

# Jerrys Plains Public School

## Annual Report



2017



2231

## Introduction

The Annual Report for **2017** is provided to the community of **Jerrys Plains Public School** as an account of the school's operations and achievements throughout the year.

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

Regina Stoltenberg

Principal

### School contact details

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### Message from the school community

My name is Annie Marr and I am the President of Jerrys Plains P&C Association. I would firstly like to thank you all for showing your support and encouragement.

We are a small committee and work tremendously hard, making sure our children will have the best experiences possible. This year we have focused wholly on the learning aspects and making new relationships, to facilitate the ease of learning and to support our children.

We have purchased Reading Eggs, which is ongoing software for the reading posts; new tables for the K-2 classroom and new fridges for each class for the warmer months to keep food and drinks cool. We have purchased a new freezer for the Canteen, a new esky for events, and raised funds through a pie drive, raffles and the Community Fair.

We have had the Museum Express *Science in a Box* come to the School, which most kids found interesting, and we sponsored a Community Christmas Party with Laser Tag and a visit from Santa Claus. We have made a commitment to contribute towards the purchase of outdoors cooking equipment to extend the Stephanie Alexander Kitchen Garden program in 2018.

The Committee is honoured to be the proud sponsor of the 2017 *Positive Behaviour for Learning Award*.

We would like to express our sincere appreciation to the teachers and support staff, the GA and to the Principal for her leadership, which has been inspiring.

Thank you to those in the community who support our school: Peter and Bev Nichols, Dale Carter. Yancoal Australia, Wambo Peabody and Godolphin. We appreciate your generosity immensely.

Sincere thanks to the 2017 P&C Committees for their hard work, the members and the families.

Last, but not least, to all you children; we are so very proud of you and it's because of you we do all this. You make our lives a happy place, with your beautiful smiles, big hellos and cuddles every time we enter the school gate.

I'm very grateful to be a part of this Association that supports our school and community. I look forward to 2018 and invite you to come board and show your support for this great school.

Annie Marr

## School background

### School vision statement

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

### School context

Jerrys Plains Public School is situated in a small village, residents of which support the equine, dairy and mining industries. Students from Kindergarten to Year 6 are taught in multi-stage classrooms; Kindergarten – Year 2, Years 3–6. With the support of Coal & Allied Community Development Program a comprehensive Transition to School program operates for one day a week across all school terms. In-school programs that have been developed to meet the needs of the School and its community are Early Action for Success, Accelerated Literacy and Stephanie Alexander Kitchen Garden Program. Students work in technologically up-to-date classrooms that are light-filled and comfortable. The outside learning environments include an area of artificial turf, two covered areas for play and an expansive sporting field. Students named our quiet space “Peace Cottage”, where they can play board games or read. Vegetable gardens and an orchard provide fresh produce for cooking lessons. The School is supported by an active and involved Parents & Citizens’ Association and members of the wider community. The School starts 2017 with an enrolment of 34 students.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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.

There has been progress across all domains, and areas for focus have been determined.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

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

### Purpose

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

### Overall summary of progress

With the implementation of Early Action for Success for K–2 and training in L3 the learning environment has been revitalised. Student progress against the Literacy and Numeracy Continuum is recorded and discussed at regular meetings with the Instructional Leader.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
IMPROVEMENT MEASURES • Appropriate and effective programs delivered by committed and involved teachers • Increased student and family commitment to quality teaching and learning	Principal, Teachers, Instructional Leader  Family participation in Curriculum Committee	Area of quality practice with evidence of best practice  Individual PDPs are driven by staff in collaborative conversations and focus on whole-school curriculum needs.

### Next Steps

- Continued implementation of Early Action for Success with L3 training
- Introduction and development of Personal Learning Goals for Years 3–6, with regular evaluation.

## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

Beginning Teachers are supervised in preparation for Accreditation, with regular Teacher Meetings planned. Teachers work together to analyse data and plan quality teaching programs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>A learning environment that promotes high quality pedagogy and practices across the school</li><li>Purposeful and responsible collegial conversations about pedagogy and practice</li><li>Regular authentic feedback across the staff</li><li>An administrative system that is in-line with Department of Education reform strategies.</li></ul>	<p>Staff/staff meetings</p> <p>Principal leading committed staff</p>	<p>A dense, rich platform is evident in both classrooms.</p> <p>The review is ongoing, with 2018 plans to be determined at teacher planning day (December 4th).</p>

### Next Steps

Scheduled observations for rigorous implementation of high quality practice.

Professional Learning planned to embrace best practice.

### Strategic Direction 3

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

### Purpose

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

### Overall summary of progress

There is ongoing and authentic community participation in school planning.

Finance and Curriculum Committees, and Student Wellbeing Forum, meet regularly to review progress.

### Progress towards achieving improvement measures

<b>Improvement measures (to be achieved over 3 years)</b>	<b>Funds Expended (Resources)</b>	<b>Progress achieved this year</b>
<ul style="list-style-type: none"><li>Community commitment to open, progressive communication on all levels of curriculum, and school and systems management.</li><li>Increased P&amp;C Association membership and commitment to monthly meetings.</li></ul>	Principal, staff, families and community members,	Families and community members are involved in all aspects of school: in-class assistance, P&C, Canteen, Student Wellbeing Forum, Finance and Curriculum Committees, end-of-term activities. This remains a strong aspect of school/family partnerships.

### Next Steps

Increased community participation at all levels: P&C, classroom support, school events and decision-making platforms.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Learning and Support Teacher	Targeted learning needs met in Learning & Support Program
<b>Low level adjustment for disability</b>	Principal, Learning and Support Teacher, School Learning Support Officer	Support of students with low-level disabilities is occurring across all grades
<b>Quality Teaching, Successful Students (QTSS)</b>	Principal	Mentoring occurs in Teacher Meetings
<b>Socio-economic background</b>	Principal, LaST, SLSO	These strategies support ongoing progress and efficient management
<b>Support for beginning teachers</b>	Principal • Support for beginning teachers (\$0.00)	Occurring when possible; scheduling regular observations difficult
<b>Transition to school</b>	Principal, Teacher and assistant	Review and evaluation to occur in Week 8 of Term 4

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	19	20	21
Girls	13	17	19	19

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.8	85.7	87	93.9
1	90.7	85.9	93.3	93
2	95.4	89.7	88.8	92.3
3	95.6	86.8	90.5	91.7
4	93.1	94.4	96.4	91.1
5	95.7	93.3	83.8	96.2
6	89	84.6	94.6	84.4
All Years	93.4	87.3	90.2	91.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

As required by Department of Education Policy, non-attendance is pursued after three days. Written explanation is requested for all absences. *Skoolbag app* facilitates digital responses.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

There is one full-time staff member of Aboriginal background.

### 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	0

### Professional learning and teacher accreditation

One full-time and two part-time teachers are working towards initial accreditation.

Professional Learning is determined through the Performance and Development Plan process, and in line with the School Plan.

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

### Financial information

The three financial summary tables cover 13 months



(from 1 December 2016 to 31 December 2017).

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

Coal & Allied Australia contributed \$28,000 for the funding of a qualified teacher and an assistant for the Ready4School program.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>109,007</b>
Global funds	50,075
Tied funds	76,774
School & community sources	37,704
Interest	1,200
Trust receipts	589
Canteen	0
<b>Total Receipts</b>	<b>166,342</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	7,761
Excursions	241
Extracurricular dissections	14,105
Library	265
Training & Development	3,115
Tied Funds Payments	94,862
Short Term Relief	3,456
Administration & Office	33,621
Canteen Payments	0
Utilities	8,293
Maintenance	1,616
Trust Payments	599
Capital Programs	0
<b>Total Payments</b>	<b>167,934</b>
<b>Balance carried forward</b>	<b>107,415</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>252,548</b>
Appropriation	213,151
Sale of Goods and Services	0
Grants and Contributions	39,283
Gain and Loss	0
Other Revenue	0
Investment Income	114
<b>Expenses</b>	<b>-137,228</b>
Recurrent Expenses	-137,228
Employee Related	-104,878
Operating Expenses	-32,351
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>115,319</b>
<b>Balance Carried Forward</b>	<b>115,319</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

This year the school committed to the *Early Action for Success* initiative. Consequently, \$62,000 was expended on engagement of an Interventionist, and to increase the time for a Learning and Support Teacher. A further \$5000 was expended on required L3 training for the K-2 teacher.

As well, \$45,000 was expended in topping up Integration Support Funding to ensure full-time support for two high needs students.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	434,640
Base Per Capita	5,960
Base Location	12,181
Other Base	416,499
<b>Equity Total</b>	81,673
Equity Aboriginal	12,091
Equity Socio economic	55,399
Equity Language	0
Equity Disability	14,183
<b>Targeted Total</b>	45,540
<b>Other Total</b>	2,905
<b>Grand Total</b>	564,757

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Reporting on individual NAPLAN results would compromise the privacy of the small cohort of students who attempted the assessment.

Since 2016, the school has been involved in the Early Action for Success initiative to increase student outcomes across areas of literacy.

An Instructional Leader comes into the Kindergarten–Year 2 classroom one day a week to support the teacher in delivering the Early action for Success initiative. The school funds an Interventionist to support the implementation, and she has professional learning with the IL each week. This also offers an opportunity for families and community members to assist in the classroom.

The Early Action for Success data is used to show growth as well as progress in Years 3–6. A Learning and Support Teacher offers tiered intervention support to students in years 3–6 across stages of literacy, three days a week.

Reporting on individual NAPLAN results would compromise the privacy of the small cohort of students who attempted the assessment.

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The Early Action for Success data is used to show growth as well as progress in Years 3–6. A Learning and Support Teacher offers tiered intervention support to students in years 3–6 across stages of numeracy, three days a week.

Reporting on individual assessment results would compromise the privacy of the small cohort of students involved.

## Parent/caregiver, student, teacher satisfaction

Analysis of limited survey results show that the majority of families are satisfied with the standard of teaching and learning occurring at the school. There is positive support for the implementation of *Early Action for Success* as well as for the continuation of Ready4School.

Students also report an overwhelming positive response to in-class activities, especially Stephanie Alexander Kitchen Garden Program.

## Policy requirements

### Aboriginal education

Aboriginal perspective is embedded in daily curriculum. Aboriginal students receive individualised learning through the Learning and Support Teacher program. Students also attend NAIDOC day celebrations with other small schools in the area each year.

### Multicultural and anti-racism education

Multicultural and anti-racism education is embedded in daily curriculum.

### Other school programs

**Ready4School:** The comprehensive transition-to-school program is conducted weekly through the school term. Employment of a qualified teacher and assistant is funded by Coal & Allied Australia.

**Children's University:** In a partnership with University of Newcastle, students in Years 3–6 participate in a diverse range of learning experiences outside of curriculum. This experience has been offered to encourage students to acknowledge learning in all its facets.

**Stephanie Alexander Kitchen Garden Program:** Developed at our school to meet a more diverse learning need, the program delivers lessons in gardening, environmental care and sustainability, cooking and nutrition. The school's gardens and orchard provide produce for weekly cooking lessons when students prepare and share a 3-course meal.

**The Enhancement Project:** Developed in response to a need for the limitations placed on students by distance and time involved. Every Friday students engage in extended learning experiences in Music and Singing, Creative Arts (incorporating visual arts and drama), Physical Activity and Robotics, Design and Technology. Teachers delivering the weekly program include a trained music teacher and an accredited state