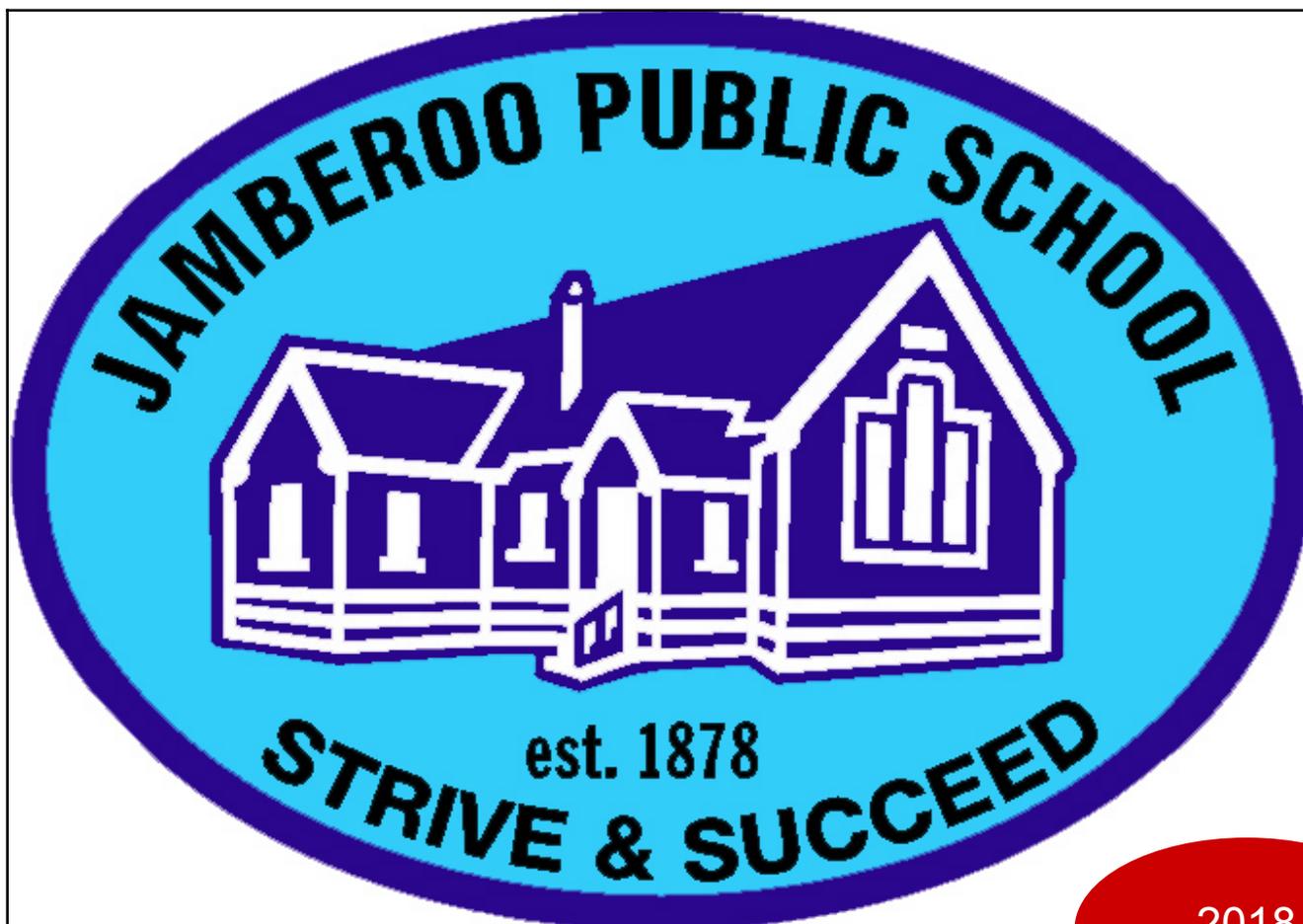


Jamberoo Public School

Annual Report



2018



2218

Introduction

The Annual Report for **2018** is provided to the community of Jamberoo 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 Speirs

Principal

School contact details

Jamberoo Public School

Churchill St

Jamberoo, 2533

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

jamberoo-p.school@det.nsw.edu.au

4236 0173

Message from the Principal

2018 has been another outstanding year, due to the commitment of an amazing staff, who everyday nurture, guide, inspire and challenge Jamberoo students. They assist students to find the joy in learning, build their skills and understanding and support them to become self–motivated learners and confident and creative individuals. The students make everyday at Jamberoo special because of their love of learning, their respect of, and cooperation with staff and each other and their willingness to participate and have a go at almost anything. The teachers and support staff, students, parents and the community should all be very proud of their achievements. The school once again performed extremely well academically, on the sporting field and culturally. Thank you to our wonderful, supportive Parents and Citizens Association, parents and community members who are dedicated to assisting us everyday in the classrooms and with fund raising which provides our students with many assets and opportunities.

School background

School vision statement

Jamberoo Public School aspires to develop in our students, foundation skills in literacy and numeracy and self-regulated learning habits, whilst creating confident individuals, with the personal resources for future success and wellbeing.

The school is committed to teachers demonstrating personal responsibility for improving their teaching practice to advance student learning outcomes.

Teachers are devoted to implementing the most effective teaching practices, with priority given to evidence-based teaching strategies, and the utilisation of collaborative reflection and feedback.

As a school striving to excel, we aim to foster high-expectations and a shared sense of responsibility for student engagement, learning and success.

School context

Jamberoo Public School (132 students) has a dynamic and enthusiastic staff, and supportive community committed to quality education. The school enjoys a strong partnership with its community and values parental involvement. Highly effective programs in literacy, numeracy, technology, wellbeing, sport, creative and performing arts are all underpinned by high-quality teaching practices.

The school provides a caring, stimulating environment for all students.

Jamberoo's motto is 'Strive and Succeed'. We believe every child can be a successful learner.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning:

Jamberoo Public School has achieved an overall level of sustaining and growing.

Learning Culture

The evidence collected indicates that Jamberoo Public School is sustaining and growing a learning culture that is focused on learning and ongoing performance improvement throughout the school community. Evidence to support this achievement can be found in the evidence sets of individual learning, professional learning and community engagement. Specific evidence includes collaboratively constructed Personalised Learning Plans and student adjustment forms, demonstrating collaboration between the school and parents of students whose learning is at risk and many examples of the school's commitment to work with the Jamberoo parents and community to ensure students achieve learning targets.

Wellbeing

The evidence collected indicates that Jamberoo Public School is sustaining and growing a strategic approach to develop whole school wellbeing processes that support the wellbeing of all students. Evidence to support this achievement can be found in the evidence sets of individual learning, welfare and wellbeing and community engagement. Specific evidence includes monitoring and reviewing of individual student needs, explicit positive behaviour expectations and the utilisation of parent/student feedback data to improve student learning and wellbeing.

Curriculum

The evidence collected indicates that Jamberoo Public School is sustaining and growing an integrated approach to quality teaching, curriculum planning and assessment to enhance the learning outcomes of all students. Evidence to support this achievement can be found in the evidence sets of effective practice, individual learning, professional learning and data for planning. Specific evidence includes monitoring of curriculum provisions to meet the needs of students, teaching programs outlining expected student(s) progression and the assessments to measure them, differentiated curriculum delivery and students articulating their learning.

Assessment

The evidence collected indicates that Jamberoo Public School is sustaining and growing consistent whole school practices for assessment used to monitor, plan and report on student learning. Evidence to support this achievement can be found in the evidence sets of effective practice, individual learning, professional learning and data for planning. Specific evidence includes teachers utilising formative assessment strategies to meet learning needs of students, opportunities provided by teachers for students to receive feedback on their learning and analysis of assessment data to identify learning progress of students.

Reporting

The evidence collected indicates that Jamberoo Public School is sustaining and growing reporting protocols that provide clear, timely and accurate information to parents and support further achievement of learning for all students. Evidence to support this achievement can be found in the evidence sets of effective practice, professional learning and data for planning. Specific evidence includes the collection of specific internal and external student performance data and a personalised student report outlining achievement and future learning goals.

Student Performance Measures

The evidence collected indicates that Jamberoo Public School is delivering consistent student achievement in external and internal performance measures. Evidence to support this achievement can be found in the evidence sets of professional learning and data for planning. Specific evidence includes achievement of minimum standards in NAPLAN and growth targets for individual students using internal progress and achievement data.

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Jamberoo Public School has achieved an overall level of sustaining and growing.

Effective Classroom Practice

The evidence collected indicates that Jamberoo Public School is sustaining and growing effective and explicit teaching practices, with the highest priority given to evidence-based teaching strategies. Evidence to support this achievement can be found in the evidence sets of professional development, effective practice, individual learning and professional learning. Specific evidence includes whole school collaboration to inform programs which meet the needs of students, teachers providing explicit feedback linked to defined success criteria and explicit teaching techniques which identify student learning needs.

Data Skills and Use

The evidence collected indicates that Jamberoo Public School is sustaining and growing whole school systems where assessment data is consistently used to identify student progress and reflect on teaching effectiveness. Evidence to support this achievement can be found in the evidence sets of professional development, effective practice, data for learning and professional learning. Specific evidence includes assessments identifying student growth and minimal progress, engagement with the school community to reflect on student achievement and teachers effectively using data to evaluate student understanding of lesson content.

Professional Standards

The evidence collected indicates that Jamberoo Public School is sustaining and growing staff to take personal responsibility for maintaining and developing their professional standards. Evidence to support this achievement can be found in the evidence sets of professional development, effective practice and professional learning. Specific evidence includes examples of teacher proficiency in the teaching of literacy and numeracy, teachers using professional standards and PDPs to identify areas for development and a whole school approach to improve teacher practice utilising expertise of staff to improve student learning outcomes.

Learning and Development

The evidence collected indicates that Jamberoo Public School is sustaining and growing professional learning that is aligned with the school plan and there are explicit systems that enable collaboration and feedback to sustain quality teaching practice. Evidence to support this achievement can be found in the evidence sets of professional development,

effective practice, professional learning and data for planning. Specific evidence includes feedback from observations to improve professional knowledge and practice, formal mentoring/coaching systems and support of teachers to trial evidence-based teaching practices in their classrooms.

The results of this process indicated that in the School Excellence Framework domain of Leading:

Jamberoo Public School has achieved an overall level of sustaining and growing.

Educational Leadership

The evidence collected indicates that the leadership team is sustaining and growing instructional leadership that results in sustained and measurable whole school improvement at Jamberoo Public School. Evidence to support this achievement can be found in the evidence sets of professional development, professional learning, data for planning and community engagement. Specific evidence includes the implementation of collaborative review processes to affirm quality teaching practices, the active pursuit of feedback from the Jamberoo community to track school improvement and collaborative performance development and monitoring.

School Planning, Implementation and Reporting

The evidence collected indicates that Jamberoo Public School is sustaining and growing continuous improvement efforts. Planning is well-conceived, effectively implemented and creates whole-school improvement. Evidence to support this achievement can be found in the evidence sets of professional development, professional learning and data for planning. Specific evidence includes the leadership team actively creating opportunities where feedback about impact can be shared, clear processes have been implemented linked to the school plan and milestones and an example of alignment of resources, funding and professional learning.

School Resources

The evidence collected indicates that Jamberoo Public School is sustaining and growing strategic use of resources to improve teaching practice and student learning outcomes. Evidence to support this achievement can be found in the evidence sets of professional development, professional learning and data for planning. Specific evidence includes strategic financial management of resources linked to the school plan and milestones and flexible learning spaces meeting the needs of Jamberoo students.

Management Practices and Processes

The evidence collected indicates that Jamberoo Public School is sustaining and growing whole school systems and structures that develop continuous school improvement and the professional effectiveness of staff. Evidence to support this achievement can be found in the evidence sets of professional learning, data for planning and community engagement. Specific evidence includes the leadership team analysing feedback from the school community to drive future school systems, flexible processes exist that support parental engagement in all aspects of school life and the school implementing informed systems based on the needs and context of the Jamberoo community.

Our self-assessment and the external validation 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

Effective Learning

Purpose

To offer high quality learning experiences, through a whole school approach that are student focussed and differentiated thereby enabling students to develop strong identities as self-directed learners and enabling learning to be visible to all students.

Providing high quality learning experiences, along with a positive and supportive learning environment.

Overall summary of progress

In 2018, data informed and student centred learning have been the focus areas of effective learning. The progress achieved so far has included:

1. The collection and collaborative review of data at student and class level.
2. There is evidence of data informed differentiation and timely, targeted intervention.
3. Staff are providing regular opportunities for students to decide and articulate 'where to next' with their learning.
4. Processes to encourage, measure and celebrate student achievements are in place to deliver student-centred and self-regulated learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|----------------------------|--|
| Growth demonstrated in 'student performance measures' on the School Excellence Framework. Progression from delivering to sustaining and growing. | | External validation evidence indicated that the school is currently delivering in the area of student performance data. Specific evidence included achievement of minimum standards in NAPLAN and growth targets for individual students using internal progress and achievement data. The school is very much on track to be achieving at sustaining and growing in the next 12 months. |
| The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. | | Student-centred learning, based on the needs of individual students and learning goals, is ensuring learners are achieving higher than expected growth. |
| 45% of students in Year 3 and 38% in Year 5 are achieving in the top two bands in all areas of NAPLAN. | | In 2018, 38% of Year 3 students achieved NAPLAN results in the top two bands. In Year 5, 40% of students were placed in the top two bands. |

Next Steps

The steps required to provide students with high quality learning experiences and the achievement of the best student learning outcomes include:

1. Ongoing reflection and refinement of data collection processes.
2. Teachers map student learning growth against personalised learning goals.
3. Learning is based on what students know and can do, what they need to learn next and how best to teach them.

Strategic Direction 2

Best Practice Teaching

Purpose

Enthusiastic, driven and expert teachers inspire lifelong learning. Our purpose is to create a whole school sustainable and engaging professional environment for staff. Teachers will be supported through a positive collaborative culture, utilising coaching/mentoring methodologies to improve teacher practice in order to make a difference for our students.

Teachers will continually reflect upon and refine their practice, in particular in the teaching of literacy and numeracy skills.

Overall summary of progress

In 2018, coaching/mentoring and collaborative practice have been the focus areas of best practice teaching. The progress achieved so far has included:

1. 100% of teachers have been up-skilled in all elements of GROWTH coaching.
2. Observational rounds have been completed regularly, linked to PDP goals and improvement of whole school professional practices.
3. Executive staff have analysed the quantitative/qualitative data derived from the observational rounds throughout the year.
4. There is evidence of improvement in teacher practice for all staff, in particular the effective use of feedback.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|----------------------------|--|
| Growth demonstrated in 'data skills and use' on the School Excellence Framework. Progression from delivering to sustaining and growing. | \$7,000 | External validation evidence indicated that the school has progressed from delivering to sustaining and growing in the area of student performance data. Specific evidence included assessments identifying student growth and minimal progress, engagement with the school community to reflect on student achievement and teachers effectively using data to evaluate student understanding of lesson content. |
| Greater use of evidence-informed pedagogy by all staff, which is identified, modelled and promoted. | \$22,000 | There is evidence of improvement in teacher practice for all staff, in particular the effective use of feedback. |
| 100% of teachers are maintaining current accreditation standards, with at least one staff member working towards higher levels of accreditation. | | 100% of teaching staff have maintained or achieved accreditation at proficient. One staff member is maintaining their accreditation at highly accomplished level. |

Next Steps

The steps required to provide students with highest quality teaching practices and the achievement of the best student learning outcomes include:

1. Staff are providing each other with effective feedback regarding practice, which is promoting self-reflection.
2. Staff will identify low growth and off the boil students in comprehension. Student trend data is consistently analysed and evaluated to determine where to next for teaching practice.

3. These students are provided with timely and effective interventions.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|--------------------|--|
| Aboriginal background loading | \$9,014 | <p>Personalised Learning Plans have been developed and implemented for all Aboriginal and Torres Strait Islander students. Immersion Days were conducted in Term One, increasing the connection for students with country and culture.</p> <p>SLSO staff are supporting indigenous students.</p> |
| Low level adjustment for disability | \$52,019 | Funding has been utilised for support staff to work with students with an identified disability. |
| Quality Teaching, Successful Students (QTSS) | \$20,094 | Funding was utilised to support the implementation of Observational Rounds to support whole school observations and coaching processes. |
| Socio-economic background | \$4,678 | Funding used for an SLSO to work with identified students. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 43 | 47 | 63 | 67 |
| Girls | 53 | 49 | 59 | 67 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.1 | 94 | 94.5 | 94.1 |
| 1 | 95.5 | 93.8 | 93.4 | 91.8 |
| 2 | 95.2 | 94.5 | 94.7 | 95.4 |
| 3 | 95.5 | 94 | 95.3 | 94.4 |
| 4 | 95.9 | 95.3 | 94 | 94.8 |
| 5 | 93.7 | 93.7 | 95.5 | 92.9 |
| 6 | 97.5 | 93 | 95.5 | 95 |
| All Years | 95.7 | 94 | 94.8 | 93.9 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

Parents are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence. Letters are sent home to parents after three days have expired following an unexplained absence(s). An absence is recorded as unexplained if parents have failed to provide an explanation to the school within 7 days.

Jamberoo Public School, with support from attendance officers (home school liaison officers), monitors the regular attendance of students and supports students and their families with identified attendance issues.

Class sizes

| Class | Total |
|-------------|-------|
| BIRRAHLEE | 20 |
| WALABI | 20 |
| TANGALLA | 22 |
| WONGA WONGA | 19 |
| NUNINOONA | 25 |
| COOINDA | 26 |

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 1 |
| Classroom Teacher(s) | 4.75 |
| Learning and Support Teacher(s) | 0.3 |
| Teacher Librarian | 0.2 |
| School Administration and Support Staff | 1.68 |

*Full Time Equivalent

None of the staff at Jamberoo Public School identify as being either Aboriginal or Torres Strait Islander.

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

Staff at Jamberoo Public School participate in professional learning linked to their Professional Development Plan and the school's strategic directions. In 2018, there was \$9,974 spent on Professional Learning.

As at the end of 2018, 100% of teaching staff are at Proficient teacher level. One teacher is maintaining their accreditation at Highly Accomplished level.

In 2018, all staff completed mandatory training at Staff Development Days including Child Protection, Corruption Prevention, Code of Conduct, CPR and anaphylaxis.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|------------------|
| Opening Balance | 21,225 |
| Revenue | 1,347,979 |
| Appropriation | 1,230,984 |
| Sale of Goods and Services | -132 |
| Grants and Contributions | 116,476 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 650 |
| Expenses | -1,260,894 |
| Recurrent Expenses | -1,260,894 |
| Employee Related | -1,096,832 |
| Operating Expenses | -164,063 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 87,084 |
| Balance Carried Forward | 108,309 |

Any funds available will be utilised to improve student learning outcomes through extra learning support and student resources.

Financial summary equity funding

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

| | 2018 Actual (\$) |
|-----------------------|------------------|
| Base Total | 1,061,577 |
| Base Per Capita | 23,591 |
| Base Location | 1,772 |
| Other Base | 1,036,214 |
| Equity Total | 53,777 |
| Equity Aboriginal | 9,014 |
| Equity Socio economic | 4,678 |
| Equity Language | 0 |
| Equity Disability | 40,084 |
| Targeted Total | 52,019 |
| Other Total | 21,119 |
| Grand Total | 1,188,492 |

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 45% of Year 3 students were placed in the top two bands for reading. 40% placed in the top two bands for writing and 35% for spelling.

In 2018, 43% of Year 5 students were placed in the top two bands for reading. 42% placed in the top two bands for grammar and punctuation and 34% for writing.

In 2018, 37% of Year 3 students were placed in the top two bands for numeracy.

In 2018, 54% of Year 5 students were placed in the top two bands for 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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

The Premier's priorities include:

Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent by 2019.

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

Parent/caregiver, student, teacher satisfaction

I think that Jamberoo Public School is a great school because there are so many opportunities that you might not get at other schools. I also think that it is great to go to a small school because that means you know everyone in the school. It is really good that we have chickens that roam around the school and it is a great opportunity for people to volunteer to look after the chickens on the weekend and school holidays as well as the opportunity for kids to look after them during the school term. (Will T – student)

I am excited to express my thoughts about Jamberoo Public School. I have been a parent at the school for nine years. My boys have thoroughly enjoyed their school life at JPS. I have found the teachers very supportive and so caring. They always go the extra mile and above and beyond what is expected of them. JPS has exceeded all expectations and I highly recommend the school. It is such a great community. Thank you JPS for everything you do. I really appreciate you! (Naomi P – Parent)

Jamberoo Public School is an amazing environment on every level. Students have a broad interest in a range of learning activities. Importantly, learning is the key focus of the students at our school. Continually striving for improvement in a collaborative manner is a great way to describe our classrooms. The staff are extremely dedicated and as a collective group have a breadth and depth of knowledge that is a rare find.

Innovation in teaching and learning exemplifies the daily practice of all teachers. The commitment and leadership shown by all staff ensures our positive and sustainable culture. The families of our community are engaged, informed and committed to supporting students and staff. They are a highly prized resource. (Ben R – staff)

Policy requirements

Aboriginal education

All students identifying as having Aboriginal or Torres Strait Islander heritage have a Personalised Learning Plan devised in consultation with the student, teacher and the child's family. These are reviewed regularly.

Each year students participate in Sorry Day, Reconciliation Week and NAIDOC celebrations. The school also employed a local Aboriginal artist to create a mural with our indigenous students.

Immersion Days were conducted in Term One, increasing the connection for indigenous students with country and culture.

Multicultural and anti-racism education

School staff are dedicated to creating and maintaining an inclusive and tolerant learning and working environment free from discrimination in any form. Our Anti Racist Complaints Officer (ARCO) is trained to provide support if required. With the introduction of the NSW Australian Curriculum came a future focus on the inclusion of Asian Studies and a continued focus on Aboriginal perspectives across curriculum areas.

In Term 1, Jamberoo Public School celebrated Harmony Day along with Grandparents Day, by remembering the many cultures that form the backdrop to our lives. Students were able to talk with their grandparents about where they had grown up.