

# Jerrys Plains Public School Annual Report



2016



2231

## Introduction

The Annual Report for 2016 is provided to the community of Jerrys Plains Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the School Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Regina Stoltenberg

Principal

### School contact details

Jerrys Plains Public School

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6576 4018

### Message from the Principal

This year has been one of community growth for Jerrys Plains. Consequently, student numbers have remained high for our small school and a permanent teacher was appointed to begin Term 2. We have maintained our focus on quality student outcomes in a supportive and enjoyable environment. Our comprehensive transition-to-school program, Ready4School, has been highly successful with Coal & Allied fully funding the program for 2016.

In August the School undertook External Validation, where the evidence produced is judged by a panel of peer Principals against the Schools Excellence Framework. In the three domains of Learning, Teaching and Leading our school was validated at the level of Sustaining and Growing. This was a valuable experience, shining a light on the areas in which we demonstrate quality practice, but also providing clear guidance for further progress.

The key-note of the School's success has been sound connections with families and communities, spear-headed by our committed Parents and Citizens' Association. We face the coming year with a confidence that reflects the progress made throughout the year.

### Message from the school community

I would like to acknowledge and thank the staff of Jerrys Plains Public School for a truly successful 2016. Your commitment and dedication to our children's learning is exceptional.

I would also like to thank each and every person who has volunteered to help out at the functions the P&C has run, or assisted the school to run, during 2016. Many hands do make light work when it comes to catering for Hupmobile Rally, assisting at Athletics Carnival and Swimming Carnival, Cracker Night, Pink Stumps Day, to name a few.

I personally thank the small but dedicated crew that turns up at every P&C Meeting, come no matter the weather, to discuss what was going on at school and brainstorm about how we could help, because it is the P&C's aim to support the students, staff and families of the school.

The P&C made purchases for resources used to help student learning with a Listening Post for each classroom, and continued to support the Canteen. Annie Marr and fellow volunteers helped achieve a great result in the Good for Life Report.

But perhaps more importantly the P&C functioned as a forum for communication between the Principal, staff and parents. This communication is and must always continue to be a two-way flow. Parents who attend meetings can gain a greater understanding of the operation and management of the school and the reasoning behind school policy can be clarified and explained. In turn, the staff can use the input and feedback from parents when formulating school policies.

One of the things learned through involvement with the P&C is what a mammoth job it is to manage a school, how limited funding is and how dedicated the teaching staff is.

I look forward to the continuing great partnership between the P&C and Jerrys Plains Public School in 2017.

Jeni Bos

President, 2016

## School background

### School vision statement

At Jerrys Plains Public School we pursue academic excellence, support interpersonal relationships and promote civic responsibility within the framework of Positive Behaviour for Learning. The School values of Respect, Organisation, Commitment, Kindness and Safety (ROCKS) underpin planning and learning.

### School context

Jerrys Plains Public School is situated in a small village, residents of which support the equine, dairy and mining industries. Students from Kindergarten to Year 6 are taught in multi-stage classrooms; Kindergarten – Year 2, Years 3–6. With the support of Coal & Allied Community Development Program a comprehensive Transition to School program operates for one day a week across all school terms. In-school programs that have been developed to meet the needs of the School and its community are Accelerated Literacy, Jolly Phonics and Stephanie Alexander Kitchen Garden Program. Students work in technologically up-to-date classrooms that are light-filled and comfortable. The outside learning environments include an area of artificial turf, two covered areas for play and an expansive sporting field. Students named our quiet space “Peace Cottage”, where they can play board games or read. Vegetable gardens and an orchard provide fresh produce for cooking lessons. The School is supported by an active and involved Parents & Citizens’ Association and members of the wider community. The School starts 2016 with an enrolment of 34 students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an External Validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the School demonstrates quality practice in all three domains, with evidence to support a judgement of Sustaining and Growing for each.

Our self-assessment and the External Validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

Strategic direction 1: Engaged students who are independent, successful learners in a stimulating and supportive environment.

### Purpose

**PURPOSE:**To develop a whole school, effective approach towards building the confidence and capabilities of all students, involving them in planning their own learning goals, monitoring their own progress and performance, and developing skills which will support lifelong learning. This Strategic Direction will focus our teaching and learning to equip children for the global perspective of the 21st Century.

### Overall summary of progress

Students are engaged in differentiated, stimulating lessons. They are self-monitoring their progress and evaluating their own performance. Technology is an integral component in developing self-motivated learning.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year                                | Funds Expended<br>(Resources)        |
|--|--|--------------------------------------|
| IMPROVEMENT MEASURES • Appropriate and effective programs delivered by committed and involved teachers• Increased student and family commitment to quality teaching and learning | Whole-school participation in Quality Teaching Rounds 2016 | Quality Teaching Rounds<br>\$1178.97 |

### Next Steps

Quality Teaching Rounds practice to be applied to Teacher Observation in classroom

## Strategic Direction 2

Strategic direction 2: High quality pedagogy and practices across the school.

### Purpose

**PURPOSE:**To ensure teaching practices reflect the Australian Professional Standards for Teachers, and that practitioners consistently build professional knowledge. This Strategic Direction will focus on quality teaching practices, classroom management and student-centred learning experiences.

### Overall summary of progress

Teachers collaborate in developing teaching practices that encourage student achievement. Standardised and in-school data is analysed and applied to teaching and learning programs.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources) |
|--|---|-------------------------------|
| <ul style="list-style-type: none"><li>• A learning environment that promotes high quality pedagogy and practices across the school</li><li>• Purposeful and responsible collegial conversations about pedagogy and practice</li><li>• Regular authentic feedback across the staff</li><li>• An administrative system that is in-line with Department of Education reform strategies.</li></ul> | Regular teacher meetings to review student progress, teacher performance and practices, and whole-school data analysis. | Meetings occur before school. |

### Next Steps

Time allocated for extensive collegial interaction, involving data analysis, application and planning.

### Strategic Direction 3

Strategic direction 3: A whole community culture, rich in shared social values.

### Purpose

**PURPOSE:**To develop and maintain positive, trusting relationships that identify and work to meet the needs of a whole school, inclusive community. This Strategic Direction will focus on fundamental understanding of a shared culture within a supportive and progressive community.

### Overall summary of progress

The school families and wider community of Jerrys Plains is committed to the educational aims of the school. The number of involved families has increased in P&C Association as well as in the school.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Progress achieved this year   | Funds Expended<br>(Resources) |
|--|---|-------------------------------|
| <ul style="list-style-type: none"><li>Community commitment to open, progressive communication on all levels of curriculum, and school and systems management.</li><li>Increased P&amp;C Association membership and commitment to monthly meetings.</li></ul> | Progressive communication has been assisted by the implementation of <i>Skoolbag</i> app; P&C active involvement has increased. | \$250                         |

### Next Steps

Family and community representation in school decision-making groups; Finance and Curriculum Committees, Student Wellbeing Forum.

| <b>Key Initiatives</b>                              | <b>Impact achieved this year</b>   | <b>Resources (annual)</b>                               |
|---|--|---|
| <b>Aboriginal background loading</b>                | Learning and Support Teacher role expanded   | \$16,000  |
| <b>Low level adjustment for disability</b>          | School Learning Support Officer role expanded  | \$14,000  |
| <b>Quality Teaching, Successful Students (QTSS)</b> | In-class observation allocation for temp teachers  | \$2,500   |
| <b>Socio-economic background</b>                    | In-school programs expanded to meet student learning needs   | \$12,000  |
| <b>Support for beginning teachers</b>               | Release, professional training and mentoring   | \$6,000   |
| <b>Transition to school</b>                         | Comprehensive program for one day a week, all school year; qualified teacher with trained assistant. | Coal & Allied Community Development Program<br>\$28,000 |



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2013       | 2014 | 2015 | 2016 |
| Boys     | 9          | 10   | 19   | 20   |
| Girls    | 12         | 13   | 17   | 19   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 96.9 | 93.8 | 85.7 | 87   |
| 1         | 97.1 | 90.7 | 85.9 | 93.3 |
| 2         | 94.7 | 95.4 | 89.7 | 88.8 |
| 3         | 93.6 | 95.6 | 86.8 | 90.5 |
| 4         | 92.9 | 93.1 | 94.4 | 96.4 |
| 5         | 97.8 | 95.7 | 93.3 | 83.8 |
| 6         | 95.6 | 89   | 84.6 | 94.6 |
| All Years | 95.9 | 93.4 | 87.3 | 90.2 |
| State DoE |      |      |      |      |
| Year      | 2013 | 2014 | 2015 | 2016 |
| K         | 95   | 95.2 | 94.4 | 94.4 |
| 1         | 94.5 | 94.7 | 93.8 | 93.9 |
| 2         | 94.7 | 94.9 | 94   | 94.1 |
| 3         | 94.8 | 95   | 94.1 | 94.2 |
| 4         | 94.7 | 94.9 | 94   | 93.9 |
| 5         | 94.5 | 94.8 | 94   | 93.9 |
| 6         | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94   | 94   |

### Management of non-attendance

Absence is followed up by telephone call after 5 days, and a non-attendance note supplied for completion.

### Class sizes

| Class      | Total |
|------------|-------|
| K-2        | 19    |
| YEAR 3 - 6 | 14    |

## Workforce information

### Workforce composition

| Position                              | FTE* |
|---------------------------------------|------|
| Principal                             | 1    |
| Classroom Teacher(s)                  | 1.25 |
| Learning and Support Teacher(s)       | 0.1  |
| Teacher Librarian                     | 0.08 |
| School Administration & Support Staff | 0.9  |
| Other Positions                       | 0.01 |

\*Full Time Equivalent

Currently there are no Aboriginal employees.

### Teacher qualifications

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

### Teacher qualifications

| Qualifications                  | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100        |
| Postgraduate degree             |            |

### Professional learning and teacher accreditation

Professional learning that supports the 2016 School Plan was identified through each teacher's Performance & Development Plan. A temporary teacher completed the accreditation process in Term 2.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

| Income                         | \$                |
|--------------------------------|-------------------|
| <b>Balance brought forward</b> | <b>52 206.91</b>  |
| Global funds                   | 65 377.59         |
| Tied funds                     | 0.00              |
| School & community sources     | 0.00              |
| Interest                       | 1 942.01          |
| Trust receipts                 | 1 782.95          |
| Canteen                        | 0.00              |
| <b>Total income</b>            | <b>293 250.44</b> |
| <b>Expenditure</b>             |                   |
| Teaching & learning            |                   |
| Key learning areas             | 6 419.67          |
| Excursions                     | 1 574.55          |
| Extracurricular dissections    | 24 062.63         |
| Library                        | 441.33            |
| Training & development         | 246.27            |
| Tied funds                     | 100 305.71        |
| Short term relief              | 5 503.25          |
| Administration & office        | 26 795.36         |
| School-operated canteen        | 0.00              |
| Utilities                      | 16 466.73         |
| Maintenance                    | 1 655.07          |
| Trust accounts                 | 1 773.05          |
| Capital programs               | 0.00              |
| <b>Total expenditure</b>       | <b>185 243.62</b> |
| <b>Balance carried forward</b> | <b>108 006.82</b> |

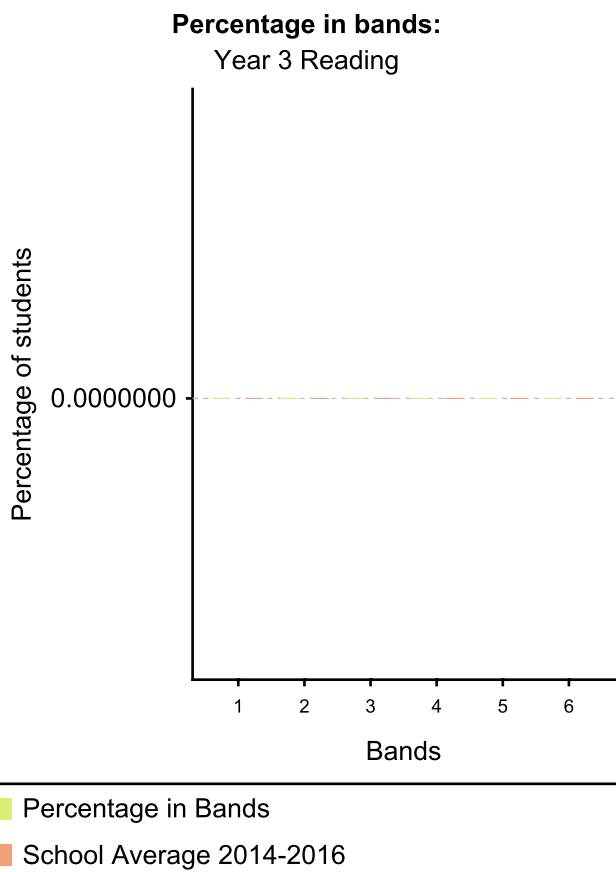
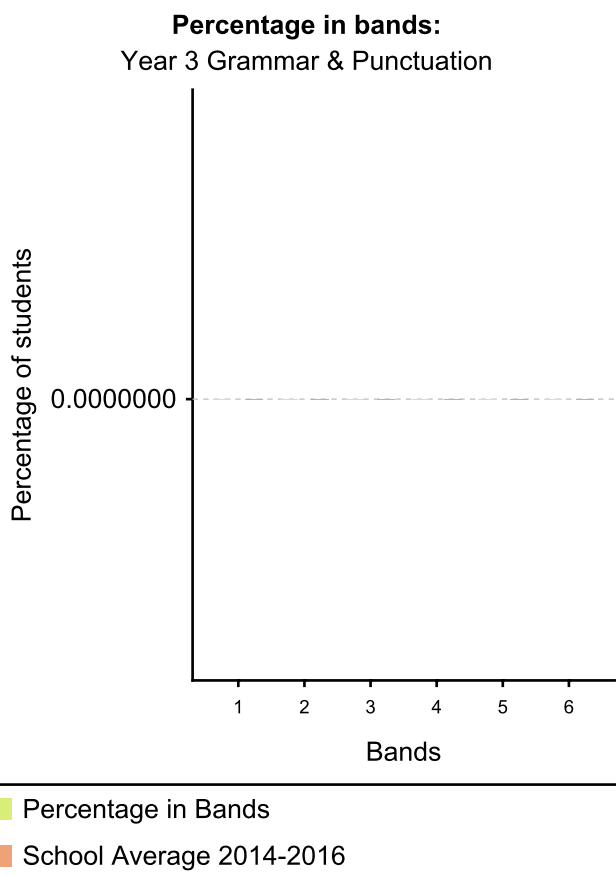
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

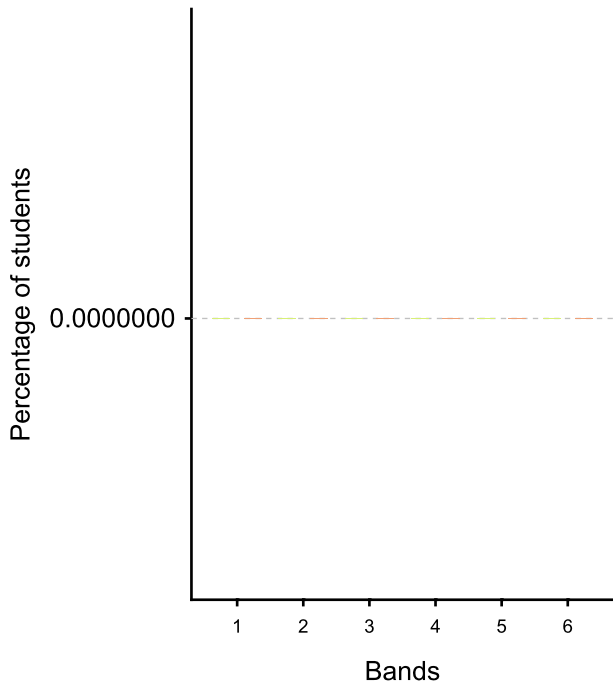
### NAPLAN

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.

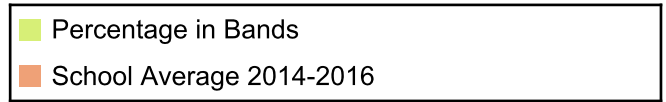
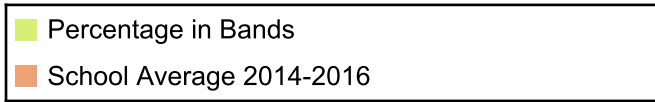
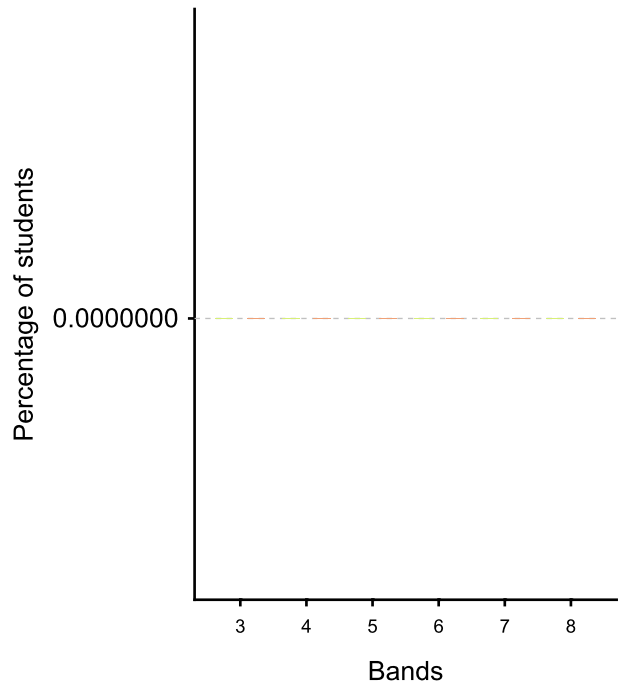
NAPLAN data highlighted the need for a focus on Writing in Years 3 and 5.



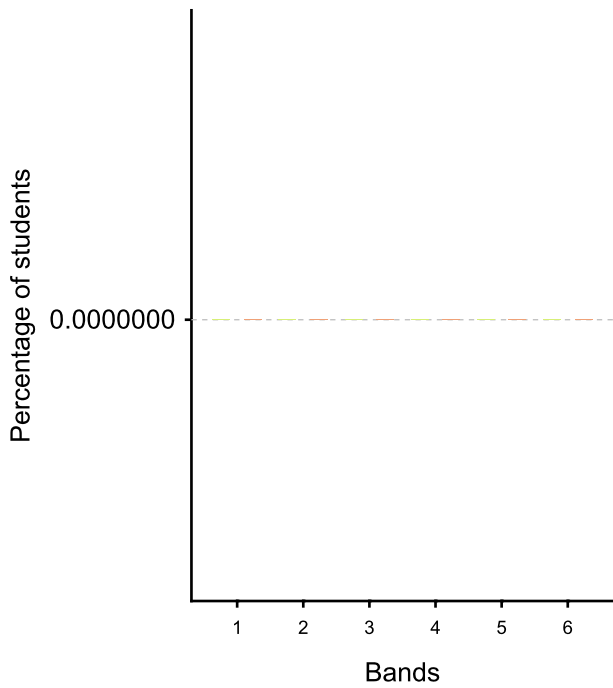
**Percentage in bands:**  
Year 3 Spelling



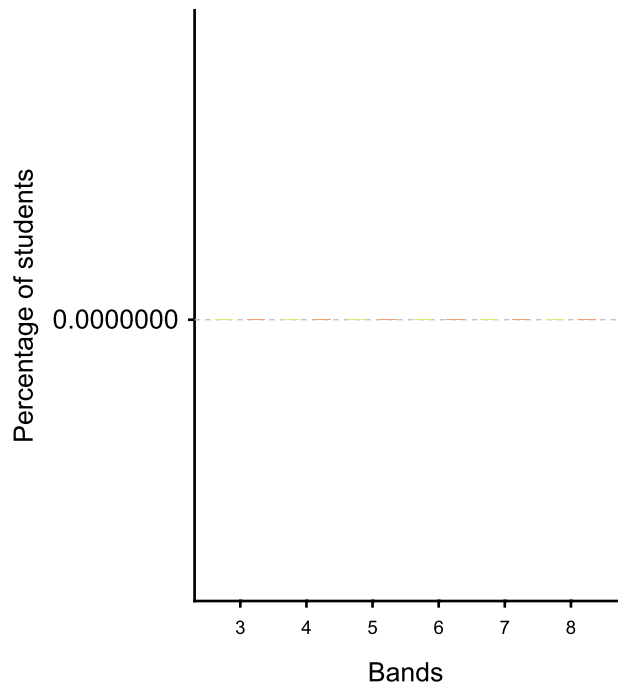
**Percentage in bands:**  
Year 5 Grammar & Punctuation



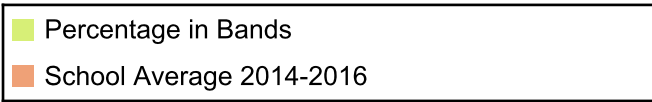
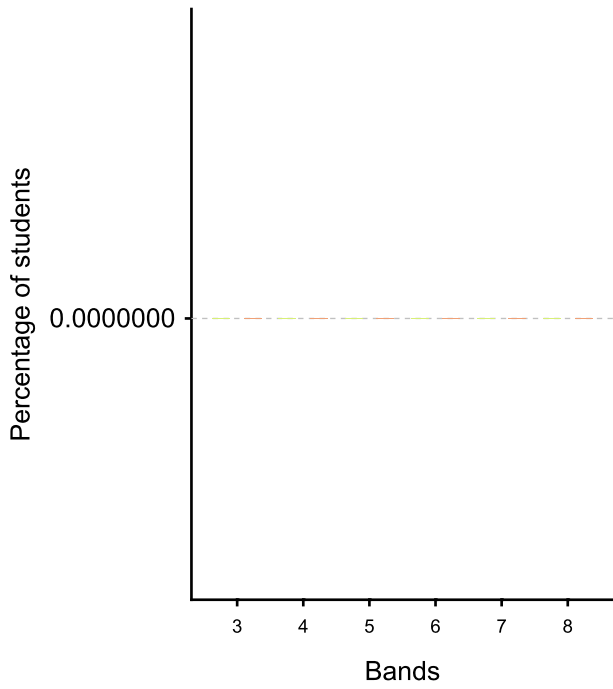
**Percentage in bands:**  
Year 3 Writing



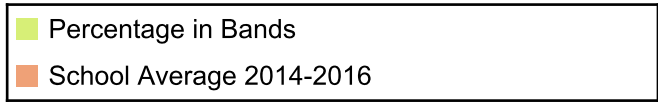
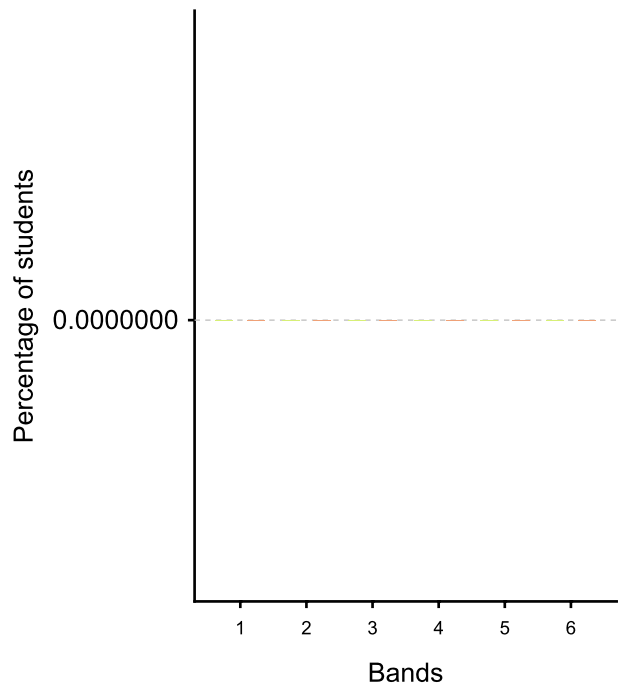
**Percentage in bands:**  
Year 5 Reading



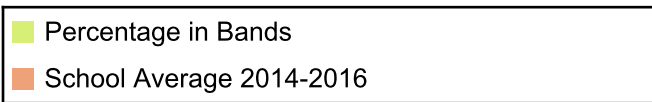
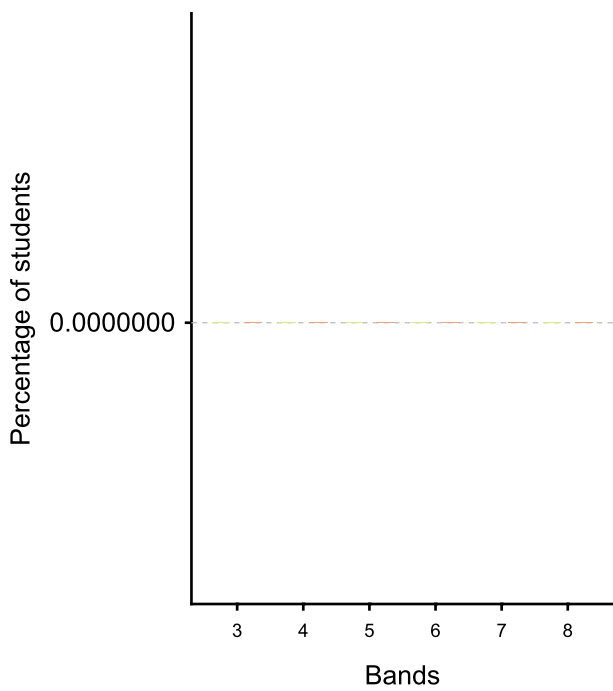
**Percentage in bands:**  
Year 5 Spelling



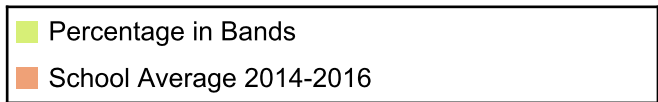
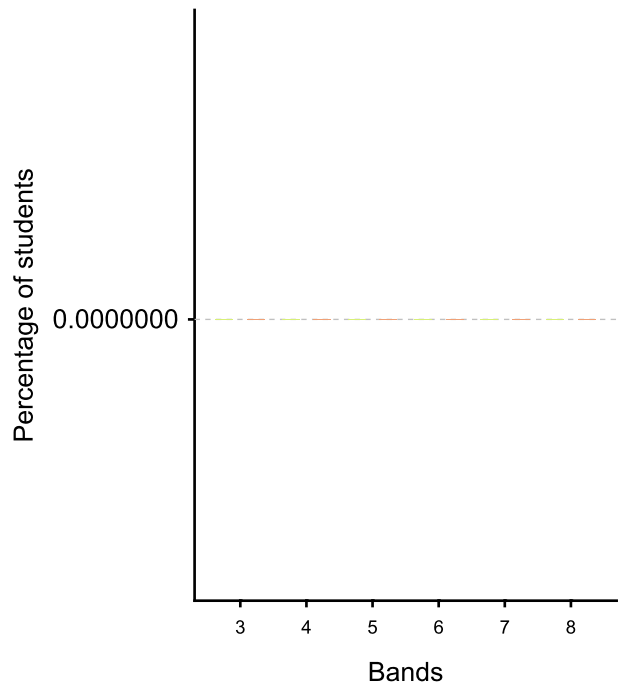
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



NAPLAN data supports the introduction of TENS (Teaching Early Numeracy Strategies) and TOWN (Taking Off With Numeracy).

There are no other State reporting requirements.

## Parent/caregiver, student, teacher satisfaction

Survey results across staff, families and community show a high satisfaction rating for in-school programs, community involvement and student performance.

## **Policy requirements**

### **Aboriginal education**

Aboriginal perspectives are incorporated in day-to-day teaching and learning experiences. The School participates in NAIDOC activities connected to the local Aboriginal people, the Wanarua nation.

### **Multicultural and anti-racism education**

The school participates in Harmony Day activities to focus on the similarities and differences in families across the world. There is a full-time Anti-Racism Contact Officer at the school, and dialogue is encouraged through staff meetings, P&C meetings and the school newsletter.

### **Other school programs**

The Stephanie Alexander Kitchen Garden Program operates in the school with students learning about preparing and sharing meals, using produce from gardens they have created and tended. Community members contribute as assistants in the kitchen and in the garden.