Staff Information

This year has seen the appointment of one new teacher, Mrs Alison Kelly, who was appointed in May. Also working in the ESL area was Mrs Veronika Donavan, who left us in November to work in the Public Service.

Mrs Letichia Boekel has worked as our RFF teacher for the second semester of the year.

Mrs Danette Wright has shared the Year 2 class with Mrs Kelly for days each week.

During the last 4 weeks of the year, Miss Bell was Relieving Principal at Michelago PS.

Ms Prosser transferred to Bungendore PS at the end of 2012 and Mrs Wright concluded her service at this school.

Staff Establishment

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mr Howard Mackinder</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mrs Bronwyn Elliott</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mrs Kristen Campbell</td>
</tr>
<tr>
<td>Class Room Teachers</td>
<td>Ms Patricia Spink</td>
</tr>
<tr>
<td></td>
<td>Miss Kim Smith</td>
</tr>
<tr>
<td></td>
<td>Miss Amanda Bell</td>
</tr>
<tr>
<td></td>
<td>Mr David Reed</td>
</tr>
<tr>
<td></td>
<td>Miss Kristin O’Toole</td>
</tr>
<tr>
<td></td>
<td>Mrs Kristen Campbell</td>
</tr>
<tr>
<td></td>
<td>Ms Robynne Prosser</td>
</tr>
<tr>
<td></td>
<td>Mrs Alison Kelly</td>
</tr>
<tr>
<td></td>
<td>Mrs Danette Wright</td>
</tr>
<tr>
<td></td>
<td>Mrs Letichia Boekel</td>
</tr>
<tr>
<td></td>
<td>Mrs Veronika Donavan</td>
</tr>
<tr>
<td>Librarian/</td>
<td>Mrs Bronwyn Elliott</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Ms Ceilehd Corcoran</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>Ms Judith Binet</td>
</tr>
<tr>
<td>S.A.M.</td>
<td>Mrs Fran Fisher</td>
</tr>
<tr>
<td>Administrative Officer</td>
<td>Mrs Elva Wright</td>
</tr>
</tbody>
</table>

Messages

Principal’s message

I commend to everyone the efforts made by staff and students to maintain educational progress during 2012.

Our school community can be justly proud of the professional manner and instructional expertise of our teachers and the way our students have responded and achieved during the year.

The school community has pulled together in many ways to support staff and students and I thank everyone for your fine efforts and input into ensuring success for the children.

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
Principal

P & C Message

In 2012, the P&C’s income came from special lunches and cake stalls. 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 small groups of interested parents. The P&C did however, have a number of parent volunteers who helped at the school in 2012 and I would like thank them all for their efforts.

Jodie Peck

Class sizes

Structure of Classes

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 2012 Class Size Audit conducted on 08/02/2012.

<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>23</td>
<td>23</td>
</tr>
<tr>
<td>1B</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>1S</td>
<td>1</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>3P</td>
<td>3</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>4R</td>
<td>4</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>5O</td>
<td>5</td>
<td>27</td>
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</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>30</td>
<td>30</td>
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</table>
**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>79</td>
<td>84</td>
<td>81</td>
<td>92</td>
<td>94</td>
<td>102</td>
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<tr>
<td>Female</td>
<td>61</td>
<td>65</td>
<td>76</td>
<td>79</td>
<td>72</td>
<td>85</td>
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</tbody>
</table>

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>93.0</td>
<td>95.6</td>
<td>94.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>91.1</td>
<td>93.8</td>
<td>93.7</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>93.4</td>
<td>96.5</td>
<td>94.4</td>
<td>93.4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>95.7</td>
<td>96.8</td>
<td>94.1</td>
<td></td>
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<tr>
<td>4</td>
<td>94.7</td>
<td>93.7</td>
<td>94.7</td>
<td>97.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>92.4</td>
<td>94.1</td>
<td>95.4</td>
<td>95.7</td>
<td></td>
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<tr>
<td>6</td>
<td>91.0</td>
<td>93.3</td>
<td>95.5</td>
<td>94.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>93.4</td>
<td>93.1</td>
<td>94.3</td>
<td>95.1</td>
<td>95.0</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>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
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</tr>
<tr>
<td>Balance brought forward</td>
<td>75983.56</td>
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<tr>
<td>Global funds</td>
<td>121423.65</td>
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<tr>
<td>Tied funds</td>
<td>34750.08</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>20335.20</td>
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<tr>
<td>Interest</td>
<td>3780.72</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>5720.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>261993.21</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>21318.97</td>
</tr>
<tr>
<td>Excursions</td>
<td>6359.98</td>
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<tr>
<td>Extracurricular dissections</td>
<td>12048.16</td>
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<tr>
<td>Library</td>
<td>6695.37</td>
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<tr>
<td>Training &amp; development</td>
<td>0.00</td>
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<tr>
<td>Tied funds</td>
<td>29269.44</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>7530.80</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>32909.28</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>28542.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>24423.8</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>5720.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>174818.60</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>87174.61</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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 2012**

**Achievements**

**District Performing Arts 2012**

The Queanbeyan District Performing Arts Festival was held on Thursday 2\textsuperscript{nd} August and Friday 3\textsuperscript{rd} August at The Canberra Theatre. ‘Tributes’ was chosen by the committee for the theme for the 2012 festival.

Approximately forty Queanbeyan East students from Years 1 to 6 represented the school on the two performance evenings. Having selected the...
theme Tributes to Australian Authors children from Queanbeyan East danced, recited, performed gymnastics and followed the history of some of our famous children’s writers.

Students benefited greatly by performing a polished item in a large theatre before a sizable audience.

Choral Festival

The 2012 Queanbeyan Choral Festival was held on the 23rd May at the The Q. Both the 5.00pm and the 7.00pm performances were sold out and 35 Queanbeyan East students from Years 3 to 6 participated in the festival.

Students thoroughly enjoyed the event and benefited from the experience of being on stage and perfecting their songs. Parents were most appreciative and reported in a positive light on the event.

Jamberoo

In Term 4, Year 6 went on an end of year excursion to Jamberoo. It took 3½ hours on a bus but it was worth the trip.

Mr Mack, Mrs Campbell and Mr Reed Junior accompanied the group. Everyone had a terrific day of going down water slides, risking rapids, playing in the wave pool and riding the bobsled. It was a fun way to end the year together.

Sport

The Sports captains and vice captains are elected at the start of each year. In 2012, the following leaders were chose to lead their respective teams.

<table>
<thead>
<tr>
<th>Cowan</th>
<th>Vice Captains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhys Morton</td>
<td>Connor Breust</td>
</tr>
<tr>
<td>Georgia Bennett</td>
<td>Amelia Davis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Googong</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaylan Williams</td>
<td>Aaron Buhagia</td>
</tr>
<tr>
<td>Emma McDermott</td>
<td>Buthina Elhag</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jingera</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrique Arquero</td>
<td>Richie Kongwang</td>
</tr>
<tr>
<td>Naomi Price</td>
<td>Serena Edwards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tinderry</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Woodward</td>
<td>Kye A’Hern</td>
</tr>
<tr>
<td>Maddie Bennett</td>
<td>Kilarney Woodbury</td>
</tr>
</tbody>
</table>

Swimming

This year, due to inclement weather, the annual Queanbeyan East Public swimming sports was condensed down into a swimmers only day. 29 students competed in various events including 100 metres, 50 metres and relays in all of the swimming disciplines. Although it was a cold morning the students showed great sportsmanship and tried exceptionally hard to earn themselves and their house teams points.

Medal winners for the day were as follows and Tinderry were the overall winners of the house points. Well done to all competitors.
Medal Winners
Senior Girls – Amelia Davies
11 Year Girls – Kilarney Woodbury
Junior Girls – Chenoa Summerville
Senior Boys – Thomas Woodward
11 Year Boys – Kye A’Hern
Junior Boys – Riley Breust

Team Scores
Tinderry – 80 points  Cowan – 71 points
Jingera – 44 points  Googong – 25 points

Athletics Carnival
On Tuesday 29th May Queanbeyan East Public conducted their annual Athletics Carnival. The weather was great all day.

Students from Year 2 to Year 6 competed in six events for the day. The running events were 800m, 100m and 200m. The field events were high jump, long jump and shot put. Students that placed in the top four positions for their age in each event were given points towards an overall champion award.

Champions for the day were:

Juveniles: Declan Woodbury  Isabelle Reed
Juniors: Amir Elhag  Chenoa Summerville
11 Years: Kye A’Hern  Kilarney Woodbury
Seniors: Enrique Arquero  Emma Mc Dermott

The overall winning team for the day was Tinderry.

A big thank you to teachers and parents for all their wonderful help on the day.

Rugby League
In 2012 Queanbeyan East participated in several Rugby League and Rugby Union competitions.

Our teams were represented by players from Years 3, 4, 5 and 6. All the games the players competed in were closely contested. The Year 3/4 team made it through to the finals of the Mal Meninga Cup where they just missed out on the semi-finals on point’s difference.

Lunch time training by Mr Mack and Mr Reed on Mondays and Wednesdays has greatly improved all the players’ fitness and abilities.

Rugby League Players for March 7th 2012
Year 6 – 11 playing

Year 5 – 8 playing
Connor Breust, Jackson Dennis, Jack Graham, Dean Milsted, Rhys Morton, Willis Purvis, Rueben Tere and Leon Boege.

Year 4 – 6 playing
Riley Breust, Ethan Lopez, Ronan Smith, Lachlan Smith, Faggy Tshoji, and Adam Wood.

Year 3 – 5 playing

Total of 30 playing.

Academic
Student Achievement in 2012
NAPLAN Analysis
Literacy – NAPLAN Year 3
The overall results indicated strengths in the following areas:

- Inferring characteristics of protagonists
- Interpreting the sequence of events in proems
- Aspects of spelling
- Identifying correct punctuation in the use of indirect speech, sentences and capital letters
- Sentence structure
- No student in Band 1 for writing

Aspects of Literacy which indicated the need for attention:

- Identifying main ideas and directly stated information
- Inferring information, connection and synonymous matches
• Interpreting purpose symbols and information
• Aspects of spelling basic vocabulary
• Identification of correct verbs and verb forms
• Irregular grammar
• Apostrophes
• Ellipses
• Identifying purpose of text

Numeracy – NAPLAN Year 3

The following were noted as areas of strength:
• Addition of 2 digit numbers
• Subtraction of 2 digit numbers
• Converting analogue to digital time
• Multiplication by 10
• Area and symmetry of 2D shapes
• 3D faces of a prism

Areas in need of further development and attention:
• Identifying outcomes in chance
• Tessellating shapes
• Construction of cubes
• Calculating change in money
• Comparing lengths of objects/charts
• Multi-step problems in multiplication and division
• Word problems
• Calculating area on grids
• Higher order measurement
• 2D shapes/3D nets

Literacy – NAPLAN Year 5

The following areas of strength were noted:
• Locating detail using a synonymous match
• Inferring character development in a text
• Recognising the effect of phrases and punctuation marks
• Aspects of spelling
• Identifying correct conjunctions, relative pronouns and context of words

Areas for further development were also identified:
• Identifying main ideas, purpose and position
• Interpreting characteristics, symbols, contexts and engagement strategies
• Aspects of spelling

• Identifying correct verb, contraction, context and tense in grammar and punctuation
• Reading Comprehension
  o Rhetorical questioning
  o Inferential comprehension
  o Purpose of text
• Cohesion when writing
• Use of vocabulary/technical language
• Not proficient in use of complex sentences
• Irregular plurals
• Contractions
• Subject/verb agreement
• Not answering spelling questions

Numeracy – NAPLAN Year 5

The following areas of strength were noted:
• No student in Band 3 or below for Numeracy
• 3D: net of a cube
• Volume of boxes

Areas for further development were also identified:
• Area on grids
• Patterns and Algebra – continuing patterns and values
• 2D shapes – symmetry
• Multi-step work problems
• Time elapse
• 3D shapes – visualising and scale
• Fractions and Decimals calculations

Progress in Literacy

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

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

<table>
<thead>
<tr>
<th>Average progress in Numeracy between Year 3 and 5</th>
<th>2008-2010</th>
<th>2009-2011</th>
<th>2010-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>10.3</td>
<td>25.0</td>
<td>91.6</td>
</tr>
<tr>
<td>SSG</td>
<td>90.1</td>
<td>96.8</td>
<td>96.0</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
</tr>
</tbody>
</table>

Year 3 – 5 Growth

The following areas of strength were noted:

- No negative growth (3-5) in numeracy
- Growth of middle students higher than expected
- Spelling growth pleasing

Areas for further development were also identified:

- Lower growth percentage for top students and those from lower socio-economic backgrounds.

Year 3 – 5 Growth Trends

The trends indicated in these areas indicate growth patterns generally 10% below the State average. The results for Numeracy are slightly better than those for Reading and Grammar/Punctuation. Spelling growth for this cohort was almost 10% above the State average.

Future Planning

- Educational issues arising from this analysis were examined and planning was undertaken to address these issues and enhance the implementation of the 2014 Curriculum.

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

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Literacy – NAPLAN Year 3 (continued)

Percentage in bands:
Year 3 Spelling

Percentage in bands:
Year 3 Grammar & Punctuation

Percentage in bands:
Year 5 Reading

Percentage in bands:
Year 5 Writing

Bands
- Percentage in Bands
- School Average 2008-2012
- SSG % in Bands 2012
- State DEC % in Bands 2012
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.

Minimum Standards Data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>87.0</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>91.3</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>87.0</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>87.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>82.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>96.6</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>96.6</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>93.1</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>93.1</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>96.6</td>
</tr>
</tbody>
</table>

Progress on 2012 targets

School Priority 1 – Literacy and Numeracy

Outcome for 2012–2014

- Reinforcement of a consistent, whole school focus on Literacy and Numeracy as our core business.
- Enhanced Reading, Writing and Numeracy results across the school.
- Improved diagnostic assessment for all students in core business areas.
- Consistent monitoring of levels of Reading, Writing and Numeracy achievement for Aboriginal and ESL students.

2012 Targets to achieve this outcome include:

- Increased % of students achieving above chronological age level in reading and spelling.
- Reduced % of students achieving below NAPLAN minimum standards in all aspects.
- Improved outcomes in literacy and numeracy indicated for Aboriginal and ESL students.
- Improved performance in school based assessments in numeracy and problem solving.
- Improved performance in literal and inferential meaning in comprehension.
- Improved outcomes across whole school in text editing, verbs and vocabulary development.

Progress towards achievement of these targets include:

- School based assessment data indicates improvement for an increased % of students in reading and spelling.
- A whole school project was conducted in text-editing and spelling and improvement in results averaged 40% over the testing/teaching period.
- Increased focus in class programs on comprehension and problem-solving activities.
- Staff have engaged in the effective leadership and school improvement in literacy and numeracy project and this has enhanced collaboration and focus of professional discussions.

School Priority 2 – Leadership and Management

Outcome for 2012–2014

- Enhanced teacher quality and professional standards.
- Expansion of school leadership capacity in all staff.
• Improved quality of professional development and enhanced expertise of all staff.
• Enhanced relevance of professional learning to management planning.

2012 Targets to achieve this outcome include:
• Staff have utilised Leadership Capability Framework in their Professional Development Plan.
• Professional learning is relevant and targeted to staff and school needs.
• Expertise of staff is demonstrated in delivery of curriculum through class programs and performance.

Progress towards achievement of these targets include:
• Staff have enhanced their understandings across the range of the Professional Teaching Standards.
• T&D opportunities for staff to develop competencies have been implemented.
• There has been increased opportunity and resources provided to enhance the professional development of strategies to facilitate the Integration of IT into teaching programs.
• Leadership capacity of staff has been enhanced through structured professional development planning, using the School Leadership Capability Framework.

School Priority 3 – Curriculum and Assessment

Outcome for 2012–2014
• Focus on delivery of the NSW curriculum in a professional and balanced manner.
• Enhance understanding of the curriculum and the pedagogy needed to deliver the curriculum effectively.
• Extend and expand the knowledge of components of the curriculum across year levels.
• Facilitate accurate and relevant assessments which are directly related to curriculum outcomes.
• Employ assessments and relevant data to inform further planning and report accurately to parents.
• Facilitate school improvement through implementation of evaluation cycle.
• Facilitate student progress through directed feedback on curriculum progress.

2012 Targets to achieve this outcome include:
• Expanded knowledge of HSIE curriculum and planned pedagogy to enhance delivery.
• Assessments employed accurately to inform reports to parents.
• Staff are working towards implementation of Australian Curriculum.
• Staff have incorporated a focus on feedback for students in teaching programs.

Progress towards achievement of these targets include:
• Enhanced curriculum knowledge and pedagogical delivery through professional development and collaborative dialogue.
• Promoting curriculum understanding and implementation through evaluation of HSIE Key Learning Area and teaching practices.
• Developing actions plans from evaluations to enhance delivery and understanding of KLA’s.
• Developing feedback structure involving teachers and students in directed discussion.

Evaluation of HSIE KLA 2012

During Terms 2 and 3 the staff conducted an evaluation of the HSIE KLS. HSIE is an integral part of the curriculum in that it puts our relationship and relativity to society in perspective. The professional dialogue involved in this evaluation was particularly pertinent to the preparation for implementation of new curriculum documents. The relevance of the evaluation to stage specific needs was maintained through whole staff briefings followed by stage meetings to inform the data.
The area first examined was that of planning and overall organisation. The teachers found that the planning aspect was successful due to a number of organisational structures already in operation.

- Use of planning – teaching – assessment cycle to inform data for further planning.
- Systematic teaching strategies using syllabus outcomes as the focus.
- Integrating Literacy outcomes into lessons to ensure this perspective is addressed.
- Stage discussions to develop team delivery approach.
- Implementation of assessment rubrics to clarify assessment tasks and ensure relevance.

These areas were noted as difficult to address and requiring planning input to overcome on a school basis.

- Linking NAPLAN results to HSIE outcomes.
- Assessing same outcomes in A-E scale.
- Ensuring accuracy and relevance in teacher judgement.

In the areas of resources and assets the staff felt that our current resources were adequate without being superfluous. The staff felt that teachers were maximising the outcomes for the students with the resources available and that there was an increasingly successful integration of IT into lessons. The use of smartboard technology and computer lab lessons was becoming more common and leading to greater understanding for the students. The only issue arising as a common problem was equitable use of the computer lab.

The areas of leadership and professional development were seen to be positive in that staff appreciated opportunities to work together but they felt that T&D opportunities were limited to what we can deliver for ourselves. Consultancy outside the school was seen to be lacking and that across stage sharing was a solution which required more facilitation.

Current practice in HSIE was also perceived as providing challenges for future implementation of new syllabus documents. Some units were seen to be providing more scope for student engagement than others. The ability to improve operation in this area was also seen to be directly dependent on the availability of time to reflect on work products and lesson delivery. Attitudes to HSIE were also areas where the teachers identified areas for development. Most clearly identified that high expectations and standards were embedded in our culture and that core business of literacy and numeracy were also integrated into learning activities in the KLS. The staff felt that not all topics were vehicles for gaining student commitment and engagement.

In the area of assessment the staff were satisfied that HSIE assessment tasks were thorough and focused on appropriate outcomes. Opportunities for teacher discussion and communication were appreciated and seen to be essential and needed to be expanded. Assessments were generally seen to be valid and relevant to the outcomes taught.

The belief indicated is that work samples were relevant to the outcomes taught and logically presented to gather informed data.

**Major Findings**

Positive features of the school’s operation in HSIE were:

- Scope and Sequence specific Stage programs.
- Knowledge and Implementation of syllabus documents.
- Communication within Stage groups.
- Creating engaging lesson activities.
- Preparation for new curriculum implementation.

**Future Planning**

Future planning was specially related to the implementation of the coming curriculum documents.

- Evaluate resources in terms of the incorporation of the new syllabus.
- Begin implementation of trial units in Term 3 and Term 4 2012.
- Examine relevance of assessment tasks to pedagogical style of the new syllabus.
- Plan scope/sequence changes to accommodate new syllabus.
- Create a timeframe to phase in the new syllabus outcomes.
Evaluation of School Management Area of Leadership

A survey was conducted using School Map set questions relating to several aspects of school operation in the Leadership area.

The results of the Parent responses are as follows:

<table>
<thead>
<tr>
<th>Questions - Parents</th>
<th>Almost Always</th>
<th>Usually</th>
<th>Some times</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school leaders understand and get the best from staff and students.</td>
<td>78%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school leaders value the contribution of individuals and groups.</td>
<td>79%</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School leaders accept responsibility for the quality of student learning outcomes.</td>
<td>78%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school ensures that everyone at the school is treated fairly.</td>
<td>78%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our school leaders introduce changes that are good for the students.</td>
<td>79%</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school is always looking for ways to improve what it does.</td>
<td>78%</td>
<td>22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school involves all groups within the school community in deciding what it is aiming to achieve.</td>
<td>79%</td>
<td>20%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Staff, parents and students are encouraged to take leadership roles at the school.</td>
<td>78%</td>
<td>20%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>School leaders inspire and motivate learners.</td>
<td>75%</td>
<td>21%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>School leaders discuss ways to improve my child’s learning.</td>
<td>75%</td>
<td>19%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

These trends indicate a positive trend in perceptions of the performance of school leaders in most of the aspects covered in the questions.

Presentation Day

Each class awarded five students for academic achievement in 2012. Excellence in Numeracy and Excellence in Mathematics awards were also presented to the top students in Year 6. The 2013 School Captains were also presented with their badges at this ceremony.

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 – Literacy and Numeracy

Outcome for 2012–2014

- Reinforcement of a consistent, whole school focus on Literacy and Numeracy as our core business.
- Enhanced Reading, Writing and Numeracy results across the school.
- Improved diagnostic assessment for all students in core business areas.
- Consistent monitoring of levels of Reading, Writing and Numeracy achievement for Aboriginal and ESL students.
2013 Targets to achieve this outcome include:
- Increased % of students achieving above chronological age level in reading and spelling.
- Reduced % of students achieving below NAPLAN minimum standards in all aspects.
- Improved outcomes in literacy and numeracy indicated for Aboriginal and ESL students.
- Improved performance in school based assessments in numeracy and problem solving.
- Improved performance in literal and inferential meaning in comprehension.
- Improved outcomes across whole school in text editing, verbs and vocabulary development.

Strategies to achieve these targets include:
- Implement “Literacy Teaching Guides” in classroom practice.
- Focus all staff on the delivery of explicit and systematic teaching programs.
- Enhance the “Best Start” diagnostic assessment program through extending the program for Year 1 and Year 2 students.
- Focus on school based assessment, consistency of judgement and professional reporting standards.
- Monitor progress of Aboriginal and ESL students through the LST.
- Use DET Analytical Framework for effective leadership and school improvement in literacy and numeracy.
- Provide structured opportunities for professional dialogue to critique assessments and programs.
- Focus on areas for development identified in NAPLAN and school plan analysis.

School Priority 2 – Leadership and Management
Outcome for 2012–2014
- Enhanced teacher quality and professional standards.
- Expansion of school leadership capacity in all staff.
- Improved quality of professional development and enhanced expertise of all staff.
- Enhanced relevance of professional learning to management planning.

2013 Targets to achieve this outcome include:
- Staff have utilised Leadership Capability Framework in their Professional Development Plan.
- Professional learning is relevant and targeted to staff and school needs.
- Expertise of staff is demonstrated in delivery of curriculum through class programs and performance.

Strategies to achieve these targets include:
- Enhance focus on National Professional Standards for Teachers in the TARS structure.
- Emphasise the implementation of the Quality Teaching Framework perspectives across the National Professional Domains and Standards.
- Enhance the development and expansion of staff understandings across the range of Professional Teaching Standards.
- Provide structured T&D opportunities for staff to develop competencies.
- Focus on support for professional development of strategies to facilitate the Integration of IT into teaching programs.
- Enhance school leadership capacity of staff by structured professional development planning.
- Enhance leadership capacity through utilising the structure of the School Leadership Capability Framework.

School Priority 3 – Curriculum and Assessment
Outcome for 2012–2014
- Focus on delivery of the NSW curriculum in a professional and balanced manner.
- Enhance understanding of the curriculum and the pedagogy needed to deliver the curriculum effectively.
• Extend and expand the knowledge of components of the curriculum across year levels.
• Facilitate accurate and relevant assessments which are directly related to curriculum outcomes.
• Employ assessments and relevant data to inform further planning and report accurately to parents.
• Facilitate school improvement through implementation of evaluation cycle.
• Facilitate student progress through directed feedback on curriculum progress.

2013 Targets to achieve this outcome include:
• Expanded knowledge of Mathematics curriculum and planned pedagogy to enhance delivery.
• Assessments employed accurately to inform reports to parents.
• Staff are working towards implementation of NSW 2014 Curriculum.
• Staff have incorporated a focus on feedback for students in teaching programs.

Strategies to achieve these targets include:
• Implement curriculum changes as soon as possible after they are released.
• Enhance curriculum knowledge and pedagogical delivery through professional development and collaborative dialogue.
• Promote curriculum understanding and implementation through evaluation of Key Learning Areas and teaching practices.
• Facilitate on-going development meetings of teachers and executives to ensure consistency of judgement and the validity of assessment tasks and practices.
• Evaluate KLA’s and aspects of school operation in structured manner.
• Develop actions plans from evaluations to enhance delivery and understanding of KLA’s.
• Develop feedback structure involving teachers and students in directed discussions.

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.

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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: