

# Jilliby Public School Annual Report



2016



2236

## Introduction

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

Sondra Broadhurst

Principal

### School contact details

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## School background

### School vision statement

Jilliby Public School's vision is to provide opportunities for all students to be engaged learners and achieve success in a safe, supportive and well-resourced environment.

### School context

Jilliby Public School is a small school on the Central Coast on the outskirts of Wyong, NSW. The school is situated in the Dooralong Valley with a current enrolment of 86 students including 9% Aboriginal. History and culture are important to the school and community with the school celebrating 125 years of operation in 2014.

The school is a member of the Wyong Learning Community and the partnership between Wyong High School, Hopetown, Wyong, Tuggerah, Wyong Creek and Jilliby Public Schools is an important relationship for engaging whole school community learning. The school also is a member of the Central Coast Small Schools Network which includes professional learning of staff and learning opportunities for students.

Partnerships with the community are continually being fostered as pathways to provide opportunities and a well-rounded education for our students. The Parents and Citizens Association at Jilliby Public School is an active support of the school and the School Parliament is an avenue for student voice. The school continues to strengthen its relationship with the Wyong Aboriginal Educational Consultative Group. As a Kidsmatter school, student wellbeing programs and support structures have and continue to be implemented.

Since its beginning in 1889, school programs have had an environmental focus. The Bunya Bunya Pine planted by the first principal when the school started operating, remains in pride of place in the front of the school and is the school's emblem. Today the school continues its tradition and interest in the environment through its involvement in the "Stephanie Alexander Kitchen Garden" program.

The school has a history of excellence in Reading with many years of achieving above state growth, as indicated in previous NAPLAN results. Recent Numeracy results have improved and are following this trend. Future directions have a focus on improved achievement in writing, punctuation and grammar.

# 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. 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.

### Learning

The school has an effective plan for student transitions in place with improved communication, planning and implementation with Wyong High School. There is a high level of student engagement with greater variety of learning experiences and opportunities for gifted and talented students. Provision was through enrichment opportunities in writing, robotics and leadership. The school provides a range of extra–curricular offerings for student development with curriculum enhanced by learning alliances. Future directions in learning will be to continue extension of students and extend goal setting with all students.

### Teaching

The school developed more processes that are explicit so teacher records of student performance are analysed for school performance and school trends. Professional learning on grammar and writing continued with a focus on demonstration lessons and team teaching in the classroom. Identifying where students are on the Literacy Continuum and developing learning experiences with differentiation were explored through collaborative planning and additional teaching support. This has led to teachers regularly using student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence–based practice. Teachers analyse and use student assessment data to understand the learning needs of students and incorporate data analysis in their planning for learning. Future directions include identification and utilisation of a variety of data to inform practice.

### Leading

The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. In 2017, further development of school processes in line with the Wellbeing Framework in consultation with the community will be a focus.

Our self–assessment 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

### Successful Teaching and Learning

#### Purpose

To provide evidence based planning, quality teaching and engaging teaching strategies for every student's learning pathways through building the capacity of teachers to deliver effective educational programs.

'Effective teachers are highly proficient in assessing student needs and talents, evaluating their impact, intervening using multiple methods and providing feedback to students on their learning. Great teachers know the content of the subjects they teach and have a deep understanding of how learning happens. Great teachers are role models of learning.' *Great Teaching, Inspired Learning (2013)*

#### Overall summary of progress

Grammar, punctuation and sentence structure were areas identified as needing school wide improvement. A range of staff meetings led by the Principal incorporated extensive professional learning particularly on simple, compound and complex sentences. Other grammar areas included language of grammar and expectations of each stage in writing. The Principal implemented demonstration lessons in classes and team teaching to support professional learning further. Teachers utilised data from PLAN to identify at the end of Term 2 student performance in reading comprehension. Teachers and the Principal developed programs to meet students at point of need and implemented a team teaching approach to differentiate the curriculum.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* Average school growth equates to national growth for NAPLAN.  * Teacher programs reflect use of data to inform teaching	Even though Grammar and Punctuation Growth in NAPLAN from Year 3 to 5 was 2.1 % below Department of Education students in 2016, the intervention process was newly implemented and 2017 results will be utilised to further evaluate the process. Teachers utilised data from PLAN to identify at the end of Term 2 student performance in reading comprehension. 2016 NAPLAN Reading results from Years 3 to 5 at Jilliby PS displayed 0.5% higher growth than Department of Education students. As this intervention program did not begin until Term 3 these results will be utilised as baseline data.	Classroom teacher employed to demonstrate best practice and collaborative planning with others.

#### Next Steps

In 2017 differentiation of the curriculum will be a focus with ongoing identification of students on the learning continuums so specific programs can be developed to meet students at need. This will include the provision of extension programs and flexible staffing to support student learning.

## Strategic Direction 2

### Quality Systems and Processes

#### Purpose

To improve the quality of current school systems and embed new systems thus providing support structures and processes to maximise student outcomes.

'In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.' *School Excellence Framework (2014)*

#### Overall summary of progress

LMBR processes were implemented according to Departmental expectations with updating to the community during the year. Staff received professional development on the Wellbeing Framework and the attendance policy was updated. Discipline processes were refined and changes were implemented for trialling in Term 4 and implementation in 2017. These processes required extensive time in development, professional learning and implementation. This meant a timeline for reviewing school policies did not occur.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* Timeframe for review of policies  * Current policies and processes that align to DEC with ongoing reviews and updates that are communicated to the school community	Timeframe for review of policies has not occurred.  LMBR has been implemented and Wellbeing Framework policies are in review.	The Principal and Relieving School Administration Manager (SAM) received training in LMBR with funding provided by the Department of Education to release the SAM.

#### Next Steps

The identification of policy and procedure reviews with a timeframe to be developed is a priority. The Wellbeing Framework will be a focus area for the school.

## Strategic Direction 3

### Connected Community

#### Purpose

To foster high levels of student, staff and community engagement where there is a schoolwide responsibility for a productive learning environment, student learning and success.

'Students benefit from the school's planned and proactive engagement with parents and the broader community... Ultimately, leaders in these schools enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.' *School Excellence Framework (2014)*

#### Overall summary of progress

An Action Team was provided with professional learning for engaging the school community and a general plan developed. This requires further and ongoing modification. A school App has been purchased to increase parent engagement with POP now introduced for online payments. The opportunities for parent and community involvement and learning has been very positive through volunteering and support of the Stephanie Alexander Kitchen Garden Program with cross curricular learning in Literacy, Numeracy and Science. The school participated in the Wyong Learning Community Writing Initiative where one teacher received additional professional learning and coordinated the implementation of the program at the school. This initiative continues in 2017. Ongoing involvement in initiatives with Central Coast Council, Wyong Learning Community and Teaching Principals Network.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
* Increased attendance at forums and meetings.	Attendance at meetings continues to be the same.	The Wyong Learning Community provided funding for teacher release.
* Increased participation and collaboration within the Wyong Learning Community.	Participation and collaboration with Wyong Learning Community has increased with the Wyong Writing Initiative.	
* Active community involvement in school programs, both within the classroom and school environment.	Community Involvement has increased with volunteering and supporting Stephanie Alexander Program in the school.	

#### Next Steps

The Stephanie Alexander Kitchen Garden Program will continue with a more multicultural menu. Showcasing this program and our school successes will be promoted through partnership with the school community initiatives. Increasing communication through utilising technology more effectively through such avenues as the school App, the website and POP will be explored with the community.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Employment of executive to work with teachers in the classroom provided the opportunity to differentiate the curriculum and support students at point of need.	\$5219
<b>Low level adjustment for disability</b>	A Learning and Support Teacher one and a half days per week supported students by working in classrooms to implement accommodations and individualised programs with classroom teachers and differentiate curriculum. Another teacher was employed for 4 hours a week to implement targeted programs for small groups of students in each class to move students along the learning continuum in Literacy and Numeracy.	\$41 240
<b>Quality Teaching, Successful Students (QTSS)</b>	Teachers worked collaboratively through team teaching, supporting professional learning and teacher reflection on performance to improve practice.	\$3061
<b>Socio-economic background</b>	A School Learning and Support Officer (SLSO) was employed to manage the Kitchen as part of the Stephanie Alexander Kitchen Program. The SLSO worked with classroom teachers to implement the cross curricular program and support student life skills. Funding also provided support for buses and reducing costs to parents for excursions and incursions. Families were also provided with support for uniforms and book packs.	\$15 150



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	40	41	37	35
Girls	54	50	42	35

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.9	92.5	95.1	89.6
1	97.3	89.3	94.3	93.4
2	93.4	95.7	93.1	95.3
3	97.8	94.1	91.6	90.2
4	93.3	92.8	93.1	92.6
5	94.7	93.8	94	95.6
6	94.3	92.1	95.2	93.4
All Years	94.7	92.9	94	92.9
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

Student attendance remains steady, close to departmental norms. Attendance is followed up according to departmental policy.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.03

\*Full Time Equivalent

Jilliby Public School is required to report on its Aboriginal workforces composition. There are no staff who publicly acknowledge Aboriginality.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

### Professional learning and teacher accreditation

Professional learning focussed on upskilling teacher knowledge and skills in grammar and writing. This included demonstration and team teaching in classrooms. Working within the Wyong Learning Community provided an avenue to network with teachers from other schools to reflect on practice, collaboratively program and evaluate effectiveness. Teachers have maintained their accreditation with their learning supported through networks, e-learning and accredited course work.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>121 771.14</b>
Global funds	45 153.44
Tied funds	43 426.21
School & community sources	10 711.39
Interest	1 240.84
Trust receipts	687.00
Canteen	0.00
Total income	222 990.02
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	1 711.32
Excursions	1 323.63
Extracurricular dissections	8 553.08
Library	788.94
Training & development	285.46
Tied funds	34 303.11
Short term relief	5 552.19
Administration & office	10 855.79
School-operated canteen	0.00
Utilities	4 714.37
Maintenance	642.79
Trust accounts	633.50
Capital programs	0.00
Total expenditure	69 364.18
<b>Balance carried forward</b>	<b>153 625.84</b>

The information provided in the financial summary includes reporting from 13 May 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	264 103.44
(2a) Appropriation	239 459.17
(2b) Sale of Goods and Services	50.00
(2c) Grants and Contributions	23 657.03
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	937.24
<b>Expenses</b>	-145 602.37
Recurrent Expenses	-145 602.37
(3a) Employee Related	-89 873.70
(3b) Operating Expenses	-55 728.67
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	118 501.07
<b>Balance Carried Forward</b>	118 501.07

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Jilliby Public School operated under two financial systems in 2016, OASIS an SAP/SALM and hence two financial statements are provided within this Annual Report.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	582 077.39
Base Per Capita	4 308.89
Base Location	1 702.21
Other Base	576 066.30
<b>Equity Total</b>	62 009.03
Equity Aboriginal	5 219.05
Equity Socio economic	15 149.72
Equity Language	400.00
Equity Disability	41 240.26
<b>Targeted Total</b>	38 120.01
<b>Other Total</b>	4 273.63
<b>Grand Total</b>	686 480.06

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.

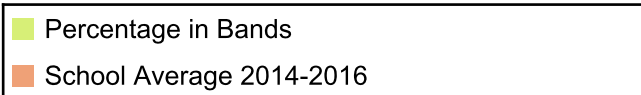
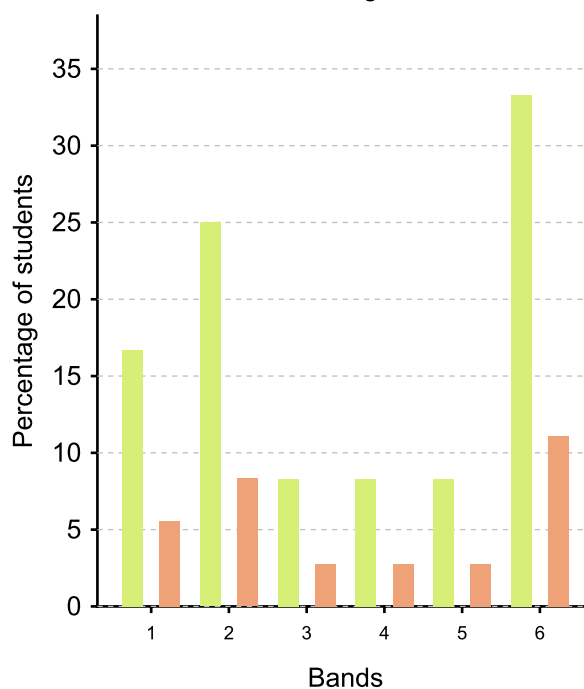
## School performance

### NAPLAN

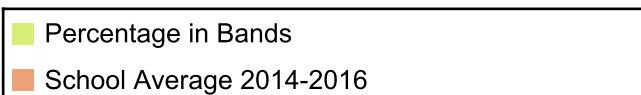
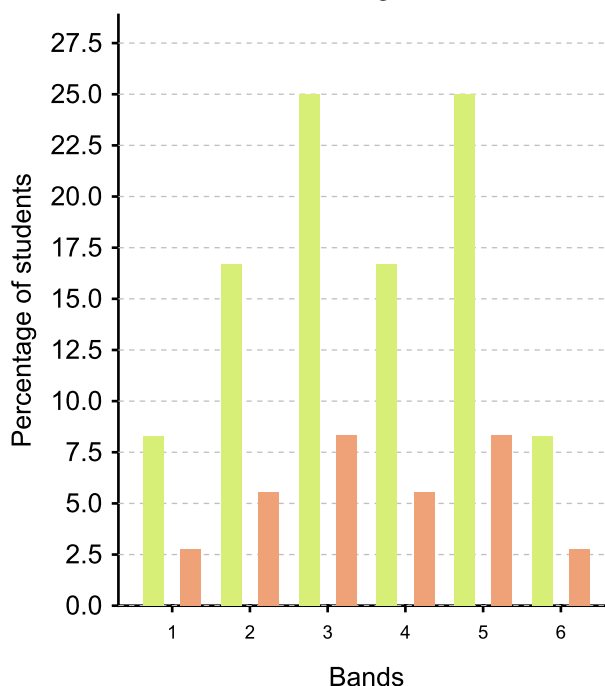
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 Literacy performance was outstanding with a high proportion performing in the top two bands as can be seen in the graphs below.

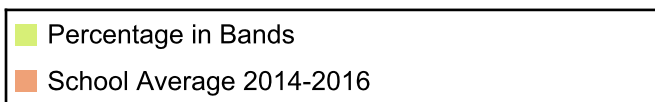
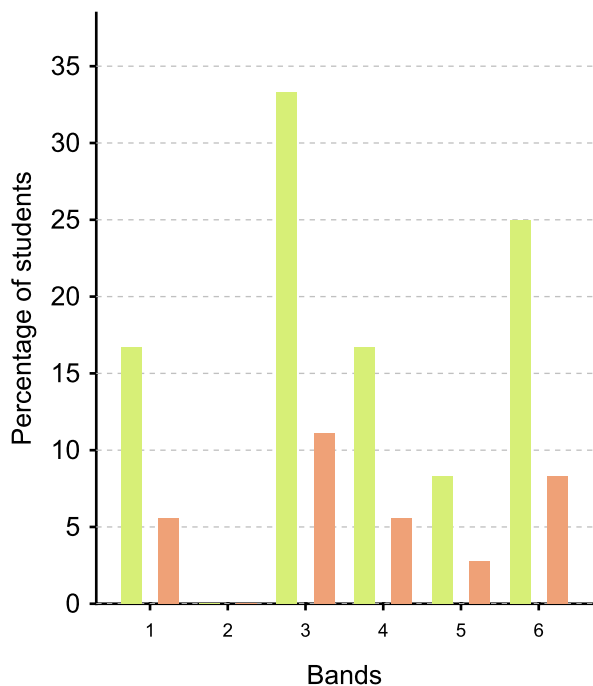
Percentage in bands:  
Year 3 Reading



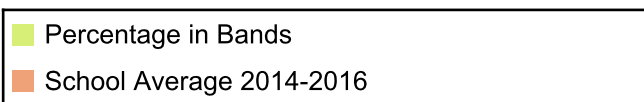
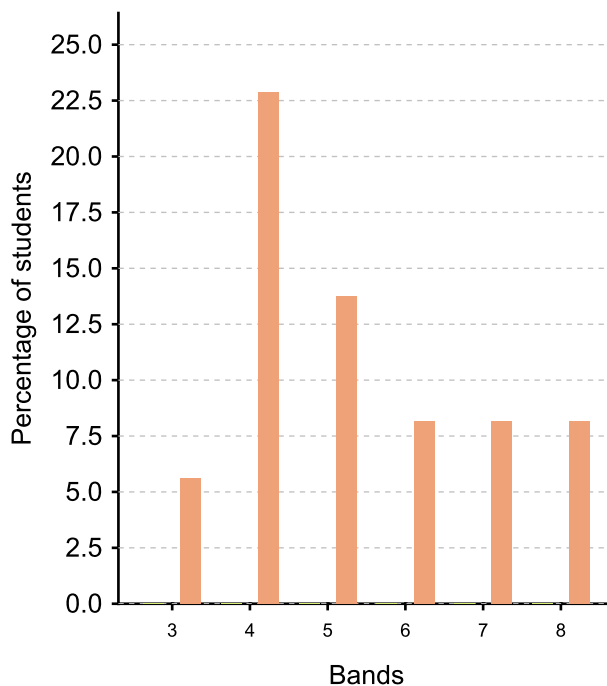
Percentage in bands:  
Year 3 Writing



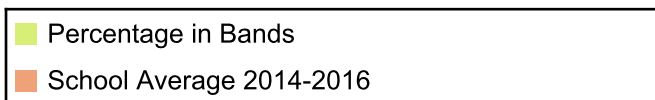
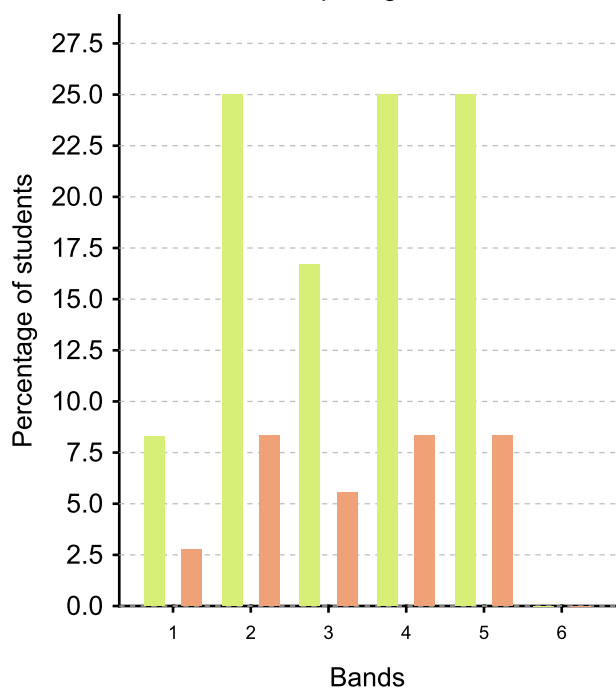
**Percentage in bands:**  
Year 3 Grammar & Punctuation



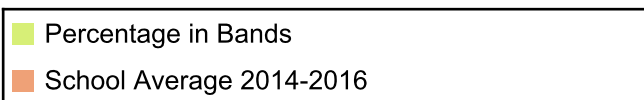
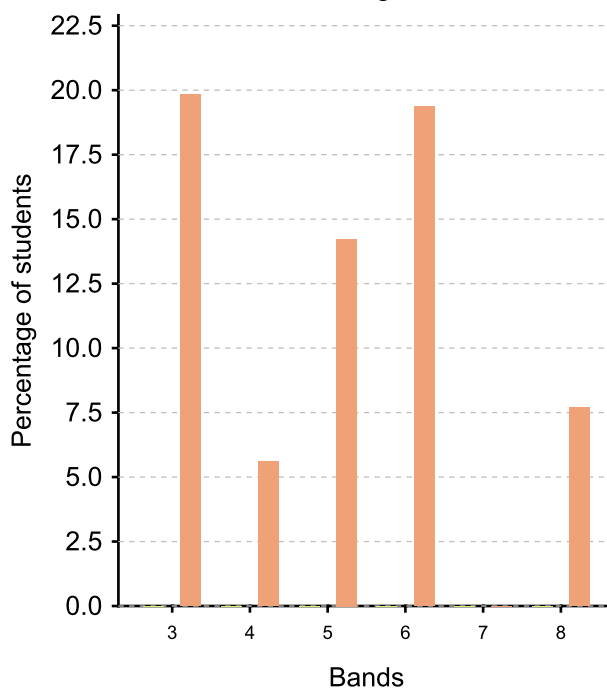
**Percentage in bands:**  
Year 5 Reading



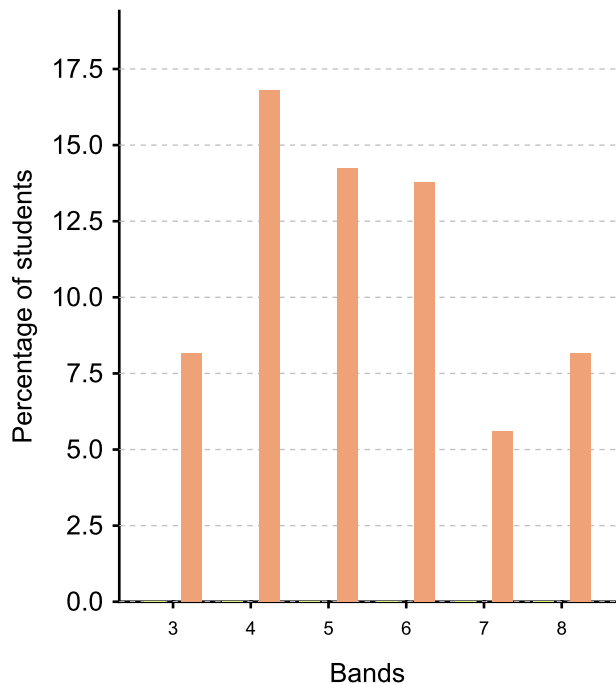
**Percentage in bands:**  
Year 3 Spelling



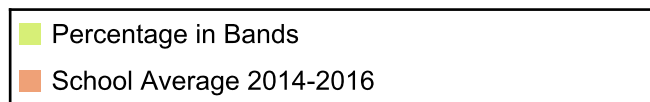
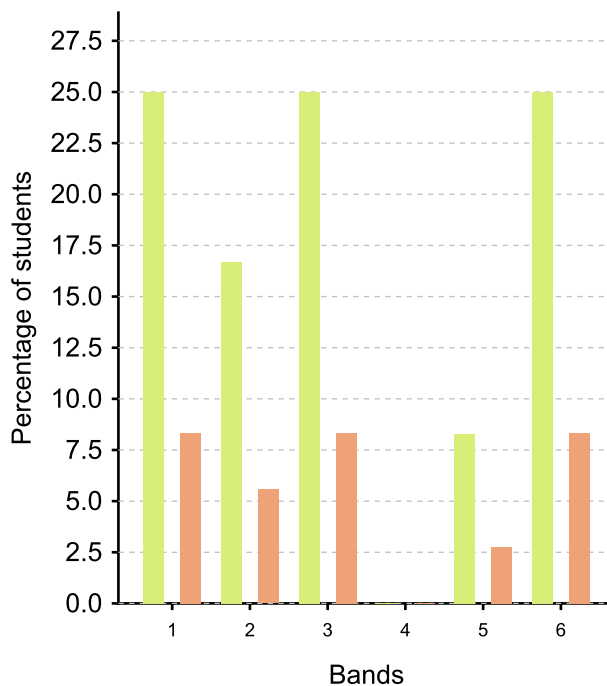
**Percentage in bands:**  
Year 5 Writing



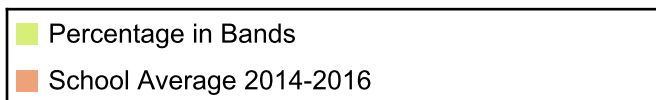
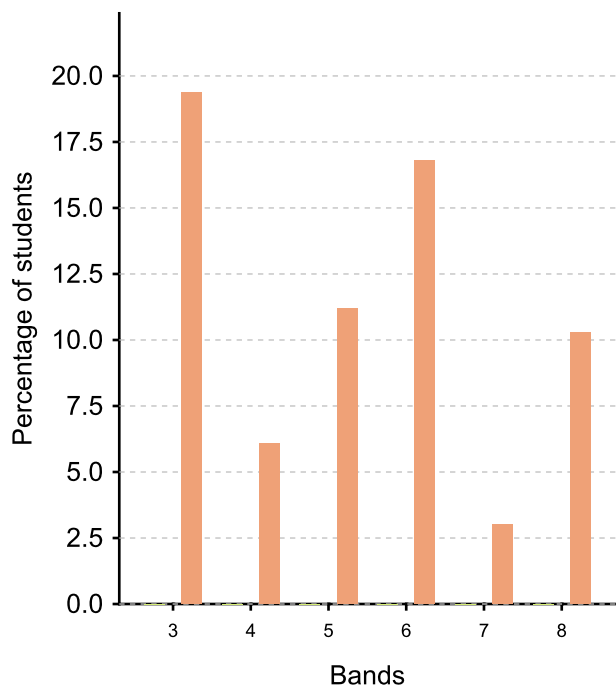
**Percentage in bands:**  
Year 5 Grammar & Punctuation



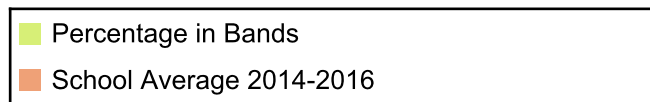
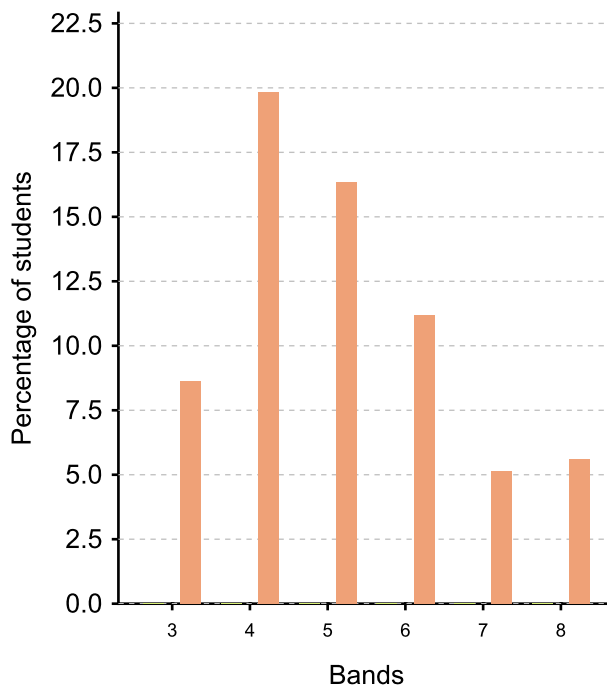
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Numeracy



Year 3 Numeracy performance displays a high proportion in the top two bands as can be seen in the graph below.

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.

In accordance with the *Premier's Priorities: Improving education results* Jilliby Public School has 41% of students in Year 3 in the top two skill bands in Reading and 33% in Numeracy. Due to a small cohort of students in Year 5 the percentage in the top two skills bands are not reportable due to student identification and confidentiality.

Jilliby Public School is also required to report on the *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. Since Jilliby is a small school the reportable cohort numbers are not statistically significant and therefore not reportable.

## Parent/caregiver, student, teacher satisfaction

Parents/Carers have provided ongoing feedback regarding school satisfaction throughout the year. A common theme is that community members have increased empowerment to become involved in school life and support school programs particularly through the Stephanie Alexander Kitchen Garden Program. This support, exhibited through volunteering in the kitchen to assist students in the preparation of meals has meant small group tuition to practise life skills within a safe environment. Parents/carers have communicated their pleasure with the success of the program, which included our produce attaining 'Best School in Show' at the Gosford Show this year. In addition, parents/carers have communicated their satisfaction with the extension and leadership opportunities provided to students through the Writing and Robotics groups and School Parliament.

Staff have expressed their satisfaction with ongoing opportunities for professional learning through the school, networks and e-learning. They acknowledged links with training and development for improvement of skills and knowledge in areas to support identified student learning needs. They also linked these to their own professional goals as identified in professional development plans. Working as a team was important to all members of staff.

Students in Years four to six participated in the *Tell Them From Me* survey which measures 20 indicators based on the most recent research on school and classroom effectiveness. Results included 91% of students had a high sense of belonging (10% above NSW government norms), 92% of girls and 78% of boys were interested and motivated in their learning (9% above NSW government norms for girls and 5% above boys) and 96% of students had positive relationships at school (9% above NSW government norms).

## Policy requirements

### Aboriginal education

Jilliby Public School is committed to ensuring all students develop an understanding of the culture and perspectives of Aboriginal people as the First Peoples

of Australia. All formal gatherings incorporate 'Acknowledgement of Country'. The whole school participated in a cultural visit by Aunty Bronwyn Chambers, Elder in Residence at Newcastle University. Students and staff gained a deeper knowledge and an understanding of local Aboriginal culture and perspectives through experiences with local foods, tools and stories. As part of History, senior students viewed and discussed the Prime Minister's speech for National Sorry Day, the Apology Speech and a study into the stolen generation and the Mabo Decision.

Each class observed Reconciliation Day and presented to the school community work featuring a significant stage of the Aboriginal timeline. During the assembly the Aboriginal student leader presented the school with a painting, representing the journey of both Aboriginal and non-Aboriginal students at Jilliby. A volunteer Aboriginal community member supported this painting, collaboratively created by all the Aboriginal students.

Staff attended regular Aboriginal Education Consultative Group (AECG) meetings and actively participated in local initiatives. These partnerships are the foundation for future programs and learning opportunities.

### Multicultural and anti-racism education

Students are encouraged to present to class various cultural experiences they or their extended family have a background in and which will broaden all students' understanding. The school celebrated Harmony Day by joining in a range of Harmony Day activities. Activities included presentation of artefacts and research projects based on various cultural backgrounds of our families. Students participated in Indigenous games and stories.

Throughout the year, many cultural connections were enhanced across the curriculum and supported particularly through the Kitchen Garden Program menu. Ongoing programs highlight cultural similarities and special features that lead to increased understanding, tolerance and anti-racism.

### Other school programs

Environmental Education at Jilliby PS is incorporated into the school curriculum so that students develop skills required for active and informed participation in managing a sustained environment. The whole school participated in the Stephanie Alexander Kitchen Garden Program on a weekly basis, cultivating herbs and vegetables, maintaining the chicken flock and tending the school gardens. Harvested produce was utilised in the kitchen and canteen with any excess sold to the community to assist financing the program. The school was recognised at the Gosford Regional Show as having the Best School Display, winning eight firsts, three seconds and three thirds; in some cases taking out all prizes in a section.

While Environmental Education is integrated into the curriculum, special days provide a focus for

sustainability. Students participated in special days such as Clean-Up Australia Day and the Wyong Council Environment Program. Waste management on a daily basis at Jiliby PS involves recycling of paper, fruit and vegetable scraps, usual household recycling and printer cartridges. Worm farms and compost bins were actively used to recycle food waste to enrich the school gardens.