staff
  - Student Engagement Officer – to identify individual students needs and implement programs
  - 100% of (PLPs) Personalised Learning Plans for Aboriginal students completed
  - availability and accessibility of executive
  - a highly effective and efficient Learning Support Team that monitors, refers and actions the needs and well being of the students
  - a successful on site transition to school program (Ngurranbai) ensuring early intervention and a smooth transition to school
  - Establishment of school vegetable garden and the Stephanie Alexander Kitchen Garden Classroom (kitchen 2012) offering students interactive learning

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 2011 stage three (year5/6) students and parents were surveyed.

Educational and management practice

In 2011 Queanbeyan South evaluated Planning

Background

Queanbeyan South offers an exceptional range of educational opportunities to our students. We are fortunate to have varied funding sources through National Partnership, Priority Action Schools and Priority Schools Program. We also celebrate the diversity of our school with 35 cultural backgrounds in our student population.

It is therefore imperative that our planning be well organized, informative and address student needs to maximize learning while keeping families aware of activities.

Parents, teachers and students were surveyed on planning needs

Findings and conclusions

The overwhelming majority of staff and parents agreed that the school does provide opportunities for the school community to participate in planning and that ideas and suggestions of parents are encouraged. The school prioritizes and targets outcomes to improve student performance and activities and opportunities are well planned, covering many academic and sporting pursuits. This is being achieved through visiting performances, competitions, choir, camps, dance and sport. While it was commented that excursions may be limited the school has compensated by high quality incursions of performances and sports skill days including high profile sports clubs such as the Canberra Raiders and Brumbies.

Both parents and staff while generally happy with their level of input into planning would like more involvement in the planning of major focus areas.

95% our students agreed that the school plans interesting activities for students and that there is a good balance between school events and in-class activities. They strongly agreed that students can have a say in what happens at our school and that
special events are well planned, while offering opportunities for everyone.

Our most popular events and activities at school are: all sports activities including our Indigenous Sports Program™, performing arts, Peer Support™, Kulture Break™ (dance group), Life Education Van™, School Magazines™, talent quest, choir, camp, Zumba™, visiting performers, excursions, discos and canteen hot dog days (one a term) to name a few.

While enjoying the activities and events at school students agreed that what they learnt at school was important and academic subjects featured as favourite activities with science a clear leader.

Future directions
The school will continue to explore further possibilities for parents that wish to be involved in planning in our school to have this opportunity.

Further roles for staff will be enhanced to extend leadership roles into the major focus areas beyond the executive role.

Student’s suggestions for future planning such as grandparent’s days will be encouraged to continue to present these through their Student Representative Council.

Curriculum
In 2011 the school evaluation concentrated on Writing as part of our literacy focus.

Background
The written word constitutes a vital and integral part of the Literacy Continuum. Writing represents the result of many of our literacy tasks and we needed to determine the importance and awareness, parents, staff and students place on the processes and strategies we use to achieve growth in this area of the curriculum.

Writing was evaluated in line with the 2009-2011 school plan targets.

In 2011 Queanbeyan South showed progress of almost 11 scale scores in Grammar and Punctuation from years 3 to 5 and growth exceeded the state average by 26 points. Spelling also showed growth of 14 scale scores and exceeded state by 15.4. Reading progressed 13 scale scores and exceeded state by 19 points.

Our percentage of students in the top two bands for writing in year 3 has increased and exceeds Similar School Groups, while year 5 has not shown significant progress and will remain an area for development.

Strategies used to achieve and address these results included:

- Continued and consistent use of the K-2 staff using the Literacy Continuum.
- Engagement of a speech pathologist
- Employment of a K – 2 literacy coordinator
- Incursions with visiting author/illustrators
- Participation in Premiers Spelling Bee
- Parent workshops
- Spelling City on-line

Findings and conclusions
Over 80% of our parents agreed that Queanbeyan South kept them well informed about their child’s writing and provided the appropriate reporting processes, while they understood how writing was taught at our school.

99% strongly agreed that writing was an important curriculum area for their child, while 90% agreed that their child had developed new skills this year in writing supported by our on-line spelling program.

Staff agreed strongly on emphasizing the importance of telling students the purpose of their writing. Teachers agreed that professional learning is an integral part of their skill development and continue to be involved in professional learning and mentoring programs that directly address identified needs and strategies. All Queanbeyan South staff have been trained in Accelerated Literacy to ensure consistency in the delivery of our literacy programs.

Students also agreed that our teachers explain the purpose of a writing task and the majority consider writing to be an important curriculum area. Student’s comments on writing...........

‘You can express your feelings’
‘I can write in many different ways’
‘I love writing especially poems and short stories’
‘It’s an awesome subject, the writing just comes out’
‘Writing is a fantastic skill and writing is the voice of the people’
Future directions
Queanbeyan South will continue our literacy workshops for parents covering text types and give more exposure to students published work through our school newsletter.
Staff will continue to implement and maintain consistent use of the Literacy Continuum while sharing developed knowledge on a collegial basis across our community of schools.

Parent, student, and teacher satisfaction
Parents, staff and students were surveyed on their views about a range of school programs and perceptions regarding the effectiveness of teaching and learning. Surveys were issued to stage three parents and students and were inclusive of all teaching staff at Queanbeyan South.
Their responses are as follows:

Parents
Parents agreed and strongly agreed that Queanbeyan South is an attractive and well resourced school
Parents felt confident that Queanbeyan South had competent teachers who set high standards of achievement and maintained a focus on literacy and numeracy
Parents strongly agreed that they are encouraged to contact the school to discuss concerns relating to their child and that the school welcomes parental involvement
82% of parents felt the school had supportive welfare programs although some felt they could be strengthened

Teachers
Teachers strongly agreed that parents are encouraged to contact the school and discuss students and felt that the school is connected to the community
95% of teachers agreed that a range of extra-curricular activities are offered although some felt that we could better cater for this area
The large majority of teachers agreed that fair discipline exists within the school while a small number felt that there was room for improvement

Students
100% overwhelmingly agreed that Queanbeyan South is a tolerant school and accepting of all students
95% of students strongly agreed that they were valued and supported at Queanbeyan South
While 93% of students strongly agreed they had good access to computers and technology programs only 87% agreed that Queanbeyan South promotes the uniform policy
Overall the surveys were extremely positive about school life at Queanbeyan South reflecting our learning environment

Professional learning
Teacher quality is the product of strong professional learning programs. This year Queanbeyan South spent $69,734 on professional learning.
Professional learning opportunities included and were attended by:
K-2 Speech Pathology workshops- 5 staff
ESL network meetings – 2 staff
Accelerated Literacy – 8 staff
Dare to Lead – 2 staff
MULTILIT training (literacy program) – 4 staff
Cultural Awareness Training (staff development day )
Non Crisis Intervention training (staff development day)
Right to Childhood Conference – 3 staff
Senior First Aid Refresher Course -3 staff
Literacy Benchmarking Assessment – 2 staff
Patterns and Algebra – 2 staff
Language Difficulties Conference – 4 staff
Computer Network and School Law - 1 staff
Literacy Master Class – 4 staff
Seven Super Sentences – 1 staff
Assistant Principals and Principals Conference -6 staff
Inclusion and Engagement – 7 staff
Sports and Games – 1 staff
Equity Conference – 8 staff
K-6 Measurement – 1 staff
Persuasive Writing – 3 staff
Introduction to Complex Reading Difficulties – 1 staff
Aboriginal Educational Officers Conference – 1 staff
Finance /Maintenance/Cleaning Contracts – 2 staff
Redbank Behaviour Conference – 1 staff
Read Respond and Record – 2 staff
Power of Professional Learning – 2 staff
Adobe Captivate – 2 staff
Early Years Learning Framework Conference -1 staff
Reading Recovery – 1 staff
Engaging with your Parents – 2 staff
Brain Gym – 1 staff
Stephanie Alexander Kitchen Classroom – 4 staff
CPR (staff development day)

On school development day’s staff were trained in asthma management, anaphylaxis, Code of Conduct, Child Protection and Emergency Care. Staff were also advised in the NSW Police Mentoring Program to operate at our school, Positive Behaviour For Success interactive lessons, mentoring by executive leaders and literacy and numeracy consultants and sharing of courses attended by individuals.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcomes for 2012–2014

Literacy and Numeracy
Leadership and Management
Student Engagement and Attainment

2012 Targets to achieve these outcomes include:

Target 1: To improve student performance in literacy and numeracy

- Increase the number of students in the top three bands in reading with a focus on comprehension including retelling and inferential reading by 2% (year 3 41%-43%) (year 5 38%-40%) with an expectation of 6% over three years
- Continue to decrease the percentage of students achieving bands 1 and 2 by a further 2% in punctuation and grammar for 2012
- Continue to increase the percentage of Aboriginal students in the top three bands in literacy and numeracy

Strategies to achieve these targets include

- Continued engagement of Literacy and Numeracy specialist support including executive support to address early intervention of learning difficulties K-2
- Specialist support and executive staff to mentor and conduct professional learning for staff in identified curriculum areas
- Continued and increased engagement of a speech pathologist to address communication needs of all students
- Staff implementation and enhancement of assessment continuums K- 6
- Continue Aboriginal Community (YARN) meetings by school led Aboriginal Education Team in conjunction with Aboriginal Education Consultative Group and school officers and mentors.
- Purchase of appropriate resources to target identified needs and professional learning for staff in resources such as MULTILIT(Making Up for Lost Time in Literacy) Fountas and Pinnell Assessment TEN(Targeting Early Numeracy

Fitness is fun at Queanbeyan South
School priority 2

2012 Targets to achieve this outcome include:

Target 2 To develop Leadership and Management across the school
- Continue to expand staff support, supervision and collaboration through mentoring, collegial planning and classroom practice.
- Maintain and extend opportunities for staff to assume leadership roles within school and district.
- Further expand innovative use of interactive technologies in professional learning and teaching practice for all staff.
- Development of specific executive role statements under National Partnership in line with Leading and Managing the School.

Strategies to achieve these targets include:
- Executive staff mentoring in Accelerated Literacy pedagogy and embedding of the Literacy Continuum across stages.
- Continued participation of executive and aspiring teachers in leadership and management forums to ensure succession planning is in place for executive roles.
- Enhance the use of the virtual classroom facilities through shared practice and professional learning.
- Introduction of iPad technology into classroom groups through the development of staff sharing expertise and collegial dialogue.
- Executive leadership opportunities to develop staff in the areas of data analysis systems.

School priority 3

2012 Targets to achieve this outcome include:

Target 3: To improve student engagement and attainment
- To improve student engagement and attainment through innovative teaching practice.
- To consolidate professional learning and teaching practices based on the Quality Teaching framework through mentoring and consultant support.
- Aboriginal mentor for class and playground.
- To strengthen the welfare policy through the next phase of the Positive Behaviour for Success program.
- Increase partnerships between school, home and interagency groups to ensure successful transitioning points within our school framework.
- Increase attendance by 2% through targeted attendance programs.
- Implement extension programs for students K-6 identified as Gifted and Talented students in any given area through the utilization of staff expertise and trade liaison personnel.

Strategies to achieve these targets include:
- Differentiated teaching and learning practice to engage every student and improve student attainment across all stages. Professional learning strategies will be aligned to literacy and numeracy through interactive and real life experiences.
- Specialist staff employed to provide expertise and professional advice for staff in horticulture and nutrition through the schools involvement in the establishment of our Stephanie Alexander Garden Kitchen and Classroom.
- Employment of Student Engagement Coordinator to review and work with identified students and groups.
- Employment of Community Liaison Officer (CLO) to support school and community programs including the use of our Community Room.
- Establishment of school Attendance Committee with home to school attendance booklets issued to all families and enhanced procedural practices through the Focus School Attendance Program.

Queanbeyan South students performing at the Canberra Theatre.
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
Leanne McGuirk  Parent Representative
Karen Soltan  Assistant Principal
Elizabeth Harley  Assistant Principal
Jane Dodds  Assistant Principal
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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: