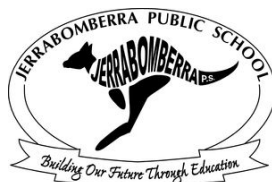


Jerrabomberra Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

How lucky we are to have such a vibrant and community-spirited school! Each year offers new challenges and changes. This year saw us with 915 students and there were no major changes to infrastructure in the past year except for the long-awaited cricket practice nets on The Block. We supported technology with the purchase of a new style interactive smartboard system in one room and 6 banks of laptop computers. That is 56 laptop computers! What a great boost to our technology programs and they are well-used by Year 5 & 6 students in particular. This was all made possible by the P&C and their generous donations and hard work. We are so fortunate to have such a partnership with a very supportive parent group led by President, Bryce Wilson and his band of helpers. We are forever grateful.

In Term 4, I accompanied a local group of principals to visit other schools. During these visits, I was compelled to reflect with gratitude and appreciation. We really are a fortunate school in that we have great facilities in a community that really cares and supports our role as the local school of choice – a community school educating our children for a better future. It is a strong partnership and for that we are very thankful.

The year 2017 has been a particularly intense and busy year. There have been many changes to the administration of schools during this time. In particular, the introduction of the LMBR system has meant a complete restructuring of the front office procedures involving money collection, monitoring of absences, financial operations but to name a few. I would like to publically congratulate the front office team who have dealt with these changes and excelled. Whilst change can be invigorating and beneficial, it can also be challenging and time-consuming. I congratulate all staff and executive on their efforts with this year's changes and know that we have set a great foundation for future progress.

Our Kinder and Year 1 teachers have continued to train and implement L3 (Literacy, Language & Learning) strategies which means every Kinder and Year 1 child has the very best chance for success in reading and writing in their first years at school. Also this year, the training was extended to include Year 2 with all results being outstanding and the teachers are to be congratulated on their commitment to this program. The majority of our students in these grades are achieving well above expected levels.

Sadly, in Term 4, after 10 years, we said goodbye to our Chaplain, Rev. James Wood who has moved to Victoria. James established this role with flair and a strong commitment to support students in their day-to-day lives. We will all miss him dearly.

How do you thank everyone for their combined efforts in making Jerrabomberra one of the most outstanding schools in the state? With great difficulty – as no words can express my deep appreciation to all those who contribute to our success. We have talented and committed students who love to learn and are compassionate and caring. We have teachers and support staff who take time to ensure that every child learns every day and is happy. We have parents who support the school in so many ways – classroom helpers, canteen volunteers and fund raisers with the P&C. Success comes when we all work together. I thank you all most sincerely for another great year!

P&C PRESIDENT'S REPORT

Another year, and another moment of pride in drafting this report. We have a great P&C, we have a great canteen and we have a great uniform shop. And none of this happens without a great group of dedicated volunteers. Thank you for your drive, commitment and support. In 2017, we achieved a lot.

As a P&C we look to do five key things: fundraise with the school community, invest back into our school community, engage with our school leadership and community on what matters to our children's education, provide a service to our parents through our canteen and uniform shops and finally, to provide a platform for any parent to raise any issue that is important to them through the P&C.

Across these five areas we have had a busy year. The P&C has fundraised, through the massive Easter Raffle, the fun Trivia night, the healthy Walk-a-thon, the freaky Halloween Disco and a bonus Election Day BBQ.

With the support of parents, we were able to support Footsteps dance, we purchased another set of class laptops and trolleys and replaced an ageing interactive whiteboard. Our 2018 focus will be buying other class sets of laptops, updating the soft fall matting in the playground and upgrades to the Hall's AV system.

The P&C was encouraged to hear that the NAPLAN online trial went very well. Should the policy of NAPLAN online be adopted, we are in a good position to make that transition. It is another good example of working with the school leadership on a long term reform in the school. We were also able to help support the Raising Boys and Raising Girls sessions and The Resilience Project; a tick to both.

Each year I thank Mrs. Hunter for the support she gives the P&C and 2017 has been no different. Principals, even 'okay' ones, can operate a school without an active and engaged P&C. But the very best school leaders go beyond the minimum to engage and work with the school's P&C. They know the value of an engaged parent body, they know that a quality P&C can get a school from 'good' to 'great' and Chris is firmly in that camp. On behalf of all parents, I thank her for drive and care. And of course, no decent Principal is complete without a quality executive. We also really appreciate our class teacher's wonderful work with our children. Thank you as well.

None of this happens without a volunteer base or our P&C champions putting in their own time and going that extra yard. So credit where it's deserved; Jaye stepped up to VP and delivered a great Trivia Night; Tanya, thanks again for raffles, walks and discos; Nathan, our fantastic Secretary; Sandra running the accounts and helping always; Karen chairing the Uniform Shop committee and Tina chairing the Canteen Committee; to our whole canteen team (led my Meagan and Franca), and to all other regular members, thank you. You all contributed.

To finish, my 2017 highlight – ANZAC Day ceremony and finally switching on our long awaited Solar Panel array.

Bryce Wilson

P & C President

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 940 students in 15 years. The school may have reached a plateau but we anticipate that we will maintain numbers in the coming years. In 2017, there were 37 classes.

The school enjoys strong community support and has a dedicated staff who work together to achieve the best outcomes for all students in the school. Every teacher is responsible for every student and their progress.

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 sixth 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 8 years. This is our GLAD program (Good Living and Development). Our school benefits from a high level of P&C funding support and is highly-regarded in the local community.

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. The categories for ranking are: **Delivering – Sustaining and Growing – Excelling**

The process of self-assessment allows the school an opportunity to reflect, discuss and revise school planning and directions. It is important to ensure our improvement efforts are aligned with the high expectations of the School Excellence Framework. In this school, it is practice for the executive staff to undertake the review in Term 1 and for all staff to review the findings in Term 3.

In the **Learning Domain**, Jerrabomberra Public School assessed the following elements as:

- | | |
|--------------------------------|------------------------|
| • Learning Culture | Sustaining and Growing |
| • Wellbeing | Excelling |
| • Curriculum and Learning | Sustaining and Growing |
| • Assessment and reporting | Excelling |
| • Student Performance Measures | Sustaining and Growing |

In the **Teaching Domain**, Jerrabomberra Public School assessed the following elements as:

- | | |
|--------------------------------|------------------------|
| • Effective Classroom Practice | Sustaining and Growing |
| • Data Skills and Use | Sustaining and Growing |
| • Collaborative Practice | Sustaining and Growing |
| • Learning and Development | Sustaining and Growing |

In the **Leading Domain**, Jerrabomberra Public School assessed the following elements as:

- | | |
|---|------------------------|
| • Leadership | Sustaining and Growing |
| • School Planning, Implementation and Reporting | Sustaining and Growing |
| • School Resources | Excelling |
| • Management Processes and Practices | Excelling |

Our self-assessment process will assist the school to refine our school planning and lead to continual improvement in the delivery of the very best education for Jerrabomberra students.

For more information about the School Excellence Framework:

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

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

In 2017, Jerrabomberra Public School has all teachers working in teams to successfully implement all Key Learning Areas. These teams are reviewing and analysing student data to inform the teaching and learning process and ensure student progression. There has been a focus on consistent teacher judgement across the grades with high expectation of achievement for every child, clear learning intentions and data collection to support teacher planning and individual progress. All curriculum documents have been implemented as has been required. Technology has been used to support both teaching and learning with renewed emphasis. Co-operative planning on grades has enabled further consistency in the teaching and learning process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students show academic growth and meet school-based benchmarks as measured through NAPLAN, PLAN and a variety of school data.	L3 training for Years 1 and 2 cost the school approximately \$23 000 to cover training fees and release of teachers from class. Kinder teachers also received Ongoing Professional Learning for L3 at a cost of \$2500.	<p>The results of L3 has been outstanding and is reflected in the data which shows 95% of Year 1 and Year 2 students were achieving above grade expectations. The regular collection and analysis of data ensures continual progress for students and ease of appropriate individual planning for students.</p> <p>This ensures strong progress for all students. All students in the school were tracked on PLAN. Whilst we did not achieve the recommended 8% growth into the top two bands in NAPLAN, our results remain consistently above local and state levels.</p>
Teaching and learning programs demonstrate inquiry based learning, differentiation, ICT and Personalised Learning Plans.	Funding for many teacher professional learning opportunities were absorbed into the \$55 000 allocated to this area – all of which was expended with course fees, presenters fees or casual employment to cover teachers' classes.	<p>The Science curriculum continues to gather momentum and strength as the staff and students become ever more familiar with the scientific terminology and processes.</p> <p>Differentiation is catered for very effectively with L3 practices. In general, differentiation is reflected in most class programs, with Personalised Learning Plans formulated where necessary. History and Geography units have been planned and trialled at grade levels.</p> <p>Banks of laptops, purchased with the support of the P&C, have ensured greater student access to technology and integration into classroom practice. The WiFi system in the school can cater for this usage successfully.</p>

Next Steps

- Continue ongoing professional learning for Year K – 2 teachers for L3 to consolidate practices.
- Training for teachers in Years 3 – 6 in "Focus on reading Strategies" to strengthen the teaching of reading in the upper grades.
- Complete the revisiting of the Maths scope and sequence to make it easier to teach by aligning areas of commonality.
- Succinct planning to use Learning Support to move students into the top two NAPLAN bands.



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

All staff, including office and support staff, developed Personal Development Plans in the year 2017. Staff are refining ways to ensure that they address their professional development needs and grow every year in skills and knowledge to support their roles in the school setting.

Whilst Jerrabomberra students always make pleasing progress with our NAPLAN results with our school performing at or above state and national statistics, we are still trying to move more students from the middle into the top two bands. This is an area we need to continue to evaluate and work on.

The common use of terminology such as growth mindset and learning intentions continues to grow in classrooms as a result of our HOW2Learn training. Teacher reflection on practice not only builds their own capacity but also that of students.

Leadership opportunities have been afforded to willing teachers who have undertaken training and led various staff groups to achieve change.

Progress towards achieving improvement measures

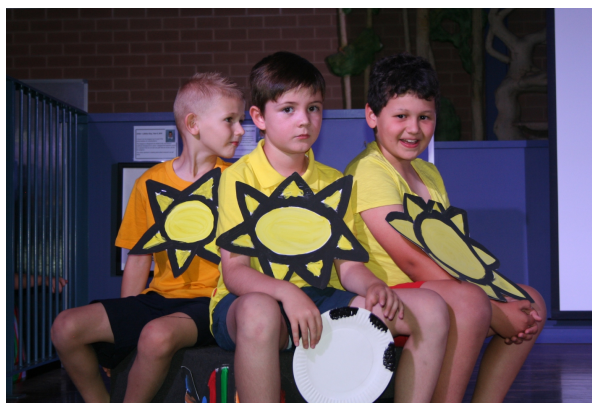
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90%of students achieve at or above grade expectations (Baseline data suggests about 85% are at end 2014)		<p>In Literacy, on average, 93.2% of students scored in Bands 3–6. In Year 5, 89.2% scored in Bands 5–8.</p> <p>In Numeracy, on average, 90.2% of students scored in Bands 3–6. In Year 5, 88.2%.</p> <p>Whilst on target for Year 3, there is room for growth in assisting Year 5 students to gain more growth between Years 3 and 5.</p>
Data indicates 100% of staff actively engaged in coaching conversations and goal setting.	To assist in this area, we now have a 1.6 allocation of teaching staff to cover teachers as they observe each other and discuss teaching practice to coach and assist each other.	Documentation shows that 100% of staff took part in developing PDPs which were discussed and signed off by supervisors.
Staff survey indicates 75% of staff have the understanding and confidence to implement 21st century learning skills in their classrooms	In school costs only. No outside training costs in 2017.	The training of teachers in HOW2Learn has progressed but still has elements to be completed. The common use of terminology in classrooms is used to encourage students to achieve their best and be active learners. Reflective practices are now used to build both teacher and student capacity. HOW2Learn still requires completion.
All staff indicate understanding of and commitment to Performance & Development– including accreditation aligned to National Standards		At the end of 2017, there were 17 new scheme staff who were accredited through NESA. In early 2018, all staff will be accredited and enter into a maintenance phase requiring 100 hours teacher professional development over 5 years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff indicate understanding of and commitment to Performance & Development– including accreditation aligned to National Standards		An understanding of the National Standards has led to a greater knowledge of what to look for in lesson observations.

Next Steps

- Finalisation of the HOW2Learn modules.
- Building further on the effective use of QTSS (Quality Teaching, Successful Students) time for teacher improvement and collegial planning.
- Co-ordinated and more effective use of learning support time to move middle students to the top.
- Greater use of technology to support and extend student learning including robotics and coding.



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 Resilience Project continues to impact on classroom practice in a very positive way. Students complete reflections on gratitude, practice mindfulness and are encouraged to display empathy regularly. Classrooms reflect the building of these habits through classroom displays and embedded practices.

There have been collaborative undertakings between the Queanbeyan network of schools such as the EUCLID maths project. This has supported smoother transition of students into local high schools and built a more supportive local community of schools.

Aboriginal Education and achieving the best for our Aboriginal students remains a strong focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence of increased involvement by the school community in school programs such as Parent/ Teacher Interviews and survey returns.		Parent responses to the tell Them from Me survey declined last year. We had 140 parents respond which is approximately 24% of our families. This was down on previous years. Other programs and information nights were well attended especially the Steve Biddulph nights on raising boys and girls. At each of these nights there were about 600 attendees. Information nights attendance was as high as 85%.
Collaborative and collegial links are made with the Ningimurra Educational group and combined events are held for TPL.	Opportunities funded from the school's professional learning budget.	Many combined events and projects continue to enrich the local educational setting with common goals and staff working together to enhance all schools in the area. In particular, Jerrabomberra has partnered with our local Karabar High School for training opportunities.
Whole community involvement in and commitment to The Resilience Project – students, teachers and parents.	\$7 600	Both The Resilience Project and the Steve Biddulph evenings were committed to whole school community education and common understandings. This was to support the wellbeing of students and gain parent support for fostering improved mental health and wellbeing for all. The KidsMatter training was not undertaken to advance this program due to changes in its presentation and the lack of availability of trainers for our school team.

Next Steps

- In 2018, complete the KidsMatter training and presentation to staff and parents.
- Continued use of the Resilience Project practices in all classrooms.
- Review of the Anti-Bullying school policies and practices in line with department expectations.
- Formulating our RAP (Reconciliation Action Plan) aimed at bettering our approach to Aboriginal Education.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7 979	Tutoring for Aboriginal students was undertaken in the area of writing with marked success. Students worked with teacher mentor, Mrs Cavanagh, to steadily improve their writing outcomes. feedback from the children showed satisfaction and delight at their progress.
English language proficiency	\$23 923 – equalling about 1 day a week but spread over the week to provide better implementation.	Mrs Ellis and Mrs Harvey worked with EAL/D students to better and extend their English language and writing skills with marked success. Assessment practices indicate that all students improved markedly.
Low level adjustment for disability	\$152 250 – this includes about \$100 000 for targeted funding of students with disability in the normal classroom setting and about \$52 000 for aide support in classrooms across the whole cohort of students.	Students requiring extra support in the mainstream classroom setting where catered for from this allocation. School Learning Support Officers (aides) were attached to classrooms as the needs arose to assist with children with special needs under the direction of the teacher. Teachers felt supported and children were better able to achieve their educational outcomes through this added support.
Quality Teaching, Successful Students (QTSS)	0.6 staffing allocation, rising to 1.6 in the second half of the year. This is equivalent to 8 days a week teaching time. This is allocated by the Department of Education.	Time was given to pairs of teachers for planning and observations. Teachers will be able to apply for time to support their PDP goals through discussion with peers and supervisors, peer observation and co-operative planning at grade level.
Socio-economic background	\$22 994	Monies in this area were used to support needy families for educational activities, such as camps, excursions, uniform, nutrition and performance. Part of the money was also used to employ an extra Learning Support Teacher 3 days a week to better cater for the number of students in our large school cohort. Support was given in Literacy and Numeracy.
Support for beginning teachers	\$50 000	Three beginning teachers received funding support in 2017 and one continuing teacher received their second year of funding. Funding was used for planning and mentor days (approximately 4 per term) as well as training and development courses and replacement casual expenses for their classes. Mentors also had to be covered from this allocation.
Targeted student support for refugees and new arrivals	0.2 staffing allocation for half the year.	For part of the year, two students received English language support aimed at building their confidence and literacy skills in English.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	414	417	427	427
Girls	451	466	482	491

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies. In 2017, the school had 36 mainstream classes and one MC (Multi-categorical Special Education) class. Composite classes are only formed when the student numbers require this to occur and with consideration to the number of teachers allocated via central departmental staffing.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	96	96.1	95.6
1	95.9	96.3	96	95.2
2	96.4	95.9	95.9	95.4
3	96.5	95.5	95.2	95.6
4	96.5	95.2	95	94.8
5	95.4	95	95.3	95.5
6	95	93.9	94.8	93.2
All Years	96	95.5	95.5	95.1
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

Students are encouraged to attend at all times and regular reminders are placed in the newsletter to inform parents of their responsibilities. Parents must explain absences on every occasion. With the new eBS4 Student Management program, absences are now entered on line by all teachers each morning. Absences not explained after 7 days will attract an email directly sent to parents to ask for an explanation. This has proved to be quite effective in maintaining responsible attendance behaviours.

Persistent absenteeism will be referred to the Home School Liaison Officer (HSLO) for further follow-up. Parents are reminded that, by law, all students must attend school regularly. Absences are monitored by the Principal fortnightly.

Intended absences over 10 days may seek application for leave from the Principal. This will, however, still remain on the student's record as leave. Parents are strongly encouraged to arrange family holidays in school vacation times. Our school has consistently remained above the state average for attendance despite the many overseas holidays and family reunions recorded in this school.

Class sizes

Class	Total
KP	20
KM	20
KW	20
KD	21
KV	21
KR	21
1A	22
1M	22
1H	22
1G	22
1B	21
1W	21
2M	25
2K	25
2E	24
2T	25
2C	24
2S	24
3J	29
3H	28
3T	30
3R	29
3KP	29
4S	30
4P	29
5/4S	27
4W	30
4T	30
5D	29
5O	29
5M	30
5G	29
6H	28
6B	28
6W	27
6K	27

Structure of classes

In 2017, there were 37 classes. These were organised into stage groupings.

- Early Stage 1 – Kindergarten – 6 classes
- Stage 1 – Years 1 and 2 – 12 classes
- Stage 2 – Years 3 and 4 – 9.5 classes
- Stage 3 – Years 5 and 6 – 8.5 classes
- 1 multi-categorical special education class

Composite classes are only formed when our numbers necessitate. In 2017, there was 1 composite classes – a 5/4 class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	35.87
Teacher of Reading Recovery	1.26
Learning & Support Teacher(s)	1
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.87
Other Positions	0

*Full Time Equivalent

In 2017, no member of staff identified as being Aboriginal or Torres Strait Islander. Our low cohort of Aboriginal students (1%) tends not to attract Aboriginal staff to this school.

Workforce retention

In 2017, our Deputy Principal, Peg Townsend, retired after over 40 years service to the NSW Department of Education. We commend her work in many schools and for the benefits she afforded so many students during her time in public schools. Our school staff remains consistently stable.

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, in 2017, were provided with access to a wide range of professional learning opportunities aligned with the goals and strategic directions of the school and the Department of Education as well as supporting their individual Professional Development Plans. Many elements of mandatory training such as CPR, Anaphylaxis, Child Protection, Code of Conduct and Disability Standards were also undertaken by all staff.

Ongoing professional development was undertaken on School Development Days, weekly staff or stage meetings, attendance at external courses and during time provided in QTSS funding (Quality Teaching, Successful Students) for observations and peer mentoring.

In 2018, all teaching staff will transition to being fully accredited. At present, we have 16 new scheme teachers who have achieved accreditation.

Professional learning undertaken in 2017 included:

- Continued HOW2learn training for all staff
- Initial year L3 (Language, Literacy and Learning) by Year 2 staff and on-going L3 professional learning for Kinder and Year 1 teachers.
- Visible Learning with John Hattie at a combined district learning event.
- EUCLID Maths training and collaboration with other district schools
- From this came Targeted Maths training for all staff provided by Karen Harradence and Tracey Walls
- Seven Steps to Writing training in late Term 4 in preparation for 2018 push with improvement in this area
- Three new scheme teachers received and used funding to undertake training and mentoring days with their supervisors and other staff
- Three teachers were working towards achieving their accreditation
- One teacher is working towards Higher Level accreditation.
- The Music teacher attended several Kodaly courses to up-skill in this curriculum area
- The Principal and three School Administration Officers received intensive training in the new finance system which was introduced in June.
- Steve Biddulph courses were run over two nights

and attended by over 600 teachers and parents each time

- Several teacher undertook autism training online and face-to-face

A total expenditure for Teacher professional Learning in 2017 was over \$60 000.

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.

In 2017, the school was in the process of transitioning to a new financial system within the NSW Department of Education. This meant that our finances were difficult to track and access in this transitional period. Our roll over sum is therefore larger than we would normally indicate. Included in this rollover sum is also some Tied Funding that cannot be spent on anything other than specific areas and has been carried over to 2018.

Our voluntary school contributions have remained at \$70 for the past number of years and this covers a range of pre-paid services which not only includes all exercise and text books and stationary but also several in-school shows and activities. It also includes access to online learning programs such as reading Eggs and Mathletics. We appreciate the high level of payment from our parent body of this contribution as it is mutually beneficial.

Please note that the amount indicated for Training and Development is misleading. This small amount only indicates some incidental training for office staff. In actual terms, the amount spent on professional learning for staff was in the vicinity of \$60 000 and is included in the Tied Funds section.

School and community sources includes all excursion monies as well as voluntary school contributions.

It is also worth noting that salaries and other costs for the last weeks of 2017 were carried over and paid in February thus reducing this capital rollover by about \$70 000.

Receipts	\$
Balance brought forward	537,720
Global funds	302,379
Tied funds	184,530
School & community sources	168,234
Interest	4,177
Trust receipts	5,912
Canteen	0
Total Receipts	665,231
Payments	
Teaching & learning	
Key Learning Areas	60,530
Excursions	47,288
Extracurricular dissections	24,955
Library	7,340
Training & Development	960
Tied Funds Payments	121,535
Short Term Relief	58,769
Administration & Office	51,131
Canteen Payments	0
Utilities	39,055
Maintenance	21,061
Trust Payments	5,350
Capital Programs	71,349
Total Payments	509,324
Balance carried forward	693,628

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.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,385,487
Appropriation	1,160,151
Sale of Goods and Services	13,009
Grants and Contributions	210,552
Gain and Loss	0
Other Revenue	0
Investment Income	1,775
Expenses	-783,201
Recurrent Expenses	-772,041
Employee Related	-350,552
Operating Expenses	-421,489
Capital Expenses	-11,160
Employee Related	0
Operating Expenses	-11,160
SURPLUS / DEFICIT FOR THE YEAR	602,286
Balance Carried Forward	602,286

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.

The school's financial management processes and governance structures underwent considerable changes in 2017 due to the state-wide changes in financial management in schools. All financial matters are now entered online and are paid by the Department of Education out of a centralised system. Budget training is still continuing and will be updated in 2018 to allow for greater understanding of the new budgeting tool and for more understanding to meet financial policy requirements.

The budget for the school is managed in consultation with the School Administration Manager, Nicola Boulding, the Principal, the Deputy Principals and the parent P & C body.

Funds carried over are targeted for expenditure in 2018.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,635,845
Base Per Capita	139,576
Base Location	0
Other Base	5,496,269
Equity Total	207,146
Equity Aboriginal	7,979
Equity Socio economic	22,994
Equity Language	23,923
Equity Disability	152,250
Targeted Total	228,613
Other Total	302,327
Grand Total	6,373,931

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

School-based assessment

The L3 (Language, Literacy and Learning) program continues to improve learning outcomes for students in Kindergarten, Year 1 and Year 2. 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.

VALID SCIENCE ASSESSMENT

In 2017, the Year 6 students sat the VALID Science Assessment. This was undertaken to validate our investment into the teaching of Science within the school over the past three years. The results showed Jerrabomberra students performing above state averages in all Bands 1 – 6. 85.5% of students scored in Bands 3–6. However, there is definitely room for growth state-wide in moving students into the top Band 6. Whilst this test is not mandatory for schools, it will assist us to assess our progress with the teaching of Science.

UNIVERSITY OF NSW COMPETITIONS

Each year we allow students to enter the University of NSW Competitions which have a national and international following. Students are not especially chosen for these tests and we extend the opportunity to all students in Years 3–6. We commend all students for their efforts and, in particular, have seen a rise of success in the Maths areas in 2017.

NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to 6 for Year 3 and Band 3 to Band 8 for Year 5. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. As students progress into high school, NAPLAN is also sat in Years 7 and 9. The NAPLAN results provide the school with information to help us see trends and plan for whole school improvement.

Literacy – NAPLAN Year 3

88% of students scored in Bands 3–6 in Reading

98.6% of students scored in Bands 3–6 in Writing

93.1% of students scored in Bands 3–6 in Spelling

89.6% of students scored in Bands 3–6 in Grammar

Literacy – NAPLAN Year 5

90.6% of students scored in Bands 5–8 in Reading

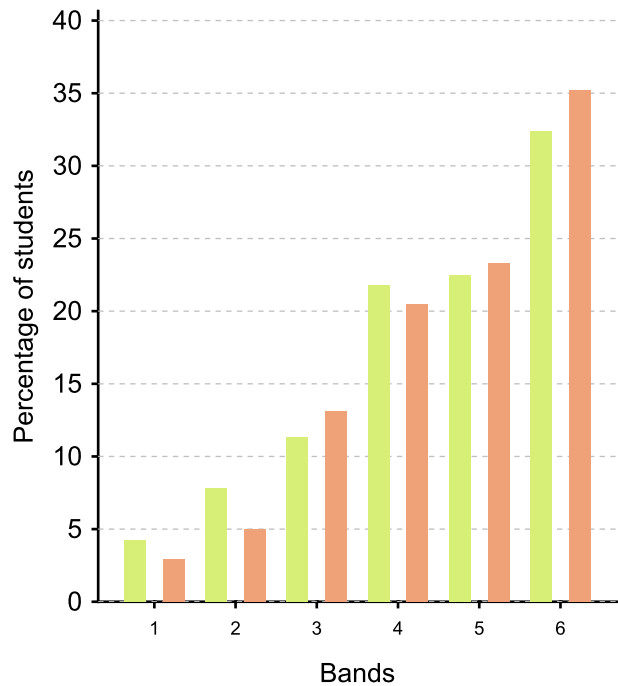
85.7% of students scored in Bands 5–8 in Writing

90.3% of students scored in Bands 5–8 in Spelling

90.3% of students scored in Bands 5–8 in Grammar

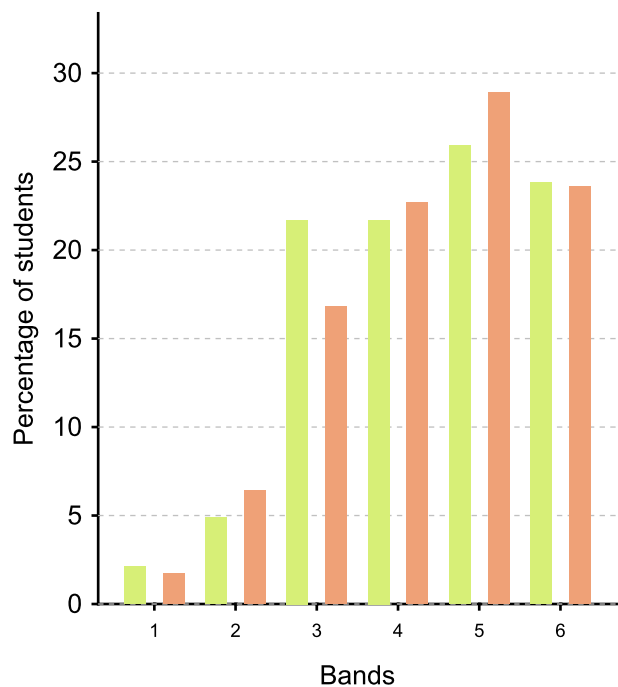
Percentage in bands:

Year 3 Reading

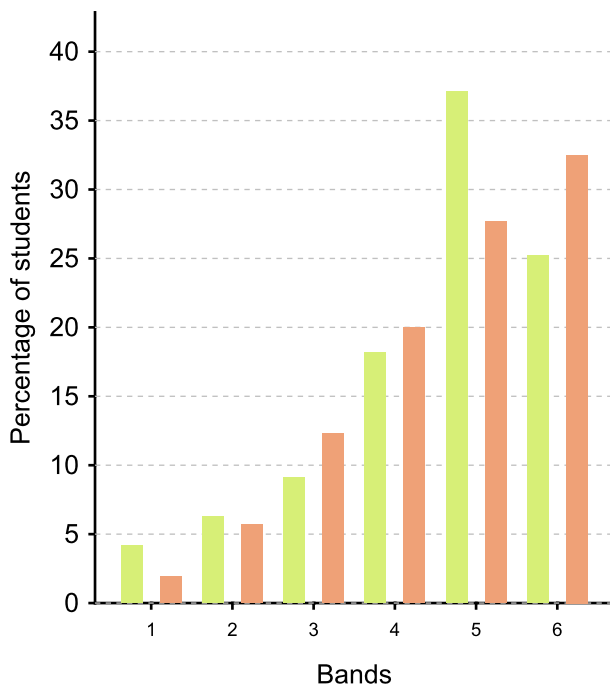


Percentage in bands:

Year 3 Spelling

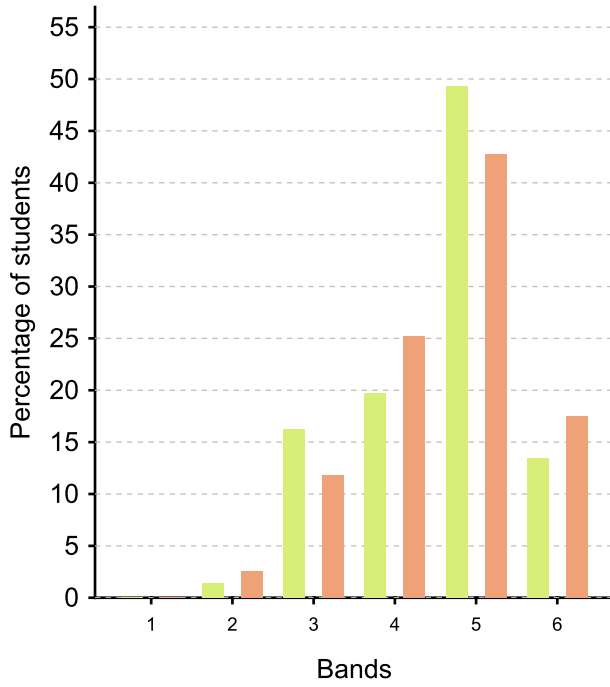


Percentage in bands: Year 3 Grammar & Punctuation

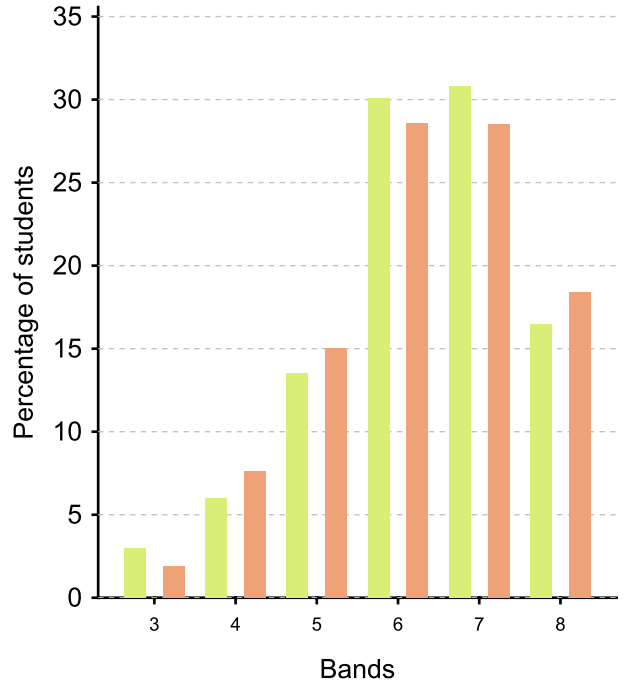


Percentage in Bands
School Average 2015-2017

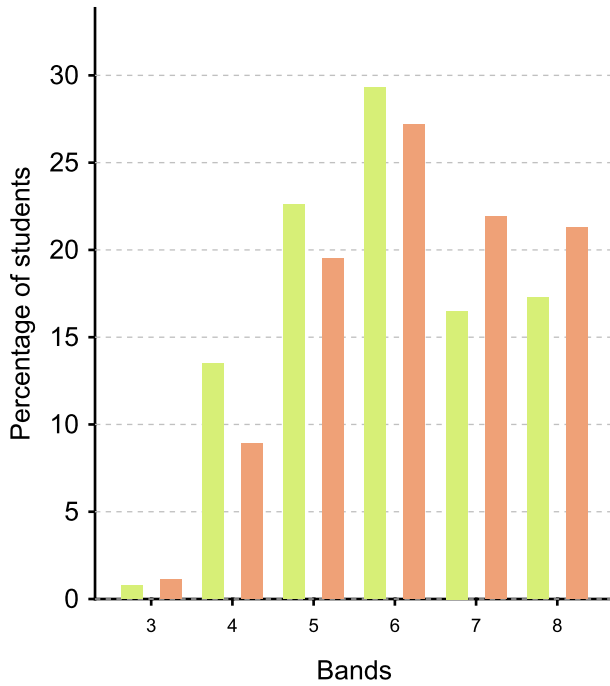
Percentage in bands:
Year 3 Writing



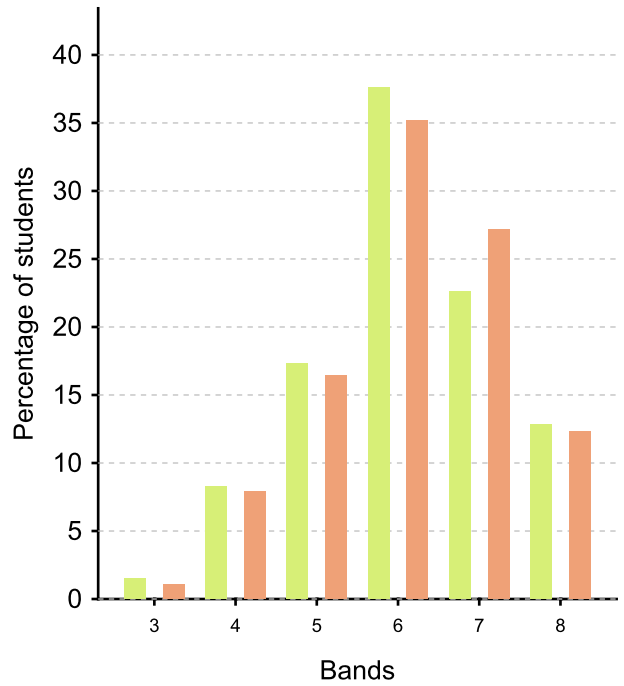
Percentage in bands:
Year 5 Reading



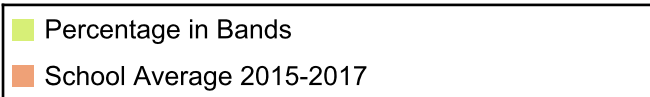
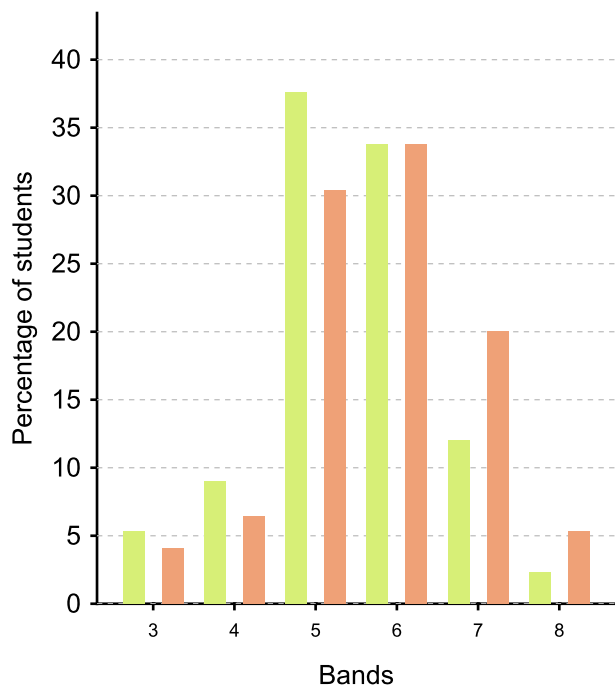
Percentage in bands:
Year 5 Grammar & Punctuation



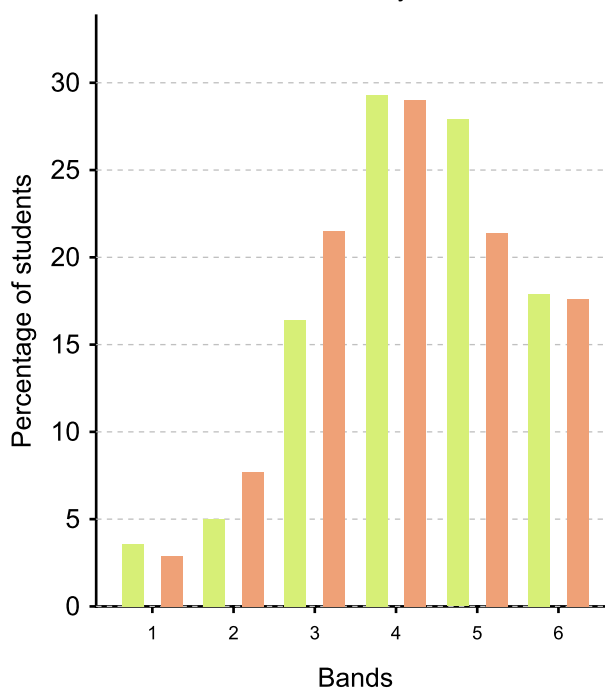
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Numeracy – NAPLAN Year 3

91.5% of students scored in Bands 3–6 in overall Numeracy

91.4% of students scored in Bands 3–6 in Number, Patterns and Algebra

87.9% of students scored in Bands 3–6 in Data, Space and Geometry, Measurement

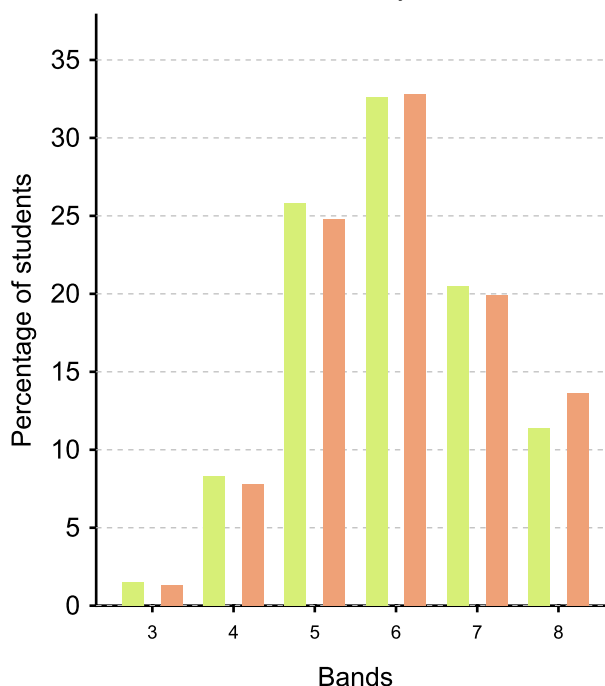
Numeracy – NAPLAN Year 5

90.3% of students scored in Bands 5–8 in overall Numeracy

89.4% of students scored in Bands 5–8 in Number, Patterns and Algebra

84.9% of students scored in Bands 5–8 in Data, Space and Geometry, Measurement

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results*, Jerrabomberra has achieved the following:

Jerrabomberra's challenge still remain in moving students into the top Band 6 in Year 3 and top Band 8 in Year 5. Whilst we consistently remain well above state averages in all other bands, the top band is our challenge. To this end, in 2018 we will be concentrating on moving the middle to the top with targeted teaching and support.

In regard to *State Priorities: Better services – Improving Aboriginal education outcomes* for students, in 2016 and 2017, our Aboriginal students all scored in the top 3 bands and our school rates well above the average performance for Aboriginal students.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and staff about their school. This school uses the **Tell Then From Me** survey which is an online survey for all respondents. Only students in Years 4, 5 and 6 complete the survey. Data is collected and reports compiled to give the school a snapshot of what students, parents and staff think about the school, allowing for reflection and planning for improvement. In 2107, 140 parents, 38 teachers and 316 students responded to the survey. Data collated reflects opinions on engagement, wellbeing and teaching practices. Most findings are based on a 10 point scale. It should be noted that the school achieved at or above on most of the state average norms.

The key findings were:

STUDENTS

Participated in school sport 63% (This is behind the state average of 83%)

Participate in extra-curricular activities 47% (State average 55%)

Positive sense of belonging 70%

Experiencing positive relationships 86%

Value schooling outcomes 94%

Positive homework behaviours 42% (State average 63%)

Positive behaviours at school 90% (Above state average of 83%)

Interested and motivated 61%

Effort – trying their hardest 84%

Learning time is effective 7.3

Learning is relevant 7.6

There is rigour in the classroom 7.4

Students who are victims of bullying 32% (Lower than state average)

Positive teacher/student relationships 7.6

Expectations of success 8.1

Positive learning climate 6.4

I will go to university 65%, unsure 25%

Use computer at home once, twice or more a week 64%

Use a computer at school once, twice or almost every day at school 71%

Science is better than it used to be 81%

I like maths and teachers are helping me progress 89%

PARENTS

Parents feel welcome at the school 7.6

Parents are informed 6.8

Parents talk with a teacher 84% more than 2 or 3 times a year

Parents support learning at home 6.3

School supports learning and has high expectations 7.6

School supports positive behaviour 7.9

Safety at school 7.3

Jerra is an inclusive school 6.7

School voluntary work – undertaken by only 25% of parents

School newsletter is useful 89%

Both formal and informal interviews were highly valued 90%

Educational Aspiration 97% students to complete Year 12

Science 89% and Maths 88% were valued and parents thought students were progressing well.

Generally speaking, there were many, many positive and supportive comments about the school and most of the negative comments, such as the size of the school, we cannot address as a school community.

TEACHERS

Leadership and collaboration between teachers was rated at 6.7

Learning culture 8.1

Data informed practice 8.0

Teaching strategies and practice 8.1

Use of technology 6.6

Inclusive school with opportunities for all 8.2

Parental involvement 7.2

Quality learning goals, quality feedback, planned learning and overcoming learning obstacles all featured evenly in classroom practice 7.5

School leaders leading improvement and change 79%

Teaching of Science improvement 89%

Maths sessions have helped teaching of Maths 76%

A Special Note:

A total of 2313 parents/guardian or significant people in the students' lives visited JPS in 2017 for Information Evenings, Parent-Teacher Interviews or Education Week Open Classrooms. This is a significant number of visitors attending our school to observe and discuss the learning within our school. Parent-Teacher Interviews showed the highest attendance by parents/guardians with 1087 attending and 91% of students being represented. We thank the school community for their commitment to partnering with the school and staff in the education of the children in Jerrabomberra.

Policy requirements

Aboriginal education

Effective implementation of the Aboriginal Education and Training and Policy and the Aboriginal Education Training Strategy is reflected in all priority areas. Aboriginal students are supported by partnerships between school, families and community to increase their engagement in education.

- 100% of Aboriginal children have Individual Learning Plans in place and receive additional support as required.
- Aboriginal Perspectives are incorporated into units of inquiry.
- The school is well represented in the local Aboriginal Educational Consultative Group (AECG) meetings held by the Queanbeyan district of schools.
- Annual NAIDOC activities involve the whole school community. We give special thanks to Mr Timbery and his Yr 6 daughter, Elouise, who led our celebrations in 2017 with didgeridoo and an acknowledgement in Aboriginal language.

- The school participated in the local Queanbeyan Reconciliation Walk.
- A tutoring program for Aboriginal students ran for 10 weeks and concentrated on literacy and writing with pleasing improvements noted and a high level of satisfaction registered by students.
- An Acknowledgement of Country is always made at the beginning of assemblies and also at the P&C meetings.

In 2018, the school will consolidate all its practices into a Reconciliation Action Plan (RAP) with input from staff and community.

Multicultural and anti-racism education

Jerrabomberra Public School continues to promote multicultural education and understanding through a range of activities within the school.

- The school has a trained ARCO (Anti-Racist Contact Officer) and is committed to the elimination of racist discrimination through the school's values (Respect/Safety/Honesty), school curriculum and policies and the working environment.
- Classroom teachers and the EAL/D (English as an Additional Language/Dialect) teacher work co-operatively to plan strategies to best cater for individual students as required.
- Two students received considerable support as new arrivals.
- Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerance and attitudes towards other cultures and religions is promoted and practiced.
- Our Indonesian language program provides students Years 3–6 with a taste of Asian culture as well as language lessons for one of our nearest neighbours. This also provides an opportunity to study, celebrate and appreciate a different culture.
- Our Multicultural Perspectives Public Speaking competition allows students to have their say on a range of multicultural topics and facilitates children teaching children on this subject. One student made the regional final in this competition.
- Both French and Italian language classes are facilitated by the school before and after school to meet parent requests.
- Harmony Day, with the theme *Everyone Belongs*, was acknowledged in March as a way to recognise that we are all Australians and belong together, no matter what our origins.
- Anti-bullying strategies are reinforced annually and form part of our Personal Development lessons as well as being addressed in some class items at assemblies.
- Our Buddy system continues to support new students to assimilate into our school setting.

Other school programs

GLAD (Good Living And Development) Chaplaincy Program

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

In 2017, The Rev. James Wood provide outstanding service to all students and parents with this program. This year's activities featured a *Boys Shed* project, a Girls' Shed sessions, Rock and Water program for Year 5 and a drumming program. Sadly, towards the end of the year, Rev. James took up a position in Victoria and we will be seeking a new Chaplain. He will be sorely missed as he started our innovative and highly-regarded program 7 years ago.

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 2017, we had teams attend the GATEWAYS activity days at which they were very highly commended for their teamwork.

In 2017, 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 22% 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 Miles providing outstanding support to all.

Some highlights of 2017 included the Kids For 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 aged care facilities near ANZAC Day.

This year also saw the school again receive commendation for their ANZAC Service which commemorated Australian and New Zealand servicemen and women.

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 eggs, 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 2017 by:

- 24 students gaining district selection to attend regional swimming trials;
- One boy 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, boys' and girls' touch football, basketball and tennis.
- The boys' softball team was South Coast regional champions.
- 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.

Our students present as strong, fit and healthy which supports their general wellbeing and learning.

The Arts

At Jerrabomberra Public School, the students had the opportunity to showcase their varied talents to a variety of audiences. Highlights in 2017 were:

- We entered our teams in the state Debating Challenge and won our way to the district finals. This was an outstanding effort for our teams.
- Outstanding participation in the District Performing Arts Festival at the Canberra Theatre with our "Roald Dahl" 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 regional finalist in the Multicultural Perspectives competition;
- One student made the state final of the Premier's Spelling Challenge and
- The choir participated in the Queanbeyan Choral Festival as well as Floriade.