

Jiggi Public School Annual Report



2016



2235

Introduction

The Annual Report for 2016 is provided to the community of Jiggi 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.

Michelle Stroud-Watts

Principal

School contact details

Jiggi Public School

Jiggi-Nimbin Rd

Jiggi, 2480

www.jiggi-p.schools.nsw.edu.au

jiggi-p.School@det.nsw.edu.au

6688 8221

School background

School vision statement

At Jiggi Public School the students are the highest priority. Every decision is, and always will be in the best interests of the students. Jiggi Public School strives to keep students safe, happy and engaged in explicit, meaningful learning. Our vision is for our 'Jiggi Gems' to be respectful, responsible, caring students who achieve their full potential. We will do this in close partnership with parents and the surrounding community.

School context

Jiggi Public School has an enrolment of 38 students, drawn exclusively from the local area and travel to school by bus or car. The school attracts outstanding levels of support and involvement from parents and community members.

The school students are known as Jiggi Gems. There are two classes— Diamonds (K–2) and Opals (3–6). The school has a computer room a library, canteen, play equipment and an Interactive Whiteboard in every room.

Jiggi Public School is also a proud member of the Big Scrub and First North Community of schools and Rivers P– 12 which enhances our quality teaching and learning while providing a diverse range of experiences and opportunities for our 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 In the domain of Learning the school's self–assessment was consistent with the evidence presented in four elements and was validated using the School Excellence Framework. In the element of Wellbeing the evidence presented indicated the school is operating at the Sustaining and Growing stage, which is higher than the school self–assessed.

In the domain of Teaching the school's self–assessment was consistent with the evidence presented in the three elements and was validated using the School Excellence Framework. In the element of Effective Classroom Practice the evidence presented indicated the school is operating at the Sustaining and Growing stage, which is higher than the school self–assessed. In the element of Collaborative Practice the evidence presented indicated the school is operating at the Sustaining and Growing stage, which is higher than the school self–assessed.

In the domain of Leading the school's self–assessment was consistent with the evidence presented in two elements and was validated using the School Excellence Framework. In the elements of School Planning the evidence presented indicated the school is operating at the Delivering stage, which is higher than the school self–assessed. In the element of Management Practices and Processes the evidence presented indicated the school is operating at the Delivering stage, which is higher than the school self–assessed.

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

Health and Wellbeing

Purpose

To create and nurture a supportive social and physical environment where children and staff are happy, safe and empowered to make positive choices and to be confident, resilient and assertive.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students will achieve their negotiated learning goals. This will be measured through student self-evaluation and progress along the literacy and numeracy continuums by teacher placement. Once these individual learning goals are achieved, we will acknowledge success and develop a new set of learning goals to continue improvement.	Explicit teaching of the marking criteria was taught through a whole school literacy program where the two classes were split into three groups. Smaller literacy groups meant more focused individual attention.	Global budget was accessed to employ a third teacher for these literacy sessions. Funds also came from integration funding.

Next Steps

Explicit teaching of literacy will be monitored through in school assessment and mentoring between teachers. Lesson modelling and team teaching will be used where appropriate.

Strategic Direction 2

Student Engagement

Purpose

To support staff in motivating children through quality teaching and learning experiences which target their needs.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School and National data indicate improved student growth and above benchmarks in core subjects.	Teachers are happy with individual student improvement.	A third teacher was employed for literacy sessions.

Next Steps

Explicit teaching will be monitored closely and individual growth discussed and monitored at case meetings with teachers.

Strategic Direction 3

Curriculum and Assessment

Purpose

To support staff to assess and monitor individual learning needs in order to implement and evaluate quality teaching and learning programs and achieve improved Literacy and Numeracy results for all students.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Decreased number of students achieving at or below minimum standard.	Individual student growth has been closely monitored. Specific learning plans to target individual learning needs have been identified.	
Increased percentage of students' growth rates achieving greater than or equal to expected growth.	Teachers are satisfied with individual student growth. This has been shared with parents and carers where necessary.	
Students in K to year 2 are reading at Level 11, 18 and 22 respectively by end of each year.	Individual growth is evident. Due to the small cohort, detailed comment here is inappropriate.	
K-2 at or above expected Numeracy levels by end of each year.	Teachers are satisfied with growth and learning plans are in place.	

Next Steps

Individual student growth is closely monitored and student progress will continue to be monitored. Teaching strategies of explicit teaching will continue to be discussed and best practice will continue to be researched.

Key Initiatives	Impact achieved this year	Resources (annual)
Support for beginning teachers	This year we had one beginning teacher who we received extra funding to support. This was spent on mentoring, teacher professional learning and team teaching time.	This funding was \$13377.89

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	20	26	24
Girls	14	11	12	11

This year saw more boys than girls. There seems to be a turn around in the next few years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.9	94.9	95.3	96.4
1	96	93.6	96.6	96.6
2	98.9	96.7	95.2	96.7
3	91.8	98.4	92.7	93.7
4	94.8	94.9	94.2	97.6
5	86.5	97.8	94.1	93.6
6	86.5	94.6	94.4	95.8
All Years	92.1	95.6	94.6	95.7
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

This year we have had several students go on extended family holidays and there have been several severe illnesses including some broken bones. All parents are reminded of the importance of attendance and this is monitored closely by all teachers.

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	0.11

*Full Time Equivalent

Jiggi Public School has not hired Aboriginal teachers or SLSOs this year.

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	33

Professional learning and teacher accreditation

All teachers participated in professional learning relating to our school plan. This year there was a focus on Assessment For Learning which was conducted at Eltham Public School after school hours. There was also training in mentoring and the 'Bump it Up' strategy where the focus is to excel those children already achieving a high standard.

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

Financial information

This summary financial information covers funds for operating costs to December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	27 680.15
Global funds	57 780.21
Tied funds	78 723.97
School & community sources	14 824.46
Interest	1 041.65
Trust receipts	1 587.70
Canteen	0.00
Total income	181 638.14
Expenditure	
Teaching & learning	
Key learning areas	8 965.67
Excursions	4 465.15
Extracurricular dissections	9 149.58
Library	5 032.70
Training & development	6 130.16
Tied funds	57 874.65
Short term relief	4 373.91
Administration & office	14 755.86
School-operated canteen	0.00
Utilities	5 916.21
Maintenance	17 768.37
Trust accounts	1 587.70
Capital programs	0.00
Total expenditure	136 019.96
Balance carried forward	45 618.18

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.

Jiggi Public School has performed well in Naplan over the last decade. We have been classified as a Zooming school with high levels of academic

achievement and student growth. In 2016 7 students in year 3 sat for the Naplan tests. In Reading and Grammar and Punctuation, 57.2% of students performed in the top two bands. Only 3 students in Year 5 sat the Naplan in 2016.

57.2% of year 3 students performed in the top two bands in Numeracy. The year 5 cohort is too small to comment.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Additional State reporting requirements are delivered each year.

Parent/caregiver, student, teacher satisfaction

Jiggi Public School thanks all parents, teachers and students for their assistance in the External Validation process. All members of the school community rallied together to showcase how well our school delivers the elements of the School Excellence Framework. Parents, students and teachers made videos, speeches and written testimonies as to the excellence in Teaching, Learning and Leading at our school.

Policy requirements

Aboriginal education

Aboriginal Education is integrated substantially in the Human Society and its Environment (HSIE) curriculum. Students form a perspective of Aboriginal history and culture. All students complete art activities with an Aboriginal focus.

Multicultural and anti-racism education

In line with the School plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded for all students. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.