2010 Annual School Report
Queanbeyan East Public School

NSW Public Schools – Leading the way
Principal’s Message

2010 was a great year of growth for our school and one where there was a number of achievements and changes. Many school activities were co-ordinated and presented by a number of staff members and the students have participated eagerly and cheerfully. I am proud of the staff and students and of the relationships which have developed in our school community.

Again this year staff members have provided sports at lunch times to encourage the students and develop their skills and talents. This has enhanced our school tone and strengthened our sense of community.

The teachers have worked consistently on matters of curriculum and delivering a strong syllabus of appropriate outcomes to the students. We have sought to engage the students in their learning and provide a balanced and challenging learning environment.

The school has grown in enrolments and professional expertise and we will continue to plan and develop accordingly.

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.

Howard Mackinder

Staff

Increased enrolments have again caused a year of mobility and changes. Mr Mackinder successfully sought promotion to PP4 status in April and became a non-teaching Principal; Mrs Kristen Campbell was promoted to the position of Assistant Principal after her successful application for the position. Ms Hayley Dix worked with the Year 6 class until Mrs Robynne Urquhart was appointed in July to a permanent position. Mr Obergfell was seconded to duties at Regional Office and was replaced by Mrs Garland and then Mr Partridge.

Staff information

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

Staff establishment

Principal                  Mr Howard Mackinder
Assistant Principal        Mrs Bronwyn Elliott
Assistant Principal        Mrs Kristen Campbell
AP/Itinerant Behaviour     Mrs Pamela Hoffmeister
Class Room Teachers        Ms Patricia Spink
                          Miss Kim Smith
                          Mrs Kathryn McCormick
                          Mr David Reed
                          Mr Aaron Partridge
                          Mrs Kristen Campbell
                          Mrs Robynne Urquhart
                          Miss Stephanie Parson
Librarian /Learning Support Mrs Bronwyn Elliott
School Counsellor          Ms Ceiledh Corcoran
S.A.M.                     Ms Judith Binet
Administrative Officer     Mrs Sarah Gray
General Assistant          Mrs Elva Wright
P&C Message

In 2010 the P&Cs primary source of income came from a combined sausage sizzle cake stall held at the school on the day of the Federal Election. This allowed the P&C to support the school in a number of endeavours such as helping to purchase new equipment and help with the cost of some activities.

The P&C conducted all business through its 3 executive members and found that parent numbers dwindled throughout the year. The P&C did however, have a number of parent volunteers who helped at the school in 2010 and would like to thank them all for their efforts.

Agnes Kidney

Class sizes

Structure of classes

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 following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17th March 2010.

<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>KINDER</td>
<td>K</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>2</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>5</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>6</td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>75</td>
<td>79</td>
<td>84</td>
<td>81</td>
<td>92</td>
</tr>
<tr>
<td>Female</td>
<td>71</td>
<td>61</td>
<td>65</td>
<td>76</td>
<td>79</td>
</tr>
</tbody>
</table>

Management of non-attendance

Students displaying a poor attendance record will be referred to the HSLO. This school values the attendance of the students as being integral to their academic success..
Financial summary

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

Date of financial summary: 30/11/2010

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>118,503.37</td>
</tr>
<tr>
<td>Global funds</td>
<td>98,502.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35,476.28</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>18,939.86</td>
</tr>
<tr>
<td>Interest</td>
<td>5,204.46</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>7,365.15</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>283,991.89</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>26,908.03</td>
</tr>
<tr>
<td>Excursions</td>
<td>6,675.52</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>7,793.34</td>
</tr>
<tr>
<td>Library</td>
<td>11,044.60</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>90.91</td>
</tr>
<tr>
<td>Tied funds</td>
<td>32,001.33</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7,589.71</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>29,361.38</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>22,915.18</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23,571.05</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>7,365.15</td>
</tr>
<tr>
<td>Capital programs</td>
<td>15,107.86</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>190,424.06</strong></td>
</tr>
</tbody>
</table>

Balance carried forward 93,567.83

School performance 2010

Achievements

Performing Arts

This year the Queanbeyan District Performing Arts Festival was held on the 28th and 29th of July at the Canberra Theatre. The theme for the festival was Elements.

Queanbeyan East chose the element Fire and portrayed the battle of Helm’s Deep from J.R.R. Tolkien’s - Lord of the Rings.

Students from Year 5 and 6 became Uruk-hai and elves to join with Gandalf in the fight for good against evil. A large golden ring hovered above Gandalf, Mason Kerner, as he introduced the item in verse. The battle ensued, with precision movement and marching routines as the fight ebbed and flowed, with the elves prevailing.

The item was colourful, fast-paced and suited the forty seven students who participated in the event. The item was brought to fruition by Mr and Mrs Elliott, Mrs Campbell and Mrs Urquhart.
Sport

Swimming Carnival

Our 2010 Swimming Carnival was a fun way to begin our first term. The overall champions of the day were The Googong House. Seven fine swimmers attended the District Carnival with Mrs Campbell at the AIS. While they were there, the group were lucky enough to have a visit from Olympian; Alicia Coutts.

Rugby League

During Term 1 of 2010 QEPS ran a very successful lunchtime Rugby League competition. Forty four boys put their names down to play three lunchtimes per week. They played in one of four teams: Cowboys, Broncos, Storm or Sea Eagles.

The teams were then split into two divisions to cater for the varying ability levels. Mr Mack and Mr Reed picked the teams to be as even as possible. Mr Mack was the official umpire of Division One and Mr Reed umpired Division Two.

All players showed great improvement during the course of the term. On Grand Final Day we had Trevor Thurling (Queanbeyan East’s player representative from the Canberra Raiders) as a special Guest.

Division One went into overtime with the Cowboys beating the Storm and Division Two saw the Cowboys account for the Broncos.

Athletics

In May 2010, Queanbeyan East students headed over to Wright Park to compete in the annual Athletics Carnival.

Students competed in a number of track and field events that included 100 and 200 metre running races, shot put, long jump and high jump. Students also competed in a few novelty events.

Age champions for the day were:

Juvenile Girls: Emily Woodward
Juvenile Boys: Ronan Smith
Junior Girls: Millie Milson
Junior Boys: Enrique Arquero
11 Year Old Girls: Abby Milson
11 Year Old Boys: Jarrod Johnson
Senior Girls: Sian A’Hern
Senior Boys: Connor Perry

Tinderry were the eventual winners of the Athletics Carnival in a very close contest.

A big thank-you to parent helpers and all the teachers for a great day.

On Thursday 5th August, 38 students got to compete at Wright Park again in the Regional athletics. The competitors were chosen as a direct result of their times and finishing positions of the QEPS Athletics Carnival. Students competed well and tried hard in their events.

Mr Reed
Student Achievement in 2010

NAPLAN ANALYSIS

Literacy – NAPLAN Year 3

The Year 3 cohort showed strengths in a number of aspects of Literacy, particularly in Reading and Spelling areas. They had excellent results in text analysis in identifying a point of view recognising audience, inferring a character’s intentions and defining the tone of a text. There were also strengths in aspects of spelling and grammar.

Areas of weakness were identified in recognising meaning inferential understanding and reasoning use of paragraphing and developing text in writing. Some aspects of punctuation were also identified as areas for development.

Numeracy – NAPLAN Year 3

Strengths were identified in interpretation of time using the calendar and symmetry in 2-D shapes. Areas of weakness were shown in fractions and decimals division process and grouping; solving multi-step multiplication problems.

Literacy – NAPLAN Year 5

Strengths were shown in linking information and aspects of spelling. Areas of weakness were identified in aspects of inferential thinking and reasoning; punctuation of text; producing written text structures; connecting ideas and illustrations and identifying purpose in text.

Numeracy – NAPLAN Year 5

Areas of weakness were identified in Fractions and Decimals; addition process; 2-D shapes and capacity.

Growth Patterns

The Year 5 cohort showed positive growth trends from Year 3 to Year 5.

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)

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Progress on 2010 Targets

Target 1

Enhance Literacy

Main Outcomes Achieved

- Teachers have shown a commitment to planning systematic and explicit programs of literacy work.
- Literacy improvement is monitored every semester and results have indicated consistent success in all stage groups.
- Staff and students have displayed a rigorous approach to Literacy learning and the continuum is an understanding in the culture.
- Teachers have contributed to planning through careful analysis of NAPLAN and school – based data.
Target 2
Numeracy Improvement
Main Outcomes Achieved
- Stage groups of teachers have worked in professional collaboration to plan and implement programs targeted on delivery of maths outcomes.
- Teachers have planned consistently to address the areas identified for attention through analysis of NAPLAN and school-based data.
- Enhanced IT has allowed staff to deliver lessons on 2D and 3D shapes more effectively.

Target 3
Teacher Quality and Professional Development
Main Outcomes Achieved
- Student outcomes enhanced through classroom practice focused on competency and explicit teaching.
- Staff have undertaken on-line training to increase knowledge and skills.
- TARS professional dialogue between teachers, executive staff and principal has been focused on outcome delivery and development of a professional educational platform for further development.
- Staff have demonstrated increased capacity and ability to act in leadership roles and successfully gain promotion to such positions.

Curriculum Evaluation Area
KLA Evaluation - Science
Focus on Science
The introduction of the draft National Curriculum, in Science coincided with the planned evaluation program for this KLA. Staff were engaged in professional development activities to enhance their grasp on the National Curriculum and used this as an additional perspective in relation to their evaluation of Science in this school’s operation.

Organisation and Administration
Science as a KLA was evaluated in terms of syllabus outcomes and how staff implemented and organised their teaching to maximise outcomes for their students. Staff engaged in professional dialogue in Stage Development Meetings and expressed their opinions in terms of the outcomes for their specific Stage. All teachers identified the Syllabus and support documents as their reference point for all planning, assessments and used the Quality Teaching Framework to develop appropriate learning activities.

Planning across the school was approached with a variety of styles depending on the Year level. All staff identified a scope and sequence and indicated the additional skills and content that differentiates the Year levels and abilities of the students. The National Curriculum statements of attainment were reviewed at the same time and teachers identified areas which they were teaching towards.

Science planning was viewed as a positive strength in the school and the presentation of lessons was seen to be systematic in the use of content, integrated with other KLA’s in the Syllabus. Approaches varied from the use of COGS integrated units to units planned by teachers in Stage 3. Some units were seen to be systematic in approach but lacked complete effectiveness as hands on activities were not always possible. Integrated units were considered to be effective but did not always differentiate between the different KLA’s. Science texts were used as a resource in Stage 3 because they ensured thorough coverage of the curriculum but were difficult to resource in some topics.

Staff showed a commitment to improvement of assessment in Science. They felt that assessment usually successfully addressed the knowledge of content but did not adequately cover processes. The teachers also considered that it was then difficult to use assessment data to inform further planning when the nature of the KLA is to move on to another aspect of Science in another unit of work.

Resources
The Science resources were considered to be lacking coordination and consequently Stage 1 resources were seen to be not adequate for the needs of the students. Stages 2 and 3 were satisfied that their equipment was satisfactory and that the skills and content for their grades.

Library resources for students and teachers were seen to be excellent in clarity of organisation and availability. The teacher resource books were clearly labelled and easily located. The timetable for use of the computer lab was considered to be working successfully with equitable access to computer time. The amount of digital resources was considered to be overwhelming on the internet and this was seen to be a disadvantage in identifying appropriate and useful resources due to the volume available. Use of Smart-Board and
a projector were extensive and seen to be valuable. An extensive list of available equipment was compiled and planning for a more comprehensive reorganisation has begun.

**Pedagogy**
Staff recognised a number of aspects of their operation which were very positive and productive in achieving outcomes for the students. Stage Development meetings were seen to be venues where their work was valued and components of their work from Year level to Year level could be identified and planned. Teachers felt that the literacy integration component became less as the cohorts were older but that mathematics became more immersed in the operation. The stage 3 students were expected to produce a booklet or assignment and this was seen to be a positive and tangible assessment task at a number of levels.

Staff performance in their pedagogy in this KLA was considered to be related to their TARS responsibility and this was considered to be a positive and rewarding professional development. Observations, visits, team situations, resource and planning sharing were all considered as valuable professional activities. Training and Development activities were seen to be relevant and useful. In house curriculum development and introduction of the Australia Curriculum were considered to be valuable activities. My PL@DET was also considered a resource of value to all staff.

**Attitudes and Work Products**
The teachers considered that they took responsibility for the amount of technology and digital media that they needed to integrate into their lessons. The D.T. was not always computer based and this was considered a positive outcome. The availability of newer and more varied support materials was considered in a positive way but lack of district support in the Science KLA was noted particularly in relation to professional development activities.

Challenges were noted in catering for large classes in providing equipment and even physical space for the students to conduct some lessons; changing from one stage to another in developing resources and support materials; streamlining outcomes to suit the specific needs of some students.

The staff have a vision of agreed best practice by their belief in providing relevant programs delivered in an explicit and systematic manner. Teachers felt that their reflections and professional standards were honestly founded and that there were always opportunities to improve their teaching, share experiences, re-plan and modify outcomes when needed and assess openly and honestly. Staff felt that they had a commitment to ethical practice and behaviour which led to expectations of success in Science. This success was viewed in light of the students’ presentation and delivery of the outcomes set by the class teacher. Priorities were seen to be fluid in that they changed from class to class and unit to unit depending on the year level.

Work products were also considered to vary in style from year level to year level depending on the assessment tasks. DET resources and teacher constructed assessment are used and applied in a variety of ways. These were seen to be valid in educational judgement and founded on the schools core business of delivery of curriculum in a rigorous and engaging manner.

**Findings**
- Some COGS units were limited in Science content and that Science KLA needed to be covered consistently.
- DT integration into Science was improving and becoming stronger in classroom content.
- Teachers felt better equipped to implement the National Curriculum when adopted due to Training focus.
- Teachers faced a professional challenge in developing an improved scope and sequence across year levels.
- Communication channels were available but need greater opportunity with new curriculum developments.

**Future Planning Priorities**
- Develop scope and sequence continuum for skills content and practical science activities.
- Develop a better organised and more comprehensive list of resources that is aligned with scope and sequence requirements.
- Meet in appropriate year groupings to develop specific work units in sequence.
- Find a science Coordinator to act as an in-school resource person to oversee new developments.
Professional learning 2010

- All staff attained qualification in First Aid to Senior First Aid level.
- Teachers received training in IT with an emphasis on Digital Interactive Technology.
- Australian Curriculum developments was the major focus in school based training.
- Stage Development meetings focused on the application of outcomes based teaching in assessment and reporting.
- Executive development training activities were attended to enhance leadership skills.
- On-line Professional Learning modules from the Quality Teaching Program were scheduled for access by all teaching staff.
- Teachers were released in Stage groups to access the training. This was achieved in Term 3 as on-line training became available.

Evaluation of School Culture

As part of our school self-evaluations, a survey of the opinions of parents and carers of the culture of the school was conducted. This gave us a range of data in identified aspects of school life. The surveys were conducted at major parent meetings during the year and produced the following results.

- 90% of surveyed parents were satisfied that the school usually or almost always presented as a familiar organisation in its community.
- 80% believed that the school leaders had a positive influence on the school’s learning culture almost always.
- All parents agreed that the school almost always or usually, praised and rewarded students for individual success.
- All parents believed that usually or almost always the school’s main aim was to improve student learning, they also indicated that the school encouraged everyone to learn and to do their best.
- 95% of parents indicated that the school usually or almost always catered for the learning needs of the students.
- All parents agreed that usually or almost always they were proud of their child’s school.
- Indications were that most of the people who responded to the survey were happy with the culture and tone of the school.

Student Welfare

This year the school developed a number of initiatives to enhance student welfare.

- School welfare policy was reviewed and new trends in school tone were taken into consideration in behaviour management styles.
- School andi-bullying policy was reviewed and new directions implemented.
- Evacuation and Lockdown procedures were developed and implemented to respond to site changes due to the BER.
- Continued the IGA Big Breakfast program to encourage healthy eating habits.
- Multi-cultural education has been enhanced through using the DET calendar for cultural diversity to promote awareness and understanding in classrooms.
- ESL teacher, Miss Parson, has worked three days per week for the whole year with nine students from various ethnic and cultural backgrounds. She has been teaching English to these students on a regular basis.
- The students have made progress on their grasp of vocabulary but need more focus on comprehension and sentence structure in written formats. Verbal language has improved dramatically.

Bullying Survey

A survey was conducted in Term 3 to review aspects of the school’s Anti-bullying Policy. Students, staff and parents were surveyed to identify areas of bullying; types of bullying and the people likely to bully others.

Responses varied from class to class and each year level identified different issues. The younger grades were concerned about the actions of some students in the playground. Older students were concerned with their peer groups and their relations with those groups.

The trend of the responses was that students felt safe at school and that classrooms were usually not a place where bullying occurred and the amount of bullying activities varied from year level to year level in the frequency.
The students, parents and teachers agreed that discipline procedures leading to suspension were suitable punishments for the bullying students. The supervision by teachers of the playground needs to be vigilant and it was seen to be important that the teachers on duty are vigilant, mobile and ready to intervene and interact with the students.

School Development 2010 – 2013

Targets for 2011

Target 1

Enhance Literacy across the School.

Strategies to achieve this target include:

1. Maintain focus on “Literacy Teaching Guides” documents and associated pedagogy in classroom planning and practice.
3. Maintain L.A. focus on literacy improvement particularly for students in the middle skill bands.
4. Analyse NAPLAN and school data to determine whole school priorities.
5. Implement action plans formulated from 2010 NAPLAN analysis.
6. Maintain focus on consistency of assessment and teacher judgement.
7. Continue monitoring progress of Aboriginal and ESL students.
8. Reinforce the ethos of a school culture embracing the concept of a Literacy continuum.

Our success will be measured by:

- Explicit and systematic teaching methods employed in the delivery of all Literacy programs.
- Literacy improvement is achieved through delivery of action plans.
- School culture displays a rigorous continuum of Literacy learning.

NAPLAN Targets

- All Year 3 students above Band 2 in overall Literacy.
- All Year 5 students above Band 3 in overall Literacy.

Target 2

Improve Numeracy outcomes across the stages.

Strategies to achieve this target include:

1. Analyse NAPLAN results and compare with school data.
2. Develop explicit and systematic programs to address areas of weakness and maintain progress in areas of strength.
3. Continue to improve outcomes for those students in the middle skill bands.
4. Maintain focus of school based assessment programs to inform student reports and facilitate further planning.
5. Maintain monitoring of results for Aboriginal and ESL students.

Our success will be measured by:

- Teaching/learning programs address targeted areas from NAPLAN analysis
- Successful implementation of programs and assessments.
- No students below national minimum standards in NAPLAN results.

NAPLAN Targets

YEAR 3

- All students above Band 2 in overall Numeracy.

YEAR 5

- All students above Band 3 in overall Numeracy.

Target 3

Enhance teacher quality and professional development.

Strategies to achieve this target include:

1. Maintain focus of NSW Institute of Teachers Teaching Standards Framework in TARS and EARS structures.
2. Clarify and refine understandings in criteria at Competency: Accomplishment and Leadership levels.
3. Implement Quality Teaching Framework perspectives across the Teaching Standards elements and domains.
4. Develop staff understandings of the range of Professional Teaching Standards.
5. Provide opportunities for staff to develop competencies through school-based professional development, structured professional dialogue and on-line professional learning.

6. Continue integration of Technologies into teaching programs.

7. Enhance leadership capacity of staff.

**Our success will be measured by**

- Student outcomes in all KLA’s are enhanced by staff implementing their competencies in the classroom.
- Staff has enhanced knowledge of Professional Teaching Standards and how to prove competency in the aspects of the teaching elements.
- TARS and EARS interaction between teachers, executives and supervisors has professional focus and delivers intended outcomes.
- Professional competency is enhanced by understanding and implementation of the Quality Teaching Framework.
- Enhanced IT expertise.
- All Staff have increased capacity to act in leadership roles.

**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.

Howard Mackinder - Principal
Bronwyn Elliott - AP
Kristen Campbell - AP
Judith Binet - SAM
Agnes Kidney – P&C Representative

**School contact information**

Queanbeyan East Public School
Thurralilly Street, Queanbeyan NSW 2620
Ph: 02 6297 2619
Fax: 02 6299 4128
Email: Queanbeyae-p.school@det.nsw.edu.au
School Code: 4371