

Jerrys Plains Public School

Annual Report



2018



2231

Introduction

During Term 3, 2018, I was welcomed into the Jerrys Plains Public School community as the new Principal. This Annual Report is an account of the school's operations and achievements during the the latter part of 2018. 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.

Michael Frith

Principal

School contact details

Jerrys Plains Public School

Doyle St

Jerrys Plains, 2330

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

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

6576 4018

School background

School vision statement

To provide an inclusive educational environment where every student and every teacher improves every year.

School context

Jerrys Plains Public School is a small school situated 37 kilometres west of Singleton. The school and its building date back to 1881. We are a dynamic and caring educational environment, providing students with access to quality programs within a varied and balanced curriculum. We have two mainstream multi age classes, and various part-time specialist support staff, including an Early Action for Success Instructional Leader. All of our students are seen as individuals, and the curriculum is planned accordingly to cater for each child's specific needs. Our school is well resourced with excellent facilities for its students, including stimulating classrooms, a library, covered playground equipment and large playground areas. Twenty-five percent of our students identify as Aboriginal. Jerrys Plains Public School is part of the Singleton Learning Community, where collegial practices among the nine schools ensure all students in our public education system benefit from improved outcomes, through strategic and targeted planning. The school has a strong community bond and this continues to grow. Parents, staff, students and community members share a strong sense of ownership and commitment to the ongoing development of Jerrys Plains Public School. All staff are committed to continuous, sustainable school improvement, with a focus on professional development and individualised learning for all students, within a framework of high expectations. The local school community highly values the positive partnerships that exist with the school and willingly cooperates in order to assist in a variety of authentic learning experiences for their children.

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.

In the domain of Learning, our efforts have primarily focused on learning, curriculum and wellbeing. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. Teachers differentiate curriculum delivery to meet the needs of individual students.

Our major focus in the domain of Teaching has been on collaborative practice for staff members. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that aims to move student learning to a new level. Teachers are focussing on providing more explicit, specific and timely formative feedback to students on how to improve. Teachers incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers provide and receive constructive feedback from their peers to improve teaching practice. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers work beyond their classrooms to contribute to broader school programs.

In the domain of Leading, the consistency and effectiveness of implementation of our strategic directions throughout the year has been due to building leadership capacity across the school. Staff capacity has been built to create a dynamic school learning culture. This is making a significant difference to our progress as a school. There are opportunities for students and the community to provide constructive feedback on school practices and procedures. The school has established productive relationships with external agencies.

The achievements and identification of next steps are outlined in the following pages of this report.

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

Engaged students who maximise learning opportunities.

Purpose

To produce dynamic learners who take the lead in their learning journey.

Overall summary of progress

Jerrys Plains Public School students have developed their literacy and numeracy skills throughout 2018. By the end of the year, there was a whole school cultural shift, ensuring literacy and numeracy progress was consistent and targeted. Processes were put in place to evaluate progress through school based assessments, targeted Early Action for Success interventions and whole school strategies. Achievement levels were regularly updated in PLAN2.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students demonstrate expected growth against the National Literacy and Numeracy Learning Progressions. 100% of students demonstrate growth. Teacher observations confirm that students are setting individual learning goals and reflecting on their learning against explicit criteria.	EaFS Trainer: \$1,000.00	By the end of 2018, 100% of students demonstrated growth. During Semester 2, students were introduced to the concept of explicit criteria and individual learning goals.

Next Steps

Focus will move towards supporting each child's learning and engagement. This will include individualised data driven differentiated learning programs. Data will be used to identify 'at risk' students in literacy and numeracy to be targeted by support staff and teachers. Staff will receive ongoing Professional Development to unpack the key elements of Numeracy and Literacy to support development and innovative researched based processes and pedagogy. The school will share details of school programs and implementation processes to improve parent understanding.

Strategic Direction 2

Committed teachers and staff focussed on student wellbeing and high quality learning outcomes.

Purpose

To deliver best practice learning activities that encourage students to be critical thinkers, inquisitive investigators and thoughtful communicators.

Overall summary of progress

During 2018, staff worked together to ensure every student was known, valued and cared for, and that every student made academic improvement. Since the middle of Term 3, all teachers have been using learning data and knowledge of their students to plan for effective learning 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">• Teacher programs show evidence of differentiated planning to meet the needs of students, including adjustment to support learning and increase challenge.• Teacher observations and work samples show evidence of students analysing their work, revising their responses and applying enquiry learning strategies.	Nil.	All teacher programs have shown evidence of differentiated planning to meet the needs of students. Teacher observations and work samples have shown evidence of students analysing their work.

Next Steps

In 2019, this Strategic Direction will be revised to better reflect the identified needs of the school community. This will include the implementation of a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Strategic Direction 3

To build an involved community, connecting students, their families and staff, to support and promote the School, its values and Strategic Directions.

Purpose

To foster a shared culture of quality teaching and learning, strong student commitment and expectations of achievement.

Overall summary of progress

Partnerships with the school community were significantly strengthened by the end of 2018, as evidenced through a significant increase in community engagement and advocacy for the school. An involved, valued and connected community have shown provided high level engagement with all school activities. The community are consistent in their proactive support and promotion of Jerrys Plains Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increased attendance of families and community members at school-based events; eg sports carnivals, P&C meetings, curriculum-based activities.</p> <p>Demonstrated consultation and collaboration in decision-making; eg major projects.</p> <p>Demonstrated involvement in school activities; eg in-class support, P&C Canteen.</p> <p>Evidence of shared expectations of achievement.</p>	Nil.	<p>During Semester 2, there was a significant increase in the attendance of families and community members at school based events. This included engagement with curriculum based activities, P&C meetings and school based community events, such as discos, ceremonies and whole school activities.</p> <p>The community also articulated and demonstrated a clear desire to again work in consultation and collaboration with the school. Parents and carers have readily engaged with school based activities, and are very supportive of the positive changes that have had a genuine impact on the learning progressions of our students.</p>

Next Steps

The school will carry on with the forming of stronger relationships with the wider community. We will continue to increase the engagement of parents and community members, in order to maximise the learning opportunities for each student, and to foster a school-wide culture of high expectations, through a shared sense of responsibility. We will continue to increase the engagement of parents and community members to assist our students to grow into confident, creative and resilient life long learners.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,978.00	In 2018, some funding was spent on NAIDOC celebrations. In 2019, there will be a deeper focus on Personalised Learning programs, and genuine engagement with the Aboriginal community.
Low level adjustment for disability	\$20,832.00	This funding was used to provide support for students with learning needs. It enabled adjustments and learning support to be provided through class programs and whole-school strategies.
Quality Teaching, Successful Students (QTSS)	\$7,392.00	In 2018, this funding was used to assist teachers to develop a deep understanding of authentic evidence based teaching and learning practices.
Socio-economic background	\$64,683.00	This funding was primarily used to ensure students had personalised learning through targeted interventions designed to facilitate greater engagement and stronger literacy and numeracy skills.
Support for beginning teachers	Nil	There were no beginning teachers employed at Jerrys Plains Public Schol during 2018.
Ready4School	\$30,000	The provision of the Jerrys Plains Ready4School initiative enabled 8 students to access a pre-schooling program one day per week. Pre-schooling is not provided elsewhere within Jerrys Plains. This program had a high impact on the successful transition of the students into Kindergarten in 2019.
Enhancement Project	\$60,000.00	This initiative was aborted, due to a lack of evidence of impact.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	19	20	21	18
Girls	17	19	19	13

As families move in and out of the area, the school enrolment numbers are maintaining stability each year. Our school is recognised locally for providing a diverse range of learning opportunities, supported by a professional and dedicated staff.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	85.7	87	93.9	91.9
1	85.9	93.3	93	91.9
2	89.7	88.8	92.3	89
3	86.8	90.5	91.7	94.2
4	94.4	96.4	91.1	92.3
5	93.3	83.8	96.2	91.2
6	84.6	94.6	84.4	94.4
All Years	87.3	90.2	91.9	92.2
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

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents and caregivers, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. Class rolls are marked daily and monitored regularly by the class teachers and Principal

for patterns of both partial (late) attendance and non attendance. The learning support team monitors the non attendance of students. If a concern is identified the school works with the students, parents and the class teacher to improve attendance. Parents are contacted by the school and informed of their responsibility to ensure children attend school each day. The support of the Home School Liaison Officer is sought if required to improve attendance. School staff:

- provide a caring teaching and learning environment which fosters a student's sense of belonging to the school community;
- recognise excellent and improved attendance; maintain accurate records of student attendance;
- implement procedures for monitoring attendance issues if they arise;
- provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There are no staff members who identify as Aboriginal at this point in time.

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

All staff were provided with opportunities to participate in professional development that reflected departmental priorities, our school priorities, and their own identified professional learning needs. Professional learning was undertaken within school as an ongoing process, as a

network (L3), as external courses to support teaching and as part of the Singleton Learning Community.

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	115,319
Revenue	624,173
Appropriation	604,588
Sale of Goods and Services	55
Grants and Contributions	18,958
Gain and Loss	0
Other Revenue	0
Investment Income	573
Expenses	-697,748
Recurrent Expenses	-697,748
Employee Related	-626,821
Operating Expenses	-70,927
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-73,574
Balance Carried Forward	41,745

The Principal had key responsibility for the financial management and planning within the school. Midway through 2018, significant spending of the school budget had placed the school into considerable financial difficulty. A full school audit was conducted to identify areas of non-compliance and over expenditure. As a result, a budget linked to the school's strategic directions was planned and developed. Monthly school finance meetings with the Principal and School Administration Manager were established to regularly monitor the school's financial performance, review the remaining budget, and to adjust funds as required. This redistribution of resources halted the spiralling budget, enabling the school to end 2018 with a slight surplus.

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	456,692
Base Per Capita	7,735
Base Location	12,393
Other Base	436,564
Equity Total	101,887
Equity Aboriginal	9,068
Equity Socio economic	64,683
Equity Language	0
Equity Disability	28,136
Targeted Total	59,901
Other Total	8,343
Grand Total	626,823

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.

Due to the small cohorts of students sitting NAPLAN no information on literacy achievements can be released.

Due to the small cohorts of students sitting NAPLAN no information on numeracy achievements can be released.

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.

Due to the small cohorts of students sitting NAPLAN no information on achievements can be released.

Parent/caregiver, student, teacher satisfaction

The changes introduced in the latter part of 2018 have enabled the wider Jerrys Plains community to actively engage with the school. Parents indicated that the new, consultative approach was an area of deep satisfaction. Student feedback was very positive around the opportunities they received to participate in sporting, cultural and educational activities. Teachers clearly felt that their teaching practice and development was being well supported through targeted professional learning opportunities.

Policy requirements

Aboriginal education

Our students have had the opportunity to appreciate the contributions Aboriginal heritage has made in shaping our Australian identity. During 2018, students of Aboriginal background had personalised learning plans developed with parents, teachers and students working together on common goals. Jerrys Plains joined other Singleton small schools to celebrate NAIDOC Week. All assemblies include an Acknowledgment of Country, and Aboriginal culture is embedded in teaching and learning programs.

Multicultural and anti-racism education

Jerrys Plains continues to support multicultural education and have embedded programs to benefit students of all cultures in all areas of the curriculum. This has included providing programs and perspectives that develop the knowledge, skills and attitudes required for living together harmoniously in an increasingly culturally diverse society. Through learning about the culture and customs of different countries around the world we aim to develop tolerance and multicultural respect in all students. Our Anti-Racism Contact Officer (ARCO) is available for students, staff and families if the need arises. They are supported through resources supplied by the Department of Education.