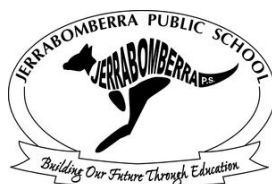


# Jerrabomberra Public School

## Annual Report



2016



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## Introduction

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

Chris Hunter

Principal

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### Message from the Principal

Jerrabomberra is a fantastic school! It is the school of choice for so many families in the local area and belongs to a fantastic education system – the NSW Department of Education – which provides a continuous and comprehensive education for all students from Kindergarten to Year 12. I am proud to say that our school belongs to this department and the innovations and support offered by this system is second to none in Australia and a leader in world education as well. You, the teachers, students and families of Jerrabomberra, are part of this fantastic system.

I LOVE Jerrabomberra! As I walk around the school, I am so proud of all we have achieved as a community. From a barren paddock in 2002, we have “grown” a vibrant and responsive school, producing community-conscious students who strive for excellence in all they undertake. So, what do I love about Jerrabomberra?

1. The students – they are hard-working, friendly, respectful and engaged in their learning; there is a great work ethic in every classroom;
2. The community – parents who care enough to value their students learning and appreciate the efforts of the teachers and students;
3. The school buildings and grounds – we know every tree and garden – we like to keep our school presentable and welcoming and we have that magnificent vista to the beautiful blue Brindabellas;
4. The staff – who are committed to a K-6 ethos where we are all responsible for every child in the school and their growth and progress;
5. The Office staff and ancillary staff – the well-oiled engine room that makes our school run smoothly;
6. The Bushes and The Block – where we can escape from the busy playground; and
7. The P&C – a hard-working band of committed parents who add so much to the life of the school in a friendly and selfless manner.

We have so much to be thankful for. We need to practise the gratitude we learnt about with The Resilience Project that we took part in this year and grow even further as a supportive and mindful community.

## Message from the school community

A great school does not happen by accident, and this year has been a great year for the P&C. We have successfully hosted the JPS Fete, invested in the learning of our children, invested in ICT resources for teachers and students, co-hosted The Resilience Project, helped interview for new teaching positions and even made some progress through the Department on our Solar Panel project.

Throughout the year we have maintained activity in the five priority areas for the P&C, engaging with our school executive and teachers, fundraising for resources and infrastructure, investing our fundraising back into our school community, representing the interests of parents in the wider community, and running the canteen and uniform shop.

We kicked off 2016 with a request for a voluntary contribution from our parents. This contribution has been at the same level since the school first opened its classrooms. It really is a voluntary ask that is reinvested by the P&C back into the school. And this year was our most successful and funds raised went into robotics and laptops. \$100 a student really is not much to contribute for such a great school community. This was followed by another Easter raffle that seems to get bigger every year. It is a win, win, win event – chocolate, fundraising and sharing some of the eggs with places that don't always have enough.

In June, we held our annual trivia night which was a huge success and raised over \$8000 to purchase another bank of laptops for the students. Thank you to all the sponsors and prize donors; without you the night would not be a success. Thank you to all the helpers for their hard work and dedication. Let's get ready for 2017!

In July the P&C hosted Queanbeyan South and Captains Flat at a regional P&C exchange facilitated by the NSW P&C. It was small but well worth it. More broadly, we continue to build links between our regional P&Cs and as a first step, we are looking to work more closely with Karabar High.

We finished the year at our November meeting agreeing to invest \$10,000 in literacy resources, an important investment for parents, beyond our physical environment. This investment will go into rolling out the L3 program for Year 2. Basically, it means we will now have Early Stage 1 and Stage 1 (K–2) all focused on literacy through the same program.

This builds on our commitment to the cricket nets on the Block, solar panels, laptops, home readers, library books, Footsteps dance program and science resources. Next year we will upgrade the basketball courts and look to improve the AV function in the hall as well as our regular investments in learning resources.

Finally, on a personal level, I would like to thank my fellow executive, our volunteer champions, our uniform and canteen committee chairs, our once a week volunteers, our every now and then volunteers and our wonderful school leadership and teaching staff. You are all great supporters of our fantastic community school.

Bryce Wilson

President, JPS P&C – *Building a great school community!*

## Message from the students

### SRC REPORT FROM OUR STUDENT LEADERS

Being an SRC leader has been a great opportunity to learn new skills for high school. We have had great success in many of our fundraisers. We have raised \$706 for SIDs and Kids and the Cerebral Palsy Alliance through a mufti day.

We held another mufti day to assist in raising money to buy new uniforms for our cheerleading squad.

We held two stationary and book drives to assist schools in PNG and Fiji. From these two drives, we sent numerous boxes of supplies to Fiji and our Defence Aide has liaised with the RAAF to send 66 boxes of books and supplies over to PNG. We are excited to be able to assist schools in other countries that are in need.

Being in the SRC has given us the chance to participate in the GRIP leadership conference. The conference was designed to teach Year 5 and Year 6 students about how to be leaders in a way that is productive and fun. This helped us all become better leaders.

We also have been able to participate in the Reconciliation Walk in Queanbeyan, which was an honour for us as it made us part of a Queanbeyan community celebration.

We have enjoyed being the SRC leaders for 2016.

## School background

### School vision statement

*In partnership with parents, our aim is to provide a vibrant and responsive school environment that produces confident, well-educated and community-conscious students.*

Jerrabomberra is a true community school, benefiting from strong community support and serving the needs of the local community. We have a proud tradition of excellence in many areas and as our motto says, we are *"Building Our Future Through Education"*.

Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

### School context

Jerrabomberra Public School is a relatively new school in the Queanbeyan District. It has grown from 240 to 928 students in 15 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2016, there were 37 classes.

The school enjoys strong community support and has a dedicated staff.

The school has endeavoured to develop a true K–6 ethos with a warm, friendly and welcoming environment where students, staff and parents feel valued. This is built on the concept of mutual respect and an inclusive culture. We strive for excellence in Literacy, Numeracy, Public Speaking and Creative Arts, especially Music. The school has high expectations of student progress and performance. We have a full-time school Learning Support Teacher to support student progress.

We are also in our fifth year of Reading Recovery which has now been increased to a 1.26 position. 24% of students are from Defence families and we have Defence School Transition Aides to support these families. The high mobility rate of our Defence students affects our planning, budgeting, school operation and culture. A very successful Federal Chaplaincy Program has been in operation for 7 years. This is our GLAD program. Our school benefits from a high level of P&C funding support.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

In 2016, our school participated in the External Validation process. As part of this process, we had to review our practices as a whole staff and decide on the level at which we were operating. The categories for ranking are:

***Delivering – Sustaining and Growing – Excelling***

#### **For schools participating in external validation processes:**

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 are indicated in the following report.

### **SCHOOL EXCELLENCE FRAMEWORK – External Validation Panel Report**

*The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections and an external validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made either through the school plan or as part of their ongoing school focus areas, aligns with the standards articulated in the School Excellence Framework.*

## **DOMAIN EXTERNAL VALIDATION PANEL COMMENTS**

### **LEARNING – sustaining and growing**

*In the domain of Learning the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.*

### **TEACHING – sustaining and growing**

*In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.*

### **LEADING – sustaining and growing**

*In the domain of Leading the school's self-assessment is consistent with the evidence presented in two elements and is validated using the School Excellence Framework.*

*In the element of School Planning, the evidence presented indicates the school is operating at the **Delivering** stage.*

*Management Practices and Processes – the evidence presented indicates the school is operating at the **Excelling** stage.*

### **School determined next steps in the self-assessment process:**

Continued high level of collaboration with staff and community – working together to achieve the best for students and community by incorporating elements of School Excellence Framework and school plan.

Better use of the Tell Them From Me surveys and interpretation of data.

More collaboration at the Queanbeyan District level to develop a stronger Learning Community with higher levels of collaboration between schools – the Ningimurra Learning Community.

Continue to inform our parent community on How2Learn and the positive outcomes to our whole school community.

Continue collaborative practice to provide professional development for all teachers by completing Phase 1 of How2Learn in 2016 and selected modules specific for Jerrabomberra Public School from Phases 2 & 3 in 2017.

Regular reviews of data on school culture to ensure strategies put in place are effective and achieving the preferred outcomes.

Processes to be put in place to support collaborative classroom observation, feedback and mentoring.

Continued analysis of data to inform the direction of powerful learning within the school, across all curriculum areas. In collaboration, teachers will collect, analyse and use data to further drive quality, explicit teaching programs, including data on extra-curricular activities.

Completing the English scope and sequence document, with the Textual Concepts Document embedded into it, which was introduced at the end of Term 2. Writing and re-writing units of work to match the new scope and sequences and including assessment tasks within the units.

Reviewing school excursions to ensure that they correlate with current outcomes. Continuation of parent information sessions for Science and Mathematics, informing parents of the current practices being undertaken.

Regular reviews of data to track student growth and areas of need.

Review Learning Support Teacher policy and make changes if necessary. Develop a spread sheet to record all referrals and the follow up actions.

Continue to analyse NAPLAN, PLAN, L3, ESR and all classroom data for areas of strength and weakness.

MGoals to be implemented – work to continue with AECG to achieve this with benefits for Aboriginal students.

Survey parents, students and staff at end of year to gain information about the implementation of KidsMatter and the Resilience Project. Analyse data collected from lunch time activity groups. Re-assess which activities will continue to be offered and are of most benefit.

Develop an understanding of the Wellbeing Framework and adapt school policy to include all existing welfare programs.

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

### CURRICULUM IMPLEMENTATION

#### Purpose

To implement the NSW curriculum (including the National Curriculum) through strong planning and professional support and including the use of learning continuums and differentiation to enhance students' learning outcomes.

#### Overall summary of progress

100% of staff took place in the PDP process. As the year progressed, staff refined their processes and reflected on their progress, looking towards 2017 for improving and building on the process. There was increased collegial planning and collaborative practice evident in stage programs and in reporting to parents.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students show academic growth and meet school-based benchmarks as measured through NAPLAN, PLAN and a variety of school data.	Students are monitored via PLAN data, NAPLAN and a variety of school-based tests at each year level. Growth is indicated by teachers and passed on to the teacher for next year. The greatest growth this year was seen as a result of the implementation of L3 practices in Kinder and Year 1. At the end of the year, data indicated that 95% of Year 1 students and 97% of Kinder were achieving at or above expected grade levels in Reading and 87% in Year 1 and 85% in Kinder in Writing..	L3 training cost the school approximately \$23 000 to cover training and release teachers to cover classes.
Teaching and learning programs demonstrate inquiry based learning, differentiation, ICT and Personalised Learning Plans.	The Science Curriculum has certainly thrived with enquiry based learning and is enjoyed by staff and students alike.  L3 has provided for differentiation of Literacy teaching for students. In general, there has been an increased realisation that more individualised teaching practices are of benefit to most students. PLAN data, if used effectively, can also support teaching for targeted, individual progress. PLPs were written for all students who required them to ensure their progress was personalised and effective.	

#### Next Steps

- Continued Ongoing Professional Learning in L3 for Kinder and Year 1 teachers.
- Training for Year 2 teachers will commence in 2017 to have L3 throughout all of ES1 and S1 classes. This will provide the very best start for students leading into their senior years of primary schooling.
- The Maths scope and sequence will be revisited to ensure it is meeting the needs of teachers and students. Targeted TPL will occur in areas of Maths such as fractions to ensure more consistent teacher judgement and data entry into PLAN.
- Units of work for HSIE including History and Geography, will be planned at grade levels and trialled, evaluated and reviewed where necessary.

## Strategic Direction 2

### QUALITY TEACHING, LEARNING & LEADERSHIP

#### Purpose

To ensure high quality teaching, learning and leadership practices are consistently implemented across the school through strong professional development and the embedding of 21stCentury skills across the broad curriculum.

#### Overall summary of progress

Whilst pleasing progress has been maintained with NAPLAN results with our at and above grade level statistics, we are still failing to move students from the middle to the top bands. This is an area we still need to evaluate and address.

All staff developed a Personal Development Plan in the year 2016 and are refining the ways that they address their own professional development with the support of the school and peers.

The use of a common language to encourage a growth mindset within classrooms is beginning to emerge as a result of HOW2Learn. Teacher reflection on practice not only builds their own capacity but the capacity of their students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students achieve at or above grade expectations (Baseline data suggests about 85% are at end 2014)	In Year 3 Literacy, 92.5% of students scored in Bands 3–6. In Year 5, 90.7% achieved Bands 5–8.  In Numeracy, 90.2% Year 3 students achieved Bands 3–6 and 90% Year 5 students achieved Bands 5–8. This is at or above grade level.  However, our challenge is to move more students into the top 2 bands, particularly in Numeracy.	
Data indicates 100% of staff actively engaged in coaching conversations and goal setting.	Documentation shows that 100% of staff took part in developing Personal Development Plans (PDP) which were discussed and signed off by supervisors in consultation with teachers.	
Staff survey indicates 75% of staff have the understanding and confidence to implement 21st century learning skills in their classrooms	The training of teachers in the implementation of HOW2Learn by our in-school trainers has progressed throughout the year. The staff are now using common language in classrooms to encourage students to achieve to their best potential and to be active learners in classrooms. Reflective practices are now undertaken by teachers to build both their own and student capacity. There are still several modules to be undertaken in 2017 to complete this training. Progress was slower in 2016 than anticipated.	There was a \$10 000 investment made in 2015 to train our in-school trainers to enable this project.
All staff indicate understanding of and commitment to Performance & Development– including accreditation aligned to National Standards	At the end of Term 4, staff indicated that they were committed to further development of the PDP process for professional learning and developed a common observation feedback and planning sheet aligned with the National Standards. This will give some standardisation and guidance to staff in their mentoring and support of each others during classroom observations.	

## Next Steps

The staff will complete the HOW2Learn modules in 2016.

Greater co-ordination of the QTSS (Quality Teaching Student Success) allocation of staffing will allow better use of the time for planning, observations, feedback and teacher reflection. This is all aimed at improving teacher performance and student learning.

Staff will further analyse data and plan for increasing student percentages in the top bands of NAPLAN as per the premier's priorities.



## Strategic Direction 3

### WELLBEING AND PARTNERSHIPS

#### Purpose

To develop a safe and supportive learning environment, with strong partnerships between teachers and parents, including working collegially with other schools in the local Queanbeyan educational network.

#### Overall summary of progress

The success of The Resilience Project was outstanding. The involvement of staff, students and parents ensured the success and the building of habits of gratitude, empathy and mindfulness were evident across the school. The teachers loved the classroom resources and found them easy and effective to use to lead student discussion and develop resilience.

A more collaborative approach to local education has been the result of the Ningimurra combined development days. In working together, we have raised the profile of public education locally and formed collegial links to better transition students from primary to secondary schooling. The lessons of John Hattie research and visible learning also complemented our HOW2Learn training and development.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Evidence of increased involvement by the school community in school programs such as Parent/ Teacher Interviews and survey returns.	The number of parent responses to the school survey this year was due largely to the different format and the unfamiliar online process. responses this year were half our normal number. However, other programs and information nights were well attended. Individual teachers reported high attendance (average 75%) at parent information nights. Parent/Teacher interviews at the end of Term 1 attracted a higher percentage of parents. The Resilience Project attracted over 200 parents and the P&C grew in numbers to regularly have about 25 in attendance at meetings.	
Collaborative and collegial links are made with the Ningimurra Educational group and combined events are held for TPL.	The progress made here has been most valuable in setting some common goals across Queanbeyan schools and having staff working together to raise the status and community profile of local schools. The Ningimurra Community of Schools initiatives were very successful in providing common professional learning and developing greater collegiality in this education district. The success can be measured in that several groups have emerged from this collegial approach such as the EUCLID Maths group which is working on Maths transition from primary to secondary.	\$6 000
Whole community involvement in and commitment to The Resilience Project – students, teachers and parents.	This was a very successful program. The implementation by class teachers and their positive feedback made the investment in this program for students and parents worthwhile. The resources provided for teachers and students were excellent and well-used in all classrooms. The common language of gratitude, empathy and mindfulness is evident within the school. The Resilience Project was of great benefit to our students and parents and developed a joint understanding of what aspects support general student mental health. Rather than developing a scope and sequence of	\$8 000 plus \$12 000 student resources

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole community involvement in and commitment to The Resilience Project – students, teachers and parents.	social and emotional learning, classes followed the lessons developed for The Resilience Project. Reports from teachers were that the lessons were sequential, well-planned and appropriate to student levels. The lessons were very well received by students.	

## Next Steps

The KidsMatter program did not progress in 2016 due to The Resilience Project taking priority as it covered some of the ideals of the KidsMatter program anyway. The KidsMatter program should progress in 2017. The Resilience Project will be held again in 2017 for students, teachers and parents.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Aboriginal students received targeted tutoring in writing. Feedback from the teacher was that the students had made vast improvements and were highly engaged in their work tasks. Work samples evidenced a significant improvement by all students. Class teachers also commented on the positive affect of the tutoring.	\$8834
<b>English language proficiency</b>	Feedback from EAL/D teachers and from class teachers noted an improvement in skills. Testing results, as part of the normal school assessment schedule indicated improvement by all students as did their work samples.	\$18 350
<b>Low level adjustment for disability</b>	The needs of a high number of students was enacted over the year and improvement in students ability to interact and to succeed in a mainstream class was noted. The teachers felt supported through this allocation and were able to better meet the needs of students with varying levels of disability through this system of targeted support.	\$45 788
<b>Quality Teaching, Successful Students (QTSS)</b>	In 2017, the use of this time will be undertaken by a teacher 3 days a week as the allocation comes as a staffing fractional, not as a monetary grant. Teachers will be able to apply for time to concentrate on achieving their PDP goals through discussion with supervisor, peer observation, courses and release time for co-operative planning.	The allocation for Jerrabomberra Public School is 0.6 or 3 days a week. This is allocated by the department of Education.
<b>Socio-economic background</b>	Monies in this area were used to support needy students and families with the education activities of the school e.g. excursions, visiting performances, uniforms, extra food, etc. Part of this money was also used to employ an extra Learning and Support Teacher 3 days a week to cater for learning needs across our large student cohort. Support was given in Literacy and Numeracy.	.\$19 488
<b>Support for beginning teachers</b>	Beginning teachers are provided with funding in their first two years for release from class to plan, receive mentoring support and attend extra Teacher Professional Learning. This money also has to cover the cost of release for the mentor.	\$14 394
<b>Targeted student support for refugees and new arrivals</b>	Three children will no longer receive support in 2017 whilst two will continue with a reduced allocation of 0.2 (1 day a week). The biggest aim will be to build confidence and further develop literacy skills.	Staffing allocation – 0.2 for new arrivals support.

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	414	414	417	427
Girls	436	451	466	482

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	96.1	96	96.1
1	96.3	95.9	96.3	96
2	95.8	96.4	95.9	95.9
3	95.4	96.5	95.5	95.2
4	95.8	96.5	95.2	95
5	95.2	95.4	95	95.3
6	94.8	95	93.9	94.8
All Years	95.6	96	95.5	95.5
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

Students are encouraged to attend at all times and parents must explain absences on every occasion. If no explanation of an absence is given, the parent will be phoned or a letter sent asking for an explanation. Persistent absenteeism will be referred to the Home School Liaison Officer (HSLO) for further follow-up. Parents are reminded that it is the law that students attend school regularly. Absences are monitored by the Principal fortnightly.

Absences of over 10 days may seek application for leave. However, parents are strongly encouraged to arrange family holidays in school vacation periods. Management is per DoE policy and guidelines. Our school has consistently remained above the state average for attendance despite the fact that we seem to have a large number of families who plan overseas reunions or holidays in school term time.

## Class sizes

Class	Total
KR	19
KN	19
KZ	17
KM	19
KW	19
KD	19
KV	19
1C	24
1S	24
1M	24
1H	24
1G	24
1W	22
2L	24
2K	25
2E	24
2T	23
2C	24
2M	25
3M	31
3J	30
4/3KP	29
3W	31
3R	29
4S	28
4P	28
4W	30
4T	30
5F	27
5D	27
6/5W	28
5S	28
5G	27
6H	28
6B	27
6K	28

## Structure of classes

In **2016**, there were 37 classes. These were organised into stage groupings.

- Early Stage 1 – Kindergarten –7 classes
- Stage 1 – Yrs 1 and 2 – 12 classes
- Stage 2 – Yrs 3 and 4 – 9 classes
- Stage 3 – Yrs 5 and 6 – 8 classes
- 1 multi-categorical special education class

Composite classes are only formed when numbers necessitate. In 2016, there were 2 composite class – a 4/3 class and a 6/5 class.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	35.18
Teacher of Reading Recovery	1.13
Learning and Support Teacher(s)	1
Teacher Librarian	1.4
School Counsellor	0
School Administration & Support Staff	6.87
Other Positions	0

\*Full Time Equivalent

At this time, there are no staff members at Jerrabomberra who identify as being of Aboriginal heritage. There have been two Aboriginal staff members in the past. Our low cohort of Aboriginal students tends not to attract Aboriginal staff to our school.

### Workforce retention

In 2016, we had two permanent teachers seeking retirement.

## 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	25

## Professional learning and teacher accreditation

Teachers were provided with access to a wide range of professional learning opportunities aligned to the strategic directions of the school plan, individual teachers' professional development plans and other Department of Education mandatory requirements.

All staff completed courses in Child Protection, CPR and Anaphylaxis, Code of Conduct and Disability Standards.

Other professional learning undertaken included:

- HOW2Learn by all staff
- L3 (Language, Literacy and Learning) by Year 1 and ongoing training by Kindergarten staff
- eMerit selection training for prospective staff and parent panel members
- Visible Learning with John Hattie
- School Excellence Framework leading to External Validation process
- Maths up-skilling for classroom teachers
- English concepts training
- PLAN training and collaboration
- Writing in the Middle School to support senior writing skills
- Ningimurra Learning Community combined School Development Days
- Oliver training for three librarians
- 2 scheme teachers undertook mentoring and planning days with their supervisors
- 14 teachers have achieved their accreditation with NESA
- 4 teachers are working towards their accreditation
- 1 teacher became our ARCO after anti-racism contact officer training
- The music teacher attended several courses to up-skill in Kodaly music
- 2 teachers undertook training in Dealing with Trauma
- 3 teachers undertook training in dealing with autism
- The total expenditure for professional training and development in 2016 was \$52 334.70

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

### Financial information

This summary financial information covers funds for operating costs to 30th November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>519 564.95</b>
Global funds	517 089.14
Tied funds	342 101.85
School & community sources	232 985.58
Interest	11 741.93
Trust receipts	13 685.52
Canteen	0.00
Total income	1 637 168.97
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	127 836.15
Excursions	67 799.07
Extracurricular dissections	60 666.82
Library	10 256.27
Training & development	52 334.70
Tied funds	344 422.17
Short term relief	160 709.31
Administration & office	86 228.46
School-operated canteen	0.00
Utilities	82 098.00
Maintenance	41 232.76
Trust accounts	13 614.92
Capital programs	52 249.90
Total expenditure	1 099 448.53
<b>Balance carried forward</b>	<b>537 720.44</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

## School-based assessment

The L3 (Language, Literacy and Learning) program continues to improve learning outcomes for students in Kindergarten and Year 1. Through the implementation of small group tuition with the teacher in the "engine room", and the targeted building of skills at a more individual level, we have had some excellent results.

L3 results for Year 1, 2016 show consistent improvement across the year in all aspects of literacy. Students in Year 1 showed excellent growth and achievement of expected levels and beyond. This was gratifying considering it was the first training year for the teachers of this grade. Year 1 Data at the end of 2016 showed:

- 65% of students were reading beyond expected levels and 23% were reading at the expected levels of 18–20 – that is 88% at or beyond expected levels
- 30% of students were demonstrating higher than expected levels of comprehension and 35% were comprehending reading at the expected level, achieving Cluster 6 on the Literacy Continuum.
- 38% of students were writing beyond expected levels and 48% were writing at the expected level, achieving Cluster 6 on the Literacy Continuum.
- **Best Start** – was undertaken by all incoming Kindergarten students to provide a baseline of prior learning and a measurement for future progression. All parents were provided with a report of the findings and ideas for working with their child to ensure they progress at school as well as at home.
- Literacy and numeracy achievement against the literacy and numeracy continuums – known as **PLAN data** – was entered by all teachers for all children in an effort to track their progression from year to year.
- **University of NSW tests** are open to any student who wishes to extend themselves and try these challenges. In 2016, results were as follows:
  - Computer Test:** 4 distinctions, 19 credits, 6 merits, 21 participation
  - Science Test:** 1 high distinction, 5 distinctions, 26 credits, 6 merits, 20 participation
  - English Test:** 2 high distinctions, 8 distinction, 25 credits, 5 merits, 19 participation
  - Maths Test:** 4 high distinctions, 16 distinctions, 27 credits, 18 merits, 32 participation
  - Spelling Test:** 1 high distinction, 6 distinction, 18, credits, 13 merits, 29 participation
  - Writing Test:** 1 high distinction, 6 distinctions, 14, credits, 6 merits, 24 participation

We are very proud of the students' efforts in 2016. We hope more students will take up the challenge in 2017 as these activities are a valuable learning experience. However, we have seen a decrease in participation over the past years due to a rise in fees for these tests. These tests are excellent extension activities for any of our students. Our results in Science have seen a rise since the implementation of the new Science

## 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.

### Literacy – NAPLAN Year 3

92.5% of students scored in Bands 3–6 in Reading

97% of students scored in Bands 3–6 in Writing

84% of students scored in Bands 3–6 in Spelling

96.9% of students scored in Bands 3–6 in Grammar

### Literacy – NAPLAN Year 5

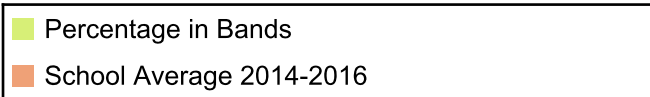
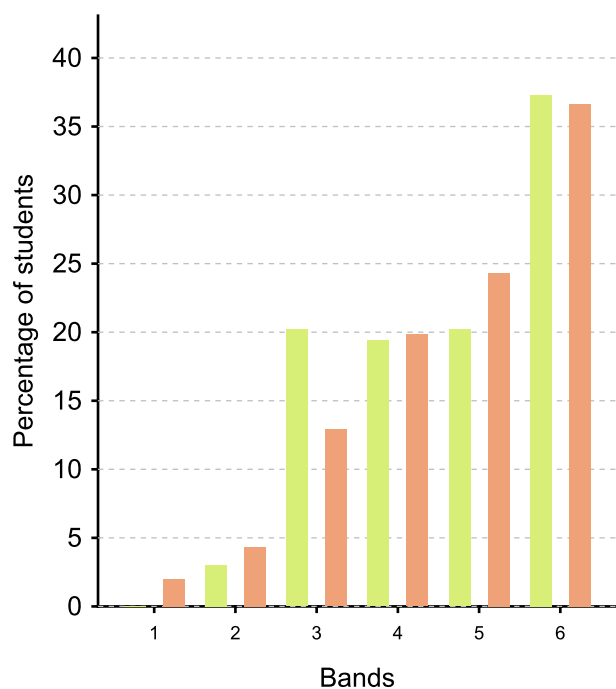
90.7% of students scored in Bands 5–8 in Reading

89.3% of students scored in Bands 5–8 in Writing

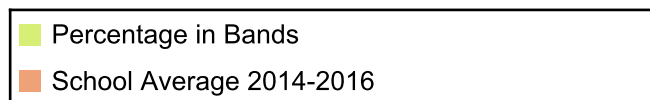
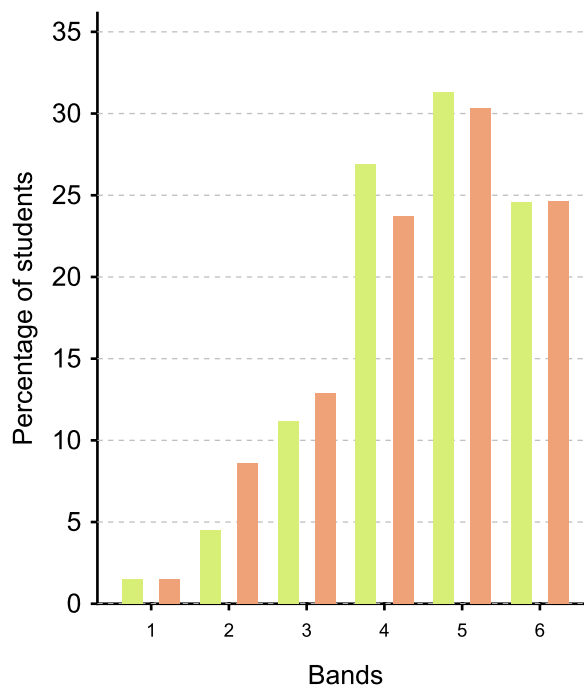
90.1% of students scored in Bands 5–8 in Spelling

93.4% of students scored in Bands 5–8 in Grammar

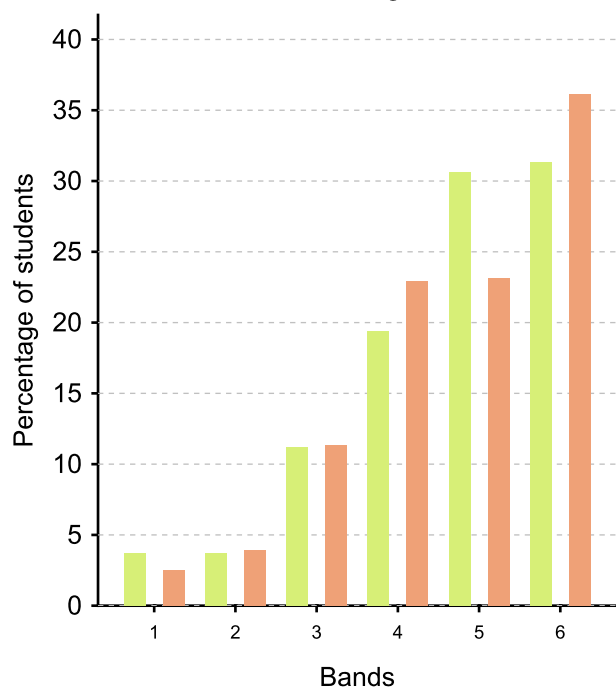
**Percentage in bands:**  
Year 3 Grammar & Punctuation



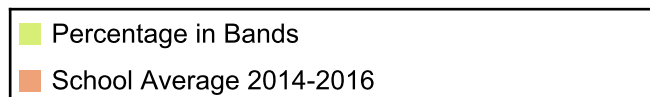
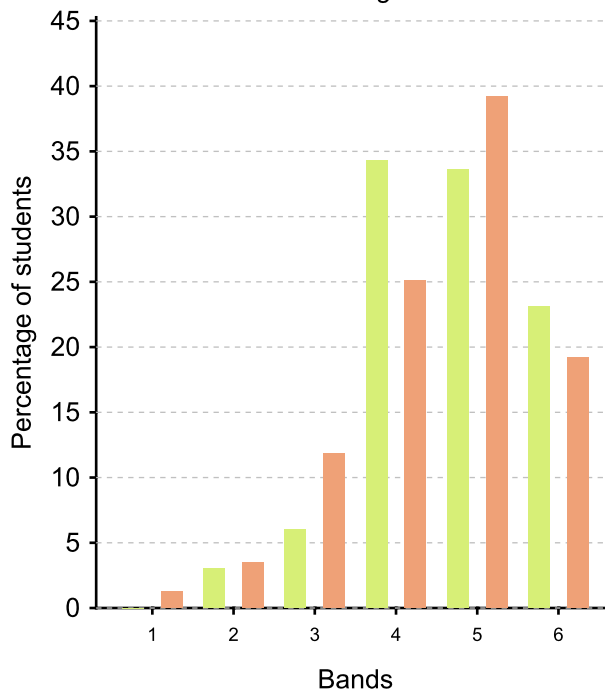
**Percentage in bands:**  
Year 3 Spelling



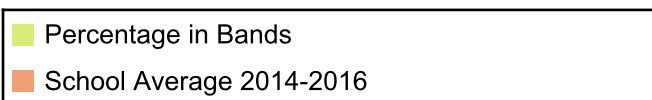
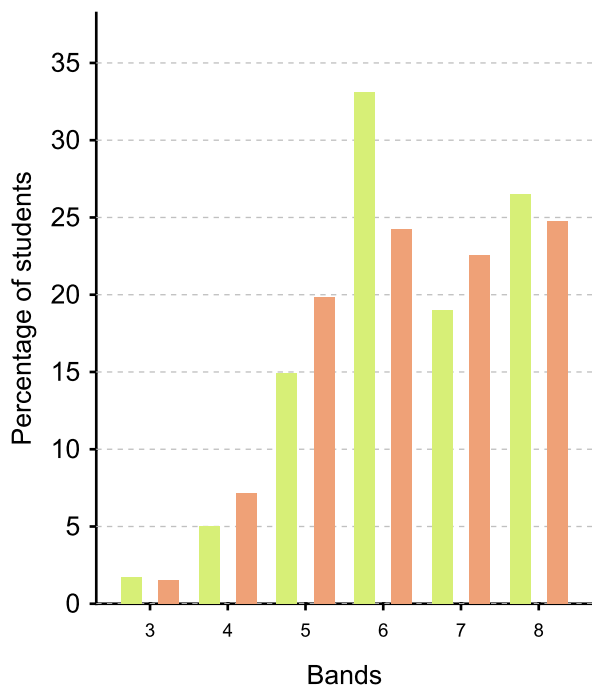
**Percentage in bands:**  
Year 3 Reading



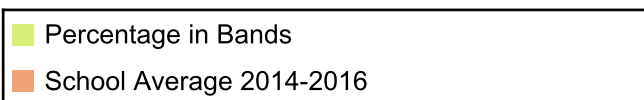
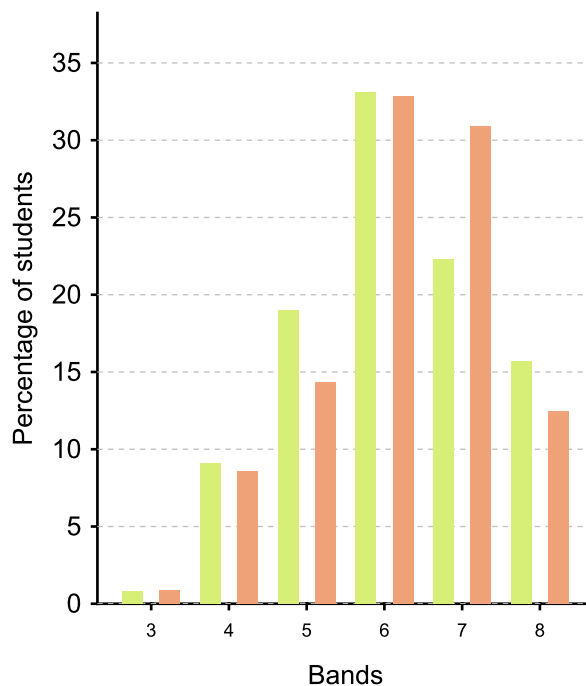
**Percentage in bands:**  
Year 3 Writing



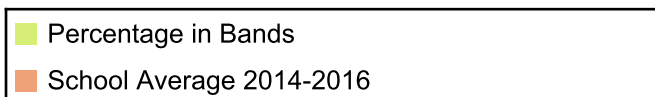
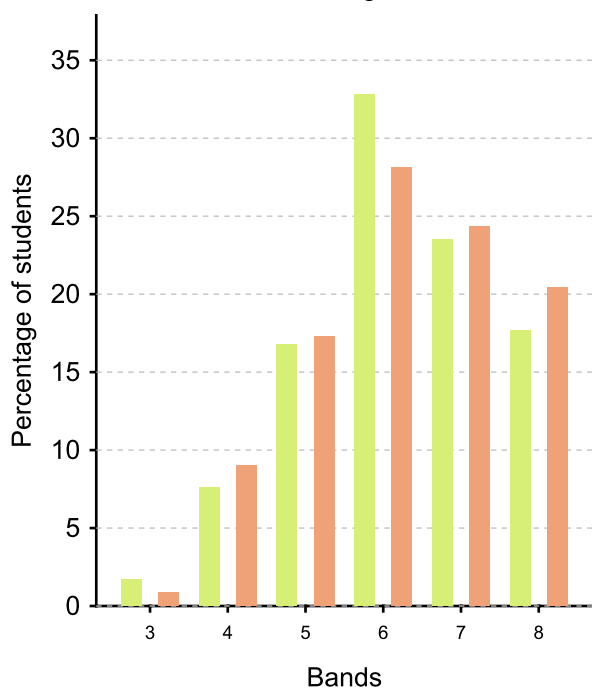
**Percentage in bands:**  
Year 5 Grammar & Punctuation



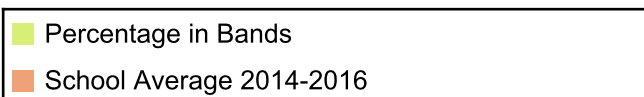
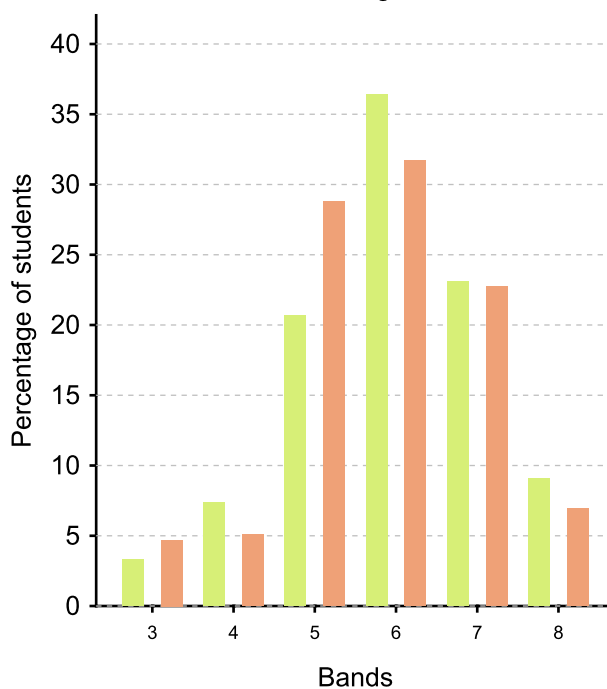
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing



### Numeracy – NAPLAN Year 3

90.2% of students scored in Bands 3–6 in overall Numeracy

86.4% of students scored in Bands 3–6 in Number, Patterns and Algebra

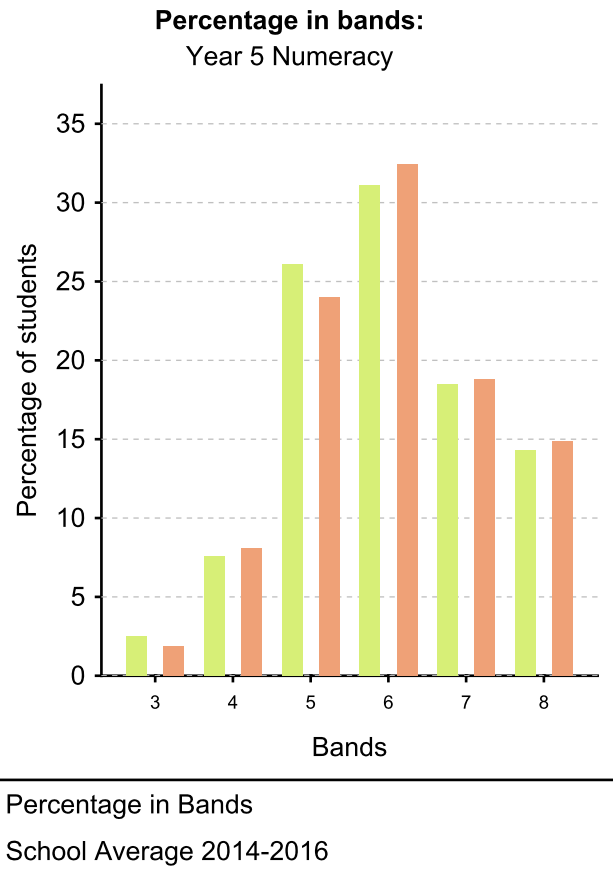
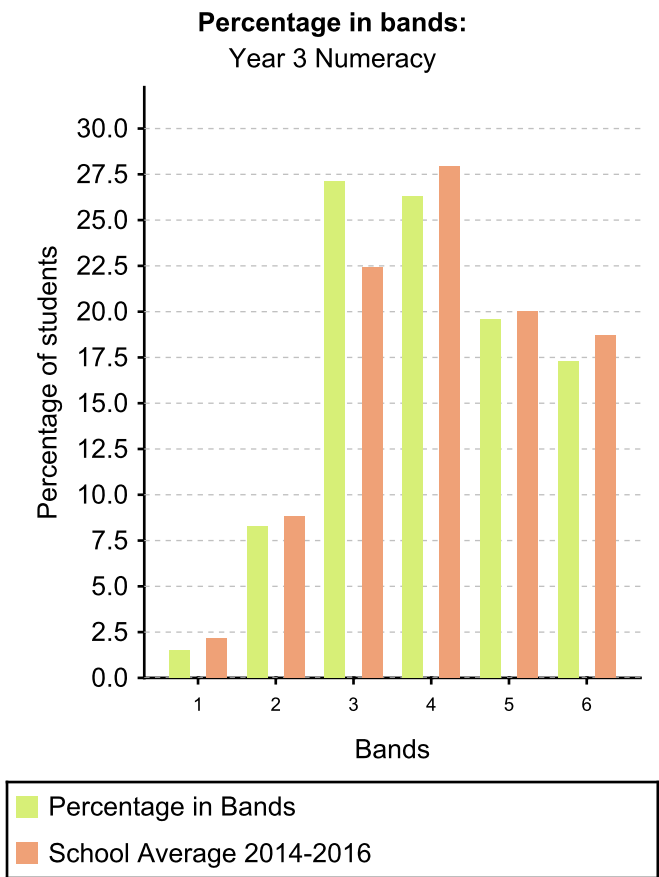
81.9% of students scored in Bands 3–6 in Data, Space and Geometry, Measurement

**Numeracy – NAPLAN Year 5**

90% of students scored in Bands 5–8 in overall Numeracy

85.7% of students scored in Bands 5–8 in Number, Patterns and Algebra

93.2% of students scored in Bands 5–8 in Data, Space and Geometry, Measurement



We are very proud of our school's results and attribute this to a strong emphasis on the teaching of Literacy and Numeracy across all grades K–6 and a commitment by **all staff** to be responsible for the learning of **all students** in the school. We have a true K – 6 ethos within the school.

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* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, we offer the following statements:

Our results have maintained a consistently high standard over the years with varying growth dependent upon the cohort of students at the time. As has been noted in previous years, our challenge is to work on improving growth from Year 3 to Year 5 NAPLAN results for all students.

Our Aboriginal students show progression and are given opportunities to receive tutoring in English writing in particular which has seen benefits. Whilst Aboriginal students still may not perform in the top two band in NAPLAN, there have been noted improvements in engagement and performance in class.

## Parent/caregiver, student, teacher satisfaction

In 2016, the school participated in the ***Tell Them From Me*** online surveys. This survey is offered to all schools in NSW and comparisons can be made state-wide. Children in Years 4, 5 and 6 took part in the survey., totalling 316 respondents. Parents from all years were invited to take part however only 84 parents responded to the offer. This is 15% of our families, about half of our normal survey participants. Teachers were also invited to participate and 24 teachers completed the survey.

Some of the results are listed below.

- 60% of students in this school had a high rate of Participation in Sports. The NSW Govt norm for these years is 83%.
- 49% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 55%.
- 73% of students in this school had a high sense of belonging. The NSW Govt norm for these years is 81%.
- In this school, 90% of students had positive relationships. The NSW Govt norm for these years is 85%.
- 95% of students in this school valued School Outcomes. The NSW Govt norm for these years is 96%.
- In this school, 91% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- 92% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%.

From the parent survey, there was generally a high level of satisfaction with the school and its operations. The parents thought that the school supported positive behaviours ( and that they believed that teachers also strongly supported learning and the best interests of their child.

There was a high expectation of success and aspirations with the majority supporting a university education (64%) and attainment of the Year 12 HSC (94%). They considered that Jerrabomberra was a safe and inclusive school.

Most parents valued the formal interviews (95%) as well as informal meetings (95%) as productive communication. The school newsletter was also rated highly (95%) as a useful communication tool followed next by emails (75%). Parents felt welcome at the school.

Areas for improvement noted in the survey were:

- Parents would like to be more informed about learning and Key Learning Areas (curriculum) in the various classrooms; and
- Parent support for homework and learning at home was not very well supported (63%). This could also explain why some students did not have a strong commitment to homework.

Teachers surveys indicated a high level of collaboration amongst staff and a positive learning culture. Teachers widely used data to inform practice and teaching strategies. Almost all teachers aimed for inclusivity where students felt safe and respected.

Some teachers thought there should be a boost to technology and that there should be more observation of teaching practice by peers and supervisors with supportive feedback given.

## Policy requirements

### Aboriginal education

Whilst our school does not have a significant number of Aboriginal students, our teachers have a duty to ensure that students gain a respectful understanding of Aboriginal culture.

- An “Acknowledgement of Country” recognises the traditional owners of our local land at every formal occasion and SRC members represented our school at the local Reconciliation March in May.
- Our ANZAC ceremony this year paid tribute to Aboriginal soldiers and the students researched members of the Defence forces over the years. Members of the ADF Aboriginal Liaison Office were present and Uncle Roy also came to talk to students about what the Defence Force had done for him as an Australian Aboriginal serving his country.
- Personal Learning Plans for Aboriginal students were negotiated with parents and staff as part of a state-wide initiative.
- Our school is an active member of the local Aboriginal Education Consultative Group and is building stronger bonds with this group to share best practice and ideas.

### Multicultural and anti-racism education

Australia has a diverse society. JPS maintains a focus on the multicultural nature of our country by providing programs that develop knowledge, skills and attitudes. We do this by:

- acknowledging Harmony Day in Term 1 as a way to raise students’ understanding and acceptance of all cultures;
- reinforcing the principles of anti-racism, respect and tolerance as regular practice throughout the school. One of our values is RESPECT.
- in 2016, training a new ARCO (anti-racism contact officer) and making staff and students aware of this person's role.
- having students speak in the Multicultural Perspectives Public Speaking competition and using this as a tool for students teaching other students about the need for tolerance and respect;
- promoting Indonesian, and Asian culture in general, through our LOTE program for Yrs 3 – 6;
- our teaching and learning programs foster

students' understandings of cultural diversity, democracy and citizenship within the context of our community and the wider world

- using Musica Viva concerts to actively involve students in music from other cultures.

15% of our students are from culturally diverse backgrounds. In 2016, we catered for 5 new arrivals with state funding as well as our English Language proficiency funds.

## Other school programs

### Respect and Responsibility

Our community school has been founded on the premise of mutual respect and shared responsibility for the education of the children in our care. In 2016, we also promoted respect and responsibility in the following ways:

- Our **Positive Behaviours for Success** (PBS) program continued. Our chosen values – **Respect – Safety – Honesty** were reinforced regularly in newsletters, at assemblies and used by executives when having disciplinary discussions with students.
- We continued our **KidsMatter** journey with training and completion of modules. This will continue in 2016.
- Our choir sang for the local Probus Seniors Group;
- We continued our ongoing sponsorship of two African children as a student-led commitment;
- We participated in significant community events to promote citizenship and responsibility such as Anzac Day, Clean Up Day and the school fete, and
- We practised charity through our Easter donations and the Kids For Kids disco to assist a family.

### GLAD (Chaplaincy Program)

Our Chaplaincy Program is an exemplary program supporting our school values of respect, safety and honesty and developing skills for good living.

The Rev. James Wood and Pastor Daniel Mossfield provide outstanding service to all students and parents with this program. This year's activities featured a *Boys Shed* project, a Flat Stanley project with overseas schools, Rock and Water program and a drumming program.

### Enrichment Activities

Jerrabomberra continues to offer enrichment groups across Years 2 – 6. These are run on Monday and Tuesday with Ms Armstrong. The main focus of the groups is Mathematics which supports our school

goals. Problem solving is a priority. The groups are aimed at extending capable students and also giving a boost to middle students. Also available are a range of activities outside school hours such as the GATEWAYS experiences and Maths challenges. Our school always acquits itself well and we continue to be invited back to these activities. In 2016, we had a team attend the GATEWAYS final in Melbourne at which they were very highly commended.

In 2016, we also began a Robotics group with Year 5 and Year 4 students. At a district level, our school team became local champions, due mainly to their teamwork and co-operation.

### Defence School Transition Aide Program

Our DSTA program provides a valuable service for our 24% Defence student population as well as all students who arrive or exit our school. It has been recognised as an exemplary program with Mrs Barry and Mrs Bartlett providing outstanding support to all.

Some highlights of 2016 included the Cool Kids deployment support group, Monday Morning Coffee Club, Lego Lunch, Anzac and Remembrance Day commemorations, orientation programs and parent drop-in mornings.

Our students also proudly represented the school at celebrations at the War Memorial in Canberra – attending a veterans' service for members in care facilities near ANZAC Day.

This year also saw the school win a major national award for their ANZAC Service which commemorated Aboriginal servicemen and women. A commemorative sundial was installed with the winnings and a row of ANZAC roses were planted at the entry of the school.

### Our Veggie Garden – Sustainability

Our vegetable patch continues to provide a focus for our efforts to teach students about sustainability, healthy eating and science. Thanks to Mrs Chapman and a band of willing Stage 2 helpers, we continue to work our patch and supply the canteen with fresh veggies and herbs. Our chooks have also been a wonderful asset to our school. Mrs Chapman also took lessons in cooking using our garden produce and linked this with our Science units.

## Sport

Sporting activities continue to play an important role at Jerrabomberra Public School. We pride ourselves with consistently high participation rates, high levels of district and regional success and excellent sportsmanship as is typified in 2016 by:

- Twenty students gaining district selection to attend regional swimming trials;
- Three boys and two girls represented the region at state softball carnival in Sydney;
- Champion district school in swimming, cross country and athletics;
- Numerous district champions in all sports carnival events;
- School teams entered the PSSA state knockouts in netball, boys' and girls' soccer, boys' and girls' softball and tennis. The boys' softball team was South Coast regional champion and also made it to the state finals where they achieved third in the state.
- The netball team reached final rounds for the PSSA knockout as well as for the Netball Cup.
- Numerous students became district and regional representatives in many sports.

## The Arts

At Jerrabomberra Public School, the students had the opportunity to showcase their varied talents to a variety of audiences. Highlights in 2016 were:

- We entered our first teams in the state Debating Challenge and won our way to the district finals. This was an outstanding effort for our inaugural participation.
- Outstanding participation in the District Performing Arts Festival at the Canberra Theatre with our "Magic" performance;
- Our two Musica Viva concerts were attended by all students and provided an outstanding opportunity for music education;
- Rostrum Public Speaking and Multicultural Perspectives Public Speaking both featured strong participants who went on to higher levels, including a finalist in the ACT Rostrum competition and a state finalist in the Multicultural Perspectives competition;
- One student had their work featured in the multicultural calendar;
- The choir participated in the Queanbeyan Choral Festival as well as Floriade; and
- Our band and recorder band featured on regular occasions.